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A HISTORICAL STUDY OF THE FOUNDING AND DEVELOPMENT OF
TUSKEGEE INSTITUTE

The University of North Carolina at Greensboro

Ed.D. 1983

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A HISTORICAL STUDY OF THE FOUNDING
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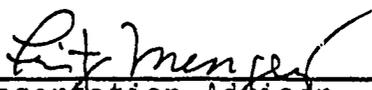
by

McArthur Jackson

A Dissertation submitted to
the Faculty of the Graduate School at
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in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Greensboro
1983

Approved by



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JACKSON, MCARTHUR. : A Historical Study of the Founding and Development of Tuskegee Institute and its Relationship in the Social Development of Black Americans. (1983)
Direct by: Dr. Fritz Mengert. Pp. 111

Tuskegee Institute was established by an act of the General Assembly of Alabama on February 12, 1881, and Booker T. Washington opened the school on July 4 of that year to become its founder and first principal. Mr. Washington's aim was to educate the head, the heart, and the hand, and through his students, transmit this learning to the community. He was committed to industrial, not liberal education, for the recently emancipated black population. Tuskegee Institute's historical controversial philosophy of industrial education has been the subject of much criticism by some black leaders. Washington's critics felt that the educational program at Tuskegee Institute was not in the best interest of black youth. There was also concern that Washington's philosophy of education and his philosophy of race relations would force the Negro into a second slavery.

The major purpose of this study is to trace the role and development of Tuskegee Institute, a private black college, in terms of the radically changing American society and the rising expectations of black citizens. The life style of the black man has changed immensely since the beginning of Washington's school. This study traces the economic and social development of Negroes in America and examines Tuskegee Institute's action and reaction of such changes. This study also focuses on the leaders of Tuskegee Institute and their roles in the development of the college.

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This writer expresses sincere appreciation to his dissertation adviser, Dr. Fritz Mengert, who has been an inspiration and a source of intellectual leadership in the development of this study. He further extends his gratitude to other committee members for their assistance and understanding -- Dr. Joseph Bryson, Dr. James Macdonald, and Dr. Lee Burnick.

The author acknowledges his native town of Tuskegee Alabama and his alma mater. As a 1965 graduate of Tuskegee Institute, and recipient of a work scholarship there, he gained a new comprehension of the philosophy and mission of Tuskegee Institute from this study.

The author also wishes to thank his wife, Clara, for her patience, encouragement, support and understanding while he was composing this dissertation.

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CHAPTER I
INTRODUCTION

Recently, in July 1981, Tuskegee Institute celebrated its one-hundredth anniversary. The life style of the black man has changed immensely since then. Indeed, the whole American Society has experienced dynamic social and economical changes over the past century.

Less than two decades after the signing of the Emancipation Proclamation, an ex-slave established a school to educate poor blacks in the South. This school, then called Tuskegee Normal imminently became a pioneer example of an independent industrial school. Its founder, Booker T. Washington, wanted his students "to learn how to do a common thing in an uncommon manner."¹ Washington's aim was to educate the head, the heart, and the hand, and through his students, to transmit this learning to the community.

"Today, after a century of constant struggle to provide higher education for black youth, private black colleges have come upon a critical crossroad in their development."²

¹Booker T. Washington, Up from Slavery (New York: A. L. Burt Co., 1901: reprint ed., Garden City, N.Y.: Doubleday and Co., Inc., 1963), p. 71

²Daniel Thompson, Private Black at the Crossroads (Westport, Conn.: Greenwood Press, 1973), p. 4.

The Brown decision of 1954 has taken its toll on black colleges.³ The private black colleges have been "caught up in the far-reaching, in depth social revolution and, like all school systems in this nation, they have been forced to pause and take a long, hard critical look at themselves."⁴

The black man's clamorous struggle for equal educational opportunities realized a major victory in the Brown decisions, (Brown I and Brown II). This great triumph for the black race has become an obstacle for the private black college. Once the doors of the white universities were finally opened to blacks, many deserted the black colleges in search of a better education. Daniel Thompson, in his study of the private black colleges found that:

Black Youth expect more from their schools and colleges than their parents expected. They expect that their educational institution will prepare them to live and serve in the larger society as well as in the Black society.⁵

The private black colleges are rapidly losing students to white universities. Many black institutions may be forced to close because of declining enrollments and inadequate funds. In addition to these problems, the recent decision to cut back federal spending on education has caused much concern. Many

³Brown V. Board of Education., 347 U.S. 483 (1954).

⁴Thompson, Private Black at the Crossroads, p. 4.

⁵L. Alex Swan, Survival and Progress: The Afro-American Experience (London: Greenwood Press, 1981), p. 175.

black educators fear that the private black college is in danger of becoming extinct.

Statement of the Problem

The major purpose of this study was to investigate the role of Tuskegee Institute, a private black college, in terms of the radically changing American society and the rising expectations of black students.

Tuskegee Institute has served as a model for black people who were determined to overcome the limitations imposed by their backgrounds; at the same time it has brought strength and encouragement to others.⁶ Tuskegee Institute's service to the black man and to this country for one hundred years has been important to the growth and development of this nation. From its beginning Tuskegee Institute has demonstrated a strong commitment to the disadvantaged and under-educated throughout the Deep South.

Several key questions concerning Tuskegee Institute's education, history and desegregation are explored in this study.

⁶Tuskegee Institute Fact Book, 1981-1983. (Tuskegee, Alabama: Tuskegee Institute Press, 1981), p. 4.

Questions to be Answered

This study will present an overall examination of Tuskegee Institute's influence on the communities it serves as well as its impact upon this nation. In order to fully understand and appreciate the role of Tuskegee Institute, several vital questions need to be researched:

1. What has been Tuskegee Institute's historic role in the black man's struggle for social and economical equality in America?

2. Has the educational process at Tuskegee Institute kept pace with the changing role of blacks in politics, business, and social status in America?

3. How has the desegregation of public schools affected student enrollment at Tuskegee Institute?

4. How has the desegregation of public schools affected enrollees' scholastic ability at Tuskegee Institute?

5. How has the desegregation of public schools affected the educational program at Tuskegee Institute?

6. To what extent is Tuskegee Institute fulfilling the traditional role of the black college?

Scope and Method of Study

This is a descriptive and historical study of the founding and development of Tuskegee Institute and its relationship to the social development of black Americans. The basic research technique employed was the narrative historical research method. The nature of this study involved the

collection, screening, and exploration of data from various sources. The following methods and procedures were observed in the investigation:

1. An extensive bibliographical search of the relevant primary and secondary sources
2. Collection of data from primary and secondary sources, employing primary sources whenever possible
3. Use of external criticism to determine the authenticity of the primary and secondary sources
4. Use of internal criticism to evaluate the accuracy and value of the author's statements
5. Formulation of generalization to explain the relationships among facts and the possible conclusions to be drawn from factual evidence
6. Presentation of the research data in a narrative, interpretative form
7. On-site visitation
8. Informal interview

This study covers the one hundred years of Tuskegee Institute's existence. Chapter II is an examination of the college's origin and early philosophy and includes a period of thirty-four years, from 1881-1915. These are referred to as the "Washington Years", as Tuskegee was under the direction and guidance of Booker T. Washington during this period. Chapter III discusses the problems and progress of Tuskegee from 1915, following the death of Washington, to 1935. This

was a critical period of social unrest and many racial problems in the South when Washington's successor, Robert R. Moton, was called upon to lead Tuskegee and blacks throughout the nation.

Chapter IV covers a time of social growth for blacks in America, beginning with the retirement of Moton and including the Civil Rights movement of the 1960's. Chapter V presents a profile of Tuskegee Institute today, focusing on the college's educational programs, enrollment, financial status, faculty, and students. The concluding chapter contains a summary of the research, and answers the questions asked in the introductory chapter. Projections of the future of Tuskegee Institute will also be included,

Significance of the Study

"There are approximately one hundred traditionally black colleges and universities in America. Sixty percent of these institutions are public and forty percent are private."⁷ Black colleges are now faced with the need to justify their existence. "The intensity of the black struggle, the demands of students, and oppressive and repressive responses from American society have all contributed to the call for a new mission."⁸

⁷Swan, Survival and Progress, p. 175.

⁸Ibid., p. 126.

In recent years there has been much criticism of the black college, both public and private. Some writers contend that black colleges have failed to initiate leadership and direction to the black community. Others hold that they have not given proper attention to the demands and needs of the masses of black people. Black colleges have traditionally played a dual role in the social aspect of the community they serve. Daniel Thompson defines this dual role as follows:

On the one hand they have endeavored to prepare black leadership to serve as a catalyst of racial protest and change. But on the other hand, they have worked out patterns of accommodation within the segregated communities in which they are located. The most common pattern of accommodation has been withdrawal.⁹

Historically, the philosophy of Tuskegee Institute has been controversial. Many blacks have been critical of Tuskegee's industrial and vocational education programs since the early years of its origin. One of its oldest and most unreserved commentators was W.W. DuBois, a renowned black scholar of the early nineteen hundreds. DuBois felt that the educational program at Tuskegee was not in the best interest of black youth and he did not favor the industrial education concept for blacks. His thoughts of education for blacks are expressed in a quotation from his essay, "The Soul of Black Folk" (1903):

The training of the schools we need today more than ever - the training of deft hands, quick eyes and ears, and above all, the broader, deeper, higher culture of gifted minds and pure hearts. The power of the ballot we need in sheer

⁹Thompson, Private Black at the Crossroads, p. 15.

self-defense - else what shall save us from a second slavery?¹⁰

DuBois' ideas of what the black man needed were in direct conflict with those of Booker T. Washington, the founder of Tuskegee Institute. Washington felt that the black man of the late nineteenth and early twentieth centuries was in need of industrial education.

The aim of industrial education was threefold: to furnish the student with paying labor to assist him to work his way through school; to teach the dignity of labor and self-help; and to teach trades and furnish the student with a practicable business-like idea of how to make a living.¹¹

Booker T. Washington envisioned an educational program to reach individuals who were shackled by ignorance and poverty.¹² His ambition was to reach and educate the masses of his people. To fulfill this mission, he derived methods for "taking the information to the people, where the people were." In the late summer of 1896, Washington employed a noted black chemist, George Washington Carver, to head Tuskegee's Agriculture Department. Dr. Carver and his Agriculture Extension Service served as an arm for Tuskegee and Mr. Washington to reach the black masses in the communities surrounding the school.

¹⁰W. W. DuBois, The Soul of Black Folk: Essays and Sketches (Chicago: A.C. McClury and Co., 1901), pp. 41-49.

¹¹Booker T. Washington, Speech to the Unitarian National Conference, Sept. 21, 1886.

¹²Ushering in the Eighties: Cooperative Extension Program (Tuskegee Institute, 1981).

Whereas Mr. Washington's approach to uplifting the black race was to educate the masses, his leading critic, William DuBois, was more concerned with the need to educate only the highly competent blacks. His approach was to provide professional education for the "talented ten"; subsequently, these "talented ten" would become the leaders of the masses. The Washington-DuBois debate is discussed further in Chapter II. It is hoped that this study will serve as a historical record of the development of the "Tuskegee Idea," and furnish additional resources for the evaluation of the Washington-DuBois philosophies.

Criticism of the early Tuskegee Idea and its founder is still prevalent today. Some writers referred to its founder, Booker T. Washington, as "The Black Overseer of Tuskegee." Donald Spivey, in his book Schooling for the New Slavery, wrote:

To Booker T. Washington the sensible thing for blacks to do was to fashion a coalition with whites in power to make themselves indispensable "objects" to the prosperity of the nation. His conception of the proper course for Blacks rested upon the Blacks' own exploitability.¹³

Spivey feels that industrial education schools were established to keep the blacks in their proper place. He wrote:

Through industrial education the General hoped to control the blacks, not raise them to a level of parity with

¹³ Donald Spivey, Schooling for the New Slavery (London: Doubleday and Co., Inc., 1978), p. 45.

whites. . . He was careful to give his students a limited education, just enough to fit them to their prescribed station in society and no more.¹⁴

General Armstrong, of whom Spivey was speaking, was the founder of industrial education at Hampton Institute, the mother of Tuskegee Institute.

Black colleges have historically been dedicated to racial refinement. This mission identifies them with the struggles and hopes of the black masses. "Private black colleges are the only institution of higher education controlled by black people. They are, therefore, the most responsive to the needs and demands of the black community."¹⁵ This writer feels that the private black college has played a major role in the development of the nation as well as the development of the black race. For this reason the private black college must prevail.

However, not all of the nation's private black colleges are in trouble. It is this writer's contention that Tuskegee Institute has weathered the storm of integration and the changing American society very well. This dissertation is an in-depth study of the struggles and accomplishments of one private black college, Tuskegee Institute, and its contributions to the community in which it is located, as well as its contributions to the world.

¹⁴Ibid., p. 15.

¹⁵Thompson, Private Black at the Crossroads, p. 6.

CHAPTER II

THE EARLY YEARS OF TUSKEGEE INSTITUTE

The Founding

Fifteen years after the end of the Civil War, black citizens of Tuskegee, Alabama, realized an opportunity to secure a normal school for their community. The black vote was instrumental in the advancement of educational opportunities for black citizens. For example, the first school attended by Robert R. Moton and many other black schools were bought with black votes. Moton wrote of the first school he attended:

A school was opened for coloured children a few miles from the Vaughn Plantation. This was the first school for Negroes in that neighborhood . . . In the fall of the previous year the coloured people had been urged to vote with the promise that if they did so, a public school for their children would be established in our district. They voted according to instruction and the promise was kept.¹

The Normal School for colored teachers at Tuskegee, the original legal title used by the legislature, was established much in the same manner as Moton's first school:

In 1880, a wounded ex-Confederate Colonel and lawyer in Macon County, Alabama became a candidate for state Senate on the Democratic ticket. The colonel believed that if he could secure the black vote, . . . he could win this coveted seat. Thus, Wilbur P. Foster contacted a prominent black resident of Tuskegee, Alabama and asked him what could be done to secure the black vote. This black man was Lewis Adams, an important member of the Republican Negro Convention. Adams informed the colonel that what

¹Robert R. Moton, Finding a Way Out (Garden City, New York: Doubleday and Co., Inc., 1920), p. 26.

his race wanted most was education. Thus, an agreement was reached: the black people in Macon County would support the colonel with their vote on condition that he, when elected, would work for the establishment of a school for the County's black population.²

This agreement, between an ex-slave and an ex-slaveholder, was honored. In the year 1881 the Alabama legislature appropriated two thousand dollars (\$2,000.00) a year for the Normal School at Tuskegee for colored teachers.

It is important to note that the black man's vote was very important to the white politician in the late 1800's and early 1900's. It should also be noted, as Lewis Adams stated, "that what his race wanted most was education." The ex-slaves realized the importance of education and made every effort to take advantage of every opportunity to secure schools for their communities.

Shortly after the Alabama Legislature appropriated funds for the school, the newly formed Tuskegee School Board formed a committee to locate someone to organize the Normal School for Colored Teachers. "The search committee turned to the presidents of Talladega College and Fisk University, but neither knew of anyone for the new position."³ Next the committee turned to General Samuel C. Armstrong, the president

²Addie Louise Joyner Butler, The Distinctive Black College: Talladega, Tuskegee and Morehouse (London: The Scarecrow Press, Inc., 1977), p. 56.

