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THE DENOMINATIONAL COLLEGE IN ALABAMA

BY

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#### Appreciation

The writer desires to express his sincere appreciation of the assistance received from Dr. J. J. Doster under whose direction this thesis has been written.

## Introduction

The denominational college has been a force in the development of the State of Alabama from its earliest beginning. The denominational college holds an important place of recognition among the institutions that have exerted a telling influence on the citizenship of Alabama. These schools have disseminated ideals that have moulded the social, political and religious life of the state in a marked degree.

The establishment of the denominational college came in response to an urgent need in the community life. The pioneer leaders believed in churches and schools. The denominational college came as an expression of this conviction. The minister and the teacher were recognized as leaders among the people. The record of their struggles and sacrifices is an inspiration to every thoughtful student of history.

The educational awakening of the past quarter of century has produced many helpful readjustments in the denominational college. The educational standards have been raised and the size of the student bodies has greatly increased. The financial demands of the European war compelled the citizens of our country to enlarge the limits of their thinking. The enormous goals set in the campaigns for funds forced the people to think in terms of millions. The influence of these national drives is clearly recognized in the enlarged financial programs

successfully carried on by the leading denominations.

As a result of these campaigns, denominational education received a greater impetus. Large sums of money were raised for equipment and endowment. The size of the student bodies was greatly increased as young men, awakened by the demands made upon them in military service, flocked to the colleges and universities. A period of prosperity came to our nation and denominational leaders undertook the enlargement of the educational program both as to the number of institutions and the raising of the grade of many of the institutions already established.

A readjustment period has come. The standardizing of the colleges and the decrease in the income on the part of all denominations have brought these colleges to a crisis. Serious questions have been raised as to the program for denominational education. Many suggestions are being made. The ever enlarging educational program in Alabama demands a study of the denominational college. Important questions are being raised as to the future of these institutions. Many leading educators believe there is an essential contribution to be made by the denominational college to the general system of national education. The following statements from prominent educators are worthy of consideration. President John F. Crowell of Trinity College, North Carolina, said:

"I make no apology for speaking of the religious factor in higher education, because the small college is guaranteeing to the youth of the land a discipline whose coherent force is of inestimable value to these times. Indeed, I am more

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1. The Future of the Smaller College, Address National Education Association, Proceedings 1894, p.799-801.

than glad to say, and say with emphasis, that he who attempts to sum up existing educational conditions without taking due account of the religious forces in the American people will be so wide of the mark as a prophet of educational progress as to render his conclusions unworthy of common credence.....The real American college must, at the same time, be both disciplinary and cultural in its work."

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Dr. Hugh S. Magill states that,

"Religious education differs from general education in its specialization, and is quite distinct as a profession. Departments of religious education have been established in nearly all the Christian colleges and universities. Whereas, a few years ago there were no professors of religious education, now there are scores of specially trained men and women in our colleges giving full time to this most important subject."

Dr. Walter Scott Athearn gives the following interesting

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statement:

"A reconstruction and a re-evaluation of educational theory and practice have been forced upon us by the tragic events of the past five years. A new educational literature is already appearing, bringing with it a new vocabulary and announcing a new technique. A renaissance in education has already begun."

Dr. George Herbert Betts, on the matter of religious edu-

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cation, says,

"Indifference and complacency are giving way to interest and concern, yet the new program (of religious education) is far from practical realization or even full approval."

He asks the following question:

"What shall the church do to save its soul, its spiritual dynamic, its constructive influence

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1. Dr. Magill is General Secretary, International Council of Religious Education, October Journal, 1926.
  2. Dr. Athearn, Director of Department Religious Education Boston University, Preface, National System of Education.
  3. Dr. Betts is Professor of Education and Director of Research at Northwestern University, Evanston, Ill. New Program of Religious Education, pp.9, 11.



for righteousness which alone gives it the right or the power to assume moral leadership among social institutions and to claim the respect of men?"

Dr. O. H. Cheney in an address delivered at the International Council of Religious Education, meeting in Birmingham, 1926,<sup>1</sup> said:

"I do believe that, due to some complex of causes, the present generation and the growing generation are losing their grip on the sources of spiritual strength. Religious education is a vital necessity at the present time--more so now, probably, than ever before in history. Whatever views we may have regarding scientific education, we realize that it has failed to provide the present newer generations with the spiritual background which they need for their daily life."

<sup>2</sup>  
Dr. William R. Harper claimed that:

"The problems of life in general are worked out more largely in the university and college than anywhere else, institutions of higher learning having come to be regarded as leaders in the work of solving problems in every realm of life, the fact that the problems of religious life have been neglected in the university and college means that they have been altogether neglected."

These opinions are sufficient to convince the student in the field of education that the study of the denominational college in Alabama is worthy of the most careful consideration.

In the first division of this study the beginnings of the denominational college in Alabama are traced historically. The connection between the early settlement of New England and the Protestant Revolt of the Sixteenth Century is indi-

1. Mr. Cheney, Vice President, The American Exchange--Pacific National Bank, New York City. Journal of Religious Education, December, 1926, p.10.

2. Dr. Harper, Former President of Chicago University. The Trend in Higher Education, p.63.

cated. The colleges and universities of Europe, through the influence of the reformers, became centers of influence. Groups of strong families were aroused to seek another country. The motive that drove them from their homes in Europe compelled the colonists to provide schools dominated by a strong religious conviction. The religious purpose is clearly recognized in the founding of the first denominational colleges in New England.

The educational background is found in the colonial period. The rise of the tuition academy created the necessity for the college. The leading families among the early settlers determined to provide educational opportunities for their children. The response of the denominations to this need was shown in their organized attempts to raise funds for the establishment of denominational colleges. In the annual meetings of the Methodist Conferences and Baptist Conventions, long periods of discussion, often resulting in heated debates, were given to the consideration of the need for the denominational college.

In the second division of this study, the development of the denominational college is shown by a general survey of the present status of Howard, Birmingham-Southern, Judson and the Woman's College located at Montgomery. A comparative table indicating the growth during the past twenty-five years of the first two colleges is presented. The effect of the standardizing agencies and the changes in the courses of study are also presented. The growth of the denominational colleges in Alabama is shown to be a part of the larger educational program of the leading denominations.

In the third division of this study, the future of the denominational college of Alabama is considered. The future must, in some degree, be based on the past contribution made by these colleges to the state. The need for a religious contribution to education continues. This fact is shown from the changes that have come in the accepted meaning of education and the increasing emphasis being placed on religious education. The future of the denominational colleges in Alabama is assured by the fact that the denominational program of religious education is carried on by the religious leaders in each state. Campaigns for endowment have been successfully waged. The General Education Board of New York has proved its interest in these institutions by substantial contributions that have encouraged additional gifts on the part of the members of the different denominations.

The opinions of many leading denominational college presidents are cited as an evidence of loyalty and determination to continue these institutions. The necessity for serving the constituency of these institutions and the financial demands for an A grade college are presented. The meeting of these demands may force an elimination of some of these colleges in order that higher standards of efficiency may be realized.

The problems raised in this investigation are not solved in this discussion but the writer believes that the suggestions made are worthy of consideration.

## Part I

### The Beginnings of the Denominational College in Alabama

#### 1. The Historical Background

Before the beginnings of the denominational college in Alabama are investigated, the background of these colleges should be considered. The early settlers who came to the New England shores, seeking a new home where they might give expression to their religious convictions without interference, felt the impetus of the Protestant revolt of the sixteenth century and the general awakening taking place at that time in Europe.

The progress of the Protestant religion determined the history of the universities in the German states. Wittenberg, founded in 1502, through the assistance of Melancthon and Luther became the very center of Protestantism. In England, the connection between the Reformation and the universities was pronounced. The Reformation centered at Cambridge. The movement began under the leadership of Tyndale and Latimer.

The New Testament was translated into English by Tyndale and was printed at Worms in 1525. Tyndale took his Master's degree at Oxford in 1515 and continued his studies at Cambridge. His purpose was expressed in the following statement, he "perceaved by experyence how that it was impossible to stablysh the laye people in any truth, except the Scripture were playnly layde before their eyes in their mother tonge,.....which things onlye", he adds, "moved me to translate the New Testament".

The Protestant Reformation gave a tremendous impulse to

the modern educational development. The authority in religion was transferred from an "infallible church" to an "infallible book". This change of emphasis created the necessity for universal education.

In the early settlement of our country, we find that the beginnings of education came with the permanency of occupation which is "a prerequisite to organized educational effort"<sup>1</sup>. The first New England colonists reached the new country with a consciousness that the step they had taken would never be retraced. This conviction of purpose made them willing to undergo privations and physical hardships. Their compelling motive, forcing them from their homes in old England, also made them unwilling to be deprived of spiritual benefits. Among these early settlers we find that "one man in every two hundred fifty had been graduated from an English university and both clergy and laity had brought from home enviable reputations for superior service both in church and college"<sup>2</sup>.

Schools in America and in older European countries began as children of the church. Each child was taught to read in order that he might become acquainted with the commandments of God as set forth in the Bible. The religious purpose in instruction was the most prominent characteristic of all the early colonial schools. The grammar schools and the colleges existed mainly to provide a supply of learned ministers for service in the church and in the state.<sup>3</sup>

The Puritans who settled in New England made the greatest

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1. Dexter's History of U. S., Chap. 1, p.1.

2. Dexter's History of U. S., Chap. III, p.24.

3. Cubberley's Public Education in U. S., Chap. II.

contribution to our educational development. The principles they established in practice have been generally adopted by the different states. They built the "meeting house" as the center of their civil and religious life, using it both as a place of worship and a headquarters for their civil affairs. The zeal for education as a bulwark for church and state was the Puritan-Calvinistic contribution.

At the close of the colonial period the colonies possessed several denominational colleges. The religious purpose had been dominant in the founding of these institutions. The prime purpose in the establishment of each was to provide an educated body of ministers, "dreading to leave an illiterate ministry to the churches when our present ministers shall lie in the dust". In a pamphlet, published in 1754, President Clap of Yale declared that "colleges are societies of ministers for training up persons for the work of the ministry", and that "The great design of founding this school (Yale) was to educate ministers in our own way".

In the public announcement of the opening of King's College in the New York papers in 1754, it was stated that: "The chief thing that is aimed at in this college is to teach and engage the children to know God in Jesus Christ, and to love and serve Him in all sobriety, godliness, and richness of life, with a perfect heart and a willing mind, and to train them up in all virtuous habits and all such useful knowledge as may render them creditable to their families and friends, ornaments to their country, and useful to the public weal in their generation".

There has been a strong conviction among religious leaders that the young people of the church should have the opportunity to be educated under denominational influence. It is also believed that the perpetuity of a denomination depends on the schools fostered by the denomination. The evidence of this conviction is found in the growth of denominational schools.

