

TUSCULUM
C O L L E G E



*A Heritage of
Two Centuries of Memories*

Don Sexton, Professor Emeritus

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Words from the past... for the present and future.

"...if our children are to be brot. [sic] up in ignorance, we can not expect that they will understand the nature of true liberty."

Rev. Hezekiah Balch
December 18, 1795

"The only means that have been relied on or used, to secure patronage for Tusculum, are laborious, self-deserving and persevering diligence and care, in making intellectual, moral and practical scholars."

Rev. Samuel W. Doak
Autumn, 1846

"The only philosophy of life that I know about being worthwhile is the philosophy that life is a mission; that it is meant for service, and that it does not make much difference what comes to one in the way of hardship, disappointment, or loss..., provided he[she] is able to be of real service to other people. Personal attainment ... [and] friendships are fine, money is a good thing to have, but these and all other things of like nature are valuable only as they tend to make one of more real service to humanity and to God."

President Charles Oliver Gray
1921

A Word From Our Provost...

Welcome to Tusculum College. By becoming a citizen of Tusculum you are following in the footsteps of thousands who have preceded you. Tusculum College is the oldest college in state of Tennessee; and across the nation only twenty-two college have been in continuous operation longer.

As you begin your collegiate undergraduate experience, which I hope will be both intellectually challenging and personally rewarding, you will become conscious of the recurrent themes of our mission. Tusculum College has always emphasized the classic virtues of individual freedom and responsibility, moral and physical courage, reflection and practical wisdom, friendship and moderation, and civic responsibility. These virtues inspired the Judo-Christian beliefs of the College's Presbyterian founders, each of whom drew inspiration from the philosophies of Plato, Aristotle, Cicero, Cato, and others. As the quotes on the facing page suggest, the best cure for ignorance and intolerance is learning and faith in preparation for a life of service to others.

Tusculum does not carry the "Pioneers" nickname and mascot by accident. From its birth in frontier Tennessee in 1794 to the present, the college has led the way in meeting the needs of the nation's future leaders, youth, and residents of this region. Originally, the college served the educational aspirations of the sons and daughters of pioneer settlers. In the modern era it pioneered educational opportunities for women and African-Americans who were often subject to past prejudice and discrimination.

Tusculum College has also been a pioneer in other ways. The college has been a leader within East Tennessee in educational programs for working adults who already have jobs and family responsibilities. Today our Graduate and Professional Studies Program helps working adult students, an important part of our College community, to complete their educations. The College has also pioneered the "block system" or "focused calendar," and is one of only four colleges in the United States that operate on this intensive and accelerated academic calendar.

Tusculum College has historically defined its mission in terms of service to "first generation" college students - the young men and women who have been the first in their families to seek higher education - and to contribute enlightenment and understanding to the local community. The modern College continues to open doors for such students, and in fact is a host college for many federal programs, such as Upward Bound, that promote opportunities for potential first-generation college students.

From our earliest days, when the College's founders taught and examined students one-on-one in log cabin classrooms, down to the present day, classes remain small enough to encourage individual expression. Tusculum College provides an education that is a dialogue between faculty and students, rich with practical learning through debates, field experiences, and internships. As a small college, Tusculum provides opportunities in which the individual can mature intellectually, grow socially and discover new ways to become an engaged citizen in the twenty-first century.

Therefore, let me urge you to take full advantage of this opportunity. I look forward to discussing with each of you the new insights and ideas you encounter along the way as you both learn from and contribute to the heritage of this historic institution.

Kimberly K. Estep, Ph.D.
Provost & Academic Vice-President



Pioneer Founders

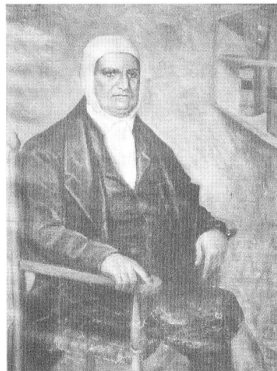
Every college in the United States has a story to tell. Tusculum College is no exception. The highlights of its unique heritage and the accomplishments of some of those who have shaped its history over the course of the past two centuries are recounted in this pamphlet.

Tusculum College owes its birth to the vision and steadfastness of four early pioneer-educators: Samuel Doak and his son, Samuel W. Doak, Hezekiah Balch, and Charles W. Coffin.

Descended from Scotch-Irish stock, Samuel Doak enrolled in the College of New Jersey (today Princeton University) in 1773 during the War for American Independence. After completion of his theological studies, he was licensed to preach the Gospel by the Presbytery of Hanover, Virginia, in 1777. One year later, Doak moved westward to the Salem area on Little Limestone Creek in what is now Washington County on the Tennessee frontier.

The early settlers in east Tennessee lived a hard and challenging existence. The Doak family not only farmed, but also faced serious danger from Indians. In addition, the pioneer farmers felt the effects of the American Revolution when the British threatened to lay waste to the settlements west of the Appalachians as part of their campaign to regain the Carolinas. Samuel Doak prayed for God's blessing on the frontiersmen gathered by John Sevier at Sycamore Shoals before the battle of King's Mountain in 1780.

Samuel Doak was the first Presbyterian minister to become a permanent resident of East Tennessee. Hezekiah Balch was the second Presbyterian pastor to make his home in the region. The two ministers enjoyed a turbulent relationship; Balch was by turns "Doak's friend, rival and antagonist." Born in Maryland in 1741, the younger Balch was also a graduate of Princeton. After he was licensed by the New Castle Presbytery in 1768, he ministered to frontier men and women before "casting his lot with



the people of God in the West." Tradition has it that Balch and Doak jointly organized the church of Mt. Bethel in 1783 "under a clump of oaks near the Big Spring of Greeneville," which Balch was also the pastor of.

A passionate man of strong convictions, Balch's sermons were "evangelical, hearty and impressive, stressing the application of high religious principles to everyday life." His beliefs also led him to become deeply involved in the stillborn effort to carve a new state from the Western lands ceded by North Carolina to the United States. To have been named in honor of Benjamin Franklin, the statehood movement provoked conflict between Balch and Doak. Samuel Doak's call in the draft constitution for Franklin to found a college, or "one university . . . near the center of the [proposed] state and not in a city or town," led Balch to violently reject the document in its entirety at a meeting in Greeneville in 1785.

The academy named in honor of Alexander Martin, then governor of North Carolina, founded by Samuel Doak in 1783 evidently sparked Balch's opposition to the Franklin constitution. Chartered by North Carolina the following year, Martin Academy was "the first literary institution West of the mountains." The Reverend Balch may have viewed the constitution as heralding the conversion of the academy into a university, which conflicted with his ambition to establish a college in Greeneville. The collapse of the Franklin statehood movement, which occurred when North Carolina rescinded its cession of western lands, effectively ended Doak's plans for Martin Academy. The Academy, however, lived on as Washington College after it was reincorporated in 1795.

The feuding reverends eventually composed their differences and collaborated in the creation of a new presbytery consisting of congregations steeped in the Presbyterian theology of John Knox stretching from the Watauga settlements near present day Kingsport to Nashville. From the pulpit of Mt. Bethel church, Balch preached a covenant of grace to his largely Scotch-Irish parishioners reminiscent of Puritanism.

In the autumn of 1794, Hezekiah Balch sought a charter from the legislature of the Southwest Territory "to establish a university in Greene County." The resulting charter was enacted and signed by territorial governor

William Blount on September 3, 1794. The legislature specified in the charter that the university was to be “known by the name of Greeneville College [and situated] on the plantation where Hezekiah Balch now lives.” Present-day Tusculum College, the 28th oldest institution of higher learning in the United States, traces its lineage to this 213-year old document.

Characteristic of frontier schools, Greeneville College was initially little more than a grammar and primary school. College-level instruction did not begin until 1805. Balch and Harvard-educated Charles Coffin, who the trustees elected vice-president of the college in 1801, examined a student identified simply as Preston in his knowledge of Virgil, Cicero and the Greek testament in December 1805. Preston bore up so well under this examination “that he was admitted to the standing of freshman in [the] college; . . . he is the first [student] to have obtained this rank in our young seminary.” But it was Hugh Brown, who survived examination by Balch, Coffin and also six trustees, who became the first graduate of Greeneville College three years later.

Theological or religious studies obviously occupied a central place in the curriculum of the college, which relied on recitation, not lectures and group presentations, as the principal means of gauging growth in student knowledge and comprehension of subject matter. Balch and Coffin expected every student of Greeneville College to deliver four stand-up recitations per week, including one on Saturday. The study of writing, grammar, mathematics, history, philosophy, Latin and Greek was emphasized. Skill in oral and written communication as well as a grounding in logical or critical reasoning and history, or what was then called political economy, were expected of all students. Knowledge of Latin and Greek – the hallmarks of an educated man in pre-industrial America – was a precondition to reading in the works of Greek and Roman philosophers. In bringing education to frontier Tennessee, Balch and Coffin clearly conceived the mission of Greeneville College as readying students to assume public roles as moral leaders in their local communities and potentially the larger national civil society.

Unfortunately Hezekiah Balch died shortly after Hugh Brown graduated in 1810 and thus never witnessed the growth of the college for which he laid the foundation. Charles Coffin succeeded him as president of the

Greeneville College, which prospered under his enlightened leadership until his resignation in 1827 to assume the presidency of East Tennessee College (now the University of Tennessee). Greeneville College went into decline after his departure and ceased operation at the outset of the Civil War.

