August 1952

To the Graduate Council:

I am submitting herewith a thesis written by Mazie M. Knight entitled "A History of the Secondary Schools of Cocke County, Tennessee." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Secondary Education.

Major Professor

We have read this thesis
and recommend its acceptance:

Accepted for the Council:

Dean of the Graduate School

A HISTORY OF THE SECONDARY SCHOOLS OF COCKE COUNTY

A THESIS

Submitted to
The Graduate Council
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Master of Science

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by

Mazie Marie Knight

August 1952

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CHAPTER I

THE PROBLEM

Statement of the Problem

The purpose of this study is to trace the development of secondary education in Cocke County, Tennessee, from its earliest inception to the present time, showing the influence of the economic, social, and political conditions of the various periods upon the educational policy and curriculum practice of the present day schools.

To this end, a study of the early explorations, the economic, social, and political background of the county beginning in 1797 has been made.

Perhaps the school is a better measure of the characteristics of society than any other institution; therefore, a documented account of educational practice in the county over a period of more than a century and a half, based upon conditions in a still more remote past and illustrative of the progress of civilization, becomes a task of considerable interest and importance. In a very simple society, it is conceivable that the educational needs can be met within the family relationship. In a more complex society, instruction by others may supplement instruction within the family. But as needs grow and social relation-

ships become more and more complex, the schools are required to insure transmission of the cultural pattern. The growing complexity of living, which is shown in this study, and the challenges made to the schools have brought upon the schools in Cocke County, from both within and without, influences resulting in the assumption of new responsibilities.

Importance of the Study

This study is important because it will provide information to students of Cocke County history, particularly to those interested in the field of secondary education, show possibilities for curriculum improvement in the schools, and point out the forces that have influenced the curriculum in the past and will have influence in the future; give the present day educator in Cocke County a time perspective to his tasks and the day-by-day problems that he faces.

This survey of events may be used to develop fruitful generalizations from past experiences to act as controls for behavior in the present or future. A historical study such as this one may contribute to the understanding of contemporary problems, detect fads and frills, and act as a solvent for pedagogical prejudices. The writer intends to throw a light on the current problems, and to present facts which may be applied to social situations, or to the interests, activities, and problems of educational workers.

Review of Related Studies

There are very few studies directly related to the curriculum and education in Cocke County, Tennessee. Many studies however were related indirectly in that they gave ideas and were helpful in making this study. Some of these are: C. D. Kingsley's Report on the Committee of Nine in the Articulation of High School and College, N. L. Bossing's Course of Study Construction, A. C. McKowan's Trend of College Entrance Requirements, Galen Jones' Extra Curricular Activities in Relation to Curriculum, E. N. Ferris' Curriculum Practices and Trends in Secondary Schools, Evelyn B. Phillip's Analysis of Curriculum of Small High Schools, and Andrew Holt's Struggle for a State System of Public Schools in Tennessee. These studies helped show why the curriculum of some schools has been changed. This study is of a particular county, but the mentioned studies helped to form the hypotheses for this one.

In order that the material be obtained from primary sources, the various offices of the county were visited, reports were copied, and town reports secured whenever available. No one in town had a complete file of reports. School officials and elderly inhabitants of the town were interviewed so that the fullest information concerning the past and present educational conditions might be gained.

Information pertaining to the first academies and the

later high schools has been chronicled from copies of items in early newspapers, scrapbooks, and town histories.

The Newport Library, as well as the University of Tennessee Library and the Lawson-McGhee Library of Knoxville, Tennessee, furnished important sources of information.

Hypotheses for this Study

1. The change in population is a factor causing revision of the curriculum.

2. The economic status of the community influences change in the curriculum.

3. The demands of the community help curriculum planners to build curriculum.

4. The probable future employment of the graduates helps determine the curriculum.

5. The extra curricular program affects the curriculum.

6. The requirements for college entrance help determine the curriculum.

7. The location, type, arrangement, and facilities of the buildings help control the curriculum.

8. The accrediting standards help control the curriculum.

Procedures

1. A background study of Cocke County was made to determine change in population, economic status of the people, and possible employment of the graduates.

2. A study was made of the early academies in order to understand the foundation and bases for the present schools.

3. The development of each high school was traced with an especial check upon curriculum change.

4. People in the community were interviewed to find out their demands and results from them.

5. Records in the superintendent's office were checked for enrollment records, subjects taught, and money available.

6. Extra curricular activities were listed and the year they began; these lists were compared with the changes in the curriculum.

7. Industries were listed that offered employment to the graduates.

8. Census reports were checked to find the population of the sections of the county around the schools, and from school reports growth in the schools and the curriculum were compared to these.

9. Records were checked in the courthouse offices, other written records were checked, notes taken from interviews

with people who know about Cocke County, and all of this material was compared to the changes made in the curriculum of the high schools of the county.

CHAPTER II

A BRIEF HISTORY OF COCKE COUNTY, TENNESSEE

Introduction

This background study of Cocke County, Tennessee, was made in order to understand the development and growth of the county from its first settlement and to show how this development influences the development of the schools. To know the geography of the county will prove of vital importance to the reader so that he may understand the lives of the early people and their demands in education. A study of the origin of the people will give the reader a knowledge of the nature, desires, and cultural background of the forefathers of Cocke County. It was quite necessary to study the industries of the county in order to determine the economics, the types of occupations available to the people, and thus the needs of the curriculum of the school. Knowing the political background of the county and the people permits the reader to better understand the people, their desires, and their thinking. To have an understanding of the forces that are united to improve the county will help the reader to realize how the curriculum of the school is affected by these outside forces.

The Geography of Cocke County

Mountains

Cocke County lies in the shape of a triangle with its base resting against the Great Smoky Mountains (See Figure I). It is bounded on the north and northeast by Hamblen and Greene Counties and on the west and southwest by Sevier and Jefferson. The Great Smokies are survivals of the earliest geological times and one of the oldest land areas on earth.[1]

English Mountain is located twelve miles southwest of Newport. Sand cliffs run forty to fifty feet high for almost three miles northeast and southwest on English Mountain. There are saltpetre caves here which are said to contain nitre in sufficient quantities to have attracted Civil War manufacturers of gunpowder.[2] Camp Carson, a Baptist training camp, has been built at the foot of this English Mountain and is becoming a popular resort.

The Unaka Range in Cocke County contains a peculiar granite, named unakite for the mountains. It lacks mica content and contains an unusual mineral, epidote, that gives it

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[1] Clyde E. Lundy, Holston Horizons (Bristol: Holston Conference Council, 1947), p. 26.

[2] Ruth W. O'Dell, Over the Misty Blue Hills (Nashville: Ruth W. O'Dell, 1950), p. 65.

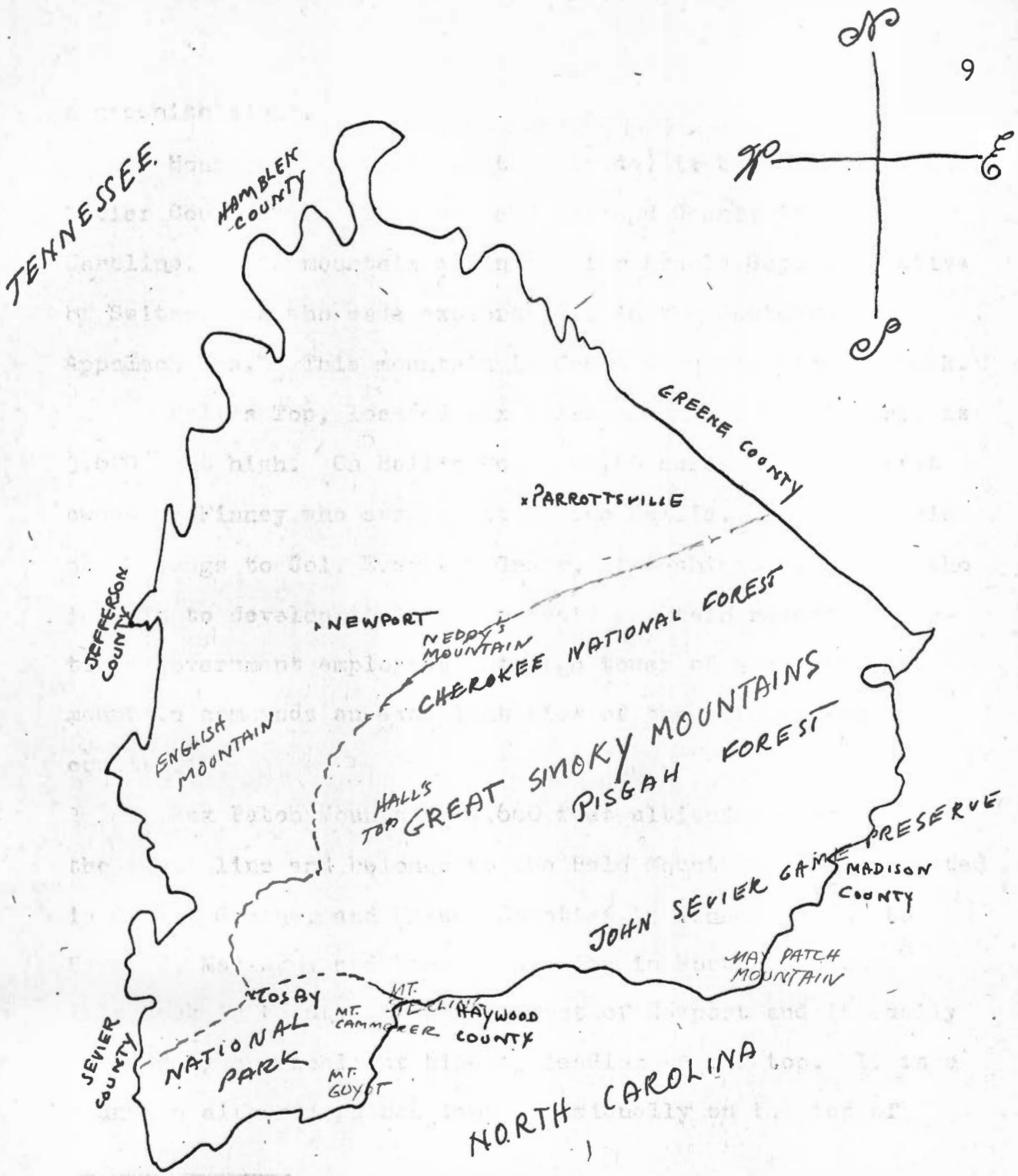


FIGURE I

MOUNTAINS OF COCKE COUNTY, TENNESSEE

a greenish tinge.[3]

Mount Guyot (6,621 feet altitude) is between Cocke and Sevier Counties in Tennessee and Haywood County in North Carolina. This mountain was named for Arnold Guyot, a native of Switzerland who made explorations in the Southern Appalachians.[4] This mountain is Cocke County's highest peak.

Hall's Top, located six miles southwest of Newport, is 3,609 feet high. On Hall's Top are 700 acres of land first owned by Finney who swapped it to the Hall's. This mountain now belongs to Col. Everette Greer, of Washington, D. C., who intends to develop it into a private mountain resort for retired government employees. A high tower of steel on this mountain commands an excellent view of the surrounding country.[5]

Max Patch Mountain (4,660 feet altitude) runs along the state line and belongs to the Bald Mountain Range, located in Cocke, Greene, and Unicoi Counties in Tennessee and to Haywood, Madison, and Yancey Counties in North Carolina.[6] This peak is twenty miles southeast of Newport and is easily reached by an excellent highway leading to the top. It is a mountain airport; planes land occasionally on the top of

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[3]Department of Conservation, Tennessee (New York: Viking Press, 1939), p. 11.

[4]O'Dell, op. cit., p. 62.

[5]Department of Conservation, op. cit., p. 431.

[6]Ibid.

Max Patch.

White Rock (5,025 feet altitude) is densely wooded to the top except for the white rock which is a mass of sandstone resembling granite running 500 feet along the north side of the Park. The Board of Geographical Names has changed the name of White Rock to Mount Cammerer for Arno B. Cammerer, Director of National Park Service from 1933 to 1941.[7]

Neddy's Mountain is three miles east of Newport. This mountain is used by local Cocke County people for their hiking trails. The trails are easy to follow, and they are used often.

The Great Smoky Mountains, forming the border between Tennessee and North Carolina, cover about one-half of Cocke County. Newport is the northern doorway to the Great Smoky National Park. Of the 237,280 acres of Cocke County, 17,170 acres are the Park, 6,000 acres are in the Pisgah Forest, 35,076 acres in the Cherokee National Forest, and the John Sevier Game Preserve is a tract of 125,000 acres, with a valley of 10,000 acres of virgin timber. Nature, through its mountains, played no little part in cementing the settlers. Cut off from the seaboard communities by the mountains, they laid the foundations for the ensuing civilization. These

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[7] O'Dell, op. cit., p. 63.

mountains of Cocke County are becoming more and more resort centers. The people of this area continue to be of one interest as in blood. The same mountain fences stand. These mountains are the homes of hardy souls who prefer rugged life to outside civilization.

Rivers

Cocke County is traversed by three rivers; the French Broad, the Pigeon, and the Nolichucky (See Figure II). The rivers of Cocke County have been important in the development of the county. The changes have been far reaching. There have been great results from the building of dams, generation of power, and farm economy.

The French Broad, known to the Cherokees as the Agiqua (Broad), rises in North Carolina and flows through Cocke County to meet the Holston at a point four miles above Knoxville where it becomes the Tennessee. The French Broad is from five to fifteen feet deep and has rocky shores.

