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A BIOGRAPHICAL SKETCH SUITABLE FOR USE IN SUPPLEMENTING
THE TEACHING OF NORTH CAROLINA SOCIAL STUDIES
IN THE EIGHTH GRADE

by

MARY HANNAH WALKER

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CHAPTER I

INTRODUCTION

Justification of the Problem

The most important thing in the education of children is to get their minds working and to stimulate their interests, and is there any subject which more arouses the child than the study of men's and women's lives? Biography is not a cold bare study of strange creatures and impossible events. It is simply a history of human nature, of beings who lived, died, struggled, suffered, and achieved just like other people. It tells the child what he ought and might be; and when it is properly told, it fills him with a great aspiration to do the very best that is in him. In short biography is the autobiography of humanity. Can there be any study of greater educational value and utility?¹

Supplementary material for the teaching of North Carolina in the eighth grade is very scanty. The North Carolina State Bulletin, A Suggested Program for the North Carolina Public Schools says:

Probably no one or even two or three books will include the necessary material for this study. Although text books in the geography and history of the State will be used often, the work for the year should be organized around big problems having significance to eighth year pupils, and many reference books should be consulted.²

Experts in the field of social studies agree that biography is excellent supplementary material.

¹Gamaliel Bradford, "Biography's Place in a Modern Scheme of Education," New York Times, August 30, 1931. Section IV, p.2, column 2.

²North Carolina, State Superintendent of Public Instruction, A Suggested Twelve Year Program of the North Carolina Public Schools, Raleigh, North Carolina: The Superintendent, 1942. p. 183.

C.A. Harper makes these important statements:

A very important reason for disliking history is its alleged lack of interest- we have perhaps the greatest tragedy in the whole teaching situation. We are aware of the fact that the most interesting things all the human beings are other human beings. The main object of conversation among our pupils is and will continue to be other pupils. The study of most intrinsic interest ought to be the study that deals with great personalities and with persons at interesting crises in their own lives. Making the past real necessarily and inevitably makes an interesting story of human beings for human beings. Failure to make the past real means failure to make the past meaningful; and failure to make the past meaningful simply means we are not teaching history.³

W. B. Faherty draws the following conclusions with respect to the use of biography in the teaching of history:

The importance of biographical study in the teaching of history needs no brief. It is important in itself, since to give to young minds the picture of great men as an inspiration is one of the prime objects of the teaching of history; and secondly, because through this study we come to a great knowledge of the customs and the institutions of the eras in which these men lived.⁴

E. Leigh Mudge believes:

History should be one of the easiest subjects to make vital and interesting to children, because history is fundamentally concerned with people and their activities. It is possible, however, to thoroughly insulate a child's mind against history. When we disregard the personal element in it and treat it as a mere matter of facts and dates and chronicles we prevent its desired appeal. When we present it in the wrong order and try to interest children in movements or events or even persons who are too far removed from their interests we contribute to the insulating process.

A teacher's ambition should be to keep history human, to keep always in mind the life and interests both of the men and women of the past and of the boys and girls of today. One way to do this is to emphasize the human traits of historic characters.⁵

³C. A. Harper, "Why Do Children Dislike History?", Social Education, I (October, 1937), 493.

⁴W. B. Faherty, "Biography in the Teaching of History," Social Studies, XXXII (March, 1941), 105.

⁵E. Leigh Mudge, "Making History Live," Education, LXIV (April, 1944), 489.

Henry Johnson recommends the teaching of biography. He says:

Whatever may be the thought of this or that specific use of biography or the materials for biography, history for the schools, without emphasis upon the personal element, is in a large sense, as Dr. Sparks suggested that it must be for the untrained reader an 'empty stage'. However magnificiently set it is lifeless without the players.⁶

As mentioned previously supplementary material for the teaching of North Carolina is scanty. No phase of North Carolina supplementary biography is more inadequate than that of the women of our state. This information is in existence, but it is not available for classroom use. The books about North Carolina women are above the reading ability of eighth grade children, and many no longer are published. There is much material in library files but thus far no one has written biographies of North Carolina women for school use. North Carolina has produced outstanding women and her youth should not only have an appreciation of the contributions which these women have given history, but should gain an inspiration from their lives. This applies particularly to the girls. Boys have been given heroes of their own sex, but there are no stories of North Carolina women for school girls to read.

Statement of the Problem

The purpose of this study is to establish criteria for the production of sketches suitable for use in supplementing the teaching of North Carolina social studies in the eighth grade, and to produce such a sketch to test the criteria and to enrich the curriculum.

Henry Johnson, Teaching of History in the Elementary and Secondary Schools, New York: Macmillian, 1940. p. 144.

The adequate treatment of this topic requires satisfactory answers to the following specific questions:

- I. What are the interests of eighth grade children?
- II. What criteria must be applied to biographies for their use?
- III. What criteria must be applied to vocabulary, diction, and style?
- IV. What women should be selected as subjects?
- V. What criteria must be applied to the biographies as biographies?

Delimitation of the Problem

The problem is limited as follows:

- I. North Carolina woman as subject.
- II. Sketches appropriate to supplement the social studies of the North Carolina State Bulletin.
- III. Style, phraseology, and vocabulary suitable for eighth grade level.

Method

In addition to the stable technique of the historical method, it has been necessary to:

- I. Make an analysis of the eighth grade social studies as prescribed by the North Carolina State Bulletin.
- II. Assemble from authoritative sources criteria for the interests of children, 14-16 years of age.
- III. Assemble from authoritative sources criteria for style, structure, and vocabulary suitable for children 14-16 years of age.
- IV. Confer with competent individuals and formulate criteria for the selection of appropriate subject.

Survey of the Literature

In order to avoid any duplications of the work of another the following references were carefully checked.

Palfrey, Thomas R., and Coleman, Henry E. Guide to Bibliographies of Theses—United States and Canada. Second edition. Chicago, American Library Association, 1940.

United States. Library of Congress. Catalogue Division. List of American Doctoral Dissertations. Washington, D. C.: Government Printing Office, 1913-1938.

Doctoral Dissertations Accepted by American Universities. Compiled for the National Research Council and the American Council of Learned Societies by the Association of Research Libraries. New York: W. H. Wilson, 1934-1944.

Monroe, Walter Scott, Ten Years of Educational Research, 1918-1927. University of Illinois, Bureau of Educational Research, Bulletin No. 42. August, 1928. Urbana: University of Illinois, 1928.

United States, Office of Education. Library. Bibliography of Research Studies in Education, Washington, D. C.: Government Printing Office, 1929-1945.

Good, Carter Victor. "Doctors' Theses Under Way in Education," Journal of Education Research. January, 1945, XXXIII.

Gray, Ruth A. Doctors' Theses in Education, a list of 797 Theses Deposited with the Office of Education and Available for Loan. United States Office of Education. Pamphlet No. 60. Washington, D. C.: Government Printing Office, 1935.

Gray, Ruth A. Education for Victory. February, 1942 - July, 1945.

In making the above survey of literature no theses were found which were closely enough related to this study to be of help.

CHAPTER II

CRITERIA USED IN THE PRODUCTION OF THE SKETCH

Introduction

The purpose of this chapter is to establish the criteria necessary for the production of a biographical sketch suitable for use in supplementing the teaching of North Carolina social studies in the eighth grade as suggested by the North Carolina State Bulletin, A Suggested Twelve Year Program for the North Carolina Public Schools.

Analysis of the Social Studies Program of the North Carolina State Course of Study

An analysis of the social studies program of the North Carolina State Bulletin is essential to show briefly the scope of this particular program for the twelve grades of the North Carolina public schools.

First Year: 'Living Together in School and Home.'

Second Year: 'Living Together in Our Community.'

Third Year: 'Community Living, Now and Long Ago.'

Note: For the first three years the social studies work will be informal, and it will be concerned with the things the child should be familiar with in his home, at school, and in his community environment.

Fourth Year: 'Community Living Here and Far Away.'

An extension of the community with a comparison of ways of living in different geographical areas.

Fifth Year: 'The Study of the United States.'

Its history, people, places, products, and means of transportation and communication. Special emphasis should be placed on the part North Carolina has played in the development of the United States.

Sixth Year: 'How the Present Grew Out of the Past.'

At this level the child should be introduced to the history of the world; geographical backgrounds should be stressed. Europe, Asia, and Africa should be studied, special emphasis being placed on the part Europe has played in the history of the world.

Seventh Year: 'United States History and Relationships with Neighboring Lands.'

Eighth Year: 'The Story of North Carolina.'

Its history, geography, and current economic and cultural problems. Throughout the study of the state interrelationships should be stressed.

Ninth Year: 'Living Together in Our Democracy.'

Tenth Year: 'World History.'

Historical foundations of modern world problems.

Eleventh Year: 'American History.'

Historical development of American life and democracy.

Twelfth Year: 'Modern Problems.'

Economic, social and political- their implications for the community, state, nation, and world.

The State Bulletin makes these statements concerning the teaching of North Carolina in the eighth grade:

The central theme for this year is North Carolina in its many phases, economic, historic, social and geographic. The purpose of the course is to develop an understanding of the present and past problems which North Carolina is facing or has faced. One big aim should be to give students a knowledge of the many opportunities afforded by the state and instill in them a desire to help in the solution of these problems.

¹North Carolina, State Superintendent of Public Instruction, A Suggested Twelve Year Program of the North Carolina Public Schools, Raleigh, North Carolina: The Superintendent, 1942. p. 159.

Every attempt should be made to organize and conduct this study so that it will be challenging to pupils on an adolescent or eighth grade level. Students should look upon our State with pride and favor, but not at the expense of an unbalanced or incorrect understanding.²

The following short list of references is given as minimum essentials to be supplemented by additional material.

- The Story of North Carolina by A. M. Arnett and W. C. Jackson. U.N.C. Press. 1933. (State-adopted supplementary text).
- The Growth of North Carolina by A. R. Newsome and H. T. Lefler. World Book Company. 1942. (State-adopted supplementary text).
- The Story of Conservation in North Carolina by Paul Kelly and J. C. Baskerville. North Carolina Department of Conservation and Development. 1941.
- North Carolina Geography by Mary Hyman and Sallie B. Marks. A supplement printed in the seventh grade geography, Southern Lands.
- Young People's History of North Carolina by D. H. Hill. This book is out of print but copies are already in many schools where they may be used for reference.

Selected References and Other Materials

- North Carolina: Suggestions for Applying the Social Studies. This is Publication No. 217 of the State Department of Public Instruction.
- A Study in Curriculum Problems of the North Carolina Public Schools. The social studies section of this 1935 course of study contains illustrative units and a bibliography. Out of print but available in many schools.
- North Carolina: Economic and Social by S. H. Hobbs, Jr. U.N.C. Press. Out of print but available in many libraries.
- North Carolina: A Guide to the Old North State. Prepared by the W.P.A. Writers. U. N. C. Press 1939.³

²Ibid., p. 182.

³Ibid., pp. 183-184.

The Twelve Year Program suggests that the study of North Carolina may be profitably organized into large units of work around centers of pupil interest and teacher purpose which are designed to lead to better understanding of the problems of the state by showing interrelationships of many phases of life. The teacher of the social studies should have some conception of what determines the wealth of North Carolina. Howard Odum of the State University has designed the five following areas.

1. Natural wealth, such as soils, minerals, rainfall, timber.
2. Human wealth- people in various capacities.
3. Technological wealth, such as skill and training of people.
4. Capital wealth, such as tools, machinery, housing and money.
5. Institutional wealth such as schools, churches, and cities.⁴

The most advanced geographic areas or states are those which are wealthy in all five of these types of wealth. The dependence of each type upon the others may be illustrated by saying that natural resources can be used by people by the application of skills in the production of capital, which in turn can be used in the establishment of institutions which provide more skills, and so on, continuing the cycle of interdependence among these factors in improving civilization. The key to this whole cycle is the existence of institutions which will properly train the people, so that they can conserve and make use of the abundant natural resources. The implications here for educators are evident.

⁴Ibid., p. 185.

In order to direct such teaching a list of the following fifteen broad topics, which might be developed into stimulating centers of child interests, appears in the North Carolina State Bulletin:

1. How people make a living in North Carolina.
2. Handicrafts and hobbies in our state.
3. Raw materials and manufactured products in our state.
4. The people of North Carolina and whence they came.
5. Dramatic incidents in our State's history.
6. Geographic conditions which affect life in the State.
7. Men and women who have contributed to the welfare of our State.
8. What the State does with taxes or public money.
9. Young people and their opportunities in the State.
10. Cities, houses, schools, churches, and roads in the State.
11. Dependence of North Carolina upon other areas.
12. The contributions which good health and education can make to life in the State.
13. What North Carolina can do when the nation is at war.
14. The proper use of the State's wealth of resources.
15. The essential elements in good communities in typical areas of the State.⁵

This analysis of the North Carolina State course of study for the teaching of North Carolina in the eighth grade indicates, perhaps, too great an emphasis upon the physical aspects of the state. Much stress is given to geographic features and their influences, and the material resources of North Carolina, with a lack of provision for the human and

⁵Ibid., p. 197.

and altruistic aspects of history gained from the study of the lives of great North Carolina characters. The course of study in its objectives and suggestions definitely brings out the fact that North Carolina youth needs a knowledge of the great personalities of its state. There is, however, very little attention given to "great personalities" in the references included in the bibliographies. The information about the State's great women is practically nil. In order that young people of North Carolina, especially the girls, have a knowledge of the State's heroines whose lives are sources of inspiration and ambition, biographical material which they can read must be given them. Unfortunately most of it is as yet unwritten.

