

**IN THE SUPREME COURT OF IOWA**

**IN RE EZRA L. TOTTON SCHOLARSHIP**

**UNIVERSITY OF IOWA,**  
Plaintiff-Appellant.

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APPEAL FROM THE IOWA DISTRICT COURT FOR JOHNSON COUNTY  
HONORABLE CHAD KEPROS, PRESIDING

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# **1. Arthur Totten Declaration**

**IN THE SUPREME COURT FOR THE STATE OF IOWA**

In re Ezra L. Totton Scholarship	Sup. Ct. Case No. 25-0462  Dist. Ct. Case No. EQCV085985
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**DECLARATION OF ARTHUR A. TOTTON**

I, Arthur Avery Totten, declare and state as follows:

1. Dr. Ezra L. Totton was my uncle. I am the son of a younger brother of Dr. Totton, Arthur Sylvester Totten. Ezra L. Totton was born in 1908 in Sedalia, North Carolina, and he died in 1996 in Durham, North Carolina. I was the Administrator of Ezra L. Totton's will.

2. Uncle Ezra and my father were very close and so I saw him often and got to know him. In addition to the many conversations I had with my uncle over the years, since his passing I have learned a lot more of his incredible life through conversations with family members, friends, and colleagues of his, as well as looking through newspaper articles, letters, and other documents from the time of his life.

3. My uncle's father and mother, my grandparents, were Riley Totton II and Anna Scales. Riley II was born in 1877 or 1878 in Rockingham County, North Carolina. Anna Totton was also born in 1877 in Rockingham County. They married in 1903 in Rockingham County and together had seven children in 12 years. Anna died in 1917 at the age of 39 while giving birth to Ezra's and my father's sister Lillie.

4. Riley remarried in 1918 to Zula Daisy Clapp, and together they had four more children. Zula was a member of the first graduating class of the Palmer Memorial Institute, became a teacher, and lived to the age of 93. She provided unconditional love to all the Totton children.

Between Anna and Zula, Riley II had a large family. He owned a small farm and sold wicker furniture. For extra money, his sons, including Ezra, sold their labor to the surrounding area farms. Uncle Ezra certainly had his father's amazing work ethic.

5. One of the other interesting things about Riley II was that he was a veteran Buffalo Soldier. Formed in 1866 after the conclusion of the Civil War, this legendary, all-Black Army regiment served the United States during the Westward Expansion and were some of the first National Park Rangers. They also saw service in the Spanish-American War in 1898.

6. Like their father, all the Totton brothers would serve in the military. I must believe that their knowledge of their father's service to his country in a segregated regiment had a profound impact on all of them. Whatever white soldiers did, they could do, too. Riley Totton II died in 1957.

7. The military drafted Uncle Ezra to fight in World War II, in a still-segregated U.S. Army. Yet, like his father before him, Ezra Totton selflessly served a country that continued to discriminate against him because of his race. He served three years.

8. Uncle Ezra had lived with this discrimination his entire life. He grew up in Sedalia, North Carolina (a predominantly Black community), in the South during the Jim Crow era. Sedalia had a prosperous local economy despite these challenges. Sedalia residents—who were by law denied access to critical, whites-only services like healthcare—got by and succeeded by helping each other. Ezra Totton grew up seeing the value of community service, and specifically, he grew up knowing the Black community had a duty to lift each other up.

9. The Tottons were a large part of Sedalia, with many members in the family and different branches on the family tree. Some members of the "Totton" family spelled "Totton" with an "e," as in "Totten," while others, like Ezra, always spelled it with an "o", as in "Totton." In my

research, I have seen both spellings used interchangeably. Whether Totton or Totten, they all regarded themselves as family.

10. Ezra Totton first went to Knoxville College in Knoxville, Tennessee, a school whose roots and mission were to give educational opportunity to Free Blacks and formerly enslaved persons. Under Tennessee law after 1901, it was an All-Black college. Ezra was an undergraduate chemistry major looking to continue his education in graduate studies at the University of Tennessee, which was also located in Knoxville. But the University of Tennessee did not admit Black graduate students.

11. In 1939, Ezra Totton and five other undergraduates, all highly qualified to continue their education at the University of Tennessee (UT) but for their race, sued UT to gain admission because there was no graduate school in Tennessee for Blacks, whether “separate and equal.” Attorney Carl A. Rowan and the NAACP represented them. That case was one in a multiple state legal strategy led by then attorney, and later Chief Justice, Thurgood Marshall, to tear down laws excluding Black people from educational institutions.

12. However, “separate but equal” was the law of the land, and their suit lost at the Tennessee Supreme Court. Dr. Totton’s participation as a plaintiff in that unsuccessful case—though it broke ground on a movement that would prove successful later—likely shaped his decisions moving forward. At the very least, he was well aware of the racism Black students faced in college admissions.

13. After he returned from the war, Uncle Ezra, having been prevented from continuing his graduate studies in Tennessee, came to the Midwest and earned a master’s degree at the University of Iowa, his Ph.D. from the University of Wisconsin at Madison, and then did Post-Doctoral Work at Stanford, of which he was proud and would speak often. Once he obtained his

doctorate, Uncle Ezra was hired as a Professor of Chemistry at North Carolina Central University (NCCU), and he came to Durham, North Carolina.

14. Durham, North Carolina, is notable for its two universities, NCCU and Duke, and its Black business district named Hayti also known as the Black Wall Street thanks to the success of its black-owned insurance and banking businesses.

15. When Uncle Ezra became Chairman of the NCCU Chemistry Department in 1949, he would lead it in growth from a small department to a large and successful chemistry program with multiple well-published, tenured professors. Dr. Totton's own research output included projects funded by grants from the Wright-Patterson Air Force Base, the National Institutes of Health, the National Science Foundation, and the North Carolina Board of Science and Technology. When he became Chair of the Department of Chemistry in 1949, the Department had two teachers (including himself), two laboratories, and could only provide three years of undergraduate chemistry education. When he left as Chair after 26 years, the Department had a faculty of seven people (five of whom held a Ph.D.) and a newly constructed academic building with cutting-edge equipment.

16. Today, that academic building is named, the James M. Hubbard – Ezra L. Totton Chemistry Building in his honor.

17. Throughout his adult life, Dr. Totton would unceasingly continue that long tradition with which he had been a part and work to uplift other Black Americans through community-service, the church, and charitable giving. He was joined in these efforts by his wife, Christine. Ezra and Christine were well known in the community in part because they organized their neighborhood during the Christmas season into a uniform display of Christmas Trees, and because neighborhood kids would come by after school to learn science from Dr. Totton.

18. Dr. Totton died in 1996, at the age of 87, in Durham. His Homegoing service took place at the church he had long attended, White Rock Baptist Church.

19. White Rock Baptist Church was and is still notable as the home to activists in the Civil Rights Movement; it supported the Movement by serving as a space to organize in and from which to launch these activities. Dr. Totton was very active in both a Bible Study Group and church choir at White Rock Baptist Church.

20. Given his personal experience with segregation at Knoxville College, in the lawsuit seeking admission to the University of Tennessee, in the military, and in his specific involvement in the Civil Rights Movement through his support of White Rock Baptist Church, it is no surprise to me that Dr. Totton set up not one, but five scholarships for aspiring Black scientists. Two of these were explicitly for “a Black Student majoring in the physical sciences, preferably Chemistry” or “Biochemistry.” These were at the University of Iowa and the University of Wisconsin at Madison. He also established and bequeathed funds for endowed scholarships at Knoxville College, NCCU, and one administered by White Rock Baptist Church. While these last three were not explicitly for a Black student, Knoxville is an historically black college, North Carolina Central an historically black university, and White Rock Baptist an historically black church.

21. There is no doubt in my mind that all five gifts share the same goal of helping Black students continue their education as he did.

22. Based on my knowledge of Uncle Ezra, I do not believe that administering these scholarships to instead go to “first generation” students would be consistent with his intent. His goal, informed by his own life experiences of challenging and overcoming barriers for Black people to advance in higher education, and of Black individuals supporting each other in this endeavor, was to continue to help young Black students do the same.

23. If the University of Iowa cannot administer the fund consistent with Dr. Totton's intent, and the fund was returned to his estate, the family would honor his wishes and look to redirect those funds to one of the other scholarships he established, or to a private foundation, church, or organization to continue the scholarship on the same terms as have been in place since it was established.

24. It is our wish as a family that Dr. Totton's life and legacy, including in no small part his efforts to tear down barriers for Black people in higher education, and particularly in the field of chemistry, be honored as he intended, and his wishes respected.


25. We do not view it as appropriate or fair for the University of Iowa to instead take that money, so carefully and thoughtfully earned and saved over his lifetime and given to the benefit of young Black physical science and chemistry students and redirect it to "first generation" students.

I certify under penalty of perjury and under the laws of the State of Iowa, that the preceding is true and correct.

12/29/25  
Date

  
Signature

District of Columbia  
Signed and sworn to (or affirmed) before me on 12/29/25 (Date)  
by ARTHUR A. TOTTON  
(Name(s) of individual(s) Making Statement)

Signature of Notarial Officer:   
Title of Office: NOTARY PUBLIC  
My Commission Expires: 2/14/27

Walter A. Mance  
Notary Public  
District of Columbia  
My Commission Expires Feb. 14, 2027


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I certify under penalty of perjury and under the laws of the State of Iowa, that the preceding is true and correct.

12/29/25  
Date

  
Signature

District of Columbia  
Signed and Sworn to (or affirmed) before me on 12/29/25 (Date)  
by ARTHUR A. TOTTON  
(Name(s) of Individual(s) Making Statement)  
Signature of Notarial Officer:   
Title of Office: NOTARY PUBLIC  
My Commission Expires: 2/14/27

Walter A. Munn  
Notary Public  
District of Columbia  
My Commission Expires Feb. 14, 2027

## **2. Cheryl Denice Totton Declaration**

**IN THE SUPREME COURT FOR THE STATE OF IOWA**

**CHERYL DENISE TOTTON**

I, Cheryl Denise Totton, declare and state as follows:

1. I am a granddaughter of Riley Totton II. Riley Totton and his first wife Anna Scales had seven children, and Riley and his second wife Zula Clapp had four children. My father was Raymond Daniel Totton, and one of my father's brothers was Arthur Sylvester Totten. Arthur Sylvester Totten is Arthur Avery Totten's father. So, Arthur Avery Totten and I are first cousins.
2. The Totton Family is large, but my cousin Arthur and I stay connected with one another and are close, even though I live in Sedalia, North Carolina, and Arthur lives in Washington D.C.
3. Arthur spoke to me of this lawsuit about a scholarship that Uncle Ezra endowed at the University of Iowa. I have read his Declaration in this case. I also know about the facts that he relates, and I incorporate in this Declaration of mine what Arthur has related in his.
4. I remember my Uncle Ezra well. I was born in 1953, and when he passed away in 1996, I was 43. My cousins and I knew Uncle Ezra to have worked hard to become a professor and to pave a way for his chemistry students at North Carolina Central University (NCCU) however he could and for whatever direction they chose to pursue.
5. It was part of our growing up in Sedalia, a predominantly Black community, in the 1950s, 1960s, to help one another in whatever was needed and however we could; and I believe that was part of Uncle Ezra's purpose in his role as a Professor at NCCU, as a devout member of White Rock Baptist Church in Durham (which is 54 miles or a 40 min drive

from Sedalia), and simply as a role model for young people in the Black Community to inspire and enable them and others in our distinctive community to get an education and get ahead.

6. I note the issue of how "Totton" is spelled and the fact that some family members spell their name "Totten." Indeed, that's the way Arthur has spelled his last name. People misspell names; but it's my firm belief that the change occurred when all the Totton brothers went into the military in World War II. As the sons of Riley Totton II, they were definitely "Tottons". But the military used the spelling "Totten" in all their military documents, including their discharge papers, and they never bothered to try to have it changed. But "Totton" and "Totten" sounded alike, Regardless, we're all family, and it never became an issue of any importance.

I certify under penalty of perjury and pursuant to the laws of the State of Iowa that the preceding is true and correct.

12/29/25  
Date

Cheyl Denise Botton  
Signature

G.S. § 10B-41 NOTARIAL CERTIFICATE FOR  
ACKNOWLEDGMENT

Guilford County, North Carolina

I certify that the following person(s) personally appeared before me this day, each  
acknowledging to me that he or she signed the foregoing document:

Cheryl Denise Totton  
Name(s) of principal(s)

Date: 12/29/2025

(Official Seal)



Moneta Lester-Taylor  
Official Signature of Notary

Moneta Lester-Taylor, Notary Public  
Notary's printed or typed name

My commission expires: 02/24/2029

OPTIONAL

This certificate is attached to a Declaration for Iowa Supreme Court, signed by Cheryl Denise Totton  
Title/Type of Document Name of Principal Signer(s)

on 12/29/2025, and includes 2 pages.  
Date # of pages

# **3. Dr. John Myers Declaration**

**IN THE SUPREME COURT FOR THE STATE OF IOWA**

In re Ezra L. Totton Scholarship	Sup. Ct. Case No. 25-0462  Dist. Ct. Case No. EQCV085985
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**DECLARATION OF JOHN A. MYERS**

I, Dr. John A. Myers, declare and state as follows:

1. I worked with Dr. Ezra L. Totton at North Carolina Central University (NCCU), an HBCU in Durham, North Carolina.
2. In fact, after graduating from Carson-Newman College in 1965, obtaining my doctorate from the University of Florida in 1970, and doing a year of post-doctoral work at Michigan State University, it was Dr. Totton who hired me as an Associate Professor of Chemistry at NCCU in 1971. In time, I served forty-three years, including a six-year term as Chair, of NCCU's Chemistry Department and retired as Professor Emeritus in 2014.
3. Dr. Totton served as Chair of NCCU's Chemistry Department for twenty-six years, from 1949 when he was hired to 1975 when he retired; but he continued to teach, mentor students, apply for and receive grants, and lead research after he retired. I worked with Dr. Totton from 1971 when he hired me to 1988

when we honored him in his true retirement at the age of 80. See the attached Program for the ceremony.

4. Over that time, I grew to know Dr. Totton quite well, and I considered him a valuable, trusted mentor.

5. Dr. Totton revered education and he wanted to try to help those who were not being helped. I expect that Dr. Totton's life experiences had a lot to do with this. I know that for his high school he went to Palmer Memorial Institute, an all-Black school well known for helping students who hadn't had the advantages that others take for granted.

6. Dr. Totton was a member of the Federation of American Societies for Experimental Biology and the American Chemical Society. His research projects were well-regarded and funded by organizations including the Wright-Patterson Air Force Base, the National Institutes of Health, the National Science Foundation, and the North Carolina Board of Science and Technology. So, he knew that there were good jobs in the sciences for students if they could just get access to a degree. And he wanted to help these students.

7. I remember when Dr. Totton personally went to the American Chemistry Society's Committee on Professional Training (ACS-CPT) to make the case for NCCU to be granted ACS Certification of its B.S. degree program in chemistry, which would open doors for NCCU's graduates that might have

otherwise been closed. He told our faculty about the experience before this committee of five Ph.D.s, who had “so many questions,” he said, including one where a committee member asked Dr. Totton to name just one student who was taken from the bottom of the ladder to the top by being given an education. He turned to another member of the committee and said, “You had one of our students. How did he do.” That student was Dr. Clifton Woods, an NCCU undergraduate alum of Dr. Totton’s who had recently earned a Ph.D. at the North Carolina State University, which happened to be the committee member’s own school. The gentleman looked to Dr. Totton and had to acknowledge that Dr. Woods was, in his words, the “best we ever had.” The ACS-CPT granted NCCU ACS-Certification. Dr. Woods went on to become a tenured Professor of Chemistry and Associate Vice Chancellor for Academic Affairs at the University of Tennessee in Knoxville, TN. Dr. Totton was always so proud of his students and wanted to do everything he could to make sure they, and those who came after them, would succeed.

8. Another student of his was Kathryn A. Caldwell. I did not know her, but she wrote a lovely and telling letter to him in November 1988 reflecting the views of many of his students when she was unable to attend the retirement ceremony honoring him. I often heard Dr. Totton speak with pride of her as one of his earliest graduates in chemistry. She earned an advanced degree in

Biochemistry at the University of Wisconsin (Madison), and I believe she was a long-time faculty member and researcher at one of the University of California campuses.

9. When I joined NCCU in 1971, Dr. Totton had already grown the Chemistry Department significantly. By the time he retired in 1975, he had taken the Department from just two teachers (including him) to seven, including five of us with Ph.D.s. The Department, which could provide three years of undergraduate chemistry education when he joined, had by then awarded 36 *graduate* degrees, with many undergraduate alums having gone on to Master of Science and Ph.D.s from other institutions. In the mid-1980s through mid-1990s, the National Science Foundation published numerical tables of new Ph.D.s in the sciences broken down by discipline, race, and ethnicity. In each year of that decade there were maybe 16 to 25 new Black Ph.D.s in chemistry in the entire country, and in one particular year, three of those—maybe approaching 20%—were graduates of North Carolina Central University.

10. From 1969 to 2005, the NCCU Chemistry Department was located in the James M. Hubbard – Ezra L. Totton Chemistry Building. Even after Dr. Totton left his administrative post, he continued to teach and lead research at NCCU.

11. Dr. Totton was a great man and an esteemed colleague. I recall many discussions between us where we'd seem to be in a strong disagreement (and I'd

seem to be losing), before Dr. Totton would come over to my side and start arguing my point(s) for me. That always amazed me.

12. I understand that Dr. Totton's legacy includes certain scholarships he set up for the benefit of young Black college students majoring in the physical sciences, preferably in his field of chemistry, including one at the University of Iowa.

13. I also understand that the University of Iowa is seeking to change how it administers its scholarship so that it is given to first-generation physical science and chemistry students, instead of Black students majoring in one of those fields, as Dr. Totton intended.

14. Based on my knowledge of Dr. Totton, I do not believe the change proposed by the University of Iowa would be consistent with his intent. As long as I knew him, it was Dr. Totton's life goal to support Black students in higher education. It strikes me as unfair for the University of Iowa to divert that money, after all the barriers Dr. Totton had to overcome to earn it, and administer it contrary to Dr. Totton's wishes.

I certify under penalty of perjury and pursuant to the laws of the State of Iowa that the preceding is true and correct.

December 21, 2025  
Date

John A. Myers  
Signature

**Acknowledgement**

STATE OF NC

COUNTY OF DURHAM

I certify that John Albert Hyers personally appeared before me this day, acknowledging to me that he or she signed the foregoing document: Declaration to the Supreme Court for the  
Name or description of attached document

I further certify that (select one of the following identification options): State of Iowa  
type of identification

- I have personal knowledge of the identity of the principal(s)
- I have seen satisfactory evidence of the principal's identity, by a current state or federal identification with the principal's photograph in the form of a NC DL # 3574806  
type of identification
- A credible witness, \_\_\_\_\_, has sworn or affirmed to me the  
name of credible witness  
identity of the principal, and that he or she is not a named party to the foregoing document, and has no interest in the transaction.

Date: 12/31/25

Padnavathi Challen  
Notary Public  
PADMAVATHI CHALLURU  
Typed or Printed Notary Name

My commission expires: 9<sup>th</sup> Feb 2029



## **4. Clifton Woods Declaration**

**IN THE SUPREME COURT FOR THE STATE OF IOWA**

**DECLARATION OF CLIFTON WOODS**

I, Clifton Woods, declare and state as follows:

1. I am a retired University professor and administrator residing primarily in Knoxville, TN  
I graduated from North Carolina Central University (“NCCU”) in 1966 and continued my education and earned my Ph.D. in Chemistry at North Carolina State University in 1971.
2. After graduating from North Carolina State, I accepted a position as Interim Assistant Professor at the University of Florida for two years, then spent a year teaching at Bowling Green State University in Ohio. I was hired by the University of Tennessee, Knoxville in 1974 and spent the remainder of my academic career there, retiring in 2011.
3. At Tennessee I taught undergraduate and graduate courses in chemistry, and served as Associate Dean of Arts and Sciences, Associate Vice Chancellor for Academic Affairs, Interim Provost and Chief Operating Officer, and Vice Chancellor for Research.
4. North Carolina Central University is a public, Historically Black College and University. There were no White students when I attended NCCU, but there are now. I went there to major in Mathematics but also took courses in Chemistry. Dr. Ezra L. Totton was one of my Chemistry Professors.
5. Dr. Totton was an excellent and demanding Professor. He was also very personable and was a great mentor for me and other students. I was a Math major, but he persuaded me to get a degree in Chemistry; and so, I graduated with a double major, Mathematics and Chemistry.
6. Dr. Totton had real concern for Black students and talked about creating opportunities for them. He recognized that young Black students had needs—for financial support, for

career advice and guidance, for good education that was recognized as such by the world outside NCCU, and for connections he might help them make. He harbored great expectations for us; and his students went on to careers in industry, medicine, government, or education, as I did.

7. Dr. Totton was active in recruitment of students and potential employers, for example, in industry. He would write letters for students and talk to recruiters. He spoke to me about recruiting trips I made to DuPont and IBM; and I know that he would talk to people at graduate schools to which his students were applying for advanced degrees.
8. It was clear when I was a student of his that his mission was to support and open pathways for Black students interested in the physical sciences, especially his field of Chemistry. He did that through counseling students, teaching undergraduate and graduate courses, actively engaging in research, obtaining research grants, publishing papers, and growing the reputation of North Carolina Central University.
9. In November of 1988, as Dr. Totton turned 80, NCCU's Department of Chemistry held a Recognition Dinner for him and an Alumni Symposium with an array of accomplished speakers, including Dr Totton himself. I was honored to be among the presenters.

I certify under penalty of perjury and pursuant to the laws of the State of Iowa that the preceding is true and correct.

12/26/2025  
Date

Clyton Woods  
Signature

**Acknowledgement**

STATE OF North Carolina

COUNTY OF Wake

I certify that Clifton Woods personally appeared before me this day, acknowledging to me that he or she signed the foregoing document: Declaration of Clifton Woods.  
Name or description of attached document

I further certify that (select one of the following identification options):

I have personal knowledge of the identity of the principal(s)

I have seen satisfactory evidence of the principal's identity, by a current state or federal identification with the principal's photograph in the form of a TNDL 048125824  
type of identification

A credible witness, \_\_\_\_\_, has sworn or affirmed to me the  
name of credible witness  
identity of the principal, and that he or she is not a named party to the foregoing document, and has no interest in the transaction.

Date: 12/26/2025

Nathan Gordon  
Notary Public

Nathan Gordon  
Typed or Printed Notary Name

My commission expires: 01/22/2030

(Official Seal)



## **5. Certified Copy of Dr. Ezra L. Totton's Will**

(redacted per Iowa R. Elec. P. 16.601 *et seq.*)

**STATE OF NORTH CAROLINA**

In The General Court Of Justice

DURHAM County

**CERTIFICATE OF TRUE COPY**

**OFFICE OF THE CLERK OF THE SUPERIOR COURT**

As a Clerk of the Superior Court of this County, State of North Carolina, I certify that the attached copies of the documents described below are true and accurate copies of the originals now on file in this office.

*Number And Description Of Attached Documents:*

96E000583-310 ESTATE OF EZRA L. TOTTON

Last Will and Testament (12)

**A TRUE COPY  
CLERK OF SUPERIOR COURT  
DURHAM COUNTY**



By: J. Wynn  
Date: 01/05/2026  
Time: 11:40:33 AM

Witness my hand and the seal of the Superior Court

Date	01/05/2026
Clerk Of Superior Court	AMINAH M. THOMPSON
Name Of Undersigned Clerk (type or print)	JB WYNN
Signature	<i>JB Wynn</i>
<input checked="" type="checkbox"/> Deputy CSC <input type="checkbox"/> Assistant CSC <input type="checkbox"/> Clerk Of Superior Court	

Last Will and Testament of  
EZRA L. TOLTON

Date: Aug. 13, 1991 (E. L. Tolton)

I EZRA L. Tolton residing at  
2105 DUNCAN Street in the city of  
Durham, County of Durham, State  
of North Carolina do hereby revoke  
all wills and codicils heretofore made  
by me, and do hereby make, publish,  
and declare this my last will and  
testament in manner and form as  
follows:

ITEM ONE

The properties of my estate are  
listed as follows:

(a) BANK Deposits are at

- (1) Farmers and Mechanic Bank,  
Durham, NC, Parish Street
- (2) Mutual Savings and Loan,  
Durham, NC, Parish Street
- (3) Employees' Credit Union (NC Employees)  
Durham, NC, Duke Street "504 S. DUKE"
- (4) Wachovia Bank and Trust  
201 West Main St., Durham, NC.
- (5) Insurance. TWO Policies - The Mutual Life  
INSURANCE COMPANY OF NEW YORK.  
Policy No. [REDACTED]  
NO. [REDACTED]

(b) Real Estate.

2

- (1) Home, 8½ rooms and full basement house. 2105 Duncan St. Durham, NC.
- (2) Beach Cottage. Four Rooms and full undeveloped basement. 216 Ocean Drive. Topsail Island, NC.

(c) Personal Property

- (1) Car, 1986 LINCOLN TOWN Car, Four<sup>door</sup> sedan  
Serial NO. [REDACTED]
- (2) Cameras. TWO NIKON Cameras and six lenses. Three are zoom Lenses
- (3) Books, valuable Chemical Books  
(a) At personal office at Chemistry department <sup>NCCU</sup> and others at home, 2105 Duncan street.
- (4) Bound Thesis. Fifty or more bound Thesis, students carrying out chemical research under, Dr. E. L. Totton for their M.S. degrees in Chemistry
- (5) Fishing Reels. Six fishing Reels, at the Beach house and at home

2 (d) Safety Deposit boxes 3  
3 in at [REDACTED]  
4 [REDACTED]

5 One at Farmers & Mechanic's  
6 Bank, Branch, Durham N.C.  
7

8 ITEM TWO  
9

10 I direct my executrix herein -  
11 after named to pay all of my just  
12 debts and funeral expenses, and  
13 to erect at my grave such monuments  
14 or markers and to make such  
15 provisions for the care of my family  
16 cemetery lot as ~~is~~ deemed proper  
17

ITEM Three

4

If my wife Christine Barger Totton, be living at the time of my death, I will and bequeath unto her absolutely and in fee simple all of my Personal Property of every kind ~~except~~ my Photographic equipment of all descriptions which I will to Mr. Perry Head, formerly band master at North Carolina Central University.

(2) My fishing equipment, Reels and equipment of all descriptions, which I will to Christine B. Totton, my wife's Nephew. Mr. Leon McBeath, Somerset Kentucky.

ITEM FOUR

In the event that my wife, Christine Barger Totton shall not survive me, or in the event that she die in the course of or as a direct result of the same accident, epidemic or other calamity which causes my death Then I hereby will and bequeath of my personal property of every kind and description, absolutely and in fee simple as follows:

(a) All my personal property except what was described in ITEM Three that was bequeathed, and willed, is to be sold and, this value added to my Estate to be bequeathed and distributed as described later in this Will.

ITEM FIVE

If my wife, CHRISTINE BANGER TOTTON be living at the time of my death, I will and devise all of my real property then owned by me to my said wife for and during her natural life, with full power and authority to use, consume, mortgage, convey and dispose of said real property as she may think proper.

ITEM SIX

In the event that my wife, CHRISTINE BANGER TOTTON, shall NOT survive me, or in the event that she die in the course of or

as a direct result of the same accident, epidemic or other calamity which causes my death, then I hereby will and devise all of my real property, combined with the value of the sale of my personal property, owned by me at the time of my death, to be distributed as follows:

(a) The Total Estate after all indebtedness and expenses for probating the Estate has been paid, the value of the Estate, is to be divided in the proportion of Sixty to forty i.e.  $\frac{60}{100}$  Percent.

Sixty Percent is to be distributed to the following persons in equal shares. Each named person getting an equal share.

- (1) My surviving brothers and sisters, Arthur Sylvester Totton, Claude Totton, ~~Carrie Totton Strothers, Eric Eugene Totton,~~ Esther Totton Custer, Raymond Totton. My wife Christine Barger Totton's Sister, Minnie Rallis McBeath. Note: for NON

7

Survivors, their share will not be distributed to their heirs because all Nieces and Nephews are named to get an equal share. CONTINUING the distribution of the Sixty Percent of my total Estate all my Nieces and Nephews are named for an equal share. Their names are as follows

(2) My Nieces and Nephews

Nieces

1. Willie Ann Totton Dillon
2. YVONNE Harriet Totton Pickney
3. Gloria Geraldine Riley
4. Claudie Ethel Totton Barksdale
5. TONIE Rickelle Totton Lambert
6. Cheryl Denise Totton

Nephews

7. Aubrey Lee Totton, Jr
8. Rudolphus Wesley Totton
9. Arthur Avery Totton
10. Jacob Webster Riley, III
11. William Theodore Riley
12. Robert Limuel Totton
13. Howard McBeath
14. ~~Leon McBeath~~

Keep  
Keep  
Keep

## ITEM SEVEN

8

I bequeath and Will The remaining 40% of My Estate to my favorite Charities in equal shares

& (1) The 40% is to be divided into five equal shares. The following charity recipients are:

(a) Knoxville College. This share is to establish at Knoxville a Scholarship named, "The EZRA L TOTTON Scholarship". The interest from the investment of this Scholarship (i.e. 9%) of the yearly accrued interest is to be used to provide a Scholarship for students majoring in ~~Chemistry~~

(b) North Carolina Central UNIVERSITY This share is to increase the "Ezra L. Totton Chemistry Scholarship" already established &

2  
3 (c) The State University of Iowa 9  
4 Iowa City, Iowa. ~~9~~

5 A share is bequeathed to  
6 the University of Iowa to  
7 establish a scholarship named  
8 the "Ezra L. Totton Scholarship"  
9 for Black students majoring in  
10 the physical sciences, preferably  
11 chemistry. This money is to be  
12 invested and 90% of the interest  
13 each year is to provide. This  
14 scholarship will be presented  
15 to the State University as an  
16 alumni contribution.

17  
18 (d) The University of Wisconsin  
19 Madison, Wisconsin.

20 A share is bequeathed to the  
21 University of Wisconsin, Madison,  
22 Wisconsin to establish a  
23 scholarship named the "Ezra L.  
24 Totton Scholarship" for Black  
25 students majoring in Biochemistry.  
26 This share is to be invested and  
27

not more than 90% of the yearly interest be used for a scholarship.

This Scholarship is presented as an ~~Alumna~~ <sup>Alumna</sup>

(e) White Rock Baptist Church <sup>Alumna</sup>  
Durham, North Carolina

A share is bequeathed to White Rock Baptist Church to establish a scholarship named The "Ezra J. Tolton and Christine Barger Tolton Scholarship". This share is to be presented to the Moose Kennedy Bible Class at White Rock Baptist Church in Durham for supervision. The share is to be invested by the Moose Kennedy Bible class and not more than 90% of the yearly interest be use as a scholarship for ~~students~~ <sup>students</sup> majoring in the Physical Sciences.

Item and Allocated

Alumna

ITEM EIGHT

I hereby constitute and appoint my wife Christine Barger Totton, the executrix of this my Last Will and Testament and request that she be allowed to serve as such without being required to give bond or other or other security. If at any time, by reason of death incompetency, renunciation or removal, my wife Christine Barger Totton, is unable to act as executrix

Not certified: April 15, 1999  
 N. James F. Totton, Sr. testament of Executrix to succeeded my wife, Christine Barger Totton

Christine Barger Totton  
 September 26, 1990

- Witnesses
- Dale M. Shargo NAME [redacted] 27707 (address)
  - Jacqueline James Brown NAME [redacted] (address)
  - James M. Schuler Jr. NAME [redacted] (address)

Aug. 13, 1991 E. L. Totton



## **6. *Witham* Case File from Tennessee State Library Archives**

Original case files from *Tennessee ex rel. Michael v. Witham*, maintained by the Tennessee State Library Archives

(1) State ex rel. Michael  
v. Witham, Amended Pet.

AMENDED PETITION FOR MANDAMUS.

Filed June 17, 1940

Chas. E. Dawson, C. and M.

STATE OF TENNESSEE EX REL  
EZRA TOTTON  
Plaintiff

VS.

NO. 28623

FRED C. SMITH, Dean of the Graduate  
School and Dean of the University of  
The University of Tennessee et al

Defendants

TO THE HONORABLE A. E. MITCHELL, HOLDING THE CHANCERY  
COURT IN AND FOR THE COUNTY OF KNOX, STATE OF TENNESSEE:

Your complainant respectfully shows:

1. That he is of full age, a citizen of the State of Tennessee, a resident of the city of Knoxville and of the County of Knox in said State and that he is a member of the negro race.
2. That all of the named defendants are citizens and residents of the State of Tennessee as follows: Henry B. Witham of Knox County; Fred C. Smith of Knox County; The University of Tennessee, a corporation, with its chief office in Knox County, at Knoxville; Clyde B. Austin of Greene County; Cary F. Spence of Knox County; Paul J. Kruesi of Hamilton County; W. P. Cooper of Bedford County; Harry S. Berry of Sumner County; W. P. Ridley of Maury County; I. B. Tigrett of Madison County; George C. Rowlett of Weakley County; John D. Martin of Shelby County; Williston Cox of Knox County; James A. Fowler of Knox County; Wassell Randolph of Shelby County; Prentice Cooper, Governor of the State of Tennessee of

Davidson County; B. O. Duggan, Commissioner of Education of the State of Tennessee, of Davidson County; C. C. Flannery, Commissioner of Agriculture of the State of Tennessee, of Davidson County, and James D. Hoskins, President of the University of Tennessee, of Knox County; and that all of said counties hereinbefore named lie within the boundaries of the State of Tennessee.

3. That the University of Tennessee, a corporation, is a corporation duly chartered, organized and existing under the laws of the State of Tennessee with its chief office in Knox County, Tennessee, at Knoxville. That all the other defendants above named, except Henry B. Witham and Fred C. Smith constitute the Board of Trustees of the University of Tennessee, the corporate defendant, and are sued in their official capacity as such trustees. The defendant Fred C. Smith is Dean of the University of Tennessee, and Dean of the Graduate School of said University, one of the colleges of the University of Tennessee, and as such officer is charged with the duty of admitting students to register in the Graduate School of the University of Tennessee. Said Graduate School is an integral part of the University of Tennessee and is supported in large part by appropriations made by the General Assembly of the State of Tennessee from time to time out of funds derived from the taxation of all the citizens and residents of the State of Tennessee, including the relator, Ezra Totton. Said Graduate School is maintained, conducted and directed in the City of Knoxville by the State of Tennessee as a part of the University of Tennessee, and as a state agency for the education of the citizens of the State of Tennessee, acting by and through its agents, the Board of Trustees of the University of Tennessee, and the Dean, the defendant, Fred C. Smith, the Faculty and the teaching staff appointed by and under the control of the defendants constituting

and acting as the Board of Trustees of the University of Tennessee.

4. That the University of Tennessee is an administrative department of the State of Tennessee performing an essential governmental function. The charter of the University of Tennessee as enacted and modified from time to time by the General Assembly of the State of Tennessee provides that no citizen of Tennessee otherwise qualified shall be excluded from the privileges of the University by reason of his race or color. The provisions of said charter are binding upon the Graduate School of the University of Tennessee, the defendants named herein, and each of them, and upon all the officers and agents of the University of Tennessee. Your relator claims the right to be admitted to the Graduate School of the University of Tennessee both under the aforesaid charter provision and generally under the Constitution of the State of Tennessee, the Fourteenth Amendment to the Constitution of the United States and the laws of the land, as a citizen, resident and taxpayer of the State of Tennessee fully qualified for admission to said school under all lawful regulations - the said School being the only public institution in the State of Tennessee offering graduate instruction in the courses of study hereinafter described.

5. That the Graduate School of the University of Tennessee is approved, and given a Class "A" rating by the Association of American Universities and by the Southern Association of Colleges and Secondary Schools; that approval and Class "A" rating in such Associations is based upon the maintenance of the uniformly high standards of instruction accepted by these associations as necessary for the proper training of graduate students; that the Graduate School of the University of Tennessee is fully recognized in all other states of the union and in foreign countries, and that its students are accepted in the Graduate Schools of other colleges and universities, both in the United States and in foreign countries,

as 111-2-3, 211-2-3, 311-2-3, or their equivalents, if he desires to major in chemistry. For students minoring in chemistry, the prerequisite is twenty-four quarter hours, including nine quarter hours of general and nine quarter hours of analytical chemistry. At least six hours of the analytical chemistry must be quantitative. That in the "University of Tennessee Record", (the official publication of the University of Tennessee, which is the record for the academic year 1938-1939, and the announcement for the academic year 1939-1940) "Chemistry 111-2-3" is listed and described as "General Chemistry"; that "Chemistry 211-2-3" is listed and described as "Quantitative Analysis"; and that "Chemistry 311-2-3" is listed and described as "Organic Chemistry"; and that relator has taken and successfully passed all of said courses, or their equivalents, as will more fully hereinafter appear, which are designated as prerequisite to graduate study in Chemistry.

That there is no limitation other than those above stated upon admission of a candidate to graduate study in the field of Chemistry in the Graduate School of the University of Tennessee; that registration for the fall quarter of the Academic year 1939-1940, at the University was fixed for the date of September 25 and 26, 1939; that classes in the Graduate School of the University began September 27, 1939; and that the final date for admission to the said classes was fixed as October 3, 1939; and that all of the foregoing requirements and regulations for the registration and admission of students to the Graduate School of the University of Tennessee, together with the dates upon which said registration and

on a basis of full parity. The Graduate School of the University of Tennessee offers a graduate course in Chemistry leading to the degree of Master of Science. That a total credit of forty-five quarter hours must be expended on one major subject and two minor subjects, or one major and one minor subject. In addition the candidate for the degree shall submit a thesis, project, or problem satisfactory to the Committee on Graduate Study of the University of Tennessee. Credit in the student's subject, including the thesis, shall not be less than twenty-seven quarter hours, and in a minor, not less than nine nor more than eighteen hours. And that the minimum residence requirement for a Master's degree is three quarters of full time study, and all of the requirements for the degree must be completed within a period of five calendar years after the work for the degree has begun. The Graduate School of the University of Tennessee is the only public institution within the State of Tennessee, maintained, operated and controlled by the State of Tennessee, which offers instruction in the field of chemical studies which the relator, Ezra Totton, is eligible to attend.

6. That the entrance requirements for admission to the Graduate School of the University of Tennessee are (1) That the applicant be a graduate of the University of Tennessee, or (2) that he be a graduate of another recognized institution doing similar work. An applicant who is not a graduate of the University of Tennessee must submit an official transcript or transcripts of all previous college work.

In addition, to be eligible for admission to graduate work in the field of chemistry, the applicant must have completed, during his undergraduate experience at least forty-two quarter hours in Chemistry, including the courses known and designated at the University of Tennessee

admission may be had, have been adopted and approved, and as such promulgated by the individual defendants, the trustees of the University of Tennessee, acting in their official capacities; by the individual defendants, the deans of the respective schools, acting in their official capacities as officers and agents of the corporate defendant, and by the defendant, the University of Tennessee, as a corporate body, and by each of them, and as such, are binding upon all officers and agents thereof and of the State of Tennessee.

7. That under the orders and directions of the individual defendants, the trustees of the University of Tennessee, and each of them, acting in their official capacities, and of the University of Tennessee, a corporation, defendants herein, the defendant Fred C. Smith, has charge of all matters relating to the admission of all students to the Graduate School of the University of Tennessee, and acts in the premises as agent of the said defendants, the trustees of the University of Tennessee, and each of them, acting in their official capacities, the University of Tennessee and of the State of Tennessee as administrative agents of said trustees of the University of Tennessee and said University and thereby, of said State.

8. That the relator, Extra Totton, is a candidate for admission to the first year class of the Graduate School of the University of Tennessee for the Academic year beginning September 27, 1939, or for the academic term first following the approval of his application for admission thereto. That he is fully qualified in all lawful and proper respects for admission thereto. That he is a Citizen and resident of the State of Tennessee, twenty-nine years of age and of good moral character. That he is a high school graduate and in addition has successfully completed a four year residence course in an approved college, receiving the degree of Bachelor of Science from

Knoxville College, a recognized institution doing work similar to the work of the College of Liberal Arts of the University of Tennessee, in the City of Knoxville, Tennessee, in 1935. A certified copy of his high school and college credits is attached hereto, under the name of Extra Lester Totton, as Exhibit "A" to this petition, and is prayed to be read in full herewith as though fully herein set out and made a part hereof. That the attached Exhibit "A" showing his college credits, demonstrates that he has fully and satisfactorily completed all the prerequisite courses required by the Graduate School of the University of Tennessee as a condition precedent to graduate work in the field of the chemical sciences.

