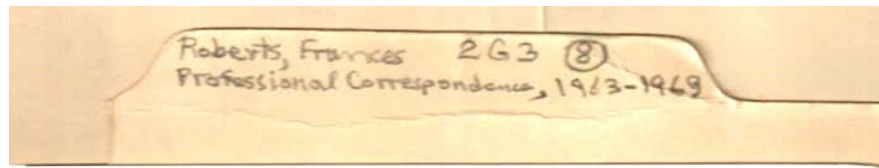


Frances Cabaniss Roberts Collection: Series 2, Subseries G, Box 3, Folder 8

Frances C. Roberts Professional Correspondence, 1963-1969

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THE ALABAMA  
HISTORICAL ASSOCIATION

*Twenty-second Annual Meeting*

HUNTSVILLE, ALABAMA

FRIDAY AND SATURDAY

MAY 2 and 3, 1969

*Host:*

Huntsville Historical Society  
University of Alabama in Huntsville

**Names:**

Alabama Historical  
Association

**Places:**

Huntsville, AL

**Types:**

program

**Dates:**

May 2, 1969

## Officers

MISS FRANCES C. ROBERTS, Huntsville..... *President*  
 T. B. PEARSON, Lefoy..... *Vice President*  
 JAMES F. SULZBY, JR., Birmingham..... *Secretary*  
 MILO B. HOWARD, JR., Montgomery..... *Treasurer*

EXECUTIVE COMMITTEE: The officers and Rucker Agee, Birmingham; Mrs. Lee C. Bradley, Jr., Birmingham; Hamner Cobbs,\* Greensboro; C. J. Coley, Alexander City; Bernarr Cresap, Florence; Caldwell Delaney, Mobile; James F. Doster, Tuscaloosa; Ralph B. Draughon,\* Auburn; Mrs. Margaret Pace Farmer, Troy; Eugene G. Fitzgerald, Birmingham; William E. Gilbert, Jacksonville; S. Wallace Harper, Demopolis; William H. Jenkins, Decatur; Frank M. Jones, Birmingham; Rev. Oscar H. Lipscomb, Mobile; Mrs. John F. Lyle, Mobile; Doy L. McCall, Montroeville; Malcolm C. McMillan, Auburn; Richebourg G. McWilliams, Birmingham; Jack N. Nelms, Selma; Rev. Aloysius Plaisance, St. Bernard; Mrs. Hugh Smith, Langdale; H. E. Sterkx, Troy; Richard J. Stockham, Birmingham; Charles G. Summersell, Tuscaloosa; Leslie S. Wright, Birmingham.

\*Deceased

## Program Committee

LEE N. ALLEN, Samford University, *Chairman*  
 BERNARR CRESAP, Florence State University  
 EUGENE G. FITZGERALD, Birmingham  
 CHARLES G. SUMMERSSELL, University of Alabama

## Friday Program

May 2, 1969

(Friday Sessions at Carriage Inn Motor Hotel)

- 8:00 Registration—Carriage Inn Motor Hotel.
- 9:45 Opening Assembly—Miss Frances C. Roberts, President of the Association, presiding.  
 Invocation—The Rev. Paul Clem, Pastor, First Methodist Church, Huntsville.  
 Welcome—Hon. Joe Davis, Mayor of Huntsville.  
 Response—Dr. Malcolm C. McMillan, Auburn University.  
 Appointment of Committees.  
 Announcements.  
 Sesquicentennial Feature—"A New Map of Huntsville—1819"—Panel Presentation—Mrs. Burke S. Fisk, Chairman, Donald Shenk, Mrs. Wayne L. Smith, and Mrs. Ward F. Sparkman, all from Huntsville.
- 10:45 Morning Session "A"—Jack N. Nelms, Selma, presiding.  
 "Furnishing Merchants and Share Croppers"—Mrs. Margaret Pace Farmer, Troy.  
 "Historic Caves in Northern Alabama"—Bert Umpingco, Decatur.  
 "Dread Diseases in Alabama During the Reconstruction Era"—Mrs. Besse T. Terry, Alabama College.
- 10:45 Morning Session "B"—Mrs. Hugh Smith, Langdale, presiding.  
 "Andrew Jackson's Interests in North Alabama"—William H. Jenkins, Decatur.  
 "Happenings at Fort Condé"—Nicholas Holmes, Mobile.  
 "George Steele, Architect: His Life and Works"—Eugene E. Burr, Huntsville.
- 10:45 Morning Session "C"—Dr. Ralph M. Tanner, Birmingham-Southern College, presiding.  
 "The First Session of the Alabama State Legislature, 1819"—Mrs. Leah R. Atkins, Auburn University.  
 "Michael Portier—The First Bishop of Mobile, 1829-1859"—Mrs. S. P. Van Antwerp, Mobile.  
 "A Hundred and Fifty Years of State Historiography"—Milo B. Howard, Director, Department of Archives and History, Montgomery.  
 Adjournment.

Roberts, Frances  
 Professional Correspondence, 1963-1969  
 2 G 3 (8)

### Names:

Allen, Lee N.	Fisk, Burke S., Mrs.	Pearson, T. B.	Sulzby, James F., Jr.
Atkins, Leah R.	Fitzgerald, Eugene G.	Roberts, Frances C.	Summersell, Charles G.
Burr, Eugene E.	Holmes, Nicholas	Shenk, Donald	Tanner, Ralph M., Dr.
Clem, Paul, Rev.	Howard, Milo B., Jr.	Smith, Hugh, Mrs.	Terry, Besse T.
Cresap, Bernarr	Jenkins, William H.	Smith, Wayne L., Mrs.	Umpingco, Bert
Davis, Joe, Mayor	McMillan, Malcolm C., Dr.	Sparkman, Ward F., Mrs.	Van Antwerp, S. P., Mrs.
Farmer, Margaret Pace	Nelms, Jack N.		

### Places:

Huntsville, AL

### Types:

program

### Dates:

May 2, 1969

### Friday Program — continued

- 1:45 Tour of Historic Homes in Huntsville. Buses (as they are loaded) will leave from the Carriage Inn Motor Hotel.
- 3:45 Reception.
- 7:00 *Alabama 1819 Banquet*—Carriage Inn Motor Hotel—Dr. Leslie S. Wright, Samford University, presiding.
- Grace—The Rev. Donald Bailey, Minister, First Presbyterian Church, Huntsville.
- Music by the University of Alabama in Huntsville Choir, Dr. Royce Bayer, Director.
- Salutes Commemorating Alabama's Sesquicentennial.
- Adjournment.

### Saturday Breakfast

- 8:00 Dutch Breakfast—Carriage Inn Motor Hotel—John W. Bloomer, Birmingham, presiding.
- Grace—The Rev. Aloysius Plaisance, St. Bernard.
- An Informal Discussion—Eduardo King Carr, Lavras, Brazil.

### Saturday Program

May 3, 1969

(Saturday Sessions at Madison County Courthouse)

- 8:00 Registration—Madison County Courthouse.
- At the Madison County Courthouse an Exhibit of important documents, papers, articles, and the original Constitution of the State of Alabama has been arranged.
- 10:00 General Assembly—Madison County Courthouse—Miss Frances C. Roberts, presiding.
- Comments—Hon. James Record, Chairman, Madison County Board of Commissioners.
- Report of *Alabama Review* Editor.

### Saturday Program — continued

- Report of Officers and Committees.
- Election of Officers.
- 10:45 Morning Session "A"—Richard J. Stockham, Birmingham, presiding.
- "*Education and the Mind of the South*"—Dr. David Mathews, University of Alabama.
- "*Attics, Ancestors, and Anecdotes: The Local Community as a Source of History*"—Miss Lucille Griffith, Alabama College.
- "*Readjustment of Alabamians to Defeat in the Civil War, 1865-1866*"—Mrs. Sylvia Cook, West Georgia College.
- 10:45 Morning Session "B"—Stanley T. Johnson, Cullman, presiding.
- "*Alabama's First Two Governors: William Wyatt Bibb and Thomas Bibb*"—Judge C. J. Coley, Alexander City.
- "*Goetzel of Mobile, Alabama's Leading Ante-Bellum Publisher*"—Caldwell Delaney, Mobile.
- "*Nathan Bozeman—Pioneer Gynecologist*"—Dr. Emmett B. Carmichael, Medical College of Alabama.
- 10:45 Morning Session "C"—Edward L. Darden, Gadsden, presiding.
- "*N. H. R. Dawson: A Bourbon Educator in Washington*"—Kenneth R. Johnson, Florence State University.
- "*Constantine Blackman Sanders: The Sleeping Preacher of North Alabama*"—Ebert L. Watson, Anniston.
- "*Ethel Arnes and Coal and Iron in Alabama*"—Dr. Hugh C. Bailey, Samford University.
- 12:30 Annual Luncheon Session—Carriage Inn Motor Hotel—Dr. Charles G. Summersell, University of Alabama, presiding.
- Grace—The Rev. Emile Joffrion, Rector, Church of the Nativity, Huntsville.
- Presentation of Speaker—James F. Sulzby, Jr., Secretary of the Association.
- Presidential Address—"Politics and Public Land Disposal in Alabama's Formative Period"—Miss Frances C. Roberts.
- Adjournment.

#### Names:

Bailey, Donald, Rev.	Cook, Sylvia	Mathews, David, Dr.	Summersell, Charles G., Dr.
Bailey, Hugh C., Dr.	Darden, Edward L.	Plaisance, Aloysius, Rev.	Watson, Elbert L.
Bloomer, John W.	Delaney, Caldwell	Record, James	Wright, Leslie S., Dr.
Carmichael, Emmett B., Dr.	Griffith, Lucille, Miss	Roberts, Frances C.	
Carr, Eduardo King	Joffrion, Emile, Rev.	Stockham, Richard J.	
Coley, C. J., Judge	Johnson, Kenneth R.	Sulzby, James F., Jr.	
	Johnson, Stanley T.		

#### Places:

Huntsville, AL

#### Types:

program

#### Dates:

May 2, 1969

Roberts, Frances  
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*Huntsville General Arrangements Committee*

MRS. BURKE S. FISK, *Co-Chairman*  
MR. PHILIP MASON, *Co-Chairman*

*General Reception Committee*

DR. WILLIAM M. MCKISSACK, *Chairman*  
MR. AND MRS. JAMES W. BRAGG      MRS. THOMAS W. JONES  
MR. EDWIN BURWELL, SR.      MR. AND MRS. THOMPSON R. KELLY  
MR. JAMES T. DEATON      MR. FELIX L. NEWMAN  
MRS. O. C. HUFF      MRS. JOHN W. PINKERTON  
DR. HERBERT L. HUGHES      DR. AND MRS. JOHN S. WALKER

*Registration Committee*

MRS. RICHARD H. GILLIAM, JR., *Co-Chairman*  
MRS. JOHN R. THOMAS, JR., *Co-Chairman*  
MRS. L. D. BOUNDS      MRS. WILLIAM LINKINS  
MRS. V. M. HAMNER      MRS. C. M. RUSSELL  
MISS KATHLEEN JOHNSTON      MRS. GLENN TALLEY

*Tour of Ante-Bellum Homes Committee*

MRS. HOLLIMAN RICHARDSON, *Chairman*  
MRS. WILLIAM HENSON      MR. AND MRS. LESTER L. SPARKS  
MRS. HARRISON McMANS      MR. AND MRS. JAMES F. WATTS  
MRS. P. W. PEELER      MRS. KATHERINE T. WALLACE  
MRS. PATRICK PRUITT      MR. AND MRS. JOHN H. WALLACE

*Transportation Committee*

MR. OSCAR MASON, *Chairman*  
MR. JAMES M. BREECE      MR. BURKE S. FISK  
MR. E. H. DUFFEY      MR. BUFORD B. SEMMES  
MR. ROBERT B. SMITH

*Alabama 1819 Banquet Committee*

MRS. JACK F. HARBARGER, *Chairman*  
MR. AND MRS. R. P. GERON      MR. AND MRS. C. E. MONROE, JR.  
DR. AND MRS. T. S. GIBSON      MR. AND MRS. RAYMOND MONROE  
MR. AND MRS. JOHN R. JONES      MR. AND MRS. HARRY M. RHETT, JR.  
MR. PATRICK MCCAULEY      MRS. C. H. RUSSELL  
MRS. W. E. SPRAGINS

*Menu Selection Committee*

MRS. OSCAR MASON, *Chairman*  
MRS. ROY BLAIR      MRS. T. S. GIBSON  
MRS. WILLIAM HENSON

*Breakfast Committee*

MRS. CHARLES J. PAYNE, *Chairman*  
MR. AND MRS. WILLIAM L. CRUMP      DR. AND MRS. L. WAYNE JOHNSON  
MRS. ANN W. FERGUSON      MRS. SALLY H. KERR  
MRS. URMEDE HOYLE      DR. THOMAS E. LAVENDER

*Luncheon Committee*

MRS. ROY BLAIR, *Chairman*  
MRS. JAMES R. MASON      DR. CHARLEY SCOTT  
MRS. OSCAR MASON      MISS EUGENIA SMITH  
MRS. WILLIAM H. MCKISSACK      MISS LOUISE SMITH  
MR. JAMES W. THOMAS, JR.

*Publicity Committee*

MRS. THOMAS W. JONES, JR.

*Exhibit Committee*

MISS ALICE M. THOMAS, *Chairman*  
MR. AND MRS. T. PICKENS GATES      MR. JAMES R. RECORD  
MRS. M. U. GRIFFIN, SR.      MRS. THOMAS W. ROSBOROUGH  
MRS. TAYLOR W. HAMILTON      MR. AND MRS. W. P. WATTS  
MRS. JEANNE H. HENRY      MISS SOPHYE L. YOUNG

Roberts Frances Professional Correspondence 1963-1969

committees

**Names:**

- |                                |                             |                            |                             |
|--------------------------------|-----------------------------|----------------------------|-----------------------------|
| Alabama Historical Association | Hamilton, Taylor W., Mrs.   | Jones, Thomas W., Mrs.     | Pruitt, Patrick, Mrs.       |
| Blair, Roy, Mrs.               | Hamner, V. M., Mrs.         | Kelly, Thompson R.         | Record, James R.            |
| Bounds, L. D., Mrs.            | Harbarger, Jack F., Mrs.    | Kerr, Sally H.             | Rhett, Harry M., Jr.        |
| Bragg, James W.                | Henry, Jeanne H., Mrs.      | Lavender, Thomas E., Dr.   | Richardson, Holliman, Mrs.  |
| Burwell, Edwin, Sr.            | Henson, William, Mrs.       | Lenkins, William, Mrs.     | Rosborough, Thomas W., Mrs. |
| Crump, William L.              | Hoyle, Urmede, Mrs.         | Mason, Oscar               | Russell, C. H., Mrs.        |
| Deaton, James T., Mrs.         | Huff, O. C., Mrs.           | Mason, Philip              | Russell, C. M., Mrs.        |
| Duffey, E. H.                  | Hughes, Herbert L., Dr.     | McCauley, Patrick          | Scott, harley, Dr.          |
| Ferguson, Ann W.               | Johnson, Wayne, Dr. & Mrs.  | McKissack, William M., Dr. | Semmes, Buford B.           |
| Fisk, Burke S.                 | Johnston, Kathleen, Miss    | McMains, Harrison, Mrs.    | Smith, Eugenia, Miss        |
| Fisk, Burke S., Mrs.           | Jones, John R.              | Monroe, C. E., Jr.         | Smith, Louise, Miss         |
| Gates, T. Pickens              | Jones, Thomas W., Jr., Mrs. | Monroe, Raymond            | Smith, Robert B.            |
| Geron, R. P.                   |                             | Newman, Felix L.           | Sparks, Lester L.           |
| Gibson, T. S., Dr. & Mrs.      |                             | Peeler, P. W., Mrs.        | Spragins, W. E., Mrs.       |
| Gilliam, Richard H., Jr., Mrs. |                             | Pinkerton, John W., Mrs.   | Talley, Glenn, Mrs.         |
| Griffin, M. U., Sr.            |                             |                            | Thomas, James W., Jr.       |
|                                |                             |                            | Thomas, John R., Jr., Mrs.  |

Walker, John S., Dr.  
& Mrs.  
Wallace, John H.

Wallace, Katherine  
T., Mrs.  
Watts, James F.

Watts, W. P.  
Young, Sophye L.,  
Miss

**Places:**

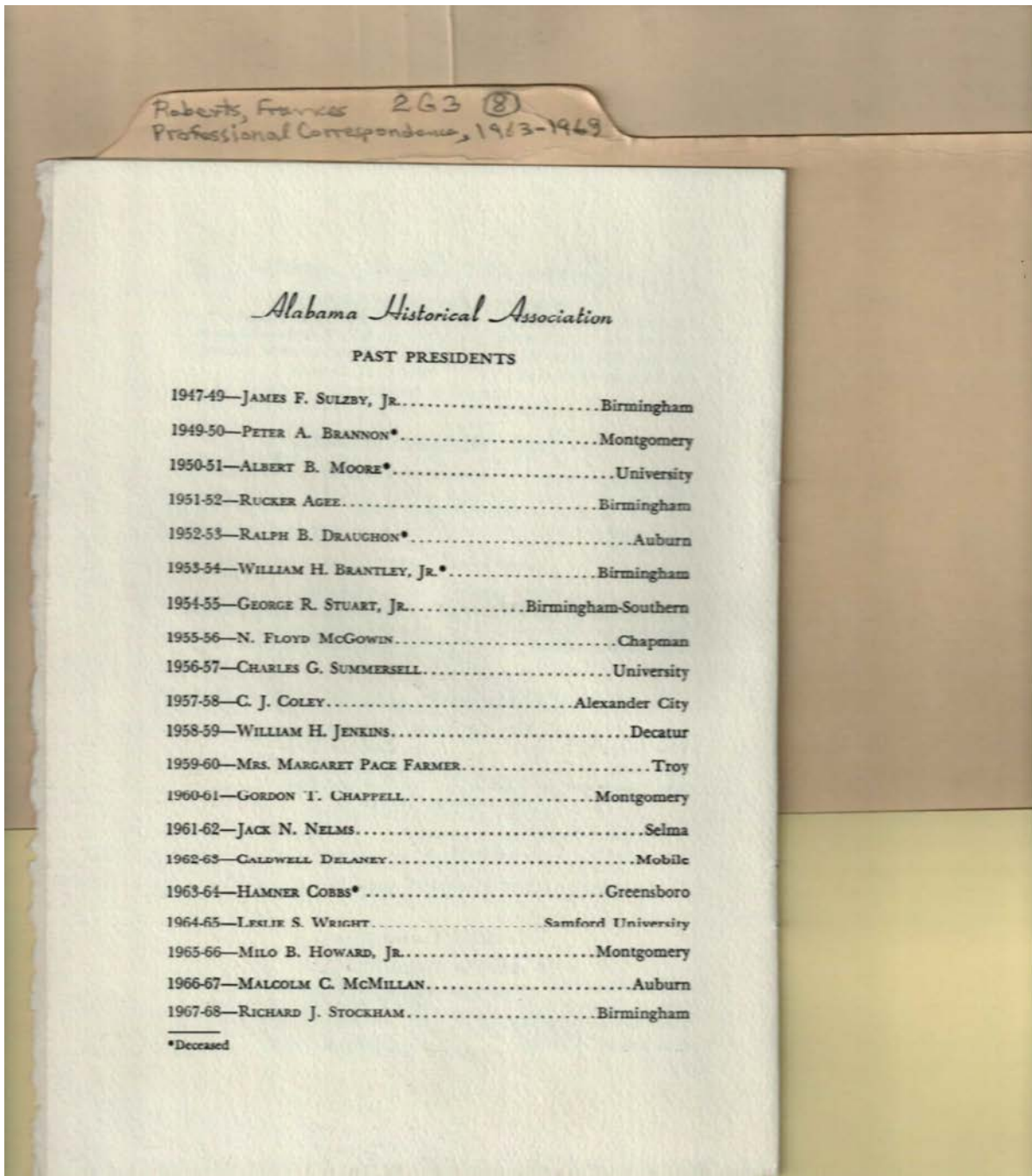
Huntsville, AL

**Types:**

program

**Dates:**

May 2, 1969



past presidents

**Names:**

Agee, Rucker  
Alabama Historical  
Association  
Brannon, Peter A.  
Brantley, William H.,  
Jr.  
Chappell, Gordon T.

Cobbs, Hamner  
Coley, C. J., Judge  
Delaney, Caldwell  
Draughon, Ralph B.  
Farmer, Margaret  
Pace  
Howard, Milo B., Jr.

Jenkins, William H.  
McGowin, N. Floyd  
McMillan, Malcolm  
C., Dr.  
Moore, Albert B.  
Nelms, Jack N.  
Stockham, Richard J.

Stuart, George R., Jr.  
Sulzby, James F., Jr.  
Summersell, Charles  
G.  
Wright, Leslie S., Dr.