Criteria for Child Interests

For the purpose of this study the criteria for interest were drawn from the works of authorities in literature. They are as follows: Wrightstone in his discussion of reading interests says:

Interests are important ingredients of the modern education process. More than three decades ago Dewey prepared a statement on interests and effort. Some of the basic principles which he pointed out at that time have changed little by research in succeeding years and are paraphrased in the following statements. An individual will exert effort and learn in order to achieve his goals, or his interests may be influenced by ones environment, and changes within his own physical and intellectual self. Interests, therefore, have become the starting point of serious intellectual enterprise. Without interest, any learning situation tends to become dull, formal and of questionable value. The modern teacher recognizes and strives to set up the environment and conditions so that individual latent interests will be aroused. She then seeks to develop and to realize these interests in learning situations.⁶

Broom Duncan and Stueber are among those who suggest, " a knowledge of children's reading interests is essential in order to provide appropriate

⁶J. Wayne Wrightstone, "An Evaluation of Adolescent Reading Interests." Franc J. Thyng. They All Like to Read. Seventeenth Bulletin of the Association for Arts in Childhood. New York: The Association, 1943. p.20.

material for use in establishing permanent correct habits of independent reading."⁷

Witty and Kopel are of the opinion that "the school of interests considers what a pupil likes, or admires, or wishes to become and gives him adjusted material which will serve these interests."⁸ They contend, also, that "it is important to identify children's interests, the development of which gives direction and purpose to their activity, and integrity to their experience. The utilization of interests, moreover, assures a condition in which learning may take place economically."⁹

Various studies have been made of the reading interests of adolescent children which show that many factors determine the wide range of reading preferences of this group. Horn states:

It is important that the books for each grade have a range of interest, appeal, and difficulty which is commensurate with the range of experience and reading ability among pupils. In the case of reading ability, the range of difficulty should not be less than six or seven years in any grade. But even among children of approximately equal reading ability the range of interests will be very wide. Not all people like the same poems or the same stories or the same books. There must be selections which appeal to all.¹⁰

Recent studies by Zellar and Thorndike have attempted to determine the basic interest pattern rather than reading preferences of children. After examining the responses of approximately three thousand bright,

⁷M. E. Broom, Mary Alice Allen Duncan, and Josephine Strueber, Effective Reading Instruction in the Elementary School. New York: The McGraw-Hill, 1942. p. 231.

⁸Paul Witty and David Kopel, Reading and the Educative Process. New York: Ginn, 1939. Preface p. IX.

⁹Ibid., p. 56.

¹⁰Ernest Horn, "The Improvement of Leisure Reading," Newer Practices in Reading in the Elementary School. Seventeenth Yearbook of the Department of Elementary School Principals, Vol. No.7. Washington: National Education Association, 1938. p. 345.

average and dull pupils to eighty-eight annotated fictitious titles, they concluded that sex is the most important of the determining factor among patterns of interest and that within the same school bright children are more like slow children who are two or three years older.¹³

From the responses of two thousand school children in New York City May Lazar points out that all age levels of interest and patterns merge with one another and vary with such factors as mental maturity, sex, breath of experience, family influence, and accessibility of materials.¹⁴

Jordan in his study of children's interests in reading submits the following statements:

Between the ages of $10\frac{1}{2}$ and $13\frac{1}{2}$, the sex difference in the interests of reading is most marked. Girls and boys read almost entirely different books.¹⁵

The fighting instinct on one hand and the maternal instinct on the other are the most potent causes of the differences between the reading of boys and girls at this period.¹⁶

After making a study of forty surveys on children's interests Sister Celestine reached four conclusions.

1. Boys from nine to thirteen are attracted to stories with dramatic and adventure elements.
2. Girls prefer to read about pleasant home and school life.
3. Girls read more than boys but have narrower range of interests.
4. Children of superior intelligence read more than children of lower intelligence.¹⁷

¹³Robert L. Thorndike, Children's Interests, A Study Based on a Fictitious Annotated Questionnaire. New York: Bureau of Publications, Teachers College, Columbia University, 1941. pp. 35-37.

¹⁴May Lazar, Reading Interests, Activities, and Opportunities of Bright, Average, and Dull Children, Contributions to Education, No. 707. New York: Bureau of Publications, Teachers College, Columbia University, 1940. pp. 99-103.

¹⁵Arthur Melville Jordan, Children's Interests in Reading. Revised. Chapel Hill, North Carolina: The University of North Carolina Press, 1926. p. 24.

¹⁶Ibid., p. 98

¹⁷Sister Mary Celestine, A Survey of the Literature on Reading Interests of Children of the Elementary Grades. The Catholic University of America Educational Research Bulletins, V, Nos. 2 and 3 (February-March, 1930). Washington, D. C.: The Catholic Education Press. 1930. pp. 111-112.

In the opinion of Mary Alice Kelty "studies of adolescent reading prove that boys and girls of this age have a particular interest in biography. Books must be biographical or semi-biographical in character in order to gratify the developing interests of pupils in the personal side of history."¹⁸

Henry Johnson emphasizes the importance of biography by the following statements:

Children have a natural and healthy interest in persons; and they live and suffer with their heroes and thus enlarge their own experiences in a manner scarcely to be thought of in dealing with social groups.

But in the upper grades and high school whenever collateral reading has included more than text books, biography has continued to hold an important place.¹⁹

Edna Johnson and Carrie E. Scott in their thoughtful and comprehensive anthology of children's literature have expressed themselves strongly in regard to the appeal of biography to the child.

The old idea that biography is interesting to those who have lived most of their experience and now wish to learn about and enjoy the experiences of others is exploded...yet given the right book by the right person, the child from twelve to fourteen will read a biography eagerly. Young people of this age are still hero worshippers. They are no longer interested in Jack-the-Giant-Killer nor in Dick Whittington; fairy-tales are baby stories. The legendary heroes have not been although discarded, and it is only a step from the story of the deeds of Robin Hood to those of Lincoln; and that step is from fiction to fact.

Biography, therefore, rightfully belongs to the older child as a part of his reading. He has shown a taste for it at many times, even and eagerness.²⁰

In his study of children's interests in reading, which was published in 1921, Jordan explains:

¹⁸Mary A. Kelty, Learning and Teaching History in the Middle Grades. New York: Ginn and Company, 1936. p. 21.

¹⁹Henry Johnson, Teaching of History in the Elementary and Secondary Schools. New York: Macmillan, 1940. p. 137.

²⁰Edna Johnson and Carrie E. Scott, Anthology of Children's Literature. New York: Houghton, 1935. p. 691.

Stories of adventure are popular with boys through the heroic period, reaching their maximum in the eighth and ninth grades. The liking for biography and travel or exploration grows gradually to a climax in the ninth and remains well up throughout the course.

Stories of adventure are popular with girls too in the sixth grades and stories of travel are always enjoyed. The girls like biography but in high school, true to her sex she prefers stories of great women rather than great men. Pity it is that the biographies of so few of the world's great women are written.²¹

Boom, Duncan, and Strueber recommend further that in "the upper elementary grades a transition should be made from fanciful to realistic subject matter, including history, biography, science, travel, and adventure, following the trends of children's interests."²²

Between the ages of twelve and fifteen Lazar found that broader interests are developed by boys and girls in their social and intellectual environment. History, biography, and adventure became increasingly exciting.

After having studied children's reading interests of about eight hundred school children in grades six through seven, Hockett and Forry made the following pertinent statements:

Boys and girls seem about equally interested in biography. The boys' strongest preference was for the topic-How to build things, to fly an airplane, to become a famous pilot. The girls' preference was for the item- How a woman helped animals, sick people, made people interested in others.²⁴

²¹Arthur M. Jordan, Children's Interests in Reading, Contributions to Education, No. 107. New York: Bureau of Publications, Teachers College, Columbia University, 1921. p. 128.

²²M. E. Broom, Mary Alice Allen Duncan, and Josephine Strueber, op. cit., pp. 210-211.

²³May Lazar, op. cit., p. 69; 78.

²⁴John A. Hockett and Kenneth M. Forry, "Interests in Reading Expressed by Pupils in Grades three to Seven," Children's Interests: Elementary School Level. Twelfth Yearbook of California Elementary School Principals Association, Vol. XII. Los Angeles, California: Elementary School Principals Association. 1940. p. 91.

In the light of the foregoing survey of the literature the interests of this age group can be summarized as follows:

- I. Sex is a more important factor than either age or intelligence.
- II. Girls are interested in home and altruistic deeds.
- III. Boys prefer dramatic stories and adventure, but girls also like adventure stories.
- IV. Even among children of approximately equal reading ability, the range of interests will be wide.
- V. Bright children are more like slow children who are two or three years older.
- VI. Children of superior intelligence read more than children of low intelligence.
- VII. Breath of experience, family influence, and accessibility of materials are important.
- VIII. Adolescent boys and girls show a natural and healthy interest in biography.
- IX. Interests vary from group to group; hence trial may be necessary if a production is to be appropriate for a specific group or level.

Style, Structure, and Vocabulary

Authorities in professional literature give the following criteria for style, structure, and vocabulary.

Jean Guttery states:

Style, then, in children's literature requires all the skill, planning, artistry that are used for writing in any age. Simplicity, color, rhythm, are important, if not more important, in children's literature as in literature for adults. The most important observations in studying style in children's literature come in

noting how these same qualities of style are adapted to tastes and experiences making the reading matter not only more colorful, musical, and interesting but in making it more colorful, musical, and interesting for children.²⁵

Lee and Lee in discussing the basis of selecting children's books, bring out the following points:

One criterion should be the quality of writing itself. Poor grammar and sentence structure should be avoided. Simple, direct expression will be both more interesting and more desirable than complicated involved writing. Aside from these two points the most important question as to the writing is, Does the book come within the reading ability and understanding of the child?²⁶

From their broad study of children's literature Mundy and Girardin set up criteria for evaluating reading material of children. Of these the following are pertinent to the study.

5. Sentences should be short and clear.
6. Paragraphs should be clear and concise.
7. The reading selection must be brief enough to hold the child's interest throughout the story so that he may have the satisfaction of finishing the assignment.²⁷

E. W. Dolch stresses the fact that a child's vocabulary is a part of his past experience. He says:

From a type setter's point of view words are groups of letters, but no one who ever used a word thought of it as a mere group of letters. In use a word is a concept or an idea. It represents a mental reality to the user and should represent a mental reality to the reader. To the user it is a symbol of something in his past experience. To the reader it is also important as a representation of experience.²⁸

²⁵Jean Guttery, "Style in Children's Literature," The Elementary English Review, XXVIII (October, 1941), 212.

²⁶Lee J. Murray and Lee, Doris May, The Child and His Curriculum, New York: Appleton Century, 1940. p. 367.

²⁷Bernice Mundy and Evelyn R. Girardin, "Creating Easy Reading Materials in City School Systems," Newer Practices in Reading in the Elementary School. Seventeenth Yearbook of the Department of Elementary School Principals, Vol. XVII, No. 7. Washington: National Education Association, 1938. p. 463.

²⁸W. E. Dolch, "The Vocabularies of Teaching Units," The Elementary English Review, XVI (February, 1939), 43-44.

Referring again to Mundy and Girardin the following points are proposed, namely, the vocabulary must be within the comprehension of eighth grade children's reading ability; the new vocabulary must be gradually built upon the foundation of words already known; and there must be repetition of the desired vocabulary in the new context.²⁹

Vocabulary authorities emphasize the fact that repetition of words is high in the reading material for primary grades, but too many new words are introduced in the upper grammar grades with insufficient repetition. New words must be repeated frequently if they are to be mastered.³⁰

J. C. Seegers after making a study of the vocabulary research Louden, Worth J. Osburn, McKee, and others summarizes their findings. In brief these finds are: Mentality has a great deal to do with the size of a child's vocabulary. Dull children older chronologically than bright children of the same mental age, because of their greater maturity, do not exceed vocabulary scores of such bright children. Vocabulary tests of the Stanford Revision show that in spite of the greater advantages of the dull group in terms of years, the mean score of the bright group greatly exceeds that of the dull group.³¹

²⁹Bernice Mundy and Evelyn R. Girardin, *op. cit.*, p. 463.

³⁰D. D. Durrell and H. B. Sullivan, "Vocabulary Instruction in the Intermediate Grades," *Elementary Review*, XV (April, 1938), 141.

³¹J. C. Seegers, "Vocabulary Problems in the Elementary School," *A Digest of Current Research, The Elementary English Review*, XVII (January, 1940), 39.

Different subject fields present distinct problems. Children who presumably have been taught many terms in such fields as mathematics, history, geography, and science have erroneous concepts concerning these terms. These erroneous concepts persist in higher grades and children who possess them are by no means found in the lower levels of intelligence.³²

The Buckingham and Dolch Combined Word List is very helpful in estimating the words children may be expected to know or learn in a given grade, but they cannot be expected to know every meaning of such words.³³

Given the same opportunities and incentives boys and girls will enlarge their meaning vocabularies at approximately the same rates. Investigators show that on the average the vocabulary of boys is larger than that of girls. The boys leave the shelter of the home folk and comes in contact with a wider environment.³⁴

In developing vocabulary particular attention should be given words found most valuable in reading and in writing. Emphasis should be placed on a variety of connectives, adjectives, adverbs, and a combination of words.³⁵

The following statements summarize the criteria for diction, style, and vocabulary.

- I. The style should be simple and direct.
- II. Color and rhythm are important.

³²Ibid., p. 41.

³³Ibid., p. 36.

³⁴Ibid., p. 236.

³⁵Ibid., p. 36.

III. Paragraphs should be clear, concise, and short.

IV. The reading selections must be brief enough to hold the child's interest.

V. The vocabulary must be within the comprehension of eighth grade children.

VI. The vocabulary must be built upon the foundation of words already known.

VII. New words must be repeated frequently.

VIII. There must be contextual definitions of difficult words.

Criteria for the Selection of the Subject.

Tentative criteria to govern the selection of the subject of the proposed biography were formulated (See Appendix). To strengthen the judgments on which criteria were based, the tentative list was submitted to a jury of experts composed of librarians, grade teachers, intelligent laymen, general educators, and historians (See Appendix). The jury also were asked to nominate individuals whom they thought met the criteria (See Appendix). These nominations were weighed in terms of the revised criteria.