9. That on July 24, 1939, the relator applied for admission to the Graduate School of the University of Tennessee, but instead of considering his application in good faith, the defendant, Fred C. Smith, acting in the premises as agent of the defendants, and each of them, and as administrative agent and officer of the State of Tennessee ignored his application; that the defendant, James D. Hoskins, President of the University of Tennessee, likewise failed to consider his application in good faith; that on July 28, 1939, relator addressed a letter to the defendants, the Board of Trustees of the University of Tennessee, all of whom are named as defendants herein, in care of the defendant, James D. Hoskins, President of said University, demanding that his application be given proper and due consideration; that in said communication of July 28, 1939, he stated that he wishes to enter the University of Tennessee at the beginning of the fall quarter for the academic year 1939-1940; and that he requested the defendants, the Board of Trustees of the University of Tennessee to act upon his application at its next approaching annual meeting, to be held on the 31st day of July, 1939;

that the defendant James D. Hoskins, as President of the University of Tennessee, presented and read the aforesaid letter of the relator to the defendants, the Board of Trustees of the University of Tennessee at the annual meeting of said Board on July 31, 1939; that on said date of July 31, 1939, the defendants, and each of them, with the exception of the defendant, Fred C. Smith, constituting the Board of Trustees of the University of Tennessee, instead of considering and weighing such application and demand in good faith, unlawfully and arbitrarily referred the matter of relator's application for admission to the Graduate School of the University of Tennessee to the Faculty of the University of Tennessee and for investigation and report, without naming a day certain therein, and without considering the merits thereof; and that said reference was based solely upon the grounds of the race and color of the relator; that thereafter, on August 4, 1939, one J. P. Hess, Business Manager of the University of Tennessee, and Secretary of the Board of Trustees of said University, defendants herein, and acting as the agent and on behalf of the defendants herein, and each of them, and as an administrative officer of the University of Tennessee and of the State of Tennessee, wrote the relator that the matter of his application for admission to the Graduate School of the University of Tennessee was still pending and under advisement; that on September 23, 1939, relator by wire reminded the defendants, the Board of Trustees of the University of Tennessee, through his duly authorized counsel, that the final registration date set by the defendants for admission to the Graduate School of the University of Tennessee for the fall quarter of the academic year 1939-1940, would expire on September 26, 1939; that his legal rights to admission were being and would continue to be jeopardized by the failure of the defendants

to consider in good faith, and without regard to relator's race or color, his application for admission to the Graduate School of the University of Tennessee; and that he requested an immediate good faith consideration of said application. That in reply thereto the defendants, the Board of Trustees of the University of Tennessee, through one J. P. Hess, Business Manager of the University of Tennessee and Secretary of its Board of Trustees, the defendants herein, as aforesaid, wrote counsel for relator herein that the defendants were endeavoring to find a solution to the problem presented by relator's application for admission to the University of Tennessee. That on September 25, 1939, relator, through his duly authorized counsel, by wire, addressed the defendants, the Board of Trustees of the University of Tennessee to the effect that their duly constituted agents, the Faculty of the University of Tennessee had had more than a reasonable time for further investigation and report of relator's qualifications for admission to the Graduate School of the University of Tennessee and to decide whether relator's applications should be accepted or rejected; and that he demanded, as a matter of legal right, that the defendants should accept or reject his application for such admission to such Graduate School, on or before the hour twelve, noon, September 26, 1939, the final date for registration in said school, or that he would be compelled to treat such failure as a rejection of his application. That thereafter, on the 26th day of September, 1939, the defendants, the Board of Trustees of the University of Tennessee acting by and through their agent, the said J. P. Hess, Secretary of the Board of Trustees, as aforesaid, by wire informed your relator, through his counsel, that the faculty and the defendants were trying as speedily as possible to work out an acceptable and ultimate conclusion to the problem of relator's application for admission to said Graduate School. That on the said

26th day of September, 1939, said date being the final date for registration in the said Graduate School of said University, the relator herein presented himself to the defendant, Fred C. Smith, Dean of the Graduate School of the University of Tennessee as a candidate for admission to said school, and proffered himself as being willing, ready and able to meet with the lawful requirements for admission thereto, and to pay the necessary fees, expenses, etc., and to meet any and all other conditions equally and alike imposed upon all other candidates for such school. That the defendant, Fred C. Smith, in his own behalf, and as agent of the other defendants, the Board of Trustees of the University of Tennessee, and of the University of Tennessee, refused and failed to accept the application of the relator for admission to the Graduate School of the University of Tennessee on the ground and for the reason that under the statutes of the State of Tennessee it constitutes a criminal offense to teach Negro and White students in the same building, institution, etc., and, as an alternative reason, that on the pretext and under the color of the alleged fact that his application for admission to said Graduate School was still under the consideration of the Faculty of the University of the State of Tennessee, in accordance with the mandate of the defendants, the aforesaid Board of Trustees of the University of Tennessee; that the defendant, Fred C. Smith, acting as the chief admitting officer of the University of Tennessee, and as agent and authority for the defendants, the Board of Trustees of the University of Tennessee and of the University of Tennessee, unlawfully and arbitrarily refused to admit the relator to registration in the Graduate School of the University of Tennessee before or upon the 26th day of September, 1939; and that the failure and refusal of the defendant, Fred C. Smith, and of the defendants, the Board of Trustees of the University of Tennessee, and the defendant, the

University of Tennessee, and each of them, to admit the relator to the Graduate School of the University of Tennessee is based solely upon the race and color of the relator, contrary to the constitution and laws of the State of Tennessee, and contrary to the Fourteenth Amendment to the Constitution of the United States.

10. That on October 2, 1939, relator, through his duly constituted and qualified attorney, went to the University offices and was informed by J. P. Hess, business manager, secretary and agent of the Board of Trustees, defendants herein, that the defendant, Dean Fred C. Smith would be absent a week from the University on account of the death of his father; that the defendant, President James D. Hoskins, was out of the City and would be gone for about a week. Thereupon, the relator applied to J. P. Hess, Secretary and agent of the defendants, the Board of Trustees as aforesaid, through his duly constituted and qualified attorney, for admission to said Graduate School of said University; that the said J. P. Hess, Business Manager of the University of Tennessee and Secretary of the Board of Trustees of said University, defendants herein, and acting as the agent and on behalf of the defendants herein and each of them, and as administrative officer of the University of Tennessee and of the State of Tennessee denied relator the right to admission to said Graduate School of said University on the pretext that the matter is still being considered. That October 3, 1939, is by the rules and regulations of the defendants, the Board of Trustees of the University of Tennessee, fixed as the last possible date for admission to the Graduate School of the University of Tennessee. That on October 3, 1939, said defendants, Fred C. Smith, Dean of the University, and James D. Hoskins, President of the University, were absent for the reason hereinbefore stated. That on said October 3, 1939, relator, applied, through his duly constituted and qualified attorney, for admission

to said Graduate School of said University; that again, through the said J. P. Hess, Business Manager of the University of Tennessee and Secretary of the Board of Trustees of said University, defendants herein, acting as the agent for and on behalf of the defendants, the Board of Trustees of the University of Tennessee and as an administrative officer of the University of Tennessee and the State of Tennessee, he was denied the right to admission to said Graduate School of said University on the grounds and for the reason that it was contrary to the laws and statutes of the State of Tennessee to admit White and negro students to the same institution, and for the further, and alternative reason that the question of relator's admission to classes in the University of Tennessee was still under consideration by the Faculty of said University, as a delegated agency of the defendants herein, and yet to be determined. That the failure of the defendants, the Board of Trustees of the University of Tennessee, to act, either in and as a corporate body, or through their delegated agents, the Faculty of the University of Tennessee, upon the admissibility of the relator herein until after said date of October 3, 1939, the final date for admission to said Graduate School, had passed, was a part of a scheme and design to deprive relator of his rights to enter said Graduate School solely on account of his race and color; that the aforesaid reference of the application of relator for admission to the Graduate School of the University of Tennessee to the Faculty of the said University was but a subterfuge adopted to defer the decision upon the question of relator's admissibility, solely on account of his race and color, until after the aforesaid date of October 3, 1939, a date too late for admission, under the rules and regulations of the defendants, for the fall quarter of the academic year, 1939-1940; that under the rules and regulations adopted by the defendants, the Board of Trustees of the University

of Tennessee, the defendant, Fred C. Smith, as Dean of the Graduate School of said University and as Dean of the said University, had full power and authority to act for and on behalf of the defendants, the said Board of Trustees, in the premises and to determine the question of relator's qualifications for admission to said Graduate School; that the refusal and refusal on his, the defendant, Fred C. Smith's part to act in the premises and to admit relator to the Graduate School of the University of Tennessee is an unlawful and arbitrary denial of relator of a constitutional right to an educational opportunity offered to all other citizens and residents of the State of Tennessee, and that said right is denied relator solely on account of his race and color; and that the failure and refusal of the defendants, the Board of Trustees of the University of Tennessee to act, in good faith, upon the question of relator's admission to said Graduate School, and to compel the defendant, Fred C. Smith, to admit him to said school, at its last regular annual meeting, on July 31, 1939, as by relator requested to do, by reason of the fact that the said defendants, the Board of Trustees of Tennessee, will not meet again in regular session until July, 1940, too late for relator admission to said school in the academic year, 1939-1940, amounts to a denial of the equal protection and due process of the law guaranteed by the Fourteenth Amendment to the Constitution of the United States and by the Constitution of the State of Tennessee and by the laws of the land.

11. That more than ample time has elapsed under the rules and regulations governing the conduct of the defendants, the Board of Trustees of the University of Tennessee and the defendants, the Dean of the Graduate School and of the University, for the defendants, and each of them to have considered acting upon relator's application for admission, as aforesaid; but he avers that the defendants, and

each of them, individually and collectively, are delaying, and have delayed action upon his application unlawfully and arbitrarily to prevent, if possible, his admission to the Graduate School of the University of Tennessee, solely upon the grounds of his race and color, in that he is a member of the negro race. That he has no guarantee or assurance that the defendants, or any of them, will act in good faith upon his application, or upon the report of any of its agents delegated in the matter, at any time in the future, even as late as July, 1940, the next regularly scheduled meeting of the said defendants, the Board of Trustees of the University of Tennessee; and he avers that even if said defendants should so act by said date he would have suffered grave and irreparable injury by failure of the defendants, the said Board of Trustees, or the defendant, the Dean of the Graduate School and of the University, to have acted in the present premises, in that he is now threatened with the irreparable loss of one year of his life in the preparation for his chosen field of chemical study; and that said loss has become fixed by the failure and delay of the defendants, and each of them to admit him to the aforesaid Graduate School for the fall quarter of the academic year, 1939-1940; and that all of said loss is due to the unlawfully dilatory nonaction by the defendants and each of them as aforesaid.

12. That at all times herein material to be considered he has been, and still is and ever will be ready, willing and able to meet all lawful uniform requirements and regulations of the defendants governing the said Graduate School of the said University of Tennessee, and to pay all lawful deposits and fees covering the admission of students to the aforesaid Graduate School of said University, and to provide himself with all necessary facilities for the work and studies conducted in said School; and herewith so tenders himself.

13. That the obligation of the defendant Smith, as Dean of the Graduate School and as Dean of the University of Tennessee, to receive, consider and determine in good faith the qualifications of the relator to enter the Graduate School of the University of Tennessee is a plain, ministerial duty; and the obligations of the defendants, the Board of Trustees of the University of Tennessee to act promptly, either in full board session, or through their executive committee, on the reference to said Board of relator's application and petition to have it considered, without prejudice on account of the race or color of the relator, is a plain ministerial duty of said Board as a public agency in the protection of the rights and privileges of the citizens and residents of the State of Tennessee, without regard to their race or color.

14. That the unlawful and arbitrary rejection of relator's application and refusal to permit his registration in said Graduate School by the defendant Smith solely on the ground that the relator is a negro, until too late for the relator to be admitted under the rules and regulations of the University of Tennessee, adopted, promulgated and enforced by the defendants, the Board of Trustees of said University, and the unlawful arbitrary refusal and failure of the defendants, the aforesaid Board of Trustees of the said University, to consider the reference of relator's application to them, and of his appeal to them, as aforesaid, and to render a decision thereon, promptly and in good faith, and without reference to the race and color of the relator, are all acts that collectively and severally done, violate the Fourteenth Amendment to the Constitution of the United States, in that they constitute a denial to the relator, a citizen of the United States and a citizen and resident of the State of Tennessee, of the equal protection of the laws, as secured to him by said Amendment and by the law of the land,

and in that they deprive him of liberty and property without due process of law as guaranteed him by said amendment and by the law of the land.

15. That they, and each of said unlawful and arbitrary acts and failures and omissions to act, inflicted on relator grave damages and threaten him with, in the future, and are now causing him in the present irreparable loss, and that your relator is without adequate redress and remedy unless this Court of Chancery corrects the wrongs complained of by issuing its writ of mandamus.

WHEREFORE, THE PREMISES CONSIDERED, YOUR RELATOR PRAYS  
THE COURT,

1. To order an alternative writ of mandamus to issue directed to the defendant, Fred C. Smith, Dean of the Graduate School and Dean of the University of Tennessee; and to the University of Tennessee, a corporation, with its chief office in Knox County, Tennessee, at Knoxville; and to Clyde B. Austin, Cary F. Spence, Paul J. Kruesi, W. P. Cooper, Harry S. Perry, W. P. Ridley, I. B. Tigrett, George C. Rowlett, John D. Martin, Williston Cox, James A. Fowler, Wassell Randolph, Thomas H. Allen, Prentice Cooper, Governor of the State of Tennessee, B. C. Duggan, Commissioner of Education of the State of Tennessee, C. C. Flannery, Commissioner of Agriculture of the State of Tennessee, and James D. Hoskins, President of the University of Tennessee, who together comprise the Board of Trustees of the corporate defendant, The University of Tennessee, requiring them, in their official capacities as such trustees, and the body corporate, The University of Tennessee, defendant herein, by and through their agent, the said Fred C. Smith, Dean of the Graduate School and of the University of Tennessee, to accept the application of the relator for admission to the Graduate School of the University of Tennessee as a graduate student in the field of chemistry, to furnish

him as necessary all forms requisite for the completion of said application, and to consider the same, without prejudice on account of the relator's race or color, and to investigate his qualifications for admission to said school in good faith and according to the regular manner and procedure as an applicant for admission to the entering class in said Graduate School for the next regular quarter of the academic year, 1939-1940, or to show cause at the next tute day of said Court why they have not so done, and upon their failure so to do, or upon a decision against them at the final hearing thereupon, that a preemptory writ of mandamus issue.

2. That he have such other and further relief as he may be entitled to.

EZRA TOTTON  
Relator.

CARL A. COWAN  
Carl A. Cowan

Z. A. LOOBY  
Z. A. Looby

LEON A. RANSON  
Leon A. Ransom

THURGOOD MARSHALL  
Thurgood Marshall

WILLIAM HENRY HASTIE  
William Henry Hastie

CHARLES HAMILTON HOUSTON  
Charles Hamilton Houston

Solicitors for the Relator.

STATE OF TENNESSEE )  
                          ) SS  
COUNTY OF KNOX      )

I, EZRA TOTTON, make oath that I have read the foregoing bill, and the statements therein made are true as of my own knowledge, except those made on information and belief, and those I verily believe to be true.

EZRA TOTTON  
Ezra Totton

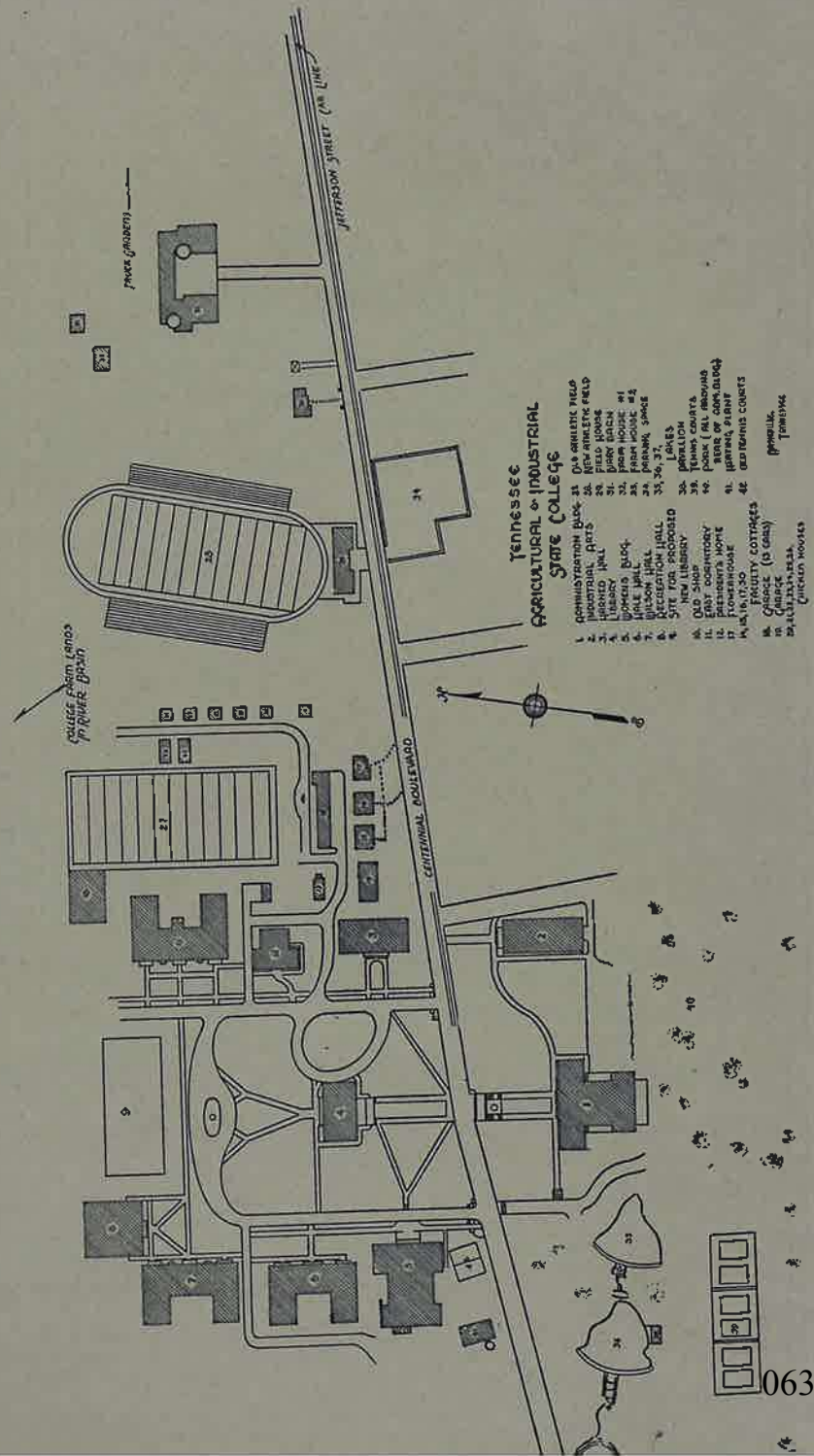
Subscribed and sworn to before me,  
this 15th day of June, 1940.

(Seal)

C. A. COWAN  
Notary Public for Knox County,  
Tenn.

My commission expires April 4, 1942.

*(2) State ex rel. Michael  
v. Witham, Totton Exhibits*



# THE BULLETIN

Tennessee Agricultural and Industrial  
State College

Volume XXVII      Nashville, Tenn., August, 1939      Number 12



Catalog Edition  
1939-40

Member of the American Association of Teachers Colleges

Published Monthly by Authority of the State Board of Education

Entered August 16, 1912, at the Post Office, Nashville, Tenn., as  
Second Class Mail Matter, under Act of Congress

EXHIBIT "A" to Demurrer  
and Ans. of Defs.

Volume XXVII

Nashville, Tenn., August, 1939

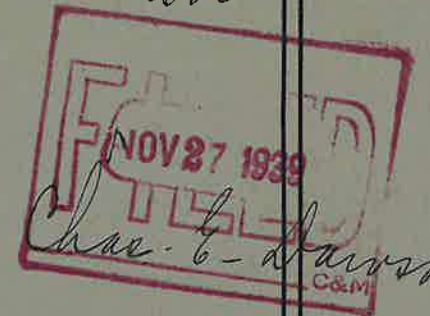
Number 12

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Tennessee Agricultural and Industrial  
...State College...



#28622



Catalog: 1938-1939

Announcement: 1939-1940

FILED

FEB 26 1942

S. E. CLEAGE, Clerk

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## College Calendar—1939-1940

### FALL QUARTER, 1939

Registration .....Thursday, September 28  
Quarter Ends.....Wednesday, December 20

### WINTER QUARTER, 1939-40

Registration .....Thursday, December 21  
Quarter Ends.....Wednesday, March 13

### SPRING QUARTER, 1940

Registration .....Thursday, March 14  
Second Term Registration.....Thursday, April 25  
Baccalaureate Exercises.....Sunday, June 2  
Commencement Day.....Monday, June 3

### SUMMER QUARTER, 1940

Registration.....Monday, June 3  
Second Term Registration.....Friday, July 12

### ANNOUNCEMENT

The statements in this bulletin are based on practices in effect during the current year and those anticipated for the coming school year. The College necessarily reserves the right to change any rule and policies governing admission, instruction, fees, and graduation, and any of the regulations affecting students whenever it is deemed wise. Such changes shall become effective at whatever time is specified by the College authorities and shall apply both to prospective students and to matriculated students.

## Tennessee State Board Of Education

Governor Prentice Cooper.....Nashville  
Commissioner B. O. Duggan.....Nashville  
Superintendent E. C. Ball.....Memphis  
Dr. Doak S. Campbell.....Nashville  
Dr. C. Y. Clarke.....Mt. Pleasant  
Hon. Howard Shofner.....Shelbyville  
Judge W. R. Landrum.....Trenton  
Mrs. Ferdinand Powell.....Johnson City  
Mrs. W. R. Stone.....Bristol  
Hon. S. Bartow Strang.....Chattanooga  
Hon. Lawrence Taylor.....Jackson  
Miss Maude Holman, Secretary.....Nashville

## Administrative Officers

William Jasper Hale, A. M., LL. D. \_\_\_\_\_ *President*  
 George William Gore, Jr., A. B., Ed. M., Ph. D. \_\_\_\_\_ *Director of Instruction*  
 Edna Rose Hankal, A. B. \_\_\_\_\_ *Dean of Women*  
 John C. Ballard, A. B., A. M. \_\_\_\_\_ *Adviser to Men*  
 Alger V. Boswell, A. B., M. A. \_\_\_\_\_ *Cashier*  
 Martha M. Brown \_\_\_\_\_ *Librarian*  
 R. B. J. Campbell, LL. B., C. P. A. \_\_\_\_\_ *Bursar*  
 Janie E. Elliott \_\_\_\_\_ *Director of Cafeteria*  
 John H. Hale, M. D. \_\_\_\_\_ *College Physician*  
 D. H. Turpin, B. S., D. D. S. \_\_\_\_\_ *College Dentist*  
 Georgia L. Jenkins, B. S. \_\_\_\_\_ *Acting Registrar*

### ASSISTANTS AND OFFICE STAFF

Sarah B. Baugh, B. S. \_\_\_\_\_ *Clerk in Dean's Office*  
 Blanche E. Boone, B. S. \_\_\_\_\_ *Secretary*  
 Goldie Bruce, R. N. \_\_\_\_\_ *School Nurse*  
 R. E. Clay \_\_\_\_\_ *State Building Developer*  
 Mildred E. Clift, B. S. \_\_\_\_\_ *Laboratory Assistant in Commerce*  
 Sue Cunningham Cox, B. S. \_\_\_\_\_ *Beauty Culture*  
 Pearl W. Gore, B. S. \_\_\_\_\_ *Students' Accounts*  
 Edward D. Harris \_\_\_\_\_ *Auto Mechanics*  
 Janet S. Dumas \_\_\_\_\_ *Library and Mathematics*  
 Willette Kilpatrick \_\_\_\_\_ *Laboratory Assistant in Physical Education*  
 (Graduate of Savage School of Physical Education)  
 Adelle Moss, B. S. \_\_\_\_\_ *Laboratory Assistant in Home Economics*  
 Custine E. Munday, B. S. \_\_\_\_\_ *Clerk*  
 Thelma L. Parden, B. S. \_\_\_\_\_ *Clerk*  
 Mary L. Parham, B. S. \_\_\_\_\_ *Secretarial Commerce*  
 Rachel Patillo, B. S. \_\_\_\_\_ *Matron*  
 Howard C. Redwyne \_\_\_\_\_ *Electricity*  
 Myriam C. Richardson, B. S. \_\_\_\_\_ *Laboratory Assistant in Commerce*  
 A. Clarence Searles, B. S. \_\_\_\_\_ *Superintendent of Buildings*  
 Grady Sherrill, B. S. \_\_\_\_\_ *Laboratory Assistant in Agriculture*  
 Louis C. Tolliver, B. S. \_\_\_\_\_ *Assistant Director of Cafeteria*  
 E. Jeanette Vernon, B. S. \_\_\_\_\_ *Secretary*  
 Lena B. Watson \_\_\_\_\_ *Matron*  
 Modestine Young, B. S. \_\_\_\_\_ *Library*

## Faculty

WILLIAM JASPER HALE, A. M., LL. D. \_\_\_\_\_ *President*  
 LAURA M. AVERITTE \_\_\_\_\_ *English*  
 Indianapolis Teachers College; University of Chicago; Chicago School of  
 Speech; M. A., Columbia University; Graduate Study, Columbia Uni-  
 versity.  
 JOHN C. BALLARD \_\_\_\_\_ *Social Science*  
 A. B., Shaw University; A. M., Columbia University; Graduate Study,  
 University of Chicago.  
 ALGER V. BOSWELL \_\_\_\_\_ *Mathematics*  
 A. B., Wiley College; M. A., Northwestern University; Chicago Normal;  
 Graduate Study, Columbia University.  
 CLARISSA L. BROWN \_\_\_\_\_ *Physical Education and Health*  
 B. S., Tennessee State College; M. A., Columbia University.  
 EM TECUMSEH BURT \_\_\_\_\_ *Biology*  
 A. B., Fisk University; M. S., University of Michigan; Graduate Study,  
 University of Michigan.  
 R. B. J. CAMPBELL \_\_\_\_\_ *Accountancy*  
 Howard University; LL. B., Kent College of Law; C. P. A.  
 BENJAMIN A. COX \_\_\_\_\_ *Industrial Education*  
 B. S., West Virginia State College; Ed. M., Pennsylvania State College.  
 LOIS H. DANIEL \_\_\_\_\_ *Library Science*  
 B. S., Tennessee State College; B. S. in Library Science, Hampton  
 Institute.  
 WALTER S. DAVIS \_\_\_\_\_ *Agriculture*  
 B. S., Tennessee State College; M. S., Cornell University; Graduate  
 Study, Cornell University.  
 ALMA DUNN \_\_\_\_\_ *English*  
 B. S., Tennessee State College; M. A., Columbia University; Graduate  
 Study, Columbia University.  
 MERL R. EPPSE \_\_\_\_\_ *Social Science and History*  
 A. B., Drake University; M. A., Columbia University; Graduate Study,  
 Columbia University.  
 ROMA C. FERGUSON \_\_\_\_\_ *Mathematics*  
 B. S., Tennessee State College; M. S., University of Iowa; Graduate  
 Study, University of Illinois.

- DENNIS A. FORBES.....Science  
A. B., Howard University; Graduate Work, University of Chicago.
- GEORGE W. GORE, JR.....English and Education  
A. B., DePauw University; Ed. M., Harvard University; Graduate Study, University of Chicago; Ph. D., Columbia University.
- HATTIE E. HALE.....Secretarial Commerce  
A. B., Fisk University; B. S., Tennessee State College; M. A., Columbia University; Graduate Study, Columbia University.
- WILL J. HALE, JR.....Consultant in Rural Education  
B. S., Tennessee State College; M. A., Columbia University; Further Graduate Study, Columbia University.
- EDNA ROSE HANKAL.....English and Personnel Work  
A. B., Fisk University; Graduate Study, Columbia University.
- JESSE D. HAYES.....Physical Science  
B. Ed., Southern Illinois State Teachers College; Graduate Work, University of Illinois; M. S., University of Iowa; Graduate Study, University of Iowa.
- FRANK J. HENRY.....Education  
A. B., Wiley College; Graduate Study, University of Cincinnati; M. A., Columbia University; Graduate Study, Columbia University.
- HELENE E. HILYER.....English and Physical Education  
A. B., M. A., University of Minnesota.
- CHARLES SATCHELL MORRIS, II.....English  
Wheaton College, Wheaton, Ill.; Ph. B., University of Chicago; M. A., Columbia University; Oberlin Graduate School of Theology; Graduate Study, Columbia University.
- REUBEN A. MUNDAY.....Agriculture  
B. S., Hampton Institute; M. S., Iowa State College.
- ROSS C. OWEN.....Physical Education for Men  
B. S., South Dakota State College; M. A., University of Michigan.
- ANNE L. PATTON.....Home Economics  
A. B., Alcorn College; B. S., Tennessee State College; Graduate Work, Columbia University.
- GEORGE A. PHILLIPS.....Education  
A. B., Western State Teachers College (Michigan); M. A., University of Cincinnati; Graduate Study, University of Cincinnati.
- ZELMA L. REDMOND.....English  
A. B., Howard University; M. A., Columbia University; Graduate Study, Chicago University.
- FRANCES ARTHUR SANDERS.....Elementary Education  
Spelman College; B. S., Union Central College; M. A., Columbia University.
- RUTH G. SMITH.....Romance Languages and English  
A. B., Syracuse University; Graduate Study, Wellesley College; Graduate Study, The Sorbonne (Paris, France); M. A., Columbia University.

- CORRINNE H. SPRINGER.....Home Economics  
B. S., Tennessee State College; M. A., University of Cincinnati.
- FRANCES E. THOMPSON.....Art  
B. S. A., Massachusetts School of Art; Graduate Study, Snow Froehlich School of Art; Graduate Study, Harvard University; Foreign Study, Prague, Czechoslovakia.
- MARIE J. STRANGE.....Music  
American Conservatory of Music; Cosmopolitan School of Music; Naktin School of Voice.
- FORREST W. STRANGE.....Industrial Education  
B. S., Tennessee State College.
- DAVID A. WILLISTON.....Industrial Education  
Howard University; B. S. A., Cornell University; Graduate Study, Cornell University.
- BEULAH WOODFOLK.....Music and Commerce  
B. S., Tennessee State College; Mus. B., Fisk University.

## General Information

### HISTORICAL STATEMENT

The State Normal Schools of Tennessee were established by an Act of the General Assembly of 1909. That Act is popularly known as the General Education Bill, and included appropriations for all public school agencies of the State. It provided that thirteen per cent of the State School Fund, which was thirty-three and one-third per cent of the gross revenues of the State, should be used for the establishment and maintenance of Normal Schools.

The Agricultural and Industrial State Normal School at Nashville opened June 19, 1912. In 1922 the institution was raised to the status of a four-year state teachers college and empowered to grant the bachelor's degree. The first degree class was graduated in June, 1924. The present valuation of the plant is over three million dollars.

### PURPOSE OF THE COLLEGE

The General Education Law of 1909 which created the state teachers training schools clearly defined the purpose for which they were established. The law outlined the nature and scope of "the education and professional training of the teachers for the public schools of the State." Accordingly, the Agricultural and Industrial State College attempts to give those who attend it the education, discipline, training and skill that will best prepare them to teach in the public schools of Tennessee. The aim of the school is to prepare teachers for high school and elementary positions and to carry out the agricultural and industrial program laid down for land grant colleges.

### ACCREDITATION

The college is a member of and accredited by the American Association of Teachers' Colleges as a Class A institution. It is also accredited by the American Medical Association as a Class I Literary College, and is recognized by the state departments of Tennessee, Kentucky, North Carolina, Alabama and other states for certification purposes.

### LOCATION

The college is situated within the corporate limits of Nashville, on an ideal site overlooking the gentle slopes leading to the Cumberland River. The campus abounds in natural scenery. The Jefferson Street car line extends to the College gate, thus making the institution within a few minutes of the shopping district of Nashville.

### BUILDINGS AND EQUIPMENT

The college buildings are located on a campus embracing 80 acres of land, 40 of which are on the south side of Centennial Boulevard. In addition, the institution owns approximately 200 acres of farm land, a standard athletic field, ten asphalt tennis courts, croquet and other recreational courts, and two lakes.

The major buildings are, the Recreation Hall, the Freshman Women's Dormitory, the Men's Dormitory, the Old Industrial Building, the College Women's Hall, the College Science Hall, Memorial Library, Women's Building, Industrial Arts Building, the Heating Plant, the Administration and Health Building, the President's Residence, Field House, five teachers' cottages, the greenhouse, barns, poultry houses, farm houses, and twelve stone-constructed garages.

**THE CAFETERIA.**—The Cafeteria, located on the first floor of the Women's Building, provides boarding facilities for both faculty and students. It has a main dining room that seats 800 and a teachers' dining room that seats 75. Specially adapted refrigeration and steam tables make possible well served meals practically at cost.

**LIBRARY.**—Memorial Library houses the stacks, reading rooms, browsing rooms and library science classroom. It has over 25,000 carefully selected volumes in addition to government documents, reference books, general and professional periodicals.

**LABORATORIES.**—Science laboratories for Chemistry, Physics and Biology are located on the third floor of the Science Hall. They are well equipped for standard work in chemistry, physics, botany, zoology, bacteriology.

The agriculture laboratories are located on the third floor of the Industrial Arts Building. Shops for auto mechanics, woodwork, cabinet making, forge work and kindred subjects are located on the first floor of the Industrial Arts Building. Shops for printing, electricity and special facilities for mechanical drawing and blue printing are located on the second floor of this building.

Laboratories for Secretarial Commerce and Art are located on the second floor of the Women's Building. Laboratories for Foods and Nutrition, Clothing and Textiles, House Furnishing and Management are located on the third floor of the Women's Building.

**SWIMMING POOL.**—The College Swimming Pool is located on the basement floor of the Administration and Health Building.

**MUSIC STUDIO.**—The music studio is located on the second floor of the Women's Building and provides for instruction in piano, voice, and instruments.

**PLAYGROUND.**—A playground area is being developed on the Southwest campus which includes a battery of 10 tennis courts, 3 artificial lakes, with facilities for canoeing and swimming. The entire area is equipped with floodlights.

### HEALTH AND RECREATIONAL FEATURES

The college exerts every effort to improve the physical well being and to protect the health of its students. Through annual health examinations, a dispensary, the school physician, nurse and dentist, illness is kept at a minimum.

Recreation is provided through the use of the athletic field for football, baseball and track; the tennis courts and other recreational courts. The College Gymnasium provides facilities for calisthenics, basketball, indoor baseball and track.

A. and I. State College is a member of the Mid-Western Athletic Association, and participates with teams in the sports fostered by this conference.

## STUDENT AID

The State is anxious to assist worthy, indigent students; hence the College offers opportunity to students on the school farm, in the laundry, in the cafeteria, in the dormitories and college halls, and on the campus to pay a part of their expenses during the school year. Only those students who can guarantee faithful service, however, are allowed to avail themselves of this opportunity. Day students have splendid opportunity for securing work in the city in various occupations.

## TEACHERS' PLACEMENT BUREAU

State College acts as a clearing house between the applicants for teaching positions and employers of teachers. No charge is made by the Students' Employment Bureau or the Teachers' Placement Bureau for their services. All students are advised to file application for placement during the time of residence in the institution on a blank especially provided for this purpose.

## EXTENSION COURSES

A. and I. State College offers extension courses in local communities upon the applications of twenty-five or more teachers with the approval of the local principal, supervisor and superintendent. Instructors will be furnished by Tennessee A. and I. State College from its regular members of the Faculty. Applications for extension classes should be submitted to the President of A. and I. State College together with a list of names and the approval of the local officials.

## ALUMNI ASSOCIATION

The college has an active and loyal Alumni Association, the object of which is to continue the friendships of student days, to promote an intimate relationship between the alumni and the students of the college and to advance the cause of education. The Association usually meets at Thanksgiving and at Commencement time. Students are encouraged to take an intelligent and an active part in a reasonable number of extra-curricular activities. Such participation affords invaluable training for prospective teachers.

## CAMPUS ORGANIZATIONS

Each student of the institution may become a member of some club or fraternity. These organizations are promoted for the development of the social and service life among students and to establish a bond of fellowship among the group. A number of clubs, associations, sororities and fraternities have been organized. Among these organizations are:

FOR MEN	FOR WOMEN	FOR MEN & WOMEN
1. Alpha Phi Alpha Fraternity	1. Alba Rosa Club	1. Alpha Iota Club
2. Anderson-Bily Hale Jr. Club	2. Alpha Kappa Alpha Sorority	2. Chattanooga Club
3. Kappa Alpha Psi Fraternity	3. Delta Sigma Theta Sorority	3. Class Organizations
4. Omega Psi Phi Fraternity	4. Delta Tau Iota Club	4. College Choir
5. Phi Beta Sigma Fraternity	5. Home Economics Club	5. Concert Singers
6. Record Staff Club	6. Physical Culture Club	6. Delta Phi Delta Fraternity
7. Supreme Circle Club	7. Sigma Gamma Rho Sorority	7. Dramatic Club
8. Y. M. C. A.	8. Sigma Phi Psi Club	8. Elementary Education Club
	9. Swastika Club	9. History Study Club
	10. Y. W. C. A.	10. Illinois Big Ten Club
	11. Zeta Phi Beta Sorority	11. Kentucky Club
		12. Liberator Club
		13. New Farmers of America
		14. Phi Beta Tau Honorary Fraternity
		15. Romantic Linguistic Club
		16. Student Forensic and Debating Society
		17. Student Council
		18. Student Christian Association
		19. Sunday School
		20. Theta Omega Pi Club

## RELIGIOUS SERVICES

On each Sunday morning for a period of one hour throughout the academic year the college offers Church school services under the direction of faculty and student leadership. In addition, weekly prayer observance, monthly church services and vespers constitute a wholesome religious program.

## LITTLE THEATRES

Two laboratories for the use of students of dramatics and speech offer an opportunity for actual practice in these fields. They are located on the second floor of the Women's Building and on the third floor of the Administration Building.

## COLLEGE EXPENSES

## QUARTER FEES AND EXPENSES

Boarders	Reg	Board	Room	Laundry	Total
Per Quarter, 12 weeks	\$15	\$42	\$12	\$3	\$72

Out-of-state students are required to pay \$6 extra per quarter. If payments are made on an annual basis, the fee is \$200 (\$218 if out-of-state). This fee may be paid \$104 (\$122 if out-of-state) at the time of registration and \$12 per month for the succeeding 8 months. Partial payments on a quarter basis may be made as follows: \$44 (50 if out-of-state) at the beginning of each quarter, and \$14 on the first of each month until the account is balanced.

Dates on which first payments are due follow: Fall, September 28; Winter, December 21; Spring, March 14; Summer, June 3. Board is refunded only for illness of over two weeks' duration. There is a penalty for late entrance.

Students should send credits and payments directly to A. and I. State College before quarter begins. A \$2 room reservation fee is required. Piano or vocal music, \$7 for one lesson or \$14 for two lessons per week per quarter; pipe organ, \$20 per quarter, to include one lesson

per week and use of organ; laboratory fees per quarter: Chemistry, \$3; Physics, \$2; Biology, freshman course, \$1; advanced course, \$2; Home Economics, \$3; diploma fee, \$10.

Parents and guardians are requested to send money for students' bills directly to the College to insure the money being properly applied on students' expenses. Make all cashiers' checks, money orders, and other types of negotiable instruments payable to AGRICULTURAL AND INDUSTRIAL STATE COLLEGE. Receipts will be mailed promptly. (It is against state regulations to accept personal checks.)

#### WHAT TO BRING

Each student should bring 1 pillow, 3 sheets, 2 pillow cases, 2 spreads 2 blankets, 2 pairs of curtains, towels, dresser cover, table runner, and any other articles which will make rooms comfortable and attractive.

#### GENERAL REGULATIONS

##### ADMISSION

Qualified students may enter at the beginning of any quarter and pursue their work until graduation. Non-residents of Nashville are expected to live in the dormitories.

##### ENTRANCE REQUIREMENTS

Applicants for admission must submit a transcript of their credits certified by the superintendent or principal of the high school from which they were graduated.

##### RECOMMENDED HIGH SCHOOL WORK

The applicant for admission by certificate should present credit for a minimum of fifteen units with the following desirable pre-requisites:

English .....	3 units
American History .....	1 unit
Laboratory Science .....	1 unit
(Biology, Chemistry or Physics)	
Algebra .....	1 unit
Plane Geometry .....	1 unit
Electives .....	8 units
Total .....	15 units

##### EVALUATION OF TRANSFERRED CREDITS

Credits of courses completed in recognized colleges and universities are accepted if applicable to the curriculum chosen. Only credits averaging at least C will be accepted from other colleges. No standings are accredited from teachers' certificates or for post-graduate work in high schools.

##### COUNSELLING PROGRAM FOR STUDENTS

Each year college students are given the opportunity to counsel with certain members of the faculty who desire to assist students in meeting personal problems.

Each college class is assigned two official Faculty Advisers.

#### STUDENT PROGRAMS

A normal student program is 17 credit hours per quarter, exclusive of physical training. No change may be made without the approval of the administration. No credit can be allowed for work taken which does not appear on the program on file in the registrar's office. Program changes are not permitted after the first week of a quarter. Only those students who enter the first week of the quarter will be allowed to make full credit. Late entrants may be allowed proportionate credit. Excessive absences will reduce course credit.

##### PENALTIES

A penalty of One Dollar is charged students who begin their registration later than the the third day of a quarter. Credits for each quarter are withheld until the student has cleared his record at the business office. No student may receive an official transcript of credit or qualify for graduation unless all bills have been settled.

##### OFFICIAL TRANSCRIPTS

A charge of One Dollar is made for each transcript of a student's record.

##### COURSE BOOKS

Former students are required to bring their Course Books with them each time they desire to register. New students will receive Course Books at the close of their first quarter of registration.

##### OFFICIAL COMMUNICATIONS

All fees and letters intended for the institution shall be sent to the Office of the President, rather than to individuals.

##### SCHOLARSHIP REQUIREMENTS

##### CLASSIFICATION OF STUDENTS

Senior—Not less than 144 quarter hours, 144 quality points and no deficiencies.