The history of denominational colleges in the South is a record of struggle and sacrifice. Many of these colleges were started as pioneer institutions in sparsely settled districts. They were dependent upon a farming constituency who experienced much difficulty in raising from the soil more than a meager support. The gifts for the support of these institutions were small. The donors were individuals of moderate incomes. There were no capitalists who were disposed to make liberal gifts to these colleges. These institutions were adapted to the needs of the communities where they were situated.

Denominational colleges existed before state institutions were founded. Church schools were well established before a system of secondary education had been devised. The church system is highly developed at the top but depends chiefly upon the state for primary and secondary training.

Each denomination, acting independently, founded and endowed schools in response to their local needs. There was little consideration of the relation of one denominational school to another. The result is an over supply of church schools in some sections of the country and the lack of such schools in other territory. A new consciousness, however, of this relationship is being developed. The representatives of

the different denominations are holding conferences on educational problems and this fact offers great encouragement for the future.

The Southern Presbyterian Church began early after the Civil War to emphasize education in the promotion of denominational schools. The General Assembly of 1903 urged Presbyteries and congregations to maintain and defend the system of Christian education established by the founders of the Presbyterian Church.

When the Methodist Episcopal Church was divided, certain colleges were awarded to the Southern Church. Randolph Macon College, the second of the Methodist colleges in the order of foundation, became their property. Other colleges founded prior to 1861 were practically destroyed by the Civil War. Through the generosity of Mrs. Cornelius Vanderbilt of New York, Vanderbilt University of Nashville was established. In 1902 there were seventy-seven institutions with eleven thousand nine hundred eighty-three students. Their buildings, equipment and endowments were valued at \$7,522,583.

The Baptist Association of Charleston, S. C., took steps to provide for the education of Baptist ministers in 1755. Furman University was established by the South Carolina Baptists in 1826. Georgetown College was established in 1829 by Kentucky Baptists. This movement resulted in great activity in establishing schools for forty years, except during the Civil War. Several Baptist organizations were formed after the war for the promotion of Baptist institutions of learning. President Francis Wayland of Brown University made the contri-



bution of the elective system of studies, thus providing an opportunity for specialization in a college course.

The first college of the Disciples of Christ, Bethany College, West Virginia, was founded by Alexander Campbell. This denomination has several colleges in the West and South.

## 2. The Educational Background

The educational beginnings of the denominational college can be traced to the colonial period. The need for intelligent leaders became evident in the democracy. At the close of the colonial period nine colleges had been established. The dates of their foundation, the colony founding them, and the religious denomination they chiefly represented were:

1636	Harvard College	Massachusetts	Puritan
1693	William and Mary	Virginia	Anglican
1701	Yale College	Connecticut	Congregational
1746	Princeton	New Jersey	Presbyterian
1754	King's College (Columbia)	New York	Anglican
1764	Brown	Rhode Island	Baptist
1766	Rutgers	New Jersey	Reformed Dutch
1769	Dartmouth	New Hampshire	Congregational

The growth of these institutions was very slow. "For the first fifty years of Harvard's history the attendance at the college seldom exceeded twenty, and the president did all the teaching. The first assistant teacher was not appointed until 1699, and the first professor not until 1721 when a professorship of divinity was endowed". "As late as 1815 Harvard graduated a class of sixty-six; Yale of sixty-nine; Princeton of forty; Williams of forty; Pennsylvania of fifteen and the University of South Carolina of thirty-seven.

1. Cubberley's History of U. S. p.200.

2. Public Education in U.S. by Cubberley, p.201.

3. Public Education in U.S. by Cubberley, p.80.

In the struggle to extend the system of free education above the common or elementary schools a demand was created for an institution that could offer to the youth of the land adequate instruction. The tuition academy came into being to fill this gap in the educational system. "Franklin's Academy at Philadelphia which began instruction in 1751 with three organized departments, which later developed into the University of Pennsylvania, was probably the first American<sup>1</sup> academy."

"By 1830 there were, according to Hinsdale, 950 incorporated academies in the United States. By 1850, according to Ingle, there were 753 academies in the Southern States and a total of 6,085 reported for the entire United States.

"The most characteristic features of these academies were their semi-public control, their broadened curriculum and religious purpose and the extension of instruction to<sup>2</sup> girls."

The beginnings of education in the territory comprising<sup>3</sup> the State of Alabama can also be traced to the colonial era. In 1742, during the French occupancy of the State of Alabama, Governor Bienville of the Province of Louisiana made a formal application to the French government for a college. The application was refused on the ground that "the colony was too unimportant for such an establishment". There is no record during the twenty years from 1763-1783 that any steps were

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1. Public Education in U. S., Cubberley, p.185.

2. Public Education in U. S., Cubberley, p.186.

3. Clark's History of Education in Alabama, p.25 and 26.  
Dexter's History of Education in U.S., p.136.

taken for the encouragement of learning among the inhabitants.

In the territorial era refugees and immigrants from the states of Georgia and South Carolina came to the territory west of the Chattahoochee River to find a resting place from the disasters of war. In 1810 the counties of Washington, Baldwin, and Madison, including all the settled region within the present limits of the State of Alabama, contained three thousand four hundred eighty-one white inhabitants.<sup>1</sup>

The first American school in Alabama was established by John Pierce of New England and located at Boat House on the Tenas River.<sup>2</sup> Mr. Pickett, the historian of Alabama, states that it was in this school that many of the children of the aristocratic and wealthy families learned to read.<sup>3</sup> Washington Academy, at Saint Stephens, in Washington County was incorporated in 1811.<sup>4</sup> Green Academy, at Huntsville, was incorporated in 1812 and lived and flourished for fifty years.

When Alabama became a state, December 14, 1819, a provision<sup>5</sup> was made that on certain conditions the sixteenth section in every township be granted to the inhabitants of each township for the use of schools and that thirty-six sections or one entire township, with those reserved for that purpose, under the direction of the President of the United States, shall be reserved for the use of a seminary of learning. The State of Alabama had splendid provision for a foundation for her system

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1. Clark's History of Education in Alabama, p.26.

2. Dexter's History of U. S. and Clark's History of Education in Alabama.

3. Pickett's History of Alabama, Vol. II, p.190.

4. Clark's History of Education in Alabama, p.27.

5. Public Land Laws, Vol. I, p.305.

of public education when she was admitted to the Union.

### 3. The Denominational Background

Institutions Founded by the Methodists--The first institution founded under denominational influence was the Sims Female Academy, located in Tuscaloosa, Alabama. A report of the building of this school was received by the General Conference of the Methodist Episcopal Church meeting at Pittsburg, Pennsylvania, May 1-24, 1824. The buildings were completed in September, 1824.<sup>1</sup>

La Grange College was established at La Grange, Alabama, in 1828. A subscription of ten thousand dollars was offered in addition to a very beautiful and commanding site. The Tennessee Conference held at Murfreesborough, Tennessee, December 1828 recorded the proposition made by the people of La Grange. The Mississippi Conference meeting at Tuscaloosa, December 25, 1828, appointed commissioners to participate in the proposed undertaking to establish a college.<sup>2</sup>

La Grange College began operation on January 11, 1830 being the second college established by the Methodists in the South, the first being Augusta College in Kentucky.<sup>3</sup> The site selected was not only attractive by natural beauty and pre-eminence but was also "sequestered from the haunts of men" which met the general idea of the proper place for the location of a college.

There were seventy pupils in a few months and the student body reached one hundred by the end of the first session of five months. The tuition charged was twenty dollars for ten months and the board for the same period was eighty dollars. The inci-

1. History of Methodism in Alabama by Anson West, D.D., Chap. 18.  
2. History of Methodism in Alabama by Anson West, D.D., Chap. 18.  
3. History of Education in Alabama by Willis G. Clark, p. 164.

dental expenses amounted to four dollars.

La Grange College was especially blessed with a number of very strong leaders as presidents of the college and members of the faculty. The Rev. Robert Paine of North Carolina was the first president and served in this capacity for seventeen years. He also taught geology and moral science. President Paine was a brilliant scholar and a very strong Christian character. A remarkable Christian experience came to the college in 1839 as a result of his lectures to the senior class on the "Evidences of Christianity". His logic and satire were so convincing and his appeal was so sincere and tender as to bring conviction to the students. The revival spirit permeated the college and all but six of the students were converted.

The following are a few among the prominent men connected with La Grange College: Rev. Edward Wordsworth succeeded Dr. Paine as president of the college, Rev. Richard H. Rivers, D.D., a member of the first class which graduated at this college became president in 1852, Dr. Harrington of the chair of chemistry, William W. Hudson of the chair of mathematics, and Henry Tutwiler, who became one of the distinguished educators of Alabama. One of the most noted members of the alumni of La Grange College was Dr. John A. Wyath whose bronze heroic was recently placed on our state capitol grounds. He was a surgeon of great note for many years in New York City.

La Grange College exercised a lasting influence for good upon the early educators both of Alabama and the contiguous states during the twenty-five years of its existence. Upon

the death of President Hardy, after the college had been in existence for nearly twenty-five years, a period of great depression came upon La Grange College. Dr. Rivers was elected president six months later and while trying to overcome the difficulties and discouragements a proposition came to move the college to Florence, Alabama. The offer was accepted in order that better buildings and a larger student body might be secured. An endowment of twenty thousand dollars was given by the people of Florence. The college was reincorporated over Governor Winston's veto as the Florence Wesleyan University.

The college continued with success until the war between the states. During the war the endowment was lost and the property was turned over to the state and was used in connection with the establishment of the Florence State Normal.

A fact of interest regarding the founding of La Grange College was the prohibition of religious doctrines as stated by the faculty at the time it was chartered by the Senate and House of Representatives of the State of Alabama. This provision was commended as a "meritorious provision, giving to the school a supreme excellence". The founders of this college were opposed to theological schools, departments or chairs. This provision in the charter did not necessarily mean that these men were opposed to a school of a religious character. Their purpose seemed to be to furnish instruction in literature and science where youths of the church could be educated under good moral conditions.

Southern University was incorporated in January 25, 1856 and located at Greensborough, Alabama. The corner stone was

laid June 11, 1856 and the university was opened October 3, 1859 for the admission of students: "It was designed to be an institution of high grade, and to embrace in its curriculum a full and liberal course of literary, scientific, and religious culture."<sup>1</sup>

The college opened with very flourishing prospects having assets amounting to \$200,000. Plans were made by the conference of 1859 to make it one of the leading institutions in the South. These encouraging signs were changed by the dark days of the sixties. Professors and students left the college to serve in the Confederate Army. The endowment was lost in the ruin of the country. After the war all that was left was the main building and the ground on which it stood.

