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Claudius Greer Clemmer, Doctor of Humane Letters
January 4, 1911 – November 20, 2005

A dissertation
presented to
the faculty of the Department of Educational Leadership and Policy Analysis
East Tennessee State University

In partial fulfillment
of the requirements for the degree
Doctor of Education

by
Sheila Breen Agen Pedersen Smith
December 2007

Dr. W. Hal Knight, Chair
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Dr. Nancy L. Dishner, Retired Chair

Keywords: Biography, Oral history, Philanthropy

ABSTRACT

Claudius Greer Clemmer, Doctor of Humane Letters

January 4, 1911 – November 20, 2005

by

Sheila Breen Agen Pedersen Smith

While there are facts that are known about Claudius Greer Clemmer, there is much that is not known. By most accounts, he was a generous man who grew up during some of the hardest years of the Great Depression, worked to get an education, and had a successful teaching career. Clemmer worked diligently to do what he could to support himself and his family, working at two jobs. When his career track changed from teaching to business, in 1946, he experienced success in business and investments, sharing that wealth with East Tennessee State University and others.

The intent of this qualitative study was to learn about the life of Claudius Greer Clemmer, and determine the events of his lifetime that made him who he was. The examination of his life was grounded by a series of six research questions that framed the study and expanded to include his family and work:

1. What influenced him to pursue high educational standards?
2. What influenced his view of education?
3. What contributed to his philanthropy?
4. What are people's perceptions about his life and work?
5. Who influenced him, and in what way?
6. Who was influenced by him, and in what way?

Maslow's *Hierarchy of Needs Theory* outlines five levels of basic need, beginning with physiological needs, safety and security, love and belonging, esteem, and finishing with the highest level at self-actualization, which is described as accomplishing all that one can accomplish. Maslow's theory

describes Clemmer, as he had either achieved or was as close to self-actualization as possible. While the author was considering that he had accomplished self-actualization, it was expressed first by his son and acknowledged later during interviews with friends and associates.

The study is significant in that there are no other studies about the life of Claudius Greer Clemmer.

Research findings will be of interest to many, including the Clemmer family, the East Tennessee State University family, friends, and alumni of the Claudius G. Clemmer College of Education, along with individuals interested in biography, oral history, and philanthropy.

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DEDICATION

This dissertation is dedicated with much love and appreciation to my understanding family. I dedicate this work, especially, to my husband, Howard, who tolerated many lonesome days and nights while I worked toward completion of this dissertation, along with all the years and other projects that led up to the completion of my doctorate. I also dedicate this work to my daughter, Allison, who understood all the times when I seemed to neglect her in favor of my studies. I also dedicate this work to my son, Marcus, and his family for their understanding when I could not spend as much time with them as we would have liked. And, finally, I dedicate this dissertation to my mother, Alicia Breen Pedersen, who patiently agreed to help me with my first oral history and understood when I could not take the time to travel and visit with her as often as I should.

This dissertation is also dedicated to Claudius Greer Clemmer and his family, whose willingness to participate in the study allowed it to proceed. I had hoped to be able to pursue this dissertation with Dr. Clemmer's help, but my coursework prevented beginning the research until several months after his passing. Without the help and encouragement of his family, friends, and associates, I would not have been able to bring his remarkable story to life.

ACKNOWLEDGMENTS

I must acknowledge the help of a great number of people who helped in the completion of my research and in writing this dissertation. Without the love, understanding, and patient support of my husband, Howard, I would never have been able to complete the years of work it took to earn my doctorate. My daughter, Allison, has experienced much of my distraction, as I focused attention on my studies over the years, rather than on her needs; I am extremely proud of her and all she has accomplished. I am especially appreciative of her assistance with data validation. My son, Marcus, and his family have supported and encouraged my every effort in school, just as my mother and siblings have shown such patience when our family visits were few and far between.

I would like to acknowledge the help of the family of Claudius Greer Clemmer, especially Mary Clemmer Ruth and Nic Earnest Clemmer, without whose participation, I would not have been able to complete my research. Dr. Clemmer's friends and business associates were invaluable to me, as they provided insight into his social and business life that would otherwise have been inaccessible.

I would also like to acknowledge the support and assistance of my ETSU family, which includes members of the staff, faculty, and administration who provided me with whatever I needed to complete my research into the life of Claudius Clemmer. Those people in the University Advancement office, especially Dr. Richard Manahan and Dr. Jeff Anderson, were as helpful as they could possibly have been; I could not have asked for more.

I would also like to acknowledge the support of my colleagues, especially Dr. Rebecca Isbell and Dr. Chrissy Willis, in the Center of Excellence in Early Childhood Learning and Development at ETSU, for their patience and encouragement in the completion of my program of study, the research, and writing of this dissertation.

My great appreciation goes to my committee of experts: My chair, Dr. W. Hal Knight, who assumed the position of committee chair way into the process. As busy as he was with his duties as

Dean of the Clemmer College of Education, he always managed to find time in his schedule to meet with me. Dr. Eric Glover has been willing to assist me in every phase of my dissertation in his calm reassuring way. During the dissertation process, Dr. Kathy Franklin grew to understand me and my vision, and provided the guidance I needed to succeed. And, Dr. Joseph Sobol, who amazes me every day with his knowledge and expertise – I have yet to find a topic where he is not well-informed.

I must also express my gratitude to Dr. Nancy Dishner, my retired chair, who went beyond the call of duty in assisting me with her knowledge, expertise, and assistance along every step of my journey from the first class of my program of study in 2002 until I began my dissertation hours in 2006, even after her retirement. I will always appreciate her encouragement and candor.

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CHAPTER 1

INTRODUCTION

The day I met Claudius Greer Clemmer (see Figure 1) was like any other in 2001. Shortly after lunch, I received a phone call from the dean's office to remind me and my co-workers to come to the third floor for a birthday party. I had heard that it was Mr. Clemmer's birthday and the East Tennessee State University (ETSU) College of Education was celebrating with cake. Not being one to pass up an opportunity for birthday cake, I headed to the party. I didn't know who he was and had never met him. As such, I did not realize the significance of the party until I arrived at the dean's office. I found several people gathered in the Claudius G. Clemmer Conference Room and just as many more spilling out into the hall. Some members of the University High School Chorus were preparing to sing *Happy Birthday*; the atmosphere was festive.

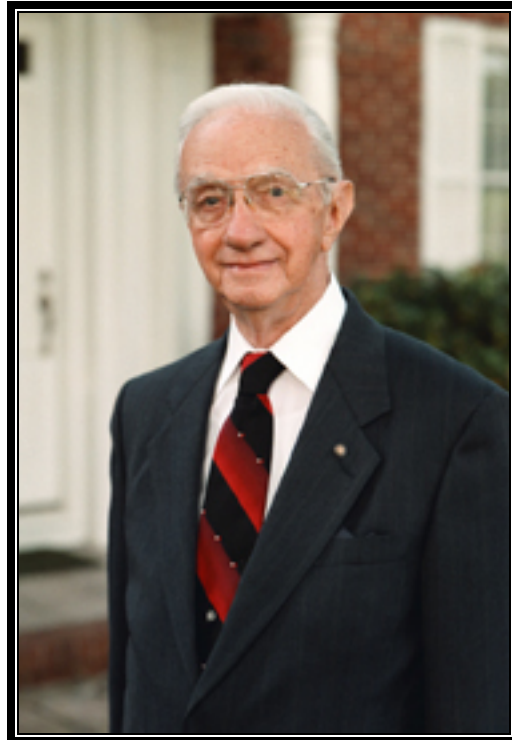


Figure 1. Claudius Greer Clemmer, 2004 (Photo courtesy of East Tennessee State University)

Then, I saw “the birthday boy!” he was dressed in khakis with an ETSU football jersey bearing the number 90 (see Figure 2). He was beaming, with an infectious smile spreading across his face from ear to ear. It was his 90th birthday, and he was in his element – working the crowd like a pro; going from person to person, exchanging a few words, and proceeding on to the next. I noticed that he seemed to know everyone, even the people he was meeting for the first time (including me). When he shook my hand, I felt as though I had known him forever. That is how you feel when you meet someone with the grace and distinction of Claudius Greer Clemmer.

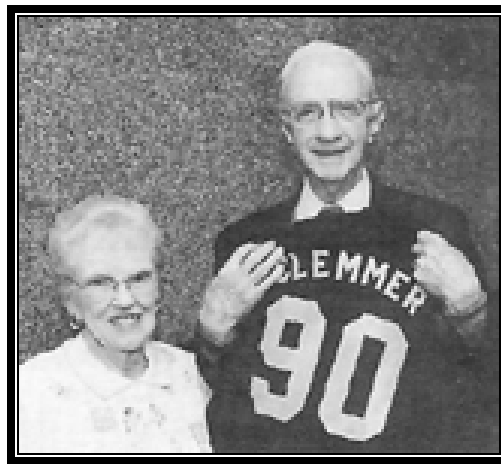


Figure 2. Katherine E. and Claudius G. Clemmer at East Tennessee State University for Claudius’ 90th Birthday Celebration in 2001. (Claudius, 2001)

There were several students at the party who had received scholarships endowed by Claudius and his wife, Katherine Clemmer (see Figure 3). Because of their generosity, these students were able to attend East Tennessee State University and study in the College of Education. Mr. Clemmer spent a little more time talking to those students – catching up or just meeting for the first time – and showed a genuine interest in how they were doing in their studies. I could not help but to be aware of his fondness and appreciation for the students and concern for their welfare (see Figure 4).



Figure 3. Claudius Clemmer and David Nutter, a Clemmer Scholarship Recipient. (Photo by Tony Duncan) (Watson, 2004b)



Figure 4. Claudius Clemmer and His Family at East Tennessee State University for His 90th Birthday Celebration. Pictured from left to right: Back row – Claudius Clemmer; Ridley Ruth, Sr.; and Nic Clemmer. Front row – Kitty Clemmer, Mary Clemmer Ruth, and Jenny Clemmer.

After our first meeting, I took advantage of every opportunity to see and speak with Mr. Clemmer. When I learned, in the spring of 2004, that the College of Education would be named for him, I felt proud of his legacy. I hoped others would also appreciate his great contribution to the education of so many students who would not otherwise have been able to secure a college education. Then, in the fall of 2004, I read that ETSU was seeking nominations for the presentation of honorary doctoral degrees. I was excited at the prospect that Mr. Clemmer might become Dr. Clemmer and promptly sent in a letter of nomination.

I am certain that mine was only one among many nominations submitted bearing Claudius Clemmer's name. I waited patiently for news about his nomination, and followed-up with an inquiry as to whether there was more that I should do. However, there was nothing to do, other than wait. On May 2, 2005, Kim S. Blevins (personal communication), from the Office of the Provost and Vice President of Administration, wrote, "His name was sent to the Faculty Committee for consideration. The final selectee will not be known until Commencement Exercises on Saturday."

On Saturday, May 7, 2005, I entered Memorial Center to find Mr. Clemmer sitting alongside the dignitaries on the podium (see Figure 5). I was as proud of him at that moment as if he had been a member of my own family (see Figure 6). I admit that the occasion brought me to tears. There was a reception on the lawn of the Claudius G. Clemmer College of Education on that graduation day, but Dr. Clemmer did not feel up to attending. My congratulatory remark in the downstairs corridor of Memorial Center was my last opportunity to speak with him. He died six months later; I never told him of my intention to write about his life.



Figure 5. Claudius Clemmer is Assisted by Richard Manahan as He Approaches the Lectern for Presentation by President Paul Stanton, Jr. of the Honorary Doctor of Humane Letters. (Photo courtesy of the author)



Figure 6. May 7, 2005 – Claudius Greer Clemmer, Doctor of Humane Letters, Exits Memorial Center After Receiving His Doctorate from East Tennessee State University. (Photo courtesy of the author)

Intent

The intent of this study was to learn about the life of Claudius Greer Clemmer; to determine what events occurred during his lifetime that helped him turn into the man he became. The examination of his life was grounded by a series of research questions that framed the study.

Research Questions

By its nature, qualitative inquiry compels the researcher to examine a series of questions. The following six research questions outline the framework of this study.

1. What influences during the early life of Claudius Greer Clemmer motivated him to pursue high educational standards?
2. What influenced Claudius Clemmer's view of education?
3. Who were some of the people who influenced Claudius Clemmer and what was the nature of their influence?

4. What are aspects of the character of Claudius Clemmer that contributed to his philanthropy?
5. What are the perceptions of Claudius Clemmer's family, friends, and associates regarding his life and his work?
6. Who were some of the people who were influenced by Claudius Clemmer and how were they influenced?

As the study progressed, more questions became apparent and evolved during the course of the investigation. Qualitative research is emergent, flexible, and responsive to change (Merriam, 1998).

Significance

While there are some facts that are known about Claudius Greer Clemmer, there is much that is not known. He was a generous man who grew up during some of the hardest years of the Great Depression, worked to get an education, and had a successful teaching career. While the country was recovering from its economic problems, he worked diligently to do what he could to support himself and his family by working at two jobs. Later, when Clemmer changed his career track and experienced success in business and investments, he shared that wealth with East Tennessee State University and others.

There are many questions that were asked concerning Clemmer's life. This study examined his life and answered some of those questions, revealing more about his life, his work, and his influence on his world. The study is significant in that there are no other studies dealing exclusively with the life of Claudius Greer Clemmer, Doctor of Humane Letters. Research findings will be of interest to a number of individuals, including the Clemmer family, the ETSU family, friends, and alumni of the Claudius G. Clemmer College of Education. Jeff Anderson (personal communication, August 17, 2007) said, "You are doing this [dissertation] on somebody who is very, very special and always will be" (p. 7), to which Richard Manahan (personal communication, August 17, 2007) said,

“You are really documenting history for the whole College of Education... It will be referred to forever. There aren’t many of those dissertations that I can say... This dissertation could be utilized for a long time” (p. 6). “He’s a major part of the history of this institution” (p. 7).

Overview

This qualitative study of Claudius Greer Clemmer’s life and work is presented in five chapters and four appendices. Chapter 1 includes the introduction, statement of purpose, significance, research questions, delimitations and limitations, and overview. Chapter 2 consists of a review of recent literature related to biography, oral history, and philanthropy. Chapter 3 presents the methods and procedures that were used in the study, including the focus, fit to a qualitative research tradition, participants, research design, instrumentation, data collection and recording, data analysis, trustworthiness of the data, ethical issues, and a summary. Information found in Chapter 4 came from the data collected during in-depth interviews of people closest to him, examination of artifacts from his life, and analysis of written materials by or about him. Every effort was made to examine the facets of his life that gave him his essence – his being. It was a lofty goal to reconstruct the life of someone who lived more than 94 years. I made the study as thorough and accurate as possible. Chapter 5 includes the findings, conclusion, and recommendations for further research.

The appendices contain information relevant to Clemmer’s life story, which were not necessarily suited to the format of a dissertation. Appendix A is a listing of all the personal communications that contributed to the formation of this biography. Appendix B is an historical timeline of Clemmer’s life with reference to what was going on in the world as he was growing up, going to school, teaching, working, and into his final years. Appendix C is a photographic timeline that shows Clemmer and the members of his family who were always so important in his life. Appendix D is a collection of stories told by or about Claudius Clemmer. He was a prolific storyteller who enjoyed sharing stories, many of which are collected here.

CHAPTER 2

REVIEW OF THE LITERATURE

Typically, a review of literature covers writings published about a research topic. As research published concerning the life of Claudius Greer Clemmer was non-existent, there can be no review of literature about him. In an effort to understand the literature surrounding this dissertation, the review of literature includes information concerning the use of qualitative inquiry in research; topics covered in some of the research questions were also explored. Based on the research questions, this review of literature includes recent writings in biography, oral history, and philanthropy. Each area was explored and shown to be significant in this study.

Fit to a Qualitative Research Tradition

In order to learn about Claudius Clemmer, it was necessary to study his life, his work, and his pursuits. This study was performed through examination of artifacts from his life, writings by and about him, and interviews of the people who were closest to him, a practice commonly called oral history, life history, historical case study, historical inquiry, biographical method, or biography (Denzin & Lincoln, 1994; Henige, 1982; Lancy, 1993; Lawrenson, 1994; Merriam, 1998). This section of the review of literature explains the reasoning behind the use of qualitative research for this dissertation.

While the terms oral history and life history are frequently used interchangeably, they are somewhat different. Oral history refers to history handed down by word-of-mouth; life history is used to mean a spoken autobiography in which the informant personally relates his or her life for the researcher (Henige, 1982). Merriam (1998) referred to the historical case study as using primary source material, while handling historical material in a systematic, analytical manner. Historical case studies usually involve institutions, programs, and practices, more than events. Henige wrote about history and historical inquiry, referring to it as historiography, which means “the study of (literally

‘the writing about’ the past” (p. 1). It is an interesting way to refer to all forms of historical inquiry. For the sake of clarity, this study will use the biographical method and be called a biography. Carlyle (n.d.) stated that “biography is the only true history.”

This study lent itself to the qualitative realm, rather than to quantitative analysis. Qualitative research incorporates the narrative method best suited to a biography, while quantitative data consist almost entirely of numbers and numerical equivalents. In a qualitative study, the researcher is “the primary instrument for data collection and analysis” (Merriam, 1998, p. 7). Just as the design is emergent and flexible, the study was responsive to change and development. The sample selection in qualitative research is usually nonrandom, small, and purposeful. The qualitative researcher spends much time in the field in direct contact with informants in an effort to record data, follow leads, and uncover missing pieces (Gay, 1996; Merriam). Therefore, he or she must choose a qualitative or quantitative design based on the nature of the research questions – in this case, a qualitative design was the right fit with an emphasis on a chronological biography and additional historical research to place Claudius Clemmer’s life in the perspective of the time in which he lived.

Biography

There are thousands of biographies in libraries and on bookshelves worldwide – East Tennessee State University has more than 350 biography categories with a multitude of books under each heading; an online examination of the Johnson City Public Library holdings truncated the query at 10,000 biography titles; on an online query of the University of Tennessee library, there were 43,965 biography titles listed; and a search of the UMI ProQuest Digital Dissertation database of theses and dissertations returned 319 entries for the 2005-2006 timeframe. With numbers like these, it can be said that the biographical method is used widely for books, theses, and dissertations. This section of the review of literature examined some of the most recent literature concerning the use of biography and cites a few examples of various dissertations from across the United States, including

the work of Hall (2005), Hawkes (2005), Healey (2005), Hearst (2005), Johnson (2005), and Melton-Livingston (2005), to show the variety of ways biography has been used in qualitative research.

McFadzean (1999) described the process used in preparing his 1996 dissertation, *'A Very Clever Man With Words': An Intellectual Biography of Robert Richardson Bowie*, at the University of New South Wales, Australia. Introductory information provided background on how authors used data from interviews to fill gaps in their narrative, while they learned about the individuality of their informants. An interview gives the historian an opportunity to see events through the eyes of an onlooker, rather than having to construct the knowledge through documents.

In his dissertation, McFadzean (1999) focused on interviewing and oral history in his review of the literature. One of McFadzean's primary methods for data collection was the use of the in-depth interview, conducting a total of eight over a 5-month period; each interview lasted approximately 45 minutes. McFadzean credited his first interview with laying the groundwork for the seven that followed, as it was certainly the most important, and had the added responsibility of gaining his informant's confidence and approval for subsequent meetings. McFadzean stressed the importance of research and planning before his first interview, as he spent a lot of advance time corresponding with his informant, outlining the study, and talking about the topics he planned to discuss during each interview. Resulting interviews were more like conversations than question and answer sessions, and, by using member-checking, the informant made the final decision to use or omit data.

In an article for *The Qualitative Report*, Popadiuk (2004) described the process used in preparing her dissertation, *The Lives of Women International Students in Difficult Intimate Relationships: Personal Stories and Sociocultural Perspectives*, at the University of Calgary, Alberta, Canada. Popadiuk used the feminist biographical approach as her qualitative research methodology when studying the experiences of five women. Popadiuk wrote that much confusion in qualitative research

methodology lies in the overlap of similar approaches, especially the oral interview. For Popadiuk, an attractive aspect of the feminist biographical approach was the use of personal written texts, such as journals, poems, and stories, which makes the feminist approach important in studying lives.

In her role as interviewer, Popadiuk (2004) was careful to create a non-hierarchical relationship with each of her informants by arranging to meet in a neutral location, dressing casually, and establishing a rapport that was more peer-to-peer than researcher-to-informant; the method was successful and encouraged a conversational tone that facilitated questioning by both parties. Interviews were recorded, transcribed, analyzed, and hand-coded. Popadiuk described data interpretation as an “on-going, circular activity” (p. 405).

During her research, Popadiuk (2004) encountered two significant ethical dilemmas, the first of which involved her recruitment of research participants whom she tried to recruit without contaminating their perspectives concerning their relationships – she eventually was able to overcome the obstacle and recruited enough participants for her study. The second ethical dilemma involved the question of whether the women’s words should be modified for grammatical precision, because Popadiuk felt it unfair that the women, whose primary language was not English, may “appear uneducated or inarticulate” (p. 408). As a result of her wish to portray the women in the best light and to clarify the meaning of their words, Popadiuk decided to alter their words appropriately and ask them to agree to the changes, which they approved.

In her dissertation for Harvard University, Hall (2005) studied Alice Chipman Dewey, the wife of the legendary education leader John Dewey. Mrs. Dewey lived from 1858 until 1927 and was a noted educator of her own accord, without regard to her husband (Hall). Hall’s study examined and celebrated Mrs. Dewey’s life and work in the context of her unorthodox upbringing, work and married life in the shadow of her famous husband, John Dewey.

Hawkes (2005) studied the life of Elizabeth McClintock Phillips for her dissertation at the University of Maine. Phillips, a 19th Century abolitionist, was a member of one of the most important reform families of the time. For her research, Hawkes examined historical documents concerning the reform and religious communities to suggest that it was not Elizabeth Cady Stanton who was the architect of women's rights, which is what most people believe, as much as the movement was influenced by Phillips and her family.

Research involving the life and work of a retiring teacher, Regina Malloy, was the focus of Healey's 2005 dissertation at the University of Illinois at Chicago. Healey's study included an extensive 18-month period of observations and interviews that documented the life and teaching practices of a career elementary teacher. Healey's research spanned 10 years and resulted in a lengthy 352-page dissertation. Her findings documented the life and work of an exceptional teacher.

Hearst (2005) studied the life and work of Phoebe Apperson Hearst for her dissertation at Columbia University. Phoebe Hearst was born poor and grew to be a wealthy philanthropist of the late 19th and early 20th Centuries. Among her many accomplishments, Phoebe Hearst was the co-founder of the Congress of Mothers, which was later re-named the PTA, and amassed an exceptional collection of artifacts that were the basis for the Department of Anthropology and the Phoebe A. Hearst Museum of Anthropology at Berkeley. Hearst's study analyzed the choices made by Phoebe Hearst, in order to find out how her choices changed upper-class society in the late 19th Century by influencing their consumption, educational values, and philanthropy.

A study of the life of Nebraska State Senator Ernie Chambers provided the research for Johnson's 2005 dissertation at the University of Nebraska at Lincoln. Johnson's dissertation encompassed the period from 1937 to 1988 in Chambers' life, which included his difficult childhood years growing up as an African American in Omaha, Nebraska, during the worst times of segregation, and continued through his adolescence and young adulthood, when he was first elected

to office. Chambers has since served his constituents for more than 35 years. Johnson's research documented the life and work of a dedicated political and social leader, including his struggle for human rights.

In her dissertation at the University of Texas at El Paso, Melton-Livingston (2005) performed an interpretive biographical study to examine the careers of three female secondary school principals in Texas. The purpose of her study was to determine why the women chose to retire early from their positions, and it was accomplished through extensive in-depth interviews. Melton-Livingston found that the women did not retire because of health; they chose to retire because of micromanagement, family problems, and a lack of mentoring support.

Oral History

As a manner for building narrative, the use of oral history is widespread, having its modern beginning in 1948 with the Columbia University "Great Man" project (Feldstein, 2004). In addition to the hundreds of articles written for various journals about the use of oral history, a number of theses and dissertations have used the oral history method to collect their data, including the most recent work of Amos (2005), Kehrli (2005), Koehl (2005), and Wellen (2005). This section of the review of literature cites a variety of examples from across the United States that use oral history that show some ways the method has been used in qualitative research.

Ritchie (1997) has written much in recent years about the use of interviewing and oral history. He wrote that the interview should be a cooperative conversation in which reality is developed by a joint effort between the interviewer and the informant. Ritchie concluded that social scientists were moving beyond the questionnaire, just as oral historians were realizing they were not neutral recorders but an important part of the interview process. What is recorded during an interview depends on various factors, including the interviewer and his or her relationship with the

informant, tactics and ideas of the parties, the topic, preparation for the interview, and the informant's memory and ability to convey what is known (Ritchie).

Oral history and memoir, though different in technique, are alike in many ways, as they enhance and extend each other (O'Brien, 1998). They are alike in the way they portray voice, whereby the interviewer asks a question with an approach that allows the informant to speak in their own voice, and different in the written versus the oral narrative (O'Brien).

It might seem that memoir and oral history, although both forms of life narrative, do not have much in common. One text is written, the other oral; one demands an individual author, while in the other "authorship" exists in the interplay between interviewer and storyteller; one concerns the self, while the other moves outward, as the oral historian strives to capture another's voice and story on tape and page; one is a shaped narrative, a close cousin to fiction, the other seemingly closer to fact and truth (troubling as those concepts are) as the words "transcript" and "archive" suggest. (¶ 1)

Gluck (1999) hosted a roundtable discussion concerning the use of oral history in the new millennium. The resulting article included Gluck's commentary, along with the comments of Ritchie and Eynon. Gluck wrote that the widespread practice of oral history was in its fourth generation, since the founding of the Oral History Association in 1967, where the historians of the first generation were defined more on their beliefs and practices than on age or years of experience. Over time, the oral historian's concept of objectivity evolved through subjectivity, the construction of memory, the influence of personality, linguistic effect, and on to the use of oral history narrative as a text. However, as text alone, oral history could become vague and unclear, without the diligence of the oral historian in maintaining the complexity of the narrative (Gluck).

Concerning the use of oral history today, Gluck (1999) wrote that, where oral history is now used in much doctoral research, the practice is more accepted than in the past, which brings about a

new problem – oral history does not fit in well with customary Institutional Review Board (IRB) guidelines. Review boards may have to rethink the way they regulate oral historians as the practice becomes more widespread. It is certain that oral history will become even more important, as the informant’s voice emerges in narrative through aurality. The technology of modern times, with its digital recording and ease in using CDs, is a lifetime away from the New York Times 1976 microfilming project (Gluck).

Ritchie wrote about the evolution of sound recording and how it progressed in the last century from wax cylinders and aluminum disks, through vinyl records, wire recorders, and belt recorders, into the time of reel-to-reel and cassette tape recorders, until reaching modern digital audio and video recorders (Ritchie, as cited in Gluck, 1999). Ritchie pointed out that the Internet is the future for oral history, with its ability to reach all parts of the world, where no one is out of reach. Eynon wrote that in the 21st Century, everyone can be an oral historian, students at all levels can complete oral history projects, and that memory is a meaningful form for the interpretation of history. He also endorsed the near exclusive use of audio recordings in oral history and memoir, as no matter how well done, a transcription just does not capture the quality of the spoken word, with its pauses, sighs, moans, and exhalations, which can say so much by saying nothing at all (Eynon, as cited in Gluck). The greatest limitation to oral history and its use in creating narrative may be the transcription, as the interview and its recording are likely the easiest part of the process. After a successful interview, the researcher must transcribe, check, and index the dialog – a time-consuming and costly process (Gluck).

Williams (2001) addressed the question of “voice” in an essay based on her presentation for the Oral History Roundtable at the Organization of American Historians Conference in 1998. Her reference to voice did not concern the mechanics of making sounds so much as it addressed the meaning behind what is said. She wrote that, “not everything has to be vocalized in order to be

voiced or to relay meaning” (Voices from the Past in the Present section, ¶ 2). Consider the teenager who uses body language during conversations with parents – the words could be transcribed as though they are used suitably, but parents know the “attitude” cannot be properly transcribed to convey their teenager’s true meaning. In her essay, Williams wrote that people do not communicate exclusively by voice. Pets are a prime example of communication without words. The voice to which Williams referred is performed, not just spoken, and consists of various methods of expression; the voice and its performance is what completes the oral history, just as an awareness of voice reveals the many levels of understanding.

The notable news correspondent and journalist, Feldstein (2004) addressed the question of similarities between journalism and oral history in a critical essay for *The Oral History Review*. Graham, publisher of the *Washington Post*, defined journalism as “the first draft of history,” just as Kutler defined news writing as “history with a 5:00 P.M. deadline,” which causes one to ask if journalism and news writing are “instant” history. What is history other than “journalism delayed” and thought out (as used by Feldstein, ¶ 4)?

There are many similarities between oral history and journalism, especially in the use of interviewing as the primary method for gathering data – the fundamental difference is time, where the journalist’s events are current and the oral historian’s events are from the past (Feldstein, 2004). Additionally, the purpose, standards, and techniques of journalism and oral history differ somewhat. In a paraphrase of the historian Gottschalk, Feldstein stated that “writing history may mean not so much recording truth as much as trying to interpret what is left of the preserved part of the recorded part of the remembered part of what happened” (¶ 7).

In a critical essay written for *The Oral History Review*, Jones (2004) addressed the four editorial principles used in the creation of her 2001 book, *Blended Voices: Kingston Residents Tell Their Stories of Migration*: (a) The reason for the book and audience, (b) Enhancing communication, (c)

Responsibility the author had to informants, and (d) Member-checking (The Editing Blended Voices section, ¶ 5). All who publish oral history interviews make difficult choices concerning the content that is included or excluded (Jones). Jones' article addressed the relationship that authors and informants have and how it affects the published work, in that publication for academic purposes may be a more exact technique than that necessary when publishing for a general audience.

In her book, Jones (2004) used a four-step process in editing her oral history interviews to make them suitable for a general audience publication: (a) Create a verbatim transcript of the interview, (b) Edit the transcript, (c) Request a member-check of the edited transcript, and (d) Perform a professional copy edit of the entire publication. During the second step, Jones edited the text to enhance the clarity of communication based on several criteria, including the removal of unrelated narrative, interviewer questions, comments, repetitions, and false starts or “crutch” words (i.e. um, basically, you know). Additionally, Jones changed the order of phrases, and modified sentence structure, punctuation, and grammar. What is important to note is that, after editing the transcript, in the third step, Jones returned the edited version to the informant for member-checking and possible modification. By using the member-check method, Jones assured accuracy of meaning in the final version, which is the most important aspect of oral history. Member-checking is important to the relationship between interviewer and informant, in that the finished narrative must portray the story told.

Amos (2005) wrote her doctoral dissertation, *Whose Dust is Rising? Historical and Literary Narratives of the Northern Migration of African American Women*, at the State University of New York at Buffalo, by gathering oral history data from three African American women who had experienced a northern migration in the 1940s and 1950s. In addition to oral testimony, Amos analyzed four celebrated novels that included much pertaining to the migration of African American women.

Downs (2005) used the oral history method in her master's thesis, *Poverty or Promise? The Paradox of Appalachian Life and Values*, for the California State University at Dominguez Hills. Downs examined development of the values and lives of people in Appalachia by using oral history, recorded history, and literature, to suggest that their values were essential characteristics of the Appalachian pioneers.

In her doctoral dissertation, *Doing Science: Lessons Learned from the Oral Histories of Women Scientists*, at the University of Cincinnati, Koehl (2005) used the oral history technique to examine the experiences of seven women scientists. The purpose of Koehl's study was to determine the factors that affected the women's pursuit of a career in science, a field more traditionally dominated by men. The data were coded and six themes were found related to family life, education, and experiences with science (Koehl).

I was especially interested in the doctoral dissertation of Wellen (2005) at Northern Illinois University, *The Influence of Lilian G. Katz on Early Childhood Education: An Oral History*, because her study was very much like this research of the life of Claudius Greer Clemmer. Wellen's research questions mirror my preliminary questions in that they examined: (a) How and what life experiences influenced Katz's work? (b) What shaped Katz's career? and (c) What have been Katz's contributions and impact on early childhood education? The methods used in Wellen's study also reflect my intent – she used audio recordings of interviews, questionnaires from professionals, notes from presentations, and e-mail communications to gather her data. Wellen's examination of her data revealed four themes of Katz as a pioneer, organizer, internationalist, and mentor. Wellen concluded that “Learning about her life and the lives of other early childhood educators can guide the future directions of early childhood education” (Abstract), which is a foregone conclusion and purpose for gathering all oral history.

Philanthropy and Philanthropists

The study of philanthropy has been a topic of numerous dissertations, including the most recent work of Boverini (2005), Cugliari (2005), Eikenberry (2005), Heyman (2005), and King (2005). It is generally found that institutions of higher learning rely on the generosity of donors who contribute much to the successful operation of their schools. While it may be simple to find the data concerning how much donors give, not a lot is known about why they give. Understanding the reasoning behind charitable giving is valuable, worthwhile knowledge. While some contributions may be based on tax advantages (Tiehen, 2001), some may be decided because of status (Harbaugh, 1998) and others because of the effect or social return of the donation (Frumkin, 2000; Krebsbach, 2002; McGee, 2006). This section of the review of literature illustrated some of the areas where philanthropy has been examined in qualitative and quantitative research.

In 1998, Harbaugh published results of his quantitative research of charitable giving in the *Journal of Public Economics*. His research included an examination of both the characteristics of donors as well as the charitable organization. Harbaugh determined that donors calculate their giving based on a utility function, “ $U=U(x, p, d)$, where x is the private good, p is prestige, and d is warm glow, assumed to be equal to the donation” (The Donor’s Problem section, ¶1). He used algebra – an interesting concept – to quantitatively show how contributors decided to make a donation. In his research, Harbaugh defined warm glow (d) as the donor’s satisfaction gained from giving, and prestige (p) as the donor’s value (U) gained from having their donation publicized.

Harbaugh (1998) studied charitable organizations and determined there were three types: (a) Local educational and cultural organizations that solicit a limited number of large donations in a community where people know each other, (b) National organizations that solicit numerous small donations from amongst strangers, and (c) United Way types of charities that have a single fund that distributes the proceeds to many other charities. Results of the study suggested that charities using

categories (levels) of giving received more donations in the lower categories, and that if donors were motivated by prestige (publicity), charities could increase their donations by using categories of giving (Harbaugh).

