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Great Recollections From Aggieland: A Human Interest Account of The Development of The Agricultural and Technical College of North Carolina from 1893-1960

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By

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--DEDICATION--

To my wife and three sons who shared my boasts about Alma Mater, and who shared the moments of disappointment when things were not going so well.

FORWARD

A college community is by far one of the most exciting places in all the world. This fact is accentuated moreso after four years of college work when one begins to feel the pull of memories, joyous moments, and difficulties he shared in the college culture. One can never truly experience this feeling, however, unless one loves his Alma Mater. This writer is afraid that he is guilty of indulging in such fantasy.

Perhaps Kipling describes this writer's feelings about his Alma Mater more than any other single individual when he says:

God gave all men all earth to love
But since our hearts are small
Ordained for each one spot should prove
Beloved over all.

Alma Mater has been one of my beloved spots for this community has afforded one of the most interesting chapters in my life. The friends, the teachers, the legends, the atmosphere, the lessons, and the interaction with persons living and dead either by direct or contrived experiences have had a profound effect on me as an individual.

Two incentives have led me to the preparation of this book. First of all, for a number of years in the Off-Campus Graduate Centers, this writer taught a course in educational sociology where our laboratory work included a study of local communities to try to indicate to students the process of applying sociological principles to the practice of education. The most outstanding of these studies were conducted in Beaufort County and Wilmington, North Carolina. In later years, we conducted studies of the A. and T. College culture or some of its aspects which we used for classroom purposes. These experiences led us to support the contention long held by sociologists that the community in which one lives has a profound influence on the personality he develops. Thus, if the teacher is to change significantly the personality of students, he must understand, among other things, the nature, basic structure, institutions, and activities in communities where they live.

Secondly, our class had a chance to live over again during the Homecoming festivities of 1959 our years at the college. It was our reunion year, and we tried to make it a memorable occasion with attendance at the game, the reunion dinner, and attendance at the Homecoming Ball. It was the occasion of the reunion dinner when this writer delivered the greetings to the class that he developed a more passionate urge to find out more of the tales which have helped to make the great heritage, the unique community, and the future promise of The Agricultural and Technical College of North Carolina.

This book, thus, represents a compilation of the tales and legends which have been uncovered, lived, and passed on from generation to generation in the search for stories about the great Alma Mater that has for years endeared herself to the hearts of her students and friends from Dare to Cherokee, throughout the United States, and the world. Some of these stories were not meant to be factual truths, they are simply legends or stories that are a part of the culture. Their strength lies in the fact that they are a part of the folklore of the college culture, an indispensable aspect of the study of any community. The reader should know, however, that the writer has tried hard to find the truth as well as it could be established.

The author wishes to express his thanks to many persons. The list is too numerous to mention each person individually who gave of his or her time and effort to make this venture a success. Our special thanks go to Mr. Clyde DeHughley, Property Custodian for the A. and T. College, and an old timer on the College Faculty; Professor and Mrs. W. N. Nelson who came to the College in 1903 and watched her progress over the years, and furnished valuable information regarding the early period of the College's history; Dr. B. W. Barnes, a close friend and associate of the Dudleys and early student and faculty member of the College; Mr. Clifton O. Howell, Sr., former student, former President of the National Alumini Association in its infancy, and retired public school principal; Mr. Lonnie Reynolds, local business man and tonsorial artist; Dr. Charles U. DeBerry, Professor of Education at Winston Salem State College; Professors C. E. Dean, Carolyn Crawford, W. L. Kennedy, J. M. Marteena, J. C. McLaughlin, C. R. A. Cunningham, L. A. Wise, and W. N. Rice; Miss Alma Morrow, Documents Librarian and for many years Chief Librarian for the College; Professor and Former President, now President-Emeritus Warmoth T. Gibbs, Sr., and to my warm friend and associate Professor J. Niel Armstrong, who not only advised me, but kept needling me to see if there was still enough courage and vitality in me to finish the task.

A. W. S.

SALUTATIONS TO THE CLASS OF 1949

(Delivered to the Class in Reunion on October 17, 1959)

Fellow members of the Class of 1949, ladies and gentlemen. It is with the greatest of pleasure that I take this opportunity to welcome you back to the campus of A. and T. College on this most auspicious occasion.

Ten years represent a short period in the annals of history, but a significant period in the life of a human being. If we would add ten years to the age of the average college graduate, this would add up to a period which is a little less than half the life span of the average male in the United States. Now half a lifetime is not sufficient to determine the success of an individual, only in death can a true evaluation be made, but it does suggest a trend toward success. If we can hazard an evaluation of the future progress of the members of the Class of 1949 on the basis of the occupations and professions in which you are engaged, we must certainly say that you have been quite successful. We are happy to congratulate you on your achievements, and wish you Godspeed in the years ahead.

Reunions are wonderful experiences because they help us to relive the past, observe the present, and project into the future. It was perhaps in the spirit of reunion that the prodigal son, after spending his life in riotious living and had dwindled to the level of eating with the swine, was inspired to say, "I will arise and go back to my father, and say 'father I have sinned against heaven and before thee and am no more worthy to be called thy son. Make me one of thy hired servants.'" [1] The story says, however, that his father saw him coming afar off and ran and threw his arms around him and kissed him, and said to his servants, "Bring hither the fatted calf, and kill it; and let us eat, and be merry for this my son was dead and is alive again; he was lost, and is found..." [2] The spirit of desire for warmth and friendliness and to be with those we love after a long period is the spirit of reunions as well as the joy of the home folks to have their children to return to their homeland.

It was also in the spirit of reunions that Peter, on the Mount of Transfiguration, when he was reunited with the old saints of the cause, is credited with saying, "Lord it is good for us to be here..." It is in this spirit then that we welcome you back to Alma Mater--the desire for warmth and friendliness for those we love, the joy of the home folks to have you return to your intellectual or academic homeland, and in the spirit of "It is good for us to be here".

We welcome you back to relive memories of the faculty members who were so prominent when we were students here. Relive your moments in Chemistry with Towns, and Ferguson and more recently with Pendergrast and White. Relive your moments in the biological sciences with C. R. A. Cunningham, who though we had trouble understanding his accent was, nonetheless, an outstanding teacher. Relive your moments in English with Roberts, Brooks, Kelley, Brown, and Pearl Bradley. Relive your moments in the various schools with Dean Gibbs, now President, Mr. Arnette, Dr. Virgil Clift, C. E. Dean, L. A. Wise, C. Crawford, Miss Porcher, Marteena, J. C. McLaughlin, E. Carr, J. W. R. Grandy, in music with

[1] From St. Luke 15:18-19
[2] From St. Luke 15:23-24

Coleridge Braithwaite, Art with the late H. Clinton Taylor, and the Director of Religious Activities, Reverend Cleo McCoy. Relive your memories with W. L. Kennedy, the czar of animal and dairy husbandry, who made the bravest and meanest among us tremble with fear as we sat at his feet.

Dr. Kennedy asked a young man on one occasion, "Young man", he said, "What is the color of milk?"

The young man thought for a moment and said in a trembling voice, "It's white Doc. White!"

"Could it be another color?" Doc retorted.

The young man thought for a few minutes more and then in disgust because he was certain that he had given a wrong answer, said, "Yes, Doc, yes!"

"What color can it be then?"

"Blue Doc, Blue!"

Dr. Kennedy fell out laughing, and said, "Class dismissed". The students now joined him in laughter, but for different reasons.

Relive your moments with the hundreds of instructors whom I cannot recall, but whose names appear fresh in your minds for your paths crossed while you were here as a student.

We welcome you back to rehear the legends that have been, for many years, a part of this institution. Rehear the legend of the late Dr. Bluford's old byword, "I am happy therefore". It has been said that on one occasion, a student had disobeyed the moral code of the institution and President Bluford was giving him walking papers. In this statement, he is supposed to have said, "I am happy, therefore, to dismiss you from this institution of higher learning."

Hear again the legend of Professor X. The story is told that Professor X (You supply the name) was driving to campus one morning, when he saw a young, green freshman thumbing a ride. He stopped and picked up the young man and a conversation started between them.

"What is going to be your major?" Professor X asked.

"I was thinking of majoring in _____, but I understand there's a son of a gun named Professor X that I've got to come up against and pass, and this scares me to death."

They continued to the campus, and upon putting the young man out, the Professor is reported to have said, "My name is Professor X, what is your name?" Legend has it that the young man never graduated.

We welcome you back to retrace your steps across the campus, to reminisce and to dream. We thank you for what you have done to represent the Class of '49 and to represent the institution in general. We thank you for what you have given as a contribution to the Alumini Scholarship Fund, and may God bless you and keep you as we go through the task of living in the years ahead.

CHAPTER I

HISTORY AND DEVELOPMENT OF AGGIELAND

HISTORICAL CALENDAR OF THE AGRICULTURAL AND TECHNICAL COLLEGE OF NORTH CAROLINA

DATE	HISTORICAL INCIDENT
1862	Morrill Act passed and signed into law by Abraham Lincoln paving the way for Land-Grant Colleges in the United States.
1891	A. and M. College for the Colored Race was established by an Act of the North Carolina State Legislature on March 9, 1891. It was established under the Second Morrill Act of 1890, which required that states with bi-racial school systems would have to make separate provisions for the Negro race. North Carolina State College, then A. and M. College, was ready to accept its federal funds in 1889, however, before its funds could be granted, provisions had to be made for the higher education of Negroes of a land-grant college nature. To meet this situation, A. and M. College for the Colored Race was set up as an annex to Shaw University, where it operated for three years or until 1893.
	Citizens of Greensboro donated to the College fourteen acres of land off East Market Street and $11,000 in an effort to bid for the relocation of A. and M. College in Greensboro. This sum was later supplemented by an appropriation of $10,000 from the General Assembly of North Carolina.
1893	The first building was completed at A. and M. College for the Colored Race, and the College was relocated in Greensboro through the efforts of Charles H. Moore and others.
	Dr. J. O. Crosby was elected First President. He designed the administration building, and made the first brick with which it was constructed. Later, he designed the plans for the construction of North Dormitory and Crosby Hall. During his administration, two departments were created, namely, the Department of Agriculture and the Department of Mechanic Arts, with efficient professors as head of each.
1896	Dr. J. O. Crosby resigns.
	James B. Dudley was elected Second President.
1899	A. and M. College graduates its first class. The class motto, members, and positions of employment were given as follows in the College Bulletin for 1919:

"No Steps Backward"

Cheek, W. T. C., B. S., Col. High School, Instructor in Manual Training and Physics ..... Charleston, W. Va.

Cunningham, J. C., B. S., M. D., Physician ..... Winston Salem, N. C.

Curtis, A. W., B. S. Agr., M. S. A., Head Department of Agriculture, West Va. Col. Institute ..... Institute, W. Va.

Falkener, E. L., B. Agr., Principal of Col. Graded School ..... Warrenton, N. C.

Joyner, J. M., B. Agr., Postoffice Clerk, 1330 S. Market Street ..... Philadelphia, Pa.

*Robinson, P. E. ..... Raleigh, N. C.

*Watson, A ..... Greensboro, N. C.

*Deceased

DATE	HISTORICAL INCIDENT
1915	The name of A. and M. College for the Colored Race was changed and renamed the Agricultural and Technical College of North Carolina.
1920	Academic department of the College was created which later became the School of Education and General Studies.
1924-25	Largest sum ever appropriated for Negro education in the South was given to the College by the North Carolina State Legislature. The amount was said to be around $615,000.
1925	Dr. James B. Dudley passes. (April 4, 1925)
	F. D. Bluford, Dean of the College, is elected Third President of the College.
1930	Original Dudley Building destroyed by fire.
1931-32	A. and T. College rated as approved in "B" Class by the Southern Association of Colleges and Secondary Schools. (December 29, 1931)
1936	A. and T. College approved as Class "A" institution by the Southern Association of Colleges and Secondary Schools.
1936-37	Student strike.
	Enrollment 674 with 100 in agriculture. This was the largest enrollment in the history of the College, and the largest enrollment in agriculture of any Negro school in the country.
	Graduate education authorized by the North Carolina State Legislature. (In education and certain other fields)
	J. C. McLaughlin appointed Dean of the School of Agriculture
1938-39	Enrollment during the first half year was over 800 students, breaking all previous records.

1939-40 Largest enrollment in history of the College. (2,217)

On Sunday, January 21, 1940, the Richard B. Harrison Auditorium and Graham Hall were dedicated. Named for a former Summer School teacher who gained fame in the theatrical world, Richard B. Harrison, and a former Summer School teacher and Board of Trustee Member, Alexander Graham.

Dr. Frank P. Graham of the University of North Carolina was guest speaker.

1941 July 24th. The United States Department of Agriculture invites College to broadcast over N. B. C. The program was 45 minutes in length and A. and T. College was the Second Negro institution so honored.

Fiftieth Anniversary Celebration on March 6-9. Honorable J. Melville Broughton, Governor, delivered the keynote address.

Honorary degree conferred on Professor Charles H. Moore, original member of the Board of Trustees and first faculty member of the College.

President recommends $3,000 salary for Professors.

Roy Ellroy Hall becomes first graduate of A. and T. College's Graduate School with an earned Master of Science Degree.

1942-43 College adopts accelerated program whereby a student can finish a four year course in three years.

June 1, 1943. M. C. S. Noble passes. He served 43 years as a member of the Board of Trustees, 35 years of this time as Chairman and during that time, missed only one meeting. His reason: Illness.

President reviews per capita appropriations for 1941-42 to impress on Board members the need for additional funds for the College as follows:

Name of State College	State Per Capita Appropriations
W. C. T. C.	$206.00
State College	164.00
U. N. C.	162.00
N. C. C. for Women	158.00
N. C. College at Durham	145.00
Appalachian State	126.00
East Carolina	113.00
A. and T. College	80.00

May 14, Army Specialized Training Program set up to test, classify, and train enlisted men from Third, Fourth, and Eighth Service Commands.

1945 April 8-29. Choir invited to replace "Wings Over Jordan" on C. B. S. for one week.

Students Strike.

Lieutenant Leonard C. Rohr awarded Silver Star for Heroic action in Italy.

March 20, 1945. Mrs. Roosevelt visits the College.

Memorial Service held in honor of F. D. Roosevelt, President of the United States.

Marian Anderson, internationally known contralto, gives a concert at the College.

Nov. 19, 1945. Dorothy Maynor gives concert at College.

1946 First veterans of any appreciable number entered the College at beginning of the Fall Quarter. (541)

Seventy-two temporary houses for married veterans were granted by the Federal Public Housing Authority.

Veterans Guidance Center Established.

Weekly broadcasts publicizing the College carried over WBIG to acquaint the public with every division of the College.

A. and T. graduates lauded. In the President's report to the Board, he said, "The graduates of our Agricultural Department are filling important positions in the Southern Region. The Negro agricultural work in the South is divided into two regions--the upper and lower South. Mr. John W. Mitchell, a graduate of this institution, heads the upper division. There are 16 southern states that have Negro State Farm Agents, four of whom are graduates of A. and T. College. They are as follows: Mr. R. E. Jones, State Agent for North Carolina; Mr. J. W. Williamson, State Agent for Tennessee; Mr. C. A. Barnett, State Agent for Kentucky, and Mr. Ross Newsome, State Agent for Virginia."

William M. Bell assumes coaching responsibilities at A. and T. College.

1947 Enrollment surpasses all records. (3,747)

1948 Enrollment soars higher. (5,435)

Director of Religious Activities appointed in the person of Reverend Cleo M. McCoy.

First Class of Commissioned Officers in Reserve since the Advanced R. O. T. C. Unit was established.

Honorable Kenneth Royal, Secretary of the U. S. Navy, scheduled to deliver Founder's Day Address. He was unable to come and Roy H. Brown of the English Department read his address.

1949 Largest graduating class in the history of the College, and the largest class in Agriculture in the graduating class. (41)

Dr. W. E. Reed appointed Dean of the School of Agriculture.

1951 Air Force R. O. T. C. established.

U. S. D. A. awards $27,000 for Research Project in Dairying. (Dr. Booker T. White)

Football and basketball Championships in CIAA won by College Teams.

Chemistry, Men's Dormitory, Women's Dormitory, Agricultural Extension Building, and President's Home completed.

Ralph Bunche, Director Department of Trusteeship, United Nations, speaks at Commencement.

1952 Foundation animals for the establishment of a beef cattle herd purchased. In this group were 6 purebred Angus heifers, 1 purebred bull, 6 purebred Hereford heifers and 7 grade Hereford heifers.

Technical Institute established and S. C. Smith becomes Dean.

Debating team wins Tri-State Debating Trophy.

Buildings Named as follows:

Chemistry Building	Hines Hall
Men's Dormitory	Scott Hall
Women's Dormitory	Curtis Hall
Extension Building	Coltrane Hall
President's House	The Oaks
Dairy Plant	A. and T. College Dairy Farm
Poultry Plant	A. and T. College Dairy Plant
Central Heating	A. and T. College Central Heating and Power

1953 President restates the main objectives of the College, "The main objective of the College as an educational institution is the attainment of excellence in teaching, research, and public service."

East Market Street Farm sold to P. Lorillard Company.

"County of the Year" Program instituted. The Progressive Farmer appropriated $1,000 for the Contest and Mr. Clarence Poe, its editor, gave an additional $500. Hertford County is declared winner for the year.

School of Nursing established.

1954 Home economics building, gymnasium, infirmary, and dairy products building completed.

College given Award of Merit for contributions to "March of Dimes." The amount of contributions totaled $3,314.50. Charles H. Bynum, Director of Interracial Activities from the National headquarters suggested that "A. and T. College's per capita contribution is the highest for any College in the nation."

Willetta S. Jones appointed First Dean of the School of Nursing.

Swift and Company of Chicago gives $2,500 and 50 ewes for a research project in the growing of sheep.

Earl McClenney, President of St. Paul's Polytechnic Institute and alumunus of the College awarded an honorary doctorate degree.

1955 The library, engineering building, boy's dormitory, and classroom building completed and dedicated. The library was named for F. D. Bluford, President of the College; the engineering building was named Cherry Hall, named for the former Governor of North Carolina; the boy's dormitory was named for Charles L. Cooper and called Cooper Hall after a late Professor of Industrial Education at the College; and the classroom building was named for the long time treasurer of the College, E. Ray Hodgin.

The Honorable Luther H. Hodges, Governor, was keynote speaker for Founder's Day. Anonymous members of the audience boo the Governor.

April 24th. A. and T. College Story featured on WUNC-TV.

Sampson County wins "County of the Year" Award.

School of Agriculture and Agricultural Extension Service given weekly program on WFMY-TV.

Research study completed on the Negro Farmer in North Carolina from 1920-1950 by John L. Withers, L. H. Robinson, and Vernon Johnson, all A. and T. College faculty members.

Dr. F. D. Bluford, President of A. and T. College for

thirty-one years, dies after a brief illness.

Warmoth T. Gibbs, Sr., Dean of the School of Education and General Studies, and Director of the Summer School, appointed by the Board of Trustees as Acting President.

1956 Warmoth T. Gibbs, Sr., elevated to the Presidency of A. and T. College. He is the Fourth President of the College.

November 9th. Dr. Warmoth T. Gibbs Inaugurated as the Fourth President of A. and T. College.

In his annual report to the Board of Trustees, Gibbs wrote, "Except for the unfortunate incident occurring in the Auditorium on Founder's Day (1955), which shocked all of us, students and teachers alike, and which led directly to the death of President Bluford in less than two months, the school year has been characterized by conscientious efforts at carrying out the major objectives noted above."

Southern Association of Colleges and Secondary Schools inspects A. and T. College as a preliminary to evaluating all colleges in the South with the same criteria.

J. M. Marteena elected Dean of Faculties, and L. C. Dowdy appointed Dean of the School of Education and General Studies.

U. S. Department of Health, Education, and Welfare Awards grant of $45,502 to Dr. Cecile H. Edwards for a study in the utilization of one of the constituents of protein in the adult rat.

National Alumini Association awards 4 scholarships of $1,000 each to prospective Freshmen.

1957 First class of 15 in Nursing School graduate. All pass State nursing examination.

Graduate School allowed to expand its program in teacher education as well as other programs of a professional or occupational nature as may be approved by the North Carolina Board of Higher Education consistent with the appropriations made therefor.

Paul Brown, Superintendent of the Hoffman Training School, Hoffman, North Carolina, and Edward Merrick, Former Treasurer of the North Carolina Mutual Life Insurance Company receive honorary doctorate degrees (Doctor of Humane Letters). Both are graduates of the College.

July, S. B. Simmons, Assistant State Supervisor of Vocational Education in Agriculture in Negro Schools dies. He was a pioneer in vocational education, and in the organization and development of the National Association of New Farmers of America.

1959 H. Clinton Taylor, Professor of Art dies.

Art Exhibition Room in Library named in honor of the late H. Clinton Taylor.

Athletic teams win Triple Championships in Football, Basketball, and baseball. The teams were coached by Bert Piggott, Calvin Irvin, and Melvin Groomes respectively.

The basketball team wins the District Playoffs and earned 2nd Place in the NCAA College Division in Evansville, Indiana.

The track team, coached by Bert Piggott, wins first place in the 440 Relay of the Penn Relays.

Captain of the Football Team was elected President of the Student Council. (Edward Nesbitt)

National Science Foundation Grants awarded as follows:

1. Summer Institute of six weeks for high school teachers of mathematics and science for the sum of $50,900 to Dr. Gerald Edwards, Chairman of the Chemistry Department.

2. Summer Institute for four weeks for high school students in the sum of $17,040 to Dr. Booker T. White, Professor of Research in Chemistry.

3. An Institute for undergraduate Research Participation in the sum of $8,300 to Dr. George C. Royal, Professor of Biology.

1960 Baccalaureate and Commencement Program combined in joint observance and held in the New Greensboro City Auditorium. Dr. Theodore Distler of the American Council on Education is final speaker.

A. and T. College students stage first "Sit In" demonstration at F. W. Woolworth Store in Greensboro, North Carolina.

A. and T. College admitted to full membership in the Southern Association of Colleges and Secondary Schools.

*Materials for this historical sketch were abstracted from the President's Reports to the Board of Trustees, The Register, inaugural programs, and obituary notes of faculty and staff members who are deceased.

THE GRADUATE SCHOOL-ITS HISTORY AND DEVELOPMENT

One of the most recent schools to be developed at the Agricultural and Technical College of North Carolina is the Graduate School. Its brief history and development, though fraught with difficulties, crises, and the lack of financial resources has seriously hampered its success; yet the contributions it has made to the professional preparation of teachers, administrators, and other personnel for the State of North Carolina and elsewhere has been significant.

Perhaps the latest account of the development of the Graduate School can be seen in an article published in the new defunct Graduate News Bulletin, edited by this writer, and his colleague, Mr. J. Niel Armstrong. The article, titled "Praising and Appraising the Graduate School", was prepared by this writer as an editorial for the November, 1959 issue. The article, with minor revisions, follows as it appeared in that publication.

"This marks the twentieth anniversary of the founding of the Graduate School at A. and T. College. It is pertinent, therefore, in keeping with the theme of National Education Week to praise and appraise this important segment of the College through its inception, growth and future course.

The Graduate School was born in the midst of storm and tension. Internationally Adolph Hitler, six years before, had seized control of the government of Germany and was on his way to touching off one of the greatest storms of death and destruction the world had ever witnessed. At home we were standing on the sidelines watching, but preparing for a war that we hoped would never materialize. One year after the setting up of the Graduate School, we conscripted the first group of men for duty in the armed forces. Again on the domestic scene, the Negro was trying desperately to emerge from the throes of educational inequality which had kept him in a subordinate role by a decision (Plessy v. Ferguson) handed down slightly less than a half-century before.

In 1938, the Supreme Court of the United States handed down the historic Gaines decision which held that if the state provided legal education within the state for white students, it must provide legal education within the state for Negro students. The State Legislature was in session in 1939, and in keeping with the spirit of the Gaines decision, passed legislation permitting graduate studies at A. and T. College and North Carolina College, as well as the setting up of scholarships for those students wishing to pursue graduate work out of the state which was not offered at the Negro Colleges, but offered at other state colleges which they could not attend.

In regard to graduate education at A. and T. College, the original legislation stipulates that, 'The Board of Trustees of the Agricultural and Technical College may add graduate and professional courses in the agricultural and technical lines as the need for the same is shown and the funds of the state will justify and establish suitable departments therein.' "

The early years of graduate education at A. and T. College were marked with indecision, lack of funds and inadequate staff. Three faculty members served on the original graduate committee. Dr. W. L. Kennedy, who had gained national acclaim in the field of Dairy Husbandry, and who had earned degrees at Langston University, The University of Illinois, and Pennsylvania State University where he also served as a Research Fellow, acted as Chairman. The late Dr. Charles L. Cooper, Professor of Industrial Education and Mr. T. B. Jones served to complete the Committee. It was the duty of the Committee to set up course requirements, schedule courses, and to administer various graduate examinations, but the larger administrative functions were ignored by this structure.

In spite of an appropriation of $200,000, the type of organization and the limitations placed upon expenditures create doubt about its utility. This was to be spent for library books, journals, and equipment which had to be justified to the penny, Only one copy of each title could be purchased.

Regular faculty members served as a graduate faculty. Only those faculty members working after regular class hours were paid extra, and this compensation was quite small.

Decision making relative to the curricula was distributed among the several departments, and the decisions reached generally depended upon the availability of the teaching personnel after satisfaction of undergraduate course requirements. Graduate work in those days, we are told, was quite similar to extra curricula activities. It was either not seriously accepted as a part of the college curricula or if accepted, it was considered as extra subjects.

From this meager beginning in 1939, Woodland Ellroy Hall graduated as the first Master's candidate in 1941. Between 1941 and 1950, the College awarded 39 M. S. degrees. The largest classes during this decade were 15 and 11 in 1949 and 1950 respectively.

In 1951, Dr. Frederick Allen Williams was appointed Dean of the Graduate School. A graduate of A. and T. College in the class of 1930, Dr. Williams had earned degrees at Michigan State, and The University of Wisconsin, specializing at the latter institution in the field of Land Economics. The administrative unit for graduate education had changed in name from a Graduate Committee to Graduate School prior to his appointment. Dr. W. L. Kennedy, who served as Chairman of the Graduate Committee, retained that post until Dr. William's election in 1951.

Through the first five years of the second decade of its operation, the Graduate School used the services of the undergraduate faculty members to carry on instruction. The demand for advanced study was so great, however, that two full time instructors were hired to work exclusively with graduate studies in 1955, namely, J. Niel Armstrong, and Albert W. Spruill. From 1950-59, 763 students earned Master's degrees from the Graduate School. This represents twenty times as many students earning degrees in the second decade over the first decade.

The influence of the Graduate School can be seen not only in the number of students earning degrees, but also in the enrollment of students during the past five years. During this period, the Graduate School has had a steady enrollment of over 500, except in 1959-60 when the Off-Campus program was discontinued. Even with the discontinuance of the Off-Campus program, however, the enrollment continues at a steady pace with 239 enrolled in regular classes during the first quarter of 1959-60.

Curricula changes have been noted since the Graduate School was begun, although agricultural education, industrial education, and rural education have remained as special areas. The latter area has been greatly expanded to include training of administrators, supervisors, high school and elementary teachers in various subject areas. From an undetermined but limited number of courses in 1939, the Graduate School now offers over 130 different graduate courses.

Thirty-three per cent of the vocational agriculture teachers in the state hold Master's degrees. The majority of these teachers were trained through the A. and T. College Graduate School. At least 103 principals in the state received all or part of their training through the Graduate School, and many more have received instruction through our graduate Off-Campus Centers.

One of the greatest criticisms of graduate studies during the early years of the graduate program was the fact that far too many of the teachers working in the program had only earned the Master's degree. This, no doubt, accounted for the hesitancy in development of graduate work. The criticism is no longer valid, how-

ever, since the majority of faculty members who have been assigned graduate classes have earned the doctorate or have pursued extensively advanced studies toward this degree.

There is little doubt that the quality of teaching has improved steadily over the years. In the early years, we are told, graduate work was little more than extra curricula activities. Today, the courses being taught are at least of graduate calibre. There is evidence to support this claim. First, the outlines of courses show content of graduate calibre. Secondly, some of our graduates continue their work toward higher degrees at other institutions without apparent difficulty, and finally, many who graduate from the Graduate School exhibit the ability to hold their own, professionally speaking, with students from graduate schools over the country. This does not deny the fact that a great deal of improvement needs to be made, but it does support the fact that the Graduate School has established itself as an indispensable arm of the College.

In the limited space alloted, we shall attempt to appraise the Graduate School in terms of its place in American higher education.

Writing on Education in America in The Educational Record, Byron S. Hollinshead suggests that "The chief thing wrong with the present practice of education in this country is our lack of sufficient generosity in supporting it." This appears to be one of the great weaknesses in the graduate program at A. and T. College. It may be observed not only in appropriations for a core faculty, but for the basic necessities for operation, and for research as well. The enrollment of students has deserved more financial consideration than the school has received. Limited financial support for the basic necessities has decreased the quality of graduate studies by limiting equipment, illustrative materials for classes, inadequate office space, lectures, and has made research almost non-existent. One argument against increasing appropriations for support of the Graduate School is that it should be self-supporting. There is no conclusive evidence to support this position either in philosophy, theory or general practice.

A second great shortcoming of graduate education at A. and T. College is its uniqueness within the framework of the administrative structure of the college. This fact is evident, first of all, in that the school is a dependent organ of the institution rather than a semi-autonomous department. Thus, the administrative officer is hindered from exerting the leadership which a Graduate School head is expected to exert in collegiate circles. This type of organization tends to reduce administration to the role of public relations expert whose success in raising the level of aspiration toward graduate study, an influence which any graduate program must wield, depends upon the support and cooperation accorded him from other administrative officers. In this kind of arrangement, the prestige of the Graduate School suffers immensely, and those who work in the program are victims of the same fate. No graduate school has ever achieved eminence without building up prestige within its ranks and there is no reason to assume that this one is an exception.

Involved also in this concept of the lack of uniqueness of the Graduate School in the administrative structure of the college is the lack of core faculty, the lack of physical structure, and the lack of student unity.

A Graduate School of excellence must have adequate physical structure which it owns or controls. When a separate building is not provided, the minimum requirement is sufficient space for graduate offices, offices for the graduate faculty, for housing equipment and protection of graduate records, conference rooms for varied requirements, and facilities for graduate assistants.

Finally, a great graduate school is one where the students are led to the pursuit of knowledge. This breeds a sort of student unity in the process, if not in ideas,

certainly in the ultimate objective of education which is the search for truth. Out of a graduate program dependent upon other programs for its existence, there emerges a skeptical sensitiveness concerning the sincerity of purpose underlying it.

The State Legislature of 1959 clarified the position of the A. and T. College Graduate School in the framework of higher education in North Carolina. It gave it the opportunity to extend offerings in science, teacher training, the training of supervisors and administrators. In order to effectively serve the clientele of the state, it must revise the curricula to meet the pressing need of trained personnel which this state and nation must have if we are to maintain our position in the world struggle. Any change in curricula, however, must be accompanied with increased financial support. The time has passed for the development of good Negro graduate schools. The demand is for competence--and competence alone." [1]

[1] The Graduate School Bulletin, Vol. I, No. 3, November, 1959.

SMALL TALES WITH LARGE MEANINGS

ALMA MATER'S CONTRIBUTIONS TO THE NATION'S SUCCESS IN WORLD WAR I

The Agricultural and Technical College of North Carolina trained more Negro soldiers during the First World War than any other Negro Land-Grant College in the country.

EARLY STUDENTS PLAY PRANK ON DR. DUDLEY

President and Mrs. Dudley once lived in North Dormitory with the men in the days when the college was an all male school. They maintained a suite in the dormitory. Someone put a calf in the President's suite which led to his moving out and living with his mother.

STRIKE PAYS OFF

Joe Turner sparked a strike in the early days of the College. It must have been shortly after 1900. The purpose of the strike was to improve food service. While the strike was in progress, one of the deans became ill as he ate his meals in the cafeteria and the food was immediately improved.

MAN NO AFRICAN PRINCE NOR PH. D. HOLDER

In the late forties, a man was appointed to the faculty with a peculiar name as well as a peculiar accent. He was said to be an African Prince as well as a holder of the Ph. D. degree from Yale University. His specialty was economics, and another College in the area shared his services with Alma Mater.

The Professor was a strange character. He was dogmatic and demanding. He would go to the dining hall to eat and if the salt or pepper was not on the table, the table was not clear, or the service was not up to par, the responsible person would receive a scathing denunciation. On the other hand, he was a classical dresser, and in summer used to wear white linen suits.

Students complained that the course in economics was no more than a course or treatise on African culture. My roommate used to be terribly upset because he could not find the answers to questions asked in the class by the Professor. Questions like who was the first man on earth, and where did the alphabet come from, were samples of the materials that students often had to do long hours of research to uncover. The answer often ended up to be African in origin.

