

CALVIN HENDERSON WILEY
AND HIS EDUCATIONAL POLICY
IN NORTH CAROLINA

By

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FOREWORD

Public education in North Carolina has long been a dormant issue. Only two awakenings of any consequence have taken place in all the State's history.

The educational revivals under Calvin H. Wiley in 1852, and under Charles B. Aycock and James Y. Joyner in 1900, are the epochal landmarks in North Carolina's educational history.

The purpose of this study has been to seek out from various places, information concerning the social, economic, and political factors tending to make a system of education imperative in this State. Also to show the influence projected on North Carolina's school system by Calvin Henderson Wiley; why he was elected superintendent of common schools; what he did after being elected; and his contributions to education.

The investigations herein recorded are the results of intensive research of the Calvin H. Wiley Papers, in the North Carolina Historical Commission; various files in the State Library in Raleigh; and the writings of Calvin Henderson Wiley in the form of Reports in the University of North Carolina Library at Chapel Hill.

The author wishes to acknowledge his indebtedness to Miss Mary Wiley, daughter of the first superintendent, Miss Sallie Joyner Davis, teacher of North Carolina History at East Carolina Teachers College, and Dr. James

Y. Joyner, for their generous and helpful suggestions.

The writer is under personal obligations to Dr. R. L. Hilldrup, without whose patient, kind, and considerate guidance, this manuscript would probably not have been submitted.

With these comments, this thesis is presented with the hope that it will some day stimulate and stir both the students and the teachers into another educational revival, surpassing even those under Wiley, Aycock, and Joyner, thereby placing North Carolina again in her rightful place--first in education.

Charles Springer Wooten

CHAPTER I

Social and Economic Explanation of the Need for a System of Public Instruction.

"The subject of education has always been one of primary importance, with all governments established for the benefit of the great body of people. Men intended for slaves the more ignorant the better. But, if for freedom, they ought, of course, to be enlightened. If the wealthy alone be admitted into the temple of science, the most dangerous species of aristocracy may be apprehended, from the union of two such powerful agents, as wealth and talents.

"A plan by which the means of obtaining some portion of education may be afforded to everyone, however indigent is, without doubt, practicable. The example set in a neighboring state, (South Carolina) in establishing funds for the advancement of literature and internal improvements, seems well worthy of imitation."¹ These words spoken by Governor William Miller in 1816 seem to characterize the feelings of every governor North Carolina has had except one since 1802. Nevertheless, public education remained a major state problem, defying solution, until 1852 when Calvin Henderson Wiley entered upon the scene.

1- Coon, Charles L., The Beginnings of Public Education in North Carolina, 1790-1840, Vol. I, p. 103.
(Cited hereafter as Coon.)

Before considering Mr. Wiley something must first be said of the social, economic, and political aspects before 1852. This survey will give the reader a more accurate perspective upon the conditions with which Mr. Wiley had to deal.

"In 1810 North Carolina was one of the leading industrial states of the Union, outranking Massachusetts, but by 1830 she had dropped to a much lower place in the scale. The explanation usually offered for this industrial decline is that 'after 1800, for almost a generation agriculture dominated all other economic interest,' but this explanation does not explain, for agriculture shows a similar decline."² Prices of North Carolina products fell rapidly. "Despite an increased acreage of 1,249,758 in improved lands between 1815 and 1833, the assessed value of North Carolina lands declined from \$53,521,513 to \$42,916,633."³

Governor Dudley ably summed up the situation before the Legislature in 1837, when he said, "As a state, we stand fifth in population, first in climate, equal in soil, minerals and ores, with superior advantages for manufacturing and with a hardy, industrious and economical people. Yet, with such unequaled natural facilities, we are actually least in the scale of relative wealth and enterprize, and our condition daily becomes worse--lands depressed in price, fallow and deserted--manufacturing advantages unimproved--our stores of

2- Connor, R. D. W., North Carolina Rebuilding an Ancient Commonwealth, Vol. I, p. 457. (Cited hereafter as Connor.)

3- Ibid., p. 458.

mineral wealth undisturbed, and our colleges and schools languishing from neglect."⁴

Transportation facilities, the primary cause of these economic disorders, had been the same since 1790. The North Carolina coast and her shallow rivers hindered transportation by water. The roads overland were well nigh impassable during the winter. Governor Morehead in his report to the General Assembly in 1842 declared that it would take one-half his (the farmer's) crop to transport the other half to market. The cost of living in the cities, therefore, naturally rocketed skyward. For instance in 1825, when corn was quoted at 44 to 46 cents per bushel in Baltimore, it was \$1.25 in Wilmington and flour at \$4.75 per barrel in Baltimore was \$8.00 per barrel in Raleigh.

The lack of these transportation facilities naturally caused an absence of home markets and industries. This condition meant that the people of North Carolina had to go elsewhere to find markets for their produce. Norfolk, Charleston, Baltimore, New York, and Petersburg were the commercial centers into whose coffers flowed the vast profits gleaned from the purses of the consumers, the merchants, the bankers, and the farmers of this state. Payment in produce was sometimes permitted but more frequently cash was demanded. "North Carolina bank notes with which most of these debts were paid were promptly returned upon the banks

4- Coon, Vol. II, p. 803. Also in Connor, Vol. I, p. 458.

for specie, or notes of the United States' Bank, which made it necessary for the North Carolina banks either to curtail their discounts and press their local customers, or to suspend specie payments. Suspension of course was always promptly followed by depreciation which entailed serious losses not only upon the banks but also upon North Carolina merchants who had to make remittances to other states."⁵ Murphey wrote in 1819 that "once in every year the State is literally drained of its money to pay debts abroad."⁶

Economic instability prevailing throughout North Carolina caused a great migration toward the west. Again quoting Murphey, "Within twenty-five years past, more than two hundred thousand of our inhabitants have removed to the waters of the Ohio, Tennessee and Mobile; and it is mortifying to witness the fact, that thousands of our wealthy and respectable citizens are annually moving to the west in quest of that wealth which a rich soil and a commodious navigation never fail to create in a free state; and that thousands of our poorer citizens follow them, being literally driven away by the prospect of poverty."⁷ "George C. Mendenhall writing from Columbus Ohio, in July, 1837, after mentioning the wonderful growth of town in Ohio, about in sight of each other, the rapid improvement, with fine, sturdy and splendid buildings, added: 'I am, however, left with a strong impression favorable to North Carolina.'

5- Connor, Vol. I, p. 460.

6- Hoyt, William H., The Papers of Archibald D. Murphey, Vol. II, p. 107.

7- Ibid., p. 20.

