

*Writing  
the  
University*

## Writing the University

### *Preface*

*The raised letters of a sentence decorate a wall of the Elliott University Center, the hub of the university's campus. The sentence reads  
It is people, not systems, that are important.  
Harriet Elliott*



Few students notice the message of course; even fewer know anything about its author or make the connection between her and the name of the student center where they spend many of their university hours. But her work was deeply important to the university's success and its mission. Harriet Elliott was a political science teacher and Dean of Women at the University of North Carolina Greensboro, then called the Normal School and later Women's College, from 1913 until 1945. She served in the administration of Franklin Delano Roosevelt while continuing her work at the school and was a delegate to the first United Nations Conference on Education in 1945. No wonder the University named a building for her.



The idea for this book began with an idea about the value of learning history. As part of the Carlisle Professorship in Women's and Gender Studies, I conducted a project with a group of students at UNCG and at Bennett College, the African American women's college five miles down Spring Garden Street. The young women engaged in the project delved into the archives at both institutions to discover how women students and teachers demonstrated leadership and activism in key social/cultural moments in the twentieth century. In the process of learning about people like Harriet Elliott and events like the women's schools' involvement in the civil rights action at Woolworth's, these students learned something just as valuable. They learned about themselves as thinkers. They didn't learn a research method and then practice it; they asked questions and created ways to answer them. They didn't mimic an academic authority; they became the authorities. Maybe most important, after their investigation they looked at the small world around them—dorms, libraries, classroom buildings, streets—differently. "I've walked by this dorm a hundred times," one told me. "Now I always say to my friends, this is the dorm that Ann Dearsley and her friend left to walk downtown to Woolworth's and join the sit in."



Two years ago the English Department's Class of 1952 Professorship gave me the opportunity to build on my work with students in the archives. I designed a project that gathered a group of graduate teaching assistants to create assignments that asked their students in first year writing classes to conduct research in the archives and to write about what they had found. I believed that students would develop confidence and skill as they made their own decisions about how to weave data into an argument, how to connect one story to another one. Archival work is like opening a trunk in the attic and finding all kinds of objects inside, ones that don't seem to go together at all until you begin to sort them into piles. You decide how many piles. You decide what you'll call them. You decide which piles you want to talk about and why. You reshuffle. You discard. You make the objects mean something.

What readers will see in this book is the result of these first year students' meaning-making investigations. Students wrote in a wide variety of genres—essays, drama, poems and analyses—with an array of analytical and rhetorical tools. They observed, recorded, categorized, specified, analyzed and argued. Most of all they imagined—they recreated history by finding their own voices within it. Working in the archives, writing about the stories they uncovered in the university's attic, students learned how much they became a part of the history they read. It's clear that whether they read her lines on the wall or not, the writers included in this book understood Harriet Elliott's admonition to remember that people make history, not systems. People write it.

There's much more of the university to write. The story of the women and men who taught and learned here is rich and diverse, full of drama and bravery, hard work and struggle, disappointment and achievement. My hope is that this book continues to grow, that students who read these stories are inspired to do their own exploring and to write their own versions of the university they discover.

Hephzibah Roskelly



## Explanation of Project



This anthology is the product of a collaborative process involving a professor (Hepzibah Roskelly), a university archivist (Erin Lawrimore), graduate student instructors (Scott Gibson, Tammy Lancaster, Emily Hall, Lavina Ensor, Kt Leuschen, and Summar Sparks), and undergraduates.

With a desire to engage undergraduates with the University of North Carolina's rich history, in the fall of 2011 the teachers began meeting with a university archivist, Erin Lawrimore, to design assignments incorporating archival research. The assignments varied, but each one was created to empower undergraduates to more fully engage with primary sources and with their local communities.

In the Spring of 2012 and the Fall of 2013, the assignments were used in composition and literature classrooms. As undergraduate students discovered their own abilities to interpret history, many became interested in sharing their work with the broader UNCG community. This electronic book is the result of these students' efforts researching, drafting, revising, revising, and revising.

With the publication of this book, those involved in this project expands once again as you--our readers--join us in imagining and interpreting UNCG's colorful past, using archival materials to gain access to the thoughts of people separated from us through time but forever connected to us through an institution.

To begin our adventure, let us head to Jackson library as we think through what constitutes an archive.

## Description of Archives

An archive is simply a collection of artifacts that reveal information about particular people, places, and institutions. Although the term "archive" might sound incredibly academic, the concept of collecting and maintaining important historical artifacts is probably familiar to most of us. In fact, many of us have a personal archive consisting of baby books, yearbooks, graduation gowns, love letters, family recipes, passports, award certificates, and other such materials. Our personal archives document our own stories as they simultaneously reveal information about our families, friends, schools, nations, societies, and



cultures. While the definition of an archive might seem simple, archives provide a richly layered and complex look into the past.

The Martha Blakeney Hodges Special Collections and University Archives houses a wide variety of materials relating to the history of the University of North Carolina at Greensboro and the piedmont area. For instance, the Textile and Artifacts collection includes Red Cross uniforms from World War I, commemorative china featuring campus scenes, and Charles McIver's eyeglasses. The Manuscripts collection includes the papers of such prominent people as United States Senator Kay Hagan and award winning poet Randall Jarrell while the Rare Book collection is particularly strong in the areas of Children's Literature and Women's Literature. The letters, yearbooks, photographs, and other materials housed in the University Archives provide insight into such significant historical events as the Woolworth's Sit-Ins and the desegregation of campus as well as information about the daily lives of students. By exploring the archives, Ida Kwong, a writer in English 101, uncovered a very interesting freshman initiation/welcome tradition, Rat Day. Archival research allows us to discover new facets of ourselves, our university, and our community and gives us the opportunity to develop our own unique interpretation of history.

By examining the responses of one introductory English class to the Carolinian, the campus yearbook, we can gain a better sense of the many types of insights archival research can provide us. For instance, Symone Brown, wrote, "As I read through the yearbook, what struck me from page to page was the continuing familiarity of all the experiences and surroundings (e.g. a few of the buildings) and events that took place." Brown appears to value the ways in which the archive can create a connection between current students and alumni and to appreciate the opportunity to develop a more nuanced understanding of the university's past. The archive certainly can help us understand the origins and purposes of traditions as well as give us insight into the lives of students from other eras. By examining the experiences of previous students, we can often better understand our own relationship to UNCG as an institution. Jazmine Missouri, for example, remarked, "It amazes me to see how much time has changed from 1903 to 2012." Focusing on the evolution of the university, Missouri seems most interested in the ways in which the university has progressed and developed. Thinking through the ways that the university has responded to educational, social, and political movements can inspire and

motivate us to become more engaged with our school and work toward making it even better for future generations of students. In other words, the archive provides us an opportunity to gain a better understanding of the past and our relationship to it, informing and shaping our sense of ourselves and our communities.

Part of what makes archives such unique places is the access it provides to primary sources. Primary sources are original materials directly related to the people, place, or ideas being researched. For example, if we are researching the Civil Rights movement, the oral histories of Ann Dearsley-Vernon and Eugenia Seaman Marks, two UNCG students who participated in the 1960 Woolworth Sit-ins in Greensboro, would be considered primary material because those being interviewed were directly involved in the events. Similarly, the papers of Edward F. Burrows--a collection that includes newspaper clippings, broadsides, letters, and committee minutes pertaining to Burrows work with local civil rights organizations--would also be considered primary materials because the artifacts are contemporaneous to the events being studied.

When we conduct research in introductory-level classes, we are often limited to reading secondary sources, or what others have written about the topic we are investigating. To research a topic, we often rely on such search interfaces as the library catalogue or Google scholar to locate books or journal articles pertaining to the subject we are studying. To return to our previous example, a secondary source pertaining to the Civil Rights movement would be the essay collection, *From Sit-Ins to SNCC: The Student Civil Rights Movement in the 1960s*, edited by Iwan W. Morgan and Philip Davies. This collection of essays contains the informed interpretations scholars have generated of primary materials, but, appearing in 2012, obviously is not contemporaneous to the Civil Rights Movement. Furthermore, the writers are focusing on their interpretations of historical events rather than their personal experiences of those events. While these secondary materials are certainly useful and needed, engaging with primary materials allows us to conduct our own original research and speak back to secondary resources. One of the most unusual and exciting features of this book is that the undergraduate essays included in this collection predominantly rely on primary archival materials to generate informed interpretations of the history of UNCG and the piedmont area.

Of course, the relationship between primary and secondary sources is very nuanced and is made more complicated by the fact that the labels are not definitive. In one situation, a source might be considered primary while in a different context it could be understood as a secondary source. For instance, if your primary motivation for reading this book is to increase your understanding of UNCG history, then this collection is best understood to be a secondary source for your project. The writings contained in this collection would be providing an interpretation of the history that you are most interested in uncovering. If, however, you want to understand more about the variety and the types of writing students accomplished in their first year writing courses, then this collection is most accurately thought of as a primary source for your project.

### **Developing a New Archive**

In many ways, this collection of student writing establishes a new archive. As mentioned earlier, this collection of work provides insight into the type of writing being produced in introductory-level English classes as well as into the way that UNCG students understand their relationship to their university. As you read this text, we hope that you engage with it in a variety of different ways. We hope that you read it to:

- Discover more about UNCG. UNCG has a very exciting and rich history, and through this collection of student work we hope that you develop a greater appreciation for how this institution has evolved and grown. Many of the pieces in this collection focus explicitly on how UNCG has been transformed through the acts of students. For instance, Rachel Ayuso's piece on gender integration explores the experiences of one of the first male students admitted to the university. It is exciting to think of how he impacted and shaped our school. To facilitate this type of thinking, we have organized the essays in chronological order. The first group of essays, "The Early Years," focuses on the founding of the institution that would become UNCG; the second part, "The War Years," explores the response of the campus to World War II; and the third section, "The Civil Rights Era," investigates the role of UNCG students in pursuing social equality and social justice. As you read to discover more about UNCG, look for connections between previous historical moments and our own.

What does history reveal to you about your role in shaping the future of UNCG?

- Develop a greater understanding of genre. These pieces present history in a variety of ways. Suhad Hanna reviews the origins and power of the Gay Academic Union in a creative poem; Chloe Walker explores the experiences of UNCG's first African-American Homecoming Queen, Cynthia Moore, through a series of journal entries; and Jennifer Beacom analyzes the historical context of Randall Jarrell's poem, "Second Air Force," in an academic essay. As you read for genre, consider the rhetorical choices each writer made. What does writing in a particular genre allow a writer to accomplish? What do the genre choices reveal about the purpose of the writing?
- Grow as a writer. The pieces selected for this collection are all examples of the types of writing that you might be asked to do in an introductory-level English class. Consider what makes the piece work as well as it does. Think through the rhetorical strategies that you might want to incorporate into your own writing.



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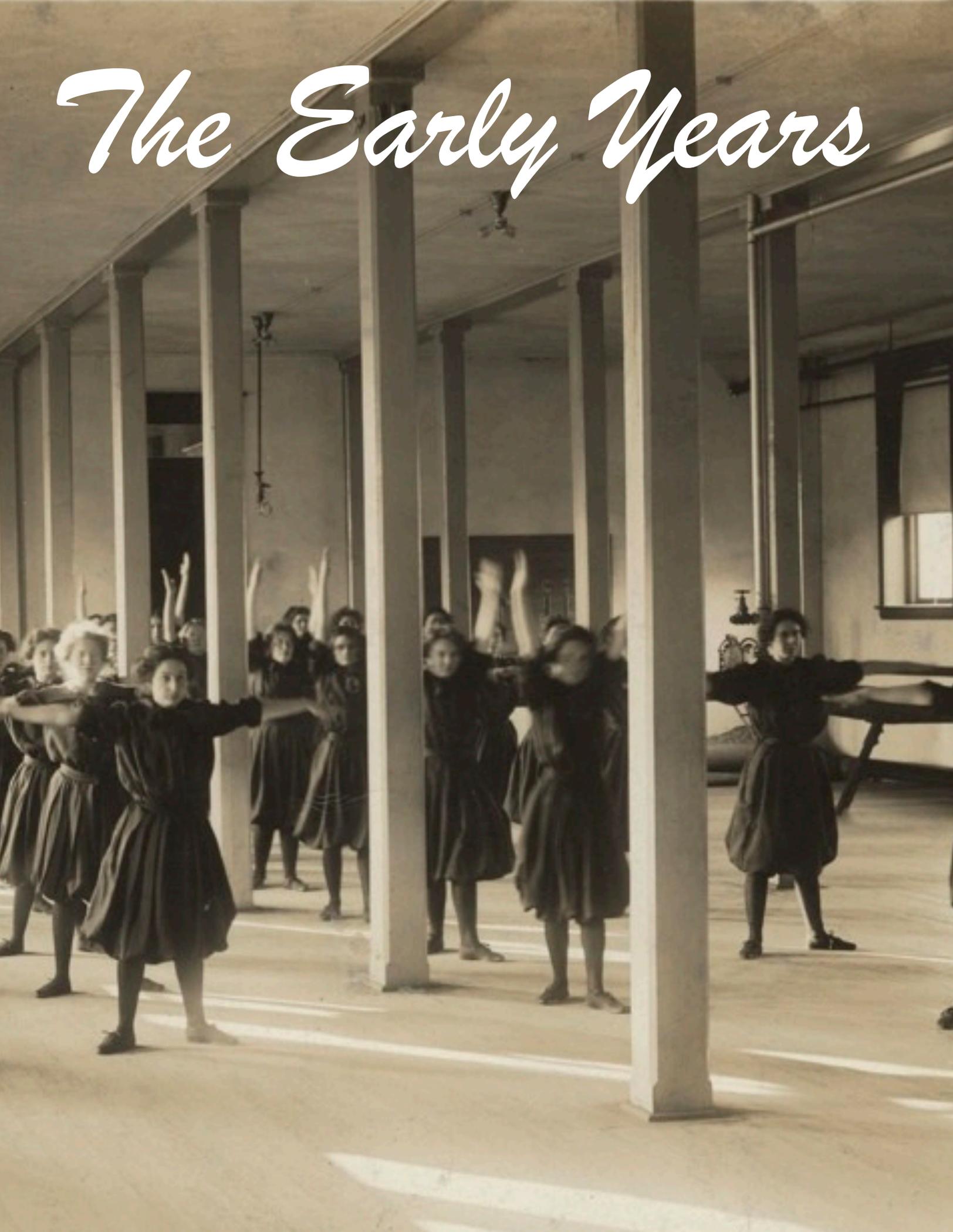
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# *The Early Years*



“Minnie”

Introduction

This paper is a result of an assignment in my English Class in which we were to examine an event of historical importance that was related to UNCG and was to be researched in the library archives, and then formed into a logical narrative. After studying the documents that were available to me, I noticed the name of Minnie Jamison kept occurring within most of them and so I decided to frame my story around her first few months on the university campus. I also decided that the best medium that would suit her story would be that of the short story, and as a result of that this is primarily a work of fiction. Many events in this story are true but most of the connections between them are not. The work presented is my representation of how these real life events may have played out based on the information available to me.

Clouds of smoke billowed out of the coal engine shoot, and as small dark cinders flew past her window and on into the country side, Minnie thought of the war. As the train pulled into the station, Minnie stepped out onto the platform and saw the familiar surroundings. She had gone to school here, but had not been back since '93. It seemed bigger than when she had remembered, but she supposed that all things change with time. As she waited for her driver to come and take her to her new employment, she thought back on the letter she had received a few weeks back. It had seemed odd at the time, and almost perplexing, but with heavy consideration she had accepted the proposition only on the grounds that she would be helping in the war effort. And as she waited on the worn wooden bench, she took the small piece of paper out from her bag and scanned her eyes across it for the one hundredth time. Foust had faith in her, which made her have faith in herself. So even though she was uncertain in her decisions to come back here, she was optimistic of the coming days she would spend within Guilford County.

The car had come half an hour later, and she now sat in her room. And as the light from the moon shown through her windows it cast odd shadows on the floor that flickered with the movement of the curtains. She thought of the next morning, and although she had bright feelings about it as she drifted to sleep, she still dreamed of men in leather masks dying in mud. She had these kinds of dreams often since the start of the war, and as the weeks compiled it became harder for her to sleep. She decided when she awoke though that this would not effect her today, it was too important.

The meeting was at 9:30 that morning so in the time before hand Minnie walked around the quaint campus. Many things where still there from what she could tell, but a

few additions had been made and one of the larger living quarters was no longer there, though she did not know why (Campus View). When it came time for the meeting on her future employment, she walked to the far corner of the property and entered an old brick building that had been there for as long as she could remember. At the end of the hall was a sturdy wooden door with a glass window and on this window in ornate lettering read the name "J. I. Foust". She knocked on the door and a voice called out and told her to come in, it was a soft voice, but not weak.

When she opened the door she saw a man in a fitted brown suit with wire rimmed glasses that always would stay at the top of his nose and never move (Julius I Foust). His brown hair was slicked back, and if Minnie had not known who this man was she would have thought he was some sort of refined butler. He was the kind of man that upon first impression would have been very easy to underestimate. He looked up, and with his soft voice he greeted her.

"Ms. Jamison, do come in please." He said as he laid his pen down beside a stack of papers that rested on his desk. Minnie shut the door behind her and walked across the room, and after a short nod and hand gesture from the distinguished man from behind the desk she took a seat in the chair opposite him. "Now as our year comes to a close," he started "a good number of the girls here at the school have asked for opportunities to help the in war effort even after school has let out. If you have not heard already, in the past year our county and school have worked diligently with the Red Cross to gather money and supplies to send overseas. The numbers have been released recently, and this year we were one of the most productive counties in the state with a revenue value of nearly

twenty thousand dollars (Data Compiled). We were second in the state according to their figures, directly behind Asheville (Reports of American). Most of this, I feel, can be attributed to the hard work of our girls. Do not misjudge them; they have a spirit about their efforts. When they showed such enthusiasm to help even when they were not told to do so, you can imagine the excitement that was felt by me and the entire faculty at our school. But when it came time to reach a decision on the matter of what they could do, your instructional abilities, your experience with the Agricultural Extension Services, and your history with our school kept coming into discussion (Girls at State). What we decided to do will kill two birds with one stone. You will helm a collective effort that will enable the girls of our school to take over the manual labor normally done by the men for the entirety of the summer. This will allow the young able bodied men to free themselves of their duties, so that they can proceed to help their country in the war. Now the current farmer at our school, Mr. Mahaley, has been with us for years, and as a result he has aged significantly. Because of this, he will not be able to fight for his country, so he will stay here to assist you in your duties. Now Mr. Mahaley may not be an anti-suffragist, but he still has his doubts about the capabilities of the girls doing the labors that his men would normally be doing (Ten Young Ladies). I have spoken with him, and told him that I have full confidence in both the girls and in your leadership, but he still may need some convincing. How does all of this sound to you?"

Minnie was flabbergasted by the windedness of Mr. Foust, but his offer was very tantalizing, and in this she would be able to help the girls rise to an occasion while at the

same time she would be helping her country. And after a few more long speeches by the tremendously wordy Mr. Foust, she accepted the position.

Her post did not commence for another week, and in the time before the beginning of her employment and the time she arrived on campus she tried to acclimate herself to the best of her ability. She had had by this point a few encounters with the old curmudgeon named Mahaley, and as far as Minnie could tell, he took about as much care of the grounds as he did his scraggly hair and mustache. Most plants in his fields were yellowed with drought, which Minnie found odd, because it rained more here than it had in any other place she had ever lived in her life. Another failure under the jurisdiction of Mahaley was the decrepit barns that were scattered around the campus that more closely resembled large piles of unkempt lumber rather than structures of storage and productivity. And as for the grass, from what was left of it (for most of the campus grounds were covered with mud), looked to be completely untouched. Large shrubs of dying grass were patched sporadically around, with some large enough for a small child to hide in. *To say the least, Minnie thought Mr. Mahaley's decision of becoming a farmer was the most egregious blunder he had ever made.*

Besides the few times that she had run into the horrid farmer, Minnie's first week went rather smoothly. The faculty was rather pleasant, but she had not yet had time to get to know many of the others who lived and worked on the grounds; for graduation was coming, and the preparations for the ceremony took up much of the free time around the school. Because most girls were preoccupied building the enormous chain of flowers

that lined the rows of the procedure, Minnie took it upon herself to help with other doings that were involved with the end of the years celebrations, such as decorations and preparations (Markham). She enjoyed this, because other than the few small tasks she had to complete to prepare for her new job, her time was mostly empty.

The hectic week ended with the massive graduation that reminded Minnie of how much the school had grown since her own graduation. And when the festivities were over, and all the students had gone, the time for work had begun. Minnie was not a stranger to working in gardens, which is one of the main reasons she had been hired, but she was not entirely sure in her ways when it came to her method of teaching (Girls at State). She had little experience leading a classroom, and in the past week she had been able to pick up a few techniques just from helping out round the campus. She had decided that the best way to start out was to be firm, but not punishing, and as the teacher student relationship was grounded throughout the summer she would lighten up a bit.

The next morning as she walked down to the place at the edge of the fields in which the first day would begin, her firm work boots sank deep into the mud and had to be pulled out with much force. And when she got closer to the fields, she could make out the frames of ten small feminine figures, and the large gruff figure of one Mr. Mahaley.

“I was just tellin’ these girls here that they gone quit by the end of the week,” He said with a slight slur “s’tuff work out here. Mans work. Ain’t no place for a woman.” When he had finished he let out a large glob of spit that landed in the mud right at the toe of Minnie’s boot.

“Mr. Mahaley, I cannot help that you are a Doubting Thomas with the personality of a pessimistic brick (Ten Young Ladies). But if these girls have survived through your hazardous rein as groundskeeper, then I am sure they can survive a summer under a woman’s teaching! Give them some credit!”

And as this retort was fired from her mouth the silence of shock fell upon everyone in the field, and the only thing that moved was an emphatic twitch of Mr. Mahaley’s scruffy mustache. He was defeated, and from that point on, even though he disagreed with all that would happen, he never raised a problem with Miss Minnie L. Jamison again.

At first the work had been slow and tedious. The girls, who had mostly never done manual labor before in their lives, were not prepared for the task that they had eagerly volunteered for, and for a while, it seemed as if Mr. Mahaley had been right all along. Two teams had been composed to complete the work necessary for the university to let their male workers go (Girls at State). The first was a building team that focused mainly on rebuilding the dilapidated shacks that were randomly strewn throughout the landscape, and building a new temporary home for the local Y. W. C.A. chapter, while the second team’s attention was given to replanting and maintaining the grass around campus and growing and harvesting crops in the fields. The work in the fields was difficult, and often Minnie would have to sacrifice some of the oil reserves to light lanterns so that the day’s labors could be completed. But as the weeks went on, the bond

between Minnie and her farmeretts (as they came to be known) grew stronger and the work became easier to bear (Ten Young Ladies).

