

A STUDY OF THE LIFE OF FRANKLIN GILLETTE SMITH

A Thesis

Presented to

the Faculty of the Graduate School

Tennessee Polytechnic Institute

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

Eva Pearl Quillen

June 1960

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To the Faculty of the Graduate School:

I am submitting herewith a thesis written by Eva Pearl Quillen entitled "A Study of the Life of Franklin Gillette Smith," I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts, with a major in Educational Administration and Supervision.

Columbia.

Charles J. Keene
Major Professor

We have read this thesis and recommend its acceptance:

William B. Stodley
Stessie Baker
Charles R. Mangum

Accepted for the Faculty:

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Director of the Graduate School

ACKNOWLEDGMENTS

The writer of this study wishes to express her sincere appreciation to Dr. Charles J. Keene, Jr., Chairman, Dr. William B. Stradley, Dr. Charles R. Mangam, and Dr. Gordon B. Pennebaker, members of her graduate committee, for their valuable direction, criticism, and counsel in the development of this study.

Grateful acknowledgment is made to Miss Carrie E. Smith, Columbia, Tennessee, and Mrs. Z. T. Davis (Fannie Louise Smith), Lamesa, Texas, for the use of the materials in the private files of their grandfather, Franklin Gillette Smith; and to all others who have contributed information used in this study.

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CHAPTER I

A STUDY OF THE LIFE OF FRANKLIN GILLETTE SMITH

The development of education in the South during the past one hundred and fifty years has been phenomenal. This great educational growth has been due, in part, to the experimentation and exploration by many pioneer educators. One of these pioneer educators in the state of Tennessee was Franklin Gillette Smith.

The writer of this study became interested in the life and accomplishments of this man while teaching at Columbia, Tennessee. A plaque dedicated to the memory and service of this outstanding educator was located in the entrance hall of Central High School, Columbia, Tennessee. The high school is presently located on property that at one time belonged to "The Athenaeum," a college founded by Mr. Smith.

It was while living in an apartment in "The Rectory," the former home of Franklin Gillette Smith, that the writer became aware of the existence of a private file of his materials. These materials should be preserved for posterity in the form of an organized record of Mr. Smith's life and his contributions to education in the South and particularly to education in the state of Tennessee. It was through the courtesy of Miss Carrie E. Smith, a granddaughter of Mr. Smith, and present owner and occupant of "The Rectory," that these files were made available.

A study of the 1957 survey Report of the Study of Higher Education recommended that a state college be established in the Pulaski-

Columbia area in the near future if present enrollment trends continue.¹ This recommendation has inspired the writer to make a study of the history of higher education in that area. The life of Franklin Gillette Smith plays an important part in such a study.

I. THE PROBLEM

Statement of the Problem. It was the purpose of this study (1) to gather the basic data concerning the life of Franklin Gillette Smith and organize it into a biography; (2) to determine the contributions to education in the state of Tennessee of Franklin Gillette Smith (1797-1866); (3) to evaluate the educational ideas and contributions of Franklin Gillette Smith in the light of current educational ideas and practices; and (4) to preserve for posterity a record of the works and thoughts of a great Southern educator so that a history of Southern education may be more complete.

Importance of the study. It was believed that a systematic and permanent record of Franklin Gillette Smith's life was warranted because he was a leader in Southern education and his activities formed a significant part of the history and development of Southern education, which is an important part of the history of education in the United States.

¹Public Higher Education in Tennessee, A Report to the Education Survey Subcommittee of the Tennessee Legislative Council (Nashville: Division of Survey and Field Services, George Peabody College for Teachers, 1957), p. 236,

The study presents materials which will show that Franklin Gillette Smith founded one of the early Southern educational journals, and thus provided a medium for communicating regularly with patrons and others. He shared the results of his and his staff's experiences and observations on the whole subject of public and private education.

The study shows that Franklin Gillette Smith employed many current educational ideas and practices, such as: (1) to govern by rewards instead of punishment; (2) to show that superior schools affect the prosperity of a town; and (3) to advance the doctrine that a school routine is not the finish but the mere commencement of an education to be carried on in after life.

II. METHOD OF RESEARCH AND SOURCES OF DATA

The method of research used in this study was the historical method. The sources of data were as follows:

A. Documents

1. Private files of Franklin Gillette Smith. These files are now located at "The Rectory," the former rectory of both the Columbia Female Institute and the Athenaeum, at Columbia, Tennessee and include:
 - a. School catalogues
 - b. School registers
 - c. Courses of study
 - d. Bound volumes of the Guardian, a pioneer educational journal, edited by Franklin Gillette Smith

- e. Personal materials including memoirs, letters, lecture notes, eta,
 - f. Programs
 - g. Newspaper articles, news notices, and advertisements
 - h. Miscellaneous materials
2. Books, such as:
- a. Sketches and Recollections of Lynchburg, Virginia, written by the Oldest Inhabitant and published in Richmond, 1858
 - b. History of Maury County, by Judge W. B. Turner
- B. Remains
- 1. "The Rectory"
 - 2. Photographs of buildings, furnishings, students, and teachers
 - 3. Some furnishings, and apparatus and collections wad in science classes
- C. Personal Interviews
- 1. Personal interviews with Miss Carrie E. Smith and Mrs. Fannie Louise Davis, granddaughters of Franklin Gillette Smith
 - 2. Personal interviews with second generation students of the Athenaeum
 - 3. Interviews with other persons as needed
- D. Correspondence

- 1 Correspondence with early institutions attended by Franklin Gillette Smith
2. Correspondence with Joseph L. Wheeler, Benson, Vermont
- 3, Correspondence with the Patent Office, U. S. Department of Commerce, Washington, D. C.

III. ORGANIZATION OF THE STUDY

The organization of this study is chiefly chronological. The life of Franklin Gillette Smith was divided into three main periods,

Chapter I gives the statement of the problem, the purpose of the study, and the method of research used.

Chapter II is concerned with Franklin Gillette Smith's family background, his early life and education, his educational pursuits, his teaching and preaching in Lynchburg, Virginia, his marriage, and his move to Columbia, Tennessee to become rector of the Columbia Female Institute.

Chapter III deals with a period of fourteen years in Franklin Gillette Smith's life, during which time he served as rector at the Columbia Female Institute, Columbia, Tennessee. It reviews some of the educational theories and philosophies of this early educator as he presented them in an early educational journal which he edited. A dedication of his ambitions and services to the education and training of young women led to a decision to withdraw from this institution and to the founding of an establishment of his own.

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public citizen. He moved from Benson to Granville, Ohio

THE EARLY YEARS

and to Leroy, New York, the residence of his eldest son

I. FAMILY BACKGROUND

Asahel Smith, the grandfather of Franklin Gillette Smith, was born December 28, 1728, in Suffield, Connecticut. He was the son of at the family home in Benson, Vermont. He was the son of Judge Chauncey (Isabel) and Elizabeth Stebbins Smith, and was a first cousin of Dr. Smith who descended in the fourth generation from the Reverend Mr. Henry Smith, 1640, pastor of the Congregational Church in Weatherford, Connecticut and Hannah Brown Smith. Franklin Gillette Smith was the fourth of six brothers, all distinguished in the annals of American science and sprung from that sturdy race that has given to America so many of its historic names.¹

Chauncey Smith was the son of Asahel Smith and Agnes Gillette Smith, a French lady. He was born December, 1765, at Suffield, Connecticut, but moved with his family, in 1785, to Benson, Vermont. He was the first justice of the peace of the town and reappointed was the first physician in Benson, Vermont, and continued in active practice from 1785 to 1815. He was prominent in many other respects; was elected representative in 1794 and reelected fifteen successive times, exclusive of 1812; was appointed justice in 1794 and was delegate to the State Constitutional Convention of 1828. He held the

office of justice thirty-five years, and in 1817 was appointed one of the assistant judges of the Rutland County Court. He kept a tavern in

¹Ibid., pp. 417-418.

¹William A. Smith, "Symposium of the Smith Family" (Copy in the private files of Franklin Gillette Smith at the "Rectory," Columbia, Tennessee), p. 60.

Benson, Vermont, for many years, known as "The Ark," and was a leading and influential citizen. He moved from Benson to Granville, New York, in 1833, and to Leroy, New York, the residence of his eldest son, Dr. Chauncey P. Smith in 1836, where he died December 1, 1836.²

Asahel Smith, the grandfather of Franklin Gillette Smith, was born November 26, 1739, in Suffield, Connecticut. He was the son of Ichabod and Elizabeth Stedman Smith, and was a first cousin of Dr. Simeon Smith of Westhaven, Connecticut, well known in that vicinity for his bequest to the town for the support of a grammar school. He was a farmer, and had been a representative in the legislature of Connecticut and a magistrate before moving to Vermont in 1785. He was moderator of the town meeting at which the town of Benson was organized in 1786, and the first of the board of selectmen elected at that meeting, and the first representative of the town elected to the General Assembly, 1788, an office which he held continuously until his death. He was the first justice of the peace of the town and reappointed until his death. He was a delegate to the State Constitutional Conventions of 1786, 1793 and to the Convention of 1791, at which time the Constitution of the United States was adopted. He died at Benson, Vermont, June 26, 1794.³

²H. P. Smith and W. S. Rann (eds.), History of Rutland County (Vermont: 1886), p. 459, cited by Joseph L. Wheeler, Benson, Vermont, in a letter to the writer, July 22, 1959.

³Ibid., pp. 417-418. E. Holmes, Registrar, Middlebury College, Middlebury, Vermont, to writer, July 23, 1959.

Middlebury College II. EARLY LIFE AND EDUCATION. The college was chartered in 1800. The incorporators were mostly Congregationalists of Yale antecedents, but the college has never had any formal ecclesiastical successors without restriction. . . . The first president was of the Addison County Grammar School. . . . The first class was bestowed in Vermont were bestowed. For ten years the work of the grammar school, but in 1810 both towns procured a campus, thirty erected in 1816, and later named Painter Hall, in honor of is still in use, is one of the best examples of early collegiate Davis (1807-1817).

A family tradition says that Franklin Gillette Smith was studious from his earliest years inasmuch that his nurse accompanied him to school.⁴ He received his early education in the local schools at Benson, Vermont. He excelled in his musical studies, his favorite instruments being the flute and French horn. From an early age he displayed a keen interest in science and became an ingenious mechanic. At the age of twelve he constructed a working model of a loom embodying a new principle.⁵ Various inventions, some for which Mr. Smith obtained patents in later years, will be discussed in a subsequent chapter.

Franklin Gillette Smith entered Middlebury College at Middlebury, Vermont, in 1813, taking the full course there, which was then only Latin and Greek. He graduated in 1817, receiving a diploma with a Bachelor of Arts degree. A brief biographical record of his education and professional experiences may be found in the general catalogue of Middlebury College.⁶

Monroe gives a brief account of the founding and history of Middlebury College as follows:

⁴Smith, *op. cit.*, p. 61.

⁵Letter from Mrs. Fannie Louise Davis, granddaughter of Franklin Gillette Smith, to writer, September 16, 1959.

⁶Letter from Marion E. Holmes, Registrar, Middlebury College, Middlebury, Vermont, to writer, July 23, 1959.

Middlebury College is a nonsectarian institution, chartered 1800. The incorporators were mostly Congregationalists of Yale antecedents, but the college has never had any formal ecclesiastical connections. Fellows are chosen for life and elect their own successors without restriction. . . . The first president was Rev. Jeremiah Atwater (Yale, 1793) who previously was principal of the Addison County Grammar School. . . . The first class was graduated in 1802, at which time the first academic degrees bestowed in Vermont were bestowed. For ten years the work of the college was done in a frame building which it shared with the grammar school, but in 1810 Seth Storrs presented a campus, thirty acres on an eminence of the village. Here the first building was erected in 1815, and later named Painter Hall, in honor of Gamaliel Painter, a founder and benefactor. This building, which is still in use, is one of the best examples of early collegiate architecture. The growth of the college was steady under President Davis (1807-1817). . . .⁷

After graduating, Franklin Gillette Smith went South and taught school in Milledgeville, Georgia, for one year. He then entered Princeton Theological Seminary, Princeton, New Jersey, and studied there from January to December, 1820, receiving the degree of Bachelor of Divinity. Since courses were much more informal in those days and a grading system like the ones used to-day was not in existence, there is no way to determine just what courses Mr. Smith studied while attending Princeton Seminary.⁸

Monroe's account of the early history of the Seminary states that:

Princeton Theological Seminary was established in 1812 by the General Assembly of the Presbyterian Church in the United States of

⁷Paul Monroe (ed.), A Cyclopedia of Education (New York: The Macmillan Company, 1913), IV, 224.

⁸Biographical Catalogue of Princeton Theological Seminary, 1812-1832, p. 17, cited by a letter from James Franklin Armstrong, Acting Registrar, Princeton Theological Seminary, Princeton, New Jersey, to the writer, July 30, 1959.