One summer the professor took a group of students on a Carribean Cruise. The standard joke was that many of the boys who could never have made a fraternity on the College campus came back as bona fide members of a local fraternity.

In later years it was discovered that the Professor was neither an African Prince nor a Ph. D. holder. The administration had been fooled by a man who was obviously a hoax.

AG DANCE THE MOST OUTSTANDING

The most spectacular dance on Campus up to the early Fifties was the Ag Dance. Sponsored by the Agricultural Association, all phases of agriculture had a part in its development. Decorations for the affair were superb and often times Mr. J. W. R. Grandy supervised the designing of the scenes. It was an honor to be invited to the dance.

"WINGS OVER JORDAN" GIVES CONCERT

"Wings Over Jordan", the famous choir of America gave a concert at A. and T. College in the Fall of 1944. Its leader and organizer, Dr. Glenn T. Settle delivered the address to the Freshman students at the Opening Worship Service which culminated Freshman Orientation Week.

ROOSEVELT'S DEATH SHOCKS A. AND T. STUDENTS

A. and T. College, like others in the United States, was tremendously saddened by the death of Franklin D. Roosevelt in 1945. The campus was stunned as though a member of the family had passed. Students talked in whispered tones, and many showed obvious grief. A memorial service was held in Dudley Auditorium to honor the late President.

This writer remembers the night the train passed through Greensboro carrying the late President's remains to Washington. The whole College as well as the City, it seems, turned out for the event. The Southern Railway Train Station was packed. There must have been several thousand who stood still and silent as the train inched its way in and out. One could literally hear a pin fall at the silence. An honor guard from the U. S. O. R. D. extended a formal military salute.

A SPORT FROM THE EARLY PERIOD

One of the outstanding sports in the early period of A. and T. College was called "Sniping". It was kind of a ridiculous game in which one or a group would find some stupid fellows and fool them into believing that there is great fascination in catching snipe. A snipe is a bird that generally hides in the ditch or marshes (an area adjacent to the campus afforded a lovely setting) and when disturbed, flies straight up, so that if one has a bag and is quite clever, one can catch him. Few people succeeded in catching a large number. The real fun is to fool the person under the guise of fascination, have him take a position in the woods, and leave him there for a long period of time.

In 1903, Mr. Nelson took the young teachers on a snipe hunt in the section which is now known as ORD with bags and torches. One of the teachers was Dr. Sebastian, who was left in the woods for about three hours. He was the butt of jokes for a long, long time afterwards.

AVOIDING CONFORMITY

In the forties, students at A. and T. College were struggling to avoid conformity. The fraternities and sororities were the most important organizations on campus, wielded the greatest influence, and they were all Greek letter organizations. A group of students, therefore, decided to set up their own fraternity. They called it Bo Yum Fi Bo Yum to distinguish it from the Greek letter organizations, and the rules and regulations as well as the objectives were reported to be quite different. We found out one night that non-conformity did not last very long when we heard the weeping and wailing through the walls of the fraternity room. The big brothers were beating the dickens out of the new pledgees in initiation ceremonies.

OLDEST ORGANIZATION ON CAMPUS

The oldest organization on the College campus is the A. and T. College Sunday School. It has done more perhaps to influence the religious life of the students on campus longer than any other organization.

In the early days, the Sunday School was taught by regular faculty members. Professor W. N. Nelson served for a long time as Superintendent of the Sunday School, and Dr. B. W. Barnes served as the Secretary.

Among the early individuals in attendance at the Sunday School was Professor F. D. Bluford, later to become President of the College, and who supported the work of the Sunday School until his passing. Professor Nelson quotes Dr. Bluford as saying that he learned more about the Bible through the A. and T. College Sunday School than he had ever known.

A CONTINUING TRADITION

A social tradition that has persisted down through the years at Alma Mater has been the Clod Hop. It has tended to change with the pattern of the times and in keeping with the personalities of students. Originally, the Clod Hop was sort of an extravaganza wherein the student would bring his or her date, and the School would furnish a turkey dinner. In order to get in to the dance, one had to encounter a number of difficulties (clods) such as a pile of corn stalks, hay, vines, and other debris. It was designed to illustrate the clods found in an actual farm life situation. The dance has always been revered by students as one of the outstanding attractions of College life. Traditionally it has required no special dress, but students could dress as they desired. The most popular attire has been for sometime, blue denim overalls and jumpers for men and gingham dresses for the ladies.

COLLEGE SEAL

The seal of the College reads Mens Et Manus, which means "Mind" and "Hand"

Source: Interview with Professor and Mrs. W. N. Nelson who verified the stories from the early period.

A. and T. College Catalog of 1919.

ALMA MATER'S GREATEST FIRST LADY

Though traditionally influenced by the efforts of male faculty members, the history of A. and T. College indicates that from the beginning, women played a significant role in the development of the College. They have served as counselors, deans of women, instructors, professors, librarians, staff personnel, deans and in many other key professional responsibilities. Some have served as aids to their husbands in carrying out their function, but with little contact directly with the growth and development of the institution. If legend can provide a place, however, the name of Susan B. Dudley stands out at the top of the list.

Perhaps the easiest conclusion that one can deduce as one reads about Mrs. Dudley is that she had to stand out for she was the President's wife. Such a deduction is tenable, if one believes the old adage that "behind every successful man there is a woman". Further investigation shows, however, that Susan Dudley, though wife of the Second President, stood out in her own right as teacher, hostess, director of dramatics, civic worker, journalist, organizer, and general presidential assistant.

The most complete study of the life of Susan B. Dudley was done in 1951 by Juanita Da Lomba Jones and was submitted to the Graduate School in partial fulfillment of the requirements for the Master of Science Degree in Rural Education. The work is titled, "The Life and Works of Mrs. Susan B. Dudley."

Mrs. Jones indicates that Susan B. Dudley was born in Wilmington, North Carolina, around 1865, and was the member of a large family of fifteen brothers and sisters. Her father was a Frenchman and owned around 60 apprentices or slaves. The family was free and had never been enslaved. Susan was next to the last child born in the family, was taught by her older brothers and sisters, and received her educational training in a small private school in the city of Wilmington.

She went to Cleveland, Ohio upon finishing her private school education where she enrolled for a brief period at Oberlin College, and lived with her brother. After the death of her brother's wife, she returned to Wilmington and was licensed to teach in the public schools of that city. Dr. M. C. S. Noble, who was Superintendent of Schools in Wilmington and later served as Chairman of the Board of Trustees of A. and T. College for 35 years, is quoted by Dr. B. W. Barnes as saying that, "Mrs. Dudley was, in his opinion, the best elementary teacher in North Carolina."

Fate plays strange tricks on human beings as it indeed did on Susan Sampson, for after she received a job to work at the Peabody School in Wilmington, the school had a change in principalship. One day, in walked James B. Dudley, who had been appointed as principal. A courtship ensued. They were married in 1882 taking a belated honeymoon in New York City. Their two daughters, Vivian and Inez, both finished A. and T. College preparatory School and attended School in Massachusetts. Inez, however, died at an early age.

Upon election to the Presidency of A. and T. College in 1896, Susan and the girls came along with their husband and father to Greensboro. At first they lived in North Dormitory on the College campus, then for a number of years with Dr. Dudley's mother on Dudley Street. In 1910 the Dudley's moved to a 20 room mansion on the corner of, what is now, Dudley and Lindsay Streets where the family lived until President Dudley's passing in 1925.

Susan B. Dudley was a most attractive woman according to the best legendary accounts of her. She was versatile, an excellent hostess, and for a number of years after coming to the College, taught English literature and ancient history in the College preparatory school and supervised such extra-curricula activities

as dramatics and debating. In dramatics, she was quite an outstanding director. The commencement plays were always written and produced by her. She read three languages, French, Greek, and Spanish, which she learned on her own, and was the critic for the speeches delivered by her husband.

The first lady was active in church affairs, and was a member of the African Methodist Episcopal Church on Regan Street. After resigning from the College faculty, she founded a private school where she taught a large number of the students who later became the leading citizens of Greensboro and other communities. This work was not enough to keep her busy, and she spent enormous hours in organizing literary societies and in seeing that they were well supervised.

Mrs. Dudley was deeply interested in helping students get a start, and in helping the unfortunate. Many of the students on the College campus, and individuals in the city of Greensboro have been made glad through the efforts put forth by this great first lady.

Two outstanding monuments to her memory are: The Alma Mater, written by her, and the design of arch structure, once a part of the Main Entrance to the campus. She mingled with the great and small, but kept her composure. Mrs. Booker T. Washington, Roland Hayes, and others were among her associates, yet little people who others looked down on were her friends also. Her house was not only a showplace, but was always open to visitors and students, and the elaborate affairs sponsored there were marvelous to behold.

In 1933, a few hours after requesting to be taken up to her room while plagued with double pneumonia, Mrs. Dudley died.

Source: Abstracted from the Life and Works of Mrs. Susan B. Dudley by Juanita Dalomba Jones, Unpublished Master's Thesis, A. and T. College Library, 1951, 32 pps.

An interview with Dr. B. W. Barnes, Local Dentist, and former friend, chauffer, and general handyman of the Dudley family.

CHANGING OF THE OLD GUARD

With the death of President Bluford, there ensued a period of tremendous uncertainty at Alma Mater. Who will be the next in line? How long will it be before a new president is chosen? What qualifications will he have? Will he be sympathetic to the current program or will he effect far reaching changes? How will faculty members fare under the new regime? Will the new head show concern and admiration for the alumini of the College? These are some of the serious questions which came upin thediscussions between the death of Dr. Bluford and the appointment of President Gibbs.

It was perhaps a natural move to appoint Dean Warmoth T. Gibbs as Acting President upon the death of President Bluford. He had seniority at the College as Dean of the School of Education and General Studies. He had been Director of the Summer School, the longest continuous Summer School among Negro colleges for almost as long as he had been Dean. He had been a close associate of Dr. Bluford and perhaps knew a great deal more about his hopes, aspirations, problems, and difficulties than any other professional person. The Board of Trustees, therefore, appointed him as Acting President shortly after the news was received by the College that Dr. Bluford was dead.

There was much speculation, however, as to whether Dean Warmoth T. Gibbs would continue in the post. He was, of course, moving toward retirement. He would have ten years at best to stimulate the growth and development of the College. Some contended that he had passed his state of usefulness so far as the administration of the College was concerned, while others suggested that he was the only man who could take over the reigns of the College and steer her on the course that had been so brilliantly planned by Dudley and Bluford.

During all of the speculations about the change in administration, the Board of Trustees remained calm and uncomitted so far as the public could observe. There is no doubt, however, that lots of discussion went on behind closed doors and on the street corners.

Perhaps the anxiety would not have been so tense if faculty members, who knew and understood the administration, the philosophy of the college, the atmosphere of the college, and who possessed a deep sense of loyalty to its past, present, and future course had been on the selection committee. Such an arrangement rarely happens at a Negro college. The tension could also have been eased had faculty members and others been able to feel that the best qualified person would emerge as the leader, but the typical Negro college is teeming with political considerations and oftentimes a person with less experience, less training, and lower all around qualifications emerges as head, because he has the best political support. This type of individual may become president, but underneath he is never fully appreciated by the faculty and students.

A good deal of political manuevering went on between late December and early 1956 when the Board announced its decision. The senior members of the faculty appeared to favor President Gibbs. The younger faculty members seemed not too concerned as to who would take over, but hoped that the new administration would bring on a more vigorous and progressive atmosphere, that salaries would be raised, and that working conditions would be improved. Both groups were in tremendous suspense.

The Alumini Association which now was a power to be reckoned with held an Executive meeting during the interimperiod, and perhaps more than at any other time exhibited its deep divisions and lack of unity. The discussion as to who to support came to the floor as expected. Several names were toyed around with between Alumini. As far as this writer knows, no name received serious consid-

eration. Perhaps the most significant action in the meeting was a telegram sent in by one of the chapters denouncing an applicant from outside the College community.

There were at least a dozen or so Alumini in the Executive meeting which unofficial reports suggest were already committed to different unannounced candidates. The Executive Committee which has to pass on all of its recommendations to the National Alumini body came to no conclusion on any choice of candidate. The proposal that finally emerged had a soft tone. It implied that the Association endorsed a man who was well trained, had experience, and the interest of the institution at heart.

The candidates that were considered by the Board of Trustees are not known. Rumors that someone who was outstanding had come to town to talk with the Board circulated over and over again. Some had foundation while others were merely speculation.

A statement which has always persisted on the campus, but which was never verified suggested that the Chairman of the Board of Trustees had a talk with Dr. F. D. Bluford before he passed. In his talk, Dr. Bluford had requested that Dean W. T. Gibbs was his choice. The validity of this report has never been established as far as can be ascertained.

On April 24, 1956 in the Richard B. Harrison Auditorium, the Chairman of the Board of Trustees made the long awaited announcement, Warmoth T. Gibbs, Sr., Dean of the School of Education and General Studies, and Director of the Summer Session has been appointed as Fourth President of the Agricultural and Technical College. Thus, ended the speculation that someone new would be the new head. The old guard had indeed changed, but it had been replaced by an old guardsman,

SOME HIGH LIGHTS IN THE DEVELOPMENT OF THE SCHOOL OF ENGINEERING

In the early days of the College, there were only two divisions, namely, Agriculture and Mechanic Arts. All students who attended College received their degrees in either one or the other of these departments. By 1920, the academic department was added corresponding to our School of Education and General Studies today. The Mechanic Arts department which later developed into the School of Engineering, offered a wide variety of courses which today would be considered trade courses. A. and T. 's official catalog for 1919-1920, lists courses in the following areas: mathematics, drawing, carpentry, machine wood working, black-smithing and wheelwrighting, auto mechanics, masonry, plastering, broom making, mattress making, machine shop practice, and industrial and vocational education.

Departments were changed to schools in 1929 and the Department of Mechanic Arts was called the School of Mechanic Arts. It was not until 1952, that the School of Mechanic Arts was changed in name to the School of Engineering. The trade areas were separated at the time of the changing of name, and was specifically labeled the Trade School.

A bachelor of science degree in various areas of engineering came into being in 1921. In 1927, a bachelor's degree in physics was offered. Business, which began as a part of the Arts and Sciences, was transferred to The School of Mechanic Arts after 1928, and in 1929 freehand drawing, figure drawing, and the like were offered. Engineering, physics and engineering math were both added to the curriculum of the School of Engineering in 1948 and 1950 respectively.

A long list of distinguished names have appeared on the roster of the School of Engineering. Among them are D. K. Cherry, A. D. Watkins, G. B. Love, W. E. Hooker, M. F. Holt, J. W. Carter, H. M. Taylor, G. L. Washington, Arthur Ferguson, Paul Jewell, A. C. Bowling, F. Mayfield, L. A. Wise, Clyde DeHughley, H. Clinton Taylor, Charles L. Cooper, J. M. Marteena and hundreds of others that have made an enviable record in the development of engineering education, business, and the mechanic arts from the College's beginning to the present state.

Source: Mr. J. M. Marteena, Dean of the School of Engineering.

THE PHILOSOPHY OF ALMA MATER

There is no one philosophy at Alma Mater. It is a school of many philosophies. These are somehow welded into the college's growth and development and they emerge in many ways. Perhaps the best description would be that the College is characterized by an eclectic philosophy or as President Emeritus Gibbs has described it as "diffuse".

Legally the philosophy that was to be predominant was what one might call a conservative progressive philosophy with appendages from essentialism and perennialism. It was to promote programs that had to do with "Learning by doing"--agriculture and the mechanic arts and such branches of learning as related thereto, not excluding military tactics and the academic and classical studies. Thus, even in its birth, the Land-Grant colleges in America, A. and T. being no exception, inculcated essentialist and perennialist patterns.

President John R. Crosby or President James B. Dudley, it is not quite certain as to which one, tried to steer a happy medium between these philosophical forms. The seal of the College, for instance, bears the motto which substantiates this claim--Mens Et Manus, mind and hand. President Crosby, being by profession a mechanic and President Dudley by training more closely allied to the classical tradition represent two opposite poles in this eclectic pattern. It may be said, however, that President Dudley, though trained in the liberal tradition and an associate of the late Booker T. Washington, in actual practice followed the College motto while steering the College between an emphasis on mind completely and hand completely to develop a happy balance. A more accurate way to describe President Dudley's action philosophically is that he felt the necessity of a double emphasis, the mind as well as the hand. Dudley administered the College at a time when the Washington-Dubois controversy was being seriously considered by Negro colleges even if it had not been brought out in the open. This might have influenced the moderate stand even more, and one must admit that Dudley's actions served as a beacon light for the future growth and development of the College.

Changes within the culture have much to do with the philosophical emphasis of a college or university. A. and T. College has not been immune to these changes and the approach to education has been reflected in these changes. The plight of the Negro economically speaking was of serious concern to James B. Dudley. He wanted the Negro to improve himself economically. This is evident in this statement of 1908:

> The Negro in North Carolina owns 53,996 farms or 7.2 per cent of the total number of farms in the State. These farms contain 2,894,200 acres of land, or 7.6 per cent of the total farm acreage of the State. If production of the Negro farms in North Carolina could be increased $1.04 per acre, it would increase the productive capacity of the State by $3,000,000. [1]

Examples like the one above, and others regarding the plight of the Negro economically in North Carolina led Newbold and Others to suggest that Dudley felt that "The primary aim of the College was to enable Negro boys and girls to become trained workers who would be able to raise the standards of living among their people."[2]

[1] N. C. Newbold and Others, Five North Carolina Negro Educators, University of North Carolina Press, Chapel Hill, 1939, P. 44.

[2] Ibid. P. 46

This indicates that emphasis was to be placed on a "Learning by doing" type of education.

While the "Learning by doing" idea has been prevalent in agriculture, home economics, engineering, the sciences, and teaching, the development of morals, improving the mind, and enjoying the finer things of life have also been supported. Dudley was the first to indicate that the latter aims were important, although the work by Newbold and Others quote the Greensboro Daily News as commenting on the death of Dr. Dudley thusly:

> ...He realized that the future progress of the Negroes was through industry, and his school sought to lead its students into industry with the idea that there they would find the opportunity for greatest service. It may have been the industry of agriculture, of the crafts, or even of the great work of teaching, but back of it all was the one idea that the Negroes must produce service in industry before they try to reach heights that the white race had attained after thousands of years of patient and toilsome plodding. [1]

It is true that Dudley believed in preparing students for industry or as trained workers for the College early emphasized bricklaying, auto mechanics, shoemaking, animal husbandry, mattress and broom making, blacksmithing, horticulture, floriculture, carpentry, poultry raising, tailoring, wood turning, electrical engineering, and domestic science as well as teacher training. There is evidence to support the fact that Dudley, however, felt the importance of preparing students for the cultural pursuits as well. The fact that S. B. Jones, and S. P. Sebastian and numerous others were employed on the faculty with backgrounds in the liberal arts and the interest and concern that he manifested toward Richard B. Harrison, the Negro's most outstanding artist in his time, attest to the fact that Dudley was greatly interested in developing students in areas other than industry. The Morrill Act had set the bounds for the type of education that Alma Mater would follow and evidence points to the fact that President Dudley was interested in staying within the bounds of the law.

The practical programs of those who developed them and those trained in the liberal subjects have clashed more than once in the history of the College. Perhaps this clash was due moreso to personalities of individuals than the nature of the curricula or curricula content or philosophy. The liberal subjects were designed to strengthen practical programs in Land-Grant colleges, never to supplant them or to overshadow them. Certain individuals, however, could never relax in this type of atmosphere where practical and liberal subjects were given equal status or where practical subjects were given greater emphasis. Thus, throughout the history of the College there has permeated a strained relationship between administration, and faculty members trained in the liberal arts and those trained in practical subjects. The former group often felt that College was no place for the practical subjects and the College was often labeled as a "Cow College". Individuals trained in agriculture and engineering were often looked down upon as being ill fitted for professional service. On the other hand those trained in agriculture and engineering have often looked upon the liberal arts graduate with skepticism.

It is perhaps by coincidence that only one President out of five has had a practical arts background, but it is not by coincidence that at every change of administration since President John R. Crosby's day, there has been the speculation that the new President will perhaps change radically the character of the institution,

[1] Ibid. P. 57

particularly toward the liberal arts. Reports from alumini suggest that this speculation reached a high point just as President Bluford was elected to head the College.

Dr. F. D. Bluford did change the character of the College, but not toward the practical subjects nor toward the liberal subjects, but toward a more realistic course between the two. It is true that he introduced courses in religion, and philosophy and employed the first trained director of religious activities, that he made religious life a College responsibility creating regular Sunday worship services, and that he failed to expand agriculture to the extent that some think that he could have done, but he reorganized the College in such a way that each would complement the other to a greater degree. He also emphasized more objective measures for educational achievement (objective testing was introduced), he became interested in the welfare of students and hired a trained guidance worker to develop such a program. He expanded and developed more schools, namely, Education and General Studies, Graduate, Trade School, and Nursing. Women were readmitted and academic excellence became the watchword of the institution.

It must be admitted that President Bluford lived in a new era from his predecessors, the size of the College swelled, and he could afford more radical experiments. In 1953, President Bluford clearly stated in his report to the Board of Trustees his concept of A. and T. College's new objective in these words, "The main objective of the College as an educational institution is the attainment of excellence in teaching, research, and service..." In his emphasis on excellence, President Bluford, however, cautioned faculty members more than once that too many students were failing. He perhaps wanted excellence, but realized that the survival of the College as an institution should have first preference.

There is some question as to whether a predominantly Negro College can ever develop excellence. This writer believes that it can, but one would be foolish not to admit that the barriers are enormous. Modern facilities and equipment would be a necessity, and these are not always present at these institutions. It is no secret that most predominantly Negro institutions have not been blessed with the abundance of state appropriations that other institutions have enjoyed. Educational programs of excellence would also have to eliminate constantly the lower achievers in the College, and sometimes this amounts to a sizable group. State appropriations are made, however, on the basis of number of students not on academic achievement or quality education. Most Negro state colleges did not begin to expand their facilities and equipment appreciably until the returning crop of World War II veterans had swelled the numbers in these colleges all out of proportion. State legislatures then offered some remedy, but not enough to meet the competition of a rapidly changing society. The excellence proposed by Dr. Bluford then must have been that kind of excellence which said, "We must do the best we can with what we have". Few would deny the fact that the College has achieved this to a remarkable degree.

Since the administration of Dr. Bluford and beginning under President Gibbs, the cry has continued louder for academic excellence in the various disciplines and there is no sign that there will be a let up in this admonition, as, of course, there should not be, since the College has been successfully admitted to the Southern Association of Colleges and Secondary Schools. There are still, however, numerous examples to support the fact that Alma Mater has had in its time some brilliant and near brilliant students and those in between. It has helped these students in no uncertain terms, but its greatest attribute is that it has been that rare institution that has taken the student with little or no promise, nurtured and polished him, provided an atmosphere where the insignificant could feel at home, prepared students in the best way it could, and sent him out to make a recognizable contribution to North Carolina, American and world society.

Under the Gibbs administration, the objectives of the College were outlined as follows:

1. "To furnish suitable facilities and environment for:
   a. Training of principals, teachers and other workers, especially for the public schools of North Carolina.

   b. Training of persons to enter agriculture, business, commerce, government, industry and the professions.

   c. Developing sound character, good health and high moral ideals in its students and graduates.

   d. Developing in students an intelligent understanding of world conditions and the part which they must play as workers and leaders in their communities.

2. To provide a broad foundation for liberal education in the various fields within its scope.

3. To stimulate individuals to live richer, fuller, and more wholesome lives in the home, at work and in the community.

4. To prepare students for well rounded citizenship of the highest type and for more creative and intelligent leadership in a world of social change.

5. To educate students for specialized worthwhile careers in industry, business and professions in a modern world: teach them to be self supporting, generous and sympathetic.

6. To provide the state with men and women prepared to take their places culturally and as leaders serving the masses.

7. To study the background and needs of our students and formulate suggestions for their improvement.

8. To conduct research and serve as a storehouse of information and inspiration to which people may come to satisfy their intellectual cravings and stimulate their worthy ambitions.

9. To teach students not merely agronomy, tailoring, physics, English, engineering, sociology, or economics, but also to give them a sense of direction in their moral and spiritual development. (Statement made by Dr. Bluford on October 3, 1946) [1]

Philosophy is quite often elusive, and one must agree with the idea that a man may hold one set of beliefs, but when this philosophy is applied to life it often turns out in a different fashion. Dr. Bluford exemplified this in no uncertain terms. While he often stressed academic excellence, he did not hesitate to admonish faculty members that they ought to take students where they found them and carry them as

[1] The Faculty Staff Handbook of the Agricultural and Technical College of North Carolina for 1959-60, P. 5-6.

far as they could go. This pragmatic stand appears sound especially where the clientele of students often represented a culturally deprived group. It opposed at every turn, however, the belief held by many faculty members that in college courses a student should reach a certain level of achievement or fail.

The effect of the College philosophy on faculty and students as the administration has presented it is quite interesting as one examines the history and development of Alma Mater. It should be admitted here that this writer could not possibly know all there is to be known about the College. Conversations with former students, alumini, and faculty members have been held over the past two or three years to ascertain their views. The interpretations of these talks as the writer views them are set forth here.

In regard to students, the atmosphere has been relatively democratic. A group of graduate students investigating the A. and T. College culture appear to support this conclusion when they say, "Perhaps it can well be said that A. and T. College students find little to gripe about compared to other Negro Colleges and universities. Administrative rulings have given the student freedom to move about generally as an adult. This, of course, is good and has developed a high sense of responsibility on the part of the student. However, in many instances, the lines of communication have wide gaps between student and administration. Students at A. and T. are thinking people and are curious as to why? Here, the administration falls short of providing the right answers and often shows resentment toward the problem at hand." [1]

Each administration has shown a deep concern for the wishes of students. Sometime students have had to force issues through strikes and the like, but even the fact that they could gain their desires in this manner suggests the liberal concern for matters of interest to students. It may be said that some of the requests of students were not always sound, but each administration has tended to give a fair hearing to student demands. An example of this was in the Strike of 1945. The students could not possibly have known whether or not the Dean of Women acted too hastily in her action of recommending the expulsion of a female student who she claimed acted indiscreetly yet one of the strong grievances for continuing the strike was the lack of her dismissal. Another example is that a large number of the grievances submitted by students in the Fall of 1944 requested changes that called for finance, a factor that a good many of us as students overlooked, and which the College was obviously helpless to supply.

Rules governing student behavior in the early stages of the College's growth and development were quite rigid. This may be observed in Rules and Regulations of the College Bulletin for 1919. Rules 8, 11, 17 are:

1. "The use of playing cards, tobacco, spirits, malt or vinous liquors by students is prohibited. Students are forbidden to enter any disreputable house, including places where intoxicants are sold, while absent from the College grounds."

11. "Students are forbidden to receive visitors in the dormitory buildings."

17. "Any student found guilty of any species of dishonesty shall be dismissed or expelled at the discretion of the Faculty." [2]

[1] The A. and T. College Culture, An Unpublished paper prepared by Burnel Coulon and Others for a course in Educational Sociology at the Agricultural and Technical College.

[2] The A. and T. College Bulletin for 1919-1920, P. 18-19.

Each new administration has shown, as might be expected, a loosening up in terms of the reigns regarding student behavior and discipline. Even with respect to matters involving students and faculty, students in more than a few cases have emerged as winners.

Students have participated in the formulation of policies regarding student behavior and discipline since the early days of the College. Discipline committees, athletic, social, and religious life committees, have had student representation for some time. Most student generations, however, have complained that the rules were too rigid and have sought through student governments to change them. The popular student reaction to student governments that would not seek to change what they considered to be right rules was to say that the "Officers have been hand picked" or that they have been "Stamped by the administration". Even many alumini will agree that administrations in general have been relatively democratic toward students.

If one observes the relationship of faculty and administration, one gets a different picture. Administrations have often posed in words and in writing as democratic, but in action they have been basically authoritarian. Mr. Clyde DeHughley quotes President Dudley as saying that "Faculty members are a necessary evil" in terms of the business of College life. In the classroom, faculty members have traditionally been relatively free to design their own instructional programs, but this is where the freedom has ended.

Although faculty members serve on recognized Committees appointed by the President, few faculty members have felt that their decisions meant a great deal. In faculty meetings which represented the official organ where business of an instructional nature was discussed, faculty members were reluctant to disagree with administrative authority even though they knew the administration was wrong or violated sound educational principles. New members would often contest ideas, but the word soon got around that it would do absolutely no good, and that one who opposed the administration became unpopular. In most cases an idea posed by the President was accepted without question not because the faculty agreed with it, but because the faculty knew the powers that be, would do what they pleased.

Even the most able of faculty members have been reluctant to discuss administrative policies toward the faculty in a faculty meeting. The basic reason for this reluctance is that faculty members have only in recent years received tenure, and disagreement with administrative authority often met with disaster. It may also be said that there was absolutely no recourse. Most faculty members recognized that the Board of Trustees supported the administration without question whether it was right or wrong. Students often recognized this state of faculty prestige and in some cases took advantage of this weakness. The mistreatment of a faculty member, for instance, by the administration has never been seriously challenged by a faculty group in the history of the College. Faculty members have expressed their sympathy yet have put forth little or no concerted effort to support a fellow faculty member no matter how right the cause. Those who did often received immediate or delayed dismissal.

The lack of prestige of the faculty has had its repercussions in the overall life of the College, perhaps in more recent years than in the early stages. Faculty members with good, sound ideas for advancing the College have been reluctant to share these ideas lest they be branded as the person who thinks "He's smart". By the same token, faculty members have been reluctant to report discrepancies in student behavior lest they be severely questioned regarding the validity of the report. Thus, there developed at the College a great spirit of conformity. Any person who dared to oppose this conformity was often frozen out of responsibilities with influence and promotion.

While we are discussing the authoritarian attitude of the administration toward the faculty, the question is raised as to why this attitude was prevalent? This is, of course, a difficult question to answer. Several logical arguments appear appropriate. First of all, each President of Alma Mater entered the Presidency with less academic training than some of his faculty members which may have developed an insecurity on his part. To be secure, therefore, he had to show his subordinates who was boss. Crosby may have been a college graduate. Dudley matriculated at Shaw University, but there is some question as to whether he completed requirements for a bachelor's degree though the College catalog of 1919 lists him as having an A. M. degree. Bluford earned an A. B. degree, but went no higher. The best trained of the Presidents up to 1960 was President W. T. Gibbs, Sr., who earned two bachelor's degrees, one at Wiley College, and the other from Harvard University. It must be remembered, however, that Gibbs administered only a short period, and this during a time when a sizeable segment of his faculty had earned the highest degree.He also earned an M. A. from Harvard.

Another significant reason may well have been that the basic philosophical background of these individuals points to the day when the "Line-Staff" relationship was the controlling administrative philosophy of many agencies, and corporations in this country. The concept of administration as a "Service activity, a tool or agency through which the work of the school is achieved" had not entered into the administrative experience of most of the Presidents. Bluford and Gibbs deviated somewhat from this strict "Line-Staff" philosophy for any student or faculty member could go directly to them if assistance was needed on any problem. One might, however, sometime be referred to some lesser authority who never could seem to fill the request, but one could go to the President all the same.

It may also be said that the President of a predominantly Negro state institution has no real obligation toward his faculty or stated in other words, he can determine where this obligation will stop without consulting the faculty. He is not appointed nor recommended by the faculty, and they can neither depose him nor bypass him to go to a higher authority.

Finally, it may well have been that the Presidents felt that faculty members would usurp the power if democratic procedures were followed. This always has serious possibilities. It has been exemplified in certain administrations when several faculty members promoted what some would call "Talkathons" on issues raised in faculty meetings, thus, culminating is no action in these issues.

While democratic administration is not always the quickest or easiest way to promote business concerning the College, in the long run the institution will profit by it. There has been for many years among faculty members at Alma Mater, a feeling that their ideas have little or no significance in determining the course of the College, and that the administration is going to do what it wants to do about College matters. Such a sentiment has made the average faculty member at the College, but not truly a part of it. The "They" spirit with reference to the administration has been the prevalent one rather than the "We" or "Our" spirit.

The philosophy of any institution is best determined by the values inculcated in the lives of students by the environment it provides. Alma Mater has been characterized as providing six significent values in the environment which can be observed generally in the students who leave its culture. These are: (1) the importance and dignity of work (2) human dignity (3) loyalty to the College (4) political values (5) economic values, and (6) concern for others.

Alumini of A. and T. College have never been characterized as lazy, shiftless individuals. The atmosphere is one of the survival of the fittest where Professor Wise has said, "The individual is on his own to make decisions". Even the student who shows little promise in College subjects has often emerged after

College as a productive individual. Work as a value has been profoundly engraved on the lives of Aggie graduates. Perhaps this is because the bulk of students, especially those in the early days, had to work in order to remain in college. While students have often joked about the kind of jobs they had in college, the student who had to work has never been looked down upon on Campus. Even faculty members are amazed at the outstanding contribution of some students who showed little ingenuity in their college career, but who somehow found themselves in later life and appeared to make up for lost time in terms of work accomplished. A lively tale that is often repeated concerns a student who barely passed his courses at Alma Mater and who most faculty members predicted would never amount to very much. Twenty years later, his classmates were amazed that he had received a high award for his work in an important governmental agency. This story has been duplicated over and over again.

