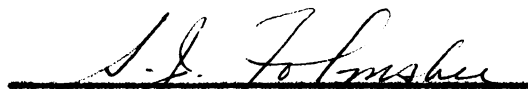


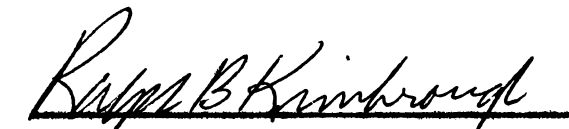
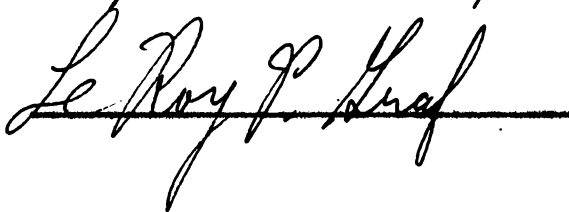
August 1, 1956

To the Graduate Council:

I am submitting herewith a thesis written by James Riley Montgomery entitled "The University of Tennessee During the Administration of President Brown Ayres, 1904-1919." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Arts, with a major in History.


Major Professor

We have read this thesis
and recommend its acceptance:

Accepted for the Council:


Dean of the Graduate School

THE UNIVERSITY OF TENNESSEE DURING THE
ADMINISTRATION OF PRESIDENT
BROWN AYRES, 1904-1919

A THESIS

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

by
James Riley Montgomery
August 1956

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Appreciation is also due to Mr. James P. Hess and his staff who made available their office files for source materials. The staff of the Hoskins Library gave many helpful services. This work could not have been accomplished without the assistance of the men who took time from their busy schedules to give informative interviews on this phase of University history.

J. R. M.

PREFACE

This study traces the growth and development of the University of Tennessee during the administration of President Brown Ayres (1904 to 1919). The thesis, therefore, comprises only one portion of the University story. The most recent as well as the most complete undertaking on the development of the University is Dr. S. J. Folmsbee's history, still mostly in manuscript, of the University from its origin to the beginning of the administration of Dr. Charles Dabney in 1887. It serves as an informative source on the early struggles of this growing institution.

Another valuable source of information is the manuscript of Dr. William E. Cole, which provides coverage of the periods 1887 to 1904 and also 1919 to 1934. Its title is "A History of the University of Tennessee, 1794-1934." At a later date, it is anticipated that Dr. S. J. Folmsbee's second volume will continue the history of the University from 1887 to a date which is yet to be decided. To allow a better understanding of the problems and accomplishments of the Ayres' administration, an introduction is included in this work which presents a

brief review of the history of the University with principal emphasis placed on the term of President Charles Dabney (1887 to 1904).

There is an immediate need in Tennessee and the surrounding states to stress the educational and cultural opportunities of this section. A better understanding of higher education in Tennessee may be had if one considers two major hurdles to progress continually faced: overcoming political and economic barriers, and securing the sustained cooperation of the citizens to support the University with leadership, students, and confidence.

CHAPTER I

INTRODUCTION

From tiny Blount College, clinging precariously to existence in the frontier town of Knoxville, there developed the thriving University of Tennessee, located throughout the State both from a physical and educational standpoint. The assembly of the Territory of the United States South of the River Ohio incorporated Blount College in September, 1794. While this infant college faced numerous problems, its chief difficulties were a lack of students and of funds.

Before the Congress of 1806 authorized a grant of public land, Blount College was a private institution. After this gesture on the part of the Federal government, Blount College changed from a private to a state owned establishment known as East Tennessee College; however, expectation of state aid dimmed as repeated efforts to gain financial support ended in disappointment and frustration.¹

¹ Stanley J. Folmsbee, Blount College and East Tennessee College, in the University of Tennessee Record (University of Tennessee Press, Knoxville, 1946), Vol. XLIX, No. 1, p. 22 et passim.

As a result of the growth in enrollment, as well as the strengthening of the college program, East Tennessee College was incorporated in 1840 as East Tennessee University. In this status the University continued until the events of the Civil War transformed its operation.² During the war all class work ceased, and the Confederate forces used the University as a hospital until the Federal forces occupied the city. As part of the Federal defense fortifications of Knoxville, a battery of four three-inch guns adorned the "Hill."³

After the War the University resumed operation. Under the leadership of President Thomas W. Humes and a pro-Union Board of Trustees, the University, in 1869, received the benefits from the Morrill Act of 1862, which gave land to the states for the establishment of colleges to provide instruction in agriculture and the mechanical arts. This grant proved a great stimulus to agricultural and vocational advancement.⁴

²Stanley J. Folmsbee, "East Tennessee University: Pre-War Years, 1840-1861," East Tennessee Historical Society's Publications (Knoxville), No. 22 (1950), 60-93.

³Stanley J. Folmsbee, East Tennessee University: War and Reconstruction (unpublished manuscript in possession of the author), 2-2a.

⁴Ibid., 12.

Greater responsibility, coupled with a wider range of work, brought another change when in 1879, East Tennessee University became The University of Tennessee, though the time had not arrived when there was a University of Tennessee in fact as well as in name. At this time there developed a major conflict between the forces who wanted greater emphasis on agriculture and mechanic arts and those who felt that liberal arts and the classical subjects should also be stressed. For example, in 1886, no student could complete work at the University without a course in agriculture.⁵

After the resignation of Dr. Thomas Humes in 1883, the Board of Trustees operated the University for a four-year period, until August, 1887, when Dr. Charles W. Dabney accepted the presidency of the University.⁶ Although Dr. Dabney had a background in agriculture, he opposed any attempt to terminate the liberal arts features of the University, and he soon began a far-reaching reorganization of the institution.⁷

⁵Ibid., 121.

⁶William E. Cole, A History of the University of Tennessee, 1794-1934 (unpublished manuscript in possession of Dr. Cole, University of Tennessee), 113-119.

⁷Folmsbee, East Tennessee University, 205.

President Dabney was in an opportune position as he assumed the presidency. The Trustees had found that the executive activities of a university required much time, work, and worry. On the day Dr. Dabney was elevated to the presidency, a visitor to the office of one of the Trustees, Oliver P. Temple, recalled his statement that the Board found itself unable to run the administrative machinery; consequently, they were glad to turn over the post of president to Dr. Dabney and let him operate the University.⁸

Early in the administration of President Dabney the University was reorganized on the following pattern:⁹

The Board

The President

Dean of the College

Commandant of Cadets

The Faculty, with the following departments:

⁸ Personal interview with Dr. P. P. Claxton, member of the staff of the University of Tennessee from 1902 to 1911, December, 1955.

⁹ Minutes, Board of Trustees, University of Tennessee, April 5, 1888. Minutes in the office of the Business Manager, University of Tennessee.

Department of Languages, Literature, and
History

Department of Chemistry, Mineralogy, and
Geology

Department of Physics and Mechanics

Department of Agriculture

Department of Botany and Horticulture

Department of Biology, Zoology, and
Entomology

Dr. Dabney proved an aggressive fighter¹⁰ who toured the State in an effort to gain students, build good will, and familiarize himself with the conditions of the entire area.¹¹ His idea was to make a survey of the needs in order to present the facts to the people, the Board of Trustees, and the Tennessee legislature.

Increased growth was paralleled with a building and repair program of the physical plant. The president reported in 1899 that a "magnificent" Science Hall had been built (1892). Estabrook Hall was completed in 1898, the old mess hall was rebuilt and named Barbara Blount Hall in 1898, the Agricultural building was enlarged, Humes Hall was re-built, Reese Hall was constructed,

¹⁰ Ibid.

¹¹ Cole, History of U.T., 122.

a Young Men's Christian Association building was completed, and three professors' houses were constructed.¹²

To provide attorneys with formal instruction in their profession, a Department of Law was added to the offerings of the University in 1890. The new course called for two years of instruction, and eight students responded when the department opened for its first year. The first dean of this Department was Judge Thomas J. Freeman, who soon relinquished his post because of poor health, and was succeeded by H. H. Ingersoll. Charles W. Turner joined the law faculty in 1892, and quickly proved to be an excellent teacher, a continuous influence upon the work and life of the University, and later, in 1915, he became the Dean of the College of Law.¹³

Before 1889, regular provision had not been made for training teachers, but in that year a Teacher's Department, with Frank W. Smith as its first principal, was

¹² Biennial Report, 1899 (in the University of Tennessee Record, University of Tennessee Press, Knoxville, 1899), 11. Hereafter cited as Biennial Report.

¹³ James D. Hoskins, "The University of Tennessee College of Law," Tennessee Law Review, XVI (February, 1941), 679.

opened. This department as well as the Law Department operated outside the University insofar as finances were concerned. Each obtained its funds from students, donations, or other available sources.¹⁴

Another important change was the transition from military discipline to civilian control by the Dean of the College. This action, taken in 1890, apparently resulted in no ill effects, and Dean T. W. Jordan assumed the problems of discipline.¹⁵

A growing demand for the admission of women to the University culminated in a recommendation by the Faculty that action should be taken. Accordingly, on June 5, 1893, the Trustees resolved that "The University of Tennessee declares its intention hereafter to admit women of the full age of seventeen years to all the benefits and privileges of this institution." This move resulted in a minimum of discontent and the co-eds quickly proved themselves adept in receiving the instruction offered.¹⁶

The work of Dr. Dabney came to be recognized throughout the United States. When he was offered the

¹⁴Biennial Report, 1890, p. 8.

¹⁵Ibid., 1892, p. 36.

¹⁶Ibid., 1894, pp. 28-29.

position of Assistant Secretary of Agriculture, the Trustees, upon recommendation of the Faculty, agreed to grant him a leave of absence. It was, however, stipulated that Dr. Dabney relinquish \$3,000 of his \$5,000 salary. Although he was Assistant Secretary of Agriculture from 1894 to 1897, Dr. Dabney attended the meetings of the Trustees and through frequent trips made his worth felt through his assistance in the administration and operation of the University. The Faculty, as well as the Trustees, was happy to have the President honored in a federal position that gave prestige to the University, and Dr. Dabney gained more experience.¹⁷

Throughout the State, however, criticism of Dr. Dabney's absence found voice. This gave opponents of education in general and the University in particular a fertile field into which they sowed the seeds of discontent. With Democrats in control of the office of governor, as well as the general assembly, the idea of having the president of the State University in an apparent alliance or understanding with the Republican party could not be overlooked as an additional factor in creating censure. Although the Trustees stood by

¹⁷ Ibid., 1904, pp. 15-16.

their decision and defended President Dabney, antagonism increased. A bill was introduced into the general assembly of 1895 to "abolish the office of Trustees of the University of Tennessee and to create a State Board of Regents."¹⁸ Continued denunciation culminated in the return of Dr. Dabney to the University.¹⁹ This episode may well have been the beginning point of Dr. Dabney's clash with the Trustees and his later decision to terminate his services as president.

During the administration of Dr. Dabney students carried out their regular scholastic work and also engaged in other activities. Fire protection to the University was given by a volunteer fire brigade. Only an occasional problem was recorded. For example, in late 1899, the Board apologized for students who fired a cannon at unusual times throughout the day and night, which apparently was not appreciated by the nearby residents.²⁰

A report of Dean T. W. Jordan reflected a minimum of problems in the student life of the University. In

¹⁸ Cole, History of U. T., 140, citing minutes of the Board of Trustees, 1894.

¹⁹ Ibid., 143.

²⁰ Ibid., 148-49.

1899 he wrote:

There is nothing like class "rushes" or conflicts. Mistreatment or "hazing" of new students does not exist. Night revels or "Calathumps" are not known. Not a criticism or complaint comes to us from the citizens or officers of the City. Their deportment at church or other public places is that of gentlemen. Intoxication is so rare a thing as to be virtually out of the question.²¹

An outstanding accomplishment during the Dabney administration was the establishment of the Summer School of the South. President Dabney was an active worker in the Southern Education Board, which was dedicated to the advancement of education throughout the South and was financed by philanthropists who were also interested in the advancement of education in this region. He was, therefore, acquainted with the work of P. P. Claxton, who as field agent of the Southern Education Board maintained his headquarters in Knoxville. President Dabney and P. P. Claxton cooperated in 1902 to establish the Summer School of the South.²² Further attention to the school will be given in Chapter VI.

²¹
Biennial Report, 1899, p. 23.

²²
Personal interview with Dr. P. P. Claxton, 1955.

As the University moved forward into the twentieth century, additional departments were created. A Department of History, Economics, and Sociology was organized in 1900. James D. Hoskins, elected an assistant professor in this Department, later became President of the University.²³ The Teachers' Department which had been established in 1889 ran into financial difficulties and its work merged with the Academic Department. In 1902, however, Dr. Dabney received approval of the Board to organize a Department of Education if funds could be found. Private sources agreed to support its operation for three years, and P. P. Claxton was chosen as the first professor of pedagogy. Sixty-five students enrolled within the first month of its operation, thereby presenting evidence of the need for such a department.²⁴

President Dabney operated the University with Federal grants, interest on University money which the State had in trust, receipts from agricultural work, fees, and donations. The State did not contribute a single dollar to the direct support of the University. Biennial Reports of the institution during the Dabney

²³ Cole, History of U. T., 166.

²⁴ Ibid., 167-68; Biennial Report, 1903, p. 72.

administration are studded with requests for grants and the increased need for State support. In 1903 the general assembly appropriated \$10,000 for the purchase of additional land for the experiment station,²⁵ but it was several years before the University was able to get State support for operating expenses.

As 1903 closed, President Dabney could proudly review sixteen years of growth. New buildings had appeared on the campus, student enrollment was up, and the Faculty was greatly enlarged to meet these changes. The University had been opened to women students and a new summer school program had been launched whose influence was felt throughout the South.²⁶

Dr. Dabney allied himself with the work and beliefs of the Southern Education Board. This program drew Dabney into a fight to build secondary and in some cases elementary schools throughout the South for the advancement of all the people. Dabney called for State taxes for schools and for sound high schools. This crusade plus the information prepared by P. P. Claxton on the miserable conditions of schools throughout the area

²⁵ Biennial Report, 1904, p. 1.

²⁶ Ibid., 2-3.

brought censure to both Dabney and Claxton. Dabney stated that the Governor of Tennessee once said he was going to "run me out of Tennessee." The Trustees, led by E. J. Sanford (until his death on October 27, 1902) and J. W. Caldwell, disapproved of this work in the Southern Education Board. They felt that the University should continue operations as in the past and not interfere in work which did not directly concern it.²⁷ Opposition from the Trustees, from a faction of the Faculty which held with the Trustees, and other opponents throughout the State placed Dabney in an undesirable position. Furthermore, Dr. Dabney had become disgusted and thoroughly disappointed in his efforts to advance educational ideas. He decided that he should discontinue work at the University, and, therefore, made plans to resign. A revealing letter written at this time indicates the great stress under which he labored. Dabney wrote:

When the results of the Southern Education Board are seen as they will be after a few years, I hope you George Peabody will not be altogether disappointed. The returns will come in very slowly, but you will see them in time. When you have learned more about the wretched, almost insurmountable, prejudice, narrowness, sectarianism, sectionalism, demagoguism sic, and profound stupidity of the leaders of these people and of the masses of the people themselves, you will agree that

²⁷Dabney to James D. Hoskins, December 1, 1931, P. P. Claxton Papers, U. T. Library.

the slow methods and conservative measures we had to use were the only possible ones--

1. I want to be free from this miserable prejudice, narrowness, and the political and (so called) religious machination.

2. I must have more means to work with. I cannot continue forever to make bricks without straw.

I have had . . . to raise from \$40,000 to 50,000 each year to pay current expenses of the work. This I have had to do this [sic] chiefly by soliciting funds, in amounts running from \$10.00 up, a most humiliating, and disagreeable method which was injuring my usefulness.²⁸

A chapter in the history of The University of Tennessee drew to a close when President Dabney announced to the Board of Trustees on December 10, 1903, that he had been offered the presidency of the University of Cincinnati. Dr. Dabney declared that he had received this offer, "under conditions that required a careful consideration of the proposition, although with the profoundest reluctance at the thought of leaving the University of Tennessee."²⁹ Certainly this offer came at an opportune time and it is not too surprising that Dr. Dabney presented a letter of resignation, which read in part:

²⁸

Dabney to George F. Peabody, January 8, 1904, George Peabody Papers (Library of Congress), Box 57.

²⁹

Board Minutes, December 10, 1903.

At the meeting of your Board on the tenth of December I informed you of the tender to me of the presidency of the University of Cincinnati and promised to notify you of my decision within a month. For many reasons I regret extremely to report to you that, after earnest and mature deliberation, I have decided that it is my duty to accept the position offered me in Cincinnati.³⁰

President Dabney thanked the Board for its cooperation and friendship during his tenure of office, and announced that he would assume his new duties on September 1, 1904. The Board of Trustees concurred in his wishes and accepted the resignation.

An interesting sidelight upon this resignation was given by a Knoxville paper:

It was a touching scene which followed Dr. Dabney's announcement of the tender to him of the presidency of the University of Cincinnati. Every member present was moved to tears at the thought that the University of Tennessee might lose the services of Dr. Dabney.³¹

But if there were tears many of them were "crocodile tears," for Dabney recalled that when he received the Cincinnati offer none of the Trustees or the opposition in the Faculty "remonstrated with me against my going or

³⁰ Ibid., January 5, 1904.

³¹ The Journal and Tribune (Knoxville), December 11, 1903. Hereafter cited as Journal.

made any proposal to me."³²

Trustee opposition to the activities of the Southern Education Board at this time had one other adverse effect on the University. President Dabney had obtained an endowment through the Southern Education Board; however, J. W. Caldwell, University Trustee, made a speech to a group of educators in which he criticized the Southern Board and Dabney's connection with it. Dr. Dabney claimed that as a result of this speech he lost a \$200,000 endowment for the Department of Education. Instead, the University of Virginia received this fund.³³

The University was now without a President and since the Trustees would not again take over administrative machinery, they began an extended search for an executive.

³²
loc. cit. Dabney to J. D. Hoskins, December 1, 1931,

³³
Ibid.

CHAPTER II

BROWN AYRES BECOMES PRESIDENT

The presidential search was directed by a Trustee committee composed of Edward T. Sanford (Chairman), John W. Morton, Spencer Thomas, Thomas E. Harwood, James Maynard, T. F. P. Allison, and Hu L. McClung.¹

Trustee Joshua W. Caldwell made a bid for election but soon dropped the idea when he failed to gain the support of either the Faculty or the Trustees. While Dr. Dabney favored P. P. Claxton for the position, the opposition which Dabney faced as a result of work with the Southern Education Board also opposed Claxton.² Dr. Claxton recalled that he had some support for the nomination but that he refused to push the issue or solicit the position.³

On June 29, 1904, the Trustees conducted a lengthy meeting in order to weigh the merits of the applicants

¹Board Minutes, January 5, 1904.

²Dabney to Claxton, February 16, 1942, Claxton Papers.

³Personal interview with Dr. P. P. Claxton, 1955.

for the highest educational position in the state. The committee reported in favor of Dr. C. Alphonso Smith, Associate Professor of English at the University of North Carolina, and he was elected and invited to attend the next Trustee meeting.⁴

Dr. Smith visited the University in early July. After he had seen the campus, met with the Faculty, and observed the program, he returned to North Carolina to ponder his decision. He declined the offer,⁵ and at this time the press quoted him as saying:

After spending three days on the grounds [U.T.] studying the problem at first hand, I came to the conclusion that my duty for the present lies with the University of North Carolina. The University of Tennessee is in fine shape and has before it a future of great expansion and usefulness.⁶

However, a more likely reason for this decision was that Dr. Smith had a Liberal Arts background and hesitated to accept the presidency of an Agricultural and Mechanic Arts University.⁷ Also, Professor A. M. Soule, Director

⁴Board Minutes, June 29, 1904.

⁵Ibid., July 20, 1904.

⁶Knoxville Sentinel, July 13, 1904.

⁷Personal interview with President Emeritus of the University James D. Hoskins, August, 1955. He was Professor of History and Dean of the College under Dr. Ayres. A similar reason was given by Dr. Claxton, 1955.

of the Experiment Station and Professor of Agriculture, had resigned from the University a few days before the visit of Dr. Smith.⁸ The selection of a new director and getting the agricultural program back in operation might have had some influence in the decision of Dr. Smith.

The committee for the selection of a president, after reading Dr. Smith's letter, declining the position, recommended that a member of the faculty be elected to a one year term as acting president. This proposal was rejected, for one of the Trustees proposed the name of Dr. Brown Ayres for the position, and it was moved that he be elected. Owing to the small number in attendance at the meeting, however, the Trustees postponed the election until August.⁹ On August 2, 1904, the Board of Trustees reassembled and announced that the

⁸ James Maynard to A. M. Soule, June 24, 1904, in Correspondence of the Treasurer, U. T. Library.

⁹ Board Minutes, July 20, 1904. This writer was unable to determine which Trustee proposed Dr. Ayres for president, or what influences led to the selection. Ayres had taught in the Summer School of the South and would have had an opportunity to meet many of the Trustees. It is the opinion of Dr. J. D. Hoskins (personal interview, 1955) that Hu L. McClung was responsible for the selection. McClung and Ayres were life-long friends and a smooth-working team.

right man had been found for the position. Dr. Brown Ayres was the unanimous choice of the Board of Trustees. The new executive was present for the meeting, and after his election made what was recorded as a "brief and happy" address to the Board.¹⁰

This was the beginning of the administration of Brown Ayres, who was to serve the University and the people of Tennessee as a competent administrator and a vigorous leader in education for nearly fifteen years. Dr. Ayres was, by no means, a stranger to the University of Tennessee. He had been on the Faculty of the Summer School of the South in 1903, and in the same year was offered a position by the University of Tennessee. A native Tennessean, Ayres was born at Memphis, May 25, 1856. His father was Samuel W. Ayres, a prominent attorney, and his mother was Elizabeth (Cook) Ayres.

Brown Ayres received his early education in the schools of Memphis and New Orleans. First enrolling at Washington and Lee University, Ayres later changed to Stevens Institute of Technology where he received the degree of Bachelor of Science in Engineering in 1878. Johns Hopkins University granted him a fellowship in

¹⁰
Ibid., August 2, 1904.

physics which he held from 1879 to 1880,¹¹ and by 1888, he had earned his Ph.D. degree from Stevens Institute of Technology.

Dr. Ayres believed that his work could be enriched by acquainting himself with outstanding scientists, engineers, and inventors. While he engaged in his studies and research work, he became acquainted with Thomas A. Edison and Alexander Graham Bell. Among his letters is an interesting note from Edison which reads:

Menlo Park N Y
Jany 23 1878

Come any time and stay as long as you
please.

Yours,
T. A. Edison¹²

In 1877 Brown Ayres visited Bell in New York and was later invited to attend one of the inventor's lectures. Arriving at the hall where Bell was to speak, they discovered that an assistant had failed to appear. Since this helper operated the telegraph key to insure that

¹¹Ibid., February 10, 1919.

¹²Brown Ayres Papers in the possession of Attorney John Ayres, son of Brown Ayres, Knoxville.

an attendant was on the other end of the line to Bell's telephone, the program could not start. This was a performance for which a charge was made, and Bell began to fear that the program would have to be postponed and the money returned to those who had paid admission. However, Brown Ayres volunteered his assistance, operated the telegraph, and performed other services during the program. This friendship later led to an offer of a position with the infant telephone company, but since his interest was in education, he turned down this position.¹³

Brown Ayres was given a chair as Professor of Physics and Electrical Engineering at Tulane University. Shortly afterward, July 5, 1881, he married Miss Katie A. Anderson, a resident of Lexington, Virginia.¹⁴ This anticipated marriage was a factor in his decision to teach rather than work for the telephone company.¹⁵ He was later elevated to the rank of Dean of the College of Technology where he served from 1894 to 1900, and after 1901 he held the title of Professor of Physics and Astronomy. From 1900 to 1904 he was Vice-Chairman of Faculty

¹³ Personal interview with John Ayres, June, 1955.

¹⁴ Board Minutes, February 10, 1919.

¹⁵ Personal interview with John Ayres.

and Dean of the Academic College and in 1904 became acting President of Tulane.¹⁶ Ayres had also been offered the presidency of the University of Alabama but had declined this position.¹⁷

It may be seen that the new President brought a wealth of knowledge and experience to his new position. It was also evident that another university was anxious to secure his services as administrator. He took into account, however, the mountains, the climate, the people, and the opportunities for service and decided on Tennessee.

Elaborate plans were made for the formal inauguration of President Ayres in April, 1905. The high point of the academic year was the ceremony, conducted in the Staub (now Lyric) Theater. About two hundred persons were on the stage during the ceremony. Dr. Charles W. Dabney returned from Cincinnati, Senator James B. Frazier came as a representative of the government at Washington, and there were representatives from Vanderbilt, Johns Hopkins, Iowa, Mississippi, and a number of other colleges

¹⁶ Board Minutes, February 10, 1919.

¹⁷ Personal interview with John Ayres, 1955.

and universities. Also present were officials from Knoxville, the Tennessee Bar Association, commercial and industrial leaders, and prominent officials of cities, counties, and the State of Tennessee.¹⁸

President Ayres, the Trustees, the Faculty, and the other leaders of the state had a vision of a university whose campus was to cover the State of Tennessee and whose influence would extend throughout the nation and the rest of the world. These officials worked earnestly to build an institution which would be a leader in education, the arts, agriculture and science throughout the Tennessee Valley.

18

Inauguration Program in the U. T. Scrapbook, 1905 (U. T. Library); Knoxville Sentinel, April 25, 1905.

CHAPTER III

AN ERA OF REORGANIZATION AND CHANGE

When President Ayres assumed the duties of his office, there was little in the way of buildings and equipment at the University of Tennessee. There were thirteen buildings and an additional three houses for professors (see Map I).¹ The colleges were organized in accordance with the following plan:

1. College of Agriculture and Mechanic Arts.
 - a. Agriculture Department. A four year course and also a short agriculture course given during the winter. Professor H. A. Morgan, Chairman.
 - b. Engineering Department. A four year course in mechanical, electrical, civil, and chemical engineering. Professor Charles A. Perkins, Chairman.