America. . . . The Seminary grants no degree on the completion of the curriculum. The degree of Bachelor of Divinity is conferred for advanced work only, and only upon graduates of theology from this seminary or other theological schools who hold the degrees of Bachelor or Master of Arts or a similar certificate.⁹

During the next four years, 1820-1824, Mr. Smith again taught school in Milledgeville, Georgia. The success of his teaching must have been well known in his home state of Virginia, where he received the honorary degree of A. M. from Hampden Sidney College in 1823.¹⁰

Monroe's account of the beginning of this small but historic college states that:

Hampden Sidney is situated in the village of Hampden Sidney, near Farmville, Virginia. Its beginning is found in measures taken in 1774, by the Presbyterian Church, to establish a "public seminary" in Prince Edward County. The prospectus of the Hampden Sidney Academy declared that no sectarian consideration should influence the conduct of the school, a pledge kept throughout its history. The academy was opened on January 1, 1776. The name was a memorial to the English patriots, John Hampden, and Algernon Sidney. In May, 1783 a college charter was secured from the General Assembly of Virginia; among the incorporators were Patrick Henry, James Madison, and a number of famous Virginians. . . .¹¹

III. RETURN TO VIRGINIA

In the year 1824, Franklin Gillette Smith returned to Prince Edward County, Virginia and established a school for boys in the old Masonic Hall of Lynchburg. Mr. Smith was an educator of the most advanced and liberal views and was well known for his unusual faculty for imparting instruction. He instilled in his pupils a love of

⁹Monroe, op. cit., V, 35. ¹⁰Smith, loc. cit.

¹¹Monroe, op. cit. III, 214-215.

literature, causing them to be desirous of mental culture. He advanced the doctrine that a school routine is not the finish, but a commencement of education to be carried on in after life. He was also among the first educators who wisely governed by rewards instead of punishments.¹² The above theories will be discussed more fully in a later chapter.

The old Masonic Hall of Lynchburg served not only for the teaching, but as the first site for the preaching of the Reverend Mr. Smith. He was ordained priest of the Protestant Episcopal Church, May 22, 1825. There was little favor in the place at that time for the Episcopal Church; yet he continued his preaching for some years without the smallest salary.¹³

Mrs. Sarah Cabell, a distinguished citizen of Lynchburg, paid Mr. Smith the following tribute:

He was a man of great worth and purity of character exercising at all times 'that charity which beareth all things and is not easily provoked.' He effected much in Lynchburg. The church members increased, and the prayer book became common throughout that little land of worshipers in the old Masonic Hall. He caused great improvements to be made in church music and the chants were, under his instruction, beautifully sung with all the different parts.¹⁴

It was at length decided to build an Episcopal Church in Lynchburg. Mrs. Cabell presented the ground to the church. The corner

stone was laid in 1825; the work progressed rapidly, and the pastor

¹²Sarah Cabell, Sketches and Recollections of Lynchburg (Richmond: C. H. Wynne, publisher, 1858), p. 176.

¹³Ibid., p. 178.

¹⁴Ibid., p. 181.

aided the construction by liberal donations. Thus, St. Paul's Church, in Lynchburg, was built and the church was fully established in Lynchburg. The first Episcopal Convention in upper Virginia was held in this new church during the month of May, 1825. A great concourse of people assembled at this time in Lynchburg, while the large body of lay delegates made a strong impression on the good people of the town. Mr. Smith served as rector of St. Paul's Episcopal Church from 1824 to 1838.¹⁵

In the year 1829, the Reverend Mr. Smith established a school for girls in Lynchburg. A few years later, on May 29, 1833, he married Sarah Ann, the second daughter of Henry Davis, a hardware merchant of Lynchburg. She was a descendant of Samuel Jordan, who, early in the seventeenth century sailed to America in the ship "Vexed Boethes." Mrs. Smith was an accomplished musician and scholar in her own right, and this marriage resulted in a much enlarged school. It was said by many to be the best school ever known in Lynchburg.

The school of the Reverend Mr. and Mrs. Smith continued to grow, and many qualified teachers were provided. While it was in full operation, the Reverend Mr. Smith was urgently solicited by the Rt. Rev. Bishop Otey of Tennessee to take charge of a literary institution in Columbia, Tennessee.

The Episcopal Church at Columbia, Tennessee, with the liberal aid of the citizens, erected the Columbia Female Institute. Having

¹⁵Ibid., p. 182.

heard of the great esteem and confidence bestowed on the Reverend Mr. Smith as a teacher, scholar, clergyman and gentleman by the vestry of St. Paul's Episcopal Church, Lynchburg, Virginia, and of the great success of both Mr. and Mrs. Smith as teachers, the church in Columbia presented such inducements as to cause them to leave Lynchburg. This move was made to the regret of their many friends and parishioners in Virginia. A series of resolutions of a most respectful nature was drawn up by the congregation of the church and by many citizens of the town.¹⁶ The following excerpts are representative of the feelings of his patrons, friends, and vestrymen:

His profound and varied acquirements in all the departments of learning, his felicitous manner of imparting instruction, religious, moral, and intellectual, and his long experience in teaching, connected with a strikingly kind and affectionate manner in the management of his pupils preeminently qualify him for the station to which he is called, and inspire undoubting confidence of his entire success.¹⁷

Resolved, unanimously, that in consenting to sever the relations so long subsisting between the Rev. F. G. Smith and the vestry of St. Paul's Church . . . they must be permitted to say that they entertain the unshaken confidence in his unaffected piety as a christian, his excellence as a minister, and his great moral worth as a man. . . . yet there was a charm about it that we do not know now.

The undersigned patrons of the Rev. F. G. Smith's admirably conducted school in Lynchburg, give expression to the common feelings

¹⁶Ibid., p. 183.

¹⁷First Annual Catalogue and General Information of the Columbia Female Institute, Columbia, Tennessee (Columbia: J. H. Thompson, printer, 1838), p. 3, citing extracts from an editorial in The New York Churchman, March 17, 1838, p. 25.

of their fellow citizens when they say that they part from him with no ordinary reluctance . . . as a Teacher, as a Minister of the Gospel, and as a Citizen, he has been most assiduous, faithful, exemplary, and useful. In the capacity of an Instructor, particularly, his untiring industry, his great personal and pecuniary sacrifices, his diversified and profound acquirements, and his singular devotion to the duties of his arduous and responsible profession, have elicited the warmest approbation of all who are acquainted with his laborious and successful exertion to promote the advancement of his pupils both in Literature and Christian Morals.¹⁸

IV. THE JOURNEY TO COLUMBIA, TENNESSEE

In the fall of 1837, Mr. Smith left Lynchburg, Virginia, for Columbia, Tennessee, with his family in a carriage and his school apparatus and furniture in wagons. Records are not available of this trip, but a description of such a trip is taken from a memorial sketch written in honor of Mr. Smith's one hundredth birthday and was described in the following manner:

In those days, to us so primitive, there were no railroads. The journey from Lynchburg to Columbia had to be made in private conveyance or by stagecoach. No wonder, therefore, that the father exercised his anxious care over the travelers. A trip around the world is scarcely so serious an affair nowadays. How little do we know, in these days of rapid transit and comfort in traveling, of the forethought and management necessary to a journey 100 years ago! And yet there was a charm about it that we do not know now. How the memories awake, as of a far off dream, those drives along shaded country roads, lunches beside cool streams or springs, remembered as hospitable halting places from year to year, looked for by young and old, and when reached, welcomed, like the face of an old friend. The stretching of cramped limbs, by the run ahead, while the horses were being watered, dashes into the thicket for wild flowers, which wore richer hues than those we now gather, and when the last rays of the setting sun turned the blue of the mountains into a royal robe of purple, the gathering of the now weary

¹⁸Ibid., p. 36. *The Columbia Herald*, December 17, 1837.

travelers as a wayside lodging house, where though unexpected, a hearty welcome and a "beat biscuit" with fried chicken were certain luxuries.¹⁹

FOURTEEN YEARS AT COLUMBIA FEMALE INSTITUTE

SUMMARY

This chapter will tell of the arrival of Franklin Gillette

Smith. Chapter II has been devoted to the ancestry and early years of Franklin Gillette Smith. It was thought that his early educational and religious training and experiences were important because they resulted in a call to become rector of the Columbia Female Institute in Columbia, Tennessee. Chapter III will relate the experiences of Franklin Gillette Smith over a period of fourteen years as rector of the institute.

I. A GREAT DISAPPOINTMENT

The Hon. James Thomas, a former law partner of James K. Polk, wrote that Franklin Gillette Smith and his family arrived in Columbia, Tennessee, in the fall of 1857, and found, to the great disappointment of the new rector, an unfinished building. The contractor for building the institute had failed. The rooms were in their rough state, not plastered; not even steps were erected by which the building could be conveniently entered. The institute was also greatly in debt.¹

Under such discouragement almost any man would have given up the enterprise, but Franklin Gillette Smith went to work with untiring industry and energy. His school was advertised to open in a few weeks as a boarding school as well as a day school. Out of his private

¹⁹News article in the Columbia Herald, December 17, 1897.

means, he aided in completing the building, enclosed the grounds, and opened his school as scheduled.

FOURTEEN YEARS AT COLUMBIA FEMALE INSTITUTE

II. EARLY HISTORY OF THE COLUMBIA FEMALE INSTITUTE

This chapter will tell of the arrival of Franklin Gillette Smith and his family in Columbia, Tennessee from Lynchburg, Virginia, and of his great disappointment on finding the institute building unfinished. An account will be given of his earnest and diligent endeavors to get his school ready for opening in a few weeks and of his continued efforts to make it one of the outstanding schools for girls in the South.

the Rev. Mr. Franklin Gillette Smith and his estimable wife, Sarah Ann Davis Smith. He served as rector and principal

I. A GREAT DISAPPOINTMENT

of the Columbia Female Institute from 1837 to 1852.

The Hon. James Thomas, a former law partner of James K. Polk, wrote that Franklin Gillette Smith and his family arrived in Columbia, Tennessee, in the fall of 1837, and found, to the great disappointment of the new rector, an unfinished building. The contractor for building the institute had failed. The rooms were in their rough state, not plastered; not even steps were erected by which the building could be conveniently entered. The institute was also greatly in debt.

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¹James Thomas, "A Biographical Sketch," The Columbia Gazette, of 1866. and Alderman, 1908), p. 22.

means, he aided in completing the building, enclosed the grounds, and opened his school as scheduled.²

II. EARLY HISTORY OF THE COLUMBIA FEMALE INSTITUTE

The Columbia Female Institute, as it was first called, was founded in 1835 by Leonidas Polk, subsequently Bishop of the Diocese of Louisiana, and James H. Otey, Bishop of the Tennessee Episcopal Diocese. It became a chartered institution in February, 1836, but was not completed until 1838. The completion of the building and its early success was due largely to the Rev. Mr. Franklin Gillette Smith and his estimable wife, Sarah Ann Davis Smith. He served as rector and principal of the Columbia Female Institute from 1838 to 1852.³

The institute was noted not only for its quickly established reputation as a progressive and scholarly institution of learning, but for its striking and beautiful Gothic architecture as well. The building was designed by Messrs. Drummonds and Lutterlock, architects of Nashville. An idea of its impressive appearance may be gained in part from the following description:

. . . The general effect of the exterior is imposing from its magnitude and its just proportions. . . . The selection and execution of the decorative parts of the facade exhibit the classical taste of the architects and their judicious adherence to the established Gothic architecture. . . . (Columbia: J. H. Thompson, printer, 1838), p. 7.

²Ibid. (Columbia: J. H. Thompson, printer, 1838), p. 7.

³Century Review, Maury County, Tennessee, A condensation of the Most Important Events of the Past One Hundred Years, and Descriptive Sketches of the Cities and Villages (Columbia: Auspices of the Board of Mayor and Aldermen, 1905), p. 22.

.....

The front is a north exposure 120 feet long, including Octagonal Towers at the corner, eleven feet in diameter, which rise one story above the building and terminate in turrets.⁴

Another indication of the widespread attention given to the striking architecture of the Columbia Female Institute is shown by a reference made to its castle-like appearance by Mark Twain:

... Here is a picture from the advertisement of the "Female Institute" of Columbia, Tennessee. . . . The Institute has long been favored as a model of striking and beautiful architecture. Visitors are charmed with its resemblance to the old castles of song and story, with its towers, turret walls, and ivy-mantled porches.⁵

The site selected for the location of this imposing structure was a beautiful hill, half a mile west of the Public Square of Columbia, Tennessee. The Columbia Female Institute occupied the center of a four acre lot, and was surrounded by many beautiful trees. This space afforded sufficient room for the recreation of the pupils while under careful observation of their tutoress. Suitable plots were assigned or made available to the young ladies for cultivation of flowers and ornamental plants, and provided opportunity for exercise so necessary to the continuation and improvement of their health.⁶

⁴First Annual Catalogue and General Information of the Columbia Female Institute, Columbia, Tennessee (Columbia: J. H. Thompson, printer, 1838), p. 2.