Samuel Doak forged the second link in Tusculum’s lineage when he founded a preparatory school known as Tusculum Academy. According to tradition, he established the academy jointly with his eldest son, Samuel W. Doak, in 1818. The academy was named “Tusculum” in honor of the Reverend John Witherspoon, the president of the College of New Jersey, the elder Doak’s alma mater, and from which Tusculum College’s colors of orange and black are derived. Witherspoon, a signer of the Declaration of Independence and ardent champion of the American cause, in his turn had taken the name from the home of Cicero, the Roman statesman, orator and historian. There was more to Doak’s choice of Tusculum as the name for his academy than the desire to memorialize his mentor. Cicero embodied the principles of courage, reason, moderation and justice of the Roman republic and determined resistance to tyranny. The desire to identify Tusculum Academy with these values almost certainly influenced the Rev. Doak’s choice of a name.

Samuel Witherspoon Doak continued to guide Tusculum Academy following the passing of his father in 1829. He was instrumental in securing a charter for it from the state legislature in 1844. The charter transformed the academy from a preparatory or primary school into a college offering both a “regular course” and a course or curriculum of “English sciences.” The former consisted of Greek, Latin, mental and moral philosophy, and mathematics; the latter omitted Greek and Latin. According to the 1847 Tusculum College catalogue, which Doak may have authored, the purpose of education “is twofold, first to store the mind by the habitual exercise of its faculties for the discovery of truth, and the appreciation of known principles to useful purposes.” To Doak and the trustees of Tusculum College, knowledge – “an acquaintance with rules and principles” – is essential to education, but “the most important end of education . . . [is to] train the mind for the discovery of truth,” which can only be attained through “preserving effort. The more the faculties are exercised, the more they are strengthened, the mind becomes the

more capable of increased exertion. . . . Thus the foundation is laid for future improvement, and greater usefulness in society.”

Tusculum Academy attracted 60 to 70 preparatory and college-level students per year from the surrounding countryside. Students during this period sometimes met the costs of tuition, room and board with payments in kind of grain, hides, livestock and even reportedly whiskey. Classes were originally held in a two-room frame building in front of the Doak homestead. This structure remained in use until superseded by the handsome two-story building known as “Old College” in 1841.

The Civil War took a heavy toll on both Greeneville and Tusculum Colleges. East Tennessee was fiercely divided in its loyalties and fiercely resisted secession in 1861. Senator Andrew Johnson actively supported East Tennessee Unionists while many residents of Greeneville equally actively sympathized with or supported the Confederate cause. The Confederate flag flew briefly above Old College and was only taken down at Professor W. B. Rankin’s insistence.

Both colleges suffered from the depredations of war. Greeneville College, as mentioned previously, ceased to function, with its library put into storage “until order is restored to the community.” The library at Tusculum College, however, was “much wasted and abused,” and “its chemical and scientific equipment totally destroyed . . . [as well as] its buildings damaged by the encampment of soldiers” during the war.

The two colleges united under the name of Greeneville and Tusculum College in February 1868. Consideration was also given to a plan to amalgamate Tusculum with Washington College at this time, whereby “Tusculum would be the men’s schools, Washington the women’s.” What became of this plan remains unclear, but another 40 years would pass before it was ironically implemented.

The combined college revived under the leadership of the Reverend William Stephenson Doak, who served as president until 1882. Bachelor degrees were awarded to two students which the outbreak of the Civil War had prevented from graduating in 1861. The first Bachelor of Science degree, which differed from the Bachelor of Arts degree in that it did not require Latin

and Greek, was also awarded. By the academic year 1878-79, there were 110 students enrolled in the college, including 88 in the preparatory department and primary school. Shortly after the turn of the century, the student body had increased to 184, 43 of whom were in the collegiate department. Although young women were registered in the primary department in the 1870s, it was not until 1878 that first women entered the collegiate program. A major innovation emerged with the addition of a “normal course” for the training of teachers to the curriculum in the 1890s, which preceded the founding of the first normal school in Tennessee by at least a decade.

Students who entered the college during what Mark Twain famously dubbed the Gilded Age, an era marked by rapid industrialization, urbanization and materialism, pledged on their honor “to obey the college’s laws faithfully and to improve my time and opportunities,” as well as to conduct themselves in “accord with Bible rules of morality. Violation of the Sabbath, habitual indolence, lounging about public places . . . [were] regarded as grave offenses.” In addition to applying themselves to their studies, students were also expected to abstain from defacing walls with graffiti, “needless noise, slovenly habits and dishonorable behavior.”

In an age in which great orators, such as William Jennings Bryan, Clarence Darrow and Theodore Roosevelt, and lectures on the Chautauqua circuit were immensely popular, literary societies not unsurprisingly figured prominently in the academic and social life of students and faculty alike. The earliest literary societies at the College, the Philomatheon and Philologian date from 1839 and 1847/48 respectively. President Andrew Johnson, who learned to read and write with the aid of his wife, reportedly often walked from Greeneville to participate in debates and public discussions sponsored by the two societies prior to the Civil War. The societies resembled fraternities; they had their own mottoes, emblems, colors and maintained libraries. The counterparts of these societies for women were the Clionian and Alethan, which were formed in response to the college’s increasing female student population, which grew from two in 1878 to 102 in 1902. The traditions of these early organizations are carried on today in the form of the contemporary Andrew Johnson Debate Society.

From the beginning, Tusculum has proved to be a resilient and adaptable educational community. It has repeatedly adapted its mission to meet changing educational trends and evolving social and political conditions. For example, in 1902 the college implemented a “domestic science” program stressing the study of cooking, sewing and household management. Although “home economics” may strike many as passé today, at the time it enjoyed broad popular support, including that of Nettie Fowler McCormick, and mirrored changing societal norms. Domestic science was a practical curricular innovation which elevated the perspective of “mountain girls” and opened career opportunities to them that otherwise would not have existed.

Intramural and intercollegiate athletics also made their appearance in the Gilded Age, and paralleled the emergence of professional baseball. Although the Board of Trustees initially prohibited baseball in 1868, intramural teams were playing the game on the Tusculum campus by the time the nation celebrated its centennial in 1876. The baseball team that played in the 1903-04 season was evidently the first intercollegiate team officially sponsored by the college. The Lady Pioneers, however, did not fare so well, for although they fielded intercollegiate teams in the 1920s, these disappeared with the abandonment of women’s intercollegiate teams in the early 1930s.



Football and basketball teams appeared soon after the advent of a baseball team. In the late 1890’s the college’s first football team won one and lost one in its initial season shortly after the turn of the century. But the team, which played without protective equipment in the early days, more than held its own subsequently against such rivals as Carson-Newman and Maryville until the late 1930s. Declining success and the absorption of men by the armed forces led to discontinuance of football during World War II. As for basketball, the Carnegie Library and Gymnasium was the site of the first basketball games

played at the college. Spectators viewed games played on the hardwood floor of the old central reading room from the second floor balcony until completion of the gymnasium in 1927. An intercollegiate women’s basketball team, the “Pionettes,” also existed during the 1920s. Like the women’s softball team, it too died in the 1930s. Tusculum women did not reappear in intercollegiate competition until the 1980s.

Other changes overtook the college early in the 20th century. 1908 marked the coming to fruition of the union of Tusculum and Washington Colleges first considered in 1868. The amalgamation assigned responsibility for academy as well as agricultural and industrial training to Washington College and the collegiate and domestic science programs to Tusculum College. Unfortunately the union of the two schools was never a harmonious “marriage,” and both resumed their independent existence at the beginning of the fall semester in 1912.

Two years later, on the eve of the outbreak of war in Europe in 1914, the preparatory school that Samuel Doak had begun nearly a century earlier succumbed to time and changing circumstances. The failure of many students to complete the program and continue on to college, plus rising academic standards, spelled the demise of program.

As during the American Revolution and the coming of the Civil War, national and international events have always affected Tusculum College. The great wars of the 20th century – World Wars I and II, the Korean and Vietnam Wars – and the Great Depression of the 1930s left their marks on the college, its faculty and students. The college purchased 75 acres of land adjoining the campus during World War I in order to grow food for the war effort. “The farm,” as it was called, also served “to provide college board and to give poor boys a means of working their way through school.” A unit of the Student Army Training Corps was also formed on the campus during the Great War. Seven faculty, 18 alumni and 43 students served in the armed forces between 1917 and end of the war in 1918. Five Tusculum students died in that conflict, their names are memorialized in brass tablets affixed to the base of the flag pole near the library.

The Depression made for hard times for the college, but student

enrollment held steady throughout the decade. The character of the student body, however, experienced a significant change. In the academic year 1925-26, 112 of Tusculum's 147 students were from Tennessee. By 1936-37, 116 out of 270 were from the Middle Atlantic states of New Jersey, New York and Pennsylvania as opposed to 154 from the states of the old Confederacy. Athletic scholarships had much to do with attracting "Northern" students to the college. The two groups benefited from "rubbing elbows" with one another, for perspectives broadened from exposure to different viewpoints as "hillbillies" and "Yankees" learned the value of tolerance.

World War II left as deep an imprint on Tusculum as the Civil War. So many male students had enlisted in the armed services by 1944 that the college "hovered on the brink of becoming a girl's school," with only 29 men and 184 women enrolled in 1944. The faculty shrank as professors left to join the Army, Navy, WACS, WAVES, Red Cross and USO. Women instructors replaced men in chemistry and biology laboratories. Gasoline rationing increased the difficulty of traveling from the college to Greeneville, and made long trips home something of a trial for many. Social customs also gave way under the stress of war. Dancing remained a popular form of entertainment, but it became common for girls to cut-in on dancing couples.