¹
University of Tennessee Register for 1905-06
(University of Tennessee Press, Knoxville, 1906),
hereafter cited as Register.

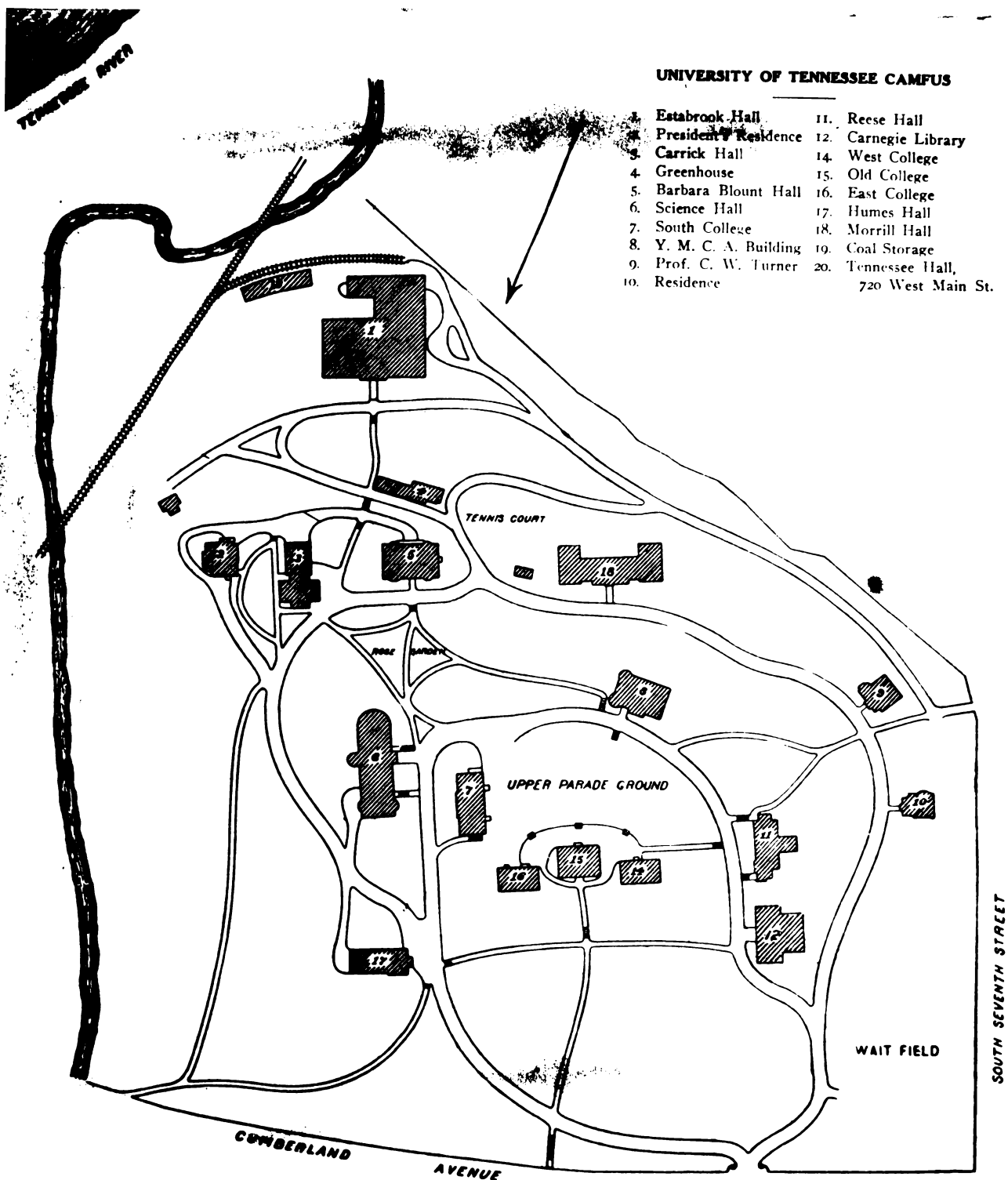


Figure 1. The University of Tennessee Campus, 1905.

- c. Literary Department. A four year course in the department of literature, history and general science. Professor Thomas W. Jordan, Chairman.
 - d. Department of Education. A four year course in teacher training. Professor P. P. Claxton, Chairman.
 - e. Industrial Department. Conducted at Knoxville College for Negro students. Dr. Ralph W. McGranahan, Director.
2. The University.
- a. Academic Department and Department of Education with graduate degrees of M. A., M. S., C. E., Mech. E.
 - b. Department of Law, granting LL. B., Professor Henry W. Ingersoll.
 - c. Department of Medicine, granting M. D., Professor Paul F. Eve.
 - d. Department of Dentistry, with D. D. S., Professor Joseph P. Gray.

Under this pattern of organization, 729 students and 94 Faculty members participated in the work of the departments. Attendance, in the respective departments during 1904-1905, was as follows:

Academic, Engineering, and Agriculture	
Departments	405
Law Department	49
Medical Department	163
Dental Department	<u>124</u>
	741
Less those counted more than once . . .	<u>12</u>
Total	729

Graduates during the same period:

Master of Arts	0
Bachelor of Arts	5
Bachelor of Science	22
Bachelor of Law	11
Pharmaceutical Chemist	0
Doctor of Medicine	29
Doctor of Dental Surgery	29
Mechanical Engineer	<u>1</u>
Total	97 ²

The school year, divided into three terms, extended from September 15 to June 20. Military drill was required of all freshmen and sophomore men but it was optional with upper classmen. The library, at this time, contained 20,000 volumes.³ Such a deficiency made extensive research in literary fields impractical.

In order to induce students to come from all counties of the State, the Board of Trustees authorized President Ayres to issue scholarships. These were established

² Biennial Report, 1907, p. 13.

³ U. T. Register, 1903-04, pp. 58-68.

on the basis of three for each representative and two for each senator within the State. Special scholarships could also be given to students in counties that had no pupils in the University. If scholarships were available, needy students could avail themselves of one regardless of their residence within the State. To this number were later added ten scholarships for worthy and needy students who did fifty hours of work per month for the University.⁴

President Ayres maintained warm, personal ties with the students at the "Hill." At the opening of his first fall term, Dr. Ayres said: "It is for the students that I have come to labor."⁵ His genial personality and affable manner caused him to be readily accepted by students, Faculty members, and people of the community. There is no record of anything but cooperation and pleasant experiences in his early administration.

As the spring of 1905 approached, Dr. Ayres prepared and obtained approval for University reorganization. Under the new proposal the University divided into the

⁴ Board Minutes, September 20, 1904, July 25, 1905.

⁵ Quoted by the Journal, September 16, 1904.

following pattern.⁶

Graduate Department

College of Liberal Arts

College of Engineering

College of Agriculture

Industrial Department (for Negroes at Knoxville
College)

School of Pharmacy

Medical Department

Dental Department

Law Department

A comparison of this organization with that found on the first page of this chapter indicates the magnitude of changes made by Dr. Ayres. The old arguments which proposed that the University should act solely for agriculture and mechanic arts were at least administratively ended, and the College of Liberal Arts was placed on an equal basis with the other colleges.

The growing demand for trained educators created the need for adding another department. P. P. Claxton had opened the Department of Education in the early part

of 1903. A total of seven Faculty members made this the largest education Faculty in the South; in fact, it was surpassed only by the Universities of Chicago and Columbia. This Department had been financed by contributions and subscriptions but the Trustees, observing the service of the department and realizing the problems of continued operation on outside support, integrated (1905) the Education Department into the regular University program. While this move caused a tightening of funds and thereby a loss of Faculty, the educational service thereafter continued.⁷

Consolidation of the Education Department with the University was only one of the mergers which Dr. Ayres effected. It was during his administration that the Departments of Law, Medicine, and Dentistry came under the direct control and administration of the University. The Law Department granted degrees from the University of Tennessee, but it operated on a separate basis for finance. In the fall of 1907, the Law Department became a regular department with fees, upkeep, and

⁷ Ibid., July 25, 1905; memorandum statement in Claxton Papers. Under the University, the staff was set at two full-time Faculty members.

professors' salaries placed under the authority of the University administration. This new arrangement allowed the law fee to be reduced to the same amount as the regular University tuition.⁸

While President Ayres took an interest in reorganization, policy, and finance, he did not neglect the selection of a competent faculty from which he could secure active support. He felt that a happy faculty maintained the high morale essential for effective, high quality work. Dr. Ayres championed high standards and faculty meetings were often used to inspire and encourage his Teachers. He was the personal representative of his Teachers before the Board of Trustees. His ability to back his staff led to wholesome understanding and high morale. Each Faculty member was carefully selected and when it was necessary Ayres had a sound basis for defending them.⁹

A survey of staff changes from 1904 to 1907 indicates many possible headaches for the administration.

⁸

Board Minutes, July 31, 1907.

⁹

Ibid., June 12, 1905; Cole, History of U. T., 175-76; personal interview with Dr. J. D. Hoskins, 1955.

Perhaps the toughest problem was to get suitable personnel for the Agricultural Experiment Station in the fall of 1904. A. M. Soule, Director of the Experiment Station under President Dabney, informed the Trustees in June, 1904, that he had been offered a more attractive position. The Trustees met and agreed to raise his salary offering him \$3,000 a year plus house rent, which would be \$1,000 more than the rate for professors. Nevertheless, Soule left the University, quickly followed by two members of his staff.¹⁰ Another factor which may have been involved in this departure was a desire of Soule to become president of the University of Tennessee.¹¹

Confronted with the selection of a new director, Dr. Ayres recalled the accomplishments of Professor Harcourt A. Morgan at Louisiana State University, and after considerable correspondence and a series of interviews, Morgan finally agreed to come to the University of Tennessee. The selection proved fruitful for the University,

¹⁰ James Maynard to A. M. Soule, June 9, 24, 1904, Correspondence of Treasurer, 1904; personal interview with Dr. J. D. Hoskins.

¹¹ Personal interview with Dr. J. D. Hoskins.

the South, and the entire United States. As head of the Experiment Station and as Professor of Zoology and Entomology, Professor Morgan held a responsible position at the "Hill" and soon made himself known and his work felt throughout the State.¹²

Other changes on the Knoxville campus included the resignation of Florence A. Keffington from her post as Dean of Women and Assistant Professor of English, a vacancy filled by the appointment of Miss Anna M. Gilchrist as Dean of Women and Assistant Professor of Home Economics. The growth of the University was reflected in new additions to the faculty. Assistant professorships of English, Experimental Engineering, Mathematics, and Psychology were authorized by the Trustees.¹³ President Ayres also asked that an analytical chemist along with an entomologist be added to the Faculty.¹⁴

Two years later (1907) the Trustees concurred with the president's request for a Department of Geology and Mineralogy and also a Department of Mining Engineering and Metallurgy, to be separated from the departments

¹² Board Minutes, December 14, 1904.

¹³ Ibid., June 12, July 25, 1905.

¹⁴ Ibid., August 31, 1906.

of Physics and Electrical Engineering, and approved new posts for Assistant Professors of Agriculture Education, Engineering, Machine Design, and Agriculture Chemistry. In addition to this, the sum of \$1,000 was appropriated for four graduate study fellowships.¹⁵

Failing health brought the resignation (1907) of Dean of the College Thomas W. Jordan. Dean Jordan had served the University faithfully since 1888 as Dean and Professor of Latin Language and Literature. He received the title of Emeritus Professor.¹⁶

Early reorganization and change created foundations for future expansion and continued growth, and as the school year of 1907 drew to a close, the administration and members of the faculty confidently looked forward to additional expansion. They also paused to celebrate a centennial--a celebration of 100 years of operation since the establishment of East Tennessee College. This gala occasion included an interesting program which brought Governor Malcolm R. Patterson and other eminent

¹⁵ Ibid., April 2, 1907; Biennial Report, 1907, pp. 8-9.

¹⁶ Biennial Report, 1909, p. 6.

speakers from the Universities of Maine, Wisconsin and Alabama.¹⁷

Within the Faculty, there were those who felt that additional incentive should be offered to students who had high scholastic attainments; therefore, it was decided that certain honors should be given each term to those with superior grades. Summa cum laude was awarded those with an average of ninety-five who went no lower than ninety on any subject. Those with an average of ninety and not less than eighty-five on any subject were designated as Magna cum laude, while a student who averaged eighty-five but had no marks lower than eighty was termed Cum laude.¹⁸

Attaining and maintaining high standards of achievement was a problem with any university, and the University of Tennessee was no exception. Entrance requirements were reviewed and gradually raised. Students who entered the University in 1904 were accepted through entrance examinations which were given three times a year,

¹⁷ University of Tennessee Centennial Celebration 1807-1907, U. T. Scrapbook, 1907; Journal, June 4, 1907.

¹⁸ Faculty Minutes (in Dean of Admissions Office, University of Tennessee), November 8, 1904.

or they were allowed to present a certificate from an accredited high school.¹⁹

The Register in 1906 stated that entrance requirements were to be ten points for Liberal Arts, nine points for Engineering, and seven points for Agriculture. Each point of credit represented a course which met five periods a week through an academic year of a preparatory school. Deficiencies of not more than three points could be made up during the freshman year. Students entered by examination, or a student's high school submitted a transcript to the register of the University for evaluation.²⁰ While the stated requirements appeared low, lack of high schools plus inadequate course offerings prevented higher regulations.

Raising of standards and stiffer entrance requirements were topics for debate at Faculty meetings.²¹ By 1909 twelve entrance points were required in Liberal Arts (five in English and mathematics, four in Latin, or three in Latin and two in Greek, German, or French). Engineering called for eleven points (five units of English or

¹⁹U. T. Register, 1903-04, pp. 60-61.

²⁰Ibid., 1906-07, p. 20.

²¹Faculty Minutes, February 14, December 12, 1908.

mathematics, four in foreign language, and two in science). Agriculture required eleven points for entrance (five in English and mathematics and two in science).²² By 1918 entrance requirements for a freshman in any college were fifteen points.²³ Dr. James D. Hoskins, former President of the University, termed the achievement of increased standards by the President and the Faculty an important milestone in the development of the University during that period.²⁴

Realizing the importance of strong high schools to prepare Tennesseans for college or careers, University officials helped to secure the passage of Tennessee's General Education Bill of 1909, which created many high schools, extended the school year, established three normal schools, provided funds for the University, and raised the entire educational pattern for Tennessee. As a result of the passage of this act, the standards of the University were appreciably raised because better students were received, and the broader offerings of better-staffed high schools assured a higher type of academic training.

²² U. T. Register, 1908-09, pp. 22-23.

²³ Ibid., 1917-1918, pp. 17-18.

²⁴ Personal interview with Dr. J. D. Hoskins, 1955.

At the same time, high University requirements were feasible since students could now attain them.²⁵

In order to make provisions for the students who desired to enter the University but were unable to get adequate preparatory training, there was established, in the fall of 1909, a sub-freshman class.²⁶ This service continued until the close of the 1910-1911 school year when it was abolished for lack of students.²⁷

While the University worked to raise entrance requirements and quality standards of work, at times the program probably developed faster than faculty or students were prepared to receive it. An interesting insight into these factors was reported by Dean of the College, James D. Hoskins, who conducted a survey of the reasons for failures and drop outs. Hoskins stated:

Judging by the failures shown by the records I am inclined to believe that we have raised our standards too rapidly. I suggest that we take a greater personal interest in our delinquent students. By doing so we can reduce the number of "ds" and "cs" and also the number of absences marked against them.²⁸

²⁵ See Chapter IV for additional discussion on this topic.

²⁶ Board Minutes, February 24, 1909.

²⁷ Faculty Minutes, March 10, 1911.

²⁸ Ibid., March 24, 1911.

With greater emphasis on standards and insistence on better work, it became evident that more attention to the individual student should be developed and maintained. Increased enrollment in the fall of 1912 caused the University to institute a program of personal guidance, counseling, and advising for the students. Until this time, the Dean of the College had been primarily responsible for advisory services. Now all faculty members were to serve as advisers, with each one responsible for a certain number of students as they pursued their academic studies.²⁹

As the University reorganized, increased in size, and raised its standards, additional positions were created, and these, together with yearly attrition, brought many staff changes. In early 1908 Professor Hillard Wood was chosen Dean of the Medical Department to succeed Dr. Paul F. Eve, who had resigned.³⁰ Other developments included the resignation of Miss Mary L. Tuttle as Dean of Women and Assistant Professor of Home Economics, with Miss Catherine Mulligan named her successor.³¹

²⁹ Ibid., September 7, 1912.

³⁰ Board Minutes, February 24, 1908.

³¹ Ibid., May 31, 1909.

The University lost, through death, the service of able and hard working Professor Cooper Davis Schmitt, a veteran of twenty-one years with the University, the last four as Dean of the College.³² Dean Schmitt's friendly manner had made him very popular with the students.³³

Additional positions added in 1909 and 1910 included a Superintendent of the West Tennessee Experiment Station at a salary of \$1800, an Assistant Professor of Zoology at \$1200 per year, an Instructor in Botany at \$900, and an Instructor in Animal Husbandry at \$1200 a year.³⁴ Athletics had expanded to the extent that the program required a full time director; therefore, A. A. Stone assumed the duties of this office in 1910.³⁵

President Ayres, in his 1912 report, reflected the spirit of progress in the various departments of the University:

It gives me great pleasure to state that the session just closing has been a very successful one, the spirit both on the part of the faculty

³² Ibid., February 10, 1910; Faculty Minutes, December 19, 1910.

³³ Personal interview with Dr. J. D. Hoskins, 1955.

³⁴ Board Minutes, May 31, 1909.

³⁵ Faculty Minutes, March 4, 1910.

and student body having shown distinct improvement. There has been a gratifying advance in the academic colleges, both in the numbers and the quality of the students. In view of the steadily increasing standards for admission and for passing, the increase of 76 students in these colleges is gratifying. There is [sic] excellent prospects for further increase for the next session. With the improvement of the high school system of the State, and with the steady advance in the appreciation of the people, which is taking place, there is every prospect that the University will go forward at an accelerated pace during the years to come.

In establishing and maintaining standards we are working in the closest cooperation with the State Department of Education. By the maintenance of cordial relations with them and with the high school system, which of course will be the policy of the University, we will gradually be able to bring about a thoroughly satisfactory preparation of all students applying for admission.³⁶

Further reorganization took place as the spirit of progress stimulated the University. In the fall of 1911, the name "College" was given to the former departments of Law, Medicine, and Dentistry, while the name "School" was assigned to the Graduate, Education, and Pharmacy Departments.³⁷

The Faculty authorized another change in 1912 when it voted to grant the degree of A. B. or B. S. to

³⁶

Board Minutes, May 27, 1912.

³⁷

Ibid., November 24, 1911.

any student who completed the regular three years of academic work and did an additional year of study in the Colleges of Law or Medicine.³⁸ To fulfill the demand for better trained attorneys, another change allowed the College of Law to increase its curriculum from a basic two year course to three years.³⁹ As a result of this change the Law College had no graduates in 1914.⁴⁰ A requirement added in 1914 made it necessary for all pre-medical and pre-dentistry students to have a minimum of one year before entering these colleges. This preparatory training was given at Knoxville and at the Medical Units.⁴¹ Prior to this time a student could enter the Medical or Dental College directly after completion of high school, and this requirement could also be waived if the applicant could pass an entrance examination.

Knoxville College provided instruction as an arm of the University for the training of Negro students in mechanics and in agricultural courses, but in January,

³⁸ Faculty Minutes, January 23, 1912.

³⁹ Board Minutes, May 27, 1912.

⁴⁰ Knoxville Sentinel, May 22, 1914.

⁴¹ Board Minutes, June 1, 1914.

1913, a new college for Negroes was dedicated at Nashville. This new school was the Agricultural and Industrial Normal School. In January, an act of the legislature granted the new college the money (about \$10,000) which Knoxville College had received through funds from the Second Morrill Act of 1890. Formerly the money had been paid through the University to Knoxville College, but the revised plan gave the funds directly to the new institution.⁴² The University Trustees voted to drop all claims on any equipment received by Knoxville College while it was connected with the University.⁴³ These developments severed the University from Negro education.

Following the death of Dean Cooper Schmitt, Professor James D. Hoskins became acting Dean of the College, and in May, 1911, the Trustees confirmed this promotion.⁴⁴ Dean Hoskins held this position as well as a full-time teaching load;⁴⁵ however, by 1913, the size and complexion of the University necessitated a

⁴² Cole, History of U.T., 193-94.

⁴³ Board Minutes, May 26, 1913.

⁴⁴ Ibid., May 29, 1911.

⁴⁵ Personal interview with Dr. J. D. Hoskins, 1955.

division of administrative responsibilities, and accordingly three deanships were created. Professor H. A. Morgan was promoted to Dean of the College of Agriculture,⁴⁶ Professor Charles E. Ferris became Dean of the College of Engineering, and Professor James D. Hoskins was named Dean of the College of Liberal Arts. While the former position of Dean of the College ceased to exist, Dean Hoskins carried to his new position the responsibility of student discipline for the University.⁴⁷

A major development under the Ayres' Administration was an ever-expanding agricultural and extension program designed to meet the needs of more and more people. It was fittingly said that Professor Morgan "brought the college to the farm" and "made Tennessee the campus of the University."⁴⁸ He and his staff toured the State, visited farmers' institutes, and gave short courses to farmers in various communities. As better public relations

⁴⁶ Board Minutes, January 10, 1913.

⁴⁷ U. T. Register, 1913; personal interview with Dr. J. D. Hoskins, 1955.

⁴⁸ H. A. Morgan, "The Morgan Story. Fourth Horizon," Louis D. Wallace, ed., Makers of Millions. Not for Themselves--But for You (Tennessee Department of Agriculture, Nashville, 1951), 6. Hereafter cited as "Morgan Story."

developed, more students came to the University. Whereas there had been only four full-time agriculture students in 1904,⁴⁹ and only ten in 1906, in 1916 there were more than 200 enrolled in scientific farming methods.⁵⁰

The Experiment Stations conducted extensive investigations with revenue from the Adams and Hatch Funds and later State funds. Observing the benefits of the experiment program, Knox County in 1915 made a liberal contribution by donating 569 acres of land, known as the Cherokee Farm, in order to supplement the experimental program in East Tennessee. Other parts of the State did not want to be left out of the experiment program, and in 1907, Madison County presented 180 acres to the State for the site of a West Tennessee Experiment Station.⁵¹ After 1907 cooperative experiments were conducted in parts of Middle Tennessee with the most satisfactory experiments produced on property owned by the

⁴⁹ Ibid., 36-37.

⁵⁰ Biennial Report of the Department of Agriculture 1915-1916 (McQuiddy Printing Co., Nashville [1916]), 17.

⁵¹ H. A. Morgan, "The Agricultural Experiment Station and its Relation to the College of Agriculture," in the University of Tennessee Record, August, 1914 (University of Tennessee Press, Knoxville, 1914), Vol. XVII, No. 3, pp. 45-47.

North Carolina and Saint Louis Railroad.⁵² Maury County bought land for a Middle Tennessee Experiment Station at a cost to the county of \$84,100, and presented it to the State for the use of the University. This 640 acre tract near Columbia, Tennessee, was transferred by the State to the University in 1918,⁵³ and by May, 1919, some \$49,611 had been spent in building the station.⁵⁴

These experiment stations were coordinated through the direction of the University. A list of all experiments, successful or otherwise, would be a lengthy one. For example, successful work was conducted in the development of disease-resistant strains of red clover, beans, and tomatoes, and the use and value of lime was proved.⁵⁵

⁵² Report of H. A. Morgan to Brown Ayres, April 26, 1916, on file in "Professors Reports," 1912-19, Correspondence of the President, Office of the Business Manager, U. T. Better work was accomplished on railroad property for railroad officials were willing to give complete control to Experiment Station workers.

⁵³ Copy of Indenture between Maury County and State of Tennessee, Transfer file 620, ibid.

⁵⁴ H. A. Morgan to J. D. Hoskins, May 22, 1919, ibid.

⁵⁵ Biennial Report of the Department of Agriculture 1917-1918, pp. 73-75.

Professor H. A. Morgan worked out a method to rid a farm of the Texas fever tick, and issued a bulletin on its control entitled "The Texas Fever Tick." The results of this work proved a valuable asset to farmers of the South or any others who had farms invested by the plague.⁵⁶ About 1911 Dr. Morgan attacked the army worm, Helioephila unipuncta, by instructing farmers in a new rotation procedure in corn, wheat, and meadow planting.⁵⁷

Experiment stations lack mobility, and explanations as well as instruction must be carried to the people. The University undertook a wide-range program of bringing agriculture, education, engineering, home economics, and other fields of learning to the people who could not visit an experiment station or otherwise be enrolled in the University through the University Extension program.

One extension service to the high school students of the State allowed lectures on any of fifty different subjects at the actual cost of travel expense for the

⁵⁶ Knoxville Sentinel, July 28, 1905.

⁵⁷ Morgan, "Morgan Story," 24.

University representative.⁵⁸ In 1908 agricultural representatives visited all parts of the State, studied local problems, and gave instructions to interested groups.⁵⁹ These were supplemented through short courses offered on the campus of the University at Knoxville in the early part of each year.

A section of the Biennial Report of 1911 showed the interest of the University Administration in the Extension service. It said:

The field of extension work in agriculture is almost unlimited, and it is the earnest desire of this Board to have the University engage in it to the fullest possible extent. It would be a most excellent investment of money if the University were given a liberal appropriation especially for this purpose, that it might provide a regular corps of workers giving their full time to the cause.⁶⁰

Although funds were not immediately forthcoming for an extended program, the University carried out some work. Short courses were given in Knoxville, Fayetteville,

⁵⁸ Journal, November 28, 1906; Dr. P. P. Claxton recalled that this service not only aided the State, but allowed University employees to leave the "Hill" and find out what was happening in the State. Personal interview with Dr. Claxton, 1955.