Frumkin (2000) quoted an old proverb in his article for *Society*, “Give a man a fish and he will be hungry tomorrow. Teach a man to fish and he will feed himself for life” (Twenty Ideas About Leverage section, ¶ 1), as an explanation of the basis for much of today’s philanthropic giving. Historically, charity had been dispensed without much requested in return, other than proof of need, a type of giving that is not as prevalent today. Today’s philanthropists want to invest money in the future of those in need of their help – they want to teach people to fish, rather than just giving them fish, day after day. Frumkin referred to this style of charitable giving as *philanthropic leverage*, whereby the donor’s dollar was used to benefit the greatest number of people for the longest period. Much of the money given out by these philanthropists was grant funding, with some level of accountability, so the donor could see proof that the funding helped in the way it was expected to help. These donors wanted “greater responsibility for their giving, sometimes even expressing a preference to doing all their giving while alive” (Philanthropy’s Challenge section, ¶ 5).

In an article written for *Financial Services Marketing* in 2002, Krebsbach wrote about the demographics of today’s donors, who are more diverse now than in the past. They are comprised of young people who are mostly minority or female and more likely to have earned their wealth than to have inherited it. Krebsbach advised the financial industry to get on board with today’s new type of donor and work toward gaining their charitable business.

Boverini (2005), at the University of Pennsylvania, studied *When Venture Philanthropy Rocks the Ivory Tower: An Examination of High Impact Donors and Their Potential for Higher Education Development* for her doctoral dissertation. Boverini defined a “new type” of donor in her study, the venture philanthropist, who was much more involved with the recipient of funding than most donors. The

venture philanthropist had four characteristics that were different from the traditional donor: (a) A close relationship, (b) A long-term commitment, (c) A wish to strengthen the organization, and (d) An interest in the social return on their investment (Boverini). In her study, Boverini examined the experiences of three institutions of higher learning to assist in understanding the new venture philanthropist. Boverini's research showed that, while institutions of higher learning focus on fundraising, an understanding of the donor had not been given enough attention.

An area close to home was studied by Cugliari (2005) at The Ohio State University, who carried out *A Post-Positivist Qualitative Study of Philanthropic Donors to Appalachian Ohio* for her doctoral dissertation. Cugliari used a qualitative research design with interviews and a grounded survey to find several themes concerning donors and their giving, including influences, connectedness, and gifts, which demonstrated that religion and family were central to giving. The purpose of the Cugliari study was to identify, examine, and learn why donors gave to Appalachian Ohio. Three components of the giving process were identified in the study: "the ask, the decision making, and the thank you" (p. ii). Findings from the Cugliari study indicated that the ask should be made personally; the decision was made carefully, as contributions enabled donors to accomplish tasks that would otherwise not be realized; and the thank you was essential to finishing one gift-giving cycle and beginning another. Cugliari concluded that donors were ordinary people whose stories of philanthropy needed to be told, professional organizations were not the best way to get donations, and community foundations should be more welcoming.

Eikenberry (2005), at the University of Nebraska at Omaha, examined *Giving Circles and the Democratization of Philanthropy* in her doctoral dissertation. Eikenberry used a mixed methods research design where she gathered qualitative and quantitative data through interviews, document analysis, and secondary data, to identify three types of giving circles: small groups, loose networks, and formal organizations. In the course of her study, she answered a primary research question

concerning the use of giving circles in the democratization of philanthropy and three secondary questions addressing opportunities, identification, and benefits from the use of giving circles. Findings from Eikenberry's study indicated that giving circles democratized philanthropy to varying degrees but not enough to counter all the problems of philanthropy. Eikenberry concluded that philanthropy contributed much but could not be relied upon to provide for all the needs of society.

A quantitative study by Heyman (2005) at the Institute of Advanced Psychological Studies at Adelphi University, *Intergenerational Value Transmission through Philanthropy and Charitable Giving*, examined 116 mother-adult child pairs and found that adult children tended to give to charity in a manner similar to their mothers. The intent of Heyman's study was to develop an understanding of how money could be used to transmit values between parents and their children. A finding of the Heyman study suggested that "open discussion is not a means through which values are transmitted" (p. vi).

At Temple University, King (2005) wrote *A Qualitative Analysis of Major Donor Decisions in Higher Education* for his doctoral dissertation. King performed a qualitative study in which he investigated donors from three institutions of higher learning from the mid-Atlantic region of the United States to gain an understanding of how donors decided about giving. Using the existing assumptions, along with information about philanthropy, self-actualization, development theory, and the psychology of giving, King interviewed major donors and assessed how they decided "when, how much, and to whom" they made contributions (p. v).

McGee (2006) wrote about the needs of donors and how they wanted to do more than just write a check and get out of the way; high impact donors wanted to make a difference in the organization where they invested their time and money. The migration by donors from hands-off giving to hands-on giving has hurt traditional arts organizations more than any other charitable organization. In the face of recent history, such as the events of September 11, 2001, the tsunami in

2004, and the hurricanes of 2005, the arts cannot compete with the needs of people displaced and killed by tragedy (McGee).

Summary

This review of literature covered a variety of writings published about the use of qualitative inquiry in research, along with an assortment of writings published about biography, oral history, and philanthropy. The biographical method is used widely for books, theses, and dissertations. Examples of the use of oral history from across the United States show ways the method has been widely used in qualitative research. Finally, this review of literature illustrated some of the areas where philanthropy has been examined in qualitative and quantitative research. Each area has been explored and shown to be significant in this research study.

CHAPTER 3

METHODS AND PROCEDURES

The intent of this study was to learn about the life of Claudius Greer Clemmer to determine what significant or seemingly insignificant events occurred during his lifetime that helped him turn into the man he became. The examination of Dr. Clemmer's life was based on a series of preliminary research questions that framed the study. This chapter explains the methods and procedures that were used during the study.

Focus

The focus of this study was on the life of Claudius Greer Clemmer. During examination of the events of his life, the focus expanded to include his family and work.

Research Design

Based on Creswell's (2003) definition, this research study followed a narrative design – inquiry in which “the researcher studies the lives of individuals” (p. 15) – and resulted in a chronological biography of Claudius Greer Clemmer. Biography, also known as historical inquiry or oral history, is a widely-used method of narrative that has been employed throughout recorded history. Qualitative research is designed to be flexible, as it evolves, develops, and changes throughout the study. The emergent design of this study allowed me to modify questions before, during, and after interviews (Ritchie, 2003). Identification of participants was determined by a snowball sampling design. As I began the study examining a set of criteria, while data were gathered, the focus changed and followed a path that was slightly different from the original design (Gay, 1996).

During the course of the study, I acquired five bodies of work attributed directly to Claudius Clemmer. There was an extensive collection (booklet) of information concerning the Clemmer family history, along with two articles written by him pertaining to his work as a teacher from 1931

through 1946, a recording from 1984 of an interview in which he tells of his life during the Great Depression, and the transcript of a lengthy interview from 1989 where he tells about his life from his birth until 1946. In addition to his own words, I found several articles about him that had been published during his life. In addition to the photographs published in various yearbooks and other publications, the Clemmer family was most generous in providing a number of artifacts from his life.

After determining who would be important to consult, participants were interviewed, and the interviews were recorded and transcribed or paraphrased. Transcripts of the dialog were examined, and data were analyzed for themes. Themes found during an interview of one informant were considered during interviews of subsequent informants, and so on. As the criteria evolved, it was necessary to return to some early informants for follow-up questioning. During the process of transcription, outlining, and analysis, which was performed by me, the data were also validated by narrator review-member checks and outside peer examination-audit (Baum, 1991; Merriam, 1998). Some changes were made to accommodate an informant's request for more appropriate grammar, to clarify details, and to correct inaccuracies.

Data analyzed during the course of this qualitative study were used to construct a biographical narrative of Claudius Clemmer's life and work. His story is told in a thematic or chronological series of chapters, which was determined during the course of the study.

Storytelling played an important part in the gathering of data and development of this narrative. Participants related their stories about Clemmer to me in a narrative format, just as storytellers relate their stories to an audience. Clemmer also related his life happenings in a narrative similar to that of a storyteller, yet in written form. Finally, I took the stories (data) collected and refined them into a biographical narrative of Clemmer's life and work. Without the influence of storytelling, this biography would have been difficult to complete.

Instrumentation

As noted previously, in qualitative research, “the researcher is the primary instrument” (Merriam, 1998, p. 7) for the collection and analysis of data (Ritchie, 2003). Data were gathered from informants as artifacts, during interviews, and from documents found in the library, on the Internet, from key informants, and from the writings of Claudius Clemmer. Questions asked in each interview were formulated to collect factual data along with stories of the participant’s relationship with him and stories he may have told about his life. A set of opening questions guided the initial interview and encouraged progression into a conversation (Gay, 1996; Henige, 1982; Patton, 2002).

Questions were asked of those interviewed. The questions varied depending on the person’s relationship to Claudius Clemmer. Some preliminary interview questions that were asked include:

- How long did you know Claudius Clemmer?
- What was your relationship to Claudius Clemmer?
- What strikes you as the most significant accomplishment of Claudius Clemmer’s life?
- Do you think Claudius Clemmer made a difference in people’s lives?
- What kind of person was Claudius Clemmer?
- What did you think about how Claudius Clemmer lived and worked?
- Why do you think Claudius Clemmer valued education so highly?
- What did Claudius Clemmer advise you about education, making money, and investing?
- What was Claudius Clemmer’s typical workday like?
- What did Claudius Clemmer do in dealing with customers differently from other salesmen?
- Can you tell me any stories that Claudius Clemmer told?
- Can you think of anything else that you would like to share?
- What should I have asked you that I have not asked?

- Who else should I speak with?

As participants in the research were questioned, several themes emerged, which are described in Chapter 4: Presentation of Data Analysis. It was interesting to reach saturation in a short time, as the same themes emerged, the same stories were told, and the same words were used by informants.

Robson (2002, as cited in Huehls, 2005) described saturation as the point in data collection at which no new data are added.

Data Collection and Recording

Data collected during the course of this study included face-to-face interviews, telephone interviews, the collection of memorabilia and photographs, and examination of textual materials. With the permission of informants, all interviews were recorded, indexed, transcribed, or outlined by me. During each recorded interview, I took written notes related to the conversation that established an index of the interview and facilitated follow-up questioning (Gay, 1996; Henige, 1982; Patton, 2002; Ritchie, 2003). Interviews conducted with more than one person of the same gender were also recorded on digital video to facilitate identification of who was speaking. Experience has shown that recorded voices can be misidentified, especially when the participants are related; the additional use of video recording allowed the participant's identity to be accurate.

Sampling Criteria

A purposeful sampling method was used to produce the greatest number of informants, resulting in a snowball or chain sampling design (Patton, 2002). Interviews were conducted with people who actually knew Claudius Greer Clemmer, not those who merely knew of him. In order to answer the research questions, this study focused on gathering information related to Dr. Clemmer's life experiences and information related to his educational experiences.

Participants

Because it was not possible to interview Claudius Clemmer for this study, it was necessary to interview those people closest to him. Once the proper Institutional Review Board (IRB) approval had been obtained, I was introduced to the Clemmer family by Nancy Dishner, my committee chair, at the time, who proposed the idea to Nic Clemmer, Dr. Clemmer's son, and secured preliminary approval to proceed with the research. My first meeting was with Nic Clemmer, where we discussed my prospectus and examined a number of documents written by him concerning his ancestry, childhood, and work as a teacher. I also spoke with his daughter, Mary Clemmer Ruth, his wife, Katherine Earnest Clemmer, and his four grandsons, Ridley Ruth, Jr.; Lindsley Ruth; Andrew Clemmer; and Benjamin Clemmer. They provided numerous documents and artifacts from his life. These documents proved invaluable in my understanding of Dr. Clemmer's early life. I also identified and contacted several ETSU colleagues to participate in the study; and some of his friends and work associates were contacted. To assure anonymity, participants were given the opportunity to establish an optional alias that was used in the narrative, which would only be used when an informant did not want his or her identity known.

There were people who should perhaps have been interviewed and were not. The reasons varied in their exclusion from this study. An elderly friend and close ETSU associate was scheduled for an interview and became ill before the interview could be conducted. His further ill health prevented any subsequent attempt. Additionally, I was advised by a family member not to contact Clemmer's youngest brother, James, even though his age and health would likely have allowed a telephone interview. His wife was in ill health and I was told he probably would not have anything to add, as he was born when Claudius was just entering high school and they did not appear to be close.

Interview Guide

Participants in this study were interviewed using a responsive interviewing technique in face-to-face or one-on-one telephone interviews, which were recorded with each participant's permission. It was necessary to interview some participants by telephone, as they lived too far away, had little time in their schedule for a face-to-face interview, or could not be contacted face-to-face. Unlike surveys and mechanical question-answer interviews, the responsive interviewing technique is characterized by a changing and repetitive process of questions, answers, and analysis, with follow-up questions, answers, and analysis (Rubin & Rubin, 2005). The responsive interviewing technique utilized an ongoing interview-analysis process that focused on obtaining the participants' interpretation of their experiences, not just a narrative of the experience (Rubin & Rubin).

In choosing participants, every effort was made to interview those people having close relationships to Claudius Clemmer, including members of his family, close friends, work associates, and ETSU contacts. Among other things, participants informed me about Dr. Clemmer's early life, education, work, church, and leisure activities. Merriam (1998) stated that qualitative research is emergent, whereby the researcher does not know who may be interviewed or the questions that may be asked, "Hunches, working hypotheses, and educated guesses direct the investigator's attention to certain data and then to refining or verifying hunches" (p. 155).

Analysis of Interview Data

After verification, transcribed or outlined interviews were examined by me and analyzed. Data analysis revealed themes in the data that were summarized and are presented here in a narrative format. Henige (1982) wrote about the importance of transcribing dialog as soon after the interview as possible to allow for a follow-up meeting, which may be necessary to clarify what was discussed. The process of collecting and analyzing data was, in fact, recursive and dynamic (Merriam, 1998).

Trustworthiness of the Data

The traditional concepts of validity and reliability that are important in all research studies are examined very differently in qualitative research because they cannot be measured and expressed numerically (Gay, 1996). Validity in quantitative research is the degree to which an instrument measures what it is supposed to measure, while in qualitative research validity is the degree to which interviews and observations accurately reflect what actually was said and observed (Gay). Reliability is very similar to validity except that it deals with consistency. In quantitative research, a reliable test, when administered repeatedly, gives consistent scores (Gay). In qualitative research, reliable data gathered from one informant should be consistent with the data provided by another (Merriam, 1998).

Every effort was made to provide valid, reliable results during this qualitative study. Whenever possible, triangulation – the use of multiple methods, strategies, and sources (Gay, 1996; Merriam, 1998; Patton, 2002) – was used to assure trustworthy results. In addition, I employed member-checking of transcribed interviews and data were examined by peers (Merriam). As such, this qualitative research study followed the advice of Patton, “Do your very best with your full intellect to fairly represent the data and communicate what the data reveal given the purpose of the study” (p. 433).

Trustworthiness of data is not the sole responsibility of the researcher, as participants play a large part in the reliability of the data provided. “Data from informants represent perceptions, not truths” (Patton, 2002, p. 321). Trustworthiness of data is based on an assumption that there is a single truth, and that participants will reveal exactly that truth (Merriam, 1998). However, informants are individuals who tend to report their individual perception of the truth (Merriam). One of the researcher’s most difficult problems is that perceptions change over time (Henige, 1982). In fact, researchers may find inconsistencies in information gathered from participants when asked the same

question more than once (Henige). By its nature, oral history relies on memory. Henige wrote that, “Whether we like it or not, memory eventually makes cheats of us all” (p. 110). Over the years, studies on memory suggest that it is difficult to recall past facts with accuracy (as cited in Henige), just as eyewitness reports are invariably different, as each person sees or experiences a happening from a different perspective.

The experienced researcher recognizes that some informants may elaborate or purposely withhold information, other informants may be somewhat inaccurate, and still others, when faced with a question they cannot answer, may tell untruths, “to avoid being rude or humiliated” (Henige, 1982, p. 58). Reporting false information may be unplanned – certainly, participants in a research study understand the importance of the truth – but, the possibility exists and must be recognized. It may be evident in elderly participants who could be embarrassed by an understandable lapse in memory. It was up to me, as principle investigator, to explain the necessity for full and complete disclosure. Throughout the study, quick answers were not forced, and informants were allowed time to recall facts and tell what they knew in their own way. I was careful to remember that if the informant preferred not to answer, it was his or her prerogative. Such up-front honesty was vital to assure trustworthiness of the data.

Many of the individuals interviewed for this study recounted the same or very similar stories about Claudius Clemmer. As a result, I feel especially confident in the accuracy of the information contained in this dissertation. Where there is doubt or differences of opinion, I have noted the differences and included those as areas for further study.

Ethical Issues

In qualitative research, it is important that the participants are not purposely manipulated. My informants were interviewed but were not purposely influenced and were “manipulated” as little as possible. A key ethical issue was to maintain a position of nonintervention, leaving as small an

imprint in the participants' lives as possible (Gay, 1996). However, by its nature of face-to-face interviewing and the need to put participants in a comfortable state of mind, I attempted to develop a relationship with participants that may have resulted in intervention (Merriam, 1998). Henige (1982) writes that "person-to-person contact itself affects very much the nature of the material gathered" (p. 22). It is my responsibility, as the principal investigator, to keep intervention to a minimum and disclose any manipulation.

A second ethical issue relates to informed consent and privacy. Participants in a research study must be informed as to the purpose of the study and their part in providing data. Without truly informed consent, the researcher takes advantage of participants and uses the data provided unethically (Merriam, 1998). It is also important to note that where I encountered a very knowledgeable informant, I gave credit to that individual for his or her contribution to the finished work (Henige, 1982). It is unethical to take credit for work that has been provided by someone else.

The final ethical issue that was addressed in this study concerns the inclusion or exclusion of data. I struggled briefly with this aspect of my research, as I came to admire Claudius Clemmer more with each interview. All data collected during the course of research belongs equally to the researcher and informants. The informant who provided information, which may have been taken back later, was respected; if a participant had second thoughts and wanted his or her testimony excluded, I honored that request (Baum, 1991; Henige, 1982). Along the same line, it was important for me to resist exclusion of data that may have been contrary to my point of view. Albert Einstein (n.d.) said, "Not everything that counts can be counted, and not everything that can be counted counts." However, a research report that includes only the harmless, though interesting facts, is incomplete. This dissertation includes all relevant facts, whether complimentary or not.

Summary

Methods and procedures used with this biographical research method were qualitative in design and focused on an individual – Claudius Greer Clemmer. Participants in the study were determined by using purposeful sampling with a flexible snowball effect whereby interviewed informants provided leads as to prospective informants. I carried out all interviews, recorded the dialog, transcribed or outlined the interviews, and analyzed the data. Responsibility for trustworthy data is shared by the researcher and informants, as the strictest ethical standards were followed.

CHAPTER 4

PRESENTATION OF DATA ANALYSIS

The year was 1911... William H. Taft (R) was the 27th President of the United States, the cost for mailing a letter was 2¢, and the U.S. population was 93,863,000 (Infoplease, 2007).

Wednesday, January 4, 1911, may not have been an extraordinary day to anyone outside the home of Lucy Lee Greer and Uriah Matthews Clemmer in the Midway Community of Greene County, Tennessee (see Figure 7), but it was the 1st day of Claudius Greer Clemmer's extraordinary life.

Upon his death on Sunday, November 20, 2005, at the age of 94, he left a greatly changed United States where George W. Bush (R) was the 43rd President, the cost for mailing a letter was 37¢, and the population had reached 296,000,000 (Infoplease).

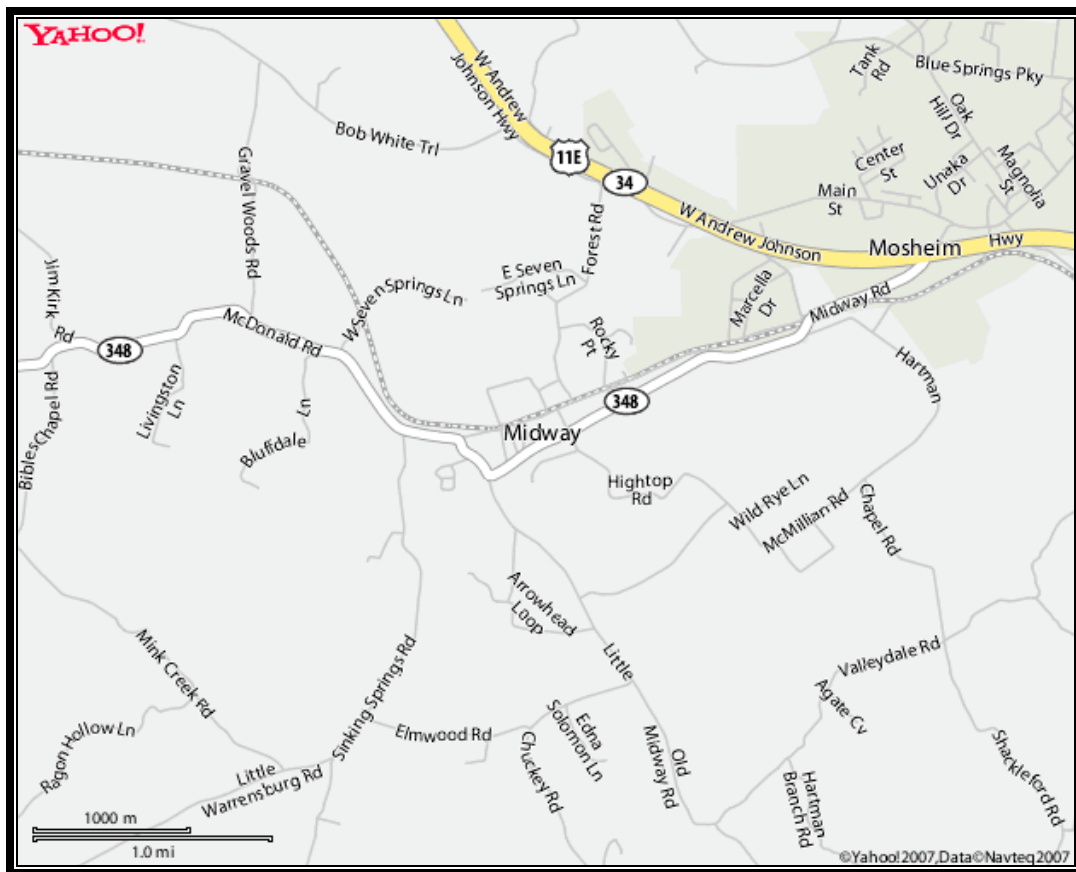


Figure 7. A Map Showing the Midway Community of Greene County, Tennessee, in 2007. (Yahoo!, Inc., 2007)

Introduction

Claudius was the first son and the second child born to Lucy Lee Greer Clemmer (born: 11-10-1885, died: 11-23-1967) and Uriah Matthews (U.M.) Clemmer (born: 11-26-1876, died: 5-5-1938). Their first child, a daughter, had died 10 weeks after her birth in 1909. His parents went on to have seven more children (3 girls and 4 boys), with one son, born in 1912, who did not survive his birth. The Clemmer family death rate of 22.2% was higher than the 13.0% average annual death rate in the United States during 1920, and higher than the previous (1915) rate of 13.2%, while the average life expectancy in 1911 for males was 50.23 years and 53.62 years for females (Brunner, 2003). Clemmer certainly broke the odds by living to 94 (see Figure 8).



Figure 8. The Clemmer Family in 1946. Pictured left to right in birth order: Claudius Greer Clemmer, Martha Clemmer, U.M. Clemmer, Jr., Lenore Clemmer, George Larkin Clemmer, Willie Virginia Clemmer Massengill, James Paul Clemmer. (Photo courtesy of Mary Clemmer Ruth)

A Life Filled With Transition

When considering the historical events of the time while Claudius Clemmer was growing up, pursuing his education, teaching, and working in business, the United States experienced tremendous change. During his lifetime, he saw 17 presidents in the White House, countless wars throughout the world, including World War I, World War II, the Korean War, the Cold War, the War in Vietnam, and various wars in Europe, China, Africa, and the Middle East, many of which still rage on (Brunner, 2003).

When Claudius was born, there were only 46 stars on the US flag – New Mexico, Arizona, Alaska, and Hawaii’s stars were added during his lifetime. He experienced the Roaring 20s, watched American women gain the right to vote, endured the Stock Market Crash and the Great Depression. There was tremendous technological change, as commercial flight became a regular mode of transportation, humankind developed and deployed atomic bombs, rocket engines were developed, the USSR launched Sputnik, man walked on the moon, and travel in re-usable space shuttles became an almost commonplace event (Brunner, 2003).

In 1911, the year Claudius was born, the first explorer reached the South Pole, the first transcontinental airplane flight was accomplished, air conditioning was invented, and movies were “silent” – it wasn’t until Clemmer was in high school that actors spoke in movies known as “talkies.” We can assume he watched as the Berlin Wall went up in 1961 in his ancestors’ homeland and watched in 1973 when the World Trade Center was completed. Then, he probably cheered when the Berlin Wall came down in 1981 and likely mourned as the Twin Towers fell in 2001. During his 94 years, X-Ray tubes, television, and computers were invented; man walked on the moon and outer space became less distant than it once was; while organ transplantation grew to a rate of thousands every year – today, people live with artificial hearts (Brunner, 2003). A life spanning most of the 20th

Century surely experienced some of the best and worst devices of mankind – Claudius Clemmer witnessed and survived it all.

Family Heritage

At the turn of the 17th Century, the Klemmer family lived in the Palatine region of Germany, along the Rhine River. Johan Heinrich Klemmer (christening: 6-13-1688, died: 1791) came to Philadelphia, Pennsylvania, arriving September 5, 1730, on the ship *Alexander and Ann*. It appears that, because Heinrich Klemmer could not write his name, the agent wrote it for him and mistakenly spelled it as Henrich Clemmer, which resulted in a difference between the original and the “Americanized” name (see Figure 9). After a couple of generations, and soon after the Revolutionary War (approximately 1787), George Valentine (Felty) Clemmer (born: 2-10-1747, died: October, 1785), a grandson of Johan Heinrich Klemmer, died and his family (widow: Margaretha Elizabeth Dettero Clemmer, sons: John Ludwig Clemmer and George Ludwig Clemmer, and daughters: Elizabeth Clemmer and Susanna Catherina Clemmer) moved to Gaston County, North Carolina, where they lived on Little Long Creek about a mile northeast of Dallas, North Carolina (Clemmer, 1979; Clemmer, 1996; FamilyHart, 2007; Hite & Clemmer, 2006, 2007; Hoffman, 1915).



Figure 9. The Klemmer Coat of Arms. The Crest: A hand holding a double torch, issuing from Eagle Wings, a Sable and Argent counter changed; The Sable: A hand holding a double torch, handed downward, a Royal Helmet. (Clemmer, 1979)

Pride in Family – Pride in Self

The Clemmer family appears to place much importance on ancestry. One artifact collected is a calendar booklet that Betsy Clemmer Grant (1998) produced for the 1998 Clemmer Family Reunion. On each date with a birthday or anniversary, there was the full name or names, nickname, and age or number of anniversary years for each member of the family (living and deceased); there were 272 individual entries with some early ancestors who were born as long as 236 years before publication of the calendar.

In addition to the calendar portion of the booklet, there were also photographs, contact information, and ancestral charts showing branches of several Clemmer family trees. This may indicate an emphasis on ancestry to this family, where they seem to be proud of their heritage and interested in keeping the past alive by recognizing their forefathers. It may be that their pride in self and family was one of the determining factors in his philanthropy.

During an interview with Clemmer's son, Nic, I could not help but feel the closeness of the family, which is so evident in their regular practice of naming their children for ancestral members of the family. Claudius was named for his father's sister, Aunt Claudia, known as Claude, while his middle name was his mother's maiden name. Nic was named for his mother's father, Nicholas Earnest. The strong family heritage is not only on the Clemmer side of this family, as Mrs. Clemmer's family is one of the first families of East Tennessee, going back to the middle of the 18th Century (see Figure 10). Her Great Great Great Grandfather, Henry Earnest, was born in Zurich, Switzerland in 1732 and came to Greene County, North Carolina, in 1771 (Clemmer, 1979).



Figure 10. The Earnest Family Home Place (Elmwood Farm) in Chuckey, Tennessee, was Built 1830-1832 and is Pictured in 1994 with Nancy Earnest (Claudius and Katherine Earnest Clemmer’s Niece). (Photo courtesy of Nic Clemmer)

Growing Up in Greene County, Tennessee

Claudius Clemmer grew up in the house where he was born, next to his family’s U.M. Clemmer General Store, in the Midway Community of Greene County, Tennessee. The store had been built by his father and Uncle, Vene Clemmer, who went on to establish the East Tennessee Produce Company. He began helping out in the store in 1916, when he was five years old. During the early part of the 20th Century the Clemmers grew into a family of nine.

Claudius was a relatively healthy child, with only two major incidents involving a doctor. The first happened at four, when he was scalded severely with boiling water, which left scars on his arm and hip, even after being “doctored” with salve. Then, before entering school, he nearly died of what was, in that day, called membranous croup, which is now known as diphtheria. A Greeneville surgeon, Dr. Fox, administered an antitoxin that broke up the croup and saved his life. Clemmer said, “I always felt that due to that extreme suffocation from membranous croup that there was considerable damage done to my circulation and possibly to the blood vessels to my brain” (Claudius Clemmer, 1989, p. 1).

Early School Experiences

Claudius Clemmer attended the four-teacher Midway School from 1918 until 1925, for grades two through eight; he skipped the 1st grade because his mother taught him his ABCs at home (Clemmer, 1989). The four teachers taught approximately 40 students in two consecutive grades, which was a common practice early in the 20th Century (Rose, 1996; Theobald, 2001). He usually commented on teacher ability. However, about Midway School, he only said, “Some of the teachers at Midway School were fairly good” (p. 2).

Midway School was built for the amount of four thousand dollars on eight acres of land donated, in part, by Claudius’ father U.M. Clemmer, Sr. Classrooms were designed with blackboards on two sides of the room, where the teacher could write test questions, rather than using up a lot of paper. There was no running water or indoor toilet; heat was provided by a furnace in the basement and by large-jacketed stoves in classrooms (Clemmer, 1989).

Claudius Clemmer’s views on teacher ability and authority may have been formed during his years at Midway School, as he experienced good, bad, lenient, and strict attitudes toward teaching and discipline. He often commented on a school’s principal and teacher’s ability to instruct students, as well as their ability to control students. While at Midway School, one principal, described as a “fine person,” lost control of his rowdy students and was “run off” before the end of the school year. The superintendent sent in two men to replace that principal. He (1989) described one as “... a large, heavy, tough man, but an average teacher” (p. 2), while the other was a former guard from Brushy Mountain Penitentiary with little formal training or education in teaching, but who “... certainly knew how to maintain discipline” (p. 3).

There is something very special about attending a small school like Midway School. There were only four students in the 8th grade class (in 1925), which allowed them to become good friends. Claudius and his classmates, Alonzo Cansler and Otis Linebarger, were very close. The fourth

student was a girl, Aetha Cobble, but, as “it was most inconvenient” for her to get to the high school, she did not choose to continue her education. She was married shortly after 8th grade, “and lived the rest of her life on her family’s farm near Midway” (Clemmer, 1989, p. 3).

After his attendance at Midway School, Clemmer entered Mosheim High School in 1925, which had approximately 150 students, with about 50 in the 9th grade (see Figure 11). He was impressed with both of his math teachers, whom he characterized as outstanding (Clemmer, 1989), and equally unimpressed with his English teacher, who was, “weak in English, possibly the reason many of us in her class are not good in English today” (p. 3). During high school, he took an agriculture class with a teacher who “... didn’t know any more than we did” (p. 4), because all the students in the class lived on farms, while his chemistry teacher did the best he could with “...very limited supplies and equipment” (p. 4).



Figure 11. This Photo of Mosheim High School was Taken by Mr. Lynn Hartman Before its Demolition in 1972. (Spears, 2007)

Clemmer (1989, 1993b) wrote of his time in high school, saying that the school was more than three miles from home and, as there were no school buses, he walked the six and one half mile round-trip distance for the first 2 years of high school. Like most boys at the time, he wore bib overalls with pockets that were large enough to hold his math book. Consequently, math was usually

the only book he brought home to study and, with the assistance of two excellent math teachers, he did well in math.

After walking to school for his first 2 years of high school, Clemmer's sister, Martha, and some friends from Midway also decided to attend Mosheim High School. Because they had enough people to fill a car, he was permitted to drive them to school and home each day. He drove an old Hupmobile that his father had purchased from a local attorney (Clemmer, 1979). In 1927, there was no driver's license required, and the Hupmobile could not go faster than 45 mph, especially on the rugged country roads. Claudius drove it back and forth for his last 2 years at Mosheim High School. The Hupmobile had a cloth top, with no heater and no windows other than a buckle-up curtain (Clemmer, 1989). It was, however, a better alternative than walking.

In addition to some of his other classroom teachers, Clemmer (1989) was also very complimentary of the Mosheim High School principal, Professor J. D. Self. He wrote that "He was a smart man and well-qualified; he taught History and Latin" (p. 3), which were required of all students. Clemmer graduated in 1929; his class size had decreased from 50 to 26, with few of his classmates planning to continue their education in college.

In his writings, Clemmer (1993b) related his experiences with teachers in elementary and secondary school as somewhat less than perfect, writing that most of the teachers did not have a college degree (they had teaching certificates), few of the teachers were skilled in their subject, and he had only one teacher who was knowledgeable in English. What he found common to the best teachers was knowledge of their subject, an expectation of respect and good work from their students, and the perseverance to work with individual students as long as necessary.

The Merchant's Son

As long as he lived in his parent's home, Claudius Clemmer helped out in the family's general store. He began when he was 5 years old and continued until he moved to Kingsport in

1936. His father taught him how to help customers, just as his father before him had instructed his young son. He was expected to get up early and go to the store to ready it for the day's customers by sweeping the floor, building a fire in the stove, and setting the cash register, after which he headed home for breakfast and made it to school by 8:00 a.m. As the family grew, Claudius' younger siblings were assigned chores around the house and the farm, which also helped support the family (Clemmer, 1984; 1989).

The U.M. Clemmer General Store was located in the Midway community of Greene County, Tennessee, along the Southern railroad. It was in an excellent location, akin to the junction of an Interstate highway of modern times. The Clemmer family operated the general store for 40 years, from 1898 until after U.M. Clemmer's death during a robbery attempt in 1938 (Clemmer, 1989). In the 1930s, U.M. Clemmer sold food, clothing, medicines, and hardware.

