

VOLUNTEER MOMENTS



Vignettes of the History of
The University of Tennessee
1794-1994



Milton M. Klein

SPECIAL COLLECTIONS

THE UNIVERSITY
OF TENNESSEE LIBRARY
KNOXVILLE

LD
5293
.V65
1996

Presented
by
Dr. Milton M. Klein



VOLUNTEER MOMENTS

Vignettes of the History of
The University of Tennessee
1794-1994

Milton M. Klein

*Produced by
The Office of the University Historian
The University of Tennessee, Knoxville
1996*

LD
5293
.V65
1996

*Dedicated to the historians
of the University of Tennessee who preceded us:*

Moses White

Edward T. Sanford

Stanley J. Folmsbee

James R. Montgomery

Neal O'Steen

Lee S. Greene

Copyright © 1994, The University of Tennessee.
Second edition, 1996

Library of Congress Cataloging-in-Publication Data

Klein, Milton M. (Milton Martin), 1917–
Volunteer moments: vignettes of the history of the University of Tennessee,
1794-1994 / Milton M. Klein. — 2nd ed.

p. cm.

Rev. ed. of: Volunteer moments / prepared by the Office of the University
Historian, the University of Tennessee, Knoxville.

Includes index.

ISBN 0-9642219-2-6

1. University of Tennessee, Knoxville—History. I. University of Tennessee,
Knoxville. Office of the University Historian.

II. Title

LD5293.V65 1996

96-18651

378.768'85—dc20

CIP

Produced as a bicentennial publication under the sponsorship of the University
of Tennessee Bicentennial Committee chaired by Sammie Lynn Puett, Vice
President for Public Service, Continuing Education, and University Relations.

Printed by UT Graphic Arts Service.
EO1-8410-002-96

Foreword

For the past five years, the campus community has been informed and entertained by the series of Historical Vignettes appearing regularly in *Context*, the UTK faculty and staff newspaper. These articles have recalled for us past events in our long history, the accomplishments of faculty and administrators, the serious and humorous sides of student life, and the evolution of the physical campus. It is a pleasure to have them reproduced here in book form as a bicentennial contribution.

We owe thanks to those who have reminded us of our distinguished past. Historians are fond of saying that “Those who cannot remember the past are condemned to repeat it.” In our own case, repeating some of our history would not be a bad thing since we have such a rich legacy on which to draw. But to give an old saying a new twist, “Those who cannot remember the past cannot celebrate it,” and celebrate is what we want to do during this bicentennial year.

What we celebrate preeminently is the University’s commitment to educating the citizens of the state of Tennessee. It is a commitment begun in 1794 when Blount College was founded “to promote the happiness of the people at large, and especially of the rising generation.” It was reinforced in 1869 when the Tennessee legislature designated the University as the state’s land-grant institution, mandated to promote “the liberal and practical education of the industrial classes.” And it was consummated in 1968 when the various branches of the University were organized into a system with the entire state of Tennessee as its campus.

That commitment to educating the citizens of Tennessee remains with us as we move into our third century. May its history be as interesting as these accounts of our past two centuries, told with such grace by University Historian Milton Klein and his staff.

William T. Snyder
Chancellor
Knoxville, Tennessee
January 1994

Contents

Foreword	v
Preface	ix
PEOPLE	1
UT's First Presidents	2
Charles W. Dabney: Eleventh President, 1887-1904	9
Brown Ayres: Twelfth President, 1904-1919	13
James D. Hoskins: Fourteenth President, 1934-1946	17
John R. Neal: An Extraordinary Law Professor	20
Lawrence D. Tyson: Philanthropist	22
Orin Graff: An Educator's Educator	25
William E. Cole: An Exemplary Social Servant	28
Prominent Alumni: Part I	31
Prominent Alumni: Part II	39
Prominent Alumni: Part III	43
EVENTS	51
UT's First Development Effort	52
The Civil War at the University of Tennessee	54
Woodrow Wilson at the University of Tennessee	56
UT in World War II	58
The Rhenium Project	63
UT's First African-American Students	65
Desegregation at UT: The Beginnings	67
Desegregation at UT: The Undergraduate Experience	69
Tragedy in the Snow	72
Billy Graham, Richard Nixon, and the Vietnam War Protest	77
Presidential Visits	84
ATHLETICS	89
Football at Knoxville: Another Centennial	90
The General	93
UT's First Cheerleader	95
Women's Athletics at UT: The Beginnings	97
Black Athletes at UTK	99
UT's Link to the Olympics	101
School Spirit	103
STUDENT LIFE	107
Student Life in the Post-Civil War Era	108



The University in 1872	110
The Good Ol' Days: Campus Life in the Early 1900s	112
The Good Ol' Days: Another Glimpse	115
Joseph Wood Krutch Remembers UT	120
When the Coeds Arrived on the Campus.....	126
This Side of Paradise: UT in the Twenties.....	128
UT Traditions	132
THE PHYSICAL CAMPUS	137
1926: "The Hill's" One Hundredth Birthday	138
South College: Old and New	140
The Hoskins Library.....	142
Claxton Hall and Its Namesake.....	144
The Faculty Club	146
Hopecote	149
Europa and the Bull.....	151
The Volunteer	154
ACADEMIC LIFE	157
The Creation of the UT System	159
Pomp and Pageantry: The University of Tennessee Emblems	165
The College of Law	168
The College of Nursing	174
The College of Social Work	177
The Space Institute	180
The Graduate School of Library and Information Science	182
Graduate Education	184
Agricultural Extension	189
Art	191
Chemistry	193
English	195
Geography	197
Military Science	199
Modern Dance	202
The Pride of the Southland Band	204
OVER THE DECADES	209
UT's Sesquicentennial: 1944	212
When the University Celebrated 175 Years	217
UT's Bicentennial: 1994	219
INDEX	225

Preface

In 1994, the University of Tennessee celebrates two hundred years of history. Over the years the University has had several names, Blount College (1794-1807), East Tennessee College (1807-1840), East Tennessee University (1840-1879), and finally, the University of Tennessee (1879-present). Though the names have changed and the curriculum has shifted from Blount College's focus on classical learning to the late nineteenth century's emphasis on agricultural and mechanical arts and, ultimately, to today's multifarious program of undergraduate and graduate education in almost three hundred subject areas, the mission has remained constant: to provide a sound education for students, to foster learning that benefits not only the individual but the community, and to prepare graduates who can meet the challenges of life.

The University of Tennessee is the twenty-fourth permanent institution of higher education established in the United States and one of the first three colleges created west of the Appalachian Mountains. Throughout the decades, UT has experienced a steady if uneven movement towards excellence, all the while recognizing its obligation to the state of Tennessee and its citizens, reflected in the Volunteer Creed: "One that Beareth a Torch Standeth in Shadow to Give Light to Others."

The University of Tennessee was chartered on September 10, 1794, as Blount College by the legislature of the Southwest Territory meeting in Knoxville, the territorial capitol. What motivated the founders is unknown, but they surely must have been inspired by the wave of college founding that followed the American Revolution and the concurrent effort to educate citizens for the new republic. Nineteen new colleges were established during the period 1782 to 1802, including the University of Georgia and the University of North Carolina.



Tennessee's trustees consisted of some of the most prominent public and private citizens in the territory, including Governor William Blount after whom the college was named. The new school's goals were the education of young people in "moral and virtuous conduct" and in the useful sciences and ancient and modern languages. Its doors were open to students of all denominations without discrimination, but it remained a classical academy for the sons of the well-to-do. It received no state support, and seven of the ten men who headed Blount College and its successors for the next seventy-five years were clergymen.

Blount College survived on tuition and fees. During its thirteen-year existence it occupied a single building in what is now downtown Knoxville; it had few students and conferred only one degree. In 1807, the college received a new lease on life and a new name. A grant of public lands from the state in 1806 resulted in the renaming of the institution as East Tennessee College and the appointment of a new board of trustees. But when the first president, Samuel Carrick, died in 1809, the college closed for a decade.

After its reopening in 1820, East Tennessee College prospered somewhat better for the next twenty years. In 1826, a new college building was constructed on "the Hill," and around 1840, two other structures were added. The financial situation was precarious, and subscriptions and proceeds from the sale of some state lands that had been given to the college helped to make up what tuition could not provide. A redesignation as East Tennessee University in 1840 by action of the state legislature did not improve the institution's economic fortunes. The faculty was small. It was difficult to secure competent teachers at salaries ranging from \$500 to \$1,000 a year. Even when good instructors were found, it was difficult to keep any of them for very long. The president received little more than the rest of the faculty, with his salary sometimes being supplemented by a percentage of the tuition receipts.

The Civil War virtually destroyed the college. As students and faculty left to join both the Union and Confederate forces, their divided loyalties reflected those of East Tennessee itself. The college buildings served as hospitals and shelter for troops from both sides. Shelling damaged the grounds. Fortunately, the president who took the college's reins in 1865 had been a Union sympathizer, and he managed to secure some \$18,500 in restitution funds from the Federal Government.

In 1879, the state legislature redesignated East Tennessee University as the University of Tennessee, the title under which it still operates. In requesting the

change, the trustees hoped that the name change would inspire the state legislature to provide some regular financial support, but this generosity would not come for another twenty-five years. In the meantime, the institution took the initiative in becoming a university in more than name. In 1887, it acquired a new president, Charles Dabney, the first with a Ph.D. degree and a trained chemist. By the end of Dabney's administration in 1904, there were sixteen buildings on the Knoxville campus, a faculty and staff of over fifty, and a student body of nearly five hundred, as well as medical and dental departments in Nashville.

The twentieth century witnessed the emergence of the modern University and the addition of professional schools of medicine, dentistry, nursing, social work, and architecture; the development of doctoral programs in a variety of fields; the physical expansion of the campus; and the continued growth of the student body. State appropriations on a regular basis came early in the century, and thereafter the University became the beneficiary of regular state support. Such funding was never adequate for the University's needs, in the 1980s amounting to only 35 percent of the institution's budget. The rest of the University's revenues came from student fees, auxiliary enterprises, grants, and gifts produced by an active alumni and friends development program. By the end of 1992 these gifts had produced an endowment fund valued at \$259 million, an increase of some 500 percent over the previous decade.

In 1968, the University underwent an administrative reorganization which left the University in Knoxville as the "flagship" and headquarters of its new "System," now comprising the medical units at Memphis, a four-year college at Martin, the former private University of Chattanooga (added a year later), the Space Institute at Tullahoma, the College of Veterinary Medicine, the Agriculture Institute, and the Public Service Institute. An additional primary campus in Nashville had a brief existence from 1968 to 1980 before it was closed and merged with Tennessee State University by an order of the federal district court in Nashville.

The vignettes that follow originated with the creation in 1988 of the Office of the University Historian by Dr. Jack E. Reese, then chancellor of the Knoxville campus. With the approach of the University's bicentennial, Reese recognized the importance of reminding the faculty and students of the institution's past and of encouraging individual colleges and departments to systematically preserve their own records and also to write their own histories. Dr. Milton M. Klein,

emeritus professor of history, assumed the position of University Historian on July 1, 1988, and shortly thereafter began writing a series of "Vignettes" to raise the historical consciousness of the campus community and to arouse interest in the University's history. The vignettes appeared periodically in *Context*, a publication of the Office of University Relations, and drew upon individual histories of colleges, departments, and programs prepared by those agencies. Other vignettes stemmed from original research conducted by the Office of the University Historian.

This publication includes most of the vignettes published between 1988 and 1993. They do not purport to be a comprehensive history of the University; they simply highlight some people, events, and academic programs that are interesting in themselves and contribute to an understanding of the University's larger history. Together, they remind students, faculty, alumni, and friends of the rich heritage the University proudly calls its own. Most of the vignettes are reproduced here unchanged; others have been revised somewhat for this format.

The vignettes are the work of Dr. Milton M. Klein, the University Historian, with the assistance of research associate Margaret Ellen Crawford, research assistant Lisa L. Williams, and graduate assistants David Arwood, Bryan Culp, Andrew S. Moore, and Kathleen R. Zebley. Grateful acknowledgments are due to members of the Office of University Relations who assisted in completion of this publication: Diane Ballard, James F. Kelly, Linda B. Weaver, and Vicki Johns.

Knoxville, Tennessee

January 1994

Preface to the Second Edition

In this second edition, several minor errors that appeared in the first edition have been corrected. There is no change, however, in the substance of the text.

Knoxville, Tennessee

July 1996

PEOPLE

History is the essence of innumerable biographies.
—Thomas Carlyle

Many individuals have shaped the University of Tennessee over the course of the past two centuries. Nineteen presidents have guided the institution as it progressed from a traditional eighteenth-century classical college to a twentieth-century research institution. Some, such as Charles Dabney, Brown Ayres, and James Hoskins, were more influential than others. Some faculty have also made special contributions to the life of the University; but, in the long run, it is the alumni who, by their own achievements, have brought lustre to their alma mater.

The vignettes that follow exemplify the role of administrators, faculty, and alumni in advancing the University of Tennessee from its humble beginnings to its present stature.

UT's First Presidents

Blount College, the forerunner of the University of Tennessee, was chartered by the legislature of the Southwest Territory in 1794 as a non-sectarian school without ties to any religious denomination. Nevertheless, the college's first president was a minister—as were six of the next nine men who followed him as the institution changed its name to East Tennessee College, East Tennessee University, and the University of Tennessee. Two of the three men who were not ministers had close ties to organized religion: one, James H. Piper, studied for the ministry and may have become a minister; his successor, Joseph Estabrook, was preparing for the ministry when a throat ailment forced him to discontinue his studies.

The religious character of the institution's presidency during these early years was reflected in a classical curriculum not unlike that of the colleges at which these minister-scholars had received their own education. It was not until the inauguration in 1887 of the eleventh president, Charles Dabney—the first president with an earned Ph.D.—that the course of study changed significantly.

Three of the minister-presidents (Carrick, Coffin, and Cooke) were ordained as Presbyterians; two were Episcopalians (Humes and Ridley); one was a member of the Christian Church (Carnes); Piper was probably a Presbyterian minister at one time but later shifted his religious affiliation to the Episcopal Church; the affiliation of Sherman is unknown.

The classical influence of the New England colleges must have been strong on those presidents who attended them: Estabrook and Cooke were graduates of Dartmouth, Sherman went to Yale, and Coffin attended Harvard. Carrick, the first president, was educated in Virginia at Liberty Hall Academy, which was founded by a minister. The academy later became Washington College and was the alma mater of James Piper. Ridley was an alumnus of the University of North Carolina. Three of the early presidents had East Tennessee connections: Reese attended Blount and Greeneville Colleges, and Humes and Carnes graduated, respectively, from East Tennessee College and East Tennessee University.

The salary of the first president, Samuel Carrick, was \$450 a year in 1808, but a little over a decade later David Sherman was paid \$900. The increase was probably due to inflation after the War of 1812. The next president, Charles Coffin, in addition to receiving a home, was paid \$1,500, presumably quite a good salary for 1827. Three years before the Civil War, the salary of William Carnes was \$2,100 along with a house—the largest salary of any of the first ten presidents. In 1865, Thomas Humes received \$2,000 in addition to his traveling expenses.

The eighteen-year tenure of Humes was the longest of the early presidents, and he probably would have served longer had not the proponents of change caused his resignation. Joseph Estabrook's presidency lasted sixteen years, reflecting a period when the

school's money problems were less severe than usual. Samuel Carrick had been president for fifteen years when he died at the age of forty-nine. The other seven presidents served terms of less than six years, with Cooke and Carnes serving two years each and Piper only one. At the age of thirty-three, Piper was the youngest president of the first ten.

Carrick was a year older when he became president of Blount College. Estabrook and Cooke were both forty-two; the others were in their fifties, with Reese being the oldest at fifty-seven. As Sherman's birthdate is unknown, it is not clear how old he was when he assumed the presidency of East Tennessee College.

REVEREND SAMUEL CARRICK, 1794-1809



Like many Presbyterian ministers who began private schools on the frontier, Carrick opened a seminary in his home for Knoxville students seeking a classical education. The event occurred in 1792, two years before a bill to establish a college in the territorial capital was introduced in the legislature.

Born in 1760 in Pennsylvania, Carrick was educated in Virginia and ordained as a minister at the tender age of twenty-two. He visited the Southwest Territory several times, presumably as an itinerant preacher, before settling in the vicinity of Knoxville about 1791, accompanied by his wife and three children. His first church was located at the confluence of the Holston and French Broad Rivers, near the site of the present Forks of the River industrial park. Various descriptions of Carrick include "urbane, and even courtly and of a fine commanding appearance" and as "liberal, tolerant, and refined," Carrick was also rugged enough for the Tennessee frontier. A story told of him is that he left the burial of his first wife to others in order to join a retaliatory expedition against a band of Cherokees. Carrick was the first preacher in Knoxville and served as pastor of the First Presbyterian Church concurrently with his presidency of Blount College.

Pioneers were jacks of all trades, and Carrick was no exception. He served as a teacher in his classical school at home, preached in two churches, and practiced "the art of healing" even though he had no formal medical training. At Blount College, Carrick was president and sole faculty member to an unknown number of students. Gifts and tuition of \$8.00 per semester were insufficient to sustain the college very long. When Carrick died in August 1809, he was owed salary of \$87.82, which his heirs received twelve years later with interest of \$59.61.

With Carrick's death, the college, which had been redesignated as East Tennessee College in 1807, was closed until 1820. No likeness of Carrick has survived. His appearance is as mysterious as the middle name "CZR" which was inscribed on his tombstone.

REVEREND DAVID A. SHERMAN, 1820-1825



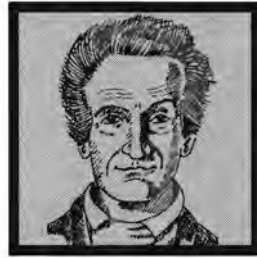
When East Tennessee College reopened in 1820, its new president was David Sherman, formerly principal of Hampden-Sydney Academy, a struggling Knoxville preparatory school which now merged with its larger neighbor.

Sherman was a New Englander and a graduate of Yale College, where he remained as a tutor after his graduation in 1802. In 1817, he was in Knoxville as principal of Hampden-Sydney; his salary was apparently so meager that he also took on the post of librarian of the newly formed Knoxville Library Company—at an annual salary of \$20. One of Sherman's students said he was "a hard worker and a rigid disciplinarian." Apparently,

he did not “spare the rod” as he carried with him a two-foot stick roughened on the end to better sting a pupil’s hand. Strict laws concerning church attendance, absences, damages, and misdemeanors and crimes were adopted during his administration.

Sherman resigned in 1825 due to poor health, but he seems to have regained enough vigor to assume the presidency of Jackson College in Columbia, Tennessee. Sherman’s departure would have left East Tennessee College bereft of a library had not the school’s trustees purchased his books for \$161.63. Sherman had allowed the students to use his own volumes during his presidency.

REVEREND CHARLES COFFIN, 1827–1832

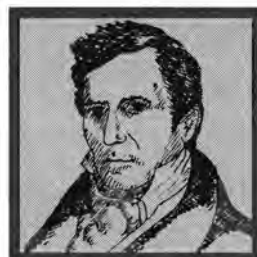


In 1826, the trustees of East Tennessee College voted to sever ties with Hampden-Sydney Academy and to purchase a new site for the college. A forty-acre tract of land to the west of Knoxville called “Barbara Hill” was chosen because of its excellent location (“near and yet secluded”), its spaciousness, the springs on the property, and the commanding view from its hill. They tendered the presidency of the college to

Charles Coffin, president of Greeneville College (Tusculum) and a Presbyterian minister with a Doctor of Divinity degree from Williams College. A native of Massachusetts and a graduate of Harvard, Coffin had come to Tennessee in 1800 to join the faculty of Greeneville College. Ten years later he assumed its presidency and also the pastorship of the local Presbyterian church. As a special enticement to get him to come to Knoxville, the trustees offered a \$1,500 annual salary, generous for that time, and a president’s home, purchased when an additional seventy-four acres including a spacious residence were added to the original tract.

Coffin remained as president for five years, teaching full-time in addition to performing administrative work. During his tenure, fierce public opposition was expressed over the expenditure of \$13,000 on the college’s first building (Old College, which was razed in 1919 to build Ayres Hall). Additional criticism was directed at the college for being primarily a school for the wealthy. This opposition was partly a factor in Coffin’s resignation, for in leaving he told the trustees that the “public feeling” of East Tennesseans was not sufficient to support a college. Although Coffin was only fifty-seven when he left the presidency, he thought a “younger man, of unfailing health” should be selected to lead the institution.

JAMES H. PIPER, 1833–1834



The trustees must have felt the same way for they chose the youngest man of the first ten to be president. At the time of his selection in 1833, James Hays Piper, age thirty-three, had been president of Columbia College (formerly Woodward Academy) in Columbia, Tennessee, for two years and professor of mathematics and natural philosophy at East Tennessee College for three years.

A native of Rockbridge County, Virginia, Piper received a bachelor’s degree from Washington College (later Washington and Lee) in 1819 and the Master of Arts degree from East Tennessee College in 1830, the latter apparently as a reward for his joining the faculty. After serving only one year as president, Piper resigned and returned to his home state of Virginia, where he became a surveyor, engineer, and turnpike builder. He also served in the state senate from 1840 to 1846 and thereafter for a short time in the Polk ad-

ministration as Principal Clerk of Public Lands in the General Land Office. Although he is said to have been a Presbyterian minister, there is no corroborative evidence of this. There is evidence, however, that he attended the first Episcopal convention in Tennessee in 1829 and was a vestryman of an Episcopal church in Wythe County, Virginia.

Although he disliked speaking of it, Piper won some renown in his later years for a feat he had accomplished while a student at Washington College in 1818: he was the first white man known to have scaled the Natural Bridge.

JOSEPH ESTABROOK, 1834–1850



Joseph Estabrook was one of three UT presidents who were not ministers. A native of New Hampshire, Estabrook graduated from Dartmouth in 1815 and began preparing for the ministry at Princeton Theological Seminary when throat trouble interrupted his studies and ended his ministerial career. He had been principal of academies in Massachusetts, Virginia, and Knoxville when East Tennessee College tapped him for its presidency.

Although Estabrook was “given to elegant ruffles and fine boots” and “to the prodigious use of snuff,” he was also a good administrator and secured the respect and affection of the students, many of whom referred to him as “Old Joe.”

During his sixteen-year administration (the longest of any president up to that time), Estabrook relaxed discipline, employed scholarly professors for the faculty, and oversaw the building program which led to the construction of the East and West College buildings, flanking Old College. Courses of instruction became more organized, catalogs were published for the first time, an alumni association was formed, and the first literary societies, Philomathesian and Chi Delta, were established. It was during Estabrook’s presidency, as well, that the school assumed its military character. Estabrook was also instrumental in securing from the legislature the change of the institution’s name to East Tennessee University in 1840. Estabrook’s reforms were said to have raised the college “from almost total prostration to a respectable rank among the educational institutions of the country.” One indication of the effect of Estabrook’s reforms was the near doubling of the student body during his administration, from 95 to 169.

Estabrook’s resignation in 1850 was prompted ultimately by a bitter sectarian debate among Baptists, Methodists, and Presbyterians. Although no sectarian doctrines were taught at the University in the 1840s, some of the trustees were concerned that two of the five faculty members were Presbyterian ministers.

In 1842, one of the two resigned voluntarily; three years later the trustees terminated the second for financial reasons. A furor really erupted in 1847 when increased enrollment at the University necessitated the hiring of a new professor and the trustees chose another Presbyterian minister, Rev. Alexander Doak. Although he was well qualified to teach Greek and Latin and only remained on the faculty a few months before assuming the presidency of Washington College, Presbyterian and Methodist newspapers hotly debated the appointment for several years. One critic claimed that since there were more Methodists in the student body than all other denominations combined, the faculty should reflect the same sectarian ratio. In disgust, Estabrook tendered his resignation on March 4, 1850.

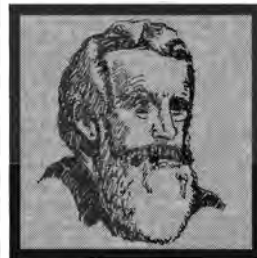
HONORABLE WILLIAM B. REESE, 1850–1853



In UT's first ninety-three years of existence, William Reese was the third president who was not a minister. A native Tennessean, Reese was a prominent Knoxville lawyer and jurist who had attended Blount and Greeneville Colleges and, after reading law, was admitted to the bar in 1817. He served as chancellor of the eastern division of Tennessee and had finished a twelve-year term on Tennessee's Supreme Court before becoming president of East Tennessee University in 1850.

Financial difficulties continued to plague the University during Reese's brief administration. The trustees had adopted a plan under which the president and faculty would not receive fixed salaries: the president would earn \$350 per annum and each professor \$250 yearly, and both would receive a percentage of the tuition receipts, providing that their salaries did not exceed \$1,500 and \$1,000, respectively. Five professors were invited to join the faculty; two immediately rejected their appointments. A third professor, Rev. Alexander Doak, accepted on the conditions that his salary "certainly not be less than before" and that there be no "sectarian wrangling" about his selection. Doak's terms were apparently not met, because he did not join the faculty. Eventually, five professors were hired, but enrollment declined and the institution remained in poor fiscal shape. Reese remained only three years as president, resigning in frustration.

REVEREND GEORGE COOKE, 1853–1857

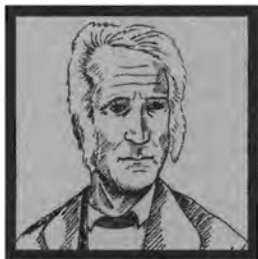


George Cooke, a New Hampshire native and 1832 graduate of Dartmouth College, had served as pastor of the Second Presbyterian Church upon his arrival in Knoxville in 1852 from a church pastorate in Andover, Massachusetts. Cooke was also serving as principal of a Knoxville female academy when asked to be president. The energetic Cooke set about with "almost unprecedented zeal . . . to recuperate the languishing University."

Salaries were reduced, tuition was increased, and laboratory fees for chemistry were charged for the first time. A plan of studies used at the University of Virginia was adopted which allowed students to be grouped by the academic fields in which their talents lay. Students were also allowed to pursue degrees by examination, irrespective of the length of their attendance at the University.

The Alumni Association, now formally organized, was encouraged to be more active in securing popular support for the institution. Unfortunately, such support was undermined by the slavery controversy. Local pro-slavery newspapers complained about the inappropriateness of a northerner presiding over a southern school. Although little is known about the political climate surrounding the University itself, sectional strife could hardly have failed to affect the increasingly frail institution. The resignation of Cooke in January 1857 and two other faculty members a month later resulted in the suspension of operations at the school for less than a year.

REVEREND WILLIAM D. CARNES, 1858-1860



Although there was talk of closing the University permanently, a year later William Carnes accepted the presidency. A South Carolinian, Carnes had entered the ministry at the age of nineteen and became a student at East Tennessee University in 1839, when he was already a married man in his thirties with a family. He graduated in 1842 and was immediately made principal of the Preparatory Department, a position which he held until 1848. He later served as principal of Lafayette Academy in Bledsoe County and as president of Burritt College in Spencer, Tennessee.

One of the new president's first proposals was the construction of a gymnasium, an innovative idea in higher education since most colleges had no such facilities at this time. A Military Department was also authorized at the University while Carnes was president. This was partly the result of a legislative act which provided arms and equipment for that purpose. Carnes was also an innovator in his attempts to obtain additional funds for the school; he appeared personally before the legislature in Nashville to make his appeal for more money. Personal tragedies—the almost fatal illness of his youngest son and the death of his wife—probably hastened Carnes's resignation in May of 1860.

REVEREND JOSEPH J. RIDLEY, 1860-1862



Ridley, a native of North Carolina who was educated at the University of North Carolina, held pastorships in several Tennessee towns before becoming East Tennessee University's president. He entered upon his presidency buoyed by an increase in the student body to 110 (73 of whom were in the Preparatory Department), the largest enrollment in the previous twelve years. The increase permitted

the trustees to enlarge the faculty and hire a janitor. According to the catalog of that year, Ridley would govern students "by the law of kindness and affection." Students were also required to attend chapel each morning and evening and Sunday services at local churches "chosen at the pleasure of the parent[s]." Ridley described the University as "wholly unsectarian," with Presbyterians, Episcopalians, and Methodists represented on the faculty. Too, one of Ridley's first acts as president had been to request of the Board of Trustees that ministerial students of any denomination receive free instruction.

Ridley's optimism was dashed by the firing on Fort Sumter in April 1861. Nevertheless, East Tennessee University opened in the fall of 1861, although with a much-reduced student body and with the same faculty, excepting Professor Milford C. Butler, a Union sympathizer who had returned to Ohio after receiving threats upon his life. (Butler, professor of ancient languages, was replaced by the perennial Alexander Doak.) The term lasted only one-fifth its normal time, however, and in January 1862, University buildings were taken over by the Confederates (and later by Union troops) as a military hospital. Shortly afterward, pro-Confederate Ridley resigned to return to his home state of North Carolina. He subsequently took up a pastorship in Milledgeville, Georgia.

REVEREND THOMAS W. HUMES, 1865-1883



Following the hiatus of the Civil War, the trustees named Thomas Humes president in July 1865, but it was not until a year later that the institution could resume operations. Even then, the campus was in such a state of disrepair that classes for the twenty students who enrolled were held downtown in the Knoxville Deaf and Dumb Asylum (later the City Hall building). Humes was a Knoxville native and an 1830 graduate at the age of fifteen from East Tennessee College. He had studied for the ministry at Princeton Theological Seminary but had been unwilling to subscribe to the Presbyterian Westminster Confession of Faith and was not ordained.

Humes then worked for a time as a merchant and a newspaper editor and was an unsuccessful candidate for the legislature before his ordination in 1845 in the Protestant Episcopal Church. He had been the much-respected rector of St. John's Episcopal Church in Knoxville for seventeen years when asked to be president of East Tennessee University, and he continued additionally in this capacity for another four years.

The major task facing Humes was the rebuilding of the University. During the period of Reconstruction following the war, this task was made easier by the fact that Humes had been a staunch Union supporter. Although it took nine years, the school was able eventually to collect \$18,500 from the federal government as compensation for the damages incurred while occupied by federal troops. Also, in 1869, East Tennessee University was designated the recipient of the federal land-grant funds provided by the Morrill Act of 1862.

During Humes's administration, great strides were taken to reorganize and rehabilitate the once war-torn campus, including the erection of several new buildings (one of which, South College, still survives), the addition of new faculty, increased enrollments reaching a high of 315 in 1874, the addition of medical and dental departments located in Nashville, the establishment of an agricultural experiment station, and the redesignation of the institution by the legislature in 1879 as the University of Tennessee. But much of the Humes years was taken up by bitter contention between those who would shift the University's curricular emphasis from the classics to the agricultural and mechanical arts and those who would retain the traditional academic framework. Humes stood with the traditionalists, and this led to his unfortunate downfall. The trustees asked for his resignation, and on August 24, 1883, Humes complied.

Humes's departure marked the end of an era. The appointment in 1887 of Charles W. Dabney, the first president with a Ph.D., led to changes so drastic that at the end of his administration in 1904 the century-old institution on the Hill finally could be called a university in fact as well as in name.

Charles W. Dabney: Eleventh President, 1887-1904

On May 21, 1935, a ceremony was held on the University campus to name the recently completed Chemistry Building on “the Hill” as Dabney Hall, after the eleventh president of the University, Charles William Dabney. The initiative for the ceremony had come from a committee of the faculty and two deans; they had petitioned the Board of Trustees the previous December to name the building after Dabney in recognition of his role in reorganizing the University and laying “the foundation on which succeeding Presidents have built.” The testimonial was a gross understatement of Dabney’s role in the history of the institution he had headed for seventeen years. Professor of Electrical Engineering Charles A. Perkins put it more emphatically in his remarks at the chapel assembly in Alumni Hall: “All the later expansion of the University in size and educational leadership has been based on foundations laid by Dr. Dabney.” A later historian of the University was even more perceptive in his evaluation of Dabney’s achievement: “No subsequent president ever matched the turnaround that Dabney engineered.”

The seventy-nine-year-old Dabney was present at the 1935 dedication of the Chemistry Building to hear himself eulogized, but it is not likely that most of the students and faculty in attendance fully appreciated the extent of the “Dabney Revolution.” During his administration, the faculty was virtually replaced and then almost doubled in size; the student body was enlarged almost threefold; library holdings increased from eight thousand to nearly twenty thousand volumes. The military regimen that had prevailed on the campus for twenty years was ended. Women were admitted; a dean of women was appointed; a law school was created; so was a summer school—which turned out to be both a pioneering effort and the largest such institution for the training of teachers in the entire South. The Preparatory Department, which had enrolled more than half the students on the campus, diminished the institution’s image, and diverted its energies to secondary school education, was abolished. Enrollment increased from about 400 students in 1887 to 729 in 1904.

Under Dabney’s presidency, the University of Tennessee joined with the University of Maine in 1899 to establish a new national honor society, Phi Kappa Phi. Dabney instituted publication of the *UT Record*. As a result of Dabney’s efforts, the state legislature made the first direct appropriation of funds from the state treasury to the University. Dabney found the University little more than an enlarged classical college limited to a half-dozen buildings in poor physical condition and with property valued at slightly



Charles W. Dabney

Universal Education in the South

BY
CHARLES WILLIAM DABNEY

IN TWO VOLUMES
VOLUME II
THE SOUTHERN EDUCATION MOVEMENT

CHAPEL HILL
The University of North Carolina Press

Dabney's history of the movement to improve public education in the South at the turn of the century is still a major source of information on this subject.

more than \$130,000; he left it a research institution with new laboratories, dormitories, a gymnasium, and a library—a physical plant worth almost \$900,000. A renamed Chemistry Building seemed little enough tribute to the first president of the University with a Ph.D. degree and one of the outstanding educational leaders of his time.

Dabney was thirty-two years old when he assumed the UT presidency in 1887. The institution had been without a head for four years and had been embroiled in controversy between an “old guard” faculty who sought to maintain a classical, literary curriculum and a Board of Trustees that demanded a change in orientation to make the college the agricultural and mechanical institution the federal Morrill Act of 1862 required. Indeed, the state legislature had admonished the University by an official resolution in 1887 that the University’s “leading object” was to teach “those branches which relate to agriculture and the mechanical arts.” The legislature reminded the faculty bluntly that “other scientific and classical studies” might be included in the curriculum but were “not essential to the leading object prescribed.”

Dabney was just the person to give practical effect to the legislative prescription. Fresh from a doctoral degree in chemistry at the University of Göttingen in Germany, he had served as head of the new agricultural experiment station of North Carolina for the past seven years. A staunch southerner and the son of a Presbyterian minister who had served as a chaplain on the staff of Stonewall Jackson, young Dabney differed from his father in his vision of the New South. Robert L. Dabney was embittered by the Confederacy’s defeat and was unsympathetic to efforts to improve the lot of the South’s black population. By contrast, his son Charles saw the education of *all* southern children in free, public schools as the South’s only salvation. To those like his father who looked back nostalgically to the antebellum years, Dabney responded that the black man was “in the South to stay . . . and the Southern people must educate him or he will drag them down.”

The obverse of Dabney’s philosophy of education at the lower levels was his insistence that university schooling must prepare young people for an active, not a contemplative, life. He criticized the University of Tennessee as he found it—and all the other “old colleges”—as places in which knowledge was imparted to the students. In the new university of Dabney’s imagination, students would engage actively in learning and would prepare to be not “country gentlemen” but functioning citizens. Dabney would not discard the classics but would include them in his scientific-utilitarian curriculum: “The perfect education is one which tunes every string on each human instrument.”

Dabney moved quickly upon assuming the presidency to put his ideas into effect. Convinced that UT had fallen under the control of an “old-fogy” classical-bound faculty, he replaced virtually all of them. Their replacements included a prominent agricultural specialist from Massachusetts, two Cornell graduates, one from Maine, and one each from the Universities of Virginia and North Carolina. Tennessee’s governor complained about the large number of “foreigners” appointed to the faculty, but Dabney stuck to his guns. Dabney’s next priority was curricular reorganization. All undergraduate academic offerings were subsumed under a “College of Agriculture, Mechanic Arts and Sciences.” The terms “classical” and “liberal arts” were dropped, although classical courses were still offered. The new emphasis, however, was on the sciences and engineering.

The new president now moved to attract the appropriate students to the new university. While a few sub-freshmen remained on the campus after the Preparatory Department was eliminated, the students at the University were now bona fide collegians. Dabney also urged state legislators to nominate the best students, whether in their dis-

tricts or not, for University scholarships. On a personal level, Dabney went out of his way to assist students who were experiencing academic difficulty. He wrote parents who were concerned about their sons' health. After women were admitted, experimentally in 1892 and on a regular basis in 1893, he created the position of dean of women in 1899 to care for their welfare. By the end of Dabney's presidency, Dean Florence Skeffington could report a doubling of the number of women students in the previous four years, the opening of a new women's dormitory, and enthusiastic support from the women of the state. "I am very hopeful for the future," Dean Skeffington concluded in her 1903 report on the Women's Department.

Concurrent with his reorganization of the University, Dabney worked to improve the agricultural experiment station, a role which he had pioneered while in North Carolina immediately prior to his UT appointment. At the same time, Dabney was establishing a national reputation as an expert on agricultural research policy. President Grover Cleveland recognized Dabney's expertise by naming him assistant secretary of agriculture in late 1893. Dabney secured a partial leave of absence from the University for the next four years, agreeing to continue to manage the University's affairs to the fullest extent possible and to be present on the campus at least four times a year. His absence did not halt the forward progress of the University; it simply made Dabney a more visible national figure.

Dabney returned from his Washington experience in 1897 firmly convinced of the need for advancing scientific education if the South was to progress economically; moreover, he was certain that such forward movement depended on the improvement of schooling at the elementary and secondary levels. Dabney became active in a group called the Conference on Education in the South which sought to arouse public interest in improving education in the region. By 1901, Dabney, like others in the movement, decided that the problem was not apathy but poverty. As he put it in his keynote address to the conference that year, "The schools are poor because the people are poor and the people are poor because the schools are poor." Dabney aroused the delegates by his uncompromising exposure of the deficiencies of southern schools.

The result was the formation of the Southern Education Board, with Dabney himself heading its Bureau of Information, the propaganda arm of the board. Its function was to campaign for free schools for all southern children, black and white. During its existence, the board distributed releases to seventeen hundred southern newspapers and also printed thousands of bulletins, articles, and reports. In this effort, Dabney was allied with leading educators and philanthropists, North and South, including George Forbes Peabody, John D. Rockefeller, Jr., and Robert Ogden.

As part of his effort to raise educational standards, Dabney suggested a summer school for the in-service training of teachers. He persuaded the UT trustees to allow it to use the Knoxville campus for its sessions, and he brought Philander P. Claxton to the campus to head the University's new Department of Education and the new Summer School of the South, which commenced operation on June 19, 1902.

Claxton, a graduate of the University of Tennessee, had an extensive record of teaching and administration. He had been a superintendent of schools in North Carolina and a professor of education at the North Carolina State Normal College. Like Dabney, Claxton was a staunch advocate of improved public education for whites and blacks. As head of the Southern Education Board's Bureau of Investigation and Information—previously headed by Dabney—Claxton carried the crusade for better schools throughout the state of Tennessee. The Summer School of the South was one of the means Dabney and Claxton employed to achieve their goals. Their success was spec-

tacular. They expected about three hundred students to enroll in the program when it began; more than twenty-one hundred individuals from thirty-one states attended. Until its demise in 1918, the Summer School of the South brought advanced instruction in pedagogy and academic subjects to some thirty-two thousand teachers.

Dabney's zealous advocacy of increased expenditures for public education and especially his support for the schooling of black children did not receive universal approval in Tennessee, and the trustees of the University reflected those public attitudes. Indeed, some of the trustees resented Dabney's involvement in educational concerns beyond the limits of the University's presidency. Disappointed, Dabney decided to resign. When the University of Cincinnati offered him its presidency in 1904, at a large increase in salary, he accepted.

Dabney's departure meant the removal from the University of an educational leader of national prominence who had received honorary doctorates from Davidson College, Johns Hopkins University, and Yale University, who had served as vice president of the National Education Association, and who was to acquire additional distinction as president of the University of Cincinnati for sixteen years (1904-1920) and as the author of a major work, *Universal Education in the South* (1936). The UT faculty were more appreciative of Dabney's achievements, perhaps, than were the trustees. The unanimous resolution of the faculty on June 18, 1904, was one that later generations of UT students, faculty, and administrators might well have seconded:

From an institution of local influence and reputation, the University of Tennessee has assumed the prominence which should rightly be hers, and has acquired a national reputation.

This increase is largely due to the direct or indirect influence of Dr. Dabney, and to his unflagging zeal and wise guidance. The whole result of his labors here has been such as to characterize his administration as a marked success.

In his departure we lose a President who is a leader in the affairs of the University, and in educational movements far beyond our bounds.

Dabney himself once paid tribute to the University of Virginia and to its founder, Thomas Jefferson—whom he regarded as “the greatest seer and prophet the New World ever produced”—by quoting Emerson: “An institution is the lengthened shadow of one man.” From 1887 to 1904 and for years beyond at the University of Tennessee, that shadow was Charles W. Dabney.

Brown Ayres: Twelfth President, 1904-1919

The landmark building on the University of Tennessee, Knoxville, campus, Ayres Hall, is named after the twelfth president of the University, Brown Ayres, who made UT a quality university and a *true* state land-grant institution.

A native Tennessean, Brown Ayres was born in Memphis on May 25, 1856. He received his early education in Memphis and New Orleans and went on to enroll at Washington and Lee University in Virginia. He later transferred to the Stevens Institute of Technology in New Jersey, where he received a B.S. in Engineering degree in 1878. Johns Hopkins granted him a fellowship in physics from 1879 to 1880, and by 1888 he had earned his Ph.D. degree from the Stevens Institute.

While in college, Ayres took a special interest in electricity and became personally acquainted with Thomas Edison and Alexander Graham Bell. He was offered a position with Bell's infant telephone company but decided to continue his teaching pursuits.

In 1880, Ayres accepted the position of professor of physics and electrical engineering at Tulane University. Shortly afterward, on July 5, 1881, he married Miss Katie A. Anderson, a resident of Lexington, Va. Ayres rose rapidly in rank at Tulane, becoming dean of the College of Technology in 1894 and, in 1900, vice chairman of faculty and dean of the Academic College. In 1904, when elected as the twelfth president of the University of Tennessee, he was serving as acting president of Tulane and had recently declined the presidency of the University of Alabama.

The circumstances surrounding Ayres's appointment are somewhat extraordinary, bordering on the bizarre, and remain a mystery still to today's historians. The offer of the presidency to Brown Ayres was the consequence of the decision by Charles Dabney, UT's president since 1887, to accept the headship of the University of Cincinnati, a decision he announced to the UT Board of Trustees in December 1903. For the next several months, the trustees were busy considering candidates for the vacancy. Among those nominated was Howard Ayers, then president of the University of Cincinnati, whom Dabney was to succeed. The Cincinnati's name was put forth by two prominent public figures, Judge Horace Lurton, a former justice of the Tennessee Supreme Court and then a member of the U.S. Court of Appeals for the Sixth Circuit, and William Howard Taft, the Secretary of War in Theodore Roosevelt's cabinet. In a curious response to Taft's letter of April 2, 1904, nominating "Dr. Ayers of Cincinnati," Edward T. Sanford, chairman of the UT trustees' committee seeking to fill the presidential vacancy, acknowledged receipt of the nomination of Dr. Ayres. Whether this repre-



Brown Ayres

sented a typographical error or whether Sanford confused the two candidates with similar names will never be known. There are no extant trustee records on the subject. That Howard Ayers should not have been given consideration by the trustees after such strong recommendations from Lurton and Taft seems incredible. In any case, on July 20, 1904, a member of the Board of Trustees proposed Brown Ayres for the presidency, and a few weeks later, he was elected unanimously.

To welcome its new president, the University of Tennessee staged its first formal presidential inauguration, complete with parade. Held in Knoxville's Staub Theater in April of 1905, the ceremonies included dignitaries from national, state, and local governments as well as dozens of representatives of universities and colleges.

President Ayres, heading an institution of 729 students and ninety-five faculty (including the medical and dental departments in Nashville), proceeded to make the University of Tennessee a federal land-grant institution and state university in fact as well as in name. Among the many accomplishments of his fifteen-year administration were the following:

1. The College of Liberal Arts was raised in stature to the level of the Agricultural and Engineering Colleges, and the Departments of Law, Medicine, and Dentistry were elevated to colleges.
2. Able faculty and administrators were recruited, including Harcourt A. Morgan to head the Agricultural Experiment Station and later the College of Agriculture.
3. A School of Commerce was created in 1914, headed by Dr. Theodore Glocker.
4. Faculty grew to 312 and the student body to 1,893 by 1918.
5. A separate library building was constructed in 1911, with funds provided by both the state and the Andrew Carnegie Foundation.
6. Academic standards were raised, entrance requirements were stiffened, and the University was recognized by the American Association of Universities and the University of Berlin, demonstrating that a UT degree had attained a level of respectability comparable to that of other universities in the country.
7. The University obtained its first appropriation of approximately \$25,000 from the state legislature in 1905.
8. The institution's Board of Trustees, which had previously represented largely East Tennessee, was reorganized to provide for gubernatorial-appointed members from the entire state.
9. Scholarships were provided for each electoral district within the state to attract students outside of the Knoxville area.
10. The Medical and Dental Colleges were merged with the University, removed from Nashville and Knoxville to a permanent campus in Memphis, and given regular appropriations for operation and maintenance.
11. The Agricultural College was strengthened and enlarged to meet the needs of rural families in all parts of Tennessee.
12. The Summer School of the South, which had been initiated in 1902 as a training ground for teachers, became part of the regular University program in 1912.

When Ayres became president, the University was not receiving regular appropriations from the state legislature, and not much was being done by the state to support public education in general. Ayres, working alongside men such as Philander P. Claxton, head of the University's Education Department and soon to become U.S. commissioner of education, and Seymour Mynders, state superintendent of public instruction, exerted pressure on legislators to appropriate money for the state university

and for all public education, and upon county courts to give local support to their public schools. By 1908 the University was receiving \$50,000 annually in state funds.

Perhaps Ayres's most obvious deficiency was in communicating with the people who made up the state legislature. Scholarly and dignified, he lacked the down-to-earth quality necessary to deal with the politicians and the public. Luckily, men like Claxton and Morgan possessed the public relations skills which Ayres lacked and helped produce the results which the University president so ardently sought. With students, faculty, and the Knoxville community, however, Ayres was genial and comfortable.

In 1917, the University received its first \$1 million state appropriation, and for months Ayres, the trustees, and advisers were busily engaged in planning needed buildings. The construction of a single structure on the summit of "the Hill" was one of Ayres's dreams. This massive new structure would replace three antiquated buildings—West College, Old College, East College—which for almost a century had served as the principal college buildings.

In January 1919, Ayres met with several of the trustees and an architect from Chicago to plan the new buildings, the future Ayres Hall, Morgan Hall, and Jefferson Hall. The actual construction of these buildings, however, was left to others, for Ayres died on January 28, 1919, following a brief illness. His death, due perhaps to a heart attack, at the age of sixty-three was a severe shock to the faculty, students, and Knoxville community.

Ayres acquired many honors during his years of educational service. He received LL.D. degrees from Washington and Lee University (1894), South Carolina College (1905), Tulane University (1905), and the University of Alabama (1916). He served as president of the Association of Colleges and Preparatory Schools of the Southern States (1904-1905), president of the National Association of State Universities (1909-1910), and vice president of the Association of Land-Grant Colleges of the United States (1918), having declined the offer of the presidency. He was a fellow of the American Association for the Advancement of Science, and he belonged to the American Institute of Electrical Engineers, American Physical Society, Association for the Promotion of Engineering Education, Phi Beta Kappa, and Phi Kappa Phi.

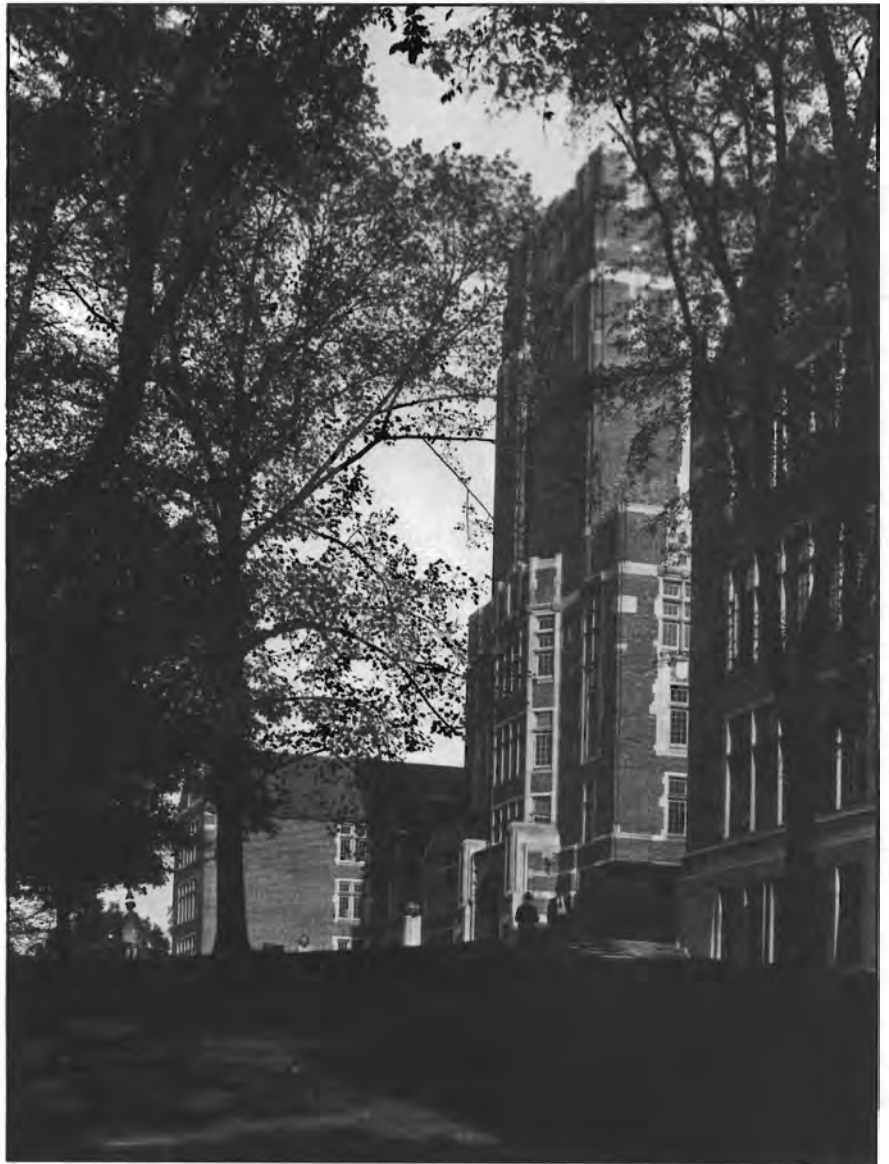
Within two years after Ayres's death, the new buildings were finished, and the large new structure on the Hill, a collegiate Gothic building of brick and cast stone with its clock tower and three-story wings, which Ayres had envisioned, became a reality. Fittingly, the trustees voted to name it "Ayres Hall" in memory of the University's twelfth president. This was done with appropriate ceremony on June 7, 1921. (Ironically, and adding to the confusing circumstances surrounding Ayres's appointment, the dedicatory plaque placed in the building when it opened misspelled Ayres's name as Ayers. The error was rectified on October 14, 1992, when a new plaque with the correct spelling of President Ayres's name was installed and dedicated—in the presence of his family.)

Upon his death, the trustees memorialized his legacy:

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

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

[Source: James Riley Montgomery. "The University of Tennessee during the Administration of President Brown Ayres, 1904-1919." M.A. Thesis, University of Tennessee, 1956.]



Ayres Hall, completed in 1921 and named posthumously for the twelfth president.

James D. Hoskins: Fourteenth President, 1934-1946

In September 1887, a wiry, energetic seventeen-year-old youth recently removed to Knoxville from Dandridge entered the University of Tennessee. Born in New Market, Tennessee, on January 30, 1870, young James D. Hoskins had been reared in Dandridge, where his family had relocated when Jimmy was four years old. In Dandridge, Hoskins attended Maury Academy and, after graduation, worked for a year in his father's Knoxville grocery business, where he said he learned more math than he had been taught in school.

The Hoskins family moved to Knoxville in 1886, and young Jimmy earned enough money to enter UT. His enrollment defied the injunction of one of his father's lawyer relatives who warned that sending the young man to the University was "equivalent to sending me to hell."

To devout churchmen, a college that was not church-related like nearby Maryville and Carson and Newman (later Carson-Newman) was godless. Hoskins's father was willing to take the risk. As he told his son, "If we have trained you up to sixteen years of age and you cannot be able after that training to keep out of hell in college, I doubt if you will be able to keep out of it anywhere else."

Hoskins apparently had a reputation in Dandridge for skipping school and going fishing, which probably reflected the school's inability to motivate young Jimmy rather than his own intellectual limitations. Certainly Hoskins proved to be a bright collegian. UT's president, Charles Dabney, considered him "a very promising young man," and Hoskins soon fulfilled that promise. He was awarded a scholarship—one of the University's first—in his junior year and a medal of excellence for debating in 1890.

Despite the fears expressed by his father's friend about the University's godlessness, Hoskins found most of the students and faculty to be good "Christian gentlemen." There were only 174 students and some eighteen faculty crowded into several buildings on "the Hill," but Hoskins nevertheless regarded the University as "a large school." Still run with military discipline, the University required students to dress in uniforms of blue cap, blue blouse, and gray trousers, to rise at 6 a.m., to march to meals on weekdays and to church on Sunday in formation, and to retire at 11 p.m. While Hoskins entered UT intending to acquire a law degree, it was not until ten years later, in 1897, that he attained that goal. In the meantime, he acquired a B.S. degree in 1891 and an M.A. degree in 1893. For two years following graduation, he was an instructor in mathematics at the University, but he left in 1893 to serve as assistant principal at the Masonic Insti-



James D. Hoskins

tute in Fort Jesup, Louisiana. During his year in Louisiana, Hoskins's teaching performance and classroom demeanor earned him the principal's praise as one who was "far superior. . .to any man of his age and experience." Returning to Knoxville in 1894, Hoskins taught for the next six years in two of the city's best private college preparatory schools, Knoxville Classical and Baker-Himel, at the same time pursuing his law studies at the University.

In 1900, Hoskins returned to UT as an assistant professor of history. He rose rapidly to professor of history and economics in 1907 and four years later to the position of dean of the college. Twice, Hoskins served as acting president, in 1919 following the sudden death of Brown Ayres, and again in 1933, when Harcourt Morgan left the University to become a director of TVA. In addition, Hoskins filled the new post of dean of the University after 1919.

Indeed, Hoskins served the University in so many administrative capacities that he once referred to himself as its "general utility man. . . for the past 30 years." When Morgan resigned the presidency in 1934, Hoskins's status changed: he no longer merely served the University, he now headed it as its fourteenth president.

Hoskins's credentials and bearing were both presidential. Academically, he held three UT degrees and honorary doctorates from Maryville College and Cumberland University. (He was later to acquire an additional honorary doctorate from the University of Chattanooga.) There was another degree, D.D., which Hoskins awarded himself. It stood for "Damn Dean" and referred to the time when some UT students, on the way back from Nashville and celebrating a Volunteer football victory over Vanderbilt, were reminded by another student to be quiet because Hoskins—"that damn dean"—was on the same railroad car. Hoskins overheard the admonition and happily assumed the "D.D." degree for himself.

While Hoskins was regarded by a good many of the thousands of students he encountered during his career as friendly, approachable, and even humorous, fellow administrators and faculty found him to be rather stern, rigid, and dogmatic. "He did not convey an air of benignity," one historian of the University has said; "in fact, he gave the impression of toughness." This trait was exhibited on a number of occasions during his administrative career. In 1923, Hoskins, as dean, took a leading role in the dismissal of seven faculty members for a variety of alleged offenses, including the use of a textbook that appeared to endorse the theory of evolution. This "Slaughter of the Ph.D.s" evoked protests from students, bitter criticism from some faculty and former faculty (one of the latter commenting that "The chief enemy of progress here is the amiable dean. He is practically proof against the absorption of any new idea"), and a rebuke by the American Association of University Professors. Hoskins's toughness as well as his rigid standard of morality were also exhibited in his efforts to curb the student humor magazine, *Mugwump*, because of its allegedly "obscene" poetry. Hoskins's feud with the magazine led to its ultimate demise, by action of the trustees, in 1932. Few on campus, students or faculty, objected to Hoskins's toughness as president in demanding from the governor adequate financial support to permit the University to expand and flourish.

By objective standards, the University grew phenomenally during the years that Hoskins was dean (1910-1934) and president (1934-1946). There had been 174 students on the campus in 1887 when Hoskins entered the University; by the end of his deanship, there were almost 4,000. World War II interrupted the University's growth, but Hoskins remained long enough to witness the wave of returning veterans who by 1946 had raised enrollment on the Knoxville campus beyond eight thousand. Hoskins also shared during his long administrative career in many of the major developments

that occurred at the University. He helped in the creation of the Summer School of the South in 1902; he fought for the General Education Bill in 1909 which gave the University its first regular state appropriation; he worked to strengthen the Alumni Association and to enlist it as a protagonist for greater financial support for the University from the state government; he approved the creation of new departments of instruction—political science, chemical engineering, industrial engineering—and oversaw the establishment of the College of Education (1926) and the School of Business Administration (1938). As dean and president, he witnessed an explosion of new physical facilities: Ayres Hall (1921), Sophronia Strong dormitory (1925), the Home Economics Building (1926), Dabney Hall (1928-1929), the Physics and Geology Building (1928); Ferris Hall (1930); the library (1931), Henson Hall (1931), the Alumni Memorial Gym (1934), the Hesler Biology Building (1935), and Melrose Hall (1946). Hoskins, during his presidency, reiterated a suggestion first made by President Harcourt Morgan in 1922 that a regular faculty retirement plan be instituted, and Hoskins was able to see the proposal realized in 1941 when the legislature approved a scheme providing for a contributory plan which would enable faculty to retire at age sixty-five on a modest annuity.

Under Hoskins's leadership, the University weathered two crises: the Great Depression and World War II. By the end of that conflict, Hoskins was seventy-six years old, and some faculty members and trustees wondered whether the grizzled veteran of over forty-five years in University administration had not had enough. Some thought his personal style of supervision was outdated: the campus had become too large and its structure too complex to be run by one man in Hoskins's very personal style. Others simply wanted a fresh face for the years ahead. The trustees moved slowly in the face of the widespread support Hoskins had acquired over the years from alumni and friends of the University. In August 1944, they provided for the position of president emeritus at a salary of \$6,000 in the hope that Hoskins would find this appealing enough to retire. He did not. On his seventy-fifth birthday, admiring former students filled a large volume of testimonials for a man all conceded had "touched the lives of more people in Tennessee" than anyone else.

In June 1946, Hoskins finally retired to the acclaim of his friends and former students. He retained an office on the campus, continued to be visible, and worked on a history of the University. In 1950, the library that had been built while he was dean was named after him. On April 3, 1960, James Dickason Hoskins died at the age of ninety. The *Knoxville Journal* eulogized him for his "fierce loyalty" to the University. In the U.S. Senate, Estes Kefauver lauded him as "a wise and kindly leader, a great educator, and a distinguished citizen." A Knoxville attorney and family friend said simply, "He was a good man and a great man and only God himself will know the measure of his influence upon the thousands of young people that came directly and indirectly before him." Perhaps the most curious tribute came from a World War II veteran and alumna who in writing to the University in 1991 began her letter "Dear Dean Hoskins." She may have done it absent-mindedly, but it is quite possible that she could not imagine the University of Tennessee without James Hoskins.

John R. Neal: An Extraordinary Law Professor

During its century-long existence, the UT College of Law has had many colorful and controversial faculty members, but surely one of the most fascinating was John R. Neal.

When he joined the faculty in 1917, he had already attained substantial political recognition and a considerable degree of scholarly eminence. He had earned an undergraduate degree from UT, an M.A. and a law degree from Vanderbilt University, and a Ph.D. in history from Columbia University. Immediately upon receipt of his doctorate in 1899, he taught law at the University of Denver, leaving in 1907 to return to Tennessee to campaign successfully for a seat in the state's General Assembly. Two years later, he won election to the Tennessee Senate.

In the legislature, Neal supported the efforts of Philander P. Claxton, then head of the University's Department of Education, to secure a general appropriation for the University. Up to this time, the University's support had come largely from tuition and fees, federal appropriations, and the income from land-grant funds. Neal helped to secure passage of the General Education Bill of 1909, which increased appropriations throughout the state and established the precedent of regular allocations of funds for the University of Tennessee.

These traditional accomplishments, however, concealed a rather unconventional personality. While Neal proved popular with many of his law students, his inattention to the University's administrative requirements provoked his superiors. He did not turn in grades promptly; he failed even to grade his examinations. He announced to one class that he would give them all 90s as grades in lieu of an examination. Objectors could elect to take an exam! He often failed to meet his classes, and when he did, the prescribed lesson was discarded in favor of a discussion of current events.

His carelessness with dress deteriorated, in time, to positive slovenliness. He wore the same shirt for days without washing until it wore out; he would then put a new shirt over it. His hair was rarely combed, and he bathed only infrequently. This unorthodox behavior exacerbated bad feelings between Neal and the law school dean, Malcolm McDermott.

In 1923, six members of the faculty were dismissed upon the recommendation of James Hoskins, dean of Liberal Arts and dean of the University. The issues were varied but included charges that some of those released were too liberal in their views on evolution. When the law school dean heard of the impending action, he recommended

that Neal's name be added to the list, and in July 1923, the dismissals were formally announced. This "Slaughter of the Ph.D.s," as critics called it, provoked a public outcry and produced an investigation by the American Association of University Professors (AAUP).

Neal denounced the charges against him—of missing classes, failing to give exams, refusing to grade exams, and neglecting the subject of his lectures—and received some AAUP support in his stand, but it was not enough to change the trustees' decision.

Embittered, Neal embarked on a variety of other enterprises. The most spectacular was the establishment of a private law school in Knoxville for part-time students. It lasted for twenty years and enrolled more than seventy students during its peak period, 1940-1941, but it never attained much stature as an institution of legal education.

Neal ran for several public offices in Tennessee but failed in each effort. In 1925, he undertook the defense of John Scopes in the famous Dayton "Monkey Trial," enlisting Clarence Darrow as his co-counsel. Neal achieved some notoriety in this case but failed to prevent Scopes's conviction.

In other "liberal" causes, Neal wrote the charter for the Highlander Folk School, supported the creation of the Tennessee Valley Authority, and represented North Carolina mill workers in suits arising from a strike.

In his last years, Neal, a bachelor, became even more derelict in dress and appearance and equally eccentric in his behavior. On one occasion, at a dinner, he placed his salad in his coat pocket. On another, he commented on the beautiful treed scenery in fields where there were none. In 1959, shortly before his death, and years after his law school had closed, he announced to some old friends its opening! Friends, however, preferred to remember him as a champion of lost causes, a defender of labor unions, an advocate of civil liberties, and a supporter of the University of Tennessee.

Perhaps his most appropriate epitaph came from the pen of T.H. Alexander, a Nashville newspaperman:

"The very thing I like about Dr. John Neal is what some of his fellow countrymen object to, that is his absolute willingness upon any and all occasions to fly to the defense of any creature who is within the toils of the law. . . . What a man, what a man."



John R. Neal

Lawrence D. Tyson: Philanthropist



Lawrence D. Tyson

Few members of the UTK community realize when they stroll by the Tyson Alumni House on the corner of Volunteer Boulevard and Melrose Place that they are passing the only grave on the UT campus. It is the burial place of a dog, the family pet of Lawrence D. Tyson and his wife, Betty, who once owned the house.

Tyson, a UT alumnus, West Point graduate, Tennessee Senator, Knoxville civic leader, and a benefactor of the University, built the mansion in 1908 as the centerpiece of a six-acre estate. The home was given to St. John's Episcopal Church in 1934 to be used as a student center. The gift included a provision that the recipient should maintain the pup's grave inviolate. When the building and property were acquired by the University in 1954, the proviso was included in the deed of sale. Thus, the University of Tennessee is the legal guardian of the grave of Bonita, the Tyson puppy.

Lawrence Tyson bears greater marks of distinction, however. The son of a Confederate army officer, Tyson was born in Greenville, North Carolina, on July 4, 1861. In 1879, he entered West Point Military Academy, graduated four years later as a second lieutenant, and served with the Ninth Infantry in Wyoming, where he saw action against Geronimo and the Apaches.

Tyson came to Knoxville in 1891 with his wife of five years—the former Betty Humes McGhee—to serve as the commandant of UTK's military science program. Tyson's father-in-law, Charles McClung McGhee, the southern railroad financier and Knoxville's most prominent citizen, was probably responsible for Tyson's appointment.

Once installed, Tyson wasted little time professionalizing the program. He introduced competitive drills, artillery training, classroom instruction in tactics and maneuvers, and a weekly dress parade to instill military bearing and pride. The mock military campaign was probably his most memorable innovation. University of Tennessee graduates remembered for years afterward the "Campaign of '92," when UT cadets camped on "the Hill" and exchanged artillery fire with an opposing battalion. By all accounts, Tyson was a successful teacher. But he was also ambitious. He resigned his commission in 1895 to pursue other callings.

Tyson entered civilian life as a lawyer, having received a law degree from UT in 1894. After a brief period in the local law offices of Lucky and Sanford (Cornelius T. Lucky and Edward T. Sanford), Tyson re-entered the Army in 1898 when the war with Spain began. He was commissioned colonel of the Sixth United States Volunteer Infantry and served on the island of Puerto Rico. After the peace of 1898, he was appointed military governor of the northern portion of the island.

Between 1899 and U.S. entry into World War I, Tyson was inspector general of the Tennessee National Guard. In May 1918, President Woodrow Wilson appointed him brigadier general of the Fifty-ninth Brigade of the Thirtieth Division. He and his eight thousand-man contingent, made up largely of Tennessee soldiers, went to Belgium to reinforce British troops. In four months of continuous action, the Fifty-ninth Brigade lost almost three thousand killed and wounded, yet it won recognition as the first Allied force to pierce the famed German Hindenburg line.

After the war, Tyson was awarded the Distinguished Service Medal and was given a hero's welcome when he returned to Tennessee. Tyson's success lay only in part in his military career. With his family connections and his business acumen, he became a successful lawyer and industrialist. He organized and was president of the Knoxville Cotton Mills and the Knoxville Spinning Company, and he served as president of the Poplar Creek Coal and Iron Company and vice-president of the Coal Creek Mining and Manufacturing Company.

Tyson's business and political ambitions converged in his leadership of the Appalachian Exposition of 1911. Inspired by Theodore Roosevelt's conservation platform and by the successes of similar expositions in New Orleans and St. Louis, the Knoxville business community initiated the Appalachian Exposition to showcase the region's natural resources. Tyson, who had long associated conservation "with love of country," lent capable leadership to the affair. His success helped turn this regional exposition into a national exhibition two years later. In 1913, Gifford Pinchot, Roosevelt's conservation chief, headed the exposition's National Advisory Committee. The Southern and L&N railroads offered excursions, and area business leaders donated \$100,000 for the expansion of exposition facilities. Tyson also made his first bid for the U. S. Senate in 1913, but he was unsuccessful. He would serve in the world war and publish a newspaper before he would again seek a national office.

Charles McGhee had discouraged his son-in-law from taking up a career in politics, but the advice did not dissuade Tyson from seeking office in 1903. In that year he was elected a Democratic representative to the Tennessee General Assembly and served there as Speaker of the House. From then on, Tyson himself said that he was "constantly more or less active in politics." As Speaker, Tyson, together with other influential UT alumni, helped secure the first state appropriation for the University in



The former Tyson home, now the Alumni Affairs and Development Offices.

1905. In 1908, Tyson served as delegate-at-large to the Democratic National Convention; but for whatever reason, his political career did not gain momentum until after World War I. On his return from Europe, he purchased the *Knoxville Sentinel* and employed it to support his candidacy for political office. In 1924, he won the race for the U.S. Senate, defeating the Republican incumbent, Judge Hugh B. Lindsay, and he served in that chamber until his death in 1929.

Tyson knew better than most in the Senate the trauma of World War I, so it is not surprising that he fought for the interests of veterans and for world peace. He co-authored the Tyson-Fitzgerald Act, which extended full pay to disabled temporary officers of World War I, and he advocated U. S. involvement in the World Court in opposition to the isolationist party in the Senate.

The war left its wounds. In addition to losing his only son, Charles McGhee Tyson, in air combat over the English Channel, the elder Tyson lost much of his own vigor. When he collapsed from nervous exhaustion in July 1929, and died later on August 4, his attending physicians said he had never fully recovered his strength after the war. Knoxvilleans mourned him as a civic leader and a generous philanthropist. One of his benefactions was a tract of land to be used for a city airport honoring his deceased son. The airport was moved, but it memorialized Charles McGhee Tyson nevertheless. Another gift of land became Tyson Park. On the UTK campus, the Alumni Affairs and Development Offices now occupy the former Tyson home. It had been purchased in 1895, but Tyson commissioned George Franklin Barber to redesign it in 1907. The structure became Barber's finest work in the "classic colonial" style.

The grandeur of the home, with its classical detailing, porticoes, and balustraded terraces, bespoke the fortunes of a man who was respected by his state, his country, and his alma mater.

Orin Graff: An Educator's Educator

Orin Graff was one of the most influential and important professors in the field of educational administration in the South during the years after World War II. During his tenure at the University of Tennessee, Knoxville, he established the study of educational administration as a separate curriculum, became the founding head of the Department of Educational Administration and Supervision, and turned out a large number of doctoral degree recipients who became presidents or chancellors of colleges and universities, state commissioners of education, school superintendents, deans, and university professors. He had a powerful effect on his graduate students, one of whom—a future university president and executive director of the Tennessee Higher Education Commission—recalled that Graff was the greatest of the few inspirational teachers he had had during his many years of schooling: “Nobody described Graff as being a great orator—only a great shaper of lives.”

Born in Gervais, Ohio, on May 16, 1901, and reared in a large farm family of German-Swiss ancestry, Graff was educated in the public schools of Ohio and received his undergraduate degree from Ohio Northern University in 1929. Determined to be a teacher, Graff served as such in the public schools even while pursuing the bachelor's degree and during graduate education at Ohio State University for the next twelve years. For five of these years, he was a high school principal.

At Ohio State, while working on his doctorate, Graff came under the influence of Professor Boyd Bode, a friend of John Dewey and a leader in the “Progressive movement” in education. Like his mentors, Graff came to believe that ideas are best understood in action and that “truth can be known only through its practical consequences.” These were dogmas of the pragmatic philosophy which underlay Progressive education. Graff applied this philosophy in the post he took up shortly after receiving his doctorate: in 1943, he was named professor of education at UT and superintendent of the Norris School. The dual position reflected the rather novel arrangement by which the UT College of Education ran the school in Norris which, like the town it was in, was owned by the Tennessee Valley Authority. Graff's belief in the uses of education to reform society fit nicely with TVA's own commitment to improving the lives of people living in the Tennessee Valley. During the two years he spent at Norris, Graff learned anew the value of involving the community in the work of a school and of sharing administrative responsibilities with teachers.

At the Knoxville campus, to which he moved in 1945, Graff soon was named head of the new Department of Educational Administration and Supervision and began demonstrating his own special style of teaching. What he sought to do was to encourage



Orin Graff

students to examine their own value systems by a dialogue based on the students' reading in the works of prominent philosophers. Students found the experience stimulating, exciting, and different. As one student recalled his technique: "He had the ability to shake you up without destroying you." Another put it more simply: "He would make you think." Withal, Graff's purpose was not to undermine a student's self-confidence but to develop his potential.

The new department prospered under Graff's headship. By 1951, fifty master's theses and three doctoral dissertations had been completed under the department's faculty. Graff himself flourished professionally; the years from 1954 to 1966 proved to be the richest period of his administrative and scholarly career. Two books co-authored with former students, four articles, a flock of doctoral students who assumed high positions in education, and participation in important professional organizations made Graff a major figure in his field in the Southeast. At UT, the faculty of Graff's department doubled during this twelve-year period, and the department became recognized as one of the leading departments of its kind in the country. One program for which the department became especially known was the "competency pattern" Graff devised to evaluate the performance of school administrators. An instrument developed at UT and designed to identify the characteristics of a good administrator was called "The Tennessee Rating Guide"; it became both nationally recognized and controversial.

On another level, Graff helped lead UT into the era of racial desegregation as his department accepted the first black doctoral candidate, Harry S. Blanton, and guided him to his Ed.D. degree in 1959. Graff not only persuaded Blanton to enter the doctoral program after he had received his master's degree here but aided and counseled Blanton during his graduate education through the difficult administrative barriers and social situations he encountered—the latter off, as well as on, the campus.

Graff also provided support and assistance to two women graduate students who earned the Ed.D. degree in educational administration and supervision in 1957 and 1958, the first of their gender to do so. Graff was also instrumental in securing federal funding to establish a center in the College of Education for assisting school districts in Tennessee and Kentucky (and later also in North and South Carolina) in planning their desegregation programs. Established in 1966 and headed by Professor Fred Venditti, the Educational Opportunities Planning Center (later the Race Desegregation Assistance Center and later still, the Mid-Atlantic/Appalachian Race Desegregation Assistance Center) during its twenty-year existence assisted dozens of school systems in complying with federal desegregation legislation and planning for educational change required by law. Despite uneasiness among some University administrators, the work of the center, particularly its workshops for teachers encountering interracial classes for the first time, earned high praise from city and county school superintendents and school principals. At least one UTK campus official warmly endorsed the center's activities: "I cannot think of any work which is more vital to the citizens of Tennessee . . . developing in just one public school teacher a greater sensitivity to problems of race is an enormous accomplishment. . . ." Orin Graff would have surely agreed.

Pragmatist that he was, Graff was instrumental in establishing programs that would lead to the improvement of schools at the most utilitarian level. One of these was the School Planning Laboratory, one of only two such in the country, created in 1961. The laboratory permitted doctoral students to do field work in school planning while pursuing their education at the University. Another program was the joint center for advanced graduate study in education between UT and Memphis State University.

During its eleven-year existence (1962-1973), the program permitted administrators, faculty, and students from Memphis and Knoxville to pool their experiences and to enrich their respective educations. At the same time, it made doctoral programs available to Memphians who would otherwise have had to travel to Nashville or to universities in Mississippi or Arkansas to secure them. During its history of operations, center enrollees were awarded eighty-one doctor of education and twenty-four specialist in education degrees. Significantly, the program permitted a considerable number of blacks to secure advanced degrees that might not have been available to them otherwise.

Graff stepped down as department head in 1966. By then, he had already been honored at UT with a scholarship established in his name and a distinguished professorship. He continued teaching for the next several years and served as acting dean of the College of Education for several months in 1968-1969 before retiring in 1971. Graff's last doctoral students received the same warm, affectionate, personal attention that had been accorded to his earlier protégés. All of them in turn returned "a ferocious kind of loyalty" to Graff. One of them nominated Graff for the Tennessee Education Association's Presidential Merit Award, and Graff became its fifth recipient at the organization's 1973 convention in Nashville. Perhaps the ultimate honor was the special thirty-year anniversary conference of doctoral graduates of the Department of Educational Administration and Supervision in July of 1980. The occasion was also a tribute to Graff. One of his former students opened the conference with an amusing, if slightly irreverent, reference to Graff's omnipresence in the department: "In the beginning . . . well, really . . . even before the beginning, there was Orin Graff."

