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THE HISTORY OF ELISE ACADEMY

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THE HISTORY OF ELISE ACADEMY

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CHAPTER I

THE HISTORICAL BACKGROUND OF MOORE COUNTY

Moore County, established in 1784 by splitting Cumberland County in two, is a large wedge shaped area of 408,960 acres or 639 square miles. Most of the area in the southern portion of the county is sandhills or pine barren, with the remainder of the soil being a loamy clay. The enactment forming the county by the legislature is as follows:

Whereas the county of Cumberland is so extensive that it is extremely inconvenient for the inhabitants to attend courts and public meetings: Be it therefore enacted by the General Assembly of the State of North Carolina and it is hereby enacted by the authority of the same, that from and after the fourth day of July next the county of Cumberland shall be divided into two distinct counties by the line beginning at Cole's Bridge on Drowning Creek, thence a direct line to the corner of Wake and Johnson Counties in the Cumberland line, and all that part of Cumberland lying to the north west of this line shall be a separate and distinct county by the name of Moore County.¹

Early residents were primarily of Scotch descent with German, Irish, and English settlers immigrating to the area during the two succeeding decades after 1750. An excellent account of the immigration is recorded by Rev. J. Rumple,

¹ North Carolina Public and Private Laws, 1784, p. 478.

D.D., in Smith's History of Education in North Carolina:

In June, 1736, Henry M^r Culloch, from the province of Ulster, Ireland, secured a grant from George II of 64,000 acres in the present County of Duplin, and introduced into it between three and four thousand emigrants from his native country. These were the Scotch-Irish descendants of the Scotch settlers whom James I had induced to move to Ireland and occupy the immense domains that escheated to the Crown after the conspiracy of the Earls of Tyrconnel and Tyrone in 1664. About the same time (1730-1740) the Scotch began to occupy the lower Cape Fear and after the fatal battle of Culloden Moor, in 1776, great numbers of the Highlanders implicated in the rebellion of "Prince Charlie" emigrated to Robeson, Moore, Richmond, Harnett, and parts of Chatham and Anson. Thus it happened that the Scotch obtained the ascendancy in the region of the upper Cape Fear, and have retained it till this day.²

People have been bound eternally to the earth and the residents of Moore County found their destiny interwoven with their environment. Fishing and the hunting of deer and some buffalo were the main pursuits in obtaining a livelihood, but the more enterprising found the raising of cattle and horses more profitable. With this new occupation came the clearing of small plots for a garden of a few vegetables and Indian corn and enough room for a log hut. Individuals who gave more of their time to raising stock realized profits and purchased slaves, while those who followed the urge to hunt rarely became wealthy.³

² C. L. Smith, History of Education in North Carolina (Washington, D. C.: Government Printing Office, 1888), p. 22.

³ North Carolina Historical Review, Vol. 6, (Raleigh: North Carolina Historical Commission, 1929), p. 281.

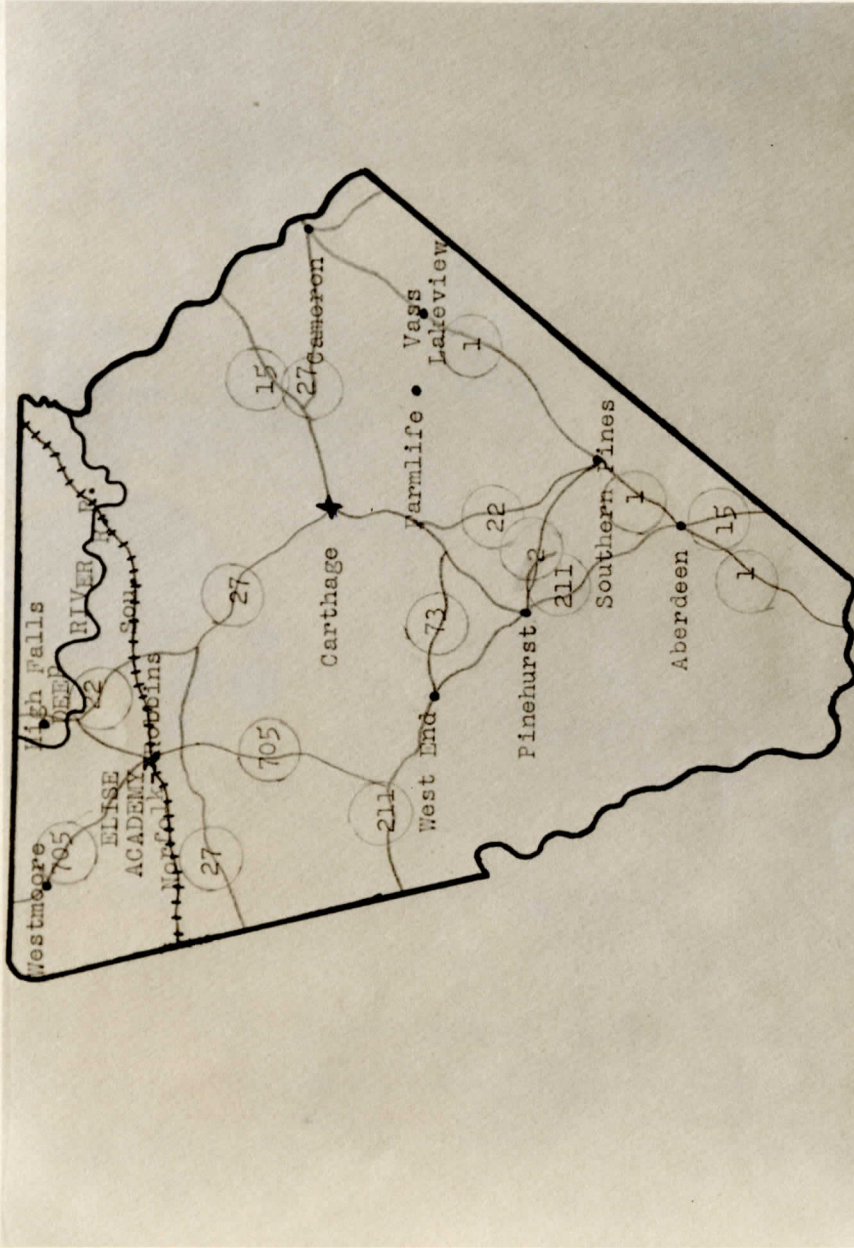


FIGURE 1. MOORE COUNTY, LOCATION OF HIGH SCHOOLS, 1950, PRINCIPAL HIGHWAYS, NORFOLK-SOUTHERN RAILWAY, ELISE ACADEMY

As game became scarce the settlers of Upper Moore County turned to farming, but found the soil poor and the accumulation of wealth and slaves rarely occurred in the area. "The houses were made from cheap lumber, sometimes from logs. They were not very large, two or three rooms. The furniture was home-made and very crude. There were no conveniences. On these small farms labor was less dependent on slaves; the land, therefore, was better tilled. Industrial enterprises were more important. With the Scotch-Irish and German settlers industries which the eastern planters usually left to Negro slaves were conducted by skilled laborers."⁴

I. EARLY POLITICS IN MOORE COUNTY

A study of any history of a people, their achievements, and their institutions in which individualism and democratic practices are nurtured and pursued must inevitably turn to politics. The writer of this thesis found that the population of southern communities, due to their smallness and ready suspicion of outsiders and wealthy persons, became extremely individualistic. This did not necessarily mean the majority were Rebels in the Revolutionary days, for

⁴ Edwin A. West, editor, The History of Upper Moore County (Greensboro, North Carolina: Joseph Ruzicka, Publisher, 1941), pp. 4-5.

many clung to their advocacy of the status quo.

Many early settlers took little or no interest in politics and this may be attributed to their isolation, ignorance, and to the fact that obtaining an existence and livelihood occupied most of their time. Those who became interested were in a large part the more wealthy persons and they were usually Federalists.

"The career of the Federalist party in North Carolina came to an end in 1816. During the next seventeen years the Republican Party was the only political organization of any consequence in the State."⁵ It was during this period that the Republican Party gained strength in Upper Moore County and the strength of that party then, as it is with the party today, is derived from a number of important sources. The nature of the people and their background, the soil, the terrain, and the rocks all tended to limit the effectiveness of slavery as an institution. Farming was indeed difficult without slaves, therefore as the small farmer saw things he was more or less oppressed by the planter. To him slavery was useless and as an institution it added to the hindrances that weighted his attempt to improve his

⁵ Edwin A. West, editor, The History of Upper Moore County (Greensboro, North Carolina: Joseph Ruzicka, Publisher, 1941), p. 2.

social and economic status. The planters of Moore were usually Democrats, hence the other farmers became avid Whigs.⁶

II. RELIGION IN UPPER MOORE COUNTY

The significance of religion as it applied to the founding of schools in Moore County will be discussed at length in later chapters of this thesis, but the history of the county and the people must include a brief review of the growth of religion and churches.

An excellent summary of the early churches was given by Viola Irene Quails in The History of Upper Moore County:

Among the oldest churches of Moore County are Union, Bethesda, Jackson Springs, and Bensalem. These might be considered the mother churches of the rest. These churches were established by the first settlers and in a sense called Home Missions. The churches that we find in Moore County today are usually descendants of these churches. In 1850 many Scotch-Presbyterian people living in and near Carthage (known then as Faginsville) were members of Union church. In this year due to congregational Home Missions they were able to establish a new church at Carthage. At later dates other churches branched from Union.⁷

These churches were truly of the people and were vigorously supported by them. Women sewed and sold garments to help raise money for the church funds, with the women in

⁶ Ibid, p. 10.

⁷ Ibid, p. 120.

charge of the dispensation of the funds. When money was needed for church funds or the ministers needed a parsonage the women were always in the forefront of the ensuing campaign.

As a social institution the church must be regarded as an important element in molding community spirit. History clearly verifies that the degree to which a civilization rises may be measured by the communal activities of its peoples. The zeal of early settlers in Moore County to establish churches and to grow with them was a determining factor in the advancement of the moral and ethical standards of the area. As the moral and ethical standards rose, the colonists in turn strove ever increasingly to raise their economic standards.

CHAPTER II

EARLY EDUCATION: ACADEMIES AND PUBLIC SCHOOLS

Academies established in Southern states were divided into two principal classes. One was the small school, with limited equipment and plant, serving only the immediate area in which it was located. These schools grew or declined in ratio with the population around them. The second class of academy was a larger undertaking, with better equipment, better faculty, larger territory to serve, increased clientele, and a larger endowment. Occasionally this type was allowed to raise money through lotteries, for which consideration they sometimes taught poor children free. Other children almost always paid tuition.¹

As the population of Moore County increased, the people became inhabitants rather than explorers and settlers, the wilderness was pushed back from their doors and, their basic needs fulfilled, they invariably turned to cultural affairs. The greatest heritage was that of

¹ E. W. Knight, "The Academy Movement in the South," High School Journal, 3:1-6, January, 1920.

religion, so they established churches and began to fulfill a recognized cultural desire--worship. Not all sought God, so home missionary work played an important role in the early churches. The leaders were those who, in their success in attaining more and bountiful economic rewards, found more leisure time to organize and actively engage in the work.

It was through the influence of the Church and the work of those who recognized the value of perpetuating and enlarging their cultural heritage that early organized schools came into existence. Political characteristics of the people necessitated education, for the hardy felt that freedom must be nurtured through enlightened youth. "People were beginning now to believe in education just for its own sake, just because it heightened individuality, advanced individual enjoyment, and enhanced the enrichment of life."²

The first academy in Moore County was established in 1799 according to the Private Laws.³ If the school was ever established the course of study, the faculty and the

² M. C. S. Noble, History of the Public Schools of North Carolina (Chapel Hill, North Carolina, University of North Carolina Press, 1930), p. 30.

³ North Carolina Public and Private Laws, 1715-1803, p. 178.

area it served is a matter of conjecture.

Other academies followed: 1804, Solemn Grove Academy; 1809, Mount Parnassus Academy; 1811, Euphronian Academy; 1833, Sylvester Academy; 1841, Jackson Springs Academy; 1851, Crain's Creek Academy; Buffalo Male and Female Academy, Bethlehem Church Academy, the years of their founding unknown; 1858, Camp Hill Male Institute; 1844, Carthage Male and Female Academies; 1875, Union Home School; and finally in 1904, Elise Academy.⁴

The academies parallel closely the rise of the county in political and religious endeavors as noted earlier in Chapter I. Their founding came through private individuals who boldly stepped ahead in educational advancement created through use of private capital, in addition to church and individual endowment, in a free individualistic enterprise. Many were denominational, which brought much religious instruction. Tuition was charged, for it was usually a major source of income. The shortages of the contemporary Latin Grammar school were to a degree filled through a broader curriculum. As society progressed the academies, having filled an unquestioned need, began to give way to the

⁴ E. C. Brady, "The Development and Present Status of Public Education in Moore County, North Carolina," (unpublished Master's thesis, Duke University, Durham, North Carolina, 1933), pp. 25-38.

public high school and to the normal school.

II. PUBLIC EDUCATION BEFORE ELISE ACADEMY

The writer of this paper feels that a brief view of public education as it existed prior to 1900 is elementary to the background causing the founding of the academy with which the following chapters of this thesis will deal. The slow growth of public education in North Carolina and, more particularly in Moore County, caused Elise Academy to come into being.

E. W. Knight states that before 1839 the few were to be educated and the masses to obey, while the status of generations unborn was already determined.⁵ The picture of education was dismal indeed for North Carolina and for Moore County as a unit of the State. The dire days of the slavery question and the Civil War, with the aftermath of reconstruction, added gloom to a picture already dark with doubt and prejudice. There was, however, a small core of far-sighted men who were to lead the way through the hours of unenlightenment preceding a slow, ever-brightening dawn.

Many early governors repeatedly recommended and

⁵ E. W. Knight, Public School Education in North Carolina (New York: Houghton Mifflin Company, 1916), p. 3.

pleaded that education be extended to the masses. These included Governors Williams, Turner, Stone, and Miller; all who were firm exponents of public education. Governor Miller recommended to the General Assembly that the speakers of the two houses appoint a committee to formulate plans whereby public instruction might be given at public expense. Elaborate investigation of existing systems in this country and in Europe followed. Finally a recommendation was made to the effect that each county would be divided into two or more townships; and that one or more schools be established in each of the townships.⁶

Much agitation existed for public schools through the first quarter of the nineteenth century, culminating in the establishment of the Literary Fund in 1825. This fund created a means of support for common and convenient schools for youth of the state. Monies were obtained for the fund from the dividends of stock in three navigation companies, legal taxes on spiritous liquors and ~~sucti~~ ^{and} ~~eneers~~, the swamp lands of the state, and other small items.⁷

This fund was not sufficient to maintain the schools throughout the state and opposition to schools added to the

⁶ A. D. Murphy, Report on Education (Raleigh: Theodore Henderson, 1807) p. 8.