Food was on the left side of the store, with fresh and canned food stocked. Coffee, which was ground or purchased whole-bean, and depending on the grade, sold for between 14¢ and 22¢ per pound. A 100-pound bag of salt sold for \$1 and vinegar came in 55-gallon barrels, which were equipped with a wooden spigot. Customers brought in their own gallon jugs and bought apple vinegar for 20¢ a gallon or acid vinegar for half the price. Bread and corn flakes sold for 10¢. Customers found clothing on the right side of the store, where they could purchase a heavy denim work shirt for \$1 and pair it with heavy-duty denim bib overalls for \$1.75. Those wanting liniment may have purchased Porter's or Brown Liniment, depending on the purpose. Loose tobacco and Camel cigarettes sold for 10¢ to 20¢ a package, while snuff, chewing tobacco, and Prince Albert pipe tobacco were also sold (Clemmer, 1984; 1989). An item that was available for purchase at the U.M. Clemmer General Store in the early 20th Century, which was not always available at other stores, was eyeglasses (see Figure 12). His father had been trained in how to fit people for glasses using a sliding instrument to measure their vision. The customer would look through the eyepiece; stop the gauge

at the number they could see the clearest, and purchase the glasses with that number – higher numbers indicated poorer vision, but the general store glasses worked well for reading or close-up work. They sold quite a few pairs of glasses for \$2 to \$3 a pair (Clemmer, 1989). A large portion of the business at the Clemmer General Store consisted of trading, especially during the Great Depression. But, even when the economy was strong, people in the rural Midway Community appreciated the value of trading for what they needed. He (1984) said:

Where I lived, the people in our rural area worked primarily in agriculture. They didn't have a lot of money and, of course, they were not involved in Wall Street stocks or bonds. Most of our neighbors had invested nothing to speak of, so the Depression in New York did not bother them. The fact is that, in 1929, our business... My father being a merchant and a farmer... he didn't know the Depression was existing until about 1930. (p. 1)



Figure 12. These are Some of the Products that Would Have Been Sold in the U.M. Clemmer General Store During the Early 20th Century. (Photos courtesy of the author)

Clemmer (1984, 1989) said that the general store carried a lot of items that would today be considered seasonal, like fresh fruits and vegetables. Additionally, when his father caught an abundance of fish or killed more game than the family could consume, he sold the extra in the store. The store also sold chickens, eggs, and milk from the local farm community and occasionally pork, beef, and mutton. Farmers also relied on the store as their place to exchange corn that would be ground into cornmeal, and wheat, which would have the bran separated out and milled into flour. The farmer was given a standard amount of cornmeal for each bushel of corn and a set amount of bran and flour for a specified quantity of wheat. The corn and wheat was milled at the water-powered McDonald Mill in Lick Creek (later McDonald's and Harmon's Mill), and the miller shared the toll with the store, "The toll was the difference in price between the flour that the bushel of wheat would make and what you gave the customer" (Clemmer, 1989, p. 11).

U. M. Clemmer was an excellent merchant and salesman. He kept accurate records, but did not like to collect what was owed to the store. Claudius (1989) said, "Of course, a good salesman is usually not a good collector" (p. 11). As a result, he was given the task of collecting past-due accounts. His father would know when people had money, because they would have sold some tobacco or their season's crop, and send young Claudius out to collect when he was as young as in elementary school. He continued collecting on the store's accounts all the time he worked in his father's store.

College Experiences

Claudius entered the College of Liberal Arts (one of the seven major divisions) at the University of Tennessee (UT), in Knoxville, on September 19, 1929, after his graduation from Mosheim High School on May 22, 1929 (see Figure 13). Clemmer's father decided at almost the last minute to send his son to college. Registration for the term was held from September 18-24, 1929, and he entered late (The University of Tennessee, 1929). When his father spoke to Dean F. M.

Massey about attending, the dean of men informed him that registration was closed and the dormitory rooms were full. His father said, “I don’t care about that. I want him in school” (Benjamin Clemmer, personal communication, August 28, 2007); so they let him in.



Figure 13. Claudius Clemmer’s 1929 File Photo on His Transcript from the University of Tennessee. (Photo courtesy of the University of Tennessee Archives)

Clemmer entered UT in 1929, before the Great Depression had affected his rural community, so his father was able to afford his college costs without much hardship (Clemmer, 1984). According to the published costs at the University of Tennessee (1929), tuition was free to Tennessee residents, but that was the only free aspect of his UT experience. The UT school year consisted of three quarters of full-time enrollment. His freshman year expenses (approximately \$167) included an activity fee (\$14.25); maintenance-matriculation fee (\$45); library access (\$4.5); distributing box (\$0.75); health fee (\$5); and the cost of his classes with laboratory fees, including Bacteriology (\$22), Chemistry (\$36), Physical Education (\$4.5), and a Military Science Uniform (\$35). The health fee included a compulsory physical examination, medical aid, and coverage of up to 2 days confinement without cost in the University Infirmary. The full cost was not paid all at once; fees were due by quarters (Fall: \$83, Winter: \$38.75, and Spring: \$45.25). While there were 20 loan funds available to students in 1929, there is no indication on Clemmer’s transcript that he received

financial aid. It is important to remember that the cost of books, room, and board were not included in the university fees.

When Claudius Clemmer enrolled in the University of Tennessee in 1929, he came from a small rural high school graduating class of 26 students. According to the University of Tennessee (1930) *Announcement 1929-1930*, there were 3,556 students enrolled for the 1929-1930 session (2,471 men and 1,085 women). In the College of Liberal Arts, there were 282 freshman students (124 men and 158 women) enrolled in the regular course of study, which did not include those in the School of Commerce, Pre-Medical, or Pre-Dental Curricula. With such a large student body, he was not provided with much support or encouragement from the university. Mary Ruth (personal communication, August 9, 2007) said, “They laughed at him, because he had come from a school that had never given a written test” (p. 1). He was told, “We don’t think you are really meant to go to school to get a higher degree. We think you should go get a trade, and focus on getting a trade” (Ridley Ruth, Jr., personal communication, August 28, 2007, p. 1).

Of his experience at UT (see Figure 14), Claudius (1993b) wrote, “I had a very good chemistry teacher, a good math teacher, an excellent science teacher, and one of the most outstanding history teachers imaginable” (p. 1). He was, however, disappointed in his English teacher, who he described as unqualified, as she was a student working toward an M. S. degree who “... lacked experience and had no dedication to teaching” (p. 1). In 1930, at the end of the fall quarter of his sophomore year, he cut short his studies at UT. His father could no longer afford to pay the tuition (approximately \$42.50 for fall), with the additional expense of his sister’s college costs. Martha had graduated from high school and was attending East Tennessee State Teachers College (ETSTC) in Johnson City, Tennessee, for \$13 per quarter. Claudius left UT, enrolled in ETSTC, and earned teaching certification by taking classes during the summer of 1931 (see Figure 15) (Clemmer, 1993b).



Figure 14. Claudius Clemmer Standing on the Steps of the University of Tennessee in 1930 or 1931. (Photo courtesy of Mary Clemmer Ruth)



Figure 15. Claudius Clemmer is Pictured with the Sophomore Class of East Tennessee State Teacher's College in 1931. (The Chalk Line, 1931)

East Tennessee State Teachers College was on the 11-week quarter system with three full terms available during the regular school year and an additional 5½-week session in the summer, just like the University of Tennessee. Tuition was free for Tennessee residents who pledged to teach, while non-residents paid \$30 for each full quarter and \$15 for the summer session (see Figure 16). As such, the quarterly cost for attending ETSTC was approximately \$13, which included registration (\$10) and an activity fee (\$3); by the time laboratory fees (no more than \$12) and occasional fees (up to \$3.50), were added, the quarterly cost could have been as much as \$28.50 (State Teachers College, 1933). Even at the highest cost, it was only about half of the cost of attending the University of Tennessee; U. M. Clemmer could almost send two of his children to ETSTC for the cost of sending Claudius to UT. Of his experience at ETSTC, he (1993b) wrote, “I was fortunate to have several excellent teachers. The geography department was most outstanding” (p. 3).

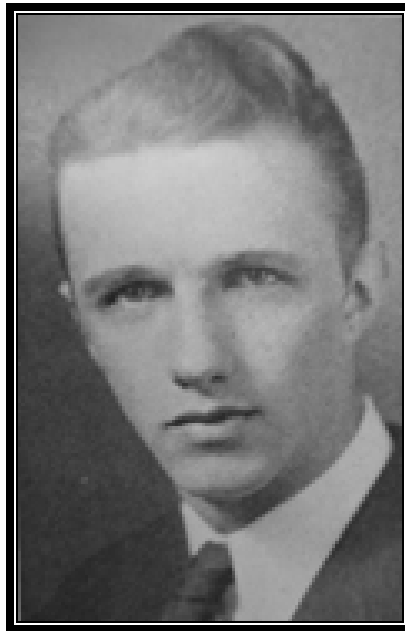


Figure 16. East Tennessee State Teacher’s College Yearbook Photo – Claudius G. Clemmer – Midway, Tenn. – *Science, History, Mathematics, English* – Transferred from University of Tennessee ‘30; Science Club ‘31; Glee Club ‘32; Pres. Green County Club ‘32-’33. (The Chalk Line, 1934)

According to the *Bulletin of the State Teachers College* (1933), a diploma required 99 hours of credit from the prescribed curriculum, while a degree required 198 hours of credit from the prescribed curriculum. Teaching certificates were issued as Four-Year Professional Certificates for up to a 4-year period with renewal in 4-year increments by completion of at least 12 hours of credit at a State Teachers College (with three hours in education). Permanent Professional Certificates were issued to those who satisfied the varied requirements of the certificate and held at least a diploma or a degree from a State Teachers College. Claudius Clemmer earned a Permanent Professional Teaching Certificate from ETSTC (Clemmer, 1993a).

Depending on the credits earned in each of four curricula, East Tennessee State Teachers College awarded a Limited Training Certificate, Diploma, Baccalaureate Degree, or a Professional Teaching Certificate. The limited training certificate was valid for 1 year to teach at the elementary level. Students were required to have graduated from an approved high school and completed either one unit of professional work or at least 12 hours of credit from a State Teachers College (3 hours of which must be in education). The limited training certificate was renewable yearly, if the holder completed at least 12 yearly credits at a State Teachers College, with three education credits (State Teachers College, 1933).

Enrollment at East Tennessee State Teachers College for the 1933-1934 school year was 1,288 (385 men and 903 women), with 88 of the students from Greene County, which was the fifth highest county enrollment from all the counties represented; Clemmer's senior class had 155 students (see Figure 17) (State Board of Education, 1934).



Figure 17. Claudius Clemmer is Pictured with the Senior Class of 1933, Although He did not Graduate Until 1934. (The Chalk Line, 1933)

Attending part-time, Clemmer graduated from ETSTC in June, 1934 with a B.S. in Education and History, having completed his studies while working full-time at Pineoba School in Greene County (1931-1932), then, serving as principal and teacher at Kidwell (or Hardin's View) School in Greene County (1932-1933). The year he graduated, he was the principal and teacher at Galbreath School in Greene County (1933-1934).

After his graduation from ETSTC in June 1934 Clemmer immediately enrolled in the University of Tennessee's graduate program. He decided to attend UT because East Tennessee State did not offer a graduate degree, and he thought he should go for a graduate degree, as there were no good jobs to speak of (Mary Ruth, personal communication, August 9, 2007). The cost for graduate school at UT was much more affordable than his undergraduate experience, because he was working at the time and, according to the *University of Tennessee: Register* (1934), graduate students (from any state) were required to pay only \$25 when they matriculated, with no other charges except library

(\$9), student health (\$12), distributing box (\$1.5), laboratory courses (\$38.5), and diploma (\$5) fees (for a total graduate school cost of approximately \$91).

In the fall, Clemmer resumed his teaching career at Reed's School (between McDonald and Mohawk) in Greene County for the 1934-1935 school year. He took two graduate classes during the University of Tennessee winter quarter and was admitted to candidacy for a master's degree on March 21, 1935. He finished the requirements for the degree during the spring and summer terms and graduated from the University of Tennessee in August of 1935 with an M.S. in Bacteriology, History, and Education (Clemmer, 1993b).

An examination of the historic timeline (see Appendix B) of Claudius Clemmer's life shows that he was passionate about his education and the education of his students. He entered school in the 2nd grade at the age of 7 and advanced continuously through elementary school, high school, college, teacher's school, and graduate school, finishing in August of 1935 at the age of 24. During this time, beginning in 1931, he also worked full-time (Clemmer, 1984; 1989; 1993a; 1993b).

Primary Teaching Experiences

Claudius Clemmer began his teaching career in 1931 at the one-room Pineoba School in Greene County, Tennessee. The school had no students in 7th grade, but he taught 31 students in the rest of the grades 1 through 8. With such a diversity of student ages, he would occasionally allow some of the upper-grade students to work with lower-grade students while he taught more advanced history and math. Pineoba School had no running water and no indoor plumbing – it must have been challenging for a young 1st-year teacher. He took the advice of his superintendent and began each day of class with prayer and a reading from the Bible. He wrote that the students were “very respectful” and that he experienced few problems with discipline (Clemmer, 1993b).

Clemmer found that most of his Pineoba students' families were farmers. In order to help them, he acquired pamphlets on important farming topics from the local Agricultural County Agent.

He assigned the students to take the pamphlets home and read them aloud to their parents. When each student completed a pamphlet, he or she would return it to the school and take home another, until all the students and families had read all the materials. That year, thanks to Claudius Clemmer, the students and families of Pineoba School learned all about crop rotation, growing tobacco, contour plowing, and subsoiling to prevent erosion (Clemmer, 1993b).

Times were difficult in 1931, even at the tiny Pineoba School. The United States had endured the Stock Market Crash in 1929, was experiencing the Great Depression, and 1932 found 12 million Americans without jobs (Infoplease, 2007). Clemmer was given a good excuse to quit teaching early in 1932, when the Greene County School system ran out of money 5½ months into the school year and was unable to pay the teachers their \$90 monthly salary. He could have left Pineoba School and looked for another job, but said it would be a disservice to his students and chose to continue teaching without pay. Clemmer (1993b) wrote that he was able to continue teaching only because of the assistance and understanding of his family who supported him during this time of hardship; he lived at home and worked before and after school in his father's store to make ends meet.

Claudius Clemmer's next teaching assignment (1932-1933) included the added responsibility of principal of the two-teacher Kidwell (or Hardin's View) School in Greene County. The school had no indoor plumbing, no running water, and a pot-bellied stove for heat. He wrote that the superintendent offered him a \$95 monthly salary, which was a raise of \$5 from his previous assignment, to commit to the full school year, because boys in the school had "run off" the previous principal. He admitted that he would be willing to "choke a rattlesnake for five dollars" and promised to "be there at the end of the year, even if all the students were not." The experience proved rewarding, as he taught 30 students in grades 5-8, and coached the boy's basketball team to five wins and three losses against other two-teacher schools (Clemmer, 1993b, p. 3).

It is interesting to note that the students at Kidwell did not always get along. Clemmer recounted the story of a large 8th-grade boy who hit an 8th-grade girl in the abdomen. The next day, before he could take the necessary punitive action, the girl retaliated by hitting the boy in the head with a lump of coal and knocking him unconscious. Upon the boy's awakening, Clemmer (1993b) declared that "... they were even and to forget the whole matter" (p. 3). They took his words to heart and caused no trouble for the remainder of the school year. When school ended, the parents of the PTA presented him with a personalized, embroidered quilt, which was treasured for many years.

While Clemmer's boy's basketball team of 1932-1933 from Kidwell School was accomplishing a winning season, Franklin Roosevelt began his presidency, the banks closed for 4 days, prohibition ended, and the United States was deep in the Great Depression (Brunner, 2002; Infoplease, 2007). As the 1933-1934 school year began, he moved on to serve as the principal and upper-grades teacher at the two-teacher Galbreath School in Greene County. As in his past teaching assignments, Galbreath School included grades 1-8, had no running water, and no indoor plumbing. Clemmer wrote that his experience at Galbreath School was "one of my most rewarding teaching years" (Clemmer, 1993b, p. 3).

When the Galbreath school year ended in 1934, Clemmer continued his education at ETSTC where he graduated in time to move on to Reed's School (between McDonald and Mohawk in Greene County), for the 1934-1935 school term. Reed's was another two-teacher school with no running water or indoor plumbing. While FDR's New Deal worked to bring the United States out of the Great Depression and Hitler was named führer (Brunner, 2002), Clemmer taught students in the 5th through 8th grades and set his sights on a graduate degree from the University of Tennessee, where he graduated in the summer of 1935 after the conclusion of his Reed's School assignment (Clemmer, 1993b).

Secondary Teaching Experiences

With his master's degree in hand, in 1935 Claudius Clemmer went to work as one of five teachers who taught in the high school portion of McDonald (High) School in Greene County. He taught math and history and coached the girl's basketball team – with a winning season of 10 wins and 5 losses.

In 1936, Clemmer was hired to teach math at Dobyns-Bennett (DB) High School for a monthly salary of \$115 (see Figure 18). Even though he was hired to teach math, over his 10-year career with the Kingsport City School system, he taught much more – Eighth Grade Arithmetic, American History, First Year Algebra, Business Math, and a semester of Biology. He also served in a variety of support positions, including business manager, debate team coach, and athletic director. Soon after he began teaching at DB, Principal Charles K. Koffman found out that Claudius had grown up in a merchant's family and was savvy in sales and business matters. As a result, he was assigned to be the school's business manager, which required he manage the school store – a far cry from his father's general store. There was no cafeteria at DB. So, in addition to school supplies, the school store sold sandwiches for 10¢ to 15¢ and soft drinks or candy bars for 5¢ (Clemmer, 1993a; 1993b).



Figure 18. This Photo from 2007 Shows John Sevier Middle School, Which was the Original Dobyns-Bennett High School Building Where Clemmer Taught from 1936-1946. (Kingsport City Schools, 2007)

One of his duties as Dobyns-Bennett's business manager was for Clemmer to sell advertisements for the football program or for display on the fence surrounding the school's playing field. The businesses in Kingsport supported the school by buying enough ads that he was able to raise sufficient money in 2 years to pay off the school's business debt. During his sales campaign, he was also able to gain the interest of the community in attending the school's athletic events. He initiated a plan to sell reserved season football tickets, which supporters bought to sit in the main section of the stands; tickets for bleacher seats were also sold at home games, and every home football game was sold out. After that, they never had to worry about football ticket income – it was all sold ahead of time. Another thing that Claudius initiated during his tenure at DB was the student activity ticket, which sold for \$1.50 and admitted the student to every athletic event at the school. Dobyns-Bennett still sells season tickets and student activity tickets (Clemmer, 1993a; 1993b).

After his 1st year of teaching at Dobyns-Bennett High School in 1937, the U. S., 2 years into its recovery from the Great Depression, was experiencing a recession (Brunner, 2002; Infoplease, 2007). Claudius Clemmer must have felt worried about his summer income and set out to find a job. He began working part-time for Slip-Not Belting Corporation selling water system pumps. This job provided income for him during the summer between school terms and after school during the school year (Clemmer, 1993a; 1993b). Once, when Superintendent Ross N. Robinson visited Clemmer's office at DB, he saw a commission check for \$200 in pump sales sitting on the desk. Robinson realized that the single commission check was considerably more than what the school could pay its teachers, and he wanted to make it as easy for Claudius to remain working for DB as possible. So, Clemmer was given permission to leave the school when he was needed for a pump emergency (Nic Clemmer, personal communication, December 15, 2006).

Claudius Clemmer worked part-time and after school with Slip-Not Belting for most of his 10-year career with Kingsport City Schools. In 1943, he was appointed Athletic Director at Dobyns-

Bennett High School. His teaching duties were reduced to some math and history classes, while he maintained his position as Business Manager. Then, in 1946, Clemmer resigned his position with the Kingsport City Schools at Dobyms-Bennett High School to pursue a career with Slip-Not Belting (Clemmer, 1993a; 1993b).

Family Life in Kingsport, Tennessee

By the fall of 1936, Claudius Clemmer had earned a B.S. degree from East Tennessee State Teachers College, a M.S. degree from the University of Tennessee, and had 5 years teaching experience. In addition, he had met and fallen in love with Katherine (Kitty) Louise Earnest. He was ready to move out of his parent's home and establish a family. After a few months of work as a teaching assistant at the University of Tennessee in Knoxville, he was offered a job at Dobyms-Bennett High School in Kingsport, Tennessee. He accepted the position, signed a 1-year contract, and moved to Kingsport. At the end of his 1st year at DB, he found a part-time job selling pumps, which enabled him to put a bit of money away, in anticipation of a marriage to Kitty (Clemmer, 1993a; 1993b).

Clemmer was in his 2nd year working at Dobyms-Bennett, with wedding plans set for June 18, 1938, when tragedy struck in the Midway community of Greene County, Tennessee. At 9:20 p.m. on Friday, April 29, 1938, two masked men entered the U.M. Clemmer General Store and attempted to rob the place. During the attempt, his father was shot twice (in the shoulder and neck), and died within a week from his wounds. The four assailants, two men (Fred Lynch and Bob Perkins) and two women (Ina Lynch and Lucy Hinkle), were eventually caught in Indiana, tried in Tennessee, convicted, and put in prison (see Figure 19).



Figure 19. Headlines from Newspapers Printed from the First Report on April 30, 1938, Until the Final Conviction February 11, 1939. (Clemmer, 1979; Esq. U. M. Clemmer, 1938; Greene merchant, 1938; Jury recommends, 1939; Three charged, 1938; Trio charged, 1938)

The murder of U.M. Clemmer changed the Clemmer family’s life forever, as his widow was then responsible for the care and upbringing of their six youngest children. Claudius’ comment on his mother’s strength and stoicism after his father’s death was apparent when he wrote:

After our father’s death, our mother had to assume more active management of the home, farm, and business. This she conducted in a most frugal way, showing great courage and ability. Shortly after the tragic loss of our father, she visited Katherine’s home (before our marriage), and “Kitty” told me later that as she was departing, her father said, “There goes a woman with a heart of gold.” (p. 22)

The Lynch couple and Hinkle woman were captured and convicted less than 6 weeks after the shooting (3 Arrested, 1938; Clemmer, 1979; Esq. U. M. Clemmer, 1938; Greene merchant, 1938; State to ask, 1939; Three found guilty, 1938; Trio charged, 1938). On Saturday, June 18, 1938, within

a week of the conviction, Claudius Clemmer and Katherine Louise Earnest became Mr. and Mrs. Claudius G. Clemmer in a wedding ceremony at Elmwood Farm. They did not allow the horror of a murder or the stresses of a trial dampen their love for each other or their desire to get married, as planned. Mrs. Clemmer recalled that she wore a “... real dainty sheer dress that was very dressy. It was a real thin material... It had a little pink trim along beside it. It wasn’t a long dress... But, it was nice looking” (Kitty Clemmer, personal communication, August 9, 2007, p. 4). His best man was his brother, U. M. Clemmer, Jr., and Kitty’s matron of honor was her sister-in-law, Margaret Earnest (see Figure 20).



Figure 20. June 18, 1938 – Kitty and Claudius Clemmer, on Their Wedding Day, Preparing to Leave on Their Honeymoon. (Photo courtesy of Mary Clemmer Ruth)

Katherine (Kitty) Louise Earnest Clemmer grew up in Chuckey, Tennessee, about 20 miles from where the Clemmers lived in the Midway community of Greene County. Kitty was the youngest child of Nicholas Peter Earnest and Eliza (Lida) Beatrice Doggett Earnest. She had an older sister and four older brothers – there was 16 years between Kitty and her oldest sibling – her daughter (Mary Ruth, personal communication, August 9, 2007) said Kitty’s siblings “adored their baby sister” (p. 7); she was also said to be “... the apple of her father’s eye” (p. 7).

Kitty had just graduated from Maryville College and was teaching at McDonald School when she met Claudius Clemmer in 1936. He was visiting his girlfriend in the house where Kitty had a room when they met (see Appendix D). He taught in the high school portion of McDonald School the year prior to Kitty, so they missed each other by only a few months. The next year, Kitty accepted a position teaching 3rd grade in Alcoa, Tennessee, at the aluminum company school. She enjoyed teaching and would have continued her career, but had to quit teaching when she married, as that was the time when female teachers could not be married. She said, “I did not teach anymore because Claudius interfered with my career” (Kitty Clemmer, personal communication, August 4, 2007, p. 6).

Claudius and Kitty Clemmer lived in an apartment off the Johnson City Highway, in Kingsport for the 1st year of their marriage. They purchased a house on Catawba Street when their landlord raised the rent by about 50% – Kitty was expecting and the landlord did not want children in the apartment, so they were virtually forced to move. Their family grew with the birth of Mary Katherine Clemmer on September 13, 1939. He was still working at DB and working part-time for Slip-Not Belting (Kitty Clemmer, personal communication, August 9, 2007).

In 1943, at about the time Claudius was appointed Athletic Director for Dobyons-Bennett High School, his family grew quickly with the birth of Nicholas Earnest Clemmer on January 6, 1943, just 2 days after his father’s 32nd birthday. Then, within the year, Martha Greer Clemmer was born on December 24, 1943. When asked about having two babies in the same year, Mrs. Clemmer said, “I believe some of the relatives were getting nervous that we were going to have a huge family. It sounded terrible didn’t it?” (Kitty Clemmer, personal communication, August 9, 2007, p. 6). With a growing family to support (see Figure 21), Clemmer decided to resign his position at DB at the end of the school year in 1946, “... in order to devote my time to a full-time position of selling pumps at Slip-Not Belting Corporation” (Clemmer, 1993a, p. 5). The school did not replace him in his

teaching responsibilities, as those duties had been significantly reduced to allow him to concentrate on the Business Manager and Athletic Director positions, but an Athletic Director was hired who had no teaching responsibilities (Clemmer, 1993b).



Figure 21. 1948 – The Clemmer Family: (pictured from left to right) Martha (4), Mary (9), Kitty, Claudius, and Nic (5). (Photo courtesy of Mary Clemmer Ruth)

A full and productive life, no matter how well lived, can still experience tragedy, which came on a morning in June, 1959, when Martha Greer Clemmer (see Figure 22), age 15, was critically injured in an automobile accident. She was attending camp at the Holston Presbytery Camp and Retreat Center in Banner Elk, North Carolina. The camp was only a few years old and had not completed its dining hall, so the counselors transported campers to Lees-McRae College for meals. It was during the breakfast drive that the accident happened; Martha was transported to Grace Hospital, but died July 8, 1959. “The tragedy was overwhelming. No one could believe that such a

horrible thing had happened” (Gilmer, 2005, p. 18). In her memory, the camp’s dining hall was named the *Martha Clemmer Memorial Dining Hall*. “For a long time, the camp did not display a sign bearing Martha’s name because of the pain it caused those who remembered her” (p. 18).



Figure 22. Martha Greer Clemmer, Shortly Before Her Death as the Result of a Tragic Car Accident in 1959. (Photo courtesy of Mary Clemmer Ruth)

During his life, Clemmer worked diligently to provide for his family, put savings away, added to his investments, and donated a considerable amount of his wealth. His family was the focus of his work. As generous as he was with his giving, “He always intended to take care of his family before he planned on giving... he was very frugal. He didn’t live beyond his means... A lot of credit must be given to Kitty, as his backbone” (Richard Manahan, personal communication, August 17, 2007, p. 2). When Dr. Clemmer passed away on November 20, 2005, he and his wife, Kitty, had been married 67 years. Their relationship was very special:

He loved and adored his wife! Kitty was the absolute light of his life, and he was one of those people that, I do truly believe, the day he died he was as in love and was as infatuated with her as he was the first time he laid eyes on her. That was so beautiful to watch. They were like two little kids dating. As long as I knew them, they were that way. They just adored each other; they doted on each other. That was beautiful to watch. And, it’s always special to see somebody who can be that in love for a whole lifetime. And he adored her – adored her!

I think he drew a lot of strength from Kitty... Sometimes, the “stay at home mom” doesn’t quite get the “billing” she should... but, she is a strong woman – she was a woman of strength – and she gave him a lot of energy that she probably never got the credit for... (Nancy Dishner, personal communication, August 24, 2007, p. 4)

Two Distinct Careers

It could be said that Claudius Clemmer had two different careers – teaching and business. His first love seems to have been teaching, as after his graduation from the University of Tennessee with a master’s degree in 1935, he was offered a position with Pet Milk in St. Louis, Missouri, but declined the offer so he could accept a position teaching at McDonald High School in Greene County, Tennessee (Nic Clemmer, personal communication, December 15, 2006).

Clemmer was again close to leaving the teaching profession in 1937 when, the morning after Monday’s DB graduation commencement, he set out to find a job. He may have gone to work for Eastman, except that they only granted interviews on Fridays and he was looking for something right away. He also stopped along the street at Blue Ridge Glass, but they only conducted interviews on Thursdays (Emerine, 2003).

Claudius Clemmer’s desire to find work immediately, in 1937, led him further down the street to the Slip-Not Belting Corporation, where they spoke to him on-the-spot (see Figure 23). What he learned from Homer Jefferson Shivell at Slip-Not was that five out of six of the water system pumps they sold would not work. While in junior high school, Claudius had installed a pump for his father and was certain he could make the pumps work – and he did. He went to work selling pumps part-time in the summer and after school during the school year, for straight commission, which allowed him to pursue both his teaching and sales careers (Emerine, 2003). His transition into sales was very successful, as he began working part-time for Slip-Not Belting Corporation in 1937, joined them full-time in 1946, continued as the President of the newly-formed Jefferson Sales

Corporation in 1952, and worked in that position until his retirement in 1991 at the age of 80 – most of 55 years (Emerine).



Figure 23. Photos from 2007 of Slip-Not Belting Corporation and Jefferson Sales South on Main Street in Kingsport, Tennessee. (Courtesy of the author)

Business Experiences

Claudius was very successful in sales, which allowed him to save and make careful investments. He worked for straight commission, without a salary, for his entire career with Slip-Not Belting Corporation. “Something he said to me [Harold Dishner] was, ‘I have yet to have the 1st day that I dread to come to work.’ He loved his work and stayed in it a long time after his official retirement” (Harold Dishner, personal communication, August 24, 2007, p. 1). In addition to loving what he did, Clemmer was successful because he was outstanding:

I think you have to set the stage for Claudius. He came out of a retail environment where his father had been a merchant. And, he also was a child of the Depression who came through with some different perspectives on things. First off, Claudius always dressed as a businessman, in an industry that... the water well industry was not one that was known for its attire... But, Claudius always wore a coat and tie – sometimes not a coat, but he always had a tie on. And, in most cases, wore a hat when he was traveling. So, that set him apart from everybody else. He was just a little bit different that way. The other was that, with his math background, he was very analytical and very meticulous when figuring what it took to

do a job with a pump. So, his customers could rely upon him to be sure to size the piece of equipment correctly. (Moyland Rainey, personal communication, September 1, 2007, p. 1)

For several years, after joining Slip-Not Belting, Claudius Clemmer and the pump sales division worked out of the Slip-Not building on Main Street in Kingsport, Tennessee. As the business grew, they found that they needed more space for inventory and service. As a result, in 1952, a new building was built next door and Jefferson Sales Corporation was established. With Clemmer as the new company's president and a new building, their capacity for inventory was enlarged, along with the opportunity for improved service (Watson, 1979). As the president of Jefferson Sales, he was busier than ever. But, even with a busy professional life, he also found time to be active in the community by joining the Kingsport Rotary Club, serving on the Kingsport Chamber of Commerce, and as an elder and deacon in the First Presbyterian Church of Kingsport (Whitlock, 1993).

As the president of Jefferson Sales, Inc., Clemmer devoted a lifetime of service to the pump and waterwell industry; he is known as an industry pioneer (Claudius Clemmer, 2003). When he began his career at Slip-Not Belting, they sold two lines of pumps, Goulds and Fairbanks Morris. When the United States joined World War II, pumps were allocated to distributors on a quarterly basis. Because Slip-Not Belting sold pumps from two manufacturers, they were allocated twice as many pumps as their competitors with only one line – it worked to their advantage and he was successful in his sales. Because he sold two lines, he said, “I had more pumps than the big wholesalers. I never sold a pump one penny over the government price during the war” (Emerine, 2003). In 2003, 12 years after his retirement, Claudius Clemmer welcomed a new owner to the company he built from scratch, when D&S Pump & Supply, Inc. purchased “his” company and it became Jefferson Sales South (see Figure 24) (Claudius Clemmer).

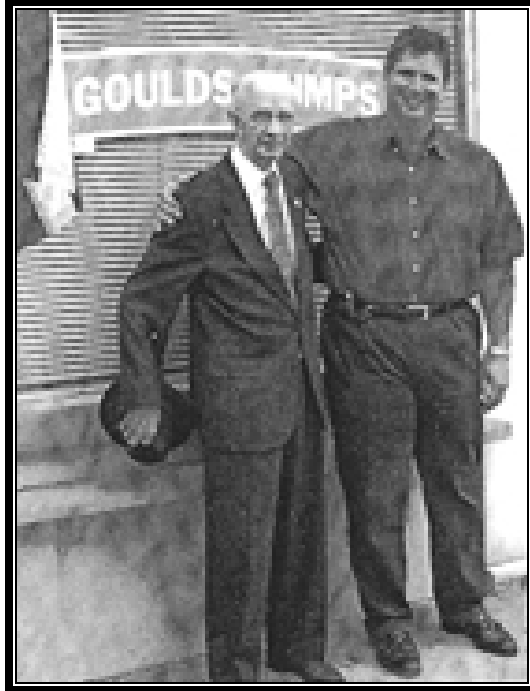


Figure 24. This Photo from 2003 Features Claudius Clemmer and Alan Dretel, President of D&S Pump & Supply Company, Inc. of Brewster, New York, the Corporate Owner of Jefferson Sales South. (Claudius Clemmer, 2003)

Gentleman Farmer

Katherine (Kitty) Louise Earnest Clemmer grew up in Chuckey, Tennessee, on Elmwood Farm; she and Claudius were married at Elmwood, and she inherited a portion of the farm when her father passed away. The history of Elmwood began in 1777, when the property was deeded to Kitty's Great Great Grandfather, Henry Earnest of Switzerland, by the state of North Carolina, and Elmwood Farm began operation. The farm has remained in the Earnest family, passing from father to son through the generations, until her father's death in 1956, when Elmwood passed to Kitty Clemmer and her five siblings (Massengill, Clemmer, & Cornett, 1987).

Elmwood Farm was recognized in 1976 by the Tennessee Family Land Heritage-Century Farm Program, sponsored by the Tennessee Department of Agriculture, as a Century Farm (see Figure 25). The program was designed to honor families who have owned and continuously

operated a farm in Tennessee for 100 years or more; Elmwood Farm is the 2nd oldest Century Farm in Tennessee (Clarke, 1979; Hankins, 2007).