⁵Mark Twain, Life On The Mississippi (London: Chatto and Winduse, Piccadilly, 1883), p. 370.

⁶First Annual Catalogue, op. cit., p. 3.

Great stress was placed on the importance of healthful surroundings, consequently the healthful location of the school was used as an additional factor in advertising the Columbia Female Institute. The first catalogue referred to this advantage in the following manner:

The belief is cherished that there is not in the union a place more fully exempt from disease of every kind than the town of Columbia. The Institute, moreover, enjoys an airy site, with no sunken grounds, stagnant water, or any other local cause of disease, anywhere near it, or in all this region of country.⁷

The feeling of the public in general toward the healthful condition of that locality is also expressed in the Century Review:

The seasons here are void of the continued bitter cold of the North or the monotonous relaxation of the Gulf States. The salubriousness, with the cedar breezes from Maury County hills, makes a stay at the Institute as health giving as a sanitorium, and will keep it well filled with boarders.⁸

III. TRUSTEES OF THE COLUMBIA FEMALE INSTITUTE

The Columbia Female Institute was governed by a Board of Trustees, who had a personal interest in the success of the school. They were well aware of the high public as well as personal responsibility entrusted to them; they looked to parents, guardians, and the general public for the encouragement, cooperation, and confidence needed to carry out their plans. In general, the object and intention of this newly chartered school was to provide the means of acquiring a thorough

⁷Ibid.

⁸Century Review, op. cit., p. 23.

⁹First Annual Catalogue, op. cit., p. 6.

education which would promote the interest of society and contribute to individual happiness.

The first Board of Trustees were:

The Rev. Leonidas Polk, President of the Board	
Evan Young, Esq.	James Walker, Esq.
S. D. Frierson, Esq.	George G. Shipwith, Esq.
Peter R. Booker, Esq.	Hillary Langley, Esq.
Patrick Maguire, Esq.	Lucius J. Polk, Esq. ⁹

IV. RULES ESTABLISHED BY THE BOARD OF TRUSTEES

The government of the pupils was designed to be strictly parental, moral and religious, in its character. Obligations were laid as the foundation of all of the details of discipline. The rules established by the Board of Trustees were given in quite detailed form for clarification of school policies for parents, teachers, and pupils. The first publication of these rules stated that:

1. The business of each day will be begun and closed with religious exercises, during the performance of which no pupil or teacher is to enter or leave the classroom.
2. A roll of the names of pupils will be called every morning and evening, and the absentees registered.
3. Any pupil absenting herself from recitation will be called on to render an excuse to the teacher under whose particular instruction, for the time being, she may be. The teacher is to be the judge of the validity of the excuse rendered.
4. No pupil will be permitted during school hours to engage in conversation, or to leave her room without the permission of a teacher. Noisy and boisterous conduct is forbidden at all hours in the school room.

⁹First Annual Catalogue, op. cit., p. 6.

5. The studies will be prescribed to the pupils by the teacher, and any pupil desiring to be excused from any appointed exercise must bring a written request, to that effect, from her parent or guardian.
6. At all examinations, each pupil will be required to be prepared on all the studies of her class; and no pupil will be excused from examination, except for such reasons as shall appear satisfactory to her teacher.
7. No pupil of the Institute will be allowed during the session to attend a public ball or party; a violation of this rule will be followed by dismissal from the school.
8. Each pupil will be required to attend the worship of God on Sunday. Parents and guardians are respectfully requested to designate the place to which they wish their children or wards to attend.
9. The demeanor of the pupils is expected to be at all times kind and respectful to their teachers and companions. Violations of this rule will be followed by private or public admonition, and even temporary suspension from the school, according to the nature of the offense.¹⁰

Particular attention was paid to the formation of genteel and dignified manners in the education of the young ladies at the institute. The Board realized that their objectives could not be accomplished without the active and faithful cooperation of parents and guardians.

V. TEACHERS OF THE COLUMBIA FEMALE INSTITUTE

Reference to the qualifications of Franklin Gillette Smith as an outstanding educator has been made in a previous chapter. Letters of testimony continued to be received by him and his superiors commending him for his past services and congratulating him on his appointment as rector of the Columbia Female Institute. The following testimonial

¹⁰Ibid., p. 7.

exemplifies the constant expressions of many well-wishers and stresses in particular the qualifications of the new rector:

Miss Winsor, Pestalossian or Primary Department
 Miss Stewart, Plain Needle Work Richmond, Va., April 10, 1838

Bishop Otey will deliver Lectures on the Evidences of
 Rev. and Dear Sir: Ethics, and on Mental Philosophy,
 including Rhetoric, Logic and Criticism.¹¹

I congratulate you on your election to the Rectorship of the Female Institute at Columbia, Tennessee, while I felicitate Bishop Otey and the Institute upon the occasion of such an acquisition. By constitution, as I conceive, a disciplinarian, improved by many years experience in the triple duties of governing, teaching, and communicating instruction to the young, with the benefit of a well established reputation as an academic instructor, aided by the respect and deference which your address, your sacred character, your love of science and attainments in it, are naturally calculated to inspire,--you have, I think, the fairest prospect of usefulness and success. Feeling deeply the surpassing importance of Female Education, under the auspices of enlightened, competent and pious instructors, and having full confidence in your qualifications and dispositions, I am thankful at your advancement, and pray that Heaven may make you instrumental in raising up, amid the beautiful scenery of the West, and in great numbers, the more glorious living forms of intellectual and moral beauty.

Desiring to be respectfully presented to Mrs. Smith, Mr. and Mrs. Polk, and your excellent Bishop.

I remain, dear Sir,
 Your friend and brother in Christ,
 A. Empie¹¹

Mrs. Smith's success as a teacher of music had been highly recognized and she was elected to assist her husband in that capacity. The first published list of teachers were:

The Rev. Franklin Gillette Smith, A. M., Rector
 Mrs. F. G. Smith, Music
 Mrs. Warren, Matron

¹¹ First Annual Catalogue, op. cit., citing a testimonial letter from the Rev. Adam Empie, D. D., Rector of St. James' Church, Richmond, Va., and formerly President of William and Mary College, Williamsburg, Va.

development of the child. . . , First Assistant Tutoresse

Miss Warren, French and Music

Miss Holmers, Drawing, Painting and Fancy Work

Miss Winsor, Pestalozzian or Primary Department

Miss Stewart, Plain Needle Work

Bishop Otey will deliver Lectures on the Evidences of

Christianity, on Ethics, and on Mental Philosophy,

including Rhetoric, Logic and Criticism.¹²

VI. COURSE OF INSTRUCTION

The general course of instruction of the Columbia Female Institute was chiefly literary and scientific. The studies of the younger pupils were so arranged as to challenge the full development of the faculty of memory with adaptations of the study to develop the powers of judgment and reflection. The fundamental branches of education (namely, reading, writing, arithmetic, grammar, geography, history, and composition) were continued throughout the whole course. Needle work was also taught in every department.

It may be noted that a Pestalozzian or primary department was listed. Such a department would carry out a method of intellectual instruction introduced by Johann Heinrich Pestalozzi, a Swiss educational reformer. The idea of the Pestalozzian system was that every thing should be treated in a concrete way. He advanced the theory of developing the powers of perception by using objects as the subjects of lessons. The object method of teaching was one of his main contributions to American education, but another one dealt with the natural

¹²Ibid.

development of the child. He believed that the natural instincts of the child should provide the motives for learning and instruction rather than continuous prodding and compulsion. Another belief was that a cooperative and sympathetic attitude toward discipline was far more effective than physical punishment. In such a way the instruction of the child could be adapted to his own innate ability.¹³ In the teaching of reading, great stress was placed on the use of the superior flexibility of the female voice to master the art. It was believed that a young lady possessed both a physical and moral advantage over the male sex in her ability to comprehend a writer's meaning. Orthography was considered to be a subject needing the earliest attention and to be studied throughout one's formal period of education. It was believed that the great number of anomalies in the spelling of our language could not be learned without great emphasis on this study. Particular notice was given to the deviations from the Johnsonian standards, which were being sanctioned by the good writers of that day. It may be well to recall that Samuel Johnson compiled the first dictionary of the English language, which is to-day looked on with little more than literary curiosity. Writing was an important part of the daily lesson. As soon as an easy command of the pen was acquired, the use both of copies and

¹³R. Freeman Butts and Lawrence A. Cremin, A History of Education in American Culture (New York: Henry Holt and Company, 1953), p. 380.

ruled lines was dispensed with. The pupil's attention was then devoted to the formation of a hand that would be most useful in future life; a chief aim being to perfect a true parallelism in the lines, without the use of artificial aids.

English grammar was recognized as a study requiring much time and labor to be thoroughly understood. It was believed that the young pupil, though not able to exercise great reflection, would be able to develop her memory without too much difficulty. Therefore, most of the works studied were full and original, rather than abridgments.

If a girl showed considerable progress in English grammar and parsing, a portion of her time was used in the study of Latin grammar and some of the easier works in that language. A study and elementary knowledge of that language from which so large a portion of ours is derived was considered quite profitable in the process of training the mental faculties.

The studies of arithmetic and geography were often looked on with repugnance in female schools, but this feeling was successfully overcome by arranging the pupils in small classes. They were always considered social studies. Maps were not only referred to, but studied.

Belles-lettres, as a study of elegant writings, was considered important from a point of learning to comprehend and appreciate some of the finer models of composition. A commencement in this line of study was quite often made with a study of the Beauties of the English Poets. Select portions of such works were committed to memory. The works of

Milton, Pope, and Thomson were studied and were considered essential to the proper development of a cultural taste for literature.

The lectures on religion and morals delivered by Bishop Otey were extended through a term of three years.

The rector delivered lectures before the whole institute each Tuesday and Thursday at 11:00 o'clock, A. M. The junior department was examined on the subjects of each lecture by the tutoresses, while the senior department kept notes recording the propositions, observations, experiments or illustrations, on which they afterwards recited to the rector.

At the close of each session a thorough examination was held on all the studies of the term, under such regulations as the Board of Trustees prescribed, and in the presence of judges appointed by them. The relatives of pupils, teachers, the Reverend Clergy, the Trustees, the visitors and others by invitation of the rector, were admitted to the examinations. Awards were made to those young ladies who excelled in the performance of music, reading and in composition, consideration being made to the different ages of the aspirants. Other awards were made by the rector for high scholastic achievement according to the marks of the school register.

Any young lady whose examinations had been well sustained and who had completed the course of literary and scientific instructions in the institute was honored with the gold medal of the institute as one of its graduates.¹⁴

¹⁴First Annual Catalogue, op. cit., pp. 15-19.

The aim of the institute seemed to be directed toward inspiring in all of its members a love of and diligence in study. The best aids to all the possible zeal and industry of each individual were offered, but great care was taken not to injure the youthful mind with too much assistance. A theory advanced in the first catalogue stated that:

The Institute knows nothing of a "royal road to learning." It has no faith in an art being taught in six lessons, or a language in twenty-four. . . .

Learning is an acquisition; it is neither nature's endowment nor the teacher's; the pupil must put forth her own energies, or the bright jewel will never be hers.¹⁵

VII. DEVELOPMENT OF SOCIAL GRACES

Many opportunities for developing the social graces were afforded the young ladies of the Columbia Female Institute. School concerts were held at the end of each school session for the purpose of showing to what degree of efficiency the pupil had attained in a given area. It was felt by the administrators that pupils would exert themselves with more industry in a study if they kept before their mind the necessity of appearing before their schoolmates, relatives and friends at the end of each session.¹⁶

An outstanding event of those early days was a reception on the institute grounds for ex-president Andrew Jackson in the year 1840. He was on his way to visit Mrs. Jackson's niece, Mrs. Lucius Polk, at

¹⁵W. H. Turner, *History of Maury County* (Nashville: Parthenon Press, 1955), p. 132.

¹⁵Ibid. J. H. Thomas, "Biography of Franklin Gillette Smith," *The Columbia Herald*, December 17, 1897.

¹⁶The Guardian, Vol. IV, No. I (January 15, 1844), p. 10.