The Pigeon was known to the Indians as the Wayeh, Indian name for beautiful maiden. The bluffs of Pigeon are high and rocky through Newport, the county seat. There is a dam, Waterville Dam, on the Pigeon River twenty-five miles southeast of Newport at Waterville, near Mount Sterling on the state line between Tennessee and North Carolina. From this 183 foot dam to the turbines there is a six mile tunnel with a drop of 861 feet. The power plant is on the North

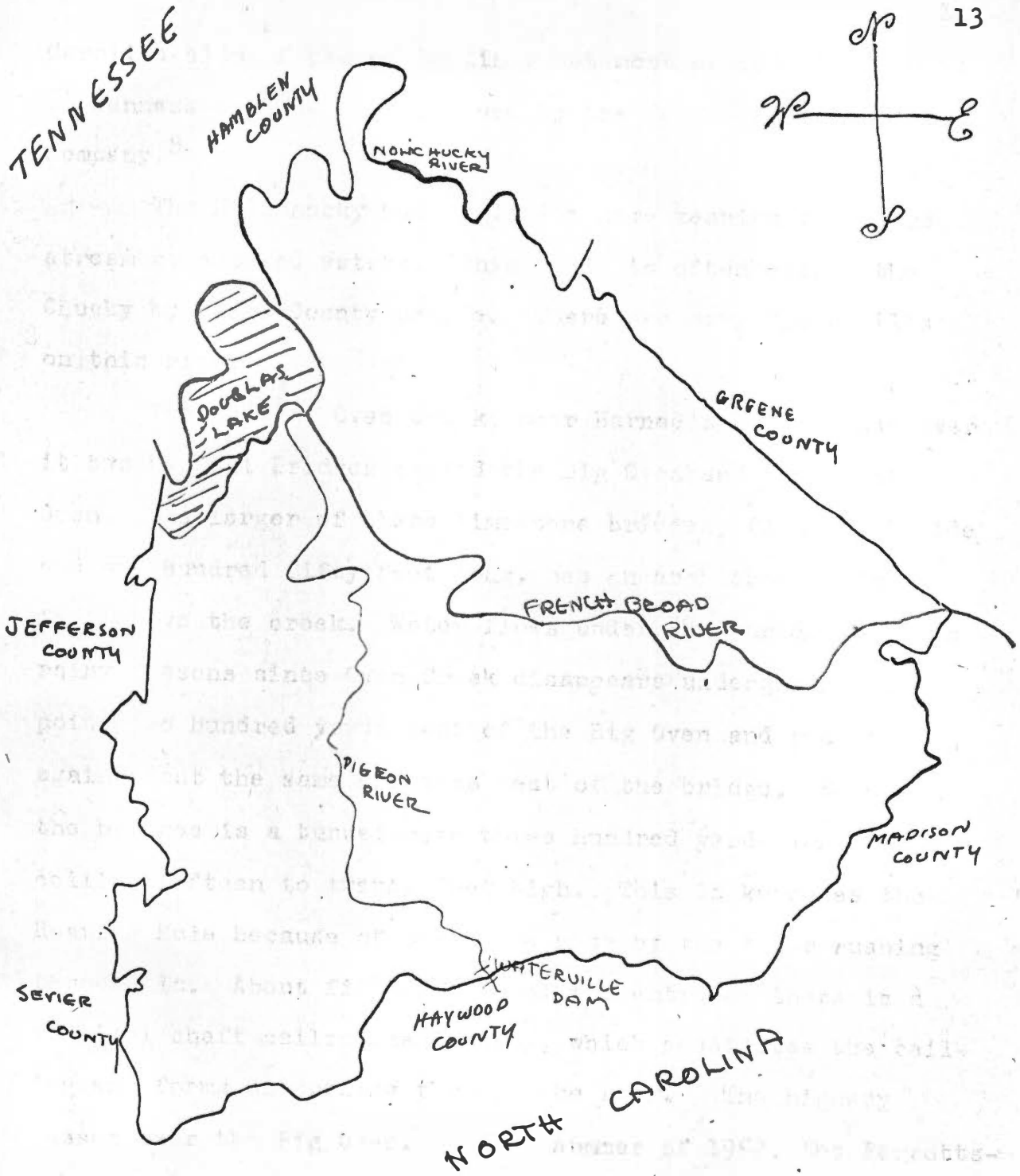


FIGURE II

RIVERS OF COCKE COUNTY, TENNESSEE

Carolina side of the state line, but most of the power comes to Tennessee. The dam is owned by the North Carolina Power Company.[8]

The Nolichucky has an Indian name meaning dangerous stream or crooked waters. This river is often called the Chucky by Cocke County people. There are many flour mills on this river.

The stream, Oven Creek, near Harned's Chapel, has over it two Natural Bridges called the Big Oven and the Little Oven. The larger of these limestone bridges, fifty feet wide and one hundred fifty feet long, has an arch about fifteen feet above the creek. Water flows under this bridge only in rainy seasons since Oven Creek disappears underground at a point two hundred yards east of the Big Oven and reappears again about the same distance west of the bridge. Between the bridges is a tunnel-cave three hundred yards long, with a ceiling fifteen to twenty feet high. This is known as the Roaring Hole because of the noise made by the water rushing through it. About fifty feet from the entrance there is a vertical shaft called the Chimney, which penetrates the ceiling and forms an opening through the roof.[9] The highway passes over the Big Oven. In the summer of 1952, the Parrottsville Ruritan Club undertook the project of developing the

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[8] Ibid, p. 67.

[9] Department of Conservation, op. cit., p. 432.

Natural Bridge into a scenic spot for tourists.

The people of Cocke County have felt the blessings of these rivers. The rivers have been used to provide water-ground corn meal at their eighteenth century grist mills, power for saw mills, and for transportation. Since the coming of the Tennessee Valley Authority, the people of Cocke County have realized more benefits from their rivers. The farmers, and others of modest estate, have benefited greatly by the availability of cheap electric power. The lakes, formed by the high dams, are irregular in their contours; the gathered waters, pushed into the ravines where forests come down to the lake's edge, brought fish to the farmer's doorstep. Fish, wild game, and other waterfowl invite hunters and fishers. Douglas Dam, on the French Broad River, covers 4,244 acres of rich river bottoms of Cocke County. (See Figure II)

Highways

The early settlers of Cocke County arrived by various routes, principally over land trails which often followed streams and valleys and sought gaps in the high ranges of the mountains.[10] The Indian Trails had followed the trails of the buffalo; they traversed the county in trails about one and one-half feet wide. These went around thickets and followed ridges or highways which dried quickly. As more and more

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[10]John B. Knox, People of Tennessee (Knoxville: University of Tennessee Press, 1949), p. 4.

settlers moved westward, the Indian Trails gradually were made wider and after a while it became possible to drive over them in wagons. By 1784, wagons had cut grooves in the land west of the mountains; bridle paths connecting the settlements broadened into roads.[11] (See Figure III)

The Catawba Trail followed the south side of French Broad Valley. This route of travel had been used by the Catawba Indians, of the Carolinas, who passed through on to Cumberland Gap. The Great War Path of the Cherokees was from Chicamauga, near Chattanooga, and divided near Boyd's Creek Battleground to the north. One of these divisions of the trail followed what is now Highway 35 from Sevierville to Newport. This Great War Path crossed Pigeon River at War Ford (Newport). From War Ford the trail crossed the French Broad near the present bridge at Oldtown and on following the mountains south of Greeneville.

In 1784 the first road was constructed in what is now Cocke County by white men who built the road from War Ford to the Nolichucky River at a place where the trail was crossed by the Great War Path of the Cherokees.[12] In 1793, the Court of Jefferson County, of which Cocke County was then a part, appointed Peter Huff, Spencer Rice, John McNabb,

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[11] Lundy, op. cit., p. 7.

[12] J. G. M. Ramsey, Annals of Tennessee (Charleston: Russell Printing, 1853), p. 278.

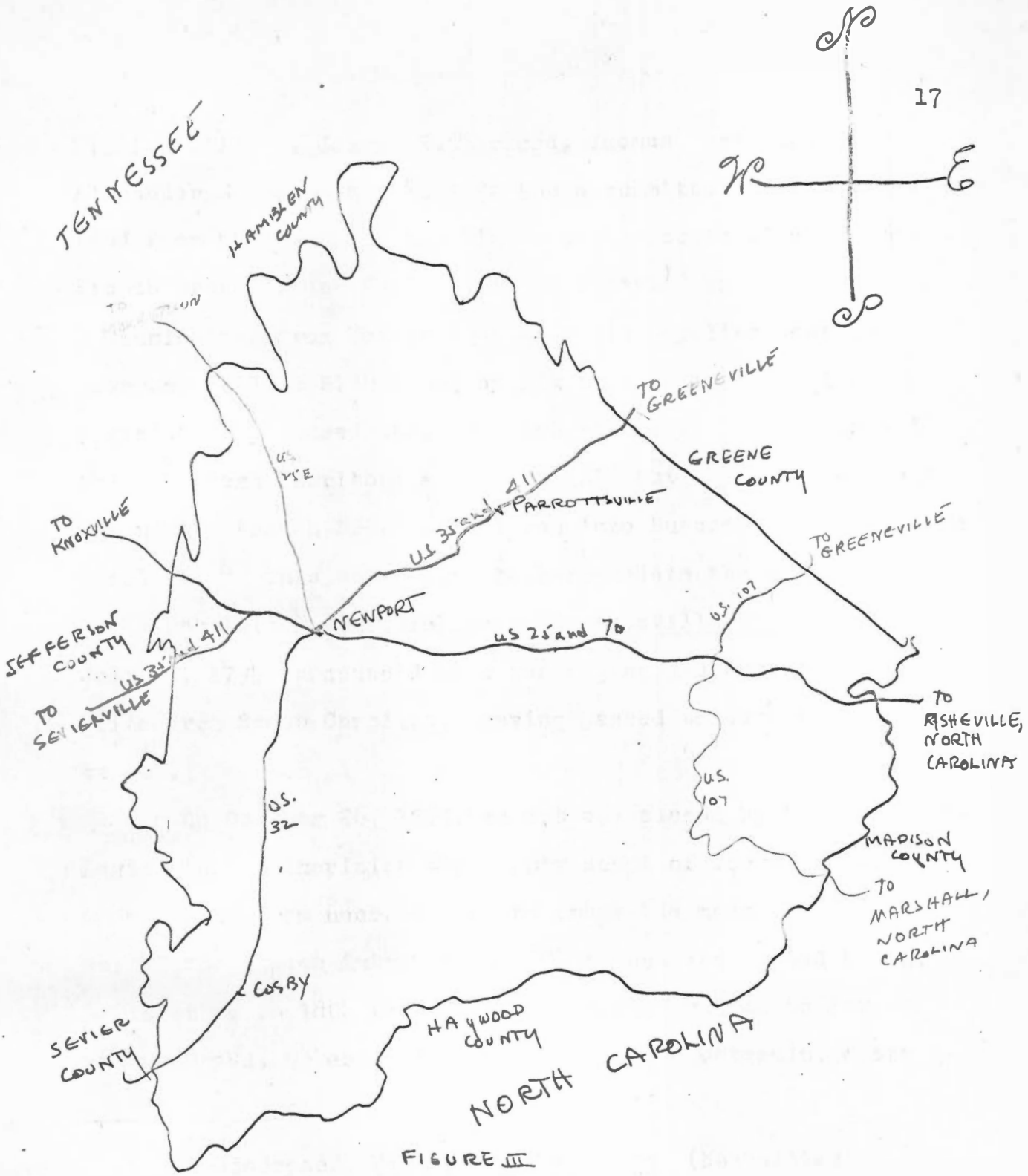


FIGURE III

FEDERAL AND STATE HIGHWAYS OF COCKE COUNTY, TENNESSEE

William Lillard, Joseph Rutherford, Thomas Christian, Alexander Rogers, and Henry Patton a committee to lay off a road from the mouth of the Pigeon up the south side of the French Broad to War Ford on Pigeon River.[13] In 1795, a communication from Vanderhorst of South Carolina sent to Governor William Blount and by him to the Territorial Legislature proposed that by joint action of that state and the Southwest Territory a road be laid out and improved to run up the French Broad and Pigeon into Buncombe County, North Carolina.[14] This was needed to accommodate the passage of livestock into South Carolina. The Knoxville Gazette of July 31, 1795, announced that two wagons had arrived in Knoxville from South Carolina, "having passed through the Mountains".

On October 26, 1799, an act was passed by the Tennessee Legislature authorizing the county court of Cocke County to open a road from near Newport to cross the mountains by the way of the Pigeon into Georgia.[15] An act was passed by the legislature in 1804 to empower the county courts to lay off public roads, to establish ferries, and to determine where

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[13] Goodspeed, History of Tennessee (Nashville: Goodspeed Printing Company, 1886), p. 864.

[14] O'Dell, op. cit., p. 69.

[15] Tennessee Acts 1792-1803, p. 207.

bridges should be built.[16]

The Greene County Court Minutes of 1817-1819 record that Reuben Allen was overseer of the road, from the ford of the river near George Farnsworth's, to the road leading from Wilson's Ford to Fine's Ferry.

An Act of Assembly on November 1, 1833, was to authorize William F. Gillett to open a turnpike road, commencing at Newport in Cocke County, and running up the south side of the French Broad River to Holland's Ferry. This road was to be eighteen feet wide, clear of stumps and other obstructions. Good sufficient bridges were to be built over the creeks.[17]

During the first session of the twenty-second General Assembly of the State, an Act was passed on January 17, 1838, naming commissioners to incorporate the Newport Turnpike Company along with other companies. Those named were: Thomas Rogers, Alexander E. Smith, James Dawson, William C. Roadman, Samuel Haskins, John Stuart, R. W. Pulliam, John Tillett, N. L. Reese, William Robinson, David Harned, Abraham Fine, George W. Carter, and Stephen Huff. They were to open books for the purpose of receiving subscriptions to the amount of $200,000 to be applied to the purpose of making a macadamized turnpike road from Elizabethton by the way of Jones-

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[16] Charles Lynnval Larew, Historic Tennessee (Knoxville: Historic Tennessee Publishing Company, 1937), p. 24.

[17] Greene County Court Minutes 1833, p. 30.

boro and Greeneville to Newport.[18]

In 1915, a highway commission was established, and with the Act of Congress of 1916, authorized the Department of Agriculture to aid the State in constructing rural post roads. Cocke County then began to have more and better roads.[19]

Today, Newport is the meeting place for many highways. U. S. 25 East is the short line from Corbin, Kentucky; U. S. 25 West runs from Corbin via Norris Dam, via Knoxville to Newport on to North Carolina to the Atlantic Coast, the Broadway of America; U. S. 25 runs into Asheville, North Carolina. Route 35 comes from Greeneville to Newport, via Sevierville and Knoxville. Route 411 runs from Parrottsville to Newport to Sevierville. Route 75 leads from Newport to the Great Smokies via Cosby. This route is fourteen miles to the Park Area; the new name for this road is the Gov. Ben W. Hooper Highway. The Yellow Springs Mountain Road, a Government project, leaves Routes 25 and 70 about three miles east of Newport, turns south and winds around Yellow Springs Mountain through Raven's Branch to Brown's Gap at the Tennessee-North Carolina State line. The Appalachian Trail passes through Cocke County. There are seventy-one and a fraction miles of state highway in Cocke County.[20] (See Figure III)

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[18]Tennessee Acts 1837-1838, p. 348.

[19]Larew, op. cit., p. 24.

[20]Tom Campbell, "Cocke County", Newport Times, February 14, 1940.

The establishment of parks and forests brought a network of concrete and asphalt roads. While most of these highways keep to the valleys, portions of them necessarily cross the mountains. In a growing number of communities good roads have been built which put the county's children and young people within reach of the best schools the state and county can afford. Urban and rural life are fast growing together.

Railroads

Following rumors that a railroad was to be built from the East into Tennessee, a charter was granted by the Legislature in the winter of 1831 to the Knoxville and Southern Railroad Company.[21] A dispatch from Knoxville telling of the appointment of delegates appeared in the Jonesboro papers, but this road failed to materialize.

The first railroad survey made in Cocke County came to Newport via Caney Branch and Parrottsville, parallel with the Old Stage Road to Washington. Some construction was done in the Caney Branch section by the James and New River Railroad Company in 1841. This project was abandoned.

The first railroad to be built was owned locally by a group of stockholders with General Smith as the first president. After the road was completed, in the western section of the

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[21]Private Acts of Tennessee of 1831.

county, the company reorganized and made Col. William McFarland the president. The road went into receivership to William and Robert McFarland, two attorneys who sold the company's interests to the Cincinnati, Cumberland Gap, and the Charleston Railroad Company in 1857.[22] A history of Tennessee states that on December 24, 1867, the Cincinnati, Cumberland Gap, and Charleston Railroad was completed from Knoxville as far as Newport, on the farm lands of Thomas and David Gorman.[23] By 1868, the road was completed through Cocke County and beyond to Buffalo Rock, North Carolina, and the traffic was transferred across the mountain by state coach to Asheville, North Carolina.

