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Hammond, Brenda Hines

A HISTORICAL ANALYSIS OF SELECTED FORCES AND EVENTS WHICH
INFLUENCED THE FOUNDING, GROWTH, AND DEVELOPMENT OF
MORRISTOWN COLLEGE, A HISTORICALLY BLACK TWO-YEAR
COLLEGE FROM 1881 TO 1981

The George Washington University

Ed.D. 1983

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A Historical Analysis of Selected Forces and Events Which
Influenced the Founding, Growth, and Development of
Morristown College, A Historically Black
Two-Year College from 1881 to 1981

by

Brenda Hines Hammond
B.A. June 1965, Fisk University
M.A. September 1969, George Washington University

A Dissertation submitted to

The Faculty of

The School of Education
of the George Washington University in partial satisfaction
of the requirements for the degree of Doctor of Education

February 21, 1983

Dissertation directed by
Joseph Arthur Greenberg
Associate Professor of Education

To My Parents
Ruth Johnson Hines
and
Carl Wendell Hines

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CHAPTER I

INTRODUCTION

Of the many types of black educational institutions that have been established in the United States, one that has remained practically invisible is the historically black two-year institution. This institution has remained, for the most part, outside the junior or community college movement.

Perhaps no single phrase summarizes the two year colleges better than does "rapidly grown." While the number of private two year colleges remained constant from 1958 to 1974, the number of public two year institutions nearly tripled, from 309 to 901. The period between 1966 and 1974 saw more than one new public two year institution open each week, more than doubling the existing number of institutions. Not only were many institutions opened, but existing institutions grew larger. The number of small institutions (under 1,000 students) declined from 452 in 1968 to 389 in 1976, while the number of large institutions (over 10,000 students) grew from 33 (4% of all two year institutions) to 89 (8%) during the same period.¹

Since the end of the Civil War to the founding of Mobile State Junior College in Mobile, Alabama in 1965, more than one hundred institutions opened their doors as historically black two-year colleges.² (See Appendix A)

¹Michael A. Olivas, The Dilemma of Access: Minorities in Two Year Colleges, (Washington, D. C.: Howard University Press, 1979), p. 11.

²Clarence Norris, Jr., "St. Philip's College: A Case Study of a Historically Black Two-Year College" (Ph.D. dissertation, University of Southern California, 1975), p. 5.

Even though most authorities on the historically black two-year college estimate that no more than 10,000 students attended these colleges at any one time, the fact that more than one hundred of these institutions existed over the past century suggests that their impact was much greater than has previously been realized. Not only did they serve as the only higher education opportunity for many black people, these colleges scattered throughout the South with an average enrollment of no more than one hundred students added prestige and status to the black community, provided a setting for the performance of many cultural events, and most of all offered hope to the hundreds of black southern youngsters who aspired to make a better life for themselves.¹

After close to a century of existence, these institutions are gradually disappearing. In 1963 there were thirty-nine historically black two-year colleges and just seven years later (in 1970) there were only fifteen.² In 1980 there were still only fifteen historically black two-year colleges.³

One of these colleges is Morristown College which is located in Morristown, Tennessee, the county seat of Hamblen County. Hamblen County has a population of 45,000; 23,000 of whom reside in Morristown. The community is in the heart of the Tennessee Valley Authority lying between the Cumberland Mountains and the Great Smokey National Park, and is forty miles

¹Ibid.

²Fred E. Crossland, Minority Access to College (New York: Schocker Books, 1971), p. 37.

³Institute for the Study of Educational Policy, Minorities in Two-Year Colleges: A Report and Recommendations for Change (Washington, D.C.: ISEP, 1980), p. 56. See Appendix B.

northeast of the city of Knoxville. "The community is unique because of its traditional agriculture ties and its rapidly expanding industrialization."¹

Morristown College, a historically black, coeducational, two-year institution maintained by the United Methodist Church is struggling for its existence.

Unique Missions of Historically Black Institutions

As noted by the Carnegie Commission on Higher Education, historically black institutions have unique missions as centers for the intellectual leadership and knowledge that will strengthen the black community and in turn strengthen the community at large. In this role these institutions can:

Assume leadership in "outreach" programs of consultation and service to the black community.

Develop and expand programs of education and occupational retraining for black adults.

Continue, until alternative programs are better developed than they are now, to provide post-secondary education for students whose preparation for college falls short of requirements of conventional institutions of higher learning.

Assume leadership in the development of techniques for overcoming handicaps of the educationally disadvantaged.

Stimulate the interest of black youth in higher education.

Serve as custodians of archives of black Americans and as centers for both the systematic study of the black man's problems and achievements and the interpretation of his aspirations and the responses to life as represented in his literature and art.²

¹Self-Study Report to the Southern Association of Colleges and Schools, 1979-1981 (Morristown, Tennessee: Morristown College, 1982), p. 19.

²Carnegie Commission on Higher Education, From Isolation to Mainstream (New York: McGraw-Hill Book Co., 1971), p. 19.

Kannerstein summarizes the various mission statements of the historically black colleges as follows:

One theme, however, unites all of them: attracting, educating, and graduating men and women who otherwise would not have gone to college. The black colleges are aware that, for many of their students, attending college is not a question of which but of whether. Although some students may have gaps in their educational background, the colleges aim at much more than compensatory education. They wish to graduate seniors whose diplomas mark the completion of undergraduate education, not simply the removal of educational handicaps.¹

Much of the contribution made by black colleges to student development and achievement derives from this inherent philosophical approach. Black colleges accept students at their own cognitive level and build in the strengths required for academic success. A study of thirty-two traditionally black graduate schools, found differences among white and black institutions in application of admission criteria. Where white schools were found to admit students with marginal criteria on a conditional basis, black schools administer proficiency tests and, where necessary, remediate deficiencies through special programs aimed at developing skills requisite for successful graduate work.² Thus, traditionally black colleges have a strong commitment to student development, making them attractive to the high-risk student and the better prepared student as well.

¹Charles V. Willie and Ronald R. Edmonds, eds., Black Colleges in America (New York: Teachers College Press, 1978), p. 36.

²National Advisory Committee on Black Higher Education and Black Colleges and Universities, Black Colleges and Universities: An Essential Component of a Diverse System of Higher Education, Washington, D.C., Department of HEW, 1979, p. 28.

Background

Institutions of higher learning have historically been created and structured to meet the needs of white American society. Colleges and universities have traditionally accommodated the academic and social needs of the white middle and upper class students, and segregation has existed in higher education for blacks.¹ "Harvard College had been established nearly two hundred twenty-five years, and Yale one hundred twenty-five years when the first Negro in the United States received his bachelor's degree."² Prior to the Civil War, "about 28 persons of acknowledged Negro descent were graduated with baccalaureate degrees from American colleges."³

The number of college graduates up to this period was so small that the higher education of blacks before the Civil War received almost no consideration. Many other blacks however, obtained higher education of various types considered proper higher education during that period. Some of these were apprenticeship training, training for teachers, training abroad, nondegree courses, training in higher institutions for blacks, and self-instruction.⁴

¹Hugh Edward Young, "Comparative Case Study of Two New Jersey Public Predominately Black Two-Year Colleges" (Ed.D. dissertation, Rutgers University, 1976), p. 32.

²Preston Valien, "Improving Programs in Graduate Education for Negroes," Journal of Negro Education, 36 (1967), p. 240.

³Frank Bowles and Frank A. Decosta, Between Two Worlds (New York: McGraw-Hill Book Company, 1971), p. 12.

⁴Ibid., p. 25.

There was great interest by blacks in higher education and determination to obtain it at sacrificial odds.¹ Blacks were therefore, "fertile soil for the rapid germination and development of the seeds of learning that were planted as a result of the missionary zeal to aid the freedman, so strongly manifested during the Civil War and after its close."²

Two historically black private colleges which continue today were founded prior to the Civil War: Lincoln University in Pennsylvania, founded by the Presbyterian Church, and Wilberforce University in Ohio, founded by the Methodist Episcopal Church.³

Soon after the Civil War the American Missionary Association, the Baptist, Methodist, and the Presbyterian Churches founded institutions of higher education for the blacks in the South. They were joined in their efforts by the Freedman's Bureau and northern based philanthropists. More than half of the historically black institutions were created during the Reconstruction period and prior to 1890. Hundreds of them were established with "normal," "college" and "university" in their titles, which were usually the expression of distant hopes rather than actual descriptions.⁴

¹Ibid., p. 26.

²Dwight O. W. Holmes, The Evolution of the Negro College (New York: AMS Press, Inc., 1934), p. 10.

³Daniel C. Thompson, Private Black Colleges at the Crossroads (Westport, Connecticut: Greenwood Press, Inc., 1973), p. 3.

⁴Holmes, The Evolution of the Negro College, p. 11.

Most of them were compelled for some years to spend their major energies in work at the elementary and secondary levels. It is estimated that by 1895, these historically black institutions produced 1,151 college graduates.¹

The Morrill Land Grant Act of August 30, 1890, popularly referred to as the Second Morrill Act:

. . . spurred the construction of public traditionally black institutions with the intention of paralleling the network of land grant institutions which had already been established for whites, thereby legalizing "separate colleges for whites and coloreds." The remainder of today's traditionally black institutions were constructed for the most part before the outbreak of World War I, although ten new traditionally black institutions emerged in the two decades following World War II.²

During the century following the Civil War, this segregated system grew in size, strength, and quality but remained largely isolated from the mainstream of higher education in the nation.

Purpose of the Study

The general purposes of historical research are:

- (1) to inquire into the past for solutions to contemporary problems;
- (2) to shed light upon present and future trends;
- (3) to stress the relative importance and the effects of the

¹Bowles and DeCosta, Between Two Worlds, p. 31.

²William H. Turner and John A. Michael, Traditionally Black Institutions of Higher Education: Their Identification and Selected Characteristics (Washington, D.C.: U. S. Printing Office, 1978), p. 1.

various interactions that are to be found within all cultures; and (4) to re-evaluate data in the light of proving (or disproving) the hypotheses, theories, and/or generalizations that are presently held about the past.¹

The ability of history to employ the past to predict the future and to use the present to explain the past, gives it a dual and unique quality which makes it especially useful for all types of scholarly study and research.

The purposes of this study are (1) to identify, examine, and analyze selected forces and events which influenced the founding of Morristown College; and (2) to identify, examine, and analyze those selected forces and events which contributed to the growth and expansion of the college from 1881 to 1981.

Justification for the Study

With the documentation of the existence of at least one hundred historically black two-year institutions the researcher examined the literature on the junior college and found little information concerning the forces and events which influenced the founding and development of the historically black two-year college. Morristown College, a historically black two-year college, offers a unique opportunity to study the birth and growth of a little studied institution.

The researcher believes this study will enable trustees, administrators, faculty, students, alumni and friends of Morristown College to understand more fully the college's

¹Joseph E. Hill and August Kerber, Models, Methods, and Analytical Procedures in Educational Research, (Detroit: Wayne State University Press, 1967), p. 125.

relationship to the past and thus enable them to chart a more effective course for the future.

Except for a Bachelor of Science thesis presented by Edythe Steward Witten to the Tennessee A. and I. State University in 1943 and a brief historical sketch written by James P. Brawley in his book Two Centuries of Methodist Concern: Bondage, Freedom and Education of Black People, no historical study of this nature exists on Morristown College.

The researcher believes that a comprehensive historical study of Morristown College will provide better understanding and interest for others who may wish to undertake future studies of historically black two-year institutions.

Limitations of the Study

This study covers a period of one hundred years of the institution's history.

No attempt will be made to compare and contrast the growth and development of Morristown College with any other institution.

No attempt will be made to conduct parallel studies of other institutions or to develop theories that pertain to all similar institutions.

This study will be limited to an examination and a presentation of selected forces and events which contributed to the founding, growth, and development of Morristown College between 1881 and 1981.

Method of the Study

The study consisted of a review of pertinent literature at the Library of Congress, the library of the American Association of Community and Junior Colleges, Educational Resources Information Center, the Gelman Library at the George Washington University, the Institute for the Study of Educational Policy, Black College Initiative, the National Center for Educational Statistics, the National Association for Equal Opportunity in Higher Education, the Miriam Parlin Library at Morristown College and the public library in Morristown, Tennessee.

Both documentary research and interviews were employed in the study. The researcher had access to a wealth of primary resources relating to the origin, development and contributions of Morristown College.

Bulletins, catalogues, and other publications produced by the college were made available from 1882 to 1981. Also available were surveys and accreditation reports, minutes from Board of Trustee meetings, information compiled by fact finding committees, reports to State Departments of Education, charters, letters, reports, memoranda and memorabilia of every description.

Secondary sources such as local newspapers were also used in the study.

Definition of Terms

The following terms are used throughout the study and have been defined as a means of maintaining a continuity of thought and meaning.

Historically Black College: College founded for or primarily established for black students.

Two-Year Institution: Public or private two-year college, comprehensive community college, college or university extension center, two-year branch college, a technical institute providing at least two but less than four years of college-level work.

Junior College: A public or private two-year college whose primary emphasis is upon college transfer courses and programs.

Normal School: Began as the two years above the common school grades. Later paralleled the four-year high school preparatory course but differed in subject matter in the last two years and led to a certificate for teaching. Extended first to one year above high school, then to a two-year college course.

Conference: The basic administrative body in the United Methodist Church bearing responsibilities for the work of churches in a specific territory as established by the jurisdictional or central conference. Also the territory administered by such a body.

Forces: Power or strength exerted to persuade, control or influence.

Events: An important happening or occurrence.

Organization of the Study

Chapter One includes the introduction, background, purpose of the study, justification for the study, limitations of the study, methods of the study, definition of terms and organization of the study.

Chapter Two provides a review of the studies made concerning the historically black two-year institutions.

Chapter Three presents the circumstances which led to the founding of Morristown College, and presents the events contributing to the development of the college and its struggle

to survive between 1881 and 1931, the dedication of Almira Stearns and the administration of Judson Hill.

Chapter Four recounts forces and events which occurred between 1931 and 1981 during the administrations of:

Rev. E. C. Paustin	1931-1936
Dr. John W. Haywood	1937-1944
Dr. Miller W. Boyd	1944-1952
and	
Dr. Henry L. Dickason	1953-1956

Chapter Four examines forces and events which brought the college to the modern era and focuses on the changes and progress made during the administrations of:

Dr. Leonard L. Haynes, Jr.	1957-1959
Rev. Elmer P. Gibson	1959-1969
Rev. J. Otis Erwin	1970-1972
Dr. R. E. White	1972-1981
and	

Dr. Charles Wade	1981 to the present
------------------	---------------------

Chapter Five presents a summary of the history of Morristown College, conclusions and recommendations of the researcher.

CHAPTER II

REVIEW OF LITERATURE

Further understanding of the backgrounds of black higher education may be obtained by examining briefly the important surveys of black higher education since 1900.

Surveys of Black Higher Education

Two surveys of black higher education were undertaken by W. E. Dubois. These surveys covered the period from 1890 to 1910. The first investigated the social and economic situation of a sample of black-college graduates in the South. The second investigated the content and quality of the education offered by the black college.

In the first investigation, Dubois defined a college as any institution having a course of study amounting to at least one year beyond the curriculum at the ordinary New England high school. Students who had completed this type of post high school curriculum or had completed a curriculum that was more advanced and who had received a bachelor's degree were considered graduates of the college. Using these criteria, he identified thirty-four collegiate institutions for blacks. These institutions were divided into five groups: three antibellum schools,

thirteen Freedmen's Bureau schools, nine church schools, five schools of black church bodies, and four state colleges.¹

The second survey ranked a sample of black colleges into three groups according to the quality of their curricula and the number of college-level students enrolled. First grade colored colleges were those schools having fourteen or more units of entrance requirements and more than twenty students of college rank. Schools classified as second grade colored colleges had twelve to fourteen units of entrance requirements and over twenty college-level students. Finally, other colored colleges had lower entrance requirements and fewer than twenty students.²

Based on the findings with respect to students, college entrance requirements and curriculum, he urged changes at the colleges he surveyed. Dubois's recommendations were for a liberal arts curriculum.

The first major study to offer some analysis of the historically black two-year institutions was an extensive study of black educational institutions conducted in 1916 by Thomas Jesse Jones through a cooperative effort of the United States Bureau of Education and the Phelps-Stokes Fund. This survey

¹W. E. B. Dubois, The College Bred Negro (Atlanta: Atlanta University Press, 1900).

²W. E. B. Dubois, The College Bred Negro American (Atlanta: Atlanta University Press, 1910).

covered all types and grades among the approximately 750 institutions for blacks.¹

The main purpose of the study by Jones was

. . . to supply, through an impartial investigation, a body of facts which could be available to all interested, showing the status of Negro education, by an examination of the various colleges and public and private schools for colored youth in the United States.²

The report was transmitted in two volumes. The first volume discussed the various phases of education for blacks. Each chapter attempted first, to present conditions as they were, and then to outline means and methods for the increase of educational facilities and the improvement of the particular type of education under consideration.³

The second volume attempted to present a detailed statement, on the basis of geographical arrangement, of the facts pertaining to black schools including every private and higher school for which information was available.⁴

The junior college idea among black institutions was dealt with briefly by Jones. He recommended that, on the basis of geographical distribution and economic consideration, institutions in certain locations throughout the south be developed into junior colleges. Jones found sixty-four public secondary schools for blacks in all of the sixteen southern states and the District of

¹U. S. Department of Interior, Bureau of Ed., Negro Education: A Study of the Private and Higher Schools for Colored People in the United States. Bulletin, 1916, No. 38 & 39, vols. I & II, (Washington, D. C.: Government Printing Office, 1917).

²Ibid., p. xii. ³Ibid. ⁴Ibid.

Columbia. Forty-seven of these institutions maintained courses continuing through four years.¹

Jones found a total of 625 private schools for blacks. Two hundred sixty-six of these were regarded as important to the educational system of their respective states. The remaining 359 were regarded as comparatively unimportant. Some of the institutions were justified only on denominational grounds. The total attendance in 1914-15 was 83,679 of which 70,564 were elementary, 11,527 secondary and only 1,588 were of college grade.² Jones concluded that:

Under a liberal interpretation of college work, only 33 of the 653 private and State schools for colored people are teaching any subjects of college grade. Of the 12,726 pupils in total attendance in these institutions, only 1,643 are studying college subjects and 994 are in professional classes. The remaining 10,089 pupils are in elementary and secondary grades.³

Much adverse criticism followed the report but applied in most cases, to the expressions of opinion and the recommendations, rather than to the accuracy of the actual information presented. Its findings, so far as factual material is concerned, is considered the most comprehensive, reliable body of source materials on black higher education as a whole available up to that time.⁴

¹Ibid. ²Ibid., pp. 117-118. ³Ibid., p. 59.

⁴Dwight O. W. Holmes, The Evolution of the Negro College (New York: AMS Press, Inc., 1934), p. 158.

Section IV of the report on "College and Professional Education" is thus introduced:

No type of education is so eagerly sought by the colored people as college education. Yet no educational institutions for colored people are so poorly equipped and so ineffectively organized and administered as the majority of those claiming to give college education.¹

It was quite evident that the situation as a whole was deplorable and that the institutions of higher learning for blacks needed immediate and serious attention.

The survey had the most salutary effect upon the entire higher education for blacks. The prestige of the sponsoring agencies were of such character as to stimulate much interest in black collegiate education.² Holmes states:

After the first expressions of pique and disappointment had given way to the sober business of self-examination which this report suggested to every board of trustees, state board, church board, and philanthropic body, all groups concerned turned their attention to improvements all along the line.³

An interesting sidelight of Jones' study was his description of Morristown College in January 1915. His study included in part the following about the school:

President Judson S. Hill, D.D.
A school of secondary grade with elementary department. The management is effective. The school was founded by President Hill in 1881. The President is

¹U. S. Department of Interior, Bureau of Education, Negro Education: A Study of the Private and High Schools for Colored People in the U.S., vol. I, p. 55.

²Holmes, The Evolution of the Negro College, p. 159.

³Ibid., p. 162.

deserving of great credit for his long service to the education of the colored people and for the support he has secured for the school from outside agencies.

ORGANIZATION:

ELEMENTARY: The elementary work covers the regular eight grades.

SECONDARY: The four-year secondary courses known as the "normal" includes: Latin, four years; modern language, two; mathematics, four; English, five; science, three; history and civics, three; Bible, one; music, one; physiology, one; psychology, one. The simplicity of this course and the emphasis on English and history are commendable.

INDUSTRIAL: Considerable provision is made in equipment and teachers for industrial courses for boys.

Manual training is required in elementary grades. Courses in gardening have recently been organized.

The courses in sewing and cooking are well taught.

DISCIPLINE: The supervision of the pupils is good.

Systematic inspection of the dormitories has recently been introduced.

PLANT:

LAND: Estimated value, \$22,500. The land consists of 75 acres on a commanding site within the city limits. (Does not include a farm of 300 acres recently purchased.) Only a small portion of this land is used for school purposes. The school grounds are well kept.

BUILDINGS: Estimated value, \$120,000. There are eight buildings. Of these, three are brick structures, and the others frame. The administration building is three stories high of an excellent type, and well adapted to school purposes. Crary Hall, another large brick building, contains boarding apartment and dormitories. The Industrial building is a large one-story brick structure. It is used strictly for teaching the trades.¹

The recommendations for Morristown were that (1) more provision be made for training teachers; (2) the theory and practice of gardening be made a part of the regular course; and (3) boys' industries be organized on a manual training basis.²

¹Morristown College News, Vol. 5, No. 3, November, 1917, p. 1.

²Ibid.

The next major study was done by Arthur Klein in 1928. In the 1920's the black colleges found improvements and readjustments going forward. These schools began to be interested in the problem of standardization. The colleges were interested in having their work approved by one of the generally recognized accredited agencies.¹

They were also interested in eliminating the difficulties experienced by the graduates of a majority of these colleges in gaining admission to medical school. This difficulty grew out of the practice of the American Medical Association of issuing its lists of approved colleges on the basis of the ratings given by the regional collegiate associations. Since the majority of black colleges were in the area of the Southern Association which refused to rate them, the American Medical Association used as its source of information the outmoded report of the 1916 Survey of Negro Education.²

In 1926 the black colleges persuaded the Federal Bureau of Education to undertake the task of reexamining the colleges included in the 1916 report only, however, on the invitation of the individual colleges and with the financial cooperation of the Phelps Stokes Fund.³

¹Holmes, The Evolution of the Negro College, p. 181.

²Ibid.

³Ibid., p. 182.

The survey was made under the direction of Dr. Arthur Klein, Chief of the Division of Higher Education. It covered a period of two years and covered seventy-nine higher institutions, seven of which were listed and classified as junior colleges. The report gave individual accounts of the colleges and universities and like the 1916 report, recommended teacher, agricultural and industrial training for all black colleges; the land-grant colleges were encouraged to strengthen their agriculture and mechanical departments.¹

This survey led to the first "special" accreditation by the Southern Association. The Association agreed to set up a special committee to examine and rate black colleges; it stipulated that accreditation would not carry with it membership in the association. During the first year, 1930, only one black college was accredited unconditionally. By 1933 the number of fully accredited colleges had increased to six, and four were approved as junior colleges.² Klein listed eleven institutions, under the supervision of the Methodist Board of Education including Morristown Normal and Industrial College.

The first major study to focus exclusively on the historically black two-year colleges was completed by Lane in 1933. The purpose of Lane's study was to (1) trace the rise of junior colleges among institutions exclusively for blacks,

¹Arthur J. Klein, Survey of Negro Colleges and Universities (Washington, D.C.: Government Printing Office 1928), No. 7, p. 6.

²Holmes, The Evolution of the Negro College, p. 184.

and (2) to ascertain their approximate status through an examination of educational directories of the United States Office of Education, the reports of two surveys conducted by that office, a current directory of junior colleges, another list of junior colleges, and recent catalogues and state lists of junior colleges, along with communications from officials of several of the schools.¹

This study was limited to colleges restricting their program to two years of work above that of the twelfth grade. Lane did not include those two-year institutions restricting themselves entirely to "normal" and teacher-training curricula.²

Lane stated that the junior college involvement had barely won a foothold among institutions of higher education for blacks. The study found nineteen junior colleges, concentrated in the South from Maryland to Florida: Texas leading with six colleges; North Carolina having three; Alabama and Tennessee two; and Florida, Georgia, Kentucky, Maryland, Mississippi, and West Virginia having one each.³

Lane found that the greatest impetus of the junior colleges for blacks had centered around the years 1925-1928, that private colleges were increasing at the most rapid rate and that denominational colleges comprised the bulk of the private institutions.⁴

¹David Lane, Jr., "The Junior College Movement Among Negroes," The Journal of Negro Education 2 (July 1933): 272.

²Ibid., p. 273.

³Ibid., p. 274.

⁴Ibid., pp. 277-278.

Fourteen of the nineteen colleges at this time were supported entirely by private gifts and endowments; twelve of these were denominational, one other was supported by the American Missionary Association and one was otherwise privately supported. Only three of the institutions were public and tax supported and two were under both public and private control. The study revealed that the typical junior college for blacks was a very small institution having fewer than one hundred students and that the larger part of its enrollment was of high school grade. The typical organization was the four-two organization, that is a two-year college operated in connection with a four year high school. Seventeen of the nineteen colleges had achieved "accreditment" by their respective state departments of education. Three were also accredited as class "B" junior colleges by the Southern Association of Colleges and Secondary Schools, and one was recognized as the Eastern Branch of the University of Maryland. The faculty consisted of from five to fifteen members who would teach in both the junior college and high school. Two-thirds of these instructors held the bachelor's degree as their highest degree and one-third the master's degree.¹

These junior colleges generally were not sure of their aims. They usually emphasized the preparatory and pre-professional functions of the junior college with frequent special stress however, upon terminal as well as preparatory

¹Ibid., p. 283.

training in home economics and vocations with a tendency to hold on to the "normal" and teacher training curriculum which was for a long time their preeminent offering.¹

The second major study devoted exclusively to black two-year institutions was completed by Ford in 1936. Relying primarily on secondary data, Ford found that of the seventeen states maintaining a separate education system, thirteen had a total of twenty-seven black two-year colleges with an aggregate enrollment of 3,164 students. Of these institutions, two were public, two were maintained by state support and twenty-three were private.²

Ford suggested that the black two-year colleges offered an advantage to the black population because of the low fees and closeness to home. Because of the college's limited size, they were able to give closer attention to individual student development and conduct. He recommended that these colleges put greater emphasis on the practical rather than the theoretical. He further recommended that these colleges survey the fields of employment where the great majority of black people have been forced to labor and should offer courses calculated to increase skill and enjoyment of those occupations.³

In 1939 the Congress charged the United States Office of Education with the responsibility of making a study of

¹Ibid.

²Nick Aaron Ford, "The Negro Junior College," Journal of Negro Education 5 (October, 1936): 591-593.

³Ibid., p. 594.

black higher education. This action by Congress resulted from a request by the Association of Colleges and Secondary Schools for Negroes and was endorsed by many other educational leaders and organizations.¹

The report of the study appeared in 1942 in four volumes. The first volume dealt with the socioeconomic factors, as a background for understanding the educational problems involved. The second and third volumes dealt mostly with data gleaned from Negro colleges and universities themselves, including statistics, historical and current, on students, staff, income and expenditures, the curricula maintained, the results of tests of freshmen and seniors, student health, college libraries, and a comprehensive qualitative evaluation of the total program of a representative group of colleges.

The purpose of the study was to

. . . assemble and interpret such social, economic, and educational data as to indicate programs of higher education needed, and to indicate the nature of the educational services now rendered to meet those needs.²

The special problems of junior colleges for blacks was not covered except as a phase of the total institutional picture of higher education for blacks which was contained in Volume II, General Studies of Colleges for Negroes.

¹U.S. Office of Education, National Survey of the Higher Education of Negroes: Socio-Economic Approach to Educational Problems, vol. 1, (Washington, D.C.: Government Printing Office, 1942), p. 7.

²U.S. Office of Education, National Survey of the Higher Education of Negroes: General Studies of Colleges for Negroes, vol. II, (Washington, D.C.: Government Printing Office, 1942), p. 5.

In 1940 Martin surveyed the traditionally black two-year colleges with respect to development, curriculum practices, legal control, distribution and enrollment, and preparation of faculty. Martin's survey included twenty-three two-year institutions. Data was gathered from the general literature in the field, from replies to a brief questionnaire which was dispatched to administrative officers of two-year colleges for blacks; from correspondence with officials of participating institutions; and from intensive study of catalogues of the institutions included in the study.¹

Thirteen of the traditionally black two-year colleges were found to be operating under the auspices of religious organizations. Four were maintained under control of cities or districts, three were privately controlled and three were under state control. All institutions studied reported that their faculties studied the curriculum with the view of revising it periodically. In the organization of programs much interest was exhibited in teacher education. With the exception of two institutions, each had a teacher training program. All of the institutions offered a two-year liberal arts curriculum with only a mild interest in semi-professional curricula.²

The study revealed that two-year colleges were in most of the southern states in addition to Missouri and Kansas.

¹William H. Martin, "The Status of the Negro Junior College," The Quarterly Review of Higher Education Among Negroes 8 (January 1940): 1.

²Ibid., p. 4.

Enrollment figures compared favorably with white junior colleges as did preparation of faculty members. One percent of teachers of academic fields held the doctor's degree, fifty-three percent held the master's degree.¹

Martin concluded that the junior college movement in the field of the education of the Negro was in a state of stark uncertainty. Two reasons were given by Martin for this uncertainty:

On the one hand rigid accreditation requirements have, in many instances, ushered the traditional four-year college into the ranks of the junior college; on the other, the tendency of Negro educators toward extending educational opportunities has resulted in overexpansion when facilities did not warrant such expansion.²

In 1942 Lyman Beecher Brooks studied the socioeconomic status of students enrolled in black two-year colleges, high schools and junior high schools as their status related to persistence in school. Brooks concluded that status was definitely and positively related to persistence in school; that the extent of extracurricular participation had a significant positive relationship to persistence in school; that both mental ability and employment status of the fathers also had a positive relationship to persistence in school; and that students with higher socioeconomic status scores are more active in extracurricular activities.³

¹Ibid., p. 5.

²Ibid., p. 6.

³Lyman Beecher Brooks, "A Socio-Economic and Educational Study of Negro High School and Junior College Training." (Ph.D. dissertation, University of Michigan, 1943).

The most comprehensive analysis of the traditionally black two-year college was completed by Brice in 1949. Brice studied twenty-six of the twenty-eight identifiable black two-year institutions. The purpose of the study was to assemble and interpret such social, economic and educational data as would indicate the status of the two-year institutions for blacks in the United States.¹

The main source of data was a modified version of the schedules developed by the North Central Association of Colleges and Secondary Schools. Data was also secured from personal visits, reports to agencies such as State Boards of Education, Church Boards of Education and the Southern Association of Colleges and Secondary Schools for Negroes, correspondence, specimens of work and questionnaires.²

The scope of the study covered the aims and purposes of the institutions, the faculty, curriculum, instruction, the library, student personnel services, finances, physical plant, institutional study and athletics as well as the socio-economic setting of the junior colleges.³

In 1948 Brice found that there were twenty-eight black two-year institutions located in the following eleven states: Alabama, Arkansas, Florida, Kansas, Mississippi, Missouri, North Carolina, South Carolina, Tennessee, Texas, and Virginia.⁴

¹Edward W. Brice, "A Study of the Status of Junior Colleges for Negroes in the United States" (Ph.D. dissertation, University of Pennsylvania, 1950), p. 3.

²Ibid., p. 16.

³Ibid., p. 21.

⁴Ibid., p. 8.

The typical organization was the four-two plan--a two-year junior college operating with a four-year high school. Only seven persons working in the twenty-six institutions held the doctorate degree, 110 persons held the master's degree with the median number of approximately 3.9 persons holding an earned master's degree per institution. Persons holding the bachelor's degree numbered 183 and forty-one persons held no degree.¹

Enrolled in these twenty-eight institutions were 5,398 students. Seven of these institutions were publicly supported and twenty-one were privately supported. Seven were accredited by their regional accrediting associations; twenty-one were approved by the various state boards of education and church boards engaged in accrediting activities. Of the seven institutions which were approved by their regional accrediting associations, two were public and five were private.²

None of the twenty-six institutions considered the general education of students completed before the students entered the two-year college. All twenty-six institutions studied, offered general nonprofessional courses. Thirteen institutions offered twenty-two different terminal curricula.³

Among Brice's major recommendations were (1) the need for increased financial support; (2) greater concern for the

¹Ibid., p. 10.

²Ibid., p. 30.

³Ibid., p. 172.

welfare and professional growth of the faculty; (3) faculty involvement in determining the role of the junior college in the black community; and (4) to shift the emphasis of the institution from units, credits, and certificates to effective learning and the development of intellectual activities.¹

In another study Walker sought to discover, in 1950, the number of black junior colleges and their enrollments, number of faculty, accreditation and association membership, changes in administration and institutional changes. Walker found twenty-one black junior colleges: Mississippi having five, Alabama and South Carolina with three each, Missouri, Tennessee and Texas with two and Arkansas, Florida, North Carolina and Virginia with one junior college each.²

The enrollment figures totaled 6,347 students-- Mississippi enrolling 1,245 and Alabama with 1,188 students. The largest enrollment of a single institution was found in the Dunbar Junior College of Little Rock, Arkansas with 878 students. Six of the colleges enrolled fewer than one hundred students. All of the colleges were coeducational. Of the publicly controlled institutions, two were state controlled, three local, and one union district. Of the privately controlled group, thirteen were operating under denominational

¹Ibid., p. 311.

²George H. Walker, Jr., "Analysis of Negro Junior College Growth," Junior College Journal 21 (December 1950): 221-222.

auspices. There were 303 full-time instructors and 156 part-time instructors, averaging twenty-one instructors per institution. Eight of these colleges were accredited by the Southern Association of Colleges and Secondary Schools--six publicly controlled and two private. Seven of these schools had active membership in the American Association of Junior Colleges. Walker found that the administration heads of Negro junior colleges had remained relatively stable.¹

In 1960 Walker used data gathered primarily from secondary sources to identify twenty-seven black junior colleges with a total enrollment of 7,699 students. He found that public junior colleges had always been in the minority. Mississippi ranked first with eight black junior colleges and Florida second with seven junior colleges.²

Virginia was the state with the largest total enrollment of 2,623 in its two junior colleges. The Norfolk Division of Virginia State College, Norfolk, Virginia having the largest single enrollment of 2,391 students.³

Seventeen or 62.96% of the junior colleges had fewer than two hundred students. Of this number, five were public junior colleges. Seven, or 25.92% (four public and three private) of the institutions had enrollments ranging from 222 to 263, one of the colleges had 688 students.⁴

¹Ibid., p. 223-225.

²George H. Walker, Jr., "Analysis of Negro Junior College Growth," Junior College Journal 31 (January 1961): 261-262.

³Ibid., p. 263.

⁴Ibid.

The twenty-seven institutions had 460 full-time and ninety-three part-time instructors. Twelve or 44.44% of the twenty-seven institutions were members of the American Association of Junior Colleges. Seven or 25.92% of the schools were accredited by the Southern Association of Colleges and Secondary Schools.¹

Three major studies exclusively regarding historically black two-year colleges examined individual institutions. The first was a study of Stillman Institute at Tuscaloosa, Alabama, done by the Bureau of Educational Research of the University of Alabama in 1946. Stillman Institute, a coeducational institution, founded for blacks in 1876, was owned, controlled and supported by the Southern Presbyterian Church. The college was accredited by the Alabama State Department of Education and partially accredited by the Southern Association of Colleges and Secondary Schools. The general purpose of the school was to "train intelligent Christian leaders of the Negro race for the benefit of the entire Southern Community." At the time of the study, Stillman Institute included a junior college, a theological department, a hospital, a school of nursing and a farm. One aspect of the study included a case study of the junior college.²

¹Ibid., p. 264

²Bureau of Educational Research, College of Education, University of Alabama, A Study of Stillman Institute: A Junior College for Negroes (Alabama: University of Alabama Press, 1946).

Another study of a historically black two-year college was of Utica Junior College. This historically black two-year college in Mississippi was studied by Walter Washington in 1970. He recorded the historical development and growth of the college, both as a private and public institution from 1903 to 1957. His study analyzed historically the development of the physical plant, enrollment growth, curricular changes, qualifications of the faculty, budget increases, and the administrative organizations during the periods that the first four chief administrators served the institution.¹

The last major study was done in 1975 by Clarence Norris, who examined the historical development and contribution of Saint Philips College in San Antonio, Texas. Norris emphasized the development in instruction, personnel, students and physical facilities. The study covered a period of seventy-five years of the institution's history. Saint Philips College originated as a historically black two-year college with a predominantly black administration and student body. In the past decade the faculty and student body have become predominantly nonblack.²

¹Walter Washington, "Utica Junior College, 1903-1957: A Half Century of Education for Negroes" (Ed.D dissertation, University of Southern Mississippi, (1970)).

²Clarence Norris, "St Philips College: A Case Study of a Historically Black Two Year College" (Ed.D. dissertation, University of Southern California, 1975).

Summary

The data included in these studies revealed pertinent information about the historically black two-year college. The basic documentation on the development of these institutions was found therein. Also included were the aims, enrollment, accreditation, curricular practices, preparation of faculty, distribution, legal control as well as the support of these institutions.

These studies provided an indispensable source of information on the historically black two-year college; colleges which have remained beyond the purview of American higher education.

CHAPTER III

FOUNDING OF THE INSTITUTION AND ITS STRUGGLE TO SURVIVE 1869-1931

Introduction

Morristown College had a humble beginning and a unique development. Its inception and early years were motivated by the need for trained ministers and teachers, as well as the "need to improve the cultural level of a benighted rural people" of Tennessee. They were victims of the plague and the aftermath of slavery. They hungered for enlightenment and a better way of life.¹ The historical development of Morristown is inspiring, founded and sparked by dynamic and dedicated men and women and by the generosity of sympathetic philanthropists. One of these dedicated women was Almira H. Stearns.

Almira H. Stearns, Teacher of the Grammar School

On April 12, 1823, Almira H. (Grinnell) Stearns was born in Plainfield, Vermont. She was left motherless, with the death of her mother, at four years of age. She once

¹James Brawley, Two Centuries of Methodist Concern: Bondage, Freedom and Education of Black People (New York: Vantage Press, 1974), p. 201.

described her life that followed as one of "sickness and sorrow, tears and pain, mercies and love intermingled."¹

She was married to Lewis H. Stearns of Massachusetts at age nineteen. At the beginning of the Civil War, her husband, "consecrated to God and Freedom," offered his services and was sent to Port Royal, South Carolina under the auspices of a society in New York.* He was commissioned to provide arrangements for the relief of the black refugees who were gathering there in large numbers. It was there he would lose his life. Her oldest son was also wounded in the battle, though she was able to nurse him back to health.²

When the war ended, she anticipated long and lonely years. Mrs. Stearns, this white northerner, decided to dedicate her life to the people for whom her husband laid down his life seeking to aid.³

Almira H. Stearns boarded a southbound train in Elizabeth, New Jersey in November 1869 with her twelve year old daughter "intent on mission work among the Freedmen."⁴

¹Almira H. Stearns, A Highway in the Wilderness (Chattanooga, Tenn.: Press of MacGowan and Cooke, 1898), p. 1.

²Ibid.

³Ibid., p. 2

⁴Ibid., p. 7

*The writer attempted through research and interviews to determine the name of the society. The information was unavailable.

During a conversation with another passenger her story was revealed: "Here was a woman on her way South to teach the 'niggers'." Her ostracism began. As the facts went through the train car, the mother and child were left to themselves.¹

Their trip lasted forty-eight hours and covered 700 miles of the roughest of roads which caused many delays. The war had devastated the land. Mrs. Stearns described the situation:

One day was spent in passing through Virginia where desolation reigned. "All that is left" was stamped on everything. Not a man, woman, or child, not an animal of any kind to be seen for hours. By and by we passed a lone graveyard of Confederate dead. How the sight made our hearts ache. Poor empty hands of Virginia.

Poor hearts rent for a cause that was lost. It seemed that the wild winds were passing on and on. Unearthly moans trying to tell the story. Not far away on a hillside were graves and graves multiplied, over which floated the stars and stripes.²

When they left the train at Morristown, Tennessee, they were met by Mr. Joseph Brown, the postmaster, who along with his wife "boarded the teachers." They were to provide for many years, a refuge for the teachers and to stand by the school and teachers in spite of considerable outside opposition. Mr. Brown and his wife came from Long Island at the end of the war and found a home in Morristown. Mr. Brown was an undisguised ultraradical.³

Mrs. Stearns observed that these black people were anxious for the arrival of the new teacher. They had had a

¹Ibid., p. 8.

²Ibid.

³Ibid., p. 9

taste of books for the previous year (1868) under the direction of Mrs. Hanford of Ithaca, New York, whose courage Mrs. Stearns described as that of a soldier.¹

Mrs. Hanford had passed the not unusual initiation test of the burning of the school building. A white neighbor saw the flames and extinguished them. When threatened with indignities, Mrs. Hanford wrote to the then Governor Brownlow asking for protection from mob violence. He responded, "Will send militia sufficient to keep the peace at once."² The local citizens were so upset at the prospect of armed soldiers again patrolling their streets that they called a meeting and passed a resolution to the effect that the teacher should be protected. Two men were fined and the matter ended.³

Mrs. Stearns described the greeting she received upon arrival:

. . . with the sound of song, which made the place ring, and rang out of the doors and windows and along the street, while a woman's voice, strong and clear, sang the solo:

"Good news, good news, that the
Pil - i-grim brought,
That the Father and the Lover are
a-comin',
That the lovin' Father is a-comin'
in the mornin'
To take-a them chilen all home."

Then the whole company swelled the chorus:

"Shout chilen, we all shall be free,
Shout chilen, we all shall be free,
Shout chilen, we all shall be free,
When the Lord will icipar."⁴

¹Ibid., p. 11.

²Ibid.

³Ibid., p. 12

⁴Ibid.

The schoolhouse was a small church built by some Presbyterians of Orange, New Jersey "and would by crowding, hold one hundred and fifty persons." The school had about one hundred students. The house was built in a steep hill for economic reasons and while one side was close to the street and on level with it, the other was set up on stilts so that a cow could walk beneath with ease.¹

The first object of the school was the "recognition of God in the elevation of mankind." Each year a revival was held at the school with many students converting to Christianity.²

Mrs. Stearns noted that a white school two blocks away, which prepared young men for college, served as an early source of disruption. The boys had to pass the black school on their way to town. They would "press their faces to the windows with all sorts of hideous contortions of countenance and with howlings and cries; getting under the house and beating on the floor with sticks, and such other doings as 'Young America' could well devise."³

To curb the distractions some friends sent fabric for curtains, which shut out the eyes for awhile. The curtains, however, were stolen. The president of the white school, Rev. Mr. Wilson, began to walk home with the students until

¹Ibid., p. 28.

²Ibid., p. 13.

³Ibid.

peace was restored. Mr. Wilson supported Mrs. Stearns and was a source of comfort and cheer for her.¹

One of her first students was named Thomas Trotter. She recalled him in the following manner:

. . . six feet five, and well proportioned. Dark with eagle eye, straight as an Indian and sixty-three years old. He took to letters, learned rapidly to read, but soon had an offer to go south and earn money. He went and was lost in the cotton fields. One does not see his likeness more than once in a life time.²

The school operated seven and eight hours a day and from two to three hours at night. Almost daily there were efforts made by the citizenry to discredit her or the school. Once there was an attempt to "frame" Mrs. Stearns for trying to defraud Mrs. Neal, a local drygoods merchant.³

On another occasion maligners followed Mrs. Stearns and her daughter to a town twenty miles from Morristown, where they had gone to a religious meeting. They stopped at the same house, ate at the same table and then recited to the family untrue stories in an attempt to debase their character and reputations. Her daughter was often ill-treated, called names, sneered at and spat upon. Once she was made a target for pieces of bread and cheese while passing quietly along the street. Almost daily unkind things were said to the teachers.⁴

However, Mrs. Stearns found much to cheer about. She was very encouraged by the rapid progress of her students,

¹Ibid. ²Ibid., p. 14. ³Ibid., pp. 18-19.

⁴Ibid., pp. 19-20.

their kindness and application to books and the results of study. One of the pleasant experiences for her was when:

One day a gentleman rode up to the door, jumped from his horse and entered the house saying: "I have come to see what you are doing and how you do it." He brought a kind face and all were glad to see him. What shall we do, was asked. "Just go on as usual," he said, which was done, while he looked around, spoke low to the older pupils, and finally called for the grammar class. The book was handed to him and he examined the class as long as he pleased, then with true politeness went on his way. Going directly to Professor Wilson's school he told of his introduction to the Negro school, spoke well of the work and ended by saying: "I don't believe there is another grammar class in the country that will stand such an examination with such credit." He did not give his name, and no one knew who he was or whence he came; but what encouragement that simple incident brought with it . . .¹

The year passed for Mrs. Stearns filled with hard work and eager students. Eleven years of school were spent in this little church.²

Prior to 1880, the Holston Conference of the Methodist Episcopal Church had been a mixed Conference (black and white). That year they met at Greeneville, Tennessee, and decided to separate the black and white preachers and form another Conference for the blacks. Because there were not enough blacks numerically, five white men volunteered to make the quota. One of these was the Rev. W. C. Graves, Presiding Elder of the Morristown District of the East Tennessee Conference.³

Rev. Graves felt that there was a need for a school providing education beyond primary grades and began seeking

¹Ibid., pp. 20-21.

²Ibid., p. 25.

³Ibid., p. 26.

a suitable location. He found the property known as the Reagan High School for sale and immediately began negotiations for purchase of it.

Soon a bargain was closed with the payment of five hundred dollars, of which Bishop Henry W. Warren paid one-half of the amount. The black people in the town contributed of their small means toward the purchase price.¹

The purchase was for a dingy weatherboard building consisting of two bare rooms located on approximately two acres of land.² That one-story frame building was erected in 1830 for a Baptist Church. The building was converted into a slave market before the Civil War.³

The last discussion of the question of secession held in the state prior to the rebellion occurred in this building. During the war the building was used as a hospital by Bragg and Longstreet of the Confederate Forces, and afterward by Burnside of the Federal Forces.⁴ For a number of years Rev. Mr. Williams used it as the first school building for white children (1868-71). It stood unused for several years

¹Ibid.

²Will T. Hale and Dixon L. Merritt, A History of Tennessee and Tennesseans (Chicago: Lewis Publishing Co., 1913), p. 1999.

³Brawley, Two Centuries of Methodist Concern: Bondage, Freedom and Education of Black People, p. 399.

⁴Hale and Merritt, A History of Tennessee and Tennesseans, p. 1999.

and was rapidly going to decay.¹ Much of the foundation and walls were down and the roof almost entirely gone.²

When the building was prepared for occupancy, Rev. Graves sent a message to the school in session at the little Presbyterian Church inviting them to the Reagan building. The response was the immediate possession of the building and a new era had begun.³ Figure 1 is a photograph of the original building.

Thus as was seen in this brief history Mrs. Stearns, through selfless devotion and unflagging energy, not only laid down the foundation of Morristown College but also contributed greatly through its initial stages of growing pains. Thanks to her, Morristown College struck its roots which caught on and flourished. The cause of black education in Morristown was greatly enhanced by her humility and dedication. Figure 2 is a photograph of Mrs. Stearns.

¹Report of the Institutional Self-Study for the Commission on Colleges, Southern Association of Colleges and Schools, James T. Northern, Director (Morristown, Tennessee: Morristown College, 1969 - 1971), p. 3.

²The Christian Educator (May 1913), p. 16. (Cincinnati: Freedmen's Aid and Southern Education Society).

³Stearns, A Highway in the Wilderness, p. 27.

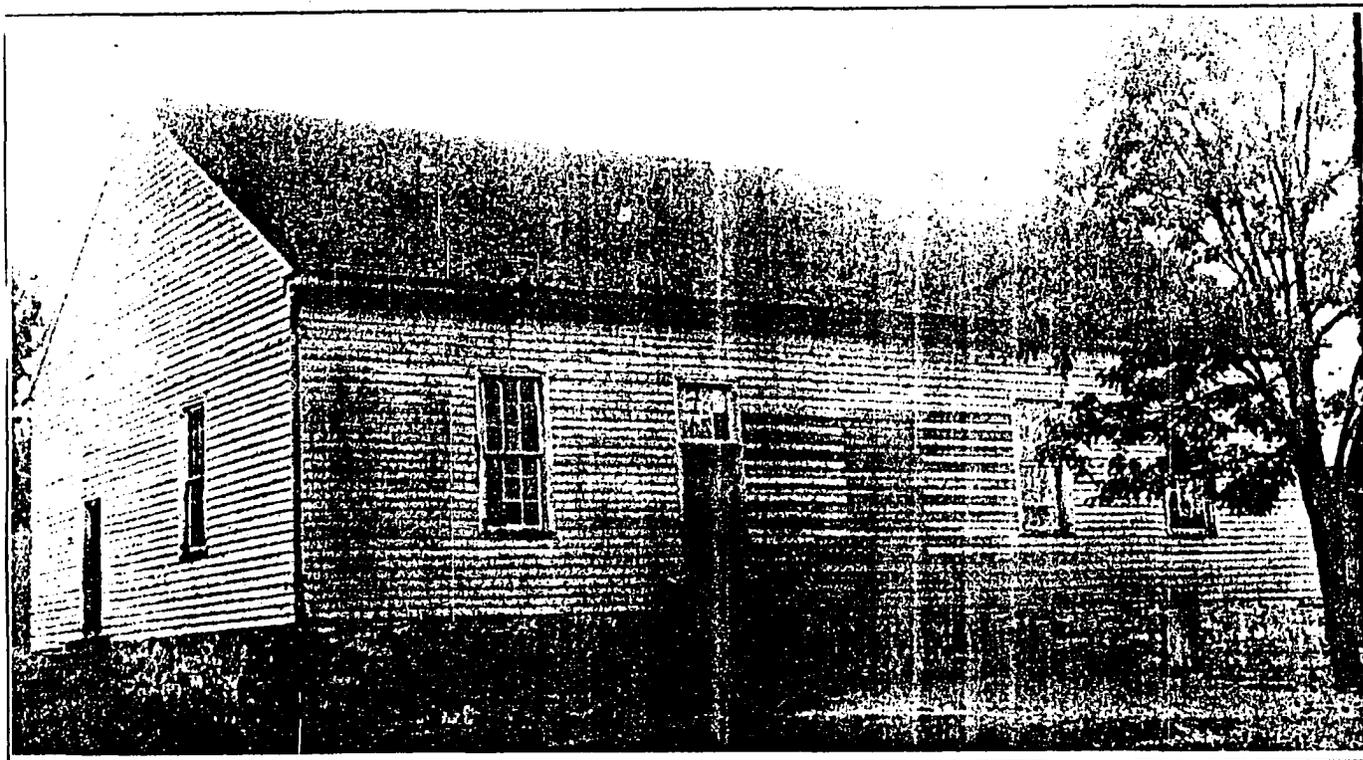


Fig. 1. Original School Building. The one-story frame building served as many things during its history. Built in 1830 the building was used as a slave mart, a hospital for soldiers of both the Union and Confederate Armies during the Civil War, a Baptist Church and later the first school building for white children.



Fig. 2. Mrs. Almira H. Stearns
Christian Missionary from Elizabeth, New Jersey.
Organizer of small Grammar School in Morristown.

The Administration of Dr. Judson S. Hill 1881-1931

1881-1891

A suitable man was required to head the school. At the request of Bishop Warren and Rev. Graves,¹ Dr. Judson Hill, a young white Methodist minister from the New Jersey Conference² came to Morristown to organize this school "for the education of colored youth."³ Dr. Hill, then in his twenties, came with his young bride, Laura Yard Hill,⁴ and a promise on the part of the Bishop of \$500 to pay his salary and that of any other helpers he might need.⁵

When the school was founded and chartered in 1881, it carried the name Morristown Seminary.⁶

¹The Christian Educator (May 1913), p. 15.

²Report of the Institutional Self Study, 1969, James T. Northern, Director, p. 3.

³The Christian Educator (May 1913), p. 15.

⁴Edythe Steward Witten, "The History of Morristown Normal and Industrial College" (B.S. Thesis, Tennessee A. & I. State College, 1943), p. 2.

⁵The Christian Educator (May 1913), p. 15.

⁶Brawley, Two Centuries of Methodist Concern, p. 399.

Dr. Hill and Mrs. Stearns were the only teachers serving 190 pupils.¹ Rev. Graves served as the first President of the Board of Trustees of the school.² Figure 3 is a photograph of Dr. Hill.

The Freedmen's Aid and Southern Education Society reported that Morristown Seminary was situated in the midst of a black population of approximately 250,000 and there was only one other school of the same equivalence within a radius of 300 miles.³

On September 4, 1881, the Morristown Seminary opened the doors of "higher education" to the black people of Morristown and vicinity and to all boys or girls, men or women, seeking an education. Students of "good moral character" were admitted to any class for which they were found qualified without reference to age or residence.⁴ The Reverend Judson S. Hill was head of the "normal" or teacher-preacher training department and was assisted by Mrs. Stearns, who was to have charge of the primary and elementary departments.⁵

¹Stearns, A Highway in the Wilderness, p. 28.

²Ibid., p. 29.

³Annual Report, Freedmen's Aid and Southern Education Society, 1891, p. 225.

⁴College Catalogue, 1883, p. 13.

⁵Witten, "The History of Morristown Normal and Industrial College," p. 6.



Fig. 3. Dr. Judson S. Hill
College Founder and First President
1881 - 1931

The first catalogue of the school stated that the seminary had been established for the training of teachers for the colored schools and preachers for the colored churches.¹ Great emphasis was placed on religious training as well as academic work. When the work was started there were few of the pastors of the East Tennessee conference who could read or write. In their annual conference it was the task of President Hill to read their mail for them and to write letters to their relatives and friends back home.²

The seminary was nonsectarian and open to all denominations.³ According to Reverend Hill's statement, the institution was under the patronage of the Methodist Episcopal Church and supported by the Freedmen's Aid Society of this church; no distinctive doctrine was taught in the school except to Bible classes. It was his aim to "teach the truths of a vital christianity which fit men for lives of usefulness and make them followers of Christ."⁴

The students of Morristown College were required to attend religious exercises each day at the opening and closing of school, and also to attend Sunday School and public worship

¹College Catalogue, 1883, p. 13.

²College Catalogue, 1933, p. 9.

³Report of the Institutional Self Study, 1969, James T. Northern, p. 4.

⁴College Catalogue, 1883, p. 10.

each Sabbath at locations designated by parents or guardians. Weekly prayer meetings were held in the college chapel.¹

Students failing to attend church and Sunday School twice in a term without an excuse were likely to be suspended and for the third time, expelled.²

The year 1882 marked the introduction of an additional teacher Miss Nannie J. McGinley.³ An account of the number and preparedness of the faculty was given in the 1882-1883 catalogue:

Faculty--Mrs. A. H. Stearns who has taught the colored school in Morristown for twelve years, will continue her relation with the Seminary as a principal of the Primary Department. A young lady graduate of a first class college has been engaged this year and will have charge of the Normal Department.