North Carolina's share in bestowing on the Union the states of Missouri, Alabama, Mississippi, Arkansas, and Florida, and in building up Indiana, Louisiana, Kentucky, Tennessee, and Georgia was important, although it was at her own great sacrifice. Among her citizens who had migrated before 1849 were thirty-seven who represented other states in the Federal Congress. Besides these there were a multitude of other North Carolina emigrants who attained eminence in their new homes, adorning the professions and filling state offices.⁸ Could it be that the absence of so many intellectuals caused the state to be backward for so long?

The westward migration between 1830-1840 left the state open for future worries. There being a shortage of labor, slavery increased particularly in the eastern counties and "the slavery system had a bad influence upon the educational system of the whites. A writer in the Examiner said, 'The agricultural system pursued at the South causes large bodies of land to be held by a few proprietors who are thrown too far apart to encourage villages, artists, manufacturers, mechanics, and free laborers. The Gospel flourishes most among these classes. No neighborhood schools are maintained. The planters send their children away to school. The poor children are not able to go away to school. In Kentucky there are 45,000 white persons over twenty unable to read,..... North Carolina 56,000, and very few of the slaves can read

8- Ashe, S. A., History of North Carolina, p. 399.

and write'.⁹

From 1840 to 1860 the slave population of the East increased 35.4 per cent as compared with only 26.4 per cent increase in the white population. Of the sixteen counties in the State, having a larger slave population than white in 1860, all except three were in the Coastal Plain.

For the entire State the slave population grew slowly. In North Carolina from 1830 to 1860, the increase was 35 per cent or about 1 per cent per annum, as shown in the following table:

YEAR	NO. OF SLAVES	% INCREASE
1790	100,783	—
1800	133,296	32.3
1810	168,824	26.7
1820	204,917	21.4
1830	245,601	19.9
1840	245,817	.1
1850	288,548	17.4
1860	331,059	14.7

9- Hedrick, Charles Embury, Social and Economic Aspects of Slavery in the Transmontane Prior to 1850, p. 77.

At the same time slavery increased tremendously in all of the States. This is evident in the table shown below.

YEAR	NO. OF SLAVES	% INCREASE
1790	697,624	—
1800	893,602	28.1
1810	1,191,362	33.3
1820	1,538,022	29.1
1830	2,009,043	30.6
1840	2,487,355	23.8
1850	3,204,313	28.8
1860	3,953,760	23.4

There is also shown a concentration of slaves within certain slave-holding families and at the same time, a decided drop in the families holding slaves. This is evidenced in the table shown below:

NORTH CAROLINA--1790

SLAVE-HOLDING FAMILIES		SLAVES		
NO.	% of all Families	Number	Average per slave-holding family	% of Total Pop.
16,310	31.0	TOTAL		
		100,783	6.7	25.5

NORTH CAROLINA--1850

SLAVE-HOLDING FAMILIES		SLAVES		*
NO.	% of all Families	Number	Average per slave-holding family	% of Total Pop.
28,303	26.8	TOTAL		
		288,548	10.2	33.2

* Tables taken from, A Century of Population Growth, 1790-1900. (United States Government Printing Office).

These tables show that slavery increased to a great extent. This was objectionable because the system "absorbed the fluid capital of the state which would otherwise have gone into the development of industry and the improvement of agriculture"¹⁰ and that cannot be done without some type of education. In addition, between 1815 and 1850 the value of slave property increased 157.4 per cent while the increase in the value of lands was only 12.5 per cent. Land, at that time, was the foundation of North Carolina's constitutional government.

The land of the East was by far the richest in the state during 1815 and 1850. Political power, therefore, was vested in the hands of the Eastern Planters. "In the West conditions were quite different. There the great body of the people were small farmers who owned few slaves and for the most part tilled their farms by their own labor....the social life of the West was more democratic than that of the East. Out of this democratic social system arose the first demand for public schools....Public schools and internal improvement, therefore, became the chief features of the policy of the West."¹¹ This shows that slavery and the slave system then existing greatly retarded education. The East was in control and under no circumstances did she wish to relinquish her grasp on the reins of the government.

10- Connor, Vol. I, p. 453.

11- Ibid., p. 473.

By 1838 the educational movement got underway, slowly at first, but gaining momentum as it went. North Carolina was about to face a new era. The "old order" of ignorance was about to "yield place to the new."

CHAPTER II

The Embryonic Organization of North Carolina Public Schools

The basis of the Common School system of North Carolina evolved from the famous Murphey Reports. These reports were presented to the General Assembly in 1816 and 1817 by Archibald D. Murphey, the father of the school system in this state. Concerning public education, Mr. Murphey says: "That after forty years of successful experiment, the most skeptical can not doubt the excellence of the system of government we have adopted...."

"A republic is bottomed upon the virtue and intelligence of her citizens; and that virtue consists in the faithful discharge of moral and social duties and in obedience to the laws.

"To effect this benevolent purpose, a judicious system of public education must be established. Few subjects present more serious difficulties; none is of more vital importance...."

"Your committee feel proud to look back and review the efforts which have been made in North Carolina to diffuse public instruction. Few States have afforded such examples of private munificence for this purpose, and the legislature has lent its fostering care, by establishing a university and endowing it with funds. But your committee regret that

success has not attended these benevolent efforts of their fellow-citizens as they seem to have merited, and they entertain the fear that no better success will hereafter attend them until a general system of public education shall be established and enforced by the legislature. This general system must include a graduation of schools, regularly supporting each other, from the one in which the first rudiments of education are taught to that in which the highest branches of the sciences are cultivated. It is to be the first schools in this graduation that your committee beg leave to draw the attention of the legislature at this time, because in them will be taught the learning indispensable to all--reading, writing, and arithmetic. These schools must be scattered over every section of the state, for in them education must be commenced and in them it will terminate as to more than one-half of the Community. These schools will be the most difficult in their organization and the most expensive to the state; but they will be the most useful, inasmuch as all the citizens of the state will be taught in them, and many of these children are destined never to be taught in any other. Here their education will begin and end. With the learning they here acquire, they will pass into active life and take rank with their fellow-citizens....

"From these youths teachers may be selected for the schools in which they are qualified to teach; and as they have been educated at public expense because they were poor,

they must, in return, teach gratuitously the poor children placed under their care; and to stimulate them to honest and active exertions, let those who shall faithfully discharge their duty in teaching, for the time required of them, be rewarded for their fidelity by being advanced into higher schools and instructed in the sciences at public expense.

"Discreet persons must be appointed in each county to superintend and manage the concerns of the sectional schools which shall be established, and to designate the children who shall be educated in part or in the whole at the public expense. The application of the funds which shall be consecrated to the purpose of these schools shall be made by them....

"To carry into effect any general system of public instruction much expense must be incurred. But your committee rejoice that the state of our finances will shortly put it in the power of the legislature to appropriate nearly half a million of dollars for this purpose and not yet withhold the appropriation which shall be necessary to complete the system of internal improvements now under consideration.