In 1870 under the leadership of Dr. Allen S. Andrews, the second president, departments of theology, law, and medicine were established.<sup>2</sup> The endowment was increased, buildings and lands were purchased, and the student body reached two hundred thirty-five.

In November 1896, the Alabama Conference meeting in Tuscaloosa took steps to establish a college for men. As a result of a favorable proposition from the City of Birmingham, including a campus of fifty-six acres, the proposed college was located and named Birmingham College. The doors were opened to students September 14, 1898. Through the loyal support of the Alabama Conference, the endowment was gradually increased and additional buildings and grounds were acquired.

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1. Willis G. Clark's History of Education in Alabama, p.179.  
2. Bulletin, Birmingham Southern College, March 1926.

The two institutions were maintained by the Methodists of Alabama for twenty years.<sup>1</sup> Finally through a spirit of unity and co-operation, on the thirtieth day of May, 1918, these institutions were consolidated under the name of Birmingham-Southern College. The new institution opened its doors in Birmingham, September 11, 1918.

Athens College for young women had its beginning in the Female Institute which was established by the Tennessee Conference at Athens, Alabama, in October 1842. The General Assembly of Alabama incorporated the Institute in January 1843 and the doors were opened for students in the autumn of the same year. The Rev. R. H. Rivers was the first president and served six years. Mrs. J. H. Childs guided the destinies of the school during the war. She was a woman of strong personality and unusual ability.<sup>2</sup> The Athens Female Academy, established in 1822 at Athens, Alabama, passed out of existence by merging its holdings into the Tennessee Conference Institute, chartered in 1843; subsequently by charter amendments the name was changed to Athens College for Young Women. This college was standardized as an A grade college in 1913. The college is partially endowed.

The General Assembly of Alabama approved the projected Female College at Tuskegee, Alabama, February 2, 1854. The endowment at that time was twenty-six thousand dollars. The college opened February 11, 1856 and continued for fifty-three years. The aim of the institution is set forth in a statement

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1. Bulletin of Birmingham-Southern College, March 1926.  
 2. History of Methodism in Alabama by Anson West, D.D., p. 726.



concerning the opening of this school. "That was a day in which a dispensation of letters, refinement, grace, elegance and moral beauty was inaugurated for the fair daughters of Alabama." The number of pupils in 1887-88 was one hundred and fifty-six.

Steps were taken at the Alabama Conference in session at Talladega, December 1854, to establish a male college. The Commission appointed to receive propositions for the location of the college received offers from the citizens of Auburn and also from the enterprising citizens of Greensborough. The Conference decided in favor of Greensborough in session at Eutaw, Alabama, and Southern University was established at Greensborough as recorded in former paragraphs.

The people of East Alabama, though out-generated in the Conference, never gave up their determination to have a college in their section of the state. A crusade was inaugurated and seven days after the act of incorporating the Southern University an act of the General Assembly of Alabama was passed incorporating the East Alabama Male College located at Auburn. In 1857 the corner stone was laid. The building was completed and the first students were matriculated in the autumn of 1859. This college was taken under the fostering care of the Alabama annual conference over the prolonged protest of Rev. Christopher C. Calloway, the financial agent of Southern University, in December 1859 in a session held at Eufaula, Alabama.

Rev. William Jeremiah Sassnett was the first president.

1. History of Methodism in Alabama by Anson West, D.D., p.729.  
History of Education in Alabama by Willis G. Clark, pp.197,200.
2. History of Methodism in Alabama by Anson West, D.D., p.738.

His leadership continued through the severe struggle brought in by the war between the states, during which time the college had to close its doors.

The Woman's College of Alabama. The ancestry of the Woman's College of Alabama goes back to the Centenary Institute of Summerfield, Alabama. In an extensive article that was printed in the Montgomery Advertiser, Sunday edition, April 29, 1923, Dr. Frank Willis Barnett states that the Centenary Institute was absorbed by the Alabama Conference Female College of Tuskegee. This college continued to render remarkable service under the leadership of many strong men and women until 1909.

The Woman's College of Alabama was established as a result of a concerted action of the Alabama and North Alabama Conferences of the Methodist Episcopal Church, South.<sup>1</sup> Realizing the need of a high grade college where Christian and intellectual ideals might be stressed, the clerical and lay members joined heartily in building at Montgomery a Woman's College of A grade.

The conditional gift of Mr. and Mrs. John J. Flowers of \$50,000 was a great incentive and inspiration to those who were raising funds for this institution. The John J. Flowers Memorial Hall, erected at a cost of \$150,000, is a most impressive college building now on the campus of this institution.

The institution was opened in 1909 with less than one

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1. Bulletin of Woman's College, April 1927.

hundred students while in 1923 the enrollment reached four hundred two.

Institutions founded by the Baptists. The beginnings of Howard College date back to 1830, a period when several denominational colleges were established in the South. The earliest plan for education was a seminary of learning on the manual labor plan. The institution was located on a farm near the town of Greensboro. This institution continued for eight years. On account of the failure of the school to pay expenses, the project was abandoned and the property of the institution was sold in 1838.

In 1841, the convention resolved to establish a college of high order with a theological department attached in order that young men preparing for the ministry could be educated. An offer from the people of Marion, Alabama, was accepted and a board of trustees was appointed.

In December 1841 Howard College was chartered, named in honor of John Howard, the English reformer who had rendered remarkable service in correcting abuses in English prisons. In January 1842, the school was opened at Marion with a student body of nine boys and one instructor. Samual Sterling Sherman, a graduate of Middlebury College in Vermont, was instructor and president. At the end of the third session an endowment of \$20,000 had been acquired. The college also had one thousand four hundred volumes in the library and five thousand dollars worth of apparatus. On May 10, 1844, the college building was destroyed by fire. The college exercises

1. History of Education in Alabama, by Willis G. Clark, p.172. Bulletin, Howard College, 1927.

were continued in the Baptist Church and in a residence nearby. During this fire the janitor lost his life in helping to save the boys and a young professor, Noah K. Davis, who afterwards became famous. Through the liberality of the citizens of Marion a new building was erected at a cost of thirteen thousand dollars. A complete college curriculum had been adopted and a full faculty organized. In 1848, a promising class of young men was graduated. Since that time, with the exception of the years of the war, classes have gone forth including young men who have been recognized in high positions of church and state.

In October 1854, in the midst of the brightest prospects, the college was again destroyed by fire. All was lost save the determination to rebuild and continue the work of the college. The work was carried on, as before, in the Baptist Church. In 1858, the main building had been completed at a cost of \$45,000.

During the terrible years of reconstruction after the war, Howard College had many trying experiences. The buildings were damaged and funds were scarce. The Baptists bravely undertook their task anew but after finding the task hopeless at Marion, it was decided to remove the college to East Lake, Birmingham. Temporary buildings were used at East Lake for sometime.

The present main building was completed in 1891. In 1899 the State Convention came to the relief of the college and all debts were paid. During the Seventy-Five Million Campaign of

the denomination the college received new life. The student body increased to six hundred. Additional departments were organized and a summer term was established. In 1913, the doors of the college were opened to young women. The attendance has grown to two hundred fifty-five. The college has been A grade since 1920.<sup>1</sup>

Judson College was founded by public spirited citizens in Perry County, Alabama, under the leadership of Prof. Milo Parker Jewett, an educator of note and a minister of exalted service. Much credit is also due to Mrs. Julia Barron, a lady of Christian culture and wealth, who gave of her money, time, and influence to the establishment of an institution where young women could receive the advantages of Christian training. The aim of the college as set forth by the trustees was to "Furnish the head, improve the heart, refine the taste, and polish the manners of every pupil".<sup>2</sup> Prof. Jewett was educated at Dartmouth College, Vermont, and Andover Seminary. He became a Baptist in 1838 and was ordained to the ministry in Siloam Baptist Church at Marion June 26, 1842.

Judson Female Institute was incorporated by the Legislature of Alabama in 1841 and deeded to trustees appointed by the Baptist Convention November 6, 1843. General Edwin D. King, a Trustee of the University of Alabama, and Dr. Basil Manly, President of the University, rendered valued assistance in the establishment of Judson.

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1. History of Education in Alabama, by Willis G. Clark, p.172-79. Annual catalogue, Howard College, 1927.
  2. History of Judson College, by Louise Manly. History of Education in Alabama, by Willis G. Clark, p.193.

The first graduate of the Institute was Mrs. Caroline Smith Gilmer in 1841. There were seventy pupils enrolled the first year. Dr. Noah K. Davis, a graduate of Mercer, became president in 1860 and guided the college through the trying experiences of the war. Many strong men have had a part in the life of this institution. Under the leadership of Prof. Robert Mazer who served Judson from 1882-1887, the Bible was made a part of the curriculum.

This college, like all the other denominational institutions, had struggles and severe discouragements with debts, fires, inadequate equipment and lack of support. The college has survived these experiences and now is of A grade having received support from the Baptist Convention, the Woman's Missionary Union of Alabama and the General Education Board.

Central College, a Baptist institution for young women, was maintained in the old capitol building at Tuscaloosa for a number of years. This institution rendered splendid service during its existence. There are a number of graduates of this institution now in Tuscaloosa. The college had to be discontinued after the capitol building was destroyed by fire in 1924 for lack of buildings and equipment.

The Presbyterians of Alabama co-operate with other states in the maintaining of two colleges.<sup>1</sup> The Southwestern College at Memphis is owned and controlled by the Synods of Alabama, Tennessee, Mississippi and Louisiana. The Synod of Alabama also shares with the Synods of Georgia and Florida in the control of Agnes Scott College for women located at Decatur,

1. The King's Business in the Synod of Alabama, p.20 and p.31.

Georgia. The Presbyterians also have a seminary for the training of negro ministers at Tuscaloosa.

Spring Hill College, a Catholic institution of the Jesuit system, is located in the suburbs of Mobile.<sup>1</sup> It was founded in the year 1830. Six years later the college was incorporated by the legislature of Alabama. This institution suffered the ravages of fire twice in its history but the work of the college has been carried on continuously since its beginning. Hundreds of students have been sent forth from this college.

Saint Bernard College and High School, a Catholic institution, is located one and a half miles east of Cullman. The college was founded in the year 1892 by the Rt. Rev. Abbot Benedict Menges, O.S.B. It was chartered by an act of the Alabama Legislature, approved February 4, 1893. The corporate title of the institution is: "The Benedictine Society of Alabama".<sup>2</sup> There were thirty-four students in the college department and one hundred and forty-six in the High School department during the session of 1926-1927.<sup>3</sup>

The Christian denomination has maintained some small institutions in the past but no institutions of college work are maintained by this denomination at this time. A movement is on foot to establish a denominational chair of religious instruction at the University of Alabama.

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1. Catalogue of Spring Hill College, April 1926.
  2. Catalogue of Saint Bernard College, 1927, p.6.
  3. Catalogue St. Bernard College, 1927, pp.75,76.

