March 7, 1960

To the Graduate Council:

I am submitting herewith a thesis written by Elmer B. Inman entitled "A History of the Development of the University of Tennessee, Martin Branch." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Curriculum and Instruction.

W W Wyatt
Major Professor

We have read this thesis
and recommend its acceptance:

Earl M. Lane

John W. Gilleland

Lillian W. Stimson

Accepted for the Council:

Dale Hamblin
Dean of the Graduate School

# A HISTORY OF THE DEVELOPMENT OF THE UNIVERSITY OF TENNESSEE, MARTIN BRANCH

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A THESIS

Submitted to
The Graduate Council
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Doctor of Education

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by

Elmer B. Inman

March 1960

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E. B. I.

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# CHAPTER I

## INTRODUCTION

The University of Tennessee, Martin Branch, has developed through four distinct stages in response to educational needs in upper West Tennessee. The State failed to support education adequately and other groups organized schools in response to this failure to meet the need in education. The local Baptist Association organized and supported Hall-Moody Institute in response to this need, and the school continued to operate until 1927, when the college was consolidated with Union University at Jackson, Tennessee.[1]

At the time that the Junior College was established at Martin, local citizen support was strong in the General Assembly. In fact, the support was strong enough that Dr. Andrew D. Holt, in his study conducted at Columbia University, credited the combined efforts of three groups--the Martin group, the Clarksville group, and the educational forces--with the success of three aspects of educational legislation. A junior college was established at Martin; a college was established at Clarksville; and the passage of favorable school

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[1]Hall-Moody Junior College, The Last Leaf, 1926, p. 15.

legislation was accomplished.[2] The timing of establishment was good since a physical plant and equipment were available for immediate use by the State of Tennessee.

Tennessee Junior College, the official title given to the newly established junior college at Martin, replaced Hall-Moody Junior College and took possession of all property, including land, buildings, and equipment, that had been owned by the former school.[3] The development of Hall-Moody, because of its location, is an integral part of the sequence of events in the development of the Junior College and the Martin Branch.

Predictions based upon surveys and population estimates and trends indicate that present facilities in institutions of higher education are insufficient to provide the educational needs of the future.[4] The General Assembly of the State of Tennessee has already passed

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[2]Andrew David Holt, The Struggle for a State System of Public Schools in Tennessee, 1903-1936 (Teachers College, Columbia University Contributions to Education, No. 753. Bureau of Publications, 1938), p. 362.

[3]Acts of Tennessee, 1927, c. 9.

[4]Truman M. Pierce and A. D. Albright, Public Higher Education in Tennessee, A Report to the Education Survey Subcommittee of the Tennessee Legislative Council Committee, December 2, 1957, p. 327.

legislation providing for the limitation of enrollment in State colleges of Tennessee.[5] It is appropriate that at this time an analysis of the University of Tennessee, Martin Branch, development be made. The development pattern of the past may indicate steps that need to be taken at the present time and in the future to provide adequate higher education for citizens of upper West Tennessee.

## I. THE PROBLEM

Statement of the Problem. The problem of this study involves the tracing of certain selected areas of development of the Martin Branch from its beginning as Hall-Moody Institute up to the present time. An attempt is made to present the changes that were made and the events leading to those changes.

The Need for the Study. No study of the development of the Martin Branch and its predecessors has been made throughout its fifty-nine years of existence. Many reports have been made; actions have been taken by the legislature, by the Board of Trustees, by University officials, and by local citizen groups involving the Junior College and the Martin Branch. There was a need for the compilation

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[5]Acts of Tennessee, 1957, c. 211.

of this mass of data for the analysis of the Martin Branch development and the placing of it in its proper perspective. Recommendations have been made by the study group on higher education in Tennessee relative to the control and operation of the Martin Branch and the need for further expansion of the program. The Martin Branch has entered upon a period of expansion based upon sound research which has set a pattern for future development.

Limitations of the Study. This study is limited to the development of the Martin Branch and its predecessors between the years 1900 and 1959. The organization and development of Hall-Moody Institute between the years 1900 and 1927 is considered a part of the development of the Martin Branch. Primary sources of data for this period of development were limited to certain specific dates in the Hall-Moody period.

Attention is given to the following selected areas in this study: (1) the establishment, (2) aims and objectives, (3) curriculum and instruction, (4) administration and control, (5) faculty, (6) library, (7) physical plant and equipment, (8) enrollment, (9) finance, and (10) student activities. More attention is given to curriculum and instruction than is given to any of the other areas.

Method of Procedure and Sources of Data. The historical method of research was used in this study and involved the use of the Board Minutes of the University of Tennessee Board of Trustees. The period of this investigation included the years 1900 through 1959. Some reference was made to years prior to 1900 when this reference was necessary to the development of an understanding of events that took place later. The data in this investigation are handled chronologically and are handled separately in each of the four periods of development. The four periods--(1) Hall-Moody Institute, (2) Tennessee Junior College, (3) the transition period, and (4) the expansion period--are natural periods of development based upon legislative acts by the General Assembly of the State of Tennessee.

The Hall-Moody Institute period includes the years 1900 through 1927 when the school was operated by the Beulah Baptist Association and the Tennessee Baptist Convention. The Tennessee Junior College period includes the years 1927 through 1951 when the school operated under the provisions of Senate Bill Number 301, Chapter nine of the Public Acts of 1927. The transition period began in 1951 with the passage of House Bill Number 264, Chapter twenty-seven, by the 1951 legislature. The passage of this bill provided for degree-granting programs in agriculture and home economics. The basis was later

established for additional degree programs. In 1957 the legislature passed Senate Bill Number thirty-one, Chapter three, providing for curricular expansion at the Martin Branch without further authorization from the General Assembly. The period of expansion began at this time. These four periods were analyzed since each of the four stages contained distinct curricular changes accompanied by other areas of change.

The sources of data include: (1) minutes of the Beulah Baptist Association, founders of Hall-Moody Institute; (2) minutes of the Tennessee Baptist Convention; (3) the Baptist Reflector, periodical publication of the Tennessee Baptist Convention; (4) selected publications of Hall-Moody Institute and Hall-Moody Junior College; (5) minutes of the Board of Trustees of the University of Tennessee; (6) selected publications of the University of Tennessee Junior College and the University of Tennessee, Martin Branch; (7) biennial reports of the State Superintendent of Public Instruction and the Board of Trustees of the University of Tennessee; (8) unpublished reports of the University of Tennessee Junior College departments and the University of Tennessee, Martin Branch, departments; (9) Treasurer reports of the University of Tennessee; and (10) committee reports of faculty study committees appointed by University officials and committee reports of

the Board of Trustees.

Organization of the Study. The introduction of the study, the statement of the problem, the need for the study, and the method of procedure and sources of data have been presented in Chapter I.

The establishment of Hall-Moody Institute and the development of the school into Hall-Moody Junior College are presented in Chapter II.

The establishment of Tennessee Junior College and the growth and development of the college are presented in Chapter III.

The initiation of the transition period with growth and development during the period is presented in Chapter IV.

The initiation of the period of expansion with growth and development of the period is presented in Chapter V.

A summary of the study is presented in Chapter VI.

# CHAPTER II

## HALL-MOODY INSTITUTE

### I. INTRODUCTION

The history of Hall-Moody Institute and Hall-Moody Junior College is an integral part of the history of the University of Tennessee, Martin Branch. Dr. Stanley J. Folmsbee, in connection with his writings of the history of the University of Tennessee at Knoxville, stated: "The spirit of any living institution is in large measure the result of the accumulated experiences of its past history."[1] This statement is also applicable to the University of Tennessee, Martin Branch. Many citizens of Martin and surrounding communities attended Hall-Moody and several members of the Martin Branch faculty attended the school. Each year, early in the fall, a Hall-Moody reunion is held on the Martin Branch campus.

Adequate educational facilities were not available to citizens of Tennessee at the time of the establishment of Hall-Moody and state

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[1]Stanley J. Folmsbee, "Blount College and East Tennessee College, 1794-1840: The First Predecessors of the University of Tennessee," The East Tennessee Historical Society's Publications, No. 17, 1945, p. 22.

aid was not sufficient to support an adequate educational program.[2] Like many church groups throughout the State, the Baptists of Martin and the surrounding communities decided to take action to establish a school for their children. The State of Tennessee did not appropriate any funds for the operation of the University of Tennessee until five years after the establishment of Hall-Moody, when $25,000 was appropriated biennially.[3]

Dr. I. N. Penick, pastor of the First Baptist Church of Martin, led the efforts of interested citizens in providing a school for religious and denominational training in connection with general courses in education.[4] The Beulah Baptist, the local Baptist Association, discussed the recommendations of the committee on education in 1899 in which the chairman, Mr. W. G. Inman, recommended support for establishment of a college by the Association.[5] The recommendation of the committee was accepted by the Association and efforts made

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[2]Andrew David Holt, The Struggle for a State System of Public Schools in Tennessee, 1903-1936 (Teachers College, Columbia University Contributions to Education, No. 753. Bureau of Publications, 1938), p. 3.

[3]Ibid., p. 241.

[4]Hall-Moody Junior College, The Last Leaf, 1926, p. 2.

[5]Minutes, Beulah Baptist Association, 46th Annual Session, September, 1899.

toward raising money during the first year were successful. During the 1901-1902 year, $9,674.02 was collected and disbursed for the operation of Hall-Moody by the Association.[6] By 1904, the real estate, buildings, and equipment were assessed at $18,000 with an indebtedness of $3,000. The Trustees reported to the Assembly that $51,000 was needed for additional buildings and equipment.[7] During the 1903-1904 school year, 193 pupils were enrolled at Hall-Moody and the school officials projected an eventual enrollment of 500-600 pupils.[8]

Local Baptist groups in Tennessee established four institutions of higher education: Carson-Newman College in East Tennessee; Tennessee College in Middle Tennessee; Union University and Hall-Moody Institute in West Tennessee. These four colleges were built and operated by local Baptist Associations.[9] Hall-Moody Institute at Martin was built and operated by the Beulah Association until 1917

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[6]Minutes, Beulah Baptist Association, 49th Annual Session, September, 1902.

[7]Minutes, Beulah Baptist Association, 51st Annual Session, September, 1904.

[8]Ibid.

[9]Minutes, Beulah Baptist Association, 64th Annual Session, October, 1917.

when the Tennessee Baptist Convention made arrangements to assume support and control of all Baptist colleges in Tennessee.[10]

## II. ORGANIZATION AND ESTABLISHMENT

Hall-Moody Institute came into being primarily through the efforts of Dr. I. N. Penick, pastor of the First Baptist Church of Martin, Tennessee, in 1899. Dr. Penick became concerned about the lack of education being provided for the young people of upper West Tennessee. No high school or college was available for these potential students in and around Weakley County, but Dr. Penick was able to gain support for the establishment of an institution to provide general courses in education with a strong emphasis on religious and denominational training.[11]

A member of the First Baptist Church of Martin, Mrs. Ada Gardner Brooks, donated the land on which the first building for the new college was erected.[12] This building was a two-story brick structure that served as the Hall-Moody administration-classroom building and

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[10]Tennessee Baptist Association, Baptist Reflector, January 4, 1917.

[11]Hall-Moody Junior College, loc. cit.

[12]Ibid., p. 8.

remained the main classroom building throughout the period. There were two changes made in this building; the tower was removed and two additional rooms were built on the front of the building.

The First Five Years. In addition to Dr. Penick, the men responsible for the building of Hall-Moody Institute included: T. H. Farmer, T. M. Ryan, G. W. Hall, J. D. Hall, Dr. V. A. Biggs, Elder J. N. Hall, P. A. Inlow, H. H. Lovelace, J. R. Lovelace, Dr. J. B. Moody, R. E. Nowlin, Elder G. L. Ellis, and Dr. J. C. Young. The founders of the new institution named the school Hall-Moody Institute in honor of two outstanding Baptist ministers, Elder J. N. Hall and Dr. J. B. Moody.[13]

The first board of trustees of Hall-Moody Institute included eighteen members. Mr. T. M. Ryan of Martin, Tennessee, served as the first president of the board, Dr. I. N. Penick served as vice-president, and Dr. V. A. Biggs served as secretary to the board. Other members of the board from Martin, Tennessee, included T. H. Farmer, J. R. Lovelace, Rev. G. L. Ellis, J. E. Hobson, Dr. W. H. Rorie, Dr. J. C. Young, G. W. Hall, and R. E. Nowlin. Other members of the board were P. H. Hurt of Obion, Tennessee;

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[13]Hall-Moody Junior College, op. cit.

Honorable J. H. McDowell of Union City, Tennessee; Rev. G. H. Bell of Gleason, Tennessee; Dr. J. W. Alexander of Woodland Mills, Tennessee; and T. P. Fonville of Sharon, Tennessee.[14]

From the beginning, the board had difficulty in securing adequate financial backing to carry on the program of the college, and for many years the trustees personally financed a major part of the cost of operation. Year by year the school debt continued to increase until it became necessary to close the college in 1927.[15] The minutes of the Beulah Association indicate that only a modest appropriation was made for the support of Hall-Moody Institute and most of this appropriation was for the support of those individuals studying for the ministry. No money came from the Tennessee Baptist Convention.

The founders of Hall-Moody, and later the board of trustees of the school, felt that the cost of attending the newly established college should be within the reach of all. The purpose of establishment was to provide education for the youth of upper West Tennessee, and high tuition rates would limit the school in fulfilling its purpose. Operating funds came primarily from two sources--tuition and private contributions.

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[14]Hall-Moody Institute Catalog, 1901-1902.

[15]Hall-Moody Junior College, The Last Leaf, 1926, p. 15.

A matriculation fee of one dollar was charged each year for registering in any of the various courses of study at Hall-Moody. The following tuition was charged for the different courses for a term of ten weeks in 1901:

College Course

| | |
|---|---|
| First year . . . . . | $7.50 |
| Beyond first year work. . . . | 8.75 |

Academic Course

| | |
|---|---|
| First and second year . . . . | $6.25 |
| Third year . . . . . | 7.50 |

Primary Department

| | |
|---|---|
| Grades 1, 2, 3 . . . . . | $3.75 |
| Grades 4, 5, 6 . . . . . | 5.00[16] |

Those individuals studying for the ministry and the children of ministers were required to pay one-half the regular tuition rate. The college operated on the basis of four ten-week terms, and this method of organization is approximately the same as that now followed by the University of Tennessee at both Knoxville and Martin.

Temporary buildings of wood construction were provided for

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[16]Hall-Moody Institute Catalog, 1901-1902.

boarding students. The rate for board was the same to all students and was set at $2.25 per week.[17] Thus, a student attending the regular three term sessions of high school for the first year paid $67.50 for board and $23.50 for tuition and matriculation. The beginning college course cost only $2.75 more per year than the beginning high school course.

Scholarships were offered for sale to the general public. The scholarships sold for $100 and could be bought for $50 down and $50 payable in six or twelve months. Those individuals who bought the scholarships could rent or sell them or these scholarships could be given to deserving individuals, thus covering the cost of rooming in the dormitory, board, and tuition. Funds derived from sale of the scholarships served as a means of obtaining immediate operating funds.[18]

Curriculum and Instruction. Two distinct college courses of study were offered at Hall-Moody, a classical college course and a scientific college course.[19] In 1900, secondary education was

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[17] Ibid.

[18] Ibid.

[19] Ibid.

sometimes included as a part of the college curriculum. Hall-Moody offered a classical college course developed for a four-year period covering two years of high school and two years of college.

The curriculum for the college course follows:

Freshman Year

Mathematics -- Solid Geometry and Trigonometry
Latin -- Cicero and Virgil
Greek -- Xenophon's Anabasis and Homer's Iliad
History -- Ancient, Mediaeval and Modern
Science -- Chemistry

Sophomore Year

Mathematics -- College Algebra
Latin -- Horace and Livy
Greek -- Iliad (completed), Prometheus, DeCorona
Science -- Zoology and Botany
English -- Advanced Rhetoric

Junior Year

Mathematics -- Analytical Geometry, Calculus (optional)
Latin -- Tacitus and Juvenal
Greek -- Sophocles and Plato
Science -- Geology and Political Economy
English -- Literature

Senior Year

Philosophy -- Logic, Mental Science and Ethics
Science -- Astronomy
English -- Classics
French[20]

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[20] Ibid.

The college classical curriculum stressed three areas: mathematics, languages, and science. During the first year no English was offered, but Latin and Greek were required. English was offered in each of the three remaining years. Latin and Greek were required in each of the first three years, and French was required in the last year.

The second college course of study offered at Hall-Moody was a scientific college course. This curriculum was organized for a period of three years--two years of high school and one year of college. The curriculum for the scientific college course follows:

First Year

Mathematics -- Solid Geometry and Trigonometry
Language -- Latin and German
History -- Ancient, Mediaeval and Modern
Science -- Chemistry

Second Year

Mathematics -- College Algebra
Language -- Latin or German
Science -- Physics and Geology
English -- Literature

Third Year

Mathematics -- Analytical Geometry and Calculus
Philosophy -- Logic, Mental Science and Ethics
Science -- Astronomy and Political Economy
English History[21]

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[21] Ibid.

The classical curriculum and the scientific curriculum were designated as college courses of study, but no clear distinction was made between college and secondary school courses. The three-year academic course was primarily a college preparatory curriculum and was also considered a good terminal education for those individuals who did not plan to complete the college course. The primary department, which included the first six grades, was utilized as a demonstration school in teacher education. Upon completion of the courses offered in the primary department, the student took the following subjects in the academic course:

First Year

Arithmetic
United States History
State History
Descriptive Geography
Grammar
Physiology
Physical Geography

Second Year

Algebra
Rhetoric
Physics
State Geology
Latin

Third Year

Geometry
Literature

Zoology
Botany
Civil Government
Latin[22]

Students in the academic curriculum who were preparing for the classical college course were required to take Greek instead of science in the third year of the curriculum. This requirement indicated the great stress placed upon the mastery of languages as a basis for the classical curriculum.

The three-year teachers' curriculum was similar to the academic course. The academic course was offered for students in grades seven, eight, and nine. Students completing the equivalent of a ninth grade education were certified to teach in an elementary school. The three-year teachers' course was listed as follows:

First Year

Arithmetic
Grammar
United States History
Geography
Advanced Reading

Second Year

Algebra
Rhetoric
Etymology

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[22] Ibid.

Psychology
Pedagogy
Zoology
Vocal Music

Third Year

Geometry
Physics
Literature
Civil Government
Agriculture
Botany
History of Education[23]

A vocational commercial course was offered at Hall-Moody and included a study of the following subjects in the commercial curriculum: arithmetic, grammar, spelling, penmanship, bookkeeping, commercial law, shorthand, and typewriting.[24]

An analysis of the various courses of study offered at Hall-Moody during the early years of the operation of the school indicates that the president and four staff members were required to have an extensive background in many disciplines and areas of learning. Many subjects were offered in the program that were neither similar nor related in any way, and the program of study included a thirteen-year sequence of courses.

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[23]Ibid.

[24]Ibid.

## III. PERIOD OF GROWTH

Mr. O. E. Baker served as first president of Hall-Moody Institute.[25] During the first five years, three other men held the presidency. These men were Mr. M. M. Phillips, Mr. F. L. Norton, and Mr. J. A. Baker. During the first five years, Hall-Moody withstood the difficulties of establishment, building, gaining students, and gaining financial support. At the end of the first five years, an outstanding educator assumed the position of president.[26]

Dr. H. E. Watters was elevated from vice-president and business manager to the presidency in 1905. Dr. Watters was twenty-nine years old when he became president and he served in this capacity for eleven years. The Board of Trustees and the Beulah Association decided that the man appointed to the presidency should travel widely and gain support for the college. Dr. Watters succeeded in making Hall-Moody an outstanding institution during his administration.

Dr. Watters spent much of his time away from Hall-Moody doing public relations work, educational work, and fund raising for the college. "No opportunity of enlarging the sphere of the school's

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[25] The Last Leaf, op. cit., p. 9.

[26] Ibid., p. 10, 12.

influence was overlooked" by Dr. Watters.[27] He worked with State educational officials in summer institute work, in winter lyceum courses, and took educational tours covering many parts of the United States.

Summer institute work began in Knoxville under the direction of Philander P. Claxton at the Summer School of the South. The total enrollment for the 1902 session of the Summer School reached 1902 with twenty-eight states and one territory represented by those in attendance.[28] In the beginning, the Summer School was not associated with the University of Tennessee but utilized University buildings and part of the faculty.

The success of this Summer School and the Statewide campaign led by Professor Claxton resulted in the State effort toward improving the teaching profession in Tennessee. Summer institutes, supported by the State, were organized and operated. The Institute for West Tennessee was operated at Hall-Moody Institute and directed by

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[27] Ibid., p. 11.

[28] James R. Montgomery, The University of Tennessee Builds for the Twentieth Century, The University of Tennessee Record, Vol. 60, No. 4, July, 1957, pp. 63-66.

Professor H. E. Watters, president of the college.[29]

During 1911, 1912, and 1913, Dr. Watters conducted State institutes for teachers of West Tennessee. The first two of these institutes were held at Hall-Moody in Martin, Tennessee, and the last one was held at Milan, Tennessee. The institutes conducted by Dr. Watters proved very successful. The total enrollment of the 1911 institute reached 421 and operated with a total of fifteen teachers.[30] During this institute, 183 teacher's certificates were renewed.[31] Based upon enrollment, the 1913 institute held at Milan, Tennessee, was not as successful as either of the two institutes held at Hall-Moody. At the Milan institute, 363 teachers enrolled.[32]

Dr. Watters was successful in enlarging Hall-Moody's sphere of influence. Through the direction of teachers' institutes, partly financed by the State of Tennessee, Dr. Watters came in contact with

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[29]Biennial Report of the State Superintendent of Public Instruction of Tennessee for the Scholastic Year Ending June 30, 1911-12 (Nashville: Press of Brandon Printing Company, 1912), p. 447.

[30]Ibid.

[31]Ibid.

[32]Biennial Report of the State Superintendent of Public Instruction of Tennessee for the Scholastic Year Ending June 30, 1912-13 (Nashville: Press of Brandon Printing Company, 1913), p. 447.

many teachers in West Tennessee. The purpose of the summer institutes was to assist the State normal schools in training and certifying teachers. Teacher certification from 1911 increasingly became a problem in Tennessee, so the 1913 legislature placed teacher certification under the direction of the State.[33] Prior to this date, county superintendents issued most certificates, based on an examination administered by the county superintendent. Mass certification became prevalent as a result of the summer institutes sponsored by the Tennessee Superintendent of Public Instruction. Hall-Moody became widely known as a teacher-training institution through the operation of the teacher education program in the regular curriculum and through the use of Hall-Moody faculty in the summer institutes.

Another outstanding Tennessee educator was an administrative officer of Hall-Moody. Mr. M. W. Robinson was vice president of Hall-Moody and successfully operated the school while Dr. Watters was away doing public relations work. During part of the time that Mr. Robinson served as vice president of Hall-Moody, he also served as chief clerk in the office of the Tennessee Superintendent of Public

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[33]Acts of Tennessee, 1913, c. 40.

Instruction.[34] Mr. Robinson served in this capacity during 1911-12 but was appointed Supervisor for High School Industrial Work, a new position that was created by the 1913 legislature.[35] Dr. Andrew Holt, in his study of educational development in Tennessee, listed Mr. Robinson as one of the prominent educators who addressed school rallies that were held in every county during 1914.[36]

During the period of growth of Hall-Moody, the school was fortunate in having two outstanding educators as president and vice president. Since Mr. Robinson worked in the office of the Superintendent of Public Instruction as clerk and high school supervisor, he was in a position to promote the cause of Hall-Moody, especially in the area of teacher education.

One of the limitations at Hall-Moody was the lack of an adequate library. Teachers utilized their personal books to alleviate the situation somewhat, but Dr. Watters realized that this was far from satisfactory. The president made an effort to gain support for a

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[34]Biennial Report of the State Superintendent of Public Instruction of Tennessee for the Scholastic Year Ending June 30, 1911-12 (Nashville: Press of Brandon Printing Company, 1912), p. 447.

[35]Ibid., p. 5.

[36]Holt, op. cit., pp. 272-73.

library at the school and, through his efforts, Mr. Louis J. Parker donated $1,000 for a collection of books to be placed at Hall-Moody. An area was set aside in the administration-classroom building for the collection established by Mr. Parker.[37]

During the period from 1905 through 1915, Hall-Moody Institute operated under the following departments: literary-primary, intermediate, and grammar grades; high school and college; ministerial; music; art; commercial; and expression.[38] Much of the school program was devoted to the education of teachers for the rural schools. A statement was published in the 1914 School Journal that for eight years Hall-Moody students had led the State of Tennessee in examinations for teacher's certificates and further listed specific students with grades made on the examination.[39]

Dr. Watters resigned from the presidency of Hall-Moody Institute in 1915 to devote more of his time to the ministry. He had fulfilled the desires of the trustees in his appointment.[40] He was

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[37]Hall-Moody Junior College, The Last Leaf, 1926, p. 11.

[38]Ibid.

[39]Hall-Moody Institute, School Journal, Vol. IX, No. 1, June, 1914, p. 8.

[40]Hall-Moody Junior College, The Last Leaf, 1926, p. 11.

succeeded by Mr. M. E. Wooldridge, who immediately initiated a change in the policies and organization at Hall-Moody. The purpose of the changes was to aid Hall-Moody in becoming standardized, since the rules concerning teacher certification were becoming more professionalized and Hall-Moody needed the teacher education program for survival.[41]

During the period of expansion, competitive athletics was not a part of the college program. The attitude of the school's administrative officers and faculty is indicated by the following statement:

> We believe that the student needs some healthful outdoor exercise. We encourage athletics but are unalterably opposed to certain games that exercise the body too violently and expose it to serious danger, and at the same time weaken the moral fiber of the individual. We do not tolerate match games of football and baseball, or, in fact, match games of any kind. Teams and match games beget reckless, boisterous dispositions, encourage gambling and create too often an ambition for professional gambling.[42]

This attitude changed as the school began its program of standardization. Hall-Moody did organize school teams and participated in intercollegiate athletics after it became standardized under the

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[41]Ibid., p. 12.

[42]Hall-Moody Institute, School Journal, Catalog Edition, Vol. VIII, No. 1, June, 1914, p. 13.

new name, Hall-Moody Junior College.

By 1914, the tuition rates at Hall-Moody had increased to the following:

| | |
|---|---|
| First and second grades . . . | $1.60 per month |
| Third and fourth grades . . . | 2.00 per month |
| Fifth to seventh grades . . . | 3.00 per month |

Academic and College

| | |
|---|---|
| Below Freshman to Junior . . . | $4.00 per month |
| Junior through Scientific . . . | 5.00 per month |
| All above Junior . . . . . | 5.50 per month |

Teachers College

| | |
|---|---|
| Primary certification course . . | $4.00 per month |
| Secondary certification course . | 4.00 per month[43] |

Classification into high school and college was made clear by 1915. The school, in working toward standardization, organized the academic curriculum into a four-year program. The curriculum was less classical and more scientific and vocational. During the fourth year the student was required to give two public orations as a requisite for his graduation from high school. To graduate from the college classical curriculum, the student was required to give eight orations.

Enrollment at Hall-Moody reached the goal set by the board of

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[43] Ibid., p. 15.

trustees with the establishment of Hall-Moody. During 1914 the enrollment report listed five hundred students.[44] During the period of expansion, from 1904 through 1914, Hall-Moody conferred forty-seven Bachelor of Arts degrees and ninety-three Bachelor of Science degrees.

Standardization. Mr. Wooldridge remained as president of Hall-Moody for two years and was succeeded by Mr. James T. Warren, a former vice president of the school.[45] During the administrations of both Mr. Wooldridge and Mr. Warren, considerable attention was given to proposed changes in curricular content, method, and school policy. The elementary and high school programs were changed to meet standards established by the State Department of Education.

As a part of the standardization program, the trustees authorized the construction of two permanent dormitories on the Hall-Moody campus.[46] Mr. W. N. Lovelace of Martin donated to the school a wooded area consisting of three acres of land, on which was built the boys' dormitory. The girls' dormitory was located to the east of the

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[44]Ibid., p. 20.

[45]Hall-Moody Junior College, The Last Leaf, 1927, p. 11.

[46]Ibid., p. 13.

administration-classroom building on a site already owned by the college. The two dormitories were of similar design and were built at a cost of approximately $35,000 each.[47] The boys' dormitory was named the Lovelace Home and the girls' dormitory was named the Ellis Home. These two dormitories were the only permanent ones constructed on the Hall-Moody campus, and later they served as the only dormitories on the campus of Tennessee Junior College until 1950, when a boys' dormitory was built on the Junior College campus.[48] These two buildings are still utilized as dormitories on the University of Tennessee, Martin Branch, campus. The old Hall-Moody administration building still stands and is now used as the music-drama building on the Martin Branch campus. The building housed the administrative offices and classrooms until the spring of 1959, when a new airconditioned administration-classroom building was completed and dedicated.[49]

The standardization program of Hall-Moody was approved by

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[47] Ibid.

[48] Board Minutes, The University of Tennessee, December 3, 1950.

[49] The University of Tennessee, Martin Branch, "Dedicatory Program," May 14, 1959.

the Tennessee Department of Education for teacher certification purposes. Special spring and summer programs for teachers of rural schools remained an important part of teacher education at Hall-Moody Junior College.[50]

During twenty-five years as an established junior college, the Hall-Moody program underwent marked changes. The courses of study in 1900 were classical in nature. The courses of study in 1925 were far from classical. Foreign languages were offered, but the offering had been modernized. French was added to the curriculum, and the areas studied in Greek and Latin were changed. The Greek offered in 1900 stressed the classical writers, but the Greek offered in 1925 stressed the language in its relation to the writings of the New Testament. The Latin course was much more extensive in 1900 than in 1925. This change in languages was characteristic of the time. Many individuals regretted the de-emphasis on languages.

When Hall-Moody became Tennessee Junior College in 1927, languages were dropped from the program completely. Individuals as late as 1934 felt this was a mistake and asked that foreign languages be put in the program. President Hoskins stated the feeling of educators

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[50]Hall-Moody Junior College, Catalog, 1925-26, p. 16.

during this period when he stated that the trend in universities was away from foreign languages.[51]

The demonstration school, grades one through six, was operated continually during the twenty-seven years of Hall-Moody. The course of study followed was the program as outlined by the State Department of Education for elementary schools of Tennessee. Due to the nature of the demonstration school, more supplementary work was offered than was usually offered by a State-supported school.[52]

The high school department followed the regulations of the State Department of Education for a standard four-year high school. A total of 118 students were enrolled in the high school department in 1925 and the requirements for graduation from the high school department included the following four parts:

(a) Prescribed Units

| | |
|---|---|
| English (including third and fourth years). | 3 units |
| One Foreign Language . . . . . | 2 |
| Science (1 in Physics) . . . . . | 2 |
| Mathematics . . . . . | 2-1/2 |
| History (1 in American History and Civics) . . . . . | 2 |
| Elective . . . . . | 4-1/2 |
| Total . . . . . | 16 |

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[51]Board Minutes, The University of Tennessee, February 21, 1934.

