

Committee on Resources

Subcommittee on National Parks & Public Lands

Witness Statement

Written Supporting Statement of
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to provide supplementary information in support of the statements of the
Honorable Chip Pickering and the Honorable Jeff Sessions
and Drs. Clyda Rent and Robert M. McChesney
before the
Subcommittee on National Parks & Public Lands
Honorable James Hansen, Chairman
in support of H.R. 4503

Mr. Chairman and Members of the Committee:

This document is submitted to provide supplementary evidentiary support to complement the oral and written testimony of September 7, 2000, by the Honorable Chip Pickering and the Honorable Jeff Sessions, and Presidents Clyda Rent (Mississippi University for Women) and Robert M. McChesney (University of Montevallo.)

The primary purpose of this supplementary document is to provide the Committee with additional information on the unique class into which these seven universities fit by their history, mission, and statutory basis. A concurrent purpose is to provide a clear context of the historic origin of these institutions in the broader national historic movement of industrial and technical education, and expansion of opportunities for women.

Each of these seven historically-womenÆs public colleges was created to provide a technical, industrial, and general education for women. Appendix I provides a

- Timeline of Events Relevant to the Establishment of the NationÆs Seven Public Industrial and Technical Colleges for Women.ö

The impetus for creation of these institutions followed a national policy set by Congress in 1862 with passage of the Morrill Land Grant Act. Agricultural, mechanical, and technical colleges were created in succeeding years. In the South the doors of most of these state supported institutions were closed to women and were late in opening to them.

There arose among many educators, and especially one female educator -- Julia Tutwiler of Alabama -- a strong sense of purpose in creating public institutions to provide similar training to women, especially those

of limited economic means. Ms. Tutwiler had traveled extensively in Europe, observing new educational approaches to prepare women for the industrial age. When she returned to the United States, she became a crusader.

Her tireless advocacy led to the introduction of a resolution in the United States Senate for a study to determine the practicability of establishment of the establishment and endowment of schools of science and technics...for the education of females in appropriate branches of science and the useful arts, upon a plan similar in its principles to that upon which agricultural and mechanical colleges have been aided by the United States.

The timeline notes the subsequent

- epoch-making nature of Julia Tutwiler's national advocacy for state or nationally-supported public colleges for technical and general education of women. Her landmark article in 1882,
- Technical Education for Women
- published in the nationally read periodical Education, urged creation of such a public educational institution with state or national support. She wanted to train the hand and educate the intellect. Editor W. E. Sheldon of New England called the article
- epoch-making. One Southern leader said
- It was the first and one of the most important contributions ever made in this country urging industrial education for girls. The article was acclaimed as being a contributing catalyst to a growing realization of the necessity for industrial and technical educational opportunities for women.

By 1888 the U. S. Bureau of Education's Circular of Information declared that more than any other class in the country, the future of the women of the South was

- bound up with this great question of industrial education.

The timeline provides a reference of the subsequent statutory enactments creating these nationally unique colleges in the states of Mississippi (1884), Georgia (1889), North Carolina (1891), South Carolina (1891), Alabama (1893), Texas (1901), and Oklahoma (1908).

A second appendix provides contemporaneous comments made in those states as legislation was conceived or introduced to open the doors of opportunity for women in industrial and technical educational pursuits. These accounts provide often dramatic demonstration of the circumstances of poverty and hopelessness which engulfed many women, and also demonstrates the purposeful and urgent insistence with which women, agrarian leaders, and others campaigned for creation of this unique class of seven colleges.

The powerful arguments by these persons of the past noted in Appendix II make a careful distinction that this was indeed a new

- epoch -- it was a new type of education being offered to women. It contrasted with the
- drawing room education that females of families of means often received, and was one designed to pave the way for women of whatever means to be
- bread-winners.

A third appendix has been provided which is exemplary of the unique sense of purpose felt by those associated with the Nation's seven public industrial colleges for women. It contains the words of Anne

Kennedy, a graduate of the University of Chicago, who was the first faculty member at Alabama's new industrial college for women. She knew firsthand the fervor and vision of pioneer Julia Tutwiler. She was a participant in creating and sustaining the first twenty years of this extraordinary institution, and she was its first historian as well. Seventy-two years after her death, Anne Kennedy's words remind us that these institutions clearly contrasted with the Old South, and broke new ground for educational and employment opportunities for women everywhere.