⁷ Acts of the General Assembly (Raleigh: 1825), chap. 1, p. 1.

dark shadows from 1825 to 1839, for during that period many persons bitterly opposed the state's assuming schools on the grounds that taxes under a republican form of government should be used only for actual governmental expenses. This line of thought regarded schools as charities.⁸ In 1837 the unexpected sale of public lands and the distribution of the Federal Surplus swelled the Literary Fund to a sum of over two million dollars. As a consequence the educational movement gained momentum and, in 1839, the legislature passed a law dividing counties into districts, provided for the election of from five to ten county superintendents to supervise the common schools, the sheriffs to ascertain in general elections the feeling of the people of their counties as to schools supported by taxation, the erection of school houses, the election of public school committeemen, and the levying of taxes.⁹

Enlightened citizens and newspapers lauded the legislators and many foresaw the opening of a great era in educational pursuits in North Carolina. Typical is the following short editorial appearing in a daily paper:

I believe that it will in all future time, be marked as a bright era in our history and that a stream of praise to that body will issue from it that will never

⁸ E. C. Brady, op. cit., p. 44.

⁹ North Carolina Public Laws, (Raleigh: 1838-1839), chap. 8., p. 12.

dry up.⁹

Many weaknesses were soon apparent, but reforms were slow to evolve. Provision was not made for ample supervision. Control of the common school system rested in the hands of the Literary Board, while the county superintendents controlled the county. This arrangement was followed between 1840 and 1852 and Calvin H. Wiley, Superintendent of Common Schools, in speaking of the plan says:

This was an awkward arrangement; and the board at once perceiving its own inability to fulfill the necessary requirements of Head of such a system, have uniformly urged, on every legislature since, the more simple and efficient system of a single Executive Chief, or Superintendent. The biennial reports of the Board have been mostly confined to this one object; and hence for twelve years we have groped in darkness. A deep obscurity has veiled all the operations of the system - not one general report, with details has emanated from it - not an official statistic appeared, except the general urgent declaration of our judicious Literary Board, declaring the necessity of light and their inability to furnish satisfactory information.

The government has not only failed to furnish information so desirable and all-important, but without by any means desiring or designing it, has exercised an influence the other way.¹⁰

The first reports of the state superintendent concerning Moore County were released in 1857 and it was shown that sixty-one districts existed, of which forty-nine districts had schools that year. There were 2038 children reported and 1759 taught. The average length of term was

⁹ Editorial in The Greensboro Patriot, June 18, 1839.

¹⁰ State Report of Public Instruction, 1854, pp. 12-13.

three to four months. From 1850 to 1857 there was a gain of almost sixty per cent in the number of schools; yet there were twelve districts which had no school in 1857.¹¹

Table I gives a composite study of the public schools in Moore County from 1840 through 1863. Between 1860 and 1863 more than half the schools were abandoned. The impact of the Civil War took its toll of casualties and the schools could be listed among those casualties. In the aftermath of the war reconstruction centered largely around the economic and social rebuilding of the state and, as a result, education was grossly ignored.

The process of rebuilding the schools was a slow, laborious one, even slower than during the fifty years preceding the Civil War. Schools could not operate for lack of funds, the office of state superintendent was abolished, and teachers could hardly be secured. There was a gradual build-up in funds and number of teachers until, in 1881, sufficient pressure had developed to force passage of some important measures. The Assembly of 1881 increased school taxes, made provision for eight normal schools - four for each race, provided for teachers' institutes, and for a county superintendent. The super-

¹¹ Report of the State Superintendent of Public Instruction, 1857, p. 44.

TABLE I*

Comparative Statistics Showing the Number of Districts, The Number of Schools, the Number of Pupils, the Number of Teachers Licensed, Average Term, and the Total Amount Received for Education, in Moore County, 1840-1863.

Year	Districts Taught	Schools Taught	Pupils Taught	Average Term	Teachers Licensed		Funds Received
					Male	Female	
1840	-	11	234	-	-	-	\$ -
1850	-	31	1431	-	-	-	958.00
1857	61	49	1759	3.75mo.	44	4	-
1860	64	36	1096	2.95mo.	30	2	3029.97
1863	65	15	467	2.33mo.	9	4	1095.20

* E. C. Brady, op. cit., p. 52.

intendent was to be elected for a term of two years by the county board of education and the county magistrates.¹²

Continuous progress took place to 1890, though the schools lacked in their ability to reach the school population in Moore County. From 1890 to 1900 additional progress was made chiefly in the fields of number of schools and houses, value of school property, and school term for Negroes. Table II gives the comparative statistics for the final decade of the nineteenth century.

In concluding this chapter it is noteworthy that public and private education experienced slow, painful growth and that this growth may be attributed largely to the small body of public and lay citizens who foresaw economic and social decadence for the state through ignorance, prejudice, and bigotry of the masses caused by the inefficiencies in educational standards. It was true that the schools did not reach the people or fill their needs adequately.

It was at this time that citizens of the Hemp area in Upper Moore County felt a need for an educational institution and their motives were the selfsame motives that

¹² North Carolina Public Laws, (Raleigh: 1881), chap. 200, p. 376.

TABLE II*

Comparative Statistics for Moore County as to
Teachers, Capital Outlay, Superintendent's Salary, etc.,
1890-1900

	1890	1895	1900
No. teachers examined:	55	154	110
White male	35	57	41
female	8	30	33
Negro male	4	33	17
female	8	34	19
Amount paid teachers:			
White	\$4536.57	\$4592.71	\$5291.44
Negro	1790.73	3000.35	2295.37
Outlay for buildings:			
White	\$ 202.76	\$ 74.39	\$ 312.10
Negro	169.45	70.58	96.64
Paid superintendent:	\$ 255.50	\$ 204.50	\$ 300.00
Total amount spent:	\$7304.92	\$8468.58	\$8549.73
Total left on hand:	\$ 190.81	\$ 105.47	\$2516.20

* G. E. Brady, op. cit., p. 70.

spurred educational leaders one hundred years earlier.
It is of their efforts that the remainder of this writing
will be chiefly concerned.

CHAPTER III

THE ESTABLISHMENT OF ELISE ACADEMY

I. DETERMINATIVE FACTORS IN THE ESTABLISHMENT

The academy movement in Moore County, previously traced, came to a close with the establishment of Elise Academy in 1904 in Hemp, a small community in the northwestern portion of the county. The village of Hemp (now Robbins) is located ten or twelve miles from Star and about twenty-two miles from Gulf. All three of these points are on the Norfolk-Southern railway.

The people of the community of Hemp felt a need for an educational institution of the secondary status and rather than appealing to the public education officials, carried their plea to the churches. Much of the credit for the establishment of the school goes to prominent citizens of the village, along with officials of the Fayetteville Presbytery and J. B. Lenning, Philadelphia philanthropist, railroad builder, and capitalist. Dr. H. B. Shields, D. H. Horner, W. G. Carter, D. C. McKinnon, Rev. J. R. Comer, D. H. Horner, T. N. Woody, Eli Mayness, C. A. Jones, and Wiley Muse were elected to the Board of Visitors due to their efforts as interested citizens to locate the school in Hemp.¹

¹ Minutes of Elise High School Board of Trustees, January 17, 1905.

Before the school was formally opened the group of citizens listed above, along with many others, drew up detailed plans for proposing to the Fayetteville Presbytery that it should establish a Home Mission School. Harry S. Jones, W. J. Page, W. G. Carter, N. J. Carter, and Dr. G. McLeod were named to the Board of Trustees as a result of their work and interest in the school. Through the efforts of the interested parties a site and an academy building, along with a building suitable for a dormitory were obtained. J. B. Lenning, W. G. Carter, and N. J. Carter gave land and other valuable considerations, and it was largely through the donations of these men that the academy came into being.² As a result of Lenning's philanthropy, the school was named in honor of his daughter, Miss Elise Lenning.

II. ASSUMPTION OF ELISE ACADEMY BY THE FAYETTEVILLE PRESBYTERY

On July 20, 1904, the Commission to Elise High School, appointed by the Fayetteville Presbytery, met in Hemp, North Carolina, to take final action on the proposals to the Presbytery. This commission was comprised of Rev. H. G. Hill, D. D., chairman, Rev. W. F. Thom, Rev. J. K.

² Recorded Deeds of Moore County, Book 112, Carthage, North Carolina, p. 556.

Roberts, Rev. M. D. McNeill, and elders J. M. McIver, M. McL. McKeithan and Dr. G. McLeod. The ensuing excerpt of the Commission manifestly pictures the proceedings:

...Propositions from the Elise People in regard to the aforesaid school were read and the matter was discussed and carefully investigated. The present Academy building was deemed inadequate to the appointments and requirements of such a school as is contemplated, and the Elise people agree to change their propositions so as to obligate themselves to build instead of two dormitories, one dormitory and an addition or annex to the present Academy, sufficient to meet the appointments and requirements of the proposed school.³

The commission then adjourned until July 28 in order that the Elise people might study and amend their original proposals to make them acceptable. Though no record of the original offer was available, a study of the amendments to it gives an estimate of the probable contents. The changes were drafted by the Elise people and on the 28th of July, 1904, the commission met in Sanford, North Carolina, to take them under consideration. These amendments gave an insight to the attitude of the citizens of Hemp, for they were willing to invest a considerable amount of money to finance the changes listed:

1. That one dormitory be erected to accommodate 25 persons.
2. The Academy be enlarged to double its present capacity - such additions to the Academy to be two stories, similar in construction and finish to the

³ Report of the Commission of the Fayetteville Presbytery to Elise High School, July 20, 1904, files of Elise High School.

present Academy.

3. Presbytery will furnish a competent force of teachers sufficient to meet the demands of the school, tuition for the English course ranging from \$1.00 to \$3.00 per month.

4. We promise and agree to lease the said property to said Fayetteville Presbytery for a term of five years, and charge thereof for the purpose of conducting a school therein, the only consideration for the use and full control of the property shall be that the Fayetteville Presbytery shall keep the building insured and make all necessary repairs to the building during said term.⁴

The commission was authorized full power to make final decision in the matter. The Commission to Elise High School duly considered the proposals and their action on the same date, July 28, created the Elise Home Mission School of Hemp, North Carolina. The decision and the first act of the commission is as follows:

It was ordered that the Home Mission School be inaugurated at Elise in accordance with the above propositions and terms, should the Commission find a suitable Principal.

Rev. R. S. Arrowood was offered the Principalship of the school. Rev. R. S. Arrowood having signified his willingness to visit the field, Rev. J. K. Roberts and Dr. G. McLeod were appointed a committee to meet with Rev. R. S. Arrowood at Elise and in the event he would accept the Principalship of the school, to draw up all necessary papers.⁵

Rev. Arrowood accepted the principalship on August 3, with the privilege of selecting his own assistants.

⁴ Loc. cit.

⁵ Loc. cit.



FIGURE 2. ROBERT S. ARROWOOD,
FOUNDER OF ELISE ACADEMY

He at once entered into his duties and Elise Academy was an actuality.⁸ Through his efforts and untiring leadership during the founding period Arrowood is generally considered the founder of the institution, for the school as a place of learning came into being primarily under his direction.

The first faculty consisted of Arrowood as principal and his two daughters as assistants.⁹ To them it was soon evident that the physical plant of the school was inadequate and on January 17, 1905, the Board of Trustees authorized the principal to purchase desks, blackboards, furniture for the dormitory, and to dig a well to serve the needs of the school. He was empowered to purchase a piano for the school, if he deemed it necessary.¹⁰ Through these additions the school passed through the first year serving almost entirely local students, but as the dormitory was equipped boarding students began to avail themselves of the services of the school and the faculty.

The last meeting of the school year by the Trustees on May 23, 1905, gives an insight into the expansion of

⁸ Report of the Commission of the Fayetteville Presbytery to Elise High School, files of Elise High School.

⁹ E. C. Brady, "The Development and Present Status of Public Education in Moore County, North Carolina," (unpublished Master's thesis, Duke University, Durham, North Carolina, 1933), p. 39.

¹⁰ Minutes of Elise High School Trustees, January, 1905.

the academy and of the vital and unselfish role played by Arrowood. The principal rendered his yearly report and in that report gave plans for the erection of another dormitory. The Board of Trustees acted as follows:

On motion the plan of Mr. Arrowood for providing another dormitory was approved and the Executive Committee and Mr. Arrowood were appointed to take this in charge.

On motion, Rev. R. S. Arrowood was authorized to purchase additional desks for the school and in case of his removal, the board to be responsible to him and family for the cost of the desks.¹¹

The last phase of the assumption of the institution by the Fayetteville Presbytery took the form of outright ownership of the school plant by that group. Prior to the purchase of the school the Presbytery had leased the school under the terms outlined previously. On January 17, 1905, Rev. Jno. K. Roberts reported that the Academy had been insured to the amount of \$900.00, revealing an estimate of the value of the property.¹²

During the time of the lease the ownership of the properties was vested in an organization known as the Elise Stock Company, formed in part by donors of portions of the land and equipment. Negotiations between the Stock Company

¹¹ Minutes of Elise High School Board of Trustees, May 23, 1905.

¹² Ibid., January 17, 1905.

and the Trustees brought action in the form of a special Committee of Five being appointed from the Board of Trustees on January 17, 1906, to confer with members of the Elise Stock Company with a view of purchasing the school property.

Serving on this special committee were Revs. W. F. Thom, M. D. McNeill, John K. Roberts, Mr. John R. McQueen and Dr. McLeod.¹³ The final action of this conference is recorded in the minutes of the Board of Trustees:

The following Resolutions were adopted: Resolved:

1st: That the Board of Trustees take steps to raise \$3,000.00, authorized by Presbytery.

2nd: That Presbytery take over the improvements made by Rev. R. S. Arrowood to the amount of _____ and apply the same to the redemption Fund.

3rd: That Rev. R. S. Arrowood be secured by mortgage to this amount.

4th: That \$1,100.00 be raised within ten days if possible, in order to secure title in fee simple to all properties for Presbytery.

The Special Committee of Five, on conference with E. S. Co. reported the agreement and fulfillment of contract, and that Revs. W. F. Thom, Jno. K. Roberts, and J. R. McQueen be appointed a Committee on transfer of property to the Presbytery.

Mr. Arrowood requested that the Finance Committee examine his accounts in reference to all orders of the Board, which was granted.

The Secretary was instructed to have all deeds put

¹³ Ibid., January 17, 1906.

on record.

The Executive Committee was empowered to secure such adjoining lots as emergency shall require.¹⁴

On April 9, 1906, the Elise High School Board of Trustees became a corporate body known as "Trustees of the Presbyterial Home Mission School at Elise, Incorporated." The corporation was to be a non-stock, non-profit firm for the purpose of:

...carrying on or causing to be carried on under its direction, authority and supervision, a school for the education of boys and girls...and to do any and all acts incident thereto under the jurisdiction, control and direction of Fayetteville Presbytery, as hereinafter more particularly specified.