## Part II

### The Development of the Denominational College in Alabama

#### 1. The Present Status and Growth of the Leading Denominational Colleges in Alabama.

Howard College- Standing, Entrance Requirements, and Enrollment. (1926-27) Howard College is a standard four year college based upon fifteen units of entrance requirements. Credits for entrance are accepted only from fully accredited schools. The college is a member of the following scholastic associations: Southern Association of Colleges and Secondary Schools, Association of Alabama Colleges, Association of American Colleges, Association of Baptist Colleges of the South, American Council on Education, and accredited by Association of American University Women.

The Baptist State Convention endorsed co-education in Howard College in November 1924. The attendance of young women is now two hundred fifty-five.<sup>1</sup> A Dean of Women is maintained in charge of the girls of the college. The total number of students in regular session (1926) was nine hundred eighty-seven. The enrollment for summer school of 1926 was eleven hundred thirty, making a grand total for regular session and summer school of twenty-one hundred seventeen. The development of this college is shown by comparison with the conditions of the institution thirty years ago.

In 1897, Howard College was a recognized institution offering four years of college work. The student was required

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1. Howard College Catalogue, 1927, p.134.



to show satisfactory evidence of good, moral character in institutions formerly attended and he had to undergo such examinations as would satisfy the faculty as to his character and attainments.

Students having certificates of proficiency or diplomas from high schools or academies of high grade and recognized thoroughness were admitted without examinations and classified according to the degree of advancement indicated by their certificates or diplomas. The enrollment was one hundred forty-three.

The faculty. There are now sixty-nine members of the faculty and eight officers of administration. Sixteen members of the faculty hold a Ph.D. degree. Twenty-eight members hold the M.A. degree. There are thirty-one institutions represented by the graduate work done by the members of the faculty.<sup>1</sup> The present administration is placing emphasis upon the quality of instruction as indicated in the following statement: "Intellectual stimulus to students comes chiefly from contacts with teachers who themselves have live intellectual interests; and that such interests can be quickened and kept alive only by the spirit of research"<sup>2</sup>.

In 1897, the faculty of Howard College consisted of twelve members. Five of these held the Master of Arts degree. There were no officers of administration aside from those giving instruction. The president was professor of Mental and Moral Sciences and was also treasurer. The faculty was re-enforced

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1. Howard College Catalogue, 1927, p.11-20.

2. Howard College Catalogue, 1927, p.31.

by a number of prominent lecturers selected each year. These lecturers discussed topics of interest on scientific, literary and Biblical subjects.

Departments of instruction. The college now offers a four year course of study as fundamental preparation for graduate, technical or professional schools. The course of instruction is divided into required and elective studies. Two degrees are granted in regular session, Bachelor of Arts (B.A.) and the Bachelor of Science in Education (B.S. in Ed.) For the B.S. degree one hundred twenty semester hours must be completed. In summer sessions graduate courses in education are offered.

The following special fields are included in the preliminary college training offered: Law, Teaching, Theology, and Religious Work, Medicine, Technical Schools (including Chemical Engineering and Metallurgy, Business, Agriculture, Journalism<sup>1</sup> and Dentistry.)

The following departments of instruction are maintained in addition to the liberal arts and sciences: A School of Education<sup>2</sup> offering thirteen courses in regular terms and thirty-four courses in the summer semester (a graduate school in this department is maintained during the summer semester offering fifteen courses) a School of Bible and Religious Education<sup>3</sup> offering three courses in Bible and seven courses in

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1. Howard College Catalogue, 1927, p.32.

2. Howard College Catalogue, pp.106,111,112.

3. Howard College Catalogue, p.102.

Religious Education; a School of Pharmacy<sup>1</sup> offering sixteen courses; a School of Economics,<sup>2</sup> Business Administration and Sociology offering thirty courses.

In 1897, the college was composed of eight academic schools or departments as follows: School of the Latin Language and Literature, School of Greek Language and Literature, School of English and Elocution, School of Modern Languages, School of Mathematics, School of Natural Sciences, School of Mental and Moral Sciences.<sup>3</sup> In addition to these, a professional course in Pedagogy was offered. Instruction was also given in history and the English Bible. Lectures on science, literature, economics and Biblical literature were provided.

There were four regular undergraduate courses of study and one professional course as follows: a classical course leading to the A.B. degree, a literary course leading to B. Lit., the science course leading to the B.S. degree, the Civil Engineering course leading to the B.C.E degree and the professional course leading to the Bachelor of Pedagogy degree.

Postgraduate degrees were offered as follows: Master of Arts, Master of Science, Master of Literature, and Civil Engineer.

Endowment. Howard College has a productive endowment of \$600,000 and pledges to the endowment fund amounting to \$500,000. The Baptist Convention makes a contribution annually of \$25,000 to this college.<sup>4</sup> In 1897, there was practically no income from endowment.

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1. Howard College Catalogue, p.95.

2. Howard College Catalogue, p.78.

3. Howard College Catalogue, 1897-98.

4. Howard College Catalogue, 1897-98.

Library. The library contains eighteen thousand bound volumes and approximately twenty-four thousand pamphlets. Magazines, scientific and popular journals and daily papers are found in reading room. In 1897, there were three small libraries, two belonging to literary societies.

Building and grounds. The following buildings are listed in the catalogue: Administration Building, Library, Science Building, the Dormitory, Club houses, and Infirmary. There are also two dormitories for girls (twelve rooms each) a music studio and seven fraternity houses. An athletic field, three hundred seventy-five by four hundred twelve feet, is listed.

In 1897, there was one main college building of brick and three brick dormitories, also a large two story wooden building used for dormitory purposes. The main building provided lecture rooms, offices, laboratories, society halls, and chapel.

Expenses. The fees for students rooming on the campus amount to ninety-five dollars per semester; for day students \$57.50 per semester. In addition there are library fees, music fees, etc. Board is furnished in college dining room at two hundred dollars per session of nine months. In 1897, the expenses including fees, board and room amounted to \$175.00.

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1. Howard College Catalogue, 1927.  
2. Howard College Catalogue, 1897-98.

Comparative Statement Showing Growth of  
Howard College

Years	Enrollment	Building and Grounds	Faculty & Officers of Administration	Degrees held by Faculty		Library	Expenses		Endowment
				Ph.D.	M.A.'s		Free school	Free Adv. sm.	
1897-1898	143	5	12	0	5	libraries	\$75.00	\$100.00	0
1926-1927	2117	16	77	16	28	18,000 bound 24,000 Pam	\$190.00	\$200.00	\$600,000.00

Birmingham-Southern- Standing, Entrance Requirements, and Enrollment (1925-26) Birmingham-Southern is an approved A grade college, requiring fifteen designated units for entrance and being a member of the Southern Association of Colleges and Secondary Schools, also a member of the American Association of University Women and is on the approved list of the Association of American Universities.<sup>1</sup>

The total enrollment in regular term was 957.<sup>1</sup> There were also enrolled in afternoon and Saturday morning classes and in summer school 891, making a total, less duplication,<sup>2</sup> 1597. The college is co-educational. Eight hundred and sixty-four of the students were women.

In 1898, Southern University, which afterwards became Birmingham-Southern College, was a recognized institution offering four years of college work. The entrance requirements included examinations or the presentation of an official certificate from a college of equal rank.<sup>3</sup> The enrollment was 151.

1. Birmingham-Southern Catalogue, 1925-26, p.17.

2. Birmingham-Southern Catalogue, 1925-26, p.146.

3. Southern University Catalogue, 1898.

The faculty. There are forty-one members of the faculty and twenty-three assistants, besides the additions in the faculty of the summer school. Six members hold the Ph.D. and eighteen members hold the M.A. or M.S. degree.

In 1898, the faculty of Southern University included ten members and seven officers of administration. <sup>1</sup> Five members of the faculty held the Master of Arts or Master of Science degree.

Departments of instruction. Birmingham-Southern College confers the undergraduate degrees of Bachelor of Arts and Bachelor of Science and the graduate degrees of Master of Arts and Master of Science. <sup>2</sup> The total of one hundred twenty-eight semester hours is required for graduation, one hundred and twenty-four shall be in academic subjects.

The following departments of instruction are maintained in addition to the liberal arts and sciences: A Department of Education offering ten courses of instruction (the School of Education embracing the work done during the regular term, the work offered in summer sessions and that given in the afternoon and Saturday department of the college) a Department of Economics offering twenty courses of instruction; <sup>4</sup> a Department of Bible and Religious Education offering five courses in Bible and ten courses in Religious Education. <sup>5</sup>

<sup>6</sup> In 1898, Southern University offered instruction in the

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1. Southern University Catalogue, 1898.
  2. Birmingham-Southern Catalogue, 1925-26, p.44.
  3. Birmingham-Southern Catalogue, 1925-26, p.77.
  4. Birmingham-Southern Catalogue, 1925-26, p.71.
  5. Birmingham-Southern Catalogue, 1925-26, p.96.
  6. Southern University Catalogue, 1898.

following departments: School of Ancient Languages, School of Modern Languages, School of English and History, School of Moral Philosophy, School of Natural Philosophy, School of Mathematics and Astronomy, School of Chemistry, Mineralogy, and Geology. Courses were offered leading to the following degrees: Bachelor of Philosophy, Bachelor of Science, Bachelor of Arts, Master of Arts.

Endowment. Birmingham-Southern College has a productive endowment of \$500,000 and an unproductive endowment of \$100,000 consisting of real estate. The college also has pledges to the endowment fund amounting to \$600,000. The Alabama Conference and the North Alabama Conference supply \$25,000 annually for the support of the college. In 1898, the endowment amounted to \$50,000.<sup>1</sup>

Library. There are 15,000 volumes in the college library. There are also scores of periodicals in the reading room. One hundred and three of these are listed in the catalogue. In 1898, there were four thousand volumes in the library.<sup>1</sup>

Buildings and grounds. The campus consists of one hundred and twenty-five acres of land. The original building, Owen Hall, contains two music rooms, eight recitation rooms, a chemical laboratory, and store rooms. There are four well-equipped dormitory buildings, a Science Hall, three stories high and equipped with all the latest facilities for instruction in science. The Phillips Library, three stories high containing seminary rooms on the upper floor, a President's Home, a commodious three story brick edifice, a new Student Activities

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<sup>1</sup>. Southern University Catalogue, 1898.