⁵⁹ Biennial Report, 1909, pp. 17-18.

⁶⁰ Ibid., 1911, p. 21.

Jackson, and Cleveland during 1911-1912. A summer course in agriculture was offered for teachers at Knoxville after 1904. A measure passed in 1911, which would have provided more state extension service, received a veto by the Governor.⁶¹

In addition to agricultural programs, the subject of engineering received attention. Courses were given at Knoxville, Chattanooga, and Etowah in 1913-1914. The Knoxville curriculum also called for a short course for practical mining.⁶²

As interest in extension programs developed across the State, legislation soon followed with the 1913 general assembly granting \$5,000 for extension work. This grant allowed the University to establish the Department of Agriculture Extension with Professor Charles A. Keffer as director at a salary of \$3,000 a year.⁶³ Federal passage of the Smith-Lever Act in 1914 put the extension service on a permanent basis. The Act provided the sum

⁶¹ Board Minutes, May 27, 1912.

⁶² Biennial Report of the State Superintendent of Public Instruction of Tennessee--1913-1914 (Brandon Printing Co., Nashville, 1915), 185-86.

⁶³ Ibid.

of \$10,000 a year plus a sum in proportion to the rural population. Dr. Ayres announced:

By recent action of Congress, and approval by the President, the Bill for agricultural extension, known as the "Smith-Lever Bill," has become law. Under the Bill we will receive for the fiscal year beginning July 1, 1914, the sum of \$10,000 for agricultural extension work. In addition to this amount it is proposed by the Department of Agriculture to expend through the University's extension organization, about \$30,000 for farm demonstration work, and corn club and tomato club work, which has heretofore been conducted in the state by immediate direction from Washington.⁶⁴

In 1916 the University received \$38,870 from the Federal program in addition to the aid from the State and the counties.⁶⁵

The Division of Extension reported that in 1915-1916 it held twenty-four movable schools with an attendance of 3,572; three division institutes with an attendance of 7,000, a total of 4,628 field and public meetings with 302,775 people present; and issued thirty-two bulletins and circulars. The program was certainly reaching

⁶⁴Board Minutes, June 1, 1914.

⁶⁵Commencement Number, University of Tennessee Record, August, 1915 (University of Tennessee Press, Knoxville, 1915), XVIII, No. 5, 55-57.

out to the rural population in all parts of the State.⁶⁶

As the leadership and ability of Professor Morgan attained national recognition, a number of other schools sought his services. In the spring of 1913 he was offered, but declined, the presidency of the University of Virginia; the Maryland College of Agriculture at College Park, Maryland, also invited him to become its president.⁶⁷ Fortunately he remained and the University was not deprived of a man who was not only serving Tennessee but whose work was helping to revolutionize agriculture in the entire nation. Morgan was a remarkable salesman⁶⁸ and a genius at making friends with the farmers and helping them solve their problems.⁶⁹

At a meeting of the Board of Trustees in June, 1914,⁷⁰ President Ayres gave a comprehensive summary of ten years of University growth (1904-1914) in which

⁶⁶ Biennial Report of the Department of Agriculture, 1915-1916, p. 17.

⁶⁷ Journal, March 13, 1913.

⁶⁸ C. E. Brehm, President of the University, 1946 to the present (1956), calls Morgan "the best salesman I have ever known." Personal interview, 1956.

⁶⁹ Personal interview with Dr. J. D. Hoskins.

⁷⁰ Following from Board Minutes, June 1, 1914.

he reported that the agricultural short course was an annual program, that a short course had been designed for practical miners as well as a course in highway engineering. The President also reported extension courses for stationary engineers, for Knoxville teachers, and agricultural extension courses in sixteen county seats. President Ayres summarized the growth in enrollment. The regular enrollment in colleges was 606 in 1904, but by 1914 it had reached 1093, while total income for the University and the Agricultural Experiment Station increased from \$84,448.90 in 1903-1904 to \$174,796.66 in 1913-1914. The Faculty also grew with an increase from 90 in 1904 to a total of 218 in 1914. Dr. Ayres characterized the 1913-1914 school year as "the most successful year that the University has ever had. I think that this statement is correct on whatever standard judgment is based."

After he had given the above summary, Dr. Ayres recommended and the Board approved the creation of a School of Commerce which was to open in the fall of 1914. Its purpose was "To offer to those students who have completed the commercial course in the public high schools, . . . a college course extending over four years and giving some what [sic] definite preparation for business."

The course of study called for two years of general work which included mathematics, languages, and science, and two years devoted to business subjects. Dr. Theodore W. Glocker became head of the new school.⁷¹

With the constant growth in enrollment as well as appropriations, numerous Faculty changes occurred. Perhaps one of the most keenly felt losses was that of Philander P. Claxton, who had founded the first permanent Education Department at the University, started the Summer School of the South, actively campaigned for public education in Tennessee, and championed the cause of the University of Tennessee. When the call came to enter the national scene as United States Commissioner of Education, Dr. Claxton accepted this new opportunity, declaring: "I felt that it might enable me to better the condition of southern schools in a way that I would not be able to otherwise."⁷² There was regret in the loss of his services to the University, but Tennessee furnished a brilliant educator for national service.

⁷¹Ibid.

⁷²Journal, June 30, 1911. The writer of this paper believes that Dr. Claxton has never received the recognition from the University which he deserves. More discussion of the work of Dr. Claxton will be found in Chapter IV.

James Maynard had served for fourteen years as Treasurer of the University, but he decided to resign in June, 1914. In an effort to have Maynard reconsider, the Trustees voted to reject this resignation; however, he persisted in the request and obtained a replacement the following month. Maynard recommended and the Board approved the appointment of Assistant Treasurer, Thomas D. Morris, to take the post. It was now decided to combine the work of Treasurer with that of Registrar.⁷³

Additional faculty changes, 1913-1914, included the resignation of E. C. Ellett as Dean of the Medical College whose position was taken by Herbert T. Brooks,⁷⁴ while Caroline Carpenter became Dean of Women and Associate Professor of Modern Languages, replacing Catherine A. Mulligan.⁷⁵ In 1915 Professor C. W. Turner was appointed Dean of the College of Law following the death of Dean H. H. Ingersoll, who had served the University for twenty-three years.⁷⁶

⁷³ Board Minutes, July 1, July 28, 1914.

⁷⁴ Ibid., March 4, 1913.

⁷⁵ Ibid., June 1, 1914.

⁷⁶ Ibid., July 28, 1915.

To replace Professor William W. Carson, a veteran of thirty-one years as Professor of Civil Engineering, who retired to the position of Professor Emeritus, a former graduate (1909) Nathan W. Dougherty returned to the University as Associate Professor of Civil Engineering. Soon Dr. Ayres requested Dougherty to work also with the Athletic Board, and from 1917 until his retirement in 1956 he played a prominent role in the expanding athletic program of the University.⁷⁷

In 1917 Charles A. Keffer added C. E. Brehm to the staff of the Agricultural Experiment Station. Soon designated as a Specialist in Markets and Rural Organization, Brehm traveled about the State working closely with county farm demonstration agents and the farmers. Moved to the office of Assistant Director of Agricultural Extension in 1920, he did outstanding work in this and other offices and became President of the University in 1946.⁷⁸

⁷⁷ Board Minutes, May 29, July 25, 1916; personal interview with Dean N. W. Dougherty, June, 1956. Dougherty returned to the University in 1916, and became Dean of Engineering in 1940.

⁷⁸ Ibid., July 12, 1917; personal interview with Dr. C. E. Brehm, June, 1956.

Dr. Ayres moved into the spotlight of the nation when he served on a committee of the National Association of State Universities which investigated and reported in favor of a national graduate school to be operated by the Federal government.⁷⁹ Professor Harry H. Clark, a magnetic personality, traveled over the State, spoke at numerous gatherings, and did much to maintain liaison between the University and the citizens of the State and helped promote sentiment for additional county high schools in Tennessee.⁸⁰

The University had made great strides, but by 1916 the new look was effected for the Ayres Administration. After this the plans and patterns were, for some time, influenced by World War I and its effect on the management, personnel, and students of the University.

From the small institution of 1904, the University had grown and expanded in physical equipment, departments, personnel, and students. Total instructors throughout the University were:

⁷⁹ Journal, March 8, 1914. This movement died when the proposed school met vigorous opposition from the large private universities of the Northeast.

⁸⁰ Knoxville Sentinel, March 14, 1913, March 19, 1914.

	1916-17	1917-18
Professors	71	72
Associate Professors	13	11
Assistant Professors	13	8
Instructors	24	35
Lecturers	7	7
Librarians	6	5
Clinical Ass'ts.	38	32
Assistants	37	40
Teaching Fellows	2	1
Station Officers	15	15
Division of Extension	23	29
Other Officers	<u>29</u>	<u>28</u>
Total	278	283 ⁸¹

Attendance in the University 1916-17 was as follows:

Graduate School	14
College of Liberal Arts	378
College of Engineering	144
College of Agriculture	204
College of Law	41
College of Medicine	137
College of Dentistry	48
School of Pharmacy	<u>14</u>
Total	980
Extension Courses for Teachers, Knoxville	6
Winter Short Course in Agriculture, Knoxville	83
Winter Short Course in Highway Engineering, Knoxville	77
Night Classes in Engineering, Memphis	80
Night Classes in Engineering, Jackson	9

Night Classes in Engineering,	
Knoxville	25
Summer School, Knoxville	<u>1407</u>
Total Students	2596
Less Duplications	<u>48</u>
Net enrollment	2548
Total graduates in all colleges	165 ⁸²

Additional features of the new look of the expanding University will be treated in later chapters. For instance, in 1912 the Summer School of the South was integrated into the University.⁸³ The Medical and Dental Colleges were brought under the University and moved to Memphis.⁸⁴ The University of Tennessee began to receive appropriations to meet the financial obligation of a State institution.⁸⁵ As the leaders looked forward to more changes they explored the possibility of establishing a junior college. First recorded mention of it was made by Trustee Rowan A. Greer of Memphis who asked that a committee be appointed to study the advisability of

⁸² Ibid., 6-8.

⁸³ See Chapter VI.

⁸⁴ See Chapter V.

⁸⁵ See Chapter IV.

establishing a junior college in Memphis. Although the junior college did not materialize until the 1920's, this was, apparently, the start of the movement.⁸⁶

Progress continued in raising standards and increasing requirements for the various colleges. Work was in progress to establish better relations between the University and the State normal schools, and soon an agreement allowed students to transfer to the University without loss of credit. A similar arrangement with the private colleges also helped to furnish students for the University.

While the University perfected arrangements to transfer credits from other State and private colleges, it was able to announce in 1914 that:

The continued development of the Graduate School and the College of Liberal Arts has brought about the recognition of the standard character of their work by the Association of American Universities. . . . Our standards for admission and graduation are now absolutely national, and our credits are everywhere fully recognized.⁸⁷

86

Board Minutes, June 1, 1914.

87

Biennial Report, 1915, p. 12.

The University reached a high point in standards when Dr. Ayres proudly announced in 1915 that the University had been recognized by the University of Berlin (and presumably other German universities), as granting a degree on a par with members of the Association of American Universities. This arrangement allowed University of Tennessee graduates to be admitted to the University of Berlin and given one year's advanced credit toward a doctor's degree. Such recognition placed a degree from the University of Tennessee on a level with any university in the United States. Dr. Ayres observed that only ten other colleges and universities in the South (as usually defined) received this coveted recognition.⁸⁸

During the administration of President Ayres, additional interest developed in the fields of Liberal Arts. The University curriculum swung away from a predominantly agricultural and mechanical arts program emphasized under the administrations of Presidents Humes and Dabney into other areas. For instance, Ayres reported in 1915 "that the largest increase of attendance

[up 130 students in two years] has been in the College of Liberal Arts." Ayres believed better high schools were responsible for this change.⁸⁹ Also, the interest of Dean Hoskins, a strong figure in University affairs, plus the classical outlook of Dr. Ayres, aided Liberal Arts to receive favorable attention and administrative backing.

In order to build educational facilities and programs to prepare the University for developments in the twentieth century, the staff of President Ayres improved standards, made expansions across the State, and integrated departments. These changes marked a continuous upward trend for the University in arts, agriculture, education, engineering and science.

⁸⁹ Biennial Report of the State Superintendents of Public Instruction--1915-1916, p. 143.

CHAPTER IV

THE STRUGGLE FOR STATE SUPPORT

When Dr. Ayres became president, the University of Tennessee received no financial support from the State. The major sources of revenue were:

Morrill Act Fund, United States Treasury, under Act of 1890 . . .	\$25,000.00
Land Grant Fund, interest on Congressional Endowment, Act of 1862	23,960.00
General Fund, interest on \$5,000, State Certificates	250.00
Fees	13,521.92
Hatch Act of 1887 (for Experiment Station)	<u>15,000.00</u>
Total	\$77,731.92 ¹

Not only did the University fail to receive State support, but it served as the target of wide criticism. Some opposed State aid for the University on the basis that the State could not afford to undertake the economic responsibility. Others felt that those who wanted an education should pay for it. There was doubt and distrust about education in general, while complacency led many to believe that all was well. The people were not

¹
Biennial Report, 1907, pp. 22-23.

familiar with the work which the University was doing, or for that matter, what any of the educational agencies were accomplishing. Since there was little support for any education, and the public had not yet become interested, it was not too surprising that the University did not receive State aid.²

There was other opposition which the University had to overcome. Memories of the Civil War were probably fading, but not to the extent that people forgot that West and Middle Tennessee had sympathized with the South, while East Tennessee had supported the North. Following the Civil War, the University's President and Trustees were primarily men who had supported the Union. The Loyal Mountaineers of Tennessee, a book written by Thomas W. Humes, President of the University, had contributed nothing to improve sectional feeling. Since the majority of the Trustees were from East Tennessee, other sections of the State felt that they were not represented on the Board.

² Andrew David Holt, The Struggle for a State System of Public Schools in Tennessee, 1903-1936 (Bureau of Publications, Columbia University, New York, 1938), 5-30. Hereafter cited as Holt, The Struggle.

The University received its first encouragement from the State when the 1903 legislature appropriated \$15,000 to buy additional land for the extension farm.³ As there was a serious need for State aid, President Ayres and the Trustees laid plans to obtain a grant from the legislature at its 1905 session.⁴ Before confronting the legislature in search of funds, the idea was first presented to the Faculty. Here a bitter fight developed, and it was only by a bare majority that Ayres, Claxton, and Hoskins managed to win Faculty approval. Faculty members in the opposition believed that the University could continue to operate as it had in the past without entering into "politics" or risking State control.⁵ Campaign literature prepared for the general assembly called for an appropriation of \$104,200, with this money to be used for the improvement of buildings, for the purchase of equipment, and for more instructors.⁶

³ Cole, History of U. T., 169; memorandum in the Claxton Papers.

⁴ Board Minutes, December 14, 1904.

⁵ Memorandum in the Claxton Papers; personal interview with Dr. Claxton, 1955.

⁶ To the General Assembly of Tennessee, a pamphlet in the U. T. Library.

While the University prepared to campaign for funds, Professor P. P. Claxton and State Superintendent of Public Instruction Seymour A. Mynders started a State-wide campaign in 1904 for support of education. They wrote letters asking schools to have commencement addresses on education, requesting newspaper editors to write about education, and urging preachers to preach on education. Whenever possible, Claxton and Mynders appeared at teacher meetings and before other organizations as they campaigned to champion education.⁷ When the 1905 legislature convened, University officials were on hand to present their program. These included, among others, President Ayres, Professor Claxton, and Trustees Thomas E. Harwood and Z. W. Ewing.⁸ There followed a long series of battles for appropriations to support the University.

⁷ Charles Lee Lewis, Philander Priestly Claxton. Crusader for Public Education (The University of Tennessee Press, Knoxville, 1948), 150.

⁸ Knoxville Sentinel, January 24, 1905; Chattanooga Press, March 31, 1905.

Senator Gilbert D. Raine of Shelby County introduced a bill calling for an appropriation of \$104,200, and a modified form of it passed the house. However, strong opposition developed in the Senate. Speaker Ernest Rice⁹ stated, "The State owes nothing to the children of Tennessee except to give them a common school education. When classical education is demanded, the people should go down into their pockets and pay for it."¹⁰ Speaker Rice also charged that the University "was nothing more than a high school for Knox County."¹¹ Some of the basis for sectional jealousy appeared in these attacks.

Despite the attacks of enemies, there were others who were strong champions of their University. Men like Senator Jerome Templeton¹² and some of his colleagues took a broader view of higher education for the public.

⁹ Representing the 29th District of Dyer, Lauderdale, and Crockett counties.

¹⁰ Knoxville Sentinel, April 14, 1905.

¹¹ Journal, April 12, 1905.

¹² Representing the 5th District, Knox County. Without doubt, Templeton also had the interest of his section in mind.

Finally, pro-University forces obtained a grant of \$25,000, provided that amount still remained in the State treasury over and above the \$300,000 which had been appropriated for the public schools.¹³ Part of this \$25,000 grant was to be used "towards establishing schools of technology."¹⁴ The University now entered a period of watchful waiting to see whether it would receive funds from the appropriation. With an eye toward receiving the money, the Board made plans for an addition to Estabrook Hall, and by January 18, 1906, a State surplus had assured this grant.¹⁵

Officials completed plans, and in April, 1906, Governor John I. Cox laid the cornerstone for the Estabrook Hall extension.¹⁶ Under the able supervision of Dr. Charles Ferris of the Engineering Department, construction moved rapidly, and by December, 1906, it had practically been completed.¹⁷ The new extension greatly

¹³ Ibid., April 18, 1905.

¹⁴ Ibid., Board Minutes, January 18, 1906.

¹⁵ Ibid., July 25, 1905, January 18, 1906.

¹⁶ Ibid., August 31, 1906.

¹⁷ Ibid., December 18, 1906.

improved the facilities in engineering and provided an encouraging beginning to the new administrator, Dr. Ayres.

While part of the legislative grant of 1905 made possible the extension of Estabrook Hall, \$2,500 was provided "for the transportation of pupils to and from the University desiring attendance, one round trip annually, so as to equalize the benefit of the University to all Sections of the State." The University worked out a plan which permitted free transportation to within about sixty-five miles of the University. The individual student had to provide the remainder of the transportation cost.¹⁸

In the summer of 1905, President Ayres announced that the University had been given a number of grants which should provide an unusual opportunity for the University. Andrew Carnegie had provided \$40,000 for the building of a library, with the stipulation that this sum would be matched by a like amount from the State or the University to maintain it. The Board readily accepted Carnegie's offer and appointed a committee to obtain

the needed funds,¹⁹ but it was not until 1909 that the University was able to meet its part of the agreement and receive the money. The University also received \$400 from the estate of Philo Sherman Bennett of New Haven, Connecticut. William Jennings Bryan was the trustee of this estate. The interest on this grant was set aside to provide a prize for the best essay on the principles of free government.²⁰ Another grant, called the John T. Rhea fund, represented a gift of seventy-six shares of stock in the Knoxville Woolen Mill with a value of \$7,600. The profit or interest on this money was set aside for the development or maintenance of the Engineering Department.²¹

The University became indebted to Dr. Morgan for the diplomatic handling of a legislative investigation in the spring of 1905. Colonel John Thompson headed a legislative committee which came to inspect the University while the appropriation was under discussion, and, since the committee may have been looking for irregularities to give them a chance to move the farm or perhaps

¹⁹ Ibid., June 12, 1905.

²⁰ Ibid.

²¹ Ibid., July 25, 1905.

the University, Professor Morgan put them on the defensive by asking support for the agricultural program. He requested that the State purchase the Cherokee farm (a tract of land across the river from the main farm property) for additional extension experiments. Morgan pictured the bright future of the University program and won the committee over to his side.²²

The University lost two Trustees in 1906. Trustee William B. Lockett moved to another state, and Joseph B. Killebrew (1831-1906), faithful and public spirited Trustee, died. Mr. Killebrew had actively fought for public education and had shown special interest in furthering the programs of agriculture and science.²³

Passage of the Adams Act by the United States Congress in 1906 gave additional aid to the University. It provided that each experiment station established under

²² Morgan, "Morgan Story," 21. John Thompson later became State Commissioner of Agriculture (1907-1910), and, in his close associations with Morgan and the Department of Agriculture, he became an ardent supporter of the University. In 1916 Thompson was elected to the State Senate on a pro-University platform. From Hugh F. Hoss, Knoxville News-Sentinel, November 7, 1937.

²³ Board Minutes, March 24, August 31, 1906.

the Hatch Act would receive the sum of \$5,000 for the fiscal year ending June 30, 1906; \$7,000 for the fiscal year ending June 30, 1907; and a yearly increase thereafter until the annual sum would total \$15,000. President Ayres went to Washington to get complete information on the bill and through his efforts and those of Professor Morgan the University obtained the funds for 1906 just before the deadline.²⁴

The problem of securing adequate funds for the operation, expansion, and maintenance of the University became increasingly difficult. The net indebtedness had reached \$44,168.96 by 1906, and the total income of \$71,386.46 lacked \$1,926.70 of meeting the disbursements of \$73,313.16. It was evident that an additional appropriation was necessary to prevent a further deficit.

The Finance Committee stated:

It is evident that the University has gotten to a point where, owing to its increased expenses caused by the large number of students, the increase of expenses incidental to the fitting up of new buildings and maintenance of the same, the high cost of equipment and maintenance of the technical departments, and the fundamental fact which we recognize of our limited endowment, it is imperative that as the University increases in number of students and in the efficiency and variety of its work, in order to keep pace with

²⁴
Ibid., August 31, 1906.

the requirements of the present day, some other source of current income must be received, or else the broadening of the University must stop and its work strictly limited to that attainable within its limit.

It is the conviction of your Committee that at the present time new buildings and increased efficiency of the University bring increased expenses that cannot be permanently made within our income and that if the University is to continue in its expanding usefulness, some provision will have to be made for the funds with which to accomplish these results. With the splendid encouragement given by the Legislature last year, and the interest taken in the University work throughout the State, it is hoped by the University that at the next session of the Legislature suitable provision may be made for the increased current expense of the University, a necessity which is more imperative even than that of new buildings.²⁵

The University faced the prospect of cutting expenses if they could not get additional money. President Ayres left no doubt of his stand in the matter, for in his report (1906) he called for "liberal annual appropriations" and stated that both political parties had expressed an interest in support of education. He also told of plans of Professor Claxton and Seymour A. Myhders to boost the University and education in general through educational rallies.²⁶

²⁵ Ibid., August 31, 1906.

²⁶ Ibid.

These rallies presented one of the best planned and greatest mass educational programs ever conducted in Tennessee. The program followed the assumption that the people will support education if they are made aware of the needs and of the opportunities which will be afforded those who attend public schools. In 1905 Dr. Claxton, S. A. Mynders, and associates campaigned throughout East Tennessee and held meetings in thirty-six counties.²⁷ A rally was generally a day-long program of speeches and activities.

In 1906 speakers extended the rallies across the entire State²⁸ and continued their call for State support of the elementary, secondary, and college programs. Laws were requested for an appropriation that would provide:

1. 75¢ per capita per child of school age.
2. Continuation of the Tollett Bill appropriation of \$50,000 to help weak schools passed in 1905.
3. Annual appropriation of \$25,000 to encourage and assist the establishment of public high schools.
4. Annual appropriation of \$75,000 for the establishment and maintenance of three normal schools.
5. Annual appropriation of \$50,000 for the University of Tennessee.

²⁷ Lewis, P. P. Claxton, 151; University of Tennessee Scrapbook, 1905, passim.

²⁸ Ibid., 152-155.

6. Annual appropriation of \$5,000 for encouraging and assisting rural schools to establish school libraries.
7. The establishment and maintenance of an agricultural high school in each Congressional district.²⁹

The Trustees met in Nashville in January, 1907, carefully mapped their program, and succeeded in getting a total appropriation for the biennium of \$100,000 for the University.³⁰ The legislature appropriated \$50,000 for 1907 and the same amount for 1908. It provided that \$25,000 would be used for salaries, \$40,000 for an agriculture building, \$10,000 for the repair of buildings, \$12,000 for equipping science and engineering departments, \$10,000 for experiments and agricultural extension work in Middle Tennessee, and \$3,000 for the transportation of students.³¹

Construction began on a new agricultural building in 1907. It received the name Morrill Hall while the building that formerly bore that name became Carrick Hall in honor of the Reverend Samuel Carrick, first and only President of Blount College.³² The new Morrill Hall was

²⁹ Ibid., 153.

³⁰ Board Minutes, January 31, 1907.

³¹ Acts of Tennessee, 1907, p. 494.

³² Board Minutes, April 2, 1907.

located about 300 feet west of Barbara Blount Hall.

State aid arrived at an appropriate time for by 1907 the Finance Committee sadly reported:

It is evident that it takes every dollar of our present income to meet our current necessary expenses, and we can see only two methods of canceling this deficit of \$6,637.97 [deficit of 1906-1907] either by securing aid from the State, or by curtailing the work that the University is doing until we can gradually pay off the debt by room rent, and other incidental items of income.

The Treasurer reported:

It is now necessary to use nearly our entire yearly income in advance in order to discharge the liabilities of the preceding year.

The treasury of the University is in this position, that there is not a dollar available for current expenses unless it be borrowed. Our interest account has grown [and ?] its total would pay the salary of a professor.³³

A report from the treasury gave an account of how the debt had accrued:

Money borrowed to build Estabrook Hall	\$11,225.00
New Estabrook Hall (over appropriation)	3,100.70
Women's Building (Mellen House)	1,500.90
President's House (bought from Dr. Dabney)	6,000.00
Dairy Building and Equipment	7,237.16
Barn at farm	4,266.70
Excess of expenditures over budgets, 1901-06	20,437.08
Debt of co-operative Boarding Club assumed by the University.	2,200.98
Total	<u>\$55,968.52</u> ³⁴

³³Ibid.