Hamilton Place, between Mt. Pleasant, Tennessee and Columbia, Tennessee. He was accompanied on this trip by the novelist, Paulding. Two girls and young ladies were presented individually to Mrs. Smith. Many other were selected to present flowers to Jackson and Paulding.¹⁷ Many other distinguished persons visited the institute while Mr. Smith served as its rector. In 1842, he had the honor of entertaining ex-president Martin Van Buren, as a visitor to his school. This visit was long remembered by the pupils and by citizens of Columbia, as well.¹⁸

Another event of great social importance was the visit of the young ladies of the Columbia Female Institute to see President James K. Polk, who was visiting his mother, Mrs. Samuel Polk, in Columbia, Tennessee. It might be recalled that James K. Polk moved with his family to Tennessee from North Carolina in 1806. After graduation from the University of North Carolina, he returned to Columbia and started the practice of law, which he continued, except for some interruptions due to politics, until his election as president in 1845. From James K. Polk's diary an account of the visit from Rector Smith, his teachers, and pupils, is given:

Tuesday 10th April, 1849

. . . About 2 o'clock P. M. Rector Smith of the Female Institute at this place with his assistant teachers and nearly 200 young ladies and little girls made a formal call in procession and arranging themselves in front at my mother's door. Miss Brown, the

¹⁷W. B. Turner, History of Maury County (Nashville: Parthenon Press, 1955), p. 132.

¹⁸Hon. J. H. Thomas, "Biography of Franklin Gillette Smith," The Columbia Herald, December 17, 1897. (Copy taken from files of Miss Harriet E. Smith.)

daughter of Ex. Governor A. V. Brown, made a beautiful complimentary address to Mrs. Polk. Mrs. Polk thanked her and requested me to respond to the address on her behalf and I did so. The teachers and young ladies were presented individually to Mrs. Polk and myself and shook hands with us. It was an interesting and inspiring ceremony.¹⁹

The Columbia Female Institute became widely known as an outstanding literary institution. An example of such recognition and interest may be shown by a letter that James K. Polk wrote in the interest of a friend to Rector Smith in 1842 requesting information regarding tuition, board, and other fees.²⁰ This letter is reproduced on page 31.

Many other ideas of social interest and cultural aspect may be obtained from a study of the Guardian, an educational magazine published by Franklin Gillette Smith.

VIII. THE GUARDIAN

The Guardian was a literary publication begun in January, 1841. The first volume was printed at the office of the Columbia Observer by A. M. Kerr, for Franklin Gillette Smith, editor and proprietor. The primary objective of this publication was directed toward the interest of the school, but its subject matter covered a wide field. It was filled with the choicest literature and was widely circulated. Thus, a medium for communicating regularly with patrons and others was provided.

¹⁹Turner, op. cit., pp. 261-62.

²⁰Copy of letter written by James K. Polk to F. G. Smith in July, 1842. (Copy taken from files of Miss Carrie E. Smith.)

Columbia July 21st 1842 -

Dr. F. G. Smith
D. C.

I have to request that you will furnish me with the information desired by Mr. Conner in the enclosed letter. I do not know the precise period at which the regular sessions of the Institute commenced, the terms of tuition, board and the kind of funds ~~which~~ required to be paid. - As regards the general character of the Institute as a literary institution I have sufficient information. - I will transmit your reply to this note to Mr. Conner. -

I am very respectfully
Your obt. Servant
James K. Polk

Figure 1. A photographic copy of a letter written by James K. Polk to F. G. Smith in July, 1842.

Rector Smith shared the results of his and his staff's experiences and observations on the broad subject of public and private education.²¹

Two thousand copies of the first edition of the Guardian were printed, but did not supply the demand. A request was made to the agents of the Guardian to preserve their specimen copies for the use of subscribers so far as could conveniently be done.

A detailed account of the general format of the Guardian was printed in the third issue, and stated:

. . . Pledged that pages be compactly filled - Use of small type - We were urged in arranging the details of our proposed work to adopt the octavo form, and the larger type usually found on such pages; the circumstance, however, of the quarto form - with the aid of narrow columns and a small yet clear type, enabling us to avoid a wasteful margin and to present so greatly increased a quantity of matter to our readers, left us at no loss in deciding this question.

The readers of the "Guardian" should understand that its sixteen pages contain largely more than any monthly magazine published in this country at three dollars a year. It is a form, too, quite as convenient for use, or for preservation in a bound volume, as if its pages were only half their actual size. As a matter of course, each annual volume of the "Guardian" will be accompanied with a Title page, and an Index of the most important articles.

A calculation study of sixteen pages of the "Guardian" was made with that of a monthly magazine of thirty-two pages octavo, according to the rules observed by printers. One number of octavo magazine at \$3 a year, printed in the usual style of such works, was found to contain 70,870 ems; while the 1st number of the "Guardian," at \$1.50 a year was found to comprise 105,000 ems, - a striking proof of the superior advantage of our plan of publication.²²

²¹Goodspeed's History of Tennessee (Nashville: Goodspeed Publishing Company, 1886), Vol. II, p. 773.

²²The Guardian, Vol. I, No. 3, March 1, 1841, p. 44.

²³The Athenaeum Collegiate Magazine (Successor to the Guardian), Vol. I, No. 6, March 1853, pp. 2-3.

An interesting account of the many difficulties encountered in the publication of such a magazine as the Guardian in the 1840's is given in the following excerpt:

In 1842, Columbia, Tennessee was only a small inland town of scarcely a thousand inhabitants. . . . Merchandise consigned from New York, Boston, or Philadelphia to this place was sent by ocean ships to New Orleans, thence up the Mississippi, the Ohio and Cumberland rivers to Nashville and then transported on wagons. A "country" printing office could not afford to keep a sufficient amount of type on hand for so large a publication, and special type as well as paper had to be purchased in Cincinnati for the magazine, which could scarcely be expected in less than three weeks after the order was mailed; all of the printing was done on an old "Franklin" press while the folding, stitching, binding, and mailing was attended to in Mr. Smith's school family. . . . It was never necessary for Mr. Smith to resort to any of the devices of Tom Sawyer to get his work done, for places in the "charmed circle" were always a premium; even the children who were too small to "fold or stitch," would engage places for days in advance if for nothing more than to "snuff the candle." (Those were days before our coal oil lamps, and Columbia could not boast of gas works.)²³

This brief account shows in part the great difficulties that had to be surmounted in publishing a magazine about a hundred and twenty years ago, as compared with facilities the editor and publisher enjoys today, with his telegraph and telephone, rapid mail service, express trains, air express, and the wonderful printing devices available.

The Nashville Whig contained the following editorial remark concerning the Guardian:

The Proprietor and principal Editor is the Rev. F. G. Smith, the Rector of the Institute, whose abilities as a popular writer,

²³Editorial in the Nashville Whig, May 4, 1841.

²³The Athenaeum Collegiate Magazine (Successor to the Guardian), Vol. I, No. 6, March 1892, pp. 2-3.

judging from the numbers of the "Guardian" which have reached us, are fully equal to the new and interesting task he has assumed in its publication. The chief purposes of the work, as its title imparts, is the advancement of the cause of letters, irrespective of sect or party. As a journal of polite literature, it will vie with some of the best publications of the North, while in typographical execution it is every way creditable to Tennessee.²⁴

The Guardian of the "forties" was favorably compared with the popular magazines such as Harpers, Century, Atlantic, Scribners, and others of some fifty years later. It enjoyed in its early years a wide subscription, not only throughout the southern, but in the northern and eastern states, and a few from England and Scotland.²⁵

In a Prospectus for a new volume of the Guardian for the year 1844, the editor stated that any well-written literary contributions on any subject would be acknowledged. He especially urged, however, original writings on educational topics pertaining to colleges and high schools that were not confined to female education exclusively.

He further stated that:

The character of the Selections introduced into the "Guardian" will consist chiefly of Reviews from the best Foreign and American periodicals, and will keep our readers well advised on the most interesting topics, both in Literature and the Sciences, that occupy the attention of the learned in our age.²⁶

The circulation of the Guardian increased greatly. Some idea of the wide circulation may be obtained from a free subscription list published in 1844 which embraced:

²⁴Editorial in the Nashville Whig, May 4, 1841.

²⁵The Athenaeum Collegiate Magazine, loc. cit.

²⁶The Guardian, Vol. IV, No. 3, May 15, 1844, p. 79.

1. All those contributors whose favours are always accepted and inserted as a matter of course.
2. Contributors to the Library or to the Mineralogical Cabinet.
3. Such clergymen residing in Florida, South Alabama, Mississippi, Louisiana and Arkansas, as the Editor supposes to feel an interest in the diffusion of correct views on all Educational subjects.
4. Booksellers.
5. All persons receiving specimen copies of this Journal.²⁷

The success of the Guardian continued while Mr. Smith served as rector of the Columbia Female Institute, and after his withdrawal from the institute he used this medium for informing his patrons and public in general on school affairs and other topics of current interest.

Further discussions on the Guardian will be given in the chapter dealing with the subsequent period of Franklin Gillette Smith's life.

IX. EDUCATIONAL THEORIES AND PHILOSOPHIES

It might be well to review briefly the state of the growing American republic at this time along with the development of education in the nation.

By the 1840's the great task of creating a new political system based on the equality of man had been accomplished. Americans had now securely established the independence of their country and had made a living reality of the principles of democracy. The way of life for the mass of the people was being transformed from the inevitably rough

²⁷Harmon Clark, "Horace Mann and the Nation," The Civic Leader, a publication of the Civic Education Service, Vol. IV, No. 8

(Washington) ²⁷The Guardian, Vol. IV, No. 3, May 15, 1844, p. 79.

uncouthness of pioneer conditions into the easier, more intelligent, more cultured, and more civilized way of living which the increase in population, the opening up of new resources, and the accumulation of wealth made possible.²⁸ It was during this period that Horace Mann resolved that the common people should be given a grip on education.

The cause of education in the South was still in its infancy and those who could afford it sent their children to private schools. It appears that Franklin Gillette Smith, though affiliated with a private institution, was quite in accord with the views of Horace Mann as expressed in the following article taken from the Guardian:

Following School Order: Means of Preserving It, a Swiss educational

Let us recognize the efficiency imparted to the system of common school instruction in the Northern and Eastern States. The state of New York has long enjoyed the enviable reputation for the perfection of her educational arrangements--the excellence of which is greatly due to the labours of the late Francis Dwight, Esq., of Albany. Mr. Dwight for some years edited the District School Journal, a work full of information about the laws of New York in reference to common schools, and the practical application as well as the results of those laws.

The general system of Massachusetts has also for many years past had a public organ for its exposition, the Common School Journal, edited by Horace Mann, Esq., of Boston.

To both of these educational journals we feel ourselves under great obligation. We can truly say that any number of either has seldom failed to give us some valuable suggestions. The pages of our Guardian have frequently been graced with extracts from them. No one engaged in the business of teaching, can read them without being both interested and profited. The subject of Common Schools is now commanding a larger share of public attention throughout

²⁸The Guardian, Vol. V, No. 33, December 13, 1843, p. 332.

²⁸Grover Clark, "Horace Mann and the Nation," The Civic Leader, A publication of the Civic Education Service, Vol. IV, No. 8 (Washington: 1936), p. 1.

the state of Tennessee than ever before. Our people, as well as our legislators need more light on this momentous subject; and we venture most respectfully, to suggest both to citizens and representatives, that the dear-bought experience of older States may not be without its practical use to us in modelling a common school system adapted to our own conditions and wants. Why should it be thought derogatory to a public man to possess some sound and practical information on every subject that must be influenced by his votes?²⁹

The influence of Rousseau (1712-78) was not immediately felt in the 18th century, but his belief that formalism should give way to a natural treatment of the child made an indelible impression on the educational progress of the 19th century. He advocated that training be adapted to age and individuality.

Following Rousseau came Pestalozzi (1746-1827), a Swiss educational reformer, who preached that each child must be taught according to his individual needs, interests, and abilities. Reference has previously been made to the Pestalozzian department at the Columbia Female Institute.³⁰

Many of the fundamental ideas and ideals which motivated Franklin Gillette Smith during his service as an outstanding American educator appeared to be influenced and inspired by the ideas expressed and executed by the above noted educators and others.

A few brief excerpts taken from the writings of Franklin Gillette Smith as published in the Guardian have been selected to give a glimpse

²⁹The Guardian, Vol. V, No. 12, December 15, 1845, p. 233.

³⁰"Education," Encyclopedia Americana (New York: Americana Corporation, 1952), IX, 626-27.

³¹Editorial in the Guardian, Vol. I, No. 6, June 1, 1841.

into his thinking on important issues of the day. An editorial from an early issue states:

In one word--our "Guardian" is a personal enterprise, the offering of a deep and engrossing interest in the improvement of our social condition. It is controlled by no sect and speaks the "Shibboleth" of no party. It recognizes as a friend, a fellow labourer, every man who strives with a pure heart and mind to do good to his race; it addresses itself to the indulgence and the good will of the virtuous of every name, and invokes in its behalf the countenance and active cooperation of the learned, the religious and the public spirited.³¹

On School Recitation he wrote:

First of all, teachers must be thoroughly acquainted, not with any particular set of books but with the subjects they profess to teach. They can do nothing worth speaking of, if they are not habitual students. They must understand not merely the special topic before the class but they must be familiar with the cognate branches. It is impossible for a school to be well taught without a reasonable supply of standard books of reference kept in some central place, and of convenient access both for teacher and pupil.

