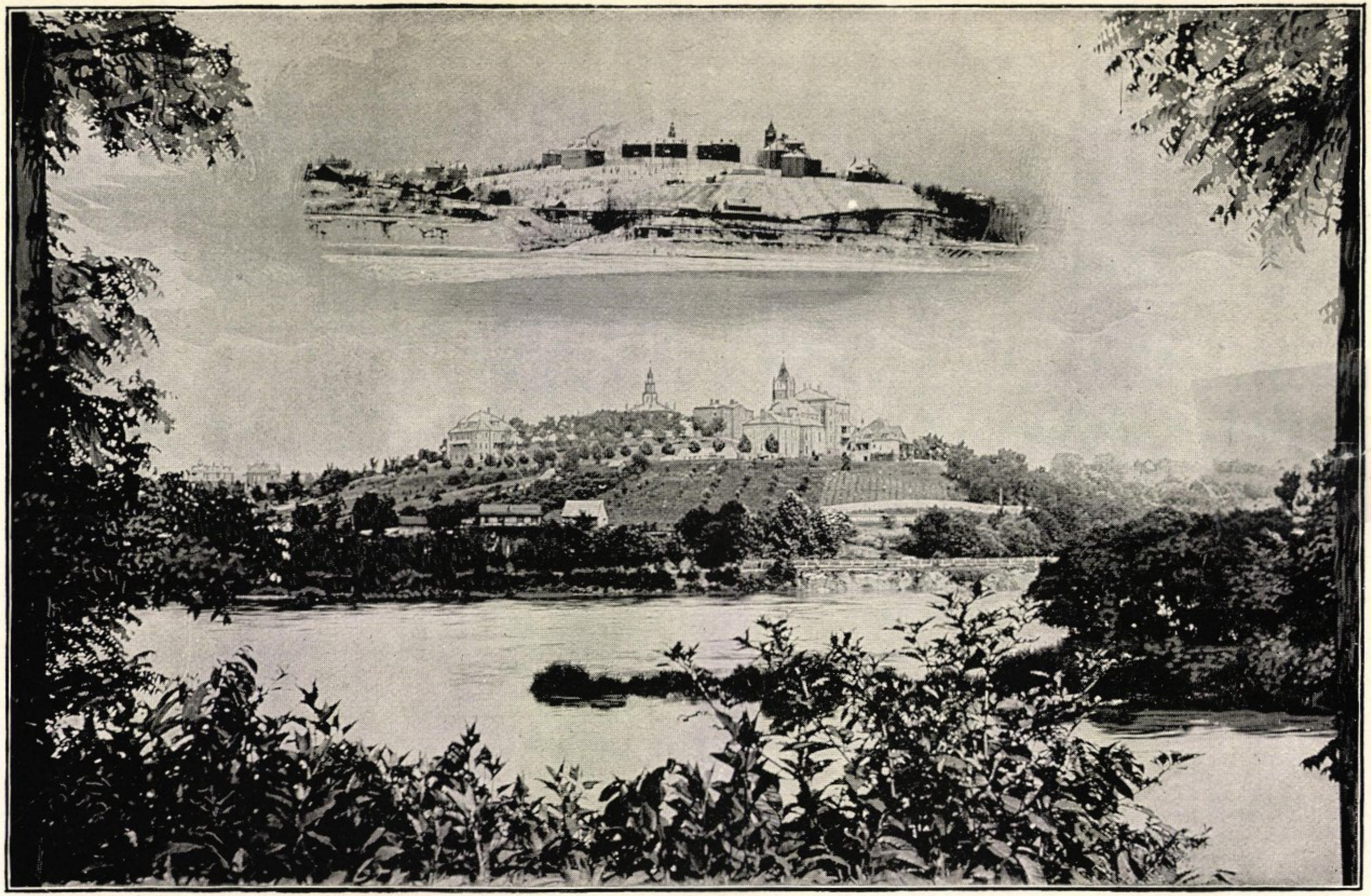

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No. 16

HIGHER EDUCATION IN TENNESSEE

BY

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., January 3, 1893.

SIR: The accompanying monograph on higher education in Tennessee is one of the series of monographs on education in the various States, edited by Dr. Herbert B. Adams and published by the Bureau of Education. The author is Dr. L. S. Merriam, lately a student and fellow in Johns Hopkins University. For a résumé of higher education in Tennessee I refer you to Chapter I, pages 1–11. The monograph, besides treating of higher education proper, contains also a chapter on the public school system of Tennessee, written by Mr. T. P. Thomas. I respectfully recommend that this monograph be published at the earliest possible date.

W. T. HARRIS,
Commissioner.

HON. JOHN W. NOBLE,
Secretary of the Interior.

AUTHOR'S PREFATORY NOTE.

I take advantage of this opportunity to express my sense of obligation to Mr. T. C. Karns, professor in the University of Tennessee; Mr. W. P. Trent, professor in the University of the South, and Mr. T. P. Thomas, fellow in Vanderbilt University, for preparing, respectively, the chapters on the University of Tennessee, the University of the South, and the Public School System of Tennessee.

It would be impossible to thank by name all who have rendered assistance or furnished information in the preparation of this monograph. But for the kindly coöperation of these many friends, mostly college officers, it could not have been written. I shall, however, mention two gentlemen by name, Dr. J. Berrien Lindsley, ex-chancellor of the University of Nashville, and Dr. W. M. Baskerville, professor in Vanderbilt University. Dr. Lindsley put at my disposal his very valuable collection of materials on the history of the University of Nashville, besides affording other assistance, and Dr. Baskerville read and corrected my MS. on Vanderbilt University.

For purposes of convenience, bibliographies are appended to the histories of their corresponding institutions instead of being collected in one place at the end of the volume. College announcements and registers are not mentioned, as their use may in general be taken for granted. Neither, of course, are mentioned such sources of information as epistolary correspondence or personal interviews.

L. S. MERRIAM.

JOHNS HOPKINS UNIVERSITY,
December 12, 1891.

BIOGRAPHICAL SKETCH OF THE AUTHOR.

Lucius Salisbury Merriam, the author of the following monograph, was born January 20, 1867. He was drowned in Cayuga Lake, near Ithaca, N. Y., November 18, 1893. The proof sheets of this report were read by him early in the preceding summer. His untimely death was widely mourned by friends and scholars throughout the country, in which he was already favorably known by reason of his able contributions to economic science.

He was educated in the high school at Chattanooga, Tenn.; at Vanderbilt University, where he was graduated in 1889; and at the Johns Hopkins University, where he took the degree of doctor of philosophy in June, 1893. Before coming to Baltimore he held a graduate fellowship at his *alma mater* from 1889 to 1890. When Prof. E. W. Bemis was called from Vanderbilt, in 1892, to the University of Chicago, Merriam was invited to take the chair of economics at Nashville, but he determined to finish his course of graduate study. He held a fellowship in political economy at the Johns Hopkins University from 1892 to 1893. He was regarded by his friends and instructors as one of the most talented, critical, and promising students of economics at the Johns Hopkins University.

While in Baltimore he prepared several scholarly papers for publication: (1) Social Legislation in the United States in 1889 and 1890 (Economic Review, April, 1891); (2) The Appointment of a Receiver for the City of Nashville in 1869 (American Law Review, May-June, 1891); (3) The Theory of Final Utility in its Relation to the Standard of Deferred Payments (Annals of the American Academy, January, 1893); (4) History of Higher Education in Tennessee (U. S. Bureau of Education, 1893).

Of all these papers the present study is probably the most important. It will undoubtedly attract wide attention and prove of great practical value. It is critical and scholarly, like everything which Merriam wrote, and represents the earnest endeavor of an honest student to tell the truth regarding the educational history of Tennessee. There was no unfriendly feeling on Merriam's part toward the higher educational institutions of his State. He was striving for the best interests of higher and secondary education in Tennessee, to which State he was twice invited to return as a professor of history and economics. He was held in the highest esteem at Vanderbilt University and at the University of Tennessee. He accepted an attractive call to teach his own special subjects at Cornell University, Ithaca, N. Y., where, in a few weeks, he won the confidence of the faculty and the admiration of his students.

In an academic memorial of Merriam, published in the Johns Hopkins University Studies in January–February, 1894, President Schurman, of Cornell University, said of this young Tennesseean: "I got the impression of a man of earnest purpose, serious character, and transparent honesty." Prof. J. W. Jenks, of Cornell, said: "I fully agree that in losing him we have lost one of the ablest and most promising of the younger economists of the country." Dr. Sidney Sherwood, one of Merriam's instructor's at the Johns Hopkins University, said: "I believe he would have achieved much toward the establishment of the system of economic theory looked for by the next generation; a system that is based on economic life and not on metaphysics. His accomplished work, however small in amount, goes to confirm this belief." Prof. John B. Clark, another of Merriam's instructors in Baltimore, said: "I can not even try to describe the charm that his personality had for me,

* * * He made the impression of a man who was destined to be a leader of thought. Originality, analytical power, an accurate judgment, and moral earnestness were his characteristics. He would have entered unexplored fields of research."

Although Merriam's life was suddenly cut short, he made a deep impression upon his friends and pupils in the North as well as at the South. He will be remembered by all who knew him as a young Tennesseean of noble charater, fine scholarship, and high aims. His devotion to truth for its own sake was perhaps his most conspicuous trait.

The young woman who was drowned with Merriam in Cayuga Lake, at Ithaca, from the capsizing of a row boat, was also a rare type of humanity. She was a South Carolina girl from Laurens County, who had earned her own way from her father's plantation through school and college at Columbia and into the law department of Cornell University. As a school teacher in her native State she had obtained the means of educating a younger sister. By public authority in South Carolina she had been engaged to prepare a report on the industrial education of women. Miss Yeargin, like Dr. Merriam, had finished her educational work, and their labors will doubtless enter into the educational life of the New South.

HERBERT B. ADAMS,
Editor.

CHAPTER I.

GENERAL SURVEY OF HIGHER EDUCATION IN TENNESSEE.

The history of higher education in Tennessee is in the main the history of private initiative and activity. Practically all that has been done by Government for colleges and universities has been done by the United States and not by Tennessee herself.[1] The State has, however, acted as agent of the Federal Government whenever it has extended aid to institutions of learning within her borders.

In 1806, conformably to the spirit in which North Carolina had ceded and the United States had accepted the territory afterwards known as Tennessee, Congress appropriated 100,000 acres of public land in Tennessee to two colleges, one to be established in the eastern, the other in the western part of the State. The same act also appropriated 200,000 acres of land for academies and schools of a lower grade. East Tennessee College, at Knoxville, chartered for the purpose and united with Blount College, and Cumberland College, at Nashville, chartered on the foundation of Davidson Academy, secured the grants for colleges. But, the State being made the administrator and trustee, these institutions realized little from the bounty of Congress, and that little only after the lapse of many years. In the case of the Federal subsidy to found West Tennessee College the State seems to have transmitted promptly the proceeds of land sales.

The name of the University of Tennessee (East Tennessee College became East Tennessee University in 1840 and the University of Tennessee in 1879) would imply that it was a State institution supported by the State. It makes biennial reports to the State superintendent of public instruction, and it is correlated with the public school system. It is a fact not generally known that in 1822 Cumberland College and East Tennessee College came into possession of 60,000 acres of land through the generosity of the State in relinquishing. for twenty-eight years her right to tax other thousands of acres belonging to the University of North Carolina.

Exercising the discretion conferred by the constitution (1870) to exempt from taxation such real, personal, or mixed property "as may be held and used for purposes purely religious, charitable, scientific, literary, or educational," the legislature has exempted "all property belonging to any religious, charitable, scientific, literary, or educational institution and actually used for the purposes for which said institution was created" and "all property belonging to public schools, colleges, academies, and other seminaries of learning."[2]

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[1] The State has given considerable assistance to normal education.

[2] Laws of 1883, chapter 105, paragraph 2.

The Peabody Normal College is unique in being, so to speak, the resultant of three forces. It rests on the foundation of the old University of Nashville, enjoying the use of its plant and endowment; and it is further supported and fostered by the State of Tennessee and by the Peabody education fund. That it bids fair to fall heir to that immense fund lends an added interest to the already interesting history of the University of Nashville. For a quarter of a century this institution was raised by Philip Lindsley to a position of paramount influence in Tennessee and the Southwest. Free from the domination of any religious sect and situated in the capital city of the State, at the center of her civil and political life, the University of Nashville stood for Tennessee in her entirety as perhaps no other college has ever done.

Whence have come the funds for the maintenance of colleges and universities? The answer is, chiefly from private purses through the various Christian denominations. The University of Tennessee, West Tennessee College, and the University of Nashville are the only prominent colleges in the history of the State that are not denominational. The Baptists have their Carson and Newman College and their Southwestern Baptist University; the Northern Methodists their U. S. Grant University; the Southern Methodists their Hiwassee College and their Vanderbilt University; the Cumberland Presbyterians their Bethel College and their Cumberland University; the Northern Presbyterians their Greeneville and Tusculum College, their Maryville College, and their Washington College; the Southern Presbyterians their King College and their Southwestern Presbyterian University; the Episcopalians their University of the South; the Roman Catholics their Christian Brothers' College, etc. The largest of these church schools are not the result merely of local effort, but of the combined efforts of their respective churches in several States or parts of several States. Probably a moiety at least of the wealth invested in Tennessee colleges has come from other States. In this regard Tennessee may be called fortunate. The most largely endowed institution in the State, Vanderbilt University, is a notable illustration of this. Established or supported by conferences of the Methodist Episcopal Church South, representing the States of Tennessee, Mississippi, Arkansas, Alabama, and Kentucky, its magnificent foundation was the gift of two citizens of the State of New York.

The negro colleges—Fisk University, Roger Williams University, Central Tennessee College, and Knoxville College—were all established by Northern churches at the close of the civil war. They form a most interesting chapter in the history of Tennessee education. The struggles and self-sacrifice of their founders and their ultimate success are colored with somewhat of heroism and romance. The negro can not hold in too high honor these pioneers in the Christianization and education of his race. Fisk University, the highest grade purely collegiate institution for negroes in the world, was established by the American Missionary Association of the Congregational Church; Knoxville Col-

lege, which has been made the colored department of the University of Tennessee, was founded by the United Presbyterian Church; Roger Williams University owes its creation to the American Baptist Home Mission Society, and Central Tennessee College, with its professional departments and its splendid industrial plant, is the work of the Freedmen's Aid Society of the Methodist Episcopal Church. Besides these higher institutions of learning for negroes there are a number of normal and industrial schools of a lower grade which do not fall within the scope of this monograph. The industrial feature is prominent in all the negro schools. The majority of them receive from the John F. Slater fund appropriations in aid of industrial training.

In spite of these adverse conditions the avowedly preparatory school is making headway in Tennessee. The famous Webb school, formerly at Culleoka, now at Bellbuckle, is the forerunner of others that may ere long boast of equal excellence. In December, 1887, the association of Tennessee colleges and universities was organized, its chief object being to arrive at and maintain a common standard of admission to college. The heads of preparatory schools attend the meetings and join in the deliberations.

Closely connected with the existence of the pseudo college is the evil of indiscriminate conferring of degrees. But the pseudo college is not the only offender. The better class of institutions are some of them so generous with their degrees, at least with their honorary degrees, that academic honors have become a cheap commodity in Tennessee.[1]

The smaller colleges of the State are almost always open to females as well as males; and of the larger ones, the Peabody Normal College, the U. S. Grant University, and the Southwestern Baptist University admit women.[2] But coeducation is not an accepted policy in Tennessee. Of the institutions treated in this monograph the following are coeducational: U. S. Grant University, Southwestern Baptist University, Peabody Normal College, Bethel College, Carson and Newman College, Winchester Normal, Greeneville and Tusculum College, Maryville College, Milligan College, Lookout Mountain Educational Institution (discontinued), Washington College, and all the colleges for negroes.

The war period forms an interregnum; it makes a break in the history of Tennessee education. So bold is the landmark that it might well be used to reckon time from. There was scarcely a college but had to close its doors, some never to open them again. Sometimes everything was swept away; and again only the bare walls were left. The schools that escaped unscathed were few. But what made it especially difficult for the colleges to regain their footing, if indeed they were able to regain it at all, was that the people and the country had suffered as much as themselves. The sources had dried up.

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[1] *See* "Honorary Degrees as Conferred in American Colleges," a paper read before the National Educational Association, July, 1889, by Charles Forster Smith.

[2] Some few women may usually be found in one or more classes of the Vanderbilt University, but they are not technically students. See Chapter IV.

CHAPTER II.

THE UNIVERSITY OF NASHVILLE.

DAVIDSON ACADEMY.

Two names are inseparably associated with the founding and early history of Davidson Academy—James Robertson and Thomas B. Craighead. Both were North Carolinians by birth and Scotch-Irish by descent. Robertson was a pioneer. As soon as the Watauga settlements were firmly established and their future existence assured, he left them in order to lead still further westward the advance guard of civilization. The stations on the Cumberland became the second great center of colonization for Tennessee as those on the Watauga were the first. "Thomas B. Craighead was the son of Rev. Alexander Craighead, the man who first, in 1749, gave voice in Pennsylvania to the growing desire for independence, incurred the hostility of His Majesty's magistrates and the censures of the synod, and, emigrating to North Carolina, instilled the principles which bore fruit in the [now discredited] Mecklenburg Declaration of Independence." Young Craighead graduated from Princeton in 1775, in the same class with Dr. Brevard, the reputed author of the Mecklenburg declaration. Knowing the atmosphere which Craighead breathed in his youth, we need not be surprised that in after life he showed the same independence of character that marked his father and his classmate.

Craighead was ordained a Presbyterian minister in 1780, and after preaching awhile in his native State "removed with the pioneers of those days to Kentucky." Early in 1785 he came to Nashville and soon took up his permanent residence at Spring Hill, in the suburbs of the little town of Haysboro, 6 miles east of Nashville, on the road leading to Gallatin. Here was built for him the Spring Hill meeting house, a rough stone structure about 24 by 30 feet.

On December 29, 1785, Gen. James Robertson, who, with Col. William Polk, represented Davidson County in the North Carolina legislature, secured the passage of a bill for the establishment of Davidson Academy. Its trustees were Rev. Thomas B. Craighead, Hugh Williamson, Daniel Smith, William Polk, Anthony Bledsoe, Lardner Clarke, Ephraim McLean, Robert Hays, and James Robertson; and it was enacted "that no lands, tenements, or hereditaments which" might "be vested in the trustees of the Academy of Davidson, for the sole use

and behoof of the said academy," should "be subject to any tax for the space of ninety-nine years." North Carolina still further showed her generosity by endowing her new creation with 240 acres of land immediately adjoining the town of Nashville on the south. One of the first actions taken by the trustees was to order two of their number to attend, in conjunction with the town authorities, to surveying this land and separating it from the town lands.

The most significant part of the act creating Davidson Academy is that part of the preamble which reads, "As it is the indispensable duty of every legislature to consult the happiness of a rising generation and fit them for an honorable discharge of the social duties of life." These first settlers recognized the importance of education to their children and their children's children. They seemed to realize that they were building for the future. The fact that the most prominent men in the community were corporators and trustees of Davidson Academy is proof that it held a large place in the popular mind. Pride in it was part of the local patriotism. It represented no religious sect and no political party. When political feeling was running high in the time of the Alien and Sedition Laws and the Kentucky and Virginia Resolutions, a rival institution, the "Federal Seminary," sprang up. But a reconciliation was effected, the new school was merged in the old, and political enemies were soon pulling together like "wheel horses."

At the first meeting of the trustees, August 19, 1786, Rev. Thomas B. Craighead was elected president. In the minutes of September 25 we read: "Ordered that the tuition for each student be at the rate of £4 per annum to be paid in hard money or other money of that value." (The tuition was soon afterwards raised to £5.) "Ordered that Spring Hill meeting house be the place where the school be taught." Here, accordingly, for twenty years or more Mr. Craighead taught. If he had any assistants the records do not show it. "That old stone church was a monument of early date—the oldest church and schoolhouse in middle Tennessee. It was the house of worship and education—the cradle of Nashville University. The children were taught in it during the week; the parents, children, and servants on the Lord's day. Mr. Craighead was the patron of learning, the teacher of youth, the counsellor and instructor of the aged." The Spring Hill meeting house is no longer standing. It was torn down many years ago and the Gallatin turnpike runs through its site. The remains of Mr. Craighead lie in the old churchyard near by.

The trustees of the academy administered its affairs with scrupulous care, even to the minutest details. The records of their meetings afford quaint and interesting reading. A ferry, established as early as 1786 just above what is now Broad street, was the source of some income and of much annoyance, until it was sold in 1813. When Davidson Academy had expanded into a college and felt the need of a large income, it was charged that its patrimony of 240 acres of land had

been frittered away or sold for a song. Of course, had the land been kept out of the market for a number of years, it would have brought a high price. But at that time Nashville had a very small population, only 400 in 1803, and there was no premonition of its becoming the capital and chief city of the State. Besides, the trustees had in some way to obtain funds to pay the expenses of the school. The academy lands were rented or leased and some of them sold for small sums until 1803, when all but 7 acres were sold in small lots at auction. It was at this time that Broad street was laid off and given to the city. On the 7 acres reserved from sale the college buildings were afterwards erected. It has been estimated that the institution received all told in rents and purchase money about $20,000 for its first endowment of land. Part of this sum was used in constructing buildings in 1805–1808.

October 10, 1791, Andrew Jackson was elected a trustee to fill the vacancy caused by the removal of Col. William Polk to what is now Maury County. Both Andrew Jackson and James Robertson resigned in 1805. We find the origin of the library in an entry of March 4, 1794, that a committee was appointed to collect debts and purchase books for the use of the academy.

On April 5, 1796, the Territorial legislature passed an act appointing three auditors and ten new trustees in place of the old trustees. If the old board should refuse to account to the auditors, suits were to be instituted against it. We do not know the reason for this summary and high-handed treatment, but we do know that the old trustees refused to vacate their places and that two years after the passage of the act they appointed Craighead and Jackson a committee to draft a memorial to the legislature for the repeal of the act.

There was one part of the act, however, with which the board of trustees had already resolved to comply. It was the last section and ran in these words:

> *Be it enacted,* That the buildings of the said academy shall be erected on the most convenient situation on the hill immediately above Nashville and near to the road leading to Buchanan's Mill; and that the trustees aforesaid shall proceed to erect buildings and employ tutors to proceed to the business of instruction as soon as the funds will permit.

In 1786 Sumner County had been created out of a part of Davidson County. It is an evidence of the pride and interest taken in the academy that in 1802 the inhabitants of Sumner set up a claim to it. The matter was decided by subscriptions. Nashville's citizens responded more liberally than did those of Montpelier, the rival town in Sumner, and the academy was not moved. The trustees thereupon resolved to erect a building agreeably to the act of 1796, and Gen. Robertson and Gen. Jackson were appointed to superintend the construction. But, delays occurring, work did not begin till 1805, and was not finished till 1808, when Davidson Academy had become Cumberland College. The structure was of brick, and when finally completed was three

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see." His purpose was to build up a great university that should be to the South and West what Harvard, Yale, and Princeton were to the North and East. That he partially failed was no fault of his. His plans were large, his conceptions were noble, and he did his part to realize them. He had believed that State and people would rally round their own university and that patriotic pride would not suffer it to fall below any in the land. He says in his baccalaureate address of October 7, 1829: "I did once flatter myself that the people of Tennessee would rally round this infant seat of science and take a just pride in its growth and prosperity. I did suppose that they would cherish an institution of their own, established in their own flourishing metropolis," etc.

In his inaugural address, delivered January 12, 1825, he projects his plan of a university: "We hope to see the day, or that our successors will see it, when in Cumberland College, or in the University of Nashville,[1] shall be found such an array of able professors, such libraries and apparatus, such cabinets of curiosities and of natural history, such botanical gardens, astronomical observatories, and chemical laboratories as shall secure to the student every advantage which the oldest and noblest European institution can boast, so that no branch of experimental or physical, of moral or political science, or of ancient and modern language and literature shall be neglected. Let us aim at perfection, however slowly we may advance towards the goal of our wishes." Again and again did he picture to his hearers his ideal university and present it to them as the noblest object their ambition could have. When there was no longer hope of State aid or of private munificence, he turned to the young men whom he had trained as the future mainstay of the university: "Where, then, is the ground of our hopes and of our encouragement? It is in the growing strength and moral influence of our own enlightened, loyal, and patriotic sons. * * * It is in them, under the propitious smiles and overruling Providence of the Most High, that we place our confidence and garner up our soul's fondest aspirations. * * * We say, or rather let the university proudly say, 'These are our sons. We send them forth into the world, and by the world's spontaneous verdict upon their training and their bearing will we abide.'" As he proceeds his faith grows triumphant. "Our faith is strong, unwavering, invincible; and our purpose to persevere in the good work which has thus far been signally prospered in the midst of every species of hindrance and discouragement, can not be shaken. The tongue which now speaks our high resolve and bids defiance to scrutiny, to prejudice, to jealousy, to cowardice, to calumny, to malevolence may be silent in the tomb long ere the glorious victory shall be achieved. But we, the university, live forever, and generations yet unborn shall rejoice in our triumphs and pronounce the eulogium which our labors will have nobly won." His confidence in his pupils

[1] Cumberland College became the University of Nashville November 27, 1826.

was not misplaced. No college can show a list of alumni who have taken higher rank in public and in private life. Says Phelan: "It was remarked that at one time there were twenty-eight members of the United States House of Representatives who had graduated at that institution." The loyalty of the alumni does not grow less with the flight of years. A stranger in Nashville, if he mingles with the older inhabitants, will soon hear of the "Old University." Philip Lindsley still lives in the minds and hearts of his pupils. The dignified, the classic Lindsley was loved as well as respected. Judge John D. Phelan, when a gray-haired old man, thus recalls an interview he had with him, apropos of some college prank and its punishment: "With many other kind words and in the most tender and fatherly manner he dismissed me. Oh, the healing balm of that sweet interview. I see him now. I love him and I live in the blessed faith that I am yet to see him again, face to face, with other loved ones that are now only lost to mortal sight.

'My Father's house on high,
Home of my soul, how near.
At times by Faith's aspiring eye
Thy golden gates appear.'"

Again, Judge Phelan says: "This man was worshiped, adored by our fellows, at least by all the more thoughtful." His teaching was inspiring, ennobling. He was wont to lead young men to some lofty height and point them to the life of the spirit beyond. Says an old pupil: "He possessed, beyond most men, incomparably beyond all men ever known to your speaker, that highest faculty of the teacher—the power to inspire the youthful mind with a just appreciation of truth, of the purposes and ends of life. May his declining years be as full of bright prospects beyond as he has made many a young life full of generous ambition and of an almost romantic love of the beautiful and true."

It was chiefly through his baccalaureate addresses that Dr. Lindsley reached and influenced the world that lay without the college walls. These addresses were delivered to large audiences, and then printed in pamphlet form and distributed through the mails. He was in touch with the times, and this was one secret of his success as a speaker. He was accorded that respect by the public which a man should always receive whom wide learning and extended observation have specially adapted to form wise judgments. He spoke with great earnestness, was a man of strong convictions, and did not hesitate to express them. His style was clear, forceful, cumulative. He had a copious vocabulary and a discriminating command of synonyms that obviated the harshness of repetition. A dignified bearing lent weight to his words. "His personal appearance was exceedingly fine. It might be called commanding, though he was slender and not above the medium stature. His form was perfectly erect and symmetrical. His features were chiseled after the finest Grecian mold. He had full black hair and a spa-

cious forehead of almost marble smoothness. His dark, penetrating eye flashed with indescribable emotion as he spoke, while his whole frame seemed to dilate and rise with majesty. His voice was rich and musical alike in its highest and in its lowest notes, and there was a peculiar play of expression about the mouth indicative of decision and conscious mental power which no painter's art could ever catch. All these outward gifts, aside from his rare intellectual gifts and attainments, contributed to make him attractive and eloquent."

His addresses were almost invariably upon education. Even his sermons bore upon it. He never tired of it. He had given his life to it and it filled his life. But the term as used by him had no narrow signification. The difference between the new-born babe and the full-grown man is merely one of education. Education is almost synonymous with acquisition. It comprises every step, every process in a man's physical, intellectual, and moral development. No kind of knowledge is to be despised. Our minds are to be cultivated to the furthest extent. If it were not so God would not have created in us such vast possibilities. "Educate your son in the best manner possible, because you expect him to be a man and not a horse or an ox." As for himself he held that "learning was the birthright of man." But he had a whole storehouse of utilitarian arguments to use in converting the multitude to his views. To the demagogic plea of the enemies of the university in Tennessee, that colleges are for the exclusive benefit of the rich, he made the counter assertion, "Colleges are the genuine levelers of all distinctions created by mere wealth." He saw that farmers and mechanics, forming, as they do, a majority of the electors, would be the governing power in the state if they were only more intelligent. Therefore none should welcome education more heartily than they.

The plea for higher education that we find oftenest in Dr. Lindsley's addresses is that intelligence is necessary to the preservation of the Republic. He never wearies of descanting upon the high intelligence of the founders of our Government; and he conceived that the only way to preserve the essence as well as the name of Republic was by a universal diffusion of knowledge, for "a republican government may be as unjust, as arbitrary, as oppressive, and despotic as any absolute monarchy upon the earth." "A grossly ignorant people will be slaves even under the purest republican system." "A well-instructed people can not be enslaved, be the nominal form of government what it may."

In the same spirit Dr. Lindsley reviews the history of all civilized nations, ancient and modern, and reaches the conclusion that "civilization and the university [meaning some system for the cultivation of the mind and the preservation of knowledge] have stood or fallen together. They have never been divorced. They were created together, and amidst all the changes and revolutions of human governments and religions they have dwelt together in peace and harmony." The university has been "the great conservative principle of civilization, of truth,

virtue, learning, liberty, religion, and good government among mankind." The university, or highest school, is the source whence emanate all the forces that make for intelligence. It is the central sun. Hence it is folly to attempt to keep alive a system of primary and grammar schools without it. The higher school is necessary to the existence of the lower, if for no other reason than to supply it with teachers.

Dr. Lindsley thought that teaching would never attract the best talent until it was looked upon differently by the public, until it was put on a par with other callings in respectability and remuneration. He contended boldly for the dignity of his profession and challenged any man to show in what regard it was not among the most respectable and honorable. He never yielded one jot or tittle to other professions. He exalted and ennobled teaching and, in general, lent dignity to all intellectual pursuits. The effect of the noble stand taken by him was felt in the impulse given to education in Tennessee and other Southern States. So many schools sprang up as finally to cripple seriously the mother school, whence had spread this influence.

Dr. Lindsley was an advocate of manual training. He would have attached to schools of all grades—grammar school, academy, college—farms and workshops. These farms and workshops would serve a threefold purpose: They would furnish needed exercise, they would be useful in teaching trades, and they would give poor boys an opportunity of making a living. These ideas formed part of Dr. Lindsley's plan for the University of Nashville, but they were never realized.

We have seen that Davidson Academy and Cumberland College were nonsectarian and undenominational. So was their successor, the University of Nashville. Dr. Lindsley said in 1837: "No attempt has ever been made to proselyte a single youth to any faith, political or religious. We all profess to be Christians and republicans, and we fain would have our pupils to be honest Christians and consistent republicans. This is the utmost of our aim in all our labors, instructions, and exhortations so far as politics and religion are in question." He had no patience whatever with church schools unless they openly avowed their sectarian character and aims. His denunciation of such schools is most vehement, sometimes transcending the bounds of perfect candor and justice. He did not see why colleges should be denominational any more than penitentiaries and banks. The secret of this attitude was no doubt his own broad Christian charity. The growth of denominational schools was a chief cause of the suspension of the University of Nashville in 1850. When Dr. Lindsley assumed the presidency of Cumberland College in 1825 there were no similar institutions in actual operation within 200 miles of Nashville. In 1848 there were thirty or more within that distance and nine within 50 miles of the city, the majority of them being denominational schools.

Philip Lindsley was a man of broad views. This is shown in the

catholicity of his sentiments and in the wide range of his learning. He viewed every subject in the perspective of extensive knowledge. And yet, though he has been dead only thirty-six years, it is patent to us of to-day that he lived in an age that is past, that he was without the light which is shed by the most recent research and discovery in history, archæology, and science.

Cumberland College was reopened in November, 1824. On account of illness in his family Dr. Lindsley did not arrive until December 24. He was inaugurated with great display January 12, 1825. His inaugural was the first of many addresses of a similar character delivered in the years that followed.

We have already seen the plans projected and the ideals conceived in the brain of Dr. Lindsley. We have seen, too, some of the causes that prevented their full consummation. It was partly to be in harmony with the larger scope and wider usefulness designed for Cumberland College, partly to distinguish it from a college of the same name in Kentucky, that the

UNIVERSITY OF NASHVILLE

was chartered November 27, 1826, on the foundation of Cumberland College. In their petition to the general assembly the board of trustees prayed that Cumberland College might be changed to the "University of Tennessee," but such jealous opposition was shown that they substituted for the words "University of Tennessee" the words "University of Nashville." The university received stronger support from the people of Nashville and Tennessee during the earlier than during the later years of Dr. Lindsley's administration. It was not long before local and denominational jealousy and prejudice were aroused and the multiplication of petty colleges began to trench upon the patronage of Nashville University.

The faculty at first was small, consisting of Dr. Lindsley, one professor, and two tutors. The professor was George W. McGehee; the tutors, George Martin and Nathaniel Cross. Dr. Lindsley taught belles-lettres and political, moral, and mental philosophy; Prof. McGehee taught mathematics and natural philosophy. The trustees when Dr. Lindsley took charge of affairs were: James Winchester, Robert C. Foster, sr., David McGavock, Nicholas T. Perkins, John McNairy, Felix Grundy, Felix Robertson, Elihu S. Hall, Michael Campbell, Jesse Wharton, James Roane, Alfred Balch, Andrew Hays, Henry Crabb, William Hume, Ephraim H. Foster, Charles I. Love, John Bell, Francis B. Fogg, James Overton, Nathan Ewing, John Catron, William L. Brown, and Leonard P. Cheatham. To these should be added William Carroll, governor of Tennessee, and *ex officio* trustee of the university. To one familiar with the history of Tennessee it is needless to dwell upon the famous names in this list, and some of them were known not to the State alone, but to the nation.

Among those who became trustees while Lindsley was president were John M. Bass, Washington Barrow, Edwin H. Ewing, George W. Campbell, and Andrew Jackson. Jackson was elected in 1826 and remained on the board until his death, in 1845. Before his election to the Presidency of the United States he was tolerably regular in attending meetings, and the minutes of the board record his presence two or three times after he became President, but no comment is made. In 1824 the general assembly of Tennessee passed a law directing that there should be twenty-two trustees, and that vacancies should be filled by the board itself, but that its nominations should be subject to the approval of the assembly. The trustees accepted this as a part of their charter, but the assembly seems never to have availed itself of the privilege of rejecting their nominations.

When the college resumed operations in the latter part of 1824 "there remained of the apparatus only a pair of small globes and a damaged air-pump." "Of the old library there were on hand about 100 volumes." But Dr. Lindsley brought from the East about 1,500 volumes obtained by gift or purchase, and $6,000 worth of apparatus were bought in Europe. In 1850 the number of volumes entered in the catalogues of the libraries of the university and of the two literary societies amounted to 10,207. The facilities for teaching the sciences became in time quite ample, including the mineralogical cabinet of Dr. Gerard Troost, which consisted of upwards of 20,000 specimens and was considered one of the finest in the United States.

The number of students in attendance at any one time during this period, 1824 to 1850, ranged from 35 to 126, the latter number being reached in 1836. The total number of new students matriculated in the regular college classes from 1825 to 1849, inclusive, was 1,059. The total number of graduates between 1825 and 1850, inclusive, was 411. It is worthy of note how large a proportion of those who entered college remained until they graduated. We see from these figures that the University of Nashville was never a large school under Dr. Lindsley's administration. In point of numbers it compared unfavorably with many Western and Southern colleges. But it must be remembered that these colleges had, most of them, their preparatory departments, and that their preparatory students were put down in their catalogues as college students. And to this it may be added that many students did not come to the university before they were prepared to enter the junior class.[1] In 1828, and again in 1843, it was decided to create a preparatory department in the university, but it was never done. The policy was followed, however, of recognizing and approving preparatory schools of a high order.

The degree of bachelor of arts was conferred on completion of the

[1] A committee of the trustees, who prepared a sketch of the university in 1850, stated that usually two-thirds of the whole number of students were members of the junior and senior classes.

regular college course of four years. Upon application and the payment of a fee, bachelors of three years' standing were admitted to the degree of master of arts. After 1831 the payment of a fee was not required. This way of giving the master's degree is still in vogue in many reputable institutions. Another custom which is liable to much abuse was the bestowal of honorary degrees. From 1825 to 1850 sixty such degrees were conferred.

There were two terms in the school year and two vacations of five and a half weeks each. The winter term ended the first Wednesday in April and the summer term the first Wednesday in October. The latter date was commencement day and the close of the school year. Public examinations lasting usually seven or eight days were held at the close of each term.

The giving of prizes as rewards for scholarship was discarded. Dr. Lindsley thus testifies to the good results of the innovation: "A much larger proportion of every class become good scholars, and much greater peace, harmony, contentment, order, industry, and moral decorum prevail than it has been my lot to remark at seminaries east of the mountains."

The college buildings at this time were: (1) Cumberland Hall, the old college building enlarged. It was three stories high, had a length of 180 feet and an average width of 49 feet, and extended toward Market street on the east and Cherry street on the west. Besides the chapel, the halls of the two literary societies, and class rooms, it contained forty-four rooms for students. It was torn down in 1849–50 to make way for the extension of College street. (2) "The steward's house and refectory, built in 1823, two stories high, 56¼ feet long by 42 wide." (3) "Laboratory, built in 1826, one story high, 90 feet long by 37½ feet wide." (4) "President's house, built in 1827–28, two stories high, front 54¾ feet by 43½ feet rear; kitchen and offices extending back 46½ feet by 21⅓, also two stories high." (5) "East wing—so called as the first of a series of buildings then contemplated"—fronted "on Market street 76 feet and towards the city 45½ feet." It was three stories high and contained "twelve dormitories, or studies, and six large rooms for library, apparatus, lectures, and recitations." It was built in 1837–39. When the college site was changed in 1850 it survived the general wreck, becoming the home of the newly created medical department. All these buildings were of brick, with stone foundations.

Students who did not live at home, with relatives, or in private families designated by their parents or guardians, were required to room in the college buildings and to board with the steward. Expenses were less than at Eastern colleges. In 1825 the tuition fee was $50 per year; room rent, $4; library fee, $4; servants' wages, $4; and general repairs, $2. The matriculation fee was $5, payable only by new students. Board with the steward cost about $2 per week. The student furnished

his room and paid for fuel and washing. The laws of the university forbade the keeping of carriages, dogs, or servants, and in general discouraged extravagance and unnecessary expenditure. A close supervision was exercised over the life and habits of students. We find in the laws an evidence of the nonsectarian but strongly religious spirit that characterized the policy of the university. The instructors were admonished to avoid as far as possible all controverted points in Christianity. At the same time any student who should avow or propagate principles subversive of morality or religion was declared liable to admonition, suspension, or expulsion. Poor boys studying for the ministry, whatever might be their denomination, were admitted to the university on the payment of half the regular fees. In 1849 the board of trustees ordered that any student unable to pay the fees should be admitted free of charge.

The faculty was generally made up of the president, a professor of mathematics and natural philosophy, a professor of chemistry, mineralogy, and geology, a professor of ancient languages, and one or two tutors. During four years of the period there was a professor of modern languages, and during three years a professor of French. Lack of funds would not permit the employment of more teachers, and it prevented the payment of more liberal salaries to those who were employed. Sometimes, indeed, a professor was secured merely by giving him the right to exact fees from the students who took his course. Profs. James Hamilton, Nathaniel Cross, and Gerard Troost were members of the faculty for many years. They ranked high as scholars. Prof. Troost was a scientist well known on both sides of the Atlantic, being a member of many of the scientific and philosophic societies of Europe and America. Born a Hollander, he was educated in the schools of his native country—Leyden, Amsterdam, and others. He was a friend of Humboldt and Agassiz and translated into Dutch Humboldt's Aspects of Nature. He led for many years a rather unsettled life, coming to America in 1810 by accident, as it were. He was one of the organizers of the American Academy of Natural Sciences and for several years its president. In 1827 he came to Nashville, and in the following year was elected to the chair of chemistry, mineralogy, and geology in the University of Nashville, which he filled until his death, twenty-two years later. The last official act of Dr. Lindsley was the delivery on commencement day, October 2, 1850, of a discourse upon the life and character of his dead colleague, Gerard Troost. Prof. Troost was State geologist from 1831 to 1849. His salary was a paltry return for his services in laying bare the great mineral wealth of the State. This devotee of a science then almost in its infancy was appreciated as little by his pupils as by the law-givers who assembled in the State capitol. But if his students could not appreciate his scientific attainments they could appreciate his gentleness of manner and his goodness of heart. One of them said years after: "If there ever was an unadulterated com-

pound of learning and goodness Dr. Troost was one." Dr. Troost's scientific museum of several thousand specimens, containing some species discovered by himself, was purchased by the university and became the property of the medical department.

Several attempts to endow chairs in the university proved unsuccessful. The visit of La Fayette to America and to Nashville in 1825 is recorded in a resolution of the trustees that "the La Fayette professorship of Cumberland College" be established in honor of the national guest. A patriotic determination to endow a chair in honor of the "Hero of New Orleans" likewise proved abortive. It is interesting to note that John Bell and Ephraim H. Foster were members of the committee appointed on the subject of these resolutions. As is well known, Bell and Foster in after years became, politically, strong anti-Jackson men. In 1834 the alumni society decided to raise $10,000 for the endowment of a professorship of modern languages. But the fund grew very slowly. In 1848 the subscription lists had been open for fourteen years, and yet only $3,250 had been subscribed.

LIST OF PROFESSORS, WITH LENGTH OF SERVICE, FROM 1808 TO 1850.

Rev. William Hume, ancient languages; elected, 1808; resigned, 1816.

George W. McGehee, mathematics and natural philosophy; elected, 1824; resigned, 1827.

George T. Bowen, chemistry; elected, 1826; died, 1828.

Nathaniel Cross, A. M., ancient languages; elected, 1826; resigned, 1831.

James Hamilton, A. M., mathematics and natural philosophy; elected, 1827; resigned, 1829.

Gerard Troost, M. D., chemistry, mineralogy, and geology; elected 1828; died, 1850.

John Thomson, A. M., mathematics and natural philosophy; elected, 1830; resigned, 1831.

James Hamilton, A. M., mathematics and natural philosophy; elected, 1831; resigned, 1835.

Consider Parish, ancient languages; elected, 1831; resigned, 1833.

Nicholas S. Parmantier, French language and literature; elected, 1832; died, 1835.

Abednego Stephens, A. M., ancient languages; elected, 1835; resigned, 1838.

Abram Litton, A. M., mathematics and natural philosophy; elected, 1835; resigned, 1838.

James Hamilton, A. M., mathematics and natural philosophy; elected, 1838; died, 1849.

Nathaniel Cross, A. M., ancient languages; elected, 1838; resigned, 1850.

Alexander S. Villeplait, A. M., modern languages; elected, 1838; resigned, 1842.

Alexander P. Stewart, A. M. mathematics and natural philosophy; elected, 1849; resigned 1850.

During this period the following served as tutors, generally for short terms: George Martin, Nathaniel Cross, Harvey Lindsley, Alfred A. Sowers, John Thomson, Abednego Stephens, George Ely, Le Roy J. Halsey, N. Lawrence Lindsley, James A. Watson, Carlos G. Smith, George P. Massey, Jacob Harris Patton, Alfred William Douglass, John A. McEwen, Elbridge G. Pearl, James M. Coltart, Joseph W. Lapsley, William Rothrock.

RELATIONS OF THE STATE TO THE UNIVERSITY.

The fifth section of "An act to amend an act entitled 'An act to establish a college in west Tennessee,'" passed in 1809 by the general assembly, made it incumbent upon the trustees of East Tennessee College and of Cumberland College to lay before every session of the assembly a report, financial and otherwise, on the condition of their respective colleges. When the general assembly, pursuant to this act, passed a resolution calling on the trustees of the University of Nashville for a report, the trustees referred the resolution to a committee. The report of the committee, made on October 14, 1831, contained a very spirited protest against any pretensions of the legislature to inquisitorial powers. The committee said they found nothing in the charter of the university that made the trustees responsible to the legislature for the discharge of their trust. The courts could call the trustees to account, but not the legislature. Yet considerations of policy and courtesy might require that the desired information be given the legislature. But it should be distinctly understood that the board of trustees acted of its own free will and not because it acknowledged itself amenable to the legislature.

So much for that phase of the relations of the State and the university. The 40,000 acres of land in the western district that came into the possession of the University of Nashville in 1822 were obtained through the liberality of the State in remitting for twenty-eight years all taxes on land owned by the University of North Carolina in Tennessee. In ceding the territory afterwards called Tennessee to the United States in 1790, North Carolina stipulated that the vacant and unoccupied lands in the ceded territory should be subject to the claims of her officers and soldiers of the Continental Line, and of others who had made entries. Furthermore, North Carolina reserved the right to complete all incipient titles to lands in Tennessee based on the above claims. In 1803, 1804, and 1806, on the part of North Carolina, Tennessee, and the United States, respectively, it was agreed that North Carolina should transfer to Tennessee the right of perfecting the aforesaid titles. In accordance with this agreement the University of North Carolina petitioned the legislature of Tennessee to issue grants on sundry lands in Tennessee on which warrants had been issued by the State of North Carolina, these warrants being based on military services performed by certain officers and soldiers of her Continental Line who had died leaving no heirs in the United States. The petition also prayed that until the 1st of January, 1850, the University of North Carolina be

released from paying taxes on lands owned by it in the State of Tennessee, and expressed a willingness to render an equivalent in return. By virtue of an act passed by the general assemby of Tennessee in answer to the petition, Governor William Carroll appointed commissioners to confer with the representative of the University of North Carolina. The result of the conference was a compact between the State of Tennessee and the University of North Carolina, August 26, 1822, whereby the claims of the university to Tennessee lands based on North Carolina military warrants were declared valid, and the request of the trustees of the university that lands owned by them in Tennessee be exempt from taxation until January 1, 1850, was granted on condition that the university give to such public seminaries as should be designated by the commissioners of Tennessee 60,000 acres of its Tennessee lands subject to the contract for locating and procuring grants already made by the agents of the university. The university guaranteed titles whose validity should be questioned at any time prior to January 1, 1831. It furthermore agreed to turn over in like manner one-half of all military warrants which might thereafter be issued to it by the State of North Carolina, without, however, guaranteeing the titles.

The commissioners assigned one-third of the lands thus obtained, or 20,000 acres, to East Tennessee College, and two-thirds, or 40,000 acres, to Cumberland College. In other words, by the generosity of the State of Tennessee in relinquishing her right to taxes on thousands of acres of land for the space of twenty-eight years, the University of Nashville became the owner of 40,000 acres of land in the western district of Tennessee. That many years elapsed before anything was realized from the possession was not the fault of the State. Thirty thousand three hundred and sixty-three and one-third acres of this land remained after the locators had received their share. The university's share was sold in 1834 for $1 per acre, with interest, but only $15,000 were eventually realized.

In 1837, the year in which the surplus in the Federal Treasury was distributed among the States, a joint committee of the two houses of the Tennessee legislature made a report on a complete system of education, embracing common schools, academies, and colleges. The chairman of the committee on the report of the lower house was Washington Barrow, a trustee of Nashville University. That the teachings of Philip Lindsley were bearing fruit is proven by this report. A scheme of common schools, academies, and colleges, the lower and the higher being essential the one to the other, and together making one magnificent whole, is outlined and State aid recommended. A long passage is quoted from Dr. Lindsley's inaugural address, and the arguments used by him to combat the prejudice against colleges are urged. But the legislature was not as enlightened as its committee and the recommendations were not adopted.

THE CONGRESSIONAL LAND GRANT AND THE FINANCES OF THE UNIVERSITY.

By the act of April 18, 1806, Congress retained its ownership of all public lands in Tennessee south and west of the Congressional reservation line, but granted to Tennessee all public lands north and east of that line. The stipulations made in the grant, which were accepted by Tennessee September 26, 1806, were that Tennessee should locate in one tract the 100,000 acres appropriated to academies. In the same way were to be located the 100,000 acres set aside for colleges. Both tracts were to be within the limits reserved by the State of North Carolina for the use of the Cherokee Indians, on lands, however, to which the Indian title had been extinguished. These Indian lands lay south of the French Broad and Holston Rivers, and west of the Big Pigeon River. The disposition of the college and academy lands was to be in the hands of the Tennessee legislature, but they were not to be sold for less than $2 per acre.[1] Now, all of the Cherokee land "which was fit for cultivation and to which the Indian title had been extinguished" had been settled prior to 1806 by white men, although it had never been subject to entry. North Carolina, in the act of cession, confirmed the rights of preëmption and occupancy of these settlers, and Congress itself in this very act of 1806 further confirmed those rights by enacting that no settler should be allowed more than 640 acres, and that not more than $1 an acre should be paid to the State for the land.

In short, Congress had provided for the sale of 200,000 acres of land at not less than $2 per acre and in the self same act had virtually disposed of it at $1 per acre. Congress could and should have avoided all chance of misunderstanding by appropriating land that was not already occupied by men who had lived on it for years and who would be sure to resist any claims but their own as encroachments upon their rights. Tennessee could carry out the spirit of the trust only by doing one of three things: charge the occupants $2 per acre, sell 400,000 acres at $1 an acre instead of 200,000 acres at $2 an acre, or wait until the Indian title to still other lands should be extinguished and then appropriate them. But Tennessee did none of these things. The first step taken reduced the educational fund by one-half: the general assembly, on the 6th of September, 1806, enacted that holders of lands south of French Broad and Holston Rivers, and west of Big Pigeon River could perfect their titles by the payment of $1 an acre, payments to be made in ten equal annual installments, beginning March 1, 1808, with interest. One hundred thousand acres of land were directed to be laid off for the use of academies and as much for the use of colleges. Not three months had elapsed before the legislature passed an act extending for one year the time of payment for each installment. This policy once begun was con-

[1] Congress repealed this clause of the act in 1823.

tinued. Success in securing the remission or postponement of one payment only emboldened the occupants of the college lands to again petition the legislature for relief. Demagogy no doubt had a hand in this. The petty politician could play no more pleasant rôle than that of posing as the friend of the people against some distant "college" that was trying to rob them of their homes. In 1823 one-third of the principal and interest was altogether remitted. Considerable payments were made in 1824, but in 1825 the occupants of the lands refused almost unanimously to pay any more. The minutes of the proceedings of the board of trustees are largely taken up with resolutions and plans of one kind or another to secure the money due them on the East Tennessee lands. As early as 1825 a committee was appointed to memorialize Congress. In 1834 a committee prepared a memorial to Congress giving a history of the land grant and praying to be fully indemnified by another grant. Nothing came of the memorial. In 1835 we find the trustees resolving to apply to the legislature for a bank charter; the bank to have a capital of $1,000,000 and to pay the university $5,000 annually. In consideration of the charter they were willing to forego their claims to the congressional lands. How characteristic of the times that sober college trustees should wish to engage in wildcat banking!

In 1837–38 the general assembly offered to the university in lieu of its congressional land claims a half township of land, or 11,520 acres, in the Ocoee district, which had just been acquired from the Indians. The offer was accepted and the vexatious matter was at last settled. Forty thousand dollars were received from the sale of the Ocoee lands in 1839–40. The money was invested, mostly, in Tennessee bonds and constituted the first productive fund the university ever had. The great check to the expansion of Nashville University was its lack of means. Had it not been for this lack, there can be little doubt that Philip Lindsley would have approached a realization of his ideal university.

Of the several methods devised for raising money, the lottery scheme was of a kind with the bank scheme. The privilege of raising $200,000 by means of a lottery was granted by the State in 1826. The trustees, it would seem, sold their privilege or a part of it, but we do not know how much they realized.

The university was continually borrowing money on the security of individual trustees. Private subscriptions, skillful investments in real estate, and tuition fees were its main financial reliance. For the year 1848–49 tuition fees amounted to $3,220. This was considerably less than for previous years because of the small attendance that year. The income derived from the invested proceeds of the sale of the Ocoee lands was $2,700. The sagacity of Dr. Lindsley led to the purchase in 1825 of 120 acres of land near the college grounds, at $60 an acre. Ninety

acres of this were afterwards sold for $17,000, and a house for the president was built on a part of the remaining 30.

In 1847 it was decided to change the site of the university and to erect new buildings. The old buildings were becoming unfitted for college purposes, the moral reputation of that part of the city was not good, and the municipality wanted to extend College street through the university property, which would necessitate the demolition of Cumberland Hall. A lot was accordingly bought in the South Field, on the Franklin turnpike, for $11,000. Small purchases and sales of other real estate were made, 1845–1848.

On the 13th of April, 1850, the university was estimated to be worth, debts deducted, $116,000 lower limit and $140,000 upper limit. The Ocoee fund represented $40,000 of this and real estate from $76,000 to $97,000. One-third of the wealth of the university, so the committee who prepared this financial statement thought, came from the enhancement in the value of its real estate during the preceding five years.

A committee appointed in 1849 to carry out the determination taken in 1847, to sell the old college site or so much of it as could be spared and to put up new buildings on the South Field lot, sold the main college building, but did little looking towards the erection of new buildings in the South Field. In fact, they were never erected there, but were erected on the tract of land on which stood the president's house.

Reference has been made to several of the causes that led to the suspension of the University of Nashville. A new cause now arose, one that no human foresight could predict, the cholera. It prevailed in Nashville to such an extent during the college years 1848–49 and 1849–50 that some students left the university and others were prevented from coming. This so diminished the already slim resources of the university that it seemed impossible to keep it open longer. With a view to meeting the emergency President Lindsley drew up his "Hints for a plan of university studies" in May, 1849, and presented it to the board at its next meeting in August. This plan proposed the almost complete autonomy of each professor in his own school. His salary was to be supplemented by and to be largely dependent upon the fees of his school. Thus, every professor being incited to do his utmost to obtain pupils, it was hoped the attendance at the university, and therewith its revenues, would increase. The board of trustees accepted the plan with slight modifications and decided that it should go into operation at the opening of the next term. But in April, 1850, it was decided to postpone its adoption until the beginning of the next school year. As the college closed its doors at the end of the current year the system never went into force.

RESIGNATION OF DR. LINDSLEY.

A desire to rid the trustees of all hindrances to perfect freedom of action in reorganizing the university upon the new basis was one of the causes that led Dr. Lindsley to send in his resignation, March 23,

1850. At the unanimous request of the trustees Dr. Lindsley consented to withdraw his resignation, at the same time declaring that he would retire from the presidency whenever the board deemed that the interests of the university demanded it. In May, 1850, he was called to the chair of ecclesiastical polity and biblical archæology in the New Albany Theological Seminary. On the second day of October, 1850, the relations that had existed for twenty-six years between Philip Lindsley and the University of Nashville came to an end. Most fitting was it that his last official act should be the payment of a loving tribute to the memory of his deceased colleague, Dr. Troost. Prof. Hamilton had died in 1849, and there remained only one, Prof. Cross, of the three with whom Dr. Lindsley had labored so long. Dr. Lindsley accepted the professorship in the New Albany Theological Seminary. He resigned it in April, 1853. He died in Nashville May 23, 1855, while attending as a commissioner the general assembly of the Presbyterian church. Dr. Lindsley's biographer, Dr. Le Roy J. Halsey, has passed judgment on his work in Tennessee, and the Southwest in these words: "We felt that, if Nashville should ever erect a public monument to any man, the honor was due to her eminent educator, Philip Lindsley. Whether, then, we measure the results of his great life work by its special effect upon the city of his adoption, or by its wider influence upon the progress of education in Tennessee, or by its still wider impression upon the whole Southwest through the influence of his pupils, not to speak of his writings and general influence abroad, we think it can not be questioned that he has left his mark deep and ineffaceable upon his country and his generation."

SUSPENSION OF THE UNIVERSITY.

September 14, 1850, the trustees passed a resolution to suspend the operation of the university for a limited time, fixing the 1st of January, 1852, as a probable date of resumption. The reasons assigned for the suspension were that the faculty had been broken up by resignations and deaths, that the number of students was unusually small, that the income of the university was not sufficient to meet the expenses, and that it would be very difficult to continue while the old buildings were being torn down and new ones erected. At a meeting in October Dr. Felix Robertson, who had been a member of the board for forty-one years, was elected its president to succeed Dr. Lindsley.

PERIOD FROM 1850 TO 1861.

ESTABLISHMENT OF THE MEDICAL DEPARTMENT.

While the literary department of the university—so far the only department—was suffering an intermission, a new department, the medical, was being organized and established on a firm footing.

Philip Lindsley's plan of a completed university included, of course,

professional departments. He asserted in a public address that Nashville was the only place in Tennessee for a university, if for no other reason than that a medical school could flourish only in a large city. Even before Cumberland College became the University of Nashville a movement was started to found a medical school in connection with it. The project came up several times before the final establishment of the school in 1851. In 1844 the board of trustees passed unanimously a set of resolutions introduced by Dr. Lindsley that outlined a policy differing radically from that under which the medical school as finally founded achieved such success. The tenor of the resolutions was that, while the university should be at no expense whatever, it should yet exercise entire supervision and control over the new department. No student was to be graduated unless he were a B. A. or could stand a satisfactory examination in classical literature and the liberal sciences. Dr. Lindsley's ideas were not in accord with the popular ideas as to what a medical school should be, but hardly anyone will gainsay that if these ideas were carried out the rank and file of the medical profession would be on a higher plane than they are.

Dr. W. K. Bowling and Dr. J. Berrien Lindsley, a son of Philip Lindsley and a graduate of the University of Nashville, deserve the credit for inaugurating the movement that terminated in the successful establishment of a medical department. And this, although they were assisted by several other prominent physicians.

In a series of letters to Dr. W. A. Cheatham, of Nashville, beginning in March, 1848, Dr. Bowling unfolded his plan for a medical school in Nashville. He thought that the faculty should be composed of Nashville physicians, so as to receive local sympathy and coöperation. He also thought it wise to go under the name and insure the influence of the University of Nashville. The Nashville doctors, to whom Bowling's letters were shown, considered his plan Utopian. In the early part of 1850 he removed to Nashville, still with the vision of a medical school in his brain and, what was more, with the settled purpose of making it a reality.

In the mean time, Dr. Charles Caldwell, of Louisville, had been in Nashville trying to found a medical school, and had interested in his project, among others, Dr. J. Berrien Lindsley. Dr. Caldwell returned to Louisville without founding his school, but the idea had so taken possession of the mind of Dr. Lindsley that he spent the winter of 1849–50 visiting the Louisville, New York, and other medical schools. Some time after his return, in September, 1850, he called on Dr. Bowling. The right men had at last met and the plans for a medical college now rapidly crystallized. Others were drawn into the enterprise, a medical club was formed, and Dr. Bowling drew up a petition to the trustees of the University of Nashville asking for such powers as would reverse Philip Lindsley's "idea of a medical school's utter dependence upon the parent institution."

Such quick action was not without outside stimuli. The Tennessee legislature had at its session of 1849–50 created a law board and a medical board of the trustees of the University of Nashville, and this without the application or knowledge of the regular board. By this unheard-of move on the part of the legislature eighteen new trustees, nine medical and nine law, were added to the old trustees, who numbered nineteen. When the new boards notified the old board, in March, 1850, that they were ready to coöperate with it on all matters embraced in the provisions of the recent act of the legislature, the old board replied that it could not legally coöperate with them because it did not recognize as valid the law by which they were created trustees. The old trustees asserted the inviolability of their charter rights; at the same time assuming a conciliatory attitude and expressing a willingness to join the new boards as far as they legally could in any measures looking toward the welfare of the university. Upon the refusal of the old board to recognize the new boards the latter proposed to submit the dispute to the members of the supreme court. This was done and a decision given in favor of the old board.

Meanwhile Dr. Bowling, Dr. Lindsley and their colleagues had taken a step which insured success to their enterprise, whatever might be the issue of the dispute between the old and the new boards. A lease of grounds and buildings from the old board would hold good no matter if the new boards should afterwards come into power. The knowledge of this spurred them to immediate action. The memorial drawn up by Dr. Bowling with Drs. Jno. M. Watson, W. K. Bowling, Robert M. Porter, A. H. Buchanan, Charles K. Winston, and J. Berrien Lindsley, as signers, was presented to the trustees of the University of Nashville, September 28, 1850. The signers asked extraordinary powers and privileges and offered in return extraordinary considerations. What they wanted was a lease of twenty-two years. They would out of their private means enlarge the buildings and purchase the necessary outfit for a medical college—cabinets, apparatus, etc. At the expiration of the lease all this as well as what belonged in the first instance to the university would revert to it. Of course the tuition fees might not reimburse the medical faculty for their expenditures. But it was a risk which they were willing to take provided they were given the supreme control over the affairs of the medical college. The charter of the University of Nashville imposed upon its trustees the election of professors. No other body could do it legally. But this was incompatible with the perfect independence which the medical faculty wanted. The difficulty, however, was overcome by a provision in the contract that the trustees of the university should always elect to professorships the nominees of the medical faculty.

The proposition of Dr. Bowling and his associates was accepted, and the board of trustees decided October 11, 1850, to establish a medical department. They, of course, chose as a faculty the six physicians

with whom the contract had been made. The faculty at once set to work with great energy. The old "east wing," on Market street, which they had leased from the university, had to be enlarged and fitted up for the purposes of medical instruction. An appeal to the public yielding only $3,000, the members of the faculty gave their personal notes and work on the building proceeded. In January, 1851, Dr. A. H. Buchanan was sent to Europe to purchase apparatus, books, and specimens. The organization of the faculty provided for a president and a dean. The former was little more than a presiding officer; upon the latter "devolved the duty of managing the entire machinery at home and representing the institution abroad." From the opening of the school until 1868 the position of dean was filled by Profs. Lindsley, Eve, and Bowling, their terms of office being six, two, and ten years, respectively. Before the beginning of the first session, in October, 1851, the faculty had been enlarged by the addition of Paul F. Eve as professor of surgical anatomy and clinical surgery, and of William T. Briggs as demonstrator of anatomy. The professorships of obstetrics and diseases of women and children, of surgery, of the institutes and practice of medicine, of materia medica and pharmacy, of anatomy and physiology, and of chemistry and pharmacy, were filled respectively by Profs. Watson, Buchanan, Bowling, Winston, Porter, and Lindsley. Most of the professors had never faced a class before, but they were all men of high standing in their profession. A new chair was created in 1854, "the institutes of medicine and clinical medicine," and Thomas R. Jennings was elected to fill it. The requirements for graduation, were: "(1) Three years' regular study in the office of a regular physician; (2) attendance upon two full courses of lectures in a regular school of medicine, the last of which must be in this institution; (3) four years' reputable and regular practice will be accepted in lieu of one course of lectures, and such practitioner can become a candidate for graduation at the close of his first course; (4) the candidate for graduation must write a thesis on some medical topic and deposit it with the dean by the middle of the course; (5) the candidate must be 21 years of age and of good moral character." In the announcement for 1854–55 we find the conditions for graduation less rigid; nothing is said about "three years' regular study in the office of a regular physician." The regular winter course of lectures began about the last of October or the first of November and ended about March 1. A preliminary course of lectures, beginning the first Monday in October, introduced the regular course.

The American Medical Association had from the first insisted upon the necessity and desirability of a longer course of study. Agreeably to this desire, the medical faculty of the University of Nashville inaugurated in 1855 a summer course in medicine, beginning the first Monday in April and continuing four months. This course was largely practical in character. Lectures were thus going on for nine months of

the year. Nevertheless, from fear of losing patronage, no doubt, the authorities did not venture to require for graduation more than the two winter courses of four months each; yet the summer course was in a sense compulsory, for the regular fee was $105, and no remission was made if a student did not take this course. Hospital advantages were secured from the opening of the school in the use of St. John's Hospital. The general assembly of Tennessee at its session of 1851–52 passed an act to convert the old lunatic asylum in Nashville into a State hospital and offered the free use of the same under proper regulations to the University of Nashville Medical College. A medical library was in time collected. The students had access, besides, to the university library, which contained quite a number of volumes on medical science. Though the faculty spent thousands of dollars in putting up buildings, in forming a museum, and in making improvements and repairs, it was a paying investment. Nashville was a small city, yet her medical school competed successfully with the old and well-established schools of Louisville and Philadelphia. The first session opened with 121 matriculates and closed with 33 graduates. The attendance steadily grew. The acme was reached in 1859–60, when 456 students were enrolled. In point of numbers the school now ranked second among the medical colleges of America. Every Southern State was represented, in addition to California, Pennsylvania, and the District of Columbia. Even as late as February, 1861, when the mutterings of civil war were heard, there were nearly 400 young men in attendance.

THE LITERARY DEPARTMENT AGAIN.

An act of the legislature of 1851–52 annulled the rule of past years by which the president of the faculty of arts had been *ex officio* president of the board of trustees, and directed that thereafter the president should be elected by the trustees from their own number; whereupon, Dr. Felix Robertson was unanimously reëlected. The act also provided that the number of trustees should not exceed thirty.

On one part of the old campus a flourishing medical school had sprung up under the auspices of the university, and from the other part all traces of old Cumberland Hall had been effaced by the thoroughfares of a growing city. The literary department was still without a home, much less was it in operation. At length, in February, 1853, the board of trustees took decisive action. A building and executive committee was appointed with power to erect college buildings on the land on which stood the president's house, to nominate professors, and to do anything necessary to the reopening of the university. The result of such vigorous action was that the corner stone of the main college edifice, a large two-story stone building, was laid on the 7th of April, 1853, John A. McEwen, a graduate of the university, delivering the address. In November a plan of reorganization was submitted by the committee and adopted by the board of trustees, and four profes-

sorships were created and filled as follows: Rev. Edward Wadsworth, D. D., ethics and belles-lettres; Rev. Joseph A. Eaton, D. D., mathematics and natural philosophy; Rev. J. W. McCullough, D. D., ancient languages; and Rev. John Berrien Lindsley, M. D., chemistry and natural sciences. Another chair, that of modern languages, was subsequently established and E. P. De Zevallos elected to fill it. Prof. Eaton resigning, James L. Meigs, A. M., was chosen in his place, and he, too, resigning, the position was at length accepted by A. P. Stewart, of Cumberland University, Lebanon, Tenn.

A law department was established and William F. Cooper and Francis B. Fogg elected professors. They were given entire control of the school, with the privilege of adding a third professor. Rooms in the Davidson County court-house were secured and furnished. But only a few students attended the lectures of these two eminent lawyers, and these few were dispersed and the school broken up by the burning of the court-house a few months after the opening of the school. An attempt to establish a law department had been made as early as 1843; so that this was not the first one.

In the summer of 1854 an offer of the board of trustees to receive Nashville boys into the literary department of the university on the payment of two-thirds of the regular fees was accepted by the city council. The medical faculty supplemented this offer by making the medical course free to anyone graduating in the literary department on a Nashville scholarship. But this plan to coördinate the public school system and the university was frustrated by the Know-nothing government of Nashville in the autumn of 1854. Indignant charges were made that this action was taken at the instance of some who wished to see the Nashville schools a preparatory department of Yale College.

The literary department threw open its doors to students in the autumn of 1854. But failure was soon seen to be imminent. A lack of harmony in the faculty in connection, probably, with other causes led to the resignation of every professor in February, 1855.

Temporary teachers for the few students who attended were obtained by the employment of Mr. Frank Crosby, of the city schools, and by the reëmployment of Prof. Stewart. One cause assigned for the failure of the university was the competition of the city schools. If this was true, it deserved to fail, for public school instruction can in no way interfere with genuine college instruction.

As all efforts to revive the literary department of the university seemed fruitless, it was proposed to use the endowment fund in the support of post-graduate or professional departments. But the proposition met with the legal objection that such a use of the endowment would be a perversion of the original trust.

Since 1850 the former patronage of the literary department had been drawn off to other schools. New institutions had been continually

springing up. There seemed to be no field for an ordinary literary and scientific college in Nashville unless it were heavily endowed and magnificently equipped. If the University of Nashville was to be successfully reinstated it must be by meeting some special demand or need of the time and section. This was Dr. J. Berrien Lindsley's idea. He conceived that a military college in the University of Nashville would succeed. As chancellor of the university he himself carried out his idea with a good measure of success.

J. BERRIEN LINDSLEY BECOMES CHANCELLOR OF THE UNIVERSITY.

Dr. Lindsley was now for several years the head man of the university and the leading spirit in her councils. He was elected chancellor of the university February 19, 1855, being indorsed by his medical colleagues as "the working man" of their faculty and possessed of their "unlimited confidence." The chancellorship had been created in 1853, but with far less important duties than those with which it was now charged. The chancellor was now chairman of the different faculties of the university and representative of the academic faculty before the public. It was his duty to form plans for the reorganization of the university, to nominate professors, raise funds, advertise the school, and "generally to assist the board of trustees in increasing the reputation, enhancing the funds, and developing the usefulness of the university." His salary, $500, was not commensurate with the importance of his duties, but it was raised the second year to $1,500. An executive commitee of three was created to coöperate with him.

LITERARY DEPARTMENT BECOMES A MILITARY COLLEGE.

Chancellor Lindsley's plan for the reorganization of the university was presented to the trustees March 9, 1855, and adopted. It proposed the establishment of a scientific department and the rehabilitation of the literary department as a military college. The military feature was adopted merely as a method of government and discipline; the instruction was to equal that given in any reputable college. The scientific department was meant to be an advanced school of civil engineering, practical and agricultural chemistry, and of applied science, generally.

The Western Military Institute was chartered in 1847, under the laws of Kentucky. Being forced to change the location of the institute, on account of sickness among the students, the trustees secured a charter from Tennessee and removed the school to Tyree Springs, in that State, February, 1854. Liberal inducements to secure the school were offered in different localities in Tennessee, but the proposition to unite with the University of Nashville was the one finally accepted. The articles of union were adopted on the 4th of April, 1855. By them the Western Military Institute became the literary department of the University of Nashville. The proprietors, Col. Bushrod R. Johnson and Lieut. Col.

Richard Owen, were given the use of the university grounds and buildings free of rent. Beyond this the university did nothing. The military college was to be self-sustaining, the university assuming no pecuniary liability whatever. Cols. Johnson and Owen engaged to erect suitable buildings for the accommodation of cadets and to keep the property of the university in good order. The session opened the second Monday in September, 1855. The necessary buildings had cost $32,000, of which $18,000 had been subscribed by citizens of Nashville. A debt of $14,000 was left to hamper the proprietors. The faculty of the first year was composed of the two proprietors and of six others. A. P. Stewart was elected professor of mathematics and civil engineering in the scientific department, and Dr. Lindsley hoped ere long to be able to establish two more chairs in this department. But the resignation of Prof. Stewart and the lack of funds forced him to abandon the idea of maintaining the department at all. In place of it the school of practical and agricultural chemistry was formed, and A. E. Ausman, M. D., placed in charge of it.

The number of students in the military college beginning with 1855–56 and ending with 1859–60 was in the order named, 154, 211, 202, 164, and 192. A large percentage of the students were in preparatory classes. Six hundred and forty-eight cadets and medical students were enrolled in 1859–60. This was the flood-water mark of the period we are considering. The total number of graduates, bachelors of arts and bachelors of science in the military or literary department from 1855 to 1860, was 37. Financially the department was tolerably successful; the tuition fees sufficing to pay professors' salaries and meet contingent expenses. "When the civil war commenced it was fairly getting under way, was paying nearly $1,000 per annum interest upon the building debt, and spending quite that sum annually in making permanent improvements upon the premises." Yet the need of more buildings and ampler facilities was seriously felt. No system of management could supply the place of a large endowment. The real estate of the university was now valued at $300,000, and of bonds there were $56,000. George S. Blackie, M. D., became professor of botany in 1857, and the same year, owing to want of harmony between himself and Col. Johnson, Col. Owen severed his connection with the college, Chancellor Lindsley taking his seat in the chair of chemistry and geology.

MONTGOMERY BELL ACADEMY.

Montgomery Bell, of Davidson County, well known as the pioneer ironmaster of Tennessee, died in 1855 and left in trust to the University of Nashville the sum of $20,000 to be invested in State bonds or in notes secured by mortgages on real estate of double the value. The interest was to be used in maintaining an academy to be called the Montgomery Bell Academy. Here were to be educated male children to be selected by the trustees, who were "not able to support and

educate themselves and whose parents" were "not able to do so." Mr. Bell preferred that ten children should come from Davidson County and five each from Williamson, Dickson, and Montgomery Counties. None below 10 or above 14 years of age were to be received and they were to remain in the school until they were 18. Instruction was to be given in the English branches and in the classics according to plans to be mapped out by the trustees of the university. Indeed, the control of the academy was to be vested in the university trustees. After considerable hesitation the trust was accepted in 1856, but for years none of its provisions were fulfilled except the one regarding the mode of investing the gift. The money was used, as directed, in the purchase of State bonds and the accruing interest was invested from time to time, so that when Montgomery Bell Academy was established in 1867 its endowment had swelled from $20,000 to $40,000.

THE CIVIL WAR.

No minutes of any meeting between December 29, 1859, and June 21, 1867, are found in the records of the board of trustees. The hand of war rested heavily on the University of Nashville. Officers and students forsook her peaceful halls for the din and carnage of the battlefield. Yet there remained a few who deserve all praise for their heroic efforts to still keep burning upon the altar of the university the sacred fires of learning. From the latter part of February, 1862, till early in 1866 the grounds and buildings were in the hands of the United States military authorities, who used them as hospitals and barracks. During this time Chancellor Lindsley zealously cared for the property of the university. Though considerable damage was done to buildings, fences, and trees, yet little wanton mischief was committed. When the troops took possession they found Dr. Lindsley and three professors teaching some forty students. In 1863–64 Dr. Lindsley, aided by two assistants, undertook to conduct a preparatory school, but the death of one of his assistants compelled him to desist.

The doors of the medical college were never once closed, even whilst the building was being used as a hospital. Literally surrounded by the dead and dying, professors still lectured and students still listened. "While the battle of Nashville was raging around the city" and cannon were booming from Fort Negley near by, young men were being trained to go forth and heal the wounded and minister to the dying. The medical faculty could afford to indulge in a burst of exultation over the past and of hope for the future. "If its [the college's] vitalities could not be chilled into suspended animation under such circumstances, its friends need scarcely fear anything that can happen to it hereafter." The matriculates for the years between 1862–63 and 1873–74, inclusive, were 102, 32, 45, 33, 75, 127, 192, 209, 201, 186, 203, 240, 235, and 240. Although the school had never closed its doors, yet we can see from these figures that it did not recover its ante-bellum prosperity. In the

course of the war several hundred phỳsicians, both American and European, visited Nashville and the university. They declared the museum of the medical department to be "splendid, copious, and unique." The State hospital, which was under the direction of the faculty and open to the students, burned down in 1863. Four or five years later St. Vincent's hospital was established near the college, under the control of the faculty. In 1869 the lease held by the faculty upon the grounds and buildings used by them was extended twenty years. This made it expire in 1892.

AFTER THE WAR.

No steps were taken to reorganize the literary department in 1866 on account of the prevalence of Asiatic cholera in Nashville. At the first meeting of the trustees after the war, June 21, 1867, Chancellor Lindsley recommended and the board decided to delay no longer the performance of the duty imposed by the legacy of Montgomery Bell. Montgomery Bell Academy was opened the following September. No draft was made on the endowment fund for buildings. The university furnished them and kept them in repair. In accordance with Mr. Bell's legacy provision was made for the education perpetually of 25 scholars. The school was also thrown open to pay scholars. Had this not been done, it would have been confined to a very narrow sphere and could never have expanded, as it has done, into a school offering advantages equal to those of many so-called colleges. Two courses of study were instituted, a high-school course of three years and a grammar-school course of four years. The grammar-school course was afterwards shortened to three years and a primary school created. Le Roy J. Halsey was elected principal of the academy and given three assistant teachers. The high order of work done by Montgomery Bell Academy, the lack of funds, and the prostration of the country after the exhaustive struggle of the civil war combined to delay the resuscitation of the literary department of the university.

Felix Robertson, president of the board of trustees, died, and on July 26, 1867, John M. Lea was elected his successor.

During the years 1869–1872 another attempt was made to establish a law school in connection with the university. Men eminent at the bar were chosen to fill the chairs, but to no avail. Few students attended, and the school languished and died. The men who lectured for longer or shorter periods were John C. Thompson, Judge Nathaniel Baxter, and Judge West H. Humphreys. Among those who heard their lectures were William K. McAllister, Robert Ewing, and J. W. Bonner, all well-known citizens of Nashville.

ADMINISTRATION OF GENS. E. KIRBY SMITH AND BUSHROD R. JOHNSON.

We have come to the last attempt to maintain a regular literary or collegiate department in the University of Nashville. In May, 1870,

Gens. E. Kirby Smith and Bushrod R. Johnson made a proposition to the board of trustees to conduct for fifteen years a collegiate department and Montgomery Bell Academy as a preparatory school for that department, but the conditions of the proposition were such that it was rejected. It was not long, however, before an agreement was reached. As a necessary preliminary, Smith and Johnson raised by subscription $7,000 to repair the buildings and buy furniture. The university bound itself to appoint Smith chancellor and Johnson professor of applied mathematics and principal of the collegiate department, but reserved untrammeled the right of electing to other professorships and of approving or rejecting courses of study and methods of discipline. It was to furnish free of rent the use of its grounds and buildings, to provide apparatus and all the facilities for collegiate instruction, and to make appropriations for the instruction of the 25 Bell foundation scholars. Smith and Johnson agreed to make the undergraduate department, which included the college and the academy, self-sustaining, the university assuming for it no pecuniary liability beyond that of guaranteeing professors' salaries.

For the first year or two the literary department under the management of Gens. Smith and Johnson met with fair success, but the need of a larger endowment, the financial crash of 1873, and the exhausted condition of the South compelled it to close its doors at the end of the fourth year, June 11, 1874. The ravages of war had almost swept away the preparatory schools of the South. As a consequence, when the colleges resumed, they had to take raw material and prepare it for the college classes or else go without students. All this is shown in the catalogues of the University of Nashville.

For the session of 1870–71 there were 271 students, 239 of whom were in the academy, and only 32 in the college. For the session of 1873–74 the corresponding figures were 156 and 31. In the third year of Smith and Johnson's administration the class system was abolished and the elective system in one of its forms adopted. The entire curriculum was embraced in nine schools, in most of which the course was two years long: Latin; Greek; French and German; English; mental philosophy and political economy; pure mathematics; chemistry and natural philosophy; natural history and geology, and engineering.

A student elected what schools he pleased, but must elect at least three. The degrees, bachelor of science, bachelor of arts, master of arts, and civil engineer, were conferred upon the completion, usually, of the courses in certain schools. A new school, agriculture and mechanic arts, and a new degree, bachelor of agriculture, were added. The military system as a mode of government and discipline obtained, but it was made hardly as prominent a feature as it had been before the war.

MEDICAL DEPARTMENT OF THE UNIVERSITY OF NASHVILLE BECOMES THE MEDICAL DEPARTMENT OF THE UNIVERSITY OF NASHVILLE AND OF VANDERBILT UNIVERSITY.

April 21, 1874, the medical faculty, with the consent of the board of trustees, entered into the following agreement with Vanderbilt University:

1. The Vanderbilt University accepts and adopts the several members of the present faculty of the medical department of the University of Nashville as its medical faculty by which medical students matriculating in the Vanderbilt University are to be instructed in the various branches of medical science.

2. The said students shall be graduated under the auspices, in the name, and with the diploma of the Vanderbilt University.

3. This arrangement authorizes the publication and announcement of the said faculty as the faculty of the medical department of the Vanderbilt University, and the medical students so matriculating may be catalogued accordingly.

4. The said medical faculty pledge themselves that the members of the faculty who may hereafter be chosen shall be men of the highest scientific attainments in their respective positions and of good moral character; also that the facilities and means of instruction shall keep pace with the improvements of medical science; that the faculty will supply and keep for the use of the students a museum with charts, specimens, and apparatus equal to the requirements of the most thorough medical instruction, and that clinical advantages shall be likewise secured.

6. To facilitate official communication between the Vanderbilt University and its medical school or department there shall be a dean elected by the Vanderbilt University, from its medical faculty, who shall be a member of the university senate.

7. This agreement shall not be construed so as to involve the Vanderbilt University in any pecuniary liability or responsibility whatever.

8. Either party may dissolve this agreement by giving two years' notice to the other, though it is hoped that it will work so harmoniously and be so efficient for public good as to be perpetual.

The effect of this agreement was that Vanderbilt University without the payment of one cent secured a medical school that had existed a quarter of a century and been famous in its day, and that even then was well and favorably known. On the other hand, the Vanderbilt brought to the Nashville Medical School the prestige of an institution under the patronage of a great church and supported by an endowment far greater than that of any other school south of the Ohio. The result is that in the medical school the name of Vanderbilt University has eclipsed that of the University of Nashville. The change has doubtless attracted students, but the majority of them matriculate in Vanderbilt University and not in the University of Nashville.

In May, 1870, Dr. J. Berrien Lindsley resigned the office of chancellor. He retained his chair in the medical faculty until 1873, when he retired as emeritus professor from active service. When the question of making the medical department of the University of Nashville also the medical department of Vanderbilt University arose, Dr. Lindsley, although no longer officially connected with the University of Nashville, hazarded an opinion as to what should be the character of the

relation to be entered into between the two universities. He advocated a union by which the medical school should appear in the catalogues of each university as the medical school of that university, accompanied by the statement that it was also the medical school of the other university. Expenses should be borne equally and benefits equally enjoyed. Neither would gain at the expense of the other.

The lease of grounds and buildings from the university to the medical faculty had been extended until 1892 because the faculty had been at considerable expense in equipping a museum. The faculty now desired to erect a hospital on their leased grounds, and accordingly petitioned in June, 1875, for another extension of the lease. The petition was granted with certain conditions, the lease was extended thirteen years more, and the hospital was built.

PEABODY NORMAL COLLEGE.

The efforts of the trustees of the Peabody education fund in the South were directed first towards the building up and strengthening of the common school system. This was done partly by creating a public sentiment in its favor through tongue and pen; partly by wisely timed and wisely applied financial assistance. It was soon found that the greatest need in establishing an efficient public school system was intelligent and well-trained teachers. This led the board to decide upon the founding of one or more normal schools for the professional education of teachers.

UNIVERSITY OF NASHVILLE AND THE PEABODY FUND.

The eyes of the Peabody trustees were first turned towards Tennessee by the representations of Dr. J. Berrien Lindsley and the trustees of the University of Nashville. As early as June, 1867, Chancellor Lindsley advised the university board "to correspond with the trustees of the Peabody fund in reference to coöperating with them in this field." Agreeably to this advice, Dr. Lindsley himself was requested to communicate with Dr. Barnas Sears, general agent of the Peabody fund. The University of Nashville early sought the devotion of the Peabody fund to normal schools and the establishment of a State normal school in connection with the University of Nashville. When the State finally refused to grant an appropriation in aid of a normal school it was the University of Nashville that came to the assistance of Dr. Sears, and saved to Nashville and Tennessee the Peabody Normal College.

The first effort to induce the State to found a normal school was during the legislative session of 1855–56, when Robert Hatton introduced a bill for the purpose. The bill passed the house, but failed in the senate. In 1873 Dr. W. P. Jones, State senator from Davidson County, introduced, among others, two bills. One of these became the present

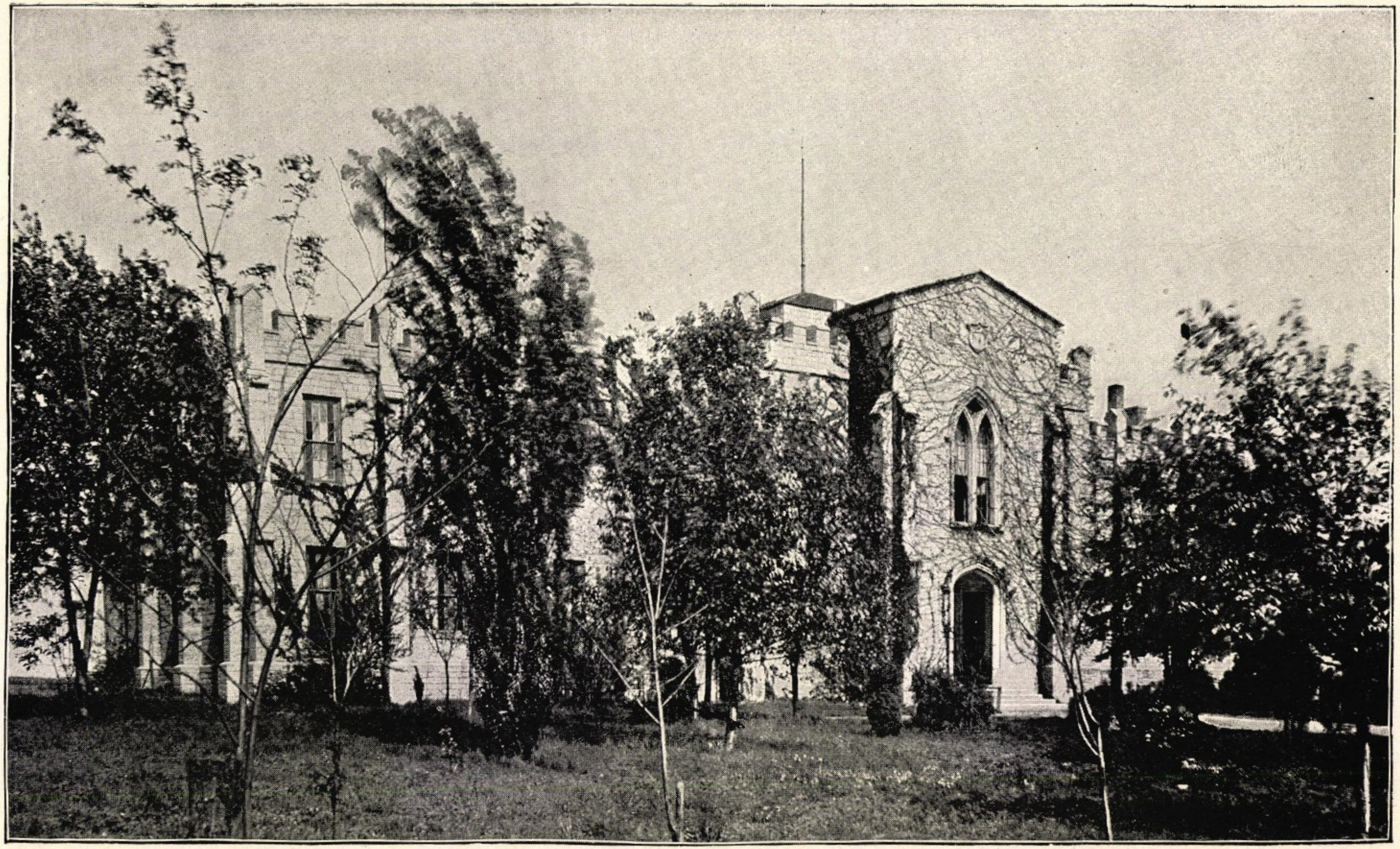
public school law; the other, for the establishment of a normal school, failed for lack of time at the close of the session. This bill contemplated the appropriation of $6,000 annually by the State to supplement the same sum from the Peabody fund. At the next session of the legislature Dr. Jones, though no longer a member of that body, at the request of Dr. Sears and the State Teachers' Association, tried to secure the passage of a bill similar to the former one, but again without success. The sentiment in favor of a normal school had grown too strong to be thus baffled. Dr. Jones wrote to Dr. J. Berrien Lindsley, president of the State Teachers' Association, suggesting the possibility of obtaining a bill without an appropriation. This was the clue to success. Aided by the feeling in favor of such a bill, created by a communication to the legislature from Dr. Sears and by an address delivered by himself before the State Teachers' Association and the Tennessee State Grange, Dr. Lindsley succeeded in lobbying through the legislature the bill which made possible the existence of the Peabody Normal College.

STATE BOARD OF EDUCATION.

The bill, which was approved by the governor March 24, 1875, created a State board of education, composed of six members, five of whom were to be appointed by the governor, who was himself *ex officio* the sixth member and the president of the board. This board was empowered to establish a normal school, but no appropriation was made from the State treasury. However, educational institutions were granted power to give the use of their property to the board for the benefit of normal schools. If the State was not generous, nobody else should be prevented from being so. In an amendment to the charter of the University of Nashville, passed the same day, the university was authorized to discontinue strictly literary or collegiate instruction, and to make arrangements with the trustees of the Peabody fund or other associations for the establishment of a normal school.

Towards the close of the session of the general assembly Dr. Sears offered, in behalf of the Peabody trustees, to give $6,000 annually to the maintenance of a normal school if the State would do the same, but the legislature adjourned without taking action.

On the 10th of May, 1875, Dr. Sears made a proposition to the University of Nashville trustees, then in session, that, if they would give to the State board of education for the benefit of a normal school the use of their grounds and buildings and the income from the university and Montgomery Bell funds for a period of two years, the Peabody trustees would appropriate to the same purpose $6,000 annually. Inasmuch as the university board had for some time been seeking the establishment of a State normal school in connection with the University of Nashville, the proposition of Dr. Sears was promptly accepted. A



PEABODY NORMAL COLLEGE—MAIN BUILDING.

tender was made to the State board of grounds, buildings, and endowment income for two years from September 1, 1875; not, however, without conditions. These were that twenty-five boys should receive free instruction according to the terms of Montgomery Bell's will; that the university board should elect the principal and teachers and fix their salaries; and that buildings and grounds should be kept in repair out of the university revenues. The tender was accepted. Four of the six members of the State board of education were or had been officially connected with the university; one of the four had been chancellor and another was then president of the board of trustees.