With a corps of three experienced teachers and one or two tutors, we are able to offer unsurpassed facilities to our students.⁴

In 1883 the name of the school was changed from Morristown Seminary to Morristown Seminary and Normal Institute. That year a music teacher was added in the person of Mrs. Erie Brown and a matron Miss Mary E. Levering to care for the students.⁵ The tutors were persons in the Normal

¹College Catalogue, 1884, p. 13.

²College Catalogue, 1907, p. 18.

³Stearns, A Highway in the Wilderness, p. 31.

⁴Witten, "The History of Morristown Normal and Industrial College," p. 6.

⁵College Catalogue, 1883, p. 4.

graduating class who took charge of some of the classwork lower than their own.¹ The tutors this year were Andrew F. Fulton, Alfred and James Cochraham, Josie Bryant and Neppie Wadkins, I. R. Hill, and William Wolf.²

A teacher of Latin and mathematics was added in 1884 along with an instructor of shoemaking.³ As subjects and departments were added to the curriculum of the school, teachers were added accordingly. There were from two to three teachers added each year for a number of years.

One of the first students was sold as a slave in the very building the school now occupied.⁴ After graduation in 1887,⁵ he went on to become a teacher at the school and remained there for forty-four years.⁶

An article in the 1895 volume of the Christian Educator described this in the following manner:

Professor Andrew Franklin Fulton

One of our teachers in Morristown Academy, Morristown, Tenn., has a history which has but few parallels. He was born of slave parents in 1854 in the first house built in that now beautiful little East Tennessee city. He heard his first sermon as a little boy in one of the buildings now used as a part of Morristown Academy,

¹Witten, "The History of Morristown Normal and Industrial College," p. 7.

²College Catalogue, 1883, p. 4.

³College Catalogue, 1884, p. 4.

⁴Report of the Institutional Self Study, 1969, James T. Northern, Director, p. 4.

⁵College Catalogue, 1887, p. 4.

⁶Report of the Institutional Self-Study, 1969, James T. Northern, Director, p. 4.

which was then a Baptist Church. The same building afterward became a slave market; and he was sold in that same room where he heard his first gospel sermon for \$1,166, together with his mother, who brought \$1,800, his sister, who brought \$2,500 and an uncle and aunt, who brought respectively \$1,900 and \$1,300. The same building in 1868-71 was fitted up as a schoolhouse for white students, and Fulton was a servant for some of them. The same building was afterward used as a hospital first by the Confederates, and then by the Union soldiers, and at the close of the War was bought for one of our Freedmen's schools. Here Fulton was converted, and attended school for five years, securing a fair education. He is now one of our teachers in the school and among the students are his own free-born children.¹

Another early student was sold as a slave, along with a calf, from this slave market. After graduation he became a Presiding Elder.² In the early days, so eager were the boys and girls for training that many walked ten to twelve miles a day to school, some finding it necessary to wade or swim the river on their way to and fro.³

The 1882 term began with as its plant a sixty by forty foot frame building with a twenty-seven by twenty-five foot wing which was used to house the students and the same small building previously discussed which was called the main building contained three rooms, and was used for school work.⁴

¹The Christian Educator (October-November 1895), p. 135.

²Brawley, Two Centuries of Methodist Concern, p. 399.

³College Catalogue, 1932, p. 9.

⁴Witten, "The History of Morristown Normal and Industrial College," pp. 2-3.

The financial limitations of the school were apparent in the very beginning. The building and equipment were inadequate but neither Dr. Hill nor Mrs. Stearns were limited in their dreams of a great school. Dr. Hill set about remedying the situation, leaving a great part of the instruction to Mrs. Stearns. He first appealed to the local people through the catalogue of the school.

1. We need two hundred dollars to refence the grounds.
2. We need one thousand dollars to raise and recover the school building which is too small for our needs.
3. We need twenty-five hundred dollars for the erection of a Dormitory for the accommodation of young men.
4. We need a large school bell.
5. We need two thousand dollars more than we have pledged for the erection of a building for the school of Domestic Economy.
6. We need twelve hundred dollars for the erection of a house for the Principal and teachers.
7. We need books and periodicals for the Library and Reading-Room, and especially books of reference.
8. We need Charts, a Globe and Physical Apparatus for illustrating Physics, Chemistry and etc.
9. We need contributions to aid worthy young men and women while they are fitting themselves for the service of the Master.¹

Since neither the students nor the citizens of the town furnished the financial help needed to maintain the college, Dr. Hill began the first of a long series of "financial tours" in order to keep the school in existence. He traveled North and East and made his appeals to the congregations of large Methodist Churches.²

¹College Catalogue, 1883, p. 18.

²Witten, "The History of Morristown Normal and Industrial College," p. 18.

The first of January 1883, Dr. Hill went East to raise money to build the dormitory which was being erected. He submitted the contract for building the dormitory which would cost \$3,500.¹ At that time he did not have even a dollar to buy material or pay for the labor. Dr. Hill was able to meet every payment as it became due and by the time the building containing twenty-two rooms was completed, it was paid for. In a short time the old schoolhouse was resingled and supplied with modern furniture and equipment.²

The Freedmen's Aid and Southern Education Society of the Methodist Church was the primary means of support when the school began. Funds were meager. Students' fees were small. Tuition was free until 1888.³ Other student expenses outlined in the 1883-84 catalogue were:

Incidental fee per term.....	\$ 1.25
Incidental fee one month (of 4 weeks).....	.50
Board, including room, rent, light and fuel, per month.....	6.25
Instrumental music, per month, 2 lessons per week.....	1.50
Use of instruments for practice per month.....	.25 ⁴

Children of ministers or young men preparing for the ministry were not charged the incidental fee or room rent.⁵

¹Stearns, A Highway in the Wilderness, p. 31.

²Hale and Merritt, A History of Tennessee and Tennesseans, p. 1999.

³College Catalogue, 1888, p. 12.

⁴College Catalogue, 1883, p. 12.

⁵Ibid.

The fees remained constant until 1887 when instrumental music was increased to \$2.00 and a charge of \$2.00 was added for vocal music.¹ The next year saw a charge of \$1.00 for tuition.²

In 1883 the department of instruction included the College Preparatory Department which was added that year for those students planning to enter college, the Normal Department, designed to prepare its students for successful teaching in the Public Schools (During each term, the members of this department taught classes in the Normal, Preparatory and Primary Departments), and finally the Primary Department which was designed not only for students arriving at an advanced standing but also to furnish the best facility for study to those restricted to a more limited education. Pupils could enter this department for a single term and take lessons in any one of the classes for which they had the ability. In the "common branches" the classes were sufficiently numerous to accommodate all grades of students.³

Beginning in 1883, arrangements were continually made by which lectures on interesting subjects were delivered by prominent ministers and other visitors from various parts of the country. This practice was to continue for many years.⁴

¹College Catalogue, 1887, p. 15.

²College Catalogue, 1888, p. 23.

³College Catalogue, 1883, pp. 11-12.

⁴Ibid., p. 9.

There were two societies, the "Henry W. Warren" Literary Society for the males and the "Elizabeth L. Rust" (renamed the Miss Polly Crary Society in 1900) for the females. Meetings were held Friday night for literary exercises.¹

The following year (1884) the school purchased a building of two and one-half stories high, thirty by sixty-two feet, and a second building one-story high, forty by eighty feet. These were being furnished with machinery and tools for the purpose of teaching carpentry, shoemaking, and iron working so that the pupils could earn money to meet their expenses. The same year five cottages of four rooms each were purchased for use by the married students and their families.²

A class in theology was begun that year and conducted by the seminary for the study of the books in the course of study for traveling preachers of the East Tennessee and other conferences.³ Figure 4 is a photograph of the 1884 student body.

Dr. Hill's reception in Morristown was not cordial. The white people with whom he came in contact the first few years were far from friendly. Like Mrs. Stearns, his family

¹College Catalogue, 1884, p. 15.

²College Catalogue, 1884, p. 13.

³Brawley, Two Centuries of Methodist Concern, p. 400.

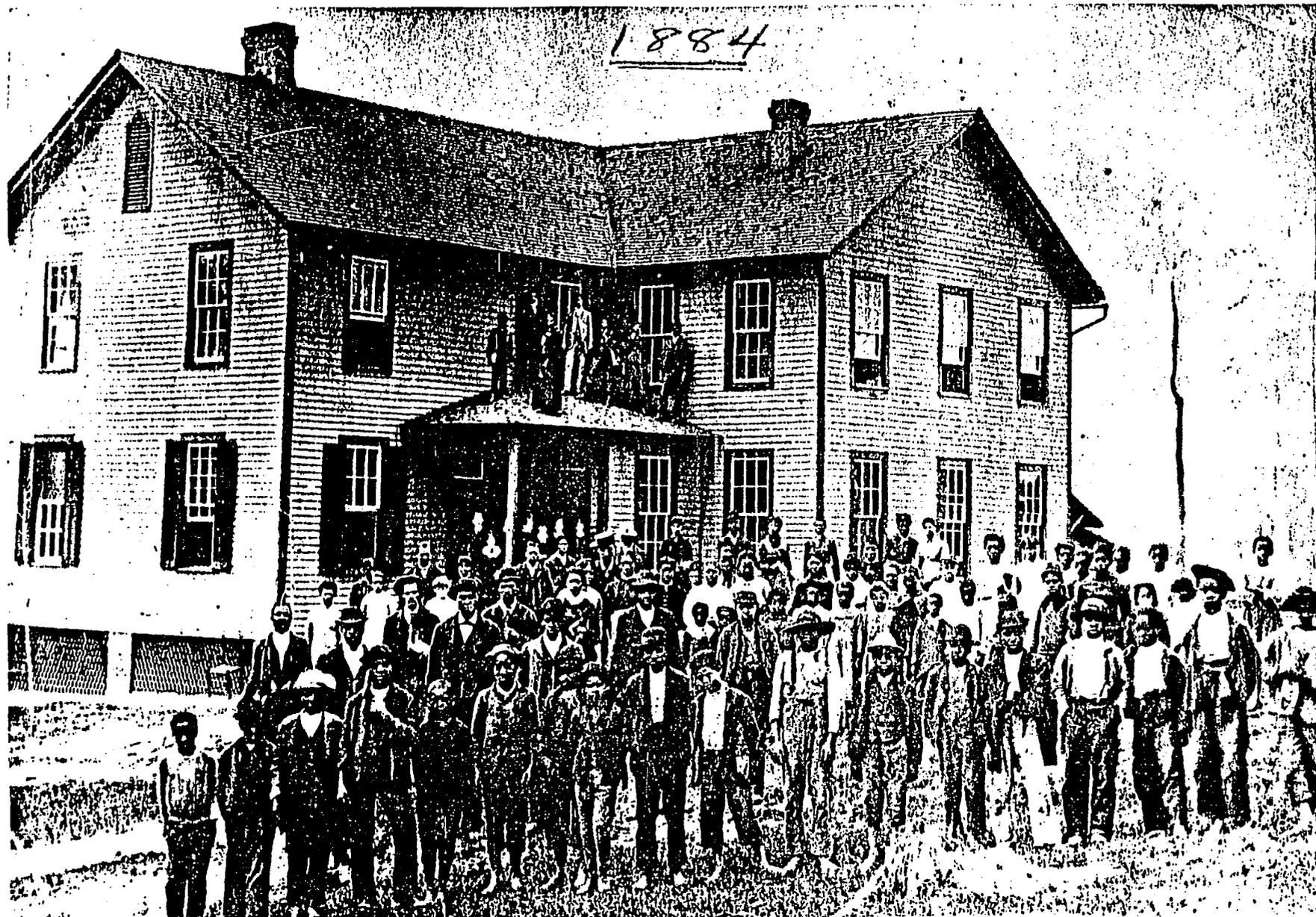


Fig. 4. 1884 Student Body. Throughout most of its history, Morristown College served as a place for schooling of all ages. The picture of the student body, taken in 1884, illustrates the wide range of ages the school served.

was shunned, socially estranged and exposed to the various prejudices of the people of Morristown. Attempts were made to burn them out. He was sent threatening letters, which gave them so many hours to leave town under threats that "tar barrels were burning on the hills and the feathered tribes were roosting low."¹ On one occasion when Dr. Hill was returning from the North a crowd had gathered at the train depot to give him an "egg reception."² On the streets he was often called "Nigger Hill." Many times he had to walk in the gutter in order to avoid being shoved off the sidewalk.³

The spring of 1883 was marked by the smallpox epidemic which proved fatal to many people in the city of Morristown.

Mrs. Stearns' account follows:

Before any one knew the nature of the disease, it had spread through town, carrying death and desolation in its dreadful train. Young doctor Nelson was sent to our school by the Sanitary Board with orders to vaccinate every child. Then confusion reigned. Some ran one way and some another. Some went screaming home to "Mammy." "She don't 'low us to be done that a-way," and in the panic some escaped. Though several colored people were victims of the scourge, not one of the pupils was touched by it. The school was closed at once, the town quarantined, and for weeks desolation and sorrow reigned supreme. A famine seemed

¹The Christian Educator (May 1913), p. 16.

²Ibid.

³Pamphlet on Morristown "A New Jersey Pioneer with 50 years of Devotion to an Interracial Cause." Author unknown, not dated.

imminent. No provisions being brought in by the farmers, a very plain diet became necessary. In some families it was too plain for comfort. Morristown will not soon forget the baptisms. Some of the best were laid away to be seen no more until the last trumpet shall sound to wake them.¹

The college catalogue indicated that a night school had been established in 1885 and that sessions would be held three nights a week.²

That year also saw the first graduating class consisting of William Wolf and Jerry M. Bowers. William Wolf completed his collegiate course work at Lincoln University in June 1890 and went on to become principal of a public school in Johnson City, Tennessee receiving forty dollars per month. Jerry M. Bowers became principal of a public school in Chucky City, Tennessee.³ Both were graduates of the Normal Department.⁴ (See Appendix C)

In 1886 the Women's Home Missionary Society of the New Jersey Conference appropriated \$2,000 for the erection of a "Model Home" in which the girls of the school would be taught sewing, dressmaking, millinery, and housekeeping.⁵ Two years later, Mrs. General Fisk and other friends in the society had

¹Stearns, A Highway in the Wilderness, p. 32.

²College Catalogue, 1885, p. 16.

³The Christian Educator (April 1890), p. 119.

⁴College Catalogue, 1885, p. 4.

⁵College Catalogue, 1886, p. 17.

raised enough money for this building and its equipment. The plans were for a two-story frame building containing sixteen rooms. This industrial home for girls was completed in 1892. It was named the New Jersey Home. The equipment and the building cost \$8,000.¹ Figure 5 is a photograph of this building.

In 1886 the State Board of Education in Tennessee recognized Morristown Seminary and Normal Institute as a Normal School, allowing its graduates to teach in any public school in the state without further examination. The seminary was also placed on the list of approved institutions of learning. Under the laws of the state each senatorial district was entitled to the appointment of one black student, for two years, in one of these approved institutions.² In 1888 the number changed to two students per senatorial district, thus establishing for "children of Tennessee, of African descent," sixty-six Normal scholarships.³

The name of the college was changed to Morristown Normal Academy in 1888. With the addition of two years of high school to the curriculum, instead of the former two, the "college" became a full fledged high school. A diploma was granted upon graduation to those students who completed the College Preparatory or Normal course. Those who completed the English course received a Certificate of Attainment.

¹Hale and Merritt, A History of Tennessee and Tennesseans, p. 1999.

²College Catalogue, 1886, pp. 17-18.

³College Catalogue, 1888, p. 22.

⁴Ibid.

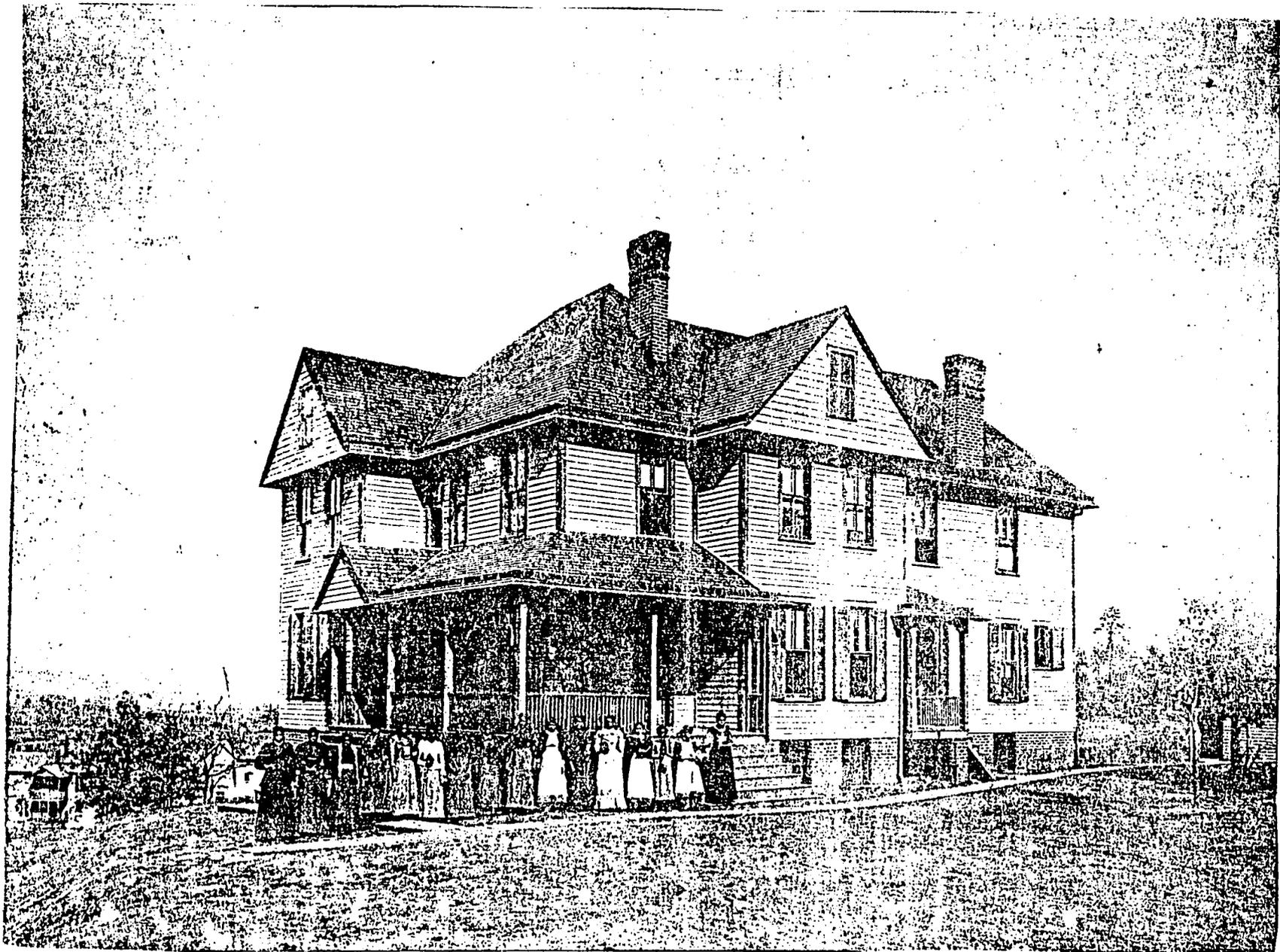


Fig. 5. New Jersey Home. An industrial home for girls completed in 1892. Funds for the building were contributed by the Women's Home Missionary Society of the New Jersey Conference.

Because the standards of the college were raised, no class was graduated in 1889, 1891, or 1893.¹

The 1888 catalogue announced that no attempt would be made to teach a full Theological Seminary Course. The college had for four years offered a class for the benefit of the members of East Tennessee and other Conferences who desired to pursue the course of study for Traveling Preachers.

In order to meet the needs of local preachers who did not intend to enter the traveling connection, and of many who could take only a partial course before entering conference, special Biblical courses, of one year each, would be provided. These courses would be pursued in connection with the studies laid down in the regular curriculum.²

In the first through the fourth grades, ten minutes were devoted to religious instruction, immediately following the opening religious exercises.³

In 1888 two small printing presses were secured with plans for the young men of the Literary Society to print a monthly paper the next year to be called The Warren Leader. Facilities in instruction in vocal and instructional music were expanded. Provision was made for regular instruction in the art of reading music which each student was required to take.⁴

¹College Catalogue, 1894, p. 13.

²College Catalogue, 1888, p. 11.

³Ibid., p. 18

⁴College Catalogue, 1888, p. 21.

1891 - 1901

Typing and stenography were introduced to the curriculum in 1892,¹ elocution in 1895.² Plans were made in 1888 and approved for the erection of a dormitory. It was proposed that the building be one hundred by forty feet with a thirty-six by forty-three foot extension containing sixty rooms and three stories high.³ The foundation for this building was to stand for a period of nearly ten years because of lack of funds.⁴

Principal Hill pleaded for money for this building:

Shall this good work go on? Shall promising, self-sacrificing young people, hungry for knowledge, continue to come to us, only to be turned away disappointed and well nigh heart broken? We come with outstretched hands, and cry unto the Church, as unto the Lord, for money to build the long-prayed-for and much needed building. Hear, O great hearts of the Church! These cries have gone up to heaven. Will you not let them inspire you to greater deeds? O, ye who are trusted with God's gold, give the Christ child room!⁵

By 1892 substantial donations were available to the school. At the close of that year the total amount received was \$3,352.75. In 1893 the total was slightly less, \$2,682.88. The year 1894 saw a greater drop in funds. The total in that

¹College Catalogue, 1892, p. 31

²College Catalogue, 1895, p. 3.

³College Catalogue, 1888, p. 20.

⁴Hale and Merritt, A History of Tennessee and Tennesseans, p. 1999.

⁵The Christian Educator (April 1892), p. 401.

year being \$1,403.50. After this year there was a steady increase each year. In 1897 the total was \$8,048.75.¹

In addition to monetary donations other types of gifts were being made to the school such as: barrels of clothing, lace, wire fence, bundles of paper, maps, paint, books, stain and varnish, dishes, sewing supplies, bedding, magazines, subscriptions and tablecloths.²

Edward Hill, the eldest son of Dr. Judson S. Hill, was employed in 1895, to teach printing. Under his tutorship the school published a bi-monthly newspaper entitled the Morristown College News.³ The first volume of the Morristown College News was dated September 1913.

Arrangements were made between Morristown Academy and the city of Morristown as early as 1896. The school was allowed to have one thousand gallons of water daily, in return the Freedmen's Aid Society deeded to the city of Morristown the spring on the school property.⁴

In 1897 the name was changed again. This time the school was called Morristown Normal College.⁵

¹College Catalogues, 1892-1897.

²College Catalogues, 1883-1897.

³Witten, "The History of Morristown Normal and Industrial College," p. 8.

⁴Brawley, Two Centuries of Methodist Concern: Bondage, Freedom and Education of Black People, p. 400.

⁵Report of the Institutional Self Study, 1969, James T. Northern, Director, p. 5.

The catalogue for the following year indicated that the school was offering three years of classical college preparatory work, three years of scientific college preparatory work, four years in the Normal Department, two years in the Normal Preparatory Department and six years in the English Department with two "specials" Music and Elocution. One year had been added to the Normal Department and the Normal Preparatory Department consisting of two years was new that year.¹ A Commercial Department was added in 1900 as well as Nurse Training.²

In 1899 Rev. J. M. Buckley, D.D. editor of the Christian Advocate and Dr. J. F. Berry, editor of Epworth Herald visited Morristown. In ascertaining how the school kept going on the meager allowance of \$2,500 appropriated by the Freedmen's Aid and Southern Education Society, Rev. Buckley said:

I learned that the teachers are paid from \$160 to \$300 each, exclusive of the salary of Dr. Hill, which is small; and what is paid over and above this \$2,500 for new buildings, land, etc., has been and must be raised by the president. At the present time, all told, there is a debt of only \$6,000 on the property; \$1,300 of this is in the salaries of teachers.³

Dr. Berry printed the following statement regarding the school in the Epworth Herald on May 27, 1899:

¹College Catalogue, 1898, p. 12.

²College Catalogue, 1900, pp. 12, 20-23.

³Report, Freedmen's Aid and Southern Education Society, August-September, 1899, p. 147.

One of the best Methodist Episcopal schools among the colored people of the South is the academy at Morristown, Tenn. The school has had a long night of struggle, but the morning dawns! The work performed for the enterprise by the president, Dr. Judson S. Hill, has been actually heroic. In the present and prospective successes of the academy he has a right to rejoice. The new building, for the erection of which Dr. Hill has toiled so zealously, is practically completed. It will be used chiefly as a dormitory, and is admirably adapted to that purpose. It stands high up upon the hills which overlook the little city, and is a real ornament to the place. The person who is skeptical about the educational work we are doing among colored boys and girls will lose his skepticism after visiting such a school as that at Morristown. Results are almost immediate, and always blessed. That refers to both the head and heart. Every pupil at Morristown over twelve years of age is a Christian. The oldest pupil is sixty-two. An earnest student he is--as thirsty for knowledge as the boy of fifteen, by whose side he studies.¹

Crary Hall, the building begun in 1888, was finally completed in 1900 at a cost of \$21,750. This was made possible through the bequest of \$15,000 from Mrs. H. H. Crary of Binghamton, New York. Ten thousand two hundred and fifty dollars had been given by Mrs. Crary and her husband before her death, making a total of \$25,250.² While the work was in progress, Mr. Crary died after being an invalid for some time. His devoted and consecrated widow died soon after. She bequeathed \$15,000 for the completion and furnishing of the "handsome and stately building of one hundred rooms which bear the honored name of Crary."³

¹Ibid., p. 148.

²The Christian Educator (December/January 1900-1901), p. 26.

³The Christian Educator (May 1912), p. 2.

A brickyard was opened and with the aid of the students more than four hundred thousand bricks were made. The first story was made of rocks quarried on campus by the students.¹

Crary Hall was a large, four-story brick and stone building of one hundred rooms, finished in natural wood and heated by steam and lighted with electricity. The first story contained a kitchen, living room, laundry, and furnace. The second, third, and fourth stories contained a reception room, parlor, and office, bathrooms and seventy-five rooms for students. It would accommodate 150 boarding students. The building formally used for the boarding hall was altered to make a building for industrial training.²

While Crary Hall was being built, a large residence adjacent to the school property was also being constructed by a gentleman in Ohio. Because of financial problems, the owner sold this property which had cost \$17,000 to the contractor who in turn sold it to the school for \$4,000.³

Most of the students lived on the campus. The president assured parents and guardians of the prospective students that:

¹Ibid., p. 26.

²College Catalogue, 1900, pp. 22-23.

³The Christian Educator (May 1912), p. 3.

The false notions of life which sometimes creep into Boarding Schools where there is a large collection of pupils, all of immature age is unknown here. The social influences of the Hall are of the most healthful character. There is a general earnestness of purpose in the prosecution of study, and conscientiousness in regard to duty, which makes it a real pleasure for a pupil to study. The moral and religious influences of the place are also highly favorable.¹

Crary Hall and the New Jersey Industrial Home for Girls were conducted on the cooperative plan. No help was employed. The students or "members of the household" had their daily duties.²

The population in the city of Morristown numbered about 3,500 in 1900.³ The property of Morristown Normal College had grown to consist of seventy-five acres of land and six buildings as well as a home for the president and teachers' cottages.⁴ There were 351 students enrolled⁵ from Tennessee, Virginia, West Virginia, North Carolina, South Carolina, New Jersey, Georgia, Missouri, and Alabama.⁶

1901 - 1911

The name of the college was to change again in 1901 to Morristown Normal and Industrial College. With the purchase of a foundry, machine and blacksmith shops, together with

¹College Catalogue, 1900, p. 27.

²Ibid.

³Ibid., p. 25.

⁴Ibid., p. 26.

⁵Ibid., p. 12

⁶Ibid., p. 29.

woodworking machinery and carpenter tools complete in all their departments, the institution was now prepared to teach young men the following trades or industries: moulding, blacksmithing, machinists, carpentry, and woodworking.¹

Through the benevolence of a Mr. James Woolson of Boston, the school had another cottage for the use of the teachers of several completely furnished rooms.²

By 1902 the faculty had grown to seventeen. They served in the following areas:

Moral Science and Theology
 English Grammar and Literature
 History, Mathematics and Methods
 Latin, Natural Science and Mathematics
 English Bible and English Classics
 Elocution and Literature
 Vocal and Instrumental Music
 Mathematics and English Grammar
 English (2)
 Practice Department
 Superintendent, Industrial Department
 Woodworking
 Instructor, Machine Shop
 Instructor in Foundry
 Instructor, Blacksmithing
 Instructor, Printing³

There was also a Superintendent of Crary Hall, an Assistant Superintendent, a Superintendent for the Girls' Industrial Home and an assistant for the New Jersey Industrial Home. There were ten practice teachers⁴ and a total of 371 students.⁵

¹College Catalogue, 1901, p. 16.

²Ibid., p. 27.

³College Catalogue, 1902, p. 3.

⁴Ibid., pp. 3-4.

⁵Ibid., p. 14.

One of the teachers, Miss Lillian E. Wood, came from Ohio to Morristown College in 1907, at the age of thirty-nine and at the suggestion of her pastor, and Bishop Warren and at the request of Dr. Hill. During her tenure she lovingly served as Matron of Crary Hall, teacher and librarian for about forty-six years. Miss Wood was to state in her memoirs that she was surprised to find there was "a difference between a missionary and a friend. Some of the teachers were one and some were the other."¹ Figure 6 is a photograph of the faculty circa 1902.

A Department of Domestic Science was added in 1904. The purpose of the course was:

. . . to make home-life and housework ennobling, so that students may become true housewives and mothers, at the same time affording them the self-reliance which is necessary for self support. To give thorough and practical instruction in all that pertains to general household management.²

The students were offered "scientific and practical training in the art of cooking." The scientific training gave them an intellectual appreciation of the subject through a study of the source of food materials, the chemistry and physical principles, their preparation, and the employing of their compounds to the needs of the human body.³

¹Lillian E. Wood, "Memoirs of Miss Lillian E. Wood," (circa 1950), p. 4.

²College Catalogue, 1904, p. 18.

³Ibid.



Fig. 6. Early College Faculty, c. 1902. Dr. Judson S. Hill (front row center) is shown with the faculty of what is now Morristown College. The school was founded in 1881, Andrew Fulton (front row right) graduated from the college and served the school as a teacher for 44 years.

The practical training had the students individually and collectively prepare dishes of all the classes of food, making menus, vegetable cooking, cereals, meat, flour mixtures, salads, etc., observing and working out the essential points in the preparation of each. Positions were guaranteed to all of the young women who chose to follow this two-year course of study.¹

The contributions of Misses Mary and Bell Boyd of Philadelphia, whose mother gave the first money ever donated to the school in 1881,² enabled the college officials to undertake the erection of the William and Sarah Boyd Memorial in 1903.³ It was a large brick building forty by two hundred feet which cost \$5,000 and was used exclusively for industrial training.⁴ Figure 7 is a photograph of this building.

The language of the aims and objectives of the college stated in the catalogue were changed in 1905, to reflect its broadened curricular offerings and aspirations of the college. The stated aim of the college beginning that year was to provide higher education for black people along "physical, intellectual, industrial and moral lines, to be self-helpful and self-respecting."⁵

¹Ibid.

²The Christian Educator (May 1912), p. 3.

³College Catalogue, 1904, p. 30.

⁴Ibid.

⁵Ibid., p. 28.

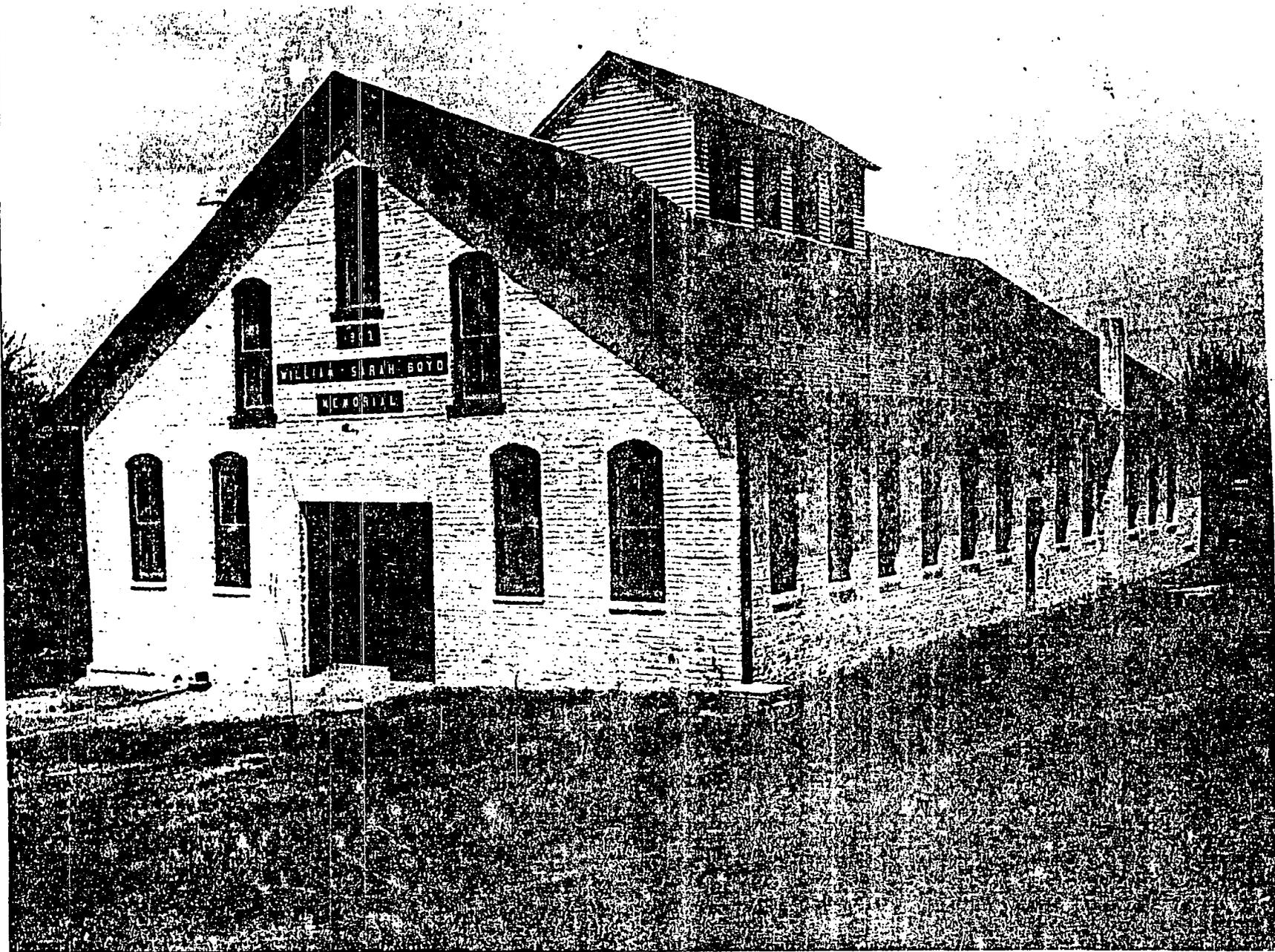


Fig. 7. The William & Sarah Boyd Memorial. The building was erected in 1903 and used exclusively for industrial training.

In 1905 courses in Steam Fitting, Upholstering, Broom and Brush Making were added to the Industrial Department.¹ Diplomas were given to those who completed their trades in the Industrial Department.²

By the school's twenty-fifth year the student fees continued to be small but had shown a slight increase. The expenses for that year were:

Board, (including room rent, light & fuel), per month of four weeks.....	\$6.00
Tuition, per month, (for boarders).....	2.00
Tuition, per month.....	1.00
Tuition for Night School, per month.....	1.00
Incidental fee (paid by all) per term.....	1.00
Incidental Fee for one month of four weeks.....	.50
Washing, per month.....	1.00
Instrumental Music, four lessons per month....	2.00
Private Vocal Lessons, four lessons per month..	2.00
Rent of Piano, per month.....	.75
Rent of Organ, per month.....	.50
Charge for Diploma.....	3.00 ³
Charge for Certificate.....	.50

All students were required to pay. Children of ministers were no longer exempt. In order to reduce expenses each student was required to assist as often as necessary in the kitchen and dining room, and because of the low price of board and other expenses, all male students were required to give five hours each week doing any work on the college grounds

¹College Catalogue, 1905, pp. 32-36.

²College Catalogue, 1902, p. 29.

³College Catalogue, 1905, p. 16.

that the president deemed necessary.¹ Students were also able to earn money to pay student fees as explained in the 1907 catalogue:

-Self Help-

While in most cases, able-bodied, good workers can earn as much as \$5.00 a month by working one or two days each week, the school Does Not Guarantee that each student shall earn a fixed sum regardless of the value of his labor. The rate of wages varies according to the real value of the work done.

Students' labor is accepted as pay only when it is satisfactory. When it is not satisfactory the student is liable to suspension from school, although his standing in other respect may be good.

The earnings of students are held as a bond for the fulfillment of their purpose of getting an education at the school, and can be used only for their support while there. If pupils are sent away or leave without permission, these earnings may be used for the benefit of needy students at the discretion of the President.²

Another building adjoining the school property was purchased in 1907 and was occupied as a teacher's dwelling and a steam heating plant was installed that year.³

In the meantime the departments of instruction were fairly well provided for in buildings and equipment. The primary need was a classroom and administration building to replace the historic building which had first been used and the old remodeled dormitory.⁴ The classrooms were so crowded

¹College Catalogue, 1907, p 16. ²Ibid.

³Ibid., pp. 12-13.

⁴Hale and Merritt, A History of Tennessee and Tennesseans, p. 2000.

there was standing room only.¹ An effort was made to secure funds for the erection of this building. Andrew Carnegie responded by making a conditional donation of ten thousand dollars, that an additional amount be raised and expended.² In February 1911 a generous friend who preferred that her contribution remain anonymous made a donation of ten thousand dollars necessary to secure Mr. Carnegie's gift.³

In July work was begun on the administration building. During the summer more than six hundred thousand bricks were made and fired, and five thousand bushels of lime used. The clay for the brick as well as the rock for the lime, and much of the wood for burning were taken off the grounds of the school.⁴ A large part of the bricklaying, carpentry, and masonry was done by the students. The building was completed in 1912 at a cost of forty-three thousand dollars. The central structure was one hundred fifty by fifty-seven feet. It was a three-story structure. On one side of the building was "an ell" fifty-seven by sixty feet in ground dimensions to be used as a chapel and having a seating capacity of seven hundred.⁵ The building was called the Administration Building until 1930 when it was named Laura Yard Hill Hall.⁶

¹Wood, "Memoirs," p. 6.

²The Christian Educator (May 1912), p. 3.

³Ibid.

⁴Ibid., p. 4.

⁵Hale and Merritt, A History of Tennessee and Tennesseans, p. 2000.

⁶College Catalogue, 1930, p. 13.

The administration was very strict in its rule of having boys use one side of the stairway to enter the building and girls the other side. The eastern side was used for the boys and the western side for the girls. Students were given demerits if caught using the wrong side of the stairway.¹

In addition to the William and Sarah Boyd Memorial building, a two-story frame building and chapel were added to the Industrial Plant, thereby affording additional rooms for Industrial Training.²

The grounds and buildings at this time were valued at more than \$150,000 and were added to the property without calling on the treasury of the Methodist Episcopal Church under whose auspices the work was conducted. Most of the money contributed to the school for the erection of buildings and furnishings of equipment was supplied by persons not members of the Methodist denomination.³

In 1910 Judson S. Hill, Jr. was made Superintendent of Industrial Work.⁴

1911-1921

On April 27, 1912 Morristown Normal and Industrial College completed and shipped for the use of the Methodist

¹Interviews with Mrs. W. M. Crawford and Mrs. Bernice T. Taylor, Morristown, Tennessee, April 6, 1982.

²College Catalogue, 1912, p. 14.

³Hale and Merritt, A History of Tennessee and Tennesseans, p. 2000.

⁴College Catalogue, 1919, p. 2.

Episcopal General Conference, "the most unique table of its kind in the world, the only one of its kind ever made, and one which could never be duplicated in its entirety, because of the fact that many pieces of wood of historical interest could not be replaced."¹

Every Methodist Conference in the world and every mission field in the world was represented in the table by a piece of wood. The legs and body were made of solid mahogany from Honduras. The top was handsomely inlaid in a beautiful mosaic design with specimens of wood gathered from every corner of the globe. The various divisions on the top of the table, representing the grand divisions of the United States and the various mission fields, were separated by narrow strips of native maple and walnut from the timber tracts surrounding Morristown. One hundred and sixty-one conferences, thirty-four of which were foreign, were represented by a total of 706 pieces of wood.²

It was the custom of the Methodist Episcopal Conference, which was the largest ecclesiastical body in the world, to have donated for the use of the bishops each year a table made by some mission or school. At the close of the annual session this table was sold at auction and the proceeds were given to the school or benevolent cause by which it was presented.³

The custom originated with the Italian mission school in Venice several years before. All of the tables furnished

¹Christian Educator (May 1912), p. 5.

²Ibid.

³Ibid.

since that time had come from foreign schools. This was the first time in the history of the Conference that the "bishops' table" as it was called, had been furnished by an American school and the citizens of Morristown, and Tennessee Methodists generally, were congratulating themselves on the fact that the honor had fallen to the Morristown Normal and Industrial College.¹

The idea was conceived of in 1908 by Dr. Hill. No effort was made to carry it out, however, until the fall of 1911. There were 2,500 letters and more than two hundred telegrams and cablegrams sent to all parts of the known world.²

The table received so much publicity that it was sold for \$1,500. Many years later the owner of the table died and the heirs decided to return the table to the college. The table was placed in the college library with the book which goes with it containing the letters and telegrams which were received as a result of Dr. Hill's efforts to build the table.³

Figure 8 is a photograph of this table.

The Literary Department and the Industrial Department were thorough and efficient. The young people who graduated from either of the departments were sought after and found no difficulty securing positions as teachers or mechanics. The

¹Ibid.

²Ibid.

³Newsletter, student publication, 1950, p. 6.

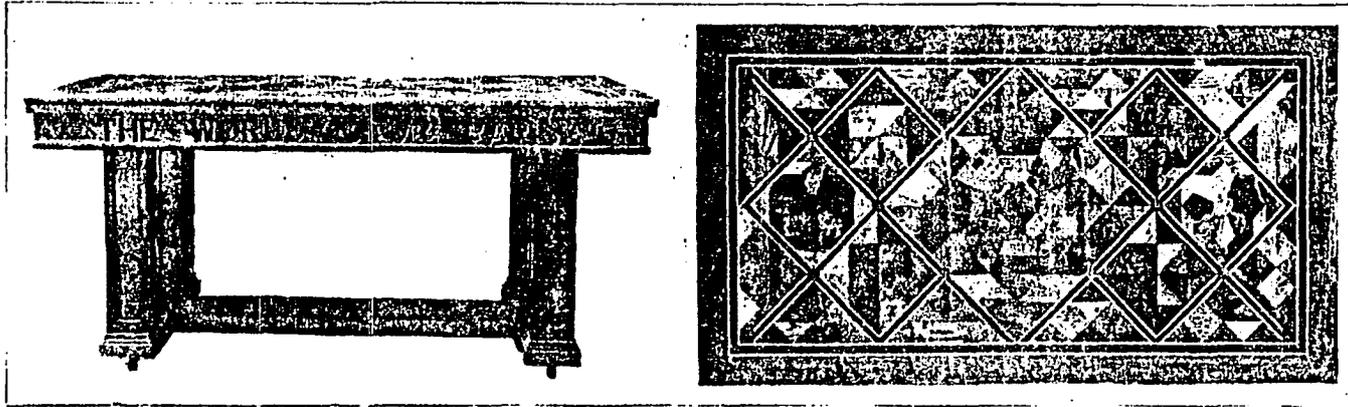


Fig. 8. Historic table conceived by founder of Morristown College and constructed by students of Morristown College. Every Methodist Conference in the world is represented in the table by a piece of wood. One hundred and sixty-one Conferences, thirty-four of which are foreign, are represented by a total of 706 pieces of wood. A complete description of the table is found in Appendix E.

students "made good."¹ The high quality of their work created a demand which was difficult to supply.²

In some cities, notably Chattanooga and Nashville, the graduates were employed as teachers on the strength of their diplomas. The students of the Morristown Normal and Industrial College were scattered all over the country, and could be found even in Puerto Rico, the Philippines and other countries. Graduates of the Broom Department were instructors in schools-- one from the Machine Department was in a shop in Cleveland, Ohio; a molder was foreman of a foundry in Lynchburg, Virginia; and a number were employed in the railroad shops of the Southern Railroad. Nearly one-half of the ministers in the East Tennessee Conference were graduates or had been students of the school. More than 250 girls had gone out from the Domestic Science Department into families in the North, or were teaching the science in the southern schools. The school had furnished more than two thousand teachers for the public schools in the South. In the ministry the school had furnished not only some of the ablest men to the Methodist ministry, but also to the Baptist and to the African Methodist Zion churches.³

¹Morristown College News, October 1913, p. 1.

²The Christian Educator (May 1912), p. 4.

³Hale and Merritt, A History of Tennessee and Tennesseans, p. 2001.

On December 12, 1913, President Hubert Welch of Ohio Wesleyan and Clark A. Fulmer of Nebraska Wesleyan visited the school. These gentlemen composed part of the commission appointed by the General Conference and the Board of Managers of the Freedmen's Aid Society to inspect the twenty-two schools under the Freedmen's Aid System.

They expressed themselves as being:

. . . entirely pleased with the workings of the school and congratulated President Hill upon his strong faculty, loyal student body, and well equipped plant. They visited many of the classes and stated that the work done there was very creditable. All the office books were examined and the business end of the institution carefully inspected to their satisfaction.¹

In 1913, much of the prejudice existing in the community against the school and the ostracism of the workers had gradually given way. Relations between the citizens of Morristown and the college had greatly improved. Dr. Hill found a far different situation from that which met him thirty-two years before. The president of the Chamber of Commerce, the first citizen of the city, took a prominent part in the baccalaureate services for the Class of 1913 and spoke very highly of the great merit and worth of Morristown Normal and Industrial College. He stated that the college was the city's chief asset. Other prominent citizens were also present at the service.² It had become "almost a custom that the all white churches in

¹Morristown College News, December 1913, p. 3.

²Morristown College News, September 1913, p. 9.

the city on commencement Sunday, give way to the program of the college."¹ As evidence of his popularity, Dr. Hill was solicited to form a class in cooking for the leading white women of Morristown; he was recognized as a businessman, and a member of the Board of Trade.² When a new charter was sought for the city of Morristown, Dr. Hill was made chairman of the committee to draft the charter, and later chairman of the committee to present it for the approval of the State Legislature.³

In 1915 by the action of the Tennessee State Board of Education, students of Morristown Normal and Industrial College who finished the four-year Normal College were granted an Elementary Teacher's Certificate without any further examination, thereby giving the graduates parity with those who graduated from the State Normal School. Graduates from other states by the reciprocal action of the State Board of Education could, by first securing their certificates from the Tennessee State Board of Education, be given certificates permitting them to teach in their own state.⁴

In September 1914, the school inaugurated a new department in the work of the school; that of taking young men of Africa, "who evinced a desire to prepare themselves for Christian

¹Hale and Merritt, A History of Tennessee and Tennesseans, p. 2001.

²The Christian Educator (May 1913), p. 16.

³Morristown College News, October 1912, p. 5.

⁴College Catalogue, 1915, p. 3.

work in their own land, and giving them a thorough training in the literary department, and at the same time teaching them one of the various trades taught in the Industrial Department."¹ The conditions were that they come to this country without expense to the college and when entering, pledge themselves that when prepared they would return to their native land.² There were five young men who worked their way from Liberia to New York.

One of them earned nearly \$10.00 in excess of his passage, expecting to use it for his railroad fare from New York to Morristown, but just as he landed he found that not only his earnings but his clothing as well had been stolen. So he landed in that great city without money or clothing. The boys made their way to a colored Y.M.C.A. and were given work to support themselves until they could get to us. Unaccustomed to the customs and language they had a difficult time. . .³

The school finally had to send them the money for their railroad fare to Morristown. They were supported while pursuing their studies and were provided clothing and books.⁴

For several years the college had sponsored, with the help of Miss Lillian Wood, a society called "Friends of Africa Society" whose object was "to foster and stimulate missionary inquiry and a love for the work in Africa."⁵ The Stewart

¹Morristown College News, September 1914, p. 1.

²Morristown College News, September 1923, p. 13.

³Morristown College News, September 1914, p. 1.

⁴Ibid.

⁵College Catalogue, 1933, p. 55.

Foundation awarded prizes to Friends of Africa Society students for writing missionary hymns and essays on Africa as a missionary field; a beautifully bound Bible for the best essay, and a handsome bound hymnal for the best original hymn.¹

Reverend A. P. Stewart, the founder of these prizes, outlined his purpose as follows:

My hope is that I may become the center for the diffusion of missionary intelligence, the development of missionary enthusiasm, the increase of missionary offerings, and through sanctified and trained missionary, obedience to the Great Commission to 'preach the gospel to every creature.'²

In 1922 the membership embraced all students in the College Preparatory and Normal Departments. Each member pledged to obtain all the information possible concerning the people and needs of Africa, to pray each day for the evangelization of Africa and to respond to the call for missionary workers in Africa.³

In January 1915, Drs. Jones and Taylor of the Bureau of Education completed their visitation of the schools of the country "for the Education of the colored youth" at Morristown. (See Chapter 2, Page 17) While at the school they made a thorough investigation of the work of the various departments and the dormitories. Morristown Normal and Industrial College was notified that it had been:

¹Ibid., p. 56.

²Ibid.

³Morristown College News, April 1922, p. 3.

. . . placed among four of the prominent colored schools of the county to which the prize of \$100 appropriated by the Phelps-Stokes Fund has been awarded for creating sentiment for the bettering of boys dormitories, \$15.00 to be given the occupants of the room receiving the highest credit for neatness and care of room, \$10.00 to the occupants of the room showing greatest improvement in care of room.¹

To this amount President Hill added two prizes of ten dollars and five dollars, respectively, to be awarded the girls under the same rules. Each room would be visited daily by an inspector and once a week by a committee, each person grading the room without regard to the other. Awards were made at Commencement and much publicity given "so as to inspire and arouse an interest in care of dormitories in all institutions of learning."²

The plan is outlined here. Suggestions were based on rules of West Point, Annapolis and other important institutions.

DORMITORY RULES³

Condition to be Maintained:

1. Cleanliness of bed, washing out utensils, floor, furniture, walls and windows.
2. Ventilation of bed, clothing and room.
3. Order of clothing, furniture and books.
4. Good taste--simplicity and high standards in selection and arrangement of wall decorations and furniture.

Order of Importance:

1. Bed. Cleanliness first, two sheets to be changed at least every week. The military system of making the bed is recommended, that is, folding each covering neatly at the foot of the bed, leaving only a sheet or other covering over the mattress.

¹Morristown College News, February 1915, p. 4.

²Ibid.

³College Catalogue, 1915, p. 23.

2. Toilet facilities in room. Cleanliness first, waste water to be emptied twice daily.

3. Clothing and shoes, furniture and books, neatly arranged in accordance with the law of sanitation and good taste. This is the West Point rule on shoes: "All shoes will be aligned alongside of bed, toes out in following order from the foot of bed: High shoes, low shoes, slippers. They will be kept clean and dusted."

4. Floors. Cleanliness first, swept daily, scrubbed every two weeks or oftener.

5. Walls. Clean and plain; do not injure by nails, very few pictures and only good ones, possibly only one to a wall, picture postal cards should not be kept on the walls, they should be arranged like a card catalogue in a box made by manual training department.

6. Windows. Cleanliness first, windows should be washed once a month. Curtains simple or none at all. Shades uniform with other windows and usually high up when sun is shining.

Inspection and Grading:

1. Inspection: Rooms to be visited and graded daily by one individual and every week by a committee. The grades of the daily inspector to be separate from the grades of the weekly committee.

2. Grading. Inspectors and committee shall grade each room on the scale of 10, allowing points as follows for each item:

Bed.....	3
Toilet facilities in Room.....	2
Clothing, Shoes, Furniture, Books....	2
Floors.....	1
Walls.....	1
Windows.....	1
Total.....	<u>10</u>

The 1916 fall term opened September 11 with the largest number of students ever in attendance on the first day. An increase in enrollment had been expected but they were not prepared for the rush that followed. Within the first week every room in Crary Hall and New Jersey Home was full, still the young people came. They were compelled to purchase cots and put them

in rooms already full. Before the end of the second week they were compelled to send word to others desiring admission that there was "no room."¹

The need for an additional dormitory was realized and again an appeal went out to the friends of the college soliciting their aid in securing funds for the erection of a suitable dormitory for boys.²

As evidence of their reputation for doing good work in the Industrial Department, the printing office did all of the printing for the First National Bank, the largest financial institution in the city of Morristown, the largest department store and many other places of business.³

Great demand was made on the machine shop by owners of automobiles in the city and vicinity for repair work. They had the best equipped machine shop in the city.⁴

The broom shop maintained a reputation for making the best brooms sold in this section of the country.⁵

Two new departments were started in the Morristown Normal and Industrial College in 1917, which added greatly to this growing institution. The Department of Agriculture

¹Morristown College News, October 1916, p. 2.

²Ibid.

³Morristown College News, February 1917, p. 5.

⁴Morristown College News, March 1917, p. 4.

⁵Morristown College News, February 1917, p. 5.

was opened "after long and arduous work." Through the generosity of Mr. Frank B. Wallace of Detroit, Michigan,¹ a farm of three hundred acres with well equipped barns and outbuildings was purchased near Morristown. The initial donation that Mr. Wallace made was \$19,500. He was to eventually donate a total of \$30,000.² "Everything connected with intensive and scientific farming" was to be taught. The students were taught how to judge the soil, what would grow best on particular soil and how to yield a maximum crop. According to Dr. Hill, this phase of the education of these black students met with great approval because it was the intention of the college to make this a model farm. He felt that it would be a help not only to the student body, but the entire community, black and white.³

In reference to his plans for the farm, Dr. Hill wrote:

Dairying is one of the strongest features to be taught. A model barn of such proportions as to make it the largest and most complete in this section of the South is almost completed. This barn is built to accommodate forty cows and is most up to date in every particular. Connected with it is a creamery built upon the most scientific lines. We are planning to purchase a few purebred cattle as a foundation for a herd, which will meet a long felt need in this community. Already we have a stock of purebred hogs which are, even now, a source of income, and a large, commodious hog-house is being built.

¹The Christian Educator (August 1917), p. 10.

²Morristown College News, April 1916, p. 7.

³The Christian Educator (August 1917), p. 10.

Poultry-raising is to be another important feature of the farm work. Morristown is recognized as being the center of the poultry industry in the United States, and this work will be carried along upon the most approved lines of scientific poultry-raising. Later we expect to begin the raising of sheep. In fact, every phase of farming will eventually be taught our students. The farm is now almost ready for work; wheat has been sown, and by spring the different departments will be progressing in good shape.¹

The courses offered by the Agriculture Department included Horticulture (vegetables gardening and fruits), Farm Crops, Animal Husbandry (breeding, feeding, and care of live stock), Soils, Dairy Practice and Farm Management.²

The other department started that year which became an integral part of the school curriculum was Home and School Gardening. (This was one of the recommendations made by Dr. Thomas Jesse Jones in his report of Negro Education.) (See Chapter 2, page 18 .)