"Your committee recommend to the two houses to adopt the following resolution:

"Resolved, that the speakers of the two houses of the general assembly appoint three persons to digest a system of public instruction, founded upon the general principles of

the foregoing report, and to submit the same to the consideration of the next general assembly."¹²

The General Assembly followed Judge Murphey's advice and he accordingly was appointed chairman of the committee.

During the intervening year Murphey studied the various types of education, even going abroad in order to enrich his report to the legislature.

The General Assembly convened the following year and Judge Murphey presented his famous report to that body November 27, 1817. That report was the basis of North Carolina's public school system until the end of the war for Southern Independence in 1865. The recommendations made by Murphey are as follows:

- "1. The creation of a fund for Public Instruction.
- "2. The constitution of a board to manage the fund and to carry into execution the plan of public instruction.
- "3. The organization of schools.
- "4. The course of studies to be prescribed for each.
- "5. The modes of instruction.
- "6. The discipline and government of the schools.
- "7. The education of poor children at the public expense.
- "8. An Asylum for the deaf and dumb."¹³

12. Coon, Vol. II, pp. 105-111.

13. Coon, Vol. I, pp. 124-125.

Murphey continued to outline a definite program of public schools before the General Assembly by recommending:

"1st. That there shall be elected by joint ballot of the two houses of the General Assembly, six directors who shall be styled, 'The board of public instruction'; that three of the directors shall reside at or to the eastward of the city of Raleigh, and three shall reside at or to the westward thereof.

"2nd. That the governor for the time being, shall be ex officio president of the board; but the board may appoint a vice-president who shall preside in the absence of the governor.

* * *

"5th. The board may at any time enact, alter or amend such rules as to them may seem proper for the purpose of regulating the order of their proceedings; they may adjourn for any period or meet at any place, where they may think the public interests shall require. They shall have power subject to the limitations to be provided by law, to establish and locate the several academies directed by law to be established; to determine the number and titles of the professorships therein; to examine, appoint and regulate the compensation of the several professors and teachers; to appoint in the first instance the trustees of the several academies and primary schools, according to such general rules as shall be established by law; to provide some just

and particular mode of advancing from the primary schools to the academies, and from academies to the university, as many of the most meritorious children educated at the public expense, as the proceeds of the fund for public instruction may suffice to educate and maintain, after the whole system of public instruction hereby recommended, shall be put into operation; to manage the fund for public instruction, and apply its proceeds in carrying into execution and supporting the plan of education committed to their care; and in giving effect to this plan, the board shall regard the primary schools at its foundation, and care shall be taken that the proceeds of the fund for public instruction shall not be applied to the establishment of any academy, so long as it is probable that such application may leave any primary school improvided for. And the board shall have power to enact, alter or amend such bye-laws, rules and regulations relative to the various subjects committed to their trust, as to them may seem expedient: Provided the same be not inconsistent with the laws of the state; and they shall recommend to the General Assembly from time to time, such general laws in relation to public instruction, as may in their opinion, be calculated to promote the intellectual and moral improvement of the State."¹⁴ This plan, though not the best, inaugurated a foundation upon which future construction was made possible.

14- Ibid., pp. 126-127.

School Organization
as Proposed by Murphey.

Concomitant with the drafting of a governing board was the fundamental organization of the schools. It was the plan of the committee to establish primary schools in which the rudiments of learning were to be taught. The pupils who successfully finished these primary schools would rise to the academies where they would study languages, ancient and modern history, mathematics and other sciences. The University would be the last in the receiving line. Students there were to study the higher sciences and useful arts.

(1) The Primary Schools recommended.

Each county was to be divided into not less than two townships provided the community would give not less than four acres of land and a sufficient house, then the community could have a primary school. Also incorporated towns having more than one hundred families, should be divided into wards. In order to be provided with the benefits and priveleges of a primary school these wards were to place in the hands of the board of public instruction, lots of ground to the value of two hundred and fifty dollars each.

These primary schools were to be governed by a five-man committee elected annually by the Court of Pleas and Quarter sessions. Their duties were to select sites for the school

buildings, distinguish between the children able to pay and those unable to pay for their education, report annually to the board of public instruction the existing needs and conditions of the schools.

The salary of each teacher was to be one hundred dollars, to be paid out of the fund for public instruction.

(2) The Academies under Murphey's Plan.

The Academies were to be the secondary schools in which the students were to receive instruction in the sciences preparatory to entering the University. The State was to be divided into ten Academical districts. The white population was to be equally distributed by so districting the State. All business was vested in the hands of a board of trustees selected by the Board of Public Instruction. It was to be the duty of the State to advance one-third of the sum required to erect the necessary buildings, and one-third of the sum to be paid in salaries to professors and teachers--making it their duty to teach poor children free of charge.

(3) The University Strengthened.

The State University was also made a part of this gigantic move for popular education. New buildings were erected to accommodate advancing students. A new library was established to further educational progress. The writer has not found any reference of Mr. Wiley's connection with the university other than his attendance, so little will be mentioned pertaining to that institution.

(4) Pecuniary Support of Public Schools.

According to the laws of 1825 there was set up an endowment known as the Literary Fund. "The act creating the fund defined its sources as:

"The dividends arising from the stock now held by the State in the banks of Newbern and Cape Fear and which have not heretofore been pledged and set apart for internal improvements; the dividends arising from stock which is owned by the State in the Cape Fear Navigation Company, the Roanoke Navigation Company, and the Clubfoot and Harlow Creek Canal Company; the tax imposed by law on licenses to the retailers of spirituous liquors and auctioneers; the unexpended balance of the Agricultural Fund, which by the act of the Legislature is directed to be paid into the public treasury; all moneys paid to the State for the entries of vacant lands (except the Cherokee lands); the sum of twenty-one thousand and ninety dollars, which was paid by this State to certain Cherokee Indians, for reservations to lands secured by them by treaty, when the said sums shall be received from the United States by this State; and of all the vacant and unappropriated swamp lands in this State, together with such sums of money as the Legislature may hereafter find it convenient to appropriate from time to time."¹⁵ In his History of the Common Schools of North Carolina," Dr. Wiley says: "The State began to accumulate a fund for common schools in the year 1825. The original

15- Knight, Edgar W., Public School Education in North Carolina, p. 88.

idea was that it would not do to rely on current taxation for the support of the schools, and for two reasons which had hold of the public minds at that day. It seemed to be considered that taxes were to be levied only for the support of the machinery of the government, of which machinery public schools were not a part, and that common schools, as already stated, were in the nature of a public benevolence or chairty.

"This was the first practical step toward the accomplishments of the first part of the injunction of the constitution of 1776, section 41st, which declared that 'a school or schools shall be established by the legislature for the convenient instruction of youth, with such salaries to the Masters, paid by the public, as may enable them to instruct at low prices;' the second clause 'that all useful learning shall be duly encouraged and promoted in one or more Universities,' having been obeyed more than twenty-five years before....