³Frederick L. Brownlee, New Day Ascending (Boston: Pilgrim Press Co., 1946), p. 169.

of Hampton Institute. "Although it was probably not explicitly stated, it was understood that the school's organizer should be a white man."⁴ General Armstrong responded:

He knew of no white man, but . . . there was a Hampton graduate by the name of Booker T. Washington who had been an unusual student, had taught in a country school, and was then teaching at Hampton Institute.⁵

It should be noted that the search committee was not seeking a white man for the position, but felt they would not be able to locate a black man. It was then that they turned to General Armstrong at Hampton. "These gentlemen seemed to take it for granted that no colored man suitable for the position could be secured, and they were expecting the General to recommend a white man for the place."⁶

Several days passed before General Armstrong heard anything more from Tuskegee. It was sometime afterwards, during a Sunday evening chapel exercise, when a reply was received from the Tuskegee School Board.

. . . a messenger came in and handed the general a telegram. At the end of the exercises he read the telegram to the school. In substance, these were its words: 'Booker T. Washington will suit us. Send him at once.'⁷

⁴Butler, The Distinctive Black College, p. 57.

⁵Booker T. Washington, Up From Slavery (New York: A. L. Burt Co., 1901), p. 107.

⁶Ibid., p. 106.

⁷Ibid., p. 107.

Booker T. Washington

Washington was certainly the right man to head the Tuskegee project, for the task ahead required an extraordinary man. Washington had experienced enormous hardships and struggles in an attempt to educate himself; he had acquired a love for hard labour and a strong desire to elevate other members of his race.

Booker T. Washington was born a slave on a plantation in Franklin County, Virginia, in the year 1858 or 1859. As with most slaves, his life had its beginning in the midst of miserable, desolate, and discouraging surroundings.⁸ He knew little of his family beyond his mother; of his father, he knew nothing. Reportedly his father was a white man. Washington recalled, "Of my father I know even less than my mother. I do not even know his name. I have heard reports to the effect that he was a white man who lived on one of the nearby plantations."⁹

As soon as freedom was declared, young Washington, his mother and two stepbrothers journeyed to West Virginia to join his stepfather in the salt mine. Soon after settling in Malden, Washington inspired his mother to procure an old copy of Webster's "blue-back" spelling book. As a very young child, Washington had a strong desire to learn to read.

⁸Ibid., p. 1.

⁹Ibid., p. 2.

From the time that I can remember having any thoughts about anything, I recall that I had an intense longing to learn to read. I determined, when quite a small child, that if I accomplished nothing else in life, I would in some way get enough education to enable me to read common books and newspapers.¹⁰

Young Washington, with the help of the "blue-back" speller, mastered the greater portion of the alphabet after a few weeks of hard study. He later acquired the help of a teacher and subsequently learned to read.

While at work in a coal mine, Washington overheard two miners talking about a great school for Negroes located in Virginia. He resolved at once that he would go to that school. The school, Hampton Normal and Agricultural Institute, was more than five hundred miles away. Nearly two years passed before Washington began his journey to Hampton. His journey to Hampton marks the beginning of his struggle to educate himself as well as the beginning of his struggle to educate and elevate the black masses.

In his book, Up From Slavery, Washington recalls a portion of his first trip to Hampton, in which he was the lone Negro passenger on the stage-coach, when the travelers stopped for hotel accommodations:

After all the other passengers had been shown rooms and were getting ready for supper, I shyly presented myself before the man at the desk . . . Without asking as to whether I had any money, the man at the desk firmly refused to even consider the matter of providing me with food and lodging. This was my first experience in finding out what the colour of my skin meant.¹¹

¹⁰Ibid., p. 27. ¹¹Ibid., p. 47.

Of course, Washington had experienced unfair and prejudiced treatment before the hotel incident; however, he had attributed this to his economic condition and not to the colour of his skin. This experience was an indication to Washington that the newly emancipated Negro not only had to learn to cope with the many problems he faced because of his economic situation, but he also had to learn to face and deal with the multitudinous problems he would encounter simply because of the colour of his skin.

After several days of walking, begging rides, and brief jobs to earn money for food, the exhausted Washington reached Hampton. He was very much concerned with his appearance, since he had gone several days without proper food, and was in need of a bath and a change of clothing. He feared his appearance would not project a favourable impression upon the admission teacher. Washington gave this account of the incident:

I felt that I could hardly blame her if she got the idea that I was a worthless loafer or tramp. For some time she did not refuse to admit me, neither did she decide in my favour, and I continued to linger about her, and to impress her in all the ways I could with my worthiness.¹²

After a number of hours, the admission teacher said to him: "The adjoining recitation-room needs sweeping. Take the broom and sweep it."¹³ Washington knew that this assignment was his entrance examination. He swept the room three times

¹²Ibid., pp. 51-52. ¹³Ibid., p. 52.

and dusted it four times. The head teacher conducted a very close inspection of the room, but was unable to find one bit of dirt on the floor, or a particle of dust on any of the furniture. She quietly remarked, "I guess you will do to enter this institution."¹⁴

The sweeping of the recitation-room, in the words of Washington, "seems to have paved the way for me to get through Hampton!" The head teacher was impressed with the manner in which he had cleaned the room, and offered him a position as janitor. Washington gladly accepted, because he could work out nearly all cost of his board. He kept this job throughout his stay at Hampton.

Washington's economic condition did not change while at Hampton. He was one of a few students that did not have money to return home during the summer vacation months. On occasion when he did receive money to travel home, he experienced difficulty in securing a job to earn money to return. During his entire stay at Hampton he struggled with poverty and barely acquired the necessities. However, he devoted little energy to self-pity. He was determined to learn all that he could. When he was not working as a janitor, he could be found reading or studying. His goal was first to uplift himself, then to uplift his race.

The economic condition of Washington changed very little throughout his life, because he believed that a man's worth

¹⁴Ibid.

was measured in the number of people he helped to uplift rather than the amount of money he accumulated. Booker Washington's desire to help others was enhanced by a man he described as the "greatest, noblest, and rarest human being that he had ever met." This man, General Samuel C. Armstrong, was the founder of Hampton Institute. He had been a Union officer during the Civil War; however, history notes him as one of the strongest allies of the Negro following the war. Armstrong dedicated much of his life to improving the condition of the Negro.

In June 1875, Booker T. Washington finished the regular course of study at Hampton as an honour student. The Hampton Institute experience had been embedded in his soul, and would influence him for the rest of his life. Of his feelings of the Hampton experience, Washington reported:

At that institution I got my first taste of what it meant to live a life of unselfishness, my first knowledge of the fact that the happiest individuals are those who do the most to make others useful and happy.¹⁵

After graduation Washington returned to his former home in Malden, West Virginia, and was elected to teach the coloured school at that place. He taught anyone who wanted to learn anything that he could teach. Upon completion of two school terms Washington felt the need for further studies and thus enrolled in a college in Washington, D.C. where he studied for eight months. He had the opportunity to compare

¹⁵Ibid., p. 74.

the influence of an institution with no industrial studies with that of Hampton, a school that emphasized the industries. The schools were different in many ways; the Washington, D.C. school students were better off economically, and in many cases more brilliant mentally. Washington learned all that he could while in the school, as well as while in the streets of Washington, D.C.

Booker T. Washington was later called back to Hampton to help direct a special program to educate Indians. He was to be the "house father" to the young Indian men. He took up residence in a building with nearly seventy-five Indian youths. Washington was able to gain the respect of the youths which greatly enhanced the success of the program.

One year later he was named teacher and director of the night school program at Hampton. Perhaps this assignment more than any other prepared Washington for his work at Tuskegee. He was very successful in this program, which began with twelve students, and quickly increased to twenty-five. Washington's night students, whom he referred to as "The Plucky Class," were inspired to learn all that they could.

General Armstrong recognized Washington's ability to induce, stimulate, and strengthen the student's quest for knowledge. Washington had also faced many economic problems in his struggle for education, and had managed to overcome them all. He was never known to quit anything that he started. Armstrong felt that Booker T. Washington was the right man

for the Tuskegee Project, because he was always determined to accomplish his goal.

The School Board of Tuskegee apparently did not feel the need to interview Washington, or felt that it would be too inconvenient to require the new prospect to travel the long journey for a consultation. Obviously, the board had high regard for Armstrong's opinion; moreover, the poor blacks of Tuskegee wanted to get their school started as quickly as possible.

Building A School

Washington had expected to find a school building waiting for him when he arrived in Tuskegee.

I had expected to find there a building and all the necessary apparatus ready for me to begin teaching. To my disappointment, I found nothing of the kind. I did find though, that which no costly building and apparatus can supply -- hundreds of hungry, earnest souls who wanted to secure knowledge.¹⁶

Tuskegee was a small town located in the "black belt" of the South. Almost half of its nearly two-thousand inhabitants were black. Washington thought that Tuskegee was an ideal place for the school. It was located in the midst of the great density of the black population, and was rather secluded. This was the perfect place for Washington to put his philosophy into action.

Washington came to Tuskegee with very definite views on education and its relationship to race progress, views born of his training and life experience. . . From his

¹⁶Ibid., p. 108.

past experience and training, Washington brought three convictions to the founding of Tuskegee which were integral to the kind of institution that developed there. He believed that manual labor would commitantly develop moral and mental discipline. He was convinced that education should aim to eliminate the weaknesses of the economically and morally illiterate masses, weaknesses induced by the years of slavery. And finally, he was committed to industrial, not liberal education for the recently emancipated black population.¹⁷

The Normal School for Colored Teachers at Tuskegee opened July 4, 1881, in a dilapidated shanty near the colored Methodist Church. The church was used as an assembly room. There were thirty students, all with some previous schooling; however, none were teachers. Washington described the condition of the building as follows:

Both the church and shanty were in about as bad condition as was possible. I recall that during the first months of school that I taught in this building it was in such poor repair that whenever it rained, one of the older students would very kindly leave his lessons to hold an umbrella over me, while I heard the recitations of the others.¹⁸

Washington found living conditions of blacks very poor throughout Alabama. Very few could read, or could manage their income well. Washington's first month in Alabama was spent in finding accommodations for the school . . . "and in traveling through Alabama, examining into the actual life of the people, especially in the country districts, and getting the school advertised among the class of people that he wanted to attend

¹⁷Stephen J. Wright, "The Development of the Hampton-Tuskegee Pattern of Higher Education," Phylon 10 (Fall, 1949).

¹⁸Washington, Up From Slavery, p. 110.

it,"¹⁹ Washington's visits were unannounced; therefore, he had the advantage of seeing the real everyday life of the people he was to serve.

Of the living conditions of many of the people Washington visited, Washington wrote:

In the plantation districts I found that, as a rule the whole family slept in one room, and that in addition to the immediate family there sometimes were relatives, or others, not related to the family, who slept in the same room. . . , rarely was there any place possible in the cabin where one could bathe even the face and hands . . . in these cabin homes I often found sewing-machines which had been bought, or were being bought, on installments, frequently at a cost of as much as sixty dollars. . . I remember that on one occasion when I went into one of these cabins for dinner, when I sat down to the table for a meal with four members of the family, I noticed that, while there were five at the table, there was but one fork for the five of us to use.²⁰

Booker T. Washington, while traveling throughout Alabama, saw the needs of his people, and his conviction of the value of industrial education was made even stronger.

This industrial education philosophy was implemented immediately following Washington's purchase of an abandoned plantation for the location of the newly formed school. Washington and his students cleared nearly twenty acres and planted a crop. Later, a large building was erected by the students. Washington felt that it was important that students were actively involved in the raising of the building, because in erecting buildings, they were also building up themselves.

¹⁹Ibid., p. 111. ²⁰Ibid., p. 113.

By the end of 1881 the students numbered more than eighty. There was a need for additional teachers. As the leader of a new organization, Washington was able to select his faculty members and was not constrained to rely on tenured people to work with persons who had been voted up from the rank and file.²¹ Washington was very selective in staffing the new school. He employed only the teachers that supported the Tuskegee Idea, and thus greatly reduced the chances of weakening his institutional innovation. One writer, Donald Spivey, said:

The founder was not completely closeminded in hiring personnel for teaching positions at Tuskegee, but instructors he hired from academic institutions often failed to fit well into his educational scheme, because he subordinated every aspect of Tuskegee's educational progress to the industrial schooling idea of producing tractable blacks.²²

On few occasions, instructors that failed to fit into the Tuskegee Idea were fired, as in the case of a young instructor, Leslie P. Hill who tried innovative approaches in his teaching of educational theory, history, and philosophy. The founder regarded Hill as hostile to the educational philosophy of the school. "Washington, in his explanation for firing Hill, remarked that the young Harvard graduate seemed to feel that the methods employed at Tuskegee were "either

²¹Butler, The Distinctive Black College (London: Scarecrow Press Inc., 1977), p. 58.

²²Ibid., p. 55.

wrong or dangerous,"²³

The first teacher Washington employed, Miss Olivia A. Davidson, later became his wife. Miss Davidson was born in Ohio, and received her preparatory education in public schools of that state. She later heard of the Hampton system of education and decided that this was what she wanted in order to prepare herself for better work in the South. Two other Hampton graduates joined the Tuskegee faculty before the end of the year, 1881.

One of the practices instituted by Washington in the early days was inspection and drill. Another early practice that remained with the school for many years was the rule that no student, however well off, was excused from work.

By this time it had gotten to be pretty well advertised throughout the state that every student who came to Tuskegee, no matter what his financial ability might be, must learn some industry. Quite a number of letters came from parents protesting against their children engaging in labour while they were in school.²⁴

This practice of Washington's was the source of much criticism; however, his plan was not altered. Washington's work plan was to serve three purposes:

The majority of the students are poor and able to pay but little cash for board; consequently, the school keeps three points before it. First, to give the student the best mental training; secondly, to furnish him with labor that will be valuable to the school, and will enable the

²³Washington, Up From Slavery, p. 84.

²⁴Ibid., p. 85.

student to learn something from the labor per se; thirdly, to teach the dignity of labor.²⁵

Tuskegee's philosophy of the nature of work and industrial education is delineated in these words of Roscoe C. Bruce, Director of the Academic Department at Tuskegee Normal.

The Negro needs industrial training in eminent degree, because the capacity for continuous labor is a requisite of civilized living; because, indeed, the very first step in social advance must be economic; because the industrial monopoly with slavery-encompassed black men has fallen shattered before the trumpet-blast of white labor and eager competition; and finally, because no instrument of moral education is more effective upon the mass of mankind than cheerful and intelligent work.²⁶

Bruce, like nearly all of Washington's staff, was a strong promoter of industrial education; however, he favored a mixture of skills and academics. He wrote:

The mission of Tuskegee Institute is largely to supply measurable well-equipped teachers for the schools -- teachers able and eager to teach gardening and carpentry as well as grammar and arithmetic. Teachers who seek to organize the social life of their communities upon wholesome principles, tactfully restraining grossness and unobtrusively proffering new and nobler sources of enjoyment.²⁷

Bruce later became discontented with the proportion of skills and academics; he felt that the skills areas were overshadowing the academics. Washington's plan was onesided, in his opinion. He made attempts to include more academics in Tuskegee's educational program; however, he was not successful, and finally left the school.

²⁵Booker T. Washington, Tuskegee and Its People (New York: Negro University Press, 1905), p. 56.

²⁶Ibid. ²⁷Ibid., p. 62.

Criticism of Washington's Philosophy of Education

As the school grew, Washington found it necessary to be away from Tuskegee quite often. Much of his time was spent in the Northern cities in an effort to raise funds for the growing school. On one occasion he was asked to address the Atlanta Exposition as a representative of the Negro race. This address, in 1895, proved to be Washington's most famous speech, and possibly, the most important event in the history of Tuskegee.