**Places:**

Alexander City, AL  
Auburn, AL

Birmingham, AL  
Chapman, AL

Decatur, AL  
Greensboro, AL

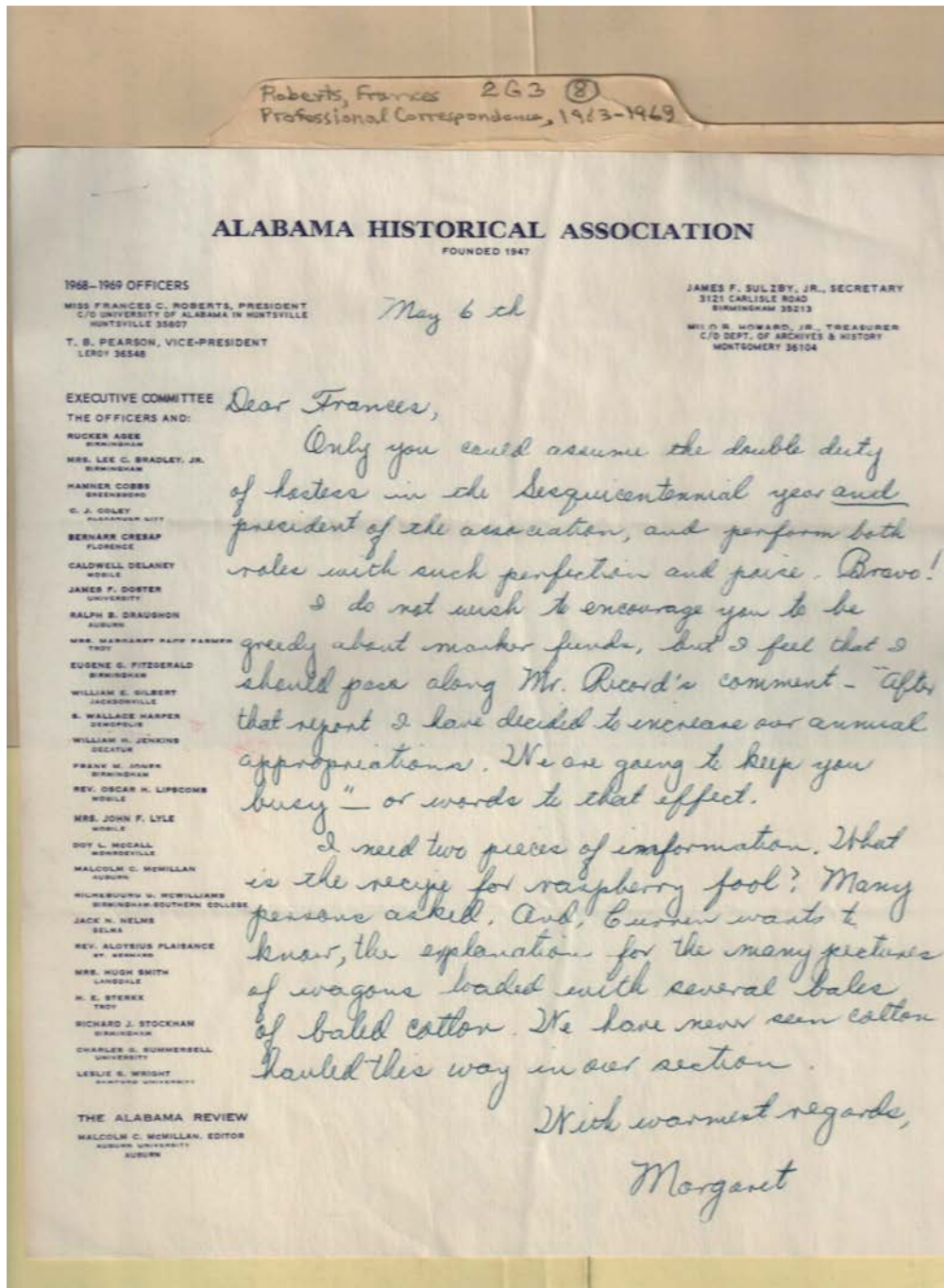
Mobile, AL  
Montgomery, AL

Selma, AL

Troy, AL

University, AL

**Types:**  
list



**Names:**

Farmer, Curren

Farmer, Margaret  
Pace

Record, James  
Roberts, Frances

**Places:**

Troy, AL

**Types:**

correspondence

**Dates:**

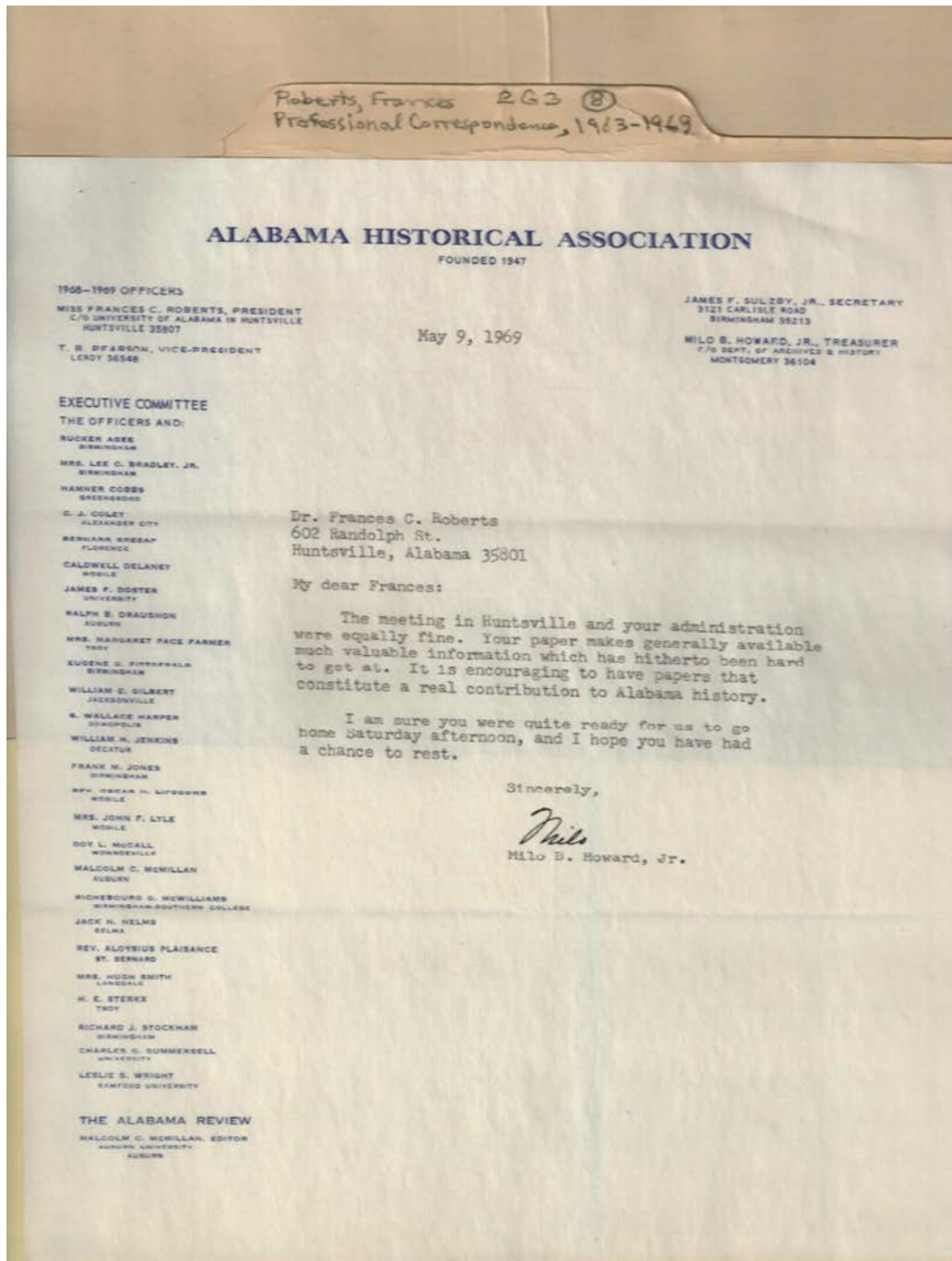
May 6, 1969



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Frances C. Roberts Professional Correspondence, 1963-1969

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**Names:**

Howard, Milo B., Jr.

Roberts, Frances C.,  
Dr.

**Places:**

Huntsville, AL

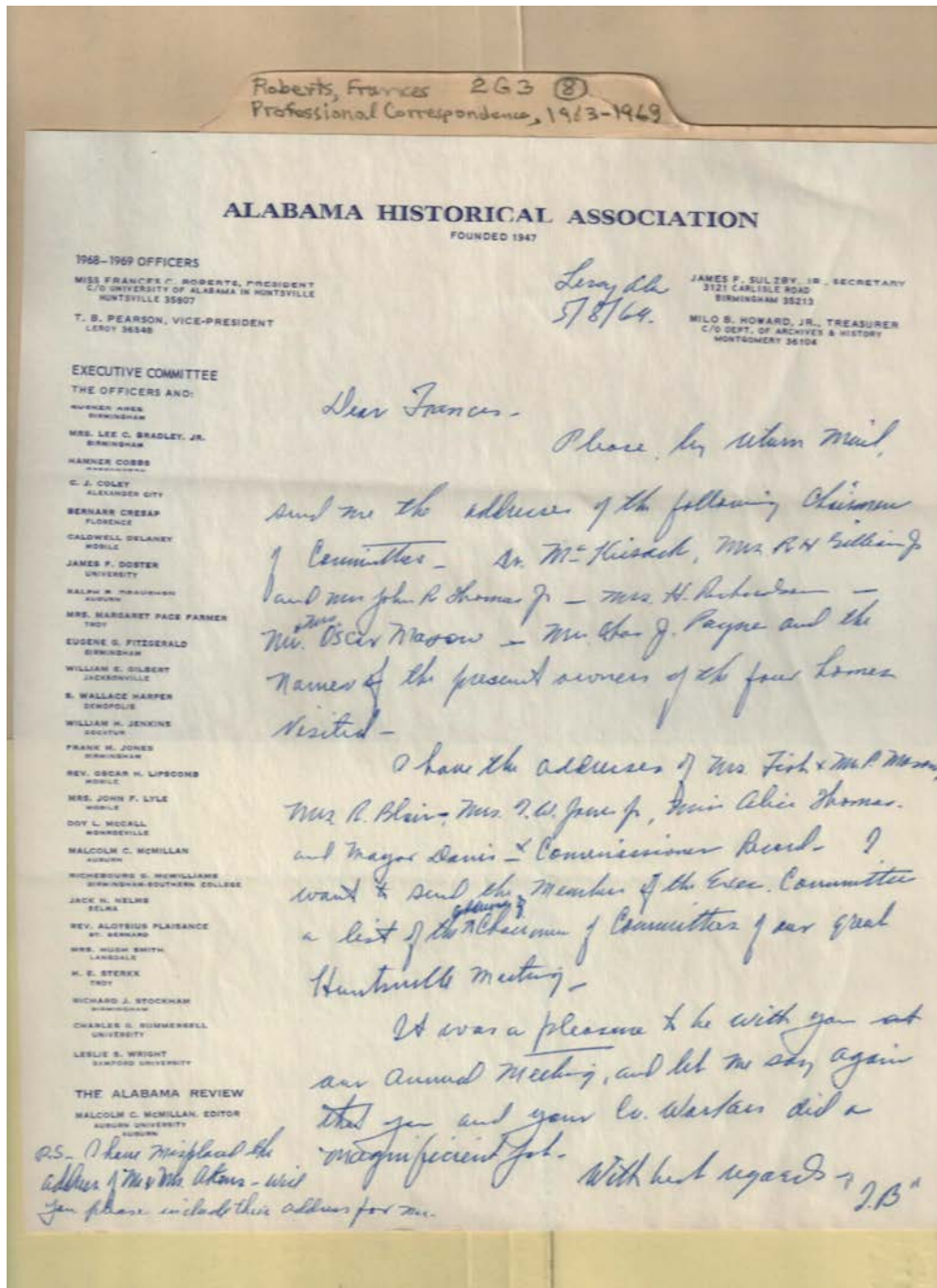
Montgomery, AL

**Types:**

correspondence

**Dates:**

May 9, 1969



**Names:**

Gilliam, Richard H.,  
Jr., Mrs.  
Mason, Oscar

McKissack, William  
M., Dr.

Payne, Charles J.,  
Mrs.  
Pearson, T. B.

Roberts, Frances  
Thomas, John R., Jr.,  
Mrs.

**Places:**

Leroy, AL

**Types:**

correspondence

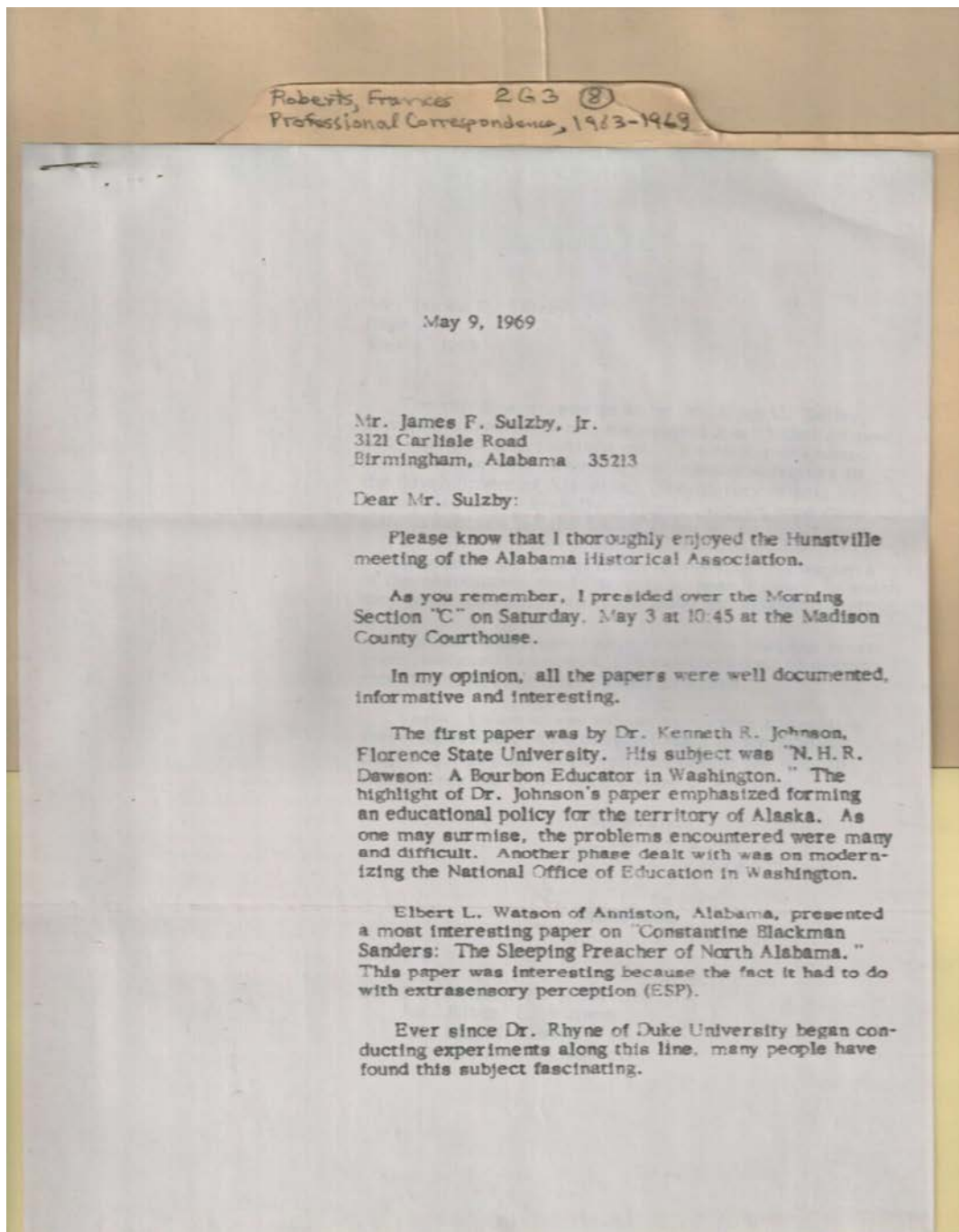
**Dates:**

May 8, 1969

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Frances C. Roberts Professional Correspondence, 1963-1969

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**Names:**

Johnson, Kenneth R.

Sulzby, James F., Jr.

Watson, Elbert

L.Rhyne, Dr.

**Places:**

Birmingham, AL

**Types:**

correspondence

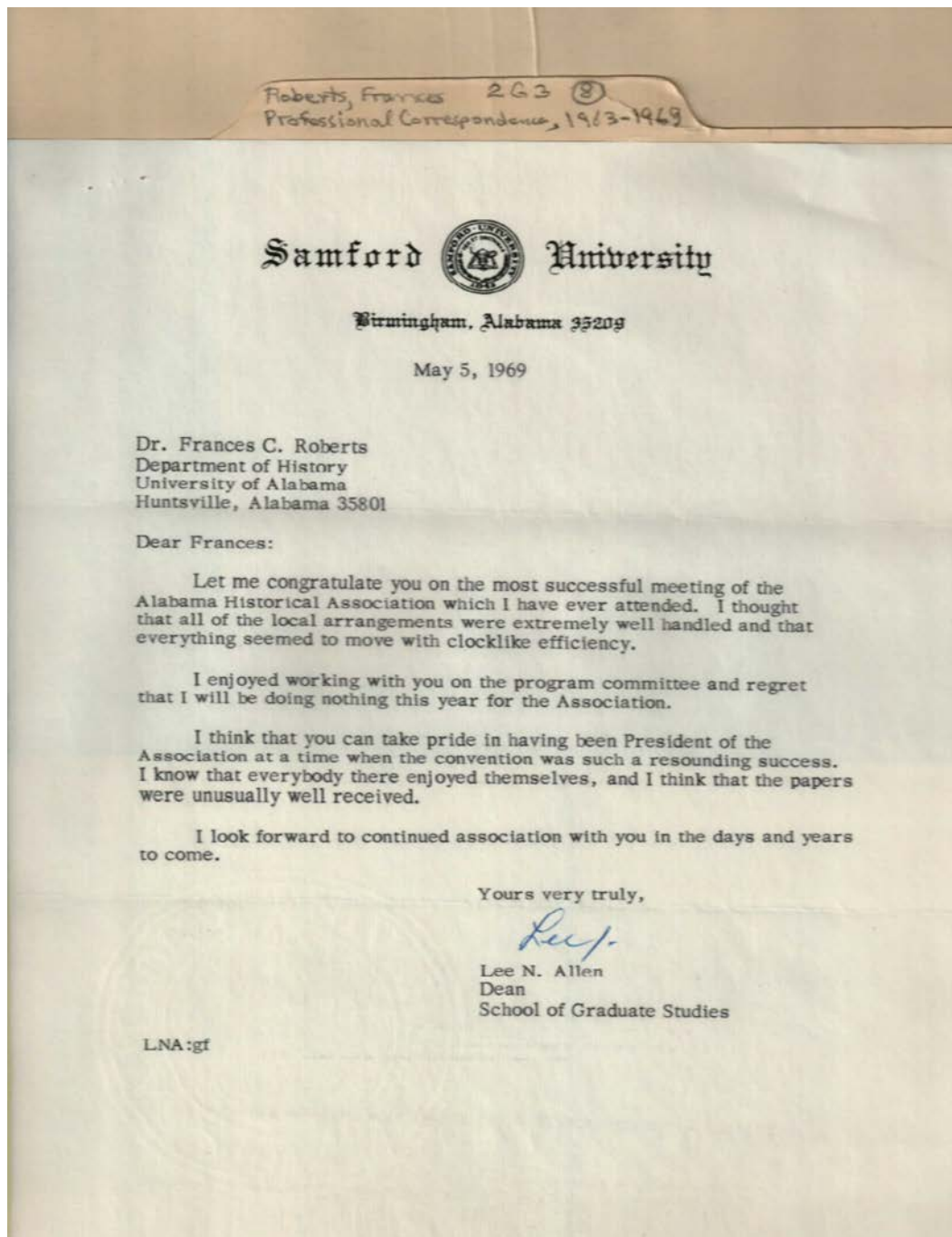
**Dates:**

May 9, 1969

Frances Cabaniss Roberts Collection: Series 2, Subseries G, Box 3, Folder 8

Frances C. Roberts Professional Correspondence, 1963-1969

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**Names:**

Allen, Lee N.

Roberts, Frances C.,  
Dr.

**Places:**

Birmingham, AL

Huntsville, AL

**Types:**

correspondence

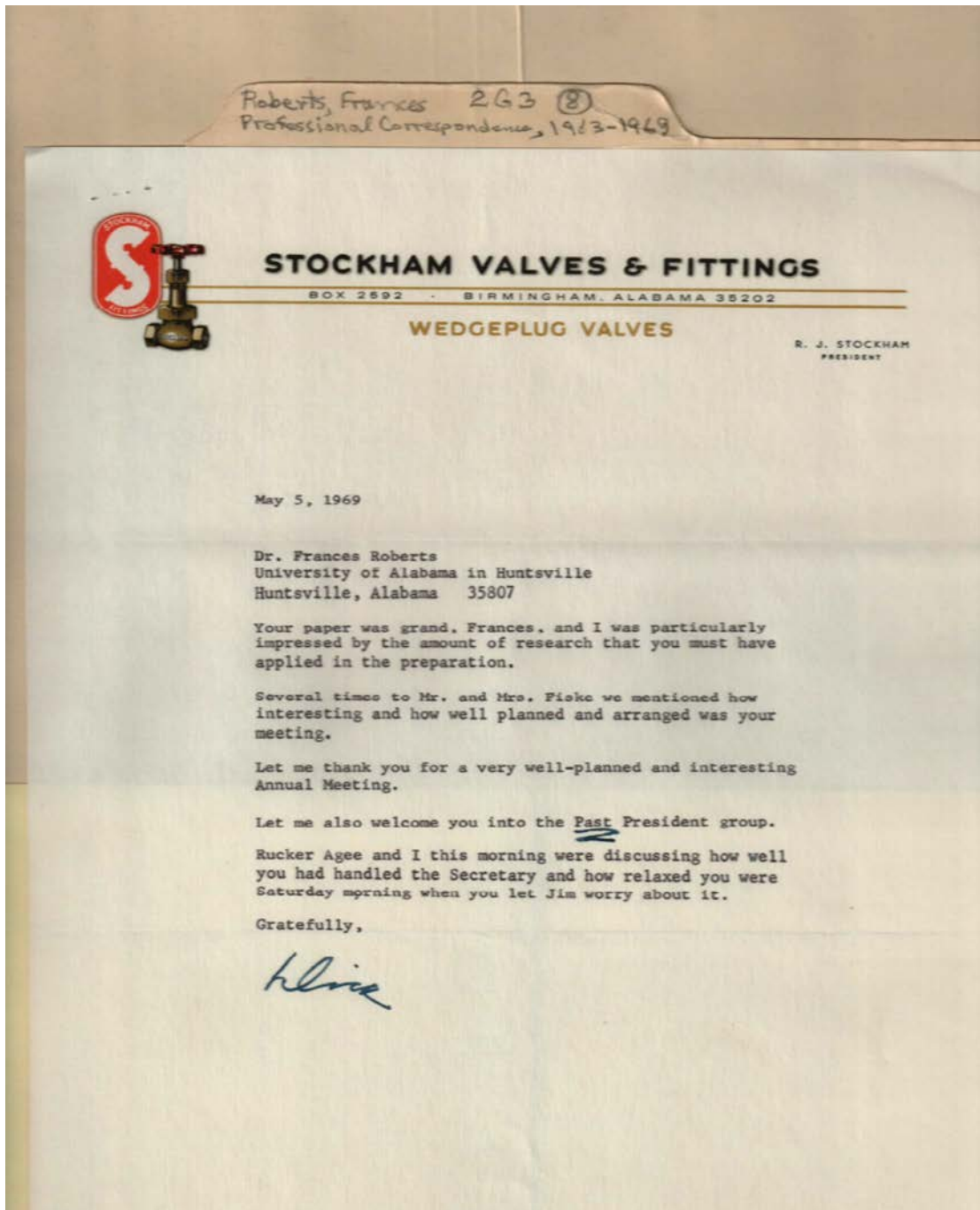
**Dates:**

May 5, 1969

Frances Cabaniss Roberts Collection: Series 2, Subseries G, Box 3, Folder 8

Frances C. Roberts Professional Correspondence, 1963-1969

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**Names:**

Agee, Rucker

Fisk, Burke S., Mr. & Mrs.