The said Corporation is organized wholly for educational, benevolent, religious and charitable work, as herein before set forth. The said corporation shall have power to conduct its business in all its branches, have one or more offices, and unlimitedly to hold, purchase, mortgage and convey real and personal property in any state, territory or colony of the United States and in any foreign country or place, for carrying out the purposes for which it was incorporated.¹⁵

The process of birth was complete. It was a process of dreams and hopes and of struggle against varied and numerous obstacles. The energies and ambitions of the founders were of such an intense nature that the school, once founded, was carried through the first few years with

¹⁴ Ibid., January 18, 1906.

¹⁵ Papers of Incorporation of Elise Home Mission School, files of Elise High School.

achievements of growth and great hopes for future years. After the initial enthusiasm began to wane progress became more difficult and financial woes beset the school, as will be elaborated on in later chapters.

In concluding this chapter it is of interest to recall that Elise Academy was founded for the purposes of serving the large area of Northwestern Moore County which was virtually without schooling privileges whatsoever, and to give the privilege of Christian education to boys and girls throughout the state, by opening dormitories for them, and assessing them very low expenses. The schools of the community were few in number. The one in Hemp operated only three months in the year; was taught by teachers of low standards--some of them having never finished high school themselves. Even in 1907, three years after the founding of the Academy, the value of all the public school property in the whole county was only \$22,000.00 and the average teacher's salary was only \$29.00 per month. The average school term for the county that year was only four months, and \$26,000.00 covered the expenses for operating all of the schools. In the county, only five of the school houses were painted, and all but five schools used only home-made desks and benches.¹⁶

¹⁶ The Record of Elise Academy and Her Twenty-Six Years of Service, a paper in the files of Elise High School.

The physical and economical aspects of the educational situation in 1904 were adverse and indeed contributed to the establishment of an academy, while at the same time by their adversity, hindering that establishment and its future growth. An excellent account of the situation is given in "The Record of Elise Academy and Her Twenty-Six Years of Service:"

The Northwestern part of Moore County was without any good roads whatsoever. There was very little inter-community travel, and consequently no interest in improvement of living conditions. The whole "Upper Moore" was isolated, in that it was far away from the main traveled areas, and in that it does not have a very desirable soil for most crops. This latter fact tended to discourage from coming any who were seeking new homes and farms. For the most part, these good people continued to live as had their fathers and grandfathers, without any interest in the changing times.

A few farsighted local men became impressed with the necessity of salvaging the tremendously valuable human lives and took steps to secure the establishment of an adequate school. It being impossible to open a good public school (due to the unwillingness to increase taxes) some of the Governing Bodies of the Churches were asked to assume control of such a school as was needed. The Fayetteville Presbytery of the Presbyterian Church in the U.S. finally consented to operate the school, believing in the urgent need for it. From the very start the school proved a Godsend and a success.¹⁷

¹⁷ Loc. cit.

FUNCTIONS OF THE EARLY ACADEMY
DURING ARROWOOD'S ADMINISTRATION

I. THE CURRICULUM; ITS OBJECTIVES AND PHILOSOPHIES

Prior to the opening of Elise Academy R. S. Arrowood found it his task to organize the faculty and administer the courses of study for the institution. His task was difficult due to the facts that he was new to school work, that no school had existed in the community of the secondary level previously, and that the enrollment had to be estimated.

The fact that the school survived the first years is testimony of the zeal of Arrowood. He began the first year's work with a faculty consisting of his two daughters and himself.¹ Although no record was available of the curriculum offered by the faculty of three during the first year, there is evidence in the Minutes of the Board of Trustees that English, algebra, music, science, Latin, geometry, and a study of the Classics made up the bulk of studies.² Bible was a required course of all students, as the following excerpt from the original Constitution of

¹ E. C. Brady, "The Development and Present Status of Public Education in Moore County, North Carolina," (unpublished Master's thesis, Duke University, Durham, North Carolina, 1933), p. 39.

² Minutes of the Board of Trustees of Elise High School, file of Elise High School.

Elise Academy shows:

3. The Bible shall be used as a text book throughout the school in such measure and proportion as the Board may determine, so as to make the school distinctively a Christian school, and the standards of the church, especially the Shorter Catechism also as far as it may be found practicable. The school shall be opened each day with suitable devotional exercises. It is very desirable that the pupils be trained in vocal sacred music.³

On January 17, 1907, the first notable change, or addition is recorded, for on that date J. R. McQueen motioned that five medals be awarded to deserving students in specified fields of endeavor. The medals were as follows: the W. J. Thom Medal for Recitation, the N. J. Carter Medal for Music, the J. R. McQueen Medal for Composition, the R. S. Arrowood Medal for Declamation, and the J. K. Roberts Medal for Scholarship.⁴ The inauguration of these medals indicates a broadening of the curriculum to include speech activities.

A definite record of the school's offering was obtainable in 1914. In order that a clear picture of the work of the academy be presented, the writer of this thesis quotes at length from the catalogue for that year:

COURSES OF INSTRUCTION

Primary and Intermediate--The most important years of

³ Constitution of Elise Academy, files of Elise High School.

⁴ Minutes of the Board of Trustees, Elise High School.

a child's education are those spent in laying the foundation. Realizing this it shall be our purpose to give thorough courses in these departments, so that no student will be handicapped who enters higher work.

Grammar and High School--Thoroughness also shall be the watchword here. Our purpose is twofold;--first, to give good practical education to those who do not expect to go to college; second, to prepare for entrance to the freshman classes of our best colleges.

Post Graduate.--This is a supplement to our high school course, and we heartily recommend it to those who have graduated, and wish to continue their high school work another year.

HIGHER WORK

We do not think it necessary to print the course of study in the lower grades. For general information, however, we print our one year grammar school course, our three year's high school course, and our one year post graduate course. These will be subject to change if considered necessary.⁵

Table III consists of the complete listing of the course of study mentioned in the last paragraph of the quotation appearing above. An examination of that table will disclose that emphasis was placed upon the Bible, but, as the 1914-1915 catalogue points out, though the teaching was decidedly Christian, it was not sectarian. The teachers were to take great care not to influence the church preference of the pupils.⁶ In addition to the Bible, the three fundamentals, reading, writing, and arithmetic, were

⁵ Elise High School Catalogue, 1914-1915, p. 8.

⁶ Ibid., p. 6.

the basis for the academic work. Studies in the social sciences, in Latin and Greek completed the courses required above the grammar school level.⁷

Three elective courses were offered and, in addition to giving the students a limited range of choice, they were signs of the times. These electives were in the fields of domestic science, pedagogy, and music. Domestic science was an elementary course in the theory and practice of cooking and house cleaning and was open to girls in the high school. Pedagogy concerned itself with the theory and practice of teaching. The fact that public schools of North Carolina were looking to the institution for teachers each year made the course a necessity. No details were given in the catalogue about pedagogy as to the extent of the course or the area of study. Music was given special attention and a carefully graded course of instrumental music was offered. Four pianos were available for practice in the buildings, and all students practiced at regular hours under the constant supervision of a teacher. One of the primary objectives in music was to supply needed organists in the country churches and to this end special training in hymn playing was given, though only to those students who desired it. The procedure

⁷ Ibid., pp. 9-10.

TABLE III

COURSES OF STUDY FOR ELISE HIGH SCHOOL AND
ONE YEAR GRAMMAR SCHOOL COURSE, 1914-1915*

Grammar School Course--one year:

English--Spelling, dictation, punctuation, letter writing and composition.
 Science--Geography, Agriculture.
 History--History of North Carolina.
 Mathematics--Arithmetic.
 Bible--Studies in the Old Testament.

High School Courses:**First Year:**

English--Grammar, Composition, Spelling, Dictation, Recitations and Declamations.
 Science--Physical geography and civil government.
 History--History of the United States.
 Mathematics--Arithmetic.
 Latin--First year in Latin.
 Bible--Studies in the Old Testament.

Second Year:

English--Rhetoric with supplementary reading.
 History--English history.
 Mathematics--Arithmetic and algebra.
 Science--Physiology and physics.
 Latin--Caesar's Gallic Wars.
 Greek--First Greek book.
 Bible--Studies in the Life of Christ.

Third Year:

English--American and English literature with supplementary reading required for college entrance.
 History--General history.
 Mathematics--Algebra and plane geometry.
 Latin--Cicero's orations, Latin grammar, composition.
 Greek--Xenophon's Anabasis, grammar, composition.
 Bible--Studies in the Acts and Epistles.

* Catalogue of Elise High School, 1914-1914, p. 9.

for the music instruction was not listed.⁸

Examinations, reports and certificates, as in most institutions of learning played an important role. The following account effectually describes that role:

Tests will be given during the term and more formal examinations at the end of each quarter. Daily work, tests and quarterly examinations will make up the grade of the students. Quarterly reports will be sent to parents and guardians. Certificates will be given to those who complete and stand satisfactory examination on the whole course of study taught in the public schools. Certificates will also be given to students who, in addition to the public school course, complete and stand satisfactory examination on the high school and post graduate courses.⁹

Summarizing the curriculum of the early years of Elise Academy it is evident that the academic and religious studies were of paramount importance. Activities generally regarded as extra-curricular were almost negligible and the functions of the academy was primarily to prepare students for college, the ministry and teaching. By 1920 fourteen of the boys were ministers, two were attending seminaries, six were preparing to enter the ministry from college, five were physicians, with five studying medicine, and seventy or more had served as teachers.¹⁰

⁸ Ibid., p. 9.

⁹ Ibid., p. 10.

¹⁰ Catalogue of Elise High School, 1920-1920, p. 1.

II. STUDENT LIFE OF THE EARLY ACADEMY

The majority of the students attending Elise Academy during the formative years were local students who did not live in the dormitory; but for those who did board, life was rigidly controlled. As the students were of high school age most parents of the day did not desire to send their children to a school unless adequate control over their social and academic life was exercised. During the first twenty years, dormitory life was trying due to the fact that no sewage or water facilities were available and the students studied by lamplight.¹¹

Students attending the high school paid eight dollars per month for board and three dollars per month for tuition. If a student took music a charge of two and one-half dollars was made for the course, with an additional charge for the use of the piano of twenty-five cents per month.¹² Fees were nominal and the school operated at a deficit for a majority of the years it existed.¹³ The deficit was made up by donations from both individuals and the various churches of the Presbytery.

¹¹ Catalogue of Elise High School, 1924-1925, p. 3.

¹² Ibid., 1914-1915, p. 11.

¹³ Minutes of the Board of Trustees of Elise High School, files of Elise High School.

The fact that expenses of the school were moderate contributed to the type of student attending, for no wealthy students were in the student body. Poor, deserving students made use of a scholarship fund placed at the disposition of the principal as early as 1907.¹⁴ This further contributed to a student body of the low and middle class groups, who ventured to attain an education and who could cooperatively enjoy the campus life.

The aim of the school was to develop the best in each boy and girl in the field of citizenship and cooperation. Toward this end the discipline of the school became a sense of honor and justice on the part of the students. All activities were carefully supervised by the matron and teachers, and were aimed to develop a sense of self-respect and honor among the students rather than punish for lack of self-control. The catalogue of 1920, 1921 emphasizes this by stating, "We do not conduct a reformatory, and if your child is unmanageable at home, or has been expelled from some other school, do not send him here unless you are certain that he is willing to abide by the rules."¹⁵

¹⁴ Minutes of the Board of Trustees, January 23, 1907, files of Elise High School.

¹⁵ Catalogue of Elise High School, 1920-1921, p. 10, files of Elise High School.

A phase of discipline pervaded the study hours, for the boys and girls were required at the beginning of the year to meet in separate study halls and study under the guidance of a teacher for two hours. After two weeks' trial, if their deportment and scholarship were satisfactory, they returned to their own rooms during the evening hours to pursue their studies at their discretion. If any charge was brought against a pupil by any teacher for poor scholarship or deportment, they were required to return to the study hall on positive probation.¹⁶

Another phase of the students' lives had to do with their personal equipment and mode of dress. The former consisted of one pair of sheets, one counterpane, one pair of pillow-cases, one pair of blankets, two quilts, towels, napkins, toilet soap, tooth brush, comb, hair brush, glass and spoon, curtains, dresser scarf, and other incidentals each student cared to bring. Laundry work was done by the Negro women near the school. A major portion of their personal equipment was their clothing and dress, which the school urged be neat but very plain. The "middy suits," blue serge or white, were suggested as the most practical for the girls. This was not compulsory, but officials

¹⁶ Ibid., pp. 11-12.

pointed out that they looked neat, laundered easily, and a group of girls all dressed alike looked better as well as felt better. Parents were urged not to provide fancy or expensive dresses for their daughters, nor would there be any demand for fancy party or evening dresses, for the girls would not be permitted to wear them. Each girl was required to possess at least one white "middy" to be worn on any occasion where the girls entertained as an entire class.¹⁷

As the above paragraphs testify there was little entertainment or distraction for the students, but toward regulating any would-be distractions the school outlined definite privileges and restrictions. The use of tobacco in any way was discouraged and its use was not permitted on the campus. Firearms were absolutely forbidden on the premises. No student was allowed to leave the ground except at times specified by the members of the faculty, to visit in the neighborhood or go home without the written permission of parents or guardian. Parents were instructed not to grant permissions where it interfered with the plans of the school. Children were expected to return promptly after the Christmas Holidays. Parents were also asked not to give permission to their children to visit in town or spend week-ends with

¹⁷ Ibid., p. 12.

other students going home. "When this is given it must be written and the Principal reserves the right to refuse if circumstances warrant, any permissions granted by parents which conflict with the regulations of the school," pointed out a statement in an issue of the catalogue.¹⁸

In summarizing the student life of Elise Academy it is found that the little village of Hemp was a quiet place conducive to study, and with the exception of limited school functions the only attractions were those with which Nature endowed the place--hills and valleys, covered with forests, and the enchanting bits of scenery along a neighborhood creek. Students came in contact with men and women whose life's work it was to train the young people at a most important stage of their development. By association with other young people the boys and girls learned self-reliance and to decide between right and wrong. He learned "that rules must be obeyed, the rights of others respected and that real manhood and womanhood are the things that count rather than money and 'pull'."¹⁹

¹⁸ Catalogue of Elise High School, 1924-1925, pp. 9-10.

¹⁹ Ibid., p. 5.

CHAPTER V

THE DEVELOPMENT OF ELISE ACADEMY

UNDER R. S. ARROWOOD

The ensuing chapter will not be confined to the physical growth of Elise Academy, but will discuss the expansion of the school plant and the student body. Each of these topics will be dealt with in separate sections of the chapter.

I. DEVELOPMENT OF THE SCHOOL PLANT

It is to be noted that the institution with which this thesis concerns itself has been referred to by three names--Elise Academy, Elise Home Mission School, and Elise High School. The Board of Trustees of the school used each of the names in its minutes. The most appropriate name was probably the Elise Home Mission School of the Fayetteville Presbytery, though it was in reality an academy. The name Elise High School was used by the Board of Trustees, doubtless, to give it prestige to confront the strong growth of public schools during the period of its formation. Throughout the remainder of the body of this thesis the school will continue to be referred to as Elise Academy.