THE NORMAL SCHOOL THE WORK OF THREE DISTINCT BODIES.

The normal school was thus the joint work of three distinct bodies: the Tennessee State board of education, the Peabody board of trust, and the board of trustees of the University of Nashville. It was called the State Normal School more with the hope that it would in time become identified with the State and be supported by it than because such relations really existed then. The school was, as it were, grafted on the University of Nashville. It was at the same time regarded as a continuation or revival of the literary department of the university. Not only did it occupy the grounds and buildings of the "old university," but it inherited the university's privilege of conferring degrees.

As we proceed it will be seen that the Peabody board sharply distinguished it from the ordinary State normal school. True, it was to be a normal school for Tennessee, but it was also to be a normal school for the whole South. It was to do a higher order of work than the ordinary normal school; to train teachers for the most responsible positions in the public-school service, and to be a center whence should be diffused the most advanced thought on the subject of education.

As the legislature had made no appropriation for the support of the normal school the State board of education was not disposed to assert its legal right of control, but left the active management of affairs to the two other boards. Despite the reservation in the original agreement touching the election of the president, the university trustees asked Dr. Sears to select a head for the new school. If, in this deference to Dr. Sears, they did not concede that any paramount legal authority resided in the Peabody board, they did acknowledge that it was proper for the Peabody board to decide the policy and character of the institution. Prof. J. J. Backus, of Vassar College, was the first man to receive the appointment. On his declination it was offered, in September, 1875, to Eben S. Stearns and accepted. As the appointee of the State board and Peabody board, Dr. Stearns was president of the State Normal School. As the appointee of the university board, he was chancellor of the University of Nashville. The twofold character of the

school is well illustrated by this double title. Dr. Stearns was a native of Massachusetts and belonged to a family of educators. At 30 years of age he had been placed at the head of the State Normal School of Massachusetts, "the first of its kind on American soil." Here he became associated with Dr. Sears, who was then secretary of the Massachusetts board of education.

By the terms of the original agreement the Montgomery Bell Academy was to be attached to the normal school and to constitute its model, or training, department. Its patrons becoming clamorous for it to begin operations for the year, it was decided not to wait for the opening of the normal school. Accordingly, Prof. J. W. Yeatman and S. M. D. Clark, former teachers in the Montgomery Bell, and Prof. W. R. Garrett were engaged, and the academy was opened in the university building.

In November, 1875, the resignation of Judge John M. Lea, president of the university trustees, which had been presented some time before, was accepted, and Hon. Edwin H. Ewing, an old graduate of the university, elected to the vacant position.

THE NORMAL SCHOOL OPENED.

Dr. Stearns inaugurated the Normal School under inauspicious circumstances. Indifference, if not hostility, to the enterprise was written on the faces of most. Nevertheless, the school was organized on the 1st day of December, 1875. There were only 13 matriculates, all of whom were young ladies. Dr. Stearns began with only two assistants, both ladies—Miss Julia A. Sears and Miss Emma M. Cutter. There were no apparatus, no books, indeed scarcely anything that belongs to the well-equipped school. But all these disadvantages were gradually overcome and the enterprise prospered. By the close of the first year the enrollment had increased to 60. A three-years course of study was mapped out, culminating in the degree of Licentiate of Instruction (L. I.). While this course would prepare one for entrance into the best colleges of the United States, it was equivalent in some respects and superior in others to the courses offered by many schools who styled themselves colleges. The instruction given was intended to be strictly professional. Everything was taught with a view to its being taught again. The curriculum was divided into three years—junior, middle, and senior—and embraced "a rapid review of the more elementary studies with reference to the best methods of teaching them, a review of the higher branches of knowledge with the same object, and a careful study of such other branches as time and circumstances" would "permit." No fees, excepting a small incidental fee, were charged. This practice, once begun, has been continued.

PEABODY SCHOLARSHIPS.

In conformity with the purpose to supply the lack of normal schools in other Southern States, and to make the Nashville school a school for

the whole South, as well as in accordance with the policy of more and more diverting the income of the Peabody fund to the training of teachers, twenty-five "Peabody scholarships," worth $200 a year for two successive years, were established in 1876 for States enjoying the benefit of the Peabody fund. No scholarships were allotted to Tennessee at the first, since she was peculiarly favored in the presence of the Normal School itself. Not until the year 1877–78 was the scholarship offer taken advantage of, and then only by 19. But as soon as it became generally known there was no lack of applicants. The trouble has been to select from them such as will fulfill all the conditions. The number of scholarships has been steadily increased until there are now 184, distributed as follows: Alabama, 16; Arkansas, 17; Georgia, 22; Louisiana, 12; North Carolina, 20; South Carolina, 14; Tennessee, 33; Texas, 20; Virginia, 18; West Virginia, 12. Tennessee was not given scholarships till 1883. In 1885 the 17 scholarships enjoyed by Florida and Mississippi were withdrawn from them and apportioned among the other States because they had repudiated their bonds, some of which were held by the Peabody trustees.

Heretofore there have been only 114 Peabody scholarships; it is for the future that the number is 184; and the value of each scholarship has been $200; henceforth each scholarship will be worth $100 and railroad fare to and from Nashville. The value of a scholarship is thus made the same to every holder, no matter where his place of residence is.

So far as scholarships are not filled from students who have been in the college a year or more at their own expense, they are awarded in the several States on competitive examinations held by the State superintendent of public instruction or by examiners appointed by him, the the questions being prepared by the president of the college. Every effort is made to fill the scholarships with men and women fitted in all things to make good teachers. Applicants must declare their intention of making teaching a profession, of remaining at the college two years if the scholarship is continued so long, and, if opportunity offers, of sharing with their State the benefit of their training by teaching two years in her public schools. Besides, a scholarship will not admit to the lowest or freshman class: "A scholarship is good for any two consecutive years above the freshman class; that is, for sophomore and junior, or for junior and senior, or for senior and postgraduate."

In 1878 the name of the school was changed to the State Normal College. This same year Dr. Stearns, in his report to the university trustees, expressed it as his belief that the course of study, although not identical with the usual college course, was yet its equivalent, if not more, and stated that Dr. Sears concurred in this belief. Thereupon a fourth year was added to the curriculum and the bachelor's degree ordered to be conferred whenever the whole course was completed.

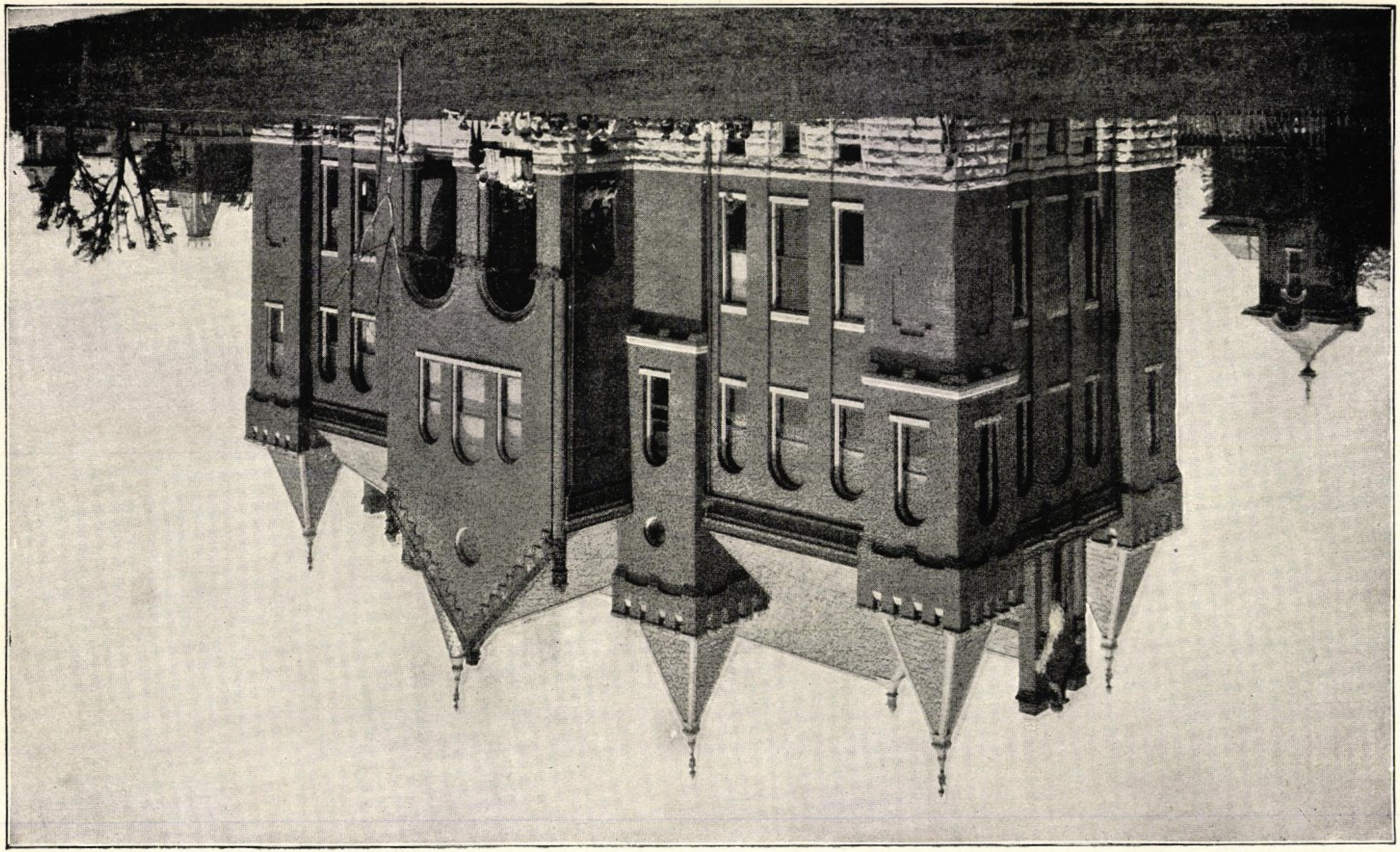
REMOVAL OF THE NORMAL COLLEGE AGITATED.

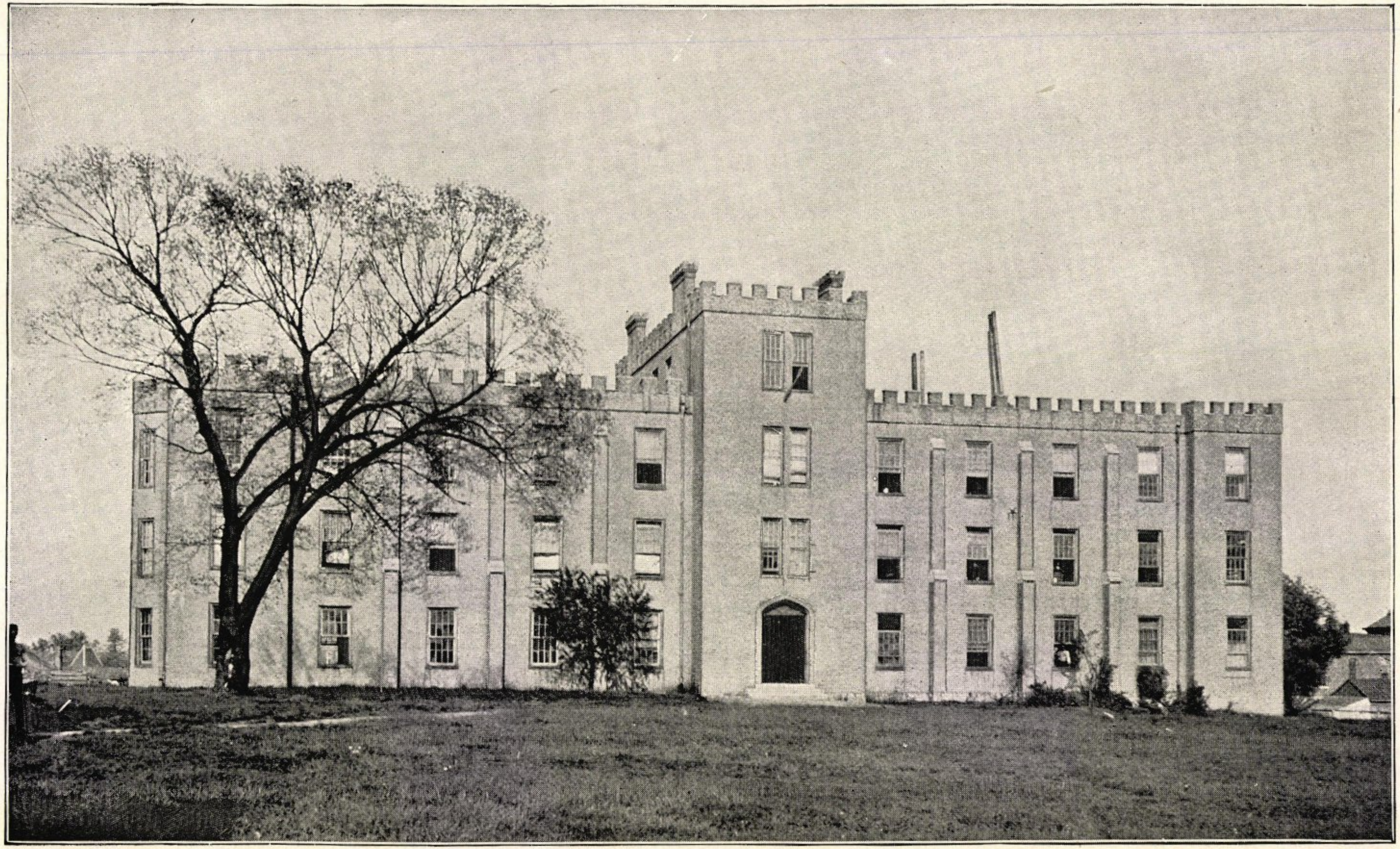
The legislature had disappointed the expectations of the friends of the Normal College by refusing to make an appropriation for its support. The college was growing rapidly and demanded larger revenues, more room, and ampler facilities. The Montgomery Bell Academy was not a success as a model school, and the relations with it were therefore dissolved. But it still occupied a part of the buildings and premises, and could not be dispossessed, for by contract its professors were entitled to the use of their present quarters until September, 1882. Furthermore, with the dissolution of the connection between the academy and the college the whole of the Montgomery Bell revenues passed under the control of the Montgomery Bell faculty and the college derived no benefit from them. To meet this falling off in receipts the Peabody trustees increased their annual appropriation to $9,000.

This condition of things was disappointing to the hopes and plans of the Peabody board and the removal of the Normal College began to be mooted. Negotiations were opened between Dr. Sears, general agent of the Peabody fund, and Gustavus J. Orr, State school commissioner of Georgia, in November, 1878. In October, 1879, the Georgia legislature passed a bill creating the "Georgia State Normal College" and appropriating $6,000 annually to its support, provided the Peabody board would do the same. Atlanta and other towns made liberal offers to secure the location of the college. There were, however, grave objections attaching to the conditions of Georgia's offer. But despite these an agreement was reached for the transfer of the Peabody interests to Georgia. All that remained was the consent of Dr. Stearns, to whom, as the man who had successfully organized and set going the Normal College, was left the ultimate decision. Dr. Stearns could not divest himself of the idea that Nashville was the place for the college, and that if the people could only be made to open their eyes they would not permit it to be removed. But he found it hard to open their eyes. At last he succeeded. A meeting of citizens subscribed and pledged $4,000 annually until the subscribers should be relieved by the legislature, and the trustees of the University of Nashville formally engaged themselves April 21, 1880, on condition that the Normal College remained in Nashville, to remove the Montgomery Bell Academy from the university buildings by October 1, 1880, and to turn them over to the college, to raise by mortgage or otherwise $10,000 for making improvements and purchasing apparatus, and to appropriate to the college the interest on the university endowment of $50,000 Tennessee bonds, reserving enough to pay the interest on the $10,000 to be borrowed and to keep the grounds and buildings in repair.

These pledges of the citizens of Nashville and the university trustees were satisfactory to Dr. Sears. Some delay in carrying them out was occasioned by the death of Dr. Sears in July, 1880. The trustees feared that the Peabody board might not sanction the action of its

PEABODY NORMAL COLLEGE—WINTHROP MODEL SCHOOL.





LINDSLEY HALL—PEABODY NORMAL COLLEGE.

general agent. Being assured on this point, they erected outside the university campus a building for the special use of the Montgomery Bell Academy and built on the campus a residence for the chancellor of the university and president of the college.

TENNESSEE MAKES ITS FIRST APPROPRIATION TO THE NORMAL COLLEGE.

In 1831 the Tennessee legislature made its first appropriation to the State Normal College, $10,000 annually for two years. Of this sum $2,500 were "intrusted to the State board of education for the higher and normal education of the children of Tennessee of African descent" in approved institutions of learning, while another $2,500 were for the establishment of $100 scholarships in the normal college, one to each senatorial district in the State. As the Negro beneficiaries of this act were of course educated in colored schools, the State Normal College did not receive, either directly or indirectly, the benefit of more than three-fourths of the State's appropriation.

In 1883 the general assembly consented to appropriate, free from all encumbrance, $10,000 annually to the Normal College if the general agent of the Peabody board of trustees would allow to Tennessee Peabody scholarships and allow them on the same condition as those granted to other States. This was done and Tennessee received fourteen scholarships. The annual appropriation of the State has been $10,000 until the present year, when the legislature increased it to $15,000 on condition that each of the thirty-three senatorial districts in the State be allowed one Peabody scholarship of $100 and railroad fare to and from Nashville. The condition was complied with. The Peabody board has also increased its appropriation. It is now about $15,000 a year. The regular appropriation does not hinder the board from making other appropriations for special purposes.

During these years the college was steadily progressing. Improvements were made on grounds and buildings and a portion of the "old faculty house," was converted into a gymnasium. The number of students grew from 60 in 1876 to 178 in 1887. In April of the latter year Dr. Stearns died and Prof. Penfield was called upon to discharge temporarily the duties of the presidency. The Hon. Alexander J. Porter was made chancellor of the university *pro tempore*. Mr. Porter had been president of the university board of trustees since the resignation of the Hon. Edwin H. Ewing in 1884. In 1888 President Porter died and in March ex-Governor James D. Porter was elected in his stead.

W. H. PAYNE BECOMES PRESIDENT OF THE COLLEGE AND CHANCELLOR OF THE UNIVERSITY.

On whom was to devolve the election of a successor to Dr. Stearns? Local or State control of the normal college was inconsistent with the

conception of it as a school for the whole South. The Peabody trustees had no disposition to surrender to any other man or body of men the choice of a head for the institution which owed its existence chiefly to them and whose whole course from the beginning had been shaped by them. Yet there was an inclination in some quarters to anticipate the action of the Peabody trustees and interfere in the election of a president. Happily the inclination was not a strong one.

Dr. J. L. M. Curry, the former general agent of the Peabody fund, but at this time Minister to Spain, happened in this emergency to come home on leave of absence, and Mr. Robert C. Winthrop, chairman of the Peabody board, enlisted his aid in the selection of a president. He chose William H. Payne, professor of pedagogics in the University of Michigan, and his choice was unanimously ratified by the Tennessee State board of education and the board of trustees of the University of Nashville. Dr. Payne at first declined to come to Nashville, and it was not until the wide field of usefulness and influence that awaited him here and the strong probability that the Normal College would at the expiration of the Peabody trust become the "residuary legatee" of the Peabody fund were fully laid before him that he finally gave his consent. In the words of Mr. Winthrop, Dr. Payne "is widely known as a Christian scholar and gentleman, the author of valuable educational works, and a most successful administrator and teacher." The prosperity of the Peabody Normal College—known as such since about the time of his advent to office—has been very marked under his administration. Advance has been made along every line. The attendance has grown rapidly, being 177 in 1887–88 and 422 in 1890–91. At the beginning, in 1875, 3 teachers were enough. Now there are 18—11 male, 7 female. Chancellor Payne is himself professor of the history, theory, and art of education.

Two new baccalaureate degrees—science and letters—have been introduced and the courses of study leading to these and to the degree in arts made partly elective. The master's degree, also, is now offered. The names of the classes have been changed to the usual college designations—freshman, sophomore, junior, and senior. A model school, or school of observation, has lately been built on the campus, at a cost of nearly $15,000.

AIM AND CHARACTER OF THE PEABODY NORMAL.

The strictly professional training of the school has been extended and widened and now embraces a complete course in the history, science, and art of education. Dr. Payne is heartily coöperating with the Peabody board in its efforts to make the Peabody Normal a professional school of the highest order for all the Southern States. Heretofore all that has been done towards the formation of educational doctrine, theory, and practice has been done in the colleges and uni-

versities. Dr. Payne, himself not without reputation as a molder of educational thought, hopes to see the Peabody normal become a center whence will be disseminated among the smaller normal schools the most advanced ideas on the science and art of teaching. In a recent address he says: "It is not the province of this college to duplicate any normal school of the existing type. Its funds can be invested reproductively only by educating men and women who in some large sense will become the teachers of teachers, or who will mold public opinion over wide areas—men and women who, instead of teaching for a period of two or three years, will be more likely to follow the profession of teaching as a vocation."

The Peabody Normal College seeks to impart, so far as its professional character will admit, the spirit and the training of the scholar. Indeed it opines that "for real teaching, the teaching that molds character and inspires to intellectual excellence, there is nothing which can be substituted for generous scholarship." But it is still a professional school and not a college or a university, and its curriculum can not take the place of the curriculum of a college or a university. It is, therefore, to be deprecated that it confers college and university degrees. Its reputation and its patronage are established beyond peradventure, and it could well afford to withhold its sanction from this reprehensible practice of the smaller normal schools.

PEABODY NORMAL THE PROBABLE HEIR OF THE PEABODY FUND.

There is a strong probability, if no more, that the Peabody trustees will, upon the expiration of their trust in 1897, settle the Peabody fund of over two million dollars on the Peabody Normal College. If this be true the old university will likely be restored in trunk and branch and the normal college become only one of her professional departments.

The University of Nashville, renewing her life with her academic and her professional schools and her magnificent foundation of $2,000,000, may yet realize Philip Lindsley's ideal of a great university, and his triumphant prophecy, "We, the University, live forever," may yet prove not to have been the vision of an idle brain.

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CHAPTER III.

THE UNIVERSITY OF TENNESSEE.

By Prof. T. C. Karns, M. A.

BLOUNT COLLEGE.

The first house in Knoxville was built by James White in 1786. Four years later the "Territory South of the Ohio River" was organized. A Territorial legislature was elected in 1794, and assembled at Knoxville on Monday, August 25, of the same year. On September 10 a law was passed establishing Blount College, at Knoxville, which was named in honor of the Territorial governor. From this beginning came the present University of Tennessee. The charter made Rev. Samuel Carrick president. Among the trustees we find such honored names as Blount, Sevier, White, Cocke, Ramsey, McClung, and Adair.[1] The institution was to be strictly nonsectarian—among the first of its kind in the United States.

The new college was located on the square now bounded by Clinch, State, Church, and Gay streets, and a small two-story frame building was erected by subscription. The land was donated by Col. James White, the founder of the city.

President Carrick, though a native of Pennsylvania, was brought up in Virginia, and there married and entered the ministry of the Presbyterian Church. He came to Tennessee in 1788. In him were centered all the virtues which characterized the Scotch-Irish settlers of this section of the country.

The object of the school, as indicated in the charter act, was to instruct youth "in the various branches of useful science and in the principles of ancient and modern languages." Tuition was $8 for five months and board $5 a month. There was no endowment. The president's salary was only $50 a month. Coeducation was practiced for a while. Barbara Blount gained high distinction among the young ladies. "College Hill," the present seat of the university, was christened "Barbara Hill" in her honor.

Many eminent names appear in the early college records of students. Among them we find that of C. C. Clay, afterwards governor of Alabama and United States Senator; also Pryor Lea and T. J. Campbell, Congressmen; and W. B. Reese, the distinguished Tennessee jurist. The first and only graduate of Blount College proper was William E. Parker.

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[1] For most of our facts before the civil war we are indebted to Col. Moses White's History of the University.

EAST TENNESSEE COLLEGE.

An act of Congress was passed April 18, 1806, providing for two colleges in Tennessee—one in East Tennessee and the other in the western division. Fifty thousand acres of the public lands were given to each college as an endowment. On certain conditions, Blount College proposed to be absorbed by the new institution for East Tennessee. Thereupon, the legislature incorporated East Tennessee College by act of October 26, 1807, and located it within 2 miles of Knoxville on 10 acres of land donated by Moses White. The spot was known as Rocky or Poplar Spring, and is now in the Shieldstown addition to Knoxville. The franchise and property of Blount College were then transferred to the new school.

A subsequent act (December 3, 1807) provided for the appointment of twenty-three trustees from the various counties of East Tennessee and seven from the immediate vicinity of the college. The influence of the school was thus to be extended.

The trustees of East Tennessee College first met in 1808 and retained Mr. Carrick as president. He died suddenly on August 17 of the next year. As the college had not yet received anything from its land grant and was out of funds, no president was called to fill the vacancy.

The national act of endowment had provided that the land should not be sold for less than $2 per acre, and should be located in a single body. This could not be effected without coming in conflict with the rights of settlers. A commission was appointed to manage the fund arising from the sales of land, but they could do little or nothing. The only lands available were those south of the French Broad, Holston, and Big Pigeon rivers. Here the school grants were sought to be located, but politicians stirred up the settlers to resist, and no headway was made.

The same act of Congress also gave 100,000 acres for the establishment of an academy in each county of the State. As a result of this, Hampden Sidney Academy was established at Knoxville, and, with some private aid, began work January 1, 1817.

East Tennesse College had in the meantime tried a lottery scheme for raising money. Authority was obtained from the legislature of 1810. Tickets in sufficient numbers to justify a drawing were not sold, and the scheme went through.

The college trustees still failed to get the school into operation till 1820, when, by mutual consent, Hampden Sidney Academy and East Tennessee College were united under the name of the latter, Rev. David A. Sherman, principal of the academy, becoming president. Mr. Sherman was a New Englander and a graduate of Yale. The next year (1821) David S. Hart took his degree from the new college. For some years he, with Daniel E. Wartrous and James McBath, assisted as an instructor in the school. Corporal punishment was common in those

days. Mr. Sherman resigned the presidency in 1825, but the exercises were continued for one year by two tutors, Samuel R. Rogers and James McBath.

At an early day the University of North Carolina held warrants for lands located in Tennessee, about which there was much controversy. She finally compromised with Tennessee by giving 60,000 acres of her claim to certain institutions of learning in the State. One-third of this amount was assigned to East Tennessee College.

In 1826 the hill on which the present university stands was purchased for $600. Being more desirable as a location than the Poplar Spring tract, the college was moved to this place, where it has since remained. The old chapel, or center college, was then erected, together with three one-story dormitories placed at the rear of the campus. Rev. Charles Coffin, D. D., of Greeneville College, was elected president. Dr. Coffin's great attainments and success as an educator inspired much confidence. He was a native of Massachusetts and a graduate of Harvard. Rev. Stephen Foster accompanied Dr. Coffin in his new field of labor. Mr. Foster was also a Presbyterian, a native of Andover, Mass., a graduate of Dartmouth College, and likewise of the theological seminary at Andover.

Dr. Coffin's first work was crowned with great success, but the land warrant difficulties still remained unsettled and designing demagogues stirred up so much opposition on the part of the people that in 1832 the venerable president resigned. Returning to Greeneville, he died in 1853. The first literary society—the Republican Dialectical Adelphic—was established during his administration.

Dr. Coffin was succeeded in 1833 by James H. Piper, a graduate of the institution, class of 1830. He resigned in one year and was succeeded by Joseph Estabrook, a graduate of Dartmouth.

President Estabrook put great energy into his administration. He had an able faculty, and possessed fine executive ability. His discipline was good. Success attended all his efforts. A very valuable cabinet of minerals, shells, botanical specimens, and natural curiosities was collected. During his administration many advances were made. In 1835 another literary society—the Dialectic Adelphic—was organized. It lasted but a short time, and in 1836 the two present societies—Chi-Delta and Philomathesian—were formed. The original motto of the Chi-Delta was *Sua munera virtuti sunt;* that adopted at its resuscitation after the civil war, *per aspera ad astra.* The original motto of the Philomathesian was *Virtuti cedunt omnia.* Since the war it has been *Nulla vestigia retrorsum.* Regular college classes were first organized in 1837. The first catalogue was printed for the school year 1837–38.

In 1838 the trustees compromised with the State and the citizens living on the college lands south of the Holston and French Broad rivers by relinquishing their former claim and accepting a one-half township of land in the Ocoee District. In this forced adjustment the

institution lost at least half her endowment. In 1839 the preparatory department was taught in the Hampden Sidney Academy in town.

EAST TENNESSEE UNIVERSITY.

The legislature in 1840 changed the name of East Tennessee College to that of East Tennessee University. All the usual rights belonging to universities, including the power to confer medical degrees, were bestowed through this act. About this time the university sold some of her lands and erected the two dormitories known more recently as East College and West College. What is now the infirmary, and also the front part of North College, were erected at the same time for professors' residences. The total cost was $20,965.18.

We learn from Col. White that corporal punishment was finally abandoned about 1840. The preparatory department is supposed to be referred to. The change was effected by a young tutor, Horace Maynard, who rose to the professorship, successively, of mathematics and ancient languages, ancient and modern languages, and mathematics, rhetoric and belles-lettres. During the years 1841–42 and 1843–44 a well-edited periodical called University Magazine was conducted by members of the senior class. Mr. Maynard, who afterwards became eminent as a statesman, resigned in 1843 and was succeeded by Albert Miller Lea. Prof. Lea was a West Point graduate and introduced the military feature. A company was organized and a uniform adopted. At the end of three years the military system was dropped.

In 1847 a pipe was laid and water was thrown from a spring at the foot of the hill to the front of the chapel building. The water works were destroyed during the civil war. After a long and very successful administration, President Estabrook resigned in 1850. His most prosperous year was, perhaps, 1846–47, when 169 students were enrolled. He died in 1855.

President Estabrook was succeeded by Hon. W. B. Reese. Judge Reese was a man of great attainments and popularity, but he came at a time when the multiplicity of colleges had shorn the university of its strength, and at the end of three years he resigned. Rev. John D. Wheeler, once president of the University of Vermont, was elected his successor, but did not accept.

Rev. George Cook, a native of New Hampshire, was then elected. He was also a graduate of Dartmouth College and had been for several years the successful principal of Knoxville Female Academy. The university affairs were in a very bad way. The session did not open till the beginning of the spring term of 1854. A latinized catalogue was published at the end of the term. President Cook was then charged with hostility to slavery, and, to add to the trouble, Knoxville was visited with a violent epidemic of cholera about the time school should have opened.

A proposition had been made to turn over the university property to

a medical college that was to be organized, and the attempt to select a faculty was made, but without success. A futile attempt was also made to consolidate the school with a certain Western Military Institute of Tyree Springs, Middle Tennessee. President Cook also tried to have an agricultural department established in the university and then in 1857 resigned.

The board next offered the presidency to Rev. Thomas W. Humes, but he declined. Later in the year J. F. Pearl, of Nashville, was elected, but he also declined. There being no faculty school was suspended for the year.

Rev. W. D. Carnes, of Burritt College, Van Buren County, Tenn., was elected president on the 20th of March, 1858, and at once accepted. The new president was a Christian minister and an alumnus of the university, having graduated in 1842. He was tutor in 1842–43 and principal of the preparatory department from 1843 to 1848. At a later date the faculty was completed as follows: M. C. Butler, ancient languages and literature; A. C. Carnes, mathematics, and Rev. John Washburn, principal of the preparatory department. Tuition was put at $25 in college and $20 in the preparatory department for the term of five months. The president received from the endowment fund $400 and each of his assistants $250. Their salaries were increased by a pro rata of all tuition fees.

In the spring of the same year, a medical department was admitted with the following faculty:

John M. King, M. D., of Murfreesboro, *professor of obstetrics and diseases of women and children.*

B. Frazier, M. D., Pikeville, *professor of theory and practice of medicine.*

O. F. Hill, M. D., Knoxville, *professor of general and special anatomy.*

John M. Boyd, M. D., Knoxville, *professor of materia medica and pharmacy.*

Richard O. Currey, M. D., Knoxville, *professor of medical and physiological chemistry.*

This department was a result of the persistent efforts of Dr. Currey and the local medical society, but, owing to a failure of the university trustees to give it material assistance, never went into operation.

President Carnes, very early in his administration, secured the erection of a small gymnasium. The term opened on the second Thursday of September, 1858. In 1859 another attempt was made for a medical department, but without success. The attempt to establish a military department likewise failed.

President Carnes secured from the legislature of 1859–60 a resolution asking the supreme court to report the facts regarding the land grant of 1806, accompanied by their opinion of the right of the university to further compensation on account of failure to receive the full donation. Nothing seems to have come from this action. President Carnes, in the meantime, resigned. He was succeeded by Dr. J. J. Ridley, of Clarksville.

The winter session of 1860–61 opened with a largely increased attendance. The first measure was a resolution to educate, free of tuition, ministerial students of all denominations. This has prevailed as a rule of the institution since that time. The military feature was again introduced and dicipline became rigid. The number of students more than doubled. This was the spring of 1861, when the war was fast gathering. Later the students enlisted in the army, teachers resigned, and general disorganization ensued. The Confederate troops were soon in a portion of the buildings. President Ridley resigned February 7, 1862. The buildings were used as a hospital in 1862–63. In January, 1863, the trustees attempted to collect from the Confederate authorities the sum due for rent and damages, to be applied to repairs and improvements. No success is reported.

Knoxville was taken by the national troops September 2, 1863, and they, in turn, occupied the university buildings. The trustees met again March 19, 1864, and took steps toward obtaining damages from the United States Government. The sum of $15,000 as rents and damages was finally paid.

The ante-bellum career of the university was one of trials and privations. Through no fault of its own the endowment fund had in great part been lost. The course of study was mainly in the classical line and all its culture bent that way. The broad gauge of the present-day university, with its numerous scientific courses and elective branches, had not been reached. Yet the old ably met the demands of that day for professional and political life.

AFTER THE WAR.

The civil war closed during the spring of 1865 and on July 10 of the same year the board of trustees had a meeting and considered plans for reopening the university. Rev. Thomas W. Humes was elected president and at once accepted and assumed the duties of his office.

President Humes is a native of Knoxville and an alumnus of the university, having graduated in the class of 1830. He had in early life conducted a newspaper, but later took orders in the Episcopal Church and for many years had been the worthy rector of St. John's Parish. He was a man of profound convictions, fine culture, and good executive ability. His family connection, social standing, and singularly pure life gave him the confidence of all and eminently fitted him for the responsible work he was about to undertake.

The two armies left little of the college property, except the unin-closed grounds and bare walls. Fortifications still remained banked against the buildings. These had to be removed and the buildings must be entirely renovated before it was possible again to occupy them.

In the meantime, President Humes secured the services of Prof. F. D. Allen, a graduate of Oberlin College, who came on to begin work in the spring of 1866. The buildings of the State Asylum for the Deaf and Dumb had been made vacant by the war and these were occupied while repairs were going on at the university.

Owing to the disturbed condition of the country and the impoverished state of the people, very little local patronage could be expected. On the opening morning only about 20 students were present. Most of the "town boys" were attending the Hampden Sidney Academy, which was flourishing under the principalship of Mr. John K. Payne, a recent graduate of Yale College.

By a mutual agreement of the proper authorities, the academy school, as a whole, was transferred to the university, and its principal was elected to the department of mathematics. Prof. Allen had charge of the languages. Dr. John C. Minor, a talented young physician from New York City, was engaged to deliver lectures on scientific subjects.

A boarding club, with reasonable rates, was organized for nonresident students and professors. Some part of the university library had been rescued from the wreck of the war, and this was set up for the use of the school. A literary society was also organized.

The term closed July 20, with prize declamations at the old courthouse. Col. John Baxter had founded four prizes, amounting to $20, for declamation. The university had determined to award twenty-four testimonials each session to the 24 students whose marks stood highest in "attendance, deportment, and scholarship." Only students who took testimonials could compete for the Baxter prizes. The first of the Baxter prizes was won by Hugh B. Rice, who has since become an able minister of the Christian church. Hon. Thomas A. R. Nelson also gave four prizes, amounting to $20, for "punctuality and deportment."

More than 75 students were enrolled during the term. So far no advance had been made beyond preparatory work.

September found the buildings and grounds at the university in good condition, and the winter term opened with promise on the 13th. Before the close 88 students had been enrolled. All entered the primary department, which was divided into four classes, or sections. Dr. John C. Minor was promoted from lecturer to professor of chemistry and natural science. Mr. N. D. Parkhurst was employed to teach elocution. The rest of the faculty remained the same. A small reading room was established in connection with the library, which had been refitted and opened. Tuition was put at $10 for five months. From $3 to $5 paid for one week's board. A few students boarded themselves at a much cheaper rate. Only one regular course of study, the classical, was presented. Most of the students took this, though a few pursued English studies alone.

During the spring term of 1867 the number enrolled increased to 122. Many young men who entered were advanced in years, having

been kept out of school by the recent war. Some bore military titles which they acquired as lieutenants and captains in the army.

The two literary societies that flourished before the war, the Chi Delta and the Philomathesian, had been reorganized during the previous winter term and had their respective halls fitted up in a comfortable and tasteful manner. On the 5th of February they competed in prize declamations at the First Presbyterian Church. A. H. Nave, who spoke "Spartacus to the Gladiators," afterwards graduated at West Point and became an officer in the U. S. Army. George and Louis Baxter, two other speakers, have each been candidates for governor. The prizes given were offered by Hon. T. A. R. Nelson and Prof. J. K. Payne. At the close of the year, in June, the Baxter prize for declamation was again awarded.

In the fall of 1867 Rev. F. M. Grace, of Elyton, Ala., entered the faculty as professor of rhetoric and English literature. He was an alumnus of the university, having graduated in the class of 1849. He brought with him a large number of young men from his own State. They were known as the "Alabamians," and marked an era in the history of the school. It was the purpose of the management, in this move, to restore to the university its Southern patronage of *ante-bellum* days. Only a temporary success was achieved. In addition to his mathematical professorship, J. K. Payne was made principal of the preparatory department. The preparatory work required three years. Latin was studied the entire time and Greek for the last year and a half. Candidates for the freshmen class were examined in English grammar, geography, higher arithmetic, Loomis's Algebra to Quadratics, Loomis's Geometry (two books), and the Latin and Greek required to complete the preparatory work. The entrance age was 14. There were 11 freshmen in 1868. Three recitations, or lectures, were required every day. Orderly students only were allowed to occupy the dormitories. The government was paternal. In order to assist worthy young men of small means, and at the same time foster education, two students from each county of East Tennessee were allowed free tuition on condition that they would pledge themselves to teach for two years. H. T. Eddy was instructor for a short time.

On July 2, 1862, Congress passed the land-grant act to establish agricultural and mechanical colleges in the various States. By this law each State was to receive 30,000 acres of the public domain within its borders for every Senator and Representative in Congress under the census of 1860. In case the land could not be found in any particular State, scrip was to be issued to that State and sold, the proceeds of which must, without diminution or loss, be invested in safe stocks bearing an interest of not less than 5 per cent. This interest was then to be, as stated in the act, "inviolably appropriated by each State * * * to the endowment, support and maintenance of at least one college where the leading object shall be, without excluding other

scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." Several conditions not necessary here to enumerate were appended to the grant.

War and the subsequent unsettled condition of the State prevented Tennessee's acceptance, on the terms proposed, till January 16, 1869. By act of this date, the legislature settled upon the East Tennessee University the whole fund which had been received by the State in land scrip to the amount of 300,000 acres. The State had taken the amount in scrip because so much Government land could not be found within her borders. This was sold and the proceeds were invested in 6 per cent, Tennessee bonds, with interest payable semiannually. The act further provided for the establishment of the Tennessee Agricultural College in connection with the university and appointed three additional trustees for each, from middle and west Tennessee. The governor, the secretary of state, and the superintendent of public instruction were constituted ex officio members of the board. Not including the State officers, the board of trustees then numbered 36 members, all of whom had a life tenure. Among other conditions in the legislative act of appropriation, the university was required to have accommodations for 275 students, and to own at least 200 acres of land for an experimental farm, all of which should be worth not less than $125,000. Two hundred and seventy-five students, two appointed by each State senator and three by each representative from their respective counties, were to receive free tuition. The farm was to be carried on by the trustees of the university for purposes of instruction in agriculture. The profits of the farm crops were also to go towards defraying the expenses of indigent students.

Later, in January, 1869, the university trustees met, and a certified copy of the act of establishment was laid before them. A resolution was adopted accepting the trust with its conditions, and steps were at once taken to comply with all the legal requirements. The institution already owned about 40 acres of land just west of the city, and on this tract were situated the six university buildings, which had recently been repaired and improved. The location was beautiful and in every way desirable. Three-fourths of a mile west of this a farm containing 285 acres was bought, at a cost of $30,000. The soil was admirably adapted to the purpose in view. In May following the governor of the State was notified that the university had complied with all conditions in the act of endowment and the fund was directed to be turned over. The final amount transferred reached the sum of $396,000.

In June the board organized the Tennessee Industrial College. This was only a department of the university, which the trustees, so far as

their means would allow, planned somewhat after Cornell and the Illinois Industrial University. Three regular courses of study were established—the agricultural, the scientific, and the classical. In their reorganization of the school, the university management recognized the spirit and purpose of the Congressional act of endowment in reference to industrial education. Yet they felt, while providing for the industrial school, that they were fully justified in retaining a classical course of study as a preparation for professional life and general culture. Touching this point, President Humes, in his first biennial report to the legislature, said:

> The trustees are of the opinion that a great variety of collegiate instruction is within the sphere of the new college, as its objects and work are prescribed in the act of Congress. Evidently the intention of the endowment is to provide for the instruction, especially, of the industrial classes. Its intention is that the study of agriculture and the mechanic arts shall be prominent; that they shall be invested with all the attractions which science and mental culture can impart to them, and that the farmers and mechanics of the future shall generally be so well educated that their labor in the field or shop shall be, not a drudgery, as such labor must always be to the untrained and uninformed mind, but a work of intelligence and discrimination, performed with growing skill in the increasing light of scientific knowledge, and constantly attended with intellectual enjoyment to the workers. At the same time it is evident from the language of the act above cited that it was not the purpose of its framers to disparage the usual college curriculum, which largely consists of mathematics and the Latin and Greek languages, nor to underrate the importance to society of the learned professions, into which college graduates have heretofore, in many instances, entered. Neither was it their purpose to shut the doors of the new college against young men who desire to study the classics and to prepare themselves for professional employments in life; for the act of Congress explicitly states that no classical or scientific study is excluded from the field of instruction. The leading object of the proposed institution shall be to teach whatever branches of learning relate to agriculture and mechanic arts; but whatever pertains to other departments of collegiate knowledge may also be taught within it.

In order to meet the new demands the teaching force was largely increased. Dr. Humes was continued as president and professor of mental and moral philosophy. Prof. F. D. Allen, of the department of ancient languages, was granted a leave of absence to study at the University of Leipsic, in Germany. Prof. J. K. Payne retained the chair of mathematics, to which natural philosophy had been added. Prof. F. M. Grace took English language and literature, rhetoric having been dropped. The new professors were F. H. Bradley, M. A., in natural science; R. L. Kirkpatrick, M. A., in Latin language and literature; E. Dean Dow, M. A., in agriculture; I. H. Barker, M. A., in modern languages; W. C. Atwater, PH. D., in agricultural chemistry; I. T. Beckwith, A. B., instructor in ancient languages; M. C. Butler, M. A., principal of classical preparatory department; and William V. Deaderick, principal of English or scientific preparatory department. Prof. Dow did not accept the chair of agriculture, which was filled later by the election of Prof. Hunter Nicholson, horticulture

being at the same time added to the department. Prof. Atwater did not take charge until the fall of 1871. Principal Deaderick taught half the year, and his place was then filled by J. V. Bradford. George L. Maloney and W. A. Rice were afterwards employed to give instruction in the classical preparatory department. Of the faculty, as now constituted, President Humes was a graduate of the university, Prof. Payne of Yale, Prof. Bradley of Yale, and Prof. Barker of Harvard. Prof. Kirkpatrick graduated in the class of 1845 at the university and had occupied various positions in the university before the war.

In order to induce the legislature to locate the fund at the university, the corporate authorities of Knoxville had voted $15,000 to erect a library building. This building was never erected. The university finally brought suit against the city and obtained judgment for principal and interest, amounting to $20,000. Since that time interest has been paid annually on this sum for the benefit of the library. When President Humes made his first report, mentioned above, in October, 1869, the library contained only 1,000 volumes. The number has been increased to nearly 6,000. Each of the two literary societies also has a library.

In the new organization, as has already been indicated, two preparatory schools were established in connection with the university—one classical and the other English. Principal Butler conducted the classical school in the old "White House," situated on the university grounds, where Agricultural Hall now stands. The English school was taught at the old Hampden-Sidney Academy, on Church street, in the city. It was intended to dispense with all preparatory work as soon as the educational condition of the State would justify such a policy. However, the time was slow to arrive. The preparatory did much good, though always more or less, a disturbing element. Mistakes were oftener made in curtailing it than in giving it greater scope and efficiency. The great lack of efficient preparatory schools throughout the State has made some preparatory work necessary even to the present time, though a regular class is not now maintained.

At first very few appointments for free scholarships were made under the new law. In October of the first term only four young men had availed themselves of this provision. Yet within one or two years a large per cent entered on "free scholarships," and finally but little tuition was paid by those living in the State. For the first two years of the new school the principal railroads of the State returned "appointees" to their homes free. Afterwards, for some years, appointees were passed free both ways, twice a year, by all railways in the State. The favor was then restricted to the indigent, and finally was dropped altogether.

In the fall of 1869 tuition was set at $15 for five months in all classes except the lowest preparatory students, who paid $12.50. Room rent was $5 per year, and the incidental fee the same. Coal could be had

at 22 cents per bushel. The expense of a year's residence at the university ranged between $150 and $200. Those needing it could get assistance in the way of remunerative employment. Arrangements had been made to accommodate 300 students. By the end of the year 183 had been enrolled.

For some years after the settlement of the agricultural land grant the management of the university labored under a great embarrassment from a failure of the State to pay the interest on the fund as it came due. It was necessary to borrow money and also to sell State warrants at a discount. Yet, in spite of obstacles, the school was kept running by the president and the trustees.

With the exception of short periods already mentioned, between 1843 and 1860, the military feature had been lacking in the school. The agricultural land-grant act, as previously stated, required military tactics to be taught. At first the Government failed to provide any officer to take charge of this department. In the spring of 1870 a provisional organization was effected by Maj. Hunter Nicholson, who was then professor of agriculture and horticulture. As there was no regular provision for this department, little was done beyond some simple tactic exercises. A company was organized, with Landon H. Charles, of Hawkins County, as its first captain. In a short time Capt. Charles withdrew from school, and First Lieut. P. M. Liles, of Anderson County, was promoted to fill the vacancy. A military suit similar to those of West Point and Cornell University was adopted. The coat was a single-breasted frock of cadet gray; pantaloons were of same material, with a dark-blue stripe down the legs. The hat was of the Army pattern, with a wreath in front, encircling the letters "E. T. U. C." in monogram. All buttons were stamped with the American eagle, having "E. T. U." above and "University" below. Officers' straps were of the regular Army pattern. The next fall Capt. A. S. Marriner, an ex-Army officer, then resident of Knoxville, was secured to conduct the military drills. About this time the State placed about 100 stand of arms, with equipments, at the disposal of the university. The Government delayed to send a regular Army officer until December, 1871, when Lieut. Thomas T. Thornburgh was installed as commandant of cadets. The whole institution was then put under regular West Point discipline. This lasted till the fall of 1890, when all military control was abandoned, tactics only being retained.

The attitude of the new management towards religion may be indicated by an extract from the catalogue of 1869–70, which says: "The institution is not sectarian, as regards religion, but it is intended to exert a decided Christian influence upon the students, and to cultivate among them a healthy moral tone." Through the entire history of the institution it has been the same. Students have always been required to attend church and Sunday school regularly.

In 1870 Prof. Grace left and his place was filled by Prof. Kirkpatrick,

who was changed from the chair of Latin. Principals Butler and Bradford also left and were succeeded by Charles S. Newman, who now became principal of the two preparatory departments, which were combined and taught at the old "White House on the Hill." Prof. Allen having returned from Europe to resume his chair of Latin and Greek, Instructor Beckwith resigned. Prof. Gustavus R. Knabe was made instructor in singing and F. E. Hacker instructor in drawing.

The class of 1871 was the first to graduate after the war. It consisted of 4 members, as follows: S. A. Craig, T. C. Karns, Albert Setzepfand, and J. W. C. Willoughby. Willoughby had the valedictory and Karns the Latin salutatory. S. A. Craig received the degree of bachelor of science, and the rest bachelor of arts.

A mechanical course was now substituted for the scientific, so that the courses then stood, agricultural, mechanical, and classical. A fourth course, called scientific, was added. It was identical with the classical, except that Greek was supplanted by certain studies of the agricultural and mechanical courses. Two shorter courses of two years each, one in agriculture and the other in mechanics, were established this year for the benefit of young men who were advanced in years and had limited means and time. A certificate only was granted for the completion of these. The preparatory still embraced three years for classical and two years for nonclassical students. The summer catalogue made a call for contributions of forest and field products for the museum.

Prof. Atwater returned from Europe in the fall with a supply of improved apparatus for the chemical laboratory, after having studied two years and visited various schools and colleges to gather information for his department. Albert Ruth, A. M., and Levi Van Fossen, PH. B., were appointed instructors in the preparatory department. As has already been mentioned, Lieut. T. T. Thornburgh, of the U. S. Army, in December 1871, became professor of military science and commandant of cadets.

In the latter part of 1871 the farm was surveyed and laid off in fields preparatory to beginning rotation of crops. In 1872 crops were planted and much preparatory work was done. Stock was purchased, a barn built, and as much as possible effected for the teaching of practical agriculture. Several students made half their board by work on the farm.

During the year 1871–72 the number of students nearly doubled, reaching 228. Of these 108 were State appointees. Sixty-five were in the regular college classes, 13 in the two shorter scientific courses, and 150 in the preparatory department. Five graduated in June, 1872—one as bachelor of science and four as bachelors of arts.

The Latin-scientific course and the two shorter scientific courses were discontinued in 1872. Students, or their parents for them, were allowed to choose one of the other courses, but without further latitude in the

selection of studies, unless select studies only should be taken. One year was added to the nonclassical preparatory course, making it three years, or equal in time to the classical course. A collection of about 700 models was obtained from the Patent Office at Washington, in February, 1872, for the use of the mechanical department. Though the two-year courses had been dropped, special studies were still allowed to young men 18 years of age. Postgraduate studies were also announced for the first time. The fee charged for degrees was $6.50. The cabinet of geology, mineralogy, and zoölogy was growing rapidly, and the large private collections of Prof. Frank H. Bradley were placed at the service of classes.

Early in 1872 the Secretary of War intrusted to the university 200 cadet breech-loading muskets, 2 light 12-pound field pieces, and a supply of side arms for officers.

Instructor Van Fossen, of the preparatory department, resigned in 1872, and Rev. Thomas Roberts, M. A., was appointed to the vacancy. F. E. Hacker resigned as instructor in drawing. Charles Waring, C. E., of the University of Dublin, was appointed to the same position, but does not seem to have served.

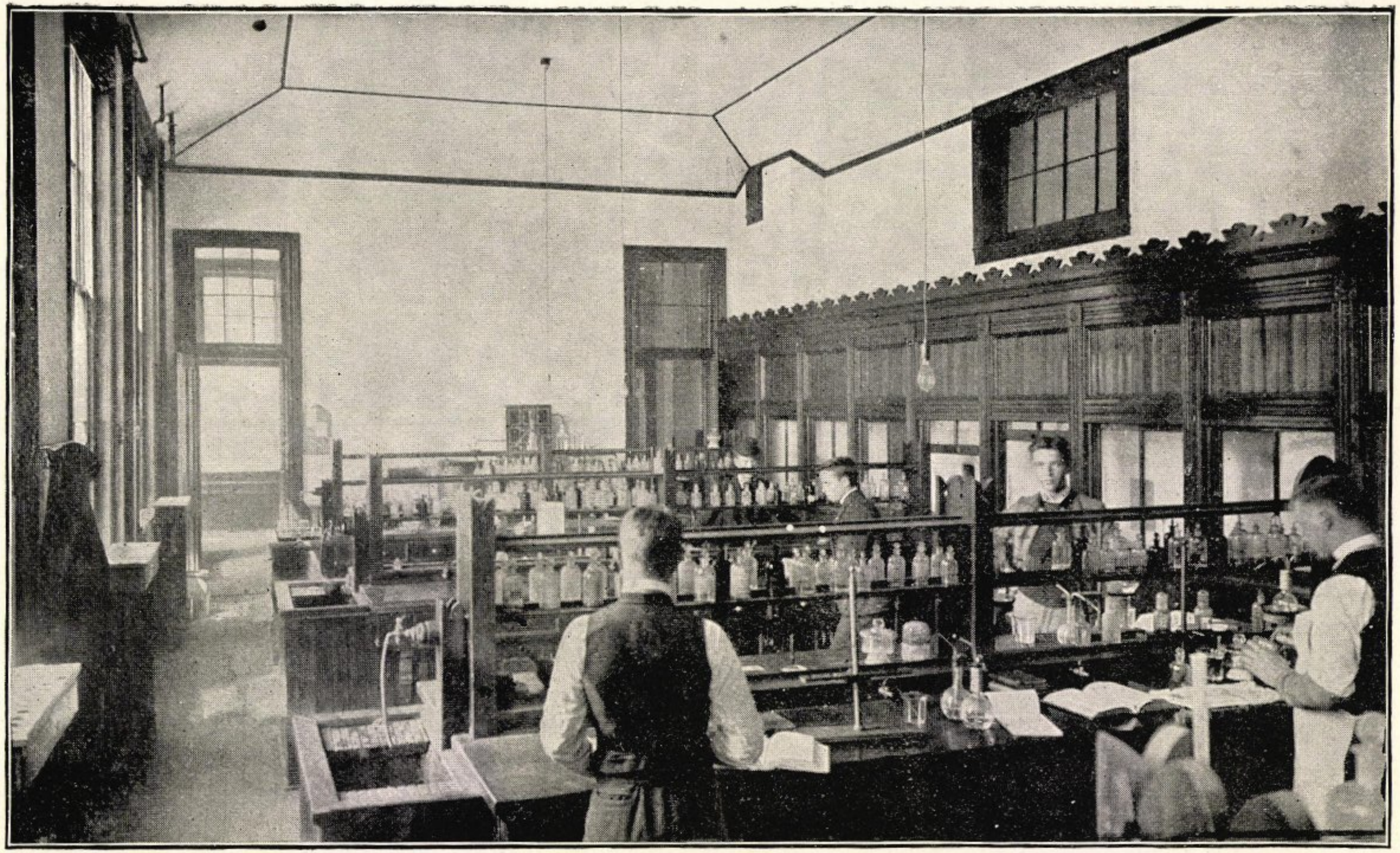
During the summer of 1872 the capacity of the college for lodging and instruction was largely increased by the erection of a new dormitory three stories high and 100 feet long. It was located on the east side of the campus, and is now called "South College." The grounds were also greatly improved by grading, planting trees, etc.

During 1872–73 there was again a great increase in the number of students, the total reaching 271. To supply the demand for teachers and encourage public school education a course for teachers was presented in the fall of 1873. It embraced studies for three years. Every applicant was required to bring a certificate from his county superintendent and declare his intention to teach in the State at least two years. The entrance age was 18.

Notwithstanding the great increase in number of students, expectation seems not to have been satisfied, and in his biennial report to the legislature in January, 1873, we find President Humes pointing out obstacles to the widely extended usefulness of the institution. He says:

> The low condition of education in the State, entailed by the late war, has interfered seriously with the widely extended usefulness of the college. As will be seen from previous statements in this report, comparatively few of the students have been able to enter even the freshman class. The large majority need more or less of previous training. Many of them, having lost years of education, are impatient of time, and eager, upon the acquisition of a little learning, to begin the active life of a citizen. Others, of smaller capacity, can not properly overcome the want of earlier instruction and mental training. These find study too irksome, fail in hopeful application, and soon conclude to leave the schoolroom for easier fields of labor. Others still, whose pecuniary means are small, are constrained to think that "the pursuit of knowledge under difficulties," however commendable in the abstract, is too painful for their power of perseverance.

BOTANICAL LABORATORY, UNIVERSITY OF TENNESSEE.



QUANTITATIVE CHEMICAL LABORATORY, UNIVERSITY OF TENNESSEE.

He also speaks of the lack of proper estimate of education and the intense desire of pecuniary gain among the people as the "two serious difficulties in the way of good college work in this region of country." Much of the trouble he very justly attributed to the recent war.

In 1873 several changes in the faculty occurred. Prof. F. D. Allen resigned the chair of Latin and Greek and his place was filled by Morton William Easton, PH. D. Rev. F. Esperandieu was made professor of French in place of Prof. I. B. Barker, who resigned the chair of French and German. Prof. Atwater vacated the chair of general and agricultural chemistry and was succeeded by Prof. B. S. Burton, PH. B. Lieut. Thornburgh having been recalled to the Army, Col. S. B. Crawford was elected professor of military science and commandant of cadets. A special chair of rhetoric and elocution was created and then filled by Rev. Thomas C. Teasdale, D. D. He brought a large number of students from Mississippi where he had lived and had extensive acquaintance. The president took evidences of religion instead of mental science, which was given to Prof. Kirkpatrick. C. S. Newman resigned as principal of the preparatory department, and his place was filled by the promotion of Instructor A. Ruth. Spurrier Howard-Smith, A. B., Eben Alexander, A. B., and William B. Payne, A. B., were elected tutors. L. W. Philson, A. M., and A. L. Wakefield, B. A., B. S., were elected instructors in the preparatory department. The additions to the faculty were necessitated by the increased attendance of students. Prof. Frank H. Bradley resigned the chair of mineralogy and geology in 1874. This chair was then merged with chemistry.

In this year great improvement was also made in the buildings of the institution. The large dining hall on the west border of the grounds was erected. It was three stories high, the first story being designed for the steward's family, the middle story for the students' tables, and the upper story as private rooms for students or faculty. A house for the superintendent was also built on the farm. North College, which had formerly been only a family residence, was, in the year following, much enlarged. The basement was fitted up for the chemical laboratory, while students' rooms were arranged in the upper stories. The chemical laboratory was thus much enlarged. A lecture room, a balance room, and a furnace room were secured and everything put in shape for the highest grade of work.

The attendance during 1873–74 reached 318, of whom 211 were State appointees. This is the highest attendance of the academic department in the history of the university. Fifty-two counties were represented by appointees. Forty counties were unrepresented. It was complained that, while a majority of the students were farmers' sons, they more frequently chose some other course of study than that of agriculture. At the end of the year seven bachelor's degrees and one master's degree were conferred.

The management of the farm for 1873–74 by the trustees was con-

servative. "Doubtful experiments" were avoided. The policy seemed to be to present the best methods already known. At the same time the farm committee turned over to the professor of agriculture a certain tract of ground for the special purpose of scientific experiments. In this connection Prof. Nicholson, who was in charge, says:

> Experiments are of two kinds. (1) Those instituted for original investigation to discover some unknown law or fact; (2) educational, or such as are designed to illustrate and teach laws and facts already known. Original experiments are in their nature expensive and can only be carried on by a few men of science in their laboratories or at experiment stations. In these experiments it is not possible for the Tennessee Agricultural College to engage at present, simply because it has not the necessary funds. Educational experiments are within the scope and means of every agricultural college. They have a definite purpose and are eminently practical and are not necessarily costly. Many such might be conducted by students of the higher college classes, under advice of professors in charge, and be made instructive both to students and the public at large.

A notion prevailed among some persons that it had been the intention of the Congressional endowment act to establish manual labor schools in the various States. In reference to this Prof. Nicholson says:

> The subject of labor is in no wise referred to in that act. The law of this State does require some labor of the students of the Tennessee Agricultural College, though it does not prescribe the amount, and this requirement has been complied with, as far as seemed practicable. But manual labor is not made a prominent feature of this college, nor can it be without serious detriment to its real interests. * * * Repeated experiments in various parts of the Union, running through forty years, go to prove by their failures that this opinion is true.

He further shows that the successful study of scientific agriculture is based upon a knowledge of the physical sciences and that the student is not prepared to specialize in agriculture till the last years of his course.

In June, 1875, Col. Crawford resigned as professor of military science and commandant of cadets and was succeeded by Lieut. A. H. Nave, of the U. S. Army. W. B. Payne and A. L. Wakefield resigned positions as instructors in the preparatory department and their places were filled by S. B. Crawford, A. B., and T. C. Karns, A. B. The first post graduate students (David H. Ludlow and W. B. Ragsdale) are reported in the catalogue of 1875–76. Lewis M. Herring was appointed instructor in chemistry in 1876. Lieut. J. E. Bloom, of the U. S. Army, was professor of military science and commandant of cadets in 1876–77. A theoretical branch of military instruction was introduced in 1877, consisting of lectures and recitations in junior and senior classes. The attendance in 1874–75 was 315, showing a decline of but 3. In 1875–76 it dropped to 300 and in 1876–77 there was a further decline to 288.

In the summer of 1877 the entire faculty was reorganized. It then stood for the following year as given below:

Rev. Thomas W. Humes, S. T. D., *president and professor of ethics and evidences of religion.*

Richard L. Kirkpatrick, M. A., *professor of logic and English literature.*
Hunter Nicholson, *professor of agriculture and horticulture.*
Morton William Easton, PH. D., *professor of modern languages and comparative philology.*
Eben Alexander, B. A., *professor of ancient languages and literature.*
S. H. Lockett, M. A., *professor of mathematics and mechanical philosophy.*
W. G. Brown, B. S., *professor of chemistry and instructor in geology and mineralogy.*
David Hunt Ludlow, B. A., *assistant professor of mathematics.*
W. G. McAdoo, M. A., S. B. Crawford, B. A., T. O. Deaderick, B. A., *instructors in preparatory department.*
G. R. Knabe, *instructor in vocal and instrumental music.*
Wm. E. Moses, *assistant in analytical chemistry.*

Lieut. Geo. W. Baxter, of the U. S. A., was elected professor of military science and commandant of cadets, and served for a short time in the fall of 1877, but soon resigned, and was succeeded by Col. S. H. Lockett.

In the same year the trustees made separate colleges of the three old courses of study—the agricultural, the mechanical, and the classical. They were now to be known as the College of Agriculture, the College of Engineering and Mechanic Arts, and the Classical College, each having its corps of instructors and separate curriculum. All were of equal rank, but under one government. The catalogue at this time shows a still farther drawing away from the old classical education and the formulation of a new basis in science. This process had been working slowly from the establishment of the Agricultural College in 1869.

In 1878 Prof. Kirkpatrick was changed from the chair of logic and English literature to a new chair of history and philosophy, and Edward S. Joynes, A. M., LL. D., late of Vanderbilt University, was made professor of English language and belles-lettres.

While there was a falling off of attendance as a whole at this time, statistics show that the number of students in the collegiate department was largely increasing, as compared with those in the preparatory. The attendance was also greater as compared with recent years than in most of the Virginia colleges. However, the number of State appointees was perceptibly reduced. Some falling off was attributed to the recent establishment of Vanderbilt University at Nashville. In the early part of 1879 a chair of practical agriculture was established but never filled. In order to afford students an opportunity to enter in accordance with their advancement in various studies without being subjected to a close curriculum, and to give greater opportunity for optional studies, the extreme elective system of organization was now adopted. The existing colleges were divided into schools, each under charge of its own professor. A student entered each school according to his advancement there, and with little reference to what

he might be doing in other schools, except that classes were correlated by a fixed schedule of recitation hours. To give an idea of the progression of studies and methods of instruction at this time, the following remarks appended to the course in agriculture are quoted:

The purely scientific studies in the above course are arranged with systematic progression. A knowledge of the freshman-class studies is essential to the successful study of those of the sophomore class. So in turn a knowledge of the studies of each of the preceding years is requisite to an appreciation of the lectures of the senior class. In the first two years the studies mainly concern elements and principles; in the last two these elements and principles are applied to real life. The method adopted in lecturing is as follows: The topics of the lecture are placed on the blackboard before the class comes into the room. These head notes are copied by the class; the professor then discusses the topics and illustrates them on the board when necessary. At the next meeting of the class each student is required to hand in a written report of the lecture of the preceding meeting. These reports are looked over and corrected by the professor during the intervals between the meetings.

On March 10, 1879, the legislature passed an act changing the name of the institution from "East Tennessee University" to "University of Tennessee." President Humes, in his report to the legislature of 1881, speaking of the matter, says: "By this act the university becomes fully a State institution. Heretofore the State Agricultural College had been part of the East Tennessee University. Now the whole institution receives the name of the State and becomes in the fullest sense by law the State university."

Another act, passed March 24, 1879, provided—

That no further vacancies shall be filled in the board of trustees until the number thereof is reduced by death, resignation, or otherwise below 30, and that in filling vacancies thereafter up to the number of 30 preference shall be given to Congressional districts not represented in the board until each Congressional district shall have at least one representative on the board of trustees.

The same act also provided that a board of visitors—three from each of the three divisions of the State—should be appointed by the governor, holding their office four years, whose duty it should be to visit the university at least once a year and make a report thereon to the governor. Their expenses were to be paid out of the university contingent fund, but no compensation was allowed.

A third act was passed at the same date to provide a better system of appointing cadets in the university. This required the State superintendent of public instruction, in May of each year, to notify city and county superintendents, after giving a notice of ten days, to hold, in the month of June, examinations for candidates for scholarships. It was made the city or county superintendent's further duty, within ten days, to return a list of qualified candidates in order of merit to the State superintendent. It was then made the State superintendent's duty to communicate the list to the senators or representatives, with the number of vacancies existing at the university, and the said senators or representatives were then to make their appointments and communicate the same to the State superintendent, who in turn was to send

them to the president of the university. If the senator or representative should not have candidates to take his full quota of appointments, he could appoint from other counties where there was a surplus. If any vacancies should remain so late as the 10th of August, the president of the university could appoint to the full limit, provided that his scholarships should be for one year only, and should be taken in order of merit and from counties and cities not yet having their quota. After all appointments were made in any county, if a vacancy should occur, the senator or representative of said county could request the county superintendent to make an examination of any candidates he might wish to appoint and report the same in regular order.

By these various acts the university was brought into closer contact with the public school system and became an integral part of State education. Its spirit and character were also broadened and hereafter there was to be less of the local and more of the influence that would reach the full limits of the State and beyond. The trustees in their report to the legislature recommended "that State scholarships in the university be conferred upon pupils in the common schools who are proved by competitive examinations to be most worthy."

On "Commencement Day," June 18, 1879, "The University of Tennessee" was inaugurated in pursuance of the law of March 16, changing the name from "East Tennessee University." In compliance with the act establishing a board of visitors, the governor, Albert S. Marks, appointed the following: Ex-governor James D. Porter, Paris; Hon. J. Harvey Mathes, Memphis; Gen. R. P. Neely, Bolivar; Hon. John C. Gaut, Nashville; Gen. Lucius E. Polk, Columbia; Hon. Z. W. Ewing, Pulaski; Perez Dickinson, esq., Knoxville; Hon. James T. Shields, Bean Station, and Dr. E. M. Wight, Chattanooga, ex-Governor Porter being made president of the board. These were installed into office in connection with the inauguration ceremonies. The inaugural address was delivered by Dr. Humes, president of the university. The installation address was delivered by Gov. Marks, and the response on the part of the board of visitors was made by Hon. Z. W. Ewing. In the conclusion of his address, Mr. Ewing said:

> We congratulate you, sir, the officials, faculty, and students of the university, and all of our fellow-citizens, upon their now having within their borders an institution of learning that is their peculiar property, and that bids fair to be to our Commonwealth what the University of Edinburgh is to Scotland, Oxford to England, and the University of Virginia is to that State.

During this commencement an address embracing the early history of the university was delivered before the alumni by Moses White, esq., of the class of 1850, and a poem was recited by Rev. Joseph H. Martin, D. D., of the class of 1843.

MEDICAL AND DENTAL DEPARTMENTS.

About this time arrangements were made by which the Nashville Medical College, located at the city of Nashville, was incorporated with

the university, under the title of Medical Department of the University of Tennessee. A dental department was included in the medical school. The president of the university became president of the medical department also, and conferred the medical degrees in the name of the university. The connection otherwise was very slight. It was hoped that mutual good would result to the two institutions from the union. The medical school, as an independent institution, had been in successful operation for some years. At the time of the union, George S. Blackie, M. D. (Edin.), PH. D., was president of the medical faculty, and Duncan Eve, M. D., dean. Now (1891) the faculty for both medical and dental departments is as follows:

Charles W. Dabney, jr., PH. D., LL. D., *president of the university.*
Hon. William P. Jones, M. D., *president of the faculty.*
Duncan Eve, M. D., A. M., *dean of the faculty and professor of the practice of surgery.*
John S. Cain, M. D., *professor of the principles and practice of medicine, with clinical medicine and general pathology.*
J. Berrien Lindsley, D. D., M. D., *professor of medical chemistry and State medicine.*
J. Bunyan Stephens, M. D., *professor of obstetrics and clinical midwifery.*
William D. Haggard, M. D., *professor of gynæcology and diseases of children.*
W. M. Vertrees, M. D., *professor of materia medica and therapeutics.*
Paul F. Eve, M. D., *professor of the principles of surgery, operative and clinical surgery.*
William E. McCampbell, A. M., M. D., *professor of general, descriptive, and surgical anatomy.*
John A. Witherspoon, M. D., *professor of practice of medicine and medical hygiene.*
T. Hilliard Wood, M. D., *professor of physiology.*
William F. Glenn, M. D., *professor of venereal diseases.*
John G. Sinclair, M. D., *professor of clinical diseases of the eye, ear, and throat.*
William G. Brien, M. D., LL. D., *professor of medical jurisprudence.*
J. H. Blanks, M. D., *professor of clinical medicine.*
Haley P. Cartwright, M. D., *professor of physical diagnosis.*
Charles Mitchell, M. D., *professor of microscopy and histology.*
James W. Handly, M. D., *professor of genito-urinary diseases and demonstrator of anatomy.*
Ross Dunn, M. D., *demonstrator of anatomy.*

The course of medical instruction consists of "didactic lectures, with demonstrations, clinical teaching, examinations or quizzes, and practical teaching in subjects involving manipulation." The candidate for graduation must be 21 years of age, of good moral character, and must have studied at least two years. The first year may be passed at some

other reputable college. A graded course of three years is also provided, but it is not obligatory.

The school is located on Broad street and has one of the best equipped buildings in the country. A free city dispensary is located on the ground floor. The fees are: Matriculation, $5; lectures, $75; demonstrator's fee, $10; graduation fee, $25.

The dental course of study embraces "operative, prosthetic, and clinical dentistry, lectures on oral and clinical surgery, chemistry, materia medica, and therapeutics, regional anatomy, physiology, and microscopy." The requirements for graduation and the fees are similar to those of the medical department.

DEGREES IN 1879.

Returning to our account of the literary department or university proper, at Knoxville, we notice that the degrees conferred in 1879 were divided into collegiate, postgraduate, and professional. The collegiate degrees were bachelor of arts and bachelor of science. The first was given in the classical college and included full courses of study in Latin, Greek, English, history, and philosophy; and partial courses in mathematics, chemistry, natural history, and modern languages. The second was given in the mechanical college and in the agricultural college. In the former it included full courses of study in mathematics, applied mathematics, chemistry, natural history, and partial courses in English, history and philosophy, and modern languages. In the latter full courses in chemistry (including agricultural chemistry), natural history, agriculture; and partial courses in mathematics, applied mathematics, English, history and philosophy, and modern languages. Students could take Latin for equivalent literary studies in the degree of bachelor of science, if approved by the faculty.

The postgraduate degrees were master of arts and doctor of philosophy. The master's degree had hitherto been given in course to graduates of three years' standing who had sustained a good moral character and would present to the faculty a satisfactory original thesis. Instead, now, one year of resident postgraduate study was required. Doctor of philosophy required two years of resident postgraduate study under direction of the faculty.

The professional degrees were civil engineer and doctor of medicine. The former required two years of special study. A teacher's certificate was given to those who properly completed the normal course. Only students 18 years of age could take elective studies exclusively. The cost of a residence of one year at the university was now placed at $150. In 1879 the first year of the preparatory course was cut off, leaving only two years. Applicants must now be 15 years of age and able to pass in common school studies, and Latin also when there is a desire to enter the classical department.

CHANGES.

In the summer of 1879 some changes in the faculty were made. The chair of agriculture and horticulture, occupied by Prof. Hunter Nicholson, had included also botany natural history, and geology. In order to give greater scope for instruction in these fundamental branches the chair was divided and two new chairs created—the chair of natural history and geology and that of agriculture and horticulture, including botany. Prof. Nicholson was assigned to the former and Prof. John M. McBryde, of Virginia, to the latter. Col. S. B. Crawford was made professor of military science and commandant of cadets, Col. Lockett having resigned. David B. Johnson, B. A., was also made assistant instructor in mathematics.

In July, 1879, a great loss was sustained by the university in the death of Prof. R. L. Kirkpatrick, of the department of history and philosophy. The president in his next report to the legislature tells how Prof. Kirkpatrick had for more than thirty years been connected with the university in "the several relations of student, instructor, and professor, and by his eminent ability and character, his experience and prudence in counsel, and his assiduous devotion to duty, had greatly added to the usefulness and prosperity of the university. His death is deeply mourned by the trustees, by his colleagues in the faculty, and by the entire community."

Prof. W. G. Brown, of the chair of general and agricultural chemistry, was granted leave of absence in June, 1880, for one year to study his profession in the universities of Germany. Assistant Prof. W. E. Moses filled the chair during the absence of his principal, and Mr. Maury Nicholson, B. S., was appointed assistant instructor. At the same time Prof. M. W. Easton resigned the chair of modern languages and comparative philology to accept a call to the University of Pennsylvania, at Philadelphia. By this resignation and the death of Prof. Kirkpatrick two leading literary chairs were left vacant. The board availed themselves of this opportunity to make some changes. The chair of history and philosophy was assigned to the president. Modern languages went to the professor of English and belles-lettres. The expense of one professorship was thus saved to be applied to the new chair of pure mathematics, which came from a division of mathematics into pure and applied. The instructorship in mathematics was dropped. Prof. Lockett was retained in the department of applied mathematics, and the new chair of pure mathematics was filled by James Dinwiddie, M. A., late professor in Southwestern Presbyterian University at Clarksville.

In 1880 a surveyor's course of two years, a practical agriculture course of two years, and a business course of one year were established. For the completion of each of these, as well as the normal course, a certificate was granted.

Upon the course of practical agriculture, yet somewhat different from it, was founded a system of agricultural apprenticeships, combining

alternate days of class-room instruction and renumerative farm work. The student's labor was paid for according to a fixed scale of prices. He was thus enabled to make his way at college, and at the same time gain valuable knowledge in the practical details of scientific farming.

All candidates for degrees were now required to attend a course of lectures relating to agriculture and the mechanic arts. The preparatory school was reduced to one year of subcollegiate work.

SUMMER NORMAL.

Mainly through the efforts of Mr. Frank M. Smith, superintendent of public instruction for Knox County, a State normal institute was established at the university during the summer of 1880. The session lasted six weeks. Tuition was free. The expense of the school was borne by the trustees of the Peabody fund for education in the Southwest. The university trustees and the city of Knoxville also aided at various times. The teaching force was made up of selections from the university faculty and other experienced teachers. This school continued every summer till 1884, when the Peabody fund was withdrawn. The success of the summer normal varied with different years. More than 200 teachers from all parts of the State attended in 1881. In 1884 over 300 were in attendance. For a while the course of study embraced three years' work. Through the State board of education diplomas were conferred. Those who had completed the first year received certificates to teach, good for one year. Those who went also through the second year had certificates for two years, and those who completed the three years had diplomas for life and were not subjected to further examination by the public school authorities.

DISTINCTIONS AND HONORS.

The university now established distinctions in scholarship. Students who reached a grade of 80 per cent were considered "distinguished." Graduates with this grade were "honor graduates." "Certificates of distinction" were given to all students who reached the fixed grade on all their studies for the year. Certificates of distinguished proficiency were also conferred upon those who attained a "grade of distinction upon the average of any course required for a certificate of proficiency." These distinctions were announced publicly at commencement and also published in the catalogue. Scholarships to a limited number, with exemption from all university fees, were also established for students of the highest standing in a complete course. Somewhat later, additional scholarships were given in associated schools that were preparing students for the university.

FARM EXPERIMENTS.

In 1880 Prof. McBryde secured the erection of the new agricultural hall, located on the east side of University Hill. On the first floor was

the professor's lecture room and laboratory; above was the agricultural museum. A greenhouse and a propagating house were built just west of the agricultural hall.

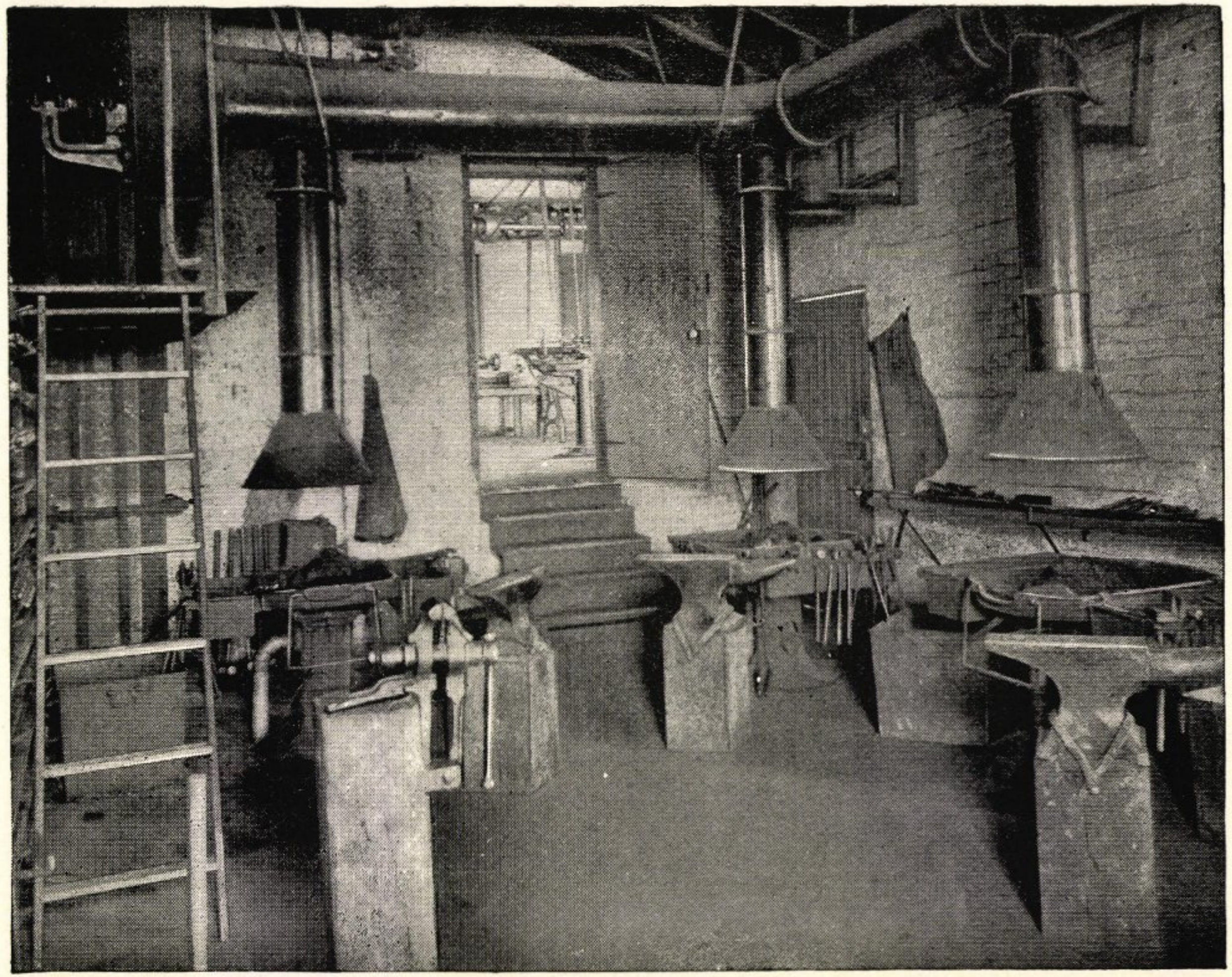
In 1879 Prof. McBryde undertook a number of farm experiments of such practical character as seeding, mode of culture, fertilizing, cattle feeding, ensilage, etc. Later a report of results was made and distributed to the farmers of the State. The experimental farm was put in a high state of efficiency. New building, implements, machinery, silos, apple and peach orchards, fruit gardens of plums, apricots, cherries, quinces, raspberries, strawberries, gooseberries, currants, etc., were provided; also a nursery of 5,000 ornamental trees and shrubs. The professor of agriculture sought to make the farm to his department what the laboratory is to the chemist.

In 1881 an arrangement was made with the Knoxville Business College by which its professors (J. W. Jones and J. F. Jones) would conduct the business department at the university. Separate fees were charged to students who took the business course.

In 1882 Prof. Joynes resigned his chair of English and modern languages. Prof. Rodes Massie, of Virginia, was elected to the vacancy. The chair of agriculture and horticulture was also vacated by the resignation of Prof. McBryde. His successor was Prof. John W. Glenn, of Georgia. As has been stated, Prof. W. E. Moses filled the chair of chemistry while Prof. Brown was absent in Europe during 1881–82. At the end of that time Mr. Moses was made adjunct professor of chemistry.

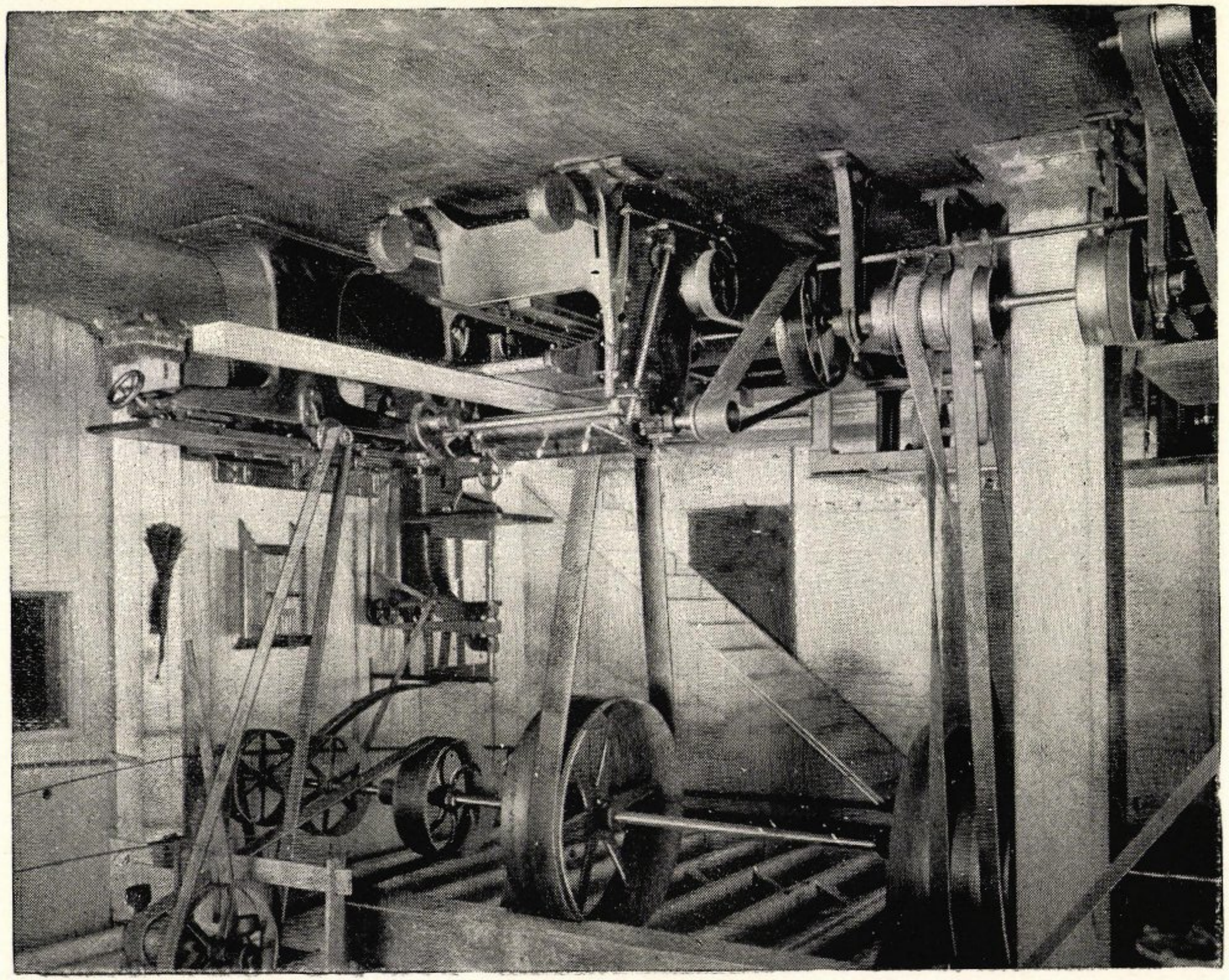
EXPERIMENT STATION.

In order to extend the usefulness of the agricultural department, the board of trustees on June 8, 1882, established on the college farm an experiment station. A board of control, composed of university trustees, was appointed to manage the station. Prof. John W. Glenn was made director. The work of the station was to be separate from the regular business of the farm. The station management was to hold itself ready to make, without charge, at any time, for citizens of the State, analyses of seeds, soils, fertilizers, and minerals when there was a prospect that such analysis would result in public good. This station was one of the first five in the United States. The State legislature, in 1883, passed an act providing for the analysis and inspection of commercial fertilizers and devoted a portion of the tax assessed to supporting the station. The analyses were to be made by the station in return for its share of the tax. This amounted to no more than $700 to $1,000 per annum. There was little else available to carry on the work. Yet many valuable results were obtained. Three reports of 150 to 200 pages each were published and distributed to the farmers of the State. Prof. W. A. Noyes was station chemist from 1883 to 1886. He was succeeded by Prof. W. E. Moses, who served till 1888.



BLACKSMITH SHOP, UNIVERSITY OF TENNESSEE.

WOODWORKING MACHINE, UNIVERSITY OF TENNESSEE.



DR. HUMES RESIGNS.

In 1883 Dr. Humes gave up the presidency and retired to private life. He had occupied the position with great credit to himself and profit to the university for eighteen years. The board decided not to fill the vacancy at present, and authorized the faculty to elect a chairman, who should perform the duties of president. Thereupon Prof. Rodes Massie was elected to the position. At the same time Col. Lockett resigned the chair of applied mathematics. The work of the chair was assigned to Prof. Dinwiddie, who had pure mathematics, and Mr. Lewis C. Carter was elected instructor in applied mathematics. Prof. Brown had also resigned the chair of chemistry and mineralogy. Prof. W. A. Noyes was chosen to fill the vacancy. Col. Crawford, who had formerly been commandant of cadets and instructor in mathematics and military science, was now made professor of military science, commandant of cadets, and adjunct professor of mathematics. Thomas O. Deaderick was raised from instructor in ancient languages to adjunct professor of the same. John N. Bogart was elected instructor of subcollegiate classes, and William I. Thomas instructor in modern languages and natural history. Another year was added to subcollegiate instruction, making a course of two years.

Prof. Dinwiddie resigned his chair of mathematics in the summer of 1885. The place was filled by the election of Prof. W. W. Carson, a graduate of Washington and Lee University.

Prof. E. Alexander served as chairman of the faculty during the collegiate year of 1885–86 and at the end of that time resigned his professorship in the university to accept a similar place in the University of North Carolina. Adjunct Prof. Thomas O. Deaderick was promoted to fill the vacancy.

Prof. Noyes at the same time resigned the chair of chemistry and mineralogy to accept a position in Rose Polytechnic Institute at Terre Haute, Ind. Adjunct Prof. W. E. Moses was promoted to the vacancy.

The preparatory course was now again reduced to one year. The vacillating policy regarding this department has been detrimental throughout the history of the university. Frequent changes were also made in the collegiate courses, so that it is almost impossible to trace all of them. There was now a greater tendency to concentrate, and students were allowed less liberty in selecting studies.

Col. S. B. Crawford was made chairman of the faculty for 1886–87. Price Thomas, A. M., was chosen instructor in natural history, agriculture, etc.; Charles Walker, A. M., instructor in chemistry and physics, and T. C. Karns, A. M., principal of the preparatory department.

During the entire history of the agricultural college, public complaints have been made that so few students entered its course of study. The authorities sought in various ways to remedy the trouble, which seemed to be fundamental in society rather than in the university man-

agement. Farmers' sons especially were disposed to take other courses of study and escape the farm life to which they had been brought up. In 1886 the trustees and faculty tried a heroic remedy. All the agricultural and mechanical courses were broadened and extended, while into every other course, except that of engineering, were introduced "at least five leading studies directly relating to agriculture, besides many others less directly bearing on it." In this way provision was made that no graduate of the institution, except from the engineering department, could escape having a fairly good agricultural education.