After accepting the criticisms and recommendations of the jury of experts, the following criteria for the selection of the subject of the biographical sketch were established.

- A. Characteristics of the woman whose biography would interest eighth grade pupils.
 1. A woman of deep, human sympathy.
 2. An individual whose life is an example of service.
 3. A character who lived during and participated in exciting events of history.

4. A woman whose influence is still living today, hence can be related to the present.

B. Importance of the subject to the state.

1. A woman who has lived many years in North Carolina.
2. A person who played an important role in the State's history.
3. A character whose life appeals to the youth of the State.
4. A compassionate person who helped the State's unfortunate citizens.
5. A person who made outstanding contributions as a teacher, writer, etc.
6. A woman of national significance.
7. A character who has given the State a proper conception of its role- rights and responsibilities- in the nation and the nation's role in the world.

Final Instrument to Guide the Production
of the Biographical Sketch

A. Needs of the State Bulletin

1. More supplementary material suitable for the eighth grade level.
2. Provision for the human and altruistic aspects of history gained from biography.
3. Biographies of the State's heroines.

B. Criteria for reading interests of eighth grade children.

1. This age group shows a healthy interest in biography.
2. Adolescent children desire realistic stories.
3. Girls prefer to read about home and school life.

4. Girls like stories which show how women helped others.
 5. Boys prefer dramatic stories and adventure, but girls also like adventure stories.
 6. Bright children's interests are comparable to slow children who are two or three years older.
 7. There must be a wide range of material for each grade level.
 8. Interests vary from group to group; hence trial may be necessary if a production is to be appropriate for a specific group or level.
- C. Criteria for style, structure, and vocabulary.
1. The style should be simple and direct.
 2. Color and rhythm are important.
 3. Paragraphs should be clear, concise, and short.
 4. The reading selection must be brief enough to hold the child's interest.
 5. The vocabulary must be within the comprehension of eighth grade children.
 6. The vocabulary must be built upon the foundation of words already known.
 7. New words must be repeated frequently.
 8. There must be contextural definitions of difficult words.
- D. Criteria for the selection of the subject.
1. Characteristics of the life that interests eighth grade children.
 - a. A character who is an understanding person.
 - b. An individual whose life is an example of great service.
 - c. A character who lived during and participated in exciting periods of history.

- d. A woman whose influence is still living today and can be tied up with the present
2. Importance of the subject to the State.
- a. A woman who has lived many years in North Carolina.
 - b. A person who played an important role in the State's history.
 - c. A character whose life appeals to the youth of the State.
 - d. A compassionate person who helped the State's unfortunate citizens.
 - e. A person who made outstanding contributions as a teacher, writer, etc.
 - f. A woman of national significance.
 - g. A character who has given the State a proper conception of its role- rights and responsibilities- in the nation and the nation's role in the world.

CHAPTER III

CORNELIA PHILLIPS SPENCER

"Charles and Sam! Look at the covered wagons! Aren't they going early this morning?" called little Cornelia Phillips of Chapel Hill, North Carolina. Instantly the Phillips trio was at the gate watching another group of movers pass through.

Sam pointed to the nearest wagon, "See all the beds and things. It looks like they stuffed a whole house inside."

Charles, the eldest, noticed with seriousness, "Even the dogs look tired." This was not lost on the brother and sister who stood silently watching the weary procession of men and women and children.¹ As young as they were, Cornelia and her two brothers felt somewhat awed and a little sad after the last wagons passed into the distance. The night before, they had heard their father and two of his friends discuss this constant flow of people from the eastern states. They knew these tired men and women were on their way to settle the western prairies where fertile land and opportunities were to be had. They also heard their father say that a good many North Carolinians had found new homes in Ohio, Indiana, and Illinois. One of his friends remarked that "more people born in North Carolina lived in other states than were living here." There was also serious talk about the restrictions and drawbacks that

¹Hope Summerell Chamberlain, Old Days in Chapel Hill. Chapel Hill: The University of North Carolina Press, 1926. p.20.

were losing the state some of her more intelligent and ambitious citizens.²

Cornelia, her dark brown eyes thoughtful, remained at the gate even after the last wagon was out of sight. One would expect her to be interested for she was destined, more than any other woman in the state, to help make North Carolina a state of opportunity. The day would come when she would be called the most gifted daughter of the Old North State, and in the 1870's, a great governor, Zebulon B. Vance, made the following remark about this little girl. "She is not only the smartest woman in North Carolina but the smartest man too."³

Little Cornelia had been born in Harlem, New York, on the twentieth of March, 1825. Her father, James Phillips, and his brother Samuel, sons of an English clergyman, were born in England. The two spent an eventful childhood in their native land. While he lived at Plymouth, in Southern England, James once saw the great Napoleon pacing the deck of the English man-of-war "Bellerophon" just before he was sent captive to St. Helena.

In spite of such exciting events the Phillips brothers, like so many young men of their day, were eager to try their fortunes in America. Finally 1818 found them in the United States. Due to their excellent education, the two brothers were soon employed as teachers in a boys' school. Success followed them and within a year they had established their own private academy for boys at Harlem, New York.

²Ibid.,

³Gloria Caplan, "Mrs. Cornelia P. Spencer Gets Recognition Past Due." Greensboro Daily News, May 2, 1943. Section I, p.10.

In the days of the Phillips brothers there were no public schools and only the children whose parents could afford it, went to an academy. While continuing with his work James found time to study mathematics and to make friends with other mathematicians in and around New York.

Three years after he arrived in America, James married Julia Vermeule of Plainsfield, New Jersey. She was descended from highly respected Dutch colonists of New Jersey and New York. Her father, an ardent patriot, fought in the Revolutionary War. He entered the war as a private and when victory was secure, was discharged a captain. During the very darkest hours of the war when the British held New York and the neighboring country, Washington frequently stayed at the Vermeule home. After the Revolution Cornelius Vermuele married Elizabeth ^dMidagh whose father was also a friend of Washington. The great general so appreciated the kindnesses of his generous friend that he and Mrs. Washington sent the couple a handsome wedding present.⁴

James Phillips and his family did not remain long in New York. The president of the University of North Carolina, Dr. Joseph Caldwell, wanted a mathematics professor and James who had excellent recommendations was chosen as head of the Department of Mathematics over other capable applicants. This position he held for more than forty years. Not only was he the guiding spirit of his own department but also exerted a strong influence in other fields. His activities were so varied that

⁴Chamberlain, op. cit., pp. 3-7.

at one time he was even a licensed preacher in the village Presbyterian church.⁵

Just think what moving to North Carolina meant to the Phillips family! To move household goods to a neighboring town was a matter to be considered seriously so the excitement that the proposed long journey caused, is understandable. Cornelia, then about fourteen months old, missed the importance of the undertaking, but the older brothers bubbled with anticipation.

In 1826, the State of North Carolina seemed a greater distance from New York than would the furthest side of the world today. Not only did North Carolina seem far; it was also a bit mysterious. Speedy communication was unheard of and transportation by horseback or stage was very tedious and halting business. The different sections of the country were really separate little worlds very rarely up-to-date on matters that were not local gossip.

The long awaited day for moving finally arrived. That morning Charles and Sam needed no calling; they were out of bed as soon as they heard activity in the kitchen. As youngsters do on such important days, they were very eager to help and succeeded only in adding to the confusion. Baby sister Cornelia was also wide awake, her brown eyes sparkling with good humor. Though less than two years old, she responded to the air of hurried preparation with smiles and gurgles.

The two boys could hardly restrain themselves. They would run to the door, look down the road, then bombard their mother with questions. "When is Pa coming home?" "When is the stagecoach coming?" "When do we leave?"

⁵Ibid., p. 8.

Mrs. Phillips, trying to get the necessary tasks done answered automatically as many parents do to repeated questions. "Sam, get dressed, and Charles, finish your breakfast- - -The stage should soon be here- - -Sam, watch Cornelia- - -Your father won't be gone long. He's saying goodbye to your Uncle Samuel. It may be a good while before they see each other again."

Mrs. Phillips was right in her prediction. The brothers who had shared so many experiences, both lived to be old men without meeting again.

Although the Phillips brood was eager to be on the way, unmindful of the hardships which usually accompanied such a journey, their mother was not anticipating the hour of departure. Tales of danger and hardship that she had heard kept coming into her mind. Stagecoaches often broke down along the road and were sometimes upset. But the part of the journey she dreaded most was the ride by canal boat through the Dismal Swamp on the Virginia-Carolina border. She knew it was a haven for the runaway slaves who harassed travelers. She also had heard rumors that stage company men often harmed their passengers and that a drunken stage driver was not an infrequent thing. In addition to these possible dangers, Mrs. Phillips worried because she had to leave most of her household goods behind. No one likes to part with treasured belongings.⁶

But Mrs. Phillips' forebodings came to nothing. The journey was uneventful except for a few delays and some breathtaking scenery. Gorgeous spring colors were abundant in this forested country, and the children seldom tired of window-watching.

⁶Ibid., pp. 9-11.

James Phillips was as charmed by the countryside as his young boys. His free hours after arriving in Chapel Hill were spent in exploring his new surroundings. After his first walk Mrs. Phillips said with sorrow in her voice, "This place is so different from Harlem that I wonder if we'll ever be happy here, so far away from our people?"

"Oh, yes," soothed James, "from what I've seen I know we'll like it. I suppose you have been too busy to leave the house and look around?"

"Yes," said his wife wearily, "it seems to take more time to unpack and arrange things than it does to pack them. But since you have looked around the town, tell me about it."

"Well," began James, retracing his walk in his mind, "what impressed me the most was the friendly quietness. Do you remember President Caldwell writing us that this was just ~~the~~ village but a beautiful one? That is exactly what it is. And after seeing the university and its possibilities, I agree with him that it has a bright future."⁷

Mrs. Phillips, sensing that her husband was about to launch into a long discussion of the university grounds, interrupted, "Before you start talking about the school, tell me more about the village."

"Of course. That east and west road we came in on is Franklin street and the main thoroughfare of the town. The campus is on one side of Franklin and there are houses on the other side. I noticed some cross streets but didn't venture on any. About the only place of business is a little hotel and livery stable."⁸

⁷Ibid., pp. 2-3.

⁸Ibid., p. 16.

"Surely there must be more than that!" cried Mrs. Phillips in some dismay.

"No! I expected more, too. Even the campus is small, three red brick buildings. But once we get acquainted and are familiar with the country, I'm sure we'll never regret coming. And we won't be completely isolated since I've heard that a lot of pressure is being brought to bear to secure a daily stage between Raleigh, the capitol and Pittsboro, a village south of here."⁹

Mrs. Phillips' uneasiness lightened, "I hope that is not idle gossip because nothing could put my heart as much at rest as the thought that a stage coach passes nearby every day. It makes me feel less lonesome to think that I might go elsewhere if I had an opportunity."

"Yes, I can see your point. I noticed that the stage seemed to be a comfort to all whom we passed on our trip. The children, in particular, treated the coach as an important event. I saw more than one small mouth open in interest as we drove by. I imagine that that one brief glimpse of the stage was their only contact with the outside world."

"James, just to mention that stage makes my bones ache. Are the roads around Chapel Hill any better than those we traveled?"

"Oh, I didn't think they were so rough," said her husband. "The worst thing about them was the mud and I suppose in the summer the dust must be as bad."

Gradually the conversation drifted around to the subject of neighbors. Mrs. Phillips, a friendly woman, always enjoyed good company and the prospect of making new friends thrilled her. James Phillips, a

⁹Ibid., p. 17.

Somewhat methodical man, had taken this into account when he made his inquiries and was glad to tell her what he knew.

"Other than the president, there are three professors and several tutors on the faculty. Along with a few women in the village these men and their families make up the social circle here."¹⁰

James Phillips certainly was both sympathetic and understanding in his efforts to help his wife become adjusted to her new environment. This must have been the more difficult because, he, himself, had to make his own adjustments. The children, too, had been "uprooted" and had to find their place in the new surroundings. This worked out very well as the professor of chemistry and mineralogy, Dr. Mitchell, had three girls about the ages of the Phillips children. In fact, the whole family fitted into the community fabric with little difficulty.

In later years Cornelia wrote of her father's reaction to the change.

When Pa first saw the tiny village of Chapel Hill with the enrollment of the university numbering less than a hundred he actually wished himself back in Harlem teaching in his prosperous academy. However, my father was not the type to fret about disappointing events in his life. Having burned all bridges behind him, he could not return to New York. He faced the situation squarely and in time became well adjusted to it. Very soon he found a congenial friend in President Caldwell, whose enthusiasm for mathematics equaled his own.¹¹

The Phillips children, Charles, Samuel, and Cornelia were a happy, healthy trio. Cornelia did not remember life in Harlem and children as young as the boys soon forget the old places to play and their former playmates. When they were grown, they often wrote each other about their joyful childhood days in Chapel Hill. The woods

¹⁰Ibid., p. 11.

¹¹Ibid.

and streams were ideal for games and fishing; a splendid place to play Indians.¹²

Even when Cornelia was a young girl, her great love of nature began to develop. She would come into the house and gleefully exclaim, "Ma, guess where the Mitchell girls and I were? And it's not the sand pile."

Speculatively, "Well, your feet are wet-- --the stream?"

"Where else?"

"It's a lot more fun when you tell me because I might miss something."

"All right. We went on the longest walk and saw almost everything there was to see. New little oak leaves, and redbuds and just every living thing. And Ma, I brought you a surprise!"

"Oh! Whatever it is, it smells wonderful."

With that Cornelia pressed a bouquet of evenly picked violets into her mother's hands. And from the pocket of her homespun dress she drew a handful of little white pebbles. A few of these she importantly counted out in her mother's lap.

"What beautiful little stones, Cornelia!" said Mrs. Phillips.

"Can you tell they are different, Ma?" questioned the little girl. "They're dream pebbles."

"Who told you so?"