On January 18, 1906, Elise Academy consisted of a girls' dormitory, an academy building, the land on which the buildings were located, and necessary furniture for the conduction of school functions. In the absence of a suitable dormitory for boys, all males attending the academy resided in homes.¹ Prior to this Arrowood presented a plan to the Board of Trustees of the institution for the erection of another girls' dormitory. The building was erected in 1905 and soon afterwards a boys' dormitory was established in the original girls' dormitory.²

During the period from the founding of the academy in 1904 to 1910 various other improvements were effected largely through the efforts of Arrowood. The improvements consisted of such things as replacing flues, underpinning buildings, erecting fences, repairing buildings and equipment, and other miscellaneous items. During this period the institution consistently operated with a deficit. Money was borrowed and notes and mortgages were issued as fast as old ones were paid off. Donations from friends and the aid of the Fayetteville Presbytery prevented the closing of the school. This deficit and the issuing of mortgages and notes, with churches of the Presbytery and

¹ Minutes of the Board of Trustees, Elise High School, January 18, 1906, files of Elise High School.

² Ibid., May 23, 1905.

friends assisting financially, became a recurring pattern.³

Officials of the academy, feeling that the usefulness of the school was of great importance, entertained a motion on January 21, 1910, to raise money to erect a brick school building with a capacity of not less than two hundred pupils.⁴ This motion followed a plea by the principal for a new building, in which he said, "The school has about reached capacity of the present school building. We need woefully a new, up-to-date school building."⁵ Soon afterwards he again discussed the proposed new building in his yearly report:

After much thought I have decided to recommend to the Board that, in their deliberations with reference to the new building, they stress three points: 1. Suitableness of location. 2. Cost. 3. Sanitation. 4. Style of house that will suit our purposes.

As to the first I believe the present location is the only feasible one under the conditions in which we are placed. My suggestion is that the new building, if erected, be placed on the lot between the Girls' Dormitory, and the Academy building...

As to the second point, I have no suggestion to make except that we should as near as possible cut our garment to suit our cloth and not incur more debt than is absolutely necessary.

³ Minutes of the Board of Trustees of Elise High School, January 17, 1905-May 15, 1910.

⁴ Ibid., January 21, 1910.

⁵ Report of Rev. R. S. Arrowood, Principal of Elise High School, January 21, 1910.

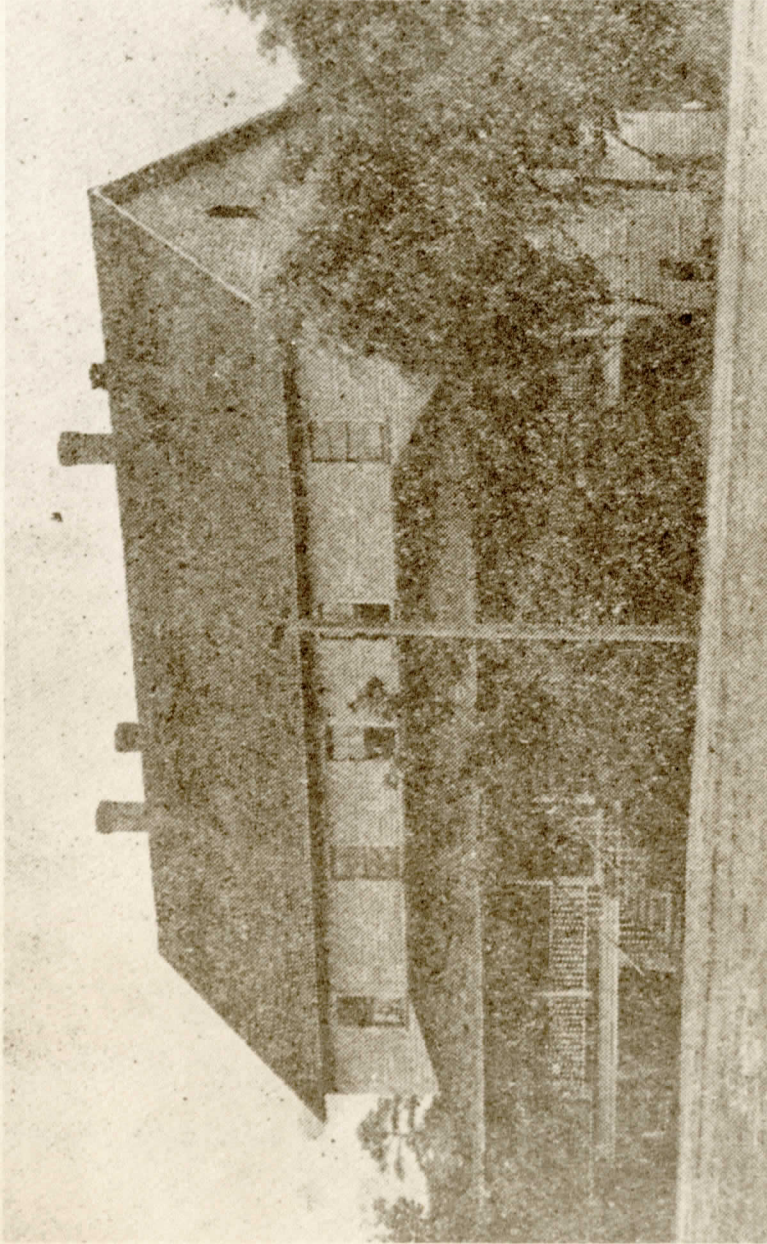


FIGURE 3. ORIGINAL GIRLS' DORMITORY, CONVERTED TO BOYS', 1924

As to the 3rd point, I believe we can have good sanitary conditions by using sanitary buckets and having them emptied once a week.

As to the 4th point, I have no suggestion to make.⁵

Acting upon the request of the principal the Board of Trustees ordered the erection of a new academy building. J. R. McQueen, N. J. Carter and Charles Rankin were appointed on the building committee, with Carter acting as treasurer of the committee's funds. This committee began its duties on May 9, 1911, and shortly afterwards work on the new academy building was begun.⁶ Completion of a wooden building during the school year of 1911-1912 made it possible to hold classes there during that school year.⁷

K. S. Arrowood, in his principal's report for 1911-1912, stated that the cost of this new academy building was \$5,435.63, with an indebtedness of \$1,187.76. The building provided class space for approximately 225 pupils. The principal was pleased with its convenience and adaption to the work of the school, and he made special note of the heating and ventilation system, which furnished "ideal service, both as to heat and ventilation."⁸

⁵ Principal's Report, Elise High School, May 9, 1911.

⁶ Minutes of Board of Trustees, Elise High School, May 9, 1911.

⁷ Ibid., May 23, 1912.

⁸ Principal's report, Elise High School, May 14, 1912.



FIGURE 4. ADMINISTRATION BUILDING, COMPLETED 1912

Table IV gives a composite listing of the indebtedness and assets of the academy, including the debt on the new building listed above. A study of the table clearly shows the school had steadily operated at a deficit during the first years of its existence. Most of the debts were in the form of notes to the principal and the members of the Board of Trustees who had financed the needs of the school from time to time until the debt grew to the total of \$6,618.37. The assets of \$11,600.00 were unevenly distributed, for the new building and lots on which the building was situated comprised \$6,000.00 of the total. The four acre lot mentioned was a gift of J. B. Lenning, John L. ~~Tutt~~, D., H. B. Shields, and Frank D. Jones.⁹
Tull,

After studying these debts the Board of Trustees appointed a Financial Campaign Committee of J. R. McQueen, J. K. Roberts, and Dr. G. McLeod to make an effort to raise \$10,000.00.¹⁰ This action was taken on May 14, 1912, and some evidence of their success was reported on May 12, 1913, with the following results:

The Treasurer reported the action of Presbytery, giving the Board until Oct. 1st to raise the balance of the indebtedness in order for the school to

⁹ Minutes of the Board of Trustees, Elise High School, May 14, 1912.

¹⁰ Loc. cit.

TABLE IV
ASSETS AND LIABILITIES OF ELISE ACADEMY
ON MAY 14, 1912*

LIABILITIES

McQueen note C.	\$ 500.00
Rankin	500.00
Smith	1,600.00
Carter	500.00
McQueen note M.	500.00
Hardware	450.00
Arrowood Acct.	781.27
Note to Arrowood	1,160.00
Carter Acct.	529.00
Insurance	98.00
	<u>\$6,618.37</u>

ASSETS

New building and four acre lot	\$6,000.00
Four lots	500.00
Boys dormitory	800.00
Old dormitory	1,100.00
Girls' dormitory	1,700.00
Girls' dormitory club	500.00
Furniture and fixtures	1,000.00
	<u>\$11,600.00</u>

* Minutes of Board of Trustees, Elise High School,
May 14, 1912.

receive the \$1,500.00 pledged on the floor of Presbytery.¹¹

The following day, on May 13, 1913, the treasurer had on hand \$583.20, with pledges of slightly less than \$3,000.00. The principal was authorized to spend an amount not to exceed \$200.00 for instructional equipment and to secure for the school lots owned by J. B. Lenning which he considered essential to the welfare and protection of the school property.¹²

Before turning from the growth of the school plant and the financial picture of Elise Academy it is appropriate that Rev. Robert S. Arrowood's contributions and work be discussed. Since his tenure of office as principal began in 1904 he consistently spent money from his personal funds to improve the school in any way he saw fit until, on January 3, 1913, the total indebtedness due him amounted to \$2,144.80. During this period of service payments of money were made to him from time to time as reimbursements for expenditures, so that the total loaned by him was considerably more than the \$2,144.80.¹³

¹¹ Ibid., May 12, 1913.

¹² Ibid., May 13, 1913.

¹³ Ibid., January 3, 1913.

The sacrifices made by Arrowood, his diligence and guide as principal came to a close on February 6, 1914. On that date, due to failing health, he tendered his resignation to the Board of Trustees and the minutes of that group records their concern and appreciation:

The Board received with deep regret the resignation of R. S. Arrowood, as principal. Only upon his insistence did the Board accept the same. By unanimous vote the Board expressed its grateful appreciation of Prof. Arrowood's work at Elise; his patience, zeal, wise direction, good judgment, and self sacrifice, together with his wife and children which has made the school; and assure him that it is only upon his insistence that the Board accepts his resignation.¹⁴

Arrowood's services to the school did not end with his resignation as principal, for he continued to serve in the capacity of advisor until appointed to the Board of Trustees on May 8, 1916.¹⁵ His duties on the Board consisted of various committees and treasurer and financial agent from June, 1916, until May, 1919, on which date he resigned from the Board.¹⁶ Shortly afterward, on December 17, 1919, the Trustees unanimously passed the following resolutions:

We the Board of Trustees of Elise High School in session at West End, N. C. feeling deeply the loss of a friend and co-worker in the death of Rev. R. S.

¹⁴ Minutes of the Board of Trustees, Elise High School, February 6, 1914.

¹⁵ Ibid., May 8, 1916.

¹⁶ Ibid., May 16, 1919.

Arrowood, desire to place upon our records the memorial to his beloved memory:--

The establishment of the Elise High School practically depended upon his acceptance of the Principalship. For ten years he gave the best of a vigorous manhood, a ripe mind, a consecrated life, and untold sacrifices to building up the school; the success and usefulness of which is a monument to a heart devoted to God's young people.

The Elise High School would have failed to attain permanency but for his unusual business ability, executive qualities, and the personal sacrifices he made in a work, however dark, wherein he refused to be discouraged. The permanence and influence of his work at Elise can not be measured in wood and stone of buildings, nor in dollars and cents of endowments, but in the moral and spiritual manhood and womanhood which he stamped in the image of Christ upon those who sat under his teaching.

In the ten years of his Principalship 15 young men entered the Gospel Ministry.

The Board of Trustees hereby express sympathy and condolence to his devoted wife and children; and directs the secretary to send a copy of these resolutions to her.¹⁷

II. GROWTH OF THE STUDENT BODY

The enrollment of Elise Academy can only be estimated during the first few years of its existence, for no specific statement was available. The first figure obtainable listed an attendance of 65 students.¹⁸ This number gradually in-

¹⁷ Ibid, December 17, 1919.

¹⁸ Report of the Principal, Elise High School, May 9, 1911.

creased until there were 120 enrolled for the year of 1912-1913 and 135 during 1913-1914. Eleven North Carolina counties were represented during the latter year and one other state.¹⁹ The average attendance from that time until 1939 was approximately 150 students.²⁰

A decrease in enrollment occurred during World War I and again during the depression years, but the school was able to maintain its enrollment sufficient to carry on all of its activities. The graduates of the institution were active during those years and contributed greatly to the success of the school.²¹ Yearly the alumni held a picnic that attracted hundreds of former students and guests. This Alumni Day was the highlight of the social and festive activities of the community. It was an all-day affair, with wagons of people arriving during the morning to spread food for the noonday meal, which was followed by singing, speeches and other events during the afternoon until time for the journey home to begin.²²

¹⁹ Ibid., May 13, 1913 and May 15, 1914.

²⁰ Catalogue of Elise High School, 1913, 1939.

²¹ Loc. cit.

²² Elise High School Alumni Records, files of Elise High School, Robbins, North Carolina.

The foregoing chapter, in dealing with the student expansion of Elise Academy and with the expansion of the Academy itself, has pointed out the importance of the role played by Arrowood and of other men in the growth of the school. The number of students enrolled was proof of the school's function and purpose, and the determined efforts of the Board of Trustees confirmed their belief in the institution as a medium through which the youth of the state could be educated and the work of God radiated. The death of Arrowood proved to be a turning point in the history of the school, as will be established in subsequent chapters. With his death a milestone was passed and afterwards the initiative for the growth of the school lay primarily with the Board of Trustees.

CHAPTER VI

ELISE ACADEMY FROM 1914 THROUGH 1940

Elise Academy, though founded during the rise of public education in North Carolina, clung tenaciously to its status as a private institution far longer than did most other academies. This was due to the support it received from churches and the donations of private citizens, for without these it could not have maintained its existence. Chapters III and IV outlined the first major phase of the development of Elise Academy--a phase ending with the death of R. S. Arrowood. This chapter will trace the course of events during the second phase, 1914 through 1940.

I. ADMINISTRATION OF THE ACADEMY AFTER 1910

After R. S. Arrowood resigned the principalship the tenure of administrators was brief until 1928, when E. A. West accepted the position. W. L. Cooper succeeded Arrowood and served for one year. Rev. Flinn Arrowood was then elected principal, but failed to take the position. It was not until just prior to the opening of school in September, 1915, that J. C. Kelly accepted the position on a guaranteed salary for the principal, three teachers, matron, and kitchen help of \$1,927.00.¹

¹ Minutes of the Board of Trustees, Elise High School, May 15, 1914 and September 15, 1915.

J. C. Kelly's tenure lasted for one year, but it was successful, with an increase in the student body. Following his resignation the Board of Trustees adopted a new method in paying the principal:

The Board of Trustees to furnish the school plant free of charge; Rev. W. G. Brown to conduct a high school for the Board in same with the following charges: Tuition primary-\$2.00, Grammar School-\$2.00, High School-\$3.00, Music-\$2.50, Piano use-.25, Board complete-\$9.00.