[52]Hall-Moody Junior College, Catalog, 1925-26, p. 40.

(b) Resident work equivalent to nine months, or three quarters.

(c) The delivery of two public orations.

(d) There is a qualitative requirement. The student must make an average of at least 80% (C) on all work taken in Hall-Moody.[53]

Hall-Moody Junior College admitted graduates of accredited high schools who had completed at least fifteen standard units of work. Students who had done work in unaccredited high schools were required to take examinations over work completed in these schools before being admitted. Only forty-eight quarter hours were transferrable from other colleges of a standard grade to Hall-Moody and, of these forty-eight hours, only twenty-four hours were acceptable from any one department. Extension work was not to exceed twenty-four quarter hours of credits and this must have been taken in approved colleges. There was a residence requirement of three quarters at Hall-Moody for the Junior College Diploma.[54]

The units required for admission to the college without condition were:

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[53] Ibid., p. 34.

[54] Ibid., p. 20.

| | |
|---|---|
| English . . . . . | 3 units |
| Mathematics (Algebra 1-1/2; Plane Geometry 1) . . . . . | 2-1/2 |
| One Foreign Language . . . . . | 2 |
| Science . . . . . | 1 |
| History . . . . . | 1 |
| Electives . . . . . | 5-1/2 |
| Total . . . . . | 15 units[55] |

Graduates of first class high schools who had not taken a foreign language were permitted to enter without meeting the entrance requirement of two units in one foreign language. Only two units of agriculture and two units of domestic science were acceptable for entrance. Commercial subjects were limited to one course, with two courses in teacher training being accepted.

Many high school graduates during the period went directly from high school graduation into teaching in the public schools of Tennessee. It was appropriate that courses in teacher training be offered as a part of the high school curriculum. The State Department of Education issued a limited training certificate, valid for one year in elementary schools of the county in which the student graduated, to graduates of public or private four-year high schools in Tennessee that had been approved by the State Department of Education. Work completed at Hall-Moody was acceptable toward teachers' certificates

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[55] Ibid., p. 21.

and with the completion of twelve quarter hours credit, the holder of the limited training certificate could renew the certificate.[56]

Hall-Moody Junior College, a standard junior college accredited by the State Department of Education for teacher training, listed six requirements for graduation. The college conferred the regular Junior College Title, Associate of Arts, upon all regular graduates who had completed the sequence of six points stated below:

> (1) A major sequence of twenty-four (24) quarter hours in one subject; and two minor sequences of twelve (12) hours each. Twenty hours will satisfy the major sequence in Mathematics. Psychology or Social Science may be combined with Science to satisfy the major sequence in Science. The student may select these sequences with the advice and consent of the Dean.
>
> (2) The following minimum hours are prescribed:

| | Hours |
|---|---|
| English | 20 |
| Mathematics (Solid Geometry, if taken in college, will satisfy three of these hours) | 9 |
| History | 9 |
| Social Science (including Economics) | 9 |
| Total | 47 |

> (3) The student must elect enough hours to make together with the prescribed hours a total of ninety-six (96) quarter hours. These may be selected from any of the departments, but not more than 24 hours will be acceptable from any one department.
>
> (4) In order to receive the Junior College Diploma, the

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[56] Ibid., p. 16.

student must have been a resident in Hall-Moody for at least three quarters, or nine months.

(5) A thesis written on a subject related to the department in which the major work is taken is required of all graduates, except the one who wins the honor of valedictorian. The thesis usually contains about 3,000 words.

(6) A qualitative requirement is made. The student must make an average of at least 80% on all the college work taken in Hall-Moody Junior College.[57]

## IV. ADMINISTRATION AND CONTROL

Hall-Moody Institute was directly under the control of the Beulah Association of Baptists in upper West Tennessee from its establishment until 1917. Several associations had established colleges in Tennessee. Carson-Newman College had been established in East Tennessee; Tennessee College, in Murfreesboro; Union University, in Jackson; and Hall-Moody Institute, in Martin. Control of these four Baptist colleges was outside the Tennessee Baptist Convention. Trustees for the colleges were appointed by the local associations establishing the colleges. The Tennessee Baptist Convention felt the program in higher education could best be served if the convention assumed control of the four colleges with power to appoint the trustees

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[57] Ibid., p. 22.

of all Baptist colleges in Tennessee.[58]

Action was begun by the officials of the Tennessee Baptist Convention and a drive initiated to raise $20,000 to gain control of the colleges. The trustees of each of the four colleges agreed to transfer legal control of the colleges when the Tennessee Baptist Convention paid $5,000 into the treasury of each of the schools.[59]

Authorization for the action taken by officials of the convention was gained at the Sixty-fourth Annual Session of the Tennessee Baptist Convention held in Memphis in October, 1917.[60] Dr. Rufus W. Weaver, the Secretary of Christian Education of Tennessee, prepared the contracts and completed the negotiations authorized by the convention. The citizens of Martin raised the $5,000 necessary for the fulfillment of the contract whereby the Baptist Convention assumed control of Hall-Moody Junior College.[61] Reorganization of the college for the purpose of standardization began with the presidency of Mr. James T. Warren.

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[58]Tennessee Baptist Association, Baptist Reflector, January 4, 1917.

[59]Ibid.

[60]Minutes, Tennessee Baptist Association, 64th Annual Session, October, 1917.

[61]Hall-Moody Junior College, Catalog, 1925-26, p. 6.

Hall-Moody Institute accumulated a considerable debt over a period of years. By 1926 the Tennessee Baptist Convention felt it could not adequately support two colleges in West Tennessee, and the move was begun to consolidate Hall-Moody with Union University. This financial difficulty is reflected in the 1926-27 Catalog of Hall-Moody when the statement was made that beginning May 31, 1926, the college went on an absolute cash basis. All tuition and room rents became payable in advance.[62]

Tuition in the various departments had increased over earlier tuition rates. The following tuition was charged in the different curricula for each quarter:

Elementary School

| | |
|---|---|
| Tuition Free--Fee per quarter, each grade . | $ 5.00 |

High School

| | |
|---|---|
| Each Year, per quarter . . . . . | $25.00 |

Junior College

| | |
|---|---|
| Per quarter hour . . . . . | $ 2.00 |
| Per year (9 months) . . . . . | 96.00 |

Rates for room and board had increased as follows:

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[62] Ibid., p. 10.

| | |
|---|---|
| Room rent per quarter (12 weeks), two in room, each person | $18.00 |
| Board, per month | 16.00 |
| Board, per week | 4.00 |
| Board, per day | .60 |
| Board, per meal (Sundays, 40 cents) | .75[63] |

Athletics. The Board of Trustees in 1923 passed a resolution permitting, under fixed regulations, intercollegiate athletics, thus reversing an earlier decision made by the school's administration and faculty.[64] The athletic program at Hall-Moody was initiated with the employment of Mr. H. K. Grantham, who had successfully completed two years as physical director at Newbern High School. Mr. Grantham's ability as a coach is indicated by his appointment as coach at Tennessee Junior College in 1927.[65] He was the only member of the Hall-Moody staff retained by the university.

By 1924 a new gymnasium was built with a seating capacity of eight hundred.[66] The school's intercollegiate athletic program was a

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[63]Ibid., p. 45.

[64]Hall-Moody Junior College, The Last Leaf, 1927, p. 15.

[65]The University of Tennessee Junior College, First Announcement, 1927-28, p.

[66]Hall-Moody Junior College, The Last Leaf, 1927, p. 16.

success. Even with an outstanding debt, the trustees of the college felt that the gymnasium would be worth the cost to the school and proceeded with the plans for its construction.

Consolidation. Mr. Warren resigned as president of Hall-Moody Junior College in March, 1926, to accept the position of vice president of Tennessee College at Murfreesboro. The Board of Trustees of Hall-Moody elected Mr. William Hall Preston of Knoxville as president to succeed Mr. Warren. Mr. Preston's administration was a short one because of the failure of the trustees to raise $75,000 to pay the accumulated debt of $65,000 and $10,000 for operating funds.[67]

The board bonded the property to cover the $65,000 deficit, then made arrangements to surrender the property to the Tennessee Baptist Convention. The Baptist State Convention met in Memphis and the executive board agreed upon the terms of consolidation. The executive board ruled that after June 1, 1927, Hall-Moody Junior College was to be consolidated with Union University of Jackson, Tennessee. This decision ended the twenty-seven years of service by the Baptists

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[67] Ibid., p. 16.

through Hall-Moody Institute and Hall-Moody Junior College to the citizens of upper West Tennessee.[68]

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[68]Ibid.

# CHAPTER III

## TENNESSEE JUNIOR COLLEGE (1927-1951)

### I. INTRODUCTION

With the consolidation of Hall-Moody Junior College and Union University at the close of the 1927 school year, the University of Tennessee was able to obtain property and equipment for the establishment of a junior college in West Tennessee. The University began considering the establishment of a junior college in West Tennessee as early as 1914. Trustee Rowan A. Greer from Memphis, in a board meeting on June 1, 1914, moved that a committee be appointed consisting of President Ayres and Judge Hugh L. McClung to investigate the feasibility of establishing a junior college department of the University of Tennessee at Memphis.[1] This motion was approved by the board, but there was no later action taken on the proposal.

Hall-Moody had served upper West Tennessee for twenty-seven years, and the people in this section of the State were reluctant to give

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[1]Board Minutes, The University of Tennessee, June 1, 1914.

up the advantages of having an institution of higher education in upper West Tennessee.

A concerted effort was made in the community to raise $75,000 to pay the debt that had been accumulated by Hall-Moody over a period of years.[2] The community was unsuccessful in this effort, and the Tennessee Baptist Association proceeded with plans to consolidate Hall-Moody with Union University so that the association would have only one institution of higher education to support in West Tennessee.

George C. Rowlett, a lawyer from Martin, Tennessee, was appointed to the University of Tennessee Board of Trustees from the Ninth Congressional District on August 15, 1927. A vacancy existed on the board at this time because of the death on May 10, 1927, of Trustee Spencer F. Thomas from Brownsville, Tennessee.[3] Trustee Rowlett's term ended on July 1, 1947, but he remained on the board until appointment of his successor in 1949.[4] Mr. Rowlett had been a member of the Board of Trustees of Hall-Moody Junior College at the time the school was consolidated with Union University.[5]

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[2]Hall-Moody Junior College, The Last Leaf, 1926, p. 9.

[3]Biennial Report, The University of Tennessee, 1927, p. 2.

[4]Biennial Report, The University of Tennessee, 1947, p. 2.

[5]Hall-Moody Junior College, The Last Leaf, 1926, p. 3.

Mr. Rowlett's appointment in 1927 was fortunate for the Junior College since he was immediately available at Martin to help work out difficulties that arose during the early days of establishment. Land acquisition was a major problem that took much of Mr. Rowlett's time. In addition to the problem of land acquisition, problems concerning financial arrangements were of immediate concern. Mr. Rowlett was in direct contact with the people of the community, the faculty of the school, and other members of the Board of Trustees; and he acted as coordinator for the developing school.

## II. THE ESTABLISHMENT

The establishing of colleges and determining the type of school being established rest with the General Assembly of the State of Tennessee. Senate Bill Number 301, chapter nine of the Public Acts of 1927, was introduced by Senator S. R. Bratton of Union City, Tennessee, to establish a State college at Martin. Senator Bratton represented the counties of Lake, Obion, and Weakley. This bill, authorizing the establishment of Tennessee Junior College, follows:

> An Act to create and establish a Junior College of Agriculture, Industrial Arts, and Home Economics in Martin, Weakley County, Tennessee, and to provide for its maintenance, management and operation.
>
> Section 1. Be it enacted by the General Assembly of

the State of Tennessee, That there shall be and is hereby created and established by the State of Tennessee, a Junior College of Agriculture, Industrial Arts, and Home Economics in Martin, Tennessee, to be known as "Tennessee Junior College," and shall be made, in every respect, a first class institution for white pupils.

Section 2. Be it further enacted, That the State of Tennessee is hereby authorized to accept, as a donation, the real estate, buildings, furnishings and all equipment belonging to and known as Hall-Moody Junior College properties located at Martin, Tennessee, and when said property is conveyed to the State in fee simple and unencumbered the Trustees of the University of Tennessee are hereby empowered and directed to take charge of said property and operate, manage and control same in the conduct of the school established by and under this Act, and the Trustees of the University of Tennessee shall prescribe the courses of study to be offered by said school.

Section 3. Be it further enacted, That, beginning July 1, 1927, there shall be, and is, appropriated out of the State Treasury the sum of Seventy-Five Thousand ($75,000.00) Dollars per year to be paid to the Trustees of the University of Tennessee in semi-annual payments on July 1st and January 1st of each year to be used for the maintenance and support of Tennessee Junior College.

Section 4. Be it further enacted, That it shall be the duty of the Governor of the State of Tennessee to call a meeting of the Board of Trustees within sixty days after a passage of this Act for the purpose of taking such steps as may be necessary to carry out the provisions hereof, and to open said school at the earliest date practicable. And all disbursements of money under the provisions of this Act shall be made in the same manner and way that the funds of the University of Tennessee are disbursed.

Section 5. Be it further enacted, That this Act becomes effective from and after its passage, the public welfare

requiring it.

Passed February 10, 1927.

Henry H. Horton,
Speaker of the Senate

Selden Maiden,
Speaker of the House of
Representatives

Approved March 29, 1927.

Austin Peay,
Governor[6]

Two companion bills were introduced to carry out the provisions of Section two of Senate Bill Number 301. The donation of real estate, buildings, furnishings, and equipment referred to in the second section of the bill was based on an agreement by Weakley County and the City of Martin to furnish $100,000 each to finance this donation. Prior to this date, support for Hall-Moody had been through the Beulah Association, the Tennessee Baptist Convention, and friends of the school at Martin and in the surrounding communities. The strong desire of the people of Martin for an institution of higher education resulted in a committee movement for the establishment of a State institution at Martin. This move followed the unsuccessful attempt to keep

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[6]Acts of Tennessee, 1927, c. 9.

Hall-Moody at Martin. The $100,000 bond issue authorized by House Bill Number 575, chapter 247 of the 1927 Private Acts of the General Assembly, provided for a referendum before the bonds could be issued. The citizens authorized the bond issue.

Senate Bill Number 385, chapter 172 of the 1927 Private Acts of Tennessee, was proposed by Senator Bratton. The act was passed on April 1, 1927, and approved by Governor Peay on the same day.[7]

House Bill Number 575, chapter 247 of the 1927 Private Acts of Tennessee was proposed by Speaker of the House Seldin L. Maiden and Representative R. E. Gallimore. This act was passed on April 5, 1927, subject to referendum, and approved by the Governor on the same day.[8]

The purpose or intent of these bills was stated as follows:

> An Act to authorize Weakley County to issue and sell one hundred thousand dollars of its bonds for the purpose of assisting the state of Tennessee in acquiring additional land, buildings, and equipment for Tennessee Junior College at Martin, which property is to be used for agricultural training and educational purposes, and to provide for the payment of interest and the redemption of said bonds.[9]

An Act to authorize the City of Martin, Tennessee, a

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[7]Acts of Tennessee, 1927, c. 172.

[8]Acts of Tennessee, 1927, c. 247.

[9]Acts of Tennessee, 1927, c. 172.

> municipal corporation, organized under the laws of said State to issue One Hundred Thousand ($100,000.00) Dollars of interest-bearing coupon bonds, for the purpose of having located in said City of Martin "Tennessee Junior College" and to assist in buying property for the same; and to provide for the payment of said bonds and the interest thereon.[10]

Tennessee Junior College operated under the provisions of Senate Bill 301 between the years 1927-1951. The enabling act established a college with curricula limited to three areas: a junior college of agriculture, industrial arts, and home economics. On June 30, 1927, the Board of Trustees of the University of Tennessee met at Knoxville, Tennessee, and began organizing to carry out the provisions of the enabling act. The Hall-Moody property was purchased from the Tennessee Baptist Association for the sum of $65,000.[11] This was $10,000 less than the sum that members of the local community had attempted to raise to keep Hall-Moody at Martin. The balance of the $100,000 was used to purchase two additional pieces of property referred to as the Freeman and the Lovelace properties.[12]

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[10] Acts of Tennessee, 1927, c. 247.

[11] Board Minutes, The University of Tennessee, June 30, 1927.

[12] Ibid.

## III. AIMS AND OBJECTIVES

The enabling act establishing Tennessee Junior College listed some aims and objectives for the college. Hall-Moody had been a liberal arts college since its establishment in 1900 and had placed strong emphasis on languages as an important part of the program of study. Tennessee Junior College utilized liberal arts subjects only to the extent that they were necessary for programs in agriculture, industrial arts, and home economics. Foreign language was not added to the curriculum until the summer quarter of 1959, at which time a full year of French was made a part of the liberal arts curriculum.[13]

The enabling act allowed for courses of study in agriculture, industrial arts, and home economics. The act further stated that Tennessee Junior College was to be made, in every respect, a first class institution.[14]

President Morgan, in discussing with the Board of Trustees the objectives for Tennessee Junior College, emphasized the fact that the college was to be located in an outstanding agricultural area and one

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[13]The University of Tennessee, Martin Branch, "Summer Quarter Schedule, 1959."

[14]Acts of Tennessee, 1927, c. 9.

of the major problems of the University would be the problem of relating the program of the college to the economic needs of the territory in which it was located.[15]

Dr. James Hoskins, on the occasion of the University's Sesqui-Centennial Celebration on November 17, 1944, stated that the establishment of the Junior College at Martin was an important accomplishment of Dr. Morgan's administration. The establishment of Tennessee Junior College broadened the service area of the University of Tennessee to include the whole State. On this occasion Dr. Hoskins stated: "A junior college established during his Dr. Morgan's administration brought the first two years of the University close to the homes of the people of West Tennessee. A great service program built around this motto, 'The Campus of the University Is the State,' was initiated and is still growing."[16]

Criticism was often made during the early years of the University that the institution served only East Tennessee. Appropriation difficulty in the General Assembly was partly based on this criticism. The

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[15]Board Minutes, The University of Tennessee, June 30, 1927.

[16]The University of Tennessee, Newsletter, Vol. XXIV, No. 1, January, 1941, p. 7.

trustees have attempted to carry through with the motto initiated with the establishment of Tennessee Junior College, "The Campus of the University Is the State."

One of the objectives of the establishment of the Junior College was to bring the University program closer to the people of West Tennessee.[17] The College of Medicine of the University of Tennessee began operating as one unit in the city of Memphis in September, 1913. With the establishment of the Junior College, three units of the University were located in West Tennessee: the College of Medicine at Memphis, West Tennessee Agricultural Experiment Station at Jackson, and Tennessee Junior College at Martin. At this time, West Tennessee was well served by the University.

Another objective of the Junior College was to relate the college program to the economic needs of the territory.[18] West Tennessee has been the outstanding agricultural region of the State due to its climate, soil type, and topography. Most of the land was

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[17] Ibid.

[18] Board Minutes, The University of Tennessee, June 30, 1927.

utilized for agricultural purposes.[19] The programs of study in agriculture, home economics, and industrial arts reflect the effort of the University to build a program to meet the needs of the area served by the Junior College.

An understanding of the methods and results of research by students was an objective of the Junior College.[20] The organization at Martin brought the students into close touch with the research carried on in agriculture and the sciences at the West Tennessee Experiment Station. As a part of the State University, the Junior College was in a unique position to participate in agricultural research and to come in contact with research carried on by various departments of the University. The resources of the University and the State were utilized by the Junior College.

## IV. CURRICULUM AND INSTRUCTION

The program of the Junior College included three separate courses of study--the curriculum in agriculture, the curriculum in

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[19]United States Bureau of the Census, Fifteenth Census of the United States: 1930. Agriculture. (Washington: Government Printing Office, 1932).

[20]The University of Tennessee Junior College, First Announcement, 1927-28, p. 2.

industrial arts, and the curriculum in home economics.[21] This method of organization was in keeping with the bill creating and establishing the Junior College. The direction of the Board of Trustees was that the provisions of this bill be strictly adhered to in developing the program for Tennessee Junior College.[22]

The curriculum offered at Martin was organized by the faculty of the College of Agriculture.[23] At this time the present College of Home Economics was a part of the College of Agriculture. The course outline as published in the first catalog was similar to the course outline for the first two years offered at Knoxville for general agriculture and home economics.[24] The standards at Martin were the same as the standards at Knoxville and the credits earned at Martin met the requirements of the Southern Association of Colleges and Secondary Schools. Students completing any part or all of the courses offered at the Junior College could transfer all credits earned to Knoxville or

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[21] Ibid., p. 3.

[22] Board Minutes, The University of Tennessee, June 30, 1927.

[23] Ibid.

[24] The University of Tennessee Junior College, First Announcement, 1927-28.

to other approved colleges.

During the regular school year, only three courses were offered in education. These three courses, Education 121, 122, and 123, were entitled "Teaching Rural Life."[25] These courses were in keeping with the stated objectives of the Junior College. Since the area served by the Junior College was an agricultural area, the courses offered were designed to meet the immediate needs of the communities served.

Provision was also made for the education of rural teachers outside the regular Junior College curriculum. Following the lead of Hall-Moody Junior College, Tennessee Junior College organized a spring term and a summer term for teachers.[26] Each of these terms was organized for a period of six weeks. The spring term was offered from April through May 26 and the summer term was offered from May 28 through July 7 during the 1927-28 school year.[27]

Since the regular school year ended late in the spring and began early in the summer, teachers were unable to attend the regularly

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[25]Ibid., p. 14.

[26]The University of Tennessee Junior College, Spring and Summer School Announcement, 1928.

[27]Ibid.

scheduled college terms, so special terms were established for them. These two terms were enriched in the area of education beyond the three courses taught in the regular curriculum.

There was very little change in the program offered at the Junior College until the year 1933.[28] At this time, due to a decrease in State appropriation, the program at the Junior College was cut to the bare minimum. There was also a reduction in personnel at this time, accompanied by a discontinuance of student activities and intercollegiate athletics. Following this reduction in program, the budget for the 1933-34 school year was again reduced, bringing further restrictions in the Junior College program and generating serious doubts that the college could long survive with the type of program offered.[29]

On February 21, 1934, the citizens of West Tennessee petitioned the University and listed changes that they expected the trustees and administrative officers of the University to make in the Junior College program.[30] On this date, two groups met with the officers of the University to discuss the serious problems that confronted the Junior College. The school superintendents of the counties

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[28]Board Minutes, The University of Tennessee, July 19, 1932.

[29]Ibid., December 27, 1933.

[30]Ibid., February 28, 1934.

of Benton, Carroll, Dyer, Gibson, Henry, Lake, Obion, and Weakley asked the trustees and officials of the University to expand the Junior College curricula; and the committee of superintendents presented a five-point program for the Junior College. The points listed were:

1. The Junior College program should represent the first two years of University work.

2. The offerings of the Junior College should be broadened.

3. The curricula should include two full years in liberal arts, two full years in education, and two full years in pre-medicine.

4. Reinstatement of athletics with a full program of inter-collegiate athletics.

5. Present the full list of the curricula offered in the Junior College announcement catalog.[31]

The first three points were related in that they dealt with expansion of the curriculum even beyond the program in effect before the 1932-33 cutback. The committee of superintendents was specific in that its members listed in point three the areas they felt should be added to the two-year programs in agriculture and home economics. Point four referred to the fact that all education courses offered were

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[31] Ibid.

not listed in the regular college catalog. A mimeographed list of courses was sent to teachers before each spring and summer session for teachers. This mimeographed list of courses contained those offered in the spring and summer terms for teachers. By not listing the courses in the regular catalog, the superintendents and teachers felt the courses were not sanctioned by the officials of the University.

Dr. Hoskins, Dean Willson, and C. P. Claxton, the executive officer at the Junior College, proposed the following changes in the program of the Junior College at a meeting on February 21, 1934:

1. That the college again operate a program of intercollegiate athletics.

2. That the curriculum be expanded to provide for education courses that would qualify the teacher for a life certificate and that the courses be offered in a regular two-year course.

3. That Zoology 211 be dropped from the curriculum and that Zoology 111-12 be added to the curriculum.

4. That student activity fees be reinstated.

5. That a fund of three hundred dollars be established to pay for travel expenses for a faculty member visitation program to schools in the area.

6. That there be provisions made for resident adult education

for farmers and homemakers.[32]

The recommendations made by the administrative officials of the University fell far short of the recommendations made by the superintendents but did indicate that the University officials felt there needed to be a change in the college program but not as extensive as that suggested by the superintendents.

The third set of recommendations came from a committee of citizens from Martin and Weakley counties. This group recommended the following changes in the Junior College program:

1. That the curriculum be expanded to include two years of liberal arts, including foreign languages.

2. That the curriculum be expanded to include two years of pre-medicine and pre-dentistry.

3. That the curriculum be expanded to include two full years of teacher training.

4. Restoration of intercollegiate athletics.[33]

It is evident that the school superintendents and committee of citizens wanted greater expansion at Tennessee Junior College than the officials of the University were willing to recommend. The

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[32] Ibid.

[33] Ibid.

cutback in the Junior College program resulted in a new evaluation of the program by both local citizens and University officials.

Local citizens were dissatisfied with the progress made by the Junior College since its opening in 1927. They felt the Junior College had not developed sufficiently to serve the needs of the citizens of upper West Tennessee. The requests of the superintendents and citizens group went beyond the curricular limitations as set up in the enabling act of 1927. The officials of the University wanted to stay within the bounds of this act.

The Junior College was not the only part of the University that experienced financial difficulty during this period. The total University system was operating with a 50 per cent decrease in State appropriation below the 1929 appropriation.[34] A reduction in program was immediately felt by both the University and the communities served by the University. The community served by the Junior College was not satisfied with the progress made during the first seven years of operation.

The meeting on February 21, 1934, at Martin between local citizens and University officials resulted in immediate action by the

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[34]Ibid., December 27, 1933.

University. On February 28, 1934, Dean C. A. Willson of the College of Agriculture presented a list of proposed changes in the curriculum that would meet the requests of West Tennessee citizens.[35] The proposed changes included an outline of a two-year course of study that would lead toward a Bachelor of Arts degree at Knoxville. Also included in the proposed changes was a list of modifications that would provide for two years leading toward a Bachelor of Science degree in Education and a one-year course in pre-medicine. This program, when put in effect, provided for two years in liberal arts and education. The one year in pre-medicine was a part of the liberal arts curriculum. The trustees, by accepting these proposed changes, went beyond the enabling act creating and establishing the Junior College. This general curriculum, providing for the above mentioned changes, follows:

Freshman

English 111-2-3
History 111-2-3
Psychology 211-2,
Education 273

*Science
**Elective
Physical Education
111-2-3

*Choose one series:
Botany 111, Zoology 111, Bacteriology 111
Botany 111, Zoology 111-2
Zoology 221-2, Bacteriology 221
Chemistry 111-2-3

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[35] Ibid., February 28, 1934.

**Choose one series:
Mathematics 111-2-3
Education 131-2-3

Sophomore

| | |
|---|---|
| English 211-2-3 | *Science |
| History 221-2-3 | **Elective |
| Economics 221-2, Agricultural Economics 213 | Physical Education 211-2-3 |

*Choose one series of science not taken in Freshman year. Entomology is available in spring quarter.
**Choose one series not chosen before:
Mathematics 111-2-3
Education 121, 311; Political Science 321[36]

This new general curriculum at the Junior College was approved on March 14, 1934, by the Board of Trustees of the University of Tennessee. The new curriculum began under the direction of Paul Meek, chief administrative officer. Porter Claxton, chief administrative officer from the opening of the college, was transferred to Knoxville as Associate Professor of Education.

The Junior College operated under the revised program approved by the trustees until the emergency created by World War II. On August 24, 1942, a contract was signed with the Civil Aeronautics Administration to provide elementary courses in pilot training for the

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[36]Ibid.

Naval Air Service at the Junior College.[37] The college also continued the regular curriculum for the 254 students enrolled in 1942.[38]

In the ground school, courses were taught in "Plane and Ship Recognition, Civil Air Regulations, Theory of Flight, Aerology, Navigation, Communications (Code and Semaphore) and Aircraft Engines."[39] Flight instruction was provided at the Gill-Dove Airfield, two miles from the campus of the Junior College. Mr. Gill Staulcup was owner and operator of the airfield, and Mr. Ernest L. Clawson was resident flight supervisor. The third area of training provided for the Naval Cadets was a physical training program under the direction of Coach H. O. Finley and Athletic Director Joe Black Hayes. A total of 120 Naval Aviation Cadets completed the three-point elementary program in pilot training. A total of fifteen instructors participated in the ground instruction phase of the program.[40] Another contract was signed with the Civil Aeronautics Administration on April 1, 1943, providing

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[37]Ibid., October 12, 1942.

[38]The University of Tennessee, Martin Branch, Office of the Registrar, "Perennial Calendar," 1927-1959.

[39]The University of Tennessee Junior College, "Eyes in the Skies," n.p.

[40]Ibid.

for a continuation of the elementary course for Naval Aviation Cadets.[41] The program in the training of Naval Aviation Cadets made it possible to keep the faculty at the Junior College, thus providing a nucleus for the development following the war.

The faculty at Tennessee Junior College began planning for the growth of the college at the end of the war. The staff recommended that the Junior College offer a standard two-year program in engineering. President Hoskins recommended to the Board of Trustees on August 10, 1943, that the recommendations of the staff at the Junior College be approved.[42] President Hoskins, Dean Brehm, and Dean Dougherty visited the Junior College and conferred with the staff and interested local citizens concerning the need for a two-year course in engineering prior to the board meeting. University officials were convinced that such a course was needed and recommended the change. President Hoskins stated that a large number of students transferred to Knoxville to complete the last two years of work in agriculture and home economics, and he felt that this number would be greatly increased if the program was expanded to include the two years in

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[41]Board Minutes, The University of Tennessee, June 22, 1943.

[42]Ibid., August 10, 1943.

engineering.[43]

The 1943-44 curriculum included four courses in civil engineering in addition to the courses in agricultural engineering. The recommendations of the Junior College staff, President Hoskins, Dean Brehm, and Dean Dougherty became a part of the Junior College program in 1944 when a basic two-year curriculum in engineering was officially instituted at Martin.[44]

By adding a two-year curriculum in engineering, the Board of Trustees of the University made the Junior College "a standard A and M college for the first two years."[45] From the date of its establishment, the Junior College was intended to operate as an agricultural college. Home economics and industrial arts were to supplement the program in agriculture. The three courses in rural education offered during the regular school year reflected this objective. During and following World War II, agriculture remained basic to the economy of West Tennessee, but industry began to influence the economy. The type of program operated by the Junior College during the war years for

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[43] Ibid.