Junior—Not less than 96 quarter hours, and approval to register in the Senior College Division.

Sophomore—Not less than 48 quarter hours and no high school deficiencies.

Freshman—15 approved high school units.

##### GRADING SYSTEM

The quality of work of each student is determined by the instructors at the end of each quarter. The grades are indicated by letters, a five-point system being used. The following is the interpretation placed upon the grading system:

Grade	Interpretation	Quality Credit Per Quarter Hour
A	Excellent	3
B	Good	2
C	Average	1
D	Inferior	0
F	Failure	0
I	Incomplete	0

The grades A, B, C, D, and F, when entered upon record card cannot be changed by the instructor.

The grade "I" indicates that the student has not completed the work of the course due to illness or some other unavoidable cause and may be changed by the instructor when the work has been completed, provided the work is completed within one year.

QUALITY CREDITS

1. For graduation a student must offer the major portion of his work of a degree of excellence higher than is indicated by the minimum passing grade.
2. For each quarter hour of work for which a grade of A is given, 3 quality points will be allowed; for each B, 2 quality points; for each C, 1 quality point; for D, 0 quality points; for F, 1 quality point.
3. A minimum of 216 quality points must be earned before a student may qualify for graduation.

DEGREES WITH HONORS

The degree of bachelor of science with honors is awarded in two grades, namely: *With distinction* and *with high distinction*. To be graduated *with distinction*, the student must earn not less than 396 quality points and maintain a ratio of 2.0. To be graduated *with high distinction*, the student must earn a minimum of 495 quality points with a ratio of not less than 2.5.

JUNIOR-SENIOR COLLEGE PLAN

The first two years of college work are devoted primarily to general education with some degree of specialization in the sophomore year. The last two years of college work are devoted to specialization in the major and allied fields and to practice teaching. Registration in the senior college division will be based upon the student's record in the junior college division. Results of the sophomore comprehensive examination will be used, in part, to determine eligibility to major and to pursue work in the senior college.

General Requirements

JUNIOR COLLEGE DIVISION

	Quarter Hours of Credit				Quarter Hours of Credit		
	I	II	III		I	II	III
<i>Freshman Year:</i>				<i>Sophomore Year:</i>			
English 101-2-3	3	3	3	English 201-2-3	3	3	3
Science	4 or 3	4	cr 3 4 or 3	Social Science 211-12-13	3	3	3
History 111-12-13	3	3	3	Health 201-2-3	3	3	3
Geography 101-2-3	3	3	3	Education 231-2-3	3	3	3
Art 101	3			or Education 202-3-41	3	3	3
Mathematics 101		3		Electives	5	5	5
Music 101			3	Physical Education 201-2-3	0	0	1
Soc. Sci. 101-2-3	1	1	1				
Physical Education 101-2-3	0	0	1				

SENIOR COLLEGE DIVISION

	Quarter Hours of Credit				Quarter Hours of Credit		
	I	II	III		I	II	III
<i>Junior Year:</i>				<i>Senior Year:</i>			
Education 323-22-13	3	3	3	Education 401-2	3	3	
Major	6	6	6	History 411	3		
Electives	3	3	3	Senior Seminar		3	
				Major	6	6	6
				Electives	4	4	7

Requirements For Graduation

Graduates are required to complete satisfactorily the following requirements for graduation:

1. In order to be admitted to Junior classification a student must successfully pass a Sophomore comprehensive examination.
2. With the completion of the sophomore year, each student is required to select, with the approval of the Dean, his major field of interest to be pursued through the completion of his senior year. Students are required to follow the specific regulations with regards to their major.
3. Students must satisfactorily pass certain formal departmental requirements before being eligible to major.
4. Each student who is a candidate for a degree must complete a major of at least 36 quarter hours (for exact number consult departmental statement) selected from one of the following fields: Agriculture, Home Economics, Industrial Education, Secretarial Commerce, Elementary Education, English, Science and Mathematics, History and Social Science, Physical Education and Health, Art and Music, and Pre-Medic. The grade point ratio for the 36 hours must be at least 1.5.
5. Students are advised so to choose their electives that they will qualify as teachers of two or more subjects in addition to their major fields.
6. A minimum of 198 quarter hours and 216 quality points is required for graduation.
7. Students in the graduating class must complete a senior project which is to be approved by their major professors. A written record of this project is to be bound and approved by the Director of Instruction at least one quarter prior to graduation.
8. Payment of diploma fee is to be made one month prior to graduation.

## Two Year Curriculum For Teachers In Elementary Schools Of Tennessee

	<i>Qr.</i>	<i>Hrs.</i>
1. Arts—Fine and Practical—Appreciation and Applied	6	6
2. Education—		
a. Psychology—General and Child (Schools on semester plan may make these 4 1-2 qr. hrs. each.)	6	
b. Materials and methods in the various elementary school subjects, including supervised observation. (Should in- clude such subjects as the teaching of reading, arithme- tic, spelling, penmanship, language, geography, health, etc.; or in the new type curriculum, large units, activi- ties for various grades, citizenship, local and state his- tory.)	9	
c. Directed observation, participation and teaching	3	
	—	18
3. English—		
a. Composition, oral and written	9	
b. Survey, American and English Literature	6	
c. Children's Literature (Should include world literature suitable for children.)	3	
	—	18
4. Health (May include such subjects as personal, child, and community hygiene; child care; nutrition; children's dis- eases.)	9	
5. Music—Appreciation and Public School Music	6	
6. Physical Education—This should be plays and games for elementary schools	3	
7. Science—		
a. Science for the grades, or nature study or general sci- ence	9	
b. Or Biology	9	
	—	9
8. Social Science—		
a. Problems of Civilization Or American History and Civics	9	
b. Geography	9	
	—	18
9. Electives	from 3 to 21	
Total range for the 2-year curriculum—from 90 to 103 qr. hrs.		

### CURRICULUM IN AGRICULTURE

	Quarter				Quarter		
	Hours of Credit	I	II		Hours of Credit	I	II
<i>Freshman Year:</i>				<i>Sophomore Year:</i>			
English 101-2-3	3	3	3	English 201-3	3	3	3
Biology 101-2-3	4	4	4	Chemistry 101-2-3	4	4	4
Geog. 101-2-3	3	3	3	Animal Husbandry 212-32-03	4	3	4
History 111-2-3	3	3	3	Animal Husbandry 211-01	4	4	3
Mathematics 101	3	3	3	Education 202-03-41	3	3	3
Art 101	3	3	3	Agronomy 233	3	3	3
Music 101	0	0	3	Agronomy 213	0	0	1
Physical Edu 101-2-3	16	16	17	Physical Edu 201-2-3	18	17	19
<i>Junior Year:</i>				<i>Senior Year:</i>			
Education 323-22-13	3	3	3	History 411	3	3	3
Agronomy 321-01-11	3	3	4	Agronomy 402	3	3	3
Agronomy 302-3	3	4	4	Farm Mechanics 311	2	2	2
Farm Mechanics 302	3	3	3	Agr. Economics 301-2	3	3	3
Agronomy 211	3	3	3	Agr. Edu. 402-01-03	3	3	3
Animal Husbandry 331	3	3	3	Education 201	3	3	3
Animal Husbandry 321	3	3	3	Agr. Edu. 412-3	3	6	6
Chemistry 201-2	3	3	3	Animal Husbandry 401-2	3	3	6
Biology 201	15	16	17	Farm Mechanics 412	3	3	3
				Agr. Economics 412	3	3	3
				Elective	6	6	6
					17	18	18

### CURRICULUM IN ELEMENTARY EDUCATION

	Quarter				Quarter		
	Hours of Credit	I	II		Hours of Credit	I	II
<i>Freshman Year:</i>				<i>Sophomore Year:</i>			
English 101-2-3	3	3	3	English 201-2-3	3	3	3
Science 111-2-3	3	3	3	Education 231-2-3	3	3	3
History 111-2-3	3	3	3	Health 201-2-3	3	3	3
Geography 101-2-3	3	3	3	Art 201	3	3	3
Mathematics 101	3	3	3	Music 201	3	3	3
Art 101	3	3	3	Education 221	3	3	3
Music 101	3	3	3	Education 253	3	3	3
Social Science 100	1	1	1	Physical Education 243	3	3	3
A-B-C	0	0	1	English 261	3	3	3
Physical Edu. 101-2-3	16	16	17	Education 263* (or elective)	1	1	1
				Physical Edu. 201-2-3	0	0	1
					16	16	17
<i>Junior Year:</i>				<i>Senior Year:</i>			
History 201-2-3	3	3	3	Education 431-2-3	3	3	3
Geography 302	3	3	3	History 411	3	3	3
Mathematics 212-311	3	3	3	Education 471	3	3	3
Library Science 211	3	3	3	Art 401	3	3	3
English 301	3	3	3	English 401S	3	3	3
Commerce 201	3	3	3	Sociology 311-411	3	3	3
Industrial Edu. 201	3	3	3	Geography 312	3	3	3
Electives	5	5	8	English 303	3	3	3
	17	17	17	Home Economics	5	8	5
				Electives	5	8	5
					17	17	17

CURRICULUM IN ENGLISH

Freshman Year:				Sophomore Year:					
Quarter Hours of Credit			Quarter Hours of Credit			Quarter Hours of Credit			
I	II	III	I	II	III	I	II	III	
English 101-2-3	3	3	3	3	3	English 201-2-3	3	3	3
Science 111-2-3	3	3	3	3	3	Social Science 211-2-3	3	3	3
History 111-2-3	3	3	3	3	3	Health 201-2-3	3	3	3
Geography 101-2-3	3	3	3	3	3	Education 202-03-41	3	3	3
Mathematics 101	3					French 101-2-3	3	3	3
Art 101		3				Electives	2	2	2
Music 101			3			Physical Edu 201-2-3	0	0	1
Social Science 101-2-3	1	1	1						
Physical Edu. 101-2-3	0	0	1						
	16	16	17				17	17	18

Junior Year:				Senior Year:					
Quarter Hours of Credit			Quarter Hours of Credit			Quarter Hours of Credit			
I	II	III	I	II	III	I	II	III	
Education 323-22-13	3	3	3	3	3	History 411	3		
English 301-2-3	3	3	3	3	3	Education 401-2		3	3
History 311-2-3	3	3	3	3	3	English 401-12-23	3	3	3
French 201-2-3	3	3	3	3	3	Speech or Library Sci.	3	3	3
Speech or Library Science	3	3	3			Electives	3	3	3
Electives	2	2	2						
	17	17	17				17	17	17

CURRICULUM IN FINE ARTS AND MUSIC

Freshman Year:				Sophomore Year:					
Quarter Hours of Credit			Quarter Hours of Credit			Quarter Hours of Credit			
I	II	III	I	II	III	I	II	III	
English 101-2-3	3	3	3	3	3	English 201-2-3	3	3	3
Geography 101-2-3	3	3	3	3	3	Health 201-2-3	3	3	3
History 111-2-3	3	3	3	3	3	French	3	3	3
Science 111-2-3	3	3	3	3	3	Art 201-2-3	3	3	3
Mathematics 101	3					(or Music 201-2-3)	3	3	3
Art 101		3				Social Science 211-2-3	3	3	3
Music 101			3			Education 202-03-41	3	3	3
Soc. Sci. 101-2-3	1	1	1			Phys. Educ. 201-2-3	0	0	1
Phys. Educ. 101-2-3	0	0	1						
	16	16	17				18	18	19

Junior Year:				Senior Year:					
Quarter Hours of Credit			Quarter Hours of Credit			Quarter Hours of Credit			
I	II	III	I	II	III	I	II	III	
Education 322-13-23	3	3	3	3	3	History 411	3		
French	3	3	3	3	3	Education 401-2-43	3	3	3
Art 301-2-3	3	3	3	3	3	Major or Electives	12	12	12
(or Music 301-2-3)	3	3	3						
History 311-2-3	3	3	3						
Electives	5	5	5						
	17	17	17				15	15	15

CURRICULUM IN HEALTH AND PHYSICAL EDUCATION

Freshman Year:				Sophomore Year:					
Quarter Hours of Credit			Quarter Hours of Credit			Quarter Hours of Credit			
I	II	III	I	II	III	I	II	III	
English 101-2-3	3	3	3	3	3	English 201-2-3	3	3	3
Biology 101-2-3	4	4	4	4	4	Social Sci. 211-12-13	3	3	3
History 111-12-13	3	3	3	3	3	Education 202-03-41	3	3	3
Geography 101-2-3	3	3	3	3	3	Biology 201-02-11	4	4	4
Mathematics 101	3					Health 201-2-3	3	3	3
Music 101		3				Physical Edu. 201-2-3	0	0	1
Art 101			3						
Soc. Sci. 101-2-3	1	1	1						
Physical Edu. 101-2-3	0	0	1						
	17	17	18				17	17	18

Junior Year:				Senior Year:					
Quarter Hours of Credit			Quarter Hours of Credit			Quarter Hours of Credit			
I	II	III	I	II	III	I	II	III	
Education 323-22-13	3	3	3	3	3	Sociology 302		3	
Physical Edu. 301-2-3	3	3	3	3	3	Physical Edu. 401-2-3	3	3	3
Physical Edu. 331-32-33	3	3	3	3	3	Physical Edu. 421	3		
Health 301-02-03	3	3	3	3	3	Physical Edu. 431-32	3	3	
Physical Edu. 351-2-3	1	1	1			History 411	3		
Art 201	3					English 401S			3
Physical Edu. 311		3				Elective	4	7	10
Music 241			3						
	16	16	16				16	16	16

CURRICULUM IN HISTORY AND SOCIAL SCIENCE

Freshman Year:				Sophomore Year:					
Quarter Hours of Credit			Quarter Hours of Credit			Quarter Hours of Credit			
I	II	III	I	II	III	I	II	III	
English 101-2-3	3	3	3	3	3	English 201-2-3	3	3	3
Science 111-2-3	3	3	3	3	3	Health 201-2-3	3	3	3
History 111-2-3	3	3	3	3	3	Education 202-03-41	3	3	3
Geography 101-2-3	3	3	3	3	3	Social Science 211-12-13	3	3	3
Social Science 100-2-3	1	1	1			History 201-2-3	3	3	3
Mathematics 101	3					Sociology 201-2	3		
Art 101		3				Physical Education 201-2-3	0	0	1
Physical Edu. 101-2-3	0	0	1						
	16	16	17				18	18	19

Junior Year:				Senior Year:					
Quarter Hours of Credit			Quarter Hours of Credit			Quarter Hours of Credit			
I	II	III	I	II	III	I	II	III	
Education 323-22-13	3	3	3	3	3	History 411	3		
History 301-2	3	3	3	3	3	Education 401-2		3	3
History 311-2-3	3	3	3	3	3	History 401-13-41	3	3	3
Political Science 311-12-13	3	3	3	3	3	Sociology 401-11	3	3	
Geography 301-2-3	3	3	3	3	3	Electives	4	7	10
or Economics 301-2-23	3	3	3						
Sociology 311-23	3								
Electives			3						
	18	15	18				16	16	16

CURRICULUM IN HOME ECONOMICS

Freshman Year:				Junior Year:					
Quarter Hours of Credit			Quarter Hours of Credit			Quarter Hours of Credit			
I	II	III	I	II	III	I	II	III	
English 101-2-3	3	3	3	3	3	Education 323-22-13	3	3	3
History 111-12-13	3	3	3	3	3	Chemistry 221-3	3	3	
Biology 101-2-3	4	4	4	4	4	Biology 203			3
Geography 101-2-3	3	3	3	3	3	Home Eco. 211-12-13	3	3	3
Soc. Sci. 101-2-3	1	1	1			Home Eco. 301-2-3	3	3	3
Art 101	3					Home Eco. 311-22-23	3	3	3
Mathematics 101		3				Home Eco. 332-20-31	3	3	3
Music 101			3						
Phy. Edu. 101-2-3			1						
	17	17	18				18	18	18

Sophomore Year:				Senior Year:					
Quarter Hours of Credit			Quarter Hours of Credit			Quarter Hours of Credit			
I	II	III	I	II	III	I	II	III	
English 201-2-3	3	3	3	3	3	History 411	3		
Chemistry 101-2-3	4	4	4	4	4	Home Eco. 411-32-33	3	3	3
Health 201-2-3	3	3	3	3	3	Home Eco. 443-42-31	3	3	3
Soc. Sci. 211-12-13	3	3	3	3	3	Home Eco. 413-51-03	3	3	3
Home Eco. 201-2-3	4	4	4	4	4	Home Eco. 421-62-12	3	3	3
Phy. Edu. 201-2-3			1			Home Eco. 422-23-501	3	3	3
						Home Eco. Electives 220-200			3
	17	17	18						

CURRICULUM IN INDUSTRIAL ARTS

Freshman Year:				Sophomore Year:			
Quarter Hours of Credit				Quarter Hours of Credit			
I	II	III	IV	I	II	III	IV
English 101-2-3	3	3	3	English 201-2-3	3	3	3
Science 111-2-3	3	3	3	Health 201-2-3	3	3	3
History 111-2-3	3	3	3	Education 202-03-41	3	3	3
Geography 101-2-3	3	3	3	Commerce 101	3		
Mathematics 101	3			Mathematics 111-212		3	3
Art 101		3		Industrial Ed. 221-2-3	4	4	4
Music 101			3	Physical Ed. 201-2-3	0	C	1
Social Sci. 101-2-3	1	1	1		16	16	17
Physical Edu. 101-2-3	0	0	1				
	16	16	16				

Junior Year:				Senior Year:			
Quarter Hours of Credit				Quarter Hours of Credit			
I	II	III	IV	I	II	III	IV
Education 323-22-13	3	3	3	History 411	3		
Industrial Ed. 201-2-3	3	3	3	Education 401-02	3	3	
Industrial Ed. 311-12-13	3	3	3	Mathematics 301	3		
Industrial Ed. 251-2-3	3	3	3	Economics 302		3	
Physics 201-2-3	4	4	4	Industrial Ed. 401-2-3 or	3	3	3
	18	18	18	Industrial Ed. 241-2-3	3	3	3
	16	16	16	Electives	3	3	3
				Elective	3	3	3
	18	18	15		18	18	15

CURRICULUM IN MATHEMATICS

Freshman Year:				Sophomore Year:			
Quarter Hours of Credit				Quarter Hours of Credit			
I	II	III	IV	I	II	III	IV
English 101-2-3	3	3	3	English 201-2-3	3	3	3
Biology 101-2-3	4	4	4	Health 201-2-3	3	3	3
History 111-12-13	3	3	3	Sociology 211-2-3	3	3	3
Geography 101-2-3	3	3	3	Mathematics 103	3		
Soc. Sci. 101-2-3	1	1	1	Education 202-03-41	3	3	3
Mathematics 101	3			Mathematics 212		3	
Art 101		3		Mathematics 113			3
Music 101			3	English 201		3	
Physical Edu. 101-2-3	0	0	1	Physical Education 213			3
	17	17	18	Physical Edu. 201-2-3	0	0	1
				Electives	3		
	17	17	17		18	18	19

Junior Year:				Senior Year:			
Quarter Hours of Credit				Quarter Hours of Credit			
I	II	III	IV	I	II	III	IV
Education 323-22-13	3	3	3	Education 401-2		3	3
Mathematics 301-2-3	3	3	3	History 411	3		
Mathematics 321-2-3 (or 311-2-3)	3	3	3	Mathematics 401-11-13	3	3	3
Physics 201-2-3	4	4	4	Mathematics 402-12-23	3	3	3
Electives	4	4	4	Electives	7	7	7
	17	17	17		16	16	16

Electives should be selected in such a manner as to give a minor in General Science.  
All Junior and Senior courses will be given in alternate years.

CURRICULUM IN MODERN FOREIGN LANGUAGES

Freshman Year:				Sophomore Year:			
Quarter Hours of Credit				Quarter Hours of Credit			
I	II	III	IV	I	II	III	IV
English 101-2-3	3	3	3	English 201-2-3	3	3	3
Science 111-12-13	3	3	3	Social Sci. 211-12-13	3	3	3
History 111-12-13	3	3	3	Education 202-03-41	3	3	3
Mathematics 101	3			Health 201-2-3	3	3	3
Art 101		3		French 201-2-3	3	3	3
Music 101			3	Spanish 101-2-3 or			
French 101-2-3	3	3	3	German 101-2-3	3	3	3
Social Sci. 101-2-3	1	1	1	Physical Edu. 201-2-3	0	0	1
Physical Edu. 101-2-3	0	0	1		16	16	17
	16	16	17				
					18	18	19

Junior Year:				Senior Year:			
Quarter Hours of Credit				Quarter Hours of Credit			
I	II	III	IV	I	II	III	IV
Education 323-22-13	3	3	3	French 401-2-11	3	3	3
English 233	3			Education 401-2		3	3
History 301-2	3	3		Geography 401	3		
French 213			3	English 423			3
French 301-2-3	3	3	3	English 401B	3		
French 311-12-13	3	3	3	Italian 101-2-3	3	3	3
Spanish 101-2-3 or	3	3	3	or elective	3	9	6
German 101-2-3	3	3	3	Electives			
Political Science 313		3			15	18	18
	18	18	18				

CURRICULUM IN SCIENCE AND PRE-MEDIC WORK\*

Freshman Year:				Sophomore Year:			
Quarter Hours of Credit				Quarter Hours of Credit			
I	II	III	IV	I	II	III	IV
English 101-2-3	3	3	3	English 201-2-3	3	3	3
History 111-2-3	3	3	3	Physics 201-2-3	4	4	4
Biology 101-2-3	4	4	4	Social Sci. 211-12-13	3	3	3
Mathematics 101-2-3	3	3	3	French 101-2-3	3	3	3
Geography 101-2-3	3	3	3	Chemistry 101-2-3	4	4	4
Physical Edu. 101-2-3	0	0	1	Physical Edu. 201-2-3	0	0	1
	16	16	17		17	17	18

Junior Year:				Senior Year:			
Quarter Hours of Credit				Quarter Hours of Credit			
I	II	III	IV	I	II	III	IV
Education 323-22-13	3	3	3	Education 401-2	3	3	
French 201-2-3	3	3	3	History 411	3		
Biology 201-11-3	4	4	4	Foreign Language	3	3	3
Chemistry 311-12-13	4	4	4	Health 301-2-3	3	3	3
Mathematics or elective	3	3	3	Electives	5	8	11
	17	17	17		17	17	17

## CURRICULUM IN SECRETARIAL COMMERCE

Freshman Year:	Quarter Hours of Credit			Freshman Year:	Quarter Hours of Credit		
	I	II	III		I	II	III
Commerce 101-311	1	1	1	English 201-2-3	3	3	3
English 101-2-3	3	3	3	Health 201-2-3	3	3	3
History 111-12-13	3	3	3	Soc. Sci. 211-12-13	3	3	3
Science 111-12-13	3	3	3	Education 202-3-41	3	3	3
Geog. 101-2-3	3	3	3	Phy. Edu. 201-2-3	0	0	1
Mathematics 101-103	3	3	3	Commerce 102A-B-C	2	2	2
Music 101		3		Commerce 111-203-			
Soc. Sci. 101-2-3	1	1	1	313	1	3	3
Phy. Educ. 101-2-3			1	Art 101	3		
	17	17	18		18	17	18

Junior Year:	Quarter Hours of Credit			Senior Year:	Quarter Hours of Credit		
	I	II	III		I	II	III
Educ. 323-22-13	3	3	3	Education 401A	3		
Economics 231-2-3	3	4	4	History 411	3		
English 322-03	3		3	Commerce 401A-B-C		6	
Economics 201-301-				Commerce 102D*	1		
323	3	3	3	Commerce 402-403			6
Geography 312	3	3		Commerce 312-411	2	2	2
Commerce 301-2-3	5	5	5	Economics 401-2-23	3	3	3
Commerce 102C	1			Economics 331-332-			
	18	18	18	333*	4	4	4
				or Math 321*	3		
				English 323*		3	
				Electives: Eng. Mus.			
				Fr. Libr. Sci.	3	3	6
					18	18	18

\*Electives, especially for Accountancy Majors.

Junior College Division allows a Minor in Commerce, and serves as a basis for selection of majors in Commerce.

Commerce majors are certified in: Mathematics, Economics, as well as in Commerce. Electives may be chosen to permit a major in English, as well as certification in same. Certification in Music or French is desirable for those with special ability in same. Special work in Library Science has been found to be a desirable combination as job objective.

## Courses Of Study

The following courses show the rather extensive range of subject matter offered during the year. The numbering system used indicates the scholastic year as well as the quarter of the year in which the course normally falls. Courses are numbered 100, 200, 300 or 400 as they occur in the Freshman, Sophomore, Junior or Senior year. Credit is not given for courses duplicating work already successfully undertaken.

Additional courses will be offered when a sufficient number of students qualify for and request them.

Courses numbered from 100 to 199 are primarily freshman courses. (Seniors who pursue such courses will be penalized two hours. Juniors will be penalized one hour.)

Courses numbered from 200 to 299 are primarily sophomore courses. (Seniors who pursue such courses will be penalized one hour.)

Courses numbered from 300 to 399 are primarily junior courses.

Courses numbered from 400 to 499 are primarily senior courses. Courses numbered above 499 are primarily for advanced students.

The curriculum is organized in terms of six major divisions:

- I. Education, Psychology and Teacher Training
- II. Language and Literature
- III. Men's Vocations
- IV. Science and Mathematics
- V. Social Studies
- VI. Women's Vocations

## DESCRIPTION OF COURSES

I. Division Of Education, Psychology And  
Teacher Training

(Not more than 48 hours may be offered in this department for graduation or certification. Not more than one-third of any student's work for a certificate or for a renewal may be in Education or in Methods Courses.)

## GENERAL EDUCATION

443 MENTAL HYGIENE. (3) Spring Quarter. A practical course dealing with the principles and problems which underlay the mental health

of the normal child. The conditioned reflex as it functions in mental attitudes, pseudo-feeble-mindedness, inhibitions, fears, discipline and mental health, responses in certain pathological cases, etc., will constitute a major portion of this course.

452 HISTORY AND PHILOSOPHY OF EDUCATION. (3) Summer Quarter. This course is designed to show that education is a process of forming one's fundamental dispositions toward mankind, a process by which an individual grows by gaining new meanings in his environments, and how the degree of civilization sets the standard for the educational ideal, which in turn becomes a motive for social progress and change.

461 CURRENT PROBLEMS IN EDUCATION. (3) Summer Quarter. Consideration is given in this course to contemporary problems in education and the methods and techniques being employed in their solution by investigators.

471 PARENT-TEACHER EDUCATION (3).

#### ELEMENTARY EDUCATION

In order to be certified as a teacher in elementary schools, the following courses in education must be taken: 221, 231, 232, 233, 253, 263.

201 RURAL EDUCATION. (3) Winter Quarter. This course deals with administration problems in such manner as to acquaint the student with cooperative procedures required in a harmonious adjustment with both community agencies and with supervisor and administrators.

221 GENERAL PSYCHOLOGY. (3) This course emphasizes the problems of growth and mental development from the prenatal period to maternity.\*

231 MATERIALS AND METHODS FOR TEACHING IN THE ELEMENTARY SCHOOL. (3) The teaching of the principles of Mathematics in the elementary grades.\*

232 MATERIALS AND METHODS FOR TEACHING IN THE ELEMENTARY SCHOOL. (3) Teaching the language arts and courses dealing with reading, English, spelling and penmanship in the elementary school.\*

233 MATERIALS AND METHODS FOR TEACHING IN THE ELEMENTARY SCHOOL. (3) A course dealing with the teaching of health and social studies in the elementary school.\*

253 CHILD STUDY. (3) A practical course designed to acquaint the student with facts and problems underlying the physical and mental development of the child.\*

263 PRACTICE TEACHING IN ELEMENTARY GRADES. (3)\*

431-2-3 DIRECTED TEACHING IN ELEMENTARY SCHOOLS. (9) In this course students will be required to do observation, participation, and practice teaching in both rural and urban schools under supervision. Lectures, class discussions and projects will be included.

#### SECONDARY EDUCATION

In order to qualify for a Professional High School Certificate, the following courses in education must be taken: 202, 203, 241, 401, 402, 431, plus any other 3 courses listed under Secondary Education.

202 EDUCATIONAL PSYCHOLOGY. (3) A course dealing with the learning process as it functions in classroom procedure. Special emphasis is placed upon the general characteristics of learning, association, memory, habit formation, reasoning and problem solving, and the laws of economy of learning.\*\*

\*Required for Permanent Professional Elementary Certificate.

203 ADOLESCENT PSYCHOLOGY. (3) This course embraces such topics as the factors influencing and retarding growth in adolescents; learned and unlearned behavior disturbances in adolescent personality.\*\*

241 (301) SECONDARY EDUCATION. (3) A course dealing with the history, fundamental principles and practices of the American High School.\*\*

302 PRINCIPLES OF TEACHING. (3) Fall Quarter. A course designed to acquaint the student with a knowledge of the principles underlying school instruction. Emphasis is placed on classroom technique and management, selection and arrangement of subject matter according to the needs of the pupils.

313 TESTS AND MEASUREMENTS. (3) Spring Quarter. This course aims to acquaint the prospective teacher with the value and use of standard tests in diagnosing pupil ability and pupil difficulty. Both subject matter of elementary and high school instruction will be studied and used in the class.

322 EXTRA-CURRICULAR ACTIVITIES. (3) Winter Quarter. A course dealing with the so-called extra-curricular activities such as student organizations, programs, dramatics and recitals.

323 CURRICULUM CONSTRUCTION. (3) Summer Quarter. This is an orientation course in curriculum making. Various curriculum procedures are evaluated in terms of their implications for social life and the nature of the individual.

401-2-3 OBSERVATION AND PARTICIPATION TEACHING IN THE HIGH SCHOOL. (9) A course designed to bring the student in closer contact with problems that are met in classroom instruction. It affords an opportunity for application of previous instruction in the principles and methodology of secondary education. Required of candidates for permanent professional high school certificates.\*\*

#### ADMINISTRATION AND SUPERVISION

502 SCHOOL ADMINISTRATION. (3) This is a basic course for those preparing for administrative positions in public schools.

503 SUPERVISION OF INSTRUCTION. (3) A course which includes practice in supervision in teaching, experimentation in methods; studies of building and grounds, school equipment, use of testing programs, pupil accounting systems, accessibility of schools. Problems of Jeanes Supervisors will also be considered.

#### SEMINAR

501 SEMINAR IN EDUCATION. (3) This course will afford advanced students an opportunity to do research and field work in special problems in Education.

\*\*Required for Permanent Professional High School Certificate.

### Health And Physical Education

A major in the department consists of a minimum of 36 hours of an approved combination of health and physical education. Persons who plan to major in this field will receive a general instruction sheet for the Office of Health and Physical Education.

## HEALTH EDUCATION

201 PERSONAL HYGIENE. (3) Winter Quarter. This course presents general facts on the systems of the body and personal hygiene as a means for the improvement of living. It considers the meaning of health, in terms of life values, the biological approach for the study of health, the place of intelligent control in modern civilization, unscientific and irrational health proposals, ways for improvement of health and prevention of disease.

202 COMMUNITY HYGIENE. (3) Winter Quarter. This course includes a general survey of the principles of sanitary science and their applications to water, milk, and food, the disposal of sewage and garbage, ventilation, and home and community health problems including child and adult hygiene and the spread and control of disease.

203 HEALTH OF THE CHILD. (3) Spring Quarter. This course will include a study of the SYMPTOMS, diagnosis, prognosis, treatment, and prevention of so-called "childhood" diseases. In considering the child as a unit, the inter-relationship of the physical, mental, spiritual and social life of the child will be brought out. This should aid the teacher in understanding the child better and in being able to deal with him more effectively.

301 RURAL SANITATION. (3) Fall Quarter. This course deals with the sanitation and improvement of the country home; heating and lighting, convenient and sanitary water supply, sanitary toilets, baths, drainage and sanitary measures at the barn, and general environment.

302 SCHOOL HYGIENE. (3) Winter Quarter. The field of school hygiene deals with the selection of a school lot and play area; planning the schoolhouse; lighting, heating, ventilation and cleaning a school-room; desks and furniture; toilets and lavatories; the care of the eyes, teeth, etc., of school children; fatigue and hygiene of instruction; the work and qualifications of a janitor; disinfection, etc., and many other topics of practical importance to healthful schools.

303 PRINCIPLES AND METHODS IN HEALTH EDUCATION. (3) This course deals with principles and methods in a health education program; outlines such a program, and shows how it correlates with the general school program. Teaching techniques are also given to make health interesting to students.

403 ORGANIZATION AND ADMINISTRATION OF HEALTH EDUCATION. (3) Winter Quarter. This course considers the present status of health and physical education in state programs, the development of county systems, the rural school problem, legislation for health, outside agencies, health supervision, health service, health instruction.

## PHYSICAL EDUCATION

101-102-103 REQUIRED FRESHMAN GYMNASTICS FOR 3 QUARTERS. (1) Fundamental skills in marching, drills, formal exercises, tumbling, stunts and pyramid building. Also recreational games of low organization. School costumes required.

201-202-203 REQUIRED OF ALL SOPHOMORES FOR 3 QUARTERS. (1) Fundamental skills in various seasonal major sports. Basketball, volleyball, softball, tennis, badminton, archery, track and field events, etc. School costumes required.

211 FUNDAMENTALS OF SCOUTING. (1) This course has as its central idea the philosophy of Scouting and the consideration of its aims, ideals, program, organization and purposes. There are two divisions, Boy Scouts and Girl Scouts.

243 PLAY AND GAMES FOR ELEMENTARY SCHOOLS. (3) This course presents favorite games and forms of play for the teacher in the elementary school. The basis for game modification and creation is also given.

300 SWIMMING. (3) Every Quarter.

- A. Beginners. For non-swimmers and those persons unable to swim sixty yards
- B. Intermediate. Students who are able to swim with at least 2 strokes, at a distance of sixty yards or more and do a plain front dive.
- C. Life-Saving. Students in this section are eligible to take the Red Cross Life-Saving Course.

301 HISTORY OF PHYSICAL EDUCATION. (3) Fall Quarter. This course deals with the relation of Physical Education to civilization from the time of the primitive peoples, Greeks, Romans, up through the Medieval ages to our present trends. Leaders of the various phases of Physical Education and the different types of Physical Education fostered and developed will be discussed along with the history of Playground Movement, Boy Scouts, Girl Scouts and other kindred organizations.

302 PRINCIPLES OF PHYSICAL EDUCATION. (3) Winter Quarter. In this course is made a study of the basis of Physical Education in the present organization of society in America; relations of Physical Education to education in general; standards for judging Physical Education practice in biological, psychological, sociological and hygienic guide in selection of material; the natural program of Physical Education, its objectives and its methods; evaluation of all types of Physical Education in terms of educational standards.

303 METHODS IN PHYSICAL EDUCATION. (3) Spring Quarter. This course deals with methods from an anatomical, physiological, psychological and sociological basis; the instincts and emotions, discipline and stresses the election of appropriate activities and various approaches of instruction.

311 NORMAL AND ELEMENTARY PHYSICAL DIAGNOSIS. (3) Fall Quarter. Lectures, discussions and demonstrations. This course is designed to give the knowledge necessary to recognize early symptoms and to give the knowledge necessary to recognize signs of abnormal body functions, as well as to thoroughly understand the technique of physical examination.

312 CORRECTIVE PHYSICAL EDUCATION. (3) Winter Quarter. Lectures and demonstrations. This course deals with the organization of programs and services in Physical Education for handicapped individuals of all ages. The problems of their personal satisfaction and functions in society will be considered, as well as such topics as: the relation of individual corrective Physical Education to the general program; records, examination of cases, etc. The abnormal conditions of weak feet, defective postures, infantile paralysis, etc., will be described and therapeutic measures evaluated.

313 ORGANIZATION OF PLAYGROUNDS, CAMPS AND RECREATION. (3) This course deals with the history, status, and outlook for provisions of public facilities for playgrounds, camps and recreational centers of all types. Practical work in music, art, handicrafts, dramatics and athletics, will be stressed.

331 (211) A SURVEY OF RHYTHMS AND FOLK DANCING. (4) Theory

and Practice. This course deals with the fundamentals of movement and rhythm basic to all types of dance, and a study of the dance elements. Folk dancing will be presented the latter part of the term. Costume required.

332 (212) FUNDAMENTALS OF MODERN AND TAP DANCING. (4) Theory and Practice. Basic methods and materials in the fundamentals of movement and rhythm for modern dance; also elements in dance composition. Fundamentals of tap dancing will be presented the latter part of the term. Costume required.

333 (223) NATURAL AND CREATIVE DANCING. (4) Theory and Practice. This course is designed to aid the student in developing certain attitudes, such as an appreciation of the body as an instrument for the expression of beauty. The educational aspects of natural movement will be stressed to show its relation to expression, poise, and grace in the individual's every day life. An opportunity will be given to do interpretative and creative work. Costume required.

341 APPLIED ANATOMY AND KINESIOLOGY. (3) This course is devoted to systematic study of the skeleton, joints, and the origins and insertion of muscles. Kinesiology aids in discovering the effects of activity on the individual and the range and extent of muscular and joint participation in physical education activities.

351-2-3 METHODS OF COACHING SEASONAL SPORTS. (6) Fall, Winter and Spring Quarters. This course will include the principles of football, basketball, track and field events, and other minor sports.

363 EMOTIONAL, SOCIAL, MENTAL AND SCHOOL HEALTH SERVICE. (3) Fall Quarter.

400-A ATHLETICS FOR MEN. (3) Theory and Practice. This course goes into the history, technique and organization of ten popular sports for men. Students in his course will sponsor intra-mural competition in these various seasonal sports.

400-B ATHLETICS FOR WOMEN. (3) Theory and Practice. History, technique and organization of athletics for women, with emphasis on observing women's rules for women's activities. Sponsoring of intra-mural competition.

401 FIRST AID AND SAFETY EDUCATION. (3) A standard course in American Red Cross. First Aid will be given, also the fundamentals and outlining of a program in Safety Education. Certificates in First Aid will be awarded those who successfully pass all examinations in First Aid.

402 KINESIOLOGY AND CARE OF ATHLETIC INJURIES. (3) This course deals with the fundamentals of Kinesiology, cause and prevention of injuries, and how to care for the injuries.

403 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION. (3) Spring Quarter. This course considers the present status of physical education in various programs and systems and the problem of equipment, schedules, credit, etc. Students will have the opportunity to do practical work.

413 RECREATIONAL LEADERSHIP. (3) Spring Quarter. (See Sociology 302).

421 PHYSIOLOGY OF EXERCISE. (3) Fall Quarter. Lectures and demonstrations. This course deals with the relation of exercise to function and structure as exemplified by its effect upon the bones and muscles, respiration, circulation, nutrition, elimination, the nervous system, etc. The types of exercises, the nature of fatigue, overtraining, etc.

431-32 PRACTICING TEACHING IN HEALTH AND PHYSICAL EDUCATION. (6).

## II. Division Of Language And Literature

### ENGLISH

MAJOR REQUIREMENTS: English 101-102-103, 201-202-203, 311, 301, 302, 303, 401, 423.

101-102-103 ENGLISH COMPOSITION. (9) Fall, Winter and Spring Quarters. The courses are designed to teach the principles of correct English composition, with special attention to the mechanics of writing and the fundamentals of English Grammar. Emphasis is placed throughout the courses upon the proper techniques involved in the writing of the terms or "research" paper, note-taking and the use of the library.

201-202 GENERAL SURVEY OF ENGLISH LITERATURE. (6) Fall, Winter Quarters. Lectures, reports, readings, and classroom discussions of typical writings from Beowulf and early Anglo-Saxon writers to Tennyson, Browning and other Victorian writers.

233 (203S) FUNDAMENTALS OF SPEECH. (3) Spring Quarter.

203 (213) A SURVEY OF AMERICAN LITERATURE. (3) Spring Quarter. A study of American Literature from the Puritan Age to the present time.

261 CHILDREN'S LITERATURE. (3) Winter Quarter. This course offers an opportunity to familiarize prospective teachers of primary grades with the field of literature suited to the tastes of children. Principles that underly selection of children's literature will also be considered.

301 THE DRAMA AND SHAKESPEARE. (3) Fall Quarter. A reading course in Shakespeare and recent dramas with attention to the teaching of Shakespeare and the drama.

302 NINETEENTH CENTURY WRITERS. (3) Spring Quarter. A study of the chief writers of the Romantic and Victorian Periods.

312 THE SEVENTEENTH CENTURY IN ENGLISH LITERATURE. (3) Fall Quarter. A study of the chief writers of the Seventeenth Century.

322 BUSINESS ENGLISH. (3) Winter Quarter. A course in business correspondence and advertising.

303 ELEMENTARY JOURNALISM. (3) Spring Quarter. A practical course in English Composition, with emphasis upon the construction and function of daily and weekly newspapers, community publicity, school publications and news stories.

311 THE EIGHTEENTH CENTURY IN ENGLISH LITERATURE. (3) Winter Quarter. Reading and study of the significant Augustan authors, literary background and the rise of the Romantic Movement in Collins, Thompson, Cooper, Blake and Burns.