"Ellie Mitchell says her old negro mammy tells them that if you put these pebbles under your pillow at night you'll have sweet dreams. I am going to sleep on mine tonight and see what happens. Here are some

¹²Ibid., pp. 22-23.

for Charles and Sam, too. Do you think they will make fun of my dream pebbles?"

"Well, I'd certainly try sleeping with the pretty pebbles under my pillow. And now put your violets in a glass, you may want to enjoy them while you eat your lunch." This wise mother realized that one of the greatest joys in life is the love of nature and she never failed to encourage this deep interest of her little girl.

When Cornelia was a child there were no public schools in North Carolina. Only those who were fortunate enough to attend pay schools or could be taught at home received any education. The children in Chapel Hill were more fortunate than most because their parents were of the better educated type that gather at university communities. Mrs. Phillips, seeing the need for children to have schooling, opened her own day school. Shouldering most of the responsibility, with some teaching assistance from her husband, she made a success of her venture. Many of her charges owed their complete schooling to her. Cornelia, of course, received early training from her mother.¹³ One day when Cornelia was still flushed with the victory of being able to write her name over and over without a mistake, her mother decided to edge her daughter a little deeper into the waters of learning. "Cordelia, I found a wonderful sentence in the Bible today. Do you think you could copy it just like it is in the Book? It's very important and we don't want to forget it?"

"Let me try! Let me try!" cried Cornelia with confidence that wavered when she saw the long sentence, "O give thanks to the Lord for he is good," but she braved it out. With some erasing and much painstaking thought she finally finished the most arduous task she had yet attempted.

¹³Ibid., p. 30.

"That's just the way I wanted it, dear." praised Mrs. Phillips as she kissed her beaming daughter.

Of course this little girl was very proud of her first accomplishment in writing. Later in life Cornelia remarked to a friend, "I shall always remember the first sentence I wrote. I can recall plainly how those crooked letters looked up hill and down hill, and the praise given by my parents for the effort."¹⁴

Cornelia attended classes with her brothers until they entered the University. Charles and Sam thought nothing of leaving her behind because girls just didn't go to college in that day. And, although she did not have the chance to go to class, she did study her brothers' books at home and made good use of the university library. College training for women was not only thought to be useless but also unwise. Why teach girls such advanced things as theory and science when such things were of no use when rearing a family?¹⁵ Cordelia's pride and intelligence rebelled at such logic. Even then she constantly argued the need of higher education for women.

"Why waste your time studying with your brothers? You know you couldn't possibly enter any university in the United States. Instead of burying myself in books, I'd have a good time," commented a girl acquaintance of Cornelia's age. "You might ruin your health, too," she added.

"Now listen, my friend, Do not get the idea that I do not have a good time," Cordelia answered quickly.

"Well, studying books certainly is not my idea of fun."

¹⁴Ibid., p. 29.

¹⁵Ibid., p. 34.

"I know it might sound stilted but there is so much to be found in books, especially those of history and literature. Though I will admit that I don't like to worry over hard mathematical problems."

"But you still know you can't get a diploma," argued Cornelia's friend.

"Yes, I know that, and no one more than I is waiting for the day when a girl can go as far in education as a boy."

"But isn't the health of women more important than education?" said the girl, not convinced, and not wanting to be.

"Where did you pick up such ideas? I have heard my father and mother talk over this very thing and they have not the slightest fear that any young woman will break her health by a good education. I should think that the way they have helped me would be proof enough of that." 16

While it is true that Cornelia Phillips became one of the best educated women who ever lived in North Carolina, she was not bereft of other outstanding abilities. It would be impossible for Cornelia to recall the many times her industrious Dutch mother, who taught her many household arts, made this remark, "For my life I cannot see why so many women of the South do not train their girls to work with their hands. When you have work to do, I want you to know how to do it."¹⁷

¹⁶Ibid., p. 33.

¹⁷Samuel A. She, Biographical History of North Carolina. Greensboro, North Carolina: Charles L. Van Noppen, 1905. III, 405.

When she was an old lady living in Boston with her daughter, her disgust for the idle housekeeper was shown in a letter to her childhood playmate, Margaret Mitchell.

I call it pathetic, however, when a woman comes home from a tour of England or of Italy, and can talk of nothing but servants and their vile ways, about the impossibility of getting one, and the dreadful necessity of doing your own work. What will these ladies talk about in the next world.¹⁸

Although Cornelia was interested in 'bookish' things, no one could say that she lived an unhappy, monotonous childhood merely studying and doing housework. She was as playful when teasing her friends and tagging her brothers as most twentieth century teenagers. Besides being a good companion, she found she was just as content alone in the outdoors, and her love of nature grew with her years.

Most of her girlhood friends married and left Chapel Hill much earlier than she did. This does not mean that Cornelia was unpopular among the males but since all of the boys were good friends and not one particular^{ly} dear, it seemed hard for her to choose. However this was settled to her future happiness when there came to the University of North Carolina a young man from Green County, Alabama, named James Monroe Spencer. His friend nicknamed him "~~Magnus~~" or "Longus" (the Latins word for big and long) because of his tall, broad physique. Soon after meeting Cornelia, he fell in love with her.¹⁹

After graduating, James Spencer went back to Alabama for further law study. When he had set up his law office and could look forward to a secure income, he returned to Chapel Hill and married Cornelia Phillips,

¹⁸Chamberlain, *op. cit.*, p. 313.

¹⁹*Ibid.*, p. 59.

who was then thirty years old. Without a doubt most of her friends and relatives had considered her a confirmed spinster. But James Spencer's gracious manner and a remarkable character overcame all fears of his suitability for Cornelia and the marriage had the blessing of all.²⁰

On the summer day previous to their marriage, a young woman was sitting with Mrs. Mitchell on her front porch. Of course the topic of conversation, as it was everywhere in Chapel Hill, was Cornelia's approaching marriage. Mrs. Mitchell had seen Cornelia grow up with her daughters and loved her ~~as~~ one of her own. "I'm glad for Cornelia to marry Mr. Spencer, but I hate to see her move away from Chapel Hill as my daughters did. We seldom see them when they go so far away."

Mrs. Mitchell's young visitor remarked, "We girls know that Cornelia is the smartest woman in the village but when she marries tomorrow, she surely won't be the prettiest bride."

"Why?" asked Mrs. Mitchell who had an amused expression on her face.

"Well, we just don't think she's pretty," replied the young girl.

Mrs. Mitchell continued a little ruefully, "Women of my age and the young girls of yours have a very different idea when it comes to beauty. All you have noticed about Cornelia is her large proportions and strongly defined face. The fact that she carries herself well and that her luminous brown eyes light her whole face makes me completely forget any suggestion of plainness that you say you have noticed."²¹

²⁰Ibid.,

²¹Ashe, op. cit., p. 402.

"If that is a type of beauty, we girls don't care for it," persisted her visitor. Recalling a young woman they both knew, she said, "Now that is real beauty! She looks just like a doll baby."

"Baby face, hummm," mused Mrs. Mitchell, "so often the lastingly beautiful person is the one with character. But such qualities are usually appreciated only by those who look for them."

These serious words stirred something in the girl, and although she didn't like to believe it, she knew that there was truth in the older woman's words. Why else would Cornelia be the friend and aide of all who knew her well in Chapel Hill. Mrs. Mitchell realized by her friend's thoughtful expression that her words had some effect and was content to end the conversation.

After their marriage, Mr. and Mrs. Spencer, took a long leisurely honeymoon trip to their new Alabama home. Their zig-zaged route went from Wilmington, North Carolina by boat to Charlestown, South Carolina, then to Atlanta. From there they went to Tennessee where they visited Mr. Spencer's married sister. With travel as it was in those days, this journey really must have been some experience for Cornelia. Not only was she with the man she loved, but it was also her first trip of any distance since her family had moved to North Carolina.²²

Mrs. Spencer was not prepared for the different kind of life she found in her new home. She was now in a state of the deep South. At Chapel Hill her father had two slaves, Aunt Dilsey and Uncle Ben. The Negroes helped only with the work around the house and their re-

²²Chamberlain, *op. cit.*, p. 61.

relationships with the Phillips family were quite close. Slave-owner relationship in Alabama and the neighboring states was impersonal and strained. The owner gave orders to an overseer and rarely came in close contact with all of his slaves. He owned many slaves and hundreds of acres of land and often did not know his servants intimately.

Another thing that impressed Mrs. Spencer was the way the planters spent money for such luxuries as the finest imported silver, china, and linen, without regard to simple comforts that are desired in a well managed home. The general house system would be ~~ill-planned and in poor~~ repair; the rooms would be barren of comfortable chairs and of rugs. The Phillips family did not have the expensive luxuries of the Southern planter, but they made it a point to have their surroundings as neat and as homelike as was possible.²³

The happiness of the young couple was not to last long. About two years after they were married, Mr. Spencer began to have some very serious spinal attacks. Probably neither he nor his wife knew what the illness was. Mrs. Spencer termed it in her letters as 'most mysterious'. Now it would probably be called tuberculosis of the spine. For four years he was an invalid, his wife ever present, trying to ease his pain, and steady his courage during his mortal illness.

Two years before he died, the Spencers had a little baby girl whom they named June. This child was a great comfort to her slowly dying father and to her mother. It was not long before mother and daughter found themselves alone in the mother's adopted state. Because

²³Ibid., pp. 64-65.

²⁴Ibid., p. 70.

the environment was still strange to her and so recently linked with her husband's death, Mrs. Spencer decided to return to live with loved ones in Chapel Hill. November, 1861, saw the young widow on her way to North Carolina.

The intervening years had not changed Chapel Hill very much. Her parents were still there and her brothers and their families lived not many streets away. Charles, like his father, had become a professor of mathematics at the University, Samuel liked law and with the hanging of his shingle, began a long and fruitful career. Aside from her family, there were many friends who welcomed Mrs. Spencer on her return. Ex-Governor Swain, who succeeded Dr. Caldwell as president of the University in 1838, was a devoted friend and admirer of Mrs. Spencer. They had exchanged letters frequently during her stay in Alabama. No one respected her advice more than he. Not all of Mrs. Spencer's friends were connected with the University. She could address practically every villager by his first name, and all knew they could bring any problem to her. She was always sympathetic with troubles whether white man's or black. They all loved her dearly.

Mrs. Spencer was not only burdened with the memory of her husband's death but was becoming deaf due to chronic catarrh (an **inflammatory** mucous membrane).²⁵ A person of lesser stature would have sought the seclusion of her parents' home with the belief that life was over, not so Mrs. Spencer. She had her life to live and her daughter's to guide. She did the most sensible thing; she moved into a house of her own.

The very year Mrs. Spencer returned to Chapel Hill saw the outbreak of the Civil War. As soon as the glory of the first battles had

²⁵Ibid., p. 77.

dimmed and the southern women realized war was grim business, they rose courageously to the challenge of war work and sacrifice. Mrs. Spencer, perhaps more than most, realized the endless demanding needs of the people of Chapel Hill and her state. Then began her long life of service, as a nurse, a comforter, and adviser to the distressed, a writer, and a stateswoman.

The only man in Chapel Hill who really had access to the progress of the war was ex-Governor Swain. He corresponded with the men in authority who were making history. Not content with letters alone, he would journey to Raleigh to try to gather some news from Governor Vance's reactions to the latest events; then back to Chapel Hill to share his findings. The one person he invariably turned to was Cornelia Spencer.

Anyone who passed the Phillips' house often would become accustomed to seeing the trio: Mrs. Spencer, her father, and ex-Governor Swain sitting on the front porch, deep in discussion. Because all three were growing deaf, each leaned forward intently to catch the conversation.²⁶ One day well after the start of the Civil War, the three fell to reminiscing about their reactions to events following secession.

"Just think of what a great struggle this war has become and what untold tragedy it has brought to so many," mused Mrs. Spencer. "And to think that it made such a little impression on me at the first firing of shots. James' sickness and passing blotted much early war news from my mind."

²⁶Ibid., p. 80.

"That is very understandable, Cornelia, but certainly, knowing your interest in the country's welfare, secession came somewhat of a shock?" said Governor Swain trying to draw out his friend's viewpoint.

Mrs. Spencer thought a moment. "Yes, it did. My heart was not in secession as I did not think it the solution of our problems, if there was a solution. But like you and many of my friends I determined to do my best in any way for the Confederacy."

"Did many of your acquaintances in Alabama share your opinions?" asked her father. "Of course you were only there during the first days but I suppose everyone looked forward to a speedy victory?"

"The feeling ran just as high or higher there that the North would be defeated in a few days. But as much as I love the South, the idea of a glorious future for the Southern states through secession seemed to me more like wishful thinking than facing facts," his daughter answered.²⁷

She was also frank in her opinion of President Lincoln. "I don't believe the South really knows President Lincoln. We have always seen him in caricature (cartoon), and besides that we are naturally prejudiced because all he stands for contradicts our whole way of life. Even now men are dying to prove or disprove his hope of a unified country. "Someday," she prophesied, "the South will get a different, and maybe true, picture of his character."²⁸

²⁷Ibid., p. 83.

²⁸Ibid., p. 111.

During this period of our history when hate was fanned to a flame between the North and South, Mrs. Spencer's words were indeed a voice calling in the wilderness for understanding. The love and admiration now felt for Abraham Lincoln was comparable only to the hate felt for him in the 1860's in the South.

Cornelia's elderly father, who had spent around thirty-five years of his useful life teaching, had long been fearful of the war's effect on the University. "Governor Swain, what do you think will happen to the University if the war lasts a few years longer?"

The ex-governor's face was grave, "I just don't know. Conditions now are almost tragic."

"How much longer can you hope to continue with faculty members and students joining the army as they are?" asked Mrs. Spencer.

"As long as there is strength in my body," said the educator determinedly, "I'm going to fight to keep the University open for those students who are not physically fit to bear arms. I want it to be said that no time since the founding of the University have classes been suspended, or the doors closed."

