

PULLEN PARK

RED DIAMOND

RESIDENCE OF ANDREW JOHNSON

NCNG ARMORY

RESIDENCE OF THE DEAN OF ADMINISTRATION

TRACK

GYMNASIUM

BASEBALL

EIGHTH

SIXTH

FIFTH

FOURTH

LIBRARY

ORCH HALL

INTRIMARY

WATAUGA HALL

WALK SUPPLY STORE

BULLLETINS

RIDDICK FIELD

SHED AND PO

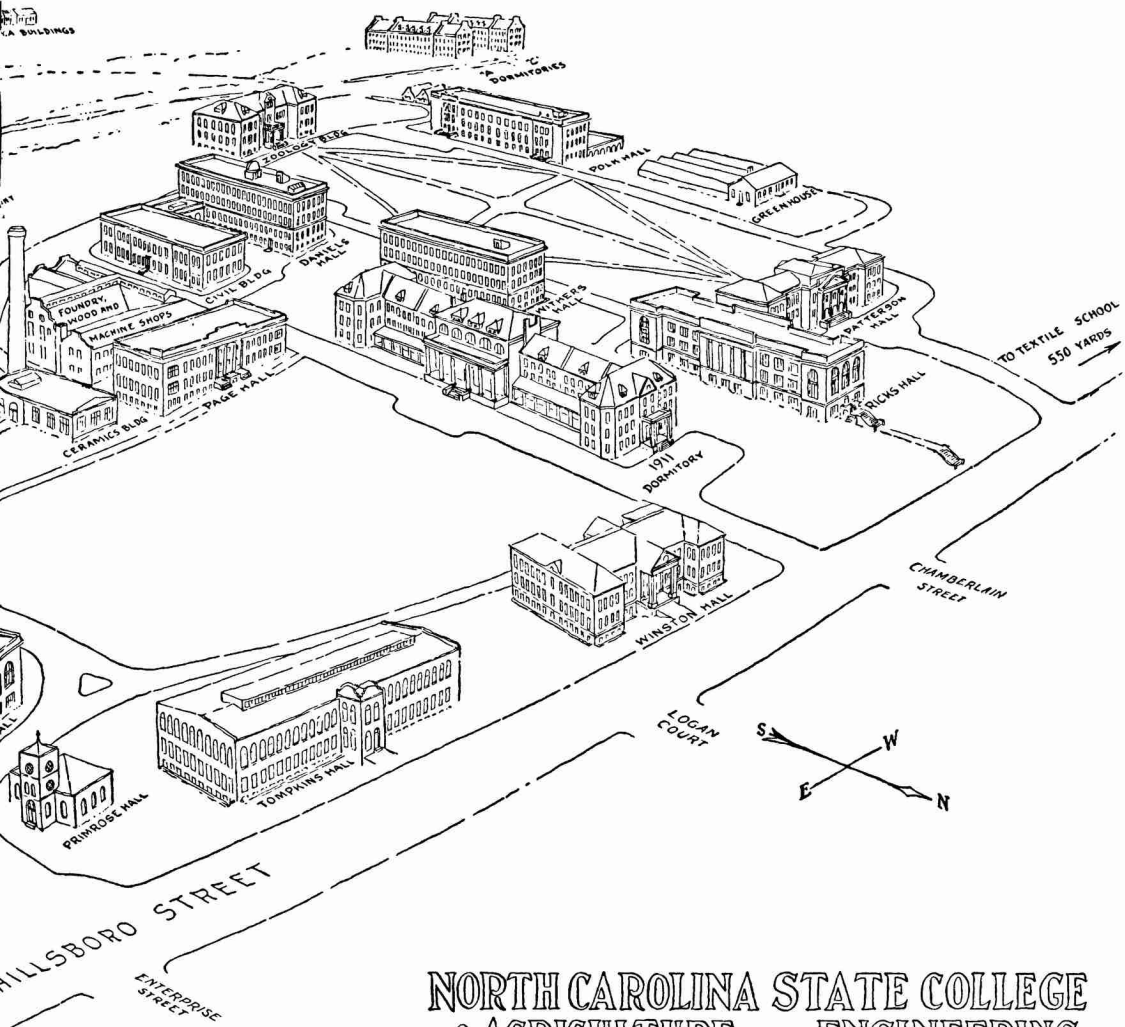
STABLES

DINING HALL

PELLE HALL

MEMORIAL TOWER

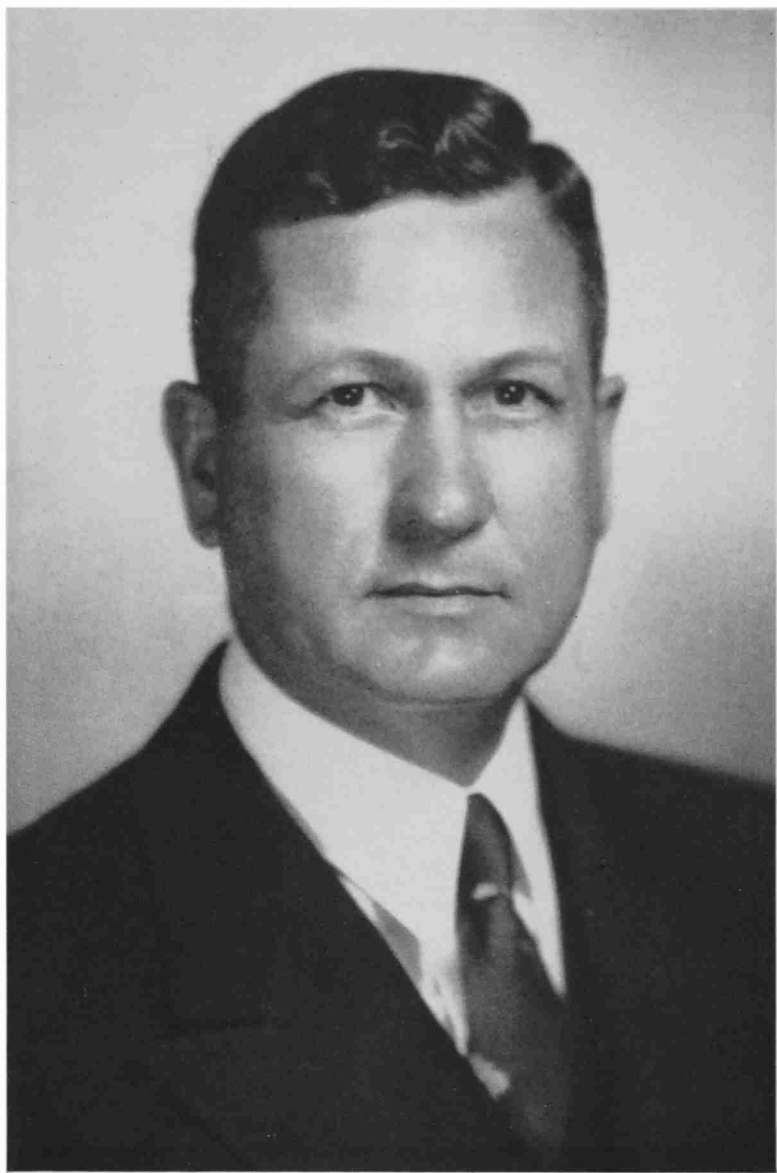
MARLEN LANE



NORTH CAROLINA STATE COLLEGE
of AGRICULTURE and ENGINEERING

BIRD'S-EYE VIEW, OMITTING TREES AND LANDSCAPING

J.D. PAULSON, 1939.



JOHN WILLIAM HARRELSON

HISTORY OF THE NORTH CAROLINA STATE COLLEGE

of Agriculture and Engineering
of

The University of North Carolina

1889-1939

By

DAVID A. LOCKMILLER

WITH FOREWORD BY

FRANK P. GRAHAM



Raleigh • 1939

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THE GENERAL ALUMNI ASSOCIATION OF THE NORTH CAROLINA
STATE COLLEGE OF AGRICULTURE AND ENGINEERING
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DEDICATED TO
JOHN WILLIAM HARRELSON, B.E., '09, M.E., '15,
DEAN OF ADMINISTRATION OF N. C. STATE COLLEGE,
WHO, IN HIS LIFE AS A STUDENT, TEACHER,
SOLDIER, PUBLIC SERVANT, AND COLLEGE
EXECUTIVE, EXEMPLIFIES THE HIGHEST
IDEALS AND TRADITIONS OF
AMERICAN CITIZENSHIP

FOREWORD

THE HISTORY OF the North Carolina State College of Agriculture and Engineering of the University of North Carolina at Raleigh, by Dr. David A. Lockmiller of the College department of history and government, is a distinguished contribution to the history of our state and to the semicentennial celebration of the founding of State College. Professor Lockmiller's versatile leadership in the student life and activities of Emory University, his law training at Cumberland University and practice of the law in Missouri, his notable graduate studies in the department of history of the University at Chapel Hill, his scholarly researches for the Institute for Research in the Social Sciences, his devotion to State College and his sympathy with the purposes and program of the College, eminently equip him to be an understanding and appreciative historian of the College.

Within the more than three hundred pages is packed the significant and interesting story of the Morrill Act and the series of other Congressional Acts which have placed strong federal foundations under the Land-Grant College and its associated activities of research, extension and vocational education; the founding of State College; the distinctive achievements, spirit and characteristics of the successive college administrations, faculties and student bodies; the growth of state support and the development of the manifold college, both as a separate institution and as a part of the consolidated structure of the University of North Carolina. The old A. and M., the A. and E., and the University periods and transitions are all

succinctly summarized, characterized and made vivid with the names, personalities, and policies of Holladay, Winston, Hill, Riddick and Brooks as Presidents and Harrelson as Dean of Administration. Professor Lockmiller has told the story from the pioneering work of the founders, Colonel Leonidas Polk and the early Wataugans, on through the consolidation program of Alumnus-Governor O. Max Gardner.

Today the three institutions which compose the University of North Carolina, The Woman's College of the University at Greensboro, the North Carolina State College of Agriculture and Engineering of the University at Raleigh and the University at Chapel Hill, with all their differences in traditions and purposes preserved in precious spirit and loyalties, represent present manifold functions of one University of the whole people. They have a common background of state history and a common basis of democratic support. They have come from the womb of the same mother commonwealth. They have a common purpose in the training of youth and the building of a better state and a nobler society. They do not cross and weaken each other in undue duplications or destructive antagonisms, but reënforce and magnify each other by differentiation, coordination and consolidation.

The North Carolina State College, with its treasure house of history and opportunity, represents and meets in a vital way three of the most basic needs of our people in their agricultural, textile and engineering life and enterprise. Undergirding the scientific and technological Schools of Agriculture, Textiles and Engineering, is a two year Basic Division which includes the humanities, the basic sciences, and the social sciences. With higher standards of scholarship, with the strengthening of the personnel and equipment of departments, with multiplication of library resources, with larger faculty and student participation in the government of the College; with the new chemistry building, textile building, dairy plant and animal husbandry labora-

tories, and five new dormitories; with the renovation of old buildings; and with largely increased facilities for intercollegiate and intramural sports, as parts of a building program of approximately one and three quarter million dollars; and with opportunities as wide as this region of farms and factories, and as challenging as the life and needs of the people; what magnificent vistas open up before the North Carolina State College of Agriculture and Engineering of the University of North Carolina! The Woman's College in Greensboro and the University in Chapel Hill join their sister institution of the threefold University in this celebration of her fiftieth birthday, signalized in Dr. Lockmiller's timely history, with wishes for many happy returns of centennials to come.

FRANK P. GRAHAM, *President,*
The University of North Carolina

PREFACE

THE YEAR 1939 will be remembered by the students, faculty, alumni, trustees, and friends of North Carolina State College as the semicentennial of the institution. It marks a point of achievement and introduces a new half-century rich in opportunities for service. It calls for an inventory of fifty years of progress, and careful planning for the future. The year is one for tributes to the founders of the College, some of whom are still among us, and it requires a rededication to those principles and ideals which have inspired and made possible the training of some 20,000 students to build a better civilization.

The North Carolina State College has abundantly served the State and the Nation. It has vindicated the faith of the few that agricultural and technical education serves as an ennobling a purpose as the more classical and conventional forms of instruction. It is in step with the spirit of the land-grant colleges of the country because it is promoting in every way possible the "liberal and practical education of the industrial classes in the several pursuits and professions of life." It specializes in the field of applied science and it serves as an agency of public progress.

Much that might have been included in this monograph has of necessity been omitted, but it is hoped that enough has been told to give the reader a well-rounded view of the institution, its establishment, administrative leaders, faculty, students, buildings and equipment, curricula, student activities, and services to the State. Above all the author hopes enough has been written to prove that the ideals of the College have been

high; that in its special field it has worked steadily for the highest excellence; that its traditions have been those of honesty, integrity, and hard work; that it has preferred slow growth and solid achievement to rapid expansion and showy performance; and finally that it has ever striven to serve the State that gave it being and which still maintains it. The intangible qualities of the College cannot adequately be described by the historian of any one date or class. Only State College men and those who know and love the institution can fairly read between the lines and evaluate unseen and spiritual qualities.

Every effort has been made, within the time allowed for the preparation of this semicentennial history, to verify factual statements. Despite the author's care, and the checking by others more familiar with the events discussed, errors of fact and interpretation may appear. If these are called to the attention of the author or the Alumni Office, corrections will gladly be made in subsequent editions. The inclusion of some names in this work should in nowise be construed as a disparagement of the achievements and services of hundreds of others, known and unknown, who for obvious reasons could not be listed. Inasmuch as this survey history is not of a controversial nature and since the sources are readily available, footnote citations have been reduced to a minimum. The more important primary material and general works are listed in the bibliography. Illustrations have been selected and placed to parallel the text where possible. The appendices were included for ready reference and because they are essential parts of the College's history. The jacket, end-sheets, and drawing of the Memorial Tower were prepared by Professor J. D. Paulson of the Department of Architectural Engineering. The foreword was written by President Frank P. Graham of the consolidated University of North Carolina, a man who

has done and who is doing everything within his power to build a greater State College and a greater University.

I am grateful to numerous individuals of the past and present who through written records and by word of mouth supplied the evidence upon which most of this narrative is based. Without the resources and courteous service of the staffs of The D. H. Hill Library, the Alumni Office, the Library of The University of North Carolina at Chapel Hill, and the North Carolina State Library this project could not have been completed.

I am grateful to Dr. Z. P. Metcalf, chairman, and the Research Committee of the College for financial assistance in connection with the preparation of the manuscript and jacket for the printer.

I am indebted to the United States Department of Agriculture for furnishing me with photographs of the advocates of the land-grant college system facing page fourteen.

The General Alumni Association of the College has made possible the appearance of the work at this time by underwriting the entire cost of publication. Such generous aid is not only a personal tribute to the author, but also another indication of the Association's desire to serve State College.

My thanks are due the following individuals who gave time, thought, and encouragement to this project: Professor L. O. Armstrong, Mr. Arthur Finn Bowen, Dr. E. C. Brooks, Dean B. F. Brown, Justice Heriot Clarkson, Dean E. L. Cloyd, Mr. D. L. Corbitt, Dr. C. C. Crittenden, Mr. L. Polk Denmark, Mr. W. P. Eagle, President Frank P. Graham, Miss Minda Greene, Colonel John W. Harrelson, Dr. T. P. Harrison, Professor T. R. Hart, Dr. L. C. Hartley, Miss Pauline Hill, Mr. Charles B. Holladay, Mr. Randolph Holladay, Mr. W. P. Kellam, Mr. E. S. King, Miss Nora L. King, Mr. C. R. Lefort, Mrs. G. F. Lockmiller, Mr. Henry M. London, Mr. W. L.

Mayer, Dr. R. H. McLean, Mrs. R. Y. McPherson, Miss Margaret Owen, Mr. Dan M. Paul, Professor J. D. Paulson, Mrs. William J. Peele, Dr. Clarence Poe, Dr. W. C. Riddick, Mr. E. W. Ruggles, Mr. John W. Sexton, Mr. M. L. Shepherd, Professor W. E. Shinn, Miss Nancy Steele, Miss Juanita Stott, Miss Daisy W. Thompson, Mr. A. B. Upchurch, Jr., Professor Charles B. Williams, and Mr. L. T. Yarborough.

I am obligated to the staff of the Edwards & Broughton Company, printers, for prompt and cheerful coöperation in seeing the book through the various stages of printing.

I owe a special debt of gratitude to my wife, Alma Russell Lockmiller, who corrected the manuscript, read the proof, and aided with the index.

Any errors are my own.

DAVID A. LOCKMILLER

Raleigh, N. C.

July 22, 1939

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DEMOCRACY IN HIGHER EDUCATION

“Esse Quam Videri”

CHAPTER I

DEMOCRACY IN HIGHER EDUCATION

ABOUT A CENTURY ago a new spirit became apparent in the field of higher education in America. It was a spirit destined to unite the Nation and the separate states in a unique program of making knowledge available to the sons and daughters of that great majority of our citizens whose livelihood depends on agriculture and the mechanic arts. The growth of this spirit into the land-grant college system and the struggles and achievements of the land-grant colleges in democratizing higher education is necessarily a part of the history of the North Carolina State College of Agriculture and Engineering.

The transformation in the field of higher education was, of course, only a phase of the great awakening or humanitarian revolt of the second quarter of the nineteenth century. Grade schools and academies, literature and science, religion, and law, all felt the vivifying impulse of spiritual and intellectual change. Men and women in all walks of life welcomed the dawn of a new day and turned with enthusiasm to the development of a better civilization.

Following the Revolution, education was still the traditional and classical type which had been imported from England. Here and there a voice was raised in protest against the exclusive continuance of aristocratic instruction in a democracy, but little or nothing was done to change the system. Colleges were for the select few who desired to study theology, law, or medicine. The son of a small farmer or of a craftsman, generally speaking, was not expected to go to college; and if he had the desire to secure a higher education, he would be forced to leave the occupation about which he knew most.

There were few courses which had any relation to our natural resources or to the callings of the great mass of the people. Technical terms were in Latin or Greek, both of which were dead languages to the multitude. Not only were the sons of farmers and mechanics handicapped in studying the trades of their fathers, but also women of all classes were excluded from the portals of higher learning. Gradually, however, the voice of a people who were continuing their struggle for political freedom was to demand and secure educational opportunity for the common man.