SHOP WORK.

At this time the feature of practical work in the shop was also introduced. There had been no lack of theoretical instruction in this line, but want of funds and practical leadership had hitherto retarded the real work of the shop. The management now began to feel that the school should be brought more distinctively within the scope intended by the Congressional act of endowment. There had been the same difficulty here that was encountered by corresponding schools in other States. The principles and practice involved were radically different from the system of education hitherto prevailing. Consequently teachers with the peculiar training required were scarce. They had to be produced to meet the new demand. All this took time. Hence we find the development of the agricultural and mechanical school a matter of slow growth. Such a shop as was desired, providing facility for all kinds of work in wood and metal, could not be afforded. So a small sum only was expended for a plain building, equipped with simple machinery for working in wood. This new enterprise was under the advisory control of Prof. W. W. Carson, of the chair of mathematics, but in the direct charge of Mr. L. C. Carter, instructor in applied mathematics. Mr. Carter was a young man of decided taste in this branch of work, and in order to qualify himself more thoroughly spent several months of the summer and fall of 1886 at Purdue University, where the opportunities were especially good. The shop was opened late in the season, and at once became a popular feature with many students. By slow degrees the classical feature was disappearing from the university, while scientific and industrial education took its place.

Early in 1887 the board of trustees, recognizing the need of a permanent and directly responsible executive officer, elected Dr. John M. McBryde president. Dr. McBryde had formerly been very successful and popular as professor of agriculture in the institution and was now president of South Carolina College, at Columbia. He accepted the new position and was expected to take charge at an early day, but suddenly changed his mind and resigned.

NEW PRESIDENT.

At this juncture the board were fortunate in securing Dr. Charles W. Dabney, jr., State chemist of North Carolina and director of the

North Carolina Agricultural Experiment Station. He agreed to accept the presidency on condition that he should have full power in directing, controlling, and shaping the policy of the institution. To this the board readily agreed, and the new president entered upon his duties early in August.

Dr. Dabney is a native of Virginia—the son of Dr. Robert L. Dabney—and descended from an old Huguenot family—the D'Aubignés. He graduated at Hampden-Sidney College and also at the University of Virginia. He was then professor in Emory and Henry College, and afterwards went to Germany, where he took the degree of doctor of philosophy at Göttingen. Davidson College conferred upon him the degree of doctor of laws in 1889. He had held several important positions in his adopted State—North Carolina—where he was a member of a commission to visit the industrial schools of the country and propose plans for a technical college in that State. Dr. Dabney brought to his new field of work a full, vigorous manhood and broad culture; a bold business adaptability, and an eager desire to put into practice his ideas of technical education. Henceforth "industrial" education is the watchword—not the training of farm laborers or the teaching of a trade, but the thorough education of young men in the principles and practice of industrial science, so they may go out into the world to be masters or directors of industry in the field, the shop, and the mine.

Before Dr. Dabney's accession, Clifford L. Newman, B. S., of the Alabama Agricultural College, had been elected assistant professor of agriculture and natural history. S. N. Smith, B. A., a graduate of the university, was made instructor in languages, and Charles N. Julian instructor in pure mathematics. J. E. Matheny was afterwards made instructor in shorthand. W. I. Thomas was changed from instructor in ancient and modern languages to adjunct professor of English and modern languages.

NEW EXPERIMENT STATION.

In March, 1887, Congress passed what is known as the Hatch bill, to establish agricultural experiment stations in connection with the various agricultural colleges already founded in the different States. On the 28th day of the same month the Tennessee legislature passed an act accepting the gift ($15,000 per annum) and bestowing it upon the agricultural college of the university, with the provision that all the conditions of the donation shall be carried out. In order to better meet the demands the university trustees, in the following July, reorganized the agricultural department. President Dabney was made director of the station and entered upon his duties on the 4th of August. By an oversight no special appropriation clause had been included in the Congressional act, consequently nothing was realized till the meeting of the next Congress. Little could, therefore, be done till the spring of 1888. However, wishing to push matters as fast as possible, Director Dabney added two men to his staff in September, 1887, viz, C. S. Plumb and C.

L. Newman. The former was at the same time elected professor of agriculture and took his place in the faculty. Mr. Newman's election to a faculty position has already been mentioned. Prof. Plumb came from the assistant directorship of the New York Station, at Geneva. Mr. Newman had formerly been assistant at the Alabama Agricultural Experiment Station. He entered upon his duties at once. Prof. Plumb came on the 15th of October. As no funds were yet available, the practical work was at first limited. Yet plans were prepared for extensive operations in the following year. During the latter part of 1887 a system of field and feeding experiments was organized. Something was also done in a horticultural line. Fruit trees were planted and a tool house erected. The old experiment station had operated without buildings or apparatus of any kind except such as belonged to the university, and the new organization had to begin in the same way. However, steps were soon taken by the director to furnish the new station with all the needed equipments. During the summer of 1888 a new station building, worth $6,800, was erected adjoining the agricultural hall on the south. The latter had never been completed. Both were now fitted up as one building for the accommodation of the station and the agricultural department of the university. The best gas, water, heating, and ventilating fixtures were put in. On the first floor were lecture room, library, chemical laboratory, offices, etc. Above were a large museum, botanical laboratories, biological and entomological laboratories, photographic room, etc. The first bulletin, containing (I) History and Reorganization, and (II) Dehorning Cattle, appeared in April, 1888.

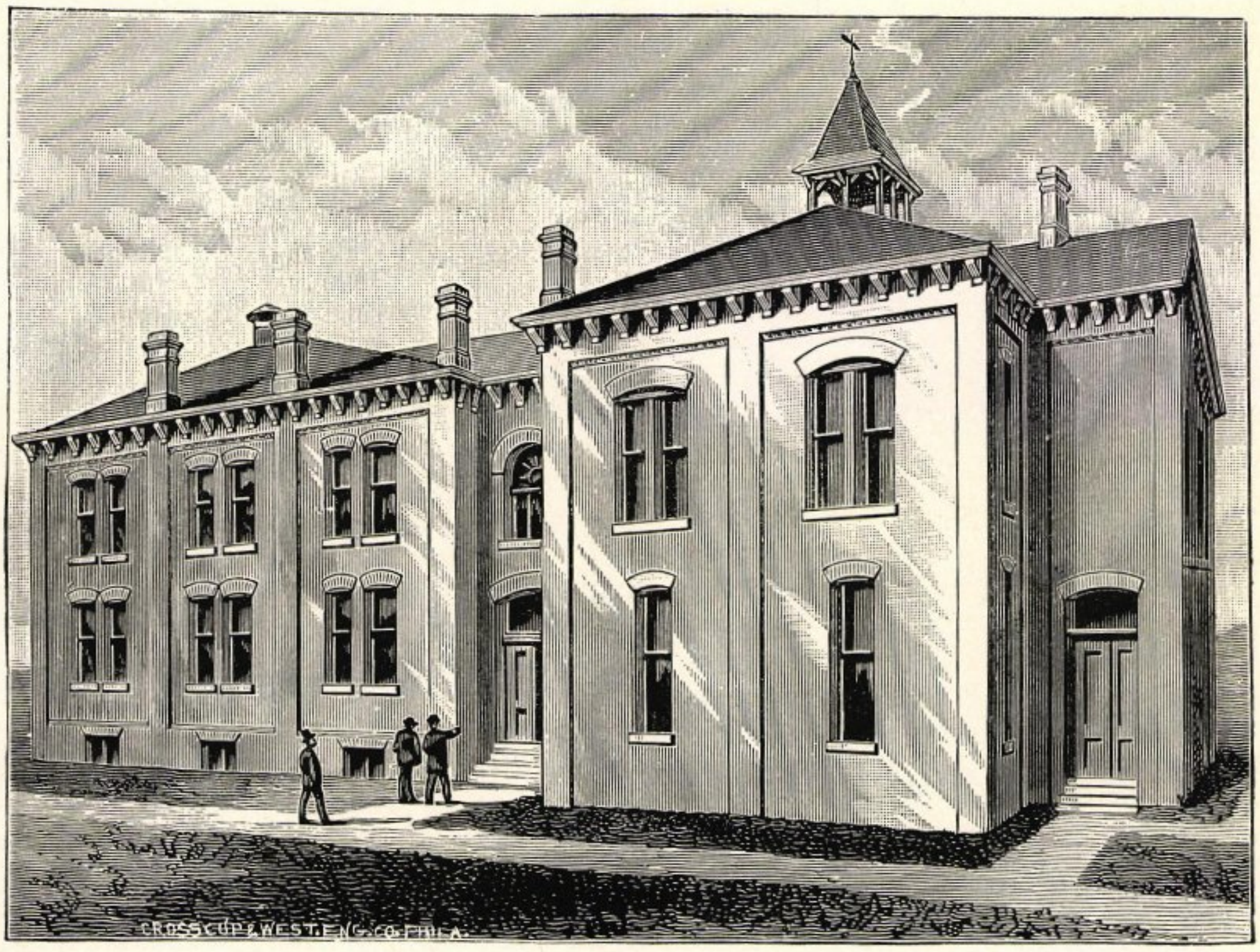
In addition to the improvements for the experiment station and the agricultural department, a new mechanical building was erected in the summer of 1888. It was arranged to contain lecture room for physics, room for drawing, tool room, carpenter shop, lathe room, machine shop, blacksmith shop, boiler rooms, etc. The structure was of brick and cost $11,500. It has since been equipped with the best modern machinery and apparatus for giving instruction in the line of mechanic arts. About 100 students had entered this department in the fall of 1888.

At the same time a residence was built for the president, at a cost of $5,000. It was located just east of the experiment station, overlooking the Tennessee River.

REORGANIZATION OF 1888.

President Dabney made few changes during his first year. He came into the work late and spent most of the year in organizing and fitting up the experiment station. Some changes and additions were made in the curriculum and teaching force. Dilapidated buildings were repaired and offices fitted up, but the rest of the year was spent largely in taking an inventory of stock and formulating plans for the future. In the summer of 1888 an entire reorganization was effected.

MECHANICAL BUILDING, UNIVERSITY OF TENNESSEE.



AGRICULTURAL AND EXPERIMENT STATION BUILDING, UNIVERSITY OF TENNESSEE.

As an index to the president's policy in the new organization, we quote from his report to the legislature in December, 1888. He says:

The "leading objects" of these colleges were to be, in the language of the act, "to teach such branches of learning as are related to agriculture and the mechanic arts, * * * in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

As interpreted by the best authorities and illustrated by the best institutions, this means that these colleges are to teach the sciences, and train youth in the methods of the two great producing industries, farming and manufacturing, including planting, stock-raising, mining, engineering, both mechanical and civil, and general business. They were to be polytechnic institutes, not mere manual labor or industrial schools—though scientific men, engineers, and farmers should all be trained to work with their hands—but schools of the natural sciences, of engineering and technology; not schools to train farm laborers, miners, mechanics, and mere artisans, for these can be best trained on the farm, in the mine, or the shop, but institutes for the education, in the broadest sense of that word, of the future scientific agriculturist, the mining engineer and metallurgist, the mechanical engineer, and the manufacturer of our country.

It would be entirely unnecesary to stop to show that our country, and especially our State, needs such trained experts. We have boasted about the "wonderful resources of the South" and their "development" until we are sick of the very words. But we do want to see something made out of them. What are our boasted climate, our fertile soils, forests of timber, or mountains of ore to us until turned into wealth?

We are more weary still of this wretched twaddle about the "need of the immigration of skilled labor and of capital" to the South. Our best "resources" are our robust young men and women. We want to "develop" the power that is in them. This can only be done by education, and if we want to "develop our resources" we must educate our youth in the sciences and the useful arts.

Nine-tenths of the engineers in our mines and on our railroads and the skilled mechanics in our shops and factories are imported. Our chemists, electricians, architects, and mechanical engineers all come from the North or abroad. This is well, but not best. The mechanic who comes from Pittsburg with his kit of tools to set our boilers, adjust our engines, and arrange our factories will do his work, pack his kit, and, like the Chinaman, take himself and his earnings back to the land he came from. Foreign capital acts in very much the same way. It is well enough to have English speculators buy up our valuable mineral and timber lands and work them, even if the profit goes back to London, but it would be a great deal better, even if it came not quite so soon, if our young men supplied the brains to open up and the money to own these properties.

The only sure way to develop a country is by developing its people. The boys of to-day are the men of to-morrow. The only permanent development is the education of, the development of power in, the man. To this end we need more schools of science and technology in the South. Custom and traditions are leading our Southern colleges and universities to devote their attention too exclusively to languages and literature. It is folly to continue, as Huxley expresses it, "in this age of full modern artillery, to turn out our boys to do battle in it, equipped only with the sword and shield of an ancient gladiator." The chemist's balance and the engineer's transit are better instruments for these times.

In a scientific age and an industrial section an exclusive education in the dead languages is a curious anomaly. The flowers of literature should indeed be cultivated, but it will not be wise to send men into our fields of industry to reap the harvest when they have been taught only to pick flowers and push aside the wheat.

Our youth have the capacity and taste for these pursuits equal to any others. President Walker, of the Massachusetts Institute of Technology, makes, in a recent

report, the following remarks, which are most pertinent to this subject: Says he: "Among the gratifying features is the appearance of students from eleven Southern States. Believing, as I do, in the almost boundless possibilities of industrial growth in that portion of our country, it is with keen delight that I see so many of the generous youths of the South turning from the rhetorical and dialectic exercises, which so engrossed the educational interests of the generations past, to qualify themselves, by scientific and technological study and practice, to lead and direct the development of the industrial energies and the natural resources of that fair land."

It is a trite but true remark that we need to diversify our industries. Industrially and commercially our country is not in a healthy condition. We buy too much abroad and make too little at home. This subject is so important, and so intimately connected with our industrial and technical college, that a fuller consideration of it is justified.

In speaking of the industrial changes of the last thirty years, President Dabney says:

All of the important industries were represented on the old time Southern farm. The wagon, plow, and blacksmith shop, the mill, the tannery, and the spinning and weaving house were the farm factories. In those days our people lived on the products of the farm to a great extent. Now-a-days they live out of the stores.

There was not such a need for technical schools in those good days as there is now. The boy saw the illustrations of simple industries everywhere, and daily opportunity was afforded him of trying his hand at some of them. Though he had far less familiarity with books, he had a much better acquaintance with the realities of life.

Every observer must see that the manufactures are steadily leaving the farms and firesides of our people, and with them the best opportunities for the industrial training of youth. Now the tendency everywhere is toward the concentration of industries. Even the small factories in the towns are dying out. Great combinations of capital choke out the small ones, and all the manufactures are collecting in the great cities. This movement tends to make an agricultural section more and more dependent and helpless.

Now, do not the people of the South know what this means by this time? Have we not learned that the farming profession bears a very undue share of the burdens of all kinds? The farmers are the only people who do not "combine." We are yet to hear of a farmers cotton "trust" or corn "trust." The result is that the financial system of the country, the corporation laws, the tariff laws, the railroad, and nearly all the laws are against the land and the land owners. That property which is the foundation of all prosperity is made to bear nearly all the burdens, and that man who should be the freest in the world is made the "hewer of wood and the drawer of water" for every other class. To remain an exclusively agricultural people, and to buy all we need, means continued financial and commercial dependency, continued slavery to every class and interest—continued poverty.

We hear a good deal, in the cotton-growing sections particularly, about the poor shiftless farmer who mortgages his farm, his mules and implements, his very crop itself, six months before it is made, to the commission merchant who "runs" him. He is but a type of the country, or state, which lives, in these days, upon farming alone. The state with only one industry, or one leading means of making a living, is just as badly off as the farmer with only one mortgaged crop. I have somewhere seen this illustration used: The South produced, we will say, $300,000,000 worth of cotton last year. Suppose we keep the whole crop, for one year, at home for manufacture and distribution. You begin by scattering $300,000,000 through our land, the price of the raw cotton. Next, let us spin it into yarns, and we almost double its value, and in doing so put nearly $300,000,000 into the pockets of our people. You have now about $600,000,000 worth. Now weave these yarns into the best cloth, and you again double its value. You have $1,200,000,000 worth of prop-

erty, or four times what your crude material was worth. Sell it now and you have almost enough money to pay the National debt. This is the possibility. It is an ideal case, and the commerce of the world does not work in an ideal way, but the nearer we approximate this, the better it will be for us.

There is a great deal of meaning in what Emerson said, "If you do not use the tools they will use you." If you do not use machines yourself, the men who do use them will make a tool and a slave of you.

The *genus homo* has been described by the naturalist as the tool-using animal. Certainly the higher he gets up in the scale of being the more does he use tools. Ours is the age of tools. I believe it was Sir John Lubbock who said: "The old poet chose for the theme of his song 'Arms and Men.' 'Tools and Men' should be the theme of the epic of this century."

The state must promote higher education in all departments, but there are these great economic reasons why it is especially interested in scientific and technical education. Science and technology have direct influence upon the lives and fortunes of the people, and promote the industries which it is the peculiar duty of the state to cherish.

In our country there are two great classes of universities or institutions for higher education—1, the state schools; 2, the denominational or church colleges. Each class has most excellent reasons for its existence. On the one hand, the Christian parents, of any denomination, have a perfect right, and a sound motive, for desiring that their sons shall be trained, especially in their earlier years, according to their own peculiar ideas as to religion and morals. On the other hand, the state must see to it that all young men are educated for the greatest usefulness and the highest success in life. State aid to higher education has become an established fact and a leading portion of the policy of all enlightened governments, though the time was when it was vigorously attacked by the clerical element, as it rarely is now, except in the most backward and ignorant communities. All true religion and philosophy teach us that we are our "brother's keeper," and, amidst all these classes and sects among men, there is no other omnipresent and impartial agent except the state to see to "our brother's" proper education.

The clerical influence has, properly enough, caused denominational colleges to devote themselves in the past almost exclusively to the cultivation of literature and the classics. In this field this class of institutions has done an unspeakably vast and far-reaching work in America. Nearly all of our American univerities were founded upon church schools. The devoted pastor who taught the children during the week and the grown people on the Lord's day laid the foundations for good education in this country. The old dominie did the pioneer work and did it well. But he and his schools can never, from the nature of his training, become a leader in scientific research and in making correct interpretations and applications of science. It is his business, following St. Paul, to fight "science falsely so called," and while doing this, history shows that he is not a particularly good friend of true science or of anything new in science. Hence it has become the special province of states to promote the natural sciences, both general and economic. Without neglecting languages, literature, or philosophy, as the church colleges do not omit the natural sciences altogether from their courses, state institutions are particularly charged with the advancement of knowledge in this department. In a measure the one class of institutions is the complement of the other. It is safe to say that neither can, or should, take fully the place of the other in our American system of education, though the state school is steadily tending to and must ultimately become, everywhere, the broadest and the most liberal, and realize most fully the true university idea.

The board of trustees, under whom the reorganization was effected, embraced the following names: His Excellency Robert L. Taylor, governor of Tennessee, *ex officio;* Hon. John Allison, secretary of state,

ex officio; Hon. Frank M. Smith, superintendent of public instruction, *ex officio;* Hugh L. McClung, Hon. O. P. Temple, Frank A. R. Scott, Robert H. Armstrong, S. H. Smith, M. D., R. P. Eaton, H. L. W. Mynatt, Hon. D. A. Nunn, Edward J. Sanford, W. A. Henderson, esq., Hon. J. M. Coulter, Rev. James Park, D. D., James D. Cowan, C. Deaderick, M. D., John M. Boyd, M. D., Hon. George Brown, J. W. Gaut, Samuel L. McKinney, William Morrow, M. D, William B. Reese, esq., Moses White, esq., James Comfort, esq., Samuel B. Luttrell, and Robert Craighead.

The officers of the board were Dr. Charles W. Dabney, jr., president; Robert Craighead, treasurer, and S. H. Smith, M. D., secretary.

The board of control of the agricultural experiment station consisted of O. P. Temple, J. W. Gaut, R. H. Armstrong, James Park, D. D., and Robert Craighead.

The board of visitors, appointed by the governor, consisted of Charles Mason, Jonesboro; John W. Paulett, Knoxville; Rev. George Stuart, Cleveland; J. W. Sparks, Murfreesboro; Clinton Armstrong, Lewisburg; T. B. Harwell, M. D., Pulaski; William Sanford, Covington; J. Harvey Mathes, Memphis, and S. B. Williamson, Trenton.

The officers of government and instruction elected were:

Charles W. Dabney, jr., PH. D. (Göttingen), *president of the university.*

Thomas W. Jordan, A. M. (graduate University of Virginia), *dean of the college.*

Kenneth G. Matheson (South Carolina Military Academy), *commandant of cadets.*

The faculty elected, in the order of official seniority, were as follows:

William W. Carson, C. E., M. E. (Washington and Lee University), *professor of mathematics and civil engineering.*

Charles W. Dabney, jr., PH. D. (Göttingen), *professor of organic and agricultural chemistry.*

Charles S. Plumb, B. S. (Massachusetts Agricultural College), *professor of agriculture.*

F. Lamson-Scribner, B. S. (Maine State College), *professor of botany and horticulture.*

J. S. Coon, M. E. (Cornell University), *professor of mechanical engineering and physics.*

Thomas W. Jordan, A. M. (graduate University of Virginia), *professor of Latin language and literature.*

Charles E. Wait, C. E., M. E. (University of Virginia), PH. D. (University of Missouri), *professor of general and analytical chemistry and metallurgy.*

Charles W. Kent, A. M. (University of Virginia), PH. D. (Leipsic), *professor of English and modern languages.*

Edward E. Gayle, first lieutenant, Second Artillery, U. S. A., *professor of military science and tactics.*

Theodore F. Burgdorff, passed assistant engineer, U. S. N., *associate professor of mathematics and engineering.*

Thomas C. Karns, A. M. (University of Tennessee), *associate professor of the English language and of literature and of history.*

Henry E. Summers, B. S. (Cornell University), *associate professor of biology and zoölogy.*

Clifford L. Newman, B. S. (Agricultural and Mechanical College of Alabama), *assistant professor of agriculture.*

Kenneth G. Matheson (South Carolina Military Academy), *assistant professor of English.*

S. N. Smith, A. M. (University of Tennessee), *instructor in ancient languages.*

Charles Hancock (graduate Miller Manual Labor school of Virginia), *instructor in mechanics.*

David B. Oviatt (Cornell University), *instructor in drawing.*

William R. Ellington (University of Tennessee), *instructor in mathematics.*

J. E. Matheny, *instructor in bookkeeping.*

Dr. J. E. Kennedy, *physician.*

Prof. W. W. Camson, *secretary of the faculty.*

Prof. Chas. S. Plumb, *librarian.*

Capt. K. G. Matheson, *inspector of buildings.*

Robert J. Cummings, *superintendent of the farm.*

The officers of the agricultural experiment station elected were:

Charles W. Dabney, jr., PH.D. (Göttingen), *director.*

Charles S. Plumb, B. S. (Massachusetts Agricultural College), *assistant director, in charge of field and feeding experiments.*

F. Lamson-Scribner, B. S. (Maine State College), *botanist and horticulturist.*

Winthrop E. Stone, B. S., PH. D. (Göttingen), *chemist.*

Henry E. Summers, B. S. (Cornell University), *entomologist.*

Clifford L. Newman, B. S. (Agricultural and Mechanical College of Alabama), *assistant.*

Robert J. Cummings, *foreman of experiment farm.*

Thomas L. Norwood, A. M. (University of North Carolina), had been elected professor of modern languages and English and also dean of the faculty, but very unfortunately sickened and died before the term opened.

As will be seen, the faculty now consisted of 9 professors, 3 associate professors, 2 assistant professors, and 5 instructors.

Including both experiment station and faculty, the universities and colleges represented were as follows: German universities (Leipsic and Göttingen), 3; University of Virginia, 3; Cornell University, 3; Massachusetts Agricultural College, 2; University of Tennessee, 3; Washington and Lee University, 1; West Point, 1; United States Naval

Academy, 1; Maine State College, 1; South Carolina Military Academy, 1; Alabama Agricultural and Mechanical College, 1; Miller School of Virginia, 1.

The departments of instruction comprised, first the academic, which was subdivided into the collegiate and the university, or post-graduate; secondly, the professional, located at Nashville, which was subdivided into a course in medicine and a course in dentistry.

The collegiate department embraced the following courses of study:

(*a*) Literary–scientific.
(*b*) Latin–scientific.
(*c*) Course in agriculture.
(*d*) Course in civil engineering.
(*e*) Course of mechanical engineering.
(*f*) Course in chemistry.
(*g*) Course in mining engineering.

These led to the degrees of bachelor of science, bachelor of philosophy, bachelor of agriculture, bachelor of science in engineering, and bachelor of science in applied chemistry.

The university department included courses for the graduate degrees of master of arts, master of science, and doctor of philosophy. The first and second required one year of study; the third, two years. Secondly, were the professional courses, leading to degrees of civil engineer, mining engineer, and mechanical engineer. In the third place were courses for special students in the various departments. University students working for degrees were required to be graduates of the academic department of this or equivalent schools and resident at the university. Master of agriculture was afterwards introduced.

The medical department at Nashville gave the degree of doctor of medicine; the dental department, that of doctor of dental surgery.

The following subdepartments, or schools, were included in the academic department:

(1) School of ancient languages, with one professor and one instructor.
(2) School of English and modern languages, with two professors and one assistant professor.
(3) School of mathematics and civil engineering, with two professors and one instructor.
(4) School of mechanical engineering and physics, with one professor and two instructors.
(5) School of general and analytical chemistry and metallurgy, with one professor.
(6) School of agricultural and organic chemistry, with one professor.
(7) School of agriculture, with one professor and one assistant professor.
(8) School of botany and horticulture, with one professor.
(9) School of biology and zoölogy, with one professor.
(10) School of military science and tactics.

FREE-HAND DRAWING ROOM, UNIVERSITY OF TENNESSEE.

READING ROOM, UNIVERSITY OF TENNESSEE.

The preparatory department was abolished. A few subcollegiate classes were retained to meet a present demand.

Four new schools of study had been established, viz: Mechanical engineering and physics, agricultural and organic chemistry, botany and horticulture, and biology and zoölogy.

The president, the dean of the college, and the commandant of cadets constituted a governing committee for discipline among the students. All collegiate students were put under strict military rules. The dean also had charge of entrance examinations, classification, records, and reports.

The library was overhauled and recatalogued according to the well-known Dewey decimal classification system. It now contains, as previously stated, about 6,000 volumes. The experiment-station library contains 2,500 volumes.

As regards the working policy of the school, President Dabney bent every energy in the direction of science and industrial lines. Latin and Greek were still retained, but they were made far less prominent than formerly. The work was well done, but fewer students were encouraged to take it. The work in all departments was made largely practical in character. Students were trained to habits of observation. The eye was taught to see and the hand to execute, "believing," in the words of the president, "that the best way to learn to do a thing is by doing it." Hence a great deal of time was devoted to practice and laboratory work, in which the student sought to apply the principles taught and was encouraged to discover new facts for himself. As lectures were delivered in chemistry, biology, and botany, students were expected to work out in the laboratory the principles set forth. The microscope was extensively used in studying the fungous diseases of plants, etc. Much special work was done in the study of the grasses. The agricultural classes had practical work in the field, garden, orchard, dairy, and stable, and were expected to become familiar with the use of farm implements and machines. In horticulture students were taught grafting, budding, use of hotbeds, etc. Students in engineering surveyed imaginary railroads, built bridges, and constructed tunnels. In mechanical engineering they drew plans, worked in wood, and learned the use of machines. In biology they dissected and studied animals, collected specimens, and made classifications. Even in the more literary studies, where the practical is not so easy, laboratory methods were exfensively pursued.

In 1889 the teachers' course, which had been left out of the new organization, was revived. It extended over two spring terms of five months each. Those completing it were granted a certificate. Only actual teachers could enter. Improvements went steadily forward this year. Electric lights and electric bells were put in and further repairs were made.

Prof. C. S. Plumb resigned the chair of agriculture in April, 1890,

and also his position in the experiment station, to accept a position in the Indiana State experiment station. His place was filled the next year by the election of Maj. C. F. Vanderford, formerly of the State agricultural department at Nashville. Prof. Stonewall Tompkins was also elected superintendent of shops, vice J. S. Coon, resigned. W. M. Yager was made instructor in mechanics, and H. J. Darnall instructor in German. Commandant Matheson also resigned in 1890, and his office was added to the chair of military science, occupied by Lieut. E. E. Gayle, of the U. S. Army. Cooper D. Schmitt, M. A. (University of Virginia), was elected assistant professor of mathematics.

The experiment-station work was greatly increased after the reorganization. Various collections were made. The Gattinger Herbarium, of Nashville, containing 4,500 plants, was purchased for use of university and station. Fungi and other specimens were secured from various parts of this country and foreign countries. The publications of the stations were of three kinds: annual reports, quarterly bulletins, and special bulletins; the last at irregular intervals. The annuals give full details of the work in the various divisions. The quarterlies contain brief outlines of the same where early publication is necessary. The specials are to give the farmer information which may be urgently demanded without any delay. Among the various subjects upon which bulletins have been issued, the following may be mentioned: "Weeds of the Farm," "Grasses of Mountain Meadows and Deer Parks," "Diseases of the Irish Potato," "Chemical Compositions and Tests of Varieties of Strawberries," and "Points about Country Roads."

President Dabney resigned the station directorship in 1890 to become station chemist, Dr. Stone having resigned to take a professorship in Purdue University. Prof. Scribner was then elected station director. Other additions and changes occurred about the same time. L. P. Brown was elected acting chemist for a while, to be succeeded by J. B. McBryde as assistant chemist. W. N. Price succeeded C. L. Newman in the field and feeding division. Paul F. Kefauver has been added to the staff as agriculturist. The entomologist, H. E. Summers, resigned and went on a scientific expedition to South America in 1891.

In order to accommodate working men who could not attend the day sessions, a night school was established in the fall of 1889. It was of an industrial character. The citizens of Knoxville aided liberally with their means. Instruction was given in English grammar, composition, and rhetoric; practical book-keeping, algebra, geometry; freehand, elementary, and advanced mechanical drawing; penmanship, business letters and forms; fuels and furnaces; boilers and steam engines; electricity and its applications; methods of heating and ventilating; chemistry of iron and steel; mortars and cement; photography, blue-prints, etc. No tuition was charged and the instructors, who belonged to the university, donated their time. The sessions were held in the Mechanical building on Monday, Wednesday and Friday evenings throughout

January, February, March and April. The members of the teaching force were: Prof. S. Tompkins, principal; Prof. T. W. Jordan, language; Prof. T. C. Karns, English; Prof. C. D. Schmitt, mathematics; Prof. R. S. Collins (of Knoxville Business College), book-keeping and penmanship; W. R. Ellington, freehand drawing; W. M. Yager, mechanical drawing. A number of popular lectures on such subjects as chemistry, electricity, and political economy, were delivered during the session.

DEPARTMENT OF LAW.

At the beginning of the second term of 1889–90, a department of law was established with ex-Supreme Judge Thomas J. Freeman, dean and professor in charge. The course of study extended through two years, though students could by previous study enter the advanced class. After passing the first term of first year the students organized a moot court for the practice of the principles acquired. The course led to the degree of bachelor of laws. To enter, applicants must be 19 years old and have a good English education. Law students could also enter literary classes with privilege of reading room and library, as well as become members of the literary societies. Tuition was $50 for five months. Special lectures by distinguished members of the bar are delivered annually. Judge Freeman was a native of Tennessee. He sat on the supreme bench of Tennessee for sixteen years. The reports for that period bear witness to his industry, ability, and learning. During the spring term of 1891 Judge Freeman was compelled to rest on account of ill health. His place was filled by Hon. H. H. Ingersoll, a graduate of Yale, and a prominent lawyer in the State and national courts. Judge Freeman died in the fall of 1891, and Judge Ingersoll succeeded him as dean. Mr. George E. Beers, a graduate of the Yale Law School, was elected associate professor. The first law class, numbering 7 members, graduated in 1891.

YOUNG MEN'S CHRISTIAN ASSOCIATION.

Messrs. Hall and Cree, of the international committee of Young Men's Christian Associations, held some meetings at the university in 1877, and on February 2 of that year organized a local association. D. B. Johnson, of the class of 1877, was the first president; James H. Cowan, vice-president; Charles J. Heiskell, secretary; and John M. Allen, treasurer. The first meetings were held in the old chapel. Afterwards a room was secured in the steward's hall, and later apartments were opened on second floor of East College. In 1887 rooms were fitted up on first floor. The association has had its seasons of difficulty, but, from a small beginning, has arisen to be a power in the life of the school. It brought together at Knoxville the first conference of associations in East Tennessee. The university association has rarely failed to be represented in international and State conventions. One of its

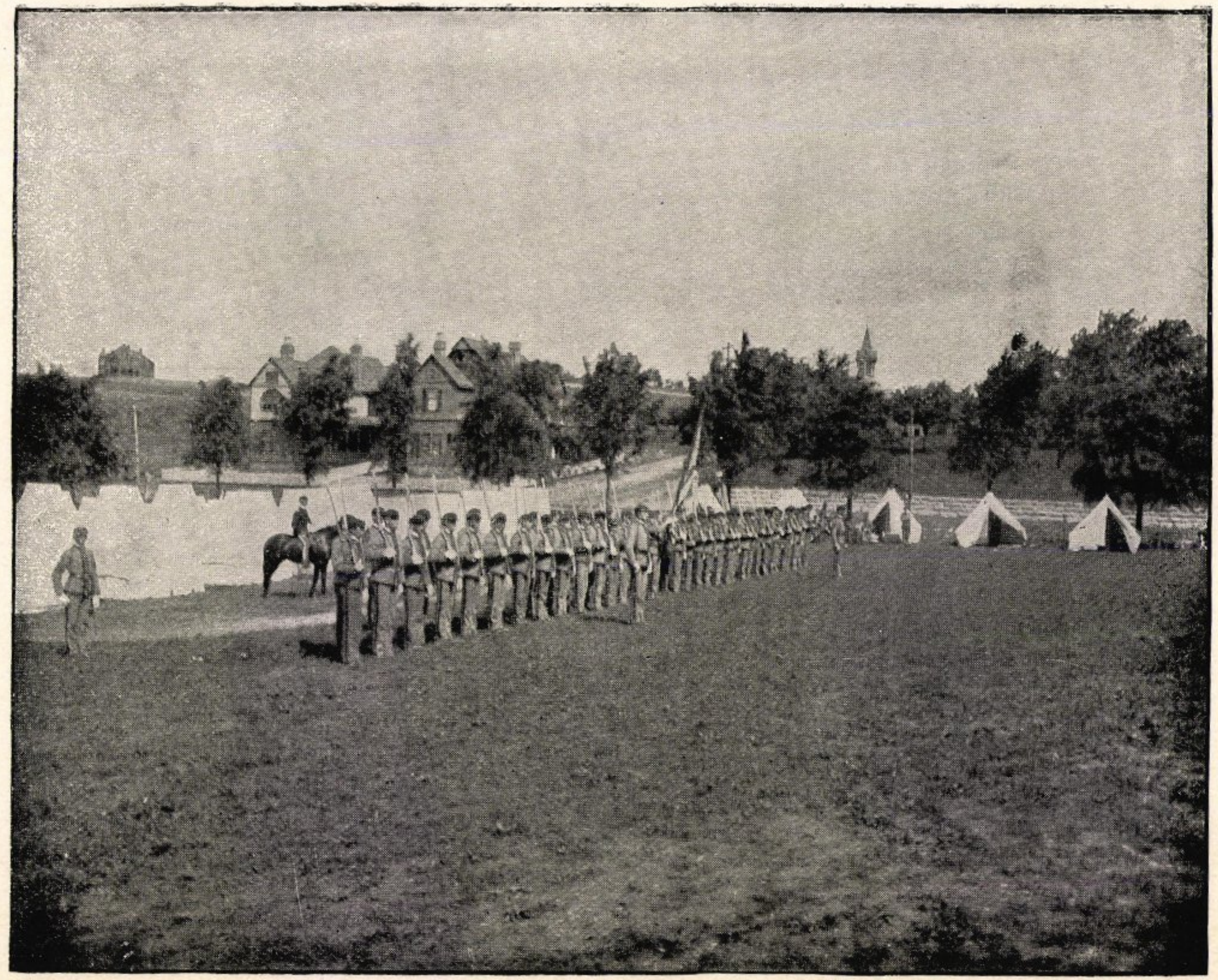
ost zealous members, Mr. James H. Cowan, has done much good rk, not only locally but through the State. A convention of the East nnessee college associations was held at the university in February, 89. Seventy delegates were present. A great revival among the idents followed, in which 35 were converted.

On February 22, 1890, Mr. C. K. Ober, of the international committee, held a meeting at the university and started a subscription for a w building. Many students subscribed $100 each, and as a result ,500 was raised on the spot. After some days $6,000 was reached. e university trustees offered $3,000 provided $7,000 was raised in a ven time. The amount was secured and dirt was broken for the new ilding on June 9, 1890. The ambition of the founders grew as time ogressed, and the result is a fine, modern three-story building, which, th equipment, cost about $20,000. It stands on the southeast side of e campus and commands a fine view of the river and mountains. e first floor is devoted to a bowling alley, ball cage, and heating furce. On the second floor is the gymnasium, barber shop, amusement oms, dressing rooms, lockers, and bath rooms. On the third ntrance) floor are the secretary's office, reception room, drawing room, ading room, assembly hall, race track, and visitors' gallery. This the first college Young Men's Christian Association building erected ith of Baltimore. Mr. H. K. Denlinger, honor graduate of Princeon, was appointed director of the gymnasium in 1891.

It is not necessary to say that President Dabney was "the power hind the throne" in the conception and successful realization of this ea of a house for the association. It was a part of his plan in building up the university that religious interests and influences should not neglected.

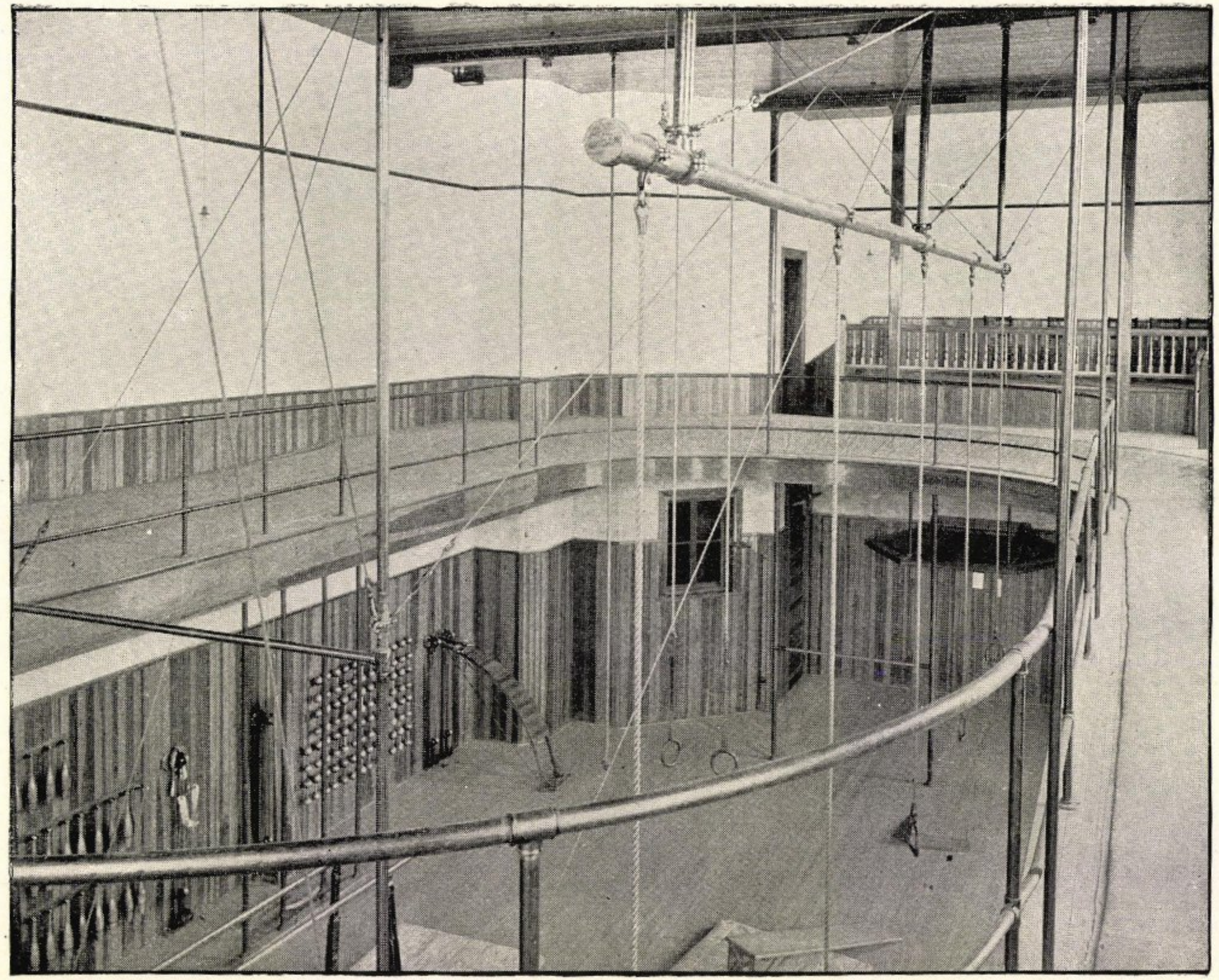
In 1890 Congress made an additional appropriation to the land-grant leges of the various States. The amount is to be taken from the e of public lands. It begins with $15,000 on June 30, 1890, and is reased $1,000 each year till the donation reaches $25,000, which sum to be paid thereafter annually. This fund can go only to "instruction in agriculture, the mechanic arts, the English language, and the rious branches of mathematical, physical, natural, and economic ences, with special reference to their applications in the industries of , and to the facilities for such instruction." The State legislature ve its assent as required by law.

The teachers' department was greatly strengthened in 1890 by the ction of Prof. Frank M. Smith as principal. Prof. Smith was, at the ne, State superintendent of public instruction, and did not take charge the spring term of 1891. Prof. Smith had long been connected with e public school work of the State as teacher, county superintendent, y superintendent, and State superintendent. For completion of the urse a certificate is granted which enables the bearer to teach in any blic school of the State without further examination. The course



BATTALION OF CADETS, UNIVERSITY OF TENNESSEE.

Y. M. C. A. BUILDING, FRONT VIEW, UNIVERSITY OF TENNESSEE.



GYMNASIUM, UNIVERSITY OF TENNESSEE.

embraces higher arithmetic, algebra, geometry, composition, rhetoric, general history, English literature; regular course of Latin through sophomore year; five hours per week for two terms in some science, including agriculture and geology; and pedagogy, including theory and practice and history, and science of education.

F. R. Jones, M. E., of Cornell, was elected superintendent of shops to succeed Prof. Tompkins, who had resigned. The following instructors were also elected: P. L. Cobb, in ancient languages; J. R. McColl, in mechanics; E. M. Davis, in English; S. W. McCallie, in geology; P. F. Kefauver, in practical agriculture; and R. L. Watts, in horticulture.

The plan of designating high schools, whose preparatory work would be received for entrance at the university, was adopted in 1890. The University School of Columbia, Institute at Lewisburg, Memphis Institute, University High School at Knoxville, Wall and Mooney School at Franklin, the Yerkes School at Paris, Ky., and the Bingham School of North Carolina, on application, were admitted to the list. One free scholarship was awarded to the best graduate of each school. Afterwards were added the High School of Asheville, N. C.; the Peabody High School of Little Rock, Ark.; the University School of Kansas City, Mo.; the University School of Monticello, Ark., and high schools in Tennessee at the places following: Alexandria, Chattanooga, Clarksville, Cleveland, Clinton, Columbia, Dyersburg, Jonesboro, Knoxville, Lexington, McMinnville, Memphis, Milan, Nashville, Newbern, Pulaski, Rogersville, Trenton, and West Knoxville.

In the fall of 1890 military government was dropped after an uninterrupted course of about nineteen years. The teaching of military science and drill were retained and taught, as required by law. The government was put upon a civil basis, under the direction of the dean. For some years a feeling had prevailed in the faculty that military discipline consumed, by far, too much of the student's time and was detrimental to morals and true development. So long as the school was under military control it was used by many parents as a sort of school of correction for incorrigibles. The system of constant espionage and irksome punishment for small offenses in which no violation of moral law was involved broke down moral discrimination and incited recklessness and riotous conduct. The wisdom of the change has been abundantly shown by subsequent results.

In 1891 the number of subdepartments, or schools, was increased to fourteen by various divisions and additions. The requirements for admission to the freshman class were then, in agricultural, engineering, and literary-scientific courses, as follows: A good knowledge of composition and English grammar; arithmetic complete and algebra to quadratics; three books of geometry; geography and United States history. Those taking the Latin-scientific course were required to know the Latin forms and read the simpler prose writers.

Early in 1891 Mr. Laurence D. Tyson, first lieutenant Ninth Infan-

try, U. S. Army, was appointed professor of military science and tactics and commandant of cadets, Lieut. Gayle having been recalled to the Army.

Prof. George F. Mellen, PH. D. (Leipsic), was elected associate professor of Greek and French during the summer of 1891 and took charge at the opening of the fall term. Mr. J. D. Hoskins was also appointed instructor in mathematics. The number in faculty of academic department was now 21.

SCHOLARSHIPS.

There are 275 State scholarships. One free scholarship is given to each of the university's accredited high schools, as before stated, being awarded to the best graduate of the school. At the close of every session the faculty awards a scholarship to the best regular student in the freshman, sophomore, and junior classes. Students in the teachers' department receive free tuition. Twelve agricultural and mechanical apprenticeships, in which the holders earn about $100 a year for work, are awarded to meritorious under-graduate students. Four fellowships worth about $200 a year are given to post-graduate or advanced special students.

ENDOWMENT, PROPERTY, AND INCOME.

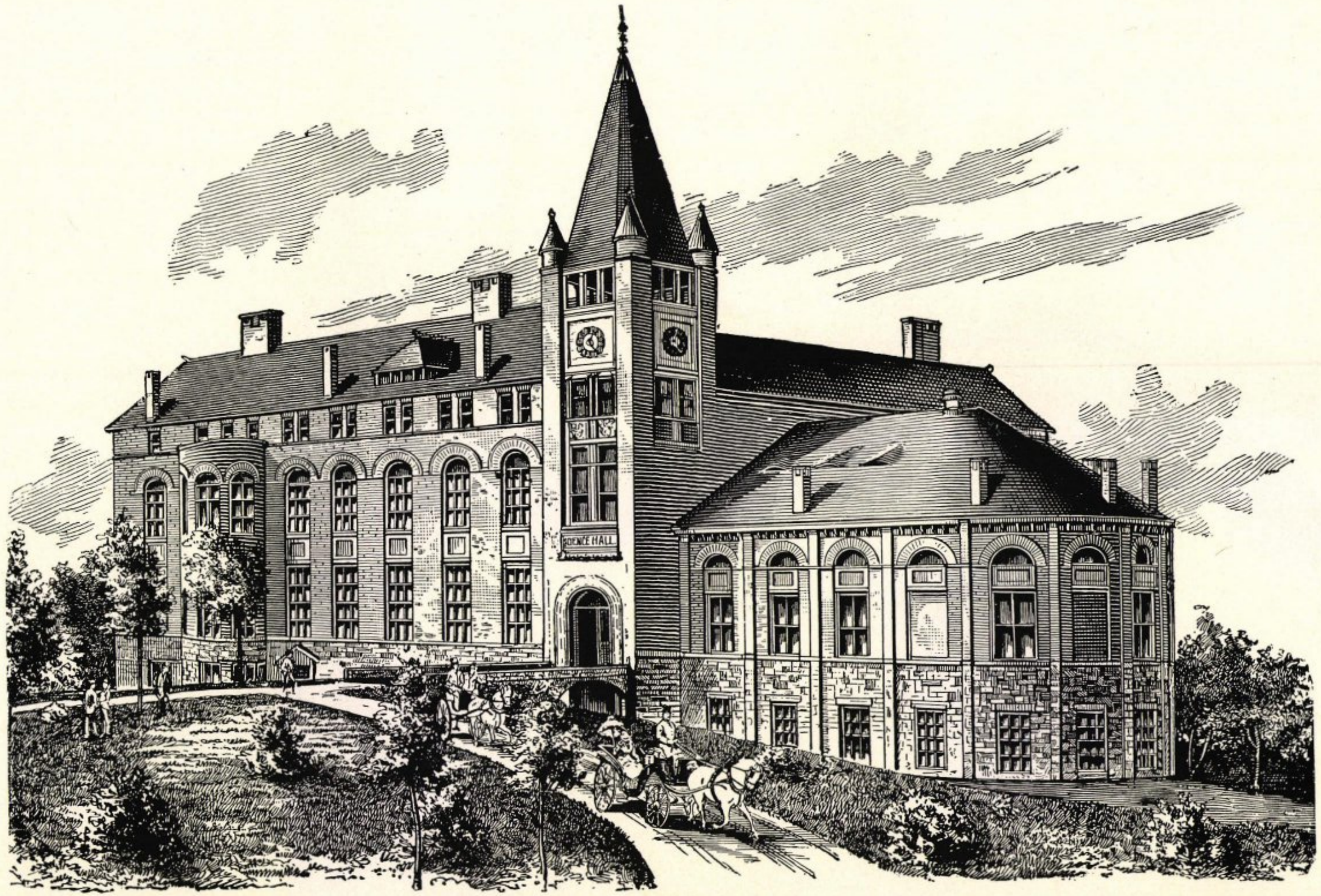
The holdings and income of the university may be summed up as follows.

Resources.

Tennessee State certificates, Agricultural and Mechanical College fund, which bear interest at 6 per cent	$396,000
Nine State certificates, which are the university's property, interest 5 per cent	9,000
Knoxville city bonds (library), which bear 6 per cent interest	20,000
Turnpike stock	1,000
	426,000
College Hill property, 36.5 acres, and 12 large buildings	500,000
College farm of 99.3 acres and improvements	100,000
Unimproved land, 94.1 acres	80,000
Equipment, live stock, machinery, etc	100,000
	780,000

Income.

Interest on Agricultural and Mechanical College fund		$23,760
Interest on 9 State certificates		450
Interest of Knoxville bonds		1,200
		25,410
The annual appropriations from the General Government are:		
For experiment station	$15,000	
Under Morrill act (in 1891)	16,000	
		31,000
The contingent income is, per annum, about		8,000
Total income		64,000



SCIENCE HALL, UNIVERSITY OF TENNESSEE.

EAST VIEW OF SCIENCE HALL AND VIEW OF Y. M. C. A. BUILDING, UNIVERSITY OF TENNESSEE.

AUTHORSHIP.

President Humes is the author of numerous addresses and transient papers. He also wrote "The Loyal Mountaineers," a work of much historical importance as pertaining to East Tennessee's record in the civil war. This book was written after his retirement from the presidency.

Prof. F. D. Allen, now professor of classical philology in Harvard University, has edited a number of Greek books for use in schools and colleges.

Prof. I. T. Beckwith, now of Trinity College, has also edited some of the Greek authors. He and Prof. Allen both stand high as Greek scholars.

Prof. E. S. Joynes, now of Columbia, S. C., has written numerous text ooks for the study of German.

Prof. W. G. McAdoo has written an elementary geology of Tennessee.

Dr. C. W. Kent, now of the university, has made an extensive and critical study of old English and has lately published a student's edition of the old English poem Elene.

Prof. F. Lamson-Scribner has made an extensive study of the grasses and the fungous diseases of plants. Besides numerous papers and experiment station bulletins, he has published a book on "The Fungous Diseases of Grapes and other Plants, and their Treatment."

President Dabney has published a number of papers in scientific journals, numerous experiment station reports, and other matter.

SCIENCE HALL.

President Dabney's administration has been especially characterized by the erection of many much needed buildings.

Besides the experiment station building, the mechanical building and the Young Men's Christian Association building, mentioned elsewhere, and the expenditure of $25,000 in repair of old buildings, the foundation for a new Science Hall was laid in 1890. This is now (1891) nearing completion and will cost about $60,000. It will contain a public hall for chapel and general exercises, the president's office, chemical laboratories, laboratory for physics, mineralogy, and geology; also rooms for drawing and the lecture rooms of the engineering schools and a large museum of mineralogy and economic geology. The money to erect this building was obtained principally from the sale of 49 acres of land adjoining the college farm. The land was not needed for agricultural purposes, and had recently so appreciated in value that it brought $1,000 an acre.

INSTRUCTION OF COLORED STUDENTS.

The constitution of the State of Tennessee provides that there shall be no discrimination against colored persons in any of the public

schools. The university being simply the head of the public school system, the act endowing the institution with the proceeds of the land grant sets forth that "no citizen of this State, otherwise qualified, shall be excluded from the privileges of the university by reason of his race or color; but the accommodation and instruction of persons of color shall be separate from the white."

For many years, of course, no colored persons were found qualified to take advantage of the grade of instruction provided by the university. When, later, a few State appointees to scholarships were found qualified, their tuition was paid at Fisk University, at Nashville, and then also at Knoxville College, Knoxville, Tenn. When the present management took charge of the institution, and the number of colored appointees increased considerably, steps were taken to establish a regular department in the university for the benefit of this class of students. In response to an inquiry addressed to the attorney-general of the State, an opinion was received from him to the effect that all the departments of the university ought to be located at Knoxville, in immediate relation with, and under the direct supervision of, the trustees and faculty. As soon, therefore, as the students then attending Fisk University could be graduated, steps were taken which led to the establishment of such a department at Knoxville. By contract with the trustees of Knoxville College, an excellent institution for the education of colored people, the buildings, grounds, and teaching staff of that institution were made available for the university as its colored department.

The facilities there provided needed, however, to be supplemented along the line of scientific and industrial education. The president accordingly visited some of the friends of this institution at the North, and secured the funds for a new scientific and mechanical building. A tract of land adjacent to the college was provided for practical work in agriculture and horticulture. The new building contains a chemical laboratory, drawing rooms, and shops for instruction in mechanic arts. Three new instructors were provided, and all the new departments were well equipped. The new department is called the industrial department for colored students, and is as immediately under the supervision of the trustees and president of the university as any other department of the institution, all of its teachers being elected by the trustees, and the entire expenses of the department being paid by them. The several professors of the university have supervision of the work there in their respective departments.

It is designed to give colored men in this institution that opportunity for industrial education which they so much need. Students are encouraged and required to work in the shops and upon the farm, and get in this way a practical skill which will be of benefit to them in later life. Twelve apprenticeships, worth $50 per annum each, have been created

for the benefit of these students, and are available both in the agricultural and mechanical schools. It is believed that the university has thus solved a somewhat difficult problem in a very happy and useful manner.

MISCELLANEOUS.

For many years an alumni association has been in regular organization. Its exercises generally occur in connection with the university commencements.

The Greek-letter fraternities are represented at the university by four chapters, the Tau-Delta-Theta, the Sigma-Alpha-Epsilon, the Phi-Gamma-Delta, and the Kappa-Sigma. They are favored by the management, and no troubles have arisen.

For many years a students' journal under many names has been sustained. The editors are now elected by the various classes. Formerly each literary society supported a paper under the management of its own editors. More or less friction has arisen at different periods between the papers and the college authorities. The present publication is the Tennessee University Student.

College sports have prevailed to some extent. An athletic association was organized in 1889 by Prof. C. S. Plumb. It has since that time given annually a public field-day exercise, in which prizes are awarded for leaping, running, throwing weights, etc. A regular system of training under a teacher is now carried on in the new gymnasium. Base ball and foot ball are popular sports. Boating has not been a success. A club with boathouse and boats was organized some years ago, but soon failed for want of interest. Tennis clubs flourish.

CONCLUSION.

The career of the university has been similar to that of other State institutions. Many difficulties had to be encountered and overcome. Industrial education was necessarily a thing of slow growth. During the transition period from the old classical college to the modern scientific and practical school much of friction and loss was sustained. Being a State school, with free tuition, jealousy was aroused among the denominational and private schools. Political bickerings by the two parties and frequent changes, to satisfy popular clamor, sometimes worked evil. Fortunately these things are now of the past. The future is bright in every respect. During the first year of the present administration the attendance in the academic department rose from 160 to 203. In the next year it was 249, and the year following 251. The attendance in all departments for 1890–91 reached a total of 513. Much is due to the past, but the present renaissance is a period of greatest prosperity and hope.

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Catalogues for the university for the period since the civil war.

Reports of the president and board of trustees to the governor and State legislature for the period since the establishment of the Agricultural and Mechanical College.

Circulars, programmes, and other documents of the university for the period since the civil war.

Newspaper articles that appeared from time to time.

Young Men's Christian Association handbooks.

University archives.

CHAPTER IV.

VANDERBILT UNIVERSITY.

CENTRAL UNIVERSITY OF THE METHODIST EPISCOPAL CHURCH SOUTH.

On the 7th of January, 1858, the general assembly of Tennessee passed an act chartering Central University of the General Conference of the Methodist Episcopal Church South. The corporators, who were trustees, were Joshua Soule, James O. Andrew, Robert Paine, George F. Pierce, John Early, H. H. Kavanaugh, A. L. P. Green, J. B. McFerrin, John W. Hanner, William B. Campbell, Jonathan McDonald, W. R. Elliston, John P. Ford, Thomas C. Maddin, and James C. Malone. Bishop Soule and Dr. A. L. P. Green had originated the movement looking to the establishment of Centrai University, and with the assistance of Dr. John H. Callender, had prepared the charter. This instrument bestowed upon the General Conference of the Methodist Episcopal Church South powers of supervision over the board of trustees and the right of filling vacancies in that body. Vacancies occurring while the conference was not in session were to be filled by the trustees themselves, subject to the confirmation of the conference. They were empowered "to establish at Nashville a university comprising an academic or literary department, a scientific, and such other departments as they" might "see proper."

Departments of law and medicine, with separate boards of self-perpetuating trustees, were specially incorporated by the charter. The acts of these boards required the confirmation of the general university board. The title to and the control of the property of the medical department were vested in its faculty, who were likewise its board of trustees. This faculty was composed of John P. Ford, Thomas A. Atchison, William P. Jones, Thomas L. Maddin, and John H. Callender, with power to increase its number to ten if necessary. The name given the department was "The Shelby Medical College of Central University of the General Conference of the Methodist Episcopal Church South." The trustees of the law department were Milton Brown, John S. Brien, Andrew Ewing, A. S. Colyar, Robert C. Foster, sr., Charles W. Moorman, and Thomas Martin.

Central University, we see, was largely conceived. It was to be a university in fact as well as in name, a place where all branches of knowledge, both professional and nonprofessional, were to be taught.

The support of a large and powerful church would insure it a patronage.

At the meeting of the general conference of the church in May, 1858, the charter of Central University was submitted to it for its acceptance. The conference did not accept the charter, but disposed of it in the following preamble and resolution:

Whereas the charter of the Central University of the Methodist Episcopal Church South, obtained from the legislature of the State of Tennessee, has been presented to this conference for its reception; and whereas this conference has no organized existence except during its sessions, which occur but once in four years, which is too seldom for the practical management of said institution, and it is not therefore expedient that this conference receive said charter: Therefore,

Resolved, That the Tennessee annual conference, at its next session, take into consideration the propriety of receiving said institution under its care and management; and that any other annual conference that may choose to do so join the Tennessee conference in this measure, and that measures be taken to have the charter so changed as to conform it to such an arrangement.

Although for the reason stated the general conference could not assume the direction of a great university, its temper on the subject of university education was unmistakable; its committee on education reported in favor of an "institution of higher grade than the ordinary collegiate institution, to take the student when the college leaves him."

The war coming on soon after this, the enterprise languished, but the idea had taken deep hold on the church, and after the clouds of civil strife had rolled away not many years elapsed before it issued in practical results. It is worthy of special remark that the general conference suggested that the annual conferences undertake the care and management of the proposed university, for when Central University was finally established it was upon the plan of coöperating annual conferences. The Central University of 1858 contained the germ of the Central University of a later time.

SHELBY MEDICAL COLLEGE.

Notwithstanding the action of the general conference, Shelby Medical College was organized under the charter of Central University. It occupied buildings on the northeast corner of Broad and Vine streets, in the city of Nashville. Being under the same roof with the City Charity Hospital, it was enabled to offer superior clinical advantages. The faculty consisted of E. B. Haskins, professor of practical medicine and clinical medicine; John Frederick May, professor of surgery and clinical surgery; John P. Ford, professor of obstetrics and clinical obstetrics; Thomas L. Maddin, professor of anatomy and histology; Daniel F. Wright, professor of physiology; John H. Callender, professor of materia medica and therapeutics; Henri Ervin, professor of chemistry; and M. Compton, demonstrator in practical anatomy. Eighty-five young men attended lectures the first year and 120 the third

year. From December 28, 1862, until June 1, 1865, the property of the college was in the hands of the United States military authorities. The buildings were left in a dilapidated condition, and the cabinets, museum, and apparatus converted into little more than a heap of rubbish. Only a minority of the professors survived the war. Of the survivors, Drs. Maddin and Callender were elected to professorships in the medical department of the University of Nashville.

REVIVAL OF THE UNIVERSITY MOVEMENT AFTER THE WAR.

The university idea was revived after the war in the form of a sentiment in favor of a central theological seminary for the whole church. In their address to the general conference, April 6, 1866, the bishops recommended the founding of such a seminary. The address was signed by Bishops Andrew, Early, Paine, and Kavanaugh, Bishops Soule and Pierce being absent. The report of the committee of the conference on education—and their report was adopted—concurred in the opinion of the episcopal college that the church demanded a theological seminary, but thought that the prostrate condition of the country consequent upon the civil war would not warrant an attempt to establish one at that time. They advised instead, as a temporary expedient, the organization of biblical schools in connection with the annual conference colleges.

But some grew impatient for the time to come when the church would be able to provide a higher culture for her ministry. In 1868 Bishop H. N. McTyeire and Dr. T. O. Summers induced Dr. L. C. Garland, a professor in the University of Mississippi, who was well known throughout the South as an educator, to write a series of articles in the Christian Advocate in favor of ministerial education.

The next general conference met in Memphis, Tenn., May, 1870. The address of the bishops would have contained the same recommendation in regard to a theological seminary that the address of 1866 had contained if Bishop Pierce had not this time been present and strenuously opposed its insertion. A majority favored it, but out of deference to him it was not incorporated into the address, and a noncommittal tone was adopted instead. As a consequence the public misunderstood the attitude of the bishops on the subject. The conference was the scene of a long contest between the advocates and the opponents of a theological seminary for the whole church. Two reports came up from the committee on education—a majority and a minority report—one recommending the establishment of a central theological school, the other favoring the creation of biblical chairs in existing colleges. The minority report was adopted, but it was the opinion of many that the sentiment of the conference was not fairly expressed by the vote. The secret of the opposition to a theological seminary was to be found chiefly in the apprehensions of the smaller colleges that they might be eclipsed by a school belonging to the whole church.

It was now that the full university idea, as conceived in the Central University of twelve years before, was reverted to. The advocates of ministerial education, finding that they could not get a separate theological school, had recourse to a university including a theological school as one of its departments. Prominent among the promoters of this plan were Bishops McTyeire and Paine and Drs. A. L. P. Green, R. A. Young, and L. C. Garland. The question was diligently agitated until "the whole educational atmosphere, so to speak, was, toward the close of the conference, rife with the conception of a great university, having as one of its departments a thoroughly organized theological school." "Finally, about the close of the conference, a few ardent advocates of the measure met informally and conferred together about the matter. * * * And upon separating it was agreed that the subject of establishing a great university of the highest grade and with the most ample endowment should be agitated throughout the connection, through the press and by public addresses, and that the conferences should be invited to send delegates to a convention for the consideration of the matter."

THE MEMPHIS CONVENTION.

The Central University project of 1858 had done much to awaken a feeling in favor of a school of broader scope and higher standard under the patronage and control of the whole church. There were, besides, needs of a local nature which an institution properly located would fill. A large central territory in Tennessee, Alabama, Mississippi, Louisiana, and Arkansas was without a Methodist college. These influences, favorable to the proposed university, added to the demand for a theological seminary, account for the rapidity with which the plans for that university, when once set on foot, advanced to maturity. To Dr. D. C. Kelley belongs the credit of taking the step that led to the speedy crystallization of these plans. Dr. Kelley, whose own mind had some time before been running along these lines, had his attention recalled in that direction by reading a communication in The Western Methodist of Memphis, called forth by an editorial of the editor, Dr. W. C. Johnson, on the subject of the proposed establishment of a university by the united action of the Tennessee, North Alabama, Memphis, and North Mississippi conferences. At the meeting of the Tennessee conference at Lebanon, in October, 1871, he presented the following resolution:

Resolved, That we request the presiding bishop to appoint a committee of three to confer with the Memphis, North Alabama, North Mississippi, and any other conference likely to coöperate with us in reference to the establishment and endowment of a Methodist university of high grade and large endowment.

The resolution was passed. Drs. R. A. Young, A. L. P. Green, and D. C. Kelley were appointed the committee. The conferences were visited, and delegates were appointed by them to meet in convention in Memphis January 24, 1872. On the designated day delegates from

the Little Rock, White River, Memphis, Alabama, North Alabama, Mississippi, North Mississippi, Louisiana, and Tennessee conferences, representing middle and west Tennessee, Alabama, Mississippi, Louisiana, and Arkansas, assembled in the basement of the Second Street Methodist Church, Memphis. Dr. A. L. P. Green brought with him the charter of the Central University of 1858. He had done more, perhaps, than any other man to keep alive the university idea. He was, as it were, the connecting link between the old Central University, which had failed, and the new Central University, which was to succeed.

Bishops Paine and McTyeire were present, and by invitation presided over the meetings of the convention. It was in session four days, January 24, 25, 26, and 27. The results of its deliberations are found in the following resolutions:

Resolved by the convention (1), That measures be adopted looking to the establishment, as speedily as practicable, of an institution of learning of the highest order and upon the surest basis, where the youth of the church and country may prosecute theological, literary, scientific, and professional studies to an extent as great and in a manner as thorough as their wants demand.

(2) That the institution shall be called the Central University of the Methodist Episcopal Church, South.

(3) That it shall consist, at present, of five schools or departments, viz: A theological school, for the training of our young preachers, who, on application for admission, shall present a recommendation from a quarterly or annual conference, and shall have obtained a standard of education equal to that required for admission on trial into an annual conference; and instruction to them shall be free, both in the theological and the literary and scientific departments. Secondly, a literary and scientific school. Thirdly, a normal school. Fourthly, a law school. Fifthly, a medical school.

(4) That the sum of $1,000,000 is necessary in order to realize fully the object desired, and not less than $500,000 must be secured as a condition precedent to the opening of any department of the university.

(5) That the location of the university shall be left to the decision of the college of bishops of the Methodist Episcopal Church, South.

(6) That the carrying out of this whole scheme is hereby committed to the persons herein named before as petitioners, who shall take immediate steps for securing a suitable charter of incorporation, and shall be a board of trust, with power to solicit and invest funds, appoint an agent or agents, and to do whatever else is necessary for the execution of this scheme.

(7) That seven of the board of trustees, at any meeting regularly called, shall constitute a quorum.

(8) That provision be made in the charter for giving a fair representation in the management of the university to any annual conference hereafter co öperating with us.

(9) That the bishops of the Methodist Episcopal Church, South, be, and are hereby, requested to act as a board of supervision of the university or any of its departments, and jointly with the board of trust to elect officers and professors and prescribe the course of study and the plan of government.

The twofold character and purpose of the university appear in clauses 6 and 8, 5 and 9. First, as supplying the needs of certain contiguous conferences for college education; secondly, as providing for the whole

church and country the means of university and professional education. The board of trustees was constituted by the representatives of the coöperating conferences; the board of supervision, whose powers were tantamount to those of trustees, by the bishops of the whole church.

The Central University of 1858 was projected on a large scale; the Central University of 1872 was projected on even a larger. One million of dollars were considered necessary to the full realization of the plan, and no department was to be opened until $500,000 had been raised. But there were not wanting apprehensions that no such sum could be got from an impoverished people not yet recovered from the disasters of the civil war.

The Memphis resolutions were afterwards embodied in the charter of the university and became a part of its organic law. For the purpose of carrying them out a board of trustees composed of representatives from the coöperating conferences was appointed and authorized to apply for a charter. August 19, 1872, the chancery court at Nashville granted a charter to the Central University of the Methodist Episcopal Church South.

ORGANIZATION OF THE BOARD OF TRUST.

Immediately after the adjournment of the Memphis convention the board of trust met and organized by the election of Judge Edward H. East, president; Dr. D. C. Kelley, secretary, and Dr. A. L. P. Green, treasurer. Meetings were subsequently held at Nashville, Tenn., Iuka, Miss., and Brownsville, Tenn., in the months of May and August, 1872, and January, 1873, respectively. At the August meeting a resolution was passed requesting each annual conference coöperating to nominate four representatives. These nominations made, the board would reorganize so as to secure the election of the nominees. Thereafter when vacancies occurred they would be filled by the nominees of the conferences confirmed by the board. At its next meeting the board was reorganized conformably to this resolution. Four conferences, North Alabama, Alabama, Mississippi, and Louisiana, having failed to take action in favor of Central University, and their representatives being absent, their seats in the board were declared vacant. The conferences now actively coöperating were the Tennessee, Memphis, North Mississippi, Arkansas, White River, and Little Rock. Arkansas conference had come in since the charter was obtained in August, 1872. The representatives of these six conferences in the board of trust were:

Tennessee conference: Rev. A. L. P. Green, D. D., Rev. D. C. Kelley, D. D., Hon. E. H. East, Col. D. T. Reynolds.

Memphis conference: Rev. W. C. Johnson, Rev. S. W. Moore, D. D., Hon. Milton Brown, Hon. R. J. Morgan.

North Mississippi conference: Rev. P. Tuggle, Rev. T. Y. Ramsey, Dr. L. C. Garland, Hon. L. Q. C. Lamar.

Arkansas conference: Rev. H. R. Withers, Rev. S. H. Babcock, Hon. W W. Floyd, S. K. Stone, esq.

White River conference: Rev. J. M. Steel, Rev. G. A. Donnelly, J. H. McFerrin, esq., J. W. Stayton, esq.

Little Rock conference: Rev. A. Hunter, D. D., Rev. W. C. Hearn, Col. J. L. DeYampert, Dr. S. E. Cole.

At this meeting of the board (January, 1873) Hon. Milton Brown was elected president; Drs. Kelley and Green were reëlected, the one secretary and the other treasurer; and a body of by-laws was adopted. Some of the more important provisions of these by-laws will detain us: The board of trust should meet annually on the first Wednesday in May; the president, with the concurrence of the executive committee, might call special meetings; the officers of the board should be elected annually; an executive committee, to be composed of the president, the secretary, the treasurer, and one member of the board from each of the coöperating conferences, was empowered to act on all matters *ad interim*, subject to the ratification of the board; each coöperating conference was given four representatives on the board, as already set forth.

CONTROVERSY BETWEEN BISHOPS PIERCE AND MCTYEIRE.

In the months of March, April, and May following the Memphis convention there appeared in the columns of the Nashville Christian Advocate a series of letters from Bishops Pierce and McTyeire—the one assailing, the other championing, the cause of the university. This battle of two giants no doubt reflected a controversy that was raging among the rank and file of the church. Jealousy on the part of the existing church colleges, antipathy to the special training of a theological seminary, and a sort of prejudice against higher education in general—these gave animus to the opposition to the university.

Bishop Pierce would have objected little to a church school in every city and in every circuit, but Bishop McTyeire thought otherwise. "The bane of our educational projects heretofore has been the want of concentration."

With Bishop Pierce the power of the church lay in a pious and godly ministry, were they lettered or unlettered. "The best preachers I ever heard had never been to college at all—hardly to school." He scouted learned preaching and ridiculed the idea of preparing preachers by lectures and library. He feared that they would be lectured and molded until all individuality was gone. "It is my opinion that every dollar invested in a theological school will be a damage to Methodism. Had I a million I would not give a dime for such an object."

Bishop McTyeire admitted that the mission of the church primarily was to the masses, but it was to all others as well. People were not to be dropped as soon as they became wealthy and refined. Southern

Methodism had no representative on the committee appointed to revise the translation of the Bible. Why? One reason was because it had no theological schools for the production of Biblical scholars.

University education, said Bishop Pierce, "must be the outgrowth of an old, dense, rich population." "High culture can never be general." The common people can never reach it. Bishop McTyeire replied by admitting that high culture could "never be general." But it ought to be made as general as possible; the higher forms of education nourish and control the lower.

COÖPERATION OF THE COLLEGE OF BISHOPS.

And thus the discussion went on until its further continuation was rendered a waste of words by the action of the college of bishops, May 9, 1872, consenting to locate the university whenever the sum of $500,000 should be pledged. This action was taken conformably to the Memphis resolutions and in response to a communication from the board of trust. The bishops were very fearful of damaging "existing colleges and universities," and could enter into no official relations with Central University that would "discriminate between it and any and every other institution of the church." As the question of theological schools was "in controversy" among their people, they proposed nothing that might "be construed into an expression" of their "collective opinion on the subject," and stipulated that the theological department should be such as would be consistent with the action of the general conference of 1870. Had every step in the founding of Vanderbilt University been taken in this reluctant half-hearted way, it would have been a long time a founding.

ATTEMPT AND FAILURE TO RAISE $500,000.

The Memphis convention had set $500,000 as the amount which must be secured before any department of the university could be opened. But the raising of this sum was found to be an impossible task. Even now when wealth and prosperity have returned to the South with an increase, her rich men do few great and generous deeds in the name of education. Much less could the South with her war wounds still unhealed respond to an appeal that presupposed the greatest health and vigor. Nevertheless Dr. A. L. P. Green, treasurer of the board of trust, with the help of four agents appointed from as many conferences, joined shortly after by Dr. R. A. Young as secretary and financial agent of the board, undertook to raise the $500,000. But it is said that the agents did not collect enough cash to pay their own salaries. Twenty-six or twenty-seven thousand dollars given towards purchasing the site, mainly by citizens of Nashville, was the only considerable contribution made. This was of Dr. Young's procuring.

CORNELIUS VANDERBILT AND VANDERBILT UNIVERSITY.

As often befalls, help came from an unexpected quarter. At a called meeting March 26, 1873, Bishop McTyeire laid before the board of trust the following communication:

NEW YORK, *March 17, 1873.*

To Bishop H. N. MCTYEIRE, *of Nashville:*

I make the following offer through you to the corporation known as the Central University of the Methodist Episcopal Church, South:

First. I authorize you to procure suitable grounds not less than from twenty to fifty acres properly located for the erection of the following work.

Second. To erect thereon suitable buildings for the uses of the university.

Third. You to procure plans and specifications for such buildings and submit them to me; and when approved the money for the foregoing objects to be furnished by me as it is needed.

Fourth. The sum included in the foregoing items, together with the "endowment fund" and the "library fund," shall not be less in the aggregate than five hundred thousand dollars; and these last two funds shall be furnished to the corporation so soon as the buildings for the university are completed and ready to be used. The foregoing being subject to the following conditions:

First. That you accept the presidency of the board of trust, receiving therefor a salary of three thousand dollars ($3,000) per annum and the use of a dwelling-house, free of rent, on or near the university grounds.

Second. Upon your death or resignation the board of trust shall elect a president.

Third. To check hasty and injudicions appropriations or measures, the president shall have authority, whenever he objects to any act of the board, to signify his objections in writing within ten days after its enactment; and no such act is to be valid unless upon reconsideration it be passed by a three-fourths vote of the board.

Fourth. The amount set apart by me as an "endowment fund" shall be forever inviolate, and shall be kept safely invested, and the interest and revenue only used in carrying on the university. The form of investment which I prefer and in which I reserve the privilege to give the money for said fund is in seven per cent first mortgage bonds of the New York Central and Hudson River Railroad Company, to be registered in the name of the corporation, and to be transferable only upon a special vote of the board of trust.

Fifth. The university is to be located in or near Nashville, Tenn.

Respectfully submitted.

C. VANDERBILT.

How Central University became the recipient of Commodore Vanderbilt's bounty is told in an address delivered by Dr. L. C. Garland, chancellor of Vanderbilt University, on Founder's day, May 27, 1876:

In February, 1873, Bishop McTyeire spent, by invitation, a few weeks with the family of Mr. Vanderbilt in New York. Mr. Vanderbilt and the bishop had married cousins in the city of Mobile, who were very intimate with each other in their girlhood, and thus was brought about an intimate relation between these two gentlemen. The bishop had from the first deeply interested himself in the founding of the proposed institution, but this visit had no reference thereto. He never did at any time solicit aid from Mr. Vanderbilt. It was very natural that, in general conversations upon the condition of the South and the incidents therein transpiring, this enterprise, so important to the church and so dear to the bishop's heart, should be mentioned. Finally, just before the bishops departure, Mr. Vanderbilt placed in his hands the paper proposing, upon certain conditions, to give the sum of $500,000 to the institution.

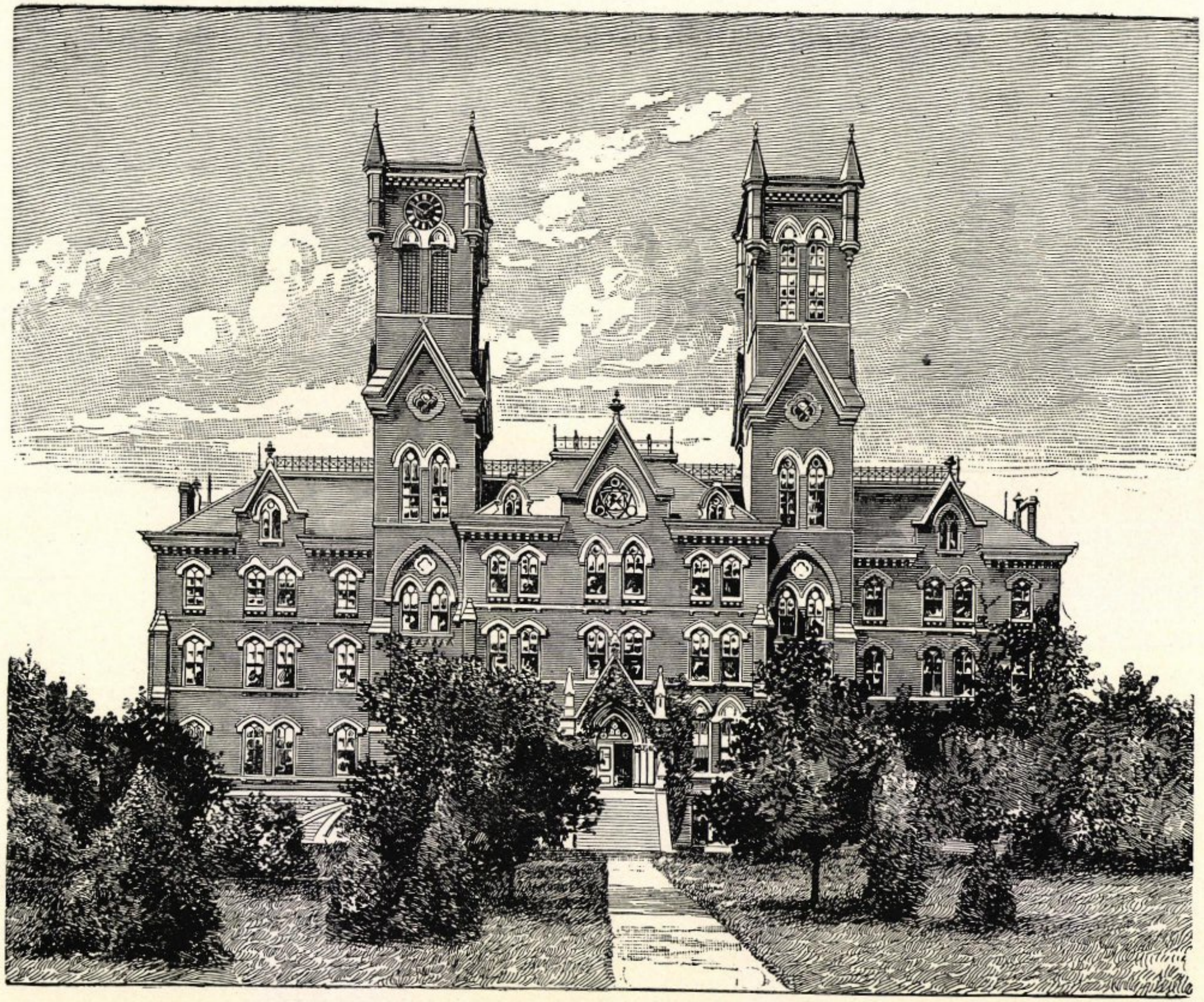
This account of the way in which Commodore Vanderbilt came to endow Central University is illuminated and supplemented by Mr. John T. McTyeire's relation of the story as he heard it told by his father, the bishop:

One evening, in conversation with Bishop McTyeire about the effects of the war upon the South and about the needs of that section, Commodore Vanderbilt expressed a desire to do something for the South, and asked the bishop to mention any plans he might have in mind that would redound to its good. The bishop mentioned, among other things, the Central University project, and he and the commodore discussed it thoughtfully. The commodore did not show at the time a preference for any one of the proposed plans, but remarked on separating, "I shall think more of what you have said and refer to that subject again." The next evening the bishop found on the center table in his bedroom a written proposition from the commodore designating the university idea as the one he proposed to adopt and naming the bishop as his choice for the head of the institution. "Later in the evening in discussing this choice the commodore playfully remarked that if it was a railroad or steamship line he could advise from experience what to do, but as it was a university the burden would have to fall on the bishop's shoulders." The commodore suggested that the bishop resign the episcopacy and devote his whole attention to the university, promising him a salary of $10,000 a year, with a house, for life. "This part of the proposition the bishop declined, but accepted the responsibility the undertaking involved and fixed his salary at a moderate sum and immediately prepared himself to begin the work."

The board of trust of Central University accepted the gift of Mr. Vanderbilt, and in token of their gratitude, without any suggestion from him, sought and obtained amendment to their charter changing the name of Central University to Vanderbilt University. In compliance with a condition of the gift, Bishop McTyeire was elected president of the board. The agents of the board were requested to put forth every effort to obtain the additional half million of endowment. We know how futile were their efforts.

The board of trust thought it best to use only the interest of Mr. Vanderbilt's donation in providing grounds, buildings, and equipment; maintaining the principal intact as an endowment fund. But Mr. Vanderbilt could not brook the delay which this plan would have rendered necessary. Accordingly, the work of building Vanderbilt University was entered upon forthwith. The bishop, on whom devolved the selection of the site, located the university "on that parcel of ground situated between the Hillsborough Pike and the extension of Broad street and known as the Litton or Taylor Hill, adjoining Boyd's Hill." The plat was an oblong square containing 74 acres of land. "Ground was broken for the main edifice of the university September 15, 1873, and the corner stone was laid April 28, 1874." In October, 1875, Vanderbilt University was dedicated and her doors thrown open to students.

It had been Mr. Vanderbilt's intention to preserve $300,000 of his gift inviolate as a productive fund. But as the erection of buildings and the purchase of equipment proceeded, this fund was encroached upon more and more. It was seen that to keep it intact Mr. Vander-



VANDERBILT UNIVERSITY—MAIN BUILDING.

bilt would have to increase his bounty. This he did. In March, 1874, he added $100,000 to his previous donation. As the work went on he steadily furnished the funds. By December 1, 1875, he had given $360,000, and $32,831.46 were still necessary to clear the university of debt, paying for grounds, buildings, books, and apparatus, and for salaries and incidental expenses up to date. On the 2d of December he wrote President McTyeire to draw on him for this sum as soon as the items could be paid off, and transmitted to the board of trust sixty bonds of $5,000 each, bearing 7 per cent interest, of the Lake Shore and Michigan Southern Railway Company due in 1903. This was the endowment fund. Mr. Vanderbilt had carried out his original intention of making it $300,000, but in doing so he had given the university $692,831.46 instead of $500,000.

By a law of the university Founder's Day has been made a perpetual holiday, to be ushered in by the playing of music and the ringing of the university bell. In the evening the founder's medal in oratory is contested for. The first celebration of Founder's Day, and the only one in Commodore Vanderbilt's lifetime, took place May 27, 1876, the eighty-second anniversary of the commodore's natal day. President McTyeire made a very happy occasional speech; trustees, faculties, and students telegraphed their greetings to the founder of the university, and Chancellor Garland delivered a discourse on his life and character and his benefactions to the university.

In June, 1876, Bishop McTyeire was in New York on university business and visited Mr. Vanderbilt, then in his last illness. What happened is worth telling in Bishop McTyeire's own words:

> On taking leave to come home he [Mr. Vanderbilt] remarked it would likely be our last interview in this world—he had hoped to visit us here, but that must be given up now—sent his regards to the trustees and faculty and the students; wished that the institution might prosper and do good, and, still holding my hand, paused. "Could you not put off leaving for one day?" I replied that no urgent matter required me to keep my appointment in leaving just then if his wish were otherwise. "My purpose has been to add $300,000, making out the million. I have perfect confidence in my son; I know he will carry out my wishes; but there's no telling what may happen from outside to delay and hinder; so you had better take it along with you. If you will defer your trip till to-morrow we can have the papers fixed up." That was the only time the subject of money was mentioned during a visit of days.

The donation was in 7-per cent railway bonds, the same as composed the first donation, and was made and accepted on the condition that it should be a part of the endowment fund, the principal to be kept intact, the interest only to be used.

Cornelius Vanderbilt died January 4, 1877, and was sincerely mourned by the people of Nashville and Tennessee. The exercises of the university were suspended and faculties and students passed resolutions of sorrow and gratitude. Resolutions were passed also by a mass meeting of Nashville citizens, and by the general assembly of Tennessee, then in session. On the afternoon of Sunday, January 7, Bishop Mc-

Tyeire preached a memorial sermon to a crowded audience in the university chapel.

When Mr. Vanderbilt transmitted the endowment fund to the board of trust he closed his letter to President McTyeire with these words:

> And if it shall through its influence contribute even in the smallest degree to strengthening the ties which should exist between all geographical sections of our common country I shall feel that it has accomplished one of the objects that has led me to take an interest in it.

The gift did not fail of its purpose. "The act, timely and delicately as munificently done, touched men's hearts. It had no conditions that wounded the self-respect or questioned the patriotism of the recipients. The effect was widely healing and beneficent as against any sectional animosities which the late unhappy years had tended to create. A distinguished statesman remarked, 'Commodore Vanderbilt has done more for reconstruction than the Forty-second Congress.'" This feeling was prominent in the speeches made at the citizens' meeting and in the general assembly on the occasion of Mr. Vanderbilt's death. Said one of the speakers at the former, "He came to us not as a military chieftain or conqueror; he came not with fire and sword, desolating our homes, tearing down our temples; but," etc. And in the house Speaker Taliaferro thus brought to a close the speeches on the adoption of the joint resolution of senate and house:

> With one stroke of the hand he rubbed out all the party lines and the party distinctions, and placed to the benefit of the children of Tennessee and the entire South the sum of $1,000,000. We see no statues erected in memory of Commodore Vanderbilt, but there are monuments, such as stand in the vicinity of Nashville, which will live for generations to come. I most heartily indorse the resolutions and agree that Tennessee has done no more honor to Commodore Vanderbilt than she has done to herself.

The sentiment has been most beautifully expressed in a college song:

> And when the time shall come again,
> When bitterness shall cease,
> The blushing South to the North shall say,
> 'Thou mayest if thou wilt,'
> The ring for that bright wedding day
> Shall be our Vanderbilt.

MEDICAL DEPARTMENT. OPENING OF THE LAW DEPARTMENT.

As was related in the history of the University of Nashville, Vanderbilt University acquired a medical department April 21, 1874, by adopting the medical department of the University of Nashville. The medical department was thus the first department of the university put in operation, although the law department was nominally in existence for a year before the biblical and academic departments were opened. On the 29th of April, 1874, the board of trust elected the following able law faculty: William F. Cooper, dean; Ed Baxter, Jordan Stokes, Edward H. East, Thomas H. Malone, H. M. Spofford, A. O. P. Nicholson,

professors, and William B. Reese, junior professor. The department was to have rooms in the third story of the Southern Methodist Publishing House. But the rooms were not ready, and many prospective students thought in consequence that the opening of the school would be postponed and did not come to Nashville at all. Some who came left, but four remained, and to these Judge Reese, the junior professor, began to give instruction. The dean of the department and the president of the board of trust determined, in effect, to postpone for a year the opening of the law school, but it was left with Judge Reese and his pupils whether they should continue their work. They decided to go on, and Judge Reese was guaranteed a salary of $700. The judge carried one of his pupils (William V. Sullivan, of Oxford, Miss.) to graduation. The others he prepared for the senior course. His class increased in time from 4 to 6.

The board of trust now determined to reorganize the law school on a different plan. The old faculty resigned, and May 25, 1875, the executive committee elected Thomas H. Malone, William B. Reese, and Ed. Baxter professors, naming Malone dean. The law department of Vanderbilt University was leased to these gentlemen for twenty-five years from May 27, 1875; the lessees engaging to maintain a law school equal to the other law schools of the United States. The terms of the agreement were as follows: The university to provide rooms in the university building; the law faculty to receive and enjoy all tuition fees and to be guaranteed a yearly salary of $1,000 each for the first three years; the university to publish catalogues of the law department annually, free of charge; the law faculty to have exclusive control of the law department, including the power to create, abolish, or change professorships, the university reserving the right to impeach and remove professors for just and sufficient cause; each lessee to have the power to appoint his successor in the lease, subject to the confirmation of the other lessees and of the university; if a lessee should die without appointing his successor, his personal representatives to do so, subject to confirmation as above; law students to be subject to university discipline in like manner with the students of other departments; the university to appoint one of the lessees dean of the department, he to be a member of the university senate.