Tusculum experienced protracted financial and enrollment difficulties, as well as important curricular changes, in both the pre- and post-World War II eras. Latin went the way of Greek on the eve of American entrance into the war in 1941 – a development which would have mortified Hezekiah Balch and Samuel Doak – and required general education or core courses had succumbed to electives and new majors in the 1930s. The supply of veterans who had doubled the student body in the late 1940s was all but exhausted by the 1950s. Rules governing student conduct were enforced, which provoked incidents of "campus madness" or student indiscipline. The student body also changed. The college successfully achieved integration with the enrollment of Tusculum's first black student, Eva J. White Hill, in 1957. By the time it celebrated its bicentennial in 1994, Tusculum counted Latin Americans, Europeans, Africans, Asians and Arabs among its students.

Although enrollment and financial considerations continued to claim

the attention of presidents, members of the Board of Trustees and faculty throughout the turbulent years marked by the Civil Rights Movement, the Vietnam War and the Youth Rebellion of the 1960s and 1970s, financial constraints made it difficult for Tusculum to remain true to its heritage. Consequently the 1970s marked the demise or curtailment of a number of academic programs, including religious studies, foreign languages, mathematics, history and political science. Academic standards steadily eroded and "grade inflation" was as much a problem at Tusculum as it was and still is in American higher education. These problems were so severe that they had compromised the College's sense of itself and its mission by the early 1980s.

American colleges and universities have customarily responded to challenging circumstances and crises, such as those which overwhelmed so many institutions in the last third of the 20th century, by withdrawing into themselves and adopting innovative programs and curricular changes designed to resolve immediate problems and reinvigorate programs. Tusculum responded to the academic deficiencies exhibited by many college and university students in the 1960s and since then by implementation of the Developmental Skills Program (DSP) in English composition, reading and mathematics. This "innovation" was reminiscent of the preparatory school of Tusculum Academy eliminated in 1914. In one guise or another, developmental instruction, often on an individualized basis, has remained an important element of the Tusculum curriculum since then.

Another momentous change that has had a lasting effect on the College was initiation of the Tusculum Adult Leaders Learning or TALL program in 1985. The TALL program dramatically broadened the focus of the College from traditional undergraduates to the non-traditional, adult population. It offered working adults, those who thought



It offered working adults, those who thought

they had completed their formal education when they graduated or left high school, married and went to work “in the real world,” or who joined one of the armed services, an opportunity to resume their education and earn a bachelor’s or master of arts degree.

The TALL program proved enormously successful and over time evolved into the current Graduate and Professional Studies Program, with facilities throughout northeast Tennessee, and the establishment of the Knoxville campus near Oak Ridge. There are over 1,700 students enrolled in the program today. They are as much a part of Tusculum College as the mountain girls of the “domestic science” students who learned to cook and sew in Haynes Hall when it was new.

Adoption of the block calendar, whereby students enroll in one course during an 18-day or longer block, and inauguration of the Civic Arts program during the administration of Robert Knott represent two other responses to the crisis experienced by the College in the 1980s. To shorten a long and complex story, both innovations emerged from the desire to distinguish Tusculum from other schools and to link the College’s mission to its biblical and civic republican origins. Both of these developments would have remained stillborn had it not been for the dynamic leadership of President Knott and the willingness of faculty to re-conceive the purpose of the general education or core curriculum in terms of skills needed for effective citizenship in an increasingly bureaucratic age.

As remarked earlier, the biblical and republican traditions have undergirded the College’s mission since its inception. The biblical or Judeo-Christian tradition was uppermost in the minds of the first and second generations of the leaders of the school. The tradition has a special role in promoting the virtue of compassion, which seeks to truly understand the situation and outlook of others.

On the other hand, the civic republican tradition, including Plato, Aristotle, Cicero, Cato and their contemporary counterparts emphasizes citizens working together to better their societies, which in turn nurtures individuals of good character. Such virtues as courage, self-control, justice and practical wisdom are key elements of the civic republican concept. However, practical

wisdom possesses a special meaning. It calls for careful or deliberative thinking with other citizens, guided by the virtues already described in order to determine a course of action which works to enhance the quality of life of one’s community.

Drawing on these two traditions, the Civic Arts places a premium on the cultivation of such skills as active and empathetic listening, the ability to articulate one’s ideas clearly either orally or in writing, as well as the ability to analyze situations carefully and to solve problems in a manner consistent with public discourse and with respect for one’s own cultural heritage and that of others.

This concept is expressed in the contemporary Mission of Tusculum College, which holds true “to its origins as a Church-related institution of higher learning in the civic republic tradition by developing educated citizens distinguished by academic excellence, public service, and qualities of Judeo-Christian character. The College reflects the idea of its arts heritage through its commitment both to integrity and to the development of strong citizenship qualities in the traditional-aged students from diverse backgrounds as well as the working adult students from the region. Furthermore, the College uses innovative approaches to teaching and learning at the undergraduate and master’s levels to instill factual knowledge, cultivate the habits of practical wisdom, and develop the skill of reflective thinking, all necessary for personal success in a democratic society.”

Educators Who Made a Difference

Tusculum College has been fortunate throughout its existence to have been nurtured by a succession of imaginative and energetic educational leaders who made a difference in the life of the institution they served and the lives of thousands of students. The first two presidents of Greeneville College, Hezekiah Balch and Charles Coffin, not only raised funds for the college, but also laid the foundations for its library collection. Books were

rare and expensive in 18th century frontier communities. Except possibly for a Bible, the Scotch-Irish men, women and children who crossed the mountains to settle in Greene and Washington counties between the end of the War for Independence in 1783 and the granting of statehood to Tennessee in 1795 could seldom afford books, let alone read them. Balch and Coffin solicited books during fund raising expeditions to the East coast on behalf of the embryonic college.

Some of the volumes they brought back with them survive today as part of the special collections of the college. Many of the books housed in this collection predate the Constitutional Convention of 1787. They include a history written by John Cairo in about 1531. Appropriately for a school founded by Presbyterian clergy, there is a complete set of John Calvin's *Commentaries* published in 1550, two Latin translations of Aristotle and books authored by Cotton Mather, the distinguished Puritan minister. There are also books in the collection signed by their previous owners, including Cotton Mather's father, Increase, Samuel Adams, the organizer of the Sons of Liberty and signer of the Declaration of Independence, and David Brearly, a framer of the Constitution.

The founders of Greeneville College and Tusculum Academy, Hezekiah Balch and Samuel Doak, were the first ministers to make their homes in Tennessee. Both were "pious and strict Presbyterians." Both appear to have been strong-willed and ambitious men of the cloth. Balch ministered to the congregation of Salem Church and later Mt. Bethel; Doak to New Providence, Timber Ridge and Mt. Bethel. Both were dedicated to bringing the word of God and education, two hallmarks of civilization, to a sometimes unruly frontier.

Massachusetts-born Charles Coffin, Balch's close friend and collaborator, entered Harvard University shortly after the Constitution was ratified and graduated from it at the beginning of George Washington's second administration. Coffin had originally planned to pursue a medical career, but underwent a religious crisis that he overcame through "faith and hope in Christ." Ordained in 1799, he arrived on Balch's doorstep in July 1800, whereupon the 60-year old Balch is reported to have exclaimed: "I believe Sir, there is a God

in Heaven who hears prayer." Both men believed "that God had caused their paths to cross, and that together they would accomplish things which neither could attain individually." If one wonders what they accomplished together, look around you, their legacy is evident everywhere about the campus.

Balch was an evangelist and man of strong convictions. His theological unorthodoxy and occasionally injudicious remarks sometimes landed him in controversy. He "cast his lot with the people of God in the West" after serving in Pennsylvania and North Carolina in the 1774-81 period. Charles Coffin described him as handsome, with "a dark colored, lustrous, commanding eye, a full habit and erect frame of body." The Reverend Balch's sermons were instrumental in making the Mt. Bethel congregation one of the largest Presbyterian churches in East Tennessee.

Charles Coffin was Hezekiah Balch's alter ego. A talented teacher, the gentlemanly Coffin began instructing students in the "commodious two-story college hall" that once stood on Balch's farm at Richland Creek, where Coffin and his wife later erected a two story brick house, which was inspired by Coffin's New England roots. This structure must have stood out in frontier Greeneville. But above all, Coffin's warm personality and teaching skill won him the respect and affection of students.

John Gloucester (1776-1822), the first African American to be educated in Tennessee, was one of the earliest students mentored by Balch and Coffin at Greeneville College. Gloucester enrolled in the college shortly after he was manumitted in 1806. He was ordained a Presbyterian minister soon after graduation and subsequently founded the African Presbyterian Church in Philadelphia. One-hundred and fifty years would elapse before another black student matriculated from Tusculum College.



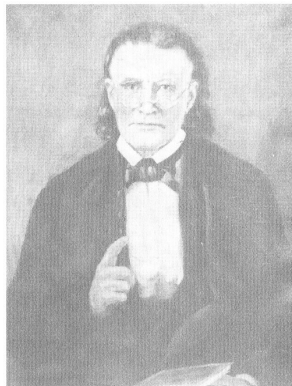
Another man whose name has long been associated with the evolution of Tusculum College is Samuel Doak. Scholars unfortunately know little about him prior to his arrival in Tennessee in late 1777. Samuel Doak, or "Old Sam"

as he was known, was pastor for 31 years of the Mt. Bethel church. Theological disputes between the congregation and the Reverend Balch led dissenters to relocate the church to a site near what became the Eastgate Shopping Center. The congregation moved the church to McCormick Hall after its completion in 1887.