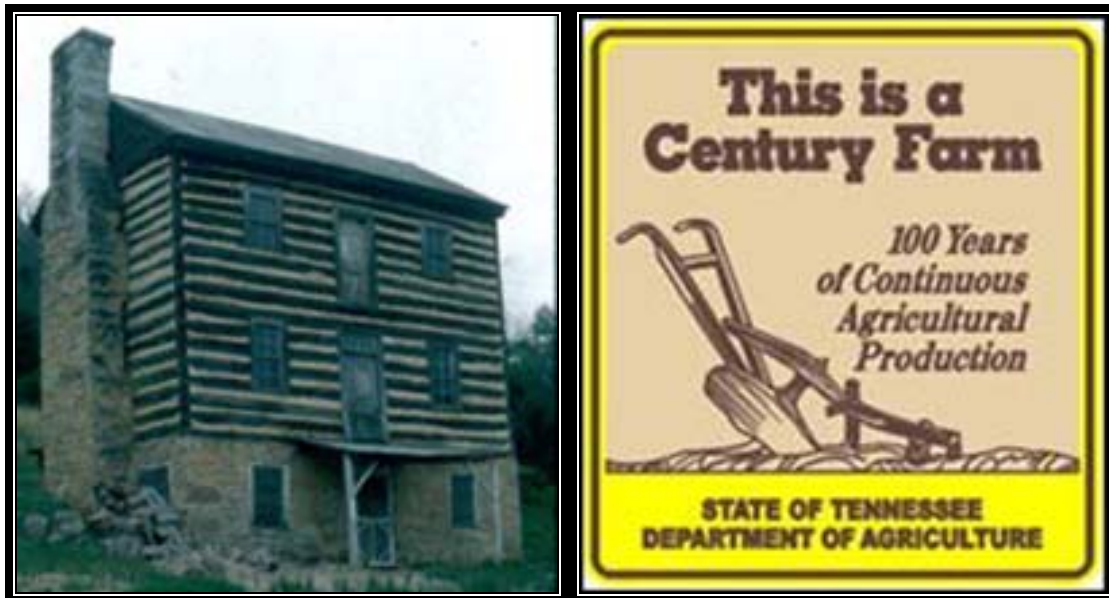


Figure 25. The Earnest Fort House was Built in 1784-1789 as Part of Elmwood Farm – a Century Farm. It is a three-log blockhouse and is still in use. (Hankins, 2007)

After the inheritance, Claudius and Kitty Clemmer purchased interests from the other heirs, so that, by 1960, they owned the entire 661 acres of Elmwood Farm (Hankins, 2007). As the Clemmers were not farmers, they formed a partnership with J. W. and Willie Clemmer Massengill, who, in addition to being dairy farmers, were also Claudius' brother-in-law and sister. Thereafter, the Massengills lived at Elmwood and operated it as a dairy farm (see Figure 26), expanding their herd of 60 Registered Holsteins to more than 400 in 1987 (Massengill, Clemmer, & Cornett, 1987). The Clemmer-Massengill partnership was very successful and prospered for 30 years, until J. W. Massengill's death in 1990 prompted a change in the farm's operation whereby they stopped dairy farming, sold the equipment and stock, and leased the land out to be used for growing crops (Moyland Rainey, personal communication, September 1, 2007).

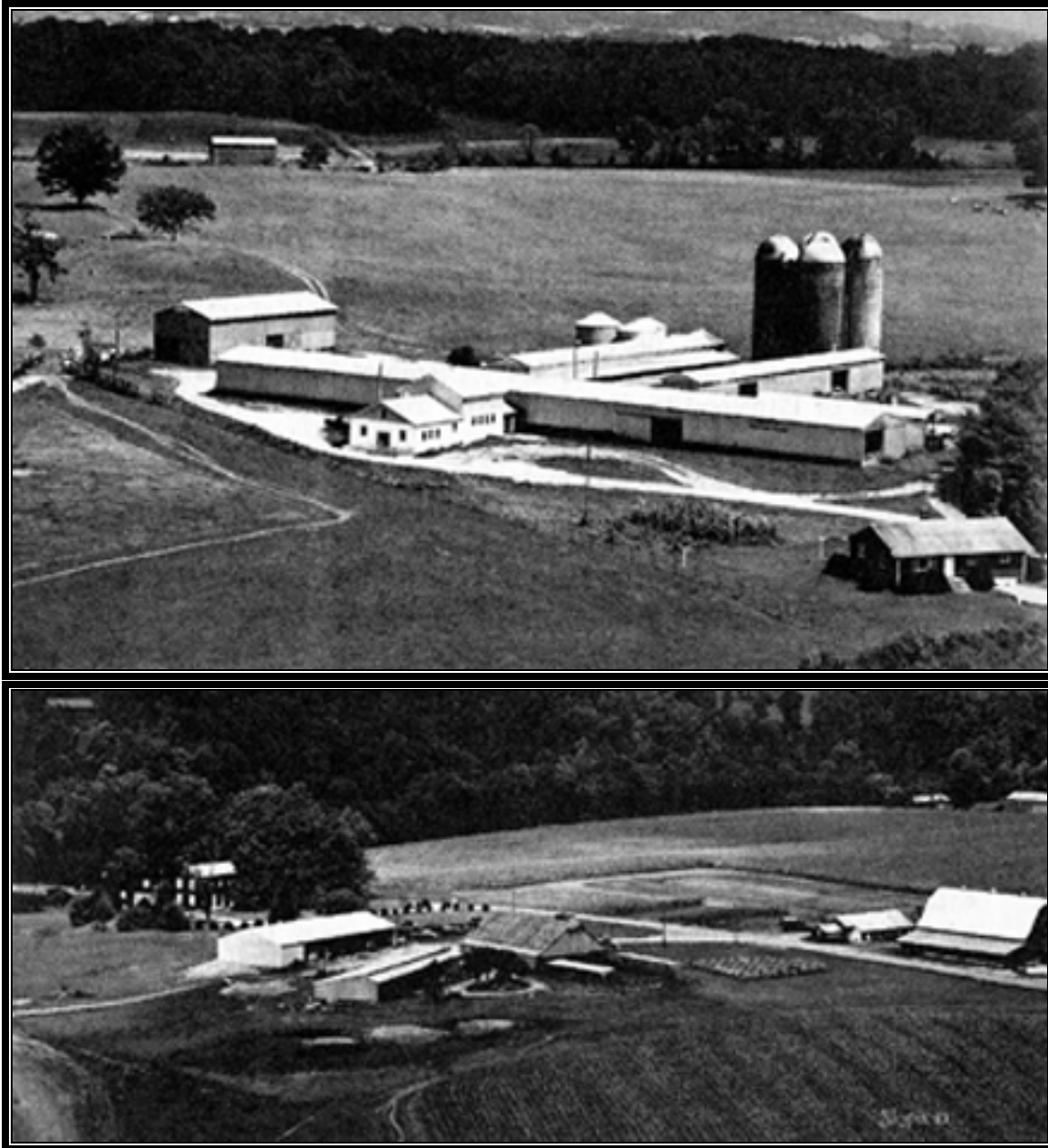


Figure 26. 1987 – Elmwood Farm, the 2nd Oldest Century Farm in Tennessee, has Been in Continuous Operation Since 1777. (Massengill, Clemmer, & Cornett, 1987)

Accomplishments and Awards

Along the way, during his 94-year life, Claudius Clemmer overcame many obstacles that his contemporaries were unable to accomplish. It may have been luck, it may have been skill, but whatever led him along the path to success was quite an accomplishment. He was raised during the

Great Depression, which defeated many people economically and prevented them from achieving success like his. He was a careful investor who managed to turn his income into sizeable enough holdings that he was able to share his money with others.

Business associate Mo Rainey (personal communication, September 1, 2007), who worked with Clemmer for more than 24 years, said, “Once he became successful, he was very benevolent with the rewards he had earned” (p. 1). Rainey went on to say that Claudius:

... accumulated a vast material wealth while on Earth and then made preparation for that to do good – do the public good – after his and Kitty’s demise. There are those who try to do something while they’re here and then when they’re gone, they were forgotten. But, in the case of Claudius, he did it while he was on Earth, and then his good is still going forward. (p. 2)

Claudius Clemmer was extremely generous and made significant contributions to First Presbyterian Church in Kingsport, Tennessee, where he was a member for over 66 years and has also served as a deacon and elder; Holston Presbytery Camp and Retreat Center, in Banner Elk, North Carolina; and East Tennessee State University in Johnson City, Tennessee (Benjamin Clemmer, personal communication, August 28, 2007).

Two of the memberships that Clemmer held for most of his life included the Masons and Rotarians. He joined the Midway-Mosheim Masonic Lodge No. 463 in 1934, when his father, U. M. Clemmer, Sr. was the Worshipful Master; he was awarded a 50-year pin and a free life membership in 1984 – Masonic Lodge 463 was organized on July 2, 1874, by John Larkin Clemmer, Claudius’ grandfather (Clemmer, 1979). He was also a long-time member of the Kingsport Rotary Club of Rotary International and was their “most senior member in both longevity and years served (60)” (Looney, 2005a, p. 1). In addition to his membership in Rotary, he was also a Paul Harris Fellow and held the distinction of having a 22-year period of perfect attendance (Looney, 2005b).

In 1985, Clemmer made a donation to establish the Claudius G. and Katherine Earnest Clemmer Endowment at East Tennessee State University. The endowment, which has been in place for more than 20 years, provides scholarships for “rising juniors, seniors, or graduate students who are preparing for a career in teaching and who have earned a GPA of 2.8 or higher” (ETSU, 2007). During the Campaign for ETSU Tomorrow (ETSU, 1999), during which Claudius served on the Campaign Leadership Cabinet for the ETSU Foundation, he explained his reason for establishing the endowment, “My wife and I formed an endowment to fund scholarships for students who want to become teachers, because we deeply believe that few professions offer the opportunity to guide and inspire others to great achievement that teaching does” (p. 4).

In 1987, Claudius Clemmer received the ETSU Alumni Association Award of Honor. Over the many years of his service as a member of the ETSU Foundation, he was awarded the Foundation’s Margin of Excellence Award, served on the Board of Directors, Investment Committee, and the Campaign Leadership Council. Membership in the Foundation is comprised of up to 500 people, devoted to improving educational opportunities at East Tennessee State University, who are willing to contribute a minimum annual amount.

In 1995, Claudius Clemmer was honored by the ETSU Alumni Association with the award for the Outstanding Alumnus (see Figure 27) (Alumni Association, 2004). He held membership in the ETSU President’s Trust, the *Committee of 1000*, and is listed as a Platinum Society Level I Lifelong Foundation contributor, member of the ETSU Legacy Circle, and contributor to the Challenge 2000 scholarship endowment. On May 10, 2001, he renewed his membership in the ETSU Foundation to carry him through June 30, 2009.



Figure 27. 1995 Outstanding Alumnus – Claudius Clemmer '34. (Alumni Association, 2004)

Clemmer's accomplishments, over the years, with assisting the ETSU Foundation in raising money were exceptional. Specifically, Richard Manahan and Jeff Anderson (personal communication, August 17, 2007) spoke about his efforts to bring the Foundation out of debt. Manahan said, "In 1981, we were about \$250 thousand in the negative balance. Now, we have over \$84 million [positive balance], and Claudius is a major part of that" (p. 1). For the ETSU Tomorrow Campaign, which began in 1999, Manahan said, "We raised over \$106 million during the Campaign and Claudius was a big part of that" (p. 7). Anderson said, "When you had someone of the stature and integrity of Mr. Clemmer, I think his stature and integrity motivated others to support ETSU" (p. 7); Manahan finished the discussion by saying, "He also opened doors for us to talk to people. When people knew Claudius was involved; it was a good thing."

It has been said that Claudius Clemmer's contributions totaling just over \$1 million should not have been sufficient to have the College of Education named in his honor. It seems that most colleges will not talk to a contributor about a naming opportunity for considerably more than \$1 million. After all, there are people who have given more than him and do not have a college, a building, or anything else named for them. This question was met with much discussion during the hour-long interview with Richard Manahan, Vice President for University Advancement, and Jeff Anderson, Associate Vice President for University Advancement and Planned Giving (personal communication, August 17, 2007), as they adamantly denied the claim that he got a "bargain" for his money. Manahan (personal communication, August 17, 2007) said that he was glad the question was asked, because he had heard that before. He explained that Clemmer's contribution was much more than financial:

The naming of the College was beyond just dollars. It also was Claudius Clemmer as an individual and his commitment to students and people, and his involvement as a volunteer effort and being an effective part of growing the Foundation from a negative figure to probably (at that time) about \$64 million... He helped this institution in many, many ways that didn't have anything to do with just dollars... My response to that is that we got the bargain, because we have his name, his legacy, his life, and all the things that he contributed. And, still his family is still involved with this institution. The dollars... people make a big mistake when they just try to put dollars on something – just for dollars. That was not was this is all about; it's beyond the money" (pp. 3-4)

Jeff Anderson said, "That statement neglects to see the whole picture in terms of his service, his involvement, and his family's continued involvement. I would respectfully say that statement just doesn't encompass the totality of his support" (p. 4). It may seem obvious that when a person has a college named for them, it is their greatest accomplishment. On the other hand, Anderson said:

It's all the many accomplishments in business, church, family, and his philanthropy. To me, you take the sum total of all that... that points to probably his greatest accomplishment. I think it was a life that was well lived for others... To live life so well, to share so generously of yourself, of your resources, your service to the university and other philanthropic causes... I would give Mr. Clemmer an A+, with respect to doing that and living life so well for others. And, he did that up until his passing... He did that so well from the time he was a very young man until the time of his passing. (p. 4)

Manahan was greatly influenced by Claudius Clemmer, saying he felt that his most important accomplishment was his family and teaching:

Teaching is how much you love and influence other people, and how much Claudius influenced students, faculty, staff, this institution and beyond, people in his community who had nothing to do with ETSU, his church, and all that. You could just see all that in him – it just radiated... Claudius was very conservative and very compassionate. He was a humanitarian... One of the proudest moments of my life was recommending him to have the College of Education named after him. There are no words that can explain that... There wasn't any question in our minds about who the College of Education ought to be named after... I wouldn't care if they gave us \$10 million. That's just buying your name on something; this is beyond that. It's a lifelong commitment. (pp. 4-5)

Nancy Dishner (personal communication, August 24, 2007), summed up the importance of Clemmer's accomplishment of having the college named in his honor (see Figure 28) by saying,

The name Clemmer on the College of Education is, to me, an incredible legacy. Because you have a name that, in perpetuity, people can look at that name, and say, "I am honored that I am part of that person's life." I think that, that is very special. (p. 5)

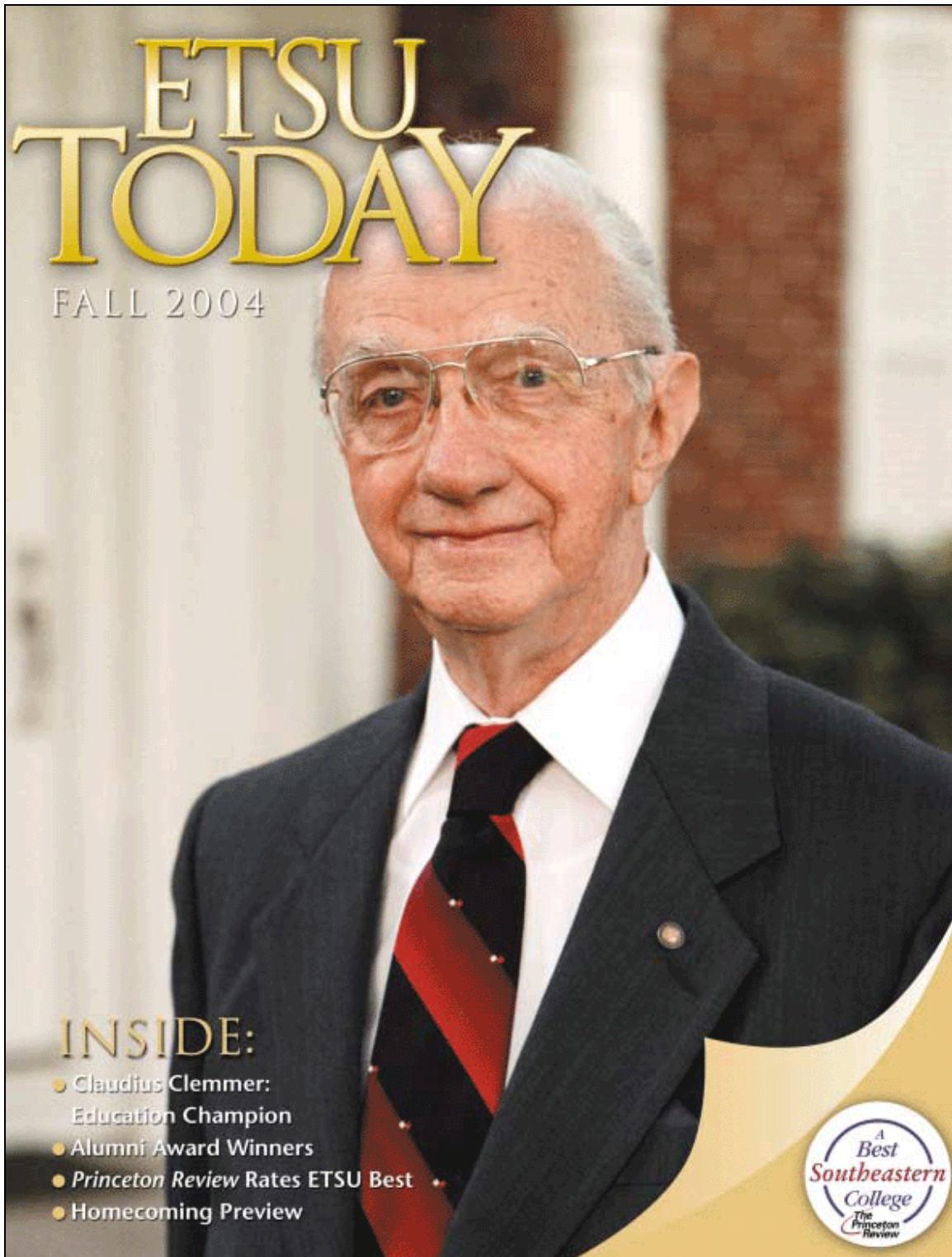


Figure 28. 2004 – Claudius Clemmer is Pictured on the Cover of *ETSU Today University Magazine*, When the College of Education was Named in His honor. (Manahan & Plummer, 2004)

When considering Claudius Clemmer’s accomplishments, it would be short-sighted to ignore his long life. He lived more than 94 years as an extremely productive member of society. Close friend and ETSU associate, Nancy Dishner (personal communication, August 24, 2007) described his longevity:

I believe one of the things he would have been happiest about is to know that he lived into his 90s and never had to be a burden to anyone along the way... I believe, if you could ask him, he would have said, “That was one of the most precious parts of my life. I lived to be 94 years old, and I didn’t burden anybody along the way.”(p. 5)

The final material award bestowed on Claudius G. Clemmer by East Tennessee State University was an Honorary Doctor of Humane Letters (see Figure 29), which was presented on Saturday, May 7, 2005, just over 6 months before his passing.



Figure 29. Claudius Greer Clemmer, Doctor of Humane Letters, and Paul E. Stanton, Jr., President of East Tennessee State University – Commencement on May 7, 2005. (Photo courtesy of East Tennessee State University – University Relations)

Approximately 1 year before his passing, an e-mail attachment was sent to all employees (faculty and staff) at East Tennessee State University. The attachment was the *ETSU Accent: The Faculty-Staff Newsletter of East Tennessee State University*, which comes out every few weeks and is distributed by e-mail. This issue included an article about approval by the Tennessee Board of

Regents for the awarding of an Honorary Doctorate of Humane Letters, and a call to faculty and staff for nominations of worthy individuals. I responded with the nomination of Claudius Clemmer. While certain that was not the only nomination, there was some doubt that his nomination would be approved – after all, how would anyone know if his or her voice was heard? In the months between November and May, there were follow-up e-mails and inquiries as to who would be honored, but no definite answers. After an interminable (almost 6-month) delay, he was awarded the degree. Of the honor, his son (Nic Clemmer, personal communication, August 13, 2007) said:

I don't think he [Claudius Clemmer] had any inkling that he would ever get an honorary doctorate degree... I think he was pleased with that. Dad was getting very frail at that point... It was almost getting too late. It was hard for him to get around. (p. 4)

CHAPTER 5

FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This final chapter reports findings of the research in a question-by-question format, a conclusion as to the importance of the study, and recommendations for further research.

Findings

Each of the six research questions outlined in Chapter 1 was examined and the data analyzed to determine the findings reported here.

What influences during the early life of Claudius Greer Clemmer motivated him to pursue high educational standards?

Claudius Clemmer's father, Uriah Matthews (U. M.) Clemmer, Sr., was brought up in a merchant family and attended Rogersville College, in Rogersville, Tennessee. He learned sales from his father and passed his learning on to his oldest son. U. M. Clemmer, Sr. served in World War I as a registering agent and was a well-respected member of the community who also served as a Constable and Magistrate of the County Court (Clemmer, 1979).

Clemmer's mother, Lucy Lee Greer, was the daughter of a doctor and an excellent student of the well-known Professor Guthrie in Midway, Tennessee. She stressed the importance of an education with each of her children, "...especially since she did not have as great an [educational] opportunity as desired" (Clemmer, 1979, pp. 18-19). His mother was a big believer in education and always felt regret that she did not have the opportunity to attend college, as she had to care for her invalid mother (see Figure 30) (Katherine Clemmer & Mary Clemmer Ruth, personal communication, August 9, 2007).



Figure 30. This Photo From 1963 Includes Lucy Clemmer and Her Children who Attended College. Pictured from left to right: Willie Massengill; Lenore Stanley; George Clemmer; Lucy Clemmer (mother); Martha Grantham; U.M. Clemmer, Jr., Ph.D.; and Claudius Clemmer. (Photo courtesy of Mary Clemmer Ruth)

In addition to having parents who were outstanding role-models, Claudius Clemmer's family was known to have shown their support of education over the years by contributing property for the Clemmer School near Stanley, North Carolina, and Midway Elementary School in Greene County, Tennessee (Clemmer, 1979, 1989). When asked about factors that motivated him to high educational goals, his eldest grandson stated that his grandfather "...was greatly affected by his times. The Great Depression had a huge effect on him... he always believed in education, but [if not for the Great Depression] I don't know that he would have taken it to the level that he did to get his masters and almost to go and get his doctorate" (Ridley Ruth, Jr., personal communication, August 28, 2007). His second grandson described his motivation, "...he was driven to make a difference in his life... He believed in knowledge... He was driven to get a good education because he knew it would make a difference later on in his life... He always desired to learn more" (Lindsley Ruth, personal communication, August 16, 2007).

What influenced Claudius Clemmer's view of education?

Claudius Clemmer's view of education was well known to his family, friends, work associates, and likely everyone who knew him. He was not tolerant of people who did not want to learn, was critical of ignorance, and indicated that, "Those who chose not to learn missed out on life" (Lindsley Ruth, personal communication, August 16, 2007). "Education was always important to Claudius. And, he expressed that to his grandkids and to those who worked with him" (Moyland Rainey, personal communication, September 1, 2007). He was often known to persuade those with less than a complete education to finish, by encouraging them, "Listen, you need to go back and get your GED. That's going to be really important to you down the line" (Melba Davis, personal communication, August 28, 2007).

Claudius Clemmer's view of the value of education and educators was evident in his establishment in 1985 of the Claudius G. and Katherine Earnest Clemmer Endowment in the East Tennessee State University College of Education, which in 2004 became the Claudius G. Clemmer College of Education (see Figure 31). His feelings were clear – education made a difference in his life – and, he is quoted as saying, "I want students to have scholarships and have an opportunity to go to school, which I didn't have" (Richard Manahan, personal communication, August 17, 2007). "Mr. Clemmer expected that, if you had an opportunity for an education, then society had a right to expect good contributions from you as an individual" (Jeff Anderson, personal communication, August 17, 2007). Katherine Clemmer said her husband always felt the members of his family should try to get an education, or they would not get very far – he would say, "You'd better take advantage, if you have it [the opportunity for an education]" (Katherine Clemmer, personal communication, August 9, 2007, p. 12).



Figure 31. Claudius Clemmer Welcomes Students to the Clemmer College of Education at a Reception in His Honor on September 1, 2004. Richard Manahan is shown on the left and Hal Knight is shown on the right in the picture. (Photo courtesy of ETSU)

Most of all, Claudius Clemmer’s view of education can be summed up by saying, “He loved education. He loved little children. He loved knowing that people were being taught... Even though he went off in a totally different life direction, his first love was always education and teaching”

(Nancy Dishner, personal communication, August 24, 2007).

Who were some of the people who influenced Claudius Clemmer and what was the nature of their influence?

First and foremost, Clemmer was greatly influenced by his parents. His father had been raised as the son of a merchant and raised Claudius in the same way. He said, “Dad was the best salesman you had ever seen. He had been trained by his grandfather Uriah Matthews in his grandfather’s store in Dallas, North Carolina. From the time I was large enough to talk, he [U. M. Clemmer, Sr.] started training me to meet the public and to sell” (Clemmer, 1989, p. 11). His father was also a leading member of the community, having been elected Constable of the 19th District in

Greene County and served as Magistrate (member of the County Court) until his death in 1938 (Clemmer, 1979). Claudius' wife, Katherine, also had much influence in his life, as they were married for more than 67 years; she had a great influence on his philanthropy (Ridley Ruth, Jr., personal communication, August 28, 2007).

During his youth, Clemmer spent a great deal of time in Kingsport, Tennessee, with his aunt, Claudia, and uncle, the Reverend Everett O. Woodyard. They had a great influence on his life in many ways. Claudius was named for his Aunt Claudia, his father's sister. His Uncle Everett, who was a Methodist minister, had married her in 1919. Rev. Woodyard established and literally built the Methodist church on Church Circle in Kingsport, Tennessee, for which he was paid \$1 per hour. He worked full-time for approximately seven years on the construction. His weeks were filled with five days of construction, preparation of his sermon on Saturday, and delivering that sermon on Sunday. During the lengthy construction period, Claudius saw his Uncle labor and then, "... put every dollar he was paid right back into the building" (Clemmer, 1993c, p. 1). He attended the dedication of the Woodyard Center on October 17, 1993, and, later, compiled information about his Uncle Everett and his ministry in Kingsport. To show the tremendous influence his uncle had in his life, his tribute concludes with a dedication to the Reverend E. O. Woodyard:

In appreciation for his efforts as churchman, pastor, and builder... Uncle Everett was a brilliant man, a scholar, a good teacher and a good preacher. He helped build many things – character in people as well as structures in brick. He was kind to all, but he was strict in what he thought, and he didn't want you to go astray or do anything wrong. He told me what to do and what not to do when I was there, and I thank him for it, because he was always right in what he said. (p. 2)

It is evident from his writings that Claudius Clemmer was greatly influenced by his teachers. They served as role models for when he began his teaching career. He was especially impressed with

his high school principal, Professor J. D. Self, who also taught him history and Latin. In his writings, whenever he mentioned attending school, he always wrote about the teacher he had and their ability to teach the subject; it was an important aspect of the description of his educational experiences to indicate how well the teacher was able to teach. He also tended to make note of the teacher's method of discipline and how well he or she maintained order in the classroom. He was impressed by the teachers with great ability and noted the inabilities of those who were not as skilled at discipline or teaching (Clemmer, 1989, 1993a, 1993b). It was obvious that he put much emphasis on a teacher's ability to teach effectively, which may have influenced his inclination to contribute to the East Tennessee State University College of Education – to promote better teacher training (see Figure 32).



Figure 32. Teachers Were Always Important to Claudius Clemmer. Pictured here are members of the faculty at East Tennessee State Teachers College when Claudius Clemmer graduated in 1934. (The Chalk Line, 1934)

Claudius Clemmer was a 60-year member of the Kingsport, Tennessee, Chapter of Rotary International: A Global Network of Community Volunteers. His membership with the Kingsport Rotary Club included a 22-year period of perfect attendance, which is an impressive feat (Looney, 2005a). As a member of Rotary, he attended their conventions and had the opportunity to meet James Cash Penney, who "... was a big influence on him in terms of his customer service" (Lindsley Ruth, personal communication, August 4, 2007). Penney had written books about customer service, which reflected Clemmer's views, he lived through the Great Depression, was a Mason, and he was a dairy farmer – they had much in common (James Cash Penney, 2002). In addition to Penney's influence, The Kingsport Rotary Club and Clemmer influenced each other in various ways:

Claudius Clemmer, Kingsport Rotary's oldest member, both in terms of age and tenure, was the embodiment of what it means to be a Rotarian... unassuming but certainly not reserved. He was notably successful but never one to flaunt it. He could drive a hard bargain but was always unequivocally fair... Claudius Clemmer lived the Four Way Test. (Looney, 2005b, p. 1)

The Rotary Four-Way Test (Rotary International, 2005) is a series of four questions that can be considered when Rotarians are concerned with ethical standards in their professional lives:

"Of the things we think, say or do:

1. Is it the TRUTH?
2. Is it FAIR to all concerned?
3. Will it build GOODWILL and BETTER FRIENDSHIPS?
4. Will it be BENEFICIAL to all concerned?"

It can be said that Claudius Clemmer was influenced by everyone who came into his life in one way or another, "Everyone that came into his life played a role in who he was, but he was his

own man making his own decisions every step of the way” (Lindsley Ruth, personal communication, August 16, 2007).

What are aspects of the character of Claudius Clemmer that contributed to his philanthropy?

From an early age, Claudius Clemmer’s father, U. M. Clemmer, Sr. taught his son to be moderate in his collections from widows, orphans, and the hungry. This lesson taught him to be generous and understanding in his business dealings, a trait that carried over into his philanthropy. As he was raised in the Lutheran Church and joined the Presbyterian Church after his marriage, he was known to follow the guidelines of his faith by tithing and being generous with his time, talents, and finances – this practice also taught him to be generous in all aspects of his life. Members of his family indicated that his religious practice contributed to his philanthropy, “...some of that comes from being Presbyterian and that you are supposed to do that – to be a good Christian, you are supposed to give so much back to the Church and the community. So, I think that was a major influence in his gifting...” (Ridley Ruth, Jr., personal communication, August 28, 2007, p. 1), and writing that he gave because he believed in an organization or its purpose, “...he was a devout Presbyterian who believed in giving a certain percentage away” (Lindsley Ruth, personal communication, August 16, 2007, p. 1).

In 1985, the Clemmer’s established the Claudius G. and Katherine Earnest Clemmer Endowment in the College of Education at East Tennessee State University. He was always thankful to ETSU for having given him the opportunity to go to college (see Figure 33). That thankfulness was expressed by Clemmer in this excerpt from an East Tennessee State University (1999) fundraising video:

In forming the endowment... well, I knew ETSU needed money. So we decided that we would fund a trust fund, and we put ETSU in it. And, at our death, they’ll get that, and

maybe even more. Because they took me, with almost no money, and let me go to school and let me get a BS Degree, and I appreciate it. (9:11 minutes)

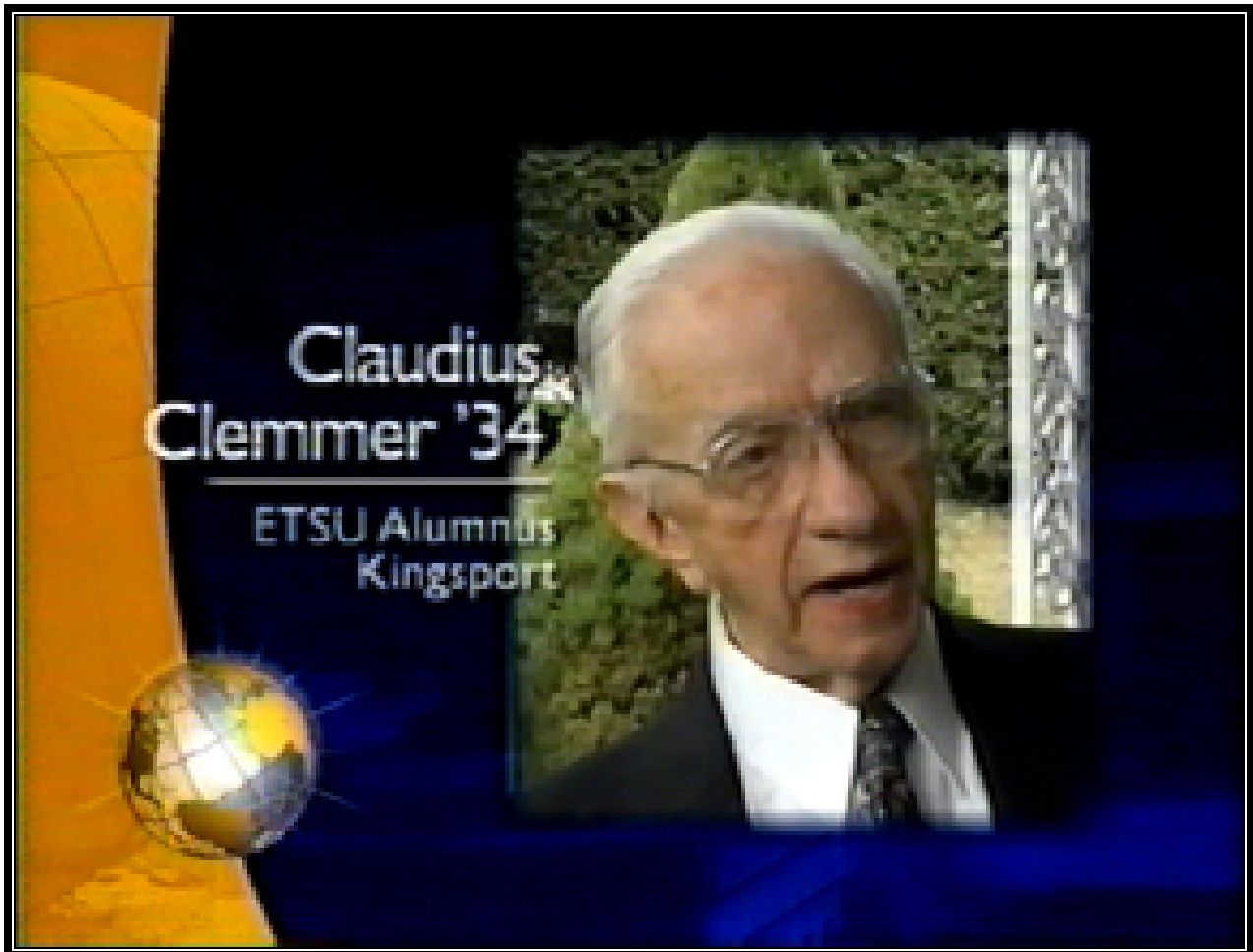


Figure 33. This Image is From the *Campaign for ETSU Tomorrow* Video Where Claudius Clemmer Explained His Reason for Forming the Claudius G. and Katherine Earnest Clemmer Endowment. (East Tennessee State University, 1999)

Regarding Claudius Clemmer's philanthropy, Nancy Dishner (personal communication, August 24, 2007), former ETSU Vice Provost for Undergraduate Admissions and long-time friend, noted:

Some people do it [become a benefactor] because they want the recognition. Some people do it because they want their name on something... because they want the tax write-off, because they want something else. Claudius is in that special category of donor that gave

because he knew it was the right thing to do. He gave back because he knew that was what we are supposed to do – we’re supposed to give back. That fulfilled something in him – I have no doubt about that – but, it was as near a selfless act as I think you could get from anyone... I think what he did in his philanthropic spirit was... he did it because it was an act of the heart. It wasn’t an act of “I’ve got this money and I want a tax write-off.” “I’ve got this money and I need to have my name on something.” That was never his intent in his life. I truly believe it was a pure intent of, “I need to give back...” because he believed in education, so, so deeply. (p. 2)

Claudius Clemmer was known to be very modest in his life, which allowed him to be generous in his giving, “...it was easy for him to give because he had little use for money. What I mean is that he never spent very much on himself... he lived a simple life when he had little or had plenty. Like others have said, he capped his spending and saved very well. He had a simple life...” (Andrew Clemmer, personal communication, August 24, 2007, p. 1). It may be best stated by Rev. Beth Yarborough (personal communication, August 31, 2007), whose characterization of his money as a blessing, explains why she believes he was generous:

...he made a lot of money, but didn’t live like he had made a lot of money. They lived pretty average. I was always impressed by that. But, he gave a lot away and was always generous with his money. But, I think he always thought about what he earned – got through the stock market, or whatever – as a blessing, and not as something he had done, or anything other than that. It was a surprise and he never felt entitled, he never felt that he deserved anything, particularly. It was just, “This is a nice surprise; this is a blessing.” (p. 1)

What are the perceptions of Claudius Clemmer’s family, friends, and associates regarding his life and his work?