In the announcement for 1875–'76 the law faculty outline a two-year course of study and present their ideas on legal education and the methods they intend to follow. They can not, they assert, make lawyers in two years, neither can they teach the rules of local law or the special branches of the science. Their endeavor, therefore, will be to ground their pupils in the fundamental principles of law and to give to their minds a legal trend and training. Moot courts, assimilated to the procedure of actual courts, will be a feature of the instruction. Nashville, with the State library open to students, and with some State or Federal court always in session, offers superior advantages to the student of law.

The professors of the Vanderbilt law faculty have been men actively engaged in the practice of law, and this fact necessarily has had much to do with shaping the character of the school. The first anouncement contained a passage vindicating and even commending this feature to the public:

> Every member of the faculty is engaged in the vigorous practice of the profession, which they by no means propose to forego, and yet they have pledged themselves to each other and now assure the friends of the university that whatever time and labor may be necessary to secure the highest success within the compass of their ability will surely be given to the law school. They hope, too, that coming daily to their lectures, fresh and heated from the contests of the bar, they may be able to impart to the study of the law a measure of the enthusiasm inseparably connected with the practice, and at all events they will keep prominently before the student the live law and practical questions of the day.

PREPARATIONS FOR THE OPENING OF THE ACADEMIC AND BIBLICAL DEPARTMENTS.

The medical and law departments had begun their work, but the biblical and academic departments, the latter the most important of all, the one to which the others are only accessories, were not yet organized. Preparations, however, were going rapidly forward. At the meeting of the board of trust in May, 1873, Bishop McTyeire and Dr. L. C. Garland were chosen a committee and charged with sundry important duties in the establishment and organization of the university. A building committee was appointed to act in conjunction with Bishop McTyeire.

January, 1874, Bishop McTyeire presented to the board a letter from Dr. Garland as the report of the committee of two on the organization of the university. Dr. Garland advises the creation of four chairs in the biblical department, eleven in the department of literature, science, and philosophy, seven in the law department, and eleven in the medical department, and names the chairs in the first two departments. He favors the establishment in the present of all the schools that the university expects ever to operate, although it may not be able to operate them now. A high ideal must be set up as the goal of all effort. Unless this is done people will believe the means of the university amply sufficient to attain all its ends. But, seeing some of its wheels idle, men of wealth will be prompted to furnish the motive power. Dr. Garland recommends, therefore, that where the university can not afford to hire a professor it employ instead a "teacher" at a lower salary. And, too, the work of some schools may be distributed among the professors of other schools. He urges that the public must not be disappointed in the character of the institution. It must be a university *de facto* as well as *de jure*.

The board of trust at this time determined the salaries and the relative rank of professors. Full professors were to receive the use of a dwelling and $2,500 a year; adjunct professors were to receive $1,500 a

year.[1] The salary of the chancellor was fixed at that of a full professor, with $500 additional. These salaries were not always given, much depending on the amount of work attached to the chair and on the experience, reputation, and ability of the professor.

Plenty of time was taken in the selection of men for the various chairs. Some upon whom the choice fell declined and others had to be found. The first appointments were made nearly two years, the last one less than a month, before the opening of the university. The faculties of the academic and the biblical departments finally stood:

Landon C. Garland, LL. D., *Chancellor.*

ACADEMIC DEPARTMENT.

L. C. Garland, LL. D., *Professor of Physics and Astronomy.*
Nathaniel T. Lupton, A. M., *Professor of Chemistry.*
Milton W. Humphreys, A. M., PH. D., *Professor of Greek.*
B. W. Arnold, A. M., *Adjunct Professor of Latin.*
Edward S. Joynes, A. M., *Professor of Modern Languages, including English.*
Andrew A. Lipscomb, D. D., LL. D., *Professor of Philosophy and Criticism.*
James M. Safford, M. D., PH. D., *Professor of Mineralogy, Botany, and Economical Geology.*
Alexander Winchell, LL. D., *Professor of Zoölogy and Historical and Dynamical Geology.*
William Le Roy Broun, LL. D., *Professor of Mathematics.*
John C. Granbery, A. M., D. D., *Acting Professor of Mental and Moral Philosophy.*

BIBLICAL DEPARTMENT.

T. O. Summers, D. D., LL. D., *Professor of Systematic Theology.*
A. M. Shipp, D. D., *Professor of Exegetical Theology.*
John C. Granbery, D. D., *Professor of Practical Theology.*

The Vanderbilt profited by the experience and example of older institutions. Her professors were drawn from their faculties and her curriculum was made out only after a careful study and comparison of their curricula. President McTyeire visited in person Union Theological Seminary, the University of Virginia, Yale, Cornell, and Syracuse. The physical and chemical apparatus were obtained in Europe, direct from the best manufacturers—not through agents, but by the personal selection of the professors of physics and chemistry, Profs. Garland and Lupton going abroad for the purpose. Prof. Lupton had been a pupil of Bunsen at Heidelberg. He now visited some of the finest laboratories in England, France, and Germany. His purchases were

[1] Since 1879 the guaranteed salary of a professor has been only $2,000. However, the tuition fees, or a portion of them, are divided *pro rata* among the professors. Adjunct professors usually receive the use of rooms in Wesley Hall.

made chiefly in Paris, London, Darmstadt, Pfortzheim, Heidelberg, Bonn, and Cologne. Dr. Garland's purchases were made from Paris and London firms. In the school of natural history and geology the museum and cabinets contained several thousand specimens, some purchased abroad, others donated, and many belonging to the private collection of Prof. Safford. Ward's complete series of casts was bought for the school.

When the university was dedicated there were standing on the campus eight professors' houses recently constructed; Wesley Hall appropriated to the use of divinity students; the main university, building; the observatory, unfinished; and a number of other structures devoted to various purposes.

DEDICATION AND INAUGURATION OF THE UNIVERSITY.

The dedication and inauguration exercises of Vanderbilt University took place Sunday and Monday, October 3 and 4, 1875. On the first day, morning and afternoon, a sermon each was preached by Bishops Daggett and Wightman; by the former on "The Dynamics of Christianity, or Its System of Moral Forces;" by the latter on "Christ the Center and Bond of the Universe;" and a dedication hymn and a dedication ode were sung. On Monday morning, in the university chapel, a full-length portrait of Commodore Vanderbilt was unveiled. Governor Porter then spoke briefly, welcoming the university to Tennessee, after which Rev. Charles F. Deems, D. D., delivered an address on the "Relations of the University to Religion." Near the close of his address he took from the desk an envelope, opened it, and read the following telegram:

NEW YORK, *October 4.*

To Dr. CHARLES F. DEEMS:

Peace and good will to men.

C. VANDERBILT.

Dr. Deems was followed by Rev. A. A. Lipscomb, D. D., lately chancellor of the University of Georgia, now professor in Vanderbilt University, on the "Relations of the University to General Education." Next came the installation of the faculties. President McTyeire addressed them shortly and delivered to Chancellor Garland the keys of the university. The chancellor responded briefly. A part of the inauguration ode, composed by the Rev. Dr. Lipscomb, was then sung. After the reading of another telegram from Mr. Vanderbilt invoking on the institution the blessing of "the Great Governor of all things," the exercises came to an end.

SCHEME OF STUDIES AND DEGREES.

A university pure and simple, receiving only college graduates and beginning where the college leaves off, would not have met the wants of the people and would have had little material on which to work.

A compromise was effected and a curriculum made out that overlapped the junior and senior years of a college course and extended two years into a university course. First and second college, first and second university the years were called. The assumption that the Vanderbilt curriculum was two years higher than the curriculum of the ordinary Southern college, though an overstatement perhaps, was not yet without its basis of truth. Some studies extended through the college course and through the first year of the university course, others ran the whole length of both courses, while still others belonged wholly to the university course. The following schedule, showing the number of hours per week assigned to the different classes in each school, will make the matter clear:

	Studies.	College course.		University course.	
		First year.	Second year.	First year.	Second year.
1	Latin	5	3	3	2
2	Greek	5	3	3	2
3	Modern languages.. French	3	3	2	.....
	Modern languages.. German	3	3	2	.....
	Modern languages.. English	3	2	2	.....
4	History, philosophy, and criticism	.....	3	2	2
5	Moral philosophy	.....	.....	3	2
6	Mathematics	5	3	3	2
	Applied mathematics	.....	.....	3	2
7	Physics and astronomy	.....	.....	5	3
8	Chemistry	.....	.....	5	3
9	Geology and mineralogy	.....	.....	3	2

The class system, by which all who enter college together pursue the same studies at the same time and are carried to graduation together, notwithstanding diversities of taste and differences of capacity, was discarded and the school system adopted. A student took up whatever branches he pleased in whatever order he pleased, provided always that he was prepared to enter upon the studies of his choice. He might, if he fancied, begin with moral philosophy and end with English. The system was in fact one form of the elective system. If a man did not care for a degree, the widest possible latitude was allowed; the only condition being that a reasonably large amount of work must be taken. But to applicants for degrees all discretion was denied, except as regarded the order in which studies might be pursued. And subsequently this discretion was refused for the first two years of the baccalaureate courses. The completion or the part completion of certain schools was required. Four years, it was thought, were necessary for the attainment of the baccalaureate degrees and five years for that of the master's degree. The degrees offered were—Academic: Bachelor of philosophy (B. P.); bachelor of science (B. S.); bachelor of arts (B. A.), and master of arts (M. A.). Professional:

Civil engineer (C. E.); bachelor of laws (B. L.), and doctor of medicine (M. D.). The university degrees of mining engineer (M. E.) and doctor of philosophy (Ph. D.) were added the second year and later on professional degrees in theology, dentistry, and pharmacy. Below are given the requirements for degrees according to the register of 1876. Few changes were made in them until 1887, when the whole scheme of studies and degrees was swept away. These requirements should be read in connection with the schedule of hours on page 123.

BACHELOR OF PHILOSOPHY (B. P.).

Required: Proficiency [*i. e.*, 60 per cent] in college course of English, modern languages, mathematics, history; and in first year (university), history, physics, chemistry, natural history, and geology; and in first and second year (university), moral philosophy.

The college course of Latin may be substituted for one modern language.

BACHELOR OF ARTS (B. A.).

Required: Proficiency in college course of Latin, Greek, English, mathematics, and history; in first year (university), Latin, Greek, history, chemistry, natural history, and geology; and in first and second year (university), moral philosophy, physics, and astronomy.

BACHELOR OF SCIENCE (B. S.).

Required: Proficiency in college course of mathematics, modern languages and English; in first year (university), mathematics and moral philosophy; and in first and second year (university), physics and astronomy, chemistry and natural history, and geology.

The college course of Latin may be substituted for one modern language.

MASTER OF ARTS (M. A.).

To obtain this degree the candidate must be a graduate [*i. e.*, must have completed the course, and that with a grade of 80 per cent] in eight of the following subjects and proficient in all: (1) Latin, (2) Greek, (3) mathematics, (4) English, (5) one modern language, (6) history, (7) physics, and astronomy, (8) chemistry, (9) moral philosophy, (10) natural history and geology.

The college course in two modern languages may be substituted for the entire course in one.

CIVIL ENGINEER (C. E.).

Required: Proficiency in college course of English and modern languages, and graduation in pure mathematics, physics and astronomy, natural history and geology, and chemistry; and in addition the special course prescribed in the school of engineering.

MINING ENGINEER (M. E.).

This degree required a year's study in addition to the work done for C. E., mostly in the laboratory, in the schools of chemistry and of natural history and geology. As for the other degrees, so for this, a candidate must prepare an essay, an oration, or a thesis.

DOCTOR OF PHILOSOPHY (PH. D.).

This degree was offered to baccalaureate graduates who for not less than two years after graduation should pursue any group of studies in a given collection of five groups, and who should stand the required examinations and present an acceptable thesis.

SUBCOLLEGIATE CLASSES.

The applicants for admission to the university during the earlier years of its history were many of them wofully unprepared. Chancellor Garland declared at the close of the first year that had the rules been strictly enforced fully two-thirds of the applicants would have been rejected. Here was a dilemma. The Vanderbilt had hoped to be a university, and yet the young men who came to her were not fitted for her lowest college classes. She was confronting a condition with which she had to deal; there was no evading it. The opening of a grammar school under the supervision of the university had been announced. This was not done, but "subclasses," taught by instructors and fellows and even professors, were established instead. These classes stood in close relations to the college classes, were in fact merely accessory thereto, and could easily be abolished when there was no longer any necessity for them.

CREATION AND HISTORY OF THE DENTAL DEPARTMENT.

June 10, 1879, Vanderbilt University added to her other departments a dental department by contract with a number of gentlemen who became the faculty of the new department. These gentlemen, with their respective chairs, were: William H. Morgan, M. D., D. D. S., dean, clinical dentistry and dental pathology; James C. Ross, D. D. S., operative dentistry and dental hygiene; Robert R. Freeman, M. D., D. D. S., mechanical and corrective dentistry; Thomas A. Atchison, M. D., materia medica and special therapeutics; John R. Buist, M. D., oral surgery and surgical pathology; David R. Stubblefield, M. D., anatomy and physiology; Nathaniel T. Lupton, LL. D., chemistry and metallurgy, and Robert W. Steger, M. D., chemistry and microscopy.

By the terms of the contract the faculty were to provide rooms for the department at their own expense, the university appropriating $1,000 towards equipment. Tuition fees should go to the professors in full compensation for their services; while matriculation fees were set apart for expenditure on library and apparatus. Judging from the complaints made to the board of trust, the dental faculty did not find their contract profitable. In 1889 the department moved into new quarters in the just constructed law and dental building on Cherry street. The university charged for these new quarters $1,200 a year, and required the faculty to hire their own janitor and do their own lighting and heating. The building was erected with endowment funds,

and the university authorities claimed that the rooms could not be let to the dental department free of rent without perverting the purpose of those funds. Moreover, by the original contract the dental faculty had agreed to provide rooms itself. The faculty demurred to the requirements of the university and the disagreement grew intense. But a compromise was made and the threatened rupture of relations averted. The original contract, however, was modified little and the dental faculty still complain of its provisions.

The dental department occupies four stories in the rear end of the magnificent law and dental building. The extensive museum of the medical department and the privileges of lectures in any department of the university are open to students. Patients in abundance are procured. Last year nearly five thousand operations were performed in the building. The regular course begins October 1 and continues until the fourth Wednesday in February. It is preceded by a preliminary course in September. The Vanderbilt School of Dentistry conforms to the requirements for graduation of the National Association of Dental Faculties. Heretofore attendance on only two full courses has been necessary, but beginning with 1891–'92 three courses will be required. The fees for a course are nearly covered by $115.

The faculty is at present constituted as follows: Henry W. Morgan, M. D., D. D. S., dean, professor of operative dentistry and dental hygiene; James C. Ross, D. D. S., emeritus professor of operative dentistry and dental hygiene; William H. Morgan, M. D., D. D. S., professor of clinical dentistry and dental pathology; Robert R. Freeman, M. D., D. D. S., professor of mechanical and corrective dentistry; Thomas A. Atchison, M. D., professor of materia medica and special therapeutics; D. R. Stubblefield, A. M., M. D., D. D. S., professor of chemistry and metallurgy; Ambrose Morrison, M. D., professor of anatomy and physiology; Orville H. Menees, M. D., professor of aural surgery, histology, and pathology. Demonstrators: A. P. Johnstone, D. D. S., demonstrator of operative and mechanical dentistry; S. S. Crockett, M. D., demonstrator of anatomy.

The matriculation books of the department show a rapid growth of attendance. From the beginning in 1879–'80 till now the yearly enrollment has been 15, 20, 33, 27, 28, 55, 76, 80, 76, 96, 100, 135. The total number of graduates has been 277.

CREATION AND HISTORY OF THE DEPARTMENT OF PHARMACY.

The Vanderbilt School of Pharmacy dates back to an agreement made April 16, 1879, between the university and Drs. Thomas A. Atchison and William G. Ewing, Drs. Atchison and Ewing engaging to fill, the one the chair of materia medica and toxicology, the other the chair of the theory and practice of pharmacy; while the university agreed to furnish professors for the chairs of chemistry and of botany and mineralogy. The annual sessions of the school were to be five months in

length, and a tuition fee of $50 was to be charged, of which one-fourth should go to Prof. Atchison and one-fourth to Prof. Ewing. If either party should decide to withdraw from the arrangement, five months' notice was to be given the other party. The arrangement continued in force until 1888. Instruction in chemistry and in natural history and geology was given by the professors and instructors in those schools of the academic department. In 1884 Dr. Atchison retired from the faculty; Dr. Ewing took his place and Dr. J. C. Wharton was elected to the chair vacated by Dr. Ewing.

To obtain the degree graduate in pharmacy (PH. G.) required attendance upon two full courses of lectures and a thesis on some subject in materia medica, chemistry, pharmacy, or some branch of science immediately connected therewith. A very important condition of graduation was added in 1886, namely, that a student must have four years' practical experience in a drugstore, including the time spent in attendance upon lectures and in laboratory work. If the candidate had not had the requisite experience, a certificate, exchangeable for a diploma when the requirement should have been met, was to be given him.

Prior to 1888 there were no entrance examinations to the pharmaceutical department, and the students were not on the whole the equal of the academic students in point of intelligence and previous education.

The department required of them no educational qualifications for admission, and added nothing to their educational qualifications beyond a certain amount of professional knowledge. In order to elevate the character of the department by increasing as well the general mental as the professional excellence of its graduates, the changes of 1888 were introduced. These changes consisted in the institution of entrance examinations; the addition to the course of elementary French or German, Latin, and physics; the lengthening of the session from five months to nine months; the abolition of the rule requiring a thesis of a candidate for graduation; and the creation of a post-graduate degree master of pharmacy (PH. M.).

These innovations were a radical departure from the policy and practice of most professional schools, and the department lost patronage. Latin, French, and German were dropped from the course in 1889, and English substituted. In a year this went the way of the others, and only physics was left of the studies added to the course two years before. But the entrance examinations in English, history, arithmetic, and geography, and the nine months' sessions were retained. In 1890 Profs. Ewing and Wharton resigned, and E. A. Ruddiman, PH. M., was elected instructor in materia medica and pharmacy, his whole time to be given to the university. The attendance of students from the establishment of the department in 1879 until 1891, inclusive, has been, for the various years in their order, 12, 17, 23, 20, 25, 26, 39, 46, 44, 28, 15, 22. The number of graduates, including those who have received certificates exchangeable for diplomas, has been 95.

The department of pharmacy is correlated with the academic schools of chemistry, and of natural history and geology. The latter is domiciled in science hall; the former, together with the pharmacy department, occupies the whole of the basement of the main building. Where possible, time and labor are saved by combining the work of the two schools and of the department. The best advantages the university affords in the way of scientific laboratories and apparatus are thus enjoyed by the students of pharmacy, and many of the graduates are ranking high as practical pharmacists and manufacturing chemists.

HISTORY OF THE MEDICAL DEPARTMENT SINCE 1874.

The origin and early history of the medical department of the University of Nashville (since 1874 the medical department of the University of Nashville and Vanderbilt University) have been fully treated in the history of the University of Nashville. Only a few words need be said of its later history. The faculty, desiring to build a hospital in connection with the medical college, secured from the University of Nashville an extension of their lease until 1905. A building with a capacity of 250 patients was erected in 1875 immediately adjoining the college building. It has recently been enlarged, remodeled, and refitted. Its clinical facilities are under the exclusive control of the medical faculty. Not far from the college is the City Charity Hospital, the privileges of whose wards and lecture rooms are accorded the faculty. The regular course of instruction is five months in length, beginning about the 1st of October and ending about the 1st of March. A preliminary course is given in September. Candidates for graduation must have attended two full courses of lectures, and have studied medicine three years under a regular practitioner, including the time spent at the college. The faculty have under consideration a graded scheme of studies, covering three instead of two courses of five months each. The necessary fees for a full course are $115. In 1875 the composition of the faculty was as follows: Thomas Menees, M. D., dean, professor of obstetrics; James M. Safford, M. D., professor of chemistry; Paul F. Eves, M. D., professor of operative and clinical surgery; William T. Briggs, M. D., professor of the principles and practice of surgery; Thomas L. Maddin, M. D., professor of the institutes and practice of medicine; William L. Nichol, M. D., professor of the diseases of women and children and of clinical medicine; Van S. Lindsley, M. D., professor of physiology; Thomas A. Atchison, M. D., professor of materia medica and therapeutics; Thomas O. Summers, jr., M. D., professor of anatomy and histology; John H. Callender, M. D., professor of psychological medicine; Charles S. Briggs, M. D., demonstrator of anatomy.

In 1891 the faculty stood thus:

Thomas Menees, M. D., *Dean, Professor of Obstetrics.*

William T. Briggs, M. D., *Professor of Surgery.*

Thomas L. Maddin, M. D., *Professor of Principles of Medicine and General Pathology.*

William L. Nichol, M. D., *Professor of Practice of Medicine and of Clinical Medicine.*
John H. Callender, M. D., *Professor of Physiology and Psychology.*
James M. Safford, M. D., *Professor of Chemistry.*
Thomas A. Atchison, M. D., *Professor of General and Special Therapeutics and State Medicine.*
Charles S. Briggs, M. D., *Professor of Surgical Anatomy and Operative Surgery.*
Orville H. Menees, M. D., *Professor of Anatomy and Histology.*
George C. Savage, M. D., *Professor of Diseases of the Eye and Ear.*
William G. Ewing, M. D., *Professor of Materia Medica and Pharmacy.*
Richard Douglas, M. D., *Professor of Diseases of Women and Clinical Gynecology.*
Charles L. Eves, M. D., *Demonstrator of Anatomy.*
Ambrose Morrison, M. D., *Lecturer on Experimental Physiology.*
Odelle Weaver, M. D., *Assistant Demonstrator.*
Larkin Smith, M. D., *Demonstrator of Histology, Pathology, and Microscopy.*
J. D. B. DeBow, M. D., *Lecturer on Medical Jurisprudence.*
George H. Price, M. D., *Assistant in Diseases of the Eye and Ear.*

The enrollment of students in this department of the university between 1876 and 1891[1] has been for the years in their order, 115, 171, 192, 226, 239, 308, 281, 203, 202, 203, 211, 210, 201, 231, 279, 249. The number of graduates has been 1,513 (1875–1891).

HISTORY OF THE LAW DEPARTMENT SINCE 1875.

The law department had 25 students in 1875–'76. The following figures show the annual enrollment since that year: 26, 31, 39, 44, 53, 35, 37, 28, 35, 28, 34, 27, 37, 50, 44. Two hundred and twenty-four men altogether have received the diploma of the school. The guaranty of $1,000 a year to each of the professors for three years cost the university something over $3,000. The original faculty remained unchanged until 1882, when Prof. Malone retired on account of ill health. He continued, however, as emeritus professor to be dean of the faculty. His place as teaching professor was taken by William A. Milliken. In 1887 Prof. Milliken resigned and Chancellor Andrew Allison, of the Nashville chancery division, assumed the chair. In 1890 he gave way to Prof. Malone, who, restored to health, now resumed his duties, and the original faculty was again seated on the pedagogic throne. Corporation law, once attached to Prof. Baxter's chair, is now taught by Prof. Malone. The moot court feature is very prominent in the Vanderbilt Law School. Prof. Baxter devotes most of his time to this work. The three professorships are: Equity jurisprudence, corporation, and common law, Prof. Malone; commercial, statute, and constitutional law,

[1] The author was unable to ascertain the attendance for 1874–'75.

Prof. Reese;[1] and the law of evidence, pleading, and practice, Prof. Baxter. Wilbur F. Barclay is librarian, secretary of the faculty, and assistant to Prof. Baxter.

The quarters of the law department continued to be in University Hall, on the campus, until 1889, when they were changed to the new law and dental building on Cherry street, in the heart of the city. This change brings the department nearer the courts and the libraries, while students may still enjoy many of the advantages of the university—the library, the gymnasium, and the literary societies. Notwithstanding, the removal necessarily tends to divorce the law department from the departments on the campus.

The law library, consisting of 6,000 volumes, contains the private libraries of the late Francis B. Fogg (kindly donated by Godfrey M. Fogg, esq.), those of Profs. Reese and Baxter, the large library of the Nashville Bar Association, and the splendid collection of Hon. William F. Cooper, now of Boston, Mass. These books were selected with very great care by Judge Cooper during his long and honorable career at the bar, as chancellor of the Nashville chancery division, and as one of the judges of the supreme court of Tennessee, and cover the whole literature of equity jurisprudence and practice. The library also contains a number of valuable volumes contributed by other friends of the university, besides a carefully chosen line of the best elementary works, selected by a committee composed of Judges Cooper and East and the professors and librarian of the law school. Additions are constantly being made, including the reports of all the States and of England, as they issue from the press.

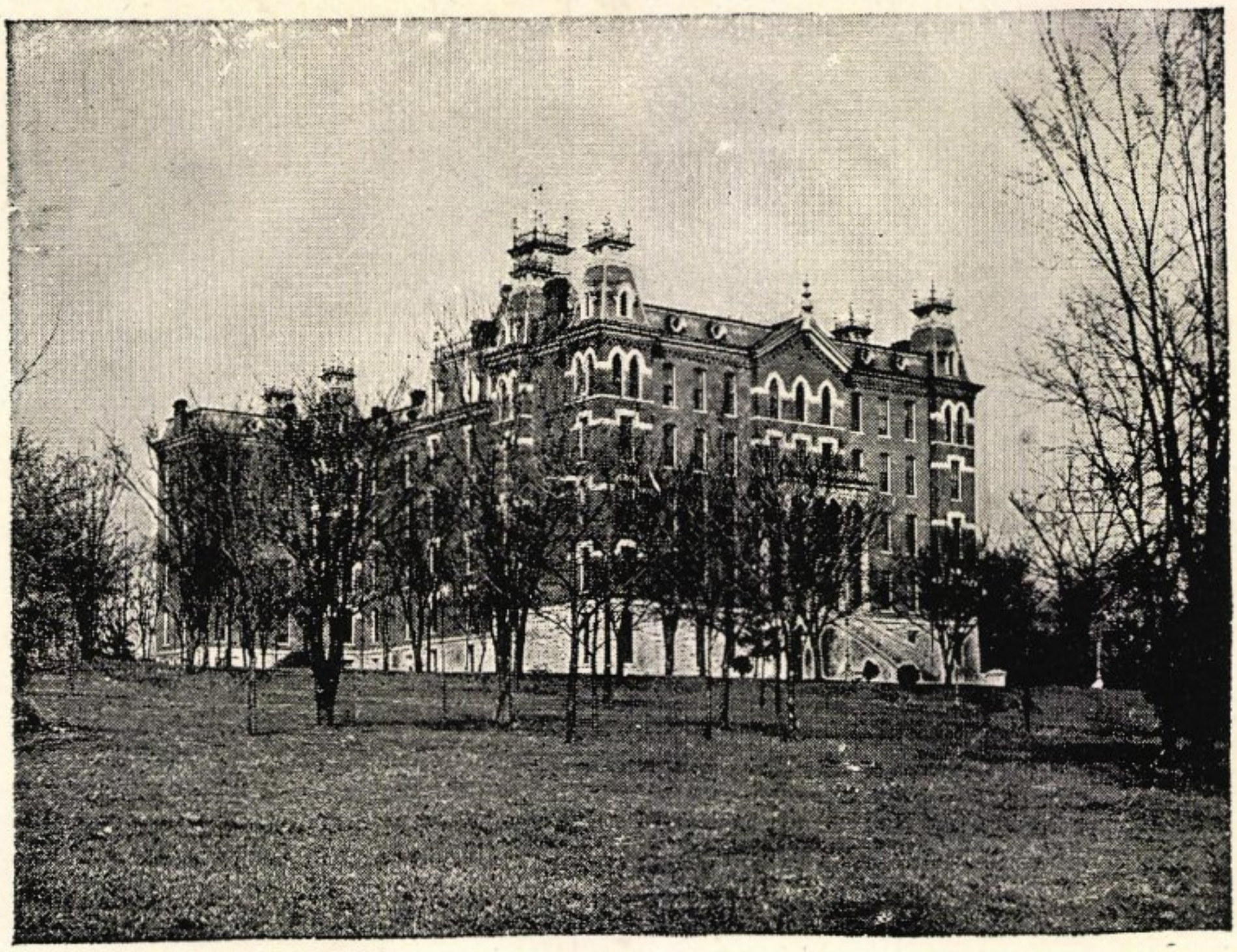
The work of the law school is comprised in two courses, a junior and a senior course, but the lectures and recitations are so arranged that the courses can both be carried on at once. As it is not beyond the capacity of the man of ordinary intelligence to carry on both courses at once, a half, perhaps more, of the students take them in one year. Quite recently three senior scholarships covering the cost of tuition for one year ($100) have been founded to induce students to devote two years to the courses. They are awarded to the three students making the highest grades in the junior course. The holders of the scholarships act in rotation as clerks of the moot court. The attendants upon law lectures appear to number more alumni of the academic department than formerly and the character of the graduates seems to be improving in consequence.

HISTORY OF THE BIBLICAL DEPARTMENT.

Wesley Hall, the home of the biblical department, was built in 1880, out of the $150,000 donated by William H. Vanderbilt the previous year. The old home of the department was also called Wesley Hall. Wesley Hall is five stories high, including the basement, a brick with cut-stone trimmings.

The form of the building is such as to give the greatest amount of space with the maximum degree of exterior illumination, being that of two parallel transverse sec-

[1] Prof. Reese died October 24, 1891. R. McPhail Smith has been appointed to his chair *ad interim*.



VANDERBILT UNIVERSITY—WESLEY HALL.

VANDERBILT UNIVERSITY—RESIDENCE.

tions, 104 by 40 feet and 130 by 35 feet, respectively, connected by a longitudinal section 110 by 50 feet.

The basement is occupied by kitchen, dining room, storage rooms, etc.; the other floors by library, chapel, lecture rooms, and living rooms. The largest and best appointed living rooms are held by professors, and some rooms are occupied by fellows and instructors. For several years, when the department was not so full as it is now, students belonging to departments other than the biblical lived in Wesley Hall, but their presence tending to disorderliness, as was thought, the privilege was withdrawn. Each room is furnished with table, chairs, wash stand, bedstead, mattress, and blankets. Other articles are provided by the student himself. The messing system obtains, whereby board is brought down to $9 or $10 a month, or even lower. As biblical students pay no tuition fee, but only library and matriculation fees ($15), necessary expenses are small.

Not till 1885 did the biblical department require of applicants for admission any literary or educational qualification. The call to preach the gospel was deemed qualification enough. The academic department was open to biblical students, but they seem not to have received the proper encouragement to enter it and supply the deficiencies of their education. Dr. Summers, dean of the department, was apparently oblivious to the disastrous effects of this policy and upheld it steadily, although in his report to the board of trust in 1881 he was forced to admit that it might be well if the church authorities would give their young men an academic training before sending them to the biblical department of the Vanderbilt. Many took up the study of theology, one of the most subtle and abstruse of sciences, who did not possess a common-school education. Some, very naturally, could not progress at all and had to leave the university. Others struggled through and then perhaps entered the subcollegiate classes of the academic department. In any event this forced and ill-timed theological drill could hardly have been expected to work good results. And it did not. Men holding the diploma of one of the departments of the Vanderbilt, and yet mayhap lacking in the rudiments of an English education, brought the university into discredit. Finally better counsels prevailed. President McTyeire expressed in these words the altered views and purposes of the university authorities:

I am convinced that in running on experimental lines we have made some mistakes which need correction. It has come to be my deliberate judgment that a young man with only a common-school education who can give but two years to preparation for the ministry had best give those years to the academic department.

Upon this idea the biblical department was in 1885 reorganized. The rule now is to admit no one to Wesley Hall who can not enter the lowest classes of the academic department. If he can enter these classes he is received and enrolled as a theological candidate, with all

the rights, privileges, and obligations of a full-fledged theologue. But not until he has completed the sophomore year of one of the courses leading to a bachelor's degree, with the privilege of dropping any of the prescribed studies and substituting others, under the advice and approbation of the chancellor, can he become a theological student proper. Meanwhile he is instructed at least once a week in the elements of theology. In lieu of this academic work at the university the completion of the sophomore year at any reputable college or a successful examination upon the sophomore studies of the academic department will be accepted. The graduates of reputable institutions are of course admitted without question.

The classical course of three years includes Hebrew and Greek; the English course of two years omits them. In 1881 the degree of bachelor of sacred theology (S. T. B.) was created and offered to full-course men who were also B. A. graduates, and even to those who did not hold a bachelor's degree, provided they could satisfy the faculty of general culture equivalent thereto. In 1886 S. T. B. gave way to B. D. (bachelor of divinity); B. D. was made conferrable on B. A. graduates only. For the classical course students not degree men receive diplomas of graduation, and for the English course parchment certificates.

Although these radical changes had to be wrought in a spirit of moderation and conservatism, and although the pill had to be sweetened to lessen its great bitterness, the results of the reorganization have been most gratifying. The hopes once entertained that the biblical department would become a sort of postgraduate school for the colleges, at least the Methodist colleges of the country, a central theological seminary for the whole church, are, it would appear, on the high road to realization. Take the year 1890–91. There were represented this year twenty-four colleges, though not all of the best perhaps, and twenty-seven conferences, nearly every conference in the church. Only 21 of the 71 students were theological candidates, while of the 50 theological students proper 35 were possessors of academic degrees. Many of these college graduates from far and near the university has attracted, like other theological seminaries, by the offer of scholarships. For the past two years a number of hundred-dollar scholarships have been awarded to meritorious college graduates in need of assistance. Ten were given the first year, eighteen last year, and twenty-three will be given this year. A fellowship, formerly open to graduates of the department, latterly only to B. D. graduates, secures the residence of a postgraduate student of theology. He is expected to pursue postgraduate studies, and, "if necessary, to teach not exceeding two hours daily under the direction of the faculty."

Dr. R. A. Young served as secretary and financial agent of the university from 1873 to 1882. Aside from raising some $27,000 from citizens of Nashville and others towards purchasing the university site, he devoted most of his attention to securing an endowment for the bib-

lical department. He directed his appeals in particular to some of the coöperating conferences. By 1877, $122,451.66 had been subscribed in notes, stocks, bonds, and other assets. This included the Atkinson bequest of $40,000, left in trust to the bishops of the church by Mrs. Sarah E. Atkinson, of Memphis. One hundred and twenty thousand dollars is still about the size of the fund. It yields, as a whole, less than 4 per cent, the annual income being approximately $4,500. Fifty thousand dollars of it are in subscription notes, on which the return is little or nothing. This fund is called the sustentation fund, because it is used to assist needy theological candidates and students. Aid is not usually extended beyond the defrayment of board, and it is not rendered gratis, but is given in the form of a loan. The note of the recipient is taken, which he is expected to pay as soon as practicable, remitting in small sums if not able to remit in large ones. Prior to 1888 the notes bore no interest, but now they draw interest at 6 per cent if not paid within four years after the student leaves the university. The money returned by old students goes to swell the fund whose benefits they have enjoyed. Lending to poor students is not the only use to which the sustentation fund is put. It supports the fellowship and the scholarships of the department.

In 1876–77 Rev. Thomas J. Dodd, D. D., was made professor of Hebrew and ecclesiastical history. Save this addition to their number and the election of John J. Tigert assistant instructor in 1881 the original faculty of the bibilical department remained unchanged until the death of Dr. Summers and the election of Dr. Granbery to the episcopacy, both in May, 1882. Dr. Shipp succeeded Dr. Summers in the deanship. In 1883 Rev. W. F. Tillett, A. M., was elected adjunct professor of systematic theology and ecclesiastical history. A year afterwards he was made a full professor. At the reorganization of the department in 1885 all the professorships were declared vacant. The chairs were not all filled again until April, 1886, when Rev. W. W. Martin, M. A., B. D., of De Pauw University, was elected professor of Hebrew and old Testament exegesis. The new faculty stood: Rev. W. F. Tillett, M. A., D. D., dean, professor of systematic theology; Rev. Gross Alexander, B. A., B. D., professor of Greek and New Testament exegesis; Rev. E. E. Hoss, M. A., D. D., professor of biblical and ecclesiastical history and homiletics, and Rev. W. W. Martin, M. A., B. D., professor of Hebrew and Old Testament exegesis. An instructor in music and one in elocution completed the teaching force. In 1890 Prof. Hoss resigned and assumed the editorship of the Nashville Christian Advocate, the principal organ of the church. Rev. A. Coke Smith, M. A., D. D., of Wofford College, was elected professor of practical theology, the chair of Prof. Hoss being left unfilled. Before the reorganization of 1885 the theological faculty met with the academic faculty. Thereafter, by order of the board of trust, they met separately. The dean of the theological faculty is, however, *ex officio* a member of the

academic faculty as well as vice-chancellor of the university. The enrollment of students in the biblical department from the opening of the university to the present is given in the following figures: 25, 59, 53, 49, 51, 70, 69, 74, 54, 50, 34, 31, 32, 25, 35, 50. To these may be added the theological candidates studying in the academic department. Beginning with 1885–86 they numbered in the respective years 10, 40, 34, 27, 19, 21. There have been 57 graduates in the two-years English course and 36 in the three-years classical course. Twelve men have received the degree of B. D. and one the degree of S. T. B.

HISTORY OF THE ENGINEERING DEPARTMENT.

A degree in civil engineering was offered from the beginning, and in the second year a school of engineering was made one of the coördinate schools of the academic department. But there was no professor of engineering, and no professional instruction was given until 1879. In 1879 Olin H. Landreth, M. A., C. E., was elected professor of engineering. The next year and succeeding years Prof. Landreth was allowed one or more assistants. The school ere long attained such importance that it was erected into a department, Prof. Landreth being made dean. This was done in 1886 and completed the organization of the university upon the plan of departments, each with its faculty and dean. The dean of the engineering department was made *ex officio* a member of the academic faculty, and it was enacted that the action of this faculty might be taken in lieu of the action of the engineering faculty and should be considered equivalent thereto whenever it was applicable to the engineering department.

In August, 1879, William H. Vanderbilt donated $150,000 to the university. With a portion of this gift Science Hall was built and supplied with a complete equipment of engineering apparatus.

This building has a central location on the grounds, being situated midway between University Hall and Wesley Hall. It has three stories and basement, with a front of 80 feet and a depth of 90 feet. In the basement is the testing laboratory of the engineering department and the laboratory of the school of mining engineering. The civil engineering lecture room and engineering museum are on the next floor, together with drawing and computing room and offices. Over this are the lecture and laboratory rooms of the School of Natural History and Geology, the Natural History Museum, and cabinets of geology, the whole occupying the second story of the building. The general drawing rooms occupy the mansard story, each room being lighted by a skylight and windows on three sides.

This is Science Hall as it is to-day. Before the construction of the Hall of Mechanical Engineering in 1888, the school of Mechanical Engineering, with all its appurtenances, and the steam plant of the university heating system were located in Science Hall. The Hall of Mechanical Engineering "is situated near the Broad street gate of the campus, and is of brick construction. The front portion (38 by 63 feet) is two stories high, with basement and high attic, and is handsomely ornamented with sandstone and terra-cotta trimmings. It contains the recitation

and drawing rooms of the School of Mechanical Engineering. The rear portion (53 by 83 feet) is of 'slow-burning mill construction," and is two stories high. The machine shop (50 by 56 feet), engine and wash rooms are on the first floor, and the carpentry and pattern-making shops (50 by 80 feet) on the second. The wing (83 by 43 feet) is of one story, with monitor roof, and is entirely fireproof. It contains the forge shop and foundry (40 by 40 feet), storerooms, pump and boiler rooms, in which is located the steam plant of the university heating system, which supplies steam to the various buildings and for motive power. Attached to this wing is the coal house (43 by 48 feet)."

This addition to the facilities of the engineering department was due to Cornelius Vanderbilt, the grandson of the founder, who in January, 1888, gave $20,000 for the enlargement of the department. This sum was not enough, and the university had to supplement it with a large amount.

Prof. Landreth, when he took charge of the School of Engineering, dropped the degree of mining engineer, advanced the degree of civil engineer one year, and substituted bachelor of engineering (B. E.) for the old C. E. The new B. E. and the old C. E. course comprised nearly all the studies in the B. S. course, and in addition thereto a year's work in studies purely scientific and professional, so that the engineering course was much heavier to carry than the academic course, which was heavy enough. The degree of C. E. was given a B. E. graduate on the completion of one of three courses—a course in constructive engineering, a course in geodesy, or a course in mining engineering. Later the choice of one in four instead of one in three courses, was offered, but the candidate was required to have engaged previously for not less than three months in the active practice of some branch of engineering in the line of the course chosen.

In 1887 the whole scheme of studies in both the academic and engineering departments was altered very materially. At the first perfect freedom had been allowed students in respect of the order in which they prosecuted the studies leading to a degree. It was afterwards found best to restrict this freedom in the case of students studying for baccalaureate degrees, permitting it the last two years of the course, but prescribing the order of studies for the first two years. Now the class system with its four years of prescribed work, modified by the introduction of electives, was adopted. The elective feature differed radically in the two departments, as will be seen. In the engineering department the course of studies for the first three years was made the same for all students—a general course essential to a broad and thorough training in any branch of the profession. After the third year this general course divided into specialized courses in civil, mechanical, and mining engineering. B. E. was reached at the end of the fourth year and C. E. at the end of the fifth year, whichever special course was taken. The three months of professional work were still retained

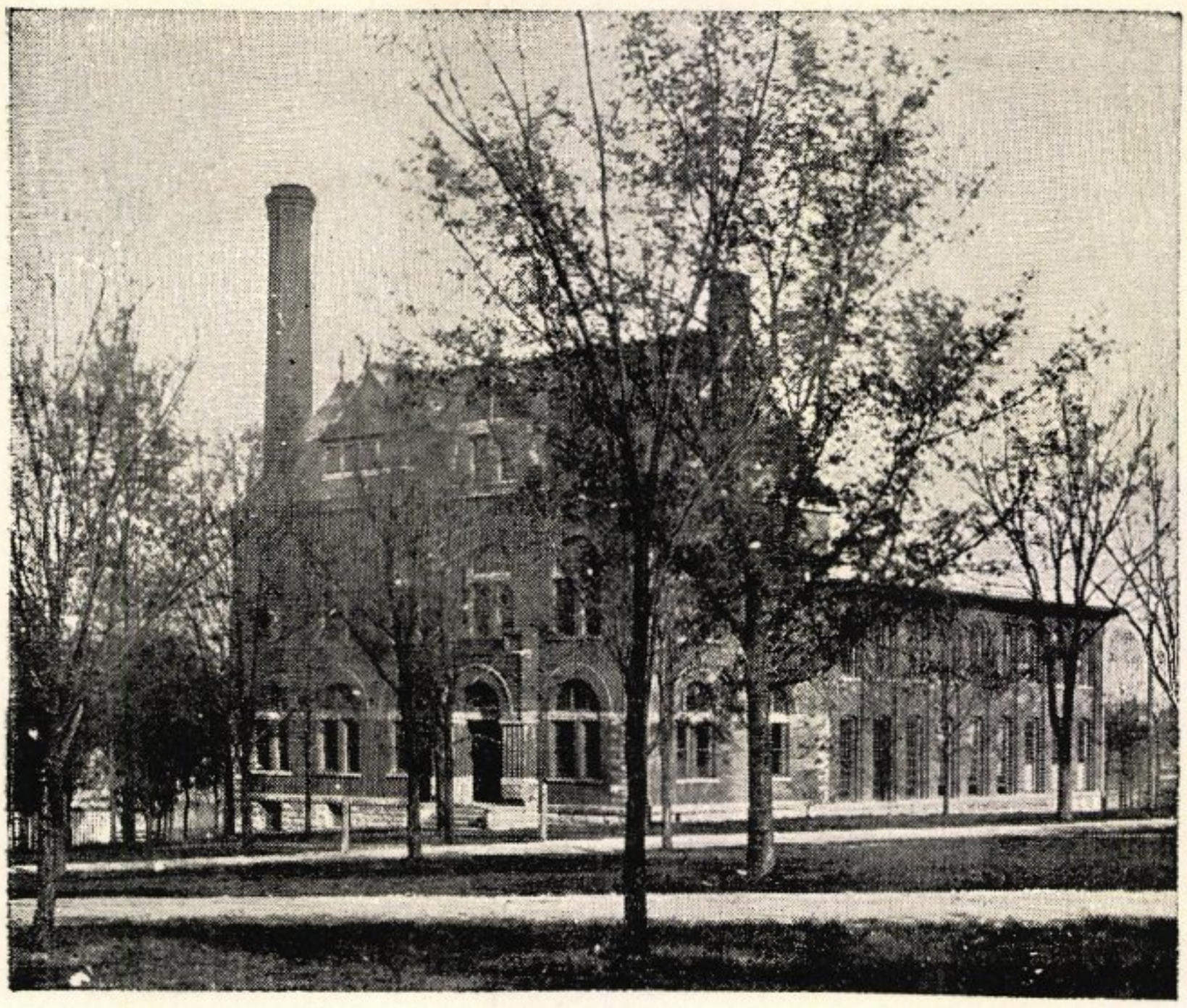
as a condition for the attainment of C. E. In 1889 the general course was shortened one year and the special courses lengthened correspondingly. The degree of B. E. was reached as before at the end of four years; but for C. E. at the end of five years was substituted C. E., M. E. (mechanical engineer), or E. M. (mining engineer), according to the special course followed. Two years later the general course was shortened to one year; so that now the studies of the three schools of engineering diverge after the first year, though four years are still required for the degree of B. E. and five years for the full degrees of C. E., M. E., and E. M. A thesis is required for all engineering degrees. And the requirement is not a dead letter, but is enforced. The new curriculum looks less to general culture than did the old and more to technical and professional training. The curriculum is hardly as difficult as it was, hardly as great a terror to young men aspiring to a diploma.

The engineering courses of Vanderbilt University will bear comparison with those of any school in the South. Nay, it is believed that they are superior to those of any other Southern school in their searching requirements and their comprehensive training. Degrees which are awarded elsewhere in two or three years are won here only after four or five years. Consequently, few men have reached graduation, but upon these few has been stamped the stamp of excellence.

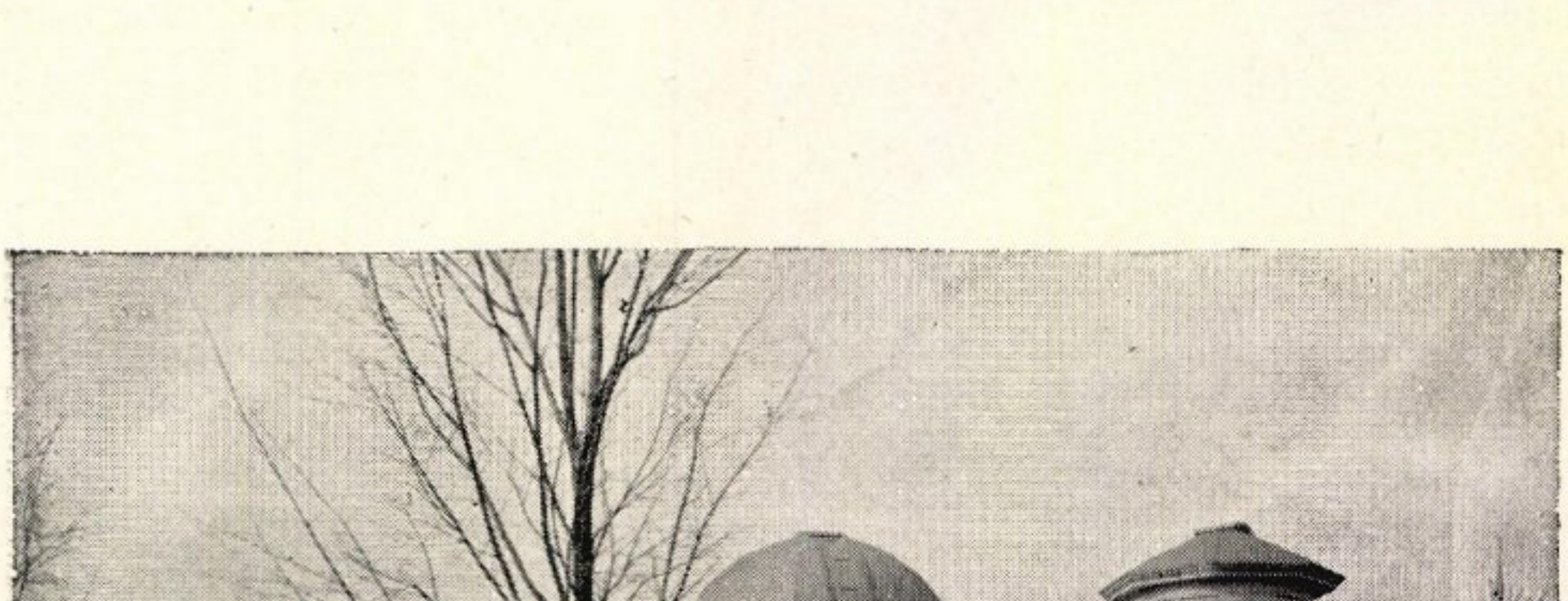
In July, 1883, Mr. William H. Vanderbilt added $100,000 to the endowment of the university. Bishop McTyeire had had special reference in asking for the donation to the growing wants of the engineering department. Through its aid a course in manual technology was established during the session of 1883–'84, having as its purpose to teach "the theoretical principles underlying all constructive operations and trades as well as the art of manual construction." The course of two years comprehended the exercises of the shop and the instruction of the class room. Mathematics, through trigonometry, elementary physics and mechanics, drawing, and shopwork were taught. Tuition was made free.

In the winter of 1888–'89, manual technology took up its abode in the Hall of Mechanical Engineering. Here its quarters were commodious and its appliances and facilities abundant. The course was extended and broadened somewhat and fees the same as the regular engineering fees were charged. At the same time scholarships affording free tuition were established in both classes, one for every 5 students or fraction thereof.

The School of Manual Technology possesses the advantages of competent instructors and a splendid plant. The Vanderbilt has kept abreast of the times in manual training and it is matter of regret that the opportunities she offers are not more eagerly embraced. The number of students is not what it should be, and a large proportion of these take the course merely as a preparation for a course in engineering. Though serving this purpose well, the manual training course is fairly complete in itself and looks to ends and aims of its own.



VANDERBILT UNIVERSITY—MECHANICAL HALL.



VANDERBILT UNIVERSITY—OBSERVATORY.

Prof. Landreth is much interested in securing a good road system for Tennessee, and has established a course in road-building, extending from February 1 to April 1. Free instruction is offered to one official from every county in the State, to be appointed by the chairman of the county court.

A school of architecture is badly needed, but in the present condition of the university's finances none can be established. There is no such school in the South.

The shops and laboratories of the engineering department are well equipped with machinery and apparatus, and here and in the field the student spends a good portion of his time in testing and applying the theories of the class room. Occasional visits are made to manufactories and other places of professional interest in and about Nashville, and sometimes to distant points. Indeed, from the first the art as well as the science of engineering has been taught. The professors of the department doing a certain amount of outside professional work, but not so as to interfere with the performance of their academic duties, have been enabled to mix with theory the leaven of practice. An important feature has been the working out of definite and complete "projects" after the manner of the French polytechnic schools. Among them may be mentioned two separate investigations for and designs of two bridges across the Cumberland River at Nashville; three different plans for reclaiming from river overflow a 200-acre tract in the heart of Nashville; a detailed design for the development of a large water power in southern Tennessee; and a series of investigations of several important properties of the leading hydraulic cements of the United States.

Prior to 1888 there had been instructors and assistants in the department, but only one professor. That year Charles L. Thornburg, C. E., PH. D., instructor in civil engineering, was made adjunct professor of civil engineering and practical astronomy, and William T. Magruder, M. E., instructor in mechanical engineering, was made adjunct professor of mechanical engineering. The teaching force for 1888–'89 consisted of Profs. Landreth, Thornburg, and Magruder and of five instructors in mining and metallurgy, in manual technology, physics, mathematics, and English, and in machine and wood shops. The most important change made since then was the abolition of the instructorship in mining and metallurgy. The dean of the department and the professor of chemistry give all of the instruction now given and the number of students has in consequence diminished.

The register for 1879–'80 was the first one to record separately the number of engineering students. There were 23 that year. Since then the attendance for the successive years has been 23, 29, 27, 37, 37, 26, 36, 56, 48, 49, 55. Twenty B. E.'s, six C. E.'s, and one E. M. have been conferred. The number of graduates has been small for two reasons. Of one, the rigorous requirements for graduation, we have spoken. The other reason is the demand on the department for engi-

neers. Opportunities of going to work at good salaries have drawn many students away from their studies before they had completed them. In his report to the board of trust in June, 1887, the dean said, speaking of the success of his students in obtaining work:

> Fourteen have been offered and have accepted good positions while at the university within the past two months and every member of the present graduating class of engineers has received an appointment before graduating, and will accept immediately after commencement.

THE BOARD OF TRUST—IMPORTANT CHANGES IN ITS CONSTITUTION AND ORGANIZATION.

The character, organization, and composition of the board of trust have undergone important changes. The principal changes are: (1) An increase in the number of sustaining conferences; (2) the transference of the election of members from the conferences to the board; (3) a diminution in the number of representatives accorded to each conference; (4) the substitution of limited terms of service for life terms and the expiration of these terms, so as to secure a board composed at once of old and of new elements; and (5) the exercise by the bishops of the church of their chartered rights, which are virtually the rights of trustees.

(1) Four of the conferences—the North Alabama, Alabama, Mississippi, and Louisiana—which had united in applying for a charter for Central University failed after the charter had been obtained to take any steps in favor and support of the university; and in January, 1873, the board of trust declared vacant the seats of the representatives of these conferences. It afterwards appearing that the North Alabama Conference had postponed action for the sake of harmony and that it now desired to coöperate in establishing and supporting the university, the board rescinded its resolution of January, 1873, so far as the North Alabama Conference was concerned and elected the nominees of the conference to seats in its body, May, 1875. These nominees were C. D. Oliver, D. D., Rev. Anson West, Hon. W. B. Wood, and J. J. Dement, M. D. Nine years later, in 1884, the Louisville Conference was admitted as one of the coöperating conferences and Rev. R. W. Browder and Wilbur F. Barclay, alumni of the university, were elected its representatives—this in response to a petition from the alumni association asking for representation in the board. The admission of the Louisville Conference had been proposed some years before, but the petition of the alumni association brought the matter to a head.

(2) By-law No. 7 of the board of trust, adopted in 1873, provided that if a vacancy should occur in the representation of a conference it should be filled by the board upon the nomination of the conference. In his message to the board September 30, 1874, President McTyeire gave some clear and cogent reasons why the board should fill its own vacancies. He said:

> The constitution, fitness, and safety of the board having this vast and growing

interest in trust will be very uncertain if by popular election on hasty and perhaps ill-considered grounds of choice its future members are to be supplied; whereas the board knows its own wants, is familiar with the nature of the work to be done, has the university and its interests in mind and in heart, and is ever watchful of its welfare and on the lookout for suitable instruments and agents to promote it.

These reasons prevailed with the board and at its next meeting, May, 1875, it enacted that vacancies should be filled on its own nomination, subject to the confirmation of the conferences concerned. Despite opposition in some quarters this method of continuing the existence of the board has ultimately prevailed and in the future will probably be accepted with little question. The charter guarantees a "fair representation in the management of the university to any annual conference hereafter coöperating with us." It is doubtful whether this provision applies at all to the originally coöperating conferences, and if it does it is within the competence of the board to grant this "fair representation" in its own way.

(3) In 1882 the representation of each conference in the board of trustees was reduced to two members, one clerical and one lay. The reduction was not made at once, but it was enacted that no vacancies should be filled until it became necessary to do so in order to maintain the representation of the conference at the minimum of two.

(4) A most important change in the character and constitution of the board was made in 1888, a change intended by the constant infusion of new elements to secure a live, progressive board, a board in touch and sympathy with the times, and yet whose conservatism and capacity for affairs should be maintained by the presence of a majority of old, experienced members. The change was this: The four members from the Tennessee and North Alabama conferences to go out in 1890; the four from the Memphis and North Mississippi conferences in 1892; the four from the Louisville and Little Rock conferences in 1894; the four from the Arkansas and White River conferences in 1896; in 1890 and every two years thereafter as the terms of one-fourth of the members of the board should expire their places to be filled by election; the members to be removable for cause and to stay in office until their successors should be elected and confirmed.

(5) Occasionally a bishop appeared in the meetings of the board of trust and was welcomed to a share in its deliberations, but not until President McTyeire's death did the bishops as a whole exercise the rights conferred on them by the charter of the university, the rights virtually of regular trustees of the institution. It was Bishop McTyeire's request that they should exercise these rights and assume a responsibility in the management of the university, and since his death they have done so.

The coöperating conferences have no control over the university unless the presence in the board of trust of representatives irresponsible to them is control. However, reports are made by the university

to the conferences and its representatives appear before them to urge its claims.

The executive committee of the board of trust, clothed between meetings of the board with full powers, their exercise, however, subject to the review of the board, has played a prominent rôle in the governance and administration of the university, and has often decided matters most important to its welfare. As at first constituted it was composed of the president, the secretary, and the treasurer of the board, and of one member of the board from each conference, elected annually. Since 1875 it has been made up of the president and the secretary and three members of the board, elected annually, a smaller body and therefore more prompt to decide and more swift to act.

Dr. R. A. Young was secretary and financial agent of the board of trust from 1873 to 1882. Since then he has been simply secretary. Dr. A. L. P. Green was treasurer till his death in 1874. The treasurers since him have been Dempsey Weaver, 1874–'79; Thomas D. Fite, 1880–'85, and E. W. Cole, 1886. When the executive committee was reduced in size, D. C. Kelley, E. H. East, and D. T. Reynolds were elected the unofficial members. No changes were made in the composition of the committee until 1889 and 1890. In the former year President McTyeire died and was succeeded by President Hargrove. In the latter year the elective membership of the committee was renewed by the choice of Robert W. Browder, D. D., Judge E. H. East, and Anson West, D. D. The board of trust at the present time is constituted as follows: Rev. S. H. Babcock, Robert W. Browder, D. D., J. W. Brown, M. D., A. R. Carter, B. A., Rev. G. A. Donnelly, J. J. Dement, M. D., E. H. East, H. W. Foote, T. T. Hillman, Andrew Hunter, D. D., W. C. Johnson, D. D., L. Q. C. Lamar, R. J. Morgan, Rev. T. Y. Ramsey, J. W. Stayton, S. K. Stone, Anson West, D. D., R. A. Young, D. D., and Bishops J. C. Keener, A. W. Wilson, J. C. Granbery, R. K. Hargrove, W. W. Duncan, C. B. Galloway, E. R. Hendrix, J. S. Key, A. G. Haygood, and O. P. Fitzgerald.

DEATH OF PRESIDENT M'TYEIRE AND ELECTION OF HIS SUCCESSOR.

On the 15th day of February, 1889, Holland N. McTyeire, president of the board of trustees of Vanderbilt university, died. His body lies buried on the university campus. Without Bishop McTyeire, Central University might have been, but without him Vanderbilt University would never have been. And had he not lived to lay the first stones in the structure, Vanderbilt University would not have been what it is. Few institutions in their beginnings are so much the work of one man. Of his wife, Bishop McTyeire said: "My wife was a silent but golden link in the chain of Providence that led to Vanderbilt University," and he asked that she be given an allowance of $1,000 a year and be permitted to end her days in the old home on the cam-

pus.[1] Both requests were granted. Mrs. McTyeire did not long survive her husband. She died January 14, 1891.

During Bishop McTyeire's illness and until the election of his successor, Judge E. H. East, one of the seven vice-presidents of the board of trustees and a member of the executive committee, performed the duties of the president's office. The board met in May, 1889, and elected Bishop R. K. Hargrove president. Bishop McTyeire's powers had been anomalous, and the question whether or not Commodore Vanderbilt had intended that they should descend to his successor was a delicate and difficult one. The right of veto was not withdrawn from the second president, but it was understood that the exceptional powers of the first president should not be exercised by him. He is unsalaried, but receives $1,000 a year as commutation for house rent.

The first president of Vanderbilt University was a high church dignitary, and so is the second president. After the death of Bishop McTyeire much was said and written on the subject of his successor. Should he be a clergyman or a layman, and should the choice be restricted to the Methodist Episcopal Church South? Many held that the university was a gift to the whole South and demanded that the trust be administered in the interest of no sect or section. But the trustees, conceiving that the gift was to the church first of all and through her to the South, thought it but right that a man high in her councils should be the head of Vanderbilt University.

SKETCH OF BISHOP M'TYEIRE.

The following sketch of Bishop McTyeire was written by Dr. W. M. Baskervill, professor of English language and literature in the Vanderbilt. Being a son-in-law of the bishop's, Dr. Baskervill had the advantage of a nearer view of his mind and character:

Since Thomas Jefferson no man has left such an impress upon education in the South as Bishop H. N. McTyeire. He had passed little time in the schoolroom, only serving as tutor for a short while at Randolph-Macon College in Virginia. But he had peculiar qualifications for the great work to which he was called. Born in South Carolina, educated in Virginia, he had before he became a bishop served his church as pastor and editor in Virginia, Alabama, Louisiana, Mississippi, and Tennessee. After his election to that office he had traveled all over the South and West; he had an inquiring mind, rare powers of observation, and a tenacious memory; and it can

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[1] The sentence quoted from Bishop McTyeire, "My wife was a silent but golden link in the chain of Providence that led to Vanderbilt University," and his request that she be given an allowance of $1,000 a year and be permitted to end her days in the old home on the campus, were contained in a paper prepared by him on the eve of his departure for the Methodist Ecumenical Conference held in London in 1881 and read before the board of trust after his death. In his will he did not ask an annuity for his wife, but asked only that she might spend her widowhood in the old home, "not sharing it with any professor or officer." The sentence quoted above is slightly changed in his will. It reads: "My wife was a silent but golden link in the chain that brought and bound this university to Nashville and especially to Methodism.

safely be said that no other man in the South knew the wants and needs of the people better than he.

Especially was this true in regard to education. He belonged to a denomination which, he loved to remember, sprung from a university, yet which sank its roots deep into the popular heart. Equally at home in a palace or a cabin, before an ecumenical body or a congregation of mountaineers, he was a typical man of his church. His mind had long dwelt on educational problems. The old-time academies had almost ceased to exist, and the colleges, oftentimes burdened with debt and always struggling to live, appealed to him in every Southern State. He must needs think about education. So, along with others, he planned and worked for something better. By a series of masterly papers he showed the need and the uses of a great central university—an institution thoroughly equipped and well endowed. When he met Commodore Vanderbilt his plans were well matured. Each had what the other wanted. The typical southerner and the typical northerner—each strong in his own convictions, but both having at heart the best interests of the whole country—formed a partnership in which heart and brain strove to show to the world what money, controlled by great executive ability and used with a perfect knowledge of the situation, could do toward the upbuilding of the South and the restoration of fraternal feelings.

As soon as the first gift was made, Bishop McTyeire set to work with his usual thoroughness and deliberation. He visited the best institutions of the country, talked with presidents and professors, looked at the grounds, inspected the buildings, and studied all the details of these great foundations. He sent specialists to Europe to buy scientific apparatus. He picked able professors from different colleges and intrusted to them the organization of the departments and the formation of courses of study. All material interests he attended to himself.

In the matter of location and choice of site Bishop McTyeire's idea was to blend the ideal and the practical. "Academic shades and philosophic tranquillity" had great charms for him, but he also knew that "character is formed in the stream of life." No monastic traditions fettered his mind. With a quiet smile he used to tell of an agent who recommended an out-of-the-way place as more suitable than the site afterwards chosen, by saying: "Bishop, the boys will be looking out of the windows there." His reply was characteristic: "We want them to look out, and to know what is going on outside." This leader of men well knew that observation and contact with men had given him by far the better part of his education. No place for a real university like a thriving, growing, bustling city, was his opinion.

One condition of the gift was that Bishop McTyeire should have his home on the campus. The permanent endowment was given in such a shape that it could easily take care of itself. But during his life the president of the board of trustees expended over $600,000 in grounds, buildings, apparatus, etc., and it is safe to say that not a walk was made nor a drive laid off, not a tree or shrub was planted, not a building was designed, and scarcely a brick or a stone put in place which did not receive his careful inspection and get his personal approval. This minute personal oversight and direction he maintained till he was taken away.

In the purely educational affairs of the universty his influence was great, but used indirectly. The curricula and the instruction of classes were left to the faculty. No change of policy could be effected except through him, but the suggestions and the plans generally originated in that body. He wanted numbers, but he valued scholarship more. Hence he lent the weight of his powerful influence to the abolition of subcollegiate classes, to the reorganization of the Biblical department, and all the other changes that were made during his lifetime. He had the happy faculty of waiting and the willingness to be responsible for unpopular measures, if thereby he saw any gain to the university. But he was specially desirous of having a harmonious faculty, and when any new measure was proposed to the board of trustees through him, his first question was, "Are the faculty agreed?" Towards the end

of his life he came to that body more and more for counsel and advice. The last time he met with them he said, "Gentlemen, the session of the board is near at hand and I have come to consult with you. I can get more in an hour's talk with you than in a week from them."

His personal relations to officers and students were kind and courteous. He took a friendly interest in them and in their work. If a professor wrote a timely article or published a work, or if a student distinguished himself in any way, he was sure to find in "the bishop," as all loved to call him, appreciation and encouragement. He had a way of greeting the new student, especially if he was fresh from a country home, so as in a very few moments to make him feel that he had found an old friend. In many cases this was true, for owing to the bishop's wide acquaintance he was almost sure to know the new boy's father and mother, or at least his pastor or some well-known public man in his neighborhood. He had a habit of studying the matriculation book to find out who the students were and where they came from, and a hint or a suggestion would oftentimes place the student with all his home ties in the bishop's singularly tenacious memory. In this way he quietly established himself in the confidence of the students, and there were few who did not feel safer for having him as counselor and friend. Many young men were educated at his expense, but this was done so quietly and unostentatiously that often not even a member of his own family would ever hear of it.

A familiar sight to old students was the bishop, as he strolled about the campus. The large frame, with its broad shoulders and massive head surmounted by a wide-brimmed hat, the long white cane in the right hand, and the leisurely gait will not soon be forgotten. It gave him special pleasure to have some one accompany him during these strolls, and at such times he was most communicative and reminiscential. Now he could be seen plucking a magnolia—his favorite flower—for a friend in her carriage or stopping to give a welcome to some old acquaintance or to extend a courtesy to strangers. To these he was always attentive. Mr. J. M. Leech, that courteous Virginian and former secretary of the faculty, has recorded this incident: "He once cordially thanked me for conducting through the university buildings a company of plain country people, among whom was a woman with a baby in her arms. 'Who knows what may come of that visit?' said he. 'It may bring that baby here as a student. He may yet be one of our illustrious men. Who knows? Who knows? Such people are not to be neglected. Great men come of them.'"

By many he was thought to be austere and unsympathetic. A man of positive convictions and tenacity of purpose necessarily makes enemies, and the first president of Vanderbilt University was no exception to the rule. But, though he was firm and unyielding where principle was concerned, he never persecuted or oppressed any man. There was no vindictiveness in his nature. He changed the whole policy of his management more than once, for he ever learned from experience, and each time some good men threw themselves across his path and suffered the consequences.

The interests of the university were dearer to him than the favor of any man. He sundered the ties of some esteemed friendships in this work and had to meet much active and unfriendly opposition in the prosecution of his carefully considered plans for the welfare of the university. But not one that opposed suffered as much as he, though he never showed it. On his death bed he looked back on his administration without regret, for though he acknowledged that he had made some mistakes he felt that in every instance he had done the best he knew how to do with the light before him. The universal sorrow among professors and students at his untimely taking off, which each year intensifies, is the best tribute to his great and noble leadership and wise administration.

ENDOWMENT, REVENUE, AND PLANT.

More than one Vanderbilt has given of his wealth to the university; the son and the grandsons of the founder are benefactors of the institu-

tion. William H. Vanderbilt gave all told over $450,000. His first donation was one of $100,000 for the construction of the gymnasium, science hall, and Wesley hall. Instead of costing only $100,000 these buildings cost $145,404.77. Mr. Vanderbilt promptly supplied the deficit. The addition of $100,000 in 1883 to the endowment fund was made with special reference to the needs of the engineering department. Later Mr. Vanderbilt gave $10,000 to President McTyeire as a token of his appreciation of the management of the university, to be used as he pleased.

Mr. Vanderbilt died December 8, 1885, and left $200,000 to the university. This was added to the endowment, swelling it to $900,000. The bequest tax of $11,775 imposed upon the legacy by the State of New York was paid by Cornelius and William K. Vanderbilt. Besides this Cornelius Vanderbilt has given $30,000 to the university, $10,000 for the library, and $20,000 for the hall of mechanical engineering.

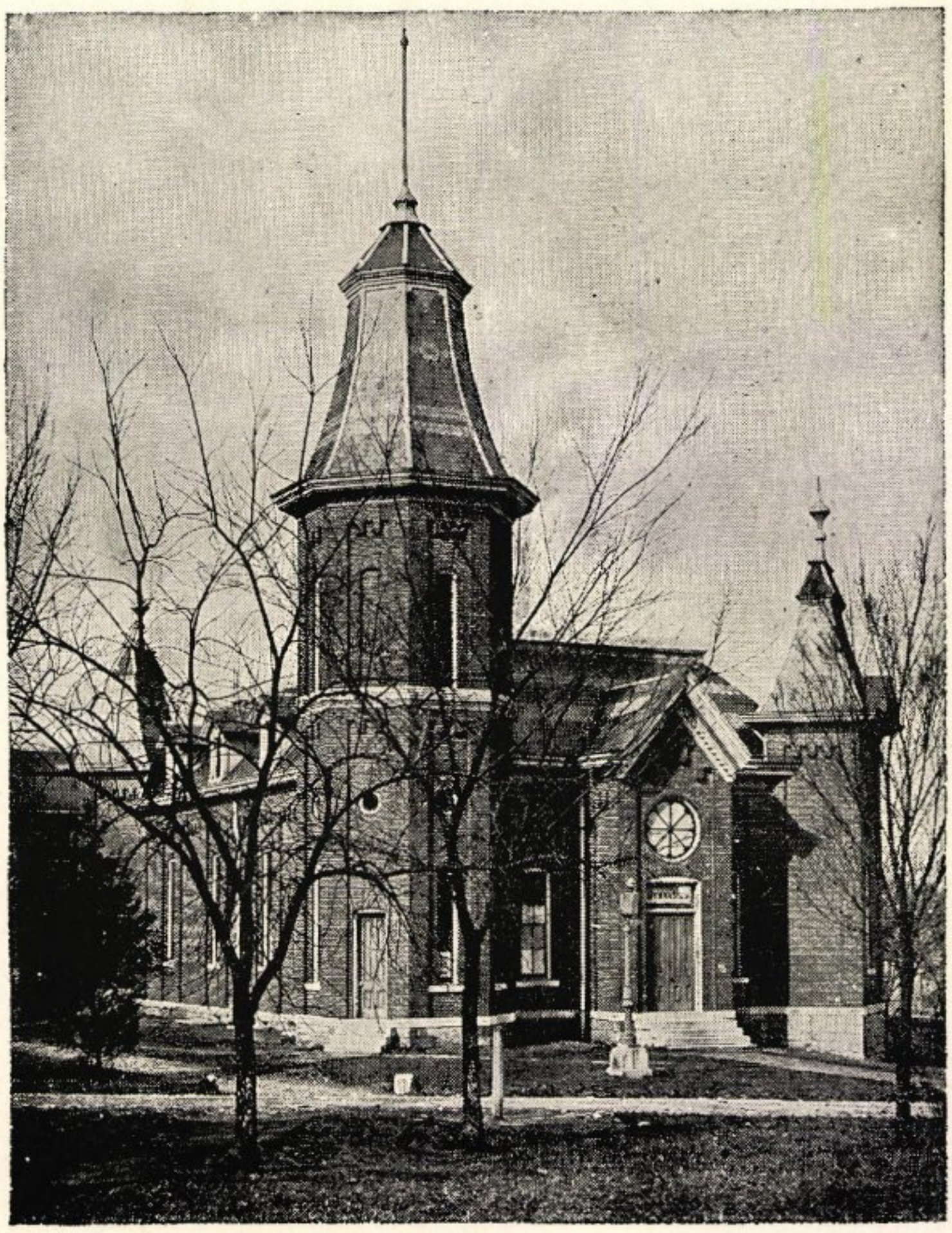
Vanderbilt University has received in round numbers, exclusive of the Biblical-department funds, $1,500,000. Nine hundred thousand dollars have been reserved as productive endowment and $600,000 have been expended in grounds, buildings, furnishings, machinery, and apparatus. Much of the annual revenue has, of course, been used in maintaining and improving the plant and enhancing its value by additions to buildings and equipment. The broad campus of 74 acres, with its walks and its drives, its grass and its trees, is the delight of the student and the admiration of the stranger. A happy mean has been struck between the artificial and the natural. It is on high ground just west of the Nashville corporation line. Toward the west it is level; toward the north and east, in the direction of the city, it slopes gently. Along the top of the slope and facing the city are situated three of the principal buildings—university hall, science hall, and Wesley hall. West of these are the gymnasium, the observatory, professors' houses, and students' dormitories. East of them, at the foot of the slope, is Mechanical Engineering Hall. Along the north side of the campus runs a double-track electric railway, rendering easy of access any part of Nashville.

University Hall, the center of university life, is the northernmost of the larger buildings.

This building, devoted to general university purposes, is also occupied by the academic department and by the department of pharmacy.

The structure is of brick, with gray-stone trimmings, four stories in height, and 190 feet front by 140 feet deep. The first floor is occupied wholly by the schools of chemistry and pharmacy, with their lecture-rooms, working and special laboratories, balance-room, museums, and chemical storing vaults. The next floor has the business offices of the university, the apparatus, experimental rooms, and laboratory of the school of physics, and other lecture rooms. The remaining floors are occupied by the university chapel (of Gothic interior architecture), the library and reading room, literary society halls, lecture rooms, and professors' studies. The building throughout is warmed by steam from the heating station in the Hall of Mechanical Engineering, lighted by gas, well ventilated, and protected from fire by water pipes on every floor.

VANDERBILT UNIVERSITY—SCIENCE HALL.



VANDERBILT UNIVERSITY—GYMNASIUM.

Brief descriptions have already been given of Science Hall, Wesley Hall, and the Hall of Mechanical Engineering. The other buildings on the campus are the observatory, the gymnasium, the west-side dormitories, the residences of professors and other employés of the university, etc. Outside the campus there is one professor's residence and inside there are nine such. All the latter are of brick, three of them cottages and the rest large two-story houses. On the northwest corner of the campus there are seven brick dormitories for the use of students, the first of which was built in 1886. Six of them are after the same model and contain eight rooms apiece. The seventh is constructed differently and contains, in addition to a number of living rooms, dining room, kitchen, and office. From the occupant or occupants of each room the university receives an annual rent of $25. The messing system obtains at West Side, as in Wesley Hall. Students of any department on the campus and students of the law department who have been students of the academic department and have lived at West Side are permitted to board there. This limitation imposed upon the residence of law students is necessitated by want of room. The gymnasium was built at the same time as Wesley Hall and Science Hall. It is a brick building 90 by 60 feet, well furnished with gymnastic apparatus. At either end is a visitors' gallery and below is a basement containing dressing and bath rooms. The observatory, a small brick building constructed solely for astronomical purposes, is centrally located on high ground. It is provided with an equatorial of 6-inch aperture and 8-foot focal length, accompanied by a stellar and solar spectroscope; a meridian circle reading to seconds, with four micrometers; an astronomical clock, and an altazimuth. The law and dental building, recently erected, is on Cherry street, in the heart of the city. It is five stories high, with sandstone front, and is one of the handsomest structures in Nashville. Only a portion of it is used by the law and dental departments, the rest being occupied by rented offices. Lot and building cost nearly $100,000 and represent an investment of that much of the endowment fund.

The library occupies two rooms in University Hall. It has a large branch in Wesley Hall and a few of its books and publications may be found in Science Hall and the Hall of Mechanical Engineering. A good number of current newspapers and magazines is kept on hand. But the shelves betray a deplorable want. They contain only about 15,000 volumes. Well and in some regards splendidly equipped in respect of scientific apparatus, the university lags far behind her general progress in the matter of a library.

The endowment of Vanderbilt University was all given in $5,000 second-mortgage bonds of the Lake Shore and Michigan Southern Railway, bearing 7 per cent interest and maturing in 1903. Although these bonds are first-class securities, they of course tend to fall to par as the date of their liquidation approaches. The withdrawal of the

endowment and its reinvestment have accordingly been begun. By May, 1891, $165,000 worth of bonds par value had been sold and the proceeds invested in the Law and Dental Building and in certain bonds secured by improved Nashville real estate. With the fall in the rate of interest 7 per cent has become an exceptionally good return on capital. That it will not be realized again by the university is certain. Even at this early stage in the process of reinvestment the revenues from the endowment fund have been seriously impaired.

The annual budget of the university is about $70,000, sometimes less, generally more. Several thousand dollars of the receipts are tuition, matriculation, library, and laboratory fees. The fees in the academic and engineering departments are $65: Tuition, $50; matriculation, $10; and library, $5; these in addition to laboratory fees when laboratory work is done. Many students, the holders of scholarships, pay no tuition fees, of which more anon. The fees in the department of pharmacy are: Tuition, $25; laboratory, $25; matriculation, $10; and library, $5. Biblical students pay no tuition fees, their only fees being matriculation and library fees. The law, dental, and medical departments are not included in this budget. If they were included their fees would swell the annual revenues of the university to considerably over $100,000. Of late expense has exceeded income, and the university in consequence is in straitened circumstances. The very name of Vanderbilt suggests to most people possession of unlimited resources. It never once occurs to them that the revenues of the university may be inadequate to its purposes; but this is true, nevertheless, and the need of more money is urgent. The institution is built on a large plan and large means are required to run it.

ABOLITION OF SUBCOLLEGIATE CLASSES AND ELEVATION OF STANDARD OF ADMISSION.

Subcollegiate classes clung to the university for many years, the authorities not feeling strong enough to shake them off. The number of well-trained men who sought admission grew very slowly. Ill-trained men, it seemed, had to be taken or none. But the faculty chafed under the apparent necessity. Said Chancellor Garland: "With its existence [that of the subcollege class] I am sure the university can never exercise that elevating influence upon the preparatory schools of the country which it might do and which is one of its most important functions." At last, in 1887, on petition of the faculty, the board of trustees enacted the abolition of subcollege classes. But another year passed before the last one disappeared. The standard of entrance to the university is being all the while raised. Many applicants for admission are turned away and bidden go to a fitting school. In consequence the character of the fitting schools as well as of the university is being elevated. The fitting schools appreciate the spirit which the Vanderbilt shows in setting a high standard and in relegating the work

of preparation where it belongs, to themselves, and are giving the institution their hearty coöperation and support.

Although no official relations exist, a few fitting schools are recognized as special feeders to the Vanderbilt, some of them in fact being manned by Vanderbilt graduates, while the students from several are admitted without examination upon the certificate of their principals. The following extract from a paper read before a recent meeting of the State Teachers' Association by the head of one of the preparatory schools is evidence from a competent judge of the high standard of admission to the university:

> Three years ago we had two boys who were classmates. One graduated from a certain university with the degree of C. E. before the other had entered the freshman class in Vanderbilt. Yet the latter had lost no time from school and was decidedly the superior both in ability and application.

The abolition of subcollege classes and the tightening of the entrance requirements had the effect of diminishing the enrollment, but that is recovering and will ere long surpass its former limit.

Two years ago the plan was inaugurated of holding entrance examinations in June as well as in September, and not only at the university, but in various towns and cities of the South and West. Though this plan met with little success at first, a large proportion of the freshman class is now received into the university in this way.

We subjoin the requirements for admission to the courses in arts as printed in the current announcement. For admission to either course in science, the examinations in mathematics, English, geography, and United States history are the same as for admission to the courses in arts. Both courses in science require an examination in German but none in French. One of them requires an examination in Latin, which is the same as the arts examination. Applicants wishing to enter as irregular students must pass the same examinations in English, geography, and United States history as the regulars, and an examination in mathematics, which, however, is less rigid than that set for regulars. If an irregular falls below the minimum of 40 on more than one examination he can not be conditioned, but is denied admission to the university.

FOR ADMISSION TO THE COURSES IN ARTS.

(1) *Latin.*—Cæsar's Gallic War, four books; Virgil's Æneid, four books; the four orations of Cicero against Catiline. Any one of the following grammars is recommended: Allen and Greenough's, Gildersleeve's, or Harkness's. It is earnestly recommended that work in Latin composition be carried on hand in hand with the reading at every stage of the preparatory course. For this purpose either of the following works may be used: Exercises in Latin Composition, by M. G. Daniell, or Practical Latin Composition, by W. C. Collar. An exercise similar to those given in these works will be given, and a passage of average difficulty from Cæsar or Cicero will be set for translation at sight. The Roman pronunciation is recommended.

(2) *Greek.*—Etymology, elementary syntax, four books of Xenophon's Anabasis, two books of Homer's Iliad, elementary prose composition (Jones's Greek Exercises

will cover the amount required). Goodwin's or Hadley-Allen's grammar is recommended. A passage from some one of Xenophon's works will be assigned for translation at sight.

(3) *Mathematics.*—Arithmetic, including the metric system of weights and measures; algebra in simple and quadratic equations, calculus of radicals, binomial theorem, indeterminate coefficients, and theory of logarithms; plane and solid geometry.

(4) *English.*—Meiklejohn's English Language (or its equivalent in English grammar and analysis of the sentence). A composition of not less than one foolscap page in length must be written in the examination room, and the subject for this exercise will be given at the time by the examiner. The subject will be taken from one of the following books: Merchant of Venice, Julius Cæsar, Robinson Crusoe, Evangeline, Vicar of Wakefield, Franklin's Autobiography.

(5) *Geography and United States History.*—Outlines, Tables, and Sketches in United States History, written and published by Miss S. L. Ensign, of Cedar Falls, Iowa, should be used in connection with a good history of the United States, such as Johnston's. In geography, Harper's or some other good manual is recommended. Teachers of the subject would be helped by Child and Nature, by A. E. Frye, of Hyde Park, Mass. It is not sufficient to have once studied geography and United States history, A fresh review before the examination is almost imperative. Until this department can be brought up to the standard of the other studies in the preparatory schools, all students, even though admitted on certificate in other branches, will be examined in United States history and general geography.

Applicants failing to attain the required standard in more than two of the above five subjects will not be admitted. Those falling below 60 per cent, but attaining not less than 40, on not more than two subjects, will be conditioned. Such students must make up their deficiency by private study, and before the close of the scholastic year be subjected to a second examination on the subjects on which they failed.

Two prizes of $50 each are given for the best entrance examinations, the one in English, mathematics, history, and geography, the other in Latin and Greek.

RECONSTRUCTION OF SCHEME OF STUDIES AND DEGREES AND DISTINCT SEPARATION OF COLLEGE AND UNIVERSITY INSTRUCTION.

The scheme of studies and degrees outlined earlier in this history remained practically unchanged until the year 1887. Then the ax was laid at the root of the tree and the scheme was abolished. The two most important innovations were the introduction of the class system, with its freshman, sophomore, junior, and senior, and its order of prescribed studies for each year, but with a large number of electives in the third and fourth years, and the running of a distinct line of demarcation between college and university instruction. The former change brought the Vanderbilt into conformity with the large, progressive institutions of the North, and the latter change, together with other causes, gave such an impetus to the prosecution of advanced studies that the Commissioner of Education ranked the Vanderbilt among the six leading universities of the country doing post-graduate work.

The college degree of B. P. was dropped, and replaced soon after by that of B. L. (bachelor of letters). M. A. was made a university degree, Ph. D. being already so considered: and M. S. (master of sci-

ence) and D. Sc. (doctor of science), corresponding to M. A. and Ph. D., were created. Ten new fellowships, open to baccalaureate graduates of the Vanderbilt and other institutions of recognized standing, were founded, and special stress was laid upon post-graduate work. A standing committee, the committee on university instruction, composed of the chancellor and four other academic professors, was created, with general control and direction over all university instruction. The membership of this committee is the same now as it was at the first, namely: Chancellor Garland, *ex officio* chairman; Prof. Baskervill, secretary; and Profs. Vaughn, Smith, and Dudley. Quite recently the degree of B. L. was abolished and two courses leading to B. A. and two leading to B. S. were offered, whereas only one course in each had been offered before.

COLLEGE DEGREES.

Below we give the course in arts No. 1 and the course in science No. 1. The arts course No. 2 requires only one year each in mathematics, history, and moral philosophy. It includes among the required studies, however, a year of French and a year of German. Science course No. 2 requires two years of Latin, whereas course No. 1 requires none at all; but it requires only one year of French and one year of natural history and geology. It requires no history, but there are two years of history among the electives.

COURSE IN ARTS No. 1 (B. A.).

The first course of instruction leading to the degree of bachelor of arts includes the following studies. (The figures in parenthesis indicate the number of recitations or lectures per week.)

Freshman Class.

FIRST TERM.

Latin.—Livy; exercises; Allen and Greenough's Grammar; sight reading. (4.)

Greek.—Herodotus; exercises; Goodwin's Grammar; sight reading. (4.)

English.—Tennyson's Poems; Wordsworth's Poems; Genung's Rhetoric; exercises weekly; parallel reading: Life of Goldsmith (Irving); David Copperfield; Vanity Fair; Life and Letters of Macaulay (Trevelyan). (3.)

History.—The Eastern Nations and Greece (Myers); General History of Greece (Cox). (2.)

Mathematics.—Solid geometry and trigonometry (Wentworth); algebra (Hall and Knight). (4.)

SECOND TERM.

Latin.—Cicero, Cato Major, and Lælius; exercises; systematic study of syntax; sight reading. (4.)

Greek.—Odyssey (Perrin); Lysias (Stevens); exercises; Goodwin's Grammar; sight reading. (4.)

English.—Genung's Rhetoric (continued); English prose writers (Carlyle, Macaulay, Arnold, etc.); exercises weekly; parallel reading from the same authors. (3.)

History.—History of Rome—Allen's. (2.)

Mathematics.—Analytic Geometry of Two Dimensions (C. Smith). (4.)

Sophomore Class.

FIRST TERM.

Latin.—Cicero, Select Letters; Pliny, Letters; prose composition; sight reading. (4.)

Greek.——Plato's Apology and Crito (Dyer); Demosthenes, Philippics; Goodwin's Moods and Tenses; Greek prose composition; sight reading. (4.)

English.—Milton and Bacon; History of English Literature; essays. (3.)

History.—Mediæval European History (Myers and Montgomery). (2.)

Mathematics.—Differential and Integral Calculus (Hardy). (4.)

SECOND TERM.

Latin.—Horace; prose composition; thorough study of the Latin meters.

Greek.—Euripides, Bacchantes; Theocritus; study of meters; Greek prose composition; Greek literature (Jebb's Primer, and Lectures); sight reading. (4.)

English.—Sweet's Anglo-Saxon Primer; Chaucer; history of English literature (continued); essays. (3.)

History.—Modern European history—Myers and Montgomery. (2.)

Mathematics.—Calculus completed; Analytic Geometry of Three Dimensions (Smith). (4.)

Junior Class.

FIRST TERM.

Required studies.

Moral philosophy.—Psychology (Hill's Psychology and Lotze's Outlines; lectures, (3.)

Physics.—Doctrine of forces and the application of the same to the equilibrium of solids, liquids, and gases; acoustics (Peck's Mechanics, Atkinson's Ganot); lectures. (4.)

Chemistry.—Chemical physics and inorganic chemistry, with experiments (Roscoe, Bloxam, or Remsen); lectures. (3.) (Laboratory exercises twice a week.)

Elective studies.

(Of which a sufficient number must be chosen to give the student a total of sixteen hours per week.)

Latin.—Tacitus, History; Juvenal; advanced Latin composition; Cruttwell's History of Roman Literature; sight reading and writing. (3.)

Greek.—Thucydides VII (Smith); Æschylus, Eumenides; Greek prose composition; study of meters; sight reading. (3.)

German.—Grammar, syntax (Joynes-Meissner); exercises; Wilhelmi's Einer muss heirathen; Novelletten Bibliothek I (Bernhardt). (3.)

English.—(1) Literature—Lectures on the origin and history of the English drama; study of Shakespeare. (3.) Or, (2) Philology—Sweet's Anglo-Saxon Reader. (3.)

Economics.—Walker's Political Economy. (3.)

Pedagogics.—Psychological and theoretical pedagogy; Rosenkranz's Philosophy of Education; Compayré's Lectures on Pedagogy, Part I, Theoretical Pedagogy; lectures with reference to the preceding texts, and Preyer's Mind of the Child, and Sully's Teacher's Handbook of Psychology. (3.)

SECOND TERM.

Required studies.

Moral philosophy.—Logic, deductive and inductive (Tigert's Handbook of Logic and Fowler's Inductive Logic). (3.)

Physics.—Magnetism and electricity (Atkinson's Ganot); lectures. (4.)

Chemistry.—Inorganic chemistry (continued); lectures. (3.) (Laboratory exercises twice a week.)

Elective studies.

(Of which a sufficient number must be chosen to give the student a total of sixteen hours per week.)

Latin.—Cicero, De Oratore; Plautus; Terence; composition and literature continued. (3.)

Greek.—Sophocles, Philoctetes; Aristophanes, Acharnians; study of Greek literature (Jevons), and lectures; sight reading. (3.)

German.—Grammar, syntax continued (Joynes-Meissner); exercises; Lessing's Minna von Barnhelm; Storm's Immensee. (3).