Faculty members of Alma Mater have leaned over backwards, so to speak, to assist the working student in catching up with his subjects. It may also be said that the Greensboro community which has afforded outstanding part-time jobs to students has helped immensely in assisting the College to achieve this value, while the laboratory or work-experiences in some courses have had their effects on the development of work consciousness in students.

Human dignity as a value has also been prominent among the values developed in students by Alma Mater. As one relives 1960 with the sit-in demonstrations, one begins to assume that here the students reflected the College's sincere effort to inculcate in students the concept of human dignity, however, it should be noted that as far back as Dr. Dudley's day, the ideal of human dignity was constantly stressed to students. It has been indicated by "old timers" of the College that as President, Dr. Dudley invited a white public official to speak in assembly. In his speech, the public official mispronounced the word Negro, whereupon the students quietly arose to their feet and filed out of the room with Dr. Dudley bringing up the rear. Dr. Dudley later told the speaker that there was no excuse for such action. Aggie teachers have never let up in the admonition to students that they should exemplify the highest qualities of human dignity at all times.

Aggies believe that they are important. A recent student survey of the A. and T. College culture by graduate students has pointed out that "The A. and T. College student has a unique personality. He does not look up to people nor down on them." He does not feel superior nor inferior to anyone, and quite often believes that if anyone can do the job, he certainly can too. He believes strongly in democratic ideals and has heard them over and over again in courses of one sort or another. Because of the nature of fields stressed at the College and their closeness to the political powers of the state and nation, a large number of Aggies have been eliminated from positions of responsibility because they persisted in standing up for the dignity and worth of the individual.

When this writer first came to the College fresh from the country, and having little knowledge of the meaning of life in an urban center, he had the experience of attending his first football game in the Fall of his Freshman year. He had never really seen a football game, though he had some faint idea of the game. He was at once caught in the grips of one of the greatest displays of loyalty he had ever witnessed. The loyalty to the College has been one of the great values to be found in the atmosphere at Alma Mater. Oftentimes, the College has had individuals on the faculty who caused such loyalty to be strained, but the average student who graduates from College will curse it out to his fellow students, but will fight to the very death when someone says something disgraceful about it. The ferver and spirit of loyalty that an Aggie holds for his Alma Mater can best be seen at its athletic contests where they carry on in an unusual fashion when the

team is winning, but are deathly sad when it is losing. Win, lose, or draw, the loyalty remains. Students studying the A. and T. College culture remind us, however, that "Aggies are loyal and close to the image of the school and not to the administration. Its alumini as well as its students seem to feel that there is no other place like Aggieland..."

Political and economic values have also been prominent among the values exhibited in the atmosphere at Alma Mater. Although they hold few public offices, a large number of graduates know the political powers in communities and can easily get in contact with them. By the same token the Aggie graduate has learned to work for something he can call his own. A home, a car, land, and other economic benefits have not eluded him.

Finally, concern for others has been an outstanding characteristic of values found in the A. and T. College alumnus. The stories are too numerous to mention of graduates who have been in the forefront of exemplifying the Samaritan virtues in many walks of life. In rural communities, in underdeveloped countries of the world, in colleges and universities, in civic and social organizations, the Aggie has felt the urge to make the world better by helping another human being.

Two significant values have been seriously neglected in the Aggie culture, namely, the social graces and the expression of beauty or esthetic values. The image of the Aggie student has too often been that of a loud, boisterous, and clumsy individual, and students in assemblies, chapel exercises, and lyceum programs have not erased this stigma from the minds of critics. The behavior of students in situations where quietness and reverence should be maintained has left over the years something to be desired. In the history of the College, students have often booed severely something they did not like or given a rousing applause to something they approved heartily even to the extent of drowning out the real meaning of a program.

Esthetic values have also been seriously neglected. Of the more than forty buildings on the Aggie campus, not one can be said to be a beautiful building or one that the average person would give a second look. Most of the buildings are too small for the purposes for which they are designed. Although the landscape has in some instances been impressive, there is no real beauty spot on campus where students are prone to linger awhile and bathe in its fascination. Rose gardens, and formal settings where visitors from miles around come in large numbers to see are lacking in the Aggie community.

Though the philosophy has been "Diffuse" and sometimes appeared to show indecision with regard to the future course of the institution, it may be said that the College has had tremendous influence in the educational picture of these United States on thousands of individuals; has served as a training ground for many of the distinguished educators in America; has retained a large number of outstanding scholars; has been in the forefront of Negro Colleges producing officers for the Armed Forces; and poses to be a serious contender in the future higher education picture of North Carolina and these United States if given its rightful opportunity to achieve this end.

CHAPTER II

TALES FROM THE ADMINISTRATION

THE GREAT PIONEER

As Armstrong was to Hampton Institute, Washington was to Tuskegee Institute, James B. Dudley was to the Agricultural and Technical College of North Carolina. In the annals of College history, his name stands out as lighthouse in the midst of the ocean above the rest. He did not live in a prosperous period as did his successor, Dr. Bluford, nor did he build in the manner that he did, but his prestige, power, and memory have made him an indelible pioneer in the development of the College.

Dudley Street, Dudley Building, and James B. Dudley High School were named for him, and the James B. Dudley Chapter of the Student National Education Association in recent years came to bear his name, but the influence of the man was far greater than a mere glance at the record would suggest.

In many ways, James B. Dudley was like Booker T. Washington. He was born a slave, so was Washington. He became a teacher and principal, so did Booker T. Washington. Booker T. Washington founded Tuskegee Institute. James B. Dudley did not originate a school, but his ability to take a little known entity and raise it to the level of one of the most distinguished predominantly Negro schools of its kind in America attests to his academic and political genius.

James B. Dudley was born on November 2, 1859 in Wilmington, North Carolina. His family members were slaves to Governor Edward B. Dudley and the advantages of this kind of birth had significant consequences.

The education of Alma Mater's pioneer is described vividly in N. C. Newbold and Other's Five North Carolina Negro Educators as follows:

> "'Before the public schools for Negroes were established in Wilmington, little Jimmy was taken to private teachers', writes Dudley's daughter, Mrs. S. B. Jones. Thus, when he entered the public school in his native city he was more advanced than the other boys of his age and soon was able to finish the common school course. His teacher, Mill Ella Roper, a gentlewoman from New England, was deeply interested in this young pupil and gave him special instruction in Latin and higher mathematics until his parents could procure the money to send him to study in the Institute for Colored Youths in Philadelphia, Pa. This interest of Miss Roper in the small boy followed him throughout his life, and she lived to a ripe old age in her Massachusetts home. . ."[1]

Dudley later went to Shaw University where he finished his collegiate work, taught for a short while in Sampson County, and later spent around fifteen years at the Peabody School in Wilmington, North Carolina where he served as principal of the school.

How Dr. Dudley became President of A. and T. College is of great interest. It certainly proves the old adage that sometimes it is more so "Who you know than what you know that counts", a tradition that has persisted through the years at Alma Mater. There were others perhaps better qualified than James B. Dudley to become President. Newbold implies this in his book when he tells the story of Dudley's risé to the Presidency. When Crosby resigned, Dudley was a member of

[1] N. C. Newbold and Others, Five North Carolina Negro Educators, University of North Carolina Press, Chapel Hill, 1939, P. 39-40.

the Board of Trustees of the College. The Board met to choose a successor for Crosby and one of the applicants for the position was an outstanding educator who had received favorable consideration from every member of the Board including Dudley. He requested a little time to decide whether or not he would accept the post. This was in the morning session of the Board Meeting. In the afternoon session, the Board decided that it should not wait longer to consider a man for the Presidency and thus elected Dudley without a dissenting vote.

The vigor and hard work given by Dudley to the growth and development of Alma Mater is unquestionable. From fifty-eight students, a one-room brick dormitory, eight teachers, and one classroom building all valued at fifty thousand dollars in 1896 the enrollment increased to 476 during the regular sessions and around 500 during the summer session. The physical plant increased to 13 buildings valued at over $1,000,000 by 1925, the College had purchased 74 more acres of land to add to its 26 acres, and the curriculum had improved immensely.

Dudley had strong civic and political attachments. In 1896 he served as a delegate to the Republican National Convention that elected William McKinley for President of the United States. His state attachments were more vital for the growth and development of the institution. Newbold and Others indicate how Dudley requested some of his friends from Wilmington to go to Raleigh to help him obtain a $5,000 appropriation. The friends are said to have remarked that he could get $100,000 if he thought he needed it. In the final analysis the State appropriated $615,000. Mr. DeHughley believes that this was the largest sum ever received by a Negro institution in the South up to that time.

Alma Mater's pioneer was always trying to better his own condition educationally speaking. He attended summer sessions at Harvard University, received a Master of Arts Degree from Livingstone College, and was awarded an L. L. D. Degree by Wilberforce University.

What was Dudley like as an individual? Mr. Clyde DeHughley, Property Custodian and Instructor in Shoe Repairing at A. and T. College and who has given more than 38 years of service to the College remembers him vividly. He indicates that he was a lover of students, a great leader, and grand teacher of yesteryear. He felt that the school was built for students and that faculty members were a necessary evil. In weight, Dr. Dudley must have tipped the scales at around 250-260 pounds and was about six feet tall. He was always very shabbily dressed, and was most polite to everyone with whom he came in contact. Perhaps the reason he dressed this way was to show boys that you did not have to wear good clothes to be a great man.

The importance of the student to Dudley can be seen in this statement accredited to him by Newbold and Others, "The true status of a school can best be measured by the success of its students". He was not only concerned about the training provided for them to enable each student to help raise the level of others in his community, but was concerned about their cultural development as well. Seniors sat on the front seats in assembly, and lower classes sat according to their rank. Students were so trained that upperclassmen were prone to correct lower classmen when they saw them getting off base. Students and faculty ate together in the dining hall exhibiting the fact that President Dudley did not believe in preferential treatment for faculty members.

Although he served to promote harmonious relations between the races, and his influence made him a persuasive leader whose powers could sway both Negroes and whites, Dudley was keenly sensitive about the dignity of the individual. He admonished his students on more than one occasion to stand up for their beliefs. He was reluctant to take advantage of people, but he did not allow others to take advantage of him.

Finally, Dudley promoted debating on the campus, brought well trained faculty members to the institution, was a great influence on the boys with whom he came in contact and promoted community projects of one sort or another. His greatest contribution, however, was the fact that he lifted Alma Mater out of the obscurity of educational obsolescence to an institution that was nationally recognized.

OTHER SOURCES: Interviews with Mr. Clyde DeHughley and Dr. B. W. Barnes, both closely associated with A. and T. College, and close acquaintances of the Dudley family.

THE PRESIDENT AND THE PROFESSORS

While living in the A. and T. College Community, one might get the idea that all is sweetness and light between the administration and the faculty. Although there have been reports over the years of unrest among faculty members toward administrative policy, these reports have not produced any concerted action on the part of faculty members to override an administrative decision. Why? Is it because the faculty members that are hired tend to agree with the administration in all of its endeavors? Or is it that faculty members are chicken?

The answer to the above question may be found in a study of the traditions of the College. Historically, faculty members have seldom been able to overcome an administrative decision even though they may not have been in agreement with it. The following legend describes a technique that has been used by the administration more than once to halt faculty strength.

Some years age, a group of five faculty members, most of them professors, were in serious disagreement with the President over school matters. They believed their case to be right, and let the President know that they were willing to fight the case to the very end. The exact nature of the case is not known, but it is known that they were fired on the spot. The faculty members immediately sought and received the counsel of a brilliant Durham lawyer, who was noted for his skill in winning the impossible ones. He agreed to take their case, and the professors sat back to await their turn in a hearing.

The President at that time was a skillful politician, who studied his adversaries with exactness as he did his friends. He studied the habits of the Durham lawyer, when he left his residence, and his regular routine while he was moving from place to place. One day he made it his business to encounter the lawyer on the street so that it would appear not by coincidence. The two spoke and after the lawyer had passed, the President quickly recalled the lawyer and mentioned that he heard that he had accepted the Professors' case. The lawyer admitted that he had the case, and a long conversation ensued.

According to the legend the case never came up for a hearing, the professors remained fired, and the lawyer never gave an explanation as to why he did not follow the case to its completion.[1]

[1]Related to this writer by a former Professor of Auto Mechanics at A. and T. College and former graduate, Mr. G. B. Love on the porch of Thrasher Hall, Tuskegee Institution in 1953.

THE GREAT FAUX PAS

It was a beautiful, crisp, day on November 4, 1955, and it was an important one because it represented a day which was sacred in the annals of College history. It was Founder's Day, not one of the usual ones. This one was quite special in that not only would we honor the Founders, but the State as well for we had under the former governor's administration been bountifully blessed. Five buildings were to be dedicated, and above all a library, separate and distinct something Alma Mater had never had before. This in itself would have been a distinction.

At 10:15 all faculty members and students participating in the procession were assembled out in front of Dudley Building. This included the crack Alma Mater Band, the R. O. T. C., choir, the faculty dressed in full academic regalia and other dignitaries. We were waiting for the arrival of His Excellency, the Governor.

The year was a memorable one in the State. It was a year of seething change. Just one year ago, the Supreme Court of the United States had passed down its memorable decision involving segregation of schools. The State's position had been against the decision and all eyes were on the legislature to see what would happen. Besides this was election year, and the Governor was struggling to retain his seat for he was serving now an unexpired term. Negroes remembered with nostalgia the August speech made by the Governor while campaigning. They remembered his reference to the fact that Negroes should voluntarily segregate themselves, and his emphasis on moderation which any listener would interpret as not pressing for desegregation of schools.

Time and time again, the question has been asked as to why the Governor was invited in view of the racial climate in the State. Several conclusions have been given as to why. One reason suggested was that he was invited over a year ago, and it would be embarrassing to ask him not to come. Another reason has been suggested that with the tremendous amount of money allocated in the cause of education during the past few years by the State, the College would be playing a rude game not to invite the top state official. To argue the why, however, was mere speculation for he was invited and was coming.

The surge of freedom was beginning to swell throughout the world among the darker peoples. It was exhibited in the Negro's struggle for first class citizenship in the United States. College students had now been caught up in the fervor. Anyone expressing opposition to this feeling was bound to cause an explosion. Word had come from several sources that the students had planned to stage some sort of demonstration, and there is definite evidence that the President had been warned of the unrest on campus and had been advised to call the Governor's visit off. This was a "Damned if you do, damned if you don't situation", and the President knew it. Only the day before Founder's Day he had called a meeting of the student body to impress upon them the importance of the occasion, and the cordiality expected from them. Reports suggests that he had confidence that the students would cooperate. *

The procession was now moving off led by the band playing the Priest's March from Aieda followed by the R. O. T. C. Units, the choir, faculties, and the President's Party. The Governor had not yet arrived. In dignity and pomp the procession moved on into the Richard B. Harrison Auditorium.

Inside the auditorium the music being played on the College organ beamed softly and slowly died away. In traditional ritual, there was the stationing of the flags

* One of my colleagues has reminded me that the President remarked to the student body, "If you don't act properly, then you are bigger fools than I thought you were".

and the colors, a song with the audience joining in, the prayer, and a selection from the College choir. Next came greetings from the Trustees, faculty, alumini, and from the State Department of Public Instruction. Just as the latter had begun speaking the sound "Attention!" was called by an honor guard and the audience rose in respect to the Chief of State. He strolled in hurriedly to the stage, shook hands with the President, and was seated. The State educational representative finished and took his seat.

Rising in a stiff, dignified manner that was typical of his personality, the President presented the Governor. There was a hush over the audience. The crowd jumped to their feet, and at the Governor's request took their seats. It was so quiet now that one could literally "hear a pin fall".

Catching the audience off balance, the Governor made a remarkable beginning. He told a cute joke that seemed to warm his audience to him. Then he went on to laud the founders, trace the development of the College, and to congratulate the College on its achievements since its inception. If he had stopped at this point, there would have been little cause for alarm. The Governor, however, had to continue his political theme. He pointed out that Negroes had been hewers of wood and drawers of water in the past, but the achievements of this group had made them no longer categorized as such. Then he went on to predict greater heights in the future, but he had suggestions. One suggestion was that this could best be accomplished through the leadership of those in your own group. In other words, the Governor was advocating what most modern writers called "voluntary segregation". No one can say what would have happened had he stopped here, but scattered coughing and rumblings could be heard over the audience. Then somehow in his efforts to reinforce what had been his political argument, he made the error of mispronouncing the word Negro. In the audience it sounded like "nigger". A storm of boos, and stamping of feet could be heard in a crescendo throughout the audience. The Governor stopped, his color changing red to show his obvious chagrin. He turned to the President and meekly asked, "Shall I continue?". We did not hear the President's reply, but newspaper reports suggest that the President replied, "Use your own disgression".

In a sense of anger, the Governor cautioned what he called the students, (although there were numerous community people in the audience), that they were going to tear down the warm relations which had been built up over the years between the races in the State. A few more words, and he completed his speech and left.

This writer sat close to the front on this occasion and watched the President closely during the incident. His colors turned with embarrassment. He looked disappointed, and appeared to literally die there. He sat motionless for a few minutes. The program called for a selection from the choir, but they did not sing. Instead the President arose, and asked the group to join in the singing of the Alma Mater.

This writer saw the President more than once on Founder's Day as he showed his guest around the campus, and each time he appeared to be thousands of miles away. There was a blank look on his face which all with empathy could feel.

On Sunday morning the phone rang in my room. It was the President's secretary summoning me as she did all the faculty members that could be contacted to a general faculty meeting.

The President looked tired as he began the meeting. He referred to the horrible thing that had been done on Founder's Day. "We have", he said, "Insulted the Governor, the highest office in the State. I wonder if you really know what this means. Even though you don't agree with a man's point of view you must respect the office". He accused the faculty of being partly responsible for the incident

and presented a Committee that had been quickly formed overnight to coin a resolution to the Governor.

The resolution said, in so many words, that we apologize for the action of our students, that we did not endorse such discourtesy at our institution, and we were deeply sorry this had occurred on our campus.

There was not a dissenting vote, perhaps out of fear of the President, perhaps out of fear of the impact of this incident on the College or out of sheer feeling for the man who had made the mistake of inviting the Governor, a mistake which expediency would not allow him to avoid.

It was a serious faux pas, but the Governor had made an equally serious one by insulting his audience, first by suggesting voluntary segregation, and then by mispronouncing the word Negro.

The Governor acknowledged the telegrammed resolution, but did not accept the apology according to news reports.

Less than two months afterwards, the President was dead.

GOODBYE TO THE CHIEF

School was out. The Christmas holidays had begun, and many of us had reached home to be with our families for the gala occasion. There was talk that the President was not so well, but the extent of his illness could not easily be evaluated by faculty members and students. We had, in our School, already tendered a get well card to him, and this writer is sure that few of us expected that the condition of the President was near the critical point.

On Wednesday afternoon, December 21, 1955, we turned on the radio at home when the sad news broke. F. D. Bluford, President of A. and T. College is dead. In stunned silence, this writer sat wondering what life would be like at Alma Mater in the days ahead. Those of us who had grown up as students at Alma Mater know that the President was almost an institution in himself. He had been head of the College since 1925. He had seen it grow from an insignificant center of learning to one of the most influential Negro land-grant colleges in the country. Now his tenure had ended. Although there is always the realization that no one man is indispensable, we sometime feel that they cannot leave us now anyway. The central question now, however, was who would be able to take up the mantle and carry forth?

Coming back to the campus from home, this writer could not help wondering about the incidents that led up to the President's death. Just a few weeks ago, he had suffered one of the greatest rebuffs of his professional career. The students on whom he had always counted heavily had booed the Governor. He had loved the students. We have known him on more than one occasion to take the side of students against faculty members. He had been able in the past to persuade students one way or another. Was this really a betrayal of the trust he placed in them? Perhaps not—perhaps it was only evidence of the fact that there was a tremendous surge of freedom rampart in the hearts of colored peoples of the world that had spilled over into the South, a surge that could not be stopped by anyone. Negro adults felt it almost as strongly as did the youngsters. The only difference is that the adult can sometimes hide his feelings better than youth especially if the survival of those he loves depends on this to a great extent.

The Chief was proud of his institution. There was a great contrast between this man just prior to his death and the same man ten years ago when this writer entered Alma Mater as a student. His prestige at that time was not so high. When he appealed to the State legislature for funds, his efforts were often in vain. Thus, during my first year in College, the President almost lost his balance with students because facilities were inadequate. Laboratory and equipment for instructional purposes were scarce. Dormitories were in need of repair. The general need of the campus was at a low ebb, and in the city and state, he was constantly being criticized for turning too much money back to the State. Nobody had investigated the fact that the office of Treasurer was equivalent to the office of President in status or that the former often had veto powers over the latter. Administration has, out of necessity, to take much of the blame without answering back.

Through patience and hard work coupled with the influence of his friends, the Chief had within ten years given the College a new look. In one biennium, the State Legislature had appropriated over $5,000,000 in capital improvements. This came at the peak of the enrollment of G. I.'s on the campus when the officials had enrolled over 3,000 students, a figure that was far too high for the facilities and equipment available for education.

There was a look of satisfaction as he described the great achievements of the institution to me upon my return to work at Alma Mater. He smiled with glee as he said that the salaries of his teachers were the fourth highest in the State. This writer would not dare divulge the fact that if this statement was true, he was surely hiring me at a reduced rate for he seemed so confident that high faculty salaries was one of his greatest achievements. In that same conversation one of Alma Mater's students had just been elected to an important post in the State Student Assembly, and he discussed this with great interest. He hoped that someone coming after him would take these achievements as models and build on them a much greater institution, but he had misgivings as to whether or not his successor would be one who would be sympathetic toward the progress of the institution.

On Thursday, the Chief's body laid in state in the brand new library named in his honor, and which significantly enough, was one of the buildings dedicated during the fateful Founder's Day, 1955. He was in formal attire which fitted the personality of the man. The dignity and proud remains of the individual were well preserved for in death it appeared that he had simply slipped into a quiet nap. The Reserve Officers Training Corps kept a man on guard throughout the day and until shortly after noon on Friday.

The ceremonies of the funeral were held at 2 o'clock in the Richard B. Harrison Auditorium. Reverend Cleo McCoy, the College Chaplain, entoned the words that opened the short procession. "I am the Resurrection and the life. He that believest in me though he were dead, yet shall he live. In my Father's house are many mansions..." Some of the familiar faces were visible among the dignitaries. The Pastor of Providence Baptist Church, Reverend J. W. Tynes, Dr. Alfonso Elder of North Carolina College, President Mordecai Johnson of Howard University, the Chairman of the Board of Trustees, Judge Hines, and other distinguished figures. The participants of the funeral ceremony marched in front followed by the President's widow, and other members of the immediate family and close friends.

In the band section of the Auditorium lay the copper coffin of the Chief draped amidst the hundreds of flowers and wreaths signifying the esteem which he held in the world about him. There were more flowers in this area than some of us had ever seen. The audience was quite sizeable for the time, many people had gone home for the holidays, but it was somewhat representative of such a sudden death and one occurring in the midst of a busy and festive season though it was certainly not as large as many of us had expected.

The chaplain presided and gave the prayer. Reverend J. C. Melton read the scripture, and the choir sang that Beautiful melody, "How Lovely Is ThyDwelling Place" from the Requiem by Brahms.

Reverend J. W. Tynes of the Providence Baptist Church delivered the eulogy. It was signficant that he be chosen to deliver the sermon because of his immediate capacity as pastor of the church attended by the deceased, but there was something much closer that one listening could observe. The two individuals had been roommates while they were students at Virginia Union University. Here was, therefore, a man who knew the Chief intimately. He was a good man, Dr. Tynes suggested. "There was not a blot on his moral character. During all the time I have known him, I have never heard him utter an ugly word or commit an unkind deed".

Following the eulogy, the funeral cortege and the procession moved toward the Piedmont Memorial Cemetary where final rites were conducted.

Our minds have a peculiar way of playing games with us on such occasions. Sitting in the audience, one could not help reliving some of the scenes that the Chief was involved in at this site. One recalled the times he had said, "I am happy therefore..." as he introduced dignitaries that had come to speak on various chapel or vespers programs. Among these were: Mrs. Eleanor Roosevelt,

Helen Douglass, Glenn T. Settle, Mary McLeod Bethune, Benjamin Mays, and hundreds of others. There were times that he did not particularly enjoy the way his students performed, and he showed it by strutting out, and then waiting his turn to bless them out. Such was the case when the Physical Education Department gave a recital once, and one of the instructors gave what she termed a creative dance. The dance was titled, "Indian Love Call". As she went through her contortions, the student body, especially the boys became quite noisy. The President arose and strode out of the Auditorium. Shortly afterwards, he lectured the students on their behavior.

The funeral was now over. The man who had made Alma Mater not just a name, but a respected center of learning, who through hard work and patience had suffered many indignities for the uplifting of hundreds of boys and girls who otherwise might never have had a chance for an education had spent his time, and had moved toward his final reward. It was fitting that those of us who had admired him would whisper in our minds, "Goodbye Chief, Goodbye."

F. D. Bluford
Goodbye to The Chief

WARMOTH T. GIBBS, SR. -- ALMA MATER'S FOURTH PRESIDENT

From Military Drill Instructor to Dean of Men to Professor to Dean to President are the steps traversed by A. and T.'s Fourth President as he climbed from the foot of the hill to the pinnacle in the professional life of the College. His steps should have left an indelible impression as he dealt with his co-workers for if any man should have known the plight of the individual at whatever level, he should have known. Perhaps no other single person in the College traveled so far and experienced as much as he encountered on the rise to the top.

Warmoth Thomas Gibbs was "One of a family of two girls and three boys born to Dorsey and Alice Toliver Gibbs in Baldwin, Louisiana. Mr. Gibbs received his early training at Gilbert Academy, New Orleans, a preparatory school operated by the Methodist Church, later graduating from Wiley College, Marshall, Texas. Because of his outstanding scholarship and ability as a leader, he was encouraged by the President and major professors at Wiley College to continue his education at Harvard College, Cambridge, Massachusetts. He received a second bachelor's degree with a major in American History and Government from the latter institution in 1917. However, two weeks prior to his commencement, he enrolled in the Army Officers' Candidate School in Des Moines, Iowa, where he earned a commission of Second Lieutenant and was assigned to the famous Ninety-Second Division of the Army, serving in France during the First World War.

"After three successful years' experience as Executive Secretary of the Boston Urban League, Mr. Gibbs returned to Harvard, pursuing graduate study in Educational Administration. Following his graduation with the Master's degree in 1926, he accepted a teaching position with the Agricultural and Technical College."[1]

Warmoth T. Gibbs' first job at the College was Instructor in Military Drill and Dean of Men. He held the latter position only three months, before he was appointed Professor of History and Education. In 1929 he became Dean of the School of Education and General Studies, and Director of the Summer School in 1930, two positions that he held jointly until 1955 when he became Acting President of the College, and subsequently to President in 1956.

While Dr. Bluford became the superman in building and developing the College, President Gibbs continued many of the building plans that had been started under the Bluford administration. His greatest contribution was in elevating the College to importance as a member of the Southern Association of Colleges and Secondary schools. In order to accomplish this, the College had to obtain more and better qualified personnel, more facilities and equipment, and to expand its library holdings.

Two buildings, the Student Services Building, and the New Girls Dormitory were completed under his administration. The latter building eventually came to bear his name.

As a teacher, Dr. Gibbs gained a place of eminence in the lives of the students of A. and T. College. In the strategic position that he was--history and education, he came in contact with a large number of students who passed through the College. He has been given the reputation as a thorough, well versed, and fair teacher in his relationships with students. Professor J. C. McLaughlin believes that he was one of the best teachers Alma Mater has had and that he aroused in students a tremendous sense of inspiration.

[1] From the Inaugural Program for Warmoth T. Gibbs as the Fourth President of the Agricultural and Technical College of North Carolina.

"While encouraging others in continuous high scholastic attainment, his own professional advancement has been evidenced in his writings. Among these are his article, "Military Training of the School Boy and His Later Life", Infantry Journal of Washington, D. C., (1929), a series of articles, "Hiram R. Revels and His Times", Quarterly Review of Higher Education, (1937-1938), "Engineering Education in Negro Land-Grant Colleges", Journal of Negro Education, (1952), and a full biography of Matthew W. Dogan of Wiley College." [1]

The big day in the professional life of Warmoth T. Gibbs came on Friday, November 9, 1956 when he was inaugurated as the Fourth President of the Agricultural and Technical College. Dignitaries came from the far reaches of the country to participate in the affair. Representatives from colleges and universities, public schools, and other organizations were present. His President, Julius Sebastian Scott came from Wiley College in Texas to pay tribute to him and also to award him an honorary doctorate degree. Mordecai W. Johnson, distinguished President of Howard University brought greetings from Colleges and Universities. Mr. David Coltrane of the Budget Bureau of North Carolina, and Dr. James H. Purks, Jr., of the State Board of Higher Education also brought greetings from these agencies. College presidents, alumini, delegates from many colleges and universities and Learned Societies came to pay their tribute. All in all it was Gibbs' day, and one the College would long remember.

President and Mrs. Gibbs, the former Marece A. Jones of Boston, have three children--Marece Elizabeth, Warmoth Thomas, Jr., and Chandler Dorsey. Each graduated from A. and T. College before enrolling for graduate and professional study elsewhere.

[1] Ibid.

Warmoth T. Gibbs, Sr.
Alma Mater's Fourth President

CHAPTER III

TALES FROM THE FACULTY

THE ILLUSTRIOUS ENTERTAINER

Though the center of religious and cultural life is in the large auditorium on the A. and T. campus, few people know the story behind the man whose name it bears. Richard Berry Harrison was not a graduate of Alma Mater, was never on its Board of Trustees, and did not teach on the regular faculty. Yet the association and influence wielded by this pioneer entertainer endeared the College to him and in return his work gave the College great honor.

Our pioneer entertainer was born on September 28, 1864, according to Who's Who in Colored America. He was educated in London where he studied for a year under Howard Weitzel, and at the Detroit Training School. He also studied under Mrs. Mollie and Francis Preston. Little is known of his personal life, except he was married to Gertrude Janet Washington and to this union was born two children, namely, Lawrence Gilbert, and Marion Isabel. His home address was listed as Chicago, Illinois.

At the age of 27 or in 1891, Richard Berry Harrison began to recite professionally. His specialities were: Shakespeare, Poe, Kipling, Dunbar, and Dungee and he played in dramatic roles as "Damon and Pythias", "Macbeth", "Julius Ceaser", and "Merchant of Venice".

Dr. B. W. Barnes, distinguished dentist of Greensboro, a graduate of the College, and a former employee of Mr. Dudley's remembers Richard B. Harrison quite well. He describes him as having been about five feet nine and a half inches tall, weighed between 185 and 190 pounds and was kind of stout. He was of fair skin with straight hair, and could easily pass for white. He was friendly, a "Ladies man", a regular fellow, and quite fond of parties. In addition he had a beautiful dramatic voice that made him an exception in the entertainment world and was a skilled craftsman in drama and reading. He lived in the dormitory and sometimes at Professor Windsor's house on Ashe Street. He was a sickly man and in his later years had hypertension. Dr. Barnes used to accompany him on walks in the summer afternoon to alleviate his condition.

Who's Who in Colored America lists Harrison as a member of the Lecture Staff of the New York Federation of Churches and there is further proof that this is the way he made his living, but those who know say that he was quite poor. In the summer months he ran a dramatic school at A. and T. College. Sometime he would have thirty or more teachers in his summer classes, and he gave summer lectures.

Richard B. Harrison's great opportunity came in 1929 when he was selected to play the leading role in Matthew Connelly's "Green Pastures". He played the role of "De Lawd". This play was a theatrical sensation and pivoted him to fame, but not to fortune. Mr. DeHughley contends that he owed so many people who aided him on the way that he never really became a wealthy man.

On March 14, 1935 Richard Berry Harrison went to meet "De Lawd" for he passed on that day to the great beyond. Five years later the College honored the memory of the man who brought honor to it by naming its center of religious and cultural life the Richard B. Harrison Auditorium.

THE LEGEND OF DR. KENNEDY

It has always been a difficult task to define a good teacher. The difficulty lies in the fact that good teachers range from one extreme to the other. Some good teachers are kind, and others are unkind. Some are liberal, while others, on the other hand are quite radical in terms of their personality. Some good teachers have loosely organized classroom situations while others have class situations organized to the very highest degree.

Alma Mater's good teachers have ranged from one extreme to the other, but she has not been without her great teachers down through the years. Some of these have become legendary figures in the annals of college history. Such is the case of Dr. Wadaran Lattimore Kennedy.

