

A HISTORY OF LINWOOD COLLEGE

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A Thesis

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by

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FOREWORD

In chapters IV and V the writer has copied verbatim large sections of old Linwood College catalogues. He at first intended to present this material more concisely by condensing some points, omitting others, and paraphrasing those which were most significant. But, remembering the difficulty he encountered in acquiring the catalogues and the great length of time it required, he decided to present the material as he has for a very important reason. He must return the catalogues to their owners. When he does he will strongly urge that they contribute them to the growing collection of old college catalogues maintained at the Library of the University of North Carolina. But he is not at all confident that his advice will be carried out. He recalls that it took a great deal of urging and promising in some cases to acquire the few catalogues he has. In the event the present few catalogues are altogether lost a more clear picture of what the curricula of Linwood College was will be retained by the verbatim inclusion in this thesis of the catalogue material pertaining to the college's curricula.

The brochure frequently mentioned in the thesis and original copies of the pertinent correspondence involved in its composition have been deposited with the Library of Appalachian State Teachers College.

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CHAPTER I

INTRODUCTION TO THE PROBLEM

There is no evidence that anyone has written a documented history of Linwood College. This is unfortunate, for in the past a great deal of material for this purpose was available. The college had numerous records and files, and for many years graduates settled and worked within close proximity of the college and were easily accessible for interviews and perhaps to supply personal materials. To some extent this latter resource is still of value; the writer has had to rely heavily on information furnished by Linwood College alumni. But there is no set of records available which is conveniently located, readily accessible, and thoroughly comprehensive. There appear to have been such records. Dr. A. T. Lindsay, the most prominent single figure in the history of the college and its president for many years, apparently kept a considerable amount of papers and documents pertaining to the college, but they are now missing. What happened to them can only be a matter of speculation. They are not in the possession of the local historical society, the local library, the local court house, or, apparently, in the possession of any of the local people who were associated in some way with the school. The North Carolina Department of Archives and History has no knowledge

of their whereabouts.¹ The writer surmises that the records were probably destroyed by vandals, in view of information supplied by Mrs. Tom Carson, whose aunt was Dr. Lindsay's wife. For some years prior to the closing of the college in 1921 Mrs. Carson, then unmarried and a native of St. Louis, spent summers visiting in President Lindsay's home on the campus. She became quite familiar with the administration of the college, she asserted to the writer. In January 1921 she married Mr. Tom Carson, a native of Gaston County, and they moved into the President's house when he left the premises in June. They resided there for a little more than two years. It was in Dr. Lindsay's study in the President's home that all the college records and files were kept, and these were left almost in their entirety by Dr. Lindsay. According to Mrs. Carson, the records were not molested in the least as late as 1923. At that time she and Mr. Carson moved from the President's house, and shortly afterward control of the college and surrounding land was assumed by the Gaston Loan and Trust Company. There were no tenants or caretakers on the property immediately following the Carsons' residence or for a considerable time afterward.²

¹Personal correspondence of the writer, letter from the N.C. Department of Archives and History, July 2, 1959.

²Statement by Mrs. Tom Carson, personal interview, June 1959.

In 1931 Linwood College and the surrounding property were purchased by the Greek Archdiocese of North and South America, Incorporated.³ The buildings had to be renovated since they had deteriorated through disuse and had fallen prey to vandals, who did great damage to the windows and furnishings. The property was placed under the supervision of the Greek Orthodox Church of Charlotte, North Carolina, and an investigation of the property was conducted. No records of any description were found, however.⁴

The writing of a history of Linwood College obviously posed a challenge of considerable magnitude. The writer wished to accept this challenge.

THE PROBLEM

Statement of the Problem. The history of Linwood College has not been written. The college deserves a written chronicle of its life and contributions, for it existed for almost forty years and made a definite contribution to education in North Carolina and nearby states. The documents and other sources from which an accurate history can be constructed, though once plentiful, are now scarce, and the remaining

³Registry of Deeds, Gaston County, N.C., vol. 278, p. 140.

⁴Statement by the Rev. Chrys Papalambrou, Pastor, personal interview, Dec. 1958.

few are constantly diminishing. The problem of the writer is to discover and gather all available information and from this construct as accurate a record as possible.

Importance of the Study. The importance of contributing an accurate historical account of the college that otherwise might be forever lost cannot be overstressed. The writer, as far as he can determine, has been the only individual to attempt to produce a documented record of Linwood College. This may be the only such record that will be composed. The writer will attempt to reconstruct this record from correspondence with former officers and alumni of the college and various agencies and individuals that have knowledge of the college or information incidental to it, from newspaper articles, from old documents and catalogues, and from personal interviews with various people who were associated in some way with the college.

CHAPTER II

A PRELIMINARY VIEW OF GASTON COUNTY

I. THE POLITICAL, SOCIAL, AND ECONOMIC BACKGROUND

Gaston County was created in 1846 by an act of the North Carolina General Assembly. The county was formed out of Lincoln County, which until the 1840's comprised much of what are today Lincoln, Catawba, Gaston, and Cleveland Counties.¹ Gaston County was named in honor of the Honorable William Gaston, for many years an Associate Justice of the North Carolina Supreme Court. Subsequent to its formation the county has been diminished somewhat through small annexations along its fringe by Lincoln and Cleveland Counties. Presently the area of Gaston County is 358 square miles.²

The earliest settlers of what is now Gaston County were Scotch-Irish Presbyterians who had migrated mainly from Pennsylvania.³ They were immediately followed by Germans who were mostly Lutheran and who had also migrated mainly from

¹Joseph H. Separk, Gastonia and Gaston County, North Carolina 1846-1949 (Gastonia: Joseph H. Separk, 1949), p. 1; and David L. Corbitt, The Formation of North Carolina Counties 1663-1943 (Raleigh: State Department of Archives and History of N.C., 1950), p. 104.

²David L. Corbitt, op. cit., pp. 103-4.

³William L. Saunders (ed.), The Colonial Records of North Carolina (Raleigh: Josephus Daniels, 1837), V, 1,223-5.

Pennsylvania.⁴ These settlers and their descendents constituted the population of Gaston County down to the industrialization era which began in the county around 1890. Then they were augmented and eventually surpassed in number by people coming from farther west, in North Carolina, Tennessee, and Georgia, to work in the developing textile industry. The newcomers were ethnically identical to the original inhabitants, but they were principally Baptist and Methodist in religion. These people were not the classical "poor whites." They were independent small farmers who had fallen on evil days and lost their land.⁵

The original county seat of Gaston County was Dallas, which was established shortly after formation of the county. In 1911, however, Gastonia became the county seat as a result of a vote in 1909 of the entire county electorate.⁶ Gastonia was incorporated by the General Assembly of North Carolina on January 26, 1877.⁷ In 1880 the town had 236 inhabitants; in 1890, 1,033; in 1900, 4,610; in 1910, 5,759; and in 1920, the year prior to that in which Linwood College closed, 12,871. The phenomenal growth of the town is attributed to its being

⁴William L. Saunders (ed.), The Colonial Records of North Carolina (Raleigh: Josephus Daniels, 1890), VIII, 729.

⁵Liston Pope, Millhands and Preachers, A Study of Gastonia (New Haven: Yale University Press, 1942), pp. 10-11.

⁶Ibid., p. 52; David L. Corbitt, op. cit., p. 103; and Joseph H. Separk, op. cit., p. 24.

⁷Joseph H. Separk, op. cit., p. 4.

located at the intersection of two important railroads. The Atlanta and Charlotte Air Line Railroad, which was later incorporated into the Southern Railway System, crossed the county in 1872 through what was to become Gastonia, and in 1875 this railroad was intersected at this point by a narrow-gauge railroad, the Chester and Lenoir.⁸

The first cotton mill south of the Potomac River was established in 1816 on the South Fork River just north of what is now Gaston County. The first textile mill in the county was erected about 1850, and during the following decade others appeared. But depletion of capital during the War Between the States ruined the industry, and, with the exception of three small mills, it was not revived until after 1880.⁹ Between 1874 and 1900 five new mills were established with an aggregate capitalization of \$1,245,800.¹⁰ In the first decade of the twentieth century eight additional mills were established in Gaston County with an aggregate capitalization of \$3,034,800. From 1910 until Linwood College closed its doors in June 1921 twenty-one additional mills were established with an aggregate

⁸Liston Pope, op. cit., p. 8; and Joseph H. Separk, op. cit., pp. 83-4. The officials of Dallas allegedly were approached by officials of the Atlanta and Charlotte Railroad about permission to lay the railroad through Dallas. The Dallas officials demurred, however, for they felt that the noise of the trains would keep their livestock from getting any rest. Instead the line was laid through a cow pasture to the south of Dallas. This cow pasture later became Gastonia.

⁹Liston Pope, op. cit., pp. 6-7.

¹⁰Joseph H. Separk, op. cit., p. 151. This figure is probably more fanciful than real. At the outset of industrialization Gaston County mills, like other textile mills throughout the South, were financed primarily by local capital supplied by numerous small investors. Shares were sold on the installment plan, and machinery was purchased with stock in lieu of cash or bought on credit.

capitalization of \$12,520,200.¹¹ Since then the textile industry in Gaston County has risen to worldwide pre-eminence.¹²

In 1880 Gaston County had been almost entirely agricultural.¹³ In 1950 only 4.5 per cent of the employed inhabitants were employed exclusively in agriculture, whereas 58.6 per cent were employed in manufacturing, mostly textiles.¹⁴ Agriculture in Gaston County prior to industrialization did not represent the traditional plantation type of agriculture, however. Lying at the edge of a mountainous region, the county's topography was better suited to small farms than to extensive plantations. Small farms prevailed from the time of settlement, and there were few slaves in the area in antebellum times. Farms averaged about 130 acres in size in 1880, with a small minority being over 1,000 acres.¹⁵ Their average size in 1954 was 74 acres, with 257 farms being under ten acres and only four having more than 1,000 acres out of 489 commercial farms and 410 part-time farms.¹⁶ The agricultural

¹¹Ibid., pp. 152-5.

¹²Mrs. J.C.B. Ehringhaus and Mrs. Carl Goerch, North Carolina Almanac--1952-53 (Raleigh: Almanac Publishing Co., 1951), p. 558.

¹³Liston Pope, op. cit., p. 5.

¹⁴U.S. Department of Commerce, County and City Data Book 1956 (Washington: U.S. Government Printing Office, 1957), p. 210.

¹⁵Liston Pope, op. cit., pp. 5-6.

¹⁶U.S. Department of Commerce, op. cit., p. 216.

output in 1880 was 18.38 per cent cotton, twice as much corn, other vegetables, and some meat and dairy products.¹⁷ The most recent agricultural output recorded, that for 1951, shows cotton to be the principal product, followed by corn, meat and dairy products, small grains, truck crops, and feed.¹⁸ Linwood College was located in the midst of an agrarian area and attracted many students, perhaps most, of an agrarian background.

II. EDUCATION IN GASTON COUNTY

The first record of a school in what is now Gaston County was the school established near the eastern boundary by Robert Beatty in 1780. It lasted but a few days, however, for the young school master soon lost his life in the defense of his country. Prevented from military service in the Revolution because he was lame, young Beatty nevertheless took up sentry duty with others at the nearby Tuckaseege Ford of the Catawba River to prevent passage of Cornwallis' army. The British arrived as anticipated, and a battle ensued in which Robert Beatty killed at least two of the enemy. But in the battle the young man himself was mortally wounded.¹⁹

¹⁷Liston Pope, op. cit., p. 6 & p. 56.

