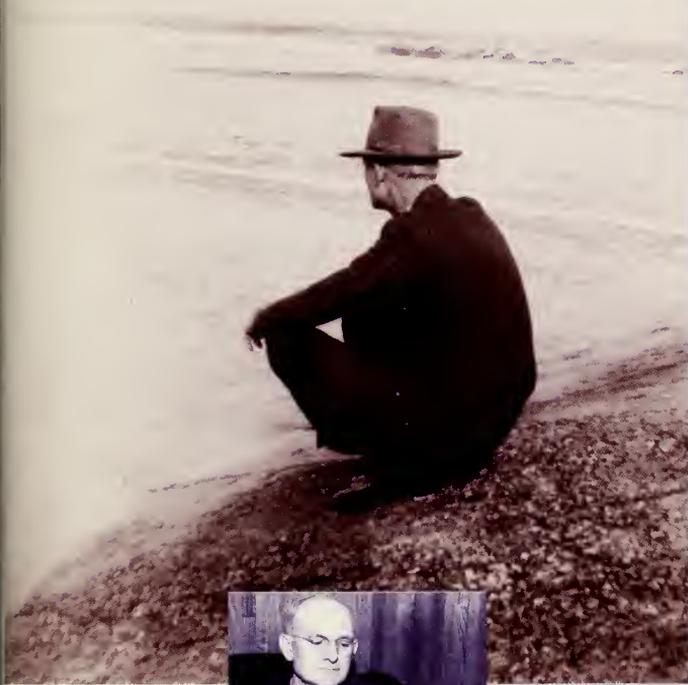


Reminiscences of Dr. A. B. Mackey



Homer J. Adams

VOLUME ONE

TREVECCA CENTENNIAL COLLECTION

Reminiscences of Dr. A. B.

Mackey, the first volume in the



Trevecca
Centennial
Collection,
recounts the
life of the man
who served

longer as president of Trevecca Nazarene College than has any other person.

To all who call Trevecca “alma mater,” the name A. B. Mackey is part of the lore and legend of “the Trevecca story.” Within these pages he comes alive again through the reminiscences by Homer J. Adams and others who knew him well.

Homer J. Adams



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Reminiscences of Dr. A. B. Mackey

VOLUME ONE
TREVCCA CENTENNIAL SERIES

ISBN 0-9657278-0-7

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Published by Trevecca Press of Trevecca Nazarene University, 333 Murfreesboro Road,
Nashville, TN 37210-2877

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Printed in the United States of America.

Book design by Morley Concept+Design

Reminiscences of Dr. A. B. Mackey

Homer J. Adams

JANICE M. GREATHOUSE
GENERAL EDITOR,
TREVECCA CENTENNIAL SERIES

TREVECCA PRESS
NASHVILLE • TENNESSEE • 1997

TO MRS. A. B. MACKEY

*for assistance on this book,
for loyal service across many years,
and for being a charming "First Lady" of
Trevecca Nazarene College*

Acknowledgments

APPRECIATION IS EXPRESSED TO MY WIFE, BEATRICE, FOR HER PATIENCE and understanding while I kept my nose buried in archives; to Mrs. A. B. Mackey for reading the manuscript and making helpful suggestions; to Lois Eades for evaluating the book and giving advice; to Marian Jewell for proofreading it; and to Jan Greathouse for tireless and valuable work in the editing process.

President Millard Reed has encouraged the project from the outset, has read the material with care, and has given valuable suggestions. I must thank Angie Dodson for typing the material through many drafts and doing other typing for the Trevecca historian. Finally, I wish to express appreciation to former students and colleagues who provided anecdotal material in their reminiscences of Dr. A. B. Mackey.

Homer J. Adams

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Foreword

WHEN I WAS ELECTED TO SERVE TREVECCA AS PRESIDENT IN THE spring of 1991, I considered with joy the possibility that I might be serving when the school celebrated the completion of her first century.

Since 1974, when I became pastor of Nashville First Church, I had been fascinated by/with the leaders of the holiness movement in Middle Tennessee who had formed the Pentecostal Alliance in 1898 and soon after organized "The Pastor's Class for Christian Workers." That humble beginning became a more formal school in 1901 and, through the transitions of nearly a century, is today Trevecca Nazarene University.

During my first summer in office I asked my predecessor, Dr. Homer Adams, to anticipate the centennial with me. He agreed to begin to gather materials that might be enriching to our archives. By 1993 we agreed that some worthy subjects called for writing and publication, and a committee was formed that was chaired by Adams but also included William Strickland, Arthur (Toby) Williams, John Chilton, and me.

Two things were clear to each member of the committee from the beginning. One, there must be a biography of A. B. Mackey. His

leadership literally saved the school from extinction in the '30s. He gave it vision in the '40s and led it right up to accreditation in the '50s. No other president's tenure approaches his length of service nor his impact upon the school's history. There must be a chronicle of this singular character in Trevecca's history. Two, Homer Adams is the person to write that biography. Dr. Adams knew Mackey from the perspective of a student, a faculty member, a fellow administrator, and finally from the perspective of the president, a position that Dr. Mackey had filled for so long. Only his beloved wife, Lyla, could claim to know A. B. Mackey better or love him more.

It was also the opinion of the committee that with Adams' writing a biography of Mackey the reader would gain a valuable insight, not only into the mind and thought patterns of Mackey, but of Adams as well. It could be argued that next to Mackey, Adams has most influenced the school. In this engaging volume then, the reader gains rich perspective on both men who together form the dominating influence of the century. Upon completing this volume, the reader will know Mackey better, will know Adams better, and so will know Trevecca better.

For all who have shared even a portion of "the Trevecca century," this book and the ones to follow will be personal treasures. For all others, they will be valuable reflections on one of the most influential of the holiness schools which sprang into existence a hundred years ago.

We who serve Trevecca today intend to "catch the vision" of her future, but we realize that we cannot do that adequately unless we first "claim the memory" of her devoted and inspiring past.

Millard C. Reed

CHAPTER ONE

From Farm Boy to College President, 1897–1939

A. B. MACKEY WAS BORN APRIL 16, 1897, IN CLINTON COUNTY, NEAR Highway, Kentucky. The family farm was situated on the middle fork of Ill Will Creek, and his was the fourth generation of Mackeys living in the area. His parents were George A. C. Mackey, born April 5, 1850, and Mariba Ewing Mackey, born September 1, 1866. Seven children were born to this union, four boys and three girls. They were—from oldest to youngest—Dardanus, Ilus, Gladstone, May, Eugenia, Sallie, and A. B. Eugenia died young, as did Gladstone, a young man serving in the army.

His great-grandfather, James Mackey, born in County Down, Ireland, in 1773, came to Virginia as a young man. Here in 1801 he married Mary M. Mackey, also from Ireland. They moved to Clinton County, Kentucky, in 1805. Three sons were born in Virginia and five daughters in Kentucky.

There must have been some tension between James and his brother, Alexander Reid Mackey, who owned land and houses in Tullintunvally, Edinonnary, and Magherally. He also owned a farm and houses in Tully Connaught, property which he bequeathed to the relatives in America. In his will he makes the bequest:

I leave and bequeath the said farm of land and houses there-to belonging, to my brother James Mackey's children who are in America or to his grandchildren provided them or any of them shall come over to Ireland properly qualified with legal documents from America to prove the relationship and title to this bequest. This said property to be equally divided among them share and share alike. But should my brother James Mackey come over to Ireland he is to get none of said property or bequest.¹

Parents

George Alfred Caldwell Mackey died of typhoid fever at the age of forty-eight in the same house in which he was born. A. B., the youngest child, was less than a year old. George Mackey was a farmer and a good provider. He was different from most men of that day in that he was quick to help around the house and to care for the children. When the school was built at Highway, he contributed time, timber, and money. His son, A. B., was to do a similar thing at Trevecca half a century later.

George A. C. Mackey must have been an interesting man. He served as deputy to Sheriff Johnny Grider and carried a shotgun instead of a pistol when on duty. He kept a jug of whiskey behind the door but counseled his children so vigorously against its use that none was ever known to taste alcohol. Eugene Mackey quotes Mr. Shelby Duvall as saying that when George A. C. priced livestock, giving the lowest price he would take, he never budged from that price. To do so, he believed, would be lying. A. B. Mackey had this same unswerving integrity.

George A. C. was a canny farmer. Eugene Mackey reports on him:

He had two barn lots. One year he let his milk cow and work cattle spend the night in one of them, while he tended the other barn lot with Irish potatoes followed by turnips. The next year the cattle slept in the last year's potato patch and potatoes flourished in the manure-covered lot where the cattle had spent the year before.²

¹ The will and other information about Mackey ancestors came from *Founders of the Mackey Clan of Kentucky*, compiled by Everette Mackey, Barbara M. Grider, and Hazel Wells.

² *Ibid.*

What's in a Name?

The story of A. B. Mackey's name is an interesting one. He was named A. B. at birth. The family had no problem with his having initials for a name, but the neighbors did. They kept asking, "What do the initials stand for?" Finally the father proclaimed that the baby was Alexander Benjamin, named for the child's two grandfathers. Relatives continued to call him A. B., often pronouncing it "Abie."

The army insisted on full names, so his military record shows "Alexander Benjamin Mackey." His advanced certificate from Eastern Kentucky State Normal School in 1924 uses the initials, but his A.B. degree, dated 1925, from the institution, then named Eastern Kentucky State Teachers' College, was issued in the name of Alexander B. Mackey. His M.A. degree from George Peabody College and his LL.D. from Northwest Nazarene College bear the name Alexander Benjamin Mackey. When he died, the newspaper insisted on the full name and the printing of it confused some people. There is no record that he ever used the full name as a signature. To the folks at Trevecca, he was always "A. B. Mackey" or "Professor" or "Doctor Mackey."

The Farm and the School

Life was difficult for those who lived in rural Kentucky at the turn of the century, as it was throughout the South. But for a widow with a large family, daily existence was a struggle, and survival was a constant challenge. Yet there was no hint of despair as this family grappled with the problems of putting food on the table and sending the children to school. Theirs was a sturdy, independent spirit, a commitment to the work ethic, and an unwavering faith that God would see them through. Mariba Mackey also made contributions to a little holiness school, and years later her youngest son would electrify audiences with the story of her sacrifice and relatives' criticism of her actions.

The story of the Mackey family is intertwined with that of the Bible Mission School for ministers and teachers. This school was founded in 1891 in Highway, Kentucky, by John S. Keen, a Methodist minister, and is often referred to as the "Keen School." (Robert Johnson was a student here and named his son for the founder. Keen Johnson

went on to become governor of Kentucky.) After about ten years, Keen turned the school over to W. H. Evans to operate. The school added the function of an orphanage, was mismanaged, and closed in 1905.

A. B. Mackey attended the Keen School and later the one at Willow Springs near the Mackey farm. All traces of the latter school have disappeared, and cows graze in the peaceful valley where it once stood. His mother and brothers were teachers in the Willow Springs School. The Bible Mission School, or Keen School, was demolished, and a large farmhouse was built from the material.³

Hundreds of students attended this school, and thousands of people attended camp meetings connected with it. The school operated a printing press, and a book printed there is in the Mackey exhibit in the Trevecca library. A highway marker gives considerable information about the Keen School and states that two students, A. B. Mackey and T. W. Willingham, went on to become college presidents. It also mentions Dr. R. E. Gibson, physician, and I. T. Stovall, minister and educator. Stovall married A. B. Mackey's sister Sallie.

Neighbors

Mariba Mackey and her family were closely associated with the Willingham family. J. A. Willingham had moved to Highway so his children could attend the Keen School. He bought the crossroads store and had goods shipped from Nashville to Albany Landing on the Cumberland River. From there merchandise was hauled by wagon to Highway. He saved the large packing boxes in which the goods came and with the lumber from the boxes built a house. This house is the one the Mackeys later bought, across the road from the school.⁴

Willingham's business entered a difficult period and he could not meet his payments. His wife sold her valuable down feather beds and got enough money to save the store. Ahead of his time, he marked each item in the store with a code showing what he had paid for it. He had a policy prohibiting the sale of tobacco or alcohol there. A box near the counter received a tithe of each sale. He went on to make a fortune from this venture.

³ In 1996 the house was still standing in disrepair across the road from the village well.

⁴ The house was still standing in 1996 after having been repaired and improved in 1995.

J. A. Willingham was a strict disciplinarian. When his son, T. W., as a teenager, brought home a pistol, J. A. demanded to know who sold it to him, as selling firearms was illegal. T. W. refused to tell. The father said, "You are in violation of the law, and if you don't tell I'll take you to Albany, and they will put you in jail." The boy stood firm. The father hitched up the team, and they set out for town. About halfway there reality set in and T. W. said, "I guess I better tell you."⁵ T. W. and A. B. Mackey were lifelong friends and colleagues years later as college presidents.

Other neighbors with whom the Mackeys were closely associated were the John Thrasher family. Lyla, whom A. B. Mackey married in 1935, was the daughter of John and Myrtie Smith Thrasher. Years later when Dr. Mackey was asked how he first met his wife, he said, "It was the day when Mother said, 'Let's all go over to the Thrashers' and see the new baby.'"

Mackey and the John Thrasher family moved to Nashville in 1925. Both A. B. Mackey and John Thrasher joined the staff at Trevecca, but neither knew the other was coming. After Trevecca went into receivership in 1932, Mr. Thrasher and his family returned to Albany. He taught in the Clinton County school system until he was seventy and then served as county librarian until he was ninety. His public service must be a record.

After the Keen School closed in 1905, J. A. Willingham started a "Holiness Band" which became the nucleus for a Nazarene church in 1909. A. B.'s family helped in the organization of that church. A. B. Mackey, a Christian from an early age, joined that church in 1912.

Wild Times in Rural Kentucky

To understand the environment in which the Mackeys grew up, one needs to recognize that the early decades of this century, like those of the previous one, constituted a rugged, violent, and often lawless era in rural Kentucky. Men carried guns and they used them. They made and drank moonshine whiskey, often with disastrous effects. Feuds were not restricted to the Hatfields and McCoys of Eastern Kentucky.

⁵ This story and the information about the store were told to me by C. R. Thrasher in 1995.

C. R. Thrasher tells about the great shoot-out in the town square in Albany in 1924. As a high-school boy, he was in town where his father saw him and said, "Get out of town! Something is about to happen." Sure enough, it did. Twelve men from one clan and five from another shot it out on the public square, some firing from the corner of the courthouse itself. Three of the outnumbered five were killed. Two made a strategic withdrawal but were killed later. In the midst of the battle, when there was a lull for reloading, Sheriff Winingham went among the men and took away an armload of pistols. He walked into a store, laid the guns on the counter and said, "Hide these." The merchant took one look and fled through the back door.⁶

Another time Sheriff Winingham came to Highway to arrest a wild, young man who had broken the law. The young man was living in the old house made of lumber from the Keen School building after it was torn down. The officer came into the front room where the young man was and informed him he was under arrest. The answer was, "I'm not going." He pulled a pistol and started shooting. The sheriff responded and a gun battle in close quarters ensued. The young man fell dead in the room, and the officer walked to the front porch where he collapsed and died.⁷

C. R. Thrasher gave me an account of an incident that Dr. Mackey had told me years before. A wild, young man, the terror of the Highway neighborhood, perhaps the same young man described above, came to the Thrasher house, walked through the gate, stood in the yard and yelled, "I've come to kill John Thrasher and all his family." C. R. explained that his father, unarmed, backed the armed man up, step by step, until he bumped into the woodpile. Then, Thrasher grabbed the gun and made him leave.

The young man came back later for his pistol. Mr. Thrasher got the gun, reloaded it with bullets he had ejected, and handed it to him. Thrasher's act was a brave thing to do.⁸

A related story is the one told to me by a cousin of A. B. Mackey. He said that a man invaded the Mackey home and was making threats of violence. A. B. heard the altercation, came into the room, con-

⁶ The sheriff, his father, and his brother—all law enforcement officers—died violent deaths.

⁷ I stood on this porch in the fall of 1995 as C. R. Thrasher told me this story.

⁸ My experience in the navy taught me that a man may retain the anger demonstrated in a drunken rage, even after he is sober and unclear as to what made him angry in the first place.

fronted the man, called him by name, and ordered him out of the house. The man went.

A Neighbor's View of the Mackey Family

The way Mariba Mackey and her children worked on the farm near Highway, Kentucky, was an example of frugality and their work ethic. C. R. Thrasher, brother of Lyla Mackey, relates these stories that were told to him by his mother:

When the Mackey children were young, soon after their father died, they had to make a living for themselves by tending crops, growing a little corn, a garden, and such stuff on their own land. They had a farm, and as was the custom in many of the areas in that day and among many people, they had one mule. In the spring the people who had just one mule or horse would double up with somebody else, probably one of their relatives who had a horse or mule. They would take two of them and break or plow up their land and get it ready for cultivation. Then they would tend to or cultivate the crops throughout the rest of the year with one horse or mule. Sharing of work animals was customary in that part of the country at that time in order to conserve food for the winter since the horses or mules ate quite a bit of corn, fodder, or hay. It was just good conservation to have one horse or mule if they could work their crops with that one.

After a while the boys, Ilus, Dardanus, and Gladstone, were big enough to do good work and were out one day plowing their corn with the one mule. A man from another community several miles away came by where the boys were working. He was considered one of the sharpest traders in the county. He stopped and talked to the boys awhile and said, "I'll tell you what. Your dad was a good friend of mine, and I appreciate him. And since you fellows are having a rough time, I want to do something for you. This beautiful mare that I am riding is a fine mare, and I am going to let you have this mare for that old mule." The mule wasn't too bad a mule at that, but the mare was particularly striking in appearance, good-looking, and probably a large animal. They talked for a while, and after a while he got them to unharness the mule, and he put the saddle on the mule and rode off on it. The trade was made. They took off for the house with their beautiful

mare. When they got to the house they said, "Look, Mother, at what we've got."

"What now? What's this?" Mrs. Mackey said. They told her the story. She looked at them for a few minutes and said, "Boys, let me ask you a question. Will that mare work? We have to plow our corn. We have to make a crop. We have to make a garden. Will she work? That's the main thing."

So they went back down to the place where they had taken the harness off and tried to put it on the mare, but she kicked it off. She wouldn't work. They came back, tremendously discouraged, to tell their mother that the mare had kicked the harness off and wouldn't work. They were upset and said, "We are going back on this fellow. We are going to take this mare there and make him give us back our mule."

Mrs. Mackey said, "Sit down a minute, boys." One of them held the mare and the other two sat down. She looked them in the face and said, "Look here, fellows. We have been treated badly. We have been cheated. That fellow has really taken you boys for a ride, but the Mackeys don't re-back when they trade." And then she said, "Furthermore, you boys have got to make a crop with that mare."

"How in the world can we do it, Mother, when she kicks the harness off?" one of the boys asked.

"You will have to put it on her whether she kicks it off or not. You have to put it on her. The three of you can do it one way or the other. Hook her to a plow and make her plow."

They wrestled with the mare for two or three days and finally got her to where they could get the harness on and then hook her to a plow. Mother said that it took one leading and one holding the plow and maybe the other one holding the lines to make the crop that summer. She said it was a real sight to see those boys wrestling with that mare, making her pull the plow while one led her along. People made fun of them all over the community about the trade they had made.

Shortly afterwards—probably a month later—the other boys went to the barn early in the morning to feed the animals before breakfast. Ilus went to the barn and came running back to his mother and said, "Mother! Come to the barn real quick!"

"What's the matter, Son? What's happened?"

He said, "I want to show you something."

"What do you want to show me? I'm getting breakfast," she answered.

He said, "Lay the breakfast down and come to the barn." She saw he was excited and ran down to the barn with him. There in the stall was the mare with her new colt. Evidently the man who traded the mare didn't know that she was carrying a colt, and neither did the boys. But they found the colt that morning, and after a while Mrs. Mackey said, "Well, boys, you might not have made too bad a trade after all, for a colt is worth quite a bit of money, you know." They wrestled with the mare through the rest of the summer and got the crop made. When the colt was about six months old in the fall, they sold it for seventy dollars. That was a considerable sum of money in those days. Mules were prized then; they were hired more than some of the other stock that worked, for they were durable and tough and lasted a long time in their work days.

They kept the mare for many years, and Mother said that Mrs. Mackey raised many mule colts. I have forgotten exactly how many Mother said, but for many years Mrs. Mackey raised a colt every year. The lowest price that she ever sold one for was seventy dollars. I guess the Lord had some dealing in the trade that day.

There was another interesting thing about the old mare. As soon as the Mackey children got to be eighteen they would take a state examination for a teacher's certificate. In those days you could take an examination and get a certificate to teach if you were eighteen or past. So as soon as they were old enough they took that examination, and every one of them passed. I think at one time Mother said there were either four or five of them teaching at the same time.

When the children who were teaching away from home would go to the places where they were teaching, they (each accompanied by a sibling) would take a mule and a horse or two, but they always took the old mare. One of them would ride her. They would go to where they were teaching, and then the other one would lead the animals back home on Sunday evening. The one teaching would stay until the next Friday, and then a family member would come get that one, and the two of them would go home so the whole family could be reunited to work at home over that weekend. But if the one teaching away from home took only the

old mare, he didn't have to take anybody with him—no matter how far away from home he was teaching. He just rode the old mare to where he was going—whether it was one mile or fifteen miles—and tied the reins up to the saddle and turned the mare loose. That mare always went back home. She never failed. She knew her way and would go back home walking along the road just as she did when she was taken. So she was useful to them across the years.



I once saw a bully at school knock A. B. down. He simply got up, brushed himself off and walked away. A boy nearby said, "A. B.'s got religion." This nonconfrontational spirit was typical of him the rest of his life.

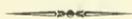


Mrs. Mackey held a special place among her neighbors and other people in the community. They had confidence in her. I remember one incident that illustrates my point:

One night when I was nine or ten years old, I looked out the window and saw a lantern, a light, going across the field at least a mile away and maybe farther than that. (We lived on a high spot there and you could see a good distance across the country in almost any direction. So a light at night going across the field a long distance away interested me.) I asked my mother, "What do you suppose that is, that light over there?"

She said, "It's Mariba going to pray with some people." She said that some neighbors had gotten word to Mrs. Mackey for her to come pray with them. Mrs. Mackey was teaching then, and after she finished school she had to do her work at home and get supper, and then after her supper was over at night she was going down there by lantern light to pray with them. Her errand of Christian love may have kept her there until nine or ten o'clock, praying and working with those people out in the country. This incident is characteristic of Mrs. Mackey. What a mother she was—extremely unusual in almost every way, but people had confidence in her. They believed that she could touch the Lord

with her prayers and, frankly, she had more calls to come and pray with people than preachers did.



Mrs. Mackey was very frugal and a good businesswoman. After the children were grown, a man was selling off in Clinton County and moving to another state. He had probably the best farm in Clinton County, or one of the best farms, I'll say. Mrs. Mackey heard about his plan to sell his farm. After a while she went to see this gentleman and asked him if it was true that he was moving and if he was going to sell his farm. He said "Yes, I want to sell the farm and move away."

She asked him how much he wanted for the farm. He said, "Ten thousand dollars." (That was a lot of money in those days—probably like a hundred thousand or more now.)

She said, "Well, I will buy the farm."

He looked at her in astonishment and said, "Mariba Mackey, you couldn't buy an old hen and chickens and pay cash for them."

She answered, "You meet me at Albany at the bank next week on any day you want to come, and I will be there and pay you cash for that farm." He couldn't believe her.

I don't know whether she had all of the cash right then or whether she borrowed some of it, but Mother said that when they went to town the next week she bought the farm, which was quite a nice, beautiful farm and something that would make a living for them at that time.

Mrs. Mackey taught the children to be frugal also. As soon as the children were able to teach school, they did. They were careful with the money they earned and did not spend it foolishly. In fact, they didn't spend it but saved it or invested it in livestock or something that would grow (anything that they could make a little money on), and then they would sell for a profit.

They never had a separate bank account until Ilus died. In the beginning they had just one bank account, and they signed it "Mackey Brothers." I think that after Dr. Mackey was president of the College he still wrote checks and signed them "Mackey Brothers." And when Mrs. Mackey bought the farm, if she gave a check, she just signed it "Mackey Brothers." They were an unusual family.

Mackey the Soldier

A. B. Mackey joined the army in the summer of 1918 and was released late that fall. When he was packing to report for duty at Fort Knox, he tossed his brother's bugle into his suitcase. The sergeant mustering him into the 67th Field Artillery asked, "Why did you bring that horn?" A. B. allowed that he didn't rightly know. The sergeant's next question was "Can you play it?" which resulted in an affirmative answer. Whereupon the noncom said, "We've got a crazy colonel. He's forming a bugle corps, and you are in it."

He did other things, of course, like working with horse-drawn caissons. He later ruefully mentioned that the army was more concerned about the health and welfare of the horses than it was of the men. His army experience, though brief, provided lasting memories. On quartet trips, I can remember his breaking into song with the familiar words of "When the Caissons Go Rolling Along."

The war ended in November and Mackey, like others, was released to civilian life. He came home seriously ill with influenza and almost died. The whole community, despairing of his life, rallied around while he lay in bed delirious. John Thrasher, a close family friend, destined years later to be his father-in-law, sat up with him all night, came home, and told his family, "I don't believe A. B. is going to make it." But, through God's mercy, he did and, as a result, the world is a better place.

Mackey the Student and Teacher

Mackey's education was marked by interruptions during which he taught at Cave Springs School during the 1915-16 school year and served in the army in 1918. He finished high school in Albany, Kentucky, in 1919 after two full years and two half years.