One of the interesting facts about Dr. Kennedy was that he violated many rules in the book for good teaching. He was considered by some students as being quite unkind, in fact, many of the students felt that he had no heart. He was a hearer of lessons rather than a director of learning. He was as exacting as any man could be and required his students to be that way. He rarely had a lesson plan. The book was his lesson, and his classroom situation was one wherein the teacher was pitted against the student. Discipline was accomplished through fear, and the bravest men of the College trembled like cowards before his presence. The following verse describes how most students felt in the presence of Dr. Kennedy:

My heart is heavy, it's full of fear.
I'm scared of everything I hear
I'm peeved at everything I see.
God help this man, he scares me!

His pupils are tense, his look is hard.
He'd scare the chickens off the yard.
I wonder today if I'll be the fool.
Oh, I'm afraid to stay in school.

On the other hand, Dr. Kennedy was basically an objective, sincere and dedicated teacher, and if learning represents the fact that there has been good teaching, he was one of the best. His students learned. They had to do so for he did not hesitate to flag the unlearned. He taught numerous courses in the College, and students who majored in his area had to see him as many times. When the courses were over, there was tremendous joy and shouting for every student considered this a crowning achievement. Someone has described it in these words:

O thank the Lord! I've finished them all.
Now I shall proceed to have a ball.
No more to face the sweat and tears,
The anxieties, the human fears,
But of these courses I'll be durned
I cannot say I haven't learned!

To be exact, Dr. Kennedy taught seven courses in dairy and animal husbandry. Every student in agriculture had to go before him as many times, and there was no substitute. In 1948, some choice was given when Mr. Talmadge Brewer took over some of the animal husbandry courses, but Dr. Kennedy still maintained his position as the czar of animal husbandry.

The first course in Dairy Husbandry was a course in which students learned about milk and its by-products, learned to test milk for butterfat content, to make butter, ice-cream and the like. In the laboratory the students got acquainted with the centrifuge and it was a fascinating kind of experience, except that one was always scared that he would not get out of the course.

Two courses were considered by most students as the most difficult ones, namely, Livestock Feeding and Animal Nutrition. In the former course there was a book of over 600 pages by F. B. Morrison called Feeds and Feeding, and one was expected to know it throughout, as well as to be able to mix feeds in the proper proportions. In the latter course, one had to understand the metabolism of carbohydrates, fats, proteins, and minerals; their net value, and theories of feeding. In the latter case we had a medium sized book, but the student, it seems, had to know every word and must be able to interpret it correctly.

If one talks about academic excellence today, one is reminded that agriculture has had academic excellence as long as Dr. Kennedy has been teaching at the College. As far as this writer can recall, and his fellow students will no doubt concur, Dr. Kennedy has never let a student by unless he felt that he met the requirements of the class. It did not matter about the status of the student or whether he liked him, he required the same of all. A number of legends bear out this claim.

The tale is told that when Dr. Kennedy was much younger and single, he enjoyed attending parties. Some of these parties would hold late, and he used to take along a friend on some of these parties. Some of these friends were his students since many of them were the same age as he. Occasionally it would be late in the morning when they returned to campus. One morning such was the case and the friend did not reach the campus in time to study his lesson. When class convened, the friend was quite sleepy and knew that Dr. Kennedy would have sympathy and refrain from calling on him to recite. He was wrong. The first person that Dr. Kennedy called on was his friend, and demanded that he understand the fact that knowledge of his lessons was his first responsibility as a student.

Another tale that is told is that Dr. Kennedy would fail a close relative or friend and never bat an eye. Someone started the rumor that he had failed his brother, although, as far as this writer is able to ascertain there is no validity to this statement. It was sufficient to know that the good Doctor would surely flunk you if you did not get his work.

One of the most miserable aspects of the courses taught by Dr. Kennedy was the period of testing. It was not so much the examinations themselves, but the atmosphere that was maintained in the classroom. Every student was tense and scared. Professor Kennedy did not help the situation any for he stood up a great deal of the time like a permanent statue. He looked as if he expected every student to cheat. Presumably he had formed this habit over the years. Sometimes when he saw something that looked questionable, he would hurry across the room so fast that even the innocent person felt that he was stealing. This writer remembers one day the Professor spotted someone across the room cheating. He rushed past me, and the student sitting next to me began to pop out with big drops of sweat because he thought he was the culprit. This writer thought that it was he too who had made a miscue yet he knew full well that he had never seen one of the Professor's tests before examination time.

The tests were so difficult that the fellows tried to get them. In most cases they succeeded. Sometime the tests would sell for as much as twenty five or thirty dollars. In this case, a group of fellows would divide the contributions, and go into a room in the dormitory to study the test. It may well be said that this was the day of the returning crop of World War II veterans who had a great deal of money to spend. One fellow used to make it his business to spot the place where the tests were being prepared so he could make a sale. Oftentimes the tests were sorted from waste baskets and reproduced for study.

A number of times, Dr. Kennedy got cagey. He would have the tests run off and then sealed, breaking the seal only after he entered the classroom. Some-

times he would catch students because they missed the same item in the same manner and in this case would pick a weak student to the extent that they would squeal on the others. Then he would flunk all of the students involved. More than one student has stayed on for an extra quarter simply because he got caught in this kind of situation.

One of the animal husbandry courses had to do with the care and management of farm animals. In this course, each student was assigned to a cow on the farm. He, thus, had to clean her up, shine her shoes and horns, teach her how to lead, and make her ready for the Cattle Show--a tradition in the School of Agriculture. In addition we had to exemplify the fact that we could milk thirty pounds of milk in thirty minutes. After the test the Professor would come trooping behind you with a tea cup. If he got more than a few drops, you did not pass.

The Cattle Show was truly a show in every sense of the word. At its zenith it used to draw large numbers of students and interested persons. For those of us in the show, however, it was class work and we knew that everything we did had its effects on our grades. If your animal acted up on show day, that is, ran down the field or laid down, you would most certainly fail the course. Dr. Kennedy kept a record of one's performance in the show observing carefully every move. Even the students who were training the calves had to be careful that the animal did not act up on show day.

Wadaran Lattimore Kennedy was born in Bison, Oklahoma later to be called Waukomis. He attended Langston University in Langston, Oklahoma where he graduated in 1923. He went to the University of Illinois where he received the B. S. degree in 1927. The Masters and Doctor of Philosophy degrees were obtained at the University of Illinois and Pennsylvania State University respectively, completing his work at the latter institution in 1936 in the field of Dairy Production. While working toward the doctorate degree, Dr. Kennedy served as a graduate fellow at the University.

Dr. Kennedy served two short assignments of two years each at Langston University and West Virginia State College prior to coming to Alma Mater. He succeeded Mr. C. R. A. Cunningham, also a graduate of the University of Illinois, in Dairy Husbandry in 1936.

Dairy Production in Negro institutions in 1936 was an insignificant undertaking and Professor Kennedy was advised by his advisers at the Pennsylvania State University against taking a post in a college whose facilities were not adequate to promote a program equal to the distinguished record he had made at the University. Dr. Kennedy thought differently and assumed a Professorship at A. and T. College in 1936 in the area of Dairying and Zoology. He never taught in the latter field, but held the title for a number of years though he admits without reservations that he taught a course in physical education one quarter at the College.

A. and T. College's animal husbandry department was quite small in 1936. It had 13 dairy animals, 16 beef animals, and one heifer calf had been dropped a few months before Dr. Kennedy's arrival. The daily production of milk could be carried to the College in a ten gallon can, but the College also made cheese, butter, and sold goat milk in the Greensboro community.

Dairy manufacturing was emphasized at the College prior to the Kennedy era, but Dr. Kennedy immediately changed the emphasis to dairy production. His first task was to eliminate the goat herd and to upgrade the dairy herd, a task which he has worked hard to achieve since 1936. As of this date, the College's dairy herd has grown to 95 animals including young stock and is producing around 200 gallons of milk per day. This amount of production can be easily improved if it became necessary. It is partly to the credit of Dr. Kennedy that the Agricultural and Tech-

nical College has become the most distinguished predominantly Negro institution in America in technical agriculture with one of the finest dairies in the country. In the last few years the Dairy Products Building which now houses classes in the field as well as milk processing and ice cream making facilities has been the inspiration and design of his own hand. The majority of the agriculture teachers and county agents in this state (Negro) have been his students and his influence on the development of dairying in North Carolina, and in the South has been great indeed. This has included supervising, organizing, and judging dairy shows in connection with the vocational agricultural and extension programs throughout the state and at many Negro colleges.

Although he maintained an iron hand in the classroom, Dr. Kennedy has been deeply interested in the social welfare of students. He served as adviser to the Agricultural Association--the most influential organization in the field of agriculture for many years. The Agricultural Association Ball was for many years the most outstanding social function on campus. He also served on the Committee which was responsible for the development of the Graduate School in its early stage, and later served as Chairman of the Committee on Graduate Education until 1951.

The pages of Aggie history would not be complete without admitting the immense part played by Dr. Kennedy in the development of the religious life of the campus. He served for more than ten years as Treasurer of the College Chapel and has been in the forefront of the development of religious life for a long period without fanfare. He has quietly made his contribution without thought of reward.

Wadaran L. Kennedy

OUR ONLY HOPE--THE BELOVED DEAN

The boys were in trouble and they knew it. They had disobeyed the moral code of the College, and on the catalog in bold letters so everybody could see were inscribed words that the President had called to the attention of pupils more than once in student convocations. "Obedience to law is the largest liberty". The boys, however, did not want to leave Alma Mater. It gets in your blood and a quarter spent here holds its spell over you.

One boy got an idea. "Boys", he said, "Our only hope is our Dean. He'll help us".

They got up early in the morning, ate breakfast and hurried to Hooper Hall.

The Dean came early, and listened intently to their passionate plea. When they had finished, the Dean said simply, "Fellows, I'm gonna tell you something. This world is a barber shop, and if you don't watch out you'll surely get shaved".

The boys were sent home.

Moral: If you get into trouble you might as well pack your bag for no person can help you, not even the Dean.

THE CHAIR--I REMEMBER HIM

One of Alma Mater's most unique graduates was the "Chair". He was Assistant Supervisor of Vocational Agriculture in Negro High Schools in North Carolina when this writer first knew him. From the day we met until the day he died, the College, in this writer's opinion, had no more stunning, dignified, and powerful a representative than he.

The "Chair", as we called him privately (His real name was Sidney B. Simmons) assumed a position as Teacher-Trainer in Agricultural Education at Alma Mater in 1924. He had prior to this time, earned degrees at Alma Mater (1914) and the University of Illinois. He had also served in three positions before returning to work in the State. These positions were in the states of Kansas, Pennsylvania, and Alabama. The latter position was at Tuskegee Institute.

Reports from people who know suggest that the "Chair" was quite tough to get along with when he was younger. If this was true, this writer should not like to have met him before it was his pleasure to do so. He was a man of many moods. In some ways he was dictatorial, dogmatic, and tactless, while in other ways he was kind, dignified, sympathetic, and charming. In every way, however, he always gave the impression that he was a man of authority. His father was an elder in the Methodist Church which some contend influenced him to act with authority. He acted every bit the part of bishop, and elder as well.

In features, the "Chair" was tall, quite handsome, with a round face and heavy mustache. His skin was quite smooth and medium brown in color. He was leaning toward the heavy side in terms of weight though he had good weight control and thus never appeared to be what one might call fat.

This writer had heard of the "Chair" when he was but a little boy for his third oldest brother, and another student from his home had participated in N. F. A. Contests in the earliest years of its development. Our Chapter had won honors in the Second National Convention at Hampton Institute during the late '30's so although we lived in a remote section of the State, the "Chair" knew where we lived. The "Chair" was in on the early development of the National N. F. A. organization and served it faithfully until his death.

My brothers used to say that the "Chair" had little mercy on teachers during supervisory visits. He did not hesitate in the least to tell them off in front of their class if he had the slightest inclination to do so. In my years of high school, he had mellowed somewhat, but was still fiery, and sometimes quite embarrassing in his reaction toward teachers.

The New Farmers of America is a national organization of farm boys studying vocational agriculture in high schools, and its program of activities which include information in agriculture, public speaking contests, judging, quiz, talent contests and others have served immensely to help young farm boys grow into manhood in a manner which is unmatched in high school extra-curricula activities.

In our district and State meetings, the "Chair" showed who was in control. His meetings would start on time, and if someone would come late, he would feel the master's wrath, unless he had a good excuse. In national meetings because of his seniority, he was well respected. He handled boys like a veteran, making them first recognize their weaknessess and shortcomings and then, if he liked you, building a sense of elation within you that made you proud to really know the "Chair".

This writer met the "Chair" in 1940, and from that day on he had the deepest sense of admiration for him, though our paths divided prior to his death. He was presiding over a district meeting as adviser at the time of our first meeting, and opened the session with a lecture which was deeply moving and penetrating. Anyone

who did not have a close up of the "Chair" would get the impression that he was the most brilliant man alive. This was my impression during those early years.

Manueverings of the Chair

Through high school, those of us who were active in the N. F. A. got to travel a great deal. This was expecially true of those who held high office . As state reporter in 1943, this writer received permission to travel to the National Convention in Langston, Oklahoma. It was during these trips to state and national conventions that one began to realize the manuevers of the "Chair". It was evident that if he liked you, success was yours as an officer, but if he didn't you were doomed and he politicked just as much as the boys.

One year a boy from the eastern part of the State was running for State President, and another from what we normally called the west. We were perhaps not too accurate in terms of our geographical designation. We had discovered that the "Chair" was partial toward the western boys or to boys whose teachers he respected. The two boys were fairly evenly matched. If there was an edge, the eastern boy had it. He did not get a chance to preside over any of the meetings prior to the election of officers. The western boy did, and thus had a chance to show himself.

Election occurred, however, while the "Chair" and a group of us were appearing on a radio program downtown. When we returned we received the verdict that the eastern boy had won by a 31-30 margin. The "Chair" was disappointed and asked the western boy to stand. He stood, and the "Chair" said to him, "Never mind_____. You didn't win out, but you'll have a chance to travel with me this year." We eastern boys were furious and from that day forward formed a closely knit group to protect our interests.

Traveling With The Chair

The trips with the "Chair" were fascinating ones. We stayed in the best hotels or in beautiful farm homes or on college campuses. It appeared that he knew everybody of any importance. In addition the "Chair" would always plan to take in sporting events. The first professional baseball game this writer ever saw was between the St. Louis Cardinals and another team which now escapes his memory, during one of our trips to a national convention. The trips were educational as well for the "Chief" never failed to let us see the modern concepts in farming and in rural living as well as the changes in urban life. These observation stops were tempered with explanations so that we learned a great deal as we traveled with him across the country.

An Inspirer of Men

The "Chair" was an inspirer of men. There's no doubt about this. Perhaps this was because he was in a position to find part-time jobs for students and a little scholarship money. Numerous successful graduates of Alma Mater can trace their association back to the "Chair". Even students who were not ordinarily inclined

to go into agriculture went in the field because the "Chair" painted a beautiful picture, and helped you just enough to make you want to be a successful agriculturist though there is some doubt as to whether he could plow a straight furrow.

How much inspiration the "Chair" wielded can be observed in the fact that every boy in high school wanted to have an outstanding Supervised Farming Program. Our family had only 11.6 acres of cleared land with a family of nine children which left little room for projecting, but we begged our parents furiously for a project because the "Chair" and the teacher of agriculture said it was necessary to be a successful New Farmer. This writer remembers well the day the "Chair" came to our farm to inspect his farming program to see if he qualified for a Modern Farmer Degree. He had just grubbed up a small plot of land in a wooded area at home for a family garden. The projects were so small that the writer was ashamed to show them. He claimed some of the chickens and some of the geese. The "Chair" must have felt his chagrin for he did not bother to investigate further nor to look at the newly prepared garden. He was fascinated with the project of geese, and wanted one. Although we kept the geese for feather production to be used in the family pillows and for Christmas dinners, this writer begged his mother passionately to give him the goose to carry to Greensboro to the "Chair" for he did not want him to know that they were not his, but belonged to the family.

Some of the most successful physicians in our state were quite early influenced by the "Chair" and received their grounding in the field of agriculture as well as successful men in other endeavors. Perhaps the "Chair's" greatest shortcoming was that he never wanted his proteges to grow up, and if you dared disagree with him, he would remember it when you asked for help.

A Man of Contacts

The "Chair" had great contacts with many important people, including governors, and Presidents. His job quite frequently took him in their presence, but he cultivated the knack of knowing important people, and they respected him for his abilities and his contributions to the youth of the nation. Sometimes in meetings he would espy someone in the back of the room, stop the meeting, and say, "Come on up front". This was sometimes coupled with a statement about the man to acquaint him with the audience and often demanding "Give him a hand boys!" A professor at Iowa State once told me that the "Chair" had the greatest influence over his men than any supervisor he had ever seen. To be truthful, the men were afraid of him and what he had the power to do to them.

One of the funniest experiences this writer has ever seen was on one occasion when the "Chair" called one of the elderly, short, rotund teachers who was engaged in a conversation with his fellow teachers on campus. The "Chair" was standing in his office which was around 300 feet away. The teacher started to walk hurriedly toward the office when the "Chair" yelled "Double time!" The teacher did not say a word, but commenced to run as fast as his feet would carry him.

In 1944, the writer applied for a scholarship through the Southern Education Foundation. It was a scholarship in competition with students from 17 southern states. There was nothing particularly outstanding about him. He was valedictorian of his class, and had been active in student affairs it is true, but his graduating class had only about 13 or 14 students so this was nothing to write home about. He won the scholarship without any question.

During the same year that he received the scholarship, this writer came to Alma Mater to work on the College Farm. One day while we were picking chickens his

former teacher of vocational agriculture came out to the farm and hurried him over to the campus for a picture taking session. The excitement was quite strange to him for he thought the scholarship had been given through his own and his high school principal's efforts. He later discovered that his application was acted on by a board on which an outstanding educator was a member. He had called about the writer and the "Chair" had given the recommendation.

Besides this, he could help or prevent you from getting a job, and most of the teachers and students knew it, and did not dare buck him. Some were hired in the State without his recommendation, but this was rare indeed.

The Chair Was My Boss

In September, 1944 the writer entered the College, broke and with the exception of a small scholarship, was quite uncertain about his ability to stay in school. The "Chair" gave him a job as his official errand boy. This job included bringing the mail, sweeping the floor, packing and sorting materials, and sometimes general housecleaning and janitorial services at his home. It was an interesting experience to be closely associated with him. One day he congratulated you for your achievements and the next day depending on how he was feeling, he would bless you out.

This closeness to the "Chair" continued until my graduation from College. Upon graduation our friendship diminished because this writer had strong ideas, ideals, and feelings which the "Chair" could never accept, and which this writer could never relinquish.

A Man of No Little Achievement

During his ambitious reign as Assistant Supervisor of Vocational Agriculture in Negro High Schools of North Carolina, the number of departments grew from 23 with 24 teachers in 1924 to 142 departments and 144 teachers by 1957. He served as National Executive Secretary of the New Farmers of America from 1935–1955. His proteges, as he felt that all the students were, achieved many top honors and awards in national conventions year after year in talent, leadership, judging, quiz programs, and in Superior Farmer Degrees and H. O. Sargent Awards.

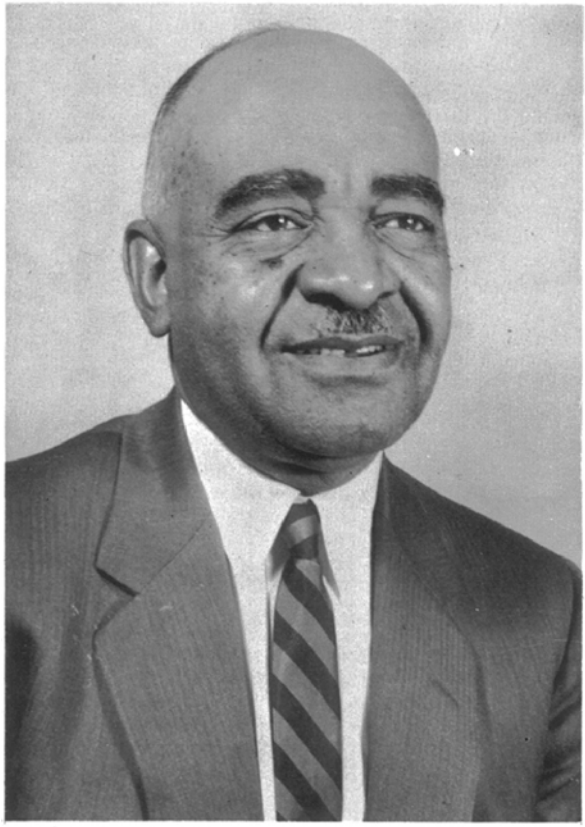
As a member of the local selective service board, the "Chair" was awarded a number of medals by Presidents Roosevelt and Truman during their tenure as President of the United States. He also served as a member of the Committee on Education of the U. S. Congress in 1946, a Committee which helped to influence the passage of the George Barden Act.

Although following a busy schedule, the "Chair" directed the Veteran On The Farm Training Program in Negro High Schools following World War II at which time North Carolina had the largest such program in the South. He was also appointed more than once by governors to the Appeals Board of North Carolina. His pet project and charity was the Colored Orphanage of Oxford, North Carolina where he served as a member of the Board of Directors. Each year the Chapters under his jurisdiction raised funds to support the Orphanage as a Thanksgiving Project.

In 1956, while in the line of duty visiting vocational agriculture departments, the "Chair" had a severe heart attack which slowed him a great deal. His condition from that point began to weaken, and in July 1957, he died.

Those of us who had been close to the "Chair" were deeply moved over his passing, and although we did not always agree on issues, recognized his immense contributions to the development of agricultural education in the South, and as an alumnus of Alma Mater.

Source: Abstracted from The Biographical Sketch of S. B. Simmons prepared under a Special Committee appointed by President W. T. Gibbs. This Committee was composed of Arthur P. Bell, C. E. Dean, W. T. Johnson, and Lee Alan Yates. The basic framework of the article was prepared from the writer's own experience with Mr. S. B. Simmons.



Sidney B. Simmons
The "Chair"--I Remember Him

Upon returning to Alma Mater as a faculty member, this writer had brought along an old automobile which he used in his work in the Off-Campus Graduate Centers during the first few months of service. One Sunday afternoon he had driven to the train depot to pick up a copy of the New York Times. As he got back into his car and started it up, a deafening noise sounded off as if the car was breaking into pieces. Embarrassed, scared, and disappointed, this writer got out of the car and looked under it to try to assess what had happened. Something had broken in the gear shaft so that the car would not move at all. The writer raised his head, and was shocked to see an interested bystander looking deeply sympathetic, and curious. "I see you are having trouble", he said.

"I certainly am, and the awful thing about it is that everything is closed this afternoon!"

"Perhaps not", he said. "I know of one place which is no doubt open. Lock your doors, and we'll go over there and see".

This writer recognized the bystander immediately as H. Clinton Taylor, Professor of Art at Alma Mater. He picked me up in his car, took me over to a garage across town, and stayed until he was sure that the problem would be solved. This was my first personal contact with H. Clinton Taylor and one that would never soon be forgotton. Though his name, works, and efforts to improve the position of art on campus were well known to me as a student, we had never come in close contact.

Henry Clinton Taylor was born in Hertford, North Carolina on July 27, 1898. His parents moved to Washington, D. C. when young Henry was quite small, and he completed his early schooling in the Washington Public Schools. His high school work was completed at Dunbar High School and for a short time was enrolled at Howard University. Finding that a medical career which he chose under parental prodding was not the course for him, Henry Clinton entered the Fine Arts School at Syracuse University. In spite of the opposition to his choice of an area of study, he graduated as the first Negro with a Bachelor of Arts Degree in Painting to ever graduate from Syracuse.

Mr. Taylor accepted the post as Instructor of Art at A. and T. College in 1927. His task in this position included freehand and mechanical drawing in the department of mechanic arts as well as history. In the ensuing years, Mr. Taylor expanded his courses in art so that students from other departments of the campus would be served and in 1930 initiated the first Art Department in the history of A. and T. College. Through the efforts of Professor Taylor, A. and T. College became a pioneer in art and art education among Negro colleges.

The extent of service offered by the Department of Art under the direction of H. Clinton Taylor can be seen in the fact that there were only three students enrolled in Art when the department was organized, while at the time of his death, the Art Department enrolled more than 1,500 students per academic year, with an average of twenty-two majors.

In the early thirties, Mr. Taylor received a General Education Board Fellowship to study at Columbia University. He was awarded the Master of Arts Degree from Columbia in 1935, and returned to his work at Alma Mater that same year. He continued his work in the Art Department until his death in 1958.

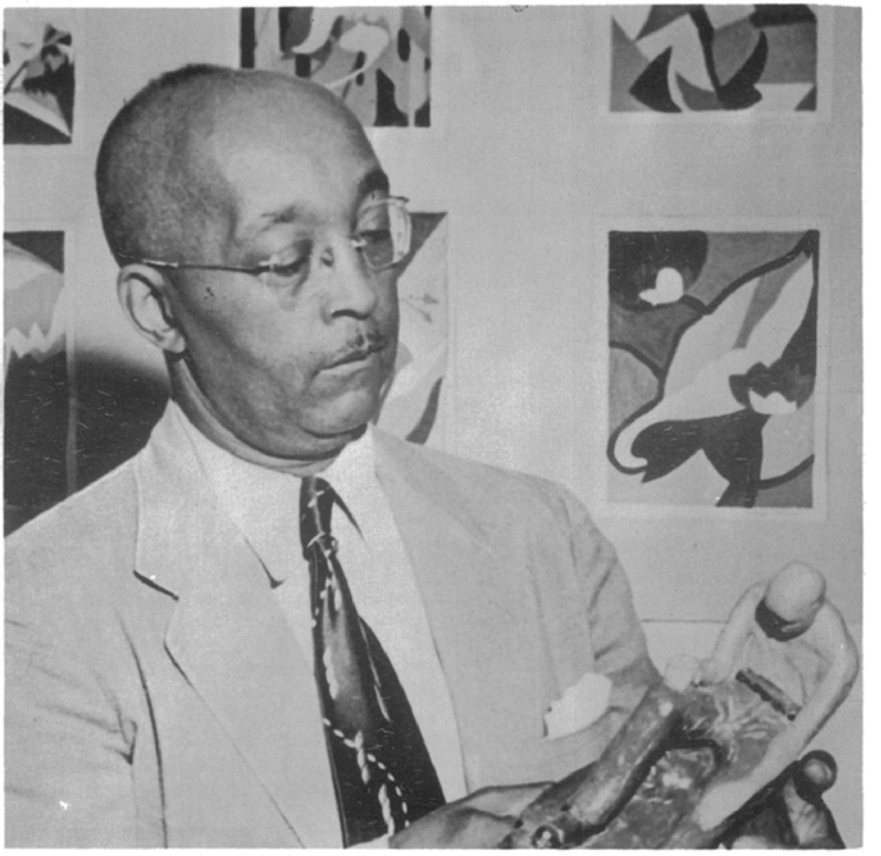
"Although, he was primarily interested in teaching, his duties did not stifle his creative efforts. His proclivity for cartooning and certain aspects of commercial

art found an outlet in some of the nation's leading publications; his portraits hang in many schools, homes, and civic buildings throughout the state."[1]

H. Clinton Taylor sought more than any other person to improve the aesthetic appreciation of the entire student body. His art exhibits, paintings, and program in the assembly were designed to develop within students and others a deep and abiding interest in art. He brought to the campus more than once, distinguished art critics to lecture to students and faculty such as the late Dr. Alain Locke. The Art Department was expanded, the enrollment swelled, the faculty of art increased, and many of his students found work as teachers of art in the public schools of North Carolina, as college teachers, and as architectural engineers.

Upon his death in 1958, the College named the Art Gallery in the F. D. Bluford Library in his honor, a fitting memorial to a man that had been the great promoter of art at the Agricultural and Technical College.

[1] Biographical Data Concerning The Names of Buildings at A. and T. College, Volume 1, Unpublished.



H. Clinton Taylor

THE "OLD BIRD"

One of Alma Mater's outstanding teachers who has given many years of service to the institution is the "Old Bird". His name is Clarence E. Dean. The name "Old Bird" is given to him not because he looks old for Mr. Dean has aged very little since this writer met him years ago, but because he used to refer to individuals that he talked about as "That Old Bird". The fellows in his classes late started referring to him in their conversations as "The Old Bird". It is not unusual for graduates of Alma Mater to meet out in the state or across the country and in reliving their moments on campus will ask, "Have you seen the Old Bird recently?".

The "Old Bird" has always been the epitome of humility. He has always been reserved, pleasant to associate with, kind, and self-assuring. If he raised his voice, it was to demonstrate a point, never in anger. He is well equipped for his position for he understands the language of rural life, the pattern of rural culture, and knows well how to treat crude country boys.

Agricultural education has been one of the most effective majors in the College. It can boast of more teachers, preachers, doctors, lawyers, government officials, principals, and individuals from varied walks of life than any other entity of the College since its inception. Over 3/4 of all the doctorates granted to Alumni of the College received their basic training in agricultural education. Perhaps it is fairer to say that over 3/4 of the doctorates granted to Alumni of the College received their basic training in agriculture for agriculture and agricultural education were synonymous terms during the early years of the College's history. Thus men like J. H. Bluford, B. W. Barnes, J. C. McLaughlin, W. L. Kennedy, Ethbert Carr, W. T. Johnson, J. B. Murphy, C. R. A. Cunningham, S. B. Simmons, J. W. R. Grandy, M. S. Staley, M. S. Spaulding, C. L. Spellman, and many others shared in the development of these students.

The "Old Bird" was teacher-trainer and did the finishing off after the others in subject matter areas had tempered them in the field of technical agriculture. His responsibility has always been to get them ready to carry forth in the classroom and in professional life, a task he performed with efficiency and distinction.

A Kentuckian by birth, The "Old Bird" received his college training at Hampton Institute and came to North Carolina as a teacher of agriculture at the Berry O'Kelly High School in Method, North Carolina. He became teacher trainer at A. and T. College in 1931, and later received the M. S. degree from the Iowa State College now Iowa State University of Science and Technology.

Since 1931, he has had a hand in finishing off most of the men in agriculture, and while his department has increased by only one at the instructional level, the breadth of his responsibilities and tasks have multiplied several fold. His department has not only been concerned with teaching men in agriculture how to teach, but acquainting them with the inner workings of the New Farmers of America, how to handle adult groups, and the developments of leadership programs in rural areas.

The classes taught by the "Old Bird" had one unusual feature--they were always down to earth. He was not a showman nor did he know all the answers, but he conducted a slow deliberate, thorough and pratical course. Sometimes the work was so practical that we wondered if the "Old Bird" could not put a little more spark or enthusiasm in it. He did not seem to mind , however, and carried on his work with the same deliberate momentum which was characteristic of his personality. When the student performed, however, he expected him to use his own personality and would demand that a lesson have more life and spark.

Critic teacher is perhaps a better term applied to the "Old Bird" than teacher trainer for he was most critical and perhaps did better teaching by criticizing than by demonstrating. He understood the problem of the field (teacher-training center) and when the student began his practice teaching he would surely come in contact with the ideas and suggestions developed by the "Old Bird".

The "Old Bird" was careful to see to it that the student did not overestimate his abilities. Few candidates received the grade of A in his courses. In this instance, the boys used to say that he was stingy. One of the anecdotes told by a practice teacher was the time the "Old Bird" gave an examination on which he asked a question prefaced by the phrase, "In your opinion". A student wrote at length on the question, but on receiving his paper found the item marked wrong. He was furious and threatened to go and "tell the 'Old Bird' off". We calmed him somewhat by telling him that maybe he did not have an opinion.

Since coming to Alma Mater, the "Old Bird" has expanded the teacher training centers throughout the State, and has helped to upgrade these centers, by holding annual Critic Teacher Conferences as well as serving as adviser to Masters degree candidates. The curriculum of Agricultural Education has kept pace with the times and any new innovation discussed at the American Vocational Education Conference will find its way in the program of agricultural education on short notice.

The "Old Bird" has had a tremendous effect on other phases of the College outside of agricultural education. His courses in Principles and Practices of Secondary Education prevailed for many years in which he had an opportunity to assist in the development of students preparing for teaching outside the field of agriculture.