The Reverend Doak “gave a good education to 60 or 70 students per year” during the decade (1818-29) he taught at Tusculum Academy. As previously mentioned, Samuel Witherspoon Doak, “Young Sam,” assumed leadership of the academy upon Old Sam’s passing in 1828. He served Tusculum during the three eventful decades that followed (1829-64). He and his students may have celebrated the election of Andrew Jackson, who began his public career in Tennessee while practicing law in Jonesborough. They were almost certainly conscious of the rise of anti-slavery sentiment in Greeneville and Jonesborough in the 1830s and 1840s, and similarly observed the snapping of the bonds of union in the years leading up to the Civil War.

Samuel W. Doak left an indelible mark on Tusculum. He not only expanded the student body from four in 1835 to 70 in 1840, but also increased support for the school, which often took shape in donations of land, money, butter, books and soldiers’ claims, from Tennessee and surrounding states. Andrew Johnson, then a tailor and rising Democratic politician of the Jacksonian persuasion, even contributed \$20.00 to Tusculum Academy and College as a result of Doak’s skill as a fund raiser, or in contemporary terminology, a development officer.

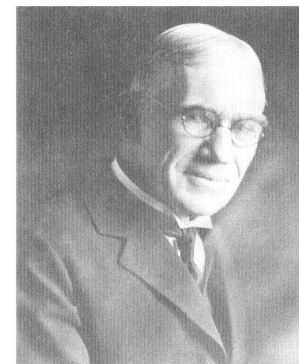
Classes at Tusculum Academy originally took place in a two-room frame building opposite the Doak Homestead. Under Young Sam, this simple structure gave way to a two-story brick building in 1841, which is today known as Old College. This building remained the principal building of the college until the construction of McCormick Hall nearly 50 years later. Students in these years found accommodation in two- or one-bed cabins arranged in a semi-circle



around Old College.

Young Sam, his brother, J. W. K. Doak, and a Mr. Butler constituted the faculty in the 1840s. These three men appear to have been the first teachers at Tusculum to bear the title “professor.” Their mission was to provide young men of Tennessee and nearby states with “a full and liberal education.” The seriousness with which they took their responsibility is unmistakable in the 1847 College Catalogue: “It is a sad mistake to suppose that it is best for youth, while at school, to witness frequent scenes of mirth, gaity [sic], dissipation, and vice, and be exposed to strong temptations that those scenes and temptations may become familiar and have less influence in their minds.— Be not deceived — ‘Evil communications corrupt good manors.’” [sic] These early faculty were committed to educating students in the “habits of industry, economy, faithfulness, honesty, sociability, self-government, and all of those virtues that should be practiced throughout life.” These ideals have continued to shape the mission of Tusculum College.

No account of Tusculum College would be complete without inclusion of Landon Carter Haynes and Charles Oliver Gray. The former was perhaps the most beloved individual ever associated with the college. Affectionately known as “Daddy Haynes” or the “Mr. Chips of Tusculum College,” Haynes



enrolled in the college at age 15 in 1872. He joined the faculty as professor of Greek and ancient languages upon graduating in 1877. From the moment until his retirement in 1942, Haynes taught an incredible range of courses, including classical languages, Spanish, plus mathematics, geology, Bible, astronomy, physics, surveying, and served as well as librarian, acting president (1907-08) and dean (1908-16). Daddy Haynes even helped build the fence bordering the campus erected in the 1880s to keep out wandering cows, designed the layout of sidewalks, planted trees and shrubbery to beautify the college campus. He enjoyed a well-earned reputation as a patient and understanding Christian educator and guide to students, for whom he always

had time. Landon Haynes died three months short of his 100th birthday in 1956 and is buried next to his wife in Shiloh Cemetery overlooking the college he devoted his life to.

With the possible exception of Landon Haynes, no single scholar-leader has been more devoted to Tusculum College than Charles Oliver Gray, who served it as president for nearly a quarter of a century, 1907-31. Gray received his B.A. from Hamilton College, New York, in 1890, graduating Phi Beta Kappa. He subsequently earned his divinity degree from Union Theological Seminary in 1894 and M.A. from Hamilton in 1895. Gray served as missionary in Asheville and Marshall, N. C., before joining the college he believed he was “called” to serve. Gray viewed his mission at the college as to prepare young people for Christian leadership and public service.



Hezekiah Balch, Charles Coffin, the Doaks and Cicero would have approved of Gray’s emphasis on faith and public service as twin pillars of citizenship in the American nation. They would also have applauded, as do many contemporary faculty, his concept of modern education as consisting of more than formal learning and career preparation, but also as embracing character development and a sense of community. This philosophy, combining both the biblical and republican traditions, defines the College’s current mission.

Gray was as dedicated to Tusculum as was Landon Haynes. He set an example for faculty and students by donating his 1924-25 salary to the college and used his vacations for fund-raising. In fact, he was indefatigable in his money raising efforts and built up the endowment of the college. Gray also oversaw the addition of new academic buildings to the campus: the President’s House, a power plant, the original Carnegie (subsequently Tate) Library, Haynes and Rankin Halls, Tredway Science Building, the old gymnasium, the Arch marking the entrance to the college, and an outdoor stage.

Equally important, Gray tripled the size of the student body, doubled the faculty and gained accreditation for Tusculum from the Southern Association of Colleges and Schools.

Charles Oliver Gray left a college that was financially secure and sure of its mission when he retired during the Great Depression. At the memorial service marking his death in December 1936, Dr. Charles Anderson, his successor, announced that Tusculum “would erect a chapel as a memorial to Dr. Gray.” Twenty-seven years went by before the college redeemed this pledge with the erection of the Annie Hogan Byrd Memorial Chapel and Fine Arts Center.

Benefactors Who Made a Difference

The college established by the Reverends Hezekiah Balch and Samuel Doak has benefited from the largesse of many public-spirited donors for more than two centuries. While *all* of them are deserving of recognition, the names of two in particular stand out: Mrs. Nettie Fowler McCormick and Mr. Scott M. Niswonger.

The story of how Nettie Fowler McCormick, wife of Cyrus McCormick, inventor of the mechanical reaper and founder of International Harvester Corporation, demonstrates how small actions can have a large impact. The story begins in the early 1880s with a discussion between four Tusculum graduates, George W. Baxter, John R. Gass, Alexander and Sam Coile – all ministerial students at Lane Theological Seminary in Cincinnati – concerning their alma mater’s future. The four young men hit upon the audacious idea of “getting the McCormicks interested in helping Tusculum.” Two of the four, John and Alexander, enrolled in McCormick Theological Seminary that autumn. They were subsequently introduced to Mr. and Mrs. McCormick by Dr. Thomas H. Skinner, a professor of theology at McCormick Seminary, and Willis G. Craig, pastor of the church of which the McCormick’s were members. Dr. Craig had become interested in Tusculum as a consequence of having delivered the

commencement address at the College in the spring of 1884, and took personal pride in the boys as “the product of Dr. [sic] Doak’s life work.” Even though Cyrus McCormick passed away shortly after discussing the college with the two boys, Craig encouraged “Nettie Fowler McCormick [to] carry out her late husband’s intention to help Tusculum College.”

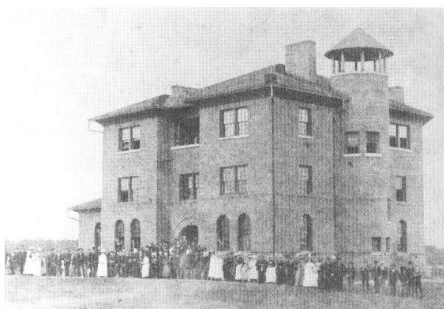
Mrs. McCormick’s first gift to the college consisted of a \$7,000 contribution to the funds with which McCormick Hall was constructed. She also contributed to the cost of building Craig Hall, which was named in honor of the McCormick’s minister. From these modest beginnings, Mrs.

Mrs. McCormick went on to contribute to the building of Virginia and Rankin Halls, the addition of the upper floors of the east wing of McCormick Hall and to sponsor and underwrite the development of the domestic science program.

Mrs. McCormick gave more to Tusculum than bricks and mortar for new buildings. Her philanthropy extended to scholarships for students, some of whom she sent to Chicago to study music, and money with which to pay faculty salaries. Deeply interested in the education of young women, she

actively supported the Department of Domestic Science, which offered instruction in cookery, dietetics, serving, household economics, and sewing, as well as “home nursing” and “methods of teaching home economics.”

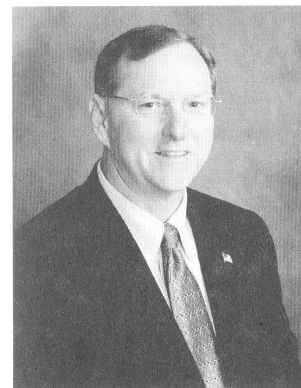
Nettie Fowler McCormick’s support of Tusculum broadened into support for other schools in Northeast Tennessee and North Carolina. Washington College in Limestone and the McCormick Schools in Elizabethton and Morristown were all recipients of donations from her. So also was the Stanley McCormick



School in Burnsville, N.C. Additionally, she paid for traveling teachers to work with teachers from remote mountain communities, such as Flag Pond, Tennessee, to improve their teaching skills in the belief that students would benefit from improved instruction.