It is vain to expect that any one teacher shall greatly excel in all the branches of instruction attended to in a good school. These branches will, in the natural course of things, be assigned to different teachers; one taking charge of English Grammar and Analysis; another of Geography; another of History; another of Arithmetic; another of Criticism and the Belles Lettres and so on. This principle of the "Division of Labour"--which is the secret of the success of many of the Modern Arts,--is absolutely indispensable for the highest success of our literary institutions of every grade. It has long been established in our Colleges; it must yet be carried into every school taught by more than one person. On this plan, teachers are busied only with subjects for which they have a natural taste, and with which they may justly be expected to exhibit, on all occasions, the most thorough acquaintance.

Recitations conducted by teachers imbued with the spirit of their office and really at home on the subjects they profess to teach are not very likely to be drowsy, hum-drum and uninteresting. Every question should be addressed to the class--not to any particular member of it,--that all may listen with erect ears. . .

³¹Editorial in the Guardian, Vol. I, No. 6, June 1, 1841.

questions will be heaped upon questions--the immediate subject before the class will be illustrated by the teacher's general knowledge of the branches of learning that throw light upon it. . . .³²

The belief that school exercises must be full of life, of cheerfulness, and of mental activity, before any large amount of literary attainment resulted was forcefully expressed by Franklin Gillette Smith. He believed that one had to do more than read books and listen to lectures in order to acquire intellectual habits. He believed that the pupil must be led to arrange the knowledge that had been communicated to her; to discover the connection of its various parts; to compare opinions, principles, theories, and thus make that knowledge completely her own.³³

On Talents and Genius he stated:
Who, in the same given time can produce more than others, has vigour; who can produce more and better, has talents; who can produce what none else can, has genius.³⁴

As regards Female Education on Christian Principles, he says:
On these all educations should be conducted. Their buoyant spirits require the calming influence of religion, to impart a due vigour, expansion and steadiness to their minds. By a due resort to christian motives, intellectual development is immensely aided. . . .

Without the prevalence of the laws of christian kindness, the association of large numbers of female pupils cannot be otherwise than the cause of strife, and an unamiable rivalry and emulation. Equally requisite are evangelical principles to secure the affectionate respect and confidence of the pupil toward their teachers, as

³²The Guardian, Vol. IV, No. 10, 1844, p. 150-54.

³³Ibid. ³⁴Ibid. 1, January 1, 1841, p. 7.

³⁵The Guardian, Vol. 1, No. 6, June 1, 1841, p. 87.

Moral improvement
 Habitual self-control
 Steady effort for correction.³⁵

As regards Music, he says:

There is in truth no right appreciation of music among us, and the nightingale has good cause for declining to take up her abode here. . . . How few who put their daughters to the study of music, are influenced by any higher motive than a compliance with the fashion of the age. How few regard music in any other light than as an accomplishment--seemingly ignorant of its moral influence and its elevating and purifying energies. Studied with low and unworthy aims, no wonder that it so often yields but poor and meager returns of improvement to the heart, refinement to the taste, or expansion to the mind.

The happy results of the social study of music in the schools of Germany, Prussia and Switzerland, present the strongest inducement for American instructors to try the experiment. In some instances, this course has been entered upon; nor have we heard of a single failure. A love of music, both vocal and instrumental, has been called forth; and a study which, while pursued solitarily, was thought uninviting, or even repulsive, has been found full of attractions. . . .

Teachers as well as pupils have been delighted at the altered aspect of things around them for authority is exercised with a gentler kindness, and obedience rendered with a more courteous and affectionate readiness. . . . Harmony has begun to reign, where before there were painful collisions, and the concert of voices has imperceptibly created a sweet concord of feelings and temper.³⁶

Mr. Smith's views on the Effect of Superior Schools on the Prosperity of a Country Town were stated as follows:

The first and paramount benefit is, that a place so favored is relieved from the enormous burden of sending its youth abroad to be educated--a tax of no inconsiderable magnitude, if good schools are sought out to be patronized. . . . Local and pecuniary advantages would place in the next ranks, the certain increase in the rate of rents and the active value of houses and lots, in a

³⁵The Guardian, Vol. I, No. 1, January 1, 1841, p. 7.

³⁶The Guardian, Vol. I, No. 9, September 1, 1841, p. 134.

³⁶The Guardian, Vol. I, No. 6, June 1, 1841, p. 87.

town where permanent schools have so secured the public confidence as to call out any considerable patronage from distant sources. . .

Maury has every inducement for supporting her Schools with liberality. We are now addressing ourselves exclusively to the sixth sense with which American citizens alone are gifted--the sense of "value." We contend that our Schools are in every sense of the term and to every class of society, profitable. In the sums they bring from abroad to be expended among us, and in the vastly greater and more important saving they effect by giving the opportunity of educating our youth at home, while they make our houses and lands more valuable to others, they constitute the very best and most productive investment of money our country has ever made. Were this stock estimated at its intrinsic "pecuniary" value, no enlightened citizen of the county would be content without owning a share or two of it. . . . The money laid out upon our Seminaries of learning has been judiciously invested, and without the formality of "dividends" is yielding a handsome per cent of profit to the community at large. . . .

The "morale" of education is another thing; but if we may venture to hope for any good result from this more popular and practical view of the subject, we shall be content for once to refrain from moralizing--our guerdon being the gratitude of such of our readers, (Heaven send us few such,) as carry their conscience, soul and spirit in their pocket book.³⁷

The views regarding the Training, Abilities and Qualities of Ladies for the Teaching Profession are quite strongly stated as

follows: The notion that a good country school can be taught only by a gentleman has been effectively exploded in those parts of our Union where the greatest attention has been devoted to primary education. There are now quite a number of "district schools" throughout the States of New York and Massachusetts, which are taught the year round by Ladies, and attended upon not only by the gentler sex, but by boys who before this interesting experiment was made, would not have thought that anyone could manage them in school unless he were able to give half a dozen of their stoutest a thrashing on the shortest notice. . . .

³⁶The Guardian, Vol. IV, No. 10, October 15, 1844, p. 180.

³⁷The Guardian, Vol. I, No. 9, September 1, 1841, p. 134.

The great discovery has been made that boys and girls in school have sensibilities that may be appealed to; and that the innate gentleness, patience, forbearance and kindness of woman's heart,--more especially when sanctified and strengthened by a religious principle,--are an over-match for the stoutest obstinacy, and the most boorish self-will. . . . of jewelry and gas guns for their children.

The chief reason why so few ladies among us have devoted themselves to the business of teaching is that the public have not demanded their services. The ancient repugnance to the business is fast wearing away. Southern young ladies of the first order of mind, of attainment and of connections, are devoting themselves to these duties or are in training for them. It is a direct aim of some, at least of our female schools, to train up numbers with this special object in view.³⁸

Regarding school books, Mr. Smith stated that careful selections were almost indispensable to the best progress of a school, and that they should be of uniform editions. He suggested that in all places remote from a bookseller, teachers should keep their own supply of books.³⁹

The advantages to be derived from the use of visual aids was advocated in an article written by Mr. Smith on "The Education of the Eye." He stated:

On first bringing a pupil to the use of the telescope or of the microscope, teachers are apt to be surprised at discovering how little the untrained eye perceives. It is difficult for the expert to make due allowances for the unskillfulness of the novice. If the hand requires so long a training before it can perform readily many of its functions, reflections should satisfy anyone that "The Eye" may need an equal training, and that the young are to be judged with charity on saying that they see nothing remarkable, although actually presented with sights which call forth the deepest wonder of more skillful observers.

³⁸The Guardian, Vol. IV, No. 10, October 15, 1844, p. 150.

³⁹Ibid.

It is desirable that the more important optical instruments belonging to a school should be so disposed that students may resort to them frequently, and thus have the opportunity of acquiring that delicacy and correctness of observation which practice alone can impart. Would not some parents do well to substitute such instruments in the place of jewelry and gew gaws for their children?⁴⁰

A summary of Franklin Gillette Smith's theories regarding the system of Practical Discipline at the Columbia Female Institute stated:

The system of Practical Discipline established in this Institute had its foundation in the views expressed in the "Guardian"; and is framed to accomplish the great end of intellectual education; which we believe, consists of improved habits of directing the mental faculties, of thinking correctly, of reasoning justly, and of employing with facility the powers of expression by conversation and writing.⁴¹

X. WITHDRAWAL FROM THE COLUMBIA FEMALE INSTITUTE

Mr. Smith continued his duties at the Columbia Female Institute with great and constantly increasing success, until 1852, when he resigned, and erected the Athenaeum, a private institution for girls upon a still larger scale. He, with other illustrious co-workers, made the institution famous and left behind a continuing influence for good. The detailed account of the founding and success of the Athenaeum will be discussed in Chapter IV.

XI. SUMMARY

The period of fourteen years from 1838-1852 was a period of great educational service for Franklin Gillette Smith. He served with

⁴⁰Ibid., p. 155.

⁴¹Ibid.

great success as rector of the Columbia Female Institute in Columbia, Tennessee. The founding of his journal, the Guardian, was a progressive step in communicating with the public on many matters of educational concern. The progressive and independent thinking of Mr. Smith was chiefly responsible for his withdrawal from the Columbia Female Institute after fourteen years of service to establish his own school. His educational views, acts of public service, and his ingenuity as a scientist will be discussed.

I. FOUNDING OF THE ATHENAEUM

The Columbia Athenaeum was one of the old and well established schools of the state of Tennessee, and of the South. It was founded in 1852 by Franklin Gillette Smith for the higher education of women upon Christian principles. It was chartered in 1858 with full college powers and privileges by the Legislature of Tennessee with a perpetuating board of trustees, independent of any external control. Thus, the Athenaeum was free from ecclesiastical restraint. Mr. Smith, assisted by his able and accomplished wife, Sarah Ann Smith, administered the affairs of the school until his death, in 1866.¹

A public announcement of the opening of the Athenaeum was made in the spring of 1852, before its opening the following September. Circulars were widely distributed, and a notice for opening the new school appeared in the Guardian, as follows:

¹William Bruce Turner, History of Maury County (Nashville: Parthenon Press, 1888), pp. 135-54.

A Public CHAPTER IV

THE ATHENAEUM

Chapter IV will deal with a period of Franklin Gillette Smith's life in which he founded the Athenaeum, a private school for girls. The success of his continued leadership as a school administrator, his educational views, acts of public service, and his ingenuity as a scientist will be discussed.

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¹William Bruce Turner, History of Maury County (Nashville: Parthenon Press, 1955), pp. 133-34.

A Public Announcement

Under the name "Athenaeum" it is the purpose of the undersigned, in obedience to the wishes of their friends, both at home, and abroad, to open on the first of September next,

A School For Young Ladies in new buildings now going up on the beautiful premises known as the Rectory Lot. The terms of the "Athenaeum" will be the same as those established for some years past, in the Female Institute, and it will be our aim to offer quite as distinguished advantages for improvement in every department of Female Education as our pupils have enjoyed heretofore.

F. G. Smith

Sarah Ann Smith

Columbia, May 29, 1852²

II. SELECTION OF A NAME

Mr. and Mrs. Smith would have liked to use the name "Minerva" for their new school. They found, however, that this name, symbolic of the purest and most elegant creation of Greek Mythology, had been selected by another institution in the state. The name "Athenaeum" had been adopted in all ages, from the Augustan era of Rome on, to designate either a seminary of learning or a place of literary resort. Thus, the name "Athenaeum" was selected.

The founders stated that they wished their institution to prove of practical benefit to all who should seek its advantage in the culture of those graces of the mind and of the heart, over which the fabled Minerva presided, and of which she was the teacher and patroness.³

²The Guardian, Vol. X, No. 9, 1852, p. 192.

³Ibid., p. 213.

III. A PRIVATE SCHOOL

A great deal of public interest was manifested in the erection of the Athenaeum. Many liberal offers of subscriptions for the new buildings of the school were received by Mr. Smith. Since he chose to make his school strictly a private institution, he declined these generous offers. He felt that, on the whole, it was more satisfactory to take a position of some degree of independence in the plan of instruction and management of his school. It was made clear to the public, however, that suggestions for the best management of the Athenaeum would always be gratefully received.⁴

IV. GROUNDS AND BUILDINGS

The Athenaeum grounds comprised twenty-two acres, located within the corporate limits of Columbia, one half mile west of the public square. A grove of beautiful forest trees within these extensive grounds provided a site of great privacy yet easily accessible from all of the surrounding streets.