And Governor Swain made good his statement. During the entire war, he and the remaining professors made great sacrifices to keep the University open and to meet classes. How the student body and the faculty did suffer! There were eighty-four students in the senior class of 1860. More than one-fourth of these men fell in battle. The whole student body rushed into military service. For example, in the freshman class only one student remained to graduate, and he was in feeble health. Seven members of the faculty joined, and five of these

gave their lives.²⁹ This killing of beloved students and faculty grieved those who held the University close to their hearts. Mrs. Spencer wrote touching poems in honor of many of the college men who paid the supreme sacrifice.

As late as March 1865, the people in the village of Chapel Hill had not come in close contact with either army. However, they had been experiencing the hardships which the war had brought to the entire South. The women were spinning, knitting, and weaving for the soldiers. Prices were extremely high. Bacon was seven dollars and fifty cents a pound, corn was thirty dollars a bushel, coffee was forty dollars a pound, sweet potatoes were thirty-five dollars a bushel, and eggs were five dollars a dozen.³⁰ People who before the war had feasted on magnificently prepared and selected foods, were existing on rationed diets of bacon, greens, and cornfield peas. Honey and sorghum were the substitutes for sugar. Ground parched sweet potatoes took the place of coffee. Tea was made from dried raspberry leaves. In order to save leather for the army, wooden soles were used for home footwear. Clothes were made over and handed on to any who could wear them. No child of six years or under knew the taste of "store bought" candy.

In the spring of 1865, rumors began to spread that Richmond and Petersburg, Virginia had fallen and that Lee had surrendered. This was confirmed when Governor Swain returned from a conference with General Sherman, himself, near Raleigh. There he had negotiated for the preservation of Raleigh and Chapel Hill, and there he had heard the

²⁹Cornelia Phillips Spencer, Pen and Ink Sketches of the University of North Carolina, April 26-July 6, 1869. Chapel Hill: University of North Carolina Library. p. 53. Typed and bound.

³⁰J. G. de R. Hamilton, Reconstruction in North Carolina. New York: Longmans, 1914. p. 77.

details of Lee's surrender. The Confederacy was dead.³¹

On Easter Sunday, April 16, 1865, seven days after Lee had surrendered, a tired retreating Southern army under the outstanding guerrilla leader, Wheeler, passed through the university town. That evening after twilight had settled, a dozen Yankee blue-jackets dashed in from the Raleigh road. Without the thought that these soldiers were possible scouts from a larger party of an occupation army, they were captured and held. The following Easter Monday the Northern Calvary, under Kilpatrick, entered Chapel Hill four thousand strong. In retaliation for the rash act that resulted in the scouts' capture, guards were put at every house. Thanks to Governor Swain's influence, the citizens of Chapel Hill were treated with respect. Unfortunately, the soldiers were not as considerate with the surrounding countryside, where homes were looted and people insulted. General Adkins, who commanded the Yankee soldiers, and many of his officers were gentlemen. They sincerely regretted the uncontrolled looting and wasting which are almost inevitable in time of war.³²

Mrs. Spencer writes that this brigade of soldiers were chiefly western men from Ohio and Michigan. They spoke and behaved well, but all their good behavior at Chapel Hill could not keep her mind from the neighboring country where friends were robbed and insulted.³³ The fortnight that the troops were billeted in the town was the most wretched two weeks that Mrs. Spencer ever endured.

³¹Chamberlain, *op. cit.*, p. 85.

³²*Ibid.*, p. 86.

³³*Ibid.*, pp. 86-88.

Mrs. Spencer's diary at this time paints a very pathetic picture of the straggling crowds of Lee's surrendered army trudging homeward-- footsore, penniless, and despondent. Many were returning to scattered families and devastated homes. Mrs. Spencer's compassion went out to these brave men, who had lost all except their honor and were to find that even that treasured quality was of little use sometimes. She ran out every time a group passed, to shake their hands, to give them something to eat, and to offer them words of encouragement.

What pathetic stories these defeated soldiers told! The only hope these men had was to rest, and forget, to find loved ones and exist. They had survived starvation and war; now to survive the peace. The people of the South did all they could to help the situation. Multiply the services of Mrs. Spencer many times and you find the reaction of loyal women of the South.

Mrs. Spencer's guard, Private Oliver Fox, a shoemaker from Michigan, was very much impressed with the kindness which the Southern people showed their defeated soldiers. He had seen nothing like it in the North.³⁴

How did Mrs. Spencer bear all the wretchedness which the war brought the South? She said:

I suppose that everybody even the lowest and most apparently hopeless, has a secret undefined hope or belief of being something better before life ends-- they are not to go on forever in the same dull track, and it is this castle building that helps one over many rough places.³⁵

³⁴Ibid., pp. 86-88.

³⁵Ibid., p. 92.

Her own personal feelings she put down in her journal. "I have been all my life bringing myself to see and acknowledge the inevitable, to accept it, for if we have not what we like, we must like what we have. I am not unhappy but, Oh, I could be so much happier." Then she adds, "These feelings surge up, but I believe I do generally go back to my work deeply humble that I have it and that I am able to work."³⁶

The future of North Carolina looked dark to those who hoped for some speedy return to normal. The people were still bitter about the outcome of the war. Worse yet, Carolina's young, capable, and beloved war governor, Vance, was in prison in Washington, D. C.

Before the end of the war Governor Vance and his older friend, Governor Swain, realized that the cause of the South was lost and came to the conclusion that if the South wanted sympathetic treatment the hardships of war in the South should be publicized in the North. The logical way to do this was to write articles telling of the South's desperate condition. There was also a general feeling among the more wise that since the war was lost and the Confederate cause gone, the best course would be to get back in the Union and work together. This trend of Southern thought should be brought to the attention of the North.

The two great men had discussed the idea thoroughly and Vance, while still a prisoner, wrote Governor Swain about putting their plan into operation. "The more Miss Corny (Vance's way of addressing Mrs. Spencer) has to do with this scheme and the less anyone else, the better."³⁷

³⁶Ibid., p. 93.

³⁷Ibid., p. 101.

In the hope that the letter would influence Mrs. Spencer, Governor Swain took it with him when he went to call on her.

Just as soon as he was seated Mrs. Spencer said, "Governor Swain, from the expression of your face I'm sure you have a request to make."

"Yes, indeed, a very important one. Thank you for breaking the ice, for I was puzzled as to how to begin my proposition."

"This must be something special. As well as you know me do you think an introduction to this request necessary? What can I do?" asked his friend.

"A short time ago," began Governor Swain, "you and I discussed the possibility of printing for Northern readers articles which many of us think would make the people of the North realize that we have suffered enough. None can predict what is in store for the South, but something must be done to make the North merciful to our reentering the Union." Then he handed her Governor Vance's letter. "Our friend adds his pleadings to mine that you will help us."

Mrs. Spencer seriously considered the wisdom of writing such articles but the fact that these men who held the hopes of North Carolina thought that she could do it, decided her. She accepted, "If you and Governor Vance feel that I am the person to write such articles in behalf of the Southern people, I'll do the best I can."

"You don't know how grateful we are and North Carolina will be, that you have accepted the responsibility. Charles Deems, one of the former professors, who published a New York weekly paper, The Watchman, has promised to print the articles. Well, I must go now and get the good word to Governor Vance. It will do much to brighten his days."

The Watchman lived only a year but Mrs. Spencer's articles were collected and printed as a book called The Last Ninety Days of the War in North Carolina. Mrs. Spencer not only wrote from experience but sent little questionnaires to people who lived in the direct line of march of the Northern Army for accurate information.³⁸

Both Governor Swain and Governor Vance were highly pleased with her book but it was not successful in the North for a number of reasons. The North had been fed on abolition literature for many years and were sure they knew the conditions in the South. The book was also written too soon after the conflict. Neither side was healed enough to look at any evidence impersonally. Many people in the South did not favor it. They resented any fairness she showed when she told of good qualities she had found in some of the Northern leaders. Some thought it tended to court forgiveness from the Northerners and bitternesses were still too new to accept anything that tinged of forgiveness.³⁹

Mrs. Spencer was a perfectly good Southerner and never failed to uphold the cause of the South. Yet she was honest and could see that all of the blame for the war was not on the Northern side. She wrote to a Northern friend, "I believe that the words which passed from the North to the South and back again did more to set us against each other than the bullets. I look back ^Aagast to think what lies the South swallowed about the North and what lies the North swallowed about the South."⁴⁰

³⁸Ibid., pp. 104-05.

³⁹Ibid., pp. 111-12.

⁴⁰Ibid., p. 128.

Another concern of Cornelia Spencer was the ever growing Negro problem in the South. One day shortly after the war her brothers, Charles and Samuel, were sharing Sunday dinner with their sister. They were discussing how the war had left the South poverty stricken. Even the prosperous ante bellum families were now lacking the necessities of life. As all of the problems of the whites were hopelessly intertwined with the Negro, the discussion finally centered around the new position of the former slaves.

Cornelia was the first to defend the loyal Negro's conduct through the war. "We say that conditions in the South couldn't have been worse, but what if the Negro had revolted while practically every Southern White man was in the army?"

"They certainly had the best opportunity to do so," agreed Charles. "That really would have been the final catastrophe. It was a blessing for us that the slaves stayed with the women folk and furnished supplies."

"You are right, Charles. That no one will deny," said Mrs. Spencer. "As for me, I think the first thing the emancipated Negro needs is patience and understanding. Our Negroes are beginning to take great pride in showing the white folk that they can support themselves. After all, the change is a great one from complete dependence to running a state legislature. They were totally unprepared. We can but wonder that the Negro has done as well as he has. The question of social equality never troubles my mind. People find their own level."⁴¹

⁴¹Ibid., p. 269.

Then Charles said to his sister, "Cornelia, a friend of mine told me that you made the banner for the Negroes' Fourth of July celebration."

"Yes, I did. And most likely that friend of yours sneered at my doing such a thing. So many white people did," replied Mrs. Spencer.

"Well, you are right about that," said her brother.

"Regardless of what people say, I'm going to help the ex-slave as long as he tried to improve himself and shows a good attitude toward white people. The mottoes I sewed on the banner seemed appropriate and wise to me. Do either of you know which ones the Negroes chose?"

"No, I'm afraid my information stopped with the banner." said her brother.

"I think you'll approve of them. On one side was 'Respect for Former Owners' and on the other was 'Our Hope is in God'."⁴²

"Well," Charles reflected, "as long as Negroes feel that way, they won't go far wrong regardless of carpetbaggers and scalawags."

Sam, who had listened to his brother and sister in silence, entered the conversation with a very important point. "I think I can truthfully say that I'm glad that the slave is free more for the sake of the white man than for the Negro. Even though their emancipation meant losses to individuals of thousands of dollars, I still don't regret it because the plantation system, which was draining the prosperity of the South, had outgrown its day."

⁴²Ibid., p. 123.

The above were not idle statements. Mrs. Spencer and her brothers did not champion the cause of the willing and industrious Negro in mere theory. Their relationships with both the slave and ex-slave show that understanding which often existed between slaves and the master's family.

James Phillips, Cornelia's father, bought only two slaves, Aunt Dilsey and Uncle Ben, when he moved to Chapel Hill. Aunt Dilsey at the surrender, refused to use her liberty and remained with her master until his death. In fact the master gave his loyal slave the first five dollars he received in federal money after the war.⁴³ When Mr. Phillips died, his children supported the old negro couple as long as they lived. The Phillips' home could not be rented without the provision that Aunt Dilsey and Uncle Ben were to occupy the servants' quarters. Nothing in simple comforts was ever denied them.

As Aunt Dilsey grew feeble, Mrs. Spencer, who had a great fondness for all old people, visited her frequently with small gifts to cheer. Just before Aunt Dilsey's death, Mrs. Spencer wrote her daughter: "Hereabout there begin to come notices about the failing health of Aunt Dilsey, who was as valued a friend as any. Dilsey sent for me last Saturday. Said she was mighty poorly. I think she was as usual, but was tired of cornbread and buttermilk as a diet. I sent her a new calico dress, some flour, and other things. She is better. Whenever she gets outdone with everything, she sends for me."⁴⁴

'She sends for me' is typical of Mrs. Spencer's life. Not only

⁴³Ibid., p. 300.

⁴⁴Ibid., p. 299.

was she solace to university presidents, governors, and other state leaders but she was also a source of strength and aid to the underprivileged.

Possibly Mrs. Spencer rendered her greatest public service to the University of North Carolina during Reconstruction days. It is generally agreed that Southern people of the past generation would talk about the war and its disasters, but would seldom refer to Reconstruction. This was probably true because that period of history was worse than the war itself and they wanted to forget it. Certainly those dark days brought more havoc to the University than did the Civil War.⁴⁵

The reverses that came to the University were due in a large part to the State's Reconstruction Governor, William W. Holden. Like other Southern governors during this time, he had been elected by an overwhelming majority of Negroes, scalawags, and carpetbaggers.

Soon after Holden became governor, he announced that the new state Constitution would bring about a new order of things at the University of North Carolina. To give strength to his words, he sent a guard of Negro soldiers to take charge of the University campus.

Before a fair appraisal of Holden's policy can be made, it is necessary to know something of his past. This well hated governor was born in Hillsboro, North Carolina. His parents were poor and could not afford to give him a formal education. However, he had a good mind and with perseverance and downright drudgery, he educated himself. Early in life, there grew in him a grudge against those people who were

⁴⁵Ibid., p. 151.

more prominent than he. Later in life he told this story, "When I was a boy I was given food from the table of a prominent Hillsboro man. Then and there, I resolved that sometime in my life I was going to be the master of those who favored me that day."⁴⁶

The officials and the faculty of the University had earned his special enmity because they had received the advantages he had been denied. Crowning this basic hatred was the occasion of the commencement address in 1867. President Johnson was the speaker and much was being made over ceremonies. But the authorities didn't send Governor Holden an invitation.⁴⁷

It is not fair to mention only the negative things about Governor Holden and not his good points. He was kind to his neighbors and was a good family man. His employees found him to be almost the perfect employer. When misfortune came to him he conducted himself with patience and dignity.⁴⁸

When Holden ordered that the University doors be closed, the people looked to its former president, ex-Governor Swain, for leadership. As he had before during trying times, the good man tried to restore confidence by saying things were going to turn for the better soon. Even Governor Swain's comforting words were not to last long. Within a month after the University was closed, Governor Swain was driving his buggy a few miles from the village when his horse became unruly, balked, and threw him. This ride was his last appearance on the

⁴⁶Ibid., pp. 148-50.