The most frequently told story of Claudius Clemmer’s life and work concerns his first job as a teacher in the one-room Pineoba School. The stories vary somewhat, but the essence is that he worked the first part of the school year for a regular salary and, when the county ran out of money, he chose to continue working for the rest of the year without pay (Clemmer, 1993b). Mrs. Clemmer recounted that, even though times were difficult, and he was living with his parents and helping out in the store before and after school, he stated, “I would hate to quit... well, those children that I had. They wouldn’t have anybody to teach them” (Katherine Clemmer, personal communication, August 4, 2007, p. 6). The story is told often, by almost everyone interviewed, and usually in response to questions about how he lived and worked; it is an excellent example of his life and work. His four grandsons spoke at his memorial service, and each had a different story to tell about his life and work. One of the most important points made was the focus of his third grandson’s words (Andrew Clemmer, personal communication, November 22, 2005):

The true point of the story was more than just generosity. It was about passion and commitment for education... And, it was very evident for the rest of his life in his impact, commitment, and passion for education... What I’ve learned from Claudius is that the measure of a man is not his own individual success, but moreover the success he brings to his family and community through his acts of generosity, service, and selfless actions. (p. 4)

Claudius Clemmer was very focused on the needs of his customers and how to serve them best – his customers were not always associated with his business; his students were also his customers, and he focused on what he could do to serve both groups. The story of his first teaching job is only one of the many stories circulating about how he lived and worked. Through his years at Jefferson Sales, in Kingsport, Tennessee, he was so intent on his customers that his home phone

number was printed in the phone book, below the main listing for Jefferson Sales, with the line, *If no answer, call...* (Nic Clemmer, personal communication, August 13, 2007). Clemmer ran his business by focusing on the customer – there were no mottos hanging on the wall proclaiming the customer is first – “They just did it” (Nic Clemmer personal communication, December 15, 2006, p. 3). “To him, I don’t think working was ever about earning money. I think it was more about how he could help people. What could he do to provide a service and make others feel something that they needed to feel? All of his careers, all of his stories that he would tell us... they all seemed to have a similar theme” (Benjamin Clemmer, personal communication, November 11, 2005, p. 5).

Empowerment was an important aspect of Claudius Clemmer’s life and work. Even in their teens, family members who worked at Jefferson Sales told of their experience of being empowered to provide the same service that he would give, if he were personally helping the customer. On this subject, Clemmer’s son said, “Well, that’s what Dad would do. Nobody asked; I just did it (and that was as a summer high school helper)” (Nic Clemmer, personal communication, August 13, 2007, p. 1).

Claudius Clemmer was a generous, ethical man in his personal as well as business life. His grandson said, “... [He] was careful about over-spending... in his business... [during] the winter months [there] was nothing to do.... But, he never laid-off anyone. He kept everyone on the payroll... He was always concerned about his employees” (Ridley Ruth, Jr., personal communication, August 28, 2007, p. 4). Another of his grandsons was impressed by Clemmer’s ability to live simply, stating that a simple life made it easy for him to be generous with his earnings, “... he had little use for money... he never spent very much on himself... he lived a simple life when he had little or had plenty... He had a simple life” (Andrew Clemmer, personal communications, August 24, 2007, p. 1).

Someone who may have known Claudius Clemmer as well as his family was his office assistant, Melba Davis (personal communication, August 28, 2007), who began working for him in June of 1965; they worked together 40 years, “I thought of a word that reminds me of Mr. Clemmer, and that’s respect... that’s what people had for him. They had a very high regard for him. What he told you, you could pretty well bank on” (p. 2).

When I think of Mr. Clemmer, I think of a very honest person. He was a very religious person who worked in his church just as hard as he did here or on the dairy farm or anywhere. He just went at it with zeal and enthusiasm; I respected him for that. He was a very, very good Christian person. I think that’s why he treated people so well. He treated them kind of like he wanted to be treated. (p. 4)

Claudius Clemmer was a very humble and modest person. His office at Jefferson Sales was very utilitarian with cinderblock walls, a concrete floor, and a grey steel desk. Even the walls were bare – he didn’t display his degrees, his sales awards, photos of his family, or customer service motto posters. He did not spend much time in his office (Nic Clemmer, personal communication, August 13, 2007). “I think it was just all business with him. He didn’t mix business and pleasure... He was a very humble person” (Melba Davis, personal communication, August 28, 2007, p. 7). A prime example of his modesty came when the Tennessee Board of Regents voted to name the College of Education at East Tennessee State University in his honor, and he said, “It’s perfectly good to know, but I wonder whether I really deserve it” (Watson, 2004). Clemmer’s son did not believe his father’s intent in giving money to ETSU was to have a college named for him – that was likely someone else’s idea. He said, “I don’t think he ever gave any money to the university thinking, ‘I want my name on this building.’ And, I don’t think he had any inkling that he would ever get an honorary doctorate degree” (Nic Clemmer, personal communication, August 13, 2007, p. 4).

The Rev. Beth Yarborough (personal communication, August 31, 2007) recounted an experience she had while riding in the car with Claudius and Katherine Clemmer. He was driving around a curve a bit too quickly and Kitty told him he was going too fast. Referring to that comment, Rev. Yarborough said, "...that really was how he lived his life. I don't think he slowed down until he absolutely had to. The curves didn't slow him down; he just forged ahead" (p. 1).

A final example of how Claudius Clemmer lived and worked can be found in a story re-told by his grandson (Benjamin Clemmer, personal communication, August 28, 2007). The story is from approximately 1930, when he was attending the University of Tennessee in Knoxville. There was no room for him to stay in the dormitory, so he found a room in a home near the campus:

Granddad felt bad for the lady so he would help out around the house, stoke the fire and carry in all the firewood for the stove. One day he was in the garage and saw her old car, just nasty dirty, as I don't think she used it very much. He told her that he would clean it for her. She said don't bother, it was my husband's and I don't really drive it anymore. He spent all night washing, then waxing, and polishing that car. In the morning she came out and saw it in the yard, and he said she broke down and cried that she hadn't seen it so shiny in years. She then asked if she could pay him for the work, and he refused. "Just glad to help you out," he said. (p. 3)

Who were some of the people who were influenced by Claudius Clemmer and how were they influenced?

When considering the question of Claudius Clemmer's influence, it may be easier to think about who was not influenced by him, rather than who he influenced, as he seems to have affected almost everyone he met. At the First Presbyterian Church of Kingsport he served as an Elder and a Deacon (David Cagle, personal communication, November 22, 2005). At the Holston Presbytery Camp & Retreat Center, he and his wife were said to have "saved the camp" (Gilmer, 2005, p. 18).

At Jefferson Sales, he was known as “an industry pioneer” (Claudius, 2003, p. 1) who made a difference in people’s lives in different ways. While many people learned the technical aspects of the business from Clemmer...

... there were those of us who saw some things in Claudius that we didn’t like... after all, I was associated with him for over 24 years... so, I tried to take those things and learn from it, as well. And, we talked about that, on occasion. Our difference in how we viewed an employee. The difference is that... when kids needed to go to camp, he made sure those kids went to Holston Presbytery Camp – he made a difference in those kid’s lives. There were kids who needed scholarships to go to college – they got it. Education was always important to Claudius. And, he expressed that to his grandkids and to those who worked with him. There is no question he had an impact on many people, both in the business world and in his civic involvement. (Moyland Rainey, personal communication, September 1, 2007, p. 2)

Claudius Clemmer was known for his attitude of hard work. Mary Ruth (personal communication, August 9, 2007) said that her father worked hard, but he said, “I have been outsmarted... outclassed in the work area, because Mo Rainey works even harder than I do” (p. 2). He said that Mo was one of the hardest working people he knew – but, he would never have told Mo that, even though he would have been pleased to hear it.

In the Claudius G. Clemmer College of Education at East Tennessee State University, Clemmer is known as a role model, “... a perfect example of what we want our students to be” (Hal Knight, as quoted in Watson, 2004b, 2004c), and a benefactor who, together with his wife, established the Claudius G. and Katherine Earnest Clemmer Endowment (see Figure 34). During his lifetime, Dr. and Mrs. Clemmer’s contributions to the ETSU Foundation exceeded \$1 million (Watson, 2004b, 2004c). During his work on the ETSU Tomorrow Campaign, the Foundation

raised \$106 million, where his involvement opened doors and motivated others to support ETSU, “Claudius was a big part of that... when people knew Claudius was involved, it was a good thing” (Richard Manahan & Jeff Anderson, personal communication, August 17, 2007, p. 7).



Figure 34. Claudius Clemmer and Jeff Anderson, JD., Pause for a Congratulatory Remark When the East Tennessee State University College of Education was Re-Named the Claudius G. Clemmer College of Education in April, 2004. (Photo courtesy of East Tennessee State University)

Since its establishment in 1985, the Clemmer Endowment has provided scholarships to more than 100 upcoming junior, senior, and graduate students preparing for a teaching career (ETSU, 2007). ETSU Foundation accounting records, which are available since 1993, show that just over \$100 thousand in scholarships have been awarded to Clemmer Scholarship recipients (Jeff Anderson, personal communication, October 3, 2007). Martha Collins (personal communication, August 27, 2007), who was Dean of the College of Education during most of the 27 years since establishment of the endowment, said that the Clemmer scholarships provided yearly awards of between \$300 and \$1,000 each.

Scholarships are not the only way Claudius Clemmer has impacted the lives of students. While teaching at McDonald High School in 1936, one of his students showed great potential. As a result, he approached the young man’s family, convinced them to send their son to East Tennessee

State Teacher's College (currently ETSU), personally enrolled him, and found him a place to live near the college. After his graduation from ETSTC, the man taught in Greene County, Tennessee, for 51 years (Nic Clemmer, personal communication, August 13, 2007; Watson, 2004b, 2004c).

While great numbers of his students were influenced by Claudius Clemmer, during his half-Century of work in sales, he affected the lives of countless customers and business associates (see Figure 35). He was known to take customer's calls at home during evenings and weekends, as his children recounted stories of their father helping customers when the workday was over. They told about when their father sometimes stopped at Jefferson Sales on the way to church on Sunday morning to put a pump part in a paper bag outside the door of the business for the customer to pick up. There was no worry of getting paid, as he and his customers had a trusting relationship. Nic Clemmer (personal communication, December 15, 2006, p. 3) said, "I was thinking... How many times could you call the president of Lowe's and ask him to open up the store? Or, even some local hardware store?"



Figure 35. Claudius Clemmer is Pictured with a 1948 Goulds Series G Jet Pump that He Sold and Remained Operational in 2003. (Photo by Jim Flanders) (Emerine, 2003)

Claudius Clemmer's grandsons voiced their admiration for their grandfather in many ways (see Figure 36). His first grandson, Ridley Ruth, Jr. (personal communication, August 28, 2007) said he had a great life and was a hard worker who was honest and enjoyed the simple things in life; he loved being around people and they loved being around him. Ridley, Jr. (personal communication, November 22, 2005) learned a lot from his grandfather, "... and by living by his motto of hard work and honesty, I have found my own success" (p. 1).

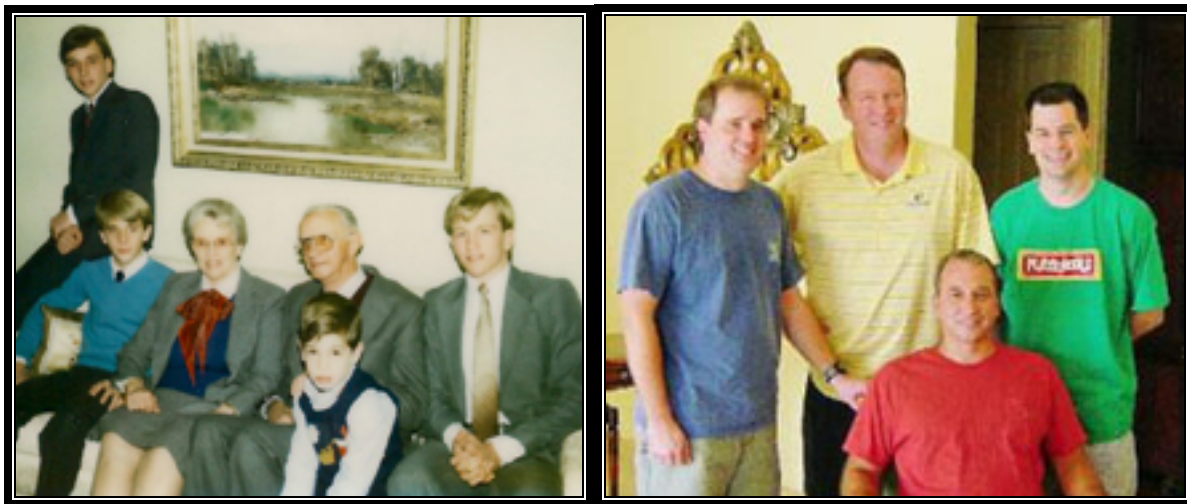


Figure 36. Claudius and Kitty Clemmer with Their Four Grandsons in 1986 and 2007. Pictured Left to right: Ridley Ruth, Jr.; Andrew Clemmer; Kitty and Claudius Clemmer; Benjamin Clemmer; and Lindsley Ruth in 1986; (standing) Andrew; Lindsley; Benjamin; and (seated) Ridley, Jr. in 2007. (Photos courtesy of Mary Clemmer Ruth)

Lindsley Ruth (personal communication, November 22, 2005), his second grandson, spoke of his grandfather as a great teacher and a great man who was "an inspiring leader within his family, the community, and throughout his professional life... whose actions spoke much louder than his words. But, he also managed to use his words to convey meaning in simple terms" (p. 2).

Andrew Clemmer (personal communication, August 24, 2007), Claudius Clemmer's third grandson, wrote that he thought nearly everyone was influenced by his grandfather, "I think you will conclude this when you interview everyone who knew him... he influenced different people in different ways" (p. 2). At his memorial service, Andrew (personal communication, November 22,

2005) said, "... what I've learned from Claudius is that the measure of a man is not his own individual success, but moreover the success he brings to his family and community through his acts of generosity, service, and selfless actions" (p. 4).

Benjamin Clemmer (personal communication, November 22, 2005), the fourth and youngest grandson, said that he shared more characteristics in common with his grandfather than the others, including a love for "lesser known facts" (p. 5) and a wry sense of humor:

... my granddad helped teach me the more important traits in life – those of honor, integrity, and most importantly selflessness – giving to others. One of the strongest lessons I've learned is that of how to be selfless. He never directly tried to teach you anything... it was more of the examples he led – following the man in those shoes... he left some really big shoes. (p. 5)

Benjamin wrote that he was proud to meet former Clemmer students who had learned math from his grandfather at Dobyns-Bennett High School, and recounted his own attendance at the school. Claudius Clemmer began at DB as a teacher, quickly became the school's Business Manager, and was eventually also given the job of Athletic Director. During his 10-year tenure, he managed to turn the school's business debt around so they eventually made money on athletics. He told the principal that the students should be admitted to all the games for little or no money and created the student pass, which is still in place today. He also proposed that "... they [should] build a bigger stadium and sell season tickets so that all the revenue came in at once before the season started, thus you wouldn't have to worry week to week about as many ticket sales" (Benjamin Clemmer, personal communication, August 28, 2007, p. 3). Benjamin also wrote that, "I think that he really took that job title and created the entire department and what a lot of it is today he started" (p. 3).

Richard Manahan (personal communication, August 17, 2007), East Tennessee State University Vice President of University Advancement (see Figure 37), considered Claudius Clemmer

a mentor and described him as a person of high character and quality who had a great influence in more than education, "... in just about everything I do... He was a master" (p. 1). Manahan referred to him as a humanitarian, saying it was one of his proudest moments to recommend that the college be named in his honor, "There are no words that can explain that. There wasn't any question in our minds about who the College of Education ought to be named after" (p. 5). "He's a major part of the history of this institution [East Tennessee State University]" (p. 7).



Figure 37. Claudius Clemmer at the Tennessee Board of Regents Meeting in April, 2004. Pictured from left to right (foreground): Hal Knight, Claudius Clemmer, Richard Manahan; Paul Stanton is shown in the background. (Photo courtesy of East Tennessee State University)

Nancy Dishner (see Figure 38), long-time friend and university associate of Claudius Clemmer, agreed that he mentored many people in a "quiet, beautiful way" and characterized him as a "sweet, gentle spirit" (personal communication, August 24, 2007, p. 5). He visited her often, sometimes talking for an hour or more. Of those visits, she said she always felt she was a better person afterwards, "It was almost a spiritual kind of thing with me. I felt like I was with my guru for

a little while. There's no doubt about it; he was one of my very special mentors" (p. 4). When asked what she thought was his most significant contribution, Dishner said:

It doesn't matter how much money we have in our bank account, it's that we made a difference in the life of a child... I think Claudius did some of that... There were just people on his way whose lives were touched, and when he touched your life, you didn't ever forget him. (p. 3)



Figure 38. Nancy Dishner at East Tennessee State University (Photo courtesy of East Tennessee State University)

Kabira Madani (personal communication, August 9, 2007) is originally from Morocco (see Figure 39). She came to the United States after her marriage to an Iranian engineer. When she came to the U.S. approximately 10 years ago, she had a difficult time. Kabira thought it would be like “heaven or something,” (p. 20) but her life changed “from bad to worse!” (p. 20). She was not allowed to go out or visit with anyone – “she was almost kept a prisoner” (Mary Ruth, personal communication, August 9, 2007, p. 21) – did not know English, because she was not allowed to speak with anyone or her husband would relocate them, and did not know about America, because she was not allowed to watch television or listen to the radio. After 3 ½ years, Kabira said, “I got

away from him” (p. 21). She said, “I met with Mr. Claudius and Mrs. Kitty, and I felt like I knew them before, like a long time” (p. 21). Of the experience, Kabira spoke from her heart when she said, “I started with them and my life from zero... and that’s the time that I feel like I am in [the] United States. I just... they were very supportive of me, and... mentally, financially, everything” (p. 21). Kabira refers to Kingsport as a “holy town” (p. 20), because it is where her life began, and said of Claudius Clemmer... “He was like a Dad” (p. 22).



Figure 39. Kabira Madani is Pictured in Kitty Clemmer’s Home at Remington House in Kingsport, Tennessee, August 9, 2007. The chair and loveseat were made from a walnut tree that was grown on Elmwood, Kitty’s home place. Claudius Clemmer courted Kitty on this loveseat. (Photo courtesy of the author)

Conclusion

A primary conclusion leads me to believe that Claudius Clemmer had either achieved or was as close to self-actualization as possible. Abraham Maslow’s *Hierarchy of Needs Theory* outlines five levels of basic need: (a) the individual’s physiological needs, (b) safety and security needs, (c) love and belonging needs, (d) esteem needs, and (e) self-actualization (Maslow, 1973; Merriam & Caffarella, 1999; Wlodkowski, 1999). Merriam and Caffarella distinguish self-actualization, “This final need can be seen in a person’s desire to become all that he or she is capable of becoming” (p.

257). Boeree (2004) reports that individuals progress successively through each level of needs, until they accomplish self-actualization, where, "... only a small percentage of the world's population is truly, predominantly, self-actualizing" (p. 4).

Maslow's (1973) description of self-actualization fit Clemmer perfectly. While I was logically considering that he had accomplished self-actualization, it was expressed first by his son:

If you are familiar with Maslow's theory, you know that the highest need is self-actualization. I saw a lot of that in Dad. I think that is what he was progressing to. I think he had reached that level, as far as I understand it. I try to define that as being all that you can be. I think, in that respect, Dad had probably reached that level. (Nic Clemmer, personal communication, August 13, 2007, p. 4)

Later, the possibility that Clemmer was a self-actualized individual was explored during an interview with his long-time friend and East Tennessee State University associate, Nancy Dishner, when she expressed her interpretation of his life related to the concept of self-actualization (personal communication, August 24, 2007):

I think that one piece of self-actualization is... Claudius also saw the value... enjoyed, and saw the value in sharing his story. He didn't do it to brag. You never, ever had that sense... it was never done in a bragging manner; it was simply done as, "Listen up and maybe this will help you..." "If you will listen, it may help you think about your life." I think that is part of self-actualization, when we realize that we have a responsibility beyond ourselves, and he definitely had that criterion. He knew he had a responsibility beyond himself, and he measured up in that regard. (p. 5)

Recommendations for Further Research

After examining available documents and interviewing or corresponding with a great number of informants, I have determined that there is still much to learn about Claudius G. Clemmer. As he

outlived most of his siblings and lifelong acquaintances, along with a good number of his students, there are very few people left to interview who knew him when he was young. Additionally, there has been virtually nothing published about his life, other than a scant number of newspaper articles. It can be difficult to find published information about people who, though significant in their contributions to the community, are nonetheless private individuals. It is somewhat easier to compile research data on public persons whose lives have been explored and exposed to scrutiny.

More research is needed on significant private individuals who can be found in communities, large and small, throughout the world. These are people who impact the lives of those around them in small, yet consistent ways. Timbs (2003) wrote that educational biographies can inspire and motivate the reader. He wrote:

Educational biographies from a wide geographic area need to be completed, including those from residents of both rural and urban areas. Biographies focused on residents of different areas of the nation should be considered for study as well. In addition, subjects from similar time periods need to be selected so that a cross-comparison study can be undertaken.

Especially in rural communities that are so interconnected, personal narratives can become an important tool in not only motivation and inspiration, but also in the efforts to preserve local history.

Each person has a story to tell, and those stories are unique. From that uniqueness, though, come the truest indications of who we are as people and as learners. When this uniqueness spans a lifetime, the lessons are numerous and invaluable. (p. 163)

Turner (1921) advanced the Frontier Thesis of American history, which characterized the people of the Alleghany Mountains, a part of the Appalachian Region, as the first Western frontiersmen, "In a word, the unchecked development of the individual was the significant product

of this frontier democracy” (p. 254). That historic contribution to American Westward expansion is an important aspect of the Appalachian people and should be researched further.

The stereotypical opinion about many people living in the Appalachian Region can be negative at times, with those in other parts of the country sometimes referring to members of Appalachia as “hillbillies” or “country hicks.” This is very apparent in the media where actors like Andy Griffith and Don Knotts, of *Andy of Mayberry* fame, and Buddy Eason and his fellow actors, from *The Beverly Hillbillies*, sustain the stereotypical behavior in the name of comedy (at the distinct expense of well-educated people of the Appalachian Region). More research should be conducted and published on significant private individuals from this part of the country, which demonstrates to the rest of the nation their great contributions. Research of this caliber will also be helpful in providing an important window on the Appalachian area.

An area in question, which would be interesting to learn about, while it is not crucial to this dissertation, concerns Claudius Clemmer’s investment strategies. His family and broker agree that he was skilled in following his portfolio holdings, but contend that he followed the advice of the experts when it came to investing, while he gave the impression to his friends and associates that he was the expert. Additional research that examined his investment strategies may clarify his methods and be useful to other investors.

Much of what has been presented in this dissertation was found in unpublished manuscripts written by Clemmer or provided by his family (see Figure 40) and friends. If further research was expanded to include data on his family, it would necessitate verification of his unpublished statements with corroboration from historical and public records, which would primarily involve ancestry, land, holdings, and specific dates of events.



Figure 40. Family Picnic at the Home of Nic and Jenny Clemmer in Kingsport, Tennessee – August 4, 2007. Pictured left to right: Sheila Pedersen Smith, Katherine Earnest Clemmer, Mary Clemmer Ruth, and Nicholas Earnest Clemmer. (Photo courtesy of Mary Clemmer Ruth)

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APPENDICES

APPENDIX A

PERSONAL COMMUNICATIONS

- Anderson, Dr. Jeffrey W. (2007, August 17). *Interview in Dr. Manaban's office at East Tennessee State University in Johnson City, Tennessee*. [Digital and Video recording – 54 minutes]. Transcribed by Sheila P. Smith. Dr. Anderson is the Associate Vice-President for University Advancement at East Tennessee State University.
- Anderson, Dr. Jeffrey W. (2007, October 3). *E-mail communication concerning the Clemmer Endowment*. [E-mail document]. Dr. Anderson is the Associate Vice-President for University Advancement at East Tennessee State University.
- Blevins, Kim S. (2005, May 2). *E-mail communication concerning the selectee for an honorary doctorate at East Tennessee State University*. [E-mail document]. Ms. Blevins is the Office Manager in the Office of the Provost and Vice President for Academic Affairs.
- Cagle, Rev. David A. (2005, November 22). *Remarks from Claudius Clemmer's memorial service at First Presbyterian Church in Kingsport, Tennessee*. [Cassette recording – 6 minutes]. Transcribed by Sheila P. Smith. Rev. Cagle was the minister at Claudius Clemmer's memorial service.
- Clemmer, Andrew. (2005, November 22). *Remarks from Claudius Clemmer's memorial service at First Presbyterian Church in Kingsport, Tennessee*. [Cassette recording – 25 minutes]. Transcribed by Sheila P. Smith. Mr. Clemmer is the third grandson of Claudius and Katherine Clemmer.
- Clemmer, Andrew. (2007, August 24). *Interview via e-mail from Mr. Clemmer's home in Simpsonville, South Carolina*. [E-mail document – 912 words]. Mr. Clemmer is the third grandson of Claudius and Katherine Clemmer.
- Clemmer, Benjamin. (2005, November 22). *Remarks from Claudius Clemmer's memorial service at First Presbyterian Church in Kingsport, Tennessee*. [Cassette recording – 25 minutes]. Transcribed by Sheila P. Smith. Mr. Clemmer is the fourth grandson of Claudius and Katherine Clemmer.
- Clemmer, Benjamin. (2007, August 28). *Interview via e-mail from Mr. Clemmer's home in Knoxville, Tennessee*. [Microsoft WORD document – 2,176 words]. Mr. Clemmer is the fourth grandson of Claudius and Katherine Clemmer.
- Clemmer, Katherine E. (2007, August 4). *Interview at the home of Nic and Jenny Clemmer in Kingsport, Tennessee*. [Digital recording – 26 minutes]. Transcribed by Sheila P. Smith. Mrs. Clemmer is the widow of Claudius Clemmer.
- Clemmer, Katherine E. (2007, August 9). *Interview at the home of Kitty Clemmer in Kingsport, Tennessee*. [Digital and Video recording – 78 minutes]. Transcribed by Sheila P. Smith. Mrs. Clemmer is the widow of Claudius Clemmer.

- Clemmer, Nicholas E. (2006, December 15). *Interview at the home of Nic and Jenny Clemmer in Kingsport, Tennessee*. [Digital recording – 108 minutes]. Transcribed by Sheila P. Smith. Mr. Clemmer is the son of Claudius and Katherine Clemmer.
- Clemmer, Nicholas E. (2007, August 13). *Interview at the Oasis Coffee Shop in Johnson City, Tennessee*. [Digital recording – 81 minutes]. Transcribed by Sheila P. Smith. Mr. Clemmer is the son of Claudius and Katherine Clemmer.
- Collins, Dr. Martha D. (2007, August 27). *Interview at Dr. Collins' office at East Tennessee State University in Johnson City, Tennessee*. [Digital recording – 18 minutes]. Transcribed by Sheila P. Smith. Dr. Collins is a professor and former Dean of the Claudius G. Clemmer College of Education at East Tennessee State University.
- Davis, Melba. (2007, August 28). *Interview at Mrs. Davis' office at Jefferson Sales South in Kingsport, Tennessee*. [Digital recording – 50 minutes]. Transcribed by Sheila P. Smith. Mrs. Davis is the assistant office manager and worked with Claudius Clemmer for 42 years.
- Dishner, Dr. Nancy L. (2007, August 24). *Interview at Dr. Dishner's office in Greeneville, Tennessee*. [Digital recording – 37 minutes]. Transcribed by Sheila P. Smith. Dr. Dishner is the former Vice Provost for Undergraduate Admissions at East Tennessee State University.
- Dishner, Harold. (2007, August 24). *Interview at Mr. Dishner's office in Johnson City, Tennessee*. [Digital recording – 35 minutes]. Transcribed by Sheila P. Smith. Mr. Dishner is a long-time friend of Claudius and Katherine Clemmer.
- Grant, B. C. (2007, August 28). *Interview via e-mail from Mrs. Grant's home in North Carolina*. [E-mail document – 193 words]. Mrs. Grant is a second cousin of Claudius Clemmer.
- Grant, B. C. (2007, September 10). *Story told via e-mail from Mrs. Grant's home in North Carolina*. [E-mail document]. Mrs. Grant is a second cousin of Claudius Clemmer. The story was told by Claudius Clemmer's second cousin, Marianna Gamble Bloomer.
- Knight, Dr. W. Hal. (2007, March 2). *Interview at Dr. Knight's office at East Tennessee State University in Johnson City, Tennessee*. [Digital recording – 40 minutes]. Transcribed by Sheila P. Smith. Dr. Knight is the Dean of the Claudius G. Clemmer College of Education at East Tennessee State University.
- Madani, Kabira. (2007, August 4). *Interview at the home of Nic and Jenny Clemmer in Kingsport, Tennessee*. [Digital recording – 26 minutes]. Transcribed by Sheila P. Smith. Ms. Madani is the caretaker of Claudius and Katherine Clemmer.
- Madani, Kabira. (2007, August 9). *Interview at the home of Kitty Clemmer in Kingsport, Tennessee*. [Digital and Video recording – 78 minutes]. Transcribed by Sheila P. Smith. Ms. Madani is the caretaker of Claudius and Katherine Clemmer.
- Manahan, Dr. Richard A. (2007, August 17). *Interview in Dr. Manahan's office at East Tennessee State University in Johnson City, Tennessee*. [Digital and Video recording – 54 minutes]. Transcribed by Sheila P. Smith. Dr. Manahan is the Vice-President for University Advancement at East Tennessee State University.

- Porter, Marcia. (2007, September 8). *Telephone message from Ms. Porters office at Merrill Lynch in Kingsport, Tennessee*. [Digital recording – 3 minutes]. Transcribed by Sheila P. Smith. Ms. Porter was Claudius Clemmer’s broker for many years at Merrill Lynch.
- Rainey, Moyland. (2007, September 1). *Interview via telephone at Mr. Rainey’s home in Georgia*. [Digital recording – 28 minutes]. Transcribed by Sheila P. Smith. Mr. Rainey worked with and succeeded Claudius Clemmer as President of Jefferson Sales.
- Ruth, Lindsley. (2005, November 22). *Remarks from Claudius Clemmer’s memorial service at First Presbyterian Church in Kingsport, Tennessee*. [Cassette recording – 25 minutes]. Transcribed by Sheila P. Smith. Mr. Ruth is the second grandson of Claudius and Katherine Clemmer.
- Ruth, Lindsley. (2007, August 16). *Interview via e-mail from Mr. Ruth’s home in Westmount, QC, Canada*. [Microsoft WORD document – 576 words]. Mr. Ruth is the second grandson of Claudius and Katherine Clemmer.
- Ruth, Lindsley. (2007, August 4). *Interview at the home of Nic and Jenny Clemmer in Kingsport, Tennessee*. [Digital recording – 26 minutes]. Transcribed by Sheila P. Smith. Mr. Ruth is the second grandson of Claudius and Katherine Clemmer.
- Ruth, Mary C. (2007a, August 9). *Interview at the home of Kitty Clemmer in Kingsport, Tennessee*. [Digital and Video recording – 78 minutes]. Transcribed by Sheila P. Smith. Mrs. Ruth is the daughter of Claudius and Katherine Clemmer.
- Ruth, Mary C. (2007b, August 9). *Interview at the Deli in Kingsport, Tennessee*. [Digital recording – 56 minutes]. Transcribed by Sheila P. Smith. Mrs. Ruth is the daughter of Claudius and Katherine Clemmer.
- Ruth, Ridley, Jr. (1984). *Claudius Clemmer’s commentary on what life was like during the Great Depression*. [Cassette recording – 24 minutes]. Transcribed by Sheila P. Smith. Mr. Ruth is the first grandson of Claudius and Katherine Clemmer.
- Ruth, Ridley, Jr. (2005, November 22). *Remarks from Claudius Clemmer’s memorial service at First Presbyterian Church in Kingsport, Tennessee*. [Cassette recording – 25 minutes]. Transcribed by Sheila P. Smith. Mr. Ruth is the first grandson of Claudius and Katherine Clemmer.
- Ruth, Ridley, Jr. (2007, August 28). *Interview via telephone at Mr. Ruth’s office in Campbell, California*. [Digital recording – 40 minutes]. Mr. Ruth is the first grandson of Claudius and Katherine Clemmer.
- Ruth, Ridley, Sr. (2007, August 4). *Interview at the home of Nic and Jenny Clemmer in Kingsport, Tennessee*. [Digital recording – 26 minutes]. Transcribed by Sheila P. Smith. Mr. Ruth is the son-in-law of Claudius and Katherine Clemmer.
- Yarborough, Rev. Beth. (2007, August 31). *Interview via telephone at Rev. Yarborough’s office at First Presbyterian Church in Jonesborough, Tennessee*. [Cassette recording – 10 minutes]. Transcribed by Sheila P. Smith. Rev. Yarborough is a long-time friend and minister to Claudius and Katherine Clemmer.