Instead of one extensive structure, it was decided to erect several buildings. They were erected on an elevation which afforded a wide view of the town and the surrounding country. The principal buildings were of Doric architecture. The main building was 115 feet by 75 feet, and contained the tutoresses' parlor, the library, and a chapel. Other buildings were Davis Hall which contained the parlor for

⁴Ibid.

boarding pupils, the drawing and writing rooms, the dining room, and the study hall; the Rotunda with a studio for oil painting, a number of school and music rooms, and an exhibition room for art; the Rectory which contained the principal parlors and reception rooms of the school; a gymnasium and various other buildings.⁵

V. FURNISHINGS

All of the buildings belonging to the Athenaeum were well and suitably furnished. Great care was taken to include many objects of art and science in order to develop in the pupils an appreciation of the aesthetic qualities.⁶ Some of the original furnishings of the

Rectory are still to be found there since it is now the residence of Miss Carrie E. Smith, a granddaughter of Franklin Gillette Smith.

Mr. Smith, upon leaving the Columbia Female Institute, removed from that school and placed in the Athenaeum quite extensive scientific apparatus, a pipe organ, and other musical instruments which were his own private property. Some idea of the extensive furnishings of his school may be gained from the following excerpts taken from the

Guardian:

. . . On the first floor of the Athenaeum Proper are the Tutresses' Parlor; the Library, which contained also our fine collection of Mineralogical and Conchological specimens, amounting to many thousands, neatly arranged in glass cases; several school and music rooms, and a Camera Obscura, or Optical Room for the exhibitions of the Solar Microscope, and for other experiments in Optics. . . .

⁵Ibid.

⁶Ibid., p. 64.

Above, the whole floor is in one room, our Study Hall, at the head of which stands a beautiful and costly Chapel Organ. . . . At the opposite end, our Philosophical Instruments are placed within cabinets of glass. . . .

Some beautiful casts, representing the Grecian sculpture in its purer taste occupy suitable positions around the room, the walls of which are profusely covered with beautiful oil paintings, and with large engravings under glass, including an entire set of the Boydell Illustrations of Shakespeare.⁷

The dormitories for boarding pupils were neatly and commodiously arranged. The beds were screened from each other by curtains, and screened recesses were made for every two young ladies, furnished with a neat washstand and toilet-table.⁸

VI. THE LIBRARY

The library of the Athenaeum, exclusive of a valuable collection of books of reference, contained more than two thousand volumes by the year 1854. It was the belief of Mr. Smith that many of the public documents published by Congress were of great value to any scholastic library. Many such documents were obtained and made available to the pupils of the Athenaeum. An acknowledgement of valuable government publications from the Hon. Mr. Jones, a representative in Congress, was made in the Guardian.⁹

Volumes of history, biography, literature, science, poetry, periodicals, and reviews were added yearly. Many publications of the American Tract Society were placed in the library. The chief classical

⁷Ibid., p. 215.

⁸Ibid., p. 216.

⁹The Guardian, Vol. XI, No. 7, 1854, p. 164.

works in the ancient languages, and an extensive selection from the best works in French, Italian, Spanish, and German were made available. A rich collection of the standard authors in ancient and modern history were included. Besides a good selection of the modern poets, the library was enriched with a copy of Bell's Edition of the British Poet in one hundred volumes.

A full catalogue of books of reference was kept in the study hall, accessible to teachers and pupils. This reference library contained all the information necessary to answer any questions that might arise in the daily work of all. It was the claim of the Athenaeum that it possessed the best and most complete school library in the South.¹⁰ Such a claim may be substantiated by a list of some of the most important works in this admirable collection. A list taken from the school catalogue included:

In Sacred Studies: The Bible Commentaries of Scott, Clarke, Doddridge, Patrik, Lowth, Arnold and Whitly; Cruden's Concordance; the Collateral Bible; the Pictorial Bible; Townsend's Arrangement; Horne's Introduction; Wilson's Christian Dictionary; Encyclopedia of Religious Knowledge; Kitts' Popular Cyclopedia of Biblical Literature, etc. . . .

Scientific: Ree's Cyclopedia; Encyclopedia Britannica, with Supplement; the English Cyclopedia, London; Gregory's Dictionary of Science and the Arts; the Encyclopedia Metropolitan; Appleton's New Cyclopedia; the Iconographic with 12,000 Engravings; Goode's Pantologia; Nicholson's British Encyclopedia; Encyclopedia Americana; Appleton's Cyclopedia of Drawing; Moore's Encyclopedia of Music; Davies' Dictionary of Mathematics; Ure's Dictionary of Arts, Manufactures, and Mines; Postlethwaites Universal Dictionary; Falconer's Marine Dictionary; the Imperial Dictionary, English, Technological and Scientific; Astronomical, Philosophical and Physiological Charts, etc. . . .

¹⁰Catalog of the Athenaeum, 1858, p. 6.

Literary: Allibone's Dictionary of Authors; Duyckinck's Cyclopaedia of American Literature; Chamber's Cyclopaedia of English Literature; Arvine's Cyclopaedia of Anecdotes of Literature and the Fine Arts; the Edinburgh Review; the London Athenaeum; the London Literary Gazette, etc. . . .

Lexicography: Frey's Hebrew, Latin and English Lexicon; Scapulae Lexicon Graeco-Latinum; Schlensner Novum Lexicon Gr.-Lat. in Novum Testamentum; Holyoke's Great Latin Dictionary, folio; Morell's, Ainsworth's, Gordner's, and Oltes' Latin Dictionnaires; Dictionnaire de l'Academie Francais; Boyer le Dictionnaire Royal Francois; Spiers and Surene's French Pronouncing Dictionary; French and Spanish Nunez; Vocablario de la Crusea; Baret's Italian and English Dictionary; Diccionario de la Lengua Castellana, por la Real Academia Espanola, folio, Madrid; Velasquez', Season's Newmans and Barette; Hilpert's Great German Dictionary, Leipzig; Appleton's Adler's ditto, etc. . . .

In English: Johnson's Dictionary; Richardson's; the Imperial; Webster's Unabridged and Pictorial; Worcester's Great Dictionary; Walker's Pronouncing and Rhyming; Roget's Thesaurus of English Words and Phrases; Crabb's and Prozzi's Synonyms; Brown's Grammar of Grammars; the Port Royal Grammars; Eschenberg's Manual, etc. . . .

Historical and Critical: Bayle's Great Dictionary; Crabb's Universal Historical Dictionary; Bredow's Charts, folio; Lyman's Mural; Danet's Dictionary of Antiquities; Dr. William Smith's (Edinburgh) Dictionary of Greek and Roman Antiquities, Geography, Biography and Mythology; Dictionary of Dates; Fosbrooke's Encyclopedia of Antiquities and Elements of Archaeology, Classical and Medieval; Martiniere, Le Grand Dictionnaire Geographiques; Eustaces Classical Tour, etc. . . .

Biographical: Chalmer's General Biographical Dictionary, 32 vols.; Kippis's Biographia Britannica; the New and General Biographical Dictionary; Appleton's Cyclopaedia of Biography; Blake's Universal Biography; Biographical, Literary, and Political Anecdotes; Johnson's Lives of the Poets; the Lives in Bell's Poets; Pilkington's Dictionary of Painters; Dictionnaire Biographique et Bibliographique, Paris, etc. . . .

Geographical and Miscellaneous: Maltec Brun's Geography; the Universal Gazetteer, London; the American Gazetteer; Lippincott's Pronouncing Gazetteer of the World; the Great Atlas of the Society for the Diffusion of Useful Knowledge; Carey's Atlas of the Countries of England and Wales; the Chronological and Geographical Atlas of America; Atlases, Maps, Outline Maps, Globes, etc.; all

the Charts of the U. S. Coast Survey; the U. S. Census of 1850; many Reports of United States Exploring Expeditions, etc. . . .¹¹

The large reference library was placed in the study hall. Most of the books were arranged in alphabetical order, and the pupil was easily directed to the article which contained the needed information. As the Rector presided constantly in the study hall, the pupils who had any difficulty in making a satisfactory reference were at once directed to the best sources of instruction.¹²

VII. PLAN OF INSTRUCTION

The plan of instruction to be carried out in the Athenaeum was, as previously announced to the public, basically the same as had been pursued at the Columbia Female Institute. The classification of pupils and general allotment of studies were the same. The rate of charge was to be the same as for many years past except for two items. The charge for daily use of the organ was to be ten dollars a session instead of five, due to the necessity of furnishing a servant to work the bellows; and the charge for instruction in painting in oil-colors was to be twenty dollars instead of ten. The former charge for that department had not covered the unavoidable expense of having it effectively taught.¹³

The terms of the Athenaeum, a list of subjects offered, and an explanation of the general requirements for students were published in

¹¹Ibid., pp. 7, 8, 9.

¹²Ibid.

¹³The Guardian, op. cit., p. 217.

the Guardian, and school catalogue. The catalogue for 1853 gives the following information:

Sessions
 The Fall Session begins on the first day of September and ends on the last Friday of January.

The Spring Session begins on the Monday next after the last Friday of January, and ends on the last Friday of June; on which day the Annual Meeting of the Trustees is required to be held by the Charter.

Vacations
 The months of July and August, and Christmas Day and Good Friday.

Terms For The Session Of Five Calendar Months, (Payable In Advance)

I. Pestalozzian Department
 For beginners per month, \$1.50 \$ 7.50
 Same department for the more advanced, \$2 10.00

II. Junior Department
 Fourth and Third Juniors, each class per month, \$2.50 12.50
 Second Juniors, per month, \$3 15.00
 First Juniors, per month, \$3.50 17.50

III. Senior Department
 Third Seniors, per month, \$4 20.00
 Second Seniors, per month, \$4.50 22.50
 First Seniors, per month, \$5 25.00

Greek, Latin, French, Italian, Spanish, or German 10.00

Tuition in Music on the Harp 30.00

Tuition in Music on the Organ, Piano, Guitar, or Accordion 25.00

Use of Harp or Piano for practicing 5.00

Use of Organ for practicing 10.00

Use of Guitar for practicing 2.50

Tuition in the art of singing	\$25.00
Tuition in the art of vocal music, in classes	10.00
Tuition in the art of Drawing and Painting (daily lessons)	10.00
Tuition in the art of Fancy work of every description	10.00
Painting in Oil Colors	20.00
Pens, Inks, and Inkstands, Slates and Pencils50
Use of the Library of the Athenaeum	1.00
Use of Drawing Patterns, Drawing Books, etc.50
Plain Needlework, Domestic Economy, Calisthenics, Choral Music, Lectures on Chemistry and Natural Philosophy, the Courses on Moral and Mental Philosophy, English Literature, etc., without extra charge	
Board, including lodging, fuel, lights, attendance, etc.	60.00

Examinations

The last three days of each Session are devoted to a public examination of the school, closing with a Concert of Vocal and Instrumental Music.¹⁴

Before receiving any of the honors of the Athenaeum, pupils had to undergo written examinations. These examinations for graduation were conducted in the presence of a committee from the faculty. The candidates for graduation were carefully examined and pupils were expected to be well acquainted with the topics discussed through the session.

A special diploma, signed by the professor or tutoress of a school, was awarded to those pupils who had completed the studies of

¹⁴Catalog of the Athenaeum, 1853, pp. 4-5.

that school. A general diploma, as graduate of the Athenaeum, signed by the Board of Trustees and faculty, was conferred on those pupils who had completed the English course and had received a sufficient number of certificates to entitle them to this honor.

An example of the form of diploma granted in the early years of the Athenaeum is as follows:

Be It Known By Those Present, That

Miss _____

A Pupil Of

The Columbia Athenaeum

Having Sustained Her Final Examinations

In A Satisfactory Manner

The Rector and Vice Principal Of The Athenaeum,

On The Recommendation Of The Board Of Examiners

Have Awarded To Her This Testimonial

Of Her

Approved Scholarship

And Of Her Amiable And Correct Moral Deportment

F. G. Smith, Rector

Sarah Ann Smith, Vice Principal

Geo. M. Martin)

Jonas E. Thomas)

Wm. P. Martin)

Sam'l A. Hamner)

Robt. G. Payne)

Sheppard Wells)

Examiners¹⁵

¹⁵Century Review, Henry

¹⁵The Guardian, Vol. XI, No. 4, 1854, p. 93.

VIII. IDEAS AND IDEALS

Mr. Smith gained favorable recognition from prominent educators in distant states by his contributions to higher education.¹⁶ Many of his ideas were expressed in the editorials and articles published in his own journal, the Guardian.

Some excerpts from the writings of this early educator have been selected, with the hope that they will give a glimpse into his thoughts as they motivated him and affected the lives of those who attended his school.

On the object of learning, he wrote:

The great object of learning is to find out the real character and condition of man as a moral agent; his relation to God; his eternal destiny; the way in which he may be delivered from the effects of moral evil; and the worship and service he owes his great Creator. The comprehensive nature of these laws or principles, and their tendency to produce universal order and happiness, render them very appropriate to the sphere of a school. . . .