⁴⁷Ibid.

⁴⁸Ibid., p. 150.

streets and roads he had loved so well. He died on August 27th, two weeks after his accident.

August 27th, 1868, was indeed a memorable day. Governor Swain's death meant the crumbling of the old society of Chapel Hill. With their old friend gone and with the closing of the University, many families saw no future in the little town and moved away.⁴⁹

Mrs. Spencer, who was then a strong, capable woman of forty-three, seriously considered leaving. Her friends and neighbors, who were preparing to move, could not understand why she would want to stay.⁵⁰

"Are you going to live on at Chapel Hill and watch the University go to ruin?" asked a neighbor lady one afternoon as Mrs. Spencer helped pack her dishes.

"Well, I could leave. I have been offered several good positions elsewhere. And just today I had a letter from my husband's people begging me to bring June and live with them in Alabama."

"Now that is talking some sense," said her friend. "Do you realize that soon you will have no family ties in this village? I understand that your brother, Charles, is going to Davidson College to become head of the mathematics department."⁵¹

"Yes, I'm so glad for Charles."

"And since your brother, Sam, is the Supreme Court Reporter, I imagine he will live in Raleigh for several years," continued the neighbor.

⁴⁹Ibid., p. 143.

⁵⁰Ibid.

⁵¹Ibid., p. 144.

"What you say is true, but my mother still lives here and she needs me. Like most old people she does not want to leave her home and she is too advanced in years for me to leave her to live alone. Now do you see why I am not leaving Chapel Hill?"⁵²

"Always thinking of the other person, aren't you Mrs. Spencer?" admired her friend. "But your mother was a good housewife and a help to you. She deserves all of the rest and attention she wants."

"Yes, my mother has lived a good and full life."

As Cornelia Spencer walked slowly home, a host of memories, stirred by her recent conversation, filled her mind. First, there was the late loss of her father. During the previous year James Phillips, who was then eighty years old, fell dead in the college chapel just as he lifted his hands and began to move his lips in prayer. He was standing beside the table at which he had prayed for the last forty years. Her father was the object of Cornelia's tender affection. Every morning in almost ritual fashion she would help him get ready to go to chapel for prayer. Seeing how close the two were it is understandable that she missed him so much.⁵³

Everything around Chapel Hill was in a sad plight. Closing the University which had trained the State's leading citizens did not satisfy Governor Holden. To further humiliate the people who were connected with the University, Holden established the infamous State University of the Reconstruction period.

⁵²Ibid.

⁵³Hannis Taylor, Mrs. Cornelia Phillips Spencer. Founders' Day address, State Normal and Industrial College. Greensboro, North Carolina: Woman's College of the University of North Carolina Library, October 12, 1910. pp. 4-5. Typewritten.

Reverend Solomon Pool, a Methodist preacher who did not occupy a pulpit, became the new president. To show Pool's lack of ability and character, Mrs. Spencer made this remark, "Drop Mr. Pool in the boots of Dr. Caldwell or Governor Swain, he may peep over the tops, but he can only stumble about in them."⁵⁴

The only decent person connected with the new University in Mrs. Spencer's mind was Alexander McIver, the mathematics professor who had changed place with Charles Phillips at Davidson.⁵⁵ The new president and his faculty members were held in low esteem by all who came in contact with them. Deliberate planning could not have assembled any more of a motley educational crew.

After the University of the Reconstruction period was established, Mrs. Spencer was just about the only person living in Chapel Hill who was friendly to the return of the old University. And what did she do when she saw graft, incompetence, and poor administration take over the campus she loved? She thought the situation through and then started to work. She immediately began corresponding with ex-Governor Vance and many other outstanding University Alumni. All agreed with her that something must be done, but what? The plan decided on called for all who knew of the awful conditions to spread what they knew among their friends. People were encouraged to use their influence to re-establish a creditable institution. United action and public opinion were their weapons.

Then in the spring of 1869 Mrs. Spencer hit on the idea that maybe the written word could help. She wrote Governor Vance of her idea

⁵⁴Chamberlain, *op. cit.*, p. 152.

⁵⁵*Ibid.*, p. 162.

of exposing the University administration in print. He advised caution, "Hold things in a sort of solution and wait for the event (the right moment). Don't hurry. Those who can play the waiting game are winners in the end."⁵⁶

But Mrs. Spencer had planned carefully and decided what she thought was best for her to do. This deaf woman, who never held a public office, who never made a speech, who never sat on a platform,⁵⁷ realized that one of her many gifts was the use of her pen.

She wrote Governor Vance, "You have always said that the articles which I write are successful. You, too, remember that my church paper, The North Carolina Presbyterian pays me four hundred dollars a year for my weekly articles. You told me only a short time ago that you used your influence that I might get money for these articles, and thereby I might continue to live at Chapel Hill and work toward the rebuilding of our University and village. Now, really, I feel as if I have remained at Chapel Hill for a purpose."⁵⁸

It was not long before Mrs. Spencer offered her services to a Raleigh Newspaperman, Josiah Turner, who then edited the Sentinel. She asked to write a series of articles to show to the world the tragedy that had befallen the University of North Carolina. In April 1869, Mr. Turner wrote of the proposed series, "A friend has promised us, and will soon commence a series of sketches concerning the State University. Our readers may expect something good for the pen is equal to the task."⁵⁹

⁵⁶Ibid., p. 158.

⁵⁷Collier Cobb. "Mrs. Cornelia Phillips Spencer," University of North Carolina Magazine, XXV (April, 1908), 267.

⁵⁸Chamberlain, op. cit., pp. 153, 155.

⁵⁹Ibid., p. 158.

These Pen and Ink Sketches of the University appeared in the Sentinel for more than a year. Mrs. Spencer, using her own personal knowledge, set forth in her interesting and truthful manner the misuse of public property and money at Chapel Hill. Other papers in the South circulated the articles. The Pen and Ink Sketches fulfilled their purpose. They aroused a strong public sentiment against the corrupt practices at the University. ⁶⁰

Mrs. Spencer had a novel way of mailing her articles. Because of the necessary secrecy, she did not want them sent through the village post office; she arranged for her daughter, June, and her neice to meet the driver of the Chapel Hill-Durham mail wagon. He saw that they reached their destination. ⁶¹

June always wanted to carry The Pen and Ink Sketches because, "Governor Vance says they are going to turn Pool's university upside down and I want to be around when they do it."

Mrs. Spencer was one of the best writers in the State. It seemed that only she could write such vital history and leave it unmarred by bitterness. The fact that she was the writer of The Pen and Ink Sketches could not be kept a secret. However, a letter from an old University graduate, who like most people did not consider a woman capable of writing, amused her. He said, "Tell your brother he knows not the good he has done by the University."

Mrs. Spencer took this skepticism in her stride and even wrote humorously to her sister-in-law, Mrs. Charles Phillips, "I am going to divide the credit between Charles and Sam." ⁶²

⁶⁰Ibid., p. 159.

⁶¹Ibid.,

⁶²Ibid., p. 165.

Professor McIver, the man who took Charles position at the University, was ashamed to be a member of a faculty where such mal-practices were going on. It was necessary for him to unburden his mind to someone, and like everyone who knew her, he went immediately to Mrs. Spencer. It was from their long discussions that Mrs. Spencer got eye witness accounts of happenings at the University for her articles.⁶³

One night soon after supper, Professor McIver called at his friend's house. Never had the good lady seen the teacher in such low spirits. He poured out his troubles, "I don't have the money to look for another job, for I received so little pay this past year. I am so disgusted with all this reckless plundering at the University that I feel as if I cannot endure another day of it."

"What is wrong now?" asked Mrs. Spencer.

"Oh, this awful destruction of property." began Mr. McIver.

Fear crept into Mrs. Spencer's voice as she interrupted, "Don't tell me that you found more to add to this plundering?"

"I was thinking of the destruction of the big oak trees, and how powerless we are to stop it." continued McIver wearily.

Mrs. Spencer was indignant, "Some of the old lovers of Chapel Hill are more hurt by the cutting of those trees than anything else. Mrs. Swain writes me that she would not have had one of her favorite big oak trees cut for two thousand dollars. The idea of Pool's having those beautiful oaks cut for cord wood and rail fences! It's disgusting!"⁶⁴

⁶³Ibid., pp. 56-72.

⁶⁴Ibid., p. 160.

"That isn't all. You remember that Pool and his crowd raided one society hall of all of its furnishings to put in their own homes. That was mild treatment to the condition that I found in one of the other society halls." Mr. McIver's face was grave.

"Don't say that! How could a nything be worse?"

"There door panels have been kicked in out of spite. I would just like to show you this outrage."⁶⁵

"I don't expect it would be wise for me to see such. It would make me too **angry**," she replied with flashing eyes.

"Mrs. Spencer, the way the buildings have decayed and equipment scattered, how on earth can the old University be reestablished even if we do get rid of Sol Pool and his crowd?"

"Don't give up," persisted Mrs. Spencer. "Soon the stench of graft and destruction will prove too much for even those who hailed this administration as a good change for the State. The money that is being squandered will soon lighten the wrong pocketbook. I don't believe people will stand idly by much longer and watch while horses are stabled in basements of dormitories, and students' cottages pulled down for firewood."⁶⁶

"But Mrs. Spencer, all of this is being done publicly. Those rare old Siamese curiosities were stolen or thrown away! Pool favors his own professors with hugh salaries and outright bribes! There are large gaps on the library shelves where rows of books were thrown away! These crimes are committed without any attempt to ~~w~~cover them up."⁶⁷

⁶⁵Ibid., pp. 167, 186.

⁶⁶Kemp P. Battle, "Mrs. Cornelia Phillips Spencer," Fayetteville Daily Observer, June 18, 1908.

⁶⁷Chamberlain, op. cit., p. 172.

"And all without purpose. If there was only some good being done, But look at the enrollment. Last year there were three students—two Pools and a Guthrie. Pool boasted that this year he could swell the enrollment to at least one hundred and fifty, yet only fifteen campus students came. Do you remember what an issue I made of it in my Sketches?"⁶⁸

Even Professor McIver, despondent as he was that evening, chuckled at the thought of the many 'fires' Mrs. Spencer had lighted under the present university regime through her articles. The particular incident that warmed his heart was the failure of Pool's first commencement.

For weeks president Pool and other faculty members had talked of nothing but the wonderful commencement that they were going to have. President Grant and Governor Holden were both coming. They also circulated through the neighboring country the added inducements of a free banquet for one hundred to be prepared by Mrs. Pool. Carriages for forty guests were ordered to be waiting in Durham. Nobody came. The next day only ten trustees and seven other people arrived.⁶⁹

Pool's next commencement was his last. Mrs. Spencer had the pleasure of sending an article to the Sentinel showing that it was a greater failure than the first. Only fourteen came, children included.⁷⁰

As Professor McIver rose to go, he said, "I hope I can come and talk with you again but I don't know how long I will be in Chapel Hill. A man must eat and if I want to live I shall have to find some paying position."

⁶⁸Ibid., p. 163.

⁶⁹Ibid., p. 164.

⁷⁰Ibid., p. 189.

Mrs. Spencer nodded sympathetically, "I know how you feel. It's terrible that Mr. Pool can pay only those whom he chooses. A few days ago Will Barham, the janitor, asked me if I could recommend him to any friend of mine. He has received little or nothing for seven months and knows not where to turn. What treatment for a fine colored servant to receive after forty years of faithful service."⁷¹ Mr. McIver, such things must be stopped.

The kind professor, whose spirits had been revived, uttered words of encouragement. "I know your articles are not in vain. People are becoming aroused by your efforts. Keep working and don't give up."

Professor McIver predicted correctly. Better days were in store for the University of North Carolina. Through Mrs. Spencer's articles, alumni and other friends of the University in the State became interested in its reorganization. Other factors helped the movement. In 1870, discouraged trustees closed the doors of the University of Reconstruction days for lack of money.⁷²

Thus the stage was set for the friends of the old University to begin their work. The wheels of restoration began to turn slowly, but surely. Mrs. Spencer's earnest letters were instrumental in calling a meeting of the alumni. She closed the Pen and Ink Sketches with these words: "To the alumni must the University look for her restoration. To the alumni have I addressed these sketches in the hope of kindling their attachment and awakening their interest."⁷³

⁷¹Spencer, op. cit., p. 51.

⁷²Chamberlain, op. cit., p. 195.

⁷³Ibid., p. 222.

Mrs. Spencer and four other ladies attended that first alumni meeting held in the Senate Chamber at Raleigh. She was determined to be present even if she were the only woman there. About fifty former students came. These were profuse in their compliments of Mrs. Spencer's writing and her nomination as an honorary member was unanimous. She accepted with, "If being mad for three years entitles me to be one, I have a right."⁷⁴

The fight to reopen the University was a hard one. Morale constantly had to be raised from the depths when all progress seemed at a standstill. Finally the state legislature passed a bill that gave the University an annual \$7,500 from the Landscript fund. Now the doors could open for the third time. What a wonderful surprise for Mrs. Spencer's fiftieth birthday,- when she received the joyful news from Dr. Kemp P. Battle. March 20, 1875, that day would always live in her memory. No sooner had she heard the glad tidings than she and several girls of the village mounted the belfry. There they rang the bell for a half hour. The old bell called out for all to hear that the days of silence and defeat at the University were over.⁷⁵

Mrs. Spencer, with the help of the village children, decorated the chapel to celebrate the reopening. She, who was the author of so many commencement songs, wrote the Thanksgiving hymn which was sung that day. It was she who furnished newspaper articles with glowing accounts of the pre-war University.⁷⁶

⁷⁴Ibid., p. 204-05.