English.—(1) Literature—nineteenth century literature. (3.) Or, (2) Philology—Anglo-Saxon (continued). (3.)

Economics.—Lectures on economic questions of the day. (3.)

Pedagogics.—Practical and historical pedagogy: Compayré's Lectures on Pedagogy, Part II, Practical Pedagogy; Gill's Systems of Education; Compayré's History of Pedagogy; lectures. (3.)

SENIOR CLASS.

FIRST TERM.

Required studies.

Moral philosophy.—Moral Philosophy (Calderwood); Natural Religion and Evidences of Christianity (Butler's Analogy); lectures. (2.)

Physics.—Heat and optics (Atkinson's Ganot); lectures. (2.) Or, astronomy (Young). (2.)

Natural history and geology.—Mineralogy, including crystallography (Dana's Mineralogy and Petrography). Botany: Structural and systematic, analysis of plants (Gray's School and Field Book). Zoölogy: Biology, systematic zoölogy, paleontology. (3.)

Elective studies.

(Of which a sufficient number must be chosen to give the student a total of sixteen hours per week.)

Latin.—Same as in junior.[1] (3.)

Greek.—Same as in junior.[1] (3.)

French.—Whitney's Practical French Grammar; Super's Reader. (3.)

German.—Advanced Grammar (Brandt); German Composition (Harris); Schiller's Wallenstein; Schiller's Lyrics and Ballads; history of German literature from Luther to Klopstock. (3.)

English.—Same as junior. (3.)

History.—American political and constitutional history. (3.)

Pedagogics.—Same as in junior. (3.)

Physics.—Astronomy. (2.) Heat and optics. (2.)

Organic chemistry.—(Richter, Roscoe, or Remsen) Lectures. (2.)

[1] Electives offered in junior year but not chosen may be selected in a senior year.

Elocution.—Voice culture; training to secure control of breath, purity, and flexibility of tone; elementary principles of vocal expression; articulation; study of selections; recitations and criticisms. (2.)

SECOND TERM.

Required studies.

Moral philosophy.—Evidences of Christianity (continued); History of Philosophy (Schwegler); essay; lectures. (2.)

Physics and astronomy.—Optics (Atkinson's Ganot). (2.) Or, astronomy (Young). (2.)

Natural history and geology.—General geology—physiographic, lithological. historical, and dynamical (Le Conte). (3.)

Elective studies.

(Of which a sufficient number must be chosen to give the student a total of sixteen hours per week.)

Latin.—Same as in junior. (3.)

Greek.—Same as in junior. (3.)

French.—Whitney's Grammar; Chardenal's Exercises; idioms; Rougemont, La France; Souvestre, Un Philosophe sous les Toits; sight reading.

German.—Advanced Grammar (Brandt); German Composition (Harris); Goethe's Sesenheim; Goethe's Tasso; Goethe's Lyrics; German literature; Klopstock, Lessing, Wieland, Herder, Sturm und Drang. (3.)

English.—Same as in junior. (3.)

History.—American political and constitutional history. (3.)

Pedagogics.—Same as in junior. (3.)

Physics.—Astronomy. (2.) Or, heat and optics. (2.)

Organic chemistry.—Continued. (2.)

Elocution.—Voice culture continued; gesture; advanced v cal expression; lectures upon emphasis, modulation, etc.; written analysis of selections, with their rendition; recitations and criticisms. (2).

COURSE IN SCIENCE NO. I. (B. S.)

The first course of instruction leading to the degree of bachelor of science includes the following studies:

Freshman Class.

FIRST TERM.

German.—Grammar, syntax (Joynes-Meissner); exercises; Wilhelmi's Einer muss heirathen; Novelletten Bibliothek 1, (Bernhardt). (3.)

English.—Tennyson's poems; Wordsworth's poems; Genung's Rhetoric; exercises weekly; parallel reading; Life of Goldsmith (Irving); David Copperfield; Vanity Fair; Life and Letters of Macaulay (Trevelyan.) (3.)

History.—Mediæval and modern European history (Myers and Montgomery); history of the nineteenth century. (3.)

Mathematics.—Solid geometry and trigonometry (Wentworth); algebra (Hall and Knight). (4.)

Chemistry.—Chemical physics and inorganic chemistry, with experiments (Roscoe, Bloxam, or Remsen); lectures. (3.) (Laboratory exercises three times per week.)

SECOND TERM.

German.—Grammar; syntax continued (Joynes-Meissner); exercises; Lessing's Minna von Barnhelm; Storm's Immensee. (3.)

English.—Genung's Rhetoric (continued); English prose writers (Carlyle, Macaulay, Arnold, etc.); exercises weekly; parallel reading from the same authors. (3.)

History.—Modern European history (Myers and Montgomery); history of the nineteenth century. (3.)

Mathematics.—Analytic geometry of two dimensions (C. Smith). (4.)

Chemistry.—Inorganic chemistry continued; lectures. (3.) (Laboratory exercises three times per week.)

Sophomore Class.

FIRST TERM.

German.—Advanced grammar (Brandt); German composition (Harris); Schiller's Wallenstein; Schiller's Lyrics and Ballads; history of German literature from Luther to Klopstock. (3.)

English.—Milton and Bacon; history of English literature; essays. (3.)

Mathematics.—Differential and integral calculus (Hardy). (4.)

Chemistry.—Organic chemistry (Richter, Roscoe, or Remsen); lectures. (2.) (Laboratory exercises three times per week.)

Natural history and geology.—Mineralogy, including crystallography (Dana's Mineralogy and Petrography). Botany: Structural and systematic analysis of plants (Gray's School and Field Book). Zoölogy: Biology; systematic zoölogy; palæontology (S. A. Miller). (3.)

SECOND TERM.

German.—Advanced grammar (Brandt); German composition (Harris); Goethe's Sesenheim; Goethe's Tasso; Goethe's Lyrics. History of German literature: Klopstock, Lessing, Wieland, Herder, Sturm und Drang. (3.)

English.—Sweet's Anglo-Saxon Primer; Chaucer; history of English literature, continued; essays. (3.)

Mathematics.—Analytic geometry of three dimensions (C. Smith). (4.)

Chemistry.—Organic chemistry continued. (2.) (Laboratory exercises three times per week.)

Natural history and geology.—Geology, physiographic, lithological, historical, and dynamical (Le Conte). (3.)

Junior Class.

FIRST TERM.

Required studies.

French.—Whitney's Practical French Grammar; Super's Reader. (3.)

Moral philosophy.—Psychology (Hill's Psychology and Lotze's Outlines); lectures. (3.)

Physics.—The doctrine of forces and application of the same to the equilibrium of solids, liquids, and gases; acoustics (Peck's Mechanics, Atkinson's Ganot); lectures. (4.)

Natural history and geology.—Determinative mineralogy and lithology, with blowpipe analysis (laboratory work). (2.)

Elective studies.

(Of which a sufficient number must be chosen to give the student a total of sixteen hours per week.)

English.—(*a*) Lectures on the origin and history of the English drama; study of Shakespeare. (3.) Or,

(*b*) Philology—Sweet's Anglo-Saxon Reader. (3.)

German.—Advanced composition; German essays; Goethe's and Schiller's prose; Goethe's Faust, Part I (and selections from Part II); German literature: Goethe and Schiller. (3.)

Economics.—Walker's Political Economy. (3.)

Pedagogics.—Psychological and theoretical pedagogy: Rosenkranz's Philosophy of Education; Compayré's Lectures on Pedagogy, Part I, Theoretical Pedagogy; lectures with reference to the preceding texts, and Preyer's Mind of the Child and Sully's Teachers' Hand-Book of Psychology. (3.)

Mathematics.—Definite integrals and calculus of variations (Todhunter); elliptic functions (Baker). (3).

Chemistry.—Chemical technology (Wagner); lectures. (3.) (Chemical laboratory exercises three times per week.)

SECOND TERM.

Required studies.

French.—Whitney's Grammar; Chardenal's Exercises; idioms; Rougemont, La France; Souvestre, Un Philosophe sous les Toits; sight reading. (3.)

Moral philosophy.—Logic.—Deductive and inductive (Tigert's Hand-book of Logic and Fowler's Inductive Logic. (3.)

Physics.—Magnetism, electricity (Atkinson's Ganot); lectures. (4.)

Natural history and geology.—Practical studies in botany and zoölogy, with use of the microscope (laboratory work.) (2.)

Elective studies.

(Of which a sufficient number must be chosen to give the student a total of sixteen hours per week.)

English.—(*a*) Literature—nineteenth century literature. (3.) Or,

(*b*) Philology—Anglo-Saxon, continued. (3.)

German.—Advanced composition; German essays; Lessing's Nathan der Weise; Lessing's Laokoon; German literature: Lessing, Goethe, and Schiller. (3.)

Economics.—Lectures on economic questions of the day. (3.)

Pedagogics.—Practical and historical pedagogy; Compayré's Lectures on Pedagogy, Part II, Practical pedagogy; Gill's Systems of Education; Compayré's History of Pedagogy; lectures. (3.)

Mathematics.—Hydromechanics (Basset). (3.)

Chemistry.—Chemical technology continued. (3.) (Chemical laboratory three exercises per week.)

SENIOR CLASS.

FIRST TERM.

Required studies.

French.—Advanced grammar; Sadler's Translating English into French; idioms, Racine; Athalie; Molière, L'Avare; Corneille, Le Cid; sight reading. (3.)

Physics and astronomy.—Heat and optics (Atkinson's Ganot); lectures. (2.) Astronomy (Young). (2.)

Elective studies.

(Of which a sufficient number must be chosen to give the student a total of sixteen hours per week.)

English.—Same as in junior. (3.)

History.—American political and constitutional history. (3.)

Moral philosophy.—Moral philosophy (Calderwood); Natural religion and evidences of Christianity (Butler's Analogy); lectures. (2.)

Pedagogics.—Same as in junior. (3.)

Mathematics.—Salmon's Modern Higher Algebra and Higher Plane Curves. (3.)

Chemistry.—Metallurgy (special texts); or, organic chemistry (advanced). (2.) (Special laboratory work, at least three exercises per week.)

Natural history and geology.—Applied geology; description of rocks; arrangement of rock masses, materials of construction, soils, drainage, water supply, mineral fuels, geological materials for illuminations (Williams, Dana, Le Conte, Geikie). (4.)

Elocution.—Voice culture; training to secure control of breath and purity and flexibility of tone; elementary principles of vocal expression; articulation; study of selections; recitations and criticisms. (2.)

SECOND TERM.

Required studies.

French.—Sadler's Translating English into French; Saintsbury's History of French Literature (seventeenth century); Molière, Le Misanthrope; Voltaire, Zaïre; Voltaire's Prose; parallel and sight reading. (3.)

Physics and astronomy.—Heat and optics (Atkinson's Ganot); lectures. (2.) Astronomy (Young). (2.)

Elective studies.

(Of which a sufficient number must be chosen to give the student a total of sixteen hours per week.)

English.—Same as in junior. (3.)

History.—American political and constitutional history. (3.)

Moral philosophy.—Evidences of Christianity, continued; history of philosophy (Schwegler); essays; lectures. (2.)

Pedagogics.—Same as in junior. (3.)

Mathematics.—Forsyth's differential equations. (3.)

Chemistry.—Metallurgy; continued. (2.) Or, organic chemistry, continued. (Special laboratory work, at least three exercises per week.)

Natural history and geology.—Applied geology; metalliferous deposits; ores and metals; substances adapted to chemical manufactures or use; fictile materials; refractory substances; materials of physical application; ornamental stones and gems (Williams, Phillips's Ore Deposits, State geological reports). (4.)

Elocution.—Voice culture, continued; gesture; advanced vocal expression; lectures upon emphasis, modulation, etc.; written analyses of selections, with their rendition; recitations and criticisms. (2.)

The prescription of these degree courses does not debar irregular students, who may select special studies with the sanction of the faculty. No student may take less than the given minimum nor more than the given maximum number of hours per week. "Every student, except by special permission of the faculty, must not have less than fourteen (14) nor more than twenty (20) recitations and lectures per week or their equivalent."

The Vanderbilt curriculum is a "stiff" one and her degrees are hard to get. One proof of this is the small number who graduate out of those who matriculate. In marked contrast with the high value attached to a degree here stand the lax requirements of so many Southern colleges and the low estimate they put upon their degrees, as evidenced by these requirements. The whole tendency of the Vanderbilt is to elevate and dignify college education; the college diploma is not a cheap thing to be obtained in any way by any kind of student.

UNIVERSITY DEGREES.

Master of Arts (M. A.) may now be obtained by fulfilling the following conditions:

The candidate for this degree must have received the degree of B. A. from this university, or from some other institution of good standing, subject to the approval of the university instruction committee. In addition, the candidate must spend at least one year at this university in the pursuit of post-graduate studies, which must embrace four full courses of instruction, of three hours per week each, in at least three schools. In these four courses he must obtain a grade of at least 80 per cent.

The present requirements for doctor of philosophy (Ph. D.) are thus stated:

To obtain this degree the candidate is required to pursue three distinct studies to be selected by himself—one principal and two subsidiary—for not less than three years after taking his B. A. degree, two of which must be spent in attendance at the university. He must possess sufficient knowledge of French and German to use with facility works in those languages relating to his special studies, and must submit to the committee on university instruction, at least three months before he is admitted to examination, a written dissertation which shall give evidence of independent investigation. This thesis must be printed at the expense of the candidate and fifty copies placed in the university library.

Master of science (M. S.) and doctor of science (D. Sc.), corresponding to M. A. and Ph. D., are the post-graduate degrees conferred on holders of B. S.; M. A. and Ph. D. being obtainable only by B. A. graduates. When the candidate for doctor's honors presents his thesis, the committee on university instruction refers it to two referees for acceptance or rejection. If it is accepted the candidate appears before the chancellor and the whole body of the academic faculty and is subjected to an oral examination by three special examiners, one for each subject pursued. The recommendation of the examiners for the admission of the candidate to the doctorate must be unanimous.

Courses leading to university degrees are offered by all the eleven schools of the academic department. A transcription from an official announcement of the courses offered in Greek and chemistry will serve to indicate the character of the work done and the methods employed in all the schools. The seminary, it will be noted, is one of the agents used.

SCHOOL OF GREEK.

[Prof. Smith. Reno Downer, assistant.]

The object of the university course in Greek is to give advanced, especially graduate, students an opportunity to pursue a wider range of reading in Greek literature, to become more fully acquainted with the results of philological investigation, and to learn methods of original research.

During the past year a regular course of lectures was given on Greek and Roman mythology. In the seminary the work was: (1) The study of Greek dialects through inscriptions (Cauer); (2) the interpretation and discussion of the parts of Pausanias that related especially to the city of Athens.

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A course of lectures will be given on Greek literature, especially the earlier periods. In the seminary Wolf's Prolegomena will be interpreted as a basis for the study of the Homeric question, and certain parts of the Iliad will be selected for textual criticism. Each member of the class will in his turn take the lead in the seminary interpretations and discussions, the subject or part of each being assigned from two to several weeks beforehand, on which he will offer either a paper or a discussion from carefully prepared notes. The Iliad and Odyssey will be read privately by the class, and examinations will be held on all the work, lectures, seminary discussions, and private reading.

SCHOOL OF CHEMISTRY.

[Prof. Dudley. J. T. McGill, adjunct professor.]

Candidates for the degree of master of arts who elect chemistry must have had training at least equivalent to that required for continuation in the junior (B. S. No. 1) class in both lecture room and laboratory. Their work may begin with the Junior B. S. No. 1, including laboratory exercises three times a week.

Candidates for the degree of master of science who elect chemistry must have had training equivalent to that required and offered as elective in the bachelor of science course of study (No. 1) through the junior year, including laboratory work. They will take the senior with laboratory exercises, and an equivalent to one hour in addition, or pursue such other text-book and laboratory work as may be assigned.

The university work in chemistry leading to a doctorate is based almost wholly upon original investigation carried on by the student in the laboratory, under the guidance or with the advice of the instructor. Instruction is also given by informal lectures, interspersed with discussion between the instructor and the students. The line of investigation pursued may be selected by the student, but must be approved by the professors; and in each case the student must carefully prepare an historical synopsis of the work which has been done by other investigators along the line which he has selected, by reference to the original papers and memoirs. This synopsis shall be presented and read by him before the instructors, fellows, and advanced students, by whom it will be discussed and criticized. The subject selected will require at least one year's work on the part of the student; and when completed he shall prepare a thesis covering his investigations.

HONORARY DEGREES.

The custom of granting M. A. upon other considerations than those of study in residence has never existed at the Vanderbilt. Neither does the pernicious practice of conferring honorary degrees obtain. Only one honorary degree has been conferred in the history of the institution, and that was the degree of LL. D. conferred in 1883 upon Milton W. Humphreys, the retiring professor of Greek, now a professor in the University of Virginia, for "eminent attainments in classical learning and valuable contributions to philological science." If the Vanderbilt is always as chary of her honorary degrees, they will always mean something.

NUMBER OF ACADEMIC DEGREES CONFERRED.

The university has conferred 150 academic degrees. The following table shows how many of each degree have been conferred during the

whole history of the university and also how many were conferred each year.

	B. A.	B. S.	B. P.	B. L.	M. A.	M. S.	Ph. D.	D. Sc.	Total
1877	1	.....	1	.....	.....	.....	.....	.....	2
1878	.....	1	4	.....	.....	.....	.....	.....	5
1879	5	3	4	.....	4	.....	2	.....	18
1880	.....	4	3	.....	4	.....	.....	.....	11
1881	1	2	2	.....	4	.....	1	.....	10
1882	3	2	1	.....	1	.....	2	.....	9
1883	7	6	.....	.....	.....	.....	1	.....	14
1884	3	1	.....	.....	.....	.....	.....	.....	4
1885	5	1	.....	.....	1	.....	.....	.....	7
1886	4	.....	1	.....	4	.....	.....	.....	9
1887	5	1	1	.....	.....	.....	.....	.....	7
1888	6	3	.....	.....	3	1	1	.....	14
1889	4	7	1	2	2	1	.....	.....	17
1890	4	1	.....	.....	.....	.....	.....	1	6
1891	12	3	.....	.....	.....	2	.....	.....	17
Total...	60	35	18	2	23	4	7	1	150

ATTENDANCE FOR THE UNIVERSITY AS A WHOLE AND FOR THE ACADEMY DEPARTMENT.

The enrollment of professional students for each year in the history of the university has been given in the histories of the professional departments. The following table shows the attendance each year for the whole university and also for the academic department alone. The sum of the number of students in each department will not give the total attendance because some students are counted twice by reason of being enrolled in more than one department.

	1875–'76.	1876–'77.	1877–'78.	1878–'79.	1879–'80.	1880–'81.	1881–'82.	1882–'83.
Whole university..	307	382	405	421	485	632	603	487
Academic department.....	(*)	(*)	(*)	157	191	240	226	201

	1883–'84.	1884–'85.	1885–'86.	1886–'87.	1887–'88.	1888–'89.	1889–'90.	1890–'91.
Whole university..	459	499	553	625	589	615	637	680
Academic department	157	176	165	188	150	152	112	136

*The enrollment of the academic department as a department is not recorded until 1878–'79, although the attendance upon the various schools of the department is given. Engineering students were enrolled as academic students until 1886–'87.

The following tables, taken from the registers of 1881–'82 and 1890–'91, give for those years the enrollment of students by States. These years are chosen as representing in the matter of attendance the earlier and the later history of the university. The constituency of the univer-

sity has widened in nine years, but the sources of greatest patronage are about the same:

1881-'82.

Alabama	64	Michigan	1
Arkansas	22	Mississippi	22
California	2	Missouri	18
Colorado	1	North Carolina	12
Florida	8	Ohio	1
Georgia	28	South Carolina	24
Illinois	3	Tennessee	211
Indiana	1	Texas	77
Indian Territory	2	Virginia	4
Kentucky	69	West Virginia	8
Louisiana	24		
Maine	1	Total	603

1890-'91.

Alabama	78	Ohio	1
Arkansas	37	Oregon	1
California	4	Pennsylvania	3
Colorado	1	South Carolina	12
Connecticut	1	Tennessee	245
Florida	6	Texas	59
Georgia	21	Virginia	14
Illinois	5	Washington	1
Indiana	2	West Virginia	2
Indian Territory	1	Armenia	1
Kansas	1	Canada	2
Kentucky	54	England	1
Louisiana	22	Germany	2
Maine	1	Japan	1
Michigan	2	Korea	1
Mississippi	52	Mexico	3
Missouri	19	Russia	1
Montana	1		
New York	3	Total	680
North Carolina	19		

THE VANDERBILT AS A UNIVERSITY.

In her various departments, professional and nonprofessional, the Vanderbilt is a university in the extensive sense of the word; and she is earnestly and strenuously striving to merit the title in the intensive sense, also, by devoting her means and her energy as far as possible to post-college nonprofessional work. She is fully aware that in the present day the reputation of an institution of learning depends in an ever-increasing degree on the amount and character of this higher work. An extract or two from recent reports of the chancellor to the board of trust, who represents and speaks for the faculty, himself one of their number, will show that her professors are very much alive to this fact: "It is this higher work which is the glory of the university. It is the

fact that we do such work that gives us character with the leading institutions of this country and even abroad. Men who pursue higher courses here do us credit at Leipzig and Berlin." "The value of our university work is not to be measured by the numbers upon whom it is expended. You can not do without it unless you become content to run this institution, as most American so-called universities are run, with nothing university-like about them except the name."

The Vanderbilt endeavors to employ true university methods in her post-graduate courses, methods whose object is "to make the student an investigator and thinker and to habituate him to original research." The university spirit is felt even by undergraduates, and on professors it acts most beneficially, quickening the scholarly instinct and inciting to a wider and deeper learning. The teaching of post-graduate students who are investigating and thinking for themselves perforce keeps the professor abreast of the times and in close touch with advancing thought and speculation. He is preserved from falling a victim to the ceaseless, monotonous round of college duties far removed from the world and beyond the reach of its progress, in which so many college professors are lost in oblivion. Of the contributions of Vanderbilt professors to scholarship we will speak later.

There is room for a university in the central and southernmost parts of the South. No institution south of the University of Virginia save the Vanderbilt does university work, at least any worthy of consideration. More and more is the Vanderbilt coming to be looked upon as a university by the colleges around her. Their graduates seek her fellowships and pursue her higher courses, and she in turn supplies them with instructors and professors. As she obtained the support of the preparatory schools by abolishing her subcollegiate classes, so she is removing the jealousy of the colleges by showing them that she has functions which they can not perform, a sphere which they can not enter, lying outside of and beyond their own. In his last report to the board of trust Chancellor Garland, after stating that seven Vanderbilt men had, since the previous meeting of the board, been elected to college professorships, says:

> Such of our post-graduates as desire positions as teachers of high rank have not had to wait a day for employment. The demand upon us for the services of such is greater than we can supply. There is scarcely an institution in the Southern States which does not on occasions of a vacancy in its faculty consult us in respect to obtaining a suitable incumbent from among our post-graduate students. The board must see from these statements that, while the university course proper is prosecuted by a comparatively small number of pupils, it is nevertheless true that it is the part of our operations to which we must look chiefly for our usefulness and fame.

It is not too much to say that the endorsement of the Vanderbilt carries as much weight in the South, at least in many parts of it, as that of any other institution in the country. That a Southern university should enjoy high credit at home is not unnatural and, just so far as the institution deserves the name of university, can not be other than cause of gratulation.

UNIVERSITY STUDENTS.

The printed statistics of post-graduate students for the last four years are an accurate statement of the number of men doing university work. But the statistics of preceding years—1878 to 1887—are worth little to us. The registers from 1878 to 1887, inclusive, recorded the names of all graduates of the Vanderbilt and other institutions who were pursuing studies in any department of the university. From those lists have been culled those who took academic studies whether they took professional studies or not. Thus, some took academic studies only, while others took as well law or theology or engineering. These figures far from represent the number of genuine post-graduate students doing post-college work; for many of these graduates pursued undergraduate studies either partially or wholly. Especially would this be true of professional students whose work in the academic department was not their only work. And some of the graduates from other institutions were applying, not for the master's or the doctor's degree, but for a bachelor's degree. Instances have been known of so-called college graduates who were unable to enter higher than the sophomore year. The figures whose real content has thus been set forth are, beginning with 1877–'78 and ending with 1886–'87, 10, 11, 9, 9, 7, 9, 11, 11, 10, 7. Since and including 1887–'88 the register tells us how many men prosecuted post-graduate studies of a nonprofessional character whether they were college graduates or not. The men in this list were genuine university students, although many of the graduates in it took along with their university studies college studies in the branches in which they were deficient. This is true of the 10 scholastic fellows of 1890–'91, the majority of whom entered undergraduate as well as post-graduate classes. For 1887–'88 to 1890–'91, inclusive, the enrollment of advanced and graduate students doing post-graduate work was for the respective years 12, 17, 8, 28[1]. In 1887–'88 all were degreemen; in 1888–'89, 14; in 1889–'90, 7, and in 1890–'91, 25.

THE FELLOWSHIP SYSTEM.

Vanderbilt University owes to her fellowship system the majority of her best graduate students. Her fellowships are of two kinds—teaching and scholastic. In what follows the former is meant unless otherwise stated. The system was instituted early in the history of the university, not only to relieve professors of the labor of instruction in the lower classes, for that has been partly done by the creation of instructors and adjunct professors, but as the best means of recognizing and rewarding the highest diligence and ability among the students and of enabling the university "to become the center of scholarship and culture."

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[1] At the present writing, October 1891, over 40 university students have matriculated for the year now opening.

Fellows are not regarded as members of the faculty—in fact, they are appointed upon the nomination of the faculty—but as advanced students, and they are under law as such. They are required to prosecute higher studies in the line of their fellowship and are expected in time to come up for a university degree. Two hours of teaching per day is the maximum amount that may be exacted of a fellow; but the average will not exceed five or six hours a week. Fellowships are either graduate or post-graduate. Only college graduates are eligible to graduate fellowships, although the rule has sometimes been broken. The holders of post-graduate fellowships are either graduates in the post-graduate degrees or men who have held graduate fellowships for two years. Fellowships of the lower class yield an income of $300; those of the higher class an income of $500 a year. Fellows pay no fees, and they can usually obtain rooms in Wesley Hall free of rent. A $300 fellowship at the Vanderbilt is probably worth as much as a $500 or $600 fellowship at a Northern university, where the cost of living is greater and where, perhaps, the holder is not exempted from the payment of fees.

The university has usually filled her teaching fellowships with the most promising of her own graduates. This is always done when possible. Often has a young man had his future career determined for him along scholarly lines by the offer of a fellowship. All holders of fellowships, however, do not adopt teaching as a profession. Of those who have done so the most have secured positions as instructors or professors in other institutions, while a few have worked their way up into the faculty of their *alma mater*. Several of the fellows have gone to the Johns Hopkins or to German universities to do advanced work or to study for the doctor's degrees. At present the schools of Latin, Greek, English, history and economics, mathematics, chemistry, and natural history and geology in the academic department, each have a teaching fellow, while the biblical department has one and the engineering department two. In 1887 a number of additional fellowships were created and opened to the graduates of the Vanderbilt and other institutions. But the revenues of the university not warranting their continuance, the additional appropriation was withdrawn the next year.

In 1890 ten scholastic fellowships were established and the graduates of any reputable college able to enter upon post-graduate courses of study were made eligible. Free tuition and $100 a year in money are the emoluments of these scholastic fellowships. They are attracting applicants from far and wide. Last year the holders came from the University of the Cape of Good Hope, Emory College (Georgia), University of Alabama, Williams College (Massachusetts), Cornell University, Trinity College (North Carolina), University of Tennessee, University of Virginia, etc.

HONORS, PRIZES, SCHOLARSHIPS, AND EXAMINATIONS.

The honors, prizes, and scholarships of the university fall into two classes—those given for superior application and ability and those given for other reasons. The latter class will be considered first.

Teachers of one year's approved standing who design to make teaching a profession are exempted from the payment of tuition fees; and thus the university loses ten-thirteenths of the regular fees to no inconsiderable portion of her students. Seven students annually receive free tuition in return for services in the library. Four freshmen scholarships recently established afford to each of their incumbents free tuition and $150 in money. The income of a scholarship may, if deemed desirable, be divided among two or more applicants. Of the following endowed scholarships the Whitthorne, Taylor, and Cartwell are old foundations; the two others are recent. The Whitthorne scholarships pay the tuition of four students and the Taylor scholarship the tuition of one student in the academic department, and the Cartwell fund defrays all the necessary expenses of four students from Wilson County, Tenn. One student from Barton Academy, Mobile, Ala., is supported by a scholarship founded by Robert L. Crawford, of New York, and the R. A. Young scholarship pays the necessary expenses of a student in the biblical department.[1]

We come to prizes and honors awarded for superior attainments in oratory and scholarship. There are eight founder's medals, the founder's day medal for oratory and the founder's department medals for scholarship. The founder's day medal and the founder's department medals for the departments then existent, four in number, were established by the founder himself not long before his death. The R. A. Young medal, endowed by Dr. R. A. Young, secretary of the board of trust, is a companion medal to the founder's day medal. These are the only medals in oratory offered by or through the university. The former is spoken for during commencement week in June, the latter on founder's day, May 27. The four competitors for each medal are selected by the faculty in a preliminary contest, law, biblical, and academic students being eligible. Once the literary societies elected the contestants. Why they do so no longer will be seen in the treatment of the literary societies. The founder's department medals are awarded to the best students in the graduating classes of the several departments. They are naturally considered the highest honors conferred by the university; and as the academic department is the most important department of all, the founder's medal in that department may be deemed the highest honor of all. The Owen medals (one academic, one biblical) were founded in 1875 by Dr. J. D. Owen, of Lebanon, Tenn.

[1] Mr. Wiley P. Boddie has established a scholarship consisting of the income of $1,200, to be awarded annually by the Webb Bros. (Webb's school), and Mr. A. R. Carter has established a $100 scholarship to be given to some student from Louisville.

They are given for scholarship, the two faculties determining the grounds of award. In the academic department the medal now passes from one school to another in rotation, following the order of the catalogue, and is conferred for excellence in such work as may be assigned by the professor. The Crawford scholarship, established in 1886–'87 by Robert L. Crawford, of New York, is a prize of $100 awarded annually to the best student in the junior class. In the years 1881, 1882, and 1883 a hundred-dollar scholarship was given to the best undergraduate student in each school of the academic department. In 1880 six such scholarships had been given in certain combinations of schools. The three law scholarships were spoken of in the history of the law department. There are several minor medals and prizes in the professional departments. The commencement speakerships would come under the head of honors. There are three student speakers on commencement day—the two faculty representatives, who are chosen by the academic and biblical faculties from the graduating classes in their respective departments, and the class representative, who is elected from their own number by the graduating class of the academic department. No fellow or post-graduate student is allowed to compete for a medal or prize.

The prize principle may be a vicious one, but no great evils result from its operation at the Vanderbilt. The prizes are comparatively few in number; they stand for substantial acquirements, and they are won by the best men. There is complaint, and for this there is reason, that the system induces too much "cramming." But this might be obviated by changing the grounds of award. Require an original paper of some kind from the competitors and base the decision both upon this and upon class standing.

Two examinations a year are appointed, the intermediate at the middle of the session and the final at its close. The professor may at his option hold examinations oftener within the limits of his lecture hour. Accordingly the majority of the professors hold monthly examinations. The average obtained by combining the result of the examination with the daily average in recitations gives a student's standing for the month. The average of the monthly standings for each half session, or the sessional standing as it is called, and the results of the intermediate and final examinations constitute the basis upon which the yearly standing is ascertained. If a student makes 80 or more out of a possible 100 he is a first-grade or honor man; if he makes between 60 and 80 he is a second-grade man; between 50 and 60 a third-grade man, and so on. The rule is that a grade of 60 is necessary to pass a student; that a grade of from 50 to 60 will condition him—that is, permit him to proceed with his class for the time being with the opportunity of retrieving his failure in another examination—but that a grade lower than 50 is irretrievable failure and makes it necessary to take the subject over again. Now, in ascertaining the yearly standing of a student

in a given subject, greater weight is accorded to examinations than to sessional standing. Of course, if the average of the two sessional standings and the average of the two examinations are both above 60 or both above 80 there is no trouble; but if one falls above and the other below the line it is not so easy a matter. If the examination, for example, is below 60 and the sessional standing above, the student is not passed. If the examination is above and the sessional standing below 60, it is at the option of the professor to pass the student, and he will probably do so unless the sessional standing is very low.

Formerly no limit was put upon the length of the half-yearly examinations; but latterly the time has been restricted to five hours. Some of the professors are, however, prone to forget that any limitation has been imposed. The system of long examinations, if not the examination system itself, is sometimes bitterly condemned by students in conversation and in the college papers. It would seem that in this, as in so many other things, there is a golden mean. The system should be carefully guarded against excesses, but written examinations of moderate length and searching character should be retained. There is nothing like them to force a student to stop and survey the subject just gone over as a whole, coördinating and integrating the parts and viewing the whole itself in its relation to other wholes.

THE HONOR SYSTEM.

The "honor system," the origin of which is attributed to the University of Virginia, and which many southern schools and colleges have adopted, prevails at the Vanderbilt. The most important application of the principle is its application to written examinations. The student is required to sign a pledge at the end of his paper that he has neither given nor received assistance on the examination, but he is not watched; indeed, the professor sometimes leaves the room for an hour or more at a time. He may even, especially in the higher classes, leave and not come back at all, directing the students to lay their papers on his desk, or, perhaps, delegating one of their number to bring them to his residence. In other words, the students are, as a matter of course, treated as if they were honorable gentlemen, as incapable of dishonesty as the professors themselves; and they would resent any other treatment. Those who have breathed this atmosphere of mutual trust and respect would find any other suffocating and intolerable. But there is no doubt a certain amount of cheating on examinations. In every assemblage of men there are a few of the baser sort who are insensible to appeals made to their higher nature; but these are seldom hardy enough to brave the strong public opinion that exists on the subject by open and flagrant cheating. Public opinion has expressed itself in action but twice. A number of years ago one of the Greek letter fraternities expelled two members on the charge of cheating. They left the university. More recently some students in one of the professional de-

partments on the campus were accused of crookedness in examination. One or two of them were indicted, tried before a student jury, and acquitted. The faculty took no cognizance of the trial. Though resultless, it showed the temper of student sentiment, and served to clear the moral atmosphere in a most wholesome way.

But the most impressive lesson ever given the students in this line was when the venerable chancellor announced one morning in the chapel that a certain graduate, whose name he did not call, had returned his diploma to the university. This graduate confessed that he had on a single occasion used forbidden help, and, though he had never been suspected and years had passed, he had never since had any peace of mind. He therefore returned his diploma and begged that his name be stricken from the roll of the alumni, preferring public disgrace rather than bear longer the burden of a secret sin. The chancellor had, after considering the case decided that the young man's repentance and suffering had been a sufficient atonement for his error, and insisted on his retaining the diploma; but as the young man would not agree to this the chancellor had received back the diploma and cut out the name, so that the secret might die with him. No one who heard that impressive statement and saw the effect on the students could believe such a thing likely to occur again as long as that tradition remained alive in the university.

Among the good results of the honor system of examinations of the Vanderbilt may be mentioned these: The reduction of cheating in examinations to a minimum; "the enhancement in the value of college honors by removing from them all possible taint of fraud;" the establishment of sincere and manly relations between teachers and pupils, and the elevation of the moral tone of the university.

GOVERNMENT OF STUDENTS.

The Vanderbilt employs the "honor" principle in the government of students and finds that government is made wonderfully more simple and easy.

To quote from the by-laws, the management of the university "earnestly desires that the students may be influenced to good conduct and diligence in study by higher motives than the coercion of law, and it mainly relies for the success of the university as a place of liberal education on moral and religious principle, a sense of duty, and the generous feelings which belong to young men engaged in honorable pursuits." Few restrictions are placed upon students, and no system of espionage or police is employed to enforce them. A student must attend his classes, and he must attend chapel whenever he has a class just before or after the chapel hour. As the faculty meets Tuesday afternoons, and important announcements are made the next morning, he is also required to attend chapel Wednesday morning. With these exceptions, a student's time is his own both Sundays and week days. He is free to come and go when he pleases and to go where he pleases. He is his own master, responsible to himself alone, so long as he behaves like a gentleman. Only when he forgets this responsibility, or is persistently neglectful of his duties, does the university interfere. It does this through the faculty and chancellor. If the offender heeds

not the admonition of the chancellor, his parents or his guardian are requested to withdraw him. Many have thus been withdrawn, but public expulsion has seldom, if ever, been resorted to. The inhibition of theater-going is one of the very few positive rules of conduct that have been laid down. For all the good it has done it might as well never have been enacted. The theater law is out of harmony with the general policy of noninterference in matters of private opinion and judgment which obtains at the university. No real attempt is made to enforce it. In fact, it could not be enforced unless a detective or a police system were instituted. And this, we have seen, is repugnant to the spirit that prevades the university.

The general character and moral tone of the student body has improved probably within the memory of recent graduates. Had the honor system of government and discipline been the false one, it is improbable at least that this would have happened. There are, no doubt, many and various contributing causes. The chief and most obvious is the fact that a better class of men, better morally and mentally, come to the university now than formerly. Much of this may be attributed to the preparatory schools.

STUDENT SOCIETIES, ORGANIZATIONS, AND PUBLICATIONS.

From the first the university provided halls in the main building for two literary societies, but it sternly forbade Greek-letter fraternities. These were the words used:

> While the literary societies provided for are thus recognized and encouraged, those perverted imitations of them which of late years have crept into some American colleges and universities, known as secret societies, will not be tolerated.

But "secret societies" came, and they staid, in spite of the ban placed upon them. In 1879 a law was passed debarring the members of fraternities from the honors and degrees of the university. Included with these were the Young and founder's medals in oratory, the competitors for which were elected by the literary societies. But the fraternities continued, even under such unpropitious circumstances, to exist and flourish *sub rosa*. The literary societies were controlled by fraternity cliques and combinations, and were the scenes of scramble and strife for offices and honors.

In 1883 the authorities adopted a new plan of attack. They required the literary societies to certify that the speakers elected by them to the Young and founder's contests were eligible under the law of the university. But this attempt to saddle the societies with the enforcement of the law failed completely. The Philosophic flatly refused to inquire into the "private affairs" of its speakers and the Dialectic directed its officers to certify that, so far as the members of the society *knew*, those elected to speakership's were eligible. Several representatives of the students and fraternities appeared before the board of trust at its meeting in May, 1883, and petitioned for the repeal of the

antifraternity law. In October, 1883, the law was repealed, but in a way intended to cover the retreat of the authorities and obviate the appearance of defeat. Inasmuch as the law had been designed principally to guard the election of speakers for Young and founder's medals, these elections were taken away from the societies and devolved on the faculty. The law was not repealed in so many words, but no more was heard of it. At this time there were four fraternities running *sub rosa*—Phi Delta Theta, Rainbow, Kappa Alpha, and Beta Theta Pi. The first three had chartered chapters founded in 1876, 1882, and 1883, respectively. The Betas had no charter, but carried on operations under the charter of Mu Chapter at Cumberland University, Lebanon. After the repeal of the law the charter which they could not get before was granted them February, 1884. Seven other fraternities have since the repeal of the law established chapters at the Vanderbilt: Chi Phi, 1883; Sigma Alpha Epsilon, 1883 (reëstablished in 1883, first established in 1875); Kappa Sigma, 1885 (reëstablished in 1885, first established in 1877); Delta Tau Delta, 1886; Sigmu Nu, 1886; Alpha Tau Omega, 1889; and Delta Kappa Epsilon, 1889. The Sigma Nus have died out. The Vanderbilt chapter of Delta Tau Delta was formed by the merging of the Rainbow Chapter in Delta Tau Delta.

The history of fraternities at most other colleges is no doubt their history at the Vanderbilt. They are neither an unmixed evil nor an unmixed good. Though they sometimes bring together uncongenial spirits, they are often the means of originating the noblest, most lasting, and most elevating friendships of a man's life—friendships which but for the mystic ties of Greek brotherhood would never have been formed. The most obvious good done by the fraternities, strange to say, has been the result of the same spirit that has caused all the trouble in the literary societies, namely, fraternity pride and emulation. It is this that leads the different fraternities to contend for elective honors, and it is this that leads them to contend for scholarship honors. To personal ambition is added *esprit de corps*, and the two together are a powerful incentive to hard study. Rarely does a fellowship medal fall into the the hands of a "barbarian;" the honors of the university are almost always carried off by "Greeks." One reason for this, of course, is that the fraternities gather in the great majority of the best students. The department in which fraternities are strongest is the academic. Some of the professional departments are seldom invaded by them. Several fraternities that have no chapter at the Vanderbilt nevertheless have members there who joined at other colleges. In 1890–'91 the fraternities numbered 140 members among the students. None of them have chapter houses; all meet in rented rooms down town. They have asked for building space on the campus on which to erect chapter houses of their own. Most of them are not yet able to build. When they are the university will doubtless give them ground.

Once there was much bad blood between fraternities and bitter feuds

existed, engendered and fostered by the rivalry for place and the struggle for members; and sometimes the bad blood brought on blows. But all this has passed away. Now there is little really bad feeling between fraternities. The moral tone of student life is higher. College patriotism is rising and swelling and lesser patriotisms are being subsumed under this all-embracing patriotism.

The literary societies are not what they should be. Many of the best men in the university never join them, and many men who do join neglect them. The attainments of their members as such are not commensurate with the attainments of their members as students. If the Vanderbilt were less of a university, things might be different. As it is, the professional and post-graduate schools, the athletic associations and other organizations—the many and diverse interests of a large institution—attract and employ the energies of students, who have more serious business, they think, than literary society declamation. The baneful influence of the fraternities on the societies did not cease when the faculty assumed the election of contestants for Young and founder's medals. Some loaves and fishes there were still—the Observer managership and editorships, places on the "capitol" contest, on the annual Thanksgiving debate between the societies, on the anniversary program for February 22, and on declaimers' contests. In December, 1887, a third literary society, the Garland Lyceum, was established with the avowed purpose of excluding all fraternity men. It was admitted by the other societies to a share in the ownership and management of the Observer. But either there was not room for three societies, or the antifraternity spirit waned, or the new society was founded on too narrow a principle; for the Garland Lyceum perished in less than a year and a half.

In 1890–'91 the literary societies withdrew from the State Intercollegiate Oratorical Association, which held annual contests in the State capitol at Nashville, and joined in the formation of a Southern intercollegiate oratorical association, of which the University of Virginia, the Vanderbilt, and a few other Southern colleges became members. In the contests of the State Association each society had a representative; in the Southern Association the two together have only one.

The first election is noteworthy as marking a wonderful growth of college spirit. There happened what had never happened before in an important election—a unanimous choice. For the once Vanderbilt students forgot that they were partisans of this or that particular interest and remembered only that they were members of one body—their college. They sent their best speaker to Charlottesville, where the first contest was held, and he came off victorious.

The first student paper was the Vanderbilt Austral, an outlawed sheet published by law students, who, because they were law students, considered themselves not to be amenable to the prohibition of the authorities. Permission to publish a college paper had been refused

twice on the ground that the time was premature. But in 1879 the literary societies were granted permission to publish a magazine on conditions approved by the faculty. Thus began the Vanderbilt Observer, a monthly magazine, the joint property and charge of the two societies. The principal positions are those of editor in chief and business manager. Both are never filled at the same time by members of the same society, and they each alternate from one society to the other. Besides these positions there are several minor editorships which are divided between the societies. The business manager is the only man on the magazine who is paid. Formerly he was allowed $100 a year; now he receives a certain percentage of the profits. The Observer is the literary organ of the students, and, although it has often failed to enlist their best talent, it is much more fairly representative of their mental capacity and attainments than is the work of the literary societies.

The Hustler was established in the fall of 1888, a four-page weekly. It was a private venture, an independent sheet, edited and published by a few students representing no particular interest, some of them fellows and instructors in the university. Its name indicated its newsy, aggressive character. It was ably edited and was something of a free lance, bold and fearless in its utterances and not afraid to criticise the powers that were. It was not published in 1889–'90, but was revived in 1890–'91, not, however, without being subjected to a sort of censorship. The athletic association will publish it the coming year. Inasmuch as Wesley Hall has sent numbers of missionaries to foreign fields, it is not inept that it should publish a missionary journal. The Wesley Hall Missionary is edited by Profs. Smith and Martin, of the biblical department. The Comet, so called in honor of E. E. Barnard, who spread the fame of the university by his many discoveries of comets, is the college annual issued jointly by the fraternities, each of which is represented on the board of editors. The first Comet was published in 1887.

The name of the Vanderbilt Engineering Club is a sufficient index to its character. The Young Men's Christian Association has a large membership. The alumni association meets every year during commencement week to transact business, to carry out its annual program of an alumni poem and an alumni address, and to gather round the banquet board. It has lately undertaken to found a fellowship in the university. Two alumni hold seats in the board of trust. The board has made two small appropriations for the benefit of the association, one of them being to aid its historian, Dr. J. T. McGill, in preparing sketches of the alumni. Frequent complaints have been made that the board does not accord due recognition and consideration to the association.

The university has on the whole been liberal in its treatment of athletics. A finely equipped gymnasium, in charge of a competent instructor, has been provided and attendance made obligatory upon biblical and

academic students. The president of the athletic association has always been chosen from the faculty. The Vanderbilt Athletic Association was organized in 1886 and observed its first annual field day in May of the same year. The field-day sports are open to any college in the State. Cumberland University, the University of Nashville, the University of the South, Southwestern Presbyterian University, and the University of Tennessee have all at one time or other entered one or more of the sports. In bringing together on diamond and running track the representatives of so many institutions the Vanderbilt Athletic Association is doing a great service to college athletics in Tennessee. Membership fees and field-day admission receipts have more than met the expenses of the association and in its bank account the credits overbalance the debits. It has just established a post-graduate scholarship and has put shower baths in the gymnasium. A great need of the association is regular athletic grounds. The lawn-tennis association, organized about the same time as the athletic association, has excellent grounds at one end of the campus, on which it has built a club house. The Vanderbilt has enjoyed the benefits and escaped the evils of athletics. They have not led to neglect of studies, some of the best students having been some of the best athletes. They have furnished a common ground to students of different departments, different classes, and different fraternities, and the common interests centering there have done much to create a beneficial college spirit.

COEDUCATION OF THE SEXES.

In theory Vanderbilt University is not coeducational, but there are always a few women in some of her classes. They are, however, mostly irregular students, a very small proportion of them taking full and regular courses. Lady students do not matriculate, their names do not appear in the university register; in a technical sense, they are not students at all. And yet no woman is ever denied admission to any class she may desire to enter. She listens to lectures and attends recitations just as any male student. Formerly she enjoyed these advantages free of charge, but now she has to pay certain fees. If she fulfills the requirements for a degree, the fact that she is a woman does not hinder the university from conferring the degree upon her. Only two women, however, have ever completed a degree course—Miss Kate Lupton and Miss Dora Johnson. The former received M. A. in 1879, the latter B. A. in 1891. In 1890–'91 one of the scholastic fellowships was held by a lady graduate of Cornell.

In 1887 the faculty unanimously recommended that women be admitted to the university on exactly the same terms as men, and that none but those so admitted be permitted to attend classes. But the board of trust twice postponed action on the recommendation and then deferred action indefinitely by adopting the report of its committee to

the effect that plausible reasons existed for future but not for present coeducation. And thus the matter rests. People in the South are hardly prepared, if they will ever be, for open and avowed coeducation of the sexes, and the prevailing student sentiment seemed to be against it a few years ago when the subject was under discussion. The question, it may be, will solve itself. As it is now being worked out women are slipping easily and gradually into place side by side with men. But if the doors were suddenly thrown wide open, the change would be so abrupt as to possibly render difficult the adjustment of relations.

INFLUENCE OF CHURCH CONNECTIONS.

The members of the board of trust are all Methodists, and they naturally have no other wish than that the president, and perhaps the chancellor, shall always be of the same denomination. But in filling professorships they have not confined themselves to their own church. Of the sixteen professors and adjunct professors of the academic and engineering departments, departments that are closely correlated, twelve are Methodists, two are Episcopalians, one is a Presbyterian, and one is a member of no church at all. In filling instructorships and fellowships no regard whatever is had to church affiliations. But the general policy of the university must in some respects inevitably be influenced by its connection with the church. And this influence is magnified to its hurt. At the same time that the connection secures it a large and faithful constituency, that constituency is not so extensive and not so composite as it would be if the university had no church connection.

The internal administration of the university is entirely free from sectarianism. In its early years students were required to attend Sunday services in the chapel. But the requirement was abolished, and now a student has only himself to consult whether he shall go to church and where he shall go. Every year the chancellor advises students to worship with the church of their fathers. The whole tendency of university life is against drawing sharp religious, political, and social lines. The general tone is one of breadth and liberality. It is an atmosphere in which one breathes freely, sure that he is esteemed for what he is rather than for his wealth or his social standing, his religious or his political belief.

ACADEMIC FACULTY.

The following is a list of all who are or have been professors or adjunct professors in the academic faculty, with their terms of service:

PHYSICS AND ASTRONOMY.

Professor: L. C. Garland, LL. D., 1875––.
Adjunct professor physics: John Daniel, A. M., 1890—.
Adjunct Professor civil engineering and astronomy: C. L. Thornburg, C. E., PH. D., 1888—.

CHEMISTRY.

Professor: Nathaniel T. Lupton, A. M., LL. D., 1875–'85; William L. Dudley, M. D., 1886—

Adjunct professor: J. T. McGill, B. S., PH. D., 1886—.

GREEK LANGUAGE AND LITERATURE.

Professor: Milton W. Humphreys, A. M., PH. D. 1875–'83; Charles Forster Smith, PH. D. (Lips.), 1883—

LATIN LANGUAGE AND LITERATURE.

Adjunct professor: B. W. Arnold, A. M, 1875–'78.

Professor: John L. Buchanan, A. M., LL. D., 1878–'79; James William Dodd, LL. D., 1879–'86; James H. Kirkland, PH. D. (Lips.), 1886—.

MATHEMATICS.

Professor: William Le Roy Broun, LL. D., 1875–'82; William J. Vaughn, LL. D., 1882—

PHILOSOPHY AND CRITICISM.

Professor: Andrew A. Lipscomb, D. D., LL. D.. 1875–'80.
Emeritus professor: Andrew A. Lipscomb, D. D., LL. D., 1880–'91.

ZOÖLOGY AND HISTORICAL AND DYNAMIC GEOLOGY.

Professor: Alexander Winchell, LL. D., 1875–'78.

MINERALOGY, BOTANY, AND ECONOMIC GEOLOGY.

Professor: James M. Safford, M. D., PH. D., 1875–'78.

NATURAL HISTORY AND GEOLOGY.

Professor: James M. Safford, M. D., PH. D., 1878 —.

MENTAL AND MORAL PHILOSOPHY.

Professor: John C. Granbery, A. M., D. D., 1875–'82; John J. Tigert, A. M., D. D., 1886–'90; Collins Denny, A. M., 1890 —.

HISTORY AND ECONOMICS.

Lecturer: Edward W. Bemis, PH. D. (Johns Hopkins), 1888–'89.
Adjunct professor: Edward W. Bemis, PH. D., 1889–'92.

HISTORY AND ENGLISH LITERATURE.

Professor: Thomas J. Dodd, D. D., 1876–'82.

MODERN LANGUAGES AND ENGLISH.

Professor: Edward S. Joynes, A. M., 1875–1888.
Adjunct Professor: John M. Daggett, A. M., 1878–1881.

MODERN LANGUAGES AND LITERATURES.

Professors: Charles F. Smith, PH. D. (Lips.), 1882–1883; James H. Worman, A. M., PH. D., 1883–1885; Casimir Zdanowicz, A. M., 1886–1889.

TEUTONIC LANGUAGES.

Adjunct Professor: Waller Deering, PH. D. (Lips.), 1890—.

ROMANCE LANGUAGES.

Adjunct Professor: Alexander R. Hohlfeld, PH. D. (Lips.), 1890—.

ENGLISH LANGUAGE AND LITERATURE.

Adjunct Professor: William M. Baskervill, PH. D. (Lips.), 1881–'82.
Professor: William M. Baskervill, PH. D., 1882—.
Adjunct Professor: William Rice Sims, PH. D., 1888–'89.

SECRETARY OF THE FACULTY.

J. M. Leech, 1875–'84; J. W. Shipp, 1884–'85; Wils Williams, 1885—.

INSTRUCTORS AND TEACHING FELLOWS IN THE ACADEMIC DEPARTMENT FOR THE YEAR 1890–'91.

Austin H. Merrill, A. M., instructor in elocution; P. A. Rodriguez, B. D., instructor in Spanish; Hanns Oertel, PH. D., graduate fellow and assistant in Greek; W. H. Hollinshed, PH. G., post graduate fellow and assistant in chemistry; A. T. Walker, A. B., graduate fellow and assistant in Latin; Calvin S. Brown, B. S., graduate fellow and assistant in English; C. D. Rice, assistant in mathematics; and Paul M. Jones, B. S., graduate fellow and assistant in natural history and geology.

An examination of this list of professors will reveal the creation of new schools and the expansion of old ones, as well as the abolition of some. Modern languages, English, history, and economics have seen the greatest changes. The new study of English, both literary and philological, has been taken up in the most thorough-going manner. Formerly attached to the School of Modern Languages, English is now a school of itself, and, moreover, the most largely attended school in the university. The chair of modern languages has lately been divided into two chairs, that of romance and that of Teutonic languages. Until recently history and political economy received the scant attention accorded them in most colleges, finding a domicile in almost any school that would give them shelter. But in 1889 they were severed from mental and moral philosophy and erected into a separate school.

The professors have on the average only about twelve lectures and recitations per week. They are thus afforded time and opportunity for scholarly investigation and writing. Since the standing and reputation of college professors in the present day depend so much upon their work as scholars, the importance of this is readily seen.

WRITINGS OF VANDERBILT PROFESSORS.

The following list of the writings of Vanderbilt professors is for most of them a complete bibliography of their important publications, but for a few it is not complete, owing to the possession of insufficient data:

JAMES M. SAFFORD, A. M., M. D., PH. D.,[1] 1875 —.

The Silurian Basin of Middle Tennessee, 12 pp., 1851 (also published

[1] Besides being a professor in Vanderbilt University, Dr. Safford is State geologist of Tennessee.

in American Journal of Science and Arts, second series, Vol. XII).—A Geological Reconnoissance of the State of Tennessee, 1856.—Second Biennial Report or Statement to the General Assembly of the State of Tennessee, 12 pp.—Geology of Tennessee, 1869, Resources of Tennessee, 1874; prepared under direction of the State bureau of agriculture (Dr. Safford was one of the chief authors and editors).—The Elementary Geology of Tennessee, 1876, by J. M. Safford and J. B. Killebrew.—Geological and Mineralogical Collections of the Centennial Exhibition, 1876, published in Reports and Awards, Group I, of the Exhibition, Philadelphia, 1878 (Dr. Safford was one of the judges of the Centennial Exhibition).—The Geological and Topographical Features of Tennessee in Relation to Disease, 1880–'84, published by the Tennessee State board of health, in Vols. I and II of their report.—Report on the Cotton Production of the State of Tennessee, with a Discussion of its General Agricultural Features and a Note on Cotton Production in the State of Kentucky, 1883; prepared by Dr. Safford while special census agent of the Tenth Census.—Address before the Southern Immigration Society at its meeting in Nashville, March, 1884.—The Topography and Geology of Middle Tennessee in Relation to the Occurrence of Natural Gas, 1887; published in the American Manufacturer and Iron World, Pittsburg, Pa.—The Economic and Agricultural Geology of the State of Tennessee, 1887, published in biennial report of commissioner of agriculture.—Geological Map of Tennessee, 1888, published by Commissioner B. M. Hord.—Geological Report Made to the President and Directors of the East Tennessee Land Company, 1889.—Geological Report, 1889, made to the general assembly of Tennessee.—Water Supply of Memphis, 1890. (Dr. Safford has made numerous reports in the line of his work and has published many articles in scientific and other papers and journals.)

ALEXANDER WINCHELL, LL. D., 1875–1878.

Among Prof. Winchell's publications may be mentioned Sketches of Creation, 1870; The Doctrine of Evolution, 1874; Reconciliation of Science and Religion, 1877; Pre-Adamites, or a Demonstration of the Existence of Men before Adam, 1880; Sparks from a Geologist's Hammer, 1881; World Life, or Comparative Geology, 1883; Geological Excursions, or the Rudiments of Geology for Young Learners, 1884; Geological Studies, or Elements of Geology, 1886; Walks and Talks in the Geological Field, 1886.

L. C. GARLAND, LL. D., 1875—

Trigonometry, plane and spherical, 1841. Dr. Garland has contributed largely to magazines of the Southern Methodist Episcopal church. He also contributed a lecture on Materialism to Discussions in Theology by the Vanderbilt theological faculty

NATHANIEL T. LUPTON, A. M., LL. D., 1875–'85.

The Elementary Principles of Scientific Agriculture.—Papers prepared for the Nashville board of health and published in their reports.—An article on meteoric iron from Coahuila, Mexico.—Article embodying results of analysis of coals in Kentucky, Tennessee, and Alabama.—Various articles for scientific journals. In 1885 Dr. Lupton became State chemist of Alabama and professor in the Agricultural and Mechanical College of Alabama. Since then he has issued bulletins on The Essential Elements of Plants, The Value of Pea Vines, The Effect on Butter from feeding on Cotton Seed and Cotton Seed Meal, Commercial Fertilizers, Reports of Analyses Made in the State Laboratory, etc.

MILTON W. HUMPHREYS, A. M., PH. D., 1875–'83.

On Negative Commands in Greek; paper published in transactions of American Philological Association, 1876.—On Certain Influences of Accent in Latin Iombic Trimeters; paper published in Transactions of American Philological Association, 1876.—Influence of Accent in Latin Dactylic Hexameter; paper published in Transactions of American Philological Association, 1878, being the substance of Prof. Humphrey's doctor's dissertation at Leipzig, 1873.—On Elision, especially in Greek; paper published in Transactions of American Philological Association, 1878.—On the nature of Cæsura; paper published in Transactions of American Philological Association, 1879.—On Certain Effects of Elision; paper published in Transactions of American Philological Association, 1879.—A Contribution to Infantile Linguistics; paper published in Transactions of American Philological Association, ——The Clouds of Aristophanes; an edition based on Koch's German edition, 1885.

EDWARD S. JOYNES, A. M., 1875–'78.

Elements of French Pronunciation, 1868.—An Address: Teaching Greek and Latin, Virginia Educational Association, 1870.—Prof. Joynes edited the following classic French plays, published by Henry Holt & Co., of New York, 1868–'82: First series—Le Cid, Athalie, Le Misanthrope; second series—Esther, L'Avase, Cinna.—Essay on Classical Studies, National Educational Association, 1873.—Essay in Position of Modern Languages in Higher Education, National Educational Association, 1876.—Address at Centennial of Education in Tennessee, Nashville, 1880.—Introductory German Lessons, 1876.—Introductory German Reader, 1877.—Introductory French Lessons, 1877.—Introductory French Reader, 1878.—Joynes Meissner's German Grammar, 1887.—Joynes' German Reader, 1889.—Essay on Reading in Modern Language Study, Modern Language Association, 1889.—Schiller's Geistrischer, 1890.—Address on Normal and Industrial Education for Women, Florence, S. C., 1890.—French Folk and Fairy Tales, 1891.—Essay on Relation of the State to Higher Education, 1891, Southern Educational Association.—Numerous contributions to educational journals, etc.

OLIN H. LANDRETH, A. M., 1879 TO DATE.

Metric Tables for Engineers, 1883.—Frequent contributor to the technical journals and to the transactions of the various technical societies of which he is a member.

W. M. BASKERVILL, PH. D., 1881 TO DATE.

Epistola Alexandri ad Aristotelem, Anglo-Saxon Version; doctor's dissertation at Leipzig.—A Handy Anglo-Saxon Dictionary, Baskervill and Harrison.—An Outline of Anglo-Saxon Grammar.—Andreas; A Legend of St. Andrew.—The Study of English, Christian Advocate.—Thackeray and Maurice Thompson; Quarterly Review (Southern Methodist).—James Albert Harrison (Authors at Home); The Critic.—Southern Literature; paper read before Tulane University, Chautauqua Assembly and Modern Language Association.—Notes on the Andreas, and Etymology of English "Tote," in Modern Language Notes.—Various minor articles on G. W. Cable, J. C. Harris, T. N. Page, M. J. Preston, Browning, Lowell, etc., in periodical press.—Some ethnological work on the Century Dictionary.—Contributions to Appleton's Cyclopedia of American Biography.—English Writers of To-Day; A series of articles in the Chautauquan.—Higher Education of Women, Nashville Christian Advocate.

CHARLES FORSTER SMITH, PH. D., 1882 TO DATE.

A study of Plutarch's Life of Artaxerxes, with Especial Reference to the Sources, 1881; doctor's dissertation at Leipzig.—On Southernisms, two papers published in Transactions of American Philological Association, 1883 and 1886.—Southern Schools and Colleges; two articles, Atlantic Monthly, October, 1884, and December, 1885 (reprint in pamphlet form, Nashville, 1891).—Southern Dialect in Life and Literature; Southern Bivouac, November, 1885.—The Seventh Book of Thucydides, edited on the basis of Classen's German edition, 1886.—The Third Book of Thucydides, edited on the basis of Classen's German edition; ready for the press.—Translation of Hertzberg's volume on Greek History in Grote's Allgemeine Weltgeschichte; MS. in hands of printer.—The Dialect of Miss Murfree's Mountaineers; Christian Advocate, Nashville, January 17, 1891.—Honorary Degrees as Conferred in American Colleges; read before National Educational Association, July, 1889, and printed in the transactions of the association; also in Southern Methodist Quarterly, October, 1889, and as bulletin of United States Bureau of Education, 1890.—Why has Georgia a Literature and Tennessee Not? Round Table, February, 1890.—Americanisms; Southern Methodist Quarterly, January, 1891.—Other contributions of a similar character to New York Independent, New York Christian Union, Chicago Current, etc.—Richard Malcolm Johnston; Southern Methodist Quarterly, 1892.—Traces of Tragic Usage in Thucydides; papers read before American Philological Association, July 6, 1891.

JAMES H. WORMAN, A. M., PH. D., 1883–'85.

Prof. Worman did considerable editorial work and published a series of French and German text-books. Also, before coming to America, he published a school book on universal history, 1862.

JAMES H. KIRKLAND, PH. D., 1886 TO DATE.

A study of the Anglo-Saxon poem, "The Harrowing of Hell," 1885; doctor's dissertation in Leipzig. In the American Journal of Philology have appeared "A Passage in the Anglo-Saxon Poem, 'The Ruin,' Critically Discussed," Vol. VII, pp. 367–369; review of Herbert Weir Smyth's "Das Diphthong *ei* im Griechischen," Vol. VIII, pp. 97–99; review of Conway's Verner's "Law in Italy," Vol. IX, pp. 492–495. In the Southern Methodist Quarterly Review have appeared "The Influence of German Universities on the Thought of the World," Vol. VIII, pp. 310–326; "Life and Character of Antigone," Vol. IX, pp. 305–318. "Horace, Satires and Epistles," edited on basis of Kiessling's edition, 1892.

WILLIAM L. DUDLEY, M. D., 1886 TO DATE.

The Poisonous Effects of Cigarette Smoking; Medical News, September, 1888.—Some Modifications of the Methods of Organic Analysis by Combustion; American Chemical Journal, Vol. X, No. 6. (Also published in Berichte der Deutschen Chem. Gesellschaft.)—A Curious Occurrence of Vivianite; American Journal of Science, Vol. XI, August, 1890.—The Pierce Process for the Production of Charcoal, Wood Alcohol, and Acetic Acid; Journal of Analytical and Applied Chemistry, Vol. V, No. 5, May, 1891.—The Nature of Amalgams; Proceedings of the American Association for the Advancement of Science, 1890.—The Nature of Amalgams; Address of William L. Dudley, vice-president section C of the American Association for the Advancement of Science at Toronto, August, 1889.—Iridium; Article in Mineral Resources of the United States, Washington, 1883–'84.

J. T. MCGILL, PH. D., 1886 TO DATE.

Ueber Citronensäure–Derivate des p— Toluidins, Berichte der Deutschen Chem. Gesellschaft, 1886.—Introduction to Qualitative Chemical Analysis, 1889.

JOHN T. TIGERT, M. A., D. D., 1886–'90.

Hand Book of Logic.—Systematic Theology; consisting of lectures on the twenty-five articles of religion by the late Rev. Thomas O. Summers, D. D., LL. D., professor of systematic theology in Vanderbilt University, the whole arranged and revised with introduction, copious notes, explanatory and supplemental, and a theological glossary, by Prof. Tigert.—The Preacher Himself; homely hints on ministerial

manners and methods.—Passing through the Gates, and other sermons, by the late Bishop McTyeire, edited, with an introduction, by Prof. Tigert.—Theology and philosophy, a select glossary of; including brief biographical notices of eminent theologians and philosophers.—Original Status of the Methodist Episcopal Church in America.—Wandering Stars; or, Rationalism the Root of Sins.—A series of articles entitled "Theism; A Survey of the Argument," in the Southern Methodist Quarterly Review for July, 1889, October, 1889, April, 1890, and January, 1891.—The Methodist Doctrine of Atonement, and a correspondence with Dr. Whedon, in the Methodist Advocate (New York).—Other articles in the Southern Methodist Quarterly: The Doctrinal Standards of Methodism, July, 1889; God in History, April, 1881; The Fourth Gospel, July, 1880.—A brief communication on the civil war, in the Century.

CHARLES L. THORNBURG, PH. D., 1888 TO DATE.

A Table of Factors for the Reduction of Transit Observations for Vanderbilt Observatory, 1884 (while instructor).—Articles on observations in the astronomical journals, etc.

WILLIAM RICE SIMS, PH. D., 1888–'89.

Two Harvests; a poem read before the alumni association of Vanderbilt University, 1887.—Influence of the Spanish on the French Literature; Methodist Review (New York), September-October, 1890.—The Wanderer; a metrical translation from the old English poem ascribed to Cynewulf; Modern Language Notes, November, 1890.—A metrical and rhymed version of the Happy Land, from Cynewulf's Phœnix; Modern Language Notes, December, 1891.—Numerous short sketches and poems in Lippincott's Magazine, Youth's Companion, New York Herald, New York World, New Orleans Times-Democrat, New Orleans Picayune, and other papers not so well known.

EDWARD W. BEMIS, PH. D., 1889 TO DATE.

Coöperation in New England; Coöperation in the Middle States. (The first was published as Monograph No. 5, Vol. I, publications American Economic Association. Both appeared as chapters in History of Co-operation in the United States, being Vol. VI of the Johns Hopkins University Studies in History and Politics.)—The Workingmen of the United States, in supplement to an American edition of the Encyclopedia Britannica.—Local Government in Michigan and the Northwest, being No. 5 of Vol. I of Johns Hopkins University Studies in History and Politics.—Mine Labor in the Hocking Valley, No. 30, Vol. III, publications of the American Economic Association.—Old Time Answers to Present Problems, as illustrated by the Early Legislation of Springfield, Mass.; New England and Yale Review, February, 1887.—Articles on immigration, in Andover Review, March and June, 1888.—Coöpera-

tion; Annual Encyclopedia for 1888.—Benefit Features of American Trade Unions; Political Science Quarterly, June, 1887.—Insurance of American Workingmen; Handwörterbuch der Staatswissenschaften.—Is Henry George a Safe Leader? Our Day, October, 1890.—Socialism, Southern Methodist Quarterly Review, July, 1890.—The Relation of the Church to Social Problems, Dawn Library, Tract No. 2, reprinted from the Northern Christian Advocate, in 1890.—What Shall be Taxed? Chautauquan, July, 1891.—Municipal Ownership of Gas Works in the United States; a monograph of the American Economic Association, 1891.—The Complaint of the Poor; New York Independent, May 17, 24, 1888.—City Ownership of Gas Works in the United States; New York Independent, May 28, 1891.—Socialism and State Action; read before American Social Science Association, September, 1886.—Our Railways; Statesman, December, 1880.—Factory Legislation; Statesman, February, 1889.—The Iron Octopus; Cosmopolitan, February, 1887.—Other articles in the Cosmopolitan, Independent, and elsewhere.

WALLER DEERING, PH. D., 1890 TO DATE.

The Anglo-Saxon Poets on the Judgment Day; Doctor's Dissertation, Leipzig, 1889.

ALEXANDER R. HOHLFELD, PH. D., 1890 TO DATE.

Die Altenglischen Kollektiomisterien; Doctor's Dissertation, Leipzig.—Two Old English mystery plays on the subject of Abraham's Sacrifice; Modern Language Notes, April, 1890.

GROSS ALEXANDER, D. D., 1885 TO DATE.

The Commentary and Homilies of St. John Chrysostom, Archbishop of Constantinople, on the Epistles of St. Paul the Apostle to the Galatians and Ephesians; The Oxford, revised with additional notes, etc., 1889.—The Life and Work of Steve Holcombe, the Converted Gambler of Louisville.—Three lectures in Discussions in Theology, by the Vanderbilt theological faculty: German Higher Criticism; the Formation of the New Testament; and How to Find Something to Say in Preaching.

WILBUR F. TILLETT, D. D., 1883 TO DATE.

Our Hymns and their Authors; an annotated edition of the Hymn Book of the Methodist Episcopal Church South.—Three Lectures in Discussions in Theology, by the Vanderbuilt theological faculty: Creed and Character; Religious Scepticism; and Future and Eternal Punishment.—In the Southern Methodist Quarterly Review the following articles: Bible Revision, 1880; the Genuineness of the Book of Daniel, 1882; Wesleyan Arminianism, 1883; Hugo Grotius, 1887; What Books Shall I Buy? 1890; and A Wesleyan Arminian Confession of Faith, 1891.—The Sins of the Intellect and Concessions of Distinguished

Unbelievers to the Book and the Man; appeared in northern journals in 1884.—The White Man of the South; Century, 1887.—Published Sermons: The Christian Sabbath, 1883; What Hath God Wrought? Centenary Sermon, 1884; The Mission of Methodism to the Common People, 1889; St. John's Summary of Revealed Truth, 1890.—Ten Letters of European Travel; Nashville Christian Advocate, 1885.

E. E. Hoss, D. D., 1885—.

Editor Christian Advocate, Nashville.—Three lectures in discussions on theology, by the Vanderbilt theological faculty: The Christian Preacher; Chryostom, the Prince of Preachers; and Christian Art.

W. W. Martin, B. D., 1886—.

Three lectures in discussions on theology, by the Vanderbilt theological faculty: The Theology of Genesis; The Creed of the Antediluvians; and the Christ-Painting of Munkacsy.

Thomas O. Summers, D. D., LL. D., 1875–'82.

Dr. Summers held high editorial positions. He had charge of the Southern Methodist Quarterly; he was editor of the Nashville Christian Advocate. Among his published writings were: Commentaries on the Gospels and on the Acts of the Apostles; Commentary on the Rituals of the Methodist Episcopal Church South; Talks, Pleasant and Profitable; The Golden Censer; Refutation of Thomas Paine's Theological Writings not Answered in Bishop Warren's Apology; Watson's Biblical and Theological Dictionary, Enlarged and Revised.

Holland N. McTyeire, 1873–'89.

Bishop McTyeire, also, has held high editorial positions, editing the New Orleans Christian Advocate and the Nashville Christian Advocate. Of his writings may be mentioned Catechism on Church Government, 1869; Catechism on Bible History, 1869; Manual of Discipline, 1870, and History of Methodism, 1884.

A. M. Shipp, D. D., LL. D., 1875–'85.

History of Methodism in South Carolina, 1882.

John C. Granbery, D. D., 1875–'82.

Bible Dictionary, 1882.

EDWARD EMERSON BARNARD, THE ASTRONOMER.

It was Vanderbilt University that nursed the young genius of Edward Emerson Barnard. The Vanderbilt Observatory was the first observatory in which he ever worked. He had charge of it from 1883 to 1887. He was first fellow and afterwards instructor in astronomy.

Being without a college education he set about to acquire one, attending classes and standing examinations just like any other student. His mathematical studies he carried so far as to graduate in that school. By his many comet discoveries Prof. Barnard made himself famous and at the same time spread the name of the university. And he achieved his wonderful results with instruments designed not for original work, but simply for instruction in practical astronomy. In 1887 he accepted the position of astronomer of the Lick Observatory, Mount Hamilton, Cal., where he is now. With the unequaled facilities of the Lick at his command Prof. Barnard is continually adding luster to his name.

Prof. Barnard's specialty has been comet and nebular work. The following is a list of his comet discoveries: 1881, VI; 1882, III; 1884, II (periodic—fifty-three years); 1885, II; 1886, II; 1886, VIII; 1886, IX; 1887, III; 1887, IV; 1888, V; 1889, I; 1889, II; 1889, III; 1890, V (rediscovery of d'Arrest's periodic comet); 1891, *a;* 1891, *b* (rediscovery of Wolf's periodic comet); 1891, *c* (rediscovery of Encke's periodic comet); 1891, *d* (rediscovery of Swift's periodic comet); 1891, *e;* 1885, V (independently discovered). This list is greater than that of any other living astronomer and is equaled only by that of Pons, whose list was larger.[1] In 1889 Prof. Barnard discovered four satellite comets, which were traveling through space with comet 1889, V.

He has discovered something over one hundred new nebulæ and some five or six double stars, one of which (connected with the trapezium of Orion) is the most difficult double star in the heavens. He discovered in 1890 a new Merope nebula, a bright nebula only 36 seconds of arc from the bright star Merope of the Pleiades.

He made the first photographs of the Milky Way that were ever made to show the cloud forms and structures, 1889. He also made the only observations on record that prove beyond question that the dusky ring of Saturn is transparent, eclipse of Japetus, November 1, 1889.

Prof. Barnard has made a special study for the past twelve years of the planet Jupiter, and has published many papers concerning these studies and observations.

He has published many independent papers and written for many astronomical publications. He is a contributor to the following journals: Astronomische Nachrichten, Monthly Notices Royal Astronomical Society, Astronomical Journal, Sidereal Messenger, Publications Astronomical Society of the Pacific. He also contributes in a popular form to the newspapers.

Prof. Barnard was made a fellow of the Royal Astronomical Society in 1887, and a fellow of the American Association for the Advancement of Science in 1885. He is, besides, a member of the British Astronomical Association and of the Astronomical Society of the Pacific.

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[1] Prof. Barnard is now only 34 years old.

RELATIVE PLACES OF BOARD OF TRUST, CHANCELLOR, AND FACULTY IN THE GOVERNMENT OF THE UNIVERSITY.

"The general government of Vanderbilt University is vested in its board of trust." "The executive committee has the power *ad interim* that is delegated to it by the board of trust." "The immediate government is committed to the chancellor and the faculty in each of the several departments. All matters pertaining to the common interests of the institution are considered by the university senate, composed of the chancellor and the deans." "The chancellor is *ex officio* chairman of the faculty. He is also to preside on public academic occasions, confer the degrees at commencement, and at every annual meeting of the board of trust to acquaint that body with the state, interests, and wants of the university."[1] He is admitted to the deliberations of the board, but he may not vote. The chancellor is an executive officer, executing laws of the board of trust as well as ordinances of the faculty; a go-between for faculty and board, through whom all communications from the former to the latter must pass, accompanied by his written opinion, and for all ordinary purposes the head of the university. Though the general government is vested in the board of trust, the faculty has a very real if not a formal share in that government. Plans and policies originate there, and as a rule its recommendations are adopted.

THE RESIGNATION OF CHANCELLOR GARLAND.[2]

At the last meeting of the board of trust Chancellor Garland presented his resignation. It was accepted, to take effect on the election and installment of his successor. No successor has yet been named. Dr. Garland will retire on a full salary as emeritus chancellor for life. And thus will end a connection that has been fraught with great and lasting good to the Vanderbilt. In its upbuilding Dr. Garland has been no small factor. His experience as college professor and president, stretching back now sixty years; his ability and his scholarship, and, beyond all, his grand character, have been a tower of strength. His presence has inspired confidence; it has been a guarantee of genuineness and stability. Dr. Garland is a gentleman of the old school, with all that that implies in manners and attainments, a product of the

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[1] From the by-laws of the university.

[2] Landon Cabell Garland was born in 1810 in Nelson County, Va.; graduated from Hampden-Sidney College in 1829; was professor of chemistry in Washington College, Va., from 1830 to 1833; was professor of physics in Randolph-Macon College from 1833 to 1835, when he became president; left Randolph-Macon in 1847 to fill the professorship of English literature in the University of Alabama; was soon transferred to the chair of mathematics, physics, and astronomy; in 1854–'55 was president of the Northeast and Southwest Railroad Company, a corporation organized to build a railroad from Meridian, Miss., to Wills Valley, Ala.; in 1855 was elected president of the University of Alabama; in 1866 went to the University of Mississippi as professor of physics and astronomy, where he remained until he became chancellor of Vanderbilt University in 1875.

time when there were fewer specialists and, it may be, more all-round scholars. Such he is himself. He is fond of telling his students that pure mathematics is his forte, and yet he has taught, and of course with success, not only mathematics, but physics, astronomy, mental, moral, and political science, and even English literature. Years ago he wrote and published a trigonometry and wrote a calculus, but the unpublished manuscript was lost in the burning of his house. In the art of teaching he is a master. It is a favorite saying of his that his method is the Socratic method. The simplicity and clearness of his exposition, step by step and principle by principle, from the very foundation to the capstone, is truly admirble and could hardly be excelled. In his younger days Dr. Garland had the reputation of being an orator of much eloquence, and in his old age his tongue has not forgot her cunning. His voice at a moderate pitch can be heard in the distant recesses of a large hall. He speaks readily if not fluently, and his use and choice of words are almost faultless. His command of language and his command of himself make him a good extemporaneous and occasional speaker. His manner is simple and direct; he affects none of the arts of the orator. He appeals straight to the higher nature, to what of goodness and truth there is in a man. The honor system of government has found in him a sympathetic administrator, and to him its success is largely due. At the last commencement he gave in a most impressive manner his testimony to the efficacy of that system. He felt that this might be his last public utterance from the university rostrum, and that utterance was an expression of his profound and thankful conviction that young men could be governed by relying upon their sense of duty and honor. Dr. Garland is deeply religious; and religion with him means an abiding trust in his Heavenly Father and constant resort to Him in prayer. The burden of his chapel talks to students is the transcendent importance of religion and of high moral character. Dr. Garland is not a magnetic man; he is not as sympathetic as some men. His influence does not lie here; it lies in his modesty and simplicity, in his moral sweetness and purity, in his unswerving integrity and devotion to duty. These things inspire respect and confidence; they make him a force for good. They are green spots in one's memory; they are helpful influences in one's life.

BIBLIOGRAPHY.

Minutes of the Board of Trust, 1872–'91.

Vanderbilt collection. Three volumes, 1875–'88. Includes, besides catalogues and specimen examination papers, a prefatory account of the inception and establishment of Vanderbilt University; an account of the dedication and inauguration of the university, and a report of the sermons and addresses delivered on those occasions; addresses delivered Founder's Day, May 27, 1876, by President McTyeire and Chancellor Garland.

In Memoriam, Cornelius Vanderbilt. The action taken by faculties and students of the university and by the general assembly of Tennessee upon his death, and a memorial sermon by President McTyeire.

Central University: Charter, Proceedings of the Board of Trust and Address of the Board, Nashville, 1873.

By-laws of Vanderbilt University.

Files of Vanderbilt Observer, Hustler, and Comet.

The Honor System in Colleges, an unpublished paper by Charles Forster Smith, professor of Greek in Vanderbilt University.

Southern Colleges and Schools, two articles in the Atlantic Monthly for October, 1884, and December, 1885, by Charles Foster Smith. These articles were reprinted in pamphlet form under one cover, Nashville, 1891.

Honorary Degrees as Conferred in American Colleges, a paper by Charles Forster Smith, read before the National Educational Association at Nashville, July, 1889. Printed in pamphlet form.

Manuscript notes of William J. Vaughn, professor of mathematics in Vanderbilt University.

An article on Vanderbilt University in the Christian Advocate, Nashville, April 11, 1891, by William M. Baskervill, professor of English in Vanderbilt University.

Crews' History of Nashville.

The Round Table, Nashville, April 26, May 3, June 14, June 28, and July 5, 1890, contains letters from D. C. Kelley, editor of the Round Table, and L. C. Garland, chancellor of Vanderbilt University, on the founding of the University. The Christian Advocate, Nashville, October 11, and October 18, 1890, contains communications from Dr. W. C. Johnson on the same subject.

The Christian Advocate, March 2, 1872; March 9, 1872; March 23, 1872; April 6, 1872; April 27, 1872; May 4, 1872; May 18, 1872; contains the Pierce-McTyeire controversy on the founding of Central University.

Clayton's History of Davidson County.

Petition of Thomas L. Maddin, John H. Callender, and Daniel B. Cliffe to Congress for compensation for damages sustained by Shelby Medical College in the civil war.

CHAPTER V.

CUMBERLAND UNIVERSITY.

CUMBERLAND COLLEGE.

Cumberland University is the leading educational institution of the Cumberland Presbyterian Church. The first educational institution of the church was Cumberland College, situated at Princeton, Ky., and opened in March, 1826. The chief purpose in founding this pioneer school was to meet the demand in the church for ministerial education. But it was not successful, particularly in its financial management. At last the general assembly of the church decided to sever the connection previously existing between the college and itself and to transfer its countenance and support to a school to be established at "a more eligible site."

A commission appointed by the assembly met in Nashville, July, 1842, to choose a location for the new school. Lebanon, Tenn., made the best offer—to erect a $10,000 building and present it to the school—and was accordingly selected as the seat of the proposed college. Besides the greater liberality shown by the citizens of Lebanon, they were known to be a refined and cultivated people. Moreover, Lebanon was a center of Cumberland Presbyterian influence.

The management and friends of the discarded Cumberland College formed a large and vigorous minority in the general assembly, but their remonstrances were of no avail. After it was turned adrift by the general assembly Cumberland College entered upon a more useful and successful career. "Green River Synod took the cast-off child under its care" and the school remained an institution of the Cumberland Presbyterian Church until 1858.

CUMBERLAND UNIVERSITY OPENED.

The new college began work in a very humble way, in September, 1842, in the Cumberland Presbyterian Church of Lebanon. For a while the only teachers were Rev. C. G. McPherson, professor of mathematics, and one of the older students. In February, 1843, President F. R. Cossitt, D. D., and Tutor T. N. Jarman arrived. Rev. T. C. Anderson, professor of Latin and Greek, entered upon his duties in September, 1843. It was not until September, 1844, that N. Lawrence Lindsley, professor of modern languages, met his classes and thus completed the organization of the faculty. Instruction was given in temporary quarters until

the opening of the fifth session in September, 1844, when the school was moved into the now completed college building. By a charter obtained from the legislature in February, 1844, the school became Cumberland University. Its promoters already had in view the grouping of special schools around a literary department, or college proper, as a center.

LIMITED MEANS OF THE UNIVERSITY.

At the outset and repeatedly afterwards the trustees declared that neither they themselves individually nor the property of the university were liable for professors' salaries. If tuition fees and endowment income were not sufficient to meet them, they must remain unpaid until a surplus from these sources over and above current expenses should arise; and this was not likely to occur. As a consequence the incomes of professors were small, very small. Yet men of scholarship and ability graced the halls of Cumberland University. To their unselfish devotion to the cause of the institution, must be attributed a large part of its success. The whole history of the university has been a struggle against limited means. Whatever has been accomplished has been accomplished despite this drawback. Even now the endowment is very meager. The revenues derived from tuition fees supplemented by private donations, always precarious and obtained at the cost of much time and expense, have constituted the main support of the college. But for faithful agents laboring against almost insuperable obstacles throughout the wide bounds of the church, Cumberland University must at times have closed its doors. One of the most successful agents was Rev. John M. McMurry, appointed in 1845. He worked for several years with such success that the endowment was increased to $60,000. The plan usually followed by him was to secure "endowment notes." The giver of the note paid interest on it during his lifetime; the principal fell due at his death. Often the principal was never paid, and it required no little trouble and expense to collect the interest from men scattered through several States.

PREPARATORY DEPARTMENT.

A preparatory school has always been connected with the university and its students have been numbered as university students. Until 1850 it was taught by students belonging to the higher college classes. Since that time it has had regular instructors. One of them, William J. Grannis, A. M., has been a teacher in the school for thirty-eight years.

From the first, ministerial students of any evangelical denomination were exempted in all the departments from the payment of tuition fees. In addition to this the liberality of some 12 or 15 residents of Lebanon and vicinity provided free board for those who were unable to pay.

CONSTITUTION OF THE BOARD OF TRUSTEES.

The board of trustees is local and self-perpetuating, but by an amendment to the charter passed by the legislature during the session of 1849–'50 nominations to vacancies in the board must be approved by the general assembly of the church or by the synod in which the university is situated. Although composed mostly of Cumberland Presbyterians, the usefulness and influence of the board have been extended by the presence of a few who were not members of that church. James C. Jones was one of these. He was the "lean Jimmie Jones" who was twice elected governor of Tennessee over James K. Polk and was afterwards sent to the United States Senate. Foremost, and deservedly foremost, among the legal guardians of the university's interests was Robert L. Caruthers, president of the board of trustees from its organization until his death in 1882.

In all noble plans for the advancement of the institution's interests this man led the way. If he had been what the world now calls wealthy the university would long ago have been fully endowed. His estate was large enough to enable him to place his name at the head of every subscription paper circulated to raise money for the institution. He led not only in liberal giving, but in planning liberal things. He scorned all littleness and meanness of policy in the management of the college business.

CHANGES IN PRESIDENCY AND FACULTY—SKETCH OF PROFESSORS.

In 1844 Dr. Cossitt resigned the presidency, and was succeeded by Prof. Anderson, who had recently retired from the chair of ancient languages on account of ill health. Prof. Lindsley was transferred to the vacant chair from the chair of modern languages; Alexander P. Stewart was elected to the professorship of mathematics in 1845, vice C. G. McPherson, resigned. James H. Sharp was elected, also in this year, to the chair of physical sciences. He was succeeded in 1848 by James M. Safford, PH. D., of Yale College. William Mariner, A. M., professor of mathematics in West Tennessee College, was made assistant professor of ancient languages at the end of 1847. He subsequently filled for some time the chair of mathematics. He was finally assigned, in 1850, to the chair of ancient languages, made vacant by the death of Prof. Lindsley. Prof. Anderson, notwithstanding he was a confirmed invalid, continued at the head of the university for twenty-two years. "In his administration as the presiding officer of the affairs of the leading institution of the church, his course was distinguished by a genial, magnanimous, liberal, and Christian view of his great responsibilities and duties. He was preëminently noted for practical wisdom in his dealings with all the interests of the university, common sense being one of his peculiar characteristics in all matters of counsel, whether public or private." Dr. Lindsley, although not in the faculty many years, left the mark of his character and culture upon the institution. He had sat under the instruction of his famous father, Philip

Lindsley. Indeed, "as an educator, he possessed in an eminent degree the two great qualities so wonderfully adorning his distinguished father's life, to wit: thorough, exact, profound, classic culture, and the faculty of inspiring an enthusiastic devotion toward himself in all his scholars."

Prof. Stewart was a graduate of West Point and when called to Lebanon was assistant professor of mathematics in his alma mater. With the exception of three years, he was a member of the Lebanon faculty until the breaking out of the war in 1861, when he entered the Confederate army and rose to the position of lieutenant-general. The stern and rigid ideas of faithfulness and duty with which Stewart became imbued at West Point were communicated through him to his pupils. "He commanded their highest respect at all times and left the distinct impression of his high character as a stimulus and a model for their afterthought through life." Prof. Safford's election was due to the warm endorsement of Benjamin Silliman, "the nestor of American science." In 1854 Prof. Safford received the appointment of State geologist of Tennessee and resumed the geological survey begun by Gerard Troost. His "Geology of Tennessee," published in 1869, gave him a high standing among scientific men both in Europe and America.

DEPRESSION—REVIVAL.

The first catalogue of the university was issued in 1845 and showed a roll of 82 students, 16 of whom were candidates for the ministry. The institution received a check in 1849. The complete severance of the relations existing between Dr. Lindsley and the university, the resignation of Prof. Stewart and the presence of the cholera in Lebanon all united to cast a gloom over the prospects of the university. But in 1850 things began to assume a brighter look. Prof. Stewart returned to his professorship, the patronage increased, and Cumberland University entered upon an era of prosperity that was to last until the beginning of civil strife ten years later.

CREATION OF DEPARTMENTS OF ENGINEERING AND THEOLOGY.

Two new departments, or schools, were created in 1852—engineering and theology. This year a short course leading to the degree of civil engineer was established. A student with little or no preparation could complete it in two or three years, while one well prepared could complete it in one or two years. At first Prof. Stewart had entire charge of the department. In 1854 A. H. Buchanan was associated with him. Prof. Buchanan, who since the resignation of Prof. Stewart in 1869 has had both mathematics and engineering, has been for several years in charge of the geodetic survey of Tennessee under the direction of the U. S. Coast Survey.

Lectures on various theological subjects had been given for several years by President Anderson and others. In 1852 the general assem-

bly established a school of theology. In 1853 Richard Beard, D. D., president of Cumberland College, was elected professor of systematic theology, but not until he entered upon his duties in March, 1854, was the theological department fully organized. There being as yet no endowment for this department, and no tuition fees being paid by its students, private individuals pledged themselves to the payment of Dr. Beard's salary.

For many years Dr. Beard performed the arduous labors of the theological school alone and unaided except for the irregular assistance of the president of the college and the pastor of the Lebanon congregation. In addition he did much of the work in the school of ancient languages, not being wholly relieved of this until 1872.