Washington realized that he needed to befriend the Southern whites as well as the Northern whites; therefore, he made an appeal to both:

To those of the white race who look to the incoming of those of foreign birth and strange tongue and habits for the prosperity of the South, were I permitted I would repeat what I say to my own race, Cast down your bucket where you are. Cast it down among the eight million negroes whose habits you know, whose fidelity and love you have tested in days when to have proved treacherous meant the ruin of your firesides. Cast down your bucket among these people who have, without strikes and labor wars, tilled your fields . . . There is no defense or security for any of us except the highest intelligence and development of all . . . In all things that are purely social we can be as separate as the fingers, yet one as the hand in all essential to mutual progress.²⁸

Washington's address accomplished much for his school, but also became the subject of much criticism among some of the well educated blacks. W. W. DuBois referred to Washington's address as the "Atlanta Compromise." DuBois wrote, "the

²⁸Booker T. Washington, Address to the Atlanta Exposition, Atlanta, Sept. 18, 1885.

radicals received it as a complete surrender of the demands for civil and political equality; the conservatives as a generously conceived working basis for mutual understanding."²⁹

DuBois was of the opinion that Washington represented, in Negro thought, the old attitude of adjustment and submission. He stated:

It startled the nation to hear a negro advocating such a program after many decades of bitter complaint; it startled and won the applause of the South, it interested and won the admiration of the North; and after a confused murmur of protest, it silenced if it did not convert the negros themselves.³⁰

DuBois, also critical of Washington's judgement of the South, felt that Washington was too soft-spoken and docile in his comments on the white South. DuBois felt that it was the duty of the black man to judge the South discriminately. DuBois' contention was that, "the South ought to be led; by candid and honest criticism, to assert her better self and do her full duty to the race she has cruelly wronged and is still wronging."³¹

Washington, too, was unhappy with the conditions of the Negroes in the South. However he expressed his thoughts differently. His philosophy of dealing with the Southern white man is symbolized in this statement relating to his criticism of the South: "It is a hard matter to convert any individual

²⁹DuBois, The Soul of Black Folk: Essays and Sketches (Chicago: A.C. McClury, 1901), pp. 41-49.

³⁰Ibid. ³¹Ibid.

by abusing him."³² The soul of Washington's public appeal was centered around this philosophy.

In order to fully appreciate Washington's predicament, it is imperative to be aware of the state of the Negro at the time of Washington's campaign. There was a steady deterioration of the position of the Negro during the last quarter of the nineteenth century. The termination of Reconstruction was in many ways worse than some periods of slavery for the Negro. Education opportunities were scanty, and highly inadequate. Racial discrimination was at an all-time high, and there was little optimism among the Southern Negroes. Shortly before the close of the century the doctrine of "separate but equal" became the law. Many Negroes who had hoped for racial justice were dejected by the Supreme Court's decision in Pressy V. Ferguson in 1896. The Negroes faced hostility and resistance in all corners of the United States. Freedmen, in the Northern states who had not witnessed a great deal of discrimination earlier, observed a change in the attitude of many whites.

In addition to many other means used to keep the Negro in a subordinate post, the contention that the Negro was innately inferior was widely and effectively advanced. John Hope Franklin reported:

³²Washington, Up From Slavery, p. 79.

Between 1890 and 1910 leading magazines and newspapers depicted negroes as ignorant, lazy, improvident, clownish, irresponsible, childish and criminal. Social Darwinism, taking their cue from the laws promulgated for the animal world in general, declared that if negroes did not survive it was because they were not 'the fittest' and that no law promulgated by the state could change 'the natural order of things.'³³

Washington faced an awesome task in trying to organize, finance, and construct a school for Negroes deep in the Black Belt in Alabama. He realized from the beginning that any elevation of his people must include some help from members of the white race. The methods he employed in soliciting funds to build and operate Tuskegee Normal brought much criticism from some of the leading citizens among his race. William M. Trotter, editor of the Boston Guardian, even regarded Washington as a traitor to his race. Booker T. Washington stood fast on his positions, and continued to travel across the nation in search of aid for his school.

Many whites donated to Washington's school because he seemed to have had the right answer to the race problem, as presented in the Atlanta Exposition Address. Washington's critics claimed that he was able to secure money from whites because he was expressing and projecting the ideas of the American white. They felt that Washington's philosophy was a hindrance to the progress of the Negro.

³³John Hope Franklin, Three Negro Classics (New York: Avon Books, 1965), p. viii.

There was some opposition to the new school from white citizens in Alabama. These citizens feared the school would lure blacks away from the farms or spoil them for service. However, Washington assured them that education of the Negro was to the white man's advantage. He informed whites that his school would make Negroes better farm workers and better house servants, as well as skilled craftsmen. He was able to convince the white businessman throughout the nation that the Tuskegee Plan was good for the nation, as well as for the Negro. Washington was able not only to generate large amounts of financial aid for Tuskegee, but also to limit the funds that other schools received from philanthropic agencies. Booker T. Washington's money-raising efforts consumed two-thirds of his time and perhaps even more of strength and energy. This prosperous effort by Washington enabled his school to rise above others and to become a leading school for Negroes in America. Washington's efforts were not only to raise funds for the year-to-year operation of the school, but he was also concerned with long-term financial aid. He was very successful in securing long-term commitments for large endowment funds.

The same personality which enabled Washington to get close to the common people helped him to win the hearts and confidence of the great money givers. It is because of the hard, unselfish, never-ending toil of Booker T. Washington, that Tuskegee Institute is today a distinctive black college.

Institution Building

The Tuskegee Plan experienced rapid growth following Washington's Atlanta Address of 1895. Criticism of Washington and his methods grew as his school grew. New buildings were added, and some of the older ones which had been built by the Sunday School philanthropy of New England were replaced. In 1896 George Washington Carver joined the faculty at Tuskegee as Director and Instructor in Scientific Agriculture and Dairy Science. Carver's presence at Tuskegee proved to be a major boost for the school.

By the turn of the century the student enrollment at Tuskegee numbered nearly one thousand, coming from twenty-eight states and territories. Nearly one-third of these students were women. The regular course of study consisted of four years, with special classes for students needing additional or preparatory or medical help. Special night classes were provided for those that could not make arrangements for the day program. Much of the student time was spent in one of the many industry classes which included, for men and women both, typesetting, tailoring, caring for sick, market gardening, poultry raising, bee-keeping, horticulture, and floriculture. The industries taught to men only were carpentry, blacksmithing, wheelwrighting and carriage trimming, painting, plumbing, shoemaking, brick-masonry and plastering, brickmaking, and tinsmithing. Industries offered to women only included mattress making, general housekeeping,

plain sewing, dressmaking and millinery, cooking, and laundry work.³⁴ All students that attended Tuskegee Normal were required to study at least one course in industry. Men and women alike were expected to master a trade while at Tuskegee.

A 1902 study by W. W. DuBois, The Negro Artisan revealed:

Of the 423 graduates from the time of the Institute's founding, forty-eight were artisans, twenty-eight taught trades in industrial schools and two were able to and did work at the trades they had learned at Tuskegee when they were not employed in some other principal occupation. Some other occupations of graduates included teaching in areas other than the trades (151 graduates), students (31), housekeepers (29), preachers (9), school officials other than teachers (9), farmers (9), physicians (8), clerks (8), trained nurses (7), other professions (6), civil service workers (6), and merchants (6).³⁵

DuBois' study revealed that, despite Washington's announced purpose, goals or aims, his school was principally training teachers and many were teaching courses not related to their industrial backgrounds. However, Washington's most important goal, "to uplift the Negro race" was experiencing much success. The Tuskegee Plan had gotten off to an excellent start, mainly because of the charisma of its founder, Booker T. Washington. When Washington died on November 14, 1915, he left behind a structurally sound and nationally prominent educational institution.

³⁴Tuskegee Normal and Industrial Institute, Annual Catalog, 1904-1905 (Tuskegee, Alabama: Tuskegee Institute Press, 1905), pp. 21-23.

³⁵William W. DuBois, The Negro Artisan (Atlanta: Atlanta University Press, 1902), p. 72.

Washington was well aware of the fact that, once the ex-slave had tasted a little education, he would not be satisfied. The black student would not stop seeking more and more education after finishing Washington's school. The children of Tuskegee graduates would want and demand a better education than their parents received. There is evidence that Washington was aware of the natural process of the education of Negroes in these works of Emmett Scott and Lyman Stowe. In their biography of Booker T. Washington, they claimed:

One of Mr. Washington's chief aims was to increase the wants of his people and at the same time increase their ability to satisfy them. In other words, he believed in fermenting in the minds what might be termed as effective discontent with their circumstances.³⁶

Washington had placed the academic department of his secondary school into the hands of college graduates. There were efforts made to incorporate more academics into the educational program, which paved the way for an innovative educational mode -- industrial education. The minds of the black student were "fermented"; they were ready to move up to a higher education.

³⁶Emmett J. Scott and Lyman Stowe, Booker T. Washington, A Builder of Civilization (New York: Doubleday Press and Company, 1918), p. 78.

CHAPTER III

THE NEW ADMINISTRATOR - ROBERT RUSSA MOTON

Selection of a New Leader

For thirty-four years under the direction of its founder, Booker T. Washington, Tuskegee Institute not only had become the leading Negro college in the nation, but was also viewed by many as the voice of the black race. There were many citizens, (white and black), who felt that Tuskegee Institute would provide the nation with a solution to the race problem.

From its beginning, both North and South looked to Tuskegee for answers to the race questions. Washington was somewhat amazed by the attention given to his school during the early days of its development.

It may seem strange that a man who had started out with the humble purpose of establishing a little Negro industrial school in a small Southern country town should find himself, to any great extent, either helped or hindered in his work by what the general public was thinking and saying about any of the large social or educational problems of the day,¹

The death of Booker Washington did not displace Tuskegee as the principal spokesman for race relations. The race-relation issues played a significant role in the selection of the new administrator. The new president of Tuskegee Institute would be compelled to maintain positive relationships with both

¹Booker T. Washington, My Larger Education (Garden City-New York: Doubleday, Page and Co., 1911), p. 21.

Northern and Southern whites, as well as the members of his own race.

Robert Russa Moton was selected by the Tuskegee Institute Board of Trustees as Booker T. Washington's successor. Colonel Roosevelt, a trustee at Tuskegee, sent a letter to another trustee of that school describing Mr. Moton:

I am more impressed than I can express with Major Moton. It is the greatest relief to me to say that I believe that if he is appointed we insure for ourselves every reasonable probability of success in carrying on the great work of Booker T. Washington. I believe that he can run the institution. I believe that he will get on with the Southern people as well as any Negro now living. . . I believe that he will get on with Northern white men and be able to help us in getting the necessary funds. . . Finally I believe that he will be able to wisely interpret the feelings and desires of his own people to the white people of both the North and the South.²

The selection of Robert Moton was a giant step in the area of Negro leadership. Because Booker Washington was a mulatto, it was felt that his powers were mainly due to some good white blood in his ancestry.³ Major Moton was of pure Negro stock; thus, for the first time Tuskegee was going to put to the test the power of pure Negro leadership.⁴ Many people did not understand the potential of the Negro.

²Robert Russa Moton, Finding A Way Out (Garden City, New York: Doubleday, Page and Co., 1920), p. 199.

³Anson Phelps Stokes, Tuskegee Institute - The First Fifty Years (Tuskegee Institute Press, 1931), p. 27.

⁴Ibid., p. 27-28.

Other members of the Board of Trustees were particularly anxious that the man who should succeed Mr. Washington should have the right attitude toward both races. The so-called "right attitude" meant that the next president must exhibit the spirit of cooperation between the races. Tuskegee depended immensely upon the aid of white citizens, both Southern and Northern. The school could not afford to have anyone upset the relationship that Washington had cultivated over a thirty-four year period.

Robert Russa Moton

Robert Moton was born in Amelia, Virginia in 1867. His early life was very similar to that of Washington. Although Moton experience slavery, he grew up on a large plantation. He was very close to the "big house" and learned to get along well with the white people he encountered. Moton's parents maintained a good relationship with the plantation owners. Moton explained:

On account of my parents relation to the household, and because I was the only child near the "big house", I naturally received much attention from the Vaughan family.⁵

The Vaughn family owned the plantation where Moton's parents lived and worked.

Moton's and Washington's early experiences and relationship with whites seems to have influenced their ability to communicate with white people as they grew. Blacks who worked

⁵Moton, Finding A Way Out, p. 17.

close to the "big house" (as cooks, valets, etc.) exhibited a more positive attitude towards whites than those who were "field hands." Moton as a child worked very closely with whites, and learned to build on this relationship to advance himself.

Moton received his formal education at Hampton Institute. His first impression was not favorable; he failed the entrance examination. However, the staff at Hampton was committed to the concept of helping all that came to them. Thus, Moton was allowed to enter the lowest night class, and was given the job of his choice at the saw-mill. After one year Moton entered the regular day school.

The remainder of Moton's stay at Hampton was considerably more impressive than his entrance examination. He was made an officer in the battalion and was given charge of one of the boy's buildings, being responsible to the commandant for the physical care of the building as well as for the conduct of its occupants.⁶ In addition to the many academic studies Moton was exposed to during his stay at Hampton, the most influential person he met was General Armstrong. Armstrong, according to Moton, emphasized the importance of good relations between black people and white people. Moton wrote:

He brought out of the lesson the importance of proper relations between black people and white people, and the value of being able to approach and deal with a

⁶Ibid., p. 69.

person when you know he did not like you and was prejudiced against you; how we ourselves, who were not without strong prejudices, even race prejudices, could deal fairly with people against whom we have prejudices, members of our own race as well as of other races.⁷

General Armstrong was involved in an uncommon task of that era; he pledged to help Negroes learn to cope with the prejudices they would surely face. This appeared to be a humane gesture; however, some educated blacks felt that General Armstrong was really teaching black youth how to live as second-class citizens. Nevertheless, this particular training did prove to be quite helpful to Washington and Moton at Tuskegee.

After completion of studies at Hampton, Moton accepted a position on that staff. Following the footsteps of Washington, Robert Moton agreed to work as housefather in one of the Indian dormitories. This experience was valuable to Moton. He learned for the first time that people other than the blacks had problems, race feeling, and prejudices, and he learned to sympathize with another race.⁸

Moton was later asked to take charge of the Department of Discipline and Military Instruction of the entire school. He assumed responsibility for hundreds of students -- Chinese, Japanese, African-American Negroes, and others. There was a general feeling that the students would not accept Moton's leadership because he was a Negro. It was felt that the Negro

⁷Ibid., p. 109. ⁸Ibid., p. 125.

students would not respond to authority from one of their own number. The Indian students would naturally expect Moton to be partial to the Negroes, while the Negroes on the other hand would suspect that, to escape criticism, he would very likely be partial to the Indians.⁹ Moton proved all of these assumptions to be incorrect. He was very successful in his job and friction between races and tribes was greatly reduced.

Moton entered Hampton Institute at the age of eighteen, and remained there for thirty-one years. During that time he advanced from student to a position that was second to the president. Many felt that he would become the next president of Hampton. Moton's experiences at Hampton had well prepared him for his role at Tuskegee.

Major Moton was not a stranger to teachers and students of Tuskegee for he had frequently visited the campus as the guest of Booker Washington. In his first meeting of the faculty after assuming the presidency, he invited the cooperation of all members of the faculty and echoed the theme of Dr. Washington's last address to students and teachers calling for teamwork among all the workers.¹⁰ Moton assured the students, teachers and nation that he did not intend to make changes in the school's philosophy, he pledged to continue the work of

⁹Ibid., p. 142.