An instructor organized this department so that even the youngest children could be taught the value of scientific knowledge of gardening. Students would "learn how to beautify their surroundings in a pleasing, uplifting way," but would "learn the secrets of successful truck-gardening." Students were also being taught how to utilize the smallest plot of ground so that it would bring material results.³ The courses offered by the Home and School Gardening Department included

¹Ibid.

²College Catalogue, 1918, p. 31.

³The Christian Educator (August 1917), p. 10.

Nature Study, Garden Work, School Agriculture, Tillage, Zoology, Principles and Methods of Horticulture, Trees and Woody Ornamentals, Care of Woodlot and Teachers' Course in School Gardening.¹ These two departments met with astounding success. The students displayed an interest far exceeding the expectations of Dr. Hill.² Feeling that a long wanted need had been met, Dr. Hill stated:

We plan to send out from the institution men and women who will seek livelihood, not in unwholesome, demoralizing influences of city life, but who will return to the farms, where their lives will in every way be effective, not only to themselves, but to the vast number of agriculturists of this land. We anticipated great results from these departments, and the men and women who go out from the college scientifically prepared and trained will creditably reflect not only upon the college, but upon the church. They will leave us clean-minded, wholesome, and mentally alert, which are such great essentials to the moral and spiritual uplift of the race and to mankind in general.³

In honor of the generous benefactor and as evidence of appreciation, the Board by unanimous action named the three hundred acres Wallace Farm.⁴

Near the dairy barn, a large brick building thoroughly equipped for making butter was built in 1918. This valuable addition to the agricultural department was made possible through the generosity of Mrs. Frances Kellogg.⁵

¹College Catalogue, 1918, p. 32.

²The Christian Educator (August 1917), p. 10.

³Ibid.

⁴Morristown College News, April 1916, p. 8.

⁵College Catalogue, 1918, p. 3.

Through the years there was a gradual change in the growth of the school in every respect. As changes came more teachers and better trained teachers were needed and employed. By 1917 the number of teachers had grown from two to twenty-four. The faculty that was all white was now one-third black.

These are the teachers that were listed in the catalogue of 1917-1918.¹

Dr. Judson S. Hill (white)	President
Miss Eugenia Helpler (white)	Latin and History
Miss Mary E. Breckenridge (white)	Elocution and English
Miss Lillian E. Wood (white)	English, History and Bible
L.R. Standifier (white)	Agriculture
Miss Beatrice George (white)	Home and School Gardening
Miss M. P. Hoover (white)	Stenography and Typing
G. W. Middleton (colored)	Broommaking
Judson S. Hill, Jr. (white)	Industrial Arts Department
Rheuban Rhymer (white)	Carpentry and Machine Shop
Miss Laura Lauderbac (colored)	Superintendent of Halls
Mrs. Mae Lawrence (white)	Matron of New Jersey Hall
Mrs. M. Marzoff (white)	Assistant Matron

GRADE SCHOOL

Professor Andrew Fulton (colored)
 Miss Lucy Uhl (white)
 Miss Naomi Turner (colored)
 Miss Mary L. Cain (colored)
 Miss Willie Fulton (colored)

¹Whitten, "History of Morristown Normal and Industrial College," pp. 23-24.

The ecumenical character of the school in 1918 is shown in Table 1.¹

TABLE 1
CHURCH AFFILIATION REPRESENTED
BY STUDENTS IN 1918

Denominations	Number of Students
Methodist Episcopal	178
Zion Methodist Episcopal	28
Baptist	101
Presbyterian	12
Lutheran	1
No Preference	10
Total	330

The Methodist, Baptist, Presbyterian, Congregational and Episcopal denominations were represented in the faculty.²

The Morristown College News of 1918 included prayers for victory and essays about the efficiency and bravery of the soldiers and the flag.³ Three of the president's sons had volunteered for service in the army.⁴

Each morning after the students marched into the chapel and before being seated, the whole school saluted "Old Glory."

¹Morristown College News, March-April 1918, p. 7.

²Morristown College News, January 1920, p. 6.

³Morristown College News, February 1918, p. 3.

⁴Morristown College News, September 1917, p. 3.

Patriotism was taught to everyone. "America" or the "Star Spangled Banner" was sung.¹

Mamie Guess, Class of 1918 wrote:

Amid this great national struggle the students bear equal yokes of patriotism and are as a body the same as individually devising means and methods by which to aid in supporting 'Old Glory.' In obedience to the food conservation movement they not only have a meatless, wheatless and all such days, but they also observe Sunday as a lunchless day.²

Twenty-three students from Morristown Normal and Industrial College were in the Army. According to the October 1919 College News, a large number of the men who were discharged from the Army expressed themselves as having benefitted by their experiences in the Army and realized the advantage of an educational training.³

The Morristown College News was to state the following about the farm in 1920:

THE WALLACE FARM

The farm has now become a pronounced asset of the College. From it we are able to get our meat, flour, sweet and irish potatoes, corn, tomatoes, with other vegetables for the year. The herd of cattle, originally consisting of five cows and four hogs has grown to more than forty cows and calves and nearly one hundred hogs and pigs.

During the past three months, we have cut and sawed one hundred thousand feet of lumber, and are not yet through.

¹Morristown College News, October 1917, p. 1.

²Ibid.

³Morristown College News, October 1919, p. 3.

From the timber on the farm we expect to secure sufficient lumber to furnish all that may be necessary for the proposed new buildings, Dormitory and School Hospital, besides material for the Industrial Department. The timber not used for construction, limbs, etc. will be cut into cord wood for burning brick and lime. Only matured trees are being cut down. Pine, Red, White and Black Oak, Poplar, Hickory, Gum, Walnut and Chestnut are among the varieties found on the farm.¹

In 1920 former graduates and students and graduate teachers from other institutions were admitted for review on advanced work without charge, except board, during April and May of each school year. They were also admitted to the Spring semester examinations and received full credit for all work satisfactorily completed.²

Ninety-four students graduated in 1921 from the various departments as shown in Table 2.

TABLE 2

NUMBER OF GRADUATES PER
DEPARTMENT IN 1921

Departments	Number of Students
College Preparatory	10
Normal	10
Commercial	8
Sunday School Teachers Training Class	17
Cooking	16
Sewing	21
Broom Making	10
Carpentry	2
Total	94

¹Morristown College News, December 1920, p. 8.

²College Catalogue, 1920, p. 16.

In addition to the preceding list about thirty-three young people graduated from the Grammar School Department and were given certificates granted by the State Board of Education. The graduates from the College Preparatory and Normal Departments received Teachers Certificates which entitled them to teach in the public schools of the state without examination.¹

1921-1931

Early history concerning the Morristown College Library is sketchy to say the least. In 1921 Dr. John L. Seaton the Education Director of the Methodist Episcopal Church reported that the library at Morristown Normal and Industrial College had about 3,000 volumes and that few had any value to a Normal and Industrial School. The reference section in his opinion was especially weak. He felt that the library was the weakest point in the school and that not less than \$2,000 should be expended on it that year. Dr. Seaton recommended an appropriation for that purpose.²

In January 1925, 110 books were sent from the Board at Cincinnati, forty fiction books were donated through the efforts of a librarian in the North and 1791 books were sent from a friend in New Jersey. In October of that year 450 books were donated by Mrs. Kellogg, Dr. Welch and Miss G. including reference books, encyclopedias and general literature.³

¹Morristown College News, May 1921, p. 7.

²Morristown College News, February 1921, p. 3.

³Morristown College News, October 1925, p. 1.

During the years of 1924 until 1928, Miss Fannie E. Coeyman attended the library in a small classroom. Long tables and single chairs served as the physical arrangement for the students. Classes went to the reading room on an assigned schedule.¹

Miss Lillian E. Wood took the position of librarian in 1929, and served in that capacity for the next twenty-five years. In her personal memoirs she recorded that there were 15,000 volumes in the library.²

Dr. Hill sought to build a school hospital. A donation of \$5,000 was given for this purpose by Miss Lottie O. Berry. Although in 1921 Morristown had a population of 6,000 with a black population of 1,500, the black people had no hospital and had to go to Knoxville for treatment.³

It was Dr. Hill's plan if sufficient funds could be secured to erect a small hospital in connection with the college to care for the sick in the school and then the sick in the city. The hospital would have two wards, a few private rooms, an operating and sterilization room, dining room, kitchen, office and nurses quarters.⁴

¹Self-Study Report to the Southern Association of Colleges and Schools, 1979-1981 (Morristown, Tennessee: Morristown College), January 1982, p. 113.

²Wood, "Memoirs," p. 26.

³Morristown College News, March 1921, p. 3.

⁴Ibid.

He felt there would always be sufficient patients in the hospital to give practical training in nursing, and that once built the hospital could be self-sustaining. A nominal charge being made to students while in the hospital and townspeople paying for their treatment would take care of running expenses.¹

Each year as the enrollment of the school increased, Dr. Hill felt that the need for a hospital for Morristown became more evident. Lack of space prevented them from using any part of the present buildings for that purpose and when students were sick in the school they had to remain in their rooms. In the case of a contagious disease this was undesirable and often dangerous.

In March 1921 the necessity of a school hospital was more apparent when suddenly and unexpectedly an epidemic of smallpox afflicted the school "paralyzing the work and placing the whole school, teachers and students in fear of its ravage. It was a most nerve racking experience for the dread disease was greatly feared."²

There were no accommodations either in the city or county for caring or looking after the afflicted, so we were compelled to take care of them ourselves. Nearly four hundred students had been exposed. The teachers were all vaccinated and every precaution was taken to stem or curtail ravages of the epidemic.

¹Ibid.

²Ibid.

By care and use of sanitary measures; above all else the province of God, only 13 students were afflicted. For a time a feeling of fear was cast over the entire institution as teachers and students were quarantined and not permitted to go beyond the bounds of the campus. . . everyone cooperated in observing the rules prescribed by the health officers so that no complaints were made by any one. Those who contracted the disease were isolated . . . by placing them on one floor of Crary Hall, which was the best and only thing we could have done under existing conditions.¹

After three weeks of quarantine the officials were permitted to reopen the school. Dr. Hill felt that if there had been a school hospital in which to have placed the sick the number afflicted might have been smaller.²

On Tuesday, January 10, 1921, Crary Hall, the dormitory of the Morristown Normal and Industrial College, was completely destroyed by fire entailing a loss of approximately \$60,000. The fire alarm sounded at six o'clock in the morning, soon after the rising bell so that many of the residents of the dormitory were awake. For a long time it was thought that the building could be saved but a lack of water pressure, because of the location of the building on the crest of a hill, doomed the building to complete destruction. Many students lost all of their personal property except the clothes they had on. Fortunately the day was clear and the weather was moderate so no one suffered from the cold or water. No one was injured. While the fire raged, white and black citizens

¹Morristown College News, April 1921, p. 1.

²Ibid.

of Morristown kept the president's telephone busy expressing sympathy and offering room for the temporary accommodations of both teachers and students so that by noon sufficient homes had been provided for housing everyone. The Domestic Science kitchen was utilized for cooking and serving meals not only for students but also the firemen of the city who labored "faithfully and well." While the businessmen of Morristown made donations in gifts of clothing and greatly reduced prices, there were also contributions of clothing from homes of friends of the college.¹

Before night the president had not only arranged for the resumption of school work on the following morning but had ordered cots, bedding, etc. for accommodation of teachers and female students in the Administration Building and the men in a portion of the Industrial Shops. This meant living under great difficulty and much crowding but the students appeared to be cheerful and willing to undergo privation and personal discomfort in order to remain in school.²

A salvaging effort began soon thereafter and was described in this way:

Salvage - yes that is all that remains of Crary Hall. The few walls, the lone chimney, the solid rock foundation, the mass of charred timber are now a thing of the past. The last few weeks workmen have been on the job - many of them from the battle scarred fields of France who know what the word "salvaging" means as no

¹Morristown College News, January 1922, p. 6.

²Ibid.

one else knows - and they have "salvaged" thoroughly. Where majestic Crary Hall once stood there is only a vacant spot.

Nothing out of the ruins was wasted. Even the charred mass of timber, the thousands of broken "bats," the twisted mass of iron that once were beds, the tin roofing and guttering were all used. The readers familiar with the campus know that nature has made many large and unsightly gullies on parts of the campus. All of the debris, the remains of ruins that could not be used elsewhere, were thrown in these gullies which will be smoothed over and the campus greatly improved in looks and saved from further washings by the frequent rains. Do not think tho, that anything that could be used again was thus done away with. All the whole and three-quarter bricks were cleaned and stacked away - there are about 125,000 of them - and they will be used again the the walls of the new buildings. The first story of the old Crary Hall was of solid rock two feet thick. These rocks were so badly damaged by the intense heat of the fire that they were no longer safe for building purposes. The rock crusher and engine from the Wallace farm was brought in, the rocks hauled to a convenient spot and now they will be crushed into small stones for concrete foundation work. A few of the larger rocks and some of the marble were uninjured and these are being saved for decorative purposes for new buildings. The hard "bats" have been put aside for drainage about the campus. The steam fittings will all be tested out. The good sections of radiators and pipe will be used again and the rest sold for scrap iron so perhaps a few dollars may be realized from that source. The wood ashes have all been saved and taken to the farm to enrich the soil. Thus it can be seen that nothing is being wasted. Everything is being used for something and great care is being exercised to see that every brick, piece of iron, or anything that can be used in rebuilding is carefully saved and put aside for future use.¹

During the quadrennium plans, specifications and contracts were made for three new buildings at the college.²

On July 1, 1922 the first brick was laid for the three

¹Morristown College News, March 1922, p. 5.

²The Christian Educator (May 1924), p. 13.

buildings which would replace the building that burned. The girl's dormitory was named Crary Hall, in honor of the Mrs. H. H. Crary for whom the former Crary Hall was named. This newer, larger and better Crary Hall was completed on March 29, 1924.¹

The cornerstone for Wallace Hall was laid April 13, 1923. This building was named for Mr. Frank Wallace who gave large sums of money to the school and who donated funds for the farm used by the school. Erected for use by the male students, its architecture was identical to that of Crary Hall II. The Hall was completed and ready for occupancy on August 30, 1923.²

Kenwood Refectory was built to be used as a dining hall and kitchen. It was located between Crary and Wallace Halls, far enough apart so that a fire originating in one may not necessarily destroy the other and yet connected by covered passageways. It was completed October 2, 1923.³

It was named Kenwood in recognition of the interest shown and financial support given by the Kenwood Evangelical Church of Chicago. For thirty-five years the membership of the church had been an annual contributor toward the maintenance of this institution.⁴

¹Witten, "The History of Morristown Normal and Industrial College," pp. 36-37.

²Ibid.

³Ibid.

⁴Morristown College News, September 1922, p. 1.

Crary and Wallace Halls, both three-story buildings, were built to accommodate 175 students each. They each had a study hall, a large and well equipped laundry and were lighted by electricity and heated by steam.¹

The Kenwood Refectory contained on the second floor, a dining room with a seating capacity of three hundred students, a serving room, wash room, a daily supply room and a large kitchen. The first floor housed a suite of three rooms for the accommodation of the matron in charge, a dining room and kitchen for class banquets, a bakery, store room, a vegetable room and rooms for fuel, wood and coal. Using the bakery the boys learned the art of wholesale baking and furnished the school with all the bread that it used.²

The three buildings including furnishings cost \$175,000--\$125,000 of which was provided by the Board, \$25,000 from the fire insurance and the balance collected by Dr. Hill from friends of the institution. The city of Morristown also contributed \$10,000 toward these buildings, in view of the fact that the institution did the school work for the black children of the city.³ (See Appendix C)

In 1922 the Tennessee State Board of Education raised the standard of requirements necessary to obtain a state certificate to teach in any county in the state and good for

¹Witten, "The History of Morristown Normal and Industrial College," p. 37.

²Ibid.

³The Christian Educator (May 1924), p. 13.

five years. It issued the decree that four years Normal courses would no longer be given recognition and that students preparing to receive a teacher's certificate must complete six years of Normal work. The six-year program would be especially adapted to meet the requirements of the various State Boards in which the graduates were expecting to teach. Unlike some states, Tennessee had only one standard applicable to both races.¹

There was a second law in 1923 from the State Board which decreed that all teachers in accredited high schools and Normal schools must henceforth possess college degrees.²

Morristown Normal and Industrial College had already added two years to its Normal course "in order to keep abreast of the State's higher standards and to meet the needs of those wanting higher training."³

In doing so it was necessary to employ additional instructors, graduates with degrees from accredited colleges. This meant increased expenses to meet the payment of salaries and in addition to this, the cost of maintenance made necessary by the enlarging of the physical plant. It was necessary to employ two superintendents for the boarding hall and an engineer. The cost of light, water and fuel had more than doubled. The number of faculty and other employees had increased from

¹Morristown College News, May 1923, p. 46.

²Morristown College News, December 1923, p. 6.

³Ibid.

twenty-two to thirty. While this increase was necessitated by the growth of the school, the appropriation toward the support of the college was increased by only \$2,000. The administration found itself with a deficit of approximately \$6,000. This deficit was larger than the school had ever had to meet in all the forty-five years of its history. It would require \$4,000 in addition to the amount received from the Board of Education to pay the teachers in full and \$2,000 to pay the other indebtedness.¹

Because of the decrease in the collections for "World Service" the college could not expect an increase in the appropriation from the Board of Education. Their only hope was that the friends of the institution would rally to their support.²

At its annual meeting on February 4, 1926 the Department of Education for Negroes of the Board of Education again found that it could not increase its appropriations. The 1925 appropriation was \$17,000 and was to remain that amount for 1926. In 1925 the salaries paid to faculty amounted to \$28,000. The college was required to raise \$34,000 for salaries in 1926. The total budget for 1926 called for \$73,000. Of that amount \$46,000 needed to be raised from tuition, maintenance fees, boarding halls and donations. On January 1, 1926,

¹Morristown College News, April 1924, pp 2-3.

²Ibid.

Morristown College was only carrying \$4,000 in the bank. In November 1926 the appropriation to the college was cut to \$15,000.¹ By 1927 the support by the Board of Education was reduced to \$13,000² and by 1929 the amount was \$7,500.³ In March 1930 the school was confronted with the largest deficit that it had ever faced, the amount of \$20,000.⁴

Prior to 1923 there were no junior colleges in the state of Tennessee. President Hill sensed the need for this type of institution and worked with his administrative staff, faculty and the Board of Education of the Methodist Episcopal Church in formulating plans to this end. By the fall of 1923, new members had been added to the faculty to teach the required courses and students were admitted to the experiment at hand.⁵

In order to meet the requirement of the Tennessee State Board of Education and for the junior college it was necessary to employ teachers holding college diplomas.

The 1923 catalogue states:

The Junior College embraces the work of the freshman and sophomore years.* The aim is to bring under

¹Morristown College News, November 1926, p. 1.

²Morristown College News, September 1927, p. 1.

³Morristown College News, February 1929, p. 1.

⁴Morristown College News, March 1930, p. 1.

⁵Witten, "The History of Morristown Normal and Industrial College," p. 25.

*This reference is to the eleventh and twelfth grades.

the same supervision all first and second year students and to give them the guidance necessary to a broad foundation for the more advanced work of the Senior Schools.** On completing sixteen units, including state requirements, the student becomes a member of the Senior Schools for which he was prepared.¹

The following year the departments of instruction were outlined as follows: The Grades (one to six inclusive); the Industrial Department; the Junior High School (seventh, eighth, ninth, and tenth grades); and the Junior College (eleventh grade, twelfth grade, college freshmen and sophomore classes).²

At least 120 semester hours were required for graduation from the four-year course of the Junior College Department. A semester hour meant a fifty-five minute recitation per week for one semester, making a minimum of fifteen hours per semester. No credit was given for more than seventeen hours of work for any one semester without special permission from the Dean.³

A student earning from 90-100 percent, inclusive per semester was considered doing Excellent (E) work; 85 to 89 percent, inclusive per semester Superior (S) work; 75 to 84 percent Average (A) work; 70 to 74 percent Inferior (I)

¹College Catalogue, 1923, p. 31.

²College Catalogue, 1924, p. 17.

³Ibid., p. 18.

** Senior School refers to what would normally be freshman and sophomore years of college.

work; and a student earning less than 70 percent was considered doing Deficient (D) work.¹

In addition to the 120 semester hours to his credit a student needed to be able to show an earning of at least 240 quality points. Quality points were earned as they are in most colleges, by the grade or marks made while studying a course.²

Work of excellent grade in any subject would receive four points for each semester hour of work completed; superior--three points for each semester hour; average--two points; inferior grades would receive no points and work of a deficient grade spelled failure in the subject. If the subject was "required" the work had to be taken over again, and if the subject was an "elective" another subject could be substituted.³
(See Appendix D)

The successful completion of the Junior High School course entitled the student to a Certificate of Promotion. The successful completion of the Junior College course, entitled the student to a graduation diploma: Literary, Normal, or Commercial.⁴

The first Junior College graduation was held in 1925 with five graduates: Violet Anderson Dykes, Gilbert Johnson, John H. Blair, Obie McCullum and Albert Smith.⁵

¹Ibid.

²Ibid.

³Ibid.

⁴Ibid.

⁵Witten, "The History of Morristown Normal and Industrial College," p. 13.

The central heating plant was completed in 1923. The building was sixty feet by sixty feet constructed of bricks which were made on the campus. It was constructed to provide steam and hot water for the dormitories and refectory. The plant contained two boilers each with one hundred horsepower and a 1500 gallon hot water tank.¹

Morristown Normal and Industrial College was incorporated in 1923.² (See Appendix E) The governing body was authorized in the charter and established to direct the institution in fulfilling its aims and purposes.

At the beginning of the 1924-25 school year the faculty of the Grade Department was at a loss as how to care for the students of this department. The problem was the large enrollment, the many subjects, and the small number of teachers.³

Plans were developed which provided a very successful solution to the problem. Where formerly each teacher of the Grade Department who taught two grades had his students attend school all day and each grade alternate with the other in having its lesson, they arranged for one grade to attend school in the morning, receive its instruction and return home while the next grade attended school during the last period of the morning and the following periods of the afternoon.⁴

¹Morristown College News, January 1924, p. 5.

²Charter of Incorporation, May 1923.

³Morristown College News, February 1925, p. 4.

⁴Ibid.

Using this method the teachers were able to concentrate their efforts on one class at a time without having to discipline another restless class at the same time. They also found that the students considered school less burdensome and were more alert and energetic in the classroom.¹

The year 1924 was Dr. Hill's forty-third year as administrator of Morristown Normal and Industrial College. He was beginning to feel the weight of the tremendous load he was carrying and had carried for more than four decades.²

John Zedler was transferred from the deanship at Clark University, Atlanta, Georgia, to the deanship of Morristown Normal and Industrial College. Dr. Hill felt the need of a man capable of taking the entire burden of the local administration from his shoulders. Dean Zedler, he found to be the man. Dean Zedler, a very able educator, was a tower of strength as the academic administrator and assistant to Dr. Hill. Unfortunately Dean Zedler's Administrative tenure was cut short by his death April 3, 1927.³

The school had practically no science laboratory facilities until September 1924 when the Science Department moved from a small "two-by-four" room to a large well-lighted laboratory about sixteen meters long and six meters wide, housing a moderate supply of both chemical and physical apparatus.⁴

¹Ibid.

²Brawley, Two Centuries of Methodist Concern, p. 404.

³Ibid.

⁴Morristown College News, September 1924, p. 3.

On Tuesday, March 23, 1926 Crary Hall was again engulfed in flames, four years after a dormitory with the same name was destroyed on the same plot of earth. The fire occurred at eight o'clock, a time of day when there were very few students in the building. The day of the fire was warm and spring-like except for a high wind that prevailed for awhile. The danger to life was small and there was no danger of illness from exposure as might have been the case. As before when old Crary Hall burned, citizens of the town offered their homes to care for the teachers and students and donations were sent to purchase shoes and clothing for the students who had lost their things in the fire.¹

The total loss was estimated at \$60,000 to \$70,000. The insurance covered \$45,000 of the damage. Heavy rain and wind storms following the fire caused additional damage, ruining much that they had hoped to salvage.²

Students, faculty and friends of the institution were concerned with the effect that the fire would have on Dr. Hill. They realized the pride and satisfaction that had come to him less than two years before when the new buildings were completed, and he was relieved of the great strain of soliciting funds for building purposes. It was felt that the results of the fire would break the spirit of President Hill who was in New York seeking to further other interests of the school.³

¹Morristown College News, March 1926, p. 6.

²Ibid., pp. 2-3.

³Morristown College News, April 1926, pp. 2-3.

When Dr. Hill returned his spirits refused to be downcast, and to the utter surprise of all, he was more buoyant with optimism than many of those who had feared for his safety.¹

Almost too hoarse to talk, for he was in bed with a cough and cold on the receipt of the news of the fire. Yet, undaunted and courageous he stepped upon the college platform and said: "I was naturally disappointed to return home under these circumstances, yet, I am not downcast. We have much for which to give God praise today for our conditions could have been much worse.

"The fire could have occurred at night when all were asleep and many lives could have been lost. We are fortunate to have had upon the campus a building sufficiently large enough to house all of the girls. We did not know why the Woman's Home Missionary Society had vacated this building and why it has been standing there for two years unused. Now we can see why. It was the hand of God working through it all.

"I do not know where the money is coming from to replace Crary Hall, but it will come, and on September 7th, you will see a new Crary Hall No. 3 ready for occupancy."

The tenseness and gloom which had obtained since the fire seemed to dwindle away after President Hill had expressed these encouraging words and demonstrated that nothing could crush his great spirit.²

Before the ruins were cooled workmen were cleaning away the debris. By the time this was completed carpenters and brick masons were at work. Windows and door frames were being made in the shops, as was new furniture. Salvageable items of furniture were being repaired. Dr. Hill was on the

¹Ibid., p. 3.

²Ibid.

³Morristown College News, September 1926, p. 4.

job during the entire effort supervising, purchasing the necessary supplies, keeping time and drawing all the checks. They were able to salvage much more than at first was thought possible. The cost of rebuilding was reduced to a minimum. By September 1926 the bulletin announced that "The rooms have been furnished and today Crary Hall, more beautiful than ever, is occupied by a happy group of teachers and students." By carefully economizing they were able to realize a savings of nearly \$10,000.¹

The Frances D. Kellogg Gymnasium was erected the next year through the generosity of Mrs. Frances Kellogg who for many years was a supporter of the college, and through the careful saving of funds and material after the fire which destroyed Crary Hall. Work was begun on August 13, 1926 and filled a long-felt need in the Department of Physical Education. The building was sixty by one hundred feet, one story with walls twenty feet high. Basketball courts and volleyball courts were provided as were showers, an indoor track and modern gymnasium apparatus. The gallery seated more than one thousand. The college athletic field immediately adjoined the gymnasium and was laid out for baseball and football games, track meets and outdoor recreation. The building was opened for use on September 1, 1927.²

¹Morristown College News, September 1926, p. 4.

²Morristown College News, July 1927, p. 8.

A college placement bureau was started in 1928 for the convenience of the graduates and others who might desire to apply for a position in the South. The results were highly satisfactory, particularly in placing a large number of teachers in colleges and schools in the South.¹

January 1928 saw the inauguration of a new college paper published by the students of Morristown Normal and Industrial College. It created great interest among the alumni and many favorable comments were received. It was called the Radio and was managed, edited and published solely by a staff of fourteen students. They succeeded in making it a self-supporting venture from its inception.²

The college opened September 17, 1928 with an enrollment of 330. (See Appendix F) Students entering represented seventeen states. For the first time in fifteen years they were without a representative from Africa.³

For two years Dr. Hill had made an appeal for the means to erect and furnish a school hospital. The Carriger property was a piece of property adjoining the school grounds which the Board in Cincinnati thought they could not provide for in addition to the large appropriations required for other buildings. President Hill knew this property must be

¹Morristown College News, October 1928, p. 4.

²Morristown College News, March 1928, p. 3.

³Morristown College News, November 1928, p. 11.

acquired to carry out his architectural plans and make room for the school hospital he had long anticipated.¹

Notwithstanding the care of the school, and the pressure upon him in connection with the new buildings, the details of which he personally worked out, he went out among his friends and elsewhere, and raised the money with which to purchase the property and turned it over to the Board free of claim.² With this purchase he secured "a well built and commodius" nine-room house in good condition and well adapted for the needed hospital.

The Mayor considered Morristown Normal and Industrial College as one of the most valuable assets of the city³ according to a 1926 issue of the Morristown Daily Mail and Gazette.

The executive of Morristown Normal and Industrial College continued in his attempts to have the college advance its fields of study and raise its ratings scholastically. Dr. Hill along with the dean, members of the faculty and members of the Board, launched plans whereby Morristown College would become a four-year institution.⁴

¹Morristown College News, April 1922, p. 8.

²Ibid.

³Morristown Daily Mail and Gazette, September 1926.

⁴Witten, "The History of Morristown Normal and Industrial College," p. 31.

New courses were added to the curriculum, well trained and committed teachers were engaged, (See Appendix G) and in 1929 work was begun that led to the Bachelor of Arts Degree.¹

In order to enter the College Department, a student was required to be at least sixteen years old, and submit a health certificate and letters of recommendation of good character. To graduate from the four-year college the student was required to have earned 192 quarter hours of work with thirty-six of these in a particular field. If the student planned to teach, he had to acquire twenty-seven quarter hours in education.²

The four-year college lasted for only two years. Its graduating class consisted of two members. These two graduates were Gilbert E. Johnson and Fred Smith, both residents of Morristown, Tennessee.³

In 1930 a small number of scholarships were available for needy students to whom consideration was given when the school ascertained the actual financial status of such students, their ability in class work and campus activities, together with their worthiness of assistance.

The Board of Education of the Methodist Church provided a limited amount of money available in small loans to students needing assistance in their school course.⁴

¹Ibid., p. 32.

²Ibid., p. 33.

³Ibid.

⁴College Catalogue, 1930, p. 10.

The college returned to its reduced tuition rate for ministers in 1930. Students preparing for the ministry (who had been properly recognized by the church of their respective homes), together with sons and daughters of ministers engaged in active work were given reduction of one-half the tuition charge.¹

The government of Morristown Normal and Industrial College was planned with a view to maintain wholesome conditions under which students might have "the best opportunities for proper intellectual, moral, and spiritual guidance." Students who failed in a majority of their subjects, constantly broke the rules of the school, or who presented improper conduct such as stealing, immorality, use of profanity, and insubordination to members of the faculty, were considered undesirable and were asked to withdraw from the school.²

The courses of the College Normal Department were organized on the basis of regular freshman and sophomore work. Those planning to teach or to study in the field of education could take the normal course, while those preferring a straight college course could pursue those subjects provided for such. Students who had completed either of these were prepared for the junior year in the four-year colleges.³

Candidates who had graduated from approved high schools with fifteen units of credit would be admitted without

¹College Catalogue, 1930, p. 10

²Ibid., p. 8.

³Ibid., p. 13.

examination to the two-year college. Those coming from high schools not approved, but presenting fifteen units of credit were required to take the entrance examinations for admission.¹ The two-year college course offered in 1930 is shown in Appendix G.

A few hours after the college bell had heralded the opening of the fifty-first session of Morristown College, what had been a hopeful joyous beginning was soon turned into a pall of gloom.²

Dr. Judson Sudborough Hill, aged 77, died at the Battle Creek, Michigan Sanitarium following an illness of about five weeks' duration. While at the sanitarium he underwent a series of operations in an effort to regain his health. Following the third operation he lapsed into a coma and died.³

Dr. Hill in the fifty years as head of Morristown College raised more than \$1,500,000 for building and the cause of education. He saw the school grow from a one-room shanty, formerly used as a slave market, to an institution composing twelve handsome brick and stone buildings, a fine farm, and a campus of more than sixty acres with the property valued in excess of \$500,000⁴

During his last two years Dr. Hill devoted most of his time to the raising of a half-million dollar endowment for the college in order "that the man who follows me may not have

¹Ibid.

²Morristown College News, Sept. 1931, p. 11.

³Ibid., p. 5.

⁴Ibid.

as hard a time as I have had and that the school might live when I am gone."¹ It was felt that he would have been successful had he not become ill. (Dr. Hill was successful in gathering an endowment of \$40,000.)² Friends and alumni of the school were rallying around him and plans had been made to celebrate the fiftieth anniversary of the college later that month (the chapel had been newly decorated and plans were underway), at which time it had been hoped that an announcement could be made stating that most of the money had been pledged.⁴

For the first time in the history of the city all businesses were closed by proclamation of the Mayor, in honor of a citizen. Schools for white and black were closed in his honor.

Once a despised man and even threatened because he wished to educate black people; yet in a lifetime he had so changed the thinking of men until the same citizens closed their businesses and all forms of activities to pay him homage in death.⁵ A speech made by Dr. Hill in 1918 is found in Appendix H. A biography of Dr. Hill is also in Appendix H.

Mrs. Hill remained in Morristown and lived in the President's House until she too died 18 years later at the age of 92.⁶

¹Ibid., p. 6. ²College Catalogue, 1932, p. 57.

³Wood, "Memoirs," p. 26.

⁴Morristown College News, Sept., 1931, p. 6.

⁵Ibid., p. 13 ⁶Wood, "Memoirs," p. 26.

CHAPTER IV

THE DEVELOPMENT AND GROWTH OF THE INSTITUTION

Introduction

As Morristown College entered its second half century of service its future was made bright by the sound foundation upon which it was built over a period of fifty years. It was also brightened by the "rich heritage transmitted through the dedicated work and sacrificial lives of so many men and women whose joy it was to labor in this vineyard and by the challenge to serve this and unnumbered generations of young people who face demands no less exacting for relevant education"¹ than those of the fifty years gone by at Morristown College.

1931 - 1941

Dr. O. B. Chassell, Acting Chairman 1931 - 1933

The Administrative Committee was now in charge of the college with Dr. O. B. Chassell representing the Board of Education and acting as chairman until a new president could be elected. Ralph D. Minard was dean at that time. Miller W. Boyd was principal of the High School Department.²

¹Brawley, Two Centuries of Methodist Concern, p. 218.

²College Catalogue, 1933, p. 7.

A handsome new brick school for the black children of the city was erected in 1931 by the city of Morristown. The Board of Education, the Mayor and aldermen named it the Judson S. Hill Elementary School in honor of Judson S. Hill.¹

The Judson S. Hill Elementary School of the city of Morristown was located on property that was sold to the city by the college. Its usefulness to those doing practice teaching was invaluable. The laboratory work for those taking the course in teaching was obtained by actual practice teaching in what was then considered one of the "most modern grammar schools in the whole State of Tennessee."²

In 1932 the college published the following list of advantages of attending Morristown College:

Advantages of Morristown College

1. It bridges the gap between the grammar school and the senior college or university by a strong preparatory course for college as well as giving thorough instruction in the Freshman and Sophomore years of college.
2. It gives individual attention to students thereby affording a better opportunity for advancement in their work under individual care instead of permitting them to progress more slowly with too much freedom, or even to fail altogether.
3. It provides, during the critical years of social immaturity, a home-like influence that is not found in the larger colleges.
4. Opportunities for training in service and leadership are much greater here than in the corresponding years of a larger college.
5. Records show that about 60% of students entering the four-year college fail to remain until graduation. Had such students attended a standard Junior College, it is possible and probable that they would have received a better education which comes from completing a task that is once begun.

¹College Catalogue, 1932, p. 13.

²Ibid.

6. This school is especially suited to those who desire a literary education and yet wish to devote much of their time to special subjects. It is also suited to those persons who desire to lay a firm foundation for professional and vocational courses such as teaching, and industrial and fine arts.

7. The expenses here are considerably less than what is paid in most standard four-year colleges. Every effort is made to give the students an opportunity to obtain an education at the least possible cost consistent with a modern plant in every detail, and accommodations that are equal to the best.

8. The High School Department offers fully accredited work meeting the standards of Tennessee, and other accrediting agencies. The work in the College-Normal trains for teaching, and leads to certificates. The industrial instruction lays a foundation for self-support which every one needs and can always use in later life.¹

The High School Department was organized on the basis of the county training schools as outlined by the State Department of Education and set forth in the High School Manual. All requirements were met for approval by that body. Students who had completed the course were eligible to receive the High School Diploma granted by the college and approved by the State Department of Education.²

The relation of the High School Department to the school's program was two-fold:

1. It offered a college preparatory course for the students who were desirous of furthering their education in the Morristown Junior College, or in any other standard college.

¹Ibid., p. 7.

²Ibid., p. 41.

2. For those students who did not plan to enter college, it sought to offer sufficient electives to give as broad and practical training as standards would permit.¹

Students were required to complete the elementary grades before entering the High School Department of Morristown Normal and Industrial College. Those desiring classification above the first year of high school were to present credentials and transcripts of work done in other schools. Even then, the right was reserved to reclassify students who failed to do well in the advanced classes. New students who failed to pass in a majority of their subjects for the first quarter's work were required to enter lower classes.²

Sixteen units of credit were the minimum requirements for graduation from high school. Eight of these were required subjects and were termed "constants" by the State Department of Education and eight were of a semi-elective type as permitted by the State. Two years of foreign language were necessary to obtain credit toward graduation in the language.³

A very few jobs on the campus, in the Administration Building, the Boarding Hall, and dormitories, were being provided for students. In 1932 these jobs would provide work for no more than ten to twelve students. A "reasonable wage" would be credited to the student's account monthly for such work as

¹Ibid.

²Ibid.

³Ibid., p. 50.

long as the student was efficient in the work assigned to him. When a student failed to do the work properly, his attention was called to it. If the work was repeatedly neglected, another student was given the job. No cash was paid for this work. There were no jobs available where students could work their way through school.¹

Under an agreement with the farmer in charge of Wallace Farm, several boys were able to remain in school who could not have attended without some type of "self-help." To those who were ambitious, wanted to obtain an education, and were willing to work to pay for it, the farm provided an excellent opportunity. Under the arrangement however, the number of students that could be given this opportunity could not exceed five per year.

Wallace Farm in 1932, had a very fine herd of registered Guernsey cattle which supplied milk for the school. Many of the vegetables used were also supplied by the farm. It was hoped that the college could eventually have direct control of the farm for complete student operation. The administration also hoped that the school would one day be able to provide a canning factory which would make it possible for the school to supply most of its canned goods using student labor. In this way it would provide an opportunity for several students to obtain an education who would otherwise have been prevented from entering school. During the years 1929-1931 practically all of the pork and lard used by the school had come from the

¹Ibid., p. 24.

²Ibid., p. 14.

farm, and a sizable portion of the beef had been produced there as well. The farm contained many acres of timber lands which had supplied the school during the winter with wood for firing the boilers at the heating plant. Several boys had been able to meet a part of their expenses in school by cutting wood which supplemented the supply of coal. Water was piped from an underground spring which supplied the needs of the whole farm with the purest of running water.¹

Reverend E. C. Paustin, President 1933-1936

In 1933 Reverend E. C. Paustin was made president as successor to Dr. Hill. Reverend Erwin Carl Paustin was born in Pittsburg, Kansas on September 4, 1891. He received his A.B. degree from Central Wesleyan in 1915 and his A.M. degree from Northwestern in 1920. He was professor in the Chicago Training School from 1927 to 1929 and an instructor at Northwestern from 1929 to 1933. He served as president of Morristown Normal and Industrial College until 1936.² During his administration he enlarged the music department and stressed beautification of the campus.³

This was in the midst of the great depression of the 1930's. It was most difficult to even keep the college open under the trying financial pressure. Efforts were made to use the farm land to relieve the financial pressures. Help came from the dairy products

¹Ibid.

²Witten, "The History of Morristown Normal and Industrial College," p.

³College Catalogue, 1958, p. 7.

and other produce such as corn, greens, potatoes, etc. The farm gave opportunity for a number of students to earn their expenses at the college.¹

In her memoirs Mrs. Wood stated, "Dr. Paustin tried and succeeded later in doing away with most of the industrial work. He strongly believed in making the college a school only for intellectual development. More language classes were begun."²

According to the 1933 college catalogue, Morristown College was interested in conserving and cultivating student interests. It hoped that students would receive as broad a cross-section of knowledge as possible in the Junior College. Student initiative and outlook were encouraged as the basis for curricular pursuits. It stated:

Curricula are more and more coming to be considered and designed to meet the actual needs of growing youth living in the present age.

Every course offered should be functional in that a definite effort is made to correlate subject-matter and life outside the classroom or laboratory. Furthermore definite effort is made to arouse in the student an appreciation for, and enjoyment of, that particular curricular subject.

Increased knowledge, wider participation, and more controls in society call for different training so that youth may carry its full and rightful share of the present-day social responsibilities. The curriculum should be considered as a door to a larger, broader, more efficient world order.³

¹Brawley, Two Centuries of Methodist Concern, p. 406.

²Wood, "Memoirs," p. 67.

³College Catalogue, 1933, p. 29.

The curricular offerings of Morristown College in 1933 were divided into four major divisions: the Natural Sciences, the Humanities, the Social Sciences, and Skills and Techniques.

The first requirement of each division was an orientation course which met for two hours weekly and lasted for a year. The purpose of the orientation courses as introduced to each division was to give the student:

1. a cross-sectional view of the particular division of human learning and endeavor;
2. a better understanding of the inter-relationship of human activities;
3. the ability to select more wisely for his future course of study and action;
4. aid in widening the student's horizon of interest in the great fields of learning and human experience.¹

Within these four major divisions the courses of study were organized into sections of knowledge. The student was asked to follow a course of study which was to be built around his divisional interests. Each student was to pursue a course of study over a period of two years, which would include from twenty-one to thirty hours in the division of his particular choice. The other courses, with the exception of English, were to be electives which would be sufficient to complete the ninety hours of work for the junior college course and would depend on the needs, outlooks and purpose of the student. His plan was to be worked out in cooperation with his advisor. The prerequisites and sequences of courses were also to be carefully considered with the advisor.

¹Ibid.

²Ibid., p. 30.

Each student was urged to take two full years of College English "as the basis for intelligent reading, writing and thought." The remaining hours of study courses for the student were based upon his individual choices and ambition or the electives were to be selected from the standpoint of "balancing the cultural experience of a student in his Junior College career." Should the student be without special purpose or interests worthy of following, the advisor would suggest and organize the best possible course of study for the well-being of the student involved.¹

Instead of departmentalized subject matter it was hoped that students would increasingly receive integrated and useful knowledge. This required "more endeavor, study and study initiative." In this respect the Junior College could "make a significant contribution to the larger life of students and their realization for life."²

The 1933 College Catalogue announced:

Morristown Normal and Industrial College is fully accredited by the State of Tennessee and by agencies in other states. All teachers of the school have received their degrees at recognized colleges and universities, and are licensed to teach the subjects in their departments.

North Carolina has granted Morristown College a Standard Junior College rating and recognizes the two years of college work and the teacher training in full, according to plans projected for the training of teachers in said state.

Students who graduate from the College Teacher Training Department have received permanent elementary certificates to teach. Graduates of the High School

¹Ibid.

²Ibid.

Department and Junior College are admitted to standard colleges without examinations.¹

The following addition was made in 1934:

Upon recommendation of the Tennessee State Committee on approval of Secondary Schools, the Southern Association approved the Morristown Normal and Industrial High School Department. The work of the Junior College was being carefully considered and was highly recommended for similar approval by the Southern Association of Colleges and Secondary Schools.²

The College Catalogue of 1933 also explained that it was the aim of the industrial arts courses to be general education, yet serve as a basic subject for vocations. The values that were derived from carrying out the various objectives of the courses were:

1. Vocational guidance.
2. Avocational interests.
3. Furnishing an integrating motive in the minds of the students taking them.
4. Knowledge of certain occupations.
5. Developments of abilities that could be carried over into other lines of work.
6. Encouragement of creative ability.
7. Pre-vocational training and trade education preparation.
8. Development of habits of social cooperation and economic uses of materials and efforts.
9. Appreciation of the skill and labor required in the establishment and maintenance of the home.³

Both male and female students were permitted to take the courses which were formerly restricted to male students such as wood-working, carpentry and auto mechanics.⁴

An advisor system was begun in 1933. Upon entering college every student was assigned an individual advisor. The

¹Ibid., p. 11.

²College Catalogue, 1934, p. 10.

³College Catalogue, 1933, p. 52.

⁴Ibid.

advisor was a teacher who worked in the division of the student's particular interest. The advisor's job was to help plan and promote the student's class schedule and to see to it that proper prerequisites and sequences were met.¹

The purpose of closer student supervision was to let the student have the "fullest opportunity for the unfolding of latent capacities." The advisor system attempted (1) to guarantee that each student would receive helpful, sympathetic and individualized attention with regard to personal, academic and social problems, and (2) to see to it that this advice was available to the student from the day he enrolled in the college.²

At periodic intervals the advisor and student had conferences at which time the matter of work, grades, problems, attitudes and plans were fully discussed. The advisor made possible the sharing of academic experiences from time to time.³

In 1934 two additional sources of aid were made available to the school. The first was a bequest of Emma B. Norton to Morristown College of \$5,000. The bequest had by direction of the Trustees of the College, been set aside as a special gift "for strengthening the school's equipment for educational purposes or helping to make important additions to the school's property."⁴ The second source of aid was made available to the school because of Dennis C. Branch III, a student in Morristown

¹Ibid., p. 24.

²Ibid., p. 25.

³Ibid.

⁴College Catalogue, 1934, p. 13.

College during part of the 1934-1935 academic year. Dennis Branch died April 2, 1935. During his stay on the Morristown College campus he "radiated a high purpose, splendid poise and compelling personality."¹

In memory and in honor of their son, Dr. and Mrs. Dennis C. Branch, II, created the Dennis Branch Scholarship Fund. This fund would comprise \$1,000 when completed and the earnings from the fund were to be used to aid "earnest, gifted, high-minded young men in undertaking early premedical studies at Morristown College." The beneficiary of this scholarship aid was determined by the administration.²

Discipline for self-control was the aim of the school. The college felt that only such regulations were made and enforced as were "necessary for the personal happiness and advancement of the individual students and the highest welfare of the college community."³ Every student was assumed to be a "law abiding, respectable member of the group" and was treated that way until he proved himself otherwise. The student was permitted as much freedom in his movements and choices as was compatible with his classification in the college and the serious purpose which brought him there. A few regulations such as would be found in any well-ordered and managed Christian institution were strictly enforced.⁴ Some of them were as follows:

¹Ibid.

²Ibid.

³Ibid.

⁴College Catalogue, 1933, p. 23.

Regular attendance at the daily chapel exercises is requested of all the student body. On Sunday, students are urged to attend Church and Vesper services. All students are asked to attend some Church service every Sunday.

Attendance is required upon all classes and other scheduled college activities.

Gambling in any form, and the use of intoxicating drinks will not be permitted on the campus or in the buildings. Smoking in Dormitory rooms is discouraged for purposes of safety.

Provision is made for social intermingling of young men and young women students under proper supervision.

The aim of all discipline is to make of the student body an association of practicing young ladies and gentlemen, who shall be, upon graduation, fit subjects for participation in the rights and privileges of our democracy. When penalties are necessary, the student will be warned. If he continues, a second warning, or possible suspension will be made. If the case is of sufficient concern, he may be expelled. The College reserves the right to suspend or expel a student if deemed best by the student welfare committee and the administration.

A student who is out of harmony with the spirit and aims of the College, and whose influence is considered unwholesome, may be asked to withdraw from the institution.¹

In 1934 an addition was made to this list.

The carrying or use of firearms, of any sort whatsoever, is not permitted on the campus or in the building.²

In 1937 the following statements were eliminated from the catalogue:

On Sunday students are urged to attend church and Vesper Services.

All students are asked to attend some church service every Sunday.

Smoking in Dormitory rooms is discouraged for purposes of safety.³

¹Ibid.

²College Catalogue, 1934, p. 21.

³College Catalogue, 1936, p. 13.

The following rules were added:

Students whose deportment, scholarship and finances are satisfactory, may be granted weekend leave under the following regulations:

1. Freshmen students not more than once during a quarter; Sophomores, not more than twice.
2. Weekend leaves begin after school on Friday and end at 7:00 p.m. Sunday.
3. Before weekend leave will be granted any student, there must be in the hands of the proper official written permission of the parent or guardian and a written invitation from the prospective host or hostess. Even when all these conditions are fulfilled the College Administration reserves the right to refuse, if it seems best to do so.¹

In 1950 the following was added:

Prohibition of intoxicants, indecent language, gambling and the possession of firearms, large knives (pocket or other) picks, or other harm-producing objects.²

Discipline of the institution in 1947 was in the hands of the President and the Student Welfare Committee. This committee was made up of students elected by the student body and faculty representatives whose work and training best fit them to deal with student problems. Only such regulations were made and enforced as were "necessary for the personal happiness and advancement of the individual student." The student was therefore permitted to have as much freedom in his movement as was "compatible with his general welfare."³ In 1949 this Committee was called the Student-Faculty Judiciary Committee.

¹College Catalogue, 1937, p. 30.

²College Catalogue, 1950, p. 17.

³College Catalogue, 1947, p. 19.

Dr. John Wildred Haywood, President 1937 - 1944

Dr. John Wilfred Haywood became the third President of the Morristown Normal and Industrial College in 1937. He had the distinction of being the first black man to serve the college as President. Dr. Haywood was eminently prepared to give leadership as President.¹

A graduate of Lincoln University (Pa.) with the B.A. degree, he also held the A.M., S.T.B., and S.T.D. degrees from the same institutions, and the D.D. degree from Gammon Theological Seminary. He had been a pastor and was an eloquent preacher and speaker. Dr. Haywood had served as Professor of Greek and Dean of the College at Wiley College, Marshall, Texas, and Dean of the College at Morgan College, Baltimore, Maryland.²

Under his leadership the college swung completely away from industrial education and became thoroughly "classical" in its curricula. This did not meet with the approval of many former supporters, so financial aid remained weak. In order to alleviate the situation, the college farm was sold. Mrs. Wood stated: "It had to go to get us out of debt, and at a sacrifice."³ The pall of the depression still hung over the college and made it difficult to make any significant achievement.⁴

The 1937 catalogue offered suggestions for student programs which would vary according to the student's purpose.

¹Brawley, Two Centuries of Methodist Concern, p. 407.

²Ibid.

³Wood, "Memoirs," p. 29.

⁴Brawley, Two Centuries of Methodist Concern, p. 407.

If student "A" planned to complete Senior College work and then go to Medical School or become a teacher of science, it was suggested that the student select a program of study like this:

English	3 hours
Mathematics	4 hours
Science	4 hours
Modern Foreign Language	3 hours
Elective	1 or 2 hours

The student would want to do his major work in the science field and thus earn the B.S. degree.

If student "B" planned to complete Senior College and go to law school, this student was to select a program of study like this:

English	3 hours
History or other Social Science	3 hours
Philosophy	3 hours
Public Speaking	2 hours
Elective	4 or 5 hours

If student "C" planned to complete Senior College and become a teacher of some subject other than science, this student was to select a program like this:

English	3 hours
History	3 hours
Public Speaking	2 hours
Electives chosen in light of his major purpose	8 hours ¹

If student "D" wanted to complete the two-year Teacher Training Course, it was suggested that this student select a program like this:

¹College Catalogue, 1937, p. 18.

English	3 hours
Public Speaking	3 hours
History, Mathematics, Foreign Language or Science	3 or 4 hours
Education	6 hours ¹

The fees by 1937 were as follows:

SUMMARY OF FEES²

* The total yearly cost for a boarding student is \$216.00

Board (Month) \$13.00

Room (Month) 4.00

Tuition (Month) 5.00

That makes \$22.00 a month for those three items.

In addition, there are incidental fees as follows:

Registration Fee (Year) \$ 2.00

(a) Athletic

Student Activities - (b) Dramatics -
Year 5.00

(c) Music

Library (Year) 3.00

Laundry (Year) 3.00

(Paid only by girls who do their own
wash in school laundry.)

Medical Fee (Year) 3.00

(This furnishes medicine cabinets for
each dormitory and a limited amount of
medical service.)

Breakage Fee (Year) 2.00

This is a total of \$18.00 and is paid in full on
entering school.

Day students will be charged:

Registration fee (Year) \$ 2.00

Student Activities (Year) 5.00

Library (Year) 3.00

* Students are expected to pay cash for books.

This will be in addition to items listed above.

Students who take Science Courses must pay
laboratory fees as follows:

Biology (Quarter) \$ 3.00

Chemistry (Quarter) 2.00

Fees payable at beginning of each
quarter.

¹Ibid.

²Ibid., pp. 12-14.

Special Fees	
Typewriter Rental, per quarter	\$3.00
Industrial Art and Design, per quarter	1.00
Home Economics, per quarter	1.00
High School Chemistry, Biology, or Physics, each per quarter	1.00
General Science in High School Depart- ment, per quarter . . . . .	.50
Music, per month (1 lesson per week)	4.00
Graduation Fee in High School Department	2.00
Graduation Fee in College Department	3.00
Special Certificates, each . . . . .	.50
Late Registration Fee	1.00 ¹
Special Students, per credit hour	2.00 ¹

1941 - 1951

Dr. Haywood's tenure at Morristown College came to end in 1944, when he was selected President of Gammon Theological Seminary.²

Dr. Miller Boyd 1944 - 1952

Following the resignation of Dr. John W. Haywood, Dr. Miller Boyd was elected President in 1944. Dr. Boyd was a graduate of Morristown Normal and Industrial College and "embodied the spirit and life of the college with which he became imbued under the influence of Dr. Hill."³ Dr. Boyd did his high school work at Morristown College from 1913 to 1917. He graduated from Lincoln University (Pa.) in 1921 as valedictorian of his class receiving prizes in English and mathematics and was voted best representative of ideals of the university.⁴

¹Ibid.

²Brawley, Two Centuries of Methodist Concern, p. 407.

³Ibid.

⁴Ibid.

After serving as instructor at Lincoln for one year Dr. Boyd went to Columbia University for graduate school. Dr. Boyd also taught at Morristown from 1921 through 1940, served as Principal of the High School Department and also served as registrar for a period of ten years.¹

Dr. Boyd was a good public relations man. He was well-known and highly respected in the City of Morristown. He made a magnificent contribution in strengthening the relationship of the college with the business interests of the city and community at large. Dr. Boyd was a strong layman in the Methodist Church and continued the good relations within the church at which Dr. Haywood had labored, and which had been the primary historic source of the colleges financial success, directly and indirectly.²

Dr. Boyd gave good leadership to the college for a period of eight years.

The Junior College of Morristown Normal and Industrial College in 1944 was accredited by the Department of Education of Tennessee, Virginia, North Carolina, Kentucky and West Virginia. The teacher training work was likewise recognized by these states. The Southern Association of Colleges and Secondary Schools was studying the college with a view of giving it a rating. The high school was already fully accredited by the Southern Association.³

¹Ibid.

²Ibid.

³College Catalogue, 1945, p. 9.