"The Literary Fund grew by accretions and finally was largely increased in 1840 by the State's share in the dividend, only once made by Congress, of the proceeds of the sales of the public lands of the United States.

"The time had now arrived to begin the experiment of common schools, and slow as North Carolina had been in moving in this direction, she was in advance of her Southern sisters of the original Thirteen. She had wisely devoted

the appropriation from the Federal treasury to this noble purpose, and she had now, safely and wisely invested, a large fund with the proceeds of which to aid in its accomplishment."¹⁶

Dr. Wiley also saw evil in the plan for he very pertinently remarks:

"It had no executive head charged solely with its interests, and never did a system more need such an officer; it could not be managed as a whole, was left largely to local officers and to a public wholly unused to such cases, and whatever there was of error was left to grow unheeded, while there was no published record of progress. Some of the legislative provisions were wise, remarkably so considering the circumstances, and they laid a broad and good foundation; but they could not be prudently added to from time to time, and it was impossible for any man to survey the whole system in its details, in its wants and results.

"And now let us illustrate these general statements by a few significant facts. Returns from the counties could not be enforced, and the result was that hardly half the counties made regular reports to the Literary Board. No special report by the State authorities was provided for; and so for years the public had no tabulated statements of the number of schools in operation, or their

16- Wiley, C. H., "History of Common Schools of North Carolina," North Carolina Educational Journal, Vol. I, p. 58. August 15, 1881.

average duration, of the attendance on them, or of other facts important to be known. The first forms necessarily imperfect, were not improved, and often were clumsily filled or entirely neglected.

"It is easy to understand that the expenditure of nearly \$200,000 per annum over the State for eleven years, without enforced returns from the local disbursers, will beget inveterate irregularities to say the least."¹⁷

In 1840, to add to evils already existing an act was passed whereby the Literary Board was made the executive of the school system.¹⁸ This was an inadequate arrangement for the very nature of the Board of Literature rendered it powerless. What was needed was a single executive head, a position advocated for twelve years but to no avail. The entire system floundered about in this helpless state until December 1852. Calvin Henderson Wiley entered upon his new duties as first Superintendent of Common Schools January 1, 1853.

17- Ibid., Vol. I, p. 65.

18- Weeks, S. B., The Beginnings of the Common School System in the South; or, Calvin Henderson Wiley and The Organization of the Common Schools of North Carolina, p. 1425.

CHAPTER III

Calvin Henderson Wiley, the Man.

Calvin Henderson Wiley, son of David L. Wiley and Anne Woodburn Wiley, was born in Guilford County, North Carolina, February 3, 1819. His great grandfather, William Wiley, moved into the State from Pennsylvania in 1754 after purchasing lands from Lord Granville, in the Alamance section of Guilford County. Calvin Wiley's grandfather, David Wiley, was present as a boy at the battle of Alamance, and later fought in the American Revolution. Thus his ancestry was composed of pioneer blood--men of independent spirit. Surely Calvin inherited some of the manly qualities possessed by his grandsires. Subsequent events prove that he did. Also the teachings of his mother were manifested throughout his career.

"Mrs. Wiley's ambition for her son marked out for him a career in the pulpit, and as a step in this direction, she bestowed upon him the names of two Presbyterian ministers--that of the great John Calvin and that of her old pastor, Rev. Dr. Henderson. In furtherance of these wishes, young Wiley was sent to Caldwell Institute in Greensboro, conducted under the auspices of the Orange Presbytery, and at that time perhaps the most celebrated preparatory school in the State."¹⁹

19- Ashe, Samuel A., Biographical History of North Carolina, Vol. II, p. 427.

Having completed his courses at Caldwell's Institute, Wiley was enrolled in the University of North Carolina. Renegar says that all Mrs. Wiley's hopes that were built up around her son and his ministerial study were suddenly dashed to bits, when young Calvin decided he wanted to study law.²⁰

Wiley entered the University of North Carolina in the fall of 1836. Little is recorded of his life in that institution, but it is known that he assumed important roles on student committees from time to time. On December 11, 1838 a committee composed of Dennis D. Ferbee, Ted R. Caldwell, and C. H. Wiley petitioned for the extension of winter vacation from four to six weeks. They urged:

- 1- Colleges of the United States generally have twelve weeks in the year.
- 2- Students who reside at a distance must remain at Chapel Hill or else forego "meeting with their friends under the parental roof in the joyous season of Christmas or merely seeing them and then returning, which is perhaps equally painful."
- 3- The wearied would have time to become rested and the debilitated to recruit strength sufficient for the summer campaign.
- 4- The committee believed that no regulation, which may conduce to render college life more pleasant

20- Renegar, H. C., The Problems, Policies, and Achievements of Calvin Henderson Wiley.

and useful will meet with the disapprobation of the Trustees.²¹

After some delay the petition was granted. Nothing more is said of Wiley until the commencement.

Of the commencement of 1839, Dr. Battle continues: There were six representatives chosen by the societies, who delivered original speeches on Wednesday night. There was much excitement in the election of these, the best orators, as a rule being put forward. On this occasion Francis H. Hawks' subject was on the "Effect of Literature on the Destiny of Man," John A. Lillington on "Revolutions," David A. Barnes on "Popular Education," Calvin H. Wiley on the "Durability of Political Institutions."²² No documentary evidence ascertains the winner of these debates. Nevertheless, it is evident that the future first superintendent took part in all those things that later helped make his career a success.

Various opinions have been found concerning Calvin Wiley's scholastic record. Ashe says that he graduated with "the highest honors."²³ Dr. Battle, a president of the University, says "....of those not gaining honors, John W. Cunningham was long a trustee of the University, and an able State Senator, a planter and merchant of unbounded influence in his county;

21- Battle, Kemp P., History of the University of North Carolina, Vol. I, p. 445.

22- Ibid., p. 457.

23- Ashe, S. A., p. 427. Biographical History of North Carolina, Vol. II.

David A. Barnes, a wise legislator and judge; William Johnston, railroad president, mayor of Charlotte, Quarter Master General of North Carolina; Calvin H. Wiley, a Presbyterian Minister, author, and efficient Superintendent of Public Instruction."²⁴

Wiley entered the law profession in 1840 and set up his office in Oxford. Clients were few and the young attorney found more time on his hands than cases. During this spare time his efforts were directed toward the literary field. He was editor of the Oxford Mercury from 1841 to 1843. In 1847 his first novel of consequence, Alamance; or, The Great and Final Experiment, was published. Two years later another novel appeared under Wiley's name. This novel, "Roanoke; or, Where is Utopia?" appeared in Sartin's Magazine of which Mr. Wiley was a regular contributor. In 1851 he was invited to go to Charlotte to edit a Whig paper, but declined. His reputation as a writer had spread through his previous works. The Haunted Chamber appeared in 1849 closely followed by The Poor Student's Dream, and The Adventures of Old Dan Tucker and His Son Walter.