¹⁰William H. Huges and Frederick D. Patterson, Robert Russa Moton of Hampton and Tuskegee (Chapel Hill, N.C., The University of North Carolina Press, 1956), p. 82.

its founder.

Moton's first major assignment was to help raise a one million dollar fund as a memorial to the founder which would stabilize the financial circumstances of the Institute. The proceeds of the fund would be used for needed repairs and operational expenses, besides increasing the school's endowment.¹¹ Moton was quite familiar with this task for he had traveled throughout the North in an effort to raise funds while at Hampton.

The principles Moton carried with him to Tuskegee Institute were similar to those of his antecedent. There was an emphasis upon service as the by-product of training in Moton's conception of Tuskegee's mission.¹² Moton's inaugural address was reassuring to all concerned; it showed without a doubt that the principles which Washington stood for were to be adhered to. However, the methods would be adjusted to meet the changed condition of the black man's life style. Moton's inaugural included the following:

In order that this institution shall continue to carry forward the ideas of its great founder; in order that it shall not cease to render large service to humankind; in order that we shall keep the respect and confidence of the people of this land, we must, first, every one of us, principal, officers, teachers, graduates, and students, use every opportunity and strive in every reasonable way,

¹¹ Ibid.

¹² Addie L. J. Butler, The Distinctive Black College - Talladega, Tuskegee and Morehouse (London: The Scarecrow Press, Inc., 1977), p. 83.

to develop and strengthen between white and black people, North and South, that unselfish cooperation which characterized Tuskegee Institute from its very beginning.¹³

Moton's address indicated that it was the duty of Tuskegee to take the initiative in the race issue to build better relations. All members of the black race did not agree with Tuskegee's approach to the race question. Some felt that the Negroes were giving much and receiving very little in return.

Dr. Moton received unflinching cooperation from his faculty, which included Mrs. Booker T. Washington who continued to serve as the Director of Women's Industries. In addition there was Emmett J. Scott, who had been in charge of the principal's office as Administrator for eighteen years, and upon whom Dr. Washington had leaned for many of the operating details of the institution.¹⁴

Moton was not only interested in maintaining the high standards of efficiency acquired by Washington, but was also concerned with improvement and progress. Shortly after taking charge at Tuskegee, he appointed a special committee to make a careful survey of all the courses of study offered by the school.¹⁵ W. T. B. Williams, the Field Agent of the Jeans and Slater Fund Board, was appointed chairman of the committee, with the heads of the main departments of instruction as

¹³"Tuskegee Student", June 3, 1916, p. 4

¹⁴Hudges and Patterson, p. 83.

¹⁵Ibid., p. 116.

associates. Dr. Paul Henry Hanes, Senior Professor of Education at Howard University, was invited to make an independent study of the school's method of instruction and course of study.¹⁶ These studies provided for Moton an opportunity to receive an outside evaluation as well as an inside appraisal of the instructional program at Tuskegee. Following the studies immediate measures were taken to enrich the courses of study in the academic departments. There had been some criticism of this area during Washington's administration. Some instructors, as well as some other well-educated blacks, felt that Tuskegee did not place enough emphasis on academics. As results of Moton's self-study, the Teacher Training Course was strengthened with practice teaching and student observation becoming an important addition to this department.

To reflect the demands of a changing society, business courses were added to Tuskegee's program.

To meet the increasing demands for bookkeepers, stenographers and office assistants for Negro business enterprises, a two-year business course was organized with the academic department. In addition to these new courses, the regular curriculum was raised to a point representing an advance of practically one year in the requirements for graduation.¹⁷

At the close of Washington's administration, two-thirds of the student body were below high school grade, and none were above high school. Within a few years of Moton's administration, over one-quarter of the students were of college grade, and

¹⁶Ibid. ¹⁷Ibid.

nearly one-half of high school grade.¹⁸

Tuskegee and World War I

The likelihood of the United States becoming actively involved in World War I brought about much concern over the Negro's loyalty to the war effort. Being aware of the Negro's displeasure in his second-class citizenry, many governmental officials felt that the Negro population would take advantage of unrest created by involvement in war and rebel against this country.

The question was early raised as to how he would be affected by German propoganda and whether or not he would fall an easy prey to the schemes of secret enemies of the Government, and allow himself to become an accomplice of spies, plotters, and even bomb-throwers.¹⁹

Government officials were cognizant of the fact that Negroes had suffered a multitude of injustices in the United States and had long been deprived of many of the basic rights and privileges enjoyed by other Americans. They feared that the Negroes would seek to avenge this unfairness and secure the rights and opportunities due them as men and as Americans.²⁰

Tuskegee Institute had been confirmed as the voice of the Negro people during Washington's administration. Therefore, it was natural that the United States government should

¹⁸Robert R. Moton, "Special Report to the Board of Trustees," (April 18, 1930), p. 7.

¹⁹Moton, Finding A Way Out, p. 234.

²⁰Ibid., p. 235.

turn to Tuskegee for counsel concerning the attitude the Negroes would probably assume regarding the war, and the best methods to be employed in securing the support of the Negro population.²¹

The Principal of Tuskegee reminded the nation that the Negro in America had always been loyal to his country even through his country was not always loyal to him. The following letter was sent to President Wilson by Principal Moton in reference to the expectations of the Negro:

I have not acknowledged your very kind letter of some weeks ago. A number of people of prominence have approached me with reference to the attitude the Negroes would assume in case the country should go to war. I understand also that certain high officials of the Government have raised similar questions.

Notwithstanding the difficulties which my race faces in many parts of this country, some of which I called to your attention in my previous letter, I am writing to assure you that you and the nation can count absolutely on the loyalty of the mass of Negroes of our country; and its people, North and South, as in previous wars, find the Negro people rallying almost to a man to our flag. . . .²²

Tuskegee was very influential in the establishment of a camp to train Negro Officers to command Negro soldiers. Moton was also very significant in the organization of the first Negro division of combat service. Major Moton, along with George Forder Peabody and others, urged the Secretary of War to establish a fighting unit of Negro soldiers. Prior to this, Negro regiments were commonly known as labour units. Moton argued that the establishment of such a combat group

²¹Ibid., p. 234. ²²Ibid., p. 237.

would greatly strengthen the confidence of the coloured people throughout the country in the purposes of the Government to be equitable toward the Negro soldier.

During the course of the war, Moton of Tuskegee was called upon to review and inspect various conditions of the Negro soldier. The most noteworthy complaint Tuskegee's Principal was called upon to investigate was that which involved Negro fighting forces in France. The Negro soldiers were victimized by many rumors, both in and outside official circles of his country, to the effect that "the American Negro soldier was a failure on the battlefields of Europe. He was not only cowardly and inefficient as a soldier, but morally he was a disgrace to his country."²³ At the request of President Wilson and Secretary of War, Newton D. Baker, Dr. Moton went to France for a first-hand look at these conditions.

Upon close investigation Dr. Moton found the rumors to be a fallacy. The Negro soldiers were serving the nation well. The following statements are from Dr. Moton's report to the President of the United States.

I took a great deal of pain and care, as did also the gentlemen with me, to run down every rumor. We spent much time in and out of Paris, ferreting out every statement that came from the 'whispering gallery.' We finally found that, so far as the 92nd Division was concerned, only a very small portion of a single battalion, of a single regiment, had failed . . . Later in a conversation with the highest American military official in France, regarding this story of the failure of Negro officers, he said that the possibilities were that any officer, white or

²³Hudges and Patterson, p. 123.

black, under the same adverse circumstances that these men faced, would have failed, as the very few did.²⁴

Moton was effective in reducing to some degree the harmful rumors of the Negro soldier's fighting record as well as reducing the fallacies of the numerous reports of rape cases involving the black soldier. Tuskegee Institute provided a vast service to the twelve million black citizens in its effort and success in disproving and setting to rest the widespread slander against the Negro race.

Tuskegee Institute was called upon very early in the war. The Government selected Tuskegee as one of the institutions to give training along technical lines to groups of black recruits. More than one thousand soldiers received training in the Student Army Training Corps at Tuskegee. During the war, Tuskegee Institute, as it did before the war, remained the voice of Black America; in one of Moton's talks with Black Soldiers he made the following statement:

. . . Your record has sent a thrill of joy and satisfaction to the hearts of millions of black and white Americans, rich and poor, high and low. Black mothers and wives, sweethearts, fathers, and friends have rejoiced with you and with our country in your record. Go back to America heroes, as you really are.²⁵

The end of the war brought with it an unexpected resurgence of the race problem. A government survey had revealed that the postwar Negro soldiers or veterans were not receiving

²⁴Ibid., p. 125.

²⁵Moton, Finding A Way Out, p. 263.

adequate hospital care. The death rate of disabled Negro veterans, as compared with that of white veterans was excessive. Therefore, the government purposed to build a first-class hospital for Negro veterans, to be located somewhere in the South and staffed entirely by Negroes. The news of such a hospital prompted reactions throughout the South. A writer for the Montgomery Advertiser in the spring of 1923 wrote:

. . . Every institution in the South should be managed by white men; for as long as the blood of Southerners courses our veins, white men will control the South. It is necessary that we do so. No Negro officer can do well here. Our people will not stand for it.²⁶

Notwithstanding numerous objections to the proposed hospital, Tuskegee Institute donated three hundred acres of beautiful hilltop land. This 600-bed Negro Veteran Hospital was dedicated on February 21, 1923. Dedication services were held in the chapel of Tuskegee Institute with Calvin Coolidge, then Vice-President of the United States as the chief speaker.

For the first time in its history, Tuskegee Institute was in direct conflict with a Southern white tradition. Tuskegee was held responsible for this insulting infraction of white supremacy. The local Ku Klux Klan became enraged over the Government's policy of staffing the hospital for disabled Negro war veterans with Negro professional men and women.²⁷ It was felt that the college and its principal had infringed on

²⁶Quoted in Huges and Patterson, p. 128.

²⁷Ibid., p. 156.

the doctrine of racial superiority by assuming that the black hospital's staff were as well trained as white men and women and equal to them in professional ability.

The Veteran's Hospital at Tuskegee represented a symbol of appreciation to the Negro race for the service they had given during the war. It was as good as the very best and marked the greatest physical achievement for the Negro race from the government in America since emancipation.²⁸ But this hospital which meant so much to the Tuskegee Institute family threatened to be the root of its destruction. Many whites throughout the South were in a turmoil over the new hospital.

At one period of the sorrowful events, a committee of fifteen insurgents of the county -- a self-appointed committee of "the leading citizens of the community" -- came to Dr. Moton's office, with a petition and demanded that he sign it.²⁹ The group threatened to burn the school down and possibly take the life of its principal. Dr. Moton gave the following reply:

I would be sorry to have any harm come to Tuskegee Institute. . . You say my life is in your hands. I do not doubt it. You have in your hands all the things you have mentioned -- the law, the judges, the jails, and even the guns. . . I haven't a gun in my pocket or anywhere else. . . You can wipe me out; you can take my life, gentlemen; but you can't take my character.³⁰

Moton went on to inform the self-made committee that if Negroes who are thoroughly educated and trained for such service can't serve their own people, can't serve in that hospital, on land

²⁸Ibid., p. 129. ²⁹Ibid., p. 133. ³⁰Ibid.

given by a Negro school, for Negro veterans, provided by the United States Government -- if they can't practice in that hospital, then Tuskegee Institute may as well be wiped out and every other Black Institution in the world.

This deliberate reply of Dr. Moton's signaled a new wave of unreasonable demands from the Southern whites. Whites in the South had been accustomed to cowering reactions from frightened victims; however, the leaders of Tuskegee intended to stand fast on their commitment to the hospital.

On July 3, 1923, nearly eight hundred Klansmen demonstrated in Tuskegee to protest the concept of Negro staffing of an all-Negro hospital. It is important to note that all whites in the South were not opposed to the concept. The Asheville Citizen reported:

The Tuskegee protest in this matter does not represent Southern opinion on the race question. It is an established Southern tradition that Negroes should have their own preachers, teachers, and physicians. Such a mode of living represents the sanest kind of common sense with regard to the social contacts of whites and blacks.³¹

Writers in the Greensboro papers were not pleased by the action of the Ku Klux Klansmen of Alabama. They asked the following questions:

Is this a true reflection of the spirit of the South? Are we determined to bar the Negro out of the learned professions, even when he has no idea of attempting to practice his profession except within his own race? Are we going to deny to a man on account of the color of his

³¹Asheville (North Carolina) Citizen, July 8, 1923.

skin opportunity to make the best of the talents God has given him?³²

Editorials throughout the nation voiced their opinions of the Tuskegee hospital issue. Although the affair was embarrassing at the time, it brought out many encouraging facts concerning interracial progress in the South, as reflected in the previously communicated articles.

Moton was called upon by teachers, students and Negroes in the Tuskegee community to lead a protest against the Klan's action. Many Negro papers, mainly in the North, portrayed Moton as an "Uncle Tom" in the South and a bold advocate for the rights of race in the North. It had never been the policy of Tuskegee's principal to use the public method in answering charges when attacked. Therefore, Moton did not choose to answer these charges, but continued to work in an effort to bring about a hospital for Negroes, manned and directed by Negroes.

The Veteran's Hospital issue created a great dilemma for Moton and Tuskegee Institute. Moton, like Booker T. Washington, found himself in the middle of a problem flanked by blacks, both Northern and Southern, and whites, both Northern and Southern. He was aware that any statement he made would cause a loss of badly needed funds. He was also conscious of the fact that if he refused to speak out on the issue, many members of his own race would lose faith in him.

³²The Greensboro (North Carolina) Daily News, July 5, 1923.

After several months of silence, Dr. Moton finally, in a speech before the National Negro Business League, in a convention at Hot Springs, Arkansas, in August 1923, produced the following statement:

In all of this affair, two great motives have been actuating those of us at Tuskegee who have had to directly deal with the situation. The first was the conviction that Negroes have a right to above all people serve their own; and second, the necessity of preserving intact those relations of good will and mutual helpfulness between white people and black people at Tuskegee, in the South and all over the country.³³

Prior to the Hot Springs speech, Moton had made his recommendations and opinions to those in authority who were in position to adjust the matter on an appeasing basis. In every instance Moton had reinforced his recommendations with the statement that "if Negro physicians were debarred from serving in this hospital it would be the occasion of great embarrassment to all concerned."³⁴

History has shown that this highly controversial hospital has proven to be a great asset to the white Tuskegee community as well as to the Black community. It is now recognized as one among the top Veterans' Hospitals in the nation. The leadership and administration at the hospital have performed very well.

With the hospital controversy behind him, Dr. Moton was able to devote himself fully to the Tuskegee Plan. In addition

³³Hudges and Patterson, p. 140.

³⁴Ibid., p. 141.

to the growth of the educational program, Tuskegee Institute also witnessed tremendous growth in its physical plant. During the late twenties, Tuskegee Institute like the rest of the nation, enjoyed a period of prosperity. A new convulsion swept the country as its emphasis was shifted to getting rich. This new era nearly brought an end to the Ku Klux Klan. "It was more satisfactory to get rich and wear silk shirts than it was to march at night in a bed sheet."³⁵ Tuskegee's steady consistent strategy of courtesy to all white people was winning the good will of the whole South. Jessie Daniel Amos, who was serving on the Commission on Interracial Cooperation describes the economic condition and race relations as follows:

As usual, when white people are prosperous, or think they are, an atmosphere of racial peace and good will settles over the South. White people in growing numbers gave their blessing on interracial meetings and not infrequently joined them. Material abundance is a powerful force in all good works.³⁶

Tuskegee Institute campus soon began to show evidence of this period of prosperity. Several new buildings were erected; in 1926 the Alumni Bowl was constructed, Sage Hall was completed in 1927, also in 1927 asphalt roads throughout the campus were completed. Chamblor Children's House, which later became a laboratory school, was erected in 1930, the

³⁵Jessie Daniel Amos, "The New Negro," from William Hardin Huges and Frederick D. Patterson, Robert Russa Moton (Chapel Hill, The University of North Carolina Press, 1956) p. 160.