The railroad later became the property of the East Tennessee, Virginia, and Georgia Company, and Robert McFarland Jones became the first conductor. The next and present owner was Southern Railway. This company pays into Cocke County $40,000 per year in taxes, has a yearly payroll of as much as $38,000, and employs as many as sixty people in the county. It operates two passenger trains and about forty-eight freight trains through the county daily, in 1952. There are forty-eight miles of railroad in Cocke County.[24] (See Figure IV)

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[22] O'Dell, op. cit., p. 190.

[23] Goodspeed, op. cit., p. 865.

[24] Department of Conservation, op. cit., p. 6.

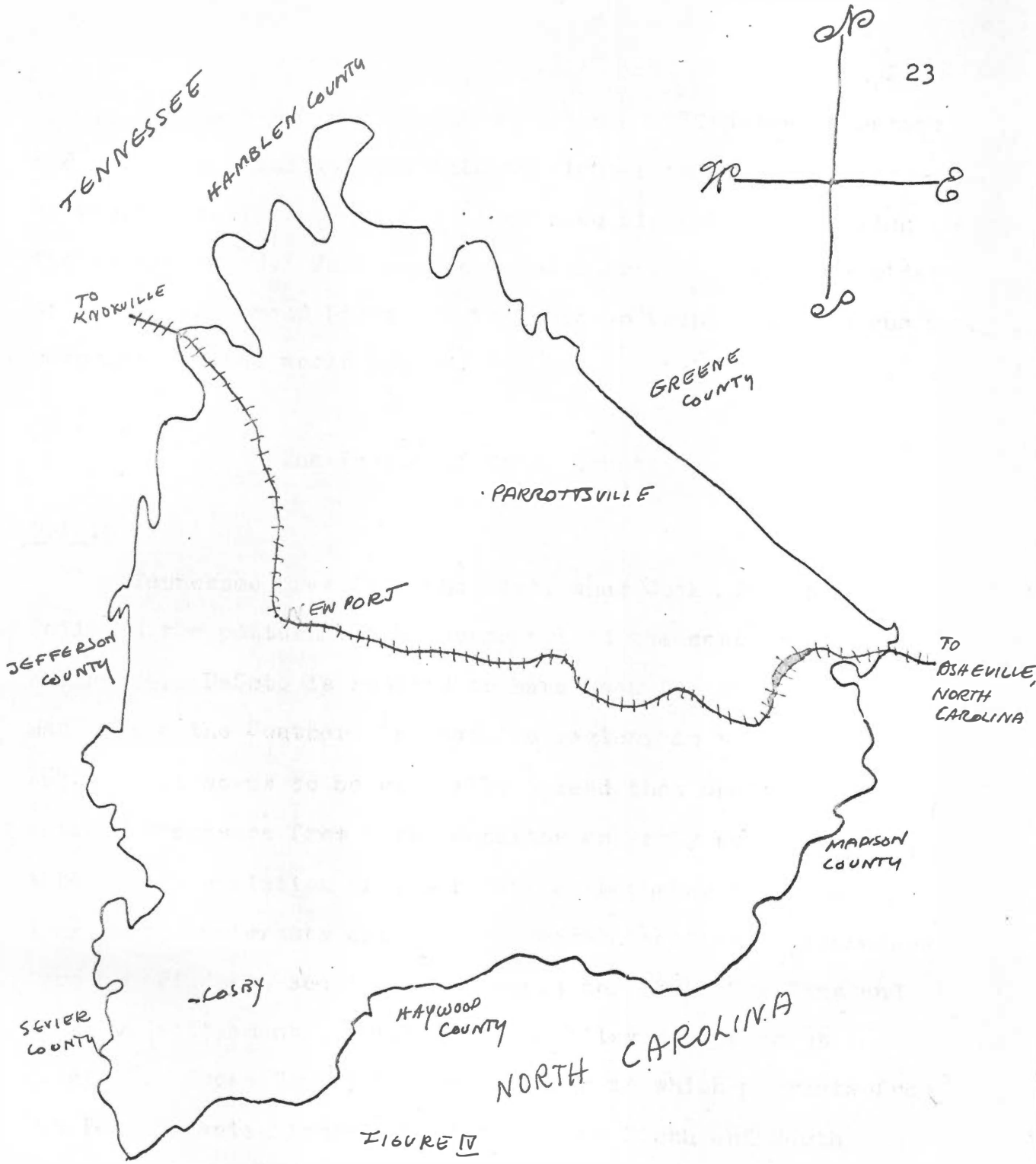


FIGURE IV

RAILROAD OF COCKE COUNTY, TENNESSEE

Hart and Holloway built a railroad called the Tennessee and North Carolina in 1901 into the lumber territory as far as Mount Sterling. This has since been discontinued leaving the railroad bed. This railroad which crawled along the side of the French Broad River was valuable to transport precious resources to the world beyond.

The People of Cocke County

Origin

Tennessee grew from the east, thus Cocke County followed the pattern which characterized the settlement of the state. DeSoto is reputed to have been the first white man to see the Southern Appalachian region, in the year 1540.[25] It seems to be generally agreed that Daniel Boone entered Tennessee from North Carolina as early as 1760.[26] After the negotiation of the treaty of Lochabar with the Cherokees, immigrants entered the eastern section of Tennessee from the Piedmont section of Virginia and North Carolina and from the settlements of the Holston Valley of Southwest Virginia. Cocke County became the area in which migrants from the Pennsylvania-Virginia region and the South and North Carolina regions converged.

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[25] Goodspeed, op. cit., p. 108.

[26] Knox, loc. cit.

Cocke County, Tennessee, so distant from the coast line, was exempt from European visitors until increase in the population in the coast settlements caused the more restless spirits to seek new homes in the wilderness.[27] In 1769, the wave of immigration poured over the mountains which had so long stemmed its tide.

Nationalities

Many nationalities of the Old World living in remote outposts have been welded into one people upon the anvil of hard conditions. Their spirit, manners, and morals were fashioned out of a mold produced by mutual understanding. To the more civilized colonies along the coast, they were known as backwoodsmen; by that cognomen their descendants are known in some quarters today. Often they are the butt of absurd and distorted jokes and stories, but these rugged people, isolated in the mountains, are content to live as the first white settlers. Whatever their eccentricities, no one will ever doubt that they were Americans in the rough. Many settlers lost themselves in the vastness of the forest and the mountains. Here they staked their lives and matched their strength. Sometimes there may be found those who use the mountains for hideouts to evade justice of the law.

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[27] Nellie Van De Grift, Stories of the States (New York: Crowell, 1941), p. 275.

Some of them resented the Tennessee Valley Authority resettlement program and the bringing in of outlanders with newfangled ideas. Cocke County has ever been the home of hardy souls who prefer the ruggedness of life there to the veneer of civilization.

The first settlement in what is now Cocke County was in the Parrottsville section in 1769, by John Parrott who came from Alsace-Lorraine. Frederick Parrott, John's father, had married Barbara Edwards, an English lady. Their five sons served in the Revolutionary War. One of these five, John, came to Parrottsville section and acquired several hundred acres of land, according to early records.

In 1782, settlements were formed south of the French Broad River. This part of Cocke County, south of the French Broad and Pigeon Rivers, was the Hunting Ground of the Cherokees. Of this intrusion the Cherokees complained to Governor Martin of North Carolina, who wrote to Colonel John Sevier to warn the intruders off the land reserved to the Indians, and if they did not move according to the warning, he was to go forth with a body of militia and pull down every cabin.

In 1783, John Gilliland, who had taken an active part in organizing the State of Franklin, settled at the mouth of Pigeon River. This Gilliland family came from Tryon County, North Carolina. William Whitson Jr. then settled on Pigeon

River in Cocke County in 1783. His home located near Wilton Springs became known as William Whitson Fort (See Figure V). Soon after 1783, John Denton Jr. moved from North Carolina to the Pigeon and settled on the spot that bears his name. Jacob Faubion and his brother, French Hugenots from Culpepper County, Virginia, settled one mile west of Neddy's Mountain on land entered by the government These French Hugenots who came from the Virginias and the Carolinas boasted of such men as John Sevier, who had Anglicized his name from the French Xavier. The Morrells, Smiths, and O'Dells were also of French descent. One of the earliest recorded land grants for this section was issued October 14, 1783 to John Huff. This was in the French Broad Valley near Del Rio. Huff Fort, located on this grant, was one of the four forts of Cocke County (See Figure V).

In 1784, a colony settled on the land now known as Dutch Bottoms. These early settlers were largely from Pennsylvania. They were thrifty, independent, industrious, hard working people who did not enjoy fighting but went in and bought land that was already cleared. This settlement north of the French Broad was chiefly of Boyers and Ottingers. The Fine family was Holland Dutch, the Easterleys of German descent, and the Peck family came from Germany.[28] Abraham NcKay built

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[28]Goodspeed, op. cit., p. 864.

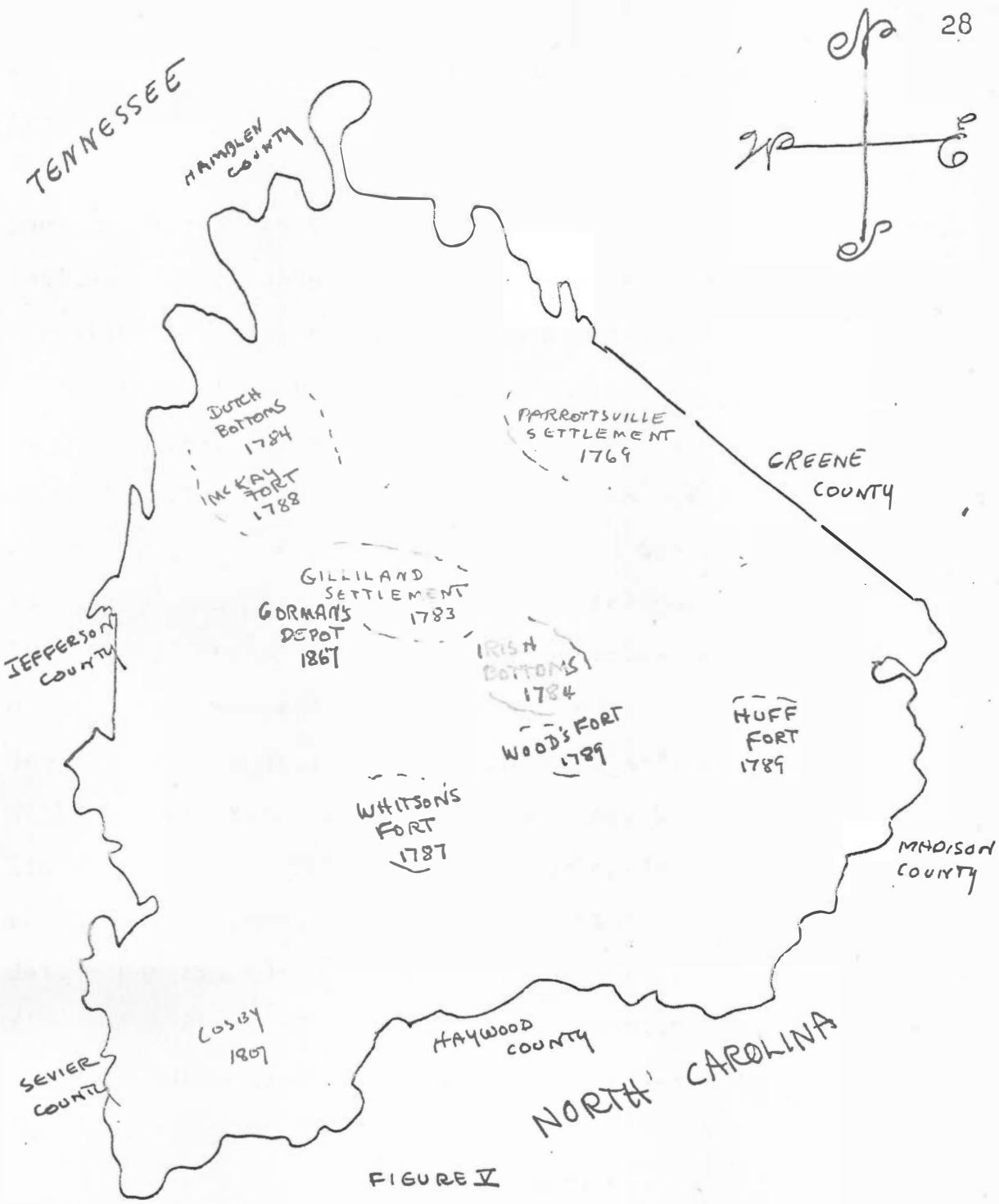


FIGURE V

EARLY SETTLEMENTS OF COCKE COUNTY, TENNESSEE

a fort on the French Broad Valley, Dutch Bottoms, three miles from Newport.

In 1784, several persons located in the fertile section known as the Irish Bottoms. These people, of Irish descent, included George McNutt, Josiah, Benjamin, and Alexander Rogers, Cornelius McGuinn, and Joseph and William Dougherty.[29]

A settlement on the Pigeon River made by John McNabb, at Wilton Springs, was on land procured from the State of North Carolina in 1787. The land warrant called for 400 acres of land and included the Big Spring and the Indian town near it. When this land was surveyed, there proved to be almost 800 acres. There were a number of settlers of Scotch-Irish descent who possesed refinement and education: William Garret, William Gilliland, William Lillard, John McNabb, William Jobe, Peter Fine, Abraham McKay, Samuel Jack, and Col. Alexander Smith. Other of these Scotch-Irish settlers were roving adventurers, uneducated, unpolished, but daring and determined and valued their blood as cheaper consideration for a rich tract of land than their money.[30] Most of these people however were hard working and believed in education for everybody.

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[29] Ibid., p. 865.

[30] W. J. McSween, Tennessee Historic Materials (Knoxville: Historic Records Survey, 1936), p. 8.

Wood's Fort was located five miles from Newport on the banks of the French Broad River. Between the years 1788-1789, the people of the county were housed in the four forts of the county for protection against the Indian raids.

The Driskill pioneers, called O'Driskill in Ireland, came to Cocke County from Virginia before 1800. The Ball family also came from Ireland.

Several families who had settled in the county were settled on land grants from the State of Tennessee. The Sandusky Land Grant, No. 873, from the State of Tennessee to Emanuel Sandusky, a Scotsman, was issued May 10, 1810, signed by Willie Blount, Governor, and Eli Scott, Register of East Tennessee. Sandusky had been a soldier in the Revolutionary War.[31] The Dawson family had many sons who fought in the same war; this family claims to be descended from European Royalty.

Today ninety-seven percent of the natives of Cocke County are of Anglo Saxon blood.[32] The remaining three per cent includes the Negro race as well as other nationalities. These Anglo Saxons of Cocke County will have no religious autocrat between them and their God. The separation of church and state is part of their Magna Charta. If abused, they fight; if their rights are infringed, they rebel; if forced,

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[31] Ibid., p. 130.