A month after this extraordinary tribute, Graff was dead. Professionally, his life reflected the development of educational administration as a recognized discipline in higher education. At UT, his career paralleled the post-World War II explosion which raised enrollments from thirty-five hundred to more than twenty-five thousand and expanded doctoral programs from two to forty-three. In the region, his efforts to promote equal educational opportunities for blacks made him one of the advance agents of social change. As a mentor, he prepared an extraordinary number of individuals for high levels of responsibility in higher education and in state and local school administrations. And his lasting influence, everyone agrees, was measurable not in the scholarly publications he authored but in the lives he touched.

[Source: Lonnie Butler, "Orin Benton Graff: Personal and Professional Dimensions of a Progressive Professor of Educational Administration and Supervision," Ed.D. dissertation, University of Tennessee, 1993.]

William E. Cole: An Exemplary Social Servant



William E. Cole

William Cole's career at the University of Tennessee spanned nearly a half century, during which he distinguished himself as a professor of sociology, head of the Department of Sociology, an active researcher and writer on scholarly subjects, and an energetic community leader. Reflecting on his first three decades at UT, Cole once said: "I have always tried to interpret and take seriously UT's three objectives—instruction, research..., and public service." But of the three, teaching was "his passion and his life." The observation was that of his colleagues, but it was undoubtedly seconded by the hundreds of students whom Cole taught during his academic career. Not surprisingly, after retirement, he volunteered to fill in as an unpaid substitute for other members of the sociology faculty if they had to be absent from the campus. When the University began offering a series of seminars on retirement planning for its active faculty members, Cole was held up as a model and addressed the seminar on the fulfillment that could be experienced by retirees. Cole himself was the model retiree!

Born on July 28, 1904, in Shady Valley, Tennessee, Cole attended Maryville College for a year. His goal was the University of Tennessee, but he had some trepidation about entering such a large institution. A year at a smaller college would help him bridge the gap between his small high school and a major state university. Cole transferred to UT in 1924, expecting to major in sociology, but when he found only three courses on that subject in the curriculum, he shifted to agricultural education and bacteriology.

Upon graduation from UT in 1926, Cole spent a year as an assistant in the College of Agriculture before heading on to Cornell for graduate work. Cole later explained that his choice of that Ivy League school was influenced by his admiration for three of his UT professors, all of whom had received their own graduate education at Cornell: Lex Hesler in botany and Nugent Fitzgerald and Adams Phillips in agriculture. Cole received his Ph.D. in 1930 and joined UT the same year. After teaching bacteriology for several years, he joined the fledgling Sociology Department and in 1936 was named its head.

During the next forty years, Cole oversaw a veritable explosion in the number of curricular offerings in the department and the initiation of an undergraduate major and master's and doctoral programs. By the time Cole's tenure ended in 1965, the department was offering more than twenty-five courses at the undergraduate level and over fifty on the graduate level.

While strengthening the department, Cole continued his own research and writing, serving as author or co-author of more than twenty books and penning numerous articles, reports, and chapters in books. He was a specialist in urban and regional sociology, particularly pertaining to the Southeast. Some of his works included *Tennessee: A Political Study* (1940), *Urban Society* (1958), and *Introductory Sociology* (1962). Cole and other prominent sociologists joined to found the Southern Sociological Society in 1935 to encourage sociological research on the South. Eventually, the Society shifted to the broader objective of promoting the discipline of sociology. In this organization, Cole held the office of first vice president in 1939, became a member of the Executive Committee in 1941, and was elected president of the organization in 1942.

All the while, Cole continued to indulge his devotion to teaching. "I always taught a heavy load because I love to teach," he once said. But he also devoted countless hours to public service.

Cole applied his knowledge of sociology to problems outside the classroom, such as racial tensions, juvenile delinquency, crime, urban living, and aging. From 1943 to 1947, Cole served as chief of the Program Review and Analysis Section of the Tennessee Valley Authority. He worked with a variety of local and statewide organizations to improve the quality of life for Tennesseans, helping to organize the Tennessee Department of Public Welfare and the United Way of Knoxville and serving as a member and eventually chairman of the Tennessee Commission on Aging.

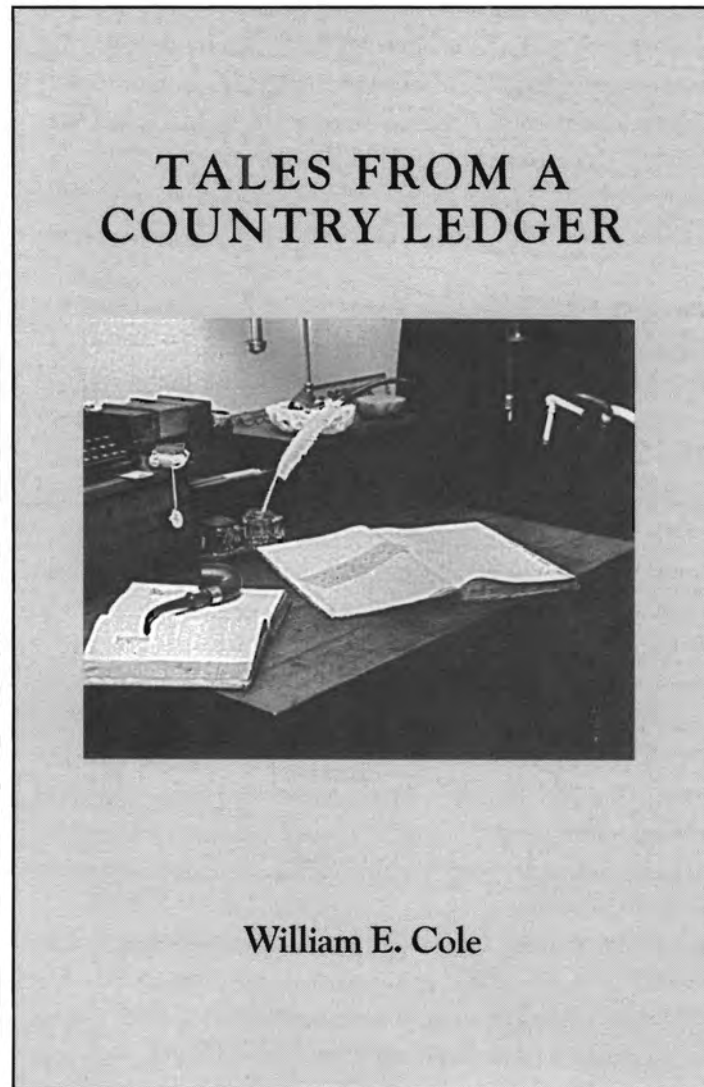
Cole's most memorable community service came with the Knoxville Metropolitan Planning Commission (MPC), of which he was a founding member and chairman from its establishment in 1956 until 1977. This was a demanding task, of which Cole once remarked: "Dale Carnegie wrote a book on *How to Win Friends and Influence People*, but I can tell you how to lose them in seven words—become chairman of a metropolitan planning commission." Before being named to the MPC, Cole had been a member of the Knox County Planning Commission, in which role he advocated the unification of Knoxville and Knox County governments. During the 1960s, Cole was instrumental in structuring Knoxville's largest federal program of urban renewal, which included the development of the University's west campus.

Cole's work did not go unrecognized. He received community service awards, was named the 1959 Phi Kappa Phi lecturer at UT, was designated an Alumni Outstanding Teacher at UTK for 1970, and received an award of merit from the UT College of Education. He was also elected president of the Tennessee Conference of Social Work and named a Fellow of the American Sociological Association.

Professor Diana Harris, who co-authored with Cole *The Elderly in America* (1977) and *Sociology of Aging* (1980), remembered that students never said, "I like Dr. Cole." They always quipped, "I love Dr. Cole!" Soft-spoken, kind and considerate, with a warm and engaging personality, Cole had a great sense of humor and enjoyed his work. He considered UT "the greatest place in the world." Dr. Thomas Hood, a later head of the Sociology Department, reminisced that one of Cole's principal talents was instilling confidence in doubtful graduate students and encouraging them to complete their degrees.

In 1965, Cole vacated the chair of the Sociology Department but remained an active faculty member. He retired nine years later but continued to research and write. One of his proudest creations, *Tales From A Country Ledger*, a recollection of his youth in Shady Valley, was published in 1979. Although officially retired, Cole maintained an office on the ninth floor of McClung Tower, often reporting to work at 8:00 a.m. during the week and spending half of Saturday in his office. It was here that he suffered

a heart attack while doing what he had always done, fulfilling his obligation as a scholar/teacher. He died shortly thereafter, on March 14, 1979. That day, an anonymous note appeared on the door of the Department of Sociology, reading "Today Bill Cole died. Skies cried. On earth our loss is Heaven's gain, but grief is universal."



Cole's autobiography, published in 1979.

Prominent Alumni:

Part I

There are numerous distinctions in the field of scholarship that carry universal recognition, but the Nobel Prize and the Rhodes Scholarship are two that are undoubtedly preeminent. The Nobel Prizes, named after the Swedish chemist and inventor Alfred Nobel (1833-1896) were created in 1895 by a legacy provided by Nobel to recognize outstanding contributions in the fields of physics, chemistry, medicine and physiology, literature, and peace. The first prizes were awarded in 1901. In 1969, an additional prize in economics was instituted with funds provided by the Swedish National Bank. The Nobel Prize consists of a gold medal, a diploma, and a sum of money which varies from year to year. Currently, the cash award amounts to about \$1 million. The Rhodes Scholarships were established in 1903 by a bequest from Cecil Rhodes (1853-1902), a British mining entrepreneur, who helped open up Central Africa to British colonization. Rhodes sought to encourage the education of young male college graduates from the U.S. and the British Commonwealth at Oxford University by offering scholarships to a select number of students who could demonstrate high character, intellectual ability, and athletic prowess. In 1976, the scholarships were opened to women. Of the seventy scholarships awarded each year, thirty-two go to graduates of U.S. colleges and universities.

The University of Tennessee, Knoxville, boasts one Nobel laureate and five Rhodes Scholars. James Buchanan received the Nobel Prize for economics in 1986; the Rhodes Scholars (and the dates of their awards) are Bernadotte E. Schmitt (1905), Matthew G. Smith (1911), Arthur P. Whitaker (1917), William Everett Derryberry (1928), and Nancy-Ann E. Min (1979).

JAMES MCGILL BUCHANAN

James McGill Buchanan was born in Murfreesboro, Tennessee, on October 2, 1919, into a family that had roots extending back to the first settlements in the Cumberland country. His paternal grandfather, John Buchanan—who had married Frances McGill—was Tennessee's governor from 1891 to 1893, representing the Democratic-Farmer's Alliance coalition that sought to promote agrarian interests. James's mother and father were active in local politics but managed a farm for their living. James toyed with the idea of studying law with a political career in mind but, for financial reasons, elected to attend his hometown institution, Middle Tennessee State Teachers College, while living at home and helping out on the family farm. His superior scholastic performance earned him a fellowship to the University of Tennessee in Knoxville, from which he received an M.A. in 1941.



James Buchanan

Buchanan later confessed that he had not learned much economics at Middle Tennessee—where he had majored in math, English, and social science—and not much more at UT, with an Economics Department composed of only two professors and several instructors. Buchanan did pay tribute to Charles P. White, professor of finance in Knoxville, for his knowledge and encouragement. World War II interrupted Buchanan's academic career. He entered the U.S. Navy, secured a commission, served briefly in the Naval War College, and then was assigned to the operations staff of Admiral Chester Nimitz, commander-in-chief of the Pacific Fleet. Buchanan spent the rest of the war at fleet headquarters in Hawaii and Guam.

Following the war, Buchanan resumed his graduate studies at the University of Chicago, from which he received the Ph.D. degree in 1948. Here he was converted from a "libertarian socialist" economic philosophy to the principle of the free market, which was to underlie all of his later writing and scholarly research. With his new degree, Buchanan accepted a position with the Economics Department at the University of Tennessee as an associate professor, joining his old mentor, Charles White. Within two years, Buchanan was promoted to full professor, but UT could not hold him. In 1951, he accepted the headship of the Economics Department at Florida State University, where he remained until 1955. After a year in Italy on a Fulbright grant, Buchanan moved to the University of Virginia as head of the Economics Department. He also became director in 1957 of a new research institute, the Thomas Jefferson Center for Studies in Political Economy. Its purpose was to offer an alternative to what Buchanan saw as the increasingly technical nature of economics and to promote research in "a social order based on individual liberty."

For the next twelve years, the Center provided Buchanan and the co-founder of the organization, Gordon Tullock, with an ideal place to pursue their joint interests in applying economics to the study of political decision making. This area of research came to be known as "public choice theory," and it was elucidated in a string of books which Buchanan produced either alone or as a co-author or editor. They included *Prices, Income, and Public Policy* (1954), *Public Principles of Public Debt* (1958), *The Public Finances* (1960), *The Calculus of Consent* (1962), *Public Finance in Democratic Process* (1966), *Demand and Supply of Public Goods* (1968), and *Cost and Choice* (1969).

Buchanan became unhappy at Virginia, despite his and his wife's affection for Charlottesville, over what he considered inadequate administrative support for the Economics Department. When his old mentor at UT, Charles White, wrote him in late 1966 of the prospect of a vacancy in the field of public finance in Knoxville, to be created by White's own retirement at the end of the academic year, Buchanan's interest was piqued. Despite White's strong endorsement, Herman Spivey, UT's academic vice president, rejected the recommendation on the ground that Buchanan's salary requirements exceeded the University's capabilities; besides, it would be difficult to meet Buchanan's demand for a university-wide professorship. Virginia Polytechnic Institute at Blacksburg, Virginia, could offer what Buchanan sought, and after a visiting professorship at UCLA in 1968-1969, he moved to VPI where he was named University Distinguished Professor and director of a new Center for Study of Public Choice.

For the next fourteen years, a steady stream of books poured from Buchanan's pen expounding public choice theory. Just as economic theory is utilized to predict the behavior of individuals in their economic roles, Buchanan explained, his theory attempted to do the same for individuals in their political roles—as voters, taxpayers, political party members, judges, government regulators, or elected officials. Governments, Buchanan insisted, reflect the actions and choice of politicians just as markets

reflect those of consumers. His overriding concern, however, was a form of constitutional government that would permit the orderly flow of private goods and services and protect individual rights of ownership. As a practical matter, Buchanan urged the adoption of a balanced budget by the federal government and a constitutional amendment to insure that result. "We must impose a constraint on politicians when it comes to spending," Buchanan explained. These ideas appeared in *Democracy in Deficit* (1970), *Theory of Public Choice* (1972), *The Limits of Liberty* (1975), *Freedom in Constitutional Contract* (1977), *The Power to Tax* (1980), and *Toward a Theory of the Rent-Seeking Society* (1980).

In 1983, Buchanan moved, with his research center, to George Mason University in Fairfax, Virginia, and it was here in 1986 that he received word of the award of the Nobel Prize. "I had no premonition this would happen," he exclaimed. "I was shocked." His surprise was shared by some economists who did not consider his theories to be in the mainstream of economic thought. The critics called his views "unsophisticated." Another commented caustically that "to put it bluntly, the Nobel Committee's choice is far more a testimonial to the fashionable popularity of conservative politics in the United States and elsewhere than a tribute to Mr. Buchanan's rather modest achievements."

Buchanan's supporters—who included public officials high in the Reagan Administration and on the Federal Reserve Board—stressed the novelty of his approach, wedding economics and political science and applying the processes of one to the study of the other. Buchanan himself confessed that he had faced a "lonely and mostly losing battle" in his thirty-year effort to "bring academic economists' opinions into line with those of the man in the street." The Nobel award assured him that his once iconoclastic ideas had won academic respectability and that the principle of public choice analysis had become creditable enough to warrant the highest international recognition.

Dr. Franco Modigliani, the 1985 Nobel laureate in economics, praised the prize committee for recognizing, through the Buchanan award, the contribution of economics to the other social sciences. And the Swedish chairman of the prize committee explained that "During the last five years, . . . more and more economists have started to realize the profound importance of what he's been doing."

In addition to his Nobel award, Buchanan has been the recipient of the Seidman Award of the American Economic Association (1984) and honorary doctorates from the University of Giessen (1982), the University of Zurich (1984), George Mason University (1987), the University of Valencia (1987), the New University of Lisbon (1987), Ball State University (1988), and the City University of London (1988). He is a Fellow of the American Academy of Arts and Sciences and a past president of the Southern Economic Association and the Western Economic Association. He has a home in Fairfax, Virginia, and a farm near Blacksburg.

BERNADOTTE E. SCHMITT

Bernadotte E. Schmitt was born in Strasburg, Virginia, on May 19, 1886, of an American ancestry that went back to the American Revolution and that had deep roots in the South. Both of his grandfathers served in the Confederate Army. Young Schmitt grew up in Knoxville, where his father, Cooper D. Schmitt, was on the faculty of the Department of Mathematics at UT from 1889 to 1910 and served as dean of the college from 1907 to 1910. Bernadotte attended the Baker-Himel School, one of Knoxville's best private college preparatory institutions, where he graduated as valedictorian, and attended the University of Tennessee, receiving his B.A. degree in 1904 at



Bernadotte E. Schmitt

the age of eighteen. He had studied chemistry in college and expected to go to work in a family-owned drugstore in Woodstock, Virginia, but decided he was not “deft enough” in science.

Selected as a Rhodes Scholar in 1905, Schmitt attended Merton College at Oxford University where he studied modern history and received an Oxonian B.A. in 1908 and an M.A. in 1913. His new scholarly interest was now history, and his focus was modern Germany, a country he had visited in 1906 and found to be completely distasteful because of its militaristic character. “I have never trusted Germany since,” he later remarked, “although I have liked individual Germans.” Schmitt pursued further graduate study in history at the University of Wisconsin, from which he received a Ph.D. in 1910. There followed a distinguished teaching career, largely at Western Reserve University (1910-1925) and the University of Chicago (1925-1946). When Schmitt retired from Chicago, he held the Andrew MacLeish Distinguished Service Professorship of Modern History. During his career, he also taught as a visiting lecturer at a variety of institutions in the U.S. and abroad, including Columbia University, the University of South Carolina, Washington and Jefferson College, New York University, Cornell, Stanford, the University of Wisconsin, the University of Tennessee, and the Institute for Graduate Studies in Geneva, Switzerland.

Schmitt’s first book, *England and Germany, 1740-1914* (1916), was published by the Princeton University Press. It set him on the course of his future research into modern German history and led to ten years of work on his next book, *The Coming of the War: 1914*, which appeared in 1930 in the midst of a growing historiographical debate over the origin of World War I and the countries most responsible for bringing on the catastrophe. Schmitt took his stand squarely on the side which held Germany culpable, much to the satisfaction of Germanophobes like Winston Churchill, who called it a “masterly book.” Other historians challenged Schmitt, and the controversy produced a large array of contending scholarly monographs.

Neither the debate nor Schmitt’s contentious tone prevented the book from receiving the George Louis Beer Prize of the American Historical Association in 1930 and the Pulitzer the next year. During the remainder of his academic career, Schmitt wrote three more books, *Triple Alliance and Triple Entente* (1934), *The Annexation of Bosnia, 1908-1909* (1937), and *From Versailles to Munich, 1918-1938* (1938), and co-authored a fourth, *Poland* (1945). He also edited a volume titled *Some Historians of Modern Europe* (1942), was editor-in-chief of *Documents on German Foreign Policy, 1918-1945* (1949-1952), and served as editor of the *Journal of Modern History* from 1929 to 1946. A collection of his papers, *The Fashion and Future of History: Historical Studies and Addresses* appeared in 1960.

Many honors and awards came Schmitt’s way. He held a Guggenheim Fellowship in 1927, was elected President of the American Historical Association in 1960, and was named to the American Academy of Arts and Sciences. Honorary doctorates were conferred on him by Pomona College and Western Reserve University in 1941 and Oxford University in 1967. Schmitt served briefly in World War I as a 2nd lieutenant of field artillery, and during World War II, he acted as a special consultant on history in the Department of State’s Division of Research and Publications and its Division of Historical Policy Research. In 1945, Schmitt was special advisor to the secretary-general at the San Francisco Conference which launched the United Nations Organization, and from 1949 to 1952, he served as chief of the German War Documents Project. At the University of Chicago, Schmitt was known for the personal interest he took in his students,

many of whom called him "Uncle Bernadotte." He reciprocated their affection and in the 1950s and 1960s entertained them at his home.

Bernadotte Schmitt died at his home in Alexandria, Virginia, on March 22, 1969. A Chair of Excellence in his name was established in the UTK History Department in 1988.

MATTHEW GLENN SMITH

Matthew Glenn Smith was born December 9, 1886, in Kenton, Tennessee, where his father was a farmer. He was educated at Kenton Institute and entered UT in 1905, at a time when the entire student body at Knoxville numbered no more than four hundred. Smith led an active life on the campus and was quickly recognized as a student leader. He was a member of the German Club and the YMCA; he served on the Student Senate and as vice president and president of Philomathesian, one of the two literary societies on the campus. He found time for athletics, joined the fencing club in his freshman year, and was a member of both his class basketball team and the varsity team, in the latter case playing alongside Nathan Dougherty, who later became dean of engineering at UT. Smith was elected to the national honor society, Phi Kappa Phi, in 1908 and was editor-in-chief of the student newspaper, the *Orange and White* in 1908-1909. He also was named a lieutenant in the military cadet corps.

After his graduation in 1909 with a B.A. degree, Smith taught English at Knoxville High School for two years before being named a Rhodes Scholar in 1911. At Oxford University, he was a member of Hertford College, from which he graduated in 1914 with a degree of Bachelor of Arts in jurisprudence. His classmates remembered him as interesting, warmhearted, witty, and puckish. He overcame the reticence of his English classmates by his own conviviality. One who came to know him well recalled that "He was one of the extremely few men who...never swore (beyond a mild epithet), never lost his temper, and never said an unkind word about anyone."

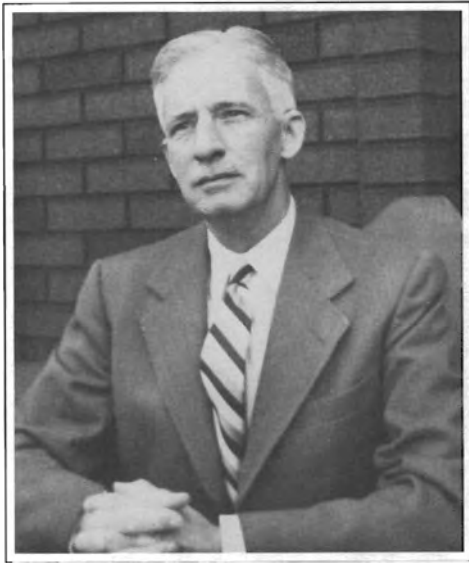
After visiting Fort Worth, Texas, he decided to make his home there and began the practice of law. It was interrupted by World War I. Smith enlisted in the army and, after attending officer candidate school, was commissioned a captain in the coast artillery. He served with his unit in France in 1918, taking part in the engagements at Saint Mihiel, Aisne-Marne, and the Argonne, and securing promotion to the rank of major.

Following his discharge in December 1918, Smith returned to Fort Worth and law practice as a member of the firm of Smith, Blow & Culver. From 1921 to 1947, he combined his law practice with service as a part-time referee in the federal bankruptcy court for the Northern District of Texas. When the position became full-time in 1947, he gave up his law practice to remain on the bench. During his career, he handled more than two thousand cases involving sums amounting to more than \$1 million. He also wrote three articles on the subject of bankruptcy for the *Journal of the National Association of Referees in Bankruptcy*, collecting them in book form as *They Ask the Referee: One Thousand Questions about Bankruptcy* (1951).

In Fort Worth, Smith was an active member of local and state bar associations, the American Bar Association, and the National Association of Referees in Bankruptcy. He maintained an interest in athletics all his life. At Oxford he was a member of his college four-oared boat team; in later life he was an avid golfer and fisherman. Professionally, he was regarded by colleagues of the bench and bar as a person of unfailing courtesy and consistent dignity and integrity. Friends admired him for his generosity to individuals who were financially strapped and for his contributions to the local Methodist Church, of which he was a steward for more than twenty-five years. He died at Fort Worth on March 29, 1961.



Matthew Glenn Smith



Arthur Whitaker

ARTHUR PRESTON WHITAKER

Arthur Preston Whitaker was born in Tuscaloosa, Alabama, on June 6, 1895, the son of an Episcopalian minister and the descendant of southerners who had come to the colonies in 1622. He early acquired a taste for reading that he attributed to the "strain of bookishness" which ran through his family. He also developed a fondness for the tales of heroism and adventure that he discovered in the novels of G. A. Henty. Whitaker prepared for the University of Tennessee at one of Knoxville's best private secondary schools, Baker-Himel, and entered UT in 1911, earning his B. A. degree four years later. On the campus, Whitaker was active in extracurricular activities. He was a member of three fraternities, the tennis team, and the debating squad. His leadership talents were recognized by his peers, who chose him president of Chi Delta, one of the University's two literary societies, editor of the student newspaper, and editor of the yearbook. From UT, Whitaker went to Harvard, where he received an M.A. degree in 1917. That same year, he was named a Rhodes Scholar. World War I and U. S. entry into that conflict in April 1917 prevented Whitaker from taking advantage of the scholarship. Instead he enlisted in the artillery and served in France until 1919.

Following the war's end, Whitaker studied at the Sorbonne in Paris and then took a Ph.D. in history at Harvard (1924), where he studied under Frederick Jackson Turner and Samuel Eliot Morison. After a number of short teaching assignments at UT, Simmons College, New York University, Amherst, Florida State College for Women, Vanderbilt, and Western Reserve University, Whitaker spent six years at Cornell before moving to the University of Pennsylvania in 1936, where he accepted a newly created chair in Latin American history. He retired in 1965 but remained extraordinarily active, serving as a visiting professor at Princeton, the Universities of Texas, Wisconsin, and Illinois and as a consultant to the Foreign Policy Research Institute in Philadelphia.

Whitaker's published works are extensive—some twenty books and numerous articles and reviews. They all demonstrate an attention to detail, clarity, and precision, and the infusion of periodic romantic allusions into an otherwise formal literary style resulting in what one reviewer called "a fascinating amalgam analogous to a Puritan mind atop a ruffled shirt." Among the best known of these works are *The Spanish-American Frontier, 1783-1795* (1927), *The Mississippi Question, 1795-1803* (1934), *The United States and the Independence of Latin America, 1800-1830* (1941), *The United States and Argentina* (1954), *The United States and South America: The Northern Republics* (1948), *Nationalism in Latin America* (1962), and *The United States and the Southern Cone: Argentina, Chile, Uruguay* (1976). The appearance of the last book along with later articles and reviews attested, in the words of one critic, to the perdurability of Whitaker's "highly developed analytical and critical acuity." Several of his books were republished, and his earliest publications were still in print in 1993.

At the University of Pennsylvania, Whitaker developed a rather forbidding reputation because of his insistence on high quality work, both in appearance and content. "Only excellence would do," one of his colleagues reminisced, "anything else was intolerable." Those who did graduate work under him came to respect his high standards. "Working with him," it was said, "was the sort of experience that makes graduate school legend."

Among Whitaker's honors and awards were two Guggenheim Fellowships, the Serra Award of the Americas, and election to the American Philosophical Society, the Hispanic Society of America, the Colombian Academy of History, and the Institute of History and Geography of Uruguay. He was also an honorary member of learned societies in Argentina and Chile.

During World War II, Whitaker was a consultant to the State Department on Latin American affairs. He traveled and lectured widely abroad, at the University of Colombia, the University of San Marcos, and the Catholic University in Lima, Peru. A pioneer in the development of the study of Latin American history in the United States, he set a high standard for scholarship in that field. He died January 30, 1979, at his seashore home in Avalon, New Jersey.

WILLIAM EVERETT DERRYBERRY

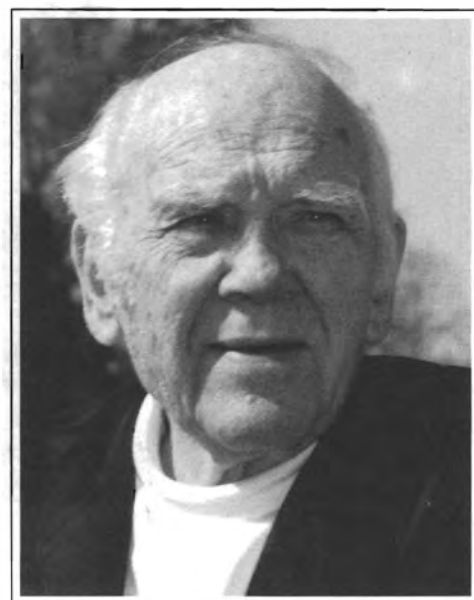
William Everett Derryberry was born in Columbia, Tennessee, on October 11, 1906. Upon graduation from Central High School in Columbia, he entered UT where over the next four years he achieved a perfect 4.0 average and graduated in 1928 with a B.A. degree, summa cum laude. It was the best academic record in the history of the University to that time. (Nancy-Ann Min, UT's next Rhodes Scholar, achieved the same perfect record fifty years later.) As a student, Derryberry engaged in a multiplicity of athletic and social activities. A member of the football team, he earned letters in 1925 and 1927 and played on Coach Robert Neyland's first undefeated squad. He also was a member of the tennis team, played intramural basketball, and was elected president of the sophomore class and president of the Volunteer Honor Society. When, in 1926, the director of the Glee Club had to resign in mid-season, Derryberry was asked to fill in for him.

During his senior year, Derryberry was selected as a Rhodes Scholar, and while at St. John's College, Oxford, studying English literature, he continued to mix athletics and academics in wholesome and successful proportions. He captained the St. John's tennis team, was a member of the university's international championship lacrosse team, and played doubles at Wimbledon, all the time earning an Oxford B.A. in 1932 and an M.A. in 1939.

Upon his return from Oxford, Derryberry joined the faculty of Burritt College in Spencer, Tennessee, as head of the English Department. A year later, in 1933, he became department head at UT Junior College at Martin, Tennessee—where he coached the football team at the same time and gave the college its only unbeaten and untied team, in 1936—and in 1938 was appointed to a similar position at Murray State University. In 1940, Derryberry was named president of Tennessee Polytechnic Institute in Cookeville, which in 1965 was redesignated as Tennessee Technological University.

During his thirty-four year tenure at Tennessee Tech, Derryberry presided over the transformation of the institution from a campus of a few acres and a few buildings with seven hundred students and thirty-one faculty members to a university comprising six colleges and schools on 235 acres of property with a student body of close to seven thousand and a faculty of more than 350. Neither the physical expansion of the university nor the growth of its curricular offerings diminished Derryberry's interest in athletics. He became Tech's number one fan, never missing a home football game, helped organize the Ohio Valley Conference, and promoted the development of athletics by providing the students with excellent sports facilities. The teams showed their appreciation by winning twenty-one conference championships during his administration.

Derryberry was honored by doctorates from the University of Chattanooga in 1965 and Pepperdine University in 1967, election as president of the Tennessee College Association and of the UT Alumni Association, membership in Phi Delta Kappa, Phi Kappa Phi, and Pi Kappa Delta, and in 1975, with the National Football Foundation and Hall of Fame's "Distinguished American Award." Upon his retirement in 1974, Derryberry was hailed by Arliss Roaden, his successor, as "a giant in Tennessee higher



Everett Derryberry



Nancy-Ann Min

education." Wallace Prescott, Tech's dean of faculties, who had been a student of Derryberry's, praised him as "a great and good man." Derryberry and his wife, Joan, continued to reside in Cookeville after his retirement. He died on October 26, 1991.

NANCY-ANN ELIZABETH MIN

Nancy-Ann Elizabeth Min was born in Cleveland, Ohio, on December 17, 1956. She was reared in Rockwood, Tennessee, graduated from Rockwood High School, and entered UT, Knoxville, in 1974. Both her scholastic and extracurricular careers on the campus were spectacular. As a College Scholar with a major in history, she undertook a research project on the incarceration of Japanese-Americans during World War II which resulted in an honors thesis titled "Uncle Sam, Hirohito, and Resegregation: The Tule Lake Segregation Center, 1943-1946." Her course work earned her a perfect 4.0 average, a B.A. degree with highest honors, election to Phi Beta Kappa, and selection as a Phi Kappa Phi scholar, but she had time, energy, and interest enough to lead an extraordinarily active social life. She was elected president of the Student Government Association, the first woman to hold that office, and by virtue of that position sat on the Board of Governors of the UT National Alumni Association. She served on the Undergraduate Academic Council, the Student Affairs Committee of the Board of Trustees, and the Faculty Senate Executive Committee.

For her achievements, Min received an array of awards. She was named a Torch-bearer, Omicron Delta Kappa's "Leader of the Year," and one of *Glamour* magazine's top ten college women for 1978. The chancellor of the University of Tennessee, Knoxville, gave her two citations—one for "extraordinary academic achievement" and another for "extraordinary campus leadership and service."

Following graduation, Min entered Harvard Law School and while in her first year, she was selected as a Rhodes Scholar. At Balliol College, she studied philosophy, politics, and economics and earned an Oxford B.A. in 1981 and an M.A. in 1986. Returning to Cambridge, she completed her law studies and was awarded the J.D. degree in 1983. While at Harvard she served as executive editor of the *Harvard Civil Rights—Civil Liberties Law Review*. Following graduation, she worked for a year as law clerk to Judge Gilbert E. Merritt of the U.S. Court of Appeals for the Sixth Circuit and then joined the Nashville law firm of Bass, Berry, and Sims. She left it temporarily in 1987 to spend two years in the cabinet of Governor Ned McWherter as commissioner for human services but returned to her law practice in late 1989. In September 1991 she moved to Washington D.C. to join the prestigious law firm of Covington & Burling. Two years later, she became associate director of the Office of Management and Budget in President Bill Clinton's administration.

Min has taught at Vanderbilt Law School and has published an article on national security policy making in the *George Washington Law Review*. Describing herself as a "perfectionist to a fault," her advice to students just beginning their college careers is to "be themselves." In Min's case, being herself has meant aspiring to positions once dominated by men and challenging herself to achieve her own potential.

Prominent Alumni:

Part II

In the United States, the Pulitzer Prizes are among the most highly acclaimed forms of recognition for those in the fields of journalism and letters. The monetary value of the awards is slight—some \$3,000 currently—but the prestige value is incalculable. The awards were initiated by the publisher Joseph Pulitzer (1847-1911), who sought to honor outstanding achievement in journalism and in drama, poetry, history, biography, fiction, and general non-fiction. The funds come from Pulitzer's legacy of some \$2 million, and the prizes were first awarded in 1917. Columbia University's School of Journalism administers the prizes, and winners are selected by an advisory board based upon recommendations from juries of specialists in each field. The awards are formally conferred by the trustees of Columbia University.

During its first seventy-five years, 1,056 Pulitzer Prizes have been awarded: 617 in journalism, 439 in letters and music. A Pulitzer has been said to be a "passport to the unalloyed glory of an instantly recognizable byline" for a reporter or "a can't miss best seller" for an author. For a prize-winning composer, a Pulitzer is said to open doors: "It has a quality of catching other people's attention in a way no other prize in music does," in the view of one winner. Russell Baker, the well-known columnist for the *New York Times* has stated that the prizes have endured "because they stood for something more than fame and fortune."

The University of Tennessee, Knoxville, has had four Pulitzer Prize winners among its alumni: Owen Davis (1923), Bernadotte Schmitt (1931), John Hightower (1952), and John Noble Wilford (1984, 1987).

OWEN DAVIS

Owen Davis was born January 29, 1874, in Portland, Maine, where his father operated a small furnace, the Kathoden Iron Works. In 1888, the family moved to southern Kentucky, and it was at this time that Owen Davis attended the University of Tennessee as a subfreshman in 1888-1889. He left to enter Harvard where, by his own admission, he was "a wretched scholar." Other than being a "fair football player and a very fast hundred-yard sprinter," Davis did little of distinction or value to himself in Cambridge. Indeed, forty years later, the memory of his college days was "vague and shadowy." After a brief stint as a mining engineer in Kentucky, Davis went to New York and began writing plays. His first production was titled *Through the Breakers*, and it was performed in Bridgeport, Connecticut, sometime in the 1890s. Because of the volume of his writing, Davis soon became known as "king of the melodramas," writing some 150 of these popular thrillers over a twenty-year period and making a fortune in the process.



Owen Davis

The most famous of these was *Nellie: The Beautiful Cloak Model* (1906). Another, *Under Two Flags*, was written overnight and when produced earned Davis over \$10,000 in four weeks. During one five-year period, Davis wrote thirty-eight melodramas, two farces, a number of vaudeville acts and burlesque pieces, and one big stage show!

Davis also wrote comedies and serious dramas, beginning with *Making Good*, which appeared on Broadway in 1912. It was not a success, but *Family Cupboard* the next year was. A string of successes followed, including two highly praised dramas, *The Detour* (1921) and *Icebound* (1923). Davis thought the former deserved a Pulitzer Prize, but it had the misfortune of competing with Eugene O'Neill's *Anna Christie*, which took the award. *Icebound* was a story of a New England family greedy for an inheritance and awaiting the death of the mother only to be foiled by her leaving it to the drudge who cared for her and to the black sheep of the family with whom the drudge was in love. The play, produced by Sam Harris, ran for 170 performances and was named the Pulitzer Prize winner for drama in 1923.

The Pulitzer Prize elevated Davis's standing with drama critics, who now forgave him his years as a writer of potboilers. He was elected to the National Institute of Arts and Letters and the Authors League of America and became the first president of the Dramatists Guild in 1923. During the remainder of his life, Davis authored over a hundred additional plays and also became a motion picture script writer. His last Broadway success was *Mr. and Mrs. North*, in 1941.

Critics commented on Davis's enormous energy and productivity. One noted that his style of playwrighting suggested "a combination of mass production and perpetual motion." Davis himself conceded that he wrote "for the eye rather than the ear" and that when dialogue was necessary, he filled his scripts with "noble sentiments." As for his cheap melodramas, he confessed that they amounted to "a preposterous amount of rubbish."

Upon his death on October 14, 1956, he was hailed by a famous drama critic as one of Broadway's "grand old men" and recognized as "America's most prolific and produced playwright."

JOHN M. HIGHTOWER

John M. Hightower was born in Coal Creek, Tennessee, on September 17, 1909. He attended public schools in Knoxville and entered the University of Tennessee in 1927 with a major in civil engineering, but he soon changed to liberal arts. He remained only two years. Why he did not complete his degree program is not known. After a brief stint with a trade journal, Hightower began his professional career as a reporter with the *Knoxville News-Sentinel*. In 1933, he moved to Nashville and worked for the Associated Press as its Tennessee editor. His coverage of the Tennessee delegation at the 1936 national nominating conventions caught the attention of the chief of the A.P. Washington Bureau, Byron Price, who shifted Hightower to the capital. Assigned first to the Navy Department, Hightower switched in 1944 to the State Department. He covered the major diplomatic events of the era, including the meeting between President Franklin D. Roosevelt and British Prime Minister Winston Churchill in Quebec—at which agreement was reached on the invasion of France in 1944—the organizational meeting of the United Nations in San Francisco, the earliest meetings of the U.N. in New York and London, and the establishment and development of the Marshall Plan and the North Atlantic Treaty Organization.

It was while he was at the Navy Department that Hightower developed his unique style of explanatory-interpretive reporting. He raised questions during World War II

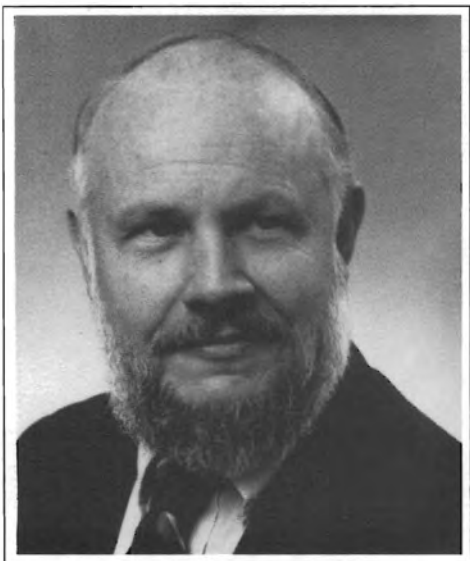


John Hightower

concerning the Navy's island-hopping strategy and sought to enlighten his readers on this score in his newspaper reports. His penchant for rechecking his sources led him to hold off sending out a story given to him by a secretary of state until he could check the facts with two other sources. Despite his caution, Hightower was able to score several scoops. Early in 1951, he accurately predicted the dismissal of General Douglas MacArthur by President Harry Truman over the issue of military strategy in the Korean war, and his story on the event which precipitated the general's removal was an exclusive. The Associated Press, in recommending Hightower for a Pulitzer Prize, called particular attention to his perceptiveness and insight in grasping the depth of the split between Truman and MacArthur and in understanding the implications of the disagreement and the possible consequences. Hightower's other "feats" included reporting the terms of the Communist offer for withdrawing its troops from Korea and the instructions to General Matthew Ridgeway, MacArthur's successor, concerning the armistice to end the fighting.

For "the sustained quality of his coverage of news of international affairs," Hightower won a Pulitzer Prize in 1952, but more remarkably, he received two other prestigious journalistic honors the same year: the Raymond Clapper Memorial Award from the American Society of Newspaper Editors for "exceptionally meritorious coverage of the State Department" and the national journalism fraternity Sigma Delta Chi's annual award for "distinguished service in the field of Washington correspondence." Never before had a reporter won three such awards in a single year.

Hightower continued to cover international events until his retirement in 1971. During that period, he was designated a special correspondent by the Associated Press, a title conferred on only four other reporters before that time, was named a Chevalier of the French Legion of Honor, and received the Commander's Cross, Order of Merit, from the Federal Republic of Germany. In 1980, he was elected to the Hall of Fame of the Washington Chapter of the Society of Professional Journalists. After his retirement, Hightower moved to New Mexico, where he taught journalism at the University of New Mexico and wrote a column for the *Santa Fe New Mexican*. He died in Santa Fe on February 9, 1987. Fellow newspaper reporters remembered him for his painstaking investigations, his modesty, and his "careful and cool-headed reporting under pressure." One colleague remarked that he was so calm while working on a story that one could not know whether Hightower was "dictating a hot bulletin or a Sunday advance." Perhaps the epitaph that Hightower would have enjoyed most was the statement by Dean Rusk, secretary of state in the Kennedy and Johnson administrations, that in so far as press coverage of the State Department was concerned, Hightower was "the most capable and best informed reporter I have ever seen."



John Noble Wilford

JOHN NOBLE WILFORD

John Noble Wilford was born October 4, 1933, in Murray, Kentucky. He attended Grove High School in Paris, Tennessee, and spent a year at Lambuth College before entering UT in the fall of 1952. Here he was active in student journalism activities, serving as president of the Journalism Society, in the Air Force ROTC—where he was selected as Wing Commander of the Air Command Squadron, the national honor society for basic ROTC students—and in the Methodist student organization, the Wesley Foundation, of which he was president. Wilford was also elected to three honor organizations, Phi Kappa Phi, Beta Gamma Sigma (business), and Kappa Tau Alpha (journalism).

After receiving his B.S. degree in journalism in 1955, Wilford took an M.A. degree in political science at Syracuse University and spent two years with the army in West Germany. His professional career in journalism began in 1956 with a job as a general assignment reporter for the *Wall Street Journal*. Upon the completion of his military tour of duty, he rejoined that paper as a medical reporter. Following a year's fellowship at Columbia University in 1961-1962 under the auspices of the Ford Foundation, Wilford took a position with *Time* magazine as a contributing science editor before moving to the *New York Times* as a science reporter in 1965.

At the *Times*, where he continues to work, Wilford became its best known science reporter, covering "the solar system." He has covered all the major explorations of space, has flown through the eye of a hurricane to report on cloud seeding, has submerged in a submarine, has searched for the Loch Ness monster in Scotland, and has flown with the International Ice Patrol in Newfoundland and Greenland.

For his newspaper writing, Wilford won two Pulitzer Prizes, the first in 1984 for his national reporting of science topics ranging from the tug of "Planet X" on Uranus and Neptune to the competition over space war weaponry between the U.S. and the Soviet Union. In 1987, Wilford shared the prize with other *Times* reporters for their team achievement in reporting on the Challenger explosion and its aftermath. Wilford has also found time to be author, co-author, or editor of eight books including *We Reach the Moon* (1969), *Scientists at Work* (1979), *The Mapmakers* (1981), *Spaceliner* (1981), *The Riddle of the Dinosaur* (1985), *The New York Times Guide to the Return of Halley's Comet* (1985), *Mars Beckons* (1990), and *The Mysterious History of Columbus* (1991).

In addition to the Pulitzer Prizes, Wilford has been honored with two awards from the Aviation-Space Writers Association (1970, 1983), the G.M. Loeb Achievement Award of the University of Connecticut (1972), the National Space Club Press Award (1974), and the Westinghouse Science Writing Award (1983). In 1987, Rhode Island College conferred an honorary Litt.D. degree upon him. Wilford has been a visiting professor and lecturer at Princeton, Syracuse, Duke, Yale, and UT, Knoxville.

Still the science correspondent for the *New York Times*, where he was assistant national news editor from 1973 to 1975 and director of science news from 1975 to 1979, Wilford has been called the preeminent space reporter in the United States.

Prominent Alumni:

Part III

In 1950, the American Book Publishers Council, the American Booksellers Association, and the Book Manufacturers Institute established the National Book Award to honor outstanding works of literature by American citizens published in the United States during the preceding calendar year. Initially, a volunteer committee chosen from the publishing industry selected the award winners; from 1960 to 1974, the National Book Committee, Inc., a non-profit group of citizens interested in books chose the recipients. Beginning in 1976, the award came under the direction of the American Academy and Institute of Arts and Letters. At present, the award carries a \$10,000 prize for fiction, nonfiction, and poetry.

Two UTK alumni have received National Book Awards, the book publishing industry's major prize. Joseph Wood Krutch's *The Measure of Man: On Freedom, Human Values, Survival, and the Modern Temper* won the award for nonfiction in 1955, and *All the Pretty Horses* by Cormac McCarthy received the 1992 prize for fiction.

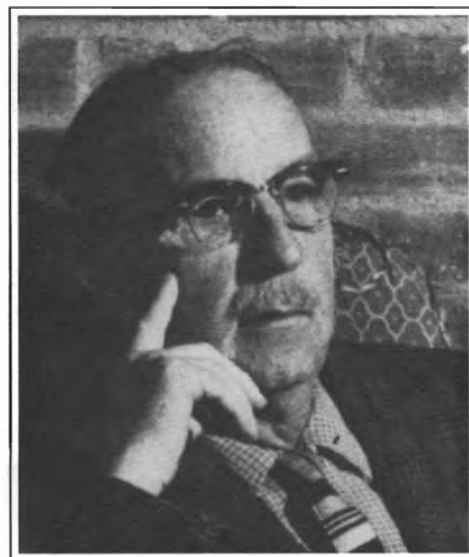
The Academy Award recognizes the Hollywood film industry's most impressive achievements. UTK alumnus Clarence Brown directed over fifty feature films, and his movies received thirty-eight Oscar nominations. In 1949, he was awarded the British Academy's counterpart of the American Oscar for his direction of "Intruder in the Dust." Krutch, McCarthy, and Brown each influenced the arts, literature, and the entertainment field by his craftsmanship. Another alumnus who left his mark on American society was Supreme Court Justice Edward T. Sanford. Although his tenure on the high court bench was relatively brief, several of his opinions were influential in shaping the course of jurisprudence in the area of civil liberties.

JOSEPH WOOD KRUTCH

Joseph Wood Krutch, son of Adelaine and Edward Krutch, was born on November 25, 1893, in Knoxville. After finishing local public schools, Krutch entered the University of Tennessee, graduating in 1915 with a B.A. in mathematics.

By the time he entered Columbia University, he had changed his field of study to English literature, earning an M.A. in 1916 and a Ph.D. in 1924. World War I interrupted his studies, and Krutch joined the Psychological Corps of the United States Army, advancing from private to sergeant. The following year he received a Cutting Traveling Fellowship from Columbia which enabled him to journey to England to complete his dissertation research on Restoration and early eighteenth-century drama.

When he returned to New York, he began a teaching career that spanned three decades. He taught English at the Polytechnic Institute of Brooklyn (1920-1923) and



Joseph Wood Krutch

Vassar College (1924-1925), served as associate professor in the Graduate School of Journalism at Columbia (1925-1931), and lectured at the New School of Social Research (1932-1935). However, it was not in Columbia's School of Journalism that Krutch achieved his fame as a scholar and educator but rather in its English Department, where he taught from 1937 to his retirement in 1953. In 1943, the department named Krutch the Brander Matthews Professor of Dramatic Literature. While a student at Columbia, Krutch had taken a course from Professor Matthews and earned a "B" in the class. Krutch later mused: "It would have comforted me greatly and no doubt disgusted Brander had we known that I was one day to climb into the Chair of Dramatic Literature which had been founded and named in his honor."

Krutch extended his interests and expertise beyond the classroom, joining the staff of *The Nation* as drama critic from 1924 to 1952 and serving as associate editor from 1932 to 1937. A prolific writer, Krutch also penned twenty-nine books, compiled anthologies, and edited numerous other volumes to bring the number of his works to more than forty. His literary subjects included biography, drama, and natural history. Critics praised especially his *Henry David Thoreau* (1948) and *American Drama Since 1918* (1957) as definitive and significant contributions to the field of American literature.

Ironically, his two most famous books did not address drama or literature but gauged the impact of science on humans. In 1929, Krutch published *The Modern Temper*, a bleak examination of life. He argued that technology had robbed humans of values, had distanced people from nature, and had contributed to the decadence of civilization. This book earned Krutch a reputation as a pessimist. However, he experienced a conversion of sorts while working on the biography of Henry David Thoreau in the 1940s. An appreciation and celebration of nature and life replaced his cynical attitude. After his retirement from Columbia University, Krutch and his wife, Marcelle Leguia, moved to Tucson, Arizona. This locale further encouraged Krutch's budding optimism, and he began to produce a number of books on the theme of natural history.

The Measure of Man: On Freedom, Human Values, Survival and the Modern Temper, (1954) which won the National Book Award for nonfiction in 1955, reassessed the gloomy fate prophesied for mankind in *The Modern Temper*. Krutch still registered alarm at the predominance of science, which figures as the chief enemy in the book because it impinged on human autonomy and freedom. Yet this time the book concluded on a hopeful note: It was not too late for humans to alter their destructive habits and improve the quality of life on earth, and the humanities could bring about civilization's salvation.

Krutch received honorary degrees from four universities. He was elected to membership in the American Academy of Arts and Letters, the American Academy of Arts and Sciences, and the American Philosophical Society. He was the recipient of a Guggenheim Fellowship (1930), the Burroughs Medal for Nature Writing (1954), the Fife Award from the Garden Club of America (1958), and the Richard Price Ettinger Award (1964) for writings which contributed to the understanding of science. In 1970, Krutch died at his home in Tucson. In appraising his accomplishments, his biographer concluded that while he did not rank among the greatest American writers, Krutch was an extraordinarily skillful synthesizer and popularizer and the author of "some of the most distinguished prose in modern letters."

CHARLES JOSEPH “CORMAC” McCARTHY, JR.

A native of Providence, Rhode Island, Cormac McCarthy was born on July 20, 1933, the oldest son of Gladys and Charles J. McCarthy. “Cormac,” Gaelic for “Charles,” was used by the family to refer to both the father and later the son. When Cormac was four years old, his family moved to Knoxville, where his father worked as a lawyer and later chief legal counsel for the Tennessee Valley Authority.

After graduating from Catholic High school in 1951, McCarthy entered the University of Tennessee. He completed one year of college before joining the United States Air Force in 1953 for a four-year stint. To break the monotony of military life, McCarthy began reading in the barracks, sparking his interest in literature. Once he finished his service, he again enrolled at the University of Tennessee from 1957 to 1960, majoring in English. It was at this time that McCarthy began his writing career. While at the University he submitted two short stories to the literary journal, *The Phoenix*. One, “Wake for Susan,” appeared in the initial issue of this publication in October 1959; a second, “A Drowning Incident,” was featured in the March 1960 edition. Even at this early date, McCarthy’s work began receiving recognition. The Ingram-Merrill Foundation awarded him \$125 to encourage his writing at the University.

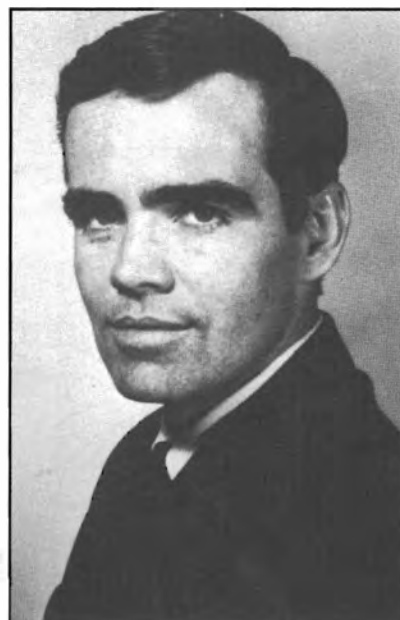
McCarthy left college in 1960 to pursue his writing full time. *The Orchard Keeper*, published in 1965, won the William Faulkner Award for a first novel and earned McCarthy a traveling fellowship from the American Academy and Institute of Arts and Letters. A year later, in 1966, the Rockefeller Foundation designated McCarthy as one of its grant recipients. McCarthy’s next novel, *Outer Dark* (1968), further added to his literary reputation, winning him a John Simon Guggenheim Fellowship for creative fiction. His next two works, *Child of God* (1973) and *Suttree* (1979), continued East Tennessee/Appalachian themes that McCarthy had explored in his first two books. Literary critics have consistently praised McCarthy’s command of local dialect and his vivid descriptions of the land and its people, and they often compare his writings to those of another southerner, William Faulkner. McCarthy’s words and images emanate from personal experiences gained by living in the South. Indeed, he refuses to write about places he has not lived in or visited.

His most recent novels, *Blood Meridian* (1985), *All the Pretty Horses* (1992), and *The Crossing* (1994), departed from the Appalachian motif and described incidents in the southwestern United States. To prepare for these novels, McCarthy roamed throughout Texas, New Mexico, and Arizona, even meandering across the Rio Grande into Mexico.

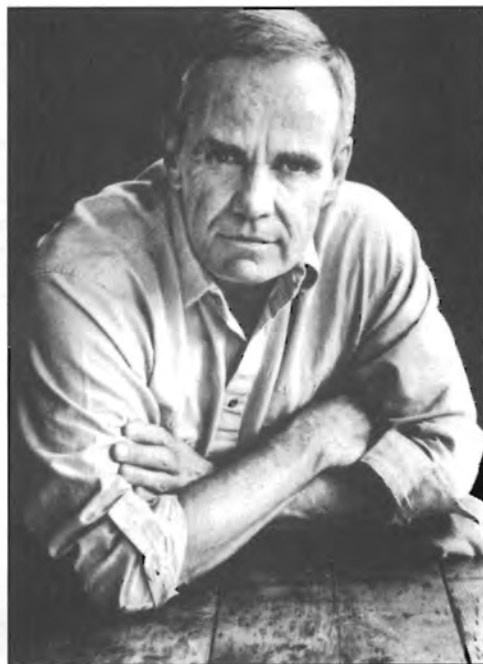
McCarthy’s literary endeavors have attracted the attention of both foundations and scholars. In 1981, he received a “genius” award of \$236,000 from the John C. and Catherine T. MacArthur Foundation, and in 1992, he won the coveted National Book Award and the National Book Critics Circle Award for *All the Pretty Horses*. His first five monographs have been the subjects of numerous journal articles and a book, *The Achievement of Cormac McCarthy* (1988), by Vereen M. Bell. In October of 1993, Bellarmine College’s English Department hosted the first conference on McCarthy’s works.

Critics have praised his latest novel as “spectacular” and a “masterpiece,” and a British reviewer predicted that it would become a “classic.” *The Knoxville News-Sentinel* expressed appreciation for the “creative talents” the National Book Award winner shared with his readers.

After writing for over thirty years, McCarthy is emerging as a prominent figure in American literature, extending his circle of admirers from scholars and award councils to the public at large.



The young Cormac McCarthy



Cormac McCarthy. (1992 photograph by Marion Ettlinger, used with permission of Alfred A. Knopf, publisher of *All the Pretty Horses*.)

CLARENCE LEON BROWN

Clarence Leon Brown was born May 10, 1890, in Clinton, Massachusetts. In 1901, he moved with his family to Knoxville, where his father served as general manager of Brookside Cotton Mills. At the age of fifteen, Brown received special permission to enter the University of Tennessee, where he graduated in 1910 with a B.S. degree in mechanical and electrical engineering.

Rather than follow his father into cotton manufacturing, Brown put his engineering skills to work in the relatively new automobile industry. He worked in a variety of places as an expert mechanic before settling in Birmingham, Alabama, where he founded his own automobile dealership. Lunch breaks spent in penny-arcades or "shooting galleries" introduced him to the newest entertainment phenomenon, motion pictures. The movies were to occupy his inquisitive and creative mind for the next forty years in a career that would bridge the transition from silent to talking motion pictures.

In 1915, Brown left his automobile dealership to seek out French director Maurice Tourneur, whose more than fifty American films showed his distinctive aestheticism and flair for fantastic pictorial inventions. Brown convinced the master director to take him on as an assistant. The young apprentice's duties soon included editing all of Tourneur's films and directing all of the scenes shot outside the studio. This working relationship was interrupted by World War I, in which Brown served as a flight instructor for the fledgling Air Section of the U.S. Army Signal Corps.

After the war, Brown made his directorial debut with "The Great Redeemer" (1920), which told the story of a jailed cowboy artist who decorated his cell with inspired drawings. He then teamed up with Tourneur again, and the two co-directed "The Last of the Mohicans" (1921), and "The Foolish Matrons" (1921). Feeling confined by the Hollywood studio bureaucracy, Tourneur returned to his native France and left Brown to direct on his own.

Brown's next solo efforts were Lon Chaney's "The Light in the Dark" (1922) and "Don't Marry for Money" (1923). The latter led to a five-movie stint at Universal Studios, after which he enjoyed a short stay at United Artists. During this period, Brown directed the popular romantic lead, Rudolph Valentino, in the star's next-to-last picture, "The Eagle" (1925). The longest and most prosperous portion of Brown's career came with Metro-Goldwyn-Mayer, where he worked from 1925 until his retirement from active motion picture work in 1953.

Brown directed a number of Hollywood's female stars and soon-to-be stars and quickly earned a reputation as a woman's director. The foundations of this reputation date back to Brown's early work at Universal, where he directed Pauline Frederick in "Smouldering Fires" (1924) and Louise Dresser in "The Goose Woman" (1925). He went on to direct such actresses as Norma Shearer, Beulah Bondi, Joan Crawford, Myrna Loy, Jane Wyman, Elizabeth Taylor, Marie Dressler, and Jean Harlow. Probably the most famous woman he directed was Greta Garbo, with whom he made seven films. Brown was behind the camera of Garbo's first hit, "Flesh and the Devil" (1927), as well as her first "talkie," "Anna Christie" (1930), in which she spoke the now-famous lines, "Gimme a whisky. Ginger ale on the side. And don't be stingy, baby."

Besides Garbo, Brown also directed both established and newly-rising stars who benefited from his talent. Brown is credited with being the first director to consciously exploit Clark Gable's aggressive, macho appeal in "A Free Soul" (1931), the movie that made Gable a star. Lionel Barrymore won a Best Actor Oscar for his work in that movie, an award Barrymore later attributed to Brown's masterful direction. To find the boy who would play the character of Jody Baxter in "The Yearling" (1946), Brown

posed as a building inspector and toured classrooms throughout the South. He discovered eleven-year-old Claude Jarman, Jr., in Nashville. Jarman's performance won him an Academy Award for the Outstanding Child Actor of 1946.

In all, Brown's more than fifty feature films gained a total of thirty-eight Academy Award nominations and earned nine Oscars. Brown himself received six nominations but never won the coveted trophy. His 1949 production of William Faulkner's "Intruder in the Dust," however, secured for Brown the British Academy Award for Best Director. Among Brown's other classics are "National Velvet" (1944), "The Human Comedy" (1943), and "The White Cliffs of Dover" (1944).

Although Brown retired in 1953, his interest in the theatre arts continued until his death. Ever the loyal UT alumnus, Brown donated \$50,000 to the University in 1968 for the construction of a theatre that would permit students to perform in major dramatic productions. Later contributions from Brown amounting to \$500,000 and funds from other sources resulted in the construction of a modernistic brick theatre building that the trustees named for Brown. Of the new structure Brown boasted, "This [theatre] represents a climax of my complete life. It's a thing that I'm prouder of than anything I've ever done."

On November 13, 1970, Jane Wyman and Claude Jarman, Jr., joined Brown and his wife, Marian, on the UT campus for the black-tie gala dedication of the Clarence Brown Theatre. Brown died on August 18, 1987, but his memory and talents live on in the professional productions performed at the theatre which his generosity made possible. The full extent of that generosity was not made known until May 1993, when, upon the death of Marian Brown, the University's theatre program received \$12 million from the Brown estate to continue the work that Clarence Brown had initiated twenty-five years earlier.



Clarence Brown on the set of "The Yearling."

EDWARD TERRY SANFORD

Edward Terry Sanford, the only UT alumnus to have served as an associate justice of the U.S. Supreme Court, was born July 23, 1865, in Knoxville, the son of Edward Jackson Sanford, a carpenter and businessman who made a fortune during the post-Civil War years. At the age of fourteen, Sanford enrolled in the University of Tennessee, where he was a member of the Chi Delta Literary Society. In 1883, he graduated at the head of his class with both A.B. and Ph.B. degrees. Sanford continued his education at Harvard University, where he received another A.B. degree in 1885 and M.A. and LL.B. degrees in 1889. While at Harvard he served as one of the first editors of the *Harvard Law Review*, established while he was a law student.

Sanford passed the bar exam while still in law school and began his legal career in Knoxville in 1890. During the years between the beginning of his practice and his first appointment to the bench, Sanford participated in a variety of professional and community activities. He joined a reputable Knoxville firm, Andrews and Thornburgh, and was thrust into the legal limelight by the sudden deaths of the firm's two partners. The inexperienced attorney was forced to take on the burden of a number of cases pending before the state Supreme Court.

Sanford early became closely associated with his alma mater, serving as president of the Alumni Association from 1892 to 1893 and then, again, from 1909 to 1912. In 1894, he gave the address commemorating the University's centennial, a history of the University which was published and became a major source of information on the institution's early years. In 1897, Sanford was elected to the Board of Trustees, a position he held until his appointment to the U. S. Supreme Court in 1923. As chairman of the board's College of Law Committee, Sanford was instrumental in raising the college's quality and obtaining its admission into the Association of American Law Schools. He also was a lecturer in the law school from 1897 until 1916.

Sanford left private practice in 1905 to become a special prosecutor under Assistant U. S. Attorney General and future Supreme Court Justice James C. McReynolds in the federal case against the fertilizer trust. Sanford succeeded in securing indictments against thirty-one corporations and twenty-five individuals for price-fixing and suppressing competition. McReynolds resigned in 1907, and, with the support of Justice Department officials, newspaper editors, and President Theodore Roosevelt, Sanford became assistant attorney general.

Within a year, the district judgeship for the eastern and middle districts of Tennessee became vacant. President Roosevelt offered the position to Sanford, who had become content with life in Washington and initially declined the position. He relented under pressure, however, and finally accepted the appointment in June 1908. He inherited a full docket and found it impossible to work quickly enough to decrease his caseload. Sanford was an assiduous researcher who paid careful attention to details and preferred ample time for contemplation and reflection. These characteristics contributed to one of the few criticisms of him: often he was slow rendering a decision. Regardless, Sanford distinguished himself on the district bench as a fair and impartial judge.

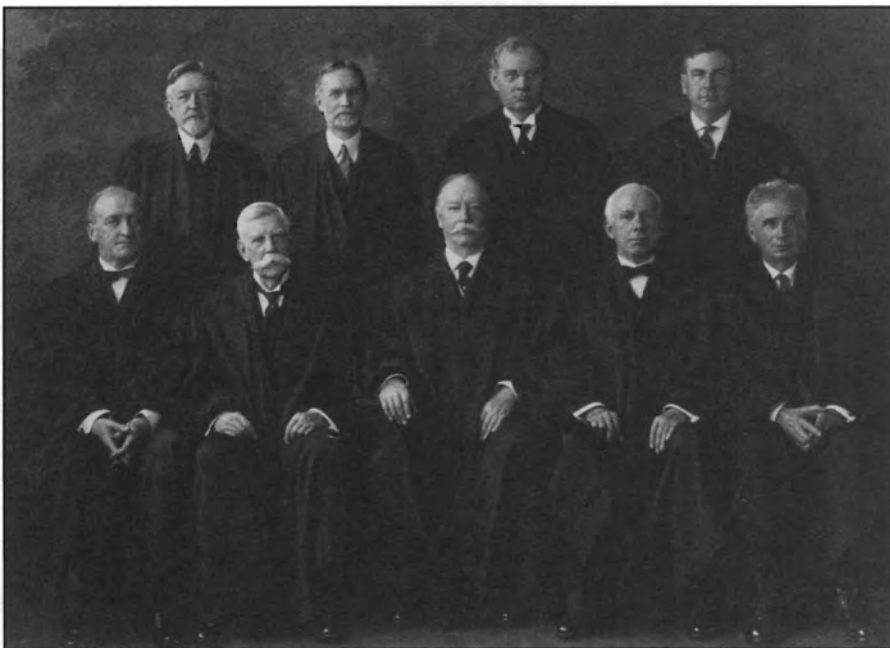
As early as 1921, the Tennessee Bar Association suggested Sanford as an ideal Supreme Court appointee, and in 1922 the fourth high court vacancy in two years occurred. Sanford also enjoyed bipartisan support from southern legislators, journalists, and the American Bar Association, and the Tennessee General Assembly unanimously passed a resolution in support of his nomination. In 1923, President Warren Harding, relying on the advice of Chief Justice William Howard Taft and Attorney General

Harry Daugherty, nominated Sanford to be an associate justice of the U.S. Supreme Court.

Although his stay on the high bench was relatively brief, Sanford authored 130 opinions, several of major importance. One of his most significant decisions was *Okanogan Indians v. United States* (1929). This case affirmed a liberal interpretation of the President's power of the pocket veto by allowing the President to veto bills by not returning them to Congress during adjournments as well as at the end of a Congressional term.

Two other cases involved the First Amendment rights of communists. In *Gitlow v. New York* (1925), the Supreme Court upheld New York's conviction of Benjamin Gitlow, who had published a manifesto advocating the establishment of socialism by "class action...in any form." In *Whitney v. California* (1927), the court affirmed the conviction of a member of the Communist Labor Party on the grounds of "criminal syndicalism." Even though the First Amendment was designed to protect those who espouse unpopular political ideas, Sanford argued that the advocacy of communism presented a "clear and present danger" to national security and could legally be suppressed. The importance of the latter two decisions lies in the fact that they "incorporated" into the Fourteenth Amendment the free speech provisions of the First Amendment. For the first time, then, the Supreme Court held that the protections of the First Amendment applied to the actions of the states as well as the federal government. This legal doctrine would take on increasing significance for civil liberties in the decades to come.

Sanford died on March 8, 1930, after only seven years on the court, a period too short for a clear judicial philosophy to emerge. Sanford's death came on the same day as that of his friend and former president and retired Chief Justice William Howard Taft, and his passing did not, therefore, command the attention the demise of a Supreme Court justice might normally receive. Just as Sanford's career on the bench was overshadowed by the work of more visible justices like Oliver Wendell Holmes and Louis D. Brandeis, so was his death obscured by that of his friend and fellow jurist, Taft. Nevertheless, Sanford's legacy as an important and fair jurist and a devoted UT alumnus is not insubstantial.



Edward T. Sanford (far left, standing) with 1926 U.S. Supreme Court.

EVENTS

I claim not to have controlled events, but confess plainly that events controlled me.
—Abraham Lincoln

Wars have affected societies in cataclysmic fashion, and military conflicts have had convulsive impacts on universities, as well. At the University of Tennessee, the Civil War closed the campus—for the second and last time in its history; World War II decimated the male student body; Vietnam disrupted and divided the campus, less so than elsewhere but markedly nevertheless. Southern campuses were also agitated by the movement to open formerly all-white colleges and universities to blacks. Again, the University of Tennessee suffered less turmoil in this respect than some of its neighbors, but desegregation produced its problems in Knoxville nonetheless. Campus highjinks, however well-intentioned, sometimes resulted in tragedy, as they did at UT in 1965. On a happier note, the visits of U.S. presidents elicited cordial responses from students and the community.

The vignettes that follow highlight some of these interesting and significant events in the University's history.

UT's First Development Effort

Gentlemen

Monticello May 6/10

I received some time ago your letter of Feb 28. covering a projected scheme of a lottery for the benefit of the East Tennessee college, & proposing to send tickets to me to be disposed of. It would be impossible for them to come to a more inefficient hand. I rarely go from home & consequently see but a few neighbors & friends who occasionally call on me and having myself made it a rule never to engage in a lottery or any other adventure of more chance, I am, with the left hand or effort, urge it on others, however laudable & reasonable it's object may be. no one more sincerely wishes the spread of information among men had than I do and none has greater confidence in it's effect toward supporting free & good government. I am sincerely rejoiced therefore to find that so excellent a fund has been provided for this noble purpose in Tennessee. 50000 Dollars placed in a safe bank will give in one year 8000 without other aid, must soon accomplish buildings sufficient for the district in its early stages. I commend the common plan, followed in this country, but not in others of making one large & expensive building unfortunately erroneous. it is infinitely better to erect a small and separate lodge for each separate professorship, with only a hall below for his closet, and two chambers above for himself, joining these lodges by barracks for a certain portion of the students opening into a covered way to give a day communication between all the lodges. The whole of these arranged around an open square of grass & trees would make it, what it should be in fact, an academical village, instead of a large common den of noise, of filth, & of fetid air. It would afford that quiet retirement so friendly to study, and lessen the dangers of fire infection & tumult. every professor would be the police officer of his students adjacent to his own lodge, which should include those of his own class of professorship, and might be at the head of their tables if, as I suppose, & thus

poor, it can be accommodated with, & thereby evening to dine them in smaller & separate parties rather than in a large common hall. These separate buildings too might be erected successively & gradually, as the number of professorships & students should be increased, or the funds become competent. I pray you to pardon me, if I have stepped aside into the province of counsel, but much observation & reflection on these institutions have long come into my mind, & the large and crowded buildings in which youths are pent up, are equally unfriendly to health, to study, to manners, morals, & to the plan I suggest to be more promotive of these, & peculiarly adapted to the slender beginnings & progressive growth of our institutions. I hoped you would pardon the presumption in my suggestion of the motive, which was suggested by the difficulty expressed in your letter of procuring funds for erecting the building - but on whatever plan you proceed, wish it every possible success, & to your success the respect of whom respect & gratitude due to those who devote their time and efforts to render the youth of every successive age fit persons for the next. To these, except in addition the assurance of mine

Th: Jefferson

Wm. H. White
Thomas M. Corry
James Campbell
Robert Craighead
John N. Gamble
Trustees for the Lottery of E. Tennessee college.

Thomas Jefferson's reply to the East Tennessee College 1810 lottery solicitation.

The University of Tennessee is justly proud of its successful development program which, since its inception, has raised close to \$400 million and is currently averaging some \$30 million a year in private gifts. But appeals for private funds to support the University antedate these modern efforts by over a century.

UT began as Blount College, chartered by the legislature of the Southwest Territory on September 10, 1794. No funds were appropriated for the support of the college, however. A building was erected by "public subscription," but what role the college itself played in securing these private funds is unknown. In 1803, when the college was on the verge of closing due to lack of funds, a plan to raise \$1,000 by another "subscription" was proposed but never pursued. The college subsisted on the student tuition of \$8 per session and \$25 for room and board.

In 1806, the struggling college received an unexpected boost when Congress granted a tract of public land to the state of Tennessee on condition that a portion of the tract be set aside for the support of two colleges, one in East Tennessee and the other in Middle Tennessee. Blount College became the recipient of the eastern portion of the grant and was rechartered in 1807 as East Tennessee College.

For a variety of reasons, the college received little cash return from the newly granted property, and the trustees sought other sources of revenue. One method adopted was a lottery, which was authorized by the state legislature in 1809 and was intended to raise funds to erect buildings for the new college.

Lotteries were fairly common devices for raising money for a variety of public purposes. They were first used in sixteenth century England, and in the American colonies, lotteries were conducted to procure funds for building bridges, roads, forts, and factories, and for repairing roads and docks. A number of colonial colleges had utilized the device for erecting buildings, and King's College (now Columbia University) originated with a public lottery authorized by the New York legislature in 1746.

Tennesseans were also familiar with lotteries. The territorial legislature had employed lotteries to build a road and to erect a jail in Nashville; the state legislature had authorized lotteries to build a Masonic Hall in Knoxville, a water works in Nashville, and a cotton factory in Maryville.

The 1809 act named five trustees to conduct the East Tennessee College lottery: Hugh L. White, Thomas McCorry, James Campbell, Robert Craighead, and John N. Gamble. On January 3, 1810, they announced the terms of the public sale of the lottery tickets and the prizes. A total of eleven thousand tickets would be issued; five hundred tickets would be drawn each day; 3,405 prizes would be offered, ranging from 2,650 of

\$6 each to one grand prize of \$5,000. Of the total of \$55,000 expected to be raised from the sale of the lottery tickets, \$8,250 would go to the college. The prizes were to be paid in cash.

In addition to the financial lure, the appeal to subscribers was made on the high ground of civic purpose. The funds would support "a Seminary of Education, where youth of the present and succeeding generations, may have their minds prepared, in such a manner, as to make them ornaments to their families, and useful to their country—as will enable them to understand their rights as citizens, and their duties as servants of the people."

In addition to a general public appeal, solicitations were sent to prominent public figures around the country, including President James Madison and ex-President Thomas Jefferson. The February 12, 1810, letter to Madison emphasized that without the proceeds of the lottery, the college would be unable to erect the library and other buildings needed to make the institution "highly useful to the public." Since the Congress had indirectly extended its support through the public land legislation, the trustees expressed the hope that President Madison might want to offer comparable assistance to promote the "Cause of Literature."

If Madison replied, no copy of the letter has survived, but Jefferson's response to a similar appeal is in the Jefferson Papers in the Library of Congress. Dated May 6, 1810, the response offered both practical and ideological reasons why "the sage of Monticello" declined to accept any lottery tickets, whether for his own use or for sale to friends. First, he rarely left his home at Monticello and consequently saw "but a few neighbors and friends who occasionally call on me." Additionally, he had made it a rule "never to engage in a lottery or any other adventure of mere chance"; hence it would be hypocritical for him to ask others to do so, no matter how "laudable and desirable" the purpose of the lottery was. Jefferson did take the occasion to praise the state of Tennessee for its "noble purpose" and to affirm his own faith in any scheme aimed at "the spread of information among mankind."