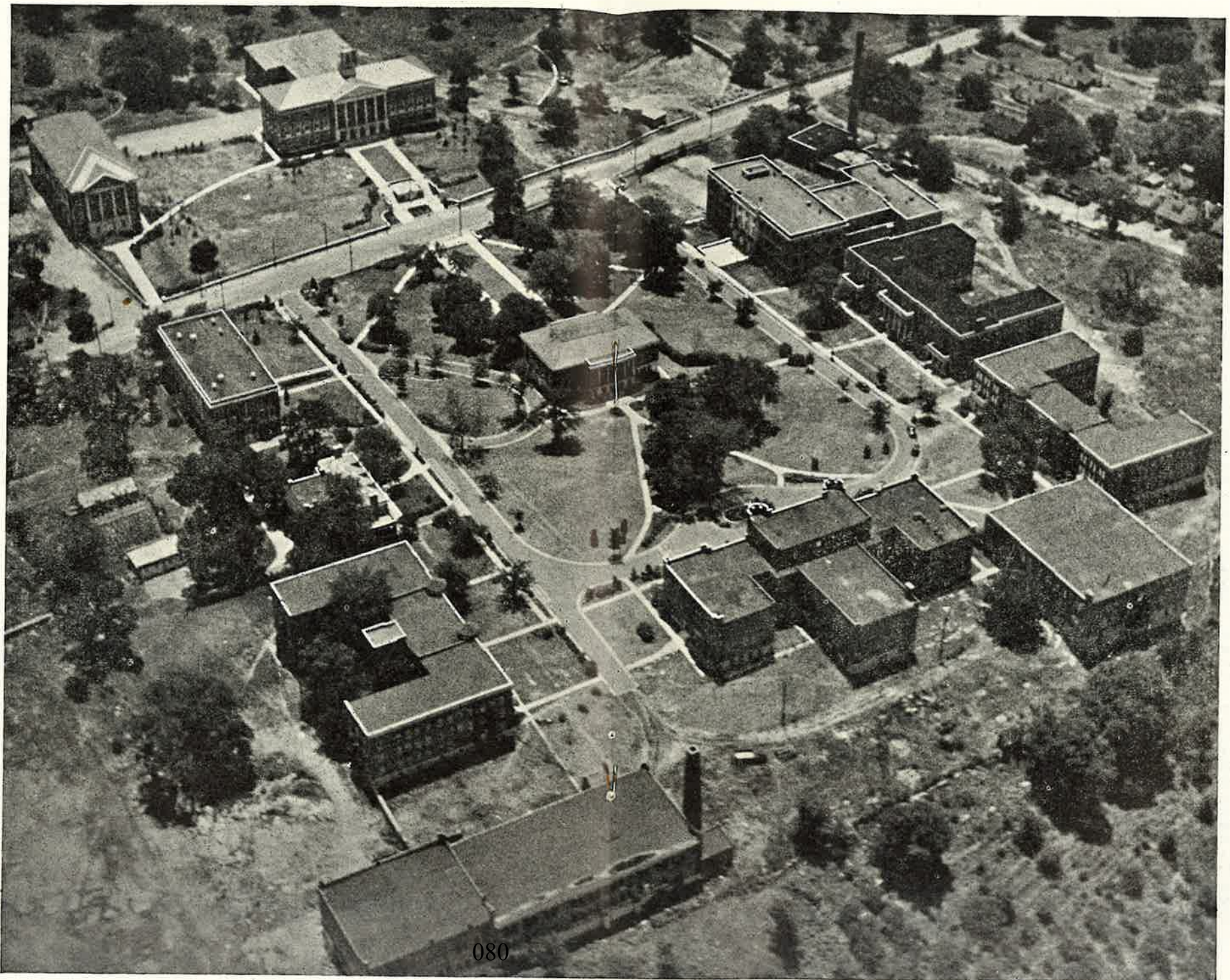
401 THE TEACHING OF ENGLISH. (3) Fall Quarter. This course will consider methods of teaching English in the secondary school, with a special reference to the Tennessee State Department of Education Syllabus.

412 CONTEMPORARY LITERATURE. (3) Winter Quarter. A reading course in the important types of literature drawn chiefly from the twentieth century period with attention to the works of Negro authors.

423 WORLD LITERATURE. (3) Spring Quarter. A reading course in suitable materials, with emphasis upon the following subjects: The Bible, classical epic literature and mythology, medieval and modern masterpieces, teaching materials from world literature.

### MODERN FOREIGN LANGUAGES

A major in Romance languages includes 36 hours in French and 18 hours selected from Spanish, Italian, or German. A minor in Romance



languages includes 18 hours selected from any one of the four modern languages: French, Spanish, Italian or German.

MAJOR REQUIREMENTS: French 101-2-3; 201-2-3; 213; 301; 303; 401; 402; 411. Spanish 101-2-3. German 101-2-3 or Italian 101-2-3. Highly recommended: French 311, 312, 313.

Prospective Romance language majors are hereby advised that a knowledge of Latin is highly invaluable in the comparative study of the modern foreign languages and notified that their senior project will be written in their major foreign idiom.

#### FRENCH

101-2-3 BEGINNER'S FRENCH. (9) Careful study of the elements of written and spoken French. Ear training and oral practice through reading and conversation stressed. Special attention is paid to correct pronunciation. (Partly conducted in French.)

201-2-3 INTERMEDIATE FRENCH. (9) Intended for students who have taken French, or for those having sufficient knowledge of grammar and vocabulary to read at sight ordinary French prose. A careful study of French syntax. Intensive and extensive reading, exercises and composition and pronunciation. (Partly conducted in French.)

213 ADVANCED FRENCH COMPOSITION AND CONVERSATION. (3) The objective of this course is the correct writing, pronunciation and aural comprehension of present day French. Conversation, exercises and composition and skits, relating to affairs of every day life will be stressed. (Required of all majors.) (Conducted in French.)

301 SURVEY OF FRENCH LITERATURE—Fall Quarter. (3) A general introductory to French literature. This course will carry the students through the field of French literature, from the beginning to the present time tracing the different literary movements through the centuries to show the development of French culture and civilization and their contribution to the world of literature.

This course will be restricted to qualified students. Lectures, reading, written reports. (Required of all majors in Romance languages.) (Conducted in French.)

302 FRENCH CULTURE AND CIVILIZATION—Winter Quarter. (3) Interpretative survey of French culture and civilization, stressing the parallel development of French history, art, literature, music, customs and life. Intended to give the students the necessary background for undertaking advanced work in specialized fields. Lectures, readings, reports on the social, economic, and political conditions of France. (Required of all majors in Romance languages.) (Conducted in French.)

303 EXPLICATION DE TEXTES—Spring Quarter. (3) The objective of this course is to teach the student to read, comment and interpret faithfully the masterpieces of representative French writers. The course presents the procedure for an intensive, historical, geographical, grammatical, literary linguistic study of texts, chosen from masterpieces of French prose and poetry. (Required of all majors.) (Conducted in French.)

311 FRENCH POETRY—Fall Quarter. (3) A study of the evolution of French poetry from the Middle Ages to the present time. The various lyric forms will be studied as well as the representative poetic works. (Conducted partly in French.)

312 FRENCH DRAMA—Winter Quarter. (3) A study of the evolution of the Romantic drama from its origin to the present time. A sur-

vey of the French theatre from Augier to present time. Extensive reading will be encouraged. Special emphasis will be placed on works of Corneille, Moliere, and Racine. (Conducted in French.)

313 FRENCH NOVEL—Spring Quarter. (3) Study of the development of the Romantic novel from 1880 to the present day. Lectures, discussions, reports. The realistic and psychological novel of 17th century and cosmopolitan novel of the 18th century will be stressed. Extensive reading will be encouraged. (Conducted in French.)

402 OBSERVATION AND PRACTICE TEACHING—Winter Quarter. (3) (Direct method and Romance Language Methods.) Observation and practice teaching. Reports of observation, lesson planning, study of texts, reports on methods. Observation in other schools, practice teaching in elementary and intermediate Romance Language classes. Under supervision and criticism. Practice in conducting classes in French. Discussions, reports, conferences and projects. (Required of all majors in Romance Languages and prospective teachers.) (Conducted in English.)

401 FRENCH SEMINAR—Fall Quarter. (3) An intensive study of the works of outstanding authors or literary movements. This course gives opportunity for training in criticism, and individual investigation and research of literary problems. Open to and required of all Seniors who are majoring in the Department. Reports, conferences, discussions. (Conducted in French.)

411 HONORS IN FRENCH—Any Quarter. After completion of the third year course, a student may be recommended by the department for honors in French. Such students work in special fields adapted to their own interests under the direction of the head of the Department.

#### SPANISH

101-2-3 BEGINNER'S SPANISH. (9) Intended for students who have had no previous knowledge of Spanish. Grammar, composition, reading. Special training in conversational Spanish. Dictation. (Conducted partly in Spanish.)

201-2-3 SPANISH INTERMEDIATE. (9) An intensive course covering the essentials of second year Spanish. Composition, conversation, dictation, grammar review and idioms will be stressed. Intensive and extensive reading will be encouraged. (Conducted partly in Spanish.)

#### ITALIAN

101-2-3 BEGINNER'S ITALIAN. (9) Intended for students who have had no previous knowledge of Italian. Grammar, composition, reading. Special training in conversational Italian. Dictation. (Conducted partly in Italian.)

#### GERMAN

101-2-3 BEGINNER'S GERMAN. (9) Intended for students who have had no previous knowledge of German. Grammar, composition, reading. Special training in conversational German. Dictation. (Conducted partly in German.)

#### ROMANCE LANGUAGE SCHOLARSHIP

The Ruth Gwendolyn Smith French Scholarship of One Hundred Dollars for excellency in French which will be granted for the first time at the June Commencement 1940 will be awarded to the student

who has given the best evidences of mastery of the French language and fluency in speaking same; who has proved himself superior in his participation in French skits; and who has distinguished himself by his loyal support to the Romantic Linguistics—Departmental Club.

#### ROMANTIC LINGUISTIC CLUB

Students interested in French or Spanish are invited to join this club. It is a cultural, as well as a social organization which meets twice a month. Membership is open to all students, whether enrolled or not in French and Spanish courses. The program will include talks in French, informal conversational groups, games, songs, skits and dramatic productions in French.

#### LIBRARY SCIENCE

211 (311) LIBRARY SCIENCE FOR TEACHERS. (3) A course designed to aid students in locating educational information in a systematic manner. Instruction and practice will be given in the use of special references, periodical indexes, and bibliographies. It is non-professional.

321 CHILDREN'S BOOKS. (3) A course designed to further develop an appreciation of children's books, and to give a rather comprehensive view of the best literature in the field. It is expected that each student will read or examine a large number of children's books. The work of the course consists of lectures, class discussions, written and oral reports. A collection of children's books will be at the disposal of the group.

331 (201) REFERENCE. (3) This course is designed to introduce the basic reference books for school libraries. It includes a study of dictionaries, encyclopedias, indexes, and handbooks of special subjects. Problems which call attention to the content, scope and arrangement of these references will be required to be worked out by the student.

332 (202) CLASSIFICATION. (2) This course includes a study of, and practice in the classification of books for the school library, using the Dewey Classification. Each student will be required to classify at least 100 books. Practice will also be given in assigning book numbers from the Cutter-Sanborn author table.

333 (203) CATALOGING AND SUBJECT HEADINGS. (3) A course designed to give instruction and practice in making a simple dictionary catalog for the school library. Each student will be required to catalog in full at least 75 books for accuracy in detail. Making of shelf list cards, assigning subject headings, and filing will be required as a part of the course.

411 (301) BOOK SELECTION AND ORDER WORK. (3) A course which includes a study of the principles underlying the selection of books and the development of standards which may be used in evaluating books according to their usefulness to the school library and to the community as well. Book selection aids, publishers, editions, and the compilation of book orders will be considered in this course.

412 (302) SCHOOL LIBRARY ADMINISTRATION. (3) A course given to acquaint the student with the problems of organizing and maintaining

effective library service in the school. Some of the problems dealt with are: Integration of the school library with the curriculum; planning of school library quarters and equipment; setting up a simple lending system; keeping statistics, accession and other necessary records; the relation of librarian to both faculty and students.

413 (303) PRACTICE WORK. (3) This course is actual work done in the library. A student is eligible for this course only upon the completion of 15 quarter hours in library science.

#### SPEECH

201s ORAL INTERPRETATION. (3) This course consists of the study and practice in the analysis of various types of literature: The short stories, ballads, narrative poems, lyrics, sonnets and essays. Consideration of the techniques of reading and program materials.

333s PUBLIC DISCUSSION AND DEBATE. (3) The course in Public Discussion and Debate includes preparation, brief making, planning and coaching of debates, as well as the chief theories of public discussion.

401s PLAY PRODUCTION. (3) This course deals with play choice and casting, the theory and practice of the rehearsal, acting, directing stage effects and equipment for play production.

402s COMMUNITY DRAMA. (3) The course in Community Drama includes: A study of methods of approach for club organization and development, a consideration of the special techniques for community drama and its application to camps, churches, schools and neighborhood centers. Special problems in analysis and production of pageants, folk-plays, masques and festivals in relation to community development are also studied.

403s DRAMATIC WRITING. (3) The course in Dramatic Writing consists of: A study of the principles, adaptation and relation of the drama to the novel and the short story. Preparation and criticism of pupil preparation in theme, plot, characterization and dialogue necessary for creative productions for stage, radio and screen.

### III. Division Of Men's Vocations

#### AGRICULTURE

##### AGRONOMY

211 (303) ORCHARDING. (3) Winter Quarter. A study of the pruning, spraying, and culture of orchard fruits grown in Tennessee as these factors influence the quality of the product and the efficiency of the production.

213 CROP DISEASE AND ECONOMIC ENTOMOLOGY. (3) Spring Quarter. A study of the disease and insects that commonly damage crops in Tennessee and how to control them.

233 (103) VEGETABLE GARDENING. (4) Spring Quarter. The cultural requirements, varietal characteristics, and adoption of the vegetables of importance in Tennessee as grown under home and commercial conditions. Special attention given to companion and succession planting as well as to the year and utilization of the soil.

301 RURAL HOME IMPROVEMENT. (3) Winter Quarter. A study of home ground improvement, home conveniences, and painting, white washing, papering, screening and repairing dwellings. Repairing and building out-buildings, including sanitary toilets, poultry houses, barns, etc.

302-3 SOIL CONSERVATION AND IMPROVEMENT. (4-8) Winter and Spring Quarters. A study of the importance of and methods controlling soil erosion including rotation, terracing-filling gullies, and sodding and re-foresting land.

311 FIELD CROPS. (3) Spring Quarter. A study of varieties, planting, spacing, cultivation, seed selection, harvesting and marketing of small grains, corn and other forage crops.

321 STORAGE OF FOODS AND FEEDS. (3) Fall Quarter. The selection, preparation, canning of plant and animal products; the procuring, setting up and operation of canning equipment. Consideration is given to the proper foods and feeds to store and the methods and techniques of storing.

402 (203) FIELD CROPS, WITH SPECIAL EMPHASIS ON COTTON AND TOBACCO. (3) Fall Quarter. A study of cotton, tobacco, corn and other forage crops and their adaption to soil, varieties, fertilizers, spacing, cultivation, diseases, and marketing.

#### ANIMAL HUSBANDRY

201 DAIRY CATTLE. (4) Fall Quarter. A course dealing with the breed characteristics, adaptability, care and management of dairy cattle in the production of the various types of market milk and milk products, with special emphasis on the home milk care.

203 FEEDS AND FEEDING. (4) Spring Quarter. The functions of basal rations and supplementary feeds. The compounding of rations in terms of the work to be done with the utilization in a large measure of home grown feeds is given much attention.

211 POULTRY. (3) Fall Quarter. This course deals with incubation, brooding and management of growing stocks.

212 HORSES, MULES. (4) Fall Quarter. A study of the production, selection, care, management and handling horses and mules.

232 (103) POULTRY. (3) Winter Quarter. This course deals with the selection, housing, culling and marketing and controlling disease and insects.

321 (211) SWINE AND SHEEP. (3) Spring Quarter. A course dealing with the breed characteristics, adaptability and management of the breeds of swine and sheep of economic importance in Tennessee.

331 MEAT CURING. (3) Fall Quarter. This course deals with slaughtering, cutting and curing of meats.

401 DAIRY SCIENCE. (3) Spring Quarter. The scientific and practical aspects of milk and a survey of the dairy industry. Special attention is given to the composition of milk and its physical and chemical properties, quantitative tests for fat and other constituents, and qualitative tests for preservatives and adulterants. The principles and practice of making butter, cheese and casein, including a study of the physical, chemical, and biological factors involved. Consideration is given also to commercial operations and dairy-plant management.

402 (302) PRINCIPLES OF BREEDING. (3) Spring Quarter. A study of the principles involved in plant and animal improvement and the place of the application of these principles in the conduct of the farm business.

#### AGRICULTURAL ECONOMICS

301 MARKETING. (3) Fall Quarter. A study of the importance of knowing when, where and how to sell farm products. The harvesting, grading and packing of truck crops is also considered.

302 FARM ORGANIZATION. (3) Winter Quarter. The planning of farm programs including crops that should be planted in proportion to the number and kind of livestock kept, and how many acres to plant in each; the kind of livestock to keep and the number of head of each. Each student is required to help a farmer make a program, plan a rotation, and map his farm. Consideration is also given to the minor cash crops in livestock projects, and the marketing of the more important ones.

412 FARM FINANCE. (3) Spring Quarter. A course to acquaint students with sources of farm credit, interest rates, tenure of repayment and collateral required. To aid individuals in determining the needs of farm credit and the wise use of the same.

501 SEMINAR. (4) Fall Quarter. Research investigation along the lines of agricultural education or agriculture to suit the needs and attainments of the students.

#### FARM MECHANICS

302 (202) FARM SHOP WORK. (3) Fall Quarter. A course directed toward the development of manipulative skill and ability requisite for taking care of repairs to machinery and tools on the farm, the construction and repair of the smaller farm buildings, harness mending, rope splicing, use of concrete, etc.

311 FARM SHOP WORK. (2) Fall Quarter. The making of practical farm appliances and repairing, painting, and caring for farm equipment. Soldering tubs, buckets, etc., and repairing harness.

412 (312) FARM MACHINERY. (3) Spring Quarter. A course dealing with the construction, utilization and adaptation of developments in agricultural machinery of Tennessee farm conditions.

#### AGRICULTURAL EDUCATION

401 TEACHING OF PART-TIME AND EVENING CLASSES. (3) Winter Quarter. Special attention is given to the use of the conference procedure with its utilization of the greater background of experience of the members of part-time and evening classes.

402 (302) TEACHING OF AGRICULTURE IN SECONDARY SCHOOLS. (3) Fall Quarter. A consideration of the curriculum courses of study, appropriate methods of teaching, text and bulletin materials, equipment and community relationship.

403 SUPERVISED TEACHING. (6) Spring Quarter. Supervised teaching where the weight of class progress is gradually shifted to the student teacher until he is able to assume full responsibility of class organization, progress and management.

412 SUPERVISION OF HOME PROJECTS. (3) Winter Quarter. The use of the home project as a teaching agency, the correlation of projects with farm enterprises of the home farm, the development of a learning situation in each project visitation.

413 SPECIAL DEVICE, REPORTS AND SEMINAR. (3) Winter Quarter. The use of special devices to meet special situations; reports to state and county authorities; desirable publicity. The seminar is used as a clearing house for the integration of the activities of the vocational teacher.

N. B.—All laboratory courses in Agriculture require double periods for each hour of credit.

## INDUSTRIAL EDUCATION

(Quantitative requirements: A minimum of 198 quarter hours and 216 quality points is required for graduation. Major 36 quarter hours; Minor 18 quarter hours with a minimum grade of B-.)

The following curriculum has been designed for young men and women who desire to prepare for entering the trade and technical occupations, or for teaching and administrative positions in the field of Industrial Arts and Trade Education. Concentration in the former center around building construction, mechanical industries, and the like; in the latter around teacher training and supervision. The satisfactory completion of the four years of work here specified entitles the student to the Bachelor of Science Degree and provides the training necessary for the Tennessee "High School" teaching certificate. The State Department of Education issues, among other, certificates for teaching; (a) Industrial Arts; (b) Vocational Education; (c) with Minors in either Agriculture, Elementary Education, Education, Fine Arts and Music, Home Economics, Physical Education and Health, History, Social Sciences, English, Language and Literature, Mathematics, or Commerce.

By the proper choice of electives, the degree of Bachelor of Science in Industrial Arts may be obtained with anyone of the above combinations as either a major or minor. Students preparing to teach should study the State requirements carefully with respect to required and elective work. Those interested in trades and in industrial and technical applications should confer with the Director of Industrial Arts.

Certain courses of the curriculum are acceptable for Smith-Hughes Certification, for service in trade schools and classes—day, evening, and part-time. These courses should be selected only upon recommendation of the department adviser.

## INDUSTRIAL ARTS AND VOCATIONAL EDUCATION

## COURSE DESCRIPTION

Courses outlined below are electives for students of all college departments. They are designed primarily, however, for candidates for the degree of Bachelor of Science in Industrial Arts.

221 MECHANICAL DRAWING. (3) Fall Quarter. Principles and techniques of elementary mechanical drawing. Instruction in the use of instruments, lettering, inking, and tracing.

222 MECHANICAL DRAWING. (3) Winter Quarter. Orthographic, Isometric, Perspective drawings; Special junior and senior high school drawing.

223 MECHANICAL DRAWING. (3) Spring Quarter. Assembly and detail drawings of machines; tracing and blue printing.

332 ARCHITECTURAL DRAWING. (3) Winter Quarter. Plans, elevations, sections, and details in house planning, with some attention to map and topographical drawing. Pre-requisite Mechanical Drawing 222.

333 ARCHITECTURAL DRAWING. (3) Spring Quarter. Continuation of 332.

## WOODWORK

201 ELEMENTS OF WOODWORK. (3) Fall Quarter. Use of Hand Tools. Elements of construction in woodwork involving a study of the structure and qualities of wood in relation to their suitability for furniture construction. Elementary projects involving the use of hand tools. One recitation and two shop periods, weekly.

202 STUDY OF THE CONSTRUCTION AND USE OF SHOP MACHINES. (3) Winter Quarter. Study of the Band Saw, Bench Saw, Universal Saw, Lathe, Planer, Jointer, Drill Press, Mortising Machine, etc. One recitation and two shop periods weekly.

203 WORKING FROM PRINTS. (3) Spring Quarter. Exercises in turning, polishing, and finishing. Making shop projects and furniture from prints.

301 CABINET WORK I. (3) Fall Quarter. Students expected to make library table, center table, book case, modernistic pieces, etc. Three shop periods weekly.

302 CABINET WORK II. (3) Winter Quarter. Construction of such projects as Cedar Chests, Chairs, Simple Writing Desk, Coffee Table, Lamps, Book Cases with Glass Doors. Three shop periods weekly.

303 CABINET WORK III. (3) Spring Quarter. Bed Making, Chest of Drawers, Dressers, Furniture with Inlaid Work. Veneers and Fine Finishes, Glass Work. Three shop periods weekly.

401 ELEMENTARY CARPENTRY WORK I. (3) Fall Quarter. Repair of Doors, Sashes, Sash Chains. Putting on Hinges and Padlocks. Three shop periods weekly.

402 CARPENTRY WORK II. (3) Winter Quarter. Mortise lock work, making door frames, windows, roof work. General repair work on the campus. Three shop periods weekly.

403 ADVANCED CARPENTRY WORK. (3) Spring Quarter. Cutting of Common, Cripple Volley. Jack and Hip Rafters. Cutting of steps, study of bulltup roof.

## AUTO MECHANICS

241 AUTO MECHANICS. (3) Fall Quarter. General Construction and Assembly. Wheels, Axles, Springs, Steering Gears, Clutches, Transmissions, Differentials, Brakes. One recitation and two shop periods weekly.

242 AUTO MECHANICS. (3) Winter Quarter. Continuation of 241. Piston, Crankshafts, Valves, Timing Gears, Manifolds, Cooling System, Carburetors.

243 AUTO MECHANICS. (3) Spring Quarter. Continuation of 242. Inspection of Storage Battery, Starting Motor, Inspection of Generator. Automotive Electricity, Driving.

## APPLIED ELECTRICITY

251 APPLIED ELECTRICITY I. (3) Fall Quarter. General Electricity; Study of Tools and Equipment; Simple Wiring Circuits, Battery Connections and Information, Applied Simple Jobs. One recitation and two shop periods weekly.

252 APPLIED ELECTRICITY II. (3) Winter Quarter. Continuation of 251 Magnetism, Direct Current Motors and Generators, simple low voltage lighting systems, high voltage house lighting systems, basic information about high voltage current. One recitation and two shop periods weekly.

253 APPLIED ELECTRICITY III. (3) Spring Quarter. Continuation of 252. Induction, heating appliances, laboratory work, electrical laws. One recitation and two shop periods weekly.

## PRINTING

231 PRINTING. (3) Fall Quarter. History of printing, typography, the California Job Case, hand composition of straight matter, lock forms, appliances, laboratory work, job work. One recitation and two shop periods weekly.

232 PRINTING II. (3) Winter Quarter. Display composition, make ready, history of printing continued, type calculations, proof reading. Applied jobs and practice. One recitation and two shop periods weekly.

233 PRINTING III. (3) Spring Quarter. Advanced composition, advanced press work, imposition, stitching, stapling, binding, applied jobs and practice. One recitation and two shop periods weekly.

## SHOE AND LEATHER WORK

Study of leather, equipment and supplies, stitches, half soling and heeling, whole-soling and heeling, patching, preparing insoles and putting on bottoms, heels, grading, selecting and cutting leather, shoe-making problems, uppers, building shoes, general leather work, shop management.

## PROFESSIONAL COURSES

311 PROBLEMS OF INDUSTRIAL EDUCATION. (3) Fall Quarter. A course designated to acquaint students with the history, nature, purpose and problems of Industrial Education in the various types of institutions.

312 METHODS IN SHOP SUBJECTS. (3) Winter Quarter. Conduct of shop classes with and without reference to production work; discussion of lesson plans, demonstrations, drill, grading, reports, records, standards of workmanship, writing of job sheets, operation sheets, assignment sheets and information sheets.

313 EQUIPMENT AND MANAGEMENT. (3) Spring Quarter. Sources, purchases, costs, inventories, installation, upkeep, safe operation; storage and issue of tools, supplies, financial accounts, bills of materials and disposals of products.

341 CURRICULUM BUILDING IN TRADE AND INDUSTRIAL SUBJECTS. (3) Arranging course material in trade subjects, following up results of

job analyses, preparing checking sheets and individual job sheets in both trade and related subjects. See advisor for the course. Pre-requisite Job Analysis II.

342 JOB ANALYSIS I. (3) The principles of job analysis for the purpose of listing out teaching content in trade and industrial education. Practice in analyzing trade jobs for production, auxiliary and related technical content, instructional difficulties and progression factors. See advisor for this course.

343 JOB ANALYSIS II. (3) Continuation of Analysis I study of related knowledge necessary for certain types of jobs and typical industries. Emphasis on development of the best instructional methods for teaching industrial subjects. See advisor for this course. Pre-requisites Job Analysis I.

321 THE RELATED SUBJECTS. (3) Theories, practices, and problems of related instruction; special reference to mathematics, drawing, and science and safety; group study, unit courses, usable techniques. See advisor for this course.

322 VOCATIONAL SURVEY. (3) A broad presentation of Educational and Vocational opportunities designed to give the student acquaintance with the problems of selecting and preparing for life's work. See advisor for this course.

## GENERAL

323 GENERAL SHOP. (3) Primarily for Industrial Arts Majors. Five shop activities available. See advisor for this course.

331 HOME MECHANICS. (3) A general course designed for the purpose of developing ability to make repairs in the home and to enable prospective teachers to make repairs around the schools. See advisor for this course.

501 PROBLEMS OF VOCATIONAL GUIDANCE. (3) Meaning and purpose of Vocational Guidance and its place in the educational system. See advisor for this course.

## IV. Division Of Science And Mathematics

## SCIENCE

A major in science consists of 36 hours selected from any two of the following: Biology, Chemistry, Physics.

## GENERAL SCIENCE

111-112-13 A GENERAL SURVEY OF PHYSICAL SCIENCE. (9) Fall and Winter Quarters. An introduction to the nature of the physical world, intended to show the student what physics and chemistry are doing; how they explain the phenomenon of daily life.

213 NATURE STUDY. (3) Spring Quarter. The enjoyment, sympathetic understanding, and scientific interpretation of natural phenomenon, identification, laboratory, demonstration, projects, field work, assigned readings.

312 SCIENCE FOR THE ELEMENTARY SCHOOL. (3) Winter Quarter.

## CHEMISTRY

101-2-3 GENERAL CHEMISTRY. (12) Fall, Winter and Spring Quarters. The fundamental factors and principles of chemistry are developed and applied to the study of the behavior of the more common elements. A brief survey of the carbon compounds is presented. The third quarter of laboratory work is given to the qualitative analysis of the positive ions.

221 ELEMENTS OF ORGANIC CHEMISTRY. (3) Typical classes of organic compounds, with special reference to Agriculture.

222 AGRICULTURAL CHEMISTRY. (3) Elementary quantitative analysis; analysis of fertilizers and feeding stuffs.

223 CHEMISTRY OF FOOD AND NUTRITION. (3) Chemistry of the food-stuffs and their digestion and metabolism.

311-312-313 ORGANIC CHEMISTRY. (12) Fall, Winter and Spring Quarters. The fundamental principles and theories of organic chemistry are presented and the methods of preparation, reactions, and properties of organic substance studied. Representative compounds are prepared in the laboratory. Prerequisite: Chemistry 211, 212, 213.

## PHYSICS

201-202-203 GENERAL PHYSICS. (12) Fall, Winter and Spring Quarters. Mechanics is discussed the fall quarter; Magnetism and Electricity, the winter quarter; Heat, Sound and Light, the spring quarter. Appropriate laboratory work is assigned.

## BIOLOGY

101-2 GENERAL BIOLOGY. (8) Fall Quarter. A introductory course in biological science.

103 GENERAL BOTANY. (4) Spring Quarter. A continuation of 101 with special emphasis on the principles, anatomy and physiology of animals. Pre-requisite: Biology 101.

201 COMPARATIVE ANATOMY. (4) Fall Quarter. Comparative anatomy, development and phylogeny of vertebrates. A laboratory course designed primarily for medical students and teachers. Pre-requisite: 102.

223 GENETICS. (3) Fall Quarter. A lecture course dealing with heredity and genetics, with reports and problems. Pre-requisite: 102 and 103.

211 PHYSIOLOGY OF THE HUMAN BODY. (3) Winter Quarter. A study of the functions of the human body. Some practical demonstrations. Prerequisite: 102.

212 MAMMALIAN ANATOMY. (4) A laboratory course studying the various systems of the body using the cat as an example. Special dissections and demonstrations. Pre-requisite: 201.

203 BACTERIOLOGY. (4) Spring Quarter. A general course designed to meet the needs of students taking agriculture, home economics or pre-medical courses. Pre-requisite: General Chemistry 211 and General Biology 102.

222 EMBRYOLOGY. (4) A general course dealing with the pig and chick embryos designed as an introductory course for pre-medics. Pre-requisite: 102.

## MATHEMATICS

100 FUNDAMENTALS OF MATHEMATICS. (0) All Freshmen are required to take this course until they have satisfactorily passed a proficiency test in the fundamentals of Mathematics.

101-2 ELEMENTARY MATHEMATICAL ANALYSIS. (6) Fall Quarter. A course in general Mathematics.

103 ADVANCED ALGEBRA. (3) Spring Quarter. A thorough review of elementary operations; factoring, fractions, linear equations in one unknown; exponents; radicals.

111 SOLID GEOMETRY. (3) Fall Quarter. This is a course offered to accommodate the students who have not been able to study it in the high schools. This is a course in three dimensional geometry, treating of planes, dihedral angles, trihedral angles, polyhedrons, cylinders, cones and spheres.

113 (112) TRIGONOMETRY. (3) Spring Quarter. Plane Trigonometry, trigonometric ratios, radian measure; coordinate system; identities and equations; inverse functions, graphs, reductions and addition

to formulas; laws of cosines, sines and tangents; theory and use of logarithms, functional and logarithmic solutions of right triangles and oblique triangles.

212 COLLEGE ALGEBRA. (3) Winter Quarter. A continuation of Mathematics 103, quadratic equations, ration and proportion; variations; progressions; binomial theorem.

213 THE TEACHING OF NUMBERS. (3) Spring Quarter. A professionalized course detailing with the theory and significance of numbers. 361 (261) TEACHING OF ARITHMETIC IN ELEMENTARY GRADES. (3) Fall Quarter. This course treats of professionalized subject matter in Arithmetic for Teachers and Supervisors, together with modern methods of teaching this subject in the grades.

301 PURE ANALYTICAL GEOMETRY. (3) Fall Quarter. Curve tracing and locus problems in Cartesian and polar coordinates; transformations of coordinates, conic sections, properties of conics involving tangents, diameters, asymptotes and parametric equations.

302 CALCULUS I. (3) Winter Quarter. Differential; function, limits, continuity, the derivative, differentiation of algebraic functions, exponential and logarithmic functions, the differential time rate.

303 CALCULUS II. (3) Spring Quarter. Integral; the indefinite integral, integration of rational fractions, the definite integral, centroids, moments of inertia.

311-312-313 (12) Accountancy.

321 (211) STATISTICS. (3) Fall Quarter. Introduction to statistics, logical principles and methods of procedure underlying statistical analysis, measures of certain tendency, dispersion and relationship. This course is especially designed to serve as a background for students dealing in statistical and observational data.

322 COLLEGE GEOMETRY. (3) Winter Quarter. A course in the technique of construction of geometric figures, with emphasis on the triangle and circle.

323 ADVANCED COLLEGE ALGEBRA. (3) Spring Quarter. Combination and permutations, inequalities, complex numbers, theory of equations, determinants, infinite series.

401 SOLID ANALYTICAL GEOMETRY. (3) Fall Quarter. Coordinate geometry of space, dealing particularly with surfaces of first and second degree.

402-403 TEACHING OF MATHEMATICS IN THE ELEMENTARY SCHOOLS. (6) Spring Quarter.

411 THEORY OF EQUATIONS. Pre-requisite: Mathematics 212. (3) Fall Quarter. Elementary course in theory of equations, complex numbers, theorems on roots of an equation, cubic and quadratic equations, graphs, determinates, etc.

412 HISTORY OF MATHEMATICS. (3) Winter Quarter. Ancient, modern and current. Appreciation for men and their contributions to the development of mathematics. Influences on the present teaching.

413 DIFFERENTIAL EQUATIONS. Pre-requisite: Mathematics 301 and 302. Solution and application of differential equations of the first order. Singular solutions; linear equations with constant coefficient; linear equations of higher order are discussed in this course.

423 THE TEACHING OF MATHEMATICS IN THE SECONDARY SCHOOLS. (3) Spring Quarter. The content work that is usually taught in high schools is emphasized. Special methods of presentation are also studied.

(All Junior and Senior courses will be offered in alternate years.)

## HEALTH

100 FIRST AID. (1) First treatment of injuries that arise on the playground, the gymnasium floor, the athletic field, or in camp; sprains, dislocations, fractures, bruises, burns, fainting and resuscitation and the preparation of solutions, dressings, splints, and bandages; poisons, and antidotes, etc. Lectures, demonstrations and practical work. The American Red Cross First Aid Certificate may be obtained by students who pass the examination.

201 PERSONAL HYGIENE. (3) Winter Quarter. This course presents general facts on the systems of the body and personal hygiene as a means for the improvement of living. It considers the meaning of health, in terms of life values, the biological approach for the study of health, the place of intelligent control in modern civilization, unscientific and irrational health proposals, ways for improvement of health and prevention of disease.

202 COMMUNITY HYGIENE. (3) Winter Quarter. This course includes a general survey of the principles of sanitary science and their applications to water, milk, and food, the disposal of sewage and garbage, ventilation, and home and community health problems, including child and adult hygiene and the spread and control of disease.

203 HEALTH OF THE CHILD. (3) Spring Quarter. This course will include a study of the symptoms, diagnosis, prognosis, treatment, and prevention of so-called "childhood" diseases. In considering the child as a unit, the inter-relationship of the physical, mental, spiritual and social life of the child will be brought out. This should aid the teacher in understanding the child better and in being able to deal with him more effectively.

301 RURAL SANITATION. (3) Fall Quarter. This course deals with the sanitation and improvement of the country home; heating and lighting, convenient and sanitary water supply, sanitary toilets, baths, drainage and sanitary measures at the barn, and general environment.

302 SCHOOL HYGIENE. (3) Winter Quarter. The field of school hygiene deals with the selection of a school lot and play area; planning the schoolhouse; lighting, heating, ventilation and cleaning a schoolroom; desks and furniture; toilets and lavatories; the care of the eyes, teeth, etc., of school children; fatigue and hygiene of instruction; the work and qualifications of a janitor; disinfection, etc., and many other topics of practical importance to healthful schools.

303 PRINCIPLES OF HEALTH EDUCATION. (3) Spring Quarter. This course is designed for elementary and high school teachers who are faced with the problem of organizing and presenting various health materials effectively. Students will be given opportunity to organize teaching units and curricula for particular grade levels, using various methods of approach as their basis.

## V. Division Of Social Studies

A major in Social Studies includes 18 hours in History and 18 hours selected from any three of the following fields: Economics, Sociology, Geography, and Political Science.

## HISTORY

MAJOR REQUIREMENTS: 36 quarter hours of B-grades from the following: 111-12-13, 201-2-3, 301, 302, 311-12-13, 411, 413, 441 and Political Science 311.

111-12-13 A SHORT HISTORY OF CIVILIZATION. (9) Fall, Winter and Spring Quarters. A study of the contributions that all races and nations have made to our present civilization. Assigned readings, discussions, reports and quizzes will comprise the type of work in this course. (Required of all Freshmen.)

201 (202) AMERICAN HISTORY. (3) Fall Quarter. European background of the beginnings and establishment of the United States to 1789.

202 (203) AMERICAN HISTORY. (3) Winter Quarter. The beginning of our National State from 1789 to 1877. The development and significance of Jeffersonian democracy; the war of 1812 and the growth of Nationalism; the Westward movement; the controversy over the Negro and his place in a democracy; the civil war and reconstruction.

203 (213) AMERICAN HISTORY. (3) Spring Quarter. The emergence of the industrial life and influence of the machine on American civilization; The problems of rapidly changing environment; Industrial consolidation; Rise of organized labor; Rural trends and the Negro; The flight of the Negro to the city; American imperialism; Education and Religion; The plight of a democracy in a collectivistic society; Society planning and social reconstruction.

301 FOUNDATIONS OF MODERN EUROPE. (3) Fall Quarter. A survey of the institutions and contributions of the middle ages and a study of the emergence of National States, of the expansion of European civilization, and of the political and economic development of the Eighteenth Century. (Required of history majors.)

302 MODERN EUROPE. (3) Winter Quarter. A study of Nationalism, Democracy, Industrial growth, Imperialism and Internationalism in the Nineteenth and Twentieth Centuries. (Required of history majors.)

311-12-13 (201-11) HISTORY OF ENGLAND AND GREAT BRITAIN. (9) Fall, Winter and Spring Quarters. A general survey of English history from the earliest times to the present day with the emphasis upon the constitutional and industrial development.

## SOCIAL STUDIES

401 (322) THE TEACHING OF SOCIAL STUDIES. (3) Fall Quarter. This course deals with the historical development of social studies instruction; the aims and value of social studies in the school; materials and methods of handling them in the various grades; various types of presentation; testing of results; the relation of social studies and civics to other subjects. A thorough acquaintance of the State adopted textbooks will be made.

402 TEACHING THE SOCIAL STUDIES (Cont.) (3) Winter Quarter. In this course the student will be required to do observation and practice teaching.

411 THE NEGRO IN AMERICAN CIVILIZATION. (3) Fall Quarter. Tracing and discussing the contributions that the Negro has made to American civilization. (Required of History majors.)

413 CONTEMPORARY HISTORY. (3) Spring Quarter. This course deals with world problems that have developed since the world war. Topics are selected that are of current interest and studied in the light of their historical development.

441 (341) HISTORY OF TENNESSEE. (3) Spring Quarter. A course in the cultural and economic development of the commonwealth of Tennessee.

HISTORY 501 SEMINAR: RESEARCH IN SOUTHERN HISTORY. (3) Fall Quarter.

## POLITICAL SCIENCE

311 AMERICAN GOVERNMENT AND CITIZENSHIP. (3) Fall Quarter. The American Commonwealth of states; National, State and Local government; origins, nature and organizations. Citizenship will be stressed throughout the course. (Required of all history majors.)

312 AMERICAN MUNICIPAL AND LOCAL GOVERNMENT. (3) Spring Quarter. The growth of cities. Their relations to trade and industry; State control over cities; services to the people; city planning; the commission form of government; the city manager; other recent movements. (Counts as a partial requirement for history majors.)

313 EUROPEAN GOVERNMENTS. (3) Winter Quarter. The Leading Governments of Europe. Their constitutions and practical procedure; special reference to the relations of executives and parliaments; modes of popular control; Fascism; Socialism; Communism and Sovietism. (Required of all majors.)

432 (332) GOVERNMENT OF TENNESSEE. (3) Winter Quarter. The executive, legislative and judicial. County, city, village and special groups. Taxes, franchise, school laws and the dual system of education. An intensive study of the State adopted textbooks of civics will be made with a view of showing the importance of a thorough training in citizenship. The technique of teaching civics will be presented.

## GEOGRAPHY

101 INTRODUCTION TO THE STUDY OF GEOGRAPHY. (3) Fall Quarter. The course considers the elements of natural environment with the view to distinguishing its characteristics, its distribution and its significance to economic life.