Roberts, Frances, Dr.

Stockham, Richard J. Dick

**Places:**

Birmingham, AL

Huntsville, AL

**Types:**

correspondence

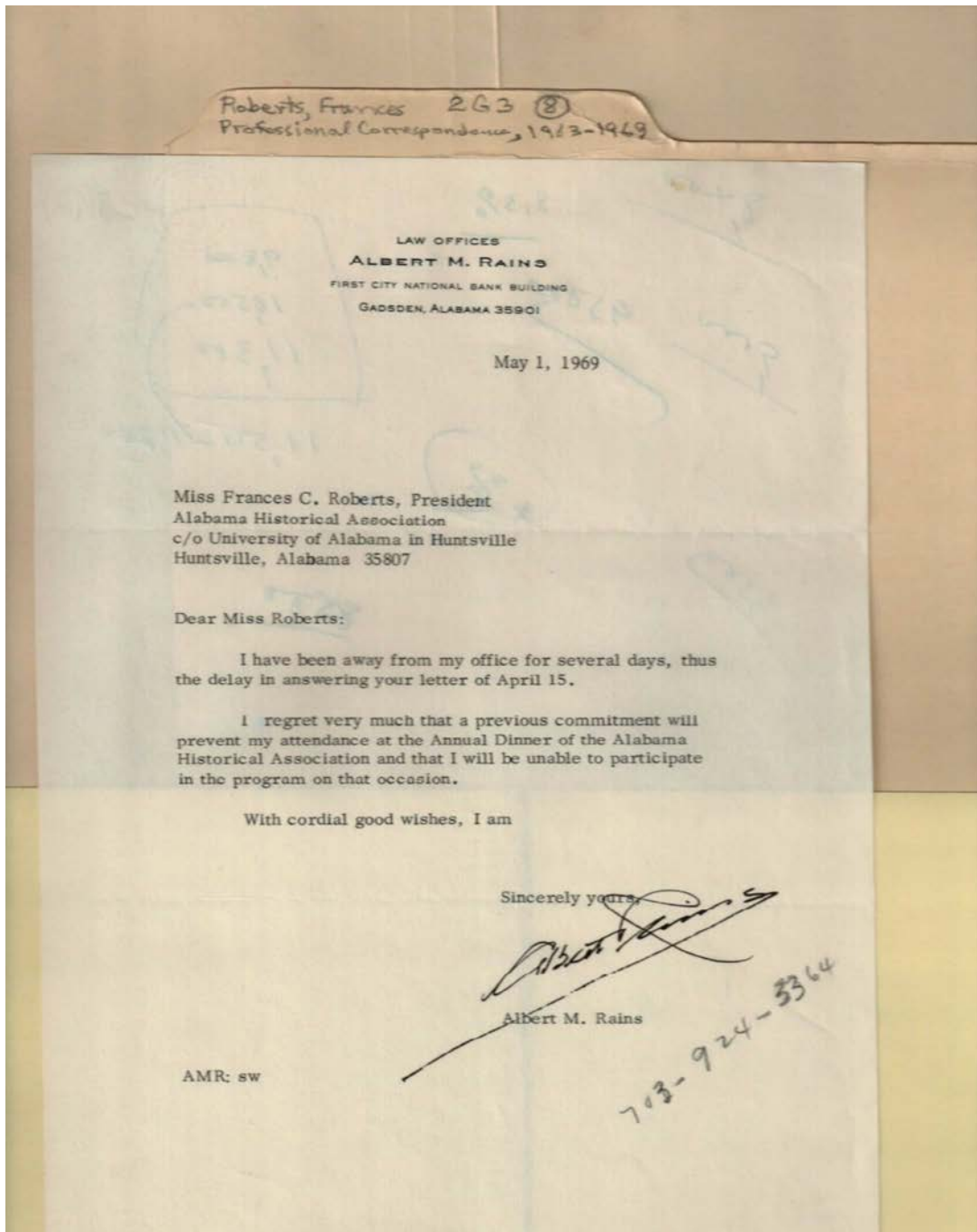
**Dates:**

May 5, 1969

Frances Cabaniss Roberts Collection: Series 2, Subseries G, Box 3, Folder 8

Frances C. Roberts Professional Correspondence, 1963-1969

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**Names:**

Rains, Albert M.

Roberts, Frances C.

**Places:**

Gadsden, AL

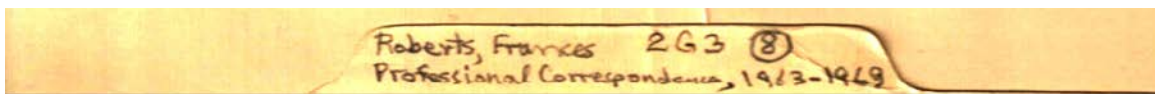
Huntsville, AL

**Types:**

correspondence

**Dates:**

May 1, 1969



ALABAMA HISTORICAL ASSOCIATION  
Twenty-second Annual Meeting  
Huntsville, Alabama  
Friday and Saturday  
May 2 and 3, 1969

The meeting in Huntsville will be an important part of Alabama's Sesquicentennial celebration. The program is now being printed and will be mailed to members in advance of the meeting. Dr. Lee N. Allen, Samford University, is chairman of the program committee.

The historical tour committee announces a tour of several beautiful antebellum homes in the most historic part of Huntsville. Their antique furnishings are among the finest in the state. It is seldom that these Huntsville homes are made available for widespread visitation. Bus transportation will be furnished for the tour.

Alabama's original constitution will be included in a large collection of historical manuscripts and material which will be on display at the Madison County Courthouse during the meeting. Never before has the constitution been seen other than at the Department of Archives and History in Montgomery.

Of particular interest on the program will be the presentation of "A New Map of Huntsville --1819," by a panel headed by Mrs. Burke S. Fisk, President of the Huntsville Historical Society.

The Friday night banquet will be an elaborate affair with Dr. Leslie S. Wright, Samford University, presiding. The program is titled, "Salutes Commemorating Alabama's Sesquicentennial." Music for the occasion will be furnished by the University of Alabama in Huntsville Choir.

A Dutch breakfast will be the feature of Saturday morning. A prominent historian will speak informally on a subject of historic interest. Breakfast tickets will be sold at the registration desk.

Registration fee for the meeting will be \$8.00, which includes registration, Friday evening dinner at the Carriage Inn Motor Hotel, Saturday luncheon at the Carriage Inn Motor Hotel, and the tour. For those who attend only on Saturday, the fee will be \$5.00. Friday registration will be at the Carriage Inn Motor Hotel and Saturday registration will be at the Madison County Courthouse. Advance registration is requested. The registration fee applies to members and guests alike. Guests are cordially invited.

The Carriage Inn Motor Hotel has been selected as headquarters. Reservations should be made directly with the motel or hotel of your choice. Accommodations also may be had at the Sheraton Motor Inn or the Russel Erskine Hotel in downtown Huntsville. The motor hotels are located on University Drive.

If your dues have not been paid, please mail check for \$5.00 to James F. Sulzby, Jr., secretary, 3121 Carlisle Road, Birmingham 35213. This also is the time to nominate new members. Contact the secretary.

The annual meeting this year will have particular significance since the Constitutional Convention met in Huntsville in 1819, and in the same year the first state legislative session was held in Huntsville. It was also here that Alabama's first governor was inaugurated. Huntsville has the history. Come and meet your friends, discuss and enjoy Alabama history and have a part in this Sesquicentennial celebration.

March 27, 1969

Frances C. Roberts, President

**Names:**

Alabama Historical  
Association

Allen, Lee N., Dr.  
Fisk, Burke S., Mrs.

Roberts, Frances C.  
Sulzby, James F., Jr.

Wright, Leslie S., Dr.

**Types:**

newsletter

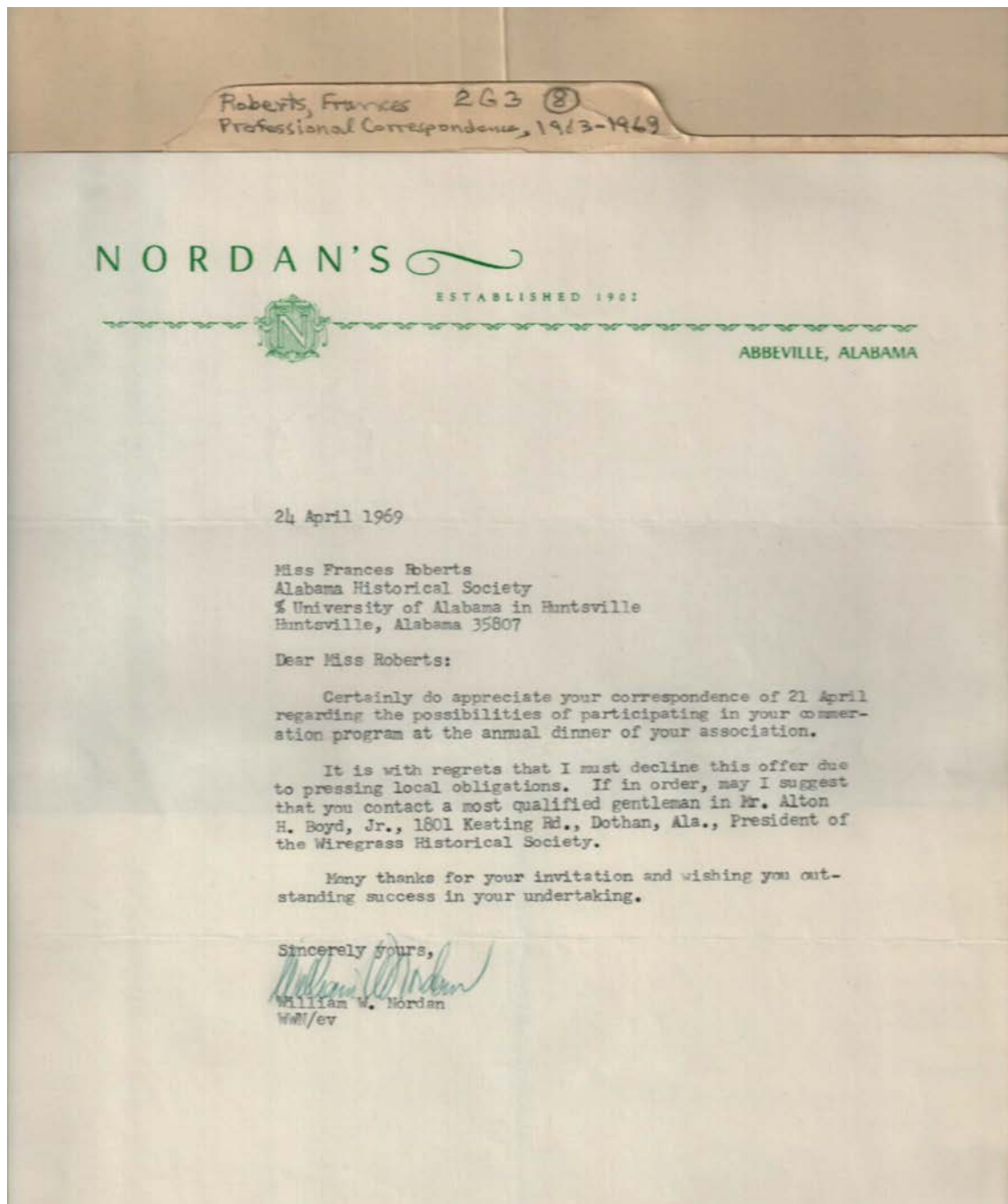
**Dates:**

Mar 27, 1969

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Frances C. Roberts Professional Correspondence, 1963-1969

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of Dothan

**Names:**

Boyd, Alton H., Jr.

Nordan, William W.

Roberts, Frances

**Places:**

Abbeville, AL

Huntsville, AL

**Types:**

correspondence

**Dates:**

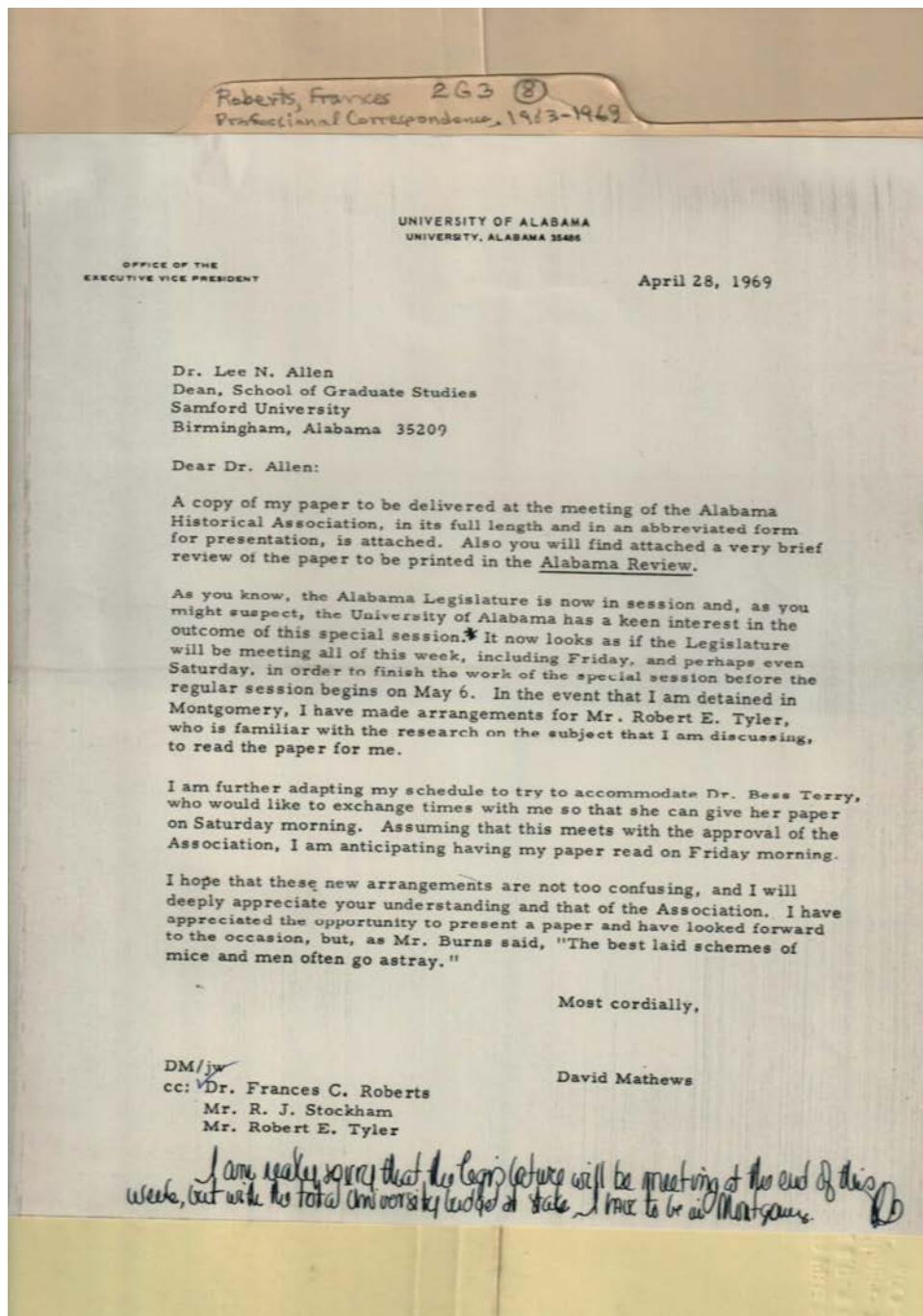
April 24, 1969



Frances Cabaniss Roberts Collection: Series 2, Subseries G, Box 3, Folder 8

Frances C. Roberts Professional Correspondence, 1963-1969

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**Names:**

Allen, Lee N., Dr.  
Mathews, David

Roberts, Frances C.,  
Dr.

Stockham, Richard J.  
Terry, Bess, Dr.

Tyler, Robert E.

**Places:**

Birmingham, AL

University, AL

**Types:**

correspondence

**Dates:**

April 28, 1969

Frances Cabaniss Roberts Collection: Series 2, Subseries G, Box 3, Folder 8

Frances C. Roberts Professional Correspondence, 1963-1969

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Roberts, Frances 263 (8)  
Professional Correspondence, 1963-1969

## EDUCATION AND THE MIND OF THE SOUTH

(A statement for the Alabama Review)

Based upon a detailed examination of the development of public education in Alabama in the period 1830-1860, this paper attacks the prevalent generalization that the South was not affected by the educational reform movement of the second quarter of the nineteenth century. The old South, it is argued, was strongly influenced by Jeffersonian educational thought long after Jefferson's political ideas had been replaced by those of Calhoun, and states like Alabama did educate their young people at a rate not unlike that in other states outside the South.

**Names:**

Education & the  
Mind of the South

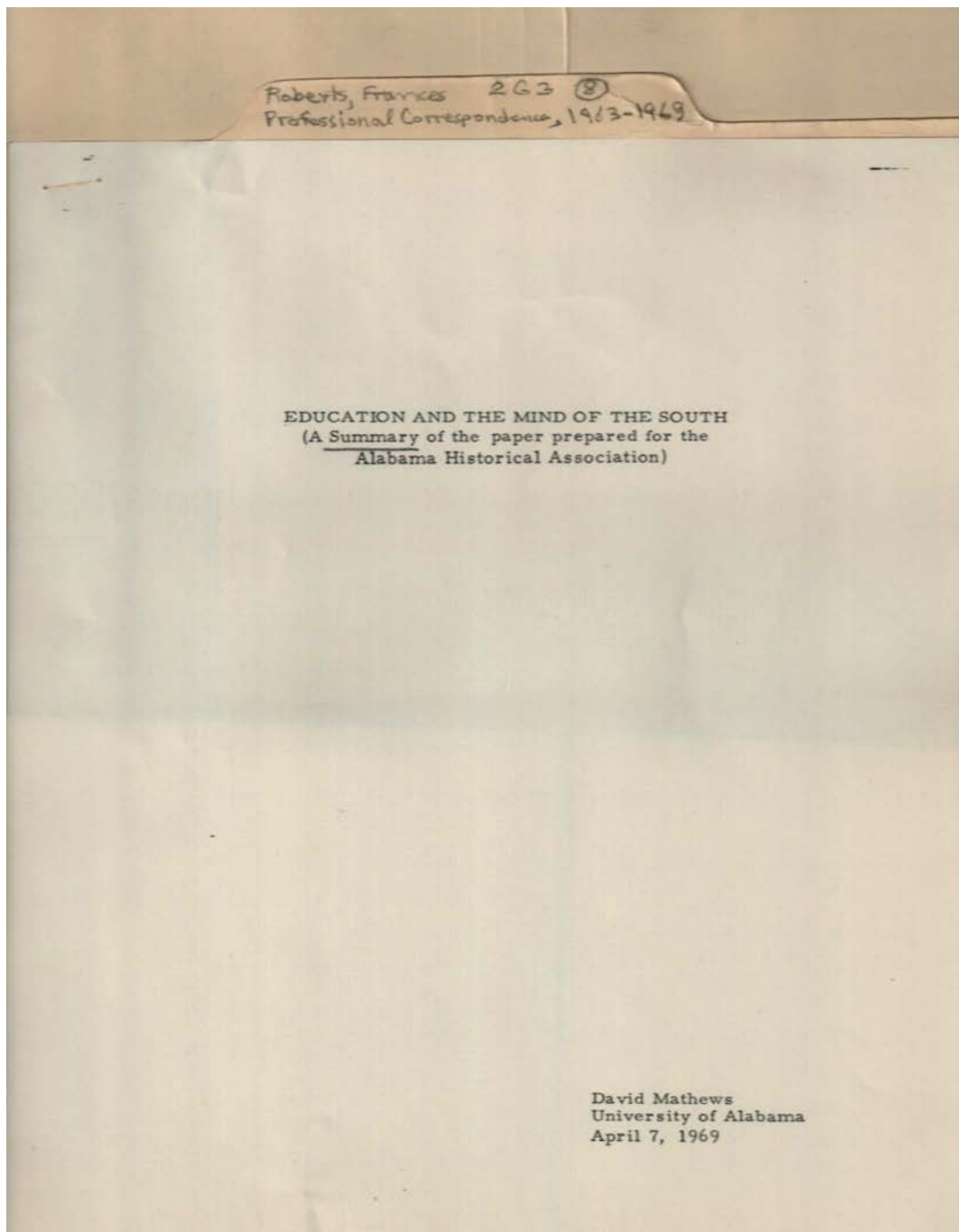
**Types:**

monograph

Frances Cabaniss Roberts Collection: Series 2, Subseries G, Box 3, Folder 8

Frances C. Roberts Professional Correspondence, 1963-1969

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Summary version

**Names:**

Education & the  
Mind of the South

Mathews, David

**Places:**

University, AL

**Types:**

monograph

**Dates:**

April 7, 1969

Roberts, Frances 2G3 ⑧  
Professional Correspondence, 1963-1969

#### EDUCATION AND THE MIND OF THE SOUTH

Over fifty years ago Professor Edgar Knight, the dean of Southern educational historians, wrote an article for the Southern Atlantic Quarterly in which he contended that most accounts of education in the South were guilty of loose generalizations and unjustified conclusions about the inadequacies of Southern education prior to Reconstruction. Despite Professor Knight's attempt to correct the misconceptions, many feel, even today, that education has never - and some would contend, will never - flourish in the South.