Traditionally, colleges and universities were privately owned and controlled. Although they were sometimes aided by state appropriations of land and money, they were not public institutions to be supported by the government in order that they might train the youth of the country. This tradition, which flowed from Oxford and Cambridge, was to undergo many changes in the United States. The North Carolina Constitution of 1776 commanded the General Assembly to establish one or more universities in which "all useful learning shall be encouraged"; and in 1784 the legislature of Georgia passed an act donating forty thousand acres of land for public educational purposes. The Northwest Ordinance of 1787 assured democratic education in the states north of the Ohio River. In the Constitutional Convention of 1787 Charles Pinckney of South Carolina offered a plan for a federal constitution which would have authorized Congress to establish a national university. In 1796 President Washington definitely recommended the establishment of such a school, and although this project has never been realized and some of the others were slow in bearing fruit, they definitely mark the beginning of federal and state aid to public education and the cessation of such assistance to private and church institutions.¹

¹The United States Military Academy at West Point was opened on July 4, 1802; and the United States Naval Academy at Annapolis was established in 1845.

Although supported by all citizens, the first state universities did not offer courses designed to educate the common people. Operated by graduates of classical colleges, the universities followed closely the curricula patterns of the older private colleges and the students were trained to enter the learned professions. The real beginnings of agriculture and mechanic arts as subjects of study were made under the influence of economic and industrial independence of the United States following the War of 1812. The demand for information on all phases of agriculture and manufacturing was expressed in various reports and memorials to the state legislatures and to Congress. Agricultural societies, state boards of agriculture, lyceums, periodicals, and books served to crystallize public opinion in the support of those leaders who desired to educate the masses according to the needs of their everyday life.

The popular cry for more democracy in higher education found an outlet in the establishment of separate schools of agriculture and mechanic arts and in the introduction of theoretical courses on agricultural chemistry, mineralogy, and mechanics into the curricula of the older colleges and universities, both public and private. In 1819 Josiah Holbrook of Connecticut established an industrial school according to the plan of the Swiss educator Philipp von Fellenberg, and five years later he undertook an agricultural school at Derby which soon failed. In 1823 Jesse Buel, a member of the committee on agriculture of the New York Assembly, brought in a report favoring the establishment of a tax-supported agricultural school, but the project was delayed for several years. The following year Stephen Van Rensselaer founded the pioneer technical school in the United States at Troy, New York. The Rensselaer Polytechnic Institute, the prototype of subsequent land-grant colleges, was expressly established to train men to teach "the application of science to the common purposes of

life." In 1853, the state of New York incorporated The People's College for the purpose of offering advanced courses in literature, science, mechanic arts, and agriculture. About the same time definite movements for the establishment of separate state colleges of agriculture were under way in Michigan, Maryland, and Pennsylvania. In 1861 the Massachusetts Legislature incorporated the Massachusetts Institute of Technology for the purpose of instituting and maintaining a society of arts, a museum of arts, and a school of industrial science.

The demand for practical courses did not go unheeded by the private colleges and state universities. Courses in chemistry, physics, mineralogy, and natural history were offered early in the nineteenth century by such institutions as Harvard, Yale, Princeton, Columbia, and the universities of North Carolina, South Carolina, and Georgia.² In 1843 Amherst College listed in its catalogue a "lecturer on agricultural chemistry and mineralogy"; and in 1846 John Pitkin Norton was appointed professor of agricultural chemistry and vegetable and animal physiology at Yale. Younger colleges which were being established in the West and state universities like those in Virginia, Ohio, Illinois, and Wisconsin tended to break away from the classical tradition by offering courses on the application of science to agriculture and the useful arts. The practical courses in the various private colleges and state universities were almost entirely theoretical and, generally speaking, they lacked financial support and were viewed with considerable disdain by the older departments of the institutions in which they were offered.

It was not long until the reform movement in education

² The professorship of chemistry and the philosophy of medicine, agriculture and the mechanic arts was established by The University of North Carolina in 1795, but little teaching of those subjects was done. In 1854 the University employed a professor of agricultural chemistry.

entered the arena of national politics. Perhaps the first definite memorial praying the Congress of the United States to distribute the proceeds from the sale of public lands to the states for the establishment of a general system of education for the benefit of the youth of the country was presented by Alden Partridge of Norwich, Vermont. Partridge, a graduate of the Military Academy at West Point, was the founder of the American Literary, Scientific, and Military Academy which was later chartered as Norwich University. In this institution courses were offered in practical engineering, chemistry, botany, agriculture, and geology. Norwich was only twelve miles from Strafford, Vermont, the home of Justin S. Morrill and it appears that Partridge and Morrill became friends and frequently discussed their educational theories. The petition which had been prepared by Partridge was read in the House of Representatives on January 21, 1841, and ordered laid on the table. According to the petition, Congress was requested to distribute \$40,000,000 from the sale of public lands to the states in proportion to their representation in Congress. The states were to establish new or remodel old institutions in which the course of study would include mathematics, physics, chemistry, natural history, civil engineering, military science, certain classical subjects, and political economy, including agriculture, manufactures, and commerce. Although Partridge's views did not bear fruit during his lifetime, he undoubtedly hastened the land-grant idea by urging that American youths should receive an education which would make them more efficient as farmers, mechanics, and engineers.

While Partridge was seeking to make higher education more democratic in Vermont and throughout the nation, Jonathan Baldwin Turner of Illinois was working effectively to aid the farmers and mechanics of his state. Turner held that society is made up of two classes—the professional and the industrial. He noted that the small professional class had ample colleges

and universities, whereas the industrial class had practically none. To remedy this condition he urged the creation of an industrial university wherein a system of liberal education in agriculture and the mechanic arts would be offered to meet the needs of all farmers, artisans, mechanics, and merchants. Turner did not think the existing classical colleges could offer this sort of education and he was opposed to industrial education becoming an incidental appendage to an established institution. The ultimate outcome of the movement headed by Turner was the University of Illinois with its colleges of agriculture and engineering. Turner's name is also connected with the land-grant college movement because of his plan to establish an industrial university in each state with funds to be secured from the sale of federal lands.

In the South agricultural and industrial education found a champion in Thomas G. Clemson, the able and versatile son-in-law of John C. Calhoun. While serving as a diplomat in Europe during the 1840's, Clemson was a keen observer of agricultural methods and technological instruction. Upon his return to the United States he settled on a farm near Bladensburg, Maryland, where, during his leisure hours, he wrote articles on scientific farming and agricultural education. He was a leader of the movement which culminated in the establishment of the Maryland Agricultural College in 1856. Three years later he was appointed by Jacob Thompson, Secretary of the Interior, as Superintendent of Agriculture of the United States. In this position he urged the establishment of an independent bureau of agriculture and the founding of agricultural colleges by means of federal land grants. During the Civil War, Clemson served the Confederacy, and following that conflict he made his home at the Fort Hill homestead of John C. Calhoun in South Carolina. The cause he espoused having been championed nationally by others, Clemson determined to help the farmers and mechanics of his adopted state. In his

will he gave the bulk of the Clemson holdings to South Carolina for the founding of a scientific and technical college. His monument is The Clemson Agricultural College which was opened as a land-grant institution in 1893. It is very probable that Clemson's activities, as well as those of Partridge and Turner, inspired Justin S. Morrill, the author and successful promoter of the Land-Grant Act of 1862.

In North Carolina little was done prior to the Civil War towards giving college courses in agriculture and mechanic arts.³ Although the State University was established to encourage "all useful learning," it was not until 1852 that the Board of Trustees established a School for the Application of Science to the Arts. The purpose of the school, which was opened on January 1, 1854, was to train engineers, artisans, chemists, miners, and physicians. Chief emphasis was given to the theories of the subjects studied, but a limited amount of practical work was carried on in the laboratories. The program of study was confined largely to chemistry in which many of the problems were selected from the field of agriculture. Students in the new school could substitute civil engineering or agricultural chemistry for languages or for international and constitutional law in meeting the requirements for the Bachelor of Arts degree. The University did not maintain that it was teaching practical agriculture and engineering, and the courses offered were limited indeed when contrasted with those which later developed as a result of the Morrill Act.

The name of Justin S. Morrill, United States Congressman

³ Agricultural instruction, both theoretical and practical, was emphasized by the manual-labor schools which were quite popular throughout the country a century or more ago. Wake Forest Institute, now Wake Forest College, and Davidson Seminary, now Davidson College, in North Carolina were both chartered in the 1830's as manual-labor schools. These institutions and others abandoned the manual-labor idea after a few years because of practical difficulties.

from Vermont, is inseparably linked with the establishment of land-grant colleges and universities. Despite the claims advanced for Partridge, Turner, and Clemson, it was Morrill who led the successful fight for more democracy in higher education through various sessions of the United States Congress. Morrill, the son of a blacksmith and farmer, was born at Strafford, Vermont, April 14, 1810. After a brief schooling at Thetford and Randolph academies, he entered the mercantile business in his native village at the age of fifteen. This and other business undertakings proved so successful that he retired at an early age and settled on a small farm. As a Whig, Morrill helped with the formation of the Republican Party in Vermont, and in December 1855, he entered his first Congress. He was elected to the Senate in 1866 and continued to serve in that body until his death on December 28, 1898.

During his first term in the House of Representatives, Morrill introduced on February 28, 1856, a resolution which requested the Committee on Agriculture to inquire into the expediency of establishing one or more agricultural schools upon the basis of the naval and military academies, in order that one scholar from each congressional district and two from each state at large might receive scientific and practical instruction at the public expense.

This resolution was objected to and not received by the House, but on December 14, 1857, Morrill introduced the first land-grant bill in Congress. This measure, later amended to give each state 30,000 acres instead of 20,000 acres of public lands for each Representative and Senator then in Congress, definitely provided for the endowment and maintenance of at least one college in each state where the leading object would be "without excluding other scientific or classical studies, to teach such branches of learning as are related to agriculture and the mechanic arts, . . . in order to promote the liberal and practical education of the industrial classes in the several pur-

suits and professions in life." On April 15, 1858, the bill was adversely reported by the chairman of the Committee on Public Lands. Five days later Morrill delivered an impassioned speech in submitting a substitute bill. He urged the need for and argued the constitutionality of federal aid to the four-fifths of the population then engaged in agricultural and mechanical employments.

He concluded by appealing to the House in this manner:

Pass this bill and we shall have done—

Something to aid the farmer to raise two blades of grass instead of one;

Something for every owner of land;

Something for all who desire to own land;

Something for cheap scientific education;

Something for every man who loves intelligence and not ignorance;

Something to induce father's sons and daughters to settle and cluster around the old homestead;

Something to remove the last vestige of pauperism from our land;

Something for peace, good order, and the better support of Christian Churches and common schools;

Something to enable railroads to pay dividends;

Something to enable the people to bear the enormous expenditure of the national government;

Something to check the passion of individuals, and of the nation, for definite territorial expansion and ultimate decrepitude;

Something to prevent the dispersion of our population, and to concentrate it around the best lands of our country—places hallowed by church spires, and mellowed by all the influences of time—where the consumer will be placed at the door of the producer . . .

Something to obtain higher prices for all sorts of agricultural productions; and

Something to increase the loveliness of the American landscape.⁴

After considerable delay and parliamentary jockeying, the Land-Grant Act was enacted into law early in 1859 by the small majorities of five votes in the House and three in the Senate. This hard won victory was vetoed by President James Buchanan on February 26, 1859, on the grounds that the measure was extravagant, impolitic, and unconstitutional. Morrill asked for a reconsideration of the bill in a brief and forceful speech, but sufficient votes could not be secured to overrule the President's veto.

Undaunted, the friends of agricultural and mechanic arts education continued to work for the passage of a land-grant measure. Since most of the statesmen from the South at this period were opposed to the idea on constitutional grounds, Turner, Morrill, and others hoped that a change of political parties would result in the adoption of their cherished bill. Prior to the election of 1860, Lincoln and Douglas had both endorsed the land-grant idea. Following Lincoln's election, Morrill on December 16 reintroduced his land-grant bill which was again reported adversely. Meanwhile a similar measure introduced in the Senate by Benjamin Wade of Ohio had been favorably reported to that body. The Senate bill, which was adopted by a vote of 32 to 7, was called up in the House on June 17, 1862, by Morrill. Some opponents urged a delay while others wanted the measure referred to the Committee on Public Lands, but Morrill would not consent and finally the act was passed in the House by a vote of 90 to 25. The long struggle to obtain federal aid for agricultural and industrial

⁴ I. L. Kandel, "Federal Aid for Vocational Education," *The Carnegie Foundation for the Advancement of Teaching, Bulletin No. 10*, p. 6.

education came to an end when President Lincoln signed the bill on July 2, 1862.⁵

The passage of this act for the education of the industrial classes is certainly one of the most important, if not the most important, specific enactments ever made in the interests of higher education in the United States. It emancipated learning from the classical and aristocratic ideas of the past by recognizing that all citizens are entitled to instruction in the various phases of agriculture and engineering, and that the everyday affairs of life are fit subjects for a program of higher education. The influence which land-grant colleges and universities have had and will continue to have on the development of American life cannot be measured accurately. These institutions when considered with the agricultural experiment stations and the extension services represent a most distinctive contribution to the theory and practice of higher education.

Although the original Land-Grant Act of 1862 has been amplified and its benefits have been expanded by subsequent laws, the fundamental purpose of the law has not been changed. In the 1870's representatives of the land-grant colleges and others interested in the promotion of agriculture began to urge Congress and the several states to establish agricultural experiment stations in each state of the Union. The first bill on this subject was introduced in the House of Representatives by Cyrus C. Carpenter of Iowa in 1882, but it was lost in committee. Later, Representative William H. Hatch of Missouri introduced and secured the passage of a measure which appropriated \$15,000 a year for each experiment station established in accordance with the terms of the act. A companion bill having been introduced in the Senate by J. Z.

⁵ The provisions of this act were not extended to those states which had formed the Confederacy until after the Civil War. For text of this act see Appendix I.

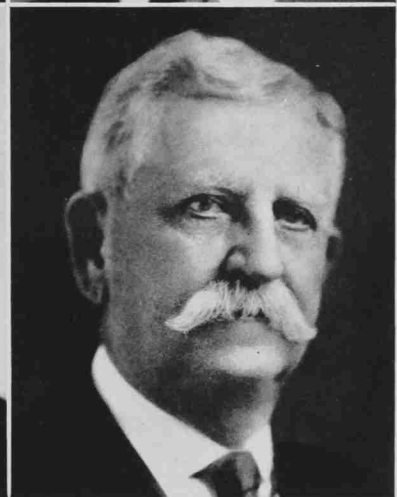
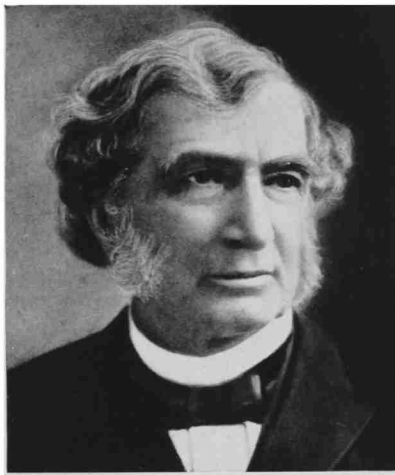
George of Mississippi, the Hatch Act became a law when it was signed by President Grover Cleveland on March 2, 1887.⁶

The direct administration of the experiment stations, like the administration of the land-grant colleges, was left to the states, but the act provided that the work of the stations should be correlated with the United States Department of Agriculture and that the results of experiments should be published and disseminated as widely as possible. The work of these stations and of the agricultural colleges gave a tremendous stimulation to all phases of agriculture. They provided farmers with reliable scientific advice and raised the agricultural industry of the country from a hit or miss calling to one requiring intelligence and skill. To aid further the experiment stations in their work Congress passed the Adams Act in 1906 and the Purnell Act in 1925. Both of these laws provided additional funds for original researches and experiments in each state. The Purnell Act expressly encouraged research in the field of agricultural economics. The investigations made under these two acts have touched almost every phase of animal and plant life and they have served to promote and supplement the work of the land-grant colleges.

In 1890 the Second Morrill Act became a law. It appropriated \$15,000 to each state and territory and provided for an annual increase of this sum by \$1,000 a year for ten years, after which the yearly appropriation would be \$25,000. By this time practically all of the opposition in Congress to land-grant colleges had died out and the bill was passed by an almost unanimous vote. The Nelson Amendment to the Second Morrill Act on March 4, 1907, served to increase the federal grants for instruction in agriculture and mechanic arts to \$50,000 a year.

On May 17, 1900, Congress approved an amendment to the Free Homestead Act which provided that any deficiencies

⁶ For text of this law see Appendix II.