102 GEOGRAPHY OF NORTH AMERICA. (3) Winter Quarter. Interpretative geographic survey of the major regions of the United States, Canada, Mexico, Central America.

103 (402) GEOGRAPHY OF TENNESSEE. (3) Spring Quarter. This course takes up the physiography, weather, climate, industries, resources and economical development of Tennessee. Collateral readings.

201 METEOROLOGY AND CLIMATOLOGY. (3) Fall Quarter. A practical course designed for teachers of science and agriculture. Study of the factors which make up climate, various types of climate and their relation to life forms and the activities of man.

301 HUMAN GEOGRAPHY. (3) Fall Quarter. This course gives a study of the techniques of Geography in its human aspects. Attempts are made to show to the students the fundamental principles of human adjustments to natural environments; the differences between geographic factors, geographic influences and geographic controls. The material offered should be a value to teachers of History, Sociology and Economics.

302 (203) THE TEACHING OF GEOGRAPHY. (3) Winter Quarter. (Pre-requisites: Geography 101-102.) A discussion of the following units: Aims in teaching geography, relation to other subjects, the course of study, maps, globes, pictures, observational geography, the sand table, projects, dramatization. Practice teaching is required.

303 (311) ELEMENTS OF WORLD GEOGRAPHY. (3) Spring Quarter. A general survey of climate relief, soils, and other resources and their effects on industry, commerce and culture.

312 COMMERCIAL AND INDUSTRIAL GEOGRAPHY. (3) Winter Quarter. This course is designed primarily for commercial majors but will be of value as an elective for those engaged in elementary or secondary

school work. It covers a wide field, including such problems as trade routes, commercial reasons for the location of cities, the effect of climate, health, social traditions, race and nationality upon business development of the various parts of the world; production and exchange of commodities. Field trips will be made to the industrial plants of the city.

401 GEOGRAPHY OF EUROPE. (3) Fall Quarter. This course is a study of the topography, climate, industries and people of the countries of Europe and the political and economic conditions which confront each nation.

## SOCIOLOGY

201 PRINCIPLES OF SOCIOLOGY. (3) Fall Quarter. Study of the fundamental ideas of society with special reference to their application to the problems of human behavior. Among the topics discussed are Human Nature, Isolation, Social Contacts, Social Interaction, Social Control and Social Progress.

202 COMMUNITY ORGANIZATION. (3) Winter Quarter. This course discusses the underlying philosophy of the community, its standards, organizations and procedures. It is designed to meet the needs of school principals, social workers, teachers and supervisors.

301 EDUCATIONAL SOCIOLOGY. (3) Fall Quarter. This course presents the sociological foundation of education and of school subjects.

302 LEADERSHIP OF BOYS' AND GIRLS' CLUBS. (3) Winter Quarter. This course is a study of the leading club programs and activities conducted by supervisors and leaders in play, group work, summer camps, scouting and High Y Clubs. Opportunity is given for practical experience with local groups.

303 PROBLEMS OF SOCIETY. (3) Spring Quarter. An analytical and synthetic treatment of leading social problems, together with suggestive programs for ameliorative action.

311 (211) RURAL SOCIOLOGY AND ECONOMICS. (3) Fall Quarter. The aim of this course is to develop a broad, sympathetic understanding of the real needs and actual farm and community conditions in the United States and especially in Tennessee and the South; to acquaint students with the relation between life and labor, wealth and welfare on the farm; to show the relation of a sound rural life in a sound industrial democracy.

323 AMERICAN RACE PROBLEMS. (3) Winter Quarter. A study of the problems resulting from the by-racial situation in the U. S. A., and the proposed program of adjustment. Not an attempt to solve the problems. Pre-requisites: Sociology 201-211, Economics 201-211.

401 PROBLEMS OF THE FAMILY. (3) Fall Quarter. This course studies the social conditions reacting on the family. It is designed to give the student insight into present-day problems for family betterment.

411 FIELD WORK AND COMMUNITY RESEARCH. (3) Winter Quarter. A course presenting the place of field work in community research, types of field work and their problems; methods in investigative procedure, gathering, editing, classification, tabulation, together with the interpretation and organization of actual material. Designed for principals, supervisors, county agents and others for whom such data is of concern.

## ECONOMICS

201 PRINCIPLES OF ECONOMICS. (3) Fall Quarter. A course in elementary economics. The organization of production, value and the price-making process, money, distribution, domestic and international trade relations, current problems. The course is designed as a foundation in economics for advanced courses in Social Science.

202 PRINCIPLES OF RURAL ECONOMICS. (3) Winter Quarter. Introductory course in the economic laws controlling agriculture and rural life. Agricultural resources, management, agricultural production, marketing, speculation, cooperation, rural credit, rural leisure, and rural organizations.

231 ELEMENTS OF ACCOUNTING. Fall (3). The purposes and scope of accounting are explained. The principles of accounting are studied with respect to the setting up and treatment of accounts, the classification of financial transactions, etc., with some study of technique. The accounting significance of valuation is also considered including the study of technique and procedure.

232 ACCOUNTING TECHNIQUE. Winter (4) This is a fundamental subject for all who wish to pursue the specialized courses in accounting. The material includes debit and credit analysis of business transactions, simple journal and ledger work, the preparation of accounting statements from the work sheet, and elementary principles of balance sheet valuation. Illustrative problems and exercises are required.

233 ADVANCED ACCOUNTING. Spring (4) The use of specialized journals and ledgers for specific business enterprises is considered. The lectures cover the problems involved in partnership and corporation accounting. Laboratory work is emphasized, two separate sets of books being worked out during the term.

301 BUSINESS LAW. Fall (3) This course tries to present the leading principles of the law of corporation, contracts, agency, and commercial-paper and securities. The teaching of the legal point of view as related to business is one of the main things attempted.

302 LABOR PROBLEMS. (3) Winter Quarter. This course gives attention to such economic phenomena as relationships between the employer and the employee, wages and working conditions, unemployment, industrial unrest and forces and agencies making for capital-labor adjustment.

321 PRODUCTION ECONOMICS. (3) Fall Quarter. This course includes the study of the economics of business from the standpoint of the entrepreneur and from the social and national standpoint and the application of the principles of economics to the problems of production.

323 BUSINESS ADMINISTRATION AND MARKETING. (3) Spring Quarter. An intensive course in modern practices in business administration and marketing.

331 COST ACCOUNTING. Fall (4) Pre-requisite: 233. This course applies the principles of accounting to the problem of business and manufacturing costs and treats, among other things, of material, labor and overhead costs, and the distribution and budgetary control of overhead. The intimate relation existing between factory management and the cost records is stressed throughout. Practice work will be required.

332 INSTITUTIONAL ACCOUNTING. Winter. (4) Pre-requisite: 233. The principles of accounting are applied through the medium of laboratory sets to the purposes of specific business institutions.

333 AUDITING. Spring (4) Pre-requisite: 331. This course deals with the general principles basic to every audit. The student makes use of his knowledge of accounting principles and technique as tools in the practice of this branch of accountancy.

401 (313) BANKING AND INSURANCE. (3) Spring Quarter. A study of financial organization, the monetary system, the credit and banking system, credit instruments, domestic and foreign exchange, insurance.

402 (303) REAL ESTATE AND RETAIL SELLING. (3) Winter Quarter.

## SOCIAL SCIENCE

101-2-3 COLLEGE ORIENTATION (3).

211-12-13 A SURVEY OF SOCIAL SCIENCE. (9) A survey course in Social Science including Sociology, Economics, Government, Geography and Philosophy.

## PHILOSOPHY

401 LOGIC. (3) Fall Quarter. An introductory course to the principles of logic.

402 PHILOSOPHY. (3) Winter Quarter. A survey of philosophy.

403 ETHICS. (3) Spring Quarter. A basic course in ethics.

## VI. Division Of Women's Vocations

## HOME ECONOMICS

MAJOR REQUIREMENTS: GENERAL HOME ECONOMICS: 12 quarter hours in Textiles and Clothing; 12 quarter hours in Food and Nutrition; 12 quarter hours in Home Management, House Furnishings, Child Care and Home Nursing. Vocational Home Economics: A varied, enriched and wide training in Technical Home Economics. To be approved a minimum of 60 quarter hours in Home Economics; 36 hours in related subjects; 27 hours in Education; 12 of which must be in Home Economics Education, one quarter's residence in a Home Management House and adequate vocational experience.

Minors in Home Economics may elect 18 quarter hours with the approval of the department head.

## INTRODUCTION COURSE

101 FRESHMAN ORIENTATION COURSE. (1) Spring Quarter. A general introductory course which covers the objectives and the various phases of home economics. It serves as an excellent foundation for prospective Home Economics majors and gives a background most essential for students entering other departments.

## TEXTILES AND CLOTHING

200 HANDICRAFT. (3) An elective course dealing with threadcraft such as weaving, knitting, lace making and various types of embroidery. Novelty crafts are included with the use of pine burr, pine needle, reed, raffia, shucks, and cane. Attention is also given to upholstery, mattress making and slip covers.

201 COLOR AND DESIGN AS APPLIED TO THE INDIVIDUAL AND THE HOME. (4) Fall Quarter. A course designed for the study of costume selection and appreciation based on the application of the principles of color and design. The problem of making the home cheerful and livable gives splendid opportunity for harmonizing colors in draperies,

walls, ceilings and floors. A thorough study of the past and present as related to the individual, her home and her dress, including experiments in dyeing, gives opportunity for practical application of the principles of design and color. Prerequisite: Art 101.

202 CLOTHING AND TEXTILES: SELECTION, CONSTRUCTION AND CARE. (4) Winter Quarter. This course includes a study of the textile industries, methods of testing and distinguishing fibers and fabrics, different weaves, standard textiles from the viewpoint of fibers, preparation, structure, design and economics. Application is made in weaving, knitting, lace making and felting. Emphasis is placed on stain removal, laundering and dry cleaning.

203 (222) PRINCIPLES OF CLOTHING CONSTRUCTION. (4) Winter Quarter. This course is confined to laboratory practice and is designed to develop skill and efficiency in clothing construction. It includes the principles of garment selection, study and use of commercial patterns, principles of fitting, fundamentals of garment construction and use and care of the sewing machine.

302 (203) CLOTHING FOR THE FAMILY. (4) Winter Quarter. The course includes the use of commercial patterns, pattern making, fitting, designing, discussions on clothing for each member of the family and the actual construction of a suit for a 4-year old boy, a dress for self, a dress for a grown-up, a silk project, a coat and a project in renovation (wool). A study of the selection and construction of ready-made, custom made and made at home clothing is also included.

301 (213) CLOTHING FOR CHILDREN. (3) Fall Quarter. A study of clothing for children in the family, considering the problems at various ages placing stress on clothing economy is emphasized. Each student is required to make a layette.

403 ADVANCED CLOTHING. (3) Spring Quarter. This course provides instruction and practice in the construction of various types of garments, giving practical training in the application of lines, dark and light color harmony and texture of costumes for different individuals and purposes. All designing is done by modeling in cloth on the dress forms. Students provide materials. Prerequisite: Home Economics 203 or Home Economics 302.

462 COSTUME DESIGN. (3) Winter Quarter. The course traces the history of costume and provides instruction and practice in designing garments to suit individual needs.

#### FOOD AND NUTRITION

211-12-13 (211-2) FOOD PREPARATION AND PRESERVATION. (12) Fall, Winter and Spring Quarters. A course which teaches fundamental principles of cookery that will enable girls to judge and construct working recipes, to weigh and measure accurately and to prepare wholesome foods. Attention is also given to food selection, food storage, relation of micro-organisms to preserved foods, canning of fruits, vegetables and meats in glass and tin, making of preserves, jellies, marmalades and relishes; meat curing and corning; preparation and arrangement of exhibits.

311 (313) NUTRITION. (3) Fall Quarter. A discussion of the fundamental principles of an adequate diet; application of such knowledge to the feeding of children and family groups and the planning and calculating of typical dietaries. Special attention is given to dietary diseases, selected dietaries and exhibits.

412 FANCY COOKERY. (4) Winter Quarter. This course includes units of work for students who want intensive work in food preparation

and serving. Attention is given candy making, cake making and decoration, sandwiches for all occasions and foods for all types of entertainments. Consideration is given the comfort, beauty, care, convenience, furnishings and equipment of the home kitchen and dining room. Prerequisite: Home Economics 211-12-13.

413 INSTITUTIONAL COOKERY. (4) Spring Quarter. The course deals with problems of lunch rooms, cafeterias and tea rooms for the general public, institutions and schools. Attention is given to methods of quantity purchasing of food, organization of labor, standards of work, materials, equipment and installation, meal planning and preparation in large quantities, counter and meal service, records and inventories. The college cafeteria is used as the laboratory for this work. Prerequisites: Home Economics 211-12-13 and 311.

451 DIETETICS. (3) Winter Quarter. A study of special diets and dietaries for malnutrition and diseases where the diet is of major importance.

#### HOME MANAGEMENT

220 HOME ART. (3) Winter Quarter. This course gives practice in the principles of interior decoration and major principles of art as applied to the home.

320 HOUSEHOLD MECHANICS. (3) Winter Quarter. The course is designed to give the student an insight into the care and repair of the home.

303 (213) POULTRY, GARDENING, HOME DAIRYING, ETC. (3) Spring Quarter. A course of orientating the student in relation to the principles of home gardening, dairy, cattle and milk production, poultry and beautification of home grounds. The purpose of the course is to introduce the various subject matter headings and to lay a foundation upon which further work in the various fields may be placed.

322 (233) HOME NURSING. (3) Winter Quarter. The course deals with prevention and care of illness in the home, including simple nursing procedures and first aid treatment for common household emergencies, also a study of maternity and infancy. The pre-school child is also studied with respect to its care, development and habits. Practical application is made in the different types of sick room improvisations and appliances.

323 CHILD CARE AND DEVELOPMENT. (3) Spring Quarter. This course offers a study of the child from the physiological, psychological and sociological points of view with emphasis on care, guidance, development, training, environment, habit and habit formation. Practical application is made through study, analysis, observation and participation in field trips to nearby kindergartens, social centers and available schools.

421 (301) HOUSE PLANNING AND FURNISHING. (4) Fall Quarter. The course includes a study of period furniture and furnishings to suit acceptable structural and architectural designs in houses; the economics in the selection and care of furnishings and equipment; the balance and arrangement of furniture with the walls, ceilings and floor as a background. Attention is given to the planning of a house as a relationship of rooms, built-in fixtures and home improvisations for convenience, comfort and beauty.

422 (401) HOME MANAGEMENT. (3) Winter Quarter. This course includes discussions, observation and practical work. It deals with the

application of scientific and economic principles and the problems of the modern housewife. It takes up economy of time, of labor and of finance, household efficiency, household service and home life.

423 (402) HOME MANAGEMENT HOUSE. (3) Spring Quarter. This course brings all lines of study together by permitting the student to actually manage a house for a given time, making it a business proposition. It is a course in which all the theories in home-making are tried out in practical living.

443 FAMILY RELATIONS. (3) Fall Quarter. The course deals with the problems of human behavior as applied to family life. Emphasis is placed on wholesome family relationships in order to improve the living conditions of the family.

#### HOME ECONOMICS EDUCATION

331 (271) RURAL HOME AND HEALTH IMPROVEMENT. (3) Fall Quarter. The course involves a study and discussion of special problems of rural farm and home life; observation and participation in field trips to rural sections; practical application is made in rural improvisations and various factors which contribute to healthful and wholesome living.

332 (431) EDUCATION OF THE CONSUMER. (3) Winter Quarter. It is the aim of this course to enable students to become more intelligent purchasers of personal and household articles, supplies, food, clothing, furnishings and commodities based on acceptable standards and underlying scientific principles. It includes the relation of the consumer to manufacturer and distributor; legislation for labeling and branding; purchasing habits; psychology of advertising versus establishment of acceptable standards as issued by the bureau of standards and other sources.

431 (403) PROBLEMS IN HOME ECONOMICS. (3) Fall Quarter. The purpose of this course is to solve teaching problems of home economics, to study community organization, the work in various types of schools and to emphasize the social and economic values.

411 HOME ECONOMICS MATERIALS AND METHODS IN TEACHING. (3) Winter Quarter. The purpose of this course is to give student teachers an appreciation of their problem and to help solve them. It includes the principles of teaching home economics, the types of teaching for home economics, lesson planning, the project method with emphasis on home projects, home economics testing, curricula for junior and senior high schools with emphasis on the state course of study, curricula and methods of teaching groups for household employment, home economics equipment and materials. Units of work will be planned which each student will teach during the period of student teaching. Observation and participation are also a part of the course.

432-433 (421) PRACTICE TEACHING IN HOME ECONOMICS. (6) Winter and Spring Quarters. A course in which the student puts into practice all of the principles of home economics teaching and class management. Planned units and work to be approved.

442 EXTENSION METHODS IN HOME ECONOMICS. (3) Winter Quarter. A course in methods of conducting home demonstration work and in training extension workers in community leadership. It deals with problems in child welfare, parent-teacher association, demonstration methods in food, clothing, hygiene, housing problems; the psychological, sociological and economic problems of rural home life and adult education.

501 SEMINAR IN HOME ECONOMICS. (4) Provides an opportunity to investigate problems of special interest to students. Work to be approved. Development of topics.

#### SECRETARIAL COMMERCE

The Department of Secretarial Commerce prepares students for positions as Commercial teachers, secretaries and accountants in public schools, colleges, business organizations, and United States Government.

MAJOR REQUIREMENTS: To pursue the courses outlined for Secretarial Commerce and Related Subjects.

MINOR REQUIREMENTS: To pursue courses mainly in the fields of English and Mathematics, as well as Social Science.

Courses in the following fields will be found most useful in securing positions: Library Science, Music, Physical Education and Health, and Fine Arts.

101 BUSINESS TECHNIQUE. (2).

TYPEWRITING MANUAL. All Quarters. Typewriting Technique, Gregg Publishing Company. Technique of typewriting and different forms of work. Open to all students.

102A OFFICE PRACTICE I. (2)

ADDING MACHINE, MONROE, GRAPHOTYPE, ADDRESSOGRAPH, BINDING MACHINE, SCRAP BOOK, TELEPHONING. Well-outlined clerical course, offering practical work in listing, calculating machines, stressing addition, subtraction, multiplication and division; also accessory machine operation.

102B OFFICE PRACTICE I. (2)

MULTIGRAPH, MIMEOGRAPH, DITTO, MIMESCOPE, MULTILITH. Manuals and Work Books on Job Sheet Plan in each course, additional well-outlined clerical course, offering practical work in office machines. All Quarters.

102C OFFICE PRACTICE I. (3)

FILING. Library Bureau Institute outlined course of 80 hours, offering practical work in all modern types of filing. All Quarters.

102D OFFICE PRACTICE I. (1)

CAFETERIA CHECKING. All Quarters. Checking in College Cafeteria.

111 BUSINESS SCIENCE. (1)

SURVEY IN AND METHODS OF TEACHING JUNIOR BUSINESS TRAINING. Fall Quarter.

311 ADVANCED BUSINESS TECHNIQUE. (1)

ADVANCED TYPEWRITING AND SPEED. All Quarters. Offering additional work in practical typewriting of all forms and requiring a speed of 50 words, maximum 5 errors, a minute.

203 OFFICE TRAINING. (3)

THEORY AND PRACTICE IN OFFICE MACHINE APPLICATIONS AND OFFICE PROCEDURE.

301 GREGG SHORTHAND BEGINNER'S COURSE. (5) Fall Quarter. Principles and Practice in Gregg Shorthand, offering work in reading, writing and transcription, and dictation at 80 words a minute.

302 GREGG SHORTHAND ADVANCED COURSE. (5) Winter Quarter. Dictation and Transcription in Gregg Shorthand, requiring 120 words in dictation and 30 words in transcription, per minute.

303 CIVIL SERVICE COURSE AND GREGG TEACHER EXAMINATION. (5) Spring Quarter. Civil Service Course, preparing one for Civil Service Examination in Typewriting and Stenography, speed 120 words, 10 lessons. Passing of Civil Service Examination. Also, Theory of Gregg Shorthand, preparing one to take Gregg Teacher's Examination, and the passing of the Examination.

312 METHODS AND CURRICULUM STUDY FOR COMMERCIAL EDUCATION. (2) Fall Quarter. Methods for teaching typewriting, shorthand, accountancy, clerical and related subjects.

313 SECRETARIAL TRAINING. (3) Spring Quarter. Training for the duties of a secretary and semi-executive, applying work in all previous courses to office procedure.

401A, 401B, 401C, 402 PRACTICE TEACHING IN COMMERCIAL SUBJECTS. (Each 2.) Each Quarter. Practice Teaching in Typewriting, Clerical Machines, Accountancy, Shorthand and Secretarial Training, respectively, giving practical teaching of these subjects, with necessary office records, and application of modern methods.

402-3 OFFICE PRACTICE. (6) Each Quarter. Actual practice in the college offices and in the city offices, as a Secretary, Registrar, Accountant, and Clerk.

411 HISTORY OF AND PROJECTS IN COMMERCIAL EDUCATION FIELD. (4) Winter Quarter, 2; Spring Quarter, 2. History of Business Education, principles of and studies in research, with practical application to Senior Project.

501 SEMINAR IN SECRETARIAL COMMERCE. (3) Summer Quarter. Study of problems in Commercial Education.

RELATED SUBJECTS:

ENGLISH 322: BUSINESS ENGLISH AND ADVERTISING. (3)

ENGLISH 323: INTERPRETATIVE REPORTING. (3)

ENGLISH 303: JOURNALISM. (3)

MATHEMATICS 321: STATISTICS. (3)

GEOGRAPHY 312: COMMERCIAL GEOGRAPHY. (3)

MATHEMATICS 231, 232, 233, 331, 332, 333: Accounting. (3, 4 each)

ECONOMICS 301: BUSINESS LAW. (3)

ECONOMICS 201, 401, 402, 323, 423 (3 each)

MATHEMATICS 103: ADVANCED ALGEBRA

MATHEMATICS 212: (These courses suggested for certification in Mathematics, in addition to Accountancy Courses.)

ART EDUCATION

101 PRACTICAL AND APPLIED ART. (3) Rudimentary study of color and design. To observe art principles and the minor arts as they are related to everyday living with emphasis upon beautiful handwork. Construction of a number of articles made in clay, soap, paper and cardboard, carved wood, and wood embellished with gesso with stress upon creativeness will constitute this first course.

201 ART APPRECIATION FOR TEACHERS. (3) This course aims to give the teacher a knowledge and appreciation of art as it relates to life and living.

202 ADVANCED COLOR AND DESIGN. This course has to do with the solving of simple problems relative to color and design as it may be directly applied in home and community life. Students will have opportunity to learn the first principles of bookmaking, pictures and their proper relation to surroundings, their history and reproduction. There will be some lettering, some construction of articles of utility which requires more study and more careful handling. Materials to be used: Wood, clay, metal, leather, glass, emboil (a synthetic material) and cloth.

203 ADVANCED CRAFTS. (3) In Art 202 the aim is to introduce and interest students in developing ability to handle tools and materials with a view of skill and technique. We offer experience in toy making, dolls, masks, furniture, vehicles, etc., in batiking, tie dyeing, block

printing, hand painting into fabrics, short cuts to glass etching. There will be several lectures on lace design and the allover printed pattern, together with straight line pattern weaving on improvised looms.

241 UNIQUE HOBBIES. (3) This course is offered to discover and encourage creative ability. Students will be led to observe carefully and to bring in ideas for useful craft problems in any materials that the department can handle. Waste materials will be encouraged in instances around rural homes, rural school and camp applications.

301 INTRODUCTION TO METAL CRAFTS. (3) Such articles as pendants, bracelets, belts, pins, ash trays and other flat dishes will be made from Dutch silver, brass, copper, pewter, and sterling.

302 THE THEORY OF CRAFT EDUCATION. (3) Its value in the school program for broad and happy experiences. Placing crafts according to grade levels.

303 POSTER MAKING AND LETTERING. (3) Fundamentals will be given and principles worked up in several school and community posters. On this course, also, one will have opportunity to learn the underlying principles of figure drawing from casts and live models. This is done with a view to developing prerequisite courses for Home Economics majors.

321 MATERIALS AND METHODS IN ART EDUCATION. (3) This is a course designed to help teachers to interpret drawing and handwork materials in the early grades. A workable book of drawing principles and illustrations will be made by each student. There will be a section devoted to the construction of small craft articles suitable for the grades in which the teacher is interested.

401 FINE ARTS APPRECIATION. (3) A lecture course for upper classmen and post graduates. A brief study will be made of European contributions to architecture, sculpture, painting, and the minor arts in the main contributing countries: Greece, Italy, France, Spain, Germany, Bohemia, Holland, and England.

402 FINE ARTS APPRECIATION. (3) A lecture course for upper classmen and post graduates. A brief survey will be made of the ancient arts of Egypt, Japan and China. Some of the features in this course will be imported exhibitions and moving pictures, supplemented by slides. Each student will participate by making something decorated or constructed in the Oriental feeling, thinking chiefly of line and color.

NOTE—All courses are supplemented by short lectures and illustrative material.

MUSIC

Students desiring to be certified in the subject must pursue a minimum of 18 quarter hours to include 101, 201, 202, 203, 401. (See Curriculum in Music and Fine Arts for major program.)

101 HISTORY AND APPRECIATION OF MUSIC. (3) Fall Quarter. This course aims to lay down a few fundamental principles of intelligent listening and to build a repertory of music which should be in the possession of every cultural person.

201 THEORY: FUNDAMENTALS OF MUSIC. (3) Basic elements, rhythm, melody, scales, major and minor intervals, rudiments of harmony.

202-203 HARMONY I. (6) Spring Quarter. Prerequisite: All work prescribed in previous courses and fair ability to play piano. For all students majoring in music or those expecting to become super-

visors of music in high school, harmonization of melodies, use of triads, seventh chords, chromatic passing tones, sixth chords, altered chords, enharmonic changes, modulations, etc.

223 INTRODUCTION TO THE STUDY OF PUBLIC SCHOOL MUSIC. (3) Fall Quarter. Materials and Methods involved in teaching of music to children.

241 ADVANCED HISTORY AND APPRECIATION. (3) Winter Quarter. A study, with musical illustration, of music from ancient times through the modernistic age.

301 MUSIC FOR THE ELEMENTARY SCHOOL. (3) Fall Quarter. Prerequisite: 101. Serves as an aid in acquiring a repertoire of rote songs, and an ability to read music, and to teach both branches of music in public schools. Continuation of history of music and appreciation started in 101.

302 MUSIC FOR SECONDARY SCHOOLS. (3) Winter Quarter. Prerequisite: 102. Also fair knowledge of the piano. This deals with music works and materials suitable for use in junior high schools. Special development of ear training, reading, technique and rhythm. Emphasis on modern methods of teaching.

303 CHORAL CONDUCTING. (3) Spring Quarter. A course in the fundamentals of conducting, particularly as pertaining to teachers in public schools.

341 COUNTERPOINT. (3) Special instruction in the fundamentals underlying polyphonic writing. Two, three and four part writing in single counterpoint, double counterpoint. Study of canon and fugue.

401 FORM AND ANALYSIS. (3) Bach, Wagner. Well tempered clavi-cord. Representative music of all periods. Study of the sonata, sym-phony, etc.

402 COMPOSITION I. (3) Composition of pieces in small forms.

403 COMPOSITION II. (3) Continuation of Composition I. Composition of a set of variations, first movement of a sonata and choral composi-tions. One composition for public presentation.

#### MUSICAL ORGANIZATIONS

161-162-163 COLLEGE CHOIR. (1-3) Open to all who sing. Rehearsals twice weekly throughout the year.

171-172-173 COLLEGE ORCHESTRA AND BAND. (1-3) Prerequisite: Must be able to play instrument. Rehearsals twice weekly throughout the year.

261-262-263 CONCERT SINGERS. (1-3) All Quarters. Good knowledge of piano, sight singing, ear training and ability to sing an entire recital of classics required. This is the concert group and represents the school throughout the country. All members are required to take private lessons. Rehearsals five times weekly throughout the year. All students are required to attend lessons regularly and on time. No student may make a public appearance without consent of the department of music.

#### PIANO

Preparatory Course for those who have no knowledge of the piano. It includes grades I and II, finger exercises, scales and studies.

121-2-3 (1-3) Sonatas by Kuhlau, Kullak, Clementi and others. Fall, Winter and Spring Quarters.

221-2-3 (1-3) Fall, Winter and Spring Quarters. Technical exercises, scales, arpeggios, double thirds, octaves. Studies by Czerny, Cramer, Keller, Clementi, 2 and 3 part inventions by Bach. Pieces by Bach, Mozart, Haydn, Beethoven, Schumann and others.

321-2-3 (1-3) Fall, Winter and Spring Quarters. Studies by Clementi, Chopin, Henselt, Liszt. Preludes and Fugues by Bach (well tem-pered clavi-chord.) Pieces by Beethoven, Chopin, Schumann, Men-delssohn, Grieg, Rubinstein and modern composers.

421-2-3 (1-3) Fall, Winter and Spring Quarters. Pieces by Bach including the Italian Concerto, chromatic fantasia and fugue, con-certos by Saint Saens, Liszt, Chopin, Schumann and others. Public recital.

423 METHODS IN PUBLIC SCHOOL MUSIC. (3) Spring Quarter.

#### VOICE

131-2-3 POSITION AND POISE. (1-3) Fall, Winter and Spring Quarters. Fundamentals of tone production. Vocalises by Abt and others.

231-2-3 VOCALISES BY CONCONE, SHAKESPEARE AND OTHERS. (1-3) Fall, Winter and Spring Quarters. English and Italian diction. Italian and modern compositions of medium difficulty.

331-2-3 ADVANCED VOCALISES. (1-3) Fall, Winter and Spring Quarters. Classical and modern compositions. Interpretations. French diction. Solo work in college choir.

431-2-3 ADVANCED VOCALISES. (1-3) Fall, Winter and Spring Quarters. Study of oratorio and opera. German diction. Public recital.

### Regulations Governing Teachers' Certificates

a. Permanent Elementary. Issued to students who have completed two years of work in an approved Teachers' College with 18 hours in education.

b. Permanent First-class High School Certificate. Issued to graduates of an approved Teachers' College with 27 hours in education.

Teaching subject will appear on the certificate provided the follow-ing minimums have been observed and the proper courses pursued as required by the Tennessee State Board of Education:

GENERAL AGRICULTURE, 18 quarter hours; ART, 18 quarter hours; COM-MERCIAL SUBJECTS, 27 quarter hours in commercial training with at least 9 quarter hours in each branch to be taught; ECONOMICS, 18 quarter hours; EDUCATION, not more than one-fourth of the entire four-year program may be in Education nor will more than 9 quarter hours be accepted in General and Educational Psychology, nor more than 3 in General Psychology; ENGLISH, 36 quarter hours; HISTORY, 27 quarter hours with a minimum of 9 in American History and 9 in European History, (if the remaining 9 consist of 3 in Government and 6 in Geography, the applicant may teach Civics and Geography;) HOME ECONOMICS, 12 quarter hours in foods and Nutrition, 12 quarter hours in Clothing and Textiles, 12 quarter hours in Home Manage-ment, House Furnishings, Child Care and Home Nursing; MATHE-MATICS, 18 quarter hours including College Algebra; MUSIC, 18 quarter hours including the Theory of Music, Harmony, Music History and Appreciation; PHYSICAL EDUCATION, 18 quarter hours; SCIENCE, a total of 27 quarter hours with a minimum of 9 hours in each of the sub-jects that the applicant desires to teach (when any two sciences appear on the certificate, the owner may teach General Science; VOCA-TIONAL AGRICULTURE, 66 quarter hours in Technical Agriculture and

27 quarter hours in Education of which 13 1-2 hours must be in Agricultural Education; VOCATIONAL HOME ECONOMICS, 60 quarter hours in Technical Home Economics, 36 quarter hours in Education, 12 of which must be in Home Economics Education, one quarter's residence in a Home Management House and adequate vocational experience; TRADES AND INDUSTRIES, a vocational teacher's certificate may be issued upon presentation of evidence that the applicant has successfully taught a vocational class for three years and earned 15 quarter hours' credit in courses in Industrial Education in an approved teachers' training institution.

#### CERTIFICATES—RENEWAL

- a. 2 years certificate. May be renewed by 6 weeks attendance with not less than 6 quarter hours in 3 subjects.  
 b. 4 years certificate. May be renewed with a minimum attendance not less than 12 weeks and 12 quarter hours including 3 hours in Education. (If professional, a statement from superintendent to the effect that teacher has taught at least two years is required.)  
 c. 1 year certificate. May be renewed with a minimum attendance of 12 weeks and 12 quarter hours including 3 hours in Education.

### Statistics Of Enrollment

#### ACADEMIC YEAR 1938-39

Class	DAY STUDENTS			BOARDERS			AGGREGATE		
	Men	Wom'n	Tot.	Men	Wom'n	Tot.	Men	Wom'n	Tot.
Senior	33	64	102	30	45	75	68	109	177
Juniors	53	114	167	45	52	97	98	166	264
Sophomores	65	137	202	48	75	123	113	212	325
Freshmen	127	263	390	103	104	207	230	367	597
Specials	5	12	19	4	2	6	11	14	25
Totals	290	590	880	230	273	508	520	863	1383

#### SUMMER QUARTER 1939

Class	DAY STUDENTS			BOARDERS			AGGREGATE		
	Men	Wom'n	Tot.	Men	Wom'n	Tot.	Men	Wom'n	Tot.
Seniors	23	42	65	19	30	49	42	72	114
Juniors	17	60	77	13	45	58	30	105	135
Sophomores	19	74	96	18	41	59	37	118	155
Freshmen	9	20	29	3	12	15	12	31	44
Unclassified	10	48	59	6	26	32	17	74	91
Specials	11	25	33	9	15	24	19	40	59
Totals	89	272	361	68	169	237	157	440	597

# Agricultural And Industrial State College

Nashville, Tennessee

## OFFICIAL TRANSCRIPT OF THE HIGH SCHOOL RECORD OF

Name \_\_\_\_\_ Address \_\_\_\_\_  
 First Middle Last No. Street City  
 County \_\_\_\_\_ State \_\_\_\_\_ who completed the \_\_\_\_\_ grade of \_\_\_\_\_  
 High School of \_\_\_\_\_ on \_\_\_\_\_ 19\_\_\_\_, and is hereby recommended for admission to A. and I. State College.  
 Date of birth \_\_\_\_\_ 19\_\_\_\_. Entered this School \_\_\_\_\_ 19\_\_\_\_. He is in  
 the \_\_\_\_\_  
 upper  
 middle third of his class.  
 lower  
 Date of Graduation \_\_\_\_\_ 19\_\_\_\_.

Studies	No. of Weeks Pur'd	Gr.	U.	Studies	No. of Weeks Pur'd	Gr.	U.
<i>English</i>				<i>Physiology</i>			
First Yr. Rhetoric				<i>Zoology</i>			
Sec. Yr. Rhetoric				<i>Social Sciences</i>			
American Lit.				Civics			
English Lit.				History			
Classics				Ancient			
<i>Foreign Languages</i>				English			
First Yr. Latin				General			
Sec. Yr. Latin				Medieval			
First Yr. French				Modern			
Sec. Yr. French				United States			
<i>Mathematics</i>				<i>Vocational</i>			
Algebra—to Qd.				Agriculture			
Algebra—Adv.				Carpentry			
Geometry—Plane				Commercial			
Geometry—Solid				Bookkeeping			
Trigonometry				Shorthand			
<i>Music</i>				Typewriting			
<i>Physical Training</i>				Domestic Art			
<i>Sciences</i>				Domestic Science			
Biology				Manual Arts			
Botany				Manual Training			
Chemistry—Rec.				<i>Other subjects</i>			
Chemistry—Lab.							
General Science							
Geography							
Phys.—Recitation							
Phys.—Lab.							

Passing grade in school \_\_\_\_\_ Grade required for recommendation to College \_\_\_\_\_

Length of Recitation Period \_\_\_\_\_ Minutes.

Please fill out the blank completely, using typewriter if convenient.  
 The Principal should send this recommendation DIRECTLY to the College and not to the applicant.  
 Additional copies of this blank may be obtained from A. and I. State College, Nashville, Tenn.

School Official's Signature \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_ **095**

NASHVILLE, TENNESSEE

## Application Blank

TENNESSEE A. AND I. STATE COLLEGE, NASHVILLE

Date \_\_\_\_\_ 193\_\_\_\_

Name in full \_\_\_\_\_ Sex \_\_\_\_\_ Age \_\_\_\_\_

Home Town \_\_\_\_\_ County \_\_\_\_\_ State \_\_\_\_\_

Street and No. \_\_\_\_\_ R. F. D. \_\_\_\_\_ Box \_\_\_\_\_

Married or Single? \_\_\_\_\_

Full Name of Parent or Guardian \_\_\_\_\_

Address of Parent or Guardian \_\_\_\_\_

No. Years Teaching Experience \_\_\_\_\_ Where \_\_\_\_\_

Last Grade (or year) Completed \_\_\_\_\_ When \_\_\_\_\_ Where \_\_\_\_\_

On what date will you come? \_\_\_\_\_

(If you enter late you will reduce your quarter mark.)

(Bills must be paid to the Bookkeeper at beginning of each quarter.)

Who will pay your bills? \_\_\_\_\_ When \_\_\_\_\_

(Money for bills and school credits should be sent directly to the college.)

Boarder or day student? \_\_\_\_\_

New or Former Student? \_\_\_\_\_ When \_\_\_\_\_

Graduate of \_\_\_\_\_ High School. When? \_\_\_\_\_ 19\_\_\_\_

Scholastic rating A B C or less than C.

Signed \_\_\_\_\_  
Principal.

Check the curriculum you desire to take

- 1 Four-Year College Course for High School Teachers with Degree.
- 2 Four-Year College Course in Agriculture with Degree.
- 3 Four-Year College Course in Home Economics with Degree.
- 4 Four-Year Course in Secretarial Commerce with Degree.
- 5 Four-Year Course in Industrial Education with Degree.
- 6 Four-Year Course in Arts and Science with Degree.
- 7 Four-Year Course for Elementary Teachers with Degree.
- 8 Four-Year Pre-Medic Course with Degree.
- 9 Four-Year College Course in Fine Arts and Music with Degree.
- 10 Four-Year College Course in Physical Education and Health with Degree.

Applicants must receive notice of acceptance before coming.  
 Send transcript of all high school and college work.

### Certificate Of Health

This Applicant.....  
 who is known to me, is of sound body, free from contagious or infectious  
 diseases, and is physically able to engage in the work of teaching.

Signed.....M. D.

### CERTIFICATE AS TO CHARACTER

This is to certify that.....  
 who is personally known to me, is a person of good moral character and is  
 hereby recommended to the President and Faculty of the AGRICULTU-  
 RAL AND INDUSTRIAL STATE COLLEGE and is in every way  
 worthy of admission to their student body.

Signed.....

In applying for admission, I promise to conduct myself in a becoming  
 manner, and to make proper use of the educational advantages offered.  
 I promise to observe and obey all regulations of the institution, and to see  
 that all bills are paid promptly.

Applicant's Signature.....

Names and addresses of persons to whom reference may be made:

- 1 .....
- 2 .....
- 3 .....

Give three reasons why you desire to enter State Teachers College:

- 1 .....
- 2 .....
- 3 .....

Give the names and addresses of prospective students desiring to enter  
 A. and I. STATE COLLEGE:

- 1 .....
- 2 .....
- 3 .....

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Exhibit 103  
#28622  
\* Denumer + Ans. of Sept.

EXCERPTS FROM THE MINUTES OF THE ANNUAL MEETING OF THE BOARD OF TRUSTEES OF THE UNIVERSITY OF TENNESSEE HELD ON JUNE 21, 1939.

President Hopkins presented letters (Exhibits 1, 2, 5, 4, 5, and 6) from Homer L. Sanders, Ezra Robben, Clinton H. Wark, Walter S. E. Hardy, Joseph McNeal, and F. L. Smith, all Negroes, addressed to Board of Trustees, The University of Tennessee, in care of Mr. James D. Hoskins, President of the University and the Board of Trustees, Knoxville, Tennessee, each stating that he had filed application for admission to The University of Tennessee, that he had received a letter from Dean Fred C. Smith, Dean of the University and the Graduate School, stating that the matter was under consideration by those concerned, that he did not know whether his application had been accepted or not, that he wished to enter The University of Tennessee in September, 1939, and requested the Board to act on his application at its approaching meeting. After thorough discussion Mr. William H. Cox moved as follows: The applications of certain colored persons for admission to the University of Tennessee, addressed to the President and the Dean of the University, having been duly presented to the Board of Trustees as requested by them, and the members of the Board having given the matter several considerations, Be It Resolved by the Board of Trustees of The University of Tennessee that the matter be referred to the Faculty of the University for further investigation and report to the Board. The motion was seconded by Major Thomas H. Allen, and was carried, all present voting aye, none voting nay. (Judge John D. Bartley, explaining that because of his position as a United States Judge he felt that he should withdraw from the room during the consideration of the above matter, retired from the room prior to any discussion thereof, and took no part in the discussion of the action in connection therewith.)

\* \* \* \* \*

President Hopkins presented letter (Exhibit 11) from Commissioner of Education B. C. HUGGIN, dated April 10, 1939, stating that the State Board of Education had appointed a committee to study the implications of the Supreme Court decision in the Celms case involving the application of a Negro for admission in the University of Missouri, and suggesting that this committee would be glad to meet with a committee of the Board of Trustees of The University of Tennessee if the Board desired this to be a wise move. It was the consensus of the members of the Board that action earlier in the morning regarding the admission of Negroes to the University of Tennessee would be sufficient to authorize cooperation with the committee of the State Board of Education, and that the President should arrange to bring the two together at such time as he should think advisable to do so.