The year 1849, to some degree, held misfortune for Wiley. He was called home to help with the farm work. His father had run into financial reverses necessitating Wiley's presence on the home place.

Later in the year 1849, however, Wiley associated himself with W. D. Cooke in editing the Southern Weekly Post, in Raleigh. The first number appeared December 6, 1851 and was

24- Battle, Kemp P., History of the University of North Carolina, p., 445.

edited chiefly by Wiley. Cooke was the publisher. Wiley, who evidently prepared the announcement of this paper, sounded the keynote of not only the paper's policy, but also his own when he became superintendent. "It is a fact worthy of being universally known that North Carolina is considered by bookmakers the best mart in the world for uncurrent and trashy productions, and the very refuse of literary quackery is sent out here and circulated among our people. For most of the works of this sort, Northern publishers have agencies all over North Carolina, and thus, while there are none to circulate our own books, and the people are kept in ignorance of their own history and of the character and resources of their State, they are drugged with foreign narcotics and heavily taxed for the benefit of fabrics that will not sell and can not be sold where they are manufactured."²⁵

With these things in mind, Calvin Henderson Wiley entered politics in 1850. His purpose was to endeavor to put North Carolina's educational houses in order. Having returned to his native county, Guilford, he announced himself as a candidate for the House of Commons on the Whig ticket. He was elected and from 1850 to 1865 it may be safely said that his life and North Carolina's educational history were practically synonymous.

25- Southern Weekly Post, December 6, 1851.

CHAPTER IV

Calvin Henderson Wiley and the Reorganization of the Common Schools of North Carolina, 1852-1865.

"Go up, go up, all of you, my young friends, go up to the temple of science: it will invigorate, expand, and adorn your minds, and arm your souls with sources of innocent, varied, sublime, and unending pleasures. Go up, rich and poor; go up male and female; go up all of you, sons and daughters of North Carolina, and drink liberally at the refreshing and sparkling fountains opened in your midst. They will make you the great, noble, and honored of the earth; make you an honor to your State, and your State a glorious, bright, green Eden in the wilderness of earth!"²⁶ These were not idle words with Wiley. He was a man of action and no matter how difficult the task seemed he strove for good results, and more often obtained his goal.

Were his achievements as great as those contributed by Horace Mann of Massachusetts, Henry Barnard of Connecticut, or Edward A. Sheldon of New York? Probably Wiley's contributions to education were greater. His work withstood the ravages of actual armed conflict. His accomplishments withstood the malicious and wanton usurpations of the scalawags and the carpetbaggers. And finally, his constructive policies withstood the criticism of the home folk.

26- Wiley, C. H., The North Carolina Reader, p. 76.

Wiley's efforts for public schools preceded his election as State Superintendent. In 1850 as a Whig member of the House of Commons, he began a career which placed him among the leading educational statesmen of the South. On November 23, 1850, he introduced a bill in the house entitled "A bill to provide for the appointment of a Superintendent of Common Schools, and for other purposes." This bill was referred to the committee on education, which reported favorably to the House. This committee tacked on a clause to the effect that the superintendent should not be paid unless a statement concerning his faithful discharge of duties was presented by the president and directors of the Literary Fund.

The provisions of the Wiley Bill stated:

- 1- That the Superintendent was to be elected every two years. The terms beginning the first of January.
- 2- That he was to receive \$1800 per year and \$200 for traveling expenses.
- 3- That with the consent and advice of the Literary Board, he was to prescribe textbooks.
- 4- That he was to investigate the school system supplying advice and suggestions, require of under-superintendents, reports of school conditions, and prosecute if under-superintendents failed to account for school funds entrusted to

them.

- 5- That ten days before November 1, preceding the meeting of the legislature, he was to make a detailed report to the Literary Board, giving them an account of the number of schools, number of pupils, retarding factors in school development, and means taken for the elimination of the said evils.
- 6- That the superintendent was to be ex officio agent and secretary of the North Carolina Historical Society, and as such should encourage the preservation of historical documents.²⁷

In support of his bill, Mr. Wiley declared: "The establishment of free schools in North Carolina gave me more pleasure than I have experienced from any other public event; and I have watched, with increasing interest and anxiety, their progress and effects.

"The system so far has not fulfilled public expectation; complaints are heard in all quarters, and a remedy is loudly demanded. What is it? To solve this question, I have personally examined the systems in other States, have even gone, for information, to the yankees, holding it to be right to get useful information, if I can, from an enemy, and knowing that the New-England people, with all their faults, have been eminently successful and judicious in regard to the subject

27- Noble, N. C. S., A History of the Public Schools of North Carolina, pp. 89-90.

of public education."²⁸ The State made a very wise choice in its selection of a first superintendent. Even though the North was regarded as an enemy as early as 1851, Wiley, according to his statement, was in favor of pushing aside political animosity and really setting up a beneficial system of public education. He continues: "I have witnessed their systems and those of Pennsylvania and Delaware; conversed with officers and corresponded with them. I have also attentively examined our own laws and their effects with those of other States. After all these pains, I have arrived at this conclusion: That our laws, as far as they go, are generally good and suited to the subject and to the State. I say as far as they go; and the radical defect of the system is that it is not complete. There is no head to it; there is an excellent machine, but it is inert matter and has never been provided with a motive power.

"Our school laws are good, and they provide for the appointment of local and inferior agents and officers; but these inferior officers act without concert, are, in a measure, irresponsible, because there is no one to call them to account, and the Legislature, the author of the laws, is ignorant of their effects.

"We are informed....that upwards of \$180,000 is unaccounted for in the hands of chairmen of boards of county

superintendents; and they say that besides this immense sum there is an 'indefinite amount' in the hands of private individuals who have filled these county offices.

"Who are they--who have this money belonging to the State and raised for a sacred purpose? Who can tell what is done with the known sum of \$180,000, not accounted for?

"Here, sir, we see at once the necessity of a head."²⁹

Mr. Wiley continued to outline and recommend to the legislature the duties of such an office. He declared: "Now one object of my bill is to appoint an officer to attend to this very important matter; to have a head officer, who handles no money, to call to account those who do, and who will be the officer not of a county, but of the State, and accountable to this body.

"Let us infuse a living soul....let us apply a motive power to this machinery, and then if it works badly we can wisely abandon it for a better.

"The officer provided for in my bill will report progress to the next meeting of this body; he will present a great many facts which we ought to have and which he only can furnish, giving us a minute, comprehensive, and clear picture of the operations of our school system, of the defects and of its results up to that time.

"Other duties are assigned to this officer in my bill; and the mention of those duties will show the necessity of

such an agent.