³⁶Ibid.

gift of William V. Chamblor, a Tuskegee Institute graduate.

The prosperity of the twenties also affected the students of Tuskegee. Dr. Moton was concerned about the economic situation of the incoming students, after he read the auditor's report, which stated:

. . .there has been a increase, within a ten year period, of 191 percent in the annual cash payment per student, while the amount paid in labor has actually decreased. . . One possible interpretation of these comparative amounts, is that the figures represent a change in student's attitudes toward work - that now, in many cases, they are willing and able to pay cash for their education and do not wish to spend any more time on particular industrial task than is sufficient for learning its principles.³⁷

The auditors also felt that if this student trend continued to manifest itself, the character of the college would be affected profoundly. One of Tuskegee's main objectives was to promote the dignity of work. In the early years of the school, its founder had had difficulty with this concept; however, Booker T. Washington had somehow convinced the black masses that his methods were in the best interest of his people.

The auditor's report in the mid-twenties signaled the beginning of the era of the new Negro. The character of the college was changing. Tuskegee's students were in much better financial status than ever before. Fewer and fewer students were compelled to work their way through school, as had the principals of the school. This was evidence that the general condition of the blacks in the South was improving.

³⁷Hudges and Patterson, P. 163.

Robert Moton, like Booker T. Washington, placed much value upon the efforts of actual work and he feared that the students could not receive a "whole" education without actual work. This concept is underscored in these words of the auditor:

The results may be that the Institute will become a mechanical training school in which principles will be taught and paid for, rather than an industrial school in which boys and girls learn trades and earn their way by actual work.³⁸

Dr. Moton tried to correct these trends and implications by modifications in instructional techniques. Out of Dr. Moton's efforts grew cooperative programs which allowed students to receive on-the-job training in industrial shops.

After several years of decline in the amount of tuition paid by student work, Tuskegee Institute formulated a policy requiring all students to perform a minimum labor requirement.

From the beginning Tuskegee Institute has taught the dignity and value of useful labor through actual life experiences. In keeping with this ideal, all resident students regularly enrolled in the Institute are required to perform a minimum of six hours work as part of the tuition charges. They may not, therefore, satisfy the tuition charges entirely by payment.³⁹

Students who failed to meet this tuition-work requirement would not receive credit for courses completed, until the work assignment was satisfied. If the delinquency was not

³⁸Ibid.

³⁹The Tuskegee Institute Bulletin, XXXI (1939), p. 31

corrected, the student would be forced to withdraw from the Institute.

During the late twenties, Dr. Moton was given a period of tranquility after nearly fifteen years of racial crisis. He was one of the main persons responsible for bringing the Interracial Commission into existence in the early twenties. The Interracial Commission was helping to enforce this period of racial harmony. Tuskegee Institute was the center for numerous important meetings of Southern white people and representative Negroes to advance the cause of inter-racial understanding and good will.⁴⁰

Under the leadership of Dr. Moton, Tuskegee continued to be the aggressor for better race relations. After more than fifty years' existence, Tuskegee's philosophy of race relations had not changed. Anson Phelps Stokes expressed his feelings of the Tuskegee idea in 1931 as follows:

Tuskegee stands for showing the white man all that is best in the Negro, and for showing the Negro all that is best in the white man. . . This is the Tuskegee idea of race relationship which the conferences here are always holding up - not the identity of all races, but the need of their complete cooperation for the common welfare.⁴¹

The Depression Years

The great depression of the 1930's that crippled the nation forced Tuskegee Institute to postpone some of its

⁴⁰ Stokes, Tuskegee Institute, p. 41

⁴¹ Ibid., p. 43.

activities. Declines in the returns from the Institute's endowment funds and a falling off in donations followed by the inevitable decrease in the ability of students to pay their bills, forced the Institute to reverse its policy of required work. In the early and mid 1920's when the school was enjoying prosperity, the administration was concerned that more and more students were able to pay their way; and therefore, had required students to work a minimum period. However, the administration's concern was reversed during the depression years when the Institute needed more money.

Dr. Moton devised a strategy to counteract the effects of the economic calamity. His first step in refuting this situation was to inaugurate a program of rigid economy. The teachers at the Institute were solicited to make the fullest possible use of equipment and supplies on hand, and thus avoid the purchase of new articles and implements. Secondly, Dr. Moton dropped from the budget all prospective improvements and repairs that could be deferred. Moton's final petition was directed at the student body. Students were cautioned about wastefulness in the use of food and supplies, and all were asked to make personal sacrifices wherever necessary in order to reduce expenses to the minimum. Dr. Moton perceived his program to be successful. In 1934, he wrote in his annual report:

The appeal met with a hearty response from all groups, and going beyond this request, the teachers voluntarily voted a cash contribution to the school of one per cent

of their year's salary and announced themselves as prepared to accept any further reductions that the situation might make necessary.⁴²

Tuskegee Institute managed to carry on its traditional mission in spite of the troubled financial times. Dr. Moton reported to the world that Tuskegee's mission of interpreting the Negro to the South and to the nation, of inspiring the race in constructive effort and in promoting cooperation between the races, in all that makes for the welfare and prosperity of this nation, was indeed very much alive.

The development of Tuskegee Institute while under the leadership of Robert Russa Moton proved to be an evolution rather than a revolution.⁴³ Moton's administration stood for steady progress in adjusting the school to meet the higher educational needs of the Negro and the changed conditions of the South.

Robert Moton demonstrated outstanding leadership during his administration at Tuskegee Institute. He faced the challenges of white supremacy as well as the crippling effects of the depression, and always placed the welfare of Tuskegee Institute above himself. He should be noted as one of the most prominent leaders of his time.

⁴²Annual Report of the President, 1934 (Tuskegee Institute Press).

⁴³Stokes, Tuskegee Institute, p. 30.

CHAPTER IV
MAINTENANCE AND DIVERSIFICATION

After nineteen years of service to the Tuskegee Idea, Dr. Robert Moton offered his resignation because of declining health. Adding his twenty-five years at Hampton Institute, Moton had completed in all forty-four years of service in educational work for the American Indian as well as for black Americans. Following Dr. Moton's resignation, the Board of Trustees elected Dr. Frederick D. Patterson as third President of Tuskegee Institute.

Dr. Patterson was born in Washington, D.C. in 1901. He attended Prairie View State College in Prairie View, Texas and later transferred to Iowa State College. In 1923 Dr. Patterson became a doctor of veterinary medicine and in 1927 he earned a Master of Science degree. He then transferred to Cornell University where he was awarded a second doctorate. Dr. Patterson was the most highly educated of Tuskegee's presidents.

At the time of Dr. Patterson's appointment he was the head of the veterinary division and bacteriology instructor at Tuskegee Institute. He became president during the middle of the Depression when sources of revenue had dwindled, student income was inadequate and declining, and the Institute's endorsement funds were scanty. Nevertheless, he pledged to

maintain and further the goals of his predecessors.

Dr. Patterson, calling upon his training in scientific thinking, set about considering alternatives in order "to do the most service for the most people."¹ Dr. Patterson, like Dr. Moton, elected to keep expenses to a minimum, postpone major construction, and concentrate on raising educational standards.

Dr. Patterson's inauguration caused much concern for the future direction of Tuskegee Institute. Many seemed to feel that the Institute would move in the direction of complete conversion to the liberal arts or humanities; others felt that more cultural subjects should be added to work already offered. Dr. Patterson in his inaugural address attempted to eliminate some of these concerns:

I believe that no change in Tuskegee Institute's educational policy is either necessary or desirable. It is unnecessary because in my opinion there is an increased rather than a decreased need for a technical program of education for Negroes. There is a related if not actual saturation in many of the professional classes due to the inability of those who must use these services to pay for them. A change is undesirable, for Tuskegee Institute can well afford to devote its entire energies in the perfection of the offerings which it now has.²

Dr. Patterson did not advocate change in educational direction in his inaugural address. However, he soon realized the need for growth and change to stay in tune with the changing society.

¹"A Tribute to Dr. Frederick D. Patterson, 1935-1953," (Tuskegee Institute Archives).

²Frederick D. Patterson, Inaugural Address, 1935.

It is evident that race relations were significant factors in the selection of Tuskegee's third president; however, it was much less of a factor than in previous years. Race relations had improved and the condition of the Negro had progressed considerably since Dr. Moton's election in 1915.

Shortly after taking over the administrative responsibility of Tuskegee, Dr. Patterson appealed to the white South for a special gift which could be registered as the tangible and concrete endorsement of Tuskegee's program. The southern whites had done little of a practical nature to support the school, although they appreciated Tuskegee and sympathized with its ideals. They had assumed for many decades that "rich Yankees" would gladly pay all the cost of making Tuskegee great.³ The following editorial by Judge Grover Hall, editor of The Montgomery Advertiser, appeared in that newspaper:

As Dr. Moton gives up the active management of the school so that he may be preserved in usefulness as president emeritus where his wise counsel will be continually sought, it seems wise and providential that the new administration should begin with a previously unrequested gift from the white people of the South, through which will be registered the concrete and tangible indorsement of Tuskegee Institute's program. It is suggested that this gift be a completely equipped and landscaped agriculture building. No gift could be more significant of the school's activities or of the basic needs of the Negroes of the South.

³The Tuskegee Messenger, (June-July, 1935), p. 6.

This building, which would become a monument to race relations, would be a perpetual source of pride and satisfaction to Southerners, white and black, who make annual pilgrimage to Tuskegee. We could ask for no more worthy indorsement of the third administration of Tuskegee Institute than this which would say to the eyes of the world that the South not only approves of Tuskegee's program, but in this tangible way expresses the hope that its signal services to the Negro, to America and to civilization will continue.⁴

It was also the will of Dr. Patterson that the agricultural building would serve as a constant reminder to Negro youths, seeking their education and development at Tuskegee, that the white man of the South is not their natural enemy, but their friend and well wisher. This emotional gesture, according to the Advertiser, would be subtle, far-reaching and in the end deeply satisfying to all concerned. The projected cost of the total project was set at five hundred thousand dollars.

The Montgomery Advertiser made an appeal to the editors of Southern newspapers to give serious thought to the fundamental significances of the Agricultural Building Project. Somehow, in the midst of the Great Depression, funds were secured for the construction of the building. The New Agriculture Extension Building was completed in 1940.

Dr. Patterson in his Annual Report, stated that the year 1938-39 was one of the most significant years in the history of the Institute.

⁴Ibid.

It was significant because it closed with the smallest actual deficit on record for our work and because a further drastic effort has been made to curtail our program to a point manageable within the reasonably assured income and to permit concentration in fewer fields.⁵

The financial problems which Tuskegee Institute and the nation had suffered during the 1930's had forced a rigid economy which permitted less than the minimum expenditures required for the operation of a sound educational program.

A cost study of Tuskegee Institute programs was ordered by Dr. Patterson. The finding revealed that receipts from students were far below the average for private institutions and that the Music and Nurse Training programs were seriously out of line in reference to the per-pupil-credit-hour cost. Both programs suffered from the need of additional expenditures. The study also revealed that of the 267 high school students enrolled, 168 were local, and that because of immaturity the high school student failed to fit into the major vocational aspects of the school. Dr. Patterson proposed the following changes in Tuskegee Institute's educational program.

1. Discontinuance of work in the high school
2. Discontinuance of the program in the school of Education directed exclusively to the preparation of teachers for high schools
3. Discontinuance of work in the school of Business which was on a two-year basis

⁵Annual Report of the President, 1938-39 (Tuskegee Institute Press).

4. Discontinuance of the work in music education leading to a degree
5. Discontinuance of the Nurse's Training School unless special funds totaling twelve thousand dollars be secured to continue its operation without deficit
6. Reduction in grants to pensioners
7. Agreement that future efforts would be made to effect consolidation wherever possible and eliminate personnel where the cost involved is out of proportion to services rendered⁶

Dr. Patterson instituted drastic reorganization which allowed his school to stay afloat, when many other private schools for Negroes either closed or became partially or wholly state supported.

The Tuskegee Self-Help Cooperative

The influence of Tuskegee Institute on the surrounding counties was prevalent during the hard years of the thirties. Dr. Patterson, while serving as head of the School of Agriculture, conceived a plan to take over an abandoned sawmill community and transform it into a model rehabilitated community. The families of the community had been left stranded by the shut-down of the East Alabama Lumber Company and the nation-wide depression. The Tuskegee Self-Help Plan included cooperatively producing, buying, selling, exchanging, distributing goods and bartering services for the common benefit of its members. The plan also involved other cooperative activities in order to satisfy the members' economic, cultural, and social needs.

⁶The Tuskegee Messenger, (Vol. 12, 1936).

The cooperative plan was set in motion April 12, 1935, by the Alabama Relief Administration and Tuskegee Institute. The total project comprised 523 acres of land with shanties, houses, and mill buildings. The mill property was purchased with a loan of sixty eight thousand dollars from federal funds.

The Cooperative Plan was organized in two main divisions: Agriculture and Industry. The agriculture division included farming, piggery, truck graders, poultry, canning plant and improvement and grounds. In the industry division the following units were established: sewing, woodworking, shoe repairing, building and general repairs and mattress renovating.⁷

In addition to the Agriculture and Industry division the plan called for a Social and Recreational program. The community house had a dual purpose -- a recreational center and a place for instruction for adults as well as for youths. The program involved fifty-three families. Tuskegee Institute provided a social worker to administer to the needs of these families. Health care was also introduced to the families and medicine was secured from the Tuskegee Institute pharmacy.

Child care services were set up to free mothers to attend the handicraft class, as well as to provide the children

⁷Annual Report of the President, 1939-1940 (Tuskegee Institute Press).

experience of play under supervision with other children.

The Tuskegee Institute Self-Help Program was a tremendous aid to the families of the sawmill community. This program was an excellent example of Tuskegee Institute's involvement in community affairs.

Tuskegee and World War II

In 1939, Tuskegee Institute started a civilian training program in cooperation with the United States Civil Aeronautics Authority. Twenty students were admitted to the course and twenty were graduated with their private pilot's license. Tuskegee Institute started the aviation program to fill the need of Negro youths who wanted to learn to fly.

The out-break of World War II created still another need. Tuskegee Institute was again called upon by the War Department to assist in the war effort. On March 24, 1941, the following information was released to newspapers around the nation:

The War Department announced today more details of its plan for the formation of the 99th Pursuit Squadron.

Creation of this squadron, the first Negro tactical unit in the Air Corps, requires the training and commissioning of thirty-three flying cadets to be pilot officers, and transfer or commissioning of six to fourteen non-flying officers, and the enlisting and training of two hundred seventy-six for duty as mechanics and other technical specialists.

Training of pilots will be started at Tuskegee Institute, Tuskegee, Alabama. Applications for flying cadet appointments will be received by Corps Area Commanders. Standards for appointment will be the same as for white applicants, who must be unmarried, and must have passed their twentieth but not their twenty-seventh birthday. They

must have completed at least two years of college work or pass a written examination which demonstrates the equivalent education.⁸

The United States War Department assisted Tuskegee in building an airfield suitable for combat flight training. The field was named Moton Field, after Tuskegee Institute's second president. Here primary and acrobatic flight training was taught and from this beginning eventuated the famous 99th Pursuit Squadron of World War II.⁹

In addition to the combat flight training program, a Senior R.O.T.C. program was introduced on the campus in 1941. The purpose of this program was to qualify selected Negro young men for military leadership, to lay a foundation for good citizenship by establishing the principles of discipline, and self-control, and elevating patriotism and respect for all duly constituted authority.¹⁰ All young men attending the Institute were required to take the training during their freshman and sophomore year.