NOV 27 1939  
Chas. E. HARRISON  
CLERK

EXCERPTS FROM THE MINUTES OF THE MEETING OF THE EXECUTIVE COMMITTEE  
OF THE BOARD OF TRUSTEES OF THE UNIVERSITY OF TENNESSEE HELD ON  
SEPTEMBER 24, 1939.

The Secretary read a letter (Exhibit 2) from C. A. Cowan, local counsel for the National Association for the Advancement of Colored People, stating that Homer L. Sanders, Clinton W. Martin, Walter E. E. Hardy, Joseph Michael, and Sam Cohen, who had made application for admission to The University of Tennessee, had secured the services of the National Association for the Advancement of Colored People for the furnishing of legal assistance and representation before the Board of Trustees and also before the Courts if necessary, and that the counsel for the National Association for the Advancement of Colored People, on behalf of these applicants, requested permission to examine the minutes of the Board of Trustees of the University as public records for the purpose of securing information with reference to any action of the Board of Trustees concerning the admission of Negro students, and that this examination be permitted during the week of September 15, 1939. After some discussion the Secretary was instructed to permit counsel for the National Association for the Advancement of Colored People to examine the minutes of the Board of Trustees as they pertain to the question of admission of Negroes to the University of Tennessee.

\* \* \* \* \*

CERTIFICATE OF SECRETARY

I, J. P. Hess, the duly elected, qualified, and acting Secretary of the Board of Trustees of The University of Tennessee, and of its Executive Committee, do hereby certify that the annexed copy of the excerpts from the minutes of the annual meeting of the Board of Trustees of The University of Tennessee held on July 21, 1939, and the excerpts from the minutes of the meeting of the Executive Committee of the Board of Trustees of The University of Tennessee held on September 14, 1939, is a true, correct, and compared copy of the original minutes of said meetings on file and of record.

Witness my hand and the seal of the said The University of Tennessee this 27th day of November, 1939.

  
\_\_\_\_\_

JPH:CC

Sworn and subscribed to before me  
on this the 23rd day, of November 1939

*Francis Perkins Faulkes*  
NOTARY PUBLIC

My Commission Expires April 8, 1940

EXTRACT OF THE MINUTES OF THE STATE BOARD OF EDUCATION IN REGULAR QUARTERLY

SESSION FEBRUARY 10-1939, PAGE 51, PARAGRAPHS 5, PAGE 53, PP 1, 2

**FILED**

"IV-(9) NEGRO SCHOLARSHIPS"

FEB 26 1942

ALL members of the Board had been provided with copies <sup>S. E. CLACKENBARK</sup> of the Supreme Court of the United States in the State of <sup>BY</sup> ~~Missouri~~ <sup>vs</sup> ~~Canada~~; relative to the admission of Negro students into universities for white students. The Chairman stated that Mr. F.E. Turner, head of the Division of Negro Education, had made a report on this question which had also been sent to the members of the Board.

Motion on Negro Scholarships

R.C. Ball moved that the Chairman appoint a committee to make a study of this question of Negro Scholarships for professional work and that an invitation be extended to the Board of Trustees of the University of Tennessee to select a committee to work with the committee of the State Board of Education in this matter. Seconded by R.L. Forrester and carried.

Dr. Campbell stated, as a member of a former committee, he assumed that this committee on Negro scholarships had no further work to do, but it was his belief a larger committee would be required or a committee of another kind and that inasmuch as the University of Tennessee, which was not under the State Board of Education, would certainly be involved, the whole problem of some sub-group bringing forward a plan for the professional care of the Negro youth in Tennessee and making provision for them should be acceptable to all.

The Chairman then announced he would reappoint the former committee on Negro scholarships, naming Dr. Dock S. Campbell, Chairman; Mr. Ball and Mrs. Powell as the other two members and said he would inform the president of the University of Tennessee of the action of the State Board of Education and ask him to take necessary steps in appointing a committee to co-operate with this committee. He also said that since he and the Governor were ex-officio members of the Board of Trustees he would make an effort to take this matter up with the Governor and the President of the University of Tennessee and get some action in this matter."

STATE OF TENNESSEE  
COUNTY OF DAVIDSON

I, *Maudie Altman*, certify that I am the duly qualified and acting secretary of the State Board of Education of the State of Tennessee and as such am the lawful custodian of the minutes of the State Board; and, that the foregoing is a true and correct extract of the minutes of the regular meeting of said State Board of Education held in Nashville on February 10-1939.

*Maudie Altman*

EXHIBIT "C" 4

Sumner + one of Depts. #28622  
June 6 - 1939  
C.M.

NOV 27 1939

# KNOXVILLE COLLEGE

KNOXVILLE, TENN.

Record of EZRA LESTER TOTTEN Address 1917 College St., Knoxville, Tenn.  
 Entered the College September 11, 1930 from Palmer Inst., Henderson, N. C.  
 Admitted to Freshman Class with units as follows:

English.....	4	German.....	Chemistry.....
Algebra.....	1½	Anc. History.....	General Science.....
Geometry.....	1	Med. & Mod. History.....	Agriculture.....
Arithmetic.....		<del>English</del> History, Am.....	
Latin.....	2	Civics.....	
French.....	2	Physics.....	
			Total.....
			15


Year	SUBJECT	Catalogue No.	No. Wks.	*Lab. Periods per wk.	*Recita. Hours per wk.	Grade 1st. Quarter	Grade 2nd. Quarter	Grade 3rd. Quarter	Qr. Hrs.
1930-31	College Rhetoric & Themes	1-2	24		5	B	B	B	10
	College Algebra & Trigonometry	3-4	24		5	B	B	B	10
	General Chemistry	1-2-3	36	2	3	B	B	B	15
	Elementary German I	1-2	24		5	-	B	B	10
1931-32	General Psychology	1	12		5	C	-	-	5
	Intermediate German II	3	12		5	B	-	-	5
	Qualitative Chemistry	4-5	24	2	4	C	B	-	10
	English Literature	3-4	24		5	-	C	C	10
	German Readings & Literature	4-5	24		5	-	B	C	10
	Public Speech	1	12		5	-	-	C	5
1932-33	Analytical Geometry	5	12		5	B	-	-	5
	Organic Chemistry	8-9-10	36	2	3	B	A	A	15
	Old Testament Literature	2	12		5	B	-	-	5
	Calculus	6-7	24		5	-	C	C	10
	Principles of Second'y Educ'n	5	12		5	-	B	-	5
	The Teaching of Mathematics	9	12		5	-	-	B	5
1933-34	Higher Algebra	11	12		5	C	-	-	5
	Advanced General Chemistry	4	12	2	3	C	-	-	5
	Quantitative Chemistry	6-7	24	2	3	B	B	-	10
	Educational Psychology	2	12		5	A	-	-	5
	School Management	2	12		5	-	C	-	5
1934-35	Advanced Physics	2-3	24	2	3	-	C	B	10
	Debate - Political Science	---	12		5	-	C	-	5
	Practice Teaching	10	12		5	-	-	B	5
	English History	8	12		5	-	-	B	5

Withdrawn  
 Degree of B. S. Date September 15, 1939  
 Remarks: *(Exhibit A) to Petition of Ezra L. Totten* Conferred June 11, 1935  
H. L. Vinton, Dean

Grades are designated by the letters A, B, B-, C, C-, D, E, F. They represent grades as follows: A, 95-100; B, 85-94; B-, 80-84; C, 75-83; D, 65-74; E, Conditional; F, Failure. I is incomplete.  
 \*Quarter Hour: A quarter hour is one-hour recitation per week through one quarter of twelve weeks. A laboratory period of two hours is counted as one hour of recitation.

# 7. Denver Star Article



The Denver Star, Number 32, September 16, 1939  — NAACP Makes One Of The Greatest Fights For Our State Students [ARTICLE]

# NAACP Makes One Of The Greatest Fights For Our State Students

**EIGHT FILE FOR ENTRANCE  
AS N. A. A. C. P. PUSHES  
DRIVE TO OPEN COLLEGE  
DOORS TO NEGRO STUDENTS**

New York, Sept. 7.—With eight persons filing application for entrance to graduate schools in three states for the fall term, the National Association for the Advancement of Colored People announced today that it will push its drive at once to open colleges in southern and border states to Negroes, in Missouri, Tennessee and Maryland.

All the persons have sought the aid of the N. A. A. C. P. in pressing their cases.

According to the Association, applications are listed in the following categories: Law, 3; biology, 1; sociology, 1; education, 1; chemistry, 1; journalism, 1.

The names of the students, and the universities to which they seek admission, follow:

**University of Tennessee, Knoxville:** P. L. Smith, Joseph Michael, law; Clinton Marsh, sociology; Homer L. Saunders, education; Ezra Totten, chemistry, all residents of Knoxville; and Walter S. E. Hardy, Charlotte, N. C., chemistry.

**University of Missouri, Columbia:** Miss Lucille Bluford, Kansas City, Mo., journalism.

**University of Maryland, Baltimore:**

**William Murphy, Baltimore, law.  
Ransom to Handle Tennessee Cases**

The N. A. A. C. P. announcement said that L. A. Ransom, professor at law at Howard University and a member of the Association's national legal committee, will handle the University of Tennessee cases. He will be assisted by the law firm of Cowan and Looby, of Nashville. Ransom is scheduled to go to Nashville September 19 to prepare the ground for court action.

**Gaines Case to Be Revived**

Charles H. Houston, special counsel of the N. A. A. C. P., will handle the case of Miss Bluford at the University of Missouri. He is expected to leave shortly for Columbia, Mo.

It was also stated that Houston plans to seek further court action in the Lloyd Gaines case. The U. S. Supreme Court handed down a decision December 12, 1938, ordering the University of Missouri to open its law school to Gaines or offer him identical training within the state. Since that time the Supreme Court of Missouri has reversed its former ruling in line with the high court's decision. The state of Missouri has appropriated some \$200,000 in an effort to establish a law school at Lincoln University at Jefferson City for Negro students. Houston will seek a hearing in the State Supreme Court in an effort to determine whether the state of Missouri has complied with the high court's decision.

Thurgood Marshall, special legal counsel for the N. A. A. C. P., will handle the case of William Murphy, involving the University of Maryland, the N. A. A. C. P. stated. Murphy's case, if he is denied admission, will represent the second time that the Association has gone to court in an effort to force this border state to admit Negroes to its law school.

In 1935 the N. A. A. C. P. won a victory at the hands of the state Supreme Court of Maryland in the Murphy case. The court ruled at that time that no adequate training in law was available for Negroes in Maryland comparable to that offered by the state university, and ordered the school to admit Donald Murphy. The University complied and Murray was graduated from the school, June, 1938. This week he passed the Maryland State Bar, the N. A. A. C. P. learned.

**Howard Law Dean Aids Fight**

Arthur B. Spingarn, chairman of

the N. A. A. C. P.'s national legal committee, in a statement issued here today, said that William H. Hastie, former federal district judge for the Virgin Islands, now dean of the Howard University law school, and Edward P. Lovett, attorney connected with the United States Housing Administration, would be associated with the organization's defense of these cases. "This is our answer," declared Mr. Spingarn, "to the question as to how we shall follow up the Supreme Court decision in the Lloyd Gaines case."

Urging the public to send funds for carrying forward these and other cases in the association's educational program, Mr. Spingarn added:

"In our fight to correct the evils in our educational system both as they affect the ability of Negro citizens to gain an education and to be paid equally for their services when they become a part of the teaching personnel in the school system, it is necessary to be realistic about the cost of this fight.

"Because we carried the Gaines case to the U. S. Supreme Court at the same time other education cases were being fought, we are now faced with a \$4,000 deficit in this phase of our work. Within the next six weeks we will need to spend more than \$1,000 in court costs, printing and travel expenses. All of our lawyers except Mr. Marshall, who is a regular member of our legal staff, are serving without pay. With this fine example before us, and the excellent cooperation of our members and the public as a whole, we feel that all dollars in wages to Negro teachers, will understand the pressing need which makes us come forward again to ask that funds be sent immediately to the N. A. A. C. P., 69 Fifth Avenue, New York City, in order that this fight, which affects millions of Negro youth and brings thousands of may be carried on with vigor."

**8. Savannah Tribute article on  
*Witham* case decision**

ALL AMERICAN NEWS MAKES BIG HIT

The first issue of the All American News, the only all colored newsheet in the country, made a big hit at the Dunbar Theatre this past Sunday, Monday and Tuesday.

The Dunbar theatre booked exclusive showing of this news at a great expense always eager to bring the theatre's patrons the best in entertainment and news of the world.

Following are some of the highlights from the All American News number to be shown at the Dunbar theatre this coming Sunday, Monday and Tuesday: 100,000 Negroes mobilized for Civilian Defense in Mammoth Victory parade. New York Bombers defeat Washington Lions in Grid Classic. Negro cavalry drills at Fort Myers, Va. Meharry College Trains Negro doctors and nurses for war front. Paul V. McNutt addresses the colored race. Fisk University choir sings inspiring spirituals.

Don't miss the All American News at Dunbar theatre every Sunday, Monday and Tuesday.

MARCUS - GAMBLE

Mrs. Fred Ford announces the marriage of her daughter, Mrs. Clyneta Ford Marcus to Mr. Millard B. Gamble, August 6, 1941, who is at present in Gulfport, Miss. Mr. and Mrs. Gamble are residing at 1117 1-2 E. Bolton street.

FLINT-GOODRICH NURSES AIDES



Much of the nursing work done in our hospitals since war-time is in the hands of Red Cross trained volunteers, known as Nurses Aides, who are heroically filling gaps left in civilian nursing ranks by military incursions. At Flint - Goodridge Hospital, New Orleans, three such volunteers, caught in a moment of relaxation, are above left to right, Mrs. H. P. Wheeler, Mrs. A. V. German and Mrs. Manuel E. Smith, all of New Orleans.

FLORIDA STATE BOARD TRIES TO JUSTIFY TEACHER-SALARY STAND

ON GROUND WHITE TEACHERS' COST OF LIVING HIGHER And That They Possess Higher Qualifications Than Negro Teachers

Dade County, Fla.—Apparently copying the procedure followed in other Florida teachers' salary cases, the defendant school board in Dade County, filed this week additional defenses to the bill of complaint making the excuse that salaries paid to both Negro and white teachers and principals have been based upon and determined by the respective economic requirements of these teachers and principals, according to the National Association for the Advancement of Colored People whose special counsel is fighting for the equalization of teachers pay.

The school board relied upon the following ridiculous arguments in their effort to deny to the Negro teachers their constitutional rights: The defense pleaded that the payment of higher salaries to white teachers and principals than have been paid to Negro principals and teachers has been based upon the fact that the cost of living the white teachers and principals is greater than that of the Negroes and

Tenn. Supreme Court Upholds Barring of Negroes From Grad. Schools

ADMITTED HIGHEST COURT



William S. Jackson, local attorney, who is in Washington, D. C., this week where he was admitted to practice law before the United States Supreme Court.

Attorney Jackson is a native of Savannah, having attended

Nashville, Tenn.—Holding that the question of admitting the Negroes to graduate schools is a moot one, the Supreme Court of the State of Tennessee affirmed this week the Chancery court decision in the case of Homer L. Saunders, Joseph M. Michael, Clinton M. Marsh, Ezra Totten, P. L. Smith and S. E. Harday, against the University of Tennessee. The case was argued before the Supreme Court by Dr. Leon A. Ranson, member of the NAACP Legal Committee, and Dean of the Howard University School of Law. He argued that the courses which the plaintiffs sought to study were not available at any state supported school other than the University and that to bar them from the University of Tennessee constituted race discrimination and was a violation of constitutional rights based solely on race and color.

The court held that "equivalent facilities have been authorized

Continued on Page 7

CIO HOLDS INTERESTING MEETING TREATMENT OF NEGRO SHIP YARD WORKERS SCORED

At a recent meeting of the Industrial Union of Marine and Ship Building Workers of America, Organizer Smith of the CIO who has been in the city for several weeks for the purpose of organizing this group, made the following statement: "Local AFL unions are getting frantic in their attempts to forestall the activities of the CIO. They have never before had any opposition and have been running roughshod over the Savannah shipyard workers, charging any fees for initiations they chose to and signing backdoor agreements without consulting the membership.

"They have suddenly discovered that the colored workers exist and are now telling the Negro workers how much they love them and how democratic their organizations are and that the colored worker has equal voice in the organization. How are they going to explain the fact that there are 6,000 workers in the Southeastern Shipyard and not one colored man

Continued on Page 7

CELEBRATES ANNIVERSARY



J. E. Arnold During the week the Arnold's Top Hat Grill, 506 West Broad street, next to the Star theatre, celebrated its first anniversary in business. The grill is operated by J. E. Arnold and has expanded considerably since being taken over by its present owner. Mr. Arnold came to this city from Atlanta where he had been in business before. He is a

(Continued on page 3)

TARZAN'S SILVER JUBILEE PICTURE

At The Star Theatre November 22, 23, 24

Metro-Goldwyn-Mayer celebrates the twenty-fifth anniversary of the filming of the first "Tarzan" picture with the release of "Tarzan's Secret Treasure" which opens Sunday, Monday and Tuesday Nov. 22, 23, 24 at the Star theatre with John Weissmuller and Maureen O'Sullivan once again playing the established roles of Tarzan and his mate, and little Johnny Sheffield again cast as "Boy", their adopted son, first introduced in "Tarzan Finds a Son!"

The now famous Tarzan jungle adventures were born of the idea of Edgar Rice Burroughs that a modern folklore could be built on the Romulus and Remus myth. Twenty-five million Tarzan books have been sold, translated into fifty languages. The founded an elaborate industry, including a news paper comic strip, national radio broadcast, and the Tarzan motion pictures which, like the books are rated as "best sellers."

Negro Corporal Cuts Final Line In Alaskan Highway

Baptists Hold Fine Meeting

\$13000 RAISED DURING THE YEAR

Dr. Pinkston Re-elected President



Waycross, Nov. 16—The 72nd Annual Session of the General Missionary Baptist Convention of Georgia held its three day session here with the Macedonia Baptist church, Rev. J. M. Benton, pastor, beginning Tuesday and continuing through Thursday of last week.

The sessions and addresses were of a high order. Among those delivering sermons were Revs. I. S. Powell, Bainbridge; W. F. Paschall and R. H. Milner, Atlanta; P. R. Greer, Atlanta; H. H. Fortson, Gainesville, and I. A. Harris Albany.

Continued on page Seven

Whitehorse, Yukon Territory—In the spruce forest of Yukon Territory this week the final link in the Alaskan Highway was completed with dramatic suddenness when Corporal Re-fines Sims, Jr. Negro of Philadelphia, driving a bulldozer from the north, saw trees starting to fall toward him. As he quickly backed his big machine away, a bulldozer driven by Private Alfred Jalufka, white of Kennedy, Texas, broke through the underbrush.

Working from the north and the south, the crews on the highway at least had met. Corporal Sims, leaped from his bulldozer and warmly shook Jalufka's hand. It was the Yukon Territory version of the driving of the goldenspike.

Three men were nearby when the historic moment occurred. Lieutenants Ralph W. Hunt and G. H. Jones and Harold W. Richardson of Chicago, Western editor of the Engineering New Record. "I never saw anything so exciting and filled with history," Richardson said.

Immediately after the Negro corporal and the white soldier clasped hands they turned their bulldozers around and began to widen the trail they had opened. In fact Jalufka had been

(Continued on page seven)

SEND ARTICLES FOR PAPER SATURDAY

Next Thursday will be Thanksgiving. The paper will be published a day earlier in order to give employees a day off. All articles for next week must be sent in Saturday in order to insure publication. Contributors must pay strict attention to this request.

Right of Negro To Vote Tested In Federal Court

Ft. Worth, Texas—National Spotlight fell this week on the age old controversy of the Negro's right to vote when NAACP special Counsel Thurgood Marshall, appealed to the U. S. Fifth Circuit Court to reverse the lower court's decision in the case of Lonnie E. Smith, Negro, against S. E. Allwright, election judge and James J. Luzzia, associate election judge, 48th Precinct of Harris county.

A large crowd, mostly Negroes, was present to hear the arguments of Marshall and the counter arguments of Glenn A. Pirry of Houston, attorney for the Democratic Party.

Marshall charged the Democratic Party with a "loose-jointed organization with no constitution or by-laws.

"The only resolution we've been able to find that they've ever passed," he said, "is this one against the Negro."

Marshall said the Democrats let every white citizen vote in the Democratic primaries, whether Democrat, Republican, Socialist or Communist.

"By refusing to let the Negro vote in the primary," he said, "the Democrats cut the Negro out of voting entirely because the primary is tantamount to election."

Filed originally in Houston on April 25, 1942, the Negro charged the election judges with unlawfully denying him and other qualified Negro voters the right to vote in the Democratic primary election in Texas on July 27, 1940, and August 24, 1940, "solely because of race and color."

The Negro sought \$5,000 damages and declaratory judgment permitting him and other Negroes to participate in future Democratic primary elections in Harris county.

A brief of amicus curiae (friend of court) introduced by attorneys for the American Civil Liberties Union, argues that "any arbitrary and discriminatory restriction on the use of the ballot, particularly where it is based on race, creed or color," is viewed as an impediment to the democratic process and asks that the Circuit Court reverse the decision of the lower court.

Large Crowd To Attend THE SILAS GREEN SHOW WEDNESDAY

At The Municipal Auditorium

Indications are that an extremely large crowd will attend the Silas Green from New Orleans Musical show at the City Auditorium Wednesday night, November 25.

The show comes here en route to Florida after touring the Atlantic Coastal and Delta states, where it has played before some of the largest crowds during its twenty-eight years of continuous performance.

Profiting from the closing down of some of the best shows of the north the show has recently added a number of outstanding new acts which are being shown in the South for the first time. This array of new talent gives the Silas Green outfit a galaxy of thrilling acts that are superb and which pre-

Continued on Page 7 RAISED \$2,100.57



Rev. W. C. Davis, present pastor of St. Philip Monumental A. M. E. church, Hull street, west and a graduate of St. Augustine College and Turner Theological Seminary of Morris Brown College, is one of the foremost young pastors of the A. M. E. connection and holds third place in the world of African

(Continued on page seven)

OSYA CLASSES AT HAVEN HOME

Beginning Wednesday, Nov. 18, classes in the OSYA program were opened to boys and girls from the ages of 17 and over at the Haven Home school. The following courses will be conducted: Auto Mechanics, Woodworking, Metal work, and Elementary Electricity. Classes will be held five nights a week, Monday through Friday, from 6:30 to 9:30.

For the first time courses are offered to girls above seventeen, men and women in the Cut of School Youth Adult Training program. Persons interested are requested to enroll immediately for training in these classes. The nation has a great demand on man power for National Defense services and the necessity for training persons to relieve the shortage of such is one of the objectives of this program. Information relative to these classes may be obtained by calling R. A. Young, supervisor of the OSYA program

Continued on Page 7

APPOINTED SERGEANT



Cpl. Adam K. Rivers, son of Mr. and Mrs. Lofton Jordan of 260 Eagle street, W., has been promoted to senior sergeant in the Army of Co. C. 65th Qm. Bn. Freda Base, Camp Young, California.

Continued on page Seven

RETIRING AGR. WORKER



Secretary Claude R. Wickard is shown paying a special tribute to William H. Fitzhugh, retiring employee who had worked for the Department of Agriculture since 1906. The secretary presented him a letter and said: "I want to commend you upon

MANY GEORGIA STATEITES IN ARMED FORCES

The armed services of the country have received, during the present war emergencies, 155 recent graduates and students from Georgia State College. Among this number are three in the Marine Corps—one of this number being the first colored volunteer from this area of Georgia and perhaps the second volunteer in the state.

Last Friday evening, in the auditorium of the college, was the most impressive occasion of recent years at the college was held. It was inspiring because it was held in honor of the 16 draftees who left the campus next day for their respective training camps. The spirit of the draftees and the demonstration on the part of the distinguished speakers and audience will make this event an epochal affair for this section of the state.

President B. F. Hubert paid a striking tribute to the men entering the armed services of the nation and gave them timely advice and encouragement in introducing the first speaker

Continued on page Seven

JUNIOR LEAGUE SPONSORS SSSS FORMAL

Last Saturday night's party under the sponsorship of the Junior League group was held in the spacious Yamacraw Village Center. More than 200 soldiers came in convoy from Camp Stewart, accompanied by their fine orchestra. Being formal in most respect, the lady hostesses, soldiers and visitors experience a beautiful evening "neath streaminf smilax, flowers spanish moss and patriotic decorations. Brief, but appropriate welcoming remarks were made by the director, W. P. Hubert. He paid special tribute to the men and sponsoring club members. Delicious refreshments were served.

On Wednesday night, Nov. 11, immediately following the concert at the City Auditorium, the Southernaires visited the Center on Ogeechee Road where an entertainment was in process honoring the 863rd Ordnance Co., from Savannah Air Base. Coffee, sandwiches, cocoa and cookies were served to over 150 guests.

This week's scheduled pro-

Continued on page Seven

JOINS HUSBAND IN UTAH



Mrs. Roland Baltimore, who has been visiting relatives and friends in Virginia, Washington, Baltimore and Philadelphia, has joined her husband, Supply Sergeant Roland Baltimore, in Salt Lake City, Utah, where he is stationed at Hill Field. Sgt. Baltimore was formerly stationed at the Savannah Air Base.

Mrs. Baltimore is the former Miss Thelma Marks of Savannah.

Winners in an Early Battle



Children (above) are curing in sanatorium from tuberculosis. Christmas Seal Campaign is important part in nationwide drive to conquer this disease.

### Out-Of-Town News

tored home Sunday to spend the day with her parents, Mr. and Mrs. J. C. Williams of Statesboro.

Mrs. Alfonso McLean, home economics teacher at S. C. T. S. and son, Alfonso, Jr., spent the week end in Savannah, with Alfonso McLean, Sr.

Please pay your agent, Thos. Roberts promptly each week and be assured of your weekly paper. Thanks!

### LUDOWICI NEWS

By Miss Vernell M. Johnson

Sunday was pastoral day at New Hope AME church. At 11 o'clock service Rev. Green of Jesup, delivered a powerful sermon. At night service the Rev. Thomas J. Lynch and members of St. James Baptist church worshipped with them. Rev. Thomas J. Lynch delivered a soul stirring sermon. Collection \$42.05. Services during the week were well attended beginning Monday night. Among the pastors were Rev. M. Derry, Rev. Scott Dinkins, pastor of Saint James AME church, Glennville, and Rev. Henley of Douglas. Total money raised was \$78.25. Rev. Wm. Hooten, pastor. Pastor Hooten will leave next Wednesday for conference.

There was a box supper at New Hope AME church by the ushers of the church. A nice time was had by all who attended.

Mrs. Alice Grant has returned from Savannah after attending the National Baptist Con-

vention.

Mrs. Blanche Frasier spent Friday in Savannah visiting relatives.

Mrs. Martha Bennett Roberts has returned from Ft. Benning where she visited her husband, Private Kermit Roberts.

Rev. W. S. Scott of Savannah visited friends here Monday.

Mrs. L. Moses of Blackshear is here visiting her sister, Mrs. Virdie Hamilton and family.

Miss Mamie Boggs of Savannah is here visiting home folks.

There was a Georgia school patrol club organized at the Ludowici High school by Troops W. W. Bennett (white) the following are the school patrols: Walter Colley, captain; Wilhelmna Roberts, lieutenant; Vernelle Johnson, Rubye Worthen, Essie L. Futch, Ulysses King, Ransom Boggs, Channie L. Andrews and L. Jackson are the patrols.

The Long County Teachers Institute met last Monday at Ludowici High school with the president, Mrs. R. C. Baker, presiding. The subject "Cooperation" was discussed by Mrs. E. M. Derry and others. After introducing the new member of the faculty to the body election was held as follows: Prof. G. A. Fletcher, president; Prof. Ed. D. Jenkins, vice president; Mrs. E. M. Derry, treasurer; Mrs. R. C. Baker, program committee; Mrs. M. Berry and Mrs. Mildred Lewis, social committee.

Mrs. Mittie Belton has gone to Tampa, Fla., to visit her mother before returning to Ridgeway, S. C.

Theron Spencer and little Alberta of Savannah spent Sunday here visiting home folks.

Pvt. Frank Jones ewre entertained by the hostess, who left last Saturday for training in the U. S. armed forces.

The Royal Boys Saving club met at the home Dea. Frank Ferguson No. 2 for their weekly meeting. Dea. Robert Williams is president and R. Middleton and Ellis Grayson, secretaries.

James E. Houston spent nine days home with his mother and family. He is a prentice seaman in the navy training school at the Great Lakes, Ill.

President Frank Jones of the YMSC called the members of the fraternity together in a meeting last Thursday night at the home of Mr. and Mrs. Frank Ferguson, because so many of the members and officers have been called to the armed service. A few new officers were named by the president for the duration before he left last Saturday for Ft. Benning to take up military training. The officers appointed were Grand Counsellor Richard Branch to president; First Counsellor Frank Ferguson to Grand Counsellor; Isaac Middleton to 2nd Counsellor. After meeting the president and vice president James E. Houston were feted at a dinner party by the daughters of Mr. and Mrs. Ferguson, Mrs. Louise Hall and Mrs. Agnes Middleton and the members of friends of the Y. M. S. C. also Wednesday night.

Mr. Jones and Mrs. Houston were dinner guests of Mr. Jones' sisters, Mrs. Eleanor Mitchell and Mrs. Mabel J. Thomas at a party and also the following were present: Mesdames Agnes Middleton, Louise Hall, Henrietta Grayson, Helen Clark of Texas and Mrs. Mullen, Miss Florine Matthews, Messrs. David Mack and Joseph Jones and others.

The Ladies Mutual Aid met at the home of Mrs. Lucinda Hudson for their monthly meeting. A dainty repast was served by the hostess, Mrs. Lula Houston is president; and Mesdames Besid Felt and Frances Washington, secretaries.

### EAST SAVANNAH

By M. E. Morrell

F. A. B. Church enjoyed interesting services last week on the second Sunday. Rev. Cunningham was the guest speaker at the night worship also the West End Glee Club if Rossignol Hill was the guest and rendered several selections for us. A few rally was sponsored Sunday night by Mrs. Viola Miller. A program was rendered by the choir with Mrs. Ferguson at the piano. S. A. Jones and his choir was our guest and rendered several selections with timely remarks being made by Mr. S. A. Jones brought much applause. A neat sum was rendered. Rev. Washington, pastor of Mt. Tabor Baptist Church Ogeechee Road, was our guest speaker. This Sunday regular communion services will be in charge of Rev. Reid, and a large attendance is anticipated. There will also be an inspiring sermon at the night worship. F. A. B. worshipped with St. Marys A. M. E. Church last Friday night when Rev. Green was the guest speaker. The pastor, Rev. C. Pinkney will attend the conference.

Frankie Jackson was inducted into the army and left Saturday for Ft. Benning.

Jessie Palmer returned home Friday from Ft. Benning. His stay is indefinite.

Rev. Chas. Cummings and his sister, Mrs. Ryna Hamburg made a brief visit to the Morrells on last Saturday morning and returned to their home in Hardeeville.

Mrs. A. Brown and her little grandson Alex Green, Jr., returned to their home at Shamrock, Fla., after visiting Mr. and Mrs. Sylvester Johnson on Gwinnett street. Mrs. Johnson accompanied them as far as Jacksonville where they were the guest of Mrs. Annie M. Olds of 1250 Clay street.

Pvt. Wilson Moss stationed at Napier Field, Alination, Ala., and Miss Sarah Campfield of Cambridge, Md., were the house guests of Mr. and Mrs. Sylvester Johnson.

John Henly spent the week end with his sister, Mrs. Addie J. Odum before being inducted in to the army.

Mrs. Lessie George Mrs. Eugenia Diaz, Harold Warren and Dan Singletary motored here Monday and spent several hours with the Morrells on Jones street.

Our birthday calendar for November includes Miss Lucy M. Mitchell, Nov. 2, George Mangault, Jr., Nov. 16, and Joseph Walker, November 25. Congratulations to all. Here's hoping you will enjoy many more.

the following communities: Rose Dhu Community School, Monday and Wednesday night, 8 to 10:30, James Williams, teacher; Sackville Community Center, Monday and Wednesday nights 8-10:30 Luther Williams, Tuesday and Friday nights 8 to 10:30, Simon Sheppard, teacher. The purpose of these classes is to encourage farmers and rural families to increase vegetable production and establish vegetable gardens among families where they are not grown. The great demand for food to feed the armed forces, aid the Allied Nations and civilian population makes it very necessary for persons who can to produce a great portion of their own food and enough to market in order to prevent a shortage of food. Persons are urged to enroll in these classes. R. A. Young is also supervisor of these classes.

### A WAR TO SAVE LIVES

(Continued Page 4)

a number of overworked industrial areas in the United States the nationwide goal for this year's sale has been set by the National Tuberculosis Association at \$8,000,000.

This amount, the largest the association have ever been asked to raise, is necessary to carry on the expanded work planned throughout the country in an effort to prevent a widespread and material wartime rise in tuberculosis.

The Associate Board of the Chatham-Savannah Tuberculosis Association, quota is \$2,000 if this amount is raised, the extensive program planned for 1943 can quickly go into operation.

Remember, the Seal Sale will open Monday, November 23rd, and continue until Christmas Street Sales will be held on Saturday, December 5th and 12th, respectively. Do your part in this "A War To Save Lives."

### BAPTISTS HOLD FINE MEETING

(Continued from Page 1)

the fact that more than thirteen thousand dollars was raised during the year, and the finance committee reported more than three thousand seven hundred dollars raised at the session.

The objective of the convention is Bryan Theological Seminary, located in Fitzgerald. However it supports the Baptist headquarters, located in Atlanta; the Mission, Educational, Georgia Baptist Boards. In addition to the above institutions, the convention gives financial support to Morehouse College, Atlanta; Union Baptist Institute, Athens and Union Normal School, Bainbridge. It also supports every phase of the work of the convention.

The women, under the leadership of Mrs. S. J. Fluker, held their sessions at St. Paul Baptist church, Rev. Grant Roberts, pastor.

When Dr. L. A. Pinkston was elected president of the convention in 1937 he found no tangible assets except office fixtures, but an indebtedness of more than \$11,000 but under his leadership that indebtedness has been reduced to less than \$3,000, and the convention has acquired the property of Bryan Theological Seminary, valued conservatively at \$8,000 to \$10,000.

From the above figures it will be seen that within the short time of five years the convention has gained more than \$15,000 after paying all its operating expenses.

Dr. J. Nabrit represented the

### NEGRO CORPORAL CUTS FINAL LINK IN ALASKAN HIGHWAY

Continued from page One

forcing his machine through the forest so fast that his face was bloody from branch scratches.

Not far from the point which the meeting occurred officials of Canada and the United States will formally dedicate the Alcan Highway on November 20, with many dignitaries in both civilian and military life attending.

### OSYA CLASSES AT HAVEN HOME

(Continued from Page 1)

and teacher of Agriculture at Haven Home school. He may be reached by telephoning 2-4962, between the hours of 1:30 and 3:00 p. m. Monday Through Friday.

Commodity courses in vegetable production will also be taught beginning next week in

### ROSSIGNOL HILL

By Miss Leola Wallace

Mrs. Rachel Singleton was taken to a local hospital last Friday night.

Last Sunday was communion at Zion Fair Baptist Church, Rev. Freddie Bolden, pastor.

Mrs. Hattie Williams of 4th street was missing on last Friday night at 8 o'clock. They claim that she was found behind a saw mill but shandau discovered until Tuesday of the next week.

Clyde Green and Rimes Johnson, son of Mr. and Mrs. Hayes Johnson left for the army on Saturday.

Elder P. H. Cooper, pastor of the Church of Christ at East Savannah, visited Elder J. Wallace and his church on last Thursday night.

FOR MARCEL IRONS EUREKA COMBS PAGE BOY CURLS and WIGS Give Us A Ring MADAM FREEMAN'S BEAUTY SHOP 456 1/2 Montgomery Street Phone 3-3281

American Baptist Seminary, Nashville, Tenn.; Dr. Roland Smith, the Georgia Baptist, Atlanta; and Dr. Cromwell represented the Foreign Mission Board, Philadelphia.

Truly, this was one of the greatest sessions of the convention, and some of its oldest members express themselves as feeling better about the convention than they have felt for a long time.

The 1943 session goes to the Mt. Zion Baptist church, Atlanta, Dr. J. T. Dorsey, pastor.

Presidents E. O. S. Cleveland of the Sunday School Convention; J. L. Lomax of the B. T. U. Department and H. S. Dixon of the Laymen made brief reports of their work.

### LARGE CROWD TO ATTEND SILAS GREEN SHOW

(Continued from Page 1)

sents to the American public the greatest collection of Negro theatrical stars ever assembled in a single show.

The seventy-eight person show, which is the largest and oldest Negro traveling aggregation in the country, is being presented this year, as in the past, by Charles Collier, nationally known showman who died several months ago but whose affairs are being ably directed now by his widow, Mrs. Hortense Collier.

Among the outstanding attractions, in addition to the bevy of chorus girls, nationally known comedians and specialty performers, are the two bands. One of which is the celebrated all-girl band that is adjudged one of the best musical outfits in the country.

The show will stage its usual street parade Wednesday noon with a concert in one of the uptown squares and in front of Rook's cafe on West Broad St.

Advance tickets will be on sale at the City Auditorium the morning of the performance. The general admission price will be 75 cents to all parts of the house. Tax included.

CIO HOLDS INTERESTING MEETING

Continued from page One

is working at a skilled job or a mechanic's trade. How can they explain the jim crow provisions that are in some of the AFL union constitutions.

For the first time in Savannah they are going on the radio, distributing literature and running a local AFL paper. If the CIO has done nothing else they have stirred up the AFL demagogues and brought them out of their smug sense of security in their graft and dictatorial tactics they have employed for a long time in the Savannah shipyards. At last they are getting opposition from a fighting and democratic union.

"AFL officials are stirring up white workers on the race question and while telling the colored worker on one hand how much they love them on the other hand are telling the white workers that the CIO is a Negro union. This is not true. The IUMSWA-CIO is neither a white union or a Negro union. It is a union for all workers, both colored and white and equality for both is one of its plattforms. AFL goons threaten the CIO men whenever they attempt to distribute CIO literature and it is evident that the AFL are going to use every dirty means at their disposal to fight the CIO. Local political machine is stirring innocent workers upto the point where they will commit assault and battery.

"The CIO is here to stay and intends to fight for its platform

of no discrimination against any worker regardless of race, creed or color and for an equal opportunity for work for every man. Low dues and initiation fees and away with the racket of charging men exorbitant dues and initiations and pulling the cards of those that don't pay up.

"Colored workers should know that even the white workers in local shipyards are disgusted with the tactics being employed by the AFL and are signing up with the CIO every day. The Southern workers are waking up to the fact that democracy exists in the AFL on paper only and are not listening to the beautiful speeches being made at AFL labor rallies.

"Every worker, white and colored is urged to call at the IUMSWA-CIO offices at 114 Drayton street and 714 1-2 W. Broad street and sign a card today. In this way enough cards will be obtained so that we can petition the Government for a Labor Board Election and allow the workers to choose the union they wish and not one the employer and the AFL chose of them."

### MANY GEORGIA STATEITES IN ARMED FORCES

(continued from page 1)

of the occasion, Sidney A. Jones, an outstanding citizen of Savannah, he emphasized the fact that the speaker had exceptionally achieved as a mortician, business man, unstinted worker for the best interest of the race in well organized circles for the spiritual and material development of the race. Mr. Jones address to the draftees was timely and a splendid concise review of the contributions the race has made to the economic welfare of the country. He stressed the fact that the Negro had always been a potent factor in the wars of the country and that his continued loyalty was an outstanding factor in obtaining the rights he rigorously deserves. He said that the draftees were going out to fight for a World Wide Democracy because America was unquestionably their country. This address was a splendid effort on the part of this progressive and unassuming man of affairs. He was given quite an ovation at the conclusion of his address.

Mrs. Mamie George Williams, nationally known because of her great achievements in political, civic, business and fraternal circles, thrilled the draftees and her highly appreciated audience in her masterly address to the fine body of young men leaving the campus the next day for the task they were inducted

Methodism for Educational claims, having raised last May \$1,255 for educational purposes. Rev. Davis, a spiritual young man, strong, full of vigor, energy, and an extraordinary amount of confidence and will-power, has pastored several churches before coming to us. He got a cleve view of our situation and caught us up as were, into the space of brightness that he believed always was there and in spite of everything had us joining in with him on his platform that: "It Can be done, it must be done, and it will be done." Consequently, all of our programs under his leadership and with our cooperation have proven wonderfully successful. The first year that he was with us he made the jug famous in a "Jug Drive."

Under his leadership the young people, the future church have been well organized and functioning in all regular organizations that are fostered by the general church with their own group. Our membership has greatly increased, now registering more than 1,400; and we have raised all the money that we needed for all our obligations. He has also distinguished himself among civic and religious groups of a city-wide nature and is known other than among his followers.