Afew weeks later into the summer, newspaper men started to come from all around to report on the story of women doing the jobs that men would normally do (Ten Young Ladies). With the expectation that the university grounds would be in complete shambles, the men where in total shock that the school was in better shape than it had ever been, and that the women had stayed with their commitment to undertake the positions under the firm leadership of Minnie. She took notice of these reactions and was glad. She had read of similar stories in larger cities in which women had recently gone to toil in factories, and knew that what they were doing everyday in these fields was contributing to the larger effort in the liberation of women from common stereotypical frames that men placed them in. She knew that every acre of beans was a step in the right direction, and that was why she had to push so hard. At first the girls had been unwilling, but now late in the month, there were weeks in which Minnie and her team would work under the hot sun and still be able to hoe seventy-five acres in a time that would put the most seasoned of farmers to shame (Girls at State). They had gathered one thousand five hundred gallons of green beans, and there work was not done yet.

In the recent days, having full confidence of the girls' independence, Minnie had taken leave of her duties in the field to work on a canner to preserve the newly grown vegetables for the winter. Two years ago, another women's farming group from the Mississippi Normal College had started a club to harvest that seasons tomatoes, and in that process had revolutionized a new form of industrialized canning for female farmers

(Ross). Minnie had recalled hearing this story at some point by word of mouth and realized that she too should amend her original plan for this job to accommodate for the preservation of the food that would be harvested. And so for several days, Minnie built her own canner with the intentions to be able to invite members of the community to use the new resource, and to learn how to conserve food during the current war climate.

Minnie and the Farmeretts continued to flourish, and one day in late July, Julius Foust came by foot to visit Minnie in his spare time. He stood tall at the edge of the fields and marveled at the fruits of countless hours of labor, and he smiled when he talked.

“Minnie,” he said “what you have done here makes me tremendously proud.” And for the first time in a long time, Foust was short for words.

“Thank you, Doctor Foust.” She said in a controlled voice that gave off a content tone. “The girls here are prettier and happier than they have ever been, and most of us feel as if the work were a privilege rather than a hardship. With such spirit as this is it any wonder that America will whip the Kaiser? I feel blessed for the time I’ve spent here, it’s a nice place to be.” And for a while they stood there not saying anything and watched the breeze rattle the corn shucks on their stalks, until Minnie finally spoke again and broke the silence.

“I always knew they could do it, its something about this place. It was here when I was a student and its still here today. If we keep to our integrity, I imagine that we will still have it in the days to come. The people here have a drive about them, we help each other out. Even Mr. Mahaley has it in him, he does his best, as good as he can do, and I

can see that now. That's why I like it here. There's something about it, I just can't tell what exactly." And when she had finished, Mr. Foust turned to her and after a short pause told her that he knew what she meant. Then they said goodnight to each other and went their separate ways.

- Zane Whitener, Spring 2013

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By Amanda Clark

# **ANNIE'S JOURNAL**

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# ENTRY #1, SEPTEMBER



# ENTRY #1, SEPTEMBER



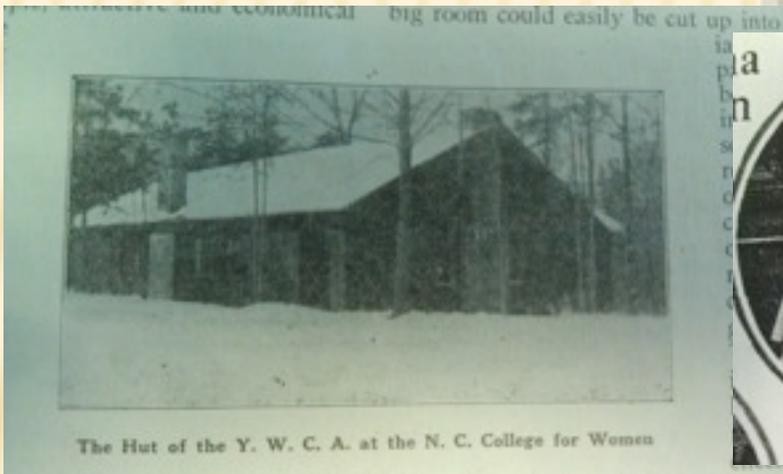
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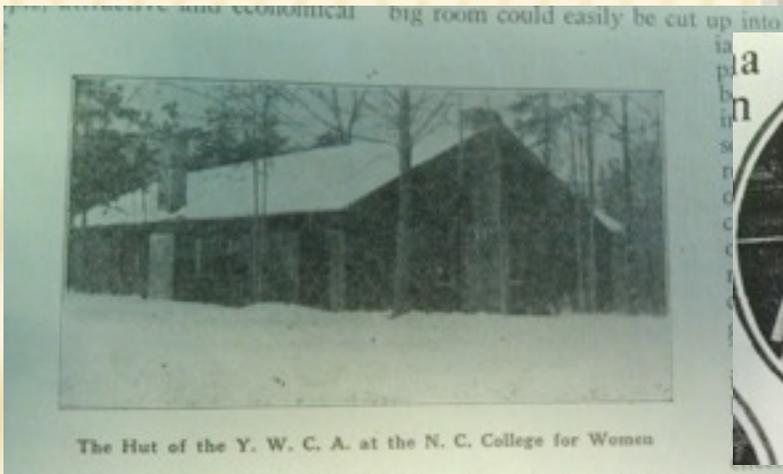
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# ENTRY #3, OCTOBER 17,



# ENTRY #3, OCTOBER 17,



# ENTRY #4, NOVEMBER 5,



# ENTRY #4, NOVEMBER 5,



# ENTRY #5, DECEMBER



# ENTRY #5, DECEMBER



Rachel Ayuso

Kathleen Leuschen

English 104/07 Approach to Literature

4/19/12

Creative Piece

May 30, 1933

Dear Aunt Cecilia,

I am so sorry I have not written to you in the past year, I have just been so busy. So much has happened in this past year, I was part of the first group of men student's accepted at the Women's College of North Carolina, and perhaps even the last class. I really wanted to go to college, and my parents did as well, but the nearest college was University of North Carolina and that was such a long commute, I was needed to help out at home during the night. Because of the economically hard times in our country at this time it was put forward to the College Board a proposition to allow men student's to the Women's College. The proposition was allowed and for fall semester of 1923 75 male student's (including me) were allowed to come as day students to the Women's College.

Did we come in with a bang or what! At the beginning of fall semester the great and mighty Eleanor Roosevelt came to Aycock Auditorium on campus with her speech about the "Southern Problem". She just kept going on and on about how people in the south are "shoeless, shiftless, and generally witless." We were just trying to lighten the mood by whistling and

heckling her, she deserved it anyway. The faculty did not take it so lightly though, they expelled the ones that were the loudest and most obnoxious, great start to a school year, right?

After that we were pretty well behaved, the picture of perfect gentlemen. Yet we felt like we were, well, kind of outnumbered on campus and decided we needed an advocate for what we needed. We voted on a sort of men's student government to give us a voice on the campus among all of the women. There were five men on this committee and they took care of such things as equality in the classroom, equal participation in government positions, and getting men's sports established on campus as well.

Though there was some controversy when we had men's sports established on campus such as tag football and basketball. Our tag football team was directed by sterling former University of North Carolina quarterback, Pete Wyrick. Yet that was not the controversy that fired up from our men's sports teams. We were able to go and compete at different colleges as the "Tom-Cats". The problem with this is the women's teams had never been allowed to travel off campus and compete with teams at different colleges. There was even newspaper articles written by a couple of the female students published in *The Carolinian*. I guess I understand where they were coming from, but honestly we were not even that good. I don't think we won a single game in any sport, though I think we may have tied Guilford College in one game, we were not really that concerned with winning.

Yet we were not completely ostracized from the female population. One sport we were allowed to play with our sister colleagues was tennis. It was fun but I certainly was not going to become a star athlete. We were also allowed to join them in the game room to play pool and board games. Yet the most entertaining and fun interaction we had with the female students had

to be at the dances. There were over 1000 female students and just 75 men students, we definitely liked those odds. We danced the night away with a different girl every dance and there were girls waiting on the edges just to wait and pounce when the song ended. The attention got to our heads I think, but who would not be affected by that?

Though we were not always the most well behaved gentlemen, we had our little secrets as well. One of which had to do with ethyl alcohol from the plant histology department. The ethyl alcohol was used to prepare slides of plants to look at under a microscope. We were just going to put it to better use and make it into, let us just say, an entrepreneurship opportunity. We would take quantities of the alcohol, never enough to be suspicious and brought them to one of the male student's apartments off campus. There we would distil the alcohol with juniper berries and it was diluted a little bit. We then sold our homemade gin around campus and earned quite a bit, ladies like to have a bit of fun too, right?

Sadly our year had to come to a close. Even though there were only 75 of us on campus we definitely made the best of it and ended up having a great time. We might have caused a bit of mischief, but what college student does not? Next year male students will not be allowed back on campus because the economic conditions have changed for the better. I will probably take a year off school and stay at home, mother has become very ill. I hope that they allow men back on campus in the future, it was a great experience for us and I hope other male students get to enjoy it one day as well. I hope you and Uncle John are doing well, I hope you write back and let me know how your lives are going, give Sam my love.

Love Always,

Jack

Rachel Ayuso

Kathleen Leuschen

English 104-07/Approach to Literature

4/19/12

### Genre Analysis

This project has made me realize how many different genres there are out there to tell one story. While looking through the folders for gender integration I found letters to the editor in newspapers, newspaper articles, photos, letters, minutes from meetings, registrar sheets, pamphlets; brochures, copies of catalogue records, floor plans, and copies of pages from books. These different types of genre all shaped and retold the story in different ways and helped me to recreate the story in a new and interesting way. The genres that I finally ended up pulling most of my information from were the newspaper articles, the pictures, and the catalogue records. What I found most helpful in developing my creative piece were the newspaper articles.

One newspaper article in particular helped me the most. It was written by one of the male students who went to the Women's College in 1932. It was called "That Wonderful Year:1932" and contained a lot of neat quirky information that I was not able to find anywhere else and actually was the main reason that I wrote my creative piece in the form of a letter. I found the information about the gin being made off campus and sold to students on campus in this article which I found very amusing. The article overall had a different feel than all the articles, it took on a more humorous and personal feel which I related most too. It did not have all the straight facts that all the other articles had but was still informational at the same time since it did have a

timeline of the events that did happen, though it did not have the precise dates. I thought it was also the most interesting and entertaining article. It also allowed a new perspective since it did show what it was like from the perspective of an actual male student, and since that was how I was writing my creative piece from the perspective of a male student, this was very helpful and informative.

I found the precise dates from other newspaper articles written in that time. Such as the time period of the male students coming to campus and the opinions centered around whether male students should come. This information was mainly found in the letter written to Dr. J.I. Foust from president Frank P. Graham. They stated that the extenuating circumstances surrounding the Great Depression caused them to accept male students into the college. These led to a general view of what the general population thought about the male students entering the college.

Another newspaper article that was helpful were the sports columns from that time stating the games and what they won and loss. This proved helpful in the development of the sports part of the story. There was also a letter to the editor written by a young woman at the college proclaiming what she thought of the fact that men students got to do intramural sports with other colleges the first year they were admitted and the women students had never had that opportunity and were still not allowed even when the male students had this privilege. This showed me some of the reason why the female students had such a bias against the male students. It does not really show why the administration had decided to allow men to travel to different colleges and did not let the women's teams compete as well. In the articles it also said a former UNC quarterback was the coordinator for the football team but it did not say why he was

there helping put together the teams in the first place. I tried looking up where he came from but was not able to find any information on that.

I also found brochures about the men's government association that was formed during that one year. This was in the article "Men Students Will Have Organization". It showed the leaders of that organization and explained why the organization was founded. It also described what the organization did and included information about how they co-organized with the women's student organization as well. There were also pictures of the five committee members on the front of the article with them all dressed up in suits looking very prim and proper and all around good and respectable men.

It was a snapshot of all 75 male students that had come to the college that year. It was interesting to see all of the different male students and how they were dressed. They all had suits on and seemed all to be middle class, relatively down to earth people which led me to have the sort of casual feel about the letter, since most of them looked down to earth and not too proper in the photograph. In the catalogue copy there was a list of all the male students names and their addresses. I looked through all of them and found that most all of them lived relatively close to campus, which led to a quick commute. This was probably because they were day students and could not stay on campus during the night. So many men who lived far away and went to the Women's College of North Carolina ended up getting places to live close to campus. I just picked a random name and made up a character for him. I picked the name Jack Wimple from the list that is who my character is based on.

I gathered all of these facts and decided I would tell the story from the perspective of a male student coming to the college for the first time. I thought this would give it a personal feel

while still being factual. I just liked the little facts about the gin or the basketball team being a losing team. I thought that it would add a bit of character to the story as well if it is told from the perspective of a male student. Since this story is being written for a book to be published for other University of North Carolina at Greensboro students to read I thought it would be a more relatable feel if it were from the perspective of another student attending the university, even if it was long before they were even born.

I was actually going to at first write a journal entry from the perspective of a male student but then I decided that would be a little too hard since it would be weird for him not to have written all year and then all of a sudden written an entire journal entry about his past experience. I also thought that it would make him write more in depth about certain aspects such as the Eleanor Roosevelt part and the basketball teams, which may not have come up if he had just been writing in journal private thoughts to himself.

Overall I found the pieces of information very informative and interesting which led me to write a simple, in depth, yet entertaining creative piece. It was exciting to find new pieces of information all the time and think of how I would add them to my creative piece. The newspaper articles, pictures, and letters all contributed different perspectives and allowed me to view the subject in different lights and come up with my finished and complete product, the letter from a male student at that time to his aunt.

Rachel Ayuso

Kathleen Leuschen

English 104/07 Approach to Literature

4/19/12

### Student Reflection

Before writing this paper I had never even heard of the archives here. I was really confused when we were told we had to do an archive project because I had no idea what the archives were. When I discovered what they were I was amazed with how much history and information about our university is stored up there. I was awed that they had old gym uniforms up there from as early as the beginning of the university and saw all the old artifacts such as the yearbooks and old letters.

When I began looking through all of the materials for gender integration it was a little overwhelming. There were two folders on the subject that were filled with newspaper articles, minutes from meetings, letters, pictures, and so much more. The amount of information was astounding, yet exciting at the same time, since I was able to discover things about my university that I had never known before. I just was not quite sure at this point what I was going to do, since there was so much information I had to go through. I was also slightly confused at the beginning of the project when we were discussing our creative piece. I thought that meant that we were to write a paper about the information we had found and just describe how we used the information we found. I felt like we could have had a little more guidance about how long the piece had to be and what was to be included in order for it to be considered for the book.

I also feel like the groups did not really help. Even if I had been doing racial integration like the rest of the group, since I was the only one in my class who picked gender integration, I feel like it still would not have helped. We got together maybe once or twice to discuss how we would present our group presentation, but that was it. We did not really collaborate or get help from each other while looking through the archives, we all just did our own thing. So overall I feel like the groups did not really help or add much to the overall research of the material.

I think the idea of the creative piece is a really interesting idea. I have never had the opportunity to get a lot of different perspectives on a story and write a different story about it. It was a little challenging but I found it exciting when I found a little tidbit of information from a primary source and developed a way in which I would use that bit of information in my creative piece.

Overall I feel like this project was an interesting twist on a final paper. I liked that I could come up with my own creative idea for that paper. I did not really think that getting into groups was necessary and I feel like the guidelines could have been clearer about what was expected in the creative piece. I enjoyed learning and delving into the archives and the overall project was an interesting and new research experience.

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## The Girl of 1919 through the Eyes of Virginia Lathrop

*I learned a lot about the rhetoric of a writer and why certain things would be edited in writing this essay I also learned about who Virginia Lathrop was. I'm from Newark New Jersey but I live in Roselle NJ. I am undecided as to what I want to major in.*

The belief in the social class, political, and economic equality of the sexes is what drove Virginia Tarrell Lathrop into creating the changes she did from her manuscript to her final copy of her book *Educate a Woman*. These beliefs were Virginia's feministic views. In the comparison between Virginia Tarrell Lathrop's original and final copies of *Educate a Woman* Virginia has excluded materials that were too personal or anything that drifted away from solid facts. Virginia removed things that involved religion, about other girls going off to different campuses, and things similar to the Thanksgiving Classic because they were a bit too personal. Virginia left things out that could have been controversial or have anything emotional connected to her book. By removing these emotional factors, such as secrets or things that drifted away from the main focal point of her book, from her text Virginia has made her book factual as well as less opinionated. The things removed could have just been grammatical errors or they could have been more. The change adjustments could have had a recondite meaning being as Virginia was a feminist so she wanted to give the girl of 1919 a voice in the world. The girl of 1919 was honest, well educated, and going to make a difference in the world because she was a strong willed individual.

There were revisions made on the rough draft that never made it into the final copy of the book. These changes were excluded because they did not add opulence to the paper, and frankly were not needed. For instance, this was written on the margins of the rough draft as if Virginia

were going to add it to the book. “Most of the activities were still secret in 1919, thought the names of the offers were known-g.c.s” (Lathrop). Coincidentally it was not added; it was not added because it painted UNCG in a bad light. *To Educate a woman* was a book to educate others and UNCG faculty students and alumni about the history of the university. Secrets make UNCG and or its organizations look deceitful and no one wants to go to or be a part of a college that was founded on secrets. On the other hand, the passage could have been excluded because it made the girl of 1919 look impure.

The girl of 1919 was to be thought of as a girl without secrets, a girly girl with nothing to hide. Virginia’s descriptions of the Girl of 1919 used words in the vein of godly and modest. The girl of 1919 was the idealistic type of girl and therefore the girl of 1919 could not have any secrets. Later on in the text Virginia mentions secrecy in her rough draft but that too is removed. Virginia may have made these changes for the exact reasons we concluded but it is obvious she does not think secrets should be a part of UNCG or even mentioned because she eliminates everything that mentioned a secret. Secret societies do not belong on the ideal campus of UNCG Virginia was trying to describe. Taking away secrets from the Girl of 1919 persona made her much more honest and someone other girl could look up to because she was a strong enough person to tell the truth.

Virginia made an adjustment in her final draft to make the statement she was writing sound affecting; more of a solid fact for instance “...the wave of idealism that was going to save the world of democracy” (Lathrop). Virginia removed the words the wave of and going to because these word made it sound like an idea or some metaphysical thing that could maybe be reached. By taking out those few words Lathrop made this abstract idea into something that was

going to happen; she even made it sound as if it happened already. By changing a few words she made something fickle into a sold prospect. Just like the Girl of 1919 Virginia Lathrop wanted her words to sound as if they could make a difference too.

Once more, Virginia made an alteration to clear up information that was given in her manuscript. Virginia defines what this “it” is by changing the word “it” in to *Votes for Women*. She is making it known that these petitions were making a difference for women being the feminist Virginia is to make it known that there is equality between men and women in politics. “She registered at the college polls to petition for it.”(Lathrop) By defining what this “it” was Virginia make her statement compelling. These statements also show that the girl of 1919 was making a difference and going places. This paints UNCG as an institution that develops girls who make a change in the community around them. Voting was a big deal for women to have; Virginia being a feminist and also a former student of UNCG she wanted to put the fact out there that the girl of 1919 was voting. It did not matter what the Girl of 1919 was voting for it was just significant enough that she was voting for something meaning that time were changing a girls were now making a difference.

Some of the changes Virginia made could have been grammatical but it may have had deeper meaning, with her feminist viewpoints, than what is just visible to the eye. Case in point, “The girl of 1919 was the girl at the cross-roads, behind her the Victorian student contented with things as they were; ahead of her the new women, eager to try her wing in a world that was hers for the taking.” (Lathrop) The only changes made were the capitalization of the word behind and changing the word wing to hand. Virginia capitalized the “b” to break off the sentence because it just started to flow like a run-on; she just needed to break some things up. Virginia could just

have made a mistake, but looking closer and analyzing things thoroughly make other see things that may not be. This could very well have been a grammatical error or could it possibly be more? It may appear that, Virginia could have switched the words wing and hand to make the girl of 1919 sound stronger. The word wing reminds people of a bird and in this context it reminds me of a bird leaving the nest. A bird leaving the nest is fragile, far from the strong woman Virginia wants to portray. Virginia being a feminist would never want to make women look weak. She would surely make every change possibly in order to make women look sturdy not puny.

Also, Virginia may have altered the wording hands and wing because it sounded like some siren, a mythological woman who is half bird half woman; or some cheap metaphoric “wind beneath my wings” thing. The word wing simply did not sound respectable enough or fit right there. Virginia was going for a more factual type of writing and adding metaphors similar to that made it sound less professional. The word wing did not fit the scheme as to what Virginia was going for. Taking out the word wing makes it sound more human and therefore can be taken more seriously. Seriousness was Virginia’s main focal point of this book.

As a result, Virginia has made changes that made her persona of The Girl of 1919 sound more like a girl who is honest, making a difference in the world, and stronger willed individual. These changes could have had a recondite meaning being as Virginia was a feminist so she wanted to give the girl of 1919 a voice in the world. She has made changes to fit her feminist perspective by making changes to her model girl of UNCG. Virginia has made changes to her book to sound more factual and professional. Some things Virginia changed were as simple as adding a period or two; but other changes were influential in making the Girl of 1919 sound like

a girl who made a difference. These changes made the girl of 1919 sound important and stronger, not like just a regular college student. The book *Educate a Woman* is a book of facts about UNCG's history; there is nothing emotional about this book, just the way Virginia Lathrop wanted because she removed anything relative to emotions.

- Kaneesha Sõny`ah Corbin, Spring 2012

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## Biographical Information

Elementary Education

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From writing this essay I learned not only about the revision process from a manuscript to a published copy, but what these revisions mean, and why Virginia Lathrop made the changes she made in her book *To Educate a Woman*.