Scott M. Niswonger is another philanthropist who has made a difference for both Tusculum College and students in Northeast Tennessee through actively promoting programs to enhance “academic excellence, public service and the qualities of Judeo-Christian character.”

Raised on a farm near Van Wert in northwestern Ohio, Niswonger as a young man was captivated by the idea of flying and the technology associated with flight. This dream inspired him to major in aviation technology at



Purdue University and led him to form Landair and Forwardair Corporations after moving to Greeneville in the 1980s. What drew Scott Niswonger to Tusculum College, however, was the Tusculum Adult Leaders Learning or TALL program. Precursor of the future Graduate and Professional Studies Program, the TALL program offered adults or non-traditional students, including Niswonger himself who graduated from the program in 1987, the opportunity to earn either undergraduate or graduate degrees.

Niswonger early grasped the potentialities of the program; he sensed that “it was going to catch on . . . and that [it offered] parents a way to better themselves at night.”

This insight, combined with the desire to give something back to the larger community, led him to support educational projects that prepare young people not only for successful careers in the 21st century, but also to enrich the quality of life within their communities. The pathway to a rewarding life, in Niswonger’s view, entails the mastery of knowledge and modern technology, which are the prerequisites for the enjoyment of a meaningful life in the 21st century. Education is thus the gateway to citizenship and leadership, for it empowers individuals to look beyond themselves and to invest of themselves

in their communities in ways that will enrich the quality of life of all citizens. Lifting one's community through "academic excellence, public service and the qualities of Judeo-Christian character" is an idea clearly in keeping with the precepts of Hezekiah Balch, Samuel Doak, Charles Coffin, Landon Haynes, Charles Oliver Gray and subsequent generations of Tusculum students and faculty.

Evidence of this philosophy emerges in both tangible and intangible ways. Physical evidence of it is present in the bricks and mortar of the Commons building, which incorporates the original and new gymnasiums, and the grandstands and playing fields of the Sports Complex which bear the Niswonger name. It is also evident in the former Carnegie-Tate Library, which Scott Niswonger and the Board of Trustees were instrumental in renovating and expanding in 2005. Like Nettie Fowler McCormick, the intangible evidence of his generosity is less readily apparent, but it exists in the wide range of educational programs supported by the Niswonger Foundation. As an operating, not grant-making organization, the foundation has supported such educational initiatives as the study of attendance and graduation rates that led to implementation of a "credit recovery" program and model kindergarten, non-English instruction programs for Hispanic students, instrumental music, remedial instruction, interactive science, professional development and similar programs in the seven county Northeast Tennessee region. Identifying and nurturing potential leaders who are "committed to the betterment of themselves and their home communities" has been central to Tusculum College since its inception. The Niswonger Foundation furthers this goal through awarding scholarships to qualified Northeast Tennessee students who receive leadership training through the Tusculum Institute for Public Leadership and Policy.

As the plaque in the living room of the Commons proclaims, Scott M. Niswonger either personally or through the Niswonger Foundation has "generously supported . . . virtually every good cause that has been presented to the community." His generosity vividly "exemplifies the civic arts virtues of citizenship, Christian character and service to others."

The Historic Campus

By George Collins

The National Historic District of Tusculum College consists of ten structures erected between 1830 and 1930, namely the Doak House, Old College, McCormick Hall, Welty-Craig Hall, Virginia Hall, Haynes Hall, the original Carnegie Library and Gymnasium, Rankin Hall, the Arch at the entrance to the college, and Treadway Science Building. Unfortunately, nothing remains of the original Greeneville College structure dating from 1820 that stood on Richland Creek.

Doak House, ca. 1830

The Doak House was *not* the first building constructed on the site of the Doak homestead. Early accounts refer to a log structure housing the first Tusculum Academy in 1818 and until recently, no physical evidence existed proving the existence of any early housing.

When Rev. Samuel Doak died on December 12, 1829, the Academy that he had co-founded with his son, the Rev. Samuel Witherspoon Doak, had been firmly established on the frontier.

The 1829-30 account books of Rev. Samuel W. Doak reflect an increase in purchases of lumber, nails and related building materials. The amounts are large enough for one to infer the construction of a new home for his family that included, at that time, 10 children. Eventually, the family would number 13 children and one housekeeper.

The existing home that was constructed ca. 1830 has traces of design influenced by the Georgian style of the mid-1700s. As noted in *Architecture*



in Tennessee: 1768-1897: “[the home] informed the space it defined with its own reassuring regularity, bringing to the country-side a visual order which was reliable but never overpowering.”

Through its careful adherence to a pattern of modular bays and neat vertical alignment, the house offers a fair illustration of the architectural aesthetic that Rev. Samuel Doak learned from Rev. Jonathan Witherspoon, President of the College of New Jersey, and Rev. William Graham, President of Liberty Hall (Washington and Lee College today).

“To render an object beautiful, in works of art, it is necessary to pay attention to colour, proportion, regularity, and simplicity, and fitness to an end. These are obvious in a well formed house. Colour regards the materials: proportion requires the materials to be of proper size, and to be neatly put together; regularity regards the arrangement of the whole according to rule – that the doors and windows, as to size and distance, correspond with one another, and with the other parts of the building: simplicity respects the omission of all super-fluity and fantastical show of ornament: fitness to an end requires that there be nothing wanting, that is necessary to fit it for answering the end for which was intended.”

Within a couple of years after the home’s construction, its balance and portions were altered with the building of a “shed” addition and an adjoining kitchen connecting what may have been the original separate kitchen to the house. This inconsistent addition to the house reflects function over form as it may well have served as the Academy’s first dining area.

Old College, 1841

According to the 1846 edition of the *College Catalogue*,

“Tusculum College is a large, commodious, beautiful building, located four miles East of Greeneville, Tennessee, on an eminence, in a delightful grove; overlooking extensive farms on the North-West, the West, the South and the East, with an extended forest on the North. A bold fountain of pure and most salubrious water bursts, and a pearly stream rolls its sweet waters at the foot. The extensive view of the lofty mountains on the South, fifteen miles distant, fills the mind with ideas, at once delightful, grand and sublime; and fits it for energetic

and noble efforts. It is located in a neighborhood distinguished by the morality, religion, and industry of its inhabitants; by the salubrity of its waters; by its atmosphere every where, pure and healthful; and by its abundance of all the necessaries, and many of the luxuries of life; and their cheapness.”

On October 6, 1841, Tusculum Academy moved to a new location. Citizens from the region, including Andrew Johnson, donated \$4,245.62, in cash or in-kind, for the erection and equipping of the new Academy building. Measuring 60 by 30 feet, the building provided space for a chapel, classrooms, library, literary or debating societies, and the office of President Rev. Samuel W. Doak. Second only to courthouses, the most imposing institutional projects undertaken in the early 19th century were college buildings.

In 1844, Tusculum Academy became a college.

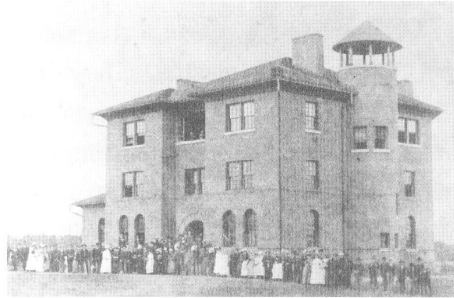


The term “Old College” was not used until after McCormick Hall was built in 1887. Old College served as a men’s dorm, women’s dorm, the home of the science department, and faculty housing. In 1993, it became the President Andrew Johnson Museum and Library, housing the College Archives, and the Department of Museum Program and Studies.

Many structures were built in the Federal style between 1780 and the 1830s. The style of Old College carries one of the characteristic features of the Federal era, sidelights surrounding the doors. Institutional buildings of the era also tended to have cupolas, which often provided a place for a lantern or bell. The bell that used to call Tusculum students to class once hung in the cupola of Old College.

McCormick Hall, 1887

McCormick Hall was the first of several buildings sponsored by Mrs. Nettie Fowler McCormick. Mrs. McCormick pledged \$7,000 toward the construction of the hall, contingent on the College raising \$4,000 and assuring completion of the building in two years. The College accepted the terms, and architect A. Page Brown was engaged. The kiln, where 17 different shaped bricks were fired, was located where Welty-Craig Hall now stands. The building was completed in August of 1887.



McCormick Hall, named in honor of Mrs. McCormick's late husband, Cyrus, contained a chapel, library, reading room, music room, audience room, recitation rooms, rooms for literary societies and YMCA and YWCA, as well as faculty and administrative offices. The semi-circular chapel with Ionic columns and vaulted ceiling occupied the rear portion of the second and third floors where the office of the College president is located today. It featured an open balcony on the third level and was home to Mt. Bethel Church until ca. 1958. McCormick Hall was renovated and remodeled during 1967-1968 into administrative offices upon completion of Annie Hogan Byrd Memorial Chapel and Fine Arts Center.

Welty-Craig Hall, 1891

Old College served as a men's dormitory after McCormick Hall was completed. This soon proved inadequate. The facility, in which students cooked their own meals, was a relic of the past. It did not convey the image needed to attract prospective students.

In 1890, President Jeremiah Moore received a direct gift from Mrs. McCormick for the construction of a men's residence hall. The Presbyterian Board of Aid and friends of the College pledged additional funds.