[44] The University of Tennessee, Announcement, 1944-45, p. 28.

[45] Board Minutes, The University of Tennessee, August 10, 1943.

Naval Aviation Cadets emphasized the importance of engineering and the need for trained civilians in this area. This attitude was an accumulation of many years and many events, as shown by the changes in the program over a period of years from 1927 through 1944.

The first catalog made no differentiation in the various courses of study offered at the Junior College.[46] The 1929-30 program included a curriculum for agriculture and a curriculum for home economics with no mention of industrial arts.[47] The program for 1931-32 included a course of study in industrial arts in addition to the courses of study in agriculture and home economics.[48] The curriculum in industrial arts was dropped during the 1933-34 school year and was reinstated during the 1936-37 school year. In the next year, 1937-38, the industrial arts curriculum became the "Curriculum in Agricultural Engineering."[49]

The need for industrial arts as a separate curriculum did not develop until the third year of the Junior College, even though the

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[46]University of Tennessee Junior College, First Announcement, 1927-28.

[47]Ibid., Second Announcement, 1928-29.

[48]Ibid., Fifth Announcement, 1931-32, p. 34.

[49]Ibid., Eleventh Announcement, 1937-38, p. 27.

enabling act made industrial arts a part of the program to be offered by the college. The curriculum in industrial arts was the first to be dropped when the budget was reduced in 1933. The general curriculum was added before industrial arts was reinstated and then was listed as industrial arts for only one year before becoming a two-year curriculum in agricultural engineering. A precedent was set in 1937 for the request in 1943 that the Junior College offer a standard two-year course in engineering. The Junior College had successfully offered a two-year agricultural engineering course for six years prior to this request.

On August 8, 1944, Dean Fred C. Smith reported to the Board of Trustees that the Navy Program in progress at Martin was being terminated. He reported that the contracts from 1942 through 1944 had been most successful.[50]

Termination of the Navy training program at the Junior College was followed by the signing of another government contract. On September 15, 1944, the University entered into a contract with the United States Veterans Administration to provide training at the Junior College for disabled veterans as provided by Public Law Number 16,

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[50]Board Minutes, The University of Tennessee, August 8, 1944.

Seventy-eighth Congress.[51]

The exit of the Naval Aviation Cadets did not result in an end to the elementary flight training program. On December 14, 1944, a contract was signed with the Tennessee Bureau of Aeronautics establishing forty scholarships at the Junior College for instruction in aviation of Tennessee public school teachers and prospective teachers. Gill-Dove Airways again provided the flight instruction for the University under the terms of this contract.[52]

As a result of an investigation by a faculty committee and a report to the Board of Trustees of recommendations formulated by the faculty committee, the trustees on May 13, 1947, authorized the expansion of the program of study at the Junior College to include a two-year curriculum in business administration. The curriculum in business was developed on the same basis as the two-year curriculum in engineering.[53] Thus, the expansion in engineering set a pattern that was followed in further expansion of the program at the Junior College. The 1947-48 catalog listed courses of study in agriculture,

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[51]Ibid., September 15, 1944.

[52]Ibid., December 14, 1944.

[53]Ibid., May 13, 1947.

agricultural engineering, business administration, elementary education, engineering, and home economics. The general curriculum for liberal arts provided for courses of study in pre-dentistry, pre-law, pre-medicine, and the first year of pharmacy. A curriculum in physical education was added in 1948. Suggestions were made for students working toward secondary education, but a specific course of study was not listed in the catalog. The program of study at Tennessee Junior College was gradually and consistently expanded to meet the changing needs of the area served until the Junior College was elevated to a branch of the University in 1951.[54]

In response to the recommendations of a citizens committee from West Tennessee, the Board of Trustees on December 12, 1949, appointed Mr. Charles R. Volz chairman of a committee to study the advisability and legality of making the Junior College a four-year college.[55] Immediately after this appointment was made, the trustees listened to a delegation of citizens from West Tennessee requesting the expansion of the Junior College to four-year status.[56] Included in the

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[54]The University of Tennessee Junior College, Announcements, 1947-1952, Vol. V.

[55]Board Minutes, The University of Tennessee, December 12, 1949.

[56]Ibid.

group were Mr. Charles G. Tomerlin of Union City, Mr. George C. Thomas of Dresden, Professor Ed Eller of Martin, Mr. Roy Vincent of Union City, and State Senator Broeck Cummings of Rutherford. Mr. Tomerlin acted as spokesman for the delegation. Before Mr. Volz reported the recommendations of his committee, a meeting was held in Trenton, Tennessee, that resulted in the formation of the West Tennessee Association for Expansion of the University of Tennessee Junior College. About one hundred persons, representing all West Tennessee counties, were present at this meeting; and Mr. Cooper Alexander of Jackson was elected chairman, Mr. Roy N. Vincent of Union City was elected vice-chairman, and Mr. Ed Eller of Martin was elected secretary-treasurer of the association.[57]

## V. ADMINISTRATION AND CONTROL

The enabling act establishing Tennessee Junior College placed the control of the college under the Board of Trustees of the University of Tennessee.[58] The Board of Trustees was established by the General Assembly, and changes in the board or the powers of the board

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[57] Ibid., September 15, 1950.

[58] Acts of Tennessee, 1927, c. 9.

rested with the General Assembly. The term of office for the trustees was established as twelve years during the Junior College period.[59]

The trustees, acting as the body in control of Tennessee Junior College, placed the administration of the college under the direction of the Dean of the College of Agriculture.[60] Administration at Martin was under the direction of an executive officer who was directly responsible to the Dean of the College of Agriculture.

Two men, C. P. Claxton and Paul Meek, served as executive officers at the Junior College during the Junior College period. Department heads were established in 1946.

## VI. FACULTY

Control of Tennessee Junior College was the responsibility of the Board of Trustees of the University of Tennessee. Due to the type of junior college established by the enabling act, the Board of Trustees directed that local supervision would be under an administrative officer who was to be immediately responsible to the Dean of the College of Agriculture. Mr. C. P. Claxton was appointed chief administrative

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[59] Ibid., 1909, c. 48.

[60] Board Minutes, The University of Tennessee, June 30, 1927.

officer, effective July 1, 1927.[61] Mr. Claxton was immediately responsible to Dean Charles A. Willson of the College of Agriculture. Mr. Claxton was given the title of Chief Administrative Officer and Associate Professor of Rural Education.

The Board of Trustees made the following appointments for the Junior College on July 28, 1927:

C. P. Claxton, Executive Officer and Associate Professor of Rural Education.

C. C. Cravens, Associate Professor of Agriculture and Horticulture.

R. H. Turner, Associate Professor of Botany and Zoology.

Eloise D. Berry, Associate Professor of Home Economics.

S. C. Collins, Associate Professor of Physics and Chemistry.

H. K. Grantham, Associate Professor of Physical Education.

Barsha Webb, General Secretary and Assistant Registrar.

Mary Vick Burney, Assistant Librarian.

Stephen R. Woods, Assistant Professor of Mathematics and Industrial Arts.

S. N. Atkins, Assistant Professor of Economics and History.

Joseph S. Gallegly, Jr., Assistant Professor of English.[62]

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[61] Ibid., July 28, 1927.

[62] Ibid.

The members of the instructional staff at Martin were members of the faculty of the University of Tennessee and subject to all regulations governing that body. Departmental instruction was under the supervision of the department head at Knoxville, and Mr. Claxton coordinated and supervised the program at the Junior College. The 1927 courses of study were developed by the faculty of the College of Agriculture at Knoxville and submitted to the Board of Trustees for approval.[63] Later course changes were recommended by the faculty at Martin and the College of Agriculture faculty at Knoxville and then approved by the University administrative officials and the Board of Trustees.

Of the eleven appointments, only Mary Vick Burney served throughout the Junior College period. Miss Burney served as librarian for the Junior College from 1927 to 1951 and during the transition period until her retirement on August 31, 1954.[64]

In 1928 James Paul Phillips was added to the Junior College faculty as Associate Professor of Psychology and Education, and he remained on the Junior College staff throughout this period and into the

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[63] Ibid.

[64] Ibid., October 25, 1954.

transition period. Mr. Phillips worked diligently to establish a strong program in education at the Junior College and the Martin Branch until his death on July 13, 1953, four years before a degree program in education was established.[65]

Homer Kirk Grantham was Coach and Professor of Science and Physical Education when Hall-Moody Junior College was consolidated with Union University.[66] The only staff member retained from the Hall-Moody faculty on the Junior College staff,[67] he served as Coach and Assistant Professor of Physical Education until he resigned in 1937.[68]

Of the staff members who served during the junior college period and who are still serving at the Martin Branch of the University of Tennessee, Mrs. Myrtle H. Phillips has the longest tenure. Mrs. Phillips was appointed General Secretary and Assistant Registrar at Martin in 1929.[69] Mr. Gene Stanford's tenure at Martin is one year

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[65] Ibid., September 17, 1953.

[66] Hall-Moody Junior College, Catalog, 1925-26, p. 5.

[67] Board Minutes, The University of Tennessee, July 28, 1927.

[68] The University of Tennessee Junior College, Eleventh Announcement, 1937-38, and Twelfth Announcement, 1938-39.

[69] Ibid., Fourth Announcement, 1930-31, p. 9.

less than the tenure of Mrs. Phillips. Mr. Stanford was appointed Assistant Bursar at Martin in 1930.[70] He is still serving in that capacity at Martin. The titles "Assistant Registrar" and "Assistant Bursar" do not mean that there were another registrar and another bursar at the Junior College. In keeping with the policy of the Board of Trustees that the staff at Martin was under the supervision of the department head at Knoxville, the titles indicate that the registrar and bursar are assistants to the registrar and treasurer at Knoxville.

Of the staff still in service who began service during the Junior College period, Dean Paul Meek ranks third in tenure. Dean Meek was appointed Executive Officer by the Board of Trustees on August 7, 1934, and began service on September 1, 1934.[71] Dean Meek also was appointed Associate Professor of Education. He was serving as Superintendent of Schools at Harlan, Kentucky, when he was appointed Executive Officer at Martin.

The Junior College opened on September 12, 1927, with eleven members on the staff, including library and administrative officers. By the second year, the staff had been increased to sixteen members; and by the third year, to twenty members. During the 1932-33 school year,

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[70] Ibid., Fifth Announcement, 1931-32, p. 8.

[71] Board Minutes, The University of Tennessee, May 31, 1934.

there were twenty-seven members of the staff; but in the next year, because of the order for a reduction in personnel, the staff was reduced to twenty-one members. At this time a 10 per cent salary reduction was ordered because of a drastic reduction in State appropriations for the University.

The number of staff members at the Junior College remained about the same until World War II. During the 1941-42 school year, the Junior College operated with twenty-one instructional staff members and five administrative officers.[72] The faculty went on a part-time basis in 1943. The number of students enrolled in the regular college program dropped from 254 students in 1942-43 to 195 in 1943-44. In 1944-45, the enrollment decreased to 115 students. A total of 161 students registered in the regular college program in the fall quarter of 1945-46.[73]

The faculty was retained because some of the staff members taught full time in the Civil Aeronautics Administration's War Training

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[72]The University of Tennessee Junior College, Register, 1941-42, pp. 6-7.

[73]The University of Tennessee Junior College, Office of the Registrar, "Perennial Calendar," p. 2.

Program and other staff members taught part time in this program.[74] After the first year of the program, more students were enrolled in the elementary aviation course than in the regular college program. In 1942-43 three Army classes were taught, with thirty-one students; there were five Navy classes, with 120 students. The Army and Navy classes together totaled 151 students.[75]

The second year of the War Training Program taxed the faculty to the fullest. During the 1943-44 school year, the faculty taught fourteen Navy classes with a total of 387 students. At the same time, 195 students were enrolled in the regular college program, making a total of 582 students instructed at the Junior College,[76] the largest number of students to be instructed at the college from its establishment in 1927.

The Junior College faculty was able to stay together during the emergency and make a worthy contribution to the war effort. University officials commended the faculty of the Junior College for its work and were very receptive when the faculty at Martin recommended the offering

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[74]The University of Tennessee Junior College, Register, 1943-44, pp. 6-7.

[75]Ibid., 1942-43, p. 51.

[76]Ibid., 1943-44, pp. 55-60.

of a standard two-year course in engineering.[77] The faculty felt capable of extending the experiences gained while working in the War Training Program toward a civilian training program that was necessary for industrialization in West Tennessee.

Mrs. Myrtle Phillips and two members of the Junior College staff, Mrs. Florence Blackman and Mr. Earl Knepp, developed a publication to disseminate information about former Junior College students and campus activities. The publication proved so sucessful for the servicemen's morale that the armed forces gave the publication top priority. The publication continued for a period of three years and was entitled "Campus Chatter."[78]

The administrative staff at Martin foresaw the need for a staff reorganization in 1946. Applications indicated a sharp increase in enrollment the next year. Five faculty members were elevated to heads of departments in 1946. John Edmond McMahan, who had joined the Junior College staff in 1937 as Associate Professor of Horticulture, was made Head of Agriculture. Mr. George Horton, who also had joined the

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[77]Board Minutes, The University of Tennessee, August 10, 1943.

[78]The University of Tennessee Junior College, "Campus Chatter," Vols. I, II, and III, 1942-45.

staff in 1937, was named Head of the General Curriculum. Mr. James Paul Phillips, who had been appointed to the Junior College faculty in 1928, was elevated to Head of the program in Education. Helen Lowry Hawkins was appointed Head of the curriculum in Home Economics. Newton Hall Barnette was appointed Head of the Engineering program at the Junior College.[79]

Peak enrollment during the Junior College period was reached in 1948.[80] At this time the enrollment reached 681--almost two and one-half times the previous year's enrollment of 288. With five heads of departments appointed in advance of the peak enrollment, the Junior College was in a good position to handle the added number of students. In 1946 Tennessee Junior College operated with fifty members of the instructional staff and seven members of the administrative staff.[81]

The new curriculum in business administration was added to the Junior College program in 1947, and Mr. Jasper F. Grover was named

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[79]The University of Tennessee Junior College, Register, 1946-47, pp. 6-7.

[80]The University of Tennessee Junior College, Office of the Registrar, "Perennial Calendar," pp. 2.

[81]The University of Tennessee Junior College, Register, 1946-47, pp. 6-8.

Head of the new course of study in Business Administration.[82] The staff was well organized to meet the emergency caused by peak enrollment during the 1947 and 1948 school years. For the next three years of the Junior College period, enrollment declined until the 1950-51 enrollment was only twenty-one students above the 1941-42 enrollment of 336.

The number of members on the instructional staff had declined to thirty-four by the end of the Junior College period. Only one member, Mary Vick Burney, served the complete twenty-four years of the Junior College. James Paul Phillips served twenty-three years; Myrtle Phillips, twenty-two; Gene Stanford, twenty-one; Dean Paul Meek, seventeen; Earl M. Knepp, fifteen; and George Horton, John E. McMahan, and David Clarence Allen each served fourteen years.

## VII. LIBRARY

The library at Tennessee Junior College was under the direction of Mary Vick Burney throughout the Junior College period. The library was located on the second floor of the administration-classroom building built in 1900 by Hall-Moody Institute and was equipped with modern

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[82] Ibid., p. 6.

library furniture. Books were classified according to the Dewey Decimal System and were completely catalogued.[83]

The Junior College was fortunate in having a library school graduate assigned to full-time library duties. Hall-Moody Junior College was unable to have a graduate librarian on the college staff. The librarian at the Tennessee Junior College was provided with student help whenever needed. Miss Burney supervised the use of the principal collection of 2,700 books that had been selected on the basis of courses offered by the college, needed reference books, and books for general cultural reading. In addition to the collection of 2,700 books, the library had a theological library of over eight hundred volumes, as well as a collection of periodicals and pamphlet literature.[84]

The library's purpose was to serve as the central laboratory of the college, and the librarian continued to plan for the addition of new books and periodicals to enrich the college program in all departments. The library was open seven hours each weekday except Saturday and

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[83]The University of Tennessee Junior College, Second Announcement, 1928-29, p. 18.

[84]Ibid.

remained open one-half day on Saturday.[85]

By the second year, three hundred new volumes had been added to the library, bringing the total collection to three thousand volumes.[86] The number of magazines received by the college had increased from eighty-nine to one hundred by the second year. Gifts to the Junior College from companies and individuals were a common occurrence. N. B. Williams of Martin gave the library a newspaper rack in 1929, and many periodicals and books were donated by various individuals and book companies.[87]

The personnel of the library met the standards for junior college libraries by 1931. The Junior College Round Table of the American Library Association recommended "two professional librarians, supplemented by student help and clerical assistance."[88] This recommendation was met when an assistant librarian, Elizabeth Alexander Gatlin, was assigned as general library assistant at Martin.[89] By this

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[85] Ibid.

[86] Ibid., Third Announcement, 1929-30, p. 20.

[87] Ibid.

[88] Ibid., Fifth Announcement, 1931-32, p. 29.

[89] Ibid., p. 9.

time, the library collection consisted of 5,500 volumes, double the number of volumes in the library at the time of the opening of Junior College in 1927.

Approximately five hundred volumes were added to the library yearly until the budgetary reduction in 1933. During 1932 only three hundred volumes were added to the library, and there was no increase during the 1933-34 school year.[90] Following the 1933-34 reduction, the library again was able to add approximately five hundred volumes to the library annually. On June 30, 1936, the book collection numbered 7,065 volumes and the librarian listed three purposes for the book collection:

> (1) for use of professors and students in every course of instruction.
>
> (2) for wider and more distinctly cultural reading for both students and faculty.
>
> (3) for such problems of investigation and research as may be developed on junior college level.[91]

The development of the library made a favorable impression on the trustees of the Carnegie Corporation of New York, and in 1937 the college received from the Carnegie Corporation a grant of $4,500 for

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[90] Ibid., Seventh Announcement, 1933-34, p. 23.

[91] Ibid., Eleventh Announcement, 1936-37, p. 18.

the purchase of books for the enrichment of the college library.[92]

The Tennessee Junior College library began serving the region as well as the college in 1942. On June 27, 1942, a contract was signed by the University Board of Trustees with the Tennessee Valley Authority and the Tennessee Department of Education to provide library service in the Kentucky Dam area through the Junior College. Additional money was made available to the library through the provisions of this contract.[93]

In addition to the expansion of the library to meet the regional library needs, the library also expanded to meet the needs for the new courses offered at the Junior College as a result of the elementary ground training program for Naval Aviation Cadets. On June 22, 1943, a new contract was signed with the Tennessee Valley Authority for the Junior College to provide library service to employees and their families.[94] This contract added a new group to be served by the Junior College library, and additional personnel were assigned to the library staff to help fulfill the provisions of these contracts.

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[92]The University of Tennessee Junior College, Register, 1941-42, p. 19.

[93]Board Minutes, The University of Tennessee, June 27, 1942.

[94]Ibid., June 22, 1943.

Following the end of the war, there continued to be a demand for library service in the area of the Junior College. This need was recognized by the State Department of Education and on October 31, 1945, an agreement was reached between the University and the State Department of Education to provide this service.[95] The county library boards of ten regional counties were involved in this agreement. Books were exchanged periodically and special requests were handled by the library staff of the Junior College. The primary functions of the library staff in this agreement were to contribute professional counsel when needed, provide bibliographical service, and handle special requests for reading materials. A total of 94,957 books was circulated through this service.[96] Today, the Reelfoot Regional Library has grown from this beginning until a full staff, a new building, and a fleet of mobile libraries are now provided.

In 1945-46 the staff included a librarian, an assistant librarian, and a regional librarian. By 1946-47 two additional assistant librarians were added to the staff, and by 1947-48 two additional regional

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[95] Ibid., October 31, 1945.

[96] The University of Tennessee Junior College, Register, 1945-46, p. 20.

librarians were added.

By the 1949-50 school year, the Junior College library had outgrown its cramped space on the top floor of the old Hall-Moody administration-classroom building. Plans for the new agriculture-biology-library building included a three-floor section for the library.[97] The new building was dedicated on September 6, 1951.[98] The library served during the Junior College period from the same location for twenty-four years and helped make the Junior College regional in service.

## VIII. PHYSICAL PLANT AND EQUIPMENT

Hall-Moody Junior College was situated on a tract of approximately eleven acres on the west side of Martin just inside the corporate limits. There were seven buildings on the campus in 1927: the Administration building, the Science building, Ellis Home for girls, Lovelace Home for boys, a dining hall, an apartment house for married couples, and a gymnasium. The Administration building, the Science building, and the two dormitories were of brick construction. The

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[97] Ibid., 1949-50, p. 20.

[98] Board Minutes, The University of Tennessee, September 6, 1951.

gymnasium, a new building, was not completed in 1926.[99]

The first property to be purchased by the University from the bond issues of Martin and Weakley County was a farm adjoining the Junior College. This farm consisted of 121 acres and was purchased from W. N. Lovelace, O. W. Freeman, and heirs.[100] Trustee George Rowlett handled all the negotiations for the Board of Trustees in respect to the disbursement of the $200,000 obtained from Weakley County and Martin.

Plans were immediately made to construct two additional buildings for home economics and science. These two buildings were dedicated on November 26, 1928, with members of the University Board of Trustees present.[101] Authority was also granted for the expenditure of $3,996 for the construction of a farm cottage for the farm foreman. The money for these three buildings came from the funds derived from the Weakley County bond issue. On July 24, 1928, the trustees authorized the purchase of one hundred acres from

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[99]The University of Tennessee Junior College, First Announcement, 1927-28, p. 3.

[100]Board Minutes, The University of Tennessee, July 28, 1927.

[101]Ibid., November 1, 1928.

O. W. Freeman.[102] At this time, Tennessee Junior College property consisted of 131 acres of land, 45 of which were used for the college campus.

Donations to the college were numerous. The Illinois Central Railroad Company donated a herd of registered Jersey cattle to the Junior College.[103] The Franklin Limestone Company of Nashville donated two hundred tons of agricultural limestone to the college, with the Nashville, Chattanooga and St. Louis Railroad Company providing free transportation from Nashville to Martin.[104]

The General Assembly did not appropriate any money to the University of Tennessee for buildings at the Junior College in 1927. The 1929 General Assembly appropriated $180,000 for buildings at the Junior College, and the Board of Trustees authorized the construction of an Industrial Arts Building and a Physical Education Building. It was also necessary to construct a central heating plant. The total cost of the Industrial Arts Building was $50,600.65 and the total cost of the Physical Education Building was $83,122.39. The contract for

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[102] Ibid., July 24, 1928.

[103] Ibid., December 14, 1927.

[104] Ibid.

the construction of these two buildings was awarded to Bell Brothers and Company of Murfreesboro, Tennessee, on May 16, 1930. During the summer of 1930, the two buildings and a greenhouse were built.[105]

Before the reduction in the program at Martin, the campus was enlarged and four new classroom buildings and a greenhouse were constructed. Plans were made in 1934 for a new dining hall at the Junior College.[106] No new building was constructed at the Junior College after 1934 until the Junior College had completed the Naval Aviation Training Program and the Veterans Education Program under Public Law 16. Between 1934 and 1949, no permanent buildings were constructed on the Junior College campus. The war emergency interfered with the building program at the Junior College.

An emergency was created when a fire on June 21, 1941, damaged the Industrial Arts Building. A request was immediately made to Governor Prentice Cooper for $50,000 from the Governor's emergency fund to rebuild the damaged building.[107] Governor Cooper made $75,000 available, so University officials were able not only to restore

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[105] Ibid., May 29, 1930.

[106] Ibid., March 24, 1934.

[107] Ibid., July 7, 1941.

but also to enlarge the building.[108] The building was named the "Prentice Cooper Industrial Arts Building."[109] This is the only classroom building on the campus named for any person. The Junior College could not have handled the Naval Aviation Training Program without the use of the Industrial Arts Building.

An emergency was created when a contract was signed with the United States Veterans Administration for the training of war veterans at the Junior College. Peak enrollment was reached in 1947, when 681 students enrolled during the winter quarter.[110] The Junior College obtained surplus buildings from the Federal Public Housing Administration to alleviate the housing shortage. The college obtained four pre-fabricated barracks, twenty trailers, and eighteen temporary family units and temporary dormitory facilities to accommodate 128 single men.[111] In addition to housing, the Junior College obtained three motor buses from the Federal Public Housing Authority to transport

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[108]Ibid., August 5, 1941.

[109]Ibid., February 10, 1942.

[110]The University of Tennessee Junior College, Office of the Registrar, "Perennial Calendar," p. 2.

[111]Board Minutes, The University of Tennessee, July 22, 1946.

veteran students from their living quarters to the college campus.[112] The emergency had ended by the 1949-50 school year when the University entered upon a new building program.

The last building to be authorized during the Junior College period was the Agriculture-Biology-Library Building. On October 10, 1949, the trustees tentatively authorized $350,000 for the Agriculture Building at Martin.[113] This money came from the $6,000,000 appropriation for University buildings by the 1947 General Assembly. At the same time, the trustees tentatively allocated $300,000 for a boys' dormitory at Martin.[114] The Agriculture Building was built during the Junior College period, but it was not occupied until the college was granted four-year status by the General Assembly of Tennessee.

At the beginning of the Junior College period, there were seven buildings located on a site of approximately eleven acres. Only the administration building, the science building, and the two dormitories were of brick construction. At the end of the Junior College period, three of these four buildings were still in use, and the following

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[112] Ibid., February 10, 1947.

[113] Ibid., October 10, 1949.

[114] Ibid.

permanent buildings had been added: a cafeteria, an engineering building, a home economics building, a physical education building, and a physical science building.

The college farm began with the purchase of 121 acres of land. Two residences were built on the farm and barns, sheds, and silos were constructed. The residences were used by the farm manager and the head of the curriculum in agriculture. With the purchase of an additional one hundred acres, the campus and farm consisted of 231 acres of land. Forty-five acres were utilized for campus purposes.

Following the end of World War II, many temporary buildings were added to the physical plant of the Junior College, and all of these buildings were being used at the end of the Junior College period. During the Junior College period, two new buildings were authorized, but neither was placed in service until the beginning of the transition period.

## IX. ENROLLMENT

The total enrollment at the Junior College during the first ten-year period (1927-1937) was 2,004.[115] The total enrollment for the

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[115]The University of Tennessee Junior College, Office of the Registrar, "First Ten-Year Period, 1927-37."

second ten-year period (1937-1947) was 3,293.[116] During the fall quarter of 1946, the college enrollment was reported as 199. The next quarter, the winter quarter of 1947, the enrollment reached 681--a one-quarter gain of 482 students. This increase in enrollment was due to approval of the Junior College for the Veterans Training Program. The two factors affecting enrollment during the second ten-year period were the beginning of World War II and the returning veterans after the war.

Three counties in upper West Tennessee have furnished a majority of the students enrolled at the Junior College. During the first ten-year period, 825 students registered from Weakley County; 256, from Obion County; and 160, from Dyer County.[117] During the second ten-year period, 693 students registered from Weakley County; 266, from Obion County; and 317, from Dyer County.[118] The number of students coming from Weakley County decreased; the number of students coming from Obion County increased by ten students; and the number of students coming from Dyer County increased by 157 students.

A high percentage of Junior College graduates transferred to

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[116] Ibid., "Second Ten-Year Period, 1937-47."

[117] Ibid., "First Ten-Year Period, 1927-37."

[118] Ibid., "Second Ten-Year Period, 1937-47."

Knoxville to complete their last two years of college. University officials were well pleased with this high percentage of transfers. Of 116 transcripts processed by the registrar's office during 1930-31, 30 were sent to Knoxville; and of 206 transcripts processed by the registrar's office during 1936-37, 71 were sent to Knoxville.[119] The registrar's office mailed 2,369 transcripts during the second ten-year period, with 850 being sent to Knoxville and 25 to the medical units at Memphis.[120] Toward the end of the Junior College period, in a report to the Board of Trustees, Dean Eugene A. Waters stated that 60 to 70 per cent of Junior College graduates came to Knoxville to complete their degrees.[121] The percentage of transfers to the University at Knoxville steadily increased throughout the Junior College period.

The number of teachers becoming certified through the teacher education program at the Junior College is significant since there was no provision in the regular curricula for teacher education until 1935. Prior to this date, special programs for teachers were offered in the spring and summer quarters. The following numbers of applications

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[119] Ibid., "First Ten-Year Period, 1927-37."

[120] Ibid., "Second Ten-Year Period, 1937-47."

[121] Board Minutes, The University of Tennessee, December 3, 1950.

were processed by the registrar for elementary teachers' certificates: 1930-31, 96; 1931-32, 114; 1932-33, 37; 1933-34, 45; 1934-35, 75; 1935-36, 60; and 1936-37, 90. No high school teachers' certificates were obtained through the Junior College.[122]

Figure 1 shows the fall quarter enrollment for the Junior College throughout the Junior College period. The enrollment for the Junior College shows a slow but steady increase except for two periods. The first decrease occurred during the 1933-34 school year, and the second decrease occurred between 1941 and 1944. The 1933-34 decrease resulted from the economic depression, at which time the lowest enrollment during the Junior College period was reached. The second decrease occurred as a result of the beginning of World War II. Enrollment increased to a high of 681 students in the 1946-47 winter quarter and 670 students in the 1948-49 fall quarter. In the latter year, the winter quarter enrollment dropped to 487 students. Peak enrollments lasted only for these two years, but the decrease in enrollments did not go below 416 students for any following fall quarter.[123]

A comparison between Figure 1 on page 95 and Figure 2 on

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[122]The University of Tennessee Junior College, Office of the Registrar, "First Ten-Year Period, 1927-37."

[123]Ibid., "Perennial Calendar," pp. 2-3.