⁷⁵Ibid., p. 222.

⁷⁶Cobb, op. cit., p. 267.

With the assistance of her daughter and niece, Mrs. Spencer gathered and classified the scattered remnants of the museum. No one will ever know the number of personal letters she wrote, nor the amount of money she was influential in collecting for buying new apparatus.⁷⁷

How delighted this mother of the new University was to see familiar faces among the faculty members. Her brother, Charles Phillips, resigned at Davidson College and returned to his Alma Mater to head the Mathematics Department. Two other former professors followed his example. Although no president was elected the first year, the next year Dr. Kemp Battle assumed the honor, a position he graced with dignity for many years.⁷⁸

Mrs. Spencer did not spend all of her time working for the University. Her greatest desire and happiness was to make a home. Public life held no attraction for her. All of her labors in that direction were performed under a strong sense of duty. One of her closest bonds to homelife was her aged mother, to whom she gave devoted care for nearly fifteen years. Another was the rearing of her daughter. To both of these charges, Mrs. Spencer felt she owed all of her love and consideration at her command. The success of her efforts was a happy old age for her mother and a wholesome childhood for her daughter.⁷⁹

Mrs. Cornelia Spencer, the intellectual, talented, foremost daughter of the Old North State, loved the common people and was happy whenever helping those less fortunate than she. She was just as much at

⁷⁷James H. Southgate, "Mrs. Cornelia Phillips Spencer," Raleigh Observer July 26, 1908.

⁷⁸Chamberlain, op. cit., p. 226.

⁷⁹Cobb, op. cit., p. 266.

home at a quilting party as she was entertaining the President of the United States. She made clothes for motherless negro children. She cooked and carried food to the cabins of the sick and infirm negroes. No one was too depraved for her sympathy and help.⁸⁰

Her niece witnessed a scene which probably happened many times over. She tells of how her aunt ministered to the town drunkard, "Old Couch".

He had fallen, through drink, to a condition lower than the brutes. At least, a negro passing his little house by the roadside, a miserable hovel, brought Mrs. Spencer word that 'Old Couch' was a-dyin'.

Laying aside her work, she armed herself with food and clothing, called me, and together we entered the hut. There on a pile of leaves and rags lay what was once a man, burning with fever.

Sending to a nearby cabin for a basin of warm water and kneeling on the broken floor, Mrs. Spencer with her own hands began to bathe his face and throat. Looking up at me after a few minutes of hard work, she exclaimed, 'Why Lucy, he's got blue eyes!'

She put away his filthy rags, clothed him decently, fed him with broth, had a bed brought in with clean coverings. When the poor outcast breathed his last, it was in the guise of a man and not a beast.⁸¹

Mrs. Spencer realized that even hardened criminals still have human feelings. She was always interested in their welfare. In 1880, a much needed railroad connecting Chapel Hill and the Southern line was built with convict labor. Now students wouldn't have to ride the stage from Durham. While rejoicing with the town over their good fortune, Mrs. Spencer did not forget the prisoners who had put in many hours of backbreaking work. "What", she thought, "could we do to thank them?" Since their food was convict ration, she knew they would enjoy a picnic.

⁸⁰Mrs. George T. Winston, "Cornelia Phillips Spencer," State Normal Magazine, IX (March, 1905), 115.

⁸¹Chamberlain, op. cit., p. 220.

Not all of her friends agreed with her idea. When she canvassed the town for food, she met with some opposition. One lady who thought charity belonged in church, wondered how people could owe anything to "those wicked criminals". But narrowminded opinions like hers were more than made up by the avalanche of donated food Mrs. Spencer received. What a bountiful picnic was spread for these convicts and how it disappeared into their hungry stomachs! Colonel Holt, who was in charge, told them to fill their pockets when they had finished eating.

When the meal was over, the Colonel made an informal speech of thanks to the pleased hostesses on behalf of the convicts. He said the news of the picnic had spurred the prisoners to greater work and a more cheerful attitude. He even thought "they would have finished the railroad all the way to town without a guard."

Mrs. Spencer received her share of praise from the grateful men. This woman who planned and collected the food for the occasion was so modest about her services that she replied humbly to the praise in Colonel Holt's talk, "We ladies feel ourselves the obliged parties in being able to do this kindness."⁸²

When she went home she wrote her daughter, who was in New York City, "Do what I will, people will come and stick me forward." Mrs. Spencer never invited publicity and was always humble in accepting it. Being the woman she was, and living in a university village for more than sixty-nine years, it is not surprising that Mrs. Spencer's name was almost

⁸²Ibid., pp. 249-51.

a legend to a host of students. Each year during her long residence in Chapel Hill, her circle of young friends grew. It is said that probably President Kemp Battle never disciplined a problem boy without first discussing the matter with Mrs. Spencer.⁸³

Students often visited her home. The calling list included numerous names. Among the most frequent of visitors were North Carolina's educational governor, Charles B. Aycock, and Charles D. McIver, the founder of Woman's College of the University of North Carolina, at Greensboro. One can detect Mrs. Spencer's influence in their ideas of public education. Today few will dispute that all North Carolina children owe a great deal to the efforts of these two great men.⁸⁴

Even though Mrs. Spencer's life centered around a university for men, she was always happy helping young girls. Her daughter, her nieces, and their friends considered her just as much a "pal" as they did those girls of their own age. One or two of them always accompanied her on many walks. To help her with household or community chores was thought a pleasure.

Because she had their interests at heart, Mrs. Spencer was ever eager to give them advice that might help them in any way. She found an outlet for her guides in The North Carolina Presbyterian, a church newspaper she helped to edit. Her weekly "Young Ladies Column" was read by young and old alike. A girl of today could benefit from the advice in those columns. They contain solutions to problems that confront the "teenager" in any generation.

⁸³Ibid., p. 197.

⁸⁴Ibid.

They set forth lessons of courtesy, of wisdom, of duty and of proper speech. She said there was more to life than being social butterflies; that the women who were loved the most were the ones who practiced a Christian life. She advised women to find happiness day by day and not to constantly live in a world of "tomorrow".⁸⁵

Mrs. Spencer's desire for the establishment of an institution for higher education for women began when she was quite young. She never ceased writing and talking for this cause. In 1891, as has been mentioned, Charles Duncan McIver led in the establishment of Woman's College. After much persuading, Mrs. Spencer consented to the naming of the largest dormitory on the campus in her honor.⁸⁶ As much as she did to aid the University, it is not surprising to find that the oldest woman's dormitory at Chapel Hill, too, is named for her.

One regrets to think that North Carolinians know so little about Mrs. Spencer's life. Even the name "Spencer" has very often meant nothing to the many women who have lived in the two dormitories named for her. Yet she probably did the most to secure them the opportunities they enjoy.

One of Mrs. Spencer's greatest and most lasting services was her work in connection with the summer schools held at Chapel Hill, for eight years during the latter part of the last century. These were the first of their kind ever held in connection with a college or university. Here gathered hundreds of poorly trained teachers, who spent weeks learning subject matter and methods. To be sure that the public was kept abreast of such important developments, Mrs. Spencer attended the exercises and

⁸⁵Cobb., op. cit., p. 262.

⁸⁶Chamberlain, op. cit., p. 295.

reported to the press anything of interest. To see her dream of good universal education for everyone coming true was a source of happiness.⁸⁷

When she was in her seventieth year, she left Chapel Hill to live with her daughter in Cambridge, Massachusetts. She had given this move much thought. Her daughter and son-in-law, James Lee Love, a mathematics professor at Harvard, had repeatedly urged her to come and live with them. They had plenty of room at their home and promised her that she could escape all public demands in Cambridge and that she could rest. But even with these inducements, her moving was a shock to the people of the state, who could not think of Chapel Hill without its patron saint.⁸⁸

Mrs. Spencer's age, the fact that she was deaf, and her desire to be unnoticed, kept her from taking an active part in Cambridge society. Here, too, she was held in the highest esteem. Her letters refer to the many favors which her daughter's friends showered upon her.

Her time was spent in writing in her diary, corresponding with her many friends, and reading books from the Harvard library. Like most transplanted persons, she never lost interest in her old home. Whenever, North Carolinians chanced to be near Boston, they never failed to pay her a visit.

In 1908, North Carolina's most celebrated woman died at the age of eighty-three, in Cambridge, with a picture of the University campus in her hands. Her last words about the college she knew and loved were,

⁸⁷Ibid., p. 243.

⁸⁸Ibid., pp. 301-02.

"The University is prospering. Evidently, as I resign my interest in it, I leave it in good hands." Are these not appropriate sentences for the only woman to whom the University of North Carolina has awarded the honorary degree of doctor of law.⁸⁹

In 1943, national recognition, long past due, was bestowed upon Mrs. Spencer. A merchant ship, which was named in her honor, was launched at Wilmington, North Carolina.⁹⁰

The time has come for an appreciation of the qualities that made Cornelia Phillips Spencer what she was. The youth of this state, particularly the girls, owe a great deal to the determination and foresight of this woman who helped to get for them the privileges they now enjoy but sometimes take for granted.

When North Carolina was pierced by Northern bayonets, the most influential men in the state agreed that this woman, who lived at a time when women were to be seen and not heard, was obviously the best suited to the task of writing the book/collected articles, The Last Ninety Days of War in North Carolina. During the dark days of Reconstruction, when men thought our University was doomed, who better could have led and won the fight against the Reconstruction University and help to rebuild the old University to its present eminence?

Mrs. Spencer always had the cause of the young at heart. The need for public education was a real need to her and she crusaded for it until it won general recognition in the state. Higher education for the daughters of the state seemed a necessity to her, and she worked until

⁸⁹Chamberlain, op. cit., p. 10.

⁹⁰Ibid.,

that end was secured. All of these were items to be remedied and she devoted her time and efforts to help them because she thought it was her duty.

Nevertheless, many of her friends think that her greatest contribution were those things which she did because of her love and joy in making others happy. The kind deeds which this woman did, her utter selflessness and understanding will be remembered as long as such things are held dear. Mr. James Lee Love, her son-in-law, summarized her life by the following words: "She lived divinely all along the way." What more could one desire!

CHAPTER IV

VALIDATION

The important problem remaining is the validation of the biographical sketch of Mrs. Cornelia Phillips Spencer. The following questions are to be answered:

- I. Does the sketch have educational value as supplementary material for the teaching of North Carolina in the eighth grade?
- II. Can children of this age level read and understand the story?
- III. Will eighth grade children like the story?
- IV. Is the biographical sketch historically accurate?

Does the Sketch Have Educational Value

To determine the educational value of this biographical sketch it was submitted to fifteen eighth grade teachers of the North Carolina, Guilford County School System and four educational experts. After receiving helpful suggestions from these people and after making the suggested revisions within the story, the biographical sketch of Mrs. Cornelia Phillips Spencer was accepted as valuable educational material to supplement the teaching of North Carolina in the eighth grade.

Can The Children of This Age Level Read and Understand

The Biographical Sketch

The eighth grade teachers and educational experts mentioned above were of the opinion that the sketch is suitable for eighth grade

level. However, "the proof of the pudding is the eating thereof" and the most important means of validation was the trial with the children to see if they could read and understand the sketch.

Sixty-seven eighth grade pupils of The Gibsonville School, Gibsonville, North Carolina, were tested. The following tests were approved by an expert in elementary education at Woman's College, Greensboro, North Carolina.

Test Questions

I. True-False Test

(Place T in the space after each question if true; F if false.)

1. Many people left North Carolina during the first half of the nineteenth century and settled in the broad prairies of the West.
2. Before the Phillips family moved to North Carolina, they lived in Massachusetts.
3. James Phillips was head of the Mathematics Department at the University of North Carolina for more than forty years.
4. During her entire life Mrs. Spencer showed a great love for nature.
5. Cornelia Phillips entered the University of North Carolina and attended classes with her brothers.
6. Cornelia Phillips had many interests besides books.....
7. Cornelia Phillips and James Spencer lived in Mississippi after they were married.

8. Mrs. Spencer returned to her girlhood community, Chapel Hill, after her husband died.
9. The University of North Carolina closed during the Civil War.
10. Mrs. Spencer influenced many university students, who later became leading citizens of the State.
11. Mrs. Spencer's book, The Last Ninety Days of the War in North Carolina, was welcomed by both Northern and Southern readers.
12. Mrs. Spencer and her brothers disliked Negroes.....
13. Governor W. W. Holden closed the University of North Carolina at the beginning of the Reconstruction period.
14. One of Mrs. Spencer's greatest public services was her leadership in re-establishing the University of North Carolina after Reconstruction.
15. Mrs. Spencer wrote of the disgraceful happenings at the University of North Carolina during the Reconstruction period.
16. Mrs. Spencer preferred public life to housekeeping.....
17. Mrs. Spencer associated only with educated people.....
18. Mrs. Spencer took an active part in the first summer schools held at the University of North Carolina.....
19. In her later years Mrs. Spencer left Chapel Hill to make her home with her daughter who lived in Baltimore, Maryland.

20. Mrs. Spencer lost interest in North Carolina after she moved to her daughter's home.
21. During the Civil War a merchant ship was named for Mrs. Spencer.

II. A Multiple Choice Test

(Underline word or phrase which completes each of the following statements).