Completed in December 1891, Craig Hall was originally named



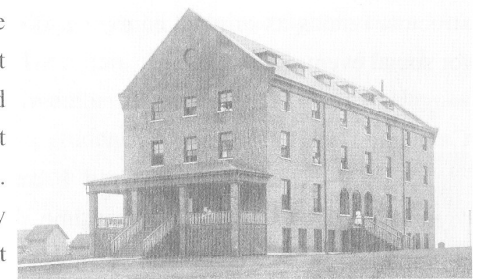
in honor of Rev. William G. Craig, the McCormick family's minister in Chicago. Rev. Craig had been awarded an honorary degree from the College during 1888 commencement exercises. He also assisted College alumni in

soliciting Mrs. McCormick's donation for the residence hall. Through effort of Mr. Stanley G. Welty, Class of 1951 and later chairman of the Board of Trustees, the building was modernized in 1994, and was renamed Welty-Craig Hall at that time.

Virginia Hall, 1901

Women were first admitted to Greeneville and Tusculum College in 1878. Most either lived at home or boarded locally. With the completion of Craig Hall, a men's residence hall, Old College was made available to women.

Newly appointed President Samuel A. Coile approached Mrs. McCormick about the need for female housing. Mrs. McCormick, who in 1884 had been impressed with Coile as a student, responded with a pledge of \$10,000. She requested that the match of \$2,500 be raised "on the home field to support that amount." Upon agreement, Mrs. McCormick engaged nationally renowned, Chicago architect Louis Sullivan to draw up plans.



Virginia Hall, which was named in honor of Mrs. McCormick's daughter, Mary Virginia, was Tusculum's first "modern" building. It had the first flush toilets in the area, in addition to baths. It also had forced air heat and fire escapes. Mrs. McCormick was actively involved in the design,

construction and furnishing of the dormitory. She even dictated the location of the furnace and laundry spaces, as well as chose bureaus, washstands, and other furniture.

This elegant structure, which Sullivan described to Mrs. McCormick as “primitive,” is characterized by its clean or uncluttered lines. Virginia Hall was renovated and modernized in 1994. Today it houses administrative and faculty offices and classrooms.

President’s House, 1909



The President’s House on the knoll across from Virginia Hall was built originally to accommodate Dr. Charles Oliver Gray, the College’s 17th president (1907-31), and his family. As “getting acquainted” meant much to those away from home for the first time, the library and living room, originally separated by folding doors, were often the scene of formal parties for upper classmen and student organizations. The home also hosted the Faculty Club, where formal dress was *de rigueur*, during Charles Oliver Gray’s tenure as president. Although modernized today, the structure retains its original hardwood floors. It continues to serve as the site for social events and meetings.

Carnegie Hall, 1910

Rev. Charles Oliver Gray became president of Greeneville and Tusculum College in 1907. At that time, the College library of 8500 volumes was located on the second floor of McCormick Hall. Logically, Andrew Carnegie, who was funding the construction of libraries throughout the country at the time, was contacted. The result was Carnegie Hall, built in 1910.

Carnegie Hall had two distinct functions. The front portion served as a library, the back portion served as a gymnasium, with a suspended balcony or running track bordering it on the second level. When the gym was relocated

in 1927, the library took over the entire structure, and the name was changed to Carnegie Library. The library was renamed again in 1991 to Tate Library. Albert Columbus Tate was valedictorian of the 1884 Centennial class and father of Edna Tate Smith, a College trustee.



The library underwent renovation in 2004-05, and a sympathetic addition was constructed. This new southern wing blends in harmoniously with the original structure and style of nearby structures. The mission-style windows were retained in the refurbished building and the original running track or balcony and tin ceiling were preserved.

Haynes Hall, 1914

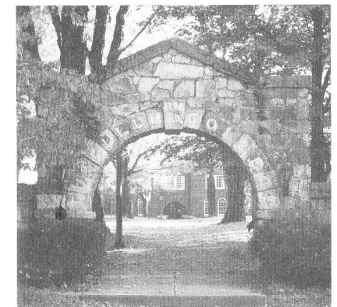
Following the opening of Virginia Hall in 1901, the number of women students grew dramatically. This posed a housing problem, which was presented to Mrs. McCormick by President Charles O. Gray.

As with Virginia Hall, Mrs. McCormick took a personal interest in the construction of a new residence hall for women. Her interest also extended to interior furnishings. Furniture, bedding, rugs, blankets and light fixtures were personally selected and shipped to Tusculum.

Named after senior faculty member Landon Carter “Daddy” Haynes, Haynes Hall housed 40 female students, an infirmary, and Mrs. McCormick’s home economics department.

The Arch, 1917

The Girls Glee Clubs of 1914-15 and 1915-16 were the first to contribute to the construction of the Arch. The Arch was built by J. T. Ponder, one of Tennessee’s foremost



stone masons.

The Arch has come to symbolize Tusculum College – a visual linking of the past with the present. Except for Doak House and Old College, the form is present in nearly every building on campus.

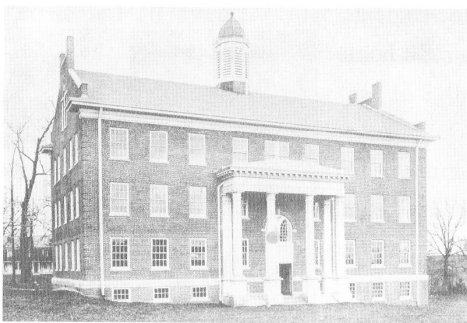
Rankin Hall, 1923

To meet a housing shortage caused by an upswing in enrollment after World War I, the trustees voted to build a men's dormitory. Once again, Mrs. McCormick stepped forward with a generous donation, and the College constructed a residence hall for one professor and 46 students.



Gordon Hall, named in honor of Mrs. McCormick's grandson, was dedicated in 1924. Mrs. McCormick, however, was not present at the dedication ceremony; she had died on July 5, 1923. In 1928, on making a final gift to the College, Cyrus McCormick II asked that Gordon Hall be rededicated. Thus, Mrs. McCormick's last gift to the College was renamed Rankin Hall in tribute to senior professor Thomas S. Rankin.

Tredway Science Hall, 1930



The natural science departments were originally housed in Virginia Hall, McCormick Hall and Old College. By the late 1920s, it became apparent that the sciences needed to be concentrated in one building. In 1928, the seed money for the project was given

by Cyrus McCormick II. As with most building projects, equipment, material, furnishing and construction costs mounted. In October 1929, the College trustees approved a bond issue to finance the building.

The neo-classical Science Hall reflects a collage of architectural styles, including the Classical columns with their capitals and a semblance of the Colonial with the arched window above the entrance. It was renamed in honor of College benefactor, William L. Tredway, Class of '33, following a major refurbishing of the building in 1997.

The Modern Campus

Katherine Hall, 1962

Tusculum did not undertake construction of any major new buildings between 1931 and 1962. Several surplus prefabricated military barracks, however, were erected by the College following World War II. They served as men's dorms and classrooms. The first new building erected on the campus in nearly 30 years was Katherine Hall. College President Raymond C. Rankin, son of former professor of Latin, Thomas G. Rankin, began soliciting funds for a much needed women's residence hall in 1960. This building, which is reminiscent of the Colonial style, was named in honor of Mrs. Katherine Rankin and dedicated in October 1962. The dormitory initially housed 96 women, but later construction of a west wing in 1967 increased its capacity to 130.

Annie Hogan Byrd Memorial Chapel and Fine Arts Center, 1965

Mr. Thomas F. Byrd, Class of 1905, donated the seed money to make President



Anderson's dream of a new chapel a reality. From Burnsville, N. C., Byrd began his long association with Tusculum as a student in the preparatory school. He pursued graduate work following his graduation and later became Secretary of the Department of Public Markets in New York City and worked for a fundraising firm. His wife, the former Annie Hogan, was a talented vocalist and "made a name and fortune for herself in the field" of music.

Byrd unveiled the memorial plaque naming the structure in his late wife's honor and applied a ceremonial trowel of mortar in May 1966. Much of the work of building the Byrd building was accomplished by College personnel under the guidance of Charlie Justice, Superintendent of Buildings and Grounds, who began working for Tusculum carrying water to workmen for five cents an hour in ca. 1910. In its original configuration, the Annie Hogan Byrd Memorial Chapel and Fine Arts Center included classrooms and music practice rooms, a chapel and office for the chaplain, offices for music, drama, English, fine arts and history faculty, an auditorium, art gallery and classrooms, as well as a theater in the round named in honor of David F. Behan.

Charles Oliver Gray Residence Hall Complex, 1969

The four-building dormitory and office-classroom complex named in honor of Charles Oliver Gray had its genesis in the August 1965 decision of the Board of Trustees to increase the size of the student population. Ground for the structures was accordingly broken in February 1968. Designed around a central commons, the Gray Complex sits upon the site of former barracks that housed several classes of post-World War II students. Three of the buildings serve as residence halls for women. The front building provides office and classroom space for the education and social science faculty. The original lounge with its fireplace is today the Learning Resource Center.

The arched walkways connecting the buildings of the C. O. Gray Complex, informally known as the "COGs," complement an architectural feature common to the College. Their shingled sloping roofs and narrow dormer-type windows, while reflective of architectural designs in vogue in the 1950s and 1960s, also sets these buildings apart from neo-colonial style

evident throughout the College.

Simerly Student Union, 1970

Simerly Student Union was constructed in 1970. Seven years later in 1977 it was named in memory of Robert Jennings Simerly and his mother, Mary Benton Mitchell Simerly. Mrs. Simerly became interested in Tusculum by way of the Presbyterian secondary school at Burnsville, N. C., which Mrs. Nettie Fowler McCormick had supported and where Rev. Charles Oliver Gray had served.