The theological school grew slowly in numbers and endowment. Apparently the church cared little for it. At times Dr. Beard lost faith, but he again took courage and "went on with his half-paid labors all the remainder of his life." He died in 1881. Dr. Beard stood high in his church as scholar and writer. His work on systematic theology is regarded as "the crytallization of Cumberland Presbyterian thought and faith."

The following from Dr. B. W. McDonnold's "History of the Cumberland Presbyterian Church" shows the relation which the theological school sustains to the university:

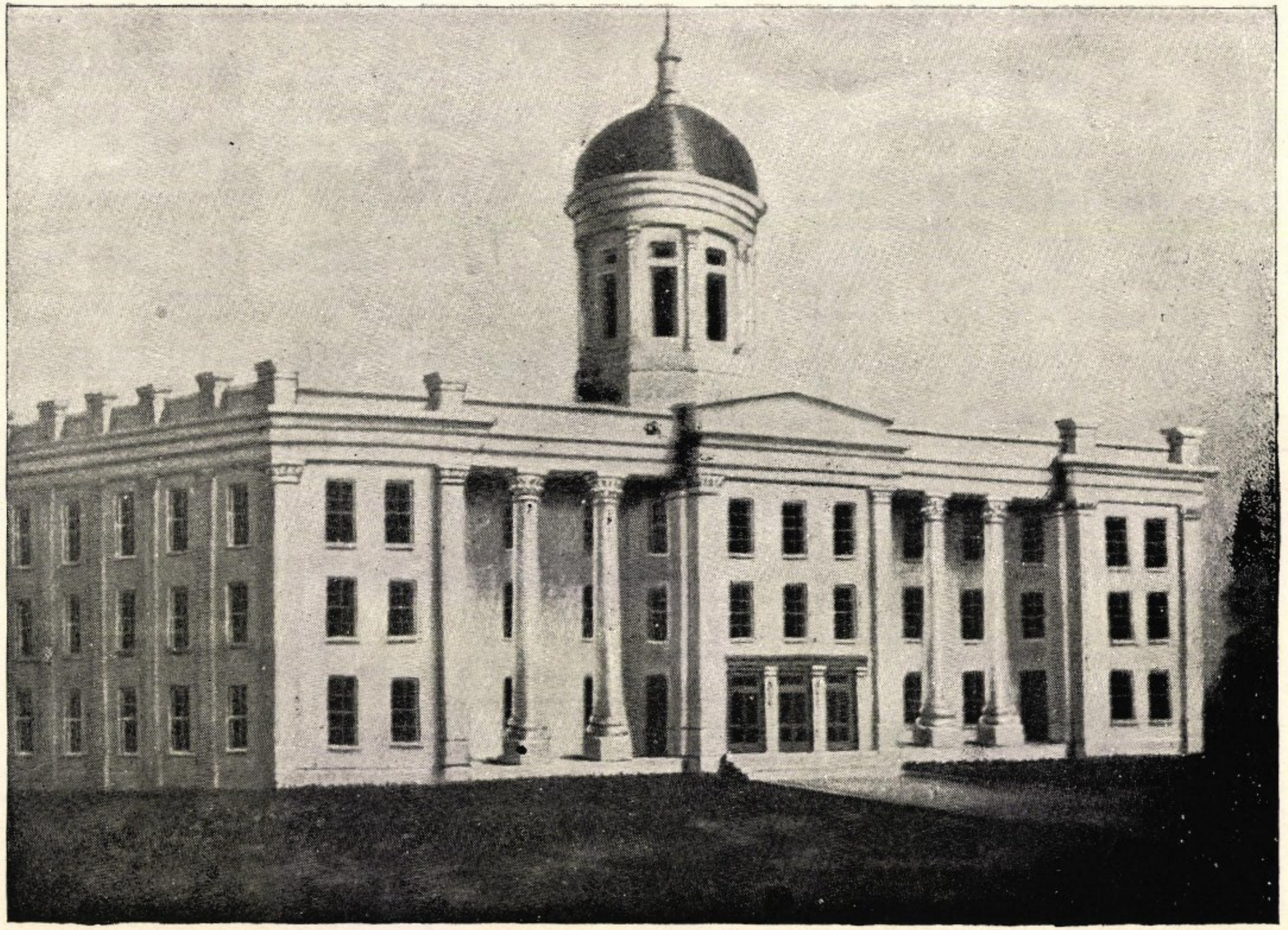
> Not the trustees of the university, but the general assembly, planned and inaugurated this department. Cumberland University did not even ask the general assembly to establish such a department. * * * It is not and never was a mere department of the university. It stands in relations far different from those sustained by the law department. The latter was created by the trustees at Lebanon, and could be abandoned by them without asking the church or the general assembly. The church's theological school is a department of the university only so far as such relation is supposed to be serviceable to this school, but it is something more than a mere department. It has relations independent of the university. The propriety of having a separate board of trustees for it has often been discussed, but its own interests are against such a separation. The charter for this department differs greatly in its provisions from the charters of the other departments.

The following test is required of professors in the theological school:

> Each professor, before entering upon the duties of his office, shall solemnly adopt, in such form as the assembly may prescribe, the Cumberland Presbyterian confession of faith and form of government.

COLLEGE BUILDING ENLARGED.

The attendance upon the university had now grown to such proportions as to make more ample accommodations necessary. Rev. T. C. Blake was accordingly sent out in 1856 to raise a building fund. His scheme was to sell fifteen-year scholarships at $500 each. The money obtained in this way was to be used in enlarging the college building. The building was to contain dormitories, and the rent of these was to go to the endowment fund. The money donated on this plan was thus at the same time a building fund and an endowment fund. A sufficient



CUMBERLAND UNIVERSITY BUILDING, LEBANON. (BURNED IN 1864.)

sum was realized by it to make the college building one of the largest and most stately in Tennessee. Upon it there seemed to rest the halo of a happy and useful future. In 1858 there were 481 young men from all over the South crowded its halls.

THE CIVIL WAR.

In the great conflict between North and South the officers and students of the university were, many of them, found in the thick of the fight, some on one side, some on the other. But most of them, as we would expect, enlisted under the bars and stars. Cumberland University, like many colleges in the South, suffered the direst calamities of war. Her library and endowment were swept away. By the order of one of her own sons, a Confederate major, who affected great indignation that his *alma mater* should have been made barracks for negro soldiers, her buildings were burned and nothing was left but a few lonely columns pointing heavenward amidst a mass of débris. An alumnus of the university, wandering through the ruins, wrote on one of these columns the word "resurgam!" In after days the prophesy was fulfilled.

UNIVERSITY REOPENED.

The close of the war found the university not only with hardly a cent of property, but with numerous debts hanging over it. Among these were the claims for free tuition, based on the possession of building scholarships purchased before the war. As the buildings were now in ashes, there was absolutely nothing to compensate the faculty for instruction given to the holders of these scholarships. Notwithstanding the gloomy outlook, Dr. Beard and Prof. Anderson opened a school in the fall of 1865 in a rented hall. In this bare and dreary place they taught for a year, with how many students is not known. Dr. Anderson resigned in 1866, and Dr. B. W. McDonnold was called to the double duty of paster of the Lebanon Church and teacher of mathematics and sciences.

It was about this time that the board of trustees purchased the former residence of Abraham Caruthers for the law department. Ten thousand dollars was the price agreed upon. Soon after the war Rev. T. C. Blake was sent out to raise a building fund. He secured about $30,000, chiefly in building notes. The purchase of the Caruthers property created such dissatisfaction that many subscribers to the building fund refused to pay their notes. The secret of their action was no doubt a feeling that the law school should not be the first department of the university to receive the assistance necessary to put it on its feet.

The forty-first term opened in the fall of 1866 with Dr. Beard, Dr. McDonnold, and one of the students as instructors. Gen. A. P. Stewart had been elected president, but delayed his answer for

several months. At last he declined the position and Dr. McDonnold was elected. Before the close of the year Gen. Stewart was again called, this time to the chair of mathematics. He did not decline this position, but accepted and held it until 1869, when he resigned, and A. H. Buchanan was elected in his place. Dr. Safford was also recalled to his old chair of physical sciences. The forty-third term thus began with a tolerably full faculty.

The collegiate department now occupied the Caruthers building. The trustees had thought to conciliate the donors of the building notes by transferring the Caruthers property to the collegiate department, but all to no purpose, for the opening of the college upon this property seemed a deliberate abandonment of the intention to rebuild on the old site. With many this was doubtless a mere plea to ease their consciences. At an expense of $6,000 the buildings were fitted up for college purposes. But only $2,000 had been paid on the purchase money. At last the courts condemned the property to be sold. The theological school stepped in and bought it for $8,000, thus saving to the university the $8,000 already expended. This was done, of course, at the expense of the collegiate department and at the gain of the theological department. Had it not been for this fortunate issue of an unfortunate piece of business the university would have been without house and home.

PRESIDENT M'DONNOLD.

When Dr. McDonnold entered upon the presidency he dispensed with all printed laws for the government of students and laid down instead the eminently sensible rule, "Every student must behave himself like a gentleman, and must know his lessons." There has been no variation from this policy since it was first enunciated by Dr. McDonnold. All departments are treated alike.

Dr. McDonnold labored incessantly for the upbuilding of the institution of which he was the head. No sacrifice that would further its interests was too great for him to make. It was the purpose of the university to maintain an efficient faculty. But how could it be done without funds? This was the task to which Dr. McDonnold specially applied himself. Besides keeping agents in the field he enlisted by an extensive system of correspondence the coöperation of the ministry, wrote articles for the church publications, and visited in person assemblies, presbyteries, and synods. He directed his efforts partly towards securing a permanent endowment, partly towards securing a "cash endowment." Contributions to the cash endowment were not for investment, but for meeting annual expenses, particularly professors' salaries. This was how a faculty composed of good men was sustained. The university was again on the road to prosperity. "Resurgam" had become a reality.

The debts had been paid and the endowment was steadily growing. In 1870–'71 the attendance reached 335, but various novel schemes were

now afloat for raising an endowment. The methods of Dr. McDonnold and his colaborers were sound and prudent, it was true, but then they did not realize results fast enough. The university must find some shorter path to financial prosperity. To these were doubtless added, in the minds of some, selfish pecuniary motives.

The favorite plan was the insurance plan. According to this policies in life insurance companies were to be taken out in favor of the university. On the death of the policy holder the policy would be paid into the treasury of the endowment fund. Many who advocated this plan were friends of the university and perfectly honest in their belief. Nevertheless, Dr. McDonnold, supported by Prof. Green and others, uncompromisingly resisted all efforts to foist this and other schemes upon the university. It was only by taking advantage of Dr. McDonnold's absence in Alabama that the insurance men at last triumphed. Col. B. F. Ball, an agent of the St. Louis Mutual Life Insurance Company, and at the same time a prominent Cumberland Presbyterian and a true friend of the university, obtained a sort of semiendorsement of his scheme from the general assembly, and also prevailed upon the trustees of the university to adopt it. Thus was Dr. McDonnold's wise and conservative policy superseded by one of doubtful value. "The trustees claimed for the agents of the insurance companies a clear field, not permitting any other method of raising money for permanent endowment or allowing the collection of cash contributions to supplement salaries." The crash came before long. After thousands of dollars had been paid in premiums and before the university had received any real benefit the insurance company failed. The worry incident to this insurance business, the success of the insurance men, and the quickly following disaster broke down the health of Dr. McDonnold, never a strong man physically. After an ineffectual attempt to bear up under his illness he resigned the presidency in 1873.

CHANCELLOR NATHAN GREEN, JR.

There was now no "cash endowment" from which to pay for the services of a president. But in Nathan Green, jr., of the law faculty, was found a man willing to perform without increase of salary the duties attaching to this office in addition to those belonging to his professorship. He was accordingly elected chancellor, corresponding closely to the former president, and has ever since served in that capacity.

He at once introduced several changes. He did away with commencement speeches from members of the graduating classes and substituted addresses by trustees or by well-known men from a distance. He also established one commencement day for all the departments, thereby making the occasion a more imposing one. Since his administration began the university has come into possession of two new buildings. It now has one building for each department. Caruthers Hall, the gift of Robert L. Caruthers, contains the rooms of the Law School.

Here, too, is found the library. The largest gift of books ever received was made in 1869, when Hon. Abraham Murdock, of Columbus, Miss., presented to the university the library of his father, Rev. James Murdock, of the theological department of Yale College. Chancellor Green instituted the custom of conferring degrees upon nonresident students who take the university courses of study by letter. The custom has since been abolished, except as regards post-graduate degrees.

CHANGES IN THE THEOLOGICAL DEPARTMENT.

Great changes have taken place in the Theological School. In 1873 a second chair was established, the Murdock professorship of church history, in accordance with the conditions attaching to the gift of the Murdock Library.

The department was entirely reorganized in 1877 by the creation of four professorships and two lectureships in the place of the former two professorships and by the lengthening of the course from one to two years. The endowment of this department, though small, is larger than that of the academic department.

ENDOWMENT.

The endowment of the university is approximately as follows:

Productive endowment:	
Theological School	$55,770
Academic School	25,000
	80,770
Endowment not yet productive	55,000
Total endowment	135,770

Cumberland University is hampered by its want of endowment. It can never offer the best educational advantages until the want is supplied. More professors and more ample facilities are demanded.

FACULTY.

The following is the present faculty of the theological and academic schools:

Nathan Green, jr., LL. D., *chancellor.*
S. G. Burney, D. D., LL. D., *systematic theology.*
A. H. Buchanan, LL. D., *mathematics and civil engineering.*
W. D. McLaughlin, A. M., *Latin and Greek.*
John I. D. Hinds, A. M,, PH. D., *chemistry and natural science.*
R. V. Foster, D. D., *Hebrew and New Testament Greek.*
Edward E. Weir, A. M., *belles letters and mental and moral science.*
J. D. Kirkpatrick, D. D., *Murdock professorship of church history.*
W. J. Grannis, A. M., *principal of the preparatory school.*
Herbert W. Grannis, A. M., *teacher in preparatory school.*
C. H. Bell, D. D., *homiletics and missions.*

CUMBERLAND UNIVERSITY—CARUTHERS HALL, LEBANON.

W. J. Darby, D. D., *lectureship on pastoral work.*
J. M. Hubbert, D. D., *lectureship on pastoral work.*

This faculty has seen long service in the cause of the university. Not a member of it has served less than ten years, while some of them have been in the harness for a generation.

EXAMINATIONS, ATTENDANCE, GRADUATES.

There are no written examinations in any of the schools. Daily oral examinations are considered a better test of knowledge. The custom of holding written examinations was in vogue in the early history of the university, but it was soon abandoned.

The attendance since the war has never reached the point that was reached before the war. In 1875–'76 there were 372 students, but 162 of them belonged to the business college, which was then located in Nashville and hardly deserved to be called a department of the university. For the last five years the matriculates in all departments have numbered 260, 290, 317, 312, and 275.

Two thousand one hundred and thirty-seven graduates have received the diploma of the university. The degrees taken were as follows: Bachelor of arts, 394; bachelor of science, 56; master of arts, 18; doctor of philosophy, 10; bachelor of laws, 1,425; bachelor of divinity, 204; civil engineer, 25.

BUSINESS COLLEGE AND TELEGRAPH INSTITUTE.

From 1873 to 1876 this school constituted a department of the university. Rev. Thomas Toney, A. M., M. D., was the principal and proprietor. At the close of 1874 Dr. Toney removed the school to Nashville and combined it with schools there of the same kind of which he was principal and proprietor. Its connection with the university soon ceased entirely. The preparatory school has always included a business course which is less extensive than that offered by a business college.

MEDICAL DEPARTMENT.

During the years 1871, 1872, and 1873 the medical college of Memphis had a nominal connection with Cumberland University. The connection afterwards ceased altogether.

LAW SCHOOL.

The idea of establishing a law school in Cumberland University is first found in this resolution of the board of trustees, passed February 27, 1845:

Resolved, That Hon. N. Green be appointed professor of international law and political economy in Cumberland University, and that he be notified of his appointment and requested to accept the same.

On account of "the afflictions of his family and other engagements"

Judge Green did not accept. The position was then tendered to Judge Abraham Caruthers, but with the same result. Here the project rested until January 9, 1847, when a committee composed of Jordan Stokes, William L. Martin, and Robert L. Caruthers was appointed to consider the advisability of creating a law department. The committee reported in favor of a law department, the report was adopted by the board of trustees, and Judge Abraham Caruthers was elected professor of law at a salary of $1,500. Judge Caruthers was receiving as circuit court judge a salary of $1,500—not very large, but sure of being paid. The success of a law school was very doubtful. Few of the lawyers of the day had been educated in law schools. If there were no well-defined opposition to them, there was at least no strong sentiment in their favor. Besides, there was no endowment to insure the payment of the salary offered. But Robert L. Caruthers, brother of Judge Abraham Caruthers, obviated any difficulty on that score by becoming personally liable for any deficit in the salary that might arise from the insufficiency of tuition fees. Judge Caruthers then accepted.

LAW SCHOOL SELF-SUPPORTING.

The establishment of a law school conflicted with the long-cherished project of many Cumberland Presbyterians—the erection of a school of theology within the precincts of Cumberland University. They feared that the new enterprise would divert attention and divide energy and means that should be devoted entirely to founding a theological school. Their apprehensions were not quieted until the trustees, on July 26, 1848, made public a contract between the trustees and the law professor "forever freeing the institution and the church from any liability or expense for the law school and guaranteeing all the income from said school for eight years to the law professor."

METHODS OF INSTRUCTION—COURSE OF STUDY.

The school was opened in October, 1847, in the law office of Robert L. Caruthers. There were 7 students. The present chancellor of the university was one of the number. Before the end of the year the 7 had become 13. Judge Caruthers adopted a system of instruction wholly different from the one in vogue. The prevailing system was the lecture system. Judge Caruthers acted upon the belief that it was folly to try to improve upon a good text-book. He accordingly assigned a lesson in the text, and the next day questioned each member of the class upon it. His endeavor was to make these examinations very searching, thereby bringing out the points of difficulty encountered by the student. The explanation of these points and a running commentary on the text took the place of formal lectures.

It was urged against the lecture system that there was nothing in it to stimulate the student to exertion; but under this system fear of failure in the presence of his classmates and a spirit of emulation would lead a student to do real, earnest work.

This was only one part of the scheme of instruction. The other part was the moot court. Here cases were tried and judgments rendered just as in actual court, the students impersonating the parties to the suit, the attorneys, and the various officers of the court. At every step of the proceedings the learner had Judge Caruthers's History of a Law Suit to guide him. What more than anything else made these moot courts of such great practical value was the presence on the bench of men who had just come from like positions in the real courts of the land. Judge Caruthers had worn the ermine for fourteen years, and Judge Green, who soon joined him, had sat on the supreme bench of Tennessee for twenty years. But it is useless to descant upon the merits of the moot court as a place where the principles of law can be practically applied. Suffice it to say that the high position accorded it in the scheme of instruction had much to do with the efficiency and success of the Lebanon Law School.

It has been the policy of the school to teach methods of procedure and such law as is needed in actual practice, rather than to delve into origins and to trace the history of legal principles. Special attention is given to live American law.

Until 1853 the course of study covered two years, of ten months each. A student, however, could complete it in less time if his previous reading would justify him in doing so. In 1853 the course was shortened to fifteen months. Since 1871 it has been only ten months, comprising a junior and a senior course of five months each. A man can graduate in five months, provided he can successfully pass an entrance examination to the senior course. One reason for reducing the curriculum to ten months was that other schools had done the same. This was not long after the war. The country was still impoverished. Most young men could not afford to spend more than one year at a law school. Poverty forced them into the struggle for a livelihood. Inasmuch as a student would not, under any circumstances, remain longer than a year, it was thought best to present in that time as comprehensive, all-inclusive a view of the subject as possible. Other reasons were given for the change, but these were the only ones that had much force. The best law schools of the country are now increasing their courses to two, three, or even four years. Cumberland University, as well as other southern schools, will have to follow suit or else take lower rank.

ENLARGEMENT OF LAW FACULTY.

The second year of the school, 1848–'49, there were 25 students in attendance; the third year there were 40. The enterprise was an assured success. The need of more teachers was felt. Accordingly, the services of Nathan Green, of the supreme court, and of Bromfield L. Ridley, one of the chancellors of the State, were secured. They could give to the law school only their court vacations. This was found to be insufficient. Judge Green was therefore persuaded to retire from the

bench and devote his whole time to the law school. This was in 1852. The services of Judge Ridley were then dispensed with. But ere long the need of a third professor was seriously felt, and in 1856 Nathan Green, jr., was added to the faculty. In 1859 John Cartwright Carter, another alumnus, became a professor in the school, but he remained only a year.

LARGEST LAW SCHOOL IN THE UNITED STATES.

In 1852, the fifth year of its existence, the Cumberland University law school had 86 students, and, in point of numbers, ranked second in the United States. It held this position uninterruptedly until 1858, when it took first rank among the law schools of the country. Its roll showed an attendance of 188. The Dane law school, at Harvard, came next with 146. The years preceding the civil war were glorious ones for the Lebanon law school. Its fame had spread far and wide, and its halls were crowded with the choicest youth of the South and Southwest. Many young men in those antebellum days studied law at Lebanon, not as a profession, but the better to fit themselves for citizenship.

HIGH PROFESSIONAL AND MORAL CHARACTER OF LAW FACULTY—SKETCHES OF PROFESSORS.

If it is asked what was the principal cause of the success of the Lebanon law school, we would reply, the character of its professors. They were men who for years had filled the highest judicial offices in the State, and who were known and respected throughout the South for their eminent legal ability and their high moral character. When such men left the bench for the professor's chair it is not strange that young men flocked to hear them. Too great praise can not be given Abraham Caruthers and Nathan Green for forsaking the active pursuit of a profession in which they easily stood first for the less honored and less lucrative position of teachers of youth. This, the unselfish renunciation of place and the consecration to a humble work, was the secret of the success of the Lebanon law school.

Judge Caruthers had been on the circuit bench continuously for fourteen years. At the last election no opposition whatever had been offered to his reappointment. "It is said that fewer of his decisions were overruled than those of any judge who ever occupied a seat so long on the bench. Very many of his decisions have been incorporated into the opinions of the supreme court in affirmation of its own." About the time that the law school was started at Lebanon his History of a Law Suit appeared. It was then a small 40-page book, but was afterwards enlarged to a 600-page volume. It has passed through several editions. Some one has called it "the clearest and most lucid exposition of law in practice that has ever been written." Besides this well-known work, Judge Caruthers wrote a little book, American Law, as an intro-

duction to the study of law. When the war broke out he was gathering the materials for a work of wider scope than any he had yet written. The characteristics of his style were clearness, vigor, terseness, and, to a remarkable degree, the power of condensation.

Judge Green had been on the bench even longer than Judge Caruthers After serving for a few years as chancellor when there were only two in the State he was elected in 1831 to the supreme court. Here he remained by repeated reëlection, until his resignation in 1852. He was a man of commanding presence, and his earnestness and dignity well befitted the majesty of the law. Like Judge Caruthers, he was noted for his uprightness and integrity. "He was a teacher of righteousness, whose voice was heard, felt, and remembered throughout the State He was indeed the Sir Matthew Hale of Tennessee."

Hon. Bromfield L. Ridley, for several years a member of the law faculty, like his colleagues, had a long experience on the bench. He was twenty years a Tennessee chancellor.

CIVIL WAR CLOSES LAW SCHOOL—REOPENED.

It was not long after the civil war began before the law school disbanded and its students were hurrying to the front, some to enlist under the banner of the Union, but the majority to enlist under the banner of the Confederacy. Nearly every alumnus of the school took part in the conflict. Some rose to high position, others remained in the ranks. Robert Hatton, Alexander W. Campbell, and John C. Carter became brigadier-generals in the Confederate army; William B. Bate rose to the rank of major-general. The first three were graduates of the law school. Gen. Bate had been a student, but did not graduate. Gen. Carter was killed at the battle of Franklin; Gen. Hatton was killed at the battle of Seven Pines. Judge Green and Judge Caruthers were strong Union men and opposers of secession, but when the issue was finally drawn they went with their section. Judge Green, who was growing old, staid quietly at home. Judge Caruthers was elected in 1861 to the Tennessee legislature. When the country was overrun by the Federal troops he went to Marietta, Ga., to escape arrest. There he died among strangers, on the 5th day of May, 1862, in the sixtieth year of his age.

At the close of the war the buildings were in ashes, two of the professors were dead, and there seemed little prospect of successfully reëstablishing the law school. Judge Green, now in his seventy-third year and in very feeble health, was averse to any attempt to revive it. Nevertheless the attempt was made. Judge Green consented to lend the influence of his name, but the labor of instruction was expected to fall mainly on his son. When the school opened in September of 1865, 20 students, all beginners in law, presented themselves. Every one of them had been a soldier in the late conflict. One was a Federal colonel, another was a Confederate general. By the end of the year their num-

bers had increased to 43. Old Judge Green died in March, 1866. His pupils followed him to his grave with the affection of children.

There were not wanting fears that this calamity would break up the law school, but not so. The services of Judge Henry Cooper, of the circuit court, were secured, and the school went on. In 1872–'73 there were 103 matriculates. Judge Cooper resigned in 1868 and removed to Nashville. The next year he was elected to the upper house of the Tennessee legislature, and was soon after sent to the United States Senate, beating Andrew Johnson by 4 votes.

DEATH OF ROBERT L. CARUTHERS.

Judge Robert L. Caruthers succeeded Judge Cooper as a professor in the Lebanon law faculty. He was himself succeeded in 1880 by Andrew B. Martin. He died in 1882. Reference has already been made to him as the staunch friend and liberal benefactor of Cumberland University. That he stood high as a jurist and as a public man is evidenced by the positions he filled. "He held many positions of trust, having been attorney-general in one of the judicial districts, member of the legislature of Tennessee, member of the Congress of the United States, member of the Confederate congress, Confederate governor-elect of the State of Tennessee, and for more than ten years one of the judges of the supreme court."

PRESENT FACULTY.

Andrew B. Martin and Nathan Green, jr., compose the present law faculty. Prof. Martin, who succeeded Robert L. Caruthers both as law professor and as president of the board of trustees, after graduating in the Lebanon law school, practiced his profession for many years. At one time he was a member of the legislature and served as chairman of the judiciary committee. Prof. Green has grown gray in the service of Cumberland University. He has been a professor of law for thirty-four years and chancellor for seventeen years.

Over 2,000 young men have attended the Lebanon law school, and between 1,400 and 1,500 have completed the course. The average attendance for the last five years has been about 60.

PROMINENT GRADUATES OF LEBANON LAW SCHOOL.

This sketch may be appropriately closed by mentioning "a few of the sons of the Lebanon law school who have filled and are filling high places: James D. Porter, lately governor of Tennessee and more recently assistant secretary of state; William B. Bate, at present a Senator from Tennessee in the United States Congress; James B. McCreary, recently governor of Kentucky and now in the United States Congress; Howell E. Jackson, lately United States Senator and now judge of the circuit court of the United States; H. H. Lurton and W. C. Caldwell,

judges of the supreme court of Tennessee; R. R. Gaines, judge of the supreme court of Texas; Stirling R. Cockrill, judge of supreme court of Arkansas; F. N. McClelland, judge of the supreme court of Alabama, and scores of judges of lower courts, State and Federal, and members of Congress."

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CHAPTER VI.

THE UNIVERSITY OF THE SOUTH.

By Prof. WILLIAM P. TRENT, M. A.

IDEALS OF THE FOUNDERS.

The germ of the University of the South is to be found in a plan formed by James Hervey Otey, first bishop of Tennessee, of establishing in his missionary field, which practically covered the present Southwestern States, "a large institution," under the control of the Episcopal Church, "in which religion should go hand in hand with every lesson of a secular character, and young men be prepared for the ministry."[1] While awaiting the realization of this ambitious plan, Bishop Otey founded at Columbia, Tenn., his home, a school for girls, which is still in existence and still known as "The Columbia Institute." He was assisted in this work by the Rev. Leonidas Polk, then rector of St. Peter's Church, Columbia. When Dr. Polk was consecrated missionary bishop of Arkansas, etc. (1838), and when, later, he became bishop of Louisiana (1841), he was in a position to do much toward the realization of Bishop Otey's idea of a great church university. Being a younger and, by reason of his military training, a more dashing man, Bishop Polk was the first to take a decisive step toward establishing this ideal university; and, being more of a partisan than Bishop Otey, he was impelled to extend the scope of the latter's scheme. Instead of a university of the Southwest, a university of the South, under the control of the church, seemed the fitting thing to a warrior bishop who was to lay down his life a few years later in defense of that South.

The decisive step taken by Bishop Polk was the issuing of a pamphlet, dated July 1, 1856, and addressed to the bishops of Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Arkansas, and Texas. In this pamphlet, after dwelling upon the need of the South for institutions of learning which should compare favorably with those of the highest grade at the North, and after pointing out the obligation resting, as he conceived, upon Southern churchmen to provide for the education of their children under religious auspices, Bishop Polk suggested a combined movement among his Episcopal brethren to establish a university, under joint diocesan control, to be situated in

[1] Quoted from the sketch of Otey in Appleton's Cyclopædia of American Biography.

some central position, such as the extremity of the Alleghany range in Tennessee. He further suggested that the meeting of the General Convention to be held in Philadelphia during the ensuing autumn would be a fitting opportunity for the bishops to hold a personal conference on the subject.

Bishop Polk's pamphlet was well received by the bishops to whom it was addressed. It not only chimed in with their own ideas as to the desirability of establishing a university of high grade, which should also be a church institution,[1] but it was in harmony with the general movement toward Southern independence, which was manifesting itself in Southern commercial conventions as well as in the violent party strifes which soon precipitated the war of secession. The Southern bishops accordingly met in council during the session of the General Convention in October, 1856, and resolved to issue an address to the friends of the church in their respective dioceses. This address was signed by nine bishops on October 23, 1856, and was immediately published at Philadelphia in pamphlet form. Its keynote naturally coincided with that struck by Bishop Polk's letter; but certain definite steps toward organization were detailed, many of which were afterwards incorporated in the constitution of the university subsequently established in consequence of this episcopal appeal.

The address was received with enthusiasm. Offers of land and money came from communities anxious to secure the site of the proposed institution, and in accordance with a suggestion of the bishops each diocese elected one clerical and two lay trustees to serve in conjunction with the nine diocesans. The board thus constituted met at Lookout Mountain, Tennessee, on the 4th of July, 1857. After appropriate patriotic and religious ceremonies, in which several hundred visitors took part, the trustees proceeded to the work of organization.

ANTE BELLUM ORGANIZATION.

Twenty trustees from seven dioceses constituted the board which met at Lookout Mountain under the presidency of Bishop Otey. The main business transacted, besides the appointment of important committees on the subjects of site, charter, etc., was the adoption of a "declaration of principles" similar in most respects to the principles laid down by the bishops in their first address. The gist of this "declaration" was that the university (which as yet had no name, although the name it now bears had been already advocated) should be "under the sole and perpetual direction of the Protestant Episcopal Church, represented through a board of trustees" (to be elected as above described); that it should not be "put into operation until the sum of at least $500,000" had been "actually secured;" and, finally, that its location should be "as central to all the contracting dioceses" as possible.

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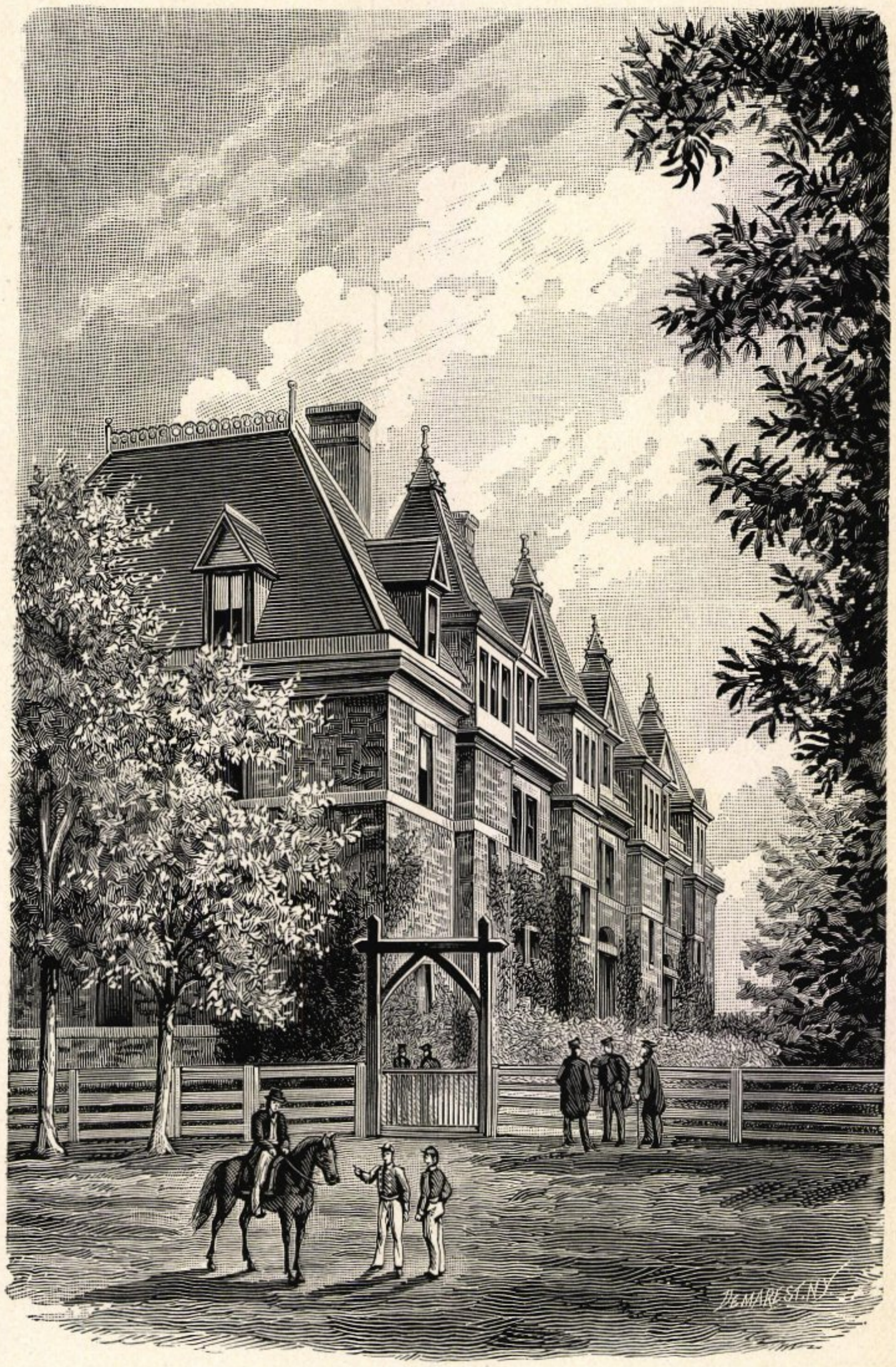
[1] Bishop Elliott, of Georgia, had been especially active in the cause of church education.

An adjourned meeting of the trustees was held at Montgomery, Ala., November 25, 1857. At this meeting a charter was drafted and adopted, the bishops of Louisiana and Georgia were appointed to secure subscriptions for the work, and the questions of name and site were discussed and practically settled. For the honor and advantages of securing the site of the university many places competed, to wit: Huntsville, Ala.; Atlanta, Ga.; McMinnville, Chattanooga, Cleveland, Tenn., and Sewanee, then a wilderness of forest and cliff. So much interest was excited over the question of location that a two-thirds' rule, was adopted, and seventeen ballots were taken before Sewanee received a sufficient number of votes. Less interest was manifested in the choice of a name for the university, but still the name it now bears was not chosen without some discussion and criticism.

The trustees met next at Beersheba Springs, Tenn., on July 4, 1858. The charter granted by the State of Tennessee, January 6, 1858, was accepted, and a committee was appointed to prepare a constitution. Another committee was charged with the task of selecting an agent, who should visit the great universities of Europe and America and make such reports as would assist the trustees "in rightly commencing and successfully conducting" their proposed university. At this meeting an attempt was made, chiefly by the Alabama trustees, to defeat the choice of Sewanee as the site of the university; but matters had gone too far and the attempt miscarried. It was, possibly, to reassure the public mind that the trustees shortly after issued a pamphlet to the Southern dioceses justifying their choice of what most people seemed to regard as a rugged mountain peak. They admitted that if they could have pitched upon a large city of undoubted healthfulness, they would have preferred it to the virgin plateau of the Cumberland, but they assured their critics that Sewanee could be reached by railroad, and that there was no necessity for students and visitors to be practiced Alpine climbers. They also informed the public that students would "have about as much to dread from milk sickness"—that mysterious disease—"as from the Indians who once roamed over these hills and swarmed in these valleys."

On August 10, 1859, the trustees again met at Beersheba. The general commissioners, Bishops Polk and Elliott, made a most encouraging report. They had some months previously (February 24) published an address in which they set forth the advantages to be expected from the establishment of the university, and gave assurance that the money they might raise would not be squandered upon the realization of a temporary or insignificant scheme. In response to this appeal they received by August $363,580 "in cash, bonds, and notes, payable in available periods," together with $115,000 in pledges uncovered as yet by notes. Most of this amount had come from one diocese, Louisiana, and the commissioners felt assured that the three millions they had set their hearts on would be obtained without great difficulty. The

UNIVERSITY AVENUE, UNIVERSITY OF THE SOUTH, SEWANEE.



SAINT LUKE'S THEOLOGICAL HALL, UNIVERSITY OF THE SOUTH, SEWANEE.

treasurer reported, furthermore, that he had in hand a bond of Col. Isaac Crown, of Alabama, for $25,000, given for the endowment of a professorship of agriculture. The committee on survey and selection likewise made a report declaring that they had surveyed certain tracts of land already deeded to the university, amounting to 9,525 acres. It was with feelings of general satisfaction, therefore, that the trustees adjourned to meet at New Orleans in February of the following year.

The principal business of this meeting was to discuss the proposed constitution and statutes of the university. The committee having these in charge had made a thorough examination of the working systems of the great American and European universities, and their report met with general commendation. The final adoption of the constitution and statutes was, however, reserved for the next meeting of the trustees, which was held at Sewanee on October 9 of the same year (1860). At this meeting, after certain amendments, the constitution and statutes were adopted in the shape in which they practically stand to-day.

There is little in these documents that calls for special notice here. The senior bishop by consecration was to be chancellor of the university; but the real executive head was the vice-chancellor, who was to be assisted in his work by the hebdomadal board, which was to consist of twelve professors and no more. The elective system of the University of Virginia was practically adopted, and great power and freedom were reposed in the heads of schools. Professors' salaries were to range from $3,000 to $5,000, and each professor was to be furnished with a house. This liberality was paralleled by the magnificent scope given to the academic and professional departments of the university. Thirty-two separate schools were to be established as speedily as possible, to wit: (1) Greek, (2) Latin, (3) mathematics, (4) physics, (5) metaphysics, (6) history and archæology, (7) natural science, "with cabinets and gardens of plants attached," (8) geology, mineralogy, and paleontology, (9) civil engineering, (10) theoretical and experimental chemistry, (11) chemistry "applied to agriculture and the arts," (12) theory and practice of agriculture, "with farm attached," (13) moral science and evidences of Christian religion, (14) English, (15) French, (16) German, (17) Spanish, (18) Italian, (19) "school of oriental language and literature," (20) "school of the philosophy of language," (21) "school of the philosophy of education," (22) "school of rhetoric, criticism, elocution, and composition," (23) "school of American history and antiquities," (24) "school of ethnology and universal geography," (25) "school of astronomy (with observatory) and physical geography," (26) "school of political science, political economy, statistics, law of nations, spirit of laws, general principles of government, and Constitution of the United States," (27) "school of commerce and trade, including the history and laws of banking, exchange, insurance, brokerage, and bookkeeping," (28) theology, (29) law, (30) medicine, (31) mines and mining, (32) fine arts, including sacred music.

It is no wonder that the men who could plan such an institution felt swept away by enthusiasm when, on October 10, 1860, "8 bishops, 200 presbyters, and 5,000 people assembled on top of the Cumberland Mountains" to witness the laying of the corner stone of the University of the South. What wonder that when Col. John S. Preston, of South Carolina, the orator of the day, turned to Bishop Polk and exclaimed: "When it pleaseth God, your Master, to stay your radiant and strong right arm from His battlefields on earth and call you to share His everlasting triumph, the heavens and your grateful country will read on your gravestone, 'The founder of the University of the South,'" his auditors were convulsed with tears; what wonder that they saw nothing exaggerated or rhetorical about the compliment; that they forgot that there was little likelihood that in the approaching strife of the sections they would be allowed to build in peace upon the corner stone Bishop Polk had laid. And yet some thoughtful men of that assembly must have felt as it dispersed that the year 1860 was a bad one for the inception of a peaceful enterprise. It is doubtful, however, whether anyone dreamed that in less than three years hostile squadrons would be marching over the very spot where robed prelates and vested choristers had assisted in consecrating a stone which was destined to be hacked to pieces by wanton or thoughtless foes.

POST-BELLUM ORGANIZATION.

Only one meeting of the trustees took place during the war, and that was at Columbia, S. C., on October 14, 1861. Although the great struggle was in full career, and although one of the two commissioners of endowment, Bishop Polk, was serving in the Confederate army, and the other, Bishop Elliott, was about to resign his position because he found it impossible to make collections, the board did not waver for an instant in its high purposes, but went on calmly adopting rules of order for its own government and devising plans for laying off the university domain. But as the conflict deepened rules of order and plans had to be laid aside, and youths who had looked forward to becoming the first matriculants of the University of the South were ere long sleeping on some glorious or disastrous battlefield. But although the rude beginnings of the university at Sewanee were destroyed by the enemy, although the founder and many of the original projectors of the enterprise were swept away, still the idea of the University of the South was not for a moment lost sight of.

In March, 1866, the Rt. Rev. Charles Todd Quintard, bishop of Tennessee, went to the then deserted Sewanee and "planted a cross upon the site of the chapel of the mission."[1] In May of the same year a building was put up for a "Training and Theological School." This building, a rude affair, was called Otey Hall and the funds used to erect it were the proceeds of collections made by Bishop Quintard. A few months

[1] Where the oratory of St. Luke's Theological Hall now stands.

CONVOCATION HOUSE, UNIVERSITY OF THE SOUTH, SEWANEE.

"ABOVE THE CLOUDS," UNIVERSITY OF THE SOUTH, SEWANEE.

later Bishop Quintard and a zealous lay trustee, Mr. George R. Fairbanks, of Florida, erected residences and brought their families to Sewanee. In October the chancellor, Bishop Elliott[1] called a meeting of the trustees at Sewanee (or University Place, as it was then called) and there it was determined unanimously that the work of establishing the university should be carried on.

In February, 1867, Bishop Green, of Mississippi, then chancellor through the death of Bishop Elliott, called a meeting of the board at Montgomery, Ala., and it was resolved to begin the good work by developing the small school already planned into a "high school of the best description." Bishop Quintard and Maj. Fairbanks were appointed commissioners and succeeded in raising a small amount of money which was judiciously expended on the necessary buildings. At this meeting Bishop Quintard was elected vice-chancellor of the university.

In August, 1867, the trustees met at University Place and resolved to make an appeal to the generosity of English churchmen, through the instrumentality of the approaching Lambeth conference. Bishop Quintard, who attended the conference, was indefatigable in his labors and succeeded in arousing great interest in his mission. The two archbishops and many bishops and clergymen gave aid both by their prayers and contributions, and a sufficient fund was raised to enable the trustees formally to open a "junior department of the university," *i. e.*, a grammar school, on September 18, 1868. Among the promoters of the university in England was the Rev. F.W. Tremlett, rector of St. Peter's Church, Belsize Park, London. In consideration of his services he was given the first honorary degree (D. C. L.) conferred by the university, and one of the first buildings received his name.

Meanwhile unimportant meetings of the board had been held and an unsuccessful attempt made to secure the services of the eminent scientist, Commodore M. F. Maury, as vice-chancellor.[2] This failing, Bishop Quintard was induced to retain the office. A head master for the new grammar school was secured in the person of Gen. Josiah Gorgas, late head of the ordnance department of the Confederacy. Gen. Gorgas was nominally head of the junior department, but it is easy to see from the vague way in which the duties of his situation are described in the records that he was practically put in charge of a preparatory school, which opened with 9 students and 4 teachers or "professors." By the the summer of 1869 these 9 students had increased to 90, and the trustees determined to organize a distinct grammar school as soon as possible. Buildings, however, were a necessity, for the newly built and by no means large chapel had to be used as a study and recitation hall. Nor were there sufficient boarding halls to accommodate the incoming students. But how could the trustees meet all the demands upon them

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[1] Bishops Otey and Polk were both dead.

[2] It is said that efforts were made to secure the services of Gen. Robert E. Lee, but no official action seems to have been taken.

when the report of the finance committee showed that during the previous year (August, 1868, to August, 1869) not quite $15,000 had been collected. They might, however, have profited by the reflection that over two-thirds of this amount had been raised by one enthusiastic man, Bishop Quintard, and they had little reason to waste their time in heartily approving "of the offer of a gentleman of Louisiana to establish a prize medal for gentlemanly deportment."

It can be seen from the report which the vice-chancellor addressed to the trustees at their meeting in July, 1870, that the university had already developed many of the features that characterize it to-day. The winter vacation had been adopted, giving a practically continuous session from March to December, although the scholastic year was divided into two terms, Trinity and Lent, beginning in August and March, respectively. The system of distributing students by tens and scores in private boarding halls was also coming into vogue. The military drill (abolished in 1891) was also a feature of early Sewanee life, and the easy, dignified manners of the students, with which visitors are now so much impressed, formed a special topic of hopeful prognostication in Bishop Quintard's report, referred to above. The faculty then, as now, was overworked, but enthusiastic and confident of ultimate success. It consisted, besides the vice-chancellor, of Gen. Josiah Gorgas, professor of civil engineering; Rev. F. A. Shoup,[1] professcr of mathematics; Robert Dabney, M. A., professor of metaphysics; Rev. F. A. Juny, S. T. D., professor of modern languages; John B. Elliott, M. D., professor of chemistry, and Caskie Harrison, professor of ancient languages. Of these gentlemen Prof. Shoup is the only one still connected with the university and his services have not been continuous.

In 1871 the vice-chancellor was able to report that the number of students in grammar school and university together amounted to nearly 200. The school was now more completely separated from the university proper, and a new chair, that of moral science, was instituted in the latter. To this the Rev. William P. DuBose, M. A., was elected, and the duties of chaplain were likewise intrusted to him. The use of the scholastic cap and gown by officers and students was determined upon by the trustees at this session; and, as there were 114 students to wear them and as the grammar school, with 125 pupils, seemed to assure a plentiful supply of students for the future, it looked as if the dark days of the university were beginning to pass away. But such was not the case.

The year 1872–'73, it is true, saw a loss of only three students. The loss of two professors, Dr. Juny and Mr. C. L. C. Minor, but recently elected to the chair of Latin, was somewhat compensated by the election of a resident vice-chancellor in the person of Gen. Gorgas, Bishop Quintard's episcopal duties leaving him no time for extra work. The next

[1] A graduate of West Point and an ex-Confederate brigadier. Gen. Shoup served the university as chaplain for a few years.

year saw a fair increase of students and the first degrees, not honorary, that the university had conferred. Only four of these degrees were given, the faculty and trustees having determined to hold up the high standard in this matter for which the University of Virginia had long been celebrated. This policy has since been rigorously pursued, and wherever the university is known the value of its degrees is recognized. The lack of interest among ex-students which invariably attends institutions which do not graduate fairly numerous classes has been compensated in the case of Sewanee by the intense love which the unique character of the place inspires in all who come within reach of its influence. It may be remarked that in 1873 a system of degrees was established by the board which, with a few changes, has lasted till the present day, and it is interesting to observe that the recent modifications in the master's degree of the University of Virginia are strikingly in unison with the views held with regard to that degree by the Sewanee trustees of eighteen years before.

During the next few years there are no great changes to be noted, but the number of students was obviously falling off. Two new professors, Col. F. Schaller and Gen. E. Kirby Smith, the latter being one of the best known and most highly esteemed of the Confederate commanders, were appointed to the chairs of modern languages and mathematics vacated by Dr. Juny and Gen. Shoup. The theological department received a more definite constitution through the election of Rev. George T. Wilmer to the chair of systematic divinity and through the generous gift of Mrs. Charlotte Morris Manigault, of South Carolina, of $25,000 for the erection of a theological hall. Another permanent building which was going up was a library, the gift of Rev. Telfair Hodgson, but as yet the books to put in it were few and far between. But Bishop Quintard was still laboring indefatigably, and he had just (1876) preached in England 155 sermons and made numerous addresses, all on behalf of the university. As a result of his labors he was enabled to report to the trustees that he had collected, including the donation of Mrs. Manigault, nearly $40,000.

But in 1878, despite these gifts, the university was in serious embarrassments. The professors depended for their salaries on fees from students, and there was a still greater falling off in numbers, and many who were enrolled did not pay for their tuition. Retrenchment was absolutely necessary, and so the professors of the theological department were thrown for their support upon the contributions of the various dioceses, a sorry maintenance, and the incumbent of one chair (modern languages) was not reëlected at the end of his five years' term. The vice-chancellorship, too, made vacant by the acceptance by Gen. Gorgas of the presidency of the University of Alabama, was left in abeyance, and the able professor of chemistry, Dr. John B. Elliott, was made chairman of the faculty. An endeavor was made at this juncture to induce Kentucky to unite with her sister dioceses in the

control and support of the university; but the effort was not successful until seven years later.

An interesting memorial of this time that tried men's souls in Sewanee is a privately printed "Report of the hebdomadal board to the board of trustees, August, 1879." The document is rather an address full of the love and faith that had characterized the faculty in the past, but full also of misgivings as to the future. The history of their struggles is plainly written in the following abridged list of "obstacles" to the university's success:

(1) Want of endowment, involving want of adequate instruction in several branches, chiefly scientific; want of apparatus, laboratories, collections, and of a library.

(2) A very high tuition fee.

(3) Inability of trustees to meet more than once a year, or for more than a week then.

(4) Absence of a permanent executive body resident at Sewanee throughout the year.

(5) Isolated location of the university.

(6) Impression that Sewanee is only a diocesan school belonging to the diocese of Tennessee.

(7) Undeserved reputation for ritualism.

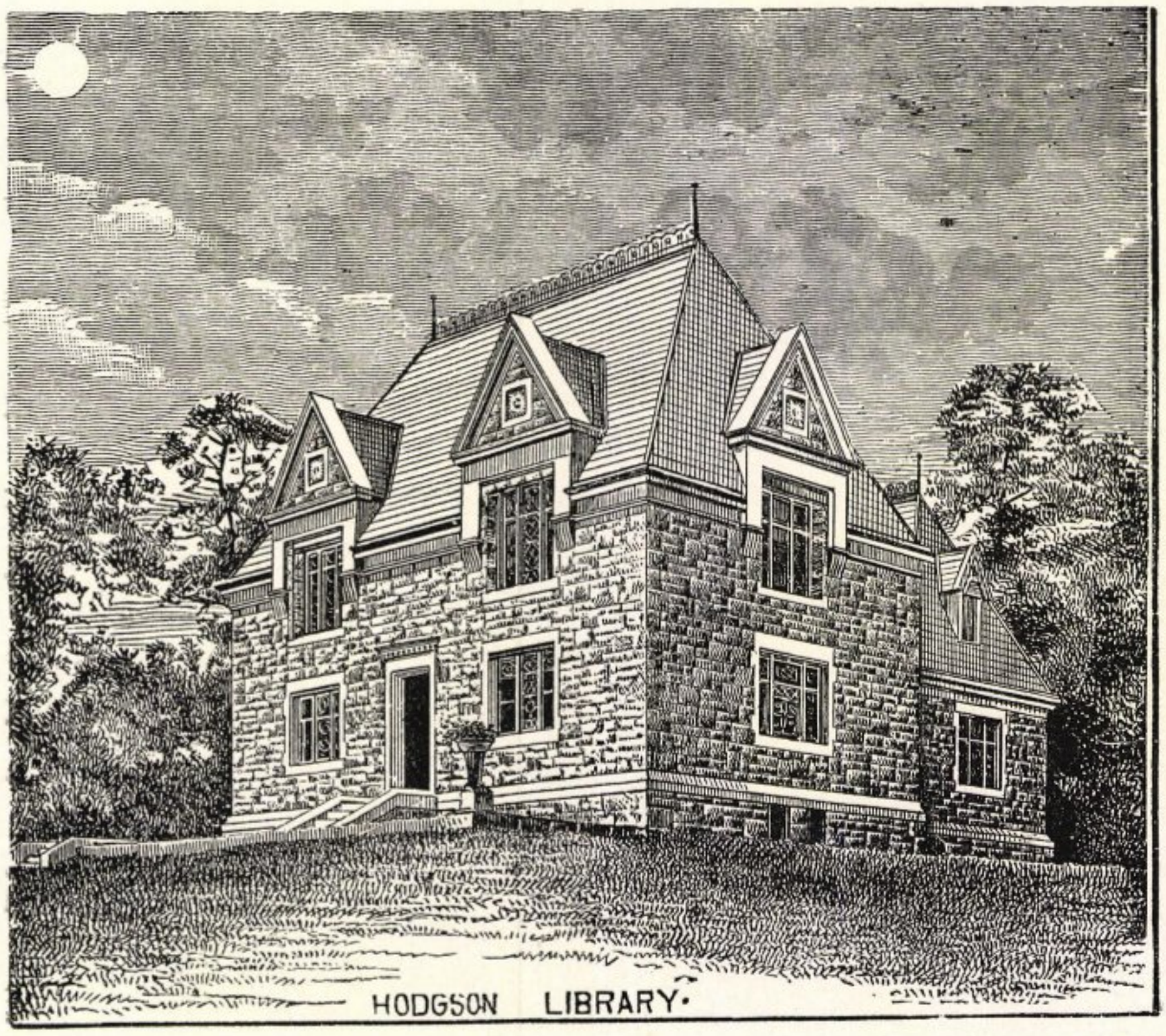
(8) Rival theological seminaries in Southern dioceses.

(9) Intimate association of grammar school and university, leading to the impression that the whole is only a sort of high school.

(10) Want of series of publications to keep the university before the public.

Reading this list of obstacles as a member of the hebdomadal board in 1891, I can not but reflect upon its applicability to the university's present condition, yet I can not at the same time shut my eyes to the fact that in twelve years Sewanee has made vast strides in development, and that no obstacles can long hold out against the faith and zeal that her faculty, and students, and alumni, and trustees have ever shown. And I can say this with some grace from the fact that when I came to Sewanee the crisis had passed, and that my own labors have been for the most part with the tide, not against it.

The changes wrought in these twelve years and the reasons for them can only be touched upon briefly, for this chapter must be brought to a close. In 1879 Rev. Telfair Hodgson became vice-chancellor, after having held the office of dean of the theological department for one year. Dr. Hodgson asked for no salary and made his private means support the falling credit of the university in financial circles. He threw himself into his work with great energy, and the results of his generosity and devotion to Sewanee were soon apparent. The number of students increased. Permanent buildings began to be erected both by the university and by private individuals, and business methods were introduced for a time in offices where they had long been wanted. Officers began to understand that, even though a man be perfectly honest, it is still well for him to keep his books straight. Some people cried out that red tape was making its appearance at Sewanee, that


HODGSON LIBRARY

LIBRARY, UNIVERSITY OF THE SOUTH, SEWANEE.

the free and easy life of the place was departing; but the far-sighted realized that Sewanee had passed one critical stage of her existence, and that her future was beginning to be assured. When a full history of the University of the South is written, the chapter devoted to Dr. Hodgson's eleven years of authority will be one of primary interest and importance.

Meanwhile some changes had taken place in the faculty. In 1877 Mr. John McCrady, formerly of Harvard, a friend and pupil of Agassiz, took the chair of biology, and did active and far-reaching work in the university until his death, in 1882. In 1879 Rev. A. Jaeger became professor of Old Testament language and interpretation, and the theological faculty was thus increased to four members. In 1880 a commandant for the cadet corps was obtained from the United States Government, and the detail was continued until 1891. For some years this military system was an efficient factor in the university's development, but the institution soon outgrew it. In 1882 three young men were elected to full professorships, and their work must be counted as perhaps the greatest factor in the university's subsequent progress. These were Rev. Thomas F. Gailor, M. A., S. T. B.; B. L. Wiggins, M. A., and F. M. Page. Mr. Gailor was soon made chaplain,[1] and immediately gained a wonderful and unique hold upon the student body; he also served as professor of ecclesiastical history and acting professor of English. In 1890 he succeeded Dr. Hodgson as vice-chancellor. In 1891 he received the degree of S. T. D. from Columbia College, New York, and refused the bishopric of Georgia, that he might give himself to the work at Sewanee. He stands to-day the foremost figure in the Southern church, and the sacrifices he has made for Sewanee will bear fruit, not only in the love and admiration of his students, but also in the continued prosperity of the institution he loves so well.

Prof. Wiggins, when he took the chair of ancient languages just vacated by Prof. Caskie Harrison,[2] was perhaps the youngest professor in the United States. His chair had long been the most important in the university; a natural result of church control and of the avowed following of English traditions. Under Prof. Wiggins the chair has lost none of its prestige, although the growth of the university has brought other chairs into prominence. It is safe to say that there are few better teachers of the classics anywhere than Prof. Wiggins, and it is equally safe to say that no institution in the South turns out more well-equipped classical scholars than Sewanee. To some persons this may not seem high praise; but those quiet but thoughtful men, who believe in the study of the classics when it can be prosecuted without

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[1] Succeeding Dr. Du Bose, whose services were required in connection with the two important chairs, New Testament exegesis and moral science, in which he has done abiding work.

[2] Among the early professors none deserves more credit than Mr. Harrison for his maintenance of a high and scholarly standard of work.

excluding other studies of importance, will rejoice at the stand Sewanee has taken and means to keep on this vexed question. Prof. Page has just severed his connection with Sewanee after ten years of faithful labor in the chair of modern languages. Throughout his career he maintained the dignity of his chair in the face of serious difficulties growing out of the fact that the South is only beginning to wake up to the necessity for a wider range of studies than that with which our fathers were satisfied. Benjamin W. Wells, PH. D., a well-known scholar in his special department and one of the most profound students of ecclesiastical history in America, has just succeeded Prof. Page.

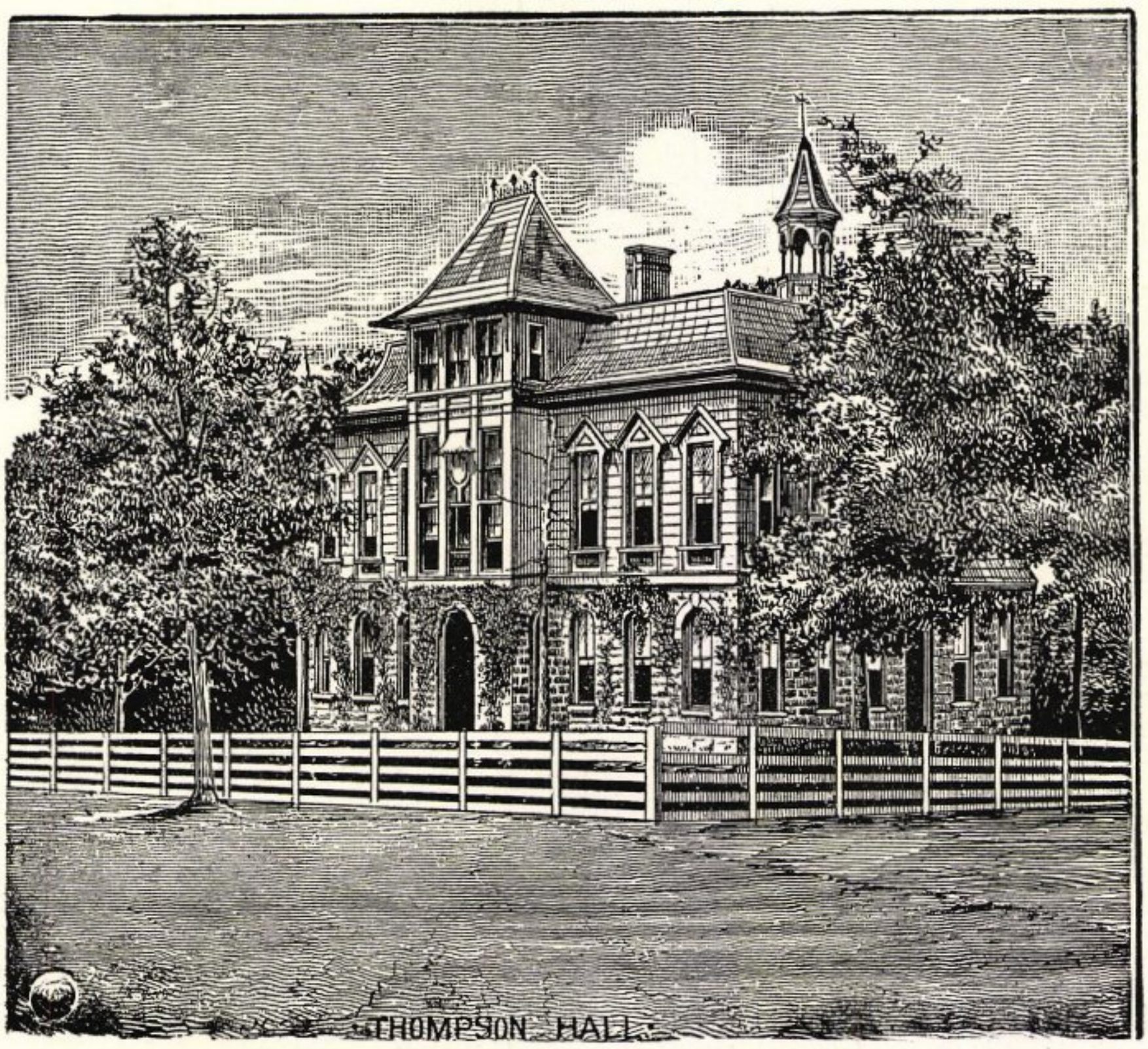
In 1883 Rev. F. A. Shoup, D. D., returned to Sewanee after an absence of eight years, and was elected to the chair of metaphysics. Prof. Shoup is a sound scholar as well as one of the most versatile of men. His chair is justly regarded as one of the most important in the university, and his colleagues trust that he will never again leave them. In 1885 Dr. John B. Elliott, professor of chemistry, resigned to accept a chair in Tulane University. Prof. Elliott's action, although recognized as necessary, was greatly deplored. No man, save Dr. Gailor, has left so strong an impress upon Sewanee, and after six years one still hears the *laudator temporis acti* lamenting Dr. Elliott's departure. There are also periodic rumors that he is coming back to fill his old chairs—rumors that remind us of the stories told by the peasants of Germany about Kaiser Barbarossa. Dr. Elliott was succeeded for a short while by Dr. J. W. S. Arnold, and in 1887 by Dr. Cameron Piggot, the present efficient incumbent of the chair of chemistry. Few men could have succeeded as Prof. Piggot has with so poorly equipped a laboratory at his disposal. Other changes in the faculty that may be noticed are the appointment of Mr. Greenough White, as professor of English, in 1887, after two years' connection with the university as a tutor; of Dr. A. A. Benton, in 1888, as professor of dogmatic theology; of Rev. M. M. Benton, in 1891, as professor of physics. In 1888 the present writer succeeded Mr. White as professor of English and history.[1]

CONCLUSION.

The University of the South stands to-day in a better financial position than it has ever done. Five permanent buildings have been erected, two of which—Convocation Hall and the Walsh Memorial Building (intended for lecture halls)—will compare favorably with the permanent buildings of almost any university in the country. Efforts are being steadily made to secure endowments for the chairs. There are eleven full professors, who are working with the earnestness that has always characterized those upon whom Sewanee has laid her spell. The number of students is growing, and the zeal of the alumni increases in an even ratio with their ability to help their *alma mater*. In the church,

[1] In 1887, on the death of Bishop Green, the bishop of Texas, Rt. Rev. Alexander Gregg, D. D., became chancellor of the university.

WALSH MEMORIAL HALL, UNIVERSITY OF THE SOUTH, SEWANEE.



MEDICAL BUILDING—THOMPSON HALL, UNIVERSITY OF THE SOUTH, SEWANEE.

at the bar, in all the walks of life, these alumni are marked men throughout the South, and not a few have spread the reputation of Sewanee in other sections and even in other lands. Ten years ago the body of alumni were poor struggling men. Now they are rapidly amassing wealth, and they will not forget Sewanee. The board of trustees, too, which has never lacked zeal for the institution in its charge, is widening its views with regard to the university and is working in great harmony with the faculty. A spirit of change, of progress, is in the air. The abolition of the military system of discipline, the contemplated removal or abolition of the grammar school, the efforts that are being made to establish a law school, the increase of private research and of published work by individual professors,[1] are all signs of Sewanee's growth and of the permanence of the work that is being done. Dr. Charles Dudley Warner is not the first stranger who has been impressed with the thorough-going nature and elevated and unique character of that work, and he is not the first friend who has uttered the inspiring prayer: "God bless the University of the South."[2]

[Since the above was written both a medical and a law department have been added, as well as an advanced course in finance and economy. The appearance of *The Sewanee Review* has given the professors an organ and the South a critical journal of high aims. The death of Gen. Kirby Smith and the elevation of Dr. Gailor to the episcopate should also be noted.

W. P. TRENT.]

BIBLIOGRAPHICAL NOTE.

The above chapter has been prepared from bound volumes of the proceedings of the trustees, the university calendars, and other important papers in the possession of Bishop Quintard. In 1888 Dr. Hodgson edited, or rather reprinted, "The Documents and Proceedings of the Board of Trustees of the University of the South prior to 1860." These reprints are accessible as "University of the South Papers," Series A, No. I. Other bound volumes of "papers" which are accessible are Proceedings of the Board of Trustees, 1880–'85; Calendars, 1879–'86; and University Papers, a miscellaneous collection. As indicated above, it is the intention of the Sewanee Historical Society to prepare in the near future a history of Sewanee during the first twenty-five years of its existence.

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[1] The establishment of "The Sewanee Historical Society," for the study of Southern history and for the preparation of a careful history of Sewanee itself.

[2] See his address delivered before the literary societies at Sewanee in August, 1889.

CHAPTER VII.

SOUTHWESTERN PRESBYTERIAN UNIVERSITY.

THE MASONIC UNIVERSITY OF TENNESSEE AND STEWART COLLEGE.

The Masonic University of Tennessee was founded in 1850 by the Masons of the State, but it was soon transferred to the Masons of Montgomery County. Its presidents were W. F. Hopkins, T. M. Newell, W. A. Forbes, and William M. Stewart, successively, until the year 1855, when it came into the possession of the Presbyterian Synod of Nashville. The name was then changed to Stewart College in honor of Prof. William M. Stewart, who was president of the school at the time of its purchase from the Masons, and who continued as such under the new management. Southwestern Presbyterian University owes much to Prof. Stewart. A scientist of no mean ability, he has left his imprint on the institution with which he was connected. His cabinet, consisting of 30,000 mineralogical and geological specimens, he presented to the college, as also his large scientific library, containing many rare volumes. In 1858 the Rev. R. B. McMullen, D. D., succeeded to the presidency of the college. Prof. Stewart, however, continuing in his capacity of professor of the natural sciences. Stewart College suffered severely during the war. Its library, cabinets, and apparatus were swept away and for several years its doors were closed. But the college soon revived from the misfortunes of war. During the years 1868 to 1870 the buildings were repaired and refurnished. The endowment, consisting hitherto chiefly of lands and buildings, was gradually increased until it exceeded $100,000. A large part of this was given by the city of Clarksville. In 1870 Rev. J. B. Shearer, D. D., was elected president by the trustees. The faculty at this time was as follows: J. B. Shearer, D. D., metaphysics, logic, political economy, etc.; William M. Stewart, A. M., geology and mineralogy; James Dinwiddie, A. M., mathematics, etc.; D. M. Quarles, Latin, etc.; W. W. Legare, A. B., Greek, natural philosophy, and astronomy, and S. J. Coffman, modern languages. The disasters of the war had been repaired and the reopening of the school had been attended with unexpected success. It was about this time that the movement began which was to result in the merging of Stewart College in an institution of broader scope and wider influence, namely, the

SOUTHWESTERN PRESBYTERIAN UNIVERSITY.

Stewart College was a school belonging to only a small portion of the Southern Presbyterian Church—the Synod of Nashville. The establishment of one great university for the South had long been a cherished project with many. This plan took definite form at the meeting of the general assembly of the Southern Presbyterian Church in Louisville in 1870, when the Rev. Dr. John A. Lyon proposed that a convention of educators should meet at the time of the next general assembly at Huntsville in 1871. The resolution was passed and the convention met. But the hopes of those who desired a school for the whole South were disappointed, for it was decided that the proposition was not a practicable one. Still, if the hearty coöperation of only a part of the church could be secured it was possible to establish a school of considerable size. This was the line of action finally determined upon. At a meeting in May, 1873, of commissioners from the synods of Alabama, Mississippi, Arkansas, Nashville, and Memphis the following plan of union was drawn up:

Resolved, 1. That the proposed union of synods for the furtherance of our education interests is in every way desirable, and that it is practicable to unite in the founding, endowment, support, and government of an institution common to them all.

Resolved, 2. The object and scope of the institution shall be not only to train our youth to enter upon one of the learned professions, but also to fit them for the ordinary vocations of life. To this end it shall be a university in two senses: First, it shall offer the largest facilities for thorough culture and for a high standard of graduation; and second, the organization shall be made on the plan of separate and coördinate schools and elective courses. In connection with every course there shall be a faithful and comprehensive Biblical training, so as to make an intelligent Scriptural faith a controlling principle in the institution.

Resolved, 3. In realizing the proposed object and scope of the institution, the order of development shall be: First, the various liberal studies usually embraced in a college curriculum, and then the scientific and polytechnic schools necessary.

Resolved, 4. The sole government of the institution shall be in the hands of the directory, consisting of two members of each synod, one elected each year after the first, of whom one-half shall constitute a quorum. With a view to securing the necessary confidential relations between the directory and the faculty, the presiding officer of the institution shall be *ex officio* the presiding officer of the board of directors.

Resolved, 5. The directory shall, with other duties, have power to elect all members of the faculty or remove for cause, and shall have in charge the raising, preservation, and administration of all moneys, either directly or by such executive agency as may seem to them the best, and shall be incorporated in the State in which the school may be located.

Resolved, 6. The board shall proceed at once to secure subscriptions to the amount of $500,000, payable one-fifth down when subscribed and the remainder in four annual installments, and shall locate, organize, and develop the institution as soon as, in their judgment, it can be done with safety, and to such extent as the means in hand will justify without incurring debt.

This plan was referred for approval to the five synods sending commissioners and to the Synod of Texas.

The adoption was singularly unanimous in all the synods, a fact of no small

moment when we consider the distracting views which had for years divided our best men on the relations of the church and the school, and in view of the avowed purpose to make a school more distinctly Christian than heretofore. All parties are satisfied and all views harmonized by this plan and outline and distracting questions are at rest.

This plan of union, then, was the basis upon which rested all subsequent efforts to establish the university. Each synod appointed two directors and to this board of directors was entrusted the whole undertaking. Dr. J. B. Shearer, president of Stewart College, was a director and one of the most enthusiastic and active promoters of the enterprise. He was temporarily relieved of his duties as head of Stewart College, in order that he might devote his energies to securing an endowment for the proposed university. At a meeting of the board of directors in Memphis, May 14, 1874, Clarksville was selected as the site of the new school and "Stewart College with its funds and appurtenances as the nucleus of future operations." Under the then existing method of granting charters by special act of the legislature it was difficult to secure such a charter as the board desired. But in 1875 a general corporation law was passed by the general assembly of Tennessee, a charter was obtained with the twelve directors, two from each synod, as corporators, and the Southwestern Presbyterian University became a legal entity. An evidence of the high hopes and large plans cherished is found in the attempt of the board to raise $500,000. And this was to be only a nucleus. But for the present such hopes were chimerical; only $100,000 were realized. In the meantime Stewart College continued to perform the functions of the larger institution by which it was to be absorbed It was not until 1879 that the organization and establishment of the Southwestern Presbyterian University was definitively completed. In June of that year "the board of directors abolished the curriculum and reorganized the school on the plan of coördinate schools and elective courses." Rev. Dr. B. M. Palmer, pastor of the First Presbyterian Church of New Orleans, was the first chancellor elected by the board of directors. Not being permitted by the Presbytery to sever his connection with his church, he was obliged to refuse the office. High hopes of the future of the university had been entertained because of Dr. Palmer's extended influence and great popularity. After his declination of the chancellorship the position was offered to Rev. John N. Waddel, D. D., LL. D., and accepted.

FACULTY.

The faculty chosen was as follows: Rev. John N. Waddell, D. D., LL. D., professor of philosophy; Rev. Charles R. Hemphill, A. M., professor of ancient languages; James Dinwiddie, A. M., professor of mathematics; John W. Caldwell, A. M., M. D., Stewart professor of natural sciences; Samuel J. Coffman, professor of modern languages, and Rev. J. B. Shearer, D. D., professor of history, English literature, and rhetoric, and provisional professor of biblical instruction. In

188? Mr J. J. McComb, of New York, endowed the chair of history, English literature and rhetoric, and Rev. Dr. Robert Price, of Vicksburg Miss , was called to fill it. The formation of a divinity school had been part of the original plan. In 1885 this plan was realized. A school of divinity was organized with four departments: Didactic, polemic, and historic theology; practical theology; biblical and ecclesiastical history, and Hebrew and New Testament Greek. Rev. Joseph R. Wilson, D. D., of Wilmington, N. C., was called to a chair in this school. Chancellor Waddell resigned in 1888 on account of failing health, and Rev. C. C. Hersman, D. D., professor of Hebrew literature and New Testament exegesis in Columbia Theological Seminary, Columbia, S. C., was elected to succeed him.

The academic and divinity faculties now stand as follows:

ACADEMIC FACULTY.

Rev. C. C. Hersman, D. D., *Chancellor.*
S. J. Coffman, A. M., *Modern Languages.*
E. B. Massie, A. M., *Mathematics.*
G. F. Nicolassen, A. M., PH. D., *Ancient Languages.*
Rev. Robert Price, D. D., *History, English Literature and Rhetoric, McComb Professor of.*
James A. Lyon, A. M., PH. D., *Natural Sciences, Stewart Professor of.*
Rev. Joseph Bardwell, D. D., *Biblical Instruction and Philosophy.*
J. M. Meeklin, A. B., *Assistant Instructor in several schools.*

DIVINITY FACULTY.

Rev. C. C. Hersman, D. D., *Hebrew and New Testament Exegesis.*
Joseph R. Wilson, D. D., *Theology and Homiletics, Palmer Professor of.*
Rev. Robert Price, D. D., *Ecclesiastical History and Church Polity.*
Rev. Joseph Bardwell, D. D., *Biblical History.*

Although John Hopkins University and the University of Virginia are represented in the faculty, Princeton men are the most numerous.[1]

As already seen, the board of directors are the legal trustees of the university. In them is vested the ultimate authority. In 1886 their number was reduced from twelve to ten by the withdrawal of the synod of Texas.

DEGREES.

The university confers the degrees of A. M., A. B., B. P., B. S., and B. D. Diplomas are given, also, in "commercial science." The elective system in the selection of studies is in vogue. An exception to

[1]Recently Chancellor Hersman has resigned and been succeeded by Rev. James M. Rawlings, D. D. Prof. Coffman, also, is no longer a member of the faculty. In lieu of the chairs of ancient and of modern languages have been established the chairs of Latin and French and of Greek and German. Prof. T. O. Deaderick has been elected to the former and Dr. G. F. Nicolassen, nine years professor of ancient languages, to the latter.

this is the study of the Bible, which is compulsory upon all students in the regular classes. These two salient features in the curriculum are due more than to anyone else to Dr. J. B. Shearer. In their adoption is perpetuated the influence of one of the most prominent founders of the institution. As illustrating the system we may turn to the requirements for the degree of bachelor of arts. This degree requires "graduation in Latin and one other language, ancient or modern, the 'Bible course proper,' and three of the four schools of pure mathematics, natural sciences, philosophy and history, English literature and rhetoric, or the equivalent of three, in which chemistry and one class of natural philosophy shall be required." Master of arts is not granted to baccalaureate graduates of a certain number of years' standing, but is given on the same principle as the baccalaureate degrees, the requirements, of course, being severer.

In consonance with the fact that Southwestern Presbyterian University is under the care of a Christian church, tuition is free to the sons of Presbyterian ministers and to all candidates for the ministry, of whatever denomination. The city of Clarksville is perpetually entitled to ten scholarships. They are awarded upon competitive examination in the highest class of the city schools, and by virtue of them the holders receive free tuition for two years.

PLANT AND ENDOWMENT.

The campus, containing 24 acres and crowned with a grove of fine old oaks, lies in the northern part of the town, overlooking the Cumberland River. Of the two buildings on the grounds, both of which are used for college purposes, one was erected years ago for the use of Masonic University. Its architecture is of a type now rare. In appearance it is not unlike the castellated structures of the Middle Ages. The university owns three buildings outside the campus, the chancellor's residence and two buildings occupied by students.

The library contains 5,000 or 6,000 volumes. Probably the most valuable part of it is the selection of scientific books, the gift of Prof. William M. Stewart. In the natural history cabinet the collection of shells is worthy of mention. There are 16,000 gathered from various parts of the world. The outfit of physical and astronomical apparatus is complete enough for the performance of class experiments.

There are two endowed professorships, the McComb professorship of history, English literature, and rhetoric, salary $1,500, and the Palmer professorship of theology, salary $2,000. The chancellor has a guaranteed income of $1,500 and receives in addition a portion of the tuition fees. A salary of $1,000, with a share of the tuition fees, is attached to each of the remaining professorships.

The university has a property of about $230,000. This includes both the endowment and nonproductive property. The value of the grounds and buildings is estimated to be about $60,000. There are $69,000 in

SOUTHWESTERN PRESBYTERIAN UNIVERSITY.

Tennessee certificates of indebtedness, on which the interest is paid semiannually. There are, besides, about $40,000 in other bonds and in real estate; the McComb endowment of $30,000; the endowment of the Palmer professorship of theology, $33,500; and the Edward Clark Steers memorial fund of $10,000 for the support of young men studying for the ministry.

ATTENDANCE AND GRADUATES.

The university draws its patronage from a wide territory. Last year fifteen States, the Indian Territory, and Japan were represented. Very naturally, however, Tennessee and contiguous States furnish the greater part of the students. In 1886–'67, of 150 in attendance about 50 per cent were from Tennessee and 33⅓ per cent from Mississippi. At the reorganization of the college in 1879 the enrollment of students was 76; in 1890–'91 it was 122.

In the years 1854 and 1855 six bachelors of arts and three bachelors of science were graduated from Masonic University. From 1856 to 1891, inclusive, there have been graduated from Stewart College and Southwestern Presbyterian University seventy-eight bachelors of arts, four bachelors of science, six bachelors of philosophy, eighteen bachelors of divinity, twenty-seven masters of arts, and seventeen whose degrees are not stated.

REV. JOHN N. WADDEL, D. D., LL. D.

A history of Southwestern Presbyterian University would not be complete without special mention of the man who was its chancellor for the first nine years of its existence. His reputation is not local; he has long been known as one of the most prominent educators in the South. Preëminence in teaching is his by birthright. His father was Moses Waddel, the pioneer of classical education in South Carolina and Georgia. John N. Waddel was born at Wilmington, the seat of that training school where so many distinguished Southerners were educated. Young Waddel taught here after graduating in 1829 at the University of Georgia. In 1841 he opened a classical school at Montrose, Miss., and made such a reputation as a teacher that in 1848 he was elected to the chair of ancient languages in the University of Mississippi. In 1857 he resigned to accept the same chair in the La Grange (Tennessee) Synodical College. During one year of the war (1863–'64) he was commissioner to the army. After the war he was recalled to the University of Mississippi to serve as chancellor. He continued in this position for nine years. "From 1874 to 1889 he was secretary of education for the Southern Presbyterian Church, having his office at Memphis, Tenn." In 1879 he became chancellor of the Southwestern Presbyterian University. He did some of the best work of his life as head of this young and struggling school. A steadier hand is needed at the helm to safely pass the inshore breakers than is needed far out at sea.

Though possessed of wide learning, Dr. Waddel's success as a teacher has been due rather to the man than to the scholar. He has taught through his character rather than through his attainments. His molding influence upon the minds and hearts of young men is seen in the fruition of their maturer years.

As a disciplinarian he was eminently successful, though it is hard to define the secret of his power. He had the happy faculty of ruling young men seemingly without effort and without any appearance of harshness. Students under him seemed to have no desire to misbehave. They were insensibly stimulated to conduct themselves as Christian gentlemen. Very little was said by him to students in the way of reproof. Still, when young men failed to do their duty and were forming bad habits, he was very firm and decided, though kindly, in his dealings with them. This firmness and decision of character he retained to the very last year of his teaching. * * * Dr. Waddel was always perfectly just and liberal in his government and very free from prejudice, and seemed to have an intuitive insight into character. Students rarely attempted to deceive him. * * * He was very happy in his relations to the various members of the different college faculties over which he presided as chancellor, and was beloved and venerated by the professors as well as the students. He was above all sordid or mercenary motives, and his whole character was such as to inspire in all who came under his influence nobler and higher aspirations.

Early in life Dr. Waddel was ordained a minister of the Presbyterian Church. The following is from the pen of a friend:

He was a man of strong faith and reliance on God for every emergency of life and for its daily duties as well. It was impossible for any one to know him and not perceive this. His Christianity was not hidden under a bushel, but set upon a candlestick, and gave light to all around him. * * * He was singularly free from egotism, and ascribed all his success—which he was inclined to underestimate—to the blessing and favor of God.

It was in the spirit of humility that he retired from the chancellorship of Southwestern Presbyterian University and surrendered the keys to his successor:

My too partial friends have been pleased to pass a verdict of unqualified approbation upon the administration of the university under my superintendence. Now, while I can not too highly prize such expressions of confidence as are thus cordially and voluntarily given me, at the same time I have never dared to appropriate this honor or credit to myself as an individual. If any good has been accomplished by my supervision during the last nine years, my agency in it is only that of a humble instrument in the hand of God, and to Him be all the honor and the glory! I joyfully acknowledge that I was so honored of Him in answer to earnest daily and habitual prayer for wisdom and for grace.

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CHAPTER VIII.

SOUTHWESTERN BAPTIST UNIVERSITY.

WEST TENNESSEE COLLEGE.

In 1846 the United States released its title to certain lands in Tennessee on condition that the State should out of the proceeds set apart $40,000 toward the establishment of a college at Jackson. Accordingly in the next year the treasurer of the State was directed to issue to West Tennessee College, at Jackson, a warrant for that sum.

This was the origin of West Tennessee College. The Government gift was supplemented by private subscriptions; grounds were bought and a building erected; and $40,000 worth of Tennessee 5 per cent bonds were purchased as a permanent endowment. The college was prosperous both before and after the war. Among the many educational institutions that suffered it was one of the very few that came out of the great conflict with little or no hurt. The endowment was not lost, but instead it accumulated interest. The college was reopened in 1865 with Rev. William Shelton, D. D., as president, and was more largely attended than it had ever been before the war. In 1869 Dr. Shelton and all the faculty resigned, and Rev. E. L. Patton, A. M., was elected president. In 1874, as we shall see, West Tennessee College was merged in the Southwestern Baptist University.

West Tennessee College was one of the three colleges in the State that have received aid from the Federal Government, and the only one that owed its birth to the nation's bounty. The assistance came through the State, and this fact was urged by the college as entitling it to the patronage of the people of the State. The college is noteworthy, too, in that it was not a denominational school, as most Tennessee colleges are. The following appeal for support based on the foregoing considerations is extracted from the catalogue of the year 1866–'67:

> It (West Tennessee College) is a State institution. It belongs to the people of the State. It was endowed from the treasury of the State. Let it receive the patronage of the people of the State. The trustees intend to secure the best teachers of the South; and as far as possible they will have the various churches of the South represented in the faculty, so that all the Southern people of all denominations may patronize it.

Collegiate instruction was not the only kind of instruction given; there were an academic, a grammar, and even a primary department. Military discipline and the school system obtained. There were five schools: Mental and moral science, Latin, Greek, mathematics, and

physical science. For the degree of A. M. graduation in all five schools was required; for A. B., graduation in all but Greek; and for B. P., graduation in all but Latin and Greek.

UNION UNIVERSITY.

After several vain attempts to establish a school of high grade in different parts of Tennessee for the advancement of their denomination and the education of their ministry, the Baptists of the State, working through the Baptist General Association of Tennessee and the Tennessee Baptist Educational Society and aided by the Baptists of North Alabama and Mississippi, founded Union University, at Murfreesboro. Rev. Joseph H. Eaton, president of the university from its opening, in 1848, until his death, in 1859, had the greatest hand in its founding and in its subsequent success. Dr. Eaton is one of the most distinguished educators in the history of Tennessee. That the people of Murfreesboro appreciated his character and ability is shown by the fact that they raised for him a special endowment of $10,000. The following characterization of Dr. Eaton is taken from Cathcart's Baptist Encyclopedia:

> Dr. Eaton was a man of great earnestness, laboring with an untiring zeal that nothing could thwart. As an educator he had but few equals, being distinguished for his power of imparting instruction and stimulating a love of knowledge; for a thorough control over students, shown in discipline and in influence upon their characters; and for his ability to win the affection of his pupils. As a preacher Dr. Eaton was earnest and impressive, of impassioned utterance and rapid delivery. His power to fix the attention and impress his thoughts upon his hearers has seldom been equaled. He won the enthusiastic devotion of those who knew him, of all classes and grades of society. His fellow-ministers, professors, the churches to which he preached, his many students, and his servants all loved him as few men are loved. Handsome in person, gracious in presence, genial in manners, and winning in conversation, he was eminent in the qualities which make men charming in the home circle, as he was in those which make a great teacher and preacher. There was about him a sense of reserved power. The strength of the man was always felt beneath his genial graciousness. His children and his students would face any danger rather than have him know that they had been guilty of a dishonorable action, so much did they dread the glance of his eye, so much did they value his approving smile. His virtues live in the memories of all who knew him.

Union University was chartered in 1842, but did not open its doors till January, 1848. It began operations upon the faith of a pledged endowment fund of $55,000. This fund, or most of it, had been subscribed on the scholarship plan; *i. e.*, a donor's subscription was, in the form of free tuition, in effect refunded to him. Accordingly, we read in 1852 that by this means the income from tuition fees was reduced nearly 50 per cent. Nevertheless, the university throve greatly. Beginning with an attendance of 50 or 60, it reached in one year before the war an attendance of 330. It graduated during this ante bellum period 173 graduates, about 38 of whom were ministers of the gospel. A number of them went as missionaries to foreign fields. Though not

professing to vie with the great theological seminaries, Union University supported a chair of theology. And for the encouragement of young men studying for the ministry it charged them no tuition fees, whatever might be their denomination. Among those who for longer or shorter terms were members of the faculty at this time were Profs. Paul W. Dodson (mathematics), J. M. Pendleton (theology), George W. Jarman, and William Shelton. Prof. Jarman was afterwards president of Southwestern Baptist University, as was also Prof. Shelton. We have already seen that the latter served as president of West Tennessee College from 1865 to 1869.

Union University was brought low by the hand of war. From May, 1861, to January, 1868, her operations ceased. Endowment was lost, apparatus and library were scattered or destroyed, and buildings dismantled. To deepen the gloom of the prospect, there were unpaid debts hanging over the university. On the 7th of July, 1868, it owed $24,155.53. But the aspect of affairs brightened. The greater part of the debt was raised, and, considering to what straits the university had been brought, it experienced a marvelous revival. In 1869 the property was transferred to the Tennessee Baptist Educational Society, to be held in trust for educational purposes, under and by the direction of the trustees of the university. The first president and faculty after the war were: Rev. Duncan H. Selph, A. M., president; Geo. W. Jarman, A. M., professor of ancient languages; T. T. Eaton, A. M. (son of the first president), professor of mathematics; and J. M. Phillips, principal of preparatory department. In January, 1871, Dr. Selph resigned and Rev. Charles Manly, D. D., was chosen in his place. For the three years ending 1871–'72 the attendance was 150, 181, and 161, respectively. The school system prevailed, there being seven schools: Moral philosophy, English, Latin, Greek, mathematics, natural science, and modern languages. M. A. was granted on the completion of seven, B. A. of six, and B. P. of five schools.

In October, 1873, Union University closed its doors, the immediate occasion being the prevalence of cholera in Murfreesboro and the great financial panic of 1873. Deeper down, the reason was to be found in the hope that a change of location might be utilized to secure an endowment; in a sentiment that had grown up among the Baptists in favor of unification both in educational work and in church organization; and in the belief that, such unification accomplished, there would be a broader and surer basis for a denominational college. Unification along the former line seemed more likely of consummation than unification along the latter. But unexpectedly unification along both lines was achieved at once. In October, 1873, the General Association of Middle Tennessee and North Alabama passed resolutions favoring the establishment of a central university for the Baptists of the Southwest. The West Tennessee Baptist Convention and the trustees of Union University expressed their approval of the resolutions. In April, 1874,

accordingly, a convention was held at Murfreesboro to consider and settle the educational question. The result of the meeting was unification both in church organization and in education. The Tennessee Baptist Convention, comprising the Baptists of the whole State, was formed, and steps were taken to found a university. A committee on location composed of three representatives from each of the three grand divisions of the State was appointed. The choice of the committee fell upon Jackson as the site of the proposed university. The citizens of Jackson and Madison counties had subscribed $60,000 in notes and real estate, and West Tennessee College had offered its property and endowment, valued at $90,000, on condition that an endowment of $300,000 should be raised for the new institution within ten years, additional time to be allowed if unforeseen hindrances should interpose. At a called meeting of the Tennessee Baptist Convention in August, 1874, the choice of the locating committee was ratified and arrangements were made for opening the

SOUTHWESTERN BAPTIST UNIVERSITY.