The trustees must have been disappointed by Jefferson's refusal, but they must also have been bemused by his gratuitous suggestions for the plan of their East Tennessee College. Students and faculty should not be housed in one large building but rather dispersed over a broad campus, in separate buildings, each containing one professor and his classroom. Students should be placed in barracks connecting the professorial lodges, the whole arranged around an open, grassy square so as to make up an "academical village."

The trustees by now were less concerned with the shape of the campus than with the college's survival and the success of the lottery. By April 1810, announcements of the lottery had disappeared from the Knoxville newspaper; and on September 21, 1812, the trustees announced sadly that since only \$450 had been received from the sale of tickets, the lottery was being cancelled. The college itself suspended operations until 1820, and it would be over a century more before University officials would master the art of fund raising so as to place UT in the top tenth among public universities in private gift giving. The appeal of today's fund-raisers may be more sophisticated, but at its core there surely must be some of the same sentiments so quaintly expressed by the 1810 trustees: "Let us unite in the support of Seminaries of learning; without them, our children must be ignorant; while ignorant, they will be ever liable to be misled by the designing, and finally, to be governed by some enterprising despot."

5,000 Dollars!

BY AUTHORITY.

SCHEME

OF A

LOTTERY,

FOR THE BENEFIT OF EAST TENNESSEE COLLEGE.

FIRST CLASS.

Prize of	5,000 Dollars,	5,000
1	5,000	5,000
5	1,000	5,000
10	500	5,000
15	300	5,000
25	200	5,000
100	50	5,000
200	20	5,000
400	10	5,000
500	5	5,000
7,595	Blank	55,000

25,000 Tickets, at Five Dollars each.

Part of the above Prizes determinable as follows, to wit:

1st drawn Blank on the 5th day's drawing,	Dolls.	100
1st ditto, 7th ditto, <td>100</td> <td>100</td>	100	100
1st ditto, 9th ditto, <td>200</td> <td>200</td>	200	200
1st ditto, 13th ditto, <td>500</td> <td>500</td>	500	500
1st ditto, 15th ditto, <td>500</td> <td>500</td>	500	500
1st ditto, 17th ditto, <td>500</td> <td>500</td>	500	500
1st ditto, 19th ditto, <td>1,000</td> <td>1,000</td>	1,000	1,000
1st drawn Ticket on the 22d, and last day's drawing, <td>5,000</td> <td>5,000</td>	5,000	5,000

600 Tickets to be drawn each day.

Prizes payable thirty days after the completion of the drawing, subject to a deduction of 5 percent per cent. And the prizes are to be divided into twelve classes, and to be distributed as follows for the benefit of the College.

The Lottery, of which the above is the Scheme, is the foundation of an Act of the Legislature. "That, in consequence of the said Act, the said Lottery should not be drawn, as the money intended for the said Lottery should not be drawn. This exception has been complied with. We further declare, that the scheme will be satisfactory to all who wish to become subscribers, with a view to better their condition. Let us more than ever be united in this, as in the support of property, due to the State, which will command property of every description. No doubt is entertained but a sufficient number of tickets will be sold to enable the drawing to be commenced in a short time.

When the object to be attained by this Lottery is considered, every individual will be anxious to become an subscriber. It is not difficult to conceive a scattered fortune, not so converted into cash, as an advantageous prize, property which is of no use, but is intended to set the hands of a Seminary of Education, where youth of the present and succeeding generations, may have their minds prepared, in such a manner, as to make them ornaments to their families, and useful to their country—as will enable them to understand their rights as citizens, and their duties as servants of the people.

If we are attached to the government under which we live—if we wish to have it transmitted to our posterity, let us unite in the support of Seminaries of learning; while so long as our children must be ignorant; while ignorant, they will be ever liable to be misled by the designing, and finally, to be governed by some enterprising despot. We do therefore of Education, and extend, that of every man and disposition will be anxious to have their children be educated, they will never be yielded but with their lives. We therefore respectfully solicit, and hope to receive the public patronage.

RICHARD L. WHITE,
THOMAS MCCLARY,
JAMES CAMPBELL,
ROBERT GRANTHEAD,
JOHN B. GAMBLE,
Trustees appointed by Act of Assembly.

Knoxville, January 3, 1810.

Broadside advertisement for the lottery.

The Civil War at the University of Tennessee

The guns that thundered at Fort Sumter on April 12, 1861, not only brought war to the nation but also silenced the academic life of East Tennessee University for the duration of that conflict. Tennessee joined the Confederacy but not without a bitter contest. It required two popular referendums to persuade Tennesseans to secede from the Union, and East Tennessee voted against the separation each time. Knoxvilleians were divided as well, the city being heavily southern in its sympathies while the surrounding countryside was Unionist. The University campus reflected these divisions. Most students and alumni entered the Confederate ranks, but some donned Union blue. One professor expressed such strong Unionist sentiments that he was forced to resign and flee north. Another faculty member feared being conscripted to fight for the South and also fled. Thomas Humes, an alumnus, also remained loyal to the Union and in 1864 was named president of the board of trustees while Knoxville was under occupation by northern armies.

Early in the war, the University buildings were commandeered by the Confederate Army and used as a hospital and barracks for wounded soldiers. In the fall of 1863, Union troops moved south from Kentucky and forced the Confederates out of Knoxville. Despite a Confederate attempt to retake the city by siege, climaxed by a bloody, abortive attack on Fort Sanders, northern troops held and occupied Knoxville for the rest of the war. In the process, the University grounds were denuded of trees, one building was razed, the library and laboratories were destroyed, and the campus generally was left in shambles. Confederate guns on Cherokee Bluff aimed some shots at the University buildings, but they did less damage than the occupation by the Union Army.

It was a good thing for the University that Union sentiment was strong in East Tennessee and that a northern sympathizer, Humes, was elected president of the University in 1865. A graduate of the class of 1830, Humes was the first president of the Alumni Association, rector of St. John's Episcopal Church, and a respected member of the community. A petition to the War Department for monetary compensation for the damage done to the campus by Union forces undoubtedly received more favorable consideration because of Humes's known loyalty to the Union throughout the war. A committee of the Senate which considered the bill for damages also noted that East Tennessee University was "particularly deserving of the favorable consideration of Congress" because it was "the only educational institution of known loyalty. . . in any of the seceding States." Accordingly, a bill was passed in 1873 providing for \$18,500 in compensation. President Grant vetoed it as setting a bad precedent, but a revised version secured his approval a year later.



Knoxville's Deaf and Dumb Asylum where classes were held for six months in 1866 after the Civil War.

By 1866, some classes were again in session, the breastworks erected by the Union troops removed, and the University buildings renovated and made fit for classroom use. Returning students included army veterans, older than their classmates and more serious about their studies. In June 1871, the first postwar commencement exercises were held at a Methodist church near the campus, where four seniors received diplomas. The commencement address was delivered by an alumnus, lawyer William G. McAdoo, father of a future secretary of the treasury under Woodrow Wilson. It was scarcely a memorable address: The topic was "American Geographical Nomenclature."

The University survived both the address and the war, but the tensions produced by divided loyalties and the issue of race that had played so large a role in bringing on the conflict remained as intractable legacies to be confronted by future generations of Tennesseans and the University community.

East Tennessee University with the Fort Sanders trenches in the foreground.



Woodrow Wilson at the University of Tennessee



Woodrow Wilson spoke to UT students and faculty on June 17, 1890. This card announced the event.

The students attending commencement in June of 1890 did not know that they were listening to an address by a future president of the United States, nor did the speaker himself know of the fame that awaited him.

Woodrow Wilson was only thirty-three years old at the time and a college professor. He had been at Bryn Mawr and was about to join the faculty at Princeton as professor of jurisprudence. He came to Knoxville at the invitation of Charles William Kent, an old classmate at the University of Virginia, who had joined the faculty at the University of Tennessee two years earlier as professor of English and modern literature.

Kent's purpose was selfish. He wanted to renew an acquaintance with someone he had learned to admire greatly and whose friendship he cherished, and he had little trouble persuading the University administration to accept his suggestion. Wilson himself was not known in Tennessee, nor even in the South, as the *Knoxville Journal* noted in its June 16, 1890, issue, but the paper did acknowledge him to be a "distinguished gentleman."

Wilson did have some reputation as a scholar but not as a public speaker. His doctoral dissertation at Johns Hopkins, *Congressional Government*, had been published in 1885, and another treatise in political science, *The State*, had appeared in 1889; but Wilson had never delivered a commencement address before.

He confessed to his friend Kent that he was accepting the invitation with "a good deal of trepidation." Kent reassured him that his audience would be "of average intelligence" but very kindly disposed. Their good disposition undoubtedly stemmed from their knowledge of Wilson's father, Rev. Joseph R. Wilson, a professor at Southwestern Seminary in Clarksville who had preached the baccalaureate sermon in Knoxville the year before. It was their respect for the elder Wilson that led the faculty and administration to respond to Kent's nomination of Woodrow as commencement speaker with "heartily approval."

Commencement in 1890 was an extended affair, beginning with baccalaureate exercises on Sunday evening, June 15, in Staub's Opera House. Built by Peter Staub in 1871, the building on the southeast corner of Gay Street and Cumberland Avenue (the site of the present-day Plaza Tower) seated one thousand people and was the site of the University's commencement exercises until Jefferson Hall on the campus was opened in 1922.

The baccalaureate speaker was the Reverend F. H. Kerfoot of the Southern Baptist University in Louisville, Kentucky. The next evening, the literary societies—Chi Delta and Philomathesian—held their annual celebration at the Opera House. Wilson pre-

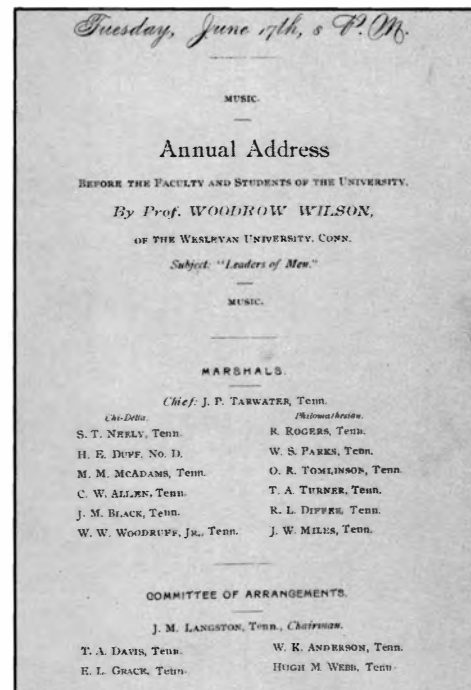
sented the medals to the award winners, a duty which he was reported to have performed “in the most graceful manner.”

Wilson’s “commencement” address came on Tuesday, June 17, again in the Opera House and before a “representative audience.” The event was not really commencement—that came the next day—but rather the Annual Address before the Faculty and Students of the University.

Wilson’s topic was “Leaders of Men.” His biographer calls the speech a “highly personal statement.” In his remarks, Wilson sought to explain to himself as much as to his audience why a man of letters could not become a leader without becoming a man of action and how in a democracy a leader must be in tune with the popular mood without degenerating to mere demagoguery. Wilson was wrestling with his own problem of converting an intellectual into a politician, both of which roles he sought to play, while retaining the popular support which democratic government made necessary.

It is doubtful that the audience understood Wilson’s extended resolution of the problem, replete with literary allusions and ending with an eighteen-line quote from a James Russell Lowell poem. The speech took one-and-a-half hours to deliver. The *Knoxville Journal* reported generously that listeners were “entranced.” Wilson himself liked the address well enough to give it again four times during the next eight years. The eight students who were about to graduate were undoubtedly more interested in the diplomas they were to receive the next day. Had they been able to foresee that their speaker was to become the twenty-eighth president of the United States, perhaps they would have paid closer attention.

[Source: *The Papers of Woodrow Wilson*, ed. Arthur S. Link, Vol. VI, 1969.]



The program from Professor Wilson’s speech.

Woodrow Wilson pictured in 1918 while he was president of the United States.

UT in World War II

The Japanese attack upon Pearl Harbor on December 7, 1941, stunned the campus as it did the nation, but reaction from students and faculty was muted. It was a Sunday, and no classes were in session. By the time the semi-weekly issue of the student newspaper, the *Orange and White*, appeared three days later, the shock had worn off as the UT community recognized the magnitude of the crisis it confronted.

Tom Siler, a 1931 graduate and a sports writer for the *Chicago Sun*, probably be-spoke the sentiments of the campus community when he wrote in the April 1943 issue of the alumni magazine that something went out of his life that Sunday afternoon as he heard the news while covering an NFL game between the Chicago Bears and the Chicago Cardinals: "I felt at loose ends all at once, and a little sick. War! Here it was."

The most visible change on the wartime campus was the precipitous decline in enrollment. There were some thirty-five hundred in attendance in the fall of 1941; by the fall of 1943 the number had dropped to nineteen hundred, two-thirds of them women.

Those remaining on the campus tried valiantly to carry on near normal extracurricular lives. The football team played a full schedule in 1942 and 1944; the basketball team competed each year of the war. Fraternities held parties, and musical entertainment groups came to the campus. But life could not really be normal.

Fraternities voted not to decorate their facilities for the fall formals in 1942 and to donate the money thus saved to the Red Cross or for the purchase of war bonds. Homecoming decorations were similarly eliminated, and Homecoming itself was cancelled in 1943. Students collected books for the armed forces and scrap metal for defense industries. Others enrolled in first aid courses, rolled bandages, and prepared surgical dressings for the Red Cross.

The administration also reacted to the personnel requirements of the armed forces by expanding its summer offerings in 1942 to permit the men students to earn their degrees before entering the service. Commencements, which had been held only in June, were now scheduled quarterly to accommodate those who had to leave the campus for their military posts as soon as they graduated.

The women students who remained on the campus found themselves in unexpected roles. One coed became editor of the student newspaper, the *Orange and White*, a first for this position; another assumed the editorship of the student yearbook, the *Volunteer*. Others shifted their majors into fields that had not normally attracted women: business administration, pharmacy, and engineering. A more than ordinary number took up nursing, and as student nurses, they relieved registered nurses for service in the armed forces. Some women students married earlier than usual but remained on the campus, providing the University with an instant crop of "mature" coeds.

President James Hoskins established a Defense Council of administrators headed by the dean of the University, Fred Smith, to coordinate the campus's many new war-



More than one hundred faculty, including Robert R. Neyland, served in military or civilian capacities for the War or Navy Departments.

related programs. The Colleges of Business Administration and Engineering organized a variety of courses designed to train students for defense industries, and by late January 1942, some two thousand students were enrolled in fifty-six such classes. Between 1942 and 1944, this Engineering, Science, Management War Training Program had prepared some eighty-six hundred persons for jobs ranging from accountant to ordnance inspector.

The training of future pilots had already begun on the campus in 1940, under the provisions of the Civilian Training Pilot Act of 1939, and this continued under the administration of the College of Engineering. Students were given both ground and flight training in an accelerated eight-week course.

Other aviation-related courses included a two-year program in airport operations and management and a course in aeronautics for secondary school teachers. Late in 1943 the government funded the establishment of an Institute of Aviation Psychology. Its task was to study the most effective methods for training pilots. The program, which lasted until 1945, was reported to be one of the most unique and important in the country in the field of aviation.

The loss of regular male students was offset by servicemen in special programs who soon filled the campus. In November 1943, 190 enlisted men arrived to participate in an Army Specialized Training Program. This program had been initiated in late 1942 to prepare specialists in engineering, science, mathematics, and foreign languages and was placed on college campuses to save those institutions from collapse as they were drained of their regular students. UT's program offered instruction in civil, electrical, and mechanical engineering.

A second cycle of some 225 students arrived in February 1944, but the entire program was terminated in March of that year, when the army's manpower shortage became so acute that it could not afford the luxury of keeping men on college campuses who were needed as infantry replacements for battle casualties.

A longer lived program was designed to provide pre-flight training for Air Force cadets. Beginning in April 1943, twelve hundred aviation cadets arrived on campus to receive five months' instruction in English, mathematics, history, geography, physics, and



This spread of photographs from the 1943 Volunteer shows UT men and women in training to support the war effort.

physical education, along with ten hours of flight training. Empty dorms were now crammed with airmen and classrooms filled to overflowing.

Once fearful of losing faculty because of dwindling enrollments, the cadet training departments now utilized faculty from other disciplines. A classics teacher was employed to teach history, a botanist was impressed into service as a mathematician. Professors accustomed to offering graduate courses were now hard pressed to learn how to teach introductory classes. Alwin Thaler, a distinguished Shakespeare scholar, expressed his initial horror at trying to compress a year of freshman English into a twelve-week course, and with sections of fifty students. Thaler not only survived the experience but later confessed that it had been “surprisingly rewarding.” By the time this program ended in the summer of 1944, a total of four thousand airmen had received their training on the Knoxville campus.

In the laboratories, UT scientists utilized their skills to hasten victory over the Axis powers. Chemistry professors Clarence Hiskey and Arthur Melaven worked on a new method for processing rhenium, a rare metal that could be used in various electrical and electronic products; agricultural engineers Harold A. Arnold and Marlay A. Sharp developed a new castor bean huller that could speed up production of castor oil, needed as a lubricant for aircraft engines, hydraulic brakes, shock absorbers, and other mechanisms; and food technicians experimented with improving methods for food preservation.

Other members of the faculty made their wartime contributions off campus. Alvin Nielsen of the Physics Department went to Ohio State University to work on infrared detection devices; Katherine Way, another young physicist, went to the U.S. Naval Ordnance Laboratory in Washington and then to the University of Chicago Metallurgical Laboratories where she worked under nuclear scientists Leo Szilard, Enrico Fermi, and Eugene Wigner on a process for effecting an explosive chain reaction with U-235 and for large-scale production of plutonium for use in atomic bombs. The Chicago laboratories were a major center of the new—and secret—Manhattan Project, established in Oak Ridge in 1942 as the Clinton Engineer Works and charged with the awesome task of producing a workable atomic bomb.

The Manhattan Project absorbed the attention of a number of UT faculty. Some taught courses in a safety program organized in the summer of 1943 on the UT campus for training Manhattan Project personnel; some of them continued to serve in this capacity when a separate school for that purpose was established at Oak Ridge. Among the faculty who were granted leave or who resigned to work at the Clinton Engineer Works, were four professors from the engineering departments—Julian R. Fleming, Francis R. O'Brien, Clayton R. Plummer, and Elwood D. Shipley; two engineering instructors, Ernest C. Holdredge and Charles L. Segaser; and an instructor of physics, E.T. Jurney.

Just what specific roles these individuals played in the making of the atomic bomb is unknown, but the contribution of another faculty member, William Pollard of the Physics Department, can be more fully documented. A Rice Ph.D. and a member of the faculty since 1936, Pollard was a specialist in the fields of cosmic rays, gas adsorption, and the theory of gas flow. Early in the war, M.I.T. asked the University to grant Pollard leave to work in its radiation laboratory, which was engaged in defense work for the army and navy. President Hoskins refused, pleading the need to keep Pollard on campus for the University's own wartime programs. A request from the Pupin Laboratories at Columbia University late in 1943 proved more difficult to refuse, since this research was part of the atomic bomb project. Accordingly, Pollard was granted leave in early

1944 and worked for the remainder of the war at Columbia's Substitute Alloy Materials (SAM) Laboratory, engaged in developing the process of gaseous diffusion by which U-235 was extracted from common uranium. For his "outstanding" service, Pollard was later commended by the head of the gaseous diffusion group, Dr. Harold C. Urey. When the war ended, Pollard helped to establish the Oak Ridge Institute for Nuclear Studies (after 1966 known as Oak Ridge Associated Universities) and served as its executive director until 1974.

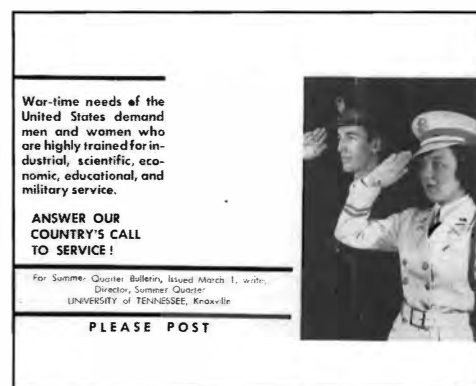
The trustees' minutes record some forty-six members of the faculty who were granted leave or resigned to work in war-related jobs. Some joined the Red Cross; a number went with Tennessee Eastman; others took positions with TVA. Jessie Harris, head of the School of Home Economics, left to become Chief of the Nutrition Division of the Food Distribution Administration, and Kenneth O. Warner, head of the Department of Political Science, took leave to become Personnel Director for the Office of Price Administration.

On the campus, the airmen of the Sixty-third College Training Detachment quickly became integrated into the life of the University, publishing a weekly newspaper, organizing clubs, joining fraternities, and even becoming members of the Alumni Association. Their initial pleasure at being stationed at such a "wonderful" base was soon dispelled by complaints about Knoxville's soot and smoke and the absence of adequate recreational facilities in town. The coeds did their best to enliven the cadets' social life, serving as hostesses at dances and inviting cadets to dinner in the home economics cafeterias.

It is impossible to determine exactly how many UT personnel served in the armed forces. The *Tennessee Alumnus* calculated in the winter of 1945 that 6,826 men and women had served in one or the other branches of the armed forces. Whether this included women other than nurses is unknown, although UT alumnae were in the Women's Army Corps (WAC), the WAVES—the navy's counterpart—and the Marine Corps Women's Reserve. Other women served with the Women's Air Force Service Pilots and the Red Cross. The University president's biennial report of 1947 estimated that eight thousand alumni had served in the armed forces. The exact figure will probably never be known.

Figures for faculty who served are equally incomplete. The *Tennessee Alumnus* estimated that eighty-four were in the service by April 1944, including at least thirty-five members of the Agricultural Extension Service. Among those faculty granted leave or who resigned to serve in the armed forces were Harold Warner, later dean of the College of Law, Harold Read, future vice president of the University, football coach Robert R. Neyland, and Bain Stewart, later head of the English Department. UT's seventeenth president, Edward Boling, served as an engineer in the European Theater, and his predecessor, Andrew Holt, was assigned to the Army Service Forces in Washington, D.C., where he headed the Pre-Induction Section as a major. The safest estimate is that over one hundred faculty served in the armed forces or were employed as civilians for the War or Navy Departments.

There were many heroes among UT's alumni in the armed forces. Austin C. Shofner, a 1937 business graduate, was a marine captain in the Philippines. Captured by the Japanese on Corregidor, he was held in a Japanese prison camp in the islands until he managed to organize an escape in April 1943. After carrying on a campaign of guerrilla warfare against the Japanese in the Philippines, Shofner managed to get to Australia, where General Douglas MacArthur awarded him the Distinguished Service Cross for "extraordinary heroism in action."



The University offered special courses to prepare students for wartime service. This bulletin was for the summer quarter, 1943.

Promoted to major, Shofner later commanded marine assault troops in the landings on Peleliu Island in 1944 and Okinawa in 1945, for which he earned two Silver Stars and the Legion of Merit. He remained in the Marine Corps after the war and retired in 1959 as a brigadier general.

Captain Ira T. Sanders, a 1925 graduate, served as a hydrographer on the staff of the commander of the U.S. Pacific Fleet Amphibious Forces. He organized mobile hydrographic units which surveyed the beaches of Japanese-held islands before American troops went ashore. For this service, Sanders was awarded the Bronze Star with Oak Leaf Cluster and a Naval Unit Citation. He retired in 1956 as a rear admiral.

Colonel Bruce K. Holloway, who attended UT from 1929 to 1931 and then transferred to West Point where he was commissioned, was a fighter group commander in the China Theater, downing thirteen Japanese airplanes. For his exploits he was decorated with the Air Medal, the Distinguished Flying Cross with Oak Leaf Cluster, the Distinguished Service Medal, the Silver Star with Oak Leaf Cluster, and the Chinese Order of the Sacred Tripod. Holloway remained in the service after the war, attaining the rank of general and serving as vice chief of staff of the air force from 1966 to 1968, and commanding general of the Strategic Air Command from 1968 to 1972.

Perhaps the most decorated UT alumnus was Brigadier General Clifton B. Cates, a 1916 law graduate. He commanded a regiment of the First Marine Division in the bloody assault on Guadalcanal in August 1942 and then led the Fourth Marine Division against the Japanese on Iwo Jima in February 1945. For his wartime efforts Cates earned the Navy Cross, the Distinguished Service Cross with Oak Leaf Cluster, the Silver Star with Oak Leaf Cluster, the Legion of Honor, the Croix de Guerre, and a Presidential Citation. Promoted to lieutenant general after the war, Cates held the office of commandant of the Marine Corps from 1948 to 1951.

All told, UT alumni received some 954 individual citations for bravery or exemplary service. The University remembered them with pride as it recalled with sorrow the 311 who gave their lives in the cause of their country. At the memorial service held in their honor on October 20, 1946, President Hoskins eulogized the fallen Volunteers for their "brave and noble sacrifice," but he also prayed for a "new world. . . for a new humanity." Even as he spoke, GI's by the thousands were returning to the campus, and the University was on the threshold of an era of expansion that not even Hoskins could have imagined.



Officers inspect members of UT's crack drill unit of the National Society of Pershing Rifles, Company A, 4th Regiment.

The Rhenium Project

The University of Tennessee contributed to the war effort during the Second World War in many ways. Some eight thousand alumni served in the armed forces, and more than three hundred of them died in action. About six hundred of them were decorated. Some eighty-four of the faculty served in various branches of the service, including football coach Robert R. Neyland, who earned four decorations while chief supply officer for American troops in China.



Chemistry Professor Arthur D. Melaven (center) works with two students extracting rhenium from the dust of copper ore.

On the campus, virtually deserted by male students, new programs were developed to keep the University going. The College of Engineering began offering preflight training courses under the provisions of the Civilian Training Pilot Act, and an Institute of Aviation Psychology was established to study ways of improving pilot training. Both the air force and the army utilized the campus to train students and cadets, and in other classrooms, UT faculty trained individuals for new wartime tasks.

Less visible were activities taking place in University laboratories, and one of the more interesting projects centered on a rare chemical element called rhenium. First discovered in 1925 in Germany's Rheinland, it secured its name from the place where it was first found in molybdenite residues recovered from local copper ores.

UT's interest in the element arose from the appointment in 1939 of Dr. Clarence F. Hiskey as an instructor in chemistry. Hiskey had worked on rhenium for his doctorate and now asked other members of the Chemistry Department to join him in investigating the properties of rhenium and in seeking a domestic source for it.

The Works Project Administration, a federal New Deal agency, proved to be a generous benefactor, granting Hiskey and his colleagues \$20,729. The University added \$6,649 and provided laboratory space and equipment on two floors of Science Hall on "the Hill."

The project was initiated in 1940, with some fifteen WPA personnel, none of whom had any previous laboratory experience, assisting the professorial staff in beginning the investigation of rhenium's properties.

First results were satisfactory enough to warrant a second WPA grant in 1941 of \$37,204, to which the University added \$13,657. The departure of Hiskey in 1941 for a position with TVA did not interrupt the project, since his place was taken by a young assistant professor with a Ph.D. from Penn State who had been in the department since 1935, Arthur D. Melaven. Melaven was to supervise the project for its duration.

The rhenium used in these early investigations came entirely from the German source, but in 1941, it was apparent that, apart from its high cost, the supply available from Germany would be ended by the war.

Accordingly, the UT scientists sought a domestic supply source, which they located in Arizona. Here the Miami Copper Company was processing copper ore which produced molybdenum and rhenium byproducts. The "roasting" technique used on the molybdenum produced a flue dust containing more rhenium which could then be extracted by further processing. In 1942, the company began shipping the dust to Knoxville for processing at UT by a method that was simpler and less costly than the one used in Germany.

During the next ten years, some seventeen tons of the flue dust were processed at UT, producing approximately 240 pounds of rhenium. UT became thereby the sole domestic supplier of rhenium and possibly the only source worldwide.

Apart from its scientific properties, rhenium was valued for its potential use as an alloy in the production of vacuum tubes, flash bulb filaments, and heater elements, and as an ingredient in electric and electronic circuitry, as it allowed the production of a highly heat and wear resistant metal.

When UT's faculty reported in 1943 at an American Chemical Society meeting that they had discovered both a domestic source and a processing method, interest was aroused in the commercial possibilities of the product. However, the War Department, uncertain of the military potential of the element, requested UT not to publicize its availability in trade journals. The end of the war eliminated these restrictions, and from 1946 to 1966, when the project was terminated, UT, under contract with the Miami Copper Company, continued to produce and supply rhenium for the U.S. market and for governmental purchasers in England, France, Holland, Canada, India, Australia, and Israel, earning some \$38,000 by its efforts.

In the end, the rhenium project did not contribute significantly to the war effort. The cost of the element's production proved greater than anticipated, and neither its military nor commercial potential was realized. But UT profited in two ways. The experiments enhanced the knowledge of students and faculty, and the monies earned by the sale of the element produced a fund from which grants were made to faculty and students.

Those benefitting most were seven graduate students who received Rhenium Research Fellowships between 1943 and 1957; fourteen high school seniors and UT freshmen who were recipients of Rhenium Academic Scholarships between 1956 and 1965; and some eighty chemistry undergraduates who from 1962 to 1993, have been receiving financial aid as Rhenium Scholars in an amount totalling approximately \$30,000.

Supplemented by contributions from other sources, the Rhenium Scholarship Fund has grown so that in 1993 it stood at over \$33,000, still a source of support for worthy chemistry students.

Melaven retired from the UT faculty in 1972, and the scholarships were named for him, appropriate recognition for one who had devoted much of his professional life to increasing knowledge of a rare element whose future applications may yet exceed the imagination of those who pioneered in its discovery and early production.



The rhenium extractor was located in a Science Hall chemistry laboratory.

UT's First African-American Students

The education of African Americans at UT did not begin with the civil rights revolution of the mid-twentieth century. Rather, its origins go back almost a century earlier when, in an era that accepted "separate but equal" as the legal standard for accommodating the demands of the "colored" race, the University accepted black undergraduates but educated them separately.

UT's impulse was financial rather than humanitarian. A federal law, the Morrill Act, passed in 1862, offered public lands to states that would use the proceeds to establish "agricultural and mechanical" colleges. Tennessee became eligible for the funds after its restoration to the Union, and UT (then East Tennessee University) applied for recognition as the state's agricultural and mechanical college. The legislature agreed but added a number of conditions to the grant: free tuition must be provided to three students from each county, nominated by the state's senators and representatives, and the scholarships must be awarded without discrimination on the basis of race.

Other southern states met the Morrill Act requirements by establishing separate agricultural and mechanical colleges for blacks and whites. UT offered the state of Tennessee a more ingenious and cheaper alternative. It would accept all black students who were nominated for the free scholarships as cadets (all UT students wore uniforms in the late nineteenth century, lived under military discipline, and were called cadets) but would "farm" them out to black institutions, first at Fisk in Nashville and then at Knoxville College, paying the receiving institutions \$30 per student for their education.

The arrangement was eminently satisfactory to UT, which received the proceeds of the fund created by the sale of some 300,000 acres of public lands, but less satisfactory to the African-American colleges. They complained about the quality of the cadets assigned to them and about the minimal sums they were being paid to educate each of them. Nevertheless, blacks did enter the University under this arrangement beginning in 1881. A few years later, the contract with Fisk was terminated and Knoxville College became the exclusive agency for educating UT's African-American students. Under a new contract, Knoxville College was designated the "Industrial Department" of the University and received a lump sum annually to pay faculty assigned to the instruction of the black cadets. In 1892, there were forty-four black students in the Negro Department; by 1904, the number had risen to sixty-nine. UT supervised the instruction, so much so that it discovered a female student who had somehow sneaked in undetected. Her scholarship was continued, but her status as a cadet in the University ended.

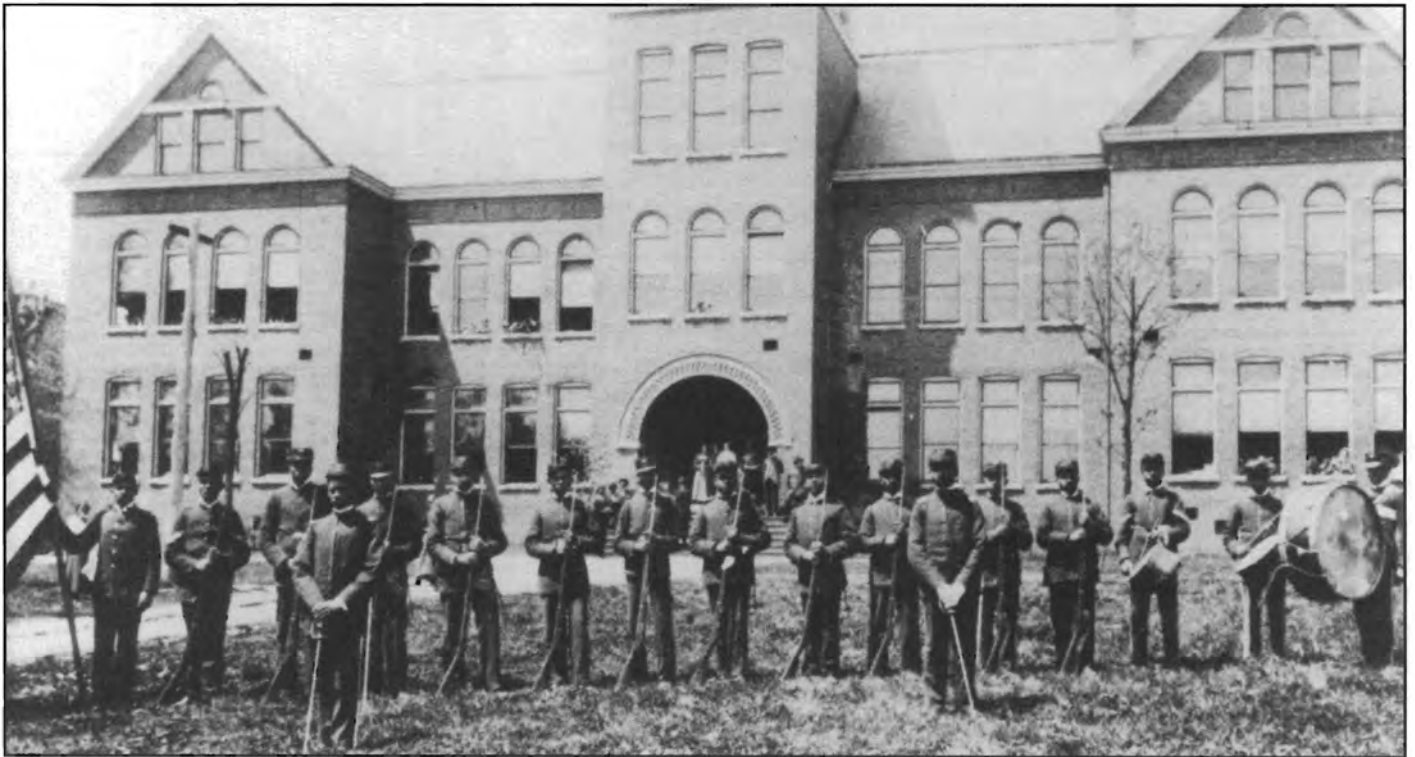
Knoxville College's president complained to UT's President Charles Dabney in 1902 that "there is quite a decided feeling prevailing all over the state that the Negroes

Catalogue of Students.				11
NAME.	POST-OFFICE.	COURSE.	YEAR.	
Wily, George Macon	Montgomery, Ala.	Sci.	1	
Yeatman, Henry Clay, Jr.	Columbia, Tenn.	L-Sci.	1	
Young, James Peyton	Pekin, Tenn.	Sci.	2	
—CO—				
RECAPITULATION BY COURSES.*				
	COLLEGIATE.	SUB-COLLEGIATE.	TOTAL.	
SCIENCE.....	78	30	108	
CLASSICAL.....	35	6	41	
LATIN-SCIENCE.....	31	10	41	
ELECTIC.....	25	—	25	
TOTAL.....	169	46	215	
—SCHOOLS—				
MATHEMATICS.....	174	ANCIENT LANGUAGES.....	82	
APPLIED MATHEMATICS, AC.....	136	MOD. LANGUAGES AND ENGLISH.....	164	
CHEMISTRY.....	105	HISTORY AND PHILOSOPHY.....	47	
NATURAL HISTORY, AC.....	85	BOOKS IN SCHOOL.....	41	
AGRICULTURE, AC.....	58			
—STATE STUDENTS—				
MATRICULATED AT FISK UNIVERSITY, NASHVILLE.				
Chrosthwaite, William Albert, Nashville.	Gray, Henry Clay, Nashville.			
Cooper, George Lucas, Memphis.	Jones, Thomas L., Nashville.			
Davis, James Chilton, Memphis.	Lee, Milton Sealey, Memphis.			
Donnell, William Daniel, Nashville.	Mitchell, Horace Frederic, Memphis.			
Drake, John Felix, Nashville.	Oliver, Henry, Nashville.			
(For Medical and Dental Students, see Medical Department.)				
—SUMMARY—				
ACADEMIC DEPARTMENT.....				915
AT FISK UNIVERSITY.....				10
MEDICAL DEPARTMENT.....				1 63
TOTAL.....				368
* NOTE.—Under SCIENCE are here included both the General Course and the Technical Courses in Science,—Engineering, Agriculture, Ac. Under ELECTIC are included all Special and Optional Courses. Under SUB-COLLEGIATE are included all students who have two or more sub-collegiate studies.				

The 1881-1882 University of Tennessee catalog listed the black cadets who were students at Fisk University in Nashville.

do not get their fair share of the [land-grant] funds.” But UT insisted that it was allocating 25 percent of the Morrill Act funds to the college, whereas blacks comprised only 23 percent of the state’s population. Other African-American leaders expressed similar unhappiness with the arrangement and urged the creation of a separate black agricultural and mechanical college as the only equitable solution.

Their demand was met in 1912 with the opening of the Tennessee Agricultural and Industrial Normal School for Negroes in Nashville. The new school’s objective was to train blacks in the agricultural and mechanical arts and for teaching positions in the public schools. The new school was to receive a proportionate share of the Morrill Act funds. Thus ended UT’s responsibility for educating African Americans, not to be resumed until 1952, when the first black graduate students were admitted, and 1961, when the first black undergraduates entered. The new experiment in biracial education came about in an age which rejected “separate but equal” as inherently unequal.



African-American students in UT's Industrial Department stand in front of Elnathan Hall at Knoxville College.

Desegregation at UT: The Beginnings

Just over fifty years ago, in June of 1939, six African Americans sought admission to law and graduate programs at the University of Tennessee. Their names were Walter Hardy, Clinton Marsh, Joseph Michael, Homer Saunders, P.L. Smith, and Ezra Totten. Three months later, on September 26, their applications were officially denied.

They took their case to the Knox County Chancery Court where they lost, the judge stating that education was not a constitutional right guaranteed by the Fourteenth Amendment to the U.S. Constitution and that the University's actions did not deny the students the "equal protection of the law" or abridge their "privileges or immunities."

An appeal to the Tennessee Supreme Court proved unavailing. The justices pointed to a 1941 state statute, enacted while the case was still pending, decreeing the establishment of educational facilities for blacks equivalent to those for whites. That these facilities had not, in fact, been created did not seem to bother the court. In any case, the black students gave up their effort.

During the next two decades, the movement to improve educational opportunities in higher education for African Americans gained impetus. In a series of cases, the U.S. Supreme Court ordered the admission of blacks to graduate and law schools in the Universities of Texas, Oklahoma, and Missouri or directed those states to establish equal facilities for their graduate or legal studies.

Tennessee was aware of these decisions, but it was unwilling to move in that direction unless specifically ordered to do so by the courts. The University's trustees were fearful they would alienate Tennesseans who were bound in their vision by the segregationist environment in which they had been reared. As one trustee put it, to "appease" a few black applicants by allowing their admission would simply open the doors to more. In his view, the public welfare could best be maintained by "continued segregation of the races in education and elsewhere."

For legal support, the trustees resorted to the state's "police powers" under the Tenth Amendment to the U.S. Constitution and to the Tennessee Constitution of 1870 and a state law of 1901, both of which prohibited mingling of the races in the classroom. Blacks responded that the police powers were superseded by the Fourteenth Amendment and that, in any case, the facilities provided them were never really equal to those offered to whites. As evidence, they pointed to the absence of any graduate programs at the black Tennessee Agricultural and Industrial College in Nashville, which had been founded in 1912.



Gene Mitchell Gray was the first African-American graduate student to enter UT in the winter quarter, 1952. (Used with permission of the Beck Cultural Center.)

Gray Breaks Color Line At Tennessee

KNOXVILLE, Tenn. (UP)—Gene Mitchell Gray was hounded by photographers, including one of his own race, Monday when the Negro bellhop broke the color line at the University of Tennessee.

Gray, who was admitted one week late for the winter quarter, registered as a graduate student in chemistry at the 158-year-old institution and then hustled to his first class, a lecture in organic chemistry.

The university agreed last week, after months of legal proceedings, to admit him and three other Knoxville Negroes.

A photographer for a local Negro newspaper, a commercial photographer and a newsman intercepted Gray several times between classes and asked him to pose. The scholarly-looking father of two sons consented twice but refused once because he was in a hurry.

He explained that as soon as his 11 a.m. classes ended, he was due at work as bell captain at a Knoxville hotel.

Neatly dressed in a dark single-breasted suit, Gray, 22, attracted little attention when he took a seat for the lecture given by Prof. C. A. Buehler, head of the chemistry department.

University officials observed that Gray was "wise" in selecting courses designed to refresh his memory of undergraduate work in chemistry. He enrolled for a course in calculus and will audit courses in organic chemistry and physics, which he took as an undergraduate at Knoxville College for Negroes.

A university spokesman said that if Gray had taken a "full" schedule, he could have completed his work toward a master's degree in biochemistry within a year.

The issue was joined in the fall of 1950 when four students again sought admission to the University's law and graduate programs. Lincoln A. Blakeney and Joseph H. Patterson applied to the Law School, Gene Mitchell Gray and Jack Alexander to the Graduate School. The Board of Trustees, again unwilling to pioneer or to challenge public opinion, decided to leave the decision to the courts. In December, they denied the students' applications, citing the Tennessee Constitution of 1870 and its prohibitions on integrated education.

The students sued in federal district court, which held, in April 1951, that the case should be decided as a violation of the Fourteenth Amendment rather than as a challenge to the legality of Tennessee's Constitution. Curiously, Judge Robert L. Taylor, in upholding the students' right to admission to the University under the equal protection clause of the Fourteenth Amendment, declined to issue such an order, presumably confident that the state would honor its 1941 law promising equal educational facilities for the races.

Unhappy with Taylor's decision, the students carried their case to the U.S. Supreme Court, which, in March 1952, declined to take any action on the grounds that the University in the interim had changed its admission policies and was, in fact, ready to accept blacks into its graduate and law programs. This decision had been announced by President Cloide E. Brehm and the Board of Trustees in January, and at the beginning of the winter quarter, 1952, Gene Gray had become the first black to attend the University.

The aftermath of the celebrated lawsuit was, however, anticlimactic. Gray was admitted as a graduate student but took undergraduate courses in the sciences for a year before withdrawing and transferring to Lehigh University. He did not receive a degree at either institution. Alexander appears not to have enrolled at UT at all. Blakeney spent one quarter in law school and then withdrew. Patterson announced that he would enter law school in September 1952, but never did.

The first black to receive a graduate degree from UT never participated in the initial *cause célèbre*: Lillian Jenkins earned a master's degree in special education in August 1954.

Two years later, R.B.J. Campbell became the first black to receive a UT law degree. By then, the whole issue of providing equal if separate facilities for the education of blacks had become moot. On May 17, 1954, the U.S. Supreme Court had ruled that separate schools, whatever their quality, were "inherently unequal" and that separation placed a stigma of inferiority on black students.

A new phase in the history of race relations had begun. The University of Tennessee, like its sister colleges and universities in the South, would have to face the formidable challenge of desegregating an educational structure that had existed for almost a century and of altering attitudes that had prevailed among whites even longer.

The Kingsport News, January 10, 1952.

Desegregation at UT: The Undergraduate Experience

The admission of four African Americans to the University's graduate and law programs in 1952, following a local federal district court decision mandating such action, was only the first step in the long and slow process of desegregating the institution. Indeed the 1952 event was itself the result of an evolution that had begun as early as 1937, when a black student sought and was denied entry into the University's pharmacy school in Memphis. The general policy of the administration and of the trustees was to avoid bold innovative measures and to move only when directed by the legislature or the courts.

Accordingly, every effort to extend opportunities to African Americans beyond the prescribed court order of 1952 was resisted. UT denied admission to blacks who wished to take classes in graduate programs without completing a degree. No blacks would be admitted to any graduate or professional programs that were available at black colleges or schools within the state, and none could enroll in undergraduate programs, extension courses, or even correspondence courses. The official explanation was that Tennessee's constitution barred "commingling" of the races in public educational facilities, but the public's attitude was probably reflected more accurately in a *Nashville Tennessean* editorial comment of September 28, 1950, that "mixed education is unwise for both races." Andy Holt, then assistant to University President C.E. Brehm, expressed another popular belief when he declared in April 1953 that the restriction would work no hardship on blacks since "Negroes prefer to attend school with people of their own race."

When an African-American professor at Tuskegee Institute in Alabama innocently inquired in August 1953 whether UT was considering integrating its faculty, University officials quickly responded that they had no vacancy in the prospective applicant's field—public health—even though he had B.S. and M.S. degrees in that area from the University of Minnesota, an M.A. and Ph.D. in Health Education from Columbia University, and was a Fellow of the American Public Health Association.

The Supreme Court's decision in the famous case of *Brown v. Board of Education* on May 17, 1954, outlawing segregation in public schools, did not alter the UT trustees' determination to hold the separatist line, despite the court's ruling a week later in a Florida case that the decision applied to higher education, as well. When, in late May, two African-American women were recommended for admission to the College of Home Economics by a UT home demonstration agent in Agricultural Extension at



Theotis Robinson was one of three African-American undergraduate students to enter UT in January 1961.

Students Use Wisdom

Negro Frosh Enter Without Incident

This week, three Negroes became the first of their race to attend U-T as undergraduates.

The action which made this possible was taken by the Board of Trustees at a meeting last quarter. The Board was under no court order to take the action and no threats had been made by any group to force its decision.

For this reason, the Board's decision was a practical one. Any delay on its part might eventually have resulted in a court order, threats, and possible violence. As it was, desegregation of U-T's undergraduate classes was accomplished smoothly, diplomatically, and without incident.

The praise, however, does not belong to the Board of Trustees alone. In a school of this size, there is bound to be some feeling, even violent feeling, against racial integration of any sort. Many students come from areas where anti-integration feeling runs high and where there has been violence already over desegregation of public schools.

But if such feeling exists within the student body, it certainly was not in evidence Tuesday. In fact, the smooth manner in which the registration of these three Negroes was accomplished stands in marked contrast to similar situations in certain other Southern universities.

This fact has tremendous significance when one considers that the University of Tennessee is a kind of representative of the state of Tennessee as a whole. And in this instance at least, the University proved itself a worthy representative.

The students are to be commended for their refusal to succumb to the reaction of many Southern areas to desegregation. The nation-wide impression of this week's events at U-T cannot have been anything but good.

This is the important thing, of course. The trend to desegregation is inevitable, and little can be done to prevent it. But attitudes and their expression are a matter of personal control. And when an event is inevitable, the wisest thing is to keep one's feelings against it to oneself, at least to the extent that no disorder results.

Just such wisdom on the part of the students was apparent Tuesday. Whether they were for, against, or indifferent to the matter, they treated the Negroes with respect, dignity, and tact. It is this which will be remembered long after details of this historic event are forgotten.

CW

The Orange and White for January 6, 1961, editorializes on the admission of the first African-American undergraduates.

Chattanooga, they were turned down on the grounds that the district court decision in 1952 did not affect undergraduate education.

An application for admission to the Graduate School in Memphis was denied in June 1954 on the grounds that the black applicant would be mingling with medical students and that his admission would be construed as extending the University's desegregation policies beyond those mandated by the district courts. President Brehm advised the Board of Trustees that the admission of even one African American at Memphis would "let the camel get his nose in the door" and gratify the National Association for the Advancement of Colored People (NAACP).

Local black attorneys appealed to the trustees in December 1955 to open the University to all "qualified Negro applicants" in the spirit of the *Brown* decision, but the board delayed as long as possible even though the Supreme Court in its Florida decision had ruled that while desegregation in the lower schools might require some period of adjustment and planning, no delay seemed necessary in desegregating higher educational facilities.

In a concurrent development, President Dwight Eisenhower issued an executive order barring racial discrimination in employment by private contractors doing business with the government. UT officials were worried that its contracts with the Atomic Energy Commission at Oak Ridge would be affected. President Brehm also wondered how UT could justify paying a black secretary in an Agricultural Extension office \$70 a month when a white secretary doing a similar job earned \$200. This, he exclaimed in an egregious understatement, would require "a lot of explanation."

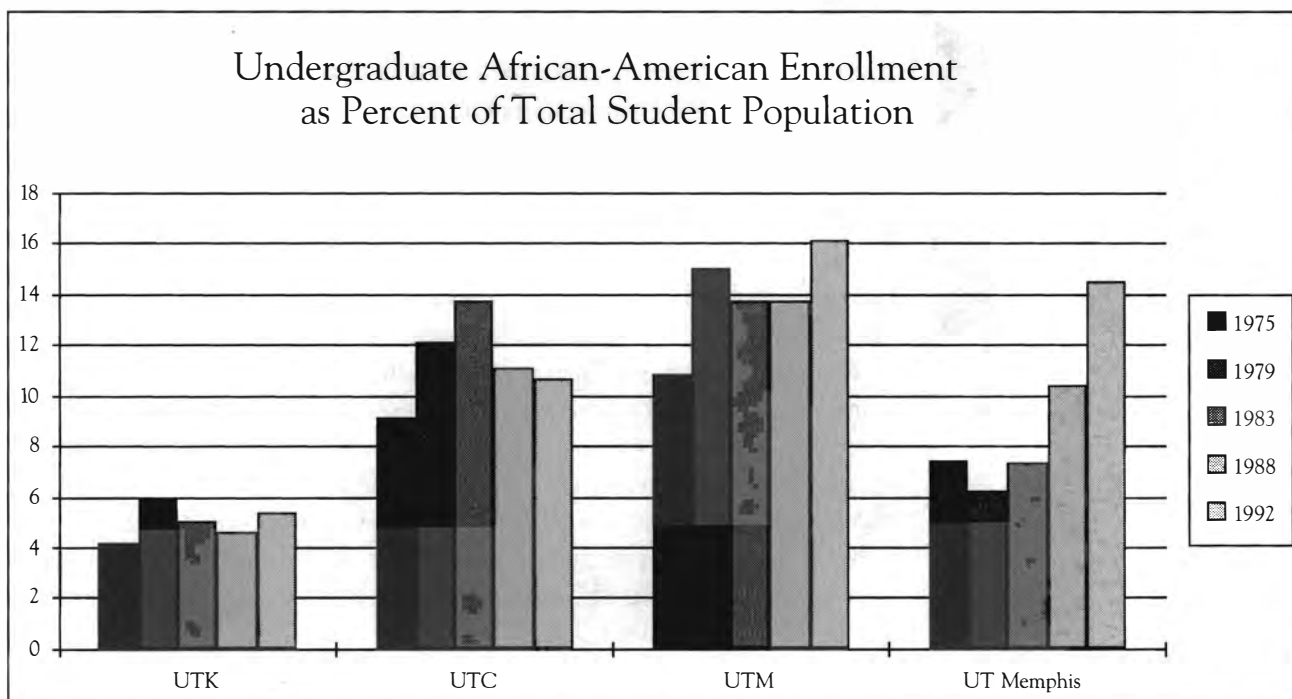
In June 1955, the Tennessee Board of Education, which controlled the public higher education institutions outside of the University of Tennessee system, adopted a step-by-step desegregation policy that would result in admission of African Americans to all undergraduate and graduate programs by the 1959-1960 academic year. The UT Board of Trustees on April 24, 1956, in a contentious meeting first voted to adopt the state Board of Education plan and then rescinded its action. The trustees were undoubtedly pressured by organized segregationists in the state, one of whom wrote the trustees charging that the proposed scheme for gradual desegregation was a plot by communists and left-wingers who "enjoy seeing Negro boys embracing white girls," and another of whom claimed that mixing of the races would be a "calamity" for the University and the state. Lost among these shrill forebodings of doom was the muted voice of a UT student who asked simply: "How much time do intelligent men need to comply with a Supreme Court ruling?"

A Tennessee Supreme Court decision, in fact, moved the trustees to action. In October 1956, the court ruled in the case of *Roy v. Britt* that all state laws on segregation were invalid. The University's wall of segregation thereupon crumbled—but only gradually. First, the prohibition on graduate students taking single courses not leading to a degree was lifted. Extension courses followed in 1959. By that date there were twenty-two students enrolled in graduate and law courses on the Knoxville campus, but there was still no action from the trustees on the admission of black undergraduates, nor were the University's dormitories desegregated.

During the summer of 1960, while Knoxville's African-American community was demonstrating to desegregate downtown restaurants and lunch counters, Theotis Robinson, a black graduate of Austin High School, sought admission to UT's undergraduate program. The application was rejected; Robinson persisted and secured an interview with the University's president, Andrew Holt. Holt expressed ignorance of the University's policies with regard to undergraduate admission of blacks but promised to

take the matter up with the Board of Trustees. Robinson agreed but warned that if the Board did not change its policies, he would file a lawsuit against the University. The state's attorney general advised the reluctant trustees that in view of the Tennessee Supreme Court's decision in *Roy v. Brittain*, the University could not deny Robinson's application. The board thereupon capitulated, and on November 18, 1960, adopted a resolution: "That it is the policy of the Board that there shall be no racial discrimination in the admission of qualified students to the University of Tennessee."

With the admission of Robinson and two other African Americans as freshmen in January 1961, the University was propelled, however unwillingly, into a new era, and the black struggle for equality in education had achieved another victory.



Source: UT Office of the Senior Vice President

Tragedy in the Snow



The scene of the tragedy minutes before it occurred, showing student Marnell Goodman at the far right.

Winter snows are rare in Knoxville, and when they do occur, they are occasions for sledding, snowmen, and friendly snowball fights. But at times snowfalls produce unexpectedly tragic consequences; and such was the case in February 1965, when the UT campus witnessed a heavy snowfall that led to three deaths.

Snowball fracas among students were not unusual when a snow opportunity presented itself. On January 27, 1948, a crowd of snowballing students so irritated a Knoxville Transit Lines bus driver that he used his pistol to scatter them. On January 5, 1960, after a heavy snowfall—the largest in eight years and during one of Knoxville's worst winters—President Andrew Holt dismissed classes. A friendly snowball fight among students on Cumberland Avenue turned into a riot, the police using tear gas to disperse a mob estimated in the hundreds. The collegians allegedly not only pelted each other but also passing motorists and the police officers themselves. Fourteen students were charged with rioting and inciting to riot. Four were fined \$25 each; six others received \$10 suspended fines; the cases of the others dragged on until April, when they were dismissed. UT officials expressed their concern over the incident, but an assistant dean of students suggested that perhaps local high schoolers were as responsible for the trouble as the UT freshmen and sophomores who were arrested. Although the dean of students' office listed the names of the UT students involved, no disciplinary action against them appears to have been taken.

University officials decided that one way to avert future incidents was to maintain regular class schedules even during snowstorms. This was the policy followed a few months later, after another heavy fall. No incidents were reported this time, but two years later, when nine inches fell on the campus on January 9, 1962, classes were suspended the following day. Almost predictably, hundreds of students targeted passing cars on Cumberland Avenue with snowballs, and when traffic was halted, they skied and sledded down the Cumberland hills. The horseplay resulted in at least one student being hospitalized and several treated for cuts and bruises.

These incidents were merely portents of the tragedy to come during the winter of 1965. On Monday, February 1, Knoxville was hit by the coldest weather of the season, along with sleet, freezing rain, and five to nine inches of snow. By nightfall, the temperature had dropped to fifteen degrees. The county schools closed at noon; city students using buses were dismissed at the same time. UT classes were not cancelled, however. Nevertheless, "high spirited" students congregated along both sides of Cumberland Avenue, throwing snowballs at each other and at the creeping lines of cars which traversed this busy thoroughfare. At about 3:30 p.m., a fifty-eight-year-old Knoxville native, Roland W. Lawson, who was employed by the Fulton Sylphon Division of Robertshaw, lost control of his car while driving east on Cumberland Avenue near Ayres Hall, hit a utility pole, and died instantly of a heart attack. His wife later alleged

that the death was induced by the snowball gauntlet Lawson had to run while traveling through the UT area. "I'm sure," she said, all that snowballing "frightened him and brought on the heart attack." Since no one else was in the car with Lawson, the truth could not be ascertained. The uncertainty left by the Lawson accident was only one of the mysteries which were to surround the whole tragic snowball affair.

The next episode in the unfolding drama occurred at 5:30 p.m. A truck driven by William Douglas Willett, Jr., 27, for the Bird and Cutshaw Produce Co. of Greeneville, TN, with a load of frozen chickens destined for Cincinnati, drove past some snowballing students on Cumberland Avenue at the intersection of Seventeenth Street. According to the driver, students not only threw snow at him but also opened the doors of his truck and shoved snow into it. Willett responded by reaching into his overnight bag, pulling out a .22-caliber pistol, and shooting at the students who he claimed were assaulting him. "I don't know where I shot," he later said; snow in his eyes clouded his vision. A student observer, however, claimed that Willett had aimed deliberately at a student who was running away, shouting "You had better not throw any snowballs at my truck."

The variant accounts did not change the unfortunate outcome: an eighteen-year-old UT freshman, Marnell J. Goodman, was shot over the right eye, the bullet emerging below his left ear. Other students carried the unconscious victim into a nearby restaurant and attempted to revive him by massaging his heart and administering mouth-to-mouth resuscitation. The efforts failed, and by the time Goodman reached Presbyterian Hospital at 6:05 p.m., he was dead.

Meanwhile, angry students had confronted the truck driver, seized his gun, and surrounded the truck to prevent him from driving off. According to one account, the truck driver held the crowd at bay until he was disarmed by a student who slipped behind him. The police arrived in about ten minutes and arrested Willett. The arresting officers stated that when they arrived on the scene, Willett had a bruised eye, battered nose, and "busted" mouth from the beating he allegedly received from the irate students. He was also said to have been crying "like a baby" when he realized that his bullet had hit a student. "I didn't mean to do it," he sobbed, according to the police officer, but the students were throwing snow in his eyes, he said, and he only fired to scare the mob away. "I was afraid," he told the police. A spokesman for Willett's employer vouched for the young man's character. He was "a good boy" with a perfect driving record who had never been in trouble before.

The reaction to the incident in the community, on the campus, and in the press was extraordinary. Local newspapers reported the affair as an "orgy" of student misconduct. Knoxville's police chief criticized UT officials for failing to control student behavior and warned that a repetition of the incident would be treated like a riot. Some police officers were reported to have expressed little sympathy for the dead student, saying, "The boy got what he deserved, didn't he?" Knoxville police chief French Harris asserted that he had been receiving complaints about student misbehavior during snowstorms for years. UT's dean of students, Ralph Dunford, expressed the shocked sentiments of students and faculty. President Holt withheld comment pending an investigation. But comments were not withheld by the community. Other motorists complained that they, too, had been victimized by snowballing students. One reported that his window had been broken by a snowball; a bus driver claimed twelve of his windows had been shattered and snow dumped into the bus. Another driver charged that he and his fourteen-year-old son had been "terrorized" by "a bunch" of students at the same intersection shortly before the shooting occurred.



*William Douglas Willett, Jr., the truck driver.
(Used with permission of the Knoxville News-Sentinel.)*



The produce truck driven by William Douglas Willett, Jr., who fired the fatal shot.
(Used with permission of the Knoxville News-Sentinel.)

It was the press reaction, however, which was unprecedented. The story of the affair was reported in newspapers across the country. The *New York Times* carried it, and both the United Press and the Associated Press gave the story nationwide coverage by putting it on the wires. An editorial in the *Knoxville News-Sentinel* headed "Terror Around U-T" denounced the students as "primitive savages" and called for "the strongest kind of disciplinary measures" against the offending students. "Yesterday's terrifying demonstration by temporary maniacs," the editorial concluded, "must never happen again." The *Nashville Banner* parroted the sentiment in its editorial: "Terror on the Campus." "Who is to Blame?" was the question posed by the *Elizabethton Star*. Like most of the editorials, this one placed less blame on the truck driver than on the students and on the "permissive" attitude of the UT authorities who took "an exceedingly lenient attitude toward the actions of the students." An angry editorial in the *Johnson City Press-Chronicle* screamed "Time to Purge Them," referring to the "spoiled brats, assorted drifters and habitual goofers-off" who wasted taxpayer money and were responsible for the "snow mob" which caused the death of Marnell Goodman and the provocation of the truck driver, who was "minding his business and doing his job."

While the newspapers were trying the case in their columns, an even more curious and enigmatic element in the affair was developing in Knoxville. First reports in the press indicated that several witnesses had phoned the police on Monday to testify in defense of the truck driver. One was described as a UT pre-law student, Walter Lee Yow, who said he witnessed the incident from his apartment window at 1630 Cumberland Avenue. He stated that he had observed students stopping cars, including police cruisers, opening doors, and deluging the drivers with snow. When Willett's truck appeared, it was surrounded by hundreds of "roaring" students who stopped it. Yow insisted that he had heard the shot fired but had not witnessed it. He claimed that he ran down into the street and cradled the dying Marnell Goodman's head in his arms.

By the next day, however, Yow was reported to be a fifty-five-year-old trucker's helper traveling in a truck bound for Lexington, Kentucky, from Norfolk, Virginia, with a shipment of poultry. Yow said he was behind Willett's truck, had seen the attack on him by the students, and had rushed to assist him. In the process, he was hit in the head with a rock-filled snowball. In any case, Yow apparently was hurt so badly that he told his truck partner to go on without him. Yow spent the night at a Salvation Army shelter, where he now identified himself as an employee of the Motor Freight Company headquartered in Norfolk, Virginia, enroute to Minneapolis with a load of grapefruit. He had complained of a "terrible headache" and asked for a place to lie down. On Tuesday morning, after reporting to police his version of the shooting incident, he went to the Christenberry Infirmary on Church Avenue to receive treatment for his injury. The doctor diagnosed the condition as a badly damaged ear and prescribed some medication. On the way out, Yow collapsed, and despite frantic efforts to revive him by Drs. Henry and Kenneth Christenberry, Yow died. "He must have suffered massive brain damage and a hemorrhage," one of the doctors stated. The county medical examiner's report attributed Yow's death to a fractured skull caused by a blow from a hard object.

News of this third death compounded the public's rage against the students and embarrassed UT students and administrators further. The *Knoxville Journal* saluted Yow in an editorial for coming to Willett's assistance while other citizens merely stood around and watched. UT student leaders began a collection to pay for Yow's funeral expenses, and President Holt contributed \$100 to the fund. In Nashville, bills providing strict penalties for throwing snowballs at motor vehicles were introduced into the state legislature. One state representative complained bitterly that the students' behavior sty-

mied his campaign to secure the vote for eighteen year olds. "What has happened to U-T is a blow to my aims" and "a slam on education in our state." Other legislators condemned UT administrators for failing to maintain adequate standards of student discipline.

But the extent of public outrage was manifested most violently in the deluge of letters to the editors of the two Knoxville newspapers. They could only print a handful; the rest piled up in their offices demonstrating by their volume no less than their contents the depth of public hostility toward the University and the students. "Where were the U-T officials in charge while the snowballing was continuing for hours?" cried one reader. Why were such transgressions treated so "benignly" by the police and the University? asked another. The real guilty party was not the truck driver but the "inhuman" students who baited him into the shooting. A tourist from Illinois exonerated the truck driver by recalling her own wintertime experience driving through Knoxville, when her car was bombarded with rocks and snowballs. The truck driver should be freed, demanded another reader; he was only protecting himself from "a bunch of wild men." Another letter writer demanded that he be given a medal of honor for defending his freedom! The death of a student was regrettable, a reader wrote, but "students have been asking for it a long time." The shooting was no murder, another letter read, but justified self-defense.

Students sought to respond by urging the public not to condemn the whole campus for the misconduct of a few. They pleaded for community understanding and continued support for a student body that had brought more credit than shame to the state and the city over the years. The Associated Women Students acknowledged student responsibility for the tragedy, promised action to prevent a recurrence, expressed sympathy for Marnell Goodman's family, and asked for the public's continued demonstration of faith in the University. President Holt seconded the students' sentiments, expressing dismay that the wrongdoings of a few were producing abuse of the vast majority of well-behaving students. At least one local newspaper columnist sought to bring some reason to the emotionally charged exchanges between critics and defenders of the University. "Let's simmer down and let the proper authorities find out just what did happen," was the advice of the *News-Sentinel's* Don Whitehead, but "let's stop this business of jumping to conclusions...without ever knowing what the facts are."

The trail of truth proved elusive, however; and this fact was demonstrated perfectly within the next few days by the police's efforts to verify Yow's account of the incident. Norfolk, Virginia, reported no Motor Freight Company there; neither was there one in Minneapolis. Yow's sister said she was not aware that he was even working for a trucking firm, nor could the police find any witnesses to corroborate Yow's statement that he had been at or near the scene of the shooting incident. After a picture of Yow was printed in the local newspaper, a Trailways bus driver said he recognized Yow as a passenger on his bus that had left Chattanooga shortly after noon on the day of the shooting and arrived in Knoxville at 6:00 p.m., one-half hour *after* the shooting of Marnell Goodman occurred. Employees of the Trailways Bus Terminal said they saw Yow sleeping in the waiting room at 10:30 or 11:00 p.m., at a time when he claimed to have been at the Salvation Army. Yow's credibility was further impaired by police reports showing that he had once claimed to have witnessed the shooting of a North Carolina state trooper when he was, in fact, 130 miles from the scene of the crime, and that he had a six-state record for forgery, assault, larceny, vagrancy, and false hotel registrations. Sympathy for Yow declined even further when a more detailed autopsy disclosed that he did not die of a brain hemorrhage but that he was suffering from a staggering array of ail-



A collage of newspaper articles on the incident.

ments, including diseases of the heart, liver, lungs, and kidneys. The state's chief pathologist and its chief medical examiner concluded that while Yow had sustained a severe blow to his ear, he probably died as a result of a reaction to the drugs he received for the ear injury. The doctor added that all of Yow's illnesses undoubtedly contributed to his death.

The embarrassing disclosures led to an abrupt end to the student fund-raising effort on Yow's behalf. The police dismissed Yow as a witness in the case; he could not possibly have seen the shooting. In the meantime, the dead student, Marnell Goodman, was buried near his home in Peabody, Massachusetts, and on February 19, the truck driver was bound over to the grand jury on second degree murder charges and released on \$2,500 bond. On the campus, an investigation by the Office of the Dean of Students resulted in the identification of fifteen students who were allegedly involved in the snowball throwing. Executive Dean of Students Charles Lewis promised that the culprits would be called before the student-faculty disciplinary board and suspended if found guilty. The assistant dean of students conceded that he was having difficulty identifying other students who might have been involved.

Tempers gradually began to cool. The *News-Sentinel's* editorial a week after the incident was distinctly less critical of the student body. While UT's image was tarnished, it conceded, the University was still "a distinguished institution" deserving of public support. Carson Brewer, one of the paper's columnists, reminded readers that while some frolicking students may have assailed motorists with snowballs, others had helped to push stalled cars. Knoxville's mayor and UT officials announced that they would meet to clarify their respective jurisdictions in the case of similar incidents in the future; and the University issued a policy statement designed to prevent a recurrence of such a tragedy. The new policy included provision for increased patrols by campus police during heavy snowfalls and for discussions of proper conduct with students in residence halls and fraternities. UT administrators also agreed that on-campus students would be expected to attend classes even during snowstorms.

Willett's case was finally heard by the grand jury on May 25. Thirteen witnesses testified, three police officers and ten students. Three days later, the jury reported its verdict: "not true bill," which meant that the charge was dismissed and Willett exonerated. While the jury gave no reasons for its action, perhaps it came to the same conclusion that had been reached by police captain Fred Scruggs at the time of the incident: "We have so many different versions of what happened, it is going to be difficult really to get down to the truth."

No similar incident ever occurred thereafter. The opening of Interstate 40 a few years later ended the truck traffic on Cumberland Avenue which was such an enticing target for student snowball throwers. A bridge across that thoroughfare, opened the following year, reduced some of the student traffic on Cumberland, although it did provide another vantage point from which troublemakers could harass passing motorists. And the Knoxville City Council enacted an ordinance making snowball throwing a misdemeanor subject to a \$50 fine. A *News-Sentinel* editorial a week after the slaying of Marnell Goodman proved to be a prophetic epitaph on the entire affair. It read: "Ultimately, Monday's tragedy will become an unsavory legend, while UT itself will be here from here on out."

Billy Graham , Richard Nixon, and the Vietnam War Protest

The decade of the 1970s opened in the United States during a time of turmoil, strife, and division. For six years the United States had been fighting a long, vicious, and increasingly unpopular war in Vietnam. Already the conflict had claimed tens of thousands of American lives, destroyed one presidency, and seriously strained the bonds of trust between a large segment of the American people and their government.

Nowhere was the anger and resentment more intense than on the nation's college campuses. The feelings of moral outrage directed against the war, a pervasive tendency among a segment of the college population to question authority of any kind, and a fear of the draft combined to create an explosive atmosphere on campuses from California to New York.

Throughout the second half of the 1960s, students had demanded and received a larger voice in the management of their college experience. In 1964, for example, students at the University of California at Berkeley stormed the administration building to protest a decision by the California regents prohibiting students from distributing political material on the campus. Although the police were called in and some students expelled, the action gained faculty support, and soon students were able to exercise their right of free speech and to distribute their pamphlets.



Richard Nixon addressing the Billy Graham Crusade audience in Neyland Stadium on Friday, May 28, 1970.



The 86th General Assembly proclaimed May 22, 1970, "Billy Graham Day."



Graduate history student Carroll Bible protests Nixon's appearance.

As the 1960s wore on, the issues of free speech, the war in Vietnam, and the civil rights movement galvanized thousands of students to protest. In 1968, students at Columbia University in New York protested against administration plans to use university-owned land in Harlem to construct a student gymnasium that would not be open to the Harlem community. Across the nation, students were demanding more control over issues that affected their lives, both on the campus and on a national level.

When Richard Nixon was elected president in 1968, the bonds of trust between radical students and the national government loosened further. Nixon, a conservative Republican, ran his 1968 campaign on the theme of law and order. He promised to bring order not only to the nation's streets but to the college campuses and to the jungles of Vietnam. Increased bombing of North Vietnam and F.B.I. investigations of various radical student organizations put Nixon on a collision course with many of America's college students.

In May 1970, Nixon made a political/military decision that would send shock waves across the country, waves which would ripple onto the campus of the University of Tennessee, Knoxville. In an attempt to stop the Vietcong rebels and North Vietnamese army from using the countries of Cambodia and Laos as supply routes, Nixon sent American troops into these countries, thus widening an already unpopular war. To students demanding an end to the war in Southeast Asia, this was an outrage. Throughout the nation, student leaders called for protests and strikes. At UTK, Student Government Association President Jimmie Baxter called for a three-day strike to take place May 7, 8, and 9, 1970; it received the support of many faculty members and resulted in a number of classes filled to only fifty percent capacity.

The most violent protest over the Cambodian invasion did not occur in Knoxville but at Kent State University in Kent, Ohio. As a group of students gathered on May 4, 1970, to protest the president's action, the National Guard was called in to disperse the crowd and to maintain order on the campus. In the confrontation that followed, guardsmen were pelted with rocks and bottles, students were pushed and threatened, and eventually, shots rang out.

According to the guardsmen, the students had pressed them into a restricted space, continuing to throw rocks and glass; thus, they had no recourse but to respond with force in self-defense. The students, of course, saw the events very differently. To them, the guardsmen either deliberately opened fire for no reason or were so tired from other duties that their nerves and exhaustion had diminished their reflexes. Whatever the actual reasons, when peace was restored, four students lay dead and nine were wounded.

Into this turbulent atmosphere came the evangelist Billy Graham. Graham supporters had invited the popular preacher to East Tennessee on July 19, 1969, by presenting him with a mile-long scroll composed of petitions filled with 100,000 signatures from people throughout East Tennessee, and final arrangements were made for a Crusade at UTK's Neyland Stadium from May 22 to 31, 1970.

The number of people expected to attend the Crusade necessitated a facility the size of Neyland Stadium, but there were those who questioned the use of University property for a religious event. According to then Chancellor Charles Weaver, however, the decision was his, and his alone, to make.

As Weaver recalled the sequence of events, the University was approached by members of several Knoxville area Protestant churches, including Tom Black, who had given the University funds to build its outdoor track and field facilities. Leading Baptist ministers and laymen were also influential supporters of the request. These Knoxvilleians first asked President Andrew Holt for permission to use the stadium, but Holt passed

the decision on to Weaver. According to Weaver, he had no reservations about approving the request because the event was of such great magnitude and cultural significance to the community.

It was Holt, however, who apparently agreed to a nominal charge of \$2,000 a day for the ten-day event, and it is doubtful that Weaver would have acted on his own. Certainly Holt was an ardent supporter of the Crusade, having signed the invitation to Graham to come to Knoxville. During the Crusade, Holt not only attended but led an “offertory prayer,” soliciting funds for the Graham organization.

The Billy Graham Crusade itself was unrelated to Kent State, but Reverend Graham was a personal friend of and spiritual adviser to President Nixon, and Nixon had an open invitation to attend any of Graham’s Crusades. Nixon decided to come to Knoxville on Thursday, May 28, 1970. It was to be the first public appearance for Richard Nixon since Kent State, and it would set the stage for the most famous anti-war protest on the Knoxville campus.

The first few nights of the Crusade were rather uneventful and very typical of Graham assemblies. The Tennessee establishment was very pleased to have the Reverend Graham in the state. The Eighty-sixth General Assembly even passed a resolution sponsored by Knoxville area legislators proclaiming May 22, 1970, “Billy Graham Day.” In the course of the first few nights, tens of thousands of people poured into Neyland Stadium to hear Graham as well as to listen to popular entertainers such as Johnny Cash, who appeared on Sunday, May 24, with the entire cast of his television show, including the Carter Family and the Statler Brothers. Cash told of his own troubles with drugs and appealed to the audience, especially the younger members, never to try such a lifestyle. This particular night drew approximately sixty-two thousand people into the stadium, but even Johnny Cash could not outdraw Richard Nixon.

President Nixon made his decision to travel to Knoxville known to the public only a short time before his appearance on May 28. Although many members of the faculty and administration remember hearing rumors that Nixon might come, the first official indication was a United Press International report of Wednesday, May 27. This simply said that Nixon would come to Knoxville the next day for an appearance at the Crusade and that he would be accompanied by his wife, Pat, and many members of the Tennessee congressional delegation.

The news greeted the UTK campus officially through a front page story in the *Daily Beacon* of Thursday, May 28. According to this piece, Graham had formally extended the invitation on Saturday, May 23; the story also indicated that Nixon had declined many invitations to speak on other campuses.