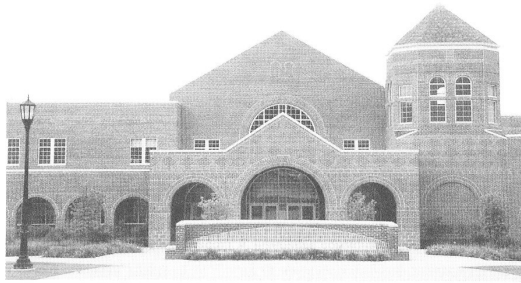
Conceived as a replacement for the "Sub," or the student union building which was located in a pre-fabricated barracks that stood facing Shiloh Road between Virginia Hall and the southwest corner of Byrd Chapel and Fine Arts Center, during the design phase it was decided to build an addition to the gymnasium built in 1927 and connect it to the new building by an arched arcade. Simerly Union thus architecturally mirrored the Gray Residence Hall Complex. When completed, it provided much needed space for the new "Sub," which originally served McDonald's hamburgers, plus a dining hall, bookstore, a combination ballroom-reception area, game room and offices of the dean of students.

Herbert L. Shulman Learning Resource Center, 1971

Named in honor of prominent business man and member of the Board of Trustees, the Shulman Center was constructed simultaneously with the Gray Complex. The design of the building, which some students have affectionately referred to as "the round house," is markedly different from that of other structures on the campus. Its modern, circular shape, with classrooms, each with a separate exterior entrance, or arranged around a central common, reflects the educational trends of the 1960s. Originally occupied by the Education Department and the site of a demonstration school, today the Shulman Center is home to the Art Department.

Niswonger Commons, 1999

Niswonger Commons, built between 1996 and 1999, unites Simerly



Union and the old and new gymnasiums in one structure. The living room connecting the three acts as a central crossroads or common meeting site for the Tusculum community. Students, faculty, staff and local citizens can relax and

discuss the issues of the day or read their mail in the living room, which in recent years has also become the location of the College Christmas tree.

The tower and arched walkway and windows of Niswonger Commons architecturally unite this imposing structure with the campus. In addition to classrooms and faculty offices, the building houses the “Perk,” the successor to the “Sub,” Pioneer Book Store, Tusculum post office – one of the last surviving contract post offices in the country, the Chalmers Conference Center, the Mass Media Department and Information Systems Department. The new arena incorporates a physical fitness center, classrooms and offices of the Athletic Training Department. The 1927-era swimming pool still exists beneath the old gym.

Niswonger Sports Complex, 2001-2005



Niswonger Sports Complex includes the indoor practice facility, football and baseball stadiums, plus the practice fields which sit atop the bluff overlooking them. The complex has enhanced the life of both the College and greater Greeneville community. Whether student or local resident, both groups enjoy watching Pioneer teams and the Greeneville Astros, a farm team of the Houston Astros baseball club. A century and a quarter after the Board of Trustees prohibited the playing of baseball and football at Tusculum College, the exhibit on the history of baseball at Tusculum and in Greene County celebrates the game that is still the national pastime while the design of the complex complements the College’s architectural history.

The Apartments, 2001

The four residence halls known as the Apartments, one of which is named in honor of Dr. Frank Mastrapasqua. Modeled on McCormick Hall, the complex represents modern trends in collegiate housing. Each structure contains 12 apartments accommodating four students each.

Traditions

Alma Mater

Charles Oliver Gray, Jr., Class of 1917, and Professor of Music, crafted the words and wrote the music for the Alma Mater. “Neath oaks that so long have stood watching . . . and Smokies that rise lofty and grand“ celebrates the physical setting that has been home to Tusculum College for more than two centuries.

The Bell

The original bell, which hung in the cupola of Old College until it was transferred to McCormick Hall, was replaced by a new one in the early 1890s. Tusculum students, who initially conceived the practice of taking it and “hiding it away at Halloween,” when goblins were about, eventually came to view the practice of “stealing and concealing the bell” as a challenge and

extended the tradition to before graduation in the spring.

However, as revealed in the 1942 edition of the *Tusculana*, the story behind the bell is richer than this. According to the *Tusculana* staff, following the Civil War, a retired sea captain named Lytton invested in the iron furnaces located near Greeneville. He had a Philadelphia company cast a bell from one of the cannon off his ship as a means of calling workers to meals. When the furnaces closed, Tom Snapp accepted the bell in payment of wages. While visiting his son and daughter later at Tusculum, Snapp heard the cast iron bell in Old College ringing “and decided [the tone of] his bell was far superior.” He consequently negotiated with President W. S. Doak to accept his bell as payment for a debt he owed the College.

More recent research, however, has revealed that the bell Tom Snapp “traded” to the College is actually the ship’s bell of the *USS Wyalusing*, a double-end Civil War gunboat launched in 1863 that saw action in Ablemarle Sound. The brass bell off the *Wyalusing* still hangs in the McCormick tower; it was polished and rededicated in 1979.

The College Seal

The College seal presents the name of the college in Latin and bears the founding date – 1794 – the lamp of learning, book of knowledge and inscription “Sit Lux,” Latin for “let there be light.”

Colors

Precisely when Tusculum adopted black and orange as its colors is unknown, but it was prior to 1900. The colors are derived from Princeton University, which was formerly the College of New Jersey. The Reverends Hezekiah Balch and Samuel Doak both graduated from that institution, Balch in 1762 and Doak in 1775. Princeton University took black and orange as its colors in 1867. Orange was the color of the Prince of Orange or William III of the House of Nassau in whose honor the first building at Princeton had been named.

Lantern Festival

The origins of Lantern Festival are uncertain. It appears to have begun in the 1950s as Librarian Jack Smith hypothesized in *Glimpses of Tusculum*

College. However, the tradition may have been inspired by the practice of holding graduation ceremonies on an outdoor stage decorated with cedar boughs that once stood between Tredway Hall and the Library.

On the evening before Commencement, graduating seniors dressed in academic regalia and carrying candle-lit lanterns escorted members of the junior class to an outdoor stage shortly after sundown. Once assembled, the seniors hung their lanterns in the shape of a “T” against a bough covered background. They then proceeded to read the “Senior Last Will and Testament” in which they recounted their memories and made sometimes humorous bequests to the junior class. The ceremony closed with the seniors passing their robes to a member of the junior class and with the singing of the Alma Mater. Lantern Festival fell into abeyance but was revived recently by the Rev. Stephen R. Weisz.

The Mace

In the Middle Ages the mace, with its heavy and frequently barbed head, was used as a weapon to deliver crushing blows. It has since become a ceremonial staff symbolizing the authority of a legislative or self-governing body, such as a faculty. It is customarily borne by the Faculty Marshall, who leads the faculty, and is placed on the stage to mark the opening of a formal academic event.

McCormick Day

The Board of Trustees in recognition of the support given by Nettie Fowler McCormick designated her birthday, February 8, as McCormick Day in 1913. Mrs. McCormick’s surprise visit to the College in 1898 inspired the Board’s action. According to tradition, Mrs. McCormick and her son, Stanley, stopped at Greeneville while returning to New Mexico in July 1898. She decided to visit the College she was so generously supporting and in order to avoid the small deceptions associated with formal inspections, decided not to notify the College of her plans. Forewarned by a local hotelier, however, the College was prepared for her arrival. Mrs. McCormick had Professor Thomas S. Rankin note everything that she believed in need of repair during her subsequent inspection of the campus. She also donated ten scholarships

and funds for the purchase of scientific equipment and for the increase of the teaching staff during her visit.

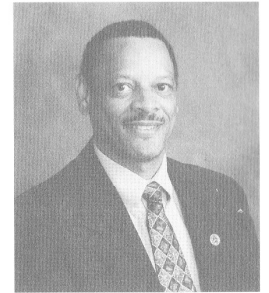
The practice of setting aside a day to honor the lady who had been of such great service to Tusculum, and had repeatedly demonstrated the civic virtues of “active sympathy, benevolence, and interest in the welfare of all,” began in February 1918. Students cleaned and polished their rooms and spruced up the College grounds in anticipation of another “surprise” visit by Nettie Fowler. McCormick Day thus came to symbolize commitment to community and others, which Mrs. McCormick’s grandson, Cyrus McCormick III, acknowledged when he suggested during his address to the College community on the occasion of McCormick Day in 1939 that his grand-mother always believed that pursuit of knowledge and service to others, as well as “care for one’s community, links ancient ways with modern era and builds character.” In 1997, the activities of the Service Day were expanded as students worked at a variety of locations throughout the community.

The Student Newspaper

The first student newspaper, *The Record*, was edited and published by then student Landon Carter Haynes in 1878. After several years without a student newspaper, *The Pion-Ear* was first published in November 1935. By September 1939, the name had changed to *The Pioneer*. Today the student newspaper is named the Pioneer Frontier.

Words of Wisdom

Mr. William T. Edmonds, Class of 1971
Member Board of Trustees and Chair
of Enrollment Committee



Dear Tusculum Students,

When I came to Tusculum in the mid-sixties, it was known as a Liberal Arts college. Its mission was to prepare well-rounded students to face the challenges of that day. Although it was somewhat isolated and insulated because of its geographical location, the faculty was attuned to the myriad of events that were affecting and shaping the world and we did not suffer intellectually by being in the “hills” of east Tennessee.

I arrived on campus not really knowing what I wanted to do with my life. However, the alternatives to staying in school and getting an education were not very attractive. The liberal arts curriculum provided me the opportunity to explore different areas of study while completing core requirements towards a degree. I was assigned an advisor who gave me guidance in the selection of courses. As with many, the low student to teacher ratio was very appealing and helpful.