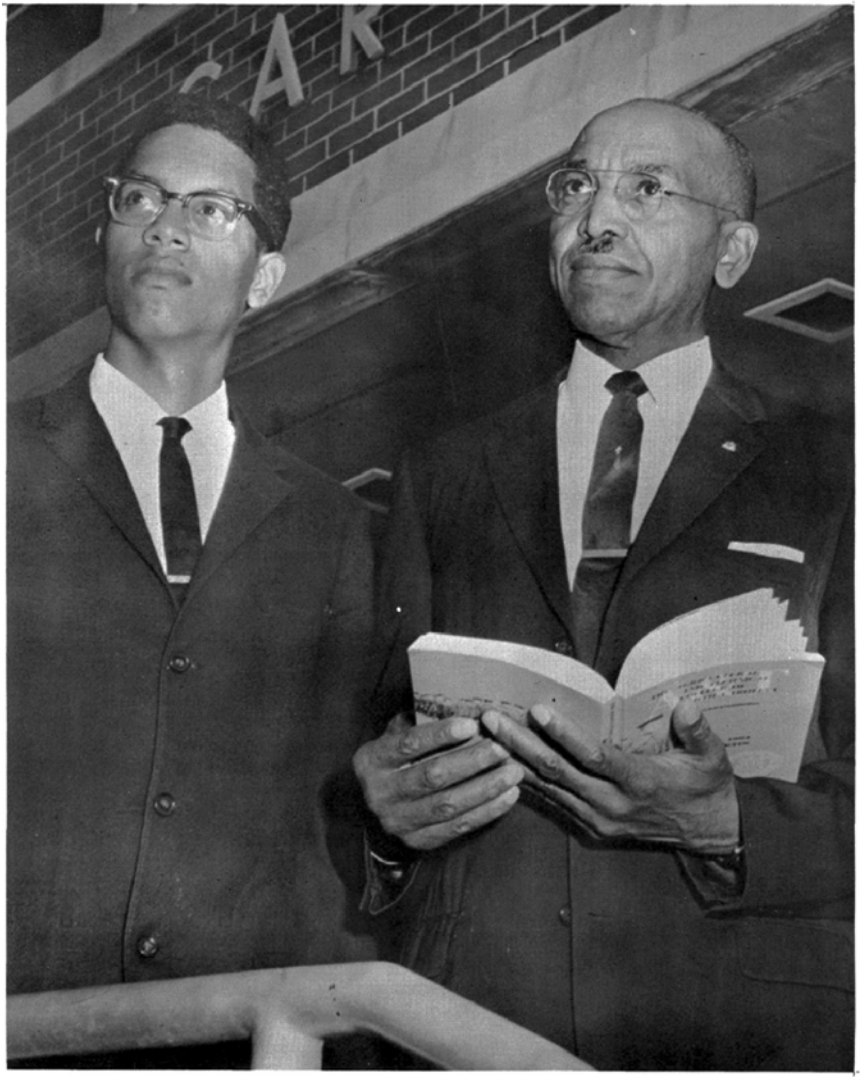
In service to the farmers, Mr. Dean was an important force in the development of the Conference of Better Farmers and Homemakers in the Piedmont Area, an organization dedicated to the task of improving adult education in rural areas as well as promoting improved practices in agriculture and homemaking in rural communities.

In the improvement of education in general throughout the State the College will forever be indebted to Mr. Dean in his efforts to develop a workable program for the Parent-Teacher Association. Since 1950 parents and other interested persons have met at the College annually to discuss ways of improving educational practices in communities and what the Parent Teacher Association can do to effect these improvements. He has been deeply devoted to this task and the College has profited both from the standpoint of public relations as well as in the improvement of its educational offerings to adults in the State.

Approximately 95 per cent of the men in vocational agriculture in the public schools of North Carolina have been trained under the tutelage of the "Old Bird". Somewhere between 35 and 40 per cent of these men have earned the Masters degree, under his direction. A large number of the men he has trained in the field of agricultural education have found employment in other states.

An outstanding teacher is often pictured in the legend of Mark Hopkins wherein the teacher teaches as an elder brother. This means that the teacher must not only lead the pupil to the fountain of knowledge, but must have the wisdom and finesse to make it appear as the influencing of a younger brother by an elder brother. Wise counsel is important here, and it must not appear as direct advice, but as a suggestion. Mr. Dean represents the epitome of that type of teacher. His wise counsel in assisting students with their problems is truly his long suit. He was always concerned with helping "that old bird keep his feet on the ground".

Source: An interview with Mr. C. E. Dean, and recollections of the days when this writer studied under "The Old Bird".



C. E. Dean
The "Old Bird"

DEAN "MAC"

In the annals of the history of Alma Mater, none is more loved and respected than Dean "Mac". His humor, good nature, philosophy, and mannerisms have won for him a legendary place in the development of Aggieland. Few students regardless of their field have passed through the institution without touching in some way or another the life of the man. The stories circulated from student to student serve to warm up the hearts of many who have never seen him personally.

John C. McLaughlin finished Alma Mater in the year 1931. He was much older than the other boys in his class, and admits with a great deal of pride that he celebrated his twenty fifth birthday in the 6th grade when most other boys would have been finishing graduate level courses and taking on the responsibilities of adult life. Ironically enough, it was an Aggie graduate whose influence led to a serious change in the life of J. C. McLaughlin. John W. Mitchell, who served as Assistant Principal of the Fayetteville State Normal School and later as the First State Agent for the Agricultural Extension Service of North Carolina, made a speech one day, in which he extolled the virtues of a college education and how important it would be to the individual in the future. McLaughlin heard that speech, and realized that he had better do something with his own life. Shortly afterwards, he decided to go to Claflin College to complete his high school education.

Age did not bar McLaughlin from active student life on the A. and T. College campus. He served as President of the Student Council and many other campus activities. Upon completion of his work at A. and T., he went on to Cornell University in Ithaca, New York where he earned the Master of Science degree in Rural Sociology. He taught at Alcorn A. and M. College in Mississippi and returned to work on the faculty of Alma Mater in 1937.

In 1937, the year he came back to Alma Mater, Dean "Mac" was appointed Dean of the School of Agriculture, a position he served faithfully for 12 years. He has taught Rural Sociology for the past 26 years. The title Dean "Mac" was because of his attachment to this former position, but the Dean's position was his sideline. Rural Sociology was his specialty, and it was in his classes that one really got a chance to see the real man in action. A self-polished, erudite speciman of a man, he acted the part of Dean, but talked like the embodiment of a man that had lived many lives. He was at the same time father and son and this statement can best be illustrated in his simple language which appealed to students--"Now boys, I'm much older than you, and I wouldn't lie to you" or "When we were students here, you know what..."

In the classroom, he was not the great teacher who specializes in a constant adherence to subject matter. He was not the "Heavy Type" as the students like to label teachers. Rather he wandered from subject to subject philosophizing about society, life, human relations, human actions, and a host of other things. This would sometimes throw us off because he made assignments in the book, and examinations came from the book rather than his lectures. Granted that his subject was related to human relations in rural society, he often ignored the text in his discussions, and proceeded to discuss actual life situations. Some experts in the field of education have suggested that this is the best kind of teaching, that too many of our colleges specialize in giving the students the ideal things they will meet in society, and the ideal procedures for dealing with such situations. Dean "Mac" did not do this. He discussed the everyday mannerisms, the everyday patterns of living, the everyday acts of living exhibited by young boys and girls, men and women. Students appreciated this type of teaching, and many carried his ideals out into the world with them.

The Dean would embarrass you too, if he felt that it would have an effect on your life. He did not do this deliberately, but one could read the insinuations in his talks. This writer recalls too vividly the day when he walked in class wearing a pair of trousers that were very much in style (The style was the drape pants which were narrow at the ankle and big from the knee up). No college student of that day would deny the fact that these were the go of the day. The Dean talked about good common sense, and suggested that "Good common sense would tell me that I know better than to walk in a reputable place with these little breeches that I can hardly get my feet in when I have great big feet". He perhaps never saw mine, but this writer never used these trousers anymore.

Deeply religious, the Dean did not mind stopping anywhere and uttering a prayer for the success of a venture. He was not ashamed when he found a problem too baffling, to stand up in front of a group of students and say "Let us pray".

He instilled in his students a deeply religious fervor. "How many of you went to Sunday School last Sunday or how many of you went to church? Then he would proceed to discuss something in the lesson or church service that caught his fancy. The class may then spend half the period talking about this bit of religious ideal, but it was significant in the development of the student's own moral life. More than once, he has said, "Now I want you boys to be good, but it is not enough to be good. You can be good for nothing. I want you to be good for something."

There was sympathy in his actions toward students. He listened to their problems. He did not always help for sometimes the fellows were wrong in their actions, but he listened, and if he felt that they were right he never hesitated to give assistance.

The best type of teaching of moral and spiritual values is done by example. This has been shown in the life of Jesus, Ghandi, Socrates and a host of other individuals. In the writer's opinion, one of Alma Mater's greatest teachers by example was Dean "Mac". He was honest, truthful, reliable, dependable, neat, courteous, clean, kind, and deeply grounded in his personal convictions. He could take an insult and turn it into a situation expressing love and devotion. The best example of this is the struggle he had as Dean of The School of Agriculture in getting funds to operate his school. The Treasurer was not particularly munificent toward the School, although during Dean "Mac's" tenure agriculture enjoyed its greatest enrollment. He took these difficulties in stride, and upon the death of the Treasurer when many would have declined to say anything, he took the rostrum and gave him a beautiful eulogy.

Perhaps no teacher coined more aphorisms on the campus that are repeated over and over again than Dean "Mac". A sampling of his wit is given in these lines. Sometimes he did not originate the idea, but the way he said it was always different. "When I look at the boys and girls who have passed through this institution, the more I realize what a wonderful thing education is in changing the lives of human beings."

"If a dog bites you one time, it's the dog's fault. If a dog bites you a second time, that's your fault."

"Even a dog won't bite the hand that feeds him."

"When I look around at the boys I've taught and they have done well, I stick out my chest, but then I have a sense of modesty for I say to myself, maybe they did not succeed because of my good teaching, but despite it."

"Whose bread I eat, whose song I sing."

Dean "Mac" has always shown devotion to his institution. He has loved her, and has tried always to preserve her great spirit. Alma Mater has responded by serving

as an atmosphere where this kind of personality could grow and become great. They have complemented each other. Dean "Mac" has become great because of Alma Mater, but Alma Mater has been advanced because of the presence of men like Dean "Mac".

Source: An interview with Dean Mac, and recollections from the classes taken under him. Dean "Mac" retired in 1964.

John C. McLaughlin
Dean "Mac"

PROFESSOR C.

One of the most impressive, brilliant, and distinguished teachers ever to grace the Blue and Gold of Aggieland was also one of the most eccentric. His name was Professor C. He was a psychologist, and the students used to say that he knew psychology backward and forward. If there has ever been a man with a photographic memory, he had it for this writer has never met before and since an individual who could quote such long passages from different sources, and interpret their meaning as Professor C.

Each morning around a quarter of the hour, Professor C would appear in front of his classroom, briefcase in hand in Dudley Building, and take his daily smoke. It appears that he would time it so that his cigarette would be used up just in time to move in class about a minute or so of the hour. When the bell rang, he started calling the roll. Every student tried to be on time for the Professor did not mind embarrassing anyone in front of the class.

He would then proceed with the lesson for the day. If it was a lecture, it was destined to be scholarly. If reports were the order of the day, he would call your name and you would have to go to the front of the class. Then he would follow you word for word in your report, especially where excerpts were taken from some other source. You had better not falter or give a fictitious reference for he was sure to catch you. When he caught you, he would give you a spanking lecture in front of the whole class.

Two books in the field were his favorites--one by Cuff, and the other by Gates, and Others. There were only a few copies of these books in the library. The other references were quite old. This writer remembers on one occasion that he wrote a report on educational psychology or some aspect of it. Cuff had been checked out of the library, but time was pressing, and the report was coming up the next day, thus, the logical thing to do would be to go and say to him that the report was not ready. Few students did this to Professor C. He would make you feel so little that you wished you had not even talked to him. The other alternative then was to do the best you could. The writer did just that, but made the mistake of using Cuff, and Gates and Others as a part of the bibliography. As he read the report, Professor C followed him closely. Sometimes when he would hesitate, he would recite the rest of the sentence or statement. When the report was completed, he asked for the references. This writer read the list off including Cuff, and Gates and Others. It was a terrible mistake for Professor C spent a good bit of the class period castigating me for using false references.

He was sensitive about any report on alcohol. Rumors circulated with some basic evidence that he had become addicted to drink. One of the honor students had been doing research on the effects of alcohol on the brain. She gave her report in class, concluding that it has the influence of decreasing the efficiency of the individual. It was a very good report, but Professor C literally hit the ceiling. He pointed out the fact that Poe wrote the Raven under the influence of alcohol, that Dunbar wrote many of his most outstanding works under inebriation, and went on to list some of the great masterpieces which were accomplished while under the influence of alcohol. The young girl was very disheartened for she was an honor student, but drawing such a conclusion was indeed faulty. There was no use saying she read it rather than drew a conclusion of her own.

Professor C not only taught psychology, but directed many of the outstanding debating teams at Alma Mater. He was a master at the technique of argument and debate. It was an interesting experience to see him in action during a debating match. He did not like to lose, and fought furiously to win. If his team was winning

he would start chuckling softly, and when a good point was made, he would start his chatter to the person sitting next to him. Sometimes this chatter would rise to such an extent that it would disturb the audience. He cared little about what others thought about him.

Outside the classroom, Professor C was friendly, and a likeable individual. He was popular with many students because he aroused within them a sense of curiosity, and challenged within them a sense of achievement. When one made a good grade out of his courses he was justly proud for every student knew that Professor C was plenty heavy.

Source: Professor C was one of the great teachers of Aggieland, and the writer has developed this account from recollections he witnessed in his classes as a student.

"MISS MORROW"--ALMA MATER'S MOST IMPORTANT FEMALE

In the Gospel of St. Mark, there's an interesting but pointed story. It tells the tale of the Master coming into Capernaum and entering a house. After he was in the house, he asked the disciples what they were discussing on the way. The disciples did not answer for they had been discussing a rather selfish topic. They had been talking about who was the greatest among them. Jesus understood their hesitancy and their obvious chagrin so he sat down and called the disciples to Him and said, "If any one would be first, he must be last of all and servant of all".

Alma Mater's least recognized, but perhaps greatest servant has been for a long time a small sized brown skinned lady with cold black pretty hair (its graying a little now) called affectionately by students as "Miss Morrow". She has accepted her role without fanfare, without grumbling, but with a terrific sense of dedication. "Miss Morrow" has been in the library business at Alma Mater for nearly twenty-eight years. For at least twenty of these years she has served as head librarian.

In the twenty years since Alma Morrow has been engaged in library work at Alma Mater, this writer has never seen her nor heard anyone say before or since my time that she uttered a cross word or unkind remark toward any student. No matter how irritable she got on the inside, she never showed any sign of irritability on the outside. This has always been a source of inspiration to students for they have come to the library exhibiting complete ignorance of topics or titles, call numbers, and even a knowledge of the use of the library and its facilities. Sometimes when she was head librarian, they would come in to socialize or to while the time away, but always there was the firm, warm and concerned disposition. She wanted to know if she could help. There is no doubt that incidents have occurred which would have angered the average person. Alma Morrow cultivated the personality that avoided anger. It is true that she fussed, but it was a friendly kind of fussing, a kind that few students gave a second thought. The unique thing about her is that she could find what you were looking for and it did not take all day.

Miss Alma I. Morrow was born in Greensboro, North Carolina. Her mother was a school teacher and her father was a Presbyterian minister who graduated from Johnson C. Smith and Princeton Universities. She had one brother who operated a drug store on Market Street in the forties.

Music fascinated "Miss Morrow" in her early years and she went to Howard to major in this field, but could not establish a good relationship with the music faculty. She moved out of music and leaned toward a major in physical education, but ended up taking a major in education.

Upon graduating from Howard, "Miss Morrow" went on to take a B. S. degree in library science at Hampton Institute. This was her calling, and there was no doubt about it. She came back to Greensboro and worked at Dudley High School for a few years.

In 1935, Dr. Bluford appointed "Miss Morrow" as Assistant Librarian and to Head Librarian in 1937. The President had her to understand that he wanted a man to head all departments at the College when such a candidate could be found as he appointed her to the post. He did not achieve this objective for twenty years later she was holding the same appointment.

Library work in the early years was hard. There was no money to hire a staff and the budget for books was quite low. Thus, "Miss Morrow" ordered books, catalogued books, headed all departments, kept order, consulted with students, oriented students, waited on faculty members, kept the files, handled reference services, served the desk, you name it, but she did it with the finesse and with satisfaction because she loved library work and wanted to help people.

In the '40's "Miss Morrow" pursued graduate study at Columbia University in Library Science during the summers. She was graduated in the early fifties and received the coveted honor of being presented her diploma by the head of her school, a signal honor. Out of a group of over 300 students, the majority being undergraduates with a sizeable graduate group, she stood at the top of her class.

The F. D. Bluford Library was basically designed by "Miss Morrow", although it is not made to her specifications. It is her monument of service and leadership. While she served as librarian the appropriations grew from $1,500 a year to $86,000 in 1957.

Still serving as head of the documents department which she prides as an outstanding entity of the College's Library Services, she continues to exhibit the warm personality, and keen devotion to the service of Alma Mater's students. Perhaps no person has given more in the service of the College and required so little in return as Alma I. Morrow.

Source: From an interview with Miss Morrow in 1963. She died in February 1964.

Miss Alma I. Morrow

THE FORERUNNER IN THE BIOLOGICAL SCIENCES

One of the most inspiring professors under whom this writer has ever studied was the most difficult individual tounderstand when we first met. The most curious thing about him was why his full name was never revealed. C. R. A. Cunningham had been introduced to me during my freshman year and he was later to become my freshman adviser, but from the time we met in 1944 until recently his name had never appeared in print, as far as we could discern.

In the first week of the freshman year, a group of us were told to go over to Noble Hall where our adviser would meet us. The first word that Mr. C. R. A. said to me was quite funny. His accent was strange and he did not talk like folk we knew. He must have been just as courteous as any other professor, but this writer was so busy listening to his accent that his words went in one ear and out the other.

During the days following our meeting, Mr. Cunningham and this writer became fast friends. It was a warm experience to know that he did not treat us like green freshmen, but treated us like human beings. He criticized yet knew how to do it in a tactful way. He had a tremendous amount of interest in his pupils, and this quality perhaps more than any other endeared him to students of Alma Mater.

Cyprien Reginald Augustus Cunningham was born in Jamica, British West Indies. He received the B. S. and M. S. degrees from the University of Illinois. In 1934, he came to A. and T. College as an Associate Professor of Biology and Animal Husbandry. In those days, he handled bacteriology, zoology, and entomology and some of the courses in animal husbandry along with C. L. Spellman. As the school expanded, Mr. Cunningham assumed the head of biological sciences at the College, a position he held with distinction until 1952. When in the latter '40's President Bluford decided to make a change in the Registrar's Office, he offered the post to C. R. A. Cunningham who reacted violently to it. The President was not an easy man to convince, however, and Cunningham reluctantly accepted the task. He served this post also with distinction until 1961.

In Zoology III and in Bacteriology, Cunningham was at his best. His slow deliberate nasal twang, his humor at the right time, and his intense effort to integrate current information from actual life situations with what could have been to me a pretty dull body of information made his classes a joy to me.

One can never recall all the things that he encountered in classes of one sort or another, but one question in Zoology stands out in my mind that we had a most stimulating discussion on in C. R. A.'s class. It started out in a simple fashion when he posed the question, "Which would you rather marry, a woman with a wooden leg or one with a wooden head?" The discussion was trying to point up the effects of heredity on an individual. When we finished the discussion there was no doubt about the fact that the implications were so clear that anyone could understand. He did not denounce environment but he showed us that if abilities, and capabilities were to be expected to show up in the offspring, there must be some quality in heredity. Discussion was one of his great teaching techniques and he used it with finesse. In bacteriology, he was just as unique making those of us who really had little interest in bacteria, fungi, and viruses more concerned and more conscious about the fact that these were real live creatures in the universe who had a great effect on our everyday lives.

"Now", he would say, "I am going to call on one of my experts to tell me all that he knows about phylum Platyhelminthes". Then he would point to a person in the class that he felt coulddo it. There was something fascinating in this approach for it built you up as somebody important, and it was a kind of good feeling to know

that you had studied your lesson carefully the day before. If you didn't respond, he was equally as unique. This writer remembers a fellow who took around five or ten minutes to explain osmosis. He rambled and rambled. The class became jittery for him for they knew that he was bluffing. C. R. A. waited patiently and smiling, but breathing heavily to show that his patience was wearing thin. When the student had finished, Cunningham gave a sigh of relief, shook his head pitifully, and said in his slow deliberate way, "You have said absolutely nothing".

Cunningham's efficiency as a teacher paid dividends. A considerable number of his students went on to pursue medical degrees in leading colleges and universities of the country.

In the early sixties, Cunningham returned to the classroom where he now serves as a Professor of Biology as in former years.

Source: An interview with Mr. Cunningham in June 1963, and recollections from classes taken under him by this writer as a student.

C. R. A. CUNNINGHAM

THE MAN WITH A STRING OF DEGREES

Like many institutions, A. and T. College can boast of illustrious names from its early period of development. Charles H. Moore, Samuel Sebastian, W. N. Nelson, J. B. Chavis, J. H. Bluford, R. B. Harrison, G. B. Love, G. L. Washington, Paul Jewell, Clyde DeHughley, Captain Robert Campbell, and numerous others can be added to the list of distinguished individuals who served as faculty members during that incubation period.

One of the individuals that stands out as an outstanding one in academic life or the Academic Department was Samuel Benjamin Jones. He taught in the field of English, and was not only a popular figure in the program of the College, but was seriously considered by President Dudley as his replacement when he retired.

S. B. Jones was born on the Island of Antigua in 1874. He attended the Antigua Grammar School where he "showed great promise as a student there, and became one of the Antigua Diocesan Students at Codrington College for the purpose of taking Holy orders. After his graduation, he decided otherwise. Leaving Antigua about the beginning of the twentieth century he travelled to the United States where he taught for a number of years at St. Ambrose Parish School, Raleigh, North Carolina.[1]

Upon leaving St. Ambrose, Samuel Jones came to A. and T. College to teach English. He is often described by old timers as the man who had "A string of degrees". This statement is quite true in that Dr. Jones earned the B. A. Degree from London, the M. A. Degree from Durham, was a Licentiate of the Royal Fellows of Physicians and Surgeons from Glascow, a Licentiate of the Royal College of Surgeons in Edinburgh, a Licentiate of the Royal College of Physicians of London, and while working at A. and T. College, earned the M. D. Degree from Loyola in Chicago.

In 1918, S. B. Jones returned to his native land and earned renoun as a physician and surgeon, was decorated by King George V, and became a Member of the Order of the British-Empire at Buckingham Palace.

Dr. Jones was the first full blooded Negro to practice medicine in St. Kitts, won notable commendation for his interest and hard work in controlling the outbreak of smallpox in Anguilla and was unusually active in civic life as he served at one time as Magistrate of Anguilla.

Samuel Benjamin Jones was married to Vivian Dudley, the eldest daughter of President and Mrs. James B. Dudley. They lived in St. Kitts until his death in November 1949.

[1] Kitts-Nevis Daily Bulletin, Saturday, November 12, 1949, P. 2.

Source: Abstracted from conversations with Professor and Mrs. W. N. Nelson, Dr. B. W. Barnes, and the St. Kitts Daily Bulletin, a newspaper which gave an account of the life and work of Samuel Benjamin Jones when he passed. This was loaned to this writer by Mrs. Nelson.

S. B. Jones
The Man With A String of Degrees

ALMA MATER'S BUSIEST MAN

There have been many distinguished names on the roster of the School of Engineering since its beginning at A. and T. College. No individual, however, has served more faithfully, loyally, and efficiently than Jerald M. Marteena, Dean of the School of Engineering since 1933. His meticulous nature, versatility, and energetic character have aided in the development of one of the best organized Schools of Engineering in the South. It should also be said truthfully that his intense interest in sticking to the letter of the law in his association with students, faculty, and administration has lost for him a host of would be admirers.

Jerald M. Marteena was born in Marietta, Ohio. He earned his bachelor of science degree from Ohio State University and the M. S. degree from the University of Michigan. He studied toward the Ph. D. degree at the latter institution on a General Education Board Fellowship for a year and a summer after the completion of his Master's degree.

In 1929 Marteena came to Alma Mater to teach Mechanical Engineering. Four years later after G. L. Washington left, Marteena became Dean of the School of Mechanic Arts, a position he has held since that time. The School of Mechanic Arts later became the School of Engineering, Marteena's versatility is seen in the fact that the Board of Trustees appointed him officially as College Engineer shortly after he was elected to the faculty of the institution. In this capacity all engineering purchases of equipment where specifications are required must be supervised by him. He also advertised for bids, received bids, and generally supervised the development of any new building or building equipment obtained by the College.

The deep devotion Dean Marteena has shown for Alma Mater is seen in the tremendous risks he often takes to see that a job is done. This often means crawling into some deep hole or cave to inspect power lines and other electrical fixtures on campus. One such incident left an injury that has marked him for life. One of his students tells the story vividly of the days when walks were being constructed on campus. The College had the ground keepers to cut down some trees, however, the area had to be cleared completely. This meant the removal of stumps where the trees had been cut down. Roots of the stumps were so deep that workers had to be assisted in this task by use of dynamite. A couple of sticks were placed in a hole around a stump. The workers moved away to avoid the danger of the blast. Surprisingly, the dynamite did not go off. After a time, Mr. Marteena went down to pack the dirt firmly around the roots. While in the process of packing the dirt the dynamite went off seriously injuring his hand.

Since taking over the deanship, Mr. Marteena has scored a number of records in Engineering. Only recently a Chapter of the American Society of Tool and Manufacturing Engineers was set up on campus, the first such organization on the campus of any predominantly Negro school in America. He has worked intensely to get the School of Engineering recognized by the Engineering Council for Professional Development which will be equivalent to being accepted into all recognized branches of professional engineering. He expects this to be accomplished in the not to far distant future. Only one other predominantly Negro Institution belongs to this agency--Howard University in Washington, D. C. Alma Mater's School of Engineering already belongs to several separate professional engineering organizations including the Association of Collegiate Schools of Architecture.

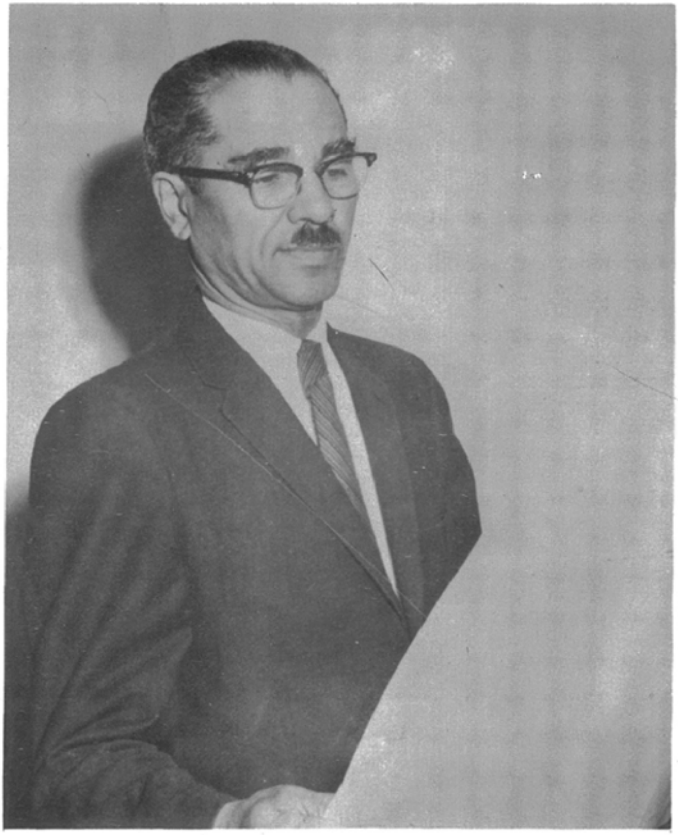
From 4 to 5 students in Engineering in 1929 to over 1500 students during the years following World War II and still registering over a thousand students, the School of Engineering has been no little achievement. Its graduates are outstanding

in government, General Dynamics, Western Electric, Douglas Aircraft, and in many other corporations and companies in the United States.

In 1956, Mr. Marteena was appointed Dean of Faculties of the College, a position he held briefly. His services have been sought by the City of Greensboro for a number of years as he served on the Committee on organization of the Planning Board of the City, and for three-three year terms has served on the Planning Board. He is a licensed engineer and land surveyor by the State of North Carolina.

Mr. Marteena is married to the former Miss Constance Hill of Richmond, Virginia who once served as Secretary to the President of A. and T. College and now serves as librarian at Bennett College.

Source: From interviews with Mr. Marteena, and students who studied under him.



Jerald M. Marteena

PIONEER IN HOME ECONOMICS

Although founded as a Land-Grant College, home economics as a discipline for study at Alma Mater did not enter the scene until 1933. Up to this time girls who wanted to study in this area went to Bennett College. Perhaps there was a machine or two, a table, and a triple plate mirror which was held over from the early years when a course or two was taught in domestic science, but this was all the equipment.

In September, 1933, there came to the campus a young, friendly lady to establish a home economics department. Her name was Carolyn Crawford. Born in Dadeville, Alabama in Tallapoosie County, she had received her Bachelor of Arts degree at Columbia University, and the Masters degree from the same institution and had done further study toward the doctorate degree. For two years she was the only teacher in the department, and then in the third year was joined by Miss Viola Chapman.

The development of a program in home economics was not an easy task Miss Crawford contends. "We had to strain in those days to get a little money. The first year I was here I went downtown and purchased a hot plate, and some utensils with my own money. There was no running water. We were given quarters on the North side of Noble Hall where we maintained our program for several years. Dr. Cooper made the desk that we used in our classroom, and in a few years running water and gas ranges were added."

Miss Crawford developed the curricula for home economics such as there was in the early days, and taught all of the courses until Miss Chapman arrived. During the thirties there was considerable agitation from students on the campus. One of the great sources of this agitation centered around the dining hall and food. There were a number of threats of strikes, and at least one serious strike against the dietition because of food services.

President Bluford suggested that Miss Crawford go over and take the dining hall and straighten things out. Miss Crawford reluctantly but willingly conceded and for the next ten years or so was dietition for the College. The long cumbersome tables in the dining hall, the inadequate equipment for cooking and serving, no hired help, but some student help and the problems associated with keeping them conscious of their task, made the task almost impossible. Yet Miss Crawford labored with it day by day and finally succeeded. Her first task was to install a cafeteria system of serving, a movement that would make it not only quicker, and easier, but more efficient. Plans had been developed for such a system before Miss Crawford's predecessor resigned. Some misunderstanding between the College and the preceding dietition ensued and she carried the plans along with her. Thus the new cafeteria system had to be started from scratch but was finally installed.

In the early forties, Miss Crawford again returned to the department of home economics where she taught such courses as foods and nutrition, general home economics, clothing, home nursing, child development, and the courses in home economics education. In 1945-46 she returned to her studies at Columbia University for a year.

Although she had a hand in obtaining the Garrett House which was built through W. P. A. funds and help and the Nursery school program as well as developed the framework for home economics as it has developed in recent years, Miss Crawford believes her greatest accomplishments were in the area of her first love --teaching. "I don't consider myself the best teacher, but I don't consider myself among the worst. If I have made a contribution it has definitely been in the area of teaching".

When asked to name some of her outstanding students, she hesitated, because so many names have escaped her memory. Then some come to mind, "Elizabeth Green Mountain, Martha Birden, Juanita Troxler, Virginia Brown Neeley, Victoria Black Bynum, and hundreds of others whose names I cannot recall at this moment". Miss Crawford has been one of the important persons in the development of the college and has carried on her work for thirty years without fanfare, but with diligence, and concern to help make Alma Mater a better place for oncoming generations. Why had she stayed? Did she receive better offers? Yes, she had received offers that provided a great deal more money, but she says, "I felt that there is no perfect place. Anywhere I go I felt that there would be problems, perhaps more than I was presently encountering. I decided that as long as I could give satisfactory service, I'd stick it out, and I did".

Source: An interview with Miss Carolyn Crawford in June, 1963

Miss Carolyn Crawford

"MISS HILL" WAS MY TEACHER

A long list of distinguished names stand out in the legendary history of English at Alma Mater. Charles H. Moore was the first Professor in this field followed by a long list including Professor Chavis, Professor F. D. Bluford, Dr. Brooks and Mrs. Brooks, B. N. Roberts, Professor Greene, Miss L. Clark, Roy H. Brown, Professor Alston, and hundreds of others who served before and after my day as a student. One name that stands out in my mind, and that has been referred to as a legendary figure was "Miss Hill" or Mrs. Carrie Hill Kelley. She started out as an instructor of English and is now serving as an Associate Professor of her discipline.

This writer knew "Miss Hill" as she was affectionately called by students when he was in elementary school. She taught in the high school in his county and as an elementary pupil he was treated only to a passing glance of her, but came to know her more closely through his brothers and sisters. The old adage by an anonymous writer fits pertinently here:

"This learned I from the shadow of a tree
That two and fro did sway against a wall
Our shadowed selves our influence may fall
Where we, ourselves can never be."

This adage is quite true of my relationship with "Miss Hill" for my brothers and sisters talked about her all of the time. In a rural setting where boys and girls are used to the colloquial language that fits the setting, a person who comes into a school and uses flawless English is considered somewhat unique. They tried to imitate her in speech and expression. Many a day at the dinner hour there would be friendly family arguments over the proper use of a word and the reference would almost always go back to what "Miss Hill" said.