1. Cornelia Phillips Spencer's grandfather was a friend of
- a. Jefferson
 - b. Franklin
 - c. Washington
2. In 1826 travel from New York to North Carolina was
- a. easy
 - b. very difficult
 - c. impossible
3. The president of the University of North Carolina who employed Cornelia's father, James Phillips, was
- a. Swain
 - b. Caldwell
 - c. Battle
4. Cornelia Phillips received most of her schooling
- a. at home
 - b. in the public schools
 - c. at the University of North Carolina
5. Cornelia Phillips' husband was a
- a. doctor
 - b. lawyer
 - c. teacher

6. All during her life Mrs. Spencer advocated that
 - a. a higher education would injure a woman's health
 - b. women did not need a higher education to rear children
 - c. the state should provide for the higher education of women
7. Mrs. Spencer was
 - a. crippled
 - b. practically blind
 - c. practically deaf
8. A governor of North Carolina who later became president of the University was
 - a. Murphy
 - b. Swain
 - c. Vance
9. Toward the Confederate soldiers, who passed through Chapel Hill Mrs. Spencer was
 - a. kind
 - b. unkind
 - c. indifferent
10. North Carolina's Civil War Governor was
 - a. Murphy
 - b. Swain
 - c. Vance
11. The most destructive period of history to the University of North Carolina was the
 - a. Civil War
 - b. Reconstruction period
 - c. War with Mexico

12. The old negro slave who played such an important role in the Phillips family was
 - a. Mandy
 - b. Sucky
 - c. Dilsey
13. Governor W. W. Holden was educated by
 - a. his parents
 - b. the state
 - c. his own efforts
14. Almost the only friend of the old University, who lived at Chapel Hill during the Reconstruction, was
 - a. Governor Vance
 - b. Mrs. Swain
 - c. Samuel Phillips
15. Mrs. Spencer wrote articles for the paper of the
 - a. Methodist Church
 - b. Baptist Church
 - c. Presbyterian Church
16. Mrs. Spencer's Pen and Ink Sketches
 - a. did much to restore the University
 - b. were not accepted by the Alumni
 - c. were liked by Sol Pool and his friends
17. The town drunkard to whom Mrs. Spencer ministered was
 - a. Old Couch
 - b. Old Ned
 - c. Old Joe
18. North Carolina's governor, who was most friendly to education was

- a. Bickett
 - b. Aycock
 - c. Morrison
19. The founder of the Woman's College of the University of North Carolina was
- a. McLean
 - b. McIver
 - c. McNeil
20. The first woman's dormitory built at Chapel Hill was
- a. Spencer
 - b. Graham
 - c. Chase

III. Vocabulary Tests

(Select the definition from Column II for each word in Column I and write the correct number in the parenthesis).

Test A	
Column I	Column II
() recommendations	1. set out or start
() exerted	2. expecting
() proposed	3. words of advice or praise
() anticipating	4. hold back
() mysterious	5. full of mystery
() restrain	6. carried on unconsciously
() automatically	7. suggested
() prediction	8. fame
() tutor	9. highway
() haven	10. a private teacher
() forebodings	11. a feeling that something bad is going to happen

- | | |
|------------------|----------------------------------|
| () launch | 12. a place of shelter or safety |
| () eminent | 13. done according to method |
| () isolated | 14. a prophecy |
| () methodical | 15. put into use |
| () thoroughfare | 16. placed apart |

Test B

Column I

Column II

- | | |
|-------------------|--|
| () congenial | 1. thoughtfully |
| () enthusiasm | 2. requiring much effort |
| () speculatively | 3. deprived of or left desolate |
| () arduous | 4. agreeable |
| () theory | 5. body structure |
| () stilted | 6. eager interest |
| () bereft | 7. sorrowfully |
| () monotonous | 8. lacking naturalness |
| () physique | 9. explanation based upon observation and practice |
| () spinster | 10. action in response to some influence |
| () ruefully | 11. recalling past happenings |
| () intervening | 12. continuing in the same tone |
| () seclusion | 13. an unmarried woman |
| () reactions | 14. coming between |
| () invariable | 15. without exception |
| () reminiscing | 16. retirement |

Test C

Column I

- () alumni
- () vicinity
- () havoc
- () appraisal
- () persevere
- () enmity
- () ritual
- () infamous
- () deliberate
- () motley
- () skepticism
- () malpractices
- () indignant
- () stench
- () inducement
- () avalanche

Column II

- 1. very great destruction or injury
- 2. wicked
- 3. done on purpose
- 4. graduates of a school or college
- 5. neighborhood
- 6. hatred
- 7. valuation
- 8. a mixture of things which are different
- 9. to continue steadily in doing something hard
- 10. a religious ceremonial
- 11. a very bad smell
- 12. doubt
- 13. a large mass of snow and ice or dirt and rocks falling down the side of a mountain
- 14. wrong practices in any official position
- 15. angry at something unjust
- 16. something that influences or persuades

Test D

Column I

- () prejudiced
- () contradict
- () pathetic
- () inevitable

Column II

- 1. deny a statement
- 2. sure to happen
- 3. a proposal
- 4. an opinion formed without just reason

- | | |
|------------------|---|
| () logical | 5. pitiful |
| () proposition | 6. reasonable |
| () evidence | 7. before the war between the States |
| () impersonally | 8. set free from slavery of any kind |
| () agast | 9. proof |
| () ante-bellum | 10. a great calamity or misfortune |
| () catastrophe | 11. without personal reference or connection |
| () emancipated | 12. very abundant |
| () fortnight | 13. struck with fear |
| () solace | 14. a period of two weeks time |
| () profuse | 15. a loss of courage because of dislike or fear of what is going to happen |
| () dismay | 16. comfort |

Results of the Tests

The following tables show the results of the above tests.

TABLE I

RESULTS OF TESTS GIVEN TO 67 CHILDREN TO DETERMINE WHETHER CHILDREN OF THIS AGE LEVEL CAN READ AND UNDERSTAND THE BIOGRAPHICAL SKETCH

Children Classified According to Reading Ability	Tests					
	True-False		Multiple Choice		Vocabulary	
	Cases	Scores	Cases	Scores	Cases	Scores
Above Average (18 Children)	5	21	5	20	1	64-66
	6	20	4	19	3	61-63
	3	19	6	18	3	58-60
	3	18	2	17	1	55-57
	1	17	1	16	1	52-56
	.	..	.	..	4	49-51
	.	..	.	..	5	46-48
Average (28 Children)	3	21	3	20	3	54-56
	8	20	8	19	3	51-53
	7	19	4	18	3	48-50
	6	18	6	17	3	45-47
	4	17	2	16	4	42-44
	.	..	3	15	4	39-41
	.	..	2	14	5	36-38
	.	..	.	..	3	33-35
Below Average (21 Children)	1	21	0	20	1	41-43
	4	20	2	19	3	38-40
	6	19	3	18	0	35-37
	3	18	3	17	6	32-34
	2	17	6	16	4	29-31
	1	16	1	15	2	26-28
	3	15	3	14	3	23-25
	0	14	2	13	2	20-22
	1	13	1	12	.	..-..

Will Eighth Grade Children Like

The Biographical Sketch

The educational experts and Guilford County teachers were of the opinion that eighth grade children would like the story. To determine whether the children who took the tests liked the sketch, a teacher asked them the following questions:

- I. Did you like the biographical sketch of Mrs. Spencer?

- II. Would you like other similar sketches to read?
- III. What part of the sketch did you like best?
- IV. What did you not like about the story?

Results of the Tests for Appreciation

The tables below indicate the responses of the sixty-seven children who took the tests for appreciation.

TABLE II

ANSWERS TO QUESTIONS TO DETERMINE WHETHER CHILDREN LIKED THE BIOGRAPHICAL SKETCH

Children Classified According to Reading Ability* and Sex	Question 1 **		Question 2			
	Number of Readers	Answers Yes No		Number of Readers	Answers Yes No	
Above average	18	16	2	18	16	2
Average	28	24	4	28	22	6
Below average	21	15	6	21	15	6

* Readers are classified according to scores on the Stanford Reading Test, Form F.

** See questions 1 and 2, pages 83 and 84.

TABLE III

ANSWERS TO QUESTIONS TO DETERMINE CHILDREN'S PREFERENCE FOR DIFFERENT PARTS OF THE BIOGRAPHICAL SKETCH

Parts of Story Preferred	Number of Readers	Number of Boys Stating Preference	Number of Girls stating Preference
Childhood	32	15	17
Civil War days	5	4	1
Reconstruction period	7	6	1
Her contributions	14	4	10
Married life	8	0	8
No choice	1	1	0

TABLE IV

REASONS GIVEN BY CHILDREN FOR NOT LIKING
THE BIOGRAPHICAL SKETCH

	Number of Readers	Number of Boys giving Reason	Number of Girls giving Reason
Too long	6	4	2
Insufficient action	5	5	0
Not enough humor	3	1	2

Is the Biographical Sketch Historically Accurate

All the available references about Mrs. Spencer were read in the following libraries: The University of North Carolina, Chapel Hill, North Carolina; The Greensboro Public Library, Greensboro, North Carolina; and the Library of Woman's College, Greensboro, North Carolina. The most helpful source of information was Hope Summerell Chamberlain's book, Old Days in Chapel Hill which contains the life and letters of Cornelia Phillips Spencer.

Mr. James Lee Love of Burlington, North Carolina, son-in-law of Mrs. Spencer, was interviewed.

The sketch was checked with two outstanding books on the North Carolina history of this period: J. G. R. Hamilton's Reconstruction in North Carolina and R. D. W. Connor's Rebuilding an Ancient Commonwealth, Vol. II.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

As a result of this study the following conclusions may be drawn with some degree of confidence.

I. There is a great scarcity of suitable supplementary material of any description for the teaching of North Carolina in the eighth grade.

II. There are very few suitable biographical sketches to supplement the teaching of North Carolina social studies in the eighth grade.

III. There are almost no suitable sketches about the State's heroines.

IV. The survey of literature shows that educators have not made use of the child's love of biography as a means to enrich the social studies.

V. It is possible to set up criteria to be used as a guide in writing appropriate biographical sketches.

VI. If such criteria are followed, it is possible to write interesting biographical sketches which eighth grade children can read, understand and enjoy.

Recommendations

I. Biographical sketches should be extensively used to illuminate and contribute human interest and color to the North Carolina eighth grade social studies.

II. Inasmuch as there is a dearth of such sketches, talented teachers should tap the rich resources available and produce the stories using the criteria developed in this study or similar ones.

III. The need for biographical sketches of the State's heroines is especially urgent. These should be undertaken first.

IV. Among the great women of the State especially worthy of study by eighth grade pupils are:

- A. Dr. Susan B. Dimmock
- B. Sallie Southall Cotten
- C. Mary Lewis Wyche
- D. Christian Reid
- E. Elizabeth Kelly
- F. Mary Mendenhall Hobbs

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APPENDIX A

THE JURY

The following individuals served on the Jury selected to canvass the list of North Carolina women of historical importance, and to select from them a subject for a biographical sketch. (Jury follows)

I. Mrs. Mary Peacock Douglas, School Library Adviser, Division of Instructional Service, State Department of Public Education, Raleigh, North Carolina.

II. Mrs. Minnie M. Hussey, Assistant to the Librarian, The Woman's College of the University of North Carolina, Greensboro, North Carolina.

III. Mrs. Nellie Rowe Jones, Historian and Director of Greensboro Public Library, Greensboro, North Carolina.

IV. Miss Bessie Terry, Elementary School Principal, Rockingham, North Carolina.

V. Mrs. Susie Cobb, Eighth Grade Teacher, Edgecombe County, North Carolina.

VI. Miss Mary Ellen Gibbs, Fifth Grade Teacher, Bolivia, North Carolina.

VII. Dr. Ruth Collings, M.D. Physician and Professor of Health, Woman's College of the University of North Carolina, Greensboro, North Carolina.

VIII. Frank R. Hutton, Realtor and North Carolina Legislator, Greensboro, North Carolina.

IX. Miss Jessie McLean, Genealogist, ^{Enthusiast} Woman's College of the University of North Carolina, Greensboro, North Carolina

X. Miss Ann Shamburger, Instructor in Health, Woman's College of the University of North Carolina, Greensboro, North Carolina.

XI. Miss Hattie S. Parrott, Associate in the Division of Instructional Service, State Department of Public Instruction, Raleigh, North Carolina.

XII. Dr. H. Arnold Perry, Associate in the Division of Instructional Service, State Department of Public Instruction, Raleigh, North Carolina.

XIII. Dr. A. M. Arnett, Historian and Professor of History, Woman's College of the University of North Carolina, Greensboro, North Carolina.

XIV. Dr. W. C. Jackson, Historian and Chancellor of the Woman's College of the University of North Carolina, Greensboro, North Carolina.

XV. Miss Vera Largent, Associate Professor of History, Woman's College of the University of North Carolina, Greensboro, North Carolina.

APPENDIX B

TENTATIVE INSTRUMENT WHICH WAS

SUBMITTED TO THE JURY

Purpose

To develop criteria to aid in the selection of the person for the thesis study.

Objective of the Thesis

To write a biographical sketch of a famous North Carolina woman to supplement the study of North Carolina in the eighth grade.

Directions to the Jury

The following criteria are submitted to you for your guidance

In the selection of the subject, make any modification or addition which you think necessary. After your choice is made, kindly submit your nomination.

Criteria Presented to the Jury Men

I. Characteristics of a person's life which interest eighth grade children.

- A. A character of historical importance who is also very "human".
- B. An individual who helped others.
- C. One who took part in the significant movements of her time.
- D. A person whose influence is still potent today and can be associated with the present.
- E. A woman who loved children.

II. Importance of the subject to the State.

- A. How many years did she live in the State?
- B. Did she participate in some great period of the State's history?
- C. What was her influence in developing the State's institutions?
- D. What influence did she have on other leaders of the State?
- E. Does her life appeal to the youth of the State?
- F. What were her reactions to the State's unfortunate citizens?
- G. What were her contributions as a writer, teacher, etc.?

List your suggestions for revising the above tentative criteria.

Submit your choice of the North Carolina woman whose life you recommend as most in keeping with the above criteria.

The Nominations of the Jury

- I. Mrs. Cornelia Phillips Spencer (9)
- II. Dr. Susan B. Dimmock (2)
- III. Dorothea Dix (2)
- IV. Mrs. Mary Mendenhall Hobbs (1)
- V. Mary Lewis Wyche (1)