³⁴Ibid., July 31, 1907.

Despite the increased appropriations for 1907-1908, they were not sufficient to relieve the financial burden of the University, so there was a deficit of \$12,872.79 at the close of this period. Part of this resulted from a failure of the departments to stay within their budgets, for department heads often ordered supplies on their own account and the Treasurer knew nothing of this until he received the bill. In order to remove this operational inefficiency, the Board declared that all requisitions would be presented to the Bursar, who in turn would transmit them to the President, together with a statement showing the condition of the account. Any person who incurred indebtedness without following the above policy was personally liable. In an effort to conserve funds, the Trustees cut the proposed budget figures by the sum of approximately \$4,000. The maximum figure was set at \$93,000 with \$5,000 of this amount to pay on the fixed debt.³⁵

The University has been fortunate in securing the services of strong, altruistic leaders as Trustees.

³⁵ Ibid., August 4, 1908. Apparently department heads soon disregarded this ultimatum, for in 1915 the Trustees again voted to restrict purchases which had not passed the President or the Board. Ibid., July 28, 1915.

In the period of 1907-1908, there were several changes on the Board. James D. Porter, who had served since 1892, resigned;³⁶ Moses White, who had given faithful service to the University and had also been the author of Early History of the University of Tennessee (1879), died November 1, 1907; and, the following day, Judge O. P. Temple, Trustee for more than forty years, passed away. Temple's major interest had been the expansion of agriculture and mechanic arts as the primary program of the University and to the best interest of the State in following the laws of the U. S. Congress as provided in the Morrill Act. He was the author of East Tennessee and the Civil War and had held many public offices.³⁷ Trustees added at this time were George Campbell from Spring Hill; Hu C. Anderson, Jackson; S. A. Mynders, Knoxville; Captain H. B. Clay, Hawkins County; and Wickliffe Rose, Nashville.³⁸

The Trustees worked with President Ayres to make his program bear fruit. People came from all sections

³⁶ Biennial Report, 1907, p. 5.

³⁷ Board Minutes, December 4, 1907.

³⁸ Ibid., February 25, 1908.

of Tennessee and other states to take courses ranging from the Odes of Horace to Elementary Sewing. More of the leaders from the University and laymen from over the State were speaking on behalf of education. While the Trustees passed resolutions and the staff worked at their daily assignments, underlying currents began a move which soon gained such force that education in Tennessee received unprecedented attention and gained heights which ten years earlier would have been considered unattainable.

Professor Claxton, realizing the potential power of educational rallies, made these seemingly unimportant meetings into a centralized combination of political dynamite. Work began for an education bill which would provide support for all the public schools of Tennessee. Many capable leaders volunteered to help in these campaigns and rallies; for example, P. L. Harned (Montgomery County), R. L. Jones (Hamilton County), S. G. Gilbreath (former State Superintendent of Public Instruction), and S. A. Mynders.³⁹ These forceful speakers succeeded in getting petitions and resolutions signed by the people

throughout the State.⁴⁰ As rallies were held, a chairman and secretary were elected (often members of the general assembly), resolutions (see above, p. 74) were read, and the people voted. Following this the chairman and secretary recorded the outcome and signed the resolution. Recorded on these petitions and resolutions were the names of many leading politicians, along with those of thousands of other interested citizens. Needless to say, Claxton carefully preserved these lists and had them available for use when the 1909 general assembly met.⁴¹ This great adult education program awakened the people and the general assembly to the need for the support of education on all levels of instruction.

Professor H. A. Morgan also worked on an educational program which indirectly acted as an excellent publicity program. He and President Ayres decided to conduct "farmers' institutes" throughout the State to inform the people of the University's program for the improvement of agriculture. The University organized and conducted institutes, tours, and farmer short courses,⁴² and accepted every opportunity to display

⁴⁰Ibid., 161-62.

⁴¹Personal interview with Dr. Claxton, 1955.

⁴²Morgan, "Morgan Story," 22.

dairy and beef cattle, horses, swine, poultry, and crop exhibits. At times, railroads donated their services and enabled the displays to be taken to county seats or other appropriate places. This agricultural work, no doubt, helped the farmer and served as another political tie between the University and the legislature.⁴³

The work of President Ayres, Professor Morgan, Dr. Claxton, and their associates was part of a State-wide program of education which lasted from 1903 to 1913.⁴⁴ Brown Ayres, who saw the close relationship between the University and the entire State program of public education, stated: "It . . . seemed desirable that it should join hands with other educational interests in an effort to have the whole State educational system, including the University as its head, placed on a permanent basis, both as to its organization and the State's provision for its support."⁴⁵

The University had become the hub of the educational system of the State. As President James D. Hoskins

⁴³ Ibid., p. 26.

⁴⁴ Holt, The Struggle, 135.

⁴⁵ Biennial Report of State Superintendent of Public Instruction--1909-1910, p. 570.

later said, "It is with due modesty, but also with due frankness and pride, that I assert that The University of Tennessee is the mother of the educational system of the State."⁴⁶ The groundwork had been laid and the University administration was ready to face the legislature at its 1909 session. However, there was yet another plan which President Ayres wanted to place in operation. This was to give democratic representation on the Board of Trustees to the entire State.

Partisan opposition had come from those who believed that the University served only East Tennessee while other sections were left out. It was true that a majority of the Trustees came from East Tennessee. To correct this situation, the Trustees in December, 1908, voted that their membership be reduced from thirty to twelve permanent members who would be appointed by the Governor, approved by the Senate, and hold office for specific terms. The Trustees appointed a committee consisting of Dr. Ayres, J. W. Caldwell, and James

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Speech of President James D. Hoskins at the University Sesqui-Centennial Celebration, November 17, 1944, in The University of Tennessee Sesqui-Centennial, 1794-1944 (University of Tennessee Press, Knoxville 1945), 37-49.

Maynard to present this plan to the general assembly.⁴⁷

The committee, which soon lost the services of Mr. Caldwell through death,⁴⁸ presented the reorganization plan for the Trustees to the general assembly. Their recommendations received favorable attention and the following provisions became law:

An Act to amend the Charter of the University of Tennessee, being the original incorporating Act, and all acts amendatory thereof, by providing for a re-organization of the Board of Trustees of said institution, limiting the terms of members of the present board, providing for the appointment of their successors, fixing their number, terms, duties, etc.

The Board shall consist of two members to be appointed from the City of Knoxville, and one member to be appointed from each Congressional District in the State, making twelve members as the State is now apportioned.

The Governor, Superintendent of Public Instruction, Commissioner of Agriculture, and President of the University were to be ex-officio members of the Board. Seven members of the Board constituted a quorum. The Trustees were instructed: "to take effectual care that at least one-third of the persons selected shall be members of the principal opposition political party to that now in control of the State government, and at least

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Board Minutes, December 14, 1908.

⁴⁸

Ibid., February 24, 1909.

one-third of the persons selected shall be alumni of the University." These members of the Board not retained were to retire.⁴⁹

Appointments to the Board were made by the Governor with the approval of the Senate. Members served for twelve years and could then be reappointed. Provision was made for a five-man executive council. No Trustee was to be interested in a contract or transaction affecting the interest of the University, or be a party to procuring for any relative a position of trust or profit in the University.

The Board of Trustees met on February 24, 1909, and at this session the following plan of rotating, or staggering the terms, to make changes and yet assure the retention of experienced members passed:

Terms of Congressional Districts 1 and 10 to
expire July 1, 1909.
Terms of Congressional Districts 2 and 9 to
expire July 1, 1911.
Terms of Congressional Districts 3 and 8 to
expire July 1, 1913.
Terms of Congressional Districts 4 and 7 to
expire July 1, 1915.
Terms of Congressional Districts 5 and 6 to
expire July 1, 1919.
Terms for the City of Knoxville to
expire July 1, 1919.

The following were appointed to serve as Trustees:

City of Knoxville			James Maynard and Hu L. McClung
First Congressional District	"	"	Hugh G. Kyle
Second	"	"	Edward T. Sanford
Third	"	"	Xenophon Wheeler
Fourth	"	"	Harris Brown
Fifth	"	"	Thomas R. Myers
Sixth	"	"	T. F. P. Allison
Seventh	"	"	Z. W. Ewing
Eighth	"	"	Hu C. Anderson
Ninth	"	"	Spencer F. Thomas
Tenth	"	"	M. B. Trezevant ⁵⁰

It was apparent that each section of the State was well represented. Two changes, however, were soon made. As a result of the death of Z. W. Ewing of the Seventh District, George C. Brown received the appointment to fill this vacancy, while Rowan A. Greer replaced (after July 1, 1909) M. B. Trezevant from the Tenth District.⁵¹ Reorganization according to geographical locations and on a bi-partisan basis represented a sound policy of the Board of Trustees. This removed petty politics and reduced the membership to a compact, integrated unit of interested men.⁵²

⁵⁰ Board Minutes, February 24, 1909.

⁵¹ Biennial Report, 1911, p. 6; Ewing died in 1910, Board Minutes, May 30, 1910.

⁵² Cole, History of U. T., 183.

With the Trustee reorganization bill passed and the previous program of building support for education completed, attention focused on the "General Education Bill." To help secure its passage, University officials acting as a team kept a watchful eye on the legislature. President Ayres was not an astute politician, but was able to compensate for this in part through his honest dealings and courteous manner. Somewhat reserved in manner, Dr. Ayres appeared to strangers as a rather cold or "typical" professor type. Yet, President Ayres was a scholarly man, a person of high integrity, who was absolutely honest in his dealings, and unimpeachable in his conduct. When information was needed, he gave a straight answer, but he could never understand why legislators failed to carry out his wishes when he could logically prove the soundness of the University's requests. Public relations were left to gifted orators like P. P. Claxton and genial persons like H. A. Morgan, who knew how to deal with the farmers, businessmen, and the general public.⁵³ Dr. Ayres worked continuously with

his Trustees, the legislature, and his own associates. He was such a familiar person around the legislature that one legislator asked if he belonged to the Senate.⁵⁴ In the 1909 session of the legislature, Professor Claxton was there two-thirds of the time, and Dr. Ayres spent about half of his time in Nashville. Lobbying for support of education, according to Mr. Claxton, was not an easy task. He reported: "From the beginning to the end of the session the factional divisions of the Legislature were marked and bitter."⁵⁵ In the long run the numerous petitions and the will of the people prevailed, and the "General Education Bill" passed.

This Act provided that twenty-five per cent of the gross revenue of the State would go for education with seven per cent of this ear-marked for the University. The appropriation was in addition to those funds already received from the interest on the University fund.

A further stipulation of the Act provided that ten per cent of the University of Tennessee appropriation

⁵⁴ Holt, The Struggle, 136.

⁵⁵ P. P. Claxton, Report of Education Campaign in Tennessee, January 1, 1909, to July 1, 1909. A copy is on file in the Tennessee Room, University Library.

would be used to establish and maintain a West Tennessee Experiment Station and Model Farm, and five per cent would be used for agricultural experiments in Middle Tennessee. Up to five per cent of the fund could be used for traveling expenses for the students, and tuition was free to all students who were citizens of Tennessee and enrolled in the Academic, Engineering, Agriculture, or Education Departments.⁵⁶

This act gave the first annual appropriation to the University. Not only did the University receive the yearly revenue from the State, but the legislature of Tennessee also provided its share for the building of the long sought Carnegie Library. Plans delayed since 1905 now became a reality, and an endowment fund was established to pay five per cent annual interest on \$40,000 to maintain the library.⁵⁷ The contract for a \$54,000 Carnegie Library was let in the spring of 1910,⁵⁸ and by 1911 the building was completed. It constitutes today a part of the Austin Peay Memorial Administration Building.

⁵⁶ Acts of Tennessee, 1909, pp. 907-17.

⁵⁷ Ibid., 634-636.

⁵⁸ Board Minutes, May 30, 1910.

More buildings seemed always to be needed for the expanding University. The Trustees accepted an offer of the East Tennessee Farmers Convention to erect a convention hall on the Experiment Farm. The hall was to serve as a meeting place for the annual convention, but the University could use it for the remainder of the time. Called "Temple Hall" in honor of former Trustee O. P. Temple,⁵⁹ it was completed in time for the 1912 meeting of the East Tennessee Farmers Convention.⁶⁰

Other additions included the acquiring of the building that housed the East Tennessee Female Institute which was located on the southeast corner of Main Avenue and South Broadway.⁶¹ Renamed Tennessee Hall, it served for classes in home economics and art. To provide additional facilities for the College of Medicine, in its new Memphis location, the Trustees authorized the construction of a new laboratory building.⁶²

Expectations that the General Education Bill of 1909 would bring financial ease quickly disappeared for

⁵⁹
Ibid.

⁶⁰
Ibid., May 27, 1912.

⁶¹
Ibid., May 29, 1911.

⁶²
Ibid., May 27, 1912.

problems of adequate revenue continued to harass the Trustees. The Rhea Memorial Fund had been established in 1905, but since that time the dividends on its stock had amounted to only \$228. The Treasurer, James Maynard, stated that he had made repeated efforts to dispose of the stock valued at \$15,600, but found no buyers for it. Maynard announced that the Knoxville Woolen Mills had failed and that its stock was valueless.⁶³

A brief review of the financial status in 1910 indicated that the revenue for the University was still too small to meet the pressing needs. Treasurer Maynard reported that the University received (1909-1910) \$8,779.27 which was supposed to be seven per cent of the twenty-five per cent gross revenue of the State. This sum was far less than had been anticipated, and the Treasurer further reported that the \$93,000 budget set by the Trustees in 1909 had proved inadequate. He stated, "The policy for expansion and improvement has been carried still further. The debt of the University is constantly increasing too rapidly for its income." The Treasurer added that he saw "no way to meet this deficit

except to appeal to the legislature or issue bonds to cover it."⁶⁴ The debt had increased from \$41,147.14 in 1904-05 to \$77,911.14 in 1908-09,⁶⁵ with the interest alone totaling \$2,982.50 a year.⁶⁶ Although the State appropriated (1910-11) \$56,745.15, the debt increased an additional \$7,941.51.⁶⁷

In 1912-1913, President Ayres tried to obtain money from the Peabody Educational Fund which was providing money for various colleges. Trustees were informed that, inasmuch as the University was the State institution and providing training in education, there should be a "redress of this evidently unwise discrimination against the University of Tennessee;"⁶⁸ however, Ayres later reported that he failed to obtain aid from this source.⁶⁹

⁶⁴ Ibid., September 28, 1910.

⁶⁵ Ibid., January 31, 1910.

⁶⁶ Ibid., September 28, 1910.

⁶⁷ Ibid., August 8, 1911.

⁶⁸ Ibid., May 27, 1912.

⁶⁹ Ibid., May 26, 1913.

A happier financial outlook seemed assured when the University received a boost in its revenue from the State. A bill passed in 1913 provided that thirty-three per cent of State Revenue should be set aside for education to replace the former twenty-five per cent. This meant a substantial increase for the University after 1913.⁷⁰

The Trustees operating under the reorganization plan (1909) had a slow turn-over in membership. In May, 1912, Edward T. Sanford (Second District) and Spencer P. Thomas (Ninth District) were appointed to succeed themselves. After the death of Trustee George C. Brown (Fourth District),⁷¹ J. E. Hite received the appointment to this vacancy.⁷² Changes on the Board, from 1913 to 1915 included the expiration of the terms of Xenophon Wheeler (Third District), Hu C. Anderson (Eighth District), and T. F. P. Allison (Sixth District). These were filled, in the order above mentioned, by H. Clay Evans, I. B. Tigrett, and John Bell Keeble.⁷³

⁷⁰ Acts of Tennessee, 1913, pp. 51-52.

⁷¹ Board Minutes, May 27, 1912.

⁷² Ibid., May 26, 1913.

⁷³ Ibid., June 1, July 28, 1914.

The extension program, implemented by the Smith-Lever Act and aid from the State, allowed ideas of scientific agriculture to be taken throughout the State. To help the farmer, increased experimental work was an absolute necessity. Dean Morgan required additional land for the experimental program and once again proposed the purchase of land lying south of the University Experiment Farm on the far bank of the Tennessee River known as the Cherokee farm. This farm contained 569 acres that could be used for work in horticulture, field crop demonstrations, and animal husbandry. Morgan had wanted this tract since 1905 when he pointed out before a legislative committee the need for acquiring it.

An unusual succession of events made possible the acquisition of this property for the University. A Knoxville corporation composed of Asbury Wright, James W. K. Johnson, J. J. Toms, J. W. Brownlie, J. B. Wright, and Williston Cox obtained the land to make a subdivision. Approximately \$20,000 had been spent on improving the bridge across the Tennessee River, lots had been laid out, and roads prepared. In fact, a few of the lots had already been sold. Williston Cox and Dean Morgan, friends and neighbors, often met for an early morning walk and strolled over the farm, and during these meetings Morgan

often pointed out the advantages which would result to the University and to the farmer if he could obtain this tract. The corporation suddenly found itself in difficulty since Mayor S. G. Heiskell of Knoxville refused to extend city water to the farm. As members of the corporation wondered what steps to take, Williston Cox convinced his colleagues that the corporation should let Knox County obtain the Cherokee farm for the University at cost price.⁷⁴

Morgan, together with Colonel W. S. Shields (Knoxville banker), and J. Allen Smith (Knoxville Board of Commerce), planned the strategy to get the county to purchase the land. Knoxvilleians declared a half holiday to visit the University and see the work of the Experiment Station. In a rally held on the farm, Morgan explained the needs of the University and sold Knoxvilleians on the importance of obtaining more land.⁷⁵

⁷⁴ Personal interview with Williston Cox, Knoxville Attorney and member of the U. T. Board of Trustees, May, 1956.

⁷⁵ Hugh F. Hoss, Knoxville News-Sentinel, November 7, 1937.

Many citizens of Knox County believed that this farm under University guidance would be an asset to the county by providing information to the farmers. Also, there was the fear that the Experiment Station might move to a location with additional room.⁷⁶ Other Knoxville-
villians objected to buying the land and giving it to the University. They termed it a waste of money which would provide no gain to the community. For instance, Mayor S. G. Heiskell, of Knoxville, opposed its purchase and also deplored the work of T. A. Wright and Dean H. A. Morgan in attempting to get the additional acreage. Heiskell "declared that their conduct was open to suspicion." He went on to state that "he would regret to his dying day that the University of Tennessee, his alma mater, had ever had a professor like Dr. Morgan, who would say that the only chance to make a great agricultural school . . . was through the purchase of the Cherokee property. Such an idea, . . . was idiotic and imbecile."⁷⁷

⁷⁶ Ibid. Although there was some talk about moving the location of the experiment farm, no definite plans were ever made on this matter.

⁷⁷ Journal, February 20, 1915.

Others rose to the defense of Dean Morgan and answered the charges which were brought against him.⁷⁸ Far-sighted individuals encouraged the county to purchase the Cherokee farm and present it to the State. Knox County did purchase the land and during the administration of Governor Tom C. Rye, Morgan's dream farm became a reality.⁷⁹ Another victory had been won by men who had an eye to the future.

One of the largest bequests ever given the University was provided in the will of Benjamin Rush Strong, a wealthy financier and benevolent philanthropist, who left much of his property to the University.⁸⁰ Relatives of Mr. Strong, however, charged mental unsoundness and sought to have the provisions of the will set aside. Extended litigation followed in which there were two mistrials.⁸¹ By the final compromise settlement (1919) the University received \$65,000 to use toward the construction of a womens' residence hall to be known as

⁷⁸ Ibid., February 21, 1915.

⁷⁹ Knoxville Sentinel, January 27, 1916; Board Minutes, July 28, 1915.

⁸⁰ Board Minutes, July 28, 1915.

⁸¹ Journal, January 31, April 30, 1918.

"Sophronia Strong Hall" and approximately \$82,700 to be applied to the "Rush Strong Student Aid Fund."⁸² It was further provided that one-half the residue of the estate should go to the University. After the settlement, the University received about \$182,700.⁸³

Other assistance included two grants from the Southern Railroad. One provided three scholarships of \$300 per annum for four years to students in the College of Agriculture.⁸⁴ The other was a memorial loan fund in honor of former President W. A. Finley of the Southern Railroad.⁸⁵ The Nashville, Chattanooga, and Saint Louis Railroad and the Holston National Bank (of Knoxville) gave grants for experimental work in animal husbandry with a purchase and gift of Percheron horses and mares.⁸⁶ In 1916 the Nashville, Chattanooga, and Saint Louis Railroad made a grant to purchase shorthorn cattle for the West Tennessee Experiment Farm.⁸⁷

⁸² Minute Book Number 73, Chancery Court, Knox County Court House; Rush Strong Transfer File No. 535, President's correspondence.

⁸³ Memorandum in ibid.

⁸⁴ Southern Railway Agricultural Scholarships, a pamphlet in the U. T. Library.

⁸⁵ Board Minutes, July 25, 1916.

⁸⁶ Ibid., June 1, 1914.

⁸⁷ Ibid., July 25, 1916.

Despite gifts from individuals and corporations, increased revenue from Tennessee and the United States government, and various grants, the University lacked sufficient funds for operation and maintenance. The move of the Medical Units from Nashville to Memphis (see Chapter V) plus yearly deficits pushed the total accumulated indebtedness to \$172,038.91 by 1915.⁸⁸

President Ayres reported that the aid from the Federal and State governments "is barely sufficient for an economical operation of the institution." The amount of annual support Southern institutions received from their States in 1917, according to the report of the United States Commissioner of Education was:

Alabama	\$206,137
Arkansas	143,797
Florida	110,750
Georgia	267,000
Kentucky	205,977
Louisiana	139,500
Mississippi	435,691
North Carolina	230,000
South Carolina	293,908
Tennessee	99,244
Texas	870,745
Virginia	366,456 ⁸⁹

⁸⁸ Ibid., July 28, 1915.

⁸⁹ Biennial Report, 1917, p. 20.

Legislative effort of 1915 was directed toward an appropriation for new buildings, a new athletic field, and a reduction of the debt. President Ayres met Trustee Edward T. Sanford and Spencer F. Thomas at Nashville for the purpose of drafting a measure calling for an appropriation of \$200,000 for the University. Dr. Ayres probably understated the case when he reported that he "pursued earnestly an educational campaign along the lines of the bill."⁹⁰ The solid backing of Hu C. Anderson, former Trustee and the Speaker of the Senate, and Mr. Eugene Bryant (Hamilton County) as well as Mr. Julian G. Strauss (Shelby County) and Mr. T. C. Ashcroft (Memphis) and others failed to secure the funds.⁹¹

While the measure to appropriate additional funds failed, a move was made to strengthen the ties with Memphis, which was the home of the growing Medical Units. Accordingly, the Board of Trustees proposed, and the legislature enacted into law that Memphis be represented with two Board members as was Knoxville.⁹² The charter

⁹⁰
Board Minutes, July 28, 1915.

⁹¹
Ibid.

⁹²
Ibid., January 10, 1913.

of the University received the necessary change,⁹³ and Bolton Smith and James Robinson of Memphis became Trustees.⁹⁴

The financial outlook of 1916 was no better than that of the previous year. There was danger that lack of funds would force the closing of the Memphis Health Units,⁹⁵ because the State appropriation had been reduced by \$16,000 while the University debt increased another \$14,695.94. President Ayres made an optimistic report on the educational progress of the University, but about finances he said:

There is unfortunately, a dark side which has given us no little anxiety and concern for the future of the University. This is the failure of the State to give proper support to its work. With the splendid showing of work done, which has just been made, the means to carry on the work has not only not been increased, but there has been an actual falling off of nearly sixteen thousand dollars.⁹⁶

With such a serious plight for funds facing them, the Trustees appointed a legislative committee to carry the fight to the legislature at its 1917 session. Those

⁹³Acts of Tennessee, 1915, p. 76.

⁹⁴Biennial Report, January, 1917, p. 5.

⁹⁵See Chapter V, pp. 124-25.

⁹⁶Board Minutes, July 25, 1916.

included were President Ayres, Hu. L. McClung, Knoxville; John B. Keeble, Nashville; W. P. Cooper, Shelbyville; Bolton Smith and T. C. Ashcroft, Memphis; C. P. J. Mooney, editor of the Memphis Commercial Appeal; and E. H. Crump, Memphis leader and politician.⁹⁷

Heretofore the University had asked for comparatively small sums to finance a State University. Exactly where the idea originated is difficult to determine, but sometime during 1915-1916 the idea developed to have the University ask for a million dollars. Both James B. Wright, Knoxville attorney, and John C. Houk, Knoxville Senator, claim the credit for first proposing this idea.⁹⁸ As early as October 30, 1917, Houk proposed to the Alumni Secretary: "I think the great state of Tennessee should back up its great state University with one million dollars. . . ."⁹⁹ Long before the 1917 legislative session Houk was declaring to University backers: "I am sick

⁹⁷
Ibid.

⁹⁸ Houk to Eben Alexander, March 27, 1917, Houk Papers, Lawson McGhee Library, Knoxville; James B. Wright to Charles V. Patton, Journal, April 22, 1951.

⁹⁹ Houk to L. R. Neel, October 30, 1915, Houk Papers.

and tired of seeing the officers and friends of this great Institution going to Nashville and begging for crumbs. . . ."¹⁰⁰ It was Houk who proposed the idea to University officials and provided the spark which led the administration to make plans to ask for permanent, liberal support of the University and for an additional million dollar grant for a new building program.¹⁰¹

When the legislature convened, friends were there to work for the "University Bill." Dean H. A. Morgan was a past master in dealing with the legislature. He received able support from T. W. Kittrell (Putman County), Senator Charles W. Rooks (Gibson County), G. P. J. Mooney, Charles Haase, John C. Houk, and Parks Worley (Bluff City).¹⁰² Dean Morgan and his associates left no stone unturned in their plea for funds. When legislators visited East Tennessee during a recess, James B. Wright entertained thirty-five committeemen at Elkmont. Later, during a dinner at the Knoxville Cumberland Club, in

¹⁰⁰ Houk to Brown Ayres, April 15, 1917, Houk Papers.