## The Girl of 1919

With her short bobbed hair, tightly bound corset, and long wool petticoat, the girl of 1919 was a woman of newly engaged status and poise. Women's hats were all the rage and prohibition seemed unmanageable with the formation of speakeasies, while the right to vote was on the minds of many even though some women were busy being professional homemakers, master seamstresses, and expert shoppers. Virginia Lathrop, however, was not the stereotypical girl who wore laced socks and party dresses. She, with her typewriter in one hand, and pencil in the other, was an up-and-coming female journalist and writer. Graduating from UNCG in 1923, she was a devout advocate for the women's suffrage movement and the right for all women to be treated like intelligent human beings instead of being seen as a mere trophy for the opposite sex to behold. Her love of education and UNCG brought her to write two detailed and informative books related to women of the twentieth century and the institution which she attended for four years. In her book *To Educate a Woman*, she promotes the university and provides references for upcoming and current students, alumni, and visitors. Throughout the manuscript, she revises certain aspects of the book in order to present her message in a way so that everyone can

understand the vision of a strong-willed woman and the equally beautiful and acclaimed University of North Carolina at Greensboro. Virginia Lathrop's main goal was to introduce the girl of 1919 as a perfect figure of societal standards, but her manuscript led to the conclusion that these women were regarded as more than the stereotypical girls of the twentieth century who were seen as dim and unknowledgeable, when in actuality they had progressively gained newly acclaimed feminine strength and intelligence. In *To Educate a Woman*, Virginia Lathrop, contributed to the final version of her work by applying the three appeals of revision that helped promote the beauty and prestige of UNCG, and suggested that the girl of 1919 was not just a girl, but an intelligent progressive individual who was vigorously changing society.

Virginia Lathrop was not only an up-and-coming writer/journalist, but also a feminist who believed in equality among the sexes and took pride in knowing that UNCG was a college devoted to improving the lacking feminine intellect in the early twentieth century. While the thought of women's suffrage was a joke to the majority of the country, the women of UNCG saw it as achievable and essential for society to accept females as more than just future housewives and homemakers. When revising her manuscript, Virginia changed the ambiguous word "it" to "Votes for Women." More specifically, she indicates that she was a strong advocator of women's rights when she specifies in her revisions that the girl of 1919 "registered at the college polls to petition for Votes for Women," and before, her manuscript implied that the girl of 1919 "registered at the college polls to petition for it" (Lathrop). She did not specify what "it" was, but by adding that the girl of 1919 was trying to petition for "Votes for Women," she automatically indicated her opinion on whether or not women should have the right to vote. Without her specification of the votes for women's rights, her audience would never have known what

unconscious message she was expressing, and therefore would lose some of her credibility and earn her a reputation as an unclear writer. This unconscious message was for the world to understand how serious these girls were about demanding their right to vote for their country. Fortunately for current females, the right for women to vote was established one year after the girl of 1919 was presented, and with her unbiased tone, Virginia Lathrop revealed the issue of women's rights in her work and might have influenced the decision that women should be permitted to choose government representatives while being as secretive as they please.

The word secret creates a suspicious emotion for the readers of Virginia Lathrop and was ultimately scribbled out in green pin upon her reservations from the manuscript to the final copy. From the time we are young adolescents in a public school system to being accepted into college, we all have shared secrets at some point in our lives. Whether it was through silent whispers or utter gasps, we relate the word *secret* to the notion of the "unknown." Meaning, the word *secret* has a negative connotation that leads to knowledge of the unknown becoming the known. Virginia's manuscript read, "Most of the activities were still secret in 1919, though the names of the offers were known-g.c.s" (Lathrop). In this statement it almost seems as though the author is trying to convey the message that the girl of 1919 was not as perfect as everyone perceived her to be. She had secrets. What were these secrets, and why was it so important that Virginia take this out of her "uncensored" version of *To Educate a Woman*? Here, Virginia is mainly trying to prove that the girl of 1919 has been renovated into a strong-willed person who had things she did not want the entire student body to know. She had secrets, everyone did. Virginia was just illustrating the fact that not everything about women during this time period included lacey socks and wool skirts. Although she tries to prove the point that women are no longer silent porcelain

dolls, Virginia scribbles out this statement which might be due to the fact that she desired to keep her objective journalistic tone; she wanted to remain credible while illuminating her ethos as a writer and journalist. As ridiculous as it sounds, adding the notion that women had secrets at this time would have caused Virginia to lose some of her credibility as an author. And to gain this credibility, she wrote information that was acceptable to society's expectations, instead of challenging their irrefutable influences. The society of the 1920's and 1930's still wanted to keep the impression that young ladies were honest, saintly perfectionists and not realistic human beings. Another reason the author might not have added this statement was to focus on UNCG itself instead of its inhibitors.

In *To Educate a Woman* one of her main purposes was to inform prospective, new, and current students that UNCG was a beautiful and scholarly university that catered to the needs of independent women. If she had added this statement about the secrets of UNCG, it could have discredited the institution or caused prospective students to become uninterested, new students to become dissatisfied, and current students to become disappointed in their choice to attend UNCG. To say that one word can change a student's decision on whether or not to attend UNCG is a bit drastic, but maybe this is why Virginia Lathrop did not mention any possible negative attributes surrounding the college she attended for four years. She wanted to contribute to the university's greatness, not expose unnecessary harmful information that could lessen UNCG's prestige and lessen her integrity as a writer.

As a writer, Virginia desired to be seen as reliable and dependable, which may have caused her to change unsound statements into structured and professional sentences. An example of this type of revision was when she replaced "the wave of idealism that was going to save the

world of democracy” to “idealism that was to save the world of democracy” (Lathrop). Virginia excluded *the wave* and *going* from the sentence to give it a more solid structure. In other words, she took these words out to give the sentence a more definite feel. Before, the sentence was stating that “the wave of idealism that was going to save the world of democracy,” which led to the conclusion that idealism is a wave. When thinking of a wave, one pictures water rising, falling, and never staying consistent. This is perhaps why Virginia took this bit of information out. She was able to specify that idealism *had* to save the world of democracy instead of saying idealism *might* save the world of democracy. A wave is inconsistent and therefore unable to support a world of democracy, while also being incapable of handling the newly defined women of the twentieth century.

Going into the twentieth century, women were more eager now than ever to prove that they had transitioned from an uninterested Victorian student into a strong-willed, striving female intellect. Another revision Virginia made when writing *To Educate a Woman* was to the sentence “The girl of 1919 was the girl at the cross-roads, behind her the Victorian student contented with things as they were; ahead of her the new women, eager to try her wing in a world that was hers for the taking.” She switched the entire sentence around which sufficiently increased her ethos, pathos, and logos as a writer by interchanging the word “wing” with “hand;” thus creating a more human-like description of the girl of 1919. Virginia increased her logos as a writer by indicating that she was describing the girl of 1919 who had obviously a pair of fingers, instead of feathers. Logically, it made more sense to describe a human with human body parts, instead of human with animal parts. This switch increased the logic of the scenario, which increased Virginia’s logos as a writer. Virginia also increased her ethos as a writer by adding a more

credible and professional analogy to the girl of 1919. To clarify, she was describing a human, and therefore needed to use a more believable analogy in order to showcase her accuracy as a writer. By humanizing her subject, she automatically created a more relatable and realistic human being. This girl did have wings that could make her soar, but she built those wings with her hands. She found her own way through life as an independent human reaching for the future that was to follow UNCG.

Virginia also increased her pathos by making the emotions in her writing more apparent to the audience. To explain, we normally feel more emotion towards humans for the simple fact that we are humans. By making the switch from “wing” to “hand,” Virginia was describing her subject in a humanistic way, rather than an animalistic way, and created more of an emotional reaction from the audience. This is due to the fact that we as humans sympathize *more* with something of our own kind. We cry when our pet bird dies, but we mourn and weep when our mother or father dies. We relate to one another. Therefore, the switch that Lathrop inadvertently persuaded readers to feel a great amount of emotional towards something they can actually relate to; a human.

The girl of 1919 had posies, stature, beauty, and, as a result of Virginia Lathrop, a descriptive representation of how this girl made a difference in society. Virginia Lathrop’s main goal was to introduce the girl of 1919 as a perfect figure of societal standards, but her manuscript led to the conclusion that these women were so much more than the stereotypical girl of the twentieth century. They were not truly unintelligent; they were the rise of women in society who rightly made a difference in history and in the eyes of this groundbreaking author. Therefore, Virginia Lathrop’s adjustments in her writing can be directly related to the justifiable fact that the

girl of 1919 was not merely a girl, but a powerful figure that rocked the foundations of society. The author's main purpose was to argue that the stereotypical girl of 1919 was not someone everyone thought she was; through her revisions she made her more socially acceptable, and in the manuscript, the girl of 1919 had secrets, scandalous bathing suits, a hidden suffrage agenda, and hands that would someday rule the world. So why did Virginia Lathrop write about the girl of 1919? Was it was for historical reference, for entertainment, or for an unconscious explanation of the stereotypical struggle Virginia went through? Was she, herself, the girl of 1919? Was this an explanation of the past, or a representation of her present? Although we do not know the answers to these questions, it is however, known for a fact that the girl of 1919 was a coming of age individual who would one day achieve greatness by growing out her short bobbed hair, loosen her tightly bound corset, and shed her long wool petticoat for attire more suited for the future president.

- Sydnie Dale, Spring 2012

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### President Charles Duncan McIver

Charles Duncan McIver became the President of the State Normal School for Women when it opened in 1891. The institution was a place for women to come and expand their knowledge primarily to teach others. Charles McIver was an ample supporter of higher education for women. Being a well-known man by many important people McIver had a lot of political power along with political support. Charles McIver was a major asset to the State Normal school and possessed great administrative and public relational skills. In 1904, while President McIver was away from the campus in Raleigh, NC a fire broke out in Brick Dormitory. It was a horrific tragedy for the campus, but fortunately, none of the 300 precious lives were lost that night. President McIver took heed of the disaster and decided to make the campus better than it was before and help it grow to its full potential.

Brick Dormitory was the main residential building on the campus in 1904. It consisted of 110 bedrooms for the girls, 3 parlors, a dining room, the laundry room and finally a kitchen. The building consisted of everything the girls needed and more. It stood very prestigiously directly beside the main administrative building (McIver Box 28).

When the fire first broke out in the building on the night of January 20, 1904 a young woman by the name of Josephine Scott ran out of the building in her night clothes and rang the campus bell vigorously alerting every one of the danger. Thanks to Minnie Jamison and Julian Raines, who were the counselors on the hall at that time, and the thorough fire plans and drills, all of the girls were able to make it out of the building with their lives and only the clothes on their backs. All of the girls were given a shot of whiskey by the professors to help calm their nerves. The professors were very helpful and

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Archive Creative Piece

did as much for the girls as possible. The next day as President McIver was coming back from Raleigh, he was told about the tragedy from his driver. Having heard this news, President McIver was in shock and disbelief. As he arrived back at the school crisis management began and he took over and carried himself with great poise and dignity during the situation at hand.

On his arrival all of the girls were escorted to another building on campus and President McIver led all of the girls in the chorus of "Praise God from whom all Blessings Flow" and went on to say how thankful he was for a wonderful staff and wonderful students (Trelease). He offered comfort and encouraged the girls to stay strong emphasizing the fact that everything would work out. His optimism in this situation was admirable. The next plan of action that President McIver took was to create temporary housing for all of the girls. A thought of transferring the girls to the Greensboro Female College was mentioned, but unfortunately a fire had just recently broke out there and the school was shut down for several months to repair. McIver and the faculty and staff created another solution, sheets were placed in the library and in the administrative buildings to create private spaces for the girls. The "rooms" were later renamed by President McIver in a press release as "The White City" because the sheets were hung everywhere (Brick folder).

In a later press conference, President McIver stated that he viewed the fire as "a blessing in disguise (Trelease)." As a very optimistic man he saw potential and growth for the school. In a personal letter to a colleague he stated that "the college will be better and much more equipped because of this disaster (Book XI)." He had already made plans for the purchase of new land, which would later become Peabody Park and dramatically

increase the ability for campus growth. New buildings were also in the plans. The Spencer's were to be planned and erected by September 1904. President McIver stated that there shall never be another cheap building placed on this property. He wanted safe and secure buildings in which the girls could live and learn and grow.

Knowing that all of these plans would take time, President McIver and the faculty considered shutting the school down for a while to improve the conditions of the campus. Students were sent home for several weeks for all of the preparations in the library and administrative buildings. He was a man that took pride in his work and genuinely cared for the students, faculty and staff that he oversaw. Offering all of the help that he possibly could, President McIver even went so far as to ask for free and/or discounted train tickets to get students home quickly and conveniently at little to no cost for them.

When the people of the Greensboro community realized that the tragedy had occurred and the actions that the administration was taking with the erection of new buildings and the expansion of the campus, everyone immediately began to send money to the school to help in any way possible. The Greensboro community alone sent over \$1500 (Book XI pg 220). Other residents throughout the state of North Carolina, who either knew President McIver or a faculty member or a student, would send large donations to help as much as possible. The tragedy brought a community together and helped to create a more powerful and well-equipped school for women to come and receive a higher level of education.

Receiving all of these donations meant a great deal to President McIver personally, because a great financial burden was lifted off of his shoulders. On receiving donations President McIver wrote hundreds of personal thank you letters to North

Zachary Yarbrough  
ENG 104-12  
Archive Creative Piece

Carolina residents and expressed his appreciation on regular occasion and told what the money would be used for. In correspondence with a colleague, J.D. Murphy, McIver shared that the girls had lost over \$20,000 worth of personal materials. Within these correspondences he also stated that “the girls gained great power by their experience of self-restraint, patience and self-poise, I feel inclined to be thankful rather than despondent (Book XI pg 301).” He often used the money for clothing for some of the girls or fairs to get them home. He presented to be a generous and selfless man and a great leader. He had the ability to view the world as half full and see the opportunity in every situation. That is what makes a great leader and a great person to follow.

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### Archive Reflection

In the beginning of the project I felt very over whelmed and was not confident in my abilities to complete this project with the dedication that it deserved. I was intimidated by the fact that the archives were only open during the week days from 9:00-5:00. As I became more focused and interested in my topic and was more confident about what I wanted to write about, it became much easier to accomplish. Genre is not only a part of research and writing but can be applied to everyday life by helping to shape thoughts and ideas of an individual and help them see through the many different lenses of life.

In regards to being in a group, I feel like it put an unnecessary strain on the project overall. It was difficult to decide on a good meeting time for everyone and as time went on all of our focuses had changed on what we were writing. I feel like sending people to do the project individually would be better because the strain of planning group meetings would be gone.

I took a lot away from this experience and am very thankful for the experience. I feel like my critical thinking skills and writing processes were great improved. I enjoyed getting to go in and do real research. When I say real research, I mean going in and doing work, not just a google search.

Overall this project was fun and rewarding to me. I really enjoyed getting to know everyone in the archives and reading all of the original documents from 1904. I am a major supporter of this project and think that all students should be required to visit the archives at least once during their college careers.

# The War Years



Stephanie La

Ms. Leuschen

Eng-104-12

12 April 2012

Archival Creative Piece

Dear Diary...

*April 21, 1942*

*Dear Diary,*

*It's almost been 4 years since the start of this stressful and frightening air raid scare. When will this be over? As of right now, no one knows what is going to happen or when this will end. Not knowing is what scares me, it is what scares everybody. The whole Women's College and community around us are getting more prepared for an air raid attack each coming day. Mother tells me this is a good thing. I haven't seen my parents in quite some time since parent weekend was cancelled on May Day. These past couple of years during this war has been hard for me to handle and I am sure it is the same for the rest of the ladies and others here on campus. It has come to my attention that everyone truly has been excellent helpers and assistants in preparation of this war.*

*This morning, I was in the science building and saw an information sheet that I have never seen before. It was an instruction sheet telling us what to do during in an air raid attack depending on where we were. I scanned down the sheet to the science building, it said to go against the walls on the second floor halls<sup>(1)</sup>. This is useful to know. I quickly looked around me, scanning for the absence of any faculty and staff and took the sheet. I know this was terrible for me to do, but I wanted to be prepared and this sheet makes me feel safe. I've decided to fold up this sheet of paper and keep it within these pages. I need to be aware of what to do when the alarm does goes off, if it will go off?*

WHAT TO DO IN AN AIR RAID	
THE ALARM:	
Short blasts of our power plant whistle and six other whistles in the city	
CAMPUS CENTRAL CONTROL STATION	Religious Activities Center
KEEP CALM! WALK--DO NOT RUN! OBEY INSTRUCTIONS OF WARDENS!	
IF AN ALARM IS SOUNDED AND YOU ARE IN:	
AUDITORIUM	Remain seated if part of large assemblage; get under balcony if in class or small group. Prof. W. S. Taylor warden.
WORTH BUILDING	Go to second floor halls, stand against walls. Misses Miner and Ferrell wardens.
PHIVES	On second or third floor go to second floor halls, Dr. Backley warden; in basement or first floor go to first floor halls, Dr. Kuryly warden, stand against walls.
SCIENCE	Go to second floor halls, against walls. Dr. Shaftesbury warden.
LIBRARY	Go to first floor stacks. Mrs. Greene, Mrs. Eathis wardens.

April 22, 1942

Dear Diary,

I am still hoping for the day when this whole air raid thing will end, as of right now it doesn't seem at all close. In class today, the warden graciously gave each student a new air raid warning information sheet. This sheet is different from the one yesterday. It has pictures this time, of different sirens meant for different codes during an air raid. Each code and siren has a little description next to it giving us instructions on what to do. I am sure this information sheet was given out to the whole community. It doesn't say anything about what to do on campus; this is just a general information sheet. I wonder if my Mother and Father know about this new warning system. If I write a letter, it will take weeks for it to get to them. I better start. I can't stop thinking about this new system.

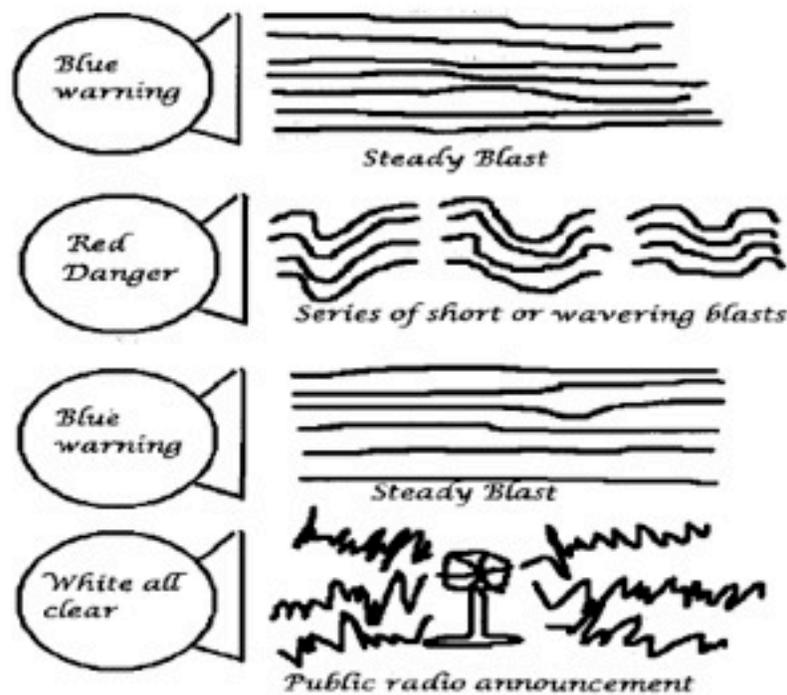
*Blue warning: the planes are coming, lights must be off or low, people can continue with what they are doing, defense team assembles.*

*Red-Danger: the bombing is anticipated, we all need to stop and take shelter.*

*Blue warning: the planes have passed, but they can return, everyone can resume to their activities.*

White all clear: no more danger, lights are turned back on, the defense team can resume to their activities <sup>(2)</sup>.

It's hard to remember what the sirens will sound like. Sketching these illustrations out will help me remember. Good night diary, I have a long day tomorrow.



April 23, 1942

Dear Diary,

I feel a little better about the air raid. We had our blackout rehearsal today in my residence hall. All the girls and I were given directions by C. E. Teague on what to do. I asked my friend who our instructor was because I have never seen this person before. She said C.E. Teague is the coordinator of campus defense. At this rehearsal, we were told to turn off all lighting. I quickly and hurriedly lowered the window shade and turned off the light in my room, but my roommate suddenly hollered at me saying she can't see a thing. She was rummaging through her belongings to find her left shoe. I told her to leave it because we needed to

*hurry up and get out straight to our shelter area, so she did, and we both grabbed our coats, pillows, and blankets as advised. We got to our shelter area and I looked down at my roommate's feet. One shoe! This to me was very funny. After the blackout, we were told that each and every one of us had to go through a training course brought on by the wardens. We have to go learn how to deal with gas bombs and incendiary at the Central fire station. This surprised me, Will they truly let us, girls, learn about bombs? Either way, I am excited to learn. I wonder how my family will react to the idea of me learning about bombs. Dr. Collings made it mandatory for all of us to go through 10 hours of training in first aid care <sup>(3)</sup>. All of this training is good, but why was it introduced to us all at once? The idea of an actual air raid is scaring me. I don't want to think about it.*

*April 24, 1942*

*Dear Diary,*

*All the girls have been talking about our blackout rehearsal appearing in the newspaper. This is great! The whole community can be informed of what we are doing to help those around us in preparation of an air raid. This is good news, my family can now know that I am safe here on campus with the amount of protection and preparation put out by everyone.*

*Today I was in the stacks and walked by one of the library warden's desk, I couldn't help myself to look at this one little sheet of paper sticking out of a drawer. It said something about "keep calm" and "don't run". I was curious to what the sheet was about. I took it out and read it, it was another air raid instruction sheet, but only advised to the staff <sup>(4)</sup>. I was confused, why did they only advise it to the staff? The students have the right to know how to prepare in a warning no matter where they are. Do they not trust us with this information? We have had information on what to do in the library, but it was not as intensive as*

*the instruction sheet I found in the drawer. I told my roommate about this, she told me that it is no big deal and that we should be glad we have this much protection. I thought about this for a while. She is right. Good night diary, I have a lot of training to get through and I need all the rest I can get.*

Citing:

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"What To Do In An Air Raid" World War II (1939-1945)- Air Raids. University Archives  
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2. New Air Raid Warning System (Off campus)

"The New Air Raid Warning System" World War II (1939-1945)- Air Raids. University  
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Stephanie La

Ms. Leuschen

Eng-104-12

15 April 2012

### Archival Reflection

This archival project was one project that really let my creativity shine. At first, it was a project that I have never encountered before and thought it was very interesting, yet confusing in some ways. The assignment gave students the opportunity to really do what their mind is telling them to do without the need to follow a strict set of standards or rules on which students are graded upon. For this archival project, there were many factors that I had to face with in order to complete the assignment. The factors that became problematic to me is time management, my true creativity, and the "invisible" set standards.