¹⁸Mrs. J.C.B. Ehringhaus and Mrs. Carl Goerch, op. cit., p. 558.

¹⁹North Carolina Educational Association Units of Gastonia, Cherryville, and Gaston County, Gaston County's Educational Heritage (Gastonia, 1957), pp. [3-4].

From the Revolutionary period to the period of the War Between the States the only education afforded in the area appears to have been solely for the wealthier inhabitants.²⁰ Following the War Between the States almost every community developed what was called a subscription school. Support of these schools was subscribed by local farmers who wished to send their children.²¹ Some idea of these schools may be gathered from a description given by Separk in his book, Gastonia and Gaston County, North Carolina 1846-1949: "The two books most in use were the Blue Back Speller and Fowler's Arithmetic, and most of the teaching revolved around 'readin', 'ritin', and 'rithmetic.' The early teaching was done in one room at some home in the community."²²

Separk also affords valuable insight into the beginnings of public education in the county in a series of excerpts from the minutes of the Board of County Commissioners, which in the early years of the public schools acted as a board of education:

"August 14, 1869, Eli Pasour was elected County Examiner for the Public School. October 4, 1869, Ordered by

²⁰North Carolina Educational Association Units of Gastonia, Cherryville, and Gaston County, op. cit., p. [4]. There is no mention of any schools or academies in what is now Gaston County in Charles L. Coon's North Carolina Schools and Academies 1790-1840 A Documentary History (Raleigh: Edwards and Broughton, 1915), pp. 196-228.

²¹North Carolina Educational Association Units of Gastonia, Cherryville, and Gaston County, op. cit., p. [4].

²²Joseph H. Separk, op. cit., p. 62.

said Board that the School Committees be notified to appear before this Board at their next meeting to qualify. December 6, 1869, Ordered by said Board that W. B. Lay, Geo. W. Abernethy & Franklin Henry be appointed School Committee in and for the South Point Township. July 4, 1870, Ordered by said Board that Cherryville Township be taxed to the amount of One Thousand Dollars for the purpose of building and repairing School houses in said Township." On the same date there also appeared: "Ordered by the Court that the collection of the tax levied by the former Board of Commissioners for building School Houses be suspended, and it is further ordered that the Sheriff be respectfully required to refund any sum that he may have collected to the several individuals from whom he received it, when the said individuals apply to him for the same." Apparently the next entry was copied from the Examiner's report: "December 5, 1870, By order of said Court I have ascertained the number of children in the several Townships in said County to be as follows: South Point Township, 794, Share of money, \$198.44; Cherryville Township, 732, Share of money, \$182.94; Dallas Township, 865, Share of money, \$216.18; Crowders Mtn. Township, 604, Share of money, \$150.95; River Bend Township, 600, Share of money, \$149.95." Then the regular entries continue: "September 4, 1871, The Commissioners proceeded to appoint a School Committee for River Bend Township and appointed the following named persons, to wit: William McKintosh, Wm. F. Cannon & John H. Derr and the Clerk was ordered to notify them of their appointment. April 7, 1872, Ordered by the Board that an Election will be held at the different Election precincts of the County on the 1st day of May next for purposes of Submitting a proposition to the people empowering the Board of the Commissioners to levy a Special Tax of Six Thousand Dollars to be disbursed in the maintenance of Public Schools of said County under the provisions of the School law passed by the General Assembly of the State at its Sessions of 1872-73. May 6, 1873, The following is the vote cast in Gaston County on Thursday the 1st day of May A.D. 1873...Dallas Township: For School Tax, 2 Votes, Against, 124 Votes; South Point: For School Tax, 6 Votes, Against, 73 Votes; Crowders Mtn.: For School Tax, 2 Votes, Against, 91 Votes; Cherryville, For School Tax, 1 Vote, Against, 112 Votes; River Bend: For School Tax, 32 Votes, Against, 92 Votes."²³

The aversion of the people to be taxed for the public

²³Ibid., pp. 64-5.

schools did not deter the Commissioners, however. Throughout the county they had school buildings constructed of logs and chinked with mud. Light to study by was afforded by leaving some of the chinking out and by putting in one window opposite the one door provided. These early schools threw children of different ages and different ability together in one room where they were generally taught only fundamental reading, writing, and arithmetic.²⁴ In 1900-1901 there were enrolled in the county's public schools 5,677 children out of a total school-age population of 9,928, with a daily average attendance of 3,334. A school term comprised approximately eighteen weeks, the total county expenses for education were \$16,106.89, the value of school property was \$13,798, and there were 114 teachers.²⁵ In 1920-1921, the last year in which Linwood College functioned, a total of 14,081 students were enrolled out of a school-age population of 16,563 (which was merely the number of individuals in the county of ages six to twenty), with a daily average attendance of 9,319. The school term was nine months generally (some rural schools had shorter terms), total county expenditure for education was \$753,772.51, and there were 256 teachers.²⁶

²⁴Ibid., p. 65.

²⁵Superintendent of Public Instruction of North Carolina, Biennial Report for 1900-1901 and 1901-1902 (Raleigh: Edwards and Broughton, 1902), pp. 87, 92-3, 100-1, 108-9.

²⁶Superintendent of Public Instruction of North Carolina, Biennial Report for 1920-1921 and 1921-1922 (Raleigh: State Superintendent of Public Instruction, 1922), pp. 25, 56-7, 76, part II, pp. 12-13, 84-5, part III.

The city of Gastonia, which is about five miles from the Linwood College site, was organized as a separate school district on September 9, 1901. Initially the Gastonia city school system comprised one high school for white children and one high school for Negroes, both of which included grades one through ten. In addition one-teacher white elementary schools were established at the different textile plants. These, however, carried students through only the third grade as a rule. By 1911 an eleventh grade was added to the high school, and the school term was increased to nine months. The history of the Gastonia city schools has been one of progress since the system was founded, with the exception of a short period of retardation during the depression of the early 1930's.²⁷

There is no way by which the contribution of Linwood College to the development of the public schools of Gaston County can be accurately determined, but it must have been substantial since the vast majority of the college's graduates became teachers, and many taught in Gaston County.²⁸

²⁷North Carolina Educational Association Units of Gastonia, Cherryville, and Gaston County, op. cit., p. [40]; and Liston Pope, op. cit., p. 64.

²⁸Mrs. T. L. Falls (nee Belle Oates), President of the Linwood College Alumni Association in 1958-59, stated in a personal interview in June 1959 that practically all alumni who attend the annual meetings of the association are or have been teachers. Practically all alumni interviewed by the writer are or have been teachers in Gaston County. Prior to 1900

The records of the Gaston County school system show the institutions attended by county teachers only from the early 1940's.²⁹ The records of the Gastonia city schools go back to 1919, but they are incomplete and very scanty for the early years.³⁰ Consequently although the contribution of Linwood College to the public school systems of Gaston County must have been considerable, it is virtually impossible to document it.

Linwood College under its former designations had the renown of being the educational center of the county, according to Separk, op. cit., p. 62.

²⁹Statement by Mr. Hunter Huss, Superintendent, personal interview, June 1959.

³⁰The writer was given access to the early records of the Gastonia city schools by Dr. W.B. Sugg, Superintendent.

CHAPTER III

THE EARLY PERIOD

I. THE FORMATIVE YEARS

The history of Linwood College has two distinct periods, though in each it remained fundamentally the same kind of institution. In the early 1880's the college was known as Pruden Hall, and from about the latter half of the 1880's to 1899 it was known as Jones Seminary. During this period the college operated under the benevolence of Judge Edwin S. Jones of Minneapolis, Minnesota, and Mr. and Mrs. Francis M. Garrett of Kings Mountain, North Carolina. From 1900 to 1903 the college continued to be known as Jones Seminary but operated under the auspices of the First Presbytery of the Associate Reformed Presbyterian Church, Due West, South Carolina.¹ This marks the end of the first period, that of formation and early development.

In its early years Jones Seminary was hardly a college and did not claim to be. Its purpose was to provide a Christian education for young women and train them to become teachers in the local schools. Courses offered were on the second-

¹Feature article in "Col. Gaston Gossips" column of the Gastonia [N.C.] Gazette, June 18, 1954. The article was a succinct history of Linwood College written by Dr. J. W. Carson.

ary level, and the seminary also contained an elementary department for local young people. This may have afforded the upper-class students an opportunity to do practice teaching.²

Public school teachers in Gaston County in the early years were not college graduates as a rule. Prospective teachers had to receive professional training at the local Teacher Institute before they were certified to teach. This was conducted for a period of two weeks every fall at Dallas. Teacher Institutes were organized throughout the state in the 1890's under the leadership of such prominent North Carolina educators as Charles D. McIver and Edwin A. Alderman. The institutes were assisted financially by grants from the Peabody Fund and conducted by visiting educators who traveled over the state conducting institutes at various locales. Upon completion of the course students were certified on the basis of an examination as first-class or second-class teachers.³ Until some time after 1909 graduates of Jones Seminary and the institution which succeeded it, Linwood Female College, were required to attend the Teacher Institute before certification.⁴

An idea of the development of Jones Seminary may be gained from the following information which appears in the Annual Reports of the United States Bureau of Education for the years indicated. In 1891-1892 the seminary had thirty secondary school students who were all young women, six col-

²See below, pp. 26-7.

³North Carolina Educational Association Units of Gastonia, Cherryville, and Gaston County, op. cit., p. [7].

⁴Statement by Mrs. Nan Ratchford, an alumna of 1909, August 1959. Miss Mary Clemmer, an alumna of 1914, on graduation had only to take an examination at the county department of education for certification, per statement to the writer, August 1959.

lege preparatory students, 118 elementary students, and six graduates. The latter groups were not classified according to sex. In 1892-1893 there were one man teacher, six women teachers, 101 secondary school students who were young women, eight graduates, and 600 library books. In 1893-1894 there were ninety women students, sixteen of whom were preparing for scientific education. In 1894-1895 there were four women teachers, sixty secondary school students who were young women, thirty elementary students who were girls, and eight graduates. The seminary offered a three-year secondary school course, had 700 library books, and its buildings and grounds were valued at \$15,000. There is no further mention of Jones Seminary in the Annual Reports.⁵ The decline in the enrollment of the elementary department can probably be explained by the development of the public schools in Gaston County at the time. A further decline in the number of secondary school students is unknown, but in 1904 only six students were graduated.⁶ This figure may of course belie a considerable student body, for in the following year the number of graduates rose to fifteen.⁷ In later years, according to catalogues of the college in the hands of the writer,⁸ the enrollment of Linwood College was generally around one hundred.

⁵Personal correspondence of the writer, letter from the University of North Carolina Library, July 20, 1959.

⁶Graduation Announcement of the Senior Class of Jones Seminary, June 1904.

⁷Graduation Announcement of the Senior Class of Linwood Female College, June 1905.

⁸See below, pp. 32 and 41.

II. PRUDEN HALL AND JONES SEMINARY

There is some conflict as to the year in which Linwood College was initially founded, and the earliest official name of the school is not certain. A granite memorial about five feet high standing today on the former campus of the college has the following inscription:

Pruden Hall, 1882-1888 - Miss Pruden
 Jones Seminary, 1889-1898 - Rev. C.A. Hampton
 Jones Seminary, 1899-1903 - Rev. A.G. Kurkpatrick
 Mrs. W.K. Douglas
 Miss Grace Kurkpatrick
 Linwood College, 1903-1921 Rev. A.T. Lindsay, D.D.