¹⁰¹ Personal interview with Dr. J. D. Hoskins, 1955.

¹⁰² Dean Morgan reported this to Mr. James P. Hess; Journal, April 22, 1951.

which friendly relations and champagne mingled freely, he called on them to support the million dollar University program.¹⁰³ When the attitude of Governor Tom C. Rye appeared doubtful, Dr. Morgan impressed the Governor with the unprecedented achievement and lasting service which the University had given and could give the State and won his active support for the "University Bill."¹⁰⁴ Every section of the State gave ardent support and encouragement which resulted in the passage of the "University Bill" and helped give the University some of the status needed to build a strong institution for learning in the South.

This far-reaching act provided for a million-dollar bond issue for construction, and funds from a tax of one-half mill on each dollar of taxable property in the State. The half-mill revenue, called the "University of Tennessee Development and Maintenance Fund," provided funds to pay off the bond issue, meet the State's share of the Smith-Lever Agricultural Extension Act, pay interest on the fund created by the Federal Land Grant Act of

¹⁰³ Journal, April 22, 1951.

¹⁰⁴ Morgan, "Morgan Story," 32.

1862, and the remainder was to be used to develop and maintain the University. There was also a provision for the expenditure of \$10,000 annually for the West Tennessee Experiment Station at Jackson, and a like amount for an experiment station in Middle Tennessee. An additional \$5,000 was allowed for co-operative experiments in Middle Tennessee, and the same amount for traveling expenses for students. This new act provided the entire amount of State support for the University and all other revenue acts were nullified by it.¹⁰⁵

The long-sought building fund was an epoch-making stroke for the University and the people of the State. Funds were increased from \$90,849.90 under the General Education Bill to \$124,040.00 under the new law.¹⁰⁶

When Governor Rye signed the Act, University students staged a parade and climaxed it with a huge celebration. They cheered Governor Rye and the legislators.¹⁰⁷ When students learned the time of the

¹⁰⁵ Acts of Tennessee, 1917, pp. 75-82.

¹⁰⁶ Board Minutes, July 12, 1917.

¹⁰⁷ Journal, March 22, 1917.

arrival of the train on which Dr. H. A. Morgan was returning to Knoxville, a large delegation, with President Ayres as leader, went to the station to meet the train. Dean Morgan, however, modestly slipped off the train in Inskip, Tennessee, and quietly returned home.¹⁰⁸

This little episode revealed a trait of character in each of these men. President Ayres wanted to express his gratitude and give credit to another, while Dean Morgan was too modest to receive it.

The appropriation of 1917 was by no means the final solution to the question of finance. It broke the ice for other administrations and placed the University before the eyes of the people of the State. It assured an additional \$30,000 in revenue. Dr. Ayres wrote that the 1917 legislative measure appeared to be

liberal on its face, but the income . . . has been loaded down by certain conditions, such as paying the interest on the Land Grant Fund, meeting the Congressional conditions of the Smith-Lever Bill, etc., so that we will not receive from this one-half mill tax a very greatly increased revenue. Still we consider that, taking all things together, we have been very well treated.¹⁰⁹

¹⁰⁸

Personal interview with Mr. James P. Hess.

¹⁰⁹

Ayres to Robert W. Davis, January 4, 1919, President's Correspondence.

Writing former University President Charles Dabney, Dr. Ayres commented:

It is the culmination of thirteen years of earnest striving to awaken the State to a realization of its opportunity and its duty. It was only your vision continued and it had to wait for the psychological moment for its realization.¹¹⁰

The Trustee changes for 1916-1918 were numerous. Thomas R. Myers (Fifth District) resigned and W. P. Cooper¹¹¹ received this post.¹¹² Secretary of the Board of Trustees, William Rule, resigned, and Thomas D. Morris was elected.¹¹³ Vacancies caused by the resignations of J. Ewing Hite (Fourth District) and Rowan A. Greer (Tenth District) were soon filled by the appointment of T. W. Hunter and C. P. J. Mooney, respectively.¹¹⁴

This chapter has been concerned with the ever present problem of increased financial support. The University broke across sectional barriers, won support

¹¹⁰ Ayres to Dabney, March 28, 1917, President's Correspondence.

¹¹¹ Trustee Cooper was an interested member and served until 1955. He is the father of former Governor of Tennessee Prentice Cooper.

¹¹² Board Minutes, July 12, 1917.

¹¹³ Ibid., July 23, 1918.

¹¹⁴ Biennial Report, January, 1919, p. 5.

throughout the State, and began to receive funds annually. Much remained to be done by succeeding administrations, but Brown Ayres and his associates pioneered for State support of public education when such a course was neither popular nor remunerative. Hard work and constant vigil gave State aid and established a precedent which was to be followed in later years.

CHAPTER V

GROWTH OF THE MEDICAL AND DENTAL UNITS

Great progress has been made since the country doctor learned his profession in a short training period as an apprentice. The development of medical colleges is closely associated with this progress, and certainly the rise of the Medical Units is an interesting chapter in the growth of the University. Nashville Medical College, founded in 1876 by Doctor Duncan Eve and his father, Doctor Paul R. Eve, became the Medical Department of the University of Tennessee in 1879. A Department of Dentistry, organized the same year, has the distinction of being the oldest dental school in the South.

When the University began the operation of these schools, it required only three years to complete the course, although in the school year 1899-1900 graduation requirements for the medical course increased to four years. In 1904 the Medical Units admitted students on the same basis as the departments at Knoxville. The holder of a B. S. or B. A. degree could by-pass one year of study and enter the second year of work.

The Medical and Dental Departments operated without funds from the University. Trustees had neither liability nor responsibility for finance, for these departments had been established by private capital, and profits realized from the operation belonged to the owners. Both departments were located in Nashville. In addition to the University of Tennessee departments, there were in Nashville at this time two other medical colleges, one operated by the University of Nashville¹ and the other by Vanderbilt University.²

The units of the two departments appeared to be operating smoothly with 163 students studying medicine and 124 taking dentistry in 1904-1905.³ The peaceful and successful operation of the schools suddenly erupted with a storm in the Dental Department. Its operation,

¹Originally Davidson Academy and later Cumberland College; academic instruction was consolidated with George Peabody College in 1909.

²Eugene Frederick Turner, The College of Medicine of the University of Tennessee, reprint from the University of Tennessee Record, Vol. XVII, No. 5.

³Biennial Report, 1904, p. 6; ibid., 1907, p. 13.

as has been noted, was in private hands and in the summer of 1905, Doctors J. P. Gray, L. G. Noel, and R. Boyd Bogle sold their interests to Vanderbilt, resigned from the Faculty, gave up the lease on the dental building, and joined the staff of Vanderbilt University. A Nashville paper reported, "It was the opinion of the owners and of the Vanderbilt University that there was not enough room in Nashville for two dental colleges, and the transfer of the property was made."⁴

Dr. Ayres, disgusted with the state of affairs which had developed, wrote Dr. J. P. Gray, "So far as I could discover from the records of the Board of Trustees you were under agreement not to withdraw the dental department as such from the University without an eighteen months notice." Ayres also pointed out that the agreement between Gray and Vanderbilt had been reached before he had received any notification. Finally, Ayres was provoked that the Nashville papers had carried accounts that the University Dental Department had merged with Vanderbilt and ceased as a separate school.⁵ While

⁴Nashville Banner, July 22, 1905.

⁵Ayres to Gray, March 2, 1906, President's Correspondence.

President Ayres might be distressed with events, Vanderbilt officials were delighted. The Vanderbilt Bulletin for 1906 claimed, "This consolidation was the result of long and careful consideration, and has resulted in securing one of the strongest dental faculties in the country."⁶

Upon recommendation by President Ayres, who refused to give up, quick action was taken in order to keep both of the departments at Nashville intact. The Trustees, at their July 25 meeting, accepted the dental resignations, appointed a new staff, and refused to discontinue operation of the Department.⁷ The rights and privileges of the Dental Department were bought by Doctors J. T. Meadors, S. L. Rich, Harry Holder, W. D. Sumpter, Hazle Padgett, W. C. Bilbro, and J. S. Ward. The property title, as before, remained in the hands of the Dental Department and the finance and monetary operation of the school was separate from the University of Tennessee.⁸

⁶ Bulletin of Vanderbilt University (Vanderbilt Press, Nashville, 1906), Series II, No. 33, p. 139.

⁷ Board Minutes, July 25, 1905.

⁸ Ibid., August 31, 1906.

After the shift of the Faculty, dental attendance dropped to thirty-three in 1905-1906.⁹ This was a far cry from the earlier enrollment. Dr. Meadors had been handicapped in the opening of his department in the fall of 1905 because furniture, operating chairs, and other equipment were not in place. As a result, Meadors reported, "the opposition" used this opportunity to lure away students. He thought the attendance would have run about fifty had it not been for unfair tactics.¹⁰ This event caused serious thinking on the part of University officials as to whether the health units should be kept in Nashville.

The Medical Department in 1907 required all students to enroll in the first-year course, regardless of any previous B. A. or B. S. degree. This action, at first, had the effect of reducing enrollment, and additional problems developed when the American Medical Association and the Association of American Medical Colleges, in the interest of higher standards, raised their

⁹ Biennial Report, 1907, p. 13; ibid., 1909, p. 11.

¹⁰ Meadors to Ayres, October 27, 1905, President's Correspondence.

minimum requirements for college and for clinical equipment.¹¹ If standards were to be met, there would be a need for more equipment which would require an additional investment. Rather than assume new financial obligations, owners of the medical unit decided to consolidate with the University.

In the spring of 1909, the owners of the Medical Department asked the Board of Trustees to assume full control of the Department. The University accepted the offer, assumed responsibility for maintaining the unit, and provided that the medical fees were to be used for the Medical Department. Instructors, upon recommendation of the President, were to be chosen by the Trustees.¹²

With three medical schools operating in Nashville, there were problems of competition and procurement of patients. To make additional improvements and place medical education on a higher plane, negotiations began between the University of Tennessee, Vanderbilt University, and the University of Nashville to combine all departments into one medical school to be sponsored by all

¹¹Turner, College of Medicine, 6-7.

¹²Board Minutes, May 31, 1909.

three Universities. Consolidation with Vanderbilt was not consummated, but the other two negotiated a workable agreement.¹³ When the two schools combined their interests, the new unit received the title "The Medical School of the University of Nashville and of the University of Tennessee."¹⁴ Under the terms of the contract, the University of Nashville was to make its medical unit a full department of the University, as the University of Tennessee had done.

Consolidation plans were on a three-year trial basis with this combined medical unit guided by a committee of the two schools. There was to be an equal sharing of the profits (or the losses), and a new Faculty was elected to operate the school. As part of the consolidation, the University of Nashville agreed to erect a hospital for the use of this institution. The school was to operate in accordance with the standards of the American Medical Association; seniors were permitted to transfer to either school, and were allowed to choose the one from which they wanted their diplomas.

¹³ Turner, College of Medicine, 7.

¹⁴ Following from Board Minutes, July 12, 1909.

The University of Tennessee was hesitant in agreeing to this union. Placing the name of Tennessee in the last part of the title seemed to be the chief obstacle. Several of the Trustees voiced their objections, but belief that the improvement of medical education would counteract any loss of prestige due to the new title brought acceptance.

The Medical Unit operated under this combined status during the 1909-1910 school year. This Unit was handicapped, however, for the University of Nashville had delayed the erection of the promised hospital owing to "uncertainty of [the] educational situation in Nashville."¹⁵ Supporters of the University were upset by a statement of Abraham Flexner, Director of the Rockefeller Institute for Medical Research. His visit to Tennessee medical schools in 1910 convinced him that all of them, except Vanderbilt, were practically worthless.¹⁶ This was quite a jolt to the University administrators who had insisted on high standards of work. As a consequence, the next year the Tennessee legislature failed to pass the required enabling act for the continuance of the

¹⁵ Ibid., May 30, 1910.

¹⁶ Cole, History of U. T., 186.

joint medical school, and in June, 1911, the contract between the University of Nashville and the University of Tennessee was dissolved by mutual consent.¹⁷

Following this decision there developed a growing sentiment for moving the Medical Department of the University of Tennessee from Nashville. University officials thought the move would be justified since stiff competition with Vanderbilt often strained relations. Ayres wrote:

I beg to say that it has always been mt [sic] most sincere desire to live on most friendly terms with every part of the University [Vanderbilt].

I regret, however to say that some of their actions in the past have, from my point of view, been very unethical and entirely unworthy of a university.¹⁸

Ayres was apparently referring to the 1905 controversy of the Dental Department, and other competition between the two schools for students and patients. Nashville facilities, without a new hospital and additional equipment to meet higher requirements, handicapped the medical program, and Ayres began to look for a new location.

¹⁷ Knoxville Sentinel, June 13, 1911; Chattanooga Times, June 15, 1911.

¹⁸ Ayres to Henry S. Pritchett, June 14, 1915, President's Correspondence.

Chattanooga quickly bid for the medical school,¹⁹ while Knoxville doctors appeared anxious to have their city selected.²⁰ Ayres at one time seriously considered Knoxville, but the lack of building and equipment facilities stopped this movement. In the summer of 1911 he declared, "as I proceeded I came to realize more and more the practical impossibility of carrying it into execution for the next session. At this stage . . . I received negotiations from the College of Physicians and Surgeons of Memphis looking to an absorption . . . of that college."²¹ Memphis offered some excellent inducements such as available buildings, a large-growing population, and assurance of business and professional support.²²

One of the most important meetings which the Trustees of the University ever held occurred at Memphis in July, 1911.²³ Its purpose was to consider the

¹⁹ Board Minutes, July 10, 1911.

²⁰ University of Tennessee Scrapbook, 1911, passim; personal interview with Dr. J. D. Hoskins, 1955.

²¹ Ayres to Trustees, June 24, 1911, President's Correspondence.

²² Personal interview with Dr. J. D. Hoskins.

²³ Following account from Board Minutes, July 10, 1911.

possibility of establishing a medical center in that city. At this time the Boards of the University of Tennessee and the University of Nashville announced the termination of their joint agreement, and the University of Nashville agreed to transfer its medical equipment to the University of Tennessee. In return, the University of Tennessee was to close the school and hospital and assume the outstanding indebtedness.

President Ayres presented the Trustees with a plan to consolidate with the Memphis Hospital Medical College, and also outlined another offer from the College of Physicians and Surgeons of Memphis. After careful deliberation on the proposed offers and the new location, the Trustees made a far-reaching decision. The Board agreed "to take over all the property, good will, and equipment of the College of Physicians and Surgeons of Memphis  Tennessee, and to establish the same as the Medical Department of the University of Tennessee."

By the terms of the contract, the Medical School operated as any other University Department. The medical staff was to be retained for at least five years at a salary established by the Board of Trustees. Furthermore, this department had all the rights and privileges

of the former medical college in the Tri-State Baptist Memorial Hospital at Memphis. Buildings and other property of the College of Physicians and Surgeons were taken over by the University, the indebtedness was assumed, and arrangements were made to handle the preferred stock of the college.

The University declined the offer from the Memphis Hospital Medical College, since a merger at that time would have entailed a debt of approximately \$133,000. This was not considered a desirable proposition.

Some of the Trustees actively opposed placement of the medical school in Memphis. A few argued that there might be future conflict with the private medical colleges of Memphis (Memphis Hospital Medical College), while Trustees from Knoxville as well as Chattanooga were, no doubt, personally interested in their respective cities. Memphis, however, had more to offer and won the decision. The active support of that city has justified the confidence placed in their leaders.

In reporting on the closing of the joint Medical Department at Nashville, President Ayres announced that equipment valued at \$40,000 to \$50,000 had been obtained

at a cost of \$14,200.²⁴ Final adjustment with the University of Nashville was delayed for more than a year, but by May, 1912, the debts had been arranged for settlement.²⁵

Following a sale by Dr. Meadors and his associates of their interests to the University,²⁶ the Dental Department also transferred to Memphis where it merged with the College of Dental Surgery of the University of Memphis and located in a new laboratory building on the same grounds with the other college buildings.²⁷ Since the School of Pharmacy, at Knoxville, enrolled only six students in 1909-1910, plans were made to close out its operation,²⁸ and have it combined with the College of Medicine at Memphis.²⁹

The building of the Medical College received another important addition when the Memphis Hospital

²⁴ Ibid., May 27, 1912.

²⁵ Ibid.

²⁶ Ayres to Dr. J. A. Gardner, November 6, 1911, President's Correspondence. The purchase price was \$5,000.

²⁷ Biennial Report, 1913, p. 16.

²⁸ Board Minutes, May 30, 1910.

²⁹ Biennial Report, 1913, p. 16.

Medical College, affiliated with the Memphis Building Company, submitted a more favorable consolidation proposition to the University. This time the Trustees accepted the merger. By this action the University consolidated all Medical Schools in Memphis into the College of Medicine of the University of Tennessee,³⁰ which operated as one unit after September, 1913.³¹ Dr. Herbert T. Brooks and Dr. Joseph A. Gardner served as Deans of the Medical and Dental Units.³² In commenting on the merger Dr. Ayres stated:

One year ago last summer I started out with the avowed purpose of combining four medical schools--the medical department of the University of Nashville, the medical department of the University of Tennessee, the College of Physicians and Surgeons, and the Memphis Hospital medical college, both of Memphis. As a result of the recent action, all four schools have been consolidated in Memphis leaving the entire field at Nashville open to Vanderbilt, and giving the University of Tennessee the whole field at Memphis.

³⁰ Board Minutes, January 10, 1913.

³¹ Ibid., March 4, 1913. Under the agreement, U. T. paid 6% on \$40,000 outstanding stock, 6% on \$36,000 in bonds, and \$2,000 a year for redemption of bonds. Problems of settlement and the provision for taking over the Hospital brought a law suit in 1925. Ayres to W. B. Rogers, January 2, 1913, President's Correspondence.

³² Ayres to S. T. Moreland, November 30, 1915, ibid. Edward C. Ellett was Dean of the College of Medicine from 1911-1913. Dr. A. Hermann Wittenberg replaced H. T. Brooks as Dean in 1917.

He also pointed out that this gave the Medical College new buildings, since those in Memphis had been erected after 1901.³³ In 1915 the Medical Units had facilities in Eve Hall (built 1912), Rogers Hall, and Lindsley Hall, as well as the use of Baptist Memorial and Memphis City Hospitals.³⁴

One year after the final consolidation, Dr. Ayres reported:

The College of Medicine in Memphis has had a most splendid and successful year. The absorption of the Memphis Hospital Medical School has been effected with no friction whatever. Both among the faculties and the students of the two schools which are now blended into one, there has been the utmost harmony and good feeling.

The College of Medicine had been inspected by three different agencies and given approval by all of them.³⁵

During the summer of 1914, Trustees approved a plan to allow students of Lincoln Memorial University Medical College (Knoxville) to transfer to the University

³³ Knoxville Sentinel, January 16, 1913.

³⁴ Orange and White, October 21, 1914.

³⁵ Board Minutes, June 1, 1914. The College was inspected by the Regents of the University of New York; given an "A" rating by American Medical Association; and inspected by the Association of American Medical Colleges.

Medical College, and still receive their degree from Lincoln Memorial University. Lincoln Memorial University now terminated its Medical College,³⁶ which had been organized as a private medical and dental school in 1889-1890 and later had merged (by 1908) with Lincoln Memorial University.³⁷

With good facilities, equipment, and staff, a solid basis for outstanding work had been established. Soon it was announced that the Medical College had been admitted to membership in the Association of American Medical Colleges, and had been rated "first class" by the American Medical Association. To help raise standards, a new entrance requirement called for a year's work in a liberal arts college.³⁸ While this move, made in conformance with the policy of the American Medical Association, raised standards, it also reduced the size of the freshman medical class from eighty-three in 1913-1914 to fourteen in 1914-1915.

³⁶ Ibid.

³⁷ Medical Department of the Lincoln Memorial University (Knoxville, 1908), 3.

³⁸ Doctor S. T. Moreland became Dean of the Pre-Medical course at Memphis. Ayres to Moreland, November 30, 1915, President's Correspondence.

In his annual report in 1915, President Ayres noted that there was a need for Memphis to supplement the finances of the Medical College. He estimated that the free service which the College provided was worth about \$25,000 or \$30,000 annually, and should be worth some compensation.³⁹ The next year, the entire financial outlook for the University had deteriorated and it appeared that the College would be closed. While the medical-dental budget called for \$50,000, the Trustees could only give \$15,000. Fees would bring the total expected income to \$33,000, leaving a deficit of approximately \$17,000.⁴⁰ At this time the Faculty and friends of the College came to its aid. They signed notes guaranteeing about \$18,000 for the year's operation. With this enthusiastic and able support the Trustees readily agreed to continue the operation in 1916-1917;⁴¹ however, the finance committee cautioned that unless the legislature made a liberal grant to the University, the time would soon come when it would be necessary to close

³⁹ Board Minutes, July 28, 1915; Biennial Report, 1915, p. 7.

⁴⁰ Ayres to H. P. Brooks, April 29, 1916, President's Correspondence.

⁴¹ Board Minutes, May 30, 1916.

the Medical College. High standards had reduced the enrollment and the fees and limited University support could not meet the need.⁴²

Fortunately, the State legislature appropriated sufficient funds in the spring of 1917 to relieve the University of its financial burden. The passage of the State-aid law of that year allowed the Trustees to announce that the notes which had been given to guarantee the operation of the Medical College could be returned.⁴³

From limited support through private funds and fees, a struggling medical school became a strong, publicly-supported institution. University executives, Trustees, lay leaders, and lawmakers saw the Medical College in Memphis become the largest in the United States (1956). Careful planning gave the South a medical center which ranks with the best in the country.

⁴²
Ibid., July 25, 1916.

⁴³
Ibid., July 12, 1917.

CHAPTER VI

SUMMER SCHOOL OF THE SOUTH

A colorful and eventful role in the rise of education in Tennessee and the South was played by the Summer School of the South. Organized and established in response to a growing demand for a summer teacher training program in the South, the School held its first session at the University of Tennessee in 1902. While the University had conducted a short summer session in 1901 and various summer institutes, this school operated on a large scale.¹ From the very first, it was apparent that the time was opportune, the work profitable, and the place well chosen.²

The idea which led to the new summer school was first proposed at an education conference of Southern leaders at Winston Salem, North Carolina, in 1901. At this time, Dr. Dabney received a \$5,000 offer toward expenses of a summer school. In February, 1902, soon after

¹Charles W. Dabney, Universal Education in the South (2 vols., University of North Carolina Press, Chapel Hill [c. 1936]), II, 364.

²Summer School of the South, 1903 (in University of Tennessee Record [University of Tennessee Press, Knoxville, n. d.], 3.

Philander P. Claxton came to Knoxville as field agent for the Bureau of Investigation and Research of the Southern Education Board, Dabney asked Claxton to "plan and organize the school."³ The proposed school equaled any in the entire country, and served the entire South for teacher training. P. P. Claxton acted as superintendent of the new institution, which he fittingly named the Summer School of the South.⁴

Early plans were undertaken to make the school a success. President Dabney agreed to take the financial risk beyond the \$5,000 guarantee. Planning proved difficult since attendance could not be accurately forecast. Trustee E. T. Sanford declared that from 150 to 300 students would be a good attendance, but Claxton believed that this was much too small an estimate.⁵ Dabney recalled, "At first, I was somewhat alarmed at Claxton's grand plans, but he had won my confidence and I let him go ahead and get the Faculty he proposed. I remember that only once did I find it necessary to ask him to stop

³ Paper on "The Summer School of the South," October 14, 1939, Claxton Papers.

⁴ Personal interview with Dr. P. P. Claxton, 1955.

⁵ Ibid.

hiring professors, as I was on the verge of bankruptcy."⁶

The organizational genius and determination of Professor Claxton became apparent as he implemented his plans for the summer. He reported:

About the first of March, about 35,000 copies of preliminary statement were mailed. In April, 40,000 of complete Announcements were mailed. 30,000 large posters were mailed to County Superintendents and Principals of Schools with the request that they be posted where they would be seen by teachers. The officers of the Southern Railway distributed and posted several thousand copies of these. 10,000 copies of a condensed statement in regard to faculty and courses were distributed.

In April and May, I made a trip through North Carolina, Georgia, Louisiana, and Western Mississippi, visiting a number of cities and towns and telling the superintendents and teachers about the school. I in some of these states, I spoke to large bodies of teachers at the meeting of their State Association.⁷

Publicity for the school was only one item of preparation. The staff of instructors, lecturers, and entertainers engaged for the summer included an impressive array. Claxton stated:

⁶ Memorandum by Dabney, September 30, 1936, quoted by Lewis, P. P. Claxton, 127.

⁷ P. P. Claxton, Reports of the Superintendent of the Summer School of the South 1902-1911, first report.

Of the fiftyone [sic] members of this faculty, eight are Presidents of great Northern Universities, Colleges or Normal Schools, four or five others are Deans of faculties of such institutions, and not less than twenty are known leaders of educational thought in the South and the Nation.⁸

The following were included among those who had a part in the first session: Dr. Brown Ayres, who succeeded Dr. Dabney as President of the University, Professor Eben Alexander of the University of North Carolina, U. S. Commissioner of Education William T. Harris, Dr. Edwin L. Thorndike, Albert Shaw, editor of Review of Reviews, Walter Hines Page, Charles A. McMurtry, Archibald S. Henderson, G. Stanley Hall, C. Alphonso Smith, and Dr. Nicholas Murray Butler.⁹

In the course of his travels through neighboring states, Professor Claxton sensed a favorable reaction to the Summer School and notified Dr. Dabney that there would be a large attendance. To prepare for this a temporary open pavilion, capable of seating 1,000 persons, was constructed and named Jefferson Hall.¹⁰ The

⁸
Ibid.