The first class of Army pilots graduated from Tuskegee's Advance Flying School on March 7, 1942. All Negro flight officers received some part of their training, and most Negro navigators, liaison artillery officers, and bombardiers

⁸United States War Department, Bureau of Public Relations News Release, March 24, 1941.

⁹Tuskegee Institute, A Century of Service and Leadership, (Tuskegee: Tuskegee Institute Press, 1981).

¹⁰The Campus Digest, 16 (October 18, 1941).

received a part of their training at Tuskegee Institute.¹¹

Thus, Tuskegee Institute again provided Negroes with opportunities that had been closed to them previously. Negroes were now able to participate in a phase of military training that had been closed to them. The Tuskegee community also realized benefits from the pilot program. Hundreds of persons received employment at wages and salaries that were far above the average for that area. The whole Tuskegee community developed a new prospect on life and the general standard of living was sharply raised. "In all, nine hundred-ninety two flyers were trained at Tuskegee Army Air Field and hundreds of technicians and specialists essential to the Army Air Forces."¹²

One hundred of Tuskegee's nursing students were inducted into the Cadet Nurses Corps in 1943. The nursing curriculum was accelerated from thirty-six months to thirty months in order to bring Tuskegee's nurses' program in line with the program of the Cadet Nurses Corps. This adjustment allowed entry more quickly into active service.

In 1945, approximately 2,700 of Tuskegee's alumni and former students including WACS, nurses, and other women, were serving in the Armed Forces. Of these, two hundred were officers. "Twelve of these made the supreme sacrifice."¹³

¹¹Jessie P. Guyman, "Contributions of Tuskegee Institute," May 4, 1952.

¹²Ibid. ¹³Ibid.

Tuskegee Institute did not pass through the war years without reminding the nation of the situation of the Negro. President Patterson included the following comments in his annual report of 1942-1943:

The excellent functioning of our school system, the educational force of our radio broadcasting systems and printed journals, the ideals defined by our leaders, and the splendid work of the Office of War Information have given the hope for freedom to all peoples. Unfortunately the selfish minority who seek to deny freedom to all are also giving long and loud expression to their ideas and ideals. These undemocratic expositions have militated against the best interest of all. America is experiencing evidence of disunity. In many sections Negro soldiers have suffered abridgement of their rights and privileges. Knowledge of these injustices have been keenly resented by the Negro people who feel that if Negro servicemen and servicewomen may not expect and receive the full protection afforded by their government, the ideals for which we fight are meaningless. Negroes have taken seriously the Atlantic Charter and the "Four Freedoms."¹⁴

With prosperity from the wartime economy, Tuskegee Institute began to grow once again. The United Negro College Fund was established in President Patterson's office in 1943. A number of black college presidents had convened at Tuskegee Institute to investigate means of uniting their efforts in soliciting funds.

President Patterson introduced the concept incorporating all black colleges into one fund-raising effort. The revenue collected would then be shared by all.

The idea seemed to captivate the imagination of the general public throughout the nation. The fund proved to be

¹⁴Annual Report of the President, 1942-1943 (Tuskegee Institute Press).

a boost to Negro education and at the same time, proved a means of informing the American people about the important role of the Negro college in a way not formerly possible.

In 1945 the School of Veterinary Medicine was established. President Patterson reported that the School of Veterinary Medicine was regional in scope and fulfilled a much-needed demand for the training of students in a profession that offered splendid opportunities in a rapidly expanding field of service.¹⁵ Today Tuskegee Institute's School of Veterinary Medicine is among the top rated Veterinary Medicine Schools in the nation. The School of Engineering, which also maintains high standards nation-wide, was introduced at Tuskegee in 1950.

These two programs which were established under the administration of Dr. Patterson have proven to be very fruitful to the college as well as to the nation. The programs maintain a well-trained faculty, and high quality instructional equipment.

Public service by Tuskegee Institute was again accelerated to meet the needs of the nation and its people during the outbreak of infantile paralysis. The John A. Andrew Hospital, which was built on Tuskegee's Campus in 1927, was expanded to serve victims with crippling diseases. The 65-bed hospital was the only hospital for Negroes in the region, and had

¹⁵Annual Report of the President, 1944-1945 (Tuskegee Institute Press).

served students as well as members of the surrounding communities. The hospital also functioned as a training unit for Negro nurses, doctors, and other health care professions. The hospital was expanded from sixty-five beds in 1927 to 160 in 1952, significantly widening its approach to health.

Dr. Patterson in his inaugural address stated that, "no change in Tuskegee Institute's educational policy is either necessary or desirable."¹⁶ However, in an examination of the eighteen years he served as president, it is evident that the school underwent many changes. Several nonproductive programs were excluded, and the school evolved into a full college. During Dr. Patterson's administration, the words "normal" and "industrial" were dropped from the Institute's name, making it "Tuskegee Institute."¹⁷

Luther H. Foster

In 1953 President Frederick D. Patterson resigned from Tuskegee Institute to become educational director of the Phelps Stokes Fund. Dr. Luther H. Foster was elected fourth president of Tuskegee Insititute, and assumed leadership at a time that presaged world change.¹⁸

¹⁶Tuskegee Institute, A Century of Service and Leadership (Tuskegee Institute Press, 1981).

¹⁷Ibid.

¹⁸Luther H. Foster, "Inaugural Address," 1953.

President Foster was born in Lawrenceville, Virginia in 1913. He received the Bachelor of Science degree at Virginia State College in 1932. He then went to Hampton Institute where he received a second Bachelor of Science degree in 1934. He earned the Master of Science in Business Administration degree at Harvard University in 1936. In 1941 he received the Master of Arts degree from the University of Chicago, and in 1951 he was awarded the Doctor of Philosophy degree from that same University.

Before being elected president, Dr. Foster had served as business manager at Tuskegee Institute for twelve years.

After becoming president, he realized that new educational directions would be necessary to meet the challenge of the coming years. He then proposed a self-study for Tuskegee Institute to determine its strengths and weaknesses. From this self-study he plotted Tuskegee Institute's future course.

Dr. Foster's Inaugural Address reverberated some of its founders' philosophies and also indicated a new direction for Tuskegee Institute. The following is an excerpt from his inaugural address of 1953.

The role of Tuskegee must be shaped by two sets of forces. There is the immediacy of the environment, including the strengths of the past, the resources of the present and the opportunities of the foreseeable future. . . Tuskegee Institute must insist upon the maintenance of high standards of technical performance as exemplified by men like George Washington Carver. It must accept the competitive system which sets standards all are obligated to meet. . . Tuskegee must encourage human development. We here must be particularly alert for we are a technical and professional college. Tuskegee must not permit the rightful

concern with technical competencies to crowd out courses and activities which stimulate wholesome living. . . Tuskegee Institute must contribute to the strengthening of moral stamina among people. . . Tuskegee Institute must work to improve human relations.¹⁹

Under the leadership of Dr. Foster, Tuskegee Institute continued to reach out to the common student. Special effort was made to accommodate students who were unable to meet the financial demands of college. The Five-Year Plan which was instituted earlier experienced outstanding success. "This Plan required the student to pay an initial fee of only one hundred and fifty dollars and allowed the student to earn the remainder of his tuition, room and board for his entire college career."²⁰

The Institute also experienced problems with freshmen students that came from high schools which had inadequate curriculum, which caused students to fall short of fully acceptable progress in the classroom. Tuskegee Institute realized its traditional responsibilities to provide opportunities for an ever-increasing number of students who sought and needed the advantages of a college education despite their lack of potential for brilliant performance as scholars. As the years progressed and social changes evolved, the policy of providing a college degree for those who lacked the ability to perform college work, became more and more of a problem for

¹⁹Ibid.

²⁰Annual Report of the President, 1953-1954, (Tuskegee Institute Press), p. 8.

Tuskegee Institute. Chapter V will discuss this issue in greater detail.

In an effort to combat the problem of low scholastic ability, special programs to assist students with inadequate pre-college educational and cultural experiences were introduced. These programs included pre-freshman studies program, reading clinic, and a developmental program for nursing students.

Dr. Foster's concern for the incoming students' lack of cultural exposure prompted new emphasis on students' social and culture development. President Foster was cognizant of the Brown I decision of 1954 (Brown V. Board of Education, 347 U.S. 483, 1954) and realized that the students from black colleges would be forced to compete with students who were educated in white universities. Cultural experiences -- i.e., acquaintance with and understanding of white as well as black culture -- were critical if black students were going to compete with white students. In order to stay afloat in the world of white America, the black student would be forced to adjust to too much of the white man's culture.

Tuskegee's fourth president felt that "too much of our students' early cultural exposure had been synthetic and vicarious."²¹ He thought this was true because nearly ninety percent of Tuskegee's students were from the south, where restrictions

²¹Ibid.

limited cultural participation. Tuskegee Institute proposed the following program to strengthen the critical areas of student development:

First, in the classroom: to develop new techniques for correcting deficiencies in academic background.

Second, in the out-of-class activities: to encourage and enhance talents frequently unrecognized or unnurtured.

Third, in the exposure to new ideas: to develop great ministers, dynamic leaders, and inspiring speakers.

Fourth, in the personal living of our students: to build self-confidence and to develop a keener sense of personal and social responsibility.

Fifth, in extended opportunities for leadership: through the medium of student conferences, intercollegiate seminars, and participation in activities vital to the operations of the Institute.²²

The Supreme Court decision of 1954 (Brown I) signaled an end to the dual world of black and white Americans. The rapidly developing "one world" concept demanded that a substantial liberal arts curriculum be offered at Tuskegee. The results of the self-study proposed by Dr. Foster shortly after he was elected president, were announced in the spring of 1957. One of the major recommendations of the steering committee for the future direction of the Tuskegee Institute program was that a College of Arts and Sciences should be established. The steering committee suggested that the College of Arts and Sciences be comprised of a Division of Humanities,

²²Ibid.

a Division of Natural Sciences, a Division of Social Sciences, and a Division of Basic Studies.²³

The College of Arts and Sciences was a new frontier for Tuskegee Institute. Traditionally, the Institute had placed major emphasis on technical and professional studies; however, Dr. Foster's administration realized that liberalizing experiences must complement technical training. Dr. Foster in his Annual Report of 1958, reported the following:

It became evident as our recent Self-Study progressed, however, that the humanities, the natural sciences, and the social sciences should be formally organized if we were to successfully educate the "whole student." Professional competence develops best on a foundation of liberal education.²⁴

Tuskegee Institute continued to emphasize the importance of reexamination of its offerings so that its program would in every way be consonant with national goals and needs. Tuskegee Institute employed a policy of continuous appraisal which led to program expansions as well as deletions of some traditional programs.

The highly effective professional programs in Nursing, Veterinary Medicine, and Engineering were restructured and expanded, as lower level terminal and subcollegiate programs were phased out. Other innovations were introduced in the effort to keep abreast of the changing demands, namely,

²³Self-Study Report, Tuskegee Institute, March 1957.

²⁴Annual Report of the President, 1958 (Tuskegee Institute Press).

pre-forestry, pre-veterinary medicine, and pre-dental and pre-medical programs. Also, graduate study leading to the Master of Arts or Master of Science degrees was initiated in several academic areas.

The 1960's proved to be a time of change for Tuskegee Institute, as well as for the nation. Not only did the changing society force changes in the educational program of the Institute but there were also drastic changes in students' attitudes. For the first time in the history of Tuskegee Institute, its students publicly protested against racial discrimination. Students and faculty at the Institute historically had appeared to take a dorsal position on race issues. In late February 1960, four hundred students paraded in downtown Tuskegee in support of Civil Rights.

Their placards and various student leaders of the march indicated that they were (1) protesting deprivation of voting rights, (2) calling for civil equality in general, and (3) expressing sympathy with other student demonstrators throughout the country.²⁵

Following the demonstration, Tuskegee Institute's president released a statement to the press, which stated:

The activity was student sponsored and conducted. Officials of the Institute support the concern of the students for the advancement of democracy, although this particular parade into the City of Tuskegee was discouraged by the Institute's administration.²⁶

²⁵The Campus Digest (Tuskegee Institute, March 1, 1960).

²⁶Ibid.

Dr. Foster in his statement to the press, did not condemn the students' actions; neither did he condone their actions. It is evident that Dr. Foster was aware of the magnitude of the freedom movement, and realized that change was inevitable.

The Tuskegee Institute Report on Race Relations in the South reported that the year 1959 showed a "hesitancy by American citizens to face the moral implication of continued segregation."²⁷ The report, signed by Dr. Foster, further stated that "most public officials in the South, by their comments and public actions, delayed desegregation and discouraged inter-group discussion of community issues."²⁸

The February 27, 1960 protest march was the beginning of several years of student unrest and demonstrations. In an interview with the Birmingham News in June 1981, Dr. Foster commented on the 1960's. He called the civil rights movement

. . . a first cause that found its way to the point of action

Blacks and whites saw an obligation to do something for their country. The spirit of those times gave us a strong belief.²⁹

²⁷The Tuskegee Institute Report on Race Relations in the South, (1959).

²⁸Ibid.

²⁹The Birmingham News (June 14, 1981).

Tuskegee Institute offered both blacks and whites a place to meet and work for civil rights. It provided a forum for Martin Luther King and other leaders.³⁰ Tuskegee Institute remained true to its historical commitment to help the advancement of full democracy in America. Prior to the demonstration of the 60's, Tuskegee had always made its appeal for better conditions for blacks in a more tranquil fashion; however, the 1960's proved to be a time to cry out loud for better conditions for the black race.

Educational activities at Tuskegee Institute were not seriously disrupted during the dynamic sixties. The Tuskegee Business/Industry Cluster with representation of more than sixty major industries was organized in the late 1960's. Its purpose was to assist the Institute in educating students in several academic areas. Support included fund raising, grants providing professionals to teach, cooperative education opportunities, free consultants, and summer job opportunities.³¹

Tuskegee Institute foreign commitment under Dr. Foster's administration was impressive. From 1954-1959 Tuskegee Institute joined with the Ministry of Education of Indonesia in a cooperative undertaking in vocational education to which Tuskegee faculty and staff members contributed services. The

³⁰Ibid.

³¹Tuskegee Institute, A Century of Science and Leadership (Tuskegee Institute Press, 1981).

Institute concluded a nine-year educational project in Liberia that resulted in the establishment of two teacher-training institutions in that country. Tuskegee cooperated with the United States Peace Corps in providing advance agricultural training for volunteers to Malaivi, and in the early seventies, the Institute assisted the development of a poultry industry in West African countries of Senegal, Mali, and Mauritania.

Tuskegee Institute, unlike many colleges and universities throughout the United States, experienced little change in campus life during the protesting sixties. Students in many colleges around the nation demanded change in policies which involved student housing, class attendance, and students' rights. College administrators, in an effort to contend with the demands of students, instituted policies allowing co-ed dormitories, alcoholic beverages in student unions, co-ed room visitation rights, and numerous other policies which may or may not have been in the best interest of the universities.