Building erected in 1925. In this building are quarters for the athletic teams, a cafeteria, the store and the Post Office, also an auditorium on the second and third floors with a seating capacity of eight hundred. A new administration and auditorium building will be erected in the near future, made possible by a gift of two hundred and fifty thousand dollars.<sup>1</sup> In 1898, there was one main building and one dormitory, named Hamilton Hall.<sup>2</sup>

Expenses. The fees including matriculation, tuition and student activities amount to sixty-five dollars each semester. The laboratory fees vary from five to ten dollars. Room rent is thirty dollars per semester of eighteen weeks. Board is furnished in cafeteria at moderate cost.<sup>3</sup> In 1898, the expenses, including tuition, fees, incidentals and board, were \$200.00<sup>4</sup> for the year.

Comparative Statement Showing Growth of Birmingham-Southern College

Years	Enrollment	Buildings and Grounds	Faculty & Officers of Administration	Degrees held by Faculty		Library	Expenses	Endowment
				Ph.D	M.A.S.			
1898-1899	151	2	17	0	5	4,000 volumes	Total \$200.00	\$50,000.00
1925-1926	1597	9	64	6	18	15,000 bound volumes & 15,000 periodicals	\$210.00 not including 60,000.00	\$600,000.00

Judson College- Standing, Entrance Requirements, and Enrollment. (1926) Judson College is a college of A grade stand-

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1. Birmingham-Southern Catalogue, 1925-26, p.18.
  2. Southern University Catalogue, 1898.
  3. Birmingham-Southern Catalogue, 1925-26, p.20.
  4. Southern University Catalogue, 1898.



ing and is a member of the Association of Colleges and Secondary Schools of the Southern States, the Association of Alabama Colleges, the Association of American Colleges, and the Southern Association of Colleges for Women. The standard requirements, fifteen designated units, for entrance are maintained.<sup>1</sup> The enrollment in 1926 was two hundred and eighty-one.<sup>2</sup> Of these two hundred and thirty-five were from Alabama.

The Faculty. There are thirty-three members of the faculty and fourteen officers of administration. Four members of the faculty hold a Ph.D. degree. Fourteen members hold the M.A. degree. There are eight institutions represented by the graduate work done by the members of the faculty.<sup>3</sup>

Departments of instruction. The college offers a four year course of study leading to the Bachelor of Arts (B.A.) degree. One hundred and twenty semester hours of college work must be completed and in addition three hours a week in physical education. The courses are divided into prescribed subjects and electives.

In addition to the liberal arts, the college has a department of education offering ten courses, a department of religious education offering ten courses, a department of art offering ten courses, a department of expression offering six courses, a department of home economics offering eight courses and a department of music offering eleven courses.<sup>4</sup>

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1. Judson College Catalogue, 1926, p.20.
  2. Judson College Catalogue, 1926, p.98.
  3. Judson College Catalogue, 1926, p.6.
  4. Judson College Catalogue, 1926, pp.64-86.

Endowment. The college is struggling to secure \$500,000 endowment. At present the Alabama Baptist State Convention is supplementing the income from endowment with a cash contribution each year to assist in meeting the expenses of the institution.

Library. The library contains eleven thousand volumes and <sup>1</sup> additional magazines and daily papers.

Buildings and grounds. The college includes thirteen buildings; the most important are the Main Building, the W.M.U. Annex, the Alumnae Auditorium, and Music Hall, the Home Economics Building, the Carnegie Library and the President's Home. The value of these buildings and the grounds is approximately seven <sup>2</sup> hundred thousand dollars.

Expenses. The expenses including tuition, registration fee and other fees amounts to one hundred and fifty dollars, board and room amounts to two hundred and fifty dollars, making a total of four hundred dollars. Courses in art vary in cost <sup>3</sup> according to individual or class instruction.

Woman's College of Alabama- Standing, Entrance Requirements, and Enrollment. Woman's College of Alabama is of A grade standing according to the ranking of the General Board of Education <sup>4</sup> of the Methodist Episcopal Church, South. The requirements for entrance are fifteen standard units. The total number of stu- <sup>5</sup> dents enrolled in 1926 and 1927 was 592.

The Faculty. There are forty members of the faculty and twenty-two officers of administration. Five members of the

1. Judson College Catalogue, p.22.
2. Judson College Catalogue, (1926), p.20.
3. Judson College Catalogue, 1926, p.42.
4. Woman's College Catalogue, 1927, p.13.
5. Woman's College Catalogue, 1927, p.4.

faculty hold the Ph.D. degree. Twenty members hold the M.A. degree. There are ten institutions represented by the graduate work done by the members of the faculty.<sup>1</sup>

Departments of instruction. The college offers a four year course of study leading to the Bachelor of Arts (B.A.) degree. One hundred and twenty-eight semester hours of work are required for graduation. This may include eight hours in physical education. The course is made up only of prescribed subjects.<sup>2</sup>

The college emphasizes the liberal arts. There is a department of home economics in which thirty hours of work may be taken in connection with ninety-eight hours in other departments leading to the B.A. degree and state certificate in home economics.<sup>3</sup> Ten courses are offered in education. A School of Fine Arts is maintained offering courses leading to Bachelor of Music degree.<sup>4</sup> A School of Art is maintained offering a four year course leading to a diploma.<sup>5</sup> Courses in Bible and Religious Education are required for all degrees.<sup>6</sup> Eight hours of work must be done in this department. A certificate of Religious Education is granted by the General Education Board of the Methodist Episcopal Church, South, through its department of Teacher Training upon the completion of twenty-four semester hours in this department.

Endowment. The income from invested funds and the annual

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1. Woman's College Catalogue, 1927, p.4.
  2. Woman's College Catalogue, 1927, p.26.
  3. Woman's College Catalogue, 1927, p.42.
  4. Woman's College Catalogue, 1927, p.63.
  5. Woman's College Catalogue, 1927, p.81.
  6. Woman's College Catalogue, 1927, p.31.

appropriation from the two conferences make it possible for the college to meet the expenses incurred in maintaining the A grade standing as indicated above.<sup>1</sup>

Library. The library is located in the administration building. Reference books for each department are provided. On reading tables are found magazines, scientific and educational, music and art journals and the daily papers.<sup>2</sup>

Buildings and grounds. The campus is located just outside the southeast portion of the City of Montgomery and contains fifty-seven acres of land.<sup>3</sup> The main buildings are the John J. Flowers Memorial Hall erected at a cost of \$150,000, the Julia A. Pratt Residence Hall, providing accommodations for one hundred twenty-five students, the Massey Hall, a four-story, well-equipped building, the Y.W.C.A. Building, the social center for the college, the Miriam Jackson Infirmary, the Hanson Hall, a semi-fireproof dormitory, and the Gymnasium and Swimming Pool, located in the basement of Massey Hall.<sup>4</sup>

Expenses. The charge of tuition is per semester hour. In the college of liberal arts \$4.00; in school of fine arts, \$5.50. There is an average of twenty-six semester hours each year. Incidental fees for year are \$25.00; room and board for the year, \$265.00. Lessons in Fine Arts and Art Departments vary in price according to instruction given. There are also laboratory fees.

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1. Woman's College Catalogue, 1927, p.13.
  2. Woman's College Catalogue, 1927, p.16.
  3. Woman's College Catalogue, 1927, p.15.
  4. Woman's College Catalogue, 1927, pp.91, 92.

## 2. Development Indicated by the Accepted Educational Standards and an Evaluation of the Facts Given.

During the past twenty-five years many changes have come in the general education program of the colleges. The curriculum has been enlarged as to courses offered, the requirements for degrees are not made according to prescribed courses and a special emphasis has been placed on the guidance of the student in the choice of courses of instruction. These changes can be recognized in the enlargement and readjustment of the aims emphasized. The religious aim is not dominant now. The economic aim has steadily grown in power. The political aim is also recognized. The educational standard generally accepted at the present time places an obligation upon each college to serve its constituency and to supply the educational needs of all students, as far as it is possible, who compose the student body.

Educational leaders are placing the emphasis upon the student in his relationship to the community, the nation and the church. The symmetrical training of the student and the supplying of all the needs of the constituency of each institution is the worthy educational aim for each college.

The growth of the denominational colleges of Alabama during the past few years and the trend of the development indicate that those responsible for guidance and support are realizing in a greater degree that colleges are influenced by the needs and demands of society. A far-seeing leadership in institutions

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1. Standard emphasized by Dr. J. J. Doster, Head of the School of Education, University of Alabama.

of learning will reveal itself by preparing for the needs of society contiguous to the institution and by undertaking to awaken society to these needs. The history of these institutions, however, reveals the fact that the raising of standards and the enlargement of the curriculum came as a result of a demand from without made on those entrusted with the welfare of these colleges.

The appeal in the struggle to become A grade was an urgent desire to keep the college alive and to assure the continuance of a respectable student body. The evidence for this fact is found in the purpose of the campaigns waged by the denominations for increased endowment and more adequate equipment.

The response of these colleges to the standardizing agencies, shown by the requirements for entrance, the advanced training of a good per cent of the instructors, the increased library and laboratory facilities, and the readjustment of the courses of study, looking to the Bachelor degrees, is worthy of recognition and commendation. There are some pertinent facts, however, that raise questions of interest. Howard and Birmingham-Southern Colleges are maintained by two leading denominations with the avowed purpose of preparing leaders for an ever-enlarging denominational religious program. Aside from the offering of a list of courses in Bible and religious education and the furnishing of instruction to ministerial students there is little evidence that this purpose is maintained on a basis adequate to the needs of the denominations.

These two colleges are located in the suburbs of the great

industrial city of Birmingham. The needs of this great city should be met in a large degree by these two institutions if larger support of these colleges is to be realized. The courses offered at Howard in the department of chemistry and metallurgy show response to some of the needs of Birmingham. Until larger endowments are realized a mutual understanding between these two institutions might be of advantage to both.

The survey of Judson and the Woman's College clearly indicates that the aim of these institutions is to provide training to a small group of the young women included in the constituency of these two denominations. The needs of the larger group are given less consideration both in the courses offered and in the opportunities available to secure the instruction. The survey indicates that these colleges are too far removed from the young women of today.

### 3. Development Indicated by the Increased Educational Emphasis on the Part of the Larger Denominations.

The denominational colleges in Alabama are a part of a larger program of education carried on by the different denominations. The development of the colleges in Alabama, in some degree at least, is dependent upon the general educational emphasis of the denominations as a whole.

The figures available in 1918 indicated that the field of liberal arts was about evenly divided between church and private institutions on the one hand and state institutions on the other.<sup>1</sup> There were in 1918 affiliated with the various

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1. Biennial Survey of Education, Department of Interior, Bulletin, 1919, No. 10, p. 8. (1916-1918)

church boards of education three hundred thirty-three colleges and universities, forty-one recognized junior colleges, and twenty-eight other colleges for negroes. The total assets of these schools, including Catholic institutions, are in excess of half a billion dollars and their combined income more than \$25,000,000 per year. During the past four years their gifts for plant and endowment averaged more than \$30,000,000 per year.