In similar fashion his college years were punctuated with other experiences. He attended Olivet College, now Olivet Nazarene University, during the school years 1919-20 and 1921-22. He taught at Albany High School in the 1920-21 school term. Later he was to serve as principal of Buena Vista School (elementary and high school) in Harrison County. He also taught at Seminary, a rural school, in 1922 and 1923.

Agriculture was one of his favorite subjects, and he knew a lot

about it. He once told me that a good deal of time was spent in one class discussing lespedeza hay, only to have it show up on a test as “less but easy hay.”⁹

Mackey enrolled in Eastern Kentucky State Teachers’ College (then Normal School) in 1923. He completed requirements for the A.B. degree in 1924 but had to wait for the first graduating class of the renamed institution. He received an advanced certificate in 1924 which qualified him to teach anywhere in the state. He was the first person to complete degree requirements at Eastern Kentucky State Teachers’ College and was awarded the A.B. degree with a major in education in 1925.

What impelled a farm boy from a poor family in a remote part of Kentucky to pursue a dream of further education? It must have been that curious mind, a thirst for knowledge, a mother’s influence, and an unswerving desire to better himself in order to make a difference in the world. He had a glimpse of destiny which God later revealed. He often said that, as a boy, he told himself that he would go to Nashville someday.

He accomplished his goal in the summer of 1925 and enrolled in George Peabody College, the only private graduate school of education in the world. It was internationally famous, then and for several decades afterwards. It was favorably compared to Teachers’ College of Columbia University.

True to the pattern of mingling the roles of student and teacher, he agreed to teach French at Trevecca College at the invitation of A. L. Snell, Trevecca dean.¹⁰ He also taught Latin and agriculture in the high school. This diversity is typical of his teaching and, for that matter, his other assignments.

Mackey must have had a busy schedule, for he quickly finished the work for the M.A. degree and received it in June of 1926. His major was economics, with additional concentrations in educational psychology and secondary education. His thesis was titled “Economic History of Clinton County, Kentucky.”

He immediately started work on his doctorate, completing res-

⁹ This story reminds me of the teacher who was determined that her students would know all about the Pulitzer Prize. Then one of the students wrote, as an answer, “Pullet Surprise.”

¹⁰ An interesting sidelight is that fourteen years later, President Mackey invited Snell back to be dean at Trevecca. In the early ’30s Snell had left Trevecca to teach at Fisk University.

idence and passing preliminary and language exams by August of 1931. During this time he was teaching and serving as an administrator at Trevecca. He was the high school principal from 1926 to 1928. The responsibility of college dean came to him in 1928 and was his until he became president.

His major professor at Peabody was the famous Clifford Otho Ault. Dr. Ault also influenced him to teach at Peabody part time off and on from 1929 until 1936. Ault was a unique and crusty character. He once said, "Mackey, you're a fool to throw your life away at Trevecca. They won't pay you anything and they won't appreciate you." He wanted Mackey full time at Peabody. He and A. B. Mackey kept in touch during the Mackey presidency at TNC, and Dr. Ault donated part of his library to the College.

In 1933 Mackey was named vice president at Trevecca, without full recognition, but with some financial responsibility. This arrangement was neither renewed nor annulled. During these years there seemed to be a tendency to say, "Let Mackey do it," when no one else wanted the task. The December 1930 meeting of the Executive Committee of the Board dealt with the matter of the president's absence from the campus. They noted, seemingly with a sense of relief, that Mackey would be in charge when the president was gone.

The quest for more learning continued. In the summer of 1927 he enrolled at the University of Chicago, and in 1930, at Harvard University. I have heard him adopt the Harvard accent, on occasion, but he would soon drop it. From 1934 to 1935, he was a student at Vanderbilt University, taking fourteen hours in the School of Religion and a half-course, swimming, in the School of Arts and Sciences. His wiry frame was capable of considerable physical exertion. The swimming instructor said, "Mr. Mackey has more endurance than anyone else in the class." It must have been interesting to see a man in his late thirties compete with undergraduate students.

Still interspersing teaching with other assignments, Mackey taught at Peabody in the summer of 1929 and during 1931-32 and 1935-36. Trevecca was paying him little or nothing during this period, and he needed the money he earned teaching at Peabody. He also thought it was a good idea to take graduate courses while teaching.¹¹

¹¹I followed his example in the late 1940s and agreed that this practice was beneficial.

Trevecca in Turmoil and Transition

Trevecca College went through a series of financial crises in the 1920s and early 1930s. Indeed, the institution had never been free of money problems. Financial need was one reason Trevecca moved from independence to an association with the Church of the Nazarene in 1917.

In the mid-twenties the heavy debt was significantly reduced by the leadership of A. O. Henricks, president from 1925 to 1928, and by the generosity of John T. Benson, Sr. But by the end of the decade, the College was again in hot water because of the lack of cold cash. Creditors were pressing, teachers were not being paid, and deferred maintenance was a major problem.

The decade of the 1930s began with the country in the grip of a major depression. Colleges are affected immediately by recessions and depressions, and Trevecca was quickly caught up in the depression. Turmoil ensued, suspicion and antagonism surfaced, and blame was tossed back and forth. There was enough to go around. Trevecca lost its beautiful campus, its reputation, and finally its legal name. The institution went into bankruptcy in 1932, took the name *Southeastern Educational Board*, and existed for three years in borrowed quarters. Dean L. P. (Paul) Gresham later described this period: "Those who lived through 1930–1936 around the College would wish in many respects to erase the memory."

A. B. Mackey did not contribute to the turmoil. He was viewed as a stabilizing force, one always willing to "stand in the gap and make up the hedge." In the August 5, 1930, meeting of the Executive Committee of the Board, this item is recorded: "Dr. Hardy and Professor [S. W.] Strickland spoke very highly of Professor Mackey and of his good spiritual influence." They could have added, "and his sound financial judgment."

Mackey had the courage to stand up and be counted on an issue. In the face of suspicions that money for salaries was being siphoned off at the top, the faculty in a meeting on May 30, 1932, passed this resolution:

That we request the Executive Committee to give a note on the College to each teacher for the amount of salary due, also that a sufficient number of student notes be set aside to cover the total

indebtedness to the teachers together with ten percent additional notes to cover the collection and services of Administrator, that Professor A. B. Mackey be appointed Administrator, and that he have the authority to select the notes.

Mackey spoke for the faculty who trusted him for his business acumen and his sense of fairness.

Denominational leaders were perturbed over the upheaval at Trevecca and received appeals to get involved, but could do little about the situation. Dr. Mackey told me, years later, that the denomination reached a point of willingness for Trevecca to die so that a Nazarene college could be built on a new foundation.

In 1932, over the protests of the community, the district superintendent, and some faculty, the College moved to property on Whites Creek Pike. This property was a combination of Roger Williams University and American Baptist Theological Seminary. The property was rented because efforts to purchase it had failed. Since furniture, equipment, and books were lost in receivership, the College personnel went empty-handed. Donations and rentals provided the bare necessities. During these two years, Mackey lived in the dormitory, sharing a room with a nephew and eating in the dining room.

In the spring of 1934, the College, now operating under the name *Southeastern Educational Board*, was finishing the second year at the location on Whites Creek Pike. The plan to lease or purchase property had not worked out, and there was nowhere to go. The students were wracked with indecision and talked about leaving. A dramatic moment in the institution's history came when a student, C. R. Thrasher, later Mackey's brother-in-law, jumped up on a chair in the dining room, got the attention of the students, and made an emotional appeal.¹² He asked if they would stand by the school no matter what the future held. In thunderous affirmation they made clear they would attend classes in the fall wherever they were held. This moment was a strategic one in Trevecca's history.

Where to rent or buy property was the major issue in the summer of 1934. The best prospect seemed to be to move the school to the Kingswood School property in rural Kentucky. President C. E. Hardy

¹² Dr. Mackey recounts this incident in his Founder's Day address of November 13, 1959, in Ch. 7 in this volume.

left to hold revivals and camp meetings and assigned to A. B. Mackey the task of moving the College to Kingswood.¹³ Up to this point the proposed property had not been inspected and evaluated. Mackey took a bus to Kentucky. Plans to meet Dr. Hardy did not work out, and so Mackey continued alone. He walked four miles down a dusty, country road to find a few dilapidated buildings and a deserted campus. It simply would not do.

First Church of the Nazarene on Woodland Street in East Nashville graciously offered the use of its facilities. Classes were held in the church, and buildings on Russell Street were leased for living quarters. Mackey went with the College to these temporary quarters for the year 1934–35.

On February 15, 1935, A. B. Mackey married Lyla Thrasher, daughter of John and Myrtie Thrasher of Albany, Kentucky. He had known her all of her life. She had graduated from junior college at Trevecca and had earned a bachelor's degree at Central State Teachers' College in Oklahoma. She joined the Trevecca staff in 1935. Later she was to do her graduate work for the M.A. and B.S. in L.S. degrees at George Peabody College. She was, and is, a lovely woman and proved to be a charming "First Lady," a gifted teacher, and an efficient librarian.

Mackey on the New Campus

An historic event occurred in 1935 when the College, operating as *The Southeastern Educational Board*, was rechartered as *Trevecca Nazarene College*. The institution which had endured the furnace of adversity now arose from the ashes.

The search for facilities led College officials to consider property in Spring Hill, Tennessee, and in Atlanta, Georgia. However, property adjacent to Murfreesboro Road was a better choice. It had previously been used by Walden College and Stevens Sanitorium and even earlier was a Catholic orphanage. In 1935 negotiations were made to lease the present property, or at least the central portion of it. This parcel consisted of seven and a half acres and three buildings, two dormitories (later named Hardy Hall and McKay Hall), and a three-story antebellum mansion built in 1820, to be used as classrooms,

¹³ Dr. Mackey's account of this trip is a part of Ch.7 in this volume.

library, and offices. This property was leased, with an option to buy, for three years at six hundred dollars a year. However, no rent was ever paid. Installing furnaces and making repairs met the rent obligations. The fact is that the College had very little cash with which to do anything. In one year educational budget payments totaled only two thousand dollars.

Mackey coordinated the move to the campus in July of 1935. The property had been virtually abandoned since 1929. The grounds were grown up in weeds, and the buildings were dirty and littered. The Mackeys moved into a little apartment on the first floor of McKay Hall and started the process of getting the buildings ready for classes in the fall. They raked rubble out with a hoe and carried water in at first.

Two local families lived on the campus; one of them, along with five hound dogs, occupied McKay Hall. Living in McKay under these conditions was not ideal for a couple married only a few months. Surely this building was as lively then as it later became when occupied by students.

Trevecca seemed to have one last chance to reclaim its Gallatin Road campus. This opportunity involved a disputed will and a bequest of twenty-five thousand dollars which, in the depths of the depression, was a major sum.¹⁴ Dr. Charles Childers interviewed Dr. Mackey about this issue and gave this report:

Mr. Garner, an old holiness man, willed a two-hundred-acre farm and his money to his adopted son, or foster son (Dr. Mackey was not sure whether the boy was actually adopted), and to Trevecca on the death of the boy.

The boy committed suicide late in 1932 or early in 1933 at twenty-five years of age, and the estate was supposed to go to Trevecca. The farm and six thousand dollars in money brought the total amount to twenty-five thousand dollars. Trevecca could not collect the legacy because it was willed to "Trevecca College, a holiness school," and Trevecca College had gone into bankruptcy, and the present school was named "Trevecca Nazarene College."

The courts tried to work out a compromise on the will between the receivership and the College, but the receivership insisted on

¹⁴ I have heard Dr. Mackey discuss this matter more than once, as he did in his Founder's Day speech on November 13, 1959. See Ch. 7.

“all or none.” The estate finally went to the relatives of the foster son in about 1937.

Dr. Mackey said that he tried to get the estate applied retroactively to the old college (Trevecca College on Gallatin Road) in such a way that the bankruptcy could be annulled or reversed, and the school, on the strength of the twenty-five thousand dollars, could be declared solvent. The school could have paid its debts and could have remained at (or returned to) Gallatin Road. Dr. Mackey was not successful in getting such an agreement. The mortgage at the time of bankruptcy was thirty thousand dollars, but teachers' salaries and other debts were due.

Had Mackey's plan worked, the twenty-five thousand dollars been received, and solvency restored—perhaps in 1936 or 1937—Trevecca might well have moved back to Gallatin Road. The property on Murfreesboro Road was occupied but not purchased at that time. If these events had occurred, the course of the College would have been forever changed. For one thing, the Gallatin Road campus had limited acreage, the College having sold off most of its land. Furthermore, the buildings the College needed in later years could not have been constructed on Gallatin Road.

In 1935–36 Dr. C. E. Hardy was away from the campus a good deal. A. B. Mackey became acting president in the school year 1936–37, which should count as part of his twenty-seven-year tenure as president. The faculty was strengthened this year by the employment of L. P. and Martha Gresham.

The transition between presidents was accomplished with reasonable smoothness. In Dr. Hardy's absence it would seem that Mackey acted as president much of 1935–36 but without benefit of title. The tumult of the early 1930s had taken its toll on Hardy, and he probably felt that he had enjoyed all he could stand of college administration.

Hardy felt the College owed him money. Mackey did not dispute this claim but wanted to make it part of a settlement of work done on the Hardy farm by Trevecca students. They reached an impasse, but the conflict was settled when H. H. Wise, chairman of the Board, took part in the discussion. They parted on friendly terms.

In the spring of 1937 President Mackey exercised his penchant for the shock treatment when he challenged the faculty with the

slogan, "On to a four-year college and a million-dollar campus." I have heard him describe this announcement and the faculty reaction. They acted as though they could not believe their ears. L. P. Gresham, a first-year teacher at TNC, remembers the response as one of appreciation for someone who had a vision for the future. Here was a college owning no property and recovering from bankruptcy being challenged in this manner. I do not think they really believed it, but they believed in A. B. Mackey and were willing to follow him. He was a man who dreamed but did not make dreams his master. Rather, he harnessed them and put them to work. A four-year college was not a new idea, as Mackey had long held this view. The Board Minutes for February 7, 1929, reveal, "Professor Mackey ...spoke earnestly for the establishment of a four-year college. 'It would increase enrollment and add to the revenue,' he said." The slogan was publicized all over the Southeast for the next few years until it became widely accepted. I heard it in 1938, the first time I ever heard A. B. Mackey speak. He made a powerful impression on my teenage mind.

By the end of the decade, the College once again owned property, it had gained a sense of purpose, and it was led by a man who practiced strict economy while inspiring hope for the future. In the last year of the decade, Mackey took another forward step in preparing for the construction of an auditorium.

An interesting personality on the campus in the 1930s and early 1940s was President Mackey's mother, known to students and faculty as "Mother Mackey." She was an unpretentious little lady, retaining the evidence of her rural Kentucky upbringing. She taught in the Trevecca Elementary School and had charge of the chickens housed on the west side of the campus. Fiercely independent, she lived in a room in the girls' dormitory.¹⁵

True to her roots, she would gather wild greens—lamb's quarter, for example—in the field and pasture and use them to piece out the turnip greens growing in the College garden. Students took in some good vitamins to go with the protein found in pinto beans and corn bread. Our food was plain but nourishing.

A strong bond existed between A. B. Mackey and his mother. He respected her insight and advice even on administrative matters.

¹⁵ "Mother Mackey" and I got along well, especially after I painted her room and she approved the job that was done.

When she was almost eighty, she moved to Kentucky to live with her daughter Sallie Stovall. Here she died in 1947. In her quiet way she had an influence that stretched far beyond her native Clinton County. She had joined the "Holiness Band" in 1909 and was rejected by her family for doing so. Hardships had been endured with fortitude. One of her favorite expressions was "Thank the Lord for the hard places." She had graduated from high school at age sixty-four and from junior college at age sixty-eight. This dear woman was teaching while in her seventies, as she had been doing since she was a young woman. God bless the memory of Mother Mackey.

CHAPTER TWO

The Middle Period, 1940–1952

A. B. MACKEY'S FAMILY BACKGROUND, CONNECTION WITH THE KEEN School, education, military service, early years at Trevecca, and, finally, his first five years of leadership at Trevecca have been discussed in the previous chapter. Why make a break and start a new period at 1940? Well, as the man said when questioned about his location, "Everybody has to be someplace." One has to divide history by topic or by chronology or by a combination of the two. Thus, I have decided to trace the presidency of A. B. Mackey through an era of great change and challenge, 1940–52.

The year 1940 was a pivotal one. The College had settled in at its new location, and the new name and relationship to the denomination had been clarified. The position of the institution in the business community as regards debts, credit, and trust had been greatly improved. Fifteen acres of land had been purchased, the third year was added as part of the plan for a four-year college, and the most ambitious building project in the history of the College was launched—the construction of the McClurkan Building.

External to the College, this year was significant. The war in Europe was increasingly widespread, selective service became a reality,

and Trevecca students registered for the draft. The worst of the Great Depression was over, defense plants began to open in Tennessee, and Trevecca students began to earn better wages.

Several issues, or themes, call for attention in these middle years—property acquisition, construction projects, expansion of the impact Trevecca made on the Southeastern Educational Zone, the continuous push for adequate financial support, and early steps toward accreditation. Understandably, some topics stretch beyond this twelve-year period.

Mackey the Builder

Major buildings usually take two or three years from background work to completion, while smaller structures may be finished in a year. Though President Mackey was admittedly conservative—too much so to suit some trustees—he led a remarkable program of construction. From 1937, when he became full-fledged president, until 1963, when he retired, he had some construction project underway almost every year. Considering TNC's shortage of funds, I do not see how he could have moved faster.

The first building constructed after the College moved to the present site was the dining hall. It was a low structure, somewhat like a tabernacle, attached to the girls' dormitory on the west side. It was about eighty by one hundred feet and had a concrete floor. This building enjoyed an amazing amount of use for the next seventeen years because it served as chapel and student center as well as dining room. At the western end of the dining room was a platform with a room on either side used for various purposes. The kitchen was adjacent, that is, on the ground floor of the dormitory. Stairs just inside the kitchen led upstairs to the main floor.

The president's home was built during 1937 and 1938 at the corner of Lester Avenue and Hart Street. It was a solidly built, two-story house with stone veneer. The limestone was dug on the lower campus and put in place by two students, Dudley Burrow and Jesse Middendorf. Students did most of the other work on the house as well. The College was strapped for cash, so Mackey advanced the money, over three thousand dollars, for materials. When the institution was unable to pay the debt,

the Board took the unusual step of voting to deed the house to him to satisfy the obligation. There was some misunderstanding over this arrangement, but it was all cleared up when the College finally found the money to settle the obligation. Dr. Mackey told me there was nothing in writing showing he had any claim on the house.

This president's home was moved to make way for the new library and was placed behind McKay Hall. It was then named Smith Hall in memory of Donnie Smith who was killed by a bolt of lightning just before he was due to graduate in June 1959. It was moved in the 1980s to make way for the construction of the Jernigan Student Center and was placed beside the lower drive just south of Johnson Hall. It was improved and the basement converted to a full ground floor at that time. The second move was made without removing the veneer, though the stone was taken off in the first move.¹ A new president's home was built on Alumni Drive, north of the Fine Arts Building, in 1958.

In 1939, the Gibbs apartment building was constructed about where the south end of Johnson Hall is now located. It was named for A. M. Gibbs of Chattanooga, who made a contribution of building materials. It too was veneered with limestone from Trevecca's quarry near the railroad track. Big slabs of rock, two to four inches thick, had to be dug out and loaded by hand onto the old, flatbed Chevrolet truck and hauled to the building site. A long pry-bar called a "snerling rod," a heavy sledgehammer, shovels, and large chisels were the tools used. The main construction was finished by early fall, but the mining of the stone continued into the winter. I well remember arriving at the quarry one morning about daylight to find the ground frozen so hard that we could not dig.

I arrived in August 1939 as an eighteen-year-old student, planning to work my way through school. My first assignment was the Gibbs building where I helped Harvey Hendershot hang sheetrock and do other carpentry tasks. One student working around a second-story window, lost his grip on his hammer. It dropped to the ground below, hitting another student in the head. A claw was broken on the hammer, but the smitten one was back at work that afternoon. Trevecca students were a hardy lot in those days!²

¹ The stone was still intact at the time of this publication.

² Both of these students shall remain nameless. Neither was Hendershot nor I.

The big event of the decade was the construction of the McClurkan Memorial Building, at first referred to as the Alumni Building. It is difficult to describe the impact or the significance of this project. Only five years away from having no campus at all, and at a time when Trevecca had scant financial support, we were taking a leap of faith without parallel in the history of the College.

The project started in the Board's February 1940 meeting when they approved the construction of the new building on a "pay-as-you-go" basis. The first materials came from a strange source. Houses were being removed to make way for the Napier project north of Lafayette Street, and A. B. Mackey secured several of these for little or nothing. There was a catch in the bargain: the buildings had to be demolished and removed immediately. Students and faculty worked night and day, in the spring of 1940, to tear down these houses and haul the materials to the campus. I remember one student worked twenty-one hours at a stretch.

The job was completed in the required time, and a great pile of bricks wound up on the corner near McKay Hall. Female students earned money, at the usual modest wage, cleaning mortar from the bricks. These were used as backing in the walls of the new building.

The work on the building, except for the stone veneer, was done by Trevecca students, parents of students, and volunteers. Neil Richardson did the electrical work. In these war years, 1940-42, building materials were difficult to find, and rationing was in effect. The College had a high priority number, but electrical supplies were the hardest to acquire. Some of the wiring was not of the best quality, yet it lasted forty years. This magnificent structure was stripped to a shell and renovated in the early 1980s.

Much of the material for the McClurkan Building came from the Mackey farm in Kentucky, particularly the chestnut paneling for the chapel and the 1' x 20" x 30' poplar boards for the massive columns in the front of the building. Jesse Middendorf did such a good job of building these columns that they are still intact after fifty-four years.

For some reason Dr. Mackey assigned the supervision of the construction to Dean A. L. Snell. You can rest assured that the president kept an eagle eye on all that was done.

Dr. Mildred Wynkoop states that the cost of materials was fifty

thousand dollars.³ Dr. Mackey often said that the total cash outlay for the building was forty thousand dollars for material and labor. The two numbers need not be viewed as contradictory. Much of the material was donated, and labor costs were often credited to student accounts. Dr. Wynkoop was in error to say that “not one dollar was paid out in labor.” Stonemasons were hired to do the rock veneer.

An interesting blunder occurred when the foundation was poured. An older student, who claimed to know much about such things, got the strings on the batter boards out of square. After the footer was poured, the error was discovered. Oh, well, concrete was cheap, so the lines were corrected, and more concrete was poured to straighten out the foundation. At the northeast corner of the McClurkan Building, one will find the thickest foundation in this part of the country.

Another interesting development came about when the balcony was roughed in. Heavy stacks of lumber were stored there while construction proceeded. The material was not kiln-dried, and the wooden portion of the balcony developed a pronounced sag. The massive steel support was unaffected, but the wooden part was a sort of inverted arch. Some thought the effect was beautiful; others were dismayed. This defect caused concern and some thought it was getting worse. Mackey ruefully commented that on more than one occasion a member of the Board would be sitting on the platform, look back at the balcony, and say, “That’s unsafe.” He later said that any engineer asked about the problem would refrain from any evaluation until he had done certain tests and checked the steel girder.

Early on, he installed a two-inch pipe to run from the ceiling to the floor of the balcony and left it a little loose in its socket. Should the balcony sag more, the connection would become tight. Years later he showed me the pipe, shook it until it rattled, and pointed out that it had not moved a fraction of an inch.

When the McClurkan Building was completed in 1942, the campus rejoiced. That building made a great difference in the academic and spiritual life of the College. The ground floor housed the library, classrooms, and science labs. The chapel dominated the main floor, but there was still space for three large classrooms. The side balcony made room for another classroom, with two more on the east corners, upstairs. This

³ Wynkoop, Mildred. *The Trevecca Story*. (Nashville: Trevecca Press, 1976), 175.

building was a lifesaver after the fire in March of 1943 destroyed the Administration Building with its library, offices, and classrooms.

The “pay-as-you-go” plan must have worked very well, for Mackey was able to report to the Board in 1944 that land on which buildings were located was free of debt and that it would take only fourteen thousand dollars more to pay off the entire campus obligation.

The next major construction project was that of the Administration Building on the site of the one that had burned. This three-story structure continued the limestone veneer theme, the stone coming from the “treasure house” of limestone on the western side of the campus. The construction spanned the years 1943 and 1944. Additions were made to this building during the 1960s.

In 1945 male students began to return from the war. It was evident that venerable Hardy Hall would be inadequate to house the “boys,” as we called them in those days. Thus, a new fireproof dormitory was planned, the first construction on the recently acquired fifteen-acre tract on the east side of the campus. This construction took place during 1946–47. This building was, typically, veneered with limestone but had the unusual feature of steel doors and frames. The price for each steel door, with its frame and locks, was a formidable \$91.15. Construction was at an impasse until Dr. Mackey, the bargain hunter, found them for thirty dollars. The plastered walls and ceilings and tile floors amplified the metal door sounds. Residents of this building, including married students in the basement, could hear a door slam at the other end of the hall. But this building was rugged and durable, just right for college students, who can be hard on a building.

This dorm was named for W. M. Tidwell, the first student enrolled at the Pentecostal Mission Bible Training School. He was a long-term pastor of Chattanooga First Church and a faithful supporter of Trevecca. Tidwell Hall was renovated and converted to a faculty office building when other dormitory space became available in the 1970s.