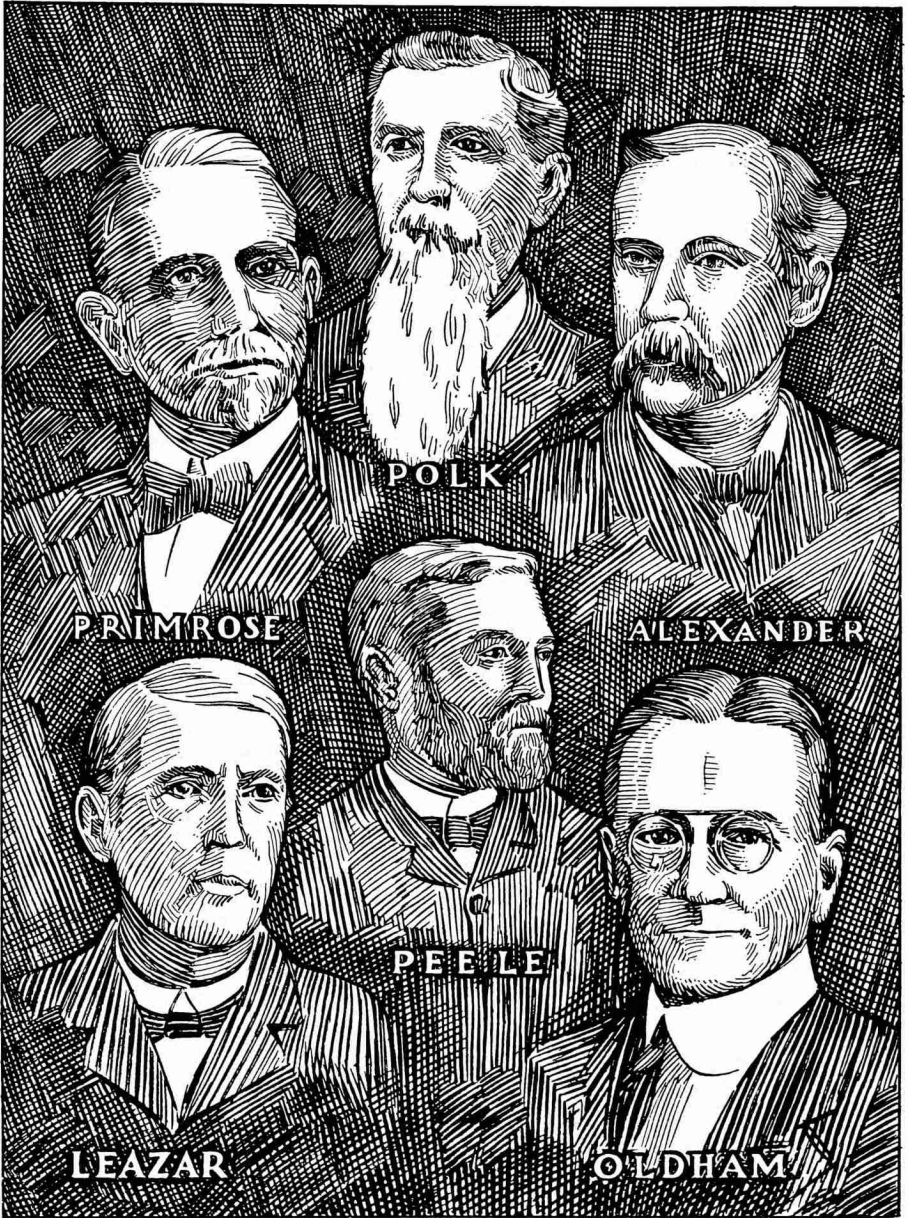


SMITH
HATCH

MORRILL

LEVER
HUGHES

ADVOCATES OF THE LAND-GRANT COLLEGE SYSTEM



SUPPORTERS OF THE NORTH CAROLINA COLLEGE OF
AGRICULTURE AND MECHANIC ARTS

in the payments to land-grant colleges accruing from the sale of public lands should be paid from the Treasury of the United States. In view of the rapid settlement of the West and the passing of the frontier, the enactment of this amendment was of considerable importance in assuring future support to the A. and M. colleges in the several states.

In 1914 the Smith-Lever Act was passed. This law, sponsored by Senator Hoke Smith of Georgia and Representative A. F. Lever of South Carolina, provided for coöperative extension work by the United States Department of Agriculture and the state agricultural colleges in the fields of agriculture and home economics. With joint authority went joint responsibility as the states, through legislative appropriations or county or private donations, were obligated to match the contributions of the federal government. This act carried the colleges to the people and because of the provisions on home economics it definitely recognized the home as a necessary part of the farm establishment and made family welfare a matter of national concern.⁷

County agricultural agents and home demonstration agents have not only improved the standards of rural life and conserved the natural resources of the country, but they have also aided the country in times of national distress. The work done by the agricultural extension service in feeding the Allies and American troops during the World War and in the emergency of the depression since 1933 by enforcing agricultural laws and programs has more than justified its existence. Because of its worth to the Nation, the agricultural extension system was further developed and extended by the Capper-Ketcham Act of May 22, 1928, and the Bankhead-Jones Act of April 15, 1935. The last named act also increased federal aid to the land-grant colleges and experiment stations.

Realizing that many students for one reason or another do

⁷ For text of this act see Appendix V.

not go to college and that trained vocational teachers are necessary to any well-rounded educational program, the Congress of the United States, on February 23, 1917, passed the Smith-Hughes Act. This measure, named for its chief sponsors, Senator Hoke Smith of Georgia and Representative D. M. Hughes of Georgia, provided federal aid for vocational education in the secondary schools and for the training of vocational teachers by the agricultural colleges. Aside from the training of teachers and prospective college students this act is not directly related to higher education. The Smith-Hughes Act and the other laws discussed indicate the interest Congress has taken in the education of the masses since the passage of the Morrill Act in 1862.

Under the provisions of the various federal acts the modern land-grant colleges divide their work into three parts: (1) resident instruction—which includes full courses and sometimes short courses in agriculture, mechanic arts, home economics, teacher training, and instruction in the related fields; (2) the agricultural experiment station; and (3) the agricultural extension service. In the years since 1933 many resident students in these colleges, as well as the institutions themselves, have benefited from the National Youth Administration and its predecessor the Federal Emergency Relief Administration. Also, since the advent of the New Deal the work carried on by the experiment stations and the extension service has been improved and extended to include an ever increasing number of those whose livelihood is directly secured from the soil.

Embraced in this far-reaching land-grant college system are fifty-two institutions of higher learning for Whites and seventeen for Negroes. These colleges and universities hold property and funds valued at approximately \$500,000,000 and they have an annual enrollment of some 175,000 students. These various institutions receive approximately \$15,000,000 a year

from the federal government alone for salaries, research, and extension activities. When translated into practical service such figures will give one a fleeting glimpse of the solid growth of the democratic idea in higher education.

Hand in hand with the movement for colleges for the agricultural and industrial classes has gone the broadening of the courses of study in the private colleges and universities. The demand for instruction in the physical and social sciences has almost crowded the required classics of former years from the pages of college catalogues. More attention on every hand is being given to laboratory work and to the forces and events of every day life. No longer is a student limited to the learned professions and no longer are women excluded from institutions of higher learning. Today there are fifty or more vocations open to the young men and women of America, and higher education is within the reach of practically all who desire it and are willing and able to work. This revolution—this democratization of higher education is not the result of any one year or any one man. It marks the coming of age of the democratic spirit in America and it will serve in ever increasing measure to the benefit of all mankind.

**THE ESTABLISHMENT OF THE NORTH CAROLINA
COLLEGE OF AGRICULTURE AND
MECHANIC ARTS**

CHAPTER II

THE ESTABLISHMENT OF THE NORTH CAROLINA COLLEGE OF AGRICULTURE AND MECHANIC ARTS

THE CIVIL WAR blighted higher education in North Carolina and other Southern States for more than a generation. The University of North Carolina, which had offered a few theoretical courses in agriculture prior to 1860, was hopelessly in debt and almost without students when the war came to a close. In 1868, the General Assembly passed an act transferring the State's land-script provided by the Morrill Act to the Board of Trustees of the University. The trustees in seeking to give effect to the objects of this law sold some 270,000 acres of land at the market price of fifty cents an acre and proceeded to use \$13,000 of the first money received for general expenses. The Reconstruction Legislature of 1868 appointed a new Board of Trustees for the University and a general reorganization ensued. But failing to receive public support, and suffering from bad management and litigation over the Land-Script Fund, the University was forced to close in 1869. The officials, however, continued to hold their positions and make plans for various colleges, including a college of agriculture and mechanic arts. Instruction was not resumed until 1875, when the General Assembly appointed a new Board of Trustees and replaced the lost Land-Script Fund by authorizing the issuance of interest bearing certificates of indebtedness.

A committee of the new Board of Trustees recommended that the University consist of six colleges, including a College of Agriculture and a College of Engineering and the Mechanic

Arts. This recommendation was unanimously adopted and John Kimberly, who had previously taught at the University was employed as professor of agriculture. Although Professor Kimberly had requested \$2,800 for his department, the sum allotted during 1876 was only \$200. This was much less than the appropriations made for other departments and soon individuals and organizations were saying that the University did not really believe in practical education for the masses, and that the officials were barely meeting the requirements of the Land-Grant Act. In the fall of 1876 the State Grange made inquiry of President Kemp P. Battle concerning the University's use of the income from the Land-Script Fund. Dr. Battle made a detailed reply which served to quiet public criticism of the University's policy for almost a decade. Among other things he noted the objectives of the Morrill Act and called attention to the catalogue which showed that studies relating to agriculture and mechanic arts were receiving special consideration.

For example, Chemistry, including the composition and analysis of soils, manure, etc.; Botany, Zoölogy, including domestic animals and their foes; Geology, including character of soils; Mineralogy, especially the minerals of our state; Mechanics, including agricultural implements; Physics, light and heat as influencing plant life; also Meteorology; Engineering, including road making, land surveying, etc.; Mathematics, necessary for Mechanics, Engineering, etc. All this in addition to the English Language and Literature, Political Economy, Constitutional and International Law, and the Greek and Latin and the German and French languages needed to make our students intelligent citizens.

Undoubtedly President Battle and the trustees made an honest effort to carry out the intent of the Morrill Act. During the period under consideration, 1875-87, few students were enrolled in the practical courses at Chapel Hill, and, lacking adequate buildings and equipment, the University could not

well offer both theoretical and practical instruction on the slender appropriation of \$7,500 a year. Dr. Battle frankly admitted that the instruction was theoretical, but he contended that "the University is doing more for the \$7,500 than any other similar institution in the United States that has a little money." The truth was that North Carolina had not yet sufficiently recovered from the effects of the Civil War, Reconstruction, and the Panic of 1873 to support adequately a first class college of agriculture and mechanic arts. Also, the classical atmosphere at Chapel Hill was perhaps a bit unfriendly to the new democratic ideal of higher education for the masses. This attitude, real or imaginary, no doubt convinced many that the true hope for education in agricultural and mechanic arts lay in the establishment of a separate institution.

Despite the able defense of the University's use of the Land-Script Fund made by President Battle and other friends of the University through the press, in reports to the Legislature, and at public meetings throughout the State, the belief grew in the minds of many that the instruction offered was too theoretical and that shop work, cultivated fields, and dairy barns should be offered in addition to some of the Latin, Greek, and other cultural studies. The example of fine A. and M. colleges in other states and the continued interest of the federal government in supporting land-grant colleges did not go unnoticed in North Carolina. Within a few years a new group of leaders, no doubt inspired by some of the movements which ultimately merged in "Populism," took the initiative in the establishment of what is today the North Carolina State College of Agriculture and Engineering of the University of North Carolina.

State College, as the institution is popularly known, is the work of no one man or group of men. Like all colleges it is a product of history. During the period of its inception and early struggles for life, however, certain leaders—believers in

the democratization of higher education—stand out in bold relief, and at the head of these was Colonel Leonidas L. Polk. As early as 1872, if not earlier, Colonel Polk, North Carolina's first Commissioner of Agriculture and founder of *The Progressive Farmer*, was publicly urging the establishment of an agricultural college. In the fall of 1872, at the opening of the first Agricultural Fair in Raleigh he made an address in which he urged the people to establish an agricultural college somewhere in the State "with its branch schools in every county as feeders to the main school." Polk, more than any other man, organized and led the farmers of North Carolina in their demand for a college which would comply with the broad terms of the Morrill Act. Through the editorial columns of *The Progressive Farmer* he continued week after week the fight for a "farmers' college" which he had begun by word of mouth. He served notice on all concerned that he would "continue this subject and follow it up until justice is done the people, or they know why it is not done." He told the people of the good work being done by the Virginia Polytechnic Institute, the Mississippi A. and M. College, and by other land-grant institutions throughout the country. Finally, when The University of North Carolina catalogue for 1885-86 was changed to include a theoretical College of Agriculture and Mechanic Arts, Colonel Polk, no doubt exasperated with the little progress thus far made, printed the following caustic comments:

The Catalogue of the State University for 1885-86, recently issued, informs us that there is an "agricultural college" connected with and as a part of that institution. If this were literally true, or even approximately true, it would be agreeable information; but it is neither. The so-called "agricultural college," which is paraded in the catalogue is a sham, a mere pretense, a thing which has a mere technical existence, under cover of which the University continued to appropriate and

to use the annual interest on \$125,000 which belongs to the agricultural and mechanical classes of the State and which should be used for their benefit only.

* * * * *

After a period of eleven years of laborious effort, and with an expenditure of \$85,500 of money given our people by the Government, we have at last succeeded in getting a "College of Agriculture and Mechanic Arts"!

It is a model of architectural beauty and admirably equipped in all its departments. It is located on the forty-eighth page of the catalog of the University. The catalog says that "two courses are offered" in this elegant paper college. "Offered" is a good word! These "courses" we presume, have been offered to our farmer boys for these eleven years, but we search the catalog in vain to find one who has availed himself of the offer.

We make no war upon the University. We want to see it rise until it shall stand the equal of any similar institution in all the land, but an earnest conviction of duty to the farmers of our state shall enlist our utmost effort until we see that justice is done them in this matter. We need an agricultural college for the practical training of the children of our farmers and other industrial classes, and there is but one way to get it—build it with the money given us by the government for that purpose. How are we to get it? By electing a legislature that will give it to us!¹

While Colonel Polk was organizing the farmers of the State and stressing the need for an agricultural college, other forward-looking citizens, sensing the importance of the industrial revolution in the South and realizing the value of a diversified economic system, were urging the need for a school of industrial and mechanic arts. This movement was led by a group of able young men in Raleigh, collectively known as the Watauga Club.

On May 26, 1884, at the suggestion of William J. Peele, a young lawyer and public-spirited citizen, the Watauga Club

¹ *The Progressive Farmer*, May 19, 1886, and August 25, 1886.

was organized in Raleigh. The purpose of the club was to encourage free discussion and to promote the educational, agricultural, and industrial interests of the State. Among the first members of this organization were William J. Peele, Edward P. Moses, Arthur Winslow, Josephus Daniels, John W. Thompson, W. E. Ashley, A. D. Jones, G. E. Leach, Alfred Haywood, E. A. Oldham, Charles D. McIver, Charles Latta, Thomas Dixon, Jr., Walter H. Page, William S. Primrose, and Charles W. Dabney. The membership, consisting of twenty-four young men, all under thirty, included lawyers, teachers, doctors, engineers, and business men. According to one of the club members, "Men with personal axes to grind, cranks, or hobby-riders were excluded." The club had no constitution, by-laws, or secret ritual, and publicity was avoided. The members, imbued with the spirit of the Watauga pioneers of the Revolutionary Era, did not argue about the rights and wrongs of the Civil War and Reconstruction—they dealt with reality in serving an impoverished and distracted people.

In its desire to widen the opportunities of the common-man, the club advocated instruction in both agriculture and industrial arts. It emphasized, however, manual training and technical and engineering instruction in order that the resources and manufactures of the State might be more fully developed. In time the first object of the club became the introduction of industrial education into the school system of North Carolina. From its headquarters—a bare room over a store on Fayetteville Street—the club launched its campaign. Page's newspaper, *The State Chronicle*, became the unofficial journal of the organization, and members undertook to educate the public on the need for an industrial school through correspondence with prominent leaders in the State and by public speeches. By these methods and through personal conferences the active support of other young men was enlisted. Among these were

Augustus Leazar of Iredell County, and Henry E. Fries of Salem.

A few months after the club was organized a committee was appointed to prepare a report on the need and practicability of an industrial school in North Carolina. Arthur Winslow, a graduate of the Massachusetts Institute of Technology, and chairman of the committee, submitted, on January 7, 1885, a report which was so convincing that the club voted to memorialize the General Assembly on the subject. Winslow, Peele, and Page were named as a committee to present the memorial and to supply the legislature with necessary information.

In preparing the memorial the committee was squarely confronted with the question of agricultural education. Although most of the club members were sons of the soil and keenly concerned about the welfare of agriculture, the club's program emphasized instruction in the mechanic arts and engineering. Its members believed that North Carolina should add the products of the mines, forests, and factories to agriculture, so that the people would no longer be dependent on the North for technical experts and manufactured articles of daily use. The question of whether the school would be agricultural as well as industrial was effectually settled one Sunday afternoon by Walter H. Page when he stated that the bill would never be passed by "the d—n farmer legislature unless there was some agriculture in it somewhere." Thus the gospel which Colonel Polk had been preaching for more than a decade was beginning to bear fruit.

In February 1885, the Watauga Club memorial was presented to the General Assembly by the committee. The petition stated that the object was "To establish an Industrial School in North Carolina, which will be a training place for young men who wish to acquire skill in the wealth-producing arts and sciences." The memorial further stated that the school should be located in Raleigh in connection with the State De-

partment of Agriculture, and that instruction should be given in woodwork, mining, metallurgy, and practical agriculture. These proposals were ably supported by an argument, written by Charles W. Dabney, which pointed out the advantages to be derived from such a school, and it included an outline of the work to be offered and estimates of the cost of establishing and operating such an institution.

The proposals calling for the establishment of an industrial school were carefully considered by the House Committee on Education, of which Augustus Leazar was chairman. While that group had the matter under advisement, Thomas Dixon, Jr., an enthusiastic advocate of industrial education, introduced a bill in the House for the establishment by the State of an industrial school. A few days later, the Committee on Education having approved the project, Leazar introduced a bill replacing Dixon's measure, the main features of which provided:

1. That the Board of Agriculture should seek proposals of donations from the cities and towns of North Carolina, and when an adequate donation should be made by any city or town, there the school should be located, giving the place the preference which offered the greatest inducements.

2. That the school should be under joint control of the Board of Agriculture and directors from such town or city.

3. That instruction should be in woodwork, mining, metallurgy, practical agriculture, and such other branches of industrial education as may be deemed expedient.

4. That the Board of Agriculture should be authorized to apply annually \$5,000 of the surplus funds of their department to the establishment and maintenance of said school.²

The bill did not become a law without considerable difficulty. William J. Peele, who watched its progress through the General Assembly with great interest, later said: "Some opposed it because they were fossils and oppose everything; some feared it

² *Public Laws of North Carolina, 1885*, Chapter 308.

would ultimately draw the Land-Script Fund away from the University. It was the general opinion of its friends at the time it was passed that it would have failed if it had called for one dollar from the general treasury." The measure was sponsored in the House by Leazar, Dixon, and Fries, where it passed by a vote of 51 to 11. In the Senate it was championed by Robert W. Winston, Willis R. Williams, S. B. Alexander, and John Gatling. On March 11, 1885, with twenty-three senators voting in favor of the bill to nine opposed, the act became a law.