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Higher Educational Institutions of Leading Denominations. According to statistical tables prepared for the Lutheran almanac for 1904, the Lutherans in the United States have altogether one hundred sixteen educational institutions of which twenty-three are theological seminaries, with eighty-seven professors, one thousand twenty-one students, property valued at \$1,600,600 and endowment funds amounting to \$768,464; fifty colleges with five hundred fifty-seven professors, nine thousand one hundred fourteen students, \$3,022,716 of property and \$1,016,301 of endowment funds; eleven colleges for women, with one hundred seventeen instructors, one thousand forty-three students and \$583,500 of property.

The educational institutions under Congregational control include eight theological seminaries and thirty-seven colleges listed in the Congregational year book for 1903.

The Presbyterian and Reformed Churches have thirty-nine colleges and universities of which four are women's colleges. In 1903, \$1,543,500 was appropriated to the benefit of the educational institutions of the church.

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1. Monographs on Education in the U.S. 20, Edited by Nicholas Murray Butler.



The Methodist Episcopal Church had in 1903 thirteen theological institutions, fifty-three colleges and universities, nine colleges for women, included in one hundred twelve institutions with two thousand eight hundred fifty-two professors and teachers, forty-seven thousand seven hundred thirty-one students and \$34,994,861 of property and endowment.

The Methodist Episcopal Church, South, in 1902 had seventy-seven institutions with eleven thousand nine hundred eighty-three students and equipment and endowment valued at \$7,522,583.

The American Baptist year book for 1903 gives lists of nine Baptist theological seminaries with one thousand eighty-eight students; one hundred universities and colleges with thirty-one thousand three hundred fourteen students; value of property \$24,703,148 and endowment funds \$24,192,965.

It became evident some years ago that to realize the high standards defined by the Association of American Colleges and denominational standardizing agencies it would be necessary to raise larger endowments and incomes.<sup>1</sup> The Disciples and Baptists, North, have now raised nineteen and one-half million dollars. The Methodist Episcopal Church completed a jubilee fund of \$27,000,000. Southern Baptists have arranged a campaign for \$15,000,000. Southern Methodists are committed to an educational campaign for \$13,000,000 for colleges and \$10,000,000 additional for its two universities.<sup>2</sup> It is evident that the church standards of education, as they relate to financial requirements, will be realized.

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1. Dept. of Interior, Bulletin, 1919, No. 10, p.8.

2. Department of Interior, Bulletin, 1919, No. 10, p.8.

The following statistics taken from the report of the United States Commissioner of Education for 1901<sup>1</sup> reveal the educational emphasis in the larger denominations at that time:

<i>Denomination</i>	<i>No. of Institutions</i>	<i>No. of Instructors</i>	<i>Number of Students</i>	<i>Value of grounds, buildings, furniture &amp; scientific apparatus</i>	<i>Amount of productive endowment</i>
Baptists	100	2033	31319	\$19,558,856	\$19,731,786
Congregationalists	38	1334	17716	12,422,497	23,825,216
Disciples of Christ	14	262	4803	1,520,500	1,417,000
Lutherans	50	557	9114	3,022,716	1,016,301
Methodist Episcopal Church	52	2173	31227	14,638,780	11,074,454
Methodist Episcopal Church, So.	18	380	4896	3,537,692	2,683,983
Presbyterian Church in U.S. of America	39	731	9365	8,619,756	7,248,423
Presbyterian Church in U.S.	10	138	2793	606,700	768,000

Twenty of the leading denominations now have Boards of Education and others are considering closer organization. The combined budgets for these boards for 1918 amounted to \$1,500,000.00. In 1911 these boards united in a council of church boards of education. In 1914 the council organized the association of American colleges, which now numbers two

<sup>1</sup> Monographs on Education in the United States by Nicholas Murray Butler, No. 20, p.45.

hundred thirty standard institutions (1916-18.)<sup>1</sup>

The following table of Education Gains of Southern Baptists is available:<sup>2</sup>

Seven Years Education Gains				Percentage of Gains	
Items Compared	1919-20	1926-27	Gains		
Schools	119	112	*7	*6	
Men	10,505	16,645	6,140	58	
Women	14,127	22,445	8,318	58	
Total Students	24,632	39,090	14,458	58	
Ministerial Students	2,088	2,424	336	16	
Property	15,488,827	38,890,086	23,401,259	151	
Endowment	7,348,562	18,854,721	11,506,159	156	
Total Valuation	22,837,389	57,744,807	34,907,418	152	

#### Quarter Century Education Gains

Items Compared	1900-01	1926-27	Gains	
Schools	119	112	*7	*6
Men	8,064	16,645	8,581	106
Women	3,066	22,445	19,379	632
Total Students	11,130	39,090	27,960	251
Property	5,139,000	38,890,086	33,751,086	656
Endowment	2,367,051	18,854,721	16,487,670	696
Total Valuation	7,506,051	57,744,807	50,238,756	669

\*Loss

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1. Biennial Survey of Education, (1916-1918) Department of Interior, Bureau of Education, Bulletin, 1919, No.10.
  2. Secured from Baptist Education Board, Birmingham, Alabama, Albert R. Bond, Editorial Secretary.

### Part III

#### The Past Contribution and Future Need for the Denominational College in Alabama

##### 1. The Past Contribution Made to the State.

1) The early educational emphasis. Two streams of population flowed into the State of Alabama in the early days. Emigrants from South Carolina came to Southern Alabama by way of the State of Georgia. Settlers also came from Virginia down through the Tennessee Valley and located in North Alabama. These people followed the great water courses to the heart of the state. In the early historic days the population moved northward from Mobile along the Alabama-Tombigbee River System navigable many miles northward from Mobile Bay.

Some of these settlers were graduates of colleges in South Carolina and others were from the University of Virginia. After the material needs of these people were met, they set about to establish churches and schools. The people came together in many revival meetings. While many of the ministers had limited educational training, there were a number of great preachers who had splendid insight into the meaning of the Gospel, and some of these were intellectual giants in their day. These leaders rightly related missions and education and a demand was created for private schools and academies. It was not unusual to find men who could and did teach all the week and preached in the churches on Sunday.

While some of the academies were local and modest in their claims and short lived, others were more pretentious. These had prominent men as teachers and trustees. Endowments were

1. Ed. Study of Alabama, Bulletin, 1919, No. 41, p. 14.

raised and the state gave official recognition. The idea of an education for its own sake gradually developed.

The growth of the denominations in the state was in proportion as emphasis was placed on education. In 1850 there were 166 academies in the state, with three hundred eighty teachers and eight thousand two hundred ninety pupils, with an annual income of \$224,000<sup>1</sup>. Many of these academies were denominational in origin and were religious in character.

The University of Alabama was chartered in 1821, located in Tuscaloosa in 1827, and the first session began April 18, 1831. The first president was Dr. Alva Woods, an honored Baptist clergyman of Rhode Island. It was two decades later before there was any general system of public schools.

Through the long years of difficulties that hindered the enactment of a public school law until 1854 there were able men<sup>2</sup> who rendered remarkable service to the cause of education. Dr. Basil Manly, President of the University of Alabama from 1837 to 1855, was one of the best known southern educators of his time. Dr. Henry Tutwiler for many years head of the Greene Springs Academy and father of Julia S. Tutwiler, who became principal of the State Normal School at Livingston from 1883 to 1913, was a leading educator. Henry Tutwiler taught in La Grange and Howard Colleges and at the University before he established his school at Greene Springs. Dr. Basil Manly was an able minister as well as an educator.

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1. Weeks' History of Public School Education in Alabama.  
Academy Movement in the South, by Edgar W. Knight, Univ. of N.C.  
 2. Ed. Study of Alabama Bulletin, 1919, No. 41, p. 37.

Among the friends of public education were found many ministers and presidents and teachers of the denominational colleges. The campaigns waged, the sermons and addresses delivered, and the gifts made in the interest of the denominational colleges cannot be too highly estimated as a contribution to the cause of education in general in the State of Alabama.

2) The opportunity offered for higher education. For many years, before the system of public schools was enacted by the state, the private academies and denominational institutes and colleges assumed the responsibility of providing an opportunity for the youth of Alabama to receive an education. The graduates of La Grange and Howard Colleges and Southern University filled the important places as lawyers, statesmen and ministers.<sup>1</sup> Among the list of prominent men graduates of La Grange College are found such leaders as Edward A. O'Neal, "The impetuous brigadier-general and the eloquent lawyer, who has been governor of Alabama"; Colonel Henry Chambers of Mississippi, "A statesman of distinction"; Jeremiah Clemens, "A poet, a novelist, a politician, a lawyer, a writer, and a speaker"; he was senator from Alabama in Congress; William B. Wood, "the learned lawyer, the able judge, and the earnest minister of the Gospel"; William R. Byrd, Justice of the Supreme Court of Alabama of whom it was said, "no state has ever boasted a purer citizen, a nobler man, a gentler Christian, nor an abler jurist". Among physicians we find the name of Dr. J. W. Towler, who long stood at the head

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1. From list of prominent graduates of La Grange College- History of Education, by Clark, p.171.

of his profession, also Dr. Thomas Maddin of Tennessee. A long list of distinguished graduates of Howard College is recorded by Willis G. Clark on page 176 of his History of Education. There will also be found a long list of prominent men who were students or trustees of Southern University on pages 184 and 185 of this same volume.

These facts are unanswerable proof that the denominational colleges made a contribution to the State of Alabama that should be properly evaluated. In a number of instances the buildings used by some of these colleges were turned over to the state to be used for institutions under state control. This is true of the State Normal at Florence and the Alabama Polytechnic Institute at Auburn.

The colleges for the education of young women have contributed culture, Christian ideals, and patriotic loyalty to thousands of homes of Alabama and of other states. Many of the graduates of the denominational colleges for women have become teachers in the public High Schools and secondary schools of the state.

## 2. A Present Re-emphasis on Religious Education.

Education has changed as to meaning- Education has had a transformation as to its meaning during the past two decades. At one time education meant only the ability of a slave to read an occasional letter or legal form for his master. Later education came to mean the ability to read in the original tongue in which were written great literary classics. After the Reformation, an educated person was one who could read the Scriptures, translated into one's own native tongue. In John Locke's time

education consisted of the training to be an English gentleman. It was the ability to talk and act gracefully in select society.

Two hundred years ago education was conceived as the discipline of the mind, the training of the intellect, the sharpening of the wits, the teaching to think, reason, and discriminate. In disciplinary education the volitional side of life was neglected, the attitudes, the emotions, the interests were entirely secondary. The need for self expression and the motives governing self activity were very much neglected. The aim was to impart knowledge to a passive recipient. Education was a matter of the head only.