One theory as to why Nixon chose the University of Tennessee, Knoxville, was that it was one of only a handful of campuses that were regarded as “safe” for the controversial Republican president to visit, given the turbulent events surrounding the Vietnam War. The campus was considered safe because the students were considered conservative and apathetic. In 1968, just two years before the Crusade, Nixon had handily won a mock election against Eugene McCarthy, the liberal Democrat, who was the favorite presidential candidate among students on the campuses of many universities across the country. There also appeared in the *Los Angeles Times* in late 1968 an account given by a *Times* staff reporter who had visited the Knoxville campus before the UT-UCLA football game in the fall of that year. In the article, reprinted in the *Knoxville News-Sentinel* on November 15, 1968, Jeff Prugh, the *Times* reporter, compared UTK with other campuses around the country. According to Prugh, while campuses such as Berkeley and Columbia seethed with turmoil, “the Hill” was another world, a

place where kids listen instead of shout, where coats and ties have scored a smashing victory over beads and bare feet, and where the university president always gets a standing ovation." Prugh went to great lengths to point out that the most controversial subject on the Knoxville campus was the debate over whether to choose a Tennessee walking horse or Smokey, the bluetick hound, as the school mascot. Garry Wills, who wrote an article in *Esquire* magazine in September 1970 about the Nixon visit, described UTK as a place where "Football, fundamentalism, and fraternities controlled the campus."

Richard Nixon and his advisers may have been convinced that relative calm pervaded the Knoxville campus, but there was a small and determined group of student and faculty members who felt it their duty to show the president that students at the University of Tennessee were concerned about events in Vietnam and what they considered his mishandling of these events. Even this group, however, recognized the realities of the situation. In a leaflet circulated the day of Nixon's visit, the concerned students and faculty conceded that Nixon believed "there was no widespread opposition to his policies" in the South.

For students who had only two years earlier fought for an Open Speakers' Policy to permit persons of any ideological persuasion to be invited to the campus to speak about any issue, opposition to Nixon seemed to be hypocritical. The protest leaders countered this argument by pointing out that no student or faculty group had invited either Graham or Nixon to the campus. Besides, the president was using a religious service to further his political agenda, an inappropriate application of the Open Speakers' Policy. (Ironically, it would be the religious nature of the event that would come back to haunt the protestors.) Chancellor Weaver, on the other hand, insisted long after the event that he had merely followed the established Open Speakers' Policy. He saw no distinction between its application to a religious as against an academic event. As he blithely put it later, if the student Catholic Center had invited the Pope to celebrate mass every day for ten days in the stadium, he would have had no choice but to allow it.

With such short notice, the protestors had little time to fully organize a plan of action, but a semblance of such a plan did evolve. Under the leadership of three faculty members—Charles Reynolds of the Religious Studies Department, Kenneth Newton of the Psychology Department, and Richard Marius of the History Department—protestors circulated handwritten leaflets expressing opposition to Nixon's visit and calling for concerned students to come to the Crusade and share "in a moment of prayer for peace."

The general plan was to gather in front of the University Center for speeches and then to walk as a group to the stadium, where the protestors would sit together in the same section. The gathering in front of the University Center began at approximately 4 p.m. on May 28, with roughly 250 to 600 students and faculty protestors (estimates vary in the extreme) listening to speeches largely focused on the specific plan of action inside the stadium and the conduct of the participants during the protest. The organizers had decided to arrange the demonstration in as orderly a manner as possible, given the circumstances. The protestors would remain silent during the religious portion of the Crusade in order not to do "anything that would give the police a chance to throw the protestors out before the protest." They were to move forward only when Graham called his followers to the stage at the end of the meeting as he did at all of his Crusades. The protestors planned to kneel on the turf and pray, but this idea was scrapped when the protest leaders saw the number of security forces inside the stadium. They did not want to provide an excuse for rough play by the guards surrounding the president. In-

stead, the protestors would make their presence felt during Nixon's speech and then leave to allow the religious service to continue.

The faculty organizers impressed on the students the importance of remaining orderly and creating no disturbance that might invite police action. Reynolds publicly urged faculty and students to "let Nixon know that many of us forcefully disagree with his present national policies," but he also admonished prospective protestors: "We must have no violence. We must not limit anyone's freedom of worship." As a further measure to preserve order, faculty leaders like Reynolds asked the campus administration to enlist the services of an existing faculty marshal corps, whose presence could exercise a calming effect on the protestors, but the vice chancellor for student affairs refused on the ground that the Crusade was not a University-sponsored event.

At approximately 5:30 p.m. on May 28, the protest group left the University Center and walked the short distance to Neyland Stadium in what has been described as a "mock funeral procession," with a casket preceding the line. Even so, some members of the group remember the march as "almost jovial," the protestors expressing little animosity toward the Crusade participants. The protestors arrived at the stadium but found that they could not get in since the gates did not open until 6:30 p.m. When the gates finally did open, the UT police and the Secret Service frisked everyone and made the marchers walk into the stadium single file. Most of the protestors carried signs saying "Thou Shalt Not Kill" to hold up during Nixon's speech, but the authorities quickly confiscated them. Many enterprising students, however, hid their signs in their clothing and sneaked them inside.

When the demonstrators took their seats near the fifty-yard line, they found themselves in a sea of hostility. To the thousands of Graham followers and ardent Nixon supporters, the protestors represented a disrespectful, rude, and sacrilegious fringe. Indeed, the UT police were more fearful of what the crowd might do to the protestors than what the protestors might do during the service. In fact, the security forces had their own plan of action. The police were instructed not to arrest any of the protestors in order to avoid a violent confrontation that could quickly get out of control. Instead, the authorities canvassed the stadium taking photographs of the demonstrators, with arrests to be made later. Only in the event of a serious disturbance, such as the protestors storming the field, would arrests be made at the Crusade itself.

Once the service started, the demonstrators did not really adhere to their plan. Some of the students chanted anti-war songs in response to the religious tunes being sung by the crowd. Others shouted "vulgar" and "obscene" remarks during Graham's prayer immediately before he introduced Nixon. During Nixon's speech some protestors shouted out their opposition to Nixon's policies in similar language, but most simply held up the signs they had sneaked into the stadium which read "Peace Now" and "Thou Shalt Not Kill."

Following Nixon's speech, most of the demonstrators left the stadium under the direction of the protest leaders, principally Reynolds, who wanted to get the group out before any more trouble occurred. They walked to Circle Park where they handed out leaflets to those leaving the stadium. About a dozen protestors, however, decided to remain inside the stadium and to follow the original plan of pressing onto the turf when Graham called his followers forward. As these demonstrators began their march, the police and Secret Service forces moved in to make arrests.

Nine protestors were arrested immediately, and more arrests followed a few days later. After carefully analyzing the pictures they had taken inside the stadium and identifying the most vocal protestors, the police issued warrants and canvassed the campus



Protesting students hold up signs during Nixon's appearance on May 28.

and surrounding community to make their arrests. Included in the arrests were Newton and Reynolds. The latter was taken into custody in the Religious Studies Department on the fifth floor of McClung Tower on the Monday morning following the Crusade. Newton was arrested a day later.

All were charged with violating Tennessee Code Annotated 39-1204, which prohibited the disruption of a religious service. Marius was never charged. He claimed to have sat quietly through the Crusade. At least, no police photos caught him in any disorderly posture.

For the next few weeks and throughout the summer and early fall of 1970, more students were arrested and charged. The original nine seized at the Crusade consisted of seven males and two females, one of these being a high school student from Hancock County High School. On June 5, 1970, five of them were bound over to the grand jury, while three others were bound over on June 19; one did not appear in court for the arraignment.

While these nine went through the legal process, others were being apprehended and were facing grand juries. By June 2, 1970, more than thirty people had been taken into custody as a result of their identification from the photographs taken inside the stadium. By the time all the arrests were made, forty-seven people had been charged with disturbing the peace during a religious gathering.

As the announcements of the arrests came one after the other, the campus community reacted in various ways. Some faculty and students pooled their resources to create a fund to post bail for those detained. A petition signed by 227 students denounced the "outrage" of the arrests and asked President Holt to intervene to drop the charges against the protestors. One faculty group registered its "moral outrage" over the state's actions and called attention to the dangerous precedent of outlawing legitimate political dissent. Another faculty group criticized the University administration for cooperating with the local authorities. The University chapter of the American Association of University Professors called Chancellor Weaver's decision to allow the Crusade on the campus without informing faculty or students "reprehensible."

John Smith, who succeeded Jimmie Baxter as president of the Student Government Association, denounced the arrests and criticized the University administration for cooperating with the police against the protestors. UT President Holt expressed "shock and embarrassment" over the protests, and pledged the University's cooperation in identifying the culprits, while Leonard Rogers, mayor of Knoxville, proclaimed that "all protestors would be prosecuted for disturbing a public worship." Richard Nixon wrote Rogers to say that he considered the incident "rude but not violent" and asked the local authorities to be temperate in their actions. Graham refused to comment, and when asked by some Knoxville religious leaders to write a letter on behalf of the protestors, he refused to do so. The Knoxville Ministerial Association asked the city to drop all the charges; the Tennessee Council of Human Relations deplored the arrests and urged the authorities to recognize that Nixon's presence made the assembly a political meeting.

Grand jury proceedings began late in February 1971. Most of those accused were exonerated; the grand jury refused to bring true bills in the case of thirty-one, including Professor Newton. The state dropped charges in two cases. Some of the accused were tried before criminal court judges only; a few had jury trials.

The trials stretched well into the fall of 1971. Some students were sentenced to terms ranging from a fine and probation to a \$50 fine and fifty days in the workhouse.

This 50/50 sentence was most common, although in one case, a student was allowed to serve her sentence on four Saturdays to permit her to continue to attend classes.

Professor Reynolds was indicted, tried, and convicted early in 1971 and fined \$20. He appealed his conviction all the way to the U.S. Supreme Court, claiming that his rights under the First and Fourteenth Amendments had been violated, but he failed to win a hearing. Interestingly, three of the justices—on January 21, 1974—voted to hear the case on the ground that the Tennessee courts' actions against Reynolds imposed "criminal liability on freedom of expression in its most pristine form."

Despite the excitement the Nixon visit and its aftermath produced on the campus, the incident faded quickly from the pages of the student newspaper. The *Daily Beacon* did editorialize shortly after the event that the arrests of the protestors represented the marks of a "repressive society" aimed at stifling political opposition, but the theme was not pursued further. Another *Beacon* editorial opined that the events of May 28 would remain for a long time in the memories of those who witnessed "the spectacle in Neyland Stadium," but the paper's own news columns belied the editor's opinion. There was only one story in the next year on the judicial fate of any of the protestors.

A Faculty Senate committee investigating the affair produced a statement of somewhat ambivalent nature in October 1970. It deplored the vulgarity and disruptive tactics employed by some of the protestors but also criticized the University administration for failing to seek faculty assistance in maintaining order and in establishing more effective liaison with the protestors. The committee urged the University to preserve the right of free discussion while acknowledging its right to curb violent and disruptive behavior.

The reflections of the participants varied with their positions and with the perspective of time. A Crusade organizer hailed it as "one of the greatest things that ever happened in East Tennessee." President Holt continued to insist that the University had no responsibility for the police's actions—"the school was not involved." President-elect Edward Boling sided with Holt. In their view, the students had disrupted a religious gathering and must suffer the consequences. A department head, closer in touch with students, remarked sadly that the police action and prosecutorial efforts of the city administration had evoked "the most alarming forces of mutual hatred and vindictiveness."

Chancellor Weaver at the time expressed little sympathy for the protestors, saying that the campus was not a sanctuary "for those who breach the law." Two decades later, however, he had mellowed. "Wild" faculty (i.e. activists) were not a bad thing for a dynamic university. "You never know which way they're going to speak out, but your biggest job is to protect them." The acting vice chancellor for academic affairs in 1970, Walter Herndon, was similarly sympathetic in his retrospective on the affair, years later. The protestors deserved respect for the integrity of their beliefs and actions. Of the disturbance at the stadium, he commented: "It was an unfortunate but almost inevitable event given all the tension in the country."

Ken Newton, one of the faculty leaders of the demonstration, recalled in 1987 the feeling of "togetherness" nurtured by the crisis and wondered whether the legacy of such cooperative action would endure to confront the ecological and demographic problems of the 1990s. A student participant, reflecting in 1985, saw only the futility of it all. He remarked ruefully: "What has changed? I don't know. We elected Ronald Reagan."

Charles Reynolds's estimate of the significance of the event was a bit more positive: "The 60s gave us a greater appreciation for openness. A greater vision of the world.... Whether we'll ever see anything like the 60s era again is anybody's guess."



Having a Bully Time.

*Ex-President Theodore Roosevelt visited the Appalachian Exposition in Knoxville on October 7, 1910.
(From the Knoxville Journal and Tribune, October 8, 1910.)*

Presidential Visits

When George Bush came to the University of Tennessee in February 1990, he was following a twentieth century tradition of presidential visits to Knoxville and the campus initiated in 1910. Between that date and 1990, eleven U.S. presidents, former Presidents, and future Presidents made appearances at the University or the vicinity. The first was Theodore Roosevelt, almost two years after he left the White House. The occasion was the first Appalachian Exposition, the predecessor of the Tennessee Valley Agricultural and Industrial Fair, held from September 12 to October 12, 1910, on the specially constructed site at Chilhowee Park. Like its successor, the exposition was designed to dramatize Knoxville's vitality and economic prospects, but additionally it was aimed at advertising the progress of southern industry, commerce, agriculture, and mining.

Teddy's visit on October 7 was part of a southern tour that covered 3,294 miles in nine days. The ex-president, hailed by the local newspapers as "the greatest American," was escorted from his train to the exposition grounds by a troop of the Eleventh U.S. Cavalry. He spoke to a huge crowd at the fairgrounds, attended a banquet in the evening, where he again spoke—on "Conservation and the South," and departed for Atlanta at 9 p.m. The exposition's organizers hoped for a repeat performance in 1911 from President William Howard Taft, but he had to decline the invitation as a result of another engagement. Visitors to the second Appalachian Exposition had to content themselves with the presence of other notables, like William Jennings Bryan, and the opportunity of viewing a dirigible airship and the new airplane being demonstrated by someone who flew with the Wright Brothers. For twenty-five cents, spectators were given a sight of the plane flown around a racetrack barely one thousand feet above the ground.

In 1913, the fair was redesignated the National Conservation Exposition, and President Woodrow Wilson was invited to open the event. Wilson was no stranger to Knoxville or to UT. He had given the commencement address at the University in 1890 while still a professor of political science, and he had made such an impression on the faculty that they invited him back for a repeat performance in 1907 and again in 1911, invitations which he had been compelled to decline. In his first year as president, Wilson again was unable to fit Knoxville or the Conservation Exposition into his schedule. Fairgoers had to content themselves with listening to the president open the exposition from Washington via the newfangled invention called the "wireless," i.e., radio.

Seven years later, at the invitation of the local Kiwanis, former President William Howard Taft, then professor of law at Yale Law School, visited Knoxville on March 17, 1920. He attended a meeting of the Knox County Chapter of the League to Enforce Peace, a group which supported the idea of an international organization to maintain peace but was violently opposed to the League of Nations as conceived by Woodrow

Wilson. As president of the national league, Taft spoke at the First Methodist Episcopal Church to a capacity crowd on “Americanism as Compared to Bolshevism.”

He cautioned an enthusiastic audience not to allow Knoxville to get so large that it might degenerate into a hotbed of discontent and radicalism. At the end of his stay in Knoxville, a friend commented to Taft that this was the first time he had seen him since he was president. Taft replied, “Was I President? You know its been so long and so many things have happened that I almost forget it sometimes.” The very next year he was to be appointed chief justice of the United States.

Approximately fourteen years passed before another President visited the Knoxville area. Franklin D. Roosevelt came three times, in 1934, 1936, and 1940. On the first occasion, November 16, FDR visited the building site of Norris Dam, part of the new Tennessee Valley Authority development. Roosevelt arrived by train at Harrodsburg, Kentucky, drove to the dam, observed the construction work with amazement—commenting to TVA chairman, Arthur E. Morgan, “It’s great stuff, isn’t it?”—and then traveled to Knoxville to board his train for Nashville. On his next trip, September 9, 1936, Roosevelt debarked from his train at Knoxville, where he was received by an enthusiastic crowd including such dignitaries as Governor Hill McAlister and Tennessee’s two Senators, Kenneth McKellar and Nathan Bachman. They traveled by motorcade over the Henley Street bridge to Gatlinburg and then into the Smokies to view the national park on the tenth anniversary of the legislation creating it. The sun was shining when the motorcade left Knoxville in the morning, but by noon, when it arrived at Newfound Gap, clouds had formed and a drenching rain had begun. Undaunted, FDR sat in his car and ate his hot dog lunch. Despite the weather, Roosevelt was impressed with his view of the park, and the Park Service was delighted to have its first presidential visit.

During a trip to Tennessee that was part presidential and part political, Roosevelt visited Chattanooga and Knoxville in September 1940. His train arrived at the Southern Railway Station at 2 p.m. FDR, accompanied by Mrs. Roosevelt and a host of dignitaries, national and local, led a motorcade of twenty-five cars over the Henley Street bridge, on to Chapman Highway, and to Gatlinburg and the Smoky Mountains where at Newfound Gap, before a crowd of between ten and seventeen thousand, Roosevelt formally dedicated the Great Smoky Mountains National Park. The motorcade route through Knoxville was decorated with bunting, banners, and flags, and the President was cheered along the way by a “huge throng” of Knoxvilleans. The *Knoxville Journal* editorialized that while FDR’s policies did not command universal support in East Tennessee, his visit was welcomed.

UT had no direct part in the ceremonies, but UT Professor Aaron J. Sharp of the Botany Department, then working at the park for the summer, helped with crowd control at the Newfound Gap ceremonies. He found the task relatively easy. As he explained simply: “I had handled crowds at UT football games.”

Twelve years later in October of 1952, more than six thousand persons crowded the Knoxville Municipal Airport to greet General Dwight D. Eisenhower on a campaign swing through Tennessee. His speech, vowing to protect TVA and to use the federal government to combat economic depression, appealed to supporters in the crowd.

East Tennessee, especially Knoxville, had by now become a popular spot for presidential hopefuls. On September 21, 1960, John F. Kennedy made a brief appearance at the Knoxville airport, the Tri-Cities airport, and Memphis during a whirlwind tour of Tennessee. Estimates of the morning crowd at McGhee-Tyson ranged from four to seven thousand. Nine days later, Kennedy’s vice-presidential candidate, Lyndon B.

Johnson traversed Tennessee from west to east, stumping in Jackson, Chattanooga, and Knoxville. That evening in Knoxville, Johnson attended a \$10-a-plate dinner hosted at the Andrew Johnson Hotel where more than eleven hundred guests purchased tickets and filled the hotel to capacity. During his trip across Tennessee, Johnson tackled the controversial issue of Kennedy's Catholic faith and touched on civil rights.

Johnson returned to Knoxville four years later as president, making an unscheduled call to the UT campus. Passing through Knoxville on a three-state tour of Appalachian poverty regions, LBJ stopped his motorcade near the University Center when he saw ten thousand students and faculty lined up along Cumberland Avenue. Spectators stood five deep on the sidewalks; others sat on the library lawn, and many stood on walls, chairs, soapboxes, ladders, and anything else available.

LBJ, after being welcomed to the campus by University President Andrew Holt, stepped up on the trunk of his convertible and called on those listening to aid him in his campaign against poverty, specifically asking fraternities and sororities to help establish scholarships for deserving students. Joining him atop the trunk was his daughter, Lynda Bird, who proved to be a big hit among the spectators with her enthusiastic greeting and humor. Despite the presence of a few hecklers, both Republicans and Democrats were impressed with the poise and friendly manner of LBJ and his daughter. As several students put it, "Well, I saw him, and it was all worth it"; "You know, it was sort of like going to the circus for the first time"; "Wasn't it exciting?"

By far the most controversial presidential visit took place in May of 1970 when President Richard M. Nixon came to the UT campus as the special guest of Rev. Billy Graham, who was conducting one of his popular religious crusades in Neyland Stadium. Resentment toward Nixon's visit stemmed from a number of sources. Some critics were upset that a rally of Christians who adhered to the Sixth Commandment, "Thou shalt not kill," should be sullied by the appearance of a president held to be responsible for the deaths of so many in Vietnam. Others blamed Nixon and his administration for the deaths of four students at Kent State University at the hands of National Guardsmen a few weeks earlier. Some non-political critics were simply upset by the disturbance created on campus by the presidential visit at a time when classes were just about to end and students and faculty were busily trying to complete the term's coursework.

The protests climaxed with the crusade assemblage in Neyland Stadium on Thursday, May 28. When Nixon began to speak, several hundred protesters, both faculty and students, created a disturbance, holding up critical signs and shouting profanities. The protesters were removed, arrested for disturbing a religious meeting, and ultimately fined.

Subsequent appearances of chief executives were somewhat less controversial. Gerald Ford spoke at a White House sponsored Mid-Appalachian Conference on Domestic and Economic Affairs on October 6, 1975, while he was president. Held downtown at the Hyatt Regency Hotel, the meeting was organized in conjunction with a Mid-Appalachian Symposium on Energy and was attended by a number of UT faculty and administrators. During his brief seven-hour appearance, Ford found time to present to Chancellor Jack Reese and History Department Head LeRoy Graf a Bicentennial flag in recognition of UT's designation as an American Revolution Bicentennial Campus. Ford's visit did elicit a mild protest from some twenty-seven invited delegates, who declined to attend because of the administration's allegedly "regressive" policies.

Jimmy Carter visited Knoxville twice, once as president and later as ex-president. On May 22, 1978, Carter came to the city to promote his campaign of energy conservation and to press for peaceful uses of nuclear energy. He gave a brief address at the Coli-

seum and praised TVA for helping to find ways to reduce U.S. dependence on foreign oil, then traveled to Oak Ridge and addressed scientists at Oak Ridge National Laboratory on the same subject. A mild brouhaha erupted as a result of Carter's alleged failure to spend enough time with Governor Ray Blanton or the Tennessee press corps. The president also met protestors who objected to his opposition to the Clinch River Breeder Reactor and his support of the Shah of Iran. Four years later, when Carter visited the World's Fair in Knoxville as ex-president, he was greeted by a more appreciative audience. Indeed, October 9, 1982, had been designated "Jimmy Carter Appreciation Day" by the Fair's organizers. Wife Rosalynn, daughter Amy, and two Carter grandsons were hailed by the largest Fair crowd thus far—102,842. The Fair directors paid Carter tribute for his aid in securing the federal funding that helped make the exposition possible.

Five months earlier, on May 1, 1982, the White House incumbent, President Ronald Reagan, had also been a Fair visitor. Billed as a non-political event—the official opening of the Fair and the dedication of the U.S. Pavilion—Reagan's appearance provoked controversy as a result of his pointed ignoring of Democratic Senator James Sasser, one of the honored guests on the platform with the president, while publicly congratulating the Republican officials sitting nearby. His "non-partisan" opening remarks were also criticized as an attack on the Democratic leadership in Congress.

This was not Reagan's first visit to Knoxville. He had campaigned here in 1976 and 1980. As a presidential candidate in the 1980 election, Reagan made a brief appearance at a Republican sponsored rally at Market Square in downtown Knoxville on September 22, blasting President Jimmy Carter's administration before a crowd of thousands. Tennessee was a hospitable campaign stop. Reagan had at his side then Senator Howard Baker, Governor Lamar Alexander, and Chattanooga Bill Brock, chairman of the Republican National Committee.

On June 14, 1983, Reagan as president made a quick trip to Knoxville to promote his program of improving education by relying on local initiative rather than federal efforts. Speaking to students at Farragut High School, Reagan also praised Governor Lamar Alexander's merit pay program for the state's teachers.

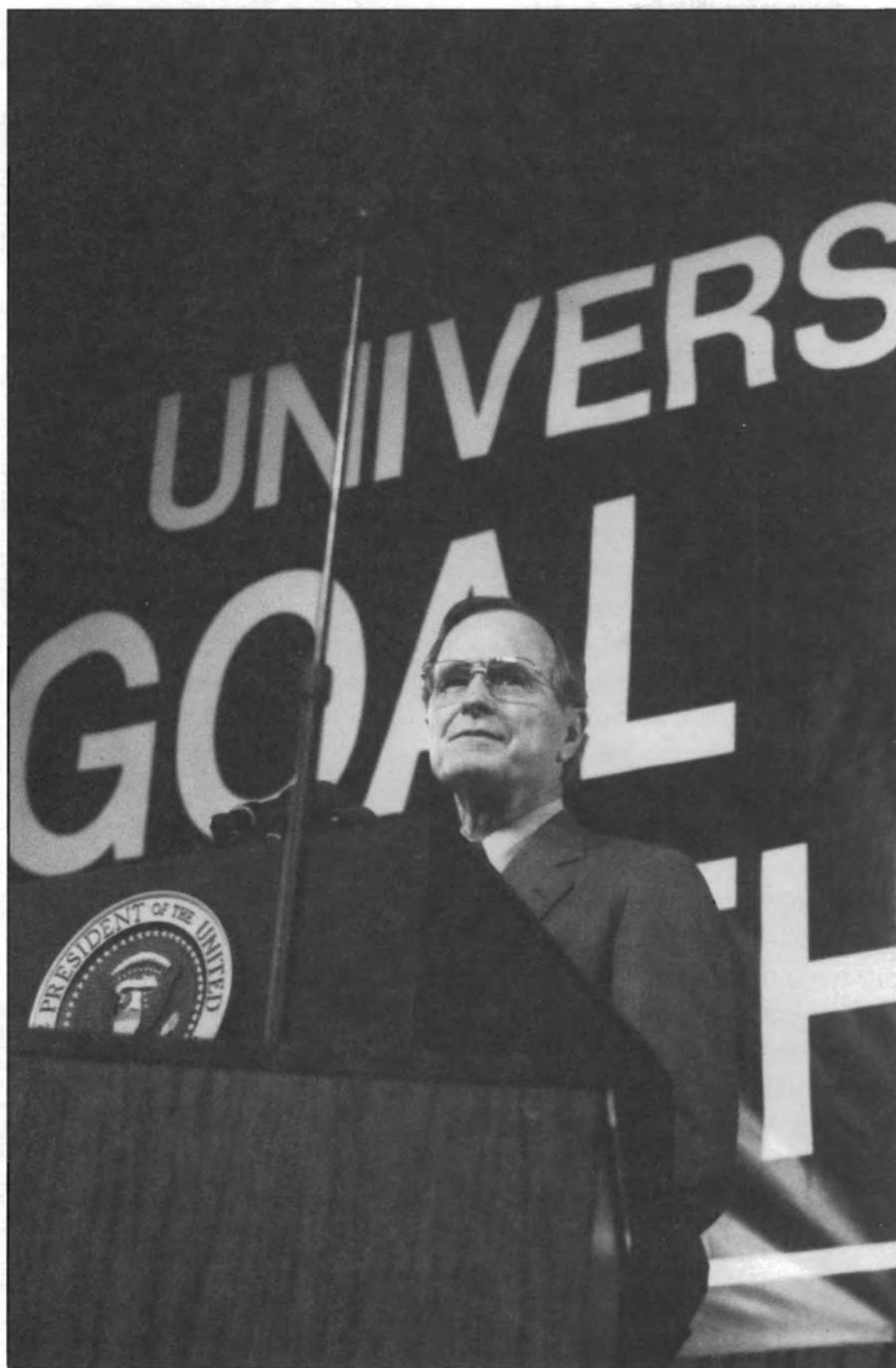
Reagan's fifth visit to Knoxville and his first to the UT campus came on September 24, 1985. His aim this time was to emphasize the administration's interest in promoting economic growth by encouraging cooperation between university scientists and engineers and the business community. The visit was brief. Reagan arrived in Knoxville at 9 a.m., drove to the campus, and attended a symposium on research and development at the University Center on the theme "Teaming up for Economic Growth." Here he heard executives from Oak Ridge National Laboratory and ALCOA, as well as representatives of the Colleges of Business and Engineering, describe cooperative efforts between academe and industry. Chancellor Jack Reese presented the president with a three-volume UT Press publication, *Intellectual Life in the Colonial South*, written by Professor Richard Beale Davis of the English Department, which had received the National Book Award in 1979. Over lunch, Reagan chatted with the editor of the *Daily Beacon* and then left for Athens, Tennessee, to attend a political rally.

Less than a month later, on October 16, 1985, former President Ford participated in an M.B.A. symposium on the campus sponsored by the College of Business Administration. Ford was generous with his time, giving two lectures for students and invited guests, attending two receptions and a luncheon for faculty and students, and holding a news conference. Students were impressed with Ford's analysis of the economic challenges facing the nation, the budget, and problems of the presidency. During his stay,

Ford even found time for a quick visit to the Athletic Department where he received a UT jersey from the staff and viewed the UT Football Hall of Fame.

George Bush's visit on February 2, 1990, crowded a good deal into a short period. Within the space of some three hours, he managed to visit a laboratory in which micro-organisms decomposed chemical compounds and radiated light, spoke to twenty high school students who had excelled in math and science, and addressed a large assemblage of faculty, students, and administrators on the educational goals of his administration.

Like many other presidential visits, Bush's was partly political, but the University community, whatever its party affiliation, was again delighted that another of the nation's chief executives took the time to pay tribute to the Tennessee Volunteers, in the classroom as well as on the playing field.



George Bush visited the Knoxville campus on February 2, 1990.

ATHLETICS

*A great university has the responsibility of developing the physical
as well as the mental talents and skills of its students. . . .*

—Andrew D. Holt

Mention the words “University of Tennessee Vols,” and the listener’s immediate reaction is to see orange, think football, and hum “Rocky Top.” Neyland Stadium on the Knoxville campus surely symbolizes the preeminence of football and of General Robert R. Neyland in the University’s athletic history, but other sports have also contributed to the University of Tennessee’s reputation as an athletic powerhouse. Men’s football is a century old, but women’s participation in organized sports goes back almost as far. In recent years, the women’s basketball team, with three national championships, has given the University national publicity that rivals that of the men’s teams. UT students have also showcased their talents in a variety of other sports when they represented the University and their home countries in Olympic games, beginning in 1972. And as racial integration came to southern campuses, athletics were among the first areas where blacks competed with whites on a level playing field.

The following vignettes illustrate some of the highlights of UT’s colorful sports history.

Football at Knoxville: Another Centennial



The Knoxville Journal and Tribune celebrates the 16-14 victory over Vanderbilt on November 7, 1914.

While the University of Tennessee's official debut in football is dated November 21, 1891, when a squad of forty-six players went by train to Chattanooga for a Saturday afternoon game with Sewanee (which they lost, 24-0), Knoxville saw University students on the gridiron for the first time a few days later.

On Thanksgiving Day, November 26, 1891, eleven young men drawn from the Knoxville Foot Ball Club and UT "cadets," played a game against a team from nearby Harriman. The home game was no more auspicious for the Knoxville team than had been the game against Sewanee in Chattanooga. The Knoxville team lost to Harriman, 14-4.

Both games were masterminded by Henry K. Denlinger, a Princeton football player and graduate of the class of 1890, who came to Knoxville to teach English and Latin at the Knoxville Classical School. When the YMCA building on "the Hill" was completed in 1891, the University persuaded Denlinger to join the faculty as a physical culture instructor.

Denlinger became known as the father of UT football, but Knoxville's interest in the sport preceded Denlinger. Knoxville's were attracted to the game by the exploits of one of their own, Thomas Lee McClung, the son of Frank H. McClung, a Knoxville merchant after whom UT's future McClung Museum would be named.

McClung had become acquainted with football while attending Phillips Exeter Academy, where he roomed with Amos Alonzo Stagg, the legendary coach of the University of Chicago's football team from 1892 to 1933.

McClung entered Yale in 1888, where he played football under the great coach Walter Camp and became one of Yale's all-time high scoring backs and captain of the 1890 football team. His teammates included Stagg and another football immortal, Pudge Heffelfinger.

Knoxville newspapers followed McClung's exploits with fascination. The *Knoxville Journal* reported every McClung score, including the 32-0 Yale victory over Princeton on Thanksgiving Day, 1890, in which McClung scored thirty of Yale's points. The paper called McClung "an artist among the finest foot ball players the world has ever seen" and asked "if a foot ball player such as McClung can come from Knoxville, why can't Knoxville have foot ball?"

Denlinger took up the *Journal's* challenge. He was a member of the Princeton eleven that had played against McClung's Yale teams. Shortly after assuming his new post at the University, Denlinger organized a team of UT "cadets," teaching them the rudiments of the game and playing with the team himself. Denlinger took advantage

not only of the public interest in football aroused by McClung but also of the organization of a Knoxville Foot Ball Club the year before.

The club was organized at a meeting on December 6, 1890, at the Hattie Hotel, which stood on the northeast corner of Gay and Clinch Streets, the later site of the Farragut Hotel. Among the organizers of the Foot Ball Club were Jay O'Keefe, Cary F. Spence, Pleasant McClung, a cousin of the Yale star, B.K. Harris, and Matt Tullock.

The club organized practices, raised money to purchase uniforms, and played a game against the Maryville College team at the Knoxville Wholesale Grocers Association picnic on New Year's Day, 1891. This was the first game ever played before the general public in Knoxville.

However, significant public interest was not evident until the game against Harriman on Thanksgiving Day, 1891. For two weeks prior to the game, the *Journal* ran articles on football, its importance as a sport, and plans and preparations for the upcoming game. On the Sunday before the game, the paper devoted two full columns to how football was played, reprinting an article by Amos Alonzo Stagg on the subject. The article added that "Everyone Should Post Themselves Thoroughly and Then Go Out to the Ball Park Thanksgiving." The rival newspaper, the *Daily Tribune*, also published pre-game articles and covered the game.

On Thanksgiving morning, the *Tribune* commented that "foot ball is the most exciting game of the present day. It requires more energy, more nerve than any other game. It carries one back to the past age, and brings up vividly to the mind the thrilling gladiatorial contests of ancient time." Neither paper expected an audience to compare with the sixty-nine thousand people who attended the Yale-Princeton game on Thanksgiving Day in New York, but standing-room-only attendance was anticipated, and the *Journal* expected the Knoxville audience to be "just as fashionable as the gay New Yorkers."

The Harriman team arrived on the Thanksgiving Day morning train with about one hundred supporters. The game was played at the Knoxville ball park, probably a vacant lot on which the baseball team had erected wooden bleachers, at 3:30 in the afternoon. Of the eleven starters, seven had been on the UT team that traveled to Chattanooga to play Sewanee several days earlier: Robert L. Hays, James R. Wood, Herbert A. Lathrop, Edwin S. Werts, Howard A. Ijams, Shirley Spence, and Denlinger himself. The officials for the game were Ed Ault of Knoxville and Alfred Rockwell of Harriman.

Under 1891 rules, the game was played on a field 330 by 100 feet and consisted of two halves of thirty-five minutes each, with a ten-minute intermission between the halves. By agreement, Knoxville and Harriman reduced the halves to twenty minutes each. The center rolled the ball to the quarterback, who, in turn, handed it to a third man, since the quarterback was restricted from advancing the ball himself. The forward



The University's 1900 football team had a 3-2-1 record.

pass was illegal, and the ball could be advanced only by kicking or rushing. A favorite tactic was the flying wedge or "V."

A touchdown counted four points; a goal after a touchdown, scored by kicking the ball over the bar between the upright goal posts, counted for two and had to be kicked from a position determined by where the ball crossed the goal line, frequently resulting in a difficult angle for the kicker.

The attendance at the game was between five and six hundred, including some of Knoxville's "fairest daughters and their escorts," and the weather was ideal. Harriman scored the first touchdown, using the wedge, but failed with the goal kick. A few minutes later Harriman again crossed the goal line and this time successfully kicked for a score of 10-0.

By the end of the half, the score was 14-0 in Harriman's favor. During the second half, team captain Cary Spence carried the ball over the Harriman goal line for a score, producing some happy shouts from the crowd. But the celebration was premature; Spence had stepped out of bounds and the touchdown was nullified. Knoxville subsequently did manage to get a score and the game ended Harriman 14, Knoxville 4.

The game was bruising. The newspaper reported that during the halftime intermission, "young ladies nursed the players' bruises and bumps and told them they played just too sweet for anything." Another newspaper commented that spectators were convinced that "foot ball far surpasses any athletic sport." On a happier note, it was reported that gate receipts exceeded expenses, so that the team came away with "a little surplus." Additionally, Knoxville drugstores did a thriving business selling bandages and liniment to the players.

The Knoxville Foot Ball Club faded away after this initial effort, although an attempt was made to revive it two years later. At the University, proponents of the new game were more successful. In 1892, the University played a seven-game schedule, but it was not very successful, winning only two of seven games. During the next several years the team struggled, and in 1894-1895 no team at all was fielded officially. There was even talk of dropping the sport entirely. Coaches appeared for a season and then disappeared. Finances were precarious; losses on the field were frequent. If not for the enthusiasm and effort of one of the players, William B. Stokely, the sport of football might have disappeared from the campus until the twentieth century.

In 1900, when Knoxville concluded its first decade of acquaintance with the sport, few could foresee the great era that would be introduced in the 1920s by the arrival of Robert R. Neyland, but those who had lived through the 1890s would pay their respects to the pioneers who introduced the sport to the city: Henry K. Denlinger, the coach who went on to divinity school, became pastor of Presbyterian churches in New Jersey, Illinois, and Pennsylvania, and then was named rector of an Episcopal church in New York City; Cary Spence, the leader of the Knoxville Foot Ball Club, who later served as a trustee of UT and became an officer with the Sixth Volunteer Infantry during the Spanish-American War, a colonel in the Third Tennessee National Guard Regiment during World War I, and then brigadier general of the Eighty-first Reserve Division in Knoxville; William C. Spicer, captain of the first Harriman team, who also attended theological seminary and became a pastor of Presbyterian churches in Lyon's Falls, New York, and later in Gloversville, New York, before joining the YMCA overseas during World War I; and Harry Durrell, also of the Harriman team, who was active in the business life of Harriman and ultimately became mayor of the city from 1935 to 1937.

[Source: Walter T. Pulliam, "How Football Began in Knoxville."]

The General

The third largest university football stadium in the United States is named for him, and 108 University of Tennessee students from 1963 to 1993 have benefited from scholarships that bear his name. He is always referred to as “The General,” and his arrival in 1925 as assistant coach of the UT football team (and ROTC instructor) inaugurated a memorable era for gridiron fans in Tennessee.

His name is Robert Reese Neyland, and he came to Knoxville to assist Head Coach M. Beal Banks. During his four-year term, Banks had achieved a respectable record of twenty-two wins, thirteen losses, and two ties but had failed to beat Vanderbilt, the Volunteers’ arch-rival, in three tries. Indeed, in 1923, the Commodores had won by a humiliating score of 51-7. The University was seeking additional financial support from the state, and UT authorities believed that the path to the legislators’ hearts and purses was through a winning football team.

When Banks’ 1925 team again lost to Vandy 34-7, he was relieved as head coach and Neyland was appointed in his place. When the young army officer took the post, he observed somewhat snidely that he had accepted because at Tennessee, “the only way any coach could go was up.” Neyland seemed well-equipped to move the Volunteers in that direction. His qualifications were impressive. At West Point he had excelled as both a student and an athlete. He earned letters in football, baseball, and boxing, and was awarded a gold sabre as the “Best Athlete in the Senior Class.” Following graduation from the military academy, he took graduate engineering courses at M.I.T., worked with the army engineers on the Mexican border, and, after the outbreak of World War I, served in France. From 1921 to 1925, Neyland was at West Point as aide-de-camp to Douglas MacArthur during the latter’s term as Superintendent of the Academy.

In his new UT position, Neyland was promoted to major and given only one instruction—“Beat Vanderbilt,” no easy task, since the Commodores had been trouncing UT regularly since 1920. It took Neyland three years to fulfill the Athletic Council’s expectations, and in the process, Neyland’s teams achieved spectacular records. In his first season as head coach, the Neyland-coached Volunteers went 8 and 1, losing only to Vanderbilt. In 1927, they tied the Commodores in an 8-0-1 season, and in 1928, they finally beat them 6-0 in another winning season of 9-0-1.

Thereafter, in every year to 1935, the Neyland-coached Volunteers had winning records, losing only six games in six seasons. In 1934, while Neyland was on active duty with the army in the Panama Canal Zone, the Vols won only four games and lost five. Upon Neyland’s resumption of his coaching duties the following year, the team went on another winning streak, losing only seven games in the next five years and gaining two bowl bids, the Rose Bowl in 1939 and the Sugar Bowl in 1940.

From 1941 to 1946, Neyland was recalled to active duty and served in the China-Burma-India Theater during World War II as chief supply officer for all American



General Robert R. Neyland

troops in China. His success in that effort earned him promotion to the rank of brigadier general and a string of decorations: the Distinguished Service Medal, the Legion of Merit with Oak Leaf Cluster, the Order of the British Empire, and the Chinese Order of the Cloud and Banner. He resumed his coaching duties at UT in 1946 and six years later retired because of health problems. He continued to serve the University as athletic director until his death in 1962.

Neyland's overall record was 173 wins, 31 losses, and 12 ties; his teams won 36 consecutive regular season games, and went 62 regular season games with only one loss while holding forty-two teams scoreless.

What accounted for his success? Neyland himself credited his army experience. He believed that an army and a football team could be run along the same lines. His supporters said this meant emphasizing physical conditioning, technical competence, and high morale. Critics charged that Neyland was unimaginative, overstressed drills, and spent too much time on "fundamentals." Supporters lauded his emphasis on defense, his willingness to allow the opposition to hold the ball until it made a mistake. A critic said this smacked of outmoded World War I military tactics: the Allies' willingness to slog it out with the Germans in the trenches without attacking them headlong. "Neyland's real genius lay not in coaching but in making schedules" was another charge leveled against him, referring to the ease with which Neyland teams won regular season games but the difficulty they had winning bowl games. Supporters responded that Neyland scheduled the strongest teams he could find in an era that had few big-time gridiron universities.

One thing is indisputable. Bowden Wyatt, Neyland's successor, summed it up in his eulogy in 1962: "General Robert Reese Neyland now becomes a legend."



Neyland (seated, center) with the coaching staff of the 1951 national championship football team.

UT's First Cheerleader

Professor Robert Clayton ("Red") Matthews was one of the more colorful characters making up the UT faculty during the past century. He served the University for forty-two years, formally as a professor of drawing and machine design (later engineering drawing), but more informally and affectionately as a sports fan, a Volunteer booster, a member of the Athletic Council for thirty-eight years, the author of the University fight song "Here's to Old Tennessee," and the first UT cheerleader.

Born in Monmouth, Illinois, in 1878, Matthews was educated in the local high school and attended Monmouth College for a year before transferring to the University of Illinois, from which he received a B.S. degree in mechanical engineering in 1902. After a brief period of teaching at Illinois and a year in private industry, Matthews arrived on the Knoxville campus in 1907 to join the Department of Mechanical Engineering. Here for over four decades, he taught drawing to thousands of students and acquired a national reputation as secretary-treasurer of Tau Beta Pi, the engineering honor society. He held that office even before he came to UT, bringing the society's headquarters with him. Here it remained permanently. Matthews served in the secretary-treasurer's position until 1947, and when he retired, the office stayed at UT as a tribute to its longtime executive secretary. Under Matthews's leadership, the society grew from eleven chapters to seventy-nine, a feat he accomplished while teaching full time. His principal office staff, Matthews recalled, was "one good typing finger and a battered old machine." In 1962, the UT College of Engineering honored Matthews with its Nathan W. Dougherty Award, given annually for distinguished service in the engineering profession.

The announcement of the Dougherty award noted that Matthews was a classroom showman from the day he arrived on the campus. But his classroom antics could not rival his performance on the football field. Almost by accident, Matthews had become a cheerleader while in high school. He carried his newly acquired skill with him to the University of Illinois, and he continued in that role even after he became a faculty member, having assured the university president that he could keep on cheering and still maintain his dignity as a teacher.

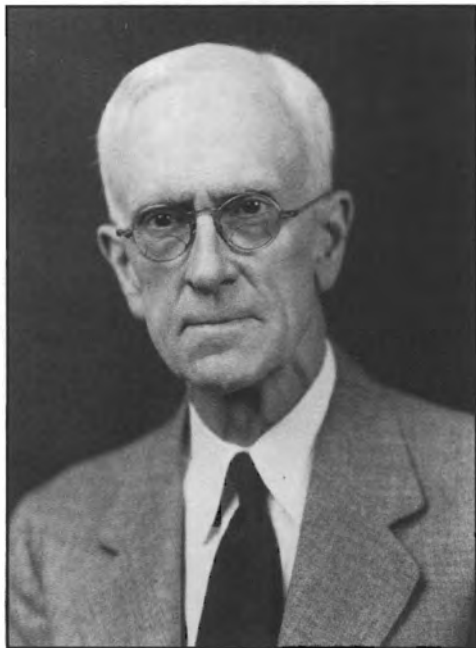
What Matthews introduced into his Illinois cheerleading were cartwheels and handstands. His acrobatic prowess was so great that he was said to have been able to eat an ice cream cone while standing on his head. When someone asked him whether he was the first person to have performed this feat, he said: "I couldn't have been, because it's so easy." In justifying his capers on the sidelines, Matthews offered this theory: "The more gyrations you did, the louder you could get the fans to yell." The system worked, and Matthews, with his red hair, white sweater, and dark trousers, became a fixture at Illinois football games.



Robert Matthews as a teenager.



"Red" Matthews (right) cheers at the UT-Sewanee football game at Chattanooga, October 26, 1912.



Professor Robert Clayton Matthews

When Matthews arrived at UT in 1907, he discovered that its football games were being played without the benefit of official cheerleaders. "Red" did not volunteer to fill the role; he was drafted for it. Charles E. Wait, a chemistry professor and chairman of the Faculty Athletic Council, had seen Matthews perform at the Illinois-Chicago game shortly after he had been appointed to the UT faculty. At a student assembly, Wait announced in some amazement that he had witnessed a "lone cheerleader" hold "thousands of people in the hollow of his hand." And, he continued, "I wish he would show us how to do it here." Matthews, who was in the audience, was too flattered to resist. He consented to become the UT cheerleader and to bring his antics to the Volunteer football games. This he continued to do, while a member of the faculty, for the next nine years, giving up only when he was embarrassed at a 1915 Sewanee game by some of the visiting cheerleaders with the comment: "Good God, Grandpa! Are you still leading cheers?" Matthews, by then a husband and a father, conceded that perhaps at the age of thirty-seven, he had better confine himself to teaching mechanical drawing.

Matthews' last appearance on the field, in his orange cap and white sweater with an orange arm band, was at the 1916 Vanderbilt-Tennessee game. He liked to believe that his cheering helped the underrated Vols beat a heavily favored Vanderbilt team, 10-6. Who conducted the cheering after Matthews left the field is not known, but in 1927 a formal squad of one head cheerleader and two assistants was organized, prompting the *Volunteer* yearbook to predict that during the following football season "Tennessee players will have the best support they have ever had." The new uniform chosen for the cheering squad was a discreet orange blazer, trimmed in white, white shirts with orange and white ties, and white trousers with an orange stripe down each leg. By the 1930s, sweaters replaced blazers, and in 1938, skirts were added as women joined the team. The gender revolution was not accomplished without controversy. While students endorsed the change enthusiastically, Dean of Women Harriet Greve was skeptical: "I don't think it proper. I believe it would leave the wrong impression with those who saw them." But when even a popular woman faculty member, history professor Ruth Stephens, joined in the chorus of proponents of the change, Dean Greve submitted—on condition that the young ladies wear culottes.

The restriction did not last long. By the next year, the first two female cheerleaders were in skirts. "Red" Matthews must not have objected to the addition of women to his unofficial profession; he was delighted when his own granddaughter joined the UT cheerleading squad in 1967.

Matthews continued to remain closely connected with UT athletics for the remainder of his career on the campus. He was appointed in 1909 to the Athletic Council (later the Board of Directors of the Athletic Association), helped dedicate the new Shields-Watkins Field in 1921, and even led a cheer occasionally at a Homecoming game. In 1967, the students recognized him as UT's biggest fan by selecting him as the grand marshal for the Homecoming Parade. Upon his retirement in 1949, Matthews moved to Fort Lauderdale, Florida, where he died in 1978 at the age of ninety-nine.

Known nationally for his years of service to engineering at UT and with the Tau Beta Pi honor society, Matthews achieved another kind of fame when Ripley included him among one of his "Believe It or Not" cartoons for his pioneering acrobatics on the football field. Ripley credited Matthews with being the first cheerleader in college sports. Matthews always resisted this accolade as an exaggeration. "I wasn't the first," he always insisted, but he did concede that "I was sure the most exuberant."

Women's Athletics at UT: The Beginnings

Socially acceptable physical activities for women were introduced into American culture shortly after the Civil War. Such sports as croquet, archery, and tennis were considered acceptable because they required little exertion and no special costumes, thus permitting women to retain their image as exemplars of “true womanhood”—models of piety, purity, submission, and domesticity. But, as women assumed new roles in an industrial society, their physical recreation changed, too. Bicycling became popular in the late nineteenth century, and its female devotees dressed in distinctive “bloomers,” and as women increasingly began attending colleges, educators devised physical training programs, including team sports like hockey and basketball, designed to maintain their health as they endured the intellectual rigors of an academic experience. By the early twentieth century, women were also enjoying other active sports like swimming and golf, under non-college auspices, and began participating in the Olympic Games.

UT followed the national model, making competitive team sports an integral part of the women's physical education program. Women were admitted regularly to the University beginning in 1893, and in 1899 a Women's Physical Education Department was established with Anne Gibson as its head. Physical training courses for women became a regular part of the curriculum. While the professed aim was strengthening the “weak ankles and increasing the lung capacity” of coeds, there was no marked difference in the physical education programs for men and women. The goal in both cases was “the establishment and development of the physical foundation of students for a vigorous, useful life.”

Competitive team sports became part of the women's athletic program around 1900, despite reservations that they were too demanding for the delicate female condition. Basketball, sometimes played under distinctive rules, became the first women's varsity sport, and games were played against schools like Maryville College, the University of Chattanooga, Carson-Newman, Martha Washington College, and the Tennessee School for the Deaf and Dumb. Women athletes, reflecting a new societal mood, demanded equal treatment with men in collegiate competition. At a mass meeting on March 16, 1920, the coeds asked for a single Athletic Association for men and women, varsity letters for women athletes, and the addition of a woman's representative to the University Athletic Council. The women won the first two demands. By now there was varsity competition in track, swimming, and tennis, and the basketball team was reaching new heights in playing against powerhouses like the University of Cincinnati. The team's record in 1924 was five victories and two losses; the year before, the varsity rifle team won fourteen of its sixteen matches.



The Barbara Blount Tennis Club of 1904.

All of this new enthusiasm for intercollegiate competition fell victim, in the late 1920s, to a new philosophy of women's athletics that denounced intercollegiate sports as elitist and offered a "woman's point of view on physical education" as a reaction against a "man-made athletic world." The new motto was "A game for every girl and a girl in every game." Women's varsity basketball was ended following the 1926 season, and other intercollegiate sports followed. Women began participating extensively in intramural competition revolving around classes, sororities, and dormitories. It would require a new societal mood, the feminist movement of the 1950s and 1960s, and the pressure of federal legislation in the 1970s to return women's intercollegiate sports at the University of Tennessee to a level similar to men's and to a glory far more luminous than that of the modest beginnings of the 1920s.

[Source: Adam Hornbuckle, "Women's Sports and Physical Education at the University of Tennessee: 1899-1939" (M.A. Thesis, University of Tennessee, Knoxville, 1983)].



The varsity basketball team of 1920.

Black Athletes at UTK

On December 23, 1946, in McKeesport, Pennsylvania, twenty-six hundred fans were preparing to watch Tennessee and Duquesne play basketball. Thirty minutes before tipoff, the sale of tickets was halted because of a meeting between officials of both schools. Tennessee head coach John Mauer declared that UT would not play unless Duquesne benched its black player, Charles Cooper. Mauer had polled his team; its decision was not to play the game if Cooper was included. Mauer supported this decision by pleading that he could lose his job if he allowed his players to compete against a black. Duquesne officials refused to bench Cooper and UT forfeited the game, 2-0.

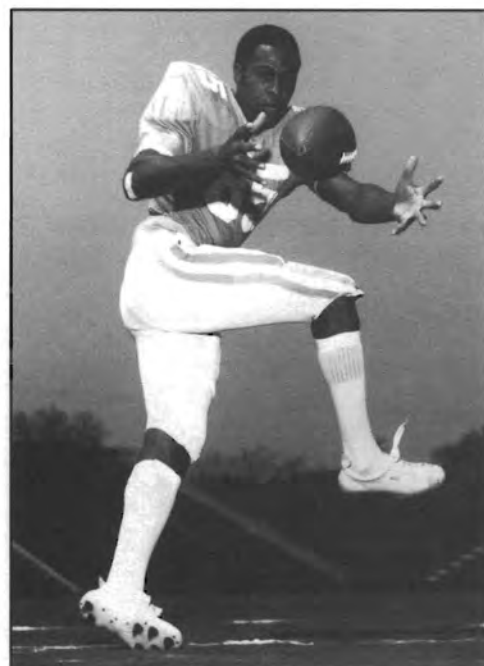
Twenty years later, conditions had changed considerably. In the interim UT had admitted blacks to its graduate and undergraduate programs, and the civil rights movement had begun to tear down legal barriers for blacks off the campus. In 1967, football coach Doug Dickey and the UT Athletic Department believed the time was right to recruit black athletes. UT's primary interest appeared to be in an Alcoa High School running back, Albert Davis, and UT supporters and media analysts were sure that Davis would be the one to break the color barrier at UT.

As it turned out, that honor went to Lester McClain of Antioch High School in Nashville. McClain had heard the rumors of UT's interest in black players and had moved from predominantly black Haynes High to Antioch High, in a largely white area of Nashville, where he felt he could better prepare himself for college football. At the urging of Bill Garrett, a UT alumnus in Middle Tennessee, Coach Dickey offered McClain a scholarship in the spring of 1967. Ironically, Davis was never able to attend, and McClain, after redshirting one season, found himself, in 1968, the first black to ever play football for the University of Tennessee.

McClain, while accepted by most of his teammates, did endure awkward moments on the playing field when racial slurs were directed at him. McClain later recalled, "There is a time when you question whether you want to pack your bags and go home. I would be lying if I said I never considered that. But I just couldn't. I knew the next day the headline would say: 'Lester McClain, first black athlete, quits UT.'"

Following McClain, the Volunteer football program saw black players increase in number, gain widespread acceptance, and accomplish much. Condredge Holloway became the SEC's first black quarterback in the early 1970s. Johnnie Jones earned distinction as UT's all-time leading rusher in the mid-1980s, and some notable black football players from UT made it into the professional ranks: Willie Gault (Los Angeles Raiders), Tim McGee (Washington Redskins), Anthony Hancock (Kansas City Chiefs and Buffalo Bills), Reggie White (Green Bay Packers), brothers Reggie and Raleigh McKenzie (Phoenix Cardinals and Washington Redskins, respectively), Mike Cofer (Detroit Lions), and Reggie Cobb (Tampa Bay Buccaneers).

The first black basketball players at UT were Wilbert Cherry, a walk-on who



Lester McClain



Johnnie Jones



Tim McGee

played junior varsity, and Larry Robinson, the first to receive scholarship aid and play varsity basketball, in the 1971-1972 season. After 1972, black players became an integral part of the basketball program. They included Bernard King (one-half of the “Ernie and Bernie Show”) in the mid-1970s, Reggie Johnson and Dale Ellis in the late 1970s and early 1980s, Tony White in the 1980s, and, Dyron Nix and Clarence Swearngen, pivotal players on the 1988-1989 team. The Vols’ most recent addition to the professional ranks is Allan Houston, who became the Detroit Pistons’ first round choice and the eleventh overall pick in the 1993 NBA draft. Houston finished his career as UT’s all-time leading scorer. His 2,801 point career total places him second in the SEC to LSU’s “Pistol” Pete Maravich.

Professional opportunities are not as available to female athletes, but at least two of UT’s black hoopsters have gone on to coach at the major college level. Patricia Roberts, who averaged nearly thirty points per game on her way to becoming the highest single-season scorer during the 1976-1977 schedule, is head women’s coach at the University of Michigan. All-American Sheila Collins, who played for Pat Summitt from 1981 to 1985, serves as an assistant women’s coach for Georgia Tech.

The first black athletes to compete in track and field were James Craig and Audry Hardy. Hardy was a highly sought-after prospect from Booker T. Washington High School in Memphis. He and Craig came to UT during the 1967-1968 season, the same year Lester McClain redshirted with the football team. Hardy would not have been at UT had it not been for the efforts of Dr. Joe Parker, an active Volunteer alumnus in West Tennessee, and UT coach Chuck Rohe, who offered him a scholarship. Hardy also received support from his teammates; most of his problems came from outside the campus. “I remember one incident when we were coming through Georgia on the way back from a meet in Florida. We stopped at a restaurant that wouldn’t serve the blacks. The team stuck together. We all left.” During his career at UT, Hardy placed second in the NCAA championships in 1969-1970. By 1971, when Hardy was a senior, Tennessee had seventeen black athletes, seven in football and ten in track.

Black participation steadily increased through the 1970s and 1980s, and many football players starred in track and field, most notably Willie Gault, who made the 1980 U.S. Olympic team, and Sam Graddy, who won a gold and silver medal at the 1984 Summer Olympics in Los Angeles. Former Lady Vol Benita Fitzgerald is perhaps the most decorated female track and field athlete. She earned eleven individual All-America awards during her years at UT and won an Olympic gold medal while competing for the United States in the 100-meter hurdles in the 1984 Games.

Black participation in baseball was minimal. Condredge Holloway, the UT football player, also starred in baseball. In 1972, at the age of 17, Holloway turned down an \$85,000 contract with the Montreal Expos because his mother wanted him to get a college education. In 1989, UT had one black player, Thomas Woods, who split his time between football and baseball.

The men’s tennis squad had one black standout in its history—Rodney Harmon, in 1980. Harmon, along with tennis ace Mel Purcell, captured the NCAA tennis doubles championship in 1980. Shots made by Harmon decided both matches in the title game, and Harmon was called the “best available prep player in America.” The championship was UT’s first NCAA individual tennis title.

The appointment of Wade Houston as UT basketball coach in 1989 gave UT and the SEC their first black head basketball coach. The event also marked the distance UT had come since that ignoble occasion forty-three years earlier when racial prejudice triumphed over sportsmanship.

UT's Link to the Olympics

On Easter Monday, April 6, 1896, 311 amateur athletes from thirteen countries gathered in Athens to reinstitute a competition that had begun in the year 776 B.C. in ancient Greece. The revival of the Olympics was the brainchild of a Frenchman, Baron Pierre de Coubertin, whose ideal was the promotion of international goodwill through the mutual respect the competitors would develop in the games.

The U.S. was represented by a team of thirteen, consisting largely of track and field contestants; they won nine of the thirteen events. As the modern Olympics gained momentum, weathered two world wars, and were held on four continents, they became the most important international sporting event in the world.

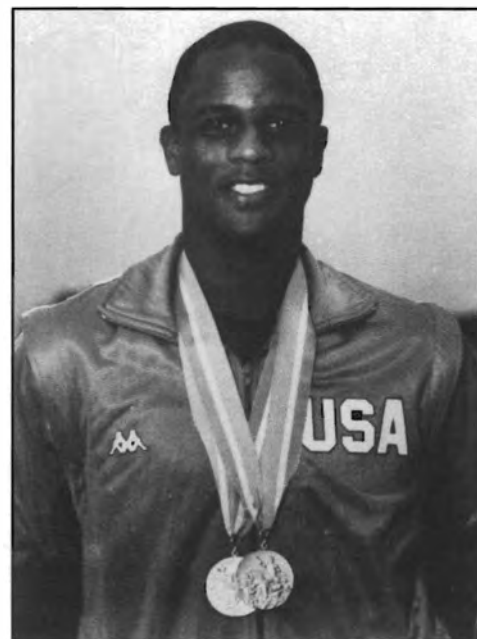
The American competitors were drawn largely from the college and university ranks, and those institutions with the best facilities and staffs naturally provided the largest number of participants. Beginning with the second Olympics at Paris in 1900, the American team was made up mainly of students from the Universities of Pennsylvania, Michigan, Georgetown, Syracuse, Princeton, and Chicago.

The University of Tennessee took longer to become involved. Its principal sport in the early decades of the twentieth century was football, not an official Olympic event. Basketball became an Olympic sport in 1936, but UT did not yet have players of appropriate calibre for that event, nor did UT have adequate facilities to train competitors for track and field and swimming.

By the 1960s, however, conditions had changed. The Tom Black Track and Recreation Area was completed in 1966, the Stokely Athletic Center enlarged that same year, and the Student Aquatic Center opened a year later. Track and field took off under a flamboyant coach, Charles Rohe, who was lured away from Furman University, and a swimming team was organized in 1968 under coach Ray Bussard. UT was now ready for Olympic competition.

The University of Tennessee was represented at the Olympics for the first time in 1972 at the Munich games, which were marred by the massacre of eleven Israeli athletes by Arab terrorists. Three Volunteers participated: Doug Brown in the 3,000-meter steeplechase; Trevor James, representing his native Trinidad, in the 200-meter and 1,600-meter relay, and David Edgar, who not only competed, but won UT's first gold medal, in the men's 400-meter freestyle swimming relay, joining an American team that starred Mark Spitz, who garnered seven gold medals. The team also broke the world record with a time of 3:26:42.

When the U.S. sent its Bicentennial team to Montreal in 1976, UT was even better represented, with nine participants. Matt Vogel earned two gold medals in swimming and helped to break the world record in the 400-meter medley relay with a time of 3:42:22. Ernie Grunfeld helped the American basketball team regain the gold medal it had lost to the Soviets in 1972 in a controversial finish. And three women basketball



Sam Graddy, silver medalist in the 100-meter dash and gold medalist in the 400-meter relay, at the 1984 Olympics.



Gold medalist Melvin Stewart was among the UT Olympians recognized at Neyland Stadium on September 5, 1992.

players, Pat Head Summitt, Cindy Brogdon, and Patricia Roberts, played in a sport given Olympic status for the first time. Stan Huntsman, head track coach at UT, served as assistant coach of the American track and field team, which included star hurdler Edwin Moses and decathlon gold medal winner Bruce Jenner.

A political decision by President Jimmy Carter not to allow U.S. participation in the 1980 Olympics in Moscow kept eight Volunteers away, including football star/sprinter Willie Gault, long distance runner Doug Brown (who would have been competing in the Olympics for the third time), Lady Vol hoopsters Jill Rankin, Cindy Noble, Holly Warlick and their coach Pat Head Summitt, and women track stars Cathy Ratray and Benita Fitzgerald-Brown.

What was impossible in 1980 became reality for fifteen UT athletes and coaches four years later as the Summer Olympics came to the U.S. in 1984, for the first time in fifty-two years. At Los Angeles, Benita Fitzgerald-Brown took a gold in the women's 100-meter hurdles. Sam Graddy gained a silver in the men's 100-meter dash and a gold in the 400-meter relay. And at the Forum on August 7, 1984, Cindy Noble and Lea Henry won gold medals as members of the first U.S. women's basketball team to take top honors, beating South Korea, 85-55, in the finals. Pat Head Summitt coached the U.S. team, with the help of Nancy Darsch of her UTK coaching staff. Debby Jennings of the UTK women's athletics information office served as the U.S. Olympic team press liaison officer, and Ray Bussard was assistant coach of the U.S. men's swimming team that won nine gold and six silver medals. The Vols could not match their 1984 performance in 1988 at Seoul, South Korea, but Lady Vol Bridgette Gordon played on the U.S. women's basketball team that came away with another gold, beating Yugoslavia. Former UTK men's and women's track coaches, Stan Huntsman and Terry Crawford, served as coaches for the U.S. track and field teams, incoming freshman Melvin Stewart came in fourth in the 200-meter butterfly swim, while LaVonna Martin competed in the women's 100-meter hurdles.

At the 1992 Olympic games in Barcelona, UT was represented by eighteen students and Lady Vol Track Coach Dorothy Doolittle, who served as an assistant track coach for the women's Olympic track team. LaVonna Martin won a silver medal in the 100-meter hurdles, and Melvin Stewart was a double gold medal winner in the 200-meter butterfly and as a member of the 400-meter medley relay team. In addition, Stewart also won a bronze medal in the 800-meter freestyle relay.

UT's link to the Olympics is marked by the benches at the Aquatic Center which honor the Olympic swimming feats of David Edgar and Matt Vogel, the presence on the UTK campus of former Olympians Pat Summitt, head coach of the Lady Vols, Doug Brown, head men's track coach, Dorothy Doolittle, women's track and field coach, and Holly Warlick, assistant women's basketball coach. They would all agree with Summitt that "the ultimate in amateur athletics is competing for your country, particularly . . . in the Olympics."

School Spirit

Long before the University had an established cheerleading squad and a favorite song, "Rocky Top," the students and faculty employed a variety of songs and cheers to increase student participation and school spirit. The first reference to a school cheer appears in the February 1891 edition of *The Tennessee Student*, where the editor condemned the newly-adopted cheer, "Rah, rah, ree! Bim, boom, bee! Tenn-i-see!," as being imported by a "Northern Professor" and inappropriate for a southern college for which "the good old prolonged Confederate yell has for time immemorial been the vocal insignia." The editor did not stop there, using other colorful adjectives such as "foreign," "characterless," "non-indigenous," and "unnecessary and usurpative."

The first football cheers surfaced in 1896 in preparation for the game against Sewanee, with which Tennessee had a rivalry that matches today's with Alabama. Each class had its own cheers, taught and practiced at mass meetings. In 1907, Engineering Assistant Professor Robert "Red" Matthews was named the first cheerleader of the University, and the first printing was done of football songs and cheers such as:

THE VARSITY YELL

U! T! Rah! Rah!
U! T! Rah! Rah!
Hoorah! Hoorah
Tennessee, Rah! Rah!

BOOM JIG-A-BOOM

Boom jig-a-boom! Boom jig-a-boom!!
Boom-jig-a-rig-jig! Boom jig-a-boom!!
Boom-get-a-rat-trap-bigger-than-a-cat-trap
Boom! Boom!! Cannibal! Cannibal!
Hellabooloo-wah!
Tennessee! Tennessee! Rah! rah! rah!!

The earliest school songs appeared at the same time, during the 1890s, and football games provided the most common stimulus to songwriting. Very few of the songs lasted for any length of time, usually not longer than the writer's own generation. Put to familiar tunes, the early songs of UT show spirit as well as merriment and respect.

ALMA MATER

Cheer for our Alma Mater,
Cherished all else above,
Cheer for old U.T.'s heroes,



An idealized depiction of a UT cheerleader in the early 1900s. (Used with permission of Elena I. Zimmerman.)

Shout for the team we love.
(Rah! Rah! Rah!)
Work for old U.T.'s glory,
Strive for the victory;
Fight for we're right behind you,
Fight for old Tennessee.

[UNTITLED-TO THE TUNE OF "LOLA"]

Oh, Rooters,
Oh, rooters, list to me,
I sing of Tennessee,
Our dear old U. of T.
We're celebrating
Before the game is done
Because we know it's won
For Tennessee. Rah! Rah!

TENNESSEE, I LOVE THEE (1901)

When hope mounts high in the summertime of youth,
And glory and fame are the prize;
When hearts beat fast in the search of light and truth,
And the rainbow spans the Western skies;
We climb each day to the City on the "Hill,"
The temple of knowledge and fame,
Our parched lips cool at the clear and gushing rill,
Where the waters ever flow the same.

Chorus

Tennessee, I love thee,
The orange and the white;
Let us sing one song to the dear old U. of T.,
Where the lamp of learning gleams through the night.

In manhood's prime, on the battlefield of life,
When careworn and weary we toil;
When fate strikes hard, and the bitter, bitter strife
Seems, alas! our every hope to foil;
We long once more for the youth now left behind,
The freedom, the joy and the glee,
For, in this world, we shall never, never find,
A green hillside like old Tennessee.

Chorus

When glory fades, and the life-light flickers low,
 And shadows of death cast their pall;
 When footsteps falter, and cheeks have lost their glow,
 And the autumn twilight shrouds us all;
 Our hearts turn back to the days upon the "Hill,"
 Where, joyous, we strove for the goal;
 Our fondest thoughts at each mem'ry seem to thrill,
 And we care not if the billows roll.

Chorus

A century after they first appeared, school cheers are no longer widely known by the student body, and the song most commonly associated with athletic events, "Rocky Top" (written in the 1960s by Nashville songwriters Boudleaux and Felice Bryant), a state song since 1982 and also designated one of the school songs, speaks of the region and not of the University. The current "Alma Mater" was written in 1928 by Mrs. Mary Fleming Meek as an entry in a contest sponsored by the University's musical organizations to produce a new and original alma mater song. Mrs. Meek had attended the Summer School of the South in its first years, and her family had long been involved with the University. Her husband, John Lamar Meek, also graduated from UT in 1886. The text was taken from verses in the Aloha Oe and Torch Night ceremonies. The song, originally titled "On a Hallowed Hill," was chosen because it could be sung by large groups, and yet, today it is known by too few students and faculty.

On a hallowed hill in Tennessee,
 Like beacon shining bright.
 The stately walls of old U.T.
 Rise glorious to the sight.

Chorus

So here's to you old Tennessee,
 Our Alma Mater true.
 We pledge in love and harmony
 Our loyalty to you!

What torches kindled at the flame
 Have passed from hand to hand!
 What hearts cemented in that name
 Bind land to stranger land!

Chorus

O, ever as we strive to rise
 On Life's unresting stream
 Dear Alma Mater, may our eyes
 Be lifted to that gleam!

Chorus

Alma Mater

Words & Music by
Mrs. JOHN LAMAR MEEK

1. On a hal-lowed hill in Ten-nes-see, Like bea-con shin-ing
2. What torch-es kind-led at that flame Have passed from hand to
3. O, ev-er as we strive to rise On Life's un-rest-ing

bright The state-ly walls of old U.-T. Rise glor-ious to the sight.
hand! What hearts ce-ment-ed in that name Bind land to strang-er land!
stream Dear Al-ma Ma-ter, may our eyes Be lift-ed to that gleam!

REFRAIN

So here's to you old Ten-nes-see, Our Al-ma Ma-ter true — We

pledge in love and har-mo-ny Our loy-al-ty to you!

Copyright 1928 by the Music Clubs, University of Tennessee.
Copyright transferred 1929 to Student Activities Council, University of Tennessee.
Printed in the U.S.A.

SV-22

First publication of the Alma Mater in 1928.

Graduates sing the Alma Mater
at Commencement.



STUDENT LIFE

...college life...a haven for American youth, a little space of time in which energy had its outlet, and where the young made a world to suit themselves...

—Henry Seidel Canby

College students have always had a culture of their own, derived from their own lives on campus—how they spend their spare time, form their own associations, view their professors, and create their own identity. Visible evidence of this student culture are their dress, songs, ceremonies, and celebrations. Many of these become traditions, as firmly fixed in a college's or university's life as the by-laws proclaimed by administrators and trustees. And the clearest window into this student culture are the words of the collegians themselves, either recorded in diaries at the time or recalled in retrospective years later.

We are fortunate in having several such memoirs of University of Tennessee students, presented in the vignettes below. They reveal the limited range of campus activities available to the students under the male, military regimen that prevailed until 1890, the changes that came with the admission of women in 1892, the initiation of Homecoming, Torch Night, Aloha Oe, Carnicus, and other ceremonies in the early twentieth century, and the adoption in recent years of a new team mascot, Smokey, the bluetick hound.

Despite the changes, some durable characteristics of collegiate culture remain the same: students complain about professors and assignments, eagerly await each weekend and holiday break, and, as graduation nears, worry about job and career opportunities.

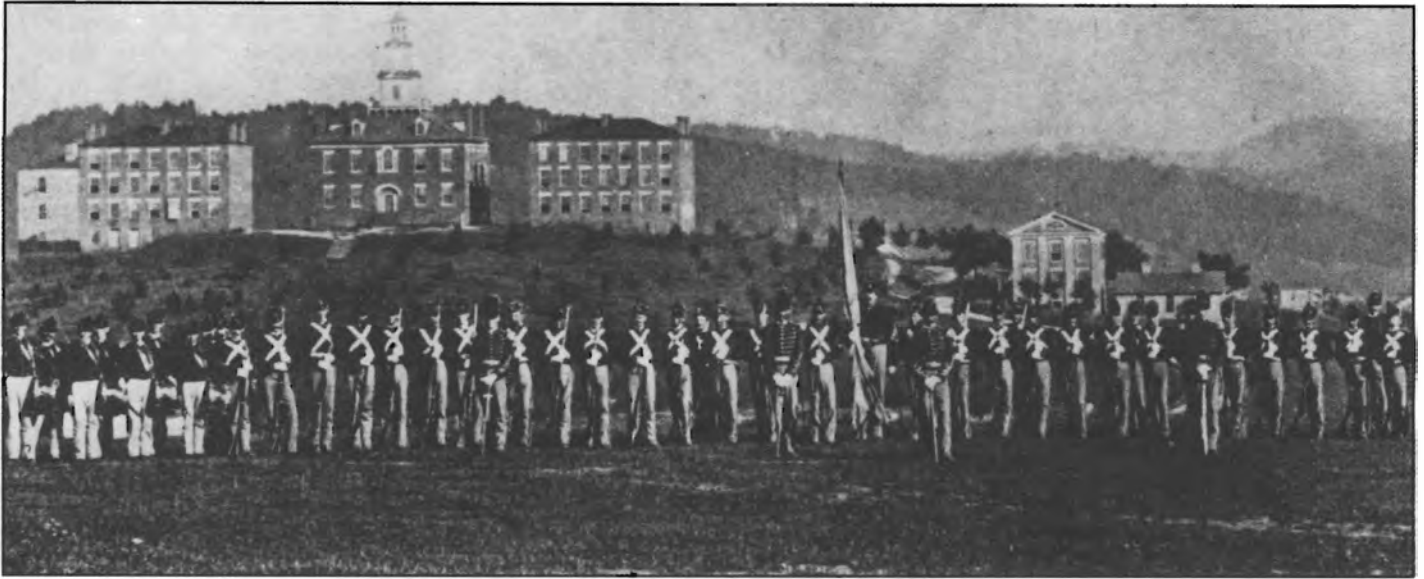
Student Life in the Post-Civil War Era

During the Civil War, East Tennessee University closed because of a shortage of students and faculty and the military occupation of the campus by both Union and Confederate troops. It was not until 1866 that enough students were available to resume academic sessions.

The strictures of student life in the last half of the nineteenth century are a sharp contrast to the openness and freedom of today's campus. Up until 1890, East Tennessee University (and later the University of Tennessee) was a military school where the students wore uniforms and daily life was strictly regimented. Federal legislation which made the University a land-grant college required military instruction, and beginning in 1870, students were dressed in gray uniforms. All students, unless physically unable, were required to take part in military drills. Passes were needed to leave the campus, and dorm rooms were inspected regularly to see that beds were made and floors swept. In 1877, the trustees even authorized the president of the University to hire a detective to prevent student immorality. While students complained of the restrictions, a reporter for the *Knoxville Journal* praised the military routine for giving students "a correct personal bearing" and teaching them to be "submissive to properly constituted authority."



The campus as it appeared in an engraving in Scribner's Monthly for May 1874.