Mackey and Management

In the 1930s and 1940s A. B. Mackey carried many responsibilities normally assigned to others, such as discipline. Problems related to the dormitory were handled by the dean of men or dean of women,

who served as dorm residents. Major issues came to the president or to the faculty as a discipline committee.

I remember that in the fall of 1940 a report came to the president that a student had returned to the campus under the influence of alcohol. Dr. Mackey headed for the student's room in Hardy Hall. The offender, one with great respect for Dr. Mackey, saw him coming, climbed out the first-floor window, and fled. One of the brightest students on campus, he dismissed himself and never returned. Nowadays students argue when confronted with such problems.

During the war years, an older student, eccentric to the point of being a problem, was finally asked to leave. He appealed to the faculty, and they assembled to hear the case. He did not help his situation when, during discussion, he ordered the president to sit down and let him talk! The outcome was that he left, and another Nazarene college inherited him. While in the navy I visited this institution. The first person I saw was this erring friend coming across the campus, as disreputable as I remembered him. I greeted him by name, but, true to form, he ducked his head and kept walking.

In the early '50s TNC became better organized, and the president appointed a dean of students. Thereafter, disciplinary problems and other activities were filtered through this office. A small Social Life and Discipline Committee handled major issues.⁴

It was in handling college finances that Mackey was at his best. Teachers' salaries had been a troublesome issue in the early 1930s and were involved in the suit against the College and related bankruptcy. The long-suffering faculty were willing to sacrifice, but they were concerned about fairness. Immediately after becoming president, Mackey promised the faculty they would be paid the same percentage of their salary as he received of his. This commitment was meticulously kept. The 1943-44 school year was a significant one in that teachers were paid their salaries fully in cash rather than partially in cash and partially in student notes. The latter had limited value as teachers were poor collection agents, and students did not take their school debts as seriously as they should have.

President Mackey, as other presidents after him, had frequent opportunities to respond to advice from those who wished the College

⁴ It was my fortune, good or bad, to chair this committee for a number of years and to be assigned some of the most challenging cases.

well. Often their counsel started with “Here’s what you ought to do...,” and the specifics included the expenditure of College funds. Loath to do so, the president usually responded with courteous, passive resistance. At the beginning of World War II, Dr. C. E. Hardy asked the College to join with him in opening a hospital. Mackey said complimentary things about the concept but influenced the Board to pass a resolution stating, “Be it resolved that the Board go on record as opposing any financial obligation or involvement in such a project.”

Mackey and the Vision of Property Acquisition

Even in a day when there was little or no money, Dr. Mackey took the lead in purchasing property for the College. Fortunately land prices were low. Chapter One reported how the present property was first leased.

In 1938 this property with three buildings, for which \$30,000 was asked, was purchased for \$15,500, \$500 down and \$125 a month. There was a problem: the College could not scrape up enough cash for this small down payment. As the deadline approached, the canny president found a flaw in the deed, and the closing was delayed. When the error was corrected, he found another and gained more time. Finally Trevecca raised the \$500 and bought the property. After years of wilderness wandering, TNC once again owned a campus.

In 1938 the eight-acre tract where the Mackey Library and Fine Arts buildings are located was purchased. John R. Browning and D. A. Yarbrough owned lots north of it facing Lester Avenue and reaching all the way to the railroad. They each retained a standard depth lot and generously donated the western portion to the College.

The twenty-acre tract at the north side of the campus, reaching to Murfreesboro Road, was acquired at a cost to the College of only one dollar. Dr. Mackey bought it, sold lots on Lester Avenue to faculty and other Nazarenes, sufficient to cover the cost, and deeded it to Trevecca for one dollar. What a forward-looking and magnanimous action!⁵

In 1942 President Mackey decided to buy the fifteen-acre field, now home to the athletic field and the Moore, Tennessee, Wise, and

⁵ I would estimate this gift to be worth two million dollars in terms of 1997 value and prices.

Tidwell buildings. He mentioned his plan to D. A. Yarbrough, the business manager, who said, "I signed a contract yesterday to buy it. If the College wants it we will change the papers and the loan." Thus, the College acquired this choice acreage for four thousand dollars. The money was borrowed from Miss Mamie Jackson, and two thousand of it was to be forgiven at her death if it was not paid by then. Characteristically, Mackey sold sod off the field to help pay the first two thousand dollars. Yarbrough's action was a generous one.

And now comes the heartbreaking part of the story. The Mackey eye was on the large tract of land south of Tennessee Hall and the athletic field, now occupied by trucking terminals. I believe it was about thirty acres in size. A Mr. James owned it, was desperate to sell, and indicated he would let the College have it for six thousand dollars. On the morning of March 8, 1943, the president had an appointment to purchase this choice property. Just before he was to leave to keep this appointment, fire broke out in the Administration Building and destroyed it. He stayed on the campus and missed the crucial property deal. The narrow window of opportunity was closed. One would expect that Mackey's philosophical nature would have kept him from grieving over this loss, but it affected him deeply. He told Mrs. Mackey that this missed opportunity tested his faith in Romans 8:28 as nothing else had. I hurt deep down inside when thinking of this lost opportunity.

This property was later bought by a Mr. Campbell who built a beautiful brick home and kept horses there. He offered house and land for sale in the early 1950s, and I was told the price was thirty-five thousand dollars. The property was sold, the house was demolished, and truck terminals were built. Before we ask too many questions as to why Trevecca did not make another effort to buy it, we must remember that thirty-five thousand dollars was probably ten times that much in today's values.

We tried to purchase five acres of this property adjacent to Lester Avenue in the 1980s for \$250,000 and failed. It sold for about twice that amount.

A. B. Mackey demonstrated a rare unselfishness when, at personal sacrifice, he acquired land with his own credit and passed it on to the College. Small-minded people assumed his generosity was too

good to be true and started the rumor that the president's new home at Lester and Hart was really his but built with College funds. A prominent trustee apologized to Mackey in a Board meeting for making such a statement. The president refuted this notion once and for all by quietly pointing out that there was no evidence that he had a claim on the house and that there was ample documentation showing that the College had title to it. However, Mackey had advanced money for its construction, an obligation the Board eventually settled.

At one time, according to Mrs. Lyla Mackey, the Board, or at least a representative of it, instructed Dr. Mackey not to buy any more land. Perhaps they thought the campus at fifty acres was large enough. This mystery may never be solved.

His final acquisition, with his own funds, was the purchase of a five-acre tract on the west side of the campus. This move was a protective one because some business could have bought this land and started something undesirable at our back door. In the 1970s the College needed this land for the construction of Redford-Shingler and Bush Apartments. President Mark R. Moore secured the land in return for a modest annuity. Mackey's long-range plan for this property to belong to Trevecca was fulfilled.

Moving the Mountain

A. B. Mackey not only moved aggressively to expand the campus by purchase and by gift; he also wanted to get rid of some surplus soil. That is, he was willing to move the bulging hill on the north side of the campus, culminating in a bluff at Murfreesboro Road, if someone else would pay for removing the rocks and dirt.

This area desperately needed landscaping, but it would have cost thousands of dollars which TNC did not have. In the mid-1940s the government started to widen Murfreesboro Road, also known as U.S. 41. Highway workers needed fill material for the low places, and Trevecca negotiated a trade for thousands of yards of soil and rock in return for thousands of dollars' worth of landscaping. The W. L. Haley Company and the McDowell and McDowell Company removed 111,600 cubic yards of soil and rock, having first stored the topsoil. Then they replaced the topsoil and landscaped and reseeded the prop-

erty, leaving a fairly level, gently sloping field.

In addition to improving the appearance of this part of the campus, Mackey also negotiated the building of a road, fourteen hundred feet long and fifty feet wide, later called Alumni Drive, connecting Murfreesboro Road to Hart Street. This road ran just in front of the McClurkan Building but was changed with the construction of the Science Building in the late 1960s. The excavating for the building of Tidwell Hall had already been done by the City of Nashville in exchange for the dirt. Dirt from this site was used to landscape the north side of the state capitol. The transaction was estimated to be valued at fifty-seven thousand dollars and was presented as an asset to the Southern Association of Colleges and Schools. However, it was disallowed because no money had changed hands. The value of this service would probably be ten times this amount in terms of today's dollars.

Postwar Enrollment Trends

Veterans began returning from the war in 1945, and great numbers of them enrolled in 1946 and 1947. These were older men, many with families, who came on the "G. I. Bill," with tuition and books covered and a monthly stipend from the federal government. Most of us worked part-time jobs. Veterans as a major part of the student body continued into the early 1950s, as many stretched their education over several years.

These years saw a steady increase in enrollment. Not counting high school and elementary students, TNC went from 240 in 1946 to 256 in 1948 and 340 in 1950. Finally in 1960 enrollment would approach 500. A sizable block of this enrollment was the junior theological students. These were people, mostly men, who had not completed high school but were preparing to preach. They took English and social studies in high school and religion courses in college. I believe the professors did not expect as much of them as they did of regular college students. This school was a sort of Bible school within the College. Some of these, like Paul McGrady, broke out of this program and finished high school and college and went on to become strong students at Nazarene Theological Seminary. The junior theological

students, full of zeal—many being diamonds in the rough—added vigor to the chapel services and to Christian work. About 1950 the enrollment of this group reached fifty.

In the postwar years, the charge for tuition was ridiculously low—three dollars per quarter hour, for example, in 1948. Dr. Mackey was fearful of squeezing out needy students, though his friend, Ed Mann of ENC, assured him that a school does not have a loss of students when tuition increases.

Dr. Mackey was an active and dedicated churchman. Though he kept his membership on the Kentucky District, he faithfully attended Nashville First Church, where he taught a Sunday school class for many years.

It was a bit surprising that in 1942 he took the lead in establishing College Hill Church. Dr. A. K. Bracken was brought here that year to teach and to serve as pastor of the new congregation. This undertaking did not sit well with the district superintendent who thought leadership in the planting of new churches was his. Nor was it pleasing to other Nashville pastors whose churches depended upon Trevecca for help.

It is not clear how the tension over the College Hill issue was resolved. A few years later there was a new district superintendent when Tennessee was divided and new pastors at some of the key churches in the city. These changes may have contributed to the final removal of the cloud over College Hill Church.

Incidentally, this church, though it may have had aspirations, has never considered itself to be the “College Church.” By its location on the edge of the campus, it has attracted a sizable, though not necessarily the largest, number of faculty and students.

Members of the Mackey Team

Mackey owed much to Dean L. P. Gresham for encouraging an academic emphasis and consciousness in the 1940s and early 1950s. Gresham gave strong assistance in changing Trevecca’s Bible school image to that of a liberal arts college. He served from 1936 to 1954 as history professor, high school principal, and finally academic dean. He was an outstanding academic leader.

Mackey also had an able and hardworking field representative in Clifford Keys (1949–62), who made the Southeastern Zone Trevecca-conscious as never before. This energetic man traveled five hundred thousand miles, mostly by auto, and usually with a quartet or trio.

It was a tough assignment. Keys' first major effort, "Trevecca Day," May 30, 1950, with a goal of raising three hundred thousand dollars, revealed the apathy in the Southeast. The College received three thousand dollars from this one-day undertaking, and two thousand dollars of it came from one church. If Keys was discouraged, he never showed it.

Amy L. Person was a capable and strong-minded member of the administration during this period. She served for some thirty years as registrar, and, for a brief period, as dean. She taught English and was the resident authority on grammar.⁶

Koy Phillips was the first dean of students appointed as part of reorganization efforts in the early 1950s. He also taught social studies and courses in the religion department. He rendered faithful service as dean and later as registrar. In his closing years of service he acted as a development officer, calling on Nashville businesses. Dr. Mackey had great confidence in the loyalty and character of Koy Phillips.

I taught in the high school, 1948–1951, and became principal in 1951 when Herman Spencer left to become a missionary. Dr. Mackey appointed me dean in 1954, a position I filled until 1964. Like Gresham before me, I taught virtually a full load in the history department while serving in administration.

Another strong administrator in this period was V. Neil Richardson, who held the offices of financial secretary, field representative, and finally business manager. Richardson was one of the insiders with roots firmly planted at Trevecca. His loyalty and willingness to serve sacrificially were unquestioned. A skilled electrician, he did the wiring for several buildings and, on a day-by-day basis, supervised the construction of the president's home and Mackey Library. Dr. Mackey was to expand the team of such administrators in the 1950s.

⁶ When I was dean, we worked closely together and argued points of grammar at times. The pastor of College Hill usually felt under scrutiny from her, though she told me that she tried to set such criticism aside in church and just focus on the sermon. I enjoyed my association with Miss Person and believe that most people did, even when they laughed at her foibles.

Public Perception of TNC

Mackey was concerned about the perception of TNC in the Southeast, a region more conservative than some others, yet the one to which Trevecca had to look for support. He tilted toward the conservative side even when it was a minority, feeling that a conservative position was safer for the College. Thus he carved out a position for TNC on attire, entertainment, and the like that was more conservative than his own views were. An example was the television issue—that is, having a TV set in one's home. This issue was divisive in the early 1950s, and tensions were so high that some Nazarenes pulled out of the church to form a new denomination. The television issue and other “worldly” practices seemed to be central to their decision.

The problem was dealt with by the General Assembly in 1952 by the church's taking a stand permitting TV but urging a disciplined, biblical use of this medium. The problem did not go away. In Tennessee, one district held the view that one could not serve as a pastor unless one preached against owning a TV set. On the other district, one would have difficulty getting a pastoral assignment if one *did* preach against TV.

Typically, Dr. Mackey took the safer, conservative side and passed the word to the faculty that they were not to own TV sets. He did not want dozens of churches withholding educational budget payments over the question. The policy was not enforced, and the issue just faded away.

He was concerned about Trevecca's standing in the professional world and maintained a linkage with other colleges and universities. Trevecca faculty and administrators faithfully attended educational meetings in the state and annual meetings of the Southern Association, though Trevecca was not a member.

Mackey was also concerned about the way Trevecca was viewed by Nazarenes everywhere. He ruefully admitted that in the denomination Trevecca was often looked on as “an ugly duckling.” Part of this perception stemmed from the unfavorable publicity over the dissension and bankruptcy of the early 1930s, and part of it can be traced to a prejudice against the South.⁷ Traces of such prejudice linger today,

⁷ I assert this belief though I cannot prove it.

but Southerners do not worry about it as we once did. Another factor was the tendency of some well-meaning people to claim that Trevecca was more "spiritual" than were other colleges. Perhaps they were basing this belief on her strict rules, freedom in chapel services, and heavy involvement in Christian work. Dr. Mackey never made such a claim and, to my knowledge, never encouraged such evaluations, though he certainly was concerned about spiritual vitality on the campus.

In 1949 he became sick of hearing about Trevecca's weaknesses and formed a list of her strengths. Wynkoop lists these assets as follows:⁸

1. Trevecca sits among more institutions of higher education close at hand than any other Nazarene college: fourteen colleges and universities in a radius of 10 miles or so.
2. It has the largest campus of any Nazarene college.
3. Its faculty is equal to any of "our schools." A comparison of Bethany and TNC, he said, showed Trevecca with an average of twice as much graduate study and four more years' experience in teaching.
4. All the faculty are Nazarenes. Twelve are ordained and two are licensed ministers.
5. Trevecca has the least indebtedness.
6. Trevecca's record at Nazarene Theological Seminary is good. A Trevecca student was the first enrolled. During that first year, Trevecca students captured the 2nd, 3rd, and 4th highest grades.
7. Trevecca is the only Nazarene college whose dean has a Ph.D.

This list is an impressive one, particularly the report on the fine performance of TNC alumni at NTS. Incidentally, this record has held true across the years. Seminary professors have said that they can spot Trevecca grads because they are so well prepared in their knowledge of the Bible and of theology.

Holding to the practice of having only Nazarenes on the faculty was to cause some problems with the Southern Association, though it sold well within the constituency. It is a bit puzzling that Mackey,

⁸ Wynkoop, 198-199.

a layman, took pride in staffing the faculty with preachers. When serving as dean, I never challenged him on this practice and cannot say that I ever heard him give his rationale. I suppose he thought that biblical orthodoxy would be better preserved in this way or that the constituency would be reassured because of such action.

The Family Connection

Mackey's influence on his relatives to attend Trevecca was enormous. Sixteen nephews and nieces enrolled at Trevecca while he was dean or president. Ten great-nephews and -nieces are TNC alumni plus one great-great-nephew. Most of the latter generations came after his retirement. If one adds to twenty-seven nephews and nieces, his mother, his wife, and two cousins, one arrives at an impressive total of thirty-one. He was a one-man recruiting team.

CHAPTER THREE

The Final Years as President, 1952–1963

Relations with the Board

THE ELECTION OF A PRESIDENT AT TREVECCA IN 1952 WAS A CRUCIAL event. There had been some underground “politicking” in the Board against Dr. Mackey, off and on, for years. Whether this activity was a reaction to his conservative approach, personnel he selected, or his resistance to Board interference is difficult to tell. Perhaps it was all of the above, plus the desire of a Board chairman to dominate.

A tendency of a board of trustees of a church college, particularly in its early years, is to intervene in administrative matters—to “micro-manage,” as it is now termed. The histories of sister Nazarene colleges indicate that this meddling is generally the case. In some instances presidents have encouraged it. In the president’s report of March 1924, in which C. E. Hardy tendered his resignation, he referred to dissatisfaction with his management and said,

Your obligation as a Board is to examine every aspect of the College: the business methods, the curriculum, and textbooks. The faculty’s loyalty and moral standing should be investigated. The minutes of the faculty meetings should be examined.

A. B. Mackey did not welcome interference of the Board in details of administration but neither was he confrontational. Sometimes he used passive resistance.

I once heard a Board chairman say, "Bring us a big program. We'll trim it down to where it needs to be." Mackey had a "cognitive dissonance" with this point of view. The Board chairman and a few trustees wanted to decide which administrators the president would select and which he would not. Titles and assignments were shifted around. After one Board meeting the chairman said, "I knew good and well that, before the Board members got out of town, Mackey was busy going around some of our decisions." I think he meant that an administrator who had been removed from a position by the Board later reappeared on the administrative team with another title. On one occasion the Board selected a major administrator and set his salary higher than the salary of anyone else on the administrative staff.

This controversy over management was a major issue, but the Board could also spend time in plenary session dealing with minor matters. I remember a period of discussion in a Board meeting over the fact that the lawn needed mowing. A motion was made, without any effort to determine need, to purchase a new lawnmower. The air was cleared when a trustee from Nashville arose and explained that the city had been blessed with several days of unremitting rain and, all over town, people had not been able to tend their lawns.

When conflicts surfaced in Board meetings, Dr. Mackey, with persuasive speech, was usually able to give a satisfactory answer and resolve the problem. An arbitrary Board chairman was reluctant to let him speak, knowing his ability to sway an audience. In one meeting, the president rose to respond to an accusation and was kept standing for forty-five minutes by the chairman who refused to recognize him even though the president was a member of the Board. The impasse was finally broken when a senior trustee arose and requested the chairman to let the president speak. On another occasion the chairman said to him, "I had enough votes lined up to defeat you in this matter, and you got up, used your psychology, and swept them off their feet." How typical.

The February 1947 Board Minutes record an apology by the Board chairman for writing a letter to the trustees reflecting on the

honesty of President Mackey. He asked forgiveness and it was graciously granted. Tension continued but not at Mackey's initiative. The last thing he wanted to do was to pick a fight.

Tension had been building up prior to the 1952 Board meeting, and word was going around that Mackey would be voted out. Faculty and students, who held the president in high regard, were deeply concerned. When the April 30 meeting ended that morning, trustees came to chapel, and it was announced that Dr. Mackey was reelected. Pandemonium resulted. Shouts and applause were heard on every side and joyous students ran the aisles. It was the epitome of standing ovations. (I don't think it was revealed that shouts of joy had also been heard in the Board meeting after the vote.) Dr. Mackey's quiet response later was, "It didn't hurt for the Board members to observe that." As K. W. Phillips wrote, "It was one of those truly great moments when a wonderful group was melted together by love, unity, and high Christian purpose."¹ It appeared that this exuberant demonstration of support cleared the air and made for smooth relations with the Board for a number of years.

The Board seemed to take Dr. Mackey and his willingness to sacrifice for granted. The Board minutes of April 24, 1962, reveal that they approved a salary for the President of \$8,400 (twelve-month contract) and one for the dean of religion of \$8,820 (nine-month contract). After thirty-eight years of service, twenty-seven of it as president, the Executive Committee voted him a terminal gift of \$1,000. They had partially paid his and Mrs. Mackey's expenses for a trip to Europe in 1962.

In his June 5, 1962, report to the Board, he mentioned this trip and expressed appreciation for the gift. He told of visiting the farm in Ireland, purchased by his great-great-grandfather in 1772, where his great-grandfather was born in 1773. He went on to report that he and Mrs. Mackey had bought a Renault in Paris and drove eighteen hundred miles around Europe with no reservations and no problems in getting a room. No doubt their ability to speak French made communication easier.

In retrospect, it would appear that most clashes with the Board involved a few members and not the rank and file, many of whom

¹ *Trevecca Messenger*, May 1952.

were former students who had great respect for Dr. Mackey.

Strong affirmation of the College and its fund-raising efforts in Board meetings did not necessarily translate into support in the field. I shall never forget an experience, part of a major thrust to raise money for the College in the early '60s, which involved sending out professors and administrators to speak in churches and make the appeal. It was planned months ahead. A carload of us went to a large district and met the district superintendent before we scattered to our various assignments. To make conversation, I said, "Well, I'm sure you have done some background work to prepare the churches for our coming." He gave me a strange look and said, "Probably not as much as I should have."

Light was shed on the situation when I got to my church and was greeted with this statement: "I'm afraid you won't get much response. The district superintendent was just here raising money for a district project." My colleagues gave similar reports. That district superintendent had agreed to the Trevecca drive and then went around in advance skimming off any extra money. As usual, Dr. Mackey was philosophical about the matter.

More Buildings

The years 1953 and 1954 were busily spent in construction. Bud Robinson Hall was hastily built to meet a pressing need for a dining hall. On February 2, 1954, a fire had broken out in the furnace room at the western end of the dining hall, consumed the whole building, and caused major damage to the girls' dormitory to which it was attached. Firefighters arrived before the blaze reached the residence hall but directed their efforts to the source of the fire. It crept inexorably toward the dorm with President Mackey pleading with the firemen to concentrate at the spot where the two buildings joined. In the midst of the efforts a hose broke. The fire penetrated McKay Hall and did major damage to the upper part of this significant building.

Work soon began on repair and renovation of McKay Hall and on a new L-shaped food services building later to be named Bud Robinson Hall. The McKay top floor and rooms on the west side constructed from former porches were removed in the renovation

process, giving the building a different silhouette. The new dining hall, with its modern kitchen, fireplace, and private banquet room, was joyfully received by faculty and students.

The major project in 1953 and 1954 was the construction of the Fine Arts Building. This two-and-a-half-story structure provided classrooms, offices, and an auditorium seating about two hundred. It was finished in the traditional limestone, quarried on the spot. The new building was put into service in 1954 and met a long-standing need. Trevecca had always emphasized music, but students and faculty had had to manage with makeshift facilities. It would seem that this building had a greater impact on the life of the College, at that point, than did any other except for the McClurkan Building.

The latter part of the decade was marked by construction of the endowment buildings on Alumni Drive at Murfreesboro Road. There was a mixed response to this project, some doubting the need to have warehouse-type buildings at the front of the campus. To Dr. Mackey, this project was the only way for the College to meet the Southern Association's requirement for endowment income.

The construction of the library at the corner of Lester Avenue and Hart Street was the central activity of 1960–1961. Though the building was designed to have four stories, the top floor was never finished. The building was given the usual limestone veneer, trimmed with brick. It was well-constructed and will be good for many more years of use. Named for A. B. Mackey, it cost \$250,000 and was put into service in 1961.

A dramatic change came with the planning for construction of a dormitory using federal loan funds, rather than employing a "pay-as-you-go" approach. This decision must have been a wrenching one for the president who abhorred heavy debt. But it made good sense, for interest was low and the income amortized the loan. This beautiful three-story residence hall for women was started by the Mackey administration and was completed after Dr. William M. Greathouse became president. The ground floor was first used as a student center and later, after the Jernigan Building was completed, was converted to guest rooms. The dormitory was named Johnson Hall, for Sadie Agnew Johnson, the saintly and brilliant mathematics teacher of long years of service.

The Mackeys with a Boy in the Home

Life took an unusual turn in 1957 when an eleven-year-old nephew of Mrs. Mackey, Gene Dalton, came to live with the Mackeys. His mother, Imogene Thrasher Dalton, died when he was born. His father, George Thomas Dalton, of Monticello, Kentucky, died when he was eight, as did his stepmother when he was eleven. So he came to live with his aunt and uncle, the A. B. Mackeys. They were never his legal guardians but were responsible for his upbringing. His uncle, Wendell Dalton, of Monticello, was his legal guardian. His joining the family was an adjustment on both sides.

When the Mackeys moved into the new president's home on Alumni Drive in 1959, Gene had a large room with a private bath at one end of the house. He attended Trevecca Grade School and High School. Life with a bright, active boy must have been interesting to a middle-aged couple! The fact that Dr. Mackey was a psychologist probably helped their dealings with a teenager.

Jimmy Thrasher, Mrs. Mackey's brother, told me about an interesting incident on the Mackey farm near Nolensville. Gene came across a field, considered by a large bull to be his domain. The bull snorted and pawed. Gene ran for his life and the bull engaged in hot pursuit. Climbing a convenient tree, the boy began yelling for help. His Uncle A. B., with some deliberation, came to the rescue. Then Gene began to complain that his uncle had not responded very quickly. Ever the teacher, Mackey answered, "Do you remember that sometimes I call you and you are slow to answer?"