The object in our plan of education is, to cultivate the reason, expand the intellectual faculties, and apply the principles and knowledge thus acquired to the daily avocation of life. If the youth committed to our charge be trained to habits of piety and moral order, as well as to useful and ornamental knowledge, we have sure ground for believing that when they arrive at mature age, they will become intelligent and useful members of society. . . . We seek to cultivate such intellectual habits, that, having "eyes, they may see, and ears, they may hear," and that they may pass through life with the rational application of their faculties. We would also combine with study a certain degree of external enjoyment, without which no one can be happy or contented, by cultivation of a taste for social enjoyment and the happiness of home as the

¹⁶Century Review, Maury County, Tennessee, A condensation of the Most Important Events of the Past One Hundred Years, and Descriptive Sketches of the Cities and Villages (Columbia: Auspices of the Board of Mayor and Aldermen, 1905), p. 35.

future sphere of action. . . . We design to embrace everything that has a tendency to strengthen and invigorate the physical system, to enlighten and expand the understanding, and to regulate the feelings and dispositions of the heart.

We strive to adorn our rooms for study, that our pupils may be introduced, as it were, into a magnificent museum, whose every object awakens curiosity or informs the mind. Our teachers are persons of good sense, of benevolent dispositions, having their minds thoroughly imbued with the principles of Christianity, and possessed of all that knowledge of history, art and science, which they can possibly acquire; for upon the intelligence; as well as the prudence and moral disposition of our teachers, the efficiency of our institution depends. We encourage study by kindness, rather than enforce it by severity. It is "line upon line and precept upon precept": all knowledge is the accumulation of ideas. Nature herself operates by insensible degrees; the oak is folded in the acorn; but its expansion to the giant tree is so slow, gradual, and insensible, that none but the Infinite Eye can trace its invisible progress.

We make the Scriptures a text book. . . . We have classbooks to illustrate ancient habits and manners, the greater part of which is selected from Pagan historians and moralists, whose views with regard to the laws which govern mind and matter were erroneous; we bring the Bible to our aid to correct these errors and to be the cornerstone of true wisdom.

The first object of knowledge is self. When we consider the structure of our frames, and the vast number of bones, veins, arteries, muscles, the organs of sense, etc., all so adapted as to produce motion in our bodies and to contribute to our enjoyment, we must feel that we are "fearfully and wonderfully made." Taking this view of the last great work of creation, it is not to be wondered at that we consider Physiology an important branch of education. Much time is devoted to experimental philosophy and chemistry, for instruction in which, we have the aid of an apparatus so extensive and perfect, as scarcely to be surpassed by any of our colleges.

Our pupils are thoroughly instructed in Reading, Writing and Composition, Arithmetic, Algebra, Geometry, Grammar, Geography with drawing of maps, and problems on the globes, Astronomy, Logic, Natural Theology, Botany, Political Economy, Evidences of Christianity, etc. Our arrangements for the acquisition of Vocal and Instrumental Music are very perfect. . . .¹⁷

¹⁷The Guardian, Vol. X, No. 9, 1852, pp. 160-172.

In an article entitled "On What To Read and How To Read It," he says:

Coleridge tells us of four kinds of readers, "the first, like the hour-glass; their readings like the sand, running in and then out, and leaving not a vestige behind; the second, like the sponge, which imbibes everything only to return it in the same state, or perhaps dirtier; the third, like the jelly bag, allows the pure to pass away, and keeping only the refuse and dregs; and the fourth, like the slaves in the mines of Golconda, casting aside all that is worthless and retaining only the diamonds and gems." See to it that you are of the latter class, gathering riches from all your reading. To this end, do not read at random, indiscriminately.

The world is full of books and a lifetime would not suffice to read all even if they were good. Make then a careful selection of your books. . . .

Seek first for the most important subjects and then for the best works respecting them. Be as careful of the books you read as of the company you keep; for your habits and character will be as much influenced by the former as the latter. . . .

Whatever you read, have an object in reading it; know not only what but why you read. Read for the discipline of your intellect, the elevation of your taste, the extension of your knowledge, the improvement of your heart, the regulation of your conduct and life. Read that you may store up lessons of wisdom, to apply them to yourself. . . and thus become wiser, happier, better, and more useful.¹⁸

Mr. Smith's views on reading were no doubt influenced by his own great love of reading. A son, Frank H. Smith, had assembled a good deal of information about family affairs and had planned to publish it. The first part of this history was to have been the "Puritans." In this material, he says of his father:

He was a great reader and well acquainted with general literature, for the ordinary novel he had but little use, though he was

¹⁸Ibid., Vol. X, No. 12, 1852, p. 270.

¹⁹Ibid., p. 164.

fond of the great works of fiction and especially of the great poems, his favorite being Milton's "Paradise Lost."¹⁹

On the importance of the development of the thought processes,

Mr. Smith stated:

The secret of successful teaching is to prevail upon the school girl to teach herself; the highest function of the instructor being to direct the pupil to such a course of thought, that the youthful mind will of itself work out the problem before it. . . . There is no substitute for patient and strenuous intellectual exertion. -- "Will you be so good as to state this equation for me - for then I can easily work the sum?" It would be a great unkindness towards you were I to do so; for you want me to do your thinking for you. I will discuss the principles of the Rule with you, and may thus be able to put you upon the track of applying them to the question before you; but for me to study your Algebra for you, would be preposterous. Think, -- there is no help for it, you must think.²⁰

His broad views in regard to the values of instruction in dancing are given as follows:

We regard it our duty to provide, and at much expense, for their careful and skillful instruction in the accomplishment of a graceful carriage and gesture in all cases where our patrons desire to secure this advantage for their daughters. Of course, no pupil receives this instruction who is not expressly "entered" for it. Our long experience leads us to the conclusion that such school exercises as these especially when conducted by a Lady, carry with them no greater tendency toward levity of mind than any of the other studies that claim the attention of young ladies in school.²¹

An example of the way that Mr. Smith took advantage of opportunities presented for turning passing events to the improvement of his pupils is shown by the way he prepared them for the great eclipse of May 27, 1854. The occasion became a frequent topic of conversation for

¹⁹Letter from Mrs. Fannie Louise Davis, granddaughter of Franklin Gillette Smith, September 16, 1959.

²⁰The Guardian, Vol. XI, No. 7, 1854, p. 163.

²¹Ibid., p. 164.

many days before it occurred. At the dinner table, on that day, the Rector proposed some questions on the subject of the eclipse, designed to fix its phenomena more firmly in the minds of the pupils, and teach them how to observe and on what points chiefly to rest their attention. Wishing that everyone present should answer, according to the best of her knowledge or belief, the questions were framed in such a way as to permit only two possible answers. He felt that this method of questioning would enable all pupils to give an immediate answer. The questions asked on this occasion are good examples of the object-lesson method of teaching. Examples of questions asked were:

Of the two bodies now apparently approaching each other, which is farthest from us?

Which intercepts the light of the other?

Does a Solar Eclipse happen at the new or full moon?

Looking toward the Western sky is the moon, at this moment, above or below the sun?

Does the moon, in its orbital motion advance through the sky toward the east or the west?

Which direction is it moving now?

Will the approaching eclipse cut off the northern or southern portion of the Sun's disc?

In a total Solar Eclipse, is the moon in her perigee or her apogee?

At this moment, is the moon's illuminated side turned toward us or from us?

If the eclipse were central and annular, and our Athenaeum Telescope had the proper micrometers attached, so that we could

accurately measure the two diameters of the moon--the vertical and the horizontal,--which should we find to be the longest?²²

IX. POPULAR LECTURES

The citizens of Columbia recognized the talents and abilities of Mr. Smith, not only as an administrator, but as an outstanding scholar of science. He was urged by a large group of friends and patrons of the Athenaeum to share his knowledge of science with them by occasional scientific lectures. Such lectures proved to be a source of additional instruction to the pupils, and afforded an opportunity for adult education on subjects in which their knowledge was limited.²³

The first lecture was on Astronomy. The warm approval with which it was received was expressed in a forum letter written by a citizen and published in a local newspaper. The letter stated:

Columbia, No. 27, 1852

Mr. Editor: -Permit me through your paper, to take a brief notice of the highly entertaining and instructive Lecture upon Astronomy delivered at the Athenaeum on Friday night last, by the Rev. F. G. Smith.

Attracted by the well known ability of the Lecturer, together with the highly interesting character of his subject, a large and respectable audience assembled, all eager to share in the rich intellectual treat in store.

And I venture to say not one was dissatisfied; for the lecture was one of marked ability, and delivered in that clear, concise, and lucid manner so fitly adapted to a popular lecturer. The

²²Ibid., pp. 165-6.

²³The Guardian, Vol. X, No. 12, 1852, p. 280.

illustrations of the motions and revolutions of the celestial spheres, by means of the phantasmagoria, were both novel and instructive. It is to be hoped that the warm approval with which the first attempt was welcomed will be some inducement for the able and distinguished gentleman to continue them at such times, as his arduous duties as principal of the Athenaeum, will permit.

The citizens of Columbia would hail with delight the acquisition of such a valuable source of entertainment and improvement. And it would strengthen that gratitude which every friend of science and education owes to Mr. Smith for his untiring efforts in behalf of their advancement.

A citizen²⁴

X. INVENTIONS AND PATENTS

Mr. Smith used his talents and his scientific and mechanical knowledge to invent a number of mechanisms adapted to the growing needs of the South as its territorial expansion gave way to industrial expansion. A quote from the "Puritan," as recorded by a son states:

He obtained many patents in the United States (and one in the Confederate States) for his various inventions, but he never seemed to care to develop them commercially. The plow-share prow for vessels (see Scientific American for June 14, 1852); the reacting springs for fire engines; the secondary barrel to be used as a magazine for muskets and rifles; the rifling of the musket for smooth bore muskets; the utilization of wave power for steam and sailing vessels, -especially blockage runners; the steam "clay gun" for use on unfenced railroads against cattle; the distribution of the mail on trains in motion; the compound brakes placing vehicles under the more complete control of the driver; the ingenious mechanism for steering balloons; -all these and many other inventions and ideas show the versatility of his mind in Mechanics and Natural Sciences. The development of the submarine torpedo in the Civil War occupied his time and cost him untold thousands of dollars in money, besides months of personal toil and privation; -the value of

²⁴Letter from Mrs. Fannie Louise Davis, loc. cit.

²⁴Ibid., p. 281. (A letter copied from the Columbia Democratic Herald of December 4, 1852.)

²⁵Ibid., p. 148.

his ideas for coast protection, and his greater success in this new field was only prevented by the lack of mechanical facilities in the South, and for electric connections under water.²⁵

The public was aware that Mr. Smith did not seek personal praise for his inventions, as may be shown by a notice appearing in a local newspaper. It stated:

The Columbia Improvement On The Steam Engine

In reference to the caption above . . . the Patentee might just as well have given his name, as there is no one else hereabouts who has passed his life in the midst of Philosophical Apparatus, and gives his long-continued labors to the business of lecturing on Natural Philosophy.²⁶

A reprint of a letter received by Mr. Smith from a mechanical engineer regarding this invention was also published, as follows:

A Professional Opinion

Washington, D. C. Aug. 11, 1854

Dear Sir: -I have most carefully examined the "Tabular Condenser for Steam Engines," which was patented by you on the 11th, and find that it possesses the following very important advantages: viz - there is ample space for the free entry and circulation of the steam from the engine, and at the same time a very thin dividing plate between the steam and the cold condensing water. It appears to me that this very important and distinguishing feature of your invention, must commend it to the favorable consideration of all who are interested in the use or the improvement of the steam engine.

Very Respectfully Yours,

Z. C. Robbins
Mechanical Engineer²⁷

²⁵Letter from Mrs. Fannie Louise Davis, loc. cit.

²⁶The Guardian, Vol. XI, No. 12, 1854, p. 142. (A notice taken from the Maury Intelligence.)

²⁷Ibid., p. 149.

Another patent issued in September, 1854 gained the following recognition from the local paper. It said:

An Improvement In Fire Engines

We learn that on the 12th of this month a Patent was issued to Rector Smith of the Columbia Athenaeum for a new invention, entitled

"Arresting and Reacting Springs for Fire Engines."

. . . The design of these springs is to prevent the great waste of power incurred in working the common Fire Engine, by causing the descending arm of the working lever, (instead of being arrested by some solid part of the machine) to give over all of its momentum to springs of such strength as easily to offer the requisite resistance to the blow and of such elasticity as to give over nearly all of that power to the return stroke of the Engine.²⁸

A record of these two patents previously described may be found in the Patent Office of the U. S. Department of Commerce. In reply to an inquiry concerning these patents, it was stated:

Our records show two patents issued to F. G. Smith in 1854. They are as follows:

Patent No. 11,274 granted July 11, 1854 on Condensers for Steam Engines.

Patent No. 11,684 granted September 12, 1854 on a Mode of Operating Fire Engines.²⁹

XI. GROWTH OF THE ATHENAEUM

Mr. Smith was constantly making improvements in buildings, grounds, and methods. The annual enrollment of the Athenaeum had more than doubled its original number of 125 by the year 1854.³⁰

²⁸Ibid., p. 157.