The cadet corps in the post-Civil War era.

But student life was not all regimentation and work. The late 1860s saw the appearance of two literary societies, Chi Delta and Philomathesian, and in 1872, Pi Kappa Alpha became the first permanent social fraternity on the campus. In 1881-1882, the literary societies began publishing journals—the *Crescent* and the *Philo Star*. Their blunt language and their charge that the faculty acted like pre-war aristocrats, drawing large salaries and doing little work, produced a sharp administrative response. The students were ordered to submit material for these publications to University President Thomas Humes for prior review. Refusing to abide by the new rules, the students took their publications underground. The most popular underground paper was a handwritten *Weekly Bulletin* which claimed to be “an illustrated magazine of literature and art. . . devoted to the reformation of abuses in the U. of T.” The *Crescent* and *Philo Star* resumed publication for a while but ultimately suspended operations in 1887.

Other extracurricular activities were available to the students. When spring arrived, lively games of baseball were played on the lower parade ground, and some students organized a boating club. At other times, dances or “hops” were held on campus. The Board of Trustees allowed three public hops each year in the college mess hall, under the strict supervision of a cadet committee to insure “sobriety of conduct.” During the winter holidays many students were forced to stay on campus because of the distance to their homes, resulting in some interesting escapades. On one occasion, some undergraduates raised “particular cain” by seizing the cannons and dynamite on the campus and very nearly demolishing a building.

The decades following the Civil War also witnessed increased student activism. In their newspapers and in public protests, students challenged required manual labor, mess hall food, the absence of a gymnasium, limitations on the number of students who could take part in exhibitions and debates, faculty unwillingness to grant recognition to social fraternities, censorship, and the strict regimentation of their lives.

The faculty and administration received credit for at least one improvement. In 1881-1882 they approved a week-long Christmas holiday beginning on December 24 and ending on January 2. Their rationale was that little work was done during that period anyway! *Plus ça change, plus c'est la même chose*.

The University in 1872

The following account of the University came from the pen of a correspondent of the Macon [Ga.] Telegraph. It originally appeared in the Nashville Union and American, July 25, 1872. Editorial notes have been provided by the Office of the University Historian.

Knoxville, Tenn., July 2, 1872—We came hither a fortnight ago, and have visited various localities in Eastern Tennessee. The commencement exercises of East Tennessee University came off soon after our arrival, but we were unfortunate in being unable to be present. The institution is now one of the very best, and certainly one of the least expensive, in the United States. Early in the present century large endowments were provided for founding and maintaining three State Universities of the best grade—one at Knoxville, another at Nashville, and a third at Jackson.¹ Extensive buildings were erected in each of these localities, and flourishing institutions have been in progress ever since. Soon after the close of the “war between the States,” the State of Tennessee realized the proceeds of the land donated by the Federal Government for the support of an Agricultural, Mechanical, and Military College, and this institution has been conjoined with East Tennessee University at this place.² Already the institution is in such flourishing condition that additions are in active progress, during the present vacation, to the extensive buildings. The exercises will be renewed very early in September. We learn that most of the States south of Tennessee have been represented in this University, Georgia, however, having but two students—Messrs. R.G. McDonald and W.B. Harper, of Milledgeville.³

The location of the University is remarkably fine, in the suburbs of the city, commanding an extensive view of the river and mountain. It has been put on canvas in all



Flavius Fisher's painting of the view from the cupola of Old College.

of its exquisite beauty by Mr. Fisher, of Knoxville, the fine landscape painter who is now engaged in making the great historical painting of Gen. R. E. Lee at his father's tomb on his last visit thither on Cumberland Island, Georgia, in 1870.⁴

The military feature of East Tennessee University is a prominent one and is under the supervision of a graduate of West Point Military Academy.⁵ The handsome uniform of the students is of Confederate gray, and is very similar to that of the military institute of Virginia. The most charming feature of this institution (East Tennessee University), is its inexpensiveness. Tuition costs per annum less than \$35; and good boarding can be had for less than \$10 per month. Two hundred and fifty dollars will be ample to cover the entire expenses of an economical student for a whole year, including clothing and every thing. About five years are required for thorough mastering of the whole course, and we understand a large number of young men are pursuing that line of study. The President of the University is Rev. Thos. W. Humes, an Episcopal clergyman of great worth and learning.⁶

¹ The observer was in error in his reference to three "state universities." In 1806, Congress ceded certain federal lands to Tennessee on condition that some of the proceeds from the land sales be used to support two colleges, one in East and one in Middle Tennessee. Blount College in Knoxville became the recipient of the funds in East Tennessee and was redesignated East Tennessee College; the recipient of the funds in Middle Tennessee was Cumberland College in Nashville (which later was absorbed by George Peabody College).

² The Morrill Act of 1862 provided for a grant to each state of thirty thousand acres of public land for each of its Senators and Representatives in Congress, the proceeds of which were to be used for education in the agricultural and mechanical arts. In 1869, the Tennessee legislature designated East Tennessee University in Knoxville as the recipient of these funds.

³ These students were actually in the Preparatory Department and never appear to have matriculated as collegians.

⁴ Flavius J. Fisher (1832-1905) was a well-known nineteenth-century portrait painter who did some work in Knoxville and was claimed by a local newspaper as an East Tennessean but who was born in Virginia and did most of his painting in studios in Lynchburg and Richmond, Va., and in Washington, D.C. The landscape of Knoxville referred to is a view of the river looking south from the cupola of Old College, now the site of Ayres Hall. It was done in 1871 and now hangs in the Hunter Museum of Art in Chattanooga, where it has not previously been attributed to Fisher. The artist's portraits in oil of many prominent individuals are in a variety of American museums, historical societies, and public buildings, but the painting of Lee which Fisher was apparently working on in 1872 has not been located. Lee, shortly before his death in 1870, visited the tomb of his father, the Revolutionary War General Henry ("Lighthorse Harry") Lee, which was at Dungeness, Cumberland Island, the former estate of Lee's commander in the War for Independence, General Nathaniel Greene.

⁵ Lt. Thomas T. Thornburgh was assigned by the War Department to Knoxville in 1871 to serve as commandant of cadets and instructor in military tactics. Military instruction was required at all institutions that were recipients of Morrill Act funds, and the UT student body was organized on military lines until 1890.

⁶ Humes, formerly rector of St. John's Episcopal Church in Knoxville, served as President of East Tennessee University from 1865 to 1879 and then as President of the University of Tennessee until 1883.



Flavius Fisher, artist (1832-1905).

The Good Ol' Days: Campus Life in the Early 1900s

Historian's Note: Benton White, who attended the University from 1901 to 1904 and again from 1907 to 1910, receiving both bachelor's and law degrees, left a fascinating recollection of his experiences on the campus in the first decade of the 20th century.

At that time, the campus was a small place, with about five hundred students, one-fifth of them women, and fifty faculty. Although the campus was no longer run as a military institution, two years of military training were compulsory for men. Most students lived in the surrounding neighborhoods, but those who lived in dorms found campus living somewhat uncomfortable.

White recalled that nearly all dorm rooms were double occupancy, and "All you got for your rent was four walls, one ceiling, and one floor." Shower, bath, and toilet facilities were on the ground floor, and there was only one hot and cold water outlet on each floor. Students had a bowl, pitcher, and "slopjar" in their rooms. Electric light in each room was provided by a single drop light from the ceiling, with electricity provided by the University's own generator. Lights went out at 10 p.m. There was only one fraternity house on the campus, the Kappa Alpha's. The other fraternities rented a portion of a dormitory or a house near the campus.



Benton White's 1903 sophomore class.

Eating was a problem since there were few or no facilities for such on the campus. There was one University mess hall but its operation was sporadic. There were no restaurants, drugstores, or hamburger stands near the campus. White recalled that there was a "single, small, hole-in-the-wall store on Main Street" where food could be obtained. Most meals were taken at a number of "hash houses" in private residences around "the Hill" which let rooms.

The relations between the students and the townspeople were "cordial and pleasant." White recalled no "town and gown" friction, for the University had little impact on Knoxville. Even the cops were "good natured" and "lenient" if students got into trouble. Life on campus was apparently very placid. He recalled that "living in a relatively small campus community, students knew the people with whom they worked or played." Cheating on exams occurred very rarely. Chapel exercises were compulsory, and with assigned seating, attendance was taken easily. Church attendance was not compulsory, but at Monday morning chapel services those who had attended Sunday services were asked to stand. Presumably some record was made of those who were churchgoers.

Male and female students got along "very well; there was no male resentment" over the presence of the girls. Indeed, according to White, "we highly approved of them." Courting was a problem in the case of women who lived off campus, since city street cars stopped running at 10 p.m. Those who stayed out late dating, or "tantalizing" as they called it, often had to walk back to campus. Dressing styles on campus were informal, "a good honest personal informality caused by being more or less broke all the time." However, each fraternity held a formal dance at least once a year. They were usually held at the Woman's Building on Main Street and later at the Cherokee Country Club.

Excitement was generated on campus by various pranks, and visitors to the campus did not escape the students' mischief. A farmers' convention became the target of a hose manned by several students who did not realize that the force of the water might cause the hose to get away from them; it did, and they as well as the farmers were soaked. Halloween often brought out the best in students' imaginations. One year a wagon was "borrowed," as was the skeleton of a horse from a classroom. These were taken to the top of Jefferson Hall, which sat on what is now the parking lot in front of Ayres Hall, and hitched together. A professor and dean of the University, Dr. Thomas Jordan, observed what was happening from his living quarters in South College and, in nightgown and robe, went to confront the students. As he ascended the ladder, the students saw him, dropped off the other side of the building, and then went around and took the ladder with them as they escaped. Dr. Jordan was forced to remain on the roof in the rather cool air for quite a while until a watchman appeared and rescued him.

White recalled another incident where freshman teacher Dr. James Hoskins, a future president of the University, was locked out of his class by students. Under similar circumstances, veteran teacher William "Uncle Billy" Carson [Head of Engineering] retaliated by placing a hasp, catch, and padlock on the outside of his classroom, locking his students in. Dr. Carson did not relent until mid-afternoon when he sent the janitor to let the students out. White recalled that "probably never in the history of the University have so many students had an iron-clad excuse for missing a class or two—or been so loth [sic] to use it."

Dorm students more often engaged in pranks against each other, like stacking the furniture and personal belongings of an occupant on top of his bed while he was out of the room. In one incident, the victim retaliated against his friend, Benton White, whom he thought was in on the "stacking." A partial stick of dynamite was tied to



The Halloween prank atop Jefferson Hall.

White's doorknob. Unfortunately, for the original victim, the blast was greater than expected and caused considerable damage to that end of the building as well as upset the balance of his possessions, on top of which sat a pitcher of water, consequently soaking his belongings.

On a more hectic note, hazing of freshmen—who were called “fish”—was quite common, although the hazing season did not last long. A violent form of interclass competition occurred several weeks after school opened. The “Cane Rush” consisted of a physical contest between the freshman and sophomore classes for possession of a cane, described as a “substantial section of a hickory hoe handle about 3 1/2 feet long,” which then had to be taken by one person and deposited on the porch of Humes Hall Dormitory. The rush started about 8 p.m. on the parade grounds and continued until 10 p.m. In the process, limbs and noses were often broken.

Coeds engaged in a milder form of class competition. Freshmen and sophomores were prohibited from wearing a formal cap designating their class. Beginning after New Year's Day, the sophomores made a simultaneous effort to steal all the junior class caps. One particularly furious scuffle involved sophomore Harriet Greve, the future dean of women for the University, after whom Greve Hall was named.

Intercollegiate athletics were conducted on a small scale. The baseball team ranked with the football team for many years in the eyes of the students. Football games were played at baseball parks, college parade grounds, and sometimes on vacant lots. The budget for football was so limited that at times two games were played on a weekend road trip to save money. There was no provision for spectators, and the general public was not very interested, although student interest was high. A victory over a traditional rival resulted in a “nightshirt parade” the length of Gay Street. While football had a paid coach, baseball, basketball and track used volunteer professors, upperclassmen, and retired professional athletes. Opponents included Kentucky, Vanderbilt, Sewanee (then a football power), North and South Carolina, Clemson, Georgia Tech, Georgia, and Alabama, as well as Maryville and the University of Chattanooga.

Benton White recorded his recollections in 1960 when he was seventy-six years of age; but he said his memory was good and his remembrances of his student days were quite clear. A principal difference, he noted, between the atmosphere of the University at the turn of the century and sixty years later was that, when he was a student, “a college education was a privilege, and was not to be had casually and for the taking.”

According to White, students in the early 1900s took their education more seriously than the students in 1960.

Perhaps he was right.

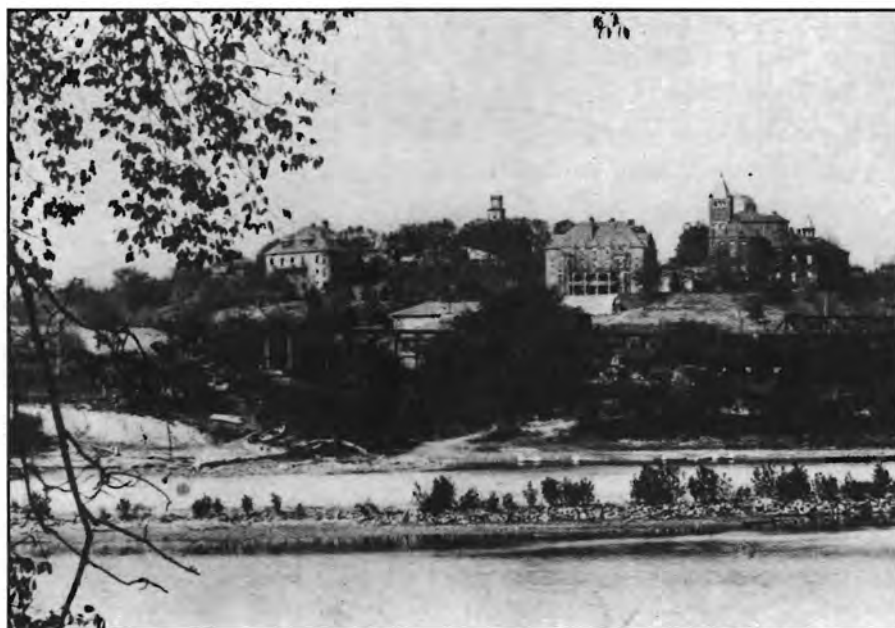
[Source: “Benton White's Recollections of the University of Tennessee,” ed. James R. Montgomery, *East Tennessee Historical Society Publications*, XXXIII, (1961) 78-96.]

The Good Ol' Days: Another Glimpse

*Historian's Note: Herman Work, a Knoxville resident and graduate of Knoxville High School, entered UT in 1905 and enrolled in the agricultural science curriculum. He remained until 1908 and did not receive a degree. In 1962, at the age of 74, he wrote down his recollections of his college days and presented them to a civic club in Staunton, Virginia, where he was then living. Several years later, he sent an expanded version of his remarks to the University Historian who, in turn, sent it to the Public Relations Office for possible inclusion in the *Alumnus*. The paper was not published, and it recently was rediscovered in the office of the present University Historian. Excerpts of it are offered here as a personal memoir of one who enjoyed the campus almost a century ago. Mr. Work died in De Land, Florida, in December 1986, at the age of 98.*

THE UNIVERSITY

In the Fall of 1905, the University had been growing and there were about 450 students on the Hill at Knoxville—30 or 35 of them co-eds. There were about 25 members of the faculty, and a smaller number of helpers. As a Freshman (or “Fish”) I “knew” practically everyone on the campus, at least by sight, from President Brown Ayres to Old John who speared trash papers on the campus early each morning . . .



View of the Hill around 1905 from across the Tennessee River.

THE HILL

The Hill, once called Barbara Hill, . . . was circled by a broad road leading from the western side, around the crest and on down to the main gate. Most of the top had been graded to a golden clay subsoil for a small parade ground, with sand and gravel added. Presumably the grading provided clay for the bricks used in the early buildings.

On a high bank to one side of the parade ground stood Old College, a brick box about 60 feet square, with a pointed roof and Mr. Wren's cupola, dating back to 1826. In 1905 this antique box housed the Law School and had classrooms also for the ancient and modern languages.

To one side was West College, a three-story dormitory whose eaves were about level with those of Old College. The ground floor had an armory to hold the rifles (Springfield 1869, probably, nearly five feet long) and cartridge belts of the cadet corps. There was also a room with a shower bath, toilet and a sink at which one could fill his water bucket or pitcher for use in his room upstairs. The splintery pine floors were nicely drenched with discarded engine oil as was the custom of the time in public buildings.

Some of the dormitory rooms on the second and third floors had small grates for coal fires. . . . The fortunate inmates could buy a card from the registrar with places in the margin for the janitor to punch for 12 bushels of coal, or perhaps it was 15. A card cost \$1.00 and room rent was \$5.00 a term, per person, or \$15.00 for the session. Cadet uniforms of hard blue-gray cloth, made at Charlottesville, cost \$18.00 new, and were good for a long time often on several backs. One estimate of the living cost of a student for a year was \$193.00.

Used furniture of varied but tasteful design and quality was usually available from former occupants at nominal prices. There was a table for two, a double bed, a couple or three plain straight chairs, a washstand with bowl, pitcher and bucket. Clothes could be hung from nails in the walls. A single electric globe hung from the ceiling, innocent of any feminine frills. If anything had ever been painted, it was no longer visible on the dried and cracked surfaces. But many-paned windows, with the putty long since dried out or fallen away, looked out on the north side over a gentle slope of grass with large old trees as in a well-kept park. . . . The janitor swept out the halls once in a while, not often. Otherwise, housekeeping was by the roomers. Boarding could be had at a commons in the ground floor of the Phi Gamma Delta house on the lower campus for \$3.00 a week. Many of us walked a mile into the center of town to eat with Mrs. Robinson on Walnut Street. She provided nourishment for some genteel people of the town also for \$2.50 a week. Potatoes, cabbage, whole hominy, turnip greens with meat stew, hash, boiled beans, bread pudding and sometimes a pot roast, provided calories.

On the other side of Old College was East College, a twin of West, but holding more students because there was no armory there. Their superiority in numbers entitled East College to raid their weaker neighbor. The word, about 1:00 a.m., was "Let's stack West College tonight," which meant that they hoped to upset the beds and their contents, piling everything else on top in a glorious confusion, escaping before their victims came awake. West was then put to the trouble of retaliating after things quieted down for a few days.

STUDENT LIFE

There were no house committees, no supervision from anyone. Each man did what was right in his own eyes. The students, with practically no discipline except in classes and the drills of the cadet corps, were orderly most of the time. There were occasional matters between the Sophomores and the "Fish" of only passing notice, including a proverbial cane-rush that really involved only a few champions and seemed to have little pattern. . . .

Undoubtedly, there was some liquor on the Hill, at times and places. If there was ever any liquor in East or West College, it escaped my eye and nose. Few of the students there had any money for frivolities and most of them must have been conscious of sacrifices made for them by their families. So far as my memory goes, there were no saloons in town except in the disreputable Central Avenue area on First Creek, across the city. Such ignorance may have been true of 90 percent of the students of that day. Certainly there was much "blockading" or illicit stilling not too far away and the papers often told of raids by the revenuers, but not on the Hill. . . .

OTHER BUILDINGS

On one side of the parade ground or quadrangle was South College, three stories of old brick with two entrances off the parade ground and classrooms extending across the building, with windows at each end. The rooms were shallow in depth and nearly as free of paint as the old dormitories. Heavy oak chairs had a sort of writing table on the right arm. . . . At one end of South College was a small book store and post office.

Science Hall, housing the administration offices, including the billing and collecting agency, was on a steep hillside facing the front of Old College. Completed in 1892, it was of pressed brick and adorned by a short tower and a wide brick arch over the entrance. . . . The style of architecture was that of sets of toy building blocks for sale in those days to the more prominent families. They were made in Germany of red and yellow tile. They featured rounded arches and pointed towers. . . . Staunton and most progressive cities of the late 1800s have samples of that architecture. Science Hall had classrooms and laboratories for chemistry and physics. The Library was at one end of the building; the Chapel at the other.

The YMCA was on a steep slope on the same level with Science Hall, but facing South College, completing a rather open and informal quadrangle. The YMCA had a small swimming pool, lately added with much enthusiastic support. Jasper Ring, Wash Dougherty, Frank Beene, J.C. Loucks, Bernie Martin, and others used to frolic in the little tank, in a drowning game, in which all would gang up on one until he was waterlogged. This seemed a jolly game and I used to admire their restraint in only half-drowning the skinny kid who wanted to play with the big fellows. . . .

On a lower level was Morrill Hall, the Ag. Building, two stories of brick covered generally with ivy. This was also the Agricultural Experiment Station for the state. The President's house stood nearby. Barbara Blount Hall, housing the Home Economics Department and all the resident girls, stood on the same level. It derived its name from one of the first girl students. . . . And the three oldest buildings on the Hill have given way to Ayres Hall, a great stone pile of imposing architecture, crowning the Hill. On a lower level than Morrill Hall and Barbara Blount, stood Estabrook, home of the Engineers, a strictly utilitarian design of brick. . . .

CHAPEL

The students saw much of Dr. Ayres at Chapel at 9:00 a.m. daily except Saturdays and Sundays. The service consisted of a hymn or two, responsive reading and prayers followed by announcements and often a short talk by a faculty member or visiting celebrity. One of these was a slight Japanese who delighted us by telling of the great curiosity of his race. Another celebrity was the Secretary of Agriculture or perhaps an Assistant Secretary. Showing the simplicity of the time, it fell on me as a freshman or sophomore to conduct this dignitary to the University Farm, a mile or two west of town on Kingston Pike. A five-cent street car took us to the end of the line at Third Creek, where he was met by a buggy from the Farm. . . .

LITERARY SOCIETIES

The Chapel, seating perhaps 500 people comfortably, was the scene of the annual literary contest between the Chi Delta and the Philomathesian Literary Societies. Most of the men of broad ambitions belonged to one or another of the societies, with Law and Arts people most prominent. They met at night each week on the third floor of South College for programs of recitations, essays, orations and debates. Each member was on the program at some time during the year. Some told of Pizarro—"What shall we do when hope is gone?" "Go on, and on, and on." Another recitation was about the young knight who "Threw his glove, but not with love, right in the lady's face. . . ."

Faculty advisers to the literary clubs, if any, kept in the background. The students governed themselves by their own constitutions and by-laws, led to a considerable degree by senior Law students. Everything pointed toward the annual contest between the two clubs, attended by many townspeople and parents. Another annual occasion was the Glee Club recital. So the chapel was a school of manners as well as a strong unifying force.

FOOTBALL

Small, slight, erect, cheerful [Dr. Charles E.] Wait [Professor of Chemistry] was the moving spirit behind University athletics, with the emphasis on football. Years later, the first stadium bore his name.

From the sidelines I had seen since maybe 1903 quite a few games at the old baseball "park" north of the Southern Railway and south of Asylum Avenue, said to have been the site of a market for receiving and shipping horses and mules. The ground was mostly bare and could be hard. There were no bleachers for football games. A heavy wire, stretched at breast height along each side of the field, kept the spectators and the players apart ordinarily. The spectators could surge back and forth, following the ball. Sometimes a canvas was stretched along the board fence to encourage knot-hole peepers to buy tickets at 50 or 75 cents. On rainy days, the mud was deep and sticky. . . .

Carson and Newman, Tusculum, Emory and Henry were likely to suffer defeat. Maryville had a fair chance to prevail, as did Clemson, Wofford and others. Sewanee, Georgia, Georgia Tech, Alabama, and mighty Vanderbilt (with Dan McGugin's bruisers) were usually too much for the Volunteers.

Until 1907, mostly with Ivy college coaches, the Volunteers had learned something about sportsmanship, but little about winning games over the hard teams. After a discouraging season in 1906, someone (Charlie Wait, chiefly?) brought in a new coach, George Levene of the famous Penn team a year or two earlier. At an early practice in 1907, Levene got his squad around him for a little talk. He wasn't big, perhaps 5'10",

but very deep in the chest and solid, also quiet. He said something reported like this, "Gentlemen, I gather that Tennessee teams have been expected to make a gallant stand against such teams as Georgia Tech, Alabama, and Vanderbilt, but to go down with colors flying over the wreck. We're going to change that *this* year. We are going to play to win, not to be gallant losers." They did just that. Alabama was the only victor over the Volunteers, 5-0.

Levene had a new formation to replace the well-known T, and a good lot of plays, some of them "new." The formation put the halfbacks in tandem on the right or on the left of the fullback. The front man was near the line so that he could take the ball and plunge through a hole before anyone woke up. The rear man could slash through, inside or outside the opposite tackle. The whole backfield could sweep either end or the fullback could drive through the line, or an end could sweep the opposite side. Perhaps the strongest clutch play was the guard-around, supposed to have originated at Pennsylvania. A tall left guard whirled, took a giant stride to the rear where he was turned around by the backs and fired like a cannon ball into the slot between the center and right guard, carrying the ball that had been pounded into his belly as he shot past the quarterback. Five yards were required to make the down, and there were no forward passes.

All these plays required the most exact timing, precise movement and accurate placing of the ball. There was no "huddle"—the signals were called during the line-up. In those days there was no corps of specialists (researchers) in the high grandstands, studying the characteristics of every opposing player, noting faults, but a player like G.B. Cottrell, a freshman in 1907 and a country boy of flaming spirit, who had, it was said, never seen a football, played roving center (now the "Monster") just back of the defensive front line. He had a quick sense of tactics, could spot an erring foot, and took steps of his own that ruined many a play before it reached the line. The quick kick was a useful surprise play that could upset the balance of an opponent when the Volunteer ends were fast and lucky. . . .

Along with everyone else, I swelled with pride at the record being made, and remarked to a member of the squad that it was a pity such a team could not go on, beyond the schedule, to vanquish even more celebrated opponents. The big, good-natured lineman (Cody?) said, "If you had to get up for hard games, week after week, you might not want to add to the schedule. . . ." Still a good statement. . . .



The 1906 football team which finished with a disappointing 1-5-1 record.

Joseph Wood Krutch Remembers UT



Joseph Krutch as a student in 1914.

Historian's Note: Joseph Wood Krutch (1893-1970) was a noted drama critic, naturalist, and the author and editor of more than forty books. He attended the University of Tennessee at Knoxville from 1911 to 1915, graduating with a B.A. In his autobiography, More Lives Than One (New York: William Sloane Associates, 1962), Krutch recalls his student days. The following excerpt from his autobiography has been selected and edited by the Office of the University Historian.

... I was ready for college; and it had long been assumed that I would enter the University of Tennessee to which young middle-class Knoxvilleians went as a matter of course, taking engineering or law if they intended to practice either of these professions, and Liberal Arts if, as was very commonly the case, they were not interested in any form of intellectuality and considered the university as only a sort of finishing school for males.

Neither of my two brothers had preceded me there. Fred, the eldest, had not gone because as early as the first year of high school he refused to do any studying whatsoever and was already headed toward the alcoholism and other forms of irresponsibility which were to lead him through sixty years of what must have been a very unhappy life. Charles, my other brother, began in late adolescence to suffer the ill health which continues to dog him now that he has reached his seventies, and he was compelled to withdraw from school. Despite this handicap Charles was to become far more successful financially than any other member of my immediate family and he has always been an ideal big brother.¹

•••••

Since my time, this University has shared the growth in size and seriousness which has transformed many of the state universities. Its faculty now includes men of national reputation in their fields and it participates in the interests and activities of the great world of which it has become a part. But in 1911 when I entered the freshman class it was for the most part sleepily conventional. Students—pupils would be a more accurate word—seldom read anything not required. The bookstore stocked absolutely nothing except textbooks and I can remember only one of my fellows who ever bought a book of any other kind.²

That fellow, by the way, passed out of my life so completely that I forgot even his name until, forty years later, I met him at the dinner for Queen Mother Elizabeth given in connection with Columbia University's Bicentenary. He was Frank Hyneman Knight, a very distinguished economist at the University of Chicago.³ The book he

owned, by the way, and which I thought a bit pretentious at the time, was Kant's *Critique* in German. . . .

"Students," such as nearly all those enrolled in Liberal Arts, did not encourage the professors to attempt more than routine instruction in the classroom. These professors were about evenly divided between old fogies not too different from my high school teachers and genuine scholars with knowledge and interests which they had long given up hope of sharing with any young people.⁴

To two of the latter I am still grateful. They were Professor Buchanan (later of the University of Louisiana),⁵ who taught me calculus so well that I was for a time deluded into the belief that I might become a mathematician, and Dr. James Douglas Bruce, brother of the once well-known Senator Cabell Bruce and himself a Berlin-trained philologist.⁶ A bachelor, and perhaps a bit of a misogynist, he spent every summer in England engaged in research for his life work, a general summary of the scholarship bearing on Arthurian Romance which was published only a few years before he died and is still to be found in bibliographies of its subject.⁷ Gruff and somewhat irascible, he was very ready to respond to any flicker of interest on the part of a student, but he had so long ago given up hope of finding any member of the class who regarded a course in English Literature as more than a conventional routine which it was necessary to go through that he used to announce before examination time: "When I ask you a question I want you to tell me exactly what I have told you. I am not interested in your opinions because I do not think they are of any value."⁸

Nevertheless, we did have our noses rubbed into a small but respectable portion of the best of English Literature. . . . Despite his somewhat scornful attitude, Dr. Bruce commanded the unwilling respect of both the University and the community and he was forgiven such outspoken reactions as his reply to a rather pretentious lady who one day stopped him on the street to ask if he could tell her the author of some verses which she repeated. "I am glad to say that I cannot. They are very bad." And I am sure they were.

None of this is to be taken to mean that one could not get an education at the University of Tennessee if one insisted upon it. I myself learned at least something, though I worked at it only moderately harder than most of my fellows. When I entered, I thought I was interested almost exclusively in the sciences and if I did not go into the school of engineering it was because I already sensed that my interests were not so much in applied as in theoretical matters. I already assumed that I would probably be a teacher of something or other because I did not know how else one with my lack of interest in the practical applications of anything could make a living.

In my freshman year I took math and botany, because they were almost the only scientific subjects offered to entering students, and I took freshman English because it was required. The teacher of this last was one Charles Bell Burke, a rather fierce little man with a mustache waxed in military fashion and by temperament both frantically respectable and a martinet.⁹ He required us to memorize, paragraph by paragraph and almost word for word, Genung's *Principles of Rhetoric*, much as my high school teacher of history had required me to memorize Meyer's *General History*.¹⁰ And I must again remark that, though this, like the method employed by Dr. Bruce, is not the best kind of teaching, it at least requires effort on the part of the student. . . .

Dr. Burke was also old-fashioned enough to demand that on Fridays each member of the class should stand at the front of the room and recite some verses he had himself chosen to learn by heart. Evidently I had already developed that desire to shock which is, I suppose, quite usual with those in whom intellectual interests have begun to stir,

and I remember well that I usually chose something which I knew would be highly disapproved of by this rigidly orthodox and respectable man. One Friday, for instance, I chose some quatrains of Omar [Khayyam] including:

Oh Thou, who didst with
pitfall and with gin
Beset the Road I was to
wander in,
Thou wilt not with
predestined Evil round
Enmesh, and then impute
my Fall to Sin!

• • • • •

On another Friday I chose [Walt] Whitman's passage beginning:

From this hour I ordain
myself loose of limits and
imaginary lines,
Going where I list, my own
master total and absolute,
Listening to others,
considering well what they say,
Pausing, searching, receiving, contemplating,
Gently but with undeniable
will divesting myself of the
holds that would hold me.

• • • • •

This second selection I thought should be particularly embarrassing since Dr. Burke had done his thesis on Whitman whom, most inconsistently, he professed to admire. But even this special challenge Dr. Burke refused to meet. At the end of each of my recitations he said merely "Hum" and then called on the next student. To the credit of his tolerance I must say that he gave me an "A."

By the time I had reached my junior year I was "majoring in Math" and assuming that after I had graduated I would go to the University of Chicago, where my teacher had taken his degree, for graduate study. Two things, one negative and the other positive, provoked the sudden decision taken in the middle of my senior year to study literature at Columbia instead. . . .

Struggling during the first term of my senior year as one of the three who were "taking" Differential Equations, I had sense enough to say to myself something like this: "If out of a class of three in a small college I am not outstandingly the best, if indeed at least one of these three seems to have an edge on me, it is not likely that I will ever distinguish myself in this field. I had better go in for something else."

It was, I am very sure, a wise decision. Possibly I might have become a routine college teacher of elementary mathematics. I was assuredly not gifted enough ever to have been even respectably competent in dealing with the vast complexities of modern mathematics. . . .

Fortunately I had meanwhile developed a different interest, stimulated partly by college work and partly by reading of a different sort on my own. Three of Dr. Bruce's courses—in the Romantic Poets, in Chaucer, and in Shakespeare—opened three new,

rather different worlds all of which generated in me, not merely interest, but excitement. . . .

My conversion to literature was completed in that same library where I had pored over the bound volumes of the *Scientific American*. So far as I can remember [George] Bernard Shaw had never been mentioned in any college course, but I came across some unfavorable references to his absurd impudence in the old *Literary Digest*—the same periodical which, after years of prosperity, suffered a mortal wound when it conducted a poll on the basis of which the overwhelming defeat of Franklin Roosevelt in 1932 was prophesied.¹¹

The library where I found both the *Scientific American* and *Man and Superman* was not at all “progressive.” It offered no “services,” celebrated no “read-a-book week,” had no “reference librarian,” and, so far as I know, never made any effort to persuade people to patronize it. I don’t think that, actually, very many people did. Most of its books had not been off the shelf for years, some of them, I am sure, not since they had been removed, water-soaked and charred, from their original home which had burned and never been rebuilt.¹² Nevertheless the books were there, patiently waiting until someone either came to seek out a particular one as I had sought out Herbert Spencer’s works or, perhaps, merely to stumble upon it by chance.

•••••

Despite my attempts as a freshman to irritate Dr. Burke I was, in general, a docile student and one of the last from whom anyone would have expected any action likely to embarrass the University. But Shaw was heady stuff for an innocent like myself and he inspired me to the creation of a very small tempest in a very small teapot.

Somehow or other—probably because no one else wanted a job which carried very little prestige—I was appointed editor of the chronically languishing “literary magazine” which expired annually after the publication of one or two numbers.¹³ Just how much I myself wrote of the issues for which I was responsible I do not remember but I do recall two essays. The first was a glowing review in which *Androcles and the Lion* (just recently published in an American magazine) was expounded as an embodiment of true Christianity.¹⁴ To my great delight a refutation appeared by an equally impassioned undergraduate in a magazine emanating from a Catholic college. The second essay, an attack on that Noble Experiment which Tennessee was among the first to make, was more successful, from my standpoint at least.¹⁵

In brief space I attacked Prohibition as an institution and the character, motives, and intelligence of its proponents on all fronts and from every point of view. As for the proponents, they were either hypocrites, who didn’t practice what they preached, or they were blue-nosed puritans compounding for “sins they were inclined to/ By damning those they had no mind to.” As for the institution, it was an outstanding example of all misguided attempts to protect people from the vices and follies which should be always available if they were to grow strong by resisting them. There were many quotations to enforce all points (drawn for the most part from Ward’s *English Poets* which had been the text of a sophomore course, and I leaned heavily on Milton’s low opinion of “a cloistered virtue”¹⁶

•••••

I remember that Dr. Bruce, who was certainly no prohibitionist, confined his criticism to the dry remark that the Lord’s Prayer with its “lead us not into temptation” seemed to imply an anticipatory disagreement with Milton. But somehow or other the state legislature (of which the University stood in constant terror) had its attention called to my diatribe and reacted violently enough to cause real concern on the cam-

pus.¹⁷ Tennessee was, after all, in the Bible Belt and less than ten years later it was to make an international spectacle of itself by bringing to court a school teacher accused of teaching the Darwinian theory.¹⁸

The Dean of my university summoned me to his office and solemnly warned me that, though I was only a few months away from graduation, I would be expelled if I published any more such offensive articles. Since no more issues of the magazine could appear that year, I found myself in one of the most delightful of situations. I had established myself as what my literary hero called a Devil's Disciple but was prevented by circumstance from the necessity of exposing myself to any risk.¹⁹

As June approached, I and two of my friends agreed not to shave our upper lips until we had received our diplomas and, for I know not what reason, the modest mustache resulting from the agreement has remained in place ever since. Came June and I was graduated "with honors" though whether they were "Summa," "Magna," or merely plain, I no longer remember.²⁰ Because there was no chapter of Phi Beta Kappa at Tennessee I had previously been elected to the lesser known honorary fraternity Phi Kappa Phi whose motto I had forgotten until I saw it a few years ago on a brass plaque in the entrance hall of the University of Arizona: "The Love of Learning Rules the World."²¹

On this occasion it struck me that, of all the lies which have been cast in eternal bronze, this is probably the most barefaced.

NOTES

¹ Alfred Krutch was ten years older than Joseph. Little is known about him. Charles Edward Krutch (1887-1981) was Joseph's senior by six years. He had a long career with the Tennessee Valley Authority, becoming chief photographer for that agency in 1934. Charles later served as head of TVA's Graphic Arts Branch before retiring in 1954. At his death in 1981, he left \$1.5 million for the creation of the gracefully designed park that bears his name in downtown Knoxville. The park opened in 1984.

² The Co-operative Store was located in South College, the oldest building still in use on the campus today.

³ Frank Hyneman Knight (1885-1972), B.A., Milligan College (1912), M.A., University of Tennessee (1913), Ph.D., University of Chicago (1916), taught at Cornell University, the University of Chicago, and the University of Iowa before embarking on a long career at Chicago, where he was on the faculty from 1928 until he retired in 1955. Knight was a distinguished writer and teacher. He served as president of the American Economic Association in 1950 and received its highest award, the Walker Medal in 1957, for the greatest contribution to economics made during a career.

⁴ Krutch seems unduly hard on the faculty. Among the ninety-three administrators and faculty during Krutch's day were a number of prominent scholars. In addition to Professors Buchanan and Bruce mentioned below, the faculty included Philander P. Claxton (1862-1957), who served as a professor of education from 1902 to 1911 and later as U.S. Commissioner of Education from 1911 to 1922; Harcourt A. Morgan (1867-1950), dean of the College of Agriculture, who later served as president of the University and on the board of the Tennessee Valley Authority; and Edward T. Sanford (1865-1930), of the Law School faculty, who served as assistant attorney general of the United States in 1907 and 1908 and in 1923 was appointed an associate justice of the United States Supreme Court, a position he held until his death.

⁵ Herbert E. Buchanan (1881-1974), A.B., University of Arkansas (1902), A.M. (1903) and Ph.D., University of Chicago (1909), taught mathematics at Chicago and Wisconsin before coming to UT in 1911, where he served until 1920. He left UT for Tulane University, not the University of Louisiana. His students were known to say of him: "If you want to learn math, take Dr. Buck; if you want to get a degree, take someone else."

⁶ James D. Bruce (1862-1923), M.A., University of Virginia (1883), Ph.D., Johns Hopkins University (1894), a distinguished medieval scholar who chaired the Department of English from 1900 until his sudden death in 1923, taught at Bryn Mawr and the University of Pennsylvania before joining the UT faculty. In 1918, he served as president of the Modern Language Association. His brother, William Cabell Bruce (1860-1946) was a U.S. Senator from Virginia and a prize-winning biographer. His *Benjamin Franklin, Self Revealed* (1917), won the Pulitzer Prize.

⁷ Krutch must have forgotten that Bruce's magnum opus, *The Evolution of Arthurian Romance from the Beginnings down to the Year 1300* (Baltimore, 1923) appeared posthumously in the year of his death. His earlier works included *The Anglo-Saxon Version of the Book of Psalms Commonly Known as the Paris Psalter* (Baltimore, 1894), *Le Morte Arthur: A Romance in Stanzas of Eight Lines* (London, 1903), and *Mort Artu: An Old French Prose Romance of the Thirteenth Century* (Halle, 1910). Bruce also wrote light essays on Balzac, Thackeray, and Disraeli for the *Sewanee Review*.

⁸ Others besides Krutch remembered Bruce as a crabbed teacher. Benton White, of the class of 1910, said of him: "He doubtless knew his subject right to the ground; but he hated what he was doing; [and he] disliked his students, who disliked him." Yet James D. Hoskins, president of UT from 1934 to 1946, recalled: "In my travels around the state more of the former students spoke in high terms of Dr. Bruce than perhaps any other man."

⁹ Charles Bell Burke (1867-1953), B.L., Vanderbilt (1889), A.B. Harvard (1891), Ph.D., Cornell (1901), taught at Adelphi College in New York before coming to UT in 1909. Burke was not popular among some of the faculty and with many of the students. A professor in the Department of History, Stanley J. Folmsbee, said Burke "could strut standing or sitting down." James D. Hoskins, while dean of the college, complained to President Brown Ayres of the high rate of failure in Burke's freshman classes. Hoskins suggested to Ayres without success that Burke teach only upper division courses. Alwin Thaler served under Burke for eighteen years and offered a different view of the man. Calling Krutch's remembrances "less than a half truth," Thaler said Burke was "no more exacting in his demands upon students than upon himself or on those nearest to him," and he added, "he was kind to students who needed help and deserved it."

¹⁰ John Franklin Genung, *The Working Principles of Rhetoric Examined in their Literary Relations and Illustrated with Examples* (Boston, 1901); Philip Van Ness Myers, *General History for Colleges and High Schools* (Boston, 1906).

¹¹ Krutch's memory failed him here. It was in the 1936 election campaign between Franklin D. Roosevelt and Alfred M. Landon that the *Literary Digest*, a widely read weekly news magazine, reported that its straw poll showed 62 percent of the respondents opposed to Roosevelt. It predicted a Landon victory in the electoral college of 320 votes to 161 for Roosevelt. In fact, Roosevelt's victory was overwhelming, 27,750,000 to 16,680,000 in the popular vote and 523 to 8 in the electoral college. Only Maine and Vermont were carried by Landon. An analysis of the *Literary Digest's* gigantic error revealed that the magazine had conducted its poll among telephone owners, thus skewing the result vastly. In 1936, many lower class and lower middle class voters, all Roosevelt supporters, did not own telephones. Discredited by its failure, the *Literary Digest* went out of existence on February 19, 1938.

¹² When fire gutted Knoxville's Lawson McGhee Library at the corner of Gay and Vine Streets in 1904, the library moved to a temporary residential structure on Vine Street. Two years after Krutch left Knoxville for New York, the library moved to its new building at the corner of Market and Commerce Streets.

¹³ *The University of Tennessee Magazine* debuted in 1888 as the *Tennessee University Student*. The title was changed in 1912. Krutch's recollections are not entirely accurate. While it is true that the monthly was published only twice in the fall of 1913, in the previous year the journal appeared eight times. While Krutch was editor the journal appeared seven times.

¹⁴ *Androcles and the Lion*, a George Bernard Shaw play, was published in *Everybody's Magazine* in September 1914, where Krutch read it. Krutch's review appeared in *The University of Tennessee Magazine*, XVIII, No. 3 (January 1915), 77-82.

¹⁵ "Being One's Brother's Keeper," *The University of Tennessee Magazine*, XVIII, No. 5 (March 1915), 148-152.

¹⁶ Thomas Humphry Ward, *The English Poets*, 5 vols. (New York, 1901-1908).

¹⁷ Brown Ayres (1856-1919), president of UT from 1903 to 1919, was leading a campaign to secure state appropriations for the University. He feared the repercussions of an article issuing from the University that was so alien to the "spirit of the times."

¹⁸ The Scopes Trial began on July 13, 1925, in Dayton, Tennessee. John T. Scopes, a high school biology teacher, was indicted by a Rhea County grand jury for teaching evolution. Krutch distanced himself from the provincialism he thought characteristic of his native state when he covered the trial for *The Nation*. "In Tennessee bigotry is militant and sincere," Krutch wrote, "intelligence is timid and hypocritical, and in that fact lies the explanation of the sorry role which she is playing in contemporary history." "Tennessee: Where Cowards Rule," *The Nation* (July 15, 1925), 89.

¹⁹ James D. Hoskins (1870-1960), was professor of history and economics at UT from 1900 to 1910 and dean of the college in 1915. In fact, the April and May issues of *The University of Tennessee Magazine* were published while Krutch remained as editor.

²⁰ Krutch graduated summa cum laude in 1915. In addition to his election into the Phi Kappa Phi honor society mentioned below, Krutch distinguished himself in the Chi Delta Literary Society, winning its Orator's Medal in 1912 for an oration on international peace. He was also editor of the *Orange and White* (1913-1914) before serving as editor of the *University of Tennessee Magazine*.

²¹ The national honor society of Phi Kappa Phi was founded at the University of Maine in 1897, and the second chapter was established at UT in 1899. Apparently Krutch had forgotten the original motto. It read: "*Philosophia Kratei Photon*"—"The Love of Learning Rules All Mankind." In 1969, the national convention of Phi Kappa Phi altered the motto, partly as a result of Krutch's harsh criticism. The motto now reads: "*Philosophia Krateito Photon*"—"Let the Love of Learning Rule Mankind."



Krutch (bottom center) was editor of the *University Magazine* during his senior year.

When the Coeds Arrived on the Campus



Angie Warren Perkins was acting dean of women from 1898 to 1900.

In July of 1880, Judge Oliver P. Temple, a member of the UT Board of Trustees, moved to appoint a committee to consider the “propriety of admitting females” to the University. The motion failed.

Although women were being educated elsewhere in the nation’s colleges—Oberlin had been admitting them since 1833—southern social attitudes still held that educated women somehow lost their femininity and tainted their purity. Proponents of coeducation at UT did not abandon their goal, however, and their campaign was given impetus by the growing need for trained women in the teaching profession.

Dr. Charles Dabney, who had become president of the University in 1887, was sympathetic to the coeducational movement. He, in turn, was influenced by the views of Angie Warren Perkins, the wife of an engineering professor, Charles Perkins. Mrs. Perkins was a graduate of Wesleyan University in Connecticut who had taught at Wellesley College in Massachusetts and Lawrence University in Wisconsin. She had the advantage of travel and study abroad and a term as president of the Tennessee Federation of Women’s Clubs, and she was a strong advocate of women’s rights.

Dabney was persuaded by her arguments and publicly proclaimed his endorsement of the admission of women, since, in his words, there was no law to prevent it, they had the right to do so, and their education was needed to improve the quality of the nation’s schools.

In 1892, four women were admitted to the normal school by special action of the faculty, and the next year the trustees approved a general admission policy. Among UT’s first two coeds were sisters, Ida and Mary Smith, daughters of the head of UT’s education department.

In 1965, Ida, then ninety-one, recalled the cool reception she and her sister received from both the men students and the faculty. One student bemoaned the consequences in a bit of doggerel verse:

So now the men all stay at home,
And nurse and sweep the floor;
No longer are there “lady” cooks,
As in the days of yore.
Thus all these honors, all these crimes,
All this male degradation
Are due in part—in fact they’re all—
To this co-education.

President Dabney responded sharply that “the ladies have not only come to the University but they have come to stay.”

“After that,” Ida Smith said, the men “were most courteous to us.” But the integration of women into the life of the campus moved slowly. There were no housing facilities for women. They lived in town and ate in a private dining room with the professors. In 1899, accommodations were provided on campus for twelve women students; in 1901, a women’s dorm was completed and named Blount Hall in honor of one of the five young women who had attended Blount College, UT’s predecessor, in 1804.

In 1895, the first B.A. degrees were conferred on women, in 1898, the first M.A., perhaps the first in the South. In 1909, the first woman graduated with a law degree; and in 1921, the College of Agriculture graduated its first woman. Mrs. Perkins was named acting dean of women in 1898 (without pay); a regular dean, Florence Skeffington, was named in 1900. By then, thirty-seven women were enrolled as undergraduates and five had already received bachelor’s degrees.

When the dean of women, Harriet Greve, rendered a report on the Women’s Department in 1922, she expressed satisfaction with the progress that had been made by women in three decades. She could hardly foresee that by 1993 women would comprise almost half the entire student body on the Knoxville campus and that they would be enrolled in every one of its academic programs. The ladies had indeed come to UT—to stay.



*Florence Skeffington, dean of women,
1900-1905.*



UT’s sophomore class of 1903-1904 included eleven women.

This Side of Paradise: UT in the Twenties



Dust jacket from F. Scott Fitzgerald's
1920 novel, *This Side of Paradise*.
(Used with permission of the publisher,
Charles Scribner's Sons.)

Cultural historians have labelled the second decade of the twentieth century "The Roaring Twenties," an apt designation for an era symbolized by "flapper" women with bobbed hair, short skirts, and Cupid's-bow lipsticked mouths; hip flasks and raccoon coats; bathtub gin and speakeasies; and Wall Street stocks, like ladies' hemlines, always rising. It was an age of cynicism, born of disappointment with a military conflict promising an "end to all wars" and a "peace without victory" but which produced only greater European rivalries, suspicions, and military buildups, and a commitment to the worship of "the bitch goddess Success."

The novelist F. Scott Fitzgerald put the mood of the period aptly in the conclusion to his 1920 work, *This Side of Paradise*:

Here was...a new generation, dedicated...to the fear of poverty and the worship of success, grown up to find all gods dead, all wars fought, all faiths in man shaken.

Such success was assured, Wall Street informed the nation. A *Ladies Home Journal* article in August 1929 (just two months before the Great Crash) promised middle Americans that an investment of just \$15 a week would produce a return of \$80,000 in twenty years. "And because income can do that," the author, a former General Motors executive, wrote, "I am firm in my belief that anyone not only can be rich, but ought to be rich."

The "Jazz Age," as the twenties were also called, preferred to forget its seamier side: the millions of farmers and sharecroppers suffering the post-World War I agricultural depression; the rising membership in the new Ku Klux Klan and its anti-Negro, anti-Semitic, anti-Catholic bigotry; and the intolerance toward those who seemed too liberal or radical, manifested in the federally directed raids against Communist sympathizers, the arrest and trial of two Italian anarchists, Nicola Sacco and Bartolomeo Vanzetti, for allegedly murdering two employees of a Massachusetts shoe factory, and the Scopes Trial in Dayton, Tennessee, directed against the teaching of that feared scientific theory, evolution.

Knoxville reflected the conservative side of the period more than its lightheartedness, but the expansive, optimistic character of the Twenties was evidenced in the growth of both the city and the University of Tennessee. Knoxville's population had more than doubled between 1910 and 1920, largely by the incorporation of four nearby communities, and so did the student body on "the Hill"—from about five hundred to more than one thousand.

The campus boasted two new buildings as the Jazz Age opened, Morgan Hall on the agricultural campus and Ayres Hall on the Hill. Work had already begun on a large, new athletic field for track and football to replace Wait Field (on the site of the present Walters Life Sciences Building), which was both small and riddled with gravel that rose to the surface to scrape players' knees and elbows.

Shields-Watkins Field was to be cleared and graded by the herculean efforts of the entire student body, which volunteered its labor on March 16, 1921, designated a campus holiday by University President Harcourt Morgan. In the one-day marathon (lengthened to a day-and-a-half), the students and faculty managed to lay out a football field, a baseball diamond, and a track on the new site.

The Vol gridders, under Coach John Bender, were having a good season in 1920, winning seven games. The only losses were to archrival Vanderbilt and Mississippi A&M. Life was easy and cheap for UT students as the decade began. Tuition for in-state students was free, except for those in the Law Department. Only fees of some \$31 a semester were required for full matriculation. Lodging, including meals, could be obtained around town for as little as \$20 a month.

Total expenses for the year were estimated at between \$300 and \$400. No wonder, since men's suits and overcoats could be bought for \$18.75—on sale; shoes were selling for less than \$5 a pair, ties for under \$1, and fine madras and percale shirts for \$2.

CHRISTMAS BARGAINS IN READY - TO - WEAR FOR THE UNIVERSITY GIRL

Sterchi's \$100,000.00 Christmas Sale

\$25.00 DRESSES An extra special lot satins, crepes, wool crepes and jerseys in all colors and sizes. Cut to only	\$12.50
TO \$35.00 DRESSES Crepe, satin, sport materials in all colors, shades and sizes. Beautiful modes, new styles. Cut during this sale to only	\$19.50
TO \$8.50 HATS One special lot of trim new felts and soleils have been sensationally cut to	\$3.00
TO \$15.00 HATS All hats formerly priced up to \$15.00 have been cut to	\$5.00
HOSE Just received another shipment of these famous hose that will be thrown right into this sale at, per	\$1.00

It Costs Less at
STERCHI BROS.
114-18 South Gay Street

An advertisement in the December 1928 Mugwump.

For serious students, the Carnegie Library on campus offered thirty thousand volumes. There was also the Phi Kappa Phi honor society, which inducted thirteen new members on December 10, 1920, and two literary societies, Chi Delta and Philomathesian. The latter's fall meetings featured debates on such solemn topics as whether the U.S. should join the League of Nations and whether Japanese immigration to California should be restricted. On the lighter side, one of the groups debated whether freshmen should wear green caps. The consensus was that they should, and the green beanies remained first-year headgear until the 1960s. The student handbook for the 1920s also mandated that freshmen should tip their hats to the faculty at all times, but it is doubtful whether the rule was rigorously enforced.

UT students may not have exemplified the Flaming Youth of the era as well as those from Ivy League institutions, but they mirrored the spirit of the age in small ways. One illustration of the upbeat spirit of the campus was the emergence in November 1920 of a new, student-edited humor magazine somewhat imitative of the national periodical, *College Humor*, which was the virtual textbook of correct speech, dress, and feelings for Joe College and Betty Co-ed at the most sophisticated universities.

Designed “to bring a little sunshine into University life,” and “to fill the hearts of the students...with a spirit of optimism,” the new publication was dubbed *Mugwump*, the inspirational choice of one of the editorial staff, Howard Baker (later Tennessee state representative and father of the future U.S. Senator from Tennessee).

The selection was purposeful: among Algonquin Indians, the word “mugwump” meant “chief”; in American political history, the term had been applied in derision by regular Republicans to those who bolted the party in 1884 to support Democratic presidential candidate Grover Cleveland because they could not stomach the corruption of James G. Blaine, the Republican nominee. Thereafter, the term came to signify both reformism and independence in politics. The editors of the new publication accepted both connotations: it would be “a leader and reformer” of literary/humor magazines.

In the twelve years of its existence, *Mugwump* strove valiantly to live up to its editors’ expectations. The student newspaper hailed it as an immediate success, calling it a “snappy” production. By January 1920, it was said to be “the talk of the state,” with copies sold at bookstores everywhere. By today’s standards, the humor was pale and the jokes stilted, but Tennesseans must have regarded some of its contents as risqué. Consider the following:

Sign in a department store window reads: “Ladies’ dresses on second floor, one half off.” We went up to see but they weren’t.

“That’s the guy I am laying for,” muttered the hen as the farmer crossed the road.

“Dearest, will you marry me?” “I’d have to be hard pressed to accept you.”—
And she was very hard pressed—very gently but very hard.

Some of the poetry was not much better:

I think I can do it,
I never will rue it.
She won’t misconstrue it.
I don’t think I’ll miss.
I did it. I did it.
She didn’t forbid it.
She merely said, “What, Do you call that a kiss?”

Mugwump reflected both the prejudices and the sentiments of its age. Its humor included language that was anti-Negro, anti-Semitic, and anti-foreign; but this passed the eye of faculty censors more readily than did a 1923 piece entitled “Advice to Co Eds.” The editor ended that year’s term conceding that he felt lucky not to have been suspended or expelled for his journalistic license.

The 1924 editor extended a peace offering to his administrative critics by promising to make the publication more of a literary than a humor magazine. The change proved satisfactory for nearly ten years, but the 1932 editor was placed on probation and removed from his position for allowing “obscene” material to be published. It is difficult by 1990s criteria to discover such obscenity, but words such as “damn” and “hell” may have proven offensive.

Or perhaps the culprit was a poem that began:

I was just existing in a land of everyday,
Life was kinda’ boresome,—to live the same old way;
Now I’m hotsy-totsy-she’s a pretty little queen,
I’m feeling better all the time—You know what I mean!

In any case, Dean James Hoskins proposed to the Board of Trustees in the summer of 1932 that *Mugwump* be terminated on the ground that it was unworthy of support from student fees. Hoskins charged the journal with “recurring indecency and obscenity,” and claimed to have received complaints about it from both students and parents.

The student newspaper, the *Orange and White*, criticized the administration with overreacting, but there appeared to be little support for the magazine from other quarters. Perhaps the trustees’ actions unconsciously reflected the spirit of the 1930s just as *Mugwump*’s inception had mirrored the mood of an earlier day. By 1932, the nation’s optimism had been soured by a depression that left twelve million unemployed, 273,000 urban homes foreclosed, Wall Street stocks at their lowest level ever, 20 percent of the nation’s banks closed, and bread lines, soup kitchens, and shanty towns the order of the day.

Like the nation, the University of Tennessee faced more serious times that would test the mettle of the country and the campus. *Mugwump* and the “Roaring Twenties” would both become archival testimonies to a bygone era.



Cover of the April 1926 *Mugwump*.

UT Traditions

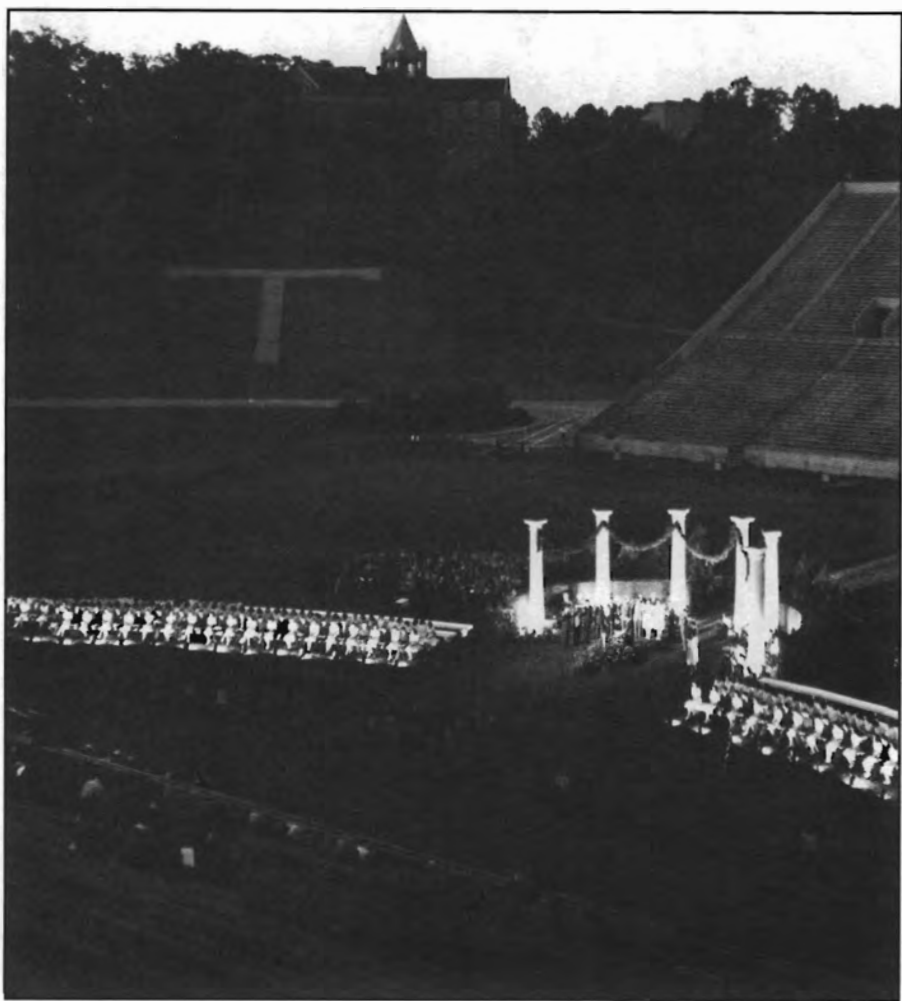
Schools of all levels throughout the years have developed their own distinctive traditions. UT is no exception, and its history is filled with traditions that mark the University as a unique body of individuals and a member of the general collegiate community.

The oldest surviving tradition is the “Big Orange,” quickly recognized and sported by Volunteers everywhere. In 1889, Charles Moore, president of the Athletic Association, decided that for the upcoming field day he would dress in what he believed were appropriate school colors. His choice was orange and white, a combination derived from the common daisy that grew profusely upon “the Hill.” Moore’s spirited choice had yet to become official, however. Students’ uniforms (UT was a military school at the time) were blue and white, and the baseball team dressed in red and black. It was not long before more and more students wore the orange and white to athletic events. The question was put to the student body in 1892, and, after seesawing back and forth, the students elected to have the now familiar combination.

The school nickname was the next to emerge. In 1902, a University athletic team was dubbed Volunteers for the first time in a story in the *Atlanta Constitution* on a Tennessee-Georgia Tech football game. Since the Mexican War, and perhaps even earlier with reference to the large-scale participation of Tennesseans in the War of 1812, the nickname Volunteer had been associated with the state. In the more recent Spanish-American War, the nickname had returned to popularity. University students had participated in the war to such an extent that no football team could be fielded in 1898. It was not until 1905, however, that the *Knoxville Journal and Tribune* came to use the name Volunteers for the University’s athletic teams. Later the *Knoxville Sentinel* followed suit. By the fall of 1905, both Knoxville papers were using the nickname freely in referring to University athletic teams.

On November 11, 1916, the Vols defeated Vanderbilt, 10-6, in the first Homecoming game. During the next eight years only one Homecoming game was played; but in 1925, through the efforts of the UT Alumni Association, Homecoming became an annual event in Tennessee football history. During the next sixty-six years, Homecoming produced many exciting games, with UT winning forty-eight of the contests, losing fifteen, and tying on three occasions.

The 1920s saw a concerted effort by students, led by Vic Davis, alumni secretary, and Ralph Frost, head of the campus YMCA, to establish other University traditions. These men traveled to a number of universities to gather ideas and returned with two that became the Torch Night and Aloha Oe ceremonies. The model for the former was a candlelight ceremony for seniors at the University of South Carolina. At UT, Torch Night became a freshman activity held during the week prior to the beginning of the academic year. Initiated on October 9, 1925, as the Freshman Pledge Ceremony and re-



An early Aloha Oe ceremony.

designated Freshman Torch Night in 1929, the new tradition called for freshmen to gather “in answer to bugle calls from Ayres Tower,” and, led by their band and carrying torches, to march to the front entrance of the campus and “give a yell” for sophomores. They were then to proceed one-third of the way up the hill and “give a yell” for the juniors. Finally, they would present themselves to the seniors at the top of the hill in front of Ayres Hall. The freshmen took the oath of loyalty and pledged allegiance to the University. A chosen senior representative thereupon passed the “Torch of Preparation” to a designated freshman, signifying the formal inclusion of the freshman class in the student body. Tradition also dictated that freshmen remain silent while leaving the ceremony.

Oftentimes after the ceremony, students placed their candles along an iron fence that ran aside Cumberland Avenue, allowing them to continue to burn and “thus creating quite an effect.” In the early 1980s, the Torch Night ceremony became a more muted affair, a basketball game half-time event in which a selected senior passed a torch to his freshman counterpart. It lacked the grandeur of its predecessor, and at the request of interested students, a Torch Night Ceremony reminiscent of the first one was reinstituted in 1984. Held at the beginning of the academic year in the Alumni Memorial Gym, this occasion features a guest speaker—usually a prominent alumnus—and the passing of the “Torch of Preparation” by the president of the Student Government Association to a group of scholastically superior freshmen from each of the colleges. The chancellor, the vice chancellors, and the deans attend to attest to the importance of the occasion.



Cover from the fourth Aloha Oe ceremony in 1929.



The 1938 Aloha Oe ceremony with the senior class president leading the procession.

The companion event to Torch Night was Aloha Oe, initiated on May 17, 1926, and described contemporaneously as follows: "Amidst white Grecian columns on the football field stand girls in white dresses and young men in dark suits, all about to become UT alumni. On an evening in early May they gather for Aloha Oe, a lovely ceremony where seniors bid farewell to their alma mater and accept the Torch of Service. With this act they pledge to serve both the university and their community as responsible and loyal adults." From its inception until its demise in 1967, students signalled the end of their college days by participating in the ceremony, appropriately named for the words which mean "farewell" in the Hawaiian language, completing the cycle they had begun as freshmen on Torch Night.

The early ceremonies resembled a May Day Festival, with games, activities, and Hawaiian songs and music; at one time, it was the occasion for the freshmen to burn their beanies to indicate the end of their first-year ordeal and their incorporation into the student body. As the years passed, the ceremony took on a more serious tone. One of the most moving moments was when the seniors marched up the side of the Hill with candles lit, forming a large, shining "T" before extinguishing their candles in unison. The first use of the "T" formed by students and their lighted candles was accidental. Students moved up a walkway to Middle Drive; those first up spread to both sides, but not enough room could be made for those ascending; thus a "T" was formed. In later years, upwards of twelve thousand people from the University and surrounding communities would gather on Shields-Watkins Field to witness the ritual. Each ceremony concluded with the seniors singing the Alma Mater, after which two trumpeters would play taps to honor the University's dead. The final act was the presentation of a senior toga to the junior class member who, in the opinion of the seniors, had done the most for UT during his three years on the campus and the announcement of the senior class gift to the University.

Another tradition, conducted in the springtime, is Carnicus. The last of three major events planned by the All Campus Events Committee, Carnicus resulted from a fusion of two previous events—the Circus and the Carnival. The name was coined by George Abernathy, a member of the All Students' Club in 1929, when this forerunner of the Student Government Association decided to combine the University's winter carnival and spring circus into one. The first evolved from Knoxville's Annual Carnival in the late 1890s, and by the early 1920s, the event was held at the Knoxville High School gym, where clowns and comedians performed dances and stunts for the benefit of the local YMCA. The circus, first held in 1912, was designed to aid the University's Athletic Department and featured parades, clowns, acrobats, a queen, and a dance. At the first Carnicus in 1929, there were parades, skits, stunts, impersonations of animals, and a dance. Campus organizations competed for trophies in parade and stunt contests. The evening closed with the crowning of the Carnicus Queen. As Carnicus evolved over the years, emphasis was placed on the skit competitions. Later versions eliminated the parades, dances, and crowning of the queen. In 1958, Carnicus expanded to two nights because of the increasing crowds. As the skits grew more elaborate and costly, the only groups participating were Greek fraternities and sororities. Today's Carnicus allows a total of eight groups, whether single or mixed, from any student organization. Judges are a "vast array of experts" in music, dance and drama who have not previously been in a Greek organization.

All-Sing was created because the All Students' Club and the YMCA decided that the students needed to become more familiar with the school's songs and, in general, develop a greater appreciation for music. The first event was held on April 1, 1932, in Jefferson Hall. Six groups participated in the competition, which offered a cup as the grand prize. Each competing group had to sing the University Alma Mater and another song that reflected that group's membership and objectives. The evening's entertainment comprised not only the competition but also several other acts, including the University band and a fiddling exhibition. The evening ended with the announcement of Delta Delta Delta and Pi Kappa Alpha as the winners of the cups. The first All-University Sing was such a success that the students decided to make it an annual event. In 1933, the festival was received even more enthusiastically than in the previous year. More than three hundred people attended the sing in the Alumni Memorial Auditorium. The twenty-fifth All-Sing in 1957 was special, since three members of the original Pi Kappa Alpha team that had won the competition in 1932 returned to sing again.

Through the years, the All-University Sing has changed in small ways, but the main purpose and the nature of the competition have remained the same. The title was changed to All-Sing sometime during the 1940s, and the songs for the competition now usually center on a theme that must be approved by the All-Campus Events Committee. In the 1950s, independent groups joined the roster, and during the past few years, there have always been from two to four independent groups competing.

Perhaps UT's newest tradition is the school mascot, Smokey, a bluetick hound native to Tennessee and used to hunt raccoons and bears. In 1953, the campus Pep Club sponsored a contest in response to the students' desire to have a live mascot. Students chose the "houn dawg" since it was a native breed, and its small stature and loud baying represented a unique combination. During halftime at a football game, students were asked to cheer for their favorite contestant from the nine mascots competing. The roar of cheers and applause for Rev. William C. Brooks' dog signalled the beginning of "Smokey." Smokey I attended the next home game, making a grand entrance on a white carpet rolled out by the cheerleaders. Unfortunately, he was struck by a car only a

few years later. The late Smokey's three-month-old son replaced him. This particular dog led an adventurous life. In 1955, he was "dognapped" by University of Kentucky fans. A group of UT students retaliated by shaving "T"s on the heads of some UK victims and "catnapping" the Kentucky wildcat. During the halftime of that year's UT-UK contest, the two schools exchanged prisoners, and Brooks met his dog at midfield with a juicy steak in hand. That same canine clashed with Baylor's bear mascot when the two got too close to each other on the sidelines of the 1956 Sugar Bowl game in New Orleans.

Smokey III, who ascended to the mascot throne in 1965 after his father died of natural causes, is the winningest canine with a 105-39-5 record and two SEC championships to his credit. Number "IV," next in the Brooks line of hounds, suffered from stage fright and the boisterous Neyland Stadium crowd was often too much for him to handle. In December 1979, "IV" went to the happy 'coon hunting ground, the last descendant of the original Smokey. An advertisement in the *Knoxville Journal* produced a replacement, and the tradition continued. Smokey V suffered the same fate as the original mascot when an automobile tragically ended his life. Smokey III may have witnessed the largest number of victories, but Smokey VI (1984-1991), the victim of brain cancer, possesses the highest winning percentage, with a mark of .722 and three SEC championships.

Smokey VII first led the Big Orange through the "T" during the 1992 season. Looked after by two student trainers from Alpha Gamma Rho, a national agricultural fraternity, Smokey VII still proudly fills the paws of his six predecessors.



One of the seven bluetick hounds that have served as football team mascots.

THE PHYSICAL CAMPUS

Buildings are the books that everybody unconsciously reads...
—Charles B. Fairbanks

A stroll across the Knoxville campus is a walk through time. The University of Tennessee here evolved from a few buildings nestled on “the Hill” to a sprawling physical plant composed of 526 acres and 234 buildings, including an extensive agricultural campus. The Hill was purchased in 1826 for \$600; a year later the University acquired seventy-four acres more for \$2,304. Buildings came more slowly. By 1872, when a Georgia newspaper reporter described the campus, it contained an administration building, three residence halls, and an infirmary. Additional property was not acquired until the twentieth century, the climax coming in the early 1960s when, under an urban redevelopment program, the campus nearly doubled in size.

The oldest building on the campus still in use, South College, erected in 1872, reflects the popular architectural style of that bygone era; newer buildings such as the McClung Tower are examples of modernized structures designed with an eye toward the future. The edifices blend old and new technology, a reminder of UT’s past and a signal of its continued growth and expansion as it welcomes the next century.

1926: “The Hill’s” One Hundredth Birthday



Stone pillars marked the entrance to the college in 1926.

On November 6, 1926, a crowd descended on the University of Tennessee for the largest Homecoming celebration the campus had ever seen. This was not a typical Homecoming for, in addition to the football game, an anniversary was being celebrated—one hundred years on “the Hill.”

In 1826, East Tennessee College (later the University of Tennessee) decided to move from its building on the corner of Gay Street and Clinch Avenue to a new location which lay west of town. The trustees who chose the new site were of the opinion that, “The shape of the Hill, the commanding view from it and to it in every direction, the excellence of the water, its distance from the town, being near and yet secluded, its position between the river and main western road...together with its unquestionable healthfulness, render it a scite [sic] as eligible, almost, as the imagination can conceive.”

A two-story stone and brick building with an observatory and belfry—Old College—was erected, and shortly thereafter, the college grounds were sodded with bluegrass and clover, and locust, cedar, mulberry, and poplar trees were set out to cover what came to be called College Hill.

By 1926 things had changed considerably. Old College was gone as were East and West College, built in the 1840s. In their places stood Ayres Hall, the new liberal arts building, erected in 1919, along with sixteen other buildings, with a few more scattered in the vicinity. The oldest building on the Hill was now South College, constructed in 1872, housing the administrative offices.

On the Hill’s one hundredth birthday, more than one thousand alumni returned to celebrate and to enjoy the Homecoming festivities, which included a Barnwarming dance on Friday at the agricultural campus and a vaudeville show in Jefferson Hall on Saturday evening.

The highlight of the celebration was a parade Saturday morning through the business district of Knoxville, ending at Jefferson Hall on the Hill. The paraders were accompanied by a police escort and included Knoxville High School’s band; automobiles bearing President Harcourt Morgan, trustees, and faculty; a cadet battalion; alumni and students portraying the 1826 faculty and past and present administrations; and floats constructed by fraternities and civic clubs.

One of the most attractive floats, created by the Lions Club, showed a covered wagon drawn by a team of oxen and filled with children bound for the school on the Hill. Unfortunately, the parade did not go well, for the police failed to close off the streets and the procession was broken up by regular traffic.

After the parade, the alumni attended a barbecue, feasting on “fifteen carcasses,” forty gallons of salad, three thousand hot rolls, and eighty gallons of coffee. Local businesses contributed to the gay mood by dressing their windows with UT scenes and colors and lining the streets with UT pennants and banners. The football team also cooperated by beating Sewanee, 12-0.

The trustees’ hope in moving to the Hill was that the site—“at once beautiful, elevated and picturesque”—would “gratify the taste, elevate the mind, and invigorate the health of the student.” The quaint language of that era serves as a reminder of an age when expectations were wondrously high and the goals of higher education refreshingly simple.



An aerial view shows the Hill in 1926.

South College: Old and New

On May 4, 1989, the oldest and yet most recently renovated building on the campus reopened for use—South College. The newest occupant is the Science Alliance, the oldest and largest of Tennessee's Centers of Excellence, which promotes joint research and education programs by UT's science departments and Oak Ridge National Laboratory. But South College has seen many tenants in its long past.

Original plans for the building contemplated a three-story structure designed as a dormitory to accommodate ninety-six students in twenty-four rooms, with four to a room, at a cost of \$10,000. One problem emerged at the start. To assure a sound foundation, more excavation than was expected had to be done, resulting in inclusion of a basement, costing an extra \$513.98.

In the cornerstone, laid on July 24, 1872, were placed all catalogs as far back as could be obtained, programs of various college exercises, copies of the *Knoxville Chronicle* and *Knoxville Press and Herald*, a specimen of the Customs House Rock, a paper bearing the names of all the workmen on the job, three or four nickels, a fifteen-cent "shinplaster" (Confederate paper money), and two soda checks from local drugstores. The building was ready for use by October 1, 1872. The boys moved into the dorm rooms, and the cadet armory moved into the unanticipated basement.

Designed by Knoxville architect A.C. Bruce, South College was built in Grecian style. The building was 100 feet long by 40 feet wide; the rooms were 18 by 20 feet with eleven-foot ceilings. The front was ornamented by center projections, with gabled ends, and raking cornice. There were fifty-six windows, finished with galvanized iron caps. Brick arches were placed above the exterior doors. Four chimneys with eight flues extended ten feet above the tin roof to avoid the danger of fire, and each of the twenty-four rooms had a grate.