The consensus of persons interviewed by the writer who were associated in some way with the school was that it was founded in 1882 and originally called Pruden Hall. Pruden Hall may have been the early unofficial designation of the school, but official records indicate that Linwood College was initially founded in 1884.

The property which became the campus of Linwood College was awarded gratuitously to Miss Emily C. Pruden.⁹ Mr. and Mrs. Francis M. Garrett of Kings Mountain agreed on September 22, 1884, "that for and in consideration of the purpose of establishing a benevolent institution for the education of young white girls, known as Jones Hall and Institute, capable of accomodating and teaching fifty girls and in further consideration of one dollar to them in hand paid . . . [we] do bargain, sell, and convey unto [Miss Pruden] a certain tract of land . . . at the All-Healing Springs . . . containing

⁹On the early deeds relating to the school property Miss Pruden's name is spelled Prudden. On later deeds it is spelled Pruden.

fifty acres more or less."¹⁰ Mr. and Mrs. Garrett at the time also owned an extensive area of property adjacent to and surrounding this grant.

What attracted Miss Pruden, a woman who resided in Minneapolis, Minnesota, to Gaston County, North Carolina, is uncertain, but it was probably a substantial health resort there which had become famous enough to attract guests from a considerable distance, including the famous Washington Duke and, later, his son B. N. Duke.¹¹ Adjoining what was to become the campus of Linwood College, and later incorporated as part of the campus, were twelve mineral springs. Beside these had been erected a large hotel, an amusement pavilion providing billiards, bowling, and gymnastics, and an elaborate ball room. Tradition had given the name All-Healing to the springs, for it was believed that drinking the waters was therapeutic for practically all diseases which afflicted human beings. The hotel owners advertised with confidence that the springs had a salutary effect on "lung diseases, dyspepsia,

¹⁰Registry of Deeds, Gaston County, N.C., vol. 12, p. 209. Miss Pruden is indicated as being a resident of Minneapolis, Minnesota. To further support the founding date of 1884 the writer has in his possession a brochure dating from 1888 and advertising Jones Seminary for Young Ladies along with a resort hotel which stood nearby. This brochure says, "School was first opened and the first building erected in the autumn of 1884."

¹¹Linwood Realty Co., Gastonia, N. C., Crowder's Mountain Linwood with its All-Healing Springs (A booklet prepared to advertise the area for sale; Charlotte: Queen City Publishing Company, 1926), p. 3.

general debility, constipation, chronic diarrhea, scrofula, asthma, bleeding piles, nursing sore mouth, constitutional syphilis, diabetes, gravel, diseases of the kidneys, all skin diseases and ulcers, scald head, catarrhal affections, diseases of the scalp, eruptions and itching affections, rheumatism, gout, and finally uterine diseases."¹² The springs all bubbled forth within a few feet of each other at the base of 1,624-foot Crowder's Mountain, but each allegedly had different medicinal properties.¹³ Arsenic, iron, and sulfur in greater or less quantities were found in all of them, and in one, the most famous, were also found lithia, potash, and magnesia.¹⁴

While at the All-Healing Springs Miss Pruden learned about an interesting offer that had been made by Mr. and Mrs. Francis M. Garrett of Kings Mountain, North Carolina, and she decided to take advantage of it. The Garretts had offered to make a gratuitous gift of land adjoining the health resort and springs to anyone who would establish thereon a school to be used exclusively for the education of white girls.¹⁵ Miss Pruden contacted the Garretts and secured the conveyance of the fifty acres previously mentioned.

¹²Brochure of 1888. See footnote above, p. 19.

¹³Linwood Realty Co., op. cit., p. 10.

¹⁴Brochure of 1888, op. cit.

¹⁵Statement by Dr. J. W. Carson, personal interview, December 1958.

Officially the name of the school at the beginning was Jones Hall and Institute.¹⁶ This institution initially consisted of one building which comprised a dormitory, dining room, and classroom. Here Miss Pruden presided so affectionately and efficiently that the building came to be called Pruden Hall. Precisely when the school was first called Jones Seminary is uncertain. It may have been when Judge Jones personally assumed control of the school and built new buildings

¹⁶This suggests that Judge Jones was in contact with Miss Pruden prior to her bargaining with the Garretts over conveyance of the school property, but this relationship could not be ascertained by the writer after considerable inquiry and correspondence, including a letter to Minneapolis, Minnesota, the home of both Judge Jones and Miss Pruden. It is even conceivable that Judge Jones had visited the springs personally prior to Miss Pruden's visit, had learned of the Garretts' offer, and had later sent Miss Pruden as an agent to negotiate for the property. Otherwise he had enormous faith in Miss Pruden's judgment, for a man of his business acumen would doubtless be reluctant to invest in a place which he had never seen, even for philanthropy, the large amount he eventually expended.

According to the personal correspondence of the writer, a letter from the History Department of the Minneapolis Public Library dated January 28, 1959, Judge Jones had been a Union Captain of Commissary and Subsistence and assigned in the War Between the States to the Department of the Gulf. Prior to that time he was a lawyer in Minneapolis and had migrated there in 1854 from Connecticut. He had served several terms as Probate Judge of Hennepin County, Minnesota, whence he received the lifelong title of "Judge." He built a large fortune from land holdings in the Minneapolis area and from his activities as a founder of the Hennepin County Savings Bank, which became a leading financial institution in the city. Besides his interest in Jones Seminary, he played a prominent role in the founding of the Minneapolis Public Library, in the founding of the Jones-Harrison Home for the Aged, still a prominent institution in Minneapolis, and in the founding of the Jones Kindergarten, a kindergarten for Negro children in Atlanta, Georgia.

in 1885.¹⁷ It may have been in January 1887, when Miss Pruden conveyed the grant she had received from the Garretts to Judge Jones, along with the original stipulation in regard to a girls' school.¹⁸ Or it may have been in October 1888, when Judge Jones sent the Reverend Cyrus A. Hampton, a retired Presbyterian minister of Ramsey County, Minnesota, to assume control and direction of the school.¹⁹ In any event, by October 1888 the school had the official designation "Jones Seminary."

Pruden Hall, though there is no evidence to substantiate it, must have been projected as a normal school, judging from the character of Jones Seminary and Linwood College, the schools which succeeded it. The students apparently were charged only nominal tuition, for they were required to perform considerable domestic chores such as preparing meals and keeping house.²⁰ Since Pruden Hall was the embryo of Jones Seminary, it is probably safe to say that in most respects it resembled the latter and that the program of the Reverend Mr. Hampton, for which some material is available, was essentially a continuation of that originally established by Miss Pruden. Miss Pruden's pro-

¹⁷Brochure of 1888, op. cit.

¹⁸Registry of Deeds, Gaston County, N.C., vol. 16, p. 281.

¹⁹Brochure of 1888, op. cit.

²⁰Feature article, Gastonia [N.C.] Gazette, op. cit.

gram doubtless was itself greatly influenced by the thinking of Judge Jones.

The brochure of 1888 advises persons interested in Jones Seminary to address their inquiries to the Reverend Mr. Hampton at Macalester, Ramsey County, Minnesota, until October 1, 1888, after that to the Reverend Mr. Hampton at All-Healing Post Office, North Carolina. Beginning on Tuesday, October 16, 1888, Jones Seminary opened for the academic year 1888-1889 with the Reverend Mr. Hampton as Principal,²¹ Mrs. C. A. Hampton as Assistant Principal, and Mrs. S. K. Jones, Miss L. S. Cathcart, Miss S. R. Caldwell, and Miss Helen Hampton as teachers. But there is no indication of the specific subjects each teacher was supposed to teach.

The exclusive aim of Jones Seminary, the brochure continues, was to furnish teachers for the South's schools. There was no general self-help plan for girls to work their way through school as there had apparently been at Pruden Hall, but a limited number would be paid a salary for house-keeping and could apply this against tuition and board costs.

²¹The Minutes of the General Assembly of the United Presbyterian Church in the United States of America indicate that the Reverend Mr. Hampton began as a teacher at All-Healing, N.C., in 1889; personal correspondence of the writer, letter from the Presbyterian Historical Society, Philadelphia, dated January 8, 1959. The Reverend Mr. Hampton could have been delayed in assuming control of Jones Seminary. According to Dr. J.W. Carson, he suffered from tuberculosis and had given up the ministry some years previously because of his health.

Tuition and board costs were \$7.00 for a "month of four weeks." Additional charges were made for music and French lessons. The seminary offered a three-year course which included instruction in "spelling, reading, writing, geography, arithmetic, U.S. History, physiology, grammar, physical geography, algebra, general history, natural physiology, astronomy, rhetoric, botany, geometry, and Latin. Bible study and regular church attendance were required. In addition, perhaps with an eye to qualifying the girls as husband catchers as well as school teachers, the seminary had a domestic department in which students received instruction in cooking, sewing, and housekeeping by means of lectures and practice.

In January 1890 Judge Jones died at the age of almost sixty-two,²² but the school continued to operate under the benevolence of the Jones family and under the direction of the Reverend Mr. Hampton until the summer of 1899, when, in August, he died at the age of eighty.²³ The Reverend Mr. Hampton's death had an adverse effect on the school, for it closed its doors in May 1899, at the termination of the 1898-1899 academic year, and did not reopen until the fall of 1900.²⁴

²²Personal correspondence of the writer, letter from the History Department of the Minneapolis Public Library, January 28, 1959.

²³Personal correspondence of the writer, letter from the Presbyterian Historical Society, Philadelphia, January 8, 1959.

²⁴Statement by Dr. J. W. Carson, personal interview, December 1958.

In the fall of 1900 the school was reopened under the auspices of the First Presbytery of the Associate Reformed Presbyterian Church, Due West, South Carolina. The Jones family had approached the First Presbytery about assuming conveyance of the school property and purchasing the buildings and some surrounding land that Judge Jones had purchased probably with a view to ultimate expansion of the school. The Presbytery declined the offer, however, but they did agree to assume control of the property and continue operation of Jones Seminary.²⁵

The First Presbytery sent the Reverend A.G. Kirkpatrick to begin and superintend operation of the school.²⁶ To assist him in operation of the school initially were three versatile and well-educated women, Mrs. Willie K. Douglas, who was his widowed daughter, Miss Statia Wideman, and Miss Bessie Simonton. Mrs. Douglas and Miss Wideman were alumnae of Due West Female College, which was later integrated with Erskine College. Accompanying these able people was Miss Grace Kirkpatrick, fresh from high school but capable enough to teach geometry for a year to Jones Seminary students. The other teachers taught the full range of subjects enumerated for

²⁵Statement by Dr. J.W. Carson, personal interview, December 1958.

²⁶Personal correspondence of the writer, letter from Mrs. Grace Kirkpatrick Ramsey, the Reverend Mr. Kirkpatrick's daughter, January 31, 1959. The First Presbytery advised the writer that it had no extant records prior to 1913; personal correspondence of the writer, letter dated February 3, 1959.