Time management was a big problem for me because we were presented this assignment early within the first week of school. I thought that I had a huge quantity of time until this assignment was due. As people started talking about their research after visiting the archives, I continuously thought to myself that I still have time and to not worry so much. As the presentation day came along, I started to get nervous a bit. I thought about what everyone was going to say and I told myself that I needed to get up to their level of research and that I don't want to seem like the only person that didn't do their work. I knew I needed to overcome habit and start managing my time. What did help was that there were set days where we had to get things done, such as the presentation, if there was not a presentation I would not know where I would be right now.

True creativity and “invisible” set standards were two that go hand in hand. They were a problem for me because through my years of school, everything has always been graded on rules, guideline and standards, especially on how to write a paper. This engraving of set standards into my brain really blocked me from my true creativity. It was hard for me at first to think of what to do with my creative piece. I went through many types of genre and many ideas, I even thought about making a video. All of these ideas just didn’t seem correct to me. Then I thought to myself what I enjoyed and liked as a reader. I enjoy books like diaries and journals because they really entertain me and I like reading the thoughts of other people and imagine their world in my head. From then on, I decided to write a diary using my mind and thoughts as a guide of what others and I would think while living during that time. It was my mental power to stop thinking about the “invisible” standards and really let my mind show me what it really wanted to do. From then, I started building off great ideas one after another to truly show my creativity.

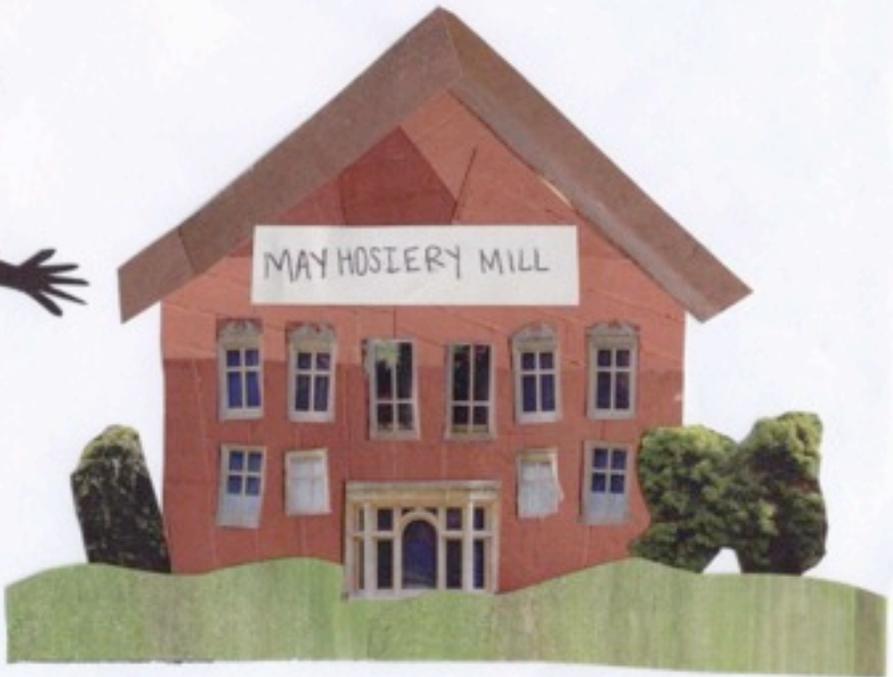
This archival project really helped me overcome my obstacles I go through daily and really let my mind tell me what would be best in my opinion. It has trained my mind to stop the habit of time management, stop the consistent rule making, and stop the blockage of my creativity. Overall this project was one assignment I enjoyed. After I started ignoring set standards, I started having fun with the project. The freedom that I can do whatever, gave me an interest and motivation to enjoy writing, which is a bit rare for me. This reflection is to show my battles and accomplishments throughout this project in hope to help or motivate other students who are assigned this project for the future to come.

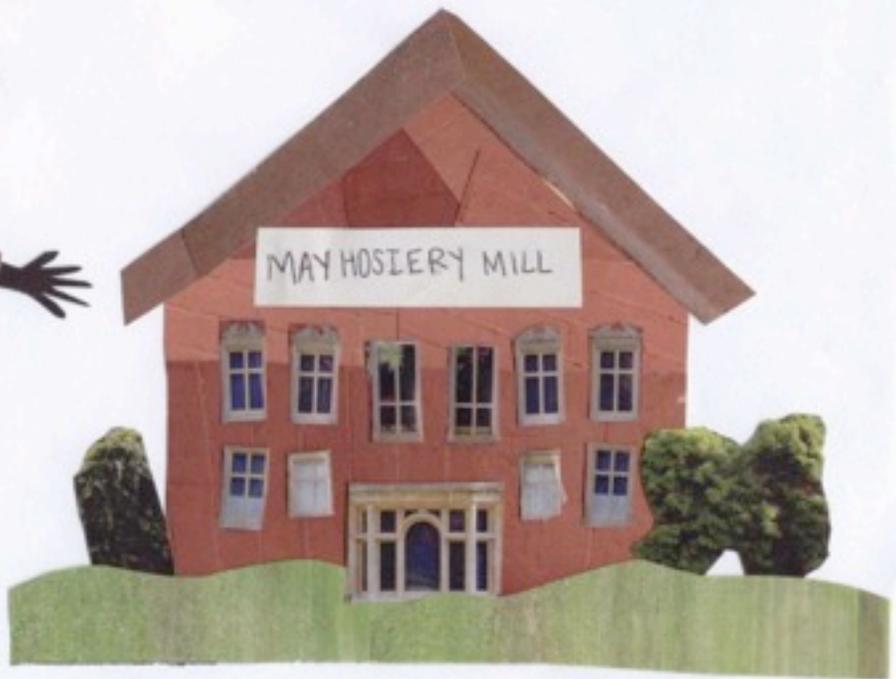
# MARY WILLIAMS ELDER



Life during World War 2

By Angela Moan





Japanese bombed  
Pearl Harbor



Japanese bombed  
Pearl Harbor





Fort Bragg  
Registration

Notice: The registration fee is \$1.00 per person. This fee includes a registration card and a small gift. The registration fee is due at the time of registration. The registration fee is not refundable. The registration fee is not transferable. The registration fee is not applicable to children under the age of 18. The registration fee is not applicable to members of the Fort Bragg community. The registration fee is not applicable to members of the Fort Bragg community who are under the age of 18. The registration fee is not applicable to members of the Fort Bragg community who are under the age of 18.











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CAMP POLK



CAMP POLK





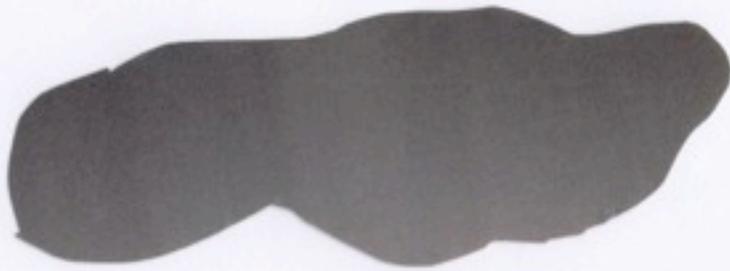
Welcome to  
Norwich!

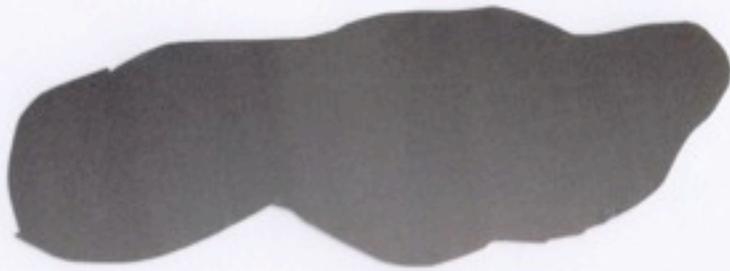


Welcome to  
Norwich!









## Rat Day

November 2, 1959

Dear Diary,

Today is Rat Day. I woke up at 4:30 a.m. to get dressed since all freshmen are required to be at the quad at 5:30. Therefore after I brushed my teeth and washed my face, I started to get prepared. The sophomores set up certain dress codes for us, and we're expected to follow all their orders during the day.

We were not allowed to wear any makeup today so I didn't wear any. I put on the paper bibs and ears that I made yesterday. They were to be worn all day. It sounded so ridiculous but I didn't have a choice. Who knows what would happen if I didn't obey the rules. Then I pulled out my lipstick and wrote the word "RAT" on my forehead. I looked into the mirror and laughed at myself because I really looked hilarious. As for my outfit, I put on pajama bottoms with its inside out. I put on white gloves. I wore one high heel shoe on one foot and one flat heel on the other. It was not easy to walk in, but I kind of just have no alternative. I was not allowed to wear any jewelry therefore I didn't wear the necklace that Grandpa gave to me on my birthday. However, I was allowed to wear watches so Mother's watch was on my wrist all day long. Then I put paper in a sock and tucked it into the back of my pajama to pretend it was a tail. I was told to draw black whiskers on my face and a black nose, so I did. After that I asked my roommate to braid my hair. It was a requirement too. Today we had to walk around campus barefoot, and we were only allowed to wear shoes when we're indoor. Luckily it's November already, so the ground

isn't burning hot to walk on without wearing any shoes. I was only allowed to carry my books in a pillow case. I had never done that before. It was pretty interesting beside the fact that my pillow case broke in the middle of the day because my books were too heavy.

Today, I was being ordered to write a love letter to Professor Jackson. It was pretty awkward since it was my first time writing a love letter. Fortunately, he knew that today was Rat Day, so he knew that I was being told to do so. He didn't take my letter seriously since he knew I didn't mean any of it in the letter. Then in the afternoon, Mary and I were told to clean the McIver statue with toothbrushes. It took us and some other three girls almost three hours to finish the task. It was a pretty tiring task, but I'm happy that I made three new friends today. We all had fun together. There were some other rules we had to obey. For example, all Rats must stoop and put pillow case on our heads when "Air Raid" was called; we must vigorously thrash our arms in a swimming motion when "Flood" was called, etc. I couldn't resist laughing out loud while doing that because everyone looked so ridiculous! At night, around 7:00 p.m., we all went to the Elliott Hall Gameroom. The sophomores held a party for us freshmen. It was fun! We had food and drinks, and we watched the sophomores perform.

All Rats must learn this poem and repeat it when required by an upperclassman. I still remember it really well.

We raise our paws and whiskers  
To praise the Sophomore cats  
For they are high and mighty  
And we are only rats.

Squeak, Squeak – Beautiful cats  
Have mercy on us lowly rats.

So the Rat Day was like an initiation for freshmen. When I first heard about the Rat Day tradition, I was pretty intimidated, because I didn't know what the sophomores would require me to do. But now it's over, I actually liked it quite a lot. I honestly had fun today. Now I'm sitting in my bed, looking at the photo I took with my friends today, thinking about what rule I should come up for the freshmen next year.

Bye, Caroline

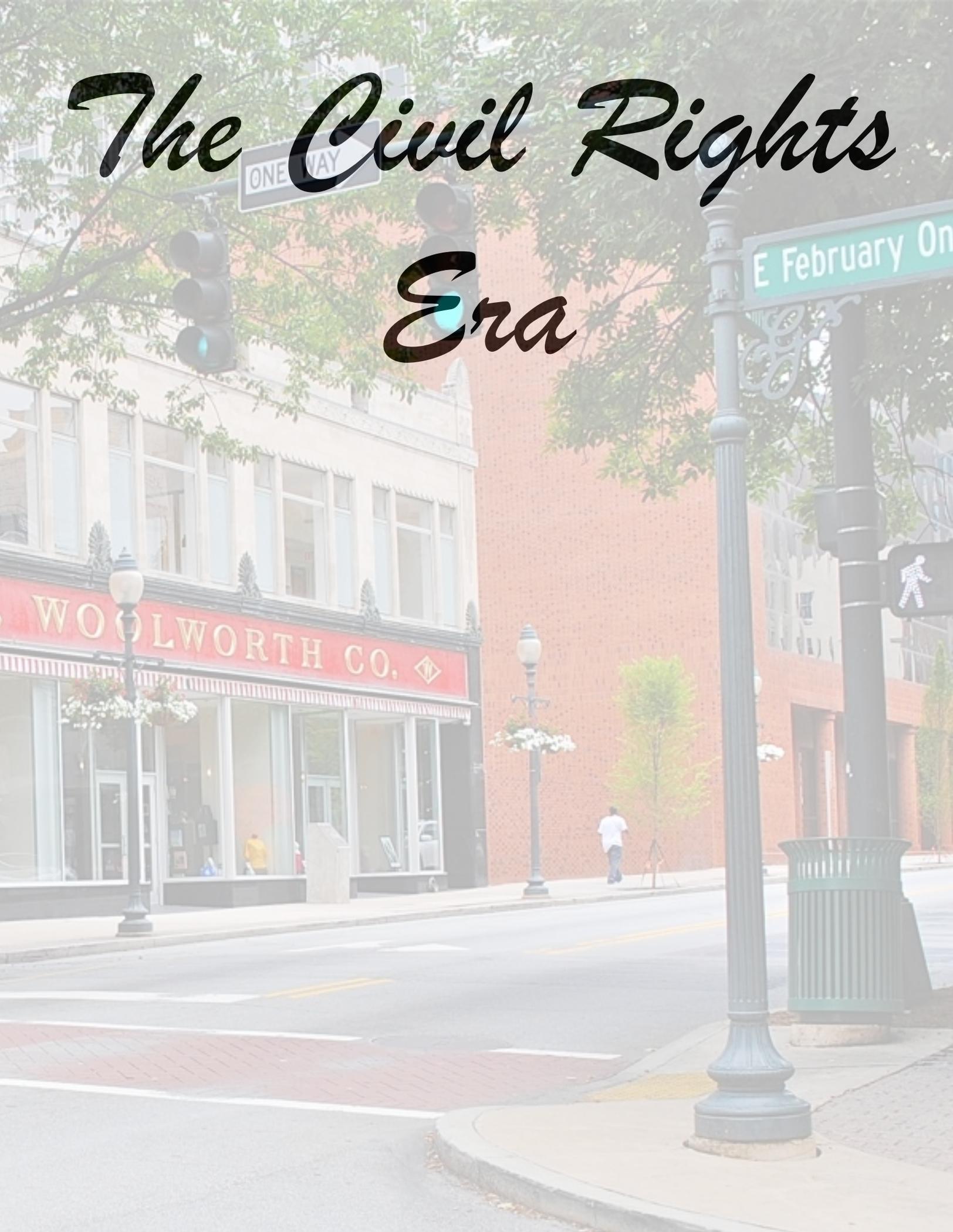


- Ida Kwong, Spring 2013

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2. "Today Is Rat Day!!" N.p.: n.p., 1953. Print.
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# *The Civil Rights Era*



## The Diary of JoAnne Smart Drane

These diary entries depict the history of JoAnne Smart Drane and BettyeAnn Davis Tillman, the first two African American women to attend the University of North Carolina at Greensboro. The campus was named the Women's College back then. These diary entries tell the story of Drane and Tillman as they embark on their journey at the Women's College. There are intermissions to expand on what was occurring at the time and how things have changed regarding those situations. I had to put myself in their shoes to expand more and give an accurate depiction. This is their story.

Dear Diary,

August 13, 1956

This evening I received a much unexpected long distance call at the home of the lady for who mother works. I had no idea who it could be nor was I expecting to get the news I received. I answered the phone and heard a man's voice that I did not recognize. All I could wonder was what man would be calling for me. It was a news reporter from the Associated Press who asked "How does it feel to be one of first two Negro girls accepted to attend the Woman's College in Greensboro?" (Drane 1960). I cannot even begin to tell you what was going through my mind; I did not even know that I had been accepted. "Once the impact of this inquiry got through to me, I did not know quite how I felt or what to say" (Drane, 1980). "As soon as I hung up the telephone, I could not get back to our quarters fast enough to tell my mother the great news. I must have walked on clouds or flown for one simply does not carry an extraordinary announcement in an ordinary way" (Drane 1960). We were so overjoyed, laughing and crying

non-stop, until our thoughts took over as we wondered how this could impact us, our family, friends, and the black community (Drane 1960).

Intermission:

At the time an African American being accepted into an all white college was a huge deal. Segregation was still strong throughout the south. If it was not for the Supreme Court case of Brown v. Board of Education then JoAnn and Bettye, as well as many other African Americans, would not have been able to attend the Women's College. Being able to attend an all white college, after filling out an application and entrance exam meant to eliminate African Americans, was a honor.

Dear Diary,

August 30, 1956

Today I received a letter from the House President of Shaw Hall, Sue Sigmon. The letter was welcoming and kind. I feel a little better about this new journey that I am about to embark on. I still have my concerns though as far as how welcoming others will be. I am still a little surprised that I am going to be one of the first blacks to attend the Woman's College.

Intermission:

Receiving that welcoming letter from Sue Sigmon meant so much to Drane and Tillman. Today if a student were to receive a welcoming letter to their dorm it would not really matter to them because they already feel accepted. But for Drane and Tillman it made them feel more at ease and accepted coming into a situation where there are a lot of people against you being there.

Dear Diary,

September 13, 1956

Today I moved into my dorm room. I wanted to arrive as late as possible. "I was very anxious and nervous but tried to conceal it from my parents" (Drane 1960). Dad washed the car at least ten times today and mother "checked and re-checked the linens, laundry bag, coat hangers, toiletries and other items that were suggested for each freshman to bring" (Drane 1960). "The trip to Greensboro from Raleigh was faster than I had imagined. Everyone seemed absorbed in his or her own thoughts except for a passing comment about the weather or the scenery or one of mother's last-minute reminders of things to do or not to do" (Drane 1960). As much as we were trying to avoid making a scene, several blocks away from campus smoke began to flow from under the hood. It was embarrassing, we caught everybody's attention. Thank God we made it to the Administration building. Some nearby black men assisted dad with the car while mother and I went to register. By the time we arrived at the dorm Bettye was already there. We have the entire first floor of the east wing to ourselves, with our own private bathroom (Trelease p. 280). Bettye and I spent the evening getting the room together and getting to know each other more. We were so scared to go find a place to eat that we just stayed in our room eating the pound of chocolates that dad gave me before mom and him left. We are still starving, but we are determined to go to breakfast in the morning. I am looking forward to but also anxious about what is to come tomorrow. The best thing for us to do right now is to just go to sleep so  
goodnight diary.

Intermission:

You can tell that Drane and her parents were very anxious, which is different now. Parents and students are still anxious but it is not as big of a deal as it is now, like no parent is really going to be worried about washing their car and most people want to arrive early to get moved in. Parents and students are more concerned about having everything that they need and what their roommate is like. But anybody, regardless of race, would be embarrassed to show up to campus with smoke pouring out the hood of your car with all eyes on you. Things were a lot different back then. JoAnne and Bettye had an entire hall and bathroom to themselves, only occupying one room and all of this because they believed that African Americans could give whites black diseases from using the same bathroom. The extent to which segregation went is crazy.

Dear Diary,

September 14, 1956

This morning Bettye and I went to the cafeteria to get breakfast. As soon as we walked in “the hum of conversation, the clinking of silverware, laughter, all sounds ceased” (Drane 1960). Bettye and I walked up to the line, which seemed like it took forever, with our heads held high and backs straight with the silence and stares continuing (Drane 1960). The sounds of talking and laughter slowly continued on as Bettye and I disappeared into the serving area, but quickly returned as we walked back into the seating looking for a table to sit at. “Bettye and I sat alone throughout the meal and got through the situation as graciously as we could. I thought to myself, ‘If this is what it's going to be like then I believe I want to go home’” (Drane 1960). When we went to lunch and dinner the silence and stares occurred again (Drane 1960). We feel so isolated

from the other girls. I was not expecting people to welcome us with open arms but I did not think it was going to be exactly like it is. I have hope that things will get better.

Intermission:

UNCG is so diverse that you would not even think that something like that would have ever occurred on this campus. If two African American students or students of any race were to walk into the cafeteria now it would not faze anybody. Imagine having all eyes on you for a reason as small as skin color. It is unbelievable.

Dear Diary,

September 23, 1956

Today Dean Taylor called Bettye and me into her office. We had no idea why we were being called into her office. Apparently it was because "Bettye attended morning service at the white Methodist church across the street from Aycock Auditorium" (Drane 1960). Dean Taylor had "received an anonymous threatening letter saying what would happen if Bettye ever went there again and advised us to consider going to church elsewhere" (Drane 1960). That was definitely not the news that we were expecting, but I guess some people just are not going to be very accepting of us so all we can do is keep our heads held high, put a smile on our faces, and brush it off.

Intermission:

When you think of church you think of good people, people that are not supposed to judge or hate. But when these are the people threatening you just because you went to church

there then they are defying the word of God and going against what they preach. This is a church that people still attend to this day so to think that something like that took place and nothing was done to resolve that situation is mind boggling. Their solution was for neither of them to attend the church anymore but a serious matter like that should have been taken more seriously. That would not ever occur today.

Dear Diary,

September-October 1956

Today I spent my afternoon downtown with some white friends. "...one of the girls who had been in my orientation group invited me to go downtown with her and her roommate to do some shopping and to have lunch" (Drane 1960). Even though it sounded like so much fun the thought of where the three of us could eat together passed through my mind. I mentioned it to my friend and she said that it was going to be alright because we were going to eat at a "nice Jewish delicatessen which did not practice discrimination" (Drane 1960). The three of us sat on one seat together on the city bus into downtown, "laughing and having fun. The townspeople stared; some approvingly, others with disgust" (Drane 1960). We decided to eat first so we went to the delicatessen, sat ourselves at a booth, and began to look over the menu when a man came over and said "We can serve you two, but I'm sorry we don't serve colored here" (Drane 1960). My friends were shocked while I sat there embarrassed, offering to leave. My friends tried to reason with the man so we could all be served but he would not change his mind so we left. In the back of my mind I knew that was going to happen but I know my friends meant well. We continued on with our afternoon shopping, trying not to let the situation at the delicatessen discourage us.

Today was still a good day and I am glad that I went.

Intermission:

Although educational facilities were integrated other businesses were still practicing segregation. Today you can go downtown and not worry about where you can eat based on race. You can go wherever you want with a mixed group of friends and not be told that “your kind is not accepted here.” You can laugh and talk on the bus with your mixed group of friends and not worry about people looking at you in disgust.

As the years passed the Women’s College became more integrated, having integrated halls and more African American students enrolled. People became more accepting and welcomed African American students instead of making them feel out of place.