[32] Larew, op. cit., p. 5.

they strike; and if their liberties are threatened, they murder. Much has been said of the pure Anglo Saxon stock of America. There has been little intermarriage among these people and other nationalities in Cocke County, Tennessee, because they were cut off from the wave of immigration. This accounts for their ruggedness, self-sufficiency, culture, and other native characteristics. To quote John Trotwood Moore, the historian:

> They were God fearing, but feared nothing else. They chose a Preacher to tell them of God, a General to tell them of War, a Judge to tell them of the laws, a Constable to enforce them, a Teacher to tell them of knowledge, and a wife and mother to tell them of home and the rearing of children. [33]

Religion

Prior to 1810, the Baptists, Methodists, and the Presbyterians were the leading denominations. Other churches have since then extended their organizations to Cocke County.[34] The Lutheran Church, Christian Church, Church of Christ, and Church of God now have important followings in the county.

The first men and women of Cocke County were of Primitive Baptist faith. The first church was organized by the Baptists at Upper War Ford prior to 1794 as it was represented in the Holston Association that year by Joshua

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[33] Ibid., p. 6.

[34] O'Dell, op. cit., p. 150.

Kelly, Peter Fine, and John Netherton.[35] The Big Pigeon Baptist Church was organized December 6, 1787.[36] This was located south of the tannery at the home of James English. The Primitive Baptist faith was so called because of the quaint habits and simplicity in dress and manner. Many called this religious group "fossils" because of their belief in original sin, election, and predestination.[37] They later became known as hardshells. The church built near Thomas Dillon on Pigeon River, after an appointment of members to find a suitable place, was the first church to be built. This appointment was made September 9, 1794. They received with the white people many of the colored folk.[38] The First Baptist Church in Newport was completed and dedicated May 6, 1877. This first building was on the site of the present building. The present building was completed in 1907. When the Tennessee Valley Authority numbered the Baptist churches in Cocke County in 1936, they numbered thirty-eight, with 4,490 members, and property valued at $97,850.

The first Methodist circuit rider, Jeremiah Lambert, did not arrive until 1783. In 1800, a Methodist minister,

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[35]Goodspeed, op. cit., p. 865.

[36]O'Dell, op. cit., p. 150.

[37]McSween, op. cit., p. 9.

[38]O'Dell, op. cit., p. 155.

John Adams Granade, who was called "the Wild Man", came to preach to the people. The first Methodist church was O'Haver's Chapel, built nine miles north of Newport on the road to Greeneville, in 1802.[39] Here the O'Havers, Easterlys, Reeves, Harneds, Swaggertys, and many others had membership. A great religious wave spread throughout Tennessee in the early part of the nineteenth century, and the people of Newport caught the infection. These meetings gave way to camp meetings. It is said that these camp meetings were attended by a peculiar physical manifestation, popularly called the jerks. They were involuntary and irresistable. When under their influence the sufferers would dance, or sing, or shout, sometimes sway from side to side, or throw the head backward or forward, leap or spring.[40] Conversion always followed. As an outgrowth of this movement, a camp ground was established at Clear Creek in 1820. The camp grounds were moved to Parrottsville. The principal tenters at these meetings were: Jacob Easterly, Jacob Faubion, William Garrett, Thomas Gray, Samuel Harned, James Gilliland, Abel Gilliland, Henry Potter, Jesse Reeves, Moses Faubion, James Holland, John Holland, Reuben Allen, Baldwin Harle, George Parrott, and Thomas Fowler.[41]

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[39]Cora Massey Mims, History of the Methodist Church (Unpublished manuscript, compiled 1948), p. 21.

[40]Goodspeed, op. cit., p. 650.

[41]Cora Massey Mims, Some Cocke County Families (Unpublished scrapbook, compiled 1948), p. 51.

John Haynie, later called Father Haynie, held the meeting at Clear Creek in 1820. He was assisted by George Elkin and Absalom Harriss of North Carolina.[42]

The Newport circuit was established in 1823. The slavery question separated the church, and the Zion Methodist Church became the property of the Methodist Episcopal Church, South. In 1866, the Methodist Episcopal Church, South built a brick church in Newport. In 1941, the church board of the First Methodist Church and the Southern Methodist Churches merged. According to the Tennessee Valley Authority, in 1950, there were twenty-two Methodist churches in Cocke County, 1,087 members, and property valued at $116,100.[43]

Presbyterianism was later in Cocke County than in any other adjoining county. Cocke County had been within the Abingdon Presbytery since 1786, and in 1823 it was revived in Newport by Rev. Robert Hardin. On August 16, 1823, the organization of the Pisgah Presbyterian Church was perfected at Oldtown, with Rev. Isaac Anderson D. D., the minister. The first ruling elders were: Francis Baldridge, James Alexander, and Murdoch McSween. Until 1837, the Pisgah Presbyterians met at Anderson Academy. The church was built on the south side of the road leading from Newport to the old

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[42] O'Dell, op. cit., p. 172.

[43] Ibid., p. 175.

Muster Field. This was used until 1860. The Presbyterians then built a church in Newport and worshiped here until 1897, when they moved to their present building on McSween Avenue.[44]

With the first group of pioneers came the preachers and teachers. These far sighted founders of the state made the house of worship and the schoolhouse cornerstones of their new civilization. It must not be forgotten that the Three R's sprang from the soul of religion. While settlers were building cabins and clearing ground for crops, the minister-educators were building character and culture in the wilderness society.

Distribution of population

The first town of Newport, on the French Broad, was planned in 1799. Seven commissioners, Henry Ragan, William Jobe, John Calfee, Peter Fine, John Keener, Reps Jones, and John Glocken were appointed to lay off a place most convenient in the county for prison and stocks and to contract for the building of these.[45] On October 23, 1799, John Gilliland had donated fifty acres of land along the French Broad River for the purpose of building a town. The first public building erected, a log courthouse with a log jail back of it, was

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[44]Mims, op. cit., p. 25.

[45]McSween, op. cit., p. 10.

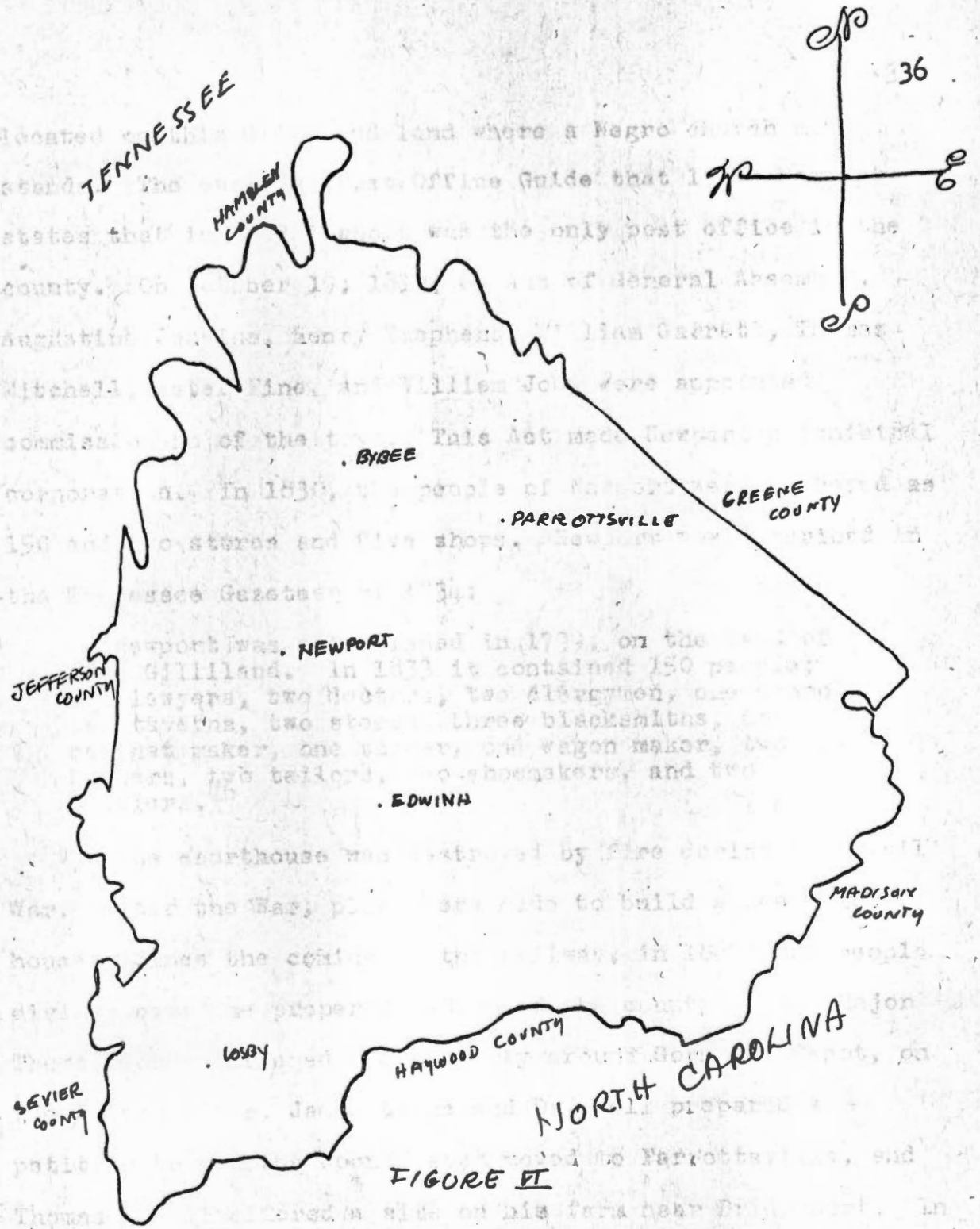


FIGURE 11

DISTRIBUTION OF POPULATION OF COCKE COUNTY, TENNESSEE

located on this Gilliland land where a Negro church now stands. The earliest Post Office Guide that lists Newport states that in 1803 Newport was the only post office in the county. On October 19, 1812, by Act of General Assembly, Augustine Jenkins, Henry Stephens, William Garrett, Thomas Mitchell, Peter Fine, and William Jobe were appointed commissioners of the town. This Act made Newport a municipal corporation. In 1830, the people of Newport were numbered as 150 and two stores and five shops. Newport was described in the Tennessee Gazeteer of 1834:

> Newport was established in 1799, on the land of John Gilliland. In 1833 it contained 150 people; two lawyers, two doctors, two clergymen, one school, two taverns, two stores, three blacksmiths, one cabinet maker, one tanner, one wagon maker, two hatters, two tailors, two shoemakers, and two saddlers.[46]

The courthouse was destroyed by fire during the Civil War. After the War, plans were made to build a new courthouse. Since the coming of the railway, in 1867, the people divided over the proper location of the county seat. Major Thomas Gorman offered the property around Gorman's Depot, on the Pigeon River, James Larue and Dr. Bell prepared a petition to get the county seat moved to Parrottsville, and Thomas O'Dell offered a site on his farm near Bridgeport. In 1874, the people voted on the location offered by Thomas

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[46] O'Dell, op. cit., p. 43.

Gorman, at Gorman's Depot.[47] The county seat was moved, leaving the former county seat to be called Old Newport, later shortened to Oldport, then Oldtown. On December 31, 1876, the building which served as a courthouse in the new Newport burned. The people were not pleased with holding court in the temporary shop, a shoeshop, so the town was moved back to the settlement on the French Broad where it had been. This arrangement proved unsatisfactory, and the county seat was moved back to Newport on the Pigeon River, Gorman's Depot. Major Thomas Gorman gave a lot for the location of a courthouse, and a new building was erected under the supervision of C. F. Boyer, Joseph Merrell, and J. H. Fagala. This building was completed in 1886 for a cost of $10,000.

In 1880, the population of Newport was 397; in 1890, the population was 1,630; in 1921, it was 2,753; in 1947, it was 3,575; and in 1950, there were 7,263 within the water works area.[48]

Parrottsville was settled in 1769 by John Parrott. The first public house, a tavern, built in 1830 is now known as the Hale House. This Tavern, operated by Jacob Parrott, was located on the Old Stage Road which led from Washington, D. C. to the Southwest. George Parrott, another son of John, built

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[47] Mims, op. cit., p. 75.

[48] O'Dell, op. cit., p. 184.

a Tavern called Dry Fork Inn at what is now known as the Gillespie Place. The members of the original Parrott family are buried in a cemetery three miles east of Parrottsville where many Revolutionary soldiers are buried. The Post Office Guide for 1836 states that a postoffice was set up at Parrottsville. In 1906, the population in the immediate vicinity of Parrottsville was about 500 people.[49] In 1949, Parrottsville was voted to become an incorporated town. The last cenus taken since this vote shows 119 inhabitants of Parrottsville. Industries have moved to Newport since the building of the railroad, and a larger school at Newport has caused the population of Parrottsville to decline.

Cosby, like Tennessee, has always divided into three parts - upper, lower, middle Cosby. It was named for Jonathan Cosby, the first Government distiller in East Tennessee. Not until 1807 was land entered for ownership beyond the Pigeon on the west side. Cosby's population is entirely rural. Cosby first made its appearance in the 1862 Postal Guide. For the next few years Cosby lost its official status, but in 1870 Cosby took its place once more among the post offices of the county.

Other parts of the county are rural sections with elementary schools which are feeder schools to the present

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[49]Annual Catalogue of Parrottsville Seminary and Cocke County High School (Newport: Gardner, 1909), p. 3.

Cocke County High, at Newport, Cosby High, and Parrottsville High.

The Economics of Cocke County

Industries

Throughout the many decades of groping experiment, Cocke County citizens had achieved some success in the industrailization of the county's resources. By no means are all the people living on farms solely dependent upon agriculture for their livelihood. Many farm operators, as well as members of their families, work part or full time in other industries. With reasonably good roads and short distances to travel, the cash cost of transportation to and from work is comparatively low.

Mills.

Cocke County, being so abundantly supplied with creeks and rivers, had many mills - grain, sawmills, and textile mills. As early as 1785 Captain John Denton, from Shenandoah County, Virginia, established a grain mill above William Whitson's Fort.[50] Ezekiel and Victory Birdseye, assisted by Judge Jacob Peck, attempted to set up mills and to impress upon the people the importance of manufacturing from the year

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[50] O'Dell, op. cit., p. 204.

1830 until 1840. Charles Morrell operated a grain mill in Newport, also a cotton gin, until 1844. William Faubion followed his father's trade of milling along with blacksmithing and wagon making. The Faubions built the first mill on the French Broad River, also a mill at Caney Branch. The Newport Mill Company began with the town of Newport. In 1913, the Newport Mill Company was incorporated with a capital of $100,000. In February 1935, it was changed to Newport Cooperative Mills, Incorporated, owned and operated by the farmers. It had an estimated business of $250,000 per year. For a period of years it was quite a success. The other mill in Newport is the City Milling Company. This mill began in 1918, and it employs nine men. The Parrottsville Mill, owned and operated by Hoyle Ratcliff, employs three men.