⁹
Lewis, P. P. Claxton, 127.

¹⁰
Ibid., 129.

work of planning and publicizing the new school brought large dividends, for when the school opened on June 19, 1902, the registration for the first day passed the 1600 mark.¹¹ Total enrollment for the first session reached 1902,¹² with twenty-eight states and one territory represented by those in attendance. These were distributed as follows:

Alabama	169
Arkansas	14
California	1
Connecticut	1
Florida	31
Georgia	255
Illinois	7
Indiana	1
Indian Territory . .	1
Kentucky	46
Iowa	3
Kansas	1
Louisiana	52
Massachusetts	2
Maryland	2
Michigan	1
Mississippi	105
Missouri	2
New Jersey	4
New York	6
North Carolina . . .	164
Ohio	5
Pennsylvania	2
South Carolina . . .	55
Tennessee	920
Texas	28
Virginia	21
West Virginia	2
Wisconsin	1
Total	1902 ¹³

¹¹Ibid., 129.

¹²Report of the Superintendent, first report.

¹³Ibid.

Superintendent Claxton observed:

You will notice that the attendance was largest in the states of Georgia, North Carolina, Alabama and Mississippi. I think this is largely due to the fact that the School was better advertised in these states and that neither one of them has a large summer school of its own. But it is worthy of remark that the attendance of the Summer Schools of the University of Mississippi and University of North Carolina was larger this year than last. Virginia had a summer school of nearly 1000 students and South Carolina a school of nearly 500 in session at the same time. In Tennessee, Texas, Louisiana and some other states, District Normal Summer Schools were in session in June and July and many teachers attended them. I believe that all of these schools were as well attended as they would have been had this Sch~~ool~~ not been in session. The interest created by this School has given thousands of teachers a desire for improvement. Many of them attended their State or District summer schools this year and many of them will want to attend this school next year. Those who came here are among the very best teachers in all the Southern states, at least two thirds of them being graduates of colleges or normal schools of college rank.¹⁴

The program of the school was arranged under the following classifications:

- I. Common School subjects and methods,
including kindergarten and primary
grades
- II. Psychology and Pedagogy
- III. High school and college subjects
- IV. Rural schools and county supervision
- V. General lectures
- VI. Library work and educational exhibits
- VII. Campaigners' convention¹⁵

¹⁴Ibid.

¹⁵Summer School of the South, 1903, pp. 3-4.

From this beginning, the school grew until in 1911 it offered 250 courses which were taught by 110 instructors with an additional seventy-five lectures, readings, and musical concerts given. Some of these concerts were so popular that they were attended by as many as 3,000 people.¹⁶

Funds to operate the first session of the Summer School of the South were received from the General Education Board; from Robert C. Ogden, who donated \$1,000; and from George Foster Peabody, who gave \$2,000. Subscriptions were also received from the Peabody Board, Albert Shaw, and friends in Knoxville.¹⁷

When Dr. Brown Ayres became President of the University, the Summer School of the South had already proved itself a lively institution. There was, however, no connection between the Summer School and the University, except that certain Faculty members also belonged to the staff of the University, and the University permitted the use of its buildings, grounds, and equipment. In 1908 the University Trustees voted an extension of its facilities for an additional three-year period. There

¹⁶ Ibid., 1911.

¹⁷ Dabney, Universal Education, II, 106.

was, however, a stipulation that the Summer School would pay for lights and water.¹⁸

When the end of this three-year period approached, considerable opposition developed over the renewal of the grant of facilities. Minutes of the Board of Trustees for May 29, 1911, state that Dr. Ayres "gave his views, expressing disapproval of the school, as it had been carried on in the past," but others rose in defense of it. Although the exact reasons for the complaint were not listed, apparently there were criticisms on the care and use of the facilities, especially scientific laboratories. The Trustees referred the problem to a committee.¹⁹

Before the committee made its report, Dr. Claxton resigned as Director of the School to become United States Commissioner of Education. The loss of his leadership made it "imperative," according to President Ayres, that the Summer School should become a part of the University.²⁰

¹⁸ Board Minutes, August 4, 1908.

¹⁹ Ibid., May 29, 1911.

²⁰ Biennial Report, 1913, p. 17.

President Ayres had the classical outlook on the teaching of courses in education. That is to say, he was not enthusiastic about the teaching of pedagogy.²¹ Although he may have opposed pedagogy in theory, he was broad enough in his philosophy to take an active part in the preparation and adoption of a plan to consolidate the two schools. His plan, as recommended and adopted, called for the retention of the name Summer School of the South and a continuation of popular lectures, music, and other Chautauqua features. College credit for completed courses could now be obtained, while broad fields of study provided course work in other subjects besides education. The school was not to be financed by the University nor operated from the regular budget, but it was to continue to be self-supporting. All regular members of the Faculty were to teach, unless they were relieved from this work. Salaries paid for the summer session were:

Professor	\$225.00
Associate Professor . . .	200.00
Assistant Professor . . .	150.00
Instructor	\$100.00--150.00 ²²

²¹

Personal interview with Dr. J. D. Hoskins, 1955.

²²

Board Minutes, November 24, 1911.

This completed the plans for bringing the Summer School under the direction of the University of Tennessee. It had been accomplished without loss of prestige to either group concerned, and the consolidation tactfully solved the question of use of facilities.

The summer school program continued to operate smoothly until 1914. That year attendance dropped to 1,847, and there was a deficit in the funds for operation and maintenance. Another factor which accounted for a decrease in attendance was the offering of a summer session at George Peabody College for Teachers at Nashville. When the Trustees convened in 1914, President Ayres expressed his confidence in the value of the Summer School and recommended that it be continued. Rather than risk additional losses at a time when the University was having financial difficulties, officials decided to seek other ways to get the needed revenue. Estimating that the school brought in at least 800 visitors a year, who spent \$40,000 during their stay in Knoxville, plans were made to ask the Knoxville Board (Chamber) of Commerce or other Knoxville organizations to prevent the loss of the Summer School by providing a guarantee fund of \$5,000 to help maintain it.²³ The Board of Commerce agreed to

²³Ibid., October 20, July 28, 1914.

underwrite this amount.²⁴

For two years, the Knoxville Board of Commerce guaranteed \$5,000 to supplement the funds for a summer school. They requested, however, that after 1916 they be relieved of this responsibility.²⁵ Since outside aid no longer proved adequate, it was necessary either to drop the school or place the operational cost in the regular University budget. President Ayres, therefore, asked that funds come through the regular channels and that the summer session be financed like any other portion of the University. No longer would fees and outside aid be the sole basis for operation. After much discussion, President Ayres won his point, and the summer session was included in the budget.²⁶ At the same Board meeting, another event occurred which nearly brought a revolution. The Trustees, at the suggestion of Governor Tom C. Rye, required Faculty members to work every other summer for which no additional compensation would be paid.²⁷ When the news of this decision reached

²⁴ Journal, November 9, 1914.

²⁵ Board Minutes, July 25, 1916.

²⁶ Ibid.

²⁷ Ayres to Staff, October 9, 1916, in office of President Emeritus.

the Faculty, opposition began to rise, for the Faculty, rather logically, believed that they should receive pay for any extra work.

Dean Hoskins notified the President of the growing problem and asked him what action could be taken. Dr. Ayres agreed that the decision of the Trustees was unfair, but since it had been passed there appeared to be no immediate remedy. Sometime later, Professors Charles A. Perkins, Charles E. Wait, and James D. Bruce reported to Dean Hoskins that there was a rising spirit of rebellion. Trustee Hu L. McClung met with these men, discussed the problem, and presented a solution to the President. Each Board member received a letter which explained the difficulty and asked for a reconsideration on the question of Faculty compensation. The Trustees gave a favorable reply and rescinded the action of the previous meeting. Those who worked in the summer school were to receive a specified rate for each session.²⁸

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Personal interview with Dr. J. D. Hoskins, 1955; Ayres to Board, November 10, 1916, in office of President Emeritus.

As our entrance into World War I came closer to reality, attendance at the Summer School gradually declined. For the first time since its beginning, the attendance in 1916 fell below 1500. The 1917 enrollment dropped to 1290, and by 1918, the School had fallen to its lowest mark with an enrollment of only 902.²⁹

Several developments contributed to this drop in attendance. The more important were:

1. A large summer session at Columbia University.
2. The operation of six other summer schools in Tennessee.
3. Extra demands in industry for labor.
4. High cost of living.
5. End of liberal railroad rates.
6. End of the free support by Knox County for its teachers.

The low attendance resulted in a huge deficit, and the Trustees decided to discontinue the summer operation.³⁰ To what extent the loss of P. P. Claxton as superintendent of the school influenced the later decline is open to speculation. Certainly the drive, determination, and foresight of Claxton could not easily be matched. Perhaps, Ayres' disdain for the teaching of

²⁹ Biennial Report, 1919, pp. 6-7; ibid., 1921, p. 20.

³⁰ Board Minutes, July 23, 1918.

pedagogy may indirectly have worked against the school, while a gradual decline in the number of visiting specialists, brought to the campus to teach, and the lessening of attention to special feature programs must have played some part. The Summer School of the South had served as the hub for the advancement of education throughout the South, and although a summer session reopened in 1921 the University no longer acted as the leader in this region.

The curtain had been brought down on a prominent educational institution, which had attracted a brilliant array of talent, and had been the inspiration and model for many other schools in all parts of the country. Its teachers were of the finest, and the artists who gave programs were cordially received. It served as a pilot school and pioneer in teacher education, and was the forerunner of the regular summer quarter. Perhaps the greatest accomplishment of the School was to develop enthusiasm in teachers and a desire to improve educational standards. With teachers and administrators interested in improvement, the role of the educational crusaders who stumped the State from 1905-1909 was eased, and positive school improvement and legislation became possible.³¹

³¹ Personal interview with Dr. P. P. Claxton, 1955.

CHAPTER VII

THE SPIRIT OF THE "HILL"

Turning from items of administration, reorganization, Faculty, and finance, this chapter will tell some of the activities and problems which chiefly concerned students. One of the first problems for a student entering a university is the cost for attendance. A survey of student expense at the "Hill" for 1904 revealed the following:

Fees and Expenses In the Academic Department

Matriculation fee at entrance \$5.00. (All scholarship students free).
Tuition \$20 a term. (All scholarship students free).
Maintenance fee, paid by all students, \$7 a term.
The Chemical laboratory fee is \$8 a term.
. . . In the laboratories of Physics, Botany, and Zoology and the Civil Engineering classes, the fee is \$2 each a term.
The Mechanical Department and the Domestic Science laboratory fee, each, is \$5 per term.
The Expense of graduation is \$6.50. . . .
Damage deposit of \$5.

Other Expenses One Session

Men

Outfit, good for one year or longer, cadet uniform, cap and gloves	\$18.00
Room furniture with mate	10.00
Books, stationery, etc.	<u>15.00</u>
Total	\$43.00

Living expenses	
Room in East or West College, three terms, one session	\$15.00
Board at \$3.00 a week, 40 weeks . . .	120.00
Washing	10.00
Fuel	<u>5.00</u>
Total for one session	\$150.00

Women

Outfit, books, stationery, etc. . . .	\$15.00
Living expenses, board and lodging in Barbara Blount average \$5.25 for 40 weeks, including fuel, lights, service and furnished room	210.00
Washing	<u>20.00</u>
Total	\$245.00 ¹

By 1918 there had been one major change in expenses. Tennessee students paid no tuition in the Colleges of Liberal Arts, Agriculture, Engineering, or Schools of Commerce and Education. Graduate students paid a nominal matriculation fee of \$10.00 with additional minor library, laboratory, and graduation fees.² Another change which had been made during 1909-1910 was from a three-term to a two-term year.³

¹ U. T. Register, 1903-04, pp. 69-70.

² Ibid., 1917-18, pp. 52-55.

³ Faculty Minutes, January 18, 1909.

Fees and Expenses, 1918

Tuition to non-residents per term, \$40; per session	\$80 00
Maintenance fee, per term, \$10; per session	20 00
Library fee, per term, \$1; per session	2 00
Diploma fee, payable only at graduation	5 00
Physical training fee (for men) first term, \$3; second term, \$2.	5 00
Physical training fee (for women) first term, \$7; second term, \$5.	12 00 ⁴

Laboratory fees varied from \$1.00 in geography to \$5.00 in engineering, while room and board cost from \$18.00 to \$25.00 per month for men. Without the board, men paid \$15.00 to \$45.00 per session for room rent. Women paid room and board at the rate of \$190.00 to \$200.00 per session. Tennessee students could expect to pay from \$215.00 to \$326.00 a year, while non-residents paid \$295 to \$406.00.

A lively, if not spectacular, athletic program made its contribution to campus life. The 1904 athletic program featured varsity teams in football and baseball, various intra-mural basketball teams, and an annual field day for track participants. In this year the football team amassed an imposing string of defeats, managing only

⁴U. T. Register, 1917-18, pp. 52-55.

to win over Alabama. This feat was accomplished by hurling Sam McAllester over the lines of the two teams. Several of his teammates literally picked up McAllester and continued to toss him toward the opponent's goal line until he nosed over for the winning score.⁵

The Medical School at Nashville also had a football team, which demonstrated high spirit but won few victories.⁶ They, perhaps, learned that medical courses were too difficult for football players and later gave up collegiate football. Despite little improvement of the Volunteers⁷ in Knoxville during 1905, they continued the gridiron sport. Results showed two games won, another tied, and five lost.⁸

⁵ Knoxville Sentinel, November 26, 1904.

⁶ Nashville Banner, November 19, 1904.

⁷ This name appears to have originated with the Knoxville Journal and Tribune which used the term on March 26, 1905. Later on April 4, 1905, the Knoxville Sentinel also adopted the name, and in the fall of 1905, both Knoxville papers freely used this nickname. Before this time teams received such titles as the Tennesseans or the Varsity.

⁸ Journal, December 4, 1905.

Despite the limited program of athletic activities, there was a growing interest and demand for football, basketball, and other competitive sports at the University of Tennessee. Early in 1908 the Athletic Association became a corporation, dedicated to the task of providing leadership, initiative, and facilities for recreation and play activities.⁹ One of the first projects was to secure and develop an athletic field. At first plans for the new field called for a location on the grounds of the Experiment Station. It was to lie west of Third Creek and south of Kingston Pike. Revised plans placed the new field to the right of the main entrance to the University, where tennis courts are now (1956) located. Work on the new field was rushed and it was ready for use in the fall of 1908.¹⁰ The new athletic field encouraged more events, more participants, and more interest at the University and with the general public. The name first given was "University Field" but this was later changed to "Wait Field" in honor of Professor of Chemistry, Charles E. Wait, who was an active champion of University athletics.¹¹

⁹ Faculty Minutes, February 11, 1908.

¹⁰ Board Minutes, February 25, June 2, 1908; Journal, August 10, 1908.

¹¹ Journal, February 24, 1909.

The football team of 1908 had an impressive record which marked the University as a rising contender in future athletic contests in the South. They won seven of their games while they lost only two of them. Furthermore, two of the players, N. W. Dougherty and Walker Leach, won berths on the All Southern team.¹² At this time a football game cost an estimated \$800 to \$900, based on about \$500 for the opposing team, \$150 for Coach George Levene, \$50 for officials, and the remainder for the upkeep of the field, uniforms, and miscellaneous expenses.¹³

In 1909-1910 the athletic program improved in quantity as well as in quality. A varsity basketball team, with a student coach, was fielded and these players were able to compete with athletes of other colleges.¹⁴ The cinderpath boys organized a varsity track team in 1910.¹⁵ Since then, Tennessee has had some strong competitors in this sport. Another activity, which attracted

¹² Ibid., November 28, 1908.

¹³ Ibid., September 19, 1909.

¹⁴ Knoxville Sentinel, January 18, 1909; University of Tennessee Volunteer, 1909.

¹⁵ U. T. Volunteer, 1910.

women as well as men, was tennis. A tennis court was built on top of the "Hill" behind Old College, and a Tennis Club organized to sponsor this popular out-door sport.¹⁶ The University baseball team, under the direction of Coach Frank Moffett, won all its series games in 1909 and claimed the Southern Intercollegiate Athletic Association championship.¹⁷

The "Hill" had its ups and downs in the major sports. In 1910 the football team made a poor showing in victories as well as finance. There was a total debt of \$1,600 (of which \$1,194 had developed the preceding season). That, however, did not dampen spirits and the Faculty and students decided to act. When asked to subscribe, the Faculty raised a quota of \$1,000 while the students donated \$250.¹⁸ This they did with a show of real pride and interest.¹⁹

Four years after the Faculty and students had helped to pay off the financial obligation, they were

¹⁶ Orange and White, April 9, 1909. Previously a tennis court had been located near Barbara Blount Hall. See map, Chapter III.

¹⁷ Knoxville Sentinel, May 25, 1909.

¹⁸ Faculty Minutes, December 12, 1910.

¹⁹ Ibid., June 1, 1911.

rewarded with outstanding achievements. As the 1914 season ended, the University wound up its greatest football record to that date. The Volunteers, coached by Z. C. Clevenger and Miller Pontius, won nine games, rolling up a total of 274 points to their opponents' 37. This was truly one of the great teams of Tennessee history, and became the Southern Intercollegiate Athletic Association Champions.²⁰ It was this year that the University finally defeated Vanderbilt University which was one of the Vol's bitter rivals. This victory created such great rejoicing that classes were suspended for a day of celebration.²¹

Football was not always able to present the gay side of the picture. For example, in 1915 the University and its followers were saddened by the first serious injury to a player. Bennett Jared, a substitute playing left-half, entered the Vanderbilt game and received an injury on his second play of the game. He suffered a

²⁰ Journal, November 27, 1914.

²¹ Ibid., November 8, 1914; President Emeritus J. D. Hoskins laughingly recalled that event. He added that the Chancellor of Vanderbilt charged Tennessee with over-emphasis on athletics and lowered emphasis on academic work.

dislocation of the spinal column. Paralysis, a later operation for appendicitis, and two operations for peritonitis followed the accident.²²

The result of the accident caused a round of unfavorable publicity for the University. Charges of carelessness overshadowed the concern which the University gave to the injured player. Many of the students and Faculty members visited the young man and ministered to his wants and needs, and President Ayres was so upset by the incident that he wrote: "I have been somewhat distressed in regard to the whole football matter since the accident of young Jared in the Vanderbilt game, that I feel as if I would like never to hear of a football game again."²³ President Ayres expressed his regret and pointed out that the fatal injury was an accident.

Under the watchful eye of Coach John R. Bender, another strong football team developed in 1916. Every

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Personal interview with Dr. R. F. Thomason, Dean of Admissions and Records at the University of Tennessee, and a member of the U. T. football team in 1914 and 1915; Knoxville Sentinel, November 1, 1915, July 14, 1916; Orange and White, February 10, 1916.

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Jared died as a result of the accident and various complications. Ayres to W. K. McClure, November 15, 1915, President's Correspondence.

game of the season, except one tie-game, resulted in a victory for the Volunteers. Georgia Tech secured the nod for Southern States University Conference championship,²⁴ but a Tennessee player, G. Vowell, gained a place on the third all American eleven.²⁵

Plans were made in the spring and winter of 1913 to place Bermuda grass or some type of turf on Wait Field. It was believed that this would beautify the playing field and provide a cushion for the athletes. Sawdust had been tried, but as one reporter said, "sawdust does not improve the gridiron when it comes to a plunging half-back tearing down a clear field trying for a speed record."²⁶

Tennis and baseball also received attention. In the spring of 1915 a U. T. team played the first varsity tennis match with a team from Georgia Tech.²⁷ In 1911 the baseball team drew a suspension for playing a post-season game. While this was embarrassing, it did not prevent their scheduling enough non-conference games to keep the spectators interested and gave

²⁴Knoxville Sentinel, December 1, 1916.

²⁵Journal, December 28, 1916.

²⁶Knoxville Sentinel, February 14, 1913.

²⁷Journal, May 23, 1915.

the team practice.²⁸ Despite the successes and disappointments in athletics, the University treated these activities as sports which were maintained on the amateur level and were open to any student who could make the team. It was this spirit which dominated athletics at the "Hill."

Many student activities provided entertainment to participants and spectators. One student idea of 1906-1907 caused a mild sensation. It was announced, and widely publicized, that the "Boston Bloomer girls" basketball team would visit the University and play against a selected male team. Competitors for the University team were chosen, the date was set, and tickets were sold for the event.

The Faculty met to discuss the game, and President Ayres approved it over the protest of Professors Charles A. Perkins, Charles E. Ferris, and Charles W. Turner. On the night of the scheduled game the "girls" appeared and preparations for the game were made. Then someone discovered that the visiting players were University boys disguised in wigs, pink stockings, bloomers, and well developed figures. After a hearty laugh, the game proceeded with

²⁸
Ibid., March 6, 1911.

numerous howls from the audience as well as fouls for hugging. Funds from the "Bloomer Girls" game helped to pay for a new swimming pool at the Y. M. C. A. building.²⁹

Freshmen and sophomores blew off steam in a number of ways. In one activity called a cane rush, a representative from each class met in the center of the parade field and gripped a cane. Upon a given signal, both classes rushed onto the field. The objective was to get the cane inside of Humes Hall. Anything (well practically) was fair.³⁰ After the contest of 1909, the Faculty decreed that this type of contest would end.³¹

Another contest, which often resulted in many a balek and blue countenance, was the painting of class numerals on the tower of Old College. Freshmen and sophomores furnished the rivalry for that contest. The avowed objective of each class was to display its numerals on the tower. The fact that each class met bitter resistance from the opposing class was merely a part of

²⁹ Ibid., March 8, 1907.

³⁰ Knoxville Sentinel, October 6, 1905.

³¹ Orange and White, March 12, 1909.

the game. When the rivalry became too keen, the Faculty also decided to end that contest.³²

Halloween brought many strange events to the University and its surroundings. The following incident was reported in 1905: The students painted the Knox County Court House Common and filled the cannon, located on the lawn, with cannon balls. In addition:

cows disturbed by supernatural conditions, found themselves in the various classrooms at the University. This morning members of the faculty found three bovines in three separate classrooms, peacefully chewing books. This is uncommonly strange, in view of the fact that never before, except mayhap, on Halloween have cows sought the seat of learning.

Professor Charles A. Perkins of the University has a spotted pony of which he is especially fond. The pony also is fond of him, as an evidence of which fact it sought him in his office during the night. . . . A dummy pony was found on top of Jefferson Hall this morning. It was hitched to Painter Bros. delivery wagon, making an attempt to eat a pumpkin.³³

In protest over an unfavorable ruling by the Southern Interscholastic Athletic Association against certain U. T. football players, Dr. Dudley of Vanderbilt and Chancellor Wiggins of Sewanee were hanged in effigy. The spirits were in evidence in other forms around the University.

³² Ibid.; Journal, September 30, 1914.

³³ Knoxville Sentinel, November 1, 1905.

Rifles belonging to the cadet batallion disappeared, and band instruments were also mysteriously spirited away. Despite these escapades, it was announced that dress parade would be held as usual and that cadets could find substitute arms. This they did, to the merriment of all observers and participants. When the cadets appeared, they were equipped with broomsticks, hoe handles, or "timber blunderbusses."³⁴ About ten days later, however, the rifles and musical instruments returned from their hiding places.³⁵

On Halloween the following year, the boys, to display their manly virtues, determined to enter the girls' dormitory. After slipping into the kitchen of Barbara Blount Hall, they took the partly prepared breakfast and scattered flour over the first floor. The poor, helpless lasses suddenly rose to the defense of their food and the invasion of the privacy of their dormitory, doused the boys with flour, turned a hose on them, and won the day (or night) when the "walking paste-pots" with dampened vanity withdrew from the field of battle.³⁶

³⁴ Journal, November 1, November 2, 1905.

³⁵ Ibid., November 9, 1905.

³⁶ Knoxville Sentinel, November 2, 1906.

Hazing was often practiced during the fall quarter. In December, 1905, the Faculty cracked down on this practice, and all freshmen and sophomore students were required to sign a pledge that they would do no hazing.³⁷ In spite of the pledge there were continued instances of violation.³⁸ The Dean of the College was responsible for discipline and control of students, and when James D. Hoskins assumed these duties, he tried to put an end to Halloween pranks and hazing.

Halloween pranks like other silly fads passed from the activities of the University. This tradition came to an abrupt end when offending students were caught and forced to pay a \$95.00 repair bill.³⁹ Hazing of freshmen gradually declined; at least, it ceased to be a common practice. The expulsion of offenders, sometimes as many as fifteen or eighteen in one year, made the price of being caught too high.⁴⁰

As the University grew and administrative ideas changed, the old practice of reading out the names of

³⁷ Faculty Minutes, December 8, 1905.

³⁸ Knoxville Sentinel, September 30, 1907; U. T. Scrapbook, passim.

³⁹ From notes of Dr. J. D. Hoskins, in office of President Emeritus.

⁴⁰ Ibid.

students who were disciplined and the offenses with which they had been charged was dropped from the chapel programs. Although Dean Hoskins was often charged with running a "star chamber," he felt that discipline problems needed no publicity in assemblies.⁴¹

Social and recreational activities were including more dances for the students. On one occasion the type of dancing came in for some rather harsh censure. It was taken up by the press and received some very interesting comments. The headlines of an article in a Knoxville paper stated "Ban Goes on Turkey Trot." The article continued:

No more "bunny hugging," "turkey trotting" and "Boston dipping" for the students of the University of Tennessee.

At Chapel Tuesday morning, Dean J. D. Hoskins told students that they would have to cut out the "turkey trot," etc., and confine themselves in the future, at their social gatherings, to the old time waltz, two-step and such other dances as are approved, the ban has been placed on all the late fancy "wriggles" and "trots."