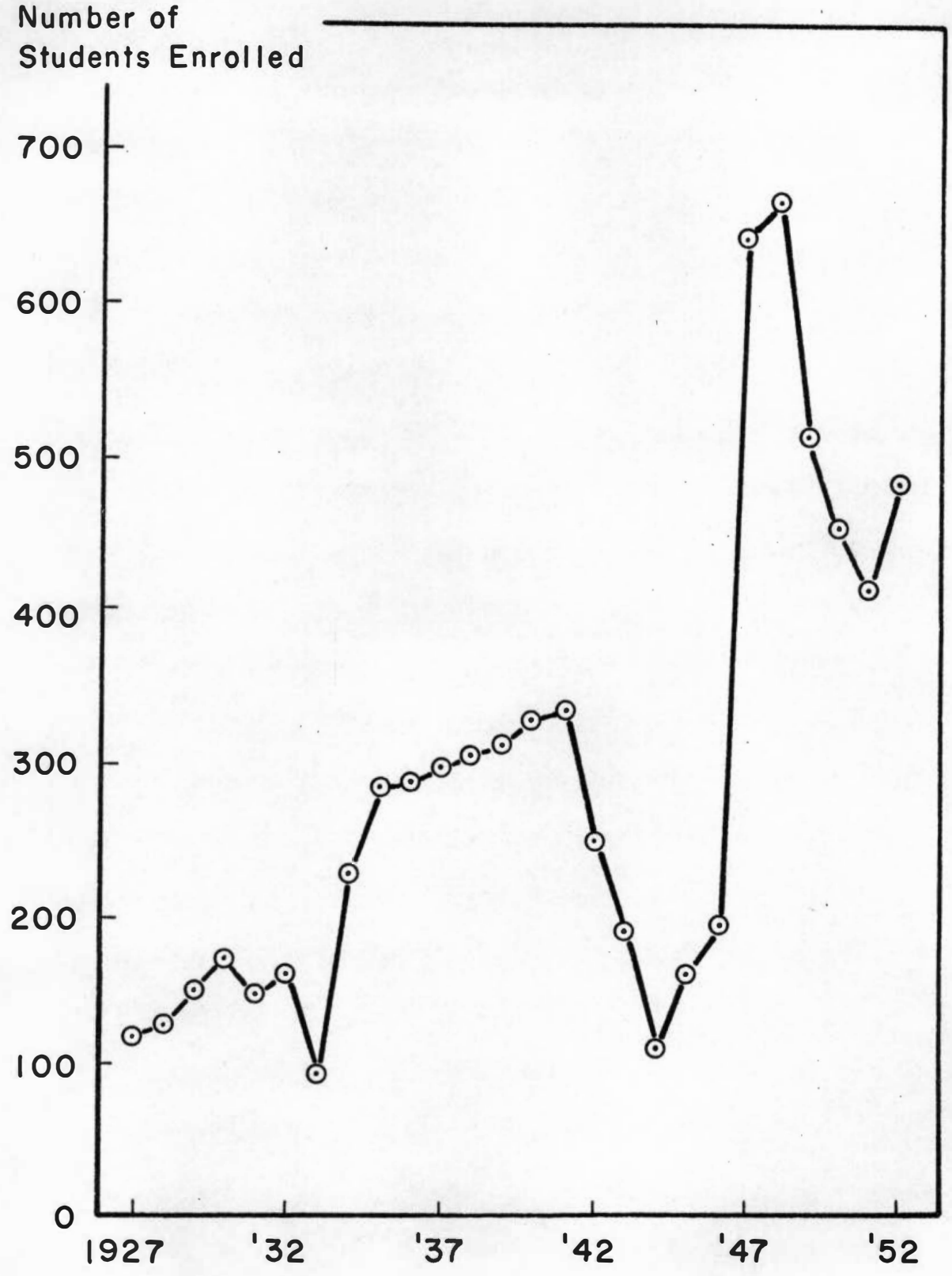


Figure 1. Tennessee Junior College Enrollment (1927-1951)

page 99 indicates in general the relationship between enrollments at Tennessee Junior College and the amount of money expended for instructional purposes. The total college budget shows a similar increase with increased enrollment.

## X. FINANCE

The Tennessee General Assembly first appropriated funds for operation of the University of Tennessee in 1905, and each succeeding legislature has provided some funds for the University. When the Tennessee Junior College was established in 1927, the legislature appropriated $150,000 for its operation for the next biennium. The $100,000 derived from the bond issue by the city of Martin was used for the purchase of the Hall-Moody property and additional land for the college campus and college farm. The $100,000 given to the University by Weakley County was used for the construction of a home economics building, a science building, and a foreman's cottage on the college farm.

The 1929 General Assembly appropriated $180,000 to be used for buildings on the Junior College campus. The first two buildings to be completed with this appropriation were the industrial arts and the physical education buildings. Two more appropriations were made for

buildings during the Junior College period. A cafeteria was completed in 1935; and an appropriation was made in 1947 for an agriculture-biology-library building, which was completed in 1949.

In addition to appropriations for enlargement of the physical plant, the General Assembly also appropriated funds for operation of the University of Tennessee. The first appropriation for Tennessee Junior College was separate from the regular University appropriation since the budget request did not include funds for operation of the college. The 1929 appropriation was for operation of the entire University system, so separate appropriation for the Junior College was not made.

The total budget for operation of the Junior College included funds obtained from operation of the farm, operation of the cafeteria, rents charged for dormitory rooms and other college housing, and fees set by the Board of Trustees of the University.[124] Since some of these amounts vary from year to year, the total budget may not at all times indicate the degree of growth and development of the Junior College. Funds appropriated by the legislature may be impounded by the executive branch of the State government. The amount of funds spent and the purpose for expenditure is reported to the Governor at the end of each

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[124]The University of Tennessee, Biennial Report of the Board of Trustees, 1928-30, pp. 63-88.

biennium by the Board of Trustees of the University of Tennessee, and also included in this report is a listing of income obtained from the above mentioned sources.[125]

The first appropriation for operation of Tennessee Junior College was in the amount of $75,000 for each year of the biennium. Of this amount, $22,907.14 was spent for instructional purposes in 1927-28.[126] Figure 2 indicates the amount spent for instructional purposes throughout the Junior College period. During the first two years, $51,840.00 was spent for instruction out of a total budget of $115,688.46.[127] In the next year, the amount spent for instruction increased to $34,380.49 from a decreased total budget of $113,539.65.[128] At the end of the Junior College period, $161,896.54 was spent for instruction from a total budget of $434,656.54.[129] During the Junior College period, peak enrollment and peak expenditures were reached in 1947-48. The amount spent for instruction at this time was $191,132.96 from a total budget

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[125] Ibid.

[126] Ibid., p. 88.

[127] Ibid., p. 82.

[128] Ibid.

[129] Board Minutes, The University of Tennessee, August 24, 1948.

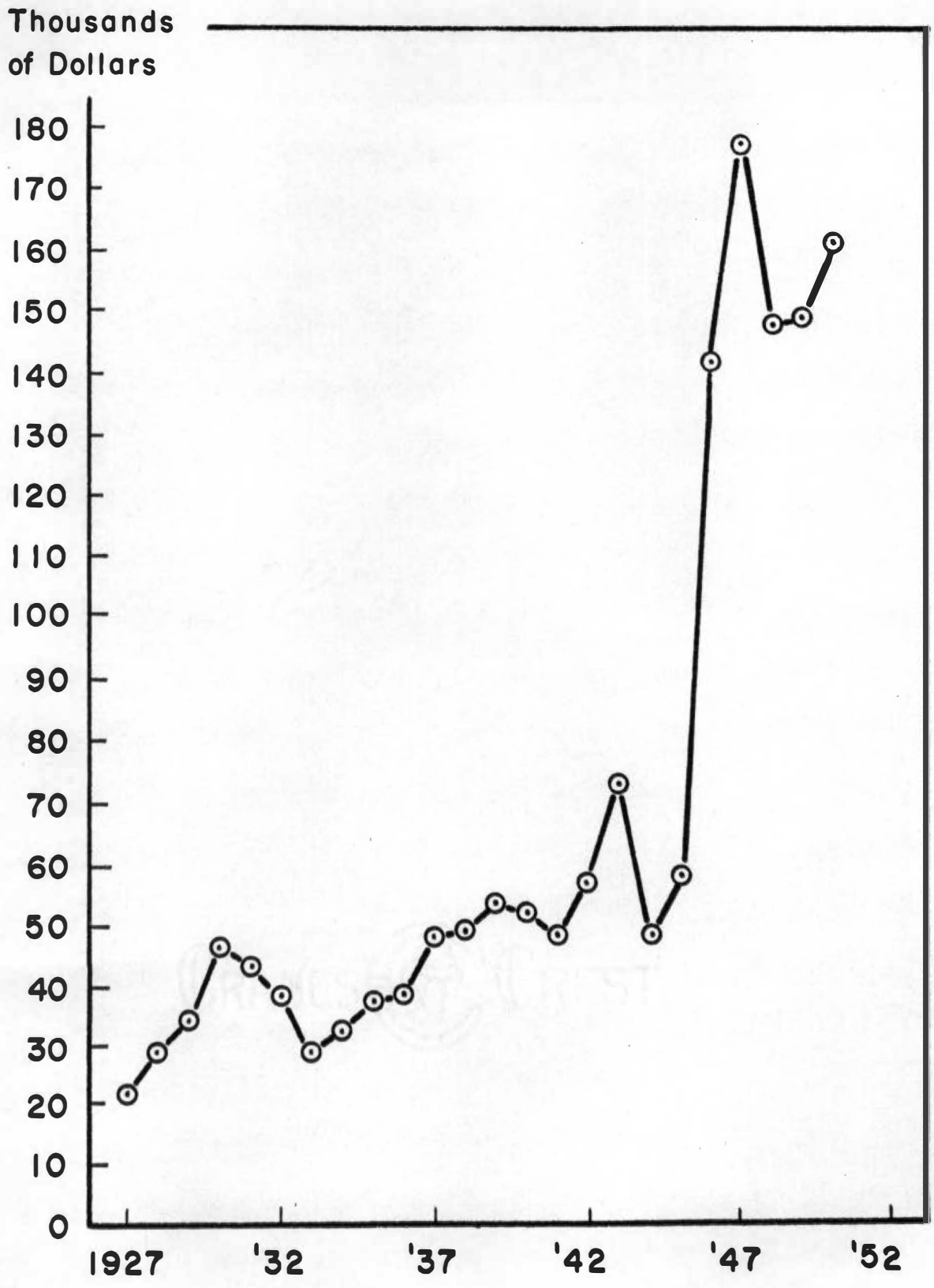


Figure 2. Tennessee Junior College Expenditures For Instruction (1927 - 1951)

of $549,957.96.[130] State appropriations for operation and maintenance of the total University system during the 1933-34 fiscal year amounted to only $450,000--which was less than the budget for the Junior College alone in 1947-48.

The second major source of operating funds for Tennessee Junior College came from student maintenance fees. These fees were steadily increased throughout the Junior College period. When the Junior College began operation in 1927, the maintenance fee was $7.00 per quarter, with laboratory fees ranging from $1.00 for agricultural economics to $3.50 for chemistry, home economics, and zoology per quarter.[131]

The maintenance fee was increased the second year to $15.00 per quarter; the chemistry laboratory fee was increased to $5.00.[132] These rates remained in force for a period of two years. The maintenance fee was increased in 1931-32 to $20.00[133] and in 1937-38 to

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[130]The University of Tennessee, Biennial Report of the Board of Trustees, 1932-34, p. 8.

[131]The University of Tennessee Junior College, First Announcement, 1927-28, p. 12.

[132]Ibid., Second Announcement, 1928-29, p. 15.

[133]Ibid., Fifth Announcement, 1931-32, p. 19.

$30.00 and $35.00.[134] This split rate was divided according to the curriculum of the student. Students in education and liberal arts paid $30.00, and students in other courses of study paid $35.00. The split rate remained in effect only one year and was set at $35.00 in 1938-39.[135] The Junior College period ended with a maintenance fee of $40.00 per quarter.[136]

## XI. STUDENT ACTIVITIES

A student publication, The Volette, was first published in 1929 under the supervision of the English department.[137] The first annual, the Volunteer Junior, was published in 1930.[138] Publication of the annual was discontinued in 1932 and not resumed until 1937. Student activity fees and intercollegiate athletics were also discontinued. The West Tennessee citizens committee petitioned the University officials in 1934 to reinstate intercollegiate athletics and student activities at

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[134] Ibid., Eleventh Announcement, 1937-38, p. 11.

[135] Ibid., Twelfth Announcement, 1938-39, p. 11.

[136] Ibid., Announcement, 1950-51, p. 17.

[137] Ibid., Third Announcement, 1929-30, p. 19.

[138] Ibid., Volunteer Junior, 1930.

the Junior College.

The strong religious influence at Hall-Moody was continued at Tennessee Junior College. One of the regulations in the first Junior College Announcement stated that each student was required to attend services once each Sunday at a church of his choice.[139] The religious influence at the college was also indicated by the organization of religious clubs on the Junior College campus.

Religious clubs and curriculum clubs were predominant at the Junior College. In 1928, Tennessee Junior College published a regulation that stated the school's attitude toward the organization of clubs on the college campus. It was stated that "there will be no fraternities in the Junior College, but clubs and other organizations will be encouraged."[140] This regulation remained in effect throughout the Junior College period.

Athletics at Tennessee Junior College included a football team, a basketball team, and a baseball team. Opponents of the Junior College included four-year schools, and good records were recorded for the Volunteers from the Junior College. In 1937, the basketball

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[139] Ibid., First Announcement, 1927-28, p. 8.

[140] Ibid., p. 18.

team was runner-up for the championship of the Mississippi Valley Conference.[141] During the next year, the football team became conference champion.[142] A good record was made against a predominance of four-year colleges.

During the fall quarter of 1937 boys' and girls' rifle teams were organized. Each of the teams met five opposing teams in rifle matches. All of the teams were members of the National Rifle Association. The girls' rifle team competed with teams from the University of Mississippi, San Francisco Junior College, Wheaton College, Hofstra College of New York, and Pennsylvania State Teachers College. The boys' rifle team competed against teams from the same institutions, except the University of Mississippi; the team from the Muscle Shoals Rifle and Pistol Club substituted for the University of Mississippi team.[143]

One of the most active clubs on the campus during the Junior College period was the Student Christian Association. This organization included members from all church groups. Beginning in 1939,

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[141] Ibid., Volunteer Junior, 1937, p. 40.

[142] Ibid., 1938, p. 89.

[143] Ibid., p. 82.

this organization was succeeded by independent church units. A unit of the Baptist Student Union was organized in 1939.[144] The following year, 1940, the Methodist group organized the Wesley Foundation on the Junior College campus, and these individual church clubs replaced the unified Student Christian Association.[145]

At the end of World War II, veterans attending the Junior College organized two service clubs--the Bluejackets Club and the Army Club. These clubs remained an active part of the student activities program throughout the Junior College period.

Toward the end of the Junior College period, the Future Teachers Club was organized. This club remained small throughout the Junior College period due to limited enrollment in the education department. The program in education was limited to a curriculum in elementary education and a curriculum in physical education.

The 1947 edition of the Volunteer Junior was dedicated to the forty alumni of the University of Tennessee Junior College who were killed in action during World War II.[146] A plaque was placed in the Agriculture-Biology-Library Building in honor of these men.

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[144] Ibid., 1940, p. 45.

[145] Ibid., 1941, p. 69.

[146] Ibid., 1947.

# CHAPTER IV

## THE TRANSITION PERIOD (1951-57)

### I. INTRODUCTION

The passage of House Bill Number 264, chapter twenty-seven, in 1951 was a turning point at Tennessee Junior College.[1] A new and different program was begun when this bill created and established a branch of the University of Tennessee at Martin, Tennessee. The University of Tennessee was empowered to offer full four-year courses of study in agriculture and home economics and was authorized to grant Bachelor of Science degrees to students completing the curriculum in either of these two areas. Like the original bill establishing the Junior College, the bill authorizing the establishment of the University of Tennessee, Martin Branch, placed specific limits on the program at the new school. The act establishing the Tennessee Junior College limited the program to two years in agriculture, industrial arts, and home economics.[2] The act establishing the University of Tennessee, Martin Branch, limited the program to four years in agriculture and home

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[1] Acts of Tennessee, 1951, c. 27.

[2] Acts of Tennessee, 1927, c. 9.

economics and stated that "all other courses shall be limited to two years."[3]

The statement limiting all other courses to two years indirectly gave approval to two-year programs in business administration, education, engineering, pre-dentistry, pre-law, pre-medicine, and pre-pharmacy. These courses were officially established by the 1951 act. During the Junior College period, the trustees went beyond the establishing act by adding these courses of study.

The fact that programs in agriculture and home economics were the first to gain four-year status emphasizes the agricultural importance of upper West Tennessee. An effort was still being made to meet the needs of the area served by the University of Tennessee, Martin Branch. A higher percentage of land was in farms in 1950 than in 1940.[4] Agriculture made greater gain than industry during this ten-year period and changes in the type of farming, both in mechanization and diversification of farm products, made it necessary for specialization in general agriculture. The four-year program in agriculture attempted to meet

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[3]Acts of Tennessee, 1951, c. 27.

[4]United States Bureau of the Census, United States Census of Agriculture: 1954. Counties and State Economic Areas, Vol. I, Part 20 (Washington: Government Printing Office, 1956).

this need for specialization. The committee representing the West Tennessee Association for Expansion of the University of Tennessee Junior College limited their recommendations to programs in agriculture and home economics, indicating that this was the area of greatest need.[5]

The 1951-57 period was a transition period not only in curricular development but also in expansion of the physical plant. The first building to be completed at Martin after the rebuilding of the fire-damaged Prentice Cooper Industrial Arts Building in 1942 was the Agriculture-Biology-Library Building. This building was first used at the beginning of the 1951 fall quarter.[6]

Plans for the boys' dormitory were begun during the Junior College period; because of a shortage of funds, however, the building was not completed until 1952.[7] This was the first dormitory to be built after the school became a part of the University of Tennessee. The two dormitories built by Hall-Moody Institute were the only dormitories on the Junior College campus up to this time. During the war

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[5]Board Minutes, The University of Tennessee, October 20, 1950.

[6]Ibid., November 5, 1951.

[7]Ibid., September 8, 1952.

emergency when the Junior College offered Naval Aviation Training, the gymnasium was utilized as a dormitory for Naval cadets.[8] The ability to serve the needs of veterans was limited at the Junior College because of inadequate housing and two-year courses of study. The construction of the Boys' Dormitory made it possible for the Martin Branch to accept more students, and the addition of two years in agriculture and home economics made it possible for the Martin Branch to keep students for a four-year period.

## II. AIMS AND OBJECTIVES

University officials, in stating the aims and objectives of Tennessee Junior College and the University of Tennessee, Martin Branch, emphasized local needs in determining aims and objectives. The program was developed with these aims and objectives in mind. The aims and objectives were stated in the 1951-52 Register in this manner:

> The Martin Branch was conceived and must be considered, not as an independent institution, but as a branch of the University. In this sense the programs of the two institutions are, of course, identical. The Martin Branch did not arrive upon the educational scene with a new part to play. It

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[8]The University of Tennessee Junior College, "Eyes In the Skies."

introduced no troublesome personality of its own to require readjustments of the educational system. Its ideals and objectives were determined from the very beginning as those of the University.

The immediate and ultimate objective of The University of Tennessee is to be of service to the state, not only through the training of youth, but through research upon state problems, and the extension of its findings to the largest possible number of citizens. Under this plan the private gain of particular individuals, families or communities must yield to public benefits for larger groups, institutions, or areas, and in the final sense every expenditure of public educational funds must be measured by this standard. An analysis of the needs of the commonwealth as a whole prescribes the curricula of the University, and a similar analysis of the needs of the area to be served prescribes those of its branches.

The functions of the Martin Branch were thus determined by what might be called two external necessities: the main University ideal and the type of area to be served. Obviously the chief advantage of a branch of the University in a distant territory is the immediacy of the service such a branch can render to territorial activities. An area in which these activities are chiefly homemaking, agriculture and rural industry would benefit from a school recognizing these problems. The technical or semi-technical courses of study determined upon in response to territorial needs must, certainly, be underlaid with a firm foundation in the arts and sciences.

The result at Martin has been twofold. First, two-year courses of study from which the student may turn with profit either to a place in the social and economic life of his area or to the higher training of the University; second, four-year courses of study in the fields of agriculture and home economics leading to the Bachelor of Science degree.[9]

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[9]The University of Tennessee, Martin Branch, Register, 1951-52. p. 1.

The aims and objectives, like those of Tennessee Junior College, were related to the needs of an agricultural economy. West Tennessee had not only remained the outstanding agricultural region of the State during the Junior College period but rapidly gained in importance during the latter part of the Junior College period and the beginning of the transition period. The program offered to meet the need in this area was developed on the basis of this objective. The objectives stated in the first Martin Branch catalog remained a part of each succeeding catalog throughout the transition period without any change. The new program was designed for general agriculture and general home economics.

The purpose of the Martin Branch in regard to the two-year programs in business administration, education, engineering, and liberal arts remained the same for the Martin Branch as previously stated. The purposes were based on the need for a short terminal education period and the need for a two-year program as a basis for students transferring to Knoxville and to other four-year colleges.[10] The success of the second purpose is indicated by the number who transferred to Knoxville to complete a degree program. The only degree

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[10] Ibid., 1950-51, p. 1.

programs offered at Martin were in the areas of general agriculture and general home economics, and students desiring specialization in these two fields transferred to Knoxville.

The Junior College and the Martin Branch operated a farm in connection with the program in general agriculture. The College of Agriculture felt the need for the "farm laboratory" where students could see the results of good farm management based on research.[11] Operation of the college farm served as a means of extending the findings of research in agriculture to the largest possible number of citizens through the graduates of the program in general agriculture.

The University of Tennessee, Martin Branch, attempted to develop a program that would fulfill the objectives stated for the college. No attempt was made to transfer the course of study of the College of Agriculture to the Martin campus, but a committee was given the responsibility for developing new and unique programs for the departments of agriculture and home economics at the Martin Branch.[12]

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[11] Ibid., p. 9.

[12] Board Minutes, The University of Tennessee, March 26, 1951.

## III. CURRICULUM AND INSTRUCTION

Introduction. Mr. Charles R. Volz, chairman of the Junior College committee of the Board of Trustees, was appointed chairman of a committee to study the advisability and legality of making the Junior College a four-year college.[13] This committee was appointed because there was a strong movement in West Tennessee to give the college four-year status.

At a meeting of the Board of Trustees on September 15, 1950, Mr. Volz submitted his committee's report. The committee recommended that the curricula be expanded to four years in agriculture and home economics with the addition of the necessary related courses in liberal arts to be made effective at the beginning of the fall quarter, 1951. The Board of Trustees voted not to accept the recommendations of the committee at that time but asked the committee to give the matter further study. President Brehm stated that there was no question but that there was merit in the report but felt there was need for further study.[14]

Expansion of the curricula at Tennessee Junior College in 1934

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[13] Ibid., December 12, 1949.

[14] Ibid., September 15, 1950.

came as a direct result of the action of citizens of West Tennessee. The expansion of the curricula in 1951 also came as a direct result of the action of a citizens group.[15] A state university is responsive to requests from citizens because the university is established to serve the educational needs of the state in higher education. The Board of Trustees, in developing the program of Tennessee Junior College and later the University of Tennessee, Martin Branch, responded to the requests of citizen groups with immediate action. There was no substantial opposition in the board to the curricular expansion in 1934, but there was opposition in the board to the curricular expansion proposed in 1951.[16] Even though Mr. Volz insisted that the board provide for the drafting of proposed legislation to expand the program at Martin to four years in agriculture and home economics, the board voted to give the matter further study. In regard to the committee report, this motion was made:

> That the committee appointed by Governor Browning as chairman of the Board, at the meeting of December 12, 1949 "to study the advisability and legality of making a four-year college in agriculture, home economics, engineering and business administration" be continued for further study of

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[15] Ibid., October 20, 1950.

[16] Ibid., December 4, 1950.

> this question; that the committee give due consideration to the statement submitted by Mr. Charles D. Tomerlin and the gentlemen accompanying him, representing the West Tennessee Association for Expansion of the University of Tennessee Junior College, together with such other information and data bearing on this matter which hereafter may come into the committee's hands; . . .[17]

The board authorized the study of expanded programs in engineering and business administration in addition to agriculture and home economics. No mention was made of education and liberal arts in this authorized study of proposed curricular expansion.

The motion was accepted but amended to increase the study committee from three to five members. Mr. Clyde B. Austin and Mr. E. W. Eggleston were added to the committee in addition to the original committee including Trustees Volz, McAllister, and Ahlgren.[18]

At the October meeting of the Board of Trustees, a delegation from West Tennessee again appeared before the board to request that the program at Martin be expanded to provide for four years in agriculture and home economics. At this meeting, the Volz committee reported that the junior and senior years in agriculture and home economics could be added for $80,000 in additional funds. The Volz committee reaffirmed its recommendations as given on September 15

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[17] Ibid., September 15, 1950.

[18] Ibid.

and the Board of Trustees again postponed action on the committee's recommendations with authorization for further study.[19]

President Brehm followed the procedure established by President Hoskins in 1934 and appointed a faculty committee to study the proposal for curricular expansion at the Junior College. President Brehm appointed Dr. E. A. Waters, Dean of the Graduate School, to head the committee and also appointed Professors Ruth Buckley, Ida Anders, Eric Winters, and O. E. Goff from the College of Agriculture and Home Economics to aid Dean Waters in study of the proposal for an expanded program.[20]

On December 3, 1950, Dean Waters submitted the faculty report on the cost of the proposed program of expansion. The cost for expansion was listed as $59,000 for agriculture, $35,000 for home economics, $13,000 for liberal arts subjects, and $1,500 for the library. This amounted to $108,500 as the estimated total cost for curricular expansion. Mr. Volz had stated earlier that it would cost $80,000 in additional funds. The faculty report also listed a need for additional classroom, office, laboratory, and library space at a cost of $1,181,700

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[19] Ibid., October 20, 1950.

[20] Ibid., December 3, 1950.

and a girls' dormitory at a cost of $396,000.[21]

The committee appointed by the Board of Trustees submitted two reports to the board. The majority report read by Mr. Volz stated that:

> The committee, appointed to study the matter of increasing the curriculum of the Junior College at Martin to University status and other proposals to expand and add to the University of Tennessee, composed of Mr. Ahlgren, Mr. Austin, Mr. Eggleston, Mr. McAllister and myself have made a study of elevation of our junior college at Martin to a four-year school in certain courses, and after much consideration we have reached the conclusion that it is in the best interest of the University of Tennessee and the citizens of the State of Tennessee to offer four year courses in Agriculture and Home Economics. We recommend that suitable action be taken by the Board of Trustees favoring this procedure. . . .[22]

Judge Sam J. McAllister and Clyde B. Austin filed a minority report opposing the expansion. Mr. Volz moved for adoption of the majority report and the board voted to accept, thus going on record favoring the preparation of a bill authorizing the expansion of Tennessee Junior College to a four-year college in agriculture and home economics.[23]

On December 4, 1950, the Board of Trustees approved four-year

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[21] Ibid.

[22] Ibid., December 4, 1950.

[23] Ibid.

status for Tennessee Junior College and House Bill Number 264, chapter twenty-seven, was introduced at the following session of the legislature, which convened in January. The bill was specific and placed limitations on expansion of the program at the University of Tennessee, Martin Branch. The law creating and establishing the new college follows:

> AN ACT to amend chapter 7 of the Public Acts of 1927 entitled: "AN ACT to create and establish a Junior College of Agriculture, Industrial Arts and Home Economics in Martin, Weakley County, Tennessee, and to provide for its maintenance, management and operation," so as to raise the status of said institution to a full four-year College in the fields of Agriculture and Home Economics, change the name thereof, make said College a part or branch of the University of Tennessee, and to authorize the granting of degrees by said University of Tennessee upon completion of the curricula in Agriculture and Home Economics.
>
> Section 1. Be it enacted by the General Assembly of the State of Tennessee, That Chapter 9 of the Public Acts of 1927, the caption of which is set forth in the caption of this Act, be and the same is hereby amended so as to provide as follows:
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> "There is hereby created and established by the State of Tennessee a branch of the University of Tennessee at Martin, Tennessee, to be known as 'The University of Tennessee, Martin Branch,' which is authorized and empowered to offer full four-year curricula in Agriculture and Home Economics, which courses shall be prescribed by the Trustees of the University of Tennessee and meet the requirements for Bachelor of Science degrees, and upon the successful completion of the courses so offered shall be issued degrees by said University of Tennessee. All other courses shall be limited to two years."

Section 2. Be it further enacted, That all necessary supporting work and activities may be inaugurated and carried on at said branch of the University of Tennessee by the Trustees thereof so as to enable students satisfactorily to complete the curricula in Agriculture and Home Economics.

Section 3. Be it further enacted, That all laws or parts of laws in conflict with the provisions of this Act be and are hereby repealed.

Section 4. Be it further enacted, That this Act takes effect from and after its passage, the public welfare requiring it.

Passed February 13, 1951.

McAllen Foutch,
Speaker of the House of
Representatives

Walter M. Haynes,
Speaker of the Senate

Approved: February 15, 1951.

Gordon Browning,
Governor.[24]

Since funds to carry out the intent of the law expanding the programs in agriculture and home economics were not included in the regular budget for the University, it was necessary to pass a companion bill authorizing an addition to the University appropriation. The sum

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[24]Acts of Tennessee, 1951, c. 27.

of $108,000 was appropriated for this purpose.[25] Mr. Volz, at the first report of his curricular expansion committee, stated that $80,000 would be sufficient for the expanded program.[26] After a thorough study, the faculty committee appointed by President Brehm reported that it would cost $108,500 for the expanded program; thus the General Assembly appropriation was near the sum reported by the faculty committee.[27]

The faculty of the College of Agriculture and School of Home Economics began working on the programs in general agriculture and general home economics soon after the expansion was authorized. Dean J. H. McLeod and Vice Deans N. D. Peacock and Jessie Harris presented to the board the tentative courses of study for the third year in agriculture and home economics for authorization by the board, and the third year of the expanded program went in effect on September 10, 1951.[28] Trustee Randolph asked President Brehm why the program for the fourth year had not been presented. The President stated that

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[25] Ibid., c. 268, sec. 8.

[26] Board Minutes, The University of Tennessee, October 20, 1950.

[27] Ibid., December 3, 1950.

[28] Ibid., July 2, 1951.

since there would be no fourth year students in the program this year, the course of study for the fourth year would be presented for board authorization at a later date.[29]

Curriculum in Agriculture. At the time of its establishment, the University of Tennessee, Martin Branch, offered programs in agriculture, business administration, education, engineering, home economics, liberal arts, pre-dentistry, pre-medicine, pre-nursing, and pre-pharmacy.[30] All courses of study remained for two years except the curriculum in agriculture and the curriculum in home economics.

The curriculum in agriculture was designed for those persons who "desire to own or operate a farm or to become agricultural representatives for banks, railroads, chain stores, to work with milk plants, fertilizer, seed, feed, and farm machinery companies, farm cooperatives, Extension service, public relations, and similar activities."[31] The first two years of the curriculum were identical with the curriculum of the Junior College, but the junior and senior years of the

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[29]Ibid.

[30]The University of Tennessee, Martin Branch, Register, 1950-51, pp. 33-41.