APPENDIX B

HISTORICAL TIMELINE

US/World Headlines & Inventions	Date	Age	Location	Event
<u>1885:</u> Postage 2¢	January 4, 1911	Birth	Midway, TN – Greene County	Claudius Greer Clemmer is born
<u>1909:</u> Taft (27 th President)	October 3, 1912	1	Midway, TN – Greene County	Infant (brother) stillborn
<u>1911:</u> Structure of the atom	September 4, 1913	2	Midway, TN – Greene County	Martha (sister) born
<u>1913:</u> Wilson (28 th President) Ford’s first assembly line	July 26, 1915	4	Midway, TN – Greene County	Uriah Matthews, Jr. (brother) born
<u>1914:</u> WWI begins Panama Canal built	July 11, 1917	6	Midway, TN – Greene County	Lenore (sister) born
<u>1917:</u> Postage 3¢	1918	7	Midway, TN – Greene County	Entered Midway School for 2 nd grade – 4 teachers in grades 1-8 (40 students each)
<u>1918:</u> WWI ends				
<u>1919:</u> Postage 2¢				
<u>1920:</u> Women gain the vote	January 27, 1920	9	Midway, TN – Greene County	George Larkin (brother) born
<u>1921:</u> Harding (29 th President)	June 6, 1922	11	Midway, TN – Greene County	Willie Virginia (sister) born
<u>1923:</u> Coolidge (30 th President)	May 23, 1925	14	Midway, TN – Greene County	James Paul (brother) born
<u>1925:</u> Scopes Monkey Trial TV invented	1925-1929	14-18	Mosheim High School – Mosheim, TN – Greene County	Walked 6.5 miles (round trip) first two years of high school
<u>1927:</u> Lindbergh – NY to Paris First “talkies” (movies)	1929-1931	18-20	University of Tennessee – Knoxville, TN	College interrupted by sister’s (Martha) entrance into East Tennessee State Teachers College
<u>1928:</u> Penicillin				
<u>1929:</u> Hoover (31 st President) Stock Market Crash Great Depression begins				

US/World Headlines & Inventions	Date	Age	Location	Event
<u>1930:</u> Chrysler Building – NY 77 stories	Summer 1931	20	East Tennessee State Teachers College (ETSTC)	Earned teaching certification
Pluto discovered Sliced bread available	1931-1932	20-21	Pineoba School – Greene County	1-teacher school with 31 students in grades 1-8 (there were no 7 th grade students that year). The school had no running water or indoor plumbing.
<u>1931:</u> United States adopts National Anthem Empire State Building – NY 102 stories	1932 (early)	21	Pineoba School – Greene County	5.5 months into school year, the county stopped paying salary of \$90/month
Al Capone imprisoned for tax evasion	1932-1933	21-22	Kidwell (or Hardin's View) School – Greene County Also attended ETSTC	2-teacher school with grades 1-8. He was also the Principal – taught 30 students in grades 5-8 and coached boy's basketball. The school had a pot-bellied stove for heat, no running water, and no indoor plumbing. Salary \$95/month
<u>1932:</u> <i>Statistic... 12 million jobless in America</i> Air conditioning Defibrillator	1933-1934	22-23	Galbreath School – Greene County Also attended ETSTC	2-teacher school with grades 1-8. He was also the Principal – taught grades 5-8. The school had no running water or indoor plumbing.
Lindbergh baby kidnapped Amelia Earhardt flies solo across Atlantic Postage 3¢	1934	23	Midway Lodge No. 463 F.&A.M. Midway/Mosheim	Joined, while his father was the Worshipful Master of the Masonic Lodge
<u>1933:</u> Franklin D. Roosevelt (32 nd President) New Deal TVA	1934	23	East Tennessee State Teachers College	Graduated with BS in Education and History
Bank closings (4 days in March) Holocaust began “Trough of the Depression”	1934-1935	23-24	Reed's School – near Mohawk in Greene County Also attended UT	2-teacher school with grades 1-8. Taught grades 5-8. The school had no running water or indoor plumbing.
Prohibition repealed	1935 – August	24	University of Tennessee – Knoxville, TN	Graduated with MS in Education, History, and Bacteriology
<u>1934:</u> Dionne quintuplets Bonnie and Clyde killed The “Dust Bowl” First “Monopoly” game	1935-1936	24-25	McDonald (High) School – Greene County	One of the 5 teachers who taught in the high school portion of this 1-12 school – taught math and history, and coached girl's basketball. The school had no art department and no cafeteria.
<u>1935:</u> FDR's New Deal brought the US out of the Depression Social Security enacted	1936 – Spring-Summer	25	University of Tennessee – Knoxville, TN	Teaching Assistant – taught <i>Pathogenic Microorganisms</i>
<u>1936:</u> Hoover Dam completed				

US/World Headlines & Inventions	Date	Age	Location	Event
<u>1937:</u> Amelia Earhart vanishes Golden Gate bridge Hindenberg disaster Decline in the Business Index leads to Recession <u>1938:</u> First xerographic print Nylon Teflon H.G. Wells' "War of the Worlds" Ballpoint pen <u>1939:</u> Digital computer Helicopter "Gone With the Wind" WWII begins	1936-1937	25-26	Dobyns-Bennett High School – Kingsport, TN	Business Manager and taught in grades 7-12. He taught 8 th grade Arithmetic, American History, First Year Algebra, Business Math, and one semester of Biology. Salary \$115/month..
	1937	26	Slip-Not Belting Corporation – Kingsport, TN	After school let out, Claudius Clemmer went job hunting... Began working part-time – sold pumps – straight commission
	1937-1939	26-28	Dobyns-Bennett High School – Kingsport, TN	Business Manager and taught American History, First Year Algebra, and Business Math
	May 5, 1938	27	Midway, TN	Uriah Matthews (U.M.) Clemmer (father) murdered during robbery
	June 18, 1938	27	Kingsport, TN	Married Katherine (Kitty) Louise Earnest
	September 13, 1939	28	Kingsport, TN	Mary Katherine (daughter) born
<u>1940:</u> First official network TV broadcast <i>Statistics... Whites (25-29)</i> <i>5.8%: 4+ years college</i> <i>37.8%: 4+ years high school</i> <i>5.9%: less than 5 years elementary school</i> <u>1941:</u> Pearl Harbor attacked <u>1942:</u> Atomic chain reaction <u>1945:</u> Franklin Roosevelt dies Truman (33 rd President) A-bombs dropped on Japan WWII ends The Holocaust ends and camps liberated <u>1947:</u> Chuck Yeager breaks the sound barrier <u>1949:</u> Orwell publishes "1984"	1939-1943	28-32	Dobyns-Bennett High School – Kingsport, TN	Business Manager and taught American History, First Year Algebra, Business Math, and Debate Team coach
	1940	29	Kingsport, TN	President of the Kingsport Teacher's Association
	January 6, 1943	32	Kingsport, TN	Nicholas Earnest (son) born
	December 24, 1943	32	Kingsport, TN	Martha Greer (daughter) born
	1943-1946	32-35	Dobyns-Bennett High School – Kingsport, TN	Business Manager and Athletic Director – assumed more business responsibilities and fewer teaching responsibilities – taught some History and Math.
	1946-1952	35-41	Slip-Not Belting Corporation – Kingsport, TN	Worked full-time at straight commission

US/World Headlines & Inventions	Date	Age	Location	Event
<u>1950:</u> Korean War begins <u>1951:</u> Color TV <u>1953:</u> Eisenhower (34 th President) Korean War ends Structure of DNA	1952	41	Jefferson Sales Corporation – Kingsport, TN	Assumed the position of President of Jefferson Sales Corporation (A division of Slip-Not Belting Corporation)
<u>1957:</u> Polio vaccine Sputnik <u>1958:</u> Postage 4¢	July 8, 1959	48	Banner Elk, NC	Martha Greer Clemmer (daughter) died as the result of a car accident at Holston Presbytery Camp & Retreat Center
<u>1961:</u> Kennedy (35 th President) Berlin Wall erected <u>1963:</u> First artificial human heart implanted President Kennedy assassinated Johnson (36 th President) Postage 5¢	January 1960	49	Elmwood Farm – Chuckey, TN	Elmwood Farm turns into a partnership between Claudius and Kitty Clemmer and J.W. and Willie Massengill
<u>1964:</u> US enters Vietnam War <u>1968:</u> Martin Luther King, Jr. assassinated Postage 6¢ <u>1969:</u> Nixon (37 th President) Man walks on the Moon “Birth” of the Internet	November 23, 1967	56	Midway, TN	Lucy Lee Greer Clemmer (mother) passed away

US/World Headlines & Inventions	US/World Headlines & Inventions
<p><u>1970:</u> Computer floppy disks The “Beatles” break up</p> <p><u>1971:</u> Postage 8¢ Video Cassette Recorder (VCR)</p> <p><u>1972:</u> World Trade Center – NY 110 stories Pocket calculator</p> <p><u>1973:</u> US quits Vietnam War</p> <p><u>1974:</u> President Nixon resigns Ford (38th President) Postage 10¢</p>	<p><u>1975:</u> First US/USSR space rendezvous Microsoft founded Postage 13¢</p> <p><u>1976:</u> Legionnaires’ Disease</p> <p><u>1977:</u> Carter (39th President) Elvis Presley dies</p> <p><u>1978:</u> First “test tube” baby Postage 15¢</p> <p><u>1979:</u> Three-Mile Island nuclear accident Sony’s Walkman</p>

US/World Headlines & Inventions	Date	Age	Location	Event
<p><u>1981:</u> Reagan (40th President) First space shuttle <i>Columbia</i> Postage 18¢ Postage 20¢</p>	1984	73	Midway Lodge No. 463 F.&A.M. Midway/Mosheim	Awarded a 50-year pin and life membership
<p><u>1982:</u> First permanent artificial human heart implanted</p>	1985	74	East Tennessee State University	Claudius G. and Katherine Earnest Clemmer Endowment established
<p><u>1985:</u> Postage 22¢</p>				
<p><u>1986:</u> Space shuttle <i>Challenger</i> explodes</p>	1987	76	East Tennessee State University	Claudius Clemmer receives ETSU Alumni Association Award of Honor
<p><u>1988:</u> Postage 25¢</p>				
<p><u>1989:</u> GHW Bush (41st President) Berlin Wall falls</p>	1988	77	Goulds Factory in Central Falls, NY	Claudius Clemmer celebrates his 50 th anniversary as a distributor of Goulds pumps

US/World Headlines & Inventions	Date	Age	Location	Event
<u>1990:</u> The World Wide Web <u>1991:</u> Postage 29¢ USSR breaks up <u>1992:</u> Cold War officially ends <u>1993:</u> Clinton (42 nd President) <u>1995:</u> Oklahoma City bombing Postage 32¢ <u>1999:</u> Postage 33¢	1991	80	Jefferson Sales Corporation – Kingsport, TN	Claudius Greer Clemmer retires from working full-time
<u>1995:</u> Oklahoma City bombing Postage 32¢ <u>1999:</u> Postage 33¢	1995	84	East Tennessee State University	Claudius G. Clemmer is named the ETSU Outstanding Alumnus
<u>2000:</u> Human genome deciphered <u>2001:</u> GW Bush (43 rd President) Postage 34¢ World Trade Towers & Pentagon terrorist attacks – September 11, 2001 <u>2002:</u> Postage 37¢ <u>2004:</u> Tsunami hits Asian countries <u>2005:</u> Hurricane Katrina	April 2, 2004	93	East Tennessee State University	East Tennessee State University College of Education re-named the Claudius G. Clemmer College of Education
<u>2001:</u> GW Bush (43 rd President) Postage 34¢ World Trade Towers & Pentagon terrorist attacks – September 11, 2001 <u>2002:</u> Postage 37¢	May 2, 2005	94	East Tennessee State University	Claudius Greer Clemmer named Honorary Doctor of Humane Letters
<u>2004:</u> Tsunami hits Asian countries <u>2005:</u> Hurricane Katrina	November 20, 2005	94	Kingsport, TN	Claudius Greer Clemmer passed away

SOURCES FOR HISTORICAL TIMELINE HEADLINES AND INVENTIONS

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APPENDIX C

PHOTOGRAPHIC TIMELINE

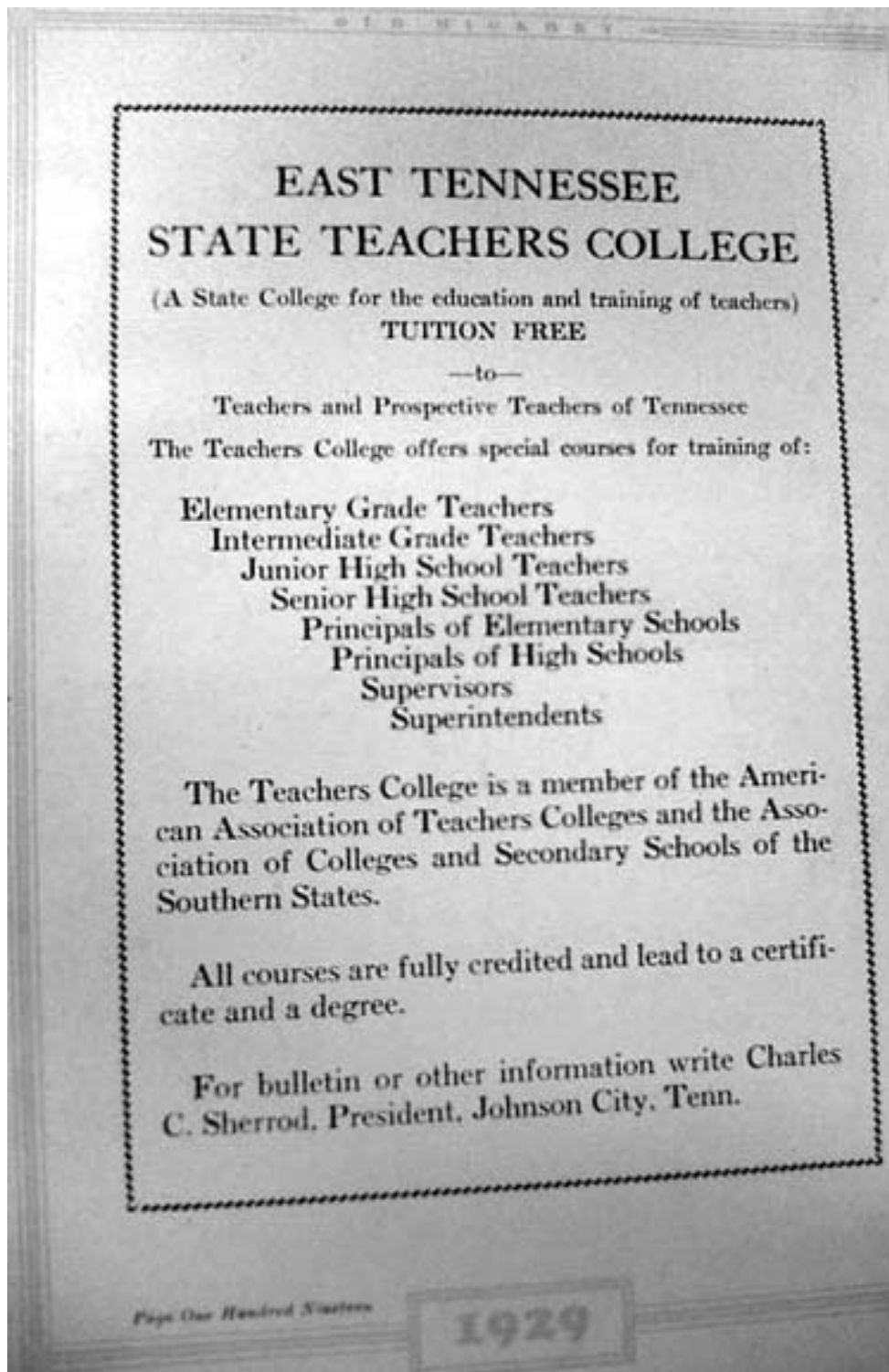


Figure 41. 1929 – Advertisement for East Tennessee State Teachers College Where Free Tuition Sounds Very Inviting. (Old Hickory, 1929)

ALMA MATER

In the shadow of the mountain,
Under skies so blue,
Stands our dear old Alma Mater,
Glorious to view.

In the halls we formed our friendships,
Dear old college home,
And to thee we pledge our hearts,
Wherever we may roam!

Chorus:

Sound the chorus, speed it onward,
Thee we'll never fail,
Hail to thee, our Alma Mater!
Hail to thee! All hail!

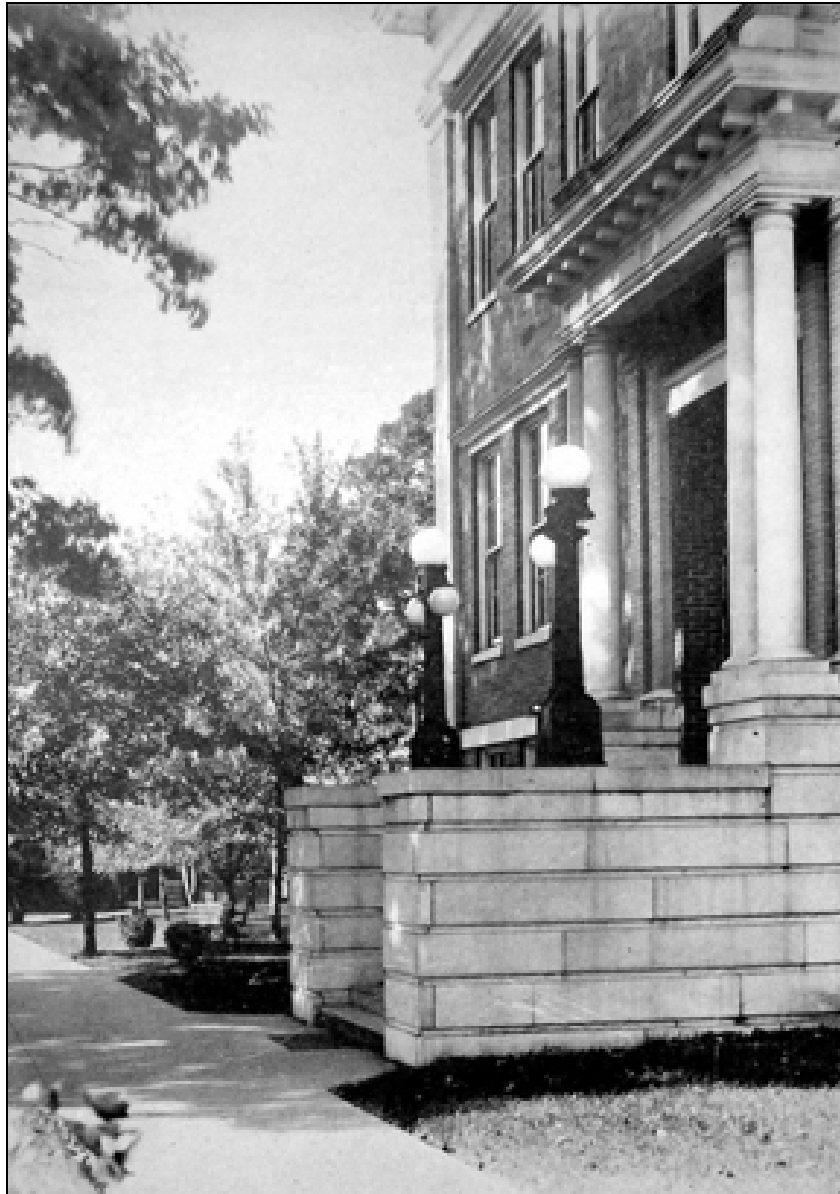


Figure 42. 1930 – The Alma Mater of East Tennessee State Teachers College and the Administration Building – Gilbreath Hall. (State Teachers College, 1933)



Figure 43. 1932 – Katherine Louise Earnest – Age 19. (Photo courtesy of Nic Clemmer)



EMILY LAVINDER LACY

Johnson City, Tenn.

Home Economics, English, Science, History

Transfer from University of Tennessee; Junior Play; Sophomore and Junior Representative Student Publications Committee; Literary Editor Chalk Line '34; Honor Student '33-'34.

MARGARET CROUCH

Johnson City, Tenn.

English, History, Social Science

CLAUDIUS G. CLEMMER

Midway, Tenn.

Science, History, Mathematics, English

Transferred from University of Tennessee '30; Science Club '31; Glee Club '32; Pres. Green County Club '32-'33.

GERTRUDE HICKEY

Johnson City, Tenn.

English, History, Social Science, French

Transferred Tusculum '30; Debater '30.

MARTHA PRATOR

Johnson City, Tenn.

Home Economics, English, History

Pi Sigma '30-'34; Sec. '32-'33 Home Ec. Club; Glee Club.

EVANGELINE WALKER

Johnson City, Tenn.

Music, History, English, French

Orchestra '32; Glee Club '32-'33-'34; Freshman Debate '31; Junior Play; Operetta '33-'34; Literary Editor Chalk Line '34; Associate Editor Senior Edition Chalk Line '34; First Honor Student '34; Pi Kappa Delta, Proficiency.

Figure 44. 1934 - Claudius is Pictured in *The Chalk Line* Senior Edition. (The Chalk Line: Senior Issue, 1934)



Figure 45. 1943 – Kitty and Claudius with Nic. (Photo courtesy of Mary Clemmer Ruth)



Figure 46. 1950-2006 – Home at 1307 Linville Street, Kingsport, Tennessee. (Photo courtesy of the author)



Figure 47. 1950 – Family. Pictured left to right: (standing) Jim Clemmer; Claudius Clemmer; J.W. Massengill (Willie’s husband); George Clemmer; J.D. Stanley (Lenore’s husband); and U.M. Clemmer, Jr.; (seated) Martha Clemmer, Jeanette Clemmer (Jim’s wife), Kitty Clemmer (Claudius’ wife), Aunt Ida Greer (Lucy Greer Clemmer’s half sister), Lenore Clemmer Stanley (kneeling), Lucy Greer Clemmer (mother of the seven Clemmer adult children), Willie Clemmer Massengill, and Virginia Clemmer (U.M.’s wife); (children – all Clemmers) Lenore (daughter of U.M.), Virginia Lee (daughter of U.M.), Martha (daughter of Claudius), Nic (son of Claudius), Wilhelmina (daughter of U.M.), Mary (daughter of Claudius), and cousin Betsy (daughter of Bob and Mary Clemmer). (Photo courtesy of Mary Clemmer Ruth)



Figure 48. September 3, 1960 – The Wedding of Mary Katherine Clemmer & Ridley McLean Ruth at First Presbyterian Church in Kingsport, Tennessee. Pictured from left to right: Claudius, Kitty, Mary, Ridley, and Mrs. and Mr. George Wells Ruth. (Photo courtesy of Mary Clemmer Ruth)



Figure 49. 1962 – Mary, Kitty, and Claudius in Rochester, New York. (Photo courtesy of Mary Clemmer Ruth)



Figure 50. 1967 – Claudius and Kitty with Ridley, Jr. (Photo courtesy of Mary Clemmer Ruth)



Figure 51. 1971 – Family. Pictured left to right: Jenny; Mary; Kitty; Claudius; Nic; Ridley, Jr.; and Lindsley (in arms). (Photo courtesy of Mary Clemmer Ruth)



Figure 52. 1978 – 40th Wedding Anniversary with Nic, Kitty, Claudius, and Mary (Photo courtesy of Mary Clemmer Ruth)



Figure 53. 1978 – Family. Pictured left to right: Kitty, Claudius, Jeanette, Jim, and Lindsley. Jim is Claudius' youngest brother; Jeanette is his wife. (Photo courtesy of Mary Clemmer Ruth)



Figure 54. 1978 – Portrait of Claudius Clemmer. (Clemmer, 1979)



Figure 55. 1979 – Claudius; Kitty; Nic; and Mary with Ridley, Jr.; Lindsley; and Andy. (Photo courtesy of Mary Clemmer Ruth)



Figure 56. 1980 – Christmas Dinner. Pictured clockwise around the table: Kitty; Lindsley; Andy; Mary; Claudius; Ridley, Jr.; Nic; Ridley, Sr.; Jenny; and Benji (in highchair). (Photo courtesy of Mary Clemmer Ruth)



Figure 57. 1982 – Family. Pictured left to right: (back row) Claudius; Jenny; Ridley, Sr.; and Ridley, Jr.; (front row) Kitty, Nic, Benji, Andy, and Lindsley. (Photo courtesy of Mary Clemmer Ruth)



Figure 58. 1985 – Claudius and Kitty with Ridley, Jr. for his Dobyns-Bennett High School Graduation. (Photo courtesy of Mary Clemmer Ruth)



Figure 59. 1987 – Claudius, Kitty, Mary, and Nic. (Photo courtesy of Mary Clemmer Ruth)



Figure 60. 1988 – Kitty and Claudius' 50th Wedding Anniversary. (Photo courtesy of Mary Clemmer Ruth)



Figure 61. 1995 – Kitty and Claudius at a Family Wedding. (Photo courtesy of Mary Clemmer Ruth)



Figure 62. 1995 – Claudius, Nic, Mary, and Kitty. (Photo courtesy of Mary Clemmer Ruth)



Figure 63. June 1998 – Clemmer Family Reunion with Claudius’ Sister Martha Clemmer Grantham. (Photo courtesy of Mary Clemmer Ruth)



Figure 64. 1998 - 60th Wedding Anniversary. Pictured left to right: (back row) Ridley, Sr., Ridley, Jr., Nic, Jenny, and Claudius (front row) Benji, Mary, and Kitty. (Photo courtesy of Mary Clemmer Ruth)



Figure 65. 2002 – Ridley, Sr.; Kitty; Shannon; Ridley, III; and Claudius. (Photo courtesy of Mary Clemmer Ruth)



Figure 66. 2003 – Claudius with Mary, John (5), and Rachel (3). (Photo courtesy of Mary Clemmer Ruth)



Figure 67. Fall – 2000: John Poteat, Dr. Paul Stanton, Jr., and Claudius Clemmer Pictured at an ETSU Function. Claudius Clemmer and John Poteat were classmates at East Tennessee State Teachers College in the 1930s. (Photo courtesy of East Tennessee State University)



Figure 68. April 2, 2004 – Dr. Hal Knight, Leslie Parks Pope, Claudius Clemmer, Dr. Paul Stanton, Jr., and Dr. Richard Manahan. Photo from the Tennessee Board of Regents meeting where the Claudius G. Clemmer College of Education was approved. (Photo courtesy of East Tennessee State University)



Figure 69. 2004 – Claudius and Katherine Clemmer. (Photo courtesy of East Tennessee State University)



Figure 70. September 1, 2004 – Claudius G. Clemmer College of Education Dedication. (Photo courtesy of East Tennessee State University)



Figure 71. August 4, 2007 – Mary, Kitty, and Nic. (Photo courtesy of Mary Clemmer Ruth)



Figure 72. August 4, 2007 – Kitty is Pictured with Her Eight Great Grandchildren. In order by age: John Ruth; Rachel Ruth; Ridley Ruth, III; Gracie Ruth; Ashley Clemmer; Katherine Clemmer; Ava Ruth; and Sydney Clemmer. (Photo courtesy of Mary Clemmer Ruth)



Figure 73. August 4, 2007 – Family. Pictured left to right: (standing) Ridley Ruth, Sr.; Mary Clemmer Ruth; Nic Clemmer; and Jenny Clemmer. Seated on the couch: Ridley Ruth, Jr. with wife Shannon; Ridley, III; Ava; and daughter Gracie on Kitty’s lap. Kneeling: Lindsley Ruth with wife Eileen, John, and Rachel in front of Kitty’s chair. Next, seated on floor: Andy Clemmer with wife Erin, Ashley, and Katherine in Erin’s lap. Seated on floor at the end: Benji Clemmer with wife Lani and daughter Sydney. (Photo courtesy of Mary Clemmer Ruth)

APPENDIX D

STORIES COLLECTED FROM AND ABOUT CLAUDIUS CLEMMER

1915 – Scarred for Life

This story was told by Claudius Clemmer (1989). It happened in about 1915:

When I was about four years of age, I had a little bucket, which I played with. My mother was boiling water on a wood-burning stove and had a galvanized cup on top of the stove, which looked quite a bit like my little bucket. I reached up to get what I thought was my bucket, but which was the cup full of boiling water. The water spilled over on my arm and also on the side of my face and on my right hip. I was burned quite severely on my arm, as the band of my shirt cuff held the boiling water for several minutes.

The doctor lived just below us in the next house. They ran and got the doctor to come “doctor” me; I remember he rubbed some salve on my face, which prevented me from having a scar. However, I still have a bad scar on my arm and a few small scars on my hip.

Do you suppose that is the reason Claudius Clemmer usually wore a long-sleeve shirt? Was he trying to conceal a long-time scar from his childhood?

1915-1920 – Claudius Gets a Spanking

This story was told by Claudius Clemmer (1989). It likely happened sometime between 1915 and 1920:

Some of my childhood memories were of such things as the time I was playing with my sister, Martha, who was next to me in age. I talked her into putting her head through the rounds on the chair. When she tried to get her head out, her ears caught on the rounds and she couldn't get her head out.

They finally had to call my dad to come, and he took a saw and sawed the round of the chair to get her head out. They possibly gave me a good spanking over that...

Another of my devilish childhood tricks involved “skinning a cat,” which was climbing up on a tree limb and turning through with one's arms. I saw one of my playmates doing that, and I slipped up behind her and pushed her fingers loose, making her fall to the ground. I do remember that spanking!

1916-1936 – Helping Out in the Store

This story was told by Claudius Clemmer (1989). His work in the store started in about 1916 and continued until 1936:

When I was about four or five years of age, my dad would have me help out in his store, which was a general store.

As he sat in his chair at the store, he would tell me to wait on a customer as soon as one came in, saying, “Jump out and ask the customer what he wants by saying, ‘What can I do for you?’” Then, Dad said to me, “You go get what he needs and sell it to him.” I began

doing that from the time I was quite young, which I recall was not any older than five years of age.

After I had been in elementary school for a year or so, my dad assigned me the job of going to the store every morning before school to sweep the floor. In the wintertime, I was to go before school to build a fire in the stove and to check out the cash register by putting the money in it that my dad had taken home the prior evening. I put the money in the cash register that he had from the night before and set the cash register, making it ready for the day's business. I did this at 7 a.m., hurried home, ate breakfast, and got to school by 8 a.m. I did that practically every morning for years.

When I started teaching school after two years of college, my dad had me open up the store every morning, sweep the floor, and get things ready before I left for teaching. After teaching all day, I came home and Dad would say to me, "You stay here in the store and help out so I can go feed the cows and help with the barn and the horses." So, I had to work before and after my teaching job.

As long as I lived at home, I helped in the store.

1916-1936 – The Clemmer's Made their own "Money"

This story was told by Claudius Clemmer (1989). It could have happened any time during the 20 years Claudius worked in his father's store:

For buying flour, Dad had a contract with the McDonalds at the McDonald Mill, which was near McDonald High School. The McDonalds had a water-powered mill in Lick Creek, and they made a good grade of flour. They also ground corn, made good meal, and would bring the flour and meal to us in their wagon. In return, we gave our customers the amount of flour that their bushel of wheat would make at the mill, but they didn't have to take the wheat to the mill.

As payment, we got half of what was called the toll. The toll was the difference in price between the flour that the bushel of wheat would make and what you gave the customer. The mill got half, and my dad got half.

Bran, which was the husk off the wheat, was sold, too. We sold the bran to feed cattle. Bran was brought to us in big, burlap bags. We would give the customer a certain number of bags of flour and bags of bran for a certain amount of wheat, just as we gave them a specified amount of meal for a bushel of corn. The corn and wheat were hauled to the mill, where it was ground. The mill wagon came at least once a week during my younger years.

When people brought in large amounts of wheat, but didn't want to take a large quantity of flour due to possible spoilage before they could use all of it, we gave them a due bill. For example, if someone brought in 50 bushels of wheat (1 bushel equals 70 pounds), we would take the whole 50 bushels.

My dad had due bills printed out of aluminum, which said "U.M. Clemmer – Good for 100 lbs. of flour." We also had 50- and 25-lb. due bills. Customers brought all their wheat in at one time, at the end of the summer, and the mill would pick it up from us and store it. We guaranteed to give the customer the flour, according to the due bills that were given them. This was a very convenient thing for the farmer, and at that time, it worked fairly well.

1917 – Claudius was Particular about his Attire from Head to Toe

This story was told by Claudius Clemmer (1989). It likely happened in about 1917, before Claudius entered school:

Claudius Clemmer was very particular about how he dressed and was known to avoid the outdoors – especially activities like picnics and such. This story is typical of the way a meticulous person might behave...

When I was young, I refused to go barefooted very often. One spring day, my parents wanted me to take my shoes off and walk across the grass. I obeyed them, but hid my shoes on the other side of the picket fence, which surrounded our house. They fussed at me, but I said to them, “Why should I walk on rocks, when I have a pair of shoes?” I never could see the point of going barefooted like so many children wanted to do.

1918 – Wearing a Tie at Midway School

This story was told by Melba Davis (personal communication, August 28, 2007). It likely happened around 1918:

There was a fellow from out near Jonesborough who had a dairy. He was in here [Jefferson Sales Company] one day picking up something and got to talking about how he and Mr. Clemmer were friends.

He told a story about how when Mr. Clemmer was in elementary or middle school, he always wore a tie to school – always wore a tie to school! So, the boys, of course, taunted him, and evidently there was one bully in the class who told him, “If you wear that tie tomorrow, you’re going to be sorry.” Well, most kids wouldn’t do that, but Mr. Clemmer showed up the next day in that tie. When they went outside for recess and everybody came back into class, Mr. Clemmer was missing – they couldn’t find him and didn’t know where he was. Of course, those boys in the back were snickering under their breath because they knew where he was.

She [the teacher] got to looking for him and looked out the window of the school house and there he was tied to a tree out in the school yard and someone had cut his tie off. She went out there and released him, and the next day, he showed up with a tie on, but nobody ever bothered him any more.

I can just “see” him out there tied to that tree! They had taken his tie and cut it off with a pair of scissors – it was still tied, but they had cut it off about half way. And, the next day, he still wore his tie. That’s typical of him, “I’m me, I’m going to do what I’m going to do, and I’m not going to be bullied.”

1918 – Claudius Didn’t Care for Dogs

This story was told by Benjamin Clemmer (personal communication, August 28, 2007). It likely happened sometime around 1918:

One good story that I heard... When I finished college and first got married we bought a dog, a year later we bought another so she [the dog] would have a brother. When we came home we would travel with them and they would have the run of the house. That's when Granddad told me he wasn't a fan of dogs. Furthermore, he didn't know why on earth we let them inside.

We have two Maltese, one four pounds, and the other nine. I am sure he had not seen dogs that size before really, but he was used to larger outdoor dogs. It turned out that he grew up with dogs. They stayed outside and lived under the porch.

Apparently, one time he and his father went duck hunting and the dog would chase the dead ducks down and retrieve them, but then Granddad would have to carry the ducks home. It was a heavy bag for a small boy, and it must have made quite an impression on him.

I don't know if that was a regular thing or one particular incident, but from then on I don't think he liked dogs that much. I think that he felt below the dog on the importance ladder, because he had to work harder than the dog did. He said, "Don't much care for dogs, never did".