Dear Diary,

1960

Today was the big day. Bettye and I made it. We are the first African American women to graduate from the Women’s College. Reflecting on my time at the Women’s College I find more positive than negative. The negatives have truly made me into a stronger person. I would not change anything; I would not change the school I went to or my experiences. We overcame all of our obstacles and have made some of the greatest friendships that I will cherish forever. Not being able to hang out with some of my white friend’s on-campus since their hangout spot, West Market Street, was segregated, Bettye and I would have to hang out at black campuses, like A&T, to have fun. We did not really have to deal with racism on-campus, though there were people who hated us being there. We felt accepted overall, we made the most out of our time at

the college. I do not think that I could have picked a better companion than Bettye to embark on this journey with (Trojanowski 2008).

Looking back at how UNCG was back then makes a person think how a campus known for diversity could have a history like that. UNCG has come a very long way over the past fifty-seven years. Drane and Tillman overcame so many obstacles, paving the way for other African Americans. Showing those who wanted them gone that they were not going anywhere. Who knows what UNCG would be like today without them? As a campus we have grown and will continue to grow.

- Timaya Kasey, Spring 2013

Princeton Leathers

Ms. Leuschen

English 104

27 April 2012

## What Happens In Greensboro Stays in Greensboro...Right?

This is a fictional piece based on some true events.

*Eugenia Seamen and Ann Dearsley along with Marilyn Lott are sitting at the counter in F.W. Woolworth store in Greensboro, NC.*

### Act. 1 Scene 1

**Ann:** *(yells)* Yes! Black equality!

**Marilyn:** *(joins Ann)* Black equality! Black equality!

**Eugenia:** It feels right protesting.

**Marilyn:** I agree. We are making our mark in the society!

**Store Clerk:** It's time for you kids to get out of here! Go on get out! I will call the police!!!

**Ann:** *(ignores clerk and continues yelling)* Black equality!!

**News reporters:** *(flashing cameras)*

**Marilyn:** *(whispers to Ann)* We are probably going to be in the news paper!

**Eugenia:** *(looks down at jacket)* you think maybe we should have taken off our jackets?

**Ann:** *(laughs)* Heavens NO! We are representing the Women's College! If anything WC will be proud of us!!

### Act 2 Scene 2

*A week later Ann, Eugenia and Marilyn are reading the newspaper.*

**Eugenia:** Guess what?

**Marilyn:** *(concerned)* What?

**Eugenia:** *(sigh)* Chancellor Blackwell contacted the representatives of the F.W. Woolworth store.

**Ann:** I know he's disappointed in us for wearing our school attire. *(happily says this line)* At the time it seemed like a good idea. *(sadly says this line)* I guess not.

**Eugenia:** Who knew our one act of freedom would back fire.

**Marilyn:** I just don't know what to make of the news any more *(sigh)*

### Act 3 Scene 3

*The student's at the WC and the three women who participated are sitting quietly in the auditorium awaiting Chancellor Blackwell's speech.*

**Chancellor Blackwell:** *(stern and concerned voice)* Hello students this past week has been a little hectic. I am disappointed in the participation of some of our students in the Greensboro sit-in. I understand that it was in an effort to express freedom and I don't mind students showing their originality into an event of interest. *(raises eyebrow)* My job is to ensure the safety of our school, people and the environment in which we live. The only stipulation to that is wearing any attire related to the college in which you students attend. *(fades out)*

**Ann:** *(rolls eyes)* Blah blah blah is this over yet? He knows he would have done the same thing.

**Eugenia:** I think you should be more serious about this situation. A lot of things happened, because of this incident, it affected people all over the community. Woolworth is closing, my dad lost his job, and the community of Greensboro is going downhill from there. My mother even wrote a letter to Chancellor Blackwell discussing my participation.

**Ann:** Hmm that was smart I think Marilyn and I should get our parents to do the same! I know Woolworth is closing, but my main concern is making a difference.

**Marilyn:** *(annoyed)* shhh shhh I'm actually trying to hear him.

**Chancellor Blackwell:** You all are bright students and I know we won't let this situation be a setback in the progress of the University. Thank you students you are dismissed.

**Ann:** I think everything will be fine. At least out of all of it we made history.

**Marilyn:** What happens in Greensboro stays in Greensboro...Right?

**Ann:** Wrong. Obviously you weren't listening to Eugenia when she said our efforts affected people all over the community.

**Eugenia:** *(ignores Marilyn and Ann)* Do y'all ever think people will hear our story and be inspired?

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Princeton Leathers  
Ms. Leuschen  
English 104  
19 April 2012

## A Reconstruction

When you hear the words “time to do a project” the essential thought is extra work, stress and procrastination. At least those are my thoughts. At the start of this project I was very confused. I didn’t understand what was being asked of me. I thought this project was pointless. I wasn’t as excited as I should have been about hearing that this project could be published and that I had the opportunity to be a published author in college. At the time all I knew was that the archival project was going to be tough and exhausting. While I will discuss the overall impact that writing this paper had on my understanding of genre, I will also discuss the process of my reconstruction as well as the ideas I used to brainstorm for my topic.

One of my greatest challenges is procrastination. I am probably one of the biggest procrastinators in the world. I knew that procrastination and poor understanding would kill me. As the time grew near in class we talked about our archival projects and my understanding expanded. Before this project I never heard of the archives. Historical documents and records are located in the archives. That was the perfect place to search for the information I needed. Luckily, all of the archival information I needed was available online through UNCG’s library.

In class we had to read literary texts and complete discussion questions on the reading to present in class. Writing these questions challenged me to think about the readings and the author’s purposes critically. This is the process that helped me the most throughout my project. What also helped me was talking about this project the whole semester and not just at the end when the project was due. I felt like I had a handle on things and I knew exactly what to do. As I started to understand the guidelines of this project I realized that I can’t procrastinate or I would

find myself in what I call the "struggle." The struggle means not finishing my paper or pulling an all-nighter to get it done. I didn't want to jeopardize my sleep or grade.

Now, I had an understanding and it was time to get started. As always it takes me forever to get the first few paragraphs. A day had passed and I was still at that same spot I left off the day before, a couple of paragraphs. I was beginning to grow frustrated, but I was so proud of myself for starting ahead of time just in case something like this happened. I researched any analytical essay that could give me pointers on how I could go about doing my paper. I didn't find exactly what I was looking for so I had to go back to the beginning. In my English notebook I wrote notes on the Greensboro sit-in, archives, how I felt about doing this project, and analysis on other readings in the class. I thought to myself ok I'm getting somewhere.

As I continued to write I started to enjoy writing and analyzing the genres I chose to do my project on. I noticed that I was doing more analyzing of my paper then actually talking about the genre. I was so worried about not doing my paper at the last minute that I had to actually go back and change up the form of my paper. I was so exhausted, frustrated and drained that I panicked. I had to take a few deep breaths to come back to reality. I knew I just had to get it done. So I began the process of revising and writing all over again. Going back to incorporate more discussion about the genre, I started to better comprehend what it means to persuade the audience, the purpose of writing and why genre is important to authors and the audience. While writing this paper I realized that I did want to get published. If I could spend countless hours on a project, then why not try my best and reap the benefits? It sounded like a great idea to me. Now that I wrote my first draft I feel that I can breathe a little easier. The draft is the blue print to the final piece of work. What's crazy is while I was completing my project I actually started to think like an author. I wanted to convey this message and speak to this type of audience. I felt as if I

was working on another piece to add to my collection of literary work. When I was thinking like an author I knew that this was a great project.

The creative piece was a great idea and I enjoyed doing every bit of it. This project helped to broaden my definition of genre and introduced to a campus resource I never knew existed, the archives. The archive's is the best place to go when doing a historical project.

Changing my mind set aided in the development of a fun and successful project. I didn't think of this assignment as a paper I thought of it as much more, a completed art, literary work I would call my OWN.



## The Greensboro Massacre

Despite occurring at the end of the civil rights movement in 1979, the Greensboro Massacre sparked a public outcry against racism and ignited community protest that spread across UNCG and surrounding areas. Our group chose this event because it is a catalyst time point in the civil rights movement and had immense reactions across North Carolina in the late seventies and early eighties. The main goal of this paper is to spread awareness of the Greensboro Massacre and to prove that despite occurring at the end of the civil rights movement in 1979, this event resulted in loud opposition to racism and spurred community protests that spread across UNCG and its neighboring areas. Analyzing the Greensboro Massacre through archival research gave sources from different perspectives, including people representing opposite sides of this tragedy.

Through our research we had a group commonality with our methodology; divide and conquer. There were immense amounts of archival research on the topic of the Greensboro Massacre including pictures, articles, statements, and even a video of this traumatic event. The sheer volume of information on the event proves that it was a catalyst for change in our local community. The one issue that we had to overcome was the fact that UNCG did not have copies of a lot of the documents needed to be examined for our research. The online databases of the Archives was where all of the gold was hidden. This gold was in the form of information, which we divided up into large amounts and each group member sifted through to see what could be used for our research. With over 200 sources this was a challenge, but with time every group member managed to get through all of their sources and pick the ones which we could use

without writing a thesis on the topic of the Greensboro Massacre. We did not write a thesis until after all of our research was complete. Our methodology continued as we learned more and more about the said event.

While going through each of our archival sections each group member used theoretical lenses to analyze our archives. These lenses included African-American studies and looking at the civil rights movement and the Greensboro Massacre within context of the history of the African American culture. Post-Colonialism was also a lens utilized to see what happens when two cultures clash and one tries to make itself superior to the other; and finally, new Historicism was functional as a lens to see this event in its historical context by looking at the situation with specific focus on how the bigger event caused the smaller ripple which led to the Greensboro Massacre. Using these outlooks we could view the overall picture and see that each of these lenses is a rational way to understand how the Greensboro Massacre occurred and what effects were specifically important toward the formation and results of this incident. These research methodologies helped us complete our research with a broader understanding of this topic from numerous points of view and led us to properly understand what we were reading in its context.

Many have differing opinions on what started the racial tensions that resulted in the Greensboro Massacre shootings, but through our research we learned from Jim Schlosser who wrote "*Why Was This City Picked for Battle Ground?*" for the Greensboro Record on November 5, 1979 that "This comes about because of the troubled times we are living in. Look at the economy. People are hurting. Unemployment has hit the blacks the hardest. Whites on the other hand, are angry about affirmative action programs that help blacks. This drives the whites into right wing groups." (Schlosser, 1979)

Problems with the economy lead to a shortening of jobs in the wider Greensboro area in 1979. This led to racial tensions which birthed a very aggressive KKK group in Greensboro, as well as the communist workers party. These two groups came to a head when the KKK opened fire at a “peace march” held by the communist workers party on November 3, 1979. The communist workers party was anti- racism and pro equality, their members included many different racial and cultural back-grounds all facing the unemployment problem and representing the lower classes. They scheduled this “peace march” to protest the racism and hatred of the KKK, and to protest the white right to better jobs because of the economy.

The Greensboro Massacre was meant to be a peace march but with aggressive tendencies. The motto for this “peace march” was “Death to the clan!” which represents how the CWP felt about the KKK. The CWP did not open fire on the KKK but because this happened at the tail end of the civil rights movement, the aggression level was high and both groups wanted their opponents to be destroyed. Looking at the KKK as an organization we can see the representations of post colonialism, and through their hatred for the black race we can see the results and analyze them using new Historicism, and to approach this from the African American viewpoint we can see how this event was first and foremost a civil rights issue. To explore beyond the civil rights aspect, it is obviously a minority issue, and to delve even further makes it clear that the Greensboro Massacre was a class issue. A scarcity of jobs, and racial inequality, but more so economic inequality birthed the CWP whose members included all races and minorities, but also lower classes.

The Greensboro Massacre took place November 3, 1979. This violent peace march was videotaped by four different local news camera crews including WFMY-TV (Woodall, 1979) and

the video shown during the presentation was a mixture of the four different filming crews. This violent peace march started on the corner of Carver and Everitt in Greensboro, NC. The civil rights movement was already in full swing when the KKK and local Nazi groups pulled up in their cars so the CWP were not intimidated. The KKK arrived to the march with full intention of intimidating the CWP, but as tensions were high the KKK got out of their vehicles and opened fire killing 5 CWP members and injuring 9 others (Rhyne, 1981). It is evident from our varying research lenses and the historical record of the Greensboro Massacre that opposition from the nationwide civil rights movement had permeated North Carolina at this time in our history, and that the community as a whole was disturbed by the events of that fateful day; so disturbed that they protested loudly in every way they could.

The aftermath of the Greensboro Massacre was shocking and left many shy of words while others had fire to their tongues from their anger and outrage. The first event in the aftermath of this tragedy that resulted in intense anger and opposition occurred when seven CWP members and supporters were charged with gun violations when they were caught carrying weapons for their personal protection to the funeral procession in honor of those that died during the Greensboro Massacre (Workers Viewpoint, 1980). The outrage that the CWP and many others felt about being charged with carrying guns without opening fire was heard. The result was that Judge Wood of superior court was forced to drop all charges in a state of emergency (Workers Viewpoint, 1980).

After the court skirmish over the CWP's gun charges, the community was in for a shock when the KKK members responsible for the Greensboro Massacre deaths were acquitted of all charges and allowed to walk free after one of North Carolina's longest trials in history. Members

of the community and surrounding areas rose up in outrage that murderers could simply walk out of the court room with no consequences for their actions (Rhyne 1981).

As expected, the outcry against the jury's decision of the Greensboro Massacre trial was wide spread and strong. The *Greensboro Daily News* wrote about the outrage from its citizens, "Some Greensboro residents stood silently in protest in the cold afternoon wind. Others were angry and said so. Reactions to Monday's verdict freeing six Ku Klux Klansmen and Nazis from charges of murder and rioting came in many forms" (Greensboro Daily News 1980). Many citizens spoke of their outrage as this newspaper article includes quotes such as; "They (the jury) just gave them (the KKK) a license to kill," and "There is no justice in North Carolina especially Greensboro, If we don't stand up for ourselves no one will" (Greensboro Daily News 1980). This outrage was not only in the near community and of the neighbors of those shot, but also reached the University's steps.

The University of North Carolina at Greensboro or UNCG felt the impact of the Greensboro Massacre and students and teachers alike were affected. Larry Moon a graduate student at UNCG led 30 protestors in November 1980 in a protest against the showing of a film that taught the racist ideals at the turn of the century. This film was commonly shown in American history classes but Moon and many others thought it would cause more anger within the community than that which was already present. Moon explains that "The school should be more sensitive to the feelings of city residents who are already apprehensive about the upcoming verdict in the trial of six Ku Klux Klansmen on murder charges" (Gruson, 1980) UNCG students rose up in protest against the racist video being shown in the classroom which showed how they had no fear about getting involved and putting their feet down against anything that could cause

more racial tensions in Greensboro. UNCG students were not the only ones involved; the Professors also made comments about the CWP death to the Klan march.

The UNCG professors also became involved from both sides of this battle. Allen Trelease was a political science professor at UNCG and his name can be found in many articles pertaining to the Greensboro Massacre as he is a specialist on the Ku Klux Klan, and taught about racism. Allen Trelease stated that the racist history movie was "...an invaluable tool in teaching students about racism at the turn of the century" (Gruson 1980). This same professor agreed with George Garner on his position that what caused these two groups to pick against each other was all because of the economy and job scarcity (Schlosser 1979). Trelease comes up a lot but his opinion of the results of the trial is not to be found. As he was an expert on Klan history his name is found often which shows that UNCG professors felt the need to comment. Academia was often one of the most vocal groups during the civil rights movements, and UNCG students and staff were no exception. The sheer involvement of the campus and its continued protests at the Greensboro Massacre make it clear that this event, though late for the civil rights era, was a catalyst to change, as seen in this student led protest to ban this film. UNCG students and professors alike felt the effects of the Greensboro massacre as did the surrounding communities who sought changes in their own ways.

Not only did community members become involved and speak out about the insensitivity or seemingly wrong verdicts of the Greensboro Massacre trials, so did other organizations in surrounding areas. Many groups including The North Carolina People Against Government Repression And The Klan And Nazis, the North Carolina chapter of the National Lawyers Guild, Those United to Fight Fascism (based in Charlotte), the Southern Students Activist Network, and

the Triad Citizens Concerned for Central America all became involved and united in their belief that the ruling of acquittal was unjust to those murdered by the KKK members. These groups each led separate coalitions looking for justice. Some organized pickets, while others tried to fight for a new verdict (Rhyne 1981). These groups represent people all across the triad, state, and the south. These groups show how widespread the outrage was about the acquittal verdict and shows how even though the Greensboro Massacre happened at the tail end of the civil rights movement it still had widespread, and lasting effects on the civil rights movement.

The outrage of the CWP and many other groups was posed in the sound waves, television waves, and newspapers across the state. The CWP were prepared to retaliate if given the choice, which is a widely believed reason that they carried guns with them to the funeral procession of their fellow CWP members who had been murdered. They carried these guns for protection but given the chance many believe they would have shot down any KKK who dared show up during their Mourning. This issue is important in many facets, one of which being it got not only the entire community involved; students, professors, and organizations across the state and southern region of the USA. The CWP intended to have a violent “peace march”, with no idea that their own would be shot down. The Greensboro Massacre as it earned its name resulted in one of the longest drawn out trials in North Carolina's history. This event, despite occurring at the tail end of the civil rights movement in 1979, sparked a public outcry against racism and ignited community protest that spread across UNCG and surrounding areas as seen in the many examples above. This topic within the context of the civil rights movement is important because it candidly displays how violent the end of the civil rights movement was, as well as the fact that the civil rights of minorities, and the lower classes were not only taken advantage of but

wronged. This event showed just how hard people were willing to fight for equality, and is an event that truly led individuals throughout Greensboro, North Carolina and the south to change their ways of thinking, acting, and speak up for what they believed in.

- Caroline Pate, Gabriella Drouillard, Steven Frey, Steven Sciacchitano, Spring 2012

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## February One Sit-In: Ann Dearsley's Story

February 1, 2013

Dear Diary,

This year marks the fifty-third anniversary for the February-one sit-in. I am writing a reflection in remembrance of this occasion. When I woke up this morning, this event was one of the first things that came to mind. I am not only writing as a method of reflection, but also so that my children and generations to come can have my story, in my words, to share. That is not only one of the most memorable moments in black history, but also one of the most influential moments in my life. I, Ann Dearsley-Vernon was one of the three students from the Woman's College in Greensboro, North Carolina to march down to Woolworths and protest alongside African-American college students in the community. This particular occasion marked the start of nearly a year-long strike. Most importantly, the protest ended positively for African-Americans and other supporters. Everyone was not entirely happy about what had taken place, but I was extremely happy. This was the start of major change for African-Americans in the community.

Four African-American, freshman college students, currently known as the Greensboro Four acted on something that will forever be a major moment in American history and they will forever be remembered for what they did on February first, nineteen-sixty. I was thrilled to hear that four freshman from just about two miles down Market Street, at North Carolina Agricultural and Technical State University, also known as A&T had walked down to Woolworth's counter

and demanded that they be served. Woolworths was a popular sit-in restaurant downtown Greensboro on South Elm Street. First, the four freshmen formed a plan on the day of January thirty-first (International Civil Rights Museum). This was to be sure they were prepared to tell anyone exactly why they decided to go to the restaurant and what they were willing to do to receive the justice what they wanted. Secondly, the freshmen spread the word. They got the word around by telling their professors, school officials and other students about their plan and each of them supported them one-hundred percent. They even made time to inform the Carolina Peacemaker, which was the local newspaper about what it was they were doing. This was because they wanted everyone possible to know what they were about to do. After class on February first, the four of them walked down to the counter, sat down on a stool and demanded to be served at the counter. Their problem was not that blacks could not eat at Woolworths, they just were not respected enough to be served at the counter. The men were denied service, so instead of leaving they sat patiently until the store closed (International Civil Rights Museum). During this time they were threatened and called names. They ignored the negativity and instead tried to occupy themselves by doing homework. By the end of the night, I myself, several other students from the Women's College and almost everyone in Greensboro had heard about the four freshmen who went to Woolworths that day, demanding service and sat until they closed. This was big talk considering the world around us and the time we lived in. Racial segregation was huge at the time.

The four freshmen returned to the restaurant the next day and the day after and each day they would bring more people along with them. This lasted for months, nearly a year. Even during the summertime students from Dudley High School took the place of the college students

who had gone home for summer break. Their support system was massive. On day four two white students I had talked to earlier that day as well as myself decided that we wanted to become a part of the movement. We were not the closest of friends, but we had the same beliefs. We too thought it was unfair for someone to be denied service because of their race (Annas).As privately as we could we too walked down Market Street, to Woolworths in support of the four freshmen. Things were a little different for us because we were three white students.As we entered the restaurant, three white men gave up their stools without question. We were granted immediate service; this was until we let it be known that we were there in support of the strike. Those men who had given up their seats became furious with us. Suddenly, whites crowded behind us, taunted us and made several threats including holding and aiming pocket knives at our backs. They could not believe that us white woman had turn our back on our race. This was not the way we thought of it. We knew that we were fighting for something that was equally right. There was also another student from Women's College there, but because she was anAfrican-American she blended in with the rest of the crowd (Nichols 5A).As time went on, I and the other students in the restaurant continued to attempt to do our homework. This was to keep occupied and also to kill time as we sat and waited for the restaurant to close once again. Things got bad for us white Women's College students as time passed. The taunts became life threatening and as it came closer to the time for the restaurant to close, I especially did not know how the night would end for us. Though I was proud of my actions that day, I was a nervous wreck.All I could think about was how we would get back to school and if others would follow and try to hurt us.As closing time was near, I noticed theAfrican-American students, some from A&T, some from Bennet College and some from Dudley High School whispering to each other

as if they were passing on a message. Here I did not know what to expect. I thought maybe they could be plotting on us as well. At closing time they kept us Women's College students locked in between them. When we got outside, I watched them all link arms, forming a huge circle around myself and the two who were with me (Ward 13). They were like the fence to our troubles around us. Each person around the circle recited the Lord's Prayer. They began, "Our Father, which art in heaven, hallowed be thou name. Thy Kingdom come, thy will be done, on earth as in heaven. Give us today our daily bread. And forgive us our trespasses, as we forgive those who trespass against us. Lead us not into temptation, but deliver us from evil. For thine is kingdom, and the power and the glory forever and ever. Amen. (Ward 14)" This was one of the first times I had literally felt the power within those words. All of a sudden I felt a sense of protection; it was the power of God. Inside the circle, the blacks guided us into the street where a taxi had just pulled up. One of the men handed the driver some cash, another led us to the door of the taxi (Annas). Here I realized they were protecting us because they knew the older whites from inside the restaurant would possibly try to hurt us. We had supported them and they felt it was their responsibility to protect us.