After graduating from Trevecca High School in 1962, the last year of its operation, Gene enrolled as a freshman at TNC. He interrupted his education to join the Marine Corps in December 1965. He was sent to Vietnam and was involved in the worst phase of that war. Coming home from military service in 1969, he enrolled in Middle Tennessee State University, where he earned a bachelor's and then a master's degree in chemistry. He stayed on to teach at MTSU for one year but decided that teaching was not his first choice.

He went to work for the Perkin-Elmer Company, a computer-producing/distributing company. He supervises six southern states, instructing those using newly installed equipment and diagnosing

problems. He married Gisela Dellmeier, a Ph.D. from Texas A & M, and they have two children. Mrs. Mackey has reason to be proud of her nephew, who shared their home for eight years. He expresses deep appreciation for the Mackeys and says that his values and sense of priorities came from them.

President Becomes Professor

In the April 24, 1963, Board meeting, Dr. Mackey gave his final report and summarized his thirty-eight years of service to the institution, twenty-seven years as president. Then he tendered his resignation, effective September 1, 1963, including his plans to continue teaching, on a part-time basis.

His plan to teach was a problem to some members of the Board and they went into executive session. After some debate his resignation and plan to continue teaching were approved. This decision was made before a new president was elected. He taught for four years more and gave up this assignment at age seventy. To my knowledge there were no problems involved in this arrangement.

A major issue in the period from 1952 to 1963 was the quest for accreditation. Because this topic is so broad, it is treated in a separate chapter.

CHAPTER FOUR

A. B. Mackey and the Quest for Accreditation

REGIONAL ACCREDITATION WAS A MAJOR GOAL AT TREVECCA FROM THE '40s on. While rebuilding the College from its shattered condition of that tragic era, the '30s, A. B. Mackey gave unceasing attention to achieving membership in the Southern Association of Colleges and Schools.

Other Accreditation

When accreditation is mentioned one usually thinks of that provided by a regional agency. But there are other types of accreditation and recognition. For example, acceptance of Trevecca alumni for graduate work in major universities was a sign of approval vital to the College in the period 1942–69. The number of such universities that accepted Trevecca students reached fifty by the year 1961–62.

In a study of Trevecca graduates over a twenty-five-year period, I observed, "It has been maintained that if a college could accurately measure the effectiveness of its graduates, it would need no other type of recognition or accreditation."¹ I then listed seventy-nine universi-

¹ Adams, Homer J. "Degree Graduates—Majors and Graduate Work for Twenty-five Years, 1942–1966." Unpublished Report, April 1967.

ties that had accepted Trevecca alumni for graduate work. The list probably errs on the low side, for some enroll for graduate work without TNC's knowing about it.

The leading university in terms of numbers of TNC graduates admitted was George Peabody College, a world-famous, teacher-training institution. Our close connection with Peabody goes back to the 1920s when A. B. Mackey enrolled for graduate work there. Dean Robinson of Peabody was a Mackey friend from their days together at Eastern Kentucky State Teachers' College. He set an example of consideration of Trevecca students that was carried forward by other Peabody deans and presidents. It did not hurt that Mackey was teaching there, part time, for several years. When Trevecca was a junior college in the 1930s, a Trevecca graduate could attend one quarter, have the credits validated, and go forth to teach on Peabody's credentials. In those days it was commonplace to start teaching with two years of college. When baccalaureate degrees were awarded, beginning in 1942, Trevecca graduates would enroll in Peabody to take one quarter's classwork required to validate their Trevecca degree.

Dr. Mackey astutely observed that Trevecca's lack of regional accreditation and her graduates' need for Peabody's affirmation had influenced many graduates to complete master's degrees—some of whom would not have done so otherwise. He reasoned that their positive experience in Peabody as they earned credit to validate their TNC diplomas inspired them to complete graduate programs.

Peabody also required the extra quarter's work of students who wanted to enter graduate school. The extra work served as evidence of the students' ability to handle the advanced work. This requirement was not always enforced, as in Herman Spencer's case in the late 1940s. Peabody allowed him to pursue graduate work without the extra quarter of work.

Trevecca students invariably did good work at Peabody. For some reason many of us made better grades in graduate school than we did in our undergraduate years, even though the requirements were stiffer.

Dr. Claude Chadwick, head of the science department at Peabody, asked a Trevecca graduate, Mrs. Mildred Chambers, "Does Trevecca accept only superior students? Either they accept only superior students or they do a superior job of training."

After dozens, and perhaps hundreds, of TNC grads had performed well, Dr. Felix Robb, Peabody president, wrote a letter on Peabody letterhead, dated October 8, 1965, saying,

To whom it may concern:

This is to certify that credits earned by students at Trevecca Nazarene College, Nashville, Tennessee, are accepted at full value and on the same basis as credits earned in regionally accredited institutions.

This recognition was a great breakthrough; no longer would the extra quarter be required. Other universities did the same.

A letter from Vanderbilt University registrar, W. O. Batts, to the Office of Education in Washington, dated October 19, 1965, made clear that for years Vanderbilt had been admitting TNC graduates with no penalty at all. He said, "The academic performance of these students at Vanderbilt has been uniformly good."

Another type of accreditation sought by the College in the 1940s was that of membership in the Tennessee College Association. This accreditation was slow to come but was achieved in 1950. The TCA was not an accrediting agency but it acted a little like one. Membership indicated a type of recognition and acceptance in the academic community. It was absurd that the TCA had withheld recognition of Trevecca as a four-year college from 1942 to 1950. It was an association—not an accrediting body.

Dean Gresham's report to the Board, February 5, 1947, went into detail about accreditation issues and expectations, including membership in state organizations. In comparing Trevecca with other Nazarene colleges that had gained state recognition, such as Pasadena and Northwest Nazarene, he said: "Any informed person could see that in equipment, faculty, and financial soundness, Trevecca is ahead of any of our schools when they received their respective four-year standings."² He and the president saw membership in the TCA as a stepping-stone to regional accreditation.

Accreditation as a teacher-training institution by the Tennessee State Department of Education was a goal in the 1950s. A sweeping revision of state regulations occurred in 1952–53. I was privileged to

² Board Minutes, 1947.

serve on the committee to rewrite these regulations for all state colleges which prepared teachers. These requirements became official in 1953, and the process of evaluation of colleges began. The same committee did the reviews, which were painstaking. The reviews were substantially completed in 1954, and colleges passing the vigorous screening were officially approved.

Trevecca met the standards but was not on the approved list. The inside story can now be told. I was on the subcommittee that evaluated Vanderbilt University. This famous institution did not feature teacher education and seemed to have a mild scorn for colleges that did. However, some of her graduates went into public school teaching and their certification had to be secured.

There were serious flaws in the Vanderbilt program and report, and approval was delayed a year until they could be corrected. The director of certification for the State of Tennessee and the chairman of the Evaluation Committee anticipated the humiliation that Vanderbilt would feel if it were the only institution not approved. They came to me with the suggestion, which somehow sounded like a decision already made, that TNC be delayed a year to keep Vanderbilt company! I felt in no position to resist, though I probably should have. Trevecca, along with Vanderbilt, was officially approved in 1955.³

Early Dealings with the Southern Association

Efforts to gain regional accreditation began surprisingly early, in the 1940s rather than a decade later as some have assumed. In those years when Trevecca was struggling to survive and rebuild, having narrowly escaped extinction in the early 1930s, President Mackey, with farsighted vision, looked forward to membership in the Southern Association of Colleges and Schools.

His primary goal was to raise the College to a level of quality to merit such membership. Under his leadership, faculty development, educational goals, and quality education were discussed and pursued as early as 1943. With the president leading the way, there was a broadening of vision and greater incorporation of what some would call

³ TNC has an excellent reputation in the state and region for the quality of teachers it produces. Ask any principal or superintendent.

secular education. Trevecca was in the process of changing from a Bible school to a liberal arts college. However, he did not encourage anyone to "go, tell it on the mountain."

The College began its series of self-studies in the early '40s. One study, reported in the February 1943 Board meeting, dealt with class size, curriculum, equipment, the need for additional buildings, and finances. The last was the most urgent need. Trevecca had an income of ten thousand dollars above tuition receipts, well below SACS standards.

In 1947 such a requirement reached twenty-five thousand dollars. It went to forty thousand dollars in 1951. Other specific needs were the requirements to pay department heads at least twenty-four hundred dollars a year and to have seventy-five hundred volumes in the library. As the College met these requirements, new and higher ones appeared. About the time we would close the gap, it would widen again. The goal was tantalizingly just out of reach. The requirements of more money, more doctorates, and more buildings continued to be the obstacles confronted in the 1950s and beyond. Mackey refused to be daunted by such obstacles, seeing each measure of success leading to more success.

Keenly interested in achieving recognition by the Southern Association of Colleges and Schools, Mackey delegated responsibility for leadership in this area to the academic dean. Dr. L. P. Gresham worked untiringly in this area in the late 1940s and early 1950s. One of his first priorities was to educate the Board without being too obvious about it. There was a tendency to view the accreditation agency as the enemy waiting to squeeze Trevecca into its mold. Representatives of the Association were a little sensitive about church college attitudes since the president of one such college in Tennessee had fulminated against regional accreditation, proclaiming, "We are accredited by the Lord God Almighty." A SACS official later mentioned this incident to us, testing, it seemed, to see if we had any sympathy for this viewpoint.

In his report to the Board in its February 5, 1947, meeting, Dean Gresham emphasized that SACS was not antagonistic to Trevecca, that pointing out shortcomings did not indicate a lack of sympathy, and that the goal was for Trevecca to do well at what she was set apart to do.

He went on to say,

They do ask that we turn out ministers who can meet the needs of our church and of a topsy-turvy social order... and who can help in the work of bringing the world into some sort of semblance of balance. They expect us to train teachers, musicians, businessmen, and citizens in general—living sanely and affording a society that has largely lost its equilibrium a compass of moral consciousness by which it can right itself.

Gresham also pointed out that Trevecca was not alone in its quest for regional accreditation. Though the six Nazarene colleges in the United States were all founded about the same time, only Pasadena College and Northwest Nazarene College were accredited by their regional agencies.

He also made the important point that accreditation was not the prime value but that quality education was. He viewed a long process of building on Trevecca's conservative base with no immediate application for Southern Association membership.

Thus the 1940s was a time of planning and preparation for first steps toward accreditation in the 1950s. To allay the fears of the Trustees and to sell them on the idea of providing sufficient funds were major efforts of the Mackey administration during this period.

The Quest for Regional Accreditation

Despite a recognition of the requirements for and obstacles to accreditation, and a systematic effort for twelve years to lift the College by its bootstraps to achieve such recognition, Dr. Mackey did not reach the cherished goal. Trevecca was still on the outside looking in when he retired from the presidency in 1963. With excellent hindsight a later generation finds it easy to point out what should or should not have been done to gain this seal of approval. Others are content to blame the president.

Harper Cole made the following analysis:

It appears that Mackey did not have an adequate grasp of what it would take to be accredited. The reports of the president and dean right up to their last year, 1963, are full of rationaliza-

tion and false hope. As Gresham stated, they hoped to accomplish accreditation through oratory and audacity.⁴

On the contrary, Mackey perceived very clearly the obstacles to accreditation. The all-encompassing one was finances, including a required three-hundred-thousand-dollar endowment. This figure was a staggering sum in the 1950s, probably equivalent to \$3 million today.

The pursuit of ever-increasing standards was a constant challenge. One of the criteria of financial strength was that annual operating income—above tuition receipts—be at an established minimum. In 1951–52 this amount was \$25,000, and Trevecca met it with \$31,150. In 1952 the minimum jumped to \$40,000 while TNC raised \$37,136. The next year TNC raised \$47,201, but SACS jumped to \$50,000. It was like chasing a will-o'-the-wisp! However, this criterion was easier to meet than some others because of the excellent educational budget system peculiar to Nazarene colleges.

A consultant sent by SACS to spend time on the campus in 1961 said in his report, “Trevecca has no ills that money can’t cure.” We heartily agreed.

Other deficiencies mentioned were the lack of doctorates among the faculty and inadequate facilities. These weaknesses, of course, trace to the first, that is, insufficient financial support. Mackey could not wish a half million dollars into existence. There is considerable evidence that the constituency was not yet willing to pay the price for accreditation. One is compelled to admit that the Board of Trustees, with its responsibility to provide the necessary funds, fell short in its performance.

But steps were taken to remedy the situation and deal with the deficiencies. Bud Robinson Hall and the Fine Arts Building were constructed in 1954, the Mackey Library was completed in 1961, and Johnson Hall was started in 1963.

Mackey lacked funds to hire new doctorates. They were scarce in Nazarene circles in those days and other colleges had a higher salary scale. So the plan was to grow our own, and it worked, albeit slowly. Gresham had set the example of working full time and meeting graduate requirements for the Ph.D. as well, having his doctorate conferred

⁴ Cole, Harper, Jr. *A Study of the Governance Style of A. B. Mackey, President of Trevecca College 1936–1963*. Ed.D. diss., Oklahoma State University, 1978.

in 1943. In the decade of the '50s, the big push was on. I received my doctorate from Peabody in 1953—the first TNC baccalaureate alumnus to have the Ph.D. conferred. Others were Charles Childers, Franklyn Wise, and G. Lewis Pennington with doctorates from Vanderbilt, Pittsburgh, and the University of Mississippi, respectively. The diversity of graduate schools pleased SACS representatives who thought too many Trevecca faculty did graduate work at Peabody. In addition to this progress, Leslie Parrott with a Ph.D. in psychology was employed in 1962. William Howick, Leon Chambers, and Mildred Chambers were involved in doctoral programs in this period but received their degrees later. Others working on doctorates while teaching—though never receiving them—were A. B. Mackey, John Dix, and K. W. Phillips. In my view each of these was worthy of the degree. The effort to “grow our own” continued in the 1960s with John A. Knight, William J. Strickland, and H. Ray Dunning completing doctorates at Vanderbilt while teaching at TNC.

To strengthen Trevecca's bid for accreditation and perhaps to fulfill a dream, Dr. Mackey did an unusual thing as he approached the end of his career. He went back to graduate school, taking classes to renew his program, though his residence requirements for the Ph.D. were completed years before. Though past the normal age, he was approved for a doctoral program. He was assured at George Peabody College that his age would not be a hindrance.

Mackey's “Program of Studies” for his renewed effort for the Ph.D. degree shows the following credits:

Peabody—Post MA – 53 hours

University of Chicago – 10 hours (5 of which are counted on this program)

Harvard University – 4.5 hours

Vanderbilt University – 41 hours (21 of which are counted on this program)

He must have set a record with 83.5 quarter hours after completion of the M.A. One usually does 36 quarter hours of classes and 36 hours of research on the dissertation.

He completed his course work, had a dissertation topic approved, did his research, and started writing. The plan fell apart. A conflict developed between the dean of instruction and the graduate council

over the age question. I gather this disagreement was linked to a broader problem, a sort of power struggle within the institution. It seems clear to me that Dr. Mackey was not treated fairly and could have pressed for his rights. Characteristically, he said, "Peabody has been too good a friend to Trevecca across the years for me to be part of any conflict." He withdrew from the program, saving face for Peabody officials. He was a peacemaker with a broader view than that of his own welfare.

The endowment problem was attacked with a radical decision to set aside part of the campus for commercial development. Two large buildings were constructed adjacent to Murfreesboro Road, and these undoubtedly aided in accreditation achieved in 1969. They eventually netted fifty thousand dollars in annual rental income, a million-dollar endowment, for sure. These buildings and others later were held by Trevecca Endowments, Inc., an entity created for this purpose.

Another approach of Mackey's was to argue that a stable income from the churches more than met the endowment income requirements. The usual response from SACS to this claim was "Yes, but. . . ." They seemed to accept the logic but had difficulty applying it to TNC. Perhaps we should have changed "educational budget" to "endowment budget." About the time TNC met the three-hundred-thousand-dollar requirement in 1962, SACS eliminated it.

Another major obstacle was the need to raise faculty salaries to an acceptable level. This weakness was cited by the SACS Committee on Admission to Membership in December 1956 and 1958 and many times thereafter. The College faithfully reported regular salary increases, but they never seemed to be enough.

The previous discussion has examined the major weaknesses of Trevecca as perceived by representatives of the Southern Association. These deficiencies were directly related to finances, that is, insufficient funds to do all that was needed. The discussion will now turn to other major obstacles.

Trevecca's statement of purpose and the educational program which flowed from it were major points of concern during this period. These perceived weaknesses were emphasized in a letter from the SACS executive secretary dated December 15, 1959. He indicated that

a clear statement of philosophy and objectives was needed. This need was mentioned several other times—most strongly in the report of the SACS Study Committee in 1963.

In my opinion, this requirement was a smoke screen. The statement of denominational relationship and purpose in the 1959 catalog was quite clear. It said,

Trevecca Nazarene College is a Christian college of liberal arts and an official institution of the Church of the Nazarene which purposes to serve society and the denomination by supplying an effective leadership loyal to the ideals of the church and the country. The Wesleyan doctrine of entire sanctification is emphasized.

In doctrinal emphasis the college subscribes to the beliefs and ethical standards of the Church of the Nazarene as set forth in the Manual of the denomination. Each member of the faculty is personally committed to the Christian way of life, and it is the aim of the college to assist each student into a vital religious experience involving the epochs of the new birth and entire sanctification.

“The goals of a Christian education are: Personal (1) to effect and retain a saving, intelligent relation between a student and God, and (2) to create the best possible man by educating the whole man; Social (1) to create a good society by providing leaders for Christian activity and examples of Christian grace, and (2) to create and maintain the good life by preserving Christian ideals.”⁵

These have been the goals toward which the training given at Trevecca Nazarene College has long been directed.

In the 1968 catalog, under which Trevecca was accredited, the connection with the denomination was just as clear, and the doctrinal position was identified, though in more general terms. Instead of “entire sanctification,” the 1968 statement substitutes “Christianity in its Wesleyan context.” Though perhaps better written, the passage still referred to the denominational relationship, doctrine, and emphasis on spiritual value, as did the one that was turned down in 1963. SACS’s acceptance of this later statement tells me that SACS, or at least the visiting committee in 1969, had matured.

⁵ Commission on Education. *A Philosophy for the Church of the Nazarene*. (Kansas City, Missouri: Church of the Nazarene, n.d.), 1.

Some officials representing SACS considered Trevecca to be too close to the Church of the Nazarene, too much dominated by its doctrine and standards. They read this close connection correctly. But SACS could not openly acknowledge this opinion for it would look too much like meddling. Moreover, an executive secretary had assured the Trevecca Board of Trustees in 1953 that the goals and purposes were the business of the College and not that of SACS. There was continuing pressure to make TNC a "standard" or "typical" liberal arts college. No such institution existed, except in the eye of the beholder, and SACS had no definition of a liberal arts college. Thus they chose an indirect allusion, that the statement was not clear.

We were saying, "Trevecca is a special kind of liberal arts college with an emphasis on training preachers and teachers, while providing majors in six or eight other fields." Along with this mission was an emphasis on spiritual values, service to the supporting denomination, and service to mankind. SACS proclaimed that it tolerated such diversity. SACS's 1960 constitution includes this statement: "The standards shall provide for diversity of purpose among institutions."

Admittedly, TNC contributed to the perception of a close relationship with the denomination (which we considered a strength) by a policy of employing only Nazarenes on the faculty, having a heavy proportion of ordained elders as teachers, and recruiting mainly Nazarene students. While practicing our right to be this kind of institution, perhaps we might have been more noncommittal. In retrospect, we should have changed our policy to one stating, "Faculty are employed whose ideals, life-style, and doctrinal position are in harmony with those of the College." Then we could have continued to employ Nazarenes along with others of different holiness denominations.

Academic freedom and tenure for the faculty were issues taken seriously by the Southern Association. A proposal for a policy based on "Principles of Academic Freedom and Tenure," issued by The American Association of University Professors and the Committee on Academic Freedom and Tenure of the American Association of Colleges in 1940, was presented to the Board of Trustees in its spring meeting in 1962. This policy was standard in higher education in this era.

Academic freedom was a sensitive and contentious issue to the Board. Some felt that TNC should not be like all those other "world-

ly” colleges and accept the policy mentioned above. Elders were in the preponderance on the Board, and one observed that no one else in the denomination had such protection. The tide seemed to flow against acceptance of the proposal. I, as dean, had submitted it and defended the policy. Finally one trustee asked how important it was. I said simply, “In my opinion Trevecca will not be accredited without it.”

The Board was conservative, but on this point, they proved to be flexible. The Minutes record the following action: Mrs. Madelyn Wall moved that the Board adopt the statement of “Policy on Academic Freedom and Tenure.” The motion was seconded by Otto Stucki and unanimously adopted by acclamation.⁶ This step was one of the most significant ones toward accreditation ever taken.

A library is central to the educational program of any college. Trevecca’s library, on the ground floor of the McClurkan Building, was deemed inadequate. This problem was cited by the SACS Committee on Membership in December 1959 and at other times. Trevecca took a major leap of faith and set out in 1960 to construct a major library building. This impressive structure, completed in 1961, at the corner of Hart Street and Lester Avenue was built at a cost of \$250,000 with only \$100,000 indebtedness, which was underwritten by pledges.

Other concerns expressed by SACS representatives may be termed minor issues because they were not emphasized in the same way as the ones discussed above. Some of these were faculty-related, such as teachers’ doing graduate work while teaching a full load, their need to be more involved in the leadership of the College, and the fact that some were considered overloaded.

Other issues related to curriculum, namely, the large number of majors. Our response was to eliminate economics and speech as majors. Later the message shifted—we did not have enough majors. We were urged to institute a physics major, and perhaps chemistry as well, in order to achieve a balanced curriculum. A survey was done among students, and it revealed that only one was interested in such a major.

To have followed the SACS desire on this point would have been a disaster. To build and equip physics labs and hire a Ph.D., if one could be found, for a handful of students, would have been an intolerable financial drain. It could be interpreted that the matter of a

⁶ Board Minutes, April 1962.

physics major was a strong issue with SACS.

The Th.B. degree concerned the SACS representatives, and it was discontinued in 1962. So was the Junior Theological Program.

Other problems related to students. Their scores on the Graduate Record Exam (GRE) were not high enough, student leadership needed to be enlarged, and students needed recreational facilities. Trevecca had no gymnasium and no prospect of building one in the '50s and '60s. We did the next best thing—used borrowed facilities for intramural basketball. The best arrangement was the use of Lucy Holt Moore gym, less than a mile from campus and free except for donated services of Trevecca students' refereeing other games at this community center. We had keys to the gym and exclusive use at the appointed times. Use of this facility provided a major morale boost for students, much like having their own facility. Later we used the Salvation Army gym and the one at First Church of the Nazarene.

Another issue was the high school, considered by SACS to be a drain on the finances of the College. One could argue that this requirement was a major obstacle. In 1961 the Board voted to close the high school, an action which was accomplished in 1962.

Significant progress was made toward accreditation in the late 1950s and early 1960s. Major obstacles had been fully met, such as the building of a new library building, elimination of the high school and the Th.B. and Junior Theological Programs, and construction of endowment buildings. SACS had good reason to consider these achievements, in tandem with stable educational budget income, as meeting the endowment requirement.

The sensitive issue of Ph.D.s was substantially met by 1962 with six doctorates on the faculty. SACS did make exceptions for some departments such as music, art, and physical education, and probably still does.

A policy of academic freedom and tenure had been approved in 1962. Other achievements have been previously discussed and need not be repeated in this summary.

Dr. Mackey had demonstrated initiative through a continual flow of communication with SACS. The executive secretary had come to the campus for evaluation and report six times. Moreover, Dr. Mackey had met with the Committee on Admission to Membership six times

between 1951 and 1961. Additionally, a consulting firm, Ivey and Campbell, had been employed in 1955 and advised the College until 1962. Mackey went the second mile, or the thirteenth, and had two other consultants visit the campus.⁷

The year of breakthrough, from the College perspective, was 1962. Gordon Sweet, executive secretary, visited the campus and wrote on October 14, 1962: "I certainly was impressed by the number of changes you had made on the campus and especially with the new library."

He recognized that deficiencies had been corrected and mentioned only three remaining weaknesses. These were strength of the faculty, enrollment in some major programs, and the growth of library holdings.

As academic dean, I had written him on April 12, 1962, responding to the SACS concerns from the December 1961 meeting. This letter lists fifteen of these perceived weaknesses and reports solutions or significant improvement in each one.⁸

Thus, prospects for accreditation were good in 1962. SACS must have agreed, for a study committee was authorized for April 1963. With the prospect of a change in presidents, this meeting was postponed until October 1963. In retrospect, it probably should have been postponed until the next year. When the SACS visiting committee came, Dr. W. M. Greathouse, Mackey's successor, had been in office only a few months, and the committee's evaluation was based on the self-study and other data related to the Mackey administration.

The report they gave was very disappointing. In their view, Trevecca did not measure up in any of the eight areas. It was as though no progress had been made and no solution of specific problems had occurred.

Evaluation of the Mackey Efforts toward Accreditation

During the late 1950s Dr. Mackey had high hopes for accreditation. There was continuing encouragement from SACS, extending into

⁷ Dr. Lund and Dr. Fields

⁸ This letter can be found in the TNU Archives.

the 1960s. Perhaps we took these positive signals too seriously. On October 30, 1956, he wrote a letter to the Board in which he said,

Now our next important date will be the first week in December. We will be meeting with the Membership Committee in Dallas. Your prayers for us and your boosting the expansion payments toward the \$100,000 goal before December first will help us.