A fourth appendix is illustrative of the extent to which historic structures are found at these seven institutions. All of the institutions have buildings and/or districts of buildings which are listed or eligible for listing on the National Register of Historic Places. Appendix IV partially details some of the contributing properties of the University of Montevallo's historic district.

It is appropriate to close this statement by noting the indebtedness which we who support this legislation have to the late Dr. Milton Lee Orr, author of *The State Supported Colleges for Women*, published in 1930 by the George Peabody College for Teachers in Nashville, Tennessee. His research on the origins of these seven public industrial colleges for women, and his subsequent publication seventy years ago of the results of that scholarship have contributed immeasurably to this effort.

Each institution is indebted to its own historians who have passed down the remarkable stories of the creation of these unique institutions in American history. In Montevallo's case, that debt is expressed to Anne Kennedy, who recorded the history at the urging of the late President Thomas Waverly Palmer, truly a giant in the institution's development, and to the late Lucille Griffith and Mary Frances Tipton. These statements are based on their good work.

Even as historians have stewardship of the historical record of these American icons in the opening of workplace educational opportunities for women, we in this generation have the stewardship for the remarkable yet needy historic building treasures which are found on these seven campuses.

Julia Tutwiler wrote a magnificent poem to her state, pledging her all:

- hand, brain, spirit -- all I have and am are thine.ö These historic buildings stand today because in each of these seven states there were women like her who were committed to educating the hand, brain, and spirit of young women. And they were equally dedicated to giving their all to a great revolutionary idea of the latter 19th century: the creation of public industrial college opportunities to prepare women for their rightful roles in a changing, increasingly industrial and technical workplace.

APPENDIX I

Timeline of Events and Statutory References

Relating to the Establishment

of the

Nation's Seven Public Industrial and Technical Colleges for Women

1862

Morrill Act passed by Congress.

- Congress set its seal to the slowly forming purpose of the new industrial era...ö by passing the Morrill Land-Grant Act in 1862, leading to the establishment of agricultural and mechanical universities. (Report of the Commissioner of Education, 1901, 1, 1056.) Sentiment grows from this point forward toward the expansion of scientific, technical, and industrial education in the country.

1876

Ezra Carr, State Commissioner of Education of California, says in major national address that

- there is not an argument for the industrial education of boys that does not apply with equal force to the education of their sisters.ö During this same time, Julia Tutwiler and other educators begin advocating creating industrial educational opportunities for women, patterned after European models.

June 14, 1879

A resolution was introduced in the United States Senate largely as a result of Julia TutwilerÆs advocacy, to direct that a study determine the practicability of aiding

- the establishment and endowment of schools of science and technics...for the education of females in appropriate branches of science and the useful arts, upon a plan similar in its principles to that upon which agricultural and mechanical colleges have been aided by the United States.ö

1882

Julia Tutwiler publishes landmark national article

- Technical Education for Women
- in Education, and its editor W. E. Sheldon of New England calls it
- epoch-makingö. One leader said
- It was the first and one of the most important contributions ever made in this country urging industrial education for girls.ö The article urged creation of state or nationally-supported technical school for women where both technical and general education would be given.

1882

Julia Tutwiler invited to prepare an address on the same subject for the Alabama Education Association. She was distressed when denied the opportunity to personally read the address because the male leaders felt it inappropriate for a woman to make such a public address, and thus suffered the indignity of having it read for her by an unsympathetic man.

1884

Mississippi Industrial Institute and College of Girls authorized

(Chapter 30, Laws of Mississippi, 1884)

October, 1895

Mississippi Industrial Institute and College for Girls opens

1888

United States Bureau of Education Circular of Information declared that the future of the young women of the South

- ...more than any of any similar class in our country, is bound up with this great question of industrial education.ö

1889

Georgia Normal and Industrial College authorized

(Act No. 590, Georgia Laws, 1889)

September, 1891

Georgia Normal and Industrial College opens

1891

North Carolina Normal and Industrial School authorized

(Chapter 139, Public Laws of North Carolina, 1891)

1891

South Carolina Industrial and Winthrop Normal College authorized

(Act 701, Acts of South Carolina, 1891.)