In the South itself this stereotype has been accepted to an amazing extent, and it is daily reflected in the pessimism of many of the region's educational leaders. Southerners have marched so long in the rear guard of educational advance that their idea of the possible is fixed not by the front file but by those who are just one step ahead. Moreover, believing that they have had no educational history, Southerners, who are strongly motivated by the past, have had little impetus to think seriously enough about their educational future.

There has, indeed, been a long and very interesting tradition of belittling education in the South. As early as the 1830's European observers like Harriet Martineau were describing Southerners as brutal and crassly materialistic, with a noticeable disdain for education. Miss Martineau reported that even in cases where visitors noted the youngsters' deficiencies and prompted their parents to send them to school, Southern

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children proved to be "such gawks that they were unable to learn or even to remain in the society of others who were learning."

A Southern neglect of education was also cited by other Americans. Henry Adams had known the South through the young cavaliers who came to Harvard between 1854 and 1858. among them, Robert E. Lee's son, Rooney. Adams admitted that Lee was tall and handsome, that he had the habit of command, and that for the first year he was easily the most prominent man in his class. But Adams recalled that by the second year Rooney was falling far behind his fellows, and he attributed Rooney's decline to his inability to function in an alien environment, a classroom.

Even Southerners sometimes joined Harriet Martineau and Henry Adams in gloomy assessments of the South's commitment to education. For example, William Perry, Alabama's first state superintendent of education, described the state's school buildings as "rudely and uncomfortably furnished. . . defaced by abuse and neglect," and the teachers as "men who had resorted to teaching because they had proved unfit for anything else."

The alleged educational backwardness of the South was assured a prominent place in twentieth century history when Ellwood Cubberley incorporated it into his classic tome on American education.

In the second quarter of the nineteenth century, the period which Cubberley credited with the movement that covered the country

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with free, state-supported, "public" schools, the South was still considered out of step with the march of national history. Southerners were at best stragglers and at worst obstructionists who opposed the very idea of educational reform. Cubberley could not escape the conclusion that the South was content to follow its eighteenth century principles. Private schools were to meet the needs of the propertied class, and the state was to provide a few "free" or charity schools for the poor.

In sum, there has been no fundamental criticism of the thesis that the South was unique in its lack of interest in what Thomas Jefferson called "a general diffusion of knowledge."

As recently as 1956, Harry Good argued, in A History of American Education, that the South was hopelessly behind in educational thought: "What was believed in New York and New Jersey in 1790 was still affirmed in many parts of the South in 1860." Furthermore, Good insisted that all classes of Southerners opposed popular education: "Many of the upper class did not see why the poor should have an education and many poor agreed with them."

Despite the prevalence of such indictments, however, a closer inspection of ante bellum manuscripts, particularly state and local school records, suggests that there is a basis for a revision in the interpretation of Southern education. The histories of Georgia and Alabama, for example, strongly suggest that educational ideals and

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practices, even in the Deep South, were similar, in many ways, to those throughout the nation.

In Alabama the very earliest constitution and laws provided for the basic units of an educational system: county free schools, semi-public academies, and a state university. Moreover, the republicanism in these statutes served as the ideological basis for the educational reform movements that were to occur in the 1830's and 1850's.

Educational progress in Alabama was not only the product of the well-known example of Barton Academy and the Public School Act of 1854. Democratic education really took shape in 1845 with the work of Judge Benjamin Porter, Whig, legal scholar, and a perfect example of the nineteenth century champion of reforms and internal improvements. In only five pages of the Journal for 1845, Porter was credited with introducing a bill to revise and amend the penal code, a bill to abolish punishment by death, and a bill to incorporate a canal and manufacturing company.

In the same five pages of the 1845 House Journal in which Porter fought for social justice and industrial progress, another entry read:

Mr. Porter introduced a bill for the preservation of sixteenth section grants, and to establish permanently in the State of Alabama a common school fund, so as to secure the intellectual improvement and moral welfare of the youth of said State.

It was also Porter who first introduced provisions for a state superintendent for education in Alabama. Porter's allies were General

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Leroy Walker, Speaker of the House and Democratic representative from Lauderdale County, and Governor Henry W. Collier, who was also Dorothea Dix's ally in the establishment of the state's first asylum for the insane. General Walker's support was particularly interesting because of his unquestionable dedication to the ideals of Jeffersonian Democracy. He argued that "all Republican Governments rest upon the popular sentiments, and are controlled by the popular will" and that such governments must "afford by Legislative enactments educational facilities for the improvement of the moral and intellectual condition of the masses. . . ." Governor Collier went even further in contending that the "paramount objective of government" was "the promotion of individual happiness. . . and the improvement of society" and that education was the perfect means for a state to use in achieving these ends.

In 1851 the House Committee on Education reported:

It cannot be disguised, that the people are fast becoming restless under the present condition of things. They are alive to the importance of education. They appreciate its advantages to their children, as fully as any other people. They are willing to contribute freely and generously for its encouragement. They recognize the duty of the State to do something in this nature.

With such popular support and with a model for a system of public education readily available in Mobile, it is not surprising that the legislature acted in 1854 to create a comprehensive system of state supported public instruction and a state superintendent of education.



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Of course, the ideals of republicanism and egalitarianism and the principle of public control so evident in the political rhetoric do not prove that there was actual progress in the percentage of the population being educated or in the number of schools being built. Educational statistics at the state level, however, do suggest that there was considerable advancement.

Between 1830 and 1860, the number of schools, teachers, and students in Georgia and Alabama grew twice as fast as the free population. And the most productive institutions were those the census reports called "primary" and "common," that is, schools under "public" control. In 1860, the two states had over 3,600 such establishments, with a teaching force of over 3,900 and an enrollment in excess of 100,000.

As a further testimony to educational productivity, contemporary surveys show that by 1860 between sixty-five and seventy-five percent of the young people in Georgia and Alabama were enrolled in one of the various schools below the college level. These percentages are well above the forty per cent figures usually cited for these two states in 1860. These new statistics suggest a situation in the antebellum South roughly comparable to that in the Northwest (Indiana, Minnesota, and Oregon) and certain sections of the East (Pennsylvania and Rhode Island).

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If the South now suffers in comparison with other regions, there is nothing innate or inevitable about its present condition. The Old South was strongly influenced by Jeffersonian educational thought long after Jefferson's political ideals had been replaced by those of Calhoun, and it did educate its young people in a manner and at a rate not unlike that found in other sections of the country. Certainly, Professor Good's contention that the Old South was hopelessly behind in its educational aspirations is indefensible. And even Professor Knight's more accurate conclusion, while admittedly supported by inaction in the 1830's and 1840's, does not do justice to the undeniable progress in thought and deed of the 1850's.

This educational history of the first half of the nineteenth century did not survive the Civil War, however. Being neither martial nor romantic, the history of the educators was easily displaced by the history of the patriots and planters.

The task remaining, though, is not merely to demonstrate that the South had an educational past. This kind of effort could easily degenerate into the sort of defensive treatise that has long plagued Southern thought.

Those censuring the South have too often made assumptions about the nature of Southern education without looking carefully at relevant primary sources. Those defending the South, on the other

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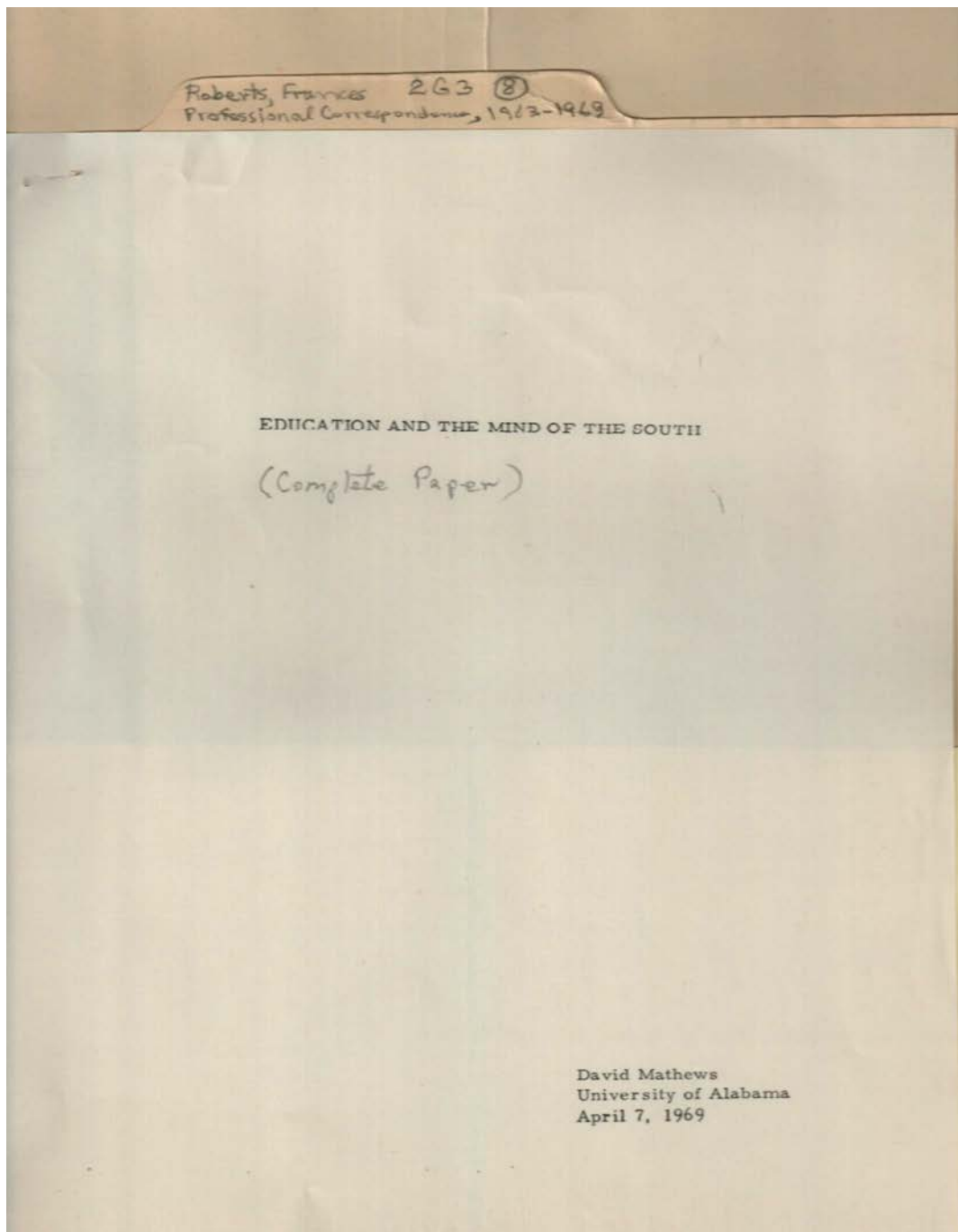
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hand, have drawn conclusions based on accounts of some of the region's least representative schools, particularly the plantation schools and the more famous academies. Hopefully, this paper demonstrates the need for a more balanced, perhaps less apologetic, interpretation of ante bellum education.

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#### EDUCATION AND THE MIND OF THE SOUTH

Over fifty years ago Professor Edgar W. Knight, the dean of Southern educational historians, wrote an article for the Southern Atlantic Quarterly in which he contended that most accounts of education in the South were guilty of loose generalizations and unjustified conclusions about the inadequacies of Southern schools prior to Reconstruction.<sup>1</sup> Despite Professor Knight's attempt to correct the misconceptions, the prevailing opinion, even today, is that education has never - and some contend, will never - flourish in the South.

In the South itself this stereotype has been accepted to an amazing extent, and it is daily reflected in the pessimism of many of the region's educational leaders. Southerners have marched so long in the rear guard of educational advance that their idea of the possible is fixed not by the front file but by those who are just one step ahead. Moreover, believing that they have had no educational history, Southerners, who are strongly motivated by the past, have had little impetus to think seriously enough about their educational future.

There has, indeed, been a long and very interesting tradition of belittling education in the South. As early as the 1830's European observers like Harriet Martineau were describing Southerners as

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<sup>1</sup>Edgar W. Knight, "Some Fallacies Concerning the History of Public Education in the South," Southern Atlantic Quarterly (October, 1914), pp. 1-13.

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brutal and crassly materialistic, with a noticeable disdain for education. Planters made millions by cultivating a fine grade of cotton, but the children they reared could scarcely read or write. Even in cases where visitors noted the youngsters' deficiencies and prompted their parents to send them to school, the children proved to be "such gawks that they were unable to learn or even to remain in the society of others who were learning."<sup>1</sup>

A Southern neglect of education, with its crippling effect on the people, was also evident to other Americans. Henry Adams had known the South through the young cavaliers who came to Harvard between 1854 and 1858, among them, Robert E. Lee's son, Rooney. Adams admitted that Lee was tall and handsome, that he had the habit of command, and that for the first year he was easily the most prominent man in his class. But Adams recalled that by the second year Rooney was falling far behind his fellows, and he attributed Rooney's decline to his inability to function in an alien environment, a classroom.

The habit of command was not enough, and the Virginian had little else. He was simple beyond analysis; so simple that even the simple New England students could not realize him. No one knew enough to know how ignorant he was; how childlike; how helpless before the relative complexity of a school.<sup>2</sup>

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<sup>1</sup>Harriet Martineau, Society in America (Garden City, New York: Doubleday and Company, 1962), pp. 149-56.

<sup>2</sup>Henry Adams, The Education of Henry Adams (Boston: Houghton Mifflin, 1918), pp. 57-58.

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"Strictly," Adams concluded, "the Southerner had no mind; he had temperament." The Southerner "was not a scholar; he had no intellectual training; he could not analyze an idea, and he could not conceive of admitting two. . . ." <sup>1</sup>

Even Southerners sometimes joined Harriet Martineau and Henry Adams in gloomy assessments of the South's commitment to education. For example, William F. Perry, Alabama's first state superintendent of education, found hundreds of townships without a single school; and where he did find schools, they were housed in buildings "rudely and uncomfortably furnished. . . defaced by abuse and neglect." Even the teachers were of the very poorest quality, most "men who had resorted to teaching because they had proved unfit for anything else." <sup>2</sup>

As time passed and the ante bellum period gave way to the war years and the war to reconstruction, the educational inadequacies of the Old South, rather than being forgotten and minimized, were considered even more reprehensible and serious. Why, it was asked, had Southerners locked arms, without one word of dissent, and marched off to fight a hopeless, immoral war against their own countrymen?

Some believed that Southerners had acted as they had because

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<sup>1</sup>Henry Adams, The Education of Henry Adams (Boston: Houghton Mifflin, 1918), pp. 57-58

<sup>2</sup>William F. Perry, "The Genesis of Public Education in Alabama," Transactions of the Alabama Historical Society, Vol. II, p. 16.

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they were fundamentally evil; and others decided that their estranged cousins were insane. The "charitable," however, concluded that the people of the South suffered from a lack of education. The teachers at the 1865 convention of the National Teachers Association in Harrisburg, Pennsylvania, belonged to the last group; they judged that the war had been nothing other than a battle of "education and patriotism against ignorance and barbarism." The president of the Association explained that an efficient system of public schools in the North had afforded an excellent education to rich and poor alike; but the slave states, he declared, had no common schools and the majority of the Southern population, both bound and free, had been denied an opportunity to learn. No two sections of a country, the president concluded, could coexist in peace and harmony when the "advantages of education" were so widely dissimilar.<sup>1</sup>

The educational backwardness of the South that had been hypothesized at the National Teachers Association meeting in 1865 became a historical "fact" in the Reverend Amory D. Mayo's pioneering attempt to tell the story of the American public education.<sup>2</sup> Of the

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<sup>1</sup>Proceedings, National Teachers Association, "The Educational Duties of the Hour," as reprinted in Edgar W. Knight, "Some Fallacies Concerning the History of Public Education in the South," South Atlantic Quarterly (October, 1914), p. 4.

<sup>2</sup>Amory D. Mayo, "Public Schools during the Colonial and Revolutionary Period in the United States," Report of the Commissioner of Education for the Year 1893-94 (Washington: Government Printing Office, 1896), Vol. I, pp. 639-738.



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states in the Confederacy, Mayo wrote, "Schooling was modelled on the old English idea, -- colleges and academies... largely administered by the Protestant clergy, for the superior class; supplemented often by the best schools in the North and European study." Mayo found no evidence, however, of an "established system of education like the Northern common school"<sup>1</sup> for the millions of non-slaveholding whites.

This interpretation of the school situation in the South was assured a prominent place in twentieth century history when Ellwood P. Cubberley incorporated it into his classic tome on American education. Cubberley emphasized a Colonial and Republican basis for the South's delinquency. By 1820 the New England states, New York, and Ohio had made what he considered adequate legal provisions for public schools. Southerners, on the other hand, had taken the position that education was a private affair in which the state had no right or need to interfere. Those schools that did exist had been established by people who could afford them or by charitable organizations, like churches, that recognized an obligation to the orphaned and poverty-stricken. Educational laws were similarly described as benevolent in intent and restricted to the aid of the poor in scope; the act creating Georgia's Poor School Fund in

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<sup>1</sup>Amory D. Mayo, "The Educational Situation in the South" (No place, no date), p. 4. Also see Mayo's essay "The American Common School in the Southern States during the First Half Century of the Republic," Report of the Committee of Education for the Year, 1895-96 (Washington: Government Printing Office, 1897), Vol. I, pp. 267-338.

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1822 was a prime example.

In the second quarter of the nineteenth century, the period which Cubberley credited with the movement that covered the country with free, state-supported, "public" schools, the South was still considered out of step with the march of national history. Southerners were at best stragglers and at worst obstructionists who opposed the very idea of educational reform. In assessing the growth of public learning by the end of the ante bellum period, Cubberley could not escape the conclusion that "... the development of state systems of education... was less rapid in the South than in the North or West..."

The South was content to follow its eighteenth century principles. Private schools were to meet the needs of the propertied class, and the state was to provide a few "free" or charity schools for the poor.<sup>1</sup> (Incidentally, this formula suggests that either there was no Southern middle class or that the educational needs of that class were ignored.)

Even Professor Knight joined in labeling the South as backward. Knight did argue that "during the two decades immediately preceding the war... the Southern states generally were responding or were preparing to respond to the increased demand for public schools..."<sup>2</sup> But he concluded that "... the response to the ante bellum educational revival was not so prompt and effective... in the South as in other

<sup>1</sup> Ellwood P. Cubberley, Public Education in the United States (Boston: Houghton Mifflin, 1947), pp. 140-60; 408-409.

<sup>2</sup> Edgar W. Knight, Public Education in the South (New York: Ginn and Company, 1922), pp. 233-38; 263-64.

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parts of the country." Most Southern states, he said, "...passed rather slowly through the process of democratizing education and the principle of public education, as it is understood today, was not early and fully accepted by any of them!"<sup>1</sup>

Perhaps Knight's position resulted from his conviction about the necessary relationship between political democracy and public education. He firmly subscribed to the popular thesis that "the successful application of the democratic theory of government to public education is the essential ideal of the origin and growth of our state school systems."<sup>2</sup> The consequence of applying such a premise to the ante bellum South, which Knight did not consider democratic, was particularly unfortunate. Although he offered a wealth of evidence demonstrating progress in popular education before 1860, he was notably reserved in his final evaluation of the effectiveness of the Southern reform movement.<sup>3</sup>

In sum, this survey of the notaries of Southern education, up to and including E. W. Knight, show the absence of any fundamental criticism of the thesis that the South was unique in its lack of interest in what Thomas Jefferson called "a general diffusion of knowledge."

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<sup>1</sup>Edgar W. Knight, Public Education in the South (New York: Ginn and Company, 1922), pp. 263, 266.

<sup>2</sup>Edgar W. Knight, "Some Fallacies Concerning the History of Public Education in the South," South Atlantic Quarterly (October, 1914), p. 8.

<sup>3</sup>Edgar W. Knight, Public Education in the South (New York: Ginn and Company, 1922), pp. 263, 266; Dabney, op. cit., p. 31.

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As a matter of fact, A. D. Mayo's first interpretations, made in the late nineteenth century, are still being paraphrased in modern texts. For instance, Harry G. Good recently argued, in A History of American Education, that the South was hopelessly behind in educational thought: "What was believed in New York and New Jersey in 1790 was still affirmed in many parts of the South in 1860." Furthermore, Good insisted that all classes of Southerners opposed popular education: "Many of the upper class did not see why the poor should have an education and many poor agreed with them!"<sup>1</sup>

Despite the prevalence of such indictments, however, a closer inspection of ante bellum manuscripts, particularly state and local school records, suggests that there is a basis for some revisions in our interpretations of Southern education. The histories of Georgia and Alabama, for example, strongly suggest that educational ideals and practices, even in the Deep South, were similar, in many ways, to those throughout the nation.

In Georgia and in Alabama the very earliest constitutions provided for the basic units of an educational system: county free schools, district schools, public academies, and state universities. Moreover, the republicanism in these statutes served as the ideological basis for the educational reform movements that were to occur in the 1830's and 1850's.

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<sup>1</sup>Harry G. Good, A History of American Education (New York: The Macmillan Company, 1956), pp. 264, 265, 270.

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As early as 1777 the Georgia constitution pledged that "schools shall be erected in each county and supported at the general expence (sic) of the state."<sup>1</sup> By 1785 the Georgia legislature went even further to create a public university and to combine all of the state schools into "one general and complete establishment."<sup>2</sup> Similarly, in Alabama the very first constitution in 1819, paraphrasing the Northwest Ordinance, pledged that "schools and the means of education shall forever be encouraged in this state." This same constitution provided for both a public university and township schools.<sup>3</sup> Following these constitutional precedents, education remained a vital political issue in the South throughout the ante bellum period.

In Alabama, immediately after the constitutional charge of 1819, the state authorized agents to develop the University and the township schools. Significantly, in the late 1820's, the fate of these institutions was tied directly to the fate of a new state bank, the lands set aside for education were to be sold, the money deposited in the bank, and the state government pledged to protect -- and pay six percent interest

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<sup>1</sup>Horatio Marbury and William H. Crawford, Digest of the Laws of the State of Georgia (Savannah: Seymour, Woolhopter, and Stebbins, 1802), p. 12.