The procedure is that if the Membership Committee assigns a study committee for Trevecca next year, and if they report favorably, we have a good chance to become a member of the Southern Association in December 1957. It will take our best during the next fifteen months.

Dr. Mackey takes the opportunity to instruct the Board about the process but also uses the prospect of accreditation to coax more financial support.

A. B. Mackey's vigorous efforts continued until his last day as president. He did just about all that was reasonably possible to gain regional accreditation for the college he loved and to which he had devoted thirty-eight years of his life. A brief review of some of the things he did is in order.

- He had a clear perception of the obstacles to accreditation, and he set about systematically to remove these obstacles and to see Trevecca meet the expectations of the Southern Association.
- He employed consultants, Ivey and Campbell, in the late 1950s and early 1960s and financial consultants to improve the accounting system.
- He constructed buildings, those urged by SACS—Bud Robinson, Fine Arts, Johnson Hall, and the crown jewel, Mackey Library. The construction projects were accomplished with a very low residual debt.
- He saw increasing success in fund raising and raised the educational expenditure per student. Moreover, he efficiently and frugally managed the dollars raised.
- He gathered a corps of capable and loyal faculty. Among these

was a growing number of doctorates—six in 1962—probably enough to meet SACS minimum standards, in its usual interpretation.

- He dealt forthrightly and creatively to meet the requirement for an endowment. SACS had good reason to declare that TNC had met this requirement.
- He made internal corrections in accordance with the advice of the Southern Association—closing the high school, discontinuing the Th.B. and Junior Theological Programs, and appointing a dean of students.

The progress described above and other achievements not mentioned here provided a foundation for success in the long-awaited regional accreditation in 1969. It is heartwarming to note that the Board of Trustees recognized Mackey's contribution. Bruce B. Hall, writing for the Board of Trustees as secretary, on December 4, 1970, described the blessing and boost to morale resulting from accreditation and went on to say,

During those years you were president, I recall that you did your best toward bringing us up to accreditation. Few of us realized just how much you really did. But we know your efforts accomplished much toward laying a foundation so that those who followed you could carry on to victory. We, the Board of Trustees, and I mean all of us, do appreciate more than we can tell you, your effort and subsequent victory that placed our Trevecca Nazarene College on the roster of accredited colleges.

In agreement with Bruce Hall, I say, "Thank you, Dr. Mackey, for your vision and your unceasing labors in the interest of regional accreditation and for the sure foundation you laid for that purpose."

Accreditation Efforts After Mackey

Accreditation efforts and problems spilled over into the Greathouse administration. Dr. Mackey resigned and his successor assumed the responsibility in the summer of 1963. A study had been done and a

SACS committee already scheduled for 1963, first in April but postponed until October.⁹

The problems with which the Mackey administration grappled for some twenty years confronted the Greathouse administration as well. After five years of effort and hope, the cherished goal was still not reached. The lack of money to do all the things SACS required continued to be a major issue.

The financial problem was exacerbated by the loss of the East Kentucky and West Virginia Districts by General Assembly action in 1964. The latter paid more educational budget to Trevecca than did any other district.

At the 1964 General Assembly, the denomination made a radical decision—to create a new Bible school and two new colleges. Creation of these new schools meant redrawing the zone boundaries, with each college losing supporting districts. A wail of anguish went up from college representatives.

The motion was on the floor to take such action. Debate was heated. As a delegate, and with Dr. Greathouse's support, I prepared an amendment that stipulated the following: "Provided that no college, not yet regionally accredited, would lose any territory until such time as it achieves this accreditation."

This motion did not mention TNC, the only one not regionally accredited, and it sounded reasonable. The amendment might have passed but someone ahead of me, in the line at the microphone, moved the previous question, cutting off debate. The motion passed and the window of opportunity closed. Trevecca lost a major part of its annual income at a critical point in the quest for SACS membership. The reduction of budget revenues that resulted from this action was a significant factor in the delay of accreditation.

The construction of new buildings, such as the Science Building, and the enlargement of the corps of Ph.D.s were major achievements in the Greathouse administration's efforts for SACS membership. Another important step was taken in 1964 when Dr. L. P. Gresham was brought in to head an institutional self-study. The result of this yearlong study, the most thorough of its kind in the history of the

⁹ The 1963 SACS Committee report and an evaluation of it can be found in the TNU Archives.

College, was a five-hundred-page volume named *The Council for Institutional Research and Planning Report*. It is an impressive work.

Other achievements of the Greathouse administration are detailed in Wynkoop's *The Trevecca Story*. Building the foundation for accreditation continued.

CHAPTER FIVE

A. B. Mackey As I Knew Him

Characteristics of Dr. A. B. Mackey

IT WAS MY PRIVILEGE TO BE CLOSELY ASSOCIATED WITH DR. MACKEY for about five years as a member of a quartet while I was a student. In that era, the president usually took a male quartet with him to district assemblies and some other meetings. It was fascinating to listen to him across the miles, as he expounded on various topics and lapsed into the role of teacher. Later I served under his supervision as teacher and administrator for fifteen years. He had a lasting influence on my life. A unique and fascinating person, Dr. Mackey had some interesting characteristics.

Cautious in Statement

He seemed convinced that people never have to take back what they do not say. His reaction to an issue, a problem, or even a question, was opposite to bluntness or hastiness of speech. He often led his listener up to a point where a strong statement or conclusion was appropriate and then would pause expectantly. Nine times out of ten the listener,

caught up in the discussion, would step in and make the statement. If propitious, Mackey could state, "I didn't say that; you did."

Yet he sometimes used shock tactics in his conversation, teaching, or public speaking, making strong, even outrageous statements at times. Somehow the comment did not seem so outrageous after he explored it.

Dr. Mackey often declined to give a direct answer. He rarely ever was blunt, but once he rebuked a young preacher who, through his arrogance and radical notions, was bringing discredit to the cause of Christ.

True to his style, the young man said, "Bless God, you didn't call me to preach. God did."

Dr. Mackey answered, "And God called me to interfere with your kind of preaching."

Dr. Mackey had a natural aversion to precipitate action. His first invitation for me to teach at TNC came when we met on the campus when I was a senior. He stopped me and said, "If you ever see anything you want to teach, just say so!" It remained for Herman Spencer, principal of the high school, to put this offer into effect and to arrange some history courses for me to teach two years later.

Spencer tells a similar story about his own appointment to the faculty. After promising Dr. Mackey he would "think about" an offer to do some teaching, he saw in a Nashville paper that he was a new faculty member at Trevecca, and high school principal at that! Dr. Mackey hired Charles Childers to teach, mentioned a possible assignment in administration, and then when he came, introduced him as the acting high school principal. Mackey would rather ease into an agreement than to be very precise about it in advance. Most of us adjusted rather smoothly to this way of doing things.

Sometimes an administrator would go to him with a request, a problem, or a proposal, listen to an interesting conversation, and go away well aware that the situation was as before. It really was easier to get forgiveness than permission. Looking back, however, it would seem that many of those problems were solved with the passing of time as, no doubt, he knew they would be. If he disapproved of something, one could tell, though he might not say so.

His extreme caution was heightened by years of practice. His prudence was understandable when the financial welfare of the College

was involved, but it was a bit puzzling when he was reluctant to take clear-cut action on employment and other personnel matters.

In contrast to the tendency toward caution, Dr. Mackey could “sound off” when the occasion called for it and where Trevecca’s best interests were involved. When the library building was under construction in 1961, ductwork was installed so deep vertically that the ceiling would need to be lowered a foot or two, in fact, below the top of the windows. The workmen, doing the most convenient thing, resisted tearing out and changing the portion completed. They argued that there was still enough headroom and that all should adjust to the lower ceiling. His emphatic answer—uncharacteristic, it is true—was, “An imbecile knows better than that.” They tore out the ducts and did it right.

Unafraid to Dream

A. B. Mackey was fond of Kipling’s “If,” and the line about dreaming applied, particularly, to him. He dreamed but did not make dreams his master; rather, he mastered his dreams and put them to work for Trevecca.

About 1937, with bankruptcy a recent memory and the survival of the College a question, he began making a shocking yet stimulating statement: “On to a four-year college and a million-dollar campus.” People began to believe him and the third year was added in 1940 and the fourth year in 1941. The first A. B. degree recipients graduated in June 1942. Trevecca was a four-year college within five years of the announcement.

The point at which the campus reached \$1 million in value is not as clear. Colleges carry buildings on their books at the construction price, not the appreciated value. Thus, the McClurkan Building, built in 1942, did not add greatly to the valuation, for the cash investment was some forty thousand dollars. Additional labor costs were credited to student accounts. It probably was about 1950 before the second part of the Mackey dream was realized and the campus was worth a million dollars. Dr. Mackey’s gift of several acres of land on the north side of the campus was a valuable component.

His dreams included regional accreditation, and sustained efforts

toward this goal began in 1951. The College came extremely close to achieving this goal but was caught in an ever-increasing set of quantitative standards. Some of these dealt with such matters as invested endowment. We had no endowment and no prospect of one, so Dr. Mackey led the way by building commercial buildings on the Murfreesboro Road side of the campus to help satisfy this requirement.

His message in the 1959 *Darda* included some dreaming:

If Trevecca makes approximately the same progress in the next twenty years as it has in the past twenty years it should have a fully accredited graduate school offering the Doctor of Theology and Doctor of Philosophy degrees. It should have campuses and equipment valued at ten million dollars and should have two thousand students enrolled on the main campus and five hundred in each of two affiliated junior colleges.

What a vision! Trevecca reached the ten-million-dollar campus, as projected, and almost reached the 2,000-enrollment figure in the 1980s, having registered 1,977 one year. A junior college in Orlando, Florida, was started in 1978 by the Moore administration but was discontinued because of SACS objections. The offering of the doctoral degrees remains a challenge for the future.

Mackey's vision reached beyond his own institution. More than forty years ago he was advocating a university system for Nazarene colleges with each school having one or more specialties and students and faculty moving among the different institutions. For example, he saw a strong physics major in only one of the six Nazarene colleges, with perhaps a master's degree offered in this field. At that time NNC was a good prospect for this emphasis. However, protection of turf and limited vision hindered any advancement toward this dream. Every now and then this idea pops up in meetings of Nazarene educators, the proponent thinking he has discovered something new.

Practical and Inventive of Mind

A. B. Mackey had a continuing curiosity about how things worked. He also had a creative mind for devising ways to make things economical in time and money. Once on a quartet trip to Florida the car suffered a broken leaf in the spring. The mechanic said the car should

not be driven and that he could not repair it over the weekend. We could not stay in Georgia waiting because we were scheduled for services on Sunday.

I can still see Dr. Mackey crouching down by the car and showing the mechanic how he could clamp the two broken ends in place. We were soon on our way and the “jury-rigged” spring lasted throughout the whole trip.

He purchased a 1940 Dodge coupe with only one seat but a huge trunk. Transporting the quartet was a problem in the early part of World War II, so he found two jump seats, installed them behind the main bench seat and immediately the car became a club coupe. Quartet boys took turns hunkering down in this rear compartment during thousands of miles of travel.

His inventiveness extended to solving all kinds of problems. When logs were hauled from the Mackey farm in Kentucky to the sawmill for lumber to use in the construction of the McClurkan Building, the men had trouble moving the logs the last two feet. Mackey suggested they skin the logs at the opposite end, after which they slid forward easily. Later when Dr. Mackey retired as TNC president in 1963, he and Mrs. Mackey moved into a house on Harding Place, one with an unusually large lawn. He could have purchased a large, expensive riding lawnmower, but he did not. He hitched two or three manual mowers, sans handles, in tandem, towed them behind his small Renault and mowed the lawn in style! He was the subject of a write-up in a Nashville paper with a picture showing his unique machine.

Persuasive of Speech

Dr. Mackey was one of the most dynamic speakers I have ever heard. He could capture and hold the attention of a crowd as few men could. He was a master of psychology and could play on people’s heartstrings until listeners were lifted out of themselves.

A classic was his account of his widowed mother’s giving from slender resources to the church and to a holiness school. She did this with a babe in arms, “who now stands before you,” he would say. He would proclaim that no one ever became destitute because of giving to

God's cause and usually wound up by challenging listeners to let him know if they did and he would deed them land and build a house on it. By this time the audience was usually reacting with camp-meeting fervor.

If for some reason he was not holding the attention of an audience as he liked, he would switch to another topic so adroitly that listeners usually were not aware of the change.

He once told me, "I can go on any of these districts and raise more money for Trevecca than the College ought to get." For this reason, district superintendents were a little cautious about turning him loose. He went to one large church to raise money. The fifteen-hundred-dollar goal was a considerable sum in those days, and the pastor began to get cold feet. He suggested that the president speak but delay the fund raising until a more propitious time. Finally the pastor reluctantly agreed to taking pledges, as originally planned. Dr. Mackey presented the need to the congregation, distributed pledge cards and raised twenty-five hundred dollars. Then the pastor asked to keep the pledge cards with the idea of adding to them. We never saw the pledge cards again and could not follow up on the promised gifts.

Dr. Mackey spent dollars reluctantly, even frugally, especially if they were TNC dollars. He had a keen sense of stewardship and frequently said, "Money in the hands of sanctified people means souls in the kingdom of God." His innate conservatism, his training in economics, his upbringing in rural Kentucky when hard times were the norm, and his memory of Trevecca's financial troubles and bankruptcy, all probably influenced him as well. He was good at withstanding pressure when everybody and his brother had a suggestion to offer him about spending College money and even going into debt to do so. He resisted taking the College into debt, and as late as 1962 the College had a debt of only about a hundred thousand dollars, an obligation created by the recent construction of the library building.

Dr. Leslie Parrott was a faculty member in 1962-63. He told me, "You can have a pleasant conversation with Dr. Mackey until you propose spending College money. Then he becomes very quiet!"

Mackey had no reluctance to make personal sacrifice for the sake of the College. On quartet trips we took sack lunches to last us to our destination. Once, on arriving at a town where a district assembly was

to be held, he sent us off to a restaurant. I returned to the car for some forgotten item and found him eating one of the stale sandwiches left over from the trip. What a man.

Retentive of Memory

What former students will always remember about “Fessor” Mackey was his amazing memory. He had a set of mental pictures from one to a hundred and then related items or Bible scenes to these. One was a ham, another a rubber tire, and so on. People in the audience could name scenes or incidents in the Bible by number—twenty, fifty, or more. He could then recite them back and give the number.

This performance was more than a matter of relationships; it included practice and repetition. He urged students to memorize, going over and over the material until it was “muscularized.” To teach his method, he assigned the twelfth chapter of Romans and Kipling’s “If” to students in practical psychology. Students would drill until they just opened their mouths and the words came pouring out, automatically.

Self-discipline was the key. He practiced memorizing golden texts from Sunday school lessons until the number reached three thousand. He suggested learning a key verse from each chapter in the Bible, a chapter from each book, and one book (The Gospel of John, perhaps) from the Bible. No one ever responded to his challenge to my knowledge.

He took a course in English literature at Eastern Kentucky State Teachers’ College. He was not particularly good at essay questions or keeping a workbook, but he determined to make it a productive course. In the framework of the course he memorized hundreds of lines of the great literary works. He received a low grade because his notebook was not up to par, but thirty years later he could quote British poetry by the hour. He could make “Kublai Khan” come alive as he recited those beautiful lines in dramatic fashion.

I was with him in the house of Leon Cook and family in Ashland, Kentucky, when Gene Cook was a baby. Dr. Mackey told the story of “The Three Bears” in French, with all the drama that went with it. The child seemed fascinated and the adults enjoyed it along with the baby.

He was intrigued by long words and remembered a surprising number, which rolled from his lips with ease, as *unhypersymmetricoantiparallelopipedcalusationalographically*. See, his training worked with me after all. I could give other examples but none as long as the above.

In dealing with administrative matters his associates needed to be consistent, for Mackey might remind them years later of certain positions they had taken or statements they had made in previous meetings.

He did not use his brilliant memory to dwell on injustices or harbor grievances from the past. Life was too short for such activities and the future was too challenging.

Finicky About Food

He was a picky eater. Some people live to eat; Dr. Mackey ate to live. He never manifested much of an appetite. He was allergic to fruit, saying, "Apples give me apoplexy, melon makes me melancholy, pears cause paralysis," and so on. I have seen him pick raisins out of cinnamon rolls and discard them. It never was clear to me just what the adverse reaction to fruit would be.

Supportive of the Work Ethic

He had toiled all his life, on the farm and as an administrator, and had little patience with laziness. He was quite willing to pile the work on faculty and administration, but he led the way.

A young man showed up on campus, asked for admission, and told Dr. Mackey he wanted to work his way through. Agreement was reached and then he asked that meal tickets be advanced. Dr. Mackey's answer was characteristic: "I thought you wanted to work your way. There is plenty of work to be done and it is several hours until suppertime!"

Physically Active

A. B. Mackey was so thin that he appeared unhealthy, but there was remarkable strength in that wiry frame and he had quick reflexes.

A student, not skilled at the task, attempted to plow the garden. Both he and the horse were confused and the job was botched. The

president passed by, saw the problem, and intervened. A person cannot instruct someone how to plow by word alone. Another student observing the scene told me that it was a sight to behold as Dr. Mackey took over the plow and demonstrated how it was to be done—blue serge suit, white shirt, and all.

Claude Galloway told of Dr. Mackey's coming upon some adult students waiting for class to begin. They were attempting to hold an ankle and jump through a hoop without turning loose. To their surprise the president joined them, grabbed his ankle, and jumped through the circle. Try it. It is difficult. My memory is that he could jump over a broomstick, holding the ends in his hands and then do it backwards. I have seen him leap high into the air and click his ankles together three times. The most I could do was two.

Work on the farm, like lifting sacks of feed and wrestling balky livestock, seems to have developed in him considerable physical strength. I used to drive a Crosley station wagon and parked it near the Administration Building. Some mischievous students lifted the front end over the curb. At the end of the day I came to the car, ready to drive home. There was no way to drive forward or backward. I was standing there helpless, when the president came by and spotted the dilemma. He said, "Put it in neutral, and get hold of that side." He took the other end of the bumper, and we lifted that Crosley up and rolled it back. He not only saw that the job could be done, but he had the muscle to do it.

He told me once about Dan Yarbrough's having challenged him to a game of tennis. Dan lost and complained that he was out of practice, not having played in five years. There was no response from Mackey, but he later told me, "I had not played tennis in ten years."

Fascinating as a Storyteller

Some of Dr. Mackey's stories illustrated important points; others were for fun. One he often told came from Highway, Kentucky.

The Horse, the Wagon, and the Cliff

Two men (he named them) on a wagon loaded with lumber were pulling a steep hill along a bluff near the Cumberland River.

One of the horses balked, the wagon rolled back, and one wheel slipped over the edge. The situation could have been saved if the uncooperative horse had obediently responded as the other one did. The wagon began to slide over the edge and then both horses gave it their best. The balky horse even got down on her knees and grabbed bushes with her teeth to avoid destruction.

But it was too late. The wagon teetered at the edge and then went over the cliff, carrying the horses to destruction. One man jumped off one side and ran up the road telling those he met that his friend had gone over the bluff with the wagon. The other man ran down the road telling the same news!

Dr. Mackey would tell how he rode his horse up this hill and “reeled” over in the saddle to look down where this tragic and needless destruction had occurred. Then he would point out that one uncooperative person in the church can cause destruction by balking at a crucial time.

One pastor told me that he would be glad to bring Dr. Mackey five hundred miles to his church just for that one story!

The Mouse and the Butter

A lady brought a jar of butter into the country store, not to sell but to swap for another jar. She confided to the storekeeper that the lid had been left off and a mouse had got at the butter. “If a person didn’t know it, there wouldn’t be any difference,” she said. The storekeeper took the jar, went to the back room, smoothed it over, replaced the lid and brought it back to her. She took it and went happily on her way.

The Farmer, the Clock, and the Fire

A farmer who lacked initiative was awakened by his wife who said she smelled smoke. She urged him to check on it, but he resisted stirring from his warm bed. They compromised. He set the clock to alarm an hour later. If the smell of smoke was still present at the time, he promised he would investigate. At the appointed time the house was ablaze and they barely escaped with their lives.

Running for Congress

A man with political ambitions was too modest to admit his dream. His friends urged him to run for Congress and he resisted. They persisted and he declared he would kill himself first.

He got a boat, put in it a rope, a pistol, and a can of kerosene, and rowed out to a bridge. He was serious about his threat and had backup plans to ensure success. He stood on the bow, fastened a noose around his neck and the rope to the bridge. Then he doused himself with kerosene, struck a match to his clothing, put the pistol to his head, and fired.

He missed his head, shot the rope in two, fell into the river which put out the fire, swam to shore, and ran for Congress.

Lost in Space

This one is too complicated to tell the way he did! A man was walking south in a train headed north. Which way was he going? North, because the train was moving faster than he was. But the earth is rotating on its axis, so he is really moving east. On the other hand, the earth is moving in orbit around the sun, so he really was going west. But the whole galaxy is going downward. It is a relative matter. I never fully understood the explanation and application, but hearing Dr. Mackey tell this story was fascinating.

Helping the Soloist

Dr. Mackey confessed that once when he visited a Methodist church he was caught up in thought when a soloist began to sing. He knew the song and joined in. As it seemed that the singer was not getting much help, Dr. Mackey sang a little louder.

Then, belatedly, he caught on that she was singing a solo. He said, ruefully, "I didn't want to stop abruptly, so I just gradually decreased the volume and faded out."

Highly Educated Preachers

Dr. Mackey said that many calls would come to Trevecca to send out preacher boys to fill pulpits. At Christmastime a call for

a preacher came but none was available. Thus, Dr. Mackey volunteered to go.

A lady came up to him after the service and expressed heartfelt appreciation. She said, "Those preachers you have been sending have so much education we don't understand what they mean. We could understand you."

He responded that he had been teaching those preachers and would try to do something about that.

One of his favorite illustrations related to counterfeit religion. A man made the flat statement, and he was not the first to do so, that there were hypocrites in the church.

Dr. Mackey quickly agreed, going on to say that only valuable things were imitated. "Have you ever heard of anyone counterfeiting a penny?" he demanded. And then he answered his own question by saying, "Of course not. A twenty-dollar bill may be counterfeited but never a penny. A Christian experience is valuable and desirable and we should not be surprised if a hypocrite tries to copy it."

Concerned about the Underdog

He had a deep sensitivity about people's feelings and avoided embarrassing anyone. Max Gore, a young man with one arm, was a student in TNC in the early 1940s. Like the rest of us, he worked his way through school. He was amazingly strong and could push a loaded wheelbarrow with one hand. A member of the *Darda* staff asked Dr. Mackey if it would be all right to take a picture for the yearbook of Max pushing a wheelbarrow-load of concrete. Dr. Mackey said, "I don't believe I would. Some of our students don't have much self-confidence and that would destroy what they have."

When I was academic dean Dr. Mackey made an intriguing suggestion that went something like this: "Your colleague (giving his name) is getting a lot of criticism. You are popular with the students and need to seek ways to be less popular and take some of the heat off him." This was a novel proposal, one I hardly knew how to handle. My respect for the president's judgment was so great that I did not argue the point. What to do? I could not feel clear to become less involved in student activities, but it was possible to accept certain

onerous assignments, as “no-win” disciplinary cases that would normally go to my colleague. Whether there was any change on either side is difficult to tell. The president never broached the subject again. As I remember, there were some extra assignments that continued to come my way.

Absentminded

Absentmindedness seemed to be a characteristic of A. B. Mackey. He did not consider this trait a problem, as his mind was busy elsewhere. Students told of seeing him looking for his car downtown or on the campus, not having paid attention to the location when he parked. He admitted that as a student at Vanderbilt he substituted for the teacher, called the roll, and marked himself absent as no one responded when “Mackey” was called.

One time he left for an assembly, to be gone two or three days, without mentioning it to his wife. Mrs. Mackey missed him and after inquiry found out where he had gone.

Across the years, he taught a psychology class along with economics courses. It was his custom to take a psychology class to Central State Hospital so students could observe the behavior of the residents. On one trip, a patient took up a position near the entrance and asked each woman, “Do you have a husband?” and each man, “Do you have a wife?” When the question was asked of Professor Mackey, he answered, “No.” He had only recently married.

Some students were upset by his answer and came to Mrs. Mackey to get her reaction. She said, “What do you expect? He has been giving that answer for thirty-eight years. It’s too much to expect that he would always remember the change that has occurred.”

He was also known to talk to himself on occasion. When asked about this practice, he said, “There is a difference between talking to yourself in general and telling yourself something you need to remember. If you speak aloud and give yourself an instruction, you are more likely to remember it.” A student doing maintenance work reported that the president stopped near where he was working, noticed loose ceiling tiles, and said, “I must send a note to get that repaired.” Sure enough, in a day or two, a work order came in to repair that ceiling.

I am sure many others closely associated with Dr. Mackey, such as Herman Spencer or L. P. Gresham, could add greatly to the anecdotal material above. Most of us who were in his classes or served in his administration will be talking about A. B. Mackey as long as we live. He was a great soul.

A Man of Many Roles: Mackey as a Teacher

He was recognized as a dynamic teacher, early on. The *Trevecca Messenger* article, July 1926, introducing him in his full-time position as professor of mathematics and French (and high school principal), included these words: "He can keep his class on tiptoe."