The College Catalogue of 1945 listed these special advantages offered by the College:

- (1) A Junior College organization has certain undeniable advantages,
 - (a) Of necessity the student body will be relatively small. This makes it possible for everyone to know everyone else.
 - (b) The small relatively homogenous student body makes it possible to organize subject matter more effectively and to direct students more personally. Even four year colleges have a different type of organization and procedure for the first two years and the second two years of college.
- (2) Morristown College apart from its particular type of organization, offers its students distinctive advantages. It has a large, influential group. It has a school plant with facilities that are not surpassed by any school in the South. Morristown is a small town and therefore, does not have the distractions that larger cities have. The location of the College makes it one of the most healthful places in Tennessee.¹

The requirements for graduation from the college in 1945 were (1) Financial (2) Behavioral and (3) Scholastic. All bills had to be paid in full, department had to be satisfactory. In addition the following scholastic requirements had to be satisfied:

- (a) At least 90 quarter credits had to be completed.
- (b) At least 180 quality points had to be earned.

This was equivalent to saying that the student had to maintain at least a C average. He also had to show satisfactory skill and facility in the use of written and spoken English. Students failing the last requirements even if they had satisfied all others were not allowed to graduate.

¹Ibid., p. 8

²Ibid., pp. 18-19.

In the May 1945 issue of Radio, Dean Otis D. Froe wrote an article outlining the educational outlook at Morristown College, which included the three-fold objective of the college. The article stated:

With V.E. Day just behind us and Victory in the Pacific just around the corner, things are beginning to take on a normal "tinge" at least in our thinking. So it is with the educational program at Morristown College. Plans are being carefully laid that will result in a new educational outlook for the college.

With the post war period in mind, the administration has formulated a three-fold objective of the college which will provide for the diverse interests, needs and abilities of high school graduates. This objective is:

1. To provide general education for all students. The increasing complexity of modern life requires that all students, regardless of their occupational plans, acquire general knowledge and some facility in using this knowledge. It is essential that they become aware of the problems they must face as citizens and understand the means of attacking such problems.
2. To provide occupational training for those students who plan to go immediately into the business or industrial world.
3. To provide preparatory training for those students who wish to continue their education in higher institutions or in professional schools.

The curricula that is being set up in the college is an attempt to meet this objective.¹

It was the plan of the college to have the revamped program in full swing for the 1945-46 term. Dean Froe felt the program for the 1944-45 year was hampered "because of many restrictions and conditions that naturally follow in the path of war and confusion."² He stated:

Our college has not experienced this alone. All educational institutions have been thus affected.

¹Radio, student publication, May 1945, p. 2.

²Ibid.

The lack of equipment and personnel, to mention only two factors, will tend to disrupt any program. The high rate of teacher turnover, due to the demands of the "production lines" in the war effort has tended to disrupt the educational programs of all institutions. It has been a matter of utilizing to the best advantage what has been left. This we have done. It has meant more work and more sacrifices on the part of a few. These few have "come through" in the traditional American spirit--accomplishing seemingly impossible tasks when the occasion called for it. Our present graduating class while experiencing many handicaps and set backs, is just as capable of taking its place on the next "rung" of the ladder, as any prewar graduating class. This has been accomplished "because of" and not "in spite of" these handicaps. This class knows something about improvising which is a real education within itself.¹

It was the opinion of Dean Froe that with the war effort making fewer demands on qualified and trained personnel, the school's best teachers would find their way back into the classroom. All vacancies on the faculty were expected to be filled by the next school term beginning in September 1945. The institution would then be in a position to carry forward with full speed the revamped program.²

Terminal courses would be offered that would enable the students to obtain some degree of skill in the vocations they would enter. This would be especially true of the commercial department. This department had been organized on the basis of providing a two-year terminal course for those who would go directly into secretarial work receiving a Certificate of Proficiency in Secretarial Training. The department would also provide the foundation for persons who were expecting

¹Ibid.

²Ibid.

to major in business or commercial education. Other courses were offered in order to provide foundation training for students who desired to continue their training in higher institutions for professional schools.¹

Dean Froe continued:

Our natural science department or phases will be second to none. We have the equipment and will have the personnel. We will continue to stress high standards in the teacher training program--supplementing our present program with more time actually spent in classroom and teaching situations.²

This program would also be strengthened by the addition of equipment (Audio Visual Aids) and personnel to the education department. Additions to the music department personnel would raise even higher the standards of this department. The home economics division would be able to boast of a separate home economics cottage for the college department. Here future homemakers and teachers would "learn by doing" and actually experience homemaking situations. Additional personnel in the physical education department would again raise high the traditions of the "Black Knights" of the gridiron, track, and court. Emphasis would be placed on all activities that tended to build the "physically fit" man or woman.

Dean Froe felt a full-time librarian and increased library facilities would do much to place the essential tools of learning within the reach of the students. The audio-visual

¹Ibid.

²Ibid.

education program would be greatly strengthened by equipment which had already been purchased. This department already had recording instruments, a modern sound-on-film projector with a separate amplifying apparatus which could be used in any public address situation, and a modern lantern slide projector which could be used with film strips. Dean Froe felt that the equipment would greatly enrich the classroom experiences and insure a maximum of learning.¹

These were only a few of the additions and changes that were to insure a sound educational program for Morristown Normal and Industrial College. "Here," said Dean Froe, "our leaders of tomorrow may come and drink largely of the 'Pierian Spring.'"²

In 1947 the college proudly announced that the Junior College was fully accredited as class "A" by the Southern Association of Colleges and Secondary Schools and by the Tennessee State Department of Education. As a result, graduates from Morristown Normal and Industrial College were given full recognition by other states. The High School Department likewise, was fully accredited by the Southern Association of Colleges and Secondary Schools, and the State Department of Education of Tennessee.³

In 1947 the library with its growing collection of books and nonbook material was the most dynamic force of the school. Expanding facilities made individual research possible.

¹Ibid.

²Ibid.

³College Catalogue, 1947, p. 16.

"Ample reading rooms and space for seminar groups and discriminant reference work" made possible an instructional program that adequately served the changing needs of the institution. An increasing number of periodical and professional journals and dailies made the library indispensable to the students' needs.¹

Many veterans, particularly those in need of special types of preparatory training, availed themselves of the opportunities offered at Morristown College. This institution was especially equipped to assist those students who were called into the service before completing their high school training. While government regulations permitted those students to enroll in public high schools for the completion of their high school training, many did not desire to enter a public school because they were several years older than the other pupils in attendance. For students who did not wish to spend the full time essential to the completion of a four-year course, they were offered the G.E.D. tests prepared by the USAFI.²

There were several means by which a veteran was classified: (a) By evaluating the credits earned by the veteran in the armed services including basic training and special courses, plus previously earned high school or college credits. (b) Veterans were also classified by taking the General Educational Department Tests prepared by the USAFI. There were five tests:

¹Ibid., p. 19.

²Ibid. , p. 21.

1. Correctness and effectiveness of expression.
2. Interpretation of reading materials in the Social Studies.
3. Interpretation of reading materials in Natural Sciences.
4. Interpretation of Literary materials.
5. General mathematical ability.¹

Veterans who were in the early years of their high school career when they left school and who had an extended post school experience in civilian or military life, could qualify for graduation from high school on an acceptable rating of general competence through G.E.D. tests, providing other requirements of the school had been met. Veterans were eligible for a subsistence allowance of \$65.00 monthly and college funds to cover tuition, books and supplies.²

The 1947 catalogue discussed the Junior College of that time in the following manner:

It is said that the junior college has come to be recognized as an institution of special merit in ministering to the needs of boys and girls just out of high school.

Educators have declared the development of the junior college to be the greatest single contribution to the improvement of higher education with the present generation.

The phenomenal growth of the junior college has been due to the fact that it has demonstrated its ability to render a service not being rendered by any other type of institution. For the youth expecting to complete a college course it supplies an effective

¹Ibid., p. 22.

²Ibid.

bridge between high school and university. For others it offers an opportunity for additional training for the responsibilities of life beyond that supplied by the high school.

In the average four year college, students in the freshman and sophomore years are more or less overshadowed by the upper classmen. Not so in the junior college. They are free from the very beginning to express and develop whatever talent they may possess. When they pass on as upperclassmen to the senior college or university they are still met with the challenge to demonstrate their ability in various activities. Their experience in junior college activities has fitted them to meet this challenge. The result is an increased development of their powers. This is not a mere theory. It is demonstrated in every junior college class. Small classes, careful guidance, intimate contact with the professors, all combine to enable the junior college student to reach his maximum development in these important years.¹

The program at Morristown College in 1947 was so arranged as to offer courses under three main divisions. They were: the Division of Humanities, the Division of Vocational and Teacher Education and the Division of Science and Mathematics. A director was appointed to each division and had the responsibility of revising, directing, and coordinating the program as it related to those who taught in the respective fields.²

The division, the directors and the courses offered in each division were as follows:

Division of Humanities

Dr. R. D. Minard, Chairman
J. Otis Erwin, Co-Chairman

Offerings

English
History
Language
Music
Philosophy

¹Ibid., p. 14.

²Ibid., p. 29.

Offerings (continued)

Psychology
 Physical Education & Health
 Religion
 Social Science
 a. Sociology
 b. Geography
 c. Economics

Division of Teacher & Vocational Education

J. R. Smothers, Chairman
 M. L. Talley, Co-Chairman

Offerings

Education
 Commercial Sciences
 Home Economics

Division of Sciences & Mathematics

A. W. Snowden, Chairman
 G. A. Easterly, Co-Chairman

Offerings

Biological Sciences
 Chemistry
 Physics
 Mathematics¹

The Liberal Arts Curriculum was of a general nature and was "designed to permit the student to move toward a major in the work that leads to dentistry, medicine, law, theology, teaching, engineering, etc." Students completing the two-year liberal arts course could effectively transfer to a Class A senior college without loss of credits.²

The primary purpose of the courses in religion was to aid and give guidance to the student in the formulation of a Christian philosophy of life. The courses intended to aid the church in securing leadership by inspiring and equipping workers and by serving as a feeder for senior colleges, seminaries, and other institutions which prepared young people for full-time

¹Ibid.

²Ibid., p. 38.

or part time Christian services. Further, the courses tried to give the students an adequate background in Biblical interpretation and other related fields of religion. Above all in the content of courses it held that Jesus of Nazareth was the center for the development of one's Christian philosophy of life. An effort was made in each course to point out that "religion is life and that he who would live the good and abundant life must become acquainted with the teachings of Jesus and a knowledge of the content of the Christian faith." Each student was required to complete at least six hours in Religion before graduation.¹

The teacher training curriculum was a two-year curriculum for the preparation of elementary teachers. While this course met in detail those standards set by the Tennessee Department of Education, and enabled teachers to receive a permanent elementary certificate for Tennessee, it in most cases, met the needs of those from other states who desired to teach at the close of two years of college work.²

This two-year training program for elementary teachers continued until September 1953. The Elementary Certificate based on the two-year training program was continued until that date. This certificate was only valid for two years. After September 1953, the elementary teacher's training would not be terminal, but would satisfy the first two years of the four-year course.³

¹Ibid., p. 45.

²Ibid., p. 52.

³College Catalogue, 1951, p. 45.

The Department of Home Economics attempted to do two specific things: first, to give students who wanted to major in Home Economics those basic courses which were a prerequisite to a Home Economics major; second, to offer terminal courses for students who desired a practical knowledge of certain phases of the Home Economics field and wanted to put that knowledge to practical use wherever it might be convenient. To meet the needs of students in this department a large dwelling on the campus was made available for practical work in this field. Here Home Economics students learned under conditions that approximated everyday living.¹

The college year was divided into three quarters of twelve weeks each. The high school year was divided into two semesters of eighteen weeks each. Examinations in the college and high school were held every six weeks. At the close of the college quarter and the high school semester, final examinations were given whereby quarter-hour credits were registered for the college student and unit credits for the high school student. If a college class recited three days a week for twelve weeks, it carried a credit of three quarter-hours. One or two recitations per week for a similar period, likewise would carry similar credit per quarter. Two hours of laboratory work, as a rule, involved one hour of preparation and were then equal to one hour of recitation as defined above.²

¹College Catalogue, 1947, p. 59.

²Ibid., p. 31.

The Morristown College High School was a distinct part of the Morristown College program and was in operation first, to care for the high school students of the city and Hamblen County; second, to serve the many sparsely-populated areas where no high schools for blacks were provided; third, to "provide education for specially-gifted Negro youth," and those students of high school level who sought "a protected, well-regulated, and Christian atmosphere in which to grow and receive training." Toward these ends "a well-qualified faculty, working under the most modern conditions parallel with the College instructors" sought through testings, counseling, and personal contact to give the best of training to high school students who came from all parts of America, the West Indies and Africa.¹

The organization of the high school was based upon the organization of the other high schools of the State of Tennessee. It met all the requirements of an A class institution by the Department of Education of Tennessee and was also rated Class A by the Southern Association of Colleges and Secondary Schools. The same buildings including dormitory provisions were available to resident high school students; therefore statements concerning boarding and general expenses referred to all those high school students who boarded in the dormitories.²

¹Ibid., p. 70.

²Ibid.

All students who had completed eight grades of elementary school work and were of good moral character, would upon suitable recommendations be admitted to the high school department as boarding students. Those desiring advanced classification in high school needed to present a transcript of work done from an approved institution. In all cases, tests were given to properly guide the student in the selection of his work and the making of proper adjustment.¹

New students who failed to pass a majority of their subjects were required to enter lower classes.²

Sixteen units of credit were required as a minimum for graduation. Six of these were prescribed by the State Department of Education and ten were electives based upon what the student wanted to pursue as a profession or vocation.³

Although it was the aim and policy of Morristown College High School to hold rules and regulations to the minimum necessary to a well-ordered school life, a few well-defined principles were considered essential. The principles employed presupposed a desirable amount of application on the part of the students who were taught "to place a high appreciation on truthfulness, sense of honor and respect for authority." Therefore the student was expected "to conduct himself in a manner that will in no way bring discredit upon himself, his people, or the school." Morristown was in no way suited to those students who required "severe discipline." Students

¹Ibid.

²Ibid.

³Ibid.

guilty of "insubordination, sheer impudence" and who were discovered to have "vicious habits" were asked to withdraw on the ground that their pattern of conduct was not in conformity to the best interest of the students and teachers.¹

Students were to bear in mind that Morristown College High School, like the college, was a private institution, and to attend it was a privilege rather than a right; and the authorities reserved the right to withdraw that privilege at any time, when in their judgment, the student showed himself unworthy.²

Students were urged to carry their problems to their advisors. Special arrangements were made whereby one afternoon was given by each teacher to receiving the students to talk over matters that were problematic.³

Two hours per week were given to teaching students how to study. Students who did not exhibit an interest or a willingness to so help themselves by trying to learn how to study and get adjusted, would in case of low grades, be dropped from the roll.⁴

All high school students unless given permission by the Principal were required to carry a load of four high school subjects and physical education. No student was permitted or given credit for taking more than four subjects and physical education unless permission was given him by the Principal.⁵

¹Ibid.

²Ibid., p. 71.

³Ibid.

⁴Ibid.

⁵Ibid.

Each unexcused absence in excess of the number allowed would result in the loss of one-quarter unit. Students who failed to take the examination at the time it was given were required to pay one dollar for a special examination. All students who made conditional grades would likewise pay a fee of one dollar for the right to remove the condition.¹

All dormitory students were required to follow the procedures below:

1. Rising Bell	6:00 A.M.
2. Breakfast	6:45 A.M.
3. Room Inspection	7:25-7:40 A.M.
4. Roll Call (in chapel)	7:50 A.M.
5. Report of Class	8:00 A.M.
6. Chapel	12:00 Noon
7. Lunch	12:30 P.M.
8. Classes Resumed	1:30 P.M.
9. Conference with Teachers	3:30-4:30 P.M.
10. Free Period	4:30-5:30 P.M.
11. Dinner	5:30 P.M.
12. Free Period	6:15-7:00 P.M.
13. Study Hour (no visiting)	7:30-9:30 P.M.
14. Free Period	9:30-10:00 P.M.
15. Lights out	10:30 P.M. ²

The High School subjects offered that year included:

English	History
Commercial Training	Civics
Mathematics	Home Economics
General Science	Pre-Flight Aeronautics
Physics	Commercial Mathematics
Biology	Latin
Chemistry	Bible
Music	Physical Education
French	Beauty Culture
	Bricklaying ³

¹Ibid.

²Ibid., p. 72.

³Ibid., pp. 72-77.

The college's statement of purpose in 1947 was as follows:

1. To aid the student in developing a Christian philosophy of living.
2. To instill in the student a desire for good character, self-respect and independence.
3. To inspire creative leaders and cooperative followers.
4. To inspire the ideals of scholarship.
5. To develop the individual's creative powers for contributing to human progress.
6. To develop in students an appreciation for good health and strength of body, grace of movement and ease of social bearing.
7. To prepare young men and women for wise parenthood and worthy home membership as well as securing for themselves and their mates a successful marriage in which each will contribute to the other's happiness and full personality development.
8. To encourage a worthwhile use of leisure and to develop a vocational interest.
9. To develop the critical approach, objectivity, and open-mindedness which characterize the scientific mind.
10. To develop an appreciation of the fundamental values inherent in the realms of Truth, Beauty, and Goodness.
11. To inspire students to achieve the basic idealism and social intelligence for building a worthy community, a prosperous country, and a world brotherhood of nations, insuring peace and security and distributing the products of wealth and industry to all mankind.
12. To develop in students a broad cultural outlook aimed at placing all interest in a unified perspective.¹

The college's statement of purpose changed slightly in 1948. The following aims had been omitted.

¹Ibid., p. 13.

1. To aid the student in developing a Christian philosophy of living.
3. To inspire creative leaders and cooperative followers.
5. To inspire creative powers for contributing to human progress.
9. To develop the critical approach, objectivity, and openmindedness which characterize the scientific mind.
10. To develop an appreciation of the fundamental values inherent in the realms of Truth, Beauty and Goodness.
12. To develop in students a broad cultural outlook aimed at placing all interest in a unified perspective.¹

The following objectives were added that year:

To develop in students an appreciation of the church's function in society and their responsibility for leadership.

To develop in students an appreciation of the place and dignity of labor in all functions of life.²

In an effort to aid teachers in elementary and secondary schools in the area, the college entered into a working agreement with A. & I. State College, Nashville, Tennessee, whereby any course offered at State College could be taken in extension at Morristown. The course cost \$5.00 per credit hour. Enrollees became students of and received credit from A. & I. State College. A maximum of forty-eight undergraduate hours could be pursued in extension, and a maximum of twelve graduate hours. These credits were not transferable.³

¹Ibid. ²College Catalogue, 1948, p. 14.

³Ibid., p. 28.

In 1948, the program of study and activity at Morristown College was divided into five main divisions. This change in the program of study reflected in part the effort the college had made to improve administration, instruction and school living. Although each division was integrated and operated under a chairman, the Division of Student Life had only physical education and health which identified it with the other school curricula.¹

The Divisional Arrangement and Fields of Study were as follows:

1. Division of Student Life
 - Fields of Study
 1. Health
 2. Physical Education
 3. Student Activities
2. Division of Language Arts
 - Fields of Study
 1. English
 2. Foreign Language
3. Division of Social Sciences
 - Fields of Study
 1. Social Science
 2. History
 3. Sociology
 4. Religious Education
 5. Psychology
 6. Education
 7. Philosophy
4. Division of Science and Mathematics
 - Fields of Study
 1. Biological Sciences
 2. Chemistry
 3. Physics
 4. Mathematics
5. Division of Fine and Practical Arts
 - Fields of Study
 1. Music
 2. Art
 3. Home Economics
 4. Commercial Science
 5. Cosmetology
 6. Masonry²

¹Ibid., p. 29.

²Ibid.

The course offerings in the division of Language Arts were designed to give students "a cultural background necessary to the understanding of and advancement in the course of this division, and to increase their competence in the use of the language," and "to give those students who plan to teach or supervise language activities a group of fundamentals which are necessary for professional study growth and competence."¹ The 1953 catalogue added that students would be expected to express themselves in clear correct English, whether written or oral, in all classes. Those showing marked deficiency in oral or written expression would be required to take special remedial work.²

The Division of the Social Sciences aimed to develop that type of civic and social consciousness which would enable the individual student "to provide a worthwhile contribution to all those communities from the home to the world-at-large in which he may properly claim membership." Correlated with this aim, but in a sense supplementary to it, was the conception of the Social Sciences as "constituting in themselves one of the most important domains of the human spirit." In accordance with this view, the Division of Social Science aimed "to provide that their exploration may become for the student a task of absorbing interest and fascinating achievement invested with the highest quality of intellectual adventure and creative self-development."³

¹Ibid., p. 37.

²College Catalogue, 1953, p. 33.

³College Catalogue 1948, p. 42.

The Division of Sciences and Mathematics aimed to provide introductory courses in the biological and physical sciences and in mathematics that would qualify students to continue in liberal arts college pursuing majors in those fields and likewise fulfill the basic requirements for terminal and/or transfer courses for those students taking trades and vocational courses.¹

The Division of Fine and Practical Arts attempted to group and integrate subjects of skills into one major area. Cooperation and consultation took place between the heads of the subject matter fields at intervals, in order to bring about united action in this particular area.²

The two-year Commercial Science Course was designed to meet the needs of those individuals who planned to do secretarial work after graduation, and also those who planned to continue their study in Commercial Education beyond the two-year course. The Department aimed to train students for service in order that they might develop into business leaders and as such contribute to the upholding of our economic institution.³

The catalogue in 1949 described the Home Economics program in the following manner:

The Home Economics program at Morristown Normal and Industrial College endeavors to use its unique opportunity of seeing the many aspects of personal and home living as integrated wholes rather than as separate and segregated phases of life. Experiences are provided to prepare students for a two-fold purpose:

¹Ibid., p. 52.

²Ibid.

³Ibid., pp. 59-60.

- (a) Homemaking and personal and family living as a major goal.
- (b) Direct transfer from the field of Home Economics into a degree-granting institution. Resulting from the two-year program in home economics it is desired that the student become a well adjusted person who understands and employs health practices that provide maximum physical and mental fitness for herself and for others, and who has a philosophy for personal, family and community living that is both sound and sane. She will develop attitudes toward social problems, to use personal family and community resources effectively, and to appreciate the aesthetics in daily living. With such a background and guidance, the student is helped to choose a vocation in Home Economics which is suited and in which she is interested.¹

In 1948 there were three sources from which the students could receive financial help or help themselves while attending Morristown College. These were scholarships, workships and work in the city. Annual conferences of the Methodist Church, the National Methodist Scholarship Fund, and many friends of the College made several scholarships available to deserving students each year. The availability of these scholarships and gifts permitted the college to prescribe standards based on scholastic attainment in high school, and make awards to a few deserving students.²

Workships were gifts to the college for deserving students whose general need warranted consideration. Through these workships the college offered a limited number of students an opportunity to pay a part of their expenses by performing certain duties connected with the maintenance of the institution.

¹College Catalogue, 1949, p. 63.

²College Catalogue, 1948, p. 34.

It was also possible for a few students to find work in the city of Morristown and thus defray a part of their school expenses. In recommending the students for these jobs, great responsibility fell upon the college, therefore the student's past record of "faithfulness, efficiency, and willingness" to work were of prime importance.¹

In 1948 Morristown College was fully accredited by the Southern Association of Colleges and Secondary Schools as a Class "A" Junior College, approved by the Department of Education of the States of Tennessee, North Carolina, Virginia, Kentucky, Georgia and West Virginia, as a Class "A" teacher training junior college and approved by the Association of Colleges and Secondary Schools for Negroes. It held membership in the American Association of Colleges and was a member of the American Council on Education. It was also approved by the University Senate of the Methodist Church.²

The faculty of Morristown College High School was committed to the policy of rendering to its students every form of guidance which would "develop their powers and make possible proper adjustments for living in a democratic society." Therefore, testing was done to determine the student's interests and abilities with the hope that such program could be planned as would give them the necessary preparation for entering and progressing in fields of their choice. Every effort was made

¹Ibid.

²Ibid., p. 15.

to help the student "discover his latent powers, develop to the fullest his personality and to arrive at a practical though progressive philosophy of life." To accomplish these ends each student was assigned a counselor, who along with him, studied his possibilities.¹

The Library occupied two reading and study rooms combined, a reference and main circulation room combined and two stack rooms of the Administration Building. It had a book capacity of over 12,000 volumes and study space for seventy-five pupils. It received more than fifty-six periodicals representing the various departments of the high school and college.²

The collection consisted of books, periodicals, vertical file, newspapers and the Mosaic table made from small pieces of wood by the students of this institution in 1912.³

The book collection was enriched by Bookmobile Service, made possible through the Regional Library Service Plan.⁴

To facilitate the effective use of the library a course in orientation in the use of the library materials was taught to freshmen and new students during the first six or eight weeks of each school year.⁵

In 1949 President Boyd was informed that when he became President of the college about five years before, the opinion

¹College Catalogue, 1949, p. 70. ²Ibid., p. 20

³Ibid. ⁴College Catalogue, 1955, p. 18.

⁵College Catalogue, 1949, p. 20.

of many people was that he had been employed to preside over the last rites of the college whose "demise could be expected at any time." Although previously unaware of it, he was informed that twice overtures had been made to other church agencies in the hope that they might accept the property as a gift but they had refused to take over the college even as a gratuity.¹

President Boyd stated:

One can understand the reasons for pessimism on the part of the Methodist Board of Education and the refusal of the other agencies to accept the offer, when one learns that the enrollment of the high school and college combined had dropped to 112 students during the War years of 1941-44, that the college's budget of less than thirty-five thousand dollars was going unbalanced; that several of the 15 buildings and dwellings on the campus were falling apart and were being abandoned for the lack of funds to repair them; that the college and high school lacked regional accreditation; that many local firms were dubious about granting credit of any amount; and that the college farm had been sold at a give away price and a portion of the funds used to apply on outstanding debts.²

While he was unaware of all the facts involved in the college's predicament, he sensed the need of immediate aid from some quarter. In company with the retiring president, he visited certain leaders of the Holston Conference and asked their opinions concerning having the Holston Conference designate its Race Relation's Offerings to Morristown College.

¹"A Tribute to the Holston Conference," speech made to the Holston Conference by President Boyd, 1950.

²Ibid.

The sympathetic response of these leaders was encouraging, although official action had to be taken by the Conference in Annual Session. Through their aid this was done at the next Annual Conference and Morristown College became officially one of the Holston Conference's Missionary projects.¹

Morristown College was generally accepted by the presiding Bishop, Paul B. Kerns, and the entire Conference, as an agency of the Holston Conference. Along with the other schools of the Conference, Morristown was given a place on the Annual Conference Program. In its Public Relations Programs the college was included and given a place on the radio and in other matters without restrictions. The President of Morristown College was invited to be a staff member of one of the Youth Camps; to be a member of the faculty at one of its Conference Youth Institutes and to share in much of the work of the Conference. Youth Organizations from the Holston Conference met on the campus at Morristown. They raised funds to support deserving students at the College. Friendships were developed between the youth of the Holston Conference and the youth on the campus of Morristown College, which were doing much to make for better race relations. There were many churches throughout the Conference where the appearance of the College Choir and the President of the College were looked forward to from year to year and which were marked by interracial dinners and fellowship hours.²

¹Ibid.

²Ibid.

Two African boys were being supported at the college by women's societies in the Conference. Two young men were preparing for the ministry elsewhere as a result of friendships made through the Evangelical Secretary of the Holston Conference.¹

Speakers from the Holston Conference regularly appeared on the college's chapel program or during the commencement, and other special occasions. In 1950 the Young Men's Glee Club of Emory and Henry College paid a good-will visit to the college campus and rendered without charge a program which attracted hundreds from the college and community. The student singers of Morristown had also visited Emory and Henry on several occasions. At every institute held on the college campus during the summer months one or more representatives of the Holston Conference were on hand to serve as instructors, recreation leaders, or counselors.²

After that time, the support from the Holston Conference increased from \$600 per year to more than \$5,000, with hundreds of churches making contributions large and small to the support of the college. Financial support was a small part of the good that resulted.³

Cooperation in creating good will and interracial understanding advanced at a more rapid pace than financial support and did much to break down barriers which years of agitation could not have done.⁴

¹Ibid.

²Ibid.

³Ibid.

⁴Ibid.

These many fine contacts built better race relations not only in the Conference but they were having their effects all through East Tennessee, Virginia and West Virginia, where the people in the communities were learning that races could get along when they tried the "Holston Conference way." In addition, Morristown College was coming into its own once again. The college budget was now more than \$150,000 annually and was being balanced. The student enrollment had tripled. Accrediting agencies classed it an "A" grade institution.¹

There were a few additions to the physical plant:

(1) A college canteen was located in the New Jersey Home to serve as a convenient snack bar for the students, (2) The Judson Hill Memorial was located in the first building which housed the original school. The alumni had reconstructed the memorial to serve as a museum in memory of Judson S. Hill, and (3) Apartments were provided for student veterans and their families. The Veterans' Apartments were modernly equipped homes located on the campus and facing one of the city's main thoroughfares.²

The vocational education courses offered at the college included Beauty Culture, Brick Masonry, Social Intelligence and Homemaking.

Beauty Culture was a nine-month course requiring the student to devote all of her class time to the particular

¹Ibid.

²College Catalogue, 1947, p. 17.

phases of the work. The aim was to provide specialized, vocational training for those who wanted to become managers or helpers in beauty parlors, barbershops, or businesses where this training was required. The course was complete in that it enabled the student to emerge as a trained beautician. No transfer credit was given. Those students enrolled in other departments could pursue the course providing they fulfilled the time requirements which extended longer than the nine-month period.¹

To prepare students for employment as bricklayers, Morristown College offered courses in bricklaying. Special training was given in proportioning and mixing different kinds of mortars, use of linear square, and cubic measures, squaring by use of 6-9-10 method; and use of tables in estimating quantities of material. The student was given such practical training in construction, in foundations, fireplaces, mantels, veneer construction, and building as would enable the student to command bricklayer's wages. Since the course was complete no transfer credit was given. The course was open to students who had attained the third year or to special students.²

The Specialized Masonry course was purely for instructional purposes and did not in any way permit the construction of any permanent usable structures such that would benefit the college or any other institution, organization, or individuals.

¹College Catalogue, 1948, p. 63-64.

²Ibid.

Six hours daily were spent in such institutional training which was termed: shop instruction and related instruction. Five hours daily were spent by each trainee at work of this nature. One hour was spent daily in related instructions such as shopsketching, blueprint reading, estimating and simple mathematics, inherent in this work. The trainees were given instruction in the proper use, care and value of their tools.¹

The Brick Masonry Department was located in a brick building that was formerly the trade school. This building was located at the north end of the campus. The shop included classrooms, storerooms, instructional offices and a workshop.²

In 1953 this course was called Industrial Education. It was called General Building in 1954 and was then opened to all students in the college. It consisted of general building (such as carpentry, trowel trades, brick masonry and plastering), painting and all phases which would be necessary in the construction of simple buildings. The student could carry two other courses along with general building, but were required to spend three continuous hours in actual practice.³

Those completing this requirement in 1954 were awarded the Associate of Arts Degree.⁴

¹College Catalogue, 1950, p. 77.

²College Catalogue, 1949, p. 16.

³College Catalogue, 1953, p. 56.

⁴College Catalogue, 1954, p. 57.

In 1950 the Cosmetology course gave the student thorough training in all the fundamentals of cosmetology and prepared the student to assume upon completion, all the responsibilities of a trained cosmetician. These students were required to fulfill all the requirements set up by the State Act regulating the practice of Beauty Culture in the State of Tennessee.¹

Any "mature" person who showed that she could benefit by the training could take the course in beauty culture, provided the student was sixteen years of age and had attained at least the eighth grade. Students who sought a beauty culture course along with their regular school work were required to have attained the eleventh grade and had to be sixteen years old or older and carry an academic load of not more than nine quarter hours, or two units of high school work in the case of high school students. The course consisted of 1500 hours of practice and classwork and covered a period of nine months.²

The following subjects were offered:

Skin Bleaching	Sterilization
Cultivation of the Hair	Mud Packs
Hot Oil Treatments	French Curling
Scalp Massage (hand and electrical)	Hygiene of Hair and Scalp
French Hair Dressing	Bacteriology
Hair Singeing	Henna Pack
Eyebrow Arching	Chemistry
Oil Shampoo	Manicuring--Plain, Oil, Electric
Permanent Waving	Croquignole Waving
Hair Cutting	Violet Ray Treatment
Electrical Wall Plate	Finger Waving
Dyeing and Tinting	Special Rinses
Scalp Treatment	Science
Facial Massage	Anatomy
Marcel Waving	Salesmanship ³
Light Therapy	Shop Management ³

¹College Catalogue, 1950, p. 76. ²Ibid. ³Ibid.

The School of Cosmetology occupied the third floor of the New Jersey Home. The school was equipped with all of the latest facilities for theory and practical work in beauty culture. A reception room, classroom, workshop, shampoo room and a bathroom were among the main facilities.¹

In 1950 each student was required to satisfactorily pass the "National Cooperative Sophomore Examination" which was administered in the spring quarter of the sophomore year.²

The positive relationship between the college and the town was indicated in a statement made in the 1950 catalogue: "The white business firms of the city give free-will donations annually amounting to several thousand dollars to aid in promoting the work of the school."³

1951 - 1961

The seventieth school year began September 4th, when freshmen and high school students assembled to take a bevy of tests which were part of the formal registration program of the college. While the total that registered was smaller than the previous year, the enrollment "was not discouraging in view of the number of young men inducted into the Armed Services during the summer months, and the general decrease of enrollment in colleges throughout the nation." The total was beyond the three hundred mark which was about fifteen percent below the number enrolled at the same period the previous year.

¹Ibid., p. 13 ²Ibid., p. 26. ³Ibid., p. 13.

⁴Newsletter, student publication, Oct., 1950.

The Boyd Administration came to an end at his death in 1952. Mrs. Miller W. Boyd, whose experience had been enriched during a long tenure as Registrar at the college and as wife of the President for eight years, was made Acting President until a successor to Dr. Boyd could be found.¹

Dr. Henry Dickason 1953 - 1957

In 1953 Dr. Henry L. Dickason was made President of Morristown College. Dr. Dickason came to the presidency with a long career in the field of education. After receiving his A.B. degree from Ohio State University in 1913 and his M.A. degree from the same school the following year, Dr. Dickason received the Doctor of Pedagogy from Virginia State College in 1942 and the L.L.D. from West Virginia State College in 1948. He then served as Instructor, Registrar, Dean and President at Bluefield State College in Bluefield, West Virginia from 1914 until 1952. Dr. Dickason was invited to the presidency of Morristown College upon his retirement from Bluefield.²

During Dr. Dickason's tenure the entire ground floor of Crary Hall was completely remodeled for the express purpose of housing the Cosmetology Department, making it more accessible to the campus. Installation of all new equipment, modern lighting, heating and ventilation, additional space allotment per person, including supply room, classroom and practice room,

¹Brawley, Two Centuries of Methodist Concern, p. 407.

²College Catalogue, 1955, p. 8.

made it one of the best equipped of its kind in the area. The Cosmetology Department received an "A" rating with the Tennessee State Board of Cosmetology, having requirements which were sufficient for practically all of the states.¹

Dr. Dickason also began a renovation of the administration building and began equipping the classrooms with more modern furniture.²

In the past Morristown College had been striving to maintain a program of teacher training broad enough for its offerings to articulate effectively with the more advanced courses in professional teacher training offered by four year institutions regardless of their regional location or areas of specialization. The college had been somewhat specifically guided by the requirements for the Tennessee Elementary Teachers' Certificate awarded upon completion of certain requirements in a two-year program.³

In September 1953 the plans and requirements for this mode of certification were no longer in effect. It seemed that the projected program which was to be substituted for the former requirements involved in some degree a shifting of emphasis from stress upon courses in methods to one of content. While not neglecting aspects of method and practice in teaching courses would give special attention to content as basic

¹Ibid., p. 15.

²College Catalogue, 1958, p. 8.

³College Catalogue, 1953, p. 41.

equipment for the successful teacher in the elementary subjects.¹

In connection with this revision in emphasis, provision was made for a core curriculum within a framework of General College Education evaluated as incorporating within its range of offerings "aspects of intellectual experience possessed of a universal value," that is, elements which every individual would find of "significance within that intricate web of human relationships and personal problems involved in the areas of daily living." This had the two-fold advantage to the student enrolling in teacher training courses that he was preparing for life at the same time he entered his initial stages of professional training.²

The teacher training program as outlined by the Tennessee Board of Education was a flexible and a challenging one. It was defined in terms of its broad objectives and basic principles. It left to each institution:

freedom of experimentation and the responsibility of developing its own program as an institutional expression of its conception of the significant elements in a plan for teacher-training developed in harmony with the original objectives."³

The program was therefore designed to remain for a time a tentative and experimental one, possessed of a measure of flexibility and subject to revision in the light of its evaluation as an instrument for the training of teachers.⁴

¹Ibid.

²Ibid.

³College Catalogue, 1954, pp. 41-42.

⁴Ibid., p. 42.

The Tennessee Regulations for the Certification of Teachers adopted August 15, 1953 had this to say regarding the General Education Core:

The General Education Core shall consist of not less than 60 quarter hours of credit earned in the following prescribed areas of instruction, with recommended credit being distributed as follows:

Communication	9
Health, Personal Development of Home and Family Living	9
Humanities	15
Natural Sciences	12
Social Studies	12
Fundamental Concepts of Mathematics	3 ¹

In line with the above general list of recommendations and the previous statement of principles, student teachers in training were permitted to elect courses under guidance to the end that their electives would "represent courses organized in a desirable sequence to contribute to their rounded development and to provide a cultural basis for their later professional specialized training."²

The course in professional training was designed with two purposes in mind (1) to provide a suitable foundation for specialized training in the last two years of college, (2) to prepare the student for the issuance of Type D, Emergency Certificate in case he found it necessary to do some teaching before completion of his last two years of training.³ (See Appendix I)

The G. I. Bill for veterans who served in the Armed Forces after June 27, 1950 was known as Public Law No. 550.

¹Ibid., p. 42.

²Ibid.

³Ibid.

To be eligible, a veteran was required to be out of active service and to meet the following requirements: (1) he had to be discharged under conditions other than dishonorable; (2) he had to have had active military duty after June 27, 1950; and (3) he had to have had at least ninety days total service, unless discharged sooner for an actual service-incurred disability.¹

Qualified veterans were permitted to enroll in any department that was open to other students with the same qualifications. For college level work the veteran had to be registered for at least 14 quarter hours, to be in full-time training and entitled to full education and training allowance. For work below the college level a veteran needed to be registered for a period of 30 clock hours per week.²

Veterans' training, conduct and progress had to be maintained at all times both on and off the campus in a satisfactory manner, conforming to the ideals of the college. They were required by the Veterans' Administration to attend classes regularly. All absences were reported to the Office of Veterans' Affairs.³

On April 1, 1955 honor was paid to Miss Lillian E. Wood who had served the faculty at Morristown College for forty-eight years. The Lillian E. Wood Child Library was dedicated. A room near the adult library in the Administration Building was

¹College Catalogue, 1954, p. 26.

²Ibid.

³Ibid.

selected, painted and equipped for that purpose. Much of the equipment and adequate books were donated by friends of the college. Practice teachers were to conduct daily storytelling hours in the library where pupils would include first to sixth grade children.¹

Dr. Dickason remained as President until his death in 1957, when again Mrs. Miller W. Boyd was called upon to serve as Acting President.²

The East Tennessee Annual Conference in session in 1957 recorded the following statement in its minutes:

The College has gone through a crisis in the last decade. It has lost two outstanding Presidents in the persons of Dr. Miller W. Boyd, and Dr. H. L. Dickason, both were vitally interested in the college and the work of the East Tennessee Conference. Each time following the deaths of these Presidents, Mrs. M. W. Boyd has carried on the work very courageously.³

Mrs. Boyd stated the following in a letter to this researcher concerning the students who attended Morristown College while Mrs. Boyd was there (1928-1957):

They were respectful and very dedicated. They participated wholeheartedly in all student activities. Although poor, they were always neat and well groomed. In fact, there were few serious problems in "Our Big Family" - other than financial.⁴

¹Daily-Gazette Mail, March 27, 1955.

²Brawley, Two Centuries of Methodist Concern, p. 408.

³Ibid.

⁴Letter to the Researcher from Mrs. Mary G. Boyd, dated June 15, 1982.

Dr. Leonard L. Haynes, Jr. - 1957 - 1959

Dr. L. L. Haynes, Jr. was elected to the presidency in 1957 following the passing of Dr. Dickason.

Dr. Haynes held a B.A. degree from Houston-Tilloston College, a B.D. degree from Gammon Theological Seminary and a Doctor of Theology Degree from Boston University. Dr. Haynes, had had experience primarily as a pastor, an instructor, and as College Dean.¹

Dr. Haynes began an intensive drive for students and the enrollment showed a rise of about twenty-five percent the first year. Further work of improving the administration building was carried on with the installation of a post office. The Canteen was moved to Crary Hall where larger and more modern facilities were provided. Under Dr. Haynes' leadership the college became a member of the American Association of Junior Colleges. The college undertook the revision of the curriculum and instigated an integrated general education program under the caption "to set the student free."²

Effective September 1, 1958, Morristown College initiated a new program which was looked on as a radical departure from the traditional approach to the program of higher education, with regard to the effectiveness of instruction and the overall objective of Morristown College. The new program was the direct result of efforts of the faculty to undertake a major evaluation of the total program of the college in 1958. There was to be

¹Brawley, Two Centuries of Methodist Concern, p. 408.

²College Catalogue, 1958, p. 8.

a major overhaul of curriculum and revision of techniques to facilitate the effectiveness of instruction. The added impetus was given to the program of 1957-58, when the Board of Trustees authorized a study to be made by the Methodist Board of Education on the "General Purpose and Future Program of Morristown College." It was to include an evaluation of the college in terms of its past contributions, the development of a general guide for the future, an examination by the State Board of Education, and the role of Morristown College in the light of present trends. It was the report of this committee as adopted by the Board in November 1957 which set the framework for this new program. At the same time, action was taken authorizing the administration and faculty to exercise freedom in implementing such a program by way of curriculum changes and necessary modifications in techniques of instruction.¹

Dr. Winslow R. Hatch, U. S. Department of Health, Education and Welfare, and former dean of the College of General Education, Boston University, was invited to act as a consultant to the faculty as it thought through the major objectives of the new program to be instituted. The administration made every effort to have effective student participation in an effort to improve the College's instructional program.²

The faculty was convinced that these achievements called for deleting several courses which had been offered in the past; major overhauling of almost every course; continued enrichment

¹Ibid., p. 11.

²Ibid.

of certain courses through mergers with certain other courses, and building a few new courses. The faculty was further convinced that a thorough examination of teaching procedures and techniques and a major realignment of resources for teaching aids were necessary to make the new program effective.¹

As its general objectives Morristown College proposed in 1958:

. . . to set the student free for more independent learning. . . .

. . . to establish in students the basic principles of inquiry in the major fields of knowledge, to have them reflect spirit in human relations, to understand the areas of knowledge as an integrated whole, to develop leadership through their capacity to handle problem situations, to develop an aesthetic appreciation of the world in which they live and the world beyond themselves, to achieve a sense of personal responsibility for their own actions and to see their involvement in the actions of others. . . .

. . . to have students regard self-discipline and self-sacrifice as the greatest implements in developing a sense of character; to develop a sense of intellectual curiosity, commensurate with their abilities, capacities and resources, and to have an awareness of a sense of loyalty to the Christian Church.²

The Specific Objectives of the college were to provide a transfer curriculum and a terminal curriculum.

The transfer curriculum:

1. Provided a basic two year program for majors in liberal arts in a senior college.
2. Provided a basic two year program in General Education for a major in teacher education.
3. Provided a one year pre-professional program in nursing.
4. Provided the basic framework for a major in Christian Education.

¹Ibid.

²Ibid., p. 6.

5. Provided a program of studies at the secondary level that would promote successful living and satisfy requirements for entrance to college.¹

The terminal curriculum:

1. Provided terminal education in the areas of secretarial science, brick masonry and carpentry, and cosmetology.
2. Provided a program of adult education for self-improvement. (This program was not offered in 1960-61. During the 1961-62 school year it was under study and was being considered for the 1962-63 school year on an experimental basis.)²

The "general assumption" concerning the new program was stated in the following manner:

The faculty and student body of Morristown College believe that the quality of the instructional program may be improved by more independent learning on the part of the student. The ideal graduate of Morristown College is expected to possess the basic principles of inquiry in the major fields of knowledge, to reflect the Christian Spirit in human relations, to understand the areas of knowledge as an integrated whole, to develop leadership through his capacity to handle problem situations, to develop an aesthetic appreciation of the world in which he lives, and the world beyond himself, to achieve a sense of personal responsibility for his own actions and see his involvement in the actions of others. He regards self-discipline and self-sacrifice as the greatest implement in developing a sense of character; he develops a sense of intellectual curiosity commensurate with his abilities, capacities and resources, and has an awareness of and a sense of loyalty to the the Christian Church.

These characteristics of the human spirit can be achieved through more independent learning on the part of the student through communication and the activities curriculum. Every effort will be made to "Set the Student Free," and evaluate his educational development in terms of achievement rather than in terms of credit hours. Prescribed areas of educational experiences will be made available to the student in the hope that excellence of personality will be achieved.³

¹Ibid., p. 6.

²Ibid.

³Ibid., p. 12.

As the first step, the faculty under the guidance of the Committee on Curriculum and Research, explored certain basic propositions and assumptions on how the quality of education might be improved in the light of available resources. This was followed by an examination and modification of basic philosophy and procedures as outlined below:

- A. Requirements for graduation should be stated in terms of achieving certain goals.
- B. Efforts should be made to reduce the number of courses and to enrich the courses offered.
- C. Students should be given a common core of experiences in line with the expected minimum achievement.
- D. Concern for the impact of college experiences upon the total behavior of the student should be greater than that given to time spent in the classroom as such.
- E. Traditional "Survey Courses" can become rather superficial and might well be replaced by careful selection of "typical material" which will illustrate fundamental principles.
- F. Standardized testing should be kept at a maximum, in order that there will be proper guidance and a minimum of lost motion in making the program of instruction effective.
- G. Emphasis upon achievement is prior to the amount of credit given a course.¹

It was the unanimous decision of the faculty to change certain basic procedures to fulfill the requirements of the new program. These changes are outlined below:

- A. A realignment of the divisional offering of the curriculum facilitates greater cooperation.
- B. A greater coordination between the departments is necessary in developing syllabi, in the use of laboratory equipment, library, and other instructional aids.

¹Ibid., pp. 12-13.

- C. An effort is being made to eliminate duplicate material and repetition of content in course offerings, except on progressive levels of achievement and understanding.
- D. An effort is being made to eliminate small classes and modernize course offerings.
- E. The relatedness and interdependence of all academic areas is emphasized in the program of effective teaching.
- F. The new approach to the problem of effective instructions is to build new syllabi for every course.
- G. The minimum content in each section of any given course of study is standardized.
- H. An enriched course in the Humanities is offered on the Sophomore level.
- I. The required course in Mathematics is taught in relationship to the mathematical functions needed for effective instruction in other areas.
- J. A provision is made to facilitate instruction by related service.
- K. A program of guidance and counseling under-rides the new program.¹

In explaining its new organization the catalogue of the college stated:

Morristown College in an era of emphasis on the scientific approach, is embarking upon an integrated curriculum designed to "set the student free." It is the belief of the College that students must be set free to discover patterns of conduct, develop an adequate philosophy of life, approach fields of knowledge with an attitude of inquiry or an inquiring mind, if he is to relate these vast fields of knowledge to his own life experiences, and if he is to fully develop his intellectual capacity.

With these aims in mind certain changes have been made in the curriculum and it has been recognized so that students in each area of study may have some knowledge and experiences in those areas of general education deemed so necessary to the fulfillment of life. It is the College's belief that every student

¹Ibid., p. 13.

should be able to communicate not only by writing and speaking, but also by listening. This broader concept brings together all the facilities necessary to communication in this enlightened age through wide use of audio visual aids. The humanities concept is developed in the general education program for the purpose of bringing before the student the contributions of the ages through art, music, philosophy, and literature, and letting him see how it applies to his life today. The curriculum is designed to also acquaint the student with the biological and physical sciences so that he may be able to live adequately in this scientific age.

Students are advised to select courses in the area of social sciences in order to better understand life, human nature, and their reactions to stimuli. Emphasis is also placed upon citizenship training for participation on the local, state, and national levels. Other courses of a terminal nature, such as building trades, cosmetology, and secretarial sciences can be taken for self-improvement as well as for job preparation.¹

The faculty believed that major emphasis needed to be placed on the importance of the quality of education if achievement was kept in form, and definite movement in this direction sustained.

Morristown College faculty further believed that:

. . . all learning does not take place in the classroom but must be supplemented through an integrated co-curriculum program that will give added experiences and meaning to the subject matter. Such experiences are developed through participation in dramatic presentations, school publications, intramural and intercollegiate sports, community projects, club projects, literary expressions, lectures and recitals.²

The division of instructions were the humanities, the sciences, the social sciences, and the specialized area.

¹Ibid., p. 19.

²Ibid.

All of the courses were brought together and integrated within these major divisions. They included the following subject areas:

The Humanities

Communications
Public Speaking

French
Spanish

Music
Western World
Literature

The Sciences

Biology
Mathematics

Chemistry
Physical Education
and Health

Home Economics

Natural Science

Business Education
Economics
Philosophy
Sociology

Education
Psychology
Secretarial
Sciences

Geography
Religion

History
Social Science

Specialized Area

Building Trades

Cosmetology¹

Some of the major curriculum changes included:

1. Proficiency examinations could be used to eliminate prerequisites to particular courses of study, as well as to eliminate some course requirements, yet not reducing the total number of hours required for graduation, but rather allowing the student to broaden the area of his college experience by taking additional courses of his own choosing.

2. Foreign Languages were taught with a functional emphasis and the student was called upon to demonstrate his proficiency in the language.

¹Ibid., p. 20.

3. Courses in philosophy replaced the traditional Freshman Orientation Courses.

4. Social Science on the Freshman level was changed from a "Survey Course" to a course in Human Relations.

5. Traditional Freshman Composition Courses were replaced by enriched courses in communication.

6. Courses in General Education Science were required of all candidates for the Associate in Arts, except persons qualifying for the pre-dietetic, premedical and the pre-dental curriculum.¹

Morristown College held that the chief aim of the new program "Set the Student Free" was the cultivation of personal relationships between the institution and the student. This area supplemented other forces "working to achieve the largest understanding of the meaning of life, history, cultural heritage, self-discipline, morality and religion." With these interests Morristown College had a program of personal work, which emphasized "the initiative in the individual, the value of self-fulfillment, training for financial and social success as well as for social sympathy and self-giving."²

Morristown College granted the degree of Associate of Arts to each student who completed a two-year specified curriculum offered by the college and who acquired at least 64 semester hours with an honor point ratio of at least 1.0.

¹Ibid., p. 14.

²Ibid., p. 15.

If a student, with the consent of his advisor, made certain substitutions of subjects in his course in order to meet specific requirements of the college to which he planned to transfer, he would also be granted the Associate in Arts degree if he acquired at least 64 semester hours with an honor point ratio of at least 1.0.¹

Students who completed a one-year prescribed course with at least 32 semester hours and an honor point ratio of at least 1.0 were granted a certificate.²

The Morristown College faculty believed that there were many valuable experiences, in addition to classroom activities, that helped to develop the outcomes sought by the institution. They felt that work opportunities and community projects facilitated the accumulation of valuable experiences which would otherwise be impossible.³

For a number of years the college sought desirable work experiences for its students both in the community and in the nation through summer work projects. Groups of students had been able to acquire practical experiences of job situations thereby helping them financially and emotionally. Many had job opportunities that would relate directly with their vocations by gaining practical experiences dealing with children and helping with summer recreational programs. The college assisted with such community projects as Little League Baseball and basketball tournaments thereby permitting

¹Ibid., p. 20.

²Ibid.

³Ibid., p. 21.

student participation. Physical education majors were provided opportunities for refereeing basketball games and supervising intramural sports.¹

Students were encouraged to participate in Christian education programs by supplying Sunday School teachers, assisting in many phases of church work in the community, and participating in programs wherever their talents could be used.²

Every year the students were made conscious of their obligation to society by organizing them for the sponsoring of such projects as heart disease, or the Red Cross blood bank. Morristown College faculty believed in educating the total individual and attempted to do this through the inter-relationship of an adequate curricular program, the co-curricular program and field experiences. These experiences were evaluated by the student and his counselor and every effort was provided whereby the student was able to best select and develop his potential in the proper field.³

All athletics at Morristown College were under the direct control of the College Athletic Committee. The college was a member of the Eastern Intercollegiate Athletic Conference.⁴

¹Ibid.

²Ibid.

³Ibid.

⁴College Catalogue, 1950, p. 69.

Intramural physical activity, sponsored by the Department of Health and Physical Education, included softball, basketball, football, volleyball, tennis, track, golf, boxing, wrestling, archery, gymnastics, and various other group and individual sports. All students were encouraged to participate in as many of these activities as possible.¹

Intercollegiate athletics in 1955 included football, basketball, baseball, track and tennis. Any male student who met scholarship requirements was eligible for participation.² In 1969 the only intercollegiate sport in which Morristown College participated in was basketball. Morristown was then a member of the National Junior College Athletic Association for the Tennessee Region.³

The activity program in the high school was very similar to that in the college. The high school student had an opportunity to participate in football, basketball, track, playing intercollegiately and many other sports intramurally. The intramural program was provided under the Department of Physical Education. Games of tennis, softball, track, horseshoes, volleyball, ping-pong, etc., were played. Girls as well as boys were well integrated into the program of activity. All activities such as debating, dramatics, club activities, and music were emphasized with equal force and interest for all high school students.⁴

¹Ibid.

²College Catalogue, 1955, p. 33.

³College Catalogue, 1969, p. 136.

⁴College Catalogue, 1950, p. 69.

The first year in the school's history that the catalogue was to state that the school offered athletic scholarships was 1960. The scholarships were made available to high school principals, counselors or coaches to be awarded to students with athletic ability in football and/or basketball. News clippings, personal data, etc., and recommendations from the high school coaches were used as a basis for awarding these scholarships. These scholarships ranged from \$100-\$150 per year.¹ The Board of Trustees again authorized athletic scholarships for the 1970-1971 school year. The total was \$6,000.²

It was the aim of the music department to offer courses which would help the students understand and appreciate more fully all types of music. The objectives of this department were to provide music training required of teachers in elementary and high schools, and to lay foundations for the training of future teachers or supervisors of music. The department offered music theory, music history and appreciation, harmony, ear training and sight singing, fundamentals of Public School Music and Methods and Materials.³

The formal music curriculum was enlarged by two vocal music organizations. The Morristown College Choir and the

¹College Catalogue, 1960, p. 5.

²College Catalogue, 1970, p. 1.

³College Catalogue, 1955, p. 51.