The convention elected a board of thirty-five trustees, and provided for its perpetuation by directing that seven of its members should go out every year, their places being filled by the board itself. The Tennessee, Alabama, Louisiana, Mississippi, Texas, and Arkansas Baptist Conventions were to be asked to make nominations when vacancies occurred, and from these nominations the vacancies were to be filled. Not less than thirty of the thirty-five trustees should be members in good standing of regular Baptist churches. The board of trustees proceeded at once to organize themselves and to set the university going. The first year only the academy or preparatory department was opened. But August 30, 1875, the college proper was opened. The attempt to raise the $300,000 of endowment failed. In 1876, the Centennial of American Independence, the Baptists of America made special efforts to endow their colleges and universities. Another attempt was made to raise the $300,000 endowment for the Southwestern Baptist University, but it met with little or no success. In 1890, however, $30,000 were secured, and the trustees of West Tennessee College transferred to the trustees of the Southwestern Baptist University the college grounds and buildings, valued at $50,000, and the college endowment of $40,000 in 6 per cent State bonds. The interest-bearing endowment of the university is thus brought up to $70,000. Work is being done to increase it still further. The American Baptist Educational Society has offered to give $10,000 if $40,000 more are raised by January 1, 1892. The indications are that the sum will be raised. Dr. William Shelton was president of the university from 1875 to 1877. For the next thirteen years there was no president, but Prof. George W. Jarman, LL. D., was chairman of the faculty. In 1890 he severed his connection with the university, and the long vacant presi-

dency was filled by the election of Dr. G. M. Savage. The present faculty stands as follows:

G. M. Savage, A. M., LL. D., *professor of philosophy.*
H. C. Irby, A. M., *professor of mathematics.*
T. J. Deupree, A. M., M. D., *professor of natural science.*
Clarence C. Freeman, A. M., *professor of English and German.*
Alfred M. Wilson, A. M., PH. D., *professor of Latin, Greek, and Hebrew.*
W. D. Powell, A. M., *professor of* ———.
S. M. Bain, A. B., *assistant professor of natural science and French.*
H. C. Jameson, *professor in charge of commercial department.*
A. J. Brandon, A. B., *principal of the academic department.*

The number of students in attendance in 1890–'91 was 227. There is an academy, or preparatory department. Both sexes are admitted to the university. Since the opening of the institution there have been 52 male graduates and 1 female graduate. In 1887 the board of trustees made the alumni of Union University alumni of Southwestern Baptist University.[1] The Alumni Association of Union University have always recognized the Southwestern Baptist University as their *alma mater*. The latter institution is really a continuation of the former.

MEMPHIS HOSPITAL MEDICAL COLLEGE.

The Memphis Hospital Medical College, of Memphis, sustained for a time a nominal relationship to the Southwestern Baptist University, but this relationship no longer exists. The college was founded in 1878 by Drs. W. E. Rogers, F. L. Sim, R. B. Nall, Heber Jones, and A. G. Sinclair, but on account of epidemics it was not opened until October, 1880. There have always been 10 professors, from 3 to 5 lecturers, and 5 quiz-masters, with from 1 to 3 practical anatomy demonstrators. The matriculates for the last three years, respectively, including 1891–'92, have numbered 176, 222, and 256. The institution has graduated, all told, 486 men. Two years are necessary to complete the course. The scholastic year has been heretofore five months in length, but with the present year it becomes six months.

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[1] The graduates of Union University reached the number of 161.

CHAPTER IX.

OTHER COLLEGES FOR MEN OR FOR BOTH SEXES.

WASHINGTON COLLEGE.

FIRST LITERARY INSTITUTION IN THE MISSISSIPPI VALLEY.—SAMUEL DOAK, "THE APOSTLE OF LEARNING AND RELIGION IN THE WEST."

The first school in Tennessee and the first literary institution in the Mississippi Valley was founded by Samuel Doak about the year 1780. Like other pioneer teachers and preachers in Tennessee Doak was a Scotch-Irish Presbyterian. Samuel and Jane (Mitchel) Doak emigrated when very young from the north of Ireland to Chester County, Pa. After their marriage they removed to Augusta County, Va., where their son Samuel was born August 1, 1749. Young Doak wanted an education, and despite many difficulties he succeeded in getting it. In 1773 he entered the junior class at the College of New Jersey, and graduated in 1775. He then taught school at different places, studying theology the while. He was tutor some two years in Hampden-Sidney College. In 1777 he became a licensed minister of the Presbyterian Church. After preaching for a time in southwestern Virginia he went to the Holston settlement, at the fork of the Watauga and Holston rivers, in that part of North Carolina since become upper East Tennessee. Here he preached a year or two and then moved on farther westward, settling at Salem, on the Little Limestone, in Washington County. He bought land and built three log houses—a church, a school, and a home. Samuel Doak was the first teacher and the first preacher in this new land. The name of "apostle of learning and religion in the West" is no misnomer. The Bible and the schoolbook were always in his hand, but the rifle was never out of reach.

Preaching one Sabbath on the frontier, a panic was produced by a messenger riding hastily up and exclaiming, "Indians! Indians! Ragdale's family are murdered!" Mr. Doak stopped abruptly in his discourse, referred to the case of the Israelites in similar danger, offered a short prayer that the God of Israel would go with them against these Canaanitish heathen, called for the men to follow him, and taking his rifle led his male hearers to the pursuit.

This is only one of several stories of a like nature that are told of Dr. Doak.

Dr. Doak did not confine his ministrations to Salem congregations, but journeyed to and fro in the land preaching and founding churches. Active as a schoolmaster and a minister of the Gospel, he was not

neglectful of civil and political duties. "He took some part in the Revolutionary war, and was a prominent member of the Franklin convention." "Tradition ascribes to him the paternity of a clause in the rejected constitution making provision for a university—requiring the legislature to erect it before the year 1787, and to endow it liberally." "He always voted, and the consideration in which he was held by the people generally allowed him to open the polls—in other words, to vote first."

MARTIN ACADEMY, WASHINGTON COLLEGE.

In 1783 Dr. Doak's school was incorporated by the legislature of North Carolina as Martin Academy. Two years later, we are told, another charter was obtained from the legislature of the State of Franklin, which had usurped the sovereignty of the mother State in these the outskirts of her domain. In 1795 the territory of the United States south of the Ohio, soon to become the State of Tennessee, raised Martin Academy to the rank of a college, chartering it under the name of Washington College. While in Philadelphia in 1798 as a commissioner to the general assembly, Dr. Doak was given a number of books for his college. These books, carried on a pack horse 500 miles across the mountains, became the nucleus of the college library.

DR. DOAK LEAVES WASHINGTON COLLEGE.

Dr. Doak continued in the presidency of Washington College until 1818, when he removed to Tusculum, Greene County. Here, in conjunction with his son, Samuel W. Doak, he opened a private school, which was called Tusculum Academy, and taught until his death in 1829. Samuel Doak was a noble example of the courageous, somewhat austere Scotch Presbyterian—the Puritan of the middle and southern colonies. Dignified, stern, conservative—of such sturdy stuff was made the pioneer teacher and preacher of Tennessee. Untiring fidelity to duty was a notable trait. His natural ability and his scholarly attainments were considerable. He was a fine linguist. His quick ear detected the slightest mistake of a pupil. On his deathbed, when the apoplectic tendency was upon him, he spoke incoherent but good Latin. For the use of his classes in mental and moral philosophy he prepared an epitome of twenty-two lectures of his own "On Human Nature." This epitome was published by his son and successor, Dr. John W. Doak. Of Samuel Doak and the prominent men educated by him Judge O. P. Temple, a graduate of Washington College at a later period in her history, says:

> No man of his generation perhaps did so much for the education of the State or exercised such a beneficent influence. On this hallowed spot were educated some of the foremost men of that generation, such as John Blair, Dr. J. G. M. Ramsey, L. C. Haynes, James A. Lyons, D. D., N. G. Taylor, Hon. Z. B. Vance, and others. The array of great pulpit orators is remarkable. I need only mention the names of Dr. David Nelson, Gideon Blackburn, and James Gallaher.

SUBSEQUENT HISTORY.

Rev. John W. Doak, D. D., M. D., who succeeded his father as president of Washington College in 1818, died in 1820. Rev. John V. Bovell was then elected, and served eight years. Rev. James McLin was president from 1829 to 1838. The college was poor and its life was a struggle against adverse circumstances. Financial difficulties had reached a crisis. For the next two years Rev. Samuel W. Doak, D. D., of Tusculum Academy, filled the office of president. Joseph I. Foote, of Knoxville, consented to succeed him if $10,000 were raised for a new building and for other purposes. Subscriptions to that amount were secured, and Mr. Foote was created a D. D. by the trustees in order "that the new administration might open with the greater éclat." But as he was on his way to deliver his inaugural address and be inducted into office he was thrown from his horse and killed. Rev. Archibald Alexander Doak now took up the burden of the presidency. The institution was still floundering in the quagmire of debt and poverty, but such were the qualities of the new president that the attendance of students was greatly increased. Those who knew him are lavish in their praise of this grandson of old Samuel Doak. Young and handsome, learned and eloquent, brilliant and magnetic—all about him he knit to himself by the ties of love and admiration. Barring eighteen months, 1850–'52, when Rev. E. Thompson Baird was president of the college, Doak filled the position continuously from 1840 to 1856. In the latter year the finances of the institution reached a very low ebb, and Doak and the rest of the faculty resigned. This ended for a long time the efforts to keep the school up to the level of a college. It was conducted for several years as a high school for both sexes. The Civil war caused the suspension of the school for two years. In 1868 it was reorganized as Washington Female College, with Rev. William B. Rankin as president. The school prospered for a time, but ultimately it languished and died. In 1877 Rev. J. E. Alexander, having been elected president by the trustees, undertook to revive the institution. He was successful and gradually built up the school into a coeducational college. Rev. J. W. C. Willoughby succeeded him in 1883, and has continued at the head of the college ever since. Though not under direct ecclesiastical control, the institution is a school of the Northern wing of the Presbyterian Church. Washington College has been eclipsed by colleges of higher grade, larger scope, and more ample facilities, but she is the hoary mother of some of Tennessee's illustrious sons, and her services to the State in the days when institutions of learning were few in number ought not to be forgotten.

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GREENEVILLE AND TUSCULUM COLLEGE.

GREENEVILLE COLLEGE

Greeneville and Blount colleges were both chartered in 1794, and thus antedate Washington Colloge as colleges, though not as literary institutions. Hezekiah Balch, unlike many of the earlier educators and preachers in Tennessee, was not of Scotch-Irish, but of English extraction, his ancestor, John Balch, having come from Somersetshire, England. Hezekiah was born in Maryland in 1741, raised in North Carolina, and graduated from Princeton in 1762. After teaching for some time he was licensed a Presbyterian preacher in 1768. He first preached in Pennsylvania, Virginia, and North Carolina, and not till 1783 did he cross the mountains and enter a more needy field. He located at Greeneville, Greene County, upper East Tennessee, and became a founder and organizer of churches. In 1794 he obtained from the Territorial legislature a charter for his college. But the college had yet to be built. So he made long tours in the South and West, raising money and collecting a library. In 1795 he made a trip to New England and became imbued with the "Hopkinsian" doctrines. His life from this time on was troublous and stormy. Open, fearless, rash, and impulsive, he soon became embroiled in religious controversy. His own church split into two bodies, and he was cited for trial before ecclesiastical tribunals again and again. Of course the college suffered, if only from the enforced absence of its president. In 1801 Rev. Charles Coffin, a New England Presbyterian minister sojourning in the South for his health, was elected vice-president of Greeneville College, and henceforth was associated with Balch in its care and control. The institution owed almost as much to him as to its founder. He was very successful in raising funds for the college. He secured by personal efforts at different times over $20,000. The first three or four years of his connection with the school were spent on collecting tours. Both Coffin and Balch were made D. D.'s by Williams College in 1808. Dr. Balch died in 1810, full of years and of troubles, and Dr. Coffin took up his mantle. Dr. Coffin remained at the head of the college until 1827, when he resigned to accept the presidency of East Tennessee College, tendered him by the general assembly of Tennessee.

Greeneville College never recovered from the loss of Dr. Coffin.

It no longer enjoyed the former public favor and confidence; its efforts to obtain funds were various, but generally unsuccessful, and instead of retaining the invest-

ments that had supported the instructors, first the dividends and afterwards the principal began to be used for repairs and other expenses, until no proper faculty could be employed or sustained in the institution.

In 1839 the college site was removed from 3 miles south of Greeneville to Greeneville itself. From 1847 to 1854 there was an interregnum, during which the college building was neglected and many of the books and pieces of apparatus were carried off. After the War, in the year 1868, Greeneville College was consolidated with Tusculum College, Tusculum, under the name of Greeneville and Tusculum College. The grounds and building of Greeneville College, which had been badly damaged by the Civil war, were sold for $700 and the remnant of the library was taken to Tusculum.

TUSCULUM COLLEGE.

We have seen that Samuel Doak lived his declining years at Tusculum, Greene County, teaching a private school which he had there founded. After his death in 1829 the doors of Tusculum Academy were closed. In 1835 his son, Rev. Samuel W. Doak, D. D., revived the school. At the reopening there were 4 pupils; in 1840 there were 87. After this the number was smaller. In 1842 a board of trustees for Tusculum Academy was incorporated with college powers. In 1844 Tusculum Academy became Tusculum College by act of the legislature. Samuel W. Doak presided over the college until his death in 1864. The faculty was composed usually of himself and of one or two colleagues. Educated under his father at Washington College, he had been for several years of his father's presidency the vice-president of that institution. His life was a long and useful one. He was a philanthropist. "Long before the uestion of emancipation was mooted he manumitted his slaves and carried them to a free State, where they might enjoy all the rights and privileges of American citizenship." He gave free tuition to hundreds of young men, and when they were too poor to pay board "he welcomed them to his family table without money and without price." The course of study in Tusculum College had two peculiarities:

(1.) A student studied only one branch at a time, and took up others when the first was finished. (2.) There were no regular college classes, and a student graduated at any time when he could stand an examination on the course of studies.

In having no regular college classes Dr. Doak was but following a plan pursued by his venerable father in Washington College. The Civil war left Tusculum College in a deplorable condition, and the trustees found that to bring about the resumption of its activities was no small task. Rev. William S. Doak was elected president in the place of his deceased father, Samuel W. Doak. Negotiations with the Old School Holston Presbytery and with Washington College resulted in Washington and Tusculum Colleges being brought under the care and control of the presbytery. By decision of the presbytery Washington Collego

was converted into a female institution, while Tusculum College was continued a male institution. "This temporary ecclesiastical control ceased with the reunion of the old and the new schools in 1869." In 1868 occurred the consolidation of Greeneville and Tusculum Colleges and the location of the resultant institution in the plant of Tusculum College.

GREENEVILLE AND TUSCULUM COLLEGE.

The presidency of Greeneville and Tusculum College was given to President Doak, of Tusculum College. During the years 1872–'79 the entire management of the institution, with the exception of the performance of such functions as by charter must be performed by the board of trustees, was in the hands of a board of directors consisting of P. S. Feemster, S. S. Doak, M. S. Doak, and others. In 1882 President Doak died, and in 1883 Rev. Jere Moore, D. D., was elected in his stead. In 1884 Mrs. Nettie F. McCormick and Cyrus H. McCormick, jr., offered to give $7,000 towards the erection of a new building for the college on condition that the board of trustees should raise an additional $4,000; that when the faculty numbered three or more at least two professors besides the president should be Presbyterians; and that the president and at least two-thirds of the board of trustees should always be Presbyterians. If any of these conditions were violated the $7,000 were to be turned over to the board of aid of the Presbyterian Church in the United States of America. The board of trustees accepted the offer, and instead of building an $11,000 structure they built a $13,000 one. Of this sum the McCormicks gave $8,100 and in their honor the building was called McCormick Hall. The present faculty of Greeneville and Tusculum College consists of the president, the vice-president, of three other professors, and of an instructress in music. The enrollment of students for 1890–'91 was 250, of whom only 37 were in the four college classes. The remaining 213 were in the primary, preparatory, and music departments.

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MARYVILLE COLLEGE.

SOUTHERN AND WESTERN THEOLOGICAL SEMINARY.

Isaac Anderson, the founder of Maryville College, was born in Rockbridge County, Va., in 1780, his father being a Scotch-Irish immigrant. At 21 years of age he removed with his father to Knox County, Tenn. His theological education, begun in Virginia, was completed under Samuel Carrick and Gideon Blackburn, noted Presbyterian ministers

of those early times. Young Anderson entered the ministry in 1802. Having already taught in Virginia and having a taste for the teacher's vocation, he opened a school called Union Academy within the bounds of his congregation in Knox County. He made many preaching tours in that new country, and became strongly impressed with the need of more preachers. He applied to the Home Missionary Society, but it could not supply the need. Being a delegate to the general assembly of the Presbyterian Church at Philadelphia in 1819, he visited Princeton and urged the young preachers studying there to enter the new field in Tennessee, but to no avail. He now came to the conclusion that the need could be met only by educating young men on the spot, and that he would have to undertake the task himself. In 1812 he had become pastor of New Providence Church, in Maryville, 16 miles south of Knoxville. Here he began to teach theology to a class of 5 young men. "Whether he began his work of instruction before submitting his plans to synod is not certainly known." The Synod of Tennessee met in October of 1819; adopted the infant school; christened it the Southern and Western Theological Seminary; appointed a board of trustees, two-thirds ministers and one-third laymen; elected Rev. Isaac Anderson professor of didactic and polemic theology, and invited the synods of North Carolina, Kentucky, and Ohio to coöperate in the enterprise. This was the second theological seminary established by the Presbyterian Church in America. "Students from all quarters came, even from New England." But for the patience and the fortitude of its founder the seminary must soon have died. All or most of the work of instruction devolved upon him until 1826, when Robert Hardin was elected professor of ecclesiastical history and church government and William Eagleton professor of sacred literature. For years he served without salary. Nay, he remitted their tuition to most theological students and even boarded many of them at his own expense. In 1826 a farm was purchased and by working on this the cost of living to poor students was reduced to a minimum. Not only did the synod render little financial assistance, but it did not give the seminary even the benefit of its united moral support. Difference of opinion as to the best location for the school was the chief cause of disagreement. Not until 1824, after the rival claims of East and West Tennessee had produced considerable strife, was the institution permanently located at Maryville. Yet this was not the end of it. Down to the Civil war projects for the removal of the seminary were broached from time to time. This half-hearted support of the synod was perhaps the greatest hindrance to the success of the school.

The application for a charter was the occasion of much blind and senseless hostility to the seminary. For many years the legislature refused it a charter, influenced by the belief which had become current that the Presbyterians were seeking to bring about a union of church and State; that the object of the seminary was to send out missiona-

ries who should insidiously involve the State in the coils of Calvinism, crushing out civil and religious liberty. "For a time no Presbyterian could get an office, not even that of constable, just because he was supposed to be in favor of having Presbyterianism made the established religion of the country." At last, when a charter was obtained in 1842, it provided that the trustees should be elected by the county court. This vexatious provision was removed in 1846, and the election of trustees was committed to the synod. For some years the school had been becoming less and less of a theological seminary and more and more of a college. The charter name of the institution,

MARYVILLE COLLEGE,

bore evidence to the change. The professors at the date of the charter were Rev. Isaac Anderson, theology; Rev. Fielding Pope, mathematics, and Rev. J. S. Craig, languages.

In 1857 Dr. Anderson, now grown infirm with age, was gathered to his fathers, and the Rev. John J. Robinson was elected to the presidency. The year before Rev. Thomas J. Lamar had been appointed to the chair of sacred literature. He was to play a chief part in the future history of the school. At the time of Dr. Anderson's death Maryville College was at a low ebb. A new building had been begun, but not finished, and the $7,000 spent on it seemed lost. Rumors were rife that the college funds had been mismanaged, and a new project to change the location of the school was born.

In 1857 occurred the split in the New School Presbyterian Church, by which nineteen southern presbyteries withdrew and formed the United Synod of the Presbyterian Church in the United States. In 1857 the Synod of Tennessee also severed its old connections, and in 1858 it entered into a kind of anomalous union with the United Synod. In a pastoral letter addressed to the churches under its care it declared that in taking this step it did not commit itself to any opinion on the slavery question, but simply took the ground that "the discussion and agitation of the subject of slavery, except as regards the moral and religious duties arising out of the relation of master and slave," should "be excluded" from their "ecclesiastical meetings; that, slaveholding not being in the constitution of the Presbyterian Church, the discussion and management of slavery as a political institution should be left to the State." But what became of Maryville College? It was transferred to the United Synod on the condition that it should revert to the Synod of Tennessee whenever the United Synod should cease to exist, a provision which determined the subsequent character and history of the institution.

In 1861 the college was closed. Forty-two years of its existence had passed—years of constant struggle against adverse fortune. No professor had ever received as much as $500 a year, while the average salary had been about $300. The endowment was only $16,000. It

belonged to the chairs of theology and of sacred literature. The college owned the large, unfinished building already spoken of and two other buildings besides, and had collected a library of 6,000 volumes. The attendance had been fairly good for those days, ranging the greater part of the time from 50 to 100. The most prominent feature of the college had been its religious character. Said Dr. Anderson: "If any one passion has governed me more than another it is to have qualified, devoted Presbyterian ministers greatly multiplied." The school had sent 150 young men into the ministry, and it had been the constant subject of synodical discussions and synodical planning; church and school were in closest relationship.

In 1864 the United Synod of the Presbyterian Church in the United States lost its separate existence and was merged in the general assembly of the Presbyterian Church of the Confederate States. Maryville College now reverted to the Synod of Tennessee though not without a lawsuit. In 1865 the Synod of Tennessee held its first meeting in three years. Before the war the synod contained some proslavery elements. These were all absent now. The synod expressed its disapproval of the action of the United Synod and declared its adherence to the northern church. Maryville College boasts of its unswerving loyalty to the Union and of its uncompromising hostility to slavery. Dr. Anderson had gone so far as to declare in 1832 "that the man who silently thought of dissolving the Union ought to be hung and, if he spoke it, deserved some severer fate." This spirit, though of course not in so objectionable a form, still lingers in the halls of Maryville College. In 1868 the Synod of Tennessee passed a resolution "that no person having the requisite moral and literary qualifications for admission to the privileges of Maryville College shall be excluded by reason of race or color." This, it is said, is the only old college in the South having coeducation of the races. Without it the assistance of the Freedmen's Bureau, amounting in all to $16,000, would never have been extended.

During the war Maryville College was closed, her buildings were used as barracks and left in ruins by the contending armies, and her library was almost destroyed. In 1864 what remained of the library and the real estate was sold for debt by order of court. Of the endowment of $16,000, two-thirds were lost. Yet, little as it looked like it, Maryville College was ere long to enter upon an era of greater prosperity than she had ever known before. Prof. Lamar was sent North to solicit funds, but he did not raise enough money to pay his expenses. The prospect seemed gloomy enough. Nevertheless, Mr. Lamar, as sole professor, opened the college in the fall of 1866 with 13 students. The next year he was elected professor of Greek and Rev. Alexander Bartlett was elected professor of Latin. In 1868 Rev. P. M. Bartlett, D. D., was elected president. Now began the era of prosperity. Dr. Bartlett and Prof. Lamar raised $60,000, mostly at the North, with which 65 acres of land were bought and four buildings were erected,

viz, a professor's house, two large three-story dormitories capable of accommodating 130 students, and a large three-story brick for college purposes. For fifteen years two friends of the college contributed annually from $2,000 to $3,000 toward meeting its current expenses. In 1880 Prof. Lamar was appointed agent to raise an endowment. By 1883 $100,000 were secured, mainly by his efforts. This fund, too, came mostly from the North. "The college is a beneficiary to the amount of $100,000 in the will of the late Daniel B. Fayerweather, of New York, and is to receive $50,000 additional by the distribution made of other funds by the residuary legatees." These munificent gifts, added to other small foundations, raise Maryville College to an enviable place among the smaller Tennessee colleges, most of which have little or no endowment.

Prof. Lamar died in 1887. Lamar Memorial Library Hall was built in his memory. During the past year another building, a residence for the president, has been erected. The college grounds, 250 acres in extent, are elevated and undulating and command a splendid view of the Cumberland Mountains on the north and of the Smoky Mountains on the south. The attendance during 1890–'91 was 325, of whom 116 were college students proper and 219 preparatory students. Since the war the existence of other schools of theology has obviated the necessity of a theological department at Maryville. More than 50 of the graduates of this period have entered the ministry. Eighteen alumni and undergraduates have been or are foreign missionaries. The president of the college is Rev. Samuel Boardman, D. D. His colleagues are 4 professors and 12 instructors.

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JACKSON COLLEGE.

Jackson College was a Presbyterian school that took its rise in a manual labor institute in Maury County some 10 miles from Columbia. About the year 1832 the institute was erected by act of the legislature into Jackson College. In 1837 the college was removed to Columbia. It was burned by the Federal Army during the war. A report of the board of trustees in the year 1833 tells us that the manual-labor feature of the institute was retained by the college. Every student was required to work two hours a day. As the college was not able to build shops and buy tools for mechanical labor, the students had the past year engaged mostly in farming. They had, with little help, cultivated between 50 and 60 acres of corn and 2 acres of potatoes and had cleared 18 acres of new land. The writer of the report assures us that manual

labor is beneficial to the health of students and as evidence that it does not interfere with their studies says that those students who had been consulted concurred in saying that instead of retarding manual labor had accelerated their progress in study. Nevertheless, the manual-labor feature was abolished when the college was removed to Columbia.

BIBLIOGRAPHICAL NOTE.

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FRANKLIN COLLEGE.

Franklin College, 5 miles east of Nashville, was founded in 1845 by Rev. Tolbert Fanning, a prominent man among the Disciples, or Christians. It was opened as a manual-labor school. Mr. Fanning aimed to bring education within the reach of the poor. The college was closed at the outbreak of the Civil war. The building was burned in 1866 and never rebuilt. The property is now devoted to the Fanning Orphan School.

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HIWASSEE COLLEGE.

Hiwassee College is in Monroe County, 7 miles from Sweetwater and 2 miles from Madisonville. The former is on the East Tennessee, Virginia and Georgia Railroad; the latter is on the Knoxville Southern Railroad. The design of the founders of Hiwassee College was "to afford in a rural locality to boys of limited means the opportunity of securing thorough mental culture at moderate expense." The college sprang from a school at Bat Creek camp ground, taught first by Dr. M. Gibson, a professor in Tusculum College, and then by Robert E. Doak, A. M. In order that the school might have room to expand into something more pretentious, four local preachers, John Key, Lewis Carter, John F. Gilbreath and Joseph Forshee procured what aid they could and put up a plain brick building for college purposes. This was in 1849. January 23, 1850, a charter was granted to Hiwassee College. Some years later the school passed under the control of the Holston Annual Conference of the Methodist Episcopal Church, south. The first graduate was D. M. Key, formerly Postmaster-General under President Hayes and now United States district court judge. Other prominent men were educated here. One hundred and two preachers have studied at Hiwassee. The college owns six buildings and 95 acres of campus. It does preparatory as well as collegiat[illegible] work and teaches telegraphy, typewriting, and stenography. [illegible]ndance is usually not far from 100. J. H. Brunner, A. M., D. D., [illegible]ent. His colleagues in the faculty are four in number.

BETHEL COLLEGE.

"Bethel College is the property of the Cumberland Presbyterian church, held and controlled by the West Tennessee synod for educational purposes." It was founded by the West Tennessee synod in 1850 and located at McLemoresville. Its establishment was opposed on the ground that the church already had a college at Lebanon, Tenn., but the opposers were outvoted. Many students came to Bethel College in ante bellum days. Nearly everything was lost in the Civil war. Little or nothing was done towards reopening the school until 1871 and 1872. West Tennessee synod then coöperated with the board of trustees in resuscitating the college and removing its site to McKenzie, Carroll County, at the junction of two important railroads, for the railroads had passed McLemoresville by, leaving Bethel College off the highways of the world's life and thought.

Bethel College differs little from other small colleges in the State. It matters not whether an applicant for admission is desirous of learning to read Euripides or McGuffey's First Reader, he is received in either case. The enrollment in 1890–'91 was 275. How many of these were primary and preparatory students the catalogue does not state. The school has no endowment. It once had a small endowment, but it was lost in the war. Coeducation of the sexes has prevailed since the college was removed to McKenzie. There are a ministers' department, a teachers' department, and a commercial department. Music and art are taught. The college is to be commended for not making the master's degree as cheap a thing as some colleges make it. At Bethel the degree is conferred, not because one has lived three years after taking his bachelor's degree and is willing to pay $5 for a diploma, but because he has completed a prescribed course of post-graduate study. The presidents of Bethel College have been Rev. J. N. Roach, A. B.; Rev. C. J. Bradley; Rev. Azel Freeman, D. D.; Rev. Felix Johnson, D. D.; Rev. B. W. McDonnold, D. D.; Rev. J. S. Howard, A. M.; Rev. W. W. Hendrix, D. D.; W. B. Sherrill, A. M.; J. L. Dickens, A. M.; and W. B. Sherrill again, who is the present incumbent.

BIBLIOGRAPHICAL NOTES.

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CARSON AND NEWMAN COLLEGE.

In 1851 the Baptist Educational Society of East Tennessee founded at Mossy Creek the Mossy Creek Missionary Baptist Seminary, with the special object of educating teachers and preachers of the Baptist denomination. Having compassed the end for which it was formed, the society merged its powers in those of the board of trustees of the seminary, and ceased to have an existence of its own. In 1855 the name of the school was changed to Mossy Creek College. During the

Civil war the large brick buildings of the college, three in number, were dismantled and the institution almost ruined. For this loss no indemnity was ever received from the Federal Government. In 1880 Mossy Creek College became Carson College, in honor of the memory of James Harvey Carson, who had left his fortune of some $15,000 to assist young men studying for the ministry. In 1889 the school underwent a transformation more radical than a change of name; it became coeducational by union with Newman Female College, a school for girls, which had been running since 1885 in the old buildings of Carson College. The united schools were called Carson and Newman College. This experiment in coeducation is pronounced a success. The annual enrollment of students exceeds 300, a large portion of whom are in the collegiate department. A new college building is now being put up. Although Carson and Newman College has no organic connection with the church, its board of trust being independent and self-perpetuating, it is regarded as the Baptist college of East Tennessee. Rev. W. A. Montgomery, D. D., LL. D., president of the college and professor of metaphysics and theology since 1888, is one of the ablest ministers in the denomination; a man of strong convictions and rugged character, of logical and forceful mind.

LOOKOUT MOUNTAIN EDUCATIONAL INSTITUTION.

Just after the the war, when philanthropic people at the North were expending much wealth and energy upon the evangelization and education of the freedmen, Mr. C. R. Robert, of New York and others conceived the idea of establishing at some central, easily accessible point in the South a school for the education of white youth of both sexes. A spot 2,000 feet above the level of the sea on the summit of Lookout Mountain, near the Georgia State line, 5 miles from Chattanooga, was selected, and over 200 acres of land with some Government buildings standing thereon were purchased. Forty thousand dollars completed the buildings and equipped them for school purposes. The comprehensive name of Lookout Mountain Educational Institution was an elastic designation, intended to fit the school in whatever direction it might expand. The college classes were very small, and the institution was rather an academy and a normal school than a college. Nine hundred and fifty-three students were enrolled from the opening of the school in May, 1866, till the closing in June, 1872. Several thousand dollars were expended in helping needy students, the money coming from donations of the founders and others, from the Peabody appropriations for the normal department, and from various benevolent and educational society funds. But the institution had serious odds to fight against, among them protracted and vexatious litigation. These discouragements led Mr. Robert to close the school, sell the property, and transmit the proceeds to the trustees of Robert College, Constantinople.

The president of the school, Rev. C. F. P. Bancroft, A. M., became the principal of Phillips Academy, Andover, Mass.

U. S. GRANT UNIVERSITY.

EAST TENNESSEE WESLEYAN COLLEGE AND EAST TENNESSEE WESLEYAN UNIVERSITY.

At the reorganization of the Holston Annual Conference of the Methodist Episcopal Church, in the autumn of 1865, the need of a college for the white membership of the church in the central South was discussed. The recognition of this need and a desire to supply it led to the founding of East Tennessee Wesleyan College, at Athens, Tenn., under a charter obtained from the general assembly of March 9, 1866. Percival C. Wilson, M. A., was chosen president. The following year, 1867, by amendment of its charter, East Tennessee Wesleyan College became East Tennessee Wesleyan University. Among its trustees were Governor William G. Brownlow, Dr. John F. Spence, Dr. Thomas H. Pearne, and Maj. James H. Hornsby. On June 4, 1867, the board of trustees purchased, "for the use and behoof of the Holston Annual Conference of the Methodist Episcopal Church," the property formerly occupied by the Athens Female College, an institution once owned and controlled by the Independent Order of Odd Fellows, but now gone into financial insolvency. This property, comprising a three-story brick building and 12 acres of ground, became the seat of the East Tennessee Wesleyan University. The first president of the school under the amended charter was Rev. Nelson E. Cobleigh, D. D., who had been for several years editor of Zion's Herald, Boston. Dr. Cobleigh continued in the presidency until 1872, when he retired and assumed charge of the Methodist Advocate, of Atlanta, Ga. His successor, Rev. James A. Dean of Connecticut, resigned in 1875 because of the financial difficulties in which the college was becoming involved. Rev. John J. Manker, D. D., presiding elder of the Knoxville district, was then elected president, but declined to accept the office except upon the fulfillment of certain conditions. During the few months pending the final issue Dr. Manker performed some of the duties of the presidency, but refused to consider himself president. The conditions stipulated by him were not fulfilled, and his connection with the university came to an end.

Rev. John F. Spence, D. D., who had been at the head of the Knoxville Female College from 1865 to 1868 was now called to the presidency, and East Tennessee Wesleyan University entered upon a long era of prosperity. Being a man of energy and financial ability, Dr. Spence imparted new life to the institution. He relieved it of debt, erected new buildings, and largely increased the patronage. The school received liberal support from the Southern Aid Society and from many private persons, especially from members of the Methodist Episcopal Church.

GRANT MEMORIAL UNIVERSITY.

In 1886 the name of East Tennessee Wesleyan University was changed to Grant Memorial University. Gen. Grant had always supported the school and heartily sympathized with its aims. Hence it was that the friends of the school thought no fitter monument could be erected to his memory than that school itself

CHATTANOOGA UNIVERSITY.

Like the East Tennessee Wesleyan University, Chattanooga University was an institution of the Methodist Episcopal Church, the aim of the church being to make it her only university for her white conferences in the central South. It was established by the joint action of six conferences and of the Freedmen's Aid Society of the Methodist Episcopal Church. The citizens of Chattanooga contributed liberally to the purchase of the grounds. The charter bears date June 24, 1886. It provided for two classes of trustees—the one to be elected by the Freedmen's Aid Society, the other by the six conferences referred to above. The property of the university being owned by the Freedmen's Aid Society, to the society was secured the right of reversion. The property is very valuable, comprising a four-story brick building and 12 acres of ground, situated in what will in time be the center of the city, and so elevated as to command a magnificent view of the Tennessee River and of the mountains and hills around Chattanooga, including historic Lookout and Mission Ridge.

Here Chattanooga University opened its doors in September, 1886. Its history is marked by only a fair degree of prosperity. The agitation of the race question largely accounts for this. The charter intrusted to the board of trustees the power of adopting rules governing the admission of students. But the school owed its foundation to the Freedmen's Aid Society, and it was feared that negroes would claim admittance. Although these apprehensions, as it afterwards appeared, had little warrant, yet the school was injured by them. In 1888 the Freedmen's Aid Society was changed into the Freedmen's Aid and Southern Education Society, and the educational work of the church among both whites and blacks was placed under its direction, thereby putting beyond cavil the right of the society to expend money for the exclusive benefit of whites and relieving Chattanooga University of a terrible incubus.

The university included five departments: The college of liberal arts, the academic or preparatory department, the school of theology, the music department, and the art department. In 1889, the year in which the separate existence of the college came to an end, the attendance was 161. Rev. Edward S. Lewis, D. D., was the president of the university from its organization. He was assisted in the work of instruction by a faculty of eight professors and instructors.

U. S. GRANT UNIVERSITY—SCIENCE HALL.

U. S. GRANT UNIVERSITY.

In 1889 Chattanooga University and Grant Memorial University, institutions of the same church and occupying much the same field, were consolidated under one charter and one board of trustees. The name, U. S. Grant University, given to the consolidated schools serves still to recall the memory of the great soldier in whose honor Grant Memorial University was named. Dr. John F. Spence, president of Grant Memorial University, was put at the head of the new university with the title of chancellor. The two schools could never have heartily coöperated with each other, nor could their union have been a real one, had not all grounds of rivalry been removed. Because of this and other obvious reasons some departments of the university were located exclusively at Athens, while others were located exclusively at Chattanooga. The theological and technological departments are at Athens; the collegiate, medical, and law departments are at Chattanooga. Preparatory and music departments, however, are found at both places. Such students as were pursuing the collegiate course at Athens when the schools were united are permitted to complete the course and graduate there. Connected with the university are seventeen scholastic gymnasia, or affiliated academies, having the same course of study as the preparatory department of the university. These academies are situated in Virginia, North Carolina, Georgia, Tennessee, and Alabama, and are intended, of course, as feeders to the university. The medical department has been running since the autumn of 1889; the law school was organized in the summer of 1891. The technological department, created in response to the growing sentiment in favor of manual training, and under the superintendency of Prof. H. G. Sedgwick, of Central Tennessee College, is designed to teach the general principles that underlie all trades. The three years' course includes, besides drawing and practical work in the shops, instruction in such subjects as physics, mechanics, physical geography, chemistry, metallurgy, and English. The course affords an excellent basis for courses in engineering—civil, mining, mechanical. Some future day may see the establishment of a department of engineering. For the year 1890–'91 the total enrollment at Athens and Chattanooga was 622. A large proportion of the students are females.

At the close of the year 1890–'91 Bishop I. W. Joyce was elected chancellor, vice Dr. John F. Spence, Dr. Spence becoming financial agent of the university under the title of president of the university. In the absence of Bishop Joyce he will serve as chancellor.

The board of trustees of U. S. Grant University is a self-perpetuating body, but charter stipulations as to the faith of its members, as to the mode of tenure of university property, and as to the policy and teaching of the university will operate effectually to keep the institution under the wing of the church. The property of the university both

at Athens and at Chattanooga, valued at $300,000, is owned by the Freedmen's Aid and Southern Education Society, the transfer of the property at Athens having been effected the past year; but the relations of the university and the society are of mutual understanding and not of charter stipulation, as was the case with Chattanooga University.

U. S. Grant University is chartered under the laws of Tennessee and has its board of trustees and elects its faculty subject to the approval of this society. This is the understanding so long as the society contributes largely to the support of the institution.

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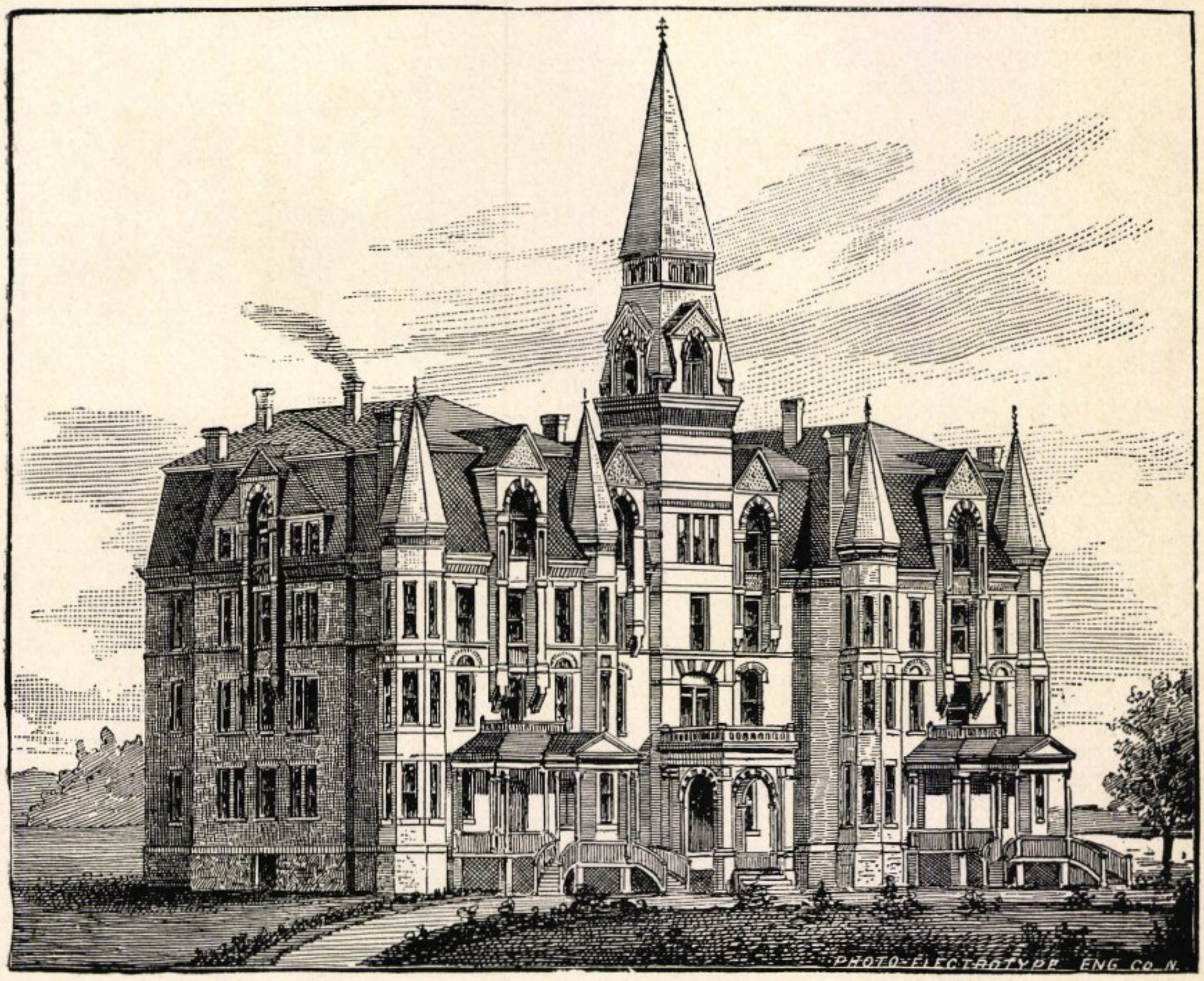
KING COLLEGE.

King College is under the control of Holston Presbytery of the Southern Presbyterian Church, and is the only college of that branch of the denomination between Hampden Sidney College, in Virginia, and Southwestern Presbyterian University at Clarksville, Tennessee, a distance of 700 miles. It originated in the fall of 1866 with a gift of the Rev. James King, consisting of 25 acres of land and 3 dwelling houses in the suburbs of the town of Bristol. With this gift as a basis the Presbytery of Holston founded the Bristol high school under Rev. J. D. Tadlock, D. D., as principal. In 1869 the school was chartered as King College. Dr. Tadlock continued at its head until 1884, when he was succeeded by Rev. J. Albert Wallace, D. D., the present president. The college has a small endowment fund, but it is still cramped in its work and influence for want of means. Like many other schools in the State, it has attempted the work of a college without adequate facilities. It has grammar school and preparatory departments and much of its instruction is elementary. The attendance has been somewhat less than 100; for 1890–'91 it was 97. A prime object of the institution is the education of ministers; during its short history it has given 45 young men to the ministry. The insufficiency of the buildings and the proximity of the present location to the center of the town—the town having in time grown around it—have led the curators to accept gifts of land and money coupled with the condition of a change of location to a beautiful eminence south of the town. It is expected that the new buildings will be ready for occupation by September, 1892.

CHRISTIAN BROTHERS' COLLEGE.

As is well known the Brothers of the Christian Schools are a society of religious teachers in the Catholic church who devote their lives to



U. S. GRANT UNIVERSITY—THEOLOGICAL BUILDING.

the cause of education. As far back as 1864 efforts were made to induce them to establish one of their schools at Memphis, but they were not able to do so until October, 1871, when the great Chicago fire destroyed several of their institutions and released many of their teachers. The citizens of Memphis subscribed the greater part of the first installment of $5,000 paid on the college property. Financial difficulties and epidemics threatened the very existence of the school in its earlier years. But since 1879 Memphis has been a healthy city and the college has prospered greatly.

The instruction given extends from the primary branches up through the studies of the senior college class. It embraces a business course and courses in music and drawing. The college is favorably known for the work of its students in crayon, free-hand, architectural, and mechanical drawing. Public exhibits are made every year and honors have been wor at European and American expositions.

WINCHESTER NORMAL.

On the first of January, 1872, R. A. Clark opened a school in Carrick Academy, Winchester, Tenn. At the beginning of the second year he associated with him J. M. Bledsoe. In 1878 negotiations were opened with J. W. Terrill which resulted in the organization of the Winchester Normal, with Prof. Terrill as president. In 1881 Prof. Bledsoe resigned, whereupon Greek was dropped from the curriculum and Latin and mathematics were cut down. In 1889 President Terrill and the entire faculty, with the exception of Prof. Clark, resigned. The trustees then made Prof. Clark president, with power to name his colleagues. He has 12 assistants—4 male and 8 female. The Normal has primary, grammar school, and college departments, and offers courses in music, art, elocution, bookkeeping, stenography, and typewriting. A teachers' class is organized each term for the benefit of those who intend to make teaching a profession, and the theory and practice of teaching are studied. The diploma of the institution is given on completing the schools of English and history, mathematics, natural science, moral philosophy, Latin and Greek. If certain special advanced work is done in Latin and Greek or in two modern languages and in English and biology the degree of A. B. is conferred. The degree of B. S., likewise, requires special work. The school is coeducational. It has no endowment. Admitting, as it does, students of any age, the enrollment is naturally large. In 1890–'91 it was 444.

MILLIGAN COLLEGE.

Buffalo Institute was chartered in 1868. It had a doubtful sort of existence until 1875. That year it began the life of a regular academy with from two to four teachers and from 100 to 200 pupils. In 1881 a new building was erected, and in 1882 the school was chartered as Milligan

College. Milligan College is situated in the village of Milligan, 4 miles from Johnson City and 30 miles from Roan Mountain, on the North Carolina line. Though the trustees of the college are members of the Christian Church, they are independent of any church control. There is no endowment. Grounds and buildings are valued at $15,000. The institution is coeducational. Connected with Milligan College is Milligan Business College. There are also a preparatory department and a normal course for the training of teachers. J. Hopwood, A. M., has been at the head of the school since 1875. Last year (1890–'91) 173 students were in attendance; 101 of them were in collegiate classes. The first graduates were of the year 1882. There have been in all 49 graduates.

CHAPTER X.

COLLEGES FOR WOMEN.

NASHVILLE FEMALE ACADEMY.

Fisk's Female Academy was chartered at Hilham, Overton county, September 11, 1806. A female academy was chartered at Knoxville in 1811, and the female academy at Maysville, Blount county, was chartered in 1813. These were all the female academies that were chartered in Tennessee before the establishment of the Nashville Female Academy.[1]

Early in 1816, Robert White, Thomas Claiborne, and a number of others resolved upon the establishment of a female academy in Nashville. July 4, 1816, they bought 3 acres of land from David McGavack for the use of the academy, paying for it $1,500. August 4, 1817, the Nashville Female Academy was opened, with Dr. Daniel Berry and wife, of Massachusetts, as principals. A charter was granted by the legislature on the 3d of the following October. The charter appointed a board of seven trustees—Robert White, Robert Searcy, Felix Grundy, John P. Erwin, John Baird, Joseph T. Elliston, and James Trimble—who were to act until the first Monday in January, when they were to give way to a new board of seven trustees chosen by the stockholders of the academy. Thereafter once a year a new board appointed in the same way was to supplant the old one. Dr. Berry and his wife severed their connection with the academy in July, 1819, and were succeeded by Rev. William Hume. The beautiful life and character of Mr. Hume have already been spoken of in relating the history of Cumberland College and the University of Nashville. His relations with the Nashville Female Academy were not broken except by death. He died in 1833. His successor was Dr. R. A. Lapsley, who remained until 1837. Dr. Lapsley was followed by Dr. W. A. Scott. After a year incumbency Dr. Scott made way for Dr. Lapsley and Dr. C. D. Elliott as joint principals. In 1844 Dr. Elliott became sole principal and held the place as long as the life of the academy lasted. The patronage of Nashville Female Academy was large. After 1850 the attendance never fell below 300 except once, and that was the academy's last year, just at the close of the war. In 1860 the number of students in attendance was 513. The school had a widespread reputation. At the same time it was thoroughly identified with Nashville, and the "Old Academy," as

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[1] Crew's History of Nashville.

it was called, grew to be very dear to the hearts of her people. When Lafayette came to Nashville in 1825, it had a share in his reception. In 1846 it presented a flag to the First Regiment Mexican Volunteers, and in 1861 another to the First Regiment Confederate Volunteers.

The academy grounds and buildings occupied 5 acres, a whole square, on Church street, just east of the depot of the Nashville, Chattanooga and St. Louis Railway. The buildings fronted 180 feet on Church street and ran back 280 feet. Federal soldiers took possession of the academy property in 1862. With the year 1861 the life of the institution had virtually come to an end. The resumption of 1866 was only a temporary resuscitation, and that not in the academy buildings, which were still occupied by the troops, but in the buildings of the Shelby Medical College, on Broad street. The academy might have obtained a new and lasting lease upon life had it not become the subject of protracted litigation, which put an end to its existence.

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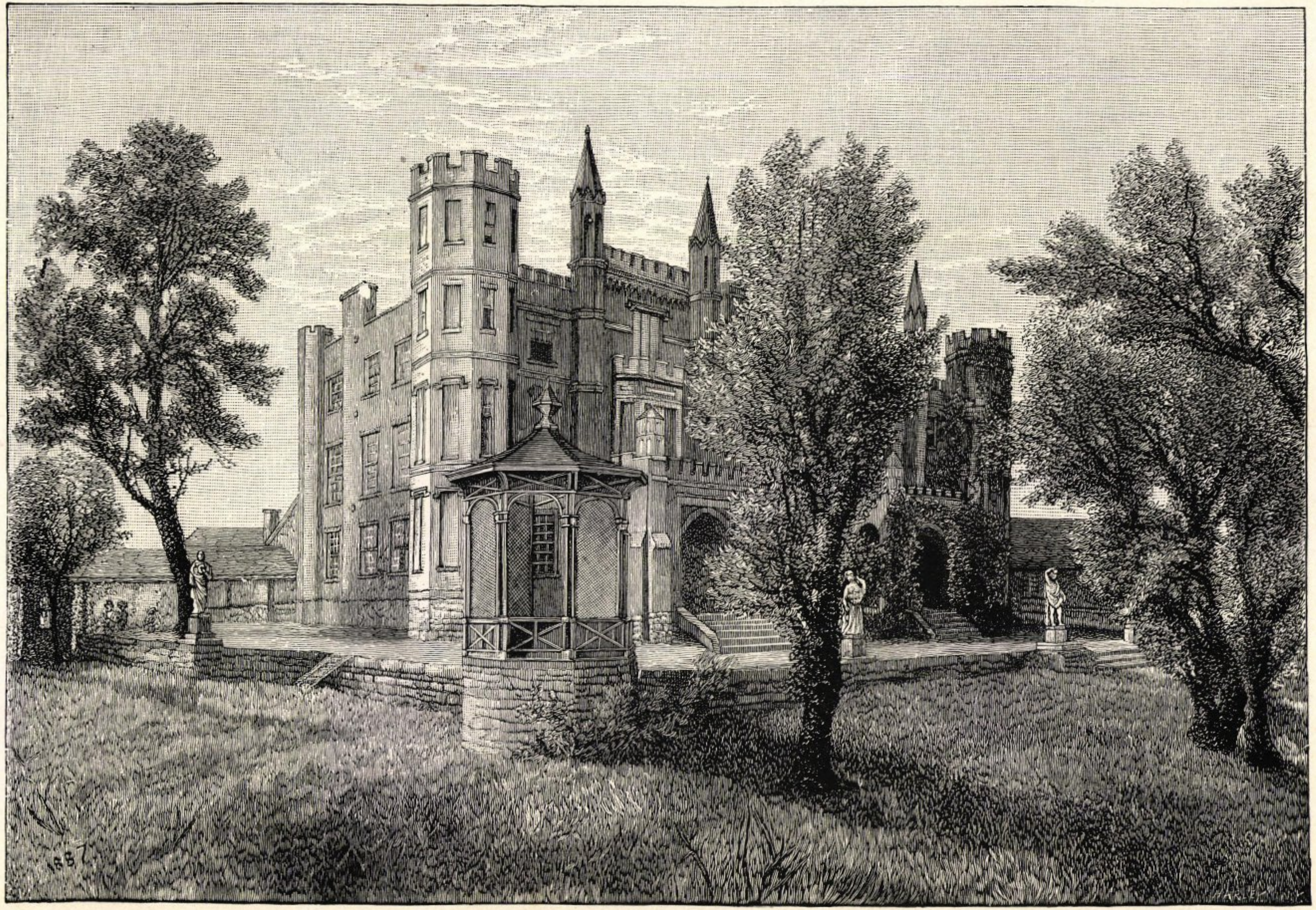
COLUMBIA FEMALE INSTITUTE.

The Columbia Female Institute is situated in the suburbs of Columbia. It occupies an old-style castellated structure located on a hill and surrounded by forest trees. The institute was founded as long ago as 1836 by Bishops Leonidas Polk and James Hervey Otey, of the Protestant Episcopal Church. The man who founded the Columbia Athenæum, Rev. Franklin G. Smith, was for the fourteen years preceding its founding the principal of the institute. Bishop Otey labored much and sacrified much in setting the institute going and in keeping it going after it was started. He wrote in 1852:

> I have spent the best energies of my soul and passed the most vigorous years of my life in its [the institute's] cause, or it would have been hopelessly ruined by its load of debt. For five or six years I have labored incessantly, being sometimes absent for six months from my house and family in my efforts to raise funds for its relief. I have worked hard and worked long without hope of fee or reward other than the humble expectation of being serviceable to the people among whom Providence has cast my lot.

In 1852 Rev. W. H. Hardin succeeded Rev. Franklin G. Smith as principal of the institute. With the advent of the war came Federal troops, who occupied the college building and injured it so that it had to be repaired before it could be used again for school purposes. The expense of restoration was borne by Rev. George T. Beckett, S. T. D., who in 1866 became the principal of the institute and who has occupied the position ever since.

It has been seen how much the institute owes to the unrewarded labors of Bishop Otey; it was now to contract another debt of gratitude. In 1878 Miss Margaretta Bowles, traveling through the South



COLUMBIA FEMALE INSTITUTE.

to find a school to which to donate her museum, the collection of forty years, selected the institute for the purpose. But this was not all; for the remainder of her life—nine years—she taught gratuitously in the institute. By her will she left all her unentailed property to her beloved school. The Margaretta Bowles Memorial Hall keeps green the memory of one who did so much for the institution. The library of the institute contains 10,000 volumes. The faculty numbers thirteen, and the average attendance is about 150.

MEMPHIS CONFERENCE FEMALE INSTITUTE.

Memphis Conference Female Institute is a school for girls, situated at Jackson and conducted under Methodist auspices. The board of trustees fills its own vacancies, but it holds the property for the benefit of the Memphis conference of the Methodist Episcopal Church, South; hence the name of the school. The institute was chartered in 1843 and opened in 1844. The building occupied by the institute was originally designed for a town academy. Rev. Lorenzo Lee was the first president. He filled the office until 1853, when he was succeeded by A. W. Jones, A. M., D. D., a professor in the school from the beginning. Dr. Jones is to this day the head of Memphis Conference Female Institute, having been in its service for nearly half a century. Soon after his accession to the presidency he built an addition to the original college structure at his own expense. In 1884–'85 another wing was added by Dr. Jones with some assistance from the community. Six hundred or more young women have received the diploma of the institute. The library numbers 4,000 volumes, and the value of the grounds and buildings, according to the last report of the United States Commissioner of Education, is $45,000.

MARY SHARP COLLEGE.

The claim of Mary Sharp College, that this was the first college for women to make Latin and Greek a requisite for graduation, is borne out by the following self-explanatory communication:

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., July 5, 1884.

SIR: In reply to your letter of the 8th ultimo, making inquiry "whether a diploma was ever given for a liberal education (one in which Latin and Greek were required as a *sine qua non* for the degree of A. B.) before 1853, at which time they (the trustees) conferred the degree of A. B. upon two young ladies, having completed the curriculum of the college," I beg to inform you that none of the colleges for "females" reporting to this office required Latin and Greek as a *sine qua non* for the degree of A. B. prior to 1853.

I am, your obedient servant,

JOHN EATON,
U. S. Commissioner of Education.

Z. C. GRAVES,
President of Mary Sharp College,
Winchester, Tenn.

It may be said without invidiousness that the Mary Sharp has been more of a genuine college than any other female school in Tennessee. Her standard of scholarship has been much higher than that of the other schools. Her courses of study have been comprehensive and advanced, and her training has been careful and thorough, while the education given by so many "colleges" in the State has been little more than a superficial polish. The course in mathematics is quite severe, embracing trigonometry, conic sections, and analytical geometry, calculus, and mathematical philosophy. Theoretical and mathematical, as well as descriptive, astronomy are taught. In the senior Latin class, Livy, Tacitus' "Germania" and "Agricola," and Latin prose composition are studied; and in the senior Greek class, Thucydides and Plato, the "Prometheus" of Æschylus, or other Greek tragedy, and Greek prose composition. In 1877 a new degree, L. B., was created, for which Latin and Greek were not required. Up to that time A. B. and A. M. had been the only degrees conferred. Many graduates of the Mary Sharp have become teachers, the possession of her diploma being of itself a favorable recommendation.

Z. C. Graves, A. M., LL. D., was the only president of the college for thirty-nine years, from its opening in 1850 until 1889, and to him its high character has been largely due. He is a man of great gifts as a teacher, and he has had some able colleagues, who have contributed much to the success of the school. When the eminent Joseph H. Eaton, chancellor of Union University, died, Dr. Graves was offered the vacant position, but he declined it.

In 1850 the Tennessee and Alabama Female Institute was founded in the town of Winchester, and Dr. Graves was called from Kingsville, Ohio, to its presidency. He started with hardly any of the proper facilities, and it was three years or more before the college building was completed and occupied. After some time Mrs. Mary Sharp, a wealthy widow of the vicinity, made a gift to the institute, and its name was changed to Mary Sharp College. This was an era of prosperity in the history of the institution. When Fort Donelson fell there were 321 students in attendance, but now they were dispersed and the college closed for a year. During several weeks the building was the headquarters of Rosecrans's command. Military occupation left it in a dilapidated condition. Again the president had to equip the school at his own expense. The advances he made caused some trouble and litigations. In 1889 Dr. Graves's long connection with the institution, which was so much the product of his own hand and heart and brain, came to an end. He was succeeded by Rev. John L. Johnson, D. D., LL. D., who was for sixteen years professor of English literature in the University of Mississippi. In 1891 Dr. Johnson resigned, and Rev. Otis Malvin Sutton, A. M., was elected to the presidency. Mr. Sutton is a young man, and will, it is hoped, infuse new life into the old college and bring back its pristine prosperity.

The Mary Sharp is a Baptist institution. It sustains no official relation to the church, but two-thirds of its 25 trustees must be Baptists. It has no endowment, but depends wholly on fees. Its property is valued at $20,000.

THE ROGERSVILLE SYNODICAL COLLEGE.

Rogersville Synodical College, situated in the suburbs of Rogersville, East Tennessee, is the property of the Presbyterian Synod of Nashville, and is under the direct control of a board of trustees appointed by the synod. This school has passed through many hands and has seen many vicissitudes. The corner-stone of the Odd Fellows' Female Seminary was laid July 4, 1849, and in September of the following year the seminary was thrown open to students. Rev. W. D. Jones, D. D., was the first president. After him came Rev. A. W. Cummings, D. D., Rev. James Park, D. D., Rev. A. W. Wilson, Rev. A. H. Dashiell, D. D., and Dr. H. B. Todd. The Odd Fellows' lodge was not able to pay the debts created in purchasing the original building and in making subsequent improvements, and the property was sold to a joint stock company, consisting of members of the Old and New School Presbyterian churches of the town. The Old School denomination eventually became sole owners of the property. The school prospered in the years before the war, and even in the earlier years of the war itself before the Federal troops occupied East Tennessee. The history of the college for some time after the war is a tangled maze. First the property was sold by order of the chancery court, and was bought by Northern purchasers, who had come to Rogersville during the war. It was again sold, and then or eventually came into the hands of the Presbyterians. About 1880 it became the possession of its present owner, the Synod of Nashville. In 1883 Mrs. F. A. Ross was made principal of the college. In 1890 the present principal, Prof. William M. Graybill, came into office. After the war and prior to the incumbency of Mrs. Ross the school was in a languishing condition, except during the administration of Rev. J. W. Bachman, D. D., 1872–'73, and Rev. A. W. Wilson. Under Dr. Bachman's guidance it bid fair to regain its old-time popularity and prestige. Since the advent of Mrs. Ross the institution has been highly prosperous. In 1890–'91 it had 170 students and employed 13 teachers. It has no endowment, but it is out of debt, and owns college property worth $60,000. A department of dressmaking has recently been added to the course of instruction. After a visit to the college Rev. Dr. A. D. Mayo, of Boston, said of President Graybill:

> The college is fortunate above all in its president, a man of great breadth of sympathy, solid acquirements, valuable experience, and thorough knowledge of the educational needs of the people in this interesting portion of the country.

ST. AGNES ACADEMY.

St. Agnes Academy is a school of the Sisters of St. Dominic, enjoying, by virtue of its charter, collegiate rights and privileges. The

buildings stand in the center of extensive and highly improved grounds in a retired part of the city of Memphis. The institution dates from January 1, 1850. It was established through the instrumentality of Rev. T. L. Grace, pastor of St. Peter's, Memphis. He secured a number of Sisters from the Dominican Convent at St. Catherine's, Kentucky, and they were incorporated as the St. Agnes Female Literary Society. Previous to the war and for some years after the patronage of the school was large from all the Southern States, but it has fallen off since then, owing to the establishment of so many other schools and to the disastrous effects of yellow-fever epidemics. That St. Agnes has excellent graduates is evidenced by the fact that the young lady who is now for the second term superintendent of county schools is an alumnus of the academy.

CUMBERLAND FEMALE COLLEGE.

Cumberland Female College was organized in 1850 and placed under the management and control of the Middle Tennessee Synod of the Cumberland Presbyterian Church. It was located in the town of McMinnville, in Middle Tennessee, at the foot of the Cumberland range, which is in full view east and south. The war forced the school to close and left of its building nothing but naked walls. Despite the disheartening prospect the building was refitted and the school reopened; and now it is on a firmer basis than ever. Recently two wings were added to the original college building, making a total frontage of over 200 feet. In 1888 the board of trustees leased the property and transferred the financial management to the Cumberland Female College Association for a term of years, retaining for themselves only such duties as the charter renders obligatory. The college has in all departments twelve teachers. The president, who is also professor of languages and natural science, is N. J. Finney, A. M. The presidents since the foundation of the school have been: Rev. A. M. Stone, 1851–'55; Rev. J. M. Gill, 1855–'57; D. M. Donnell, A. M., 1857–'71; A. M. Burney, A. M., 1871–'80, and N. J. Finney, A. M., 1880.

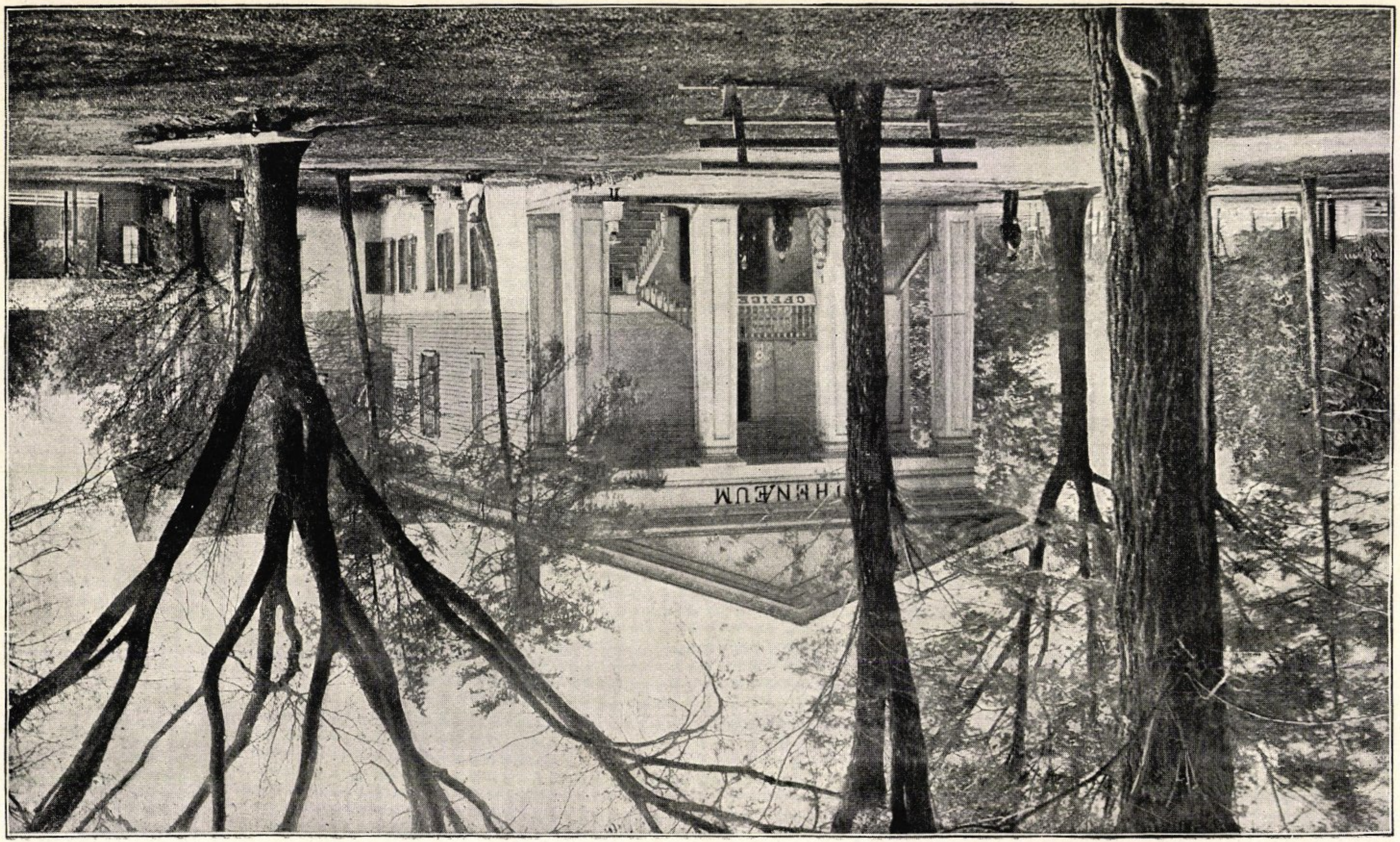
BIBLIOGRAPHICAL NOTE.

See McDonnold's History of the Cumberland Presbyterian Church.

COLUMBIA ATHENÆUM.

Columbia Athenæum is one of the old and well-established schools of the State and consequently enjoys the advantages which the memories and traditions of years always give to an institution of learning. In 1837 Rev. Franklin Gillette Smith, A. M., who had begun teaching as long ago as 1812, left Lynchburg, Va., and came to live and teach in Columbia, Maury County, Middle Tennessee. From 1838 to 1852 he was the principal of the Columbia Female Institute. In 1852 he founded

COLUMBIA ATHENÆUM.



the Athenæum, and in 1858 he secured its incorporation by the legislature with a self-perpetuating board of trustees, independent of any external control. The Athenæum is thus free from all ecclesiastical restraint. Mr. Smith, assisted by his able and accomplished wife, Sarah Ann Smith, administered the affairs of the school until his death, in 1866. Mrs. Smith succeeded her husband. When she died, in 1871, her oldest son, Robert D. Smith, A. M., stepped into her place. Thus the Athenæum has never felt the friction resulting from the discordant policies of presidents holding diverse views.

The college grounds are 16 acres in extent and lie at the western edge of Columbia. Grounds and buildings are worth $100,000 according to the published report of the United States Commissioner of Education for 1887–'88. The buildings are situated on an elevation partly covered by a grove of forest trees and affording a wide view of the town and the surrounding country. The buildings are the main Doric structure, 115 by 75 feet; Davis Hall, the boarding department; the rotunda and pavilion; the rectory; the gymnasium; and various outhouses. The library contains nearly 10,000 volumes. There are $4,000 worth of scientific apparatus, a large museum of natural-history specimens, and a fine art collection. At the present writing the Athenæum employs, including the president, twenty-three officers and teachers. Much of this talent is devoted to primary and preparatory pupils. The annual enrollment during the thirty-nine years of the Athenæum's history has ranged from 125 to 350 and she counts her alumni by the thousands.

BROWNSVILLE FEMALE COLLEGE.

This board could not but feel, however, that the endowment of Union University [Baptist college at Murfreesboro] at best but half supplied our educational desideratum; could not but feel our dependence upon others in a matter of great and vital importance to ourselves as a denomination while we remained destitute of the means of educating our own daughters.

The above is taken from a report of the board of education to the Baptist General Association of Tennessee in 1848. Pursuant to the sentiment here expressed the board had the year before applied for and received a charter for the Tennessee Female Institute. At the meeting of the Baptist General Association in 1849 the association requested the trustees of Tennessee Female Institute to take measures for putting the proposed school into operation as soon as practicable.

In the proceedings of the West Tennessee Baptist convention in 1850 we find that a building committee was appointed to accept $10,000 that had been subscribed by the Baptist church of Brownsville for the purpose of securing the location of the female institute contemplated by the convention and to purchase a site in or near Brownsville. The committee was also authorized to raise the additional funds necessary to improve the site and erect a building. What connection the plans

and efforts of the Baptist General Association to establish a female school had with those of the West Tennessee Baptist Convention we do not know. The Brownsville school, it seems, obtained a charter of its own in 1852 under the legal name of West Tennessee Baptist Female College. The members of the first board of trustees were appointed by the West Tennessee Baptist convention. Thereafter the board was self-perpetuating. The school remained the property of the West Tennessee Baptist Convention until the latter was merged in the Baptist General Convention of Tennessee in 1874. Since then it has been owned by the Brownsville Baptist Church, although controlled by the self-perpetuating board of trustees. The members of the board are all Baptists, though not necessarily communicants of the Brownsville church.

The college was opened in September, 1851, with Rev. Harvey Ball, professor of languages, in charge. Rev. John B. White, A. M., president of Wake Forest College, North Carolina, was called to the presidency, but owing to sickness in his family he did not definitely enter upon his duties until September, 1853. After holding the presidency a year or two, Prof. White was succeeded by W. W. Hawkins, of Kentucky, who was, however, only president *pro tem.* Rev. Dr. William Shelton was president from 1856 to 1866. During the war the college was suspended and Dr. Shelton taught a private school in the college buildings. Brownsville College was fortunate enough not to suffer any loss to her grounds and buildings from the war. At the head of the college since the presidency of Dr. Shelton have been Rev. A. B. Cabaniss, a returned missionary to China, 1866–'68; Rev. I. R. Branham, 1868–'76; Rev. Dr. G. W. Johnson, 1876–'78; R. A. Binford, 1878–'80; Misses Sue Young and Mary Thomas, 1880–'81; Patrick H. Eager, A. M., 1881–'87; Rev. J. D. Anderson, A. M., 1887–'88, and Rev. Th. Smith, A. M., 1888—. Prof. Smith was for eight years professor of Latin in Georgetown College, Georgetown, Ky.

The administration of President Smith has been energetic and progressive. The attendance has grown rapidly, being 99, 136, and 187 for the last three years, in order. The most elementary instruction is given at the same time that calculus and Greek, astronomy, and Anglo-Saxon are taught. It is the president's ambition to put scholarship upon as firm a basis here as it is at any American female college. For mistress of arts, the highest degree of the institution, successful examinations must be passed in the schools of English, Latin, French, German, natural science, mental and moral science, mathematics, history, political economy, and civics. Greek, calculus. Anglo-Saxon. and Spanish are offered as optional studies.

BIBLIOGRAPHICAL NOTE.

See minutes of proceedings of the Baptist General Association of Tennessee and of the West Tennessee Baptist Convention.

SOULE COLLEGE.

Soule College was founded at Murfreesboro in 1852 by the Methodist Episcopal Church South and remained under its auspices until 1889. The presidents of the college during this time were Rev. D. D. Moore, Rev. J. B. West, D. D., and Rev. John R. Thompson, A. M. President Thompson bought the property of the school from the church conference. In 1889 he sold it to J. G. Paty, the present owner. Mr. Paty is also secretary and treasurer of the college and professor of Greek. Dr. Z. C. Graves, the celebrated president of Mary Sharp College, resigned in 1889 and was secured for the presidency of Soule College. A number of his colleagues, having resigned at the same time, came with him to Murfreesboro. Prof. Paty was one of them. The new administration is succeeding. The enrollment of pupils last year was 208. The college building has been enlarged, the faculty strengthened, and new apparatus procured. For the degree of B. A. either Latin or Greek is required and for M. A. both are necessary.

The curriculum has been arranged to meet the imperative demands for a broader and deeper education for woman. All superficial training is deprecated as unworthy of the aims of earnest students. The main idea has been and shall be to teach the student to think.

TENNESSEE FEMALE COLLEGE.

Chartered in 1856 and opened in 1857, Tennessee Female College was the work chiefly of John Marshall, a gifted lawyer of Franklin. The school was placed under the patronage of the Tennessee annual conference of the Methodist Episcopal Church South. The ownership of the property was vested in a stock company. The first president was John M. Sharp and the second was a Mr. Callendar. With the fall of Fort Donelson, in February, 1862, the school was closed. After the battle of Franklin the college building was used as a hospital for wounded soldiers. From 1865 to 1868 the school was in the hands of one Callaghan. During this period the institution did not prosper. When the college was committed to the fostering care of the Tennessee annual conference it was encumbered with a debt of $6,000 or $7,000. By 1868 the debt had swelled to $10,000. For this sum the school was now sold to R. K. Hargrove, since become a bishop of the Methodist Episcopal Church South, who conducted it for five years. It was then bought by William J. Vaughn, for many years a professor in the University of Alabama, now a professor in Vanderbilt University. Dr. Vaughn was president of Tennessee Female College from 1873 to 1878. In 1878 Dr. Hargrove repurchased the property and ran the school for two years. He and Vaughn raised the standard of the institution above the level of the ordinary female school in Tennessee, but the uplift was owing to the individual impetus imparted by able presidents and not to permanent conditions. In 1880 Dr. Hargrove leased the school to Mrs. M. E. Clark. After his election to the bishopric, in

1882, he gave the property to his children. At the expiration of Mrs. Clark's lease, in 1885, the property was purchased by Mr. Thomas Edgerton. In 1886 the college building was destroyed by fire. It was rebuilt by a stock company and Edgerton was continued as president. Very recently the school has been leased to Rev. Wlbur F. Wilson, of Arkansas.

ST. CECILIA ACADEMY.

St. Cecilia Academy, Nashville, is another school of the Dominican Sisters. It was founded in 1860 by the Rt. Rev. J. Whealan and put in charge of Dominican Sisters from Ohio. In 1861 a charter was obtained. The school did not decline during the war, but continued in successful operation. It was at first under the patronage of its founder, later under that of the Rt. Rev. P. A. Feehan, and now under that of the Rt. Rev. J. Rademacher. The curriculum comprises primary, intermediate, preparatory, and academic courses. The school numbers generally about 100. St. Cecilia is beautifully situated, just north of the city limits, on an eminence overlooking the valley of the Cumberland.

WARD'S SEMINARY.

There is no better known female school in the South than Ward's Seminary. Between 3,500 and 4,000 girls and young women have been educated within its walls and about 900 have received its diploma. The school was founded at Nashville in 1865 by Rev. William E. Ward, D. D., a graduate of Cumberland University, Lebanon, in the class of 1851. The seminary was opened on the corner of Summer and Cedar streets, but in 1866 it was removed to its present site on Spruce street, between Church and Broad. The location is very central, being within easy distance of the depots, theaters, churches, and of the business quarter of the city. The cost of buildings and grounds has been $125,000.

The seminary is four stories high above the basement and contains 70 rooms, a large practice hall, a chapel 104 by 40 feet, well lighted and ventilated and handsomely furnished with modern school furniture, and recitation, art, and music rooms.

In 1887 Dr. Ward died and J. B. Hancock, A. M., a graduate of Cumberland University, was elected principal. During Prof. Hancock's administration the enrollment of the seminary reached perhaps the highest point in its history, 346 in 1889–'90. In the spring of 1891 Ward's Seminary was sold to the Presbyterian Coöperative Association of Nashville. Heretofore the institution had been nondenominational. The new management appointed to the headship of the school Rev. B. H. Charles, D. D., a gentleman of fifteen years' experience in conducting girls' schools. The seminary has at the present time eighteen instructors. It usually, also, has courses of lectures by one or more

Vanderbilt professors. Hereafter there will be written examinations, a distinct advance upon the past.

BIBLIOGRAPHICAL NOTE.

See Crew's History of Nashville.

WESLEYAN FEMALE COLLEGE.

Wesleyan Female College, an institution under Methodist supervision, was opened at Brownsville in 1867 and chartered in 1870. Its founder, Rev. John Williams, A. M., has been its president during nearly the whole of its history. Mr. Williams died in March, 1891, and in June Mr. T. W. Crowder was elected his successor. And now, after being closed a year, the college will resume its work. The average attendance has been about 60 and the number of graduates more than 100. The property is worth $6,000. It is unproductive.

MARTIN FEMALE COLLEGE.

Martin Female College, Pulaski, Giles County, has a permanent productive fund of $30,000, the only female school in Tennessee that can boast of being endowed to any considerable amount. Thomas Martin, its founder, who died in 1870, was a public-spirited and philanthropic citizen and one of the foremost men in the history of Giles County. His love for his fellow-citizens, among whom he had lived and accumulated his wealth, prompted him to found a school for their daughters. Accordingly, in his will he set apart $35,000 for that purpose, $30,000 in Tennessee 6 per cent bonds and $5,000 in cash. The interest on the bonds was to be paid, as it matured and was collected, to the officers of the Methodist Episcopal Church South at Pulaski, to be appropriated by them for purchasing grounds and erecting buildings for a female school, and after that was accomplished to be used in part payment of teachers in the school thus founded. Mr. Martin had been a prominent and zealous member of the Pulaski Church. The $5,000 were to be paid over to the trustees of the school, or, if no trustees were appointed, to the officers of the church to be expended for the use and benefit of the school.

The officers of the church accepted the gift and intrusted its administration wholly to a board of nine trustees, reserving the right to nominate to vacancies in the board and stipulating that vacancies should be filled out of such nominations. Five of the trustees were Methodists, prominent officers of the Pulaski Church, and four were not. The president of the board, John C. Brown, Governor of Tennessee, was not a Methodist. With these trustees as corporators a charter was obtained for Martin Female College. The stipulation as to vacancies in the board of trustees was inserted in the charter, which embodied also a provision insuring to the trustees the exclusive control and management of the college and another commending the college to the foster-

ing care of the Tennessee annual conference of the Methodist Episcocal Church South.

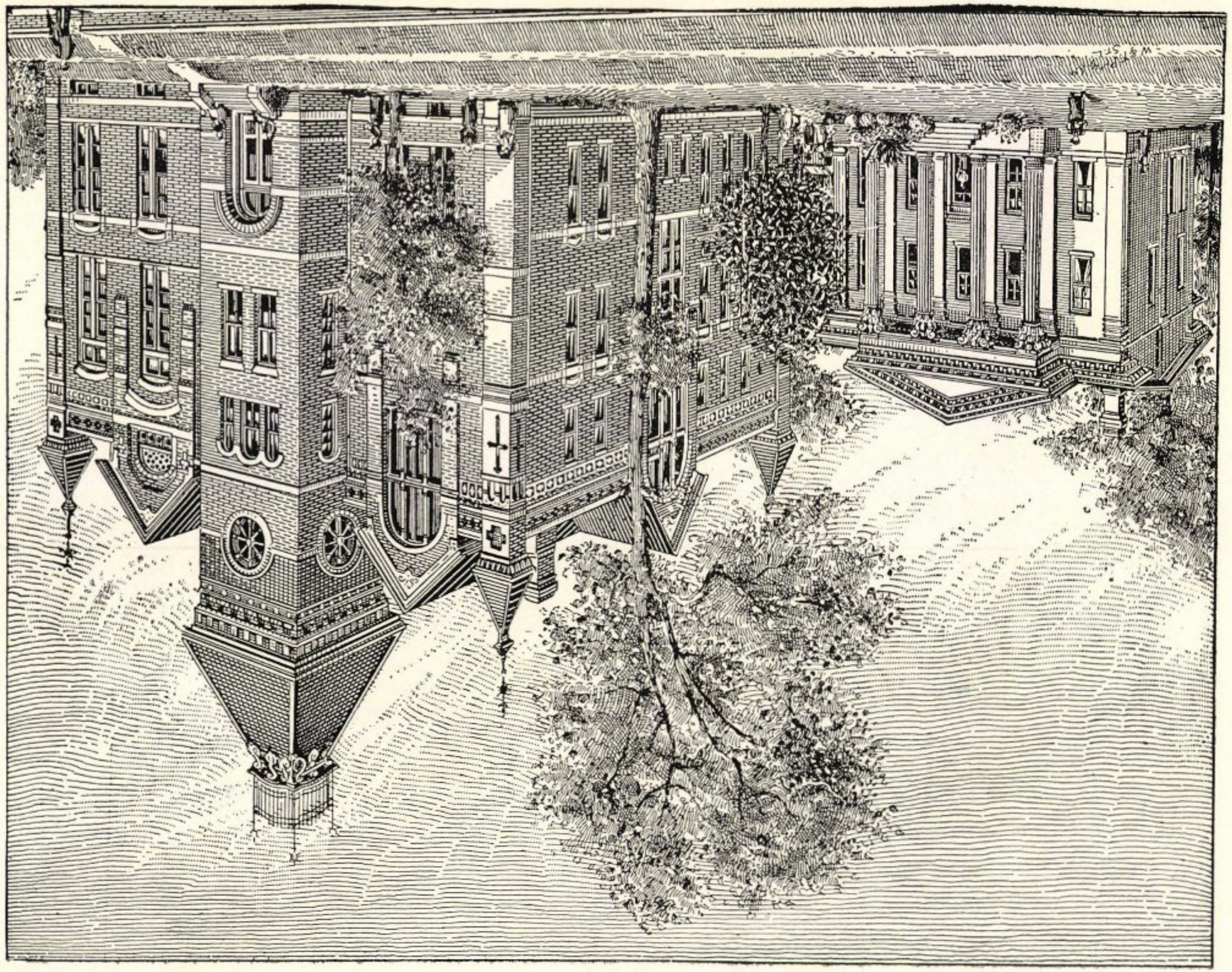
The gift of Thomas Martin was supplemented by $15,000 subscribed by citizens of Giles County without regard to denomination. The school was formally organized and began its corporate existence in 1870, but did not complete its building till 1874.

In 1887 litigation was instituted against the trustees and lessees of Martin Female College and against the officers of the Pulaski Methodist Church questioning the foundation of the college, asking for a new construction of the will and praying for the voidance of the charter. Although the school had been managed by a board of trustees appointed by the Methodist Church of Pulaski, the people of Pulaski and Giles County regarded it as unsectarian and as hardly denominational even. The principals of the school at this time were Misses Ida E. Hood and Susan L. Heron, the one a Friend, the other a Presbyterian. Their lease expired June 1, 1887, and strong objections were made to its renewal. It was asserted that in law Martin Female College was the property and was subject to the control of the Methodist Episcopal Church South, represented by the Tennessee annual conference. The will of Thomas Martin, it was claimed, contemplated such ownership and control. The suit was brought at the instigation of Rev. T. J. Duncan, presiding elder of the district in which Pulaski was located, and was approved and sanctioned by the Tennessee annual conference. The officers of the local church sided with the college, and considerable bitterness was engendered by the controversy. It was not finally settled until the supreme court had adjudicated upon it. The decision was in favor of the college, and against those who sought to alter the existing status.

During the pendency of this litigation Mrs. O. M. Spofford, daughter of Thomas Martin and sole residuary legatee under his will, filed another suit against the corporation, asking for a further construction of the will and alleging that only the interest upon the $30,000 of Tennessee State bonds was intended to be given to the school, and that when the bonds matured they would revert to the estate and become her property as sole residuary legatee. This suit also went through the inferior and supreme courts and was decided in favor of the school. The $30,000 in bonds were decreed to the corporation as a perpetual endowment fund for the school, the interest only to be consumed and the principal to be kept inviolate. Soon afterwards these bonds were taken up by the State and in their stead non-negotiable certificates for a like amount were issued direct to the college corporation. The interest upon these at 6 per cent per annum is promptly paid every half year. The yearly interest of $1,800 and a nominal rental of $500 paid by the lessees constitute a fund which the trustees use in building up the college property, making permanent additions and improvements. The real estate and furnishings are valued at $35,000.

Misses Hood and Heron continued at the head of the school until the

HIGBEE SCHOOL, MEMPHIS.



expiration of their second lease in 1890, when they removed to Nashville and opened Belmont College. Their administration was a complete success. They were suceeeded by Rev. R. M. Saunders, at that time principal of East Mississippi Female College, Meridian, Miss. Mr. Saunders has had extensive experience as an educator, having taught at Norfolk, Va., and for several years in Germany. His wife is a most scholarly and cultured woman, speaks several modern languages, and teaches them with success. She is also an exceptional teacher of English and Anglo-Saxon.

Martin College is doing good work. A noteworthy feature is the offering of post-graduate courses. Last year advanced work was done in the schools of mathematics and English. Prof. William M. Baskervill, of Vanderbilt University, had supervision over the English course. A student completing this course receives a special diploma from the college countersigned by Prof. Baskervill. Special diplomas have also been granted in mathematics. John S. Wilkes, an able attorney of Pulaski, is the successor of Gov. John C. Brown as president of the board of trustees of Martin Female College. The most cordial relations now exist between the school and the Tennessee annual conference. Mr. Saunders is a member of that body.

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Manuscript history by John S. Wilkes, president of board of trustees; Pulaski Citizen, August 18, 1887 (contains demurrer and answer of lessees and trustees of the college and of officers of Pulaski Church in suit brought against them).

CLARA CONWAY INSTITUTE.

Miss Clara Conway has been a long time prominent in teachers' institutes and in educational associations. In 1877 she left a position in the public schools of Memphis to open a high-grade school for girls. She began with 50 pupils, one assistant, and $300 of borrowed money. In 1884–'85 a number of public-spirited citizens of Memphis came to her assistance, a stock company was organized, the school incorporated, and a building erected. Miss Conway proposed to call the school the Margaret Fuller School, but the trustees named it instead the Clara Conway Institute. From the small beginning of fourteen years ago the institute has grown until now its roll of pupils reaches 300 and its property is valued at $75,000. The "Home" for boarders is situated in a 3-acre grove 4 squares from the school building. The whole fourth floor is equipped for a gymnasium and is under the charge of a lady pupil of Dr. Sargent, of Harvard. Clara Conway Institute prepares for the women's colleges—Vassar, Wellesley, etc.—but it does not boast of being a college itself.

BIBLIOGRAPHICAL NOTE.

See Cosmopolitan for June, 1891.