1918-1928 – Those Peaches were Dynamite!

This story was told by Claudius Clemmer (1989). It likely happened between 1918 and 1928, as the Great Depression began in 1929 and Claudius' father would not have been as likely to purchase land during the Depression:

Dad bought a small piece of land on top of a hill above Midway, which was above the Greer property. This place was small, not more than 12 or 15 acres, as I recall.

My dad decided he was going to put out a peach orchard on this place, so he put out three acres of peach trees. He lay off the ground and sectioned it both lengthwise and widthwise for the proper distance to set out peach trees. He bought the trees, and had little holes dug, in order to loosen the ground so the peach trees could take root.

Dad had been told about a novel idea of putting a quarter of a stick of dynamite down in the hole in the ground about a foot or a foot and a half deep, and setting the charge off. The blast of the dynamite would soften the soil, puff it up, and make it so that the trees could take root. He did that many times – firing a quarter of a stick of dynamite by hand and lighting the fuse with a match. The trees grew reasonably well and we did get a few peaches, but not too many.

The hill was a south-facing hill, which got warm earlier in the season and caused the peach trees to bloom early. As a result, the frost got many a crop of peaches, and we lost a lot of them. As I recall, a north-facing hill was not available for purchase at the time Dad bought the south-facing hill.

1920-1936 – A Good Salesman is Not Usually Good at Collections

This story was told by Claudius Clemmer (1989). It happened from about 1920 through 1936:

From the time I was large enough to talk, he [my father] started training me to meet the public and to sell. Of course, a good salesman is usually not a good collector – my dad always dreaded collecting.

Dad kept accurate records and was a good bookkeeper, but he would give me some of the accounts, and say, for example, “You go see Mr. Jones, and tell him you have to have some money, as his account is past due and we need the money.” I started doing that when I was in elementary school and I did quite a bit of it when I was in the eighth grade and in high school. Even after high school, while I was teaching and was in college, he would still hand me some of the accounts and say, “Go see them and see if you can get me some money.” I’d go see the people who owed him money and would try to collect.

1921-1922 – This Man was a Wonderful Geography Teacher

This story was told by Claudius Clemmer (1989). It likely happened in about 1921-1922:

Claudius Clemmer always commented on the effectiveness and ability of his teachers. This story is typical of the effect good teaching had on him...

Some of the teachers at Midway School were fairly good. I remember two or three who had either graduated or received training from East Tennessee State Normal School in Johnson City (now called East Tennessee State University). These teachers knew the latest teaching methods of the time, and they apparently did a good job in teaching reading, writing, and arithmetic and a few other elementary school subjects.

After fourth grade, I recall having one or two teachers who were different characters. One was John Conway, whom I had for a teacher for about two years. John Conway was a retired Navy enlisted man. He had been in the Navy for approximately twenty years, and during that period the Navy men stayed on a ship and went all over the world. Mr. Conway would tell us stories about leaving California and going to Pearl Harbor, to the Philippine Islands, and to all the other places in the Pacific. His Navy travels helped make him a wonderful geography teacher. The stories he told us blended with geography beautifully.

He was a reasonably intelligent man and a man of fairly good teaching ability, who did fairly well in teaching reading, but was limited in his ability to teach mathematics. The only way he knew how to calculate interest was by doing what he called “the 12% method.” He taught us to first figure interest on 12%, because there are twelve months in the year. If the interest to be calculated was 6%, you then converted the 12% by half; if it was 4%, you divided it by three. Today, this would seem a rather odd way to get the answers, but we nevertheless obtained the right answers.

1921-1922 – Teachers with “Attitude”

This story was told by Claudius Clemmer (1989). It happened in about 1921-1922:

The principal at Midway School was a Mr. Ottinger, who was a fine person who had been to college at the University of Tennessee and also at the State Normal School in Johnson City. He was, however, not able to maintain discipline.

With Midway located on the railroad, the only work there, other than farm work, was railroad maintenance; some of the railroad work crews were very rough and tough men, and their sons were rowdy and hard to handle. Toward the end of the school year, these rowdy

boys caused the principal to lose control and “ran him off.” Somehow, school continued, until the semester was over in the spring.

The next year, Superintendent Joel M. Pierce decided he was going to send two people to Midway School who could control the students. He found a man named Harold who was a large, heavy, tough man but an average teacher. The superintendent also hired a former guard from Brushy Mountain Penitentiary, whose name was Andy Bible. Andy, who lived two or three miles below Midway, walked back and forth to school each day, and brought his lunch. He did his farming in the summer. He didn’t have much formal training or education as far as teaching was concerned, but he certainly knew how to maintain discipline.

Shortly after the school year started, Andy Bible and Professor Harold started to paddle one of the boys, but the boy took a wide swing to try to hit Andy. Andy dodged the boy’s swing, turned around and hit the boy on the side of the head, and that boy fell to the floor – the boy was Melvin Kirk. Andy picked Melvin up, put him on the bench rather hard, shook him, and said, “Now, do you want any more? If you do, get up and let’s go.” After that, we had no problem that year or in the ensuing years.

Professor Harold stayed for two years and Andy Bible stayed about three or four years. I was in Andy Bible’s class. He was a good man and he maintained discipline, but he did not know very much about teaching. One time, before Christmas, I was reading aloud a Bible story about the “babe being wrapped in swaddling clothes.” I read the story and said, “wrapped.” Andy Bible stood up and said, “It’s not ‘wrapped,’ it’s ‘ropped.’” When, I said “wrapped” again, he said, “Durn it, I said ‘ropped,’ and you say it that-a way.” Of course, then I said, “ropped,” which shows the type of education that some of the people had who were our teachers.

1924 – Alonzo and the Train Trestle

This story was told by Claudius Clemmer (1989). It likely happened in about 1924:

I remember one Sunday afternoon, we [Claudius, Alonzo, and Otis] wanted to go down to Mohawk, and we walked down the railroad [tracks] to get there.

The highways were all mud and there were not many gravel roads. The railroad was fairly well gravel, plus it had crossties, and it wasn’t muddy. So we walked down to Mohawk along the tracks.

We had a long railroad bridge going over Lick Creek, as Lick Creek would flood and cover quite an area, making it necessary for the bridge and trestle to be quite long. While we were walking across the trestle, a train was coming. We saw it, and I stepped in behind the water barrel (they had water barrels on the wooden bridges to use in case of fire). Otis Linebarger hid at another place on the trestle, but Lonzo Cansler decided the safe place for him would be to jump down on the pier, which was nine or ten feet below.

The train passed. Otis and I got back up on the trestle, but Lonzo could not get back up. It was about forty feet down to the water, so Lonzo couldn’t jump in the water and swim. He was stuck on the pier.

We debated what to do. How could we get him up? Being too far down he couldn’t climb up and he couldn’t jump up or he would possibly fall back and go forty feet down into the water. We all carried good pocket knives in those days, so I said, “Lonzo, you just stand still. I’ll go over and cut a small tree or sapling.”

We found a sapling about an inch and a quarter or inch and a half in diameter. We cut it down and whittled the branches off. Then, Otis and I stuck the sapling down to Lonzo and he grabbed hold of it. We pulled him up to the level of the railroad.

After that, I don't think Lonzo ever wanted to jump down off the tracks; he decided he'd just take his chances on the tracks by getting behind a water barrel or even getting into a water barrel. That was one of the funniest incidences we had during our Sunday afternoon walks.

1925-1927 – Walking Home Along the Railroad Tracks

This story was told by Claudius Clemmer (1989). It likely happened between 1925 and 1927:

The first two years that Claudius attended Mosheim High School, he walked the 6.5 mile roundtrip between home and school...

Many times I walked home on the railroad, as the main road was muddy. It was two miles from the Mosheim depot to the Midway depot, and I remember when I walked home on the rails that I never stepped off once.

Once in a while, as we walked home from school on the railroad, we would be at the right hour for a hand-pumped motor car to come along with railroad men on it going home from work. After working all day, they were tired and didn't want to let us ride on the side of the railway motor car, but they would allow us get on the back and let us do the pumping. So, we had to haul those big fellows.

We decided that wasn't too good a deal, because it was very hard work to get over the hill. Half the trip from Mosheim to Midway was uphill, and then the rest was pretty much downhill. We rode the hand-pumped car occasionally, but we just about decided we'd rather walk than to have to pull those big guys up the hill.

Once in a while a freight train would come along going slow enough that we could jump on it as it was going uphill. In the old days, freight trains couldn't go up hills very fast, so we'd catch on the side of a car and ride on down the road as far as we could go before it started going downhill and picking up speed. Before it started going too fast, we'd jump off.

None of us ever got hurt doing this except for once, when Lonzo Cansler caught the first car, I caught the second one, and Otis Linebarger caught the third car. After I jumped off, Otis jumped off, landing on top of me, but I had only a skinned finger; as I recall, that was the only time I ever had a fall or any kind of accident riding the side of the train. We'd ride for about a mile or a mile and a half before the train got enough speed, which then forced us to have to jump off.

1925-1929 – Claudius Saves the Store

This story was told by Claudius Clemmer (1989). It happened sometime between 1925 and 1929:

One of the things I remember that happened at the store was when I had built a fire in the stove and I thought I had the fire going well. A man came running into the front door of the store and said, "Your roof's on fire." I went out and looked, and indeed it was on fire. A spark had gone up the chimney and set the wood shingle roof on fire. I had a big pair of leather gloves on with high tops, so I jumped on the door knob and jumped up on the roof.

I got up on the part that was called the exchange or the granary building and got up where the fire was. There was a spot about three feet that was on fire. With my leather gloves on, I grabbed the boards that were on fire, threw them down on the ground or rubbed them with my glove to put out the fire.

I saved the building. If I had not been able to get up on top of the building, I could not have saved the building, and it would have been a complete loss.

1926 – Caught Leaving High School Early

This story was told by Claudius Clemmer (1989). It happened in about 1926:

When Claudius Clemmer finished the eighth grade at Midway School, he had two classmates who went on to Mosheim High School with him – they were close friends...

During that first year of high school, we three boys [Claudius, Otis, and Alonzo] thought that when we finished our last class, which was about two o'clock, that we didn't need to stay any longer at school. So, we left school each day at two and walked straight home.

The principal didn't miss us for about three or four months. Finally, one day he missed us. He thought we were leaving to go to the store and loaf, so he left school and went to all the stores to look for us. He asked the people at the stores if they knew us and if they had seen us loafing, but the people said, "No, they'd never seen us loafing, that they'd just seen us 'batting' down the road heading for home."

The principal did not say anything about it for another month, until finally he got in his old car and caught up to us one day. We were almost halfway to Midway. He asked, "Where are you going?" I said, "We are going home. I've got to work in the store so my dad can do other farm work." Otis Linebarger said, "Well, my dad's on the railroad, and I've got to go home and help the family." Lonzo Cansler said, "I do all the mowing and trimming of the shrubbery and take care of things until my father comes home." The principal studied about it a while and said, "You boys haven't loafed, you haven't been into any trouble, and I believe I'll just let it go. But, you really need to study." We told him we studied at home and that pleased him. So we continued that way for the entire first year at Mosheim High School.

1929 – "Famous Last Words...§"

This story is a compilation of stories told by Mary Ruth (personal communication, August 9, 2007), Ridley Ruth, Jr. (personal communication, August 28, 2007), and Benji Clemmer (personal communication, August 28, 2007). It happened in September of 1929 when Claudius Clemmer first went to the University of Tennessee:

Claudius had graduated from Mosheim High School in May, 1929, and was living at home when his father realized that college was starting in a couple of days. He said, "Son, you are going to school."

So, the next day, they went down to the administration office at UT and his dad told them, "I want my boy to go to school." The dean said registration was closed and they had no more rooms available in the dormitories. His dad said, "I don't care about that. I want

him in school.” Needless to say, they let him attend classes and he found a room near the campus for \$8 a month.

The folks at UT were never particularly complimentary or supportive of Clemmer’s efforts to get an education. They laughed at him, because he had come from a school that didn’t give written tests. He hadn’t seen tests on paper during high school, and when he got to college, they had all written tests to take, and he didn’t really know what they were. During high school, most of his tests were oral, with the questions on the board and students answering aloud. They said, “Boy, you’re too dumb to ever get through college. You’ll never make it. We don’t think you are really meant to go to school to get a higher degree. You should go get a trade – focus on getting a trade.”

He said they didn’t think he was bright enough to be in college. They were not at all encouraging, and they didn’t help him find a job to pay for his room and board. He always had to work, so it was difficult for him to find time to study. The experience of being put down at UT seemed to fire him up to prove that he was every bit as smart as anyone else. When Clemmer got to East Tennessee State Teachers College, they were very helpful, very supportive, and encouraging.

When Claudius and Kitty established the endowment at ETSU, he said he started thinking that, “If it hadn’t been for ETSTC, he would never have gotten a college degree.” And, he was just so appreciative of the help they gave him. He continued his education with a master’s degree from UT, only because they didn’t offer that at ETSTC. At that time, it was almost impossible to get a job, so he figured he should go ahead and get another degree while he was trying to get a really good job.

1929-1935 – Life During the Great Depression

This story was told by Claudius Clemmer (1984). It relates what life was like during the Great Depression from approximately 1929-1935:

The people... how they got by without needing so much money, yet they lived reasonably well. Most everyone, at that time, had a wood range or a cook stove. And, of course, to get fuel, all you had to do was to get a good axe, be willing to work, go out and chop the wood, bring it in, and build a fire. You could heat your cook stove and you could cook your food.

Now also, nearly everyone grew wheat. Most everybody grew corn. You could take the corn to the mill and the Miller would grind it to give you so many pounds of meal; you could have all the cornbread you needed. And you could take the wheat to the mill and you could get so many pounds of flour for each bushel of wheat. So, you had the flour for your biscuits, you had the corn for your cornbread, and, of course, when you killed hogs, you would usually render the lard... or cook the lard out of the fat portion, if it was un-usable, and that made extra shortening for the bread.

So, you had good bread and everyone grew dried beans... you had dried beans, and you had other food you could preserve by drying or by canning – of course, everyone canned. They canned many things. They canned tomatoes. They canned beans and other fruits out of the garden or from the farm. Most all people had, in their yard somewhere, a place to grow something in that rural area.

But, there really was no money. I’ve talked to many people who lived in other counties nearby and it was similar to what I describe. Some of the people maybe didn’t live

as well as we did, because maybe they didn't have, as cushioning, a program to where they could grow as many things and get along.

There were seven children in my family, and my dad was a pretty good planner. He knew how to make everybody work. He assigned each person in the family a certain amount of work that they had to do. So, it was one person's job to do a certain thing. I know that one of my brothers... it was his job to milk the cows and bring the milk home. Well, as a result, we had plenty of milk, we had plenty of butter, and we were never short of food in that respect. And then, of course, each member had a job. My job happened to be helping him with the store before school and after school and doing work of that sort. But, that was just as important, because that freed him to look after other jobs.

1930 – Boarding While at the University of Tennessee

This story combines two stories that were told by Lindsley Ruth (personal communication, August 4, 2007) and Benjamin Clemmer (personal communication, August 28, 2007). It happened in about 1930 when Claudius Clemmer was attending the University of Tennessee in Knoxville:

There was no room for Claudius Clemmer to stay in the dormitory, so he found a room at a lady's home near the campus for \$8 per month. The room had no running water, no shower, or anything; it was just a room above the garage.

He had gotten to know General Neyland, who was the coach at the time, and Neyland allowed him to take showers in the locker rooms. He took showers in there and worked odd jobs for money.

Granddad felt bad for the lady so he would help out around the house, stoke the fire and carry in all the firewood for the stove. One day, he was in the garage and saw her old car, just nasty dirty, as I don't think she used it very much. He told her that he would clean it for her. She said, "Don't bother, it was my husband's and I don't really drive it anymore." He spent all night washing, then waxing, and polishing that car. In the morning she came out and saw it in the yard, and he said she broke down and cried that she hadn't seen it so shiny in years. She then asked if she could pay him for the work, and he refused. "Just glad to help you out," he said.

Early 1930s – Trading for a Car

This story was told by Lindsley Ruth (personal communication, August 4, 2007). It happened sometime during the Great Depression between 1930 and 1935:

The story was that when Granddad got his first car, he traded for it. He traded wheat for a man's car...

It was during the Great Depression and there was a field of wheat where a man wanted to plant something else. He told my grandfather, "If you'll chop down the wheat you can have it." So, he did. And, there was someone else down the street who had a car but wanted wheat to make bread or whatever they needed to do with it. So, he took the wheat and he traded it to the other man for his car. And, that's how he got his first car. He was a trader.

This story was told by Ridley Ruth, Jr. (personal communication, August 28, 2007). It happened sometime during the Great Depression between 1930 and 1935:

I remember him telling a story from back during the Great Depression. I think this always stuck with him, that it was good to know people...

He was driving down the road and there were these guys in the road with shotguns and rifles who had the road blocked. They were demanding a toll for people to pass and basically extorting money out of people. They got him out and he noticed someone and said, "Oh, Mr. So-and-so, how are you doing? It's good to see you. How's your family?" and all this and that. So, the guy says, "This fellow is alright, guys, let him pass."

1931 – Claudius Clemmer's First Teaching Job

This story was told by Claudius Clemmer (1993b). It happened in 1931:

My first teacher's position was in Greene County at Pineoba School, a one-teacher school. This school consisted of grades one through eight; I taught all grades except seventh, as there were no students in seventh grade that year. The enrollment was thirty-one students.

As I was only twenty years old and had never taught any classes, I welcomed any advice given to me. Before the school year started, I went to Johnson City to talk with Professor Mathes at the teachers' college, since he had formerly taught in several one-room schools. He gave me a number of good ideas about organizing Pineoba. The Greene County Superintendent of Schools told me to begin my classes each day with Bible reading and prayer. I took his advice and did so every morning. The students were very respectful, and I had very few discipline problems.

All except one of the families whose children attended Pineoba School were farmers. To try to help these families, I obtained brochures from the Agricultural County Agent on several topics, such as growing tobacco, crop rotation, contour plowing, and subsoiling to prevent erosion. I would distribute these pamphlets in class and have the older children read them. Then, I would have the students take the brochures home for their parents to read. After one family had finished reading the material, the student would return the pamphlet to school, and I would send it home with another student for his or her family to read.

One of my students at Pineoba wanted to become a secretary. I told her that while in school she should study English composition and sentence structure. I also suggested she buy or borrow a typewriter and learn to use it efficiently. She did what I suggested and became an outstanding secretary for Pet Milk Company in Greeneville.

Recently [1993], while attending a wedding in Greene County, I noticed a grey-haired woman was looking at me as if she recognized me. At the wedding reception, she spoke to me and said, "Mr. Clemmer, do you remember me?" I replied that I did not, whereupon she said that I had taught her in 1931-1932 at Pineoba. I was gratified to learn that she had become an excellent homemaker, a good citizen, and a dedicated, hard-working church member.

I hope that I said or did something that helped her and the other boys and girls at Pineoba to turn into good citizens and to have the right ideas about the church and their lives.

1931 – Pineoba School Runs Out of Money

This story was told by Claudius Clemmer on numerous occasions. This re-telling is primarily from an interview with Becky Whitlock (1993), the Weekender Editor of the Kingsport Times News, with parts from Clemmer's (1984, 1993b) writings. It happened in 1931:

Claudius Clemmer graduated from high school in 1929 with every intention of going on to college. Then the Great Depression hit. His father had enough money to get him through the first year of college, but then the young man had to drop out [after the first quarter of his sophomore year].

Hearing of his plight, another man [a local politician who was a member of the County Court with U.M. Clemmer, Sr.] offered to give him a job teaching school for \$90 per month, so he could continue his education. Since he didn't have a teaching certificate, he had to take some education courses [one summer semester] at East Tennessee State University [State Teacher's College in 1931] that summer.

In the fall of 1931, he found himself teaching grades one through eight in a one-room schoolhouse [Pineoba School in Greene County, Tennessee]. But, things weren't exactly smooth after that. "Everybody was hard up," Clemmer said. "The superintendent called the teachers in and said, 'We're out of money. We can pay you for five and a half months. You can finish the seven months, if you want, but you'll never get paid.'"

I chose not to resign, as my resignation would have left the students with no teacher. I was willing to work without pay and was fortunate in having an understanding family who supported my decision to complete the school year. "I decided to finish out the year, because I thought of the little boys and girls. They were good children. I liked them, and I felt they liked me, and I would have felt like a dog to leave them." For the students' best interest, I was pleased I could finish the teaching year.

1931-1932 – An Angry Parent Visits Pineoba School

This story was told by Marianna Bloomer (September 9, 2007), who is the daughter of Clemmer's first cousin, Katherine Claudia Clemmer Gamble, and re-told by Betsy Clemmer Grant (personal communication, September 10, 2007). It likely happened while Clemmer was teaching at Pineoba School in Greene County, Tennessee, 1931-1932:

Claudius was teaching in a one-room school with all eight grades in one room. He went to put a stick of wood in the fire in the pot-belly stove when he heard a knock at the door and answered it with the stick in his hand. It was the father of a boy he had to spank the day before. When the father saw the stick, he ran for his life.

The funny part was that the father had told all his friends that he was going down to the school to beat up the teacher for spanking his son. So, the friends followed in the distance and hid in the bushes to watch. When they saw him run, they asked why he didn't fight him, and he said the teacher came at him with a stick of wood.

Stories about helping out in his father's store were told by Claudius Clemmer (1984, 1989, 1993b) many times. This aspect of the story took place during the time he was teaching in Greene County, Tennessee, between 1931 and 1936:

During most of my teaching positions in Greene County, I was fortunate to be able to live at my home in Midway. Being the eldest of seven children, I felt an obligation to help my family in any way I could.

Almost every morning, I would get up early and go in at about 6:30 or 7:00 am to get my father's store ready for each day's opening. I swept the floor, set the cash register, and took care of the dusting that needed to be done each day. Then, I would go to school and be there by 8:00. Nearly every day, after returning home from teaching, I would work in the store again, in order to give my father time to feed our farm's livestock and eat his supper.

In addition to his duties associated with helping out in the store, Claudius was also given the task of collecting... Even after high school while I was teaching and was in college, he would still hand me some of the accounts and say, "Go see them and see if you can get me some money." I'd go see the people who owed him money and would try to collect. Most of the time, he knew when the best time was to go. There was very little income for most farmers other than their tobacco income, and some of them sold milk and would get a milk check.

1932-1933 – *Willing to Choke a Rattlesnake for \$5*

This story was told by Claudius Clemmer (1993b). It happened 1932-1933:

I was asked by the superintendent if I would be willing to accept a position in a school where the boys at the school had "run off" the principal. The superintendent told me he would pay me five dollars a month more [\$95 per month] than I had received at Pineoba. I told him, "I would choke a rattlesnake for five dollars!" He asked me if I was certain I would be able to finish the school year if I ran into discipline problems, and I told him I would "be there at the end of the year, even if all the students were not."

Thus, I accepted the position of teacher-principal at Kidwell or Hardin's View School. The school was on Baileyton Road, approximately three miles northwest of Greeneville. Kidwell School was a two-teacher school. Miss Naomi Johnson taught the first four grades, and I taught thirty students in grades five through eight and also coached the boys' basketball team on an outdoor court – the court was a rough gravel court, and when the boys played, they usually wore overalls and sometimes knee pads. Badly skinned knees resulted from falls if heavy clothing and padding were not worn. Our boy's team played other two-teacher-school teams, and our team won five games and lost three.

One day, while I was teaching at Kidwell, an eighth grade boy, who was quite large, hit an eighth grade girl in the abdomen with his fist. I told the boy, "I don't like what you did and I'll see you tomorrow about it." The next day, this girl took a large lump of coal from the coal bucket next to the pot-bellied stove. She put the lump of coal in both hands, and when the boy had his back turned to her, she hit him in the back of his head. She knocked him out cold, and he lay on the floor, not moving. After reviving the boy, I told the girl and

the boy that they were even and to forget the whole matter. Also, I said to them that if they caused any more trouble I would whip both of them. The rest of the year was peaceful, and these two eighth graders were well behaved.

At the end of the school year, the parents in the PTA presented me with a quilt with the names of each family embroidered into the various sections. This quilt was treasured by me and used for many years.

1935-1936 – Those Boots Were Made for Kicking

This story was told by Claudius Clemmer (1993b). It happened while he was teaching in the high school portion of McDonald School from 1935-1936:

From 1935-1936 McDonald High School was my fifth teaching position. There were five high school teachers, but the McDonald School consisted of grades one through twelve. This school, at the time, was an attractive, three-story, red brick building, which was later demolished and replaced with a one-story structure.

I taught math and history and coached the girls' basketball team. The girls' team won ten out of fifteen games that year. Several of my students at McDonald High School were very bright, but there were some pupils who did not keep up with their assignments. McDonald High School at that time had no art department, no cafeteria, and, of course, no air conditioning. I took history and math books from my home to supplement the textbooks used in my classes.

While teaching my algebra class one day, one of the elementary students, who had on a brand new pair of boots, kicked my door as he was walking down the hall. I told him not to do that in the future, but a few days later he kicked the door again. I opened the door, turned him over my knee and paddled him with the algebra book. He never kicked the door again and later became a good friend of mine.

1935-1946 – She Never Liked Math

This story was told by Claudius Clemmer (1993a). It could have happened at any time during his high school math teaching career, which was from 1935 until 1946:

Not liking math seemed to be popular with several of my high school students. One girl student of mine told me she didn't like math, she never had. She admitted that she had never studied math. She said, "I can't learn math." I replied, "No, but I think we will this year. I'll have you for math for your freshman year, and your problem is that you have ignored math for eight years."

With extra help and encouragement, this girl became a good math student by the end of the school year. Much to my surprise, she asked to be in my *Business Math* class the next year, where she continued to do exceptionally well in math.

1936 – A Young Man with Potential

This story was published by Watson (2004b, 2004c) and re-told by Nic Clemmer (personal communication, August 13, 2007). It happened in 1936:

While teaching at McDonald High School in 1936, one of his students showed great potential. As a result, Clemmer approached the young man's family, convinced them to send their son to East Tennessee State Teacher's College (currently ETSU), personally enrolled him, and found him a place to live near the college. After his graduation from ETSTC, the man taught in Greene County, Tennessee, for 51 years (Nic Clemmer, personal communication, August 13, 2007; Watson, 2004b, 2004c)...

There was a student of Claudius' who graduated from McDonald High School in Greene County who he thought showed great potential. After graduation, Claudius visited the boy's father to say he thought the young man had a lot of potential and should go to college. He convinced the family to allow their son to go to college. Then, he brought him up to ETSTC (East Tennessee State Teachers College) and found him a place to live while he went to school.

Claudius was directly involved in getting the student enrolled and started at ETSTC. Something more than 50 years later, Claudius bumped into the man and asked him what he did for a living. He replied that he was a retired teacher of 51 years. Claudius Clemmer saw the young man's potential and acted on what he saw. His actions had a real effect on that fellow's life!

1936 or 1937 – Claudius Clemmer's First Business

This story was told by Ridley Ruth, Jr. (personal communication, August 28, 2007). It likely happened sometime around 1936 or 1937:

I remember a story he [Claudius Clemmer] told me once about a time after college when he bought and ran three gas stations. They weren't very profitable, so the guy he bought them from told him to try and turn them around and he might try to buy them back from him. I remember that he ended up living over the garage of one of them. He had a one-bedroom place that he lived over the garage. He said his philosophy for doing that was so that he could focus on the customer and cutting the cost, to make sure that the guys weren't just giving stuff away.

One of the main things they did was to patch tires. He watched these guys do their job and I didn't really know about a lot of this stuff. But, he saw how much patch the guys were using and suggested that they really didn't need to use that much patch to patch the tire. They could use 66% of that and still adequately patch the tire for the same life. So, by doing little things like that, he ended up making all these gas stations profitable. Then, he turned around and sold them for a profit. I think that probably gave him a stake to get married and buy a house. That was one of his first experiences of running a business.

1936-1938 – Dobyys-Bennett High School Business Manager

This story was told by Claudius Clemmer (1993a). It took place between 1936 and 1938.

Claudius was the school's business manager during his entire career with the Kingsport City Schools from 1936-1946:

After a few months of teaching at Dobyys-Bennett, the principal, Mr. Koffman, learned that I was from a merchant's family and that from an early age I had been in the retail business. He then made me business manager of the school, and I managed the school store. The high school did not have a cafeteria at that time, but the school store sold sandwiches for ten to fifteen cents, soft drinks for a nickel, and candy bars for five cents. Of course, the store also sold school supplies.

During the years that I was manager of the school store at D-B, I enjoyed training several young students to work in the school store. All the male students who worked in the school store became excellent business people and were successful merchants who operated profitable businesses all their lives.

As business manager, another assignment I had was to sell advertisements for the school. These ads were displayed on the school's wood fence around the playing field, which was next to the high school. I enjoyed this duty, because the businesses in Kingsport were very receptive to supporting the school, by purchasing ads. By the successful sale of fence ads and program ads, the school was able to pay off its business debt in only two years.

While serving as business manager, I was able to get the Kingsport citizens interested in attending the school's athletic events. During this time, I was able to begin a plan, still in effect today, to sell football season tickets for reserved seats in the main section at the football field. As a result, we sold out every home football game, with tickets for the bleacher seats sold at the gate before home games. This was also when the student activity ticket went into effect, whereby, at the beginning of the school year, each D-B student could buy an activity ticket for \$1.50, which admitted the student to all the school's athletic events.

1936-1938 – The Courtship of Kitty and Claudius

This story was told by Katherine Clemmer (personal communication, August 4, 2007 & August 9, 2007), with some aspects of the story contributed by Lindsley Ruth (personal communication, August 4, 2007), Mary Ruth (personal communication, August 9, 2007), Kabira Madani (personal communication, August 9, 2007), and Nic Clemmer (personal communication, August 13, 2007). The courtship lasted from around 1936 until their wedding on June 18, 1938:

Kitty was teaching school at McDonald, boarding at a home during the week, and going home on weekends. Claudius came to the house where Kitty lived, to visit his girlfriend – the daughter of the family.

Kitty already had a boyfriend, but Claudius took one look and thought, “Ah hah! This is the one!” It was raining the day he came to visit, and he “just happened” to leave his umbrella when he left. As a result, he had to come back and get his umbrella, which Kitty “just happened” to have. That’s how they met the first time.

Some days later, Kitty and someone [probably her father] were sitting in the car either at McDonald School or outside a bank in downtown Greeneville, when Claudius came up to them and introduced himself. After that, Claudius came around to visit Kitty and, when he asked some young men in the neighborhood for directions to her house, they said, “Oh, she’s not going to talk to you. She has a boyfriend. She’s already spoken for.” Claudius said, “I did not listen to them! I chased after her, and kept going to the house.” To the young men, he said, “Well, she’s not married yet, is she?” They said, “Well, no.” And he said, “Well then, okay!” Of that exchange, Kitty said, “They forgot he was a salesman! He did not give up!”

Kitty used to tease Claudius by saying, “I know all about you! I’ve heard about you!”

When Claudius asked Kitty to marry him, she said she might have said, “I’ll have to think about it... But, I was just kidding” she laughed, as she told the story. She didn’t actually have to think about marrying Claudius at all! When asked if Claudius got down on one knee when he proposed, Kitty said, “It wasn’t necessary.” But, being an old fashioned fellow, he did ask Kitty’s father for her hand in marriage. Or, as Kitty tells it, “I guess he suggested it.”

Kitty still has the loveseat from the parlor where Claudius courted her. She said, “It has happy memories!” They didn’t have a long courtship. It actually would have been shorter, except that Kitty was working as a third grade teacher in Alcoa and needed to complete her contract before she could get married – it was during the time when female teachers were expected to be unmarried.

They were married by the Presbyterian Minister at Kitty’s home, Elmwood Farm, in Chuckey, Tennessee. Kitty’s sister-in-law, Margaret, was her matron of honor and Claudius’ brother, U.M., was his best man. Kitty described her dress as a “... real dainty sheer dress that was very dressy. It was a real thin material with, I think, a little pink trim along beside it. It wasn’t a long dress – it was just regular [length]. Because I was married there at home, so I didn’t have to dress up too much. But, it was nice...”

Nic said that he remembers seeing a picture of the mantle in the room where they were married, which surprised him because her brothers had gone up on the mountain to get rhododendron to decorate with flowers – it was beautiful!

1936-1943 – This Student “Got It” the Second Time Around

This story was told by Claudius Clemmer (1993a) with some additional information from Mary Ruth (personal communication, August 9, 2007). It happened during his teaching career at Dobyns-Bennett High School probably sometime between 1937 and 1943:

Another student was assigned to my Algebra I class for the “second go around.” During this student’s first try at Algebra I, the teacher had told him he was no good, would never be able to “get it,” and to give up ever trying to learn algebra. I had never taught this student, but I had heard other teachers discuss his ability to do the work in their classes. I told this student, “You have a brilliant mind and you can do anything you want to. You can accomplish great

things if you will only use your ability.” I am pleased to say that at the end of the school year, he had become an excellent math student and had an entirely different attitude about his math capabilities.

I saw him several times over the next few years and encouraged him to continue to work hard. He did so, went to college, and he received several degrees, including a Ph.D. After his formal education, he worked for the federal government in foreign affairs and became fluent in many languages. I have heard he had an outstanding career, and is now retired.

I recently attended a lecture he gave at my church [First Presbyterian Church in Kingsport], and was very pleased to hear him say that, without my encouragement, he would not have taken any more math courses and that he would not have worked hard in preparing himself for his life’s work, which required a tremendous amount of education and study.

Mary Ruth said that the reason this student was assigned to her father’s class was because the principal, Mr. C. K. Koffman, asked him to personally tutor the student; he knew that the boy had a bright mind, but just couldn’t focus on math.

1936-1946 – This Student Kept Claudius “Hopping”

This story was told by Claudius Clemmer (1993a). It happened during his teaching career at Dobyens-Bennett High School from 1936-1946:

One of my most competent math students was such an excellent math student that he kept me “hopping” to keep ahead of him. He could always come up with the right answer quickly.

After he graduated from college, he accepted a position as a college math teacher, working in this position until his retirement at age sixty-five. I was invited to his retirement party that the college hosted for him. A new mathematics building at the college had just been completed, and at the retirement party, the college president announced the building would be named for this capable student of mine.

1937 – Going to Work for Slip-Not Belting Company

This story was told by Claudius Clemmer during an interview with Scott Emerine (2003) of The Business Journal of Tri-Cities TN/VA. It happened in 1937:

“In 1937, when school ended the first year, I went out to find a job. Commencement of the school was on Monday night. I went to Eastman on Tuesday morning, and they told me to come back on Friday morning. They only interviewed on Fridays. I went down to Blue Ridge Glass, and they told me that they did not interview people until Thursdays and to come back.