Milling provided the first established industry, wheat had become a large cash crop; flour milling an important industry. It has since been discovered that Tennessee's hard wheat made a damp-resisting flour which made it especially suitable for tropical countries, and the industry of milling grew.

Clothing Manufacturers

There have been attempts, but with no lasting success, to bring the manufacturers of clothing to Cocke County. In 1836, the editor of a Knoxville paper wrote:

> We have been presented with samples of two pieces of silk manufactured throughout from the worm to the web by the daughters of Jacob Easterly, Esq., of Cocke County. The pieces measured between seventy and eighty yards and in eveness of thread and firmness of texture are equal to most of the foreign factories we have seen.[51]

Between 1850 and 1860, ten miles north of Newport, in what is now the Fowler's Grove section, John Gillett, with his family and slaves, constituted a full and complete community in industry. John Gillett owned a large tract of land on which he grew all products native to the section. Cotton, flax, and sheep for wool were grown to provide materials for clothing and household linens. From Mexico, during the Mexican War days, Gillett had brought home the seeds of indigo and other coloring matter. These seeds were planted under the most difficult climatic conditions, and they produced coloring for the clothing.

Several hosiery mills have been established, but have ceased to operate. The Dixie Hosiery Mill was a locally owned mill which operated to make white ankelets.[52] In 1937, they employed thirty-six men and seventy-four women, but the mill has since closed and is not in operation in 1952.

Newport Textile Mills, manufacturers of T-shirts, was

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[51] Mary U. Rothrock, Discovering Tennessee (Kingsport: Kingsport Press, 1936), p. 215.

[52] TVA Agricultural Industrial Survey: Cocke County (Mimeographed report, 1934), p. 57.

established in 1946 by Charles Joye and Ben McDonald. This mill closed in 1950.

Lumber

Forty per cent of Cocke County's area is woodland. Therefore, lumber is one of her most extensive industries.[53] Large stands of virgin timber may be found within this area. Here are hemlocks, pine, spruce, southern balsam, and many hardwoods such as oak, maple, silverbell, and cherry. In 1870, a shipping point was established at Del Rio, then called Big Creek, by Jesse and Jefferson Burnett. A. A. Arthur, who managed a Scottish corporation, came in 1883 to set up a system of floating timber to the mills. Hart and Holloway came from West Virginia to Cocke County in 1901 to set up a lumber industry. They built the Tennessee and North Carolina Railway for shipping. Cocke County is said to have the largest lumber plant in East Tennessee. It was organized in 1899 by George M. Speigle, of Philadelphia, who came to purchase walnut and cherry lumber. By 1940, the company had expanded and Mr. Charles Rhyne was sole owner. In the years 1906 to 1926, it was the McCabe Lumber Company. Rhyne Lumber Company now employs fifteen men.[54]

The sawmill industry became an established institution

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[53] O'Dell, op. cit., p. 194.

[54] TVA Survey, loc. cit.

cutting deeper and deeper into the forests, but furnishing a major employment for the natives.

Tanneries

The first tannery was owned by Aaron Bible and operated by Butler Delozier. It was built near the present Over Mountain School. The next tannery in Cocke County was at Parrottsville owned by Alexander McNabb and operated by Mr. Crockett. This tannery ceased to operate in 1885.

The present tannery began November 1, 1893, with Jesse A. Fisher as manager. The plant came to Newport through the efforts of Mr. C. F. Boyer. Mr. England, of England and Bryant Company, sent his son-in-law, Charles S. Walton to look over the region for the site. The plant, now called the Unaka Tannery, was to be located one mile southeast of Newport on the east bank of the Pigeon. The leather tanned there is shipped to Philadelphia for belts and soles for shoes. It is now owned by A. C. Lawrence Leather Company with home offices at Peabody, Massachusetts. This tannery employs one hundred eighteen men.

Extracts

The Chilhowee Extract Company was organized in 1903 by the England, Bryant Company. This is now owned by the Meade Fibre Company. They manufacture liquid chestnut extract used for the tanning of leather. This plant employs forty-five men.

Distilleries

In the early days of Cocke County many government stills were operated. There was one in Baltimore operated by Will Gresham; one at Salem operated by Philip Neas; one at Long Creek operated by Moses Neas; and one on the Thomas O'Dell farm. These communities are small rural sections of Cocke County. On the road leading to Wilton Springs was a still operated by Thomas Harper. Joe Hurley operated a still on his farm near the present Clay Creek Church. The first government distillery in the Cosby section was established by Jonathan Cosby. In 1892, a distillery was operated at Carson Springs under Government Survey 525, and later 572 and 608. Cocke County's Government Distillery was for many years under the supervision of Robert H. Jones. Cocke County now holds a reputation for illicit liquor manufacturing.

Canneries

As a result of having good vegetable crops, several canneries developed. In 1885, Mr. W. A. Nelson operated a cannery in Parrottsville. In 1898, James Stokely proposed to his mother, Mrs. A. R. Stokely, that she, Mr. A. R. Swann, and John Stokely enter into a partnership with him to begin canning operations and to operate a store. This agreement was made between the three, and on January 1, Mrs. Stokely and Mr. Swann contributed $1,300 each with John and James contributing $650 each. The mercantile store, with John in

charge, and the canning factory, with James in charge, were to be operated under the name of Stokely Brothers and Company. In 1899, Mr. Swann sold his interest to William, another of the brothers, and the business became a family one until 1929.

The first crop was tomatoes; the first factory a three sided shed; the first equipment an old steam engine to heat water, a few metal tubs to cook tomatoes, knives, and a few hundred tin cans, solder, soldering irons, and some wooden boxes. The first products were sold in Knoxville, Chattanooga, and other cities near Newport, Tennessee.

By 1922, they were operating seven factories, reinvesting the profits in capital improvements. The sales for 1922 were over $500,000.[55]

The office was established in a warehouse in 1905. James supervised the office; William and John worked with the farmers. William B. Stokely Sr. became manager in 1922, and in 1929, William B. Stokely Jr. became president. Under his leadership the canning business continued to increase and additional factories were established.

By 1929, Stokely Brothers and Company had begun their march out of the South. They consolidated with The Fame

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55 55 Bernard F. Trimpe, "Influence on State's Business Shown in Stokely's Growth", Plain Talk and Tribune, July 5, 1951.

Packing Company, Louisville, Kentucky, and the number of plants was increased to eighteen. Then the purchase of the Van-Camp Company, Indianapolis, Indiana, in 1933 was a most significant step. In 1939, they purchased Honor Brands Frozen Foods, Santa Cruz, California. Frozen Foods became a major factor in the canning business. Other major purchases were the Santa Cruz Packing Company, in California. This plant canned fruit, and was purchased by the Stokelys in 1936. The Plymouth Packing Company, which added the packing of cranberries, was added in 1937, and now there are plants in Hawaii for pineapple. The Empire Foods Limited, Essex, Ontario, was purchased in 1940 and Edward G. Stokely was placed in charge.

One of the most significant contributions was the development, in cooperation with the Army Quartermaster Corps, of the "C" ration for the armed forces. Research on this began in 1939 and continued until 1941. Later, the Crampton Canneries, added in 1944, brought more plants under the Stokely name.

The business has continued to grow and now has sixty plants in fourteen states of the United States, and various warehouses located close to markets. Through subsidaries they operate four plants in Canada and one in Hawaii. The sales for the fiscal year, ended May 31, 1951, were

$114,914,724.[56] There are about 9,200 shareholders scattered over the world.

The creation of this enterprise, the result of two generations of efforts, is a tribute to the fifty years of labor of the Stokelys. This family made a contribution to Cocke County, the State of Tennessee, and to the nation as a whole. They employ in the plant at Newport about two hundred people in the off season, and in the peak season they employ about five hundred people. These figures were for 1951. On the farm, in 1951, they employed sixty men in the off season, and one hundred men in the peak season. The Tennessee Valley Authority through its building of dams and artificial lakes took over the rich farming lands used by the Stokelys for the growing of vegetables. The people left for other counties and cities which would provide employment.

Agriculture

A large percentage of land in Cocke County is in farms with a diversity of crops, such as tobacco, dairying, and truck farming. The strength of Cocke County is in the rural area, in the earth; the soil is fundamental for the source of fuel and food. The county has 237,280 acres, and much of this is in cultivation. In 1851, Cocke County had 1,295

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[56] W. F. McKenney, "Who Owns Stokely Brothers?" The Retort, June 1952. p. 4.

farms. In 1900 there were 2,534 farms on 107,441 acres; in 1920, the number of farms was 2,800. In 1930, there were 15,000 people engaged in agriculture; of these 15,000 people, 1,724 were full owners. In 1935, of all the counties in Tennessee, Cocke County was thirty-fourth in the number of farms, fifty-third in the value of farm products, fifty-seventh in acreage for corn, twenty-first in tobacco, sixtieth in the production of Irish potatoes, seventy-ninth in sweet potatoes, seventeenth in wheat, and seventh in vegetables.[57] The report for 1951 shows 2,575 farms in Cocke County; this shows a decrease from 1945 with 2,652 farms. A total of 135 Cocke County farms now have telephones, compared to fifty in 1945. Electricity goes to 1,431 farms, according to the 1951 report of the Department of Agriculture.[58]

The Politics of Cocke County

In August 1783 a band of pioneers met at Jonesboro and organized the State of Franklin with John Sevier as Governor. The State did not survive very long but came to an end in 1787. By an Act of Congress, a county west of the mountains was laid off and called Washington County. This county was

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[57] O'Dell, op. cit., p. 184.

[58] Jack Shepherd, "Fewer Farms in Cocke County," Plain Talk and Tribune, 60:66, April 1951.

later divided into several counties, among which was Jefferson County. On October 9, 1797, Cocke County was established from a part of Jefferson County. William Cocke was one of the first U. S. Senators from Tennessee; this new county was named for him.

When Newport, on the French Broad, was established, a log court house was built there. This building was used until 1828 when a brick building was built. A fire destroyed most of this building during the Civil War. In 1874, court was transferred to a building in the New Newport, formerly Gorman's Depot. On December 31, 1876, this courthouse burned destroying all records. Court shifted back to Oldtown, then again to Newport on the Pigeon in 1882. In 1886 the people of Newport built a new court house for the cost of $10,000. This building was used until 1930, when a fire destroyed the building and the records of Cocke County. The next court house was built on the same location, completed in 1931, and is the one that is now in use in 1952.

In politics, as in most things, the Cocke County people show their independence, for here in an otherwise normally Democratic State is a strong Republican County that regularly chooses Republican representatives in both State and Federal elections. In the very early days, the majority of the citizens were of the Anti-Federalist Party, which became the Democratic Party of Jackson's time. The Civil War

Caldwell, op. cit. p. 25.

made the Democratic Party the minority party, and it has been ever since. Because slave labor was not profitable in the mountain counties, less than twenty-five per cent of the families of Cocke County had slaves.[59]

When a vote was taken to consider the cause of going out of the Union, Cocke County adhered to the Union Cause. There were 510 votes in favor of secession and 1,185 against it. Jacob L. Shults, of Cosby, says that the Republican Party gave in one presidential election more votes to their party than the states of Georgia, Alabama, and Mississippi combined.

Influential Agencies in Cocke County

Tennessee Valley Authority

There are many agencies at work in the rural areas. Part of the county lies in the area of an engineering project which has become the greatest venture in soil and human reclamation in Cocke County. Residents have seen people rehabilitated, a great river tamed, and cheap electricity offered to every farm and hamlet in the area. The Seventy-Third Congress in May 1933 created the Tennessee Valley Authority "in the interest of national defense and for agricultural and industrial development..." The land areas

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[59] O'Dell, op. cit. p. 25.

in Cocke County which are along the French Broad, Pigeon, and Nolichucky, tributaries of the Tennessee River.

To offset the loss of rich farming inundated by water, the project had much to offer. True, people have been uprooted, familiar landmarks removed from their ancient moorings, the terrain of the land transformed, but it is hoped that the volume of tourist travel with the great opportunities for boating and fishing will provide an income which may offset the income which the farms yielded prior to their acquisition by the government.

In carrying out the purpose for which it was created, the Tennessee Valley Authority has undertaken three general interrelated programs: control and proper use of water resources, conservation and preservation of land resources, and a more widespread use of electrical power. Its work has been carried on with the cooperation of many Federal and State agencies particularly the Agricultural Service. Forests are being established by the State Forestry Division, working in cooperation with the U. S. Forestry Service, Tennessee Valley Authority, and other agencies. These forests replenish wildlife, provide demonstration for fire control, water and soil conservation, and reforestation.

The Tennessee Valley Authority has shown the extent to which it is possible, consistent with operation for navigation and flood control, to generate great quantities of

electric energy, to provide manifold recreation opportunities, to improve conditions for fish and wildlife, to provide effective control of malaria, and to secure other collateral benefits.[60] The Act creating the Tennessee Valley Authority called for maximum development of the river for navigation, maximum generation of electric power, the proper use of marginal lands, reforestation, and the economic and social well being of the people.

Since the coming of the Tennessee Valley Authority to this region, Cocke County has felt an interchange of ideas, the farmers, big and little, emulated the practices of the demonstration farms. Soil erosion was stopped, the forests extended their bounds, and there was much more land in grass and cover crops. There has been more terracing of slopes, more strip cropping, and general protection against rain, and less gullying and waste. Still, on the other hand, many Cocke County people were dispossessed, good soil was covered by water, and prosperous canning plants and flour mills were removed.

United States Extension Service

The State Board of Education is by legislative act the State Board of Vocational Education. As such, it cooperates

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[60]John Gunther, Story of the TVA (New York: Harper, 1947), p. 2.

with the federal government in the administration and expenditure of funds for vocational education. The University of Tennessee started an experimental station, an agricultural college, and a farm at Knoxville to learn the best ways of farming in the state of Tennessee.

From this move, Cocke County has had teachers known as County Farm Agents who go to the farms. The first agricultural Extension Work in Cocke County was begun on April 26, 1917, under the leadership of Mr. P. C. Hambaugh who was appointed as county agent. He carried on extension work through 1917 and the entire year of 1918. From studying the annual report of Mr. Hambaugh during these two years, it is found that a large percentage of his time was devoted to problems which arose from the war condition. There was organized a "Junior Corn Club", through which the county agent encouraged better practices in the production of corn. All of the extension work during the period of 1917 and 1918 tied in very closely with defense.

During this period Miss Nettie McClure and Miss Ruth Clark, emergency home demonstration agents, worked part time in Cocke County. They assisted mostly in national defense during the war.

The next work done was begun on January 1, 1927, with Mr. F. C. Walker as County Agent. Mr. Walker served as the County Agent from 1927 through 1928. The program of work

for these three years was to study soil work and livestock. Crops, poultry, and marketing were other projects studied.

In 1930, extension work was begun again with Mr. C. M. Watson as the County Agent. Mr. Watson stayed on as the County Agent from January 1, 1930, until March, 1939. A well balanced farm and home program was planned. Under Mr. Watson's leadership, the Cocke County Lamb Club was formed. This Club ships more than ninety per cent of the lambs cooperatively to the eastern markets.