[31]The University of Tennessee, Martin Branch, Announcement, 1952-53, p. 42.

program were different from the Knoxville program in general agriculture. The last two years were based on courses earning five quarter hours of credit.[32]

The junior and senior years of the curriculum in general agriculture as developed by the faculty committee of the College of Agriculture follows:

Junior Year

| | Hrs. |
|---|---|
| Agriculture 311, Economic Setting of American Agriculture | 5 |
| Agriculture 312, Basic Aspects of Farming | 5 |
| Agriculture 321, Livestock Feeding and Practices | 5 |
| Agriculture 331, Soil Use and Management | 5 |
| Agriculture 341, Field Equipment and Its Use | 5 |
| Electives | 9 |
| English 221, Journalistic Writing | 3 |
| English 231, Public Speaking | 3 |
| English 325, Communication | 5 |

Senior Year

| | |
|---|---|
| Agriculture 422, Livestock Production | 5 |
| Agriculture 423, General Dairy Production | 5 |
| Agriculture 431, General Field Crops | 5 |
| Agriculture 432, Fruit and Vegetable Production | 5 |
| Agriculture 441, Planning and Equipping Farm Buildings | 5 |
| Agriculture 451, Planning the Home Grounds and Farmstead | 5 |

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[32] Ibid., p. 43.

| | |
|---|---|
| Electives . . . . . | 10 |
| Political Science 425, Public Affairs . . . . . | 5[33] |

Curriculum in Home Economics. The junior and senior years of the curriculum in general home economics were developed in a manner similar to the curriculum in agriculture. The major emphasis was placed on "Home and Family Living, School Lunch Management, Merchandising of Textiles and Clothing, crafts, and home furnishings."[34] The junior and senior years of the curriculum were listed as:

Junior Year

| | Hours |
|---|---|
| Home Economics 311, Family Living . . . . . | 5 |
| Home Economics 321, The Family as a Consumer Unit . . . . . | 5 |
| Home Economics 331, Family Nutrition . . . . . | 5 |
| Home Economics 341, Planning and Furnishing the Home . . . . . | 5 |
| Home Economics 351, Family Clothing . . . . . | 5 |
| English 325, Communication . . . . . | 5 |
| Economics 211-212 . . . . . | 6 |
| Electives 300 and 400 . . . . . | 5 |
| Other electives . . . . . | 8 |

Senior Year

| | |
|---|---|
| Home Economics 312, The Child in the Home and the Nursery School . . . . . | 5 |
| Home Economics 322, Mechanization of the Home . . . . . | 5 |

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[33] Ibid.

[34] Ibid., p. 44.

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|---|---|
| Home Economics 421, Management of the Home | 5 |
| Agriculture 451 | 5 |
| Political Science 425, Public Affairs | 5 |
| Electives 300 and 400 | 10 |
| Other electives | 13[35] |

Students completing the curriculum in general home economics were prepared for (1) homemaking, (2) field training in agricultural extension service, (3) management and supervisory positions in the school lunch program, (4) the graduate program for a degree and a vocational certificate in home economics, and (5) social work and communications.[36]

The last two years of the curriculum were organized on the same basis as the last two years of the curriculum in general agriculture and were based on courses earning five quarter hours of credit.

The junior and senior year programs in agriculture and home economics were not developed for transfer credit. The credit and courses were different from the courses offered at Knoxville, and if the student intended to transfer he was warned to do so at the end of the sophomore year.[37]

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[35] Ibid., p. 46.

[36] Ibid., p. 45.

[37] Ibid., p. 47.

The curriculum in agriculture and the curriculum in home economics remained the same throughout the transition period. The program as established by the faculty committee proved satisfactory in meeting the needs in the areas of general agriculture and home economics. President Brehm stated that the program at Martin was developed to meet the same standards in existence at Knoxville and that it would be impossible for the University to grant degrees at Martin until the curriculum had been brought up to the standards maintained at Knoxville.[38] The standards of the Junior College were high, as evidenced by the quality of students transferring from Martin to the parent University. Some of the best students on the Knoxville campus were products of the Junior College. The programs in agriculture and home economics were developed on the basis of Knoxville standards, yet apparently met the local needs of students in these areas.

The change in status from a two-year college to a four-year college made the newly established Martin Branch eligible for a unit of the Reserve Officers Training Corps. The unit was established and

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[38]Board Minutes, The University of Tennessee, July 2, 1951.

began functioning in September 1952 under the direction of the University of Tennessee Military Department at Knoxville.[39] The objective for the establishment of such a unit was to "develop the qualities of leadership required in both military and civil enterprise and to impart specialized knowledge and skills." The courses were designed to qualify college men for reserve commissions.

The basic course was developed for the first two years and only the basic army course was offered at Martin since any other basic course would have required the student to be enrolled in a prescribed engineering or technical course. The basic course, as offered at Martin, consisted of three hours of formal instruction per week for a minimum of thirty-two weeks. The course for the first year was limited to general basic subjects, such as "Maps and Aerial Photographs, Hygiene and First Aid, and Evolution of Warfare." The first year of the basic course was prescribed, but the second year allowed for elective subjects.[40]

To complete the last two years, the advanced course, the

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[39]Ibid., May 5, 1952.

[40]The University of Tennessee, Martin Branch, Announcement, 1952-53, p. 47.

student transferred to Knoxville.[41] Agriculture students who earned the Bachelor of Science degree at Martin could complete only the first two years of the Reserve Officers Training Corps program.

The elevation of the programs in agriculture and home economics resulted in the addition of twenty-nine new courses to the program of study at the Martin Branch. Of the courses added, eleven were in agriculture, fourteen in home economics, and one each in English, political science, and public affairs.[42]

University officials expected the enrollment at the Martin Branch eventually to reach between twelve hundred and fifteen hundred students. In anticipation of increased enrollment, President Brehm informed the Board of Trustees that the time was rapidly approaching when the board and the University of Tennessee needed to begin planning for further development at the Martin Branch.[43] University officials before this time had waited until West Tennessee citizens had asked for changes before any were made. The exception to this procedure was the development of the two-year engineering curriculum.

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[41] Ibid.

[42] Board Minutes, The University of Tennessee, March 16, 1954.

[43] Ibid.

President Brehm stated that immediate planning should begin toward providing for additional dormitory space--especially for girls, four-year programs in liberal arts and business, and a need for an amendment to the 1951 act establishing the Martin Branch to allow the trustees to add to the Martin program of study as the need arose.[44]

University officials saw no immediate need for expansion of the program in education. Priority was given to expanded programs in liberal arts and business, and the thinking of University officials remained the same until another citizens committee convinced them otherwise. University officials, in making known their thinking in regard to the need for further expansion at the Martin Branch, recognized that there was a growing need for expansion in areas other than those recommended by the University.

President Brehm informed the Board of Trustees that a forward-looking program for the Martin Branch should be developed as soon as possible and that a study should be made of the most urgent educational needs in the area in the light of the probable enrollment trend in the next ten or fifteen years. The President felt that the people in the area

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[44]Ibid.

served by the Martin Branch should be told the plans for development of the Martin Branch.[45]

The trustees accepted the recommendation of the President for a study committee and on November 4, 1954, appointed a committee with Judge McAllester as chairman to make a study of the curricular needs at Martin and to determine whether or not the board should go on record suggesting legislation that would broaden its powers in regard to the Martin Branch. The committee also was instructed to give consideration to the study on education that was being made for the Legislative Council of the General Assembly of Tennessee.[46]

The committee appointed by the Board of Trustees to investigate curricular needs at the Martin Branch met with citizens of the area and school officials in Martin on August 30, 1956. The committee was impressed with the results of this meeting. They found a loyal and cooperative attitude toward the University as a whole and found citizens who understood the educational needs of their area. The first need expressed by the group was the need for an expanded program of teacher training, and the second need indicated by the group was the need for

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[45] Ibid.

[46] Ibid., November 4, 1954.

an expanded program in business.[47]

The committee of trustees was convinced of the need for immediate expansion of the Martin Branch program. In giving the committee report to the Board of Trustees, Judge McAllester followed the suggestions of the citizens group and recommended that a definite plan be formulated for expansion of the programs of study in education, business, and liberal arts. The committee recommended that liberal arts be expanded to the point necessary for the training of degree teachers.[48] The committee did not recommend a degree-granting curriculum in liberal arts. In the proposal by President Brehm, education was not mentioned in the program of development. The need for a degree program in business was listed by both the President and the committee of the Board of Trustees. Judge McAllester recommended that the report of the committee be accepted, and the motion was seconded and approved. The transition period was nearing the end, and the expansion period was about to begin.

Following the approval for expansion by the Board of Trustees, President Brehm appointed a committee representing the Colleges of

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[47] Ibid., October 26, 1956.

[48] Ibid.

Business Administration, Education, and Liberal Arts to make a study of the curricular expansion needs of the Martin Branch. Dr. Eugene A. Waters, Dean of the Graduate School, was appointed chairman of the faculty study committee.[49]

The report of the faculty study committee listed five recommendations: (1) that chapter twenty-seven of the Public Acts of 1951 be amended as to give the Board of Trustees discretionary powers in determining the program at Martin; (2) that a four-year program in elementary education be developed; (3) that the offering in business education and office administration be expanded to produce persons certified to teach business subjects in high school; and (4) that liberal arts courses in English, social studies, physical science, and biological science be extended.[50]

The faculty study committee estimated the changes recommended in the four points listed above would cost $88,000 for the biennium. The faculty study committee limited recommendations in education to degree programs in business education and elementary education.[51]

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[49] Ibid.

[50] Ibid., November 16, 1956.

[51] Ibid.

The opposition to further expansion at the Martin Branch had disappeared. Two members of the Board of Trustees committee studying the 1951 expansion proposal filed a minority report against expansion at the college. Judge McAllester strongly recommended further expansion in 1955 but was opposed to expansion in 1951. A change in attitude had developed during the transition period.

Curriculum in Business. The department of business at Martin offered two-year programs in four courses of study. Curriculum I was designed for students training for employment in such fields as advertising, banking, government service, insurance, labor relations, marketing, public accountancy, retailing, teaching of business, transportation, and wholesaling.[52]

Curriculum II was designed for students who desired employment in industrial accounting, industrial labor relations, industrial production and control, industrial marketing, industrial statistics, light building and building materials business, and public utilities. This curriculum included selected engineering courses and engineering mathematics instead of the business mathematics courses.[53]

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[52]The University of Tennessee, Martin Branch, Announcement, 1952-53, p. 35.

[53]Ibid.

Curriculum III in business was designed for those students who planned to complete a major in business education or office administration. To complete the last two years of the program in business education, the student transferred to Knoxville.[54]

Curriculum IV was designed for students interested in journalism. The basic course was offered at Martin and contained enough specialized training to permit the student to enter a journalistic career after the completion of the two-year course. Upon transfer to Knoxville, the student could follow either an editorial sequence or a business sequence, depending upon his individual interest. The editorial sequence was for students whose primary interest was in writing and the business sequence was for students interested primarily in advertising and publishing.[55]

Curriculum in Education. The program in education had expanded during the Junior College period from the three courses entitled "Teaching Rural Life" at the beginning of the period to three distinct areas at the end of the period. Between 1951 and 1957 this program continued, with some change during the period. The program was

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[54] Ibid., p. 36.

[55] Ibid.

divided into a curriculum for elementary education, secondary education, and health and physical education.[56]

Tennessee Junior College had been on the list of Tennessee colleges approved for certification during the Junior College period, but when the institution gained four-year status, application was made to the State Board of Education for approval as a four-year teacher-training institution. The State Board rejected the application for certification as a four-year institution.[57] The Martin Branch retained its status as a two-year teacher-training institution for certification purposes.[58] The education department operated on this basis throughout the transition period.

The curriculum in elementary education included methods of teaching in the elementary school in the areas of language arts and social studies. A general methods course was offered in connection with a three-hour course in observation and teaching in the elementary

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[56] Ibid., p. 36.

[57] Board Minutes, Tennessee State Board of Education, February 8, 1952, p. 19.

[58] Tennessee State Board of Education, "Tennessee Colleges Approved by the State Board of Education for Teacher Certification," 1927-1957.

grades. The elementary school of Martin was used for this course.[59] Many students completing the two-year teacher education program taught in the rural counties of West Tennessee and adjoining states. A few students taught in Shelby County and in the city of Memphis. Many students transferred to Knoxville to complete the last two years of the teacher education program.

Curriculum in Engineering. The curriculum in engineering followed closely the Knoxville curriculum for the first two years.[60] The engineering curriculum had begun during the Junior College period as a part of the course of study in agriculture. Soon after the end of World War II a two-year curriculum in engineering was authorized. The College of Engineering at Knoxville set up the curriculum, with assistance from the Martin faculty.

The program in 1952 was expanded to include a curriculum for chemical engineering, civil engineering, electrical engineering, engineering physics, industrial engineering, and mechanical engineering.[61] The freshman year course of study was the same for all the

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[59]The University of Tennessee, Martin Branch, Announcement, 1952-53, p. 55.

[60]Ibid., p. 38.

[61]Ibid., 1953-54, p. 40.

areas in engineering.

Students at the Martin Branch were permitted to enter the cooperative plan in engineering after successfully completing the first quarter of the freshman year. The student was permitted to complete his two-year program at the Martin Branch, but cooperative jobs were approved by the coordinator of the cooperative program at Knoxville. The Primary objective of the cooperative plan was to combine the theoretical knowledge obtained in college courses with practical knowledge obtained on a job. A cooperative course took five years to complete the requirements for a degree in engineering.[62]

Curriculum in Liberal Arts. The program in liberal arts, like other programs offered at the Martin Branch, was divided into two divisions: the lower division and the upper division. The first two years' work was included in the lower division and the last two years' work was included in the upper division. Only lower division work was offered in liberal arts at the Martin Branch.[63]

The basic curriculum in liberal arts was offered but did not include foreign languages. If a student desired to complete the

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[62] Ibid., p. 39.

[63] Ibid., 1952-53, pp. 39-41.

requirements for a Bachelor of Arts degree, he was required to make up this deficiency during the last two years. If the student had credit in two high school units in a foreign language, the language requirement could be met with two additional years of work in that language. If the student did not have credit in a foreign language, three years of one language was required.[64] A serious handicap was placed on the student who desired a Bachelor of Arts degree since foreign language was not included in the liberal arts program at Martin.

Pre-professional programs offered by the liberal arts department at the Martin Branch included courses in pre-dentistry, pre-medicine, pre-nursing, pre-pharmacy, and pre-law. All pre-professional courses were for two years except the pre-pharmacy course that was developed for the freshman year.[65]

## IV. ADMINISTRATION AND CONTROL

The 1951 act by the General Assembly authorized the Board of Trustees of the University of Tennessee to offer degree-granting programs in agriculture and home economics at the Martin Branch.

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[64] Ibid.

[65] Ibid., pp. 40-41.

Thus, the trustees were given limited control for the newly established school, as had been true for the Junior College.[66] The board vested control of the school under the direction of the Dean of the College of Agriculture.[67] Paul Meek was administrator of the college at Martin but worked under supervision of the Dean of the College of Agriculture. Departments other than agriculture and home economics remained under the supervision of the heads of departments at Knoxville.

In discussing the change in administration at the Martin Branch that would be needed as the school reached four-year status, President Brehm outlined the control that would be exercised at the Martin Branch by the Knoxville administration. The President stated that the work at Martin would be under the direction and supervision of the department heads resident in Knoxville.[68] He indicated that this direction and supervision was important to the University since degrees could not be offered at the Martin Branch in any curriculum until that curriculum had been brought up to the standards maintained at Knoxville.

The citizens of West Tennessee indicated to the Board of

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[66] Acts of Tennessee, 1951, c. 27.

[67] Board Minutes, The University of Tennessee, November 5, 1951.

[68] Ibid., July 8, 1951.

Trustees and University officials that Weakley County should have a representative on the Board of Trustees. In response to this request, the board asked that the necessary legislation be enacted to add a member to the board from Weakley County. Enactment of House Bill Number 29, chapter twelve, in 1953 authorized the Governor to appoint a member to the Board of Trustees from Weakley County.[69] The Governor appointed Wayne Fisher from Dresden, Tennessee, as a member of the Board of Trustees of the University of Tennessee; and Trustee Fisher was made a member of the Martin Branch, engineering, and business administration committees.[70]

The chairman of the Martin Branch committee, Trustee Charles Volz, died on July 22, 1956, and Mr. Fisher was appointed to replace Mr. Volz as chairman of that committee. The committee at this time was composed of Trustees Fisher, Douglass, and Laughlin. Tom Elam of Union City was appointed to the Board of Trustees to replace Charles Volz as representative of the Eighth Congressional District. After his appointment, Mr. Elam was made a member of the Martin

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[69]Acts of Tennessee, 1953, c. 12.

[70]The University of Tennessee, Martin Branch, Register, 1953-54, p. 7.

Branch committee.[71]

Administration at the Martin Branch was under the direction of the Dean. Administrative problems were handled through an administrative council which included Dean Paul Meek, A. N. Campbell, George Horton, J. E. McMakan, H. B. Smith, Paul Phillips, Gene Stanford, and Myrtle Phillips. The administrative council was increased in 1955-56 to include all heads of departments at the Martin Branch and the members of the council served throughout the remaining years of the transition period.[72] The Martin Branch functioned with eighteen additional faculty committees until 1956-57, when the appointment of a homecoming committee increased the number to twenty committees.[73]

President Brehm reported to the Board of Trustees that every program at the Martin Branch must meet the standards in effect at Knoxville, that the University of Tennessee is a member of the Southern Association of Colleges and Secondary Schools, the regional accrediting

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[71]Board Minutes, The University of Tennessee, August 10, 1956.

[72]The University of Tennessee, Martin Branch, Announcements, 1955-56, p. 12.

[73]Ibid., 1956-57, p. 12.

agency, and must meet the standards established by the association. A Southern Association committee visited the Martin Branch campus in 1953 and in its report following investigation indicated a need for more upper division electives in the degree-granting programs in agriculture and home economics.[74]

## V. FACULTY

James Paul Phillips, head of the education program, became a member of the Junior College staff in 1928 and served at the Martin Branch until his death on July 13, 1953.[75] Professor Phillips had worked for expansion of the education curriculum and witnessed slow but steady development of this phase of the Martin Branch program. Professor Phillips had served the University both in his work in the education department and in operation of the extension program directed toward adult education.

Myrtle Phillips, the registrar, joined the Junior College staff

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[74]The University of Tennessee, Martin Branch Expansion Committee, "Statements and Tentative Proposals" (a report submitted to the Martin Branch Expansion Committee--the Chiles Committee, December 21, 1956), p. 3.

[75]Board Minutes, The University of Tennessee, September 17, 1953.

in 1929 and served throughout the transition period.[76] The registrar witnessed the development of the college from a college with limited curricula in agriculture, home economics, and industrial arts to an expanded program in these three areas and the addition of courses in business administration, education, engineering, liberal arts, and pre-professional. Following the original pattern, she witnessed the development of the first degree programs in agriculture and home economics, during the transition period.

Gene H. Stanford, the bursar, was assigned to the Junior College staff in 1930. Mr. Stanford served in the same capacity during the Junior College period and throughout the transition period.[77] The bursar witnessed the development of the Junior College and the Martin Branch through the complexity of financial matters of the college. With curricular expansion, expansion of the physical plant, and budget increases, the bursar was able to see the problems associated with development. The transition period was the period when adjustment was made from the status of Junior College to the status of the Martin Branch. The bursar was in a position to help with the necessary adjustments in finance.

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[76]The University of Tennessee, Martin Branch, Register, 1956-57, p. 8.

[77]Ibid.

The title of Paul Meek was changed from executive officer to dean when the Junior College became the Martin Branch of the University.[78] Dean Meek guided the Junior College through the war years and emerged with a faculty intact and an expanded Junior College both in enrollment and in curriculum. The Martin faculty, being closer to the people served, was in a position to know the desires and needs of the people of West Tennessee and was anxious to expand to meet these needs. Dean Meek worked throughout the transition period toward making the degree-granting programs in agriculture and home economics successful and developed an administrative program for the further expansion that was sure to come as the college continued to develop to meet the needs of higher education in upper West Tennessee.

Of the heads of departments appointed in 1946, three were still serving in that capacity at the beginning of the transition period. John Edmond McMahan was Head of the Department of Agriculture; James Paul Phillips was Head of the Department of Education; and George Horton was Head of the Department of Liberal Arts.[79] James Odell Jones was appointed Head of the Department of Engineering to

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[78] Ibid., 1950-51, p. 6; 1951-52, p. 8.

[79] Ibid., 1951-52, pp. 7-8.

replace James F. Grover, who resigned; no permanent appointment was made for a Head of the Department of Home Economics in 1951.[80]

The College of Agriculture in Knoxville supplied several teachers for the expanded courses of study in agriculture and home economics. Members of the Knoxville staff of the School of Home Economics served as department head at the Martin Branch. Ida Adelaide Anders served during the fall quarter, Jeannette Biggs served during the winter quarter, and Mary R. Armstrong served during the spring quarter.[81]

Two other members of the Knoxville staff served during the first year of the Martin Branch. Horace C. Smith taught agronomy during the winter quarter, and Mean B. Strange taught related art and crafts during the winter quarter.[82] Mary R. Armstrong was appointed Head of the Home Economics Department in 1952 and remained in this capacity throughout the transition period.[83] Elmer W. Counce, a graduate of the Junior College, was appointed instructor in agronomy

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[80] Ibid.

[81] Ibid.

[82] Ibid.

[83] Ibid., 1952-53, p. 7.

in 1951 and later was appointed alumni secretary and assigned to the position of placement service officer at the Martin Branch. Aaltje J. VanDenburg was appointed instructor in related art and crafts. After the first year of operation of the new four-year programs in agriculture and home economics, assignments to the Martin Branch were completed and temporary assignments from the Knoxville faculty were not necessary.

In 1952 Glenn S. Gallien, Sr., former superintendent of the Wayne County school system, joined the staff of the education department.[84] Members of other departments taught some of the required courses in education. Harriet E. Fulton taught the courses in music education, and Aaltje J. VanDenburg taught the courses in art education.[85] Following the death of James Paul Phillips in 1953, Professor Gallien was appointed Head of the Department of Education, and Nicholas M. Vincent was added to the education staff.[86]

In addition to expanded courses of study in agriculture and home economics, a new program was added at the Martin Branch. A unit of

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[84] Ibid.

[85] Ibid., pp. 54-67.

[86] Ibid., 1954-55, p. 9.

the Reserve Officers Training Corps was established at the college and three instructors were assigned to the unit. First Lieutenant Daniel H. Laird was assigned as assistant professor of military science and tactics, and Master Sergeant Edward J. Masters and Sergeant First Class Robert L. Morrison were assigned as instructors of military science and tactics.[87]

On November 5, 1952, there were thirty-five teaching members and nine non-teaching members of the Martin Branch staff for a total of forty-four. One year later, on September 17, 1953, there were thirty-seven of these staff members returning, five new members appointed by the Board of Trustees, and two vacancies to be filled. At this time the number of non-teaching members had increased from nine to fifteen. The total staff included fifty-nine members.[88]

On October 25, 1954, there were forty-one faculty members returning to the college with three new appointments and three vacancies to be filled. With a decrease in the non-teaching staff to twelve and the retirement of Mary Vick Burney as assistant librarian, the total

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[87] Ibid., 1952-53, p. 8.

[88] Board Minutes, The University of Tennessee, November 5, 1952; September 17, 1953.

number of staff members remained the same as it was the preceding year.[89]

Just before authorization for greater expansion at the Martin Branch, the staff included fifty-five teaching members and twelve non-teaching members. Two members of the staff died in 1955. David C. Allen, Associate Professor of History, died on July 25, 1955, and John S. Murphey, Assistant Professor of English, died on January 23, 1955.[90]

## VI. LIBRARY

The budget for the library at the Martin Branch was steadily increased as the college developed. The budget for the 1952-53 school year totaled $32,291.41, but the budget for this purpose almost doubled the next year. A total of $61,237.14 was appropriated for the library during this year.[91] The increased expenditure by the library at this time was necessary to improve the library for the degree programs in agriculture and home economics.

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[89] Ibid., October 25, 1954.

[90] The University of Tennessee, Martin Branch, Register, 1954-55, p. 11; 1955-56, p. 9.

[91] The University of Tennessee, Biennial Report of the Board of Trustees, 1952-54, pp. 127-29.

With completion of the Agriculture-Biology-Library Building, the library moved into this building, where the available floor space was doubled. The purpose of the library remained the same: "use of students and faculty in every course of instruction, for wider informational and for more distinctly cultural and recreational reading; and for such problems of investigation and research as may be developed on the campus."[92] The cooperative arrangement with the State Department of Library and Archives continued through the regional library service.

By 1954-55 the library had been expanded to include 20,000 volumes. The Martin Branch faculty as a whole was responsible for book selection for the library.[93] During the 1955-56 school year, 2,000 volumes were added to the library collection, making the total holding of the library 22,000 volumes.[94] In addition to books, the library possessed numerous periodicals, public documents, pamphlets, clippings, and audio-visual materials, including records, filmstrips, slides, and tape recordings.

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[92]The University of Tennessee, Martin Branch, Register, 1951-52, p. 20.

[93]Ibid., 1954-55, p. 45.

[94]Ibid., 1955-56, p. 48.

The West Tennessee Regional Library, which is a responsibility of the Public Library Division, Tennessee State Library and Archives, was operated by the University under contract with the State Library and Archives Commission.[95] This part of the library was also housed in the Agriculture-Biology-Library Building during the period of transition. The regional library serviced thirteen counties, using bookmobiles to serve the area. A branch of the regional library was located in Jackson, Tennessee, and these two centers served nineteen branch libraries and two hundred fifty community deposit stations. During one year 231,375 books were circulated through this service.[96]

## VII. PHYSICAL PLANT AND EQUIPMENT

The temporary buildings erected during the Junior College period were still in use at the beginning of the transition period. The trustees recognized that the future growth and development of the Martin Branch depended on the construction of additional permanent buildings on the Martin campus.

On July 7, 1950, the Board of Trustees of the University set

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[95] Ibid., 1951-52, p. 21.

[96] Ibid., 1955-56, p. 41.

aside $150,000 of the building funds appropriated to the University for a boys' dormitory at the Junior College. Planning was begun for the construction of one unit of a dormitory planned to eventually include five units. The Federal Housing and Home Finance Agency provided the funds for the advanced planning of the five units under the terms of Public Law 352, Eighty-first Congress.[97] This dormitory was not completed until the beginning of the transition period.

When the bids for the dormitory were opened, J. M. O'Brian and Company of Memphis, Tennessee, had submitted the low bid in the amount of $367,758 for the construction of three units, or $205,140 for the construction of one unit. The $150,000 allocated was insufficient for the acceptance of the bid, but Judge McAllester moved that the bid be accepted if funds could be made available. The one unit was designed to house fifty boys.[98]

At the time the bids were being taken for the boys' dormitory, the Agriculture-Biology-Library Building was under construction. The additional classroom space was badly needed for the newly authorized degree programs.

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[97]Board Minutes, The University of Tennessee, July 7, 1950.

[98]Ibid., September 8, 1950.

Judge McAllester's recommendation that the bid made by J. M. O'Brian and Company be accepted provided sufficient funds could be made available was an appropriate one. Governor Gordon Browning released impounded funds to permit the signing of the contract for all three units of the boys' dormitory.[99] The trustees asked that one change be made in the specifications as submitted by the contractor. They wanted stone trim to be used instead of the specified wood trim, and the cost for this change amounted to $15,341 with the final amended contract totaling $383,099 for the construction of the three-unit dormitory. The construction of this dormitory and the Agriculture-Biology-Library Building provided badly needed classroom and dormitory space for the expanded curricula. The building program had begun and with it, the transition period--establishing the foundation for the next period of development, the period of expansion.

President Brehm, in a statement made to the Board of Trustees, stated that there would be a shortage in dormitory space at the Martin Branch even with the completion of the three-unit boys' dormitory.[100] Plans for two additional units of the dormitory were completed, with

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[99] Ibid., December 3, 1950.

[100] Ibid., July 2, 1951.

federal funds to be used, but these additional units were to be built in the future. The Federal Housing and Home Finance Agency had extended the time limit for the completion of these plans from 240 to 360 days so that the plans would be available when needed.[101] Completion of the boys' dormitory made a street change desirable. Moody Avenue passed through the campus and separated the dormitory from the campus on which was built the Agriculture-Biology-Library Building. The Board of Mayor and Aldermen of the city of Martin passed an ordinance on July 23, 1951, authorizing the closing of the part of the street bisecting the campus.[102] The executive committee of the Board of Trustees of the University had asked for the change on July 2, 1951.[103] Following the closing of the street, the University purchased the Hutchins property at the corner of Moody Avenue and Hurt Alley.[104]

The second classroom building financed by the State of Tennessee and built on the Martin campus was dedicated on September 6,

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[101] Ibid., August 27, 1951.

[102] Ibid.

[103] Ibid.

[104] Ibid.

1951, by Governor Gordon Browning.[105] The facilities added to the Martin Branch by the completion of this building, along with the completion of the boys' dormitory, made it possible for the first time in the history of the school to offer facilities comparable to those at Knoxville. The new building provided adequate space for the library and provided excellent classroom and laboratory facilities for agriculture and biology.

One central steam plant served the heating needs of the expanding physical plant of the Martin Branch. With the two newly constructed buildings added to the heating system, it became necessary to add another 300-horsepower boiler. The trustees authorized the installation of the boiler during the month of January, 1952.[106]

The residence hall for men had been completed in January, 1952, and was immediately occupied by men students. Later in the year, Governor Browning dedicated the building.[107] The old dormitory, formerly used by the boys, was immediately used for a

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[105] Ibid., November 5, 1951.

[106] Ibid.

[107] Ibid., April 9, 1952.

girls' dormitory. While the problem of housing for boys was temporarily alleviated, a serious problem existed in housing for girls.

The Martin Branch committee chairman, Charles Volz, listed the following buildings as critically needed at the Martin Branch: a girls' dormitory to house two hundred girls at a cost of $500,000; a boys' dormitory to house one hundred and fifty boys at a cost of $250,000; and an administration building.[108] At each succeeding meeting of the Board of Trustees, Mr. Volz listed the immediate building needs of the Martin Branch. Greater emphasis was placed on the need for a residence hall for women than for any of the other buildings.

On March 16, 1954, it became evident that some progress was being made toward authorization for the construction of a dormitory for women at the Martin Branch. Governor Frank Clement stated that he was personally interested in alleviating the housing problem and was in favor of the authorization for construction of a dormitory at the college.[109] The fall quarter enrollment had reached 651 students and housing facilities were inadequate. The University

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[108] Ibid., September 8, 1952.