Jones Seminary under the Reverend Mr. Hampton, with Mrs. Douglas acting as Dean and teaching history as a specialty, Miss Wideman teaching Latin and piano as specialties, and Miss Simonton teaching string instruments as a specialty.²⁷

The school was continued as a normal school, but the school term was lengthened to nine months. Whether or not a fourth year was projected for the curriculum is uncertain, but during the tenure of the Reverend Mr. Kirkpatrick there did not arise any occasion to teach the material later outlined as requisite for the fourth year under Linwood Female College. Essentially the subject offering of the previous administration was continued. In addition to the seminary itself a primary department was conducted for young children who lived in the immediate environs of the seminary. This was on the order of the classical country school where all age groups and all grade levels were taught together. Besides making an important contribution toward educating the local citizenry it afforded the seminary seniors an opportunity to do practice teaching.²⁸ The primary department harked back to the period of the Reverend Mr. Hampton's administration.²⁹

²⁷Statement by Mrs. J.F. Thompson (nee Statia Wideman), personal interview, July 1959.

²⁸Ibid.

²⁹See above, p. 16.

Students were required to perform one hour of domestic chores each day, and a few could partly earn their way through the seminary by doing additional domestic work.³⁰ No maid services were provided, and apparently the only person other than the faculty employed by the school was a dining room matron. The dining room matron, who was also a feature of Jones Seminary under the Reverend Mr. Hampton, supervised the preparation and serving of food and performance of other kitchen chores by students. The students were supervised in the housekeeping of the dormitories by the faculty, who resided with them.³¹ These measures were taken in an attempt to reduce overhead expenses and, consequently, tuition costs. Tuition, board, and room were \$90.00 annually.³²

The faculty of Jones Seminary under the Reverend Mr. Kirkpatrick made an earnest attempt to raise the standards of the school, which heretofore even if needful of improvement were by no means low. They had visionary schemes for the school and seriously planned to put it on a genuinely first-class basis. Much was needed in order to accomplish this. There was no laboratory for the science department, the student body was not of sufficient size to afford a

³⁰Personal correspondence of the writer, letter from Mrs. Grace Kirkpatrick Ramsey, January 31, 1959.

³¹Statement by Mrs. J.F. Thompson, personal interview, July 1959.

³²Personal correspondence of the writer, letter from Mrs. Grace Kirkpatrick Ramsey, January 31, 1959.

larger faculty, and the curriculum inherited from the previous administration was only on the secondary school level. The prospects for improvement suffered two irreparable setbacks, however: in 1902 Miss Wideman moved from the area and had to resign, and in 1903 Mrs. Douglas, a most capable administrator and organizer, according to Miss Wideman, accepted appointment as Dean of Women at Due West Female College, South Carolina. Mrs. Douglas was doubtless influenced to a great extent in accepting the appointment and leaving Jones Seminary by the ill health of her father, the Reverend Mr. Kirkpatrick. He moved with her to Due West after the 1902-1903 term at the seminary and passed away there in April 1904.³³

With the termination of the administration of the Reverend Mr. Kirkpatrick the Associate Reformed Presbyterian Church relinquished control of Jones Seminary. There may have been a number of reasons for this action, but the most salient seems to have been that the First Presbytery felt that the seminary was becoming competitive with Due West Female College, which was an official college of the Presbytery. Jones Seminary had drawn many of its students from South Carolina who perhaps otherwise would have attended Due West Female College.³⁴

³³Statement by Mrs. J.F. Thompson, personal interview, July 1959; and feature article, Gastonia [N.C.] Gazette, op. cit.

³⁴Statement by Dr. J.W. Carson, personal interview, December 1958.

A feature of Jones Seminary under the Reverend Mr. Kirkpatrick which was a carry-over from the very earliest days of the school was the emphasis placed on Bible study and church attendance. Under the Reverend Mr. Kirkpatrick Bible study became a required course in the curriculum, and church attendance continued to be compulsory. Every Sunday morning the girls and the faculty decked themselves out in their Sabbath finery and walked some two miles to the nearest church, the Pisgah Associate Reformed Presbyterian Church.³⁵ The Pastor of the Pisgah Church, the Reverend A. T. Lindsay, doubtless took great interest in the substantial company of young ladies who attended his weekly services. His exact interest in the seminary itself is uncertain, but by the summer of 1903 he must have developed sufficient interest in the school to think it worthy of his personal attention and probably capable of successful operation. Whatever his precise thinking, he entered into negotiations sometime in 1903 with the heirs of Judge Jones concerning operation of the seminary on the departure of the Reverend Mr. Kirkpatrick. Whether he approached them or they him is uncertain, but it was agreed that he take charge of the seminary beginning in the fall of 1903. As a result operation of the school was not interrupted on the departure of the Reverend Mr. Kirkpatrick, and it opened its doors in the fall of 1903 with Dr. Lindsay as its President.

³⁵Statement by Mrs. J.F. Thompson, personal interview, July 1959.

The first year of his administration was successful enough that Dr. Lindsay decided to assume permanent control of the seminary and probably to enlarge it. On July 29, 1904, he and members of his family in association were conveyed the original fifty-acre campus site gratuitously by the heirs of Judge Jones on the same condition that had been originally stipulated by Mr. and Mrs. Francis M. Garrett.³⁶ About six months later he and members of his family in association purchased most of the other surrounding property that Judge Jones had acquired subsequent to the founding of Jones Seminary, including the site on which the springs were located.³⁷ Subsequently the Lindsay family in association purchased more of the surrounding land in small increments over a number of years until the college campus grew to the size of slightly over 138 acres.³⁸

³⁶Registry of Deeds, Gaston County, N.C., vol. 60, p. 116.

³⁷Ibid., p. 118.

³⁸Ibid., vol. 86, p. 77. See also vol. 120, p. 529.

CHAPTER IV

LINWOOD FEMALE COLLEGE

I. BEGINNING AND CURRICULUM

Linwood Female College began officially in the summer of 1904, but in effect it came into existence when Dr. A. T. Lindsay assumed administration of Jones Seminary in 1903.¹ During the 1903-1904 school year Dr. Lindsay asked the student body to submit proposed names to replace the designation "Jones Seminary." After a great deal of time and thought the students suggested "Linwood" as an appropriate name for the school, Lin in honor of Dr. Lindsay and wood in recognition of the wooded area in the midst of which the school stood.²

From the outset Linwood Female College was projected as a four-year normal school for girls.³ A term consisted of nine months, and a diploma, not a degree, was awarded. There was but one established course of study, which was set

¹The Graduation Announcements for 1905 indicated Linwood Female College; those for 1904 Jones Seminary.

²Statement by Mrs. T. L. Falls (nee Belle Oates), personal interview, July 1959. Mrs. Falls is an officer and past president of the Linwood College Alumni Association.

³Statement by Mrs. J.F. Thompson, personal interview, July 1959. During the first three years of Dr. Lindsay's administration Mrs. Thompson served as a teacher and as Lady Principal, an office similar to that of Dean.

up as follows:⁴

Freshman Year.

ENGLISH--Maxwells and Smith's Writing in English.
Baskervill and Sewell's English Grammar.

LATIN--Collar and Daniel's Beginner's Latin Book, Viri Romae.

MATHEMATICS--Arithmetic, Algebra.

HISTORY--History of England, History of Scotland.

BIBLE.

SCIENCE--Civil Government, Physiology.

⁴Catalogue of Linwood Female College, 1907-1908. The writer, after considerable inquiry and correspondence, including an appeal to the 1959 reunion of Linwood College alumni, could not succeed in procuring an earlier catalogue. The Library of the University of North Carolina advised the writer in a letter dated July 20, 1959, that in its extensive collection of college catalogues it has no copies at all of any catalogues for Linwood College or for any of the other designations under which Linwood College had functioned.

The curriculum for the 1907-1908 school year is essentially the same as that indicated for the 1911-1912 school year and apparently for all the interim years, for which the writer has, with the exception of 1909-1910, a full set of catalogues. An alumna who attended from 1910 to 1914, Miss Mary Clemmer, who is also a past president of the Linwood College Alumni Association, stated in a personal interview that there were no perceptible changes in the curriculum up to May 1914, subsequent to which Linwood Female College made the transition from a diploma-awarding women's college to a degree-granting coeducational institution. The changes in the curriculum after 1907-1908 are as follows: in 1908-1909 the history of Scotland in the freshman year was dropped altogether, and reading in science was substituted for civil government, both changes apparently to be permanent; in the sophomore year after 1907-1908 Meyer's general history was substituted for the history of France, apparently permanently; in the junior year beginning in 1908-1909 Barnes' and Smith's respective history of Greece and history of Rome were also replaced by Meyer's general history; in 1908-1909 in the junior year astronomy was added beside physics and logic as a science, continued through 1910-1911, but dropped in 1911-1912; in 1908-1909 astronomy was also indicated for the senior year, which appears to have been a permanent change; and, finally, beginning in 1908-1909 a senior science known as Evidence Christianity was introduced and apparently became permanent. For a comparison of the curriculum of Linwood Female College with other institutions of about the same period see below, pp.57-8

Sophomore Year.

ENGLISH--Waddy's Rhetoric.
 LATIN--Caesar, Bennett's Latin Writer.
 MATHEMATICS--Arithmetic, Advanced, Algebra, Advanced.
 HISTORY--History of France, Mythology.
 SCIENCE--Physical Geography, Botany.
 BIBLE.
 ELECTIVES--French, Greek.

Junior Year.

ENGLISH--Genung's Outline of Rhetoric, Pancoast's
 American Literature.
 LATIN--Virgil's Aeneid, Cicero's Orations.
 MATHEMATICS--Wentworth's Plane Geometry.
 HISTORY--History of Greece, Barnes, History of Rome,
 Smith.
 SCIENCE--Physics, Logic.
 BIBLE.
 ELECTIVES--French, German.

Senior Year.

ENGLISH--Pancoast English Literature.
 LATIN--Horace's Odes, Cicero's De Senectute.
 MATHEMATICS--Wentworth's Solid Geometry. Well's
 Trigonometry.
 HISTORY--History--United States History.
 SCIENCE--Astronomy, Psychology.
 ETHICS.
 BIBLE.
 ELECTIVES--French, Greek.

A further and better idea of the content of each course
 may be gathered from the following requirements set up for the

A number of errors appear in the material copied from
 the catalogues, but the quality of the lithographing suggests
 that these are primarily the fault of the printer. For the
 serious mistakes a notation of sic is indicated, but the sim-
 ple mistakes which are quite obvious are left undisturbed.
 The writer did not attempt to italicize apparent book titles
 which were not italicized in the catalogues since he was not
 certain which were titles and which were not.

courses and enumerated by departments called "School of English," "School of History," "School of Latin," etc.:⁵

I. School of English.

.....

FRESHMAN CLASS:--Maxwells and Smith's Writing in English. Special practice in Narrative, Description, Exposition and Argument. First term 3 hours per week.

Baskervill and Sewell's English Grammar for High Schools and Academies. Reading, Selected Standard Works. Second term 3 hours per week.

SOPHOMORE CLASS:--Waddy's Elements of Composition and Rhetoric. Weekly themes. Reading one standard work each month. "Robinson's Crusoe," Defoe; "Gulliver's Travels," Swift; "Pilgrim's Progress," Bunyan; "King of the Golden River," Ruskin; "Ancient Mariner," Coleridge; "Silas Warner," Eliot; "Deserted Village," Goldsmiths; "Julius Ceasar," Shakespeare. Five hours per week.

JUNIOR CLASS:--Genung's Outline of Rhetoric, Pancoast's Introduction to American Literature Weekly Themes. Required Readings selected from representative American Writers, Five hours per week.

SENIOR CLASS:--Pancoast's Introduction to English Literature, Study of the Masterpieces from Beowulf to Idyls of the King. Three hours per week.