Later, back at the Women's College things were hectic for us three white women. The next day the school was receiving threatening mail and phone calls specifically directed towards the three white girls who came to Woolworths. The school was scared for our safety, but even more disappointed at our actions. The school restricted all outside communication coming in for all students. Other students were upset with us and looked us up and down in disgust. Although I could not make it back to Woolworths the following days because of the numerous threats I had received, I was proud of what I had done on the day of February fourth. I had supported a non-

violent act of protest for something not only blacks believed to be right, but also for what I thought was fair. Because this was during segregated times, it was seen as a negative action on my behalf. Things were rough for me during the conclusion of my senior year; the school even considered not allowing me to participate in graduation. This was for safety reasons. I never expected my actions to become that big of a deal. All over the Carolina Peacemaker, which was the local news paper, were daily articles on the sit-in as well as the Women's College students who participated and who were now focusing on protecting themselves from threats. I, being an international student from London, received attention there also as I was featured in London Times in regard to my brave actions on joining the protest (Annas). Eventually people from all around the world knew about the Greensboro sit-in.

The sit-in became a remarkable moment in black history, Greensboro's history and American history. It ended months later as the owner of Woolworths, Clarence "Curly" Harris gave in and decided that he would now serve blacks at his counter. He had complained for months of how his business was ruined, he was losing money and how no one seemed to have cared about him and his career (HarrisA5). I feel it was only right, especially because he had African-American employees. Those of the town were ecstatic. The community was proud of all of those who had helped with the sit-in protest in any way. This is now one of the most talked about events that took place during the civil rights movement. There is now a street, a statue, and a museum influence directly from the events of the sit-in protest (International Civil Rights Museum). The four freshmen who started the protest are currently known as the February four. On February first of each year the sit-in and its initiators are remembered and recognized.

As I have clearly shown, this will always be a significant memory in my life. I took part in a historical event that changed not only the rights for African-Americans, but it helped changed the world. The bravery of those four students influenced many others including me. From then on, people were more willing to stand up for what they believed was right. In the future I received much recognition for the position I played in the event. Excited by the appreciation, I was a little nervous for the recognition, especially because I was a white student from Women's College. I did not walk down to Woolworths for me, but for my neighbors, and fellow Americans. I did what I truly believed was equally fair (Nichols).

*Ann Dearsley*

February 27, 2013

Dear Diary,

I, Courtney Woodberry have decided to write a diary entry as well about what I took in through this assignment. This was one of the many events that I had not been informed about by my grade school teachers. They would always talk about Dr. King, Rosa Parks, and Malcolm-X when discussing the history and relevance of Black History Month. Considering the fact that this happened in our very own state, only about forty miles away from where I went to school I believe it should have been discussed. As I got older, I heard a bit of information here and there, but not as much as I should have known. Throughout my research for this particular paper, I was amazed by the stories I read from the library archives and from the tour I took of the Civil Rights Museum. About two months ago I had no idea that UNCG or anyone associated with it had anything to do with the Greensboro sit-in. I am especially proud of Mrs. Dearsley and her

bravery. I now share this story with my family and friends because I believe it is important that they know about such significant moments in history, especially local history. In addition, I encourage those who rejoice in historical events to visit the Civil Rights Museum which is located downtown in Greensboro, North Carolina.

In conclusion to my statement and what I got out of this assignment, I state that Ann Dearsley was respected by the African-American community for her actions. To whites, especially those on UNCG's campus, she was most definitely looked down upon as a negative figure. With that being said that I leave with the statement "well behaved woman rarely make history."

*Courtney Woodberry*

- Courtney Woodberry, Spring 2013

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## Creative Project

"Leon Chestnut is an African American student who came up with the idea to form the Neo Black Society on UNCG's campus; he was Head Coordinator of the organization. The following diaries will be coming from his point of view."

March 18, 1973

Wats happenin'?! Today was a smooth day, nothing slammin' went down just coolin' it. I attended an SGA meeting today and those cats starred at me as if I was an invader. Wats up with that?! I didn't like how they were grillin' me. Honestly, I get sick and tired of them giving us those looks as if "we" aint suppose to be walking on the campus; we have the right to be there just like them. UNCG is NOT a segregated campus; it's integrated now so they need to get wit it! I'm starting to feel like they are underestimating our potential and leadership skills—we have the ability to hold positions and represent the school too! It'll be so fly if an all black organization could be formed on campus, but what would it be? Well, I'm bout to dip, catch you on the rebound!

March 19, 1973

Wassup?! I had a discussion with a group of my friends about us forming an organization on campus and they were diggin' it! They agreed on how they were getting tired with all the looks they would get whenever they would attend meetings and events. So the conclusion we came up with was bringing the Neo Black Society (NBS) back to campus. NBS was founded in 1968, but some students and faculty weren't feeling it; they tried to remove the club permanently but that wasn't goin' down. Because their mission failed, my homies and I are going to bring NBS back to campus. Boy I can't wait 'til I bring this idea to the chancellor and the administration, they're not gonna know wat to say! I definitely can't wait to see the look on the faces of the SGA members, cause I know imma get a hoot out of it! Lemme get outta here got some work to do. Peace!

March 26, 1973

This whole week I've been telling everyone about my tight idea about bring NBS back to campus and just as I thought, I received some positive comments and some negative ones. But I don't give a darn bout those who don't like the idea; they can either get down with it or not, either way the club is coming back. I was tryin' to keep my cool today, but those fools were irkin' my nerves when they were constantly asking me "why are you doing this," "what gives you the right to be able to do this," and "you actually believe this silly idea is going to work?" I was getting so fed up with all those john brown questions. I was able to maintain my cool though—but I really wanted to go off on them suckas! Like the saying goes, "actions speak louder than words!"

March 28, 1973

So I got a copy of the student newspaper "The Carolinian" today and just as I thought, there was an article in there talking about NBS. The article was written by Dr. Helgeson, an English professor here on campus.<sup>1</sup> He's somewhat of a cool dude, so I was wondering what he had to say. Surprisingly he was saying how we actually have faculty support! Cool beans! That's exciting to know! But of course there were hateful comments, coming from SGA. Boy I wanted to flip my lid! I can't believe how they are making us sound. Their comments make us sound like a club that discriminates—they must be smoking on something, cause NBS is nothing like that. We are opened to the different ethnicities who are thinking about joining, we wont discourage anyone. We just want to introduce everyone to the African American culture and express to them our views of the world. But check this out, SGA is trying to remove our recognition and funds. What in the world?! They are trippin' forreal. But that's cool, we're still not budging. They can try with all of their might to get rid of us, but we aint going nowhere, ya dig?

March 30, 2012

Wat's goin on? Guess what went on the past couple of days? Me and the crew went to Chancellor Ferguson's crib to address the matter of SGA denying NBS's funds and recognition. I must say

<sup>1</sup> "Faculty give commentary regarding NBS," *The Carolinian*, Martha Blakeney Hodges Special Collections and University Archives, University of North Carolina at Greensboro, NC, USA.

that everything was copasetic. The Chancellor was very willing to talk to us cause he knew we had a lot of things to discuss. We addressed to him how we aint playing about bringing the club back to campus. We also assured him that we aint trying to pull nobody's leg or trying to be slick about anything; we want to be fair and obey all the rules and regulations. He told us he was going to try to work things out. That's cool with us.

March 30, 1973

Met up with the crew today but nothing special was discussed, just the regular news about how we hope that Chancellor Ferguson aint jivin' us. We really need some respect on this campus and he's the only way we can receive it. I just hope he comes through with everything; he's our only hope. Once he approves of the organization, then who else can deny us? He's the main one we need permission from. Everyone else can mind their business.

April 3, 1973

Boy oh boy do I have some bangin' news! Just left the Cone Ballroom a couple of hours ago and guess what happened? Dean of Students Jim Allen and I announced that NBS has been reclassified and that Chancellor Ferguson will return the funds!<sup>2</sup> Ya boy is cheesin from ear to ear right now. I am truly happy that the Chancellor came through. Now SGA has no choice but to accept the fact that NBS isn't going anywhere; we're just getting started! Everything that the SGA tried to blame on us was proven to be invalid. I bet they are lost for words. On a serious note, I don't want an apology just respect. That's our whole purpose of NBS; is to receive respect and to open our culture to everyone on campus. It truly feels good to gain positive feedback from a tiring situation. Time to party!

April 10, 1973

So I just got out of a meeting with the Chancellor and everything is still looking gravy. Conflicts has died down between us and SGA and everyone is finally trying to get along and comfortable with each other. Still can't believe we brought the club back to campus, what an amazing school year this has been! Gotta go make a run, I'll catch you lata.

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<sup>2</sup> "Chancellor returns NBS funds," *The Carolinian*, Martha Blakeney Hodges Special Collections and University Archives, University of North Carolina at Greensboro, NC, USA.

[Later on that day]

So I just left the crew, and we have finalized a date for our first meeting of the 1973-1974 school year.<sup>3</sup> The first Neo Black Society meeting will be held on August 28, 1973. Man I can't believe it! Our first meeting will be held on campus and everyone is welcome to come. During this meeting, we will go over our purpose and also go over our aims that are set forth in our constitution. I might as well mention the officers of this year too huh? Well of course I, Leon Chestnut will be the Coordinator and my homegirl Paula Travis, is the Assistant Coordinator. My other homegirl Yvette MacIntosh is the secretary and my buddy Judy Hunter is the Finance Chairman. Shermayne Corbeth is Head of the Curriculum Committee; Laurann Brown is Head of the Problem and Issues Committee; and Carleen Sims is Head of the Correspondence Committee. My homeboy Quentin Norman is in charge of the Social Committee and Mr. Harrington of Special Services is the Society's advisor. I am so stoked about what is in store for the organization. I am also exciting about the group of people I will be working with; we have so many wonderful things to look forward to. Well, I have tons of work to get done and lots of preparations for the club that needs work on, so I'll catch you later!

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<sup>3</sup> "NBS elects officers promises attack on injustice," *The Carolinian*, Martha Blakeney Hodges Special Collections and University Archives, University of North Carolina at Greensboro, NC, USA.

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2. "Chancellor returns NBS funds."
3. "NBS elects officer promises attack on injustice"

*Slang term of the seventies.* <http://www.inthe70s.com/generated/terms.shtml>

*Contemporary Years and  
Beyond*

My name is Chloe Walker. I am an upcoming sophomore majoring in Psychology at The University of North Carolina at Greensboro. This semester I have had the joy of taking English 104 with Professor Kathleen Leuschen. Throughout the majority of class we have focused on analyzing different genres and applying it to researching in the UNCG archives. I decided to do research on the first African American Homecoming Queen, Cynthia Moore. For this project I looked at newspaper articles, charts, editorials and yearbooks as different genres for my information. As a result, I constructed a creative piece, this journal, from the different genres that I did my research on. This journal basically tells the story of Homecoming 1983 as if I am in Cynthia Moore's shoes and shows how I think, from the information I researched, Cynthia Moore feels on that day.

October 31, 1983

October has been a really big month for me!! I never knew that I could accomplish some of the things that I achieved this month. At the beginning of the month I was crowned Miss Neo- Black Society. I was completely shocked when my name was called. All the other eight contestants were really good. At the same time, I knew that I had practiced long and hard as well. I really appreciate representing the NBS and I am honored to be Miss Neo Black Society. I think all I could say when I accepted the award was, "I can't believe it."<sup>1</sup> It was definitely a very rewarding feeling. . .

On October 8<sup>th</sup> Homecoming took place. I was very excited for the activities. Also I was very excited to be running with twenty-six other UNCG students for the title. It was the first time that there were African American students running for Homecoming Queen. The Neo Black Society asked me to represent them and run for Homecoming Queens so I decided to go for it. It was a big step just to have other African American contestants. And only about 10 percent of the student body is African American<sup>2</sup>. Knowing this, I was thinking that there was no way one of us would be picked as Homecoming Queen. This was only the second year of homecoming court.

Walking on the field I was nervous, of course but I knew regardless of what happened or who won I had the support of the NBS and I had already won the NBS pageant. I already felt like I accomplished a lot. When the announcer said, "And Miss Homecoming is..." my heart dropped. My name was called. Not only was there disbelief from the crowd but I also could not believe it as well. I am only a freshman. I am African American. The majority of the student body voted for me? All these questions ran through my head along with the excitement.

I don't know if UNCG was ready to believe it either, but it happened. It happened to me.

Walking off the field, most of the girls competing with me were nice about it and gave me a congrats, a few acted coldly towards me... like I didn't deserve it... like an African American Homecoming Queen could not represent for them. So what the school is predominately white? It was a lot of prejudice but I got through it.<sup>3</sup>

Thinking about it as I write this journal to remember how I felt, I want to get angry, to be angry at all the racial bias that took place on that day. But... instead I see

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<sup>1</sup> "Pine Needles" 1984. UNCG Yearbook.

<sup>2</sup> "1983- First Black Homecoming Queen" UNCG Alumni Magazine. 2009

<sup>3</sup> "Pine Needles" 1984. UNCG Yearbook. Page 17

that being crowned Homecoming Queen shows me that I am strong and capable of handling the problem of racial prejudice.<sup>4</sup>

This will make it easier for the African American young women who come after me. This will show them that it is possible to be black and to be Homecoming Queen at The University of North Carolina.

*Cynthia Moore*

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<sup>4</sup> "Pine Needles" 1984. UNCG Yearbook. Page 17

Chloe Walker

Professor K. Leuschen

ENG 104 - 12

26 April 2012

### Archival Project Reflection

It was a very interesting experience going into The University of North Carolina archives for the first time. During the first visit there with the class, I was very intrigued at all the information about UNCG in the archives. Watching the presentation, my first day in the archives, I decided to do my project on the first African American Homecoming Queen, Cynthia Moore, who was the second Homecoming Queen at UNCG. After working in the archives, I have learned that it is important to look at the information that is provided and to question what is not provided.

The first day I actually researched in the archives, I was kind of let down. There was not too much information on Cynthia Moore besides the fact that she was a freshman from Charlotte North Carolina, African American and had won the Miss Neo Black Society Pageant prior to winning homecoming. The first thing I found out was that Cynthia Moore wasn't the very first homecoming queen, like I was thinking at first. Then, I saw that there wasn't a lot of information or genres so I thought about changing my research topic. After collecting all the data that I could find in the archives, I started to think about two other things to push me forward: what were other influences on homecoming and why isn't there as much information on my

topic, is it because of importance or race? I thought about these questions as I continued to visit the archives and search online for more information.

After only finding a newspaper article, an editorial, and a chart of a list of Homecoming Queen names, I thought that would be it. After searching online I discovered the yearbook from 1984 that talked more in depth about what took place during Homecoming 1983 and Cynthia Moore also talked about her feelings during and after homecoming in the yearbook. This helped me a lot. After looking at the archives, seeing just a little information, then questioning, then searching some more and finding a key piece of information...

Overall, being in the archives and researching has showed me that I can't just stop and say there isn't any more information. I should question why there isn't and continue searching for more. Learning about the archives and actually being able to do research in the archives for this English project has helped me understand the importance of genre. Not one genre is a like and each genre gives you a specific piece of information and has a specific purpose. That is important when doing a project because you want to be able to look at all aspects. The archival project has really been a helpful piece in my college journey and I now know that because of this project the archives are open for me to do research and that when I do research for upcoming classes I can think back to this project as an example.

623 Llewellyn Place  
Charlotte, North Carolina 28207  
May 11, 2011

Martha Blakeney Hodges,  
Special Collections and University Archives  
University Libraries  
P O Box 26170  
Greensboro, NC 27402-6170

Dear Martha Hodges,

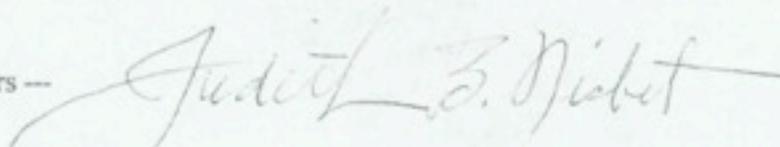
This is the gym suit, that we discussed at reunion in April, of my sister, Margaret H. Bullock Martin, (nee Bullock) who was a student in the Physical Education Department of WC-UNC from the fall of 1937 to January 1939. It is in the condition in which she got it from the college laundry, starch and all. So it goes from my attic to yours. You are welcome to it.

Margaret already had a BA in History from Flora MacDonald College, so about all she needed for a BS in Phys.Ed, were the gym classes. She did not finish because the strain on her physically was too much. She had a serious back problem and wore a back brace for a couple of years. The doctor said it would not be wise to pursue that career even if she completed it. So she abandoned that idea and took a course in Lab Technician at Watts Hospital in Durham and worked in hospitals until her marriage to Douglas S. Martin in 1944 and a move to Halifax, Nova Scotia, Canada.

She moved back to Red Springs, North Carolina in 1975 and died suddenly, of a diabetic problem in 1977.

I was a transfer from Peace College, (Fall of '39), and had all the gym that was required, so I didn't take gym, but I must say, we had better looking gym suits at Peace.

Yours —



Judith Bullock Nisbet



Ebony Little

Kathleen Leuschen

ENG 104-07

27 April 2012

### Perplexity

I have been brought back into the light

Yet I am unconscious

Hidden in the attic as others lived and died

I would like to put up a fight

But I can't tell them

My place in history should be full of pride

Instead it is perplexed

Those of my kind have their place in black & white

While I am camouflaged

The void of color casts me to the side

*I may not be authentic in their sight*

Explanations have all been inconclusive

Finding eyes that recognize me--they have tried

No one knows about my hue which is so bright

Back into the darkness I must go now

Until one day an answer can provide

Ebony Little

Kathleen Leuschen

ENG 104-07

27 April 2012

### Genre Analysis

In May of 2011 a special package was mailed to the Special Collections and University Archives at The University of North Carolina at Greensboro (UNCG). The package contained a pink colored gymnasium suit (that dated back to the early twentieth century) and a letter. The letter, written by Judith Bullock Nisbet, indicated that the gymnasium suit was worn by her sister Margaret Bullock Martin. Martin was a student at Women's College of The University of North Carolina (W.C.) (currently UNCG) from the fall of 1937 until January 1939. Margaret passed away in 1977, however, Nisbet kept Martin's suit in her attic until the time of donation (Nisbet). Although the letter gives us a brief glimpse into history, it does little to reveal the details surrounding the suit.

Genres are omnipresent in society. It can be a large category or consist of a single item. I chose Nisbet's letter as a genre because letters can work to do a number of things. It can take us back to a moment in time. It can display emotions. It can inform us of one's state of mind during a moment in history. All letters have a purpose, which can either be superficial or hidden, but we might have to read between the lines in order to see where the author is coming from. When further analyzing the words written by Nisbet, one could assume that her intent was not necessarily to shed light on the history of the gymnasium suit that she was donating. Instead it seems as though she desired to tell the story of her beloved sister who wore the suit.

Nisbet is a part of our school's history in her own right. She graduated from W.C. in 1941 and served in the U.S. Navy WAVES (Women Accepted for Volunteer Emergency Services) from 1942 until 1945 (*"Judith Nisbet Papers"*). Her photos, WAVES uniform, and oral history are available in the UNCG University Archives. Nisbet's mother Beatrice McEachern Bullock attended the State Normal and Industrial School (currently UNCG) in the early 1900s as well. In 2002, Nisbet donated letters written by her grandmother, Mary McNeil McEachern, to the University of North Carolina University Libraries (*"Mary McNeill McEachern Letters, 1871-1876"*). Before passing away in 2012, Nisbet served on the board at Mill Prong Preservation, Inc., who was responsible for restoring the house where her mother was born in Hoke County, NC (*"In Memory of Judith Nisbet"*). Given her involvement in heralding her family's history over the years, it is not a stretch to explore the possibility that she wanted to give her sister a place in the history as well.

Nisbet's letter doesn't answer many questions but it is a very powerful tool. It opens a door. It triggers curiosity to learn more about the pink gymnasium suit and it inspires research. In the letter we learn that the suit belonged to a physical education major at W.C. between the years of 1937 and 1939. It is revealed that gymnasium suits during that time were cleaned and starched by the college laundry. We also discover that the uniform was not considered to be attractive by someone who lived and participated in gym classes during that time. At the end of the letter Nisbet states, "I was a transfer from Peace College (Fall of '39), and had all the gym that was required, so I didn't take gym, but I must say, we had better looking gym suits at Peace" (Nisbet).

The letter written by Nisbet tells us that the pink gymnasium suit was worn by a student at W.C. during the late 1930s, but it does not explain the significance of the color. It introduces

the gymnasium suit in the beginning but then shifts to her sister's personal life. This could have been an attempt to establish a place for Martin in the UNCG Archives. As a genre, the letter is a terrific starting point that encourages deeper thought and further investigation.

The pink gymnasium suit itself is a genre that inspires in its own way. When looking upon it, the first thing that catches the eye is its unique coloring. It commands attention and makes you want to find out more. Each class at W.C. had their own representative color; however, the colors were a rotating pattern of red, lavender, green or blue. Other gymnasium suits that are currently in the UNCG archives from the 1930s are indeed very similar in style but they are royal blue in color. The pink gymnasium suit was presented to the UNCG archives as an authentic article of history, but at this time the authenticity of the suit has not been validated (Smith).

The archivists at UNCG have spent considerable time investigating the authenticity of the suit. Its fabric, manufacturer and design are consistent with the other textiles in the collection but this is all that they have to go on. No sources have seen or heard of the W.C. using the color pink to represent anything. There is speculation that it may have been the color that only physical education majors wore. In the past different departments within the school have had their own separate color, but this fact remains unknown. At this time the archivists are hopeful that they will obtain some kind of certainty in the near future. "That's the wonderful thing about history", it has a way of revealing itself eventually" (Smith).

The pink gymnasium suit perpetuates a lot of questions. All photos from that era are in black and white which makes it difficult for anyone to know what colors were actually being worn. At first glance it is assumed that the gymnasium suit is not the original color. The pink hue is reminiscent of any article of clothing that has accidentally been bleached in the laundry. This

train of thought is realistic because there is mold in some places on the suit. Somebody may have thought that bleach would be a way to get the mold off prior to donation (Smith). If you really examine the textile, there is no evidence that this is true.

The tailor's label is still bright white and intact and the threads that attach the buttons onto the suit are white as well. It would have required a lot of work to remove the label and buttons prior to washing the suit and then sew them back on. The material does not smell of bleach. It has an "old" odor. The color on the inside folds of the belt loops are a darker/less exposed shade of pink, indicating that the rest of the suit has faded over time. Although the mold is not active its faint green color can still be seen. If the suit were dyed or bleached, the mold would no longer be visible.