Ensemble provided the ideal opportunity to become acquainted with standard choral literature from the Old Masters of Italy, Germany, etc., classic, modern and spirituals. Not only did these groups travel in the interest of the school throughout the year in many states, but also gave concerts, oratorios, cantatas and sang in the local churches, chapel and for vesper services at the College.¹

In 1958 the catalogue stated that the college had been "approved for the purpose of providing training for veterans under Public Law 346, Public Law 16, 78th Congress, also Public Law 550 and 894, 84th Congress."²

The enactment of the Civil Rights Act in 1954 paved the way for Morristown College to offer educational opportunities to young people regardless of race.

The 1957 catalogue announced:

It is very inspiring to note that many of the racial barriers that existed during the early days of Dr. Hill's lifetime have gradually been removed. It is also a pleasure to announce that beginning September, 1956 (our 76th year) the facilities of this institution will be available to all people. As the only institution in this vicinity which offers training beyond the high school level, Morristown College is very happy to welcome as students, young men and women of all races and creeds.³

In 1959 Morristown College became a member of the Morristown Chamber of Commerce.⁴

¹Ibid.

²College Catalogue, 1958, p. 48.

³College Catalogue, 1956, p. 4.

⁴College Catalogue, 1959, p. 1.

In 1958 the college newspaper was called the Red Knight Journal and was published quarterly. It was edited by the Red Knight Staff which was elected by the student body.¹

Dr. Haynes resigned June 30, 1959. The 1959-60 school year began under the direction of an administrative committee composed of Dr. James Thomas, Methodist Board of Education, Mr. P. A. Edwards, Dean, and Mr. John T. Williams, Business Manager.²

Until 1959 Morristown College was the only high school in Hamblen County which was opened to blacks. Then in 1959 the city of Morristown incorporated West High School to serve black students. Since there was no longer a need to offer secondary education, the high school element was dropped.³

At the 1960 spring meeting the Trustee Board voted to amend the charter to reflect the change to a two-year college program; changing the name of the institution to Morristown College.⁴ (See Appendix E)

The 1959-60 college bulletin deleted the statement relative to the high school and those relative to adult education. This reflected the action of the Board of Trustees to "concentrate on the efforts of the institution on the first two years of college education and basically to promote the liberal arts core."⁵

¹Ibid., p. 48.

²College Catalogue, 1960, p. 8.

³Self Study Report to the Southern Association of Colleges and Schools, 1981, p. 10.

⁴Ibid.

⁵Ibid., p. 18.

Dr. Elmer P. Gibson 1959 - 1969

Dr. Elmer P. Gibson, a retired Chaplain in the United States Army, with the rank of Lieutenant Colonel, and member of the Delaware Conference of the Methodist Church for 35 years, assumed the presidency on December 7, 1959, and became the college's seventh president. Dr. Gibson was educated at Lincoln University, Pennsylvania (A.B.); the University of Pennsylvania (A.M. in Sociology); Crozier Theological Seminary, Chester, Pennsylvania (S.T.B.), and Temple University, where he received the degree of Master of Arts in Education. He was serving as counselor in the public school system of Philadelphia when he was elected president of Morristown.¹

During his administration \$100,000 was raised through grants and gifts from foundations and individuals, and from churches of the supporting conferences. Dr. Gibson conducted an intensive developmental program which resulted in complete renovation of the entire plant, including remodeling and relocation of the library, adding new shelving, books and other equipment; transfer of the Dean-Registrar's office to the first floor of the multi-purpose Administration Building and installing a fireproof vault; refurbishing classrooms, science laboratories and both dormitories; renovation of the New Jersey Home, complete landscaping of the campus, tiling all floors, installing fire escapes and new bathroom fixtures in the dormitories, and painting of all buildings, inside and out.²

¹College Catalogue, 1960, p. 15.

²Ibid.

1961 - 1971

In 1960-61 there were two professors; five associate professors; four assistant professors; three instructors; and four assistant instructors.¹ Eleven of the faculty members were black, six were white and one was Chinese.² Tuition was now \$104.00 a semester, and room and board \$172.00 a semester. There were 154 students, but only thirty-six students that academic year came from the area within fifty miles of the school.³

The most significant sign of progress and one of the college's greatest achievements occurred in December 1961. The college was then admitted to full membership in the Southern Association of Colleges and Secondary Schools, the highest rating agency in its geographical area. The accreditation gave Morristown College a recognition not achieved by other historically black two-year institutions in the United States.⁴ (See Appendix I)

The social regulations for the year 1960-61 were as follows:

Away-from-home students may not have cars or other motor vehicles while enrolled at the college, except in unusual circumstances and by special permission obtained before arrival at Morristown. No

¹Report of the Institutional Self Study, 1969, James T. Northern, Director, p. 93.

²Daily Gazette Mail, May 18, 1961

³College Catalogue, 1960.

⁴Report of the Institutional Self Study, 1969, James T. Northern, Director, p. 7.

student, either local or away from home, may marry during the college year without faculty approval.

Demerits may be given by the faculty for infraction of regulations or unbecoming conduct, usually on the recommendation of the Student-Life and Welfare Committee. The accumulation of ten demerits results in immediate suspension from college.

A student may be dismissed not only for overt acts, but also, when in the opinion of the faculty, he is persisting in a course of conduct detrimental to himself and the college, or is not giving evidence of fitting into the larger ideals or program of Morristown College. A report of official discipline is made to the parents and a statement of standing placed on the student's record.

A student is held responsible for any breach of the recognized rules of reputable conduct, whether or not specifically mentioned in the regulation. Drinking, dishonesty, sexual immorality, habitual profanity, gambling, and other serious misconduct forfeits for the offender all claims to the advantages offered by the college.¹

The 1965 catalogue added:

Students are held responsible for information published through notices and announcements placed on bulletin boards or made at student assemblies. The college reserves the right to notify civil authorities whenever a student is guilty of or charged with a violation of civil law.²

The next year students were again required to attend the weekday assemblies whenever they were held. The students were also expected to attend the Chapel Services conducted each Thursday morning.³

In 1966 the operation of automobiles was permitted on the Morristown College Campus provided:

¹College Catalogue, 1960, p. 24.

²College Catalogue, 1965, p. 33.

³College Catalogue, 1966, p. 32.

1. The car was properly licensed.
2. The student was properly licensed.
3. The car was covered by adequate liability insurance.
4. The car was registered in the Dean's office with a signed statement of permission from parents.
5. The privilege was not abused by:
 - a) Delinquent grades.
 - b) Delinquent in the business office.
 - c) Unsatisfactory conduct.
 - d) Violation of operating and parking regulations.
6. The car had a campus sticker.¹

The catalogue stated: "The act of Congress providing the funds for National Defense Student Loans regards automobiles as luxuries, unless the student must have one in order to go to and from school. Therefore, students operating automobiles will not be granted National Defense Student Loans."²

A Counseling Program was designed in 1960 to meet the needs of every student. During the Orientation Week a battery of tests was administered to all freshmen and new students. This battery consisted of the following tests: (1) a collegiate aptitude test, (2) academic achievement tests in English, mathematics, science, and social studies, (3) a personality test, and (4) a vocational interest interview. The results of these tests were interpreted to the student through group discussions and individual counseling. During the second

¹Ibid., p. 3.

²Ibid.

semester of the sophomore year a similar battery of achievement tests was given to help the student evaluate his progress.¹

Each student was assigned a counselor who helped him interpret his test results, map his academic program and assisted with adjustment problems.²

In 1962 a new Allen Organ and Steinway piano were acquired by the college as a result of contributions made by Mr. and Mrs. Lynn Sheeley, Sr., of the Lynn Sheeley Company, Morristown. Both instruments were dedicated on March 19, 1963 and installed in the newly renovated and modernized Swift Chapel.³

Mr. Sheeley, a trustee of Morristown College since 1923, formerly served as chairman of the Board.⁴

In 1962 the gymnasium was renovated at the cost of \$60,000 doubling the floor space of the original Kellogg gym built in 1926, and renamed for two doctors. The cost of renovating the Valentine-Branch Gymnasium was entirely paid for through funds made available by the Methodist Board of Education in Nashville and the First Methodist Church of Newport, Tennessee.⁵

The gym's namesakes were Dr. Fred M. Valentine, Sr., and Dr. Dennis Branch. At the time of the dedication both

¹College Catalogue, 1960, pp. 38-39.

²Ibid.

³Press Release, September 1963, Morristown College.

⁴Ibid.

⁵Knoxville News Sentinel, November 1, 1962, p. 3.

were Newport physicians. Dr. Valentine was a trustee of Morristown College and had practiced medicine in Cocke County for 34 years. Dr. Branch was the first black to be appointed to the Newport Chamber of Commerce and had served as its vice-president. Dr. Branch was a trustee emeritus of Morristown College and had practiced medicine in Newport for nearly 50 years.¹

During the summer of 1963 the New Jersey Home was remodeled to make three apartments for faculty housing on the first floor. New bathrooms and other improvements were made on the second floor for the housing of male faculty members. New furnishings were also installed in the Canteen.²

During the 1963-64 academic year, a new mahogany paneled library reading room was created from unused space under the chapel.³

The college received its first National Science Foundation grant for the support of the Undergraduate Instructional Scientific Equipment Program in May of that year. The amount of the grant was \$7,048 for the purchase of science instructional equipment and supplies for the science and math divisions.⁴

During the summer of 1964 the remodeling of Kenwood Refectory was effected. This included the remodeling of the kitchen and the installation of newly purchased equipment, the

¹ Ibid.

² College Catalogue, 1965, p. 16.

³ Ibid.

⁴ Ibid.

removal of the steam serving tables from the dining area into a newly created area between the kitchen and dining room and the transformation of an unused area above the kitchen into a paneled faculty dining room. New modern dining room furniture and fireproof draperies were installed in the fall of 1964.¹

An addition to the Administration Building of a room approximately forty-seven square feet in size, to house the stacks for the library was completed in the fall of 1964.²

On December 4, 1964 a \$25.00 a plate "Kick-Off Dinner" initiated a campaign by the trustees to raise funds to erect a Science Building. Newly elected Bishop Earl G. Hunt, Jr., Resident Bishop of the Charlotte Area of the Methodist Church, delivered the kick-off address. Over \$12,000 was realized at this dinner.³

Each supporting annual conference was invited to pledge funds for a four year period. The college received two government grants: One for \$120,000 under Title I of HEFA of 1963, and one for \$61,000 under the Appalachian Regional Program. A group of local people, led by the Honorable H. S. Walters, former senator, the Honorable James E. Burke, and Mr. William Lacey, became interested and sought to enlist the citizens of eastern Tennessee. Their efforts brought in pledges of approximately \$120,000. The Board of Education of the Methodist Church gave \$75,000 in a matching grant.⁴

¹Ibid.

²Ibid.

³College Catalogue, 1965, pp. 16-17.

⁴Red Knight Journal, student publication, Feb. 1, 1968.

Ground was broken for the science building on April 6, 1965. Governor Frank Clement turned the first spade of earth. However, actual work was not begun until more than a year later. Construction of Sheeley-Drew Centennial Science Hall was begun in May of 1967 and the dedication ceremonies were held November 6, 1968. The multi-purpose classroom library-administration building and its facilities were no longer adequate in its provision for the teaching of science.¹

On the ground floor of the science building was located the library, advanced and general biology laboratories with storage and preparation rooms, one biology classroom, biology office, toilets, and boiler room.²

The entrance was on the first floor at the plaza level. Here were located laboratories for general chemistry and physics, with storage and preparation rooms, two classrooms, chemistry office, physics office, dark room, seminar room, and a general storage room.³

Its name was derived from Mr. Lynn Sheeley of Morristown, who served as Chairman of the Board of Trustees for many years, and Dr. Charles Drew, distinguished physician, noted especially for his research in blood plasma.⁴

The installation of automatic alarm systems in the dormitory was completed in 1965.⁵

¹Red Knight Journal, student publication, February 1968, Vol. 5, No. 13.

²Ibid.

³Ibid.

⁴Heritage Day Pamphlet, 1978

⁵College Catalogue, 1965, p. 17.

Grants were received from the Board of Education, and the Methodist Church totaling approximately \$12,000 to assist in the purchase of new library equipment and to cover the cost of the fire alarm system installation.¹

Morristown College was to change its stated aims and purposes in 1965:

Morristown College strives to challenge the student to a glorious adventure in learning and to inspire him in an unending quest of truth. It aims at sending forth students loyal and effective in home and family who may serve as intelligent citizens and constructive leaders in community, state and nation and in a world commonwealth of brother-men. It seeks to generate an atmosphere of discriminating taste and trained appreciation for beauty in both art and nature.

Morristown College prepares youth for independent and original thinking so they may render courageous and creative contribution when faced with those crises in life and society requiring new and untried adjustment to an ever-changing world. Finally it confirms the student in his reverence towards God, in his service to the Church and in dedicated commitment to the ideals of Peace and Brotherhood.²

In 1967 an amendment to the Charter was filed in compliance with Title VI of the Civil Rights Act of 1964 (Public Law 88-352). This was simply a formality since the college was already in compliance with the terms of the Act. The Charter provided for future changes should they become desirable.³

In November 1967 President Gibson gave the value of the plant as \$966,816; the endowment as \$136,152; the enrollment as 298 students, and the faculty and staff as fifty-five.⁴

¹Ibid. ²College Catalogue, 1965, p. 9.

³Self-Study, 1981, p. 9.

⁴Brawley, Two Centuries of Methodist Concern, p. 409.

In 1969 President Gibson resigned.¹

The 1969-70 school year began under the direction of an administrative committee composed of Dr. Frank Williams, Acting President; Mr. P. A. Edwards, Acting Dean-Registrar; and Dr. C. T. Vance, Administrative Assistant.²

In 1969 the college catalogue added to the list of college memberships the Mid-Appalachia College Council, Tennessee College Association, National Education Association and the National Association of Methodist Two-Year Colleges.³ In 1973 the National Council of Independent Junior Colleges was added along with the National Association for Equal Opportunity in Higher Education, and the Tennessee Council of Private Colleges.⁴

The following conferences were offering financial support to Morristown College through Race Relations offerings and other special gifts: Holston, Northern New Jersey, Southern New Jersey, Tennessee, Kentucky and West Virginia. The Baltimore Peninsula and Philadelphia Conference assumed some of the obligations of the dissolved Delaware and Washington Conferences.⁵

¹Ibid. ²College Catalogue, 1970, pp. 9-10.

³College Catalogue, 1969, p. 1.

⁴College Catalogue, 1973, p. 1.

⁵College Catalogue, 1969, p. 10.

The statement of purpose of Morristown College for the year 1969-70 evolved through a process of study and change and was as follows:

Morristown College is a two-year co-educational institution related to the United Methodist Church. Its curriculums are designed to challenge the student to a high level of achievement in the pursuit of truth, and in the preparation of intellectual, social and spiritual leadership.

The college seeks to develop responsible citizens dedicated to Christian principles. It aims to create an atmosphere of appreciation for the practical and cultural value of the arts and the sciences as well as develop a sound educational foundation in the liberal arts. The college encourages the development of healthful habits of living. It provides the opportunity to develop strong bodies through a variety of recreational activities which afford experiences and understanding that will serve throughout life. The college desires to inculcate in students a thirst for knowledge, so that they will continue to seek truth and apply it to life.¹

The stated "Specific Objectives" of the institution carried much more weight and were more clearly defined:

1. To provide a basic two-year program in liberal arts and in general education. Such a program may be terminal with an Associate of Arts Degree, or credits earned may be transferred to a senior college or university toward a Bachelor's Degree.
2. To provide a two-year program in the humanities, the sciences and social sciences or pre-professional preparation.
3. To provide a framework toward a major in Christian education.
4. To provide transferrable and terminal education in the area of secretarial science.
5. To aid students in the difficult transition from high school to college or university.²

¹College Catalogue, 1969, p. 10

²Ibid.

In 1970 the third objective was eliminated.¹

The curriculum supported the stated objectives, although some of the programs were lacking in number and variety of subject offerings.

Continuing periodic study and review of basic purposes and objectives were considered essential. Each year in faculty and board meetings at Morristown College, a review of the basic purposes and objectives was undertaken.²

The 1969-70 Self-Study Report stated that the curricular offerings at Morristown were based upon general aims and purposes of the college, and were basically in keeping with the college policy of admission which was practically an "open door" one.³

Within the past five years, some changes have been made to provide knowledge and experiences in the areas of general education deemed necessary to the fulfillment of life. The college places emphasis on the preparation of the student to communicate in all areas. The basic liberal arts core is a university parallel offering . . .⁴

The normal procedure for control of the curriculum was based on need and demand for new courses or revision of existing ones. Suggestions which would arise in the student body, class discussions, or faculty meetings were presented to the academic committee for consideration and editing. If the curriculum committee needed justification, the committee

¹College Catalogue, 1970, p. 11.

²Report of the Institutional Self-Study 1969, James T. Northern, Director, p. 20.

³Ibid., p. 61.

⁴Ibid.

would call in the proposing individuals to explain their ideas. The final revision was to be presented to the President who would then pass the suggestion to the governing board for official action.¹

An outstanding example of the operation of the procedure is obvious with the course in Afro-American Culture.

Changing times and student interest inspired the Social Science faculty to suggest the course in the general faculty meeting. The entire faculty discussed the approach as to the course description and agreed on a team teaching approach with much more involvement than just the Social Science area. In order to expedite the matter, the Curriculum Committee called a special meeting to act upon the written request. With the endorsement of the committee, the addition was sent to the Administration Committee (in the absence of a president), which approved and sent the proposal to the trustees.²

Deletions from the curriculum were considered and handled in the same manner. Biology III, a nonlaboratory course was deleted after three years of offering during which the students showed little interest.³ National and area trends also affected the approach to the curricular offerings.

The admissions policy as listed in the 1969-70 issue of the Morristown College Bulletin stated:

Morristown College wishes to enroll those students who will benefit most from its program. Admission is based on several factors: The applicant's ability, his previous academic record or achievement, his willingness to contribute to the college community and his interest in a college education. All candidates are required to submit:

¹Ibid.

²Ibid., p. 62.

³Ibid.

1. An application for admission (this may be secured by writing to the registrar, Morristown College, Morristown, Tennessee).
2. A room deposit of \$25.00 (this will be applied to the students' first payment upon entering).
3. A transcript of high school credits with an indication of the student's rank in the graduating class. Graduates of officially approved senior high schools are admitted to the freshman class upon receipt of official transcripts which show satisfactory completion of at least 15 units of which the following are prescribed:

English	4 units
Natural Science	1 unit
Social Science	1 unit
Mathematics	1 unit
Electives	8 units

 (A unit means a year's study on a course in which a student made a passing grade).
4. Morristown College requires applicants to have taken the ACT test, asking that the results be sent to the college.
5. A medical examination report.
6. Two character recommendation reports.
7. "Morristown College will not admit any students who have been dismissed from other colleges for misconduct."¹

A high school equivalency standing was acceptable for admission to the college. The ACT test was required, although there was no cutoff score and the composite score was used only for indicating the student's ability to succeed.²

Those students with an ACT score of less than twelve, were admitted on academic probation. If the student had not taken the ACT, residual testing was available at the college and the student was admitted on academic probation until the

¹College Catalogue, 1969, p. 12.

²Report of the Institutional Self-Study, 1969, James T. Northern, Director, p. 57.

test was taken.¹ Few were the cases in which the school failed to give an applicant a chance.

In the academic year 1967-1968 Morristown College provided a program entitled the College Educational Achievement Program. The purpose of the program was to provide special instructional aid to those students scoring low on the American College Test examination in the areas of reading, writing and mathematics and who were deficient in college preparation. The object of the program was to prepare the students for college work, to reduce the number of students being dismissed for poor grades, and to upgrade the college's academic standards. There were six and one-half additional instructors who conducted the program including a director and counselor.²

One goal of the program was to aid the students at the college in the transition from high school to college and to prepare the students for higher educational achievements.³

One assessment of the program was that "the basics of the program were . . . a tremendous asset to the college. The fulfillment of these goals would have aided in achieving the aims and purposes that the college was striving toward."⁴

The major problem between the college program and the CEAP program was the lack of communication. The CEAP faculty and staff did not attend the meetings of the college, but

¹Ibid.

²Ibid., p. 171.

³Ibid.

⁴Ibid.

instead acted as an individual school simple using college facilities. Because the CEAP faculty remained away from the college, the faculty did not actually understand the problems, aims and purposes of the college and in turn, the college was not acquainted with its problems. The CEAP students were even encouraged by their faculty and staff to seek enrollment in other schools rather than attend Morristown College.¹

The CEAP program relied on careful counseling and guided studies. The students progressed at their own achievement speed and some credits were earned for which college credit was given. A failure to request funds for room and board resulted in the program adding to the expenditures of Morristown College. The administration at that time decided not to renew the program for 1968-1969.²

Morristown College was also involved with the Mid-Appalachia College Council, Inc., which was a consortium of twelve colleges. The purpose was to upgrade college standards in curricular offerings, in administrative and faculty areas, and in the library. The object of the program was to provide additional curricular opportunities for the college student, and pool the resources of the institutions.³

MACCI owned a biological station on Norris Lake and offered a summer study course for the interested student. College credit was given for the student taking advantage of the offering.⁴

¹Ibid., p. 172.

²Ibid., pp. 172-173.

³Ibid., pp. 173-174

⁴Ibid., p. 174.

Another object of the program was to aid the college libraries. MACCI initiated an inter-library loan program. This program allowed the member libraries to increase their service to the students without increasing the cost.¹

The program also aided in keeping member colleges informed as to the opportunities of funding available, within various foundations and government agencies. They provided special workshops for the faculty and staff of the member institutions. The workshops gave the participants an opportunity to discuss and analyze their problems and provided an opportunity for them to find out how the other schools handled similar situations.²

MACCI aided in upgrading the potential of the college in achieving a higher educational level with the Biological Station and the Inter-Library Loan Program. As of the 1969-1970 school year, no Morristown student had participated in the courses due to the required prerequisites. All of the other colleges in the consortium were four-year institutions and made more use of this type of advanced training than the two-year institution. Each member paid \$500 annual membership fee and shared equally the cost of any special projects undertaken by the consortium. The MACCI-TV Committee arranged for each of the member colleges to have a thirty minute television special,

¹Ibid.

²Ibid.

thus giving each member college an opportunity to demonstrate its positive aspects to the people of the Appalachian area.¹

The administrative staff was actively pursuing a program (Higher Education Learning Procedures) to serve academically deprived students. The program was to be operated within the general framework of the college and to be an active part of the college. The President delegated the authority to the Director of Institutional Projects and Studies to contact foundations and to secure funds for this project. It was the hope of the college that the project would be initiated by academic year 1971-1972.²

The Academic Skills Clinic was an outgrowth of the failure to secure funds from any source to initiate the Higher Education Learning Procedures program. The clinic was therefore experimental in nature.³

The Clinic was staffed by one full-time person designated as Coordinator. Even though he was the only full time tutor-instructor (mainly in the areas of communication and basic study skills), he supervised the regular math tutorial sessions conducted by capable students, and he found the student-tutors upon student request, to tutor in other areas.⁴

During the first two months (October 15 - December 22, 1970), the Clinic operated on an open door and referral basis. Services of the Coordinator were available each class day

¹Ibid., p. 174-175.

²Ibid.

³Ibid., pp. 175-176.

⁴Ibid., p. 176.

plus Saturday, and tutoring sessions for math were held four days per week in periods of one hour and a half. Response was good, but not good enough--considering the deficiencies of the student body in general.

Approximately one-fifth of the student body visited the office of the Coordinator (about fifty percent through the referral procedure and about fifty percent on their own) during this period.¹

Visitations and referral data revealed that most of the students could benefit greatly from a more complete remedial program. General tutorial assistance in most instances was less than adequate for many. Therefore, upon recommendation from at least two of the academic divisions of the college, further consideration was to be given to the inclusion of basic English and basic mathematics remedial courses into the general curriculum. An experiment with weekly sessions in reading for comprehension was being attempted by the Coordinator of the Skills Clinic.²

At any rate, there was an obvious need, because of students' academic deficiencies and because of rather low student motivation, for more and better structured remedial sessions.

Morristown College and Carson-Newman College carried on a program of Upward Bound on a cooperative arrangement.

¹Ibid.

²Ibid., p. 170.

This program provided early training for many economically deprived, but academically capable students. A few of the students entered Morristown College on a regular basis upon completing the Upward Bound program.¹

In 1969 Morristown College had four basic sources of income: tuition and fees, endowments, gifts and grants, and auxiliary enterprises. The greatest source of income (as reflected in Table 3) came from gifts and grants. This source of income was up in 1967-1968 through a Government grant for the College Educational Achievement Program or CEAP. The 1969-1970 peak for gifts and grants was a result of increased giving by the sponsoring church body, the United Methodist Church, and through federal grants, Title III.²

There was a decline in the total tuition and fees collected in 1968-1969, but this decrease in revenue also reflected a decrease in enrollment for that year. In 1967-1968 the CEAP program had an approximate enrollment of one hundred students. The decision was made to discontinue this program, necessitating a revision of recruitment plans. Because the decision was made late in the school year there was a small expenditure on recruitment, resulting in a decline in the fall enrollment.³

¹Ibid.

²Report of the Institutional Self-Study 1969, James T. Northern, Director, p. 74.

³Ibid.

TABLE 3
CURRENT FUND INCOME BY SOURCE, 1964-1970

	Education and General Income					
	1964-1965	1965-1966	1966-1967	1967-1978	1968-1969	1969-1970
Tuition and Fees	\$ 66,833.00	\$ 99,361.00	\$122,113.00	\$107,050.00	\$ 88,667.00 [†]	\$ 82,512.00
Endowment	8,483.00	8,924.00	9,104.00	12,475.00	7,362.00 [†]	13,574.00
Gifts and Grants . .	77,390.00	81,365.00	112,957.00	145,594.00	109,443.00	216,495.00
General and Miscellaneous . .	9,641.00	8,226.00	4,340.00	27,926.00	17,498.00	16,117.00
Total	162,347.00	197,876.00	248,514.00	293,045.00	222,970.00	328,698.00
Auxiliary Enterprises						
Athletics	3,392.00	227.00	1,123.00	675.00	625.00	258.00
Book Store and Yearbook	6,839.00	12,562.00	15,079.00	7,953.00	8,290.00	7,009.00
Dining Hall and Dormitory	86,291.00	95,935.00	140,116.00	140,623.00	97,348.00	74,783.00
Canteen	5,637.00	8,377.00	9,424.00	8,622.00	6,101.00	5,168.00
Infirmary	1,877.00	796.00	1,156.00	755.00	754.00	1,081.00
Total	104,036.00	117,897.00	166,898.00	158,628.00	113,118.00	88,299.00
Student Aid						
	13,304.00	11,363.00	15,516.00	21,127.00	34,824.00	33,629.00
				99,100.00*		2,406.00**
Grand Total	\$279,687.00	\$327,136.00	\$430,928.00	\$571,900.00	\$370,912.00	\$453,032.00

SOURCE: Report of the Institutional Self-Study for the Commission on Colleges, Southern Association of Colleges and Schools. James T. Northern Director. Morristown College 1969-1971.

* Special Activity - CEAP

** Special Renovation (Capital Fund)

[†] Endowment income reflects a change in payment period. This figure is computed on a seven month basis instead of a twelve month basis.

Increases during this five-year period in the area of student aid resulted from the participation of the college in government programs for assistance to students: such as, National Defense Student Loans, and Educational Opportunity Grants. Increases also arose from the awarding of scholarships from private sources and foundation grants, such as Berkline, Reynolds Foundation, Alcoa and the Methodist Board scholarships and others.¹

Morristown College participated in government financial programs such Title II, III, and IV; all of which were added sources of income. Morristown College while a private institution, also received local support as a member of the United Fund of Hamblen County, Tennessee. The amount of this support was \$8,000 in 1970-1971. The support was discontinued in 1972.²

The physical plant in 1970 consisted of fifteen buildings on a forty-eight (plus) acre plot. These buildings included:

Eight major buildings as follows:

1. Laura Yard Hill Hall -- Administrative Office, classrooms, Carnegie Library and Swift Chapel.
2. Valentine-Branch Gymnasium -- basketball court, classrooms.
3. Sheeley-Drew Centennial Science Hall -- offices, classrooms including laboratories.
4. Crary Hall -- Women's dormitory, the Student Union.
5. Kenwood Refectory -- dining hall.
6. Wallace Hall -- Men's Dormitory.
7. William & Sara Boyd Building -- storage.
8. Central Heating Plant -- heating and hot water supply.

¹Ibid.

²Ibid.

Seven minor buildings:

The President's Home -- one-family dwelling.

The Carriger House -- a two-family home.

The Braden House -- a one-family cottage.

The Cody House -- a one-family cottage.

The Wood House -- one-family house.

The Cain-Coleman House -- one-family building.

The New Jersey Home -- multi-family house.¹

The value of the physical plant at that time was \$1,314,000.²

Reverend J. Otis Erwin 1970 - 1972

The Reverend J. Otis Erwin, Chaplain-Associate Professor of Philosophy and Religion at Philander Smith College in Little Rock, Arkansas and the pastor of Wesley United Methodist Church was elected president. The Reverend Erwin, whose mother and other relatives attended Morristown College, and who having taught previously at Morristown College in 1946-58, assumed his duties February 1970, becoming its eighth president.³ Reverend J. Otis Erwin held an A.B. degree from Johnson C. Smith University, a Bachelor of Divinity from Garrett Theological Seminary and a Master of Religion Education from the Iliff School of Theology.⁴

The opening of the Miller Boyd Student Union Building was held February 28, 1970, at which time Mr. J. S. Franks,

¹Ibid., p. 77.

²Ibid., p. 78.

³College Catalogue, 1970, p. 10.

⁴Red Knight Journal, student publication, March 1960, p. 1.

Chairman of Building and Grounds Committee of the Board of Trustees, presented the building to the president of the Student Government.¹

Renovation of Wallace and Crary Halls began in 1970.²

1971 - 1981

In February 1972, the Tennessee Historical Commission erected a historic marker on the campus at Tennessee Highway 25 N, denoting the historic past of Morristown College.³

(See Figure 9)

Reverend Erwin remained at Morristown College until 1972.

Dr. Raymon E. White 1972 - 1981

Dr. Raymon E. White, a Methodist minister, became the ninth President of Morristown College in 1972. Dr. White was at the time of his appointment serving as Superintendent of the Johnson City District of the Holston Conference.

President White outlined his goals for the Board:

- (1) Redefine the purpose of Morristown College moving toward quality education but also gearing to help the poor.
- (2) Increased enrollment. For next year 81 students have been accepted with 60 additional

¹College Catalogue, 1970, p. 10.

²College Catalogue, 1972, p. 10.

³Ibid.

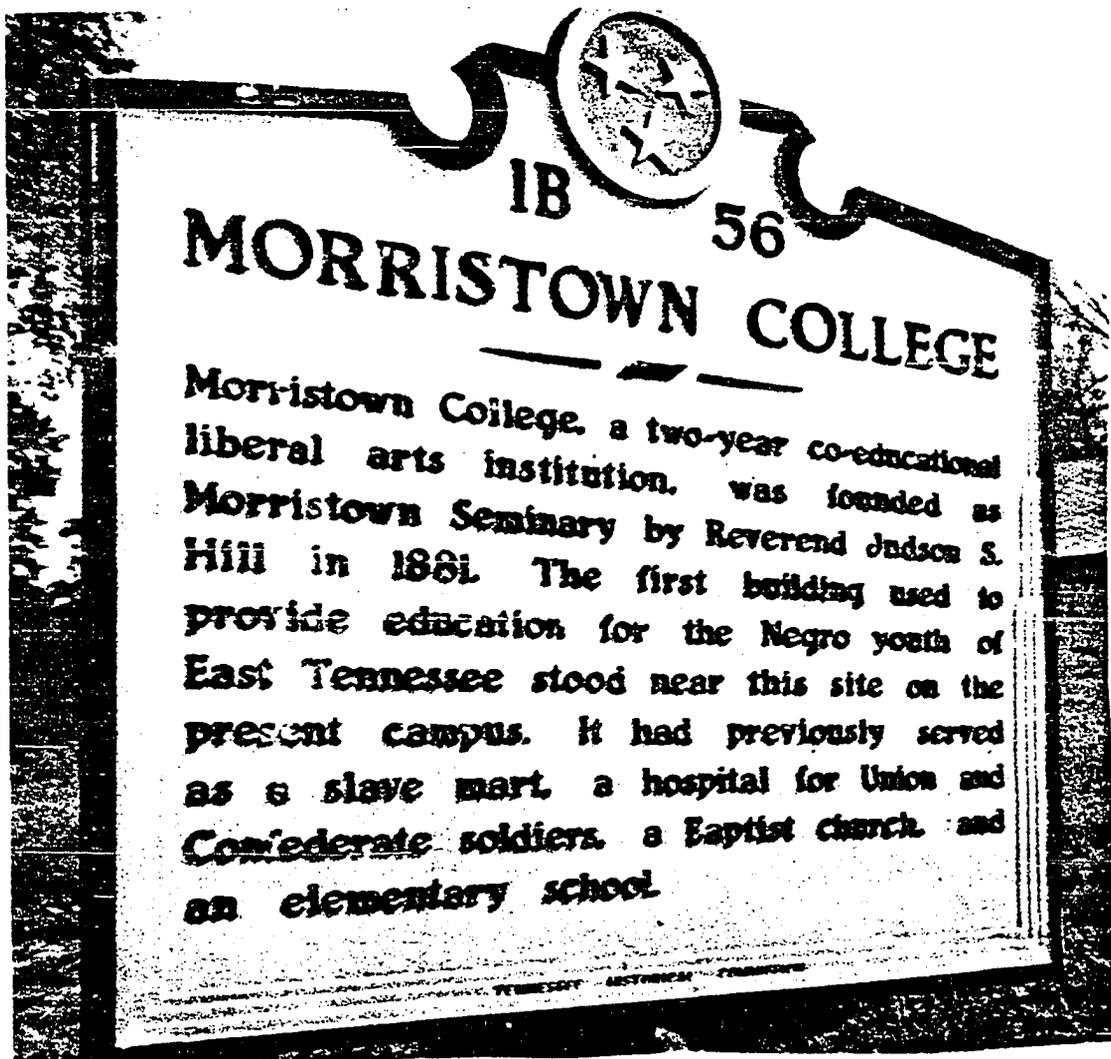


Fig. 9. Historic Marker
 Erected by the Tennessee Historical Committee
 in February 1972.

applications on hand. The present enrollment of 140 may grow to 200 next fall. Its record was about 350 (including the old high school department) some twenty years ago.

- (3) Upgraded faculty and staff with incentive program toward requirement of M.A. instead of B.A. degree. (Dr. White said, "We must be just that, church related, and without apology. I don't want the math teacher to turn the class into a prayer meeting, but in addition to knowing math, he must be Christian in person and in perspective.")
- (4) Improved basic physical plant, both in new construction as well as remodeling.¹

During 1973 the auditorium in the Laura Yard Hill Administration Building was renovated and named in honor of Bishop Edgar A. Love, of Baltimore, a distinguished churchman and a long time trustee of Morristown College.²

The Miriam Boyd Parlin Library was named in the memory of Mirian Boyd Parlin, a member of the Morristown College Board of Trustees for many years and the wife of Charles C. Parlin, distinguished New York lawyer and churchman.³

The Library at this time, located on the first floor of the Administration Building, had a collection of over 22,000 volumes, subscriptions to twelve newspapers and 110 periodicals. The main reading room had a seating capacity of 165.⁴

¹Sunday Gazette Mail, May 14, 1972.

²College Catalogue, 1974, p. 21.

³Ibid., pp. 21-22.

⁴College Catalogue, 1973, p. 17.

The Science Building was provided with a spacious room designated as a United States Federal Depository Library. The Depository Library was open to the student body and to the general public. It contained selected publications from the United States Government Printing Office, and maintained an up-to-date file of government publications.¹

Since 1971, the Mission Statement of Morristown College has been revised twice. During the year 1972-73, the Board of Higher Education and Ministry of the United Methodist Church urged the Board of Trustees of Morristown College to review its Mission as part of a general church-wide study of the twelve black colleges historically related to the United Methodist Church.²

Through this joint effort of the church and the college, a consultant team was assembled consisting of professors from leading universities across the country along with various subcommittees of citizens and professional persons from the target areas where they received students as well as internal faculty-staff and student committees.³

The result of their eighteen month study was a two-volume report presenting the New Mission statement along with fifty-six specifically detailed recommendations for its

¹Ibid.

²Self-Study, 1981, p. 1.

³Ibid.

implementation. This Mission was in effect from 1975 until the fall of 1981 and reflected a radical departure from the past, in that Morristown accepted its Mission specifically for students "who would not be readily admitted to more traditionally oriented institutions."¹

In 1977 a further revision was adopted which, while maintaining the commitment to the spiritual needs of the students, de-emphasized the specifically Christian identification.²

The result of all this study and revision was what has come to be called the 1975 Mission statement of Morristown College:

MISSION STATEMENT

Morristown College is an open, non-traditional, co-educational junior college related to the United Methodist Church. It supports a context for learning in which the salient values of persons of varying backgrounds and abilities can be accepted genuinely and related meaningfully to a broader universe of experience. Within the limits of its resources, the College endeavors to serve all students who desire its offerings and undertakes a special task to enroll those who would not be admitted to traditionally oriented institutions of higher education.

The basic purpose of Morristown College is to help individuals develop into persons who are spiritually sound, emotionally secure and intellectually able to function responsibly both in their communities and in the larger world. Toward this end, the college seeks to maintain a community in which all members find acceptance and understanding and receive the instructional support they need. In this community the participation of persons from diverse backgrounds is viewed as a valuable learning resource that contributes to a creative awareness of others as well as a respect for them as persons.

¹Self-Study, 1981, p. 2.

²Ibid.

The central focus of the educational program is the individual student. For many students the program should provide the critical bridge between the relatively uncertain career forecast of a high school diploma and the sharply defined promises of a senior college degree. For others whose formal education may be concluded at Morristown College, the program should build saleable skills and enhance personal development.

Morristown College is proud of its record as an academic institution and its relationship to the United Methodist Church. Thus, the College strives to its utmost to provide a value-centered education which gives continuing attention to all aspects of the lives of its students.¹

As this Mission was implemented over the years, problems developed: reduced enrollment, curtailed curriculum and weakened public relations which formed a vicious circle and threatened the effectiveness and growth of the institution. The problems stemmed from the narrow focus on one part of the statement: The special task to enroll those who would not be admitted to traditionally oriented institutions of higher education.²

As the resources of the college were directed toward remedial instruction of students not prepared for college-level work, there was a dramatic decline in enrollment--from 232 students in 1975-1976 to 114 in 1980-1981. There was also a decline in the general academic level of the college.³

Because it was necessary to concentrate on the fundamental areas of English and math, the offerings in social sciences and the humanities were curtailed. Literature and

¹Ibid., pp. 2-3.

²Ibid., p. 10.

³Ibid.

music were cut back and art was dropped altogether. The resulting imbalance in the curriculum made it difficult to attract serious, well-prepared students. The sudden introduction of a large number of severely disadvantaged students into a small community like Morristown had an adverse effect on the college's public image, resulting in a noticeable weakening of community support for the college. There were also problems on the campus because of a lack of funds to maintain the security and counseling personnel such students required.¹

At the time that these problems emerged clearly, results of basic skills improvement tests administered by the English Department did not find the gains that had been hoped for. The negative effects on the college were apparently not offset by personal benefits to the students.²

Many things need to be considered in attempting to evaluate the success of the 1975 Mission, but there are three factors the 1981 Self-Study mentions as particularly significant:

First the entry-level of achievement of entering students dropped significantly after the institution of the New Mission, falling as low as fifth-grade level in 1976-1977. This created a situation that called for severe reorientation of the academic program to meet the needs of these low-level entrees. It should be noted in this regard that when the students enter on such a low level it is possible to show greater strides in achievement during their period of enrollment than when entering levels are much higher.

¹Ibid., p. 10.

²Ibid., p. 11.

Review of the basic communication skills program during this period of time reflects this fact, and greater strides were made in student achievement during this period.

Second, the simple fact that these were the initial years of the institution of the New Mission made it necessary to feel one's way, experiment, evaluate, and revise as the need arose based upon trial and error and proven experiences.

Third, and most notable, it has proven to be extremely difficult to procure and maintain a staff in the area of basic communication skills since the inception of the Mission. This may possibly be due to the nature of the difficulty in handling poorly prepared students. Possibly it is due to the flux of a new program, or a number of other contingencies. In any event, the college has found it extremely difficult to maintain staff and staff relationships in this area. With the exception of 1980-1981, there has been a majority turnover of personnel in this area each year. Also this area of basic communication skills development, in which measurements are taken of student levels has been plagued by personal rivalry and upheaval within the staff. The college has therefore, been faced with virtually beginning anew each year. Also, it may be that these internal relationship problems negatively affect the production of the staff.¹

All of these items were posed as possible explanations for a phenomena that can be as varied in casual factors as there are persons within the program.²

From 1971 to 1974 there were three programs that could be classified as special services. These programs included the Higher Education Learning Procedures (H.E.L.P.), the Association of Colleges and Universities for International Intercultural Studies (ACUIIS), and the Entering Freshman Opportunity Program (EFOP). The Higher Education Learning Procedures Program was designed to integrate the student into

¹Self-Study, 1981, p. 12. ²Ibid.

the mainstream of the educational curriculum. The students enrolled in a normal academic load of courses for entering freshmen. However, these students had been previously identified as needing H.E.L.P. in order to achieve their expressed goals.¹ The identification procedures were as follows:

- a. Students scoring the lowest on ACT tests and or ranking lowest in their graduating high school class.
- b. Students ranking lowest on program pre-tests in the identified areas of weakness--reading, mathematics, grammar and study skills.
- c. Students identified by the instructors in the various academic areas after initial entry into the courses.²

The overall goal of the program was to assist the student in achieving his expressed goal of an Associate in Arts degree, with the prospect of transferring at the end of two years of study.³

The identified components needing most attention were: reading, mathematics, grammar and study skills. In each component area, the staff from the special services program H.E.L.P. met the same classes as did the students and therefore were continually aware of the progress of the class.⁴

The H.E.L.P. staff participated in many of the class activities. In order to ensure success of the identified students, the H.E.L.P. staff held additional enrichment classes, referring the students to the learning laboratory

¹Ibid., p. 222.

²Ibid.

³Ibid.

⁴Ibid., p. 223.

and the reading laboratory and directing the student tutorial assistance as needed. Packaged modules of pretests, learning aids, tutorial assistance, intermediate evaluations, and post tests constantly sought to measure the success of the student, with the intention being to move the student as quickly as possible to where he needed no scheduled activities in order to determine his deficiencies.¹

A counseling component was built into the program to direct the student in both academic and social needs. Qualified, experienced and trained personnel held periodic counseling sessions with the students and maintained thorough and confidential records. Financial aid packages were designed to alleviate the financial problems of the individual students.²

Although the program was designed for the entire academic year, the main objective was to move the student as quickly as possible into an independent situation in order that he need no longer be identified as needing H.E.L.P.³

An advisory committee was composed of interested and aware individuals, administrative and faculty personnel, members of the special staff and also included two students from the target population, after identification of the group.⁴

The program conducted a follow-up program in the sophomore year and assisted any students who needed temporary assistance. The counselor continued to assist the student

¹Ibid.

²Ibid.

³Ibid., p. 224.

⁴Ibid.

with his needs and assisted him in transferring procedures, applications for employment and the like.¹

Between the years 1972 and 1975, Morristown College was a member of the Association of Colleges and Universities for International Intercultural Studies (ACUIIS). One of the principle projects of ACUIIS was the Center at the University of Graz, Austria. Selection for participation was through application at Morristown College and through advanced standing.²

Morristown College's involvement in this program was as a participating institution through a Title III grant and proved short-lived when government funding of the program through Huntington College was withdrawn after two years.³

By 1973, the H.E.L.P. program was winding down and the record indicates little was realized through it that could be deemed beneficial to the college. Funding was received through the Title III Strengthening Developing Institutions Program to address the college's continued need to upgrade the abilities of the entering freshmen.⁴ Summarily, the program encompassed six major tasks as follows:

1. To assist students who were entering college for the first time, and who were socio-economically-culturally deprived, to achieve a level of success enabling them to complete the first two years of college work.

¹Ibid.

²Ibid., p. 226.

³Ibid.

⁴Ibid., p. 226.

2. To provide student instruction in art, reading, English, and tutorial assistance in these and other areas.

3. A learning laboratory situation would continue to enrich the approach to the learning in these areas.

4. To provide counseling services in all areas.

5. A Natural Science assistant would work with the learning laboratory to assist in the difficult areas of science comprehension.

6. To aid students in small class situations with outside assistance to achieve success without an extreme delay in time.¹

The sharpest impact on institutional mission came from the Entering Freshman Opportunity Program (EPOP). Its concept of identifying student needs and addressing those needs with diagnostic, prescriptive, developmental and remedial services contributed to the response which led to the reshaping of the college's mission and programs in 1975. The Entering Freshman Opportunity Project contributed to the desire to serve all students with basic skills development. As an extension of this program, the instructional unit of the college came to be supported by three developmental learning centers and by the audio-visual component of the library.²

Between the years 1975-78, the college offered a program for preparation for the General Education Development Diploma called the General Education Development Examination

¹Ibid., pp. 226-227.

²Ibid., p. 227.

Preparatory Program. Under this program, the college recruited students who did not hold a high school diploma and enrolled them in a course of study designed to parallel the content of the GED examination. The student participated in an organized program of concentrated study of the subject matter related to writing skills, social studies, science, reading and mathematics. There were three basic requirements of the program. These were:

1. All students must be eighteen (18) years of age or older.
2. All students must enroll for a minimum of thirteen credit hours.
3. All students must pass the examination within two semesters.¹

After passing the examination, the student was eligible to enroll in the regular program at the institution.²

This program was discontinued at the end of the 1979-80 academic year because it had become too costly and unwieldy and because the existence of such programs, while still somewhat of a novelty in 1975, had become commonplace within the communities from which the college drew its students and the local community as well.³

The GED program began as a feeder system for the college, assuming that when the students completed the GED,

¹Ibid., p. 228.

²Ibid.

³Ibid.

they would enroll full time at Morristown College to pursue the Associate in Arts degree. However, in the last year of its existence, the GED program caused several problems. A number of the GED students would attend Morristown College only long enough to pass the GED exam and would then withdraw, usually leaving a large balance with the business office. Also the program was becoming overcrowded, and the regular students were becoming resentful, which caused some disciplinary problems. It was decided by the Board of Trustees, upon a recommendation of the faculty, that the GED program be discontinued beginning with the 1980-1981 academic year.¹

Morristown College has supported an open door policy since the adoption of the new Mission in 1975-76. This policy allows students to be admitted to the college regardless of their academic performance in high school. The college accepts students who may not qualify for admission at a more traditional institution. The open door policy is supported by an academic program that includes developmental studies in the area of math and the communication skills.²

Following the adoption of the new Mission, which defined the role of Morristown College in its service to students during the years ahead, a Resource Center was created which emphasized individualized instruction, the central thrust of the academic program. The facility superceded the traditional print library

¹Ibid., p. 43. ²Ibid., p. 41.

and the Resource Center concept is still in use today. It is a composite service system which includes the print library, (Miriam Parlin Library), located on the main floor of the Hill Administration Building, the basic skills development center, (Crawford - Wood Communications Center), located on the third floor of the administration building, and the science resource center, (Cain-Edwards Science Center), located on the first floor of the Sheely-Drew Science Building. The Crawford - Wood Learning Resource Center operates to supplement the classroom activities relating to English, such as reading and verbal expression. In the natural science and math area the Cain-Edward Learning Resource Center provides a satellite to the main library that supplements all of the natural sciences and mathematics.¹

The effect is an amalgam of instructional and learning materials in a variety of formats which support the curriculum in the sciences, humanities, and the social sciences. In keeping with the institutional Mission, the materials are readily accessible in several different environments conducive to study and research as required by the instructor. Many of the materials provide for an accommodation of learning styles ranging from visual-performance to print-performance.²

In May 1981 the print library contained 23,006 books and 626 classroom materials. The Communication Skills Center had 217 books and 1,815 classroom materials. The Natural

¹Ibid., p. 144.

²Ibid.

Science Center contained 196 books and 3,018 classroom materials.¹

The library was also receiving more than eighty periodicals and newspapers annually. The periodicals included approximately fourteen journals, sixty weekly or monthly magazines, as well as professional and cultural periodicals. Morristown College hopes to eventually put the periodicals on microfiche. Four daily newspapers and three weekly newspapers are also received.²

In 1975 the President's Home which for 85 years was known as "The Big House" was torn down. Judson S. Hill and Laura Yard Hill reared their eight children there. Four generations lived there until Mrs. Hill's death in 1949. She was well past her ninety-second birthday.³

At that time the Big House became the property of Morristown College who decided for safety reasons to tear down what "once was a showplace of Morristown."⁴

The house typified the life of the 1800s. (See Figure 10)

The Big House was a showplace built by special labor from the finest materials that day provided, with a hand-carved oak stairway with stained glass windows on the landing. Sliding doors opened into the parlor where cream woodwork with gold trim had three bay windows, where many took their wedding vows. Parquet floors in intricate designs marked the large dining room where family feasts were held. Dr. Hill at the head of the table with tiny Mrs. Hill presiding at the foot.

The house had six beautiful mantels made by King Antique Mantel Company, long out of business. A leaded glass swinging door separated the dining room

¹Ibid., p. 166.

²Ibid., p. 15.

³Citizens Tribune, circa 1975, Morristown, Tenn.

⁴Ibid.

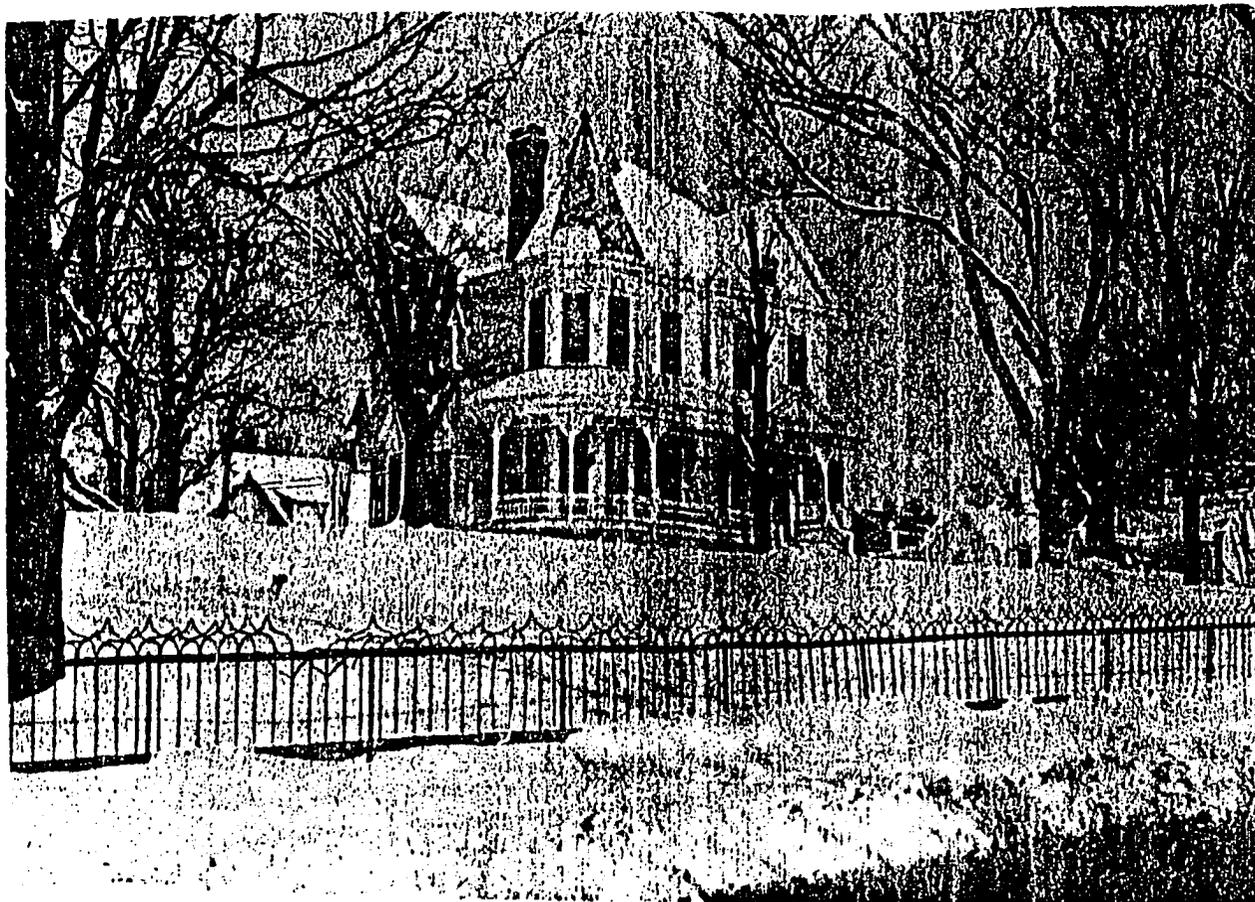


Fig. 10. The President's Home. For 85 years it was known as "The Big House." A showplace of Morristown, Tennessee, this house typified the life of the 1800s. Judson S. Hill and Laura Yard Hill reared their eight children in this house.

from the butler's pantry. Forty windows gave distant views from the four sides of the house. Wide porches extended across the front and the side with other porches at the back. The large Carriage House to one side of the kitchen had rooms above for the help.

The first electric lights in a private residence were in the Big House. The night they were turned on--so the story goes--Mrs. Hill took the children out in the yard for safety to see the lights come on.

The first bathtub in a private home was installed there. It was a zinc tub but when a more modern bath was put in, it was sold to another prominent citizen.¹

The Big House was torn down but parts of it were saved to be cherished by grandchildren and great grandchildren and maybe great-great grandchildren of the man and woman who lived there for more than 60 years, and who left such impact in their lives and hundreds of young people who have gone to Morristown College.²

In August 1978 Crary Hall was again gutted by fire. It was reopened again in September 1979.³

Dr. White resigned on June 30, 1981 to assume new duties as district superintendent of the Abingdon District of the Holston Conference.⁴

Dr. Charles Wade 1981 - Present

Dr. Charles Wade was appointed president of Morristown College August 1, 1981. Dr. Wade came to Morristown from Savannah College in Savannah, Georgia, where he served as vice-president. His previous positions included serving as provost at Lincoln University in Pennsylvania. He served in administrative positions in Rutgers University and at the University of California-Berkeley and was among the founders

¹Ibid.

²Ibid.

³Self-Study, 1981, p. 201.

⁴Knoxville Journal, May 22, 1981.

of Governors State University in Illinois. He served as teacher at Tougaloo College in Mississippi, St. Paul's College in Virginia, and South Carolina State. Dr. Wade did his undergraduate work at Delaware State College in psychology. He has graduate degrees from Wayne State University in Detroit and the University of Montana in Minnesota.¹

Since the election of Dr. Wade to the presidency, the institution has redirected its mission to the original purpose expounded by Dr. Hill "because the revised Mission instituted in 1975-76 proved too restrictive and too specialized for institutional growth."²

The problems stemming from the narrow focus of the 1975 Mission statement threatened the effectiveness and growth of the college. Many people began to recognize that the college could not continue on such a course and began to take a critical look at the 1975 Mission statement in light of the financial situation and low student enrollment facing the college.