[109] Ibid., March 16, 1954.

had rented two residences in the city of Martin to house women students because of inadequate dormitory space at the college.[110]

By October 25, 1954, preliminary sketches were completed for the girls' dormitory. Wayne Fisher, the newly appointed member of the Board of Trustees to represent Weakley County, stated that the State had spent no money to provide dormitory facilities for girls on the Martin campus since the State had assumed control of the school in 1927.[111] The board was convinced that more consideration should be given to the building needs of the Martin Branch and requested that the President have Mr. John Neely, Jr., physical plant director of the University, make a special study of the building needs of the Martin Branch.[112] On April 21, 1955, the executive committee authorized the construction of a girls' dormitory at Martin.[113]

The dormitory was partly financed through the sale of self-liquidating bonds. The Federal Housing and Home Finance Agency bought the bonds, which were to be repaid over a twenty-five year

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[110] Ibid., October 25, 1954.

[111] Ibid.

[112] Ibid.

[113] Ibid., April 28, 1955.

period at an interest rate of 2-3/4 per cent.[114]

To further alleviate the shortage in housing facilities, the board authorized the purchase of surplus housing in an amount not to exceed $45,000. The surplus housing was bought through the Surplus Property Utilization Division of the United States Department of Health, Education, and Welfare.[115]

The low bid for the girls' dormitory was submitted by Forcum-Lannom, Inc., of Dyersburg, Tennessee. The bid was for $662,000. The 1954 legislature had appropriated $500,000 for the dormitory and bonds were sold for $175,000. Funds available were insufficient to furnish the building, but Governor Frank Clement stated that he personally would be responsible to see that the $14,000 additional money was made available.[116] The steel strike slowed the construction of the girls' dormitory, and it was not opened until the beginning of a new period of growth at the Martin Branch, the period of expansion.

With completion of the women's residence hall, two additional buildings were critically needed. The old Hall-Moody administration

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[114] Ibid., October 10, 1955.

[115] Ibid.

[116] Ibid., April 24, 1956.

building, constructed in 1900, still housed the administrative offices of the Martin Branch. In addition to administrative offices, offices and classrooms for business administration, education, and English were located in the building.

Funds were allocated from the 1957 legislative appropriations in the amount of $800,000 for the construction of an administration-classroom building.[117] Mr. D. T. McGown, a Memphis architect, was employed to draw the plans for the new building.[118] This building was authorized during the transition period but construction did not begin until the period of expansion had begun. A similar situation existed at the end of the Junior College period and the beginning of the transition period.

Governor Frank Clement was well informed of the building needs at the Martin Branch. The Governor had stated that he was personally interested in obtaining authorization for construction of the women's residence hall and used his influence in obtaining extra funds to furnish the building. At a meeting of the Board of Trustees on June 20, 1957, the Governor expressed an interest in renovation of

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[117] Ibid., April 26, 1957.

[118] Ibid.

two other dormitories on the campus, Reed and Freeman Halls. The trustees authorized the complete renovation of these two buildings.[119]

During the transition period, between 1951 and 1957, the physical plant at the Martin Branch was greatly enlarged. Two buildings had been completed and placed in service at the beginning of the period. The construction of the girls' dormitory had begun, and the Board of Trustees had authorized the planning for an administration-classroom building.

The property of the Martin Branch was increased to 305 acres of land, of which fifty acres were utilized for campus purposes, during the transition period.[120] At this time there were nine permanent buildings, some multiple units, six semi-permanent buildings, and five temporary units, in addition to two farm residences, barns, silos, and other farm structures, located on the Martin Branch campus. By the end of the transition period, the land utilized for campus purposes increased from fifty to seventy acres. Buildings were arranged facing an open quadrangle of rolling terrain shaded by large oaks and other

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[119] Ibid., June 20, 1957.

[120] The University of Tennessee, Martin Branch, Register, 1956-57, p. 14.

native trees of the area. Paved drives were located outside the campus area after the closing of part of Moody Avenue.[121]

The farm decreased from 255 acres of land to 235 acres because of the increase in land used for campus purposes, but the Travis farm consisting of 190 acres was leased and placed under the control of the agriculture department as a part of the demonstration farm for the Martin Branch.[122] The farm, including the University farm and the leased farm, consisted of a total of 425 acres of farm land.

## VIII. ENROLLMENT

The fall quarter enrollment in 1950-51 had decreased from the previous year's enrollment, and the first year of the transition period showed another decrease.[123] The second year of the period showed an increase in enrollment that continued through the transition period, as indicated by Figure 3. A total of 804 students was enrolled at the end of the transition period, for a total gain of 388 students during

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[121] Ibid., pp. 14-17.

[122] Board Minutes, The University of Tennessee, December 16, 1957.

[123] The University of Tennessee, Martin Branch, Office of the Registrar, "Perennial Calendar, 1927-1959," p. 3.

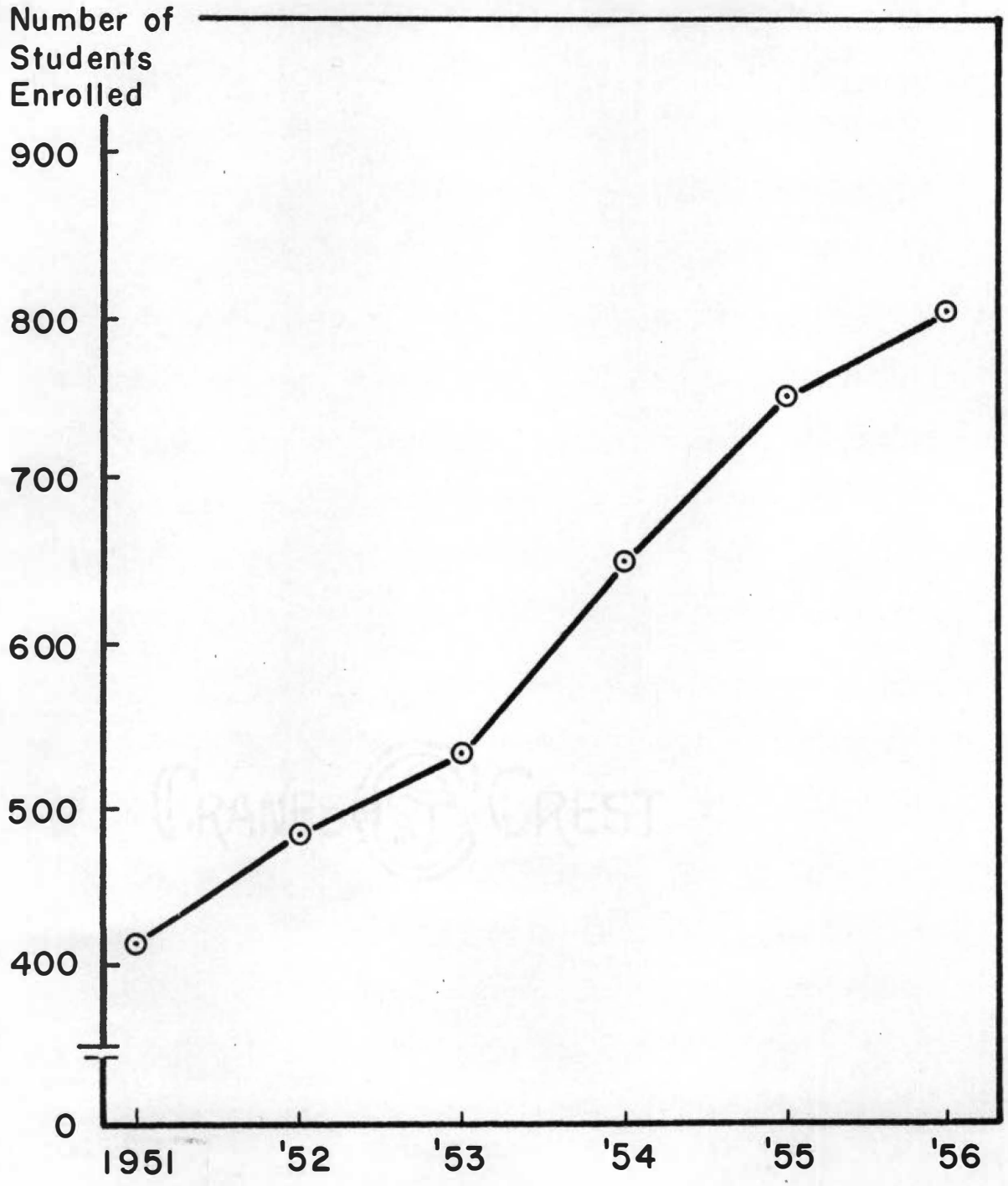


Figure 3. Transition Period Enrollment For Fall Quarter (1951-1957)

the six-year period.[124]

The Chiles committee studied the distribution of Martin students by counties over a period of years and located the area served by the college. The committee concluded that the Martin Branch area included twenty counties. Between the years 1951 and 1956, four counties furnished 52 per cent of the enrollment. Between the same years, 72 per cent of the enrollment was furnished by eight of the twenty counties. The same four counties--Weakley, Obion, Gibson, and Dyer--ranked one, two, three, and four in enrollment at the Martin Branch during this period.[125]

Of freshmen enrolled from the twenty-county area at four colleges (the University of Tennessee, Martin Branch; Memphis State College; Austin Peay State College; and the University of Tennessee at Knoxville), 53 per cent of the students were enrolled at the Martin Branch in 1954. Of the total number of high school graduates in 1953-54 in the area served by the Martin Branch, 25 per cent from Weakley County, 18 per cent from Fayette County, 13 per cent from

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[124]Ibid.

[125]The University of Tennessee, "A Study to Determine Expansions of the University of Tennessee, Martin Branch, Program Required for Adequate Service to Educational Needs of the Area Served" (a faculty committee report to the President, October 23, 1956), pp. 3-10.

Lake County, and 11 per cent from Decatur County registered as freshmen at the Martin Branch. The percentages ranged from 3 per cent from Hardeman County to 25 per cent from Weakley County. Even though Obion County ranked second in enrollment, only 9 per cent of their high school graduates attended the Martin Branch.[126]

For the first time in the history of the school, degrees were conferred upon graduates of the University of Tennessee, Martin Branch. On June 1, 1953, ten Bachelor of Science degrees were granted in agriculture and four Bachelor of Science degrees were granted in home economics.[127] The next year, eight degrees were granted in agriculture and three in home economics.[128] In 1955 the number of degrees conferred had increased to fifteen in agriculture and eight in home economics.[129] During the last year of the transition period, thirty-two Bachelor of Science degrees in agriculture and eleven in home economics were conferred at the June 1956 commencement exercises.[130]

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[126] Ibid.

[127] The University of Tennessee, Martin Branch, Register, 1953-54, p. 90.

[128] Ibid., 1954-55, p. 89.

[129] Ibid., 1955-56, p. 93.

[130] Ibid., 1956-57, p. 104.

During the period of transition, sixty-five degrees were granted in agriculture and twenty-six degrees were granted in home economics for a total of ninety-one graduates during this period.

Table I lists the distribution of enrollment in all departments at the Martin Branch. Enrollment gains by departments included forty-nine students for agriculture, eighty-four for business administration, sixty-five for education, one hundred and thirty-three for engineering, thirty-three for home economics, and fifty-eight for liberal arts. The degree-granting department of home economics gained fewer students than any department, and the engineering department gained more students than any other department during the transition period. Student enrollment indicates the degree of success of courses of study offered.[131] The only program in engineering offered in West Tennessee by a State school is offered at the University of Tennessee, Martin Branch. Curriculum limitations also affect enrollment in any program of higher education.

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[131]The University of Tennessee, Martin Branch, Office of the Registrar, "Report of Enrollment by Curriculum; Fall Quarter 1951, 1952, 1953, 1954, 1955, 1956." (Typed report.)

TABLE I

SUMMARY OF FALL QUARTER ENROLLMENTS AT THE UNIVERSITY OF TENNESSEE, MARTIN BRANCH, 1951-1956

| Curriculum | Fall Quarter Enrollment | | | | | |
|---|---|---|---|---|---|---|
| | 1951 | 1952 | 1953 | 1954 | 1955 | 1956 |
| Agriculture | 123 | 158 | 146 | 164 | 182 | 172 |
| Business Administration | 35 | 41 | 69 | 72 | 92 | 119 |
| Education | 45 | 52 | 50 | 76 | 90 | 110 |
| Engineering | 43 | 74 | 110 | 97 | 123 | 176 |
| Home Economics | 65 | 74 | 80 | 102 | 109 | 98 |
| Liberal Arts | 71 | 81 | 88 | 97 | 117 | 129 |
| Special | 6 | 1 | 1 | 0 | 0 | 0 |
| Unclassified | 0 | 0 | 1 | 43 | 45 | 0 |
| Third Year | 28 | 0 | 0 | 0 | 0 | 0 |
| Total | 416 | 481 | 535 | 651 | 758 | 804 |

# IX. FINANCE

The maintenance fee and the student activity fee remained the same from 1951 through 1957. The maintenance fee was $40 per quarter and the student activity fee was $5 per quarter.[132] Allocations from building funds appropriated by the General Assembly increased with the construction of a boys' residence hall and a girls' residence hall.

The total budget showed a marked increase during the period, with $541,244.41 being expended in 1951-52[133] and $727,253.63 being expended in 1956-57.[134] Figure 4 shows the year-by-year increase of money spent for the purpose of instruction. The expenditure for library purposes showed a similar increase.

Expenditures for instruction steadily increased throughout the period with no sizeable increase for any one year. During the six-year period, expenditures for this purpose increased from $153,079.24 in

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[132]The University of Tennessee, Martin Branch, Announcement, 1952-53, p. 17.

[133]The University of Tennessee, Biennial Report of the Board of Trustees, 1952-54, pp. 127-29.

[134]The University of Tennessee, Report of the Treasurer for the Year Ended June 30, 1957, pp. 20-29.

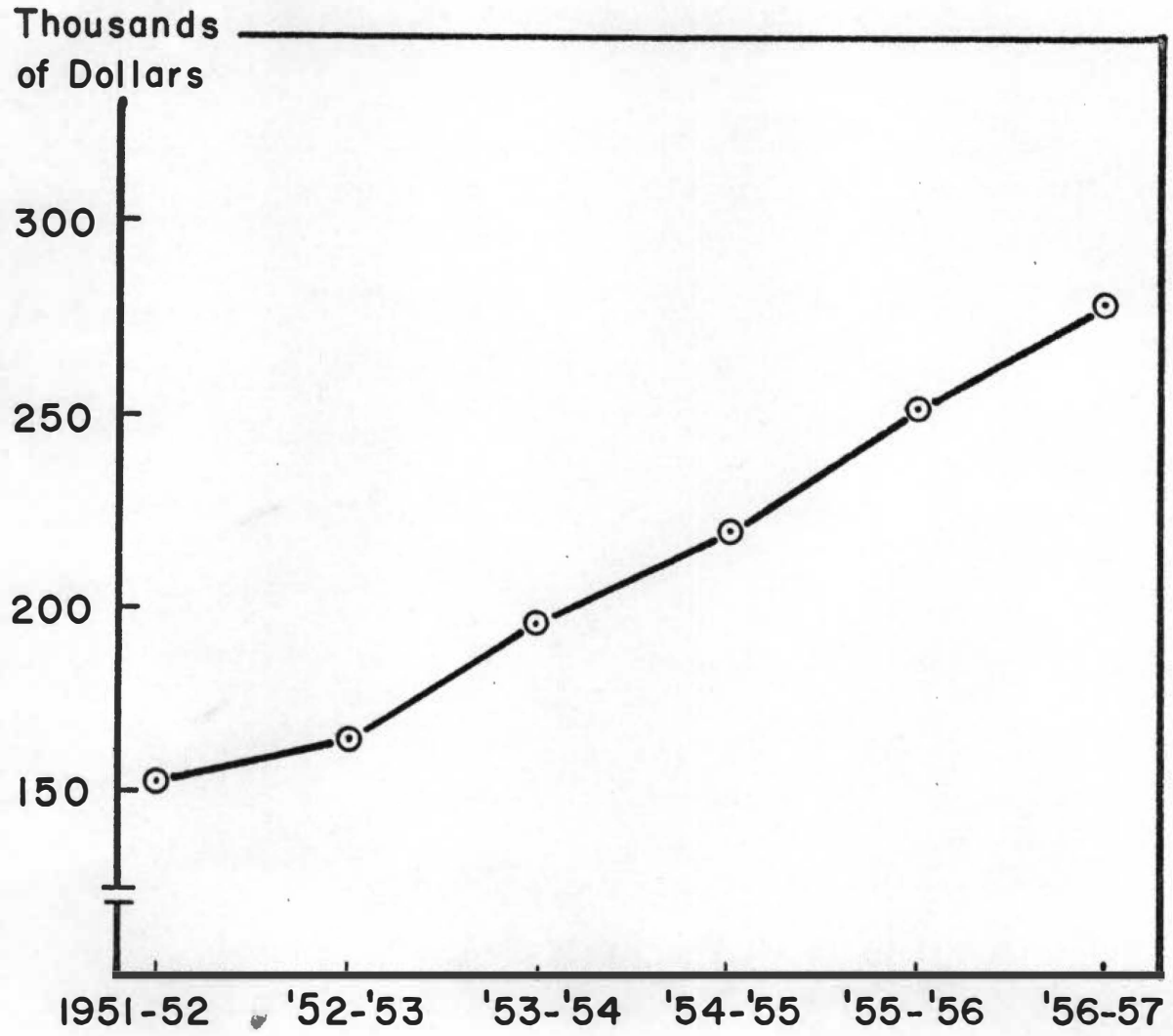


Figure 4. Transition Period Expenditures For Instruction (1951-1957)

1951-52[135] to $279,380.44 in 1955-56[136] for an increase of $126,301.20.

## X. STUDENT ACTIVITIES

The student activity fee remained $5.00 per quarter throughout the period of transition. Payment of this fee entitled the student to attend all scheduled athletic games at the college, to receive the student newspaper, to participate in the music organization, to attend the concert series, and to attend intramural sports. Part of the fee was allocated to aid in the publication of the yearbook and to help finance the program of the All-Students Club.[137]

The faculty committees on social activities and the student organizations board were responsible for working with club organizations to promote student activities. At least one faculty member served as sponsor to each of the clubs authorized at the college.

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[135]The University of Tennessee, Biennial Report of the Board of Trustees, 1950-52, p. 127.

[136]The University of Tennessee, Report of the Treasurer for the Year Ended June 30, 1957, p. 22.

[137]The University of Tennessee, Martin Branch, Announcements, 1956-57, p. 33.

Fraternities were not permitted at the Martin Branch.[138] The functions of the Student Organizations Board were expanded and the name changed to Faculty-Student Organizations Board.[139]

Curriculum clubs organized at the Martin Branch included the Agriculture Club, the Business Administration Club, the Curricula in Liberal Arts Club, the Engineering Club, the Future Teachers of America Club, and the Home Economics Club. Residence hall clubs included the Delta Phi Delta Club, the Kappa Alpha Phi Club, the Kappa Alpha Tau, the Kappa Beta Club, and the Nu Kappa Nu Club. The Servicemen's Club replaced the Bluejackets and Army Clubs. Others included the Forum Club, the Student Christian Association, and the All-Students Club. The last-named was responsible for promoting and aiding all other clubs on the campus.[140]

The Martin Branch organized two bands, the College Band and the ROTC Band. Any student could become a member of the College Band, but membership in the ROTC Band was restricted to students enrolled in the ROTC program. An ROTC Rifle Team was also organized

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[138] Ibid., p. 41.

[139] Ibid., p. 12.

[140] Ibid., p. 42.

and participated in small bore rifle competition with ROTC units of other colleges and universities.[141]

The Vanguard Theater was organized to give students the opportunity to participate in dramatic activities designed to aid the students in acquiring a finer appreciation of those ideas and ideals derived from the creative arts. Three major theater productions were presented each year, and the Vanguard Theater was open to all students, regardless of previous experience.[142]

Counseling service for veterans under Public Law 550, Public Law 894, and Public Law 634 was conducted by the bursar. The bursar assisted veterans in filling out prescribed forms, furnished current information, and maintained training reports. Veterans were enrolled at the Martin Branch throughout the period of transition.[143]

The All-Students Club was responsible for raising the money to build and place a float in the Strawberry Festival. The Agriculture Club accepted the responsibility for the design and construction of the float. A beauty contest was held annually to help finance this project and the beauty queen and her court participated in the contest for the

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[141] Ibid., p. 41.

[142] Ibid., p. 45.

[143] Ibid.

Strawberry Festival Queen. All clubs on the campus cooperated and participated in this annual project.[144]

With the initiation of a four-year curriculum in agriculture, the athletic department was able to hold some of its athletes for two more years. A building program began with the purpose of developing the Martin Branch teams for competition with four-year colleges exclusively. No athletic scholarships were granted at the Martin Branch during the transition period. The Board of Trustees and University administrative officials recognized the importance of good athletic teams for a school. The football field was developed with the addition of steel bleachers and lighting for night games. The annual homecoming football game was an important annual event.[145]

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[144]The University of Tennessee, Martin Branch, UTMB Volunteer, 1958, p. 165.

[145]The University of Tennessee, Martin Branch, Register, 1955-56, pp. 14-15.

# CHAPTER V

## THE EXPANSION PERIOD (1957--)

### I. INTRODUCTION

The passage of Senate Bill Number 31, chapter three, by the 1957 General Assembly provided for immediate and future expansion at the University of Tennessee, Martin Branch.[1] The act establishing Tennessee Junior College and the act establishing the University of Tennessee, Martin Branch, placed specific limits upon the program and the Board of Trustees of the University. Toward the end of the transition period, the board began plans for the expansion of the Martin Branch and for the broadening of the powers of the Board of Trustees over the program of the school.[2]

Passage of the 1957 act by the legislature placed complete control, including the initiation of new degree programs, in the Board of Trustees of the University.[3] The degree programs in agriculture and home economics had been specifically authorized by the legislature.

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[1] Acts of Tennessee, 1957, c. 3.

[2] Board Minutes, The University of Tennessee, March 16, 1954.

[3] Acts of Tennessee, loc. cit.

Committees of the Board of Trustees and the faculties at Martin and Knoxville thoroughly investigated the curricular needs at the Martin Branch. At the same time, a State-wide committee was conducting a study of public education in the State of Tennessee; the report included recommendations for expansion of the Martin Branch of the University.[4] The program of study, the physical plant, and the faculty were greatly expanded during the expansion period.

The committee appointed in May of 1956 submitted its report to President Brehm the latter part of June, and in July a second committee was established to implement the proposals of the first committee.[5] Professor Ira N. Chiles was appointed chairman of the second committee and worked toward an orderly expansion of the Martin Branch. Professor Chiles was later appointed chairman of a faculty coordinating committee for investigating and recommending further changes in any phase of the

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[4]Truman M. Pierce and A. D. Albright, Public Higher Education in Tennessee, A Report to the Education Survey Subcommittee of the Tennessee Legislative Council Committee, December 2, 1957, p. 327.

[5]Ira N. Chiles, Chairman, "A Study To Determine Expansions of the University of Tennessee, Martin Branch Program Required for Adequate Service to Educational Needs of the Area Served" (The University of Tennessee, Knoxville, October 23, 1956), p. 1.

Martin Branch program.[6] Recommendations by this committee resulted in approval for several aspects of the program.

All aspects of the Martin Branch were legally under direction of the various colleges and departments at Knoxville. As the program was expanded, closer coordination between Martin and Knoxville became necessary. The Chiles Committee served as the basis for this coordination.

Trustee Charles R. Volz was appointed chairman of the Martin Branch committee of the Board of Trustees in 1951 and remained in this capacity until his death on August 10, 1956.[7] Trustees James T. Granbery and Ben Douglass were other members of the committee and Wayne Fisher was added to the board and committee in 1953.[8] The Martin Branch committee was responsible for reporting the needs of the Martin Branch to the Board of Trustees. The committee fulfilled its responsibilities in this respect prior to and during the period of expansion. The West Tennessee Committee for Expansion of the University of Tennessee, Martin Branch, continued active during the

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[6]Board Minutes, The University of Tennessee, December 16, 1957.

[7]Ibid., August 10, 1956.

[8]Ibid.

period of expansion. Many individuals and groups were responsible for growth and development of the Martin Branch. The success of students upon transfer and graduation helped maintain good public relations.

## II. AIMS AND OBJECTIVES

The aims and objectives for the University of Tennessee, Martin Branch, remained the same throughout the transition period. The objectives listed in the 1957-58 Register were altered to reflect the change in status of the college due to the initiation of the degree program in education. The 1956-57 Register stated that:

> The functions of the Martin Branch were determined by the main University ideal. Obviously the chief advantage of a branch of the University in a distant territory is the immediacy of the service such a branch can render to territorial activities. An area in which the activities of homemaking, agriculture, and service industries are pronounced, benefits from a school recognizing these activities. The technical or semi-technical courses of study determined upon in response to territorial needs are underlaid with a firm foundation in the arts and sciences.
>
> The result at Martin is threefold: first, courses of study in all major fields from which the student may turn with profit either to a place in social and economic life or to the higher training of the University; second, courses of study in the fields of agriculture, education, and home economics leading to the Bachelor of Science degrees; and third, courses

of study by extension in many fields of interest to adults.[9]

The 1957-58 listing of objectives for the Martin Branch recognized that the economy was changing from one based on agriculture to one based on small industry and changed two paragraphs listed in the previous year's catalog to read:

> The functions of the Martin Branch have been determined from the beginning by the main University ideal and the needs of the area served. These needs have been met on the part of the University by expanding the program of services.
>
> The result of applying the main University ideal to the need for expanded services in the area is threefold: first, courses of study in all the major fields from which the student may turn with profit either to a place in social and economic life or to higher training in the University; second, courses of study in agriculture, education, and home economics leading to the Bachelor of Science degrees; and third, courses of study by extension in many fields of interest to adults.[10]

The first paragraph quoted above indicated that the University objectives dealing with local needs were changing to better serve the needs of the Martin Branch area. The objectives of the University at the Martin Branch were to serve the needs of the area through an expanded program of service. The addition of the degree program in

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[9]The University of Tennessee, Martin Branch, Register, 1956-57.

[10]Ibid., 1957-58.

elementary, secondary, and business education reflected this objective. No change was made in the statement of objectives listed in the 1958-59 Register.[11]

Administrative officials recognized that the objectives for the Martin Branch needed change and clarification. Dean Paul Meek assigned a faculty committee to study the stated objectives, to consider the addition or deletion of objectives, and to make a report of their recommendations to the faculty for consideration. This committee, with Professor John Rich as chairman, is now working on this project and will make a report in the near future.[12] The administrative officers recognize the need for a concise, clearly written statement of objectives for the Martin Branch of the University.

## III. CURRICULUM AND INSTRUCTION

Authority of the Board of Trustees was limited at Tennessee Junior College and the University of Tennessee, Martin Branch, between 1927 and 1957. This limitation handicapped the board in planning for growth and development at the college and resulted in recommendations

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[11] Ibid., 1958-59.

[12] John M. Rich of the University of Tennessee, Martin Branch, personal interview, January 4, 1959.

that this limitation be removed. In response to the request made by the board, the legislature removed the limitation and gave to the board the same powers over the Martin Branch that they exercised at the other colleges and schools of the University of Tennessee.[13]

Soon after degree programs were offered in agriculture and home economics at the Martin Branch, West Tennessee citizens petitioned Mr. Charles Volz to request further expansion in other areas at the Martin Branch. This request was included in the Martin Branch committee report to the Board of Trustees in 1954.[14] Between 1954 and 1957, committees appointed by the Board of Trustees and the President of the University studied the need for curricular expansion at the Martin Branch. The reports from these committees led to the act authorizing expansion as the trustees felt was needed to fulfill the University's obligation to the citizens of West Tennessee.

The faculty committee appointed by President Brehm submitted a report of its findings to the President on October 23, 1956.[15] The report listed the need for expansion in three areas--business, education,

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[13]Acts of Tennessee, 1957, c. 3.

[14]Board Minutes, The University of Tennessee, March 16, 1954.

[15]Ira N. Chiles, Chairman, op. cit.

and liberal arts. These recommendations were made by a faculty committee from the Martin Branch and a faculty committee from the University at Knoxville. Faculty members from Knoxville included: Ira N. Chiles, Education, chairman; E. O. Dille, Business Administration; John W. Gilliland, Education; R. S. Hutchison, Business Administration; and Bain T. Stewart, Liberal Arts. Faculty members from Martin included: William H. Baker, Business Administration; Glenn S. Gallien, Sr., Education; George Horton, Liberal Arts; and Paul Meek, Dean.[16]

Professor Baker listed four reasons for expansion of the program in the business department, as follows:

> 1. To provide well-trained business teachers for service in the secondary schools of this section of the state.
>
> 2. To provide competent personnel capable of meeting the staff needs of industrial and commercial businesses in this area.
>
> 3. To provide training in the operation of the small commercial enterprise.
>
> 4. To provide electives for students majoring in areas of study other than business.[17]

Professor Hutchison limited his recommendations in the area of

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[16] Ibid., p. 1.

[17] Ibid., p. 51.

business to an expanded curriculum to provide for an endorsement in business education. The three reasons given for this conclusion were: (1) this was the field the majority of students at the Martin Branch wanted; (2) this was the field of greatest area demand; and (3) this was the field that could be added at least cost and without endangering the standing of the Knoxville school in Collegiate Schools of Business.[18]

Professor Gallien stated that an expanded, degree-granting program in education would serve the needs of the area served by the Martin Branch in the following ways:

> 1. Provide a basic program in teacher education for the training of elementary and secondary teachers for service in the schools of the state;
>
> 2. Bring into proper adjustment within a four-year program the academic training, the theoretical professional training, and the practical professional training necessary for effective teaching;
>
> 3. Provide in-service improvement opportunities for the teachers of the area.[19]

Professor Gallien stated that the total enrollment in education had increased from 49 students in 1951-52 to 106 students in 1955-56.[20]

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[18] Ibid., p. 67.

[19] Ibid., p. 69.

[20] Ibid., p. 94.

The members of the committee from Knoxville, Professors Chiles and Gilliland, recommended that the present two-year program in education be expanded to a four-year program.[21] The committee further recommended that expansion of the secondary school curriculum should parallel the addition of liberal arts courses to provide the necessary subject matter base. The areas of endorsement listed included English, social studies, and science.

Mr. Horton listed three reasons for an expanded program in liberal arts at the Martin Branch. The reasons listed were:

> 1. To provide general academic education which will acquaint the student with broad representative fields of knowledge and increase his ability to apply this knowledge. Since the emphasis will be on principles, the student at graduation will have a fine background for numerous vocations;
>
> 2. A degree program would make it possible for students in Pre-Medicine and Pre-Dentistry to earn a Bachelor of Arts Degree on completion of the first three years of the Bachelor of Arts Curriculum and the first year's work in the College of Medicine or the College of Dentistry of the University of Tennessee;
>
> 3. To provide a more adequate series of basic courses for students enrolled in Martin Branch Departments other than Liberal Arts.[22]

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[21] Ibid., p. 144.

[22] Ibid., p. 115.