1892

Educator and historian A.D. Mayo authors landmark report for Bureau of Education called Southern Women in the Recent Educational Movement in the South

October 1892

North Carolina Normal and Industrial School opens

1893

Alabama Girls Industrial School authorized

(Act 445, General Acts of Alabama, 1892-93)

Fall, 1894

South Carolina Industrial and Winthrop Normal College opens

October, 1896

Alabama Girls Industrial School opens

1901

Texas Industrial Institute and College authorized

(Chapter 132, General Laws of Texas, 1901)

September, 1903

Texas Industrial Institute and College opens

1908

Oklahoma Industrial Institute and College for Girls authorized

(Act 614, Session Laws of Oklahoma, 1907-08)

1909

Oklahoma Industrial Institute and College for Girls opens

APPENDIX II

Contemporaneous Comments Regarding Creation of the

Nation's Seven Historic Public Industrial Colleges for Women

MISSISSIPPI:

The Mississippi Senate passed the bill by a one-vote margin, and the House by a majority of two. A state representative declared in support of passage:

- It is endorsed by the farmers - the Grangers. We are committed to it in our party platform. Here in this school, if established, the poor farmers of Mississippi can send their daughters; ... in fact we are all poor...
- These women realized that without an education, one is poorly equipped for the greatest battle of all -- the battle of life. The poor girls had been completely debarred from securing an education up to this time because of the high cost of attending private institutions at that time existing in the state.ö

GEORGIA:

Judge Richard B. Russell (later Chief Justice of Georgia) said:

- ...Having long been impressed with the idea that women should be given the same advantages ... as was

accorded the boys of the state...I introduced my bill to place girls on an equal footing with the boys...

- One of the circumstances which led to my introducing the bill at the time I did was the suggestion from a Mississippi woman, whom I had met at a dinner party ... who told me there had just been established in Mississippi a normal and industrial college for women.ö

Mrs. W. Y. Atkinson, wife of a state representative:

- The idea originated in an afternoon drive when Mr. Atkinson and I were passing near a field... (where two girls were working)... Seeing us, they lowered their bonnets to conceal their faces, embarrassed and ashamed. I remarked that some industrial training should be given by the state to girls who were unable to attend high-priced schools.ö

NORTH CAROLINA:

1889 Memorial Statement by TeacherÆs Assembly Committee, C. D. McIver, chair:

- ...If it was wise a century ago to provide at the state expense a university for boys, can any man conscientiously refuse to allow a small amount from the public school fund to establish a Training School where girls can prepare for almost the only work by which our social conditions allow them to earn a livelihood. --- Shall the state help her sons to develop their intellectual and industrial powers and do absolutely nothing for those who are to be the mothers of the next generation...?ö

SOUTH CAROLINA:

1886 Resolution at FarmerÆs Convention:

- ...the state owes it to her daughters to provide an institution for their liberal and practical education -- a school where they can be taught not only to adorn a drawing room, but be fitted to perform the duties of life and to become bread-winners if needs be...both justice and wisdom demand that our girls should have an equal chance with our boys...ö

ALABAMA:

Senator Solomon Bloch of Camden told of

- stopping to spend the night at a farm house where an elderly man, with a large family of daughters, supported himself and them by their labor in his poor fields. The condition of these women -- their hardships, the narrowness of their outlooks, the hopelessness of their future...ö were cited as moving toward his introducing the legislation.

He said:

- ...the bill at first met with considerable opposition because of the then novel idea of establishing a school that would educate the girls of Alabama in studies that would enable them to earn their livelihood if they should find it necessary to do this.ö

TEXAS:

Annual Address of A. J. Rose, Worthy Master of the Grange (1889):

(in speaking of the agricultural and mechanical college for boys)

- ...but up to this time nothing has been done for the girls. Do they not need an industrial college too, where they can receive a practical education which will prepare them for some vocation in life in order that they may not work in the cotton fields from necessity? Certainly the state will not do less for her girls than her boys when appealed to. Let the State Grange ...ask that an industrial college be provided for girls.ö

OKLAHOMA:

Report of the Commissioner of Education noted that a sufficient number of Oklahoma girls were in the schools and colleges of Kansas, Texas, and Missouri to fill an Oklahoma college for women. Senator J. T. OÆNeil, whose two daughters had attended the Mississippi Industrial Institute and College was a tireless advocate for what the statute would create as

- ...an industrial institute and college...for female students in the State of Oklahoma...ö

APPENDIX III

An Account by Anne E. Kennedy, First Faculty Member, Alabama Girls Industrial School

Note: Anne E. Kennedy was hired as the first faculty member of the Alabama Girls Industrial School which was later renamed Alabama Technical Institute and College for Women. She was a proud alumna of the University of Chicago. She was devoted to the cause of womenÆs industrial and general education (of

- the hand and the heartö). She was the witness to the opening of the college and to its first twenty years of pioneering service. She died in 1918, yet even today her words speak in a dramatic first person testimony of the unique nature of Montevallo, one of the nationÆs seven pioneering industrial colleges for women:

Her comments, written in September, 1916:

- ...it is the story of the birth, growth, and development of a great educational idea, one so new to the people of the state, even to its educators, twenty years ago, that it received scant welcome then. Indeed doubt, social disfavor, and slighting indifference it was forced to face for many of its first hard years of life.