Oratory, debating, and other extra-curricula activities developed in the high school, and "Miss Hill" used to take representatives from the county to such State Tournaments as those held at Dudley High School, and at A. and T. College, places which we considered at that time to be almost out of this world. This writer remembers well a debating speech which his sister used to recite over and over again. It began, "Charles Clinton Spaulding was born on his fathers farm in Whiteville (she pronounced it Whitville) North Carolina..." Miss Hill" must have changed the speech before it was presented, but it stands out for as a youngster this writer wanted so bad to hurry and get in high school so we could come in contact with "Miss Hill", and the activities in the field of English. The chance never materialized at the high school level because "Miss Hill" left home just a few years before my high school career and deprived me of this great opportunity.

Upon entering Alma Mater, this writer had a chance to come in contact with "Miss Hill". It was in a course in English 213 or English Composition, a subject which he thoroughly enjoyed. Here is where we came in contact with a description of the great composition and works of ancient and modern writers. A number of articles linger in mind. Tristan and Isolde, Gotterdammerung and Des Meistersinger as works of Richard Wagner as well as the life of Richard Wagner, an article of Robert Hutchins titled "Who Should go to College" were two outstanding articles. There was also the composition that now slips my mind as to the author, but was titled, "I Never Went To College". The skill she used in interpreting these compositions was to most of us superb. She spent a great deal of time explaining how one uses figures of speech in compositions such as the litote, the simile

and the metaphor, and we were given experience in finding these figures of speech and using them in the compositions that we wrote. In slow deliberate, and flawless English, she carried on her discussion. It was amazing to us as to how an individual could be so exact with every word or expression.

Sometime after the course in Composition, this writer had an opportunity to be associated again with "Miss Hill" in a Reading Club, a club designed to help a student improve his or her reading ability. This was an extra-curricula activity, but many of us attended because we wanted to read faster and with a great deal more understanding. "Miss Hill" knew how to bring out the best in the student and was keenly interested in each student.

Carrye Hill Kelley was born in Greensboro and has lived most of her life almost a stone's throw from the Aggie campus. She was one of the early female graduates of the institution. She received an M. A. degree from the University of Pennsylvania, and an M. A. degree from New York University, the former in English, and the latter in the field of history. She has taught in the field of English longer than any other person in terms of continuous tenure and her legendary features have been passed on from year to year by students.

The great legend circulating about Carrye Hill Kelley was that she would surely flunk you. Many a student has come through A. and T. College after having experienced one, two, or even three or more times under the auspices of Mrs. Kelley. She demanded conscientiousness, diligence, accuracy and at least the minimum skills before she would pass you on. Students appreciated this, however, amd to show their appreciation in 1959 named the Yearbook in her honor.

Mrs. Kelley, married sometime after 1949, is the author of at least two books, one used as a textbook titled, "Remedial English", and has been commissioned by the College to do a History of the College.

Source: Discussion based on recollections as a student in the classes taught by Mrs. Kelley.

Mrs. Carrye Hill Kelley

CAPTAIN CAMPBELL

Over on North Campus to the East of Cooper Hall is Campbell Hall, an R.O. T. C. Building. The building was named for a man who was a legendary figure at the College for 35 years. A veteran of the Spanish American War and World War I, the Captain had gained numerous decorations for his bravery, courage, and service. He served 13 years as Professor of Military Science and Tactics.

Captain Campbell was born in Athens, Georgia in 1875. He studied at Tuskegee Institute from which he left to enter the Spanish American War and served in the Phillipine Island under General Arthur McArthur. He attained the rank of Sergeant. After the War he went back to Tuskegee Institute in 1901 to continue his studies graduating in 1903. He held a patent on a machine made in 1902 in collaboration with the late Booker T. Washington.

Upon graduating from Tuskegee Institute, the Captain worked several years as an engineer, and then was appointed to the faculty of Alabama A. and M. College He came to Alma Mater in 1911 as head of the machine shop and power plant and holds the distinction of having been the first person to teach a course in auto mechanics on this campus.

In 1917 when the First World War began, the Captain left Alma Mater to serve his country once more as he had done in the Spanish American War. He attained the rank of First Lieutenant in the Army and served with distinction the 3rd Battalion, 368th Infantry of the 92 Division. During this conflict, he won the Purple Heart with Oak leaf Clusters, The Distinguished Service Cross, and the Croix-de-Guerre with three bronze stars.

Captain Campbell was promoted to that rank in 1918, came back to Alma Mater in 1919 as Professor of Military Science and Tactics, a position which was soon terminated. From 1928-37 and 1937-1942, he served terms at the College as Professor of Military Science and Tactics. He left this position in 1942 and from that time until 1949 serves as Assistant Dean of Men.

This writer met the Captain in 1940. Our meeting can be recalled as clearly as if it were today for he shocked me beyond words. He was serving as Manager of the College Dining Hall, and this writer was a New Farmer of America who had come to the College for the Annual State Convention. He was of slight build with thin facial features, curly hair, and a distinctive, but queer air. We had gone to the Dining Hall for dinner and had lined up improperly, and the Captain said to us "Move around". This writer expected to hear at least a normal voice in terms of tone, but his sound came in a strained whisper. Later he came up to talk to us, and as can be recalled he was, no doubt, making us welcome, but the other things he said, we could not for the life of us make out.

Upon entering College, this writer got to know the Captain quite well. He was a meticulous dresser, and on special days he would dress in his white or khaki suit, and display his medals. Legend has it that he had so many decorations that he could not wear all of them at one time.

On Sundays he required young men to wear a tie in the Dining Hall, and if you slipped in without one he would walk over, tap you on the shoulder lightly, and say in his whisper, "You don't have a tie on". All students knew what this meant, and few rebelled against him.

Captain Campbell was constantly urging his boys, as he called us, to carry ourselves as gentlemen. It was not hard for him to suggest the pattern for he acted the part. A stately, spry old man, the Captain walked as straight as a pin, and either doffed his cap or saluted practically everyone with whom he came in contact.

Source: From recollections of Captain Campbell.

THE AGGIE TROUBLE SHOOTER

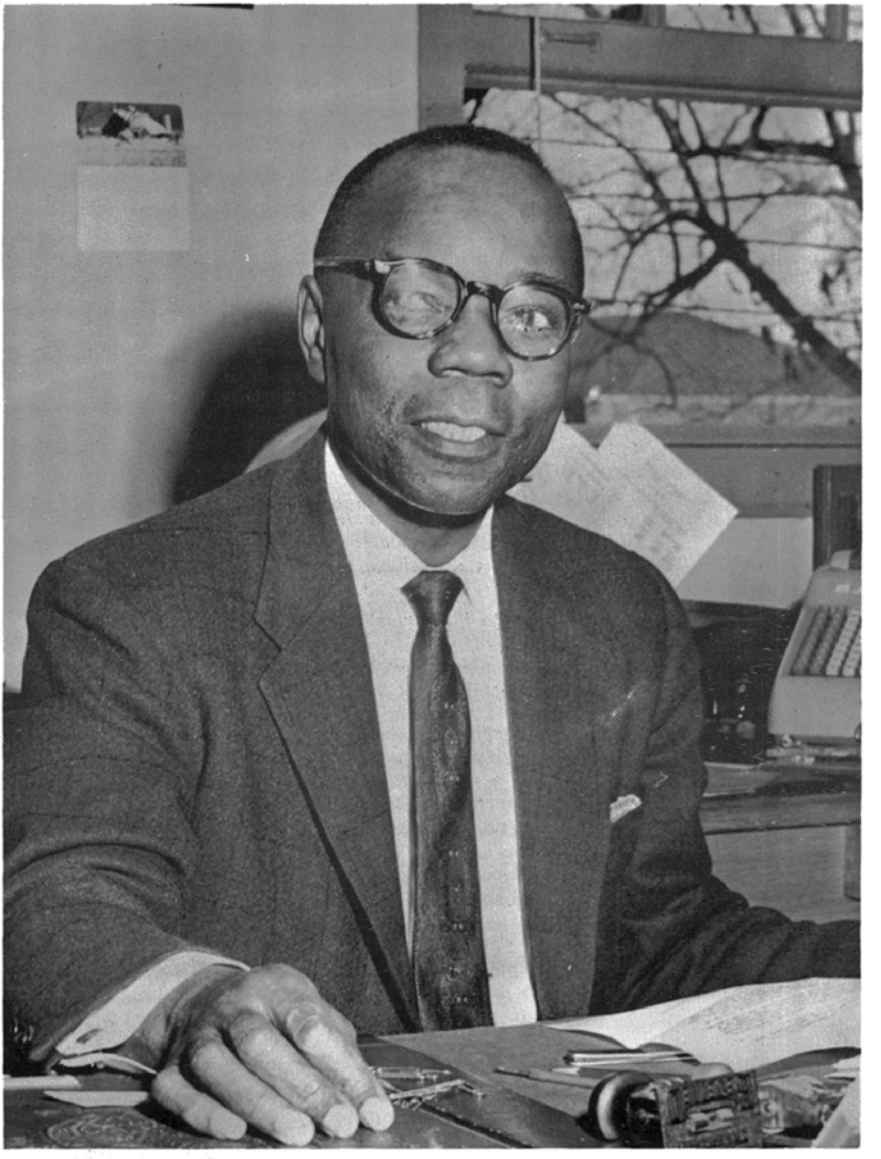
President Bluford has been quoted as saying that, "If there is a difficult job to be done, Wise can do it.". He was referring to a long time faculty member who has served in numerous capacities and responsibilities. Llewellyn Addison Wise was born in Crisfield, Maryland on December 11, 1902. He received the B. C. S. degree at New York University in 1928 and the Master of Arts degree at Atlanta University in 1934. In 1928, he came to Alma Mater to teach commercial subjects, and to head the department of commercial education which in those days was simply a title since there was no department at the college level.

Professor Wise remembers many of the old timers and served with them on the faculty. He recalls living across the hall from Richard Berry Harrison, and served under Dean McKinney before Dean Warmoth T. Gibbs assumed the Deanship of the School of Education and General Studies. He taught many of the old and recent graduates of the College. Some of his students were Allison Gordon, D. S. Coley, Reddick now of Atlanta, Dean Mac, Mr. DeHughley, and the major part of the secretarial and clerical staff members were trained under his tutelage. This does not by any means signify that all of these individuals were registered in the commercial education department. It simply suggests the versatility of the individual for Professor Wise has taught over 25 different courses at the College. Among these have been the courses in accounting, business law, secretarial work, shorthand, citizenship, Negro history, ancient history and comparative history. In the legendary pattern of Alma Mater, Mr. Wise was one of the teachers who would make a "work horse" out of his students. The lazy, shiftless students could not easily survive in his classes. The gifted had enough to challenge them and the slow or average learners had to burn the midnight oil to keep up with the pace.

In the area of professional responsibility, Mr. Wise has had his share of assignments. In 1937, he was made Registrar of the College, a post he held until around 1945. The Book Store was then assigned as one of his responsibilities while holding on to the Chairmanship of the Commercial Education Department. When the Graduate School was established, Mr. Wise served as its Secretary, and in 1953, he was made Bursar of the College.

Although any one of these responsibilites could have taken up the bulk of his time, he has found time to make his contributions to the civic, and religious life of the Greensboro Community. He is a Board Member and has served as Treasurer of the Educational Workers Federal Credit Union, a Member of the American Accountant Association, the State Teachers Association, and the Greensboro Mens Psi Phi Fraternity, and as Treasurer of the United Institutional Baptist Church where he also serves as a member of the Deacon Board.

Source: A telephone conversation with Mr. Wise, and my associations with him as a student. He served a Adviser to the Senior Class when this writer served as President of the Class.



L. A. Wise

The Aggie Trouble Shooter

THE FRENCH EDUCATOR

Since 1937, the destiny of foreign languages has been under the direction of one key individual. He more than any other person has helped students from various fields of the College as well as majors in the area of foreign languages to learn the foreign tongue. This heavy task exacted upon him has had little influence in changing the personality of the individual in a negative fashion for even now his congeniality, humor, and ability to mix well with students and faculty members has won for him an admirable place in the annals of Alma Mater's history.

Waverlyn N. Rice was born in Mobile, Alabama and received his early educational training in Bay St. Louis, Mississippi. He then entered Morehouse College in Atlanta, Georgia where he received the Bachelor of Arts Degree. Upon leaving Morehouse, young Rice went to the University of Toulouse where he later received the Docteur d'Universite'.

In returning to the States, Alma Mater's French educator began looking for employment at the college level. Several offers were tendered him from Negro colleges and universities. The salary in most colleges, however, were quite small in the thirties. Most colleges did not give contracts, but promised salaries in advance or quoted the salary. Oftentimes the professor would agree to work in the college, and find his salary somewhat less on pay day. It was by accident that Professor Rice was advised that A. and T. College would generally try to meet its prior commitment even though the salary was by no means exciting. He decided, therefore, to risk the chance and his tenure in Aggieland has continued to this very day.

The early years at the College saw limited study in the foreign languages as in many other fields. Only four or five majors were enrolled in the foreign languages curriculum when Dr. Rice began his tenure at Alma Mater. Since that time, however, the number of majors has increased in French, German, and Spanish. The staff of the Department has expanded to four and courses are not only offered at the undergraduate level, but in graduate education as well. In addition to the building or expansion of his department, Professor Rice has found some time to study in the field of Education at New York University, training that he has found useful in conducting many of the courses in this field as well as helping in the preparation of teachers in the foreign languages.

As Professor of Foreign Languages, and Chairman of the Department, Waverlyn N. Rice has endeared himself to the students of Alma Mater. This fact is substantiated by the response shown him by students in the College community. He was recommended by students for membership in the National Association of Alpha Kappa Mu Honor Society, and also to honorary membership in Scabbard and Blade. Outside his area of study, he is best known to students for his perennial Chairmanship of the famous Discipline Committee before whose august presence the students who break rules and regulations of the College must ultimately appear and give an account of their deeds.

Source: Taken from interviews with Dr. W. N. Rice.

CHAPTER IV

TALES FROM COLLEGE LIFE

HOMECOMING--ALMA MATER'S MOST FESTIVE AFFAIR

In some schools or colleges it is the Fall or Spring Weekend that arouses the greatest excitement. In others it is Veishea or Open House, but at Alma Mater it is Homecoming that represents the most festive season of the year. Everybody longs to get back to Homecoming. Even before they graduate, students talk longingly about what they expect to do when it comes their chance to pick up that sheepskin and return for Homecoming. It is a rare exception for a student to graduate and never return at least once for this celebration. Most come over and over again.

Why do they return? There are varied reasons. Among these are: to see and be seen; to renew acquaintances with old friends; to attend the dance; to join the gang; to be one of the huge crowd; for curiosity ; to show off their new wardrobe or car or husband or wife; but many come because, "Well everybody comes to Homecoming". There's just no other explanation.

The organization which arouses the greatest interest in Homecoming, interestingly enough, is not the football team, although the football game is the highlight of the affair. Taking the spotlight even before the weekend is the famous A. and T. College marching band. In recent years this aggregation has grown to over one hundred pieces. Led for more than a decade now by Walter F. Carlson, Band Director, and alumnus , who has become somewhat of a legendary figure in his own right, the band simply inspires an air of enthusiasm that penetrates the atmosphere over the College community. The sound of drums can be heard more than a mile away beginning shortly after the opening of school. Beautiful girls strutting in front of the band in preparation for the great show soon to come off have kept many a student away from his studies to participate in the spectacle as an onlooker.

Homecoming is usually held in late October or early November. It starts on Tuesday of the week or assembly day when the football team is presented to the student body in special exercises. Often the exercises are spurred on by a beginning pep session. By Friday, even classes are a little slack. In earlier times instructors got into the act and dismissed classes in order that students could help with the floats. In recent years with the emphasis on academic excellence, this practice has been abolished. A large number of the floats begin preparation on Thursday afternoon and Friday morning, and sometime in the afternoon on Friday, but Friday evening is always reserved for the "Bon Fire" where students whoop it up in preparation for the slaughter of the enemy on tomorrow.

On Saturday the parade takes the spotlight as twenty or thirty bands with the Aggie aggregation as the center of attraction leads numerous elaborate floats downtown and on to the Memorial Stadium where the game is to be played. Thousands like the parade route and cheer their favorite band, float, pretty girl, fraternity, sorority or organization. Many of the band leaders are old Aggies who used to play in the incomparable Aggie Marching Band. They have their own group now and are elated to show it off.

Old alumni who have come back for the show manage to crawl out from their hotel or private, or dormitory room that they rented or borrowed for this week-end, tired from a long drive after the work day, to be with friends. Often there is a tea where reunion classes are oriented, and where old cronies meet., often to "shoot the bull".

The Homecoming game is the highlight of the affair. Sometimes it is the Aggies against Morgan or the Aggies against Maryland State. It doesn't really matter though, for the Aggies it seems, would come to see anybody play the home team at Homecoming.

The Stadium gates of Greensboro Memorial Stadium are opened at noon, and shortly thereafter it begins to fill up. Some bring along food to avoid having to push and tug or wait in the line. "Hey Bob!" Someone yells from over in the stands. "Hey Baby"! A cool kat murmurs sweetly as he bends over to show affection to an old flame. "Didja see Sue?" "Beth is here! See her over there." A green freshman looks across the way and exclaims, "Oh! I see daddy and mother". A popular student walks in, his name is called, and an applause emerges from the College group. There is hugging, and slapping on the back, and handshaking. It appears that Aggies love each other more than students of any other school. A group walks in carrying a paper bag. Soon paper cups begin to circulate with cokes, and perhaps other ingredients mixed in, and they whoop it up. "Reckon we're gonna win?" Someone asks seriously of a friend or associate nearby.

Up on the far end a group of attractive young lasses have walked in with their escorts. They are, obviously, from across the track--Bennett College, but they feel very much at home for their beaus for the day are Aggie boys. "Look at them. There they come", some Aggie girl murmers. Then someone espies a fellow that should have been with an Aggie girl. "Look who is swinging on Jack's arm today", another girl yells to a friend in surprise. Bennett girls have always stood out at the games. The old Bennett graduates are not noticeable for they have become an intimate part of Aggieland, many have married Aggie men and have no choice but to root for their mate's College. Others have lived so long across from the Aggies that they at least can endure them.

It is around thirty or forty minutes before game time. The cheerleaders have just come in and they are whooping it up, but the fascination now is to see the throng of well dressed, polished, people milling around, and having generally a good time.

The shuffle of activity can be heard over near the South gate. It is the visiting team moving in for the warm-up. An air of enthusiasm stirs from the visitor's stand, and a yell or so exudes from their cheerleaders who go down to lead or to escort their team in the Stadium.

A burst of applause rises from the audience as the great Aggie team can be seen from the main entrance. They reach the gate, and the enthusiasm rises higher and higher. "A-G-G-I-E-S, A-G-G-I-E-S, A-G-G-I-E-S, Aggies!" The applause rises into a crescendo across the vast Stadium. Team members rush in as they are going to put out the enemy's fire and take their limbering up exercises.

While the crowd is now settling back, all pandimonium breaks loose. The 100 piece Aggie marching band breaks into sight with the fast step, sharp, and spectacular. The drum major comes up front in a remarkable display of artistic skill, and the pretty high stepping majorettes lead the band to its position. The teams now move off the field to their dressing room in preparation for the big football clash. In a few minutes, they return to make ready for the kickoff.

During the warming up period, husky men that look like Greek gods, catch passes, throw, tackle, kick, and pretend to make the touchdown. The excitement grows more and intense as one sits watching from the sidelines.

The officials now move toward the center of the field to toss the coin. There is shaking of hands by the Captains or Co-captains of both teams, and the pointing toward the proper goals is done after the coin toss. The teams now line up for the kickoff. The public address system is now burning away the positions to be played by each team member.

"O Say Can You See" peals away from the band instruments and everyone rises to his or her feet. R. O. T. C. students and service men in uniform stand at attention. There is no more graceful a sight to behold.

A rumbling from the drums and the kickoff is made. From this moment until the end of the game every Aggie is pitted for the kill. They are silent if the team is losing, often being teased by friends from other schools, but if they are winning they make so much noise until it's good to have your ears chogged with cotton to ward it off. Someone has said, "It's the Aggie in them. They can't help it." They help to play the game, often times yelling to Coaches as to which player to send in the game.

The half-time show is spectacular with pretty queens, and marching bands, and R. O. T. C. drill teams, skillful floats, but most of all, general merrymaking. In the old days the queen (Miss A. and T.) was crowned at half-time. Now begins the parade of persons you missed before. The State of health, maturity, prosperity, happiness, and marital status can often be observed as persons walk by. Comments made to substantiate these claims can be heard as one becomes a part of the parade or looks on from the bleachers.

At the close of the game the Aggies are a sad lot when they lose, excited in winning, and they expect everyone to follow suit. There is, however, always an excuse, except maybe when Florida A. and M. comes to town, which is never at Homecoming. The excuse is, we may lose a football game, but our band will surely win. The team lets us down only infrequently. If they win the old bell in the tower of Crosby Ball will surely ring and the Homecoming Ball will be a lot merrier and gayer.

On Sunday morning, an outstanding alumnus will address the student body at a special worship service. Some Aggies will remain, but most come only to share the enthusiastic spirit that envelops one at the Homecoming Game.

Paraphrasing the late poet, Paul Lawrence Dunbar in describing Homecoming festivities at Alma Mater:

"I can't tell you nuffin bout it,
Ya have to see it fer yerself."

GREAT SERMONS ON THE AGGIE CAMPUS

Some of the greatest pulpiteer in America have graced the Aggie campus. A number of these came to the College before this writer's time, Howard Thurman, for instance, but Benjamin Mays, Glenn T. Settle, W. E. Carrington, Shelby Rooks, Archibald Carey, Luther Cunningham, Charles Bowles, John Redhead, Gardner Taylor, J. W. Tynes and son Morris Tynes, Bishop G. Bromley Oxnam, and many others came within the writer's own experience. There have been great sermons and poor sermons. A few can be called legendary in the annals of college history, while others have perhaps been forgotten.

Three sermons that this writer remembers and which more comments have been made about them than any others were delivered by Benjamin E. Mays, W. E. Carrington, and Bishop G. Bromley Oxnam.

Benjamin E. Mays, the distinguished President of Morehouse College delivered a baccalaureate address one Sunday morning. It must have been around 1948. Those words ring crisp and clear in my ears as though it were today. He spoke on "The High Road".

It is difficult to piece together all the words of that masterpiece of a sermon, but it began in this fashion.

To every man, there openeth a way, and ways, and
a way,
The high soul takes the high way and the low
soul gropes the low,
And in between, on the misty flats
the rest drift to and fro,
But to every man there openeth
a high way and a low,
And every man decideth which
way his soul must go.

I want to talk to you today on the "High Road". I did not come to argue whether there is a heaven or hell. Suffice it to say that if there is no hell God ought to create one. I said, if there is no hell God ought to create one. He ought to create one for those who are mean, trifling and who take the low road. I am referring to men like Adolph Hitler who was responsible for the execution and destruction of millions of people. People like this ought to go to hell. (He proceeded to develop this point at length lamenting the shortcomings of those who take the low road and warning the audience to avoid taking this way lest they be led to destruction).

There is a second group of people in this world who fall in between the misty flats--the status quo group. Most of us spend our time maintaining the status quo. We are neither bad nor good, but somewhere in between. We enjoy maintaining the status quo. He proceeds here to develop this point thoroughly showing that the majority of people take a moderate course because it is the easiest way out, but suggesting that this way does not lead to self-fulfillment.

Finally, I have said, if there is no hell, God ought to create one. By the same token, if there is no heaven God ought to create a heaven. He ought to create a heaven for those who have lived good, true, and beautiful lives--those who have taken the high road. Here he cites some of those who have lived on the high road such as, Socrates, Christ, and Ghandi.

He closed with a ringing challenge to the graduates as well as to parents and others to take the high road, and recited again the opening verse.

This was one of the most memorable sermons this writer has ever heard, and one most talked about on this campus.

Another great sermon that people talk about more than any other which was preached on the Aggie campus was delivered by Reverend W. E. Carrington, Pastor of St. Catherine AMEZ Church, New Rochelle, New York. This sermon by popular request was preached more than once on the campus.

Reverend Carrington was quite a legendary figure on campus. During the '40's, he was invited more times to conduct Religious Emphasis Week than any other clergyman. He was not so handsome, as he greatly emphasized on many occasions, but he had friendliness, charm, humor, and the ability to sermonize which made up for what he called the deficit.

The words are hard to piece together. Perhaps the description of the sermon could be done better.

It had a catchy title, "Goodbye God I'm Gone To College". He pictured the average college student as coming from a Christian background where he went to Sunday School and church, and experienced the teachings of Christ in his home. Often there were readings from the Bible and family prayer. When students get in college, however, in their attempts to be accepted, they frequently avoid going to anything religious. They stay away from Sunday School, church, and chapel simply because it happens oftentimes to be the fad. Instead they spend their time in social activities in fraternities and sororities or in the canteen where they would rather hear a song like, "Let's drink some something and talk some something this morning." (The song, "Let's Drink Some Mash and Talk Some Trash This Morning" was quite popular on the juke boxes.)

After he had literally castigated students for their straying away from Christian teachings, he admonished them to reestablish their Christian traditions and habits so instead of saying, "Goodbye God I'm gone to college, you can say, come on God let's go to college."

Bishop G. Bromley Oxman was Senior Bishop of the Methodist Church when invited to the College to deliver a baccalaurette sermon during the Spring of 1959. His sermon title is hard to remember if there was a title. As far as this writer can recall the scriptural text was far more outstanding than the title. It was delivered in the Richard B. Harrison Auditorium.

"The bricks are falling. We'll build with hewn stones. The sycamores are cut down. We'll put cedars in their places." This scriptural passage was reiterated numerous times during his discourse. His analogy was based on the emergence of the Christian religion. Though the scriptural text was taken from the Old Testament, he pictured the world as needing new blood, new ideals, new emphases, and of these being achieved through the development of the Christian religion.

In his thesis, he developed five principles which students in the field of educational history know only too well, but which the late Bishop Oxnam fitted into the historical picture of the emergence of Christianity better than most of us had heard before. The value of men above things; the solidarity of the human family; equal rights for all; cooperation rather than competition is the law of progress; love and not force the social bond, are the principles that he used effectively to illustrate the rebuilding of the temple. This was an effective sermon for a baccalaureate in that he admonished graduates to adhere to these principles in the building of their lives and in charting their future course.

THE STRIKE THAT ALMOST TIPPED THE SCALES IN THE WRONG DIRECTION

The Fall and Winter of 1944-45 had been a trying period on the campus at the Alma Mater. We had not been dealt kindly by the State Legislature and our buildings were beginning to show the signs. Morrison Hall had suffered the rains of the Fall, and now this water was beginning to seep through the basement floor where the freshmen boys were staying. Already one boy had been carried out on stretchers, and others had been using boots to get around in their bedrooms.

Our football team was mediocre. We had several stars, but the real big teams were tearing us to shreds.

Food was going from bad to worse. Nobody could help it, and the dietition reiterated time and time again that we were eating high up on the hog. At least we had the services of our College farm to live on. "Just think", she used to say, "Of other Colleges in the State who don't have half as much as we".

The junior and senior girls were peeved at the administration. First, they hated the Dean of Women, there was no phone booth in North dormitory, and finally, they had fewer privileges than most juniors and seniors. At least, they knew that they had no more than freshmen or sophomores, so they said. Nobody checked to see whether these grievances had a valid basis.

Outside the college, ORD was bubbling over with servicemen who often came over to make friends with the girls at Alma Mater. Our male population was quite small because most upper classmen gone away to war. The town mouths had begun to wag on the comparison of our President with the then official spokesman of the Negro people who ran that school over in another certain city and how he was a real leader, while our leader was not even being heard.

It was in this atmosphere that the students of Alma Mater became quite restless and uneasy. Something had to give, and it did just that.

During the latter part of the Fall Quarter, the Student Council received a long list of grievances from various classes and other groups to be submitted to the President of the College for immediate attention. The Student Council accepted these grievances with some reservations and acted promptly.

The President gave us an appointment, and with the Administrative Council listened to the presentations, discussed them, and promised to give immediate attention to the matter; though we should admit that action on the grievances was delayed. Discussion among students continued throughout the Winter Quarter, and we hasten to add that tension continued to be built up during the same period.

One Thursday night in April, the President of the Student Council called a meeting of students in Harrison Auditorium to discuss the President's position on the status of negotiations on the grievances, and the Council's position on the issues which was in favor of students, but indicated a "wait-see" attitude. It was a heated session and a very noisy one, but the Student Council President gave a sober and penetrating discussion and opened the house for questions. Like most groups who are restless, the students showed their lack of faith in their leaders. They would not compromise yet as this writer recalls, most of the grievances hinged on finance, a factor which most students overlooked and which the College officials were obviously helpless to supply. The questions came thick and fast and tempers flared. In the heat of it all a group of football players who were sitting in the middle aisle yelled, "Strike! Strike! Strike! Out of their seats the students came swiftly and rushed for the exits. They split into two groups, one headed toward the President's Mansion, while another group headed down hill from Harrison to their first target, the Dean of Women. The crowd was quite unorganized, but

there seemed to be cohesion in the common purpose-- to improve life at Alma Mater.

The Dean of Women lived in Holland Hall. She was of slight build, approaching early middle age, and was said to have been quite strict. This day, however, her strictness melted for as the crowd reached the Hall she had locked herself in the room where she stayed until things had cooled off.

Finding that they could not break into the Dean's room, the group disbursed somewhat perhaps to consolidate their forces to continue the strike.

Coming back uphill a group of students had gathered on the steps of the Dining Hall listening to the remarks of a beautiful young girl. As we neared the steps the dislike for the Dean became more obvious. The Dean had ordered a girl to be sent home. She had apparently found evidence that the girl had acted indiscreetly and without further investigation had ordered her to be off the campus within 24 hours. The accused girl was standing here beside her attractive sponsor and if one observed her facial expression one would have sworn to her innocence, but we had no evidence except the words of her sponsor yet this incident alone proved one of the strong issues for continuing the strike. The spokesman was trying to drum up student support to bring pressure to bear on the Dean of Women so that the young girl would not be sent home.

We were advised by strike leaders not to show up for classes the next day. As a freshman, this writer, like others was in a dilemma-whether to stay away or go to class. Before morning we received word that it would be better if we would try not to buck the leaders since violence may occur. Some students did try class, but were turned away and a few teachers threatened to fight the strike leaders if they tried to interfere with their classes. It was an exciting feeling though to be out of school for a free day.

By the end of the first day a number of students had emerged as strike leaders, one in particular, whose father held an important position on the campus, was most vocal. She had usurped the power of the Student Council President and had installed herself in charge. Some say that she had a small but vocal group supporting her, however the composition of the group is not clear.

During the week-end, a number of meetings were called. This writer remembers slipping in one of the meetings one morning in asking for the floor. Upon receiving recognition, and as a member of the Council, he pressed the question as to who gave another student the power to preside over a student meeting since by law this authority was delegated only to the Student Council President or his appointed officer. The strike leader simply stated, but emphatically, "We are afraid if he presides he will be sent home". Embarrassed this writer slumped down in the chair and waited for the meeting to be adjourned. As he made his exit a charming young lady caught him in the collar and proceeded to tell him off.

Faculty members were reluctant to participate in the arbitration between administration and students. They preferred to remain neutral rather than to get involved in a situation which might backfire on them.

On Sunday afternoon a meeting was called for Dudley Auditorium at which time the President of the College was requested to be present. We were waiting patiently, and while we waited two members of the Student Council sought to keep the students quiet and under control. They discussed how students should approach the President. Neither of these students had taken an active part in the strike's activities for all members of the Student Council had agreed that our job in representing the students to the administration had been accomplished, and it was only fair to wait for administrative action, thus we had not endorsed the strike. The two students, a boy and the other a girl, were seen at the front of the Auditorium when the President walked in, and they were two of the first students to receive letters

which asked them not to return. Those of us on the Council and who remained in school were disheartened by the move, but were unable to protest since the Administration caught students off balance by waiting until the next school year or during the summer vacation to dismiss the strikers.

It had been rumored around campus that the President had received an ultimatum from State Officials to dissolve the strike in four days or he would be fired. If anyone knew the source of these rumors, they did not tell, but the mere fact that the President chose to appear before students at their request suggested that he was interested in finding the cause and in seeing it come to a quick dissolution.

The President was a robust, rotund, but impressive gentleman who obviously was in his early sixties. He was quite charming and walked with princely dignity. Always he appeared calm and unmoved by crises, but in this case he seemed a little nervous and jittery as he pushed into the room. He was given the traditional rise by students and as he requested the students to be seated he seemed to be taking a sweep of the audience perhaps trying to determine the real source of leadership of the strike.