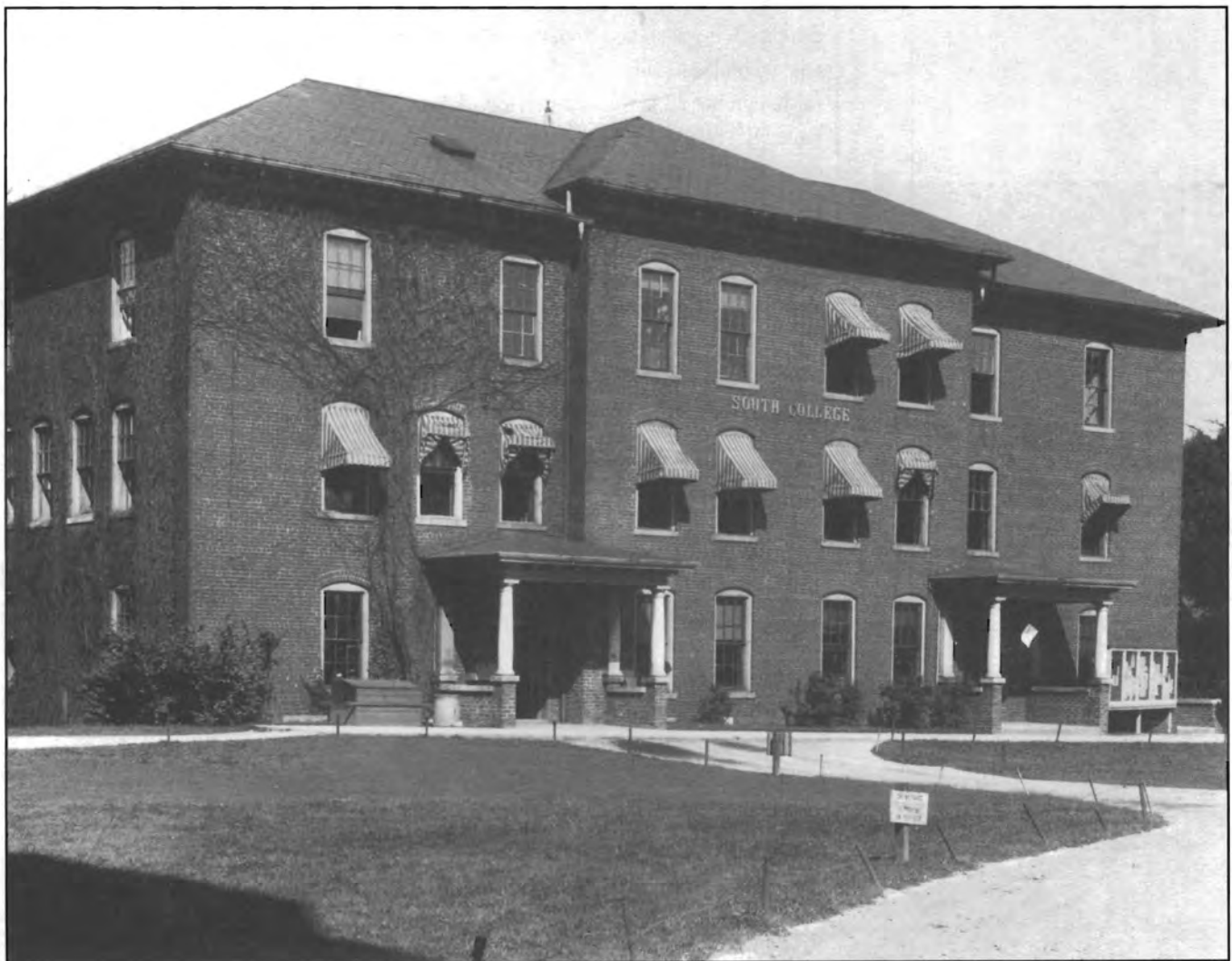
Throughout the next hundred years South College served many occupants. In December of 1872, the president of the University took an office in South College. Prior to this, students with problems had to meet with President Thomas Humes in his quarters in Knoxville. In response to abuse of this privilege, the faculty requested the president to keep on-campus office hours. In 1890, South College was converted from a dormitory into classrooms and meeting halls; by the end of the century, the building housed literary society meeting halls, the dean's and cadet commandant's offices, and lecture halls for mathematics, Latin, Greek, French, German, and English. Beginning in 1902, the Summer School of the South used South College for some of its classes. A student in 1905 recalled South College as "three stories of old brick, with two entrances off the parade ground and classrooms extending across the building, with windows at

each end....” The rooms were “nearly as free of paint as the old dormitories.” The students used heavy oak chairs, each equipped with “a sort of writing table on the right arm.” Shortly after World War I the Law Department moved into the college for a brief sojourn.

Twice during the next two decades, plans were proposed to tear down the college, but the building survived both efforts. New occupants before World War II included the German Department, University Extension, and Public Relations; after the war, the bookstore, the post office, and the campus’s first radio station moved in. In the 1950s, the Psychology Department took over the building and remained in it until all but the laboratories moved into the renovated Austin Peay Building in 1968.

Over the years, South College has been modernized and remodeled. Telephones were installed in 1883. The fireplaces and oil lamps used for heating and lighting were replaced by gaslights in 1875 and electricity and steam heating in 1908. There is little left of the original interior. However, the original facade of the building has been restored so that in its new incarnation, South College continues to remind us that as the University of Tennessee moves into the twenty-first century, it seeks to preserve the heritage of its origins two centuries ago.

South College, erected in 1872, before its modern restoration.



The Hoskins Library

The movement and consolidation of the UT, Knoxville, library system completed in the summer of 1987 was not the first time such a move occurred. Prior to 1911 the library was spread out among various departments. In 1910-1911, the library's first home of its own was constructed thanks to the philanthropy of Andrew Carnegie. Carnegie's gift of \$40,000 and the state's matching funds enabled the University to provide a central home for the library. Construction took only 363 days, and when the building opened in May 1911 it was named the Carnegie Library (now part of the Austin Peay Building). It was staffed by newly-appointed Lucy E. Fay, a professional librarian, and an equally professionally trained assistant, both of whom were soon granted faculty status (although not rank; the latter change did not come until 1950). President Brown Ayres hailed the new structure, with its thirty-eight thousand volumes, as "one of the most complete and satisfactory college libraries in the South."

The 1920s saw the planning of a five-year building program for UT, spearheaded by Governor Austin Peay. The \$2.5 million received, in addition to Public Works Administration funds, were stretched to the maximum. This money allowed for the construction of three buildings for the medical units, a heating plant and two buildings for the Martin campus, two buildings for the West Tennessee experiment station, and six buildings and a steam plant for the Knoxville campus. One of these buildings was to be a new library, the Carnegie Library having become outgrown. Indeed, a new faculty member arriving in 1920 expressed shock at the "lack of books" in the library, including some basic scholarly works.

In 1931, construction of the new library was completed, despite the enormous state and University cutbacks necessitated by the onset of the Depression. The new building, in the collegiate Gothic style, was located on West Cumberland and had fifty thousand square feet and a capacity for 200,000 volumes and five hundred seats. One alumnus described it as "that grand old building." Visitors to the library noticed immediately the two gargoyles at the entrance as well as the magnificence of the interior. It was "spacious, elegant, ornamented with literary and scholarly motifs, of the finest materials and workmanship, with etched glass, pillars, arches, groined ceilings, decorated beams, handpainted with every stage of book development from ancient inscriptions in stone to movable type and the modern book." The building along with its furnishings cost only \$300,000. Funding for the new structure did not, however, match its physical elegance; for almost five years after the new library opened, it could not even buy books. Physical construction was easier to finance than book acquisition. Between 1932 and 1934 a tower was added to the original building to house the Eleanor Deane Swan Audigier collection of art objects and furniture which had been donated to the library.

Over the next several decades, under the leadership of two professional librarians, Mary E. Baker (1923-1943) and William H. Jesse (1943-1970), the library grew slowly



Hoskins Library in 1934 after the construction of the tower to house the Audigier art collection.

but steadily. In 1950, the building was named the James D. Hoskins Library in honor of the man who had served the University for fifty years as faculty member, dean, and president. Hoskins himself was present to enjoy the honor.

Nine years later, the University built an addition to the library to provide for more book shelves, office space, and a Special Collections room. Then in 1966, the Estes Kefauver Wing opened on the west side of the building to house the University's burgeoning Special Collections department and the papers of the late Senator Kefauver. Special Collections houses manuscripts, valuable books, the works of William Congreve, and the papers of former Senator and presidential Chief of Staff Howard Baker, U. S. Representative John Duncan, and Pulitzer Prize winner Alex Haley. Presently, Special Collections boasts some forty-five thousand rare books and eighteen hundred cataloged manuscript collections.

By 1983, it was apparent that the Hoskins Library, however grand, could not meet the needs of a new age, despite the addition of several wings, the creation of branch libraries, and the building of a separate undergraduate library in 1969. During the intervening fifty years, the library's holding had grown from 134,071 volumes to 1,600,000 volumes along with over 3,000,000 manuscripts, 70,000 microfilms, 1,600,000 microtexts, a mass of U. S. and U. N. documents, and over 17,000 periodicals. The decision was made to build a new library (which opened in 1987) on the site of the Hodges Undergraduate Library.

Even though Hoskins no longer serves the University as the main library, it continues to function as a research center. The presidential papers of Andrew Jackson, James K. Polk, and Andrew Johnson are edited in the library. The Office of the University Historian and the University Archives collect and preserve material relating to the history of the University. The Center for War and Society, the Freshman Engineering Advising Center, the Learning Research Center, and the UTK Cartographic Information Center, one of the largest in the nation, also call the Hoskins Library home.

Though the inscriptions on the decorated beams in the old Hoskins Library faded, their message was not forgotten as the new, modern library opened. "Wisdom is the principal thing, therefore get wisdom... Books are for company, the best friends and counselors... In books lie the soul of a whole past time."

[Source: Daphne Townsend, "History of the UT Library" (1988).]



The library after the addition of the west wing in 1959 to house Special Collections.

Claxton Hall and Its Namesake



Claxton as president of Austin Peay College in a portrait unveiled in the Library of the Tennessee Capitol on November 4, 1943.

The education of teachers at UT began in the last decade of the nineteenth century, and the University's first Education Department took shape in 1903 under the charismatic leadership of Philander Priestly Claxton (1862-1957). Twenty-three years after its establishment as a department, the University raised education to the status of an independent college, separate from the College of Liberal Arts. The College of Education did not have its own home, however, until 1957, when the building housing the education facilities was constructed at a cost of nearly \$1 million. The new structure was appropriately named for Claxton, one of the most dynamic and creative educators in the history of the modern South. The new building adhered to the traditional collegiate Gothic style of other campus structures, with the innovative features necessary for the contemporary instruction of teachers, including a three hundred-seat conference room, the education college library, and a children's library. This facility could only handle so much growth, and in 1982 the 68,630 square foot Claxton Addition was opened adjacent to the original building.

Claxton was a native Tennessean who spent most of his life laboring for the improvement of public education in the South. Four states profited from his expertise—Tennessee, North Carolina, Alabama, and Oklahoma—and for ten years, 1911-1921, he played a major role on the national scene as U.S. commissioner of education; but it was in Knoxville that he performed his most significant work for the University of Tennessee.

Claxton entered the institution as a student in 1879, the year in which its name was changed from East Tennessee University to the University of Tennessee. The student population at Knoxville was only 233, of whom almost half were in the Preparatory Department, and the faculty comprised thirteen people, including an "assistant." The state government provided no financial support for the University. Indeed, when Claxton and others proposed, in 1905, that the state appropriate \$100,000 for the University, the measure was blocked by the speaker of the Senate, who declared that "The State owes nothing to the children of Tennessee except to give them a common school education." There was not much of that in the state either when Claxton came to Knoxville in 1902 as professor of education and, shortly, head of the newly-created Department of Education. Tennessee had only one county high school in the entire state, no compulsory attendance laws, and no teacher training institutions.

During the years he served on the University's faculty, Claxton crusaded tirelessly throughout the state for general appropriations for the University, higher per capita expenditures for the common schools, and improvement in the training of teachers. He



Claxton Hall housed the College of Education after its completion in 1957.

wrote thousands of letters, spoke to over 100,000 persons, visiting every county in the state, and published articles in newspapers, pamphlets, and leaflets on behalf of public education. The result was truly staggering: the first state appropriation for the University in 1905, additional appropriations in 1907 and 1909, the establishment of four normal schools for the training of teachers, a doubling of the number of public high schools in towns and villages and an increase in county high schools from one to fifty, and a rise in per capita expenditures for common school education from \$2.36 to \$7.31.

Claxton went on to serve in Washington, then to the University of Alabama as provost, to Tulsa as superintendent of schools, and to Austin Peay State College as president. In Knoxville, he organized an extraordinary "Summer School of the South," which attracted thirty-two thousand students during its sixteen-year existence from 1902 to 1918 and became a leading teacher training institution, with distinguished individuals like Nicholas Murray Butler, president of Columbia University, Booker T. Washington, president of Tuskegee Institute, and John Dewey, founder of Progressive education, among its guest lecturers.

The summer school began as an important part of UT President Charles Dabney and Claxton's goal of improving the quality of southern teachers. Dabney appointed Claxton superintendent of the program, and Claxton undertook an enthusiastic personal campaign to push the summer school, embarking in 1902 on a two-month tour of ten southern states to enlist support and participation. Claxton remained the driving force behind the school, and throughout the program's sometimes turbulent existence he often conflicted with Dabney's successor Brown Ayres and members of the Board of Trustees over the school's continued usefulness. After Claxton's departure to become U.S. commissioner of education under President Taft, participation in the Summer School of the South declined rapidly, and the 1918 session became the last.

While most of Claxton's career was as an administrator, he never forgot that "the real work of a college...is done by the teachers" and that a democratic society required "the best and fullest possible education" for all of its citizens, white and black.

Dedication

As a token of the Editors' respect and affection this book is inscribed to
Philander Priestly Claxton,
a worker in the field for peace on earth
and the enfranchisement of humanity.

"To follow knowledge like a sinking star,
Beyond the utmost bound of human thought."
"Till the war-drum throbb'd no longer, and the battle-
flags were fur'd
In the Parliament of man, the Federation of the
world."

The 1911 Volunteer was dedicated to Claxton upon his departure from the University to become U.S. Commissioner of Education.

The Faculty Club



The first home of the Faculty Association, previously the William Simpson Shields homestead.

The scenic fourteen-acre estate and clubhouse at the corner of Neyland Drive and Kingston Pike, now the site of the University Faculty Club, is surely one of the showplaces of the campus—and it was a gift to the University! The generosity of the donor was not entirely unselfish. Walker Graham, a Memphis developer who had already constructed some residence halls for the University, acquired the property in October 1966. His intention was to construct a high-rise apartment building on the property, twelve stories in height and containing 124 apartments, and to link it with an existing, elegant private home already on the site. The home, built by the Knoxville architectural firm of Baumann and Baumann in 1935, had been the private residence of Mitchell Long, a Knoxville lawyer and Democratic party leader. In 1953, it had come into the possession of a local interior designer, Eunice Meredith Miller. She had converted the lower floor into a business office and created rental apartments from the remainder. UT faculty were among the tenants. The Millers had also added west and east wings and a patio to the existing structure. Despite its commercial use, the property—named “Meredith Hall”—remained a showplace of distinction.

Graham’s expectation was that the Miller home would become a Faculty Club for the University, thus making his proposed apartment house more attractive to University faculty. The prospect of easy access to the club for lunches, dinners, and evening parties appeared as an agreeable inducement to future tenants. To make this combination of club and apartment house a reality, Graham was willing to donate the Miller house and the adjacent property to the University, reserving for himself a leasehold on the portion of the acreage facing Kingston Pike for the proposed apartment dwelling. The deed of gift to the University, executed on January 6, 1967, also provided that at the end of fifty-six years, the high-rise would become the property of the University. Graham also sought in the conveyance to assure himself the contract to build an additional residence hall for the University; it ultimately became Andy Holt Apartments.

Unfortunately for Graham, his plans ran afoul of the concerns of environmentalists and homeowners on Kingston Pike who did not want the road blighted and their own single-family dwellings overshadowed by the proposed high-rise building. Organized as the Kingston Pike and Sequoyah Hills Association, this group began an active campaign to have that portion of Kingston Pike—running from Neyland Drive to Western Plaza—designated as a “scenic highway,” thereby barring the kind of construction the Memphis developer contemplated. With the help of then State Senator Victor Ashe, the protesters secured the passage of appropriate legislation in 1971, thereby ending Graham’s dream of a Faculty Club-faculty apartment complex.

The failure of the Graham project did not interfere with the conversion of the Eunice Miller home into a Faculty Club. During the summer of 1967, extensive renovation costing \$129,000 was undertaken, including an appreciable expansion of the

kitchen and the addition of a swimming pool, bath house, tennis courts, and boat dock. Many of the furnishings came from the Faculty Club's former location, helping to bridge the transition for those faculty members who had difficulty adjusting to the new facilities.

The new Faculty Club was officially opened on Friday, December 1, 1967, as part of a gala "Build In" day, marking the inauguration or completion of \$35 million in new construction on ten structures on the UT campus. Governor Buford Ellington and President Andrew Holt led a delegation of some 160 state, local, and UT officials as they rolled on three chartered buses from one building site to another. The day's events included ground-breaking for a new Communications-Extension Building, the Kingston Pike Apartments for married students, the Presidential Complex of undergraduate residence and dining facilities, and a new Patient Pavilion at the University Hospital; "asphalt-bursting" for the double decking of the east stands of Neyland Stadium; laying the foundations of Morrill Hall and of a new parking garage; and a viewing of the construction in progress at the Hodges Undergraduate Library and the Laurel Heights Apartments. A ribbon-cutting at the new Faculty Club ended the day's ceremonies, which Vice President for Development Edward Boling called a "timely demonstration" of the "tremendous progress taking place on our campus." The celebratory weekend was capped by a Doug Dickey-coached football victory over Vanderbilt, 41-14. The next day, Sunday, saw the first luncheon at the new club—an open house for faculty and friends. By Monday, December 4, the club was "open for business" under the supervision of manager Everett Barton, who had acquired extensive experience in food services at Oak Ridge during World War II and had later operated a catering service in San Francisco.

Despite its merits, the new Faculty Club possessed some shortcomings in the view of old-timers on the staff who recalled the club's previous quarters. The Faculty Association itself had been organized in 1936 by a group including Dean L. R. Hesler of the College of Liberal Arts, Dean Henry B. Witham of the College of Law, and Roscoe Parker, professor of English; but a number of faculty had been meeting informally as a club even earlier, convening in the cafeteria of Sophronia Strong Hall for coffee and conversation. The club's first president was Professor Nugent E. Fitzgerald of the College of Agriculture, later dean of the College of Education.

Shortly after the formation of the Faculty Association, the University became the beneficiary of the bequest of the William Simpson Shields homestead, at 1600 Melrose Avenue, a grand and spacious house built in the 1800s in the Queen Anne style by the original owner, James Thayer Van Deventer. Van Deventer was a banker and civic leader who had come to Knoxville from Iowa in 1888. In 1905, the home became the property of Shields, also a banker, businessman, and civic leader. A trustee of the University from 1919 to 1933, Shields was one of its most generous benefactors. His gift of money to the University in 1919 had made possible the acquisition of the property on which the new football field was built in 1921, named after Shields and his wife, the former Alice Watkins of Chattanooga. Shields died in 1933, and upon the death of his wife a year later, the homestead was bequeathed to UT and became the first Faculty Club in 1936.

The club occupied the site of the later Hodges Library. One obvious advantage it possessed over the new Kingston Pike location was the ease with which faculty members could get to it during the course of the working day. But there was more—an informality which seemed to be lost in the newer quarters. The club occupied the first floor of the old Shields house and the basement; rooms on the upper floor were rented to new



The former Sigma Alpha Epsilon fraternity house and the temporary home of the Faculty Club from September 1966 to December 1967.



The present Faculty Club.

faculty members and faculty guests. On a typical day, club members mingled in the library or lunched in the dining room. Others entertained on the piano, and faculty wives played bridge in the game room. On blustery autumn days, members gazed from the clubhouse windows at the aged ginkgo tree in the yard and wagered on when it would drop its leaves. Evenings at the club were spirited affairs. Game nights, concerts, tea dances, and even marriage proposals were not uncommon in a place known for its warmth and friendliness.

When progress demanded the demolition of the clubhouse during the summer of 1966 to make room for the new undergraduate library, the Faculty Club moved in September of that year to the former Sigma Alpha Epsilon fraternity house, located near the site of the present Art and Architecture Building. A handsome brick Georgian house built in 1920 and designed by the Knoxville architectural firm of Barber and McMurtry in the style of the eighteenth-century Virginia home of William Byrd of Westover, it was the residence of Oscar Handly, a partner in Miller's department store. Handly died in 1942, and in 1943, his widow sold the property to the fraternity. The fraternity, in turn, vacated the house in the summer of 1966 when it moved to its new location in Fraternity Park. It was from this location that the club moved to its Kingston Pike site in December 1967.

The remainder of the property on the new Kingston Pike-Neyland Drive site went through a long and complicated history over the next twelve years. When Walker Graham learned that he could not capitalize on his leasehold, he conveyed it in 1970 to a Memphis development firm, the Alodex Corporation. Alodex hoped to exchange the leasehold for similar rights to UT property in Memphis, where it expected to build apartments for the UT Medical Center. When the University rejected the offer, Alodex sold its right to Knoxville businessman William Mullins and his partners Fred Langley, Cecil K. Mullins, and Kenneth Warren.

Mullins revived the plan for a high-rise apartment building at the location, again hoping to attract current and retired faculty members to the ninety-three-unit L&M Towers to be built at the location. The luxury structure would include five penthouse suites; all units would contain sauna baths and rich appointments. In order to circumvent the zoning restrictions imposed earlier, Mullins sought to raze the Faculty Club building in order to erect the high-rise sufficiently back from Kingston Pike to pass legal muster. In exchange for demolishing the clubhouse, Mullins offered the Faculty Club fifteen thousand square feet of space in his new building, along with parking facilities. As before, at the end of the lease, UT would own the building. When the Faculty Club unanimously rejected the offer in February 1973, and after the Kingston Pike and Sequoyah Hills Association secured a temporary restraining order in March 1973 to prevent the issue of building permits at the site, Mullins and his partners decided not to pursue their plans further. On December 28, 1979, they graciously gave the leasehold to the University.

The Faculty Club thus retained its solitary splendor. The building and grounds continue to be the envy of other universities and a centerpiece for the social activities that leaven the seriousness of academic life.

Hopecote

On October 1, 1979, participants in an executive training program conducted by the College of Liberal Arts were pleasantly surprised by the housing arranged for them. It was in an English-style cottage located on Melrose Avenue, which had been acquired by the University three years earlier. The building was called "Hopecote," a name given to it by its first owner, Emma Fanz Staub Hope, the wife of Albert Guinn Hope, who, with his brother, operated several jewelry stores in downtown Knoxville. Hope's great-great-grandfather, Thomas, was a late eighteenth century Knoxville architect and the designer of Ramsey House, one of the area's oldest homes.

Hopecote was commissioned by Mrs. Albert Hope in 1921 and designed by her nephew John Fanz Staub. The Staubs were also an old Knoxville family but relative newcomers compared to the Hopes. Peter Staub, the first of the line, was a native of Switzerland who settled in Knoxville in 1856. He made money in real estate, built an opera house, served as mayor of Knoxville twice, in 1874 and again in 1881, and a few years later was named U.S. consul to Switzerland.

Hopecote shortly after it was completed in 1924.



John Staub, the architect of Hopecote, was born in Knoxville in 1892, graduated from Knoxville High School, and received a B.S. degree in mathematics from UT in 1913. With a newly developed interest in architecture, he entered MIT and received both a B.S. and an M.S. degree in architectural design, studying under the distinguished Boston architect Ralph Adams Cram. Staub's special interest was English country houses, an interest sparked in his youth by his mother and augmented by his early work in New York City under a fashionable country house architect, Harrie T. Lindeberg. Here Staub acquired a philosophy that an elegant house need not be ostentatious; a simple, traditional design could be more beautiful than an ornate composition.

In 1921, Staub passed up an offer from the Knoxville firm of Barber and McMurtry to take a position in Houston, where Lindeberg had received a number of commissions from wealthy residents. Here Staub remained for the rest of his life, designing a large number of homes and acquiring an international reputation. But, in 1921, Staub also received his first independent commission from his aunt, who wanted a cottage in Knoxville designed in the style of the Cotswold region of central England.

Hopecote fulfilled Aunt Emma's fondest expectations. A romantic evocation of the Cotswold style, modified for the Knoxville climate, Hopecote was designed to take advantage of the beautiful view of both the city of Knoxville and the Great Smoky Mountains. With a stuccoed white masonry shell, slate roof, large casement windows and French doors, antique American furniture, and hand-hewn oak timbers from an early nineteenth century barn around doors and fireplace, the house achieved a comfortable and unimposing character and ambience in accordance with Mrs. Hope's wishes. An admiring account in *House Beautiful* reported that "A desire for simplicity, honesty, and truth...has lent... a feeling of privacy and completeness." In furnishing the house, Mrs. Hope strove to attain the same effect. "The early American antique furniture, a few English pieces, hooked rugs, pewter, English porcelain, luster ware, [Dutch] Blaeu maps of the seventeenth century, hinges from pre-Revolutionary barns in Massachusetts—in fact, every detail of the furnishings contribute to an atmosphere of simple and quiet living."

During the 1920s, Hopecote appeared in many architectural publications and won a special award in 1925 in *House Beautiful's* first design competition. A half century later, accolades were still being received by Hopecote when, in 1977, the East Tennessee Chapter of the American Institute of Architects presented Mrs. Hope its annual Preservation Award. And in 1979-1980, the garden surrounding the house was a finalist for the prestigious "Founder's Fund" award of the Garden Club of America.

The University purchased Hopecote in 1976 under an arrangement allowing Mrs. Hope to live there until her death. Following the death of Mrs. Hope in 1977, Hopecote passed to the University of Tennessee. Restored between 1977 and 1979, it has been furnished through donations with eighteenth and early nineteenth century antiques, and its library holds publications of the University of Tennessee Press as well as those of alumni and friends of the University. Since its restoration, Hopecote has been used by the University as a teaching museum for students of architecture and interiors, a site for special receptions, and a guest house.

Staub himself continued in active practice until 1971 and died in 1981. A recent estimate of his work stresses his dexterity in manipulating "borrowed detail to achieve serene and accommodating domestic environments, subtly attuned to his clients' way of life" and praises him for "the care he invested in shaping spaces of well-being and in formulating an architecture of amenity and delight."

Hopecote is a testament to his skill along these lines.



Two interior views.

Europa and the Bull

One of the most celebrated myths of classical antiquity is represented in bronze on the University of Tennessee, Knoxville, campus. Designed in the 1920s by the world-renowned Swedish sculptor, Carl Milles, "Europa and the Bull" sits smugly on the McClung Plaza, serene in the knowledge that it is not only the best known piece of statuary on the campus but also the most valuable.

The myth is clouded in the obscurity of all mythology, but the best known version goes somewhat like this: Zeus, chief of the gods, viewing the earth from Olympus, cast his eyes upon the beautiful Europa, daughter of Agenor, king of Phoenicia, while she and her companions were gathering flowers in a blooming meadow on the shores of the sea. Smitten by her beauty and determined to have her, Zeus disguised himself as a bull, variously described as bright chestnut in color or spotless white, and came close to the young ladies. They were beguiled by the bull's placidity, played with him, and even stroked him as he lay at their feet. Europa was so deceived that she crawled upon his back, whereupon he immediately rode off, leaped into the sea, and carried Europa to his homeland of Crete. Here she bore him two (or three) sons, Minos, Rhadamanthus, and (perhaps) Sarpedon. After Zeus tired of her, she married Asterion, King of Crete, who reared her children. Extensions of the myth have the continent of Europe named after Europa and the bull commemorated in the stars as the constellation Taurus among the signs of the Zodiac.

The story of the acquisition of the statue for the University of Tennessee is almost as intriguing as the myth itself. In November 1965, as the campus's enormous physical expansion west was beginning, and just after the ground was broken on the twelve-story Humanities and Social Sciences Tower, a gift of downtown real estate valued at \$300,000 was presented to the University by Mrs. Ellen McClung Berry, the great-great-granddaughter of Knoxville's founder, James White, and her husband, Thomas H. Berry, a member of a prominent Georgia family.

Mrs. Berry's interest in UT was longstanding, since four generations of her family, including her father, had served as University trustees. In appreciation of the gift, President Andrew Holt announced that the multi-storied office-classroom complex then in progress would be named the McClung Tower and an appropriate plaza surrounding it designated the McClung Plaza. Mrs. Berry was desirous that the plaza be beautifully landscaped and graced by an appropriate fountain. The University agreed to spend \$60,000 on a statue to rest inside the fountain and formed a committee to find a suitable piece of statuary. The committee included the University's academic vice president, Herman Spivey, the University's architect, Malcolm Rice, the University's campus planner, Roy Newsome, Bruce McCarty, a Knoxville architect, and Mrs. Berry herself; but there was no doubt that the new donor would be the driving force behind the committee and ultimately the person to select the statue.



Europa and the Bull.



Ellen and Thomas Berry with Hugh Lawson McClung, Jr., at the dedication, May 18, 1968.

Mrs. Berry, somewhat of an art aficionado, went vigorously about the task of locating a statue. Early in 1966, she embarked on a European tour, one purpose of which was to find an appropriate adornment for the new McClung Plaza. In a steady stream of letters to President Holt and other UT officials, Mrs. Berry excitedly recounted her discoveries: first, a French sculptor who would do an original work of art reflective of Tennessee's natural environment—rivers, birds, animals, and fish, including catfish from which water would spurt in the fountain setting of the statue; then a Russian sculptor whom she located in Rome. His grand design was a representation of the three rivers and three principal divisions of Tennessee, to be done as follows:

"Middle Tennessee's Cumberland River represented by a youth holding by a halter a "raring" horse...this figure flanked on one side by a Cherokee Indian maiden...with bow and arrow...and deer and dogs representing the Tennessee River. On the other side...the Mississippi for West Tennessee represented by a powerful man holding a cornucopia [sic] of West Tennessee fruits and flowers with under his feet De Soto's armor, because that Spanish explorer's body was thrown in to the Miss[issippi]."

Happily, both of these grandiose schemes were abandoned in favor of a new tack: acquiring a reproduction of an already existing statue and fountain by the Swedish sculptor Carl Milles. In Italy Mrs. Berry learned from a former assistant of Milles that, upon his death, a large number of his pieces had been left to the government of Sweden and that the right to a reproduction of one of them was quite possible. The thought left Mrs. Berry ecstatic. "Had I known that Milles's sculpture was available, I would never have contacted a single sculptor in France or Italy...for as Mr. [Berthold] Schwietz [Milles's assistant] says 'Milles is by far the greatest fountain sculptor since Bernini'—and Bernini lived in the 17th century." A few days later, her enthusiasm was even more buoyant: "One thing [is] certain, any Milles Bronze, backed by the Swedish government, is bound to be of the best materials and workmanship. Milles was world-famous and if we had a fountain by him at U.T., we would have something to be proud of."

Mrs. Berry's praise of the Swedish sculptor may have been a bit lavish, but Carl Milles (1875-1955) was undoubtedly widely known for his outdoor statuary, often set in fountains and located in public spaces. Milles had worked for a time under Auguste Rodin, and he was certainly one of the leading artists in Sweden. The chief motifs in his sculptures were soaring and floating figures, the latter accompanied by tritons, nymphs, mermaids, fish, and sea monsters. In 1931, Milles came to the United States and took up a position on the faculty of the Cranbrook Academy in Michigan. In 1935, Yale conferred an honorary L.H.D. upon him; three years later he received gold medals from the American Institute of Architects; and in 1940, he was elected an honorary member of the Royal Academy in London.

Among his many fountain statues was one of "Europa and the Bull" that had originally been completed early in the 1920s and erected in the market square of Halmstad, Sweden, in 1926. A reproduction was later made for Cranbrook Academy, and this was the sculpture which Mrs. Berry decided was most suitable and available for the McClung Plaza. Visiting Sweden, Mrs. Berry was able to see the original and to purchase a volume describing Milles's works, which she studied on the way back to the United States. The Carl and Olga Milles Foundation, which owned the statuary that the Milleses had placed in and around their home in Lidingö—a virtual Milles museum—was willing to sell the mold for the Europa at the \$60,000 price. The only problem was that the molds for the four tritons which surrounded Europa in the original were not available; a curator at Lidingö suggested that some never before used fish could

be substituted: "fishes throw water-jets just as the tritons do." The substitution idea was never pursued.

Complicated negotiations began in earnest during the summer of 1966. A contract had to be signed; arrangements were made for a Swedish lawyer to act as the University's representative; the U.S. consul was asked to check the credibility of the Milles Foundation; an inspector had to be obtained to check the casting before it was shipped to the U.S. A provision was included in the contract at the University's request that no other sales of the mold would ever be made. (Local mythology converted this into the story that the mold was broken after the sale to UT to insure that no duplication would occur.)

The casting was to be done in Copenhagen at the Billedhuggernes Broncestoben foundry. The process was begun in mid-1967, and by September the casting was well under way. The University's inspector on the site reported proudly that the casting was "first-class" and employed a thousand-year-old "Cireperdue" method which minutely reproduced every detail of the surface. The finished work consisted of nineteen parts and weighed approximately 1,200 kilograms (or 2,645 pounds). Standing nine feet tall, it was the largest work done in Denmark by this casting method. Covered with the well-known Milles patina that produced a green film simulating the aging process, the massive figure of "Europa and the Bull," less its accompanying tritons, embarked from Copenhagen on *M/S Mornack Dawn* on October 6, 1967, bound for Baltimore.

Once it arrived in Knoxville, the statue was stored in a warehouse while piping and wiring were installed in the fountain where it would be placed. On May 18, 1968, the unveiling took place at a ceremony dedicating both the McClung Tower and Plaza. Hugh Lawson McClung, Jr., did the honors by pressing a button to start the water flowing. Presiding at the ceremonies was U.S. Senator Herbert S. Walters, a UT alumnus and member of the Board of Trustees. President Andrew Holt offered remarks, and Mrs. Berry and her husband were guests of honor.

The immediate reviews of campus critics were mixed. Al Rapp, professor of classics, rhapsodized that the new statue was "particularly fine and appropriate...to grace the beautiful landscaped promenade" of the McClung Plaza; it emphasized "the diversity and the depth of the roots of our civilization, while embodying the principles of evolution and change." Mrs. Berry was concerned that the water did not come forcefully enough through the bull's nostrils, as planned, making the animal look as if it had a postnasal drip. A harsher critic contrasted the Knoxville version with the original in Halmstad. In the latter, the tritons and the abundant use of water lent motion and excitement to the central grouping, but in the local version, "Europa and the Bull" seemed somewhat deflated: "Europa exhorts her steed onward to Crete, but Zeus sinks, a dead hulk, into the concrete desert of the plaza."

Students over the years have been humorous rather than artistic critics, and pranksters have had a field day with the fountain. Shortly after the dedication, someone dumped a box of detergent into the pool, sending mountains of soap suds onto the plaza. Cartoonists lampooned the bull's running nose and its exposed private parts. But for most of those who pass by it, "Europa and the Bull" remains an object of artistic contemplation, a cool place of repose on a hot summer's day, and a reminder that the University of Tennessee is a legatee of the rich heritage of classical antiquity.

The Volunteer



The Volunteer statue in 1932 after sculptor Theodore André Beck modified his original design.

The familiar figure of “The Volunteer” that stands on its pedestal in Circle Park has become so permanent a part of the UT landscape that it is hard to imagine it as a center of controversy. But such it was from the time it was first designed until its emplacement in its present form in 1968, a period of over thirty years during which the design of the sculpture was changed, funds for its production were in doubt, and protests from students and faculty almost prevented its erection.

The proposal for a symbol that would represent the ideals of the University appears to have originated with alumni and student groups in the late 1920s. By then the term “Volunteer” had become well known as the nickname of the University’s varsity teams. The state of Tennessee had long been known as the “Volunteer State” because of its citizens’ zeal in responding to the nation’s calls to arms from the War of 1812 to the Spanish-American War. Certainly, by the time of the Mexican War in 1846, the term had become fixed in the state’s popular culture. It was not surprising, then, that an Atlanta newspaper correspondent should have dubbed the UT football team playing Georgia Tech in 1902 as the “Volunteers” and that three years later the two Knoxville papers should have begun using the term as well.

In 1928, the senior class began raising funds to use as a prize for the best design of a statue that would capture “the spirit of University youth and its ideal of service.” Over the next four years, \$1,000 was raised by senior classes, and the contest was announced on May 31, 1930. By the time the competition closed on April 5, 1931, there were some twenty-five finalists.

The winner, chosen by a committee headed by the nationally recognized sculptor Lorado Taft, who came to the campus especially for the judging, was announced on May 12, 1931. He was a student sculptor from the Yale School of Fine Arts, Theodore André Beck. His design, however meritorious to the prize committee, aroused immediate controversy. There were complaints from members of the art faculty and students. A middle-aged man with a slight paunch, sporting a Grecian haircut and brief tunic, holding a lamp waist-high in his right hand was not quite the epitome of a Tennessee Volunteer to a good many critics. Beck was invited to the campus and, after hearing the complaints, agreed to modify the design.

The new Volunteer turned out to be more to the critics’ liking. He was much younger; he held aloft a torch in his outstretched right hand, representing the maxim that “He that beareth a torch shadoweth himself that he may give light to others”; the Grecian tunic was replaced by one of more indeterminate character so as to avoid relating the figure to any particular culture; on his left side, partially hidden, hung a “sword of protection”; and in his left hand was held the Goddess of Winged Victory, the symbol of success. In 1937, the design was modified further, at the suggestion of the campus Symbol Committee, to include a globe in the Torchbearer’s left hand, upon which

rested the Goddess of Winged Victory, suggesting that victory over the challenges of the world, both in times of war and peace, lay in the individual's own hands.

Satisfied with their new design, the Symbol Committee made plans to cast the statue in bronze, enlarge it to heroic size, add a flame to the torch, and place it in an appropriate location on campus. Unfortunately, the Depression and the Second World War diverted attention elsewhere. Besides, funds were not available for the contemplated twenty-six-foot high version, resting on a marble pedestal in a semi-circular amphitheater setting, estimated to cost \$60,000. However, the design was adopted as the official symbol of the University, was copyrighted in 1932, and began appearing on some official stationery, class rings, and publications such as commencement programs, the student yearbook, *The Volunteer*, and the student handbook, *The Torch*. The L.G. Balfour Company in Attleboro, Massachusetts, was commissioned to produce six-inch high bronze paperweight versions to be sold strictly to UT faculty, students, and alumni as mementos.

In 1937, the senior class decided to give a silver-plated model of the Torchbearer to the outstanding member of the junior class in the traditional torch passing ceremony, Aloha Oe. The first recipient of the new award was John Fisher of the class of 1938. For this occasion sculptor Beck prepared a three-foot high plaster version complete with a built-in flame attachment. However, on its first use, the equipment failed, virtually destroying the outstretched arm of the Torchbearer.

Over the next several decades additional minor changes were made in the statue's design, and the miniature versions of the Torchbearer became popular souvenirs. Many were awarded and sold in Knoxville, and the Martin and Memphis campuses used them as awards for their outstanding students. Accompanying the statues was a beautifully inscribed interpretation of the meaning of the sculpture—after 1937 called the "Volunteer Creed." Photographs of the statue were also made available at a nominal charge for those who could not afford to purchase the bronze versions.

The six-foot high original sculpture remained with artist Beck until 1940, when it was shipped to Knoxville and placed in the Board of Trustees room in Austin Peay Hall. Here it remained as a reminder of the ambitious project now seemingly aborted. University authorities were interested enough in the design, however, to register it for trademark protection with the Tennessee secretary of state in 1956. When the boardroom was moved to the new Andy Holt Tower in 1973, the sculpture was placed in a warehouse for storage.

By then, however, it was no longer needed. The physical expansion of the campus westward in the 1960s provided ample sites to locate a heroic-size version, and the trustees allocated funds from the grounds maintenance budget for a broad stairway, a walk, and landscaping to complement the location of the monument at the intersection of Circle Park and Volunteer Boulevard. Only funds to cast the proposed nine-foot high figure in bronze were lacking. Again, students pitched in as fundraisers as they had forty-five years earlier. The class of 1967 sponsored a drive to secure the necessary funds. It was successful, and the casting assignment went to the Bedi-Rasey Art Foundry of Brooklyn, New York. The completed figure was expected to be delivered in November 1967, in time for a Homecoming dedication.

Again, however, controversy developed. Art students protested bitterly that the statue was ugly and failed to represent the true Volunteer spirit. One student called it "archaic"; another described it as "an antique"; others derided it as "a poor replica of a cigar store Indian." One critic quipped that the Volunteer appeared to be directing traffic; another pointed out that the figure was bowlegged and all stomach. One student



Dedication of the present version of the Volunteer statue in April 1968. (Left to right, President Andrew Holt, class president Alan Cates, and trustee Leonard Raulston.)



The Volunteer statue today.

stated flatly that the sculpture was “a basically bad piece of art.” An art professor joined the critics, claiming that the statue was anatomically inaccurate and that its design seemed to be incommensurate with the University spirit of 1967.

In an act of desperation, forty students marched on the administration building on May 6, 1967, demanding that a committee of art and architecture faculty members should judge whether the statue as designed merited the bronze casting. As the protesters marched past the Alumni Gym, they sang “Onward Christian Soldiers,” much to the amusement of bystanders. President Andrew Holt, a master diplomat, invited the protestors into his office and announced that he would ask the sculptor to make some alterations in the statue before it was cast, although it was already at the foundry: The stomach would be slimmed down and the proportions would be made more anatomically precise. The concessions appeased the students, the casting was completed, and on April 19, 1968, the statue was unveiled at a ceremony in Circle Park. The honors were performed by two members of the classes of 1930 and 1931, who had raised the original \$1,000 for the design prize, Leonard Raulston and Earl Zwingle, and by Alan Cates, president of the Class of 1967, which had raised the money for the casting. David White, the 1964 Volunteer of the Year, read the “Volunteer Creed,” and William Pickard, the 1967 Volunteer of the Year, lit the torch. President Holt, who was presiding, stated that no other symbol the University possessed quite matched the spirit of the new statue. He expressed the hope that the campus community would always “hold dear” the tradition for which the statue stood.

The symbolic vitality of the Torchbearer was reaffirmed in 1987 by the UT Knoxville chancellor’s office. Although the desk-size replicas that had been so popular in the years from 1937 to 1968 were no longer available, a new twelve-inch high version was cast and given as an award to a distinguished alumnus at the annual meeting of the Chancellor’s Associates. The 1988 honoree was the same John Fisher who a half-century earlier had received the first Torchbearer shortly after the original design had been adopted.

Since 1968, the Volunteer, despite some good-natured desecration by pranksters on festive occasions like Halloween, Thanksgiving, and Christmas, and the temporary extinction of its flame during the energy crisis of the 1970s, has served the purpose intended by its creators: a reminder to the campus community that a University is both a center of learning and a source of service to the state and its people.

ACADEMIC LIFE

In the right state, the scholar is man thinking.

—Ralph Waldo Emerson

“Academic” is a word that is employed to differentiate the world of the university from the world outside, used either approvingly by those who esteem the pursuit of scholarship or pejoratively by those who disdain the effort as time ill-spent. The pomp and pageantry of a university commencement offer visible evidence of the distinction between the campus and the community, as faculty and students display their caps, gowns, maces, and medals, but the true heart of the university is less visible. It is in the library, laboratory, and classroom where the search for learning goes on ceaselessly. Just how this search should be conducted in organized fashion during the brief lifetime of a student on campus has occupied the attention of faculty and administrators since the Middle Ages, when the first universities came into being.

During its two-hundred-year history, the University of Tennessee has undergone numerous alterations of curriculum and organizational structure as it has sought to shape a pattern of study best calculated to meet the needs of its students and fulfill its obligations to the wider community. During its first half-century, its program of study did not vary much from the traditional “trivium” and “quadrivium” that characterized the earliest European universities: the classical languages, philosophy, logic, rhetoric, and astronomy. With the passage of the federal Morrill Act in 1862 and the designation of UT as the state’s land-grant institution, the curriculum changed drastically. The “agricultural and mechanical” arts were added but the resistance of traditionalist faculty kept the new subjects from overshadowing the old classical offerings.

The administration of the first president with a Ph.D. degree, Charles Dabney, from 1887 to 1904 marked an academic revolution at the University of Tennessee. The military regimen,

which made all students cadets and minutely controlled their lives, was ended. So was the Preparatory Department, which had enrolled half the students on the campus. A Law Department was created along with an Education Department, Graduate Department, and Summer School. New faculty with doctoral degrees and a commitment to the new agricultural and engineering curriculum were added. Building upon this foundation, Dabney's successors brought UT into the mainstream of great public, state universities so that at the end of two centuries, it would boast undergraduate programs in some 120 subjects and graduate and professional programs in almost 175 more.

By 1968, the University's curricular offerings and the sites at which they were offered had become so complex and variegated that a reorganization of the whole administrative structure occurred. With the addition of another campus at Chattanooga the next year, the new UT "system" comprised a headquarters in Knoxville and primary campuses at Knoxville, Chattanooga, Memphis, and Martin, and the Space Institute at Tullahoma.

Some of these changes and the achievements of various departments and colleges, largely at the Knoxville campus, are depicted in the vignettes that follow. Collectively, they illustrate the dramatic transformation over two centuries of Blount College into the flagship university of the state of Tennessee.

The Creation of the UT System

Since its founding in 1794, the University has undergone numerous redesignations. Beginning as Blount College, it was renamed East Tennessee College in 1807, East Tennessee University in 1840, and the University of Tennessee in 1879. But perhaps the most significant change occurred on July 1, 1968, when the institution was reorganized as a statewide “system,” with its central administration removed from direct control over its constituent campuses. Almost coterminous with the 175th anniversary of the University’s founding, the new shape of the institution marked, in the words of then-President Andrew Holt, “a significant step forward, recognizing the growth and national stature” of the University of Tennessee.

The impetus for the reorganization came from many sources, but perhaps the most elemental consideration was the phenomenal growth, physical and demographic, that had taken place within the University during the previous decade. In addition to the Knoxville campus, the University now boasted a Space Institute at Tullahoma, the medical units in Memphis, a four-year baccalaureate campus at Martin, and a degree-granting center in Nashville. And discussions had proceeded since 1966 with UT alumni and business leaders in the Chattanooga area for establishing a major campus of the University in or around that city.

When Holt became president in 1959, enrollment stood at 15,515; by 1968, it had almost tripled, to 40,991. By 1967, the University had become the twenty-third largest institution of higher education in the country. Martin, a junior college after its acquisition by UT in 1927, had begun granting degrees in 1951 but was still known as the “Martin Branch” of the University. In 1967, the legislature redesignated it as the University of Tennessee at Martin. The Space Institute had begun instruction in the fall of 1964; its graduate programs offered master’s and doctoral degrees in aerospace science and engineering. Since 1911, the University had been giving instruction in the medical, dental, and pharmaceutical sciences at Memphis. This complex was known simply as the “Medical Units” of the University. At Nashville, a variety of adult education and in-service training programs had been offered since 1947. The Graduate School of Social Work had been located here since 1951. In 1965, the Nashville Center was given four-year status and the right to grant degrees.

Construction at all the campuses mirrored the rise in student enrollment and the expansion of academic programs. Between 1960 and 1968, the value of the University’s total physical plant had more than doubled, from \$70 million to \$172 million; and \$50 million worth of additional construction was in progress or planned for the immediate future.



UT Martin

The lines of administrative authority over this large, sprawling, and ungainly academic complex were somewhat confused. President Holt was ultimately responsible for all the units of the University. Beyond that, the “chain of command” was less clear. The Space Institute head, a director and later a dean, reported to the dean for graduate studies in Knoxville. So also did the director of the school of social work in Nashville. Graduate programs at Memphis leading to M.S. and Ph.D. degrees in subjects such as pathology, physiology, and microbiology were nominally also under the jurisdiction of the Knoxville graduate dean and Graduate Council; but, in fact, these programs were administered by an associate graduate dean and a Graduate Council located in Memphis. The medical programs at Memphis were under the jurisdiction of an administrator who, since 1949, held the title of vice president of the University. At one time he held the concurrent title of chancellor of the Memphis campus and, as such, reported directly to the University president in Knoxville.

The University of Tennessee at Martin was headed by an executive officer until 1951, then by a dean, and after 1962 by a vice president of the University. In 1965, the title of chancellor was added. Despite these titular evidences of autonomy, faculty appointments and curricular matters at Martin required approval from Knoxville campus officials, and the Martin head, despite his titles, reported to the academic vice president in Knoxville.

To compound the confusion, the University’s largest campus, Knoxville, had no chancellor, President Holt exercising these functions *de facto* at the same time as he presided over the fortunes of the other campuses. This incongruity was not lost on some of the University’s administrators, who recommended to Holt that Academic Vice President Herman Spivey be named, additionally, chancellor of the Knoxville campus. Holt had the highest regard for Spivey, whom he had brought from the graduate deanship at the University of Kentucky in 1960 to be the chief academic officer of the University, but Holt was also a shrewd politician, sensitive to the political winds that often determined the University’s financial fortunes. Spivey had been active in the early 1960s in the effort to secure admission of the campus’s newly accepted black undergraduates to local restaurants, much to the dismay of the restaurant owners and some city officials. When some conservative members of the University’s Board of Trustees demanded Spivey’s removal, Holt demurred, but he would not irritate the board members further by naming Spivey as the Knoxville chancellor.

In any case, it was obvious that the University’s parts had grown faster than its head and that some administrative restructuring was needed. By 1967, other developments lent further urgency to a structural reorganization. Vice President Spivey announced that he would be resigning his position effective August 31, 1968. The change would remove a prospective obstacle, since Spivey had indicated his objections to any reorganization that might remove his office from direct contact with academic deans and faculty. More important, discussions leading to the establishment of a campus in Chattanooga had reached an advanced stage, and the addition of another unit to the University’s already expansive size seemed imminent.

UT alumni in the Chattanooga area had appeared at a meeting of the Board of Trustees in 1967 and urged immediate action. The board’s response had been to request the recently created Tennessee Higher Education Commission (THEC) to authorize a study of the costs of establishing a Chattanooga campus. The existence of a private institution in Chattanooga complicated the matter further. William Brock, Jr., the chairman of the Board of Trustees of the University of Chattanooga, a private institution that had been founded in 1886 by the Methodist Episcopal Church, was adamantly op-



UT Memphis

posed to any merger with the University of Tennessee. Some Chattanooga business leaders were equally insistent that only such a merger would give the area the first-class higher education facility it deserved. In the face of UC's objections, UT officials proceeded to develop a plan for a new campus in Chattanooga that might cost about \$1 million. Chattanooga business and civic leaders were delighted; both the local chamber of commerce and the local city commission lent their endorsement to the project. THEC preferred to salvage UC rather than to abandon it, however. The commission was convinced that the creation of an entirely new campus in the vicinity of an existing facility would be wasteful, and it sought to persuade UC officials to reconsider their opposition to a merger.

While Brock and some other UC trustees continued, sentimentally, to insist on the preservation of that institution's private identity, practical considerations compelled them to recognize that UC could not long survive alongside a branch of the University of Tennessee. Reluctantly, Brock agreed to merger discussions, especially after an ambitious plan to strengthen UC by a large fund-raising campaign proved abortive. A round of negotiations began. Sensibilities were so delicate that "neutral" ground was sometimes chosen as the site of discussions.

On April 25, 1968, UT's Board of Trustees approved a merger by which it would pay UC \$1 million in exchange for its thirty-six acre campus and its twenty-five buildings, valued at \$8 million. The \$1 million would go to the UC Foundation. This agency, like its counterpart at many private institutions, was the repository of gifts to the University of Chattanooga. Under the merger agreement, the UC Foundation would continue to support such varied academic activities as scholarships, faculty salary supplements, and sabbatical leaves, as it had in the past. Brock agreed to the "joint venture" but then fought a stubborn rearguard action to retain as many privileges for UC in the merger as possible.

Apart from insuring that UC faculty salaries and fringe benefits were raised to the level of UT's faculty and that UC retirees would not lose any of their life and medical

insurance benefits, Brock and his associates insisted that the UC Foundation not only continue its separate existence but also have complete freedom to use its funds in any way it chose. UT resisted this demand, and after a lengthy exchange of correspondence between lawyers on both sides, UC acquiesced. The foundation would retain its identity but would use its funds for the support of University activities at Chattanooga under the general guidelines set by the UT Board of Trustees. The final merger agreement was signed on March 4, 1969; it was approved by the Hamilton County Chancery Court on June 18 and by the UT Board of Trustees the next day. The merger went into effect on July 1, 1969. Nine months later, the private, predominantly black junior college in Chattanooga, Chattanooga City College, was included within the new UTC.

The Chattanooga merger issue did not interrupt plans for the creation of a University-wide system. The need was apparent irrespective of the establishment of a new campus in Chattanooga or the absorption of UC. Early in 1968, Holt asked a number of outside consultants to examine the existing administrative structure and make recommendations for a "system." The consultants included Elmer Ellis, president emeritus of the University of Missouri, Otis Singletary, executive vice chancellor of the University of Texas, and Cecil Taylor, chancellor of Louisiana State University. Other educators consulted included William Friday, president of the University of North Carolina, and John Folger, executive director of the Tennessee Higher Education Commission.

The organizational patterns of some two dozen universities were examined by Holt and his staff in order to determine, in Holt's words, "the most effective type of organization to manage a large, rapidly expanding institution with several primary campuses." By June 1968, the study was complete and Holt presented his reorganization scheme to the Board of Trustees.

Each primary campus would be headed by a chancellor, assisted by a group of vice chancellors for academic affairs, business and finance, student affairs, and development, respectively. The system headquarters was not changed radically. The president's support staff included an executive assistant and a general counsel, who would also serve as secretary to the Board of Trustees. The president's "cabinet" would consist of vice presidents for academic affairs, business and finance, and development and administration. These offices corresponded roughly to those in existence previously; a vice president for institutional research was an addition. Dropped were the earlier vice presidents for student affairs and for graduate studies and research. These functions were to be performed by the appropriate vice chancellors at the campus level.

The neat structural reorganization was marred somewhat by the peculiar status of the agricultural units on the Knoxville campus. The College of Agriculture and the statewide Extension Service and Experiment Stations were included within a new Institute of Agriculture, headed by a vice chancellor who reported to the president of the University.

Two years later, the Institute of Agriculture was transferred to the system and the vice chancellor was designated a vice president. To complicate matters, funding of the College of Agriculture and its student and faculty services would remain the responsibility of the Knoxville campus chancellor. The vice presidents and chancellors at the Memphis and Martin campuses lost the former designations. Three years later, however, the head of the medical units was given the additional title of vice president of the University for health affairs.

The Knoxville campus organization contained some confused lines of authority, as well. The system's treasurer continued to handle certain fiscal matters for the campus, and the Knoxville football and basketball teams were given a somewhat different status

than their counterparts at Martin and Chattanooga. Holt would have been willing to place such intercollegiate sports under the control of the Knoxville chancellor, but some members of the Board of Trustees desired the system's president to be more directly involved in these activities. In a compromise that even one top-level system administrator considered "odd," the executive committee of the Athletics Board was reconstituted to include the chancellor of the Knoxville campus, thereby giving him a voice in the administration of his campus's major sports teams. How much of a voice this was, however, remained questionable. In fact, decisions concerning these major intercollegiate sports on the Knoxville campus were made by administrators representing the new system. While the first Knoxville chancellor, Charles Weaver, accepted this solution, his successor, Archie Dykes, did not, and the disagreement between Dykes and the president of the University over this matter accelerated Dykes's decision to resign in 1973.

Reaction to the creation of the system was not universally favorable. One reservation not openly expressed but often voiced privately by faculty in Knoxville was that the presence of the system headquarters on that campus would diminish the authority of local officials and inhibit the autonomy of the chancellor and his staff. Some consideration had apparently been given to an off-campus location for the system headquarters, particularly to placing it in Nashville, but Holt and his staff were fearful that such a venue would inevitably link the University too closely to the state administration and make it part of the official bureaucracy. As one administrator put it, the University would become "part of the political system."

As for an off-campus site in Knoxville, this appeared to be an unnecessary expense, since buildings and physical facilities already existed on the campus. Additionally, some system administrators expressed their desire to be part of the academic process by remaining close to students and faculty. As one of the system officers put it: "We wanted to have the feeling we were with a university." This issue was sensitive enough to impel the University to offer a public explanation published in the University's "Biennial Report" for 1968-1970. The statement was consistent with the views that had been expressed by system administrators privately: an academic location seemed preferable to an "isolated bureaucratic" site, and the Knoxville campus already contained the principal system offices. To ease apprehensions that might have been felt on other campuses, the statement offered reassurance that the system would show no preference for Knoxville because its offices were located there.

Some concern was expressed over the creation of the office of vice president for academic affairs. While no objection was offered to the newly appointed Jack Williams, a former vice president at Clemson University and more recently commissioner of public higher education in Texas, questions were raised as to the need for the position in view of the vice chancellors for academic affairs on the various campuses. A report prepared by a member of the Political Science Department in 1972 disclosed continued confusion among some faculty in Knoxville as to the relationship between the system's academic vice president and his counterpart on that campus.

A somewhat vigorous faculty complaint concerning the process by which the new campus administrator was chosen was voiced on the Knoxville campus by the president of the local chapter of the American Association of University Professors, Professor H. W. ("Woody") Fuller of the Department of Germanic and Slavic Languages. At a meeting of the University Senate on July 1, 1968, Fuller protested that the Tennessee State Conference of the AAUP had sent Holt and the state commissioner of education a telegram several weeks earlier urging faculty involvement in the choice of major admin-



UT Chattanooga

istrative officers in state colleges and universities and that the recommendation had apparently been ignored. Holt's response was that "the situations that brought such appointments were beyond his control." The reply did not satisfy the AAUP, which urged that a process be developed for insuring faculty participation in future administrative appointments.

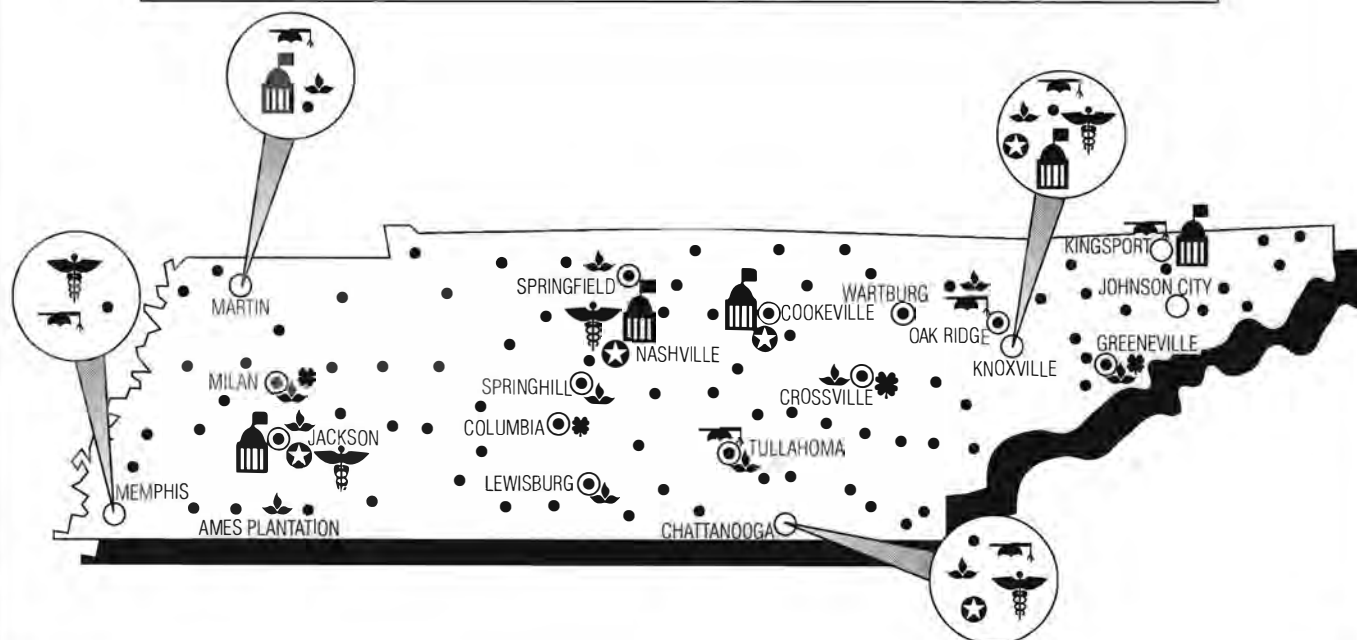
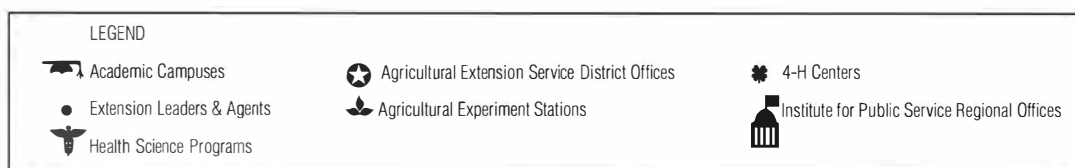
Press reaction to the new system was universally favorable. The *Knoxville Journal* hailed the trustees' actions in approving the reorganization as one of the most "momentous" in the board's history. The move would help to maintain Tennessee's preeminence in contemporary public higher education. The *Knoxville News-Sentinel* was equally commendatory. The reorganization was a wise "Big Step Forward," a headline read. The action presaged an era of unlimited excellence. The *UT Daily Beacon* added its approval, viewing the change as evidence of the "progressive" mood of the University's governing body and as a "giant step forward" for the institution and for Tennessee public higher education.

Virtually coinciding as it did with the University's 175th anniversary, the administrative reorganization, coupled with the growth in enrollments, library facilities, research expenditures, and physical facilities, seemed a fitting manifestation of the celebratory theme: "Distinguished Past—Dynamic Future."

President Holt, in one of his last reports to the Board of Trustees, reflected the optimism of the day: "We look forward to great achievements—to a real 'dynamic future'—for the new University of Tennessee statewide organization as the institution embarks upon its second 175 years of service to the people of Tennessee."

Even those skeptical of the merits of the new administrative organization could add their assent to this aspiration.

The University of Tennessee System today.



Pomp and Pageantry: The University of Tennessee Emblems

From their beginnings, universities have surrounded themselves with emblems of pomp and pageantry to add color and ceremony to the world of learning they represent. These include academic costumes, university flags and seals, chains of office, and maces. The University of Tennessee has imitated its medieval forbearers in adopting a distinctive seal, flag, and mace.

Seals have a long history, dating back to ancient and medieval times when they served as the official signatures of emperors, bishops, and religious corporations. University seals evolved from those of church institutions, since most early universities were church controlled. Early university seals showed chancellors and masters in convocation, while the seals of individual colleges often portrayed their founder or patron saint. In the U. S. all colleges and universities have had official seals since the colonial period; they were used primarily to attest official documents but were also found on school penants and class rings.

The first note of any official seal for the University of Tennessee is found in the minutes of the Board of Trustees for October 20, 1821. On that date the secretary was authorized to acquire a seal for use by the University, but there is no evidence that it was actually procured. Two years later, on October 13, 1823, the president was authorized to expend money on a seal, but again there is no further indication that he actually did so. While the trustees' minutes do not mention the seal again until 1891, the University catalogs for 1869-1870, 1888-1889, and 1889-1890 show the following seals in use at those times (See seals 1, 2, and 3).

On March 5, 1891, the board authorized the president to have a suitable seal designed and cut for the University, and it approved the design on April 30. The seal would be used on official documents—diplomas and legal papers—signed by the president and secretary or on those documents ordered to be signed by special resolution of the board (See seal 4). The description of the seal in the minutes reads: "an elliptical field of gules bears in its centre a small escutcheon, with the coat of arms of the State of Tennessee. Above is a globe, upon which rests an open book. To the left is a transit, to the right a gear wheel, and below are two olive branches crossed enclosing the motto '*Veritatem cognoscetis, et veritas vos liberabit.*' [You will know the truth, and the truth will set you free.] Around the whole runs the legend 'The University of Tennessee, Knoxville, 1807.'" The 1807 date referred to the change in the name of the institution from Blount College to East Tennessee College. In 1898, on a motion from UT trustee Ed-



1



2



3



4



5



6



7

ward Terry Sanford, the date on the seal was changed from 1807 to 1794 to reflect the original date of the school's founding as Blount College (See seal 5). Thus, the modern seal was born.

In November 1961, a special color seal was approved by the trustees that had the elliptical field of gules in dull red, the escutcheon of the state coat of arms in gold, the globe in blue, the transit and gear wheel in silver, the olive branches in green, and the legend surrounding the elliptical field of gules in a band of gold. Though a description of the significance of the original symbolism does not exist, the trustees in 1961 believed that the book and the globe stood for worldwide enlightenment. The "XVI" indicated Tennessee as the sixteenth state in the Union. The items below, that is, the plow, the sheaf of wheat, the shock of grain, the tree, the word "agriculture," the ship, and the word "commerce," were taken bodily from the Tennessee state seal and symbolized the obviously specialized activities of agriculture, transportation, and trade. The cogwheel to the right represented industry and the transit to the left, science. The olive branches symbolized peace, and the Latin quotation was obvious.

The creation of the university system in 1968 necessitated a change in the legend which bordered the seal from "The University of Tennessee Knoxville" to "The University of Tennessee" (See seal 6). In 1986, when the University established official guidelines for the use of symbols and seals on various publications, a further change was ordered to render the seal more graphically appealing. The Latin motto was removed, and a slight change was made in the placement of the book and the globe (See seal 7). The present version is used on official stationery. Diplomas, however, still utilize the seal with the Latin inscription.

The mace, now used in academic processions, also has a long history dating back to ancient times when it was originally an offensive weapon. Used as a giant club, the mace became associated with the group of men protecting the king's person. However, in the mid-thirteenth century the mace began appearing at civic functions, and by the sixteenth century several European cities fabricated maces that were ornate and usually covered with silver. The first appearance of a mace in the United States was in 1756, when a silver mace was used by the colony of South Carolina.

The University of Tennessee first displayed the mace at the inauguration of Andrew Holt as the sixteenth president of the University in 1960. Designed and carved by University architect Malcolm Rice and decorated by physical plant General Superintendent Samuel L. Nelson (carpentry), Mrs. Peg Boarts, wife of chemical engineering Professor Robert Boarts (enamel inserts), professor of fine arts Kermit Ewing (coloring), and superintendent of chemical engineering laboratories Edward Honeycutt (chrome-plating), the mace was a gift to the University from those who produced it. The carvings and designs on the head of the mace represent the University's mission to serve the people of Tennessee. A keystone atop the mace represents UT's position as head of Tennessee's educational system. Flame carvings symbolize the torch of learning and service to others, while the enamel designs of Tennessee's state flower, the iris, which cover the head, signify the University's place as the state university and land-grant institution (See illustration of mace).

Flags, banners, and pennants have also had a long history in connection with universities and colleges, although they originally were used in warfare. European universities early acquired permission from the proper authorities to use heraldic insignia on their banners. In the U.S., universities have generally designed and adopted their own flags, often resembling those of their states.

In 1969, as the University of Tennessee celebrated its 175th anniversary, officials decided to authorize the creation of a University flag. While many people assumed that the orange and white banner that had been seen over the years at sporting events was an official flag, it did not bear the official stamp of the University.

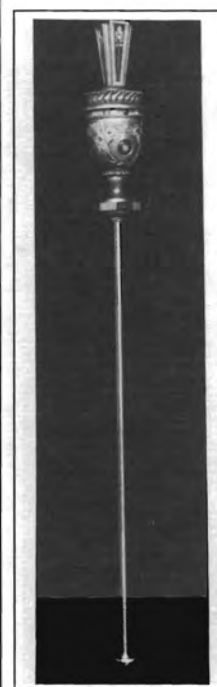
The Publications Service Bureau was commissioned to compose the flag, and staff artist Ted Williams drew five proposed designs. In June 1969, the Board of Trustees approved one of them as the official UT flag, and on Founders Day, September 10, 1969, the new banner was raised on UT campuses across the state (See flag illustration). The design included the following: three bars—orange, white, and orange—representing the three geographical divisions of the state and symbolizing UT's responsibilities as a state university and land-grant institution. In the center of the white bar is the flaming torch, the symbol of service. Circling the torch is the legend "The University of Tennessee" and the founding date of 1794. The legend and date are separated by branches from the victory wreath carried by the Volunteer Statue.

These official emblems of the University of Tennessee, together with better known popular symbols such as the Volunteer Statue, are visible witnesses to the dignity and importance of the University; they help to remind generations of alumni of its long history and its special role in the world of human affairs. As John Masefield, late Poet Laureate of England, once reminded us,

"There are few earthly things
more splendid than a University....
In these days of
broken frontiers
and collapsing values,
when the dams are down
and the floods are
making misery,
When every future
looks somewhat grim
and every ancient foothold
has become
something of a quagmire
Wherever
a University stands,
it stands and shines,
Wherever it exists,
the free minds of men,
urged on to full
and fair enquiry,
may still bring wisdom
into human affairs."



The Flag



The Mace

The College of Law



Tennessee Hall on West Main Street in Knoxville was the home of the College of Law from 1927 until 1950.

In the last decades of the nineteenth century the focus of legal education in the United States began to change gradually. The emphasis was on providing professionals to serve the nation's new industries and large corporations. At the same time, the study of law was beginning to be pursued through "scientific" and practical instruction. Instead of studying broad principles, students were to analyze specific judicial decisions by the case method. Additionally, instruction was to be less by lectures and quizzes and more by questions from the instructors and answers from the students—the Socratic method. Harvard Law School led the movement for change and other schools eventually came to acknowledge the utility of these new techniques in the instruction of future lawyers.

It was during this time of significant change in legal education that the University of Tennessee established a Department of Law in 1890. Good moral character, a good English education, and nineteen years of age were the only requirements for admission to the new department. The idea seems to have originated with Thomas J. Freeman, a justice of the Tennessee Supreme Court from 1870 to 1886, who became the school's first dean. With a passion for books and reading, Freeman was considered during his years on the bench as the second most learned man on the court next to William Cooper. Known as the "Great Dissenter" because of his independence while on the bench, Freeman was forced out of office in the "Judicial Clean Sweep of 1886," when a group of young lawyers successfully defeated four of the five incumbent justices. Three years later Freeman convinced UT President Charles Dabney to establish a Law Department that would be financially semi-independent, with instructional salaries coming from law student fees—\$100 per year, together with a \$12 incidental fee and a \$2 library fee. Freeman conducted his first class with nine students in February 1890 at his own office in the Deaderick Building on Market Street.

From the beginning, UT's Law Department maintained high standards with a two-year curriculum resulting in a license to practice and a Bachelor of Laws degree. No other school in the region required two years of study. Admission to the bar required only that applicants be twenty-one years old, have good moral character, and satisfy two state judges that they were qualified to practice law, but Dean Freeman set his sights higher. His objectives were, "First, to educate and train thoroughly young men who propose to practice the law in a knowledge of the elements of learning of the profession; second, to give a knowledge of the practice by moot courts, preparation and pleading, etc., so that they may be able to enter upon their practice with some experience in these essential matters; and third, to continue to labor to elevate the standing of professional learning."

In September 1890, the Law Department moved from Freeman's downtown office to North College on "the Hill." However, Freeman was forced to resign in early 1891 because of ill health and Henry Ingersoll, also a former judge, succeeded him. Under

Ingersoll's twenty-five year leadership, the department attracted increasing numbers of students, developed a more extensive law program, and achieved the status of a college in 1912. At the same time, the law school became a charter member of the American Association of Law Schools (AALS), admission requirements were raised to include a high school education, and the case method was accepted by most of the faculty (three professors, three lecturers, and two instructors in 1915) as a regular means of instruction. Enrollment grew from eight in 1890 to sixty in 1900 (the largest of any two-year law school south of Virginia) but dropped to forty by 1915 because of increased graduation requirements initiated two years earlier (a third year of study and the submission of a thesis before graduation). Successively housed in North College, Old College, and Ayres Hall, during Ingersoll's tenure the Law Department merged its functions with those of the University at large (1907-1908), making possible adequate salaries for the faculty and increased program standards. The department also admitted its first woman law student, Maude Riseden, in 1907. When Ms. Riseden graduated in 1909, she was not only the first female law graduate at UT but also the first in the South.

Professor Charles Turner, who had been with the department since 1892, did most of the department's teaching, fifteen hours a week, while Ingersoll taught six hours and served as dean. With salaries derived solely from law school tuition, Turner received most of the funds, about \$1900 a year. From 1890 to 1903, Ingersoll only received \$2500 in total salary.

In 1915, Ingersoll died and was succeeded by Turner. The new dean was a favorite with students for, "Mild of manner, affectionate of disposition, [and] magnetic in personality, he did not have to be a disciplinarian to maintain order in his law classes because he made the subject so interesting that you could not fail to give attention." Several years later dean of the University James Hoskins said of Turner, "He taught men the attitudes and characteristics of men, that they might be men as well as lawyers, and by infusing his own great spirit into them sent out better men and better lawyers."

The advent of World War I and the increased admission requirement of one year of college in 1917 drastically reduced enrollment in the college, but when Turner retired as dean in 1920, enrollment was again on the rise. Malcolm McDermott (LL.B., Harvard, 1913), a native Tennessean and Knoxville practitioner, succeeded Turner as head of the law staff of two professors, two lecturers, two instructors, and one library assistant. Under McDermott's guidance the college assumed a position of leadership among the bar of the State of Tennessee, developed the largest law library in the state, and began publishing the *Tennessee Law Review* (1922). It was also under McDermott that the case method was formally adopted by the college as a regular technique of instruction.

McDermott's job was not free from frustration, however. One of the most colorful members of the law school faculty was also the most troublesome. John R. Neal, a part-time professor from 1909 until 1917 when he became a full-time professor, developed quite a reputation as an eccentric—"brilliant, but quixotic." "The epitome of the absent-minded professor, he slept in his clothes, refused to take baths, and seldom graded students' papers while pursuing a teaching career." Dismissed by the trustees in 1923, Neal decided to open his own law school in Knoxville, proving a strong competitor for UT: The first year Neal attracted fifty-three students to UT's fifty-seven! He later assisted Clarence Darrow in the Scopes "Monkey Trial" of 1925 and ran for state office (losing twenty-eight statewide elections, nine for governor).

In 1925, the law school raised admission requirements to two years of college work and again experienced a drop in enrollment. In 1926, though, two welcome events oc-



Dean Charles Turner



Professor John R. Neal

curred. The college joined the list of schools approved by the American Bar Association and acquired its own building, Tennessee Hall, at the corner of Main and Henley Streets, formerly a girls' preparatory school and headquarters of the Home Economics Department.

Significant achievements continued during the 1930s, despite the strain placed on institutions nationwide by the Depression. The new dean in 1931, Henry B. Witham (LL.B., State University of Iowa, 1925), oversaw a staff of four professors, five lecturers, one instructor, and three library staff members. During Witham's tenure the law school began radio programs designed to educate the public about law and initiated an Annual Law Institute (1938), bringing together practitioners, judges, and educators to discuss changes in the law and the legal profession. The school was also honored when the *Tennessee Law Review* was chosen as the official publication of the Tennessee Bar Association (1930-1953). In 1938, the American Bar Association selected UT's Law College as one of only two in a state with over twelve law schools to receive its seal of approval (the other being Vanderbilt). "With high admission requirements strictly enforced, good standards of scholarship, competent teaching personnel, and an excellent library, the school ranks well among the better law schools of the South," the ABA reported. The dean was especially pleased with UT's higher than average graduation rate. Despite these honors, the college continued to experience trying times.