The Knoxville committee recommended that degree programs in the Department of Liberal Arts at Martin should not be introduced at that time, with the possible exception of a Bachelor of Science degree in collaboration with the Memphis medical units and that when, and if, a degree program in secondary education was introduced at Martin, some advanced courses in the Department of Liberal Arts would be required.[23] The new courses were designed to meet the minimum requirements described in the "Program of Teacher Education at the University of Tennessee, 1955-56."[24]

Each of the three departments included in the study by the faculty committee--business, education, and liberal arts--submitted a listing of the courses that would need to be added to the courses of study at the Martin Branch to initiate the programs recommended by the Martin members of the committee. Along with a listing of the courses, the Martin Branch committee members submitted the estimated costs for expanding the program.

The complete report of the faculty committee was considered by

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[23] Ibid., p. 145.

[24] Ibid., p. 142.

the Board of Trustees on November 16, 1956.[25] After considering all aspects of the report, including the estimated costs involved in expansion, the board authorized that the program be expanded to provide a four-year, degree-granting course of study in education with necessary courses being offered in business and liberal arts.[26] The authorization was subject to the passage of a bill by the legislature giving the Board of Trustees the power to make the program changes at the Martin Branch. With the passage of this bill, another period of development began at the Martin Branch.

The necessary legislation was enacted by the 1957 General Assembly and University officials proceeded with the planning of a four-year, degree-granting program in education. Recommendations of the faculty committee were followed and the course of study established was based upon the "Program of Teacher Education at the University of Tennessee, 1955-56."[27] The degree programs established in 1951 in agriculture and home economics were not patterned

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[25]Board Minutes, The University of Tennessee, November 16, 1956.

[26]Ibid.

[27]The University of Tennessee, College of Education, "Program of Teacher Education at the University of Tennessee, 1955-56," Vols. I-IV. (Mimeographed.)

after the degree programs at Knoxville in these areas, but the degree program in education followed the program as established at Knoxville.

Endorsements were authorized in the areas of business education, English, science, and social studies for secondary teachers, and an endorsement was established for elementary teachers. Faculty members representing these areas from the Martin Branch met with the staff of the College of Education from Knoxville to make the Martin Branch program meet the standards in teacher education in effect at Knoxville in the College of Education. On January 30, 1957, the following Martin Branch and Knoxville staff members met at Martin to discuss the requirements for the degree program in education:

| | |
|---|---|
| 1. Science education | W. W. Wyatt<br>George Horton<br>Norman Campbell<br>Henry Allison<br>Grady Taylor |
| 2. Social science education | L. O. Haaby<br>H. B. Smith<br>Wayne Tansil<br>John Hamilton<br>Vernon White<br>Horace McDowell |
| 3. English education | Austin Lashbrook<br>H. H. Kroll<br>J. R. Wilson |
| 4. Elementary education | Martin Little<br>Glenn Gallien<br>James Henson |

| | |
|---|---|
| | Bettye Giles |
| | Harriet Fulton |
| | Aaltje Van Denburg |
| 5. Business education | George Wagoner |
| | W. H. Baker |
| | Joan Frisbee |

W. W. Wyatt, L. O. Haaby, Austin Lashbrook, Martin Little, and George Wagoner were subject-matter specialists in the above mentioned areas and worked with the Martin Branch staff to coordinate the newly established program with the program of the College of Education at Knoxville.[28] This cooperative effort by the Martin Branch staff and the Knoxville staff resulted in an orderly initiation of the newly established program in education.

Endorsements in secondary education were authorized in eight areas. Students completing the appropriate curriculum were certified in English, biological science, physical science, natural science, mathematics and physical science, social studies, and business. By completing the curriculum in elementary education, the student could be endorsed to teach in grades one through nine.

To put the program in effect, it was necessary to offer a total

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[28]The University of Tennessee, Martin Branch, "Discussions of Program Extension at Martin, January 30, 1957." (Typed report.)

of ninety-one new courses at the Martin Branch.[29] More of these courses were offered by the Department of Liberal Arts than by any other department. Of the ninety-one new courses, forty-two were offered by this department. The Business Administration Department offered twenty new courses and the Education Department offered twenty-nine new courses.

The forty-two new courses added by the Liberal Arts Department were offered for both general and specialized education. The courses in general education were limited to students in the education program and included three courses in biological science, three courses in physical science, three courses in history, and three courses in social science.[30] All of these series were integrated courses utilizing several subject areas in each series.

The remaining thirty courses were offered for specialized education and were applicable to endorsement areas in secondary education. These courses included two in bacteriology, five in botany, five in zoology, three in physics, eleven in English, one in history, and three in political science that also could be used for credit in

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[29]The University of Tennessee, Martin Branch, Announcements, 1956-57.

[30]Ibid.

world history.[31]

To meet the requirements for certification in the business area, the Business Administration Department offered twenty new courses.[32] The new courses included two in intermediate accounting, one on the federal income tax, one on principles of business education, four in the methods of teaching business subjects, one on problems in business education, three in business law, three in advanced economics, one in finance, three in advanced office administration, and one in transportation.[33] A student completing the program in business education could be certified to teach courses in general business, typewriting, business machines, bookkeeping, shorthand, business law, and economics in the secondary schools of Tennessee.[34]

The third department in which new courses were added was the Department of Education. A total of twenty-nine new courses was added to this department, including twenty-three in general and specialized education, one in art education, two in music education,

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[31] Ibid., pp. 63-69.

[32] Ibid., p. 49.

[33] Ibid.

[34] Ibid., p. 89.

and three in public health education.[35] The professional education requirements and the endorsement requirements at the Martin Branch were the same as those required of students graduating from the College of Education in Knoxville. About 50 per cent of the courses in each of these three departments were offered during the 1957-58 school year, with the other 50 per cent being offered during the 1958-59 school year. Between 1929 and 1959, 240 courses were added to the Martin Branch program.[36] Of this total, 165 courses were added after 1949, and 91 were added between 1957 and 1958. This was a period of curricular expansion.

In compliance with the Board of Trustees directive placing further curricular development at the Martin Branch under University officials, exercising the same procedure followed in each respective college and school, Dean N. E. Fitzgerald released the following memorandum:

> Procedures for the Development and Approval of Courses and Staff Assignments for the Four-Year Curriculum in Education at the University of Tennessee, Martin Branch
>
> 1. The Martin Branch staff develops and submits curriculum proposals to the Department of Curriculum

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[35] Ibid., pp. 91-98.

[36] Weakley County Press, November 20, 1959, p. 1.

and Instruction in keeping with action taken by the Board of Trustees.

2. A committee of the Department of Curriculum and Instruction reviews curriculum proposals and, after informal discussions with Knoxville campus and Martin Branch representatives, determines its recommendations.

3. Curriculum proposals as approved by the committee are submitted for study and recommendation of the Department of Curriculum and Instruction and the College of Education staff.

4. Upon approval of the proposals, the College of Education forwards to appropriate departments within the College and/or to other colleges concerned the lists of courses which require study and recommendation. These course proposals should be accompanied by course descriptions and outlines including names and evidences of qualifications of instructors.

5. Program proposals as approved by the College of Education in "3" above are submitted to the University Curricula Committee.

6. Concurrently with steps taken above, Martin Branch personnel confer with appropriate staff on the Knoxville campus in determining texts, outlines, methods, and materials for proposed courses.

7. The addition of new personnel and the assignment of present personnel will represent a very important step in the successful development of Martin program expansions. The Knoxville campus deans assume that they must have the opportunity to help in the selection of new personnel and to evaluate present personnel for their new responsibilities.

(Originally proposed by a committee of the Department of Curriculum and Instruction: Ira N. Chiles, L. O. Haaby,

Austin Lashbrook, Martin Little, Earl Ramer, W. W. Wyatt, 2/19/57.)

(Revised 3/1/57.)

NEF:DC[37]

The procedure for future curricular expansion in education at the Martin Branch was established. The addition of the endorsement area in health and physical education followed the procedure established by the College of Education as authorized by the Board of Trustees. This directive indicates that the College of Education accepted the Department of Education at Martin as a unit of the College of Education.

The first function of the Martin Branch faculty committee was the consideration of the addition of a curriculum leading to an endorsement in health and physical education in the Department of Education. The Martin Branch committee, University officials, and the University Committee on Curricula recommended that the health and physical education course of study be authorized, and this additional endorsement area was made a part of the education program in 1958.[38] The

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[37]Memorandum written by N. E. Fitzgerald, Dean, College of Education, University of Tennessee, Knoxville, May 1, 1957. (Mimeographed.)

[38]The University of Tennessee, Martin Branch, Announcements, 1959-60, p. 106.

additional endorsement area required that fourteen courses be added to the courses offered by the Education Department.[39] The addition of these courses made a total of forty-three new courses that had been added to the program of the Education Department.

The Martin Branch committee recommended that three years of a foreign language be offered by the Department of Liberal Arts. After consulting with University officials and the Martin Branch staff, the committee recommended that three years of French should be offered. The Martin Branch committee, University officials, and the University Committee on Curricula recommended that the offering in French be authorized; consequently, French was added to the program of the Department of Liberal Arts during the summer quarter of 1959.[40]

Studies were authorized to determine the expansion needs of the Business Administration Department and the Liberal Arts Department for the development of degree-granting programs in these two departments. The addition of three years of a foreign language was the first step in this development. The program was greatly expanded in both of these fields with the development of a degree program in education.

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[39]Ibid., pp. 113-15.

[40]The University of Tennessee, Martin Branch, "Summer Session, 1959."

## IV. ADMINISTRATION AND CONTROL

The Board of Trustees exercised limited control at Tennessee Junior College and the University of Tennessee, Martin Branch, before the period of expansion. The trustees saw the need for the same control at the Martin Branch as the board exercised in other colleges and schools of the University. As early as 1954, a report was made to the Board of Trustees stating that one of the needs at the Martin Branch was for expanded authority for the board in regard to curricular needs at the school.[41] The bill authorizing the Martin Branch prohibited any change in two-year courses offered at the college. No further curricular development could take place as long as the board functioned under the 1951 legislative act. Every group studying the need for expansion at the Martin Branch emphasized the need for the removal of this legislative limitation.

The 1957 act provided for the complete control of all courses of study at the Martin Branch by the Board of Trustees of the University. The other two bills had authorized the establishment of a junior college and the expansion of programs in agriculture and home economics. The

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[41]Board Minutes, The University of Tennessee, March 16, 1954.

bill as passed by the 1957 General Assembly stated that:

Public Acts 1957
Chapter No. 3
Senate Bill No. 31
(By Glover, Hunt, Dyer, Gilkey, McLemore)

A BILL entitled: AN ACT to amend Section 49-3341 of the Tennessee Code Annotated so as to give to the trustees of the University of Tennessee the same power, authority, and discretion to prescribe and offer courses, curricula, and degree programs, to inaugurate and carry out all necessary supporting work and activities and to award degrees of The University of Tennessee at The University of Tennessee, Martin Branch, as said trustees now have and exercise at the other colleges and schools of said University.

Section 1. Be it enacted by the General Assembly of the State of Tennessee, That Section 49-3341 of the Tennessee Code Annotated be and the same is hereby amended by striking said section in its entirety and substituting in lieu thereof the following:

"There is created and established by the State of Tennessee a branch of The University of Tennessee at Martin, Tennessee, to be known as 'The University of Tennessee, Martin Branch.' The trustees of The University of Tennessee are hereby given the same power, authority, and discretion to prescribe and offer courses, curricula, and degree programs, to inaugurate and carry out all necessary supporting work and activities, and to award degrees (of The University of Tennessee) at The University of Tennessee, Martin Branch, as said trustees now have and exercise at the other colleges and schools of The University of Tennessee."

Section 2. Be it further enacted, That all laws or parts of laws in conflict with the provisions of this Act be and are hereby repealed.

Section 3. Be it further enacted, That this Act take

effect from and after its passage, the public welfare requiring it.

Passed: January 22, 1957.

Jared Maddux,
Speaker of the Senate

James L. Bomar,
Speaker of the House of
Representatives

Approved: January 24, 1957.

Frank G. Clement,
Governor[42]

The bill did not authorize a four-year degree-granting program in education but gave the Board of Trustees the authority to initiate any program needed at the Martin Branch. The board agreed that the program of greatest need was in the area of teacher education. For the first time in the history of the college, the Board of Trustees authorized a degree-granting program at the Martin Branch.[43] With the exercise of the expanded authority of the board, the period of expansion began.

Again the Board of Trustees stated the policy in regard to organizational control of the Martin Branch. The various programs of

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[42]Acts of Tennessee, 1957, c. 3.

[43]Board Minutes, The University of Tennessee, December 16, 1957.

the Martin Branch were a part of the programs at Knoxville and subject to the supervision of the respective deans and department heads.[44] This same organizational control was in effect during the transition period.

The catalogues of the college reflect this control established by the Board of Trustees. The 1956-57 Register listed the organization in this manner:

> The University of Tennessee, Martin Branch, is organized into seven departments. The University of Tennessee offers the Bachelor of Science degree in three of these departments; namely, Agriculture, Home Economics, and Education. The Library is an integral part of the instructional program.
>
> DEPARTMENTS
>
> I. Department of Agriculture
> II. Department of Business Administration
> III. Department of Education
> IV. Department of Engineering and Mathematics
> V. Department of Home Economics
> VI. Department of Liberal Arts
> VII. Department of Military Science and Tactics[45]

Instruction in each department was coordinated with the respective college at Knoxville through the Dean of the Martin Branch. Since

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[44]Ibid.

[45]The University of Tennessee, Martin Branch, Register, 1956-57, p. 45.

each department at the Martin Branch was a part of the appropriate college at Knoxville, the catalogue listed the departments as being units of the Knoxville colleges.[46]

Local administration continued under the direction of Dean Meek with the assignment of various faculty committees for specific responsibilities. The two committees most concerned with administrative responsibilities were the Administrative Council and the Committee on Instruction.[47] Other faculty committees listed included the following: admission and degrees, appointments and alumni, athletics, college bookstore, building and grounds, civilian defense, coordinator of schedules, homecoming, instructional materials, military affairs, orientation, publications, radio and public discussion, safety, scholarships and awards, social activities, special senior services, student assemblies and public occasions, and student-faculty organizations board.[48]

With the expansion of the program at the Martin Branch and the increasing complexity of problems resulting from the expansion, the

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[46] Ibid., pp. 53-98.

[47] Ibid.

[48] Ibid.

Board of Trustees felt a need for clarification of control at the school. In response to this need, the board clarified Article III, section seven of the By-Laws of the University of Tennessee, as follows:

> The Martin Branch Committee shall advise with the President as to the policies affecting the Colleges and Schools at Martin and may consult with the Chief Administrative Officer and the Deans and Heads of Departments of these Colleges and Schools and shall make recommendations to the President and the Board of Trustees or the Executive Committee in matters affecting such Colleges and Schools.[49]

This section of Article III of the By-Laws clearly placed responsibility for all policies and recommendations in the Martin Branch Committee of the Board of Trustees. Trustee Wayne Fisher remained chairman of the Martin Branch Committee, with Trustees Ben Douglass, Harry W. Laughlin, and Tom Elam serving as other members of the committee. President Brehm, at the dedicatory ceremonies for the Administration-Classroom Building, stated that the Martin Branch Committee had done a superior job and that the citizens of West Tennessee were fortunate to be represented on the Board of Trustees by such outstanding men.[50]

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[49]Board Minutes, The University of Tennessee, February 24, 1958.

[50]Opinion expressed by Dr. C. E. Brehm at dedicatory ceremonies for the Martin Branch Administration-Classroom Building.

## V. FACULTY

The staff at the Martin Branch was divided into three categories: administrative staff, service staff, and instructional staff. At the end of the transition period, the Martin Branch staff included a total of eighty-three members. The administrative staff included thirteen members--a dean, registrar, bursar, student personnel officer, student welfare officer, public relations officer, superintendent of physical plant, librarian, two assistant librarians, two regional librarians, and a college nurse. A local physician, Dr. E. C. Thurmond, Jr., served as college physician part time, and two members of the administrative staff, H. B. Smith and Wayne Tansil, also served on the instructional staff. Seven staff members were assigned as supervisors for the college cafeteria and residence halls.[51]

At the beginning of the period of expansion in 1957, two members of the administrative staff, H. D. Ferris, Librarian, and James H. Parish, Assistant Librarian, resigned these positions.[52] Mary Ellis Hall was appointed Acting Librarian and continued in this capacity until James P. Clark was employed as Librarian in 1959.

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[51]The University of Tennessee, Martin Branch, Register, 1956-57, pp. 9-10.

[52]Ibid., 1957-58, p. 8.

Leslie M. Gower was employed as Assistant Librarian in 1958. Georgia S. Thomas and Mary Lee Shannon retired as residence hall hostesses in 1957 and 1958, respectively. Virgie Hurst was appointed Supervisor of Women's Residence Halls and resigned this position after serving for one year.

The instructional staff included seventy-seven members during the first year of the degree program in education.[53] The appointment of twelve new staff members was necessary because of the expanded program. H. B. Smith and Wayne Tansil were still assigned to both the instructional and the administrative staffs.

During the second year of the degree program in education, fourteen additional members were added to the Martin Branch teaching staff. The instructional staff at this time included seventy-nine members. Harry Harrison Kroll, chairman of the English section of the Department of Liberal Arts, was retired by the Board of Trustees effective September 1, 1958. Professor Kroll was the first member of the Martin Branch faculty to be appointed Emeritus Professor of English. Dr. James R. Wilson was appointed chairman of the modern languages section of the Liberal Arts Department to fill the vacancy created by

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[53] Ibid., pp. 9-10.

the retirement of Professor Kroll. The Board of Trustees accepted eleven resignations from the Martin Branch staff and granted one leave of absence. Sixteen new staff members were employed for the 1958-59 school year at the college.[54]

Reorganization of the organization of instruction was initiated at the Martin Branch for the 1959-60 school year. The reorganization made Horace B. Smith Acting Head of the Department of Liberal Arts and chairman of the social science section. James R. Moore was employed as chairman of the biological sciences section of this department. The reorganization retained the seven departments of instruction at the college.[55]

Professor Ira N. Chiles of the College of Education faculty at Knoxville taught in the summer quarters at the Martin Branch as a member of the Department of Education.[56] Graduate credit was granted through the Graduate School of the University of Tennessee at Knoxville. Other graduate work was offered through workshops. Among workshops offered were a workshop on the problems of classroom teachers of home economics and a non-credit workshop for school

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[54] Ibid., 1958-59, pp. 8-10.

[55] Ibid., p. 12.

[56] Ibid., p. 8.

lunch managers. Graduate courses also were offered in business education. Members from the Knoxville staff, the State Supervisor of Home Economics, and personnel from the State Department of Education participated in these graduate courses offered at the Martin Branch.[57]

The 1956-57 faculty included three full professors, Mary R. Armstrong, George Horton, and John E. McMahan. The rank of associate professor was assigned to nineteen staff members; the rank of assistant professor was assigned to sixteen staff members; and twenty-seven members of the staff held the rank of instructor.[58] The next year the staff included four professors, one visiting professor, one professor serving for the summer quarter, eighteen associate professors, twenty-one assistant professors, and thirty-two instructors.[59] The 1958-59 staff included six professors, two visiting professors, one professor for the summer quarter, fifteen associate professors, twenty-four assistant professors, and thirty instructors. By 1958-59, all heads of departments had been assigned the rank of

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[57]The University of Tennessee, Martin Branch, "Summer Session, 1959."

[58]The University of Tennessee, Martin Branch, Register, 1956-57, pp. 9-10.

[59]Ibid., 1957-58, pp. 9-10.

professor except the Heads of the Engineering and Mathematics Department and the Military Science and Tactics Department.[60]

## VI. LIBRARY

The library added 1,605 volumes the first year of the expansion period and 1,573 the second year, for a total of 3,178 volumes.[61] In addition to bound volumes, the library steadily added to the periodical and pamphlet collection. During the 1957-58 school year, the library expended a total of $8,537.37 for books, periodicals, pamphlets, binding, and repair. The next year $8,220.40 was expended for this purpose.[62]

The book stacks were open for students, and a comfortable reading section was provided for the use of students and faculty. Daily newspapers were provided, and weekly newspapers from surrounding cities and counties were available. Students had access to a record player equipped for individual listening, and a wide selection of records was available for class assignment and recreational listening.

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[60]The University of Tennessee, Martin Branch, Register, 1958-59, pp. 8-10.

[61]The University of Tennessee, Martin Branch, "Report of the Librarian, 1957-58 and 1958-59." (Typed report.)

[62]Ibid.

## VII. PHYSICAL PLANT AND EQUIPMENT

A new girls' dormitory, the first to be built for girls by the State at the Martin Branch, was authorized by the Board of Trustees in 1955. The building was delayed because of a national steel strike and was not ready for occupancy until September 24, 1957, the beginning of the period of expansion at the Martin Branch. The dormitory housed 236 women students and alleviated the housing shortage for boys, since two dormitories used for women students were utilized for boys.[63] With the completion of the new girls' dormitory, four permanent dormitories were located on the Martin campus--the two dormitories built by Hall-Moody in 1921, the boys' dormitory completed in 1951, and the girls' dormitory completed in 1957.

The total cost for equipping the girls' dormitory was estimated to be $30,000. The funds remaining from the original allocation amounted to $16,000, so the Board of Trustees was unable to completely equip the newly constructed building. Governor Frank Clement told the board that he would personally be responsible for raising the remaining $14,000 to equip the dormitory and authorized

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[63]Board Minutes, The University of Tennessee, December 16, 1957.

the board to proceed with signing the contracts for the equipment.[64]

The trustees set aside $800,000 from the 1957 legislative appropriation for the construction of an administration-classroom at the Martin Branch.[65] As early as 1952, Trustee Volz had reported to the board that there was a serious need for an administration building at Martin. Each report made by the Martin Branch committee after 1952 included a request for the authorization of an administration building. The architect hired for drawing the plans of the administration-classroom building was Mr. D. T. McGown of Memphis, Tennessee.[66] In February, 1958, the Board of Trustees discussed the possibility of including airconditioning in the new structure. It was pointed out in the discussion that the airconditioning would be an added asset to the Martin campus and that it would be ideal for summer work in the College of Education.[67]

Bids for the administration-classroom building were opened on October 4, 1957, and the low bid was submitted by O'Brien and Padgett

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[64] Ibid., April 24, 1956.

[65] Ibid., April 26, 1957.

[66] Ibid.

[67] Ibid., February 24, 1958.

of Memphis, Tennessee. The bid was for $503,181 with an additional $35,000 for completely airconditioning the structure. Mr. Wayne Fisher recommended that the building be airconditioned for education classes in the summer. Other members of the board agreed, so the contracts were signed and $540,000 was authorized for the airconditioned building.[68]

Chapter 304 of the Public Acts of 1955 of the General Assembly required that all plans for constructions be approved by a commission of the Governor, the State Attorney-General, the State Comptroller, the State Budget Director, and the head of the department involved. The administration-classroom building was approved by the State Building Commission on May 3, 1957.[69] With approval by this commission, final authorization for the building was completed. This was the first building to be airconditioned on the Martin Branch campus.

From the time of authorization for a degree-granting program in home economics in 1951, the department had leased a house for use as a home management house. The program was handicapped because a home management house was badly needed on the Martin Branch

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[68] Ibid., October 4, 1957.

[69] Ibid.

campus. The Martin Branch committee failed to mention the need for a home management house until the new building was authorized by the Board of Trustees on February 24, 1958.[70] This structure was built directly behind the girls' dormitory on the southern edge of the college campus. The building was a modern adaptation of colonial architecture and designed for six girls and an infant, with an apartment for the supervising instructor. The house was equipped with modern appliances that are exchanged each year for new equipment. The building was completed and equipped for use at the beginning of the spring quarter of 1959.[71]

On December 1, 1958, the Martin Branch committee stated that the building and equipment needs at the Martin Branch amounted to $3,915,000. Six additions were listed as being needed for best utilization of the Martin Branch of the University. The needed buildings and equipment included an engineering-science building at a total cost of $1,500,000; an infirmary for students at a cost of $200,000; a physical education building with equipment at a cost of $1,115,000; self-liquidating housing units for faculty at a cost of

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[70] Ibid., February 24, 1958.

[71] The University of Tennessee, Martin Branch, Register, 1958-59, p. 15.

$300,000; a dormitory for men students at a cost of $600,000; and additional boilers to take care of added heating needs at a cost of $200,000.[72] The Board of Trustees authorized construction of one of these buildings, the engineering-science classroom building, in June, 1959. At present, the board is ready to accept bids for the construction of this building, which is scheduled to be started in 1960.

Two land purchases were completed during the expansion period. On December 16, 1957, a farm consisting of 190 acres and adjoining the University farm was leased with an option for the University to purchase the farm. The lease date was effective on January 1, 1958, and expired on December 31, 1960.[73] The University completed the purchase of the Travis farm in 1959.[74] Dean Meek and the trustees felt that the University should begin looking toward future campus needs of the Martin Branch, so purchase of thirty acres of land adjoining the southwestern corner of the college was completed. The purchase of additional land increased the college campus to a total of one hundred acres, but thirty acres of this was

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[72]Board Minutes, The University of Tennessee, December 1, 1958.

[73]Ibid., June, 1959.

[74]Ibid., December 16, 1957.

to be held in reserve for future expansion.

## VIII. ENROLLMENT

The enrollment trend continued into the period of expansion. The expansion in physical plant and program of study that had taken place was not immediately accompanied with an increase in rate of enrollment that was greater than had taken place in the preceding period. There was more of a readjustment in enrollment in various courses of study than a large increase in total enrollment.

Table II shows the year-by-year enrollment by curriculum at the Martin Branch during this period. The over-all increase amounted to only thirty-nine students during the three-year period, and all departments except education and home economics had a decrease in enrollment. The Department of Education gained sixty-four students and the Department of Home Economics gained seven students.[75] During the 1958-59 school year, fifty-three students were classified as special students because they did not carry a full load of work.

Upon recommendation of the Martin Branch faculty committee under the chairmanship of Professor Ira Chiles, the Board of Trustees

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[75]The University of Tennessee, Martin Branch, Office of the Registrar, "Report of Enrollment by Curricula: 1957, 1958, 1959 Fall Quarters."

TABLE II

SUMMARY OF FALL QUARTER ENROLLMENTS AT THE UNIVERSITY OF TENNESSEE, MARTIN BRANCH, 1957-1959

| Curriculum | Fall Quarter Enrollment | | |
|---|---|---|---|
| | 1957 | 1958 | 1959 |
| Agriculture | 190 | 185 | 149 |
| Business Administration | 114 | 116 | 102 |
| Education | 159 | 206 | 223 |
| Engineering | 231 | 224 | 215 |
| Home Economics | 72 | 73 | 79 |
| Liberal Arts | 129 | 113 | 119 |
| Part-time | 4 | 8 | 9 |
| Special | 7 | 6 | 5 |
| Unclassified | 11 | 39 | 53 |
| Audit | 0 | 0 | 1 |
| Transient | 0 | 2 | 1 |
| Total | 917 | 972 | 956 |

authorized graduation exercises at the Martin Branch at the end of any quarter.[76] The first Bachelor of Science degree in Education was conferred on August 22, 1958. This degree was conferred on Jimmy Trentham of Dresden, Tennessee, and Mr. Trentham was employed as a laboratory assistant in the biological science section of the Department of Liberal Arts.[77] In June of 1957, twenty-nine degrees were granted in agriculture and eighteen degrees were granted in home economics. In June of 1958, eighteen degrees were conferred in agriculture and thirteen in home economics.[78]

The first regular class in education graduated in June, 1959. At this time, thirty-nine students graduated.[79] For the first time in the history of the Martin Branch, graduation exercises were held at the end of the summer quarter. At this ceremony, five students received Bachelor of Science degrees in Agriculture, nineteen received Bachelor of Science degrees in Education, and two received Bachelor of

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[76]Board Minutes, The University of Tennessee, December 16, 1957.

[77]The University of Tennessee, Martin Branch, Office of the Registrar, "Report of Graduates, 1958-59."

[78]The University of Tennessee, Martin Branch, Register, 1958-59, p. 121.

[79]The University of Tennessee, Martin Branch, Office of the Registrar, "Report of Graduates, 1958-59."

Science degrees in Home Economics.[80]

With the beginning of the expansion period at the Martin Branch, the Martin Branch committee of the Board of Trustees recommended that more scholarships be made available at the college. In response to this recommendation, Trustee Ben Douglass moved that a study be made of all the scholarships available with consideration toward giving the student the right to pick his unit of the University for the use of the scholarship.[81]

The 1956-57 Register listed a total of thirty scholarships available at the Martin Branch for awards ranging from $100 to $300.[82] In addition to the scholarships available, students could borrow from University loan funds for $200 per quarter with a maximum of $500 for the academic school year. These loans drew 3 per cent interest and required the student to execute a note for the amount borrowed.[83]

The 1958-59 Register reflects the effort made by University

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[80]The University of Tennessee, Martin Branch, Office of the Registrar, "Report of Graduates, 1959-60."

[81]Board Minutes, The University of Tennessee, June 20, 1957.

[82]The University of Tennessee, Martin Branch, Register, 1956-57, pp. 33-36.

[83]Ibid., p. 33.

officials in obtaining more scholarships for students enrolled at the Martin Branch. A total of seventy-nine scholarships was listed, valued from $100 through $500.[84] The same University loan funds were available to students that were available in 1956-57.[85] In addition, an enactment by the Congress of the United States made loan funds available to promising students studying in the areas of teaching, mathematics, science, and foreign languages. The act provided loans up to $1,000 per year to outstanding applicants. Up to 50 per cent of the loan could be canceled if the student entered and remained in the teaching profession upon graduation from the University.[86]

On February 24, 1958, the Board of Trustees approved athletic scholarships at the Martin Branch. Acting on a motion by Trustee Tom Elam, the board authorized the waiving of tuition and fees for athletes at the Martin Branch, with no more than thirty awards being in effect at any one time. These scholarships were granted through the faculty committee (the Scholarships and Awards Committee) responsible for the

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[84] Ibid., 1958-59, pp. 35-40.

[85] Ibid., p. 34.

[86] Ibid.

awarding of scholarships at the Martin Branch.[87]

## IX. FINANCE

On June 20, 1957, President Brehm recommended to the Board of Trustees that fees be increased for Tennessee residents from $40 to $55 per quarter. At the same time, non-resident fees were to be increased from $75 to $100 per quarter, with instructional fees and student activities fees being increased. The board authorized the requested increases, to be made effective September 1, 1958.[88] The 1958 increase was the first increase in fees at the Martin Branch since the end of the Junior College period. The fees remained the same for the 1958-59 and 1959-60 school years.

The expenditure for instruction was consistently increased in the period of expansion. The 1957-58 expenditure for this purpose was listed as being $340,758.48[89] and the 1958-59 expenditure was listed

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[87] Board Minutes, The University of Tennessee, February 24, 1958.