He demonstrated the classic characteristics of great teachers:

- *Ability to inspire.* He stirred the imagination of his students and aroused their desire to do greater things.
- *Challenge to think.* He used the shock treatment and other techniques to stimulate creative thinking.
- *Clarity of explanation.* Professor Mackey had the ability to create a picture in the minds of listeners.
- *Ability to capture and hold attention.* In class, chapel, or church, listeners were riveted to what he said.
- *Seeing all the world as a classroom.* Mackey was ever the teacher, whether with a group or one-on-one.
- *Ability to acquire, remember, and use information and insight.* He taught memorization techniques, including what he called "muscularization."
- *Respect for students.* He never talked down to students. Disagreeing with him was not dangerous.

A teaching technique Mackey used in all of his classes was that of giving frequent "pop quizzes." Such tests were brief and usually covered

material emphasized in the previous class or in assigned work. These tests encouraged attendance and regular review of the material.¹

He encouraged students to read widely. He used to say that reading is not just the thought one gets from the printed page, but it is also the thought brought to the printed page. When he applied this method to Bible reading, he noted that it is drawing information from the printed page plus thoughts of insights and victories brought to the Word and the light shed by the Holy Spirit on Holy Scripture.

This man did not simply lecture but encouraged class discussion. He skillfully evoked and manipulated discussion until spirited debate often ensued. Once he started a class with a quotation designed to get the students to think: "He sold his mattress and slept on grass/To buy his wife a looking-glass."

A. B. Mackey retired from teaching in 1967, having taught four years part time after giving up the presidency. These four years ended forty-two years of service at Trevecca, longevity untouched by any other.

Travel with Quartets

Mackey was a brave man to travel with quartets thousands of miles, most of the time with one of them at the steering wheel. Some of us learned to do highway driving while traveling with him as part of a quartet. He sat up front, observing, but never directing. Once we were approaching a railroad crossing, out in the country. He saw a train coming, but apparently the driver did not. He launched into a story that got the driver's attention, the punch line of which was "There's a train, there's a train!" He timed it just right and pointed ahead to the crossing. The story was completed, the train was near, and the driver slammed on the brakes. The record shows that Dr. Mackey did not interfere.

In those days when there were no superhighways, we traveled pretty fast, about seventy miles per hour. Trips were made in the Mackey '40 Dodge or in Yarbrough's '40 or '42 Studebaker Champion. Mr. Yarbrough sometimes traveled with us, and I remember one night, on a good highway with little traffic, he increased speed a good bit. Sitting

¹ I used this technique when teaching history in five different colleges and found it effective. My practice was to discard the lowest score of ten or twelve quizzes, a decision applauded by students.

in front, I looked at him curiously. He said, "I was just seeing how it handled at ninety." I'm not recommending, just recounting history.

The president never offered any complaint or criticism, even when some of us acted immaturely. I was told by a member of another quartet that one of their group gathered up all their white shirts on a trip and took them to the Jim Lee Laundry. He neglected to say that they were not all his, and the shirts all came back with his name in them. The members of the quartet called him Jim Lee, in jest. A pastor where they were holding a service heard them and called on "Brother Jim Lee" to lead the congregation in prayer. Deafening silence followed.

The next day, on the road, the College president approached the matter by saying, "I suggest we hold a burial for Jim Lee." That chapter ended.

I remember one time when his composure was tested. One of the fellows pointed to a field we were passing and asked him, "What is that row of plants growing there?" He started to answer and just then the driver swung a curve at too great a speed. The answer came back, "Gra-a-ape vines," in an ascending scale. We almost wound up in the grapevines.

Members of quartets learned a lot while traveling—from the words of the president, who never stopped teaching, and from interesting people we met. On one trip to Alabama in 1940, he had us go out of our way to visit with Dr. George Washington Carver at Tuskegee Institute. Dr. Carver was a world-famous scientist whose experiments led to a variety of products, including wood dyes, caramel, chili sauce, and diesel fuel. His specialty was the peanut and he developed some three hundred uses for this legume. I do not remember if Dr. Mackey already knew Dr. Carver. Perhaps there was a connection through Dr. Ault, his major professor at Peabody whose research as an agricultural economist centered on peanuts. I do know it was a great privilege to meet Dr. Carver, and this meeting took place just three years before he died.

Mister Nazarene

All of his life he was loyal and active in his denomination. He chose to leave his membership on the Kentucky District, though living in

Tennessee from 1925 until his death. I never asked him why. He acted as a faithful member of Nashville First Church where he taught a Sunday school class for thirty-three years. For twenty-four years he was a member of the General Board of the Church of the Nazarene, its international governing body. He was president of the General Board for a quadrennium and was honored as the outstanding educator on the Trevecca zone at the 1960 General Assembly.

Mackey as a Writer

His strong point was the spoken word and he disclaimed reading skill, that is, reading aloud. He also took a dim view of his ability as a writer. Others had a higher estimate. He wrote articles for the *Messenger*, *Come Ye Apart*, and the *Herald of Holiness*, and they were pretty good. His article in the January 27, 1959, issue of the *Herald* is excellent.

He once picked up a hitchhiker, a college student, in Kentucky and brought him to Tennessee. The young man stated that he was an atheist. Mackey drew him out and then began to give his testimony, slowing down, he said, in order to have time to complete the conversation. The student's attitude, at least, changed that day. When Mackey returned to the campus he dictated the detailed testimony he gave during this conversation. I wish there were room to print it here, for it was persuasive and eloquent.

The Man with a Sense of Humor

Though he did not like pranks or jokes that made anyone uncomfortable, he had a good sense of humor. He could laugh heartily and sweep others along with him. He could tell a funny story and paint such a picture that the audience would dissolve into laughter.

Willis Snowbarger, former Olivet Nazarene College dean, tells of a meeting of representatives of small colleges seeking accreditation.² This process was arduous and they were disheartened. Dr. Mackey arose and began to speak about the accreditation process and the

² Dr. Snowbarger's account of this incident is recorded in Ch. 8 of this volume.

difficulties Harvard had experienced in seeking accreditation. He spoke in such a droll and interesting manner that the crowd began to laugh heartily. Morale was restored.

He heard me tell about a prank played on Miss Amy Person, our spinster registrar for many years. In a misguided moment and egged on by friends, I had called her, purporting to be a suitor, one captivated by the way she played the accordion. She asked my name and I answered, "Fred Waring," whose program was playing on the radio. Whether she was convinced or not was uncertain. Years later, with a faint smile, Dr. Mackey called me Fred Waring.

It was difficult to play a joke on Mackey. As a single professor, he lived in the dormitory and one year roomed with a nephew. Students eager to play a prank on the nephew connected an electric wire to the frame of the bed—the wrong bed, as it turned out. Mackey was in the bed, not feeling well, when the metal springs glowed cherry red. He did not linger on the mattress. He later expressed appreciation for the prank saying, "It helped a sick man get out of bed in time to take his medicine."

In prewar days when money was scarce, sandwiches would be prepared in the kitchen for the College quartet and president to eat as they traveled. For one trip the kitchen help played a small prank—the inclusion of a turnip green sandwich with the others. I discovered the concoction and we had a good laugh, all but Dr. Mackey. He took it and said, "Turnip greens, huh?" and started eating. When he finished, he said, "Not bad." When the girls who had played the trick later heard that the president was the one to eat the sandwich of greens, they were quite chagrined.

Dr. Mackey and the quartet were at Davis Creek, West Virginia, for services. Staying in the parsonage was a hazard because Rev. Florence Walling's husband, Jess, was an inveterate prankster and an equal-opportunity joker. He hid a vacuum cleaner under the guest-room bed, occupied by Dr. Mackey, ran the cord through the wall, and in the late hours of night plugged it in. Its banshee wail was supposed to terrify the occupant. Jess waited for some reaction but nothing happened. Mackey did not budge from the bed. He later said, "I figured the hot water heater blew up and I knew there was nothing I could do about that."

The Man of the Farm

A. B. Mackey had a lifelong interest in farming, and he never lost his love for the land. For many years he owned a farm at Highway, Kentucky. Finally he decided to sell it and agreed on a price with a prospective buyer. Then oil was discovered and suddenly it was worth much more. The real estate agent turned up with a contract for a lease for oil rights at a price greater than the sale price. Mackey had not signed a contract, so the buyer had no right to contract for the sale of oil. Mackey was not legally obligated and could have increased the price in light of changed conditions, as most people would have done. However, he said, "A promise is a promise," and sold the land at the modest price to which he had previously agreed. One hundred thousand dollars' worth of oil was pumped, and the land was later sold at a profit.

Alumni from the 1930s and 1940s will remember that Trevecca had a farm—that is, pigs, cows, chickens, and a garden. Mother Mackey tended the chickens, which were housed in a building near the dining hall.

After selling the Kentucky farm the Mackeys bought a farm on Concord Road near Nolensville. I remember that there was a two-story log house on it which appeared to be a century old. It had good pasture land along the creek and big trees on the rocky hillside where some TNC students hunted squirrels. This farm was sold in the 1970s.

According to Ben Shearrer, a former student who assisted Dr. Mackey with the farm, the president had a way with animals. Ben was asked to help move an 1800-pound Angus bull from the Mackey farm to the pasture at Trevecca. They backed the trailer up to a bank so the bovine could enter without having to climb. Having never been in a trailer, the animal was reluctant to enter. Mackey and Shearrer made their plans. Mackey would rope the beast and pass the rope to Shearrer who would fasten it to the trailer. The bull was brought to the scene. Mackey roped it, and Shearrer took a half-hitch with the rope on part of the trailer. What next? The bull would not budge. Dr. Mackey said, "Get ready." He took a piece of iron pipe, whacked the animal on the rump, and when the bull lunged forward into the trailer, they slammed the gate shut. The farmer-educator knew exactly what to expect in the way of bull behavior.

Shearrer also told of helping to fertilize the pasture. Dr. Mackey put a sack of fertilizer in his car trunk, drove the car into the pasture and instructed Ben to drive up and down the field slowly. The College president sat in the trunk with his feet dangling and broadcast the fertilizer by hand. He could have driven the car and left the dirty work to the student, but that was not his style.

The Mackey Method

A. B. Mackey was a unique person and the usual labels do not fit very well. Harper Cole, former faculty member, held that A. B. Mackey used all three governance styles—autocratic, democratic, and free rein. The autocratic style was used with the students and the Board of Trustees, and the democratic approach, with faculty and administrators. Based on his survey of members of the Trevecca family, Harper concluded that in the last six years of his presidency Mackey practiced a free rein approach with his administrators. As dean during those years, I was unaware that “free rein” prevailed. Key administrators during this period were careful not to get ahead of Dr. Mackey. True, he delegated authority and only rarely intervened. However, he could let one know by the faintest of signals that he did not favor some decision or other. He was simply not confrontational and practiced diplomacy to a fine point. I believe those in Harper’s survey mentioned above erred in describing his relationship with the Board as “autocratic.” For many years, he strongly influenced the Board with skillful human relations; inspiring, persuasive speeches; and psychological techniques. There were other times when a domineering Board chairman would run over him. At these times, the Mackey meekness would emerge.

A. B. Mackey used passive resistance in response to various pressures, such as efforts to spend money that the College could not afford to spend. Surrendering to such pressures could have meant the ruin of TNC in the early years of his presidency, since bankruptcy was in the recent past. He once told me, “I’ve lived on a retreat all my life.” None would deny that he left the retreat and went on the advance at propitious times.

In dealing with administrative problems or proposals, he would

often appear to be indecisive. This method was his way of avoiding saying no, while letting the other person realize that an absence of yes meant no. On the other hand, he might be postponing a decision to encourage more thinking on the issue or to see if the problem would just go away. Often it did.

Dr. Mackey would have to be called conservative in administration and in dealings with the constituency. He saw the survival of the institution secured by linking up with the conservative as opposed to the progressive school of thought in the Southeast. Thus, standards of behavior and attire at Trevecca were in keeping with those on the stricter districts. Churches do not withhold educational budget funds in protest for not being liberal enough. Some do when the shoe is on the other foot.

Mackey the Administrator

In 1936–37, as acting president, he set out to negotiate arrangements for paying the debts the College owed. He persuaded the electric company that was about to turn off the power to give the College more time. He described what Trevecca was doing to make the city a better place by rehabilitating drunks and criminals. He dealt with other creditors in the same way and gained time. The College paid its bills.

Years later, he looked up businesses that lost money owed by Trevecca when it went bankrupt and gave them preference for cash business from the College. He said their response was, “We appreciate Trevecca. . . . Your business has erased from our memory all those losses.”

In the days when the College’s credit was not very good, Dr. Mackey would borrow in his own name. He built up a good credit rating by borrowing for just this purpose and then repaying the loan ahead of time.

Later, when he did borrow money in the name of the College, he drove a hard bargain on percentage rates. An officer of Third National Bank told me a few years ago that Mackey would come in, talk him down to the lowest possible rate, and then take his departure. The banker said, “I knew he was going straight to American National Bank, use our proposition as leverage, and negotiate an even

lower rate!" Grudging admiration seemed to describe the banker's attitude toward Mackey.

Dr. Mackey was careful with money as a matter of principle, and I do believe he took even better care of the College's money than he did of his own. His general rule was not to spend money unless he had it and then only if the need was clearly established.

In the lean period of the 1930s, as in subsequent decades, there were pressures from every side to spend or obligate College dollars without commensurate enthusiasm for raising the money. Lo, it is still that way. It was not in the Mackey nature to say no, bluntly, but he could look and speak vaguely in response to anyone's urging him to disburse institutional funds. One went away from such a discussion with the clear impression that the request was denied.

He was not only slow to spend College funds, but he was conservative about income as well, that is, tuition income. With excellent hindsight, one could say that he was too slow to raise tuition. Cost per hour would remain the same for years while wages increased. In the war years it was two dollars an hour and increased to three dollars in 1947. During most of the 1950s, four dollars an hour was the norm, increasing to six dollars in 1960 and to eight dollars in 1962. I suppose this uncharacteristic leap of 33 per cent was indicative of SACS pressure and the big push to remedy some of the deficiencies which required more money. We could wish that such increases might have come earlier.

During the booming enrollment of veterans in the 1940s and early 1950s, Trevecca's tuition was woefully below that of other colleges. In his June 1962 report to the Board, the president noted that the charges at TNC were the lowest of all Nazarene colleges; Bethany Nazarene College was next, charging four dollars per quarter hour more than Trevecca charged. Dr. Mackey told me that he held the cost low to avoid squeezing out other students, unlike veterans who had their tuition paid.

His reputation for frugality was known far and wide. A general superintendent once said, "Mackey can get more mileage out of a dollar than anyone I know." Until the end of his career he resisted putting the College in debt, and even after a major project like the new library was complete, the total debt was only about one hundred

thousand dollars on property that was probably worth two million dollars.

His frugality seems to have influenced the faculty. Their report to the Board in February 1942 included these words: "We feel that a maximum number of students and a minimum number of teachers will most readily bring us to the place where we can hope to get our salaries in full."

They were being paid, partially, in student notes, not easy to collect. The idea of "maximum number of students and minimum number of teachers" is more typical of college administrators striving for a larger ratio of students to faculty. Professors desire smaller classes to optimize the quality of teaching.³

Innately conservative in money matters, Mackey admitted that the destructive debt that drove the College into bankruptcy in the early 1930s had made an indelible impression on him. It seemed to be an obsession of his not to let the College get into a precarious financial condition ever again. He was willing to take risks with his own money, buying needed land adjoining the campus, in the hopes that the College would be able to assume the obligation. An ambitious program of campus expansion was needed and tested his conservative instincts. One might say in the vernacular that the College, under his leadership, bit off more than it could chew in certain building projects—and then chewed it. When debt was incurred, he did not accept it as a tolerable, continuing burden but set out to raise funds to reduce the debt.

The 1962 summary report from Trevecca's distinguished consultants, Ivey and Campbell, recognized that the total debt of the College was one hundred thousand dollars and that forty thousand dollars had been pledged to reduce it. This report summarizes an amazing record of financial management at the end of the Mackey administration.

Dr. Mackey did have the ability to change with the times, and when federal funds became available for dormitories in the 1960s, at low interest rates, he overcame his aversion to debt and launched the construction of Johnson Hall. This dorm was the first of a series of

³ I used to feel fortunate to hold my history classes to forty or fifty, while others are convinced that a class of twenty is too large.

federally financed buildings with the payments, particularly on the dormitories, amortized by rental income.

CHAPTER SIX

Mackey Wit and Wisdom

DR. MACKEY'S WIT AND WISDOM WERE REVEALED IN MANY WAYS—in public speaking in churches and in chapel, in private conversations which often became inspirational speeches, and in the classroom.

He had a number of homely homilies:

- Personality is goods in the display window; character is goods on the shelf.
- In cooperating in marriage, aiming at fifty-fifty is not enough. Try to go three-fourths of the way in cooperation and you may achieve half.
- There are three factors that affect wealth—native ability, natural resources, and education. You can do something about the last one.
- You study psychology in order to know how to control yourself and others.
- Effective reading is not just the thought learned from the printed page but also thought brought to the printed page.
- Experience is a synthesis between a morning glory and a hot biscuit.¹
- Some people seem to be better by nature than others are by grace.

¹ He meant that there is a balance between the aesthetic and the practical.

He had a strong sense of stewardship and maintained that one is accountable not only for money earned, but also for what one could have earned if one had prepared better or worked harder.

In teaching, he believed that attention should be given to the great truths even though they might not fall within the subject matter of the course. Thus, in psychology classes he had students memorize poetry and scripture.

He thought there should be no difference between the sacred and the secular. To him all legitimate activities were sacred. He believed the Sabbath day to be holy, as the Bible says, but that the other six days are holy as well.

He could not tolerate critical generalizations about education. He once told me that he had heard many a preacher say, "Education won't save you." His usual response was, "And education won't doom you either."

He believed in dealing with problems while avoiding anxiety. He quoted a rule of thumb for coping with problems: "*Solve* them even if it takes hard work and patience. *Resolve* to avoid such problems in the future. *Absolve* yourself of any guilt if there is nothing you can do about the situation."

Though generally cautious in statement, Mackey delighted in departing from this position to jar his students into action with shock treatment. Some comments sounded outrageous, but he could usually back up his position after provoking a discussion. For example, he would say, "There's not just one person you should marry. You could learn to live with any one of a hundred others." He also said to me when I brought up the need to employ a physical education teacher, "Physical education is not necessary. You can be healthy without organized exercise." I did not follow him on that one.

It was reported that Dr. Mackey made a shocking statement, which he occasionally would do, in a district assembly. He said there were more hypocrites around a holiness church than anywhere else. The presiding general superintendent, Dr. H. V. Miller, challenged the statement. Dr. Mackey turned to the audience and said, "Pardon us a minute while I explain things to the general." The crowd loved it.

He then pointed out that a hypocrite claims something good that he does not have. Many churches do not have high standards

and are not troubled with hypocrites. Nazarenes promote “Christian perfection,” a high standard, and some profess who do not possess.

This explanation satisfied the general superintendent who said, “I understand what you mean.”

After such a provocative statement, challenge, and response, you can be sure that the congregation remembered the point.²

Dr. Mackey took teacher preparation very seriously. He had been involved with it all of his adult life. From his rich experience gained from teaching at the elementary, high school, and college levels, he had some very practical advice to give along with the theory. Crystine Soyars, a Trevecca alumna and later an Alumni Office staff member, remembered these Mackey admonitions:

- Do not require of a child that which he is not in a position to perform.
- Make all assignments crystal clear. Provide a time and place for the work to be done and be sure to recognize the results.
- Always remember that the student knows some things which you do not know.

A. B. Mackey was an unorthodox teacher in many respects, but he got results. An academic feature during his administration was the practice of giving comprehensive exams to seniors. Each senior sat for two hours with three professors who asked questions in the student’s major and minor fields and general questions as well. It was the biggest challenge of the year to the would-be graduate.

A religion major reported for his exam, and Dr. Mackey was one of the committee members. Departing from emphasis on the academic, or so it seemed, Mackey started asking practical questions, and switched to role playing. He said, “I’m a seeker at the altar and you are the evangelist and you need to help me.” They knelt at an imaginary altar and the professor began to pour out his heart like this: “I just don’t understand this business of sanctification. How do I get such an experience? What will it do for me? How do I know the Bible teaches holiness of heart and life? What do I do about my doubts?” The student, turned evangelist, answered questions, pounded him on

² This idea relates to A. B. Mackey’s frequent explanation that no one counterfeits a penny, only something valuable, like a twenty-dollar bill.

the back, and counseled with him. It was quite a performance! Finally the professor arose, smiled, and said, "I've been wanting to do that for years." He told me later, "I didn't think that student would do too well on the technical side, so I dealt in the area of his greatest strength." That student has certainly demonstrated the ability the College president perceived that day. The fact that Dr. Mackey emphasized the student's strengths rather than focusing on his weaknesses is evidence of his expertise as a teacher.

Mackey had an amazing number of assignments in his forty-two years as teacher and administrator at Trevecca. He would undertake any job that needed doing and for which no one else was available. His willingness to serve included teaching physical education, home economics, and French, though they were outside his major of economics and minor in education and psychology. He would sometimes say, "I've held every job at Trevecca from janitor down to president!" Regarding the latter position, he would wryly comment, "There's just about as much dishonor in it as there is honor." He would go on to recite Abraham Lincoln's story of the man who said, as he was being ridden out of town on a rail, "If it weren't for the honor of the thing, I'd just as soon walk."

Knowing that marriage is on the minds of students in a Christian college, Dr. Mackey took the opportunity to discuss matrimony in chapel and in class.³ He said that after forty years on the campus of holiness schools he had formed one conclusion—that young people who court and get married and at the same time abide by the rules of the school have much happier marriages than those who break the rules. He went on to say that some students seem to be drawn together in an attitude of rebellion with regard to rules, and that a foundation of rebellion is a poor one on which to build a marriage.

Dr. Mackey was skilled in the use of a story to make a point. He told of a man on a train who decided on a clever way to gain plenty of room in a railroad car. As other passengers came in he said to them, "This car is not going to go." They believed him and went to the next car. The trouble was that the engineer and conductor thought he was an official and took him at his word. They cut his car loose and left it on the siding as the train pulled out.

³ An old saying around Trevecca in Dr. Mackey's time is this one: "Marriages are made in heaven, but there is a branch office on Trevecca campus."

Then Dr. Mackey would go on to say, "If the man had been positive and said to everyone, 'This car is going to go,' it would have filled up and authorities would have had to let it go." You guessed it—he went on to say that if people would boost Trevecca and predict success the school would be bound to go forward.

Mackey had an appreciation for beauty and the finer things of life. He would quote a conversation that never failed to inspire his listeners:

Someone asked, "What is the soul of the mountain?" The answer was "Grandeur."

Then came the question, "What is the soul of the flower?" The answer was "Beauty."

The next question was "What is the soul of music?" The response was "Harmony."

Finally, the question was raised, "Then what is the soul of grandeur, beauty, and harmony?" The answer is "God."

Dr. Millard Reed tells of the time, when as a pastor and a student at the University of Chicago, he came to the Olivet campus to make a presentation to the religion majors. He identified the difference between contract and covenant. Dr. Mackey was on the campus for a lecture series and sat in on the seminar. At the end he stepped up to Reed and said, "You had a thought there. Once or twice in my life I had a thought." Then he walked away. Dr. Reed considered Mackey's comment a compliment.

He had a dry wit. Once he was traveling with the field representative, C. E. Keys and his wife. She was in the back seat and the two men were in front. The couple had just traded cars, changing from a two-door vehicle to one with four doors. They made a stop, and she, eager to get out, started pushing the front seat while starting to climb over it. Her reflexes were geared to the two-door car. Dr. Mackey, still occupying the front seat, looked at her and said, "Do you prefer to get out this way?" Later in talking about this incident, Mrs. Keys would go into gales of laughter.

Mackey had a sense of practical wisdom that manifested itself in unusual ways. He told of his experience with a balky mule. A two-mule wagon, loaded with sacks of grain, was mired in mud at the foot of a steep hill. One mule pulled but the other balked. The good mule

gave it his best but the wagon would not budge. Mackey said, "I'll fix you." He unhitched the balky animal, loaded a sack of grain on it, and climbed on top. They went to the crest of the hill, unloaded, came back, and repeated the process. When the wagon was empty, they easily pulled it out and reloaded at the top. He later ruefully commented that, though he taught the mule a lesson, moving all those sacks wore him out.

Another time his wit manifested itself when he and Mrs. Mackey were coming back from Kentucky in their 1940 Dodge coupe. A man asked for a ride, and since there was no room in the front, the hitchhiker offered to ride in the back. Dr. Mackey said, "You're welcome to ride there, but there are two hogs and a mowing machine back there." The man decided to seek another ride.

Jimmy Thrasher told me about a trip to Albany with his brother-in-law, A. B. Mackey. They stopped for a traffic light in Lebanon, but a man behind him did not. The resulting collision left a dent. Both drivers got out and surveyed the damage. The other man pulled out a five-dollar bill and handed it to Mackey who accepted it. Then, without a word being spoken, each got back in his car and went on his way.

At another time Mackey was driving along a narrow road near his Nolensville farm when another driver approached and got over too near, scraping the Mackey vehicle. The two men stopped their cars, got out, and inspected the damage. The other driver gave Dr. Mackey his name and address, expressed regret, and said, "Get it repaired and send me the bill." Mackey answered, "I won't do it. You're the first man ever to take responsibility and offer to pay me for the damage. I'll just pay for it myself."

His recipe for happiness included these elements: something to do, someone to love, and something to look forward to.