<sup>2</sup>John A. Cuthbert, Digest of All the Laws and Resolutions Now in Force in the State of Georgia on the Subject of Public Education and Free Schools (Milledgeville: Polhill and Cuthbert, 1832), p. 25.

<sup>3</sup>Harry Toulmin, Digest of the Laws of the State of Alabama (Cahawba: Ginn and Curtis, 1823), pp. 539-40.

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on -- the deposits.<sup>1</sup> Also in the twenties, another precedent for public education was set when the legislature passed an act in 1826 creating a board and designating a source of revenue for public schools in the state's port city, Mobile.<sup>2</sup>

In the thirties in Alabama, as elsewhere across the country, the educational movement reached a peak with the opening of the University of Alabama and with the introduction of a public school bill in 1837 to insure that the lower schools would be open to all citizens, not just the poor.

The central figures in the Alabama public education effort were Daniel Bestor, a native of Connecticut who served as a Missionary Baptist minister, a teacher, and a Greene County farmer; Arthur P. Bagby, lawyer and governor (1837-1841) who had literally walked, bundle in hand, from Virginia to Monroc County; and Pleasant H. May, a South Carolinian who practiced law in Tuscaloosa and represented that county in the legislature of 1837.<sup>3</sup>

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<sup>1</sup>John G. Aikin, A Digest of the Laws of the State of Alabama (Philadelphia: Alexander Tower, 1833), pp. 377-79; also Willis G. Clark, History of Education in Alabama, 1702-1889, U. S. Bureau of Education Circular of Information No. 3, 1889 (Washington: Government Printing Office, 1889), pp. 31-33.

<sup>2</sup>Alabama, General Assembly, Acts, 1825 (Cahawba: William B. Allen, 1826), pp. 35-36.

<sup>3</sup>William Garrett, Reminiscences of Public Men in Alabama (Atlanta: Plantation Publishing Company, 1872), pp. 60, 146, 205, 240, 767; also Flag of the Union (Tuscaloosa), November 8, 1837.

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Pleasant May's important contributions were to identify one of the main obstacles to a genuinely common system of schools, the disparity in the federal land grants, and to place the responsibility for reform directly upon the state government. May used several telling arguments to support his bill. First, in a conservative restatement of the republican position, he maintained that if universal education was not promoted, the state would constantly have to protect itself from crimes of ignorance and immorality committed by the masses. Second, he cited the support given for improving the transportation system as a precedent sanctioning state aid for the "intellectual improvement of future generations."<sup>1</sup> Governor Bagby in supporting May went so far as to say that common schools were more important than a railroad "from Louisiana to the Lakes."<sup>2</sup>

The public school effort begun in 1837 was successful, first in 1839 when the Assembly appropriated \$150,000 annually for the school district system, and again in 1840 when the sum was increased to \$200,000. Equally significant, the state legislature assumed the principal responsibility for supporting the township schools by means

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<sup>1</sup> Flag of the Union (Tuscaloosa), November 8, 1837.

<sup>2</sup> Alabama, General Assembly, Senate Journal, Annual Session, 1838 (Tuscaloosa: Hale and Eaton, 1838), p. 13; Alabama, General Assembly, Senate Journal, Annual Session, 1840 (Tuscaloosa: Hale and Phelan, 1841), pp. 14-15.

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of annual appropriations, and it agreed to compensate those townships with worthless sixteenth sections.<sup>1</sup>

The collapse of the cotton market in the forties and the subsequent collapse of the state bank<sup>2</sup> temporarily nullified the work of the preceding decade. Despite numerous efforts to find other sources of revenue, the state bank had defaulted on the payments that made the legislative appropriations possible and education was left penniless. As soon as the economy recovered, however, and as popular enthusiasm for internal improvements and social reforms mounted, Alabama recommitted itself, both structurally and financially, to a public school system for all citizens and to a state office to promote public instruction.

The revival began in 1845 with the work of Judge Benjamin Porter, Whig, legal scholar, and a perfect example of the nineteenth century champion of reforms and internal improvements. In only five pages of the Journal for 1845, Porter was credited with introducing a bill to revise and amend the penal code, a bill to abolish punishment by death, and a bill to incorporate a canal and manufacturing company.<sup>3</sup>

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<sup>1</sup>Alabama, General Assembly, Acts, 1838-1839 (Tuscaloosa: Hale and Eaton, 1838), pp. 65-66; also Alexander B. Meek, A Supplement to Aikin's Digest, (Tuscaloosa: White and Snow, 1841), pp. 341-42.

<sup>2</sup>Emory Q. Hawk, Economic History of the South (New York: Prentice Hall, 1934), pp. 256, 358, 373-75; Albert B. Moore, History of Alabama (Tuscaloosa: Alabama Book Store, 1951), pp. 208-36.

<sup>3</sup>Alabama, General Assembly, House Journal, Annual Session, 1845 (Tuscaloosa: John McCormick, 1846), pp. 25-30.



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In the same five pages of the 1845 House Journal in which Porter fought for social justice and industrial progress, another entry read:

Mr. Porter introduced a bill for the preservation of sixteenth section grants, and to establish permanently in the State of Alabama a common school fund, so as to secure the intellectual improvement and moral welfare of the youth of said State.<sup>1</sup>

The argument supporting this proposal was presented in the following session of the legislature (1847-1848), where Porter delivered a fifteen page pamphlet endorsing common schools.<sup>2</sup> It was also Porter who, in this same act, first introduced the provisions for a state superintendent for education in Alabama. Porter's allies were General Leroy Walker, Speaker of the House and Democratic representative from Lauderdale County, and Governor Henry W. Collier (1849-52), who was also Dorothea Dix's ally in the establishment of the state's first asylum for the insane. General Walker's support was particularly interesting because of his unquestionable dedication to the ideals of Jeffersonian Democracy. He argued that "all Republican Governments rest upon the popular sentiments, and are controlled by the popular will" and that such governments must "afford by Legislative enactments

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<sup>1</sup>Alabama, General Assembly, House Journal, Annual Session, 1845 (Tuscaloosa: John McCormick, 1846), p. 25.

<sup>2</sup>William Garrett, Reminiscences of Public Men in Alabama (Atlanta: Plantation Publishing Company, 1872), p. 312.

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educational facilities for the improvement of the moral and intellectual condition of the masses. . . .<sup>1</sup> Governor Collier went even further in contending that the "paramount objective of government" was "the promotion of individual happiness. . . and the improvement of society" and that education was the perfect means for a state to use in achieving these ends.<sup>2</sup> This conception of the state's responsibility to foster "happiness" and social welfare was, to be certain, a broad interpretation of the function of the government.

In 1851 the House Committee on Education reported:

It cannot be disguised, that the people are fast becoming restless under the present condition of things. They are alive to the importance of education. They appreciate its advantages to their children, as fully as any other people. They are willing to contribute freely and generously for its encouragement. They recognize the duty of the State to do something in this nature.<sup>3</sup>

With such popular support and with a model for a system of public education readily available in Mobile, it is not surprising that the legislature of 1853-1854 took two steps: first, to require the new educational committee to draft a bill for a comprehensive public school system and, second, to appoint a Mobilian, A. B. Meek,

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<sup>1</sup>Alabama, General Assembly, House Journal, Biennial Session, 1847-1848 (Montgomery: McCormick and Walshe, 1848), p. 147.

<sup>2</sup>Alabama, General Assembly, Senate Journal, Biennial Session, 1849-1860 (Montgomery: Brittan and DeWolf, 1850), pp. 203-205.

<sup>3</sup>Alabama, General Assembly, House, Biennial Session, 1851-1852, Report of the Committee on Education on the Subject of Public Schools (Montgomery: Brittan and DeWolf, 1852), p. 5.

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to head the group.<sup>1</sup>

With the support of J. L. M. Curry and Dr. Andrew A. Lipscomb,<sup>2</sup> Meek obtained overwhelming legislative approval in 1854 for a comprehensive system of state supported public instruction and a state superintendent of education.<sup>3</sup>

Of course, the ideals of republicanism and egalitarianism and the principle of public control so evident in the political rhetoric do not prove that there was actual progress in the percentage of the population being educated or in the number of schools being built. Educational statistics at the state level, however, do suggest that there was considerable advancement.

Between 1830 and 1860, the number of schools, teachers, and students in Georgia and in Alabama grew twice as fast as the free population.<sup>4</sup> And the most productive institutions were those the census

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<sup>1</sup>Herman C. Nixon, Alexander Beauford Meek (Auburn: Alabama Polytechnic Institute, 1910), p. 15.

<sup>2</sup>William F. Perry, "The Genesis of Public Education in Alabama," Transactions of the Alabama Historical Society, Vol. II, p. 18; Stephen B. Weeks, History of Public School Education in Alabama, U.S. Bureau of Education Bulletin, 1915, No. 12 (Washington: Government Printing Office, 1915), p. 58.

<sup>3</sup>Alabama, General Assembly, House Journal, Biennial Session, 1853-1854 (Montgomery: Brittan and Blue, 1854), p. 310.

<sup>4</sup>U.S. Bureau of the Census, Compendium of the Enumeration of the Inhabitants and Statistics of the United States... from the Returns of the Sixth Census (Washington: Thomas Allen, 1841), pp. 49, 51, 55; The Seventh Census of the United States: 1850 (Washington: Robert Armstrong, 1853), pp. 370, 425; Statistics of the United States in 1860 (Washington: Government Printing Office, 1866), Vol. II, pp. 505, 507.

Roberts, Frances 2G3 ②  
Professional Correspondence, 1963-1969

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reports called "primary" and "common," that is, schools under "public" control.<sup>1</sup> In 1860, the two states had over 3,600 such establishments, with a teaching force of over 3,900 and an enrollment in excess of 100,000.<sup>2</sup>

Next in order were various types of "academies." The South was considered to have chartered more of these schools than any other section:<sup>3</sup> but like the planter class, these institutions have received more attention than their number justifies. Even though the better academies were always the prize exhibits of Southern educators because of their distinguished graduates,<sup>4</sup> the academy movement itself reached its peak in the 1830's<sup>5</sup> and declined thereafter. At no time during the ante bellum period were there more than 450 of these

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<sup>1</sup>U. S. Bureau of the Census, Compendium of the Enumeration of the Inhabitants and Statistics of the United States... from the Returns of the Sixth Census (Washington: Thomas Allen, 1841). The Seventh Census of the U. S. : 1850 (Washington: Robert Armstrong, 1853).

<sup>2</sup>U. S. Bureau of the Census The Eighth Census of the United States: 1860 (Washington: Government Printing Office, 1866), p. 507.

<sup>3</sup>Ellwood P. Cubberley, Public Education in the United States (Boston: Houghton Mifflin, 1947), p. 247.

<sup>4</sup>Moses Waddell's academy at Willington, South Carolina, is an excellent example of these distinguished academies. The graduates included William H. Crawford, John C. Calhoun and A. B. Longstreet. Clement Eaton, Freedom of Thought in the Old South (New York: Peter Smith, 1951), p. 71.

<sup>5</sup>O. W. Hyatt, The Development of Secondary Education in Alabama Prior to 1920 (Nashville: Cullom and Ghertner, 1933), p. 33. Elbert W. G. Boogher, Secondary Education in Georgia, 1732-1858 (Philadelphia: University of Pennsylvania, 1933) p. 85.

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schools in Georgia and Alabama.<sup>1</sup>

The South has also been regarded as prominent in higher education, particularly in the establishment of state universities. Indeed, the universities and colleges, like the public schools at a lower level, did enjoy tremendous growth between 1840 and 1860; but, like the academies, they suffer in comparison with the more numerous common schools.<sup>2</sup>

As a final testimony to educational productivity, contemporary surveys show that by 1860 between sixty-five and seventy-five per cent of the young people in Georgia and Alabama were enrolled in one of the various schools below the college level.<sup>3</sup> These percentages are well above the forty per cent figures usually cited for these two states in 1860.<sup>4</sup> These new statistics suggest a situation in the ante

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<sup>1</sup>U. S. Bureau of the Census, The Eighth Census of the United States: 1850 (Washington: Government Printing Office, 1866), p. 507.

<sup>2</sup>This is not to deny that Georgia and Alabama had proportionately more colleges and academies and fewer public schools than the nation as a whole. The ratio in the two states in 1860 was 49 colleges to 448 academies to 3,655 public schools; nationally there were 467 colleges to 6,877 academies to 107,800 public schools. The effort, however, has been to try to balance this picture by comparing the number of colleges and academies to public schools within the states rather than between them. U. S. Bureau of the Census, The Eighth Census of the United States: 1860 (Washington: Government Printing Office, 1866), pp. 507, 509.

<sup>3</sup>David W. Lewis, Report on Public Education (Milledgeville: Boughton, Nisbet and Barnes, 1860), pp. 170-81; Alabama, Department of Education, Report of the Superintendent of Education, 1858 (Montgomery: Shorter and Reid, 1859), pp. 1-7.

<sup>4</sup>Newton Edwards and Herman G. Richey, The School in the American Social Order (2nd ed.; Boston: Houghton Mifflin Company, 1963), pp. 380-81.

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bellum South roughly comparable to that in the Northwest (Indiana, Minnesota, and Oregon) and certain sections of the East (Pennsylvania and Rhode Island).<sup>1</sup>

If the South now suffers in comparison with other regions, there is nothing innate or inevitable about its present condition. The Old South was strongly influenced by Jeffersonian educational thought long after Jefferson's political ideals had been replaced by those of Calhoun, and it did educate its young people in a manner and at a rate not unlike that found in other sections of the country. Certainly, Professor Good's contention that the Old South was hopelessly behind in its educational aspirations is indefensible. And even Professor Knight's more accurate conclusion, while admittedly supported by inaction in the 1830's and 1840's, does not do justice to the undeniable progress in thought and deed of the 1850's.

This educational history of the first half of the nineteenth century did not survive the Civil War, however. Being neither martial nor romantic, the history of the educators was easily displaced by the history of the patriots and planters.

The task remaining, though, is not merely to demonstrate that the South had an educational past. This kind of effort could easily degenerate into the sort of defensive treatise that has long plagued Southern thought. The real challenge is to examine the character of Southern education and

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<sup>1</sup>Newton Edwards and Herman G. Richey, The School in the American Social Order (2nd ed.; Boston: Houghton Mifflin Company, 1963), pp. 380-81.

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Roberts, Frances 2G3 (8)  
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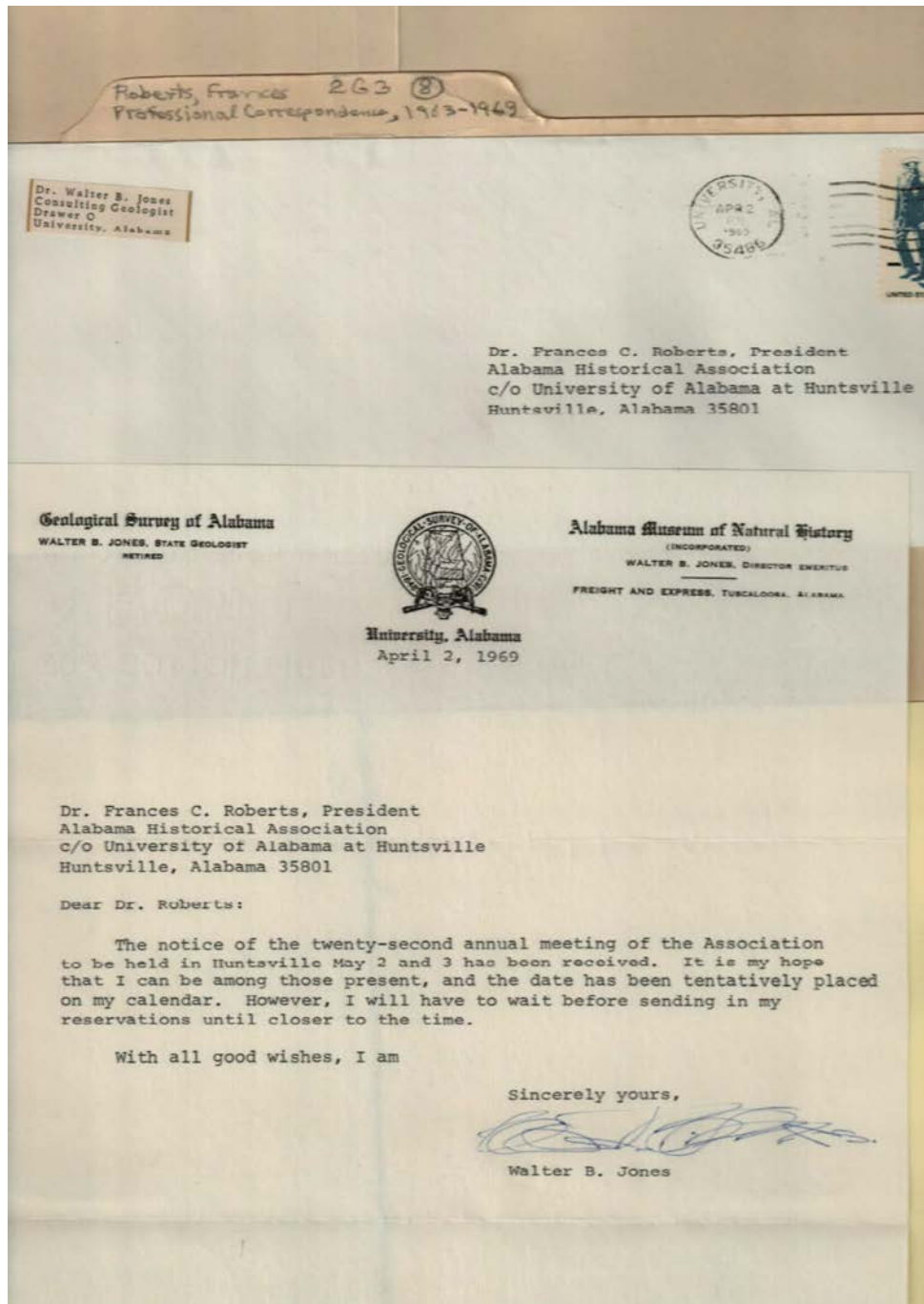
its relationship to the character of Southern society. It does not seem that the peculiar traits of ante bellum society, such as the defense of slavery, affected the form of education. That is, an organizational chart of public schools and colleges and a state office for education would look much the same in Alabama as in Indiana. The more significant question is whether the social and political environment of the South affected the nature and spirit of the educational enterprise, rather than its structure.

This type of question has received amazingly little critical attention from any source. Those censuring the South have too often made assumptions about the nature of Southern education without looking carefully at relevant primary sources. Those defending the South, on the other hand, have drawn conclusions based on accounts of some of the region's least representative schools, particularly the plantation schools and the more famous academies. Hopefully, this paper demonstrates the need for a more balanced, perhaps less apologetic, interpretation of ante bellum education and suggests the importance of going beyond traditional questions of quantity to questions of quality, with "education" being defined quite broadly.

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Frances C. Roberts Professional Correspondence, 1963-1969

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**Names:**

Jones, Walter B., Dr.

Roberts, Frances C.,  
Dr.

**Places:**

Huntsville, AL

University, AL

**Types:**

address

correspondence

envelope

**Dates:**

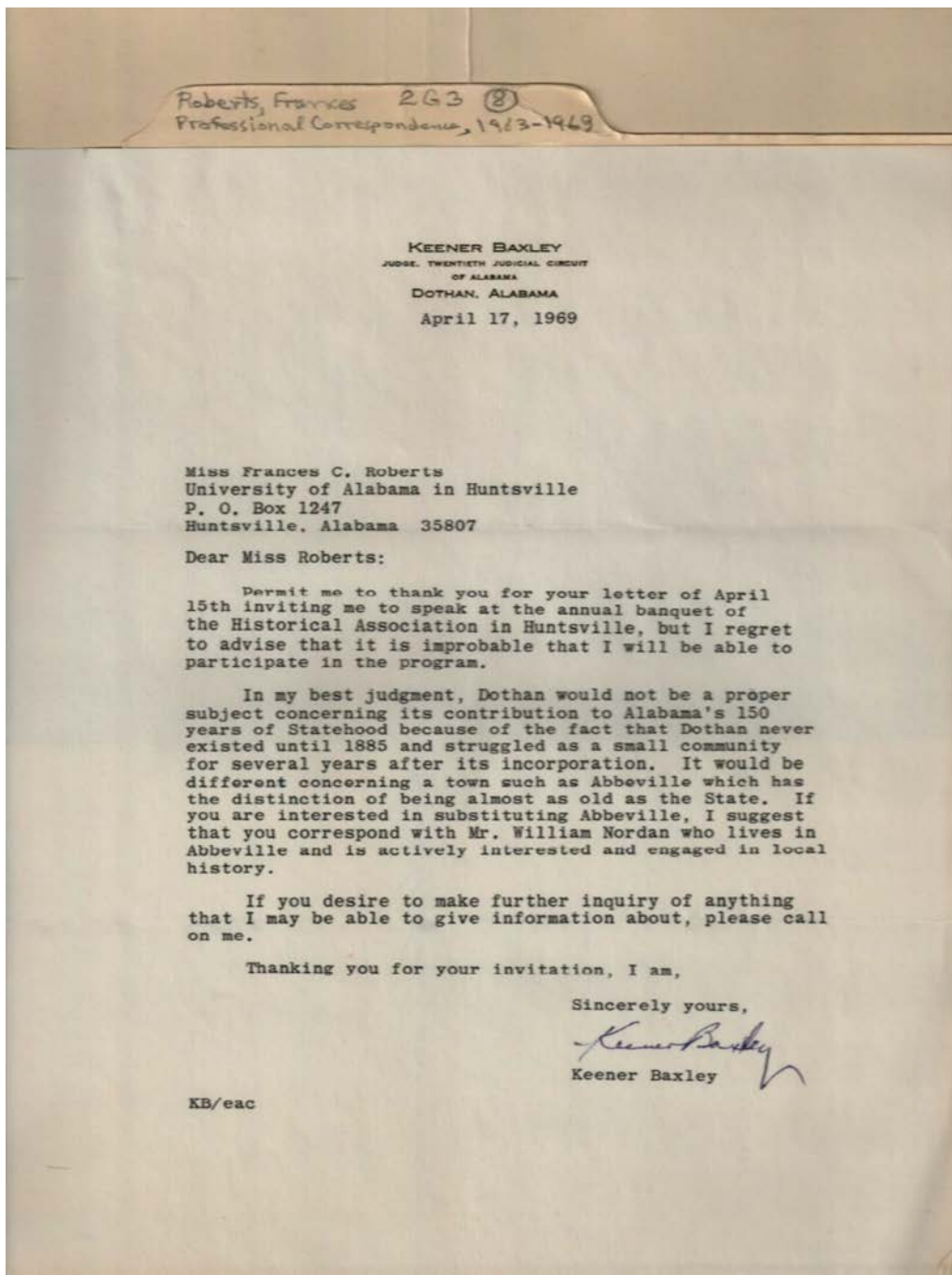
April 2, 1969



Frances Cabaniss Roberts Collection: Series 2, Subseries G, Box 3, Folder 8

Frances C. Roberts Professional Correspondence, 1963-1969

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**Names:**

Baxley, Keener,  
Judge

Nordan, William  
Roberts, Frances C.