2. School of Latin.

In this department there are five classes, Sub-Freshman, Freshman, Sophomore, Junior, and Senior.

The Sub-Freshman class is designed for beginners and is therefore mainly employed in mastering the forms and elementary syntax of the language.

The Freshman class continues the work begun in the

⁵Catalogue of Linwood Female College, 1907-1908.

Sub-Freshman and takes up the study of the easier Latin writers.

In the Sophomore year attention will be paid to accuracy of translation and grammatical forms and constructions. The exercises in composition will be based on the author read.

The studies of the Junior class are a continuation and enlargement of those of the Sophomore year using more difficult authors and exercises.

The Senior class by its previous studies is well grounded in the principles of the language and makes as far as time will allow a practical acquaintance with the literature of the Language. Frequent written review examinations are held and the pupils are given much practice in written translations.

TEXT BOOKS USED.

SUB-FRESHMAN:--Collar and Daniel's Beginner's Latin Books. Three hours per week.

FRESHMAN:--Collar and Daniel's Beginner's Latin Book, Viri Romae, Exercises in Composition. Five hours per week.

SOPHOMORE:--Caesar's Books, I, II, III, Bennet's Latin Writer. Three hours per week.

JUNIOR:--Virgil's Aeneid, Quantitative Reading, Cicero's Orations, Allen and Greenough's Grammar, composition. Three hours per week.

SENIOR:--Horace's Odes, Study of Meters, Cicero's De Senectute, Latin composition. Three hours per week.

3. School of Mathematics.

.....

TEXT BOOKS USED.

FRESHMAN:--Arithmetic. Wentworth's Grammar School Algebra. Wentworth's Shorter Course.

SOPHOMORE:--Arithmetic, Wentworth's Advanced. Algebra, Wentworth's Higher Algebra.

JUNIOR:--Wentworth's Plane Geometry.

SENIOR:--Wentworth's Solid Geometry, Well's New Plane and Spherical Trigonometry.

4. School of History.

The aim of this department is not to make the pupil memorize names, events and dates, but to direct attention to causes and effects, to the course of human progress and development, the growth of institutions and civilization. Each student is required to investigate and write upon some topic in this course. These papers are read in the class.

FRESHMAN:--History of England, Montgomery, three hours per week, History of Scotland.

SOPHOMORE:--History of France, Mrs. Kirkland, Age of Fables, Bulfinch's, two hours per week.

JUNIOR:--History of Greece, Smith's, three hours per week, History of Rome, Barnes'.

SENIOR:--United States History, two hours per week.

5. School of French.

.....

The course covers three years.

FIRST YEAR:--Francois' Beginner's French. Dictation and drill on regular verbs.

SECOND YEAR:--Fraser and Squair's Grammar; drill on irregular verbs, dictation, reading "French Reading for Beginners," Kuhns; "La Newvaine de Colette," Schlutz; "Tartarin de Tarascon," Daudet.

THIRD YEAR:--Fraser and Squair Grammar completed. Prose composition, Reading, "Le Siege de Paris," Sarcey; L'Abbe Constantine, Colomba.

6. School of Science.

FRESHMAN:--Civil Government, Physiology, two hours per week.

SOPHOMORE:--Physical Geography, Botany, two hours per week.

JUNIOR:--Physics, Logic, two hours per week.

SENIOR:--Astronomy, Psychology, Ethics.

7. School of Greek.

A thorough study of form and inflections along with the elements of Greek Syntax.

FIRST YEAR:--White's First Greek Book, Xenophon's Anabasis.

SECOND YEAR:--Grammar, Goodwin, Greek, Prose composition.

THIRD YEAR:--Homer and Demosthenes, Grammar Study, and prose composition will be continued.

8. School of Bible

The work in Bible is designed to teach students to study the book [sic] intelligently and to induce a love for the book and its Author. It is our aim to make the recitations of such character that the students will lose none of her [sic] reverence for it as a text book. We strive to instill and cultivate the habit of daily, personal Bible study. Our desire is to learn the truth as it is recorded, not some scholarly interpretation.

COURSE OF STUDY.

FRESHMAN:--"Studies in Life of Christ" by Sharon based on a "Harmony of the Gospels" by Stevens and Burton.

SOPHOMORE:--Continue use of same text.

JUNIOR:--"Studies in Old Testament Characters," W.W. White.

SENIOR:--"Studies in Old Testament Characters," W.W. White.

II. EXTRACURRICULAR ACTIVITIES

In addition to the purely curricular side of the college there were other features some of which were attractive indeed to the young ladies. Regular weekly church attendance was of course observed by all the students, and there were

the traditional domestic chores, reduced, however, to thirty required minutes daily. There were supervised walks through the woods and up the mountains. Medals were offered for achievement in mathematics, music, art, and expression, and a gold medal was awarded by a local jewelry firm to the young lady making the best average in "scholarship, deportment, and general excellence." Students were required to wear a uniform of blue serge on certain occasions. This was intended to discourage ostentation and also to enable the faculty to keep an eye on their charges. Two literary societies flourished on the campus, the Calathenean and the Adelpian, and all students were required to join one of the other. These met periodically and their activities were usually intra-society debates, recitations, readings, discussions, and the like. There were occasional inter-society activities such as debates, and on occasions each society would present plays or other programs for the entire student body and faculty. Probably the most attractive feature of the college, at least to the students, were the infrequent affairs called soirees. On these occasions young ladies would, under strict supervision, seat themselves in the halls and parlors of the dormitories to be visited and conversed with by young men openly invited from the surrounding countryside and towns.⁶

⁶Catalogue of Linwood Female College, 1907-1908; and statement by Mrs. J.F. Thompson, personal interview, July

In addition to the courses offered in the regular curriculum certain courses of refinement were optional: art, expression, instrumental music, and vocal music. Art was a three-year course embracing pencil, pen, charcoal, and crayon drawing and painting. Expression was a three-year course which embraced "the Science and Art of Elocution . . . Practical Elocution . . . Lessons in Vocal Expression . . . Dramatic Instinct and Imagination In music, which was a four-year course and included instruction in piano and stringed instruments, students received instruction in "Scales and Arpeggios . . . Bertini, Czerny, or Heller . . . Sonatas . . . Sight Reading . . . chromatic, similar and contrary motion . . . Mozart and Beethoven . . . Romantic and Modern composers" Vocal students sang at private recitals and, later, in public, they participated in the Chapel singing, and they were expected to become members of the Chorus Class.⁷

Tuition, board, and room cost \$45.00 per semester in 1907-1908. An additional charge of \$14.00 each course was made for the courses in art, vocal music, and instrumental music, and \$10.00 additional was charged for the course in expression.⁸ By 1911-1912 the charges for tuition, board, and

1959. The information on curriculum, extra-curricular activities, and refinement subjects in the 1911-1912 catalogue is practically identical to that indicated in the 1907-1908 catalogue.

⁷Catalogue of Linwood Female College, 1907-1908.

⁸Ibid.

room had risen to \$50.00 per semester and the charge for the course in expression to \$12.50, but no change had occurred in the charges for the other refinement subjects.⁹

The fall of 1914 marks the end of Linwood Female College and the beginning of Linwood College, a coeducational and degree-granting institution.¹⁰ In 1914 the college embarked on a program of expansion and development which it was hoped would inaugurate a period of progress and great success. For a time the future must have appeared very promising, but unfortunate circumstances developed which plunged the college into a period of decline which culminated in its ultimate collapse.

⁹Catalogue of Linwood Female College, 1911-1912.

¹⁰There is no extant material on which to base this date. It is assumed on the basis of a statement by a woman student, Miss Mary Clemmer, who graduated in May 1914 and who is sure the college was not coeducational at that time, and on the basis of a statement by a man student, the Reverend Judson Shannon, a retired Methodist minister who enrolled with other men in the fall of 1914 and is certain no men attended prior to that time. Miss Clemmer received a diploma; the Reverend Mr. Shannon the bachelor of arts degree.

CHAPTER V

THE YEARS OF LINWOOD COLLEGE

I. THE CURRICULA

Linwood College in its final phase, that period following 1914, was an institution well on the way to becoming a first-class college. As an indication of this high school graduation was definitely required for entrance, and the applicant had to show familiarity with Byron's The Prisoner of Chillon, Carlyle's Life of Burns, Bacon's Essays, and many of Shakespeare's plays in literature; factoring, exponents, the binomial theorem, and equations involving radicals in mathematics; and credits in the history of Greece and Rome, mediaeval and modern European history, English history, and American history--to mention but a sampling of the requirements.¹

The catalogue of Linwood College for 1918-1919 outlined the following curricula:²

COURSE LEADING TO THE B. A. DEGREE

¹Catalogue of Linwood College, 1918-1919.

²Ibid. The catalogue for 1918-1919 is assumed by the writer to be typical for the entire period 1914-1921. The similarity of catalogues for 1907-1912 is assumed to be analogous for the period 1914-1921. The 1918-1919 catalogue seems after considerable investigation to be the only one extant for the period subsequent to 1914. It indicates curricula awarding degrees the granting of which began in 1914. About the time of the publication of the 1918-1919 catalogue the college was experiencing financial difficulties, so it is reasonable to assume that no important changes in curricula would have been made subsequent to 1918-1919 under such circumstances.

FIRST YEAR

	Hours per week
English	3
Mathematics	5
Latin	3
Science	3
English Bible	2
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/> 16

SECOND YEAR

	Hours per week
English	3
History	3
French or German	3
Latin	3
English Bible and Logic	3
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/> 15

THIRD YEAR

	Hours per week
English, French, German, or Mathematics, History, Science, or Pedagogy	3
Literature, 2	3
Prescribed Electives	6
Optional	3
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/> 15

FOURTH YEAR

	Hours per week
Psychology	3
Prescribed Electives	8
Optional	3
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/> 14

COURSE LEADING TO THE B. S. DEGREE

FIRST YEAR

	Hours per week
English	3
Mathematics	3
Modern Language	3
Science	3
English Bible	2
	<hr/> 16

SECOND YEAR

	Hours per week
English	3
History	3
French or German	3
Science	3
English Bible and Logic	3
	<hr/> 15

THIRD YEAR

	Hours per week
Mathematics or Science	3
Literature, 2	3
Prescribed Electives	6
Optional	3
	<hr/> 15

FOURTH YEAR

	Hours per week
Psychology	3
Prescribed Electives	8
Optional	3
	<hr/> 14

COURSE LEADING TO THE B.L.³ DEGREE

FIRST YEAR		H
		Hours per week
English		3
History		3
French or German or Pedagogy		3
Latin		3
English Bible		3
		<u>15</u>

SECOND YEAR		Hours per week
English		3
History		3
French or German or Pedagogy		3
Latin		3
English Bible and Logic		3
		<u>15</u>

THIRD YEAR		Hours per week
English, French, German, Mathematics, History, or Pedagogy		3
Science		2
Prescribed Electives		6
Optional		3
		<u>14</u>

FOURTH YEAR		Hours per week
Psychology		2
English		2
Prescribed Electives		8
Optional		3
		<u>15</u>

³Bachelor of Language Degree.

By "Schools" the requirements were further clarified as follows:⁴

1. SCHOOL OF ENGLISH

.....

COURSE 1--Rhetoric and Composition. Recitations and weekly themes. Required of all Freshmen. One hour weekly throughout the year.

Text: The Study and Practice of Writing English by Lomer and Ashman.

COURSE 2--History of English Literature . . . English writers . . . poets. Required of all Freshmen. One Section.