"He is required, by the advice and concurrence of the president and directors of the Literary Fund, to prescribe a uniform set of books to be read as text-books in each county; and in the discharge of this duty he would of course consult economy and prescribe works best suited and most easily obtained.

"It is also his duty to issue circular letters to the Examining Committee of each county; the object of which is to insure, by his instructions, better teachers. He is also required to publish an annual statement of the number of licensed teachers, of each sex, of every county in the State, and of the average salaries paid.

"Under our school laws the county courts are annually to elect a Board of Superintendents of common schools for each county; and these Superintendents appoint school committee men for each district in their respective counties. The Superintendents elect one of their number for chairman; and with this chairman are entrusted all the school monies of his county.

"The chairman receives for his services the sum of $2\frac{1}{2}\%$ of all monies which pass through his hands.

"My bill proposes to tax the salaries of the county chairmen; to allow them but $1\frac{1}{2}\%$ and the sum saved amounts to the salary proposed for the General Superintendent.

"It has been said several times that the sum appropriated

by law is too small to do any good; and, therefore attempts at improvement are objected to and even ridiculed.

"I supposed, and still think, that the surest way to induce the people to increase the Literary Fund would be to satisfy them that the present fund is doing good, and is prudently applied.

"We are, Mr. Speaker, the most ignorant State in the union, and are we not just as far behind in every kind of improvement?"³⁰

Many speeches as vigorous as the one above were delivered in the House by Mr. Wiley. They were soul stirring orations delivered by him to help arouse the patriotic fervor of the assemblymen. His purpose was to stir them to action in behalf of internal improvements and education.

The bill was defeated, however, but its mark was left deeply embedded in the hearts and souls of many people. Such an impression was made that another bill, almost identical with Wiley's, was passed by the legislature within two years.

This second bill was introduced under its sponsors name, J. B. Cherry, of Bertie. The Cherry Bill, as it may now be called, empowered and required the superintendent to consult as often as possible with experienced teachers, to employ lawyers to recover in behalf of the president and directors of the Literary Fund all escheats in the several counties in the State for the use and benefit of the Literary Fund, and to see that all monies distributed for common schools would

not be mishandled. Also the superintendent was to make an annual report to the governor informing him how he had performed the duties of his office, how many schools in each district, the population of school children from five to twenty-one years old, the number of children enrolled in the different schools, and the length of the school terms. The superintendent was to feel it to be his duty to make public addresses whenever and wherever possible to create a better relationship between the people and the new educational system. The salary of the superintendent was to be \$1500 per annum with no allowance for traveling expenses. The one great difference between the Wiley Bill and the Cherry Bill was that the latter failed to mention the adoption of textbooks.³¹

The legislature's next problem resolved itself into one of primary importance. North Carolina needed a man of great capabilities. Not only that, but she also needed a man of tireless energy, with a tenacious, and vigorous personality. Who was prepared to grasp the futures of so many children in his hand and to assume the heavy responsibilities of a tremendous school system? Calvin Wiley had been active in the support of internal improvement measures in the House of Commons.

His early literary career probably had some significance in his being chosen superintendent. His novels, Roanoke;

31- Noble, M. C. S., A History of the Public Schools of North Carolina, pp. 133-134.

or, Where is Utopia?, and Alamance; or, The Great and Final Experiment, are both satirical accounts of the early social and educational development of North Carolina.

Regardless of the causes, Calvin Wiley was elected first Superintendent of Common Schools "without the slightest solicitation on his part and by a large majority, in December, 1852." He entered upon his duties January 1, 1853.³² In the spring of the year Mr. Wiley toured the State in his buggy visiting the schools and making speeches in their behalf. It is impossible to say whether or not any man realized the difficulty of the general superintendent's task.

Mr. Wiley wrote, "in December, 1852, when a Whig in politics, a lawyer by profession, in a legislature having a majority of Democrats, and without the slightest solicitation on his part, he was elected, by a large majority, the first State Superintendent of Common Schools, young, and without precedents at home or in the South, and well aware of the character of his position, his sense of responsibility was almost overwhelming; and it is due to say that he assumed his delicate trust on his knees, solemnly committing his way to God, and resolving ever to seek His guidance, and to act as before Him. In the estimation of all others as well as of himself, the Superintendent was all things to the schools, and had to be, for a time at least, a guide to them, to public sentiment, and to the Legislature, with no guide or support

32- Weeks, S. B., Calvin Henderson Wiley and the Organization of Common Schools in North Carolina, p. 1431.

for himself in the community or in the neighboring States."³³ He entered on his duties January 1, 1853, and his first task was to prepare a new digest of the school laws in force, with explanations, new forms, etc.; and this approved by the Literary Board, was published and distributed to all the school officers in the State.

"Two points were at once settled in the mind of the Superintendent.

"First, that a successful system must be in accord with the social and municipal genius of our own people, and therefore should not be slavishly copied after foreign models. The only examples were at the North and could not be followed as a whole, and while it was the duty of the head of our system to become acquainted with the character and appliances of successful efforts elsewhere, his chief study must be the history and condition of society in North Carolina, the municipal genius and progress of the State, its geographical features, the capabilities and defects of the schools as already established, and the best means of fostering this system in a way to root it in the heart of the public as consistent with and intertwined about old, established institutions of State and local government.

"Second, that the Superintendent, to make his office what it was designed to be, must undertake vastly more than can be prescribed by statute however full and minute in de-

tailed specifications. His position is somewhat like that of a domestic or collegiate establishment; indeed the underlying idea of the office is that it is a needed place of instruction for teachers and school officers, for parents and legislators, and that its incumbent is to move and lead all the forces in the cause of popular instruction, and not be pushed along by them. To confine himself to statutory routine is to become a mere clerk, to do with perhaps more precision, and red-tape formality and fullness, what a Board of Education can do as well, and to disappoint all the reasonable hopes based on the office; and certainly until the whole public mind is thoroughly instructed and trained, and the schools are well established and running on smooth tracks, there must be something more than a mere locomotive engineer at the front. The Superintendent expressed his uniform conviction when he said: 'I have felt that in accepting the office of Superintendent of Common Schools, I assumed, in morals, many obligations which, like the duties of a parent or President of a college, cannot be enumerated in legislative enactments. I have ever held that one indispensable qualification of a Superintendent is this sense of moral responsibility beyond the reach of legal definition; and that the greatest duty contracted to the public and to God, in accepting such a position, is ever to feel that exertions and obligations are to be measured not by the terms of the law, but by the good to be accomplished

and the opportunity of accomplishing it by any and every honorable means'.³⁴

Wiley's first annual report was made to Governor David S. Reid, and was dated January 24, 1854. This report gives the general conditions of the schools, their needs and defects. He also tells of his travels and visits to the schools in the State. His first journey was the most difficult. His later visits to the schools were to be determined by the reports he received from the different counties. He relates that the object of these visits was to give advice and information. The first superintendent declared that "every citizen of the State ought to be spoken to....I hope in due time to reach every man....There is, also, now a source, however imperfect, of information, and a tribunal to decide or give opinions; and almost daily applications to me demonstrate to me the injuries and discouragements heretofore resulting from doubts never solved, difficulties never settled, and inquiries never answered."³⁵

Wiley advocated a change in the educational system then existing. He was faced with an illiterate population generally skeptical toward the new plan and by a decided lack of teachers. The school books also constituted a most serious problem.