**Places:**

Dothan, AL

Huntsville, AL

**Types:**

correspondence

**Dates:**

April 17, 1969

Roberts, Frances 2G3 8  
Professional Correspondence, 1963-1969

FRIDAY PROGRAM

May 2, 1969

(Friday Sessions at Carriage Inn Motor Hotel)

- 8:00 Registration--Carriage Inn Motor Hotel.
- 9:45 Opening Assembly--Miss Frances C. Roberts, President of the Association, presiding.
- Invocation--The Rev. Paul Glen, Pastor, First Methodist Church, Huntsville.
- Welcome--Hon. Joe Davis, Mayor of Huntsville.
- Response--Dr. Malcolm C. McMillan, Auburn University.
- Appointment of Committees.
- Announcements.
- Sesquicentennial Feature--"A New Map of Huntsville--1819"--Panel Presentation--Mrs. Burke S. Fisk, Huntsville, Chairman. ~~inter~~  
Participants: Donald Shenk, Mrs. Wayne L. Smith, and Mrs. Ward F. Sparkman, all from Huntsville.
- 10:45 Morning Session "A"--Jack N. Nelms, Selma, presiding.
- "Furnishing Merchants and Share Croppers"--Mrs. Margaret Pace Farmer, Troy.
- "Historic Caves in Northern Alabama"--Bert Umpingco, Decatur.
- "Dread Diseases in Alabama During the Reconstruction Era"--Miss Besse T. Terry, Alabama College.
- 10:45 Morning Session "B"--Mrs. Hugh Smith, Langdale, presiding.
- "Andrew Jackson's Interests in North Alabama"--William H. Jenkins, Decatur.
- "Happenings at Fort Conde"--Nicholas Holmes, Mobile.
- "George Steele, Architect: His Life and Works"--Eugene E. Burr, Huntsville.

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10:45 Morning Session "C"--Dr. Ralph M. Tanner, Birmingham-Southern College, presiding.

"The First Session of the Alabama State Legislature, 1819"--Mrs. Leah R. Atkins, Auburn University.

"Michael Fortier--The First Bishop of Mobile, 1829-1859"--Mrs. S. P. Van Antwerp, Mobile.

"A Hundred and Fifty Years of State Historiography"--Milo B. Howard, Director, Department of Archives and History, Montgomery.  
Adjournment.

1:45 Tour of Historic Homes in Huntsville. Buses, as they are loaded, will leave from the Carriage Inn Motor Hotel.

3:45 Reception.

7:00 Alabama 1819 Banquet--Carriage Inn Motor Hotel--Dr. Leslie S. Wright, Sanford University, presiding.

Grace--The Rev. Donald Bailey, Minister, First Presbyterian Church, Huntsville.

Music by the University of Alabama in Huntsville Choir, Dr. Royce Bayer, Director.

"Salutes Commemorating Alabama's Sesquicentennial."

Adjournment.

#### SATURDAY BREAKFAST

8:00 Dutch Breakfast--Carriage Inn Motor Hotel

Grace

An Informal Discussion.

#### SATURDAY PROGRAM

May 3, 1969

(Saturday Sessions at Madison County Courthouse)

8:00 Registration--Madison County Courthouse.

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At the Madison County Courthouse an Exhibit of important documents, historic material, and the original Constitution of the State of Alabama, is on display.

10:00 General Assembly--Madison County Courthouse--Miss Frances C. Roberts, presiding.

Comments--Hon. James Record, Chairman, Madison County Board of Commissioners.

Report of "Alabama Review" Editor.

Report of Officers and Committees.

Election of Officers.

10:45 Morning Session "A"--Richard J. Stockham, Birmingham, presiding.

"Education and the Mind of the South"--Dr. David Mathews, University of Alabama.

"Attics, Ancestors, and Anecdotes: The Local Community as a Source of History"--Miss Lucille Griffith, Alabama College.

"Readjustment of Alabamians to Defeat in the Civil War, 1865-1866"--Mrs. Sylvia Cook, West Georgia College.

10:45 Morning Session "B"--Stanley T. Johnson, Cullman, presiding.

"Alabama's First Two Governors: William Wyatt Bibb and Thomas Bibb"--Judge C. J. Coley, Alexander City.

"Coetzel of Mobile, Alabama's Leading Ante-Bellum Publisher"--Caldwell Delaney, Mobile.

"Nathan Bozeman--Pioneer Gynecologist"--Dr. Emmett B. Carmichael, Medical College of Alabama.

10:45 Morning Session "C"--Edward L. Darden, Gadsden, presiding.

"N. H. R. Dawson: A Bourbon Educator in Washington"--Kenneth R. Johnson, Florence State University.

"Constantine Blackman Sanders: The Sleeping Preacher of North Alabama"--Elbert L. Watson, Anniston.

"Ethel Armes and Coal and Iron in Alabama"--Dr. Hugh C. Bailey, Sanford University.

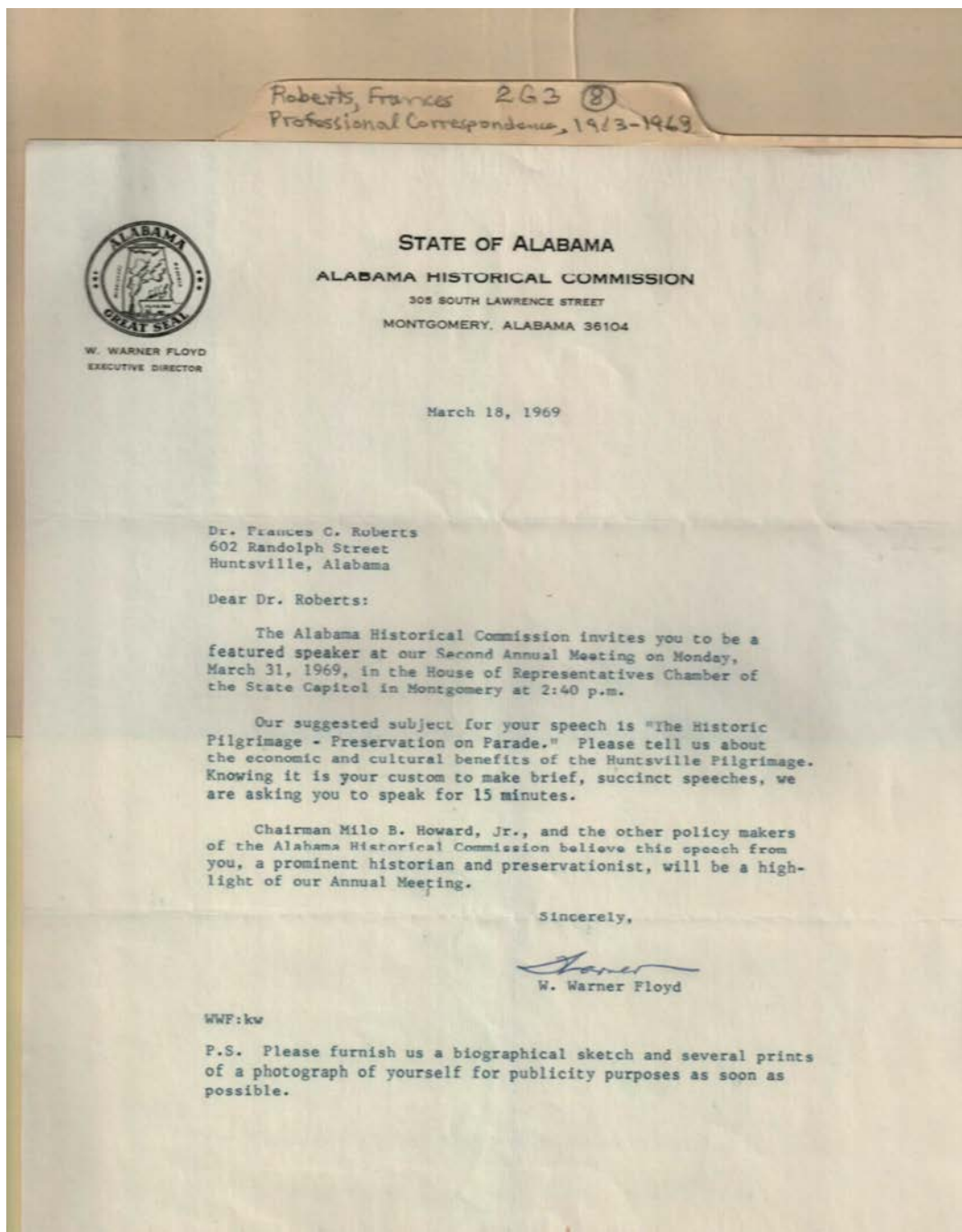
Roberts, Frances 2G3 (8)  
Professional Correspondence, 1963-1969

12:15 Annual Luncheon Session--Carriage Inn Motor Hotel--Dr. Charles G. Summersell, University of Alabama, presiding.  
Grace--The Rev. Emile Joffrion, Rector, Church of the Nativity, Huntsville.  
Presentation of Speaker--James F. Sulzby, Jr., Secretary of the Association.  
Presidential Address--"Politics and Public Land Disposal in Alabama's Formative Period"--Miss Frances C. Roberts.  
Adjournment.

Frances Cabaniss Roberts Collection: Series 2, Subseries G, Box 3, Folder 8

Frances C. Roberts Professional Correspondence, 1963-1969

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**Names:**

Floyd, W. Warner  
Howard, Milo B., Jr.

Roberts, Frances C.,  
Dr.

**Places:**

Huntsville, AL

Montgomery, AL

**Types:**

correspondence

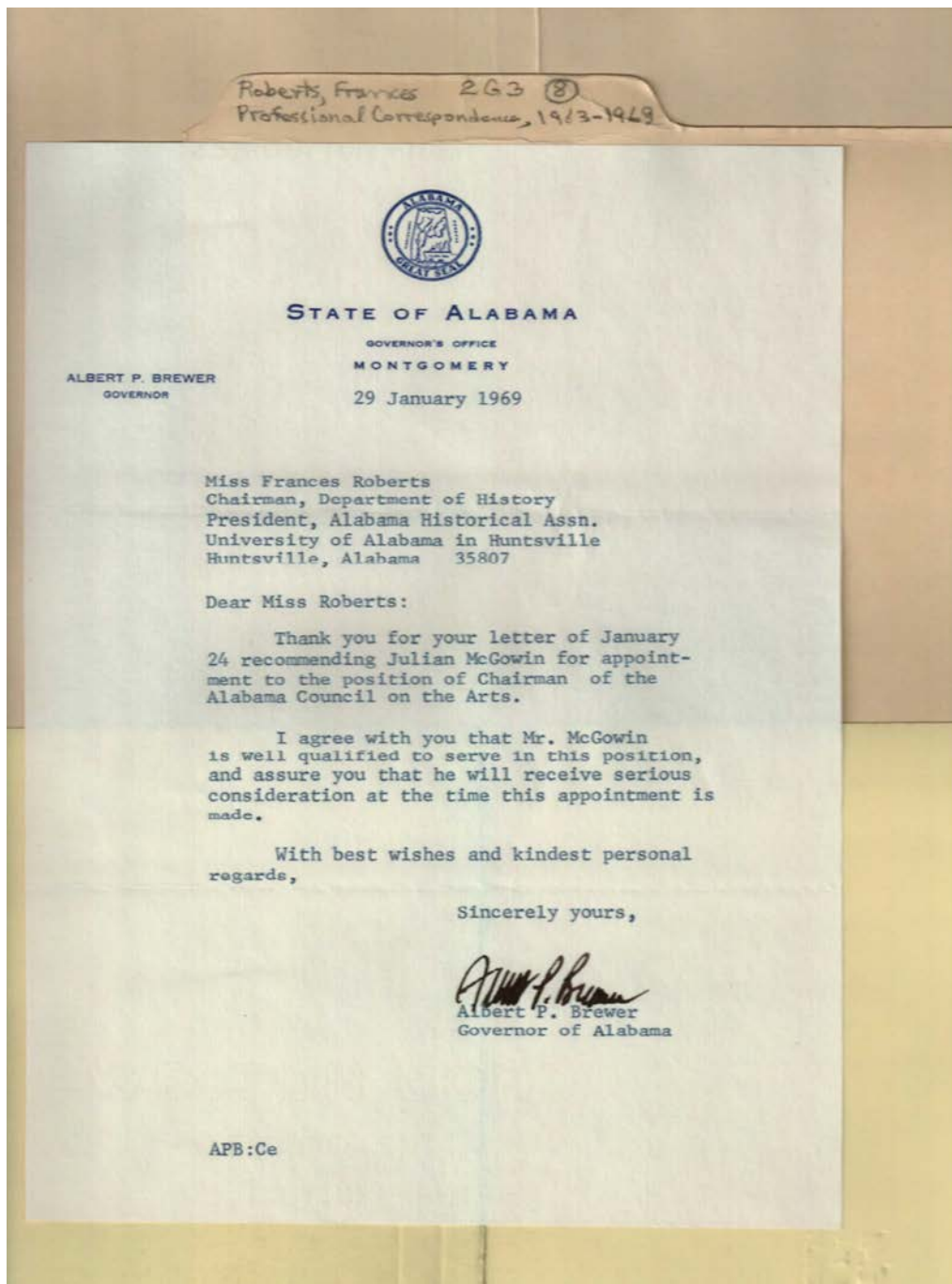
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Mar 18, 1969

Frances Cabaniss Roberts Collection: Series 2, Subseries G, Box 3, Folder 8

Frances C. Roberts Professional Correspondence, 1963-1969

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**Names:**

Brewer, Albert P.,  
Gov.

McGowin, Julian  
Roberts, Frances

**Places:**

Huntsville, AL

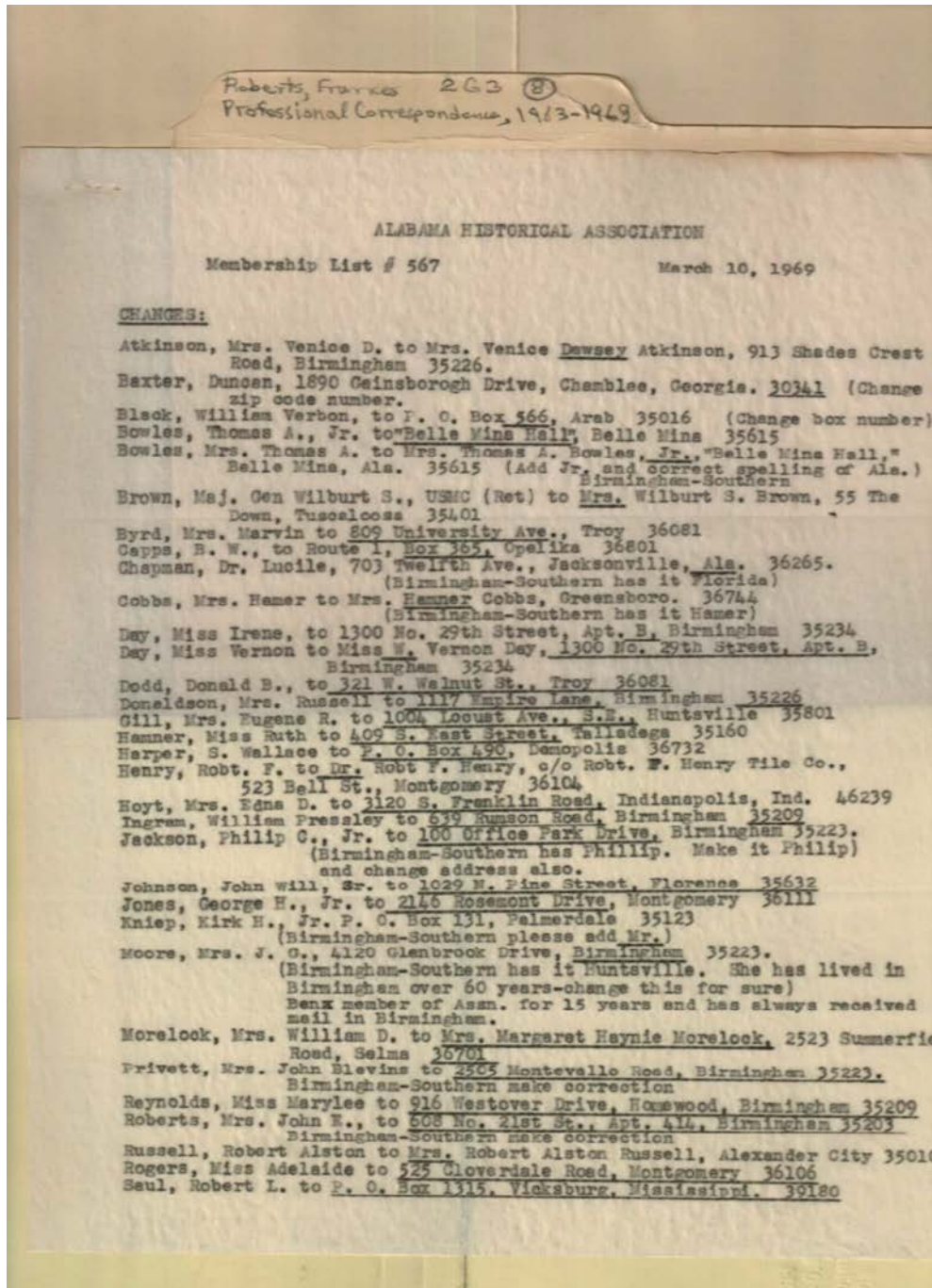
Montgomery, AL

**Types:**

correspondence

**Dates:**

Jan 29, 1969



membership changes

**Names:**

Alabama Historical  
Association

**Types:**

list

**Dates:**

Mar 10, 1969



Roberts, Frances 2G3 (8)  
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Ala. Hist. Assn.

Mem. List # 567 Mar. 10, 1969

Scott, Dr. Charley to P. O. Box 1055, Huntsville 35807  
Scott, Mrs. Walter F., to 2250 Highland Ave., Apt. 2-B, Birmingham 35205  
Simpson, Mrs. Hugh Lewis to 1206 So. 34th St., Apt 1, Birmingham 35205  
Smith, E. V. to 427 Pinedale Road, Auburn 36830 (Add Road)  
Smith, Paoli A. to 3915 9th Court, So., Birmingham 35222  
Stephen, Mrs. Walter W., 24 Main Street, Oxford 36201 (Change zip code)  
Terry, Leonard S. to P. O. Box 65, Hillsboro 35643  
(Birmingham-Southern make change)  
Thomason, Mrs. John R., 214 Katherine St., Box 598, Leeds 35094  
Torbert, Charles L., Jr. to P. O. Box 128, Lafayette 36862  
Vanderver, Mrs. J. L. to 4001 Old Bullard Road, Apt. L, Tyler Texas 73701  
Vickery, Mrs. Shirley L. to P. O. Box 1327, Mobile 36601  
Vogle, Alvin W., Jr. to P. O. Box 18877, Atlanta, Georgia 30326  
Yeager, Lawrence G. to 901 North Street, Greensboro 36744

Total 1968-69 membership 1665

JFS

membership changes

**Names:**

Alabama Historical  
Association

**Types:**

list

**Dates:**

Mar 10, 1969

Roberts, Frances 263 (8)  
Professional Correspondence, 1963-1969

ALABAMA HISTORICAL ASSOCIATION

Membership List # 566

January 13, 1969

CHANGES:

Lynn, George G. to Ensign George G. Lynn, USNR., USS Springfield  
(CLG-7), Fleet Post Office, New York, New York 09501

Lynn, Henry Sharpe, Jr. (Lt.) (drop Lt.) to 2878 Shook Hill Road,  
Birmingham 35223

Neilson, Marshall to 2520-F Park Lane Court No., Birmingham 35223  
Total 1968-69 membership 1665

JFS

**Names:**

Alabama Historical  
Association

Lynn, George G.,  
Ensign

Lynn, Henry Sharpe,  
Jr.