Texts: Simonds' A Student History of English Literature, Manly's English Poetry.

COURSE 3--American Poetry. The chief American poets are studied in this course. Selections are full and representative. Required of all Freshmen. One Section.

Text: Page's Chief American Poets.

COURSE 4--Rhetoric and Composition. Recitations and weekly themes. Required of all Sophomores. This course is continued throughout the year.

Text: Paragraph writing, by Scott and Denny.

COURSE 5--The English Essay. Representative Essays from Macaulay, Ruskin, Carlyle and DeQuincey are studied, with liberal work out of class. Required of all Sophomores. One section.

COURSE 6--Nineteenth Century Poets. The text used for this course is Page's British Poets of the Nineteenth Century. . . . Required of all Sophomores. One section.

COURSE 7--Shakespeare I. In this course about ten plays are studied. . . . Required of all Juniors. One section.

⁴Catalogue of Linwood College, 1918-1919.

COURSE 8--Shakespeare II. . . . About ten more plays are studied. Any student not taking Senior English may substitute Tennyson and Browning or The English Novel for Shakespeare II.

COURSE 9--Rhetoric and Composition. Recitations and weekly themes. Required of all Seniors. Continued throughout the year.

COURSE 10--Tennyson and Browning. . . . These great poets are studied in relation to their age and its problems

COURSE 11--The Development of the English Novel. The novel is traced from its beginning to the modern novel. Twelve representative novels are studied. The text-book used is Cross. One section.

COURSE 12--Anglo-Saxon and Chaucer.

COURSE 13--Words and Their Ways in English Speech, by Greenough and Kittridge. Krapp's Modern English.

Liberal parallel reading is required each year throughout the entire course.

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2. SCHOOL OF LATIN

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This course covers a period of five years as follows:

SUB-FRESHMAN CLASS--Three hours per week. Caesar I-IV Books; Prose Composition based on Caesar by Daniel-Brown; 2 Bennett's Latin Grammar; Smith's Latin Lessons rapidly reviewed during first six weeks.

FRESHMAN CLASS--Three hours a week. (a) Cicero's Catilinian Orations I-IV; Daniel-Brown's Prose Composition based on Cicero; Bennett's Latin Grammar. (b) Virgil's Aeneid; Latin versification, especially the dactylic hexameter; Memory Gems from the text; sight reading.

SOPHOMORE CLASS--Three hours per week. Horace, Odes and Epodes; Latin Grammar; sight reading; Memory Gems; meter.

JUNIOR CLASS (ELECTIVE)--Three hours per week. Historical Prose; Tacitus, Germania and Agricola; sight reading; the Roman Provincial System and the Conquest of Britain.

SENIOR CLASS (ELECTIVE)--Three hours per week. (a) Elegaic poetry; selections from Catullus, Tibellus, Propertius. (b) Roman Tragedy, Seneca's Media. (c) Grammar and prose composition.

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3. SCHOOL OF MATHEMATICS

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1. FRESHMAN--During the fall term we will take up Algebra at factoring and take a rapid survey of the entire book. Special attention will be shown to factoring, quadratics, and logarithms. During the spring term we will take up Plane Geometry and go as far into Solid Geometry as time will permit. Three hours a week are required of all Freshmen.

2. SOPHOMORE--Solid Geometry and Plane Trigonometry. The work of this class begins where it left off in the Freshman Class, and both Solid Geometry, Plane and Spherical Trigonometry are completed by the end of the year. Three hours a week.

3. JUNIOR--Analytic Geometry. The first term is devoted to the study of the general equations of the second degree, higher plane curves, and Analytic Geometry of three dimensions. Three hours a week.

4. SENIOR--Descriptive Astronomy (Young's "Manual of Astronomy"). Two hours per week.

4. SCHOOL OF HISTORY

The Department of History endeavors not merely to make its courses count for mental discipline, but to secure a thorough understanding of society, a comprehension of the principles on which everyday affairs are conducted, and a training in sympathetic judgment. A value of history as a means of interpreting economic and social expediency is stressed, and the practical worth of the subject is established by its intimate correlation with English, language, art, and current events. Throughout the course, emphasis

is placed on historical geography, map drawing, notes, and reports of collateral readings.

COURSE 1--Sub-Freshman. "Our European Ancestors." A survey of ancient history, and of later history to 800 A.D. Chief attention is given to the civilization of Greece and Rome, with reference to the permanent contributions these races have made to modern history. Three hours a week.

COURSE 2--Freshman. "New American History" (Hart). The political, social, and religious elements in the growth of the American people and their form of government. Three periods a week.

COURSE 3--Sophomore. I. "Essentials in English History" (Walker). II. "Ancient Peoples" (Morey). A careful study of the growth of the English people and their forms of government.

COURSE 4--Junior. "New Medieval and Modern History." And outside typical work. A careful study is made of the rise and growth of the European states, from the fall of the Roman Empire to the present time. Special attention is given to such important subjects as the Medieval Church, Feudalism, the Renaissance, the Protestant Revolution, and Religious Wars, and Colonial Expansion, the French Revolution, and the growth of Democracy during the nineteenth century.

Current history for each class once a week.

5. SCHOOL OF FRENCH

This department is designed to teach French in such a way as to make it both useful and interesting. Attention is paid, not only to translation of French [into] English but the aim is to train the pupil to put English into French fluently. Much practice in pronouncing is given as well as dictation and translation from reading.

This course covers two years.

JUNIOR FRENCH--Frazer and Squair's Grammar, Guerber's Contes et Igendes Part I and II. La Tache du Petit Pierre.

SENIOR FRENCH--Grammar completed (including a strong drill on irregular verbs). L'abbe Constantin by Halery; Mon Oncle et Mon Cure, by La Brete; La Mare au Diable, by Sand.

Reading of 150 pages of French from the following texts: Esther, by Racine; Athlie, by Racine; Hernani, by Hugo; Le Cid, by Corneille.

6. SCHOOL OF SCIENCE

General Physics--Two sections. Millikan and Gale. Class work three hours each week. Required of all Freshmen.

Chemistry--Two sections. General Chemistry. Remsen's Introduction. Three hours of class work each week required for all degrees in these sections.

Qualitative Analysis--Two sections. Harris and Pond. Class work three hours each week. Elective. Prerequisite: Two sections of General Chemistry.

Household Chemistry--One section. This is the course laid down in Snell's Elementary Household Chemistry, with additions from Dr. Vulte's Household Chemistry. Class work three hours each week.

Astronomy--Two sections. Young's General Astronomy. Elective.

Geology--Two sections. Norton's Elements of Geology. Elective.

Zo-ology--One section. Linville and Kell's Text in General Zo-ology. Elective.

Botany--Botany belongs to the Preparatory Department and is accepted on entrance requirements.

Physiology--Physiology also belongs to the Preparatory Department. But Advanced Physiology is College work and is given in the College course. Conn and Buddington is the text there used.

7. SCHOOL OF GREEK (Elective)

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Course One--Beginner's Greek. Three periods a week.

Course Two--Grammar, prose composition. Anabasis, Books I-IV. Sight reading. Three periods a week.

Course Three--Grammar, prose composition, prosody, sight reading. Iliad, Books I-VI. Three periods a week.

Course Four--Plato's Apology and Crito. Selections from the Odyssey. Greek prose based on Plato. Three periods a week.

8. SCHOOL OF BIBLE

The work in Bible is designed to teach students to study the Book intelligently and to induce love for the Book and its Author. It is our aim to make the recitations of such character that the students will lose none of their reverence for it as a text-book. We strive to instill and cultivate the habit of daily personal duty. Our desire is to learn the truth as it is recorded, not some scholarly interpretation.

A course extending through four years in the study of the Bible is offered. In order that each class may take advantage of the course one period a week is offered, and four periods may be counted as a point toward a diploma.

Course One--New Testament Stories. Freshman and Sophomore Students. One period a week.

Course Two--Historical Studies in the Old Testament. Junior and Senior students. One period a week.

Course Three--Life of Christ. Freshman and Sophomore students. One period a week.

Course Four--Biblical Literature and History. Junior and Senior Students. One period a week.

9. SCHOOL OF PEDAGOGY

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1. Principles of Teaching--This course is to help the pupils in their plans for the actual work of teaching, of preparing for, and presenting the work to the class.

Text-book--(To be selected).

2. Best Methods of Teaching in Country Schools--This work presents in detail the most approved and applicable methods of teaching all the branches studied in the country school. The subject of School Management is also carefully considered.

3. The Method of the Recitation--The purpose of this

work is to give a practical application of the principles of method to the various problems of class-room instruction.

Text-book--McMurry's Method of the Recitation.

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13. SCHOOL OF PHILOSOPHY

This course requires readings in addition to study of texts, and is not open to students below the Junior class.

1. PSYCHOLOGY--This is an elementary course, intended to give the student a knowledge of the phenomena of mental life. This study forms the basis of the course in Pedagogy.

2. ETHICS--First half session; Philosophy, second half session. Christian evidences.

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15. SCHOOL OF EXPRESSION

FIRST YEAR--Science and Art of Elocution, Fenno, Practical Elocution, Fulton and Trueblood.

SECOND YEAR--Lessons in Vocal Expression, S.S. Curry.

THIRD YEAR--Dramatic Instinct and Imagination, S. S. Curry.

16. SCHOOL OF SOCIOLOGY

COURSE I. This course will be based on Ellwood's Sociology and Modern Social Problems with especial emphasis on Immigration, Problems of the City, Poverty and Pauperism, and Crime. Open to Juniors

COURSE II. This course is based on Giddings' Principles with extensive collateral readings. Open to Seniors.

1. ECONOMICS. This course offers an outline and discussion of the fundamental principles of the subject.
 . . . Three recitations a week.

2. ECONOMICS. Economics I will be required for admission to this course. Among the subjects studied are: the history of economic thought, public finance, trade and tariffs, money and banking, business organization, socialism, labor problems, and agricultural economics. Three recitations a week.

3. POLITICAL SCIENCE. This course opens with a brief course in the theory of government--its origin and development. The remainder of the fall term is given up to a careful study of European governments, the constitution and political system of England receiving special attention. The entire spring term is devoted to a study of American government--federal, state, and municipal. Three recitations a week.

In addition to the degrees awarded by the college diplomas could be earned in piano and voice. The course of study in these supplementary fields included in addition to the work prescribed for the degree a regimen in piano, voice culture, chorus work, harmony, history of music, and theory of music.⁵

The extra-curricular activities of the college were essentially the same as those for Linwood Female College. Domestic chores were discontinued, however, and so was the prescribed uniform. Emphasis on religious training, the Literary Societies, the various awards, and supervised social activities were continued.⁶ In 1914 the publication of a college annual was begun.⁷ In 1915 a monthly, sometimes bimonthly and possibly multimonthly, literary journal called the Linwood College Journal was begun. This was a collection of essays, debates, various

⁵Catalogue of Linwood College, 1918-1919.

⁶Ibid.