As the meeting progressed, there was little sign that the students wanted agreement. Instead the students appeared to have stored up feelings which were only now beginning to be evident. Expression after expression showed the tenseness of the atmosphere on campus. One student had received letters from home granting her an excuse to go home, and the Dean of Women would not let her go because she did not believe it to be her mother's handwriting. Another grievance indicated the deficiencies on campus. Still others were expressed in character assasinations of faculty members whom the President still kept on in the employment of the institution.

After an hour or so, the President turned, his face stern, and showing signs of deep emotion strode out of the room. This was the signal for closing the meeting. Whether negotiations went on between leaders and the President afterwards is a matter of speculation. We do know, however, that word was received over the campus that the President would compromise if the students returned to class. He would not investigate the leaders. Students agreed and the strike was brought to a close, however, the administration did not keep its end of the bargain for during the vacation period a score or so of students were requested not to return to the College.

The compromise broke the back of the strike that almost tipped the scales in the wrong direction.

The President explained the strike to the Board in his annual report as follows:

> "During the year we had a little disturbance on campus. Some of the girls living in the dormitories petitioned for some more social privileges. In the petition, they included some other things, but when a special committee investigated the complaints, it was of the opinion that the main thing they wanted was to be permitted to remain off the campus later on Friday nights when they go to the show and to be permitted to go to O. R. D. and the U. S. O. without chaperons. These privileges were not granted to them. When they did not get them they felt that the Dean of Women was responsible, and they influenced some students to remain away from classes. The matter was quickly settled and classes were resumed. Many of the students expressed regret that they had taken part in the disturbances. The Dean of Women received many letters from citizens of both races in Greensboro and from parents of students, commending her stand in the matter. Steps are being taken to see that such disturbances do not occur again."[1]

[1] From the President's Annual Report to the Board of Trustees for May 16, 1954.

HOW WE CAME TO BE CALLED "BULLDOGS"

The story of how we adopted the "Bulldog" as the mascot for the Agricultural and Technical College of North Carolina is a difficult story to ascertain. There areso many different versions that one is encouraged to accept the one which suits his fancy. Two approaches to the story stand out as the most consistent ones told on the campus and passed on from generation to generation.

A. First Version--The "Bulldog" Story

Alma Mater was a small, underdeveloped entity in the early twenties.Its prestige among colleges and universities had not been achieved. Even in comparison with our arch rival, Bennett which was at the time a co-educational college, we had very few friends in the Greensboro area. The majority of people, particularly the avid sports fans were always pulling for Bennett. It must also be said that the early twenties represented a period of crude vicious behavior by spectators to athletic events. Spectators would hit players with sticks, and were prone to fight teachers.

In this atmosphere, Virginia Union University came down to play Alma Mater one year in the early twenties, the exact date and time is not known, but what can be recalled is the incident. Mr. Clyde DeHughley recalls the game with vividness.

The football park was located about where the library is now, and there was a fence around it. The game was a tight one and the referee was L. G. Gibson of Baltimore. There was some type of infraction of the rule, and perhaps the ruling was made in our favor, although this is not clear. The spectators did not like the ruling and wanted to jump on the referee.

We had in school at that time a student by the name of Ezra Pembletonwho had suffered the misfortune of having had both of his legs cutoff. He walked with artificial limbs. Pembleton was from Salisbury and was a breeder of bull dogs. He had some of the most vicious dogs to behold, and one he called "Major Brown" was his constant companion. He went to classes, and trailed him practically everywhere he went. He was his protector and if anyone dared touch Pembleton that person would certainly feel the wrath of "Major Brown".

In the scuffle of spectators with the referee, Pembleton was sitting near the fracas. The dog probably thought that someone was trying to attack his master, and therefore began to tear into the fight. L. G. Gibson, the referee was singled out and thedog lunged toward him and had him on the ground. Although A. and T. was severely reprimanded for the episode to the extent that it almost lost its membership in the CIAA, it was not as some have believed the A. andT. College mascot which was guilty of the incident.

Following the game, a group of spectators still wanted to attack the referee, and Captain Cambell, and Mr. DeHughley protected him. The Captain went home and got his pistol and dared anyone to come near the referee.

Mr. Clyde DeHughley, Property Custodian and Instructor in Shoe Repairing, feels that this was the beginning of Alma Mater being labeled the "Bulldogs", and perhaps he was the first to assign this name.

Source: An interview with Mr. Clyde DeHughley provided the background for this story. It was abstracted from this interview.

B. Second Version--"Aggie" Gets His Man

In the early days of Alma Mater an old shepherd dog was kept down on the farm to assist in herding the cattle and other animals into shelter. He was a legendary figure and frequently would be seen sloping across the farm behind the herdsman. The old shepherd dog either died or was carried away with the change in herdsmen. When a new herdsman was employed sometime in the twenties, he brought along or there was purchased another dog to assist in the herding of the cows. This time it was a bulldog.

How the "Bulldog" got to the football game is difficult to speculate. Perhaps it was because a group of students had brought him knowing that there would be some trouble or perhaps he came along with the herdsman. The fact was evident that he was very much there as will be observed later in the story, and it seems that he was tied in order that his viciousness could be kept under surveilance.

The football game was a rough and tumble affair and the Aggies had become despondent. The fullback was bursting through the line on play after play even scoring now and then over the opposition's defenses, but the referee did not seem to think so and called each touchdown back. Finally in the last few minutes of the game the big fullback broke through the oppositions' defenses and scored a touchdown. A big roar naturally thundered up from the crowd for the Aggies, but when the clamour had died down to a hush, the referee threw up the sign "No Good".

"We cannot win anyway", the boys concluded "so we might as well admit it, but there's absolutely no fairness in the way the officiating is being done".

Just at this moment someone untied the bulldog and he tore into the referee. Down on the ground he went and the bulldog began to work him overtime.

It almost cost A. and T. College membership in the CIAA, but it vindicated the Aggies for if ever there had been a howl from the team and the fans, it was this day when the referee concluded that the team could not do anything right. Since this day the mascot for the A. and T. College football team has been called "Bulldog".

In more recent years the mascot was made into a "Bulldog" statute which was displayed on the campus quadrangle and aroused a number of unique incidents of skillful acts of theft by opposition football teams just before a big game. This was followed by a corresponding strategy used by loyal Aggie fans to effect its recapture.

Source: The origin of the bulldog was contributed by Mr. C. O. Howell, but the other facts have been contributed by a large number of faculty members and students of the early period. The writer abstracted the story from these conversations.

ALMA MATER'S GREAT FULLBACK OF THE EARLY PERIOD

Scores of fullbacks to wear the Blue and Gold of Aggieland have passed through Alma Mater during the past seventy years. Some have been outstanding, some near great, and some would rank with the greatest in any athletic program. It is hard to sort out from this long list of phenomenal characters the most outstanding, but certainly one of the most skillful during the early days of Alma Mater was Clifton O. Howell.

A native of Surry, Virginia, Clifton Oneal Howell came to high school at A. and T. College in 1917. He attended high school that year; but went to St. Paul in Lawrenceville in 1918. In 1919, Howell returned to A. and T. where he continued through 1924 earning a Bachelor of Science Degree in Agricultural Education.

As a tall, gangling youngster, Clifton Howell had great strength and superb ability to man the defenses for the Aggie football team. It was his skillful tackle that put A. and T. in the Central Intercollegiate Athletic Association. There is no doubt that the football team that barely slipped by Virginia Union University was one of the best in A. and T.'s collegiate history, but Howell was the key man who caught up with his adversary and made him the victim. The CIAA rated him in 1922-23 as the second best fullback in the entire conference.

Football was outstanding for young Howell, but he did not let his athletic prowess overpower his other collegiate pursuits. He was a good, solid student academically, but was also President of the Senior Class in 1923-24 which automatically gave him the title as President of the Student Body.

After graduation, Clifton Howell worked eight years in Nansemond County, Virginia or until 1932. He then became a principal of the Columbus County Training School in Whiteville, was employed at Brown Summit, Stokesdale, and spent the final ten years of his professional career as principal of the high school in Gibsonville, North Carolina. He served with distinction as President of the National A. and T. College Alumni Association.

A familiar figure around the College campus today, Mr. Howell has been employed since retirement with the Department of Buildings and Grounds as campus patrolman. His two sons both graduated from Alma Mater, the first, Clifton Oneal Howell, Jr. was killed in action in the Korean Conflict, while the latter son, Dressler is a dentist in Los Angeles, California. Mrs. Howell is also employed at the College as a receptionist in the F. D. Bluford Library.

THE FOOTBALL TEAM THAT LANDED US IN THE CIAA

Prior to 1921, A. and T. College was not a great football power. Today's student would laugh if told that Bennett College used to spank Aggie athletic teams all over the field! (This was true when Bennett was co-educational.) Livingstone, and Johnson C. Smith University were strong powers in North Carolina and A. and T. played few out of state schools before the twenties.

New blood was injected into the Aggie arm at the dawn of the twenties when the College obtained Professor Lonnie P. Byarm, Sr. as head coach. He was a master craftsman in the football trade. Mr. C. O. Howell believes that he was one of the best football coaches A. and T. has ever had. It was his desire to break the College out of small time athletics and into competitive circles with bigger schools that gave it significance and recognition. In short he wanted A. and T. to become a member of the CIAA. If the College expected to be admitted to this august body, it had to develop a winning football team. Coach Byarm knew this, and thus worked unceasingly to perfect such a team.

The year was 1921 or 1922 when the Aggies put forth their best effort. They were sporting a spectacular record, but had not played the leading contender. Virginia Union University was the leading contender that year. Nobody expected us to beat them, except the football team members, and perhaps Coach Byarm. At least his pep talks led the team to believe that he thought they could do the job if they played their best. Union was rolling over its opponents without too much trouble, and they had two of the most elusive running brothers in the Conference--the Jackson boys.

Hovey Field in Richmond, Virginia was the setting for the fight and the athletic field was pretty well filled with spectators on the Union side. Few people were on the Aggie side. Team members, and a small number of loyal friends made up its supporters.

The first half was a bitter struggle. Union's Jackson boys alternated, and kept the Aggies scared to death, but they held. A. and T.'s offense would penetrate the Union defense down to the ten or twenty yard line, but could not get any closer. When hostilities came to a close at the half the score read: Virginia Union University 0, A. and T. College of North Carolina 0.

Coach Byarm took his boys into conference during the half-time and gave them a good, stern, lecture. He told them that they could win if they could make a quick score, and hold the Union team. This sounded like an impossibility. How could you hold a team that was rated as superior to you, and who you had trouble containing in the first half? This was the central question, but it had to be done if the Aggies expected to get the nod for admission to the CIAA. As a final piece of advice, Coach Byarm instructed his players, thusly, "When you get them down there again near their goal, let Dees drop kick the ball".

When the second half opened the struggle continued. The Aggies would gain a bit, but so would Union. Finally, the Aggies managed to get the ball down to Union's 35 yard line. Coach Byarm signaled A. R. Dees of Oxford, North Carolina to kick the ball. Dees was the drop kick specialist. When the whistle blew, Dees let go with a mighty wallop. It was a beautiful kick, and went right up through the upright. The score was read; Virginia Union University 0; A. and T. College of North Carolina 3.

The Aggies were enthusiastic, but they were only three points ahead. They could not be too jubilant lest they lose the game through over confidence. The minutes on the clock were ticking away and the fight was getting harder and harder. In the waning minutes of the game, the ball was given to Allen Jackson, Union's swiftest

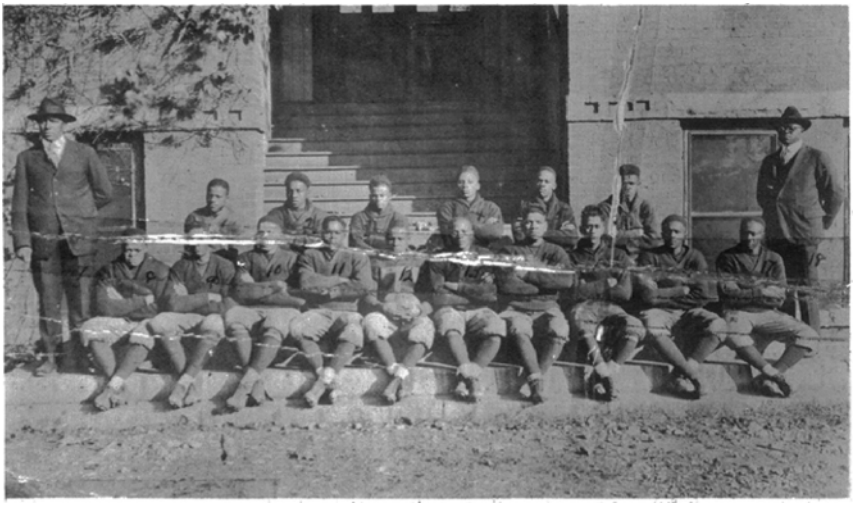
runner. He took the ball and ran like a scared rabbit, eluding players and tacklers as he went. He had gotton by everyone except the last man, the fullback. The fullback was C. O. Howell who in this instance was backing up the line. If he missed him, it would be all over and Union would be the victor. Fans were screaming Go! Go! Go! Allen was heeding the call. He was short and stout and the tackle had to be quite skillful to bring him down. As he came within a grab of the fullback, Coach Byarm yelled, "Howell, if you don't get him I'm gonna kill you!" Howell heard the call, and knew that old Coach meant what he said. He lunged toward the runner, and gave him a spectacular tackle. Down on the ground young Jackson went, and the two slithered a foot or two more. This was enought to halt the Unionites and put the game on ice for the Aggies.

When the game ended the spectators were about evenly divided with half on the Union side and half on the winning side. The Aggies had emerged as winners in a game that they had to win. Win they did and upon the strength of the showing of the team for that year A. and T. College was unconditionally admitted to the Central Intercollegiate Athletic Association with all the rights and privileges thereto appertaining.

Members of that championship team are listed below.

1. C. P. Johnson
2. Wilson, B.
3. Kelley, W. P.
4. Spaulding, M. F.
5. Smith, F. S.
6. Fortune, R. C.
7. Beasley, W. S.
8. Dees, A. R.
9. Brown, S. E.
10. Howell, C. O.
11. Parrish, C. J.
12. Morse, A., Captain
13. Evans, W. A.
14. Malone, R. C.
15. Mills, C. M.
16. Hansley, J. E.
17. Robinson, S.

Professor L. P. Byarm, Coach



The A. and T. College Football Team 1922-24
The Football Team That Landed Us In The CIAA

Source: Abstracted from interviews with Mr. Clifton O. Howell.

ALMA MATER'S MOST OUTSTANDING FOOTBALL PLAYER

Football has been one of the stellar athletic attractions on the Aggie campus for many years. During this time the coaches have produced some of the most outstanding pigskin products of all time. The list is long and distinguished. There was Bull Cole who played in 95 games without an injury, Joe Madison, C. E. Hester, Bear Wilson, James Streeter, Patterson and Little Bit Henderson, one of the great Aggie quarterbacks, McHenry Norman and Allen Lynch. There was Charlie Weaver, undoubtedly one of the fastest runners ever to wear the blue and gold, Robert H. Stonewall Jackson, and J. D. Smith who both became professional football players, the former briefly with the New York Giants, and the latter with the Los Angeles Rams. The name that gets the greatest applause from individuals who have followed the Aggies over the years, however, has been the name of F. "Horse" Lane of Wise, North Carolina.

"Horse" Lane came to Aggieland in 1919. Mr. Lonnie Reynolds, who has seen about as many Aggie games as anyone remembers him quite well. He was grown when he came to the College, and completed his high school and college career at this institution. He was somewhere between 5'10" and 6' tall and weighed about 190-200 pounds. The best description of the man is that he was well built, dark skinned, and big jaws, thick lips, and was not particularly handsome, but he was as Mr. Reynolds contends "a good student, a good man, and a man of the highest character."

It has been said that some men are born great, some achieve greatness, and some have greatness thrust upon them. In football, "Horse" Lane was not born great nor did he have greatness thrust upon him. He earned greatness with the sweat, pain and toil that goes with the game of football. He was a fullback and was kind of an expert in bulldozing and running the ball. His outstanding characteristic from the best reports that we have at hand is that he was never thrown for a loss, but always gained when he ran.

Mr. Reynolds remembers one of the most memorable games that "Horse" played in. It was the year 1927 on Thanksgiving Day and we were in competition with Shaw University, one of the strong teams in the CIAA. We were behind by a score of 10-7 with nine minutes left to play. "Little Bit" Henderson was the quarterback, and "Horse" Lane was the fullback. There is no doubt about the fact that there was a good team helping to carry the burden for the Aggie cause, but it was the running of "Horse" Lane that really spelled the victory for our team. "Little Bit" kept throwing and "Horse" Lane kept running and literally ran all over the field. When the game ended the score read A. and T. College 28-Shaw University 10.

In the twenties and early thirties the most outstanding teams among Negro colleges were Howard, Lincoln, Bluffield, and Tuskegee Institute. Reports suggest that the Aggies found their stiffest competition with these teams, but she made a good showing against these teams thanks to the versatility of "Horse" Lane.

One of the greatest tragedies of Aggie football was in 1925. We were playing Howard University, and one of its great players tackled "Horse" as he was running across the field. It was the wrong kind of tackle for the strong, bulldozing Lane and the Howard player fell to the ground. He never recovered consciousness, but was taken to the hospital. Legend has it that when he died, "Horse" was standing over his bedside crying like a baby. He was that kind of sport. He competed but was never a dirty, sneaky, unsportsmanlike player. His behavior always exhibited the mark of a gentleman.

"Horse" was elected a number of times on the All-CIAA teams, and could undoubtedly have become one of the great pro football players had he been given the opportunity to do so.

When students play football on a small time basis on the Aggie campus and make a spectacular play, the old timers usually say that "He looks very much like "Horse" Lane," for he was their idol.

Source: A number of persons contributed to this story, namely, Mr. Lonnie Reynolds, Dr. C. U. DeBerry, and others.

ALMA MATER'S BEST ALL AROUND ATHLETE

Some athletes like some men are born great; some achieve greatness; and some have greatness thrust upon them. Somewhere between being born and achieving greatness stands Alma Mater's most versatile athlete of the early period. Born within a stone's throw of the campus, Charles U. DeBerry entered the high school at A. and T. in 1923, In 1927, he graduated and entered the College from which he received the B. S. degree in the Class of 1931. He majored in history and science, but the records show that DeBerry spent a large part of his time in athletic activities. He loved athletics and the great success that he had makes him a legend in the annals of Aggie history.

Observing DeBerry today, one would hardly believe that he was a pint sized contender during his years in athletics. His normal weight was 135, and he maintained this during his athletic career at Alma Mater. But this pint sized boy could make one forget his size. In football, basketball, baseball, track, and tennis, DeBerry excelled, and Coach Harry Jefferson, now Commissioner of the CIAA, his former coach, has been quoted as saying that DeBerry was the best runner he has ever coached.

Called affectionately by his teammates as "Ma", Charles U. DeBerry was All CIAA Quarterback in 1930 and also All American. He was an excellent runner, and at least twice during his athletic career ran 105 and 100 yards respectively. His great spirit to compete is seen in the fact that on one occasion while nursing a broken arm, he went into the game and ran back an 80 yard punt which would have netted a touchdown except that someone had moved the goal post.

In baseball, DeBerry was equally as versatile as in football. He was a pitcher, and played professionally with the old Homestead Grays. The last team that Coach Harry (Big Jeff) Jefferson coached at A. and T. before moving to Virginia State won 20 out of 21 games, and the team average in batting was about. 470. DeBerry was the star pitcher and during his last year aided the team in winning 18 out of 21 games.

No athlete can say that athletics in the early days were a sop for Charles U. DeBerry played with the cream of the crop of Aggie athletes. "Horse" Lane, Bus Coleman, and Bill Streeter were his teammates, and he recalls that it was a wonderful experience to play with "Horse" Lane rather than against him for he contends that "Horse" Lane was the greatest football player of all time.

Upon leaving A. and T. College, DeBerry coached briefly in Madison, North Carolina where he had a winning basketball team and was called back to teach and coach at his Alma Mater in 1942. The first year back on campus the Aggie football team had a miserable year, but the second year showed a remarkable comeback as they outscored their opponents and took nine out of ten games. Had it not been for the war years, we would have most certainly been crowned as Champions of the CIAA that year, but it was wartime and championships were not being declared.

Basketball teams under DeBerry were much better than football teams. In 1942-43, his team won 24 out of 29 games, and 27 out of 27 in 1943-44. The latter year was the one when the Aggies whipped Virginia Union's dream team that had dominated the championship of the CIAA for 10 years.

After leaving A. and T., DeBerry served for 13 years as Principal of one of the largest Consolidated Negro schools in the state in Elizabethtown, and also earned a doctorate degree at New York University. He is now a Professor of Education at Winston Salem Teachers' College, Winston Salem, North Carolina where he can still give moral support and encouragement to the Aggies of the emerging generations.

Source: From an interview with Dr. Charles U. DeBerry, after he was labeled as one of the greatest athletes by some of his former teammates.

CHAPTER V

TALES ABOUT STUDENTS

LITTLE ONE

Sports have always held a prominent place in Aggieland. Great names like "Horse" Lane, Bus Coleman, Bill Saunders, The Jackson boys, Charlie Weaver, Chris Bryant, Streeter, Wright, Reid, Tom Alston, Sam Bruce, Graeber, Grier, Howell, J. D. Smith, Alvin Attles, and scores of others have made records of distinction that will be remembered for time immemorial. They have contributed to a rich sports legacy which might well be envied by any small college in the United States.

One of the most interesting sports tales occurred during the years of World War II at Alma Mater. This was a time when the draft had severed most of the men from athletic service to serve in the armed forces. Our team was fairly good, but weak in a number of areas. The coach had obviously done all that he could to strengthen them. Any further strengthening would have to come from some other source.

It was one of the big games between the Morgan State College Bears and the Bulldogs of Aggieland. Tension prior to the game had been exceptionally high. Students tried to "Whoop" it up, but somehow we could not overcome the psychological letdown which pointed to our eminent defeat at the hands of the Bears.

The Campus Register cooked up a real good extra. Whether there was cooperation from the coaching staff in this story or whether the idea was proposed directly from the coaching staff is a matter for speculation. Regardless to the facts in the case, The Register featured a stunning revelation.

It suggested that when the Aggies meet the Morgan State Bears this Saturday, the College will unlease a surprise. It will be its 300 plus pound tackle called affectionately by all his schoolmates "Tiny".

The article went on to build up "Tiny". They exploded the fact that he was so big (over seven feet tall) that he would have to use a special uniform with a special size shoe. Then they lauded his great potential as a tackler. The interesting fact about this story is that it was partially true. "Tiny" existed as he still does as an Aggie faculty member. The irony of the matter was that "Tiny" could not do all the things that the article suggested.

It was game time. We were all sitting in the stadium waiting for the team to arrive. The fanfare and excitement was present as is typical of the big games between rivals. Suddenly the Aggie team appeared. They trotted in like young phillies and began their exercises. At the end of the line sure enough, not running, but trying to run was big "Tiny" dressed in the best uniform he could get. The team ran around the field, but not "Tiny". He hobbled along straight to the home side. When the exercises started "Tiny" could not even touch his toes.

"Tiny" did not play in the game. Obviously, the coach never thought it wise to substitute him for Terry Day and Gus Gaines were making a mockery of A. and T. Someone hit one of our tackles and he spurted several feet and had to be taken out of the game.

Morgan won the game by a score of 58 to 0, but everybody got a chance to see "Tiny". Some people have theorized that if the coach had used "Tiny" we would have done much better.

Source: From recollections of the writer's schooldays with "Tiny". "Tiny" passed in 1963, and was funeralized on December 8, 1963.

ALMA MATER'S BEST STUDENT

The first person I heard talk about him was Colonel Edwards when we were enrolled in Military Science. He liked to tell this story over and over again. The Colonel's courses were so dry, but he aroused a great deal of interest when he told this tale and he kept repeating it in his southern drawl.

"Maybe you want to be a good student like one who came in my office sometime ago," the Colonel would say. "He came into my office, and I asked him, what is your name?" He said, 'My name is Andrew Best' . It struck me, that name Best, and I said to him, are you going to be like your name. He looked at me and said, 'I'm going to try my best.' And he did."Andrew H. Best, a young pre-medical student from Kinston, North Carolina graduated with the highest average of any student in the history of the college up to his time.

Andrew Best went on to Meharry Medical College in Nashville, Tennessee and is now a successful physician in Greenville, North Carolina.

THE YOUNGEST PUPIL

Nineteen hundred forty four was a memorable year in the annals of the History of Aggieland. We did not have the best football team nor did we achieve great distinction in the number of graduates. Rather, it was the year when we enrolled the youngest pupil ever to enroll in Alma Mater. He was 13.

Our youngest pupil was characterized by a number of peculiar factors. He had an exceptionally big head for such a young boy, and an unusually funny name, which most of us had never heard the likes of before. His name was Lawrence Zollicoffer. At thirteen years of age, he was the most playful chap I had ever met.

It was in high school that I first met him. At that time I thought he was up in his teens because he was participating in N. F. A. activities during my tenure in high school, and one just figured that a fellow must be a teenager to be in high school. He had even tried to run for some state office, and was well respected among the fellows in the State Association.

When I first came to Alma Mater to work prior to entering College, I landed a job feeding and caring for the poultry and swine out on the East Market Street Farm. That farm was located where now stands a cigarette factory, but at that time was the poultry farm, and a sizeable grove of apple trees as well as the College Dairy. There was also a house or dormitory located on that farm where we stayed, and grazing area for the dairy cattle. Shortly after accepting the job a car drove up one day, and in it little Lawrence Zollicoffer. He had come to work. How he managed to get a job on the farm was beyond me, except for the fact that all of us were former students of agriculture and needed money to enter college. He was later released because of his age. I felt quite sorry upon his release because I felt he would never be able to support himself financially in school, but one of the faculty members sought his services and acted as his guardian during his early years at Alma Mater.

All of us were quite immature for college life. Sometime we wanted to sleep past the hour for work, and I'm sure if we had not been guided by an upperclassman who was much older, we would have missed work on a number of occasions. We were playful on the job. One boy was on night watch duty and quite often had to be awakened in order to report to work on time. One night his relief called him but he would not wake up. The relief went over to the ice plant and got a bucket of cold water which he threw in the window to wake the boy up.

Zolly was more than playful. He was not the kind of boy to sit around and wish that he had a lot of money so he wouldn't have to work. He was always thinking up some trick that he hoped to pull on someone. I was his pet target. Sometimes I would go to sleep and wake up furious for Zolly would have struck a match to give me the hotfoot. I'd wake up and throw my shoe toward him, but it did no good. He kept it up. Needless to say, when the time came to release him from farm-work, I was not sorry that I would not have to face these mysterious pranks.

When school opened, I moved on campus. Zolly was then staying with a faculty member off campus, but as soon as he got registered, he found my room, and this was his hangout everyday. He had now found a boy much older to join him in these pranks and together they pulled some unusual ones. I would fight them off, but they would come back, beg pardon, and we would be friends again.

When we registered, it often happened that we were enrolled in the same sections of the same classes. Here he was quite sharp. He had a fantastic memory. In some classes he would sit slovenly in his chair and doodle while the instructor lectured, but when asked a question, he'd give a quick reply, and go back to his doodling. Once Dr. Kennedy caught him in the act of doodling, and threatened to throw him out of class if he kept it up. He stopped for the day.

In Chemistry, economics, dairy husbandry, and numerous other courses Zolly had few equals. He was good even in English. Sometimes, however, he would not get out his work and depend on me when he had to respond. I remember one quarter we had a Professor by the name of Dr. Brooks as our English instructor. He was I am told a distinguished English scholar in his right. I would not question his scholarly ability, but for the life of me, I could not understand the Professor. In the middle of the quarter, his wife took over his classes, and I'm sure that this is the only reason that I emerged from the course unscathed. The Mrs. used to call on me a great deal for I had developed the habit of always saying ah ah before making a recitation. Perhaps this aroused her curiosity or she wanted to help me improve the habit. She took this for faking an answer, but my assignments were never left undone. Quite frequently, she would skip over me even before I finished my ah's and call on Zolly, who any number of times would look on my paper and respond. She therefore, thought he was the smartest character alive. I became so depressed that when the time came to go to class I wished something else would happen.

Finally, one day, Mrs. Brooks called on me and I responded. Then she called on Zolly, and as usual Zolly looked for my paper, but he could not read fast enough to digest the answer before she discovered him. She lectured to Zolly a great deal, and I was hurt, and thankful that she had finally discovered that my assignments were always done promptly.

During our Freshman and Sophomore years, Zolly and I were closely associated. We had a great deal in common. We were both country boys, poor and struggling to succeed in college. Zolly was too young for the girls, and the girls didn't like me too much. I was always becoming interested in a girl and getting gilted. Zolly and Barclift made a mockery of my love affairs. They told everything, teased, and I suppose made up some things that never happened.

When I came out of service, Zolly had grown a great deal, He was much taller and it was interesting that I could not knock the old boy around as I used to do. I didn't have to for he was much more polished, and someone had paid his way into a fraternity. He received scholarship grants quarterly for he stayed on the Dean's list.

In 1948, he finished college with honors at 17 years of age, and last year (1962) I had the pleasure of attending the Commencement Exercise of the Medical School at the University of North Carolina. The little thirteen year old boy whom I met in 1944 received his M. D. degree with all the rights and privileges thereto appertaining. It was a pleasant experience to congratulate Dr. Lawrence Zollicoffer.

A REPROOF

College life is often a life in which one learns to criticize himself. Perhaps old man Socrates himself realized that self-criticism is always important when he admonished his pupils to "know thyself." On one occasion a student from Alma Mater sought to do just this. He had not achieved during his academic year the marks he sought or could have attained. He sat down to evaluate the cause of it all. This poem describes the conclusion that he reached, and advised him as to the course he should follow.

You're lazy son, God knows you're lazy.
If you don't get smart you're going crazy,
For you'll envy and covet others' success,
And you'll swear bad luck got you into this mess.

You're lazy son, no need to be.
Your brain could set the whole world free,
But you lay around both day and night,
And criticize others for doing right.

Your loathsome attitude someday son
Will cause you to lose your eminent run.
There are things I know that you can do
And you know for yourself that this is true.

There's a long, long trail a winding son,
And at the end is a job well done,
While all along its tedious way
There's failure, sickness, success and dismay.

Failure helps a man to succeed my son,
Through it carelessness is overcome
A man can gird his weaknesses,
And succeed with humble meekness.

But laziness my son never pays
Through it you cannot control your ways
So get smart my son and do your best
And achieve the prize that calls for zest.

"DOCTOR CARVER"

There are prototypes in all colleges and universities. Some of these individuals arouse a great deal of curiousity among their fellows. Many become the laughing stock of students, and others are pitied because everybody feels that they do not know any better. Some, however, are very much like the old adage, "They don't know and don't know that they don't know". Such was the case of an individual who once studied at Alma Mater who was called affectionately by the students, "Doctor Carver".

In appearance "Doctor Carver" looked the part of an erudite, dignified and exceptional giant. He was tall, dark, and though he was a bit older than the average made a good adjustment to the college community. His social graces and manners were far superior to most students on campus. A veteran of World War II, he was a brief case student in a day when few students owned brief cases--these being reserved for professors. He wore expensive suits, and his shoes were immaculate and always shining. One could easily mistake "Doctor Carver" for a professor or the President of the College. His friends and associates were often faculty members, and he felt very much at home with them.

Conversationwise, "Doctor Carver" was a great impressionist. He could talk about anything in such a fashion that it was difficult to determine that he knew little about the things he was discussing. Dr. Carver, the great agricultural chemurgist, was his idol. He appreciated everything George Washington Carver did, and if you didn't mind, he would slip his name in the conversation, any conversation somewhere.

In the classes "Doctor Carver" was a most unusual character. Legend has it that he made low grades in everything he studied though there is no verification of this fact. Sometime teachers would feel sorry for him and let him go on, but if the teacher was not careful, "Doctor Carver" would design a scheme to get by. He would ask pointed questions. As far as students knew, he never successfully answered orally a single question dealing with the content of courses, but he asked beautiful ones, and ones with depth and meaning.

On the other hand, "Doctor Carver" was a bit sensitive and did not hesitate to retaliate against the low marks received if he ever got a chance to retaliate. One incident explains the nature of this retaliation. A professor gave "Doctor Carver" a C or D in a specific course. It was in the Summer Session when a large number of inservice teachers came back to the campus. One of the professor's old buddies was rooming with "Doctor Carver" and the professor went in the dormitory to see his old buddy. He felt quite at home and sat down on "Doctor Carver's" bed. "Doctor Carver" was out at the time and perhaps the professor did not know that it was his bed. When "Doctor Carver" returned to his room, he let him have it. "Get off my bed!" He said. "Don't you have any better manners than to be sitting on someone else's bed. It is not healthy and sanitary to be sitting on someone else's bed, don't you know that? You gave me a low grade, and now you want to come in and sit all over my bed. Get up! Get up!" The professor got up meekly, and apologized.