The Farmer's Cooperative Milling Company was organized (See page 41). This company furnished an outlet for more than 130,000 bushels of wheat and 60,000 bushels of corn.

The Cocke County Erosion Control Association has been instrumental in sponsoring the various agriculture projects; such as, lime, phosphate, deep rooted legumes, and erosion control.

Mr. W. E. Butcher succeeded Mr. Watson, in March, 1939, as County Agent of Cocke County. The work was continued and extension work expanded in the following years. Instead of just individual service with Junior Farmers through clubs, community organization was begun. The work was reorganized and instead of just projects there were activities and goals for each activity worked out. A County Planning Committee was made up of leaders in the various communities who met as a committee with the County Agent and outlined the program of

work for the year. The Home Demonstration Work was revived in 1939 under the leadership of Miss Edna Mowery. Mr. Butcher and Miss Mowery were succeeded by Mr. Merrill Bird and Miss Ruth Tate. In 1951, Mr. Hugh Russell became the County Agent, and in 1952, Miss Roberta Inman came to Cocke County as Home Demonstration Agent.

Summary

Life in the present day presents a different picture from the one at the early days of the county in the late eighteenth century. The evils and blessings are no longer confined within geographical boundaries. The system of highways and railroads has reduced the distance to the county seat, Newport. Buses traverse the county offering accessible and economical travel over a network of more than seventy miles of highways.

Cocke County needs industrialization. This industrialization means growth, balanced growth, of all parts of the region's economy - in transportation, trade, professional service - as well as manufacturing. Abundant resources in raw materials, fuels, power, labor, enterprise, and markets make an appeal to the industrialist. Remembering that the State offers higher training for a very small number of vocations, the observer can see a challenge to capitalists to invest in a new program - an educational program - for the

training of technicians, political leaders, and voters who think in terms of principles rather than party labels.

As has been pointed out, no section of the nation has more to offer in scenic beauty, climatic conditions, and diversified industry than that portion of the Southern Appalachian Region known as Cocke County, Tennessee. There is a need to make a study of the educational field. Eyes must be opened to see, and minds must be thrust into the problem of the great opportunities of this region.

CHAPTER III

DEVELOPMENT OF SECONDARY EDUCATION IN COCKE COUNTY

Introduction

The people of Cocke County were not concerned merely with material gains. The ideals of these settlers demanded a social and cultural development. Churches and schools accordingly received early consideration. Knowing the advantages derived from institutions of education in their former places of residence, the inhabitants wanted to establish schools in this new territory.

Academies were established in the county, but they failed to meet adequately the educational needs of the people. They paved the way for the present three high schools in the county. It is necessary to study the development of these academies in order to understand the foundation and structure of the present high schools.

Prior to the Civil War the legislative acts incorporating Anderson Academy at Newport indicated that it was the purpose of the institution to develop moral and spiritual natures, to emphasize cultural education, and to develop a body of intelligent students. The Academy provided adequate instructional facilities for children of that class who were interested and able to pay tuition. Even after it was not necessary

to pay tuition, those who could not pay preferred ignorance to the disgrace of going to a public school, considered by many to be a pauper school. The development of Anderson and Newport Academies was the background of Cocke County High School at Newport. The Presbyterian influence is shown from the early days of Anderson Academy on through the days at Newport Academy.

Parrottsville Academy has been studied and traced from its beginning because after becoming Parrottsville Seminary it became the Parrottsville High School of today. The Methodist leaders built and supported Parrottsville Seminary before the county bought it. By 1875, this Methodist school was the leading school of the county.

The present Cosby High School grew from a Baptist mission, Cosby Academy. In 1935, this school became county property.

These schools grew from meager beginnings and changed because of population, economic conditions, social conditions, and the accrediting agencies of the colleges to the present school systems.

Early Academies

Anderson Academy

Public schools in Tennessee had their origin in the compromise between the United States, North Carolina, and

Tennessee regarding public lands that was made in 1806.[1] For some years the income from the school lands was used for academies. Academies flourished. They offered training comparable to high schools of a later day. It was the intention of those who framed the Compact of 1806 that public lands should be used to aid in the establishment of an academy in each county of the state. An Act of the Tennessee Legislature in 1806 named the trustees for twenty-seven academies in Tennessee and the following year the Legislature appointed commissioners to invest and administer funds derived from sale of academy lands.[2]

It was the custom of the early settlers of Tennessee as soon as was practical after settlement of any particular section to arrange for the education of the youth of the community.

Anderson Academy in Cocke County was named in honor of Judge Joseph Anderson, who was acting as territorial judge and one of the first judges appointed for Tennessee as a state. The first trustees named by an Act of General Assembly for Anderson Academy were designated September 13, 1806. These trustees were Isaac Leonard, Abraham McKay, Peter Fine, Daniel

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[1] Philip H. Hamer, Tennessee, A History (New York: American Historical Society, 1933), p. 353.

[2] Goodspeed, op. cit., p. 420.

McPhearson, and William Lillard.[3] Additional trustees were appointed October 17, 1811; these were Dr. William Helm Sr., Henry Stephens, William Garrett, and Charles T. Porter.[4]

Trustees had been named, the name selected, but still the academy had not been built. There was no money for the building of a school. The idea of taxation was repugnant to these early settlers of Cocke County, so a lottery scheme was adopted. On October 28, 1813, Legislature appointed trustees and authorized them to conduct a lottery for the benefit of Anderson Academy. These trustees were: William Garrett, Francis Jackson Carter, Charles T. Porter, John Shields, Thomas Fowler, Harry Stephens, and William Lillard. The requirements for the lottery were (1) to raise a sum not exceeding $5,000.00, (2) to give bond for performance of duty, (3) to advertise in the Knoxville Gazette the time and place of the drawing, (4) to deduct a reasonable sum for expenses and the residue to be turned over to the treasurer of the Board of Trustees of Anderson Academy. The money was raised by the lottery and the building put up in the years between 1813 and 1815. By Act of November 12, 1817, Colonel Alexander Smith, Francis J. Carter, and Augustine Jenkins were the trustees for Anderson Academy.[5]

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[3]McSween, op. cit., p. 8.
[4]Ibid., p. 9.
[5]McSween, loc. cit.

Anderson Academy was located one mile west of Old Newport, on a hill fronting the home of William Garrett and on the left side of the road leading from Old Newport to the William Garrett home, which is now the Seehorn place. This land was not inside the Gilleland fifty acre tract donated for Newport, but Anderson Academy was to be considered one of the public buildings of Newport. This academy was a Presbyterian enterprise; most of the teachers were ministers of the Presbyterian Church. The teachers were Mr. R. Rudolph, of Virginia, in 1813; the Rev. Robert McAlpin and Rev. Nathaniel Hood, Presbyterian ministers; Benjamin Boulden, a graduate of the University of Virginia, in 1835; Montgomery Randolph; and David V. Stokely, in 1849, when the school closed.[6]

In 1836, the Tennessee Legislature established the office of Superintendent of Public Instruction; this office was abolished in 1844. Col. Robert H. McEwen was the first superintendent; he said that academies were necessary for the proper instruction of the communities. Instruction was given in the branches usually pursued in such schools. The ancient and modern languages were taught. The Constitutional Convention of 1834 said that the duty of all future General Assemblies was to cherish "literature and science".[7] The Academy was to

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[6]Mims, op. cit., p. 17.

[7]Goodspeed, op. cit., p. 428.

develop moral and spiritual nature, to emphasize cultural education, and to develop the intellect. The youth of Cocke County was educated by the process of imbibing the learning and wisdom of the older colonies and of the old world, of adapting themselves to new conditions, and of developing character. The academy was considered a college preparatory institution. An advertisement in a Knoxville paper in 1813 stated: "Spelling, Reading, Writing, and Arithmetic taught at $10.00 per annum, at the school house, firewood to be furnished equally, payment made quarterly."[8]

The Academy Monies of 1836 were a surplus accumulated in the United States Treasury. This money was to be apportioned among the States; the amount received by Tennessee was distributed among the counties. By Act of 1839-1840, Chapter 102, Anderson Academy was declared to be the Academy in Cocke County to receive the money from the Treasury for the purposes of education. This money, about six or eight thousand dollars, was put in the hands of trustees who loaned it at interest and applied the interest to the salaries of teachers. Now, tuition was abolished, and all young men and women of the county under a certain age had the right to attend school free of any charge. This was the first free school. Part of the Academy Monies was appropriated for the building which was to replace Anderson Academy. The only

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[8]Hamer, op. cit., p. 354.

mention of school supplies that could be found was in a journal of one of the town's early stores. It states: "Wednesday, May 24, 1837, Thomas Gorman purchased one slate for fifty cents. On June 5, 1838, Charles Morrell bought one gross of paper for twenty-five cents."[9]

On April 19, 1847, a common school convention held at Knoxville was made up of representatives from Cocke, Greene, Hawkins, Claiborne, Jefferson, Blount, Knox, Roane, Marion, and Anderson Counties. A memorial to the Legislature was adopted, recommending the appointment of a board of education for each county; their duties should be to examine applicants and grant licenses to teachers, to publish a monthly journal devoted to education, to appoint a Superintendent of Public Instruction, and to tax property to support schools.[10]

The building housing Anderson Academy had become delapidated, and on January 26, 1848, Legislature passed an act authorizing the trustees of Anderson Academy to remove it from its site to the town of Newport.[11] The location of the new building was on the hill opposite the court house in Newport. When the building was completed and the school moved, it became Newport Academy.

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[9]Rankin and Pulliam, Journal, 1837-1838, p. 316.
[10]Goodspeed, op. cit., p. 428
[11]Mims, op. cit., p. 17.

Newport Academy

The Act of January 26, 1848, authorized the removal of Anderson Academy to Newport. The building site was on the hill opposite the courthouse. John Seebolt, of Dandridge, Tennessee, was the contractor. The building was a two story brick building; the first floor had three classrooms, and the second floor was a large hall with a cupola, or belfry, fifty feet from the ground. The building was completed and ready for use in 1850.

The teachers at Newport Academy from 1850 until 1861 were: Henry L. Davies, Pleasant Witt Anderson, James Davies, Rev. W. Harvey Smith, James Manning, D. Ward Stuart, Robert Ragan, Miss Rachel Waddell, and then Benjamin Boulden in 1861. Writing was taught in this school, pokeberries were used to make ink, and the teacher made pens from goose quills. The school was seldom more than three months and had a hundred pupils enrolled. There were few books alike, and many used the same book. On Fridays the more advanced pupils had "to say speeches". The seats were made of logs; there were no desks.

During the Civil War practically all schools, both private and public, were closed throughout the state. Newport Academy was closed in 1861. Professor Benjamin Boulden had trained many of the boys in the Academy; several joined the two armies.

The reconstruction of public education was based upon the Act of 1867. Not far from the banks of Pigeon River, several yards from the present Cocke County Memorial Building, there was a school held at the Pisgah Presbyterian Church (see page 35). Pupils from various parts of the county walked to this school. The teachers in the Pisgah Presbyterian School were, in 1867, Colonel W. W. Langhorne, a lawyer who had been admitted to the bar in Lynchburg, Virginia; William R. Maynard; E. S. Maloney; Isaac Haskins; George Russell; Rev. D. F. Smith, from Hawkins County, who was principal for three or four years and taught Greek and Latin.

In 1875, the Masonic Hall was built on land donated by Major Thomas S. Gorman to be used forever for that purpose or to revert to the Gorman heirs. The building was financed by the Newport Lodge, Number 234. This two story brick building was used by the Masons and for a school. The Masons used the second floor for their meetings; the first floor had partitions and could be used as two school rooms. The Newport Woman's Club agreed to pay for the seats to supply the new school. Each seat was to cost not more than two dollars and fifty cents. Forty-three women subscribed $117.00 to supply the school with seventy seats. These seats, or desks, were stout and solid with a table top for writing and an under compartment for books. Each seat could accommodate two pupils. In 1876, the school moved to the Masonic Hall.

The first principal of Newport Academy, or Newport School, after it had moved to the Masonic Hall was Prof. W. R. Maynard. Prof. John Calfee taught the girl's room for many years; Prof. D. A. Smith taught the boys. In 1878,--- Brown was principal; Miss Sally Wilson, the assistant principal. In 1879, Miss Fanny Lewis taught there.

In 1898, the city of Newport purchased a section of the McSween farmland, on Peck Avenue (now Mims Avenue), as a site for the city school. The building was made possible by bond issues of $8,000 for the location and the building. Mr. C. S. Kennedy, a brick mason and contractor, built the school in 1898. This new school, now Newport School, was open to any child who wished to enter. No tuition was required. When the school opened, grammar and high school work were offered. The teachers in 1898 were: John Hicks, Jennie Carson, Mrs. Rockwell, Suaddie Susong, and Mrs. Wiley Jones, who taught piano. In 1899, Mr. W. D. McSween became principal. In 1900, the teachers were Mr. R. Robeson, Adeline Susong, and Mr. W. D. McSween. In 1901, Mr. Robeson became the principal; in 1902, Mr. R. P. Driskill was added and Miss Brenda Davis came to teach music.

The first eight grades were modeled after the grading system of the Knoxville schools which were more advanced than any other of the East Tennessee schools. The higher grades taught classical subjects. The commencement exercises were

held in the Opera House, at the corner of Church Street, now Broadway, and McSween Avenue. Years later they were held in the Court House. Mrs. Sam Harris, the expression teacher, arranged the programs, which were five nights of entertainment. Flowers would be tossed from the audience for the speakers in recognition of their abilities. Each student spoke. Plays, songs, recitations, comprised the program.

Some of the subjects taught at Newport Academy were: geography, from a text written in 1865; Mitchell's Atlas, comprising maps, statistical tables, and other data designed to be used with Mitchell's School and Family Geography, printed in 1849; reading; writing; spelling from a dictionary; arithmetic; American history; Reed and Kellog's Grammar, especially diagramming.

With iron determination that makes no compromise with frivolity, the people decided that the school should be an institution of the classical type. Greek, Latin, mathematics, history, and English were taught. What mattered was to know Virgil, Cicero, Euclid, to develop truth, virtue, and religion in order to develop the inner being.

Parrottsville Academy

The people of Parrottsville have had from the very earliest days a deep interest in a school for their boys and girls. They were not satisfied with merely reading and writing taught in many communities. These people arranged to

have an institution which offered educational training somewhat comparable to the high schools of a later day, though there seems to be no clear difference in the grades of work undertaken in "schools", "seminaries", and even "college" in the later years.

Prior to the Civil War, schools were taught in Parrottsville by Mrs. Catherine Winnifred, Professor Henry L. Davies, Professor Benjamin Boulden, who taught at Parrottsville from 1846-1850, then again from 1857 to 1858. Some of Professor Boulden's students in 1846 were J. J. Burnette, M. L. Burnette, John Huff, Henry Coulter, three sons of John E. Patton, Robert Huff, J. H. Clark, D. A. Mims, and David V. Stokely. Some of Professor Boulden's students in 1857-1858 were: Lt. R. A. McNabb, George McNabb, George Rowe, James McLaughlin, J. V. Parrott, and Jerome Shields.[12] Professor Patrick Glen taught several terms of school in Parrottsville before the Civil War.