⁷A copy dedicated to the President, Dr. Lindsay, and acclaiming itself as the initial annual was shown to the writer by an alumna, Miss Mary Clemmer.

articles, poems, etc., which appear to have been contributed almost solely by students or alumni of the college. Practically all of them appear to be of first rank scholastically.⁸

Expenses for attendance at the college had changed somewhat by 1918. Tuition, room, and board were \$175.00 annually, \$90.00 being charged on entrance and \$85.00 in January of the following year. Additional charges for piano, voice, and expression were \$35.00 each annually.⁹

II. THE COLLEGE BUILDINGS

A history of the college buildings reveals that many were erected, altered, and torn down throughout the school's existence. For instance, the initial building called Pruden Hall was moved over a considerable distance, later fell into disuse, and was then torn down.¹⁰ Ownership of the All-Healing Springs resort hotel and the surrounding property, including the springs, passed to Judge Jones on September 6, 1887.¹¹ Later these buildings became part of the college and were op-

⁸The writer was able to procure only three copies of this interesting periodical, the ones for November 1915, December 1915, and January-February 1916. They are paper-bound, measure six by nine inches, and contain 38 pages, 76 pages, and 116 pages respectively.

⁹Catalogue of Linwood College, 1918-1919.

¹⁰Statement by Dr. J.W. Carson, personal interview, December 1958.

¹¹Registry of Deeds, Gaston County, N.C., vol. 16, p. 466. In 1888 the hotel continued to operate as a business

erated mainly as dormitories, with the large pavilion being used for graduation commencement.¹² As the college grew, more buildings were erected until finally the campus was dominated by a magnificent frame combination dormitory and dining room called Gaston Hall. This grand structure had thirty-four double rooms and could seat 280 people in its dining room. Its most prominent features were a high front porch and balcony with four massive white wooden columns supporting the balcony and the roof protruding over it. This impressive structure was the last standing of the larger buildings on campus.¹³ When the college closed its doors in 1921 there were four buildings in addition to Gaston Hall. One was 40 by 123 feet, two stories, and had thirty-one bedrooms. Another was 41 by 128 feet, two stories, and had eighteen bedrooms. The third building measured 40 by 40 feet and was used as a residence. The last was the president's residence, which had two stories and eight rooms.¹⁴

establishment apart from Jones Seminary, according to the brochure of 1888, op. cit.

¹²Statement by Mrs. J.F. Thompson, personal interview, July 1959.

¹³The writer recalls that this building, or a remnant of it, was standing as late as the 1950's.

¹⁴Linwood Realty Co., op. cit., pp. 5-6.

III. THE FINAL DAYS OF LINWOOD COLLEGE

The expanded curricula of Linwood College, the increased stringency of its academic requirements and offering, and the broadening of its program to admit both sexes and award degrees unfortunately were not paralleled by an appropriate increase in revenues. This appears to have been due principally to a policy begun by Dr. Lindsay to extend liberal credit terms to some students.¹⁵ Perhaps confident that he would be paid accounts owing or in arrears and perhaps confident that the college enrollment would expand under the new conditions, Dr. Lindsay undertook in the summer of 1919 to raise \$50,000 through the sale of bonds to meet the expenses and indebtedness of the college. He arranged for the sale of these bonds through the Gaston Loan and Trust Company of Gastonia in consideration of a mortgage on the college and all the surrounding property he had acquired from time to time. One hundred bonds in the denomination of \$500.00 were sold or put up for sale.¹⁶ A three per cent semi-annual interest was to be paid on the bonds, and they were re-

¹⁵Statement by Mrs. Tom Carson, Dr. Lindsay's niece, personal interview, July 1959. Mrs. Carson recalled that there was about \$16,000 owing from accounts in arrears in 1921. Some years later, she said, Dr. Lindsay was able to collect a small part of this amount.

¹⁶Whether or not these bonds were all sold is a matter for speculation. The Gaston Loan and Trust Company is now de-

deemable in ten years at face value. In case of default the college and surrounding property were to be taken over on application of ten per cent of the bond holders and sold to meet the indebtedness. Miscellaneous details concerned insurance on Dr. Lindsay's life and on the college buildings and required the payment by Dr. Lindsay of \$2,500 yearly into a sinking fund to be accumulated toward eventual redemption of the bonds.¹⁷

The college did not prosper as hoped and ultimately interest on the bonds and payments toward the sinking fund could not be met. Disheartened and discouraged,¹⁸ the Reverend Dr. Lindsay decided in 1921 to forego continued operation of the school to which he had devoted so many years of his life and so much of his energy and money. He accepted a call to the Memphis Associate Reformed Presbyterian Church in that year, and on completion of the academic year 1920-1921 he closed the doors of the college and left for Tennessee.¹⁹ This was a fatal occurrence for the school. It never again opened its doors as an educational institution for the people

funct and its records not available. The only living officer the writer was able to locate was so infirm as to be unavailable for interview.

¹⁷Registry of Deeds, Gaston County, N.C., vol. 136, p. 263.

¹⁸Mrs. Tom Carson said he was thoroughly disgusted.

¹⁹Statement by Dr. J.W. Carson, personal interview, December 1958.

of the surrounding towns, counties, and states.

Perhaps the most tragic single thing about the demise of Linwood College was that all the records, files, and correspondence for its entire history were not provided for. How much more could be known of its contributions, of its problems, of its vicissitudes, of the people who attended it, of the people who supervised it and taught in it, and of every phase of its history will never be fully known without these important documents.

Today Linwood College exists only in memory, on stone memorials, and in woefully inadequate written accounts. Eventually only the latter two will survive. At least, however, some record will be preserved, and the knowledge of Linwood College will not altogether pass into oblivion.

IV. A COMPARISON OF LINWOOD COLLEGE WITH OTHER INSTITUTIONS

How did Linwood College compare with other small colleges in North Carolina? A comparison with other colleges from the standpoint of courses offered and textbooks used may be helpful. Histories of three institutions in the Library of Appalachian State Teachers College furnish information on which a limited comparison can be made. They are Traphill Institute, Concordia College, and Claremont College.

As late as 1911 Linwood College, then Linwood Female College, is listed as a private secondary school in the Annual

Report of the United States Bureau of Education.²⁰ A comparison of Linwood Female College with Traphill Institute in Wilkes County, North Carolina, also indicates the secondary school character of the college. Traphill Institute was considered a secondary school, not a college, and was intended to train students either to go to college or the university or to become teachers.²¹ Some textbooks used at the institute were apparently identical to textbooks used at Linwood Female College: Wentworth's algebra, Allen and Greenough's various Latin books, and Montgomery's history of England.²²

The course of study established at Concordia College, Conover, North Carolina, compared with the curricula of Linwood College as follows: both offered four years of English, mathematics, and science; Concordia College offered two years of history, Linwood College three years; in the same order, three years of Latin and four years; four years of Greek and two years; both offered German; Concordia College offered one year of religion, Linwood College one year of Bible. Other

²⁰Personal correspondence of the writer, letter from the Library of the University of North Carolina, July 20, 1959.

²¹Eunice H. Clark, "A History of Traphill Institute, Wilkes County, North Carolina" (unpublished master's thesis, Appalachian State Teachers College, 1954), p. 43. See above, pp. 31-2.

²²Ibid., p. 44. The thesis, unfortunately, fails to indicate the course of study of the institute.

courses offered by Concordia College were logic, metaphysics, and surveying; while Linwood College offered French, pedagogy, psychology, ethics, logic, sociology, economics, and political science.²³

Claremont College, located near Hickory, North Carolina, compared closely with Linwood College. The bachelor of arts program of Claremont College required four years of English, three years of mathematics, three years of Latin, four years of science, two years of history, one year of philosophy and economics, one year of elocution, and one elective course for two consecutive years in French, German, Spanish, Greek, Latin, science, or history.²⁴ The bachelor of arts program of Linwood College, as previously indicated, required two years of English, one year of mathematics, two years of Latin, two years of science, one year of history, one year of Bible, one year of logic, two years of a modern foreign language, and one year of literature. Seven elective courses were required in addition, one of which had to be in mathematics, history, science, pedagogy, English, or an additional modern foreign language; four of which were prescribed, though the college catalogue did not indicate the prescribed courses as such; and two of which were wholly elective.

²³Harry R. Voigt, "History of Concordia College, Conover, North Carolina" (unpublished master's thesis, Appalachian State Teachers College, 1951), p. 21.

²⁴James B. Harris, "A History of Claremont College" (unpublished master's thesis, Appalachian State Teachers College, 1956), p. 52.

Claremont College required the following courses for the bachelor of science degree: three years of English, four years of mathematics, three years of Latin, five years of science, two years of history, one year of elocution, one year in philosophy and economics, and two elective courses over successive years in French, German, Spanish, Greek, Latin, history, or English.²⁵ Linwood College's program for the bachelor of science degree, as has been shown, was as follows: two years of English, one year of mathematics, two years of a modern language, three years of science, one year of history, one year of Bible, one year of logic, one year of literature, and one year in mathematics or science. Five courses had to be prescribed electives, presumably with stress on science and mathematics, and two courses were entirely elective.

For the bachelor of languages or literature degree Claremont College required four years of English, three years of mathematics, three years of science, two years of history, one year of philosophy and economics, one year of elocution, one year of a course entitled "language" (presumably a foreign language), and two elective courses over successive years in French, German, Spanish, history, or Latin.²⁶ As previously indicated Linwood College required four years of English, two years of Latin, two years of science, two years of history, one year of Bible, one year of logic, and two years of a mod-

²⁵ Ibid., p. 53.

²⁶ Ibid., p. 54.

ern foreign language or pedagogy. Seven course and one semester hour had to be in elective courses; one elected from English, French, German, mathematics, history, or pedagogy; four prescribed electives, though the prescribed courses aren't indicated as such in the college catalogue; and two wholly elective.

Claremont College used the Allen and Greenough and the Bennett Latin textbooks. The former had been used by Linwood Female College and the latter were used by Linwood College. The department of history at Claremont College used the general history of Meyer and Montgomery's history of England, both of which had been used by Linwood Female College but apparently replaced during the Linwood College period of expansion.²⁷

²⁷Ibid., pp. 141-2.

CHAPTER VI

THE LINWOOD COLLEGE ALUMNI ASSOCIATION

The Linwood College Alumni Association grew out of a get-together of graduates following the occasion of the celebration of the one hundred and fiftieth anniversary of the Pisgah Associate Reformed Presbyterian Church in June 1948. Dr. A. T. Lindsay delivered the sesquicentennial sermon. He and Mrs. Lindsay came down from Fayetteville, Tennessee, where they were living in retirement, and they took the occasion to visit in numerous home of acquaintances in the Pisgah area, particularly those in which there were graduates of Linwood College. In one of these homes, that of Miss Mary Clemmer, it was suggested by someone that a reunion of Linwood College graduates in the area might be had. Dr. Lindsay expressed delight at the idea, so a tentative date of June 12 was set for a reunion to be held at Karyae Park, a private camping area near the former college grounds. Numerous telephone calls were made, cards were mailed to known addresses of graduates, and an advertisement was placed in the local newspaper inviting graduates to come to the reunion. On Saturday afternoon, June 12, 1948, around one hundred former students and their friends gathered at the park. The afternoon was spent in gay conversation and reminiscing, and in the evening the group enjoyed a picnic supper.

Everyone enjoyed himself so thoroughly on the occasion and was so pleased at seeing old acquaintances after so many years that it was decided to make the getting together of graduates and former students an annual affair. This marked the inception of the Alumni Association of Linwood College. Officers were immediately elected: Mary Clemmer, President; Rachel Pearson McCarthy, Vice-President; and Marie Pursley Riddle, Secretary and Treasurer. A tentative date of June 11, 1949, was set for the second meeting of the group.¹

The association next met on Saturday, June 11, 1949, at Karyae Park. Over two hundred former students and guests registered for the occasion. A memorial service was held for Dr. A. T. Lindsay, who had passed away at Fayetteville, Tennessee, during the past year. Charles K. Foy, an alumnus, conducted the memorial service, and prayer was offered by the Reverend Mark B. Grier, Pastor of the Pisgah Church. A period of fellowship followed in which members of the group exchanged greetings and reminisced about bygone days. Then a picnic supper was enjoyed. After this a business meeting was held. A committee was appointed to investigate the feasibility of erecting a memorial to Dr. Lindsay and to report to the 1950 meeting. Contributions for the memorial were then received.