34- Ibid., February 15, p. 9.

35- Legal Document, Session 1853-1854.

"The census of 1840 was the first which undertook to ascertain the condition and progress of education among the people of the United States. According to the returns of that enumeration taken before our common schools went into operation, the condition of things in North Carolina with respect to schools and general intelligence was as follows:

Number of Colleges and Universities,-----	2
Number of Academies and Grammar Schools-----	141
Number of Primary and Common Schools-----	632
Total-----	775

There were at school as follows:

At College,-----	158	Scholars
At Academies,-----	4,398	
At other Schools-----	14,937	
Total-----	19,483	Scholars

The number of whites over twenty years old who could not read and write was 56,609.³⁶ stop

By the same returns it appeared that one-third of the adult male population was illiterate, and it is certain that the proportion of females who could not read and write was still greater.

36- First Annual Report of the Superintendent of Common Schools of North Carolina, p. 20.

"This was the population that was to begin a general system of common schools, and from which were to be furnished the thousands of local officers and the thousands of teachers to manage and teach the schools. This population was proverbially tenacious of old habits, conservative to the point of stubbornness, with no neighboring precedents or examples and no persons trained under such systems."³⁷

The new experiment was novel to the people in this region. Southern statesmen had said little of public education and the people had been brought up inured to light taxes and they were very little inclined to be taxed because of a reasonably large fund for the support of the schools.

Since the accumulation of a school fund, the basis of the distribution of this money had been changed from white to federal population. The United States Treasury, during the Jackson Administration, had a surplus, and in order that these funds might be distributed more equally, this plan was decided upon. The slaves in the South were apportioned in the ratio of five to three, or five slaves were to count as three free persons in taxation and representation. More slaves being in the Eastern counties of North Carolina, insured that section of the benefits of more funds; this tended to cause sectional jealousy to arise and make cooperation impossible.

Some of the people got the idea that the schools were

37- Wiley, C. H., "History of Common Schools of North Carolina, North Carolina Educational Journal, November 15, 1881.

charity institutions and this tended to render them obnoxious to many interested in the system.

There were no teacher training institutions to accommodate the vast number of instructors needed for immediate use. Many of the old private subscription school teachers or "Old Field" teachers viewed the change with suspicion and prepared to fight it.

Wiley declared: "with the founding of the common schools, came two great problems to their managers. First: How were eight hundred to a thousand old field school teachers to be utilized in a system of one genius, one law and one end, when to each his own school had long been the educational world of which he was the centre and sovereign? These teachers were our only capital of the kind with which to begin, and we all know that is easier to prepare a new generation of employees in any business than to break in old ones long accustomed to their own diverse ways."³⁸

These old field school teachers had to be handled with unusual tact. Before the reformation they had been "community oracles," respected and looked up to by all. Some carried on institutions of high rank, while others carried on institutions that did more harm than good.

"The next great question was, how to obtain or extemporize the 1500 or 2000 more teachers needed, at once. Undoubtedly there were many who had the educational qualifications, but how could they be induced to labor in the humble

position of a common school teacher?"³⁹

This problem had to be solved immediately. The taxpayers were becoming restless. The educational materials were deficient and normal schools were too costly. Many new and better teachers had to be secured; the success of the new system depended on them.

The first step in this direction was the establishment of examining Boards in all the counties. In the circumstances of the times this was a rather bold movement, and it required constant effort to enforce it; and the difficulties were enhanced by the want of means to secure effective examining committees. In those days all the machinery of State, and especially that of the Common Schools was run with extreme economy; various public functions were discharged without salaries or fees, and the position of examiner was one not desired, like that of Justice of the Peace, for any influence supposed to be connected with it.

The certificates granted by the examining committee were to be good for one year only and in the county given. They were to be drawn so as to carry out the designs and requirements of that committee. Teachers should continually advance and the annual examination should act as an incentive to progress. Life certificates were regarded as "clogs to progress" and should not be used.

"The provisions that the certificates should be good

only in the county where issued was, like the requirement for their annual renewal, of the essence of the whole regulation. The standard of the schools will vary in different counties, and a community with a comparatively elevated one should not have its efforts impeded by teachers who could not pass the ordeal of its examinations; the requirement tended to the advancement of all communities to the highest examples, and an opposite practice would pull all towards the lowest level.

"The certificates were graded and the form was prepared by the State Superintendent. The grades ranged from one to five on each study on which the applicant passed an approved examination, and the scale was made so wide to suit the exigencies of the times."⁴⁰

When the new superintendent went into office, there were very few female teachers in the system. Some of the counties did not have one. It was through "his efforts that a most desirable revolution in this respect was accomplished." To carry out his plans, it was necessary that a "low grade of mental qualifications be temporarily tolerated." At first, teachers of good character who were able to teach only "Spelling, Reading, Writing, and Arithmetic," were to be licensed on low grade certificates. According to Wiley's plan, however, no teacher was to be re-licensed the next year on the same low grade certificate. All were expected

40- Ibid., March 15, 1882.

to advance with the pupils.

In his second annual letter of instructions and suggestions, Wiley stated, after commending the examining committees for their interest and responsive attitudes, that many people interested in public education had recommended "severe restrictions on the licenses to teach, and the establishment of a high standard of qualifications." On the other hand, there were people who were in favor of no test at all; these people wanted teachers to be chosen on the basis of "local popularity." These two conclusions were erroneous extremes and Wiley thought that until the object of the common schools (to teach reading and writing) was accomplished, it would be unwise and even impossible to elevate the standards of teachers.⁴¹

A policy of advertising was also advocated by the first superintendent. Public examinations were thought by him to be excellent devices in the stimulation of children's interests. "I hope you will also recommend to teachers to hold public examinations, which, when well conducted, have a powerful effect in creating among children a desire to attend school, while they also give importance to the school, and to some extent, test the capacity of the teacher."

"A public examination, with speeches, dialogues, badges, procession, etc. etc., will operate favorably for education when persuasion will not: they enlist the hearts of the

41- Wiley, C. H., Second Annual Letter of Instructions and Suggestions, February 1, 1854.

children who will add their importunities to the advice of teachers to engage parents to send to school."⁴²

To further promote the efficiency of public education, Calvin Wiley advocated the formation of a teachers' association and a teachers' magazine. His efforts were realized by 1856. In his threefold capacity of State Superintendent, President of the Teachers' Association, and Editor of the Teachers' Magazine, Wiley wielded unprecedented but responsible powers.