Pursuant to the act the Commissioner of Agriculture advertised for proposals on the location of the school. Charlotte responded with the offer of \$5,000 and an eligible site, Kinston offered \$10,000, and Raleigh offered \$5,000 (later increased to \$8,000), one acre of land donated by William Stronach, the Exposition Building at the State Fair Grounds, valued at \$3,000, and the use of twenty acres in the western part of the Fair Grounds. These provisions being found inadequate for the establishment of an industrial school, the project reverted to its sponsors for further consideration.

On November 4, 1885, the Watauga Club passed a resolution calling for a mass meeting in Raleigh on November 26, of all the friends of industrial education throughout the State. The notice of the meeting was written by Charles W. Dabney and signed by William S. Primrose as chairman.

It reads as follows:

A MASS MEETING
in the interests of a State
INDUSTRIAL SCHOOL

will be held in Metropolitan Hall, Raleigh, Wednesday, Nov. 11th at 8 o'clock P.M.

A number of distinguished educators and advocates of industrial education have been invited and have signified their intention to be present. Among them

Mr. George L. Chaney, the father of the Atlanta Artisans Institute, has promised to address the meeting.

North Carolina's chief educators and progressive thinkers of all professions have been requested to make addresses and already enough have been heard from to make it certain that this will be a very interesting and important occasion.

Everybody is invited, but especially the artisans, manufacturers and friends of education.

WM. S. PRIMROSE
Ch'man.³

At the designated time and place a large crowd assembled to hear the speakers and to take part in the deliberations. Captain Octavius Coke was made chairman, and Major Robert Bingham, William H. Kerr, George L. Chaney, and others addressed the meeting. On the wave of the great enthusiasm which prevailed, the following resolutions were adopted:

1. That we ought to have an Industrial School.
2. That it ought to be located in Raleigh.
3. That we will give such corporation our cordial coöperation and support.
4. That a committee of twenty-five be appointed to prepare a report upon the cost, character, and constitution of such school and submit the same to the Board of Agriculture at their next regular meeting in December.⁴

William S. Primrose was made chairman of the committee, and with the active aid of S. R. Tucker, W. E. Ashley, S. A. Ashe, of Raleigh, Donald McRae of Wilmington, R. J. Powell of Chatham, and others, he made the report to the Board of Agriculture as provided by the resolutions. After considerable discussion by the board, in the press, and by people throughout the State, the increased offer of the City of Raleigh was accepted by the Board of Agriculture on April 21, 1886.

³ Charles W. Dabney, *Universal Education in the South*, I, 533-34.

⁴ William J. Peele, "A History of the Agricultural and Mechanical College," p. 3. (A typed copy of this address is in The D. H. Hill Library.)

In accordance with section two of the Act of 1885, the City of Raleigh appointed G. E. Leach, F. O. Moring, and J. S. Wynne as its directors of the new school. A site was purchased from Dr. Eugene Grissom, and negotiations were under way for the erection of a building when events occurred which were to convert the Industrial School into a land-grant college.

Mention has previously been made of the fight being waged by Colonel Leonidas L. Polk for an agricultural and mechanical college in accordance with the larger objectives of the Morrill Act. All during the 1880's, through speeches, correspondence, and the columns of *The Progressive Farmer*, he continued to arouse and organize the farmers and farm clubs of the State in support of such a plan. He was not unmindful of the efforts being made by the Watauga Club in behalf of industrial education, but his aims were larger—he wanted a college in which agriculture would not rank beneath “woodwork, mining, and metallurgy” in the curriculum. He demanded a college which would receive substantial support from the State Treasury, and he argued that the annual income of \$7,500 from the Land-Script Fund should be transferred from the State University to maintain the proposed college in accordance with the true spirit of the Land-Grant Act.

In 1886, a legislature largely composed of farmers had been elected by the people. Many of these men were Polk's friends and with their backing and supported by the Board of Agriculture, he called for a meeting of farmers to be held in Raleigh on January 18, 1887, to consider the conditions and needs of the farmers of the State. The group passed a resolution asking that the Land-Script Fund be taken from the University and applied to the teaching of agriculture in a new institution. On the same date the Board of Aldermen of Raleigh suggested that the proposed Industrial and Agricultural schools should be combined. They stated that their gifts to the original school would be available to the consolidated college

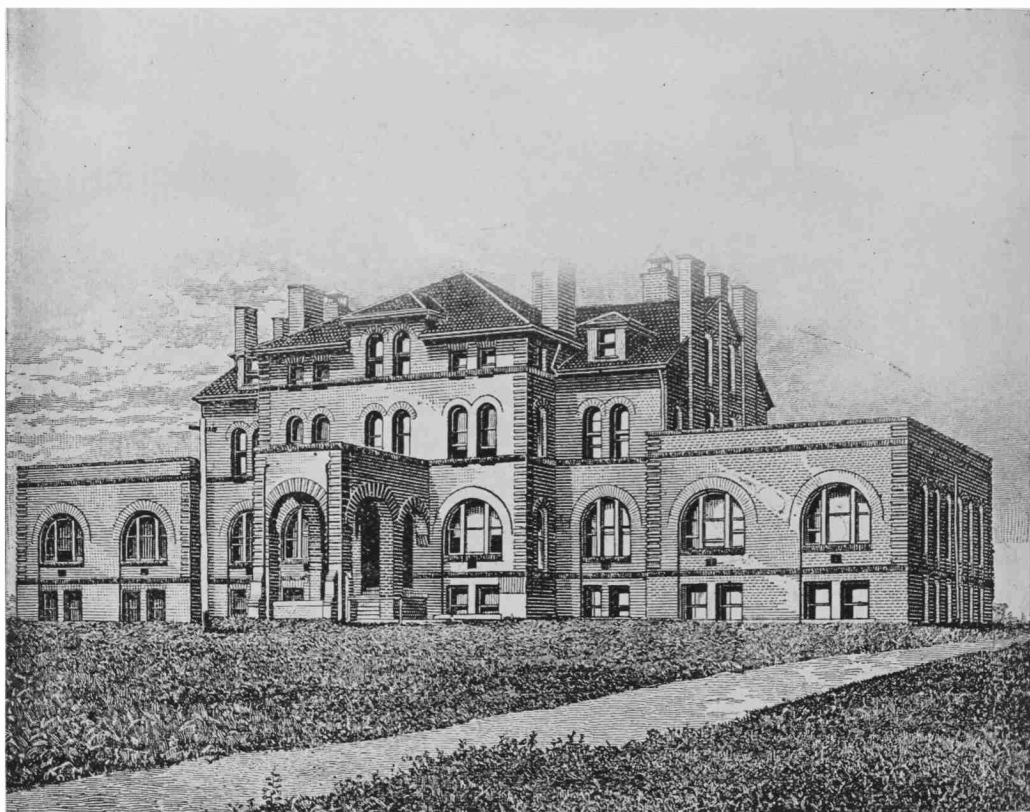
and that R. Stanhope Pullen would donate sixty acres of land to such a college if it were located in Raleigh. The aldermen also stated that the City did not desire to exercise joint control over the college or have anything to do with its management.

Backed by these resolutions, suggestions, and promises, and realizing that the time was ripe to force the issue, Colonel Polk called for an official mass meeting of all organized farmers' clubs of the State to be held in Raleigh, January 26, 1887. Despite the season, expense, and the limited facilities for advertising the meeting, over three hundred farmers representing some forty counties from the mountains to the coast met in Metropolitan Hall at noon on the appointed date. According to Walter H. Page, writing in *The State Chronicle*, it was probably the largest gathering of farmers ever held in North Carolina up to that time and their two days of political activity reflected credit on them. The meeting was called to order by Colonel Polk, and it was decided to organize the group as The North Carolina Farmers' Association. The following officers, all able men, were elected for a term of one year: Elias Carr, president; Willis R. Williams, Captain William A. Darden, George Z. French, Colonel W. F. Greene, H. E. Fries, J. S. Reid, W. H. Hobson, Burwell Blanton, and W. H. McClure, vice presidents; B. F. Hester, S. Otho Wilson, and C. McDonald, secretaries; and W. E. Benbow, treasurer. An executive committee consisting of Colonel Leonidas L. Polk, C. McDonald, D. N. McKay, A. M. McIver, and Dr. D. R. Parker was named to represent the group until the next meeting of the Association.

The convention, after listening respectfully to addresses by Colonel Polk, former Governor Thomas J. Jarvis and other notables proceeded to express its views in no uncertain manner on the issues presented. Among other things the body adopted resolutions demanding that a college of agriculture and mechanic arts be established in accordance with the Morrill



LEONIDAS LAFAYETTE POLK



MAIN BUILDING, 1889 (Now Holladay Hall)

Act; that the income from the Land-Script Fund be paid to the college; that a sufficient amount from the State Treasury be appropriated, together with convict labor, to establish, equip, and maintain said college; that the surplus funds of the Agricultural Department be used in this connection; and that if a plea be made that the State Treasury could not aid said college for want of funds, that the Legislature enact a law imposing a tax of one dollar on every dog in the State for the benefit of the treasury and the college. The dog tax resolution was passed with great unanimity, it being estimated that it would bring in a revenue of at least \$300,000 a year. The farmers further resolved that the transfer of the Land-Script Fund should not work a diminution of the appropriations to the University; and that the funds and property of the Industrial School, including the donations of the City of Raleigh, should be turned over to the proposed college. The text of these resolutions was prepared by P. A. Dunn, A. D. Jones, Colonel Leonidas L. Polk, and others. A committee consisting of J. L. LeGrand, chairman; H. E. Norris, D. N. McKay, and George Z. French was named to transmit the resolutions to the General Assembly and to work for the enactment of a law which would establish a real College of Agriculture and Mechanic Arts in North Carolina.

When the farmers met on January 26, Kemp P. Battle, president of the University and ex-officio member of the Board of Agriculture, made a speech in which he explained the University's need for and use of the Land-Script Fund. Officially, he carried out the wishes of his trustees and made a plea for the retention of the fund by the University, but privately he agreed with Polk that a separate land-grant college should be established. His position was a delicate one but he handled the situation with credit to himself and the University. Being fully persuaded that the movement to transfer the Land-Script Fund would be successful, President Battle agreed "that ulti-

mately it would be best for the University to surrender the fund rather than have an endless wrangle on the subject."

The committee appointed by the farmers' meeting lost no time in presenting the resolutions to members of the General Assembly which was then in session. The following account, written by a participant, summarizes the actions of the Legislature:

A member of the Watauga Club, Charles W. Dabney, wrote a bill with the aid of Augustus Leazar, a member of the Board of Agriculture and of the House. Leazar introduced the bill, which was backed by the Board of Agriculture, Colonel Polk, and the farmers' organizations of the State. After considerable discussion and the rejection of several amendments, including one to locate the college at the University of North Carolina at Chapel Hill, the bill passed the House on March 1, 1887, by a vote of 61 in favor to 37 opposed. Among those taking an active part in supporting the bill in the House were Doughton, Fries, Holt, Leazar, Overman, and Worth. This bill passed the Senate on March 3, 1887, by a vote of 29 to 13. Among those supporting the bill in the Senate were: Sydenham Alexander, Cope [Kope] Elias, H. A. Gudger, and [E. M.] Pou. The passage in Congress at this time of the "Hatch Act," appropriating \$15,000 for an experiment station, to be conducted in connection with the college, and the donation of a suitable site of sixty acres by Mr. R. S. Pullen, helped to carry the bill through the legislature in spite of strong opposition.⁵

Thus did The North Carolina College of Agriculture and Mechanic Arts come into being, not as an industrial school, but as a land-grant college. Hundreds had worked for one cause or the other, but the chief credit for success belongs to Colonel Leonidas L. Polk. He had led the movement from the beginning for an agricultural as well as an industrial school and he had insisted without surcease that a separate institution be established which would use the Land-Script Fund in accordance

⁵ Dabney, *op. cit.*, I, 188.

with the Morrill Act. In 1892 William J. Peele, the organizer of the Watauga Club and a staunch friend of the College before and after its establishment, wrote of Polk as follows: "In 1884, 1885, 1886, and 1887, he was the most powerful factor in the establishment of an agricultural and mechanical college."⁶ Years later another member of the Watauga Club, Josephus Daniels, wrote of Polk's service in securing the A. and M. College in these words: "I was secretary of the Watauga Club for a time and this club was very active in its efforts, but it could not have enlisted the necessary support and aroused the enthusiasm that resulted in success until Colonel Polk organized the farmers into militant support. It was this organization of farmers led by Colonel Polk that put it over."⁷

The act authorizing the establishment of The North Carolina College of Agriculture and Mechanic Arts was well drawn and comprehensive. It provided that the College should be located on the lands donated by R. Stanhope Pullen, "lying west of and near the City of Raleigh; that the leading object of this college shall be, without excluding other scientific and classical studies, to teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life"; that the management and control of said College should be vested in a Board of Trustees and that each of the major political parties should have equal representation on said board;⁸ that the six per cent land-script certificates of indebtedness for \$125,000 should be transferred from the University to the College in accordance with the terms of the Morrill Act; that the directors of the State Penitentiary should furnish brick and convict labor for

⁶ Clarence Poe, "Leonidas Lafayette Polk," *N. C. State Alumni News*, September, 1928, p. 8.

⁷ *Loc. cit.*

⁸ The bill could hardly have passed without the aid of the Republicans. Peele, *op. cit.*, p. 4.

the erection of necessary buildings; that the North Carolina Experiment Station should be connected with the College and operated in accordance with the act of Congress; that the Camp Mangum tract of 300 acres situated one-half mile west of the Fair Grounds should be given to the College, that 120 students should be admitted free, each county being entitled to a scholarship for every member it sent to the General Assembly; that every student should take a course in manual training or labor in addition to other prescribed work; and that the Board of Agriculture should turn over to the new College the assets of the Industrial School and its surplus from licenses on fertilizers. In general the act gave the trustees authority to operate the College in accordance with those powers and customs which generally obtained in similar institutions throughout the country.⁹

The first Board of Trustees consisting of fifteen members, ten of whom were members of the Board of Agriculture and five of whom were appointed by the Governor and confirmed by the Senate, contained several men who had fought for the establishment of the College. Among the better known were William S. Primrose, Chairman; Augustus Leazar, Colonel W. F. Green, Henry E. Fries, Elias Carr, S. B. Alexander, and Willis R. Williams. The board held its first meeting in the Agricultural Building in Raleigh, April 22, 1887, being called to order by Governor A. M. Scales. T. K. Bruner was appointed secretary, and an executive committee was elected to transact essential business when the full board was not in session. The trustees formally thanked R. Stanhope Pullen for his gift of sixty-two acres of land, and resolved that the first building to be erected should be an agricultural building, the second a machinery building, the third a steward's house which would include a dining hall and chapel, and the fourth building—or

⁹ *Public Laws of North Carolina, 1887*, Chapter 410. For full text of this law see Appendix III.

rather buildings—should be houses for the professors, all arranged in such a way as to admit of addition or enlargement. The board also requested the director of the State Penitentiary to make 1,500,000 bricks and to have a labor supply available to assist in the College's building program. While these plans were being executed, the Pullen tract in West Raleigh and adjoining farm lands were receiving considerable attention.

Prior to the pledge of R. Stanhope Pullen that he would give some sixty acres of land in West Raleigh to a college of agriculture and mechanic arts, various sites in and near the capital city had been suggested for the school. There was some talk of erecting a building on Nash Square, but finally a site was located on St. Mary's Street, not far from the present Methodist Orphanage, at what was then known as the village of Brooklyn. Of course these plans were changed when Pullen bought the Eason Lee farm a mile and a half west of the Capitol and gave part of it to the City for a park and part to the College for a campus. The dividing line between Pullen Park and the College campus, "together with original walks and driveways" were located in the following manner: "Mr. Pullen walked ahead of a plow, held by a small negro boy, and Mr. J. Stanhope Wynne led the mule over the lines indicated by Mr. Pullen."¹⁰

The laying out of the walks and drives was followed by a much needed landscaping program. On December 9, 1887, the trustees authorized the executive committee to plant grape vines, and shade and fruit trees to a limited extent. During the early part of the following year, B. S. Skinner was employed as superintendent of farm and garden and was instructed by the trustees to plant the College grounds in peas, "using by way of experiment . . . several kinds of fertilizing matter, such as lime, phosphate, etc., on the same kind of ground and noting results of same for future use." By May, 1889,

¹⁰ *State College Record*, Vol. 35, No. 4, p. 35.

Skinner was able to report that the College lands were all reclaimed and in cultivation, except about seven acres which were ditched. The North Carolina Experiment Station, which had been established in 1877 and which has played such an important role in the history of the College, was not transferred from the State Board of Agriculture to the College trustees until December 5, 1889. The work of the Experiment Station was greatly promoted by the Hatch Act which was passed by Congress in 1887.

As campus and farm improvements were being made, work proceeded apace on the new Main Building, later named Holladay Hall in honor of the first president, Colonel Alexander Q. Holladay. The plans for the building were drawn by Charles L. Carson, and W. E. Ashley was superintendent in charge of construction. Most of the brick and stone used in the building and the labor for the foundation was supplied by the State Penitentiary. The corner stone was laid on August 22, 1889, at which time William J. Peele gave the principal address. Concerning the building and the future of the College he said:

No white marble pillars support the building whose corner stone we have laid here today. At its feet no sacred river flows. In its walls are nothing but North Carolina brick and her still more solid sandstone. It is a goodly and worthy structure, yet I will not compare it to the temple of the ancient Indian King; but in one respect they are alike: Both are monuments of a labor of love; for this too is a temple reared by North Carolinians in affection for North Carolina and by North Carolina in affection for her children.

It may be injured by the parsimony of some future law-giver, or it may be enlarged by the generosity of some more princely benefactor than Mr. Pullen, but I make this prophecy: that the principle of industrial education, for the want of a habitation wherein to dwell, shall walk naked in North Carolina no more again forever!

And to this building and the institution it embodies, and the principle of industrial education of which it is the home, I would say in the language of the Latins, itself an emblem of immortality, *Esto perpetua!*

Just before the Main Building was completed, a fire of unknown origin destroyed part of the woodwork and defaced the walls with smoke. Fortunately the damage was covered by insurance, but following the fire a watchman was retained until the building was completed. According to rumor, the fire was started by the disturbed spirits of three persons who were buried near the east side of the building. That Holladay Hall was erected on or near the site of an old family burial ground seems to be verified by the following statement in the minutes of the trustees for November 9, 1887: "The chairman was requested to see the parties interested in the dead buried on the college grounds with a view of having the bodies removed; otherwise to have them disinterred and buried elsewhere."