The work that this genre does is it gives us a tangible object to prove its existence. The problem is that we cannot explain the relevance of an atypical color such as pink. Unfortunately there are only two genres that can offer any information at this time. My poem, titled "Perplexity", is an imaginary example of the suit's point of view. Only the suit knows where it has been but it does not have the faculties to explain. It has to sit idly by, year after year, as we try to figure it out. There is a distinct rhyme scheme to the poem and a sad, longing tone. I did not include any punctuation because, in my opinion, periods indicate finality. There are still too many open ended questions on this subject. Until there is an eyewitness or someone who mentions its details in a written account, the purpose of the pink gymnasium suit will remain an archival mystery.

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Ebony Little

Kathleen Leuschen

ENG 104-07

27 April 2012

### Reflection

When my group chose the sports category for our archival project we did not know what to expect. Soon we discovered that the archives did not have a lot of documentation on the subject for us to use. Initially, I was going to write my analysis about women's sports uniforms since the University Archives has a few authentic uniforms in its collection. I assumed that that there would be more stories or some sort of written accounts that would accompany them. That idea quickly changed because the only genres that were available were the uniforms themselves and various photos of the women who wore them. Ultimately, I chose the pink gymnasium suit and the letter that accompanied it as genres for my genre analysis because the mystery behind the suit really interested me. I was hoping to be the person who could discover more but the resources within the University Archives to do so are just not there.

The letter as a genre revealed to me that there was more to the story of the pink gymnasium suit. It was written as a "cover letter" for the suit, but truthfully there were sparse details about it. Since no sources or other genres can connect the suit to any specific events at Women's College (W.C.), the letter has raised many questions and prompted further research. The letter tells the story differently than any other genre because it is the only written account that is available to tell us that the suit was worn and is a part of our school's history.

The pink gymnasium suit as a genre revealed to me that genre does not have to be a literary work. It can be an object or anything that you want to analyze. We tend to think that we

have to place genres in perfect little boxes. In the beginning I was busy searching for written records. The label inside of the suit has the name Aldrich & Aldrich Chicago as its maker. I really wanted to locate this company so that I could get more information. I wanted to know how much it cost to make the uniform, the process in which it was made, and most importantly why W.C. ordered the gymnasium suits in the color pink . My leads turned out to be dead ends.

Eventually I realized that I did not have to have a plethora of factual information in order to write my genre analysis. In order to think on a deeper level I had to narrow my thoughts down to just one aspect. This is when I no longer just looked at the pink gymnasium suit. I really analyzed it. The archivists are skeptical about the suit because of its odd color, so that became the basis for my analyzation. I inspected the details of the suit and allowed it to tell me its story. The suit tells the story differently than any other genre because it is the evidence. Judith Nisbet told us with words that it was worn on our campus, but actually seeing it helps to make it real. It provides a visual aspect to engage in. The history surrounding the suit is not known, but that grants us the opportunity to interpret the story however we want to. Through this project I have learned to appreciate the fact that this is the work that genre does.

## Righteous Publication of the Poem Second Air Force

Randall Jarrell was a professor of creative writing and literature, who wrote in many genres of writings including, novels, poems, children's books, reviews and critical essays for other authors (Ferguson). Jarrell wrote about the things he saw and experienced throughout his life and was often criticized for being over emotional in his works. Jarrell whom is a modernist poet, which is the movement of poetry that focuses on form and structure, felt it was important for poetry to have an impact on the reader. In 1942 Jarrell enlisted in the U.S. Army Air Force where he served as an aviator instructor and during which time he started writing many of his poems and was best known for his poetry about the Second World War. With deep sympathy for those who suffered in the war Jarrell was able to use these moments as themes for writing his poetry during this time. His poem "Second Air Force," for example, is about a mother who visits her son, a bomber pilot, at his base and sees this place as a foreign land. This poem can be classified as a dramatic monologue, which is one of Jarrell's poetic styles, due to the fact that the voice or narrator is the voice of a fictional character, a mother. The value of publishing this poem lies within Jarrell's self expression of his emotions about war, his concern about those left behind by soldiers, and his ability to get inside the consciousness of a female is why it deserved to be published. The significance of this particular poem to have a female speaker is important because it gives you a sense of vision as to what she saw although it was through the eyes of Jarrell. He is able to give the reader a perception of what it was like on base through the use of memory from the mother about her son.

“Second Air Force” was one of many poems published in Jarrell’s second book “*Little Friend, Little Friend*” and is an example of how Jarrell, while in the war, was able to explain the dramatic events and fears of soldiers as well as of their families. As I read over his original manuscript, I was able to see the time it took for him to get it just right and the emotion he put in it while choosing the right words. His literary moments during this time came from what he was experiencing not only through himself, but through others around him. Since Jarrell was a flight instructor, he was able to train these boys now men and saw what the war turned them into. He felt the war was composed of senseless destruction and wanted to give those not involved in war a sense of what it was like for these men (Ferguson). As I read his original manuscript, I was able to see how he started out writing about graveyards and more about death (Jarrell). The first two lines of his draft are the same as his published one, but from there on it changes as he stresses about the look of a “squared off graveyard and of death and how it is not so easy to die” (Jarrell). It seems that he wanted to write the poem about a soldier contemplating death and the distance he was from home. His knowledge and perspective on this moment is an example of a dramatic projection with which he engages the reader.

Not only does Jarrell’s poem “Second Air Force” show dramatic style, but with his use of imagery it invites the reader to select and imagine the scenes as they unfold in the mind. This is an advantage and skill Jarrell possesses which re-enforces its value as a published work. For example, one imagines the mother’s perspective about the foreign land her son occupies: “She sees a world: sand roads, tar-paper barracks / The bubbling asphalt of the runways, sage / The dunes rising to the interminable ranges / The dim flights moving over clouds like clouds” (7-10). Jarrell captures the reader’s attention with the scene and lets you experience how the mother

feels and what she sees through her eyes. Through this poem, Jarrell expresses great imagery through the mother to show what it was like within a bombing field set up for training. According to Mark Goldman, Jarrell uses the mother as a vehicle for the poem to express the connection of a world her son was now in versus the reality of her world to differentiate the two.

One can see that Jarrell did not write this poem to prove a political point for history but he felt the war in a sense was inhumane to all of humanity (Ferguson). He was able to define this mood in “Second Air Force” through the fictional character of the mother as she states:

The soldiers pass like beasts, unquestioning,  
And the watcher for an instant understands  
What there is then no need to understand;  
But she wakes from her knowledge, and her stare,  
A shadow now, moves emptily among  
The shadows learning in their shadowy fields  
The empty missions (Jarrell 172).

This is how Jarrell accomplished getting his poem(s) published because he was able through his passionate words to write how he felt. The mother saw these boys growing up too fast and turning into men over night and becoming murderers trained by the government to ask no questions and fulfill empty missions. I contend that since he was a flight instructor watching these young inexperienced boys turn into worldly men through violence, that he wanted to

express through the heartache and deaths he had seen in war and the lives lost, the vivid and moving incidents of combat. Proof lies within the context of this poem with the sadness expressed by a mother. This was a talent of Jarrell as a writer because he is able to express his feelings and emotions through a female voice without it sounding as though he is attacking the attributes of war itself. Although Jarrell did not go overseas into combat during the Second World War, through the writing of his poem he was better able to understand the war especially the war within the air since that was his specialty while he was in service.

Jarrell was credited by most as being a better critic than poet, but his deep compassion as a writer has recovered his reputation. Critics of Jarrell have stated that his poems such as in “Second Air Force” are dark poems about war and provide a way for Jarrell to express his concern about pain and suffering and the publicizes awareness of suffering and how he is considered one of the most interesting poets of his generation (Spencer). Furthermore, Spencer states that Jarrell is at his best when writing his poems on war because he is able to put the strength of his emotions down on paper. Jarrell’s intent for this poem as well as for his other writings was to not only guide the reader to the content, but also to the style of his writing. Jarrell’s imaginative use of his characters elicits empathy in the reader through multiple perspectives in order to get his meaning across. As in “Second Air Force” he is able to write from the perspective of a woman. During this time period Jarrell took risks such as this which showed his talent as he was able to portray the meaning through such a voice.

While he obtains mixed reviews for his ways of feminist writings, it continued to be acknowledged as strength of his as he explored the imaginative ability to use female personas to create a wider audience. Through his passion and willingness to be open-minded and to be able

to reach out to a broader audience, Jarrell's attitude was open minded in the sense that his audience was whoever wanted to read his works. He had imagination and courage to write about the world as he saw it and being a critic of others made him understand the risks involved. He was known for his poise and dramatic ways of writing.

Jarrell's dramatic poems help the reader through a realization and concrete conception of a situation of time and place come alive (Beck). Often the speaker of Jarrell's poem is depicted by the title, but often is not the case in such poems as "Second Air Force". Poems such as "Second Air Force" reverse this expectation as one reads in this example one realizes it is a mother's perspective. This particular poem is occupied by a specific particular place and time instead of pointing out the obvious of who the speaker is. Through his brilliance of speaker selection, Jarrell is able to make his speaker unique and create them to the world that is presented to them in the poem (Beck). In "Second Air Force" the speaker-mother is introduced to a world that her son is now a part of and starts to understand and see what it is like for these young men and her son as she worries for her son not knowing if one of his flights will be his last.

What also helped Jarrell get recognized as a great poet of his time was the tone he added to his dramatic monologue of writing. As in "Second Air Force" you can feel the desperation of the mother as she worries about her young son as he transitions into becoming a bomber in the war. The mother shows sadness for her son as she knows death is possible at any time as he soars through the air like a beast among his crew members to do what he is trained to do. She feels for them for the love of life for life. Her sorrow is also noted on page 172 starting with the word remembering, as the mother recalls reading a newspaper clipping a week about a bomber struck down in mid air and watches as his plane is falling to the earth. At this moment she expresses a

tone of sorrow as she imagines the possible fate of her son (Ferguson, 37-44). Jarrell is also able to capture this moment of alienation that the war caused for not only the soldiers from their families, but also the heartache of those the soldiers left behind. It was a way Jarrell called war as a force of dehumanizing those involved in it (Ferguson). He had strong feelings about the bond (s) that were broken between the soldiers and their families as they were away at war. Jarrell was a strong emotional poetic writer who had the knowledge and capability through his experiences to write such dramatic poetry. Jarrell was able to capture the tone of a tense atmosphere in his poem as he experienced war which was inspired by conflict. For example, as a bomber is shot down and is bailing out in his parachute the intensity of the moment is heartfelt as he cries out: “She hears the bomber calling, *Little Friend!*”, at this moment you feel the bombers emotions as he mourns the loss of his plane (38).

In conclusion, Jarrell is a unique and special author in that he can put the realization of his own world into a reality for others to see as he did in his war poems such as “SecondAir Force”, but in another sense he can change the pace and theme and take you into a fairy tale world for others to enjoy. In Jarrell’s poem “SecondAir Force” which was one of many that was published in his book “*Little Friend Little Friend*”, deserved its recognition to be published as it shows his many qualities of creativity and imagination with the use of imagery his style of tone and dramatic monologue shown through a mother’s eyes and voice. Jarrell during most of his life suffered severe depression in which he was treated for throughout his life. In a lot of Jarrell’s war poems and even those he wrote not pertaining to the war, he wrote a lot on alienation and sympathy of his characters which I felt due to his moments of depression was moments of how he felt and how he was able to write in the way that he did. Although Jarrell was credited more

for his expertise as a critic than of being a poet, he still continued to put his passion into his poetry and also enjoyed his teaching of it as well to others. Through Jarrell's strong emotions of his experiences of the war he was able to write and base "Second Air Force" off of some of his experiences. Jarrell, daring as he was, was able to use a woman as the speaker of the poem while using images of his war experiences. The poem deserved the respect of publication as it explored the many qualities of what made Jarrell a good writer.

- Jennifer Beacom, Summer 2012

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### **Eloise Lewis: A Women's Image of Success**

Eloise Patricia Rallings Lewis was born April 22, 1920 in Pageland, South Carolina. Mrs. Lewis can be described as doctor, dean, nurse, lieutenant, and even founder. Her success has paved the way for generations of women to follow. Eloise differentiated from the stereotypical woman of the 1940s. Eloise's life embodies what the feminist movement strives to accomplish. She resists patriarchy with her inspiring career as a nurse, extensive education, and many accomplishments.

With the men of our country facing WWII, there was an aggressive campaign urging more than six million women into the workforce. From 1940 to 1945, the percentage of working women progressed to over one-third of the workforce. After the war ended, women were expected to return to "female jobs" or assume their traditional role in the home. These so-called female jobs included occupations such as teacher, nurse, stewardess, or stenographer (US Department). The traditional role of a woman was to be a caring mother, diligent homemaker, and an obedient wife. Being a "good" wife meant that she carried out every order of her husband and agreed with him on everything. The women of the 1940s were discouraged from expressing their opinion because their education, or lack thereof, would not allow it (A Woman's Role).

The stereotypical view of women is still present today and is challenged by self-labeled and unlabeled feminist everywhere. Feminist studies shape the ideas of a dominant woman's role in society. This theory "assumes a male dominated world and strives to identify patriarchy." It seeks to "understand women's role in society" and views all people as politically and socially

equal (Bressler). By now you may ask, did Eloise identify herself as a feminist? Through our research, we concluded that she did not, but we do believe that her actions represent feminist goals in our present day society. Eloise was aware of what women must do to succeed in a male dominated world. Dr Lewis once stated,

“The pattern of living for women has changed drastically with more jobs available, more time and freedom, and many unexplained opportunities... Modern women, in order to assume competent leadership in a society which demands many levels of achievement must sharpen her intellectual curiosity as well as keep her skills and knowledge up to date” (Women Told to Continue...).

She stressed education for the mature woman who is continuing family and career for fruitful living (Women Told to Continue).

Eloise demonstrated her first resistance towards patriarchy, when she told her father of her plans after high school. In 1936, the spring before Eloise graduated high school, she sat down with her father to talk to him about where she would be going to college and what she wanted to do. She was only sixteen years old when she told her father that she wished to pursue nursing. He responded, “No you will not do that. You will go to college like your mother and your sister.” Both her mother and her sister went to Winthrop University, but what they studied and the degrees that they received are unknown. However, because of her father’s response to her desire of pursuing a nursing degree, we are left to infer that her mother and sister’s degrees were parallel to women’s education at that time. Eloise was enrolled at Winthrop University September of 1936 as a double major in biology and history. Luckily, Dr. Green, her advisor, was a Vanderbilt graduate. After a trip to Vanderbilt for the summer, Dr. Green came back with good news, telling

Eloise “I think we have a way to fool your daddy.” At the time, Vanderbilt held the first baccalaureate degree program in the south. After Eloise told her father of her plans to attend Vanderbilt, he said, “Well you go right ahead.” Later in an oral interview, Eloise expressed “I don’t think he really thought they would take me.” In fall of 1938, Eloise was admitted to Vanderbilt. With rumors of war, the national league for Nursing began to contact of the “better schools.” The dean of Vanderbilt said to Eloise “ we have such a letter, and we would like for you to be the person we nominate from Vanderbilt.” After Eloise traveled to Philadelphia, news that Pearl Harbor had been bombed was released after she had only been on the job for a month. This tragedy led to her idea of joining the Army Nurse Corps (Oral History).

The Army Nurse Corps was established in 1901 as a branch of the U.S. Army Medical Department (The Nurses' Guide). It was created to provide care to soldiers with a mission that "All actions and tasks must lead and work toward promoting the wellness of Warriors and their families, supporting the delivery of Warrior and family healthcare, and all those entrusted to our care and ultimately, positioning the Army Nurse Corps as a force multiplier for the future of military medicine" (Army Nurse Corps). Although established over 40 years earlier, it was not until 1944, after the attack on Pearl Harbor, that an act of Congress awarded national ranking to the members of the Nurse Corps so that nurses could be drafted during this time of shortage (The Nurses' Guide). Eloise entered the corps in 1945 as a Second Lieutenant (Oral History). To be considered a first ranked officer, four weeks of training is required after completing professional training as a nurse. The expected gender role required women to "stand beside the fighting man to nurse them to health," but they did much more. The nurses were expected to be as attentive as a soldier and follow regulations in line with those of the traditional army (The Nurses' Guide).

Eloise recalled in an oral interview, "The basic training was rigorous. We were taught how to fire guns, use gas masks. We were taught all the things because we didn't know what we were going into" (Oral History). Although they were trained to do these masculine tasks, they were still not respected as equals with the male soldiers.

Eloise Ralling's involvement in the army nurse corps was primarily as a teacher. She was responsible for training more and more nurses during this time of need with our country in a state of war. Eloise was appointed as Second Lieutenant after she entered into the service on April 25, 1945. Her first assignment in this position was to teach 600 female students completely on her own (Oral History). Although this was a major task, Eloise completed it well. Within a short six months, she was promoted to First Lieutenant and chief nurse, on October 1, 1945. As already stated, the war department discouraged women's participation in the military (Army Nurse Corps). Eloise and all the other women serving were often reminded that they were only there temporarily. When she reported to the commanding officer, at Fort Meade, Maryland, she was told, "there's honor in this business of the army and the country we serve and all, and you are only coming in under some unusual circumstances" (Oral History). Through research, we found that even Eloise's war documents represented the idea that military was primarily male domain through the masculine word choice. Rather than using pronouns that do not indicate specific gender, her letters and certificates often used "he" and "him." Her certification of First Lieutenant reads as follows, "know ye, that reposing special trust and confidence in the patriotism, valor, fidelity and abilities of Eloise Patricia Rallings. I do appoint him, temporarily, First Lieutenant in the Army of the United States. He is therefore carefully and diligently to discharge the duty of the office to which he is appointed..." (Certification of 1st...). In contrast,

her nursing documents use unisex pronouns, such as “you” and “one.” A document in recognition of her service to the Army Nurse Corps states, “This nation will always be indebted to the instructors in schools of nursing who prepared the largest classes of student nurses in history for military and essential civilian nursing...you have produced the graduate nurses of tomorrow who will be a vital factor in the public health of our country and of the world” (Federal Security Agency...). The shift in society caused by World War II with women stepping outside of the home and moving into roles, which were traditionally viewed as male domain, blurred the distinction between so called “male and female roles.” This was sometimes referred to as the “gender troubles.” However, to the men in America’s society, this was only temporary and short lived. When the war ended, the women were expected to return to their “proper place” in the home and let men go back to being the provider. Eloise resisted this patriarchal domination and goes on to become an accomplished woman in many ways (Women In World War II).

Six years after her service in the Army Nurse Corps, Eloise completed her masters of science in education at the University of Pennsylvania in 1951. Dr. Lewis then went on to serve as an associate professor in surgical nursing and chair of the department of medical surgical nursing and then became director of the graduate program for the University of North Carolina at Chapel Hill in 1953 through 1961. After working at Chapel Hill, she continued her education by getting her Doctorate of Education from Duke University in 1963. In 1965 through 1966, she then became a professor and assistant dean for the school of nursing at Chapel Hill. Later, in 1966 she founded the UNCG School of Nursing, becoming the dean and a professor. She then served at UNCG until her retirement (Curriculum Vitae). Her reason for founding the school in Greensboro was due to a shortage of nurses in North Carolina (Oral History). In research, it was

found that Eloise was one of few women that held the title of dean in a university department in the triad area up until this time ("Historical State") ("Presidents and Chancellors..."). Through Lewis's dedication to the school in 1976, the Masters of Science in Nursing program was initiated (Educators Receive...). The first graduating class of the MSN program included 18 women and four men (22 Nursing Grads...). Eloise was aware of the success of her school and made it known in an oral interview saying, "You know, they used to talk about, 'Well, we have a good school.' I said, 'No, we don't, we have the best'" (Oral History). She stated, "the commitment of the UNCG School of Nursing is to graduate a young woman competent to begin a practice of nursing, but who also has the potential to go on to higher things" (Nursing School Ups...). Not only did Eloise obtain self-recognition but recognition of her colleagues and professional leaders of the community as well.

Within 32 years, Eloise was the deserving recipient of 35 honors and special recognitions. These honors include the Oliver Max Gardner Award, the Boss of the Year Award, and induction into the North Carolina Nursing Association Hall of Fame (Curriculum Vitae). Lewis received the Oliver Max Gardner award in 1976, which was considered the highest faculty honor within the UNC system. To be eligible for this award the recipient is considered to have "made the greatest contributions to the welfare of the human race." Eloise was the first person to be given the award from the nursing department (The Oliver Max...). In an article congratulating her on her achievement, it was written, "through imaginative changes in curriculum you have helped attract more able students to nursing. And you have drummed into class after class the idea that the highest achievement of a nurse is to serve, not in the big hospital, but in the place where the need is greatest" (Educators Receive...). Later in 1981, Lewis was the first woman ever to be

honored with the Boss of the Year Award. She continued to exceed expectations by being a female in a leadership position. This award confirmed that others acknowledged her success as well. Nine years after Eloise passed, in 2008 she was inducted into the NCNA Hall of Fame, an award that anyone would be proud to receive (Curriculum Vitae).

Eloise above all, she can be considered brave, because the idea of a woman of her time, even attending college was considered “uncanny and paranormal” (A Woman's Role...). Most women after high school fell into their traditional roles right away but Eloise resisted this patriarchal influence with her inspiring career as a nurse, her extensive education, and her many accomplishments. We admire Dr. Lewis as students, professionals, and women. As women in present day society, we can only hope to accomplish a fraction of what she did.

Her many inspirations are the reason we chose to further research her life. We began by glancing over two full folders packed with informational documents. These documents included photographs, war documents, personal awards, newspaper articles, and an oral history. Due to the large amount of items, we planned to separate the information into topics and then continued to research deeper individually. We researched online sources along with archival material and found that Eloise's life largely coincided with that of a feminist. Once all research was conducted, we came together as a group and by following the outline of our presentation; we completed a group analysis paper.

- Keara Abernathy, Kaitlin Kilfoyle, Ashley Nelms, Brooke Scott, Shaquanta Shelley, Spring 2012

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## Tammy Blackboard Discussion

I thought it might be fun to include some informal responses to the archives in our project as well.