With other colleges and universities admitting marginal students and instituting individualized instruction, Morristown College was no longer unique in offering this program. Therefore there was no longer the same need for concentration on enrolling "those who would not be admitted to traditionally oriented institutions of higher education." The college could now shift its emphasis to providing better academic opportunities for all students. In this regard, the 1981 Mission is, as it declares itself to be, a return to the emphasis of the original intent of the founder's purpose in 1881.³

¹Ibid. ²Self-Study, 1981, p. xi-xii. ³Ibid., p. 3.

The statement of the "new-old" Mission which was adopted in September of 1981¹ is as follows:

The founders of Morristown College were people of strong conviction and clarity of purpose. The aim of the school as stated by President Hill in 1881 was "to train young people to be self-respecting and self-helpful." Great emphasis was placed on religious training, as well as academic work and social etiquette. The Board of Trustees, administration and faculty of Morristown College hereby reaffirm their commitment to the original purpose of the college as stated by Dr. Hill in 1881.

Morristown College, a two year, co-educational college supported by the United Methodist Church, believes in the worth of all persons. It welcomes students of proven ability and challenges them to a full commitment in a community of learners. Morristown College also has a concern and a place for those students who have the potential for college work and have a desire for college training. By imparting the basic content of a liberal arts and science curriculum, and the fundamental skills relating to certain areas of specialization, Morristown College encourages all of its students to prepare for the successful completion of the last two years of college work, or to seek gainful employment through completion of a liberal arts-applied science terminal degree program. Morristown College seeks to realize its mission through seven objectives. These are:

- . To provide a basic two year program in liberal arts and in general education. Such a program may be terminal with an Associate degree, or credits earned may be transferred to a senior college or university toward a Bachelors degree.
- . To provide a two year program in humanities, science, and social sciences or pre-professional preparation.
- . To provide transferable and career education in the area of applied sciences.
- . To aid students in making the transition from high school to a college.

¹Ibid.

- . To provide an innovative, individualized instructional program in basic skills: reading, writing, and mathematics.
- . To provide Christian education and experience study of the Old and New Testament.
- . To provide an environment¹ to foster social and cultural development.

The adoption of this Mission statement is an extension of Dr. Hill's Mission of one hundred years ago because his desire was to provide black students opportunities for higher education and cultural enrichment.²

The change in emphasis is being reflected directly in a broadening of the curriculum, and in a return to more traditional orientation with a de-emphasis on developmental instruction. In the fall of 1981, Morristown College offered two foreign languages (Spanish and Greek) for the first time since 1974-1975.³

The new direction was also reflected in a proposal for changing the curriculum design by the new administration and adopted by the Board of Trustees at the Fall 1981 meeting. In brief, there will be three degree curriculum programs:

A.S. Degree -- Pre-Professional Studies

A.A.S. Degree -- Applied Science Studies, Terminal
Program

A.A. Degree -- Liberal Arts and Science⁴ (See Appendix J)

¹College Catalogue 1981, p. 16.

²Self-Study 1981, p. 12.

³Ibid., pp. 12-13.

⁴Ibid., p. 13.

Steps have been taken to investigate prompt establishment of cooperative education opportunities with Walter's State Community College also in Morristown, Tennessee, whereby a student will take approximately 50 percent of his course work at Morristown College and approximately 50 percent in a specialized technical program such as Computer Study at Walter's State Community College. Also, arrangements are being made to bring some form of ROTC (Army or Air Force) to the college curriculum.¹

Change in control of the institution is not anticipated, but it is projected that the Board of Trustees will play a more active role in institutional concerns and will aid in guiding the institution towards a more stable foundation. The Board of Higher Education and Ministry was involved in a six-month examination of the institution between July 1 and December 31, 1981 which has, to date, resulted in modifications of the Mission statement and the curriculum design. Other modifications in program will likely occur.²

¹Ibid.

²Ibid., pp. 13-14.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Morristown College is a historically black two-year college maintained by the United Methodist Church. It was founded in 1881 under the name of Morristown Seminary by the Reverend Judson S. Hill, a Methodist minister from the New Jersey Conference who was sent to Morristown by Bishop H. W. Warren. Upon his arrival in Morristown, he found a small grammar school already in operation under the leadership of a Christian missionary, Mrs. Almira Stearns. Mrs. Stearns remained with Dr. Hill and became one of the first teachers in the new school. The school, founded in a one-story frame building, had previously served as a slave mart, a hospital for soldiers of the Union and Confederate Armies, a Baptist Church, and as the first school building for white children.

There was very little money: for example, the foundation of the second building, Crary Hall erected by President Hill, had to stand ten years, from 1890-1900, before money could be raised for the formal structure. In 1921 the building was destroyed by fire, but it was soon replaced by another which bears the same name, Crary Hall.

Though humble in its beginnings, the aim of the school was high, which was, according to Dr. Hill, "to train young people to be self-respecting and self-helpful." Since great emphasis was placed on religious training as well as on academic work, both aims were met, and the school helped supply teachers for the area and ministers for the conference.

Dr. Hill was responsible for the construction of all but one of the main buildings on the campus. During his administration he secured more than a million dollars for the school and increased the amount of land from one acre to seventy-five acres. In all, there are now fourteen buildings and dwellings on the campus. At his death, Dr. Hill held the distinction of having served more than fifty years as president of the school.

Dr. E. C. Paustin became the second president in 1933 and served until 1936. During his administration he enlarged the music department and improved the landscaping. Then from 1937 to 1944, Dr. J. W. Haywood, the first black president, served the college. The college farm was sold during his administration. After Dr. Haywood, Dr. M. W. Boyd, an alumnus and former teacher at the college, became the fourth president. Dr. Boyd restored trade courses to the school curriculum, including special courses for veteran trainees. Dr. Boyd was also responsible for construction and remodeling projects. Under Dr. Boyd's leadership the college won accreditation by the Southern Association of Colleges and Secondary Schools in 1948. When Dr. Boyd died in 1952 his widow,

Mrs. Mary G. Boyd, completed the school year as acting president.

Dr. H. L. Dickason, retired president of Bluefield State College, assumed the presidency in 1953. Under his leadership, renovation of the administration building was begun. After Dr. Dickason's death in 1957, Dr. L. L. Haynes, Jr. was elected president. His successful recruitment drive resulted in a rise of twenty-five percent in enrollment his first year. While under Dr. Haynes' leadership, the college became a member of the American Association of Junior Colleges.

After Dr. Haynes' resignation in June 1959, the college's 1959-60 school year began under the direction of an administrative committee composed of Dr. James C. Thomas, Mr. P. A. Edwards, and Mr. John T. Williams. Dr. Elmer P. Gibson became the seventh president on December 7, 1959. Dr. Gibson conducted an intensive development program which resulted in the complete renovation of the entire plant, including the remodeling and relocation of the library.

In the 1960s, two major events took place. At the 1960 spring meeting, the Board of Trustees voted to amend the charter, changing the name of the institution to Morristown College, and in December 1961, the college was admitted to full membership in the Southern Association of Colleges and Schools.

Important plant improvements of the 1960s included the dedication of the Valentine-Branch Gymnasium on November 6, 1962,

the remodeling of the New Jersey Home during the summer of 1963, the addition of a new library reading room during the 1963-64 academic year, and the remodeling of Kenwood Refectory in the summer of 1964. In addition to these improvements, a new room to house the library stacks was built in the fall of 1964, and construction of Sheeley-Drew Centennial Science Hall was begun in May 1967, with dedication ceremonies being held November 6, 1968.

While improving the plant facilities, the college also increased its amount of equipment and supplies. In May 1963, for example, the college received its first National Science Foundation grant, \$7,048, for the purchase of science instructional equipment and supplies. In 1965 grants totaling \$12,000 were received from the Board of Education of the Methodist Church to assist in the purchase of new library equipment and for the installation of the fire alarm system.

The 1969-70 school year began under the direction of an administrative committee composed of Dr. Frank Williams, acting president, Mr. P. A. Edwards, and Dr. C. T. Vance. The Reverend J. Otis Erwin was elected president and assumed his duties in February 1970, becoming the college's eighth president. Campus improvements during his presidency included the opening of the Miller Boyd Student Union Building and the renovation of Wallace and Crary Halls.

In 1972, Dr. Raymon E. White became the ninth president of the college. While he served as president, the college was selected as a special purpose institution by the United

Methodist Church Board of Higher Education and Ministry. Its special purpose was the development of a mission designed to serve disadvantaged students who might not be admitted to more traditional institutions. This mission was adopted by the Board of Trustees and the Board of Higher Education and Ministry and was implemented in the 1975-76 school year. Also while under Dr. White's presidency, Crary Hall, destroyed by fire in August 1978, was rebuilt.

Dr. Charles Wade became the tenth president of Morristown College in August 1981. Since his coming, the institution has redirected its mission to the original purposes expounded by Dr. Hill because the revised mission instituted in 1975-1976 created problems stemming from its narrow focus which threatened the effectiveness and growth of the college. These problems included reduced enrollment, curtailed curriculum and weakened public relations.

Conclusion

This historical study of Morristown College has led the researcher to conclude that there were a number of events and forces which influenced the founding, growth and development of Morristown College. The most significant of these have been human resources: Bishops, trustees, presidents, teachers, and the human interest of philanthropists.

Some specific examples of these influences include:

(1) The dedication and devotion of Almira Stearns who was the teacher of the grammar school which was to eventually become Morristown College

(2) The foresight and fortitude of the other early teachers who plotted the course of the school in its early stages

(3) The dedication, determination and vision of Dr. Judson S. Hill who founded Morristown College

(4) The foresight and concern of Rev. W. C. Graves and Bishop Henry W. Warren who were important figures in the purchase of the first building used by the college and in securing Dr. Hill as the school's first administrator

(5) The generosity of philanthropists which enabled the college to erect its physical plant, purchase equipment and facilities, and to provide financial support for many students

In their discussion concerning the importance of the president to a denominational college in the nineteenth century, Brubacher and Rudy state:

The success or failure of a particular college often depended upon the specific abilities of the individual serving as president. Only a really capable leader would be able to attract effective support from the local community or from denominational headquarters. Presidents who were weak and incompetent could cause the serious decline and ultimately even the total ruin of a collegiate institution.¹

Too high an encomium cannot be passed upon Dr. Judson S. Hill for the sacrifices he made during his fifty-year tenure as president of Morristown College. His was a heroic endeavor. Morristown College was practically the creation of the brain and industry of this farsighted and hard working man.

Dr. Hill went South when prejudice against northern teachers of black people was intense. In spite of all the prejudice, he lived to be recognized as one of the benefactors of both black and white alike. He scoured the North to secure friends and funds for the college, and the task which Dr. Hill accomplished at Morristown College seems almost incredible. A half-million dollars worth of property was acquired almost entirely through the ability of Dr. Hill to interest northern friends in the work he had started in 1881. In the course of fifty years he raised one and a half-million dollars, all of which was invested in the operation and expansion of the college.

¹John S. Brubacher and Willis Rudy, Higher Education in Transition (New York: Harper Row Publishers, 1976), p. 71.

The college cheerfully and gratefully recognizes the great service he rendered.

The early faculty of Morristown College faced strong and abusive opposition. They confined their social lives for the most part to the school and the constituency for whom they labored. These teachers were ostracized in the community of Morristown. They, therefore, received none of the support which could have allowed the college to progress more rapidly. In spite of tremendous opposition these devoted teachers persevered and accomplished considerable good work.

Historically in the life and existence of all black colleges founded by the Freedmen's Aid Society, at the crucial hour, it was the philanthropy of an individual or of a foundation that saved the institution or set it on a new course of financial survival.

The generosity of individuals such as Mr. Frank Wallace, Mr. and Mrs. H. H. Crary, Mrs. Frances Kellogg, Misses Mary and Bell Boyd, Mr. James Woolson, Andrew Carnegie and numerous others enabled the college to erect a physical plant and made the difference between the life and death of Morristown College.

The aid these individuals offered to Morristown College was vital in light of the grave economic problems with which this institution had to contend in its attempts to erect and maintain adequate facilities, and recruit qualified faculty members.

Other significant forces and events that affected the founding, growth and development of Morristown College include:

- (1) The Industrial Department and vocational training offered by the college
- (2) The acquisition of the three-hundred-acre farm which allowed the institution to expand physically and academically
- (3) The economic depression and World War II
- (4) Accrediting associations and State Departments of Education.
- (5) The relationship between Morristown College and the Morristown community.
- (6) The influence and support of the Methodist Church
- (7) The various presidents of Morristown College.

The Industrial Department and vocational training offered by Morristown College had tremendous impact on the college. The graduates of these departments had saleable skills, were sought after and found little difficulty securing positions.

There was great emphasis on industrial education in southern schools following the Civil War. In view of the South's economic position practical training was imperative to rehabilitate the economy. "After 1875 the demand for manual, industrial and commercial education was met in the secondary schools. From this time on through the first two decades of the 20th century manual training and industrial education were popularized as means of meeting the practical needs of a high percentage of those attending school."¹

¹James Brawley, Two Centuries of Methodist Concern, p. 116.

In line with these general trends, Morristown College developed programs in manual training and industrial education. The Industrial Department began at Morristown College in 1901.

Booker T. Washington championed vocational training for blacks. Washington advocated resignation to the then dominant policy of separation and segregation. The trend toward vocational training for blacks conciliated the white south, "as legislators who would balk at anything like liberal arts training for blacks came to approve giving public aid to vocational institutes Northern investors in southern industry, eager to have more efficient manual workers, also proved receptive to appeals for funds by these institutions."¹

The acquisition of a three-hundred-acre farm had considerable impact on Morristown College. The farm allowed the college to integrate its use into the curriculum through a Department of Agriculture and a Home and Gardening Department. The farm freed the college of the economic burden of considerable purchases of food and it increased the assets of the college significantly.

The college survived the period of economic depression through the sale of its three-hundred-acre farm. World War II also brought its attendant problems of decreasing enrollments, the loss of men from the student body and from the faculty. General church support during this time fell almost to an irreducible minimum.

¹Brubacher, Higher Education, p. 76.

Accreditation and the best quality of education that could be provided constantly engaged the attention of the administrators of Morristown College. The college sought accreditation by the regional accrediting agencies and certification of its teachers by state departments of education which considered a wide range of standards.

Actions were taken by the college and changes were made to provide an increasingly higher quality institution. Morristown College had its most significant sign of progress and gained its greatest achievement when it became a full member in the Southern Association of Colleges and Secondary Schools in 1961. This accreditation gave Morristown College a recognition that was not achieved by other historically black two-year institutions in the United States.

During the early years of Morristown College, there was considerable opposition to the establishment of this institution from the citizens in the city of Morristown. Support from the community would have made progress much more rapid. Thanks to the tenacity of the administration and the determination of the college community, the relations between the community and the college have greatly improved over the years. "Every community in which a Freedmen's Aid Society school was located became a different community."¹ The college had a pronounced impact on the black people in the surrounding counties culturally and economically. The white community also felt the impact of the institution. The cultural level of the black community

¹Brawley, Two Centuries of Methodist Concern, p. 116.

was lifted and the practical training helped to provide for the economic growth of the individual black student, the black community, and the city of Morristown.

Many denominations established schools for the Freedmen during the first thirty years following emancipation which grew into some of the finest small colleges in the nation. It is likely that no denomination has done as much for the education of the blacks as the Methodist Episcopal Church.

The leaders of the Methodist Episcopal Church were responsible for the establishment of Morristown College which provided education for the Freedmen in Morristown and the surrounding counties one hundred years ago and for subsequent generations of black youth. The church was deeply concerned with the religious life of the students. There was also considerable interest in the cultural development of the student which would be felt in the community. These leaders approached the work and "persevered with complete abandon, and with a willingness to suffer ostracism, to vie with incredible difficulties and to sacrifice all but the joy of dedicated service."¹ The New Jersey Home was a result of the interest and efforts of the women of the New Jersey Conference of the Women's Home Missionary Society of the Methodist Church. The women associated with the Women's Home Missionary Society cooperated with the Freedmen's Aid Society and supplemented its work in many aspects. One cannot overlook efforts made by the Methodist Church to strengthen the

¹Ibid., p. 81.

financial support of the college. Without this effort Morristown College would have suffered financially even more than it has.

The success of Morristown College was accomplished through the devoted labors and the excellent leadership of the presidents elected to the position from the beginning of the college and throughout the years. They provided the leadership needed to enable the college to expand and progress to the present stage of development. Each of these administrators of Morristown College has had an effect on the college in terms of enrollment, curriculum, financial support, and relations with the community at large.

Concluding Statement

Morristown College is the smallest church related college in its area. Its size, the church relationship and the willingness to serve students who could not be served by other colleges is what gives Morristown College its mark of distinction. Founded when the doors of most institutions of higher education were closed to black people, it became an important center of educational experience and nurture.

Time has not diminished its mission or its thrust. Its heritage has not been eroded. This institution has performed miracles with meager financial resources. Producing many productive and contributing members of society.

The value and promise of this institution remain significant. Its viability and vitality attest to its quality. As Morristown College plans for the future it merits continued support. Presenting a relevant program, important services and quality educational performance, Morristown College is an important thread in the fabric of higher education in this country.

Recommendations for Future Research

1. A parallel study of Morristown College and other historically black two-year institutions to learn patterns of development and growth with an eye toward improving, strengthening and/or refining the processes involved.

2. A parallel study of Morristown College and a non-black two-year institution of comparative age in order to compare the patterns of growth and development.

3. A follow-up study of the academic adaptability of students who transfer from Morristown College to four year colleges in Tennessee.

4. A study of the extent and kind of articulation between junior and senior colleges in order to learn the admissions policies and practices, the expectations, goals and programs in four-year colleges and institutions in Tennessee.

APPENDIX A

Historically Black Two-Year Colleges

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HISTORICALLY BLACK TWO-YEAR COLLEGES

State and Name of College	Date Founded	Location	Control
Alabama			
Alabama Lutheran Academy and College	1922	Selma	Lutheran
Alabama State A&M Institute	1875	Normal	Public
Daniel Payne College	1899	Birmingham	AME
Lomax-Hannon College	1893	Greenville	AMEZ
Miles Memorial College	1931	Birmingham	Methodist
Mobile State Junior College	1965	Mobile	Public
Oakwood Junior College	1895	Huntsville	SDA
Selma University (Formerly Alabama Baptists and Normal Theological School)	1927	Selma	Baptist
Southern Union College	1922	Wadley	Congregationalist
Stillman Institute	1876	Tuscaloosa	Presbyterian
Wenonah State Junior College	1963	Birmingham	Public
Arkansas			
Arkansas Baptist College		Little Rock	Baptist
Arkansas AM&N College (Branch Normal School)	1872	Pine Bluff	Public
Dunbar Junior College	1878	Little Rock	Public
Philander Smith College	1926	Little Rock	Methodist
Shorter College	1885	Little Rock	AME
Delaware			
Delaware State College for Colored Youth	1891	Dover	Public

AMA	American Missionary Association	CME	Colored Methodist Episcopal
AME	African Methodist Episcopal	SDA	Seventh Day Adventist
AMEZ	African Methodist Episcopal Zion	UCMS	United Christian Missionary Society
CGC	Church of God in Christ		

SOURCE: Clarence Windzell Norris, Jr., "St. Phillips College: A Case Study of a Historically Black Two-Year College," (Ed.D. dissertation, University of Southern California, 1975.)

State and Name of College	Date Founded	Location	Control
Florida			
Bethune-Cookman College	1904	Daytona Beach	Methodist
Edward Waters College	1884	Jacksonville	AME
Florida Memorial College	1871	Live Oak	Baptist
Florida Normal and Industrial College	1892	St. Augustine	Baptist
Gibbs Junior College	1957	Petersburg	Public
Hampton Junior College	1958	Ocala	Public
Rivers Junior College	1958	Madison	Public
Roosevelt Junior College	1958	West Palm Beach	Public
Rosenwald Community College	1958	Panama City	Public
Suwannee River Junior College		Madison	Public
Volusia County Community College	1958	Daytona Beach	Public
Washington Junior College	1949	Pensacola	Public
Georgia			
Central City College	1899	Macon	Baptist
Fort Valley Normal and Industrial School	1893	Fort Valley	Public
Georgia Normal and Agricultural College	1904	Albany	Public
State Teachers and Agricultural College	1930	Forsyth	Public
Kansas			
Western University	1877	Kansas City	AME
Kentucky			
Lincoln Institute	1912	Lincoln Ridge	Public
West Kentucky Industrial College	1910	Paducah	Public
Louisiana			
Coleman College	1890	Gibsland	Baptist
Louisiana Normal and Industrial College (Grambling)	1905	Grambling	Public
Straight College	1869	New Orleans	AMA

State and Name of College	Date Founded	Location	Control
Maryland			
Carver Junior College	1950	Rockville	Public
Coppin Normal School	1902	Baltimore	Public
Maryland Normal School	1911	Bowie	Public
Princess Anne College	1886	Princess Anne	Public
Mississippi			
Campbell College	1890	Jackson	AME
Central Mississippi College	1893	Kosciusko	Baptist
Coahoma College	1949	Clarksdale	Public
Harris College	1956	Meridian	Public
Holmes Junior College	1892	West Point	Presbyterian
Johnson Memorial College		Batesville	AMEZ
Natchez College	1885	Natchez	Baptist
Okolona Industrial School	1932	Okolona	Episcopal
Piney Woods County Life School	1935	Piney Woods	Independent
Prentiss Normal and Industrial School	1907	Prentiss	Public
Saints Junior College	1918	Lexington	CGC
Southern Christian Institute	1881	Edwards	Methodist
		(formerly Hemmingway)	
Utica College	1903	Utica	Public
Missouri			
Lincoln Junior College	1938	Kansas City	Public
Stone Teachers College	1890	St. Louis	Public
North Carolina			
Barber-Scotia College	1870	Concord	Presbyterian
Bennett College for Women	1926	Greensboro	Methodist
Brick Junior College	1895	Brick	AMA
Carver Junior College	1949	Charlotte	Public
Elizabeth City Normal School	1924	Elizabeth City	Public

State and Name of College	Date Founded	Location	Control
North Carolina (continued)			
Immanuel Lutheran College	1903	Greensboro	Lutheran
Kittrell College	1885	Kittrell	AME
Roanoke Institute	1896	Elizabeth City	Baptist
St. Augustine's College	1867	Raleigh	Episcopal
State Normal School	1877	Fayetteville	Public
State Normal School	1889	Elizabeth City	Public
Oklahoma			
Eastern Oklahoma Agricultural and Mechanical College	1928	Wilburton	Public
Oklahoma Junior College for Negroes	1936	Oklahoma City	Public
South Carolina			
Avery Institute	1930	Charleston	Congregationalist
Bettis Academy and Junior College	1881	Trenton	Baptist
Brainerd Institute	1934	Chester	Presbyterian
Brewer Junior College	1872	Greenwood	AMA
Clinton Junior College	1894	Rock Hill	AMEZ
Coulter Memorial Junior College	1933	Cheraw	Presbyterian
Friendship College	1891	Rock Hill	Baptist
Harbeson College (Formerly Ferguson Academy)	1886	Abbeville	
Mather College		Beaufort	
Morris College	1907	Sumter	
Seneca Junior College	1926	Seneca	Baptist
Textile Industrial Institute	1927	Spartanburg	Methodist
Vorhees Normal and Industrial School	1879	Denmark	Public
Tennessee			
Chattanooga City College		Chattanooga	Independent
Le Moyne College	1870	Memphis	AMA
Lincoln Institute	1912	Lincoln Ridge	Public

State and Name of College	Date Founded	Location	Control
Tennessee (continued)			
Morristown Normal and Industrial School	1881	Morristown	Methodist
Owen Junior College	1954	Memphis	Baptist
Swift Memorial College	1883	Rogerville	Presbyterian
Walden College (formerly Central Tennessee College)	1865	Nashville	Episcopal
Texas			
Butler College	1907	Tyler	Baptist
Conroe Normal and Industrial College	1903	Conroe	Baptist
Ft. Worth Business and Distributive School	1944	Ft. Worth	Public
Guadalupe College	1887	Seguin	Baptist
Houston Colored Junior College	1927	Houston	Public
Jarvis Christian College	1914	Hawkins	UCMS
Jefferson College	1948	Beaumont	Public
Mary Allen Seminary	1878	Crockett	Presbyterian
Paul Quinn College	1881	Waco	AME
Solomon Coles Junior College	1949	Corpus Christi	Public
Southwestern Christian College	1930	Terrell	Church of Christ
St. Philip's College	1898	San Antonio	Episcopal
Texas College (formerly Phillips University)	1909	Tyler	CME
Tilloston College	1881	Austin	AMA
Tyler Junior College for Negroes	1933	Tyler	Public
Wharton Junior College for Negroes	1947	Wharton	Public
Virginia			
St. Paul Normal and Industrial School	1888	Lawrenceville	Episcopal
Virginia State College (Norfolk Division)	1882	Norfolk	Public
Virginia Theological Seminary	1888	Lynchburg	Baptist
West Virginia			
Bluefield Institute	1895	Bluefield	Public
Storer College	1867	Harpers Ferry	Baptist

APPENDIX B

Historically Black Two-Year Institutions 1981

HISTORICALLY BLACK TWO-YEAR INSTITUTIONS 1981ALABAMA

Lawson State College	Birmingham	Public
Lomax-Hannon Junior College	Greenville	Private
S. D. Bishop State Junior College	Mobile	Public
Alabama Lutheran	Selma	Private
Selma University*	Selma	Private

ARKANSAS

Shorter College	Little Rock	Private
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LOUISIANA

Southern University-Shreveport	Shreveport	Public
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MISSISSIPPI

Coahoma Junior College	Clarksdale	Public
Prentiss Normal Industrial Ins.	Prentiss	Private
Utica Junior College	Utica	Public
Mary Holmes College	West Point	Private
Natchez Junior College*	Natchez	Private

SOUTH CAROLINA

Friendship Junior College**	Rock Hill	Private
Clinton Junior College	Rock Hill	Private

TENNESSEE

Morristown College	Morristown	Private
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VIRGINIA

Virginia College†	Lynchburg	Private
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TEXAS

Southwestern Christian College	Terrell	Private
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NOTE: In 1980 the researcher compiled this list from several sources. These sources did not agree. The source used as a final count on page two of this paper was the Institute for the Study of Educational Policy in their publication Minorities in Two-Year Colleges. In a 1982 publication, Black Colleges as Instruments of Affirmative Action, the list that this organization used was identical to the list that the researcher had compiled.

*These Colleges were not included on the 1980 ISEP list.

**News accounts indicate that Friendship Junior college closed in 1981 because of financial difficulties.

†ISEP indicates that this college closed in 1980.

APPENDIX C

Morristown Normal and Industrial College Graduates
1885-1904

Morristown Seminary and Normal Institute Diploma
(Normal Department) 1887

Contents of Catalogue 1883-1884

Letter to Dr. Dickason from the Superintendent of
the Morristown City Schools 1956

Contract Agreement between the City of Morristown
and Morristown Normal and Industrial College
1949

Graduates

Class of 1885

William Wolf A. B., Professor, Chester Co., Pa.
Jerry M. Bowers, Superintendent U. S. Custom House, Greenville Tenn.

Class of 1886

Frank L. Donohoo, Minister, Los Angeles, Cal.
George W. Mayes, Minister A. M. E. Z. Conference.

Class of 1887

Andrew F. Fulton, Professor, Morristown Normal and Industrial College.
Lizzie Mayes, Teacher, Harriman, Tenn.
D. T. Turner, Minister
Maria T. Donohoo, (Mayes), Los Angeles, Cal.

Class of 1888

James Franklin, Farmer, White Pine, Tenn.
Charles Pullen, Teacher, Russellville, Tenn.
Charles Powell, Principal Public School, Rockwood, Tenn.
Lottie Morris, Brooklyn, N. Y.
Lulu Tyson, (Sampson), Wetoka City, Okla.

1890

Henry J. Forrest, Teacher, Morristown Normal and Industrial College.
G. Nelson Bowen, Pres. Nelson and Mary College, Jefferson City, Tenn.
Clifton Hypsher, deceased.

Class of 1892

George Bassett, Teacher, Pocahontas, Miss.
William Hawkins, Cashier of Bank, Nashville, Tenn.
Ella Jackson, (Gillespie), Morristown, Tenn.

Class of 1894

Josie Alexander (McAdoo), Salisbury, N. C.

Class of 1895

W. A. C. Breedlove, Principal Public School, Elizabethton, Tenn.
Samuel Gordon, deceased.
Rufus Wallace, Clinton, Tenn.
Lillian Cansler (Webber), Teacher Knoxville College, Knoxville, Tenn.

Class of 1896

Hattie Walker, Morristown, Tenn.
George Tompson, Teacher, Parrottsville, Tenn.

Class of 1897

Rachel Carter (Jefferson), Teacher, Cleveland, Tenn.
Elith Wegms, Assistant Matron, Morristown, Tenn.
Laura Eastley, Teacher, Louisville, Tenn.
Sarah Pearson (Stapley), Greeneville, Tenn.
William Lee, Teacher, Morristown, Tenn.

Class of 1898

Georgia Heard, Teacher Haven Home, Savannah, Ga.
Luella Knott (Lowe), Pittsburg, Pa.
Wilhelmina Boyd (Mitchell), Teacher, Norfolk, Va.

Class of 1899

Katie Carmichael, Knoxville, Tenn.
Nellie Cunningham, Teacher, Knoxville, Tenn.
Charles Sams, Fireman Southern Railroad, Knoxville, Tenn.
E. H. Forrest, Minister East Tennessee Conference, Chattanooga, Tenn.
Walter S. Lee, Principal Public Schools, Asheville, N. C.
William A. Sparks, deceased.

Class of 1900

Nannie Dorton, Teacher, Abingdon, Va.
Rachael Rice, Jefferson City, Tenn.
Carrie Sharp, Hospital Nurse, Washington, D. C.
Sarah Terry, deceased.

Class of 1901

Anna Shields (Carmichael), Teacher, Morristown, Tenn.
Vesta Donaldson, deceased.
Florence Bryant, Teacher Claflin University, Spartanburg, S. C.
Victoria Brazelton (Carson), Oklahoma City, Okla.
Katie Miller, Beulah, Tenn.
Ouray Perry, Teacher, Abingdon, Va.
Callie Smith, Marion, Va.
Mattie Watkins (Webber), Tate Springs, Tenn.
Dorothy Pitman, Atlanta, Ga.
Jeremiah Thompson, Minister Baptist Church, White Pine, Tenn.

Class of 1902

Moore Jefferson, Student Gammon Theo. Sem. Atlanta, Ga.
Luther Fulton, Merchant, Morristown, Tenn.
Julia Good [Kyle], Morristown, Tenn.
Mack Laller, Teacher, Beulah, Tenn.
Nellie Madison, Teacher, Marion, Va.
W. Rufus Moore, Youngstown, Ohio.
Marie Hazel, Savannah, Ga.
Adel Newbern, Morristown, Tenn.
Pearl Temple [Bell], Teacher, Middlesboro, Ky.

Class of 1903

Jennie Brice, Teacher, Morristown, Tenn.
George W. Clift, Physician.
Julia Forrest [Davis], deceased.
Willie Dodson [Holt], Wikesboro, N. C.
Ralph Hypsher, deceased.
Julius Jennings, Phillipmes.
Mary Arthur, [Marshall] deceased.
Mabelle Smith, Knoxville, Tenn.
Judson Walker, deceased.

Class of 1904

St. Clair Calbert, Ooletwah, Tenn.
William Fleming, [Special] Chicago, Ill.
Willie Fulton, Teacher, City Schools, Asheville, N. C.

Morrisston Seminary and Normal Institute.
NORMAL DEPARTMENT.

The Faculty of the Morrisston Seminary and Normal Institute have awarded this

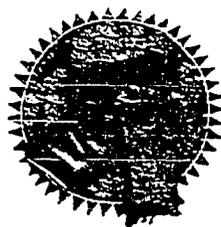


DIPLOMA

To **Dallas C. Garner.** for having completed the Course of Study required in the Normal Department of this Institution, and having passed, on its various branches, a satisfactory examination.

Given at the Morrisston Seminary and Normal Institute, Morrisston, Tennessee, this *Seventh* day of *May* 1887.

<i>Union A. Johnson</i>	} Teachers.
<i>Samuel S. Garrison</i>	
<i>Marion A. Johnson</i>	
<i>Henry C. Garrison</i>	
<i>Allen S. Lewis</i>	} President.
<i>Judson S. Hill</i>	



CALENDAR.

Fall Term will begin Monday, September 1, 1884.
Closing Exercises December 23, 1884.
Winter and Spring Term will begin Monday, January 5, 1885.
Thursday, May 21, Written Term Examination begins.
Friday, May 22, Examinations continued.
Saturday Night, May 23, Lecture before "The Henry W. Warren Literary Society" by _____
Sunday, May 24, Annual Address by the President, at 11 A. M.
Annual Sermon, 7:45 P. M., by _____
Monday, May 25, Examinations Concluded.
Tuesday, May 26, Exercises by the Normal Intermediate and Primary Departments, 7 and 5 P. M.
Wednesday, May 27, Commencement.

BOARD OF TRUSTEES.

PRESIDENT:

REV. WILLIAM C. GRAVES.

Secretary and Treasurer:

REV. J. S. HILL, A. M.

Term Expires, 1885.

BISHOP HENRY W. WARREN, D. D., REV. W. C. GRAVES.
REV. J. S. HILL, MACK FULTON, ESQ.
HENRY WALKER, ESQ.

Term Expires, 1886.

HON. A. H. GREGG, REV. ELI PROVINÉ.
REV. B. H. JOHNSON, REV. OWEN HYPHER.

Term Expires, 1887.

REV. R. S. RUST, D. D., HON. JOSEPH BROWN,
REV. S. J. HARRIS, ROBERT THOMAS, ESQ.

EXECUTIVE COMMITTEE:

REV. J. S. HILL, A. H. GREGG, JOSEPH BROWN,
OWEN HYPHER, HENRY WALKER.

Visiting and Examining Committee

(Appointed by the East Tennessee Conference).

REVS. S. J. HARRIS, ELI PROVINÉ, B. H. JOHNSON.
D. W. D. HAYES, S. J. FLETCHER.

FACULTY

REV. J. S. HILL, A. M., PRINCIPAL,
Science, Languages and Pedagogics.

MISS NANNIE J. MCGINLEY,
English Branches.

MRS. A. H. STEARNS,
Principal Primary Department.

MISS ERIE BROWN,
Teacher Vocal and Instrumental Music.

MISS MARY E. LEVERING,
Matron.

TUTORS:

ALFRED COCHRAN, JAMES COCHRAN,
 ANDREW FULTON, I. R. HILL,
 WM. WOLF, JOSIE BRYANT,
 NEPPIE WADKINS.

STUDENTS

NORMAL DEPARTMENT.

BETTIS, N. A.	Panther Springs, Tenn.
BOWEN, NELSON	Mossy Creek, "
BOWERS, CHARLES	Bull's Gap, "
BOWERS, JERRY	Rheatown, "
BOYD, ELIZA	Greeneville, "
BREDLOVE, ANDREW	Panther Springs, "
BRYANT, JOSIE	Chatanooga, "
CARMICHAEL, ANNA	Morristown, "
CARMICHAEL, NANNIE	Mossy Creek, "
CHARLES, ANDREW	Treadway, "
CHESTNUT, KATIE	St. Clair, "
CHESTNUT, WILLIAM	" "
CLIFT, P. J.	Soddy, "
COCHRAN, ALFRED	St. Clair, "
COCHRAN, JAMES	" "
COCHRAN, PARALEE	" "
COX, FREDDIE	Newport, "
COX, MARY	Bean's Station, "
COX, THOMAS	" "
DONOHOO, F. L.	Cleveland, "
FULTON, ANDREW	Morristown, "
FULTON, BERTHA	" "
FULTON, LUCY	" "
FRANKLIN, JAMES	White Pine, "
GOINS, JAMES H.	Thorn Hill, "
HALE, ROBT.	Morristown, "
HAMBLE, CAROLINE	" "
HILL, L. R.	Cleveland, "
HYPHER, OWEN	Morristown, "
LEE, SMITH	Russellville, "
MAYES, GEORGE	Morristown, "
MAYES, LIZZIE	" "
MAYES, MARIA	" "
MOORE, ELIAS	Mooresburg, "
MURPHY, EARL	Bull's Gap, "
PRINCE, JOHN	Morristown, "
PULLEN, CHARLES	Russellville, "
STOVER, WM.	Morristown, "
ROGERS, ROBERT	Mooresburg, "
TAYLOR, ELIZA	Morristown, "

6 **Morristown Seminary and Normal Institute.**

TAYLOR, MARY.....	"	Tenn.
THOMAS, DOWD.....	Dandridge,	"
WADKINS, NEPPIE.....	Talbot's,	"
WALKER, JOHN.....	Morristown,	"
WATKINS, RISSIE.....	Cleveland,	Ohio.
WEST, FAIR.....	Morristown,	Tenn.
WESTFIELD, J. P.....	Cleveland,	"
WELLS, CHAS. E.....	Green Castle,	Indiana.
WILLIAMS, CHARLES.....	Knoxville,	Tenn.
WILLIAMS, LUCY.....	Morristown,	"
WILLIAMS, MAGGIE.....	"	"

NORMAL PREPARATORY.

AIDEN, MARY.....	Morristown,	Tenn.
BOWEN, CLYDE.....	"	"
BOWEN, JOSEPH.....	"	"
BOYD, ELIZA.....	Greeneville,	"
BREEDLOVE, JAMES.....	Panther Springs,	"
BROWNLOW, ALICE.....	Morristown,	"
BROWNLOW, MARTHA.....	"	"
CARMICHAEL, ALFRED.....	"	"
CARMICHAEL, ROBERT.....	Bean's Station,	"
CHESTNUT, JOHN.....	Morristown,	"
CHESTNUT, JOHN R.....	St. Clair,	"
CHESTNUT, LENA.....	Morristown,	"
COX, MATTIE.....	Newport,	"
FLEMMING, HATTIE.....	Morristown,	"
FERGUSON, ANNA.....	"	"
FERGUSON, LIZZIE.....	"	"
FULTON, DORTHULA.....	"	"
FULTON, MARY.....	"	"
GILLESPIE, ELLA.....	"	"
GREENLEE, BONNIE.....	"	"
GREENLEE, WILLIE.....	"	"
HALE, FANNIE.....	"	"
HALE, ROBERT.....	"	"
HOUSTON, NELSON.....	Lenoir's,	"
HYPPIER, CLIFTON.....	Morristown,	"
HYPPIER, HORACE.....	"	"
HYPPIER, LAURA.....	"	"
KYLE, MARY.....	Talbot's,	"
LYNCH, THOMAS.....	Newport,	"
MILLER, WALTER.....	Rheatown,	"
NEWBURN, DREW.....	Newport,	"
NOE, LIZZIE.....	Morristown,	"
NOE, LOU.....	"	"
O'DELL, JOHN.....	"	"

Morristown Seminary and Normal Institute. 7

ROTEN, E. H.....	Newport,	Tenn.
STOVER, KITTIE.....	Morristown,	"
STOVER, LYCENTHIA.....	"	"
UPSHAW, AMANDA.....	"	"
UPSHAW, METRA.....	"	"
UPSHAW, MINNIE.....	"	"
WALKER, HENRY.....	"	"

PRIMARY DEPARTMENT.

BENTON, JAMES.....	Morristown, Tenn.	"
BEWLEY, ETTIE.....	"	"
BEWLEY, JAMES.....	"	"
BRANNER, ALSIE.....	"	"
BROWN, JOHN.....	"	"
BROWNLOW, AMANDA.....	"	"
BROWNLOW, JANE.....	"	"
BROWNLOW, LUNDI.....	"	"
BROWNLOW, ODIE.....	"	"
BLACKBURN, MARY.....	"	"
CARMICHAEL, ADDIE.....	"	"
CARMICHAEL, JOSEPHINE.....	"	"
CARMICHAEL, KATE.....	"	"
CARMICHAEL, MYRA.....	"	"
CARR, FRANCIS.....	"	"
CARSON, CORA.....	"	"
CARSON, CURTIS.....	"	"
CARSON, GEORGE.....	"	"
CARSON, THOMAS.....	"	"
CHESTNUT, MINNIE.....	"	"
CHESTNUT, SALOMI.....	St. Clair,	"
COCHRAHAM, CORDELIA.....	Newport,	"
COX, MARSHALL.....	Morristown,	"
CUNNINGHAM, FRANK.....	"	"
CUNNINGHAM, WESLEY.....	"	"
DAVIS, HUGH.....	"	"
DAVIS, JENNIE.....	"	"
DAVIS, LIZZIE.....	"	"
DAVIS, WILLIE.....	"	"
DICKSON, BELLE.....	"	"
DICKSON, WILLIE.....	"	"
FERGUSON, LIZZIE.....	"	"
FLEMMING, DORA.....	"	"
FLEMMING, BUDD.....	"	"
FOSTER, ELLA.....	Bean's Station,	"
*FULLER, PRESSLEY.....	Morristown,	"
FULTON, SIDELL.....	"	"
GILBERT, ROSA.....	"	"

8 Morristown Seminary and Normal Institute:

GILLESPIE, HATTIE,	"	Tenn.
GILLESPIE, WILLIE,	"	"
GOODE, JOHN,	Greenville,	"
GOODE, SARAH,	"	"
GORDON, BEN,	Morristown,	"
GORDON, MARY,	"	"
GORDON, WILEY,	"	"
HALE, JAMES,	"	"
HALE, MARIA,	"	"
HALE, ROSA,	"	"
HALE, SALLIE,	"	"
HALE, THOMAS,	"	"
HALE, JOHN,	"	"
HAMBLIN, TENNIE,	"	"
INGRAM, EMMA,	"	"
INGRAM, SYLVIA,	"	"
INMAN, BUDD,	"	"
INMAN, FLORENCE,	"	"
JACKSON, EDDIE,	"	"
JACKSON, JAMES,	"	"
JACKSON, LORENDA,	"	"
JACKSON, MINNIE,	"	"
JACKSON, MARY,	"	"
JACKSON, SALLIE,	"	"
JOHNSON, ALICE,	"	"
JOHNSON, ALSIE,	Newport,	"
JOHNSON, MAGGIE,	Morristown,	"
JOHNSON, MARY,	Newport,	"
KEENER, SUSIE,	Morristown,	"
LAWRENCE, LULU,	"	"
LAWRENCE, MOLLIE,	"	"
LEE, WILLIE,	"	"
LONG, AXIE,	"	"
LONG, JOHN,	"	"
LONG, ROBERT,	"	"
LYLE, MARIE,	"	"
MOORE, ADALINE,	"	"
MOORE, CHARLES,	"	"
MOORE, THOMAS,	"	"
NEWBURN, EDDIE,	"	"
NEWBURN, EVA,	"	"
NEWBURN, MATTIE,	"	"
NOE, ANNA,	"	"
NOE, ELLA,	"	"
NOE, FLORENCE,	"	"
NOE, JOHN,	"	"
NOE, NEALUS,	"	"

Morristown Seminary and Normal Institute: 9

ODELL, ANNA,	"	Tenn.
ODELL, FRANK,	"	"
OSBORNE, MOLLY,	"	"
OSBORNE, THOMAS,	"	"
PORTER, NORA,	"	"
PORTER, ORPHA,	"	"
RANKIN, ELLA,	"	"
SIMPSON, EMMA,	"	"
SIMPSON, SALLIE,	"	"
SIMPSON, RICHARD,	"	"
SIMS, JOSEPHINE,	"	"
SIMS, MARY,	"	"
SMITH, EDWARD,	"	"
SMITH, ELLSWORTH,	"	"
SMITH, JOHN,	"	"
SMITH, GEORGE,	"	"
STEPHENS, WILLIAM,	Tate Spring,	"
STOVER, MOLLIE,	Morristown,	"
TALLY, HUGH,	"	"
TAYLOR, EDWARD H	"	"
TAYLOR, GEORGE	"	"
TAYLOR, MELVIN	"	"
UPSHAW, SALLIE	"	"
WADKINS, LAURA	Talbots,	"
WILKINS, LULU	Morristown,	"
WILKINS, MARY	"	"
WILKINS, WILLIE	"	"
WOODS, PRINCESS	"	"

MUSIC.

BEWLEY, CHARLES.	HAMBLIN, CAROLINE.
BRYANT, JOSIE.	HYPHER, OWEN.
CARR, FRANCIS.	MILLER, LAURA.
CARSON, CORA.	TAYLOR, ELIZA.
COX, FREDDIE.	TAYLOR, MARY.
COX, MARY.	WADKINS, NEPPIE.
COX, THOMAS,	WALKER, KATE.
DONOHOO, F. L.	MAYES, GEORGE.
CARMICHAEL, NANNIE.	MAYES, LIZZIE.
FLEMMING, HATTIE.	MAYES, MARIA.
FULTON, BERTHIA.	
FULTON, DORTHULA.	
FULTON, LUCY.	
GREENLEE, BONNIE.	

SUMMARY OF STUDENTS.

NORMAL DEPARTMENT,	51
NORMAL PREPARATORY,	41
PRIMARY DEPARTMENT,	114
MUSIC,	24
TOTAL,	230

General Information.

MORRISTOWN SEMINARY AND NORMAL INSTITUTE was established as an institution for the higher education of the colored people, to train Teachers for the schools and Preachers for the Churches.

LOCATION.

The Institution is located in Morristown, the county seat of Hamblin, forty miles east of Knoxville, at the junction of the Cincinnati, Cumberland Gap and Charleston Railroad with the East Tennessee Virginia and Georgia Railroad. Fortunate in its surroundings, it commands a magnificent view of mountains, forests and cultivated fields, while for salubrity of climate and healthfulness of location it is unsurpassed by any other locality in the South.

NOT SECTARIAN.

Open to all, and while this institution is under the patronage of the Methodist Episcopal Church, and is supported by the Freedmen's Aid Society of this Church, no distinctive doctrine is taught in the school except to Biblical classes. It is the aim to teach the truths of a vital christianity which fit men for lives of usefulness and make them followers of Christ.

The influences of this school are decidedly religious. During the past year fifty of the students were converted, and are now living christian lives.

PUBLIC WORSHIP.

Students are requested to attend the religious exercises each day at the opening and closing of school, and also to attend Sunday school and public worship teach Sabboth at such places as are designated by parents or guardians.

A prayer meeting is held every Wednesday night in the Seminary Chapel for those who occupy rooms in the Seminary buildings. The rules regarding the attendance of students on all these services will be *strictly enforced.*

BUILDINGS.

The main building, which was completed in 1883, is large and commodious, containing 22 rooms; well furnished, and admirably adapted for the purposes of boarding the students. The school building is 60x40 feet, and contains three school rooms.

The two departments, male and female, are entirely separate, and the gentlemen and ladies are together only when in the Chapel, dining-hall or recitation room. A large majority of the students boarding at the hall, being Normal pupils, of mature age, and attending for the purpose of qualifying themselves to become teachers of others, the tone of feeling in regard to school studies and duties is just of that sort which a judicious parent would desire. The false notions of life which sometimes creep into boarding schools, where there is a large collection of pupils, all of immature age and character, are comparatively unknown here. The social influences of the hall are of the most healthful character. There is a general earnestness of purpose in the prosecution of study, and a conscientiousness in regard to duty which make it really hard for a pupil not to study. The moral and religious influences of the place are also highly favorable.

COURSES OF INSTRUCTION.

The Departments of Instruction are arranged with special reference to the wants of two classes of scholars.

1. A Preparatory course for those designing to enter College. No pains will be spared to make this department equal to the best Preparatory School in the country, combining these three fundamental elements of Instruction: rapid progress, thorough drill and critical accuracy. Students are advanced in the course according to their capacity for acquisition, making *actual attainments not time* the measure of progress.

2. The Normal Department is wholly designed to prepare its students for successful teaching in the Public Schools; no effort is spared to accomplish this result. Every class-room is a small normal school, devoted not only to the instruction of those who recite there, but also to the best methods of teaching the subjects to which attention is here given. We constantly recognize the fact that all discipline, all instruction, all study, and all methods here taught are intimately connected with the future success of our students as teachers. During each term the members of this department teach classes in the Normal, Preparatory and Primary Department.

Here ample opportunity is afforded to show what capacity they have for first-class work in the school-room. We are assured from many reports from different parts of this and other States that the training our students are receiving in this department, is well adapted to give its graduates high vantage ground in their profession when they shall have entered upon the active work of the school-room. Finally, in all our work of preparation for the school-room, while we do not lose sight of the old landmarks in education, hoary, many of them with the years of centuries, and tried again and again and never found wanting, yet we are ever ready to adopt any new methods in teaching which may have the merit of practicability and utility. Believing that no Normal school can prepare teachers to do the scholar's work, our endeavor shall ever be to send our teachers who

NORMAL DEPARTMENT.

FIRST YEAR.

FIRST TERM.—Fourth or Fifth Reader, Spelling, Arithmetic, Geography, Grammar, Reed and Kellogg's Graded Lessons, Map Drawing, Penmanship.
SECOND TERM.—Reading, Spelling, Arithmetic, Grammar, Geography, Drawing, History of the United States, Penmanship.

SECOND YEAR.

FIRST TERM.—Arithmetic, Reading, Bible, Geography, Map Drawing, Grammar and Composition, General History, Penmanship, Singing, Drawing.
SECOND TERM.—Arithmetic, Geography, Grammar and Composition, Theory and Practice of Teaching, School Government, Elements of Moral Science, Reading, Bible, Drawing.

THIRD YEAR.

FIRST TERM.—Arithmetic Completed, Physiology, Natural History, Methods of Teaching English Language and Literature, Book-Keeping, Rhetoric, Civil Government, Reading, Bible, Drawing.
SECOND TERM.—Algebra, Natural Philosophy, Geology of Tennessee, Elements of Mental and Moral Science, School Management, Legal Responsibilities of Teachers, School Laws, Rolls and Reports of Teachers, English Classics, Reading, Bible, Drawing.

Declamations and Essays every week throughout the course.
 Text-Books used for College Preparatory Course.

Harkness' Latin and Goodwin's Greek Grammar; Thalheimer's Ancient History, Robinson's Algebra, Steele's Natural Philosophy, Davis' Trigonometry and Analytical Geometry and Calculus; Hanson & Wolfe's Latin Prose and Poetical Selections; Leighton's Greek Selections; Steele's Chemistry, Wood's Botany, Tenny's Geology, History of Philosophy, Harper's Library, Dana's Mineralogy.
 Text-Books used for Normal Course.

American Fourth and Fifth Readers, American Pronouncing Speller, Mitchell's and Eclectic Geography's, American and White's Complete Arithmetics, Reed and Kellogg's Grammars, Thalheimer's Histories, Holy Bible, Hill's Rhetoric, Cutter's Physiology, Hooker's Natural History, Wayland's Moral Science, Mahew's Book-Keeping, Young's Civil Government, Hudson's English Classics, Krusi's Lessons in Drawing.

Monthly examinations of classes in the course of study is required, and at the end of each term students failing to get the minimum of sixty-five per cent, forfeit their standing in their classes.

PRIMARY DEPARTMENT.

CLASS D.

Reading and Spelling.	} New American Primer finished
Learning to count.	
Adding and subtracting from 1 to 10.	} Numerical Frame, Slate and black-board.
Multiplying by 2s 5 and 10s.	
Drawing Elementary forms, Krusi.	} Slate and Black-Board.
Printing letters and figures.	
Exercise on objects.	
Oral exercises, daily singing.	

CLASS C.

Reading and Spelling, N. Am. First Reader—Begun.
 Arithmetic—Primary—begun.
 Drawing and Printing, as in D' Class.
 Exercises on Objects.
 Oral Exercises Daily.
 Singing.

CLASS B.

Reading, New American First Reader—Finished.
 Spelling, New American Primary—Begun.
 Arithmetic—Primary.
 Drawing and Printing as in C and D Classes.
 Exercises on Objects
 Oral Exercises Daily.
 Singing.
 Hooker's Child's Book of Nature.

CLASS A.

Reading Second Reader—Finished.
 Spelling, New American Primary—Finished.
 Arithmetic, Through Division.
 Geography, First Lessons—Finished.
 Drawing—Krusi's Lessons.
 Hooker's Animals.
 Writing, Slate and Black-Board.
 Oral Exercises Daily.
 Singing.

SENIOR CLASS.

Arithmetic, Through Fractions.
 Geography, Primary.
 Drawing.
 Grammar.
 Reading, Third Reader—Finished.
 Spelling, Drawing, Penmanship.
 "Air and Water,"—Hooker.
 Singing.
 Declamation once a week—whole school.

MISCELLANEOUS.

1. Each student must be provided with towels, two sheets, two pillow cases and a comfort.
2. Each room is intended for the accommodation of two students, and is furnished with a bedstead, bedding, wash-stand, table, wash-bowl and pitcher, pail, mug, soap-dish, looking-glass, lamp, stove and chairs.

3. No student will be allowed to take less than three or more than four studies, not including reading, writing and spelling, which all are required to practice until a satisfactory degree of proficiency has been attained.

4. A careful record is kept of the work of each student, and reports will be sent to parents twice each term.

Absence from examination at the close of each term, lowers the grade for the term one-fourth.

RULES OF THE SEMINARY.

1. Students, immediately upon their arrival, must report themselves to the Principal and adjust their bills at the office, and in no case must a student leave the Seminary without permission from the Principal.

2. Study hours embracing the recitation hours, will be published at the commencement of each term. These hours must be devoted exclusively to study and recitation.

3. Students' rooms shall be accessible to members of the Faculty at all times; and no student, under any circumstances, shall be allowed to put extra locks on the door. No student may enter another's room without the occupant's permission. The occupants of rooms are responsible for improper conduct occurring or tolerated in their rooms, and for all injury done to them or to the furniture while in their possession. Conversation from the windows is forbidden. *Nothing must be thrown from the windows.*

4. We strongly discontinue the use of tobacco, and any one using it will be cut off from the half-term Honor Roll. We forbid its use in the building or on the premises in any form.

5. Frequenting places of amusement, drinking spirituous liquors or entering places where they are sold, playing at games of chance, using profane, rude, or indecent language, immodest conversation or behavior, and all other practices opposed to morality and order, are totally forbidden. Fire-arms, gunpowder or fire-works of any kind must not be brought upon the premises.

6. Due respect must be observed toward all the officers of the Institution, and a courteous bearing is required at all times.

7. Students shall, at the time designated, be present at prayers in the Chapel, and, while attending any religious service, the strictest order, decorum and seriousness must be observed.

8. The Sabbath must be regarded with becoming reverence. During this day, all walking the streets or fields for pleasure, collecting in each other's rooms for amusement, or receiving visits from those not connected with the Seminary; music, vocal or instrumental, unless sacred; prosecuting secular labor or studies, all boisterous deportment and practices prohibited in well-bred Christian families, are wholly forbidden.

6. No student shall make any unnecessary noise in any room or in the halls; and every one must be careful in going up and down stairs, at all times.

10. No scuffling or playing permitted, at any time, in the building, and loud knocking at doors, the slamming of doors, whistling or indecorous singing, will not be tolerated.