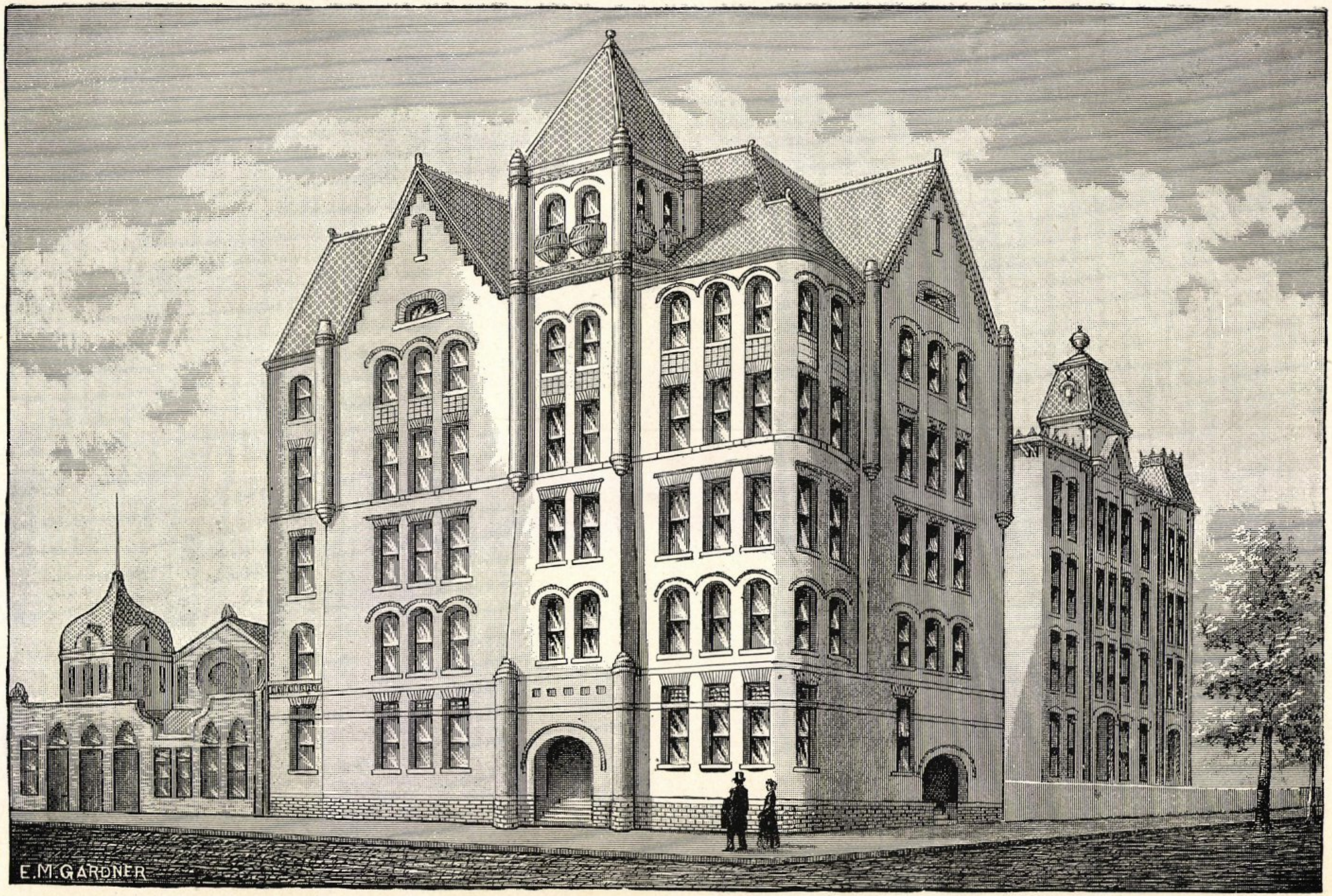
THE HIGBEE SCHOOL.

Miss Jenny M. Higbee was for ten years principal of the Memphis Public High School for girls and in that capacity did much to elevate the standard of the public-school system of Memphis. For three years she was in charge of a private school established by some clergymen of the Presbyterian and other churches. In 1879 she opened the Higbee School, a private non-sectarian school for girls of all ages and all stages of advancement. About the year 1883 some of the citizens of Memphis bought and remodeled the building, which had theretofore been rented, and in addition erected a new building for the use and benefit of the school in perpetuity. Although there is a stock company, "Miss Higbee is virtually the proprietor of the school and to her are referred all matters connected with its welfare."

The Higbee School can not be too highly commended in that it does not profess to be a college, but claims only to fit for college. Its certificate admits to Vassar and Wellesley. Its "regular course" does somewhat more than prepare for college, and collegiate studies may be pursued if the pupil wishes it. Miss Higbee deprecates the limitation of the word "college," and would hail the day when the highest male institutions in the State should open their doors to men and women alike. The Rebecca Higbee Scholarship, founded in 1888, secures to its beneficiary the income of $5,000. The holder may be a student of the Higbee School or may carry on studies at a higher institution. The holder for 1890–'91 was a graduate of Miss Higbee's and a student at Vassar.

NASHVILLE COLLEGE FOR YOUNG LADIES.

On Broad and Vauxhall streets in Nashville stand three large brick buildings covering a half acre of ground. The one immediately on the corner of Broad and Vauxhall is tall and massive. It is five stories high above the basement and extends 108 feet along Broad and 68 along Vauxhall. Further back on Vauxhall stands another brick, four stories high, with a frontage of 100 and a depth of 140 feet. Between the two larger buildings is another four-story brick 110 by 50 feet. The first of these buildings is not yet completed; the second was erected in 1882, and the third in 1888. These commodious structures are the home of the Nashville College for Young Ladies, and represent better than anything else can the growth of the school from 104 pupils in 1881 to 413 in 1891. The institution took rise in the desire of the Methodists of Nashville, the center of Southern Methodism, to see in Nashville a girls' school of their own denomination. It was in response to this desire that Rev. George W. F. Price, D. D., of Alabama, opened on South Spruce street, in September, 1880, the Nashville College for Young Ladies, at his own expense, with the assurance that if it proved successful the means would be forthcoming for its enlargement. It did



NASHVILLE COLLEGE FOR YOUNG LADIES.

succeed, the funds were raised, and a charter was obtained in November, 1881. In November, 1882, the school was removed to its new quarters on Vauxhall street.

Although it is a Methodist institution, "Price's School" is not under the control or care of any conference or number of conferences. There is, however, a charter restraint laid upon the election to vacancies in the board of trustees; such elections are subject to the confirmation of the board of trustees of Vanderbilt University. But that board appears never to have exercised its right.

In the spring of 1889 Dr. Price was enabled by the addition of a new building to fit up the old chapel as a gymnasium for his own pupils and for the girls and ladies of the city who wished to attend. The work of the college is organized in a number of departments, viz: Kindergarten, primary, intermediate, academic, collegiate, modern languages, art, music, and post-graduate. A special comparative study is made of the literature of different languages. The library is small, but it is composed of valuable books of reference and is so classified as to facilitate their use. Dr. D. C. Kelley was instrumental in raising the funds for the inauguration of the Nashville College for Young Ladies on a larger scale, and he has always been the president of its board of trustees.

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CENTENARY COLLEGE.

Centenary College is owned and controlled by the Holston Conference of the Methodist Episcopal Church South. The college site is a 6-acre tract in the city of Cleveland, lower East Tennessee, laid off in walks and drives and adorned with lawns, fountains, trees, and statuary. The college buildings are of brick, trimmed with stone, and consist of a central building four stories in height and two wings three stories high, the whole presenting a front of 320 feet. Besides these there is a small two-story music hall in course of construction, in addition to various outbuildings. The property of the college is valued at $100,000 and is free of debt. Centenary College is one of the offerings of Christians of the Wesleyan faith on occasion of the centenary of organized Methodism in America, 1884. Rev. George R. Stuart was the prime mover in the enterprise. The erection of the buildings began in 1884, and had progressed so far in 1885 as to admit of the opening of the college. The faculty consisted of Rev. D. Sullins, A. M., D. D., president; Rev. George R. Stuart, A. M., professor of natural sciences and higher English; Rev. J. A. Stubblefield, A. M., professor of Latin and mathematics, and of six lady teachers. The attendance the first year was 100; in 1890–'91 it had reached 200. Thirteen teachers are now em-

ployed. Rev. Mr. Stuart, the leading spirit in the founding of Centenary College, is no longer in its faculty, but is the pastor of Centenary Church, Chattanooga.

BELMONT COLLEGE.

Belmont College, opened in the autumn of 1890, adds one more to Nashville's many schools. Its founders were Miss Ida E. Hood and Miss Susan L. Heron, who were five years at the head of Martin College, Pulaski, Tenn. Misses Hood and Heron are the principals of the school and the owners of the property; and with the assistance of a business manager manage the affairs of the institution. Belmont College is in the country, yet it is only 2 or 3 miles from the heart of the city. The site is almost ideal—the ante-bellum residence of a wealthy Southern family, renewed and rebeautified by the hand of taste and skill. The extensive grounds, already beautiful by nature, have also received the touch of art. Near by is Roger Williams University, and a little farther off Vanderbilt University. Besides a beautiful environment Belmont College has a good equipment for educational work. It claims a well-filled library, a well-equipped gymnasium, and a splendid laboratory. The corps of teachers and the list of lecturers are large. Among the lecturers for 1890–'91 were Maurice Thompson and a number of Vanderbilt professors, one of whom gave a course of twelve lectures. The patronage of Belmont promises to be large; at its first opening many applicants for admission were turned away for want of accommodations.

CHAPTER XI.

COLLEGES FOR NEGROES.

FISK UNIVERSITY.

WORK OF AMERICAN MISSIONARY ASSOCIATION—FIRST SCHOOL AMONG THE NEGROES.

The American Missionary Association of New York, a society sustained by the Congregational churches of the Northern States, was founded in 1846. It was this organization, conceived in no friendly spirit to the institution of slavery, that established the first school among the Negroes of the South. On September 17, 1861, five months after the Civil war began, it opened a school among the fugitive slaves that took refuge under the guns of Fort Monroe. The association, following in the wake of the Union army, but not retreating when it disbanded, pushed with vigor its work of evangelizing and educating the Negro race. In 1863 it had 83 ministers and teachers among the freedmen; in 1864, 250, and in 1868, 532. "During several years after the war it supported annually upwards of 500 missionaries and teachers in the South and numbered over 40,000 pupils in its schools." By the year 1876 it had founded seven chartered colleges in as many different States, in addition to twenty-five normal and other schools.

In August, 1865, Rev. E. M. Cravath and Rev. E. P. Smith, agents of the American Missionary Association, came to Nashville to open a school for the Negroes. They found that the noble J. G. McKee, "a man who could not live selfishly," had already been teaching among them for two years. They found also Prof. John Ogden, representing the Western Freedmen's Aid Commission. After many ineffectual attempts to secure a house for a school they came upon the "Railroad Hospital," a group of buildings lying west of the Chattanooga depot that had been used for hospital purposes by the Federal troops. These buildings could not be had without buying the land upon which they stood. Sixteen thousand dollars was the price asked. Neither the American Missionary Association nor the Western Freedmen's Aid Commission had the funds to buy the land, and had not Cravath, Smith, and Ogden become individually responsible for the purchase money the project must have failed. They raised $4,000 in cash among them-

selves and a few others and gave their notes for the balance. Afterwards the property and the school established there passed under the complete control of the American Missionary Association by its assumption of these notes and by its absorption of the Western Freedmen's Aid Commission.

All three men, Smith, Cravath, and Ogden, had been connected with the Union army,—Smith as secretary of the Christian Commission, Ogden as an officer, and Cravath as a chaplain. Ogden had been before the war a professor in the Minnesota State Normal School, and was therefore not without experience as a teacher. Cravath's father was an abolitionist and he himself had been educated at antislavery Oberlin.

OPENING OF THE FISK.

Gen. Clinton B. Fisk, the head of the Freedmen's Bureau for Kentucky and Tennessee, took such an active interest in the projected school and did so much for it that it was named in his honor. Fisk School was opened January 9, 1866, with Prof. John Ogden as principal. So eager were the Negroes to learn that for two years the attendance numbered upwards of 1,200. For a year or two the instruction given was very elementary. But in 1867 the establishment in Nashville of public schools for colored children relieved the Fisk School of much of this kind of work. The progress made by its pupils was creating a demand for higher education. The Fisk was in duty bound to meet this demand, for it had been the avowed purpose of its founders to furnish educational advantages of as high a character as the Negro should show himself capable of using. They ever kept before them the ideal of an institution of learning of the highest class, where the teachers and leaders of an emancipated race should be trained. For these reasons Fisk University was chartered on August 22, 1867, with George Whipple, E. M. Cravath, Charles Crosby, John Ogden, Joseph H. Barnum, W. W. Mallory, John Lawrence, John Ruhm, and J. J. Cary as trustees.

A donation of $7,000 from the Freedmen's Bureau, supplemented by funds of the American Missionary Association, enabled the trustees to repair the buildings and to erect a chapel and a dormitory and have them ready for use by 1869. An annual appropriation of $800 from the Peabody fund afforded aid to indigent students. The previous experience of Prof. Ogden as a normal teacher fitted him for the normal work that was now undertaken.

TEACHERS GO OUT FROM FISK.

Teachers for the colored schools began to go out from Fisk as early as 1868, and in a few years they were scattered all over the South, teaching thousands of children in the Sabbath and day schools.

In 1868 a church was organized for the benefit of the faculty and stu-

FISK MEMORIAL CHAPEL, FISK UNIVERSITY, NASHVILLE.

dents, with Prof. H. S. Bennett as pastor. The school had from the first a decidedly religious tone. Indeed, "the conversion of new students was confidently looked for and more earnestly sought than their progress in letters."

A. K. SPENCE BECOMES PRESIDENT.

In 1870 Prof. A. K. Spence succeeded Prof. Ogden as principal of the the school. The views of Prof. Ogden and the American Missionary Association were not in harmony. Being a normal school man, Ogden wished to see Fisk continue merely a normal school and did not sympathize with the purpose of ultimately developing it into a college. The first college classes were organized in 1871; in 1875 two young men and two young women graduated with the degree of bachelor of arts.

The old buildings in which the Fisk was quartered were unsuited to school purposes; besides they were falling into decay. The American Missionary Association was not able to put up new buildings. Yet new buildings had to be put up or the school had to sacrifice its hopes of future growth and expansion. The need had become a crying one. Who was to meet it?

THE JUBILEE SINGERS.

George L. White fought in the Civil War as an officer on the staff of Gen. Clinton B. Fisk. After the war he filled a clerk's position in the Freedmen's Bureau, still under Gen. Fisk. During the early days of the Fisk School he became instructor in vocal music. Besides this, he soon made himself indispensable as treasurer of the school and general business man. His ability in training voices proved remarkable—so much so that he ventured on giving several public concerts in Nashville, Memphis, and Chattanooga, which were very successful. He it was who came to the rescue at this emergency in the history of the university. "He conceived the idea of coining the slave melodies of the old plantation and the campmeeting into gold and silver." The difficulties were many, but a few friends had faith in the plan. Mr. White applied to Gen. Fisk, then living in St. Louis, for a loan of $300 with which to take his singers north of the Ohio River. The general discountenanced the foolhardy scheme and told Mr. White "to stay at home and do his work." To this Mr. White replied that he "trusted in God and not in Gen. Fisk." "Taking the little money that was left in the university treasury, after buying provisions to last the school a few days, putting with it all his own, and borrowing on his own notes an amount whose payment, if the venture was a failure, would strip him of every penny of his property, he started out with barely enough money to set his party in working order on the northern side of the Ohio River." The troupe left Nashville October 6, 1871, and went first to Cincinnati. After singing there and in several Ohio towns it went to

New York and the New England States. At times it seemed that the undertaking would have to be abandoned, for it was not even paying its way. As yet the company had no name. At last Mr. White hit upon one that might be called the salvation of the enterprise, the "Jubilee Singers." The tide soon turned. Crowds came to hear these poor ex-slaves sing the songs they had sung in their bondage. These songs were unique. Northern audiences had never heard anything like them before. The musical critics were compelled to acknowledge that they possessed something of genuine melody. Regarding their origin and composition it has been said: "They are never composed after the manner of ordinary music, but spring into life ready-made from the white heat of religious fervor during some protracted meeting in church or camp. They come from no musical cultivation whatever, but are the simple, ecstatic utterances of wholly untutored minds." Of the twenty-four men and women who, at one time or another, belonged to the Jubilee Singers, twenty had been slaves and three were of slave parentage.

By May, 1872, the Jubilee Singers had netted $20,000. The next season was equally successful. In the spring of 1874 they went to England. There the treatment accorded them by the Queen and many of the most prominent people of the kingdom, including Prime Minister Gladstone, at once opened the way to success. As the result of this tour of the United Kingdom, $50,000 were added to the $40,000 already made in America. The total was swelled to $100,000 by gifts of apparatus, books, furniture, etc.

JUBILEE HALL.

As soon as the success of the Jubilee Singers was assured, measures were taken to erect new buildings and enlarge the facilities of the university. Twenty-five acres of land were bought on Fort Gillem, one mile northwest of the capitol. The site is slightly elevated, conducing to good health and affording a fine view of Nashville and the adjacent country. Ground was broken for the new building January 1, 1873; the corner stone was laid October 1, 1873; and by January 1, 1876, "Jubilee Hall" was ready for dedication. Jubilee Hall is a beautiful building. It is in the form of an L, having an east front of 145 feet, and a south front of 128 feet; is built of pressed brick in modern English style; is five stories in height, including basement; contains 120 rooms; and is heated by steam, and supplied with gas and water.

On the 1st of January, 1876, just as the nation was entering on its centennial year, Jubilee Hall was dedicated to the cause of religion and education. Never before was dedicated such a house as this, a house which is the songs of a race transmuted into an agency for the uplifting of the race. This thought was beautifully expressed by one of the speakers:

> Some one has said that "architecture is frozen music." The music of the Jubilee Singers has rolled over this land and swept across the ocean, moving the hearts and

calling forth the tears of vast multitudes, and it is now by a magic touch consolidated into this substantial and beautiful building.

Above the platform were draped in loving embrace the flags of England and America, significant of the part that each had contributed to this day's rejoicing. A large number of whites were present, many of them prominent in public and private life. Several addresses were made. Two of them were noteworthy as expressive of the attitude of the Southern people towards Negro education. Gen. Fisk, president of the board of trustees, said that the first considerable sum of money put into his hands for the education of the colored race was given him by a Southern man, Dr. A. L. P. Green. Commenting on this statement of Gen. Fisk, Dr. John B. McFerrin, senior secretary of the missionary society of the Methodist Episcopal Church South, used these words:

I want you, Gen. Fisk, and all others to understand that the Southern people, as far as my information extends—that is, the intelligent, patriotic, and Christian people of the South with, perhaps, a few exceptions—rejoice in the education and elevation of the colored people and fully appreciate the grand work you are doing for them. I stand on my native soil and bear this testimony. It meets the hearty coöperation and sincere approbation of all Christian people.

E. M. CRAVATH BECOMES PRESIDENT.

Prior to 1875 the American Missionary Association had planned the work and shaped the policy of Fisk University and no one had been given the powers of a president. But in this year Dr. E. M. Cravath, who had, perhaps, played the leading rôle in the founding of the university, was elected president. As field secretary of the association he had given the school the benefit of his zeal in its cause and his interest in its welfare. Now he assumed entire control of its affairs and became responsible for its success.

When Jubilee Hall was dedicated the Jubilee Singers were in England, whither they had gone in March, 1875. President Cravath was with them. From England the company made trips to Switzerland, Holland, and Germany. In 1878 they disbanded after singing almost continuously for seven years. Something over $150,000 had been the reward of their labors.

LIVINGSTONE HALL.

It was not long before the growing needs of Fisk University demanded larger accommodations. Jubilee Hall would no longer suffice. The idea of building Livingstone Missionary Hall originated with the Jubilee Singers while in England in 1876. Several thousand dollars for the purpose were raised in Europe, but it was to the gift of $60,000 from an American lady, Mrs. Valeria G. Stone, of Malden, Mass., that the erection of Livingstone Hall was mainly due. Though ground was first broken in 1877, it was not until the session of 1882–'83 that the building was completed and ready for use.

Livingstone Hall is a large five-story brick building hardly less impos-

ing than Jubilee Hall. The latter is no longer the boarding department of both sexes, but is reserved for the use of the girls and young women. Its dining hall, however, is still the dining hall for both sexes. Besides 122 rooms for young men, Livingstone Hall contains the chapel, museum, class rooms, library, and university printing office.

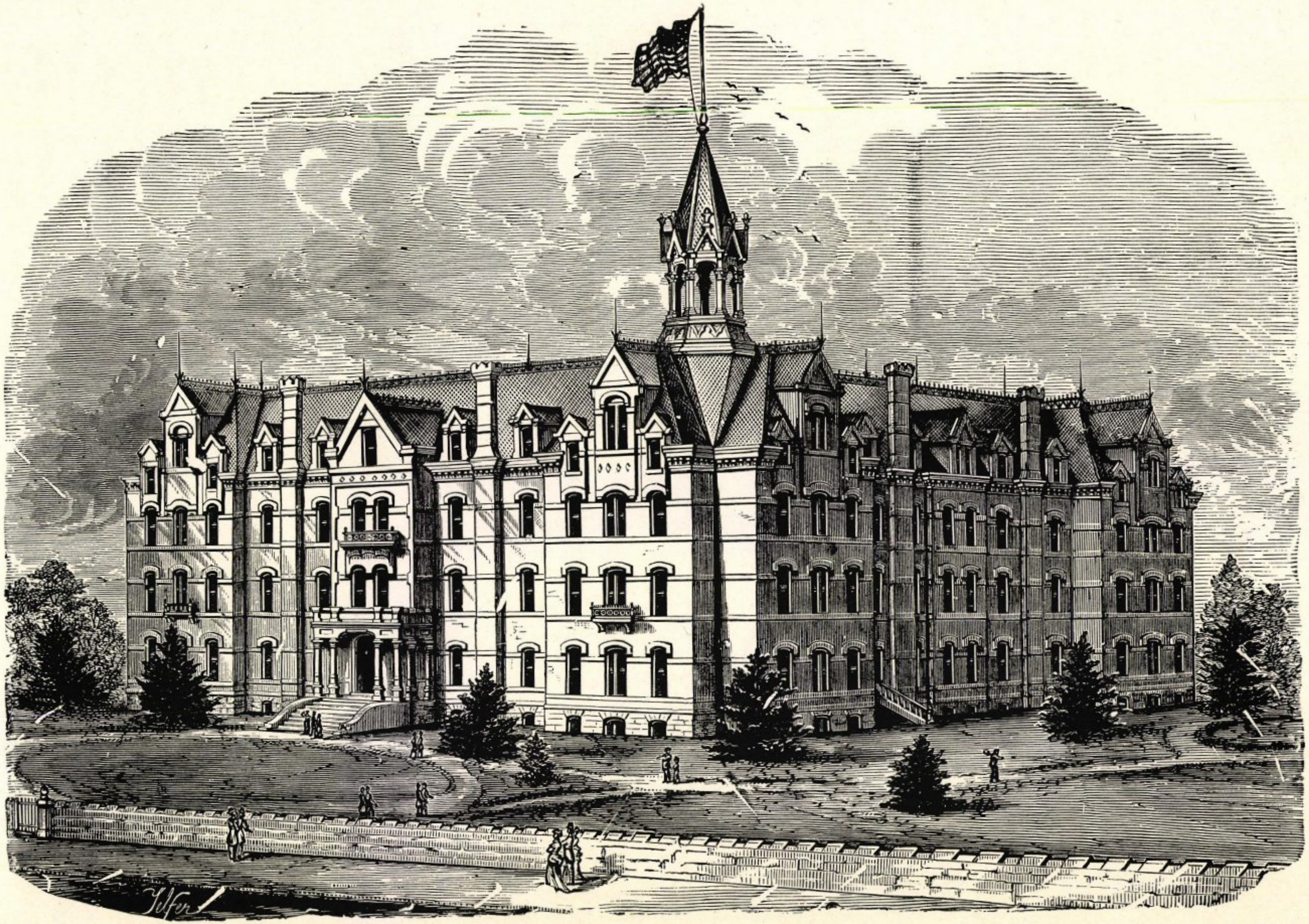
DEPARTMENTS AND COURSES.

The school advantages enjoyed by colored children are not so numerous or excellent as to enable them to dispense with any schools that may have been established for their benefit. Accordingly, while Fisk University has fulfilled its pledge of furnishing the means of a higher education, it has not cut off the lower departments, but still gives instruction of the most elementary kind. The common English department, as it is called, is divided into classes A, B, C, and D, and offers a course embracing the common English branches. The model school, as its name indicates, serves as a school of observation and experiment for normal students. In it are taught pupils not able to enter the common English department. From the common English department students pass into the normal department or into the college preparatory department. The normal department comprises an elementary and an advanced course, each covering two years, called respectively the first and the second year and the junior and the senior year. The college preparatory department is divided into three years: the junior, middle, and senior. Above it is the college proper, with its four years' course.

As would be expected of an institution that gave to the world the Jubilee Singers, Fisk University has not suffered the undoubted musical genius of the Negro race to go uncultivated. There are four teachers of instrumental and vocal music, three of whom devote their whole time to musical instruction. The Mozart Musical Society has been "organized for the purpose of studying and from time to time rendering in public standard musical compositions of the most advanced character, including oratorios."

PHYSICAL AND INDUSTRIAL TRAINING.

Mental, moral, and religious culture has been the chief aim of the Fisk, but manual training and physical development have not been neglected. A brick building has lately been erected, the lower floor of which is used for gymnastic purposes, the upper floor as a workshop; and a three years' course in normal training, including working in wood, drawing, etc., has been arranged. The trustees are assisted in the work by the John F. Slater and the Daniel Hand funds. A printing office has been furnished by a special appropriation from the Slater fund, and a number of young men and women are annually taught the art of printing. Instruction is given the young women in sewing, cooking, nursing, and hygiene. Every boarder, male or female, is required to work one hour a day for the university. The authorities try to im-



JUBILEE HALL, FISK UNIVERSITY, NASHVILLE.

FISK UNIVERSITY—LIVINGSTONE HALL.

bue the students with practical, healthy views of life, and to make manual labor dignified and not degrading.

In the character and comprehensiveness of its literary and scientific instruction Fisk University stands far above any other colored school. Deeming college education proper as the only true basis for professional education, the university has directed its energies to building up the college department; but it is the intention of the authorities to open professional schools as soon as possible. A building for a theological seminary is nearing completion, and it is expected that regular instruction will begin with the year 1891–'92. Theological instruction has been given ever since 1869, but there has never been a regular organized department with students pursuing exclusively theological studies.

STATE AND STATE NORMAL STUDENTS.

In the catalogues of Fisk University will be found a class of students called "State" students and a class called "State normal" students. The former are appointed by senators and representatives on State scholarships, which entitle the holders to free tuition in the State University. By arrangement with the university negroes receiving State scholarships are educated at the Fisk and at Knoxville College, their tuition being paid by the university.[1] The "State normal" students are students appointed by State senators, under an act of the Tennessee legislature, making an annual appropriation of $3,300 for the education of colored teachers. Each of the 33 senators has the right to appoint two students to a $50 scholarship; appointments being based on competitive examination. An appointee may attend any school approved by the State board of education. The schools so approved are Roger Williams University, Fisk University, Central Tennessee College, Knoxville College, Le Moyne Institute, and Morristown Normal Institute.

ATTENDANCE—GRADUATES.

The enrollment of students has been steadily increasing of late years. In 1889–'90 it was 523, and represented Jamaica and nineteen States of the Union. Forty-nine of these students were members of the regular college classes, 59 belonged to the college preparatory department, and 67 to the normal department. There have been in all 104 graduates from the college department. Many of them have since graduation been admitted to the master's degree. Heretofore this degree has been conferred on baccalaureate graduates of three years' standing who have been engaged in some intellectual pursuit or who have been prosecuting professional studies. Hereafter no one will be admitted to the

[1] Since 1889–'90 Fisk University has had no State students, all of them going to Knoxville College. See Sketches of Knoxville College, pp. 274–278.

degree who has not satisfactorily completed a course of study equivalent to one year's regular work.

FACULTY.

The faculty of the college department is as follows:

E. M. Cravath, D. D., *professor of mental and moral science and political economy.*

Adam K. Spence, M. A., *professor of Greek and French.*

Henry S. Bennett, M. A., *professor of theology and German.*

Frederick A. Chase, M. A., *professor of natural science.*

Helen C. Morgan, M. A., *professor of Latin.*

Herbert H. Wright. M. A., *professor of mathematics.*

Some of the professors are charged with other duties in addition to teaching the subjects mentioned. Besides these members of the college faculty proper, there are twenty-three other instructors and officers.

FINANCIAL.

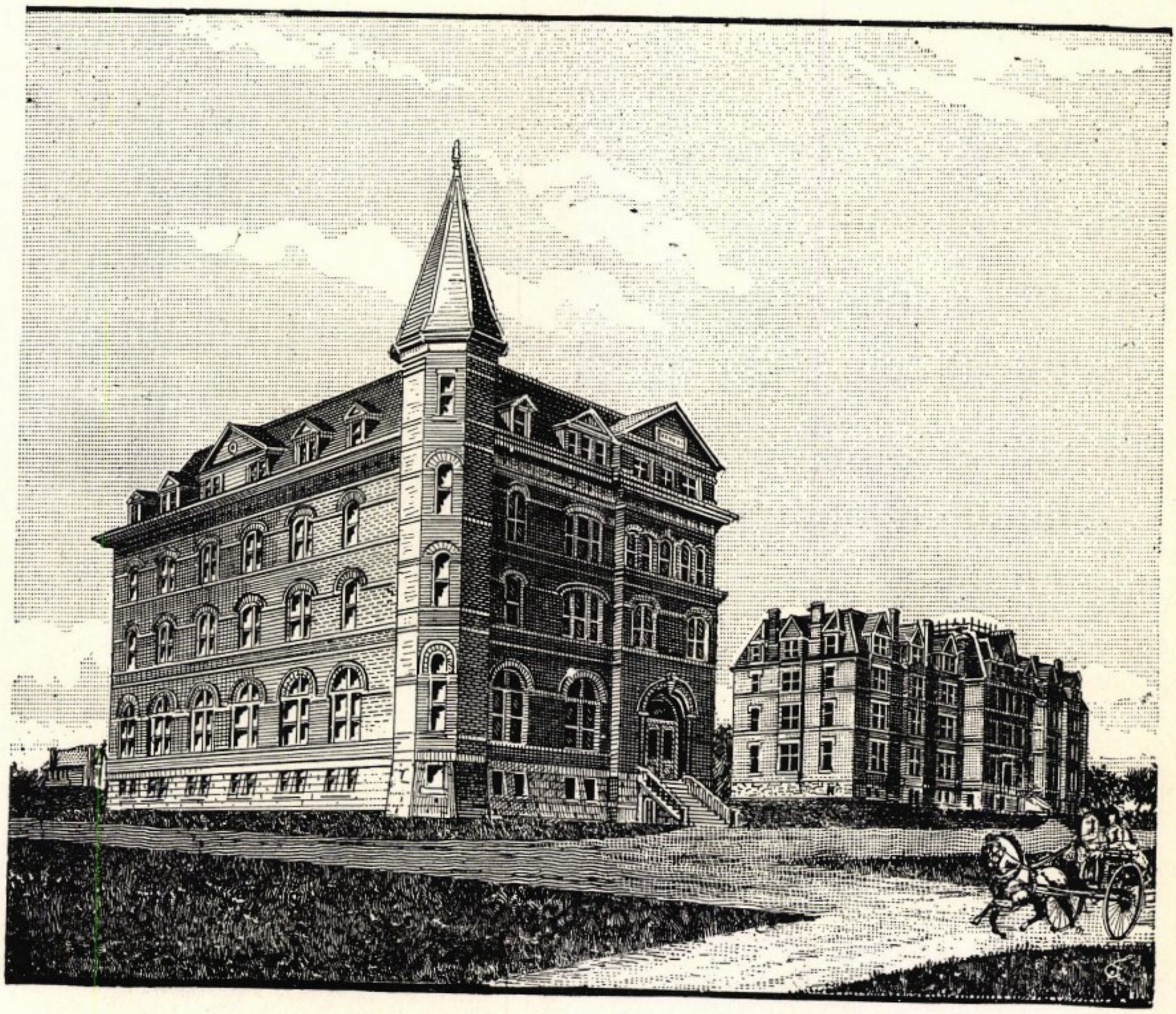
In order that Fisk University may build aright on the broad foundations that have been laid a large endowment is almost absolutely necessary. Its property is worth $350,000, but none or little of it is productive. The running expenses of the university are paid principally by the American Missionary Association. One thousand eight hundred dollars to $2,000 are annually received from the John F. Slater fund and expended chiefly in industrial training.

Last year $2,500 were appropriated from the Daniel Hand fund for the assistance of poor students. Six scholarships of $1,000 each have been established, also for the assistance of poor students.

The great majority of Fisk students are very poor and have to pay their way as they go. Many, if not most of them, teach school during a part of the year. The loss of time from college on this account of course lowers the standard of scholarship. As a general rule the graduates of Fisk become teachers. Most of them prosper and lay up money. Indeed, the accumulation of wealth seems to be a chief object of those Negroes who have received a collegiate education. As the possession of property is conducive to good citizenship, this endeavor to better their material condition is a hopeful sign for the future of the race.

EVANGELIZATION OF AFRICA.

The name Livingstone Missionary Hall is but the expression of the hope which many have cherished that Fisk University would become a power for the evangelization of Africa. As yet that hope has met with little encouragement. Eight students have gone as missionaries to Africa, but only three are there at the present time. It is hardly to be expected that a race just emerging from the darkness of bondage, with



THEOLOGICAL HALL, FISK UNIVERSITY, NASHVILLE.

the problem of its own enlightenment yet unsolved, should be seized with an inspiration to carry the light of religion and education to its forgotten brethren of the Dark Continent.

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CENTRAL TENNESSEE COLLEGE

FOUNDING.

Central Tennessee College is a school for Negroes supported by the Freedmens' Aid and Southern Education Society of the Methodist Episcopal Church. The estimated value of its grounds and buildings is $125,000. In 1865 Bishop D. W. Clark, to whom the missionary society of the church had intrusted $10,000 for the establishment of a school for freedmen, authorized Rev. John Seys to open a school in Nashville. The school was opened in Andrew Chapel, thereafter known as Clark Chapel, on Chestnut street between Cherry and College streets, in south Nashville. The principal was Rev. O. O. Knight; his assistants Mrs. Julia North, Mrs. Mary Murphy, and Miss O. D. Barben, were all colored.

The school was composed of scholars of all ages and sizes, grandparents and grandchildren, parents and children, were all in the same classes. They were poorly clad and mostly homeless wanderers from the plantations. They found shelter in the army barracks, in abandoned houses, in cellars or garrets, stables, or other outhouses, whatever would afford them a present shelter. Yet in the midst of this destitution they were hungry for education. Never did teachers have more earnest pupils.

The school grew so rapidly as to necessitate more room. The use of the old gun factory on South College street held by the Government as abandoned property was obtained, and the building fitted up for school purposes at an expense of $2,000. Hither the school was moved in the fall of 1866. Rev. C. B. Crichlow was principal for the session of 1866–'67. He had eight or ten assistants. They were all needed, for children flocked to the school to the number of about 800. The next year the attendance fell to 225. The causes of this were the imposition of a tuition fee of $1 per month and the opening of city schools for colored children. Since the great object of the mission school was the education of teachers and preachers, it was thought best to allow the public schools to do as much of the elementary work as they would.

Rev. John Braden, A. M., was principal of the school during the year 1867–'68. On May 24, 1866, the school was incorporated as the

Central Tennessee College, the corporators being William G. Brownlow, Thomas H. Pearne, W. J. Smith, T. R. Starley, John Seys, William Bosson, Joseph S. Carels, A. A. Gee, James R. Ferriss, Thomas H. Caldwell, R. G. Jamison, G. Ogden, and Daniel J. Holmes. The charter stipulated that two-thirds of the trustees should at all times be members of the Methodist Episcopal church. Another charter stipulation was that the board of trustees should always maintain a biblical department. The Freedmen's Aid Society was organized this year and took the school under its care. A lot was bought in south Nashville near the medical college, but so much opposition to a Negro school was aroused in the neighborhood that the chancery court annulled the purchase. Attempts to buy property in Franklin, Murfreesboro, and Gallatin, met with like opposition. Finally, a piece of property on Maple street just south of La Fayette was secured. The only building was a large brick residence. Into this the school was moved late in the fall of 1868. Rev. G. H. Hartupee was in charge this year. In the winter and spring of 1869 the Freedmen's Bureau contributed $15,000, and two brick buildings, one containing chapel and dormitories, the other school rooms and dormitories, were erected.

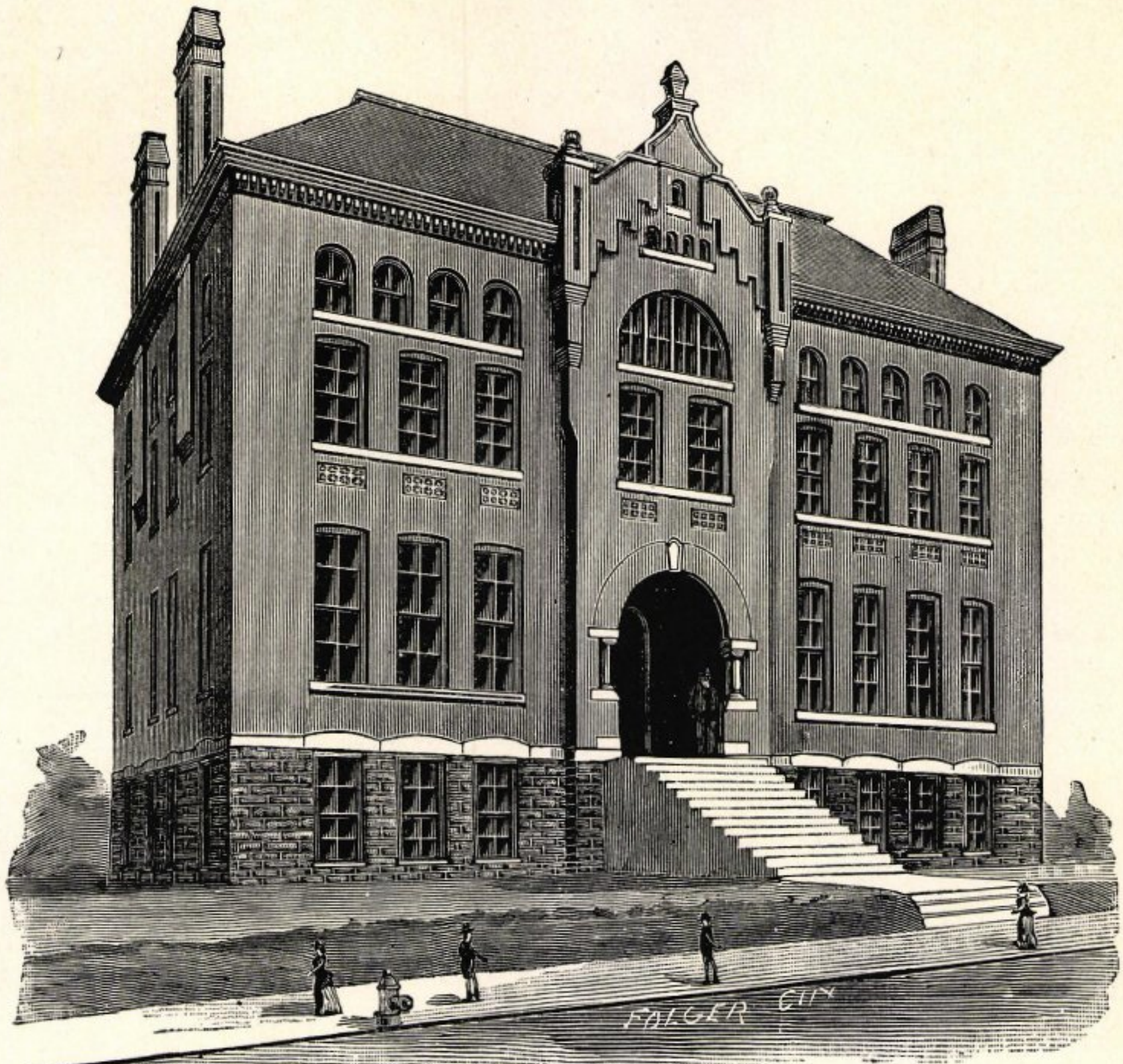
Rev. Mr. Braden was reëlected president in 1869 and has since uninterruptedly held the position. The first catalogue was the one issued for the year 1869–'70. It showed an attendance of 192. Each successive catalogue, with very few exceptions, has shown a steady and gradual increase until, in 1890–'91, the total of 613 for all departments was reached.

In 1872 the buildings would no longer accommodate the students, and a band of them known as the "Tennesseeans" went on a singing tour through the North. So successful were they that $18,000 were raised toward the erection of a new building.

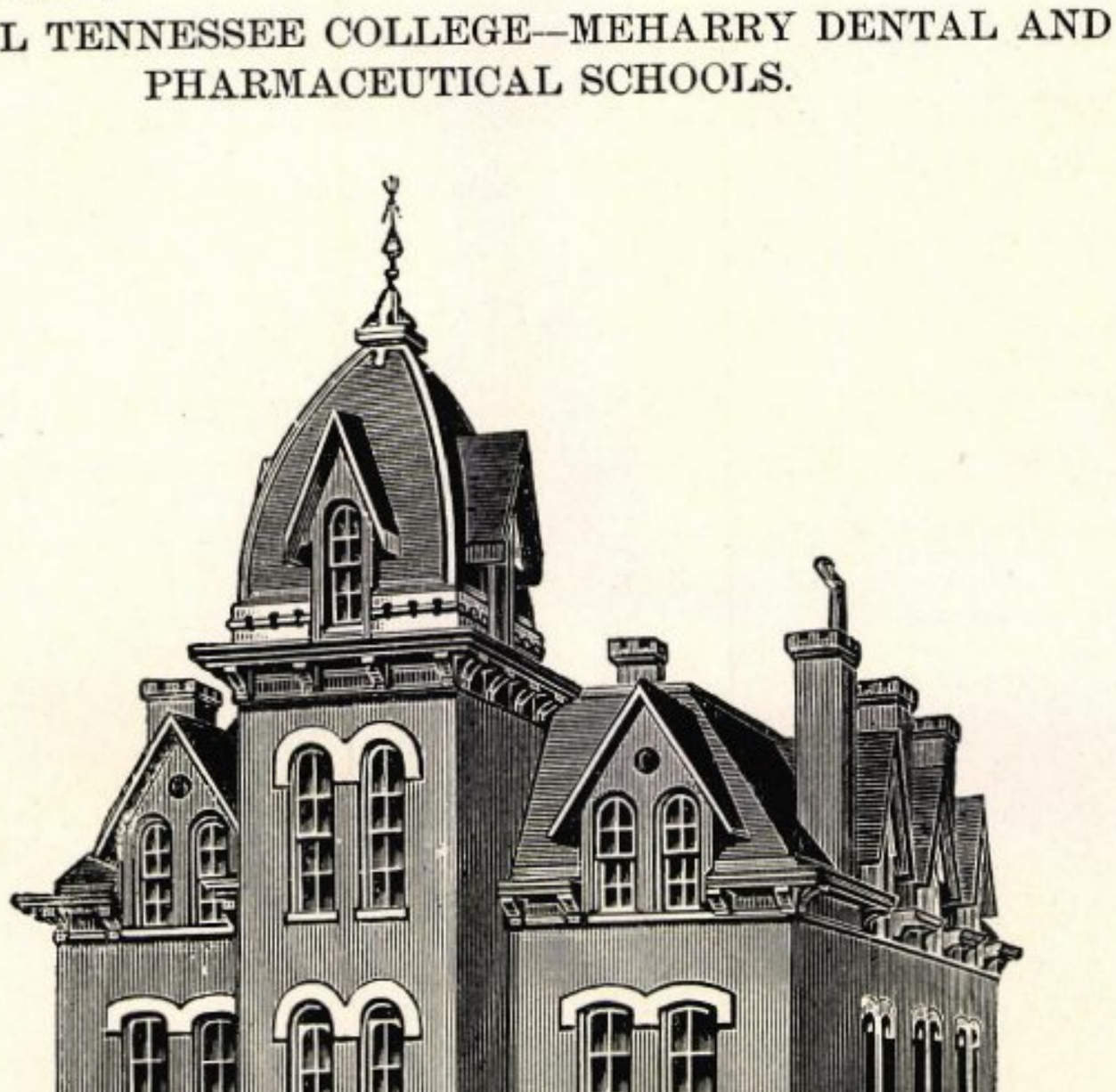
When the school began its work in 1865, and, indeed, for some time afterwards, the most elementary knowledge was all that was taught. The reason was not far to seek. In the presence of the alphabet the oldest Negro became a child. But much of the primary instruction was relegated to the public schools. The Negro progressed rapidly. Ere long he began to crave something beyond the mere rudiments of knowledge, and classes were formed in advanced mathematics, in Latin, Greek, belles-lettres, and natural sciences. The first one to complete the college course and receive a degree was Miss Araminta P. Martin, in 1878.

NORMAL AND THEOLOGICAL DEPARTMENTS ORGANIZED.

As has been said, the primary object of Central Tennessee College was the training of teachers and preachers. It was not long, therefore, before normal and theological departments were organized. In the early days of the school so great was the demand for teachers and preachers that students were taken from their studies before they had



CENTRAL TENNESSEE COLLEGE—MEHARRY DENTAL AND PHARMACEUTICAL SCHOOLS.



CENTRAL TENNESSEE COLLEGE—MEHARRY MEDICAL COLLEGE.

made scarcely any advancement. An ability to read in words of one or two syllables and a fair knowledge of the elementary principles of arithmetic were considered qualifications enough. Of course that time has passed, but even now relatively few students complete a course of study. Either poverty forces them into the strnggle for a livelihood or the knowledge they have already acquired opens to them opportunities more alluring than a longer stay within college walls. A crying need with the Negro race is thinkers and leaders of undoubted intelligence and high character. Central Tennessee College holds it to be its chief function to supply this need as far as in it lies. No other school for the freedmen has essayed to cover so wide a field. No branch of human knowledge, whether professional or nonprofessional, is deemed foreign to its mission, provided only there is a demand for that kind of knowledge. The colored man must be fitted for every vocation in life that he may wish to enter. Hence departments of law, medicine, dentistry, pharmacy, and mechanics have been created, but no department has been created until there was an unmistakable demand for it. This principle has dominated the policy of the school throughout its whole history.

GRADUATES' COURSES.

There have been 23 graduates of the college proper. Most of them have entered the pulpit or the teacher's desk. Two have been professors of mathematics in colleges and three have been principals of conference seminaries. The college preparatory course covers three years. There is a regular theological course of two years in addition to a pastors' course of five years for the benefit of pastors and others who can not attend school regularly. The normal course extends over three years. Among its studies is "methods of instruction;" this in addition to practical drill in teaching in the model school. The college has a number of "State normal" students. There were nine of them in 1890–'91. The English course, five years in length, includes the studies considered essential to a common English education. Below the English course, and lowest of all, is the model school, where are taught the elements of an education. Only a limited number is admitted. Quite different is it from the time when no pupils had advanced beyond these lowest classes.

THE MEHARRY MEDICAL, DENTAL, AND PHARMACEUTICAL DEPARTMENTS.

As prolific a race as is the Negro of the Southern States, the last census shows that he is increasing at a much slower rate than the white man. The conclusion is that his mortality must be very great. This is due to three causes—poverty, ignorance, and lack of proper nursing and medical attention. For the six and a quarter millions of Negroes in the twelve Southern States south of the Ohio and the Potomac there are only 175 properly qualified physicians of their own race, and con-

siderably more than half of these are graduates of one school, the Meharry medical department of Central Tennessee College. Prior to 1876 there was no medical school in the South for the colored race, if the medical department of Howard University at Washington be excepted. In 1876 the Meharry Medical College was organized. Since then there have been established the Leonard Medical School of Shaw University, Raleigh, N. C., the Louisville National Medical College, and the medical department of New Orleans University. The Meharry Medical College owes its name to the Meharry family, descendants of Alexander and Jane Meharry, Scotch-Irish immigrants of the year 1794. By them, with some aid from Dr. R. S. Rust, the school was originally founded, and in them it has always found liberal contributors to its support.

The main building was constructed in 1879. It is built of brick and is 40 feet wide, 60 feet long, and four stories in height, including the basement. An additional building has been erected for practical demonstrations in anatomy. Seven professors, one assistant professor, one lecturer, three instructors, and a demonstrator of anatomy make up the corps of instruction. Dr. G. W. Hubbard has been dean and professor of chemistry, materia medica, and therapeutics ever since the organization of the school in 1876. Dr. Hubbard is also dean and professor in the departments of dentistry and pharmacy and professor in the collegiate department. The medical course covers three sessions of twenty weeks each. Applicants for admission as students must be 18 years old and must pass a satisfactory examination in arithmetic, geography, grammar, reading, writing, spelling, and elementary physics. Candidates for graduation must be 21 years of age and must have attended a regular medical school for at least three sessions of twenty weeks each, the last of which must have been at the Meharry. Students enjoy the clinical privileges of the city hospital on the same terms as the students of other medical schools in Nashville.

Eighty young men attended the Meharry Medical College in 1890–'91. One hundred and thirty-two have graduated from the institution, of whom 121 are still living. Of these all but 20 are practicing physicians. Eighteen of them have received a collegiate as well as a medical education. They are almost universally respected by the white physicians, who assist them by loans of books and apparatus and often consult with them. Many of them are accumulating property and taking their places as conservative, self-respecting members of the community. The capacity of the colored man ably and honorably to fill the profession is being demonstrated beyond cavil.

Correlated with the Meharry medical department are the Meharry dental and pharmaceutical departments. The former was organized in 1886, the latter in 1889. In 1889 the Meharry dental and pharmaceutical hall was built as a home for the new departments. The school of dentistry is greatly indebted to Dr. W. H. Morgan, dean of the dental department of Vanderbilt University, for "valuable counsel, timely

assistance, and hearty sympathy." The school has the indorsement of the Southern Dental Association, is a member of the Association of Dental Faculties, and its diploma receives due recognition wherever presented. The dental course covers three sessions of twenty weeks each, and the pharmaceutical course two sessions of twenty weeks each. There have been 14 dental and 4 pharmaceutical graduates. There is an even greater demand for colored dentists and pharmacists than for colored doctors, so that there is little trouble in finding lucrative employment. During the past eight years the medical, dental, and pharmaceutical schools of Central Tennessee College have received $7,400 from the Slater fund. About one-fourth of this has been used in helping needy students, one-fourth in purchasing books and apparatus, and the remainder in paying the salaries of instructors.

LAW DEPARTMENT.

The law department of Central Tennessee College is the first and only law school for Negroes in the Southern States. The beginning of the school was in 1879, when Hon. John Lawrence, of Nashville, essayed to give instruction in law, asking in return only the pittance derived from tuition fees. His first graduate was Joseph H. Dismukes, now professor of common law in his *alma mater*. Besides Dismukes there are three other professors. Judge Lawrence died in 1889. There have been 16 graduates, some of whom have found other occupations more remunerative than the law.

MANUAL TRAINING AND INDUSTRIAL EDUCATION.

In no other industrial school has the Slater appropriation ($1,100 to $1,300 per year) been expended with better results than in that of Central Tennessee College. Beginning with a small carpenter's shop in 1883, a comprehensive scheme of manual training has been developed embracing instruction in printing, carpentry, blacksmithing, tinwork, wagon making, shorthand, typewriting, cooking, nursing, sewing, dressmaking, millinery, etc. As soon as a pupil is sufficiently advanced to make saleable articles he is paid for them. Thus the scheme contemplates as one of its aims, though not its chief one, the giving of aid to poor students.

Central Tennessee College made the crowning move in industrial education in the summer and autumn of 1890, when a machine shop was built and equipped with a mechanical engineering outfit.

The building is a one-story frame built in machine-shop style. It is well lighted with a cupola and its dimensions are 96 by 48 with 16-foot joists, and is painted well inside and outside. The expense of the building was about $2,500, $1,500 of which has already been paid by the citizens of Nashville. The building is supplied with work-benches, tool-room, office, etc., and is heated with steam and ventilated by swinging windows in the cupola above. The building was planned by and the school is in charge of Prof. H. G. Sedgwick, an accomplished mechanician. The machinery, with material on hand, is worth $20,000, and consists of a thirty-five

horse-power Armington and Simms engine, three lines of shafting 90 feet long, thirty-three pieces of machinery ranging from the large Garvin No. 3 universal milling machine down to the most minute gear cutters, together with lathes, planers, shapers, tryers, forges, spinning tools, sand blast, pipe-threaders, and bench tools of every variety.

This equipment of machinery Prof. Sedgwick brought with him from Griswold College, Iowa, where he had charge of a department similar to the one he has established in Central Tennessee College. An expert mechanician and at the same time a Methodist preacher, Prof. Sedgwick has devoted his property and his talents to the mechanical education of Negro youth—a noble work, surely. That he is sanguine of success can not be doubted. Says he:

Come to Nashville and we will show you Negroes who can cut a gear, graduate a scale, make a service plate, or build an engine as well as the fair-haired boy from New England. The demand for his work will grow faster than we can prepare for it. We have already had over a score of applications for men that we can recommend for engineers, machinists, etc.

The fact that tower clocks and telescopes are built in these shops attests the superior skill and methods of Prof. Sedgwick. Recently, while exhibiting specimens of hand work in steel done by Prof. Sedgwick's pupils—Negro boys from 16 to 20 years old—Dr. Hartzell, corresponding secretary of the Freedmen's Aid and Southern Education Society, remarked: "That does more to solve the negro problem than all the speeches made in Congress since the war."

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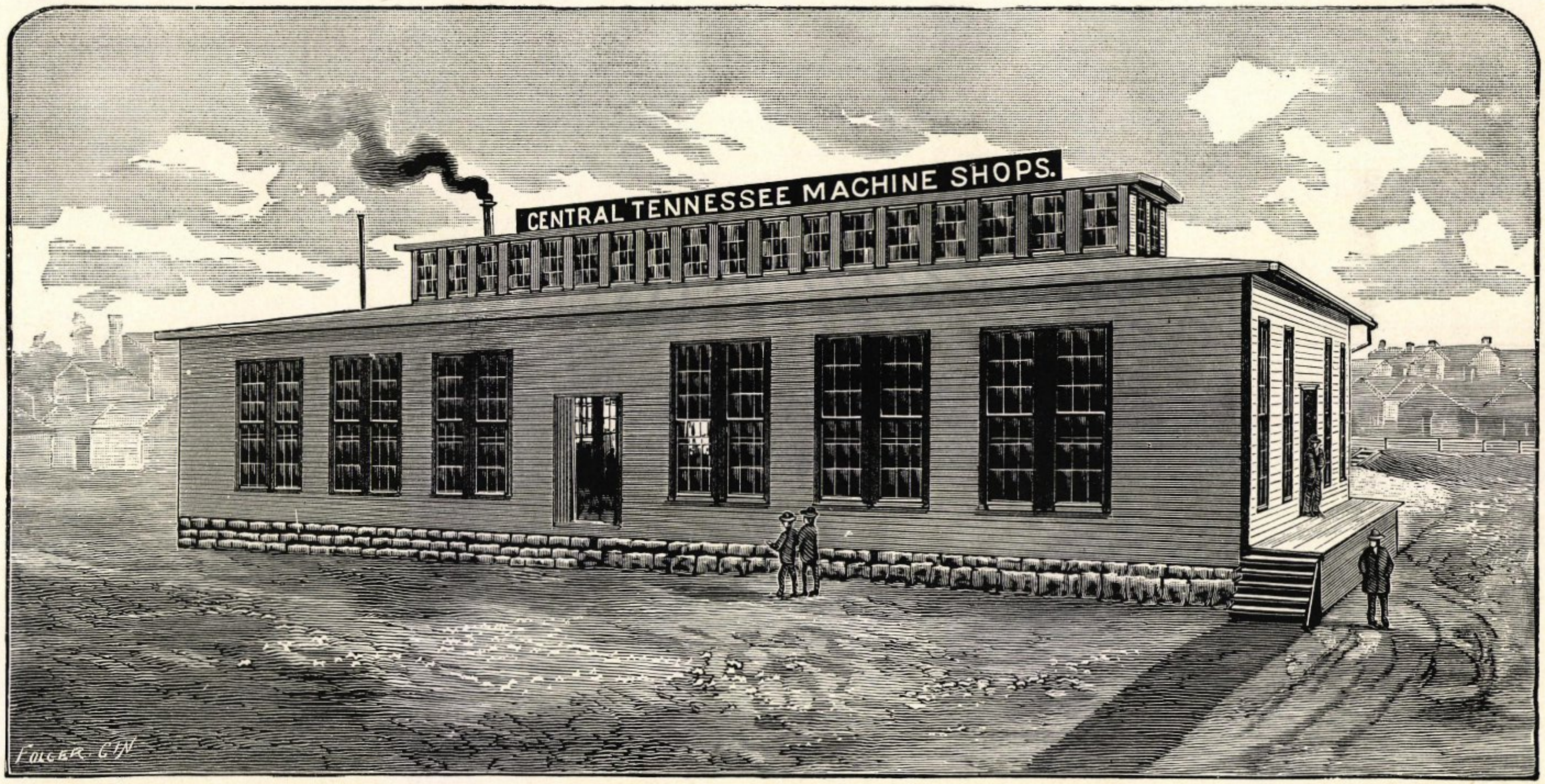
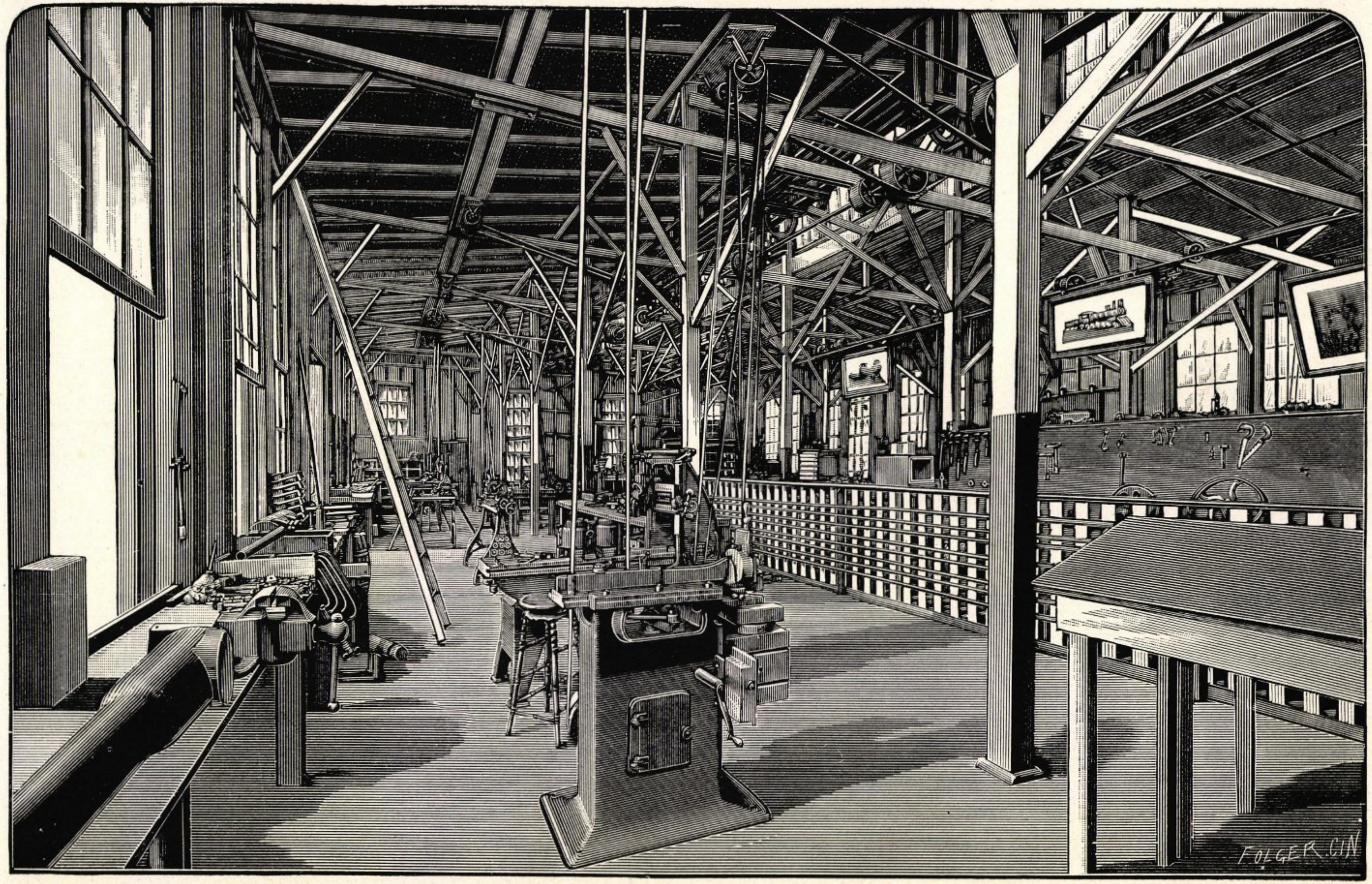
KNOXVILLE COLLEGE.

FOUNDING, ETC.

Like most other colored schools, Knoxville College traces its beginning to the troublous times of the Civil war. In September, 1862, under the auspices of three presbyteries of the United Presbyterian Church, Rev. J. G. McKee opened a school among the homeless, friendless Negroes who flocked into Nashville. Mr. McKee had graduated at Westminster College, and had studied theology at Xenia, Ohio. He was a pioneer in the cause of Negro education. Possessed of much tact, devotion, and courage, his labors were successful, despite innumerable difficulties. His school grew and prospered until his death in 1868. The United Presbyterian Church had other schools in the South besides



CENTRAL TENNESSEE COLLEGE—MACHINE SHOPS.



CENTRAL TENNESSEE COLLEGE—INTERIOR VIEW OF MACHINE SHOPS.

the one at Nashville. It now resolved to concentrate its efforts on one school and to modify and elevate the character of that school by introducing the normal feature.

In June, 1869, the general assembly of the church recommended its board of missions to the freedmen to proceed as soon as possible to the establishment of a normal school somewhere in the South and authorized it to draw upon the church for the funds necessary for the purpose. But the project lagged. The school at Nashville was abandoned or surrendered to others for a year and then resumed with flagging interest.

In 1874 Knoxville was selected as the location which promised the best results. The Nashville school was removed thither in September, 1875, and opened in an old building that had been occupied by a freedmen's school. Meanwhile a new building was being erected. Into this the school was moved September, 1876. Although the normal idea was not abandoned, the school was known henceforth as Knoxville College. Not that the name comported with the reality, "for there was not a student that could pass a good examination in arithmetic, grammar, or geography," but its realization was set up as a goal toward which all endeavor should tend. The institution has hardly yet attained to the stature of a genuine college, but it has organized college classes and has graduated some 20 young men and women. Rev. J. S. McCulloch, D. D., has been president and Miss Eliza B. Wallace, B. S., lady principal for thirteen years. Other buildings than the main building erected in 1876 have from time to time been constructed as the needs of the school required. A special feature are the homes for boys and girls. The Little Girls' Home was built in 1887 and the Little Boys' Home in 1890. Children from 6 to 13, whether orphans or not, are received into these homes and are cared for and taught by a matron, who endeavors to train hand, mind, and heart. In 1890–'91 Knoxville College had an enrollment of 313, much the larger portion being in the lower classes. Ten of them were "State normal" students. The property of the school, including 224 acres of land, is valued at $100,000. Its chief support is contributions received through the board of missions to the freedmen, amounting to about $7,000 annually.

INDUSTRIAL EDUCATION.

Manual labor and industrial training are prominent features of Knoxville College. Sewing and printing are taught and all of the work in and about the college, including the cultivation of the 16-acre farm, is done by students. Recently Knoxville College was made, virtually, the colored department of the University of Tennessee. The following statement explaining the relations between the college and the university was furnished by Dr. Charles W. Dabney, jr., president of the University of Tennessee. It would appear that President Dabney, is

not well informed as to industrial education in the other colored schools of the State or else underestimates it.

COLORED DEPARTMENT OF THE UNIVERSITY OF TENNESSEE.

An article of the State constitution requires that the colored race shall have a fair share of all the benefits of all funds provided for public education, "but the accommodation and instruction of persons of color shall be separate from the white." The spirit of all the United States statutes pertaining to the land grant is the same. The Negro must have his share of the benefits of these grants, as far as he may be qualified to avail himself of them. The last grant (Morrill act, 1890), which provided additional funds especially for industrial training and for instruction in English, etc., is very explicit in its provisions for the Negro.

From the time it received the benefits of the original land grant the University of Tennessee has done all it could to aid those colored men who had qualified themselves to take a college course.

For a long time the only place in the State where college education was provided for them was at Fisk University. The land-grant act forbade any portion of the principal or interest of that fund from being used for the purchase of land or the erection of buildings. The university had no money to purchase a site or erect a building for a separate colored department, and the State gave it nothing it could use for this purpose or any other; it has never given the university anything from its own treasury.

Under these circumstances the only thing that could be done was to adopt some existing institution and pay the tuition of the colored appointees attending there.

The board had the precedent for this in many other Southern States, as, for example, in Virginia at the Hampton Institute and also in the arrangement which the State made with them.

Not wishing to expend any money in lands or buildings, the general assembly of 1869 adopted the East Tennessee College for its land-grant institution, entering into a contract, under which East Tennessee College bound itself to provide the land for the site and for the agricultural experimental farm and the fund for extensive buildings; while the State bound itself to pay the whole of the income from the land grant to this college as long as it fulfilled its part of the contract.

In adopting another institution for its colored department the university was following the example of the State in this original arrangement with it.

When colored men prepared themselves and secured appointments the board made an arrangement with Fisk University to educate them. At first the requirements comprised only the elementary branches of the common school course. The first colored men who entered were sent to Fisk University about 1882. As white students received free tuition, the tuition of the colored appointees was paid at Fisk. The examinations were held by the county superintendents at Fisk University and at the University of Tennessee, at Knoxville, and there were sometimes 30 or 40 of these in a year.

When Knoxville College was established some time later, a similar arrangement was made with it and colored appointees had the option of going to Fisk or to Knoxville College. This increased the numbers still further.

In 1887 the board decided to consult the attorney-general of the State about this and all the other conditions of its contract with the State. We desired to be advised in a proper manner about our duties and legal responsibilities to the State before going on with the new plans then proposed.

With regard to this question of a colored department the attorney-general thought that we had done all that was required of us or could be done in the premises; but he advised us that all the departments of the university should be located at Knoxville, if possible, in immediate connection with the original departments, where they

could be under the supervision of the president, board, and faculty. So long as we had an opportunity to do so, he thought this our plain duty.

Accordingly, in 1888, Fisk University was duly notified not to receive any additional students, and that, as soon as those then matriculated should finish their courses, the university would cease to send appointees there.

Negotiations were commenced at once with Knoxville College, which had developed into a most excellent school, and, as soon as the funds could be released from the other contracts, a new and closer contract was made with the management of this institution.

Under this new arrangement, which went into effect in 1890, Knoxville College agreed to establish a new department of the sciences and industries "pertaining to agriculture and the mechanic arts," to be called the industrial department, for which it should provide the land and buildings, and the University of Tennessee should provide the equipment, teachers, and all current expenses. This made this college a complete one according to the requirements of the land-grant act, as it already had full literary and mathematical schools. The board of the university elects the teachers, makes appropriations from the income on land grant and its additions, makes rules, etc., for this industrial department, while the board of Knoxville College supports and controls the previously existing literary department. In other matters the two boards act together. There is only one executive, however, the president of Knoxville College.

This industrial department is being built and equipped now. The writer visited the board of the United Presbyterian Church at Pittsburg, Pa., who have been the generous patrons of this institution ever since its foundation, and secured from them an appropriation for the new building required. It has facilities for instruction in chemistry and botany, scientific agriculture, physics, and drawing, and practical work in farming, gardening, and shop work in wood and iron. The State appointees are required to take either a scientific or industrial course in this college. They receive their literary and mathematical training in the other departments of the college. The contract provides that they shall have free tuition in all the general departments of the college, and, in return for this, the other students of Knoxville College are to have free tuition in the industrial department after the State appointees are accommodated.

So Knoxville College became, in fact, a department of the University of Tennessee.

The tendency is to bring it more and more under the care and influence of the general faculty of the university. Special regular teachers are employed for the industrial department of Knoxville College, but their instruction is supplemented by lectures by our regular professors when necessary.

The standard for admission has been raised and it is now the same (or as nearly the same as possible) for whites and colored, with the understanding that the examiners will be lenient to the colored man.

There were 16 colored students last year, and the number will increase largely when the new department has had time to illustrate its plans.[1]

The board of the university has created twelve separate apprenticeships in this department, worth $50 per annum, for the purpose of aiding poor and meritorious students in getting an education.

We believe that this college now provides for the "brother in black" the kind of education which he needs most. The schools established by churches and benevo-

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[1] The fact that the Negroes of Tennessee are, according to the census of 1880, entitled to about 69 of the 275 cadetships, led a committee of the general assembly in February, 1891, to recommend that a colored appointee to the State University be allowed to attend either the school at Knoxville or one of the four schools: Fisk, Roger Williams, Central Tennessee, at Nashville, or Le Moyne Institute at Memphis, as he chose.

lent people at the North have naturally aimed to give him a literary education which would qualify him to teach or preach. This has, we think, been carried too far. It is the aim of the University of Tennessee, as it believes it is its duty, under this important trust, to provide industrial education for him. The interest manifested and the success already attained encourage us to expect splendid results from this experiment.

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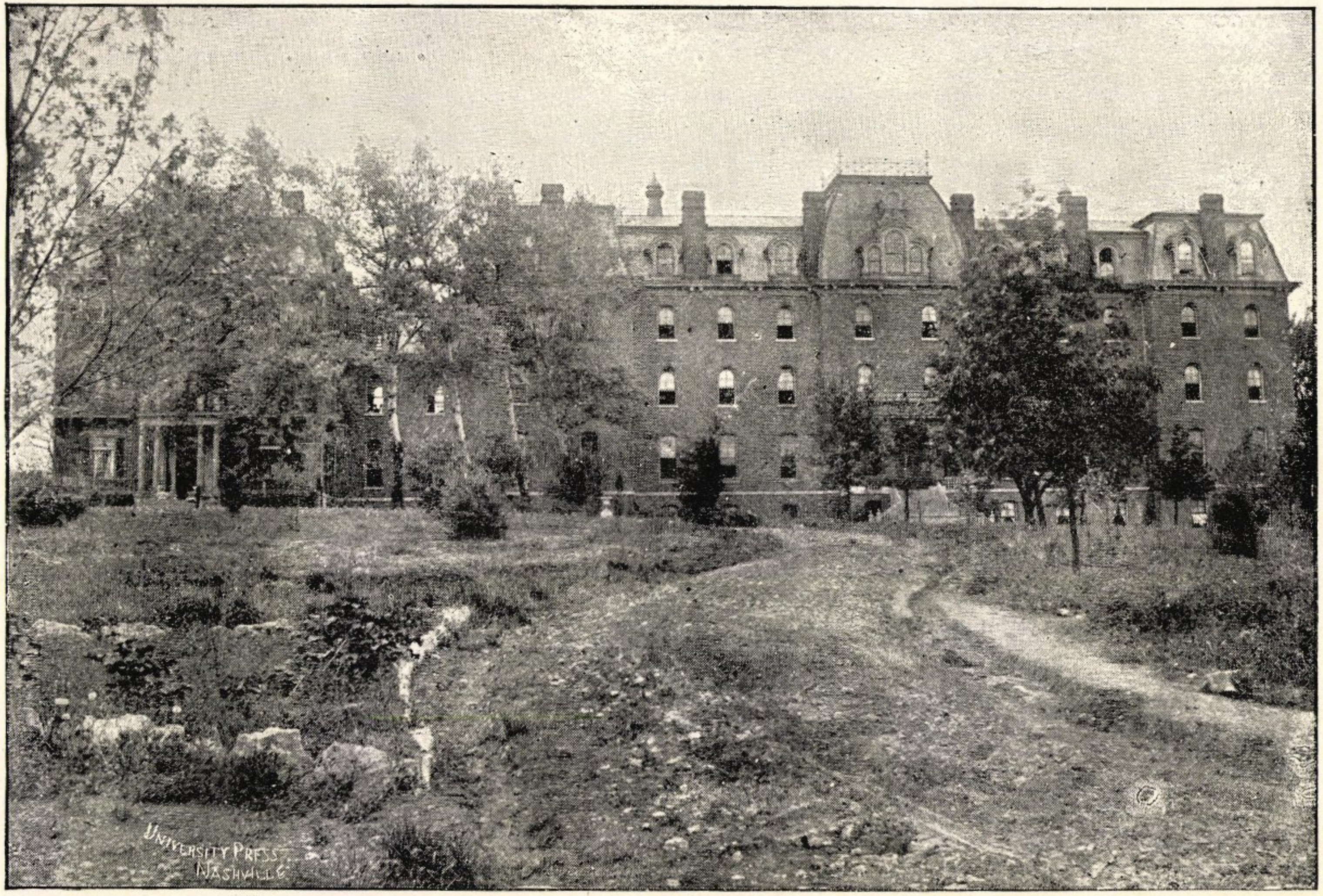
ROGER WILLIAMS UNIVERSITY.

Roger Williams University is one of some fifteen schools for the freedmen whose establishment is mainly due to the American Baptist Home Mission Society. This society began missionary and educational work among the Negroes as early as 1862. In the summer of 1864 it sent Rev. Daniel W. Phillips, D. D., to Nashville to start a school. Dr. Phillips was by birth a Welshman. He had come to America while a young man and by dint of unremitting toil and the closest economy had acquired an education at Brown University when that institution was under the presidency of the celebrated Dr. Wayland. It was his conviction that it was his duty to come that now brought him into this new field.

For some time after reaching Nashville Dr. Phillips had charge of the Central Baptist Church, whose membership was white. At the same time he was teaching and preparing for the ministry a class of young colored men, at first in the basement of the First Colored Baptist Church, afterwards in his own house. Being on the alert for a place in which to regularly open his school, he purchased a lot near Fort Gillem and removed to it a two-story frame building bought of the Government for $1,000. The Home Mission Society paid for the building, but $6,000 or $7,000 more were needed to pay for the lot and to set up and remodel the building. An effort to obtain assistance from the Freedmen's Bureau proved fruitless, as did also a subsequent attempt to secure an appropriation from the Peabody fund. Dr. Phillips and Rev. W. C. Rush, who had become associated with him, then went North to raise the money, Dr. Phillips going to New England, and Mr. Rush to Ohio. Their mission was successful and in 1867 the Nashville Normal and Theological Institute was opened. As its name implied, its primary object was the education and preparation of teachers and preachers.

The school prospered and with its prosperity the need of larger and better accommodations grew imperative. Dr. Phillips determined to buy a site on Fort Gillem, the fort crowning the hill on whose side was situated the institute. He went to New England to raise the purchase money. After securing enough promises to make it certain that he would be able to collect the whole sum, he wrote to a friend in Nash-



ROGER WILLIAMS UNIVERSITY.

ville to make the purchase, but only to learn that he had been forestalled by Fisk University. Dr. Phillips was sorely disappointed. The now urgent needs of the school demanded immediate action. Rev. Dr. Simmons, secretary of the American Baptist Home Mission Society, came to Nashville, and with Dr. Phillips spent a month in canvassing for a location for the school. At last the present location, on the Hillsboro turnpike, 2 miles from the heart of the city, was selected. There were a mansion house and outbuildings and 30 acres of land beautifully situated on elevated ground. The Mission Society was not able to pay the price asked—$30,000. Thereupon Dr. Nathan Bishop and wife, of New York, offered to furnish the means, and the place was bought. Two stories were added to the mansion house, making it four stories in all. Plans were made and work begun on an additional building, to cost $10,000 or $12,000. Dr. and Mrs. Bishop again stepped in, and a building costing three times as much was erected instead. Centennial Hall, as this building is called, is a four-story brick exclusive of basement, 49 feet in width by 185 feet in length. The basement is used as a boarding department, the first floor for school purposes, and the three upper floors as dormitories for young men.

The Mansion House, also a four-story brick, is 48 feet in width by 80 feet in length, and furnishes apartments for some of the teachers and dormitories for the young women. The Mansion House and Centennial Hall are united by a hall way and at a distance present the appearance of a single structure. Since these buildings were erected two residences have been built on the grounds, one for the president and one for the principal of the normal school. The institute was removed to its new location on the first Wednesday in October, 1876. In 1883 it was incorporated as Roger Williams University. Dr. Phillips deplored the change of name; no good would come of calling the school what it was not; possessed of the name of a university it would ape the ways of a university; its true scope would be lost sight of and its true aim perverted.

At the top of the curriculum stands the college course of four years. Next below is the college preparatory course of three years. Then comes the normal course, and still lower the English department, furnishing elementary instruction. There is also a theological course of two years. The rudiments of knowledge are thoroughly taught; the college course is not very full and not very advanced. The degrees of B. A. and B. S. are conferred upon graduates. Bachelors of three years' standing who in the mean time have been engaged in literary or scientific pursuits are admitted to the master's degree on the presentation of a suitable thesis. The degree of bachelor of divinity is given to such as complete both the college and the theological course. Provision is made for instruction in instrumental and vocal music. Industrial training for both sexes is supported by an annual appropriation of $1,000 from the Slater fund.

Every student is required to do work for the university amounting to one hour daily or pay $2 per month in lieu thereof. The whole tendency is to dignify labor. Another thing in which Roger Williams is like the other colored schools of the State is this: All of them are under the patronage of some Christian organization, and religious education is deemed of paramount importance; Roger Williams has daily classes in Bible study, and every student is required to attend one of these classes. "Recognizing the importance of exercise in student life, a military company has been formed under the laws of the State, and regular drill is given in military tactics." The enrollment of Roger Williams has reached nearly 300; in 1888–'89 it was 286; in 1889–'90, 273; in 1890–'91, 226. Among these is found a number of "State normal" students. The majority of the students teach school during vacation and many of them do so during a part of the school year.

Dr. Phillips was at the head of the Nashville Normal and Theological Institute until 1882, when he was succeeded by Rev. William Stewart. Dr. Phillips retained his professorship, however, and when the institute was incorporated as Roger Williams University he was elected president of the board of trustees, a position which he held until his death, in April, 1890. Rev. William Stewart was president of the school until 1884. Rev. Edward C. Mitchell was then president *pro tempore* for one year. From 1885 to 1887 the position was filled by Rev. William H. Stiffler.

In 1887 Rev. Dr. A. Owen, the present president, came into office. Dr. Owen was for seven years president of Denison University. Six male and 5 female teachers assist him in the work of instruction. The Roger Williams property is valued at $100,000. With its splendid site and handsome buildings the university adds no little to the beauty of Nashville's environs. Moreover it is one of the institutions that make Nashville the educational center of the South for blacks as well as whites.

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See Baptist Home MissionMonthly, November, 1888; The Freeman, Indianapolis, July 20, 1889; Slater Fund Reports.

HOFFMAN HALL.

Hoffman Hall is the living attestation at once of the zeal of a great church for the uplifting of the Negro and of the kindly feelings of brotherhood that exist between two denominations of Christians. It is a theological college of the Protestant Episcopal Church for the education and practical training of colored candidates for the ministry established in connection with and located in proximity to Fisk University, a colored institution of the Congregational Church. The Episcopalians have no school in Tennessee for the higher education of the Negro, and by invitation of the authorities of the Fisk they founded their theolog-

ical school by the side of the Fisk, where their students enjoy at the same cost the same advantages as Fisk students. "Undergraduates reside in the hall, and either pursue the full classical course at Fisk University, taking their degree (recommended wherever possible), or pursue such partial course at the university, supplemented by studies at the hall, as may be arranged by the principal." The past year, the first year in the history of Hoffman Hall, there were four theological and four undergraduate students. The regular instructors are Rev. Meredith O. Smith, B. D., principal of the hall, and Archdeacon Colbraith B. Perry. Four "honorary professors," pastors of churches in different parts of the country, are in residence annually from two to three weeks each, during which time they give daily instruction. Hoffman Hall is so named in honor of Rev. Charles F. Hoffman, D. D., by the aid of whose munificence it was built. A small debt still remains unpaid.

CHAPTER XII.

THE PUBLIC SCHOOL SYSTEM OF TENNESSEE.

By THADDEUS P. THOMAS, M. A.

FAILURE TO RECOGNIZE IMPORTANCE OF PUBLIC SCHOOLS.

One cause of the slow development of the system of public schools in Tennessee and throughout the entire South has been the failure to recognize the importance of laying a good educational foundation. There has been a tendency to forget the fact that the effectiveness of the higher education depends largely upon the vitality of the common schools. In New England colleges were organized before there was an efficient public-school system; but if New England was the first to make the error she was also the first to rectify it. In the West, owing to the wise provisions of the ordinance of 1787, the educational system "was built from the bottom." In the South the case has too often been the reverse. In addition to this, public sentiment in all the earlier history of the State was never warmly in sympathy with the idea of State management of common schools, but it was believed that these would succeed better in private hands. It is largely due to these causes that the public-school system of Tennessee, as a vigorous and effective system, has no real history before 1873.[1]

PUBLIC LANDS IN TENNESSEE CEDED TO THE STATE.

In 1790 North Carolina ceded all the land within the present limits of the State to the General Government. In 1796 Tennessee was admitted into the Union, but the General Government retained the public lands. It was not until 1806 that Congress ceded these lands to the State:

Provisions were made for the benefit of education similar to those made in the case of Ohio, but differing in one important particular. In Ohio, and in the other States carved out of the Northwest Territory, the sixteenth section in each township was designated and conveyed direct to the inhabitants of the township. The admirable system of United States surveys definitely located the grant, and the title was vested in the township. Tennessee, which had been admitted ten years before its land cession, had not been reached by this system of surveys. The township and section could not, therefore, be designated, and Congress did not vest title in the inhabitants of a township or district. The provision was in the following words: "And the State of Tennessee shall, moreover, in issuing grants and perfect-

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[1](See paper on "Education in the South," by W. R. Garrett, in the "Proceedings of the Department of Superintendence of the National Educational Association," at its meeting in Washington, March, 1889.)

ing titles locate 640 acres to every 6 miles square in the territory hereby ceded where existing claims will allow the same, which shall be appropriated for the use of schools for the instruction of children forever." This provision imposed a duty on the State, but failed to vest the title in the subordinate civil division. Tennessee had no series of civil divisions of 6 miles square corresponding to the township. The grant was not thus definitely located and vested. In the mean time much of the land had been taken up by valid claims and with the rapid stream of immigration which poured in the squatter preceded the surveyor. Many acts were passed by the legislature to protect the school lands, but from the vague nature of the grant and possibly from the failure to appreciate its value, the opportunity to utilize it was lost.[1]

The same act of Congress provided that 100,000 acres of land should be set apart for the use of academies, one academy for each county; and 100,000 acres for the use of two colleges, which have since developed into the Peabody Normal College and the State University at Knoxville.

ACT OF 1830.

Though the messages of the governors constantly refer to the subject, no definite plan for a system of public instruction was attempted until the passage of the act of January 14, 1830, by which provision was made for laying off school districts. Five trustees were to be elected in each district and the chairmen of the boards of trustees were to select commissioners who were to divide the school money appropriated for their county among the several districts. The trustees were to employ and dismiss teachers and make annual reports to the commissioners, who were then to make annual reports to the legislature. An important clause in the constitution of 1834 was the one which provided that the common-school fund should be "a perpetual fund, the principal of which should never be diminished by legislative appropriations." But the school money was used for private purposes more than once, and in one case this was done by the superintendent of public schools, Robert H. McEwen, who had been elected in 1836. A large part of the school fund was also lost on the failure of the Bank of Tennessee, which had been created in 1838 and in which the school fund had been invested. But the State has made good these losses.

THE WAR.

Previous to the war there was no real vigor in the public school system. The State superintendent did not have sufficient executive power, but was merely an agent to look after the school fund. The system was characterized by a lack of unity in its organization. The interest on the school fund, amounting to $90,000 annually, was distributed among the counties; but the sum was so small and so injudiciously used that the schools were generally maintained only a few weeks out of the year. During the war education was practically suspended throughout the South. The evils resulting from the war continued for

[1] Education in the South, W. R. Garrett.

many years. Historians are accustomed to give vivid accounts of the destruction of life and devastation of property caused by war, but they frequently fail to point out its disastrous effects on the intellectual advancement of a nation. The cause of education in the South had to wait until the people began to regain their material prosperity; for it is invariably true that the wants of the body must have attention before those of the mind. In addition to the other burdens left as a legacy of the war, the State found its population largely increased by the emancipated Negroes, who must be educated at the expense of the white people, as they were unable to contribute towards their own education.

ACT OF 1867.

In spite of all difficulties, a law was enacted in 1867 establishing a State system of public schools. The office of State superintendent of public instruction which had been filled by the treasurer[1] was put into the hands of Gen. John Eaton, who discharged its duties with energy and ability. The law was on the whole a good one, but it had been enacted in advance of public sentiment and it soon failed. The point had not yet been reached where the people were either willing or able to tax themselves to maintain a first-class educational system. There was in many quarters a bitter opposition to the organization of the schools.

THE ACT OF 1870.

The law of 1870 practically repealed the law of 1867. The State relinquished all efficient control, and virtually turned over the whole subject of common-school education to the different counties. The result was that in 1872 only twenty-nine out of the ninety-three counties of the State levied any educational tax whatever. It is estimated that not one-fifth of the scholastic population of the State had any means of education. "Indeed, in some of the counties visited there was not a single school, either public or private, in operation; nor were there any efforts being made by the citizens to remedy the deficiency.[2]

THE ACT OF 1873.

The system established by the law of 1873 is, with some amendments, the one which is in operation to-day. After it was once established there was a marvelous advancement in the efficiency of the schools in

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[1] By the act of 1844 the office of superintendent of public instruction had been abolished and the duties of the office transferred to the treasurer. By the act of 1867 the office of superintendent of common schools was created, to be filled biennially by the vote of the people. This act was repealed in 1870 and the superintendent given ninety days in which to wind up the affairs of his office. The office of superintendent of public instruction was recreated February 3, 1871, but the treasurer of the State was made superintedent *ex officio*. It was made a separate office by the act of 1873.

[2] See report of State Superintendent John M. Fleming, 1874.

spite of prejudice, opposition, and monetary depression; and the system is one of which the State may well be proud. In accordance with its provisions the administration is in the hands of a State superintendent, county superintendents, and district school directors. The State superintendent is nominated by the governor and confirmed by the senate. The county superintendent is elected biennially by the county court and is paid for his services by the same body. There are three directors elected biennially by the qualified voters of the district. It is their duty to enforce the school laws, employ and dismiss teachers, take care of the school property, and use the school money for the best interests of the schools. The school age is between 6 and 21 years.

THE SCHOOL FUND.

The school fund is a legal fiction. There is no real fund in existence, but the State pays out of its taxes the interest on $2,500,000 semi-annually for the support of the schools. To this are added the proceeds of all escheated property, of all property accruing to the State by forfeiture, of all lands sold and bought in for taxes, and of the permanent effects of intestates. Every male inhabitant is subject to a poll tax of $1, and a tax of 1½ mills on the dollar is annually assessed upon all property subject to taxation for the support of the public schools. These taxes are collected as other taxes are, and are paid over to the county trustee in the county where collected and distributed to each school district according to scholastic population. When these taxes are insufficient to keep up a public school for five months in the year in the districts of the county, "the county court shall levy an additional tax sufficient for this purpose, or shall submit the proposition to a vote of the people, and may levy a tax to prolong the schools beyond the five months; said tax to be levied on all property, polls, and privileges liable to taxation, but shall not exceed the entire State tax." The mayor and board of aldermen of cities and incorporated towns can establish high schools and are empowered to levy an additional tax for the purpose.

AMENDMENT OF 1891.

An important amendment to the original bill was passed in 1891, providing that there shall be two classes of schools: Primary schools, consisting of five grades, and secondary schools, which give the same instruction that is given in the primary schools and have three additional grades. The primary schools teach orthography, reading, writing, arithmetic, grammar, geography, history of Tennessee, and history of the United States. Vocal music and elocution may be taught. The secondary schools teach these additional studies: Elementary geology of Tennessee, elementary principles of agriculture, elements of algebra, elements of plane geometry, elements of natural

philosophy, bookkeeping, elementary physiology and hygiene, elements of civil government, and rhetoric. Practice is also given in elocution and vocal music may be taught.

STATISTICS.

The following statistics from the annual report of Superintendent Frank M. Smith[1] for the year 1890 will give an idea of the present condition of the schools:

Total scholastic population between the ages of 6 and 21:	
Whites	510,589
Colored	175,721
Total	686,310
Number of teachers employed	7,911
Number of white schools	5,395
Number of colored schools	1,536
Total number of schools	6,934
Number of schools controlled by city boards	117
Number of county institutes held during the year	402
Number of teachers attending	4,749
Number of applicants examined	8,916
Number of teachers licensed	7,824
Number of pupils enrolled during the year:	
White males	168,678
White females	156,477
Colored males	47,152
Colored females	47,797
Total	420,104
Average daily attendance:	
Whites	235,166
Colored	61,599
Total	296,765
Total amount of money received, together with $620,752.29 on hand	$2,038,558.35
Total expended	$1,300,351.67
Number of schoolhouses erected during the year	265
Total value of school property	$2,380,319.61
Average number of days taught	86+
Average compensation of teachers per month	$31.24
Average cost of tuition per pupil per month	$0.74

[1] The following are the names of the State superintendents since the establishment of the present system of schools: Jno. M. Fleming, 1873–'75; Leon Trousdale, 1875–'81; W. S. Doak, 1881–'82; Dr. Doak died in office and his unexpired term was filled by G. W. S. Crawford, 1882–'83; Thomas H. Paine, 1883–'87; Frank M. Smith, 1887–'91; W. R. Garrett, 1891.

TEACHERS' INSTITUTES.

One of the most powerful auxiliaries to the public schools has been the system of institutes established in connection with them. These were first regularly organized in the summer of 1874 through assistance obtained from the Peabody education fund. County institutes were also organized and the scope of the work has steadily increased since then. In 1891 $1,500 was appropriated by the State and $2,000 by the Peabody education fund for carrying on institutes. These appropriations were distributed between the two races in the ratio of their scholastic population.

In a free country the success of the schools depends largely upon the confidence and intelligent coöperation of the masses, and the value of these institutes lies in the fact that they have not only "educated the educator" in better methods of instruction, but have prepared the way for a vast improvement of the present prosperous condition of the schools by arousing the interest of the people in the cause of education more effectively than any other agency has ever done.

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