Education, as we understand the term now, deals with the whole of life. It attempts to train the intellect, the affections, the appreciations, the loyalties, and the aspirations. The right kind of instruction "reaches down to the springs of action, influences conduct, forms character, guides achievement and shapes destiny....It appeals to the conscience, stimulates self-respect, creates regard for others and sets up the law of allegiance to the common good<sup>1</sup>". The heart must be trained as well as the head. The will must be guided in forming decisions and motives must be provided for self-direction.

The standard requirements for the Bachelor of Arts degree were fixed a half century ago. The required subjects of the curriculum were Latin, Greek and mathematics. In the year 1900 a change came in the requirements. Harvard College, with its adopted system of electives, had dropped all three as require-

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1. Geo. H. Betts, New Program of Religious Education, p.35.



ments for graduation. This movement permeated the southern colleges gradually until now few colleges require Latin and Greek and some require only one year of college mathematics.

The interest in the physical sciences, physics, chemistry, biology, etc., about 1900, was increasing rapidly. The spirit of scientific research and the discoveries of science had created an enthusiasm and demand for scientific courses in college during the latter part of the nineteenth century. This new emphasis is found in many colleges and universities and in some institutions scientific courses are usurping the chief place in the curriculum.

The social science group--history, psychology, economics, sociology, etc.--challenge the right to a chief place with the physical sciences. Modern languages, including English, have come to a commanding place also. This means that the ancient standards for the Bachelor of Arts course have been changed. The elective system of courses has had much to do with this changing process. The student may elect his course toward graduation under the requirement that he take a certain number of courses which must follow certain grouping of studies. The selection is made according to groups of studies.

The number of semester hours now offered by denominational senior colleges varies from 275 to 1575. The number required for graduation is one hundred and twenty. It would take fifty years, instead of four, for a student to complete the entire curriculum. Twenty-five years ago a student could take practically. From an investigation of the catalogues of many leading institutions--Princeton, University of Pittsburg, University of Alabama, Texas, Columbia, and University of California.

cally every course offered by the college.

The Association of Colleges and Secondary Schools of the Southern States was organized in 1895. Since that time the association has become the recognized standardizing agency for southern institutions. Standards have been erected and schools have been accepted for membership on the basis of such standards. These standards not only grade the academic side of the college,<sup>1</sup> but require large investments in property and endowments.

Education has changed as to emphasis. Religious education has come to mean something entirely different from cultural education under church control. The colleges that are still trying to put a stamp on the students rather than train the springs of conduct for the proper self-direction are having a difficult experience in holding the students. An appeal to denominational loyalty alone will not secure a student body. In the student body of the most successful denominational colleges are found students of many denominations and some with no denominational affiliation. These facts mean that parents send their children to certain colleges because they feel that under the circumstances their children can get the largest benefit from these institutions. Decisions as to the institutions are often left to the boy or girl alone.

Colleges and universities under state control have also been influenced by this larger meaning of education. Those entrusted with the direction of these institutions are becoming more outspoken in a realization that while maintaining the important principle of the separation of church and state, education apart

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1. A Quarter Century in Education, by Albert R. Bond, Editorial Secretary, Baptist Education Board.

from religious influence will produce results not only limiting the larger development of the students but may also be detrimental to the standards of a Christian nation. These institutions must have the assistance of the denominations in order that religious education may be provided and that the instruction offered in Bible study may be voluntary and unhampered by the state as to interpretation.

Denominational colleges, if acceptable to their constituency, must meet the standards of accredited A grade colleges. Students in the high schools become familiar with the requirements of standardizing agencies and learn to respect these demands and appreciate their significance in providing the highest type of instruction. These students discuss in the homes the meaning of such educational recognition and parents become acquainted with standardization. Thus the purpose is formed on the part of students and parents that, regardless of denominational loyalty, their children must attend an accredited A grade college.

### 3. The Future Need For the Denominational College in the Larger Educational Program of Alabama.

1) The need continues- The educational system of the State of Alabama is being builded from the top downward. The denominational colleges will find their place in this great system. The need in Alabama now from some standpoints remains the same, that is, the State University has not sufficient equipment or funds to pay instructors if all the college students of the denominational schools should decide to transfer to the University of Alabama. It is also a fact that none of the denominational colleges has

sufficient physical equipment or endowment to provide instruction for all the young men and young women included in their constituency.

The application is plain and inevitable that there should be the highest recognition and appreciation of both state and denominational colleges and universities. All must meet the requirements of the proper standardizing agencies and each needs the assistance of the other that more adequate buildings may be secured and larger endowments, so essential to proper maintenance, may be acquired.

"It is generally recognized that church schools have contributed to our total system of education a moral tone which would have been impossible under purely secular control. There is on the one hand less disposition than ever before to bring about a mere duplication of educational facilities as between church and state, and, on the other hand, a far stronger tendency to secure from each type its highest contribution to the nation."<sup>1</sup>

The necessity for replacing the present ministry and providing for reasonable growth calls for the addition of at least four thousand five hundred ministers each year. To train this number of recruits there were, in 1915, one hundred sixty-four theological schools. Sixty-seven seminaries of eight leading denominations have total assets, including plant and endowment, of \$31,295,000 or about one half of the total assets of all the

1. B. Warren Brown, Survey Secretary, Council of Church Boards of Education.

2. Biennial Survey of Education (1916-1918) Dept. of Interior, Bureau of Education, Bulletin, 1919, No. 10.

seminaries. The number of students graduated by all theological schools is approximately two thousand five hundred per year. This is only about half of the annual demand. The remainder must be supplied from students who fail to complete the seminary course or from those who enter the ministry directly from college. With all due allowance from church consolidation and the increase in the average congregation per minister, the lack of trained leaders is a serious menace to the future growth of the different denominations.

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A survey of Baptist schools reveals the following:

In the session of 1919-20 there were 2,088 students for the ministry in our Baptist schools and a total of 23,632 students. The total valuation of property and endowment amounted to \$22,837,389.00.

The session of 1923-24 shows the increase of ministerial students to 3,110, or a forty-eight per cent gain; the total number of students to 36,227, or a forty-six per cent gain; the total valuations to \$46,103,351, or a one hundred one per cent gain.

In the session of 1926-27 ministerial students number 2,424 which shows a twenty-two per cent decrease over the session of 1923-24, in a period of three years. The total number of students for 1926-27 is 39,090, or a seven per cent increase over the enrollment of 1923-24. Total valuation of 1926-27 is \$57,744,807.00 or a twenty-five per cent increase over the session 1923-24.

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1. Educational Survey by Dr. Albert R. Bond, Editorial Secretary,  
Baptist Education Board, Birmingham, Alabama.

The startling fact is in the period of the last three years. The number of ministerial students in our schools has decreased by twenty-two per cent.

2) A need for a system of religious education. The educational atmosphere is being surcharged with an increasing number of books from leading educators on the subject of religious education. Magazines and monthly journals given over entirely to religious education are published and are receiving large circulation.<sup>1</sup>

The departments of religious education in Boston University and Northwestern University at Evanston, Illinois, have done much to develop this sentiment. The following statement is of interest: "The great problem of the church in this age is to make of itself the effective instrument by which the basic Christian truths can be planted in the minds that they shall come to fruitage as Christian character in adults."<sup>2</sup>

The director of the department of religious education in Boston University states that "the only defensible method for the religious education of the American people" is "by erecting a system of church schools, extending from our Christian homes to our graduate schools of religion". When this is accomplished there will be a system of religious schools paralleling and reinforcing the public schools.

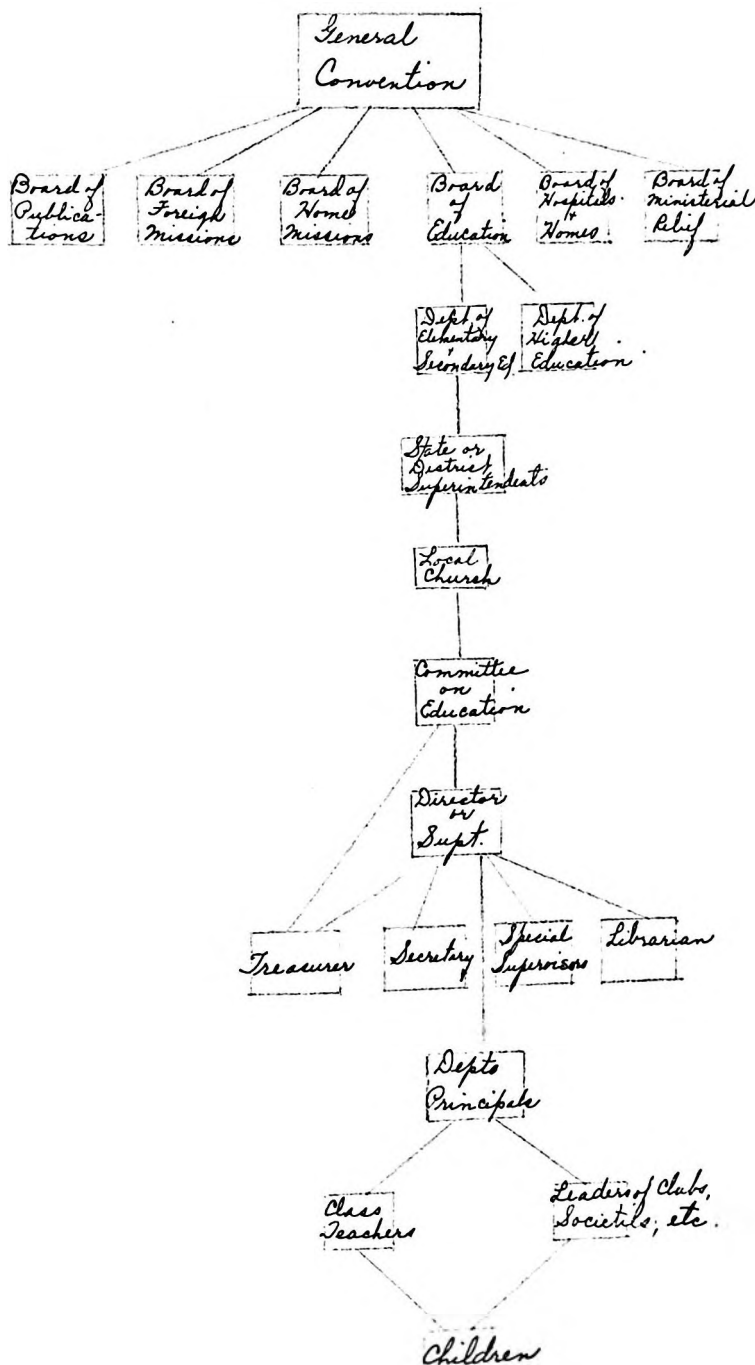
One of the difficulties in this task is to find a satisfactory way to preserve denominational initiative and control.