²⁹United States Department of Commerce, Patent Office (Washington: Government Printing Office, July 14, 1959).

³⁰Turner, op. cit., p. 134.

The Athenaeum, though a private school, employed many public practices. No poor parent ever took his child from Mr. Smith's school because he could not pay the fees. The children of the poor were furnished with books and were taught in the same manner as the children of the most influential. It is said that the Athenaeum was never without pupils of this character.³¹

Public request for the admission of little boys to the Athenaeum was approved with some limitations. Mr. and Mrs. Smith, who had four young sons of their own to educate, decided to make arrangements for enrolling the sons of many of their friends and neighbors. An explanation of such a plan was given in the Guardian. It stated, in part:

... The ample grounds appropriated for the walks and recreation of our pupils, enable us to secure perfect propriety of behaviour from these little ones. But it has been understood, all along, that our little masters are received and retained on their good behaviour. We are unwilling to attempt the discipline of a bad and refractory boy; so soon as it is ascertained that gentle courses cannot restrain him, we return him to his family,--while in the case of an unruly and headstrong little girl we feel ourselves called upon to use every effort of skill, resolution and patience in correcting her errors and aiding her in governing herself.³²

XII. CIVIL WAR DAYS

In political matters, Mr. Smith took but little interest until the Civil War. He was a Whig, but is said, in 1844, to have voted for Mr. James K. Polk, his fellow-citizen.

³¹Hon. J. H. Thomas, "Biography of Franklin Gillette Smith," The Columbia Herald, December 17, 1897.

³²The Guardian, Vol. XI, No. 7, 1854, p. 167.

Like many of the Whigs all of his energies seemed to have been devoted to the cause of the South. Although having been born in Vermont his intensely Southern views showed that opinion is influenced by environment and association.

When the first rush for enlistment had passed away in the summer of 1861, Mr. Smith advertised that the daughters of all volunteers for the army would receive instruction at the Athenaeum free of charge. The school was never closed during the war, but the enrollment was reduced to only thirty-five pupils at one time.

When resources of the Confederate Government could not supply the needs of its soldiers, Mr. Smith, at his own expense, clothed the entire Company B, of Colonel W. B. Bate's Second Tennessee Infantry with new gray uniforms, the brass buttons of which were smuggled

through the line at a cost of nearly a dollar each. He was too old for enlistment as a soldier, but sent two sons into the Confederate Army, and with other citizens he formed a "Home Guard." While not enrolled in the ranks, the South had no more devoted champion than "Rector Smith," who gave his talents and money to the "Lost Cause," and spent much time with the Southern Army.³³

An account of the condition of the Athenaeum during this period is taken from the material gathered by Frank H. Smith. He stated:

During the War the Athenaeum property was often used as army headquarters and some of the buildings as hospitals. Before Father's return at the close of the War the property was practically

³³William A. Smith, "Symposium of the Smith Family," p. 66.

confiscated, the grounds were occupied by Federal Camps and the buildings filled with "contrabands." Largely through the influence of Gen. Chas. C. Doolittle and Col. Lewis M. Hosea, and other prominent Federal officers and the (almost) universal request of the citizens, the property was restored to him. But from the devastation of war it was almost like newly furnishing the Athenaeum. . . . In the changed conditions of the South resulting from the war and the enormous losses he had born, most men of his age would have been appalled at this new task, but with his wonderful energy he was enabled to open school on the usual first Monday in September in 1865 and the overflowing patronage showed the esteem in which both he and the Athenaeum were held in the South.³⁴

XIII. THE LAST YEAR

At the close of the successful session of the Athenaeum in 1866, the public exercises were unusually brilliant; and as on previous occasions the number of pupils, teachers, and visitors was very large.

Mr. Smith gave one of his finest recitations from Shakespeare.

During the vacation Mrs. Smith went to visit her married daughter and family in Cincinnati, Ohio. Mr. Smith, according to his annual custom, began making preparations for the opening of the next session of school. He received a pressing invitation to revisit Princeton, his Alma Mater, but was unable to do so because of an attack of "congestion" and "bilious fever."

It was thought that the exposures and hardships he had undergone during the war had brought on this attack. His condition became steadily worse and his wife was called home to be with him. When the end was seen to be approaching, the Rev. Mr. David Pise, rector of

³⁴Letter from Mrs. Fannie Louise Davis, loc. cit.

St. Peter's Church, Columbia, Tennessee, administered the Holy Communion. Mr. Smith died at the Rectory a few minutes after one o'clock on Saturday afternoon, August 4, 1866.

As soon as his death was announced, city and county officials were immediately convened in special sessions. Appropriate resolutions were passed expressing condolence to the family and the sense of loss to the community.

On Sunday morning in most of the pulpits of the city, the ministers made lengthy remarks on his life and character. All afternoon services were cancelled to enable the preachers and congregations to attend the last sad rites.

Funeral services were held in the Athenaeum Study Hall on Sunday afternoon, August 5, 1866, at four o'clock, by his pastor. It was the largest funeral ever held in Columbia, there being at least twelve hundred persons present. He was buried with Masonic honors, he being a Past Master of Marshall Lodge, Number 39, of Free and Accepted Masons in Lynchburg; a Knight Templar and a Sublime Prince of Royal Secret. Some of the secret societies to which he did not belong passed suitable resolutions and attended the funeral as organizations, saying that his life exemplified the principles of their order. A feature that has often been commented on was the number of negroes who marched respectfully at the end of the procession and testified the love and esteem with which he had always been held by their race.

News of his death brought sadness to thousands of his former pupils, patrons, and friends in this and other countries.³⁵

XIV. SCHOOL CONTINUED

At the time of Mr. Smith's death more than one hundred thousand dollars of accounts were due him on his ledger. Mrs. Smith maintained the reputation of the Athenaeum until her death in 1871. Two daughters, Mrs. L. M. Hosea, and Mrs. R. K. Burkehardt; and three sons, Capt. R. D. Smith, Dr. William A. Smith, and Frank H. Smith managed the institution until 1887, after which time it was under the management of Capt. R. D. Smith, the oldest son.

The Athenaeum maintained its former high standards under Capt. Smith until, due to his declining age and sickness in his family, he decided to retire from educational work. A large portion of the school plant was merged with the public school system of Columbia in 1900.³⁶

XV. A MEMORIAL

On the Centennial of his birth, December 14, 1897, commemorative exercises were held at the Athenaeum by the schools and citizens of Columbia. A memorial stone was placed in the Study Hall with the following inscription:

³⁵The Columbia Herald, "Memorial Sketch," December 17, 1897.

³⁶Ibid.

To The Memory Of
 Franklin Gillette Smith, A. M.,
 late Professor of Natural Philosophy,
 and Founder of
 The Columbia Athenaeum
 Distinguished in his professions
 for his learning, his talents and his sagacity;
 and as a man for his
 bland, polite and gentle manners,
 his pretending modesty,
 his unbending integrity,
 and his sincere but unostentatious piety.
 He won the esteem of good men,
 the warm attachment of his friends
 and the devoted affection
 of his bereaved family.
 He died in peace,
 surrounded by friends and
 regretted by all,
 on the 4th of August, 1866.
 Born December 14th, 1797
 Aged nearly 69 years
 His modesty even surpassed his learning,
 and he was exceedingly reticent
 concerning himself and what
 he had done.³⁷

XVI. SUMMARY

The last period of Franklin Gillette Smith's life, from 1852-1866, was one in which he founded his own school and rendered outstanding service as an administrator, teacher, and scientist. His great scientific knowledge and talents were shared with many through his brilliant lectures, his instruction, and his inventions. The progressive plan of instruction for the Athenaeum and its high standard of scholarship was maintained throughout the lifetime of its founder.

³⁷Ibid.

The education of hundreds of girls from poor families firmly emphasized the fact that Mr. Smith believed in the education of the masses.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study of the life of Franklin Gillette Smith has been presented in chronological order. It covered three definite periods of service and contribution to the early development of education in Tennessee and in the southern area of the United States.

I. SUMMARY

Chapter I developed a background for the study and presented a statement of the problem, the importance of the study, the method of research, the sources of data, and a brief organization of the study.

Chapter II presented the ancestry and education of Mr. Smith, and gave an account of his early teaching in Hillsedgeville, Georgia and Lynchburg, Virginia.

Chapter III related in detail his activities as rector of the Columbia Female Institute in Columbia, Tennessee. It discussed the beginning of the Guardian, a literary and educational journal which presented Mr. Smith's and his staff's experiences and observations on education as well as a wide area of other subjects.

Chapter IV was devoted to the period of Franklin Gillette Smith's life in which he withdrew from the Columbia Female Institute and established his own school, the Athenaeum. This new school was controlled by a perpetuating board of trustees and was independent of any church control. His great interest and contributions to the field of science

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were discussed. More writings from the Guardian were presented to give some insight into the thinking and practices of this outstanding educator.

II. CONCLUSIONS

It is believed that the following conclusions with regard to Franklin Gillette Smith's contributions to education are warranted by the facts presented in this study:

1. Franklin Gillette Smith's life covered a wide and unusually interesting range of experiences in the field of education which included the roles of student, professor, principal, and founder of schools.
2. His early teaching met with great success, first in Milledgeville, Georgia, and then in Lynchburg, Virginia. He received the honorary degree of A. M. from Hampden Sidney College in Hampden Sidney, Virginia, in recognition of his early contributions to education.
3. Through his efforts the Columbia Female Institute at Columbia, Tennessee became firmly established and took its place among the outstanding schools for girls in the South. He served as rector of the Columbia Female Institute for fourteen years and met with great and constantly increasing success.
4. Mr. Smith was a pioneer in the development of educational journals in the South. In 1841 he edited and published the first volume of the Guardian, an educational and literary publication which was widely circulated and did much to stimulate intellectual progress

in the South and West. It also afforded a valuable means of communicating with friends and patrons of the Columbia Female Institute and the Athenaeum.

5. In 1852, Franklin Gillette Smith founded the Athenaeum in Columbia, Tennessee, for the higher education of women upon Christian principles. It was chartered in 1858, with full college powers and privileges by the Legislature of Tennessee. The Athenaeum was one of the first non-sectarian schools for women in the South. It possessed one of the best and most complete school libraries in the South. An excellent and extensive curriculum was offered and the musical advantages offered were superior to most schools of its day. The success of the Athenaeum was evidenced by a consistent increase in enrollment and a much enlarged school.

6. Mr. Smith was recognized as a scientist of unusual ability. He spent much time and money in developing some of his ideas and received a number of patents for his inventions. Another way in which he shared his knowledge of science with his local community was by scientific lectures. These lectures proved to be a valuable source of information for all who cared to improve their knowledge in the area of science.

7. From a study of the selected excerpts taken from Mr. Smith's writings as published in the Guardian, it can be concluded that he was an educator of the most advanced and liberal ideas. Like Rousseau, he advocated that the training of a child be adapted to age and individuality. Like Pestalozzi, he stressed the importance of teaching a

child according to his individual needs, interest, and abilities. And like Pestalozzi, he was also a great believer in the "object lesson" method of teaching to develop the mental processes. He had a great appreciation of the aesthetic qualities of the arts and sciences and provided an atmosphere for his pupils that would tend to develop an appreciation of them. He emphasized the importance of the all-school program as it served and helped prepare his pupils to become useful members of society.

8. Franklin Gillette Smith's service to his community, his state, and his country was shown by his unselfish devotion and action in time of crisis. In the bitter sacrifices of the Civil War he shared most generously his time, labors, and possessions. A study of Mr. Smith's life will show that his position in each of the communities in which he served was one of great renown. Franklin Gillette Smith acquired the confidence, esteem, and respect of the general public by his sound judgment, clear foresight, and convictions based on the Scriptures. He referred to the Bible as the "cornerstone of true wisdom." His contributions as a scholar, scientist, inventor, educator, and outstanding citizen aided thousands to obtain a higher and better life.

9. As a school administrator, Franklin Gillette Smith utilized a system of good democratic relationships among pupils and teachers. He believed in self-discipline and encouraged the use of mild and persuasive means to uphold the policies and regulations of his school.

10. The Athenaeum, though a private school, was in philosophy similar to a public school. The education of the poor as well as the

influential was a practice which endeared Mr. Smith to the hearts of the common people. His generous contributions of money for the construction and furnishings of the Columbia Female Institute and later the Athenaeum is a positive proof of his dedication to the cause of education.

III. RECOMMENDATIONS FOR FURTHER STUDY

It is believed by the writer of this study that a more complete study of the Guardian as a literary and educational journal and a possible comparison of this journal with other early educational journals would prove profitable to the history of education in the state of Tennessee, in the South, and in the United States.

It is also the belief of the writer that a continued and more comprehensive study of the Athenaeum and a follow-up of its later graduates would more firmly establish the importance of this outstanding institution and its founder as a significant part of the history and development of education in the state of Tennessee, in the South, and in the United States.

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