On our first day of class, we looked at the 1902 *Carolinian* in the digital archive and talked about responding to the text. For homework, the students were told to continue reviewing the yearbook and to respond in a Blackboard discussion forum. Each student was supposed to contribute an original post, as well as two responses to classmates. Here are some of their comments:

1) Symone Brown: In reply to the question of what image the authors of this yearbook were trying to portray of themselves, one particular quote from the seventy-eighth page of the book provides a perfect explanation, stating:

"In tracing the brilliant achievements of this band of freshmen, we shall not attempt to chronicle the many pains and pleasures we have entered into our history: only the most striking events!" (top of pg. 78, with a formal picture beside the text).

Recollections of the experiences of the students were strikingly similar to what I would expect a student in 2012 to recall of their college experiences, only in a less casual manner. After one student writes, "The class of '99! Our noble selves! Alas, what pen has the power to describe us as we really were!" on the fifty-fifth page of the yearbook, she goes on to talk about various occurrences such as quizzes, incidents with science specimens, and other actions of her classmates. The "music, games, and elegant refreshments, amid the immortal blue and white..." reminded me very clearly of events held on campus, especially during the first week. A student today could describe precisely the same thing, though likely in a less poetic manner.

As I read through this yearbook, what struck me from page to page was the continuing familiarity of all the experiences and surroundings (e.g. a few of the buildings) and events that took place. This continued all the way to the end of the book, which displayed various advertisements (exactly as modern yearbooks do) for everything from shoes to eyeglasses.

2) Mitchell Faulk: At first glance through the yearbook I didn't come across anything that I found overly interesting but after a second time through one article did stick out. It was the small article toward the back simply titled "Zeke". Apparently, Zeke was the jack of all trades and handled anything from driving to janitor work. Zeke seemed to be the man behind the scenes and I can only assume he performed his duties well because the author clearly portrays that the students and faculty, both past and present, had a great deal of affection for him. What I found most interesting about this article was that it was even an article at all. So often, now and in the past, a large organization, such as the University, can forget about the little man. The people behind the scenes putting everything together. Here, in this article, the University clearly shows that they are gracious and have not forgotten about the little man.

3) Tulasi Pawlak: I began browsing through parts of passages within the yearbook and the historical scripts candidly astounded me. I could personally relate to students who had attended UNCG, even over a hundred years ago. For example, Wil Warder Strate had articulated comparable emotions to mine on her first day of college. She went on to affirm her apprehension and also wrote, "First step foot upon this 'unknown' land—some of us 'bright and gay,' others 'blue and homesick,' but all gathering to reach a

## Tammy Blackboard Discussion

common goal” (71). We can all closely relate to this as well. Even today we see students who are petrified to step outside of their comfort zones within college. Those living away from parents and family may feel a profound longing for their loved ones while others embrace the challenge and take a leap for sovereignty. In the end, we are all here to supplement our education and pursue a flourishing career.

4) Jazmine Missouri: After reading through *The Carolinian*, a couple things caught my eye. The first thing that caught my attention was the color of the year book. It was black and white and very old looking, this made it very interesting for me to just want to look through the rest of the book to see what would be in it. Of course the main thing that caught my eye was the Women's college Basketball team. I noticed how the team was totally different from back then vs how it is now. For example, their team only had one captain, some teams now have 2-3 captains which are usually the most hardworking and responsible players that show the most leadership. In 1903, their colors were Red and white. The team consisted of; A thrower-in which is the person who will always throw the ball in bound, The goal guard who protects the goal so the other team cannot score, The front fielder is the person who guards the top of the key or the person on the ball, and the back fielder is the person who is behind the front fielder just in case the person with the ball gets around them. It amazes me to see how much time has changed from 1903 to 2012. The teams colors have changed from red/white, gold/white, red/blue, and white/blue. I also noticed their dress attire is different. The team wore long dresses and their goal was different. In today's basketball world, the baskets are glass and the attire is knee length shorts and a sleeveless jersey.

5) Morgan Elliott: Being a freshman, I was intrigued by the article in *The Carolinian* called "Freshman History." Once I read it, I found it full of pride and dignity. The class seemed to have a great deal of both, telling of how they took the typical freshman jokes and traditions with grace. It made me proud myself to be a freshman and I think all freshmen have that right. We made it into this college and we face a lot of change and many trials we hadn't faced before. It was an inspirational article and reminded me that I'm certainly going to get through this year and I should enjoy every minute of it, even at exam time.

Terri Vance's response: Morgan, I too, found common ground. Even though these women attended school here so long ago, they were freshmen too. They too once wandered around campus in search of a particular building and were probably helped by some kind upperclassman. As you put it, their pride and dignity is inspiring. It makes me proud to be a freshman, I think it should make every freshman feel that way.

6) Connor Caron-Burton: As I flipped through the pages of the 1914 *Carolinian*, there were quite a few things that stuck out to me: how almost every single student had the same hairstyle, how the only sports teams were hockey and basketball, and how one of the senior superlatives was "Question Mark." I'm sure not even she had any idea what she was being awarded. The thing that most stood out to me though was the "College Song" on page 39. I was amazed when I read, "Our motto 'Service' will remain, and service we will do," because it has been almost 100 years and UNCG still has that same motto. I had no idea the motto had been around for so long. There was another line in the song that I found to be humorous: "We never shall forget the gratitude we owe to you- a never ending debt." It is funny because these days many students literally graduate from college with what seems like a never ending debt.

## Tammy Blackboard Discussion

7) Ben West: As I was scrolling through the pages of the Decennial I happened upon a picture of the orchestra. I read the passage next to the picture and it described the instrumentation of their ensemble. What really caught my attention was the photograph, the text was rather boring and dry and lacked any kind of information about the people behind the instrument, I don't even understand the point of it other than to add a page to the yearbook. The first thing I noticed about the picture was the way they were dressed. It caught my attention not because of the style of the clothes but because of the color. Most modern large group ensembles (not saying that the ensemble was large in any way, shape, or form) are dressed entirely in formal black clothes. Men wear tuxedos; women dress in black blouses and slacks or in full-length black dresses. The second thing I noticed was the size of the orchestra. It was puny! Today, UNCG has a prestigious school of music and several large ensembles. The picture caught my eye because of how different it is from today's music program. I think it is always interesting to see the evolution of a great program and the small beginnings that the program originated from.

8) Katie Sutherland: I enjoyed the fact that these women took pride in who they were and what they stood for. They were women that were going to college and getting an education. They made clubs and sports almost as if to prove they could be just as much as an university than any other. The women's faces may have been similar but their hard work to create this University has become evident. When we see their faces we may not know exactly which woman goes with which name but we do know what they did to build this community that is today our very own UNCG.

Response by Chris Batts: I agree, these women basically were the start of a revolution, so to speak. They went against the common opinion of the time period to prove something to the world. They became business women, nurses (which was traditional of most women), and athletes. At that time women were supposed to look after the household while the man went to work everyday in the fields.

Another point is that these women would never have dreamed that these opportunities would be available to them. They took advantage of their position and, with just that little jab towards equality, began a new age for women in North Carolina.

My great grandmother graduated from here in 1933 and she is the most independent woman I have ever met. It's quite inspiring to see her still doing everything for herself at 94 years of age!

9) Marley Soden: The Glee Club was interesting. I honestly had never heard of a Glee Club before the show came out but it's really neat to see how far back it goes. However, my favorite part was at the very end there were a bunch of old ads and I saw one for a really old school looking camera called an Ansco Camera. The ad had a drawing of the camera and it looked huge. It's funny how now we can just whip out our smart phones and snap a picture in a second.

Suhad Hanna  
Creative Poem  
Activism: LGBTQ  
Eng 104-12

Flourish by: Joseph Flora

Gay Academic Union, G-A-U  
From me straight to Y-O-U  
You see the year was around 1979  
And the formers were hoping things would be just fine  
All these students wanted was knowledge and understanding  
Without all of their actions needing reprimanding  
The consensus is a smooth formation  
There is no need for confrontation  
Since the support is present from our chancellor, James  
The fact that there is so much uproar has us ashamed  
To be part of a community not accepting change  
There is no shame in this love called Gay  
For it was not our choice, we just want to rejoice  
Community cannot succeed with opposition  
Therefore, reconsider your position!  
For homosexuality is a tough road  
Is it really acceptable to kiss a frog without knowing it's a toad?  
For the human race cannot be based on hate  
For love has no eyes, only the beholder can correlate  
The letters are sent to vice chancellor Allen  
Asking why UNCG even needed to have one  
A group of gay students coming together was unheard of  
It showed that the days of fear were flying with the doves  
A certain alumna of the university, who believed we were encouraged and not the father  
Went by the name of Mrs. Katherine Rogers  
Dear Mrs. Rogers, is this true, the horror  
That you suggest our meeting place be called Sodom, if not Gomorrah?  
When saying we, I simply speak for all  
Those who are on the rise, those who are climbing from a fall  
The surest foundation is provided by knowledge and understanding  
Maintaining an open mind, with UNCG's tradition in this belief will not go empty handed  
Stability in society will be present when an informal basis is reached  
Friends and colleagues can be made without even the slightest breach  
Simple interaction can initiate the tolerance  
That to which these issues won't even bother us  
We are no different than any other beings  
For nature does allow us to choose these types of things  
The university has a tradition in maintenance of opening minds  
To knowledge, understanding, but these things take time  
There is no need for haste, for people will think what they will  
Haste will only cause more folks to think of us ill  
Our rights are basic, there is no need to call us surplus

Suhad Hanna  
Creative Poem  
Activism: LGBTQ  
Eng 104-12

For we only demand what everyone should be given, without the questioning of our lust

Laws must be changed to protect us  
Social events must be held to fulfill us  
Consciousness groups must be held to enlighten us

*Equality is what we seek*  
They say the sun shines brighter on the other cheek

March 1, 1923

Dear diary,

Today Chancellor Allen called a mandatory meeting for all members of Pi Delta. The meeting was brief but resulted in the loss of our charter and the requirement to disband. After the meeting was dismissed the girls and I met outside of the library to discuss our sisterhood. It's hard for me to believe that after all the hard work and volunteering we have done for the community and the college that a committee couldn't see the good nature of our pledge. It makes me wonder that if those on the committee had had the opportunity to participate in something like this within their studies, would they have felt differently. The satisfaction of knowing that they were a part of something so much bigger than they were and having the opportunity to experience it with a group of women all alike in their focus.

I am saddened to lose the one thing that bonded us as women, students, and volunteers. These women are my friends by choice and my sisters by oath. The purity between our bond as volunteers and as students together cannot be broken by Chancellor Allen's decisions. We will continue to meet and we will continue to volunteer, maybe not through Pi Delta but through the local Greensboro Woman's Club or even, secretly.

I am planning to surprise the other girls with the idea of keeping this secret. I know they will support the continuance of our sisterhood despite their fears of being caught.

Laura

Lauren Layne

Professor Katie Leuschen

ENG 104-12

April 22, 2012

Inside the University of North Carolina at Greensboro (UNCG), hidden well within the Jackson Library, is a rich history surrounding the development of Panhellenic organizations told through many genres which include local newspapers, magazines, press releases, and pictures. These documents of times past located in the University Archives tell their stories in pieces that can be brought together to create new stories through different genres. The truth of every story lies behind the genre through which it is told and to the audience which receives it. My archival research on the development and restriction of Panhellenic organizations on the campus of UNCG focused on three primary genres all telling different aspects of the origin of sorority and fraternity life. These include UNCG Alumni Magazines, photographs from the Greensboro News and Record, and committee reports conducted by the staff of UNCG all proved to be different genre lenses of the events during the introduction of Greek Life to the campus and community.

Prior to the University of North Carolina at Greensboro, the college was known as the North Carolina College for Women. In October of 1923, the Alumni News of the North Carolina College for Women printed an article titled, "Tau Pi Delta- A Bit of Idealism." According to the article, until 1921 no other social organizations existed on the college campus. The article goes on to mention that the society voluntarily disbanded

a few years later, in hopes that the “flame of service” would not be forgotten. The article focuses on the positive characterizations required of its members and supports that from the origin of sorority life on campus, service work has been the primary focus. In the Spring 2009 the UNCG Magazine printed an article titled, “Brothers & Sisters” (English). The article describes several different student experiences with regard to Greek Life on the campus of UNCG focusing on how sororities and fraternities bring students together and positively affect their lives even after college.

Both articles were published in alumni magazines with the intended target audience of the alumnus and current students. The purpose of this genre is to view the opinions of students to students past and present representing and encouraging them to remain active and aiding their alma mater. Each article sheds positive light on the university and the passion behind service oriented social societies to build a positive rapport with the readers. By using the genre to the benefit of the college the writer has still allowed the history to be interpreted. Magazine articles allow for a narrative to be told about the known interest of the target audience. In this case the writer already knows that the reader is invested in the University and is potentially interested in its happenings or else they would not have made the decision to read the Alumni Magazine. Genre in this example is used to benefit both the reader and the writer excluding any negative feedback or commentary on the subject.

Photographs are an altogether different genre and allow the reader to make their own interpretation of the image. Often pictures “say” what words cannot, influencing people to judge photos based on snap shots in time. In November of 1990 the Greensboro News and Record published an article titled, “It’s a Greek Thing” featuring a

picture of the Sigma Phi Epsilon fraternity. The caption under the picture stated the intended message: "Members of Sigma Phi Epsilon fraternity party all over the place at their house on West Market Street" (Parker). Clearly not posing for a photograph, the picture featured fraternity members on top of the roof with beer, singing, and playing music giving the reader tunnel vision to only see the trouble to be had within a social organization. The same edition of the newspaper also included an additional picture with the caption "Greeks at UNCG say they boost school spirit with activities such as this parade" ("It's a Greek Thing"). Pictured in the photograph were sorority and fraternity student members in what looks like a riot holding Greek letter signs and standing on cars. Granted this is what I saw in the pictures, the author may have intended a different perception of the photograph.

The use of pictures can be aimed to fog the reader's perception depending on how the photo was staged. This advantage to the author puts the viewer at a disadvantage because the message can be manipulated. Even without the captions the pictures were clearly intended to steer viewers. However, the question remains in which direction the author intended the viewers to be steered. To the advantage of the author, pictures draw the attention of opposite opinioned viewers allowing for their own opinion to be projected through the picture and thus appealing to a larger audience. Featuring these photographs in a public community newspaper also broadens the audience. It is to the viewers disadvantage to use pictures as a primary source of information because key facts are often missing. Although most pictures are usually accompanied with an article, *visual objects are more stimulating and require less of a time investment from the viewer.*

Although reports require a time investment from the reader important facts can often be found within their texts. In September of 1977, in a report from the original committee of fraternities and sororities, UNCG announced the findings of their studies on permitting social organizations on campus (Braxton). Inside the introduction the committee reported on their perception of the advantages and disadvantages of social organizations and their affects on the student body and university as a whole. Within Appendix A were the findings of a survey completed by new students proving the importance of social involvement, their positive perception of social organizations, and its importance when selecting an education institution. These reports revealed the factual evidence told by Committee on Fraternities and Sororities in the final agreement to permit social organizations on the campus of UNCG. Reports such as these are intended for faculty and staff in order to inform and update them on current topics and results from the school's Board of Directors.

Often reports are intended for readers with prior knowledge of the topic of discussion within the document or to sum up the information and clearly present it to a reader. Although rich in facts committee reports lack the narrative connection for most readers. In selecting this source of information, the factual lens of the events that took place leading up to the creation of Greek Life on the campus of UNCG is well represented. The lack of emotion in a report is often a disadvantage to the author, making the reader lose interest in the document unless it directly requires something of them.

In addition to focusing on the above genres, as a creative project, I have chosen to retell the creation of Tau Pi Delta in 1923 through the lens of one of its original charter members. The unfiltered student perspective has not been represented in the non-

fictional genres thus far. Furthermore journal entries can be primary sources of events, emotional experiences, and are not intended for audiences. Journals are first hand knowledge of experiences as they happen, to whom they happen, and include their personal reactions.

Within the fictional journal entry I want to focus on the events that may have led to their disbandment, which were not presented in any of the selected materials from the archives. Although biased, journal entries do not allow for an edited version of events. This journal entry will allow the reader to experience the connection a writer can illustrate with first hand knowledge. By collectively using these genres I hope to recreate a first hand experience for the reader of events that could have taken place during that time.

An event viewed through different genres allows for certain things to be emphasized and others to be ignored. Through magazine articles, newspaper photographs, and official staff reports the creation, development, and restriction of Greek Life on the campus of the University of North Carolina at Greensboro can be represented in many ways. Viewing a few of these genres together like puzzle pieces of a story allow for a wide interpretation of historical events. Seeing the story through different genre lenses also inspired my imagination to create a journal entry from the perspective of an original member of the first society on campus based on all of the knowledge collected through the use of different genres from the University Archives.

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ENG 104-12

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### Archival Project Reflection

As an adult student I really connected with the history I found inside the archives. On our class field trip, while collecting research documents I ran across an old flyer with my best friend's picture on the front. It was shocking to see how many sorority members I knew when looking through the file folder. Right then I knew I had chosen the right topic for my research. From there I continued researching documents, pictures, and magazine clippings from the origin of Greek Life on the campus of the University of North Carolina at Greensboro. Working in a group, experiencing the history within the archives, and creating my own creative project based on the research all made this project very interesting.

The staff inside the archives was extremely helpful in pointing me in the right direction for my research. I could feel their contagious excitement about the historic documents. It was unfortunate that my group and I had fairly different topics. I think it would have been more helpful for each of us if we more focused on the same things within the archives. However it was nice to have outside meetings where we could focus on the requirements of the assignment.

I found it very interesting to learn about the first Greek letter society, Tau Pi Delta. I was very interested in their "voluntary disbandment" and the lack of information documented on their existence. I was led to inquire about the lack of Greek Life on the

campus until the late 1970's. Surprised at the number of reports regarding the approval of sorority and fraternity life, I was also impressed at the amount of media coverage from local news papers.

Creating a project based on the documents and history I found about the origin of Greek Life was also very interesting. At first I was not sure how I wanted to re-create the story. I knew I wanted to have a first hand account of the events that took place with Tau Pi Delta from the aspect of someone who was emotionally invested in the sorority. I decided that a diary entry would be the best choice to highlight the connection that the women may have had with each other which was pointed out through one of the articles I found in the archives.

Throughout this project I enjoyed learning about the history of Greek Life on the campus of UNCG. I also learned that the use of genre in history makes it difficult to paint a clear picture of historical events. It is amazing the ability to tell a story in so many ways, each way telling a slightly different version of the same event.

I decided to use the archives in my Introduction to Narrative class to help students understand all narrative, but particularly historical narratives, as rhetorical constructions by which people make meaning of the past and present. We were studying narrative theory--the ways in which narratives are an integral part of our identities and daily experiences--and the archives offered a “hands on” way for students to engage in the process of narrative construction with a critical eye toward what they were doing and why. Thus, students explored UNCG’s archives and selected research areas based on their degree programs, ideological and political leanings, hobbies, family history at the university, etc. I used traditional rhetorical concepts to frame an assignment where students created a multimedia narrative of a significant moment, event, or person in UNCG history. Through rhetorical analysis of various primary sources—both in digital and hard copy form—like newspaper articles, photographs, yearbooks, memos, letters, oral interviews, brochures, etc., students constructed narratives using a combination of text, visual and audio components. Students constructed presentations using Prezi, Powerpoints, Quicktime Player, various movie software, and internet programs like Xtranormal, voicethread, sliderocket, and others.

I noticed many interesting phenomenon as we worked on this semester long project. For one, the project increased student agency and seemed to open up avenues for creative expression that I could not have anticipated. The most significant development I noticed centered on students’ increased focus on the relationship between audience and delivery. That is, students thought carefully about the moment when the audience would experience their piece, and their attention to this moment influenced all other components of the project, including brainstorming, invention, and organization. In imagining the moment of delivery and the audience’s reactions, students changed certain narrative techniques such as dialogue or reflection

Many assignments, like their project journals and their critical rationale essays, were designed to facilitate students’ analysis of the most effective ways to integrate and balance the textual, audio and visual components of their projects. They analyzed ways in which to use these components to best represent their rhetorical choices in constructing the narrative. These intermediary processes gave students a heightened awareness of how their format could either clarify or obscure their narratives. The following example comes from one student’s critical rationale; this student was constructing a narrative that described the 1899 outbreak of Typhoid at UNCG.

This persona of my main narrative voice (Evelyn) shaped the rest of my decisions about format, as I wanted her to be both authentic and believable. But I realize that a lot of my research suggested that the girls afflicted with Typhoid suffered from delirium, so to be true to the events I couldn’t necessarily use a “sane” point of view. However, just merely using a third-person narrator describing the effects of Typhoid fever wouldn’t cause the audience to connect to the character or to the situation. Ultimately I ended up making the narrator a kind of post-life Evelyn, where she was reflecting back on her life and the events that unfolded in a way that gave us the details of what happened, but also let the audience

experience her delirium. By using audio w/subtitles in the video to represent different aspects of her experience, I was able to create this dual point of view. I used the audio w/subtitles to represent Evelyn's post-life self and the video to represent what "happened" in the past as I imagined it would. My main goal was to make my audience connect in some way to Evelyn and present a message that "thirteen died" was not just a number—that these were real girls who lived and died at UNCG.

Bothered by the repetition of "thirteen died" that he saw in the archival materials, this student wanted to represent the situation with historical accuracy while also creating a point of view that did more than simply tell the audience the "facts." He wanted to actually recreate for them his vision of these girls' experiences and attempted to accomplish this through letting his delivery and content shape each another.

Indeed, students' agency and sense of control over these projects was heightened by the combined tasks of both inventing a narrative from primary sources and considering the rhetorical dimensions of delivering a multimedia project. One student writes,

While this was a difficult project, rarely do you ever get a project that you get to build from the ground up. It was nice to see the story that I created in my mind develop and expand through trial and error with the technology I tried to use. It is the only project in my college career that I had complete control over the direction to take it, and it was a little nerve wracking sometimes. But overall, it was an interesting process that forced me to use my creative side to consider the most interesting way to present my topic to new students just like me, who don't know anything about UNCG history.

Creating multimedia narratives from archival materials helped my students to better understand the roles of audience and delivery as tools of invention. When working with primary sources, students are generally going to see the rhetorical implications of their own role as author, as rhetor, more clearly than when working with secondary sources. But constructing a multimedia narrative from primary sources for a future audience of UNCG students pushed them to think about the unique and individual relationship each of them were creating through their projects. Many of them realized that the delivery of their project was just as important as the content of their narrative. ensuring that they achieve their desired interaction with that audience. As such, they considered these sensitive historical documents more carefully, paying closer attention to their personal responses to and engagement with their research and, in turn, the kinds of reactions they wished to generate from an audience of future UNCG students.