The type of building which housed these early schools was described in Captain Robert Ragan's description of the life of a pilot for the Union Army. Colonel Ragan had been a school teacher, and he joined the Union Army as a pilot, one who undertook to guide those who wanted to join the Union Army through the Confederate lines. Colonel Ragan said:

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[12] McSween, op. cit., p. 8.

> The pilots conveyed me to Kentucky, in 1863. About four hundred Union sympathizers in the Knob section of Cocke County refused to go into the Confederate Army. The Confederates heard of them and sent a man named Leadbeater with his command to Parrottsville to look after these men. With a large force he went into the country and captured one hundred men and brought them to Parrottsville where the army was in camp. They placed the men in a large one story frame schoolhouse and placed a heavy guard around the schoolhouse prison..... [13]

From 1869 to 1870, Dr. Darius Neas, Calvin Ottinger and James Armitage taught schools in Parrottsville. After the Civil War, in about 1875, citizens of Parrottsville, namely, Dr. B. F. Bell, Creek Boyer, Frank Easterly, Jim Larue, and M. L. Palmer, paid five hundred dollars each and purchased the home of Robert Roadman to establish a school. This Roadman home was one of the few mansions of the county; it had three stories with twelve large rooms, three great halls, and a stairway in each hall. The entire front of the second story could be thrown into one room, the ballroom. From the outside, two stairways led to a portico on the second floor thus enabling guests to enter and depart without going through the front entrance. A brick terrace was part of the front from which brick paving extended to the street. The present Methodist Church was built on the foundation and first story of this house.

This same group of men who purchased the Roadman home

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[13] Robert A. Ragan, Escape From East Tennessee to the Federal Lines (Knoxville: Historical Society, 1910), p. 5.

formed the board of trustees and elected the teachers for the school. The school was a subscription school, Parrottsville Academy. This Academy was under the direction of George R. Stuart, assisted by Thomas Robeson. George Rutledge Stuart remained principal of the school for five years in all. His success was marvellous; the school was built up until it was drawing pupils from all over the region. No boy or girl was too poor to come; he insisted that they come to school and he set them to work at something. In 1915, George R. Stuart wrote:

> About forty years ago I had charge of what is now Parrottsville College, in the little village of Parrottsville, Tennessee. I travelled all over that mountain section, urging what is known as the common mountain people to educate their children. I took their produce, cattle, hogs, or horses; made any or all kinds of arrangements to make it possible for even the poorest man to give his child an education.[14]

Mr. James Penland succeeded Mr. Stuart. There was a dispute over the hiring of a teacher and in 1885 there was a division in the school. Professor J. W. Lucas taught the new school, and for five years two schools were operated.

In 1890, the board of trustees sold their property to the Methodist Episcopal Church, which for many years operated a school, Parrottsville Seminary. This institution received money from the Methodist Church; it had been bought because

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[14]W. W. Pinson, George R. Stuart: Life and Work (Nashville: Cokesbury Press, 1927), p. 65.

Parrottsville had been chosen as Camp Grounds where Methodist preachers conducted camp meetings. Those who contributed most to purchse of the school were John F. Ellison, J. C. Easterly, and Samuel P. Harned. In addition to grammar and high school work two years of college work were given. In connection with Parrottsville Seminary was conducted one of the three high schools, so that any student under twenty-one was entitled to attend either high school, providing they had passed satisfactorily the fifth grade before the county superintendent. No tuition was required of these students.[15]

The catalog of Parrottsville Seminary for the year 1909-1910 lists the curriculum for the high school and Seminary course, as the following table shows.

[15] Annual Catalog, op. cit., p. 5.

TABLE I

HIGH SCHOOL AND SEMINARY COURSE

Grade	First Semester	Second Semester
Tenth Grade	Christian Ethics General History Plane Geometry Latin English Grammar	Christian Ethics Solid Geometry Caesar English Literature Elements of Zoology
Ninth Grade	Rhetoric (Reed, Kellog) Physics (Gage) Algebra (Higher) Latin Grammar	English Literature Algebra (Higher) Latin Grammar Agriculture Physics (Gage)
Eighth Grade	Algebra Geology of Tennessee Bookkeeping Arithmetic Grammar	Algebra Latin Grammar Good Morals and Gentle Manners English
Seventh Grade	English Grammar U. S. History (Lee) Algebra Arithmetic History of Tennessee	English Grammar U. S. History (Lee) Algebra Arithmetic History of England

Cosby Academy

Cosby Academy was founded by the Home Mission Board of the Southern Baptist Convention, the East Tennessee Baptist Association, and the interested citizens of Cocke County, particularly in the Cosby community, for the purpose of giving the young people of the remote sections of Cocke and adjoining counties an opportunity to receive higher education near their own homes.

The early schools before the founding of the Academy were subscription schools in the surrounding communities around Cosby. These schools lasted from two to six weeks. Some of these would be arithmetic schools; some, writing schools. Jacob Shults and Jack Shields taught several sessions of schools of two months duration.

In the year 1874, Mr. Isaac Allen, Esq., gave a tract of land to the church known as Allen's Grove. Here was log building to be used for religious and educational purposes and was the first to be used for education. This building served until 1906 when the county hired Wylie Hicks to build a frame building.

In 1912, Mr. A. E. Brown of the Baptist Home Mission Board offered to the people of Cosby this plan concerning the building of a school: the Home Mission Board would match the money raised by the local people to establish a high school at Cosby. Rev. Will Weaver canvassed the countryside during the

next summer to raise money to establish a school. Mr. J. W. Padgett gave the land on which the school was built. Mr. John Weaver and Mr. Will Weaver gave timber which was used to build the school and dormitory. The bricks were made by John Allen, one of the first settlers of Cosby. Practically everyone living in the Cosby section gave money, materials, or time to the building of the school.[16] The Home Board gave two thousand seven hundred dollars, and the East Tennessee Association gave four thousand dollars for the building of the school.

The new school had two buildings, the administration building and the girl's dormitory. The teachers and the boys had rooms in the second story of the administration building. The classrooms were on the first floor. During the next three years, the school doubled in enrollment and the number of teachers was increased. Because of the large number of boarding students who came from every part of Cocke and neighboring counties, it became necessary to build a second dormitory, which was occupied by the girls; and the older one was then used by the boys.

The school was under the supervision of the Baptist Home Mission Board. A local board of trustees was composed of A. A. Owens, G. W. Allen, Sam Wilson, Sam McSween, John

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[16] M. G. Roberts, "History of Cosby Schools," Plain Talk and Tribune, May 1951.

Holder, Will Weaver, John Weaver, and A. E. Roberts. Cosby Academy opened in 1914 with L. C. Kimsey, of Georgia, as principal. There was an enrollment of seventy-one and the addition of thirty-five new pupils in the spring. The curriculum was made up of a twelve year course, and it was planned to give one year of college work. The tuition for the academic, secondary, department was two dollars and fifty cents for the month plus incidentals, for which a fee of ten cents per month was charged. A Professor Bowen of Carson-Newman College, Jefferson City, Tennessee, was principal following P. C. Williams who came to the school in 1915. Mrs. Williams taught in this mission school. Professor Bowen was followed by R. L. Marshall, of Sevier County, and a Prof. Turner of Alabama. L. R. Watson was the principal during the time the state began to furnish transportation to the other county high schools. This bus service to other schools caused the enrollment of the Academy to decrease. In 1935, the Baptists sold the school to Cocke County for $5,000.

The curriculum of Cosby Academy was based on the fundamentals, following what is termed the Latin Course in the Academies. This school taught Bible in addition to mathematics, Latin, English, geography, and history.

Cocke County High School

Beginnings

Prior to 1917, there were three high schools in Cocke County, Tennessee: Newport Academy, Parrottsville Seminary, and Edwina High School. The Newport school offered a three year course, and Parrottsville and Edwina offered two year courses.

The need for a four-year high school led to the consolidation of the schools into one county high school. In the April term of County Court in 1916, a resolution was passed providing for the sale of $30,000 in high school bonds, conditioned on a suitable site being provided by the town of Newport. At the July term of the same year the bond issue was ratified on the adoption of the report of the committee which had provided a site for the school. The bonds were sold September 10, 1916, and contracts for construction, plumbing, heating, and lighting were made December 21 of the same year. Work began on the building in the spring of 1917.

The new building was located on a beautiful, elevated site fronting Church Street, now Broadway. The site was a part of a sixteen acre farm selected for agricultural demonstration purposes for the school. The building was a three story structure, of brick, containing eight classrooms, auditorium, and study hall, two offices, library, gymnasium, and teachers rest rooms. The Department of Domestic Science

was equipped with oil and electric stoves for cooking and with machines for sewing purposes. The Manual Training Department was equipped with wood-working tools, motor driven machines, and apparatus for use in mechanical drawing. Laboratories for the teaching of science and agriculture were provided. An athletic field for baseball, football, and tennis was one of the interesting features of the school system.

The school opened in the fall of 1917 with M. T. Carlisle as principal and a faculty made up of: Miss Stella Bailey, English; Roy T. Campbell, Agriculture; Miss Katherine Bradley, Latin; Miss Katherine Owen, History; Miss Anna Lou Clames, Domestic Science; M.C. Wilson, Manual Training.[17]

By an agreement between the County High School Board and the Board of Education of the City of Newport arrangements were made for the eighth grade to be taught in the County High School. Any student in the county who had finished the seventh year of elementary school could enter the county high school and finish his preparation for high school. The dormitory for the boarding students was located on the corner of Lincoln Avenue and Second Street. This building was a four-story building later called the Cherokee Hotel. Students living in the dormitory were under the supervision of teachers who lived in the dormitory. Expenses were pro rated according to a

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[17] Bulletin of Central High School, (Newport: Heald Publishing Company, 1918), p. 4.

cooperative plan; they were not to exceed twelve dollars per school month. The bulletin for 1917-1918 lists the following curriculums offered.

Grade	Classical	Scientific	Agriculture	Domestic Science
Ninth	English Grammar Arithmetic Botany Latin	English Grammar Arithmetic Biology English History	English Grammar Arithmetic Biology Agri. I	English Grammar Arithmetic Biology Fine Art
Tenth	Rhetoric Ancient History Algebra Latin	Rhetoric Ancient History Algebra Physiography French I	Rhetoric Ancient History Algebra Agri. II	Rhetoric Ancient History Algebra Home Sc. I French I
Eleventh	Rhetoric Plane Geometry Physics Latin	Rhetoric Plane Geometry Physics Mediaeval & Modern Hist. French II	Rhetoric Plane Geometry Physics Manual Tr. I Mediaeval & Modern Hist.	Rhetoric Plane Geometry Physics Dom. Arts II French II
Twelfth	Composition Solid Geom. Am. History Civics Trigonometry Latin	Composition Solid Geom. Am. History Civics Trigonometry Chemistry	Composition Solid Geom. Am. History Civics Man. Tr. II Chemistry	Composition Solid Geom. Am. History Civics Home Sc. II Chemistry

FOUR CURRICULUMS OF CENTRAL HIGH

TABLE II

FOUR CURRICULUMS OF CENTRAL HIGH

Grade	Classical	Scientific	Agriculture	Domestic Science
Ninth	English Grammar Arithmetic Botany Latin	English Grammar Arithmetic Biology English History	English Grammar Arithmetic Biology Agri. I	English Grammar Arithmetic Biology Dom. Art I
Tenth	Rhetoric Ancient History Algebra Latin	Rhetoric Ancient History Algebra Physiography French I	Rhetoric Ancient History Algebra Agri. II	Rhetoric Ancient History Algebra Home Ec. I French I
Eleventh	Rhetoric Plane Geometry Physics Latin	Rhetoric Plane Geometry Physics Medieval & Modern Hist. French II	Rhetoric Plane Geometry Physics Manual Tr. I Medieval & Modern Hist.	Rhetoric Plane Geometry Physics Dom. Arts II French II
Twelfth	Composition Solid Geom. Am. History Civics Trigonometry Latin	Composition Solid Geom. Am. History Civics Trigonometry Chemistry	Composition Solid Geom. Am. History Civics Man. Tr. II Chemistry	Composition Solid Geom. Am. History Civics Home Ec. II Chemistry

TABLE III

COURSES OF STUDY FOR CENTRAL HIGH

Grade	Latin Course	Science Course
Ninth	Arithmetic (Wells) Algebra (Milne) English Grammar Latin (Pearsons) English History Biology (Hunter) Writing & Current Events Spelling	Arithmetic (Wells) Algebra (Milne) English Grammar Agriculture (Nolan) Domestic Art Biology (Hunter) Writing & Current Events Spelling Manual Training
Tenth	Algebra (Milne) Rhetoric (Lewis & Hosic) Classics Caesar Am. History & Civics Writing & Current Events Spelling	Algebra (Milne) Rhetoric (Lewis & Hosic) Classics Agriculture (Harper) Am. History & Civics Writing & Current Events Spelling Manual Training
Eleventh	Geometry (Wentworth) Am. Literature Cicero (Bennett) French (Fraser) Writing & Current Events Spelling (Chew)	Plane Geometry (Smith) Am. Literature Physiology Physical Geography Writing & Current Events Spelling Domestic Art Manual Training
Twelfth	Solid Geometry (Smith) English Literature Classics Vergil (Knapp) French Physics (Chute) Writing, Current Events Spelling	Solid Geometry (Smith) Trigonometry (Wells) English Literature Physics History, Ancient, Medieval Commercial Law Writing, Current Events Spelling Economics (Bullock)

The announcement of the school for the school year 1919-1920 listed two courses of study. Note the Table III.

In 1940, the new agriculture building and the home economics cottage was added. This added to the curriculum four years of vocational agriculture, and the home economics department was enlarged. In 1943, a new addition was added to the old building; this included a gymnasium and more classrooms.

Cocke County High School has changed over the many years in enrollment because the town has increased in size. Naturally, the size of the school determines the number of teachers and subjects taught. The following table shows the increase in the number of pupils enrolled and the number of teachers in the schools.

TABLE IV

Year	Cocke County High		Cosby High		Parrottsville High	
	Faculty	Pupils	Faculty	Pupils	Faculty	Pupils
1906					6	90
1918	7	87				
1927	9	189			2	48
1930	11	375			2	41
1940	14	435	5	122	5	121
1950	19	527	8	173	8	182

By referring to page thirty-eight, one may see that the population of Newport was 2,753 in 1920, while the approximate number of pupils in the high school was one hundred eighty nine. In 1940, there were 435 pupils enrolled, and the population of Newport had increased to 3,573. In 1950, the enrollment was 527 while the population was 7,263. Thus one of the major reasons for an expanded curriculum was the added number of pupils.

Agriculture has been taught in the Cocke County High School since its beginning in 1917. Changes have been made, however, to suit the needs of the community. The Agriculture building, erected in 1940 for a cost of $25,500.00 now houses classrooms for veterans, a workship, and working space for the boys. The people of the community paid $4,000 on the building.

Business Education and Vocational Agriculture seem to be the only subjects added because of community demands. A campaign has been made in 1951-1952 by the local newspaper, Plain Talk and Tribune, for driver training, but this subject has not yet been added to the curriculum.