He began a program, the combining of stewards and trustees into a "Finance Committee" in which they worked jointly for one common good of the church proper, which has never before been tried at St. Philip Monumental; and, needless to say, this arrangement has worked marvelously. Since he has been in charge, every worship is consecration service.

into the army to accomplish That the Negro draftee and volunteer needed unstinted encouragement on the part of the citizenry and that she was thrilled every time she saw the Negro in uniform—a fine specimen of manhood—were among the many phases of her address that elicited applause from her audience. She accepted the occasion to emphasize the fact Georgia was still marching forward—in and out of the state among Negroes—and paid a high tribute to a noted Georgian, now residing in Chicago, Wm. L. Dawson, who was elected on the Democratic ticket to succeed Congressman Arthur W. Mitchell. She concluded her stimulating address with a prayer pregnant with hope and ultimate triumph of right.

### RAISED \$2,100.57

Continued from page One

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### SUBURBAN NEWS

#### Woodville News

By Miss Mildred L. Snipes

Sunday was communion Sunday at Little Bryan Baptist church, Rev. C. Cooper preached an inspiring sermon.

The members of New Zion Baptist church are having a series of parties on a drive by the following: Mrs. Hannah Roberts, Mrs. Limmie Smith, Mrs. Magie Brown, Mrs. Annie Gray and little Miss Julia Mae Mills. She is giving a musical recital to help on her drive.

Mrs. Cora Ingram of East Macon, was a visitor to the Ga. Baptist Convention last week. She was the guest of her sister Mrs. Elizabeth Linder of Fair street.

The Gospel Chorus of Pleasant Grove Baptist Church of East Macon gave excellent service. During the Georgia Baptist Convention which convened at Connor Temple last week. On

their way back to Macon they were the guests of Mrs. Elizabeth Linder of Fair street.

We are happy to know that Mrs. Jennie Hilliard of Fair St. is recovering.

Rev. Jasper Smith of Darling street is home from the hospital and doing fine.

Mrs. Reed of Woodville is still on the sick list.

#### WHITE BLUFF

By Mrs. Henrietta Grayson

Communion services were held Sunday at First Mt. Pleasant and Zion White Bluff Baptist churches. Sermons by the pastors and lovely crowds present. Sunday Schools were held at the usual hour at Nicholsonboro and Mt. Herman.

The Sporting Twelve Sewing club met at the home of Miss Henrietta Battise for their weekly meeting. Important business was transacted. Miss Battise and Frank Jones, the president who

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**GOOD NEWS!**

*The Old Reliable REESE DU PREE*

PRESENTS

**Louis Satchmo Armstrong** AND HIS FAMOUS ORCHESTRA

IN A PRE-HOLIDAY DANCE

**City Auditorium** Mon. Nov. 23, 1942

ADVANCE TICKETS AT HARLEM CLUB, CLEANERS, TOM'S GRILL AND LOVETT'S SERVICE STATION

ADVANCE TICKETS 80c

"Bill" Lovett, Promoter

AT THE DOOR \$1.00

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**Harry's Wine Shop**

637 Harmon Street

We carry a Complete line of Plate Lunches, Cold Drinks, Wines and Beers, Cigaretts, Cigars, Tobaccos, Barbecue Sandwiches, Fried Chicken, Hot Dogs, Hamburger Sandwiches

Harry Williams, Prop.

## **9. Indianapolis Recorder article on *Witham* case hearing**



# 10. Caldwell Letter

KATHRYN A. CALDWELL

31 October 1988

Greetings and best wishes to my good friend and mentor, Dr. Totton and to his gracious wife, Christine. It is a pleasure to salute them on the occasion of his eightieth birthday, the observation of the First Professor Ezra L. Totton Symposium, and the establishment of an Endowment Fund in his name. I congratulate him on his outstanding achievements in chemical research, education, and administration.

No one deserves to be honored more than Dr. Totton. For nearly forty years he has served as a role model for hundreds of young people, especially for Black students who so often require the guidance and inspiration which he provides. His career has been characterized by a selfless devotion to teaching; irrepressible optimism; pride; and dedicated service to the University, White Rock Baptist Church, and the community at large. The progressive leadership demonstrated by Dr. Totton as well as the tradition of excellence which he established are primarily responsible for the stature and recognition currently enjoyed by the Department of Chemistry.

It is impossible to overstate the significance of Dr. Totton's influence on my career. He was always an excellent teacher: open, interested, challenging. He was a true friend who took great pleasure in my academic achievements and personal growth. As a direct result of Dr. Totton's encouragement and prestige, I not only chose biochemistry as a profession but received a full scholarship to study at his Alma Mater, the University of Wisconsin at Madison. Both Dr. and Mrs. Totton set an example of caring, hospitality, and integrity which I shall always respect and admire.

I applaud those friends, colleagues, and former students whose vision and diligence brought to fruition this most appropriate tribute to the life and career of Dr. Ezra L. Totton. I do so wish I could publicly acknowledge my gratitude and pay respect to him and his dear wife. Unfortunately, prior professional commitments make it impossible for me to attend. In my absence, this letter brings a sincere expression of love and best wishes for their continued good health and happiness.

In Truth and Service,

*Kathryn Caldwell*

P. O. BOX 7109  
BERKELEY, CA 94707-0109

# **11. Christmas Tree Lane Article**

### Fourteen Durham Girls Seen In Sigma Deb Ball

The Sigma Gamma Rho Sorority held its tenth Debutant Ball on Friday evening, December 15, in the Hillside High gymnasium.

Fourteen lovely girls were presented. Mrs. Frances Eagleston, registrar at North Carolina College, delivered the welcome address.

W. L. Bradsher, principal of Lyon Park School, introduced the debutants.



SIGMA GAMMA RHO DEBS—  
1st row from left to right: Sandra Knuckler, Faye McCray, Sandra Wray, Beatrice Murry (queen), Barbara Bellamy, Jacqueline Davis, Cora Coles, Shirley Henderson.  
2nd row: Ruth White, Gladys McDonald, Laura Brewer, Joyce Suggs, Jo Ann Martin and Barbara Wade.

### --Emancipation

Continued from front page at 11 o'clock at the Gethsemane Baptist Church of South Roxboro Street.

The program will celebrate the 100th anniversary of the famed document issued by President Abraham Lincoln. It set free all of the American Negro slaves.

This year's program for the celebration will follow those of past year's sponsored by the Alliance. The Emancipation document will be read by Mrs. Ocia Brown, of White Rock Baptist Church.

Brief messages from local business, civic, educational and other community organizations will be given by various spokesmen. Included among these will be spokesmen for the beauticians, Durham Business and Professional Chain, the Durham Committee on Negro Affairs, Mechanics and Farmers Bank, Mutual Savings and Loan Association, the NAACP, North Carolina College, North Carolina Mutual Life Insurance Company, and the public schools.

The Rev. C. E. McLester, pastor of Morehead Avenue Baptist Church will introduce Rev. Roland, Rev. A. L. Thompson, president of the Alliance, will conduct the program. Rev. V. E. Brown, pastor of Gethsemane, will be host for the program.

The speaker, Rev. Roland, is a native of S. C. and a graduate of Howard University. He has studied further at Boston University.



Queen Sabrena Cooper (front, center) and King Bernard Morrison (center, rear) with other children in Sigma contest.

### Durham Residents of Duncan St. Display Lane of Christmas Trees

Early in December, the residents of Duncan Street were called together in a meeting at the home of Dr. and Mrs. Ezra L. Totton for the purpose of organizing for a neighborhood project during the Christmas Season. The idea of a uniform outdoor Christmas Tree display, was presented by Mrs. Totton. This plan was received with a great deal of enthusiasm and the residents agreed to cooperate in the project. A committee was appointed to select trees of uniform size and arrangement. On Saturday morning, December 15, 1962 at 11 o'clock, all the residents, including the two families whose corner lots border on Duncan Street, were found setting out and decorating trees. The selecting and purchasing of trees were made by Totton, and L. B. Frasier supervised the other activities. That evening at 5:30 o'clock twelve beautiful fir trees were profusely lighted on Duncan Street from Pekoe to Nelson. This was a cooperative program of the Duncan Street neighborhood that was conceived by one energetic, progressive person Mrs. Christine Totton.

The residents are inviting the entire citizenry of Durham to visit their "Christmas Tree Lane." Plans and the executing of these plans were done in an atmosphere of friendship, love and a neighborly spirit without any thought of competition. Everyone was interested in the entire twelve trees along the street. Those taking part in the project are: Mr and Mrs A. B. Massey, and Mrs W. H. Cole, Jr. of Pekoe Street, Mrs. Janie M. Wheeler, Mrs. D. L. George, Mr. and Mrs. Charlie Thomas, Mr. and Mrs. Robert L. Lewis, Mrs. Robert May, Mrs. Robert Frasier, Mr. and Mrs. L. B. Frasier and Dr. and Mrs. Ezra L. Totton all of Duncan Street.

### NCC Omegas Induct Thirteen

On Saturday, December 8, Tau Psi Chapter of Omega Psi Phi Fraternity officially inducted "13" new brothers into the Fraternity. The induction ceremonies took place late Saturday afternoon and was followed by an extravagant banquet at the Biltmore Hotel. Dr. Charles Ray, advisor to the chapter, was guest speaker at the banquet. The Saturday festivities were capped off by a lively party in the Science Building. Everyone enjoyed this gala affair.

The thirteen "neophyte" brothers of Tau Psi, who came from all parts of North Carolina, Virginia, and Massachusetts, are as follows: Richard Mizelle, Allen Williams and Clifton Johnson of Williamston; Arnold Sessoms, Ahsokie, Willie Cooper, Windor; Robert Seldom and Lester Moore, Norfolk, Va.; Donald Potts, Boston, Mass.; Fulton Hayes, Clinton; Lee McClean, Laurinburg; Claude Sawyer, Plymouth; Leon Stanback, Hillsboro; and Joseph Williams, Wilson.

### --Stewart

Continued from front page and indirect jobs, and to retrain nearly 15,000 workers with new and marketable skills, at a total Federal investment of \$67 million.

Of this amount, Batt pointed out, \$219,000 has thus far been invested in the State of North Carolina, to help areas review their potentials for economic development, and to retrain 500 jobless workers. An additional \$8 million in redevelopment projects is currently being processed which could provide employment for 2,300 jobless workers.

returned to Orangeburg, S. C., where he is currently pastor of Mt. Zion Baptist.

During his leadership of Mt. Gilead, the congregation erected a new structure on Dowd St. to replace the old building.

### Sandra Cooper Is Sigma Queen

The Sigma Gamma Rho Sorority the first time a group of small children in a queen and king contest. Sabrena Cooper from the Johnson School was crowned queen. Bernard Morrison as king.

The following children are: Philip Carrington, Abbie Covington, Marsha Edwards, Phyllis Harrington, Faith Lambeth, Cheryle Ruffin, Phyllis Vanhook, Elvin Dawson, Renee Decatur, Manley Michaux, Otis Scott, Lennox Smith and Henry Tyson.

### Lenoir Freshman Gets Scholarship

RALEIGH — Miss Eunice F. Fox, a freshman of Lenoir, was awarded the first Catherine Hughes Waddell Scholarship. An amount of sixteen hundred dollars (\$1600) for achieving the highest score on special tests administered by the college was her reward.

A graduate of Freedman High School where she was valedictorian of her class, Miss Fox was awarded scholarship certificates in mathematics, algebra, biology, and physics for four consecutive years.

For the school year 1961-62, she was unanimously chosen "Senior of the Year" by her high school classmates.

Miss Fox's hobbies are growing pot flowers and reading.

ophytes" had a cumulative average of 1.9, almost a "B" average. Also in this group are some brothers of great talent. Robert Seldom is an accomplished amateur designer; Richard Mizelle is a very good singer; and Donald Potts is a member of the North Carolina College track team.

### Three Children Injured In La. Church Bombing

NEW ORLEANS, La. — Three children were cut by flying glass and twenty-five narrowly escaped death when their church and parsonage were bombed in Birmingham, Alabama, on December 14. The Federal Government must help to stop this violence and bring the culprits to justice.

This was part of a telegram sent to U. S. Attorney General Robert F. Kennedy by Methodist Bishop Edgar A. Love, Baltimore, president of the Southern Conference Educational Fund (SCEF), after the latest act of terrorism in Birmingham. The bishop urged Kennedy to "act at once."

The bombing was the third in recent years at Bethel Baptist Church, formerly pastored by the Rev. Fred L. Shuttlesworth, militant integration leader in Alabama. The minister and his family barely missed being killed or seriously injured in the first bombing in 1956.

The Rev. Mr. Shuttlesworth is director of SCEF, a South-wide integration organization with headquarters in New Orleans. He has sparked the civil rights drive in Birmingham as president of the Alabama Christian Movement for Human Rights (ACMHR).

Shuttlesworth called the most recent bombing "an act of vengeance and retaliation." He said the segregationists are "frustrated because of the gains being made by Negroes in Birmingham."

"We have been having many victories and Negroes are going to places where they never went before," he pointed out. "Our economic withdrawal from the downtown area has been effective. The Federal Court is about to decide the suit to open the schools. The parks are closed because of a court order to integrate them."

"More Negroes are registering to vote and are voting. The Negro vote was crucial in changing the form of city government from three-man rule to control by a nine-man council and mayor. The present city commissioners, including Police Commissioner Bull Connor, are angry over this because it will mean loss of power for them."

"Negroes have suffered more in Birmingham than in any other spot on the globe outside of South Africa. I have always been a symbol of the Negro freedom movement here and that is why the church where I used to be pastor has been bombed again. This is Birmingham's shame and America's tragedy."

At the request of Mr. Shuttlesworth, SCEF and other groups began raising money to repair heavy damage to the church, the parsonage, and the home of the chairman of the trustee board of the church. Other houses in the vicinity were also damaged by the blast, which dug a hole two feet deep in 29th Avenue North.

One of the children injured was Kimbly McWilliams, 2 year old granddaughter of the trustee chairman, James R. Revis, who has been active in ACMHR. He said they will continue.

Two other children were injured by flying glass as they and others rehearsed a Xmas play in the basement of the church. Half the windows in the church were broken, the ceiling in the balcony was blown out, the front doors ripped off, and the rear wall was cracked by the explosion.

Gas, electric and telephone services in the vicinity were knocked out. Windows were broken in homes as far as four or five blocks away. An automobile was blown from the driveway into the kitchen at the parsonage, now occupied by the Rev. V. C. Provitt, new pastor of the church.

A neighbor who was in a parked car nearby, waiting for his wife to join him and go to visit friends, saw four white men in an automobile place the bomb in the street and speed away. He followed them for several blocks but was unable to keep up with them.

The last time the church was bombed, almost a year ago, police officials hinted that it was done by Negroes themselves. Leaders of the integration movement scoffed at this.

Shuttlesworth declared that acts of terror will not slow the freedom movement. He pointed out that mass meetings have been held in Birmingham churches every week for six years and he said they will continue.

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# **12. Wigfall Totten House, from Preservation Durham**

## 2105 DUNCAN ST. – WIGFALL-TOTTEN HOUSE

2105 Duncan Street, Durham, NC

**Year built:** 1945

**Architectural style:** Period Cottage

**Construction type:** Wood Frame with Brick Veneer

**National Register:** College Heights

**Neighborhood:** College Heights

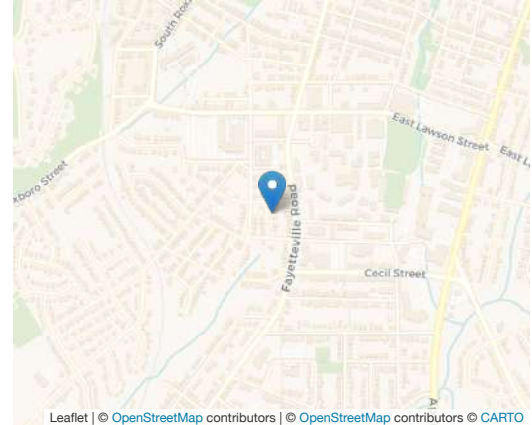
**Use:** Residence

**Building Type:** Residential

### Can you help?

You don't need to know everything, but do you know the architect?

[Log in](#) or [register](#) and you can edit this.



Leaflet | © OpenStreetMap contributors | © OpenStreetMap contributors © CARTO



(December 2017, Photo by Heather Slane, [hmvPreservation](#))

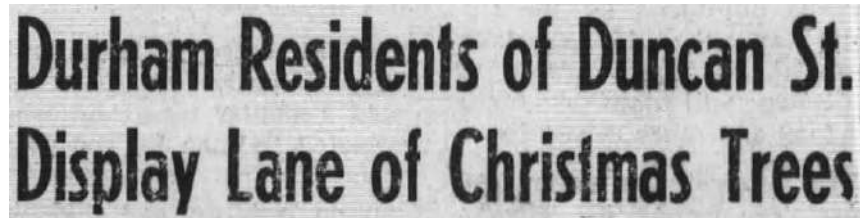
From the National Register Historic District description:

*This one-story, side-gabled, Period Cottage is three bays wide with a projecting, asymmetrical, front-gabled entrance wing centered on the façade, a side-gabled brick wing on the left (north) elevation, and a gabled ell at the right rear (southeast). The house has a brick veneer, replacement grouped casement windows in the original brick openings, and an interior brick chimney. The two-light-over-four-panel door is located in an inset bay, centered in the entrance wing, has a classical surround with broken pediment and fluted pilasters, and is accessed by an uncovered brick terrace. A side-gabled wing on the left elevation has grouped casement windows on the façade and sliding one-light doors on its left elevation. An engaged carport on the left end of the wing is supported by metal posts. A stone wall with stone steps extends across the front of the property. The earliest known occupant is Maude O. Wigfall, a cashier at [NC Mutual Life Insurance Company](#), in 1945. By the mid-1950s, the house was owned and occupied by Dr. Ezra Totten, Professor of Chemistry at North Carolina College (now [North Carolina Central University](#)), and his wife, Christine Totten, a high school teacher.*

According to deed records, R.L. McDougald and wife, Dorothy sold the lot to Ms. Wigfall on November 29, 1940. In the 1940 City Directory, she is listed as a resident at 1204 Fayetteville Street. Ms. Wigfall is listed in the 1947 City Directory as owning and occupying this house on Duncan Street. On March 10, 1951, according to deed records, Dr. Helen G. Edmonds, who lived at 118 Nelson Street, sold the house to Dr. Ezra Totten and his wife, Christine.

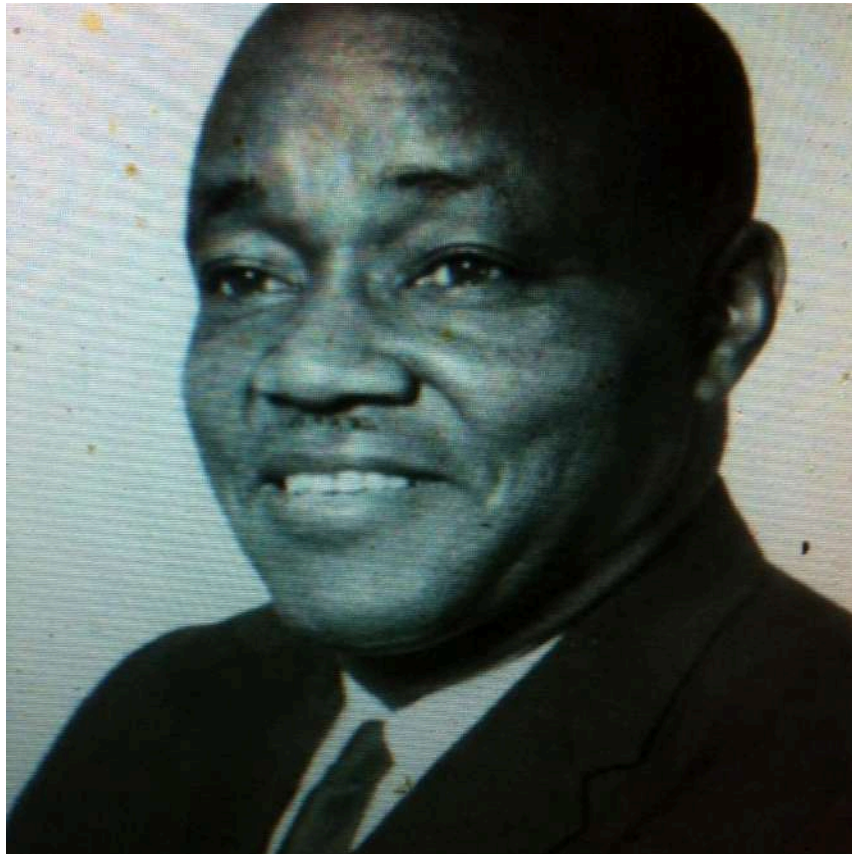
Dr. Totten was a chemistry professor and Chair of the Chemistry Department. The Hubbard-Totten building on the NCCU campus is named in his honor. In addition to being a school teacher, Mrs. Totten was involved in both social and gardening clubs. The Tottens would have the children, who lived on the street, to come to their backyard where they would learn and do science projects with him; and gardening with her. Since they did not have children, they spent a lot of time with the children on the street. They also organized projects for residents of Duncan Street to participate. One of their best ideas was to organize Christmas Tree Lane which was done for at least three years.

The Christmas Tree Lane project was featured in the December 29, 1962, **Carolina Times** (online via [DigitalNC](#)). This is only one example of community spirit and involvement.



"Early in December, the residents of Duncan Street were called together in a meeting at the home of Dr. and Mrs. Ezra L. Totten for the purpose of organizing a neighborhood project during the Christmas Season. The idea of a uniform outdoor Christmas Tree display, was presented by Mrs. Totten. This plan was received with a great deal of enthusiasm and the residents agreed to cooperate in the project. A committee was appointed to select trees of uniform size and arrangement. On Saturday morning, December 15, 1962 at 11 o'clock, all the residents, including the two families whose corner lots border on Duncan Street, were found setting out and decorating trees. The selecting and purchasing of trees were made by Totten, and L.B. Frasier supervised the other activities. That evening at 5:30 o'clock, twelve beautiful trees were profusely lighted on Duncan Street from Pekoe to Nelson. This was a cooperative program of the Duncan Street neighborhood that was conceived by the energetic, progressive person, Mrs. Christine Totten. The residents are inviting the entire citizenry of Durham to visit their Christmas Tree Lane. Plans and the executing of these plans were done in an atmosphere of friendship, love and a neighborly spirit without any thought of competition. Everyone was interested in the twelve trees along the street."

This was a very proud time for all of the residents involved each year in this project.



Dr. Ezra L. Totten

The James Shepard Memorial Library

NCCU Faculty and Staff Photograph Records

1920-2005



Mrs. Christine Totten

The Carolina Times, July 11, 1959

After the Tottens died, according to property records, Naomi S. Williams and Lawrence Campbell bought the property in 2002. They are the current residents.

## RELATED TOURS

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# **13. NCCU Totton Chemistry Alumni Symposium Program**

The Department of Chemistry  
of  
North Carolina Central University

is proud to serve as host for

The First NCCU Chemistry Alumni Symposium

in honor of

Dr. Ezra L. Totton  
Professor Emeritus of Chemistry

November 4 and 5, 1988  
112 Hubbard Chemistry Building Auditorium  
North Carolina Central University

All interested persons are cordially invited to attend

**THE FIRST NCCU CHEMISTRY ALUMNI SYMPOSIUM**

**in honor of**

**DR. EZRA L. TOTTON, PROFESSOR/CHAIRMAN EMERITUS OF  
CHEMISTRY**

**PROGRAM**

**Friday, November 4, 1988**

8:00 am - 9:00 am    Registration - Coffee and Danish

**OPENING SESSION  
MODERATOR - MELVIN JOHNSON, M.D.**

8:45 am    Opening Program - Greetings - Chancellor Tyrone R. Richmond, NCCU

**Dr. James M. Schooler, Jr., Chairman,  
Department of Chemistry, NCCU**

**Purpose - Symposium Chairman**

9:00 am    "Commercial Development of ALAHLOR and Its Environmental Chemistry"  
Dr. Robert C. Freeman, Monsanto Agricultural Technology Department,  
Monsanto Company, St. Louis, Missouri

9:35 am    "Emulsion Polymerization of a Diene Monomer"  
Dr. Furman E. Glenn, Polymer Products Department, E.I. duPont de Nemours &  
Company, Louisville, Kentucky

10:10 am    "An Experimental Study of Deionization in Argon"  
Dr. Wade Kornegay, Associate Head, Radar Measurements Division,  
Massachusetts Institute of Technology, Cambridge, Massachusetts

10:45 am    Mid-morning Break

11:00 am    Founder's Day Convocation - B.N. Duke Auditorium

12:10 pm    Lunch Break

- Page One -

Friday, November 4, 1988

**AFTERNOON SESSION  
MODERATOR - JOHN SEALY, M.D.**

- 1:10 pm "Chemical and Electrochemical Properties of Some Dirhodium Complexes that Exhibit Thermochromism" Dr. Clifton Woods, Associate Professor, Department of Chemistry, University of Tennessee, Knoxville, Tennessee
- 1:50 pm "ESR Studies of 1,1-Dithiol Complexes with Niobium(IV)"  
Dr. Kirby Kirksey, Chemicals and Pigments Department, E.I. duPont de Nemours & Company, Wilmington, Delaware
- 2:15 pm "Soluble Cobalt (II) and Zinc (II) Complexes as Catalysts for Direct Coal Liquefaction" Dr. Bobby Wilson, Professor and Head, Department of Chemistry, Texas Southern University, Houston, Texas
- 2:40 pm "The Development of New Organic Reactions at North Carolina Central University"  
Dr. Robert A. Izydore, Professor, Department of Chemistry, North Carolina Central University, Durham, North Carolina
- 3:05 pm **Mid-Afternoon Break - Refreshments**
- 3:20 pm "Transformations of Some Aryl Benzyl Ketones to 2-Aryl-1,3-dichloroindenes by Vilsmeier Reagents" Dr. Stanley Evans, Associate Professor, Department of Pharmacology, Meharry Medical College, Nashville, Tennessee
- 3:45 pm "The Design and Synthesis of a Novel Class of Anti-Inflammatory Phospholipase A2 Inhibitors" Dr. Wendell W. Wilkerson, Medical Products Department, E.I. duPont de Nemours & Company, Wilmington, Delaware
- 4:10 pm "Synthesis of Cyclic Hexapeptide CCK Antagonists"  
Willie L. Whitter, Merck, Sharp, and Dohme Laboratories, West Point, Pennsylvania
- 4:35 pm "Photochemical Reactions in a Small Indoor Smog Chamber"  
Dr. Stephen F. Lin, Associate Professor, Department of Chemistry, North Carolina Central University, Durham, North Carolina
- 5:00 pm **End of Friday, November 4 Session**

- Page Two -

Saturday, November 5, 1988

8:30 am - 9:00 am      Registration - Coffee and Danish

**MORNING SESSION  
MODERATOR -**

9:00 am      "The Assignment of Cis, Trans Relationships of the Hydrogens in Highly Substituted Cyclopentanone Rings"      Dr. Ezra L. Totton, Professor/Chairman Emeritus, Department of Chemistry, North Carolina Central University, Durham, North Carolina

9:40 am      "Synthesis of 4,5-Diphenyl-1,2,3-cyclopentatrione"  
Dr. Claude Lamb, Associate Professor, Department of Chemistry, North Carolina Agricultural and Technological State University, Greensboro, North Carolina

10:05 am      "Synthesis of  $\beta,\delta$ -Diphenyl- $\delta$ -lactone"  
Gregory D. Clark, Department of Chemistry, Howard University, Washington, DC

10:30 am                      **Mid-morning Break - Refreshments**

10:45 am      "PICCS - A New Approach to Occupational Health Training"  
Octavia Walters Cabey, Health and Environmental Sciences, The Dow Chemical Company, Midland, Michigan

11:10 am      "Synthesis of a Non-Nitro Class of Radiation Sensitizers and Synthetic Modification of an Antileukemic Drug"      Dr. John A. Myers, Department of Chemistry, North Carolina Central University, Durham, North Carolina

11:35 am                      **Closing Remarks - Dr. Ezra L. Totton**

12:00 noon                      **End of Saturday, November 5 Session**

7:30 pm                      **Banquet in Honor of Dr. Ezra L. Totton  
Pearson Cafeteria, NCCU Campus**

- Page Three -

The nominee was very successful in developing and guiding the development of many undergraduates in Chemistry for the B.S., graduate students in Chemistry for the M.S., and sending many students to larger universities who earned the Ph.D. in Chemistry. He directed the research and thesis of more than 47 students who earned the M.S. degree in Chemistry at NCCU from 1952 to 1987. Twenty-one of the nominee's students whom he sent to larger graduate schools have earned the Ph.D. in Chemistry. The most recent students sent by the nominee to graduate schools of chemistry are:

- 1986 Mr. Okoro O. Cosmos  
Purdue University
- 1987 Mr. Gregory D. Clark  
Howard University

The nominee has been diligently engaged in chemical research at NCCU since 1952 and is currently carrying on research with graduate students. The nominee has contributed many articles to prestigious scientific journals, and because of successful research has been able to get many research grants which enabled scholarships to be awarded to students to enable them to study chemistry.

The nominee was very successful as an administrator. He organized the present Chemistry Department, hired all of the present personnel, outlined the present curriculum, and supervised and designed the present modern Chemistry building. The nominee was Chairman of the Chemistry Department from 1949 to 1976. He is presently Professor Emeritus, carrying on chemical research.

# **14. NCCU Totton Dinner Recognition Program**

**North Carolina Central University  
Recognition Dinner For  
Dr. Ezra L. Totton**

North Carolina Central University (NCCU), wish to recognize Dr. Ezra L. Totton, Professor Emeritus, ( Chemistry), North Carolina Central University. Professor Totton has spent more than 40 years in the field of chemistry, as a student, an educator, a researcher and as an administrator. Professor Totton received his Bacculaureate in Science from Knoxville College (Knoxville, TN), Master of Science from the University of Iowa (Iowa City), doctorate in Biochemistry-Organic Chemistry from the University of Wisconsin (Madison), and Post Doctorate at Stanford University (Palto Altos, CA). The positions he has held in chemistry at North Carolina Central University include Professor , Department Chairman, and Professor Emeritus.

Professor Totton has influenced many students during his career. His students have gone into a variety of areas of industry, education and government. He has published in the various scientific publications.

W. G. Pearson Cafeteria  
North Carolina Central University  
November 5, 1988  
7:30pm

**IN  
Recognition  
of**



**Ezra L. Totton**

**Saturday  
November 5, 1988**



## RECOGNITION DINNER FOR DR. EZRA L. TOTTON

After spending more than **50** years in the field of chemistry – as a student, an educator, a researcher, and an administrator – Dr. Totton has decided to retire from this field. On behalf of North Carolina Central University, the NCCU Foundation, and the NCCU Alumni Association, we are extending to you and your family an invitation to attend a Recognition Dinner for Dr. Ezra L. Totton, Professor/Chairman Emeritus of Chemistry. We would like for you to share with us, on this very cherished occasion, a special recognition of Dr. Totton for his contributions in chemistry and for his devoted service to NCCU. In addition, we will announce at the dinner the first recipient of the Ezra L. Totton Scholarship. The Ezra L. Totton Scholarship is to be awarded annually to an academically qualified student majoring in chemistry, enrolled at North Carolina Central University, who represents the ideals of Dr. Ezra L. Totton as a scientist.

The dinner will be held on Saturday, November 5, 1988 at 7:15 pm in the R.E. Pearson Cafeteria on the campus of North Carolina Central University. Donations are as follow:

- o Individual - \$27.50 per person
- o Sponsor's Table (10 persons)
  - Transition Metal           \$ 500
  - Rare Earth Metals         \$ 1000

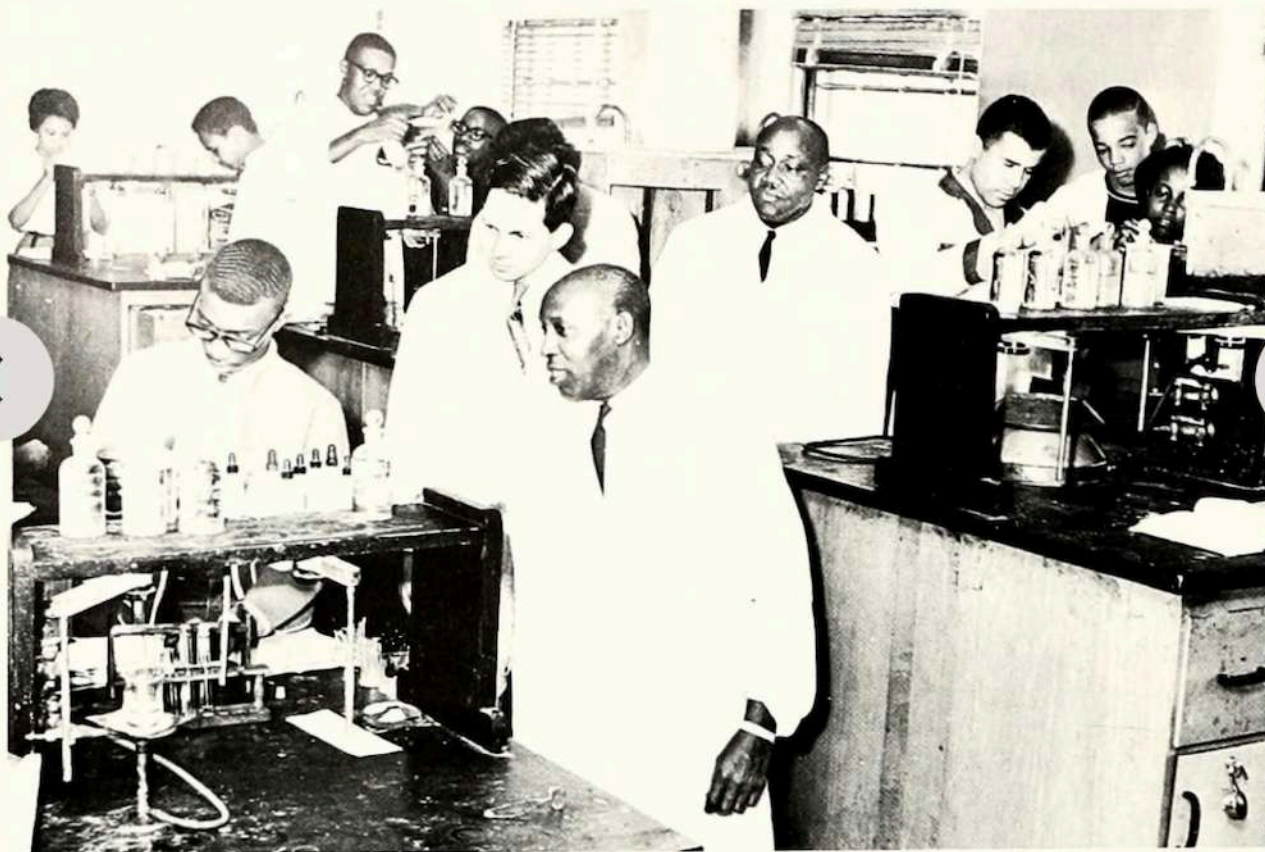
**ALL SEATS ARE RESERVED.** Reservations must be made no later than Monday, October 31, 1988. Checks should be endorsed to NCCU Foundation and state For E.L. Totton donation. Please forward all checks and inquiries to:

Dr. John A. Myers  
Department of Chemistry  
North Carolina Central University  
Durham, NC 27707

Telephone: (919) 560-6469      (Office)  
                  560-6462            (Department of Chemistry)  
                  544-3850            (Home)

# **15. NCCU – 1965 Totton Chemistry Dept. photo**

## *Chemistry Department*



The Chemistry faculty, Mr. James Butts, Dr. Norman Padnos, and Dr. Ezra Totton, looks on as students go through an experiment.

# **16. Ezra L. Totton Funeral Program and Obituary**

# Celebrating The Life Of



**Dr. Ezra Lester Totton**

November 5, 1908 - May 3, 1996

.....

**White Rock Baptist Church**

3400 Fayetteville Street  
Durham, North Carolina

.....

Tuesday, May 7, 1996, 12:30 Noon

.....

The Reverend Reginald Van Stephens, Pastor, Officiating

# Obituary

**Dr. Ezra Lester Totton**, affectionately known as "Professor", or "Totton", was son of the late Riley Totton and Anna Scales Totton. He was born on November 5, 1908 in Sedalia, North Carolina and departed this life on Friday, May 3, 1996 in Durham Regional Hospital.

Dr. Totton received his secondary school education at Palmer Memorial Institute in Sedalia. He received a Bachelor of Science degree at Knoxville College; a Master of Science degree from the University of Wisconsin. He completed a year of post-doctoral work as a National Science Fellow at Stanford University.

Dr. Totton's most noteworthy achievements were attained while working at North Carolina Central University. He came to the university from a position as instructor at the Norfolk Division of Virginia State College in 1949. When Dr. Totton became chairman of the Department of Chemistry in 1949, it had one other teacher and two small laboratories and could provide only three years of undergraduate chemistry. The department he left after 26 years had its own building—constructed at a cost of more than \$1 million and furnished with the most up-to-date equipment—and a faculty of seven people including five Ph.D. holders. The department had awarded 36 master of science degrees.

Chemistry students at NCCU were enrolled in four undergraduate major programs and the program leading to the Master of Science degree. Both the Master of Science program and the program preparing undergraduates for professional work are accredited by the American Chemistry Society. The other three programs lead to careers as public school teachers, laboratory technicians, and medical and dental professionals.

The honorary societies to which he belonged include Sigma Xi, Gamma Alpha, Phi Lambda Upsilon, the American Society of Biological Chemists, and the American Institute of Chemists. He was a member of the Federation of American Societies for the Experimental Biology and the American Chemical Society.

Dr. Totton's Activity in research included grants from Wright-Patterson Air Force Base, The National Institute of Health, The National Science Foundation, and the North Carolina Board of Science and Technology. He contributed articles to the Journal of The American Chemical Society, The Journal of Organic Chemistry, The Journal of Biochemistry, Methods in Enzymology, and Methods in Carbohydrate Chemistry. His post retirement research included efforts to synthesize potential anticancer compounds and to synthesize analgesic compounds.

Dr. Totton was elected to the New York Academy of Science in 1982. He was a member of Omega Phi Phi Fraternity. Dr. Totton was a member of White Rock Baptist Church and the church's Moore-Kennedy Bible Class and Senior Choir. He had been an assistant teacher of the bible class. Totton was a tenor soloist at the initial presentation of William E. Dubois' "Seven Last Words of Christ" under the direction of the late John H. Gattis.

His wife, Christine B. Totton, preceded him in death on February 13, 1993. Survivors include: brothers, Arthur Sylvester Totton of Greensboro, N.C.; Claude L. Totton (Ruth) and Raymond D. Totton of Sedalia, N.C.; one sister, Ester T. Custer of Sedalia; six nephews, six nieces and a host of other relatives and friends.

*If a task is once begun  
Never leave it 'til its done  
Be thy labor great or small  
Do it well or not at all.*



# Pallbearers

Usher Board

## Honorary Pallbearers

Moore-Kennedy Bible Class  
Trustee Board  
Senior Choir  
Chemistry Department NCCU  
Omega Psi Phi Fraternity

## Floral Bearers

Senior Choir  
L.B. Farrington District  
Department of Missions

## Acknowledgments

The Family gratefully acknowledges and deeply appreciates the many acts of kindness extended to them during their hour of sorrow. Special Thanks to Mrs. Nannie Cole Beasley for her years of dedicated service. May God bless each and every one of you!

*The Family*



ARRANGEMENTS

by

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3137 Fayetteville Street

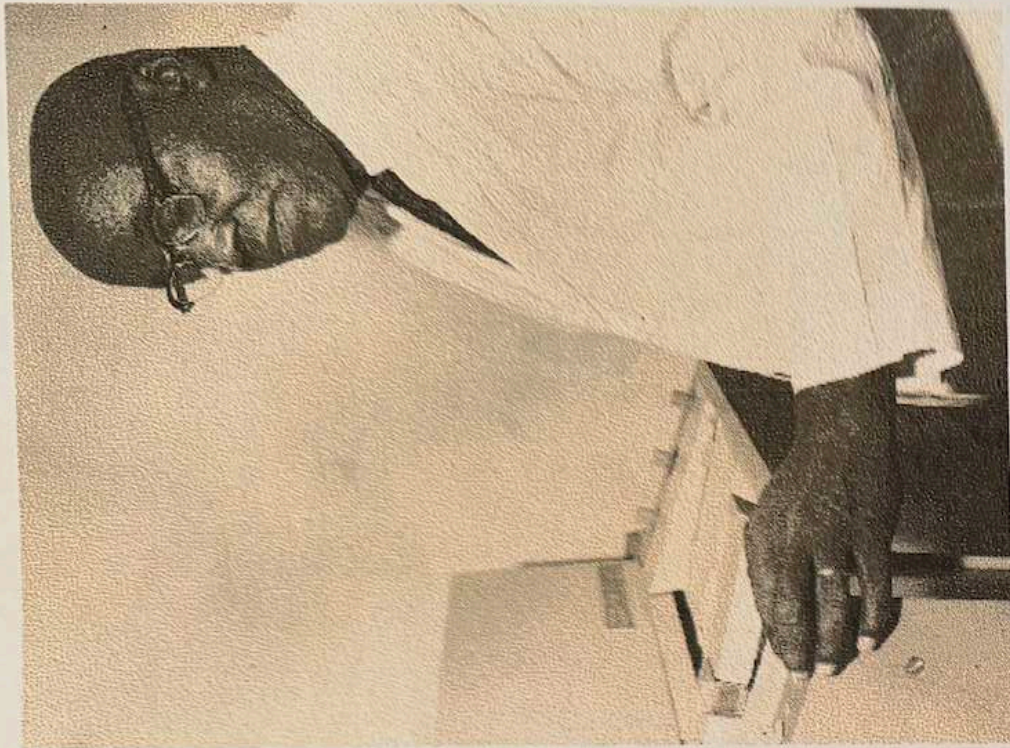
Durham, North Carolina

Since 1963

135

# **17. NCCU Chemistry Building Rededication Program, 1998**

**Acknowledgments:**  
North Carolina Central University and the Department of Chemistry would like to acknowledge the families of Drs. Hubbard and Totton, retired faculty, students, and guests for attending.