The Principal to meet all expenses of teaching force, school and boarding department; the principal to receive all profit from the school; the Board guaranteeing him the sum of \$800.00, \$200.00 of which shall be from the Synod's committee; that the music teacher shall receive all the tuition of music pupils, excepting piano rental which shall be for the upkeep of the pianos.

The Board after consultation with Mr. Brown suggested a budget of \$1,560.00 for salaries for the year.²

This plan was shortlived, lasting for only one year. At the end of school in 1916 the Board of Trustees were due the principal the sum of \$411.43. No record was made whether this was a deficit in the guarantee which Brown was to receive personally, or whether a deficit in the total budget. A financial agent then took over the monetary matters and attempted to make the school a paying concern. The principal continued to receive any profits realized.³

² Minutes of the Board of Trustees, Elise High School, May 8, 1916.

³ Ibid., June, 1916.

Brown resigned at the close of the term in 1918 and at that time two resolutions adopted by the Trustees gave evidence of the continuing plight and hardships in finances:

Be it resolved that it is the unanimous opinion that Elise High School should continue in operation at Elise and the Presbytery is requested to endorse whatever plans the Board may adopt to raise funds necessary to repair the buildings.

Second, the Board believing that the value of the Elise High School is appreciated by this section has asked the citizens of the community to give concrete evidence of their confidence by contributing to a fund for putting the buildings in good condition and to help meet the necessary running expenses of the school. A further reason for asking that this contribution be made by the community is in order that the Board may be in a better position to ask Presbytery to continue the school here and also help furnish the funds necessary to enlarge the equipment and to put the school in a position to do a bigger and better work than it has ever done.⁴

No record was obtainable showing the collection of these funds, but is to be surmised that they were, for the school continued with W. C. McCall acting as principal through 1921. During his term of office student expenses were boosted again, but this did not prevent a teacher being released in 1920 due to lack of funds.⁵ McCall had problems

⁴ Minutes of the Board of Trustees, Elise High School, May 6, 1918.

⁵ Minutes of the Board of Trustees, Elise High School, January 14, 1920.

other than finances as the following excerpt from the Minutes of the Board of Trustees testifies:

The matter of election of Principal was then taken up. The following resolution was passed: Resolved that Messrs. W. L. Wilson, N. J. Carter and W. G. Carter, be appointed a Committee to convey to Prof. W. C. McCall, his re-election as Principal of Elise High School, stating to him the policy of discipline the Board desires in the school, to wit:- It is the desire of the Board that the girls should never leave the school grounds unless accompanied by a teacher.

That all social functions in the school life be directed by the faculty under the direction of a teacher.

That the Board desires that greater restrictions be placed on the intercourse of boys and girls out of school hours.

That the social life of the school be kept strictly separate from that of the community.

That the school body be impressed with the fact that the school is judged by the conduct of the pupils in public places.

That the Boarding department be under the supervision of the Principal with the help of a matron.⁶

Evidently recognizing the need for a woman's influence in view of conditions in the school concerning conduct and finances the Board appointed Mrs. J. M. McIver, Mrs. Charles Rankin, and Mrs. A. M. Fairley to membership on April 22, 1921.⁷ To what extent these appointments possibly

⁶ Ibid., May 16, 1919.

⁷ Ibid., April 22, 1919.

influenced the election of the first woman principal of the institution must be a supposition. Miss Isabel McLeod was elected "Lady Principal" of the school on May 31, 1921, at a salary of \$85.00 per month.⁸

Miss McLeod served as administrator for one year and following her were J. D. McLeod--1922-1923 and 1923-1924; Allen Jones, Jr.--1924-1925 and 1926-1927; Rev. R. A. McLeod--1927-1928; E. A. West--1927-1940.⁹ The events of importance during their service were not particularly administrative, but rather financial and as such will be discussed in latter portions of this chapter. It is notable that West served longer than any principal of the academy. Under him the school made progress along many lines including: largest enrollment in the institution's history of 239 pupils, a 2,600 volume library, more diversified offerings, and accreditation of the school by the North Carolina Department of Public Instruction.¹⁰

The Board of Trustees recognized the need for an administrator other than the principal and created the positions of superintendent and business manager. Rev. R. A.

⁸ Ibid., May 31, 1921.

⁹ Ibid., 1922-1940.

¹⁰ Ibid., June 7, 1929.

McLeod served in these capacities initially. He was followed in both by W. Stuart Evans, who filled the positions until the academy was terminated.¹¹

The administrative duties included the faculty and curriculum. The faculty's requirements were similar to high schools of the day with one major exception--only the applications of consecrated Christians were considered. Miss Flora MacDonald of Flora MacDonald College served on the faculty from 1925 through 1929.¹² The offering of the school was constantly revised to correspond as closely as possible with the offering of the public high schools; for those schools gave the academy its greatest competition and were the greatest threat to its continued existence.

II. CURRICULUM AND STUDENT ACTIVITIES DURING THE CONCLUDING YEARS

By 1924 the changing times was expressed in a statement in the catalogue for that year--"No student will be allowed to keep an automobile."¹³ Earlier in this thesis a record of student activities and curriculum were made for the year 1914 and the statement above is the only notable change in the intervening ten years.

¹¹ Ibid., September 15, 1926-May 9, 1929.

¹² Catalogue of Elise High School, 1925-1929.

¹³ Ibid., 1924-1925, p. 13.

Noteworthy changes had taken place by the opening of the fall term in 1931, for at that time the school advertised "Individualized Instruction." This was an adaptation of the Dalton plan and was said to be "especially attractive to bright students because they do not have to wait for slower students and can work at top speeds at all times."¹⁴ Advantages were also pointed out for the over-age student wishing to progress as fast as his ability would allow him. The catalogue stressed the fact that only higher priced schools in the South offered the plan. This portion of the instruction continued for a number of years under the personal supervision of Dr. E. R. Mosher, Professor of Education, of the University of North Carolina.

In addition to the plan of individualized instruction the catalogue for 1931 recorded other pertinent facts related to the curriculum and academic life. The library contained five sets of reference works and eight hundred volumes; all students were required to take a course in Bible Study; and the course of study had been changed to meet current trends in the public schools.¹⁵ A complete listing of these courses is presented in Table V for comparison with Table III.

¹⁴ Catalogue of Elise Academy, 1931-32, p. 10.

¹⁵ Ibid., pp. 11-16.

TABLE V

COURSES OF STUDY FOR ELISE ACADEMY, 1931-32*

FIRST YEAR: Civics Arithmetic, Fall Term English Latin, or-- General Science Bible (Twice weekly) Home Economics (girls)	SECOND YEAR: Ancient History Algebra English Latin (Caesar) Biology Bible (Twice weekly) Home Economics (girls)
THIRD YEAR: Modern European History Advance Algebra English Latin (Cicero), or-- French (Beginners) Bible (Twice weekly) Geography or Chemistry will be offered	FOURTH YEAR: American History Geometry English Latin (Virgil), or-- French (Advanced) Bible (Twice weekly) Geography or Chemistry will be offered

MUSIC

This course is a full four-year course and embraces the technical training necessary as a foundation to the more advance study of music in college. Practical instruction in playing hymns and other music is given.

ART

Practical instruction in the use of materials and color combinations is given in this course. Splendid results have been accomplished by students in this department. A full four-year course is offered.

* Catalogue of Elise Academy, 1931-32, pp. 16-17.

During the second phase of the history of Elise Academy student activities underwent gradual changes, but these changes reflected the evolution of society in its mores and customs, its ethics and morals, and the growing trend in educational fields to train students for democratic living. The role of school life outside the class at Elise took on broader meanings. Extra-curricular activities became more important and the students began to receive a greater degree of freedom in their day to day life, though parents still desired that the school be fully responsible for the moral conduct of students.

The school accepted this responsibility and discipline was rigid and intercourse between boys and girls strictly controlled until the final days of the academy. During the tenure of E. A. West, the senior class, in a letter signed by the class president, Ernest White, requested privileges that gave an indication of the rising initiative of students and of the degree of control exercised by the school. The letter brought these actions: seniors were granted the privileges of taking exams before the underclassmen, holding class meetings during vacant periods of school, and to be seated in the front of the auditorium during chapel. Refused by the administration were requests to visit town at any time, leave the dormitory rooms during the evening study hour without permission, and to allow senior boys and girls

to have dates every other Saturday night to go to a movie.¹⁶

Discipline as such was hardly a problem, but those students who violated any rule were usually given extra duties of "improving the campus." This duty consisted of such tasks as removing stumps, carrying rocks, raking and cleaning the grounds, and making repairs to equipment.¹⁷

Mention was made of Alumni Day earlier in this study, but it was only a portion of the commencement exercises. These exercises were the climax of each year's activities and consisted of a day long celebration by both school patrons and curious individuals. Graduation was held during the morning hours after which a picnic style lunch was spread by hundreds of people. Entertainment was furnished by the school and commercial enterprisers. That of the school consisted of a baseball contest in the afternoon and during the evening the senior class presented a dramatic production. Hot dog stands, cold drink establishments, novelty dealers of balloons, whistles and many other items, and popcorn vendors came to town as on a fair day and enjoyed a thriving business. W. Stuart Evans, former superintendent of the institution, said of the day, "Hundreds of people converged on the community in wagons, on horseback

¹⁶ Ernest White in a letter to E. A. West.

¹⁷ Taken from a conversation with W. Stuart Evans.

and on foot--for some of them it was their only visit to the community during the year."¹⁸

Commencement exercises thus contributed a considerable portion of the extra-curricular activities engaged in by the students. Dramatics was another of these activities and the senior play comprised the bulk of the work in this field. Sponsorship of dramatics was by one of the teachers, usually the one best qualified to serve in the capacity. This rule of selecting sponsors for the various activities of the school held true for most of the organizations and clubs, such as athletics.

The participation of the school in inter-school sports developed slowly, but by 1928 Elise was well represented in the fields of football, basketball and baseball. Officials recognized the role of athletics in developing mental power and vigor and encouraged properly directed athletics for the students. In order for a student to participate in interscholastic athletics he had to be in good and regular standing, enrolled for at least three major courses, and passing in three major courses. These controlling regulations on athletics were passed on by a faculty committee, which ruled on all questions pertaining to sports to prevent evils arising from an excess of emphasis.

¹⁸ Loc. cit.

that in the transforming of lives, nothing could take the place of a knowledge of Jesus.²³

Day to day activities had changed by 1931 in that boys no longer cut wood for their fires, "middy" dresses had disappeared, and motion pictures were presented to the students each Saturday evening. Students no longer purchased their textbooks through the academy book store, for the county furnished their books, and regular hours were observed for eating, studying, and sleeping.²⁴

Though many of the activities underwent changes and new ones were introduced, others remained unchanged from the period of the Arrowood administration. The discipline, restrictions upon the visits away from the campus, and the atmosphere remained the same, as the catalogue stated:

Finally, the boarding student finds himself in a position to regain the grip on himself, which he had lost while in public school. He becomes a valuable pupil; usually does better work than he would do at home. He is away from temptation in the form of loafing places; automobile jaunts; billiard saloons; questionable amusements, and evil literature, and he is under the direct supervision of teachers who are anxious to aid him in any possible way.²⁵

The final issue of a catalogue of Elise Academy,

²³ Catalogue of Elise High School, 1931-32, p. 5.

²⁴ Ibid., pp. 6-8.

²⁵ Ibid., p. 3.

for the school year 1938-1939, omitted reference to discipline and student life as presented in the preceding paragraphs. The only indicative changes were relatively insignificant, but the trend toward greater freedom is still reflected. Radios were permissible on condition that the school supervise all necessary wiring. Students were not allowed to return to the dormitories during class hours. Regarding the curriculum, this issue of the catalogue presented the course for the twelfth grade, which was being offered for the first time that year. The extra-curricular activities were broadened and included football, baseball, tennis, track, hiking, hiking, picnicing, volley ball, fishing, hunting, and the clubs listed previously.²⁶

Student life and studies at Elise Academy were much the same as in similar institutions throughout the South. An atmosphere pervaded by Christianity was constantly strived for and much emphasis was placed on service to churches. In no sense was it an institution for the well-to-do, for the purpose of the Home Mission School was to give an educational opportunity to all students desiring high school education. This objective was manifest in many ways, but none so aptly expressed it as the "farm produce plan." This plan was partly an attempt to enlarge the

²⁶ Catalogue of Elise Academy, 1938-39, pp. 4-7.



FIGURE 5. ELISE PRESBYTERIAN CHURCH,
CONSTRUCTED BY ELISE ACADEMY

student body and the following explanation describes its operation and function:

Elise Academy challenges the rural youth of limited means or those whose assets are temporarily non-productive. She will permit them to pay a part of their expenses with farm produce.

While there is little money in the farmer's coffers and small market for his produce, Elise offers this opportunity for him to profitably use this surplus in educating his child for the opportunities that are sure to come.

The ambitious boy or girl can gather up this surplus, or plant an extra acre; or raise a few more chickens, cows or hogs, and use same to further his education.

The school will take this produce at market prices, or better, for as much as half of the school expenses. Vegetables, corn, wheat, cotton, peanuts, chickens, eggs, pork, beef, or almost any other farm produce will be accepted.

Consider this before making up your mind to send your boy or girl elsewhere.²⁷

III. STRUGGLE FOR SURVIVAL

Elise Academy expanded not only academically and along lines of student activities, but in school plant after the death of R. S. Arrowood. This expansion in general followed two lines--the first was an attempt to stave off closing of the school, the second to increase the school along professional and ethical standards. Of course no sharp line could be drawn between the two, for they overlapped in every phase of expansion.

Basically the expansion took the course of a struggle

²⁷ Ibid., p. 5.

for survival. Buildings were erected, land bought and sold and financial campaigns initiated in the attempts to perpetuate the school. All endeavors were in vain and when Elise Academy passed into the hands of the Moore County Board of Education, economic factors were decisive. The remainder of this chapter will elaborate on these steps leading to the termination of the school as an academy.

The first major addition to the school after 1914 was the erection of a spacious girls' dormitory. Overtures leading to the construction came on June 29, 1920, for on that date C. B. Craig submitted plans for a campaign to raise \$30,000.00 for the school. J. R. McQueen, W. L. Wilson, M. C. McDonald and C. E. Clark were appointed as a building committee on May 21, 1923, to build the dormitory.²⁸ The structure was completed during the session of 1923-1924. Features were steam heat, electric lights, and running water, both hot and cold.²⁹ The total cost was slightly less than \$15,000.00, about half the figure proposed by the Trustees in their original estimate.³⁰ It filled a need for further dormitory space.

²⁸ Minutes of the Board of Trustees, Elise High School, June 29, 1920.

²⁹ Catalogue of Elise High School, 1924-1925.

³⁰ Minutes of the Board of Trustees, Elise High School, May 21, 1923.