I went on down the street to Slip-Not Belting Company on Main Street,” says Clemmer. The company sold leather goods to the military and had some well pumps in inventory. The company’s sales force knew about leather products but did not understand the pumps. Five out of six that were sold did not work. “I told him [H. J. Shivell] that I put a pump in for my Dad in junior high school and I could make them work,” Clemmer says. On

commission only, using his own car, he set out to sell the manufactured pumps for owner Homer Jefferson Shivell and did not stop until he retired at the age of 81.

1937 – “There is No Doubt as to Your Father”

This story was told by Claudius Clemmer (1979, *Rambling Recollections of our Parents* section). It happened in 1937:

Uriah [U.M.] Clemmer [Claudius’ father] was born in Dallas, North Carolina, November 26, 1876. He attended school several years in Gaston County, North Carolina, after which he attended Rogersville College, Rogersville, Tennessee, staying in the Fulkerson home.

I recall this little interesting incident: in 1937, I walked in Frank Fulkerson’s office in Rogersville. As soon as I was within 20 feet of him, he said, “Don’t speak a word – don’t tell me who you are – you have to be the son of Uriah Clemmer. You so closely resemble him as he looked when he stayed in our home at about twenty years of age – there is no doubt.”

It seems his major subjects were mathematics and surveying, and after leaving this school [Rogersville College], he helped his father, John Larkin, survey several areas, of which the largest was the Tennessee-North Carolina line. This was a two year project.

1937-1945 – Teaching and Selling Pumps Part-Time

This story was told by Nic Clemmer (personal communication, December 15, 2006). It likely happened sometime between 1937 and 1945:

When Claudius went to work for the Kingsport City Schools at Dobyns-Bennett, his monthly salary was \$115. In order to supplement his teaching salary, a year after starting work at Dobyns-Bennett, Claudius went to work part-time at Slip-Not Belting selling pumps for straight commission.

One day, Superintendent, Ross N. Robinson saw a commission check from Slip-Not on Claudius’ desk. The check was for \$200, which was more than a month’s teaching salary. When Robinson saw the check, he realized Claudius might leave the school system for full-time work selling pumps, since he could make a lot more at that. So, he gave him permission to leave school, if he got a call about selling pumps – he wanted to make it as easy to stay working for Dobyns-Bennett as possible.

Robinson didn’t want Claudius to leave, as he was a valuable addition to the teaching and administrative staff – he was the school’s business manager, in addition to his teaching responsibilities. At the same time, at Slip-Not Belting they were telling people to come back after 3:00 (when school let out) if they needed to purchase a pump, so that Claudius could help them. As a result, Claudius worked all day teaching and a lot of afternoons and evenings selling and installing pumps.

April 29, 1938 – U.M. Clemmer, Sr. is Shot in a Holdup

This story was published in the newspaper (April 30, 1938), with follow-up details published throughout the succeeding months; it happened April 29, 1938:

Esq. U. M. Clemmer, a prominent Greene County citizen, was seriously wounded last night [April 29, 1938] at 9:20, when two masked men entered his store at Midway and fired two bullets into his body. One bullet entered his throat and ranged to the spine, where it lodged. Another bullet penetrated one of his shoulders. His body is paralyzed from the waist down. As soon as his condition permits, attending physicians plan to operate and remove the bullets. He has been conscious since the shooting and is very comfortable at a local hospital where he is undergoing treatment. However, the seriousness of his wounds have not been determined.

Mr. Clemmer, who is an Esquire in the nineteenth district and a well known country merchant, was winding up his day's work, when two masked boys armed with revolvers, apparently twenty-one to twenty-five years of age, entered the store and ordered Mr. Clemmer to "throw 'em up." As he attempted to raise his hands, one of the men [Bob Perkins (22)] who had a .38 and .32 revolvers in each hand struck him over the head with the butt of one of the guns and fired two shots into his body.

In the mean time, the other man [Fred Lynch], who was also armed, had Jim Clemmer [13], a son of Mr. Clemmer and Kane Haun [19], another boy, who happened to be in the store at the time, under cover.

Following the shooting, the bandits apparently became frightened and quickly fled in an automobile, which they had parked nearby.

Sheriff Q. N. Styke with deputy sheriffs Joe Styke and George Hutton, who were at the scene in twenty minutes, is positive their motive was robbery, but believes they were amateurs at the racket, and were not able to carry out their plans.

They were masked with white handkerchiefs and wore kakki pants and shirts.

Sheriff Styke and his posse worked all night in an effort to make an arrest or to find clues, but as yet their attempt has been futile with the exception of two or three automobiles that were seen in the vicinity shortly after the shooting and they are making a check on them.

Fate has a very strange sense of humor sometimes. Out of five hundred names from which one hundred and twenty five were drawn to make up the jury panel for this term of court, Squire U. M. Clemmer was one.

The accused murderers of Squire Clemmer are on trial for their lives today. Squire Clemmer, prominent and beloved Greene County citizen and Midway merchant, met his death on the night of last April twenty-ninth, when he was held up and robbed by two bandits. That his name should have been drawn to serve on a possible jury to pass judgment on his murderers is a weird bit of irony.

Three of those accused of the attempted robbery and murder were apprehended in Indiana, Fred Lynch, Ina Lynch (24), and Lucy Hinkle (18) – the women were waiting in the car, outside the store during the robbery attempt. All three were in prison, convicted on a charge of forgery and sentenced from two to fourteen years in the penitentiary.

Fred Lynch was convicted of first-degree murder and sentenced to 99 years – he escaped after serving several years, but was returned later and has since died. The women were found guilty of second-degree murder and sentenced to from 10 to 20 years – both were paroled after serving a few years and have reportedly been in no more trouble.

Bob Perkins, who had never been in trouble with the law before, was found guilty of first-degree murder with mitigating circumstances and sentenced to 35 years. The mitigating circumstances were his youth – he was 22 – and that he had no prior record – he was killed in the penitentiary while fighting, two years after his sentence.

1942 – Preparing the Cinder Track for a Meet

This story was told by Claudius Clemmer (1993a). It likely happened in about 1942:

During my years at Dobyons-Bennett High School, the track field was next to the school, and the surface of the track was cinders. I was assigned the job of getting a few strong boys to help prepare the track for a big track meet with Johnson City.

We smoothed the surface, rolled it with a heavy roller, and had it in excellent condition by Friday afternoon, ready for the Saturday meet. That Friday night, someone drove a car over the track, skidding and doing considerable damage. Early Saturday morning, we saw what had happened, so I got the same boys to help me prepare the track once again, readying it just in time for the meet.

After a successful track meet, the following Monday morning, both Mr. Koffman and I noticed a boy at school that day who had many bruises and two black eyes. We said nothing. Neither did we investigate. Tracks being damaged were no longer a problem in the future.

1946-2005 – Claudius Clemmer Invested in People, Not Businesses

This story was told by Nic Clemmer (personal communication, August 13, 2007) with contribution by Benji Ruth (personal communication, August 28, 2007). It could have happened anytime from 1946 until 2005:

He enjoyed having conversations with people, so he would open up a brokerage account or a checking account so he could stop by and check on the business. He had a lot of relationships with brokers and bankers, because he would open up a savings account for enough so that he could buy some stock. In terms of investment, he liked to buy bank stocks, especially local bank stock, so that he could get to know the banker and watch how the bank was managed.

Once, he went up to Richlands, Virginia, to check out a new bank. They met in a barn and one of the men who was a founder had on his bib overalls, so Dad bought about 1,000 shares, because he was impressed with the men – now, that's 11,000 shares, and we still own that stock. He enjoyed investing in banks. He knew the people, and he was a good judge of character. He really enjoyed the people more than he considered it a way to make some money.

A few years ago, there was an article in the paper about the formation of a local bank. At that time, Dad may not have had the energy to read. So, I [Nic] went by the house, showed him the article, and read it to him, because I wondered if we should buy some of their stock. He pointed to a photo of one of the men who was associated with the formation of the bank, and said, "If he opens a bank, all the others will go broke." That was a pretty good recommendation. He looked at the person, not just the name of the bank; he looked at who was going to be there. Some of his investment decisions were based solely on who was going to be there.

Benji says that there were times that his grandfather wouldn't even remember that he had money invested with someone. But, if you went to sell it, he would say, "No. That man is good and I want to still own it." He could have made more money with his investments

than he did, but that wasn't always why he invested. In Benji's opinion, he began investing because he had money that he didn't need and he wanted to give it to someone to help them get a start or a leg up.

1952-1961 – Customer Service at all Hours = Success

This story was told by Nic Clemmer (personal communication, December 15, 2006). It

could have happened anytime between 1952 and 1961:

I can recall numerous times that someone would call home late on a Saturday night or a Sunday morning. They would say, "My pump is broken and I need this part or that part." Dad would say, "Okay, we're going to church. We'll stop down there and get that part and put it in a bag and set it out in front of the door of Jefferson Sales." Then, they'd come by and get it and fix it, and whatever.

If it was something big, he'd tell them to stop by Slip-Not, and say, "There's a button up high that, if you push it, the bell will ring and there's a night watchman in there and he'll come. But, if he's in the back, you might have to ring it a couple of times. He has the key and can unlock Jefferson Sales building and let you in to get what you need."

I was thinking... how many times could you call the president of Lowe's and ask him to open up the store? Or, even some local hardware store?

Then, on Monday morning, Dad would write out a note that said this fellow picked up whatever it was. It was just the way things were done. It was a focus on the customer. And that's part of the reason Dad was as successful a businessman as he was, I'm sure.

Late 1950s – Look at the Mother

This story was told by Ridley Ruth, Sr. (personal communication, August 4, 2007). It

happened in the late 1950s:

When I [Ridley] started dating Mary, before we were engaged, we decided to go over to Bristol to shop. We went over to Bristol and he [Claudius] said, "Ridley, you come on with me and let Mary and her mother go on shopping, and we'll meet back here at King's, at the lunch counter." They had a soda bar or something at that time. I said, "Okay." And they said they would be back at three o'clock. At about 3:15, I said, "Didn't we say we were going to meet back at three o'clock?" He said, "You know women, just don't worry about it. They're not back there; they're going to be late."

So, we got back over there at 3:45 and they still hadn't gotten back. We were sitting there talking and he asks, "Ridley, do you think my wife is good-looking?" I said, "Huh?" Then, I said, "Yes sir, I think she's a very good-looking woman!" He said, "Well, you know, this is something I want you always to remember. When you're going to marry somebody you always look at their mother to see what they're going to look like later on in life. You see, you're marrying somebody that's pretty nice!" I was so embarrassed... I thought... what am I going to say, that she's good-looking? He said, "Well, what you're getting... you're getting a good deal! I always look at the girl's mother before I really get serious with her, because that's what you're going to get. You're getting a good-looking woman."

And she still looks good! She's got good genes. And she won the *Best Looking Mother* in the fourth grade for the kids. But that's the thing... I always remember that story. It's good advice.

1959 – The Worst Tragedy of All Strikes the Clemmer Family

This tragic story was published by Gilmer (2005) with some additional information by Nic Clemmer (personal communication, December 15, 2006). It happened in June, 1959, in Banner Elk, North Carolina. The Holston Presbytery boundary extended into North Carolina, and they had just built a church camp over by Banner Elk, but had not furnished the dining hall. So, the counselors transported the campers back and forth to Lees McCrae College to the cafeteria for their meals. This is the story of how Claudius and Kitty's youngest child, Martha, was killed during one of those trips between the camp and the college:

The whole Presbytery was soon shaken to its roots. One morning in June, some of the campers piled into a counselor's car to ride to Lees-McRae for breakfast. As they rounded the curve in front of Grandfather Home, the car suddenly swerved and overturned down the steep embankment. Several of the youngsters were injured. Someone raced to the Home and called Dr. Lawson Tate who quickly hurried out from Grace Hospital on the Lees-McRae campus and began working with the injured. Several young people from the Home ran down the bank to help. One Home child held the hand of an injured camper until she could be taken to the hospital. Someone also called Dan Thomas at the Presbyterian manse in Banner Elk. As he drove out to the site, Dan feared that Will Ramsey's big truck had overturned with dozens of people, until he saw just the one smashed car. He prayed for a miracle, but could see that this was a serious wreck.

The most serious injuries were sustained by a lovely 15-year-old girl from Kingsport. Martha Clemmer was taken to Grace Hospital where she lived for only a week. The tragedy was overwhelming. No one could believe that such a horrible thing had happened.

At the time of the accident, there were still two days remaining in that week's camp. It was difficult to decide whether to send everyone home or to continue at camp, but the leaders left the options open. Some worried parents came early and took their children home. Those young people who remained kept a constant vigil for Martha and two other injured campers, praying for their healing. Evelyn Ward of Bethany Church was one of the campers in the wrecked vehicle. Her parents, Bradley and Eloise Ward, decided to show their support of the new conference ground and its leaders by letting Evelyn finish her week at camp. "It was the longest two days that we ever lived," wrote Eloise many years later. "But I'm glad for her sake, and the camp's, that we were able to leave her there until her camp was over." When that session of camp ended, Martha was still alive.

To everyone's profound gratitude, Claudius and Kitty Clemmer were able to survive the nightmare of their daughter's accident with such Christian grace that the camp was not blamed for Martha's shocking death. Her brother Nic continued to attend Holston Camp, and later served on its board. "If Claudius Clemmer had reacted differently, the camp might

not have made it,” commented Dan Thomas. “We were just getting started and out of money. We were already on shaky ground.”

Holston Presbytery immediately decided to name the camp’s dining hall *Martha Clemmer Memorial Dining Hall*. Money poured in, and the outstanding facility was completed before the following summer. For a long time, the camp did not display a sign bearing Martha’s name because of the pain it caused those who remembered her.

Over forty years later, Eloise Ward, Dan Thomas, and Kirk Allen all made an identical comment related to the horrible tragedy: “Martha’s parents saved the camp.” (p. 18)

1960 – A Pump Sold at Ole Miss

This story was told by Nic Clemmer (personal communication, August 13, 2007). It happened in 1960 in Oxford, Mississippi:

One time Claudius Clemmer sold a pump down in Mississippi...

Claudius and Nic went down to pick up Mary at Ole Miss (the University of Mississippi), in Oxford. She was going to get married, so they went down to pick her up, as she was just finishing up her final exams of her senior year. They went down and spent the night. The next morning, they had her all packed up in the car and were sitting there, waiting while she finished her last exam. Claudius started talking to a man and sold him a pump in Mississippi. They went home, wrote it up, and shipped it to him.

Nic said, “I always wondered... Since Goulds was on the distributorship basis, who got the commission on the sale of that pump? I wonder what that distributor thought when, all of a sudden, that sale commission came in.” That’s sort of the way... if you’re a salesman, you’re a salesman 24 hours a day. If Claudius saw something that needed to be done, he took care of it.

1961-1965 – Claudius was Quite a Salesman

This story was told by Nic Clemmer (personal communication, August 13, 2007). It likely happened sometime between 1961 and 1965:

When I was in college, Jefferson Sales carried chemicals – chlorine – to purify water systems and all. People found out we had chlorine and started buying it from us for their pools. So, we started doing a little bit of work helping people with their pool pumps, and started carrying some more pool supplies, like ladders, floats, a diving board, skimmer nets, and pool items like that.

When we started doing that, Dad planned a meeting at night for the people we knew to come down. The meeting was at *The Downtowner*, which was a hotel in downtown Kingsport that has since been torn down for a parking lot. We went over there and carried over all the drums of HTH and ropes and skimmers and little test kits. What really impressed me was that, when his presentation was over, Dad didn’t want to take any of that stuff back, so he sold everything. Every single thing was sold from the demonstration. He was quite a salesman.

1962-1991 – Special Customer Service at Jefferson Sales Company

This story was told by Melba Davis (personal communication, August 28, 2007). It could have happened anytime between 1962 and Clemmer's retirement in 1991:

Mr. Clemmer always enjoyed talking to the ladies – now, Mrs. Clemmer knows this – but, he always enjoyed talking to the ladies...

When a customer came in [Jefferson Sales Company], he would usually wait to see if someone else was going to help them. But, you let a woman walk into that office, and he would actually beat you out there.

I'll never forget one day when a woman came in here. She had a little bottle with her and she needed to get it re-filled with test reagent. I saw her coming around the corner and got up as she came through the door. I was probably to the end of the desk – knowing what she wanted. She came to the door, and I said, "Can I help you?" She said, "I'd like to get this filled." Before she got that sentence out, he was out of his office, grabbed that bottle, and said, "I'll fill it!" And, over he went.

So that was always a big joke about Mr. Clemmer and how he liked the ladies.

1970-1994 – Frugality and a Pint of Milk

This story was told by Moyland Rainey (personal communication, September 1, 2007). It likely happened sometime between 1970 and 1994:

He was very frugal. We had a gentleman by the name of Alonzo Greer who worked at Jefferson Sales. Claudius and Alonzo were traveling together in Southwest Virginia, and they came by an old hamburger place over in Scott County and stopped to eat lunch. Each of them ordered something, and Mr. Clemmer looked at Alonzo and asked, "Do you want to split a pint of milk?"

That was Claudius. He didn't want to drink the whole pint of milk, so "Let's save the money and we'll just split it." He was very frugal with what he had.

Early 1980s – "I told you so..."

This story was told by Ridley Ruth, Jr. (personal communication, November 22, 2005). It likely happened sometime in the early 1980s when Ridley, Jr. was a teenager:

I remember one time when I was working at Jefferson Sales for the summer. I would come in, in the morning and open up the store. One morning, I was back there opening up the back door, and I was running the chain back. He just happened to walk back, and he was looking at me. He looked at me, and looked at the chain, and said, "You know, Ridley, you doing it that fast – it's gonna get caught." I said, "I've been doing this all summer, Granddad..." And all of a sudden, clunk! The thing gets caught!

He just started laughing, so hard... I said, "Granddad, if you hadn't said that, it would not have happened!" So, about five minutes later, I had to get the big ladder out. I

had a 20-foot ladder and I had to climb up the thing. And I'm trying to get the chain off the tracks, or onto the tracks, and I heard, "Ha, ha, ha, ha." I looked back around and my Granddad was around the corner, looking at me, and just laughing hysterically.

He had such a wonderful, great outlook on life.

1983 – *Special Discounts at Jefferson Sales*

This story was told by Lindsley Ruth (personal communication, November 22, 2005). It happened in 1983 when Lindsley was a teenager:

In 1983, I had the privilege of working for my grandfather and Melba [Davis] at Jefferson Sales Corporation. I was only a teenager at the time, but he certainly didn't treat me that way, nor do I think he ever treated any of us that way when we were young. He had high expectations, and spent the summer teaching me a lot about sales and the business. It was a summer that inspired me for many, many years.

I will remember one special day that summer for the rest of my life. You see, there was this customer who came in and said, "You know, I drove over two hours to see Mr. Clemmer." He said, his daddy and his daddy's daddy did business with Mr. Clemmer and he would too.

After my grandfather worked up all the specifics of the sale, he asked me to go write up the order. Then, he said a line I'll never forget, "Lindsley, Mr. Brown here and his family... they've been coming to us for many years. They're loyal customers. Please give them a 10% discount." [This discount was in addition to the 25% discount given routinely to customers.] At this point, Mr. Brown looked at my grandfather and said how much he appreciated him and looked forward to giving him more business in the future. Well, Mr. Brown left.

About an hour or so later, this very attractive blond lady walked into the office. Well, in an instant, Granddad was out of his office, out into the lobby, introducing himself. You see, this was the first time she had been in. She only needed a few things; some chemicals for her pool. Granddad made the sale, then turned to me and said, "Lindsley, please give her a 15% discount." I thought, "Wow, that's interesting. Mr. Brown got the 10% [discount] but he wasn't quite as attractive, apparently."

The lesson learned that day was simple... It's how you make people feel that makes the difference.

1993 – *Texas A & M Graduate Distribution Class*

This story was told twice by Lindsley Ruth (personal communication, November 22, 2005, and August 4, 2007). The variations have been combined into this one re-telling. This story happened in 1993 when Lindsley was in graduate school at Texas A&M:

I was in graduate school at the time at Texas A & M and he came to visit with my grandmother – against, I think, my mother's wishes, because of the way he drove at the time... and probably still drove until recent times. So, while in graduate school at Texas A & M. I taught two classes in *Distribution*, which, of course, is where he spent much of his career.

I asked him if he wouldn't mind speaking to my classes on what distribution was like in the "Good Old Days," in the 40s and the 50s, when there were no computers, no cell phones, and everything was by hand, by card, and by written communication.

Distribution has changed a lot over the years. He was talking about his business, and how it was big because there weren't all these city water systems. He graciously entertained the class for an hour and then opened up the floor for questions.

One kid on the front row raised his hand and said, "Mr. Clemmer, is Hazard County near where you are?" He answered, "Yeah, absolutely. Hazard County is close by." You know, they watched *Dukes of Hazard*... "Why is it" – you know, kids in Texas are a little confused sometimes – so he raised his hand and asked, "Why is it that in all the movies, all the cars are jacked up in the back?"

And he answered, "Well, it's because of moonshine! You see, back in the old days, they jacked the car up, and when they put the moonshine in, it would level out, so the cops wouldn't know they had any moonshine." So, the class laughed a little bit. And another kid raised his hand and said, "Mr. Clemmer, do they still make moonshine in Tennessee?" And he answered, "Laud's no! Now they sell that *mari-wanna*! Now they're all into that *mari-wanna*. That's the number one cash crop in Tennessee." The class erupted with laughter!

And, you know, you realize that his sincerity and his candidness and his sense of humor – I think – allowed him to connect with a generation that was 60 years younger, at the time. And, he carried that throughout his life.

1994 – Lesser Known Facts

This story was told by Benjamin Clemmer (personal communication, November 22, 2005). It happened in about 1994:

The first think I thought of when I wanted to sit down and start writing was... with age comes wisdom.

Many family members naturally share many characteristics. It's probably due to that whole DNA thing. But, out of us all, I think I shared a lot more with my granddad. One of the things we both like to know, is a lot about lesser known facts... Things that might seem trivial to the ordinary person, but for us, it was entertaining.

So, I'm 17 years old – just been driving for about a year – and I stop by their house [my grandparent's] for a visit. The visit goes just fine, we're leaving, and Granddad comes out and looks at my car and asks, "Well, how's it running?" "Well, just fine, I guess." He walks around and looks at it, "Looks like it takes about four quarts of oil; mine takes 11. They tell me I only have to change it once a year." "Hmmm." And, I think that's about the only response you can have to something like that is hmmm. Not until much later in life did I understand the importance of knowing how much oil to put in your car and how those sorts of things work.

1998 – Claudius Buys a Foreign Car

This story was told primarily by Nic Clemmer (personal communication, December 15, 2006) with some aspects contributed by Ridley Ruth, Jr. (personal communication, August 28, 2007).

It happened in about 1998:

Growing up, Dad would bad-mouth the Japanese and German-made “foreign” cars. He didn’t like it when friends or family bought Michelin tires because they were made in France. He didn’t approve of anything made outside the US. It was probably because some of the first foreign-made cars to enter the market were Japanese. And, because of the War, he just didn’t want to buy them, because they were German or Japanese, and because of the War. He wasn’t going to buy them, because they sneak-attacked us! He never forgot that. He was like so many people of that generation. Plus, I think that when he taught school, he knew so many people who were killed during the War – his students and people he grew up with. That probably had a stronger effect on him than a lot of people had. It was a deeper relationship for a teacher.

He bought a new car every two to three years because he was a salesman and would usually drive one about 50,000 miles in a year, so he needed a new car pretty often. But, he never paid list price for a car. Dad was adamant about buying American-made cars, up until about 1998, when I went shopping for a new car for my wife. She is a very conservative driver. She drove a little Volkswagen that we bought when we were first married for 16 years. I checked out the Mercedes. I really wanted her to buy that car because it handled nicely; it was safe, and everything. Would you believe that when I talked to Dad about that Mercedes, he went out and bought one? Knowing my dad, I could hardly believe he had gone out and bought a foreign car – he turned around 180°! It was really a big change.

After 1998 – Driving to a UT Football Game

This story was told by Nic Clemmer (personal communication, December 15, 2006). It happened during football season sometime after 1998:

Sherry Daughtery was the lawyer who set up the Clemmer Living Trust, and Dad really enjoyed working with her. She was his attorney for about 10 years. During that time, he took her to a UT football game. It was once, when Mom didn’t want to go. He drove that new Mercedes and was cruising down the highway about 90 mph, talking to her, and asking her if she noticed how smooth the ride was. It made her nervous, and she asked him if he didn’t need to slow down because he was driving and talking and looking at her while he talked. She told me about it later. She could tell some interesting stories!

1999 – What an Incredible Memory!

This story was told by Ridley Ruth, Jr. (personal communication, August 28, 2007). It likely happened in about 1999, after Claudius Clemmer bought his first foreign car:

He [Claudius] had an incredible memory, and he was a fast driver – he loved to drive fast...

I remember one time we were going down to a Greene County Bank shareholder's meeting and he was driving his new Mercedes, which was a big stretch for him because he was always an American car guy. I think Nic may have talked him into getting a Mercedes, because he always remembered the War and after enough time had passed, he figured the Germans were okay.

So, we were driving down, and he was flying. He used to fly down those back roads, because he had done them so long, going down there and selling pumps and being in that area for so long. But, we were flying down this road, and I saw a tractor up ahead with a wagon behind it. I wondered if he noticed it was stopped, but I figured he did. He just kept coming up on it, and coming up on it, and I thought, "I'm not going to say anything..." And then, finally, I thought, "He doesn't see that." So, I said, "Granddad, there's a car stopped ahead of you."

He slammed on the brakes; we go flying up there, skidding, and end up a few feet away from this tractor. I'm pushing through the floor – I think I could have stopped the car, I was pushing through the floor so hard. I don't even look over. I'm staring straight ahead and I feel him look over, in my peripheral vision. I was half expecting him to say something like, "Cars don't stop as quickly as they used to" or something like that. But, instead, he looks over and says, "See that house? I sold them a pump back in 1959." Then, he started talking about the family. I just laughed. He had such an incredible memory!

That is something that has always impressed me about him... even young people don't have the kind of memory he had. You may wonder how he developed such an incredible memory; I think sales is part of it.

2001-2002 – Driving in his 90s

This story was told by Rev. Beth Yarborough (personal communication, August 31, 2007). It

happened in about 2001 or 2002:

I could talk about Claudius all day. But, the funniest time was when he and Kitty invited me to go to lunch with them after church. It was probably five or six years ago...

Claudius was driving that little Mercedes and we were going down Center Street from the church toward the Country Club, and we got to this big curve in the road... and, I'm in the back seat, with Kitty in the front... and, he absolutely floored it going around that curve! He didn't slow down; he just floored it! And, I'm just sort of flapping in the wind back there... Very calmly, Kitty says, "Claudius, you're going too fast."

And, the only thing I would say about it is that, that really was how he lived his life. I don't think he slowed down until he absolutely had to. The curves didn't slow him down; he just forged ahead.

2002 – Who Wants a Piece of Pie?

This story was told by Lindsley Ruth (personal communication, November 22, 2005). It

happened on July 4, 2002:

We were at our Uncle Nic's and Aunt Jenny's for a Fourth of July picnic. And, as we're eating – the meal's almost over – and Grandmom says, "Well, does anybody want any pie?" She looked around and she said, "Well, it's not much. It's just a vinegar pie." I think it was a Chess pie, but she said, "It's just a vinegar pie. And, that's all it is."

Granddad looked up and quickly retorted with his little smirk, "Now, you see, that's your problem. I've been in sales my whole life. What you should say is I made a nice little pie, and if anyone would like to have some, you can have some." So Grandmom looked up at him and started to say, "Well, it's just vinegar..." and then Granddad interrupted her and said, "Why don't you just hush up and get me a piece of pie?" We couldn't stop laughing! And you had to understand the way he said things and the way they were taken was completely different from the way things might sound. And, from that point forward, it really dwelled on us that what he said wasn't as important as how he said it.

So, from then on, any time my wife and I get into a dispute... we try to lighten it up by saying, "Hush up and get me a piece of pie." What you should realize is that our grandfather's love for our grandmother – and vice-versa – was truly a pleasure to see. I think, it was an example we can all put on the list of most admired relationships. It's the way they both make you feel that makes the difference.

2003 – Driving at Christmas

This story was told by Benjamin Clemmer (personal communication, November 22, 2005).

It happened in 2003:

One of the similarities that we share [Benji and his grandfather] is that of stubbornness. I don't think that anyone was ever really successful in getting him to stop driving. In his mind, he didn't need to. After all, it's only 1.8 miles to the bank, and 4.3 miles to the grocery store and where Kitty gets her hair done. He's clocked it 174 times – I'm glad he was paying attention to that! Well, at least he was paying attention to the way he drove.

Like many other great men – Dale Earnhart, included – he drove with one foot on the gas and one on the brake, because you never need to take your foot off the gas – just apply more brake. It wasn't that we were necessarily concerned about his ability to drive – we all run into the garage every now and then. But, to me, it was the fact that he didn't realize there were other drivers on the road, besides him and Dale.

Two years ago, it was Christmas, and we were having it at my parent's house [Nic and Jenny's]. My dad tells me, "Go pick up your grandparents and bring them over, so your grandfather won't drive." Okay, that seems easy enough. So, I drive over to their house, walk in and say, "Grandmom, Granddad, you ready to go? I'm here to pick you up." Granddad says, "Sure, let's just go out this back door, here." I'm thinking well, I'm parked out front, but – sure enough – I'll listen to you and we'll go your way. Well, of course, that's where his car was parked. And, he said, "We'll just go ahead and take this car." And, I said, "Great!" I'm driving a Saturn and this is a definite step up from what I'm used to!

Before I know it, he's starting to open up the driver's side and get in. And, I said, "Granddad, I'm the one that's supposed to be driving." He completely ignored me! He didn't even listen to me. By that time, before I'd finished my sentence, he'd already gotten in the car and cranked it up. "Well, okay, I'll just get in the back, then." Naturally, we made it there fine, with no harm, no danger, and probably even faster than if I had driven. But the bad part was the fact that we came down our long hill and I was probably seen riding in the

back seat of the car, rather than driving. Conveniently, my Dad asked me, “Well, did you go pick up your grandparents?” I said, “Well, kind of, but he made me ride in the back.” Needless to say, Andy was the one who drove them home that night.

So, with age comes wisdom. And, it seems that I am still learning every day, with the memories of the stories and everything I hear from those who knew him.

2003-2005 Claudius was “Particular” about his Clothing

This story was told by Kabira Madani (personal communication, August 9, 2007), with agreement from most everyone interviewed during the collection of data. Claudius Clemmer was always known to be particular about how he dressed. He always had on a long-sleeve, starched, shirt and tie, which was usually worn with a jacket. This was his practice throughout his life, but the story re-told here is about the time from 2003 to 2005:

Kabira began working for Claudius and Kitty in May of 2001, soon after his 90th birthday. At that time, he was getting around pretty well on his own, but not driving, so he needed help getting around town.

Kabira said, “Mr. Claudius was very, very particular about his clothing.” She never saw him come downstairs in his pajamas! When he came downstairs, and told her he was ready to go, he was nice and clean – shaved and all. He was very particular about that.

Even when he fell on the hill – his hip gave out on him – Kabira thought she would make him keep going the same way, so she always – even when he was in the bed – put out his dress shirt and pants, shaved him, took care of his nails, everything. He felt so good. He’d never had that kind of attention before, and he said to Kabira, “You’re spoiling me! Stop doing that!”

2004 – Was it Frugality or Mentoring?

This story was told by Dr. Hal Knight (personal communication, March 2, 2007). It happened September 1, 2004:

The last real conversation that he and I had that had any real meaning was the day that we did the ceremony [naming of the Claudius G. Clemmer College of Education] out front.

I went to Kingsport and picked him up. We went out to lunch and then we came over. It was interesting. One of the most interesting things about that was simply that, all along, he had led me to believe that none of the family was coming. We were finishing up lunch – we were over at *Wellington’s* – and he looked at his watch and said, “We probably should go because Nic and Mary Ruth are probably already over there.” I said, “Mr. Clemmer, I extended an invitation to everybody for lunch, and you said they had other commitments.” He replied, “Oh, you didn’t need to be paying for their lunch.”

Now, what Mary Ruth said was that actually, what he wanted was to be the center of attention... And, I thought it was odd that when I picked him up, Kabira [their companion caregiver] was downstairs with Kitty, and they were dressed and going out to lunch. Kabira

was there and it was obvious that Kitty was dressed to go out. And, there was some talk about that they were going to lunch. And I couldn't figure it out...

I remember distinctly, driving him from Kingsport and thinking. "It's really odd that they're going to lunch, but couldn't join us for lunch." I had no idea that they were all going to lunch and then they were going to meet down here. I talked to Mary Ruth afterwards, and she said, "That's just Dad. It's accurate to say that he didn't think you should be paying for our lunch, but what he really wanted was someone's full attention to listen to what he had to say." And, that was perfectly fine with me.

VITA

SHEILA BREEN AGEN PEDERSEN SMITH

Personal Data: Born – March 28, 1953, Washington, DC

Alicia Breen Agen Pedersen, mother (deceased 11-10-2007)

Lawrence Reynolds Agen, father (deceased 1960)

Paul Andrew Pedersen, Sr., father (deceased 1988)

Howard Thomas Smith, husband (married 1973)

Marcus Neil Smith, son (born 1978)

Allison Elisabeth Smith, daughter (born 1985)

Tina Carter Smith, daughter-in-law (married 1999)

Lauren Makenzie Smith, grand-daughter

Kaitlynn Alexis Smith, grand-daughter

Jillian Paige Smith, grand-daughter

Isabella Breen Smith, grand-daughter

Education: East Tennessee State University, Johnson City, Tennessee

Educational Leadership and Policy Analysis, Ed.D., 2007

Instructional Technology/Media, M.Ed., 2000

Business Education, B.S., 1993

Tusculum College, Greeneville, Tennessee

Business Administration, B.S., 1987

Sullins College, Bristol, Virginia

Science/Pre-Pharmacy, A.A., 1973

Professional Experience: East Tennessee State University, Johnson City, Tennessee

Early Childhood Conference Coordinator, 1996-Present

Publication Editor, 1998-Present

Adjunct Faculty, 2005-2006

Bristol Tennessee City Schools, Bristol, Tennessee

Substitute Teacher, 1993-1996

Sprint/United Telephone, Bristol, Tennessee, 1977-1993

Telephone Operator

Supply Clerk

Engineering Clerk

Engineering Programmer

Programmer Analyst

Publications: Smith, S. P. (1998, Fall). Using audio books in a reading program. *Tennessee Reading Teacher: Journal of the Tennessee Reading Association* 27(1), 16-19.

Honors: Gamma Beta Phi Honor Society (12/8/1992)
Kappa Delta Pi International Honor Society in Education (11/17/1999)
The Honor Society of Phi Kappa Phi (4/5/2000)
Winner of the Kappa Delta Pi Counselor Scholarship Award (2006-2007)