The divided educational appeal in some of the denominations must  
1. Religious Education; International Journal of Religious Ed.  
2. Geo. H. Betts, Northwestern Univ., The New Program Religious  
Education, p. 78.

be readjusted. The task calls for a statesmanlike program which will challenge the local churches for generous support.

The following diagram presents a suggested plan of organization:

1  
 A Standard Organization for Religious Education  
 In a Religious Denomination  
 "Malden Plan"



1. A National System of Education, Althearn, p. 83.

The department of higher education indicated in this chart in which the denominational colleges may find due recognition will render important service in such a system. These colleges that have reached the A grade standard are in a position to recommend courses of instruction in religious education. These courses must carefully correlate the instruction beginning in the church schools, including Sunday Schools, Week Day Schools in Religious Education and Vacation Bible Schools and extending through the Junior Colleges to the Senior College. These courses should meet the general requirements of all students and furnish all preliminary requirements for graduate schools of religion.

### 3. The Future Need of the Denominational College.

The Future Development- To attempt to discuss the future of the denominational college is to raise a question of serious concern.<sup>1</sup> There are interests at stake that are both material and spiritual. These interests are delicate because the privileges and rights of individuals are involved.

The previous sections of this investigation have revealed the importance of the contribution made to the American system of education by the denominational colleges and universities. The belief that there is still a great necessity for such a contribution is held by many prominent educational leaders as indicated in opinions expressed and recorded later in this section.

The inter-denominational association of denominational colleges will furnish an opportunity for an agreement on courses in religious education. Some progress has been made and more rapid developments are expected in the near future as the demand

1. Trend in Higher Education, by William R. Harper, p.349.



for such courses is increasing each year.

Birmingham-Southern and Howard Colleges, through their departments of religious education, are competent to render great service to the State of Alabama. The teachers of these departments are alert to this need and the number of students in these departments has increased rapidly. The demand for courses in religious education is felt in practically all the higher state institutions in Alabama. Plans are now in process of completion on the part of several denominations to establish accredited Chairs of Bible and religious education at the University of Alabama in Tuscaloosa.

Will the denominational college meet this need and continue to take a place of importance in the general system of education?

There is no doubt that those who preside over the denominational colleges are ready to answer this question in the affirmative. The following statements from some of the leading presidents are of special interest:

Dr. Harvey W. Cox, President of Emory University, Emory University, Georgia:

"Two things, it seems to me, will be necessary for the development of colleges in our church schools. One is the loyal support of the Church, which means a process of education that must be carried on in a fine co-operative way. The present attitude of the Churches criticising the institutions without regard to the truth will not develop denominational schools but will hinder them, for it means they do not get the support and cannot do the work which should be done in such schools.

"The second thing that will be necessary is a high standard of work that will make our denominational schools rank with the best of schools in the State or private foundations; thereby, securing recognition

from every angle. With these two conditions fulfilled and a definite program for Christian training in service to the world will, I am sure, give a definite place for our denominational schools right on as long as they continue this policy."

Dr. W. J. McGlothlin, President of Furman University,  
CGreenville, South Carolina:

"As the state and independent universities increase in number and power the need for the denominational college increases in like degree for the denominational college is the only assurance that higher education will remain Christian.

"In order to be a powerful educational institution the denominational college must have a faculty as able as any and this faculty must be provided with the necessary facilities for doing the highest type of work, otherwise our own people will not patronize our schools.

"The weakness and decay of the denominational college will mean that we shall gradually turn education over to the state and to independent institutions, for it is inconceivable that our people should be willing to remain uneducated."

Dr. J. R. McCain, President of Agnes Scott College, Decatur,  
CGeorgia:

"In my judgment unquestionably the great mass of college work must be done by state institutions. The denominational colleges will have a good place if they are well endowed and well equipped. Otherwise I think they would die. The chief function of these institutions must be the production of denominational leaders, such as ministers, missionaries, and other distinctively religious leaders. That is almost the only justification for continuing them. My feeling is that their justification will lie only in outstanding scholarship if there is to be a function aside from the one just mentioned above; namely, the religious."

Dr. S. P. Brooks, President of Baylor University, Waco,  
TXexas:

"One thing certain is that our colleges must be all that they pretend to be; they must not camouflage the truth or pretend to teach that which they are not able to do. They must live up to their advertisements and catalogs.

"The word, Baptist, written in capital letters on every building in the South will not of itself make a worthy college or give perennial life to an institution; it must be written in the hearts of its friends, its alumni and the denomination at large."

Dr. Chas. C. Selecman, President of Southern Methodist University, Dallas, Texas:

"While doubtless some of our weaker schools will find it impossible to survive the pressure of increasing expense of operation, in my judgment our denominations will see the wisdom of concentrating upon a few well financed and well organized institutions and thus secure their permanency."

Dr. Chas. E. Diehl, President of Southwestern, Memphis, Tennessee:

"I believe, further, that there is a future for denominational colleges if the denominations evidence some intelligence in their conduct of them, and if the denominations are willing to pay the price. I do not believe that any denominational college that is not first-class has a future.

"The denominations must face this situation, and they must answer for themselves the question whether or not denominational colleges are worth this price. I am inclined to think that they will come to the conclusion that they are worth the price, and that they will then come to the realization that it is impossible for them to maintain as many of them as they now have. This conclusion will lead the denominations to study the field, to determine in what strategic locations their colleges should be, and to effect such combinations among their colleges as will result in the establishment in strategic places of those colleges, and only those, which they have a right to expect that the denomination will maintain in first class shape. If the denominations will do this, I believe that the denominational college will be in the future even a greater asset than it has been in the past."

It is refreshing to the student in the department of education to note the clear-cut statements of these honored presidents. All are agreed that the right kind of leadership

in the stronger denominations may make possible the meeting of every requirement.

These leaders, however, in co-operation with other denominational leaders, are facing some serious problems. These colleges have not been adequately supported in the past. Some of these colleges are holding their A grade standing by the substitution of a special contribution from denominational boards to take the place of a needed income from endowment which thus far has not been provided. Each denomination will be forced to decide how many A grade colleges can be equipped and supported from a reasonable estimate of the funds that can be depended upon for this purpose.

The General Education Board of New York founded by John D. Rockefeller in 1902 has been a source of great encouragement to the denominational colleges of Alabama. The following statement furnished by the Secretary of this Board shows the amount of appropriations made to the colleges of Alabama (the gifts to the negro institutions are not included):

	Amount Appropriated	Purpose
Alabama Polytechnic Institute, Auburn	\$40,000.00	Grants for teachers' salaries
Birmingham-Southern College, Birmingham	24,000.00	Grants for teachers' salaries
Birmingham-Southern College, Birmingham	150,000.00	toward \$600,000.00 for endowment
Howard College, Birmingham	32,000.00	Grants for teachers' salaries
Howard College, Birmingham	271,700.00	toward \$986,800.00 for endowment

Judson College, Marion	\$11,819.17	Grants for teachers' salaries
Judson College, Marion	150,000.00	toward \$450,000.00 for endowment
University of Alabama, University	50,000.00	Grants for teachers' salaries
Woman's College of Alabama, Montgomery	5,000.00	Grants for teachers' salaries
Woman's College of Alabama, Montgomery	100,000.00	toward \$300,000.00 for endowment
	<u>\$834,519.17</u>	<u>\$2,336,800.00</u>

The seriousness of the problem of financial support can be judged from the following analysis of the financial needs of a college of liberal arts for one thousand students.

A. Statement of assumptions on which the analysis is based.

First Assumption: Proposed to maintain a four year college of liberal arts that shall represent all the essential features of a college of first rank.

Second Assumption: That it is proposed to maintain a liberal arts curriculum without affiliated graduate, professional or technical schools.

Third Assumption: That the student body will include about five hundred fifty men and about four hundred fifty women. The total enrollment limited to one thousand students.

Fourth Assumption: That such a college should graduate about two-thirds of those who enter, and would have an actual attendance approximately as follows:

320 Freshman  
250 Sophomores  
215 Juniors  
215 Seniors

1. Prepared by President Donald J. Cowling, Carleton College,  
Published in Feb. Bulletin, Association of American Colleges.

Fifth Assumption: That the college will be a democratic college, and will include in its student body young men and women of various social and financial levels.

A tuition charge of \$250 a year is proposed, yielding an income of \$250,000 from one thousand students. Of this amount \$50,000 will come from endowed scholarship funds and student loan funds.

Sixth Assumption: That academic standards as to students, number of hours of teaching, four grades of faculty, administrative work, and athletics be maintained.

Seventh Assumption: That privileges of furloughs, pensions, etc., be provided for the faculty.

Eighth Assumption: The physical plant should be maintained in first-class condition and all needed repairs and replacements should be looked after promptly and charged to current expense.

#### B. Faculty Requirements for One Thousand Students.

Number of Professors for all departments	33
Number of Associate Professors for all departments	17
Number of Assistant Professors for all departments	17
Number of Instructors for all departments	17

#### C. Buildings and Equipment Needed for One Thousand Students:

Grounds	\$250,000.00
Educational Buildings	2,500,000.00
Educational Equipment	<u>750,000.00</u>
Total Value of Educational Plant	\$3,500,000.00

D. Proposed Current Educational Budget for One  
Thousand Students:

Salaries	\$300,683.33	
For Library, Administration & Pensions	<u>65,434.17</u>	\$366,117.50
Supplies and Expenses		30,000.00
Operation and Maintenance of Plant		187,500.00
General Expenses		<u>6,000.00</u>
Total Educational Expense		\$589,617.50
Current Educational Income	\$250,000.00	
Income from Endowment	<u>339,617.50</u>	\$589,617.50

The following table summarizes the amounts thus  
needed as capital investment to provide adequate college op-  
portunities for one thousand students:

1. Endowment Funds:

Endowment for current expenses	\$6,792,350.00
Endowment for Annual Additions to Permanent Equipment	1,000,000.00
Endowment for Scholarships	500,000.00
Revolving Fund for Student Loans	<u>125,000.00</u>
	\$8,417,350.00

2. Plant:

Campus, Athletic Fields, Grading, etc.	\$250,000.00
Educational Buildings	2,500,000.00
Equipment	<u>750,000.00</u>
	\$3,500,000.00

3. Current Fund:

	<u>100,000.00</u>
	\$12,017,350.00

E. Annual Cost per student.

Dividing the total of current expenditures of \$589,617.50 by one thousand shows a proposed expenditure of \$589.62 per student.

Deducting the amount of tuition	<u>250.00</u>
Leaves a balance of	\$339.62

The proposed net annual cost to the college of each student for the current educational opportunities provided.

The task of growing great denominational colleges to provide competent Christian leadership for future generations is worthy of sacrificial investments on the part of those who are blessed with wealth and the dedication of talent and ability on the part of the best trained educators to be found in the several denominations.



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