11. Students will be held responsible for the conduct of their visitors; also, for any damage which the premises of the institution may sustain at their hands.

12. During study hours—from 7 to 9:30 o'clock, P. M., throughout which the utmost quiet must prevail—no student will be permitted to visit the rooms of others without permission; and every student *must be in his room punctually at 7 o'clock.*

13. No student will be allowed to leave the premises after 7 o'clock P. M. without permission.

14. Students who have occasion to pass through the halls or upon the stair-way after 7 o'clock must wear their slippers.

Students who desire to leave town or absent themselves from their rooms at night must obtain permission from the President.

15. Cleanliness and tidiness, both in the personal habits of the students and in the condition of their rooms, will be rigidly exacted.

16. Students must sweep their rooms, depositing the sweepings in the box placed on each hall for that purpose, make their beds, and have the rooms present a neat and tidy appearance by 7 o'clock A. M.

17. The bell at 9:36 o'clock P. M., is the signal for replenishing pitchers. It is then permitted the students to quietly pass out for ten minutes, avoiding noise and confusion. Having provided themselves with water and other conveniences for the night, they must return directly to their rooms.

18. Ten o'clock is the hour for retiring. It is then required of the students, in an orderly and quiet manner, to retire for the night. At the time of retiring, the water-pail or pitcher of all rooms must be filled. *Lights must be extinguished by five minutes past ten.* No Society may continue its exercises after 9:45 o'clock, without special excuse.

19. No gentleman, whether connected with the Institution or not, shall visit any person in the Ladies' Department without the permission of the President. Communications in writing between the ladies and gentlemen are forbidden; and the two sexes shall not associate on any occasion without the consent of the President.

20. Students cannot leave a class without the consent of its teacher, and the written permission of the President.

21. Students cannot exchange rooms without consent of the President, or seats assigned them in the dining-hall without the consent of the Matron. Students cannot visit the kitchen, Matron's room or dining-hall, or take a meal after the regular hour, without permission.

22. Students will be required to attend regularly such Church as may be designated by their parents, and, also the Sunday School connected therewith.

23. Occasional violations of these rules, through carelessness, will subject offenders to such penalties as the magnitude of the offense and the maintenance of discipline in the hall may require; but continued or malicious infractions will render the perpetrators liable to expulsion from the institution.

24. Such other regulations as the President may make shall have all the force of these published rules.

WHAT WE HAVE.

1. We have beautiful grounds, and two buildings purchased and paid for.

2. We have a small amount pledged for the establishment of a School of Domestic Economy.

WHAT WE NEED.

1. We need two hundred dollars to re-fence the grounds.
2. We need one thousand dollars to raise and recover the school building which is too small for the needs of the school.
3. We need twenty-five hundred dollars for the erection of a Dormitory for the accommodation of young men.
4. We need a large school bell.
3. We need two thousand dollars more than we have pledged for the erection of a building for the school of Domestic Economy.
6. We need twelve hundred dollars for the erection of a house for the Principal and teachers.
7. We need books and periodicals for the Library and Reading-Room, and especially books of reference.
8. We need Charts, a Globe and Physical Apparatus for illustrating Physics, Chemistry, &c.
9. We need contributions to aid worthy young men and women while they are fitting themselves for the service of the Master.

Money for either of the above purposes, except for the School of Domestic Economy, can be sent through Rev. R. S. Rust, D. D., Corresponding Secretary Freedmen's Aid Society, Cincinnati, Ohio, or to the Principal at Morristown, Tennessee.

Donations for the School of Domestic Economy may be sent to Mrs. R. S. Rust, Corresponding Secretary W. H. M. Society, or to the Principal.

Donations Received for the year ending June 1, 1884.

† Miss Sallie Poppin, Pa. \$5.00; Bishop Warren, \$462; Rev. O. Hypsher, collections, \$3.25; J. H. Frey, Balt. Md., \$88.89; Miss C. Boyd, Phil. Pa., \$25.00; Mrs. Chas. Scott, Phil. Pa., \$25.00; Rev. B. H. Johnson, Knoxville, Tenn., \$11.50; East Tennessee Conference, special collection, \$45.92; Mrs. Adaline W. Smith, \$50.00; Bishop Andrews, \$100; First M. E. Church, Boston, \$10.00; Provinceton, Mass. M. E. Church, \$15.00; M. E. Church, Kittery, Mass., \$6.00; M. E. Church, Nattick, Mass. \$3.00; M. E. Church, Wilbraham, Mass., \$20.00.

For information or admission address the Principal,

REV. J. S. HILL,

P. O. BOX 33, MORRISTOWN, TENN.

Morristown City Schools
300 MUNICIPAL BUILDING
Morristown, Tennessee

June 20, 1956

Dr. H. I. Dickason, President
Morristown College
Morristown, Tennessee

Dear Dr. Dickason:

Your letter with receipt # 3321 showing that the Morristown City Schools has completed its contract with Morristown College for 1955-'56 has been received. You are due another check for instructional materials and supplies which will be mailed soon.

Your letter regarding the contract for 1956-'57 is being passed along to Mr. Charles Ross who will be superintendent of schools July 1, 1956.

Very truly yours,

W. A. Shannon
W. A. Shannon, Superintendent
Morristown City Schools

STATE OF TENNESSEE)
 HAMBLIN COUNTY)
 CORPORATION OF MORRISTOWN)

This agreement made this the 5 day of September, 1949, by and between the City Board of Education, and the Mayor and Aldermen of the Town of Morristown, Tennessee, parties of the first part, and the Morristown Normal and Industrial College, Inc., Morristown, Tennessee, parties of the second part, through their duly authorized officers,

WITNESSETH, that in consideration of the fact that Morristown Normal and Industrial College, party of the second part, agrees to provide high school training for the regular school year, 1949-50, for all bona fide Negro students within the corporate limits of the City of Morristown, Tennessee, and Hamblin County, who are entitled to such instruction under the laws of the State of Tennessee, and in consideration of the fact that said College agrees to operate a State Approved High School and furnish buildings, grounds, heat, light, ^{fuel and electric power} and all necessary equipment for the successful operation of the same; the party of the first part agrees to do the following:

1. Provide the College Three thousand five hundred dollars (\$3,500.00) to be paid in nine equal installments, each at the end of the regular school month.
2. Pay to the College all State and County funds allotted by the State of Tennessee and Hamblin County under the plan of equalization based on average daily attendance for the past school year. ^{It is understood that} the allotment provides for the payment of eight teachers' salaries for the school year 1949-50 and said teachers are to be paid in personal checks by the City through the College Office, which will transmit the same to each teacher without any deduction.
3. To meet the tuition requirements of the Veterans Administration for high school students who participate in the specialized program of brick masonry which the College now operates, it is agreed that the allotment of \$127.50 per month for the nine month period paid last year shall be continued.

Witness our hands and seal this ___ day of September, 1949.

Board of Mayor and Aldermen

By [Signature], Mayor
 Morristown Normal & Industrial College

By [Signature], President

APPENDIX D

Courses of Study: Outline of Courses 1924

COURSES OF STUDY
 OUTLINE OF COURSES
 JUNIOR HIGH SCHOOL DEPARTMENT¹
 SEVENTH GRADE

1st Semester	2nd Semester
Grammar English Reading - - - - 5 Spelling	Grammar English Reading - - - - 5 Spelling
Arithmetic - - - - -5	Arithmetic - - - - -5
Geography- - - - -3	Physiology - - - - -3
U. S. History- - - - -3	U. S. History- - - - -3
Penmanship	Penmanship
Music	Music
Physical Culture	Physical Culture
Manual Training (for boys)	Manual Training (for boys)
Sewing (for girls)	Sewing (for girls)

¹College Catalogue, 1924, p. 19.

EIGHTH GRADE

1st Semester	2nd Semester
Gramm. & Comp.	Gramm. & Comp.
English Reading - - - - - 5	English Reading- - - - - -5
Spelling	Spelling
Arithmetic - - - - - -5	Arithmetic - - - - - -5
Physiology & Hygiene - - -2	Physiology & Hygiene- - - - 2
U. S. History - - - - - 3	Civil Government- - - - - 3
English Bible - - - - - 1	English Bible- - - - - -1
Penmanship	Penmanship
Music	Music
Physical Culture	Physical Culture
Manual Training (for boys)	Manual Training (for boys)
Sewing (for girls)	Sewing (for Girls)

Ninth Grade

1st Semester	2nd Semester
English* (Gramm. & Rhet.)- -4	English (Gramm. & Rhet.)- - 4
Algebra I- - - - - - - - -3	Algebra I- - - - - - - - -3
Latin, Beginning- - - - - 3	Latin, Beginning- - - - - 3
World History- - - - - - -3	World History- - - - - - -3
Hygiene & Sanitation- -- - -2	Physiography- - - - - - - 2
Elementary Public Speaking- 1	Elementary Public Speaking -1
English Bible- - - - - - - -1	English Bible- - - - - - - -1
Penmanship	Penmanship
Music	Music
Manual Training (for boys)	Manual Training (for boys)
Home Economics (for girls)	Home Economics (for girls)

*Any student found deficient in Spelling was required, in addition to the regular work, to attend special classes in Spelling.

TENTH GRADE

1st Semester	2nd Semester
English *(Rhet. & Comp.)- - -4	English *(Rhet. & Comp.)- - -4
Algebra II- - - - - - - - -3	Algebra II- - - - - - - - -3
Latin, Second Year- - - - - -3	Latin, Second Year- - - - - -3
World History- - - - - - - - 3	Civics- - - - - - - - - - -3
General Science- - - - - - - 3	General Science- - - - - - - 3
Elementary Public Speaking- -1	Elementary Public Speaking - 1
English Bible- - - - - - - - 1	English Bible- - - - - - - - 1
Music	Music
Physical Culture	Physical Culture
Shop-Work (for boys)	Shop-work (for boys)
Home Economics (for Girls)	Home Economics (for girls)

*Any student found deficient in Spelling or Penmanship was required, in addition to the regular work, to attend special classes in these subjects.

JUNIOR COLLEGE¹

LITERARY COURSE

Subcollegiate Department

THIRD YEAR (11th Grade)

1st Semester	2nd Semester
Introductory English	Introductory English
Literature- - - - -4	Literature- - - - -4
Latin, Third Year- - - - -3	Latin, Third Year- - - - -3
Plane Geometry- - - - -3	Plane Geometry- - - - -3
Chemistry I- - - - -4	Chemistry I- - - - -4
Intr. American History- - - -4	Community Civics- - - - -4
English Bible- - - - -1	English Bible- - - - -1
Public Speaking	Public Speaking
Music	Music
Physical Culture	Physical Culture
Shop-work (for boys)	Shop-work (for boys)
Home Economics (for girls)	Home Economics (for girls)

FOURTH YEAR (12th Grade)

1st Semester	2nd Semester
Intr. American	Intr. American
Literature- - - - -3	Literature- - - - -3
Modern Language- - - - -4	Modern Language- - - - -4
Solid Geometry- - - - -2	Solid Geometry- - - - -2
Physics I- - - - -4	Physics I- - - - -4
Intr. Sociology- - - - -2	Intr. Economics- - - - -2
English Bible- - - - -1	English Bible- - - - -1
Public Speaking	Public Speaking
Music	Music
Physical Culture	Physical Culture
Shop-work (for Boys)	Shop-work (for boys)
Home Economics (for girls)	Home Economics (for girls)

¹ Ibid., p. 21.

College Department¹

The minimum requirement of the A. B. Degree was as follows: English 15 Sem. Hrs.; Foreign Language 12 Sem. Hrs.; Science 12 Sem. Hrs.; Mathematics 8 Sem. Hrs.; History 6 Sem. Hrs.; Economics and Labor Problems 6 Sem. Hrs.; American Govt. 3 Sem. Hrs.; Psychology 3 Sem. Hrs.; English Bible 3 Sem. Hrs.

NOTE: Three years of some one Modern Language were required for the A. B. Degree. The student therefore was cautioned to continue the Modern Language begun in the 4th year, subcollegiate Department.

FRESHMAN YEAR

Required of every Freshman, throughout the year, Freshman English 3 Sem. Hrs.; History of Civilizations 3 Sem. Hrs.; Music; Physical Culture

GROUP I

French
Spanish
German

GROUP II

Mathematics
Chemistry
Physics
Zoology

Groups I and II were represented on the year's schedule of every Freshman. After satisfying these groups, the remainder of the student's schedule could be selected from either group I or II, or from the following: Latin 3 Semester Hours., Public Speaking 2 Sem. Hrs.; English Bible 2 Sem. Hrs.

¹Ibid., p. 21.

SOPHOMORE YEAR

Required of every Sophomore, throughout the year; Sophomore English 2 Sem. Hrs.; Psychology 3 Sem. Hrs.; English Bible 2 Sem. Hrs. (unless taken previously in the Freshman year); Public Speaking 2 Sem. Hrs.; Music; Physical Culture.

GROUP I

French
Spanish
German

GROUP II

Mathematics
Chemistry
Physics
Zoology

Groups I and II were represented on the year's schedule of every Sophomore. After satisfying these groups, the remainder of the student's schedule could be selected from either group I, II, or from the following: Latin, English Literature; History; American Government; Economics; Public Speaking; Commercial.

The minimum number of semester hours for college students was 15; the maximum was 17.

NOTE: Any student in the Junior College Department, at any time, found deficient in punctuation or spelling was required, in addition to the regular work, to attend special classes in these subjects.

NORMAL COURSE¹

Subcollegiate Department

THIRD YEAR (11th Grade)

1st Semester	2nd Semester
Intr. English	Intr. English
Literature- - - - -4	Literature- - - - -4
Latin, Third Year- - - - -3	Latin, Third Year- - - - -3
Plane Geometry- - - - -3	Plane Geometry- - - - -3
Chemistry I- - - - -4	Chemistry I- - - - -4
1st American History- - - - -4	Community Civics- - - - -4
English Bible- - - - -1	English Bible- - - - -1
Public Speaking	Public Speaking
Music	Music
Physical Culture	Physical Culture
Home Economics	Home Economics

FOURTH YEAR (12th Grade)

1st Semester	2nd Semester
Intr. American	Intr. American
Literature- - - - -3	Literature- - - - -3
Physics I- - - - -4	Physics I- - - - -4
Intr. Sociology- - - - -2	Intr. Economics- - - - -2
Electives* - - - - -6	*Electives- - - - -6
English Bible- - - - -1	English Bible- - - - -1
Public Speaking	Public Speaking
Music	Music
Physical Culture	Physical Culture
Home Economic	Home Economics

*Electives: Modern Language 4 Sem. Hrs.; Solid Geometry 2 Sem. Hrs.; Latin; Commercial 2 or 4 Sem. Hrs.

¹Ibid., p. 22.

NORMAL DEPARTMENT¹

FIFTH YEAR

1st Semester

General Psychology- - - - - 3
 History of Education- - - - - 3
 Review Grammar- - - - - 2
 Review Arithmetic- - - - - 2
 English Bible- - - - - 1
 Public School Drawing- - - - 2
 Public School Music- - - - - 2
 Home Economics- - - - - 2
 Penmanship and Spelling- - - 1
 Physical Culture and Games

2nd Semester

Applied Psychology- - - - - 3
 Educational Sociology- - - - 3
 Review Geography- - - - - 2
 Review History- - - - - 2
 English Bible- - - - - 1
 Public School Drawing- - - - 2
 Public School Music- - - - - 2
 Home Economics- - - - - 2
 Penmanship and Spelling - - 1
 Physical Culture and Games

In addition, every member of the class was required to devote some time every week to observation in the practice school, and assist in the supervision of studies.

SIXTH YEAR

1st Semester

Methods of Teaching- - - - - 3
 Child Study- - - - - 2
 Hygiene and Sanitation- - - - 2
 School Drawing- - - - - 2
 Public School Music- - - - - 2
 Home Economics- - - - - 2
 English Bible- - - - - 1
 Penmanship and Spelling- - - 1
 Practice Teaching
 Physical Culture and Games

2nd Semester

Class Room Management- - - - 3
 Play Ground Supervision- - - 2
 Hygiene and Sanitation- - - 2
 School Law of Tennessee- - - 2
 Public School Music- - - - - 2
 Home Economics- - - - - 2
 English Bible- - - - - 1
 Penmanship and Spelling- - - 1
 Practice Teaching
 Physical Culture and Games

Every member of the class was required to attend all weekly conferences and discussions conducted by the critic teacher.

NOTE: Any student in the Normal Course, at any time found deficient in punctuation, was required to attend special classes in the same.

¹Ibid., p. 23.

NORMAL MUSIC COURSE¹

Subcollegiate Department

THIRD YEAR (11th Grade)

1st Semester		2nd Semester	
Intr. English		Intr. English	
Literature- - - - -	4	Literature- - - - -	4
Latin, Third Year - - - -	3	Latin, Third Year - - - -	3
Plane Geometry- - - - -	3	Plane Geometry- - - - -	4
Chemistry I - - - - -	4	Chemistry I - - - - -	4
Intr. American History- -	4	Community Civics- - - - -	4
English Bible - - - - -	1	English Bible - - - - -	1
Public Speaking		Public Speaking	
Music		Music	
Physical Culture		Physical Culture	
Home Economics		Home Economics	

FOURTH YEAR (12 Grade)

1st Semester		2nd Semester	
Intr. English		Intr. American	
Literature- - - - -	3	Literature- - - - -	3
Physics I - - - - -	4	Physics I - - - - -	4
Intr. Sociology - - - - -	2	Intr. Economics - - - - -	2
Modern Language - - - - -	4	Modern Language - - - - -	4
English Bible - - - - -	1	English Bible - - - - -	1
Voice and Piano - - - - -	2	Voice and Piano - - - - -	2
Public Speaking		Public Speaking	
Physical Culture		Physical Culture	
Home Economics		Home Economics	

¹Ibid., p. 24.

NORMAL DEPARTMENT¹

FIFTH YEAR

1st Semester	2nd Semester
General Psychology- - - - -3	Applied Pshcyology- - - - -3
Modern Language- - - - -4	Modern Language- - - - -4
Harmony- - - - -2	Harmony- - - - -2
Solfeggio and Dictation- - - 2	Solfeggio and Dictation - -2
History of Music- - - - -3	History of Music- - - - -3
Methods- - - - -2	Methods- - - - -2
Voice and Piano- - - - -2	Voice and Piano - - - - -2
Physical Culture	Physical Culture

Every member of the class was required to give some time each day to observation and be present at all rehearsals of the chorus and glee club.

SIXTH YEAR

1st Semester	2nd Semester
Modern Language - - - - -4	Modern Language- - - - -4
Harmony- - - - -2	Harmony- - - - -2
Solfeggio and Dictation- - - 2	Solfeggio and Dictation - -2
Methods- - - - -2	Methods- - - - -2
Practice Teaching- - - - -3	Practice Teaching- - - - -3
Voice and Piano- - - - -2	Voice and Piano - - - - -3
Physical Culture	Physical Culture

Every member of the class was required to attend all rehearsals of the chorus and the glee club.

¹ Ibid., p. 25.

COMMERCIAL COURSE¹

Subcollegiate Department

THIRD YEAR (11th Grade)

1st Semester	2nd Semester
Intr. English	Intr. English
Literature- - - - - - - - -4	Literature- - - - - - - - -4
Latin, Third Year- - - - - - - 3	Latin, Third Year- - - - - - - 3
Plane Geometry- - - - - - - -3	Plane Geometry- - - - - - - -3
Chemistry I- - - - - - - - - 4	Chemistry I- - - - - - - - - 4
Intr. American History- - - - -4	Community Civics- - - - - - -4
English Bible- - - - - - - - - 1	English Bible- - - - - - - - - 1
Public Speaking	Public Speaking
Shop-work (for boys)	Shop-work (for boys)
Home Economics (for girls)	Home Economics (for girls)
Music	Music
Physical Culture	Physical Culture

FOURTH YEAR (12th Grade)

1st Semester	2nd Semester
Intr. American	Intr. American
Literature- - - - - - - - -3	Literature- - - - - - - - -3
Modern Language (Spanish preferred)- - - - - - - - -4	Modern Language (Spanish preferred)- - - - - - - - -4
Physics I- - - - - - - - - - 4	Physics I- - - - - - - - - - 4
Intr. Sociology- - - - - - - - 2	Intr. Economics- - - - - - - - 4
Commercial Arithmetic- - - - -2	Commercial Arithmetic- - - - - 2
English Bible- - - - - - - - - 1	English Bible- - - - - - - - - 1
Public Speaking	Public Speaking
Shop-work (for boys)	Shop-work (for boys)
Home Economics (for girls)	Home Economics (for girls)
Music	Music
Physical Culture	Physical Culture

¹Ibid.

COMMERCIAL DEPARTMENT¹

FIFTH YEAR

1st Semester	2nd Semester
College English (Freshman)- - - - - - - - -3	College English (Freshman)- - - - - - - - -3
Modern Language (Spanish preferred)- - - - - - - - -4	Modern Language (Spanish preferred)- - - - - - - - -4
Accounting- - - - - - - - -3	Accounting- - - - - - - - -3
Commerce and Industry- - - - 3	Commerce and Industry- - - 3
*Electives- - - - - - - - -4	*Electives- - - - - - - - -3
Music	Music
Physical Culture	Physical Culture

*Electives: Science (Chem. or Physics) 4 Hrs.;
History of Civilization 2 Hrs.; English Bible 2 Hrs.;
Public Speaking 2 Hrs.

SIXTH YEAR

1st Semester	2nd Semester
College English (Sophomore)- - - - - - - - 2	College English (Sophomore)- - - - - - - - 2
Modern Language (Spanish preferred)- - - - - - - - -4	Modern Language (Spanish preferred)- - - - - - - - -4
Psychology- - - - - - - - -3	Psychology- - - - - - - - -2
Accounting- - - - - - - - -3	Accounting- - - - - - - - -4
Business Organization- - - - 4	Commercial Law- - - - - - -4
American Government- - - - - 2	American Government- - - - 2
Music	Music
Physical Culture	Physical Culture

Shorthand and Typewriting was arranged for at the
beginning of the course.

¹Ibid., p. 26.

INDUSTRIAL COURSES¹

(Three years courses)

No one eligible who had not finished the eighth grade or its equivalent.

Brush and Broom Making-Brick Laying

FIRST YEAR

Shop-work every forenoon except Saturday and Sunday

1st Semester

2nd Semester

English- - - - -	3	English- - - - -	3
Mental Arithmetic- - - - -	2	Commercial Arithmetic- - -	2
Hygiene and Sanitation- - -	-2	Hygiene and Sanitation- - -	-2
English Bible- - - - -	1	English Bible- - - - -	1
Music		Music	
Physical Culture		Physical Culture	

SECOND YEAR

Shop-work every forenoon except Saturday and Sunday

1st Semester

2nd Semester

English- - - - -	3	English- - - - -	3
History- - - - -	3	History- - - - -	3
Elementary Bookkeeping- - -	-2	Elementary Bookkeeping- - -	-2
English Bible- - - - -	1	English Bible- - - - -	1
Music		Music	
Physical Culture		Physical Culture	

THIRD YEAR

Shop-work every forenoon except Saturday and Sunday

1st Semester

2nd Semester

Literature- - - - -	-3	Literature- - - - -	-3
Civics- - - - -	-3	Civics- - - - -	-3
Elementary Bookkeeping- - -	-2	Elementary Bookkeeping- - -	-2
English Bible- - - - -	1	English Bible- - - - -	1
Music		Music	
Physical Culture		Physical Culture	

¹ Ibid.

CARPENTRY AND WOODWORKING¹

FIRST YEAR

Shop-work every forenoon except Saturday and Sunday

1st Semester

English- - - - - 3
 Mental Arithmetic- - - - - 2
 Hygiene and Sanitation- - - -2
 Architectural Drawing- - - - 2
 English Bible- - - - - 1
 Music
 Physical Culture

2nd Semester

English- - - - - 3
 Commercial Arithmetic- - - - 2
 Hygiene and Sanitation- - -2
 Architectural Drawing- - - 2
 English Bible- - - - - 1
 Music
 Physical Culture

SECOND YEAR

1st Semester

English- - - - - -3
 History- - - - - -3
 Architectural Drawing- - - - -2
 English Bible- - - - - -1
 Music
 Physical Culture

2nd Semester

English- - - - - -3
 History- - - - - -3
 Architectural Drawing- - - - 2
 English Bible- - - - - -1
 Music
 Physical Culture

THIRD YEAR

Shop-work every forenoon except Saturday and Sunday

1st Semester

Literature- - - - - -3
 Civics- - - - - -3
 Architectural Drawing- - - - 2
 English Bible- - - - - 1
 Music
 Physical Culture

2nd Semester

Literature- - - - - -3
 Civics- - - - - -3
 Architectural Drawing- - - - 2
 English Bible- - - - - 1
 Music
 Physical Culture

¹ Ibid., p. 27-28.

MACHINE SHOP (Auto Repair)¹

FIRST YEAR

Shop-work every forenoon except Saturday and Sunday

1st Semester

English- - - - - 3
 Mental Arithmetic - - - - -2
 Hygiene and Sanitation- - - -2
 Mechanical Drawing- - - - -2
 English Bible- - - - - 1
 Music
 Physical Culture

2nd Semester

English- - - - - 3
 Commercial Arithmetic - - -2
 Hygiene and Sanitation- - -2
 Mechanical Drawing- - - - -2
 English Bible - - - - -1
 Music
 Physical Culture

SECOND YEAR

1st Semester

English- - - - - 3
 History- - - - - 3
 Mechanical Drawing- - - - -2
 English Bible- - - - - 1
 Music
 Physical Culture

2nd Semester

English- - - - - 3
 History- - - - - 3
 Mechanical Drawing- - - - -2
 English Bible - - - - -1
 Music
 Physical Culture

THIRD YEAR

Shop-work every forenoon except Saturday and and Sunday

1st Semester

Literature- - - - - -3
 Civics- - - - - -3
 Mechanical Drawing- - - - -2
 English Bible- - - - - 1
 Music
 Physical Culture

2nd Semester

Literature- - - - - -3
 Civics- - - - - -3
 Mechanical Drawing- - - - -2
 English Bible- - - - - 1
 Music
 Physical Culture

¹ Ibid., p. 28-29.

PRINTING 1

FIRST YEAR

Shop-work every forenoon except Saturday and Sunday

1st Semester

2nd Semester

English- - - - -	3	English- - - - -	3
Spelling- - - - -	-1	Spelling- - - - -	-1
Hygiene and Sanitation- - - - -	-2	Hygiene and Sanitation- - - - -	-2
Mental Arithmetic- - - - -	2	Mental Arithmetic - - - - -	2
English Bible- - - - -	1	English Bible- - - - -	1
Music		Music	
Physical Culture		Physical Culture	

SECOND YEAR

Shop-work every forenoon except Saturday and Sunday

1st Semester

2nd Semester

English- - - - -	3	English- - - - -	-3
History- - - - -	3	History- - - - -	-3
Spelling- - - - -	-1	Spelling- - - - -	1
Elementary Bookkeeping- - - - -	-2	Elementary Bookkeeping- - - - -	2
English Bible- - - - -	1	English Bible- - - - -	-1
Music		Music	
Physical Culture		Physical Culture	

THIRD YEAR

Shopwork every forenoon except Saturday and Sunday

1st Semester

2nd Semester

Literature- - - - -	3	Literature- - - - -	3
Civics- - - - -	-3	Civics- - - - -	3
Spelling and Punctuation - - - - -	1	Spelling and Punctuation- - - - -	1
Elementary Bookkeeping- - - - -	-2	Elementary Bookkeeping- - - - -	2
English Bible- - - - -	1	English Bible- - - - -	1
Music		Music	
Physical Culture		Physical Culture	

1

Ibid.

GRADES

First	Second	Third	Fourth	Fifth	Sixth
<u>First Semester</u>					
Reading Language Writing Numbers Stories Drawing Music	Reading Language Writing Numbers Stories Drawing Music	Reading Language Writing Numbers Stories Drawing Music	Reading Language Arithmetic Geography Sup. Reading Writing Manual or Domestic Arts Spelling Drawing Music	Reading Grammar Arithmetic Geography Sup. Reading Writing Manual or Domestic Arts Spelling Drawing Music	Reading Grammar Arithmetic Geography Sup. Reading History Writing Manual or Domestic Arts Spelling Drawing Music
<u>Second Semester</u>					
Reading Language Writing Numbers Stories Drawing Music	Reading Language Writing Numbers Stories Drawing Music	Reading Language Writing Numbers Stories Drawing Music	Reading Language Arithmetic Geography Sup. Reading Writing Manual or Domestic Arts Spelling Drawing Music	Reading Grammar Arithmetic Geography Sup. Reading Writing Manual or Domestic Arts Spelling Drawing Music	Reading Grammar Arithmetic Geography Sup. Reading History Writing Manual or Domestic Arts Spelling Drawing Music

SOURCE: College Catalogue, 1924, p. 30.

APPENDIX E

Description of the Historic Morristown Table
Charter of Incorporation

Description of the Historic Morristown Table¹

In the center of the table is a piece of wood from Wesley's pulpit. Grouped around this in a circle are pieces of wood from the famous Rigging Loft, John Street Church, New York, and the Strawbridge Meeting House and Strawbridge Oak, Baltimore.

In the second circle are specimens of wood from the U.S.S. Constitution and John Hancock house, and a piece of orange wood representing Rev. H. Presson, who preached the first sermon in Omaha, Neb., and is the oldest living Methodist minister in the world.

In the next circle are specimens from the first Asbury Church west of the Alleghenies, Saltville, Va.; Barrett's Chapel, near Wilmington, Del.; Asbury Church, Wilmington; Lovely Lane Church, Baltimore; Asbury Church, Chucky, Tenn.; St. George Church, Philadelphia, the oldest Methodist Episcopal Church in the world, in which consecutive services have been held; and the Philip Embury House, New York.

The fourth circle contains specimens of wood from the buildings in which the Woman's Foreign Mission, the Woman's Home Mission, Freedmen's Aid, Epworth League, Church Extension, Conference Claimants, and other societies of the Church were first organized. There are also specimens from the first Church in Trenton, N. J.; the Wynant homestead, Long Island, in which Bishop Asbury was entertained in 1768, and where James Bradley, the founder of Asbury Park, was born.

The next circle represents the first Norwegian-Danish church in the United States, at Duluth Minn.; the first church west of the Mississippi, St. Louis; bamboo from a hill near Tokio, Japan, where seven priests were crucified in the sixteenth century; the Farmers' Church, New York; the Boston Elm, where Jesse Lee preached his first sermon in Massachusetts; First Church, Omaha, Neb.; narrow wood from the Methodist Episcopal Church, Manila, P. I.; the Teeter Town Meeting House, New York; Old Waymark Church, Wyoming Conference; teak wood from Japan; John Stuart Church, where the first missionary preached to the Wyandotte Indians, on the Upper Sandusky, Ohio; and a piece from John Wesley's desk.

Next comes a circle in which are represented the first church south of the Mason and Dixon line; the battlefield of Plevna; John Brown's cabin, Kansas; the famous Lincoln-Douglas

¹The Christian Educator, May 1912, pp. 6-7.

debate tree Simpson, Lawrence, Allegheny, Central Wesleyan, and Iowa Wesleyan Colleges; the old slave pen and slave block, New Orleans; Studebaker Memorial Church, South Bend; First German Church, Chicago; Geo. O. Robinson Orphanage, Puerto Rico; first church organized by Freeborn Garrettson, New York.

In the next circle are represented Lake Creek Church, North German Conference, church in which the first German sermon was preached in the United States; McKendree College, oldest Methodist Episcopal College in the world; Bromfield Street Church, Boston; a specimen of trees planted by United States Senator Henry Lane, of Indiana; town elm, Plymouth, Mass.; Laird's Mill, Winona, Minn.; teak wood from Java; specimen from the exploration ship Roosevelt; eucalyptus from Australia, from seed brought by Bishop William Taylor; Korean ironing stick; church in which first Negro Conference was organized, Philadelphia; examination hall, Pekin, China, which contains 20,000 rooms; elm tree under which Sam Houston made his treaty with the Indians and where Robt. E. Lee encamped during Mexican war; catalpa from the West Nebraska Conference; counterfeit Chinese seal; Koa wood from Honolulu; pulpit of the oldest church in West Virginia; Montezuma's Palace, Mexico; Dr. Monroe's trunk; Dr. James M. Buckley's desk; red birch from Bishop Hedding's church, Randolph, Vt.; red birch from Finland; quassia wood from North Africa; first French pulpit; Wesleyan University; cane made by Dr. Butler, after the Indian uprising, from Bareilly, India; first church in Southern Asia; first church west of the Hudson River; Howard University; Dutch Wind Mill, Kansas; Bethel Church, and for thirty-one years used as schoolroom, Morristown Normal College, Morristown; myrtle, one of the rarest of woods, from Oregon; Chinese chess; ebony from India; Utah Street Church, Baltimore.

Two squares on each side of the center are devoted to foreign missions; one square on each side of these represents the domestic missions among foreigners.

Carved in the body of the table in front is John Wesley's motto, "The world is my parish." On a sterling silver plate on the drawer is inscribed the name of the school.

STATE OF TENNESSEE.
CHAPTER OF INCORPORATION.

BE IT KNOWN, that Judson S. Hill, Foswell E. Smith, F. A. Witt, H. F. Mims, E. T. Turner, Edward H. Forrest, Wilson A. Webber, C. Eugene Eckel, John W. Manning, John G. Hays, Henry Walker, Lynn Sheeley, and Anderson Davis, are hereby constituted a body politic and corporate by the name and style of "THE MOPRISTCWN NORMAL AND INDUSTRIAL COLLEGE," post office address, MOPRISTCWN, HAMBLEN COUNTY, TENNESSEE, for the purpose of establishing, conducting and maintaining in this State a co-educational college for normal, literary and industrial training and Christian education of the negro race, male and female, with power to confer degrees; to own and operate dormitories, industrial shops, purchase and own farm land and other real estate and equipment for same, and to do all things necessary for the carrying on of a normal, educational, and industrial college.

The general powers of said corporation are:

To sue and be sued by the corporate name.

To have and use a corporate seal which it may alter at pleasure. If no common seal, then the signature of the name of the corporation by any duly authorized officer shall be legal and binding.

To purchase and hold, or receive by gift, bequest, or devise, in addition to the personal property owned by the corporation, real estate

necessary for the transaction of the corporate business, and also to purchase or accept any real estate in payment, or in part payment, of any debt due to the corporation and sell the same.

To establish by-laws and make all rules and regulations not inconsistent with the laws and constitution, deemed expedient for the management of corporate affairs.

To appoint such subordinate officers and agents in addition to a President and Secretary, or Treasurer, as the business of the corporation may require.

To designate the name of the office, and fix the compensation thereof.

To borrow money to be used in payment of property bought by it, and for erecting buildings, making improvements, and for other purposes germane to the objects of its creation, and secure the re-payment of the money thus borrowed by mortgage, pledge, or deed of trust upon such property, real, personal, or mixed, as may be owned by it, and it may, in like manner, secure by mortgage, pledge, or deed of trust any existing indebtedness which it may have lawfully contracted.

The following provisions and restrictions are coupled with said grant of power:

The said corporators, shall, within a convenient time after the registration of this charter in the office of the Secretary of State, elect from their number a President, Secretary and Treasurer, or the last two officers may be combined into one, said officers and other corporators do constitute the first board of directors or trustees.

In all elections each member shall be entitled to one vote, either in person or by proxy, and the result shall be determined by a majority of the votes cast. Due notice of any election must be given by advertisement in a newspaper, personal notice to the members, or a day stated on the minutes of the board six months preceding the election.

The board of directors or trustees shall keep a record of all their proceedings, which shall be at all times subject to the inspection of any member. The corporation may establish branches in any other County in the State.

The board of directors or trustees may have the power to increase the number of directors or trustees to any number not exceeding thirty-three, if they deem the interest of the corporation requires such increase, and the first or any subsequent board of directors may have the power to elect other members who, on accepting membership, shall become corporators equally with the original corporators.

The term of all officers may be fixed by the by-laws, the said term not, however, to exceed three years. All officers hold over until their successors are duly elected and qualified.

The general welfare of society, not individual profit, is the object for which this charter is granted, and hence the members are not stockholders in the legal sense of the term and no dividends or profits shall be divided among the members.

The members may at any time voluntarily dissolve the corporation by a conveyance of its assets and property to any other corporation holding a charter from the state for purposes not of individual profit, first providing for corporate debts. A violation of any of the provisions of the charter shall

subject the corporation to dissolution at the instance of the State.

This charter is subject to modification and amendment and in case said modification or amendment is not accepted, corporate business is to cease and the assets and property, after payment of debts, are to be conveyed as aforesaid, to some other corporation holding a charter for purposes not connected with individual profit. Acquiescence in any modification thus declared shall be determined in a meeting of the members especially called for that purpose and only those voting in favor of the modification shall thereafter compose the corporation.

The means, assets, income, or other property of the corporation shall not be employed, directly or indirectly, for any other purpose whatever than to accomplish the legitimate objects of its creation, and by no implication or construction shall it possess the power to issue notes or currency, deal in currency, notes, or coins, or engage in any kind of trading operations nor hold any more real estate than is necessary for its legitimate purposes.

We, the undersigned, apply to the STATE OF TENNESSEE, by virtue of the laws of the land, for a CHARTER OF INCORPORATION for the purposes, and with the powers, etc., declared in the foregoing instrument.

This May _____, 1923.

AMENDMENT TO CHARTER OF INCORPORATION

We, E. B. Fisher, Chairman of the Board of Trustees of "Morristown Normal & Industrial College", and P. L. Bryant, Secretary of such Board, do hereby certify that the following resolution was unanimously adopted by said Board of Trustees on April 19, 1959.

Be it resolved by the Board of Trustees of the Morristown Normal and Industrial College that the charter heretofore issued to the Corporation by the State of Tennessee on July 10, 1923, and as entered on record in Corporation Record Book 0-9, at page 57, in the office of the Secretary of State, be amended so that the name of the Corporation be changed from "Morristown Normal & Industrial College" to Morristown College.

Be it further resolved that the President and Secretary be authorized and directed to certify a copy of this resolution and transmit the same to the Secretary of State, at Nashville, and do such other acts and things as may be fully necessary to carry out the intent and purpose of this resolution, to the end that the name of the Corporation may be changed as above set out.

Adopted and Approved on this the 19th day of April, 1960.

(Signed) E. B. Fisher

 Chairman

P. L. Bryant (Signed)

 Secretary

STATE OF TENNESSEE

COUNTY OF HAMBLLEN

Before me, Earnest R. Taylor, a Notary Public, in and for the State and County aforesaid, personally appeared E. B. Fisher, and P. L. Bryant, with whom I am personally acquainted, and who, upon oath acknowledged themselves respectively to be the Chairman and Secretary of the Board of Trustees of Morristown Normal & Industrial College, and that, on behalf of said corporation they executed the foregoing application for an amendment to its Charter, for the purposes therein contained and expressed.

Witness my hand and seal at office, in Morristown, Hamblen County, Tennessee, on this the 22nd day of November, 1960.

(Signed) Earnest R. Taylor

 Notary Public

My Commission expires:

April 13, 1961

Filed for Record at 9:15 A. M. Dec. 1,
 1960

(Signed) Hubert L. Hodge, Register

AMENDMENT TO CHARTER OF INCORPORATION

We, E. B. Fisher, Chairman of the Board of Trustees of Morristown College, and Oliver W. Crump, Secretary of such Board, do hereby certify that the following resolution was unanimously adopted by said Board of Trustees on May 11, 1967.

BE IT HEREBY RESOLVED that the Board of Trustees of Morristown College, Morristown, Tennessee in the spring meeting of the full Board, May 11, 1967 at the college, authorizes and directs that the Charter issued to the Corporation by the State of Tennessee on July 10, 1923, entered on record in Corporation Record Book O-9, at page 57, and as amended and entered in Corporation Record Book P-47, Page 913 on the 26th day of November, 1960, be further amended by the addition of the following statement:

Morristown College agrees that it will comply with the title VI of the Civil Rights Act of 1964 (P L 88-352) to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the college receives Federal financial assistance either directly or indirectly or any other program or activity in which the college engages.

BE IT FURTHER RESOLVED that the President and Secretary be authorized and directed to certify a copy of this resolution and transmit the same to the

STATE OF TENNESSEE
COUNTY OF HAMBLEN

Before me, Earnest R. Taylor, a notary public in and for the State and County aforesaid, personally appeared E. B. Fisher and Oliver W. Crump, with whom I am personally acquainted, and who, upon oath, acknowledged themselves, respectively, to be the Chairman and Secretary of the Board of Trustees of Morristown College, and that, on behalf of said corporation, they executed the foregoing application for an amendment to its charter for the purposes therein contained and expressed.

WITNESS my hand and seal of office, at office, in Morristown, Hamblen County, Tennessee, on this the 11th day of May, 1967.

Notary Public

My commission expires:

3th day of January, 1969.

Secretary of State at Nashville, Tennessee, and do such other acts and things as may be fully necessary to carry out the intent and purpose of this resolution, to the end that the amendment to the Charter of Incorporation may be accomplished as above set forth.

ADOPTED and APPROVED on this the 11th day of May, 1967.

Chairman, Board of Trustees
Morristown College

Secretary, Board of Trustees
Morristown College

APPENDIX F

Summary of Student Enrollment (1883-1981)

TABLE 4
SUMMARY OF STUDENT ENROLLMENT
1883-1894

Year	Normal Department	Normal Preparatory	Primary Department	Music	Instrumental Music	College Preparatory	Post Graduate	English	Dress-Making	Counted Twice	Total Enrollment [†]
<u>Morristown Seminary and Normal Institute</u>											
1883	51	41	114	24	...	...	...	...	...	...	230
1884	142	...	103	13	...	...	...	...	...	...	258
1885	180	...	109	...	...	...	...	...	...	...	289
1886	173	...	129	...	...	18*	...	...	...	...	302
1887	156	...	119	14	...	...	...	...	...	...	278
<u>Morristown Normal Academy</u>											
1888	129	...	...	...	12	...	2	128	...	...	260
1889	40	...	...	...	...	...	2	244	...	...	286
1891	53	...	...	...	...	25	...	236	...	24	290
1892	59	...	...	...	15	14	...	240	11	27	312
1894	73	...	...	...	...	35	...	222	...	40	290

SOURCE: College Catalogues, Years 1883-1894.

[†]The researcher has recorded the totals as reported in published material and recognizes the inaccuracies present in the tables.

* Also members of the Normal Department.

TABLE 5
SUMMARY OF STUDENT ENROLLMENT
1895-1915

Year	Normal Department	Normal Preparatory	Primary Department	Music	Instrumental Music	College Preparatory	Post Graduate	English	Night School	Elocution	Stenography	Nurses Training	Specials	Names Counted Twice	Total Enrollment
1895	89	...	...	...	7	49	2	196	31	8	...	...	...	59	323
1896	40	32	...	6	...	27	...	207	...	3	...	...	...	27	288
<u>Morristown Normal Academy</u>															
1898	82	82	...	20	...	25	...	116	...	4	...	...	...	28	303
1899	88	62	...	17	...	27	...	119	...	24	...	...	...	61	277
1900	107	...	...	19	...	36	...	205	14	...	14	18	...	48	351
<u>Morristown Normal College</u>															
<u>Morristown Normal and Industrial College</u>															
1901	118	...	...	18	...	9	...	212	5	...	5	...	20	27	355
1902	122	...	...	29	...	36	...	241	...	...	...	...	...	27	371
1904	107	100	...	16	...	22	...	127	...	...	...	...	6	32	346
1905	131	96	...	18	...	24	...	104	...	...	...	...	6	32	342
1907	74	143	...	29	...	27	...	100	...	...	...	...	7	38	342
1911	18	...	...	...	...	48	...	293	...	...	...	...	13	24	348
1912	16	...	...	...	...	67	1*	291	...	...	...	...	16	24	367
1915	96	...	...	21	...	7	1*	244	...	...	...	...	3	21	351

SOURCE: College Catalogues from the years 1895-1915.

*The researcher has recorded the totals as reported in published material and recognizes the inaccuracies present in the tables.

*Members of the Normal Department.

TABLE 6
SUMMARY OF STUDENT ENROLLMENT
1918-1926

Year	College Preparatory	Normal Department	English Department	Commercial Department	Music	Special	Junior College Department	Junior High Department	Lower Grades 1st-6th	Unclassified	College Freshmen	Names Counted Twice	Total ^f
1918	33	57	248	...	54	...	...	...	...	18*	...	59	351
1919	26	88	327	...	...	...	...	...	...	...	...	42	399
1920	36	83	256	13	44	2	...	...	...	...	...	42	392
1921	42	88	261	3	29	2	...	...	...	...	...	29	396
1923	51	63	239	5	30	11	...	...	...	...	...	23	375
1924	12	112	247	6	47	...	...	...	...	...	10	56	388
1925	...	...	...	6	41	...	31	137	194	4	...	47	336
1926	...	...	...	5	27	...	41	119	187	2	...	31	350

SOURCE: College Catalogues for the years 1918-1926.

^fThe researcher has recorded the totals as reported in published material and recognizes the inaccuracies present in the tables.

* Business Course

TABLE 7
SUMMARY OF STUDENT ENROLLMENT
1927-1930

Year	College	Normal Dept.	Grades 11th and 12th	Grades 7th thru 10th	Grades 1st thru 6th	Unclass- ified	Music	Commer- cial	Counted Twice	Total ^f
1927	11	11	23	77	197	6	28	7	20	325
	<u>College</u>			<u>Academy</u>		<u>Elementary</u>				
	Grad.	Soph.	Fresh.	Grades 6th-12th		Grades 1st-5th				
1928	3	5	6	153		163		...	27	...
	Sr.	Jr.	Soph.	Fresh.	Sr.	Jr.	Soph.	Fresh.	1st-8th	
1929	2	7	8	16	15	16	20	36*	214	
1930	...	...	9	14	91**		228		...	1*

SOURCE: College Catalogues, Years 1927-1930.

^fThe researcher has recorded the totals as reported in published material and recognizes the inaccuracies present in the tables.

* Special Student in Music.

** Includes two Special Students.

TABLE 8
SUMMARY OF STUDENT ENROLLMENT
1931 - 1937

Year	College - Normal				Academy						Total Enrollment
	Sophomores	Freshmen	Teacher Training	Total College	Fourth Year	Third Year	Second Year	First Year	Special Students	Total High School	
1931*	10	16	7	33	13	25	21	26	4	89	122
1931**	10	21	11	42	19	19	17	31	2	90	132
1932	19	26	12	56	20	17	29	27	...	93	149
1933	16	13	17	46	13	22	20	25	...	80	126
1934	20	32	8	60	20	14	12	30	...	76	136
1935	20	28	6	54	15	6	15	24	...	60	114
1936	30	32	7	69	9	13	18	25	...	65	134
1937	27	25	1	53	11	18	18	32	...	79	132

SOURCE: College Catalogues, Years 1931-1937.

^fThe researcher has recorded the totals as reported in published material and recognizes the inaccuracies present in the tables.

* From Catalogue printed before the death of Dr. Hill

** From Catalogue printed when Dr. Chassell was in charge.

TABLE 9
SUMMARY OF STUDENT ENROLLMENT
1938 - 1949

Year	College				High School						Special				Grand Total*
	Freshman	Sophomores	Specials	College Total	First Year	Second Year	Third Year	Fourth Year	Special	High School Total	Commercial	Music	French	Extension	
1938	37	23	...	60	36	24	15	12	...	87	...	...	...	...	147
1939	29	62	...	55	33	26	24	17	...	100	...	...	...	...	155
1940	23	22	...	45	21	29	19	19	...	98	...	...	...	...	143
1941	42	26	...	68	15	17	14	12	...	58	...	...	...	...	126
1942	42	32	...	74	12	12	13	14	...	51	...	...	...	...	126
1943	23	27	...	50	32	11	12	10	...	65	...	...	...	...	115
1944	51	20	...	71	36	29	10	17	...	92	10	4	...	...	177
1945	59	46	...	105	39	31	30	19	...	119	1	5	2	...	232
1946	102	56	...	158	54	38	25	19	20	156	2	5	...	...	321
1947	85	84	5	174	43	46	33	26	14	162	...	10	...	...	346
1948	64	56	31	151	37	27	37	35	36	172	...	7	...	29	359
1949	89	52	67	208	43	30	39	34	50	196	...	5	...	26	435

SOURCE: College Catalogues, Years 1938-1949.

*The researcher has recorded the totals as reported in published material and recognizes the inaccuracies present in the tables.

TABLE 10
SUMMARY OF STUDENT ENROLLMENT
1950-1965

Year	Sophomores	Freshmen	Cosmetology	Extension	Specials	Total College	Total High School	Music	Withdrawals	Part-Time	Graduates		Grand Total †
											A.A. Degree	Certificates	
1950	53	50	13	20	13	149	205	13	...	...	...	...	367
1951	...	...	...	...	...	137	167	...	...	...	...	...	304
1952	26	59	...	...	38	123	187	...	...	...	...	...	310
1953	46	61	...	...	23	130	218	...	...	...	...	...	348
1954	26	57	...	...	31	114	219	...	...	...	...	...	333
1955	36	54	...	...	18	108	192	...	...	...	...	...	300
1958	101	279	13	...	14	407	...	...	11	...	...	...	418
1959	91	99	...	...	14	204	...	...	...	...	56	6	204
1960	66	98	...	...	...	164	...	...	...	...	44	4	164
<u>Morristown College</u>													
1961	69	113	...	...	...	182	...	...	...	...	...	...	182
1962	92	132	...	...	...	245	...	...	...	21	...	...	245
1963	90	79	...	...	12	181	...	...	...	...	...	...	181
1964	73	194	...	...	14	281	...	...	...	...	...	...	281
1965	110	183	...	...	14	307	...	...	...	...	...	...	307

SOURCE: College Catalogues from the years 1895-1965.

† The researcher has recorded the totals as reported in published material and recognizes the inaccuracies present in the tables.

TABLE 11
 SUMMARY OF STUDENT ENROLLMENT
 1966-1981

Year	Freshmen	Sophomores	Grand Total
1966	...	...	343
1967	...	...	215
1968	...	...	169
1969	...	...	155
1970	...	...	240
1972	86	61	147
1973	95	56	151
1974	107	77	184
1975	148	85	233
1976	94	83	177
1977	102	81	183
1978	72	75	147
1979	108	46	154
1980	57	57	114
1981	45	59	104

Sources: Self-Study, 1969, p. 60; Self-Study, 1981, p. 348.

APPENDIX G

Faculty 1930

Board of Trustees 1930

Courses of Study 1929

Two-Year College Course 1930

FACULTY - 1930¹

Judson S. Hill, President

B.A. and M.A., Madison University now Colgate, D.D., Central Tennessee College. President, Morristown Normal and Industrial College since 1881.

Ray S. Tomlin, Vice-President

B.A., Central College; B.D., Garrett Biblical Institute; M.A., Northwestern University; D.D., Paine College. Teacher, Paine College, 1919-21; Acting President same, 1921-23; President same, 1923-29. Morristown N. & I. College, 1929-30.

Herman J. Kloepfer

Dean of College, Registrar, Education and English
B.A., Ellsworth College; M.A., University of Kentucky; Graduate Study, Indiana University, Stanford University, Harvard University, summers 1924-27. Teacher, High Schools, Iowa, 1921-24; Professor of Education, Ellsworth College, 1925-27. Morristown N. & I. College, 1929-30.

Miss Lucy E. Otke, College Science, Mathematics

B.S., Southeast Missouri State Teachers' College; Graduate Work Chicago University, four quarters. Teacher, Public Schools, Meta, Missouri. Principal, High School, Meta, Missouri, four years. Morristown N. & I. College, 1929-30.

Miller W. Body, Principal High School, Mathematics

B.A., Lincoln University, Graduate Study, Western Reserve University, three summers; Columbia University, one summer. President, East Tennessee Teachers' Association, 1923-24; Member Executive Committee, National Association of Colored Teachers, 1925-26; Vice-President, State Teachers' Association, 1926. Morristown N. & I. College, 1921-30.

Miss Emma O. Browne, Latin, French, English

B.A., Knoxville College; Supervisor of Playgrounds, Knoxville, three summers. Morristown N. & I. College, 1926-30.

Miss Lillian E. Wood

Bible, English, Librarian, (Registrar, first quarter)
B.S.L., Johnson Bible College. Graduate Study, Ohio Wesleyan University; University of Tennessee. Author of "Let My People Go" and Short Stories. Teacher, Morristown N. & I. College, 1907-30.

¹College Catalogue, 1930, pp. 3-6.

Frederick L. Buford
Elementary Economics, History-Civics,
Physical Education
(first part of year)

B.A., Bluefield Institute, Morristown N. & I. College,
1929-30.

William H. Wiggins
Elementary Economics, History-Civics,
Physical Education
(latter part of year)

B.A., Paine College. Teacher, High School, Columbia, S.C.,
1928-29. Morristown N. & I. College, 1930.

Miss Lillian Sands, Home Economics
General Science

Home Economics Normal Diploma, Kansas State Agriculture Col-
lege. Three summers same; Teachers' College, Kansas City, one
summer. Morristown N. & I. College, 1929-30.

Miss Mildred K. Ellis, Music

B.A., Magna Cum Laude, Fisk University. Music Diploma, same.
Teacher, Music and Elementary School, Atkinson College.
Student Worker, Bethlehem Center Social Settlement, one year.
Morristown N. & I. College, 1929-30.

Samuel J. Grinestaff, Secretary-Treasurer

B.A., Milligan College. Four quarters, Johnson City State
Teachers' College. Teacher, Tennessee Public Schools,
1915-16. Principal, Doerum, Ga., High School, 1919-20. Teacher
High Schools of Tennessee, 1920-22. Knoxville Business Col-
lege, Student and Teacher, 1927-28. Morristown N. & I.
College, 1928-30.

H. S. Barber, Printing

Washington State University. Foreman, Printing Department,
C.M.E. Publishing House, 1923-27. Instructor, Tuskegee
Institute, 1927-29. Morristown N. & I. College, 1929-30.

G. W. Middleton, Broommaking

Boyd's Business College, Chicago. Morristown N. & I. College,
1906-30.

Raymond Bitner, Manual Training,
Auto Mechanics

Eastern Illinois State Teachers' College. Teacher, Public
Schools, Illinois, one year. Morristown N. & I. College,
1929-30.

Andrew F. Fulton
 Study Hall Supervisor
 High School, Morristown N. & I. College, 1887. Student-teacher,
 1884-87. Teacher, Elementary Department, Morristown N. & I.
 College, 1887-1927.

Miss Ada M. Lewis
 Public School Music, Elementary Department
 Ithaca Conservatory of Music. Diploma in Music. Morristown
 N. & I. College, 1929-30.

Henry Chestnut, Principal and
 Teacher, Elementary School
 Completed Normal work, Morristown N. & I. College. Tennessee
 A. & I. College, two summers. Teacher, Tennessee Public
 Schools, 1910-24. Morristown N. & I. College Elementary
 School, 1924-30.

Miss Janie B. Anderson, Elementary School
 Normal Department, Tuskegee Institute. Summer School, A. & T.
 College, (N. C.) Teacher, Virginia Public Schools, 1923-24,
 25-26. High School, North Carolina, 1924-25. Morristown
 N. & I. College, 1926-30.