**Places:**

Birmingham, AL

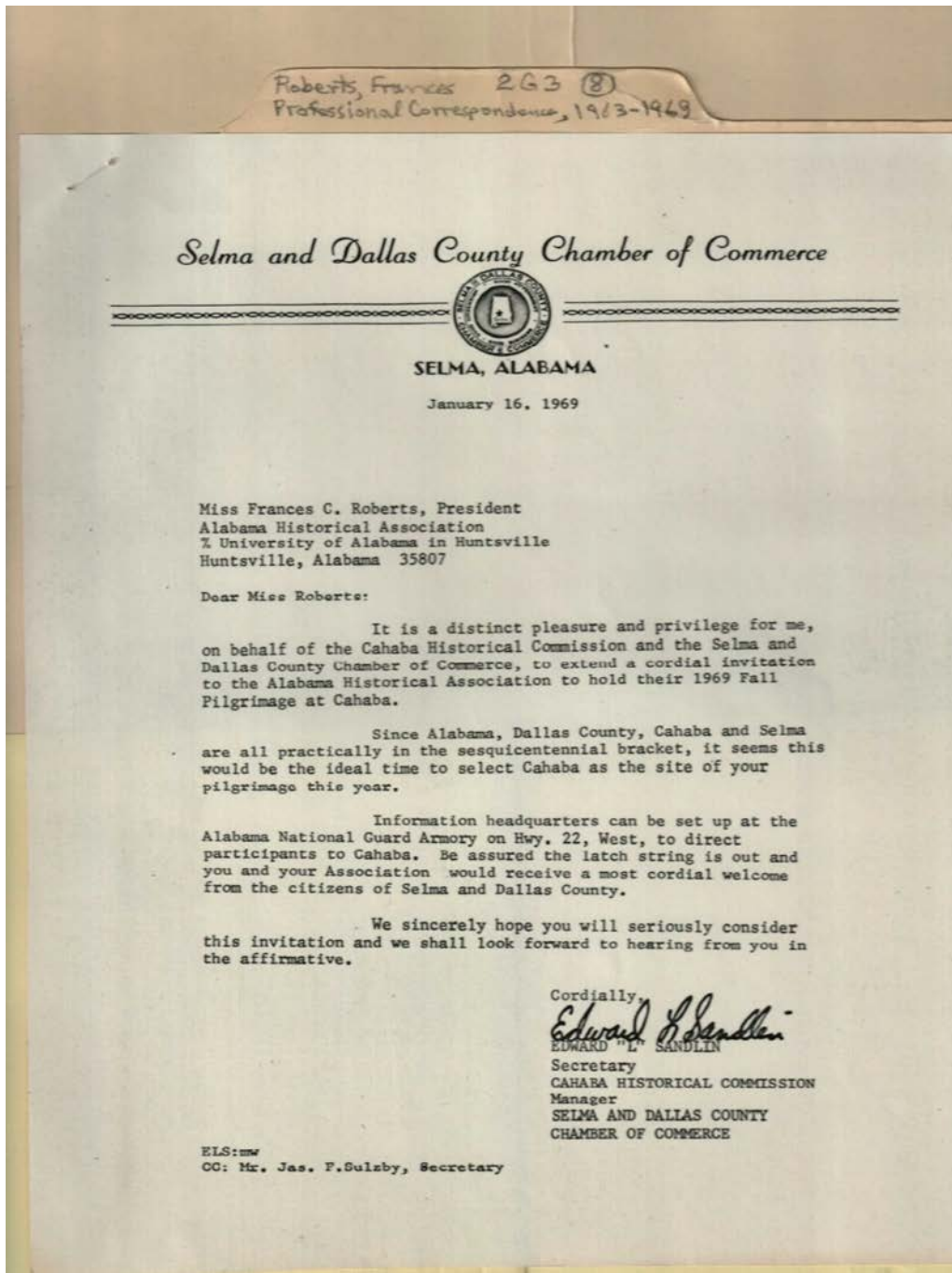
New York, NY

**Types:**

list

**Dates:**

Jan 13, 1969



**Names:**

Roberts, Frances C.

Sandlin, Edward L.

Sulzby, James F., Jr.

**Places:**

Huntsville, AL

Selma, AL

**Types:**

correspondence

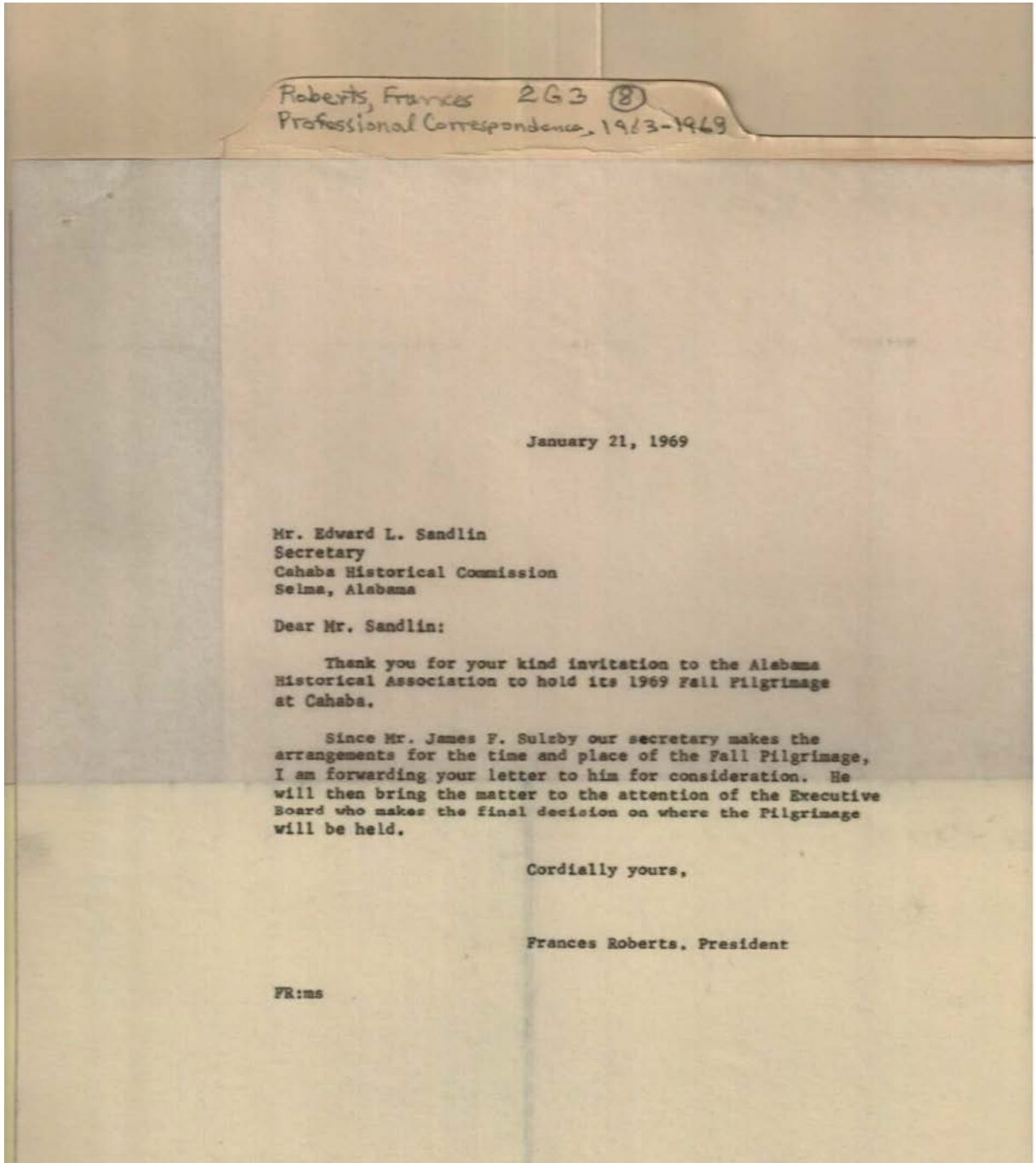
**Dates:**

Jan 16, 1969

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Frances C. Roberts Professional Correspondence, 1963-1969

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**Names:**

Roberts, Frances

Sandlin, Edward L.

Sulzby, James F., Jr.

**Places:**

Huntsville, AL

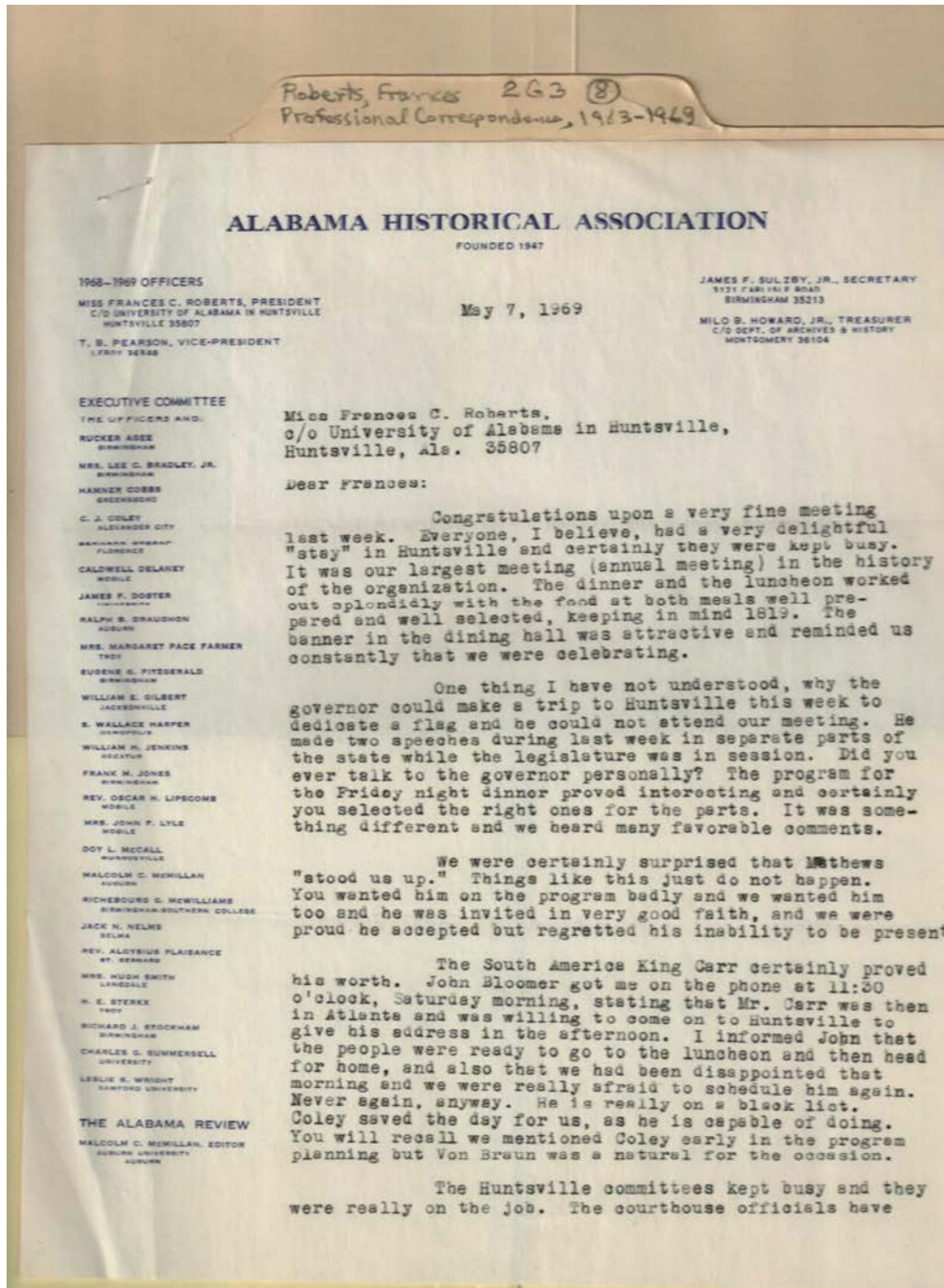
Selma, AL

**Types:**

correspondence

**Dates:**

Jan 21, 1969



**Names:**

Bloomer, John W.  
Carr, Eduardo King

Coley, C. J., Judge  
Mathews, David

Roberts, Frances C.  
von Braun, Wernher

**Places:**

Birmingham, AL

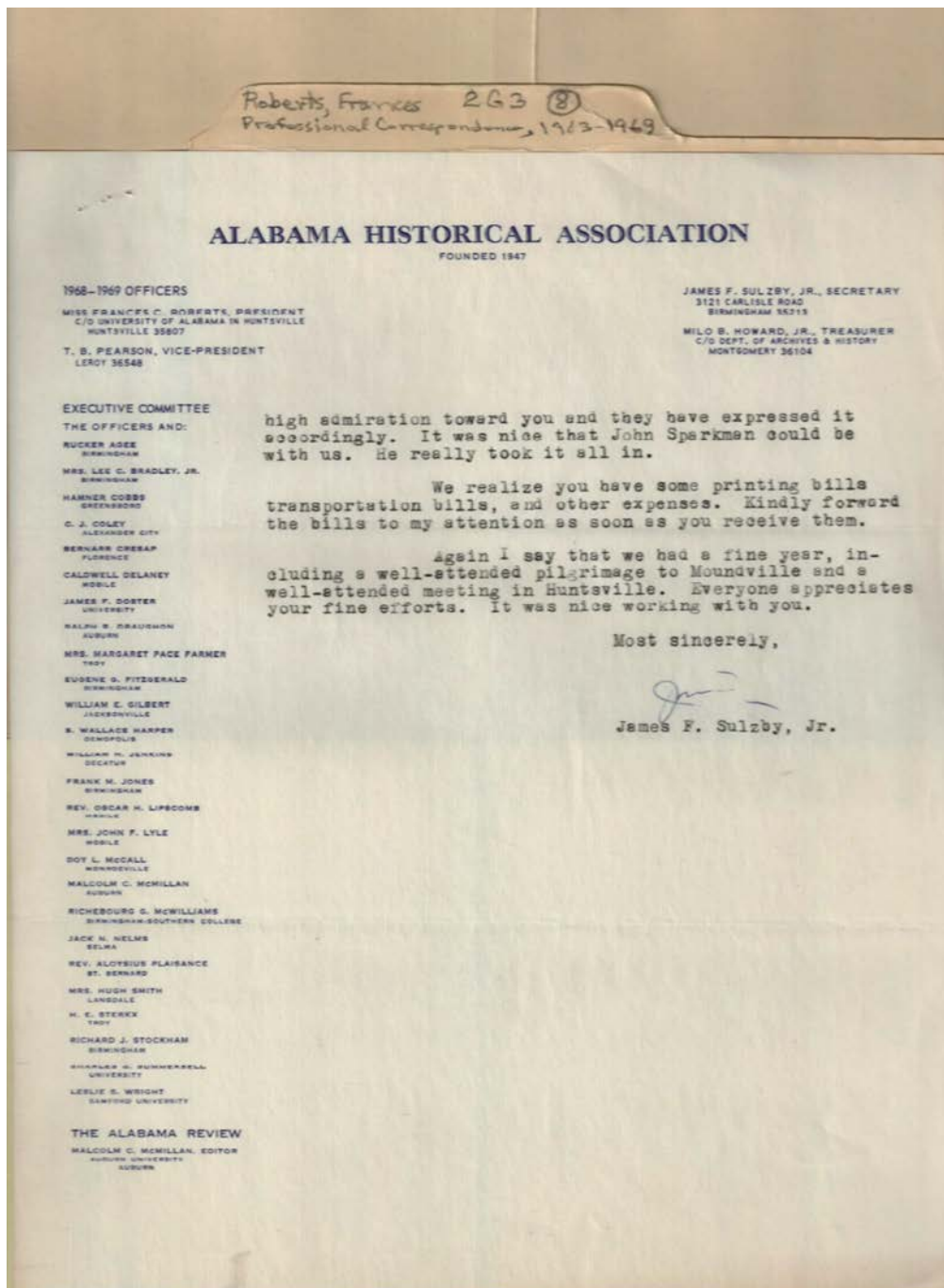
Huntsville, AL

**Types:**

correspondence

**Dates:**

May 7, 1969



**Names:**

Sparkman, John, Sen.

Sulzby, James F., Jr.

**Places:**

Birmingham, AL

**Types:**

correspondence

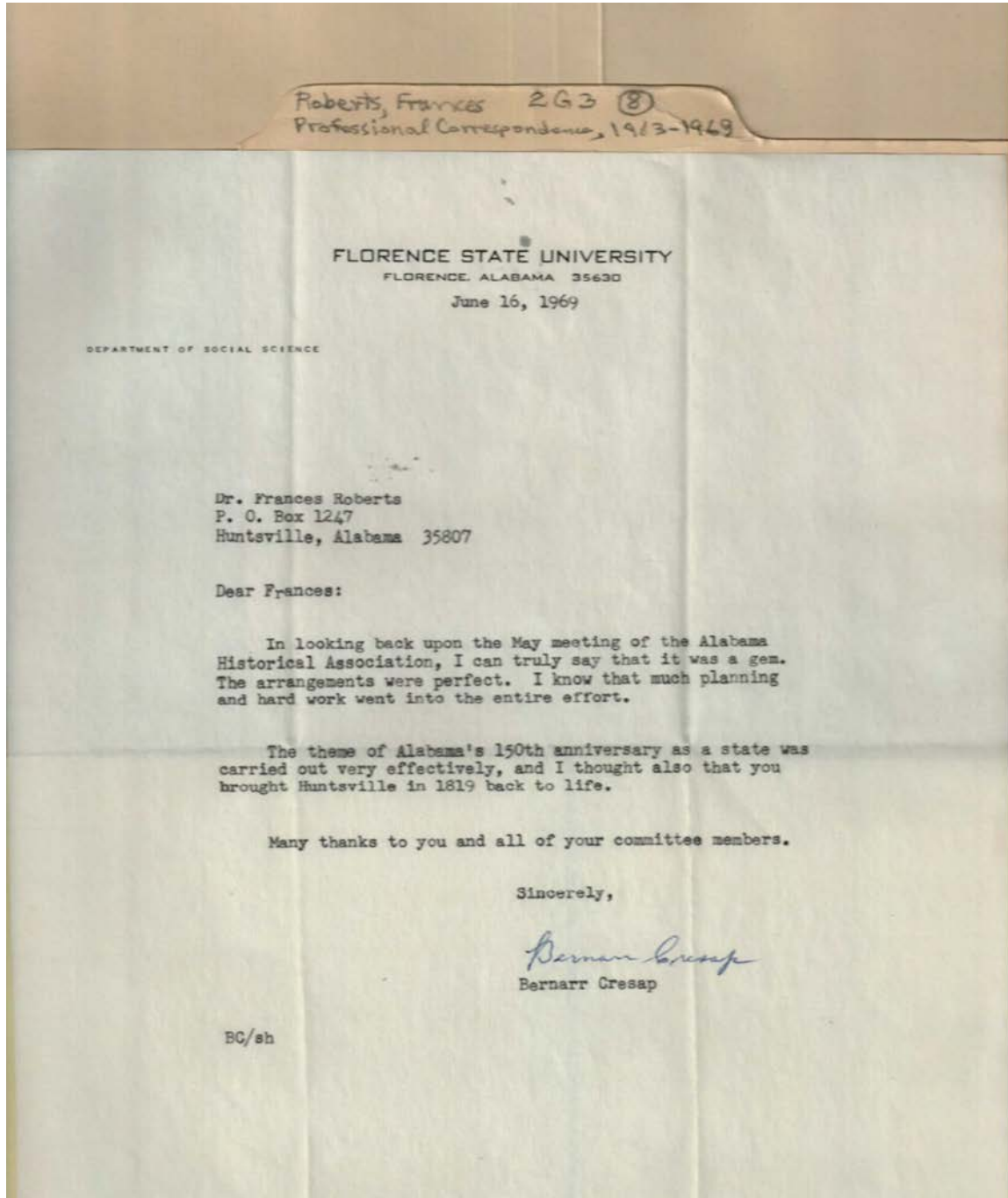
**Dates:**

May 7, 1969

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Frances C. Roberts Professional Correspondence, 1963-1969

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**Names:**

Cresap, Bernarr

Roberts, Frances

**Places:**

Florence, AL

Huntsville, AL

**Types:**

correspondence

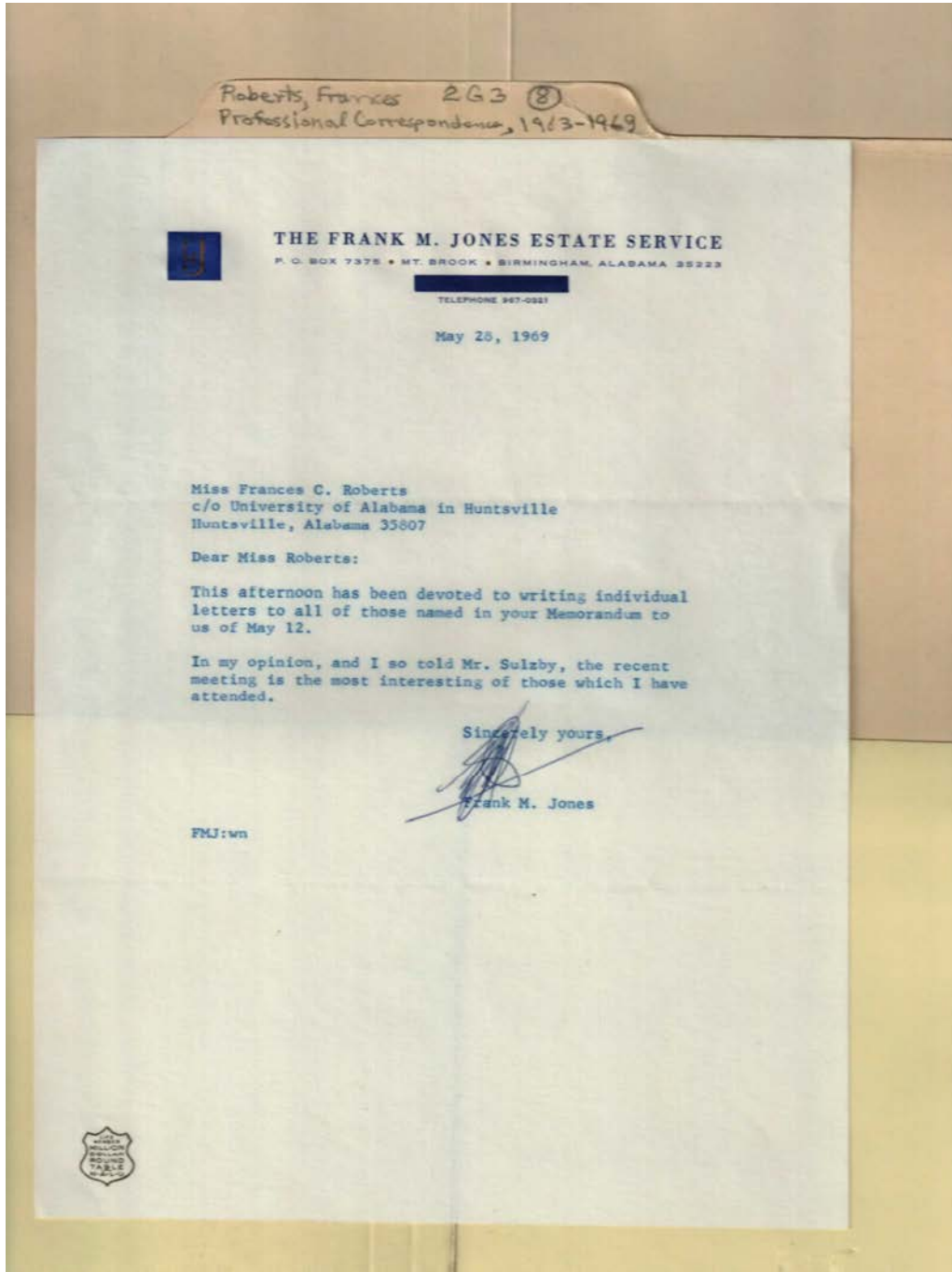
**Dates:**

June 16, 1969

Frances Cabaniss Roberts Collection: Series 2, Subseries G, Box 3, Folder 8

Frances C. Roberts Professional Correspondence, 1963-1969

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**Names:**

Jones, Frank M.