The assets available for the Board of Trustees were listed by William J. Peele in his dedicatory address as follows:

1. The site and sixty acres surrounding, donated by Mr. R. S. Pullen, valued at \$4,000.

2. The use of twenty acres of land in the State Fair Ground, donated by Directors of State Fair, valued at \$2,000.

3. Three hundred acres of land, the Camp Mangum tract, located about three-quarters of a mile west of this building, valued at \$5,000.

4. The Exposition Building, donated by the Raleigh stockholders, and valued at \$3,000.

5. Surplus of Agricultural Department, \$14,000 per annum, contingent upon continued existence of the fertilizer tax.¹¹

¹¹ Income from this source was discontinued in 1890 because the United States District Court held the fertilizer tax act unconstitutional. See *American Fertilizer Co. vs. Board of Agriculture of North Carolina et al.*, 43 *Federal Reports*, 609.

6. The direct donations of the City of Raleigh in money, \$8,000.

7. The accumulated assets of the Industrial School set aside under Act of 1885, amounting to \$5,000.

8. The materials and labor furnished and to be furnished by the Directors of the Penitentiary, valued at \$6,000.

9. The State's certificate of indebtedness for the Land-Script Fund, \$7,500 a year, a permanent endowment, if good government continues, of \$125,000.

10. The appropriation under the Hatch Act, \$15,000 per annum, equivalent, under certain limitations to an endowment of \$300,000. Total, \$472,000.

11. The earnest labors of 500 of our best citizens and the best wishes of many thousand others.

Fully cognizant that land, money, and buildings alone would not make a college, the trustees on December 6, 1888, began to make plans for a faculty, courses of study, and entrance requirements for students. Colonel W. F. Green moved "That steps be taken to secure a President . . . who shall be a man of thorough scientific education and practical experience, at a salary of \$2,000 and a house, or equivalent for same." The motion was adopted, and at the same meeting the board approved the establishment of a professorship of agriculture, live-stock, and dairying; a professorship of horticulture, arboriculture, and botany; a chair of pure chemistry and agricultural chemistry; a professorship of practical mechanics and pure and applied mathematics; and a chair of English and book-keeping. The trustees also provided for an assistant in the mechanical department to teach drawing and carpentry, a foreman of farms and garden, a steward, and a matron. The board agreed to advertise for competent persons to fill these positions, and deferred action on student entrance requirements until the next meeting.

In July, 1889, the following rule concerning the age and qualifications of students was approved: "Applicants must be at least fourteen years of age; must furnish evidence of good

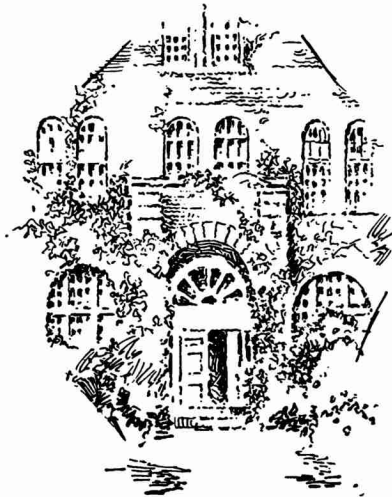
moral character and physical development; must be able to read and write ordinary English intelligently, and must be familiar with simple arithmetic including the practical rules of the same through fractions, and have a fair knowledge of geography, and state history." The trustees also prescribed examinations for those students who entered as county scholars. The rate of tuition was fixed at \$20 a year, board to be furnished at \$8 a month, and books and stationery were to be sold at cost. The board next turned its attention to the election of a president and faculty, many applications having been made for the positions advertised.

Applications for the presidency of the College were received from North Carolina, Arkansas, Missouri, Georgia, New York, and Pennsylvania. On July 11, 1889, Colonel W. F. Green placed in nomination for president former Governor Thomas J. Jarvis. Although Governor Jarvis was not an applicant for the position he was unanimously elected, and a committee was appointed to notify him of his election and receive his answer. Governor Jarvis, although in sympathy with the aims and purposes of the College, declined to accept the presidency. The Board of Trustees, perhaps hoping that Jarvis would reconsider, deferred further action on the election of a president and proceeded to elect a faculty and administrative assistants. Joseph R. Chamberlain of Bath, N. Y., was elected professor of agriculture; W. F. Massey of Miller School, Virginia, was chosen to fill the chair of horticulture, arboriculture, and botany; W. A. Withers of Davidson College, North Carolina, was elected professor of pure and agricultural chemistry; D. H. Hill, Jr., of Milledgeville, Georgia, was selected as professor of English and bookkeeping; and J. H. Kinealy of St. Louis, Missouri, was elected to the chair of mathematics and practical mechanics. The administrative assistants elected by the board were: B. S. Skinner, of Hertford County, North Carolina, superintendent of farms; J. N. Hubbard of Raleigh,

steward; and Mrs. Susan C. Carroll of Sampson County, North Carolina, matron. The board postponed the election of a president until its next meeting.

On August 30, 1889, the Board of Trustees met in special session to elect a president of the College. After considerable discussion, Colonel Alexander Q. Holladay of Virginia, later of the Agricultural College of Florida, was unanimously elected president. This was quite a tribute to the new president as he had been an applicant not for the presidency, but for the professorship of English.

Shortly after the election of President Holladay, the fire damage to the Main Building was repaired and examinations were given to prospective students. The Main Building, lacking such modern conveniences as electric lights and running water, included administrative offices, classrooms, dormitories, and the dining hall. On October 3, 1889, the doors of the College were officially opened, and some fifty students (the number increased to seventy-two during the academic year), all residents of the State excepting one, were enrolled as freshmen in The North Carolina College of Agriculture and Mechanic Arts.



**THE ADMINISTRATION OF ALEXANDER QUARLES
HOLLADAY, 1889-1899**

CHAPTER III

THE ADMINISTRATION OF ALEXANDER QUARLES HOLLADAY, 1889-1899

ALEXANDER QUARLES HOLLADAY was eminently qualified by temperament, education, and experience to administer and guide The North Carolina College of Agriculture and Mechanic Arts during the first ten years of its history. The first president was born in Cherry Grove, Spotsylvania County, Virginia, in 1839. He was a son of Alexander R. Holladay, a distinguished lawyer of Richmond and a member of Congress. He was trained in the University of Virginia and the University of Berlin, specializing in Latin, Greek, modern languages, moral philosophy and law. On the day that Virginia seceded from the Union he married Virginia Randolph Bolling, a beautiful and cultured woman, and on the same day he left to join the 19th Virginia Regiment as second lieutenant. During the War for Southern Independence he rose to be a colonel, and was paroled at Greensboro, North Carolina, in 1865.¹

After the war, Colonel Holladay spent several years in farming and in the practice of law in Richmond, during which time he served in the Virginia Senate for four years. Soon, however, he entered the ranks of useful and successful teachers. He was president of the Stonewall Jackson Institute, Abingdon, Virginia, and professor of English and later president of the Florida Agricultural College, now merged into the University of Florida. Stately and polished in manner, disciplined by military service, cultivated by travel, and broadened by wide and

¹ D. H. Hill, "Tribute to Alexander Quarles Holladay," *N. C. State Alumni News* (October, 1930), p. 1.

thoughtful reading, Colonel Holladay represented the best of a Southern tradition in higher education. He was elected president of The North Carolina College of Agriculture and Mechanic Arts on August 30, 1889, and served the institution until failing health forced his retirement in 1899.

During the administration of President Holladay the College experienced a slow but steady growth. Facilities adequate for less than a hundred students in 1889 were increased to accommodate about 300 by 1899. When the College opened, the walls of the Main Building were hardly dry. The building, part one story and basement and part three stories and basement, was 170 by 60 feet. Excepting a small barn and the buildings on the Experiment Station farm nearby, it housed all college activities during the school year 1889-90. The workshop, kitchen, dining-hall, storeroom, and gymnasium were in the basement, offices, classrooms, and the library were on the first floor, and the second and third floors were fitted out as dormitories. The old Mechanics Building, containing shop rooms, laboratories, and the forge was constructed during 1890 and was placed in service in September of that year. A large annex was added to this building in 1894, and the name of the remodeled structure was changed to the Engineering Building. During the early part of 1892 a much needed model barn was completed, "containing silos, stables, cow-stalls, etc., of the most approved description." A dairy was soon added, the upper story of which was used as the Agricultural Society Hall. Next in the building program came four small brick dormitories, named First, Second, Third, and Fourth in the order of their completion, and Watauga Hall. This last named hall was a commodious three-story brick structure named in honor of the Watauga Club. The upper floors were used as dormitories and the kitchen and dining-hall were moved from the basement of the Main Building to the basement of this building. During the summer of 1896, Primrose Hall was com-

pleted. It was named in honor of William S. Primrose, an ardent supporter of technical education and the first chairman of the Board of Trustees. Attached to this building but long since removed were five greenhouses which were used by the Department of Horticulture, Arboriculture, and Botany. During the following year, 1897, the Infirmary—"a two-story brick building with granite trimmings and a slate roof" was ready for occupancy. This structure, complete with waxed floors, speaking tubes, incandescent lights, and enameled beds, has with several alterations, faithfully served the sick and injured of the College for more than forty years. Any discussion of the physical growth of the College would be incomplete if it failed to mention the purchase of the J. C. L. Harris tract which extended from the site of the present Blue Key Bulletin Board to the 1911 Dormitory, the planting of trees and shrubs on the campus, and general landscape improvements. President Holladay was a lover of nature, and he had been "one of the first to advocate 'Arbor Day' in Florida before going to North Carolina." He and his associates are entitled to considerable credit for many of the beautiful trees on the original campus which have been and are now the delight of all who visit the College.

During the year 1895, a brick boiler house was completed and buildings and rooms which had heretofore gone unheated or which were heated (sometimes overheated) with small cast iron stoves were warmed with steam radiators. About the same time oil lamps were replaced with electric lights. The electric plant was operated by engineering students who thus learned practical care and operation of an electric plant as part of a practical education. The water supply came from deep wells which were located in the rear of the present dining hall. For fire purposes water was stored in a large cement cistern in front of the boiler house. City water mains and sewer connections did not reach the College until 1907-08.

Although the College was established to do what other institutions of higher learning in the State had failed to do, namely: to give both theoretical and practical training in agriculture and the mechanic arts, it was generally opposed by other colleges in the State. To allay suspicions, President Holladay and his associates caused the following statement concerning the object and aim of the College to be printed in the first annual catalogue:

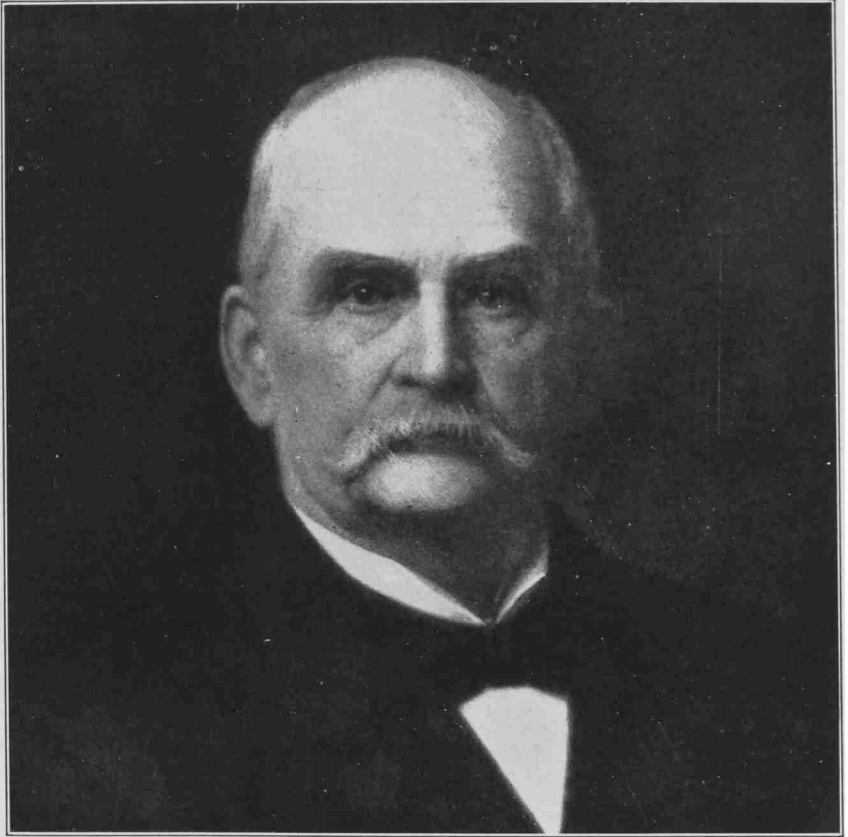
There is no conflict between the practical education which will be given by the Agricultural and Mechanical College, and the established colleges and the University of the State. Taking our college as one department of learning and the above named institutions as another, their spheres are widely different, and they should be of practical benefit each to the other and both to the commonwealth.

Also, the following statement was made, apparently without any desire to reflect on the classical survivals or students in sister institutions:

Its [the College's] general purpose is to so teach the principles and application of the sciences, illustrating sound theory by daily practice, as to make out of its students useful and successful men, instead of mere intelligent drones.²

The A. and M. College was frequently referred to as a "Cow College," and although most of the students in the early days took the general course in mechanics, there was a popular saying to the effect that: "I wouldn't be an agricultural man for he isn't worth a damn." With the growth of the College, the improvement of the plant and the courses of study, and the fixed determination with which President Holladay and the trustees followed the letter and spirit of the Morrill and other federal acts, criticism gradually died out. In time the State came to appreciate the value of the Agricultural Ex-

² *First Annual Catalogue*, pp. 10-11.



ALEXANDER QUARLES HOLLADAY



PRESIDENT HOLLADAY AND THE FIRST GRADUATING CLASS

First row, left to right: E. M. Gibbon, H. E. Bonitz, C. D. Sellers, L. T. Yarrow, F. F. Floyd.

Second row: S. M. Young, R. W. Allen, President Alexander Q. Holladay, C. B. Williams, B. F. Thorne.

Third row: S. E. Asbury, W. McN. Lytch, W. H. Turner, F. T. Meacham, J. W. McCoy, C. D. Franks, C. B. Holladay, W. J. Matthews, C. E. Seymour, G. P. Gray.

periment Station which became a part of the College in December, 1889, and to recognize the institution because of the merit of its graduates in technological fields.

At the outset two general fields of instruction were open to students—agriculture and mechanics. The agriculture course included general agriculture, horticulture, arboriculture, botany, chemistry, history, English, and bookkeeping; and the mechanics curriculum embraced general mechanics, chemistry, mathematics, history, English, and bookkeeping. The agricultural work, including manual labor, demonstration and observation work, led to the degree of Bachelor of Science in Agriculture. The mechanics course included the fundamentals of mechanical, civil, and architectural engineering and led to the degree of Bachelor of Engineering. Students in mechanics spent considerable time in the carpenter shop and later in the blacksmith shop. All students took the same work during their freshman year but the courses separated and became more specialized beginning with the sophomore year. In the fall of 1893, a third course of study, applied science, was offered. The work of this course, outside of the required general studies, included electives in entomology, zoölogy, botany, chemistry, physics, mathematics, etc. No other important changes were made in the regular courses of instruction during Holladay's administration.

Beginning with the school year of 1893, the College offered post graduate courses in agriculture and mechanics. The work, extending through one year, included courses "carefully adapted to the expansion and development of the special lines of study selected by graduate students for a professional calling." The work in agriculture led to the degree of Master of Science, and the work in mechanics to the degree of Mechanical Engineer. The trustees apparently had doubts concerning the College's ability to finance a graduate department, but they approved such instruction provided the expense did not exceed \$250 a year.

During the year of 1893-94, provision was made for special students to attend the regular classes, and a sub-freshman class was organized. The latter was to afford special instruction to those students who were unable to enter the freshman class, and who nevertheless desired a technical education. Considering the status of North Carolina high schools in the 1890's, the sub-freshman work was almost indispensable.

About 1895 the College began to offer short courses in agriculture and these were later extended to include mechanic arts. These courses then and since have been of immeasurable value to adult farmers and engineers throughout the State.

The academic year was divided into three sessions, designated as first, second, and third terms. The fourth or summer term was not officially established at the College during the administration of Colonel Holladay, but certain departments were authorized to give summer courses. The work of the superintendent of farms and garden, B. S. Skinner, was on an annual basis, as was the work of the Experiment Station.

The North Carolina Experiment Station was originally established as a division of the State Department of Agriculture in accordance with an act of the General Assembly in 1877. Its work was greatly promoted by an act of Congress, March 2, 1887, popularly known as the Hatch Act, which made liberal donations to each state for the promotion of investigations in agriculture, and for the publication of reports concerning same. This station was transferred to the College in December 1889, and has since been one of its most important divisions. During President Holladay's term of office, the Experiment Station offices and laboratories were located in the Main Building. The station director and assistants carried on various investigations pertaining to animal, plant, and insect life, and printed and distributed publications for the benefit of truckers, nurserymen, stock-raisers, and farmers. Several members of the Experiment Station staff taught regular college courses and the

laboratory work of this division was invaluable to agricultural students. Colonel Holladay and his successors, excepting brief intervals, have served as presidents of the Experiment Station, thus coördinating research and instruction.

Shortly after the College was opened the Board of Trustees took steps to offer instruction in military science and tactics in accordance with the Morrill Act. Efforts were made to secure an army officer, but the detail of available men having been exhausted, arrangements were made in 1894 for Lieutenant Richard Henderson of the United States Navy to teach military science and also physics. All cadets were required to attend the military drills three hours a week and lectures. The lectures covered such topics as battle formations, cover, firing, and camping. Members of the junior and senior classes were required to study the *Army Drill Regulations* and *Manual of Guard Mounting*. The first uniforms were gray fatigue suits or "Salem jeans" as the students called them which cost \$7.75 each. The following year a better quality blue-gray uniform with white gloves was used which cost \$16.85. The student body was organized as an infantry battalion with two companies. The first student captains were Charles Pearson, Company A; and L. T. Yarborough, Company B. The following year the battalion consisted of three companies and C. M. Hughes, J. A. Bizzell, and E. S. Darden were captains of companies A, B, and C respectively. Lieutenant Henderson resigned in 1896 and was replaced by Lieutenant Nathan Hale Barnes, United States Navy, Retired. In 1897, the first army officer, Captain John C. Gresham, was assigned to the College. During President Holladay's term of office military training became, and it has since remained, a distinguishing and vital part of the course of study.