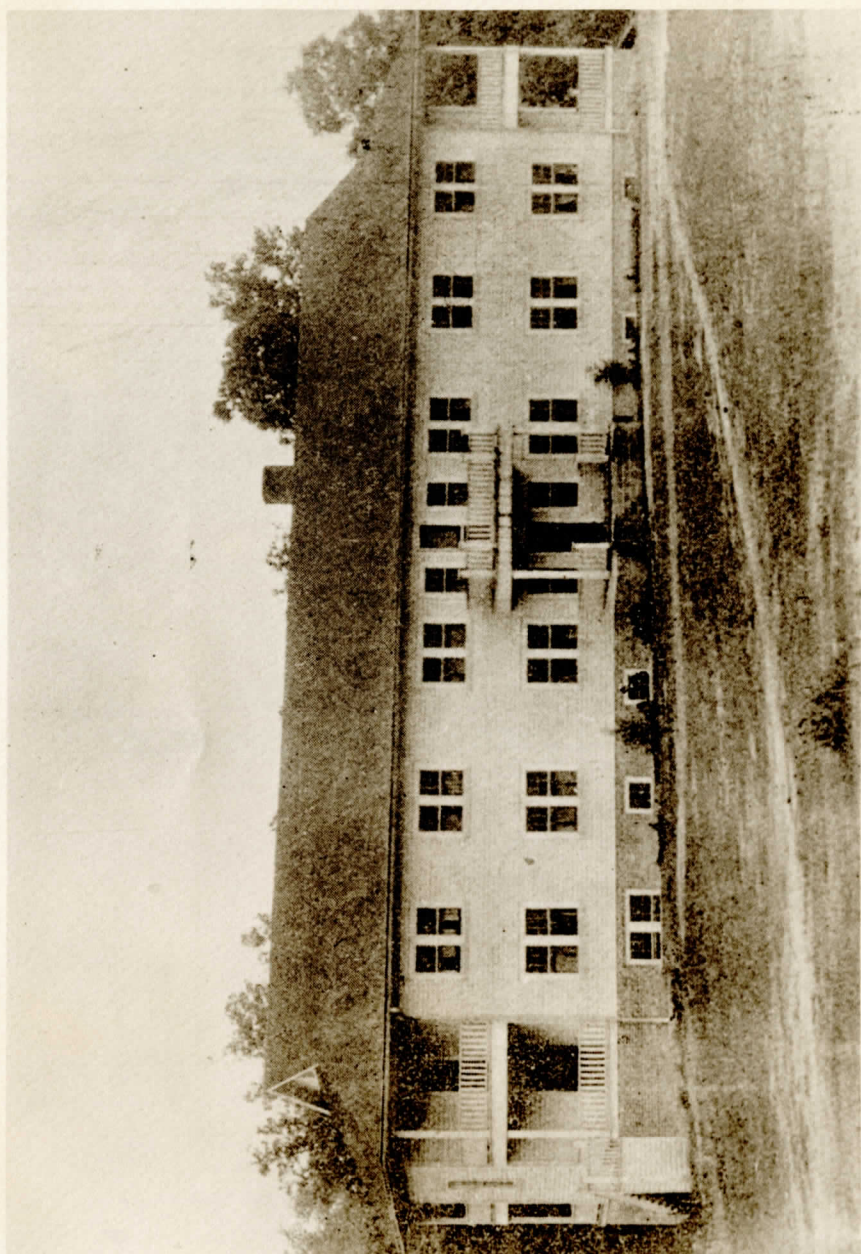


FIGURE 6. DORMITORY FOR GIRLS COMPLETED 1924

Lack of funds during 1922 caused the budget for the dormitory to be halved and so acute did the monetary situation become that the Board of Trustees sent the following overtures to the Fayetteville Presbytery:

- I. That the Presbytery move Elise High School to some more desirable and accessible location.
- II. That Presbytery appoint a commission to secure another location for the school.
- III. That Presbytery appoint a commission to dispose of the property which the school now owns at Hemp, N. C. or so much of as can be disposed of to an advantage.

Shortly afterwards the Trustees ordered that these proposals be stricken from the minutes and went boldly on with the construction of the dormitory. On May 17, 1927, the Trustees appointed a committee to study and plan toward making Elise a junior college, but no results were forthcoming. Pleas to churches and laymen of the community followed in the determined effort to maintain the school. These pleas were climaxed by a joint session of the Trustees and a commission from the Presbytery, at which time strong interest was demonstrated. An outgrowth of this rally was the formation of plans for a new academy building of brick.³²

In the midst of this planning a minor crisis occurred when the boys' dormitory burned on March 6, 1928, with a

³¹ Minutes of Board of Trustees, Elise High School, February 1, 1922.

³² Ibid., May 6, 1922-July 15, 1927.

complete loss of building and furnishings. The damage was partly covered by insurance, but not enough to replace the building and furnishings. Aid came quickly in the form of pledges and donations from sympathetic individuals and organizations.³³

As a result of the loss of the dormitory the campaign for building funds increased in intensity and on May 1, 1928, the Trustees passed the following resolution:

Resolved, That the committee appointed by Presbytery to prosecute the campaign to raise funds for the Elise H. S. Building be authorized and instructed to proceed at once to raise the sum of \$15,000.00 in cash and negotiable pledges, over and above insurance and cash now in hand, and be ready to turn the same over to the committee on or before June 1st 1928, and the erection of the building will proceed at once on receipt of the above named amt. of cash and negotiable pledges.

After discussion of the various points relative to site for building the high knoll on the land donated by Dr. H. B. Shields and Mrs. (Tull) Scott was selected for the administration building.³⁴

Less than a month later a second motion was made to discontinue the school, but with the following results:

After some general discussion a motion was made by Mr. McBryde that the school be discontinued. The motion received no second. Then a motion was made by Mrs. Rankin and 2d'd by Mr. Cameron that we go ahead with our building program, using what funds are now in hand and other as it may come in, and the committee go ahead raising funds and securing pledges.

³³ Ibid., March 13, 1928.

³⁴ Ibid., May 1, 1928.

On motion the following Building Committee was appointed. J. R. McQueen, M. C. McDonald, A. B. Cameron, R. A. McLeod, E. R. Brown and D. D. McCrimmon, to go ahead with building as fast as funds are available, with a view to having the building ready for fall opening if possible.³⁵

Lack of funds prevented the start of the building during that summer and when the Trustees met in the spring of 1929 much discussion ensued as to the best course of action to follow. Some favored closing the school, paying off obligations, closing out the property and quitting, while the majority favored carrying on and "trusting to the Lord for guidance and success."³⁶ Estimates were given at that time as to the probable cost of building the administration building and boys' dormitory, respectively \$25,000.00 and \$5,000.00.³⁷

Action by the citizens of the community, as expressed in a letter to the Trustees, precipitated action and steps were taken to begin construction. The letter is quoted in its entirety:

To The Hon. Board of Trustees of the Elise High School, knowing the situation and needs of the school, and having been appointed or elected at a mass meeting of the citizens of the community.

To present to your Hon. Board of Trustees a pledge for the purpose of erecting the necessary buildings for carrying on the work of the school.

We as the committee appointed by the citizens of the

³⁵ Ibid., May 21, 1928.

³⁶ Ibid., May 13, 1929.

³⁷ Loc. cit.

community of Elise High School, Pledge the community to raise the sum of \$4000.00, said sum to be paid as needed by, said school.

The community sincerely petitions your Hon. Board to continue if possible the great work of the Elise High School.

Respet. Submitted. J. C. Cummings, D. D.
McCrimmon, E. M. Ritter, Committee.³⁸

J. R. McQueen, D. D. McCrimmon, Marvin Ritter, E. R. Brown, and A. B. Cameron were appointed members of a building committee and work on the administration building began in the fall of 1929. The building, completed and ready for occupancy by the fall of 1930, was of brick, costing \$16,382.56.³⁹ It stands today as the last portion of Elise Academy used for educational purposes and houses a portion of the Robbins Public Schools.

Mose MacDonald, capitalist, agriculturist, and prominent figure in the textile and furniture industries, was one of the most influential men in the continuance of the academy for many years. His interest and monetary aid at crucial times prevented the Trustees from closing the school. His contributions ended during the middle thirties, but his role was assumed by ~~Hugh Taft~~^{*}, who during the final years of the academy time and time again contributed money and advice that swayed the Trustees to continue the work of

³⁸ Letter in the files of Elise High School.

³⁹ Minutes of the Board of Trustees, Elise High School, August 29, 1929, and February 7, 1934.

* C. D. Hutaff, of Fayetteville N.C.

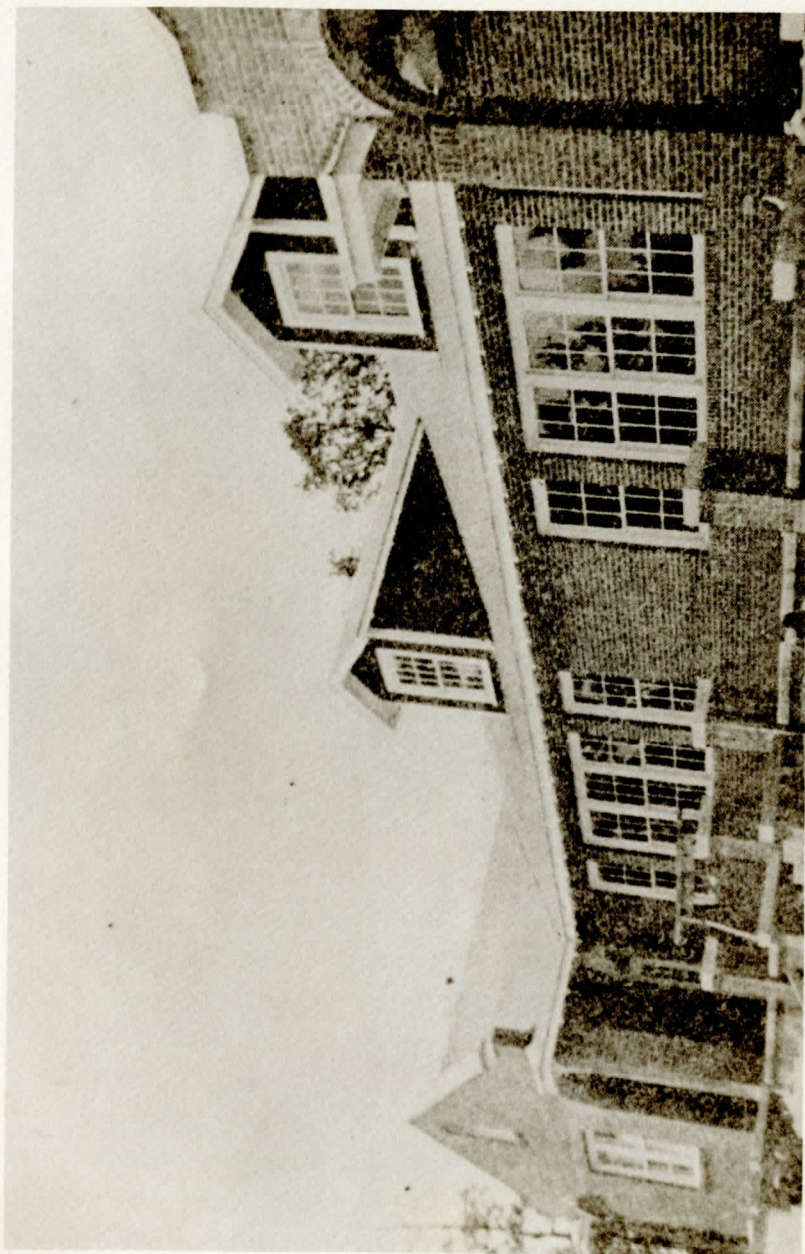


FIGURE 7. ELISE ACADEMY ADMINISTRATION
BUILDING COMPLETED 1930

Elise Academy. There were many others but these were the two who have been attributed with much credit by the citizens of the community which the school served.

Before leaving the subject of the school's struggle to survive, an excerpt from the Minutes of the Trustees on June 7, 1932, describes the plight of the institution's finances in the midst of the depression:

Mr. Evans, business mgr., made report of the financial condition of the school showing indebtedness of about \$8155. and assets of about \$2000. The report was received as information.

On motion duly made, 2dd and carried the President appointed D. D. McCrimmon, J. R. McQueen and John Kennedy a committee to lay out into lots and negotiate the sale of such said lots, the land lying North of the manse towards the old plank road around to the location of the old Boys' Dormitory, and if necessary to have survey made of land, negotiate and close sale for same subject to approval by the Board of Trustees.⁴⁰

IV. TERMINATION AND DISPOSITION OF ELISE ACADEMY

The many events described in earlier portions of this chapter led the Trustees to seek assistance from the public school officials of Moore County. The first support of such nature was the payment of teachers by county voucher for the school term 1929-1930.⁴¹ This was the first step toward public education by the academy and was to be followed by others during the next ten years.

⁴⁰ Ibid., June 7, 1932.

⁴¹ Records in the files of the Moore County Superintendent of public instruction, Carthage, N. C.

Soon after the assumption of teachers' salaries by county officials, the academy was consolidated with the Hemp Graded School in 1931. The same year the teachers in both schools were rated by state and county officials. It was under this dual system of control and financing that the school operated until 1940.⁴²

Apart from these concrete changes toward State control were proposals from H. Lee Thomas, Moore County Superintendent of Public Instruction, acting for the Board of Education. The first of these occurred on January 9, 1931, and was recorded in the Minutes of the Trustees:

H. Lee Thomas, Co. Supt. of schools was present representing the Board of Education. He was called upon to state the proposition of the Board of Education. He stated that in view of the attitude of the State Dept. towards private schools the Board of Edu. would probably be virtually forced, in the near future, to provide facilities and carry on a high school in Hemp which would be in competition with E. H. S. and for that reason it would probably be better for both the county and E. H. S. to make the transfer, etc.

On motion a committee of three--J. R. McQueen, M. C. McDonald and A. B. Cameron--was appointed to confer with the Board of Education, work out the terms of the proposition and report back to this board two weeks hence.⁴³

The Trustees turned down the propositions unanimously on January 23, 1931. That same day the Trustees began

⁴² Loc. cit.

⁴³ Minutes of the Board of Trustees, Elise High School, January 9, 1931.

making plans for a new boys dormitory.⁴⁴ Despite the determined efforts for improving the school, the financial situation worsened as the depression progressed; and, on June 7, 1932, J. R. McQueen was appointed to secure information from the County Board of Education, county superintendent, and Board of County Commissioners as to what assistance the school could depend upon from the county.⁴⁵

The Trustees, on February 4, 1934, as they had done in the past, resolved that the school could not continue to operate under such trying conditions. They reasoned that if the school must cease and the property disposed of, it should be done with no delay.⁴⁶ The Presbytery discarded the proposal, for suitable terms of the disposition were not arranged. The school ended the year 1935 with an improvement in finances and some debts paid, but the condition remained uncertain.⁴⁷

The year 1936 brought deviation from the pattern of proposals to close the school. The manse for the Elise Presbyterian Church was deeded to that institution upon cancellation of a note by N. J. Carter and debts owed

⁴⁴ Ibid., June 7, 1932.