Administrators at Tuskegee Institute encountered little, if any, "students' rights" protest. The Tuskegee student remained faithful to the traditional Tuskegee campus life. There were student protests against the Vietnam War, which caused some adversity toward the Reserve Officers Training (ROTC). ROTC had been a part of Tuskegee Institute curriculum since 1919. Successful completion of the first year of either the Army or Air Force Basic ROTC course was a mandatory requirement at Tuskegee Institute for all male students except those

who had (1) reached their twenty-third birthday prior to enrollment, (2) discharged their military obligation through active service, or (3) been excused by appropriate personnel.³²

A number of students disapproved of the mandatory requirement; however, the ROTC program was not disrupted due to student protest. The college administrators allowed students to voice their opinions; nevertheless, the requirement was not abolished.

Campus life at Tuskegee Institute did not change significantly during the 1960's. Tuskegee Institute maintained its traditional role as "Mother Tuskegee." The major concern of students at Tuskegee Institute during the sixties was to improve the basic human rights of black Americans.

Tuskegee had sought from its beginning to integrate its graduates into society. Never before did society change so rapidly as it did during the Foster administration. Tuskegee Institute was in a state of constant change in an effort to stay afloat and remain competitive with white universities, a contest to be endured eternally.

³²Tuskegee Institute, Bulletin/Catalog 62, No. 1, (February 1969), p. 17.

CHAPTER V
TUSKEGEE INSTITUTE TODAY

New Approaches to Institutional Operation and Management

In an effort to better serve the nation and to improve effectiveness, efficiency, and economy in the 1970's, the administration at Tuskegee Institute perceived the need for a more systematic approach to institutional operation and management. In 1969, with a grant from the Ford Foundation, the Board of Trustees authorized an extensive Role and Scope Study of Tuskegee's mission, administration organization, academic programs, student life, and other areas of concern.¹ This study had broad implications for financial planning. Prior to the Role and Scope Study, managerial decisions were made by less sophisticated methods.

Between 1970 and 1974, institutional operations were guided by the several reports and reviews stemming from the Role and Scope Study.² All planning and management was performed by the President's Council, which was comprised of the President, Vice President, and special assistants to the President.

The organizational base was the Institute's Office of Operations Analysis and Research which spearheaded

¹Tuskegee Institute, Fact Book, 1981-1982, p. 6.

²Ibid.

institutional research activities and made data, analysis, and information available to the Council as a basis for making managerial decisions, planning of future operations, and evaluation of program outcomes.³

All groups affected by the decisions were involved in the decision-making process. Faculty as well as students were represented on the Executive and Educational Council.

In 1974, Tuskegee Institute implemented a systems approach to management, planning, and evaluation. Following the recommendation of the National Association of College and University Business Officers, the institute adopted "Program Planning and Budgeting System."

Planning, programming, budgeting was introduced into the Department of Defense in 1961. In contrast to performance budgeting, it was planning-oriented. PPB's principle objective was to rationalize policy making by providing objective information on cost and benefits of alternative ways of accomplishing proposed objectives and by providing measures of outputs in terms of effectiveness as defined by stated objectives.⁴

Tuskegee Institute's fourth president, Dr. Foster, and his Council placed the institute's future in the hands of the new systems approach concept, which led to refinement, revisions, and development of mission, objectives, and program plans for all academic and support units of the college.

This method of planning and budgeting was highly instrumental in the total development of Tuskegee Institute in modern

³ Ibid.

⁴ Winston W. Crouch, Local Government Personnel Administration (Washington, D.C.: International City Management Association, 1976), p. 261.

society. As a result of its implementation, Tuskegee Institute has been able to successfully compete with other colleges and universities in its region. In 1974, Tuskegee updated its mission to meet the changing needs of black students. During the early 1970's, Tuskegee Institute, like all other black colleges, began to experience the effect of desegregation of schools and colleges. Desegregation was a new problem for the struggling private black college. The program planning and budgeting system proved to be an effective weapon to combat the new challenge.

Tuskegee Institute was involved in another in-depth institutional self-study commencing in 1976 and ending in 1979. This was a required self-study for reaffirmation of its accreditation by the Southern Association of Colleges and Schools. Tuskegee was again provided with an opportunity to examine its strengths and weaknesses and make necessary adjustments.

Centennial Celebration

Tuskegee Institute celebrated its first century of leadership and service in July 1981. Booker T. Washington, one hundred years before, when he founded Tuskegee Institute had stated, "Erains, property and character for the Negro will settle the question of civil rights." However, Judge Frank M. Johnson of Montgomery, while delivering the address at the centennial ceremony, stated that, "By the 1950's and 1960's all black Americans and a substantial number of whites realized

that that wasn't enough."⁵

Since Washington's era, Tuskegee Institute has contributed much to improve the status of black citizens, realizing that education alone would not settle the question on civil rights. The civil rights issue could be improved only through involvement of black citizens. Tuskegee has produced thousands of sound-minded leaders to aid in the struggle for social justice and civil rights.

Tuskegee Institute proudly acknowledges both its maturity and its youthful spirit. "There has been time to establish a firm record of service, but any claim to enduring renown is in its infancy."⁶ After a century of service, Tuskegee is stronger now than ever, with an even greater spirit to achieve. Dr. Foster, in his annual report stated:

Tuskegee's first century has produced strong educational leadership and asserted Tuskegee's uniquely useful role in American higher education. The maturity of spirit and substance achieved in these first years grow out of our basic commitment to human dignity. But, this continually maturing educational center is touched, too, with vibrancy in all we do. A highly challenging second century of work is ahead of us.⁷

Tuskegee Institute was piloted through its first one hundred years by only four leaders, B.T. Washington, R.R. Moton,

⁵The Birmingham (Alabama) News, Sept. 8, 1980.

⁶Annual Report of the President, 1980 (Tuskegee Institute Press).

⁷Ibid.

F. D. Patterson, and L. H. Foster. Each president was committed to the Tuskegee spirit, and placed the welfare of the school before his own. Each of these outstanding leaders contributed to the growth and development of the Institute, and was able to leave the school in a higher standard than it was before he came.

Beginning the Second Century

In July 1981, Tuskegee Institute's fourth president, Luther H. Foster, resigned. Dr. Benjamin Franklin Payton was given the nod from the Board of Trustees to lead the Institute into its second century.

Dr. Payton, Tuskegee Institute's fifth President is a native of Greenville, South Carolina. He attended a predominantly black college, South Carolina State University, and received the Bachelor of Arts degree. He later earned a second Bachelor's Degree in the area of Divinity from Harvard University. Dr. Payton then attended Columbia University where he was awarded the Master of Arts degree in Religious Philosophy. He completed his formal education at Yale University, where he was the recipient of the Ph.D. in Social Ethics.

Dr. Benjamin Payton was the first president of Tuskegee who had previously served as president of another college. He is a former president of Benedict College in Columbia, South Carolina. Dr. Payton resigned from Benedict College and accepted employment with The Ford Foundation in the Program Office of Education and Public Policy. He was with the Ford

Foundation before coming to Tuskegee.

Shortly after Dr. Payton's arrival at Tuskegee Institute, he implemented a self-study to determine the future of the Institute. Every new president at Tuskegee Institute had felt the need for an assessment of the school's strengths and weaknesses within one year after taking office. Dr. Payton thought that the beginning of the Institute's second century was an appropriate time for a new appraisal.

The advent of a new president and a new century seemed an appropriate time to undertake indepth studies of all areas of the Institute's work, not only to identify strengths and weaknesses in the program, but also to gain new and fresh perspectives on directions that need to be charted in the future.⁸

Tuskegee Institute received extraneous support to help finance these needed assessments. The United Negro College Fund with help from the Pew Memorial Trust and the W. K. Kellogg Foundation developed in the Spring of 1981 an "Integrated Approach to Improving Management" for its member institutions. The American Council on Education administered the program. Dr. Payton requested an initial overall appraisal of the management of Tuskegee Institute. The assessment was performed by a team of seven persons:

. . .this resulted in Tuskegee Institute's receiving a grant of \$93,500 for technical assistance in data base development and automation, comprehensive advancement planning, research activities, academic programs, management information, development and public relations, and library improvement.⁹

⁸Annual Report of the President, 1982 (Tuskegee Institute Press).

⁹Ibid.

Dr. Payton is committed to the concept of continuous program evaluation, and pledges to maintain programs where strengths are identified through studies and where possible, extend their breadth and quality. Programs that are not productive could possibly be discontinued. Currently the School of Education is undergoing an intensive evaluation. Declining enrollment in the School of Education and the impact of this decline on the Institute's resources has caused much concern to the Board of Trustees.¹⁰

Students' performances on the Teacher Certification Examination have not been satisfactory. In a letter to the members of the School of Education, Dr. Payton stated:

Teacher training has been a part of the very founding of this institution; I hope it can continue in some way as an aspect of Tuskegee's future. But times have changed and Tuskegee must change to respond to the new interests among students.¹¹

This school year 1982-1983, is a very important time in the history of Tuskegee Institute. The oldest program in the college is struggling for survival.

Tuskegee Institute's Role in the Struggle for Equality

"Throughout the long, difficult forward move of blacks in Tuskegee, the Institute has provided much of the intellectual

¹⁰Dr. Benjamin Payton, Letter to the Members of the School of Education, May 31, 1982.

¹¹Ibid.

and physical resources for the struggle."¹² Booker T. Washington began assessment of the needs of blacks in and around Tuskegee several months before the first students arrived. He discovered that black citizens in the South needed not only book learning, but also basic living skills. The newly emancipated blacks were experiencing difficulty surviving in a free society. The few who were able to find jobs could not manage their finances, most blacks in the area practiced poor dietary habits, and personal hygiene suffered greatly. There was also a need for assistance in farming methods.

Tuskegee Institute offered hope for blacks throughout the South. Mr. Washington designed the educational programs, at Tuskegee Institute, to satisfy the needs of the black community. Personal hygiene was a very important segment of the curriculum of the new school. Tuskegee Institute's attitude of personal hygiene was transmitted throughout the Tuskegee community. Elementary and high schools in the area implemented vigorous hygiene programs in an effort to improve health habits.

To improve farm and home practices, Booker T. Washington adopted a program to take the information to the people. To reach a large segment of the population, he conducted conferences to give those present an opportunity to present their problems and helped to find solutions. "The conference became

¹²Editorial, Ebony (July 1982), p. 56.

an annual affair, known as the Farmers' Conference, which continues today."¹³

To carry on his mission of "taking the information to the people, where the people were," Booker Washington recruited George Washington Carver, a noted black chemist, to head the Department of Agriculture. Carver carried demonstration tools and materials into rural areas to teach the people.

This Cooperative Extension Program is very much alive today. The Extension Staff recognizes the importance of understanding the cultural characteristics of its clientele, whether they are the upper crust, middle income, hard-to-reach, limited resource, or the small part-time farmer.

Thus, the staff has forged forward and developed educational programs that have enhanced clientele to overcome feelings of helplessness and defeat, and prepared them to better cope with the demands of our changing society.¹⁴

Washington speculated that improved health conditions and improved farm production would lead to an advancement in social and economical status of black citizens. This concept has been incorporated into Tuskegee Institute's Cooperative Extension Program today.

"Tuskegee Institute has made substantial contributions to blacks throughout the country."¹⁵ The Veterans' Administration

¹³Ushering in the Eighties: Cooperative Extension Program (Tuskegee Institute Press, 1981), p. 1.

¹⁴Ibid., p. 46.

¹⁵Ebony (July 1982), p. 58.

Hospital, discussed in Chapter III, was a giant step forward for all blacks. Tuskegee Institute was instrumental in the establishment of this hospital which treated black veterans who could not find treatment anywhere in the segregated South. "Today, with an annual budget of \$35 million and nearly 900 beds, the fully integrated facility ranks among the largest VA hospitals in the nation."¹⁶ The hospital employs nearly 1500 persons and is the largest employer in the area.

The Institute also provided training for black pilots during World War II. Dr. Robert Moton, president of Tuskegee Institute at the time, appealed to the president of the United States for the establishment of a pilot program at Tuskegee. For the first time in America's history, black pilots were used in the armed forces. The late Gen. Daniel (Cappie) James, a Tuskegee Institute graduate and the only black to reach four-star rank, was trained at Tuskegee.

During the late 1950's when members of the Tuskegee Institute faculty persisted in trying to register to vote and encourage other black in Tuskegee to do so, white lawmakers gerrymandered the Institute and nearly every black in the city. Dr. C. G. Gomillion, head of sociology at Tuskegee, led the fight to right the situation. Gomillion and other members of the faculty decided to settle the issue in court. The case

¹⁶Ibid.

was heard in the U.S. Supreme Court (Gomillion V. Lightfoote) in 1960.¹⁷ "The city limits, the boundaries were reestablished and we then had the beginning of blacks elected to the City Council."¹⁸ Today, the city of Tuskegee, which has a black-white ratio of nearly nine blacks to one white, is controlled by black elected officials.

The historical role of Tuskegee Institute in the black man's struggle for social and economical equality in America has been one of leadership. This leadership began with Booker T. Washington, whose aim was to lift the veil of ignorance so that the black man could experience a better life. Washington's leadership has been passed on to thousands of others by way of Tuskegee Institute.

Tuskegee Institute and the Changing Role of Blacks

One of Washington's chief goals was to increase the wants of his people and at the same time increase their capacity to appease them. The Institute has been very successful in its aim to create a desire for a better standard of living among its students. Blacks have made substantial advancements in the areas of politics, business, and social status in America. The Institute has adjusted well to the changing role of blacks.

¹⁷Gomillion V. Lightfoote 364 U.S. 339 (1960)

¹⁸Ebony (July 1982), p. 56.

In its early years the Institute's main thrust was in the area of teacher training and service trades. The training ranged from the building trades to the training of house servants. These trades were appropriate for the late eighteenth hundreds and the early nineteenth hundreds. During these years the Negroes were viewed as servants. It was easier for Washington to solicit funds to train Negroes for labor roles than to solicit funds to support professional training for Negroes.

The development of Tuskegee under Dr. Moton, the second president, was an evolution rather than a revolution. "It has stood for steady progress in adjusting Tuskegee to meet the higher educational needs of the Negro today and the changed conditions in the South."¹⁹ As the Negroes' economic status improved, the Institute implemented higher standards. The College Department was added to Tuskegee's educational program, including the School of Agriculture, the School of Home Economics, the Teacher's College, the Business School, and the Training School for Nurses. When new occupational opportunities became available to Negroes, Dr. Moton and his staff were eager to design programs to prepare students for such occupations.

The curriculum of Tuskegee during Dr. Patterson's years also expanded to keep pace with the changing role of blacks in America. The Department of Commercial Dietetics was established

¹⁹Anson Phelps Stokes, Tuskegee Institute: The First Fifty Years (Tuskegee Institute Press, 1931), p. 30.

as a direct response to the request of several Southern hotel managers to prepare trained cooks and chefs.

The department prepared chefs, bakers, stewards, caterers, and dieticians. The need for the trained graduate was so acute and the actual training so rigorous that during the war years commercial dietetics majors were not required to take R.O.T.C.²⁰

In 1944 the School of Veterinary Medicine was added to the curriculum. Also in that same year, graduate instruction was initiated.

Tuskegee's graduate program was instituted to serve the region on the graduate level in terms of its effort to meet the graduate and professional needs of Negro youth.²¹

Patterson felt that, "the immediate challenge to be met by this (Tuskegee Institute) and every other Southern Negro educational institution boiled down to the problem of a higher standard of living and how to get it."²²

In 1961 under the administration of Dr. Luther Foster, an undergraduate program in Business Management was organized to accommodate black youths that desired to pursue careers in business. In that same year, Tuskegee implemented a graduate program in Mechanical Engineering. The educational process at Tuskegee Institute has continuously kept pace with the changing role of the students it serves.