[88] Ibid., June 20, 1957.

[89] The University of Tennessee, Report of the Treasurer for the Year Ended June 30, 1958, p. 23.

as being $383,273.72.[90] The total budget for the 1956-57 school year was $710,000; for the 1957-58 school year the total expenditure was $826,529.72; for the 1958-59 school year the total expenditure was $911,502.92.[91] The total budget for the 1927-28 school year was $75,000 and the budget had increased 1,215 per cent during the thirty-one years that the school was operated by the Board of Trustees of the University of Tennessee.

The expenditure for instruction increased from $340,758.48 in 1957-58 to $383,273.72. The percentage of the total budget expended for this purpose decreased throughout all stages of growth and development of the Martin Branch. Operation of the college became more complex and added services became necessary, resulting in a large proportion of the total budget being used for purposes other than instructional.

## X. STUDENT ACTIVITIES

Student activities from the early years of Tennessee Junior

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[90]The University of Tennessee, Report of the Treasurer for the Year Ended June 30, 1959, pp. 24-25.

[91]The University of Tennessee, Report of the Treasurer for the Years Ended June 30, 1957, 1958, and 1959.

College into the expansion period were financed by an activity fee charged each student. On June 20, 1957, President Brehm recommended that the student activity fee be increased from $5 per quarter to $7 per quarter. The Board of Trustees authorized the increase, effective September 1, 1958.[92] The fee was used for the same purpose as it was used during the period of transition.

From the beginning of establishment and into the period of expansion, a statement was published in the college catalog that fraternities were not permitted at the Junior College and the Martin Branch. With the beginning of the period of expansion, a group of men students organized a social club and made application to the Student-Faculty Organization Board for permission to organize and affiliate with a national social fraternity. Since approval of a fraternity would violate established policy governing the matter, the application was given to the Board of Trustees for action. The board postponed action on the application, pending further study and consideration by the administration of the University.[93]

The All-Students Club remained the club whose membership

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[92]Board Minutes, The University of Tennessee, June 20, 1957.

[93]Ibid., June 19, 1958.

included every student enrolled. The governing body of this club was the Student Council, composed of the presidents of each club and class and one representative elected by each organization. The only new club established during this period was the social club, Alpha Omega Phi, established for the purpose of eventually becoming the first social fraternity on the Martin Branch campus.[94]

The Mutual Concert Association series was continued, and the student activity card admitted the student to all of the presentations. In addition to this series, student activity cards were accepted for admittance to the Paris and Gibson County series. During the 1958-59 series, the following artists were presented: Marcia Robie, dramatic artist; Nicholas Slonimsky, pianist; Karen Drake, folk song singer; Bernard Peiffer Jazz Trio; the National Symphony of Mexico; Kooper and Boehm; and Varel and Bailley, French singers.[95]

The Department of Agriculture sponsored a livestock judging team. The team represented the University in the annual intercollegiate livestock judging contests. The team met competition in the Southeastern, Midsouth, and International Intercollegiate livestock judging

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[94]The University of Tennessee, Martin Branch, Register, 1958-59, p. 46.

[95]Ibid., p. 42.

contests. The dairy judging team won trophies in midsouth and national contests. The livestock judging team ranked well in national competitions.[96]

The English section sponsored the Literary Club in 1959. The purpose of the club was to promote the mastery of written expression, encourage worthwhile reading, and foster a spirit of fellowship among men and women interested in English. The club publication, entitled the "Prolegomena," contained short stories, poems, and feature articles written by students and faculty.[97]

Adjoining the University campus at Martin, Methodist students work and play at the Wesley Foundation in a modern building constructed for this purpose. A full-time director, Rev. Brady Whitehead, is assigned. The Memphis Conference of the Methodist Church maintains the program at the Martin Branch Wesley Foundation. The Wesley Foundation contributes to the college life of the student and prepares him for his future life.[98]

A Baptist Student Union building is being constructed for use of

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[96] Ibid., p. 44.

[97] Ibid., p. 47.

[98] The University of Tennessee, Martin Branch, The UTMB Volunteer, 1959, p. 192.

Martin Branch students. The organization is temporarily housed in a student-faculty building until the new building is completed; a full-time director, Clarice Thompson, is assigned. The Baptist Student Union's program is student-led, and its purpose is to conserve and help train Baptist students for effective Christian discipleship while at college and in their future lives.[99]

The Church of Christ Student Group was supported by members of the Church of Christ throughout West Tennessee and was under the control of members of the local Church of Christ. The purpose of the student group was to provide spiritual guidance, Christian fellowship, and wholesome recreation.[100]

For the first time in the history of the school, track was added to the Martin Branch program of athletics. A track meet was held on the Austin Peay State College campus and included teams from Southwestern; Lambuth; Freed-Hardeman; the University of Tennessee, Martin Branch; and Austin Peay. The track meet was under the control of the Volunteer State Athletic Conference.[101] A full schedule was

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[99] Ibid., p. 195.

[100] Ibid., pp. 196-97.

[101] Ibid., p. 215.

played in baseball, basketball, football, and tennis. The 1958 football season ended with seven wins and one tie for the Martin Branch team.[102] The 1959 basketball squad ended with seven losses and fourteen wins for the college.[103] The baseball team won seven games and lost five during the 1958 season.[104]

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[102] Ibid., p. 58.

[103] Ibid., pp. 142-43.

[104] Ibid., pp. 216-17.

# CHAPTER VI

## SUMMARY

### I. PERIODS OF DEVELOPMENT

The University of Tennessee, Martin Branch, has developed in four distinct phases. The first phase of development began in 1900, when the Beulah Baptist Association organized Hall-Moody Institute and built the administration-classroom building on land donated by Mrs. Ada Gardner Brooks. Dr. I. N. Penick, pastor of the First Baptist Church of Martin, led the efforts in successfully organizing and operating the school. The association controlled the school until 1917, when control was transferred to the Tennessee Baptist Convention. In 1927 Hall-Moody Junior College was consolidated with Union University of Jackson, Tennessee.

The second stage of development was initiated in 1927, when the General Assembly authorized the establishment of Tennessee Junior College to replace Hall-Moody. Local citizens attempted to keep Hall-Moody at Martin. Failing in this attempt, they began a successful effort to establish a State college on the Martin campus. The Board of Trustees of the University of Tennessee was given control of the college, and the curriculum was placed under the direction of the Dean

of the College of Agriculture. The school opened in September, 1927, under the direction of Porter Claxton, who was given the title of Chief Administrative Officer. This stage of development continued until 1951, at which time the efforts of area citizens were successful toward providing degree-granting programs at the college. The Junior College went through three emergency situations during the period. The economic depression caused reductions in appropriations, faculty, curriculum, and student activities. Area citizens were seriously concerned over the future of the school and met with University officials to discuss the problem. Changes were made in the school's program and administration. A new curriculum was authorized and was initiated under the direction of Paul Meek, who replaced Porter Claxton as Chief Administrative Officer. Mr. Claxton was transferred to Knoxville as Associate Professor of Rural Education.

The third stage of development was initiated with the creation of the University of Tennessee, Martin Branch, and the authorization for degree-granting programs in agriculture and home economics. The curriculum for the Martin Branch developed by the College of Agriculture was different from other programs offered by that college. The 1951 legislative act limited degree programs at the Martin Branch to programs in agriculture and home economics, and this limitation continued in force throughout the transition period.

The last stage of development of the Martin Branch considered in this study began in 1957 with the passage of Senate Bill Number thirty-one, chapter three. This act was passed in response to efforts of area citizens, University officials, and the Board of Trustees. The act gave to the Board of Trustees the same powers as exercised by the board at other colleges and schools of the University of Tennessee. The period of expansion began with the initiation of a third degree-granting program at the Martin Branch; this was the first degree-granting program authorized by the Board of Trustees under the provisions of the 1957 legislative act. The degree program in education necessitated expansions in the departments of Education, Liberal Arts, and Business Administration. The curriculum authorized was based on provisions in the "Program of Teacher Education at the University of Tennessee, 1955-56."

## II. CURRICULUM AND INSTRUCTION

A thirteen-year sequence of courses was offered by Hall-Moody Institute. The elementary school course of study was clearly defined, but there was no clear differentiation between the high school program of study and the college program of study. An academic curriculum was developed for a three-year period for students in grades seven, eight,

and nine. Upon completion of this program, a student entered one of two advanced courses of study. There was no clear differentiation between the high school and the college programs of study. The elementary program included a course of study for a six-year period; the academic curriculum included a course of study for a three-year period; and the classical curriculum included a course of study for a four-year period--a total sequence of thirteen years. Foreign languages formed an important part of all courses of study with the exception of the course of study developed for the elementary school.

The program of study offered at Tennessee Junior College did not include any offering in foreign languages. Two-year programs were offered in agriculture, home economics, and industrial arts; and courses were offered by the Department of Liberal Arts to the extent necessary for the courses of study offered by other departments. This program of study remained the same until 1934, when the Board of Trustees authorized the development of a general curriculum. This curriculum included the necessary courses for the certification of elementary school teachers.

During the war emergency, the Junior College initiated a course of study for Army and Navy aviation cadets. The program was considered successful and resulted in a recommendation by the Junior College

faculty that the college be permitted to offer a two-year program in engineering. University officials agreed, and a two-year program in engineering was authorized. The precedent set at this time was followed later when a two-year curriculum was developed in business administration.

Area citizens asked again that the Junior College program be expanded so as to provide for a degree-granting curriculum in agriculture and a degree-granting curriculum in home economics. The 1951 General Assembly authorized the change and legalized the two-year programs that had been put in effect at the Junior College without legislative authorization. The Board of Trustees study committee had submitted a report which recommended that the degree-program request be denied. A majority of the board did not agree with the committee's recommendation and supported a move that the Junior College be changed to the Martin Branch of the University of Tennessee and that degree programs be authorized in agriculture and in home economics.

Opposition to curricular expansion had disappeared in the Board of Trustees by 1956. The leadership provided by President Brehm was an important factor in this change of attitude. The President asked that definite plans for curricular expansion be completed and that citizens of West Tennessee be informed of those plans. Study committees were

appointed by both the Board of Trustees and the President. The results obtained by these study committees served as a basis for the formulation of plans for both curricular expansion and expansion of the physical plant.

The first curriculum program authorized by the Board of Trustees without specific authorization of the legislature went into effect in 1957. The programs in agriculture and home economics were not based on the Knoxville programs in these areas.

After considering all reports in regard to expansions at the Martin Branch, the Board of Trustees asked that another faculty committee be organized to explore ways to implement the recommendations for curricular expansion. In response to this request, the President appointed this committee. Under the chairmanship of Professor Ira Chiles, the committee met with members of the committee from the Martin Branch and worked out the program in education for the college.

The four-year program in education was the first curricular expansion that was authorized under the provisions of the 1957 legislative act granting the Board of Trustees this power. The program in education was patterned after the program offered by the College of Education in Knoxville. The same courses were required at both Martin and Knoxville for a degree in education. The education program

authorized by the board included a curriculum in business education, a curriculum in elementary education, and a curriculum in secondary education. University officials approved a course of study for an endorsement in health and physical education in 1958. The first students graduated under the program in education were granted the Bachelor of Science degree in Education in June, 1959. The Board of Trustees authorized graduation exercises at the end of any quarter. In August, 1959, the first summer quarter graduation exercises were held at the Martin Branch, as provided by the Board of Trustees.

## III. PHYSICAL PLANT AND EQUIPMENT

Hall-Moody Institute erected a two-story brick structure in 1900 on property donated to the school. This building is still in use at the Martin Branch and was used by the school as the administration-classroom building until the spring quarter of 1959. Other temporary classroom buildings were constructed, but they were removed as the Junior College developed.

Two dormitories were built on the Hall-Moody campus and additional land was donated for the site of one of the dormitories. These two dormitories were the only residence halls on the Junior College campus until 1952, which placed a serious handicap on the

Junior College's efforts in providing the basic elementary aviation program for Army and Navy cadets. The gymnasium was utilized as a dormitory during this period of emergency. Following World War II, the Junior College was seriously handicapped because of inadequate housing. The situation was partly alleviated when the University obtained surplus buildings through federal agencies.

A home economics building and a science building were constructed with funds obtained from the Weakley County bond issue. The University constructed two additional buildings--an industrial arts building and a physical education building--with funds allocated from the 1929 appropriations of the General Assembly. The cafeteria was completed in 1935 and a wing added in 1947.

The Agriculture-Biology-Library Building was completed in 1951, the last year of the Junior College period. This building was ready to be utilized for classroom and library purposes for the degree program in agriculture. The development of the library was a necessary part of the degree programs, since Knoxville standards were to be maintained at the Martin Branch.

The first dormitory completed on the Martin Branch campus by the State of Tennessee was completed in 1952. The dormitory contained three units designed to house 150 men. Plans were developed

for a five-unit dormitory to eventually house 350 men and funds for the planning of this residence hall were secured from the Federal Housing and Home Finance Agency. Available allocated funds were insufficient to complete even one of the units; but, because of the serious need for a residence hall, Governor Browning released sufficient impounded funds to complete three of the five units.

A girls' dormitory was completed on the Martin Branch campus in 1957 and was designed to house 236 women. Bonds were sold to the Federal Housing and Home Finance Agency in the amount of $175,000 and added to the State appropriation for the completion of the dormitory. These were self-liquidating bonds. Available funds were inadequate to equip the residence hall, and Governor Clement agreed to see that the necessary funds were made available to equip the dormitory. With the completion of this dormitory, there still remained a housing shortage on the Martin Branch campus.

The last building to be authorized and constructed on the Martin Branch campus during the period of this investigation was an administration-classroom building to replace the old administration-classroom building constructed in 1900 by Hall-Moody. This building was a three-story structure and completely airconditioned. The building houses all administrative offices, the Department of Business

Administration, the Department of Education, the English section of the Department of Liberal Arts, and laboratories of the Department of Home Economics. One additional building, an engineering-science building, was authorized by the Board of Trustees.

Land purchases have added to both the campus and the University farm. The campus developed from the eleven acres obtained from Hall-Moody to seventy acres in 1959, with thirty acres purchased and held in reserve for campus uses. The farm increased from a total of approximately 120 acres in 1927 to a total of 425 acres in 1959. Planning for future expansion is evident.

## IV. SUPPORT AND CONTROL

Hall-Moody Institute was organized by the Beulah Association, the Baptist association for upper West Tennessee. The association vested control of the school in a Board of Trustees appointed by the association. Operating funds came from three sources: appropriations from the Beulah Association, tuition, and private contributions. Funds derived from these sources were inadequate for the support of the school, and at the end of the period the college had accumulated a debt of $65,000.

In 1917 control of Hall-Moody was transferred to the Tennessee

Baptist Convention, and a Board of Trustees was appointed by the convention. The trustees and college officials immediately began a plan of reorganization to make the college a standard junior college. Support of two colleges in West Tennessee became too much for the convention, so negotiations were authorized which were directed toward the consolidation of Hall-Moody Junior College with Union University at Jackson, Tennessee. Following the completion of the consolidation plans, student records were transferred to Union University.

The General Assembly of Tennessee placed the control of Tennessee Junior College under the Board of Trustees of the University of Tennessee. Curriculum controls were retained by the legislature and not changed until 1957, when the General Assembly gave to the Board of Trustees the same powers over the Martin Branch as exercised by the board at other colleges and schools. Following the change of status of the school from a junior college to the Martin Branch of the University of Tennessee, the legislature in 1953 added a member to the Board of Trustees from Weakley County; Mr. Wayne Fisher of Dresden, Tennessee, was appointed to the board under the provisions of this act. George Rowlett, Charles Volz, and Wayne Fisher have served as chairmen of the Martin Branch committee of the Board of Trustees.

# V. ENROLLMENT AND FINANCE

The budget for the Martin Branch is dependent upon the number of students enrolled at the college. Money appropriated by the legislature is allocated by the Board of Trustees on the basis of student enrollment. The amount of money received from student fees also varies according to student enrollment. Thus, there is a corresponding increase or decrease in allocated funds with increased or decreased enrollment. Operating funds and funds for development of the physical plant are appropriated separately. While the development of the physical plant has a direct effect on the number of students that the college is able to maintain, development of the physical plant has not immediately resulted in increased enrollment. Difficulties that arose as a result of an inadequate physical plant were evident when the enrollment of veterans, following World War II, doubled the enrollment at the Junior College.

Separate appropriations for the various colleges and schools in the University system are not made by the General Assembly. One appropriation is made biennially for the operation of the University system, and funds are allocated as needed by the Board of Trustees. A separate appropriation was made for Tennessee Junior College in 1927 and for the Martin Branch in 1951, since these programs had not been

included in the budgetary request from the University. These programs had not existed until legislation was enacted permitting them.

Enrollment at Tennessee Junior College steadily increased until the 1933-34 school year. The decrease in enrollment at this time lasted only for one year, and the steady increase resumed and continued until the beginning of World War II. Enrollment again decreased, but the Junior College initiated a program for the training of Army and Navy aviation cadets. The regular college program was continued, and the combined enrollment was large enough to keep the college faculty intact.

The first group of veterans enrolled at the Junior College during the winter quarter of the 1946-47 school year. The largest number of students ever to enroll at the Junior College was enrolled at this time. Enrollment at the Junior College began to decrease after the fall quarter of 1948-49. By the last quarter of the Junior College period, the enrollment had decreased from 681 students to 334 students.

Following the initiation of the degree programs in agriculture and home economics, the Martin Branch enrollment began increasing at a slow but steady rate. During the transition period, a period of

six years, the college gained a total of 388 students.

The period of expansion began in 1957, when the legislature gave to the Board of Trustees the same powers over the Martin Branch that the board had over the other colleges and schools of the University. The first phase of this development was completed when the board authorized a degree program in education, with the necessary expansions in liberal arts and business administration. The third year of the degree program was offered in 1957-58. Enrollment increased from 804 students in the fall quarter of 1956-57 to 917 students the following fall quarter. Enrollment reached 972 in the fall quarter of 1958-59 but decreased to 956 in the following year. The college gained 153 students during the first three years of this period of development. Current data indicate a continuing increase in enrollment with no significant change from the trends of the expansion period.

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# APPENDIX

OCT 29 1951

# PERENNIAL CALENDAR, UNIVERSITY OF TENNESSEE
## Martin Branch

| | SUMMER 1st Half | SUMMER 2nd Half | FALL QUARTER | WINTER QUARTER | SPRING QUARTER | SPECIAL QUARTER |
|---|---|---|---|---|---|---|
| **SESSION 1927-28** | | | | | | |
| Began | | | 9-12-27 | 12-5-27 | 3-5-28 | 4-16-28 |
| Ended | | | 12-3-27 | 3-3-28 | 5-27-28 | 5-26-28 |
| No. Students | | | 120 | 116 | 122 | 52 |
| **SESSION 1928-29** | | | | | | |
| Began | 5-28-28 | | 9-9-28 | 12-3-28 | 3-4-29 | 4-15-29 |
| Ended | 7-7-28 | | 12-1-28 | 3-2-29 | 5-25-29 | 5-24-29 |
| No. Students | 107 | | 130 | 129 | 121 | 37 |
| **SESSION 1929-30** | | | | | | |
| Began | 5-27-29 | 7-5-29 | 9-9-29 | 12-2-29 | 3-3-30 | 4-14-30 |
| Ended | 7-3-29 | 8-9-29 | 11-30-29 | 3-1-30 | 5-24-30 | 5-23-30 |
| No. Students | 124 | 62 | 157 | 145 | 137 | 46 |
| **SESSION 1930-31** | | | | | | |
| Began | 5-26-30 | 7-7-30 | 9-8-30 | 12-1-30 | 3-2-31 | 4-13-31 |
| Ended | 7-3-30 | 8-15-30 | 11-29-30 | 2-28-31 | 5-23-31 | 5-23-31 |
| No. Students | 123 | 52 | 175 | 162 | 150 | 46 |
| **SESSION 1931-32** | | | | | | |
| Began | 5-25-31 | 7-6-31 | 9-21-31 | 12-11-31 | 3-11-32 | 4-18-32 |
| Ended | 7-3-31 | 8-14-31 | 12-12-31 | 3-12-31 | 5-27-32 | 5-28-32 |
| No. Students | 106 | 48 | 156 | 131 | 123 | 25 |
| **SESSION 1932-33** | | | | | | |
| Began | 5-30-32 | 7-11-32 | 9-19-32 | 12-9-32 | 3-10-33 | 4-17-33 |
| Ended | 7-8-32 | 8-19-32 | 12-10-32 | 3-11-33 | 5-27-33 | 5-27-33 |
| No. Students | 86 | 42 | 164 | 137 | 119 | 12 |
| **SESSION 1933-34** | | | | | | |
| Began | 5-29-33 | 7-10-33 | 9-18-33 | 12-8-33 | 3-9-34 | 4-16-34 |
| Ended | 7-7-33 | 8-18-33 | 12-9-33 | 3-10-34 | 5-26-34 | 5-26-34 |
| No. Students | 60 | 31 | 86 | 86 | 86 | 20 |
| **SESSION 1934-35** | | | | | | |
| Began | 5-28-34 | 7-9-34 | 9-17-34 | 12-7-34 | 3-8-35 | 4-15-35 |
| Ended | 7-7-34 | 8-18-34 | 12-8-34 | 3-9-35 | 5-24-35 | 5-23-35 |
| No. Students | 106 | 44 | 229 | 190 | 187 | 31 |
| **SESSION 1935-36** | | | | Sp.F.Term | | |
| Began | 5-27-35 | 7-8-35 | 9-23-35 | 9-23-35 12-30-35 | 3-16-36 | 4-20-36 |
| Ended | 7-6-35 | 8-17-35 | 12-18-35 | 11-2-35 3-14-36 | 5-29-36 | 5-29-36 |
| No. Students | 74 | 32 | 285 | 259 | 248 | 28 |

| | SUMMER | | | | | |
|---|---|---|---|---|---|---|
| | 1st Half | 2nd Half | FALL QUARTER | WINTER QUARTER | SPRING QUARTER | SPECIAL QUARTER |
| SESSION 1936-37 | | | | | | |
| Began | 6-1-36 | | 9-19-36 | 1-1-37 | 3-22-37 | 4-26-27 |
| Ended | 7-10-36 | | 12-19-36 | 3-20-37 | 6-4-37 | 6-4-37 |
| No. Students | 95 | | 285 | 276 | 267 | 54 |
| SESSION 1937-38 | | | | | | |
| Began | 6-7-37 | | 9-18-37 | 1-3-38 | 3-21-38 | 4-25-38 |
| Ended | 7-16-37 | | 12-18-37 | 3-19-38 | 6-3-38 | 6-3-38 |
| No. Students | 106 | | 299 | 285 | 278 | 37 |
| SESSION 1938-39 | | | | | | |
| Began | 6-8-38 | | 9-24-38 | 1-2-39 | 3-20-39 | 4-24-39 |
| Ended | 7-16-38 | | 12-17-38 | 3-18-39 | 6-2-39 | 6-2-39 |
| No. Students | 86 | | 304 | 300 | 281 | 32 |
| SESSION 1939-40 | | | | | | |
| Began | 6-7-39 | | 9-18-39 | 1-1-40 | 3-18-40 | 4-29-40 |
| Ended | 7-15-39 | | 12-16-39 | 3-16-40 | 6-7-40 | 6-7-40 |
| No. Students | 61 | | 313 | 307 | 298 | 11 |
| SESSION 1940-41 | | | | | | |
| Began | 6-10-40 | | 9-18-40 | 1-2-41 | 3-24-41 | |
| Ended | 7-19-40 | | 12-20-40 | 3-22-41 | 6-6-41 | |
| No. Students | 60 | | 331 | 313 | 286 | |
| SESSION 1941-42 | | | | | | |
| Began | 6-10-41 | 7-16-14 | 9-13-41 | 1-5-42 | 3-23-42 | |
| Ended | 7-15-41 | 8-21-41 | 12-19-41 | 3-21-42 | 6-5-42 | |
| No. Students | | | 336 | 229 | 221 | |
| SESSION 1942-43 | | | | | | |
| Began | 6-8-42 | 7-17-42 | 9-12-42 | 1-4-43 | 3-22-43 | |
| Ended | 7-16-42 | 8-22-42 | 12-18-42 | 3-20-43 | 6-4-43 | |
| No. Students | 51 | 34 | 254 | 185 | 127 | |
| SESSION 1943-44 | | | | | | |
| Began | 6-8-43 | 7-16-43 | 9-11-43 | 1-4-44 | 3-20-44 | |
| Ended | 7-15-43 | 8-21-43 | 12-17-43 | 3-16-44 | 6-2-44 | |
| No. Students | 36 | 24 | 195 | 113 | 103 | |
| SESSION 1944-45 | | | | | | |
| Began | 6-7-44 | 7-17-44 | 9-16-44 | 1-8-45 | 3-19-45 | |
| Ended | 7-15-44 | 8-23-44 | 12-16-44 | 3-17-45 | 6-1-45 | |
| No. Students | 45 | 32 | 115 | 151 | 130 | |
| SESSION 1945-46 | | | | | | |
| Began | 6-5-45 | 7-16-45 | 9-15-45 | 1-1-46 | 3-18-46 | |
| Ended | 7-14-45 | 8-2[illegible]-45 | 12-15-45 | 3-16-46 | 5-31-46 | |
| No. Students | 40 | 33 | 161 | 234 | 288 | |
| SESSION 1946-47 | | | | (Sp. Term forVet) | | |
| Began | 6-11-46 | 7-18-46 | 9-14-46 | 11-1-46 | 1-2-47 | 3-17-47 |
| Ended | 7-17-46 | 8-24-46 | 12-14-46 | 12-15-46 | 3-15-47 | 5-30-47 |
| No. Students | 208 | 192 | 199 | | 681 | 649 |

| | SUMMER | | | | | |
|---|---|---|---|---|---|---|
| | 1st Half | 2nd Half | FALL QUARTER | WINTER QUARTER | SPRING QUARTER | SPECIAL QUARTER |
| **SESSION 1947-48** | | | | | | |
| Began | 6-16-47 | 7-24-47 | 9-13-47 | 12-31-47 | 3-15-48 | |
| Ended | 7-23-47 | 8-29-47 | 12-17-47 | 3-12-48 | 6-1-48 | |
| No. Students | 301 | 257 | 649 | 608 | 526 | |
| **SESSION 1948-49** | | | | | | |
| Began | 6-8-48 | 7-15-48 | 9-11-48 | 1-3-49 | 3-21-49 | |
| Ended | 7-14-48 | 8-21-48 | 12-18-48 | 3-17-49 | 6-6-49 | |
| No. Students | 142 | 101 | 670 | 487 | 439 | |
| **SESSION 1949-50** | | | | | | |
| Began | 6-13-49 | 7-21-49 | 9-16-49 | 1-2-50 | 3-20-50 | |
| Ended | 7-20-49 | 8-26-49 | 12-17-49 | 3-16-50 | 6-5-50 | |
| No. Students | 122 | 82 | 519 | 421 | 378 | |
| **SESSION 1950-51** | | | | | | |
| Began | 6-12-50 | 7-22-50 | 9-15-50 | 1-2-51 | 3-19-51 | |
| Ended | 7-21-50 | 8-30-50 | 12-19-50 | 3-16-51 | 6-4-51 | |
| No. Students | 84 | 66 | 457 | 378 | 334 | |
| **SESSION 1951-52** | | | | | | |
| Began | 6-11-51 | 7-19-51 | 9-21-51 | 1-2-52 | 3-17-53 | |
| Ended | 7-18-51 | 8-24-51 | 12-20-51 | 3-14-52 | 6-2-52 | |
| No. Students | 114 | 112 | 416 | 371 | 333 | |
| **SESSION 1952-53** | | | | | | |
| Began | 6-9-52 | 7-16-52 | 9-12-52 | 12-29-52 | 3-16-53 | |
| Ended | 7-16-52 | 8-22-52 | 12-13-52 | 3-13-53 | 6-1-53 | |
| No. Students | 99 | 91 | 481 | 451 | 419 | |
| **SESSION 1953-54** | | | | | | |
| Began | 6-8-53 | 7-13-53 | 9-18-53 | 1-4-54 | 3-22-54 | |
| Ended | 7-10-53 | 8-21-53 | 12-17-53 | 3-19-54 | 6-7-54 | |
| No. Students | 99 | 73 | 535 | 502 | 484 | |
| **SESSION 1954-55** | | | | | | |
| Began | 6-14-54 | 7-17-54 | 9-17-54 | 1-3-55 | 3-21-55 | |
| Ended | 7-17-54 | 8-21-54 | 12-16-54 | 3-18-55 | 6-3-55 | |
| No. Students | 141 | 100 | 651 | 627 | 609 | |
| **SESSION 1955-56** | | | | | | |
| Began | 6-13-55 | 7-16-55 | 9-16-55 | 1-3-56 | 3-19-56 | |
| Ended | 7-16-55 | 8-20-55 | 12-16-55 | 3-16-56 | 6-3-56 | |
| No. Students | 132 | 135 | 758 | 720 | 681 | |
| **SESSION 1956-57** | | | | | | |
| Began | 6-11-56 | 7-14-56 | 9-14-56 | 1-2-57 | 3-18-57 | |
| Ended | 7-14-56 | 8-18-56 | 12-14-56 | 3-15-57 | 6-2-57 | |
| No. Students | 197 | 163 | 804 | 765 | 705 | |

| | SUMMER | | | | | |
|---|---|---|---|---|---|---|
| | 1st Half | 2nd Half | FALL QUARTER | WINTER QUARTER | SPRING QUARTER | SPECIAL QUARTER |
| SESSION 1957-58 | | | | | | |
| Began | 6-10-57 | 7-13-57 | 9-16-57 | 1-2-58 | 3-17-58 | |
| Ended | 7-13-57 | 8-17-57 | 12-18-57 | 3-14-58 | 6-1-58 | |
| No. Students | 200 | 164 | 917 | 854 | 803 | |
| SESSION 1958-59 | | | | | | |
| Began | 6-9-58 | 7-12-58 | 9-15-58 | 1-2-59 | 3-23-59 | |
| Ended | 7-12-58 | 8-16-58 | 12-17-58 | 3-20-59 | 6-7-59 | |
| No. Students | 252 | 182 | 972 | 900 | 834 | |
| SESSION 1959-60 | | | | | | |
| Began | 6-15-59 | 7-18-59 | 9-15-59 | 12-28-59 | 3-14-60 | |
| Ended | 7-18-59 | 8-22-59 | 12-11-59 | 3-11-60 | 5-29-60 | |
| No. Students | 237 | 176 | 956 | 903 | | |
| SESSION 1960-61 | | | | | | |
| Began | 6-6-60 | 7-13-60 | | | | |
| Ended | 7-13-60 | 8-19-60 | | | | |
| No. Students | | | | | | |