Many of the graduates work at Enka Corporation, Lowland, Tennessee, some in the offices, some in the plant; which manufactures rayon. Some of the graduates work at Stokely Brothers, Newport, Tennessee, in the plant; few work in the office force. The curriculum has not changed to meet the

needs of these students other that those who have needed the business education for office work.

Speech Arts Course was added as an outgrowth of the plays and dramatic clubs formed in the school. This course, added in 1939, was not readily recognized as needed, now it is a popular and much desired course. The courses offered through the years have been picked from the State Department requirements for graduation and college entrance requirements.

Parrottsville High School

In 1925, Cocke County bought property from Miss Alice Palmer, of Parrottsville, and built a school building. This new school marked the close of Parrottsville Seminary and the beginning of a county school. The new building burned that year, and the school was finished in the old Seminary Building. The next year, 1926, another building, a brick building, containing eight rooms, was constructed for the cost of $16,000. This school building now houses the Parrottsville Grammar School. High School classes were then taught in the same building along with the grammar grades.

In 1937, a home economics cottage was added, and in 1948 an Agriculture building was erected, this new building included a cannery and workship. The Agriculture building cost $23,602; the citizens of the community paid $3,000 on the cost. In 1950, a lunch room and six extra classrooms were

added to the Grammar School Building. This addition cost $40,000, and the lunch room accommodates both the grammar and high school students.

The curriculum of the high school follows the general plan of the other high schools of the county. The table below shows the subjects offered.

TABLE V

CURRICULUM OF PARROTTSVILLE HIGH SCHOOL

Ninth Grade	Tenth Grade	Eleventh Gr.	Twelfth Grade
English I	English II	English III	English IV
Arithmetic	Algebra I	Bible	Bible
Home Ec. I	Home Ec. II	Economics	Economics
Agriculture I	Agriculture II	AgricultureIII	Agriculture IV
Civics	Geography	Chemistry	Chemistry
General Science	Biology	Typing	Typing
			Shorthand
			American History

The curriculum of Parrottsville High School has remained very much the same as in the days of the old Seminary. The Seminary had ninety pupils in 1906 (see page 82) and Parrottsville High had 182 in 1950. This accounts for the little change in the course of study. The number of teachers changed from six in 1906 to eight in 1950. The population of Parrottsville has changed from 500 in 1906 to 119 in 1950 (see page 38), however the surrounding community which

votes at Parrottsville brings the number up to 533.[18]

The community, which is rural itself, pledged money to help build the Agriculture building in 1947, pledges paid by the citizens of Parrottsville community amounted to $3,000; the building cost $23,602. The boys study vocational agriculture, and this is in answer to the demands of the community. Some of the graduates obtain employment at Enka Corporation, Lowland, Tennessee; some get jobs in offices in Newport and Greeneville, Tennessee. This has brought a desire for business education, which was added in 1948. The people of the community had paid for fifteen typewriters to be given to the school, so typing could be added to the curriculum.

After World War II all schools in Tennessee were required to add Health as a subject in the schools. In 1947, this subject was added.

Cosby High School

In 1936, the Baptist Home Mission Board sold Cosby Academy to the Cocke County Board of Education, as already stated. In 1941, the County Board of Education built a gymnasium for the school. The patrons then raised money to purchase typewriters so typing could be added to the curriculum.

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[18] Jack Shepherd, "Parrottsville is Cocke County's Largest Rural Voting Precinct," Plain Talk and Tribune, July 1952.

During the year 1947, the teachers and patrons of the school raised $1,840 which was added to an amount pledged by the County Court to build an Agriculture Building, which cost $22,340.

In 1950, the County Court appropriated $200,000 to build the present Cosby High School. This building houses Cosby School, grades one through twelve. Completed in 1951, the building is modern, structurally safe, and well-equipped. Cosby School offers a curriculum based on the fundamentals and enriched by such courses as commercial work, vocational agriculture, citizenship, dramatics, health courses, athletics, and home economics. A school cafeteria and good sanitary facilities contribute to the welfare of the school. The curriculum follows the same plan as the two other schools teaching high school work in the county. Agriculture and business education have been added by community demands; other courses follow the State requirements for graduation and college entrance requirements.

Edwina High School

Beginning in the year 1891, and for the following four years, Professor R. P. Driskill taught high school subjects and teacher training at the Edwina school. Mr. Driskill had been trained at Parrottsville Academy under the great George R. Stuart (see page 71). He later finished college at

Emory and Henry, in Virginia.

In 1900, there was a two year high school course outlined for Edwina School. This was one of the three county high schools, the others being Newport Academy and Parrottsville Seminary. This three-teacher school kept an average enrollment of 250 pupils; in 1921, the enrollment was 300. Dormitories which housed the pupils who needed to stay on the grounds were located nearby, but they burned in 1921 along with the schoolhouse. After this fire, high school pupils were transferred to the Newport High School by means of county buses. When the building was rebuilt, it was an elementary school only.

Harmony Grove, Bybee, and Hartford Schools

The attendance records in the Superintendent's office show that from the years 1924-1928 the teachers in the Harmony Grove, Bybee, and Hartford Schools taught high school subjects. There were from four to twenty-three pupils taking high school work; since these few could not get to the county bus line, the work of the pupils in these schools was accepted by the State Department of Education. The subjects taught were: algebra, Latin, Greek, higher English, and history.

Summary

The educational progress that Tennessee made before the Civil War seems slight when compared to present day standards. Cocke County, like the rest of Tennessee, had an ingrained prejudice against public schools, and it was difficult to get taxes for schools out of a money-less population. Private schools had always been preferred to the puny public schools. Immediately after the War, the schools represented the tradition of ante-bellum days. The schools imparted the finest classical learning that the times afforded. The staple diet was Greek, Latin, and mathematics, with some concessions to English and history.

In 1893, the legislature provided for tax supported secondary schools, and in 1899 county courts were empowered to set up county high schools. With the expansion of the school system, the power of the county court over the local schools increased. The magistrates approve county school budgets, audit school expenditures, and receive quarterly reports from the County Board of Education. Private academies and schools began to disappear, or to discontinue, since the state and counties through taxation became responsible for the maintenance of the schools.

In 1911, the Legislature passed a compulsory school law, requiring that all children between the ages of eight and fourteen attend school at least four months of the year.

This law largely increased the attendance in the schools. The law has been amended since the original writing, and now children must attend until their seventeenth birthday, for a period of nine months of the year.

One question confronting the high schools in Cocke County is whether the main purpose is to prepare graduates for college or for entering immediately into life in the community. If, the former, the curriculum must contain the required college entrance subjects, for example, foreign languages. If the latter, they may wish to offer shorthand, bookkeeping, shopwork, and other utilitarian courses. If they are to offer both, as they should, they need ample and expensive equipment. These very small high schools do not seem able to do both, and in fact, they are not getting away from the old Classical School enough to fit the needs of the community. The curriculum has been planned by the State Department, but in 1951, the State Department of Education urged the local schools to make a curriculum study so that curriculum planning may begin at the local level. A step forward has been made toward the change in planning. Cocke County High, Parrottsville High, and Cosby School seem to be making progress as fast as money and equipment permit.

CHAPTER IV

CONCLUSIONS AND GENERALIZATIONS

Statement of Conclusion

The main purpose of this study has been to trace the growth, change, and developmental history of the secondary schools of Cocke County, Tennessee. The curriculum of the schools has been studied and hypotheses formed as to the probable reasons for change, or lack of change of the curriculum. These hypotheses have been kept in mind when examining data that were available in the form of studies, annuals, documents, records, and scrap books kept by the people interested in the secondary schools of Cocke County, Tennessee.

The change of population is a major factor causing revision of curriculum. This hypothesis is proved by the data found in census and school attendance reports, then comparing these records to the curriculum of the schools. As population increased, the schools became larger, more teachers were employed, and new subjects were added to the curriculum. In 1930, Newport had 2,989 people, Cocke County enrolled 375 pupils and had eleven teachers (see Table IV, page 82). That year some mathematics courses were added, and new history courses were introduced. In 1940 there were 3,575 people

listed on the census report, 435 pupils and fourteen teachers. The only additions made were the new teachers. In 1950 there were 7,723 people in Newport (see page 38), 527 in Cocke County High School and nineteen teachers. Six new subjects had been added during these years: vocational agriculture, typing, bookkeeping, shorthand, accounting, speech arts.

In 1930, there were seventy-five pupils in Cosby Academy, four teachers and a limited curriculum. In 1940, there were 122 pupils enrolled in the Cosby High School; in 1950, there were 173 pupils, eight teachers, and three new subjects added, which were vocational agriculture, typing, and speech arts. (See Table IV).

In 1930, there were forty-one in the Parrottsville High School and only two high school teachers. By 1940, there were 121 pupils, and there were five teachers. Two subjects, geography and Bible, had been added. In 1950, there were 182 enrolled, eight teachers, and there was an addition of vocational agriculture, typing, shorthand, bookkeeping, and business mathematics. Thus a gradual change has been made in these high schools because more pupils and more teachers permit an expanded curriculum.

The economic status of the community influences change in the curriculum. Most of the parents of the children in the three high schools of Cocke County live in rural communities (see pages 39 and 40). Some of the parents work at the Enka

Corporation, Lowland, Tennessee; Unaka Tannery, Newport, Tennessee; Stokely Brothers, Newport, Tennessee (see pages 44 and 48). A study of these corporations made in Chapter II shows that their development influences the few changes made in the curriculum of the high schools. Their payroll, their demands, and their variety make people want different things. The demands of these industries have not been met as completely as they should have been met by the schools. The need for office help and the need for more farmers to produce vegetables for canning has been considered. However, the other types of jobs offered by these industries have been completely neglected.

The demands of the community help curriculum planners to build the curriculum. In 1940, the people of Newport donated $4,000 to County Court to help build a much desired Agriculture building (see page 82), of course the County Court had to appropriate funds to complete the needed $25,000, but this shows that they had a desire for vocational agriculture. The people of the town of Newport bought typewriters for the school so typewriting and other commercial subjects could be added to the curriculum. The people of the community of Cosby raised $1,840 to pay on their new building for vocational agriculture which was to cost $22,340. In the same year vocational agriculture was added to the curriculum. They also bought typewriters in order to have commercial subjects taught. In 1947, the people of Parrottsville raised

$3,000 for County Court to apply to their Agriculture building which was to cost $23,602. This school then could add four years of vocational agriculture to the curriculum. In 1948, the school raised money to buy fifteen typewriters; that year typewriting, shorthand, and bookkeeping were added. The communities wanted these subjects enough to make their contribution to the county, state, and federal funds used to build the needed parts of the schools.

The probable future employment of the graduates helps determine the curriculum. As shown on pages 83 and 86 many of the graduates of the county high schools work in offices, thus the demand for business education. On pages 39 and 40, we find that the county is almost completely rural. This accounts for the great desire for vocational agriculture. Few students go elsewhere to work; these needs are their greatest ones. The extra curricular program and out of school interests affects the curriculum. Speech Arts was introduced to Cocke County High School in 1939; this class was an outgrowth of the plays and dramatic clubs in the school. As can be seen from the background of these schools, a strong religious feeling was back of each of these early schools. A definite influence of Presbyterianism is shown in the founding of Cocke County High School (see page 62), of Methodism in the founding of Parrottsville High School (see page 71), and of Baptist influence in Cosby High School (see page 74); it is

not difficult to see demands of the area for Bible to be taught in these three high schools.

The requirements for college entrance help determine the curriculum. Catalogs of the schools show that the definite plan for the curriculum has been to prepare the graduates for college (See Tables II, III, V).

The location, type, arrangement, and facilities of the building help control the curriculum. Vocational agriculture and shopwork were added after equipment was provided (see pages 82, 84, and 86). The equipment was provided after the people felt a definite need; of course these two hypotheses go hand in hand. Typing was added after typewriters were provided by the people. The Smith-Hughes Law, adopted 1917, gave Federal Aid to vocational education in many subjects, including home economics. This extended home economics work in Cocke County.

Limitations

The limitation of this historical study as a basis for problem solving can be seen through several things. Much material had to be gathered from documents and very little could be gained from people who actually knew the details. Many needed facts could not be found because of records being lost or burned. Very little research has been done previous to this study on Cocke County history. These facts are con-

tained in this study, and all additional material the writer could gain from any source. The material has been chiefly from primary sources, thus the difficulty in getting enough leads and time to provide sufficient data on all topics. The conclusions are based on the writer's research, and many interesting things are left for other students of Cocke County history to prove.

Implications

The carrying on of educational research through study and experiment is desirable and necessary for professional growth. Research which results in a disciplined study of educational problems, such as this study of the background and development of these secondary schools of Cocke County, Tennessee, forms a tool to be employed in a democratic and cooperative effort to improve the instructional situation. The outcome to be sought from this study is the improvement of the educational experiences of the children in the schools. A curriculum study, such as this one, is intended to be a part of the continuous program of improvement of the three county high schools.

Curriculum building must be a cooperative study and cooperative in the activity of developing. There must be aims and objectives, the selection and arrangement of activities, procedures to accomplish the objectives, and appraisal of out-

comes and techniques. At each stage of the development of the schools there must be studies made which will lead to the bettering of instruction and improvement of the educational experiences afforded in the schools. The writer hopes to have made a study which will be of value to others who will be working on curriculum development of the Cocke County Schools. Cocke County has had only one curriculum study, in 1951, which served to acquaint the teachers with the present curriculum. Plans are being made in 1952 for a study that will be county wide and will let teachers and laymen decide what they want their children to study.

It is hoped that this study can be used in a curriculum building program which will attempt to keep the educational program fitted to the needs of the times. Curriculum development is a task to be carried out by interested people who find the needs of the individuals to be served and the needs of the community and society as a whole. This study has been directed toward the development of activities which result in desired learning experiences for the people of Cocke County. It should prove a help in identification of past objectives of the educational program and show needs of the individuals who are a part of the now existing society of Cocke County. To show these things, this study has been directed toward the background of the education of Cocke County to show how the curriculum has not yet met the growing needs of the community. This study should prove a help in selecting

activities in terms of objectives of the educational program by giving a picture of the people, their economic, religious, and social background.

It is hoped that more studies on the curriculum may be made which will help to improve the educational system in Cocke County, Tennessee. Action, of course, must be in accordance with the board of education whose limiting factor is the state law; within this limitation the board may establish new courses, authorize the modification of old ones, permit special instructions, such as safe driving classes, and approve or disapprove curricular study and experimentation by the professional staff. In 1951, the State of Tennessee urged the local school units to make curriculum studies and a county wide study was made of the present curriculum.

The contributions of this study may be applied to the education of Cocke County in several ways. First, a knowledge of the history of these three high schools is an important factor in the professional training of each teacher. Much school work is traditional. The history of these schools should prove a solvent of educational prejudicies. Second, this study should show the worker in the field of education existing needs, fads, and frills and serve as a preliminary to educational reform. Third, only in the light of their origin and growth can the numerous educational problems be viewed sympathetically and without bias. Fourth, this study

shows the educational ideals of Cocke County and the standards of other times, thus enabling the leaders to avoid the mistakes of the past. Fifth, the writer has attempted to show great respect for sound scholarship and great teachers among a great people.

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