On May 13, 1940, a headline in the *Knoxville News Sentinel* read "35 U-T Law Students Write FDR To 'Be Less Belligerent'—Cease Non-Neutral Blasts—Lest He Get U-S into War." Uneasy with FDR's public statements about Hitler's goal of world domination, students warned of the danger of over-emotionalism. Despite the support of Dean Witham as to the students' right to express themselves, this stance elicited newspaper debates about propriety and resulted in the cancelling of speaking engagements by an enraged speaker and withdrawal of some alumni support. Once war began, the law school faced the question of its continued existence as enrollment dropped to 18 percent of its pre-war level of 102. Despite the financial drain, the University decided to keep the law school open.

Enrollment reached a low of twenty-three students in 1944 when Dean Witham retired and was replaced by William Wicker (LL.B., Yale, 1920; LL.M., Harvard, 1925). From 1944 on, however, Wicker and his six professors, one instructor, one lecturer, and two library staff members faced skyrocketing enrollments with the return of veterans, a rise from 23 students in 1944 to 304 in 1949. The increase in enrollment, in fact, did not end until 1952, when requirements were raised to three years of college work prior to admission to the law school.

The veterans who arrived on campus were different from other students. One alumnus described them as a "mixed bag of walking wounded." In one instance, Judge Robert Jones, known for his ability to produce a fine "pyrotechnic display of Jovian wrath," sent several of them scrambling for cover when he smashed a heavy law book onto his lecture table. Although he was just "dressing down" a student, the sound was like that of a bursting artillery shell. The large numbers of students entering college after the war required adjustments by the administration. Admission priorities were set favoring former students and Tennessee residents, and the faculty more than doubled in number.

The new influx of students severely burdened Tennessee Hall. Built in 1892, by the late 1940s it was "so run down that students were not allowed on the top floor because of the fire-trap syndrome (faculty were deemed more expendable or at least more fire resistant)." Forced to rent rooms from a local church, the college began making

plans to construct a new building closer to the campus. In April 1950, the new structure, specifically designed and built for the law school, with rooms for a library, moot court, and classes, was completed. Sixteen years later the building was named "The George C. Taylor Law Center" in honor of alumnus George Caldwell Taylor, a federal judge for the eastern district of Tennessee and president of his 1908 law class.

The college in the 1950s offered its students both diverse instruction and instructors. Some faculty taught by the case method, others by the problem method, seminars, tutorials, and lectures. Dean Wicker deemed the faculty both "talented" and "industrious" and a "group of well-qualified men whose pedagogical, social, and political ideas were diverse, so that our students might be beneficially exposed to a wide range of opinions and inspirations." Wicker himself was known to have "a profound knowledge of his subject which he transmitted with a simplicity and a gentle humor that showed he had an equally profound knowledge of his students." His teaching creed was "that law students deserve the best, and the best is not coddling, but an education which is both as relevant and as demanding as the best students can give."

Students also could benefit from the Legal Aid Clinic established in 1947 largely at the instigation of Charles Miller, who had pioneered in this area at Duke, where he had established the first such service in 1931. UT's was the second legal assistance program to be established in the United States and, designed primarily as a teaching tool, was an expression of Miller's philosophy that "to study the phenomena of law in society without books is to sail an uncharted sea, while to study books without clients is not to go to sea at all." Later judged as one of the best in the nation, the clinic attracted high student participation and, at one point, was called "the largest law office operated south of Washington, D.C."

The 1950s also saw the admission of blacks to the law school. Wicker spent many an anxious moment during 1950 and 1951 when it appeared that the college might be expelled from the AALS for the University's segregation policies. In 1952, after the



The George C. Taylor Law Center, which was occupied in 1950.

University acquiesced in court-ordered desegregation of its law and graduate schools, the College of Law admitted its first black, Lincoln Blakeney. Blakeney stayed only one quarter. The distinction of being the first black to graduate went to R. B. J. Campbelle, Jr., who entered in 1953 (the only black attending that year) and graduated three years later. Only three blacks were admitted to the law school over the next fifteen years, and it was not until the 1970s that the college aggressively sought minority students.

Throughout the next two decades, law school enrollments across the nation rose dramatically, and UT's College of Law followed suit. In 1960 enrollment was 135; by 1970 it was 416; and in 1972 it had reached 726. The dean who faced this situation was Harold C. Warner (J.D., University of Chicago, 1925) who replaced Wicker in 1963. Warner had been a member of the faculty since 1928, excepting the years during World War II when he served as a colonel in the Army Judge Advocate General's office. Called affectionately "Colonel" Warner, he was described as "a great human first," "learned in the law second," and "absolutely honest and forthright." The first steps taken under Warner's deanship were to raise the pre-law GPA and LSAT scores required for admission and to require a bachelor's degree from a four-year college for admission, beginning in 1967-1968. In accordance with national standards, the degree granted by the college was changed from an LL.B. to a J.D. To accomplish these goals, Warner now had at his disposal an excellent faculty of thirteen professors and two assistants in the Legal Aid Clinic.

Despite these measures, enrollment continued to climb during the 1960s, and faculty and administrators pressed for the construction of a new building and additional parking facilities. However, all that could be accomplished was the construction of an annex and some renovations to the Taylor Law Center, completed in 1971. On this note Dean Warner retired and was replaced by Kenneth Laws Penegar (J.D., University of North Carolina, 1961), a former law professor at North Carolina then in private practice in Washington, D.C.

Under Penegar's administration, as under Warner's, the first moves were to improve the faculty-student ratio of 33:1 (he had seventeen professors and five part-time staff) and to raise admission standards. International ventures with universities in Brazil, Germany, and England were also initiated. The faculty grew during the 1970s with the appointment of the first female law professors, Judith Ittig in 1972 and Martha Black in 1973, and the establishment of a Distinguished Visiting Professorship in 1974 and Distinguished Counselor-in-Residence and Distinguished Jurist-in-Residence programs in 1975. It was also during Penegar's tenure that two well-known members of the law faculty retired. In 1977 Elvin (E. O.) Overton left after thirty-two years at the University, during most of which time he was in charge of admissions and served as secretary of the college. A Harvard law graduate, Overton had a reputation for getting the students' attention through unorthodox means, including tap-dancing on tabletops, showering students with imaginary machine-gun fire, and lying prostrate on the floor, "levelled by the incoherence of a student." In 1983, another faculty member, Forrest Lacey, retired after thirty-two years of teaching at UT. Known as the legendary master of the Socratic method, a colleague once remarked facetiously that "Socrates was the first teacher to use the Lacey method." Lacey was also a champion of First Amendment rights throughout his years at the University, especially during a tense period when the highly controversial Highlander Folk School proposed moving to Knoxville during the student protest movement against U. S. participation in the Vietnam War.

In the 1970s and 1980s the college made increased efforts to attract minority students. Despite additional minority scholarships and the establishment of special admis-

sions criteria, minorities made up only 10 percent of those entering in 1989, and black enrollment fluctuated with only fifteen blacks enrolled in the law school in the late 1980s. It was also during the 1980s that the college appointed its first black professional administrator, N. Douglas Wells, and its first black professor, J. Otis Cochran. When Penegar retired in 1986, another first occurred with the appointment of Marilyn Yarbrough (J.D., UCLA, 1973) as dean. With her acceptance of the deanship, Yarbrough, previously professor of law and administrator at the University of Kansas, became one of the first female deans of a major U. S. law school and the only black dean of a major southeastern law school.

Yarbrough resigned in 1991. During her four-year tenure, she gave the law school much national visibility, serving on a variety of committees of the American Bar Association dealing with legal education. The vacancy created by her departure was filled by Richard S. Wirtz (B.A., Amherst, 1961, J.D., Stanford, 1970), who had been on the faculty since 1974. After serving a year as acting dean, Wirtz was named to the deanship on a permanent basis in 1992. His goal was the accomplishment of the long-sought project for building a new law school to replace the structure which the American Bar Association had repeatedly criticized as inadequate.

Since 1987, the college has striven for continued improvement in program and facilities. With applicants numbering close to one thousand, enrollments were limited to preserve the quality of instruction. Faculty rose concurrently to a total of twenty-six full-time and thirty part-time professors in 1992-1993. The curriculum was revised and plans were drawn for the proposed new College of Law facility.

The 1989-1990 academic year marked the one hundredth anniversary of the College of Law. The celebration included old-fashioned lawn parties and a visit by U.S. Supreme Court Justice Antonin Scalia. As it entered its second century, the college drew continued inspiration from the sentiments expressed by Dean Wicker in 1950:

The Lamp of Justice has a long wick and its oil is precious. The Lamp of Justice must be polished frequently if its light is to make visible the straight but narrow and rugged path that leads to the land of law and order.

[Source: Julia P. Hardin, "Polishing the Lamp of Justice: A History of Legal Education at The University of Tennessee, 1890-1990," *Tennessee Law Review*, LVII (Winter 1990); Lewis Laska, "A History of Legal Education in Tennessee, 1770-1970" (Ph.D. dissertation, George Peabody College, 1978).]

The College of Nursing

In 1991, the College of Nursing at the University of Tennessee, Knoxville, celebrated its twentieth anniversary, but the event was merely a small milestone in the long history of nursing education in the United States. Nursing was early associated with women, whose special duty was believed to be the care of the sick and poor. Both Catholic and Protestant theology endorsed the idea; it was not until the nineteenth century that enlightened doctors and social reformers realized that, with training, nurses could do more than simply care for patients: they might help to cure them. What was once a duty was transformed first into an occupation and then into a profession.

The reform of nursing began in England, sparked by the work of Florence Nightingale during the Crimean War. The birthplace of nursing education was St. Thomas's Hospital in London, where Nightingale's theories were put into practice beginning in 1860. Thirteen years later, the first nursing schools—associated with hospitals—were founded in the United States, all in the Northeast. The idea spread rapidly; by 1890, there were thirty-five such schools in existence. As hospitals were founded, additional schools were created. By 1927, over two thousand hospitals kept their wards supplied with student nurses from their own schools.

To some nursing leaders, the proliferation of hospital schools was a mixed blessing. While it increased the supply of nurses, it often diluted the quality of education offered. Many hospital schools lacked libraries or paid instructors, and few had formal curriculums. Critics claimed that the schools existed less to train nurses than to provide cheap nursing services for hospitals. The alternative proposed by reformers was collegiate training leading to a bachelor's degree in nursing at regular colleges and universities.

The College of Nursing facility on Volunteer Boulevard was constructed in 1977.



The movement for baccalaureate education began during World War I, and by 1926 some twenty-five colleges and universities were offering bachelor's degrees in nursing.

The progress of professionalization was inexorable but slow. By 1954, only 7.2 percent of nurses held a bachelor's degree, and many were not in nursing. Impetus toward collegiate training was given by federal legislation providing funds for such education, beginning in the 1930s. Additional factors in the movement for elevating the level of nursing education were the growing shortage of nurses, particularly after World War II, and the women's movement, which demanded greater equality for women in the field of medical education. A 1948 report by the National Nursing Council boldly proclaimed the goal of baccalaureate education for all future nurses and recommended the gradual elimination of hospital programs.

Despite opposition from the hospital schools, the transition to collegiate education proceeded almost inevitably. In 1952, the first associate degree programs were initiated, and by 1972, 37 percent of all nurses had been so educated. By then also, over 20 percent of nurses held bachelor's degrees. However, it was apparent that neither the supply of nurses nor of instructors for the new nursing schools could be met without the establishment of additional bachelor's and master's degree programs. In Tennessee the recognition of these needs was illuminated by studies in the 1960s that disclosed a state ratio of 175 nurses per 100,000 population alongside a national average of 313 per 100,000. To combat this "nurse crisis" there were only two state-supported baccalaureate programs, one at UT Memphis, and the other at East Tennessee State University. It appeared logical to establish another state school in Knoxville. The presidents of the Knoxville Academy of Medicine and the Tennessee Nurses Association agreed. A study initiated by the Tennessee Higher Education Commission reported in 1968 that a baccalaureate program should be organized at Knoxville and that the existing master's degree program should be transferred from Memphis to Knoxville.

The state legislature accepted the recommendation and in 1969 mandated the establishment of a School of Nursing at Knoxville. Two years of planning were required before the college could become functional. Leadership of the school was assigned to Sylvia Hart, a New York University Ph.D. and recently associate dean of the School of Nursing at the State University of New York at Buffalo. She was persuaded to take the position despite a blinding snow storm she encountered on her first visit to "the South" on April 6, 1971. What attracted her was the opportunity of building a program "from scratch." During her first year, three faculty were hired, a curriculum developed, admission criteria established, and the first students admitted. With the establishment of the B.S.N. program, the University Hospital's diploma school of nursing was phased out, graduating its last class in 1974. That same year, Hart's title was changed from program director to dean. Three years later the School of Nursing became a college.

Facilities were almost nonexistent until 1977 when the College of Nursing building was completed, funded by grants from the U.S. Department of Health, Education, and Welfare and the Tennessee legislature. Before then, faculty shared offices in Austin Peay, Temple Court, Alumni Hall, the basement of Henson Hall, and the building now housing the Black Cultural Center. It was not until the summer of 1977 that the new building was opened for classroom use.

During the next decade, the curriculum was updated and modified to meet the changing health needs of society and to incorporate new knowledge and nursing skills. The 1977-1978 academic year saw the introduction of the first master's program; a doctoral program was established in 1988. An innovation was a master's program for non-nurses who held bachelor's or master's degrees in other fields. In 1988-1989, the College



Sylvia Hart, dean of the College of Nursing from 1971 to 1992.

of Nursing was granted unconditional continuing accreditation for the next eight years, with no recommendations or areas cited for improvement, an action that occurs less than 1 percent of the time.

Over the years, college traditions also developed. The dean honored the first graduating class with a picnic and spaghetti dinner at her home; it became an annual event with all faculty and graduating seniors in attendance.

From its establishment until 1993, the College of Nursing graduated 1,605 students with baccalaureate degrees, 412 students with master's degrees, and 3 students with Ph.D. degrees. In 1993, there were twenty-one doctoral candidates in the Ph.D. program. To handle the increased number of students, the faculty grew from the original four to thirty-three, with almost half holding the doctoral degree. In 1988-1989, the American Association of Colleges of Nursing ranked UT, Knoxville, as having the nineteenth most qualified nursing faculty out of 172 schools in the country in terms of the percentage of doctorally prepared faculty.

Despite the youth of the College of Nursing in the overall history of the University of Tennessee, its accomplishments have added measurably to the University's reputation. Dr. Hart's comments in 1982 at the college's tenth anniversary celebration reflected pride in the past while anticipating an even more successful future:

I am proud that our college's commitment to the importance of high quality baccalaureate and graduate nursing education has been made visible. I believe that this phenomena occurred because we capitalized on the diversity of our students, our faculty, our university, and our community. We were able to harness all of that creative energy and to channel it in very productive ways. But we have just begun.

[Source: Patricia Gentry Droppleman, "Collegiate Education for Nursing: History of The University of Tennessee, Knoxville, College of Nursing, 1971-1984" M.S. Thesis, University of Tennessee, Knoxville, June 1984; Stella Bingham, *Ministering Angels* (Oradell, 1979).]



A student nurse checks the blood pressure of a UT employee during Knoxville's Operation Health Check, 1983.

The College of Social Work

The 1992-1993 academic year marked the golden jubilee of the UT College of Social Work. Born in an era of depression and world war, the school opened on September 1, 1942, with an acting director and five full-time faculty. During the intervening half-century, the school expanded from its original site in Nashville to Knoxville and Memphis, enlarged its faculty sixfold, enhanced its curriculum to include a doctoral program, was elevated in status to a college, and produced thirty-eight hundred graduates, many of whom have gone on to illustrious careers in the academic area and in the practice of social work.

Both the Great Depression and World War II shaped the creation of the school. The hard times of the 1930s prompted the employment of social workers to counsel and assist the millions in need; the war produced shortages in social work agencies as manpower was drained off by military requirements. Farsighted social work administrators recognized that the postwar period would demand even more trained personnel to assist in rehabilitation and vocational education programs for returning veterans.

Lora Lee Pederson was one of these farsighted individuals. A social work faculty member at Scarritt College in Nashville, she persuaded the heads of Scarritt, Vanderbilt, and Peabody—all in Nashville—to apply to the Rockefeller-funded General Education Board for a grant to launch the new school. The project had been endorsed by a statewide committee and by the National Association of Social Work.

Pederson was attending a national conference when she received a telegram in May 1942 that the Rockefeller Foundation had made the award—\$40,000—to start a school of social work in Nashville. Pederson and her colleagues moved rapidly to assemble a faculty and locate a building. The school opened at a former fraternity house in September with thirty-six students. Within two years it received accreditation from the American Association of Schools of Social Work and awarded its first degrees. But one of the faculty's most difficult tasks during these early years was combatting popular misconceptions about schools of social work: that they were finishing schools to teach ladies the social graces or centers of socialist and communist indoctrination!

While enrollment burgeoned during the next few years, the school's financial situation worsened. In June 1950, Vanderbilt announced that it was terminating its support. UT came to the rescue and on July 1, 1951, the school became part of the University of Tennessee. At the same time, it acquired a new director, Sue Spencer, formerly executive secretary of the American Association of Schools of Social Work. Pederson went on to the University of Texas to start a school of social work there.



Director Lora Lee Pederson, 1942-1950.



Director and Dean Sue Spencer, 1950-1973.



Dean Ben Granger, 1973-1988.

During the decade of the fifties, the school underwent major changes: the inauguration of branches at Memphis and Knoxville, the admission of black students, the establishment of scholarships and loan funds, the creation of an alumni gift program, and studies concerning the feasibility of a doctoral program. The full-time student body ranged from seventy-five to eighty-five and the faculty from ten to sixteen. The physical facilities in the first building became cramped, but students enjoyed the backyard garden socials, the commencement lawn parties at which thesis drafts were burned on the trash pile in the nearby alley, and the Halloween frolics to which the women students invited males from the local Mortuary College. They came dressed, fittingly, as skeletons and ghosts. There were advantages, however, to the school's relocation in 1957 to the former Methodist Publishing House and Book Store, despite its antiseptic character.

The school celebrated its twenty-fifth anniversary in October 1967 with a two-day colloquium featuring Dean Ernest F. Witte of the San Diego College of Social Work as principal speaker, Vanderbilt Chancellor Alexander Heard offering welcoming remarks, and UT President Andy Holt serving as master of ceremonies at the celebratory dinner. The school now had 170 full-time students and thirty-four full-time faculty and had already awarded 767 master's degrees. The Knoxville branch, headed by Gideon Fryer, offered a full two-year curriculum leading to a master's degree; the Memphis branch, which had been forced to shut down for budgetary reasons from 1960 to 1965, now reopened under director Eugene Ratajczak.

The national "War on Poverty" during the 1960s produced large-scale federal funding for students in social work programs, and the school profited by the government's largesse: almost \$350,000 was received by students and faculty in 1968-1969 in the form of stipends, teaching grants, and research and training awards. The curriculum reflected contemporary concerns with problems of poverty, family planning, and child care. In 1968, the students showed their own concern for the social problems around them by collecting more than \$2,000 which they donated to the Nashville Urban League. On another front, they began attending meetings of the Nashville local government's council to urge the adoption of equal opportunities ordinances.

In 1971, the school moved into the downtown building erected to house UT Nashville, a new center for the University's varied activities in the Nashville area. The center was embroiled in civil rights litigation from the outset, black groups charging that the UT presence would draw white students from nearby Tennessee State University and thereby perpetuate a segregated system of higher education in the Nashville area. A by-product of the suit was the court-ordered removal of the School of Social Work to the Tennessee State campus in 1973.

Despite its new location, the school remained part of the University of Tennessee. Concurrent with the relocation came a change in the headship of the school. Sue Spencer retired in the summer of 1973 and was replaced by Ben Granger, a Brandeis University Ph.D., who had come to UT as associate dean a year before. Granger now bore the title of dean, the rank to which Spencer had been elevated shortly before her retirement. As dean, Granger set up his office on the UT, Knoxville, campus.

Under Granger, preparations continued toward the introduction of a doctoral program, and in 1983, it was begun. Another innovation was the initiation in 1975 of specialized professional education courses for practicing social workers in such areas as geriatrics, rural justice, and family violence through an Office of Continuing Education. But as the school moved into the decade of the 1980s, it was challenged by the nationwide retrenchment in funds for social programs. At UT, federal grants and contracts de-

clined; greater dependence on state support followed. Curricular offerings expanded at the lower end even as the doctoral program was launched. A Bachelor of Science in Social Work degree, originally under the College of Liberal Arts, was transferred to the College of Social Work in 1985, a name change that occurred the same year. Continuing education received new emphasis as the college undertook to assist the Tennessee Department of Human Services in standardizing the training given to newly licensed social workers.

As it neared the half-century mark, the college could take particular pride in its success in promoting desegregation and in providing opportunities for black social workers. The School of Social Work had admitted blacks almost from the beginning. Lucille Evans Dean, the first black graduate, recalled the “tense times” she experienced in Nashville but also appreciated the way she was “accepted” by her classmates. By 1957, twenty-two blacks had attended and seven had received degrees. While race relations within the school were sometimes “awkward,” blacks were elected to student offices frequently. The school also had the distinction of appointing the first black faculty member at the University of Tennessee, Frances Winkfield, who joined the staff in 1964. In 1978, Granger received a special award from the UT Commission on Blacks for his efforts to recruit and retain black students, faculty, and administrators, and for initiating equal opportunity programs. By then, 14 percent of the faculty consisted of African Americans. Symbolic of the college’s pioneering efforts, Lou Beasley, director of the Nashville branch and one of the college’s female black faculty, was named the University Macebearer in 1986, the first member of the social work staff ever to be so honored.

The college entered the final years of its first half-century under a new dean, Eunice Shatz, who assumed the position in 1988, upon Granger’s decision to return to teaching. With a doctorate from Brandeis, Shatz had served as dean of the Graduate School of Social Work at the University of Utah and as executive director of the Council on Social Work Education. Conscious of the cutbacks in social welfare programs at the governmental level, Shatz was determined to employ the faculty’s talents in the research that would enable planners to design new and practical social policy programs for the decades ahead. Shatz was also concerned with more clearly defining the identity of the college, occupying as it did the unique role of “one entity housed in three cities with three distinct communities.”

Four years into her job, Shatz was filled with enthusiasm and optimistic for the future. She knew the college was operating on strong foundations: the graduate program was receiving four times as many applicants as it could accept—seven hundred applicants for 180 places. The baccalaureate program had nearly doubled. Faculty were actively engaged in research; the college had a director of research; no other school in Tennessee offered the master’s degree in social work. Upon this foundation Shatz was sure she could expect the College of Social Work to pursue its historic commitment to “the values of social justice, enhanced quality of life, and productive activity which is respected in environments made more human by those who inhabit them.”

[Source: Claire Keene, *A 50-Year Scrapbook of the University of Tennessee College of Social Work* (Knoxville, 1992).]



Dean Eunice Shatz, 1988 – .



The UT College of Social Work celebrated its fiftieth anniversary in April 1992.

The Space Institute

The University of Tennessee Space Institute, located in Tullahoma, Tennessee, has an intriguing history. The Institute is closely connected with the neighboring Arnold Engineering Development Center, a vast, sprawling Air Force facility that employs more than three thousand persons, military and civilian, and operates the most advanced and largest complex of aerospace flight simulation test facilities in the world. The center arose from the realization immediately after World War II that the Germans were well in advance of the United States in jet propulsion technology. A team of American scientists, including Dr. Frank Wattendorf, an M.I.T.-trained aerospace engineer, surveyed the German scene and recommended that the Nazi test facilities be dismantled and removed to this country.

Wattendorf suggested the establishment of an American test center where experiments could be conducted on the new jet engines and swept-wing aircraft which the Germans had been developing. The recommendation was endorsed by Dr. Theodore Von Karman, a German-trained aerospace scientist who was science adviser to General Henry H. ("Hap") Arnold, chief of the Army Air Forces.

In 1949, Congress approved the establishment of an American test facility, and the site selected was Camp Forrest, a World War II Army Training Center near Tullahoma. It was named in honor of General Arnold and was officially dedicated by President Harry S. Truman on June 25, 1951. The Arnold Engineering Development Center began by utilizing the captured German test facilities, which had been shipped to the United States in the aftermath of World War II. The center also utilized the talents of former enemy scientists and engineers who had been identified by American scientists in their survey of German technology at the end of the war and recruited to serve in the United States.

Von Karman's recommendation to General Arnold for the creation of the test center also included a proposal for associating it with a civilian academic university program. What was to become the UT Space Institute grew from very small beginnings. In 1952, undergraduate courses were offered by the UT Extension Division to Arnold's personnel; in 1956, graduate courses were initiated under the auspices of the UT Graduate School. The first three courses were English, mathematics, and economics. Professor Joel Bailey was the first resident director of the graduate program; Professor Robert L. Young succeeded him. By 1963, twenty master's degrees had been awarded.

In that year, the program was vastly enhanced when the state legislature authorized the creation of a separate graduate Space Institute offering doctoral degrees, and shortly thereafter a new facility was built on 365 acres of land donated by the U. S. Air Force. Under the energetic leadership of a German-trained aerospace scientist, Dr. Bernhard H. Goethert, its first director and after 1971 its first dean, the Institute began its path to



The control room of the Coal Fired Flow Facility at UTSI.

distinction as an internationally known center for advanced education and research in space and environmental science and engineering.

Organizationally, the Space Institute is a major campus in the UT system, with its own vice president, but academically it is administered by the Graduate School of the Knoxville campus. From the time of its establishment, on September 24, 1964, through December of 1992, the Space Institute awarded 935 Master of Science degrees and 175 doctoral degrees. One of the more famous alumni is Henry W. (Hank) Hartsfield, a NASA astronaut and administrator, who received his master's degree in engineering science from UTSI in 1971. Hartsfield has served as mission commander of several shuttle flights.

UTSI receives major government contracts and operates in close association with the Air Force's Arnold Engineering Development Center. In 1990, the U.S. Army Strategic Defense Command awarded UTSI a \$2.1 million "Star Wars" contract for research on an electric gun, known as a "railgun," designed to destroy enemy missiles. This contract permitted UTSI to continue work that it had started in 1987. Also in 1990, the U.S. Department of Energy awarded \$9.7 million to the Space Institute to continue developing magnetohydrodynamic (MHD) energy technology. Scientists maintain that coal fired plants with MHD generate power more cleanly than conventional plants. These contracts comprise just a few of the many research projects under way at the UT Space Institute.

In 1989, the Institute celebrated its silver anniversary, boasting a full-time faculty of forty-six, an administrative and operating staff of over two hundred, more than five hundred students, and an alumni of over eight hundred degree holders. By 1993, the number of alumni had grown to more than one thousand, and the Institute's graduates received their degrees in June of that year at their own campus—for the first time. UT President Joseph E. Johnson, congratulating the degree recipients, emphasized that the Space Institute offered its students the biggest bargain in graduate education and at one of the most attractive campuses in the country. As the Institute approached its thirtieth anniversary, the future of space research appeared brighter than ever, grounded in three decades of social achievement and in one of the most successful government-university relationships ever experienced.



The University of Tennessee Space Institute.

The Graduate School of Library and Information Science



Temple Court, the home of the Graduate School of Library and Information Science since July 1, 1971.

The Graduate School of Library and Information Science is only twenty-two years old, but library education had its beginnings at the University of Tennessee far earlier, in 1928. In that year the College of Liberal Arts initiated an undergraduate program designed to prepare school librarians. Sixteen years later the program was moved to the College of Education, which established a Department of Library Service. In 1958, a master's degree in instructional material was introduced, and in 1964, the degree was re-designated a master's in library service. Despite the changes, the chief purpose of the program was still the training of school librarians.

In the 1960s, the focus of library education shifted as new technology in the form of computers and telecommunications was introduced into library systems. At the same time, the nation and particularly the South began experiencing a severe shortage of trained librarians for the region's growing population. These concurrent developments provided impetus for a movement to establish a separate graduate school in library education. Spearheading the movement at the University was a UT alumna, Dorothy Ryan, who had received her master's degree in library science from Columbia University in 1950. Starting as head of circulation at UT in 1944, she became head of the Department of Library Service in 1959 and worked assiduously to garner support across the state for the establishment of a graduate school of library science at the Knoxville campus.

Ryan's efforts and the support of the Tennessee Library Association bore fruit in 1968, when Vice President for Academic Affairs Herman Spivey appointed a committee to investigate the current and future need for librarians. The study produced convincing evidence that Tennessee required more and better trained librarians. Two large obstacles had to be overcome, however: a shortage of funds and Memphis State, which was promoting the idea of a library school on its campus. After studying the competing demands of the two institutions, the Tennessee Higher Education Commission decided that UT was better suited for the purpose. Approval for the new graduate school was secured on May 26, 1970, and on July 1, 1971, the school opened in Temple Court with the faculty of the old Department of Library Service under the directorship of Gary Purcell, a doctoral student at Case Western Reserve University.

Purcell worked closely with the faculty to establish a revised course of study. Despite one faculty member's reservations about the speed with which changes were being made, the school opened with a greatly altered curriculum. The GSLIS also faced an

outside challenge to its control; the College of Education wanted to retain jurisdiction over those aspects of the new school's curriculum that pertained to librarians in public education and also desired joint appointments for faculty who taught school librarianship. A short-term compromise was reached with the College of Education, and the school proceeded with its goal of obtaining accreditation in the shortest time. Consultants recommended that new positions be filled with Ph.D.'s since only one faculty member held a doctorate (Ed.D.) and that salaries be increased to attract qualified candidates.

The GSLIS began its first year with six full-time faculty members, including the director, and two who held one-year appointments. Almost immediately the school enlarged its responsibilities by offering extension courses in Chattanooga utilizing part-time faculty, despite contrary advice from Tennessee Higher Education Commission consultants. By 1974 the extension courses had been cancelled because of low turnouts and unfavorable evaluations. The misadventure did not prevent the GSLIS from receiving accreditation in January 1973, retroactive to July 1, 1971.

In 1978, Purcell resigned as director and was replaced by Ann Prentice. From the start, Prentice had to deal with an impending reaccreditation process, which was successfully completed in the spring of 1979. As past self-studies had revealed, the research and scholarly activity of the GSLIS faculty was too little. Unless it was increased, further accreditation would be jeopardized. The faculty resolved to accelerate research; it also moved to offer evening classes to attract part-time students.

In late 1980 and early 1981, Prentice proposed changing the school's name to the Graduate School of Information Studies. Prentice was wary of the future for traditional librarians and information professionals because of decreasing enrollments and increased attention given to technology. The recommendation was discussed by the faculty, and in March 1981, it was voted down as too risky a move.

Ann Prentice left in 1988, having established a legacy of improved finances by virtue of contracts she initiated with the Oak Ridge National Laboratory, which, in 1988-1989, brought in \$1.1 million. With Prentice's exit, Gary Purcell once again assumed the directorship.

Since its establishment in 1971, the Graduate School of Library and Information Science has expanded physically and grown in stature. Originally occupying only the first floor of Temple Court, it now fills the whole building. While enrollment has fluctuated, it has averaged seventy to eighty full-time equivalent students. Faculty salaries for new appointees have increased and the base budget has tripled, but unfortunately, the operating budget has not been enlarged proportionately.

The GSLIS's vision of the future is focused toward strengthening not only itself but also the University and the local information community. The school's goals include full faculty strength, strong instructional and research alliances with other academic units, more extensive relationships with state and regional information providers and creators, the establishment of a Center for Information Studies, the acquisition of technology that will draw superior faculty and graduate students, increased research productivity, and an interdisciplinary curriculum dealing with information transfer.

As the University of Tennessee's Graduate School of Library and Information Sciences is now the only accredited library information science program in Tennessee and one of only fifty in the nation, it has the opportunity to broaden its services and to have a far-reaching impact on the growing field of information studies.

[Source: Pauline Wilson, "The Graduate School of Library and Information Science: A History," UT, Knoxville, May 1989.]

Graduate Education

UT formally established a Graduate School in 1912. Graduate education at the University, however, preceded that event by almost a century. In 1827, East Tennessee College, UT's ancestor, conferred a "Master of Arts in Course" degree to James McBath, a faculty member at the fledgling institution. McBath's achievement was somewhat phenomenal. In 1823, he had received a bachelor's degree from the college and was also appointed a "tutor" at a salary of \$250. Eleven days later, he was promoted to the rank of professor of mathematics and natural philosophy—but at no increase in salary!

The award of the M.A. degree to McBath four years later, however, was less of an accomplishment than is apparent. The M.A. in Course was a vestige of colonial times, when graduates of the early colleges could apply for the degree three years after receipt of the bachelor's degree and upon payment of a fee. Post-revolutionary colleges continued the practice of awarding such honorary graduate degrees to their own alumni who qualified, it is said, "by staying alive, and out of trouble for three years after graduating from college and by giving very modest evidence of intellectual attainments." East Tennessee College's 1829 bylaws modified these requirements only slightly, adding the performance of certain assigned "exercises"—which were not defined—and the payment of a fee. Between 1827 and 1879, when this degree was officially dropped, some sixty-seven such M.A.'s were conferred, and between then and 1895, seven additional individuals received the degree, presumably because they had qualified before the 1879 deadline.

By the end of the nineteenth century, American graduate education had become transformed under the influence of the German universities, which introduced the idea of "scientific research" pursued in seminars and expositied in the form of a dissertation. The first American university to adopt the German model—in a modified fashion—was the new Johns Hopkins University in 1876, under its first president, Daniel Coit Gilman. Within the next twenty-five years, the earned Ph.D. had become the hallmark of graduate education at such universities as Hopkins, Clark University, the University of Chicago, Harvard, Yale, and Columbia.

The University of Tennessee followed suit in 1879 but on a lesser scale. Seven years earlier, East Tennessee University (as the institution was so designated) had announced that a master's degree might be earned upon presentation of an original thesis, but it was in 1879 that formal graduate instruction was initiated, leading to such earned advanced degrees as Civil Engineer, Mining Engineer, Master of Arts, and Doctor of Philosophy. The degrees all required coursework completed in residence; the fields of study authorized were mathematics, languages, chemistry, and engineering. In 1893, the first Master of Science degree was awarded.

By now the University was under the presidency of Charles Dabney, himself the first head of the institution with an earned doctorate. Dabney proceeded vigorously to enhance the quality of both graduate and undergraduate education. Eliminated was the Ph.D., which had been awarded only twice since 1879 (to two brothers, William Isaac Thomas and Price Thomas), presumably because Dabney did not feel there were enough qualified faculty to offer it. He cleaned house among the staff, firing eight of the University's nine faculty members. In their place, he appointed graduates from such places as Cornell and the University of Virginia.

Dabney prided himself on this controversial achievement: "As I look back on those . . . days at the University of Tennessee, I wonder how we ever got so many great and good men to join us. . . ."

Critics decried the invasion of "Yankees" and "foreigners" to the faculty, but Dabney kept to his course. James Hoskins, a later president of the University, spoke in admiration of three of Dabney's appointees as the "great triumvirate" who gave credibility to the University and its graduate programs when they needed it most. (The three were Thomas W. Jordan, a classical scholar, who came to the University in 1888 and served as head of the Literary Department and later as dean of the college; Cooper D. Schmitt, a mathematician who joined the faculty in 1889 and succeeded Jordan as dean of the college in 1907; and Charles E. Wait, who arrived in 1888 as professor of chemical and metallurgical engineering and whose distinction earned him election as a Fellow of the Chemical Society in London.)

Dabney's administration also witnessed the transformation of the University into a coeducational institution in 1892, and by 1898, the first of the women students had earned an M.A. degree in English. She was Elizabeth G. Keiper, and her graduate degree may have been the first in the South awarded to a woman.

Under Dabney's successor, Brown Ayres (1904-1919), the graduate program grew significantly, and a separate Graduate Department was created with equal status to the other colleges and professional schools. Ayres also established a Committee on Graduate Study to review candidates for admission and to approve new courses. From its inception in 1904, and for a number of years thereafter, the committee consisted of James D. Bruce, Charles E. Ferris, and Charles H. Shannon. Bruce chaired the English Department, where he taught medieval literature and had a distinguished career as a scholar, serving at one time as president of the Modern Language Association; Ferris was the first dean of the College of Engineering; Shannon taught Greek and Sanskrit languages. Graduate enrollment remained small during Ayres's tenure, however, rarely numbering more than ten in any year.

Until 1936, the Graduate School (which had been so designated in 1912) was administered directly by the president, but in that year Fred C. Smith, then serving as registrar and director of placement in the Harvard Graduate School of Education, assumed the new post of dean of the Graduate School. In 1945, he was also named vice president of the University, holding both positions until 1948. When Hoskins persuaded Smith, a graduate of Simpson College, Iowa, with master's and doctoral degrees from Harvard, to come to UT, he made clear that the move did not herald the inception of doctoral programs at Knoxville. Few doctorates had been awarded over the past years in any case. Hoskins's interest, he announced publicly, was in strengthening the master's program: "Perhaps in the not too distant future we will have the facilities to give this degree [the Ph.D.]." That time did not come until 1943, when the doctoral program in chemistry was introduced.



Fred C. Smith, dean of the Graduate School, 1936-1948.

Pragmatic, scholarly, and moderately autocratic, Smith oversaw a significant expansion of graduate education during the dozen years of his administration. Graduate enrollments rose from about six hundred to over two thousand by 1948. In 1937, thirty-four departments were offering graduate instruction; by 1949, there were master's programs in fifty-four fields and doctorates in thirteen.

The doctorate had been introduced slowly. The medical units at Memphis, part of the University since 1911, petitioned for the right to offer a Ph.D. in 1928 and, despite some initial reluctance on the part of the Knoxville graduate faculty to approve the request, the program was approved. The Ph.D. program thus instituted was the first such in the South. Not until 1943 was another program, in chemistry, authorized. Doctorates in physics, English, and mathematics followed quickly; John Fuzek was the recipient of the first doctoral degree awarded on the Knoxville campus, in chemistry in 1947. By 1964, doctoral programs in thirty-three fields were being offered at UTK.

Fred Smith was succeeded as dean in 1948 by Eugene Waters, and shortly thereafter the Graduate School confronted the crisis of racial integration. Tennessee, like other southern states, resisted integration of whites and blacks at all levels of education, applying the rule of "separate but equal" which the U.S. Supreme Court had laid down in the *Plessy* case in 1896. Although that case had centered on racial discrimination on railroads, the principle was quickly applied to education. Not surprisingly, then, when six blacks applied for admission to graduate programs at Knoxville in 1939, they were denied admission by a local judge on the ground that equal training for the applicants was available at the black Tennessee Agricultural and Industrial College (now Tennessee State University) in Nashville. In cases where such equivalent education was not available at the black institution, the judge noted, the state legislature had provided, in 1937, for scholarships to permit blacks to secure their education outside the state. An appeal to the Tennessee Supreme Court three years later proved unavailing, the court this time observing that the state legislature in 1941 had provided for upgrading the state's black public colleges to allow them to offer equivalent—but segregated—graduate education to blacks.

The University's trustees remained unmoved over the next decade, fearful of alienating the public by moving ahead of contemporary segregationist attitudes. In 1951, however, under an order from the federal district court in Knoxville, the first blacks were ordered admitted to the University—two in the Graduate School, Gene Mitchell Gray and Jack Alexander, and two in the law school, Lincoln Blakeney and Joseph Patterson. Of the four, only two actually entered the University. Blakeney spent one quarter in the law school and then withdrew. Gray's career proved to be both somewhat bizarre and also tragic. After taking undergraduate courses for a year and a half from January 1952 to March 1953, he transferred to Lehigh University but left that institution without securing a degree. He led a somewhat checkered life thereafter, claiming to have a medical degree, changing his name to Ghen Raj, organizing a number of companies allegedly to develop and sell high tech biological and medical instruments, and persuading numerous people to invest money in the enterprise. In 1987, while residing in Amherst, Massachusetts, he was charged with a number of crimes, including defrauding investors in his company of some \$90,000. The case dragged on for two years without ever coming to trial. On April 18, 1989, Gray was found dead in his Amherst apartment, following an accidental fall. He was fifty-nine years old. The obituary in the *Knoxville News-Sentinel* identified him as a physician.

Desegregation moved slowly at UT. In August 1954, Lillian D. Jenkins received a master's degree in special education, the first black to achieve that distinction at the

University. Two years later, Roy B. J. Campbell, Jr., received a law degree, but the precedent was not acted upon very rapidly: only three more blacks were admitted to the law school over the next fifteen years. In June 1959, the first doctoral degree, an Ed.D., was awarded to a black, Harry S. Blanton. Desegregation of the Graduate School proceeded slowly but steadily during the next decade, with as many as ninety-seven African-American students enrolled in 1968. By the 1970s, the enrollment had nearly trebled, but despite efforts to recruit minority students, the number by 1993 still had reached only 367.

International enrollment was less controversial and has had a longer history. The first recorded student from abroad was one Stamas S. Trikaliotes from Greece, who was awarded an M.A. in 1844. This did not presage any influx of foreign students, however; that would not occur until after World War II. By the early 1960s, there were about one hundred international students on the campus; by 1980, the number had quadrupled, and in 1993, it totalled 571. By then, the University had come to appreciate the value of a diverse student body in the education of both undergraduate and graduate students and through its Center for International Education was making an organized effort to promote the admission of foreign students and the education of UT students at universities in other countries. Some of the foreign students pursuing graduate degrees came by virtue of contracts or exchange agreements with universities in India, Chile, Brazil, China, Germany, and Jordan.

An opportunity in India lured Dean Dale Wantling (who had succeeded Waters in 1957) away from Knoxville in 1960. His successor as graduate dean was Hilton Smith, a Harvard Ph.D. and a professor of chemistry, who had been instrumental in developing the University's doctoral program in that field. Under Smith as dean, and after 1968 as vice chancellor for graduate studies and research, the Graduate School achieved its present prominence.

Personable, frugal, efficient, forceful, and slightly authoritarian, Smith commanded enormous respect both on the campus and elsewhere in the academic community by virtue of his scholarship and integrity and his commitment to excellence in education. His own experience as a research chemist worked to the advantage of the Graduate School. During his career, Smith directed the research of over forty candidates for the Ph.D. degree and was the author of more than 130 articles in his field. Smith inspired confidence among faculty and administrators and gave purposeful direction to the Graduate School. By the time of his retirement in 1976, Smith had witnessed the initiation of more graduate degree programs than in any previous comparable period: twenty-six at the doctoral level and thirty-four at the master's. Jack Reese, who served as assistant dean of the Graduate School from 1965 to 1970 and as dean from 1970 to 1972, recalls the decade of the 1960s as a period of "simply explosive growth." Under Smith's administration, a Ph.D. in biomedical science was organized under the joint direction of the University and the Biology Division of the Oak Ridge National Laboratory. Graduate programs were also developed at Memphis, Nashville, Tullahoma, Chattanooga, and Kingsport.

Smith's successors—Evans Roth as vice chancellor for graduate studies and research and Margaret Perry and C.W. Minkel as deans of the Graduate School—continued to strengthen existing programs and to consolidate others. By 1993, there were fifty-two doctoral offerings and 103 at the master's level, enrolling almost seven thousand graduate students, about half of whom were women. Of the twenty-six thousand students on the Knoxville campus, these represented only a small minority; but they reflected the continuing commitment of the University administration to make the



Hilton A. Smith, dean of the Graduate School, 1961-1970.

Knoxville campus a center of high quality research as a means of enriching undergraduate education and of contributing to the production of new knowledge that would improve the quality of life for the citizens of Tennessee and the nation.

[Source: Diana C. Lopez, *Graduate Education at Tennessee: An Historical Perspective* (Knoxville, 1990).]



Celebration of the fortieth anniversary of the establishment of the Graduate Council, February 1, 1990. (Left to right: Professor of Finance Emeritus Charles White; Dean of the Graduate School C. W. Minkel; Director of Graduate Admissions and Records Diana Lopez; Professor of Plant and Soil Science Emeritus Lloyd Seatz; Eugene Upshaw, Vice Chancellor for Academic Affairs Emeritus, UT Nashville; and John Fuzek, first doctoral recipient, chemistry, 1947.)

Agricultural Extension

On July 1, 1989, the UT Agricultural Extension Service celebrated its seventy-fifth birthday. The anniversary coincided with that of the Smith-Lever Act passed by Congress in the same year. The concurrence was not accidental; this was the federal legislation which provided for cooperative extension programs involving the U.S. Department of Agriculture and land-grant colleges such as UT. The aim of the new legislation was simple and practical: the diffusion of useful information on agriculture and home economics to rural Americans. For the University, it marked another phase of its role in deploying its resources in the service of the citizens of Tennessee.

The new Extension Service, established on July 1, 1914, assumed responsibility for the work of agricultural education and home demonstrations already being carried on by county farm agents and by boys' "corn clubs" and girls' "tomato clubs." The latter were the forerunners of the 4-H clubs, which secured their name from the emblem adopted in 1927 and used on badges, pennants, banners, and uniforms. The 4-H originated from the use of the cloverleaf to symbolize agriculture, with the four "H" letters signifying head, hand, heart, and health. The Extension Service's early efforts with young people were more successful than its work with farmers. In the tradition of rural folks, the farmers were mildly skeptical about what the new county agents could do for them. They would "wait and see." They did not have long to wait.

Under the direction of Charles Keffer, who came to the Extension Service from the college's Department of Horticulture, the new Division of Extension grew rapidly in size and functions. The advent of World War I gave special emphasis to improvements in food production as the nation was admonished that "Food will win the war." With the Great Depression of the 1930s, Extension Service agents taught farmers how to use surplus cotton to make mattresses, to practice crop diversification and seek out new markets, and to apply new phosphate fertilizers developed by the Tennessee Valley Authority. Farm wives were instructed in home management techniques and in canning methods using surplus meat.

By the time Keffer's directorship ended in 1935 with his death, the staff of the Extension Service had grown from some seventy people to almost five hundred, with county agricultural agents in all ninety-five counties, home agents in seventy, and 4-H clubs in sixty-two. By 1938, when the service celebrated its silver anniversary, more than half a million boys and girls had received practical training in farming and home-making through 4-H clubs; alfalfa, which had been practically unknown in 1914, now occupied seventy-five thousand acres in the state; three million new trees had been planted in a massive reforestation program; and fifteen thousand farmers had been taught to keep accurate business records so as to improve farm management and profits. Black farmers and their families had not been neglected in the process. Eighteen agents



Home demonstration agents show an iceless refrigerator and a homemade fuelless cooker to women in Knoxville about 1915.



A county extension agent supervises the application of "sweet poison" (calcium arsenate and molasses) to cotton to control boll weevils in Madison County, Tennessee, in 1924.

carried on work with black farm families in twenty-three counties, and 420 4-H clubs enrolled over seven thousand young blacks.

Upon Keffer's death, the directorship passed to his assistant, Cloide E. ("Charlie") Brehm, a large, bluff man who had come to the University in 1917 as an agricultural marketing specialist. Two years later, he became assistant director of the Extension Service and traveled throughout the state encouraging county officials to support offices of the service in their areas. During his tenure, the Extension Service instructed farmers in new methods of improving soil fertility and controlling soil erosion in cooperation with TVA. World War II provided another challenge to farmers to increase food production and improve efficiency, and Brehm led the effort both as director of the Extension Service and as executive secretary of the Tennessee Agricultural War Board.

John H. McLeod, a Texan who had come to UT in 1921 from a position as head of the Extension Livestock Department of the University of Arkansas, assumed the directorship after Brehm was named the University's fifteenth president in 1948. During his ten-year administration, a period during which he served concurrently as director of the Agricultural Experiment Station and dean of the College of Agriculture, the Extension Service brought new technology to the farms, extended consumer education programs to urban audiences, and strengthened the 4-H program through the establishment in 1953 of a foundation to secure private funds for the club's work. McLeod himself was honored during his tenure with awards from Epsilon Sigma Phi, the national honor society of the Extension Service, and the U.S. Department of Agriculture. He also received an honorary LL.D. from his alma mater, Texas A&M University.

With McLeod's retirement in 1957, the service came under the headship of Vernon W. Darter, a Virginian who had spent most of his life working in agriculture and with farm families. A county agent for eight years, Darter served in the armed forces during World War II and in the Food and Agriculture Division of the Office of Military Government in post-war Germany. Himself the holder of a doctorate in public administration from Harvard, Darter, as director and, after 1968, as dean, worked energetically to upgrade the professional training of his staff. In 1957, only 10 percent of the county agents and state specialists in Extension held advanced college degrees; by 1972, when Darter retired, over 40 percent held master's degrees or doctorates. His tenure was marked by increased attention to resource development and nutrition programs directed to low-income families. For his work, Darter was recognized in 1971 by *Progressive Farmers Magazine* as the "Man of the Year" in Tennessee agriculture.

The years after 1972 saw the Extension Service respond to the demands on agriculture imposed by the energy crisis, inflation, and the social stresses confronting farm families. Advances in print and electronic media permitted the service to carry its message to larger audiences, while declining farm incomes made education in management and business practices all the more important. Under its next two deans, William D. Bishop and M. Lloyd Downen, the Extension Service planned new initiatives to increase the profitability of Tennessee farming while helping to build the human capital upon which the state's agriculture rested. On its seventy-fifth birthday, the Extension Service's felicitations were extended affectionately by its historian: "From its humble beginnings to the present day, Extension employees have brought hope to farm families, shared in their failures and successes, motivated young people to excel beyond their dreams and fostered the reputation of the farmer as an honorable and cherished occupation."

[Source: Betty Sewell, compiler and editor, *Celebrating 75 Years: A Narrative History of Tennessee Agricultural Extension Service, 1914-1989*, (Knoxville, 1990).]

Art

In 1987, the Art Department celebrated four decades of University service, but art instruction at the University of Tennessee dates back to courses in drawing, design, and arts and crafts included in the curriculum of the Summer School of the South. This institution flourished on the campus from 1902 to 1918, offering as many as 250 courses to thousands of school teachers as part of the program for improving education in the region. Instruction in crafts continued to be given under the auspices of the Department (later School) of Home Economics, but it was not until 1947, with the expansion of course offerings to meet the wave of returning World War II servicemen, that a Department of Fine Arts was established within the College of Liberal Arts, fulfilling a desire expressed by some of the faculty for at least ten years.

The new department offered courses in music and art. David Van Vactor, assistant conductor of the Kansas City Philharmonic Orchestra, was recruited as head; he supplemented his salary at the University by working as conductor and musical director of the Knoxville Symphony. The art curriculum was placed under the supervision of C. Kermit Ewing, a large, energetic, and brash young painter from Pennsylvania, where he had earned both bachelor's and master's degrees from Carnegie Tech.

Ewing arrived in January 1948, and for the next twenty-eight years, worked assiduously to enhance the image of art on the campus and in the community and to enlarge the art curriculum. Flamboyant, aggressive, and talented, "Buck," as he was called, made art important. He found a program limited to a few teachers and courses conducted in three rooms in an old Cumberland Avenue residence; he left it in 1976, upon his untimely death, a flourishing separate department offering courses in painting, sculpture, art history, and graphic design to more than two thousand undergraduate and graduate students, and with plans completed for the erection of a spacious, 160,000 square foot building to house the Department of Art and the School of Architecture.

The new facility opened in 1981, and would have been the perfect setting for Ewing's famous auctions, at which Buck himself, in costume, sold works contributed by himself, his faculty, and local artists for the benefit of a scholarship fund for art students. Ewing's antics delighted the crowd and made money for the fund. If it seemed necessary to have his own pigtail cut off and put on the auction block, Buck would do that, and if it required shapely coeds to attract a crowd, Ewing would arrange for that, as well. He once described himself as a romanticist, a missionary, and an organization man, and in his extraordinary career at UT, he managed to demonstrate his talents in all three of these directions.

Ewing was succeeded by Donald Kurka, a New Yorker who had been educated at Syracuse University, the School of Art Institute of Chicago, and New York University and who had administrative experience as chairman of art at Southampton College of Long Island University. As dedicated as Ewing and as organizationally adept, Kurka up-

graded and strengthened the department with all his predecessor's energy but with fewer histrionics. Under Kurka's headship, the department moved to its new quarters, absorbed programs in crafts from the College of Human Ecology, established an affiliation with the Arrowmont School of Arts and Crafts in Gatlinburg, and became nationally accredited through the National Association of Schools of Art and Design.

The opening of the new Art and Architecture Building in 1981, with an exhibition of paintings by the late Professor Walter Stevens who had served on the faculty from 1957 to 1980, in a gallery named for Ewing, linked the two headships under which the Department of Art had so superbly fulfilled the mission of the arts in the University curriculum: to extend the human imagination beyond the mere physical, to develop the aesthetic and cultural senses, and to help a society understand who it is and what it can be.



Kermit "Buck" Ewing shortly before his death in 1976.

Chemistry

The Department of Chemistry traces its roots back to 1838, when the first person holding the title of professor of chemistry was appointed. An interruption during the Civil War years, 1862-1866, prevents the Chemistry Department from boasting a continuous presence at UT. Chemistry instruction probably was offered even before 1838. In 1825, University president David Sherman was authorized to spend \$500 on chemical apparatus. Nine years later, Joseph Estabrook, a respectable and able educator who had been on the faculty of Amherst College, accepted the position of president. In addition to fulfilling administrative obligations, he offered lectures in chemistry. Rev. Lucius F. Clark has the honor of being the first to bear the title of professor of chemistry. Clark, a native of Connecticut, was a medical doctor, a clergyman, and a staunch abolitionist. Unfortunately, he died in 1840, after only two years of service, and his successor, another minister, held the post for only a year before assuming the pulpit of the First Presbyterian Church in Knoxville. Thereafter, only rarely did ministers serve as chemistry professors, although a Rev. Alexander Blair held the position at the beginning of the Civil War. The first professional chemist in the department was Swiss-born Henri Erni. Called upon to teach not only chemistry but also mineralogy, geology, botany, French, and German, the overworked and underpaid Erni survived only two years, resigning in 1852. Not until 1870 did UT appoint a Ph.D., William Atwater, to teach chemistry courses.

Professors utilized the lecture/demonstration method to instruct students. Laboratory experiments, preferred by students, began in 1854, supplementing and reinforcing lectures. Students received individual attention, with junior-level classes averaging a dozen students, and senior-level classes containing only half that number. The redesignation of East Tennessee University as the University of Tennessee in 1879 re-



Chemistry laboratory in Science Hall in 1898.

sulted in major curricular reforms and signalled the introduction of a prescribed course of study for those desiring to major in chemistry. The department's biennial report in 1876 boasted that "the University can now offer to its students opportunities for procuring a chemical education that will compare quite favorably with any in the country." Yet, a decade later, the department conceded that the chemistry laboratory was "dilapidated" and "totally inadequate."

Improvement came under the presidency of Charles Dabney (1887-1904), the recipient of a Ph.D. in mineralogy and chemistry, and the leadership of chemistry Professor Charles E. Wait (1888-1923), who held a Ph.D. in chemistry and metallurgy from the University of Missouri. A new science building, erected in 1892 at a cost of \$40,000, one of the prides of the campus, was a large and handsome structure with a tower and balcony designed in Far Eastern style. (It was razed in 1967.) Also, under the Dabney-Wait regime a B.S. in chemistry degree was instituted and an extensive research program was developed. Chemistry enrollment soared from 20 students to 445, and the staff grew from one professor to seventeen faculty members and assistants. In 1922, recent Ohio State Ph.D. Calvin A. Buehler joined the faculty. He remained with the Chemistry Department until his retirement in 1967, serving as head from 1939 to 1962. His death in 1988 ended the oldest living link between today's Chemistry Department, with its thirty full-time and three part-time faculty members, 180 majors, and almost \$3.5 million in sponsored research, and its earliest progenitor: a one-term course taught by the college president, without laboratory facilities, as part of a traditional "classical" curriculum.

The University's first chemistry professors, with their unspecialized training, limited equipment, and amateurish teaching methods would be astonished to view the specialized skills and focus of today's faculty members: Georges Guiochon in separation chemistry, extracting pure compounds from complex mixtures utilizing gas and liquid chromatographic techniques; George Kabalka in imaging techniques used in medical diagnosis; Gleb Mamantov in molten salts and the chemistry of environmental pollutants; Ffrancon Williams in the physical structure and chemical properties of highly reactive molecules; and Bernhard Wunderlich in solid state polymers. The award to the department of a \$1.7 million grant from the National Science Foundation in 1991 was a measure of the stature chemistry had achieved at UT during the 150 years of its existence as a separate discipline.

[Source: George K. Schweitzer, *Chemistry at UTK, 1794-1987* (1988).]

The Chemistry Building on the Knoxville campus, completed in 1929 and named for Charles Dabney on May 21, 1935.



English

The first mention of an “English Department” appears in the University catalog for 1905, but the teaching of English on the Knoxville campus has a much longer history. In earlier years, the department was called a “School,” for unexplained reasons, and was included within an Academic or Literary Department. But English under various designations, such as “rhetoric” or “composition,” was an essential ingredient of the curriculum from the time of the founding of the University as Blount College in 1794. Neither as a school nor as a department, however, did the English staff comprise very many faculty numbers during the first century. The 1905 catalog listed Professor James Bruce, who had been appointed in 1900, and Miss Florence Skeffington, appointed in 1905, as the entire English staff. Between them, they offered fifteen undergraduate and two graduate courses.

A student who knew them both recorded his impressions of the pair. Skeffington was recalled as “a hard worker, a person not easily dismayed by what she read,” and “a good and enthusiastic teacher.” “Old J. Doug,” as Bruce was known, left a less favorable impression: “He doubtless knew his subject right down to the ground” but “hated what he was doing.” He disliked his students, and they reciprocated the sentiment. A kinder critic conceded that Bruce’s impatience with students simply reflected their own lack of interest in the advanced courses he taught. Despite his distaste for his pupils, Bruce thought enough of the University to bequeath it his sixty-five-hundred-volume library and funds with which to add to it. His death from a stroke in 1923 elicited more generous estimates of his reputation among students. Dean James Hoskins observed that many of them could “scarcely speak of him without tears.”

Bruce was succeeded as head by Charles Burke, a Cornell Ph.D., whose exacting grading standards for both beginning and advanced students evoked anguished protests not only from the students themselves but from high administrators. Burke regularly failed two-thirds of his freshman composition classes, and he was equally demanding of those in his upper division courses. He once remarked that he would not have given Edgar Allen Poe more than a B or a B plus! Burke stayed on the faculty until 1942, unable to retire before then because of the University’s own retirement policies: It had none! Retirees were expected to live on their savings. In 1942, a pension of sorts was offered to a number of professors like Burke, already in their seventies and eighties, to encourage them to retire.

The contrast between Burke and his successor, John C. Hodges, was considerable. Tactful as an administrator, soft-spoken and generous with colleagues, Hodges was kind to students and interested in the teaching of freshman composition. He made that program a serious part of the English Department’s offerings. Out of the reorganized and revitalized course emerged the enormously popular *Harbrace College Handbook*, written by Hodges, which first appeared in 1941 and is currently in its twelfth edition. It has been



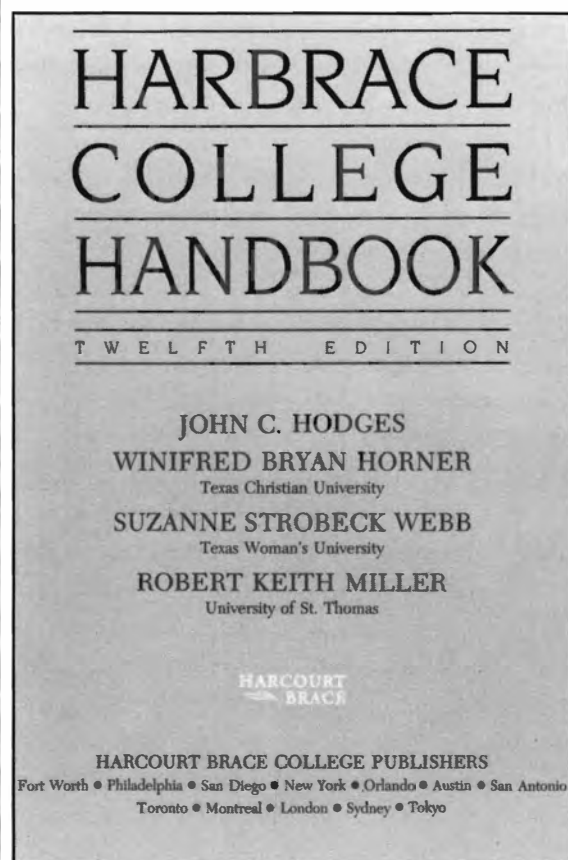
John C. Hodges,
English Department head, 1941-1962.

called the most widely used college text in the country, evidenced by the number of copies sold since its original publication—in excess of nine million.

Hodges assumed direction of a department with some nineteen faculty and a small but solid graduate program offering the M.A. degree. By the time of his retirement twenty years later, the faculty comprised fifty-three persons, and the department boasted a Ph.D. program, in existence since 1946; new programs in speech, theater, journalism, film, and radio (all of which soon separated and developed their own individual curricular identities); professors like Roscoe Parker, Richard Beale Davis, Nathalia Wright, Alwin Thaler, Kenneth Knickerbocker, and Percy Adams, who were achieving national reputations for their scholarly writings; and an annual journal of literary scholarship and criticism, *Tennessee Studies in Literature*, which, in time, acquired a national reputation as an outlet for the production of writers on Tennessee and southern subjects.

Under successive heads—Knickerbocker, Bain Stewart, John Fisher, Joseph Trahern, Dorothy Scura, and D. Allen Carroll—the department added to its reputation and extended the range of its course offerings to include black literature, creative writing, linguistics, and the teaching of English as a second language. By 1992, the department had graduated 284 Ph.D.s and 924 M.A.s. When the new undergraduate library was opened in 1969 and expanded in 1987, it was named for John Hodges. The gesture was a fitting tribute to one who had contributed a considerable part of his own earnings from book publications to the enhancement of the library's holdings; but, more, it was a recognition of the centrality of English in the curricular offerings of a University dedicated to the advancement of liberal learning.

[Source: Kenneth Curry, *English at Tennessee, 1794-1988* (Knoxville, 1989).]



The twelfth edition of the Harbrace College Handbook was published in 1994.

Geography

Geography has had a long but precarious history at the University of Tennessee, reflective of the history of the discipline itself. Geography was always considered part of a liberal education. Medieval scholastics placed it within geometry in the Quadrivium of the Seven Liberal Arts which also included arithmetic, music, and astronomy. Well-bred English gentlemen were expected to read geography as part of the “civility” literature which would differentiate them from common folk. In the American colonies, attorneys were advised to learn geography to make themselves “perfect lawyers” and “complete gentlemen,” and Benjamin Franklin urged the teaching of geography as part of the “useful knowledge” which American youth required for their practical education. After the colonies achieved independence, Jedidiah Morse produced *American Geography* as part of the effort to instill patriotism among citizens of the new republic: it was necessary “to impress the minds of American Youth with an idea of the superior importance of their own country, as well as to attach them to its interests.”

Civic purpose was not translated into practice, however. Although courses in geography were offered sporadically from the time of the University’s founding as Blount College in 1794, there was no separate department of geography, nor were there designated professors of that subject until shortly after World War I. Geography courses, when offered, were taught by professors of Latin, botany, chemistry, education, history, geology, and mineralogy. As a subject, geography, or “physiography,” appeared and disappeared in the early catalogs with disconcerting frequency and without apparent reason. Proficiency in geography was long demanded as a prerequisite for admission to the Collegiate Department, but the subject was more often than not taught in the pre-college or Preparatory Department of the University.

In 1892, the National Education Association issued a report that helped formalize geography at the college level in America, although the discipline was well-established by that time in European universities. The first separate Department of Geography was established at Berkeley in 1898. Nine years later UT appointed Charles H. Gordon, a University of Chicago Ph.D. in geology, to head the new Department of Geology and Mineralogy. A few years later it was renamed the Department of Geology, Geography, and Mineralogy.

Gordon sought assiduously to improve the geography program during his twenty-two year tenure as head of the department, but it was an uphill contest. For many years Gordon was the only member of the department. In addition to geography, he taught geology, mineralogy, petrology, and paleontology. At times he was able to hire a teaching assistant—his daughter, on one occasion. Gordon complained of his burdens frequently. When a new course in commercial geography was added in 1923, Gordon explained that he was unprepared to teach it, since the subject was no more related to



A display of materials from the Cartographic Information Center, Hoskins Library.



Maps, such as the relief map above, are essential tools of geography instruction.

geology—his area of competence—than sociology was to history! Not until 1924 was he able to secure the appointment of a full-time geography instructor, H. C. Amick.

Amick was hired to teach geography, but the instruction in the discipline grew slowly until Loyal Durand, Jr., was named associate professor of geography in 1944. Two assistant professors were soon added, Lillian Worley in 1948 and Robert Long in 1949, and a doctoral program in the subject was approved in 1950. From that time until 1967 geography operated as a semi-autonomous unit under Durand's leadership. In 1967, a separate Geography Department was established, with a faculty of seven. By 1993, it had grown to eleven full-time, two part-time, and six adjunct faculty members, nurtured by a succession of capable department heads: Robert Long, Edwin Hammond, and Sidney Jumper. During an era when geography departments were going out of existence at some universities, UT's department flourished and expanded, supported by an active research faculty and one of the largest map collections in the country. The current program offers a broad range of courses at the master's level, with concentrations in areas that reflect the research interests of the faculty. The concentration in geographic information systems has been particularly attractive to students. Doctoral work is focused upon geography of the natural environment, location analysis, transportation geography, the American South, and Latin America.

Tests of high school and college students in the 1980s revealed a shocking ignorance of geography. One survey disclosed that 20 percent of high school students could not locate the United States on a map, and another revealed that 96 percent of college freshmen could not identify Vietnam. To combat this ignorance, the National Geographic Society organized a series of "geographic alliances" between colleges and public schools to improve the teaching of geography at all grade levels. UT's Department of Geography, one of the first seven "pilot" alliances, was chosen to administer the effort in the state of Tennessee and is frequently held up as a model for other such programs.

In July 1990, the head of the Geography Department, Sidney Jumper, was honored with a distinguished educator award from the National Geographic Society for his efforts in promoting the teaching of geography in Tennessee schools. Jumper and his faculty are committed to strengthening geographic knowledge in a society that is increasingly coming to recognize the importance of geographic literacy. UT's geographers would agree with the president of the National Geographic Society, Gilbert Grosvenor, who said, "Without a thorough grasp of geography, we see the world from our own narrow perspective. We can't afford this in the global village of which we're part.... The world is too competitive and dangerous to be a vague blur of memorized names and places. Without geography, we're nowhere."

Military Science

Military education at the University of Tennessee dates back to pre-Civil War years. Twice before the war, faculty members attempted to organize a military department and to institute some sort of military discipline. In 1844, the trustees of East Tennessee University appointed Albert M. Lea to the position of Professor of Mechanical Philosophy, Civil Engineering, and Mathematics. Lea, an 1831 West Point graduate who served as a surveyor and engineer in the U. S. Army before coming to Knoxville, is sometimes credited with introducing a military system. But even before Lea's arrival, students had petitioned for the adoption of uniforms for the entire student body, and in February 1844, the faculty recommended the adoption of "cadet mixed" and "Kentucky jeans" as standard student dress. Following Lea's appointment, the faculty assigned him responsibility for carrying through the plan for a college uniform. This military system, however, was abandoned after a few years.

The Civil War forced the closing of the University in 1862, and it remained closed until 1866. Three years later, UT became the beneficiary of the Morrill Act, which designated the University as a land-grant institution responsible for teaching agriculture, the mechanic arts, and military tactics. Within two years the University again had a military organization, with a company of cadets organized by Major Hunter Nicholson, Professor of Agriculture and Horticulture. Lieutenant T. T. Thornburgh succeeded him two years later as professor of military science and tactics.

The cadets now had a prescribed uniform consisting of a single-breasted gray coat, gray pantaloons with a dark-blue stripe down the legs, and a West Point-type hat. Military instruction included such subjects as military law, the art of war, field fortifications, ordnance and gunnery, and infantry and artillery tactics.

Punishments for breaking the rules ranged from temporary confinement to quarters to expulsion. In one case, two cadets were arrested and confined for "visiting [a] house of Ill-fame," and less than a month later another cadet was caught "visiting a Billiard Hall in the city." The latter cadet received a thirty-day confinement to "the Hill" for his moral impropriety. These infractions seem to have been rare. A local newspaper reported the cadets' deportment to be generally "highly commendable."

Several cases of rules violations, however, were mildly sensational and received considerable publicity. In 1876, cadet Alexander Hynds was charged with making remarks reflecting upon the "integrity and honesty" of the University administration. Although he apologized for his actions, Hynds was expelled. Less than a year later, three cadets were ordered by the faculty to be dismissed for stealing. The commandant of cadets, a Lieutenant J. E. Bloom, followed army military practice and had the three culprits stripped of their insignia in front of the entire cadet corps. A resolution was introduced by the Board of Trustees condemning Bloom for the severity of his actions, but he escaped censure by offering a satisfactory explanation. The board's actions dem-



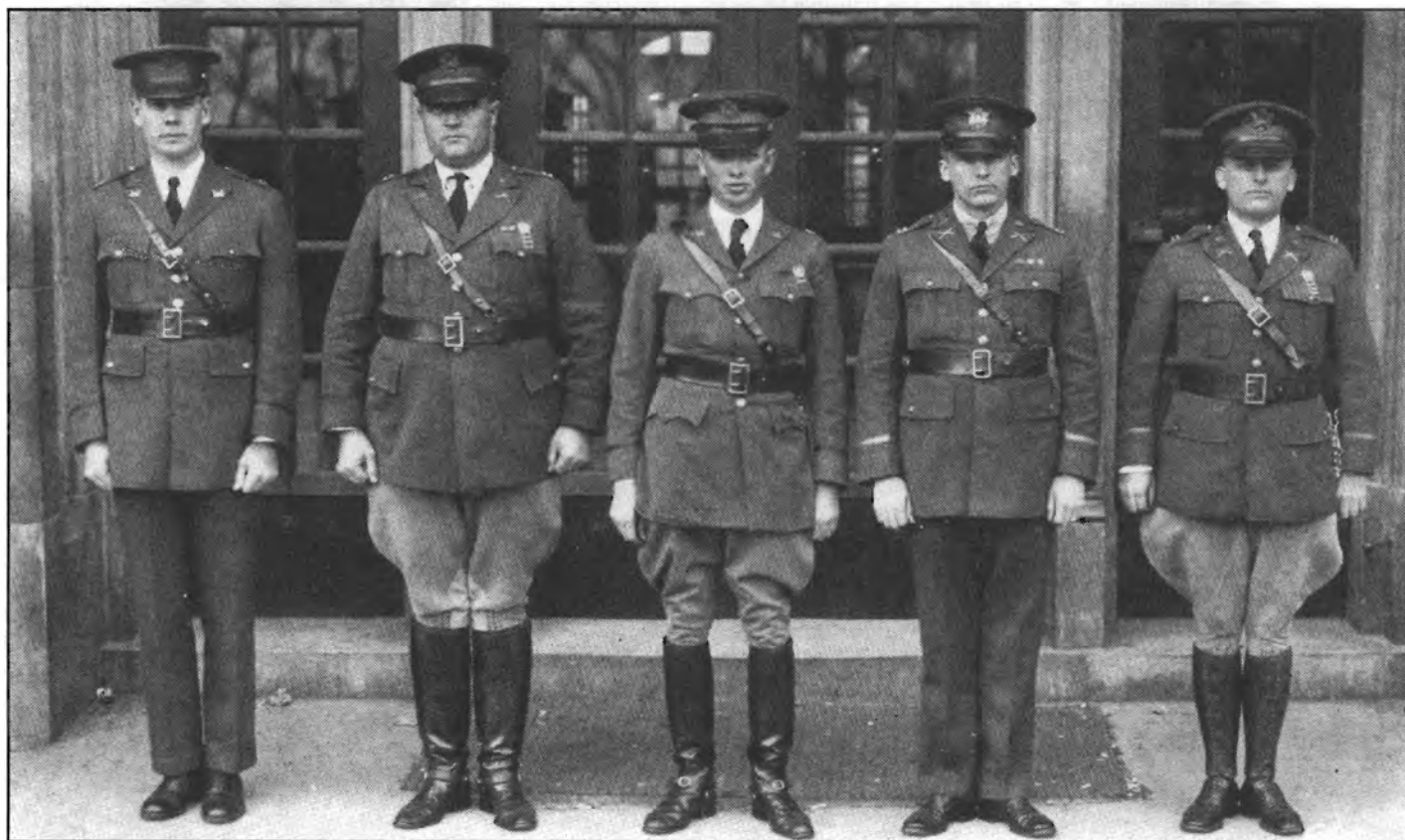
Two UT cadets pose for a Knoxville photographer around 1878.

onstrated that the faculty were not entirely satisfied with the strict rules of military conduct that governed student campus life.

Bloom's successor, Samuel H. Lockett, a former Confederate army colonel, and a professor of mathematics, believed that the military aspect should be secondary to the academic at the University. His aim was to substitute for the strict discipline of West Point "a system based upon mutual trust, confidence, and kindness." Despite some opposition, the new rules went into effect and were continued by his successor, another member of the faculty. Since these commandants were not War Department appointees, however, the army threatened to withdraw the ordnance that had been given to the University. The intervention of Tennessee's U. S. senators could not prevent the consummation of this threat.

In 1888, the army appointed a new military commandant, Lieutenant Edward E. Gayle. Whatever melioration of military life had occurred during the past several years was not reflected in the cadet schedule for 1889. Reveille was at 5:50 a.m., inspection at 6:40, drill at 8:00, chapel at 9:00, recitations and classes until 4:00 p.m., and taps at 9:55 p.m. The new president of the University, Charles Dabney, decided that such a military regimen was inconsistent with his plans for upgrading the University and strengthening its academic offerings. He proposed abolishing the military system of government and military instruction beyond the sophomore year. The faculty and most of the students endorsed the change, and the trustees approved the decision at the end of 1889. Upon the institution of a new system of government, Dabney remarked: "We do not see how we got along at all with the terrible octopus of military government embracing us and absorbing our energies."

The military did not lose entirely by the change. A new cadet commandant, Lieutenant Lawrence D. Tyson, reformed the new voluntary military curriculum to make it



The 1929 Military Department staff with Major Robert R. Neyland (left), ROTC commandant from 1928 to 1930.

more attractive. Competitive drills, sham battles, artillery training, and better classroom instruction proved exciting and interesting enough to keep students in the military science program. While the new curriculum did not lead to commissions, like the later ROTC program, many graduates did come to acquire commissions in the wars in which the country became engaged.

In 1916, the national government created the Reserve Officers' Training Corps, with UT's cadet corps becoming a senior unit in the new military organization—one of 225 such at American colleges and universities—now commanded by regular army officers. At UT, one of these commanders was Major Robert R. Neyland (1928-1930), later the great football coach of the Volunteers. The federal government now assumed all or part of the cost of uniforms and equipment and provided cadets with a subsistence allowance. Students completing the program were also eligible for commissions in the Army Reserve. World War I saw the ROTC temporarily replaced by a Student Army Training Corps, but after the war ended, ROTC was reinstated.