²⁰Tuskegee Institute, Annual Catalog, 1942-1943, p. 144.

²¹Addie L. J. Butler, The Distinctive Black College - Talladega, Tuskegee and Morehouse (London: The Scarecrow Press, Inc., 1977); Report of the President, 1944 (Tuskegee Institute), p. 26.

²²"Tuskegee to Seek Negro Status Gain," New York Times, 19 August 1948, p. 19.

Desegregation and Student Enrollment

In the early 1970's black colleges across the nation began to encounter the woeful realities brought about by racial desegregation of public schools. Many black higher institutions suffered drastic reduction in student enrollment. For private colleges such as Tuskegee Institute drastic declines in enrollments could be devastating.

Evidence does not suggest that desegregation of public schools has had a significant impact on the enrollment of students at Tuskegee. In a nine-year period prior to the time when blacks were readily accepted in white universities, Tuskegee's enrollment patterns were erratic. Beginning in the 1964-1965 school year the enrollment was 2,612. There was an increase in enrollment for the 1965-1966 school year (2,751). However, in the 1966-1967 term, Tuskegee registered fewer students than the previous year (2,702). For the following two years (1967-1968 and 1968-1969) there was an increase in enrollment figures; however, the Institute experienced another decline in enrollment during the 1970-1971 school term. This pattern of increasing and decreasing enrollment was manifested throughout the nine-year period from 1964-1973.

The years following the unconstrained entrance of black students into white colleges and universities (beginning with the 1973-1974 school year), also exhibited irregular enrollment patterns. Beginning with the 1973-1974 term and extending to the 1977-1978 school year, there was a steady increase of students enrolled in Tuskegee Institute; however, there

was a decrease of 321 students enrolled in the 1978-1979 term. After two years (1979-1980 and 1980-1981) of growth in enrollment, the Institute again experienced reduction in the number of students registered in the 1981-1982 and the 1982-1983 school years. Both periods exhibited irregular enrollment patterns which imply that desegregation was not a factor.

The scholastic ability of students at Tuskegee Institute has increased since 1974. While the national college norms for the Scholastic Aptitude Test (SAT) have been on a steady decline since 1974, Tuskegee Institute has experienced some improvement in the SAT scores of its beginning freshman. The collected data do not suggest that the scholastic ability of students at Tuskegee was affected by school desegregation.

The Institute enrolls students with a wide range of academic skills. . . Many require considerable special assistance to ensure steady progress towards graduation. And while we are encouraged by a report of the Admission Testing Program on the 1981 Tuskegee Institute freshman class profile which indicates that our entering students scored higher on the Scholastic Aptitude Test than those who enrolled the year before. Tuskegee freshman are still below national norms of first-year students enrolled in private four-year colleges.²³

In 1974 the average SAT score of beginning freshman at Tuskegee was 653 and in 1981 the average Tuskegee freshman SAT score was 687. These figures represent a total gain of 34 points in an eight-year period. On the national level, the average SAT score of beginning freshman was 906 in 1974 and in 1981 the national average SAT score of beginning freshman was 854, a loss of 42 points.

²³Annual Report 1982, pp. 4-5.

Current Educational Program

For Tuskegee Institute's second century, they are committing themselves entirely to educational programs of high quality and significance.

Tuskegee's emphasis on teaching, professional and scientific training will continue, with new directions to ensure that our offerings match the needs of the society and our students.²⁴

Now that Black Colleges are feeling the full impact of the desegregation of public schools, the wise administrator realizes that the reclamation of the black college is its educational program. It was necessary for Tuskegee to re-evaluate its role as a black institution. Today's black students are demanding the best education possible. If the traditional black college is unable to fulfill the requirements, then that college can not survive. Dr. Granville Sawyer, President of Texas Southern University in 1972, thought that change was the only salvation for the black institutions.

We simply had to redefine our role as a black institution. And in my judgment, the institutions which are most in trouble are those which have not come to terms with the demands of change.²⁵

To allure more students with higher academic ability, and to fulfill needs of the scientific society, Tuskegee Institute will introduce a baccalaureate degree program in

²⁴Annual Report of the President, 1982 (Tuskegee Institute Press), p. 4.

²⁵Editorial Ebony, (Oct. 1972), p. 98.

Aerospace Science in the Fall of 1983. There are also plans to upgrade the Department of Business to a School of Business and Public Affairs. "All of the Institute's work will be undergirded by strong programs in the liberal arts."²⁶

The Aerospace Engineering program will enable Tuskegee Institute to play a strong role in increasing the number of minorities in high technology fields.²⁷ At the present time blacks comprise only three percent of graduates in aerospace and aeronautical engineering. This new program will also enable Tuskegee to help young people in the newest frontier of modern life -- the conquest of outer space.²⁸

Tuskegee Institute now offers degrees in forty-five undergraduate programs, twenty-five graduate programs, four Educational Specialists, Master of Architecture, and the Doctor of Veterinary Medicine. The major areas of concentration are in the College of Arts and Sciences, School of Agriculture and Home Economics, School of Business, School of Education, School of Engineering and Architecture, School of Nursing and Allied Health, and the School of Veterinary Medicine.

²⁶Annual Report 1982, p. 4.

²⁷The President's Quarterly Report, Vol. #1, Dec. 1982
Tuskegee Institute Press.

²⁸Ibid.

The desegregation of public schools has been an incentive to Tuskegee Institute. The Institute has continuously evaluated its program, and adjusted its curriculum to meet the challenge of white institutions.

The success of the educational programs at Tuskegee relies heavily upon its financial status. Being a private college, Tuskegee Institute depends primarily on special grants and private gifts. Tuskegee's operational budget for the 1981-1982 school year was slightly over forty million dollars. Over half of the college's income was derived from governmental appropriation and private gifts; only nine million dollars was collected from student fees. Dr. Payton, as did Tuskegee's first president reported that more than two-thirds of his time is devoted to the solicitation of funds for the institute.²⁹ His efforts have not been fruitless, the Institute's endowment income was more than one million dollars in 1982. Presently Tuskegee Institute's financial status is stable.

The Traditional Role of Tuskegee Institute

The traditional role of the Black College has been to heighten the quality of life and economic development for the disadvantaged, especially in rural areas. The black college had traditionally accepted students with weak academic backgrounds, with the hope of providing creative programs and

²⁹Dr. Benjamin Payton, President of Tuskegee Institute, personal interview, August, 1982.

teaching methods to enable the students to experience success in college. This tradition is a reality today at Tuskegee Institute.

Tuskegee freshmen are still below the national norms of first-year students enrolled in private four-year colleges. It is necessary, therefore, to devise creative programs and teaching methods to enable many Tuskegee Institute students to meet the rigorous demands of our technical, scientific, and professional areas.³⁰

Special summer educational programs are directed towards helping students develop college-level skills prior to their freshman year. The Ford Foundation provides funds to assist the Institute in programs to improve the competency and performance of both teacher and students in the area high schools.

The media family income of prospective Tuskegee Institute freshmen, for the 1981 school year, was \$12,400, or just 51 percent of the \$24,100 reported by college-bound students nationally. Twenty-one percent of the prospective freshmen come from families with an annual income of less than \$6,000.³¹ Approximately 97% of Tuskegee's students receive financial support of some kind, but the National Defense Student Loan default rate is only 5.7%. This is the nation's lowest default rate, which is less than half of the 13% for federally aided institutions, and even below the 7.5% of Harvard University.³²

³⁰Annual Report of the President, 1982 (Tuskegee Institute Press), p. 5.

³¹Tuskegee Institute Fact Book, 1981-1982, Tuskegee Institute Press.

³²Tuskegee Institute, President's Quarterly Report, Dec., 1982, (Tuskegee Institute Press).

It is evident, that after a century of service, Tuskegee Institute not only fills the traditional role of the black college but its mission goes beyond race. Its student and faculty recruitment and development programs are designed to produce a racially and culturally heterogeneous community of mutually respecting scholars devoted to learning, teaching, research, and service. Dr. Payton in his first annual report, made the following pledge:

We shall continue our historic mission which asserts that there is not inherent contradiction between learning and the world of work, between the liberal arts and the technical education, or between excellence and equality. These are false opposites.³³

Dr. Payton's pledge signifies an obvious marriage of the philosophies of Washington and DuBois. In the early years of Tuskegee Institute, its founder advocated education of the masses through trades and the work of the hands. Later on, DuBois recommended the education of the "talented ten" through the liberal arts. Today, Tuskegee has brought these two philosophies together.

Tuskegee Institute's President announced a program aimed at recruitment of students with gifted academic ability. The Tuskegee Merit Scholarship, as described by Dr. Payton, is a plan designed to locate students that have excellent scholastic ability (talented ten) and offers full scholarship to those who wish to attend Tuskegee. The program will begin with a

³³Annual Report 1982, p. 3.

limited number and progress to as many as 50 students per year.³⁴

Faculty and Staff

In 1982, Tuskegee Institute adopted a revised Rank and Tenure Plan. This plan was designed to monitor the percentage of faculty who can achieve tenure in the future. A major concern of the Board of Trustees and the Administration was having too many tenured faculty at the Institute. Dr. Payton in his Annual Report of 1982 stated:

Presently, there are more tenured faculty at the Institute than there should be if we are to maintain sufficient elbow room to attract outstanding young people, including young scholars who will bring strength to the programs proposed for Tuskegee's second century.³⁵

Tuskegee Institute employed 334 faculty members in the 1981-1982 school year, of which 164 were tenured, and 134 held doctoral degrees. In that same year, the salary ranged from \$10,000 to \$14,000 for a beginning instructor, and a beginning professor's salary ranges from \$17,000 up. The average length of service at Tuskegee Institute for the full-time faculty is nine to six years.

The faculty of Tuskegee is a diversified group composed of a variety of scholastic backgrounds and experiences. As

³⁴Dr. Benjamin Payton, President of Tuskegee Institute, personal interview, August, 1982.

³⁵The Annual Report of the President, 1982 (Tuskegee Institute).

the core of the academic componet of the Institute, they are vital to Tuskegee in the fulfillment of all aspects of its stated mission.

CHAPTER VI
SUMMARY AND CONCLUSIONS

Tuskegee Institute, a distinctive private black college, was established as the result of a political agreement. George Campbell, a former slave master and lawyer in Tuskegee, Alabama, asked Lewis Adams, a former slave and an important politician, what could be done to secure the black vote. Adams informed Campbell that the Negroes wanted education. Thus an agreement was reached. Campbell promised to work for a school in Macon County if elected to the Alabama Legislature. When elected, Campbell honored his promise and on February 12, 1881 the General Assembly of Alabama appropriated two thousand dollars for teachers' salaries for a school in Macon County.

Booker T. Washington, a former slave, was selected to head the school at Tuskegee. Washington came to Tuskegee with very definite views on education for Negroes and its relationship to race progress. He was committed to industrial education, not liberal education for the newly emancipated black citizens. Washington's aim was to educate the "heart, the hands and the head."

The school opened July 4, 1881, in a small shanty near the African Methodist Episcopal Zion Church in the town of Tuskegee, Alabama. Thirty students whom he had contacted in

and around Macon County, attended the first day. Washington's school was Alabama's first normal school for the training of Negro teachers.

In 1882, Mr. Washington contracted to buy a hundred-acre abandoned plantation which became the nucleus of Tuskegee Institute's present campus. Washington began a program of self-help which made it possible for students to live on the campus and earn all or a portion of their expenses. Learning by doing was a new venture in education that met the test at Tuskegee Institute during its early years. Booker T. Washington with courage and indomitable perseverance, planned, organized, and developed an institution to meet the needs of Blacks in the South.

In a speech to the Atlanta Exposition in 1895, Washington presented his views of race relations: "In all things that are purely social we can be as separate as the fingers, yet one as the hand in all essential to mutual progress." Following Washington's famous Atlanta speech, the nation began to recognize Tuskegee as the solution to race problems in America.

Tuskegee Institute's second president, Dr. Robert R. Moton, pledged to continue the work and philosophy of Booker T. Washington. Moton's administration was shadowed with periods of racial unrest, and financial instability. Robert Moton proved to be an outstanding leader. He successfully met the challenge of the depression years and the threat of

white supremacists in the South. The Negro realized much social and economic growth during the Moton Years. Dr. Moton's career as an educator and distinguished leader reflected in the work he did at Tuskegee Institute and in the field of race relations.

The administration of Tuskegee Institute's third president, Dr. Frederic D. Patterson, was one of maintenance and development. The United Negro College Fund was conceived by Dr. Patterson. The Institute experienced a great deal of educational growth under the administration of Dr. Patterson.

Under the leadership of President Luther H. Foster, Tuskegee students became more vocal in their reference to the civil rights of blacks. This was an era of social unrest throughout the nation, especially among college students. Tuskegee Institute did not totally escape the affects of the national unrest; however, the educational process there was not interrupted.

In 1981, Tuskegee Institute celebrated its first century of strong educational leadership. Tuskegee's fifth president, Dr. Benjamin Franklin Payton, pledged to continue Tuskegee's traditional mission; however, he felt that his mission should be embedded in a context of strong liberal arts programs. Dr. Payton's strategy includes a continuous assessment of the needs of a changing society, and adjustment of programs at Tuskegee Institute to fulfill these needs. His administration has decided to maintain only the programs where strengths are

identified through studies and where possible to enhance the quality of such programs.

From its humble and simple beginning in an old church shanty that leaked when it rained and with pupils whose work at home kept them in irregular attendance, Tuskegee Institute has become fully accredited by the Southern Association of Colleges and Schools. Tuskegee enrolled approximately 3600 students in the 1982-1983 school year and its teaching faculty numbers 314. The support staff approached one thousand persons. There are 115 major buildings and 42 faculty cottages on 4,271 acres, including farm and timber land.

Tuskegee Institute's founder, Booker T. Washington, laid a solid foundation in the early years of its history. Following Mr. Washington, men dedicated to the task have headed Tuskegee Institute. Each president has contributed to the growth and building of this outstanding institution.

Tuskegee Institute will continue to "weather" the storm of desegregation and will continue to adjust its programs to satisfy the needs of the changing society. By creating high quality educational programs, Tuskegee will attract more and more students of higher scholastic ability, and scholars in the future will be drawn to Tuskegee Institute without reference to race or creed.

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APPENDIX

TUSKEGEE INSTITUTE
STUDENT PROFILE
FINANCIAL AID DATA
Fall 1981

Total Enrollment.....3,682
 Percentage of Student Body on Financial Aid.....91%
 Total Funding of Financial Aid Program.....\$6,739,590

TYPE OF AID	NUMBER OF STU.	PERCENTAGE OF STU. BODY
SEOG	1043	28%
BEOG	2249	61%
Work-Study	670	18%
Short-Term Loans	485	13%
Scholarships	640	17%
NDSL	658	18%

Source: Financial Aid Office

TUSKEGEE INSTITUTE
FACULTY PROFILE
SUMMARY OF HIGHEST EARNED DEGREE
FALL 1981

RANK	BACHELOR'S	PROFESSION- AL DEGREES*	MASTER'S	DOCTORATE	TOTAL
Professors		1	4	55	60
Assoc. Profs.		5	4	34	43
Asst. Profs.	1	5	56	24	86
Instructors	4	1	50	1	56
No Official Rank	13	9	47	20	89
TOTALS	18	21	161	134	334

*Includes DVM, MD, B. Arch.

Totals are for full-time faculty; faculty on leave are not included.
General and associate general officers of the Institute are not included.

Source: Office of the Provost