Dean Hoskins told the students that the "Turkey Trot" is not a compliment to Turkey . . . and that the Boston dip is not an honor to Boston.⁴²

⁴¹ Personal interview with Dr. J. D. Hoskins, 1955.

⁴² Journal, March 19, 1913.

It appeared that the ban grew out of a freshman dance when the students could not resist the "turkey trot" and a bit of "grizzly bear." However, this behavior and action appear to have been an isolated incident since records show no other accounts of criticism.

Co-eds were beginning to take an active part and receive recognition in many phases of University life. For instance, Miss Maude Riseden was the first woman to obtain a law degree from the University, graduating in June, 1909.⁴³ Seldom was a girl "officially" elevated to heights of regal splendor as a queen or campus beauty. The Volunteer of 1905 recorded only one girl who was crowned Queen of the June Jubilee,⁴⁴ in contrast to approximately forty-two young ladies so honored by The Volunteer of 1955.

Fraternities and organizations played their role in University activities. The first Circus with stunts and tricks by the students was held in 1915. A year later the name was changed to Carnival and most of the fraternities and sororities took part in the program.⁴⁵

⁴³Ibid., May 1909. Miss Riseden was later admitted to the bar. Ibid., September 8, 1909.

⁴⁴The Volunteer, 1905 and 1955. Miss Mary M. Dabney was so honored in 1904.

⁴⁵Orange and White, April 22, 1915.

The fraternities and sororities in the University and their date of establishment on the campus were:

Phi Kappa Phi, honorary, 1899
 Alpha Zeta, honorary, 1912
 Lanier Club, literary, 1913
 The Chancellors, law, 1918
 Scarabbeans, honorary
 Tau Kappa Alpha, honorary, 1915
 Theta Lambda Phi, legal, 1904
 Alpha Tau Omega, 1872 (dormant and later re-organized in 1900)
 Sigma Alpha Epsilon, 1879
 Kappa Sigma, 1880
 Kappa Alpha, 1883
 Phi Gamma Delta, 1890
 Sigma Phi Epsilon, 1913
 Sigma Kappa Delta, 1913
 Phi Alpha Delta, 1916
 Sigma Chi, 1917

Chi Omega, 1900
 Alpha Omicron Pi, 1902
 Zeta Tau Alpha, 1904
 Phi Mu, 1908

On the Memphis campus were to be found:

Alpha Kappa Kappa
 Chi Zeta Chi
 Phi Chi
 Delta Omicron Alpha⁴⁶

At one time a fraternity-sorority issue came to the attention of the faculty. It appeared that freshmen were being initiated too early, and often neglecting

academic work in the pursuit of fraternal matters. In the spring of 1909 a new rule required freshmen to be pledged after the first of May. After extended controversy, a two-year period was allowed for adjustment to the new requirement.⁴⁷ Sororities requested that they too be allowed to have individual houses, but in 1915 the Trustees voted against this plan.⁴⁸

Students with literary and financial interests combined their talents in several student publications. Throughout Ayres' administration there appeared the Tennessee University Magazine, or as it was known by 1913, The University of Tennessee Magazine, which had been published since 1888.⁴⁹ Beginning in 1897, The Volunteer appeared every year as the annual for the University. On October 5, 1906, The Orange and White began service as the campus newspaper,⁵⁰ and also in October of the same year the Agricultural Club first published The U. T. Farmer. The publication council

⁴⁷ Faculty Minutes, April 7, May 4, 1909.

⁴⁸ Board Minutes, July 28, 1915.

⁴⁹ Earlier The University Magazine, 1841 to 1843, had been prepared by the students.

⁵⁰ The Orange and White first appeared in 1900, but after a few weeks it failed. A paper entitled the University Monthly appeared from 1875 to 1878.

combined The Orange and White, Volunteer, and University Magazine into a package offer in 1917, and for \$4.50 all could be obtained.⁵¹

Two active literary societies of the University were the Chi Delta and the Philomathesian. These organizations, giving training in debate, oration, and declamation, presented weekly programs. A meeting might include a regular debate with four speakers, followed by a discussion in which all were free to participate. The motto of the Chi Delta was "Per aspera ad astra," which translated means "Through difficulties to the stars." The motto of the Philomathesian Society was "Nulla Vestigia retrosum," meaning "No steps backward."⁵² These societies provided training and experience in public speaking and clear thinking, a valuable asset to their members.

The Alumni established a permanent office in the fall of 1916 with L. R. Neel serving as secretary.⁵³ Later that year, the first homecoming celebration took place at the University.⁵⁴

⁵¹ Faculty Minutes, November 22, 1916.

⁵² From notes of Dr. J. D. Hoskins, office of President Emeritus.

⁵³ Knoxville Sentinel, August 28, 1916.

⁵⁴ Orange and White, November 11, 1916.

The service of the University was destined to extend over the United States and into foreign countries; however, an occasional odious occurrence developed for the Administration. In the school year 1904-1905 six Filipino students enrolled in the University, four entering the College of Law while the other two studied agriculture. These were the first non-Caucasian students to attend day classes at the "Hill." When William A. Sutherland, Superintendent of Filipino students in the United States, paid a visit to the campus these students laid their woes before him. Sutherland, without making an investigation, reported to the paper that the students felt that they had not been favorably accepted but had been somewhat ostracized because of color. He bluntly announced that they would not return for another session. The six students, placed in an embarrassing position, quickly wrote a card to the newspaper declaring that the charge was an injustice to the majority of the students who had shown them courtesy and kindness, pointing out that only a few had annoyed them.⁵⁵ Sutherland later wrote that

⁵⁵
Journal, February 24, 25, 1905.

he felt the students had exaggerated the alleged mistreatment, and conceded that they were better off in Knoxville than anywhere else south of the Mason-Dixon line.⁵⁶

Several years later the University received a blast from the Reverend Henry W. Stough, who was conducting services in Knoxville. Stough charged that Professor Asa A. Schaeffer had taught immorality. This charge developed when Dr. Stough talked with one of the ladies who was present at a lecture which Professor Schaeffer had presented to a civic organization.⁵⁷ Dr. Stough obtained letters from three other ladies who had been present and submitted them to the University to substantiate his charge. Professor Schaeffer denied the report as did Professor J. S. Pridmore, Miss Ruby Franklin, and Mrs. J. C. Pridmore who were present at the alleged time of the statement. The Trustees appointed a committee to investigate the incident. After its investigation the committee reported "that Dr. Stough's statements are in no sense supported by the letters furnished by him, and we

⁵⁶ William A. Sutherland to Brown Ayres, March 13, 1905, President's Correspondence.

⁵⁷ Journal, July 25, 1916.

feel that he should have withdrawn his statements as soon as he saw these letters."⁵⁸ There the matter should have rested, but the report of the committee appeared in the Knoxville Journal and Tribune.⁵⁹ Taking offense at the report, one of the ladies involved charged that the committee had reached an unfair verdict against the ladies and that "by insinuation and implication reflects upon our veracity and our having sympathy for a fellow-being."⁶⁰ In a letter to the Trustees she demanded a re-hearing of the case so that the women involved could defend themselves against the charge that their letters could not be substantiated.⁶¹ However, after this last letter the matter died a bitter death, and no other account was found of the charge and counter-charges.

The spirit of a university is not something that is tangible or easily recognized. Two projects, however, serve to indicate the interest of the students and Faculty

⁵⁸ Board Minutes, July 25, 1916.

⁵⁹ Journal, July 26, 1916.

⁶⁰ Ibid., July 29, 1916. The lady involved was Miss L. Crozier-French.

⁶¹ Ibid., July 31, 1916.

in furthering the welfare of the University. The first was the building of a road which would parallel Second Creek and connect Estabrook Hall with Cumberland Avenue. Funds for this project were lacking; therefore, the members of the College of Engineering offered their services. They planned the entire operation and classes were dismissed for one day. Students and Faculty donned their work clothes and turned out with a will to grade the road. After this grading they erected two stone pillars at the Cumberland Avenue entrance.⁶²

The second project was the purchase of a more spacious athletic field. Wait Field proved too small to meet the growing demands of an expanding athletic program, so alumni, Faculty, students, and friends joined in the formation of a corporation to obtain additional property. This corporation purchased and held a new site until the University could buy the property.⁶³ Dr. Charles E. Ferris and Dr. Herbert E. Buchanan were especially active in promoting the movement for a more modern athletic field.⁶⁴

⁶² Journal, April 10, 1912. Within these pillars, textbooks were entombed, Knoxville News-Sentinel, September 16, 1949.

⁶³ Knoxville Sentinel, November 23, 1912; Journal, December 14, 1912. This new site was later to become Shields-Watkins Field.

⁶⁴ Board Minutes, October 22, 1912.

In this chapter an attempt has been made to reflect some of the incidents and activities of the Ayres' administration. While these were taking place, students, administrators, and teachers were busy in classes, conferences, libraries, and laboratories. All of this was a part of the underlying current which marked the true spirit of the "Hill."

CHAPTER VIII

THE END OF AN ERA

World War I brought a number of changes to the University of Tennessee. The University campus became a training ground for civilians and soldiers who were to serve in agriculture, industry, welfare, and military activities.

In 1917 and 1918 the women of the University joined forces with Knoxville and the surrounding counties in developing first aid training and other emergency services through the Red Cross.¹ To help meet the growing demand for military personnel, in February, 1917, the Reserve Officer Training Corps program began to operate at the University to train army officers.² This program, in cooperation with the Federal government, was easily integrated into the military program which the University was already carrying out as a land grant college.

¹
Knoxville Sentinel, March 3, 1917.

²
Ibid., February 13, 1917.

Numerous changes were necessary to meet the growing needs for civilian and military goods and services and as a consequence of this, the Faculty, at an April meeting in 1917, voted to allow seniors their diplomas if they entered military service or took industrial positions where they were directly or indirectly engaged in government work, provided they were making passing grades at the time of their withdrawals.³ All agriculture classes were discontinued on April 24, and the students enrolled in these classes were permitted to return home to help in the wartime food drive. Seniors who were taking agriculture were also to receive their diplomas, if making passing marks.⁴ Many students, consequently, left the University in 1917 to work on the farm, in industry, or to join the military forces.

At the graduation exercises in June, President Ayres asked one of the graduating students to stand beside him and receive the diplomas for those who were not present. Grim evidence of what was happening came to

³ Faculty Minutes, April 21, 1917.

⁴ Ibid., April 24, 1917.

light, as the young man who assisted the President found himself with an arm load of diplomas.⁵

Other effects of the war were seen in the loss of personnel, especially in the Memphis units.⁶ Athletic coaches were in demand for recreational work. The loss of coaches led to a marked curtailment of football and other varsity contests, but in their stead, emphasis was placed on physical training for all students.⁷ Male students were now required to take athletic training one hour each day. Organized intramural teams engaged in numerous competitive contests.⁸

War activities had a devastating effect on study habits as well as attendance. Industry was offering inducements in the way of high wages, opportunities for overtime, and a chance to aid the war effort. President Ayres, in 1918, noted that there was a restlessness among the students.⁹ In 1916-1917 there was a regular enrollment

⁵ Personal interview with Mr. J. P. Hess. Mr. Hess was present at the ceremony.

⁶ Board Minutes, July 23, 1918.

⁷ Faculty Minutes, September 19, 1917.

⁸ Knoxville Sentinel, October 30, 1917.

⁹ Board Minutes, July 23, 1918.

of 980 students. By 1917-1918 this figure had dropped to 826, and in 1918-1919, it was reduced to 751.¹⁰ Most of those who had withdrawn were men.

The Faculty of the College of Agriculture entered into the war effort with a determination to prove the slogan, "Food Will Win the War." Farmers were assisted in extending the acreage for their crops and in increasing livestock production. Courses were offered in canning and other means of food conservation. The Extension Division and the county agents issued government literature to aid the farmer in the production and conservation of foods, in Liberty Loan drives, and provided a close tie between the government and the farmer. Dr. H. A. Morgan served as State Food Controller, and ably filled this position while continuing his regular duties at the University. Under his direction various agencies were coordinated, and Tennessee was able to exceed its quota for food.¹¹

At the request of the United States Government, President Ayres reorganized his program to meet the

¹⁰ Biennial Report, 1919, pp. 6-7; ibid., 1920, p. 20. Of the 751 a total of 472 were in the Student Army Training Corps.

¹¹ Ibid., 1919, pp. 12-13; personal interview with Dr. C. E. Brehm, 1956. See also Harry L. Coles, Jr., "The Federal Food Administration of Tennessee and its Records in the National Archives, 1917-1919," Tennessee Historical Quarterly, IV, No. 1 (March, 1945), 23-57.

emergency. A concentrated training program was established to provide men for the armed forces. In the fall of 1918, the Student Army Training Corps, Section "A," replaced the Reserve Officer Training Corps. Under this new program the federal government moved in to supervise the training of male students. Young men could continue in college until the completion of their courses and then enter the armed services as commissioned officers.¹²

This plan was adopted by the Government to avoid the mistake of Great Britain in rushing men to the front without considering qualifications or activities. Therefore, in the fall of 1918, all male students over eighteen were instructed to come prepared to enroll in the Student Army Training Corps.¹³ The Administration and Faculty made an effort to obtain students interested in continuing their schooling. The students were sworn into the Army and provided tuition, subsistence, \$30.00 a month, and uniforms.¹⁴ The "Hill" became a military camp with guards surrounding the premises.¹⁵ Training was given

¹² Faculty Minutes, September 21, 1918.

¹³ Journal, September 8, 1918.

¹⁴ Knoxville Sentinel, August 30, 1918.

¹⁵ Personal interview with Dean N. W. Dougherty, 1956.

for the infantry, artillery or machine gunnery, quartermaster, engineer, signal, and chemical corps. Courses included instruction in map making, sanitation and hygiene, languages, mathematics, and military law.¹⁶ There was also a program to train personnel for the naval reserve.¹⁷ These training courses were designed to cover a three-year period.¹⁸ The Knoxville and Memphis units of the University had a total of 472 in the Student Army Training Corps, and fifty-two in training for the naval reserve.¹⁹

In addition the University was also called upon by the Army to provide courses for specialists, and three groups of officers and enlisted men received training in two-month speed-up courses. A total of 835 men were taught by the University in this program called Student Army Training Corps, Section "B."²⁰ Courses and instruction were given in: motor truck theory, operation,

¹⁶ Faculty Minutes, September 21, 1918.

¹⁷ Biennial Report, January, 1921, p. 20.

¹⁸ Faculty Minutes, September 21, 1918.

¹⁹ Biennial Report, 1921, p. 4.

²⁰ The designations Section "A" and Section "B" were used to distinguish the regular University program for the two-month program.

and repair; machine shop work; carpentering; electrical work; radio telegraphy; concrete work; and oxy-acetelene welding.²¹ Many of these men received training which they were able to use after their separation from the Army. At first it appeared that the Army would completely dominate the Staff and activities of the University, but Dean Hoskins soon let it be known that the Staff and its standards were under the control of the University, and that the Army would have to perform its supervision in other areas.²²

When the armistice came on November 11, 1918, it was necessary for the University to turn full attention to civilian pursuits. Students could shift from the Student Army Training Corps or the Naval training program without penalty or loss of time.²³

While the University carried on at home, more than 2500 students and alumni entered the service. They served faithfully, and twenty-seven made the supreme sacrifice for their country.²⁴

²¹ Board Minutes, July 23, 1918.

²² Personal interview with Dean N. W. Dougherty, 1956.

²³ Faculty Minutes, December 5, 1918.

²⁴ Biennial Report, 1921, p. 4.

While war activities attracted and demanded a great interest, there were other events which played a role in the life of the University. When Congress passed the Smith-Hughes Act in 1917, additional expansion became possible. Under the terms of the Act, the Government agreed to appropriate certain funds to raise salaries and provide training for agricultural, trade, and home economics teachers, provided the State would supplement them. The Trustees agreed to this requirement, and the University began a program of vocational training in agriculture, home economics, and industrial arts.²⁵

To allow agricultural improvement the University turned over a strip of land of the old Horticultural Farm to the Knox County Industrial School. In turn, the County agreed to maintain the Cherokee Bridge, which spanned the Tennessee River at the farm. In addition to this, Knox County built a road through the property of the Experimental Farm.²⁶

²⁵ Board Minutes, July 23, 1918.

²⁶ Ibid.

From 1917 until early 1919, President Ayres, the Trustees, and advisers busily engaged in planning new buildings for the University. The construction of a single building to adorn the "Hill" was a dream of Dr. Ayres. This building, and other necessary plant additions, were made possible through the million dollar grant for new structures discussed in an earlier chapter. President Ayres prepared a model, half the size of the top of a standard desk, which showed existing as well as proposed buildings for the University.²⁷

Original plans called for another extension to Estabrook Hall, the construction of an armory and gymnasium building, and a central recitation building on the main campus.²⁸ Considerable differences of opinion among the Trustees caused this program to meet with disapproval, and the plan finally adopted included the construction of an administration and laboratory building for the Agricultural College (Morgan Hall), a central recitation building (Ayres Hall), and an extension to Estabrook Hall.²⁹ The Trustees agreed that new construction would follow the Elizabethan style of architecture.³⁰

²⁷ Personal interview with John Ayres, 1955.

²⁸ Board Minutes, July 23, 1918.

²⁹ Ibid., December 17, 1918.

³⁰ Ibid., July 23, 1918.

About the middle of January, 1919, Dr. Ayres and the Knoxville Trustees met with Grant C. Miller, the Chicago architect, to plan new buildings. This was Dr. Ayres' last trip to his office.³¹

The President of the University passed away on January 28, 1919, after a short illness. His death, due perhaps to a heart attack, at the age of sixty-three, was a surprise to the Faculty, students, and the general public.

Students, Faculty, Trustees, State officials, educators, and industrial leaders mourned the death of President Brown Ayres. The heart-warming account of the Trustees stated in part:

Time has abundantly justified the wisdom of this selection [Dr. Ayres]. For more than fourteen years Dr. Ayres worked unceasingly, with single-minded devotion and greatest success in the task of administering and up-building the University. From the beginning he had before his eyes the vision of a great State University, fully equipped in all its departments to minister to the youth of the State according to their several needs, adequately endowed by the State, and serving, in fact as well as in name, as the head of its educational system; and he constantly strove, with all his strength of mind, body and soul, towards the complete realization of this

31

Ibid., February 10, 1919.

ideal. Under his wise leadership, and with the aid of the skilled and loyal assistants by whom his hands have been upheld and strengthened, the University has steadily without variableness or shadow of turning, advanced upon its upward path.

His courtesy of manner, forcefulness, frankness and consideration for the views of others, brought him the unswerving regard and loyalty of the Faculty, and won the confidence and esteem of the students, to whom the example of his upright and honorable life was an abiding influence for good.³²

The Faculty resolution declared:

That in his dealings with the members of the Faculty he was invariably animated by a spirit of the truest courtesy and that he was at all times ready to discuss with them on terms of the friendliest equality the affairs of their respective departments.

That it was through his statesmanlike vision that the intimate union between the University and the State, the benefits of which have been rendered so plain to all the world by events, was effected, and that he has thereby richly earned the gratitude of the people of Tennessee, both of the present generation and of future generations.³³

Dr. Ayres had acquired many honors during his years of educational service. He received LL. D. degrees from Washington and Lee University (1894), South Carolina College (1905), Tulane University (1905), and the University of Alabama (1916). The University of the South

³²
Ibid.

³³
Faculty Minutes, January 28, 1919.

conferred on him a D. C. L. degree in 1907. He served as President of the Association of Colleges and Preparatory Schools of the Southern States (1904-1905), President of the National Association of State Universities (1909-1910), and Vice-President of the Association of Land Grant Colleges of the United States in 1918 (having declined the offer of the presidency). He was also a Fellow of the American Association for the Advancement of Science.³⁴ The organizations to which Dr. Ayres belonged included: American Institute of Electrical Engineers, American Physical Society, Association for the Promotion of Engineering Education, Phi Beta Kappa, and Phi Kappa Phi.³⁵

The day following the death of President Ayres, Professor Samuel McCutchen Bain died. This was another great loss to the University and the State. Professor Bain, a modest, unassuming man, had served the University as Professor of Botany and Botanist of the Experiment Station, and was the author of many scientific bulletins and articles in scientific journals. One of his valuable

³⁴ Board Minutes, February 10, 1919.

³⁵ Ibid.

contributions was the development of a disease-resistant red clover which restored that crop. The value of his contributions to agriculture, it was estimated, would be measured in the thousands.

Professor Bain had come to the University in 1893 from Union University, Jackson, Tennessee. He was first instructor in geology and botany, and Assistant Botanist of the Experiment Station. His career included special service with the United States Department of Agriculture in 1894 and again in 1904.³⁶

On January 10, 1919, James D. Hoskins, hard working Dean of the College of Liberal Arts, became the Acting President.³⁷

The problem of selection of a new president for the University, the new building program, and continued University growth with State support, combine to make another epoch which it is hoped will soon be written.

³⁶ James D. Hoskins, "Samuel McCutchen Bain," a short review of his life and work in the personal papers of James D. Hoskins, University of Tennessee.

³⁷ Board Minutes, January 30, 1919.

The University of Tennessee, 1904 to 1919, under the Administration of Brown Ayres, advanced in a varied program of achievement:

1. Standards were raised and the University was recognized in Tennessee, the United States, and in foreign countries.
2. The University was accepted by the people of Tennessee, and obtained financial support from the Legislature.
3. The Medical and Dental Colleges were merged with the University, removed to Memphis, and given regular appropriations for operation and maintenance.
4. The Agricultural College was strengthened and enlarged to include the State as its campus.
5. The Summer School of the South became part of the University program.

While the above accomplishments provide positive credits, there were certain deficiencies which might be noted. President Ayres served best in organization, planning, and administration, for while he was an excellent scholar and a gentleman in every sense of the word, he lacked a down to earth quality in his relations with the Tennessee General Assembly or non-scholastic gatherings.

Here he was unable to talk on the educational level of the people and often reasoned or spoke in a manner which they did not understand. Steadily rising deficits were due in part to Departments which could not keep within budgets. Strong administrative action might have prevented a part of this expenditure.

This administration was one of transition. The University assumed the characteristics of an outstanding institution. Through the support of the Faculty, the Trustees, the Tennessee legislature, and the United States government, Brown Ayres accomplished an outstanding service as an administrative leader. Passing years have helped to reveal his greatness, but full credit for his devoted, unselfish service has never been given him. The people of Tennessee owe him a lasting debt of gratitude for his altruistic services.

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Biennial Report of the Board of Trustees of the University of Tennessee, 1887-1888 to 1919-1920.
 University of Tennessee Press, Knoxville, 1889 to 1921.

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 Knoxville, 1915.

The Orange and White (Knoxville), October, 1906 to May,
 1919.

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Morgan, H. A. "The Agricultural Experiment Station and its Relation to the College of Agriculture," The University of Tennessee Record, Vol. XVII, No. 3. University of Tennessee Press, Knoxville, 1914.

2. Other Publications

Acts of Tennessee, 1905 to 1917.

Biennial Report of the Department of Agriculture 1915-1916 and 1917-1918. McQuiddy Printing Co., and Long-Johnson, Jackson, Nashville [1916, 1918].

Biennial Report of the State Superintendent of Public Instruction of Tennessee 1909-1910, 1913-1914, and 1915-1916, Ambrose Printing Co., Brandon Printing Co., Braid-Ward Co., Nashville, 1911, 1915, 1916.

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Medical Department of the Lincoln Memorial University. [n.p.], Knoxville, 1908.

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Following papers cited:

Chattanooga Press
Chattanooga Times
The Journal and Tribune (Knoxville)
Knoxville Sentinel
Nashville Banner

Dabney, Charles W. Universal Education in the South. 2 vols. University of North Carolina Press, Chapel Hill [1936].

Morgan, H. A. "The Morgan Story. Fourth Horizon" in Makers of Millions. Not for Themselves--But for You, edited by Louis D. Wallace. Tennessee Department of Agriculture, Nashville, 1951.

II. SECONDARY

Cole, William E. A History of the University of Tennessee 1794-1934. Unpublished manuscript in possession of author.

Presents the high lights of the years covered.

Folmsbee, Stanley J. Blount College and East Tennessee College. The University of Tennessee Record, Vol. XLIX, No. 1. University of Tennessee Press, Knoxville, 1914.

Best source on these colleges.

_____, East Tennessee University: Pre-War Years, 1840-1861. Unpublished manuscript in possession of author.

_____, East Tennessee University: War and Reconstruction. Unpublished manuscript in possession of author.

_____, The University of Tennessee, 1879-1887. Unpublished manuscript in possession of author. Valuable introduction to the Dabney and Ayres administration.

Holt, Andrew David. The Struggle for a State System of Public Schools in Tennessee, 1903-1936. Bureau of Publications, Columbia University, New York, 1938.

Presents an overall view of the problems of public support for education.

Hoskins, James D. "The University of Tennessee College of Law," Tennessee Law Review, XVI, 679-83 (February, 1941).

Brief discussion of the law college.

Lewis, Charles Lee. Philander Priestly Claxton. Crusader for Public Education. University of Tennessee Press, Knoxville, 1948.

Account of the work of Claxton in relation to the public education movement.

Turner, Eugene Frederick. The College of Medicine of the University of Tennessee. The University of Tennessee Record, Vol. XVIII, No. 5. University of Tennessee Press, Knoxville, 1915.

Good background material on the early medical and dental college.