- We see in it a tale of development as rich, interesting, and inspiring as that of Hans AndersonÆs Ugly Duckling.ö For the Alabama GirlsÆ Technical Institute truly was the ugly duckling of AlabamaÆs educational world some score or more of years ago. ---

- The Alabama Technical Institute and College for Women began, as we have seen, as an educational experiment. Yet it was conceived in the brain and heart of an educational genius (i.e., Julia Tutwiler). Her ideals, all must admit, were far in advance of her time. Her perfect conception of this institution had so shaped and formed it before it came to life, had so set in operation the laws of its being, that it could never depart from them...

- After it started it was so new and strange, even to its best friends, that it was not easy to understand and

manage. Had it not been so vital by its nature, it surely would have died ... But like all truly vital creations, judicious neglect was good fortune to it. Being given room to grow, with plenty of fresh air and good water, and most valuable of all, freedom to work out the laws of its own life, this strange new idea could survive, thrive, and flourish.

- Had it started in Tuscaloosa, or any other center of the culture of the Old South, it would doubtless have been stifled, overpowered, by the ideals of feminine education already well rooted there. It would have run the risk of being dwarfed, or warped and misshaped from its own true lines.ö

APPENDIX IV

University of Montevallo Historic District

as listed on the

National Register of Historic Places

(partial list of contributing historic structures)

Historic structures which predate the institution but are owned and used by it:

King House (formerly Nabors Hall) (1823)

Reynolds Hall (1851)

Building given to the State as an inducement to locate the college in Montevallo and still used for teaching and office space.

Residence halls for women:

Main Hall (1897 and 1907 additions)

Hanson Hall (1929)

Julia Tutwiler Hall (1940)

Classroom facilities:

Peterson Hall (1914)

Jeter Hall (1915)

Bloch Hall (1915)

Wills Hall (1923)

Ramsay Hall (1925)

Bibb Graves Hall (1931)

Comer Hall (1940)

Auditorium:

Palmer Hall (1930)

Cafeteria:

Anna Irvin Hall (1929)

Administration:

Calkins Hall (1917)

Resume

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Education

B. A. with Honors, History and Political Science, University of Montevallo

M. A., Political Science, Mississippi State University

Professional Experience

Founder and Executive Director, The American Village Citizenship Trust, Montevallo, AL (nationally pioneering civic education center)(1999-present)

Special Assistant to the President, University of Montevallo, Montevallo, AL (1990-1999 as fulltime employee; now on part-time consulting basis)

Previous:

CEO and Executive Vice President, Alabama Association of Realtors

City Manager, City of Northport, AL

Local Government Specialist, Mississippi Cooperative Extension Service

Part-time district aide to the late Congressman Walter Flowers (7th C.D. of AL)\

Selected Educational Activities and Service

Chair, Board of Directors, Alabama Higher Education Partnership (1997-1998)

Former Vice President, Alabama State PTA, and numerous local, county, and state PTA roles

Secretary, Joint Legislative Committee on Southern Leadership Goals (1994)

Secretary, Joint Legislative Committee on Civic Education (2000)

Treasurer, Leadership Shelby County, Inc.

President, University of Montevallo National Alumni Association (1988-1990) (also former president of UM study body)

Co-author, Government in Mississippi (Austin, TX: Steck-Vaughn Co.)

Selected Honors and Awards

GovernorÆs Tourism Award (for role in founding The American Village) (2000)

Shelby County Citizen of the Year (2000) (Leadership Shelby County Alumni Association)

Shelby County Business Leader of the Year (2000) (Greater Shelby County Chamber of Commerce)

Civic Leader of the Year (1999) (Montevallo Chamber of Commerce)

Distinguished Alumnus of the Year, Loyal Alumnus of the Year, and first inductee Student Leadership Hall of Fame, University of Montevallo (various dates)

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