⁴⁵ Ibid., June 7, 1932.

⁴⁶ Ibid., February 4, 1934.

⁴⁷ Ibid., May 21, 1935.

the Hemp Hardware and Furniture Company in the aggregate total of \$1300.00. The Trustees also during 1936 undertook to build a house for the principal, which was completed in 1937.⁴⁸

In attempting to lower operating expenses, the Trustees approved the acquisition of the W. G. Carter farm on May 26, 1937, for a sum of \$2,500.00. Two hundred and fifty dollars constituted the down payment, with a like sum being paid in the fall of that year, and the balance to be paid in annual installments, with interest, of one hundred dollars. The superintendent and principal operated their dairy farm on this property, with no supervision from the Trustees.⁴⁹ Possession of the farm by the school was shortlived, as the Minutes testify:

Resolved that we the Trustees of Elise Academy do hereby transfer to E. A. West and W. S. Evans all our interest and equity acquired in the property known as the W. G. Carter farm...It is also resolved and agreed as between the said Evans and West and the Trustees of Elise Academy that the \$500.00 advance payment on said property shall be credited on the amt. due Messrs. Evans and West on salary.⁵⁰

The events related in this chapter were climaxed on April 16, 1940, when the Trustees ordered the following letter from H. Lee Thomas recorded in the Board Minutes:

⁴⁸ Ibid., May 9, 1936 and September 8, 1937.

⁴⁹ Ibid., May 27, 1937.

⁵⁰ Ibid., April 30, 1938.

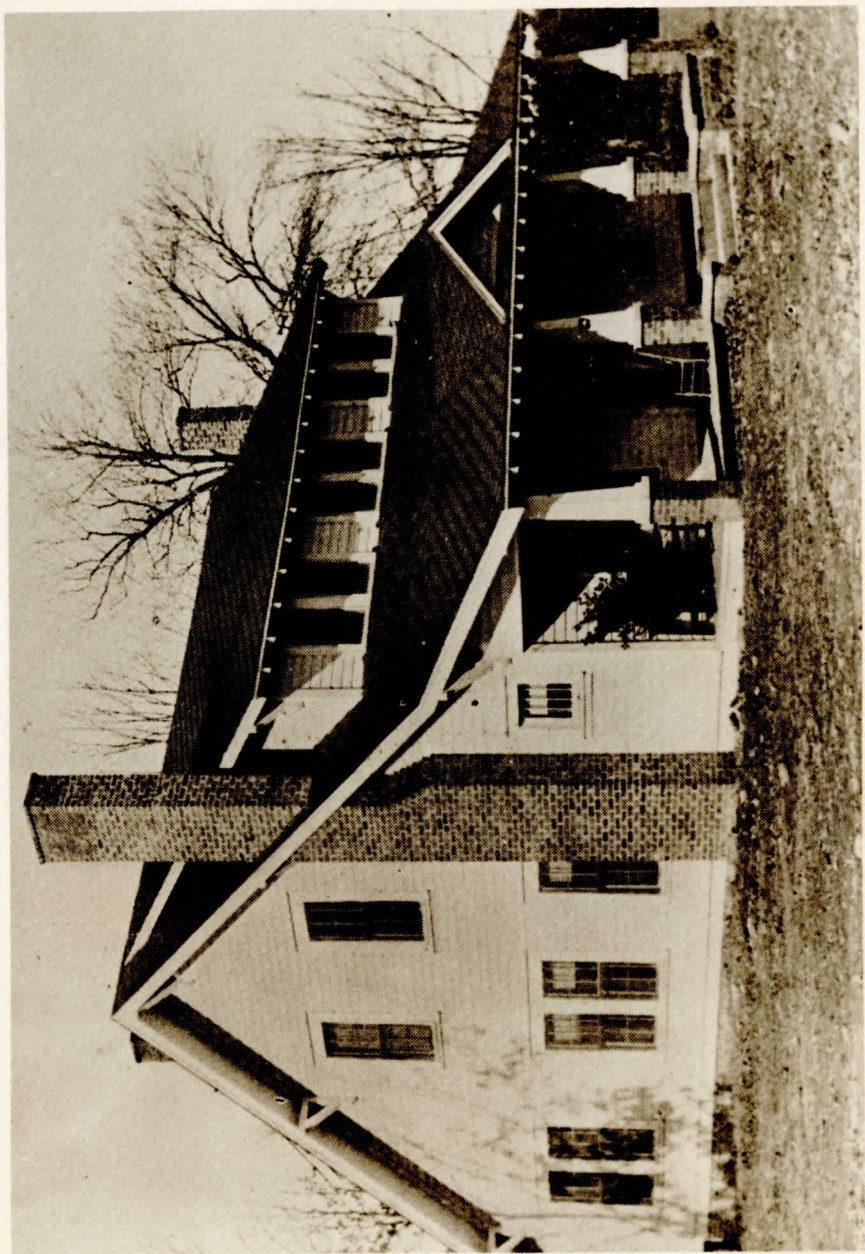


FIGURE 8. ELISE PRESBYTERIAN MANSE,
DEDICATED TO PRESBYTERIAN CHURCH, 1936

The Board of Education met last Friday afternoon, April 5, and passed the following resolution:

'Upon motion of Mr. McKeithen and seconded by Mr. Taylor, it is hereby recommended that an offer of \$20,000.00 be made for the purchase of the Elise Academy property, including the new school building, the old building and ten acres of land.⁵¹

The day the letter was recorded the Trustees adopted the following recommendation to Fayetteville Presbytery:

1. That the Trustees of Elise Academy recommend to Fayetteville Presbytery that the following property, including 10 acres of land, the old school building and the new brick building and equipment as inventoried, be sold to Moore County for a sum not less than \$20,000.00, on terms to be agreed upon by all parties concerned.⁵²

The proposals were agreeable to the Presbytery and they appointed a commission to negotiate with the Moore County Commissioners to conclude the sale upon agreement of terms and interest rate. The commission was empowered to dispose of the remaining property of Elise Academy at their discretion. This was accomplished by sales to various citizens of the community and the total amount from all sales was approximately \$30,000.00.⁵³

To all intents and purposes Elise Academy ceased to exist with the sale to the authorities of Moore County, but

⁵¹ Ibid., April 16, 1940.

⁵² Loc. cit.

⁵³ Loc. cit.

the last official act of the Trustees executed the expiration by transferring to Presbyterian Junior College for Men the academic records, the name, prestige, and scholastic records at the request of officials of the junior college. This was an effort to perpetuate the academy and at the same time to enhance the standing of the college.⁵⁴

It is possible that Elise Academy was the last such institution to be incorporated by the public school system of North Carolina. Many citizens of the community in which the academy was located hold to this belief. The date of transfer, the location of the school in a community where no public high school existed, and the nature of the school's purposes and curriculum justified the establishment of such a credence.

A sign on the brick academy building, now housing part of Elise High School, states, "Elise High School, Founded 1904 by Rev. Robert S. Arrowood." To no small degree his boundless determination inspired those who followed him to perpetuate the school through World War I, the inflationary twenties, a serious depression, and the economic and social problems each generated.

⁵⁴ Minutes of the Board of Trustees, Elise High School, April 16, 1940.

CHAPTER VII

CONTRIBUTIONS OF ELISE ACADEMY

Preceding chapters of this thesis have recorded the events of importance in the history of Elise Academy. That history, to be complete, must include an analysis of the contributions of the school. The following chapter will present a study of important contributions that give an insight to the type of graduates produced and the effect of the institution on the community.

Hundreds of graduates and students spread throughout the sections from which the students enrolled to represent the school, Christ, and wholesome living. The work done by the academy was said to have transformed hovels into happy homes. Respect for law and order and for government and its representative officials, learned in school, contributed to the upbuilding of communities by graduates who became active citizens and leaders.¹

Mrs. Katherine Wilson White, in a letter to the school officials, said of the graduating class of 1914:

The class of 1914 had four boys and six girls. Two of the boys are ministers, one is a professor at West Point, and the one is a successful business man with an interesting business. Two of the women

¹ "Elise Academy and Her Twenty-Six Years of Service," paper in the files of Elise High School.

have Master's degrees, and another woman has had an interesting career in politics. All of the students have done well, and most of them went through college.²

I. GRADUATES IN THE PROFESSIONAL FIELDS

Statistics compiled in 1930 by W. Stuart Evans, Superintendent of the academy, listed twenty-seven ministers, six physicians, 105 teachers, several lawyers, and hundreds of Christian farmers and housewives. In the school that year were two candidates for the mission field and one for the ministry.³

Two factors caused the large production of ministers and teachers. The first was the influence of the church and support the school received from the Fayetteville Presbytery. This brought many students from Christian homes to a school which emphasized religious instruction through a consecrated faculty. The second factor was the rise of public schools throughout the state, coupled with the lack of teacher training institutions. These factors brought a demand by the churches and schools for teachers and ministers to be prepared by the academy.

² Loc. cit.

³ "The Peculiar and Essential Work Being done by Elise Academy." A paper in the files of Elise High School, Robbins, North Carolina.

An example of the ministerial students who graduated from the school was Dr. Carl Key, who received his diploma from the academy in 1929. He was a native son of Hemp and Laurel Hill, in the Hemp community. Upon his graduation from Elise, Key enrolled in Elon College and received his first degree from that institution. His ministerial work began shortly there-after and his success in school was followed by successes in his life's work. Attendance at Vanderbilt and Yale earned additional degrees and his achievements were climaxed when he was named Executive Secretary of the United Churches for Christ in America.⁴

Another outstanding minister, Dr. Barney McLean, a senior classmate of Key, attended Presbyterian Junior College, Presbyterian College, and Columbia Seminary. One of his first notable charges was that of pastor and teacher at Austin College, Sherman, Texas. Following this he held similar positions at Center College in Kentucky. Dr. McLean is presently pastor of the South Hampton Presbyterian Church, St. Louis, Missouri.⁵

Appropriately, Dr. Robert S. Arrowood, Jr., who graduated in the founding period, became not only a dis-

⁴ Letter to the author from W. Stuart Evans, former Superintendent of Elise Academy, June 26, 1951.

⁵ Loc. cit.

tinguished minister, but a prominent figure in education. After holding the pastorate of several Presbyterian churches he accepted the position of business manager of the Barium Springs Orphanage, Barium Springs, North Carolina.⁶

By 1938 at least 35 ministers claimed Elise Academy as their alma mater, though a definite figure cannot be determined since records of the alumni are incomplete. A list for 1938 included: A. L. Currie, pastor of the First Presbyterian Church Huntington, West Virginia; Frank Bain, Galatia Church, Fayetteville; Edwin Coastes, McColl, South Carolina; Guy M. Morrow, Lucketts, Virginia; Edward Murray, Houston, Texas; Alex McInnis, Oklahoma City, Oklahoma; Charles MacRae, Tuscumbia, Alabama; H. M. Moffitt, Jr., Jefferson City, Tennessee; and Eli Maness, Snow Hill, North Carolina. The influence of the school spread to many states through these and many other ministers, who could trace their devotion to high principles of living back to Elise.⁷

Physicians were also an important contribution of Elise Academy and Dr. Eugene Street typifies the students entering the profession. Graduating from the academy in

⁶ Loc. cit.

⁷ Ministerial Alumni, paper in the files of Elise High School.

1929, he studied medicine at Jefferson. Upon graduation he took the national examination for physicians and made one of the highest scores recorded. He practices his profession in Glendon, North Carolina.⁸

During the beginning of the depression period many Cubans enrolled in the academy and two of them later entered medicine. Dr. Antonia Dias Silva, class of 1933, became one of the most outstanding surgeons in Cuba and Dr. Ernesto Perez became a leading physician in Guines, Cuba. Other doctors included: Dr. W. N. McDuffie, Robbins, North Carolina; Dr. Floyd Knight, Lee County Hospital, Sanford, North Carolina; Dr. Charles E. Brady, Robbins, North Carolina; and Dr. George Alexander, (dentist), Kannapolis, North Carolina.⁹

No record exists of the number of teachers the academy produced, but indications are that at least two hundred entered the field. One of the most outstanding of these was Rene Hernandez, who served on the faculty of the University of North Carolina as a Spanish instructor. Three residents of Hemp, Mrs. Aureade Prye, H. Taft Williams, and Elgie Currie became teachers and today teach in the Robbins

⁸ Letter to the author from W. S. Evans, former Superintendent of Elise Academy, June 26, 1951.

⁹ Loc. cit.

Elementary School.¹⁰

Records of law students were meager and of those individuals entering the profession the record of only one was available to the writer. Rufus Reynolds entered the academy in 1922 and was graduated in 1926 with an outstanding record. Reynolds was a native of Leaman, North Carolina. A successful career in law brought him the appointment of Federal Referee in Bankruptcy for the Greensboro District, in which city he practices his profession.¹¹

The foregoing partial list of professional men and women gives an insight to the value of training future citizens in the fields of service and vocational guidance. No conclusive judgment of contributions in any field was possible, but a review of some salient features established evidence of the work of Elise Academy.

II. GRADUATES IN THE FIELD OF BUSINESS

Graduates who entered the field of business were indeed numerous and their endeavors varied. Outstanding of this group included: Ricardo Canut, class of 1937, chemist with E. I. DuPont De Nemour Company; Doug~~ald~~ Clark, class

¹⁰ Loc. cit.

¹¹ Loc. cit.

of 1925, manager of Highsmiths Hospital, Fayetteville, North Carolina; Walter Jones, class of 1930, office supply salesman and mayor of Farmville, North Carolina; Joaquin Alvarez, class of 1935, foreign representative of the Frick Company, Pittsburg, Pennsylvania; Marvin Ritter, class of 1917, hardware and furniture dealer, mayor of Robbins, North Carolina; Dan McCrimmon, class of 1933, son of former member of Board of Trustees, druggist of Robbins and Pittsboro, North Carolina; Coy Lewis, Jr., class of 1939, hardware, Robbins, North Carolina; J. L. Frye, class of 1937, dry goods and dealer in cross ties on a large scale, Robbins; Walter Wilson, class of 1934, poultry, Bonlee, North Carolina; and Branson Williams, class of 1921, owner of most extensive lumber establishment in a wide radius of Robbins and manufacturer of hosiery.¹²

The total contributions of Elise Academy, as of any other institution, cannot be wholly measured and evaluated because the ramifications are too complex and lend themselves to subjective judgment. One definite conclusion is that the school, as reflected in its graduates, achieved fulfilment of its aims: "First, to give the student a practical and thorough Christian education of high school grade. The second aim is to provide for a training for boys and girls who expect to, or who may later decide to,

¹² Loc. cit.

become full or part-time workers in the Master's vineyard."¹³

¹³ Catalogue of Elise Academy, 1930-1931, p. 7.