The 1930s witnessed a period of student revulsion against all wars, precipitated by disillusionment with the failure of the “war to end all wars” to bring lasting peace to the world. On the campus, this was reflected in some student demands to end the compulsory aspect of ROTC, but the anti-military mood received little support on the Knoxville campus.

World War II ended any pacifist agitation. The campus was swept up in war fever, like the rest of the nation. ROTC students were exempt from the draft to permit them to complete their programs and receive commissions. Other military programs on the campus absorbed more students and faculty than did ROTC: an Army Specialized Training Program and an air cadet training program. ROTC graduates, headed for the infantry and a tough training course at Fort Benning, resented what they considered the cushy programs organized on the campus for these new trainees. After the 1943 ROTC class graduated, the campus was temporarily denuded of male students to replace it.

The postwar decades saw few changes in ROTC. An Air Corps unit was established in 1946 and was shortly redesignated as the Air Force ROTC, concurrent with the establishment of the U. S. Air Force as a separate arm of the service. Federal legislation in 1964 ended the requirement that ROTC students complete the course and accept a commission to graduate. The liberalization of military requirements at the national level provided new impetus for a movement to end the compulsory freshmen-sophomore military program at the University. A Faculty Senate committee recommended in 1966 that both two- and four-year voluntary programs replace the compulsory freshman-sophomore requirement, and the committee's recommendations were accepted in 1967.

Both Army and Air Force ROTC programs have continued to flourish on the UT campus on a voluntary basis. Scholarships for third- and fourth-year cadets make the program more attractive. In 1993, fifty-one men and women were enrolled in air force ROTC and 198 in the army. The decline in the number of cadets reflected both the end of the Cold War and the general “draw down” of the armed services for budgetary reasons. Both Colonel Thomas Trotta, who headed the air force program, and Lieutenant Colonel Earl Harrison, his army counterpart in 1993, concurred that the quality of today's cadets is high. Both programs help to insure that men and women commissioned in the armed forces receive a broad liberal education. The programs also fulfill the University's continued obligation as a land-grant institution to satisfy the statutory requirement of the old Morrill Act to provide military training opportunities for its students.

Modern Dance



Dorothy Koch and a dance class, 1941.

Although modern dance has become an international art form, its origins were largely American. Its pioneers were artists like Isadora Duncan, Ruth St. Denis, and Ted Shawn, and its beginnings date from the turn of the century. The pioneers of modern dance announced their emancipation from the restrictions of classical ballet and proposed a more personal form of expression, with greater flexibility of movement and content.

The new art form entered college curriculums slowly, first through dance clubs and then as part of physical education programs. The new mode was described as an “outward expression, through movement, of the emotion which the dancer feels,” and the dances were linked closely with musical compositions.

The first college teachers of modern dance were trained at places like the University of Wisconsin, New York University, and Teachers College of Columbia University. At the University of Tennessee, modern dance as a subject did not exist until 1936. Prior to that date, the Department of Physical Education had offered a number of courses in folk dancing, clogging for women, and for a time, a course called simply, “Natural Dancing.” In 1936, however, the department recruited an instructor expressly to introduce modern dance into the course offerings. She was Dorothy Evelyn Koch, a graduate of Oberlin College with a master’s degree from Teachers College. She quickly added tap dancing and modern dance to the curriculum.

Enthusiastic about her subject, Koch sought to educate both men and women students to the value of the new art form. Aware of the effeminate connotation of the word “dance” to male students, Koch retitled the folk dancing courses as “folk rhythms” and thereby coaxed men into the program. As Koch recalled those early times, “The first day I came to the folk dance class . . . the men were all lined up on one side and the women on the other. . . . I got them into a quick mixer and we had a wonderful time together.”

Koch was the first modern dance teacher at the University. Her course was described in the catalog as an introduction to the “techniques of movement and rhythm,” but Koch explained it more fully as a creative art form “built around the fundamental movements of the human body—walking, running, skipping, leaping, jumping.” Instead of adhering to set forms, modern dance would “allow the form to develop to express moods, feelings, and emotion.”

For the next five years, Koch worked assiduously to promote modern dance and to educate both the academic and the Knoxville communities to its virtues. She presented her students at concerts, “play days,” dances, and other public entertainments. She gave public demonstrations and lectures on the fundamentals of rhythm and movement. She organized a Modern Dance Club which gave public performances and excited the interest of Knoxvilleans. Koch introduced the new art form at a public lecture-demonstra-

tion on December 2, 1936, to an audience of faculty, students, and townspeople who appeared somewhat puzzled and bewildered by the young ladies performing unrecognized dances dressed in a new-style costume, the leotard. The club members conceded that modern dance was better known on the East and West Coasts than in the South. Koch and her students nevertheless presented a public recital on May 27, 1937, which elicited an enthusiastic review in the local newspaper. The new art form, the paper said, was "fast becoming the talk of the town."

During the summer of 1938, Koch put on a gala folk dance party at the Alumni Memorial Gym, involving two hundred men and women students, and presenting Norwegian, Swedish, Danish, English, Russian, and American dances. The press reported that they were all "beautifully executed." The 1939 offering of the group was a huge May Day Festival on Shields-Watkins Field. By now the newspapers were commenting that each production by the dancers brought "an increasing quota of enthusiasts." The 1940 performance was praised by the press as "the most original. . . most promising creative effort" ever seen at the University! But the 1941 production topped that. The recital included two original compositions, "A Saga of East Tennessee," portraying events in the region's history—Indian removal, pioneer settlements, the advent of industry, Negro life—and humorous characterizations of campus life in scenes from classes, dormitories, and the local drugstore student hangout.

In 1941, Koch left UT for a position at Boston University, where she taught for fifteen years. Thereupon, she served on the faculty of the State University of New York at Buffalo until her retirement. In the midst of her very busy teaching career, she found time to co-author a textbook, *Keynotes to Modern Dance*, published in 1965 and reissued in 1969.

The Modern Dance Club continued for a time after Koch's departure but was suspended during World War II. The club was revived in 1946, disappeared for a few years in the 1950s, returned in 1961 as an honorary society, Kappa Chi, and thereafter was merged with other dance groups into a larger UT Dance Theater and New Repertory Dance Company. The creativity, energy, and enthusiasm of Dorothy Koch were replicated by her successors: Catherine Allen, Marian Kozar, Betty Bowman, and Caroline Wood Shell. Subsumed under the larger dance program that offered a major in the subject, modern dance survived to fulfill the aspirations of Dorothy Koch to offer a program that would provide UT students with the benefits of physical education while introducing them to an appreciation of a new aesthetic experience that by now has assumed a recognized place in the world of the fine arts.



Present-day students in the modern dance program.

The Pride of the Southland Band

The University Marching Band, known as the “Pride of the Southland” or sometimes just “The Pride,” has undergone considerable change from the time of its organization following the Civil War. Indeed, the 325-member group bears little resemblance to the all-male band that was once part of the Military Department on the Knoxville campus.

A band was in existence from the time the University organized its corps of cadets in 1869, when UT became the land-grant college of Tennessee under the terms of the federal Morrill Act of 1862. This military band, of varying size, was sometimes headed by a cadet leader. In 1883, its sole instruments were cornets. In 1892, the band was enlarged and reorganized and an experienced teacher, Ernest H. Garratt, named bandmas-



University of Tennessee Band in 1900 with Bandmaster William A. Knabe.

ter. Little is known of him except that he also taught violin at the East Tennessee Institute and School of Music. He served in the position for two years and was succeeded by Charles P. Garratt (perhaps a brother or a son). The latter was employed in a number of concurrent capacities: organist, choirmaster, musical director, and director of the Glee Club and Mandolin Club. Band members, like the rest of the cadet corps, dressed in West Point-like uniforms. In 1899, the band numbered thirteen players and comprised an array of instrumentalists, including a "clarionet." Two years later, the number had grown to seventeen.

At the beginning of the century, the band secured some stability with the appointment of William A. Knabe as bandmaster. He held that post until his death in October 1914. His responsibilities were fewer than those of his predecessors; a new voice instructor took over direction of the Glee Club. Exactly when the band began playing and marching at football games is unclear, but in 1902, the cadet musicians were performing at the home game against Sewanee (which UT won, 6-0).

By 1917, under a new bandmaster, William H. Crouch, the band had almost doubled in size and included a female sponsor, as did the other companies in the military battalion. The distinctive uniform was now jodhpurs, leather gaiters, and cavalry hats, all probably World War I surplus. Within a few years, garrison caps were added, although the drum major and the tuba player still sported cavalry headgear. In 1925, visored, flat service hats replaced the soft garrison caps. The colors of the band's regular uniforms were described as "French-Gray," but when the battalion band took the field in support of the Volunteer football team, the jodhpurs were replaced by white trousers.

As the military units on campus swelled to a regiment with three battalions, the size of the band grew as well. In 1925, it numbered forty; ten years later, under a new director, Ernest W. Hall, it had eighty-five members, still all male because of the band's military character. In 1937, however, a woman's contingent became associated with the band. It was an all-female service organization called the Volettes. Its threefold purpose was "assisting the band in adding colorful entertainment on the athletic field, offering girls an opportunity to serve the university, and develop[ing] leadership, poise, and bearing." Membership in the Volettes varied from fifty to ninety.

The 1940s brought other changes to the band as well. Female majorettes now marched with the band, and several women joined the band despite its continued military character. Among the first of these were Martha Carroll, a lyre player, and Marjorie Abbott, who played the marimba. By 1946, the band had more women than men—the result of the depletion of the campus male population by World War II, but by 1949 it had reverted to its all-male character, with the exception of the majorettes. It would be a decade before the band would again have female musicians.

Walter M. Ryba, a World War I veteran who had started his career with a U.S. Navy band and later played with the John Philip Sousa Band and the Trenton Symphony in New Jersey, became the new band director in the summer of 1941. During the next two decades, Ryba pepped up the band's performance and endeared himself to its members, who presented him with a Dodge automobile on his retirement. Ryba managed to fulfill his musical responsibilities while at the same time serving as property custodian for the Army and Air Force ROTC at Knoxville and the Army ROTC at the Martin campus. One of Ryba's innovations was halftime shows featuring such entertainment as minstrels and hillbilly reviews, with the band appropriately costumed for each. For a "Gay Nineties" show the band wore striped blazers and straw hats. In 1957, there was an Elvis tribute with an imitator singing "You Ain't Nothing but a Hound Dog" to the University's recently adopted mascot, Smokey.



Bandmaster William H. Crouch, 1916-1934.

By 1950, the band was being called the "Pride of the Southland," a name created by Ed Harris, sports reporter and later editor of the *Knoxville Journal*. At the 1952 Sugar Bowl game against Maryland (which UT lost 13-28, thereby spoiling an otherwise undefeated season), "The Pride" sported new uniforms: white-collared orange jackets, worn with military-style belts which crossed over the shoulders, and white trousers with orange stripes. The uniforms were topped by visored, flat military caps. Band members increasingly, too, were enjoying out-of-town trips in accompaniment of the football team. Apart from the excitement of visiting "strange" cities, band members expressed pleasure at the opportunity of competing with other university bands "for the glory of their alma mater."

With Ryba's retirement at the end of 1960, a new era in the band's history began. For the next three decades, the band was under the direction of Dr. W. J. Julian, a native Tennessean, graduate of Tennessee Polytechnic Institute in Cookeville, veteran of World War II with service in the Pacific as a naval ensign, and the recipient of graduate degrees in music from Northwestern University. In January 1961, Julian joined the UT faculty as associate professor of music education and director of UT bands. Concurrently, the band was removed from the jurisdiction of the Military Department and placed in the music education curriculum.

Under Julian's direction, the band was revolutionized in style and appearance. The old uniforms, the white trousers of which had soiled easily and turned gray with age, were replaced by navy blue trousers and jackets with an orange and white military-style vest overlay. A white-plumed orange and white shako completed the new dress. There were other innovations. Dr. Jay, as he was dubbed by his students, was a strict disciplinarian who demanded perfection of his musicians in appearance and performance. In



W. J. Julian, band director, 1961-1993.

preparation for football halftime shows, band members were required to return to campus a week early in the fall. Practice sessions were conducted three times a day, beginning at 8 a.m. and ending at 9 p.m. Students seem not to have objected to the discipline, however; by 1964, the band had increased to 140 members, of whom about one-third were women.

Today, the band is over twice as large, but the marks of Julian's style are still deeply impressed on the band members and on the nature of its performance. Hard work and imaginative design have produced spectacular halftime formations, including the famous "circle drill," so popular that it has been adopted by other university bands throughout the country. Special occasions, such as the 1976 bicentennial celebration of American independence and the 1987 commemoration of the two hundredth anniversary of the U.S. Constitution, along with periodic tributes to special groups like UT's Olympic performers or local Scots (who provided bagpipers to complement traditional band music), prompt even more original and colorful halftime extravaganzas.

For these productions, Julian depended not only on his talented associates but also on the computer which printed out reams of diagrams showing the musicians exactly where they should be at every moment of the drill. Creating these productions, in Julian's view, required the same kind of skill that was demanded of Broadway directors staging topflight musicals. Julian's creative staff included associate band director James Sparks, assistant director Patricia Root, drill designer Jim Idol, music arranger Warren Clark, and office administrator Gail Hunter.

Band members now sport replacement uniforms of the same style as those introduced by Julian earlier, but the price has gone up to about \$450 for a band member and \$600 for a drum major. The band still enjoys its out-of-town travels, but transportation for more than three hundred band members, flag wavers, and majorettes is slightly more complicated than it was thirty years ago. The cavalcade now takes up seven buses and usually has a police escort through major cities. The band does not miss many ball games; only twice during Julian's tenure was it prevented by inclement weather from appearing at halftime, and both were at Auburn games, one in Birmingham and the other at Neyland Stadium.

The band also has a tradition of appearing in U.S. presidential inaugural parades, missing only one since the inauguration of Dwight Eisenhower in 1953. In 1985, the band traveled to Washington for the Reagan inauguration only to find the parade cancelled because of extremely cold weather that never got above seven degrees. At the 1973 inauguration of Richard Nixon, the UT musicians were designated the "Honor Band" and led the parade. Upholding the tradition, the Pride of the Southland participated in the January 20, 1993, inaugural parade of Bill Clinton. Reflecting, perhaps, the band's military origin, UT's Army ROTC Color Guard marched with the unit.

Julian's tenure produced other alterations. In 1972, he introduced the song "Rocky Top" to the band's halftime show, and it became so popular that in one year the musicians played it five hundred times. The band got tired of hearing it, but not the fans. In 1992, when The Pride formed the familiar "T" on the field for the football team to run through—another innovation under Julian—the drum major was Brion Randolph, the first African American to fill that position. A junior in nuclear engineering, Randolph is one of the few non-music majors to be named drum major, although some three-quarters of the band's members do not major in music.

Under Julian's direction, the Pride of the Southland Band was consistently rated among the top marching groups in the country. On one occasion, it was even featured in promotions of the Italian airline, Alitalia. Julian himself received national recogni-

tion by election to the presidency of the three major professional band organizations—the National Band Association, the American Bandmasters Association, and the College Band Directors National Association. Only one other band director has been so honored. In December 1992, Julian was elected to the Academy of Wind and Percussion Arts (AWAPA), an elite group of the National Band Association, which recognizes those who have made significant contributions to band music. Honorees receive a nine-inch silver statuette, a silver medallion, and an engraved certificate representing the “Oscar” of the band world.

Julian’s retirement at the end of the 1992-1993 academic year ended an epoch in the band’s history and the longest tenure of any of its bandmasters. Julian himself once quipped that while the band received much laudatory fan mail, he had not. The complaint was somewhat disingenuous. During over three decades of service, Dr. Jay managed to bring both the band and himself enough kudos to satisfy even the most sensitive of artists. Surely the most gratifying moment for Julian must have been the halftime drill at the last home game on November 21, 1992, which he himself had no part in rehearsing. At Neyland Stadium that day, the band members spelled out the word *Julian* and then all, in unison, bowed farewell to Dr. Jay.



The Pride of the Southland Band today.

OVER THE DECADES

*Today we study the day before yesterday, in order that yesterday may not
paralyze today, and today may not paralyze tomorrow.*
—F. W. Maitland

Anniversaries are occasions for cerebration as well as celebration. At their best, they challenge individuals and institutions to reexamine their identities, to learn where they have been so they can know where they are, to better view the years ahead by reexamining the years already gone by, to see farther by standing metaphorically on the shoulders of those who have preceded them. They are also times for pageantry and parades, for ceremonies and souvenirs, for prideful oratory and grandiloquent publications.

On its golden jubilee, in 1844, the University of Tennessee, then known as East Tennessee University, had little to celebrate. It had been closed once, for eleven years; it had been administered by five presidents, none of whom had been able to impress the institution with his own stamp of achievement; its student body numbered fewer than one hundred, and its finances were precarious.

Fifty years later, the University was more solidly established, under the firm guidance of President Charles Dabney. The student body and the faculty had almost doubled during the previous seven years and new courses of study had been added. The trustees organized a centennial celebration for the day before commencement, June 12, 1894. The highlight of the affair was a lengthy address by Edward T. Sanford, an alumnus, Knoxville attorney, and past president of the Alumni Association. A formidable oration which, when published, amounted to eighty-two pages, it narrated the history of the University, ending with a florid salute to the institution for having held “steadily...true to her ideal and faithful to her precious trust.” Modern auditors would have found the detailed historical address painful to sit through, but a local newspaper praised it as “admirable” and expressed pleasure that Mr. Sanford had presented it “in the most pleasing

style of graceful oratory.” Those who endured Sanford’s remarks were rewarded with tea, coffee, lemonade, and sandwiches.

Curiously, the trustees decided to celebrate the University’s centennial a second time, in 1907, the hundredth anniversary of the rechartering of the institution as East Tennessee College on October 26, 1807. This was a much more extended affair, from June 1 to 4. The highlight of the celebration was an academic convocation on Saturday, June 3, in Staub’s Theater on Cumberland Avenue. The Centennial Address by Governor Malcolm A. Patterson was blissfully brief, but it was complemented by no fewer than nine other addresses from spokesmen, respectively, for the faculty, the trustees, the alumni, the state Department of Public Instruction, and other state universities. Musical renditions, a dress parade by the corps of cadets, and an “elaborate reception” for the alumni and distinguished guests lightened the otherwise somewhat ponderous tone of the exercises.

Thirty-seven years later, the University reaffirmed its affection for its 1794 starting date by celebrating its sesquicentennial in 1944! The centerpiece of this anniversary was a full day’s program on November 17, consisting of nine forums on agriculture, business administration, education, engineering, health, home economics, law, liberal arts, and journalism, in which the role of the University in each of these areas was discussed. President James D. Hoskins explained the purpose of these discussions as clarifying “the desire of the University to be of the greatest service to the greatest number of people.” Hoskins gave an opening address and Tennessee’s Governor Prentice Cooper concluded the day’s events with remarks on “The Place of the University in the State.” The principal addresses, along with the remarks of the forum participants, made up a published volume of 217 pages.

In 1969, the University observed its 175th anniversary in rather elaborate fashion. The year-long commemoration, under the slogan “Distinguished Past, Dynamic Future,” was observed on the University’s four primary campuses—Knoxville, Memphis, Martin, and Chattanooga—as well as at facilities in Nashville, Tullahoma, Oak Ridge, and Kingsport. The University, which only the year before had been reorganized as a “system,” with its headquarters at Knoxville, boasted of its longevity: only twenty-three

other colleges and universities had reached the ripe old age of 175. The highlight of the year was Founders Day on September 10, when a new University flag was unveiled and four new buildings dedicated or begun on the Knoxville campus. On a more spectacular note, 175 explosions launched three rockets modelled after those the U. S. had recently launched into space. The rockets carried the flags of the U. S., Tennessee, and the University of Tennessee, respectively. The boom caused by the explosion elicited agitated calls from local citizens who feared a natural disaster had occurred.

Celebratory publications emphasized the spectacular growth in University enrollment over the previous decade, from some eleven thousand in 1957 to more than thirty-four thousand in 1969. Almost forty thousand was projected for 1970. The University boasted its preeminence as the twenty-second largest university in the country and one of the top two hundred major research institutions. Another achievement heralded during the 175th anniversary was the growth in the University's physical plant—from a 1960 valuation of \$70 million to more than \$200 million in 1969.

The bicentennial of the University's founding in 1994 is another occasion for celebration. An institution that ranks among the nation's major universities in endowment, research spending, and library holdings surely merits congratulations. The University's flagship campus at Knoxville boasts top rank academic programs, distinguished faculty, and outstanding scholarship students. The campuses at Memphis, Martin, Chattanooga, and Tullahoma have achieved distinction in fields such as the health sciences, space research and technology, international education, and teacher training. Nevertheless, the University closes out its second century on a realistic, if not a somber, note. Public support for higher education faces retrenchment in Tennessee as elsewhere. Elected officials are demanding greater accountability for the monies allotted to public colleges and universities. But President Joseph Johnson concluded his annual report to the trustees for 1991-1992 on an optimistic note: "...the years have challenged higher education to do more with less....We did more with less. It wasn't easy,...but we didn't lose sight of what we're supposed to be about—teaching, research, and service."

The celebrations of the years gone by are merely preludes to those ahead—to the tricentennial and beyond.

UT's Sesquicentennial: 1944



*John B. Emperor,
professor of English,
1929-1945.*

Fifty years ago, UT celebrated its sesquicentennial anniversary.

The University's 150th birthday occurred on September 10, 1944, while the nation was still engaged in fighting World War II. The times were not appropriate for celebrations. The campus was virtually denuded of male students and faculty. Enrollment dropped from 5,730 in 1939 to 1,325 in the spring of 1944. Despite the somber mood, the administration and the trustees decided not to let the sesquicentennial pass unobserved. The celebration took place on November 17. There was a convocation in the Alumni Memorial Auditorium in the morning and afternoon and evening sessions in the cafeteria.

Addresses were offered by Governor Prentice Cooper and President James Hoskins, but perhaps the most original presentation was "A Sesquicentennial Ode" written by Professor of English John B. Emperor. Grandiloquent and overdramatic, the ode nevertheless is expressive of the pride the University took in its accomplishments and in the more than eight thousand of its sons and daughters who were serving in the armed forces.

.....

"A SESQUICENTENNIAL ODE"

by John B. Emperor

Proem:

'Tis meet we homage to our Mother bring,
Our venerable Mother, crowned with years—
And proudly now her ageless splendors sing,
This time of hope, of glory, and of tears.

That grim old archer Time, from his gray quiver,
Has shot seven score of bolts, and added ten—
The generations rise, and sink again—
She sits, safe builded in the hearts of men,
Serene upon her hill, beside her river.

The time of founding:

The frantic fury of the bloody Seine
Was scarcely spent—the fierce, life-giving pain

Of Freedom's travail scarce had time to wane;
 But thirteen years before was Yorktown won;
 Laden with cares and honors, Washington
 Thought of his home, and wished his labors done.
 Burke thundered still the primacy of law;
 Wordsworth had newly taught his pen to draw
 The heart of Nature's wonder. Newly free,
 Our nation gathered strength, in glorious infancy.
 Then brave and worthy men, with reverent heart,
 Took from their slender store no slender part,
 And built their little woodland college here,
 To foster knowledge, make the dark ways clear—
 Knowing Democracy can only rise
 When men are good, and in their goodness wise.

The founding:

She was the state's before the state was ours—
 First on the level, in the little town,
 Not on the goodly hill where now she towers,
 Did good men build her in the wilderness,
 That truth might wax and virtue grow not less,
 And learning their hard lives with richness crown.

Around her loom the everlasting hills,
 Veiled in their smoky splendor evermore;
 Beyond the little farm each settler tills
 The forest stretches, almost to her door.
 And from her mountain springs eternally
 Rolls her own tutelar stream, the Tennessee.

But hard the life, laborious and grim,
 Easy for minds to grow relaxed and dim—
 So knew our founders, nor would have it so,
 That wealth increase, but learning fail to grow.
 They willed, where so much else was primitive,
 Their sons should learn abundantly to live.

All that endures is built in trust and love,
 And draws its noblest guiding from above.
 And love was there—love of the warnings sage
 Of History as she turns her too neglected page;
 Love of the high, heart-warming words that come
 From Culture's mighty masters, Greece and Rome;
 The cool, calm love of Logic, and the sooth
 Of Mathematics with its symbolized truth;
 Of Science, infant yet beneath the rod,
 But pointing to the way that Nature trod—
 And all these loves part of the love of God.

Her history:

Not lordly these beginnings, and not great
 The little sylvan school we celebrate,
 Surviving through the slow, indifferent years,
 Dwarfed often by the poverty that sears,
 But sending deeply down tenacious roots,
 As must those trees which bear abundant fruits.
 New generations see her tiny still,
 But now built high upon her noble hill.
 New faces come and go unceasingly,
 And slowly make the state that is to be.
 The fierce convulsions of fraternal war
 Served almost to destroy—and could not fail to mar.
 But then as ever poured she forth her sons,
 To prove their faith among the spewing guns—
 To him belongs not pale, ignoble fear
 Who knows the spirit of the Volunteer,
 Nor he *her* child who duty sees—and shuns.

So passed the years, and she became her land's,
 Reared as the capstone of our best endeavor,
 A place of noble knowledge, raised by hands
 That labored wisely, building not on sands
 But on the rock of service, sure for ever.
 The state became her campus, and her heart
 Ample enough to fill its every part
 With that eternal vital pulse which springs
 From zealous care for every worthy art
 And delving ever for the source of things.
 So comes it that, with every marching sun,
 The state's best strivings and her own are one.

The true University:

So stands today our University—
 Not merely fabric of the things we see—
 Not wood nor brick nor lifeless stone is she,
 For so are things not built eternally.
 She is compounded of immortal things—
 And hers the song the deathless spirit sings!
 The lives of those who in her classrooms taught,

And day by day with selfless passion wrought,
 That these they led might see the vision good,
 And bring their lives to square with mankind's highest mood;
 The workshop's skill, the laboratory's zeal,
 Have dealt in souls, as well as soils and steel,
 In patience, in high hope, the ecstasy
 Of fruitful seeking for the good to be;

And those who guided her, with taxing thought
Through rock, and shoal, and rapid, and so brought
Her precious cargo safely on its way
To this great hour, tomorrow's greater day!

And those the thousands who have thronged her halls,
Loved her great trees, and her protecting walls;
Loved that great glory of the sunset hour,
When the sky flames behind her central tower;
Friendship, and fair discourse, and dancing eyes
(For more than books are here to make men wise);
The morning's lectures, and the play field's sport,
And all things seemly, and of good report.
Study and joy and wonder, year by year,
Create the quality we reverence here—
The things not seen by eyes, not things we see,
These are our noblest University.

Our living soldiers:

But Truth is not alone to be enjoyed,
And gold for use with sterner stuff's alloyed.
And they who dwell within her House of Life
Must gird them at the challenge to sore strife.
'Twas so the sons of our great Mother found.
When tyrannous evil reared its bloody hand
To violate our freedoms and our land,
They thronged, devoted, brave, unfaltering band,
To meet the evil thing on its own chosen ground.
Eight thousand of her children did she send—
Earth, water, air, our world's remotest end,
Have known the manly metal which she forged,
And the gay, gallant flame that in them surged.
To them with proud, exultant hearts we pay
Our own, our Mother's homage, this glad day—
Their deeds will be her high, her living glory,
Their names writ fair for ever in her story.

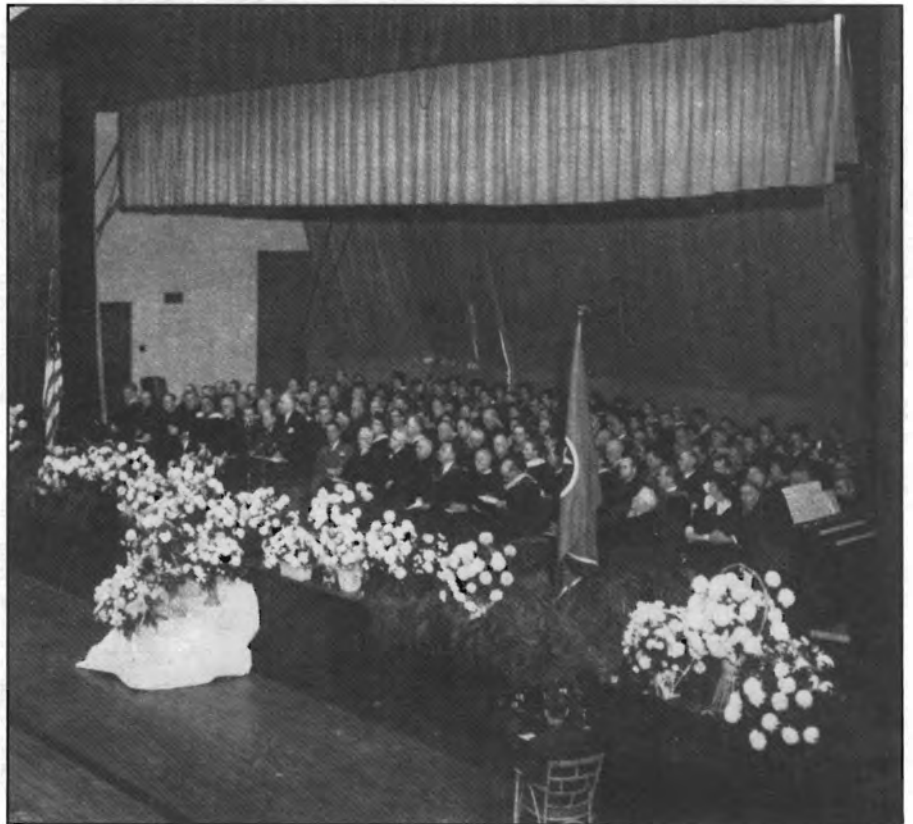
Our Soldier Dead:

But there are those who cannot hear our praise—
Who in far seas, in distant fields, are still,
Nor ever more shall see the spring-time fragrant Hill.
To them in loving grief our Mother says:
"Dear sons, asleep in some Pacific isle,
Or proudly fallen in African defile;
In Belgian field or Norman hedge-row dead,
Sinking triumphant as Hell's minion's fled;
Entombed in the vast ocean's azure reach,
Or crumpled silent on the hard-won beach—
Where'er you lie, remote howe'er the place,

The best of you I hold in my embrace—
Dead for your God, your country, and for Truth,
You still are mine, as in your living youth.
Your sacrifice, your selfless high endeavor,
Are built into my fabric—built forever.
Whoever walks my hill in liberty
Shall witness bear you live immortally;
And as the decades into centuries roll,
The nobly dead become my central soul.”

Conclusion:

So speaks our Mother, So we stand today.
But lo—the beckoning centuries stretch away.
For what to us is plenitude of time
To her's beginning of her splendid prime.
The sons of little children here today
Shall see their grandsons on her greensward play.
Long has she stood—enduring shall she stand—
Increase in strength and gloriously expand—
Crowned with fair fruits, in will and purpose great,
Grow wiser, nobler, with her fostering state,
Still blessed in age with all the glow of youth,
Vernal for ever with the flowers of Truth.



The Sesquicentennial Convocation in Alumni Memorial Hall, November 17, 1944.

When the University Celebrated 175 Years

In 1969, men walked on the moon for the first time, Libya's Colonel Quadaffi came to power, the nation mourned the passing of former President Dwight Eisenhower and actress Judy Garland, and the University of Tennessee began a yearlong celebration of its 175th year of existence.

As President Andy Holt contemplated the academic year beginning on September 22, he took satisfaction in overseeing a university that was the twenty-second largest in the country, with thirty-nine thousand students at four primary campuses—Knoxville, Memphis, Martin, and Chattanooga—able to choose from more than six thousand courses leading to degrees in some 308 programs of study, and a five-year-old Space Institute at Tullahoma. Holt could also take pride in UT's athletic achievements, looking back to 1967, when UT led the SEC in football, basketball, and track, and to just a few months earlier when Ray Bussard's swimming team had beaten an invulnerable Florida team in the newly completed Student Aquatic Center to take yet another SEC championship.

Under the slogan "Distinguished Past—Dynamic Future," the anniversary committee, chaired by Vice President Ed Boling, coordinated events that would span the entire school year and take place in all parts of the state. The first event was a Founders Day program at Knoxville, on September 10, at which a newly designed University flag was flown for the first time. The handiwork of Ted Williams, a staff artist with Publications Services, the flag consisted of three vertical bars, two orange and one white, with the torch of learning, surrounded by the words "The University of Tennessee" and the founding date "1794" centered on the field of white. The three bars symbolized the grand divisions of the state.

Celebratory events marked the physical growth of the University as well as its scholarly accomplishments. By September 1969, \$100 million in new facilities had been completed at the Knoxville campus during a ten-year period, and \$50 million more were under construction. On the first day of the commemoration, the new Communications and Extension Building was dedicated; later in the year the campus celebrated the opening of the new John C. Hodges Undergraduate Library. This phase of the anniversary festivities was capped on May 9, 1970, by the laying of the cornerstone of the Clarence Brown Theatre, named for the famous Hollywood director and a UT alumnus of the class of 1910.

Cultural events of the anniversary year included a series of concerts featuring renowned artists, such as the American violinist Michael Rabin, the French operatic soprano Regine Crespin, and the French pianist Philippe Entremont. One of the



The logo and slogan of the 175th anniversary commemoration of the founding of UT.



The John C. Hodges Undergraduate Library (foreground) was dedicated September 26, 1969.

coordinating committee's most popular decisions was the dispatch of the UT Singers on a fifteen hundred mile, twenty-eight concert trip across the state. Two major symposia were held on the Knoxville campus during the anniversary year. The first was an International Symposium on Photoelectron Spectroscopy timed to coincide with the dedication of a new chemistry facility added to the existing Dabney Hall in May 1976. In June, dignitaries gathered in Knoxville for an Air Transportation Conference to discuss future airport needs. Attending were Undersecretary of Transportation James Beggs and representatives of the U.S. Air Force and major American airlines.

Elsewhere in the new University of Tennessee system, Chattanooga marked its incorporation into the University after eighty-three years' existence as a private institution; the medical facilities at Memphis dedicated a new co-educational dormitory; and a new UT Center opened at Nashville to provide nighttime education for state employees and others who could not attend day classes. The yearlong celebration ended fittingly on May 28, 1970, with a dinner honoring outgoing President Andy Holt, under whose leadership the University had advanced signally from its distinguished past toward a dynamic future.



The new University flag introduced at the Founders Day celebration, September 10, 1969.

UT's Bicentennial: 1994

The University's bicentennial celebration was initiated by two events. On January 11, 1994, the two houses of the Tennessee legislature met in joint convention and passed a resolution congratulating the University on its two-hundredth birthday and offering "best wishes for continued success in its third century." And on January 13, 1994, several thousand students, faculty, alumni, and friends of the University attended a gala opening ceremony in the Thompson-Boling Assembly Center and Arena on the Knoxville campus to unveil the bicentennial logo, to hear the song "Rocky Top" sung by the UTK chorus in Latin, to view a specially prepared historical video, and to hear congratulatory remarks from the governor of the state, the president of the University, and the chancellor of the Knoxville campus. Simultaneous ceremonies were held on the other primary campuses of the University; a sophisticated communications network held the campuses together for this occasion.

In a reprise of the sesquicentennial celebration in 1944, when English Professor John Emperor composed an ode for the occasion, another English professor, Arthur E. Smith, prepared a special poetic composition for the bicentennial commemoration of 1994. Smith, a member of the English faculty at UTK since 1986, and a prolific writer of poetry was inspired to write "Tennessee Suite" by learning about the discovery in 1901, during the excavation for a new women's dormitory, of the bodies of eight Union soldiers on the site near where Ayres Hall stands today. Smith pondered the relationship between the Civil War and the student protest movements of the 1960s in San Francisco, where he was a student. Smith begins his ode there, proceeds with his own experience, and then climaxes in the last part, where historic events and personal history seem to merge. Throughout the ode, Smith wonders "how history defines a place, how time becomes a place, and how that history can come to bear on a person's life."

.....

"TENNESSEE SUITE"

by Arthur E. Smith

1.

Not history, not the past—
 I see that now—students
 On the commons stage, crowded
 and crowding back red-faced
 With bullhorns, the San Francisco winds
 whipped colder by helicopters

Not circling, but crossing
 and re-crossing the square,
 Each pendulum-like pass
 lower than the one before,
 And louder, a wake unrolling over
 those of us stopped

On the way elsewhere, trying
 like me, perhaps, to make out
 Between turbulences what was
 being said. I'm still trying
 Twenty-five years later, hearing it
 in Knoxville where I live,

On the campus where I work,
 hearing it on the lower south side
 Of the hill falling off to the Tennessee,
 just uphill from the chestnut oak
 I'm standing under, where in 1901,
 breaking ground for a women's hall

Long since lived-in and out-lived
 and razed back to the ground it seemed
 To spring from, the bodies of eight soldiers,
 all Union, men and boys, were unearthed—
 A few buttons, bones,
 uniform tatters.

Now, what with the blizzard
 and flooding, the dogwoods are late
 Lifting their devotional cups
 to the sunlight working
 The inclination of April, the same light
 fostering the thickets after Chickamauga

And leading the buttercups there in their slow
 yellow fan across the meadows.
 To my right, a delivery van
 empty and idling in front of
 The nuclear engineering complex,
 and traffic on the bridge south,

And a tugboat's vented blast,
 and behind me, the stadium,
 Its pillars and girders open
 to the same weathering
 As the library on my left,
 its stories terraced

And receding, shining and shadowed—
 and in front of me, topping the hill,
 The tower of the oldest building
 from which, now, the cracking of a window
 Going up, and a man in a white shirt
 leaning out, looking around.

2.

Once, not far from here, was a graveyard
 no one's ever heard of, one of a number
 In Dempsey Branch, just south of Mt. Gay
 in far southwestern West Virginia.
 From anywhere in it, a thrown rock
 would clear the chicken wire

Fencing in the stone outcroppings
 that barely outlast the names—
 Ballard Ellis, his wife Bessie,
 their children Clifford and Lura Belle
 And Roy Lee, aged two months, and so on,
 the lettering netted over

With vines, more and more difficult
 to read. The graveyard's known as
 Mounts, after the local grocer
 who gave the land around the time
 The killings ended farther south
 between the McCoys and Hatfields,

And just before they started up among
 the union organizers, and the Pinkertons,
 And those fierce plain folks, the coalminers
 of neighboring Matewan. I know
 These things because the Ellises—
 my mother's family—were buried there,

As Mounts was, until last fall
 when the corridor linking Holden
 And Logan went in
 and my mother's youngest sister
 Witnessed the exhumation of the bodies—
 or what passed for them—

The remains trucked twenty miles
 to Forest Lawn Cemetery
 Near Chapmanville. Of their father,
 a blue tie—no bones, nothing
 Of his coffin: of the mother, on one of
 several fingerbones, a wedding band.

It sounds apocryphal, though I've stood
on that ground and thrown a rock
Clear of it, out into the underbrush,
and I've seen what had been given
Taken back. Land and wealth and spirit—
everything given—

And when I look for a long time
at the white fog pooling in the valleys
And the cloud-rivers winding thinly
between the pitched hills, I begin
To hear again from the pines
that great breathing I thought of

Once as mournful, and then
as the one sound desire
Underscores the others with, and finally
as the wind among the needles,
Bearing nothing but itself,
and bearing it away.

3.

We talk about the end of the world
as though it were the end
Of the world. We like to think
the time and place we occupy
Is central, and it is. And it is
nothing to the markers

Lining the narrow circular drive
of the National Cemetery, the headstones
For a moment still wheeling as I stop
and walk to the nearest—dead so long
I run my hand over the smooth-
looking stones, and they're deeply pitted

And coarse, not comforting—it strikes me
they're not supposed to be comforting,
These graves, these men and women of whom
little is known, other than
Their names, as common or familiar
as those I hear and say

Almost every day, thoughtlessly—
 Hodges and Ayres, Holt and McClung,
 Neyland and Morgan and Stokely—
 on towers and stadiums, on libraries:
 Names of teachers, merchants,
 soldiers more widely remembered,

Perhaps, than these, but all
 challenged in the dailiness of
 Their own beliefs, with few of them
 comforted by the pasts they looked back to,
 And none of them rescued by what was
 already known, though they brought

What they knew as far forward as they could
 before it became
 Part of the story
 time now tells about them.
 Wherever the eight are, I can't
 find them; neither the caretaker

Scanning the tops, wave after wave.
 It's late July. There's no breeze
 As I walk back to the car,
 sweating in a drought summer,
 The walnut trees bearing up,
 the lawn not, the maple leaves

Stunted, browning from the tips,
 what little shade afforded by them
 Sweeping the day's heat along,
 the headstones cooling
 On either side in row on row rippling
 from the center, the plots

Lettered and numbered—D103
 102, 101—the names on the other side,
 Cut into and weathering back out of time:
 Wm Winn, Tenn Inf, and Robt Laferty,
 US Hv Arty, and John Davis of North Carolina,
 and Wm Allen, and so on.



President Joseph Johnson, Governor Ned McWherter, and Chancellor William Snyder toast the University in orange juice.



The Bicentennial Opening Ceremonies at the Thompson-Boling Arena, January 13, 1994.

Index

A

- Abbott, Marjorie 205
 Abernathy, George 135
 Academy Award 43, 47
 Adams, Percy 196
 African-American students 10, 27,
 65–66, 67–68, 69–71, 160, 171
 first doctorate 26, 187
 first master's degree 186
 Agricultural Experiment Station 8, 11,
 14, 117, 142, 162, 190
 Agricultural Extension Service 61, 69,
 70, 189–190
 Agriculture 10, 11, 28, 61, 162, 166,
 189–190, 210
 Agriculture, College of 10, 14, 147,
 162, 190
 Alexander, Jack 186
 Alexander, Lamar 87
 Alexander, T. H.
 quoted 21
 Alpha Gamma Rho 136
 All-Sing 135
 Allen, Catherine 203
 Alma Mater 103, 105, 134, 135
 Aloha Oe 107, 132, 134, 155
 Alumni Association 5, 6, 19, 37, 38,
 48, 54, 61, 132, 209
 Alumni Hall 9, 175
 Alumni Memorial Gymnasium 133,
 135, 156, 203, 212
 American Association of University
 Professors (AAUP) 18, 21, 82,
 163, 164
 Amick, H. C. 198
 Andy Holt Tower 155
 Anniversaries
 150th 212–216
 175th 217–218
 200th 219–224
 Appalachian Exposition 23, 84
 Appropriations, federal government x,
 8, 20, 26, 29, 52, 54, 63,
 65, 87, 111, 175, 178, 201
 Appropriations, state government x,
 xi, 7, 14, 15, 19, 23, 125,
 144, 145, 175
 Army Specialized Training Program 59,
 201
 Architecture, College of 191
 Arnold Engineering Development
 Center 180, 181
 Arnold, Harold A. 60
 Arnold, Henry H. ("Hap") 180
 Art, Department of 191–192
 Art and Architecture Building 192
 Ashe, Victor 146
 Associated Press 40, 41, 74
 Athletic Association 132
 Athletics 35, 37, 89, 99–100, 101
 Atlanta *Constitution* 132
 Atwater, William 193
 Audigier, Eleanor Deane Swan 142
 Austin Peay Building 141, 142, 155,
 175
 Ayres, Brown 13–16, 115, 118, 125n,
 142, 145, 185
 Ayres Hall 4, 13, 15, 19, 111n, 113,
 117, 129, 133, 138, 169, 219
B
 Bailey, Joel 180
 Baker, Howard, Jr. 87
 Baker, Howard, Sr. 130
 Baker, Mary E. 142
 Baker, Russell
 quoted 39
 Baker-Himel School 18, 33, 36
 Banks, M. Beal 93
 Barbara Blount Hall 117, 127
 Barber & McMurry, Architects 148
 Barber, George Franklin 24
 Barnwarming 138
 Barton, Everett 147
 Baseball 91, 100, 109, 114, 129, 132
 Basketball 35, 37, 89, 97, 98, 99,
 100, 101, 102, 114, 162
 Baumann & Baumann, Architects 146
 Baxter, Jimmie 78, 82
 Beasley, Lou 179
 Beck, Theodore Andre 154
 Bell, Alexander Graham 13
 Bender, John 129
 Berry, Ellen McClung 151, 153
 Berry, Thomas H. 151
 Bible, Carroll 78
 Bicentennial of the University xii, 211,
 219
 Bicentennial ode 219–223
 Bishop, William D. 190
 Black, Martha 172
 Black, Tom 78
 Blair, Alexander 193
 Blakeney, Lincoln 172, 186
 Blanton, Harry S. 26, 187
 Bloom, J. E. 199
 Blount College v, ix, 2, 3, 6, 52, 111n,
 165, 166
 Blount, William x
 Boarts, Peg 166
 Boarts, Robert 166
 Boling, Edward J. 61, 83, 217
 Bowman, Betty 203
 Brehm, Cloide E. 68, 190
 Brewer, Carson 76
 Brock, William, Jr. 87, 160
 Brooks, William C. 135–136
 Brown, Clarence Leon 46–47
Brown v. Board of Education 69, 70
 Bruce, A. C. 140
 Bruce, James Douglas 121, 124n, 185,
 195
 Bruce, William Cabell 124n
 Buchanan, Herbert E. 121, 124n
 Buchanan, James McGill 31–33
 Buehler, Calvin A. 194
 "Build In" Day 147
 Buildings
 Alumni Hall 9, 175
 Alumni Memorial Gymnasium 133,
 135, 156, 203, 212
 Andy Holt Tower 155
 Art and Architecture 192
 Austin Peay 141, 142, 155, 175
 Ayres Hall 4, 13, 15, 19, 111n,
 113, 117, 129, 133, 138, 169,
 219
 Barbara Blount Hall 117, 127
 Carnegie Library 129, 142
 Chemistry Building 9, 10
 Clarence Brown Theatre 47, 217
 Claxton Hall 144–145
 Communications and Extension
 Building 217
 Construction 5, 7, 8, 15, 19, 47,
 53, 110, 138, 140, 142, 143, 147,
 151, 159, 172, 194, 217
 Dabney Hall 9, 19, 218
 East College 15, 116, 138
 Faculty Club 146–148
 Greve Hall 114
 Henson Hall 175
 Hodges Library 143, 147, 196, 217,
 218
 Home Economics 19
 Hopcote 149–150
 Hoskins Library 142–143
 Humes Hall 114
 Jefferson Hall 15, 56, 113, 135, 138
 McClung Tower 137, 151, 153
 Morgan Hall 15, 129
 Morrill Hall 117, 147
 North College 168, 169
 Old College 4, 5, 15, 111n, 116,
 138, 169
 Science Hall 63, 117

- Sophronia Strong Hall 19, 147
 South College 8, 113, 117, 118, 124n, 137, 138, 140-141
 Temple Court 175, 182, 183
 Tennessee Hall 168, 170
 Thompson-Boling Assembly Center and Arena 219
 Tyson Alumni House 22
 University Center 80, 81, 86, 87
 West College 5, 15, 116, 138
 Woman's Building 113
 Burke, Charles Bell 121, 125n, 195
 Burritt College 7
 Bush, George 84, 88
 Business Administration, College of 19, 58, 59, 87
 Bussard, Ray 101, 217
 Butler, Milford C. 7
- C**
- Camp, Walter 90
 Camp Forrest 180
 Campbelle, R.B.J., Jr. 68, 172
 Canby, Henry Seidel 107
 Cane Rush 114, 117
 Carnegie Library 129, 142
 Carnes, William D. 7
 Carnicus 107, 135
 Carrick, Samuel 2, 3
 Carroll, Martha 205
 Carson, William 113
 Carson-Newman College 17, 97, 118
 Carter, Jimmy 86-87
 Cartographic Information Center 197
 Cates, Alan 156
 Cates, Clifton B. 62
 Centennial of the University 209, 210
 Chapel 7, 113, 118
 Chattanooga City College 162
 Cheerleading 95-96
 Chemistry, Department of 193-194
 Chemistry Building 9, 10
 Cherokee Country Club 113
 Cherry, Wilbert 99
 Chi Delta 5, 36, 48, 56, 109, 118, 125n, 129
 Churchill, Winston
 quoted 34
 Circle Park 81, 154, 155
 Civil Rights Movement 99
 Civil War x, 2, 8, 48, 51, 54-55, 97, 108, 193, 199, 204
 Civilian Training Pilot Act (1939) 59, 63
 Clarence Brown Theatre 47, 217
 Clark, Lucius F. 193
 Clark, Warren 207
- Clarksville, TN 56
 Claxton, Philander P. 11, 14, 20, 124n, 144
 Claxton Hall 144-145
 Cochran, J. Otis 173
 Coeducation 126-127
 Coffin, Charles 4
 Cole, William E. 28-30
 Colleges of the University
 Agriculture 10, 14, 147, 162, 190
 Architecture 191
 Business Administration 19, 58, 59, 87
 Commerce 14
 Dentistry 14
 Education 14, 19, 25, 26, 27, 29, 144, 182, 183
 Engineering 14, 58, 59, 63, 87, 185
 Home Economics 61, 69, 170, 191
 Human Ecology 192
 Law 9, 14, 20, 61, 68, 168-173
 Liberal Arts 14, 144, 149, 179, 182, 191
 Medicine 14. *See also* University of Tennessee System
 Nursing 174-176
 Pharmacy 58, 69
 Social Work 159, 177-179
 Veterinary Medicine xi
 Colors, School 132
 Columbia 184
 Columbia College 4
 Columbia University 20, 34, 39, 42, 43, 52, 60, 69, 78, 145. *See also* King's College
 Commerce, College of 14
 Communications and Extension Building 217
 Cooke, George 6
 Cooper, Prentice 210, 212
 Craig, James 100
 Crescent 109
 Crouch, William H. 205
 Cumberland Avenue 56, 72, 74, 86, 133, 142, 191, 210
 Cumberland College 111n
 Cumberland University 18
 Curriculum
 ix, 8, 10, 25, 28, 97, 157, 168, 175, 178, 191, 192, 195
 Agricultural and Mechanical ix, 8
 Classical ix, 2, 8
- D**
- Dabney, Charles W. 2, 9-12, 126, 145, 157, 168, 185, 194, 209
 Dabney Hall 9, 19, 218
 Daily Beacon 79, 83, 87, 164
 Dance 202-203
 Darter, Vernon W. 190
 Davis, Albert 99
 Davis, Owen 39-40
 Davis, Richard Beale 87, 196
 Davis, Victor 132
 Dean, Lucille Evans 179
 Degree programs 28, 175, 187
 Delta Delta Delta 135
 Denlinger, Henry K 90, 92
 Dentistry, College of 14
 Departments of the University
 Art 191, 191-192
 Athletics 88, 99, 135
 Chemical Engineering 19
 Chemistry 60, 63, 193-194
 Dentistry 14
 Education 14, 20, 144, 158
 English 45, 56, 61, 87, 185, 195-196
 Fine Arts 191
 Geography 197-198
 Geology, Geography, and Mineralogy 197
 German 141
 History 80, 86
 Horticulture 189
 Industrial 65
 Industrial Engineering 19
 Law 14, 158, 168, 169
 Library Science 182-183
 Library Service 182
 Literary 185, 195
 Mathematics 33
 Mechanical Engineering 95
 Medicine 14
 Military 199, 204, 206
 Physical Education 97, 202
 Physics 60
 Political Science 19, 61, 163
 Psychology 80, 141
 Religious Studies 80, 82
 Sociology 28-30
 Derryberry, William Everett 37-38
 Desegregation 26, 51, 67-68, 89, 99, 160, 172, 178, 179, 186. *See also* Brown v. Board of Education
 Undergraduate 69-71
 Development 52
 Dickey, Douglas A. 99, 147
 Doak, Alexander 5, 6, 7
 Dougherty, Nathan 35
 Downen, M. Lloyd 190
 Dunford, Ralph 73
 Durand, Loyal 198
 Durrell, Harry 92

Dykes, Archie 163

E

East College 15, 116, 138
 East Tennessee College ix, x, 2, 3, 4, 5,
 52, 138, 158, 165, 210
 East Tennessee State University 175
 East Tennessee University ix, x, 2, 6, 7,
 54, 108, 110, 111n, 158, 193, 209
 Edison, Thomas 13
 Education, College of 14, 19, 25, 26,
 27, 29, 144, 182, 183
 Eisenhower, Dwight D. 85
Elizabethan Star 74
 Emblems 165–167
 Emerson, Ralph Waldo
 quoted 12, 157
 Emperor, John B. 212
 Engineering, College of 14, 58, 59,
 63, 87, 185
 English, Department of 195–196
 Erni, Henri 193
 Estabrook, Joseph 2, 5, 193
 Europa and the Bull 151–153
 Evolution, Theory of 18, 20, 125, 128
 Ewing, C. Kermit 166, 191

F

Faculty x, 3, 5, 6, 7, 9, 10, 12, 14,
 18, 19, 20, 26, 28, 37, 53, 60,
 61, 64, 77, 80, 81, 82, 83, 90,
 95, 96, 109, 112, 120, 144, 147,
 154, 157, 158, 161, 169, 209
 Chemistry 193, 194
 Dance 202, 203
 English 196
 Firing under Hoskins 18
 Geography 198
 Law 169, 170, 171, 172
 Nursing 176
 Replacement of, under Dabney 10
 Social Work 177, 178
 Space Institute 181
 Faculty Club 146–148
 Fairbanks, Charles B.
 quoted 137
 Fay, Lucy E. 142
 Fees 111, 116, 129, 168
 Female students 11, 26, 58, 65
 Ferris, Charles E. 185
 Financial assistance, private sources
 xi, 47, 52–53, 64, 177
 First Presbyterian Church 3, 4, 193
 Fisher, Flavius J. 111
 Fisher, John 155, 156
 Fisk University 65

Fitzgerald, F. Scott
 quoted 128
 Fitzgerald, Nugent E. 28, 147
 Flag, University 166–167, 217
 Fleming, Julian R. 60
 Folmsbee, Stanley J. 125n
 Football 37, 39, 89, 90–92, 93–94,
 99, 100, 114, 118–119, 129,
 132, 139, 147, 162, 205. *See also*
 Knoxville Foot Ball Club
 beginnings 90–92
 Ford, Gerald 87–88
 Fort Sanders
 battle of 54
 Founders Day 167, 211, 217, 218
 Fraternities 36, 58, 61, 76, 80, 86,
 109, 112, 116, 135, 136, 138, 147,
 148
 Freeman, Thomas J. 168
 Freshmen (“Fish”) 114, 115, 117
 Frost, Ralph 132
 Fryer, Gideon 178
 Fuller, H. W. 163
 Fundraising, University 52–53
 Fuzek, John 186, 188

G

Garratt, Charles P. 205
 Garratt, Ernest H. 204
 Gayle, Edward E. 200
 General Education Bill (1909) 19, 20
 Geography, Department of 197–198
 Gibson, Anne 97
 Glocker, Theodore 14
 Goethert, Bernhard H. 180
 Goodman, Marnell J. 72, 73, 75, 76
 Gordon, Charles H. 197
 Graduate Programs 26, 67, 69, 70,
 158, 159, 160, 178, 182–183,
 184–188
 Graduate School in Memphis 70
 Graduate School of Library and Informa-
 tion Science 182–183
 Graf, LeRoy 86
 Graff, Orin 25–27
 Graham, Billy 78–80, 82
 Graham, Walker 146, 148
 Granger, Ben 178
 Gray, Gene Mitchell 68, 186
 Great Depression 19, 142, 155,
 170, 177, 189
 Great Smoky Mountains 85
 Greeneville College 4
 Greeneville, TN 73
 Greve, Harriet 96, 114, 127
 Greve Hall 114

Guggenheim Fellowship 34, 36, 44, 45
 Guiochon, Georges 194

H

Hall, Ernest W. 205
 Hammond, Edwin 198
 Hampden-Sydney Academy 3, 4
 Handly, Oscar 148
 Hardy, Audry 100
 Harris, Diana 29
 Harris, French 73
 Harris, Jessie 61
 Harrison, Earl 201
 Hart, Sylvia 175
 Hartsfield, Henry W. 181
 Harvard 2, 4, 36, 38, 39, 48,
 168, 184
 Hazing 114
 Heffelfinger, Pudge 90
 Henson Hall 175
 Herndon, Walter 83
 Hesler, L. R. 28, 147
 Highlander Folk School 21, 172
 Hightower, John M. 40–41
 “The Hill” x, 9, 15, 17, 22, 63,
 79, 90, 113, 116, 128, 129, 132, 137,
 138–139, 168, 199
 Hiskey, Clarence F. 60, 63
 Hodges, John C. 195
 Hodges Library 143, 147, 196, 217
 Holloway, Bruce K. 62
 Holledge, Ernest C. 60
 Holt, Andrew D. 61, 69, 70, 79, 83,
 86, 147, 151, 153, 156, 159, 160,
 164, 166, 178, 217, 218
 quoted 89
 Home Economics Building 19
 Home Economics, College of 61, 69,
 170, 191
 Homecoming 58, 96, 107, 132,
 138, 155
 Honeycutt, Edward 166
 Hood, Thomas 29
 Hope, Albert Guinn 149
 Hope, Emma Fanz Staub 149
 Hopcote 149–150
 Hoskins, James D. 17–19, 20, 58, 62,
 113, 124n, 125n, 131, 169, 185,
 195, 210, 212
 Hoskins Library 142–143
 Houston, Wade 100
 Human Ecology, College of 192
 Humes, Thomas W. 8, 54, 109, 111,
 140
 Humes Hall 114
 Hunter, Gail 207
 Huntsman, Stan 102

I

Idol, Jim 207
 Inauguration of University President
 2, 14, 166
 Ingersoll, Henry 168
 International students 187
 Ittig, Judith 172

J

Jackson College 4
 Jazz Age 128-131
 Jefferson, Thomas 12
 quoted 53
 Jefferson Hall 15, 56, 113, 135, 138
 Jenkins, Lillian D. 68, 186
 Jesse, William H. 142
Johnson City Press-Chronicle 74
 Johnson, Joseph E. 181, 211
 Johnson, Lyndon B. 85-86
 Jones, Robert 170
 Jordan, Thomas W. 113, 185
 Julian, W. J. 206
 Jumper, Sidney 198
 Journey, E. T. 60

K

Kabalka, George 194
 Kappa Alpha 112
 Kappa Chi 203
 Kefauver, Estes 19
 Keffer, Charles 189, 190
 Keiper, Elizabeth G. 185
 Kennedy, John F. 85
 Kent, Charles William 56
 Kent State University 78, 86
 Kerfoot, F. H., Rev. 56
 King's College 52
 Knabe, William A. 204, 205
 Knickerbocker, Kenneth 196
 Knight, Frank Hyneman 120, 124n
 Knoxville ix, x, 3, 14, 17, 18, 21,
 22, 23, 29, 36, 45, 46, 52, 53,
 54, 61, 64, 70, 72, 78, 79, 82, 84,
 85, 86, 87, 90, 91, 92, 110, 113,
 128, 135, 138, 150, 202, 218
Knoxville Chronicle 140
 Knoxville College 65
Knoxville Daily Tribune 91
 Knoxville Deaf and Dumb Asylum 8, 54
 Knoxville Foot Ball Club 90, 91-92
Knoxville Journal 19, 56, 57, 74, 85,
 90, 91, 108, 136, 164, 206
Knoxville Journal and Tribune 132
 Knoxville Library Company 3
Knoxville News-Sentinel 40, 45, 74,
 75, 76, 79, 164, 170, 186

Knoxville Press and Herald 140
Knoxville Sentinel 132
 Knoxville World's Fair 87
 Koch, Dorothy Evelyn 202
 Kozar, Marian 203
 Krutch, Alfred 120, 124n
 Krutch, Charles Edward 120, 124n
 Krutch, Joseph Wood 43-44, 120-125
 Kurka, Donald 191

L

Lacey, Forrest 172
 Land-grant 8, 13, 14, 15, 20, 65, 66,
 108, 157, 167, 189, 199, 201,
 204
 Langley, Fred 148
 Law, College of 9, 14, 20, 61, 68,
 168-173
 Lawson McGhee Library 123, 125n
 Lawson, Roland W. 72, 73
 Lea, Albert M. 199
 Legal Aid Clinic 171
 Levene, George 118, 119
 Lewis, Charles 76
 Liberal Arts, College of 14, 144, 149,
 179, 182, 191
 Library 3, 4, 9, 10, 14, 19, 53, 54,
 117, 123, 142-143, 169, 195,
 196, 217
 Library and Information Science
 182-183
 Literary Societies 5, 35, 36, 118, 140.
 See also Chi Delta; Philomathesian
 Lockett, S. H. 200
 Long, Mitchell 146
 Long, Robert 198
 Lopez, Diana 188
 Lotteries 52-53. *See also* Fundraising,
 University
 Lucky, Cornelius T. 22

M

MacArthur, Douglas 93
 Mace 166
 Madison, James 53
 Maitland, F. W.
 quoted 209
 Mamantov, Gleb 194
 Manhattan Project 60
 Marius, Richard 80, 82
 Martin, UT Junior College 37
 Maryville College 18, 28, 91, 97,
 114, 118
 Masefield, John
 quoted 167
 Masonic Hall 52

Matthews, Robert Clayton "Red"
 95-96, 103
 Mauer, John 99
 McBath, James 184
 McCarthy, Charles Joseph "Cormac," Jr.
 45
 McCarty, Bruce 151
 McClain, Lester 99
 McClung, Frank H. 90
 McClung, Hugh Lawson, Jr. 153
 McClung, Thomas Lee 90
 McClung Tower 137, 151, 153
 McDermott, Malcolm 20, 169
 McGhee, Charles McClung 22
 McLeod, John H. 190
 Medical and dental units in Nashville
 8. *See also* University of Tennessee
 System
 Moved to Memphis 14
 Medicine, College of 14. *See also*
 University of Tennessee System
 Melaven, Arthur D. 60, 64
 Memphis State University 26
 Mid-Appalachian Conference on
 Domestic and Economic Affairs 86
 Mid-Appalachian Symposium on Energy
 86
 Middle Tennessee State Teachers
 College 31
 Military discipline/regimen 5, 7, 9,
 17, 22, 107, 108, 111, 112, 157,
 199-201
 Military Science 199-201
 Miller, Charles 171
 Miller, Eunice Meredith 146
 Milles, Carl 151, 152
 Min, Nancy-Ann Elizabeth 38
 Minkel, C. W. 187, 188
 Modern Dance 202-203
 Modern Dance Club 202, 203
 Moore, Charles 132
 Morgan, Arthur E. 85
 Morgan, Harcourt A. 14, 124n
 Morgan Hall 15, 129
 Morrill Act (1862) 8, 10, 65, 66,
 110, 111n, 157, 199, 204
 Morrill Hall 117, 147
Mugwump 18, 130-131
 Mullins, Cecil K. 148
 Mullins, William 148
 Mynders, Seymour 14

N

Nashville Banner 74
 National Association for the Advance-
 ment of Colored People (NAACP)
 70

National Book Award 43, 44, 45, 87
 National Collegiate Athletic Association (NCAA) 100
 National Education Association 12
 National Geographic Society 198
 Neal, John R. 20–21, 169
 Nelson, Samuel L. 166
New York Times 74
 Newsome, Roy 151
 Newton, Kenneth 80, 82, 83
 Neyland, Robert R. 37, 61, 63, 93–94, 201
 Nicholson, Hunter 199
 Nielsen, Alvin 60
 Nixon, Richard M. 79, 86
 Nobel Prize 31–33
 Norris Dam 85
 North College 168, 169
 Nursing, College of 174–176

O

Oak Ridge, TN 60, 70, 87, 210
 Oak Ridge Associated Universities 61
 Oak Ridge National Laboratory 87, 140, 183, 187
 O'Brien, Francis R. 60
 Old College 4, 5, 15, 111n, 116, 138, 169
 Olympics 89, 100, 101–102
 Bronze medal 102
 Gold medal 101, 102
 Silver medal 102
 Open Speakers' Policy 80
Orange and White 35, 58, 125n, 131
 Overton, Elvin O. 172

P

Parker, Roscoe 147, 196
 Patterson, Joseph 186
 Patterson, Malcolm A. 210
 Pederson, Lora Lee 177
 Penegar, Kenneth Laws 172
 Perkins, Angie Warren 126
 Perkins, Charles A. 9, 126
 Perry, Margaret 187
 Pharmacy, College of 58, 69
 Phi Beta Kappa 15, 38, 124
 Phi Delta Kappa 37
 Phi Gamma Delta 116
 Phi Kappa Phi 9, 15, 29, 35, 37, 38, 42, 124, 125n, 129
 Phillips, Adams 28
Philo Star 109
 Philomathesian 5, 35, 56, 109, 118, 129
Phoenix 45
 Pi Kappa Alpha 109, 135

Pi Kappa Delta 37
 Pickard, William 156
 Piper, James H. 4–5
 Plummer, Clayton R. 60
 Pollard, William 60
 Prentice, Ann 183
 Preparatory Department 7, 9, 10, 111n, 144, 158, 197
 Presidents of the University
 Biographies 2–8, 9, 13, 17
 Salaries 2, 3, 6
 Pride of the Southland Band 204–208
 Progressive education 25
 Publications Service Bureau 167
 Pulitzer Prize 34, 39–42,
 Purcell, Gary 182–183

R

Race Desegregation Assistance Center 26
 Randolph, Brion 207
 Rapp, Al 153
 Ratajczak, Eugene 178
 Raulston, Leonard 156
 Read, Harold 61
 Reagan, Ronald 87
 Red Cross 58, 61
 Reese, Jack 86, 87, 187
 Reese, William B. 6
 Reorganization of the University 9, 158, 159–164. *See also* University of Tennessee System
 Reserve Officers Training Corps (ROTC) 201, 205
 Reynolds, Charles 80, 82, 83
 Rhenium Academic Scholarships 64
 Rhenium Project 63–64
 Rhenium Research Fellowships 64
 Rhodes Scholars 31, 33–38
 Rice, Malcolm 151, 166
 Ridley, Joseph J. 7
 Riseden, Maude 169
 Robinson, Larry 100
 Robinson, Theotis 70
 Rockefeller Foundation 177
 “Rocky Top” 103, 105, 207, 219
 Rogers, Leonard 82
 Rohe, Charles 101
 Roosevelt, Franklin D. 85, 125n
 Roosevelt, Theodore 84
 Root, Patricia 207
 Roth, Evans 187
Roy v. Brittain 70, 71
 Rusk, Dean
 quoted 41
 Ryan, Dorothy 182
 Ryba, Walter M. 205

S

St. John's Episcopal Church 8, 22, 54, 111n
 Sanders, Ira T. 62
 Sanford, Edward Terry 13, 22, 48–49, 124n, 209
 Schmitt, Bernadotte E. 33–35
 Schmitt, Cooper D. 33, 185
 School Spirit 95–96, 103–105
 Science Alliance 140
 Science Hall 63, 117
 Scopes Trial 21, 124n, 125n, 128, 169
 Sculpture
 Europa and the Bull 151–153
 The Volunteer 154–156
 Seal of the University 165–166
 Seatz, Lloyd 188
 Second Presbyterian Church 6
 Segaser, Charles L. 60
 Segregation 65, 67, 69, 70, 99, 171, 178, 186. *See also* *Brown v. Board of Education*; Desegregation; “Separate but Equal”
 “Separate but Equal” 65, 66, 67, 68, 186
 Sesquicentennial Ode 212–216
 Sesquicentennial of the University 210
 Convocation 216
 Sewanee 90, 96, 103
 Shannon, Charles H. 185
 Sharp, Aaron J. 85
 Sharp, Marlay A. 60
 Shatz, Eunice 179
 Shell, Caroline Wood 203
 Sherman, David A. 3, 193
 Shields, William Simpson 147
 Shields-Watkins Field 129, 134, 203
 Shipley, Elwood D. 60
 Shofner, Austin C. 61
 Sigma Alpha Epsilon 147, 148
 Siler, Tom 58
 Skeffington, Florence 127, 195
 “Slaughter of the Ph.D's” 18, 21
 Slavery 6
 Smith, Arthur E. 219, 220, 224
 Smith, Fred C. 58, 185
 Smith, Hilton 187
 Smith, Ida 126
 Smith, John 82
 Smith, Mary 126
 Smith, Matthew Glenn 35
 Smokey 80, 107, 135–136
 Snowball fights 72–76
 Social Work, College of 159, 177–179
 Sociology, Department of 28–30
 Songs, cheers 103–105

- Sophronia Strong Hall 19, 147
 Sororities, 135
 South College 8, 113, 117, 118, 124n, 138, 140-141
 Southeastern Conference (SEC) 99, 100
 Southern Education Board 11
 Southern Sociological Society 29
 Southwest Territory ix, 2, 3, 52
 Sparks, James 207
 Spence, Cary 92
 Spencer, Sue 177
 Spicer, William C. 92
 Spivey, Herman 32, 151, 160, 182
 Stagg, Amos Alonzo 90, 91
 Staub, John Fanz 149
 Staub, Peter 56, 149
 Staub's Opera House 56
 Staub's Theatre 14, 210
 Stephens, Ruth 96
 Stevens, Walter 192
 Stewart, Bain Tate 61
 Stokely, William B. 92
 Student Army Training Corps 201
 Student body, Enrollment x, 5, 7, 8, 9, 14, 17, 18, 27, 35, 58, 112, 115, 128, 144, 159, 169, 170, 172, 173, 183, 186, 187, 194, 209, 211, 212
 Student discipline 4, 5
 Student Government Association 38, 78, 82, 133, 135
 Student protests 77-83, 86, 109, 154, 155, 156
 Summer school 158
 Summer School of the South 11, 14, 19, 140, 145, 191
 Summitt, Pat Head 100, 102
 Swimming team 101
- T**
- The "T" 134, 136, 207
 Taft, William Howard 84-85
 Tau Beta Pi 95, 96
 Taylor, George Caldwell 171
 Temple, Oliver P. 126
 Temple Court 175, 182, 183
 Tennessee Agricultural and Industrial Normal School 66
 Tennessee Hall 170
 Tennessee Higher Education Commission 25, 160, 162, 175, 182, 183
Tennessee Law Review 169, 170
 Tennessee State University xi, 66, 67, 186
 Tennessee Technological University 37
Tennessee University Student 125n
- Tennessee Valley Agricultural and Industrial Fair 84
 Tennessee Valley Authority 18, 21, 25, 29, 45, 61, 64, 84, 85, 87, 124n, 189, 190
 Thaler, Alwin 60, 125, 196
 Theatre Arts 47
 Thompson-Boling Assembly Center and Arena 219
 Thornburgh, Thomas T. 111n, 199
 Torch Night 107, 132-133
 Torchbearer 38, 155, 156
 Track and Field 97, 100, 101, 102, 114
 Trotta, Thomas 201
 Trustees 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 18, 19, 21, 47, 48, 52, 53, 54, 61, 67, 68, 69, 70, 71, 108, 109, 126, 131, 138, 139, 145, 155, 160, 161, 162, 163, 164, 165, 166, 167, 199
 Tuition 3, 6, 20, 111, 129, 168
 Tullock, Gordon 32
 Turner, Charles 169
 Tusculum College, *see* Greeneville College
 Tyson, Charles McGhee 24
 Tyson, Lawrence D. 22-24, 200
 Tyson Alumni House 22
- U**
- UC Foundation 161-162
 United Press International 74, 79
 United States Air Force 45, 59, 63, 180, 201
 United States Army 22, 35, 43, 46, 59, 60, 63, 93, 181, 200, 201
 United States Marine Corps 61, 62
 United States Military Academy at West Point 22, 62, 93, 111, 199
 United States Navy 32, 40, 60, 61
 United States Supreme Court 48, 68, 69, 70, 83, 173, 186
 Decisions 49, 67, 69
 University Center 80, 81, 86, 87
 University farm 118
University Magazine 120
 University of Chattanooga xi, 18, 37, 97, 114, 160, 161
 University of Cincinnati 12, 13, 97
 University of Georgia ix
 University of North Carolina ix, 2, 7, 10, 162
University of Tennessee Magazine 125n
 University of Tennessee System xi, 158, 159-164
 Agriculture Institute xi, 162
 Campuses xi
- Chattanooga xi, 158, 160-162, 187, 210, 217, 218
 Martin xi, 142, 155, 158, 159, 160, 162, 205, 210, 217
 Memphis xi, 69, 70, 142, 155, 158, 159, 160, 162, 175, 186, 187, 210, 217, 218
 Nashville xi, 158, 159, 178, 187, 218
 Public Service Institute xi
 Space Institute (Tullahoma) xi, 158, 159, 180-181, 187, 210, 217
 University of Virginia 6, 12, 32, 56
- V**
- Van Deventer, James Thayer 147
 Van Vactor, David 191
 Vanderbilt University 18, 20, 36, 38, 93, 96, 114, 118, 129, 132, 147, 177
 Varsity sports 97
 Veterinary Medicine, College of xi
 Venditti, Fred 26
 Vietnam 51, 77-83, 86, 172
 Vietnam War protests 80-83
 Volunteer creed 155, 156
 Volunteer nickname 132, 154
 Volunteer state 154
 Volunteer statue 154-156, 167
Volunteer yearbook 58, 96, 155
 Von Karman, Theodore 180
- W**
- Wait, Charles E. 96, 118, 185, 194
 Walters, Herbert S. 153
 Wantling, Dale 187
 Warner, Harold C. 61, 172
 Warner, Kenneth O. 61
 Warren, Kenneth 148
 Waters, Eugene 186
 Watkins, Alice 147
 Wattendorf, Frank 180
 Way, Katherine 60
 Weaver, Charles 78-79, 80, 163
 Wells, N. Douglas 173
 West College 5, 15, 116, 138
 Whitaker, Arthur Preston 36-37
 White, Benton 112-114, 124n
 White, Charles P. 32
 White, David 156
 Whitman, Walt
 quoted 122
 Wicker, William 170
 Wilford, John Noble 42
 Willett, William Douglas, Jr. 73, 74, 75
 Williams, Jack 163
 Williams, Robert T. "Ted" 167, 217

- Wills, Garry
 quoted 81
 Wilson, Joseph R., Rev. 56
 Wilson, Woodrow 23, 56–57, 84–85
 Winkfield, Frances 179
 Wirtz, Richard S. 173
 Witham, Henry B. 147, 170
 Witte, Earnest F. 178
 Woman's Building 113
 Women, Admission of 9, 11, 126–127
 Women's Athletics 89, 97–98
 Woodward Academy *see* Columbia
 College
 Work, Herman 115
 Works Project Administration 63
 World War I 23, 24, 34, 35, 36, 43,
 46, 92, 93, 94, 141, 169, 175,
 189, 197, 205
 World War II 18, 19, 25, 27, 32, 34,
 37, 38, 40, 51, 58–62, 63, 93,
 141, 147, 155, 170, 172, 175, 177,
 180, 187, 190, 191, 201, 203, 205,
 212
 faculty in 60, 61, 63
 students in 58, 59, 61, 63, 205
 World's Fair 87
 Worley, Lillian 198
 Wright, Nathalia 196
 Wunderlich, Bernhard 194
 Wyatt, Bowden
 quoted 94

Y

- Yale 2, 3, 12, 42, 90, 154, 184
 Yarbrough, Marilyn 173
 Young, Robert L. 180
 Young Men's Christian Association
 (YMCA) 117, 132, 135
 Yow, Walter Lee 74, 75, 76

Z

- Zwingle, Earl 156

ISBN 0-9642219-2-6