Few changes were made in the entrance requirements or the kinds of students during the 1890's. After the College had been in operation some five years the age limit for freshmen

was raised from fourteen to fifteen and applicants were required to pass satisfactory examinations on arithmetic, English, geography, and history. The students continued to be of two kinds: county and pay. Each county was entitled to as many county students, who received free tuition, as it had members in the State House of Representatives. These were appointed by the County Commissioners on the basis of examinations given by the County Supervisors of Education. There was no limit on the number of pay students.

Student tuition and fees tended to vary from year to year, but the average was about as follows during Holladay's administration: tuition (county students free) a session, \$20; board, \$8 a month; washing, 75c a month; books, fuel, and medical attendance a session, \$10; and lodging in college dormitory, room, furniture, bedding, etc. (county students free), \$10 a session. A student with free tuition could spend a year in college for about \$100, and the charge was only \$30 additional for pay students. Many students were able to reduce these charges by sweeping classrooms, making fires, and waiting on tables at the enticing rate of seven cents an hour. A few students benefited from the small College Loan Fund. This was instituted on December 5, 1889, when H. E. Fries of Salem, an ardent supporter of the College and member of the Board of Trustees, gave \$150 as a nucleus of a fund to be loaned to worthy students.

All members of the student body were subject to the following "General Rules":

Every young man, on becoming a member of the College, thereby pledges his obedience to the rules, a printed copy of which will be furnished him, and to a diligent performance of his duties.

No student in this College will be allowed to join any Military organization, and no applicant for admission belonging to any Military organization shall be allowed to enter until he

shall have filed with the Registrar a certificate of withdrawal from active membership in such organization.

Students are expected at all times to demean themselves in a quiet, gentlemanly manner, and no student will be allowed to remain in the institution who, by misconduct or indolence, shows himself unworthy of its benefits.

All students will be required to attend morning prayer in the chapel.

On the Sunday morning, students must attend the church service in Raleigh, each student being allowed to select the church.

Each occupant of a dormitory is expected to keep his room in good order and ready for inspection at any time.³

Concerning discipline, the catalogue stated that:

There must be order and decorum throughout the College, though the methods of securing both will [be by] appeal to the self respect of the student, rather than to the dread of penalties.

For minor deficiencies or irregularities, proportional demerit marks will be noted on the report, sent to parents or guardians monthly and at the end of each term. It is hoped that parents will inquire into the cause of such evidences of demerit and hold their sons to a strict account for them, since if a student is thoroughly in earnest, it is quite possible for him to pass through his course without incurring one deficiency mark.

Students who persist in grave misconduct will not be permitted to remain in the college. The indolent and vicious are not wanted, will not be tolerated, and had best not attempt to enter where a student must work or leave. There is no room in our system for idlers.⁴

Penalties for breach of regulations were changed from time to time, but the following demerit schedule from the minutes of the faculty is fairly representative of the Holladay and Winston periods:

1. For absence from class or building at night—10 demerits.

³ *Fifth Annual Catalogue*, p. 42.

⁴ *Ibid.*, 40.

2. For profanity or obscenity in or around College—10 demerits.
3. For disorder during prayer at Chapel Service—10 demerits.
4. For interfering with College signals—8 demerits.
5. For going to town in daytime without permission—8 demerits.
6. For smoking or chewing tobacco in classrooms or halls—6 demerits.
7. For slight disturbance during roll call or reading at Chapel—4 demerits.
8. For tardiness when not excused—2 demerits.
9. For unnecessary noise in hall—2 demerits.

These rules were rather strictly enforced by President Holladay and his assistants, but they did not prevent those student pranks and good times which are associated with a happy and healthy college life.

The first class at the A. and M. College was unique in that there were no sophomores to haze the freshmen and no juniors or seniors to be their friends and tell them about college traditions. The first class, containing such men as Robert Allen, Samuel Asbury, Henry Bonitz, Edward Gibbon, Charles Holladay, Charles Francks, Walter Mathews, Charles Utley, Charles B. Williams, and L. T. Yarborough, made its own traditions and the members thought of themselves as seniors for four years. Of the original class of seventy-two members, nineteen were graduated in June 1893. A member of the class, Charles B. Holladay, writing almost forty-six years after the first commencement stated: "The College was a very small affair . . . and the students were a rather rusty bunch . . . [but] I am proud of the fact that I was a member of the first class to graduate."

Formal student activities included such organizations as the Y.M.C.A., a branch of which had been established on the campus during the fall of 1889; the Pullen and Leazar

literary societies, named in honor of two ardent friends of the College; and the Agricultural Society. A little later the Mechanical Society and the Berzelius Chemical Society were organized. In 1895 the trustees aided the organization of a band by appropriating \$100 for instruments, and, of course, there was the glee club.

Physical health and outdoor games were not neglected by the College. Athletic sports and gymnastic training were supervised by a faculty committee and part-time coaches. The first



FIRST DORMITORY (now Owen Hall)

football team, coached by Perrin Busbee of Raleigh, played only one game and that was with the Morson and Denson Academy of Raleigh, on March 12, 1892. Charles B. Williams was captain and halfback of the A. and M. team which won by two touchdowns. On October 12, 1893, the football squad journeyed to Chapel Hill where the team was defeated 18 to 0 by the University scrubs. During the same month the A. and M.

boys won their first college victory by defeating the University of Tennessee 12 to 6. Joel Whitaker was captain of this team. During most of the 1890's the boys were without coaches, money, suitable uniforms, and a decent playing field. The first field was marked off with a plow, and a ditch served for the goal line.

In June, 1893, the Board of Trustees voted \$50 for the College's athletic program. In 1899 the trustees allowed \$30 for fitting up a gymnasium in the basement of the Main Building, and during the same year the Athletic Association was formally recognized and listed in the catalogue. At first the administration discouraged intercollegiate athletics, but after much discussion, the trustees voted to allow baseball and football to be played within the State. *The Red and White*, a literary and news organ of general interest to all students, was established as a semimonthly by the Athletic Association during the year 1899.

Informal student pastimes supplemented the formal activities mentioned above. Rivalry between dormitories, classes, and the farmers and the engineers was often keen, and occasionally they settled their differences in a "rough-house free for all" or by individual combat. The agricultural students, who in the early days received considerable field practice, were sometimes hard to control. It is reported that clods flew rather freely at times and that students could "burn one another up" painfully with Irish potatoes or green apples. The lessons in plowing and milking afforded considerable pleasure to the boys when it fell to the lot of a city chap to hold the handles and guide the mule or to persuade the cow to stand still and be milked.

College pranks did not begin or end with Hallowe'en. It was great sport to whistle in the halls, especially when it was known that President Holladay strongly disapproved of whistling indoors. It was still more fun, however, to pour a

bucket of water on an unsuspecting cadet or to turn Mr. Skinner's pigs out and then proceed to catch them and put them back in the pen again. The story is told by the late E. B. Owen that a group of husky students were chasing the pigs one evening when one of the pigs escaped around in front of the Main Building. A student gave chase and soon saw a figure approaching in the twilight. Taking it to be that of one of the other students who was helping him with his job, he yelled, "You d—m fool, catch that pig!" Coming nearer he recognized Colonel Holladay, who in his characteristic way said, "Oo-oo-oo." The student forgot the pig and no one seems to know how long he hid out for fear of the President's displeasure.

A few years after the College was opened some of the boys organized secret clubs or societies. The members promoted dances and took the lead in campus politics. President Holladay and the trustees frowned on the "Greeks" as the clubs were called, but they continued to exist subrosa. They were later recognized by the Winston administration and permitted to exist openly.

Students during the early years had few contacts with the City of Raleigh, the limits of which extended only as far west as St. Mary's Street. But after the street car line was constructed out Hillsboro Street to the College Station, an ever increasing number of cadets participated in the religious and social life of the community. Many students courted and some later married Raleigh girls. Then as now, the young men of the College were received in Raleigh homes and made to feel welcome by the business men of the town.

Mention was made in the preceding chapter of the first faculty. New names were soon added to round out the teaching staff, and after a few years replacements became necessary because of resignations. In December, 1889, the trustees employed W. E. Weatherly as assistant instructor in mechanics,

and F. E. Emery as assistant professor of agriculture. At the same time, Dr. J. B. Dunn of Raleigh was retained as college physician. Professor Weatherly resigned in the spring of 1891, and two new instructors in mechanics, Charles B. Park and Charles M. Pritchett were employed. Also, R. E. L. Yates was added to the faculty as adjunct professor of mathematics, and H. L. Miller became an instructor in chemistry. In 1892 Joseph R. Chamberlain resigned as professor of agriculture and J. H. Kinealy resigned the professorship of mechanics and applied mathematics. The trustees were fortunate in securing B. Irby as Chamberlain's successor and Wallace C. Riddick as the new professor of mechanics and applied mathematics. In addition to his duties as president, Colonel Holladay served as professor of history, giving lectures in United States and European history. These men and those above mentioned made the curricula and guided the first class through to graduation. They met regularly once a week during the school year to discuss College affairs in general and student conduct and activities in particular.

It would be impossible in a work of this kind to list all faculty changes and additions for the fifty year period, 1889-1939, but in view of the fact that the teaching staff under Holladay was small, and since the foundations of the College were truly laid during the first ten years, it seems advisable to complete the list of those who served the institution in its infancy. About 1894, F. P. Williamson was appointed instructor in veterinary science, and in 1896, Nathaniel R. Craighill was elected professor of mechanical engineering. In 1898, F. A. Weighe, C. W. Scribner, E. G. Butler, Thomas L. Wright, C. W. Hyams, and J. M. Johnson were added to the faculty. Weighe was professor of physics and electrical engineering (when not operating a dairy) and Scribner was professor of mechanical engineering and he later succeeded Professor Withers as secretary of the faculty. Butler was employed as assistant

professor of English and he also relieved Dr. Hill of his duties as bursar. Wright, Hyams, and Johnson were instructors in mathematics, botany, and agriculture respectively. In 1899 Cooper Curtice came to the College as professor of zoölogy and veterinary science and Jaques Busbee was employed as instructor in drawing. James R. Rogers of Raleigh was retained as College physician about 1896, replacing Dr. J. B. Dunn who had served for more than six years.

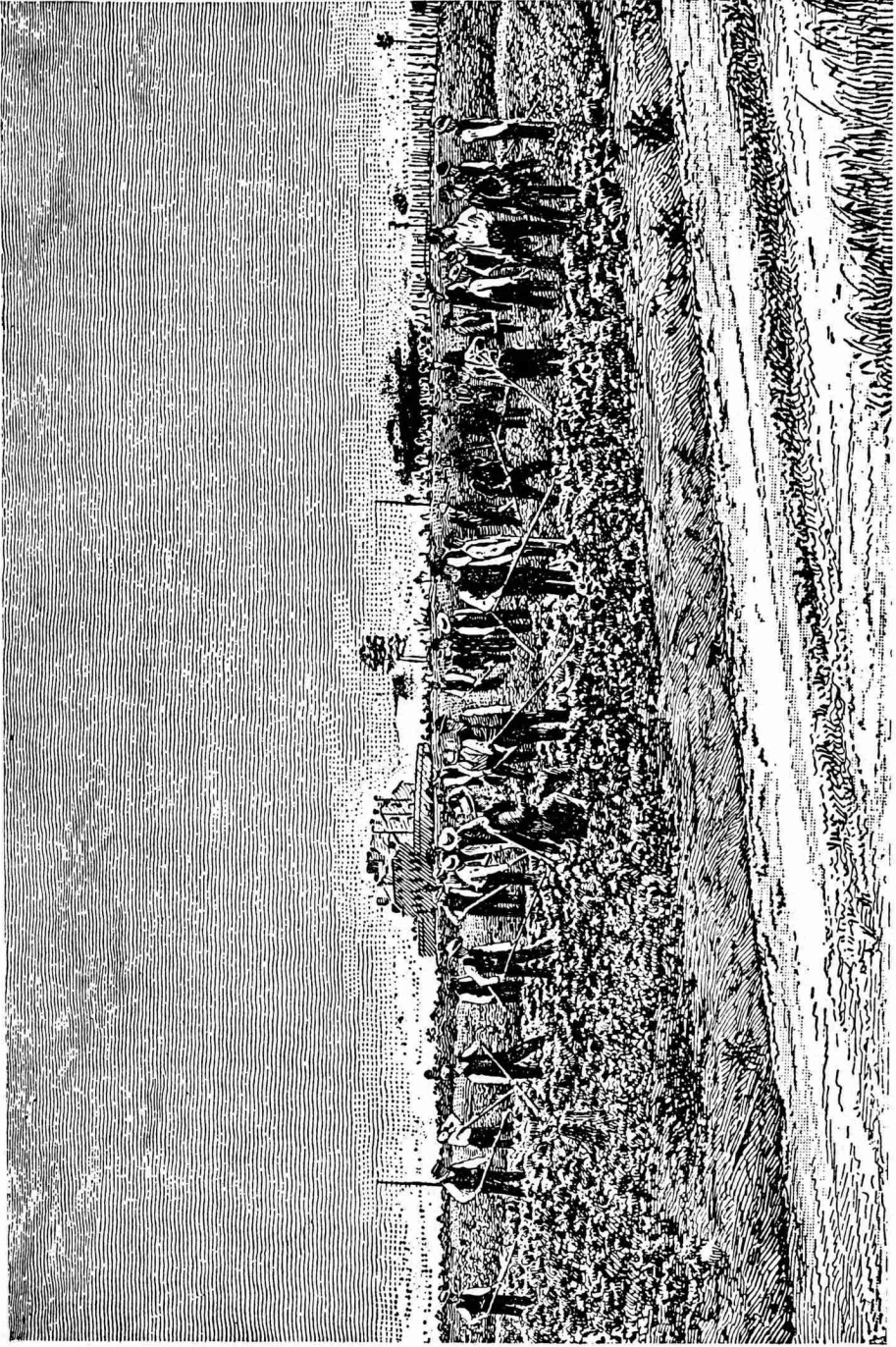
Several members of the faculty such as W. F. Massey, F. E. Emery, W. A. Withers, C. W. Hyams, J. M. Johnson, Charles B. Williams, J. A. Bizzell, and G. S. Fraps were also members of the Experiment Station staff. In addition to those who served in a dual capacity the following men and women were employed by the Experiment Station, the State Weather Service, or the State Department of Agriculture during Holladay's administration: H. B. Battle, Director; B. W. Kilgore, F. B. Carpenter, J. R. Harris, H. L. Harris, J. B. P. Massey, Gerald McCarthy, C. F. von Hermann, O. E. Warren, T. L. Blalock, J. L. Cunningham, J. S. Meng, Alexander Rhodes, Roscoe Nunn, R. E. Noble, M. S. McDowell, A. F. Bowen, H. K. Miller, C. D. Harris, A. W. Blair, F. G. Kelly, F. E. Hedge, B. S. Skinner, J. M. Fix, H. E. King, C. M. Hughes, W. G. Haywood, Miss Mary S. Birdsong, and Mrs. L. V. Darby. Members of these agencies were frequently transferred from one service to another as they were all under the control of the State Board of Agriculture. The failure of those who drafted the laws establishing the Department of Agriculture, the Experiment Station, and the College, to define clearly the powers and duties of each, later caused considerable misunderstanding, especially after the College and the Experiment Station were placed under an independent Board of Trustees.

The first graduates to serve on the faculty were Charles B. Williams and S. E. Asbury, instructors in chemistry, L. T. Yarborough, assistant in shops, F. T. Meacham, dairyman,

and C. D. Francks, tutor of the sub-freshman class. These men in addition to their teaching pursued graduate studies. These instructors rendered efficient service at a time when the funds of the institution were not sufficient to permit the employment of more experienced men. Other graduates who served the College in one capacity or another during Holladay's administration were Charles Pearson, B. F. Walton, J. A. Bizzell, W. K. Davis, David Clark, G. S. Fraps, A. H. Prince, A. A. Wilson, L. R. Whitted, J. I. Blount, Charles M. Pritchett, J. W. Carroll, W. A. G. Clark, B. J. Wootten, H. W. Primrose, J. L. Watson, N. R. Stansel, and E. B. Owen. Some of the graduate instructors, such as Bizzell, Fraps, Owen, and Williams, continued or later resumed their connections with the College and are known and honored for their services to the institution, both past and present.

As a result of the Populist-Republican victory in North Carolina in 1896, several changes were made at the College, but not as many as had been feared. A new Board of Trustees headed by J. C. L. Harris dismissed professors R. E. L. Yates and B. Irby. Dr. H. B. Battle was also discharged as director of the Experiment Station. Some of the new teachers, E. G. Butler and Thomas L. Wright in particular, were regarded as political appointees, and consequently when the Democrats regained control of the State their service came to an end. Professor Yates, an efficient and popular teacher, was re-appointed by the Populist board before its term expired, and Professor Irby was reinstated after two years only to be dismissed a year later by President Winston who desired a man with more technical training and practical experience. As a result of the board's political activities, two of its ablest members H. G. Connor and B. F. Dixon resigned in protest. Harmony reigned again on the campus when the old board with William S. Primrose as chairman was returned to power.

The instruction and laboratory equipment of the College,



THE A. & M. CAMPUS—1889

while deficient in many particulars, is worthy of comment. Classrooms in general were well appointed, and in connection with agricultural work the instructors made extensive use of the farm lands, barn, silos, dairy building, greenhouses, and horticultural and botanical laboratories. The barn was equipped with a hay-carrier, the silos with a feed and ensilage cutter, the dairy with a De Laval separator and a Babcock tester, and the greenhouses and laboratories were adequate for ordinary undergraduate instruction. Two Percheron mares, two mules, and a few specimens of pure bred Jersey and Holstein cattle were kept for practical instruction in animal husbandry. Swine, chickens, and bees were available for demonstration purposes.