"Doctor Carver" must have gone to the Sophomore year, but certainly not much further than this. The last we heard of him was that he had obtained a very fine job with some professional agency. He may well be with this professional agency even to this very day.

JOE--THE TURNCOAT

While taking time out from Reserve Officer's Training Corps duty, Joe was engaged in a conversation with a fellow student. It was an interesting conversation, all about the extra-curricula activities on campus, the academic subjects that one would have to endure, and many other interesting features of the college environment. The discussion was typical of freshman conversations where students indicate that they want to get started on the right track, and make a sizeable contribution to college life. Joe and his friend did not expect nor intend to get lost in the minutia of college life, but hoped to be known on campus.

"Which extra-curricula activities do you like best?" The friend posed this question to Joe as they both settled down to real serious conversation.

"I like them all", Joe replied making sure in this conversation that he would not make the mistake of the typical freshman of showing ignorance by selecting the wrong answer and being branded as peculiar or as college students say, a "square".

"I really mean what fraternity do you like best, Joe?" The friend quizzed again for he was trying to interest Joe in his choice of a fraternity, "I like Omega Psi Phi best".

"There's not much choice here", Joe replied, "After all, the Omega stand heads and shoulders above the rest in my book." Joe swallowed heavily because he knew that he was fibbing. He did not know the difference between fraternities. If he had been pressed for the names of the others, he would have failed for he had never known the purpose of the fraternities nor why there were separate organizations. He could not divulge this to his friend, however, for he did not know how he would accept such ignorance.

"Why don't we write our letters so we can get in as soon as possible?" The friend asserted.

"I think I will", Joe said quickly as he left the conversation to join the squad of his R. O. T. C. unit.

After the hours, Joe pondered this thing over and over again. He felt the Omega Psi Phi was something like the 4-H Club or some similar farm youth organization in which he had been engaged in high school. He had no idea of the agony of initiation or other hurdles he would have to encounter in the process. Joe's closest friends were not fraternity members nor were they inclined to go. He wondered why they had never discussed such with him yet he had said to himself that he would not share his plans with them. Instead he went to the dormitory and thought the idea over. Within a few weeks, after repeated prodding from the R. O. T. C. friend, Joe wrote his letter to the Omegas.

The days passed swiftly, and before long someone banged on his door and requested him to be at the fraternity room by 7 P. M. Friday evening. This was an exciting request. Joe told no one except his R. O. T. C. friend.

On Friday evening shortly after five, Joe began making ready for his exciting evening. He took a hot bath, and dressed in his finest suit. He had only one suit, one he had purchased with his own money and he dearly loved it. The suit was a dark blue serge. It was the go of the campus, and with a pretty white shirt just checked out of the College laundry, Joe felt he was quite sharp. He quickly walked up the steps, down the hall, and knocked gently on the fraternity room door.

There was a moment or two of hesitation, and the door opened, "What do you want fellow?" The voice asked.

"I'm Joe, and I have a letter requesting me to come up to this room on Friday at 7 P. M. Here's the letter."

"Yeah", the voice answered, "Go over and sit in that room across the hall, and wait till I send for you".

Joe was terrified. Here he was dressed up in his finest, and this was the kind of reception. Why did they want him to go to the room down the hall? Was this not the fraternity room? What is a fraternity anyway? Joe started once to go back to his room and undress, but something told him that since he had gone this far, why not just see what happens. He trooped back slowly to the room, walked in and took his seat.

Inside the room, Joe was pleasantly surprised. There was another freshman waiting in the same room. They introduced themselves, and proceeded to talk. Both boys were quite tense after each had disclosed the fact that they did not know why they had been asked to wait in another room. As the conversation began to warm up a bit, there was a knock on the door and the other fellow was summoned. Joe now felt deeply curious because he sensed an air of mystery about the organization now, and felt like leaving without giving an explanation.

Within a few moments, a knock was heard at the door, and Joe was ushered into the fraternity room. It was not a pleasant sight for it was dark except for a bright light in the corner that appeared to be coming from a desk or table. As he walked in, he was introduced and asked to give something of his background. There were at least a dozen fellows standing around as he walked in, and all seemed anxious to know more about him. One of the faces was quite familiar, his R. O. T. C. friend. Joe began to tell of his high school experiences. He had been salutatorian of his class of 100 students, had won honors in secondary school, had been editor of the school newspaper, and numerous other things. As he talked, he could hear whispers about the fact that this guy is "Hot stuff", "Great Boy", and the like so Joe felt that they'd be happy that he had decided to cast his lot with them.

He was welcomed to the fraternity, and taken aside to be blindfolded. He was then asked the rather foolish question: Which do you want dry gin or straight rye? The question puzzled Joe for he had never dreamed that a College organization would force alcoholic beverages on one who did not care for them, and besides he had promised himself that he would not defile his body by drinking beverages such as this and bringing shame on his parents. He was in hot water now, and could not easily turn back, besides, they would call him a coward. He braced up and said emphatically "Dry gin".

"Bend over", a voice commanded.

As Joe bent over, he received a severe jolt. Something hit him so hard that it felt like the kick of a mule. "Good Lord!" Joe moaned to himself, "What are they doing to me?" He was scared to move now and scared to stand still. Before he could get settled, there came another lashing, and another and another. He was then told about the great principles of the orgainzation, namely, Manhood, Perserverance, Scholarship, and Uplift. The explanation of each principle carried with it a corresponding lash. It felt more like the hard rubber on an automobile tire, and his behind was getting numb now with each new blow. Finally, the principle Uplift was mentioned, and a blow came so hard that Joe jumped about three feet in the air. He was then branded with the iron of the fraternity, and officially welcomed as a member of the pledge club. The blindfold was removed and Joe had a chance to greet his newly acquired brothers. They proceeded to tell him the values of the pledge club and the enjoyable features of the organization.

Joe was embarrassed. What would he tell his friends when he went back to his room. He peered in the mirror at his pants, and they were beaten unmercifully. These were the pants that he dearly loved. Why the heck would anybody be so brutal as to destroy his only suit? He felt like crying, and held on and tried to

go along with the game. Finally, he shook hands with his brutal brothers, and left the room.

When Joe reached the room, he could hardly sit down. His buttocks had begun to swell, and was hurting tremendously. The burn had started to give him a fit. "How foolish! How foolish!" He whispered over and over again to himself.

The next day, Joe was told the individuals to whom he could talk. He was informed that certain students must not be talked to, these including his best friends. A day or so later, he was told to find out the name of his big brother's girl friend, and that he'd better not ask her nor any other person in the fraternity. Several days more passed by, and one brother who had smelly feet came to get him to wash his long overstocked supply of dirty socks. This was the turning point for Joe made up his mind that he was going to leave the organization. If this is fraternal life for me, I want no part of it.

Joe went over to see an old friend, who was employed on the College faculty. His faculty friend was disturbed when he heard that Joe had joined a fraternity, and he asked him if a scholarship student could afford to join the pledge club of any fraternity. Perhaps since Joe had not said anything to his friend and had gone into a fraternity that was a competitor of his, the friend had posed this question to scare him out of this particular pledge club. Joe did not care for this new idea introduced into the situation by his faculty friend gave him something to think about. He would get out next week, and he'd use this as an alibi the fact that he was on scholarship.

The next Sunday, the fraternity planned a meal of some sort, and Joe had been asked to work on Sunday to make the program a success. He would miss his regular church services, and he did not propose to do this. This was his cue to get out.

Joe sat down with one of his big brothers, and with an air of sadness told him that he had made a serious error. He was on scholarship, and felt that if the news got out that he had joined a fraternity, he would surely have his money taken away. The brother conceded that it was best that he leave the fraternity. Joe resigned at that very moment, told the big brother to pass the word on to the other brothers, and gave up his newly acquired pin.

Joe's friends teased him relentlessly about joining in the first place and called him a turncoat, but Joe was the happiest man alive. He could associate with his world on a free basis, and besides he was not sure that he wanted brothers who had beat out his suit of clothes anyway.

AGGIE'S ILLUSTRIOUS PROTEGE
(A Hoax)

Shortly after this writer went to work in North Carolina, one of the most outstanding daily newspapers in the State featured an interesting article about a young man 19 years of age who had received his PH. D. degree from McGill University in Canada. My co-worker came to the office flashing the paper and asked playfully if I knew the picture. I admitted that I did.

"Where did you see him last?" She asked.

"He finished Alma Mater last summer", I said.

"Last summer! You're kidding. You are just plain jealous for this young man has just been awarded a Ph. D. degree, and he's only 19."

"Kidding! I said. What do you mean? I know this guy. In fact, he was a freshman during my sophomore year, but I had to go into service and he, therefore, finished a little before me. He could not possibly have a Ph. D!"

Here it was though in plain view, a story of an illustrious boy only nineteen shaking hands with of all people, Mary McLeod Bethune. He was, the paper said, one of the youngest ever to receive a Ph. D. degree, and of all places, McGill University.

I was shocked beyond words as to how a great newspaper could be so thoroughly deceived. But I read further. Our protege had spoken before a group of scientists on some fantastic subject which was simply out of this world. He had been admitted to a Royal Scientific Society, and was now a full professor at some college in the South. The crowning feature of the article was, however, that a state senator had introduced the story in the Congressional Record—how a young boy with meager beginning achieved so much in such a short time.

It was a strange turn of events, and yet as one relived the association with Bobby, one understood how such a story could be concocted.

Bobby always wanted to be great. He came to the College in September 1945, and I remember full well that we were having an interracial student meeting in Durham. Bobby was to attend the meeting as a representative of the College. Prior to the departure for the meeting, a group of us were talking on campus when Bobby made known to us the fact that he was to have a lunch with the President Hollis Eden of Duke University. It seems that he held in his possession a letter of introduction written by Mrs. Roosevelt in which she described his many talents and felt that President Eden would be honored with his presence. Most of us had barely heard of Hollis Eden, but knew that he had to be important to head Duke University. Hearing that he personally knew Mrs. Roosevelt, however, left us stunned! As I recall, no one bothered to question the truth or falsity of the assertion.

Continuing his life at the College, Bobby became intensely interested in YMCA work, and perhaps it was here that he made his greatest contribution as a student leader. He was considered quite strange by many students who came in contact with him for he seemed to exhibit a pseudo-intellectual personality which when seriously challenged turned out to be a sounding brass or tickling cymbal. He finished college in the summer of 1948 or shortly thereafter by taking regular summer sessions.

From the summer of 1948 to the early spring of 1950, Bobby could have made great strides toward a doctorate degree, but he was already over nineteen years old upon graduation from college. Of course, the real question is whether he pursued further study toward any advanced degree at all. As far as this writer can ascertain, this was never attempted. It was important to the papers that he had a Ph D., and at nineteen.

The story proved to be a hoax when McGill University officials discounted it, and said no such student by the name given by Bobby had ever registered there.

Local newspapers began hurrying to retract the story. One employee for a newspaper in the townwhere the story originated who later matriculated at Alma Mater told me that he was almost fired because he knew the story was a hoax, but did not divulge the secret. His answer was that as an employee, he did not feel it his duty to meddle in the work of a reporter. Thus Alma Mater's illustrious protege deflated the egos of persons who felt we had scored another first.

Source: This is a true story, however, the name of the individual has been changed.

CHAPTER VI

TALES FROM THE ALUMNI

A DEVOTED ALUMNUS

It is hard to determine A. and T.'s most loyal and devoted alumnus for all Aggies seem to be in love with their Alma Mater. They criticize her severely among themselves, and maybe sometime in front of others, but when the test comes, they demonstrate a tremendous sense of devotion to the Blue and Gold of Aggieland.

Perhaps one of the most devoted of all Aggies, if not the most, is a man who is aging a bit now, yet has maintained a life long friendship with A. and T. College. He came here in the early days when Alma Mater was but a fledgling organization and has watched her grow slowly to a place of importance in American higher education.

Dr. B. W. Barnes first stepped on the Aggie campus on October 1, 1905. He was a country boy off the farm of Edgecombe County, North Carolina. It is quite pertinent to say that he was a green country boy, however, B. W. had already been away from home as he was educated at the State Normal School in Fayetteville (Now Fayetteville State College).

During his college years B. W. was an outstanding student. In the years when a student could be elected over again for four consecutive years as Captain of the Football team, he held this coveted honor, and graduated in 1909 as valedictorian of his class. Having majored in agriculture with specialties in animal and dairy husbandry, B. W. was such an outstanding student that he was employed shortly after graduation as a member of the faculty of the Department of Agriculture.

The typical farm boy in those early years at Alma Mater worked his way through college, and B. W. was no exception. He served the institution as janitor and mail boy, and was so outstanding in these jobs that he was eventually tabbed to be head janitor for the institution. Perhaps his most memorable experiences as a student, however, were the days when he became associated with President James B. Dudley. He waited on tables at the Dudley home, was butler, and general handyman. He became an intimate part of the Dudley household, living in the big house while a student and later returning after the completion of his dental training.

Upon graduation from College, B. W. Barnes spent some time in an exceptional program (program for exceptional students) that had been developed under the guidance of Professor J. B. Chavis. He then served at least twelve years in the professional employment of the College as a faculty member in agriculture where he taught animal and dairy husbandry, served as assistant secretary to the College, first bursar of the College, and in other capacities. He was Dr. Dudley's right hand man, signed letters for him, and took care of many unusual business responsibilities.

While working at the College, B. W. entered the Medical School at Howard University, and in 1923 earned the Doctor of Dental Science Degree. Since that time, he has been a practicing dentist in the City of Greensboro. The Barnes Building just South of the Main Campus stands as his mark of progress, and the many lives he has touched in dental practice, in social, civic, and religious affairs attests to his distinguished career.

Always intensely interested in the progress of the College, Dr. Barnes has followed the Alumni Association religiously. He has been one of the stalwart promoters of the organization and has made many contributions to the growth and development, having served on the Executive Committee since its initial organization. His most outstanding achievement has been his work in serving as Chairman of the Alumni Scholarship Committee, a venture that had around $2000

when he assumed the Chairmanship and has now increased to over $60,000. From this scholarship fund, the association now awards annually 5 $1,000 scholarships to distinguished students for study at A. and T. College. He has also been cited as an "Alumnus of the Year."

Source: Abstracted from interviews with Dr. B. W. Barnes.

B. W. Barnes

BIOGRAPHICAL SKETCHES OF TWO DISTINGUISHED ALUMNI OF THE EARLY PERIOD WHO AIDED IN THE DEVELOPMENT OF NORTH CAROLINA

There have been a number of graduates of A. and T. College who have made significant contributions to the development of the State of North Carolina. Three of the most outstanding graduates of the early period are: John W. Mitchell, Edward Merrick, and S. B. Simmons. The latter has been discussed elsewhere in this work. Biographical sketches of John W. Mitchell and Edward Merrick are given below.

JOHN W. MITCHELL (DECEASED)

John W. Mitchell was born on May 6, 1885 in Morehead City, North Carolina. He was educated at the State Normal School of Fayetteville, North Carolina, received his B. S. Degree from A. and T. College in 1909, and the A. M. Degree from Central University in Indiana in 1938.

He served as Assistant Principal of the Fayetteville State Normal School from 1910 to 1916; Principal of the Rosenwald School in Aberdeen from 1916 to 1917; Farm Demonstration Agent in Columbus County from 1917 to 1923; Farm Demonstration in Pasquotank County from 1923-29. He was promoted to District Extension Agent in 1929, and to State Agent of the North Carolina Agricultural Extension Service in 1937.

Mitchell was quite influential in North Carolina's cultural, political, and social affairs. He was a Member of the Executive Committee of the P. T. A; a member of the Executive Committee of the Interracial Commission and on the lecture staff; Commissioned by the Governor of North Carolina to represent the State at the National Federation of Colored Farmers in 1938 and to Represent Negro Achievement at the World's Fair in 1939.

As a District Agent in the Extension Service, Mitchell saw the number of County Agents in the state double to 32, the largest number of such agents in the Upper South, and was influential in the employment of a Colored 4-H Club Specialist.

He was one of the Colored speakers invited to the Southern Conference on Regional Development which was held at the University of North Carolina. His speech was quoted by many leading Daily Newspapers.

In 1941, Mitchell was appointed Field Agent for the Federal Extension Service, an office which held jurisdiction over all county agricultural and extension agents in the Upper South, and in 1945 was appointed National Extension Leader for the Federal Extension Service. [1]

[1] Abstracted from Who's Who in Colored America.

CITATION IN AWARDING THE HONORARY DOCTOR OF HUMANE LETTERS DEGREE TO--EDWARD RICHARD MERRICK

"Distinguished son of North Carolina, and an alumnus of this College, from early childhood, schooled in a careful and sympathetic understanding of the handicaps Negroes experienced in fields of finance, business and industry, cast his lot with his pioneering father and others in divising ways and means of strengthening and improving Negro life, first as an Agent of the North Carolina Mutual Life Insurance Company in 1908, when this Company was hardly more than a weak and uncertain venture, and on through successive and successful stages of promotion, until, after 49 years of service, he retired in 1957 as Treasurer of the Company, which had some $57,000,000 in assets at the time.

"His ability, his desire to serve better and his enthusiasm in financial matters have overflowed into other financial endeavors, so that today he is Vice President of the Mechanics and Farmers Bank, President of the Mutual Savings and Loan Association, President of Union Insurance and Realty Company, member of the Board of Directors of Bankers Fire Insurance Company and Southern Fidelity Mutual Insurance Company, all designed for serving the financial and business needs of people.

"As an influential member of the Board of Trustees of A. and T. College, Lincoln Hospital, former Trustee of Palmer Memorial, St. Joseph's A. M. E. Church, Durham Business and Professional Chain, Durham Committee on Negro Affairs and other religious and civic groups, has given strength and leadership to those groups seeking for the enrichment of life. Your Alma Mater is happy to welcome you back to the scenes of your college days to admit you to the DOCTOR OF HUMANE LETTERS in this College, and confer upon you all the rights and priveleges which belong thereto. In token, whereof, I hand you this diploma, bearing the Seal of the College, and the inscriptions of its proper officers." [1]

WARMOTH T. GIBBS, President

[1] Citation to Edward R. Merrick in 1959.

THE CONTRIBUTIONS OF THE AGRICULTURAL AND TECHNICAL COLLEGE OF NORTH CAROLINA TO NORTH CAROLINA, THE UNITED STATES, AND THE WORLD

"The true status of a school can best be measured by the success of its students."
James B. Dudley
Second President of A. and T. College

In the days when the Alma Mater was written, the thought of the breadth and extent of the College's influence through her students had never been dreamed of for the words of that beautiful song indicate a narrow little entity where the graduates would make thy mark. "To spread they trophies year by year from Dare to Cherokee", at the time the words were written, was a noble undertaking. New frontiers were yet to be explored, and paths were yet to be blazed. With fifty four students in 1909, who would have dreamed of the fact that today Alma Mater would be producing students whose influence would extend to the far reaches of this continent, to other countries, and indeed to the world about us?

Amazing changes have occurred in every institution in America since Susan Dudley and Charles Stewart gave forth with the Alma Mater. America has expanded to include fifty states and a population of over 185,000,000 people, over 20,000,000 of whom are Negroes. North Carolina has expanded its network of schools, colleges, and a university system. Transportation has improved considerably so that in the time when the Alma Mater was written it took almost three days to move from Dare to Cherokee. Today one can, with the proper type of transportation, travel to any point in the world in the time that it used to take to traverse the distance from Dare to Cherokee. We have witnessed two world wars and two lesser conflicts, each having its influence on the life of A. and T. College students. There have been a succession of Supreme Court Decrees from 1896 when the Plessy vs. Ferguson Decree to the pivotal Decree of 1954 then the Court decreed that segregation based on race was no longer legal. These decisions have influenced the college, making it now an integrated institution vying for opportunities to make its contribution with other institutions to the world. Social, cultural, economic, and technological changes have influenced the curricula of the College and have forced her to emphasize a broader scope, educationally speaking, and a higher quality of education than this narrow entity suggested in the words of the Alma Mater. In return the College has expected and exacted more from its students than the mere spreading of trophies from Dare to Cherokee. Many of its students have come from the British West Indies, India, Africa, and other countries and continents returning to these places to make their contributions to world society.

If the words of President James B. Dudley are true, that the true status of a school can be measured by the success of its students, two pertinent questions should be asked here. What is the status of the school? How successful has it been in North Carolina, American, and world society in achieving its objectives?

In the 70 years of its existence, A. and T. College has graduated more than 9,000 students. The early years saw a large percentage of teachers in the graduating classes, as of course, the largest group of graduates today are successfully pursuing this profession. There are increasingly, however, a larger number of graduates pursuing professions and occupations other than teaching.

In the profession of teaching, the contribution of those trained in special teaching areas has been quite significant. There are over 140 teachers of vocational agriculture in Negro high schools in North Carolina, 95% of whom are graduates of the College and have made an enviable record in raising the economic and social level of all people in North Carolina. In the Extension Service, there are 123 agricultural and home economic agents in the State of North Carolina, 97% of the men and 95% of the women are graduates of A. and T. College, here again contributing signficantly to the economic, social, cultural, and industrial life of the state. Sixty five trade and industrial education teachers are working in public high schools of North Carolina, of which 60% are graduates of the A. and T. College. It must also be said that graduates in these special areas are not limited in their employment to North Carolina, many are in other states of the United States, and some have assumed post in overseas employment as well as government service. The exact number in these areas cannot be determined at this point. It is perhaps safe to say that of the predominantly Negro institutions in the United States, A. and T. College is the most outstanding in producing vocational agriculture, extension workers, and trade and industrial education teachers to aid in raising the economic, social, and cultural level of the masses of Negroes in this country.

Graduates of A. and T. College's School of Agriculture have not only been outstanding in producing local teachers of vocational agriculture, agricultural and home economics agents for modern times, but have pioneered in agricultural programs in other states. Austin W. Curtis, Sr., of the Class of 1899 was for many years Head of the Department of Agriculture at West Virginia State College, Institute, West Virginia; A. L. Mebane of the Class of 1902 was for many years Director of the Agricultural Department of Florida Agricultural and Mechanical College, Tallahassee, Florida; and A. C. Burnett of the Class of 1903 served as Director of the Agriculture Department of Kentucky State College. Two graduates of the School of Agriculture have been Dean of the School of Agriculture at the College. They are: M. F. Spaulding of the Class of 1924, and John C. McLaughlin of the Class of 1931. The First National Extension Leader for the U. S. Federal Extension Service was John W. Mitchell of the Class of 1909. Mitchell had previously served as the first State Agent of the North Carolina Agricultural Extension Service and as Extension Service and as Extension Leader for the Upper South of the Federal Extension Service. S. B. Simmons of the Class of 1914 pioneered in vocational agriculture as an Assistant State Supervisor of Vocational Agriculture in Negro High Schools of North Carolina. He was succeeded by W. T. Johnson, Sr., and James W. Warren, both graduates of the College. In 1945, four State Agents of the Agricultural Extension Service were A. and T. College graduates. They were: Robert E. Jones of North Carolina; Ross W. Newsome of Virginia; J. W. Williamson of Tennessee; and C. A. Barnett of Kentucky. These men are still active in their respective states. Mrs. Josephine Weaver, J. A. Spaulding, Leroy Johnson, and Harold McNeil all who serve as State District Agents for the North Carolina Agricultural Extension Service as well as J. W. Jeffries, retired Assistant State Agent of the North Carolina Agricultural Extension Service, are graduates of the College's School of Agriculture.

A few years ago Dr. Samuel Duncan, President of Livingstone College, and then serving as State Supervisor of Negro High Schools in North Carolina, made a study of Principals in Consolidated High Schools in the state of North Carolina. A. and T. College led the list in terms of those principals holding either the B. S. or M. S. degree from the College. This number has increased to a great extent in recent years, and it should be added that graduates who have gone to other states as Virginia, South Carolina, Georgia, Florida, Alabama, Maryland, and other states have found employment in public school administration.

In the fields of business, engineering, and technical areas, the College has excelled in recent years. Beginning with Edward Merrick who started as an agent and emerged as Treasurer of North Carolina Mutual Life Insurance Company, the graduates have found employment in insurance, salesmen and sales managers, government service, in outstanding engineering firms in the State of North Carolina, and throughout the United States. Outstanding architects, contractors, civil service employees, fine arts teachers, mathematicians, physicists mechanical, architectural, and electrical engineers have been among these distinguished graduates. S. C. Smith, who pioneered in the field of Trade and Industrial Education and later became Dean of the College's Technical Institute was trained in the School of Engineering, formerly called the Mechanics Department.

The largest group of graduates as we have already implied have been in the field of teaching of some form or other. Austin W. Curtis, Sr., who for many years served as Dean of the School of Agriculture at West Virginia State College was in the first graduating class and the enviable record that he made as a teacher and agricultural leader has been a guiding light to thousands of students who would follow behind him.

In other professions, A. and T. College graduates have not shown the great distinction as compared with some Negro liberal arts colleges, but graduates have made their marks in the other professions to a somewhat limited extent. Thirty five or more graduates have gone on to receive the coveted doctorate degree at leading colleges and universities of the United States. Over seventy graduates have become and are now practicing medicine, dentistry, pharmacy, and veterinary medicine, while a lesser number have become attorneys and ministers. Clyde Donnell, Medical examiner of the North Carolina Mutual Life Insurance Company for many years and N. E. Patterson represent the outstanding pioneer graduates in the field of medicine, while Leon P. Miller, who served as attorney General for the Virgin Islands was the leading pioneer graduate in the field of law. A considerable number of graduates are working in the field of nursing.

Seven graduates have excelled in professional sports, namely, J. D. Smith of the San Francisco 49ers; Alvin Attles of the San Francisco Warriers; Robert H. Stonewall Jackson, formerly of the New York Giants; Tom Alston, formerly of the St. Louis Cardinals; Tommy Day of the Buffalo Bills; James Baten with the New York Giants professional baseball farm team; and Joe Taylor, formerly of the New York Giants Football team.

In the entertainment world, Margaret Tynes stands out as one of the most illustrious graduates in this field, however, a number of band leaders and singers of lesser distinction have been graduates of the College.

Music, particularly band music, has had some success. Two of the outstanding bandmasters of Colleges are Walter F. Carlson of the A. and T. College faculty, and Richard H. L. Jones of North Carolina College in Durham. A large number of the band teachers of high schools in North Carolina, Virginia, and South Carolina have been graduates of the College.

The College has produced at least one outstanding College President in the person of Earl McClenny of St. Pauls College, Lawrenceville, Virginia, though it has produced a number of deans, registrars, heads of departments, and other administrative officials.

A. and T. College has been one of the most outstanding predominantly Negro colleges in the preparation of professional leaders for the Armed Services. In World War I and in World War II, the College has served as one of the agencies for specialized training programs of army personnel. Two branches of the

R. O. T. C. are featured at the A. and T. College, namely, the Air Force and the Army. The latter achieved the status of producing senior officers in 1947-48 with eight officers commissioned as 2nd Lieutenants during that school year. Since 1947 the Army R. O. T. C. unit of the college has commissioned 442 officers, five of whom have achieved the rank of major.

The Air Force R. O. T. C. was established in 1953. Since that time, it has commissioned 136 graduates as 2nd Lieutenants in the U. S. Air Force. One graduate has achieved the coveted rank of major. Press McCallum was promoted on October 5, 1962 to the rank of Major, and assigned as Aircraft Commander of the 528th Bomb Squadron Medium at Plattsburg Air Force Base, Plattsburg, New York. This was an unusual distinction for under normal procedure in the Air Force, Major McCallum would not have served the time required for such a promotion. In addition to Major McCallum's promotion, 46 graduates have advanced to the rank of captain, and 25 have achieved the rank of 1st Lieutenant.

Located in the geographic center of North Carolina, A. and T. College has served as a convention and conference center where farm, professional, occupational, religious, and athletic groups would feel free to assemble, to discuss their plans, and to develop their short and long range programs. The College has over the years held out a welcoming sign which enticed organizations to come back again and again. Many people from remote country places as well as large metropolitan centers have found comfort and a sense of signficance in the atmosphere of the Agricultural and Technical College. The College in return has been rewarded by the support it has received from these divergent groups in the promotion of its various programs.

Finally, perhaps one of the greatest contributions that the College has made has been the deep sense of dedication manifested by faculty members, students, and alumni to the democratic ideals of American society. Foreign ideologies have never found a place in the A. and T. College culture. Perhaps on the surface, this would seem to be a coincidence, but deep down within there has always been the motto spread across the College catalog, "Obedience to law is the largest liberty" which college officials tried to adhere to as far as possible yet the College has not hesitated to teach the principles that would move students to seek to erase injustices, poverty, crime, slums, juvenile delinquency, ignorance, diseases, and other undesirable features of the American and world culture. The sentiment of American education that "We want for those who come after us a better life than we ourselves had", has been deeply rooted in the lives and education of its students. The students have learned their lessons well for they not only been responsible for movements that have had international significance, but the history of Alma Mater is filled with stories of an Aggie who started a chain reaction which contributed to the improvement of the lives of other individuals.

GRADUATES HOLDING DOCTORATE DEGREES*

Artis, Rudolph

Bass, Garland
Blount, W. Archie

Cottingham, Charles R.
Crawford, John

DeBerry, Charles U.

Frye, Henry E.

George, Marion
Greenfield, Wilfred

Holley, James
Johnson, Walter

Marrow, Eugene
Mayes, McKinley
McLendon, C. H.

Pendergrast, James

Rankin, Glenn F.
Reeves, James
Rivers, Marie
Robinson, Howard F.

Sawyer, Broadus
Smallwood, Benjamin
Spaulding, Major F.
Spellman, C. L.
Spruill, Albert W.
Stroud, Virgil C.
Sutton, Lotiise M. E. Nixon

Webb, Burleigh C.
Williams, Frederick Allen
Williams, Thomas T.
Withers, Robert
Wooden, Ralph L.

* Current list is incomplete.

GRADUATES HOLDING DEGREES IN MEDICINES, DENTISTRY, OR PHARMACY*

Alexander, Girardeau	(M)
Barnes, B. W.	(D)
Barnes, Milton	(D)
Best, Andrew	(M)
Bryant, James	(M)
Blount, A. V.	(M)
Capers, Lacy	(D)
Gibbs, Chandler D.	(M)
Haith, Filmore	(M)
Holden, Percy	(M)
Howell, Drexel O.	(D)
Horne, Edwin	(D)
Holt, Roger	(M)
Long, Durell	(D)
Mack, Thomas	(D)
Miller, Cecil	(M)
Mitchell, J. D.	(M)
Mosely, Welton	(M)
Patterson, Maceo	(M)
Schoffner, Lorenzo	(M)
Slade, James	(M)
Tillman, Otis	(M)
Turner, Maceo	(M)
Tynes, Victor	(D)
Walker, George W.	(D)
Wilkins, Willie T., Jr.	(D)
Zollicoffer, Lawrence	(M)
Herbin, Robert	(D)
Broadhurst, Kennon	(M)
Cutter, Albert	(D)
Joyner, Lawrence	(D)
Dees, Arthur,	(P)
Reid, Isaac	(M)
Butler, James	(M)
Mann, Horace	(D)
Walker, Weaver	(M)
Colson, Joseph	(M)
Burney, Herman	(P)

* Current list incomplete.

GRADUATES HOLDING DEGREES IN LAW

Alexander, Elreta

Blackwell, Randolph

Frye, Henry E.

George, Marion

Hargrove, J. Archie
Hill, Samuel

Lane, Austin D.
Lee, J. Kenneth

Miller, Leon P.
Mitchell, Etta M. Melton

Payton, Mildred Bernice Bright

Reeves, Reginald

Stewart, Harvey

Tillman, Daniel
Tillett, George

A WORD ABOUT THE AUTHOR

Albert W. Spruill was born in Columbia, North Carolina. He attended the Tyrrell County Public Schools, and was graduated in 1944 from the Tyrrell County Training School. In September of that year, he entered the North Carolina Agricultural and Technical College in Greensboro on a James Hardy Dillard Memorial Scholarship awarded by the Southern Education Foundation in competition with students from seventeen Southern states.

He was active in the A. and T. College community, and upon graduation in 1949 was presented the Gate City Alumni Award given each year to the student rendering the most constructive service in interpreting the ideals of the College to the College community. He served as Senior class president, and held numerous other positions on the campus.

In 1950, Spruill entered the Iowa State University and was awarded the M. S. degree from that institution in 1951. He completed the Ed. D. degree at Cornell University which was conferred in September, 1958.

His professional experience include positions in Jones County, North Carolina, Mississippi Vocational College, Tuskegee Institute, Graduate Research Assistant at Cornell University, and Professor of Education at North Carolina A. and T. College. He holds membership in Phi Delta Kappa, a national honorary fraternity in education, The South Atlantic Philosophy of Education Society, NEA, and the American Association of University Professors.

He has written articles which have appeared in the Negro Digest, The Educational Forum, and the Journal of Negro Education. From 1958-60, he edited The Graduate News Bulletin of A. and T. College.

In 1956, Professor Spruill married Pearl Floydelia Farrish of Roxboro, North Carolina. They have three sons.