Mrs. Georgia Boyd, Elementary School
 (first and second quarters)
 Graduate, Normal Department, Tennessee A. & I. College.
 Summer courses, 1923-24. Teacher, High School, Tennessee,
 1924-26. Morristown N. & I. College, 1930.

Mrs. Dorothy Barber, Elementary School
 (third quarter)
 Graduate, Normal Department, Tennessee A. & I. College. Summer
 courses, 1923-24. Teacher, High School, Tennessee, 1924-26.
 Morristown N. & I. College, 1930.

Mrs. Lula W. Neal, Elementary School
 High School, Morristown N. & I. College. Three summers,
 Tennessee A. & I. College and Knoxville College. Teacher,
 Tennessee Public Schools, 1918-29. Morristown N. & I. College,
 1929-30.

Mrs. Eva Webb, Matron Girls' Dormitory
 (second and third quarters)
 Business, 21 years. Lewis-Hotel Training School. Morristown
 N. & I. College, 1930.

Mrs. Jennie Gillette, Matron Girls' Dormitory. (First Quarter).

Miss May C. Wheeler, Superintendent of
Dining Hall
House Manager, Good Will Industries, Jersey City, 1925-29.
Morristown N. & I. College, 1929-30.

Mrs. Elnora Marquis, Matron Boys' Dormitory
Wichita City Normal; Graduate Illinois Nurse Training School.
Teacher, Public Schools of Indiana, two years; Public Schools
of Kansas ten years. Nursing ten years. Matron, Nurses'
Home, Terre Haute, two years. Matron of Dining Hall, Morris-
town N. & I. College, five years. Matron of Boys' Dormitory,
one and a half years.

BOARD OF TRUSTEES - 1930¹

Rev. Wilson A. Webber, President
Rev. Judson S. Hill, A.M., D.D., Secretary-Treasurer
Bishop Wilbur Thirkield, D.D., L.L.D., Chattanooga, Tenn.
Rev. W. S. Hight, Pulaski, Va.
Mr. John G. Hays, Banker, Morristown, Tenn.
Mr. Eugene Eckel, Director, First National Bank,
Morristown, Tenn.
Mr. Horace Moses, President, Mintinnauga Paper Co.,
Springfield, Mass.
Rev. John W. Manning, Pastor, Gary, W. Va.
Mr. Lynn Sheeley, Clark-Jones-Sheeley Music Dealers
Morristown, Tenn.
Mr. Sullins Dosser, Merchant, Morristown, Tenn.
Mr. Roswell E. Smith, East Tennessee Woodworking Co.,
Morristown, Tenn.
Mr. Hugh Mims, Mims Dry Goods Co., Morristown, Tenn.
Fr. Frank B. Wallace, Real Estate, Detroit, Mich.
Rev. Edward H. Forrest, Pastor, Bristol, Va.
Mr. Henry Walker, Barber, Morristown, Tenn.

¹College Catalogue, 1930, p. 2.

COLLEGE DEPARTMENT

A four year course is offered leading to the A. B. degree, also a one year and a two-year course for students preparing to teach in elementary schools. Sixteen hours weekly is considered a proper schedule of work. One hundred and ninety-two quarter-hours are required for college graduation.

Entrance Requirements

1. The applicant should be at least sixteen years old.
2. Must have the equivalent of a four year high school course.
3. Must present a health certificate and a certificate of good character.

Subjects Accepted

The following subjects may be offered for entrance, the number designating the maximum amount of units acceptable. Fifteen units are required. One unit of laboratory science, three units of English, two of mathematics, two of history and two of language are required.

English	4	Home Economics	2
History and Civics	4	Industrial courses	2
Mathematics	4	Commercial Subjects	2
Latin	4	Sociology	1
		Economics	1
Science	4	Music	1
Modern Language	3	Bible	1

Courses of Study

Freshman Year	
College	Normal
Required--13:	Required--13:
English I 3	English I 3
Latin I 3	History I 3
or	Psychology 3
French I 3	Education I 3
Mathematics I 4	Physical Education 1
or Chemistry 4	Electives 3
Elective 3	To be chosen from regular
Education I 3	college courses
Home Economics 3	
Shop work 3	
Sophomore Year	
College	Normal
Required 9	Required 13
English II 3	English 3
Latin II 3	Education II 3
or	Education III 3
French II 3	Religious Education 3

Psychology 3	Physical Education 1
Elective 7	Elective 3
Education II 3	To be chosen from regular
Mathematics II 4	college courses.
Chemistry II 4	
Additional Language 3	
Junior Year	Senior Year
Required 9	Required 9
English III 3	English IV 3
History I 3	History II 3
Sociology 3	Economics 3
Elective 7	Elective 7
Language 3 or 6	Language 3 or 6
Education IV 3	Education V 3
Biology 4	Religious Education 3

Students may choose electives but elective may not be given unless at least six students choose the same elective.

Description of College Courses

English

ENGLISH I. Freshman English, Three hours per week throughout the year. Required of all College Freshman. A study of the principles of exposition with practice in theme writing. mester: A study of the principles of argumentation and debating. English models will be studied; written work will be required. At least one debate will be given in class. Textbook: Slater, Freshman Rhetoric.

ENGLISH II. Early English Literature (a) Beowulf to Wordsworth. First Quarter. (b) The Romantic Period Especial attention to the works of Wordsworth, Browne, Shelley and Keats. (c) The Victorian Period. Especial attention to Tennyson and Browning. Three times per week.

ENGLISH III. (a) The English Essay. Especial attention to Ruskin and Carlyle. First quarter. (b) The English Novel, Especial attention to Dickens and Scott. Second quarter. (c) Shakespeare. Historical background. Careful study of six and required reading of other plays. Third Quarter. Three times per week.

ENGLISH IV (a) and (b) American Literature. A survey course. Attention also to recent literary production and contemporaneous writers. First and second quarters. (c) Negro Literature. An acquaintance with this literature and the general trend of its writers. Third quarters. Three times per week.

Latin

Latin I. Six orations of Cicero. Three hours per week, Prose Composition.

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Latin II. (a) and (b) Cicero: De Senectute, De Amicitia. First and second quarters. (c) Tacitus: Agricola, Germania. Third quarter. Three times per week.

Latin III. (a) Livy: Books 21 and 22. First quarter. (b) and (c) Horace: Selections. Second and third quarters. Three times per week.

French

FRENCH I. Beginning French. 3 hours per week throughout the year. Careful study of the essentials of French grammar. Easy translation into French as illustrative of the elementary rules. Reading of easy pieces in French. Proper attention given to correct pronunciation. French conversation as far as practicable. Textbook: Frazer and Squair.

FRENCH II. Second year French. 3 hours per week throughout the year. Advanced grammar with appropriate exercises on the same. French stories read and interpreted in French. None eligible who has not had Course I. or its equivalent.

FRENCH III. Third Year French. Five hours per week throughout the year. Advanced French literature. French conversation. Exercises in French composition. None eligible who has not had courses I, II, or their equivalent.

Spanish

SPANISH I. First Year Spanish. 3 hours per week throughout the year. Careful study of the essentials of the Spanish language. Emphasis placed upon grammatical construction. Spanish conversation used from the beginning. Short stories: Spanish Anecdotes. Textbook: De Vitis, Grammar.

SPANISH II. Second Year Spanish. 3 hours per week composition. De Vitis Spanish Reader and Spanish Classics serve as the basis of the work in reading Spanish conversation.

German

GERMAN I. Beginning German. 3 hours per week throughout the year. The fundamental principles of language structure are studied. As far as practicable, German conversation will be used from the beginning. Textbook: Spanhoofd, Lehrbuch der deutschen Sprache; Gluck Auf.

GERMAN II. 3 hours per week throughout the year. Easy German stories will be read. The construction work of the first year will be reviewed topically. German composition.

Mathematics

Mathematics I (a) Solid Geometry. Four hours per week. First quarter. (b) and (c) College Algebra. Second and third quarters. Four hours per week.

Mathematics-II (a) and (b) Trigonometry. First and second quarters. (c) Analytic. Third quarter. Four hours per week.

Science Chemistry

Chemistry I General Chemistry. Textbook: Holmes, General Chemistry. Two recitations and two double laboratory periods throughout the year. Chemistry II (a) and (b) Qualitative Analysis. (c) Introduction to Quantitative Analysis. Two recitations and two double laboratory periods throughout the year.

Biology

Biology I General Biology. Two recitations and two double laboratory periods throughout the year

Philosophy

Philosophy I Psychology (a) General Psychology. First quarter. (b) Educational Psychology. Second quarter. (c) Mental Measurement. Third quarter. Three hours per week.

Logic and Ethics

Philosophy II. Logic and Ethics (a) and (b) Logic. First and second quarters. (c) Ethics. Third quarter. Three hours per week.

History

History I. United States History. (a) Beginnings, (b) Nineteenth Century, (c) Twentieth Century. Increasing stress is placed on recent history and much use is made of current events and evaluation of our present relation to other nations. Three hours per week.

History II. World History in Modern Times. Increasing emphasis on recent history. A lecture, text book and reference course. Three hours per week for the year.

Political Science

Political Science I. (a) European Governments, (b) and (c) American Government and Politics. A lecture, textbook and reference course. Two hours per week for the year

Sociology

Sociology I. (a), and (b), General Sociology, an introduction to the study of social life, origins, social organization and social control. (c) Rural Sociology. Third Quarter. Three hours per week.

Economics

Economics I. (a) and (b) General Economics. Fundamental principles and application to taxation, tariff, speculation, credit. First and second quarters. (c) Labor Problems. Analysis of the labor situation and an attempt to realize the proper balance between labor and capital. Third quarter. Three hours per week.

Education

EDUCATION I. (a) Introductory of Education. Two hours per week for the first quarter. A general fundamental course in the sci-

tific study of education, with a view to the needs of both pupil and teacher. A preparatory study for the Study of Methods and Classroom Management, Textbook: Cubberly, An Introduction to the Study Education,

EDUCATION I. (b) School Management, Two hours per week for the second quarter, Fundamental principles of school organization and classroom management. Textbook: Bagley, Classroom Management, Assigned readings and reports; notebook discussions.

Education I (c) History of Education. A lecture and textbook course with special attention to recent educational movements and ideals Two hours per week for the third quarter.

Education II (a) General Method. Three hours per week for first quarter. (b) and (c) Special Methods of the School Subjects. Especial attention will be given to the pedagogy of reading and arithmetic. Measurements of the schools subjects will be included in the course.

Education III. Members of the second year class, Normal Course, are required to do practice teaching throughout the year in the various grades of the training school. This work is done under the direct personal supervision of the critic teacher. Detail lesson plans must be prepared and submitted for criticism. Attendance at and participation in all weekly discussion conducted by the Head of the Department is an absolute requirement. Three quarter hours per quarter.

Education IV (a) High School Method. Students will make special reports on teaching the subjects represented by their majors, and minor First quarter. (b) High School Management, including attention to extra curricular activities. (c) School Administration. A fact and problem course. Third quarter Three hours per week.

Education V. Observation and Practice Teaching. A senior course. Lesson plans and conferences. Daily throughout the year. Credit three quarter hours per quarter.

Religious Education

Religious Education. (a) The Sunday School Pupil. (b) The Sunday School Teacher. (c) Sunday School Organization: Three hours per week through the year.

Home Economics

Home Economics I. Principles of Cookery, two double laboratory periods and one recitation per week through the year. Textbook: Kose, The New Butterick Cook Book.

Home Economics II: (a) Household Management, Three recitation per week through first quarter. Textbook: Baldston, Housewifery. (b) Home Nursing. Textbook: Aiken, Principals of Home Nursing, Three hours per week. (c) Textiles, A study of the manufacture of textiles, their identification and evolution as to economy, adaptability, and use. Three hours per week.

**ACADEMY
Courses of Study**

Ninth Grade	Cr. Hrs.	Tenth Grade	Cr. Hrs.
Required:		Required:	
English I.....	5	English II.....	5
General History.....	5	Algebra II and Commercial Arithmetic.....	5
Algebra I.....	5	Bible.....	1
Bible I.....	1	Physical Training.....	1
Physical Training.....	1	Electives: (10 hrs.)	
Electives: (5 hr.)		Latin I or II.....	5
Latin I.....	5	Manual Training I or II.....	5
Manual Training I.....	5	Auto Mechanics.....	2
Auto Mechanics.....	5	Printing.....	5
Printing.....	5	Home Economics 1 or 2.....	2
Home Economics 1.....	2	General Science.....	5
General Science.....	5	Broommaking 1 or 2.....	5
Broommaking 1.....	2	Bookkeeping.....	5
Bookkeeping.....	5	Typewriting.....	2½
Typewriting.....	2½	Vocational Guidance.....	1
Vocational Guidance.....	1	Vocal Music.....	1
Vocal Music.....	1	Instr. Music.....	1
Instr. Music.....	1	Elocution.....	1
Elocution.....	1		
Eleventh Grade		Twelfth Grade	
Required:		Required:	
English III.....	5	English IV.....	5
Plane Geometry.....	5	U.S. History and Civics.....	5
Bible III.....	1	Bible IV.....	1
Physical Training.....	1	Physical Training.....	1
Electives (10 hrs.)		Electives (10 hrs.)	
Latin I or II.....	5	Latin I or II.....	5
Physics I.....	5	French II.....	5
French I.....	5	Physics.....	5
Library Methods.....	2½	Manual Training I or II.....	5
Elocution.....	1	Home Economics I or II.....	5
Manual Training I or II.....	5	Printing I or II.....	5 or 10
Home Economics I or II.....	5	Broommaking I or II.....	5 or 10
Auto Mechanics I.....	5 or 10	Typewriting.....	5
Bookkeeping.....	5	Library Methods.....	2½
Typewriting.....	2½	Basketry.....	1
Basketry.....	1	Elocution.....	1
Vocational Guidance.....	1	Vocational Guidance.....	1
Vocal Music.....	1	Vocal Music.....	1
Instrumental Music.....	1	Instrumental Music.....	1

NOTE: For high school graduates, one laboratory science required.

also two units of foreign language, one unit of shop work for boy and one unit domestic science for girls.

Required courses will be offered regardless of minimum size of the class. The maximum size should not exceed thirty. Elective courses will ordinarily not be given unless at least six enroll for the course. Students should advise the Dean or some other member of the Committee on Classification before deciding upon courses and elective subjects. Students are urged as early as possible in their courses to decide upon their probable vocation in life. Academy students should carry 4 units of work.

INDUSTRIAL COURSES

Printing

First Year	
English I.....	5 Bible I.....1
General History.....	5 Physical Training.....1
Work in the Printing Department 20 hours each week.	

Second Year	
English II.....	5 Bible II.....1
U. S. History and Civics.....	5 Physical Training.....1
Work in the Printing Department 20 hours each week.	

Third Year	
English III.....	5 Physical Training.....1
Physics.....	5 Bible III.....1
Work in the Printing Department 20 hours each week.	

Commercial Course

Two Year Course			
Eleventh Grade	Cr. Hrs.	Twelfth Grade	Cr. Hrs.
English III.....	5	English IV.....	5
Commercial Arithmetic and Commercial Law.....	5	Typewriting.....	5
Typewriting I.....	5	Civics and U. S. History.....	5
Bookkeeping.....	5	Stenography.....	5
Office Practice.....	1	Office Practice.....	1
Bible III.....	1	Bible IV.....	1
Physical Training.....	1	Physical Training.....	1

Brush and Broom Making

First Year	
English I.....	5 Bible I.....1
General History.....	5 Physical Training.....1
Work in the Brush and Broommaking Shop 20 hours each week.	

Second Year	
English II.....	5 Bible II.....1
U. S. History.....	5 Physical Training.....1
Work in the Brush and Broommaking Shop 20 hours each week.	

Carpentry and Woodworking

First Year	Cr. Hrs.	Second Year	Cr. Hrs.
English.....	5	English.....	5

General History.....	5	General History.....	5
Bible.....	1	Bible.....	1
Physical Training.....	1	Physical Training.....	1
Woodwork and Mechanical Drawing 20 hours each week.			
Second Year: Woodwork and Mechanical Drawing 20 hours each week.			
Course in Manual Training is pre-requisite.			

Automobile Mechanics

First Year	Cr. Hrs.	Second Year	Cr. Hrs.
English.....	5	English.....	4
History.....	5	General Science.....	5
Bible.....	1	Bible.....	1
Third Year			
English.....	5	Work in Automobile Shop 20	
Physics.....	5	hours each week.	
Bible.....	1		

DESCRIPTION OF ACADEMY COURSES

LANGUAGES

Latin

LATIN I. Five hours per week throughout the year. The aim of this course is to sharpen the intellectual faculties and to enlarge the student's ability to understand what words say and what they mean in English. Emphasis is placed on mastery of vocabulary, inflections, principles of syntax and derivation of English words from the Latin. Textbook: D'Ooge, Latin for Beginners.

LATIN II. Second year Latin. Five hours per week throughout the year. Review of grammatical fundamentals; Caesar's Gallic Wars. Prose Composition.

English

ENGLISH I. Five hours per week throughout the year. Required of all students in the 9th Grade (First Year). Introduction to narration; special attention given to composition and paragraph structure, and to punctuation. Theme writing. Textbook: Brooks, English Composition, I. Classics read in class: Silas Marner, Merchant of Venice. Parallel reading of seven books. Reports.

ENGLISH II. Five hours per week throughout the year. Required of all students in the 10th Grade (Second Year). Introduction to description, exposition and argumentation. Clearness and correctness of expression in oral and written work stressed. Textbook: Brooks, English Composition, I. Classics read in class: Scott's Lady of the Lake, Washington's Farewell Address and Webster's Speeches. Parallel reading of seven books; reports.

ENGLISH III. Introductory course to English literature. Five hours per week throughout the year. Required of all students in the

11th Grade (Third Year). This course aims to show, by study of successive periods and representative authors, the development of English literature from the simple song of the Anglo Saxons to the complex forms of modern thought. Classics read in class: Macbeth; Idyls of the King (four). Parallel reading of seven books. Weekly compositions.

Textbook: Pace, English Literature.

ENGLISH IV. Introductory course to American Literature. Five hours per week throughout the year. Required of all students in the 12th Grade (Fourth Year). This course endeavors to show the development of American Literature from the Colonial days down to the 20th century. Parallel reading of seven books. Weekly compositions. Textbook: Pace, American Literature.

History

HISTORY I. Five hours per week throughout the year, Grade Nine. General History based on Webster's World History.

HISTORY II. Introduction to American History. Five hours per week during the first semester of grade twelve.

CIVICS. An introduction to American Government. Five hours per week in second semester of grade twelve.

Mathematics

MATHEMATICS I. Elementary Algebra. Five hours per week throughout the year. Required of all students in the 9th grade (1st Year). The four fundamental operations: addition, subtraction, multiplication and division; the study and application of the various laws of factoring, the determination of the highest common factor and the common multiple by factoring; fraction; simple and complex; simple equations and simultaneous simple equations, both numerical and literal, involving one or more unknown numbers; problems depending upon simple and simple simultaneous equations; graph and graphic solutions of linear equations. Textbook: Wells and Hart, Modern First Year Algebra.

MATHEMATICS II. Second Year Algebra. Five hours per week throughout the year. One semester is required of all students in the 10th Grade (Second Year). Involution: its laws and their applications, evolution, including extraction of various roots of polynomials and numbers; exponents, including the zero fractional and negative radicals, in all of their operations; the solution of quadratic equations by various methods including the Hindu Formula methods, problems which depend upon quadratic equations; ratio and proportion, variation and practical problems depending upon variation. The binomial theorem for positive integral exponents. Textbook: Wells and Hart.

MATHEMATICS III. Plane Geometry. Five hours per week throughout the year. Required of all students in the 11th Grade (Third Year). Fundamental definitions and axioms; properties of rectilinear figures; the circle; the relation of chords, angles, etc.; the construction of lines, angles and figures; proportion and similar figures; areas of poly-

gons and circles; the solution of numerous practical problems involving lines and plane surfaces. Textbook: Smith's New Plane Geometry.

MATHEMATICS IV. Commercial Arithmetic. Five hours per week through the year. The purpose of this course is to correct defects in this important phase of mathematics and to drill for increased rapidity and accuracy in the fundamental processes.

Science

GENERAL SCIENCE. Five hours per week throughout the year. An introductory course to the field of science. Textbook: Elhuff.

PHYSICS. Five credit hours per week throughout the year. The fundamental subjects: mechanics, sound, heat, light, electricity, magnetism. Textbook: Carhart and Chute, Practical Physics. Laboratory Guide.

Bible

NINTH GRADE: Life of Christ.

TENTH GRADE:

ELEVENTH GRADE: Teacher Training--The Sunday School

TWELFTH GRADE:

Each course is one hour per week through the year.

INDUSTRIAL COURSES

Home Economics

The aim of this department is to teach girls to perform on a higher level and with greater efficiency the daily routine of home activities; enrich their home experiences by classroom subject matter and laboratory practice; provide such training as will help the girls to establish habits of thrift as related to health, money, time and ability and help the girls develop right attitudes and appreciation concerning American home life.

Foods I and II

This course is developed mainly on the unit basis; the breakfast unit, the lunch unit, and the dinner unit. Planning and serving of meals is a part of the unit.

Attention is given to choice and preparation of special diets, e. g. diets for children, diets for invalids, etc. Foods I and II each extend one semester with 10 hours each week.

Clothing I and II

CLOTHING I. Adaptation and use of Commercial patterns, kinds, qualities and quantities of materials; elementary facts which underlie the successful selection of textile fabrics. The planning and construction of garments from wash materials.

CLOTHING II AND COSTUME DESIGN. Clothing budgets in relation to the rest of the income; clothing standards in relation to the economic, social and aesthetic life of the community; principles of hygiene and sanitation as applied to clothing. The planning and construction of garments for children, men and women with emphasis on rapidity of construction and labor saving methods.

Provision is made for additional work in Foods or Clothing and such work will be planned mainly to meet the needs and wishes of those elect-

ing such courses, Clothing I and II each extend one semester with 10 hours each week.

Manual Training

This is a basic course, granting one unit of credit. Required of all students as a condition for graduation. At least one hour weekly of Mechanical Drawing must constitute a part of this course. Use and care of tools; simple pieces of construction such as hat racks, paper racks, etc.; sandpapering and staining, shellacing and varnishing, lathe work. Ten hours per week throughout the year.

Carpentry

Ordinary house construction, cutting and laying out rafters, braces, etc., cutting step stringers, making window and door frames, general house repair work (students in Carpentry under supervision of their instructor make all repairs on the dormitories and other college buildings). Much attention is given to making plans and estimating costs. The ability to work from plans and blueprints is a requirement. Apart from those who elect the course in Carpentry, other students who have had a course in Manual Training may elect one or more two-hour periods weekly in this department.

Printing

Instruction and practice is given in press work, including making ready and running jobs on job presses; at the case in plain composition, as learning cases, sizes and faces of type, justifying, emptying stick and putting on galleys, leading, arranging in chase, locking up, proving and correcting proof, cleaning and care of type, distributing dead matter, etc., reading proof, check and order book binding, book composition and imposition, cutting stock and estimating cost of jobs.

Brush and Broom Making

Assorting broom corn, preparing material for brooms and brushes, operating sizing machinery and general care of sizing room. Sewing brooms and brushes, covering brooms and brushes with plush, a practical use of broom making tools, tying brooms, whisks, and adjusting the weights and lengths of same. Tying advanced grades of brooms and brushes, fancy work on brooms and whisks, a practical experience in operating a shop.

Automobile Mechanics

This is our newest industrial course. The greater part of the course consists in shop work, dealing with such problems as confront the chauffeur or the workman in a commercial garage. Apart from the regular course in Auto Mechanics listed under courses of study, students in or above the eleventh grade may elect one or more two-hour periods weekly in this department.

MUSIC DEPARTMENT

Public School Music

The Junior High, Senior High, and College classes are given

opportunity one hour each week for the study of vocal music which will include sight reading and music appreciation.

Piano

The courses in piano study are arranged according to standards accepted in accredited schools of music.

A certificate of award is given to pupils completing the required studies of the Third Grade, and a diploma at the completion of the sixth grade.

Piano is taught in classes of from four to eight at reduced tuition.

The purchase of text book with note books and other material will be required in order to enter these classes.

Harmony

Beginning Harmony is required to secure certificate in Third Grade, and the completed text book for a diploma in Sixth Grade.

Voice

Special instruction in Voice will be available.

The teaching embraces correct breathing and breath control, voice placing and development of resonance enunciation and diction, also song and repertoire work.

Musical Organizations

The Orchestra Glee Clubs Male Quartet Chorus

Violin

In the earlier grades the foundation is laid. The student is given simple exercises for the development of finger dexterity and for acquiring the fundamental bowing. Scales and short easy solos to train the interpretative sense. Through all the grades of the course emphasis is placed on tone equality and intonation.

Tuition

Piano

Private lessons, one hour lesson each week with use of piano for practice. Per month of four weeks.....\$3.25

Private lessons, one hour lesson each week, without use of piano for practice. Per month of four weeks.....2.50

Class lessons, one hour lesson each week. Per month of four weeks...1.00

Voice

Private lessons, one hour each week. Per month of four weeks...2.50

Physical Training

Two hours per week through the academy course. College students may elect credits in this department.

THE TWO-YEAR COLLEGE COURSE¹

Freshman Year

	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>	<u>Total</u>
English	3	3	3	9
Introduction to Education	3	0	0	3
General Psychology	0	3	0	3
General Methods	0	0	3	3
Orientation	3	0	0	3
Electives	6	9	9	<u>24</u>
				45

Sophomore Year

	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>	<u>Total</u>
English Survey	3	3	3	9
Social Science	3	3	3	9
Biology	4	4	4	12
Bible	0	2	2	4
School Management	3	0	0	3
Practice Teaching	0	3	3	6
Electives	2	0	0	<u>2</u>
				45

Liberal Arts Course

Freshman Year

	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>	<u>Total</u>
English	3	3	3	9
Foreign Language	4	4	4	12
Mathematics	5	5	5	15
Electives	3	3	3	<u>9</u>
				45

Sophomore Year

	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>	<u>Total</u>
English	3	3	3	9
Foreign Language	3	3	3	9
Bible	0	2	2	4
Electives	9	7	7	<u>23</u>
				45

¹College Catalogue, 1931, pp. 15-16.

Two-Year Course for Teachers
Leading to Permanent Elementary Certificates

English	15 Quarter Hours
Education (for College Normal Students)	18 Quarter Hours
Foreign Language (for Liberal Arts Students)	18 Quarter Hours
Social Studies	12 Quarter Hours
Biology	12 Quarter Hours
Electives	30 Quarter Hours

APPENDIX H

Biography of Dr. Hill

Speech made by Dr. Hill, 1924

Biography of Dr. Judson Sudborough Hill

Dr. Judson S. Hill was born in Trenton, New Jersey on June 3, 1854, the son of Hugh C. and Cornelia Disbrow Hill. He received his A.B. Degree at Madison University, (now Colgate University) in 1874 and in 1876 his A.M. Degree from the same college. He received a B.D. Degree from Central Tennessee College in 1893 and his D.D. Degree from Walden University in 1897.

He married Miss Laura E. Yard of Trenton, New Jersey, on January 21, 1879. They had eight children: Annie E., Edward Y., Judson S., Howard L., Clara S., Carl K., Nohor Y., and Warren K.¹

Dr. Hill served as clerk of the New Jersey Senate in 1876. He was at first a Baptist Minister but was ordained into the Methodist Ministry in 1879, and was soon after sent to the Holston Conference in Tennessee by Bishop Mathew Simpson. His first appointment was at Chattanooga, then Cleveland, and afterward Elizabethtown. From there he was sent to Morristown to organize a white Methodist Church and a school for blacks. He was pastor for two or three years at Centenary Methodist Episcopal Church preaching on Sundays and teaching every day in the week at Morristown Seminary.

¹Edythe Steward Witten, "The History of Morristown Normal and Industrial College" (B.S. Thesis, Tennessee A. & I. State College, 1943), p. 54.

Dr. Hill held the distinction of being the oldest college president in time of service in the United States, and was the only living charter member of the General Methodist Conference serving in its sessions as a delegate for a period of thirty-two years.¹

He was supervisor of the United Census in 1900, and a charter member and ex-president of the Morristown Chamber of Commerce. Dr. Hill was a member of the Tennessee Society S.R. He served as Chaplain of the United Alliance and was a member of the Masons Lodge Order.

Dr. Hill died September 14, 1931, at the age of 77.

¹"History of Centenary Methodist Church," Dec., 1954, p. 2.

RETROSPECTION AND PROPHECY¹

by

Judson S. Hill

One might reasonably consider my subject formidable, so sweeping in its range, both as to time and content. Retrospection alone embraces a span of some fifty-seven years from 1866 when on the 7th day of August, Bishop D. W. Clark, Adam Poe, J. M. Reid, R. S. Rust, J. M. Walden, J. R. Stillwell, J. R. Larkin and Robert Allyn, men of vision and Christian faith, formulated an organization to carry on the work of Christian education for the emancipated slaves and decided to organize the first school in the South for the negro. Like many other projects destined to become great, the work began under humble conditions, in the old hospital and barracks at Nashville, Tennessee with Dr. John Braden of sacred memory, as President. The name chosen for the newly organized body was the "Freedmen's Aid Society of the Methodist Episcopal Church." As for prophecy there is no limit, save that of my own imagination and your indulgence. I shall endeavor to strain neither. Retrospection covers historical facts which may be questioned, but the beauty of prophecy is that no man can refute one's prognostication. However, I am neither historian

¹Morristown College News, April, 1924, pp. 2-10.

nor seer, and I do not propose to bore you with detailed accounts of the events of fifty-seven years; nor in forecasting the future to "unscrew the 'unscrutable'." The purpose of this paper is to point out some of the salient developments in Southern Negro Education during the past half century, touching upon the part played by our church, and attempt to interpret the future in light of past experience. It seems not out of place that I name Morristown Normal and Industrial College as one of our outstanding schools in order that I may forcefully emphasize the work of Christian Education for the Negro. If I dwell too long upon our school, please excuse it on the grounds of forty years of contact. It is my life.

Progress in Negro education in the South has been marked by three phases in regard to the attitude of the white people. At first there was active opposition followed by a period of passive tolerance, leading up to the condition which we find today, not only in the section which I represent, but throughout the entire South, namely sympathetic cooperation. Let us examine for a moment some of the causes underlying this very remarkable change of opinion and attitude.

In the first place, consider the conditions which existed at the time the church established its first school for the negro youth. It is not extraordinary that this step was viewed with enmity on the part of the white people. It must be remembered that those who were founding this school and others of our schools, represented the conquerors; namely, the Yankees, coming into the conquered land, and this alone

was sufficient to harden hearts. In the second place we must not overlook the evils of the reconstruction period, one of the darkest pages in the history of the Southland and it was not that the Southerners, smarting from the indignities heaped upon them by the "carpetbaggers" should consider these Northerners as of the same stripe. How could they know that these people, unlike the "carpetbaggers" came not to gain cheap political power, but to serve the Master? Yet such efforts were misinterpreted and engendered bitter hostility, for the Southerner, with the wounds of war still unhealed could only believe that the schools they founded were but breeding places of the doctrine of revolution and race antagonism.

So much for some of the causes of the opposition encountered by these evangels. And how did it manifest itself? Speaking from personal experience the Morristown Normal and Industrial College was founded forty-three years ago under very humble conditions. Five hundred dollars was the total investment in property and equipment. One and a half acres of land was secured, and with it a building even then aged and delapidated. Erected in 1820, this building has served many purposes. First as a Baptist church. Before the state seceded from the Union, meetings were held in different sections to discuss the question of secession. The last gathering of this kind held prior to the withdrawal of the state from the Union was held in this building. It was used as a slave market also. At the last sale of slaves held in this section, a boy and his

mother were offered for sale. The boy was sold for \$1,166.00. Strange to say that soon after our school was opened this boy, now grown to young manhood, became a student of this institution and after several years graduated from the Normal Department. Soon after his graduation this same boy became a teacher in the very building in which he was once sold as chattel. For thirty-seven years this former slave has been a teacher in this institution. The building also served as headquarters for General Bragg of the Confederate Army and later for General Burnside of the Union Army. It was also used as a hospital for both armies. At the close of the Civil War it was again used for church purposes and later as a high school for the white youth of the community. Altogether the building is decidedly historic and if its walls would tell the story it would read stranger than a modern romance. A bullet thru the south wall has left a memento of the days of terror that sets one to dreaming of all it might mean. Woven into its very foundation were the heart throbs of man--it seemed to breathe a spirit of stability, wisdom and experience that inspired to higher ideals. Today, it stands as a sacred and beloved memorial to the goodness of the Master, who in His blessed love for all mankind, has made to prosper and grow the institution which had its beginnings within these walls. My salary was \$300.00 out of which I paid house rent and supported my family. My assistant received \$20.00 per month. Our work was hindered and frowned upon by the white citizens of the

town and surrounding country. Our friends among the white people could be counted on the fingers of both hands. Such opposition was to be expected. Many and serious were the obstacles confronting us. Myself and family were completely ostracized. We scarcely dared to walk on the streets of the town. Twice attempts were made to burn us out. Insulting epithets were hurled against us. Many times the urge to "give up" entered my mind--but by the grace of God who had given me a vision, I was instilled with the faith and determination and confidence to press on with the work which I knew would someday come to be recognized as means towards better citizenship for both races. Despite such opposition the work went steadily forward. School rooms were crowded beyond capacity, and teaching staffs pitifully undermanned. The physical difficulties were tremendous. There was a lack of funds and equipment. Buildings were inadequate, poorly arranged, unsanitary and generally unsatisfactory. Instead of well appointed desks, hard benches were utilized. Students were without books, no blackboards, etc. Nevertheless such physical deficiencies were more than offset by the eagerness to learn. The majority of students were older than myself. Grandfathers sat with grandchildren. Whole families came together. (Gutherie walking thirty miles Friday and Saturday to preach, starting back Sunday night to get in school by Tuesday. Girls walking 12 miles a day, swimming the river. Young men, Gordon living on less than \$1.00

a week, eating corn bread and potatoes. Lying before the fireplace at night to study, etc.) Think of such sacrifices being made merely to learn to read and write and contrast this thirst for knowledge with the lightness with which the youth of today regards an education. It is a practical application of the age-old rule that the more difficult a thing is to get, the more we desire it and are willing to work for it.

The South was not very long in discovering that the schools established by the church were not iniquitous dens breathing revolution and hatred, but were tremendously important factors in moulding the lives and ideals of millions of citizens within her borders. With this gradual enlightenment, state legislatures began to make provision for the education of the negro. Municipalities followed suit and today throughout the South we find not only the early efforts of the church still flourishing, but new institutions which have sprung up as a direct consequence of its endeavors. Practically every town of any size makes provision for the education of its negro youth. It is true that the schoolhouses provided are not as costly as those provided for white youth and in too many cases the school term is not as long nor the most efficient teachers secured. Nevertheless it must be kept in mind that the progress made thus far is astonishing with conditions which prevailed 57 years ago. And so opposition was succeeded by suspicion and suspicion by active interest and friendly cooperation of

which Morristown furnishes a good example. Myself and family have made friendships strong and true among those who were at times bitterly opposed to our work. We are now called upon to take part in all civic and social activities of the community. We have been accepted socially, civically and commercially. Our institution today is looked upon and recognized as one of the strong and dominant factors of the city. It has stimulated the doctrine of education. When the city planned the erection of a new high school building for the white youth, the Board of Education after visiting our school decided that they must provide for the departments of domestic science and manual training. So successful had been our department of Domestic Science that our teacher was asked to instruct several white ladies of prominent families. These ladies came to our building for their instruction. During the last summer our teacher of elocution was engaged to train several young ladies. While Crary Hall was burning our telephone was kept busy by friends tendering their homes for accommodations for our teachers and students. Before plans were made for rebuilding, the city of Morristown voted \$10,000 towards the erection of the new buildings.

Thus starting from humble beginnings in 1866 with one school to blaze the trail the church has planted twenty schools in the heart of the Southland for the advancement of truth. In the founding and maintaining of these institutions the church has expended approximately fifteen millions of dollars

and more than 275,000 students have passed through its halls.

It has educated more young men for the ministry than any other institution. Bishops for our own and other M. E. Churches and nearly every other denomination among the negroes have been the beneficiaries of its broad and liberal policies. More than three-fourths of the physicians practicing are the graduates of Meharry or Flint-Goodrich College. Lawyers and other professions must pay tribute to the splendid and efficient work of the Church. More than 12,000 students have attended our own school. The Morristown Normal and Industrial College for the past 20 years has emphasized the industrial future. In educating the head and heart we must train the hand to be expert in the handling of tools. In the industrial department for boys we are giving instruction in carpentry, cabinetmaking, printing, brickmaking and bricklaying and broom making. More than 500 girls have gone from us as trained cooks and dress-makers and more than 600 boys have received more or less training in the industries. In the construction of our building our students have played no small part. Every brick entering into the construction of our buildings was made on our own grounds largely by student labor at a minimum cost. Within the last 18 months more than 2,000,000 bricks were made. Much of the heavy lumber was cut from our own farm. The joist studding, window and door frames and the inside finishing was

kilned, sized, dressed and made in our own shops. We have made 300 study tables, 300 chiffoniers and dressers for the students' rooms. They will not suffer in comparison with those turned out by regular furniture factories. The influence of such training as received in Morristown and other schools of our church in raising the standard of the families represented, the evolution of the home life as seen in the living conditions, social, and church and civic life, the race cannot be over-estimated. History has shown that the spiritual growth goes hand-in-hand with education, prosperity and general progress, and I cannot pay too high a tribute to the faithful negro preachers, most of whom are graduates of our schools. From the start they have been constantly instilling the principles of the Master into the great masses of the negroes and preaching education as a solution for social and economic ills. Without such assistance we could not have made such achievements for which we are rightly proud yet humbly grateful.

Before entering into the realm of prophecy may I make one more reference to Morristown illustrating the growth of the work. The old building costing \$500 has increased to eleven. To the one and one-half acres we have added 350 acres. Today in lands and buildings and equipment we have at a conservative estimate not less than \$350,000. I should not fail to speak of the Wallace farm belonging to the institution;

in its productiveness and fertility of soil. The raising of purebred cows, hogs and sheep has been a marked feature and has wielded great influence on the farmers in our section. It is a valuable asset, and its value to the school and community cannot be overestimated. Morristown is but typical of the conditions existing in every locality where one of our schools is located. The Board of Education for Negroes during the past five years has expended for land, buildings and equipment approximately \$1,000. And what of the future? Will we see still greater progress, a fuller diffusion of knowledge, a higher level of standards, or will there be retrogression? There can never be retrogression in a cause so just as this. The impetus imparted to the early founders has been handed on with increasing force, and each passing year sees still greater advancement and achievement.

With respect to the white people, I predict continuing friendly advice and still greater cooperation; a more enlightened conscience, reflected in increased appropriations by state legislatures and city councils for the erecting of new and finer school buildings and the employment of adequate teaching staffs and a more equal distribution of public monies. A precursor of longer school terms, modern facilities, better pay for the teachers, higher educational standards. There will be more elementary schools, more high schools, more academic institutions, more normals, more industrial and agricultural schools and more professional schools. And these

will not come from the negroes themselves, because the task is too great; they will not come altogether from the church, because it is no longer its task to point the way; but they will come from the white people in token of appreciation of the worth of the negro to the community and in acceptance of their responsibility.

With respect to the colored race I predict succeeding years will see greater self-reliance, a higher type of citizenry, loftier ideals of conduct and standards of living, better housing conditions, greater economic independence and a disposition to seize each opportunity for self-advancement.

With respect to both races, I believe there will be a gradual yet permanent solution of the so-called race problem. Both blacks and whites will increasingly feel their interdependence, their common problems of citizenship and a keener realization of their respective responsibilities. Justice will be meted out to the negro who will in turn discharge his obligations in full. Antagonism, opposition, suspicion and fear will melt away before the strong rays of friendly counsel, sympathetic understanding and a sincere desire for cooperation.

What will bring this about? Will it ever be realized? It is closely akin to the changes which have already taken place in the past half century. Just a step farther, therefore, it is safe to assume that the same cause responsible for these changes will some day solve this problem; and that cause

is education, education of both races; education of the heart, the head and the hand. We have established ourselves on sound principles; and with a record of achievement behind us, a spirit of friendship to assist us, and the love of God to guide us, we shall approach the future without fear, secure in the power of Truth and with His blessing steadfastly upon us.

APPENDIX I

Letter to President Gibson from the Executive
Secretary to the Southern Association of
Colleges and Secondary Schools, 1961

Emergency Teachers Certificate

SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

SUITE 892 - 798 PEACHTREE STREET, N.E.

ATLANTA 8, GEORGIA

Commission on Colleges and Universities

December 12, 1961

President Elmer P. Gibson
Morristown College
Morristown, Tennessee

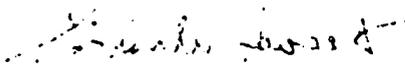
Dear President Gibson:

It is a pleasure to welcome you into membership in the Southern Association of Colleges and Secondary Schools. You and your college staff may be proud of this achievement. I hope that we shall be able to serve you further as your college continues to progress and that you will benefit greatly from participation in the Association activities.

It is the policy of the Commission on Colleges and Universities that a newly elected college report on all standards for at least three years following accreditation. Report forms will be sent to you by September 1, or earlier at your request.

We in the office extend to you greetings for the holiday season and best wishes for a year of happiness and success.

Sincerely yours,


Gordon W. Sweet
Executive Secretary

GWS/jh

Emergency Teachers Certificate

(From Tennessee Regulations for Certification of Teachers)

1. Conditions for Issuance of Certificate

- a. The applicant must have completed six quarters of college work with not less than 90 quarter hours credit including a minimum of 45 quarter hours in general education.
- b. The applicant must have completed a minimum of 6 quarter hours of professional education including (1) a group of experiences designed to give an overview of the development and function of the public schools with opportunities for the observation of schools in action, (2) a group of experiences designed to develop an understanding of the concepts underlying human growth and development.

2. Duration and Requirements for Renewal

- a. Duration 2 years.
- b. This certification may be renewed by the completion of 12 quarter hours of residence credit in an accredited college with an average grade of the quality acceptable for graduation, applicable for the teachers provisional certificate.

3. Validity

- a. An applicant will be endorsed in such subjects or areas for which subject matter requirements for endorsement have been made.¹

¹College Catalogue, 1957, p. 42 & 43.

APPENDIX J

Course of Study - 1981

Administration and Staff -
1981

Faculty - 1981

Chronological Events

CURRICULA AND COURSE DESCRIPTIONS

The academic program of Morristown College is divided into three divisions: Humanities and Behavioral Science; Science and Mathematics; Applied Science.

The Degree Programs

Morristown College awards three associate degrees (Arts, Science and Applied Science) to students who complete a minimum of 60 semester hours of credit with a minimum grade point average of 2.0, including the required hours as distributed below.

ASSOCIATE IN ARTS DEGREE (Liberal Arts Curriculum)

Course	Credit Hours
English 101-102	8
English 103	2
English 211-212	6
Religion 101-102	6
Music 103 or 105	3
History 108-109	8
Algebra 103 or 105	4
Biology 105 or 111	4
Physical Science 101	4
Physical Education 101-102	2
Electives (chosen from any discipline)	15

ASSOCIATE IN SCIENCE DEGREE

*(Pre-Professional Science Curriculum)

Course	Credit Hours
English 101-102	8
English 103	2
English 211-212	6
Religion 101-102	6
Music 103 or 105	3
History 103-104 or 206-207	6
Math 105-106	8
Physical Education 101-102	2
Electives (chosen from Math/Science disciplines)	24

*ASSOCIATE IN APPLIED SCIENCE (Terminal Programs)

Course	Credit Hours
English 101-102	8
English 103	2
Religion 101-102	6
Additional hours as required in chosen discipline	44

Major to be taken at Walters State Community College.

*This degree is offered in cooperation with Walters State Community College, whereby a student would take approximately 50% of the course work at Morristown College and 50% in a specialized technical program at Walters State. The available programs are:

Criminal Justice
Environmental Health
Food Service Technology
Accounting
Computer Technology
Industrial Technology
Architectural Technology
Photography
Fire-Science Technology
Child Care Technology
Office Administration
Fashion Industry Technology
Agri-Business
Turfgrass Management
Production Horticulture
Data Processing Technology
Management

When a student at Morristown College plans to continue studies in a senior level institution, he/she should plan (with the academic advisor) a program of study that includes, primarily, courses directed toward the chosen major and transferable to most senior institutions.

ACADEMIC DIVISIONS

I Humanities and Behavioral Sciences

1. Department of Humanities
 - A. English
 - B. Religion and Philosophy
 - C. History
 - D. Classical and Modern Languages
 - D. Fine Arts

2. Department of Behavioral Sciences
 - A. Business and Economics
 - B. Sociology/Anthropology
 - C. Education and Psychology
 - D. Geography
 - E. Political Science/Public Affairs
 - F. Pre-Law

II Science and Mathematics

1. Department of Physical Sciences
 - A. Math
 - B. Physics
 - C. Chemistry
 - D. Physical Science

2. Department of Life Sciences
 - A. Biology
 - B. Physical Education and Health

III Division of Applied Sciences

Co-operative program with Walters State Community College, whereby a student will take approximately 50% of his course work at Morristown College and approximately 50% in a specialized technical program at Walters State Community College. Programs proposed are:

- | | |
|----------------------------|-----------------------------|
| 1. Criminal Justice | 6. Computer Technology |
| 2. Environmental Health | 7. Industrial Technology |
| 3. Food Service Management | 8. Architectural Technology |
| 4. Office Administration | 9. Photography Technology |
| 5. Accounting | 10. Fire-Science Technology |
| | 11. Child Care Technology |

THE ADMINISTRATION AND STAFF - 1981

Office of the President

- Charles Wade (1981) President
 A.B. Delaware State College;
 M.A. Wayne State University
 Ed.D. University of Montana
 Advanced Graduate Studies:
 Washington University (St. Louis)
 University of Michigan
- Vivian Carter (1979). Secretary to the President
 B.A., Carson Newman College; Additional Study,
 University of Tennessee, Cooper Institute of
 Business

Office of Records,
Admissions & Financial Aid

- Karla Snodderly (1977) Records/Admission
 B.A., Carson Newman College; Additional Study,
 East Tennessee State University, Union College;
 M.A. Union College
- Janice Moore (1967) Financial Aid Officer
 Attended Morristown College, Walters State
 Community College and Morristown School of
 Business

Business Services

- Charles Koory (1981). Business Manager
 B.S., University of Bridgeport; M.Ed., Tennessee
 State University; (Candidate for Ed.D., from the
 University of Tennessee)
- Grace Smith . . . Assistant Director of Business Services
 Attended Walters State Community College

Office of Development and Planning

- Nathaniel Reed (1981) Recruiter/Alumni Affairs
 B.B.A., Savannah State College

Miriam Parlin Library

- Samuel E. Richardson (1966) Head Librarian
 A.A. Morristown College; B.S., Tennessee
 State University; M.S., Long Island University
- Jocelyn Spratley (1979) Assistant Librarian
 B.S., Virginia State University

Student Services

Genevieve DeHoog (1980) Counselor
 B.A., M.A., Scarritt College for Christian Workers

Marjorie Senter (1979) Head Resident: Crary Hall
 Attended Livingstone College

Dorothy Jones (1972) Resident Assistant

Marvin Houston (1979) Head Resident: Wallace Hall
 Attended Walters State Community College

Gary Goins (1981) Resident Assistant
 A.A. Roane State, Attended Tennessee Tech

Food Services

Hazel Simpson (1966-76; 1979) Manager

Staff

Lester Corbin
 Lennis Crawford
 Doris Simonton
 Lucille Whiteside

Building and Grounds

Harold McMahan Superintendent of Buildings
 and Grounds

Laura Yard Hill

Elmer Brooks
 Frances Brooks

Sheely-Drew, Wallace Hall

Roy Reynolds

Crary Hall

Dorothy Jones

Sheely-Drew and Valentine-Branch Gymnasium

Charles Simpson, Jr.

General Maintenance, Heating Plant, Grounds

Willie Morgan
Johnny Saylor

Security

Charles Simpson, Jr. Security

FACULTY - 1981

- John Adams (1981) Instructor of English and Speech
B.S., M.A. Florida State University
- Calvin Beard (1980) . . . Basketball Coach and Instructor
of Physical Education
A.A., Cleveland State College; B.S., East
Tennessee State University
- Mary Beasley (1981) Instructor of English
B.S., M.S., Georgia Southern; Ed.D., University
of Tennessee
- Lanny Bowers (1975) Instructor of History and
Political Science
A.A., Morristown College; B.S. East Tennessee
State University; M.A., East Tennessee State
University; Additional Study, University of
Tennessee, East Tennessee State University
- Alberta Cain (1945) Instructor of Mathematics
B.S. Fisk University; M.A. University of Cincinnati;
Additional Study, University of Cincinnati
- Annette Carter (1973) . . . Instructor of Music and Choir
B.S. Knoxville College; Additional Study,
University of Tennessee
- Genevieve DeHoog (1980) Counselor and Instructor
of Psychology
B.A., M.A., Scarritt College for Christian
Workers
- Claudia Easterly (1948-55; 1959) . . Instructor of Business
and Secretarial Science
B.A., St. Augustine College; M.S., University
of Pennsylvania; Additional Study, University
of Pennsylvania and University of Tennessee
- Paul Fuller (1973) Sociology and Black Studies
A.A., Lawson State Community College; B.S.,
Alabama A & M University; M.S., Alabama A & M
University; Additional Study, University of
Tennessee, University of Alabama, Boise State,
University of Minnesota
- D. M. Grishman (1972) . . Part-Time Instructor of Religion
and Philosophy
B.S., Tennessee State University; M. Div.,
Gammon Theological Seminary; Additional
Study, Boston University

- Charles H. Koory (1981) Instructor of Accounting
 B.S. University of Bridgeport; M.Ed., Tennessee State
 University; (Candidate for Ed. D. from the University
 of Tennessee)
- Robert McFadden (1982) Part-Time Instructor of
 Psychology
 B.A., Johnson Bible College; (Candidate for
 M.A. from the University of Tennessee)
- Ajay Mukhopadhyay (1981) Instructor of Science
 B.S., M.A., Ph.D., Jodavpur University
- James Murrill (1981) Instructor of Classical and
 Modern Languages
 A.A., Bluefield College; B.A., Carson Newman;
 M.Ed., University of North Carolina; M. Div.,
 Southeastern Baptist Seminary; Additional Study,
 University of Maryland and the University of
 Arizona, (Candidate for D. Th., from South-
 eastern Baptist Seminary)
- Karla Snodderly (1977) Instructor of Mathematics
 B.A., Carson Newman College; Additional Study,
 East Tennessee State University, Union College;
 M.A., Union College
- Arnold Thomas (1981) Part-Time Instructor of Music
 B.M., Illinois Wesleyan University; M.M.,
 Northwestern University; Ed.D., Columbia
 University
- Joan Vaughn (1981) Instructor of English
 B.A., Vanderbilt University; M.A., University
 of Hawaii; Additional Study, University of
 Tennessee

CHRONOLOGICAL EVENTS

- 1869 Beginning of a small grammar school in Morristown, Tennessee in an old building formerly used as a slave mart by Mrs. Almira H. Stearns, a Christian missionary from Elizabeth, New Jersey.
- 1881 College founded as Morristown Seminary by the Reverend Judson S. Hill, a Methodist Minister from the New Jersey Conference. Dr. Hill and Mrs. Stearns constituted the first faculty.
- 1883 First dormitory built. Name changed to Morristown Seminary and Normal Institute.
- 1885 First class to graduate.
- 1888 Name changed to Morristown Normal Academy.
- 1892 New Jersey Home built.
- 1897 Name changed to Morristown Normal College.
- 1900 Crary Hall completed. Industrial Work introduced.
- 1901 Name changed to Morristown Normal and Industrial College.
- 1903 The William Sarah Boyd Building erected for industrial work.
- 1912 Administration Building, Laura Yard Hill Hall, completed.
- 1917 Wallace Farm of 300 acres secured.
- 1918 Kellogg Creamery added.
- 1921 Crary Hall destroyed by fire January 10th.

- 1922 Carriger property purchased. Ground broken for new buildings. July 1 first brick laid for Kenwood Refectory, Crary Hall and Wallace Hall.
- 1923 Cornerstone laid for the three new buildings with ceremonies April 13th. Wallace Hall completed and occupied August 30th. Kenwood Refectory completed and occupied October 2nd. Central heating plant completed and fired. College incorporated, becomes a junior college.
- 1924 Crary Hall completed and opened March 29th.
- 1925 First junior college graduates.
- 1926 Crary Hall partially destroyed by fire March 23. Rebuilt and opened September 1st. Athletic field enlarged. Ground broken for Kellogg Gymnasium.
- 1927 Gymnasium completed May 25th.
- 1929 College becomes four-year institution (for two years).
- 1931 Dr. Judson S. Hill died September 14th. Administrative Committee in charge of College with Dr. O. B. Chassell, representative of the Board of Education, acting as Chairman. City Elementary School located on part of College Campus.
- 1933 Dr. E. C. Paustian elected President of Morristown College.
- 1937 Dr. J. W. Haywood elected President.
- 1944 Dr. M. W. Boyd elected President.
- 1947 Received Accreditation of Southern Association of Colleges and Secondary Schools.
- 1947 Practice Home for girls opened.

- 1948 Schools of Cosmetology and Brick Masonry opened.
- 1952 Mrs. M. W. Boyd elected acting president following the death of Dr. M. W. Boyd.
- 1953 Dr. Henry Lake Dickason elected President.
- 1957 Dr. Leonard L. Hayes elected president of the college.
- 1957 College became a member of the American Association of Junior Colleges.
- 1959 Administrative Committee composed of Dr. James Thomas, Dean P. A. Edwards, and Mr. John T. Williams in charge of college.
- 1959 The High School Department eliminated.
- 1959 Dr. Elmer P. Gibson assumed the presidency on December 7.
- 1960 Name changed to Morristown College.
- 1961 Full membership in the Southern Association of Colleges and Schools.
- 1962 Allen organ and Steinway piano acquired as result of contribution by Mr. and Mrs. Lynn Sheeley, Sr.
- 1963 Kellogg Gymnasium renovated and renamed Valentine-Branch Gymnasium. College received its first National Science Foundation Grant.
- 1968 Sheeley-Drew Centennial Science Hall dedicated.
- 1969 President Gibson resigned. The 1969-70 school year began under the direction of an Administrative Committee headed by Dr. Frank Williams as acting president.

- 1970 Student Union addition to Crary Hall dedicated.
Crary Hall and Wallace Hall renovations begun.
Rev. J. Otis Erwin assumed duties as president.
- 1972 Historic marker erected. Dr. Raymon E. White became
the ninth president.
- 1973 Crary Hall-Wallace Hall renovations completed.
- 1974 Hill Administration Building renovated.
- 1975 Adoption of the New Mission of the College by the
Board of Trustees.
- 1978 Crary Hall gutted by fire.
- 1979 Crary Hall rebuilt and operational by September.
- 1981 Dr. Charles Wade elected to presidency. Morristown
College redirects its mission.

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