Roberts, Frances C.

Sulzby, James F., Jr.

**Places:**

Birmingham, AL

Huntsville, AL

**Types:**

correspondence

**Dates:**

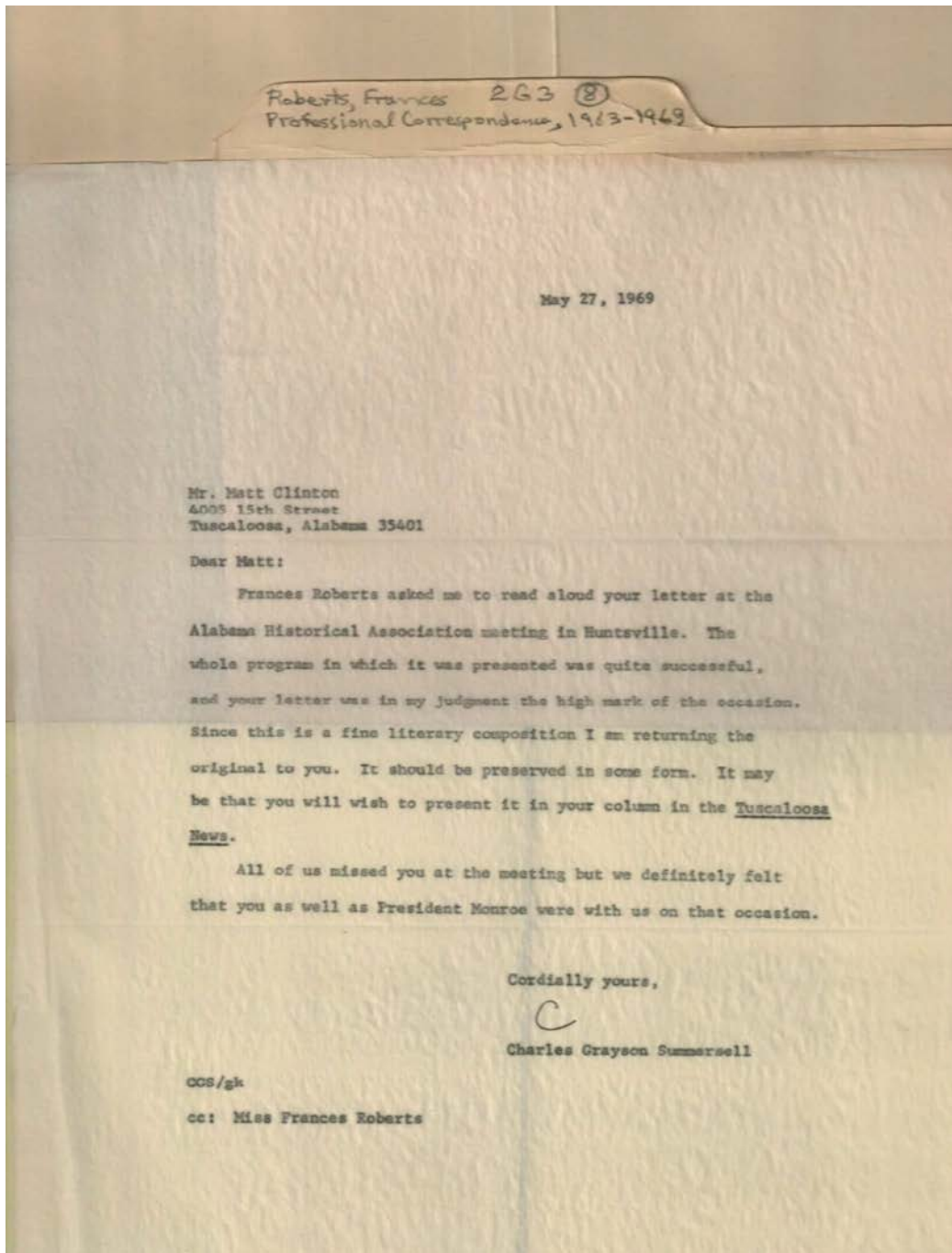
May 28, 1969



Frances Cabaniss Roberts Collection: Series 2, Subseries G, Box 3, Folder 8

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**Names:**

Clinton, Matt  
Roberts, Frances

Summersell, Charles  
Grayson

**Places:**

Huntsville, AL

Tuscaloosa, AL

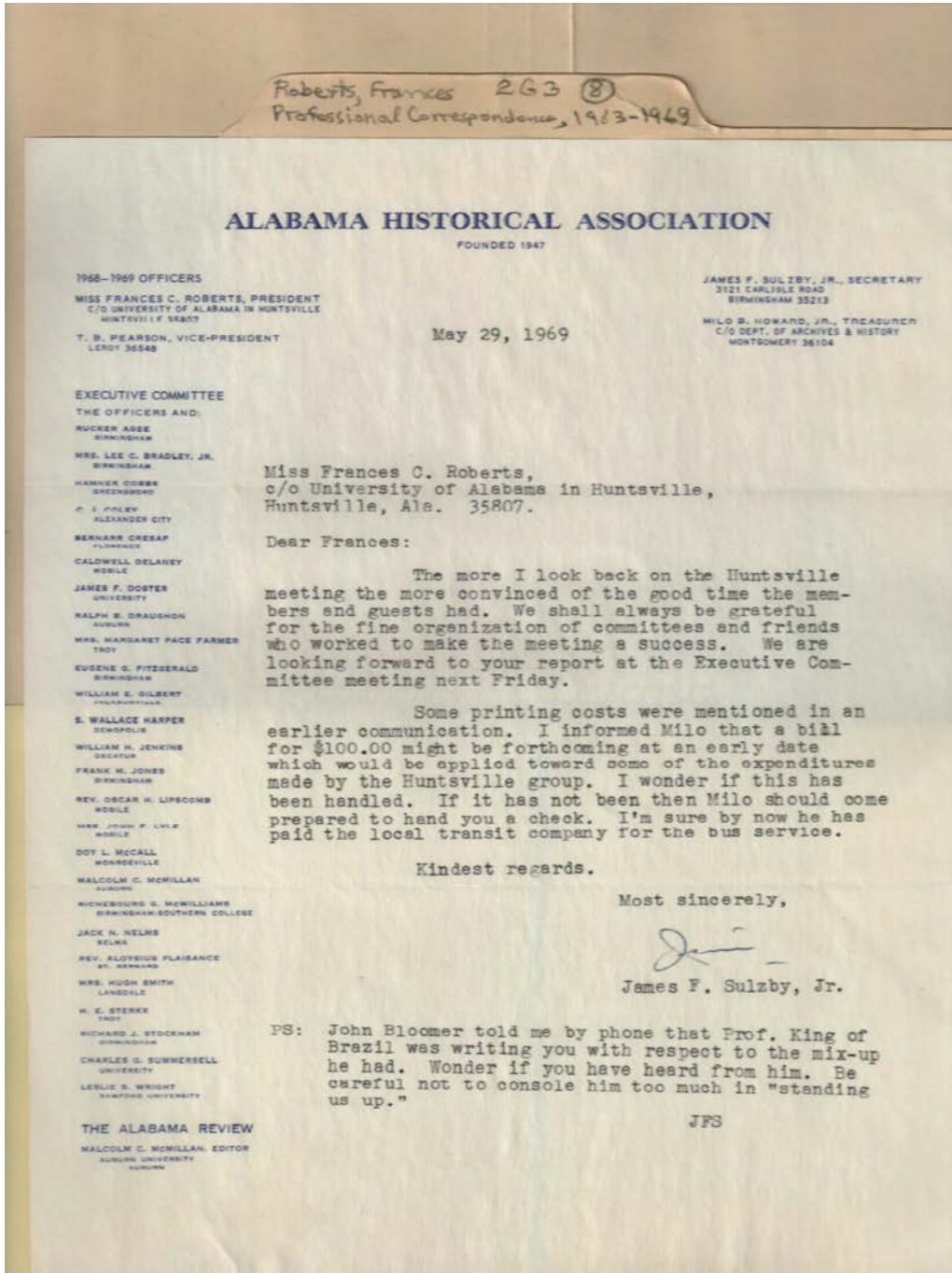
University, AL

**Types:**

correspondence

**Dates:**

May 27, 1969



**Names:**

Bloomer, John W.

Howard, Milo B., Jr.

Roberts, Frances C.

Sulzby, James F., Jr.

**Places:**

Birmingham, AL

Huntsville, AL

**Types:**

correspondence

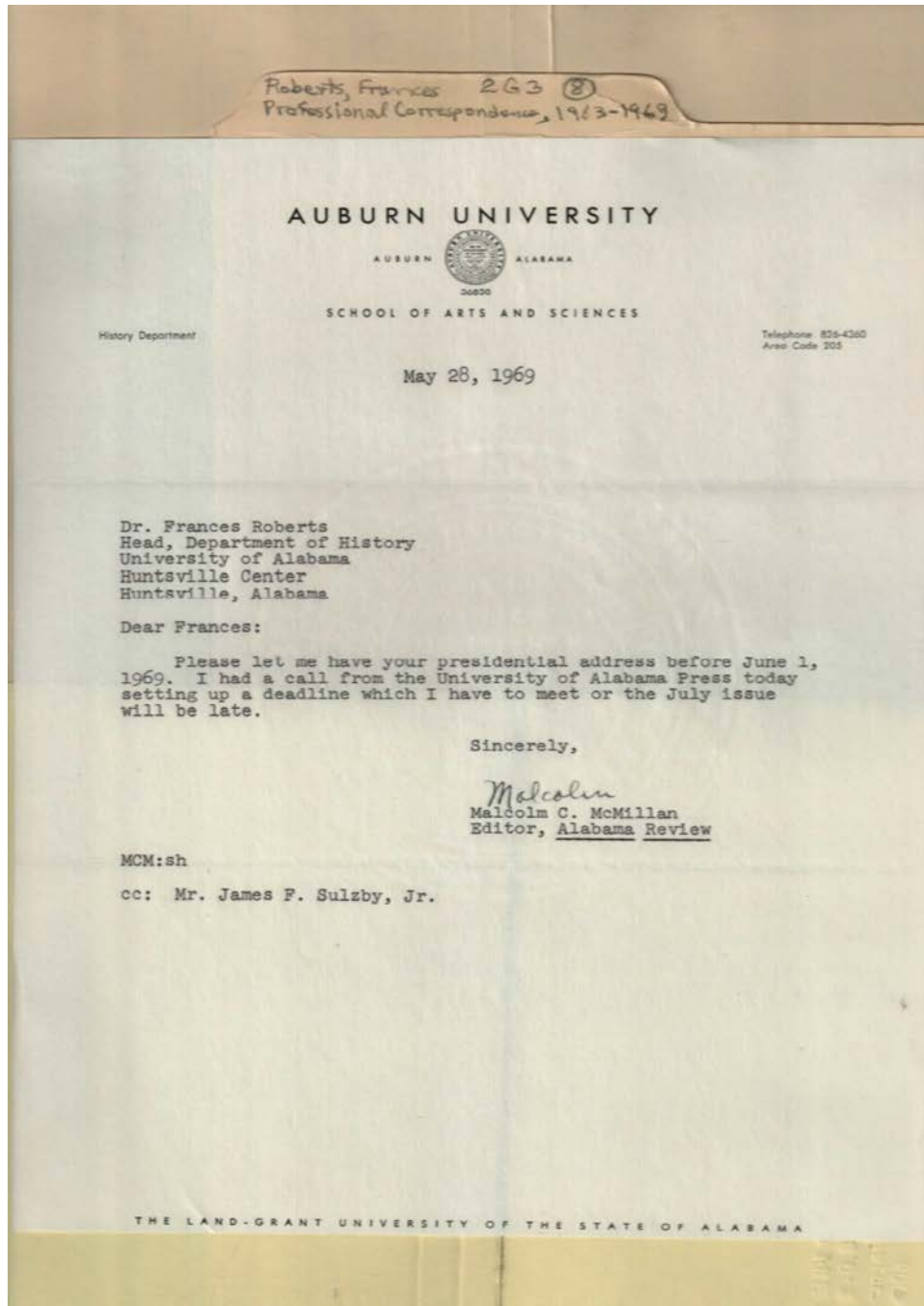
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May 29, 1969

Frances Cabaniss Roberts Collection: Series 2, Subseries G, Box 3, Folder 8

Frances C. Roberts Professional Correspondence, 1963-1969

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**Names:**

McMillan, Malcolm  
C., Dr.

Roberts, Frances, Dr.

**Places:**

Auburn, AL

Huntsville, AL

**Types:**

correspondence

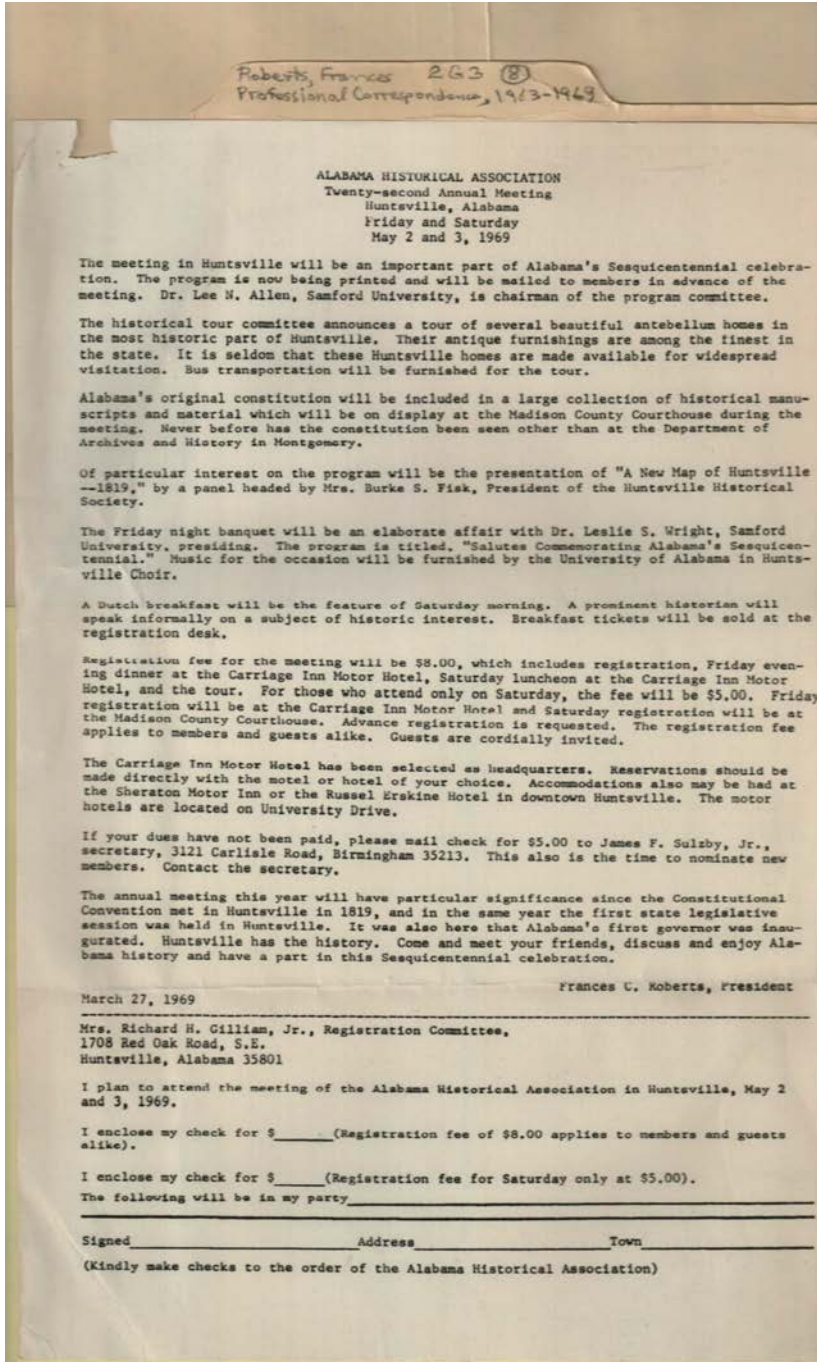
**Dates:**

May 28, 1969

Frances Cabaniss Roberts Collection: Series 2, Subseries G, Box 3, Folder 8

Frances C. Roberts Professional Correspondence, 1963-1969

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**Names:**

Alabama Historical Association  
Allen, Lee N., Dr.

Fisk, Burke S., Mrs.  
Gilliam, Richard H., Jr., Mrs.

Roberts, Frances C.  
Sulzby, James F., Jr.  
Wright, Leslie S., Dr.

**Places:**

Huntsville, AL

**Types:**

form newsletter

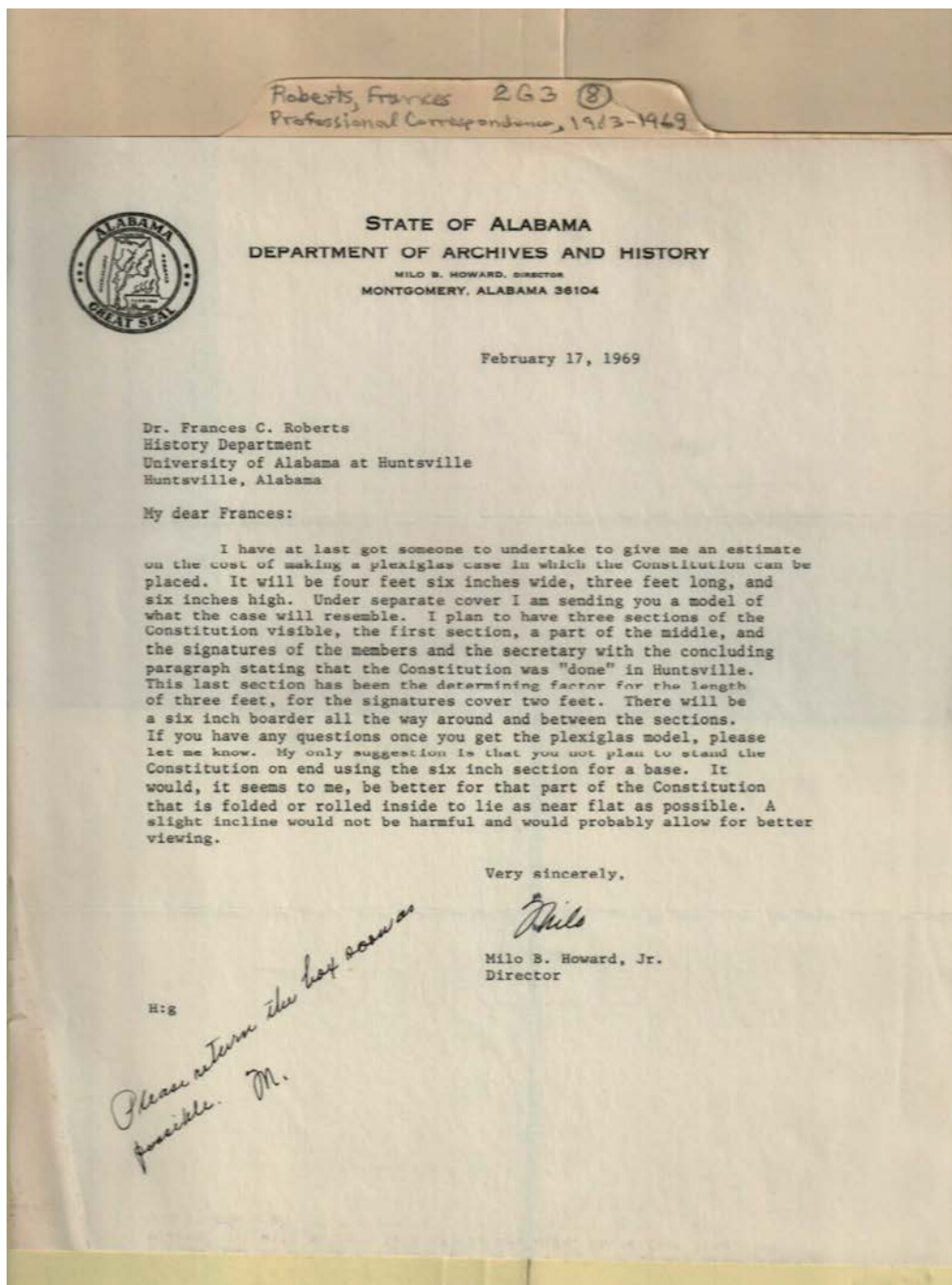
**Dates:**

Mar 27, 1969

Frances Cabaniss Roberts Collection: Series 2, Subseries G, Box 3, Folder 8

Frances C. Roberts Professional Correspondence, 1963-1969

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**Names:**

Howard, Milo B., Jr.

Roberts, Frances C.

**Places:**

Huntsville, AL

Montgomery, AL

**Types:**

correspondence

**Dates:**

Feb 17, 1969

**Frances Cabaniss Roberts Collection: Series 2, Subseries G, Box 3, Folder 8**  
**Frances C. Roberts Professional Correspondence, 1963-1969**

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[Image 11](#) (r02g03-08-000-0011)  
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**Frances C. Roberts Professional Correspondence, 1963-1969**

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# Frances Cabaniss Roberts Collection

**Preferred Citation:** Frances Cabaniss Roberts Collection, Archives and Special Collections, M. Louis Salmon Library, University of Alabama in Huntsville, Huntsville, AL.

**Collection Scope and Content:** The Collection of 114 Linear ft. includes a total of 156 Archival Boxes. The Frances Cabaniss Roberts collection covers the historical records of the Cabaniss Roberts family. This collection contains extensive correspondence records of the Cabaniss Roberts family circa 1830 to 1930.

**Archives/Special Collections Access Restrictions:** None

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