**Rededication of the  
Hubbard Chemistry Building**

**to**

**The Hubbard-Totton Chemistry Building**

**Sunday November 8, 1998**

**2:00 p.m.**

North Carolina Central University  
Durham, North Carolina

## **18. Copy of Sedalia and PMI and Ezra Totton Blurb**

The cover and excerpt of a book about the Town of Sedalia and the residents who attended Palmer Memorial Institute, provided by the Charlotte Hawkins Brown Museum maintained by the NC Dept. of Natural and Cultural Resources. The Museum's staff confirmed that Dr. Totton had attended Palmer for high school and received his diploma from Palmer Memorial Institute, and that his stepmother, Zula Clapp, had been one of the first graduates of Palmer in 1905, and the Tottons remained connected with the school and town.

**(1) Copy of Sedalia and PMI**



BLACK AMERICA SERIES

# SEDALIA AND THE PALMER MEMORIAL INSTITUTE

Tracey Burns-Vann and André D. Vann

*America is woven of many strands...*

## (2) Ezra Totton Blurb



Aubrey Lee Totton (1906–1987), the second child of Riley and Anna S. Totton, was raised in the Sedalia community and received his secondary education at Palmer Memorial Institute. He moved to Knoxville, Tennessee, where he graduated from Knoxville College and joined the Omega Psi Phi Fraternity, Inc. He later joined the U.S. Army where he attained the rank of sergeant and served during World War II. He was married to Annetha Vineyard and was the father of Aubrey Jr. He was a faithful member of Rogers Memorial Baptist Church in Knoxville, Tennessee. (Totton Family Collection.)

Dr. Ezra Lester Totton (1908–1996), known as “Professor” or “Totton,” was the son of Riley and Anna Scales Totton. Born in 1908 in Sedalia, he received his secondary education at PMI and earned a bachelor’s degree at Knoxville College, a master’s degree in science from the University of Iowa, and a doctorate in biochemistry–organic chemistry from the University of Wisconsin–Madison. He completed his post doctorate at Stanford University and spent more than 40 years in the field of chemistry, as an educator, researcher, and administrator. In 1949, he went to North Carolina College at Durham and helped to develop undergraduate and graduate degree programs. He was widely published in various scientific publications. Under his direction the department constructed and furnished a \$1 million building, which was later named in his honor. Also, he was named professor emeritus and has a scholarship named for him at the university. (Totton Family Collection.)



Carrie Esther Totton Strother (1911–1992), seen here in 1930, is brilliantly attired in her dress upon graduation from high school at Palmer Memorial Institute. The photograph was taken at the noted Harrell’s Studio in Greensboro. Nurtured by her parents Zula and Riley Totton, she spent her childhood in the Sedalia community where she attended Bethany Congregational Church. She graduated from Bennett College in 1934 with a degree in home economics and early childhood education. She taught a few years in rural North Carolina, before marrying Theodus Strother and moving to Bronx, New York. She retired in the mid-1970s and returned to her native Sedalia and resided there until her death. (Totton Family Collection.)



**19. NAACP Papers regarding  
the 1939 *Witham* case, against  
the University of Tennessee**

(1) Press Release, NAACP, Hearing June 7 on Plea of Six to Enter Tennessee U. (May 10, 1940), microformed on Papers of the NAACP, at Reel 14:861

HEARING JUNE 7 ON PLEA  
OF SIX TO ENTER TENNESSEE U.

5/10/40

New York---A hearing on demurrers and answers of the University of Tennessee to a mandamus action filed against the University last October 18, 1939 by the National Association for the Advancement of Colored People to force that institution to admit six Negro students to its graduate schools, has been set for Friday, June 7, the association announced today.

Attorneys Carl A. Cowan, legal representative of the Knoxville, Tenn., branch of the Association, which instituted the action; and Z. Alexander Looby, of Nashville, and Leon A. Ransom, the latter two members of the association's national legal committee, will represent the six students at the hearing which takes place before Chancellor Mitchell, of the Chancery court, Knox county, Tennessee.

The students involved include: W. S. E. Hardy, Homer L. Saunders, Clinton Marsh, and Ezra Totten, who have applied for admission to the university's graduate school; and Joseph Michael and P. L. Smith, both of whom have applied for admission to the University of Tennessee law school.

Action against the university was brought by the N.A.A.C.P. attorneys shortly after trustees of the institution refused to act on the six applications, although notifying the students that their applications had been received.

(2) Press Release, NAACP, Judge Rules That Trustees Must Be Served Individually in University of Tennessee Case (June 14, 1940), microformed on Papers of the NAACP, at Reel 14:862

JUDGE RULES THAT TRUSTEES  
MUST BE SERVED INDIVIDUALLY  
IN UNIVERSITY OF TENNESSEE CASE

6/14/40

Knoxville, Tenn.--At the conclusion of hearing arguments on the final writ of mandamus against the University of Tennessee board of trustees brought by six Negro students who are seeking admission to the university's graduate schools, Chancellor A. E. Mitchell denied the motion in chancery court here June 7.

In denying the motion the Court ordered the cases consolidated, and pointed out that since the complainants intended to sue the University of Tennessee, they should have named the University corporation and made it a party to each of the suits.

Taking exception to the ruling the attorneys for the students, Leon A. Ranson, Alexander Leoby, and Carl Cowan, moved to amend their original bill in compliance with the court's ruling. The court ruled that each member of the University's board of trustees would have to be served individually and relief asked against each of them in their official capacity rather than against them collectively.

Hearings on the demurrers filed by Dean Henry B. Withan of the Law School; Dean Fred C. Smith, of the graduate school; and President James D. Hoskins, have been postponed until the new processes have been served.

(3) A Letter from Carl A. Cowan, Attorney, to Leon A. Ransom, Acting Dean, Howard Univ. Sch. of Law, Z. Alexander Looby, Member, NAACP Nat'l Legal Comm., Thurgood Marshall, Special Counsel, NAACP, William H. Hastie, Chairman, NAACP Nat'l Legal Comm., Charles H. Houston, Member, NAACP Nat'l Legal Comm., and Walter White, Executive Dir., NAACP (Sept. 18, 1941), microformed on Papers of the NAACP, at Reel 14:955-56

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*File*

*U of Tenn.  
Cowan*

MEMORANDUM

September  
18  
1941

15271

TO: Leon A. Ransom  
Z. Alexander Looby  
Thurgood Marshall  
William E. Hastie  
Charles H. Houston  
Walter White

FROM: CARL A. COWAN

SUBJECT: DISPOSITION OF UNIVERSITY OF TENNESSEE CASES

It has been one year since Chancellor A. E. Mitchell of the Chancery Court of Knox County, Tennessee took under advisement the above named cases in order to render a decision as to whether the Respondents' Demurrer should be sustained, and whether the Petitioners' Motion To Strike portions of the Answer should be sustained. To date, Chancellor Mitchell has neglected or failed to render a decision. As you recall the Demurrer was argued in open court and ~~briefs~~ were submitted by both parties within a certain time set by the Court.

Subsequently the Court allowed the Respondents to file a ~~Supplemental~~ Supplemental Answer, which averred in effect, inter alia, that the 1941 Tennessee Legislature had passed an act granting professional and graduate work to the Negro citizens in separate schools within the State, and that this Act was to be administered by the State Board of Education. I understand that committees of the State Board of Education have been working this summer in order to revise the curriculum of the Tennessee A & I State College so that the school can offer graduate work. Further, about one month ago, the Dean of the Law College of the University of Tennessee called in the two law applicants, without consulting their counsel, and offered to pay all their ~~substantial~~ tuition expenses to any law school in the United States. They inform me that they declined his offer on the ground that they want law training within the State of Tennessee.

It is felt by some that, since the 1941 act was enacted, the questions and rights of our Petitioners are moot, and that is why Chancellor Mitchell has not rendered a decision. I feel, however, that the rights are vested, and the enactment of the bill after our cases were properly in Court does not affect their rights, especially, when the adequacy

9/18/41

(Memo to Leon A. Hanson, et al, ----Continued. Page 2.)

of the graduate work to be offered is unknown.

We all recognize that <sup>it</sup> is a very delicate thing to force a judge into rendering a decision, but I feel some action should be initiated by us toward that end for he has had the cases under advisement an unreasonable length of time. When Andy was here in Day, we discussed the situation at length, and it was decided that as Chief Counsel he would write the Chancellor and suggest that he set a time that would not conflict with his or Andy's summer vacation. I presume that this course of action was not followed since I have not heard anything concerning it.

This non action and delay is having a bad moral effect on the Negroes/ of Tennessee, particularly on those living in Knoxville - even on our own N.A.A.C.P. members. Almost every day some individual or group asks me have we dropped the University of Tennessee cases, et cetera. They have not forgotten that we did not appeal the Redmond case in 1936 (only a few realize that there was a lack of money to prosecute an appeal, and that the Gaines case, the stronger of the two cases, was pending). The impression is growing that the N.A.A.C.P. makes a good start here in Tennessee, but never finishes. I happen to know that the University of Tennessee cases were the chief selling argument which gained us a membership in Knoxville from about 40 to ~~xxxx~~ over 900 in the course of a year.

I am appealing to you to consider and reach some decision in the premises in the near future. I hope you decide to fight on and not let the cases die on the Chancellor's desk. Whatever you decide, let us do it now.

I shall appreciate an ~~early~~ early reply.

Carl A. Gowan  
Carl A. Gowan

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(4) Letter from Leon A. Ransom, Acting Dean, Howard Univ. Sch. of Law, to A. E. Mitchell, Chancellor, Chancery Court of Knox County, Tenn. (Nov. 18, 1941), microformed on Papers of the NAACP, at Reel 14:969

COPY FOR MR. MARSHALL

*W*  
*W. J. Linn*  
*Ransom*

Washington, D. C.  
November 10, 1941

18900

Honorable A. N. Mitchell  
Chancellor, Chancery Court of Rich County  
Newville, Tennessee

My dear Mr. Chancellor:

Re: State of Tennessee on rel Michael vs.  
Witham, et al, No. 2007

In August, 1940, the Relators appeared before you in response to a demurrer of the Defendants to the Relators' petition herein and in support of Relators' Motion to Strike certain portions of the Defendants' Answer. Both of these matters were argued orally at great length in supplement to the written pleadings that were filed herein. More than sixteen months have elapsed since the oral arguments and as yet, so far as we know, no decision has been reached by the Court upon these matters. The problem involved is one of great interest to all citizens of the State.

Will you please advise me at once as to your disposition of the demurrer and the motion. Further delay can but add to the alleged injury done to the Relators in these cases.

Very truly yours,  
*Leon A. Ransom*  
Leon A. Ransom  
Harvard University School of Law

LM/c

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(5) Tenn. ex rel. Michael vs. Witham,  
No. 28,627 (Ch. Knox County, Tenn.  
Dec. 4, 1941), microformed on Papers  
of the NAACP, at Reel 14:970

STATE OF TENNESSEE EX REL  
JOSEPH M. MICHAEL

VS.

HENRY B. WITMAN ET AL

No. 23,687

CHANCELLOR'S OPINION.

By virtue of Chapter 43 of the Public Acts of 1941 and Section 5, Chapter 87 of the Public Acts of 1941, the questions involved in this litigation have become moot. An order will be prepared dismissing this suit at the cost of the respondents.

This 4 day of December, 1941.



Chancellor.

(6) Letter from Leon A. Ransom, Acting Dean, Howard Univ. Sch. of Law, to Prentice Thomas, Assistant Special Counsel, NAACP (Oct. 7, 1942), microformed on Papers of the NAACP, at Reel 14:998-99



SCHOOL OF LAW

HOWARD UNIVERSITY

WASHINGTON, D. C.

FOUNDED BY GENERAL O. O. HOWARD

October 7, 1942

*U. J. Lawrence*

Prentice Thomas, Esquire  
Assistant Special Counsel, NAACP  
69 Fifth Avenue  
New York City

Dear Prentice:

I am a little in the dark in regards to your letter of October 5 about the Eubanks case. From the copy of the Clerk's letter to you, it appears that the amended complaint was served on the Governor. What is the purpose of the demand of the Attorney General for a second service of the same amended complaint? He has been duly notified as the marshal's return shows, and I am at a loss to understand what the contention is. In the absence of some real reason for further delaying the matter, I agree with you that the proper thing to do is to file a motion for judgment on the pleadings. However, if you are coming to Washington this week-end, I will be glad to discuss it with you and see what can be done.

I argued the University of Tennessee cases Monday afternoon. The court allowed us to discuss only the first assignment of error, i.e., that the Chancellor erred in holding the case moot. The court took the position that the other two assignments to the effect that the court erred in failing to overrule the respondent's demurrers to our petition for a writ of mandamus and also it erred in failing to sustain our motion to strike certain portions of the respondent's answer were not germane to the present appeal. They seem to think their only right was to consider the possibility of reversing the Chancellor on the first assignment of error and then let him determine the matters of the demurrer and the motion upon the remand. While no decision can be expected by the Supreme Court of Tennessee until some time in November at the earliest, Carl A. Cowan, who sat at the table with me, and I are of the opinion that there is a good possibility of a reversal.

You will recall that this is the case of Michael, et al. vs. University of Tennessee, in which Michael and five other Negro applicants (whose cases were consolidated with that of Michael since they all involved the same issues) filed a writ of mandamus in the Knoxville County Chancellor's Court to compel the Board of Trustees and officers of the University of Tennessee to accept and in good faith consider their applications for admission to the various divisions of the graduate and professional schools of the University.

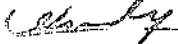
In December of 1941, the Chancellor dismissed the petition as moot because the legislature had in the period between the filing of the petition and the date of the supplemental answer of the respondent, passed an act

authorizing the State Board of Education to provide graduate and professional education within the state at either state or private institutions of the calibre substantially equivalent to that provided white citizens at the University of Tennessee. The suit was filed in October of 1939 and the decree of the Chancellor was duly entered December of 1941, although the argument on the motion and demurrers was had in August of 1940. The court held that the enactment of the legislature rendered a decision on the motion and demurrer unnecessary.

It is our contention that the case is not moot for there is no proof yet made that the legislation is constitutional, that the appropriation to make it effective has been made and that even if valid there is a good faith attempt or intent on the part of the State Board of Education to enforce it.

All of the above is given to you in lieu of writing a press release for Crump and/or Roy. You can give this to them so that a story can be made for this week's press release. I argued for the appellant and Assistant Attorney General Berry argued for the appellees.

Sincerely yours,



Leon A. Ransom

LAR/e

(7) Press Release, NAACP, Tennessee  
University Negro Ban Upheld by State  
Supreme Court (Nov. 13, 1942),  
microformed on Papers of the NAACP, at  
Reel 14:1007

TENNESSEE UNIVERSITY NEGRO BAN  
UPHELD BY STATE SUPREME COURT

11/13/42

Nashville, Tenn.--Holding that the question of admitting the Negroes to graduate schools is a moot one, the Supreme Court of the State of Tennessee affirmed this week the Chancery court's decision in the case of Homer L. Saunders, Joseph M. Michael, Clinton M. Marsh, Ezra Totten, P. L. Smith and S. E. Harday, against the University of Tennessee. The case was argued before the Supreme Court by Dr. Leon A. Ransom, member of the NAACP Legal Committee, and Dean of the Howard University School of Law. He argued that the courses which the plaintiffs sought to study were not available at any state supported schools other than the University and that to bar them from the University of Tennessee constituted race discrimination and was a violation of constitutional rights based solely on race and color.

The court held that "equivalent facilities have been authorized by the state legislature by an act of 1941 and that a "further decision of the issues becomes unnecessary and improper." The court said further: "that the legislature of 1941 took no rights away from the appellants. On the contrary the right to equality in education with white students was specifically recognized and methods by which these rights would be recognized was set forth in the legislation. What more could be demanded? We find no merit in any of the assignments of error. The result is that the degree of the chancellor must be affirmed."

The case was filed in Knox County Chancery Court in 1939 by local counsel Carl A. Cowan and Z. Alexander Looby.

**20. Appellant Brief filed in  
*State ex rel. Michael v. Witham*,  
165 S.W.2d 378 (Tenn. 1942).**

IN THE SUPREME COURT OF THE STATE OF TENNESSEE

State of Tennessee, ex rel  
Joseph M. Michael, Appellant      v      Henry B. Whitham, et al.      No \_\_\_\_\_  
Appellees

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IN THE SUPREME COURT OF THE STATE OF TENNESSEE

September Term, 1942

No. \_\_\_\_\_

STATE OF TENNESSEE, ex rel )  
JOSEPH M. MICHAEL, )

Appellant )

v. )

HENRY B. WITHAM, et al )

Appellees )

APPEAL FROM THE CHANCERY COURT  
OF KNOX COUNTY, TENNESSEE

-----  
BRIEF FOR THE APPELLANT  
-----

STATEMENT OF THE CASE

This is an appeal from a final judgment, entered on December 11, 1941, by the Chancellor of the Court of Chancery for Knox County, Tennessee (R. 154) dismissing an action by the appellant seeking a peremptory writ of mandamus to compel appellant's admission to the University of Tennessee as a regularly enrolled student in that institution.

The Proceedings and Pleadings in the Court Below

On October 18, 1939, the appellant, Joseph M. Michael, filed Cause No. 28627 in the Knox County Chancery Court against appellees herein; Ginton M. Marsh filed Cause No. 28625; P. L. Smith filed Cause No. 28626; Ezra Totton filed Cause No. 28623; Walter S. E. Hardy filed Cause No. 28622; and Homer M. Saunders filed Cause No. 28624--all against the same appellees and all seeking the same relief (R. 1). The relief sought was an

alternative writ of mandamus ordering the appellees to admit the respective complainants to graduate schools or professional divisions of the University of Tennessee, or to show cause for the refusal so to do.

Thereafter, on October 18, 1939, the writ of mandamus was issued (R. 20). Thereafter, on March 11, 1940, the appellant moved for permission to amend the original petition and this permission was granted and, as amended, so filed (R. 41), as will hereinafter appear.

On November 27, 1939, a demurrer and answer of the appellees, Henry B. Witham, Fred C. Smith, and James C. Hoskins were filed (R. 22). Thereafter, on April 24, 1940, appellant filed a motion for peremptory of mandamus (R. 42). On the same day, to wit, April 24, 1940, the Chancellor entered an order for a hearing on the demurrer (R. 43).

On June 7, 1940, the Chancellor entered an order, on motion of the appellant, consolidating Causes Nos. 28622, 28623, 28624, 28625, and 28626 with this Cause No. 28627, inasmuch as all involved the same subject matter and issues (R. 44). On the same day, to wit, June 7, 1940, the court entered a further order overruling appellant's motion for a peremptory writ of mandamus (R. 46).

Thereafter, on June 17, 1940, the amended petition for the alternative writ of mandamus was served on all of the appellees herein (R. 86--113). Thereafter, on July 5, 1940, appellant again filed his motion for a peremptory writ of mandamus (R. 114). On August 8, 1940, the Chancellor entered an order setting the matter for argument on August 16, 1940 (R. 117).

Thereafter, on August 9, 1940, the separate demurrer of Prentice Cooper, Governor of the State of Tennessee, was filed (R. 119) and on the same day the appellees filed a demand for a jury trial (R. 120). On the same day the appellees, John D. Martin, filed a separate answer (R. 121) and on the same day, to wit, August 9, 1940, the demurrers and answers of the University of Tennessee (a corporation)--Clyde D. Austin, Cary F. Spence,

Paul J. Krussi, W. P. Cooper, Harry S. Berry, W. P. Ridley, I. B. Tigrett, George C. Rowlett, Wallaceton M. Cox, James A. Fowler, Wassell Randolph, Thomas H. Alley, B. O. Duggan (Commissioner of Education of the State of Tennessee), and C. C. Flannery (Commissioner of Agriculture of the State of Tennessee), as members of the Board of Trustees of the University--were filed (R. 122--139).

Thereafter, on August 16, 1940, appellant filed a motion to strike from the record certain portions of the appellee's answers and demurrers herein (R. 140).

The respective demurrers and motions to strike were argued on August 16, 1940. The Court reserved decision thereon.

Thereafter, on March 4, 1941, the appellee filed a motion for leave to file a supplemental answer (R. 145), which said motion was allowed on the same day and the supplemental answer immediately filed (R. 149).

On December 11, 1941, the Chancellor of the Knox County Chancery Court entered a final decree (R. 154) dismissing appellant's petition for mandamus on the grounds and for the reasons that, because of facts appearing in the supplemental answer the proceedings had become moot and there was no necessity for deciding the motions or demurrers (R. 154).

Thereafter, on December 13, 1941, the Court amended the final decree in minor matters, reduced the appeal bond and allowed the appeal to this Court (R. 156).

The basis of appellant's complaint is that he is a Negro citizen of the State of Tennessee and of the United States; that the appellees, in their official capacities, acting as agents and representatives of the State of Tennessee and on behalf of the State of Tennessee, and by authority of the laws of the State of Tennessee operate and control the

appellee University of Tennessee, an agency of the State, an institution of higher learning which is wholly supported and sustained by public funds of the State of Tennessee, refused him admission as a student to the College of Law of the appellee, the University of Tennessee; that in their capacities as agents and officials and an agency of the State of Tennessee, and upon its behalf they are required to admit all qualified citizens and residents of the State of Tennessee to all division of such state-supported institution for which such applicants may be qualified; that these appellees, acting in their official capacities, and on behalf of the State of Tennessee, refused appellant permission to enter the School of Law of the University of Tennessee, although in all respects qualified for such admission, solely on account of his race and color, in that he was a Negro and a member of the African race; that appellant offered his person, his credentials, his fees, and his assurances that he would conduct himself according to the rules and regulations of the University; that nevertheless he was peremptorily refused admission and told that the sole reason for said refusal was the aforesaid race and color. Appellant applied for admission at the time and at the place designated in the official publications of the University of Tennessee, applicable alike to all residents and citizens of the State.

In response thereto the appellees filed unnecessarily prolix answers in which there was no denial of the fact that appellant had been denied admission, but justified such denial of admission upon certain sections of the criminal statutes of Tennessee; viz., Code Sections 11395--11397 and 1197. The appellees further answered by denying any discrimination against appellant on account of his race or color and in avoidance thereof alleged the appropriations for education of Negroes made by the State in other institutions. Further confessing and avoiding the averments of appellant's petition, appellees relied upon the provision under Tennessee statutes for scholarships to be paid to Negro students who could not obtain the graduate or professional instruction desired by them in any state-supported institution within the state when they were compelled to leave the state for such instruction.

Finally, appellees relied upon the provision of the Constitution of Tennessee, Article 11, Section 12, which provides that no school established by the state or receiving state aid is to allow white and Negro children to be received as scholars in the same school, and that appellant had an adequate, specific and complete remedy at law under Code Section 9008.

In their amended answers the appellees relied upon the action of the General Assembly of Tennessee, passed after the institution of this suit and after the original answer had been filed, on a statute entitled, "An Act to Provide Educational Facilities for Members of the White Race," being Chapter 43, Public Acts of 1941, which said act was passed on February 10, 1941, and was signed by the Governor and became effective as emergency legislation on February 12, 1941. A certified copy of the statute is filed herein as Exhibit No. 1 to the supplemental answer.

In the supplemental answer appellees further relied upon the Miscellaneous Appropriation Bill, Chapter 87 of the Public Acts of 1941, which became effective February 15, 1941, which purports to provide funds for the purposes of effectuating the provisions of Chapter 43 of the Public Acts of 1941, next above referred to.

The Chancellor on the 4th day of December, 1941, relying upon the above proceedings in the case, ruled that by virtue of Chapter 43, Public Acts of 1941, and Section 5, Chapter 87, Public Acts of 1941, "the questions involved in this litigation have become moot and all consolidated suits should be dismissed at the cost of the respondents."

#### ASSIGNMENT OF ERRORS

Appellant assigns for error the following rulings and actions of the Chancellor of the Knox County Chancery Court, Tennessee:

- I. The Chancellor erred in ruling and decreeing that the issues raised by the petition, demurrer, motion and amended answer and other pleadings herein were moot.

II. The Chancellor erred in refusing and failing to overrule  
the demurrer of the appellees to the petition herein.

III. The Court erred in failing to sustain appellant's motion  
to strike the designated portions of the appellee's  
answer.

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ARGUMENT

I.

The Chancellor Erred in Ruling and Decreeing that the Issues  
Raised by the Petition, Demurrer, Motion and Amended Answer and Other  
Pleadings Herein Were Moot.

The decision of the Chancellor that the case is moot is apparently rested upon the provisions contained in Chapter 43, Public Acts of 1941 of the State of Tennessee, which read as follows:

"Sec. 1. Be it enacted by the General Assembly of the State of Tennessee, That the State Board of Education and the Commissioner of Education are hereby authorized and directed to provide educational training and instruction for negro citizens of Tennessee equivalent to that provided at the University of Tennessee by the State of Tennessee for white citizens of Tennessee. Such training and instruction shall be made available in a manner to be prescribed by the State Board of Education and the Commissioner of Education; provided, that members of the negro race and white race shall not attend the same institution or place of learning. The facilities of the Agricultural and Industrial State College, and other institutions located in Tennessee, may be used when deemed advisable by the State Board of Education and the Commissioner of Education, insofar as the facilities of same are adequate.

"Sec. 2. Be it further enacted, That the cost of providing such facilities shall be paid out of the appropriations made to the State Board of Education or from any other available funds.

"Sec. 3. Be it further enacted, That this Act shall take effect from and after its passage, the public welfare requiring it."

The attention of the Court is particularly directed towards the last sentence of Section I of the Act, next herein above referred to. An examination of the language contained in that sentence will disclose that there is no mandatory injunction placed upon the State Board of Education and the Commissioner of Education to use the facilities of either the Agriculture and Industrial State College or any other institution located in Tennessee. The language is permissive only. The court will take judicial notice of the fact that appellant herein is an applicant for admission to the school of Law at the University of Tennessee. The Court will take further judicial notice that there is no School of Law at the Agriculture and Industrial State College, and no School of Law in the State of

Tennessee, to which Negroes are at present admitted, which is a member of the Association of American Law Schools and approved by the American Bar Association. The Court's judicial notice is further directed to the fact that the School of Law at the University of Tennessee is a member of said Law School Association and approved by said Bar Association.

The Court is again advised that Section 2 of the Public Act, next above referred to, provides that the cost of providing the facilities therein required are to "be paid out of appropriations made to the State Board of Education or from any other available funds." In this connection the Court's attention is invited to Section 5, Chapter 43, Public Acts of 1941, which reads as follows:

"Sec. 5. Be it further enacted, that there is hereby appropriated to be expended by the State Board of Education and Commissioner of Education, with the approval of the Governor, a sum sufficient to authorize said officials to comply with the provisions of an Act passed at this session of the Legislature to provide educational facilities for the members of the negro race equivalent to those provided for the members of the white race, the same being Chapter No. \_\_\_\_\_ of the Public Acts of 1941, Senate Bill No. 379, House Bill No. 509."

Reading the two Acts in conjunction, it is readily apparent that all that has been done by the Legislature of the State of Tennessee in the regular session in 1941, all after this litigation has been instituted, was to grant permission to the State Board of Education and the Commissioner of Education to use such facilities as might be available within the state for the education of the Negro citizens of the state without provision for any definite appropriation for this purpose and without any direct, mandatory order to provide such educational facilities.

Even assuming the validity of such indefinite legislation as is contained in Chapter 43, the failure to provide definite appropriation for the purposes of carrying out the intent of the legislation would nullify the original action. Lincoln University v. Hackman, 243 S.W. 320 (Mo. 1922).

The position of the Court below that the litigation has become moot is untenable. Appellant asserts a plain and unquestioned constitutional right, i.e., to education at the state expense, within the state, in a state

institution and upon the same conditions and terms as any other citizen of the State of Tennessee. This right has been recognized and sustained by the Supreme Court of the United States. State of Missouri, ex rel Gaines v. Canada, 305 U.S. 337 (1938). In that decision the Supreme Court of the United States said:

"The question here is not of a duty of a state to supply legal training, or of the quality of the training which it does supply, but of its duty when it provides such training to furnish it to the residents of the State upon the basis of an equality of right. By the operation of the laws of Missouri, a privilege has been created for white law students which is denied to negroes by reason of their race. The white resident is afforded a legal education within the State; the negro resident, having the same qualifications, is refused it there and must go outside the State to obtain it. That is the denial of the equality of legal right to the enjoyment of the privilege which the State has set up, and the provision for the payment of tuition fees in another State does not remove the discrimination. . . .

"It is urged, however, that the provision for tuition outside the State is a temporary one, - that it is intended to operate merely pending the establishment of a law department for negroes at Lincoln University. While in that sense the discrimination may be termed temporary, it may nevertheless continue for an indefinite period by reason of the discretion given to the curators of Lincoln University and the alternative of arranging for tuition in other States, as permitted by the state law as construed by the state court, so long as the curators find it unnecessary and impracticable to provide facilities for the legal instruction of negroes within the State. In that view, we cannot regard the discrimination as excused by what is called its temporary character."

It is obvious from the above that to have fully answered appellant's complaint the State of Tennessee must have provided, in unequivocal terms and with definite and adequate appropriations to enforce them, for the establishment at a state-supported institution for the education of the appellant in the branch of higher learning or professional training which he desired to follow and which was offered to and provided for white citizens of the State of Tennessee, similarly situated except as to race and color, at the expense and under the control of the State of Tennessee.

Assuming (contrary to fact) for the sake of argument that there

is a School of Law in the State of Tennessee which admits Negroes to study and which is fully qualified and approved and a member of all of the accrediting agencies and associations to which the University of Tennessee School of Law belongs, the legislation relied upon by the court below only permits the State Board of Education and the Commissioner of Education to negotiate with such institution for the admission of Negro citizens at state expense. It is entirely conceivable that such privately owned or operated institution might well refuse to accept appellant as a candidate for study under any terms that the State of Tennessee might propose. No sanctions are available to compel his acceptance as a student or to force such privately owned institution to accept a contract.

It is equally obvious that the argument advanced in the original answer of the appellees to the effect that provision had been made for "out-of-state" tuition scholarships for such student at accredited institutions in other states which admitted Negroes without discrimination does not meet the issue raised by the appellant herein in view of the sweeping decision of the Supreme Court of the United States in State of Missouri, ex rel Gaines v. Canada, *supra*.

It therefore becomes apparent that the issues raised by the pleadings herein are not moot. There is no compulsion upon the state education officials to provide the type of education sought by the appellant in publicly supported institutions. There is no mandatory order, capable of enforcement, to utilize private facilities for such purposes. There is no provision of funds, in definite sums, for the enforcement of the use of either public or private institutions, if the state educational officials were disposed to carry out what is declared to be the spirit of the enactment. Certainly the Court cannot accept the doctrine that any provision for use of "out-of-state" tuition scholarships would satisfy appellant's complaint.

Finally, the Court will take judicial notice of the fact that no

provision has been made for the establishment of graduate or professional training for Negroes at any publicly owned institution in the State of Tennessee, and that no efforts have been made to make contracts with any privately owned institution within the State to provide the equivalent. Even assuming that such attempts as last suggested, had been made, there would still be a question of fact as to whether or not the type and quality of instruction, and its utility in this or other jurisdictions to satisfy the requirements for admission to the practice of law in other jurisdictions than Tennessee, would still obtain. There are questions of fact which cannot be disposed of on the pleadings and which cannot become moot by reason of the enactment of the General Assembly of the State of Tennessee.

Causes of action do not become moot by mere pronouncement of the respondent in a given cause that he has "ceased to sin." Private litigants may settle their disputes at will, compromise them upon any terms desirable, and thus leave the court free to decide that the case is no longer one worthy of legal attention and so be free to dismiss it as moot. But this is not true with cases that involve a public interest. Where public interest is involved, the Courts are under an obligation to see that these interests are protected either by a negative or a mandatory injunction in order that there shall be no future invasion of rights common to all. U. S. v. Trans-Missouri Freight Association, 166 U.S. 290 (1897).

Where the rights of the public, represented in this case by the appellant, have not been extinguished, the mere assertion on the part of the appellees that some new provision for their protection has been made is not sufficient to render the case moot. Where this assertion is not buttressed by actual "good faith" efforts to effectuate these new provisions for protection and enforcement of public rights, there can be no doubt that this court is not without power to order the issuance of the writ of mandamus to compel the recognition and use of an undoubted constitutional right belonging to the appellant.

In the case at bar, appellant seeks not only immediate relief for his own condition, but inferentially asks, through the device of the mandatory injunction, for relief against future violations of existing law as against all others who may similarly suffer. There can be no doubt but what the past practices of the appellees have violated the constitution and laws of the United States.

See: State of Missouri, ex rel Gaines v. Canada, supra.

The assertion that statutory remedies for these violations, without proof that these remedies have been applied and effected the relief sought, does not give the court below the power to determine that the case has become moot and that violations similar in nature will not again occur.

Conceding again for the sake of argument that the State of Tennessee actually intends to afford equal, though separate, educational facilities for members of its white and Negro populace, appellant's individual right is not vindicated until such time as the state has actually provided this equal instruction for him, or has admitted him to the one state-supported institution where he can obtain the type of education he desires.

While no cases have been found by Counsel for the appellant, despite a vigorous search, on the point of a mandatory injunction, the books are full of examples in which the courts have held, where negative injunctions were at issue, that the mere declaration of an intent to cease, or the actual cessation of the violations complained of pending the litigation does not make the case moot.

See: U. S. v. Trans-Missouri Freight Association, supra.  
Fleming, Adm., etc. v. Mason and Dixon Lines, Inc.  
42 F. Supp. 230 (D.C., E.D., Tenn., W.E.D. 1941)  
Rev'd 117 F. (2d) 1012 (1941)

See also: Federal Trade Commission v. Goodyear Tire and Rubber Company, 304 U.S. 257 (1938)

The Federal Courts have consistently held that a question becomes "moot" only upon the happening of an event, not of the appellee's doing.

which renders impossible the granting of any affirmative relief. (See: Federal Trade Commission v. Goodyear Tire and Rubber Co., supra.) If the relief sought is still possible or if the defendant can be enjoined either mandatorily or negatively from further violation of the plain provisions of the constitution or laws then there is still a justiciable cause which the court ought to decide upon the facts which may be adduced at the trial of the issues therein.

Innumerable cases illustrating this point are presented in the field of patent litigation.

See: Celluloid Mfg. Co. v. Arlington Mfg. Co., 54 Fed. 324 (1888)  
Facer v. Middals Steel-Work Co., 38 Fed. 251 (1888)  
Sawyer Spindle Co. et al v. Turner, 58 Fed. 979 (1893)  
Johnson et al v. Pocs Mfg. Co., 141 Fed. 73 (1905)  
Thomas D. Plant Co. v. May Mercantile Co., 153 Fed. 229 (1907)  
Penn Oil Co. v. Vacuum Oil Co., 48 Fed. (2d) 1008 (1931)

A case never becomes moot where there is a real controversy therein to be determined, such as where valid rights are claimed by one party and denied by the other, and where the controversy is such that the court has jurisdiction to determine these rights. The Court's original jurisdiction cannot be destroyed by the fact that any or all of the issues originally involved, where they are public in nature, have been temporarily quieted by the defendant's discontinuance of his illegal or unconstitutional action or by his promise to avoid such action in the future unsupported by affirmative acts indicative of a will to carry out that intention, plus effective means to do so.

Where a question raised in action involves a question of great public importance, "as where it involves a determination of public rights or interests under conditions which may be repeated at any time," the mere fact that events have occurred after the commencement of the action which would cause it to lose its essential character of justiciability if the issues were between private parties, the case does not become moot and the court is justified in resorting to a trial on the facts.

See: C.J.S. 1017, Section 17 (d).

In view of the fact that matters of grave public concern are herein involved; that there is only a protestation on the part of the appellees of their intention to refrain from further invasion of the rights of the appellant herein and persons similarly situated as he; that there is no compulsory legislation upon the part of the State of Tennessee requiring appellees to admit the appellant and persons similarly situated to the constitutional rights they claim; that there is no appropriation for the enforcement of such rights if an attempt were made to exercise them; that the pretended equivalence of educational opportunities offered through use of "out-of-state" scholarships has been declared unconstitutional by the highest court of the land; and finally, that there has been no "good faith" attempt or any attempt in fact to provide a legal education within the State of Tennessee for the appellant, --it is respectfully submitted that there still remains before the Knox County Chancery Court a justiciable cause upon which evidence should be taken. It therefore follows that Court erred in dismissing the cause as moot.

## II.

The assignments of errors Nos. II and III herein, namely that: (1) The Court Below Erred in Refusing and Failing to Overrule the Demurrer of the Appellees to the Petition Herein; and (2) the Court Erred in Failing to Sustain the Appellant's Motion to Dismiss Portions of the Appellee's Original Answer Herein, need no further argument at this time. It is apparent that the refusal and failure of the Court to pass upon the demurrer and the motion was based upon the Chancellor's opinion that the cause had become moot and no decision was necessary or proper. In the Court below, appellant filed briefs against the demurrer of the appellees and in support of his motion and no good purpose can now be served by repeating the contentions made therein. If appellant is correct in his position that the cause is not moot, then those briefs will sustain such action as this Court may direct to be taken in the premises, or will still be applicable for argument if the Court should remand the case for further proceedings.

CONCLUSION

It is inconceivable that grave rights affecting important public interest should be disposed of upon the nebulous excuse that a cause has become moot merely by reason of a legislative declaration which has no force or sanction. The problem of the equal protection guaranteed by the Fourteenth Amendment to the Constitution of the United States to all citizens of the state and of the United States cannot be thus easily evaded or avoided.

Appellant respectfully submits that he has an inalienable right to have "his day in court" and to have the courts of the land determine whether or not he is being deprived of any of his fundamental rights on account of his race or color.

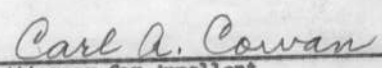
Respectfully submitted,

  
LEON K. RANSOM

  
Z. ALEXANDER LOOBY

  
CARL A. COWAN  
Solicitors for Appellant

I certify that a copy of the foregoing statement of the case, assignments of error and brief has been furnished to Hon. Roy H. Beeler, attorney for appellees this 24<sup>th</sup> day of September 1942.

  
Attorney for Appellant

# **21. Order Appointing Arthur Totten as Executor/ Administrator**

00-19-21

STATE OF NORTH CAROLINA

File No.  
99-E-1372

Guilford County

In The General Court Of Justice  
Superior Court Division  
Before the Clerk

IN THE MATTER OF THE ESTATE OF:

Name  
Arthur Sylvester Totten, Deceased

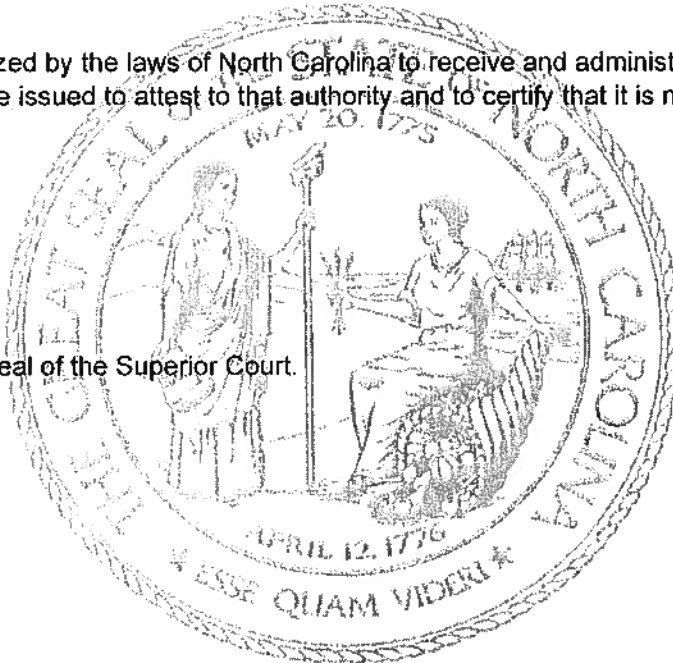
LETTERS  
TESTAMENTARY

G.S. 28A-6-1

The Court in the exercise of its jurisdiction of the probate of wills and the administration of estates, and upon application of the fiduciary, has adjudged legally sufficient the qualification of the fiduciary named below and orders that Letters be issued in the above estate.

The fiduciary is fully authorized by the laws of North Carolina to receive and administer all of the assets belonging to the estate, and these Letters are issued to attest to that authority and to certify that it is now in full force and effect.

Witness my hand and the Seal of the Superior Court.



Name And Title Of Fiduciary 1 Arthur Avery Totten, Executor	Date Of Qualification May 12, 1999
Address 1245 Delaware Ave. S. W.	Clerk Of Superior Court DAVID L. CHURCHILL
City, State, Zip Washington, D.C. 20024	<b>EX OFFICIO JUDGE OF PROBATE</b>
Name And Title Of Fiduciary 2	
Address	Date Of Issuance May 12, 1999
City, State, Zip	Signature <i>David L. Churchill</i>
<b>SEAL</b>	<input type="checkbox"/> Deputy CSC <input checked="" type="checkbox"/> Assistant CSC