The "Educational Association of North Carolina" had its origin at a teachers' meeting held in Goldsboro, May, 1856, and in Salisbury the following October. In Salisbury, a permanent organization was established and several county associations applied for constitutions.

The annual meetings of the State association were filled with discussions of common schools, textbooks, methods of teaching, and many other important factors in school development.

The official organ of the Teachers' Association was the North Carolina Journal of Education. The history of this magazine was truly hectic. By the sale of advertising space, to G. and C. Merriam and A. S. Barnes and Company, Wiley was able to have the Journal published, the dividends from advertising defraying the expenses. This policy soon fell through, however, and the Teachers' Association took up the

42- Ibid., February 1, 1854.

publication responsibilities. This body continued to produce the magazine until a scarcity of paper due to the War for Southern Independence caused it to discontinue. It has been said that prior to the war the North Carolina Journal of Education was one of the best periodicals of its kind on the American continent while it was published.⁴³ It carried helpful suggestions to teachers and advertised the public school system.

Textbooks in the public schools were luxuries. The print was very fine and pictured texts were rarely seen. Prior to his election as superintendent, Mr. Wiley had undertaken to edit a series of readers. His object was to instill a feeling of patriotic pride in the heart of every North Carolina youth. To effect this end, Wiley designed the readers "for universal use in the state, to go, with the Bible and the Almanac into every home."⁴⁴ Having been elected superintendent, Mr. Wiley, conscious of public opinion, sold the plates and the manuscript at cost. These readers were later adopted in the schools of North Carolina because they were written by a North Carolinian and concerning this state.

Trashy literature predominated in the State prior to Wiley's superintendency. Upon his election Mr. Wiley laid down three objectives that concerned text materials. He

43- Knight, E. W., Public School Education in North Carolina, pp., 176-178.

44- Wiley, C. H., North Carolina Reader, p. 4.

stated: "The object of my efforts was:

- 1st. To drive from our schools bad books;
- 2nd. To prevent frequent and injurious changes--
injurious alike to parents and to pupils;
- 3rd. To secure and use a uniform series, whereby
expense would be avoided, and teachers would
be enabled to arrange their pupils in classes--
a consummation which empowers the former to
give more attention to each scholar and which
excites the emulation of the latter."⁴⁵

By the beginning of the war, Wiley had been superintendent for seven years. During that short period he had revolutionized the public school system of North Carolina. The number of school districts had increased from about 3000 in 1853 to 3471 in 1860; the number of schools from 2500 to 3082; the number of children in school from 95,000 to 118,852 the number of licensed teachers from 800 to 2752; the expenditure from \$150,000 in 1854 to \$278,000 in 1860. The school term remained at about four months and the average teachers' monthly salary was \$26.00.⁴⁶

Calvin Wiley continued in the office of State Superintendent until October 19, 1865. The provisional government, through its carpetbag-scalawag constitutional convention a-

45- Wiley, C. H., First Annual Report of the Superintendent of Common Schools, p. 10.

46- Legislative Documents, No. 12, Session 1854-1855, pp. 32-34; No. 10, Session 1860-1861, pp. 3-6.

bolished that office. During the war Mr. Wiley fought to save the school fund and partly succeeded. Through his efforts the framework of the State's educational system remained intact.

"To the lasting honor of North Carolina her public school survived the terrible shock of cruel war, and the State of the South which furnished most material and the greatest number and the bravest troops to the war did more than all the others for the cause of popular education."⁴⁷

At the unveiling of a monument to Calvin H. Wiley at Winston, September 9, 1904, Dr. J. Y. Joyner said: "If ever man was inspired and called of God to a work, Calvin H. Wiley seems to me to have been inspired and called to his."

"For his service he deserves the honor that you pay to his memory to-day. For this he shall receive the undying gratitude of generations yet unborn as they shall learn from history's shining page the everlasting debt they owe.

'May all love,

His love unseen but felt, o'ershadow

thee,

The love of all thy daughters cherish

thee

The love of all thy people comfort thee

Till God's love set thee at his side

again."⁴⁸

47- Wiley, C. H., Thirteenth Annual Report of the Superintendent of Common Schools.

48- Program of Exercises for North Carolina Day, pp. 22-23.

History's pages have been filled with men of ability; but rarely has there been found a man who had the diverse qualifications possessed by North Carolina's first State Superintendent of Common Schools. Calvin Wiley was an able administrator. He dealt fairly and honestly with the people of North Carolina, and gave them the best system of schools in the South.⁴⁹ He was probably not the philosophical equal of Comenius, Herbart, or Pestalozzi; but he did rank with William T. Harris and Francis Parker in the application of the best known educational principles.

His ideals were lofty. He firmly believed that public education should be universal and open alike for rich and poor. At the close of the War for Southern Independence he was master of the situation. He advocated the education of the freedmen.⁵⁰

Wiley is gone, but the framework of the North Carolina School System which he organized still functions.

"What have we left? His glorious inspiration,
His prayers in council met.
Living, he laid the first stones of a nation,
And dead, he builds it yet."

Mary L. Williamson

49- Legislative Documents, No. 10, Session 1860-1861.
"Report of Superintendent of Common Schools," part II,
p. 9.

50- Greensboro Patriot, March 26, 1879.

CONCLUSION

The accomplishments of Calvin Henderson Wiley in the field of education are amazing considering the obstacles he had to face.

Wiley was a Whig, but he successfully overcame that obstacle (the legislature was decidedly Democratic) through sheer ability. The legislature at one time refused to function until his reelection was assured. The members feared that in the turmoil some man of lesser efficiency might be elected.

There was a decided rift in the State as a whole. Extreme tact had to be used so as not to anger either the East or the West. The West was very progressive and had very democratic ideas. The East was aristocratic and believed that land should remain the foundation of government. The East also believed in the slave system with all of its retarding characteristics. Wiley realized this condition and endeavored to prohibit the rift from entering the school system. In this he was successful.

Calvin Wiley was also an excellent school man. Within seven years there was an increase of over four hundred school districts in the State. The number of school children had more than doubled. The number of teachers had increased from eight hundred to twenty-seven hundred fifty-two! The expenditures had increased by one hundred twenty-eight thousand dollars!

He had established a system of schools that was recognized throughout the South. His services were in demand. He was invited to other States to direct their school systems, but he declined.

Wiley created his own philosophy of life. He believed in practical demonstrations and reduced all his theories and ideas into material form.

North Carolina was extremely fortunate in having a school man as the first superintendent of her Common Schools.

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