¹Minutes of the Linwood College Alumni Association, June 12, 1948.

Members of the committee were Mrs. Lillie Usher Byrd, Chairman, Mrs. Eva Petty Ferguson, and Mrs. Bridgett Ratterree. A motion was passed that the presiding officers of the association be continued in office for another year. The next meeting of the association was set for the second Saturday in June 1950.²

The third meeting of the association was held as planned on June 10, 1950, at Karyae Park. Again more than two hundred graduates, former students, and guests registered, but a number of graduates came for the first time. Greetings, fellowship, and a picnic supper were enjoyed, and a business meeting was held afterward. The Dr. A. T. Lindsay Memorial Committee reported "a number of suitable things" for the erection of a memorial. The matter was discussed by the association, and it was decided to leave the nature of the memorial to the discretion of the committee. A new member was appointed to the committee, Charles K. Foy, to represent Pisgah Church. New officers for the association were elected: Miss Willie McGill, President; Mrs. Lillie Usher Byrd, Vice-President; Mrs. Belle Oates Falls, Secretary; and Charles K. Foy, Treasurer. Contributions were received to be used on the memorial and to defray association expenses.³

² Minutes of the Linwood College Alumni Association, June 11, 1949.

³ Minutes of the Linwood College Alumni Association, June 10, 1950.

The Linwood College Alumni Association met for its fourth annual reunion on June 9, 1951, at Karyae Park. About two hundred persons registered for the occasion. The traditional greetings, fellowship, and picnic supper were enjoyed. At the business meeting which followed the alumni discussed the matter of establishing a memorial to Dr. A. T. Lindsay in the new Pisgah Church which was about to be erected. New officers elected were Charles K. Foy, President; Mrs. Zoe Ratchford Boyd, Vice-President; Mrs. Eva Petty Ferguson, Secretary; Mrs. Enola Whitesides, Assistant Secretary; and Mrs. Eva Mitchell, Treasurer.⁴

On June 14, 1952, the association held its fifth meeting at Karyae Park, and one hundred and twenty-six former students, their friends, and other guests registered. A program of special singing was presented, in part of which the alumni joined in. Then a memorial service led by the Reverend Mark B. Grier was conducted in honor of former Linwood students who had passed away since the last meeting of the association. A period of fellowship followed, then a picnic supper and a business meeting. A new Dr. A. T. Lindsay Memorial Committee was appointed: Mr. W. I. Falls, Mrs. L. C. Wamoth, Mrs. H. L. Patrick, Mrs. W. E. Hill, Mrs. Lillie Usher Byrd, Mrs. Macie

⁴News item in the Gastonia [N.C.] Gazette, June 11, 1951. There are no association minutes for this particular meeting.

Ratchford, and Dr. Gus Anthony. The committee was authorized to borrow money and purchase pulpit furniture in memory of Dr. Lindsay for the recently erected new Pisgah Church. New association officers elected were Mrs. Frank Hayes, President; Mrs. A. B. McCollum, Vice-President; Ethel Smith, Secretary; and Paul Carson, Treasurer.⁵

The association next met Saturday afternoon, June 13, 1953, at Pisgah Associate Reformed Presbyterian Church. A devotional service was led by the Reverend Mark B. Grier. A moment of silent tribute to alumni who had passed away during the past year was offered. Then a program was presented in which the alumni heard a talk by a former missionary to China and were entertained by special music and singing. Afterward the traditional fellowship and picnic supper were enjoyed. A business meeting was then held which was primarily concerned with the election of new officers. Elected were Bess Falls, President; Tom Estes, Vice-President; Mary Clemmer, Secretary; and Mrs. R. F. Smith, Treasurer.⁶

On June 12, 1954, the association met at Pisgah Church for the seventh annual reunion. Presiding was Mary Clemmer in place of Bess Falls, the President, who was absent. Three former students of Jones Seminary were present. A "good many" were present who had attended Linwood Female College between

⁵Minutes of the Linwood College Alumni Association, June 14, 1952.

⁶Minutes of the Linwood College Alumni Association, June 13, 1953.

1900 and 1910. The largest number present, however, were from the period 1910 to 1921. The first part of the meeting was given to the traditional greetings and reminiscing of the alumni. Special music was then presented followed by a memorial service for graduates who had passed away during the past year. A picnic supper was enjoyed in the evening followed by the customary business meeting. A motion was passed that the Dr. A. T. Lindsay Memorial Committee of 1952 be asked to have the marker on the pulpit furniture of the Pisgah Church changed to show by whom given. A motion was also passed that a committee be appointed to see about having a marker placed at some suitable spot on the old college site, using some of the native stones if possible. This committee was to be appointed later. The nominating committee made the following nominations and the individuals became officers for the coming year: Mrs. Helen Galloway Neal, President; Margaret Pearson, Vice-President; Mrs. H. T. Ratchford, Secretary; and Mr. O. A. Falls, Treasurer. The next meeting was set for the second Saturday in June 1955.⁷

The Linwood College alumni met for their eighth annual reunion on June 11, 1955, at Pisgah Church. Special music was presented after which the alumni enjoyed fellowship and a picnic supper. At the business session afterward conducted

⁷Minutes of the Linwood College Alumni Association, June 12, 1954.

Charles Foy reported that a new plaque for the Pisgah Church pulpit furniture had been procured as directed at the previous meeting. He added that the committee for a Linwood College marker had investigated and wished to report. Winnsboro granite instead of native rock was recommended because of its greater durability, and an appropriate amount would cost \$135.00. The association voted to accept Winnsboro granite and authorized the committee to complete the project. Permission had been secured from the present owners of the old college property to locate the monument on the old site. The association next elected the slate of candidates submitted by the nominating committee: Mrs. Lee Gettys, President; Mrs. Nan Ratchford, Vice-President; Mrs. Eva Allison, Secretary; and Oscar Falls, Treasurer. The association was extended an invitation by the owners of Karyae Park to use the park for its next meeting, and a motion was passed that this invitation be accepted. Another motion was passed that next year's meal be at 1:30 instead of in the traditional evening.⁸

The next annual meeting of the alumni of Linwood College was held on Saturday, June 9, 1956, at Karyae Park. A picnic lunch at 1:30 was followed by a memorial service for alumni who had passed away during the previous year, a short program of entertainment, and a business meeting.

⁸ Minutes of the Linwood College Alumni Association, June 11, 1955.

Charles Foy reported the erection of a marker on the old college site at a cost of \$125.00.⁹ The slate of candidates submitted by the nominating committee was elected: Mrs. Latham Friday, President; Mrs. W. E. Whitesides, Vice-President; Mrs. Walter Kluttz, Secretary; and Paul B. Carson, Treasurer. It was voted that the association have its next annual reunion at Karyae Park the second Saturday in June 1957. The group spent the remainder of the day in fellowship and reminiscing.¹⁰

At the tenth annual reunion on June 8, 1957, at Karyae Park the alumni had lunch at 1:30, heard an interesting talk by a local television personality, and conducted a memorial service for members who had passed away during the past year. James Boyce Hood, an alumnus, distributed booklets to everyone containing an incomplete roster of the alumni of Linwood College and its preceding schools back to the 1880's. He offered prizes as inducements to the alumni to submit names not included on the roster.¹¹ The alumni then gave Mr. Hood a vote of thanks. Officers elected for the coming year were Mrs. Harris Boyd, President; Mrs. Latham Friday, Vice-President;

⁹This is the memorial referred to on p. 18.

¹⁰Minutes of the Linwood College Alumni Association, June 9, 1956.

¹¹Mrs. T. L. Falls, President of the Alumni Association for 1958-1959, advised the writer that the response was not as satisfactory as expected and that the roster is still too incomplete to be of great value.

Margaret Pearson, Secretary; and Orr Crawford, Treasurer.¹²

On June 14, 1958, the association again met in the afternoon at Karyae Park, enjoyed a picnic lunch and fellowship, and were entertained by a program of special music. Tribute was paid to alumni who had passed away in the past year by a memorial service. At the business meeting a committee was appointed to look into the buying or leasing of one of the All-Healing Springs to be beautified by the association. Members of the committee were Charles K. Foy, Fred S. Rhyne, and Charles Falls. Officers elected for the coming year were Mrs. T. L. Falls, President; Mrs. Harris Boyd, Vice-President; Mrs. W. E. Whitesides, Secretary; and Orr Crawford, Treasurer.¹³

In 1959 the alumni reunion was held June 13 at Pisgah Church. A picnic lunch was enjoyed, and a program of speaking and special music was presented. The committee to investigate the beautification of one of the All-Healing Springs had had no success in buying or leasing a spring, and they were advised to continue their efforts. Officers elected for the coming year were Ruby Falls, President; Mrs. T. L. Falls, Vice-President; Mrs. Alice Jenkins, Secretary; and Hoke Hannah, Treasurer.¹⁴

¹²Minutes of the Linwood College Alumni Association, June 8, 1957.

¹³Minutes of the Linwood College Alumni Association, June 14, 1958.

¹⁴Statement by Mrs. T. L. Falls, Vice-President and past President, personal interview, June 1959. Minutes for this meeting are incomplete.

CHAPTER VII

SUMMARY

The history of Linwood College is the story of an effort to establish in Gaston County, North Carolina, an institution of learning that would have as its most fundamental goal the development and enrichment of the community it served. For many years it was solely a normal school training numbers of dedicated teachers, for its most needed service then was the preparation of teachers urgently needed in the rapidly developing public education systems of Gaston County and North Carolina. That its progress paralleled that of the school systems to which it contributed is strong evidence of its worth and influence. The early development of public education was so rapid, however, that it soon reached a leveling off phase and slackened somewhat. Then the college was able to inaugurate a program aimed at providing an education not only for prospective teachers but as a foundation for careers in other fields by affording fundamental grounding in the arts, sciences, and languages. Ultimately doctors could secure their basic pre-medical training here; ministers could progress from Linwood College to the great seminaries; and business people and other professions could obtain a liberal and comprehensive education better fitting them for the social, intellectual, and practical de-

mands of their positions.

The enlarged curricula of the college seemed to presage a period of great achievement and undiminishing expansion. For a few years such hopes were a reality: the college began to grant degrees instead of diplomas; men as well as women were admitted; and the academic requirements and offerings were strengthened considerably. Unfortunately the college did not prosper to the same degree that it expanded. Ultimately it did not have sufficient funds to continue its pace of development. Rather than shrink its operations to the limits of its financial ability the college undertook to maintain its enlarged program through debtor financing. This proved disastrous, however, and the college was compelled to close its doors.

It is impossible to gauge accurately the contributions of Linwood College. The contributions of its alumni as well as the existence of its records are things of a bygone era that research in the present could not reconstruct with fair and just completeness. But its contributions were unquestionably great, and many of its graduates are still active, particularly in public education.

Linwood College no longer exists, but it is enshrined in stone, in writing, and especially in the hearts of former students and others who have learned to love the institution by observing or hearing about what it was, what it stood for, and what it accomplished.

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