Although life in the 60’s was quite different from today, the concept of living as a community was just as important. While areas of the country suffered from the growing pains of integration and social change, Tusculum fostered a climate where students could be themselves and grow as individuals. Respect for self, others and those in authority was expected and not compromised in favor of individuality.

Sure, we were allowed to be teenagers and young adults. We did the things that students on other college campuses were doing. We were socially active on campus and were free to express ourselves. However, we were somewhat constrained in off campus activities because of the conservatism of the surrounding community. This was a huge lesson in learning to live communally with others who may have views and beliefs different from yours.

Tusculum provided many tangible as well as intangible benefits. First and foremost, I received a quality education. As Sociology major, I became employed in a related field during my senior year. Several of the classes that

I took afforded me the opportunity to have “hands-on” experience in my chosen field. I was later promoted to a professional position after obtaining my BA degree.

The “life experiences” or lessons were innumerable. During one of the most tumultuous periods in our nation’s history, learning to live with others different from you was not an option. It was a necessity. Tusculum gave me the opportunity to reach my personal goals while experiencing and practicing love for your fellow man, tolerance, humility and giving of oneself; traits that are critical to living in society. I developed friendships that have lasted a lifetime. These friendships include faculty, staff, as well as students.

The education that I received at Tusculum College has and will last a lifetime. It was more than just a classroom experience. I challenge each student to make the most of his college life. You can do this by being engaged in campus activities and keeping abreast of events in the world around you. This is one of the largest investments of time and financial resources that you will ever make. Do not shortchange yourself.

Dr. Judith Domer, Class of 1961
Dean of Graduate Studies and Research (retired)
Appalachian State University
President, Tusculum College Alumni Executive Board



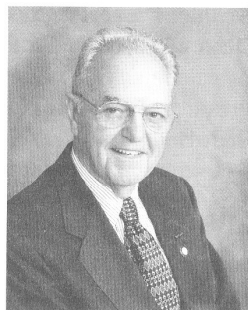
About this time 50 years ago – a time-frame that sounds impossible as I write it!, my high school counselor and I sat down with Peterson’s Guide to Colleges and Universities to seek out a small church-related school where I could get a quality education without bankrupting my parents. The day after Labor Day in 1957 I arrived on Tusculum’s doorstep from Lancaster, Pennsylvania, having not even had the opportunity to visit the college prior to enrolling. I lucked out.

I did, indeed get a good education at Tusculum, one that has served me well over the years. Immediately after graduation, I began graduate school at Tulane University School of Medicine where I earned a Ph.D. in Microbiology and Immunology with an emphasis in Medical Mycology, the study of fungi that are medically important. I did not begin college thinking I would, or even could, get an advanced degree. Perhaps many of you feel the same. However, as my education evolved at Tusculum, my professor saw more potential in me than I saw in myself and nurtured me as a student, ultimately encouraging me to continue my education after earning the bachelor’s degree.

After earning my Ph.D., I taught at a small women’s college for two years and then went back to Tulane School of Medicine where I stayed for 29 years, teaching medical and graduate students, doing grant-supported research, and rising through the professorial ranks to full professor in the Department of Microbiology and Immunology. Along the way I had the opportunity to serve as an administrator in Tulane’s Graduate School. I thoroughly enjoyed being an administrator, and in 1997 had the opportunity to leave Tulane and become the Dean of Graduate Studies and Research at Appalachian State University in Boone, NC.

There is nothing like small classes and individual attention to bring out the best in Students. Tusculum can and does provide that environment and you are very fortunate to be able to take advantage of it. You will succeed because of it, and we look forward to your being active and engaged alumni in a few years!

Dr. Ed Kormondy, Class of 1950
Member Board of Trustees and Chair of Academic
Affairs Committee



Greetings,

As I was ending my tour of duty in the U.S. Navy in 1946, I began thinking about where to go to college. I applied to Cornell, the only college I knew about – this was long before the days of websites, fancy brochures, and college counselors – and was accepted. But, Tusculum was also on my mind because a Tusculum recruiter had come to Beacon (NY) High School. So on a weekend leave in Spring 1946, I took a train from Baltimore to Greeneville, somehow got to the campus, and was greeted by then Dean Leslie Patton, who showed me around. I was hooked.

Biology was my major under a very demanding Professor Mike Wright, but I also nourished my second love of Literature and Philosophy while taking chemistry, physics, German, and much more. On graduation day, June 5, 1950, I was the student commencement speaker and also got married to a classmate.

My entire career was spent in higher education as a teacher and administrator. I obtained my Masters and Ph.D. at The University of Michigan. Although that phase of my career, and all that followed, was up to me to do, it was Professor Wright who was my inspiration and role model. He had set high professional and teaching standards that prepared me as well as, and in some cases better than, students who had undergraduate degrees from Michigan. After my Michigan experience, I taught at Oberlin College (Ohio) for eleven years, was on the faculty the day The Evergreen State College (Washington) opened but soon became the provost, a position I later held at the University of Southern Maine and California State University – Los Angeles. Then I ventured to Hawaii as chancellor of the University of Hawaii – Hilo and the University of Hawaii – West Oahu, and after being retired two years, assumed the presidency of the University of West Los Angeles, a law school, where I now serve as Chair of its Board of Trustees.

Professor Wright had urged me to continue doing research and publishing and in that way was responsible for the more than 60 research publications and more than 15 books that I published over the years. It has

also been my privilege to have served Tusculum as a member of the Board of Trustees and as acting President during the Summer of 2007.

Tusculum charted my career, provided me with a family and life-long friends, and instilled ethical mores of integrity, equity, community service, and concern for the welfare of others that have guided me in my personal and professional life. I sincerely hope these will be things you can say about Tusculum, in whole or in part, later in your life. And, you will if you apply yourself diligently to your studies, which should be as broad in scope as possible beyond the demands of your major. This is a time to also learn to manage your time (and money!). Set priorities, make what will become life-long friends, and most importantly, see challenges as opportunities. I wish each of you good luck and success and as acting President during the summer of 2007.

Chronology

- 1777 Rev. Samuel Doak settles on Little Limestone Creek, Washington County.
- 1780 Founding of Martin Academy.
- 1782 Rev. Hezekiah Balch settles on Richland Creek, Greene County.
- 1786-87 State of Franklin movement.
- 1787 Constitutional Convention in Philadelphia.
- 1794 Founding of Greeneville College.
- 1795 Martin Academy renamed Washington College.
- 1796 Tennessee admitted to the Union.
- 1810 Death of Hezekiah Balch.
- 1818 Founding of Tusculum Academy at Frank's Creek.
- 1827 Resignation of Rev. Charles Coffin.
- 1829 Death of Rev. Samuel Doak.
- 1830 Construction of Doak House at Frank's Creek.
- 1841 Construction of Old College.
- 1842 Tusculum Academy incorporated by the state legislature.
- 1844 Tusculum Academy charter amended by the state legislature thereby creating Tusculum College.
- 1861-65 The Civil War.
- 1864 Death of Rev. Samuel W. Doak.
- 1868 Petition for merger of Greeneville and Tusculum Colleges approved by the state legislature.
- 1887 Construction of McCormick Hall.
- 1891 Construction of Craig, now Welty-Craig, Hall.
- 1894 Centennial Celebration.
- 1894 Greeneville and Tusculum College centennial.
- 1901 Construction of Virginia Hall
- 1903 Tusculum baseball and football teams participate in first intercollegiate games.
- 1908 Merger of Washington and Tusculum Colleges.

- 1909 Construction of the President's House.
- 1910 Construction of Carnegie, later Tate, Library.
Mary A. Taylor employed as first librarian of Tusculum College.
- 1912 Dissolution of Washington and Tusculum College;
resumption of independent status by the two institutions.
- 1914 Sub-preparatory program abolished, but Tusculum Academy retained.
- 1915 Construction of Haynes Hall.
- 1916 Construction of the Arch.
- 1919 Bachelor of Philosophy degree discontinued; Associate Bachelor degree approved.
- 1920 Professors Landon C. Haynes and Thomas S. Rankin awarded honorary LL.D. degrees.
- 1923 Construction of Gordon, later Rankin, Hall.
- 1927 Construction of the Gymnasium.
College accredited by the Southern Association of Colleges and Schools.
- 1930 Construction of the Science Building, later Tredway Hall.
- 1931 Retirement of Charles Oliver Gray.
- 1936 Death of Charles Oliver Gray.
- 1941-45 World War II.
- 1942 Football discontinued.
Bachelor of Science degree introduced.
- 1956 Desegregation and integration of Tusculum College accomplished.
Death of Landon C. "Daddy" Haynes.
- 1962 Construction of Katherine Hall.
- 1965 Construction of Annie Hogan Byrd Chapel and Fine Arts Building.
- 1969 Construction of Charles Oliver Gray Residence Hall
- Complex.
- 1970 Construction of Student Union building.
- 1971 Construction of Herbert L. Shulman Human Resources Center.

- 1977 Student Union named Simerly Student Union.
- 1985 Start of Tusculum Adult Leaders Learning (TALL) Program.
- 1991 Football resumed.
- 1994 Tusculum College bicentennial.
- 1996-99 Construction of Niswonger Commons.
- 2001-05 Construction of Niswonger Sports Complex.
- 2001 Construction of the Apartments
- 2005 Renovation and expansion of Carnegie-Tate Library.