CHAPTER SEVEN

Mackey the Dynamic Speaker

MACKEY WAS AN OUTSTANDING PUBLIC SPEAKER, ONE WHO COULD capture and hold the attention of the audience better than anyone I have ever heard. He did not have the orator's deep and resonant tones but had a high-pitched voice instead. His weak tone did not seem to matter to his listeners—whom he could charm out of their seats. He spoke in animated fashion, his voice rising and falling along with the emotions he aroused in the audience. It is difficult to grasp the appeal of his messages when they are typed from the recorded transcript. A person simply had to hear him in person to understand what a gifted speaker he was.

His speeches cannot be judged by content only. His grammar was uncertain and his style, often rambling. Reading a transcript of a typical chapel message gives one an incomplete picture of the power and impact of the speech. There is no discernible outline, for he would announce a subject or theme and emphasize it from time to time. However, he infused each speech with his own personality and enthusiasm so that he held the attention of the audience. He was keenly attuned to the reaction of the crowd, and he played on it like a violinist playing on strings.

If he perceived that attention was wandering, he would quickly and smoothly switch to something else. On some topics, like his mother's sacrificial support for a holiness school, he could lift the audience beyond itself. I have seen the crowd erupt into shouts when he would reach a high level of eloquence. He had a great capacity to inspire people to greater devotion and service. By his own admission, his reading and writing skills were imperfect, yet he was a powerful speaker. He could catch the attention of an audience and capitalize on it better than anyone I have ever known.

He moved about and waved his long arms a lot while he talked. When he made a strong point he would often fold his arms tightly and swing his shoulders from side to side as though pleased with himself. He did not "wind down" near the end of a speech or prophesy that he would soon finish, as some do. He would end a speech on a high note, with the audience entranced, pause for a moment, and then walk rapidly to his seat.

The following is a transcription of the Founder's Day address, November 13, 1959. It summarizes a vital portion of the history of Trevecca from the founding of the school by J. O. McClurkan to the tempestuous and uncertain days of the 1930s. Attached to the Founder's Day address is additional information carrying the story forward, obtained in an interview with Dr. Mackey.



I WILL NOT HAVE TIME TO SAY ALL I WOULD LIKE TO SAY, SO I WILL JUST talk a bit from memory. I will quote St. Paul's famous words: "He that soweth to the spirit shall of the spirit reap life everlasting" and "Let us not be weary in well doing for in due season we shall reap if we faint not." I have lived long enough to feel, to know, and to experience just what is meant in these verses of Scripture.

I have been associated with Trevecca even in days when I really didn't know about it. When I went to school in 1904, the principal or president of the Bible Mission School had his name listed in Brother McClurkan's paper as an evangelist, as a minister going out from Nashville, Tennessee, representing the cause of the gospel of holiness. This principal of the school at Highway, Kentucky, was really a member of Brother McClurkan's team of ministers. So as early as 1904 I had an acquaintance and a contact with what

was coming out of Trevecca—out of what was then the Bible and Missionary Training School, later called Trevecca College.

Down through the years I have had some sort of leaning toward Nashville. Even when I was a little boy, looking at the picture in my geography book of the old wharf down here by the riverside where the boats would land, I would, in my admiration of that picture, have some kind of feeling that sometime I would live in Nashville, and that I would spend much of my life in Nashville. It was several years later, when I had all but forgotten about those early ambitions, that suddenly one day I decided to come to Nashville. I had gone to the University of Kentucky, and had talked to the dean about doing graduate work there and about the department I should major in, but in a very few minutes I had decided that I would come to Nashville to Peabody College to do my graduate work. A few days after that, I was in Nashville and visited Trevecca College and the dean encouraged me to teach at Trevecca. Thus began, in 1925, my connections directly with Trevecca College.

May I bring to your minds some of the stepping-stones of our college history?

In the closing years of the nineteenth century, Brother McClurkan came to Nashville and started a mission which he called the Pentecostal Mission. Then out of that, or in connection with it, came the Bible and Missionary Training School. It was started on Jo Johnston Avenue in a large building, one that had been a nice building, but had become quite rundown. Later it was condemned, and they moved to Fourth Avenue, near where the Benson Printing Company is now.¹ There they stayed until 1914 when they moved to Gallatin Road. They had bought a campus there of seventy-five acres with an old mansion on it in which they could begin school. That very summer Brother McClurkan became very ill and died. He never did quite realize any of the benefits of the new campus on Gallatin Road.

Brother McClurkan left such an imprint in Nashville, as was prayed in Brother Redford's prayer a few moments ago, that even today all the old people seem to remember him. He was a man of humility, filled with the Holy Spirit, and love. He loved people, and people loved him, and he had a way of making people know he loved them. Not everybody has that gift. Brother McClurkan was able to make a good impression upon the people of Nashville; he never spent his time just gossiping, evidently, because he was too busy talking about his Savior. Brother Robert Sullivan tells us that Brother McClurkan could walk down the street, shake hands with a person, say a word or two and pray with him even though he was in the midst of a

¹ The Benson Company was located on Fourth Avenue, North, between Broadway and Commerce. The building that the Benson Company occupied no longer exists.

throng of people going and coming, and yet nobody would notice it. He did it in such a way that it did not attract the attention of others, or embarrass the individual for whom he was praying. So Trevecca College has had a heritage coming down from Brother McClurkan's Christian work in Nashville.

The name *Trevecca* came into the picture, I think, just about the time the move to Gallatin Road was taking place. I talked with Mother McClurkan three or four years ago, and she rehearsed to me again the reasons for Brother McClurkan's naming the college *Trevecca*. She said that G. Campbell Morgan was in this country, and during a visit with Brother McClurkan, G. Campbell Morgan told him about a little school named *Trevecca* over in Wales, founded in the days of John and Charles Wesley. This discussion, she said, was the reason for Brother McClurkan's deciding to name this school *Trevecca College*.

Brother S.W. Strickland has reported here in one of our Founder's Day services a description of the old school in Wales that was later moved to Cheshunt and is now in Cambridge as Cheshunt College.

The attractive feature of the old *Trevecca* in Wales was that it was connected with John Wesley's program. John Wesley had preached in the opening revival of the school, probably in 1768, and Charles Wesley led the singing and sang some of his own songs.

So Brother McClurkan was impressed with the idea, for anything that was closely connected with John Wesley was the kind of thing that he'd like to keep on record, and therefore suggested the name *Trevecca College*. That school in Wales moved, as I said, but as far as I know there is still a school at the same old *Trevecca*.

The reason it was called *Trevecca* was that it was established on an estate which had the name *Trefeckā*. That estate had been so named about five hundred years ago. For nearly three hundred years before the founding of the school there had been an estate by the name of *Trevecca* that was named for somebody's daughter whose name was Rebekah. And so *Trevecca* might be some sort of a revision of the name *Rebekah*.

Various meanings of the word *Rebekah* have been given, but the one I was taught in a certain Bible class at Olivet College was that Rebekah represented the Bride of Christ. Abraham the Father, Isaac the Son, and Rebekah the Bride. So that struck me as being a good meaning for the word *Trevecca*—for the purpose of *Trevecca* is to prepare the Bride for the return of Jesus.

Now I think that's a good meaning for *Rebecca* (and thus for *Trevecca*) whether or not the founder of *Trevecca*—either in Nashville or in Wales—had any notion that *Trevecca* should be thought of in the light of this interpretation. At least this is my own feelings about the school's purpose and goal. Dr. Harold Reed at Olivet said that Mr. Mackey has a way of going

away off some place and finding something that nobody else would find there. So, I don't know whether I'm out of place to make it that meaning, but I like it anyway. I like the idea that Trevecca Nazarene College is an institution that commits itself to the responsibility of helping to prepare the Bride for the Second Coming of Jesus. And I know no better way to express it than that. And so, as we look back at the history of Trevecca College's name, we see its appropriateness.

I should tell you that there has been some revision of that name. In fact, Trevecca College operated for nearly three years under a different name. From 1932 to 1935 it operated under the legal name of the *Southeastern Educational Board*. That was during the time when the school was in bankruptcy and its assets were in the hands of receivership—both the property and the name were held by the receivership. The name was a part of the assets of the institution, and so the authorities and board of the school separated themselves from the legal aspect of it that was tied up in the hands of a receivership. We went on with the school in spite of everything that happened, and it was a wonderful thing we did. If we had ever stopped, it would have been difficult ever to have started again. We just kept on going whether we had anything to go with or not.

We had a charter entitled "The Southeastern Educational Board," but, of course, very few people ever knew this. It was just a legal process back of the scene, and Trevecca College was still Trevecca College in spite of anything that had happened. It was still Trevecca College to our people.

I remember those horrible days when the school on Gallatin Road was closed and some of the faculty didn't have anyplace to go. Well, I was around and I could have had some place to go, but I didn't go. I stayed in the old dormitory over there during the summer, and taught at Peabody, and did graduate work at Peabody at the same time. The lights and the water had been turned off, but I lived. You have concrete evidence of that. I carried water for certain purposes from a rain barrel in an old bucket, and I visited a neighbor with a cup to get drinking water.

We opened school temporarily on Whites Creek Pike on two Negro College campuses in the fall of 1932. Dr. Hardy, the president of the College, had made a declaration that we were going to open school if they had to do it on his front porch. It wasn't much of a front porch at that, either. But it was an old building that the former president of the Negro college had been living in, and therefore it had some possibilities. We did open school, but it was thirty days before we got any furniture, chairs, beds or benches. For a month we didn't even have plumbing working in the dormitory. We didn't have any lights; we just had makeshift lights. The students borrowed beds,

and neighbors loaned us some old furniture they had packed up somewhere in storage places.

But in about thirty days we did succeed in borrowing the old furniture that was in the building over on Gallatin Road. We moved that over and managed to make it through the year.

At the beginning of the year we had about seventy students. There was some increase, possibly, from that during the year. Some report came out that the food for the dining room, in which the students and a part of the faculty ate, cost—in actual cash purchases—fifty dollars a week, for somewhere between seventy and one hundred people to eat. This was in addition to what we raised in the garden.

The next year we continued our school at the same location. We were to buy the property, but there was no chance to buy it. We had no money to buy it with, and later on we found that it was under mortgage, and we could not have bought it if we had had the money. The real estate men were just trying to push some sort of a deal. And there we were, by only rights of squatters' sovereignty to be there.

But about the middle of the second year during the cold winter season with snow on the ground, we got a notice from the receivership of the old school that we must deliver the furniture and equipment back to the old school. My, what a piece of news we got that day! The students were stirring all around and the faculty was wondering what they could do. And so they, of course, requested prayer in chapel, as usual. And that was something to pray about. But that night we went to dinner, and as we were sitting around the table, before we started eating, Mrs. Mackey's brother, C. R. Thrasher, who was attending school then, climbed upon a chair, and he said to the students, "If they take the furniture away, will you be willing to sleep on the floor?"

And they said, "Yes, we will be willing to sleep on the floor." It sounded like a football game yell.

He said, "If they take the classroom equipment, will we be willing to sit on the floor?"

They said, "Yes, we'll be willing to sit on the floor."

He said, "If they take our dining room furniture away, will we be willing to eat without tables?"

And they said, "Yes, we will be willing to eat without tables."

And then Dr. Hardy stood at the table, and by reason of some sort of plan all those students and the faculty marched around, shook his hand, and said, "We'll stay with you. Whatever comes or goes, we'll stay."

There wasn't a dry eye in that dining room that night, because we had

resolved that as far as we were concerned, Trevecca College would not die, and that taking the furniture and the classroom chairs, and even the library, away from us would not defeat us. We had committed ourselves to stand by Trevecca Nazarene College.

Well, they didn't take the furniture. I guess I should tell you that. I will not leave you in suspense. Just about the time they were to take it, the measles broke out, and the law would not allow them to repossess the furniture under circumstances of that kind. By the time that they got well of the measles, then somebody took the mumps. I don't know whether they managed an exposure on purpose or not, but the mumps was a contagious disease and therefore the furniture couldn't be moved yet. And so by the time that was over we even got scarlet fever, and that lasted long enough for the year to be finished without any more interruption. But, of course, at the end of the year the furniture and equipment were taken away, and we were left without equipment.

During that coming summer I was left with the responsibility of moving the school to the old campus of Kingswood College in Kentucky. I didn't understand all about it. I went over there and looked at the place. I went to the nearest bus station, and then I walked four miles out a dusty road—no gravel, no hard surface road for four miles. Out there in the middle of the tobacco section of the country, I found an old ramshackle tabernacle and some old buildings. They were ready to fall down—fire traps at the best. I talked to Mrs. Wachtel, who was the wife of the man that had been operating a school there and was leaving. She didn't give me any encouragement whatever. She told me why they were leaving.

As I walked back that dusty road to the bus station, I counted my money, and I didn't have enough money to get to Nashville. Well, I said, "Now that fixes it. Trevecca College is dead, and I can't do anything about it, and I might as well go back to my home in Kentucky and forget all about it." Well, I bought a ticket to my hometown, Highway, but I hadn't ridden very far until I felt like Jonah on his way to Nineveh. I could see that old whale halfway to me with his mouth open to swallow me. I don't know what all I saw. But I turned to the Lord and said, "Yes, but I don't even have money to get back."

Well, there was a kind of suggestion: "Would you be willing to go back if you did have it?"

But I said, "I don't have it and I wouldn't want to be begging." I never had stooped to that. Something impelled me to check with the driver. I checked with the driver of the bus and asked him the fare to Nashville, and he quoted me the price that it would take to extend my ticket to Nashville,

and, lo and behold, I had the money! I don't know how that had happened. I don't know what had come about, but I had enough money to buy my ticket to Nashville and exactly seven cents that would pay my streetcar fare back to the little store on North First Street, twenty feet long and eighteen feet wide, in which was stored the entire remains of Trevecca Nazarene College. Well, sir, I came back to Nashville with the same resolution that I had that night when the students said, "Yes, we'll stay with it."

I came back to Nashville and what happened I don't understand yet. Nobody blamed me; nobody ever praised me. I don't know what happened to that old contract that we had to buy Kingswood College and move up there. Some way or another it just disappeared. Anyway, we didn't move to that old campus out there four miles from nowhere.

Sometime after that Mr. Judd Lawson and I drove the wheels off of an old '29 Ford trying to find a place to locate Trevecca College. We looked all over Middle Tennessee and finally gave up hope and decided, by permission of Brother H. H. Wise, to move the school to First Church. It wasn't a big job to move because there wasn't much to move.

We bought some of the furniture from the old campus for five hundred dollars, and I negotiated a deal for the old building and lot where the present sanctuary of First Church is located.¹ We purchased the property and the school paid the payment for it for that year. It was a two-story house, and we bought it for five thousand dollars. We paid no money down and fifty dollars a month. This is where the girls stayed that year and we rented a house for the boys. And in the midst of all that, I got married and we lived in one of the rooms of one of those buildings on Russell Street. The building has been torn down now and that's where I park my car every Sunday morning, just about where that one room was where we started married life together.

But then at the beginning of the year the Board changed the name of Trevecca and got another charter. Instead of the charter *Southeastern Educational Board*, we got a charter *Trevecca Nazarene College*. The old Trevecca College was in the hands of the receivership that still held some of the property on Gallatin Road. We had bought the library and twelve old wardrobes of some sort and twelve bedsteads for five hundred dollars. The rest of the equipment on the old campus they sold for a song. The buildings had been taken for the debt on them and the rest of the furniture was sold at auction—including our chairs and pianos.

I remember the pull we made to buy an eight-hundred-dollar piano.

¹ The "present sanctuary" mentioned above exists as a chapel following the completion of a new sanctuary in 1989.

You know that eight-hundred-dollar piano sold at the auction along with the other seven or eight pianos of old Trevecca for twenty dollars apiece.

Trevecca was under the shadows then and wasn't on the boom like it was in the days of Brother McClurkan. But we got the charter revised and began anew as Trevecca Nazarene College and moved to the present campus the first day of July 1935. Mrs. Mackey and I moved into the room where Miss Bruckner now lives, and there we stayed for three years before the new home was built. That was a great place to room, over there in the girls' dormitory, just over the kitchen—where they started rattling the pans and dishes at four o'clock in the morning. It was a wonderful place for you didn't need an alarm clock in anybody's language. We could know when to get up early in the morning without an alarm clock."



(The following material was obtained in an interview with Dr. Mackey. It was not in the Founder's Day message but is inserted here to complete the story of how Trevecca acquired the present property.)

In 1935, while the School was housed in First Church of the Nazarene, negotiations were made for the lease of the Walden College campus. The property was owned by the Methodist Board of Education for colored people and had previously been occupied by City View Sanatorium. The sanatorium is still located on Murfreesboro Road back of the site where the radio building is now under construction. Prior to occupancy by the sanatorium, the location had been occupied by a Catholic orphanage which operated in an old plantation mansion which stood where the present Administration Building now stands.

Under the direction of Dr. Stevens, who was in charge of City View Sanatorium, the two buildings now known as Hardy Hall and McKay Hall were constructed. Dr. Stevens had bought the property from the Catholics for \$10,000, acreage which included seven acres of land located at the southwest corner of Hart and Lester Avenues. After the addition of the two buildings, Walden College paid \$155,000 for the City View Sanatorium location.

The contract was drawn leasing the Walden College property to Trevecca College for three years with an option to purchase for \$30,000 and an annual rental fee of \$600. In 1938 it was purchased for \$15,500, to be paid \$500 in hand at the time of purchase and the balance at the rate of \$125 per month. Several months passed, however, before the deed was completed. The delay was primarily the result of the inability of Trevecca College to get the \$500 down payment. The president of the College was able to find sufficient errors

in the deed from time to time to delay the completion of the purchase until the money could be obtained.

In 1938, prior to the purchase of the property, Dr. Mackey bought the land where the McClurkan Building, the Fine Arts Building, and the Mackey Library are now located. He also purchased the land toward Murfreesboro Road and the land where Tidwell Hall and the athletic field are now located. Sufficient lots were sold, primarily to faculty members, to pay for the property. The athletic field was paid for by a friend of the school. She was paid one-half of the purchase price—two thousand dollars—from the sale of sod off the property.² The unpaid balance of two thousand dollars on this land is to be a gift to the school at the death of the friend.

The College now owns approximately fifty acres of land with fifteen buildings on the campus, fourteen of which have been built or rebuilt by Trevecca Nazarene College.

(The interview material ends here. The chapel message continues.)

YES, WE DID. WE CAME TO THIS HILL. WE PUT A LIBRARY AND LABORATORIES and the classrooms and Miss Amy Person in the old administration building. During 1932–1933 the faculty received in cash a total of three hundred dollars during the year. The president and fifteen members of the faculty received a total of three hundred dollars for nine months, about an average of twenty dollars apiece for the faculty. One woman got nine dollars for her share and she had spent ninety dollars in transportation. It just means we didn't work at Trevecca College for the immediate returns, for the dollars and cents. We were trying to lay up treasures in heaven where moth and rust do not corrupt and thieves do not break in and steal.

Our clothes lasted longer, our food tasted better and, really, those people just put themselves into it. They weren't people to be sympathized with. God never lets his people down. "He that soweth to the Spirit shall of the Spirit reap life everlasting." And to think, Paul said, "And let us not be weary in well doing for in due season we shall reap if we faint not."

About that time a will to Trevecca came due, and it looked like somebody ought to get it. The court said, "We'll get together with the receiver." Well, we couldn't get together with the receiver. And they said, "Well, some way or another we'd like to give it to somebody. It's willed to 'Trevecca College, a Holiness School' and the receivership is Trevecca College legally, and the holiness school is Trevecca Nazarene College." They said, "We can't give it

² Miss Mamie Jackson was the woman.

to either one, because Trevecca Nazarene College isn't Trevecca College, and Trevecca College isn't a holiness school; what can you do with it?"

Well, I did my best to get somebody to agree on something, but to no avail. Finally the court said, "We'll tell you what we'll do. We'll give the school half of it, and we'll give the receivership half." But those sponsoring the receivership said, "All or none, all or none." The outcome was that a twenty-five-thousand-dollar will went to the relatives of an adopted son, who didn't even want to claim kin to a kid that had been reared by a Nazarene, until they found out there was some money in it, and they just found lots of kinfolks of that adopted son to take the twenty-five thousand dollars and leave Trevecca without any.

Oh! Those were hard days, and you know, the devil thought he'd just about got us. When I became acting president of the school, one of my best friends and a former student of Trevecca said, "Go ahead and take [the presidency]. If you have to close down before the year's up, nobody'll blame you for it."

I went before the faculty after I became acting president in 1936, and I said to the faculty, "I don't know what the future holds, but," I said, "I want to look forward. I want to look forward to a four-year college and a million-dollar campus." At that time we didn't own a thing. We were occupying the present campus at the time but we didn't own it. It was a seven-acre tract of land where an unoccupied Negro college had been and previous to that a mental institution. We just lived there and paid little rent for three years.

It was in 1937 that I talked to the faculty there in the upper story of the old dwelling over there in the middle of the campus. I was standing by the fireplace as I talked to them. There were downhearted people around now and then. It did look hard; everything seemed to be wrong.

But that day, before the faculty, I said, "Onward to a four-year college and a million-dollar campus." I don't know why I said that, but I just said it, and they looked at me rather wildly. And I said, "I'll tell you what I'm willing to do. I'm willing that the clods falling on my casket in the grave would cause somebody to make it possible for Trevecca College to reach such a goal." I said, "I'm not saying this for pastime. I'm saying it because I just feel that God's in it." And my faith was like that. And you know, that thing happened. We do have a four-year college; we do have a million-dollar campus. And we'll be in the Association next year, or come awfully close to it. And we've passed the million-dollar mark. We're having Dr. A. L. Crabb to speak to us tomorrow evening, over here, and Dr. Crabb made a statement before a group of professors at Peabody College, and he said, "I have looked over the twelve colleges here in Nashville, and Trevecca College has the nicest

location of any one of them." "They that sow to the Spirit, shall of the Spirit reap life everlasting." "Be not weary in well doing, for in due season, we shall reap if we faint not."

Students and faculty, this morning I'd like to encourage you to realize that the best way that we can honor the founders of this institution is to make Trevecca College what was the ambition of Brother McClurkan that it should be.

The best we can honor the founders of this institution, in the paraphrase of the language of Abraham Lincoln, would be that we would say in our own hearts, that we would dedicate our lives to that cause for which J. O. McClurkan gave his life. (He died prematurely. He died at around fifty years of age.) We will dedicate our lives to that cause for which he gave his life. And that this College, under God, shall have a new birth of holiness evangelism—this faculty, and this student body.



CHAPTER EIGHT

Recollections of and Tributes from Former Students and Colleagues

DR. A. B. MACKEY IS REMEMBERED BEST BY HIS FORMER STUDENTS and faculty members. They respected, loved, and almost revered him. They talk about life at Trevecca in the “good old days,” and when they get together, the conversation invariably gets around to Dr. Mackey.

They have responded to my invitation and have written their memories of this great man who, in many respects, was the second founder of the College. These personal commentaries range over a number of topics: personal characteristics and Dr. Mackey as a teacher, as a chapel speaker, and as an administrator.

Dr. A. B. Mackey was an easy man to admire, an excellent administrator who was fair and just. He was a Christian gentleman with strong convictions and the inner strength to sustain his decisions.

He was many men rolled into one: speaker, economist, counselor, teacher, leader, and one who filled other roles as needed. But foremost were his skills as an educational leader. The dean of George Peabody College said to me, “There may be greater men in educational leadership than Dr. A. B. Mackey, but I have not met them.”

It was his behavior as he directed the activities of the College toward its identified goals that made me feel, "These are our shared values." He made me feel that I moved and acted with him toward the accomplishment of these accepted goals.

Dr. Mackey was successful as an administrator in hard times because of his character, qualities of being, and capacity for doing that which, under all conditions, advanced the College toward its goals. This was done in harmony with the faculty and denominational ideals.

To meet him was to know a warm, kind, and humble man. Inwardly he was strong, disciplined, and determined in the cause of Christian education. He enjoyed immensely the fellowship of Christians in the cause of education.

It was his conviction that the church would always need highly trained Christian leadership. For the College to do its part in this training, he believed that there must be clear, positive denominational doctrine and policies and also sufficient dedication to make the students aware of them. It was Mackey's commitment to the ideals of the Church of the Nazarene that caused Dr. A. K. Bracken to say, "Dr. A.B. Mackey is the founder of Trevecca Nazarene College as we know it." Dr. Mackey believed that the College belonged to the Church of the Nazarene financially and doctrinally.

In Dr. Mackey I saw an administrator skilled in the science and art of leadership. But there was that intangible factor, the spirit of the man, that made me desire to be a part of a team working for our accepted goals for the ultimate good of the College, the students, and the church.



Recollections

THE TALL, SLENDER, BUT VERY FIT MAN STOOD IN SOLEMN, CARING silence, looking over the student body. After a moment of silence, Dr. A. B. Mackey began speaking in measured words with the slow, thoughtfulness of the thinking scholar: "What is your I. Q.?"

Immediately those of us listening assumed we would hear a speech on intelligence quotient. We were in error. He continued, "Your integrity quotient." He had skillfully brought us into a lively interest in the subject through the element of surprise. He sustained our interest in his speech, through the conviction transmitted from him to us, that integrity had personal meaning for each of us.

—*Leon Chambers*

ONE SUMMER, DURING THE KENTUCKY DISTRICT CAMP MEETING at Summersville, Dr. Mackey was housed in the home of Rev. Howard Lobb very near the campground. The Lobb daughters, Delores and Wilma, students at Trevecca, had invited a group of us fellow Trevecca students to their house for refreshments after the evening service. For a long time we sat on the front porch picking the mind of Dr. Mackey and listening to his parables. Finally, he excused himself, saying it was time to take his medicine and vitamins. After a moment he returned with a large pile of pills and capsules in the palm of his hand. There must have been nearly a dozen. He showed them to us and then put them all in his mouth at once and gulped them down in one swallow without any water! We all gasped in amazement. Dr. Mackey replied, "It is all in the way you look at it. If you were eating banana pudding you would take a bite as big as that and think nothing of it. I just imagine that those pills are banana pudding."