The chemical laboratories were in the north basement wing of the Main Building. They were supplied with fume closets, evaporating baths, drying chambers, blast lamps, and tile covered tables. The physics laboratory was well equipped with up-to-date apparatus for illustrating the principles of physical science and for instruction and practice in experiments, measurements, and testing. A dark room was provided for general optical work and photometric measurements. The electrical engineering laboratory possessed one series, one shunt and one compound dynamo and two alternators. The College light plant and, to some extent, the Raleigh light plant were used by advanced students in electrical engineering courses.

Mechanical engineering work was housed in the Mechanics or Engineering Building. This large structure contained drawing and recitation rooms, laboratories, and shops. The shops included a machine shop with lathes, milling machine, drill press, planer, grinding machines, and other lesser equipment; a forge shop which contained twenty-three forges and anvils and necessary forging tools; a wood-turning shop equipped with lathes, saws, planer, mortising and boring machine, mitering machine, steam glue pot, and pattern making materials; and a carpenter

shop with thirty-four benches and all necessary tools. The laboratory was provided with the necessary apparatus for making boiler and engine tests, and in connection with practical work the students had access to the boiler house which was equipped with three power boilers, several pumps, and a blower and jet condenser. In addition to the above equipment, each department maintained a collection of reference books and trade journals, the use of which was required of all students.

The general library of the College, like the institution itself, experienced a slow growth during the first ten years. The library was located in the Main Building and the first books appear to have been donated or loaned by the faculty and friends of the College. On December 5, 1889, the trustees authorized President Holladay to spend \$650 for books, weekly and daily newspapers, and periodicals; and in 1892 an appropriation of \$100 was made for the library. In 1895 the sum allowed was raised to \$400. The catalogue of 1890 stated that the library contained about 1,500 volumes. This figure seems a little high in view of the fact that the catalogue five years later still listed only 1,500 volumes. The following year, however, the total number of books was reported to be about 1,900 and at the end of President Holladay's term of office the library could boast of "about three thousand books and magazines." Apparently this total did not include the small reference collections which were maintained by the various departments. If the number of books was small, their character was commendable. Most of the books were selected by Dr. Hill of the English Department and consequently they were literary and cultural as well as technical.

During all of Holladay's administration the office of librarian was filled by students. One of the first to be recognized as librarian was Joe Dey. Others serving in this capacity were E. B. Owen, Mark Squires, and A. T. Smith. As compensation for their services the early librarians received free board

in the College dining hall. No pretense of library method was made other than keeping the rooms orderly and the books neatly stacked on the shelves. Books were not listed in a card catalogue, but in a ledger according to their accession numbers. Loans and returns were recorded in a separate book. Considering the size of the student body, the character of the courses offered, and the funds available, the library facilities were reasonably adequate and well managed.

The need for a college education was not as apparent in the 1890's as it is today, and inasmuch as technological training was new in the State the authorities determined to make the people aware of the College and to advertise for students. Various trustees, President Holladay, and members of the faculty spoke of the College and its program in many counties of the State. Articles were written for newspapers and short courses were instituted for farmers and mechanics. Numerous friends were won by the reports and services of the Agricultural Experiment Station. The trustees included advertising in the budget from the beginning, and in 1896 a canvasser was authorized. In 1898 the trustees adopted a resolution providing a month's free board to each student who would bring a new student to the College. All of these methods proved effective, and enrollment, which had more than trebled under Holladay, continued to expand under his successor.

In 1890 the Second Morrill Act appropriating federal funds for land-grant colleges was passed. Colonel Leonidas L. Polk and other North Carolina leaders lost no time in advancing the claim of the A. and M. College for the financial support provided by the act. Immediate payment, however, was questioned because North Carolina did not offer technological instruction to Negroes. To meet the requirements of the law, pending the establishment of the Negro A. and T. College near Greensboro, President Holladay and the trustees made arrangements with the officials of Shaw University in Raleigh for A. and M.

College professors to give technological courses to the Negro students of that institution. The plan was a success and for a short time Shaw was considered an annex of the College. With the establishment of the Negro A. and T. College in 1891, the official relationship between the institutions came to an end.

Other miscellaneous matters of interest but of no great significance could be discussed in connection with Holladay's administration. Enough has been stated to indicate the problems and accomplishments of the first ten years—accomplishments which loom large forty years after Colonel Holladay was forced by ill health to relinquish the presidency on June 6, 1899. He and his loyal associates builded better than they realized, and when he retired the College had developed much of the character and spirit it has today. It had abandoned many of the manual labor and trade school features and was definitely developing into a professional institution for the training of agricultural leaders and experts, and civil, mechanical, chemical, and electrical engineers. By 1899 the College had justified the faith of its advocates by proving its worth to the State. It was a going concern with a future.

After quitting his post at the College, Colonel Holladay as professor emeritus of history and political science retired to Bugely his home place in Nelson County, Virginia. There he spent a serene old age, surrounded with the trees, flowers, and books he loved so well. He died in Raleigh on March 13, 1909, while visiting his daughter and was buried in the Oakwood Cemetery in that city.

Many tributes and evaluations of President Holladay have been spoken and written. The following appears in a letter to the author from Colonel Holladay's youngest son, Charles B. Holladay:

As a child I remember him as being extremely grave and reserved, very religious in a quiet way, and while a staunch Presbyterian, I never heard him make a detrimental remark

about any other church. He was very fond of hunting and an excellent shot on quail and duck. His physical strength seemed unlimited and to accompany him on a walking tour of a few days or a week was the worst punishment he ever gave me. He was very absent-minded and at times totally oblivious of time and surroundings. His habits were exemplary, he did not drink, smoke or chew, and I never heard him use profanity even in mild form.

One of the most lovable characters during the first twelve years of the College's history was Mrs. Susan C. Carroll, matron and mother to three generations of students. On one occasion after Colonel Holladay had retired, says E. B. Owen in his *Random Sketches*, "Some one once asked Mrs. Carroll what sort of man 'old Holladay' was. I can see her eyes flash now and hear her say, 'Sir, he was a gentleman and a scholar.' And so he was."

Another co-worker, D. H. Hill, Jr., who was head of the English Department and later president of the College, wrote of the first president as follows:

Colonel Holladay administered the College with a genuine respect for the individual rights of both students and faculty. Tolerant of the foibles which arose from youthful exuberance of spirits, sympathetic with dullness, patient with those who had been denied opportunities, he had a gentleman's fine scorn of anything mean, unfair, cowardly, or cruel. Courteous from a sincere and unaffected regard for the feelings of others, he had, when his righteous wrath was aroused, a vocabulary of refined invective that was simply exquisite. None but those who were vivisected by his polished verbal blade ever knew the agony of the operation. Those who were most closely associated with him most delight to honor him. The memory of this quiet, thoughtful, scholarly man will always linger fragrantly in the minds of those who were his pupils and those who were his coadjutors around the faculty table.⁵

⁵ Hill, *op. cit.*, p. 1.

The views of state leaders following Holladay's death were perhaps best expressed by Josephus Daniels in an editorial in *The News and Observer*. He wrote:

Colonel Holladay . . . was the best type of the real Southern Christian gentleman, a term that carries with it the highest possible commendation and eulogy. Chivalrous and courteous, scholarly and high-minded, he was the soul of honor, and his life was clean and pure. Like General Lee, when he returned from the Southern Army, Colonel Holladay went into the school room, and was a learned and capable instructor. He was the first president of the Agricultural College in Raleigh. He set a high standard of devotion to duty, and every student who matriculated under him will read of his death with deep regret.⁶

Thus did son, matron, professor, and editor evaluate the first president of State College. His type has largely passed away, but the influence he exerted and the services he rendered are and will ever be a part of the heritage of every student and faculty member of the institution.

⁶ *The News and Observer*, March 16, 1909.

**THE ADMINISTRATION OF GEORGE TAYLOR
WINSTON, 1899-1908**

CHAPTER IV

THE ADMINISTRATION OF GEORGE TAYLOE WINSTON, 1899-1908

ON JULY 5, 1899, George Tayloe Winston, a native of North Carolina but then serving as president of the University of Texas, was invited by the Board of Trustees and by resolutions of the student body to accept the presidency of the A. and M. College. He was elected from a list of distinguished men which included William S. Primrose, Dr. George J. Ramsey, Wilbur Calvin, Professor D. H. Hill, and Colonel W. H. S. Burgwyn. He accepted the opportunity to serve again his State and during the next nine years the institution experienced a remarkable growth under his administration. His mature scholarship, administrative experience, and many educational and public contacts were needed and utilized by the College which had safely passed the period of its infancy.

President Winston, the son of Patrick Henry Winston and Martha Byrd Winston, was born in Windsor, Bertie County, North Carolina, on October 12, 1852. He was educated in the Horner School, Oxford, North Carolina; the University of North Carolina, which he entered at thirteen; the United States Naval Academy, where he ranked first in his class; and at Cornell University, where he was awarded the Latin Scholarship Medal and elected a member of the Phi Beta Kappa Society. On the reorganization of the University of North Carolina in 1875, he was at the age of twenty-three, elected assistant professor of literature, and the following year he was promoted to the full professorship of Latin, once Latin and German.¹

¹ Samuel A. Ashe, *et al.*, *Biographical History of North Carolina*, II, 460-66.

On June 5, 1876, he married a girl he had fallen in love with while a student at Cornell, Miss Caroline S. Taylor of Hindsdale, New Hampshire. After serving as a teacher for sixteen years, he was unanimously elected president of The University of North Carolina.

During the five years Winston was president of the University, its income was doubled and the enrollment almost trebled. His energy, tact, adherence to duty, and writing and speaking ability won for him and the institution acclaim at home and in distant states. In 1896 he was called to accept the newly-created office of president of the University of Texas at a salary double what could be paid at Chapel Hill.

In addition to his teaching and administrative services in Chapel Hill and Austin, President Winston was twice president of the North Carolina Teachers' Assembly, president of the Southern Association of Colleges and Universities, member of the Board of Inspections of the United States Mint at Philadelphia, and member of the Board of Visitors of the United States Naval Academy. He was noted as a speaker, and he addressed the National Educational Association, the National Prison Reform Association, the American Academy of Political and Social Science, the Harvard Phi Beta Kappa Society and other organizations on selected topics. He was an Episcopalian and a member of the Democratic party. Much could be written of his services and those of other members of the Winston family, especially Francis D. Winston and Robert W. Winston, in the promotion of scholarship and higher education in the State, but we must return to the College in West Raleigh.

During the presidency of Dr. Winston the physical plant of the College was expanded to meet increased demands. Buildings which had been erected during the administration of President Holladay continued to be used with few alterations, but they were inadequate. In 1901, the Textile Building, later named Tompkins Hall in honor of D. A. Tompkins of Charlotte,

a trustee of the College and a promoter of textile education, was completed. This two-story brick building with a basement and tower measured 125 by 75 feet. It housed the new Textile Department with its looms, carding and spinning ma-



chinery, and dyeing vats of the latest design. In 1902, Pullen Hall was completed and named in honor of Richard Stanhope Pullen, the College's greatest benefactor. This building now

divided into classrooms and an auditorium, contained a dining-room which would seat five hundred, an auditorium which would seat eight hundred, and the library and reading-rooms. In 1903, Watauga Hall, which had been destroyed by fire in 1901, was rebuilt according to a different plan on the site of the old building. These buildings and others to be mentioned later, as well as the old halls, were more efficiently served with light, power, and heat when the new power plant was completed in 1907.

To meet the needs of an enlarged Department of Agriculture, Agricultural Hall, a three story buff brick building with granite trimmings was erected during the school year 1903-04. The classrooms and laboratories of the basement floor were used by the Department of Animal Husbandry and Dairying; the second floor contained the offices of the department, agronomy classrooms, and laboratories for soil physics and farm machinery; and the rooms of the third floor were devoted to botany and vegetable pathology, zoölogy, physiology, and veterinary medicine. This structure was 208 by 74 feet and it afforded modern and well planned accommodations for agricultural education. Soon after the completion of this building, Primrose Hall, originally used for instruction in botany and general horticulture, was occupied by the Department of Civil Engineering.

The construction of Agricultural Hall marked a definite westward expansion of the campus and the improvement of an area known as Cook's Hill or Beef Hill. About 1900 and before, a dozen or more homes of Negroes were located on and near the brow of this hill. The village numbered about fifty people and was provisioned by a small store which was operated by a Negro. Some of the houses were bought for the College by William R. Crawford, Jr., and others were secured after the General Assembly had passed an act condemning the property for public use. In addition to Cook's Hill, President Winston

was able to purchase for the College the large and valuable tract which extends westward some four blocks from Patterson Hall along Hillsboro Street to the home of Professor J. P. Pillsbury. This land was secured from William R. Crawford, Sr., who conducted an extensive meat business in Raleigh. These newly acquired tracts were landscaped and improved as rapidly as time and the limited finances available would permit.

It may be said that the College began to be a part of Raleigh when the city sewer line and water main were extended to the College buildings. Sewer connections, often talked about and greatly needed, were made in 1906 largely through the efforts of Professor Wallace C. Riddick and a group of citizens who agreed to use the line when completed. City water reached the campus about 1908 and gradually the wells were abandoned. Improved water and sewage facilities were as distinct improvements in the physical equipment as the introduction of electricity had been a decade earlier. The pipes of the Raleigh Gas Company reached the College during the year 1907.

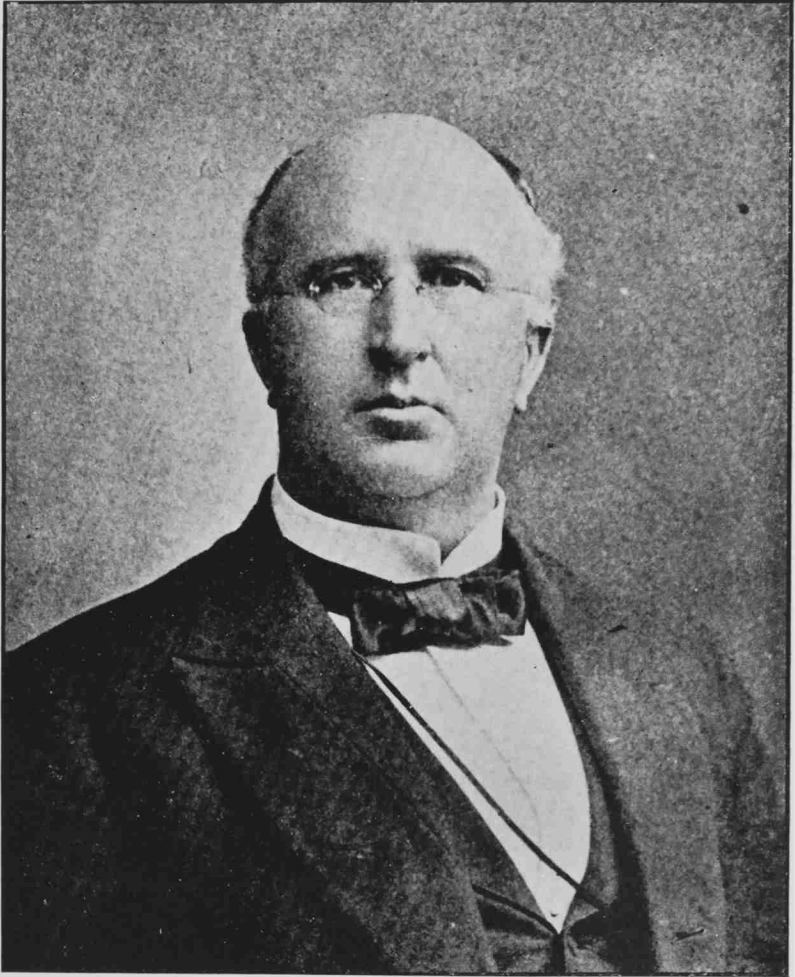
In connection with the growth and improved facilities of the College mention should be made of the numerous gifts which were received by the various departments from individuals and firms in all parts of the country. The catalogues of this era contain two or more pages each which list the donations to the library, and other departments and offices of the institution. Some of the gifts were of nominal value or in the nature of advertisements, but others, especially in the textile and engineering departments, represented substantial contributions. Gifts are still received and appreciated by the various departments, but it is doubtful if they are as important today as they were thirty-five or forty years ago when the College was a relatively poor school and lacked much of the equipment it now has.

The library, which contained about 3,000 books and magazines in 1899, was improved greatly by the donations mentioned above. The annual budget was approximately \$300

and the salary of the librarians did not exceed \$500 a year. From 1899 to 1902, E. B. Owen served as librarian and instructor in English. Marshall De Lancey Haywood, later librarian of the Supreme Court Library, served the College as librarian for one year. He was followed by Miss Caroline Sherman, a sister of Franklin Sherman, the entomologist, and she in turn was succeeded by Miss Elsie Stockard, now Mrs. A. J. Wilson. In 1902, the library, which had been shifted about in the Main Building, was moved to Pullen Hall. By 1908 the library, now catalogued according to the Dewey system, had some 5,000 books and periodicals. This figure did not include the various departmental reference libraries.

Faculty changes and additions at the College went hand in hand with physical growth. From 1899 to 1908 the teaching force was increased from twenty-four to forty. Of the original staff of nine only three: D. H. Hill, W. A. Withers, and B. S. Skinner continued to serve the institution throughout this period. In 1899 George F. Ivey was added to the faculty as instructor in textile industry and Carroll L. Mann became an assistant in civil engineering. In the same year E. B. Owen, a recent graduate, was made librarian, Arthur Finn Bowen became registrar and secretary, and John M. Fix was employed as bursar. Others above the rank of assistant who were added to the faculty during this period were: Alexander Rhodes, instructor in horticulture; William A. Syme, instructor in chemistry; Frederick E. Phelps, professor of military science and tactics; Henry M. Wilson, instructor in cotton manufacturing; Louis B. Abbott, instructor in civil engineering; Thomas A. Chittenden, instructor in mechanical drawing; Walter E. Weike, instructor in veterinary medicine; and Virgil W. Bragg, instructor in wood-working.