CHAPTER VIII

SUMMARY AND CONCLUSION

This thesis has traced the evolution of Elise Academy from the backgrounds of its establishment through the founding, growth and expansion, and the consequential consummation of the school by the public educational system of Moore County. Each phase was an overlapping of other phases and each had contiguity through the life of the academy.

The founding of the institution was an attempt of interested individuals to find a means of educating youth in an isolated community served principally by a railroad, for contact with other areas was indirect and difficult over existing highways. The history of the area and the citizens' individuality and independence played an important role, as did the churches, especially the Presbyterian.

The functions of the academy, in the fields of study, campus life, Christian leadership, and activities, had counterparts in other schools of the same era. Courses were college preparatory and influenced by the church and public schools, for each desired that ministers and teachers be trained. The campus life was strenuous and rigidly controlled by school authorities. Study was by lamp-light,

rooms were heated by wood stoves, for which the boys cut and carried fuel, sanitation was difficult and trying, for no water or sewage system existed. Respite was gained through worship and activities which constantly broadened to give students opportunities for creative expression and recreation.

Underlying every sphere of the academy's component divisions and functions were economic factors. Donations by many interested individuals and support by religious organizations allowed the school to continue through perverse years. Working in conjunction with the financial problems was the ascending public school movement. The combination of the two was a primal factor in the termination of the school, as they created adverse conditions constituting a foundation for various members of the Board of Trustees to favor cessation much earlier than its actual occurrence.

The importance of the school was established by the contributions it made to the students, and, in later years, to the communities and nation through important graduates in the many fields of human endeavor. Intangible values could not be described, but any institution perpetuating cultural heritages and values contributes inestimably to the uplifting of morals, ethics, and knowledge and skills of those who come in contact with it.

The era begun by R. S. Arrowood ended with the purchase of Elise Academy by the Moore County Board of Education. The beginning of the era marked a great stride forward for the small community of Hemp, North Carolina, and equally great was the end of the era, for public secondary educational opportunities became available to all in the district of the Elise High School. The founding of Elise Academy was the concluding action in the academy movement in Moore County, as its closing possibly was the last incorporation of an academy into the public educational system of the State of North Carolina.

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APPENDIX

THE CONSTITUTION OF
THE ELISE HOME MISSION SCHOOL

1. This Board of Trustees shall be composed of nine members elected by the Presbytery of Fayetteville. The Board shall be elected, three for two years, three for three years, and three for four years, and thereafter three shall be elected annually at the expiration of each term.

2. The Board of Trustees shall have sole management and administration of the school and hold in trust all gifts of money or property and make all leases or titles or contracts for said school.

3. The Bible shall be used as a text book throughout the school in such measure and proportion as the Board may determine, so as to make the school distinctively a Christian school, and the standards of the church, especially the Shorter Catechism also as far as it may be found practicable. The school shall be opened each day with suitable devotional exercises. It is very desirable that the pupils be trained in vocal sacred music.

4. The Board of Trustees shall elect a President, Secretary, and Treasurer from their number annually, and shall employ such teachers and other agencies as may be necessary.

5. The Board shall have power to raise and disburse moneys, and to hold property in trust for the furtherance of the objects of the school and when necessary may secure articles of incorporation.

6. The Board shall adopt their own by-laws subject to the limitations of this constitution, which constitution shall be of the nature of fundamental law in the execution of their trust.

7. In case it shall ever prove desirable to secure a charter of incorporation the provisions of this constitution shall be incorporated into the charter or else adopted as a fixed part of the by-laws.

8. In founding, developing and administering the school, the Board shall be careful not to incur debt.

9. The Board of Trustees shall make an annual report to Presbytery for review.

10. All money raised by the Board of Trustees shall be to the credit of the redemption Fund by Presbytery.

M. D. McNeill,
Secretary.

ARTICLES OF INCORPORATION
OF THE TRUSTEES OF THE PRESBYTERIAL HOME
MISSION SCHOOL AT ELISE, INCORPORATED

This is to certify that we, Harry S. Jones, W. F. Thom, John K. Roberts, Gilbert McLeod, John R. McQueen, M. D. McNeill, W. J. Page, N. J. Carter, W. G. Carter, do hereby associate ourselves into a corporation under and by virtue of the laws of the State of North Carolina, and do severally agree each with other as follows:

1.

The name of the Corporation is, "The Trustees of the Presbyterian Home Mission School at Elise, Incorporated."

2.

The location of the principal office in this state is in the High School building of what is known as the Elise High School at Elise in the County of Moore, of said State of North Carolina. The name of agent therein and in charge thereof upon whom process against this corporation may be served is Harry S. Jones.

3.

The objects for which corporation is formed are for the purpose of carrying on or causing to be carried on under its direction, authority and supervision, a school for the education of boys and girls at Elise, N. C., and to do any and all acts incident thereto under the jurisdiction, control and direction of Fayetteville Presbytery, as hereinafter more particularly specified.

4.

The said corporation shall have no capital stock, and the membership of said corporation shall always be nine members elected by said Presbytery of Fayetteville, the undersigned incorporators remaining members of this corporation until their term of office shall have expired or they shall have been removed by Fayetteville Presbytery. The said Corporation is organized wholly for educational, benevolent, religious and charitable work, as herein before set forth. The said corporation shall have power to conduct its business in all its branches, have one or more offices

and unlimitedly to hold, purchase, mortgage and convey real and personal property in any state, territory or colony of the United States and in any foreign country or place, for carrying out the purposes for which it was incorporated.

5.

The names and post office address of the incorporators are as follows:

Harry S. Jones, Hemp, N. C., W. F. Thom, Gulf, N. C., John K. Roberts, Gilbert McLeod, John R. McQueen, Carthage, N. C., M. D. McNeill, Sanford, N. C., W. J. Page, N. J. Carter, W. G. Carter, Hemp, N. C.

6.

The period of existence of this corporation is unlimited.

7.

In witness whereof we hereunto set our hands and seals, this 9th day of April, A. D. 1906.

Harry S. Jones	(SEAL)
W. F. Thom	(SEAL)
John K. Roberts	(SEAL)
Gilbert McLeod	(SEAL)
John R. McQueen	(SEAL)
M. D. McNeill	(SEAL)
W. J. Page	(SEAL)
N. J. Carter	(SEAL)
W. G. Carter	(SEAL)

THE BY-LAWS AND GOVERNMENT OF THE INCORPORATION

Art. I. Meeting.

The Board shall meet semi-annually, at the close of the fall term and at the close of the spring term.

Art. II. Officers.

Sec. 1. The officers shall consist of President, Vice-President, Secretary and Treasurer, and Assistant Secretary.

Sec. 2. It shall be the duty of the President to preside at all meetings, to preserve order, to put all questions, to appoint committees not otherwise provided for, and to perform all other duties required by parliamentary law.

Sec. 3. The Vice-President shall perform all duties of the President in his absence.

Sec. 4. The Secretary shall keep a complete record of all the transactions of the Board, and perform such other duties as may be ordered by the board.

Sec. 5. The Treasurer shall receive and keep safely for the Board all moneys donated or otherwise coming into the hands of the Board, and pay it out by the order of the Board. He shall make itemized report to each meeting of the Board of Directors. The officers, Secretary and Treasurer, may be one and be combined.

Sec. 6. The Assistant secretary shall assist the Secretary, and perform all duties of the secretary in his absence. The Assistant Secretary shall be Secretary of the Executive Committee, and custodian of all local papers.

Sec. 7. These officers shall be elected annually by ballot at the fall meeting of the Board of Directors and hold office until their successors are elected.

Art. III. Committees.

Sec. 1. There shall be an Executive Committee of five, elected annually by the Directors, whose duties shall be to have a general oversight and management of the school in the absence of the Board of Directors, and to keep a record of all their proceedings and to make

a report of the same to the Board of Directors at regular meeting, or when called for. The President is Chairman Ex officio.

Sec. 2. There shall be a finance committee of three members, whose duty it shall be to examine the accounts and books of the Treasurer. It shall have a general oversight of the finance of the Board, and shall make an annual report at regular meeting of the Board of Directors, together with any recommendations it may see proper.

Art. IV. Call Meetings

Sec. 1. The President may call a meeting of the Board at the request of two Directors, by giving notice of at least five days.

Sec. 2. No business other than that specified in the call, can be transacted at a call meeting.

Sec. 3. In the absence of the President and Vice President, the Executive Committee may issue the call.

Art. V. Board of Visitors.

Sec. 1. There may be elected annually by the Board of Directors, a Board of Visitors who may visit the school and advise with the Board of Directors for the good of the school.

Art. VI. Principal.

Sec. 1. The Principal of the school shall make an annual report at the Spring meeting.

Art. VII. Amendments.

Sec. 1. These by-laws may be amended by a majority of the members present at any meeting, provided notice of the same has been given at a previous meeting.

COST OF BUILDING BRICK ACADEMY BUILDING
COMPLETED IN 1930

Brick and tile	\$ 605.70
Lumber	1,918.88
Mill Work	1,764.94
Freight	435.09
Hauling	336.00
Gas and oil for truck and gas engine	54.44
Raleigh Iron Works (Steel)	311.60
Dillon Supply Company (Pipe)	143.59
Dillon Supply Company (Roofing)	744.02
Blackboard	94.43
Lime, cement plaster	1,130.16
Hardware, Paint and Misc.	856.95
Fixtures	125.00
Plastering (labor)	332.20
Plumbing (labor)	92.00
Ditch for water pipe	38.10
American Radiator Co.	279.00
Payroll	3,807.86
	<u>\$13,069.43</u>
Note to American Radiator	2,890.00
Donations Labor 167.50, Brick 255.63	423.13
Total Cost of Building	<u>\$16,382.56</u>

DONATIONS FOR PRINCIPAL'S HOME

ERECTED IN 1936

1.	24 squares asphalt roofing \$5.00	\$120.00
2.	5000 sq. ft. wall and insulating board	\$120.00
3.	Complete wiring materials	100.00
4.	Complete electric light fixtures	40.00
5.	Bathroom fixtures	150.00
6.	Kitchen Sink	65.00
7.	Medicine cabinet (for bath room)	5.00
8.	25 barrels cement	65.00
9.	All necessary lime	25.00
10.	Living-room wall paneling	25.00
11.	Living-room floor lamp	7.50
12.	200 ft. 4 inch cast iron soil pipe	20.00
13.	Necessary chimney flue	9.00
14.	All necessary nails (old nails)	
15.	All necessary flashing	
16.	5 doors	
17.	All necessary wall paper	15.00
18.	Fireplace equipment	2.00
19.	Valves for boiler	3.00
20.	Necessary building paper	15.00
		<u>\$727.50</u>

FINANCIAL STATEMENT OF ELISE HIGH SCHOOL FOR YEAR ENDING
JUNE 1ST, 1930

<u>RECEIPTS</u>		<u>DISBURSEMENTS</u>	
From Boarding Dept.	\$2239.40	Water and Lights	\$ 260.70
From Boarding Outsiders	293.00	Teachers Salary	6410.00
From Day pupils	677.65	Incidentals	357.88
Moore County	3120.00	Firing Dormitory	63.00
Bible Teachers Fund	514.02	Firing School	34.90
Schools and Colleges	1581.00	Bell Ringer	31.50
Old Accounts	151.99	Work	110.00
Misc. Sources	66.55	New Equipment and improvements	174.55
Refund from Bldg. Fund	22.20	Groceries and coal	1945.98
Total	\$8665.81	Old Accounts paid	122.13
Total Owing School	643.15	Total	\$9549.64
Note Held	137.00	Deficit	883.83
Checks on Hand	125.75	Owed Groceries	500.17
Assets	\$ 905.90	Hdw. Etc.	113.07
Supplies on hand 5 tons coal @ 5.55	27.75	Teachers Salaries	377.40
Two acres Lespedeza		Liabilities	990.64
Canned Goods	20.00	Deficit (actual)	84.74
Half interest in Four acres Soya Beans			
Hay			
Half interest in Shoat worth	10.00		
Half-acre of fall corn and beans, Quarter acre of fall peas Improved campus by sowing grass			

FINANCIAL STATEMENT--ELISE ACADEMY

From August 1, 1934-May 21, 1935

RECEIPTS

Brought Forward	\$ 293.79
Old Accounts	187.00
Schools and Colleges Fund	791.66
Womans' Auxiliaries	423.86
Boarding Department	3786.48
Miscellaneous	32.91
	<u>\$5520.70</u>

DISBURSEMENTS

Old accounts	\$ 50.91
Postage-Freight-Express and Letter Writing	355.92
Rent on Farm	50.00
Miscellaneous	69.06
Advertising and Soliciting Students	90.16
Repairs on Buildings--Labor and materials	72.57
Salary--Mr. Bell	453.00
Administration	260.30
Boarding Dept. and Farm	3786.48
	<u>\$5188.40</u>
Cash on Hand and in Banks	332.30
	<u>\$5520.70</u>

\$240 of this cash on hand will be necessary to pay the Farm Superintendent's salary, \$40.00 for catalogs, leaving only \$52.30 for postage and other incidentals.

FINANCIAL STATEMENT OF ELISE ACADEMY
FROM JUNE 6, 1936 to MAY 25, 1937

<u>RECEIPTS</u>		<u>DISBURSEMENTS</u>	
Brought Forward	\$ 185.45	Mason Bell, Salary	\$ 600.00
Schools and Colleges	930.50	Miss Carter, Summer	146.25
Woman's Auxiliary	519.98	Miss Holler	324.00
Moore County	1100.00	Freight, Postage, etc.	274.89
Old Accounts	156.00	Old Debts	200.00
Misc. Receipts	49.66	Misc. Exp.	83.22
Donaldson Fund	400.00	Farm Rent	75.00
	<u>\$3341.59</u>	Advertising	56.24
Boarding Department	\$4569.68	Principal's Home	756.50
	<u>\$7911.27</u>	Emergency Repairs	22.00
		E. A. West, 10%	160.64
		W. S. Evans, 10%	160.64
		Scholarships	200.00
		Land Bank Deposit	250.00
		On hand	32.21
			<u>\$3341.59</u>
		Boarding Department	\$4569.68
			<u>\$7911.27</u>

FINAL FINANCIAL STATEMENT OF ELISE ACADEMY
May 17, 1939 - - April 15, 1940

RECEIPTS

Brought Forward	\$ 716.55
Schools and Colleges Fund	761.87
Womans Auxiliaries	417.98
Moore County	740.00
Miscellaneous Receipts	212.00
	<hr/>
	\$2849.25

EXPENDITURES

Postage--Freight and Express	\$ 77.66
L. A. McLaurin	460.00
Katherine Wicker	181.50
Commercial Teacher (Summer)	238.00
Repairs--Labor and Material	205.86
Miscellaneous Expenditures	28.86
Old Debts	35.27
Advertising	65.50
W. S. Evans on Salary	25.00
Insurance	39.00
W. S. Evans 10%	117.97
E. A. West 10%	117.97
	<hr/>
	\$1592.59

Cash on hand	\$ 84.50
Owed by Boarding Dept.	1172.16
	<hr/>
	\$1256.66

Bal. \$1256.66