—*A former student*

PAUL USED TO TALK ABOUT MILKING THE COWS AT THE COLLEGE for Dr. Mackey. They became friends with something in common. When Dale's Chapel needed a pastor, they called Dr. Mackey and asked about Paul McGrady and his preaching ability. Dr. Mackey

told them that he did not know about his preaching but that he did an excellent job taking care of the cows and milking them. Paul got the job of pastoring the church at age eighteen.

—*Jean McGrady*

SOMETIMES WHEN SPEAKING IN CHAPEL DR. MACKEY WOULD name five or six topics and then ask the student body which one they would like him to speak on. Usually this question would elicit several verbal responses from the floor. He would take the one that seemed to receive the most votes and start to speak on it, eventually turning the topic in whatever direction he chose. By the time I graduated, I had decided that Dr. Mackey knew all along what he was going to speak about, but, by letting the students think they had chosen the topic, he received excellent attention.

—*Rob L. Staples*

WHEN MY HUSBAND WAS WORKING FOR THE COLLEGE AS BUSINESS manager and I was working in the general office, Dr. Mackey was dear to us as a friend and colleague. One Christmas we drew names among the faculty and staff for Christmas gift exchange. I drew Dr. Mackey's name. Deciding what to get a man like Dr. Mackey took considerable thought. I decided to bake a fruitcake for him. Both he and Mrs. Mackey could enjoy that. Imagine my surprise after the party to see him standing in the lobby letting people break off hunks of the cake saying, "Have some. I'm allergic to fruit." My thought was "I should have bought him a tie."

—*Earnestine Morgan Richardson*

DR. MACKEY HAD KEEN INSIGHTS. ONE OFT-USED PRACTICE OF the students to avoid a quiz was to get the teacher strung out on some favorite subject and thus use the entire class period. I tried that once on Dr. Mackey—only once. For ten minutes I asked the most astute questions of which I was capable. Then he interrupted and said, "Mr. Richardson has demonstrated how perfectly ignorant people can be on some subjects. Now the class will please

take their papers and pens and answer these questions.”

I did not always agree with Dr. Mackey. No man is infallible—but usually I found later that I was wrong and that he was right.

—*V. Neil Richardson*

UNCLE A. B. SAID, “WHEN YOU GO INTO A CLASSROOM, DON’T hesitate, don’t scowl. Look your class in the eye and talk in a firm, coherent, decisive manner. When you cross the room walk as if you were going somewhere.”

—*Eugene Mackey*

DR. MACKEY WAS A STRONG ADVOCATE OF THE THOUGHT THAT Trevecca graduates should get jobs where they could become important factors in the organization of a church in their location. His thinking later became the philosophy of the general church in its church growth planning.

—*Ruby Lee Shaw*

WE USED TO GATHER ON THE CAMPUS BETWEEN CLASSES AND talk. I was visiting with several students one day when Dr. Mackey stopped briefly. Referring to the fact that I was dating Homer Adams, he said, “Scientists have tried for years to split atoms, and here is a girl who did it. She split Adams’ heart in two.” Then he moved away quickly in his usual fashion.

—*Beatrice Adams*

HE DID NOT BELIEVE IN SELLING STUDENTS MEAL TICKETS FOR the semester. He did not want them to pay for meals they would never eat! So the cafeteria was cash on the line. But if students were hungry and had no money, Dr. Mackey made it known that they could come to him. They would never need to go hungry because they had no cash!

—*F. Franklyn Wise*

DR. A. B. MACKEY WAS A MASTER TEACHER AND MOST OF HIS greatest lessons were given outside the schoolroom and by example. His versatility is legendary. My first day at Trevecca was spent landscaping the lawn of the newly constructed president's home. Large amounts of topsoil had to be moved and the "Trevecca horse" was busy plowing in the garden, so Dr. Mackey "hitched" his '36 Plymouth to the scoop scraper. The dirt was soon moved and the job completed.

—*T. James Boshell*

DR. MACKEY LIVED WITH MY PARENTS, UNCLE NATHAN AND Aunt Susie, on Whites Creek Pike after Trevecca College had to close its doors. Dr. Mackey got sick and my mother suggested he take some medicine. Her remedy was "castor oil." He went to Mr. Correll's country store and bought a bottle. He came back and said, "Aunt Susie, your remedy (medicine) almost made a lady sick at the store.

Mother's reply was, "Why?"

"Well," he said, "I took the top off and drank the whole bottle right there in the store."

—*Eleanor Hardy Burrow*

AS MANY OF MY FRIENDS KNOW, I WAS LESS THAN AN IDEAL student when I was in Trevecca in the fall of 1946 and winter of 1947. I had to meet the Executive Committee, which Dr. Mackey chaired. The suggestion was made that I make a public apology in chapel. (It just happened that in that particular incident I was innocent—one of the few times in my life.) I asked, "What shall I apologize for?"

Dr. Mackey said, "Roy, how about your attitude through all of this?" He put his finger exactly where it should have been. The apology was made, and I am a better man for it.

I want to thank God for Dr. A. B. Mackey and the influence he has exerted on my life!

—*Roy T. Nix*

I HAD THE OPPORTUNITY TO TRAVEL MUCH OF THE EDUCATIONAL zone with Dr. Mackey and had many unforgettable experiences. One of those incidents took place during the summer of 1950. The quartet left Nashville in June and traveled together for the next six weeks. Following nightly stops in Virginia and North Carolina, we finally got a day off at the South Carolina District Campground.

Camp was not in session, and since we were the only ones there, Dr. Mackey thought we could enjoy a swim in the lake. I can still see him floating leisurely for about two hours in the brilliance of a South Carolina afternoon sun. Only his head was above water. By the time we were ready to leave, his bald head was blistered.

Four college kids with red faces from the sun was not such a bad thing, but the dignified president of the college with his entire face and head looking like a bright red ball was something else. However, that was not the end of things. Later as the blisters dried up he began to peel and the dry skin would itch. I can still see him sitting on the platform, head in hands, rubbing his scalp.

Dr. A. B. Mackey was a truly unique person. He inspired us all with his total love for God and Trevecca. His spirit was contagious, and I, for one, can only hope that his mantle has fallen on me.

—*Gene Williams*

I COULD SAY MANY THINGS ABOUT THIS GOOD MAN WHO GREATLY influenced my life, but the greatest thing that I can say about him is that he was the humblest person I have ever known.

—*Howard Melton*

DR. MACKEY TOLD OF HIS FIRST NIGHT AT THE PRESENT CAMPUS. Dr. and Mrs. Mackey were in bed on the second floor of the girls' dorm. They heard noises downstairs, and Dr. Mackey went downstairs to check. A cow had wandered into the lobby. He chased it out and went back to bed. I guess there was not a front door.

—*John D. Adams*

SOME PEOPLE JUST TALK; DR. MACKEY RANG THE BELL AGAIN and again.

Some speakers are dry and monotonous. Dr. Mackey was a living illustration of surprise, variety, on-the-spot creativity, enthusiasm, and the ability to lift, inspire, and challenge his audience.

Some speakers never (or seldom) really break through to the listless audience. Dr. Mackey had an uncanny ability to so communicate with his audience that interaction resulted.

Some speakers take intellectual (or bemuddled) flights and leave the people to admire or slumber. Dr. Mackey lifted his audiences and kept them with him for the projected flight, landing them on the solid ground of practical Christian living and faith in God.

—*Key W. Phillips*

“FROM THE OTHER SIDE” WAS DR. MACKEY’S LABEL FOR A PART of his philosophy, the part that helped him see good in situations that were very difficult—ones that others might consider to have no value.

To illustrate this philosophy, Dr. Mackey would talk about the shelter in which Jesus was born. He noted that it has always been a cause for regret among Christians that Jesus was born in a cave and that his cradle was a manger. He would explain that Christ’s being born in a cave was because Bethlehem was so crowded at that time and that when Joseph and Mary asked for a place to stay, there was no room.

According to Dr. Mackey’s philosophy “from the other side,” the cave was probably the most sanitary place in Bethlehem that night. Since little was known about disease protection then and because germs were probably spread widely among the people in the inn, Dr. Mackey concluded that God the Father was caring for His Son by giving Him the safest place for His birth.

Dr. Mackey’s “from the other side” philosophy can be applied to many situations in life, bringing hope and encouragement.

—*Adrienne H. Phillips*

ANOTHER STUDENT AND I LEFT CAMPUS FOR A WEEKEND REVIVAL. The Lord poured out His blessings, and the revival continued two more weeks. We tried to call Dr. Mackey to report in, but we could not reach him.

When we returned to campus seventeen days and many missed classes later, Dr. Mackey said, "Brother Deal, I need to talk to you." I told him about the great revival and our efforts to communicate. Dr. Mackey believed in class attendance, but he also believed in revival. He thought a moment and disposed of the matter, saying, "I'll just mark this down as a field trip."

—*James Deal*

ONE DAY I WAS HELPING WASH WINDOWS ON THE PRESIDENT'S home and thinking about my personal problems. I wandered over to where Dr. Mackey was working in the yard and began to talk to him. He took over most of the conversation, talking about Scriptures. I never mentioned my problem, but when he finished I told him that he had dealt with a problem I was having and that I really felt better. His comment was "Then the Lord had a reason for me to be out here today."

—*John Pope*

DR. MACKEY WAS UNIQUE—TRULY ONE OF A KIND. HE WAS COMPLETELY dedicated to Christian education and spent his time, energy, means, love, and caring in that field for most of his life.

My friendship with Dr. Mackey goes back almost seventy years. When he came to Trevecca to apply for a teaching position I was secretary to the president. On that day, I was the only one in the office. While he waited for Dr. Hardy to return, we had a good visit and I was able to answer some questions and give a short tour of the building. After his interview he left, but he had forgotten his sack lunch which he had placed on the desk. I chased him across the campus and gave it to him. He often said that I was his first friend at Trevecca.

The only class I had with Dr. Mackey was high school French. I may not speak French today, but I will never forget the experience. I have never had such a teacher before or since. He was

well-prepared and could speak French quite well. He was the only teacher I remember who was trying to teach us that learning can be satisfying, rewarding, and even fun. His class was exciting and we looked forward to going to French class. Nothing humdrum there!

He introduced us to "positive thinking." No one was allowed to say "I can't." If some big, old, awkward country boy said, "I can't learn this stuff," he was quietly told that we had no place in the class for those who can't learn. He was not in the business of turning out failures. We were there to learn, we were capable of learning, and he was there to help us.

After a few years, I had the privilege of attending a Bible class at First Church taught by Dr. Mackey. I was married and had a family at that time. John and I loved the class.... He was an excellent Bible teacher and could make the Old Testament come alive. It was almost as if he had known and talked with the prophets, so real were they to him.

He invited questions and class discussion. None of us was a great Bible scholar, and our questions probably seemed rather childish to this man who was a real student of the Scriptures. Being a good teacher, he welcomed those opportunities to lead us into a better understanding of what we were reading. I have questions to this very day which I would like to have him explain.

I remember one Sunday when I was kept home with an ailing child. As John returned from church, he called out to me from the door and said, "Do you know Dr. Mackey?"

I replied, "Of course, I know Dr. Mackey."

"Well, what do you think of him?" he continued.

Thinking it was a foolish thing to be asking me with the baby crying and dinner needing attention, I answered with a foolish reply, "I can take him or leave him."

John's answer came back, "You are going to have to take him today. He has come to dinner."

My experience and skill in cooking were exceedingly limited. I would have preferred to have at least a week to plan and prepare a meal for a visitor. Therefore, besides being unhappy about my distasteful remark, I was perturbed lest the meal would not be good.

John always had a rather bizarre sense of humor and he was actually amused at this little joke he had played on me. I dried my hands and went out to shake hands and try to make Dr. Mackey

feel welcome. He, being the kind and gracious gentleman that he always was, greeted me as if he had not been present for my *faux pas*. We had a pleasant meal with much good conversation, and he had the grace to let me forget the whole thing.

—*Jimmie Lou Benson*

HE SHOWED CONFIDENCE IN US. MY FIRST CAR WAS A TROUBLE-some 1940 Ford. On August 31, when the car needed a new engine, I noted: "I had to make a personal loan from Third National Bank endorsed by Dr. Mackey for \$159." Although the car never proved reliable, Dr. Mackey's faith was. I paid the loan back and was impressed by his willingness to help me in my time of need.

—*George Privett*

WHEN I BECAME PRESIDENT OF TREVECCA, NO ONE SUPPORTED me more faithfully than Dr. and Mrs. Mackey did. Although there had been some question about his continuing to teach under a new president, A. B. Mackey was loyal and supportive of me at all times. He was a superb classroom teacher, and I was happy to have him on the faculty.

His memory continues to warm my heart.

—*William M. Greathouse*

ONE OF MY MOST ENDURING MEMORIES ABOUT DR. MACKEY WAS his exposition on the infinity of the universe. Any Trevecca student—and most Nazarenes in the Southeast, for that matter—heard this speech repeatedly.

I suppose he was the first one to really stretch my mind with the notion that the universe has no bounds, at least none that anyone has been able to find. He would start his speech with teasing little bits of information on our solar system, and then he would gradually lead us listeners a little beyond. As his voice quickened, he would go on to tell of further systems, more galaxies, and limitless mysteries. With his rhapsody, it was as if he were the captain of some space ship that was zooming on and on through the stratosphere with us on board. Quite a ride it was!

My heart never failed to beat faster at the wonder of it. Yet the skepticism of a young, inquiring mind would rear its head. The thought would come, "Oh, really now—how does he know that is so? He is just getting carried away with his speechifying!"

Since that time I have read Carl Sagan and other experts in the field. I have seen *Cosmos* on television, and I note the news of continuing discoveries of the marvels of space. With mammoth telescopes, satellites, and computers, scientists know a lot more about "out there" than anyone dreamed of in the early '40s. And yet, they all still agree that there is more even beyond that. Just as Dr. Mackey said!

He really was not an astronomer, but he had this marvelous way of firing our imaginations about the majesty, power, and wonder of God who created it all. I sort of believe that Dr. Mackey is now having a chance to explore some of those places that he kept telling us about.

—*Nona Edwards Owensby*

ON ONE OCCASION DR. MACKEY HAD A NEW SUIT AND A CONVERSATION ENSUED something like this:

"Dr. Mackey, isn't that a new suit you have on?" a friend asked.

"Yes, I have had it only a few days," was Dr. Mackey's reply.

"Isn't it just like the one you've been wearing? Why didn't you get one a little different?"

The president answered, "I got one just like the old one because I didn't want anybody to know that I had a new suit."

Dr. Mackey never did want to do anything to attract attention to himself.

—*Claude Galloway*

DR. MACKEY SPOKE OFTEN IN CHAPEL SERVICES AT TREVECCA, and I was never bored by his talks. He spoke to us out of a wide diversity of reading and of his own experience. From the latter came some delightful stories.

One story admonished us concerning criticism. A man (was it Dr. Mackey himself?) was guest of a family at dinner where he

witnessed the most atrocious table manners he had ever seen. He congratulated himself on his own superiority, but before the meal was over, somehow overturned his chair and fell backward onto the floor!

—*Ed Cox*

I HAVE SAID MANY TIMES, TO MANY PEOPLE IN VARIOUS PLACES, that I owed more to Dr. A. B. Mackey for guidance and examples in educational administration than to any other influence that has impacted me. His astuteness of judgment, his sense of the possible and of the appropriate were uncanny. They were the most important factors in the salvation of the College when its perpetuation was laced in doubt, largely by the shortcomings of others with respect to these same virtues. He deserves ever to be remembered and his example to be followed by all who are charged with the responsibilities and honored in the opportunities of leadership in holiness higher education.

—*L. Paul Gresham*

I ROOMED WITH MY UNCLE WHEN I ENTERED TREVECCA IN 1933. He taught me some lessons that have never faded from my memory. The first was about the value of punctuality.

We lived on the third floor of a building near the river. We had to walk two or three miles to North First Street to catch a streetcar, and then we paid seven cents to ride downtown on the streetcar. Sometimes we walked the whole five or six miles just to save the seven cents.

In those days students had social privileges every Friday afternoon. These “privileges” consisted of sitting in a room talking and looking at a girl—no touching—for two hours.

One Friday my uncle and I had gone to town to look around. We were near Third and Deaderick when I asked him what time it was. He told me and quickly asked, “Why? Did you have a date this afternoon?”

“Yes,” I answered, “but it was just old _____.”

Without further ado, he whirled around and mounted the curb and started trying to hail a cab. I was amazed. I had never

ridden in a cab nor had I seen him ride in one. When a cab stopped, he hustled me into it and told the driver to try to have us to the place on Whites Creek Pike by such-and-such time.

When I asked him what all the hustle was about, he said, very emphatically, "When you tell a person you'll be at a certain place at a certain time, you be there." I have never forgotten the importance of punctuality.

—*Eugene Mackey*

IN MARCH 1956, DUANE HURLEY, PRESIDENT OF SALEM COLLEGE, West Virginia, had called a meeting of small college representatives in Chicago. With encouragement from consultants and the permission of the North Central Association, the meetings were run concurrently with the sessions of the NCA in the Palmer House. Dr. Mackey hobnobbed with Roy Cantrell, Harold Ripper, Harold Reed, and Willis Snowbarger, who were awaiting the verdict from NCA on their applications for accreditation from North Central (for Bethany and Olivet).

This was the first meeting of the organization later known as the Council for the Advancement of Small Colleges (CASC). The parade of speakers was impressive, including Lou Mayhew, Paul Dressel, and several others. They were all sympathetic to the plight of the small colleges, all had good suggestions, and the conclusion was, "But to get this money, to attract these students, etc., you must get accredited." The speakers, drifting in and out as they did, probably did not realize the droning repetition of the advice the audience of about one hundred was hearing. It was not only frustrating, since accreditation was far beyond their immediate grasp, but many were getting tense.

After saying not a word for nearly two days of these sessions, Dr. Mackey rose to his feet to give his educational autobiography. He began with his elementary school experience—one or two different schools, all unaccredited. Then his secondary school, unaccredited. Then Olivet, unaccredited. Then a state teachers' college, unaccredited. Then Harvard and the University of Chicago, but those particular programs had not yet received the blessing of the appropriate accrediting body. Now he was president of a college—unaccredited.

By this time he had the crowd in uproarious laughter. The tension was broken. The organization was born, they got surprisingly good support, and in a few years, during the prosperity of higher education, virtually all of those colleges were “fully accredited.” CASC is now CIC, the Council of Independent Colleges.

—*Willis E. Snowbarger*

Some “recollections” sent to me by former students were not included as they duplicated other comments, and some had to be omitted because of space limitations.



Tributes to Dr. Mackey

Dedication of Mackey Library

JUNE 5, 1962

This is one of the highest moments in the history of Trevecca Nazarene College because it affords us the unparalleled opportunity to honor a man to whom, more than any other man, Trevecca owes its existence—President A. B. Mackey.

When no one else seemed to care or love,
 Dr. Mackey did both.
When other people's vision of the College grew dim,
 Dr. Mackey's vision remained clear.
When other people's faith faltered,
 Dr. Mackey's faith remained strong.
When other people's determination ran out,
 Dr. Mackey's determination continued steadfast.
When inspiration was low,
 Dr. Mackey afforded plenty.
And when money was scarce,
 Dr. Mackey took from his own coffers.

Dr. John L. Knight
Chairman,
Trevecca Board of Trustees

He Would Not Quit

When he was young he rode a mule
And had to work his way through school,
Some said he'd never make the grade.
My, what a great mistake they made!

At times he had no food to eat
 While he was striving to complete
 His college work, but then his grit
 Made him fight on, refuse to quit.
 He didn't mope and act forlorn.
 He bought himself two pecks of corn,
 Then took his mother's recipe
 And made some ole lye hominy.
 It was all he had for times were tight,
 But somehow he got by all right.
 He made some food like this before
 And lived on it two weeks or more.
 Now this same lad that rode the mule
 Is still connected to the school,
 Where some of his hard days were spent,
 But now he is the president.

Richard M. "Pek" Gunn¹

Excerpts from the Prayer at Dr. A. B. Mackey's Funeral

SEPTEMBER 6, 1973

Our God and Heavenly Father,...

We thank Thee for such a man who could walk with the great and not be overly awed by their greatness, who could converse with the intellectual and never swerve from the knowledge of Thy revealed truth, who could keep pace with men of power without being intimidated by them.

Dr. Mackey showed us how to be comfortable with the commonplace, how to communicate with the unlearned, how to experience privation—and even poverty—without sub-

¹ Pek Gunn gave me this poem in 1989. He told me that he had written the poem and read it in chapel when Dr. Mackey was president. Thus, it had to have been written prior to June of 1963.

mitting to its limitations. We thank Thee for giving us a teacher who was fearless and unflinching in his pursuit of truth, who could look at himself with an objectivity that saves from vain human pride, who was understanding of those who opposed him, who could receive criticism without demeaning himself or retaliating against the critic.

We are grateful for this man, so completely honest. . .who was able to challenge and inspire with his words, but who led with his footprints. We thank Thee for A. B. Mackey, for his holy example, for his loyal churchmanship, for the power of his great mind.

Harvey Hendershot
Superintendent,
Tennessee District
Church of the Nazarene

FINAL WORDS

The Shadow of a Tall Man

IT HAS BEEN SAID THAT HISTORY IS THE SHADOW OF A TALL MAN. In my view, A. B. Mackey, a tall man in character and ability, cast a long shadow in the history of Trevecca. He achieved this place because he was the leader in rebuilding a Trevecca which had been shattered in the depths of the Great Depression and all but disappeared in the mid-thirties. He has been called the second founder of Trevecca.

This great man cast a long shadow through his impact on the lives of his students and faculty members. He made his influence felt in all kinds of settings, using many different techniques. Perhaps his influence and philosophy were applied in greatest measure in his chapel messages and in the teaching of his classes. But his goal of inspiring others to nobler lives and higher levels of achievement was also fulfilled in small groups, meetings of faculty, quartet trips, and the like.

He was not above making an inspirational speech to an individual. Many a time as a student or later as a teacher I sat in his office and listened to his challenging remarks. I usually went away uplifted, determined to do better. Once in a great while, choosing his listener with care, he would use a favorite shock treatment: "You will never amount to anything the way you are headed." One would leave his presence vowing, "I'll show him I can succeed." It seems that he would

use this approach with students who had great ability but were drifting along, living beneath their privileges and talents.

A. B. Mackey was a unique human being, a man with a vision, a wise financial manager, an eloquent speaker, a great educational leader, an effective teacher and administrator, a loyal churchman, and an example of Christian character to many thousands of students and to Nazarenes across the Southeast where his influence was felt the most. We appreciate the contributions and cherish the memory of Dr. A. B. Mackey, a great and godly man.

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— *A. B. Mackey*—
about the age of fifteen



— *A. B. Mackey*—
1930s



A. B. Mackey and his mother,
Mariba Ewing Mackey—early 1920s



The two-sided historical marker that currently stands in front of the Church of the Nazarene, Highway, Kentucky, describes the Keen School and mentions A. B. Mackey.

Dr. and Mrs. Mackey at the TNC Valentine Banquet, February 14, 1955



Dr. Mackey finds a cool resting place under a shade tree outside the Smithsonian Institution during a trip to Washington, D. C., July 4th weekend 1950.





At the TNU Alumni Dinner in June 1961, Homer Adams and T. E. Jones present the portrait of Dr. Mackey that was hung in the Mackey Library.

Dr. and Mrs. Mackey lead the way when the new cafeteria opens, June 1954.



Wade Westbrook ('63) presents Dr. Mackey with a tribute from the students during "A. B. Mackey —This is Your Life" on April 27, 1963.



The Mackeys pose with Mrs. Mackey's nephew, Gene Dalton, for their passport photo before the three of them embarked on their 1962 trip to Europe.

Dr. John L. Knight, chairman of the TNC Board of Trustees, honors Dr. Mackey for twenty-five years as president during the '62 Commencement ceremony.



Mrs. A. B. Mackey and C. R. Thrasher, her brother, are pictured in the lobby of the Mackey Library beside the marker honoring Dr. Mackey. (1996)

About the Author...

Perhaps no one is better qualified to write a memoir of Dr. A. B. Mackey than is Homer Adams. The two men were associated in a variety of relationships—teacher-student (Homer graduated from Trevecca High School and from TNC), administrator-faculty member (Homer taught history during part of Dr. Mackey's presidency), fellow administrators (Homer served as principal of Trevecca High School while Dr. Mackey was president of TNC, and later he was academic dean under Dr. Mackey), and lifelong friends.

Homer J. Adams, the first graduate of Trevecca to be awarded the Ph.D. degree, left his position as chief administrator of DeKalb Community College in Atlanta to become president of Trevecca in 1979, where he served with distinction until his retirement in 1991.

For me, Homer Adams is best remembered as a stimulating, provocative classroom teacher who always inspired me to want to know more of the subject at hand.

John Chilton, Ph.D.
Professor of History
Trevecca Nazarene University

Centennial

The Trevecca Centennial Collection

The Collected Works of
J. O. McClurkan

with introductory essays by

William J. Strickland and H. Ray Dunning

Trevecca—Folklore
and Tradition

by Homer J. Adams

A Pictorial History
of Trevecca

edited by Janice M. Greathouse

The Centennial History
of Trevecca

by John Chilton