APPENDIX

D OF TRUSTEES DURING
ION OF PRESIDENT
AYRES

ashville	1894-191
ackson	1908-191
noxville	1873-190
pring Hill	1909-191
allatin	1900-191
noxville	1896-190
awkins County	1908-190
helbyville	1916-195
noxville	1873-190
hattanoooga	1914-192
ulaski	1882-190
hattanoooga	1892-190
emphis	1899-190
emphis	1909-191
renton	1899-190
allatin	1913-191
ashville	1915-191
ontgomery County	1900-190
ogersville	1892-192
noxville	1903-190
noxville	1878-190
noxville	1897-191
noxville	1877-190
noxville	1896-191
helbyville	1894-191
noxville	1908-190
ashville	1904-190
noxville	1872-190
aris	1892-190
noxville	1904-190
emphis	1915-192
ashville	1908-190
noxville	1869-73, 1898-191
ashville	1917-192
noxville	1897-192
noxville	1867/?-190
emphis	1915-192
ashville	1904-190
noxville	1855-190
rownsville	1901-192
emphis	1892-190

MEMBERS OF THE BOARD OF TRUSTEES DURING
THE ADMINISTRATION OF PRESIDENT
BROWN AYRES
(continued)

Tigrett, I. B.	Jackson	1915-1951
Warren, Samuel N.	Spring Hill	1912-1927
Wheeler, Xenophon	Chattanooga	1892-1913
White, Moses	Knoxville	1877-1907

MEMBERS OF FACULTY, 1904-1919

Ayres, Brown, President, 1904-1919
 Bain, Samuel M., Prof. of Botany, 1901-1919
 Barnes, Samuel E., Asst. Prof. of Dairy Husb., 1901-
 Bender, John R., Prof. Phys. Training, 1916-
 Bentley, Gordon M., Asst. Prof. of Zoology & Entomology,
 1905-
 Brown, John T., Asst. Prof. of English, 1907-1912
 Bruce, James, Prof. English L. & Lit., 1900-
 Buchanan, Herbert E., Prof. of Math., 1911-
 Burdette, Allen M., Prof. Mil. Sc. & Tactics, 1913-1915
 Burke, Charles B., Prof. of English, 1909-
 Carpenter, Caroline, Asst. Prof. of Mod. Lang. & Dean
 of Women, 1911-
 Carson, William W., Prof. of Civ. Eng., 1885-1916
 Clark, Harry H., Prof. of Ed., 1912-
 Clarke, George H., Prof. English, 1911-
 Claxton, Philander P., Prof. of Ed., 1902-1911
 Clevenger, Zora G., Asst. Prof. Phys. Training, 1914-
 1916
 Crooks, Nellie, Asst. Prof. Domestic Arts, 1917-
 Darnall, Frank M., Actg. Prof. of English, 1916-1917
 Darnall, Henry J., Adjunct Prof. Mod. Lang. & German
 Lang., 1898-
 Dougherty, Nathan W., Prof. Civ. Eng., 1916-
 Eckels, William A., Acting Prof. Latin, 1907-1908
 Essary, Samuel H., Asst. Prof. of Botany, 1904-
 Fergus, Robert C., Asst. Prof. of Civ. Eng., 1912-
 Ferris, Charles, E., Prof. Mech. Eng. & Dean of Eng.,
 1902-
 Frantz, Frank, Prof. Romance Lang., 1916-
 Frost, Elliott P., Prof. of Psychology, 1914-
 Gibbins, Henry, Prof. Mil. Sc. & Tactics, 1909-1913
 Gilchrist, Anna M., Dean of Women & Asst. Prof. of Home
 Ec., 1905-1906
 Glocker, Theodore W., Prof. of Economics, 1913-
 Gordon, Charles H., Prof. of Geology & Mineralogy, 1907-
 Grainger, William E., Assoc. Chemist Ag. Exp. Sta.,
 1905-1910
 Hamilton, John B., Prof. of Math., 1907-1910
 Harriss, Olive B., Asst. Prof. of Domestic Arts, 1914-
 1917
 Hill, Charles O., Assoc. Prof. of Chem., 1906-
 Hoskins, James D., Prof. of Hist., Dean of the College
 of Lib. Arts, 1900-1945

MEMBERS OF FACULTY, 1904-1919
(continued)

Hyde, Walter W., Acting Prof. of Latin, 1908-1909
 Ingersoll, Henry H., Dean of Law, 1892-1915
 Jacob, Moses, Prof. of Veterinary Science, 1904-
 Jarvis, Royal T., Prof. Mining Eng. & Metallurgy,
 1907-
 Jordan, Thomas W., Dean of College & Prof. Lat.,
 1888-1907
 Keffer, Charles A., Prof. of Hort. & Forestry, Di-
 rector of Extension, 1900-
 Kingman, Ralph W., Prof. Mil. Sc. & Tactics, 1915-
 Lee, David R., Prof. of Greek, 1916-
 Lowry, Ralph, Actg. Asst. Prof. Agronomy, 1917-1918
 McCormick, Florence A., Acting Asst. Prof. of Botany,
 1917-1918
 Main, Josiah, Asst. Prof. of Ag. Ed., 1907-1910
 Matthews, Robert C., Prof. of Drawing, 1907-
 Merrill, Ray M., Acting Prof. of Romance Lang., 1915-
 1916
 Mooers, Charles A., Prof. of Agronomy, 1905-
 Moore, Robert L., Asst. Prof. of Math., 1905-1906
 Morgan, Harcourt A., Dean of College of Ag., Prof. of
 Zoology & Entomology, 1904-
 Morris, Thomas D., Treasurer & Registrar, 1895-
 Mulligan, Catharine A., Dean of Women & Asst. Prof.
 Home Ec., 1909-1914
 Mulvania, Maurice, Asst. Prof. of Bacteriology, 1906-
 Myers, Hu B., Prof. of Mil. Sc. & Tactics, 1907-1909
 Nave, Andrew H., Prof. Mil. Sc. & Tactics, 1898-1906
 Neal, John R., Prof. of Law, 1909-
 Ogden, Robert M., Asst. Prof. of Psychology, 1905-
 Perkins, Charles A., Prof. of Physics & Chem. & Elec.
 Eng., 1892-
 Porter, James T., Prof. of Physics, 1908-
 Pridmore, James C., Assoc. Prof. of Agronomy, 1911-1917
 Quereau, Friend C., Asst. Prof. of Animal Husb., 1907-
 1910
 Radford, Robert S., Prof. Latin, 1908-
 Rall, Edward E., Prof. of Ed., 1911-1916
 Reynolds, Ernest S., Asst. Prof. of Botany, 1909-1912
 Sanford, Edward T., Lecturer on Law, 1898-
 Schaeffer, A. A., Assoc. Prof. of Zoology, 1909-
 Schmitt, Cooper D., Prof. of Math., 1889-1910

MEMBERS OF FACULTY, 1904-1919
(continued)

Shanks, Lewis P., Assoc. Prof. of Romance Lang.,
1909-1912
Shannon, Charles H., Prof. of Greek, 1900-1916
Skeffington, Florence, Dean of Women & Asst. Prof.
of Eng., 1899-1905
Small, Mary L., Acting Asst. Prof. of Psychology,
1917-
Staley, George C., Acting Assoc. Prof. of Math., 1910-
Stone, Andrew A., Asst. Prof. of Phys. Tr., 1910-1912
Swiggett, Glen L., Prof. of Romance Lang., 1912-
Switzer, John A., Prof. of Hydraulic & Sanitary Eng.,
1908-
Thackston, John A., Prof. of Ed., 1916-
Turner, Charles W., Dean of College of Law & Prof. of
Law, 1897-
Turner, Louise G., Asst. Prof. of Domestic Sc., 1911-
Tuttle, Mary L., Dean of Women & Asst. Prof. Home Ec.,
1907-1909
Vought, Sabra W., Librarian, 1901-1910
Wait, Charles E., Prof. of Chem. & Metallurgy, 1888-
Wales, Royal L., Asst. Prof. of Exp. Eng., 1905-1908
Watson, Oscar M., Assoc. Prof. Horticulture, 1914-
Willson, Charles A., Prof. Animal Husb., 1910-
Wolff, Samuel L., Asst. Prof. Eng., 1905-1907
Woolrich, Willis R., Asst. Prof. Mech. Eng., 1916-
Wylie, Anna C., Asst. Prof. of Freehand Drawing, 1917-
Wylie, Charles E., Asst. Prof. of Dairying, 1917-

REPRESENTATIVE LISTING OF FACULTY SALARIES

1905-1906

Brown Ayres, President	\$4,500.00
T. W. Jordan, Dean of the College	2,500.00
J. D. Bruce, Prof. of English	2,000.00
W. W. Carson, Prof. of Civil Eng.	2,000.00
P. P. Claxton, Prof. of Education	2,000.00
C. A. Perkins, Prof. of Physics	2,000.00
C. D. Schmitt, Prof. of Math.	2,000.00
C. E. Wait, Prof. of Chem.	2,000.00
C. E. Ferris, Prof. of Mech. Eng.	1,800.00
J. D. Hoskins, Asst. Prof. of History	1,320.00
C. H. Shannon, Asst. Prof. of Greek	1,320.00
S. L. Wolff, Asst. Prof. of English	1,000.00
F. M. Richardson, Inst. in Drawing	1,060.00
C. O. Hill, Inst. in Pharmacy	900.00
Thomas D. Morris, Bursar-Registrar	1,400.00
Lillian B. Schoffin, Sec. to President	600.00

1917-1918

Brown Ayres, President	\$5,700.00
H. A. Morgan, Dean and Prof. of Zoology	4,100.00
C. E. Ferris, Dean and Prof. Mech. Eng.	2,700.00
J. D. Hoskins, Dean and Prof. of History	2,500.00
C. A. Perkins, Prof. Elec. Eng.	2,200.00
C. E. Wait, Prof. of Chemistry	2,200.00
J. D. Bruce, Prof. of English	2,200.00
C. H. Gordon, Prof. of Geology	2,100.00
R. S. Radford, Prof. of Latin	2,100.00
H. E. Buchanan, Prof. of Math.	2,000.00
C. B. Burke, Prof. of English	2,000.00
G. H. Clarke, Prof. of English	2,000.00
H. J. Darnall, Prof. of German	2,000.00
Frank Fantz, Prof. of Romance Lang.	2,000.00
E. P. Frost, Prof. of Psychology	2,000.00
J. B. Hamilton, Prof. of Math.	2,000.00
D. R. Lee, Prof. of Greek	2,000.00
J. T. Porter, Prof. of Physics	2,000.00
J. A. Switzer, Prof. of Hydraulic Eng.	2,000.00
J. A. Thackston, Prof. of Education	2,000.00

**REPRESENTATIVE LISTING OF FACULTY SALARIES
(continued)**

C. A. Willson, Prof. of Animal Husb.	\$2,000.00
N. W. Dougherty, Assoc. Prof. Civ. Eng.	1,800.00
Caroline Carpenter, Dean of Women and Assoc. Prof. Mod. Lang.	1,600.00
Nellie Crooks, Asst. Prof. Domestic Arts	1,500.00
W. R. Woolrich, Asst. Prof. Mech. Eng.	1,500.00
Louise Turner, Asst. Prof. Domestic Arts	1,200.00
W. W. Lewis, Inst. Spanish	1,400.00
Lena Henderson, Inst. Botany	1,000.00
J. R. Bender, Coach	900.00
Thomas D. Morris, Treasurer-Registrar	2,100.00
Lillian B. Schoffin, Sec. to President	960.00

CURRICULA

Liberal Arts

Literary, 1904-^{*}
Scientific, 1904-
Preliminary Medical, 1904-
Pharmacy, 1904-1905 (transferred to School
of Pharmacy)
Pharmaceutical Chemist, 1904-1905 (transfer-
red to School of Pharmacy)
Home Economics, 1906-
Education, 1908-1911 (transferred to School
of Education)
Arts-Medical, 1912-
Arts-Law, 1912-

Engineering

All Engineering courses the same first
2 years
Mechanical, 1904-
Electrical, 1904-
Civil, 1904-
Mining, 1904-1914
Chemical, 1904-
Metallurgical, 1908-
Geology and Mining, 1915-

Agriculture

Four year, 1904-
Two year, 1904-08
Country life course for women, 1915-

^{*} Curriculum offered in 1904 and continued through-
out the period under study.

CURRICULA

(continued)

School of Education

Curriculum leading to B. S., 1912-

Curriculum leading to B. A., 1912-

School of Commerce, 1915-

LIBERAL ARTS (1905)

Freshman Year

<u>Literary Curriculum</u>	<u>Hours per Week</u>
Mathematics, 1, 2, 3	5
English, 1, 2, 3	3
Latin, 1, 2, 3; Greek, 1, 2, 3; or History, 1, 2, 3 (two subjects)	6
Physics, Zoology, or Botany	3
Military Drill and Physical Culture or Domestic Science or Drawing	5

Sophomore Year

<u>Literary Curriculum</u>	
Mathematics, 4, 5, 6	3
English, 4, 5, 6	3
Latin, 4, 5, 6, or Greek, 4, 5, 6	3
French or German or History, 4, 5, 6	3
Chemistry or Advanced Freshman Elective Science	3
Military Drill and Physical Culture or Domestic Science or Drawing, 4, 5, 6	5

LIBERAL ARTS (1905)

(continued)

Junior Year

Required 12 hours of Latin, Greek, English, French, German, History, Mythology, Economics, Philosophy, or History of Education, with classes ranking above Sophomore. (If Latin and Greek be taken, the modern language or history may be omitted.) Required 12 hours in laboratory for each 6 hours of classroom work in the following: Mathematics, physics, Astronomy, Chemistry, Botany, Zoology, Geology, Psychology, Education, Domestic Science, or Military Science. (In the Sciences, 2 hours of laboratory work may be substituted for one hour of lecture or recitation at the option of the instructor.)

Senior Year

Required 12 hours per week of Latin, Greek, English, French, German, History, Mythology, Philosophy, History of Education, Law, with Junior or Senior classes. Required 6 hours in three periods, or three hours of classroom work in the following: Mathematics, Physics, Astronomy, Chemistry, Geology, Botany, Zoology, Psychology, Education, Domestic Science, or Military Science. Thesis.

CIVIL ENGINEERING (1905)

Freshman Year

<u>All Engineering Course</u>	<u>Hours per Week</u>
Mathematics, 1e, 2e, 3e	5
English, 1, 2, 3	3
Physics, 1, 2, 3	3
Drawing, 1, 2, 3	(3)
Mechanical Arts, 1, 2, 3	(3)
Surveying (Civil Engineering 1, 2, 3), Military Drill, 1, 2, 3, and Physical Culture	5

CIVIL ENGINEERING (1905)

(continued)

Sophomore Year

<u>All Engineering Course</u>	<u>Hours per Week</u>
Mathematics, 4e, 5e, 6e	3
English, 4e, 5e, 6e	1
French or German, 4, 5, 6	3
Chemistry, 4, 5, 6	3
Drawing, 4, 5, 6	(3)
Physics, 4, 5, 6	4
*Surveying (Civil Engineering 4, 5, 6) or Mechanical Arts, 4, 5, 6	(2)
Military Drill, 1, 2, 3, and Physical Culture	5

Junior Year

<u>Civil Engineering Course</u>	<u>Hours per Week by Term</u>		
	I	II	III
Civil Engineering, 7, 8, 9	9	9	9
Mechanics (Civil Engineering, 7, 8, 9)	3	3	3
Machine Design, 7, 8, 9	(3)	(3)	(3)
German or French	3	3	3
Materials (1 hour, 1 period)	(2)	3	-
Drawing, 8		3	

()

Laboratory periods of two hours each.

*

Civil Engineers take Surveying; Mechanical and Electrical Engineers take Mechanic Arts; Mining majors take both and omit Physics.

CIVIL ENGINEERING (1905)

(continued)

Senior Year

<u>Civil Engineering Course</u>	<u>Hours per Week by Term</u>		
	I	II	III
Civil Engineering, 10, 11, 12	6	11	11
Mechanics (Civil Engineering 10, 11, 12)	3	3	3
Law of Contracts	3	-	-
Machine Design, 10	3	3	-
Steam Engineering, 11a	-	3	-
Quantitative Analysis, 7, 8, 9	(3)	(3)	(3)
Geology, 2	-	-	2
Thesis	-	-	4

AGRICULTURE (1905)

Freshman Year

<u>Four-Year Course</u>	<u>Hours per Week</u>
Mathematics, 1, 2, 3	5
English, 1, 2, 3	3
General Literature, 1, 2, 3	2
Physics, 1, 2, 3	3
Botany, 1, 2, 3	3
Zoology, 1, 2, 3	3
Military Drill, 1, 2, 3	5

Sophomore Year

<u>Four-Year Course</u>	<u>Hours per Week</u>
Surveying and Leveling, 4, 5, 6	2
English, 4, 5, 6	3
Chemistry, 4, 5, 6	3
French or German, 4, 5, 6	3
Animal Husbandry (Breeding Stock, 4)	3
Animal Husbandry (Stock Judging, 5)	2
Agronomy (Physics of Ag., 5, Soil Physics, 6)	3
Horticulture, 6	2
Zoology, 4, 5, 6	3
Military Drill, 4, 5, 6	5

AGRICULTURE (1905)

(continued)

Junior Year

<u>Four-Year Course</u>	<u>Hours per Week</u>
Agronomy (Cereals, 7, 8; Grasses, Clovers, and Forage, 9)	3
Chemistry, 7, 8, 9, 8a, 9a	3
Horticulture, 7, 8	3
Veterinary Science, 7, 8, 9	3
French or German, 7, 8, 9	3
Botany, 7, 8, 9	3
Animal Husbandry (Stock Judging, 8)	2
Forestry, 9	3

Senior Year

<u>Four-Year Course</u>	<u>Hours per Week</u>
Geology, 10, 11, 12	3
Botany, 10	3
Plant Improvement, 11, 12	3
Economics, 10, 11, 12	3
Agronomy (Soil Fertility), 10, 11	3
Animal Husbandry (Breeding, 10; Feeds and Feeding, 12)	3
Dairying, 11, 12	3
Entomology, 10, 11, 12	3
Thesis	

COMMERCE (1915)

Freshman Year

	<u>Hours per Week</u>
Mathematics, 1, 2	3
English, 1, 2	3
French or German, 1, 2	3
History of England	3
Chemistry, 3, 4	3
Military Drill or Physical Training	5

COMMERCE (1915)

(continued)

Sophomore Year

	<u>Hours per Week</u>
English, 3, 4	3
French or German, 3, 4	3
Physics	3
Mathematics (Commercial Algebra and Theory of Investment)	3
Chemical Technology	3
Military Drill or Physical Training	5

Junior Year

	<u>Hours per Week</u>
Economics (Principles)	3
Government and Political Science or Economic History of the U. S.	3
Geology (General and Economic)	3
Energetics (Source and Distribution); Scientific Management	3
Sociology	3
Spanish	3

Senior Year

	<u>Hours per Week</u>
Economics (Money and Banking, including Rural Credits)	3
Economics (Business Organization, Transportation, Physiography, and Commercial Geography)	3
Constitutional History	3
Contracts and Negotiable Instruments	3
Spanish (with lectures on S. A. His- tory and Conditions)	3

SCHOOL OF EDUCATION (1916)

Freshman Year

<u>B. S. in Education</u>	<u>Hours per Week</u> (based on a two term year)
Mathematics, 1a, 2a, 1b, 2b	5
English, 12, 2a	3
French or German, 1, 2	3
Drawing, 1, 2	(3)
Mechanic Arts, 1, 2	(3)
Civil Engineering, 1, 2	(1)
Military Drill, 1, 2 and Physical Training	5

Sophomore Year

<u>B. S. in Education</u>	<u>Hours per Week</u>
Mathematics, 3a, 4a	3
Psychology, 3, 4	3
French or German, 3, 4	3
Drawing, 3, 4	3
Physics, 3, 4	3
Mechanic Arts, 3, 4	(3)
Military Drill 1, 2 and Physical Training	5

In the Junior and Senior years, election may be made from the following groups:

1. Three courses in Education, including History of Education.

2. Two courses from the group: Physics, Chemistry, Mathematics, and Mechanic Arts.

3. Four courses from the group: English, French, German, History, Economics, Geology, Geography, Botany, Zoology, Experimental Psychology, or from any of the above mentioned subjects.

SONGS OF THE PERIOD

TENNESSEE

(Air of "Watch on the Rhine.")

I.

A song bursts forth from loyal hearts,
 From loyal lips the accent starts;
 Come raise your voices in a song,
 In concert High your notes prolong.

Chorus.

O Tennessee! O Tennessee!
 Our hearts will ever turn to thee;
 Thy honor, glory, fame, abroad we sing,
 With glad some souls we tribute bring.

II.

Our Alma Mater, Tennessee,
 Let thy bright star our beacon be.
 Oh may thy glories never fade,
 Nor harm thy sacred walls invade.

Chorus.

O Tennessee! O Tennessee! (etc.)

III.

"When college joys and college lays
 Have faded with their maker's days,
 When Sol's swift wheels have made us old,
 And college life's a tale that's told,"

Chorus.

Then Tennessee, O Tennessee! (etc.)

SONGS OF THE PERIOD

(continued)

FOOTBALL SONG (1908)

(Air of "Red Wing")

We come from U. of T.
Great football fans are we
No rival team that hears us scream
Shall e'er the victor be.
We'll shout with might and main
Come on! We'll win again
With spirit true, we'll dare and do
For dear old Tennessee.

Chorus-

Then come on, give a yell
For Tennessee, Rah! Rah!
Dear old U. T., Rah! Rah!
Our Tennessee, Rah! Rah!
We can give every other team a crow-full
It will be awful
For Vanderbilt. Rah! Rah!

SEEE RIVER

University of Tennessee Campus

- | | |
|---------------------------|----------------------------|
| 1. Estabrook Hall. | 10. Prof. C. W. Turner. |
| 2. President's residence. | 11. Reese Hall. |
| 3. Morrill Hall | 12. Phi Gamma Delta House. |
| 4. Greenhouse. | 13. Kappa Alpha House. |
| 5. Barbara Blount Hall. | 14. West College. |
| 6. Science Hall. | 15. Old College. |
| 7. South College. | 16. East College. |
| 8. Y. M. C. A. Building. | 17. Humes Hall. |
| 9. Prof. Chas. E. Wait. | |

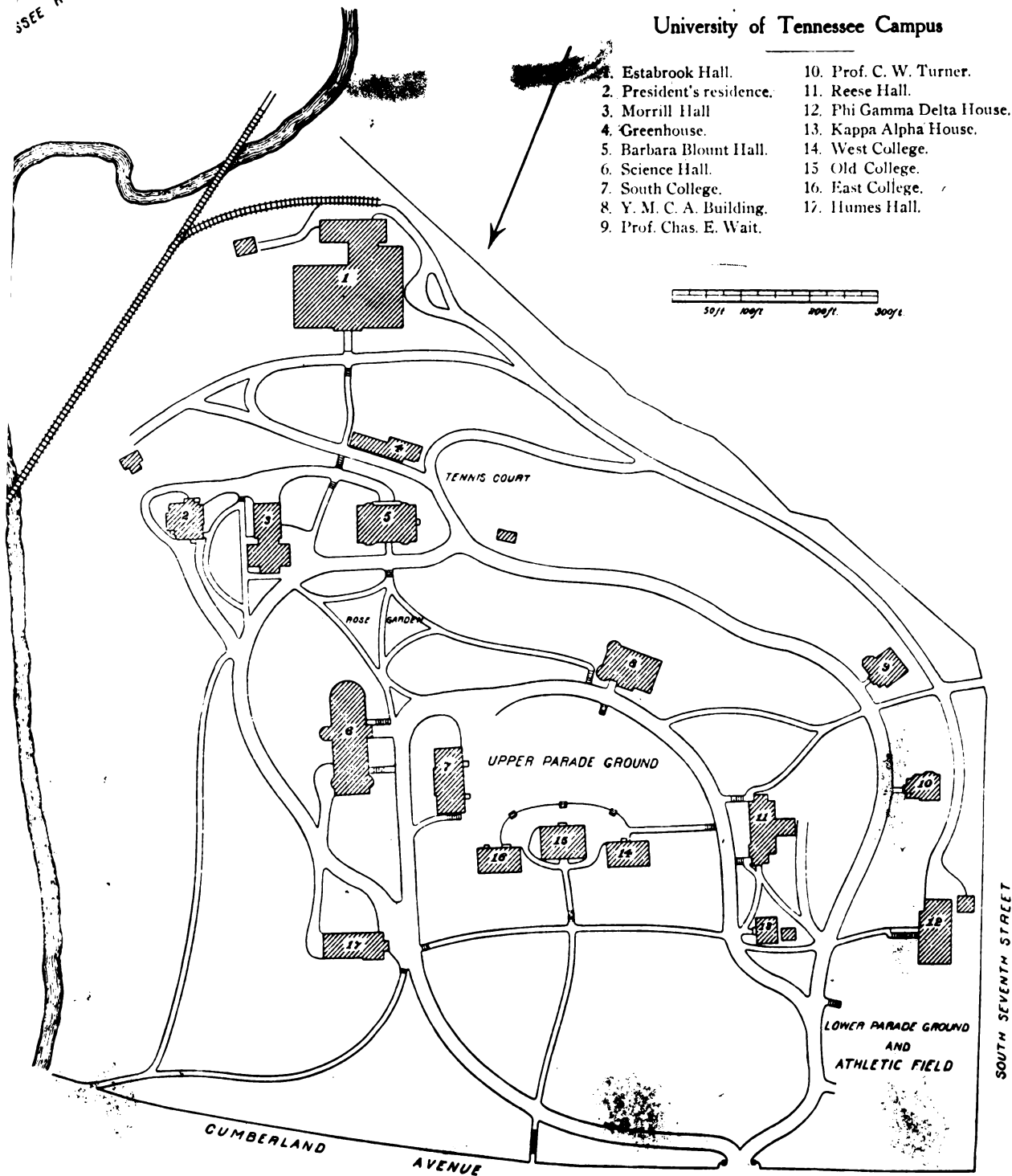
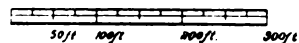


Figure 2. The University of Tennessee Campus, 1918.