In 1901 several faculty and administrative changes were made by the trustees. Charles W. Burkett became professor of agriculture; Thomas M. Dick, professor of mechanical



GEORGE TAYLOE WINSTON



THE A. & M. CAMPUS, 1905—FACING EAST



THE CAMPUS FROM HILLSBORO ROAD—1905

engineering; B. W. Kilgore, lecturer on soils and fertilizers; Thomas Nelson, instructor in weaving and designing; Frank L. Stevens, instructor in biology; Charles L. Fish, instructor in civil engineering; Franklin Sherman, instructor in entomology; Walter S. Sturgill, instructor in mathematics; and Harry C. Walker, instructor in electrical engineering. It should be noted that President Winston gave courses in civics and political economy, and the librarian, E. B. Owen, gave courses in English. Arthur Finn Bowen became bursar about this time and Mrs. Daisy Lewis was selected as hospital matron following the death of the beloved Susan C. Carroll.

The catalogue for the year 1902-03 lists Tait Butler as professor of veterinary science; C. K. McClelland, assistant professor of agriculture, Marshall DeLancey Haywood, librarian; and F. E. Sloan, registrar. During the same year Mrs. Frank L. Stevens served as instructor in biology and zoölogy. Other individuals during Winston's term of office who, because of the position held or their subsequent services at the College or in the State should be noted are: O. Max Gardner, instructor in chemistry; Miss Caroline B. Sherman, librarian; Ellery B. Paine, professor of physics and electrical engineering; William S. Kienholz, athletic director; H. Harold Hume, professor of horticulture; Charles W. Thomas, professor of mechanical engineering; Charles M. Conner, professor of agriculture; William N. Hutt, professor of horticulture; John A. Park, instructor in mathematics; George Summey, instructor in English; Lillian L. Vaughan, instructor in drawing; Arthur J. Wilson, assistant in chemistry; Leon F. Williams, instructor in chemistry; Abraham Rudy, instructor in modern languages; Charles W. Thomas, professor of mechanical engineering; William J. Moore, professor of electrical engineering; Guy Alexander Roberts, associate professor of veterinary science; John Michels, associate professor of dairying and animal husbandry; Frank C. Reimer, assistant

professor of horticulture; Bartholomew M. Parker, assistant professor of textile industry; Fred B. Wheeler, instructor in forge; Miss Elsie L. Stockard, librarian; H. M. Tucker, physician; E. B. Owen, registrar and proctor; and James O. Loftin, steward. When Winston's term came to an end, Wallace C. Riddick, Robert E. L. Yates, and Charles B. Park, who had been employed early in Holladay's administration were still rendering loyal and efficient service.

Several additions were made to the curricula during the Winston era, the most important of which was the course in textile industry. Early in 1901 the General Assembly, following the leadership of D. A. Tompkins, Heriot Clarkson, and others, voted to establish a textile school as a part of the A. and M. College and it appropriated \$10,000 for the erection of the textile building previously mentioned.² On March 13, 1899, the trustees had appointed a committee on textile education, and shortly thereafter George Franks Ivey was employed as instructor in textile industry. Ivey was replaced the following year by Henry M. Wilson who was designated instructor in cotton manufacturing. In 1901 Thomas Nelson, a native of England, was added to the faculty as instructor in weaving and designing. The Department of Textile Industry offered a four year course in textile industry which led to the degree of Bachelor of Engineering and a two-year course in the same field for mature students who could not take the complete course. Later, to aid practical mill men in their technical fields, special ten-weeks courses were given in carding and spinning and in weaving and designing. The Textile Building was equipped with the latest cotton-mill machinery, including an experimental dyeing laboratory in the basement. The Textile Department coöperated with the Chemistry Department in giving a separate four-year course in chemistry and dyeing.

² Cf. *Supra*, p. 72. For speech of Heriot Clarkson, the Representative of Mecklenburg County, advocating the establishment of a textile school at the A. and M. College see Appendix IV,

Beginning with the school year 1899-1900, the course in science was changed to chemical engineering and two-year or manual courses were set up for agriculture and mechanical engineering. Also, a civics course was required of all freshmen and a course in political economy was required of all seniors. These courses were taught by President Winston. The special short courses which had been offered during President Holladay's term were continued and expanded and graduate instruction, covering a period of two years, was offered in all major fields. In 1901 special instruction was given in veterinary science in the Department of Agriculture, and a winter course was introduced in agriculture and dairying. In the engineering field a four-year curriculum in mining engineering including metallurgy and a two-year course in building and contracting were introduced. Special short courses were given in road-building, carpentry, machine shop, engine and boiler tending, and drawing.

Although there was a growing demand for better trained teachers in the State, it was not until 1903 that normal courses and a summer school for teachers, both men and women, were provided at the A. and M. College. One and two-year courses and summer instruction was offered to rural teachers and city teachers. The former specialized in agriculture and related subjects and the latter in drawing and manual training. Each of the courses provided a review of public school studies. The first summer school, which lasted for one month with an enrollment of over three hundred, mostly women, included an Industrial Department under the direction of Charles W. Burkett, and Normal and Literary Departments which were headed by Edward P. Moses. The Normal Department had available a practice school of about one hundred children, and special classes were organized for Sunday school workers. Subsequent summer schools added courses in music, typewriting, elocution, and physical culture. These courses appear to have

been quite successful and the students especially enjoyed the round table talks each afternoon and the lectures and concerts each evening. The summer school plan of 1903 was repeated in 1904 and 1906.

Although the Morrill Act specified that "classic studies" might be taught, it was not until 1906 that courses in modern languages were offered at the College. The professor selected to give instruction in the field was Dr. Abraham Rudy, a native of Riga, Russia. Rudy was versatile in many languages including Esperanto. He had lived and traveled in Europe for some twenty years and just prior to coming to Raleigh he had taught in the Philippine Islands. He was a Jew who for a time embraced Methodism, later Presbyterianism, and then, following his marriage to an orthodox Jewess, he returned to the faith of his fathers. Apparently Rudy could not adapt himself to his surroundings and many tales are told of his classroom conduct, courting proclivities, Esperanto classes in the vicinity, and especially of his flying machine. He believed that a successful flying machine could be constructed on the plan of a helicopter. He later built such a machine and although it did not fly it went ninety-three feet into the air when some students, evidently engineers, pulled the machine to the top of the old smoke stack and tied it there to the disgust of Rudy, the delight of the students, and the amazement of the community. The Aero Club, sponsored by this unusual professor, was one of the first organizations of its kind in the State and Nation. Rudy's direct methods of instruction, at first successful, were not suited to the College and because of this and his growing peculiarities he left the institution early in 1915.

During Winston's administration the Military Department increased in efficiency and importance. Drill was required of all classes until 1905, when seniors were allowed to elect another course. The student battalion of four companies in 1899 was increased to five by 1908, and competition was keen among

the advanced cadets for the various battalion and company offices. Membership in the band, usually consisting of twenty or more pieces, was highly prized. The success of the band during this era was due in large measure to the reorganization effected in 1901 by E. O. Smith. It is interesting to note that student officers are listed in all of the early catalogues immediately after the faculty. The College was under military discipline and the students were required to wear their blue-gray uniforms on all occasions. The military sponsors selected by the student officers added a needed feminine touch to college life, and fortunately the *Agromeck* since 1903 has preserved for posterity photographs of these attractive belles of former years. Formal instruction in military science was offered during this period by Numa Reid Stancel, a recent graduate of the College, Captain Frederick E. Phelps, First Lieutenant Wilson G. Heaton, and First Lieutenant John E. S. Young.

In taking over the presidency of the College, Dr. Winston became president and director of the Agricultural Experiment Station as well. He thus inherited a problem which has troubled the administrative officials of the College and the State Department of Agriculture from that day to this. In 1901 Dr. B. W. Kilgore, on the recommendation of President Winston, was made director of the Experiment Station and the offices of the director were moved from the College to the Agricultural Building in Raleigh. Winston later admitted that the separation of the Experiment Station offices from the laboratories and experimental farm at the College was a mistake and he sought to have the old system restored, but this was not effected until after the completion of the new agricultural building above mentioned. Members of the Experiment Station staff including the director, continued to teach regular courses as had been the practice during Holladay's administration. The work of the station was expanded in 1906 by virtue of additional federal funds supplied in ac-

cordance with the Adams Act. By 1908 the value of the station was generally recognized by farmers and dairymen throughout the State. It not only disseminated information on North Carolina problems but also made available the results of experiments in other states and countries. In 1907 Dr. Kilgore resigned as director to give his full time to the Department of Agriculture. The new director, Charles B. Williams, was one of the first graduates of the College.

By 1899 the student enrollment in all departments was approximately 285. Practically all of the boys were native "Tar Heels" and the majority of them were from rural homes. In December 1903, President Winston informed the Board of Trustees that the institution had more students than it could really care for, and by the end of his term the enrollment had grown to approximately four hundred and fifty. The requisites for admission were not materially raised during this period, but distinctions were made between applicants for the four, two, and one-year courses. All students seeking admission to the freshman class of the four-year courses were required to take entrance examinations. Applicants, to the two and one-year courses were admitted without examination if they were eighteen years of age. A few students holding teachers' certificates and graduates of approved high schools and academies were also admitted without examination. The sub-freshman class which had been organized during Colonel Holladay's administration was discontinued by President Winston. Those students found to be deficient in one or more subjects were allowed to register as regular students, but they were required to take "condition" examinations and remove any deficiencies marked on their rosters. The residence requirement for advanced degrees was raised from one to two years and the course requirements and research work for graduates were considerably broadened.

Excepting the Summer schools where the women out-

numbered the men, the A. and M. College was a man's institution. Some of the trustees, however, realizing that a new day had dawned in the matter of higher education for women and that the policy of the College concerning their admission should be fixed, moved that qualified women should be accepted as students. The matter was debated at some length by the Board of Trustees and on July 5, 1899, by a vote of nine to six, that body decided to admit women in all departments on a basis of equality with men. Despite this liberal stand, it was twenty-eight years before a woman received a degree from State College and in this instance it was delayed two years while the trustees debated again the rights of women at the College.³

Students continued to be classed as pay or free according to whether they paid full tuition charges or held one of one hundred and twenty scholarships. The charges for nine months, which averaged a little over \$100 during the first decade of the College's history, had practically doubled by the end of Winston's term. The manual labor plan had been largely abandoned because of practical difficulties, the College budget was increasing from year to year, the institution was offering a wider program with improved facilities, and the higher standards and increased cost of living of the country in general worked for an increase in college expenses. In no sense could the increased payments be called excessive and they were in line with the charges made during the same period by other educational institutions in this area. Many students by working on the farm or in the dining-hall were able to earn part of their expenses. Several were aided by the Student Loan Fund of the Alumni Association. Undoubtedly, some students were denied a college education because they lacked the necessary finances, but every effort was made to aid those who were worthy and who really desired to receive the instruction the College had to offer.

³ Cf. *infra*, p. 170.

In many respects the A. and M. College during the administration of President Winston was a military institution. Uniforms, inspections, and demerits were the order of the day. The seniors were allowed a few privileges—the freshmen practically none. In the fall of 1905 the seniors, many of whom had returned to the College early to take the underclassmen in hand, were dismayed to find that all students, seniors and freshmen alike, were to be held in check by uniform regulations. A protest meeting in Pullen Hall sent a delegation to ask Dr. Winston for the usual senior privileges. The president, being advised of the meeting, threatened to expel the delegation for insubordination if they didn't peaceably conform to the military regulations. The seniors replied by holding a meeting off the campus in Pullen Park. The class voted practically unanimously to strike—to go home and remain there until the "powers" weakened. The administration did not weaken at first and the College opened without a senior class. After about a month the "powers" gave in and the Senior Strike or the "Thug Movement" as Dr. Winston called it came to a close.

During this period, if not earlier, hazing became prevalent on the campus. In time all freshmen were expected to humble themselves before the lordly sophomores, and hair clipping and the spreading of stove polish were frequently only the outward manifestations of more drastic forms of punishment and humiliation. What began as harmless horseplay, the initiation of freshmen into the Benighted Order of Ratdom, soon assumed serious proportions and student conduct became an issue throughout the State. The matter was brought to a head when President Winston denounced the tactics of the class of 1910 as cowardly and suggested that the sophomores challenge the class of 1911 to an open fight where true sportsmanship would prevail. The challenge was accepted by J. W. Sexton, president of the class of 1910, and by O. M. Sigmon, president of the class of 1911. To the delight of many and

the amazement of the press, the two classes fought on the Red Field with Lieutenant J. E. S. Young and several upperclassmen serving as referees. On the first day of battle the freshmen fled the field. On the second day, however, a better organized freshman class was holding its ground when the whistle blew. The fight was not renewed and it is still a matter of dispute as to who won the battle. There were broken noses, bruises, and sufficient minor injuries to last all participants for several days. The exposure of hazing and the unfavorable reaction of the public to the class fight marked the doom of freshman initiations for the next several years.

As the College grew older and the student body became larger, extracurricular activities increased and assumed patterns which have changed but little from that day to this. The Y.M.C.A. grew stronger as a campus-wide religious and social organization. On December 8, 1905, the trustees appropriated \$300 which, with funds to be subscribed by students and friends, was to be used in employing a full-time "Y" secretary. The first general secretary, E. R. Walton, served for two years, being succeeded by John W. Bergthold in 1908. The organization held regular Sunday services, published a monthly paper called *The Intercollegian*, and brought such speakers as W. D. Weatherford, J. R. Mott, and R. E. Speer to the campus. Members of the "Y" gave programs at neighboring colleges and representatives were sent to the annual Southern Student Conference near Asheville and to various Student Volunteer conferences. Then as now members of this organization met new students at the depot and escorted them to the campus; and in hundreds of other ways the "Y" became the students' servant, friend and moral guide.

The Pullen and Leazar literary societies, previously mentioned, continued their service in the forensic field, the latter claiming at one time a membership of over two hundred and fifty students. About 1904 the Tenerian Literary Society was

organized and soon it was able to challenge the supremacy of the older organizations. The annual debates of these societies, usually held in May, were well attended. Medals were awarded by the alumni of these groups for excellence in debate and oratory. In the absence of fraternities, the literary societies and college clubs afforded that companionship which seems to be essential for the average student away from home.

One of the leading social clubs of the early days was the Thalerian German Club. This organization was formed in 1902 through a union of the old German Club and the Hoplite Club. The club gave dances, usually monthly, in the Olivia Raney Hall in Raleigh.

On the night of November 6, 1902, the Goats made their debut on the campus. It was claimed that the order was established to maintain "true manhood, virtue, and integrity." The motto of the group was, "when we butt, we butt hard, but we never butt a pard." The colors of the order were "gourd green and fodder brown," and the yell was "three bleats and two butts." This club was perhaps typical of others of a pre-Greek era which included The Five Arm Star, The Star and Crescent, Order of Lion's Head, The Rounders, Royal Sons of Rest, and Country Gentlemen. Other organizations of a departmental or social nature included the Biological Club, The Bi-Ag Society, Rural Science Club, Liebig Chemical Society, Electrical Engineering Society, Mechanical Society, Society of Civil Engineers, Aero Club, Tompkins Textile Society, Dramatics Club, Glee Club and Orchestra, Mecklenburg Union, Raleigh Club, The Moonshiners, The Ansonians, Winston-Salem Club, the Old Dominion Club, Runt Club, Saturday Evening Banquet Club, and the Junior Order. The custom of the day seemed to be, belong to a club and if you can't join or get elected, organize one of your own.

During the year 1903, after a long period of agitation on the subject, fraternities appeared openly on the campus with

administrative approval. An interesting episode in the struggle of the fraternities for recognition was the debate between Dr. H. A. Royster of Raleigh and Captain Frederick E. Phelps of the College before the Board of Trustees on May 28, 1901. Phelps, opposing the Greeks, won a temporary decision, but Royster's plea for fraternity recognition ultimately prevailed. The *Agromeck* for 1906 gives proof of the rapid growth of the Greeks by listing the following orders: Kappa Sigma, Kappa Alpha, Sigma Phi Epsilon, Sigma Nu, Pi Kappa Alpha, and Alpha Zeta. These early chapters lacked the houses and equipment which almost all of the fraternities now enjoy, but they excelled in initiations, good times, and the genuine spirit of fellowship.

The *Agromeck* or College annual mentioned above was one of several student publications which appeared during the years 1899-1908. It was promoted by the class of '03, with Walter Lee Darden as editor-in-chief, Summey C. Cornwell as business manager, and John A. Park and Emile Gunter as artists. It seems that the students had some difficulty in adopting a suitable name for the yearbook. *Agromeck* was selected from a list of over twenty titles which included such proposed names as Agro-tech, Winstonian, Bee Hive, The Reflector, Search Light, A. & M. Grit, Battalion, Prospicio, Excelsior, and the like. Volume one appeared in May 1903, and was dedicated to President Winston. Considering the lack of experience of the editors, the work was a creditable production, containing such features as are still included in its successors and other college annuals. The editors of the first *Agromeck* may now be assured that subsequent classes have followed suit and that posterity is grateful to them for the "many months of weary toil" which produced the very "pleasant memento" of college life in 1902-03.

For news items, sports, stories, poems, and jokes, the students continued to rely on *The Red and White*, the semi-

monthly, later monthly, organ of the Athletic Association. This magazine was a combination newspaper, literary journal, and comic sheet. It is difficult to compare it with State College publications of the present era, but if news reporting has improved, the writing of original essays, stories, and poems has declined. In addition to *The Red and White*, A. and M. students read *Agricultural Education*, later called *The North Carolina Student Farmer*, a special publication of the Rural Science Club, and *The Intercollegian*, monthly organ of the Y.M.C.A.

Since the establishment of the College, more students have been interested in athletics than in any other extracurricular activity. During Winston's administration large numbers participated in football, baseball, track, and tennis. The 1897 prohibition against out of state games was soon repealed and the A. and M. boys and their coaches prepared to challenge the leading schools of the region. The coaches in this early period were not officially connected with the College and they were usually changed from year to year. The captain chose his team to suit himself, not always playing college men, and the manager was responsible, more or less, for the way the team was handled and its equipment. During the 1890's the A. and M. boys won some football contests from Oak Ridge and Guilford, but they were consistently defeated by the University. In 1899, the team, coached by Dr. J. S. McKee, tied the University by a score of 11 to 11. This was the greatest achievement of the squad to that date.

In 1903 the football team, with O. Max Gardner as captain, piled up a season score of 83 to 40, defeating St. Albans, Guilford, and Richmond, tying Furman and The University of North Carolina, and losing to Davidson, Virginia Polytechnic Institute, and Clemson.

During the Winston administration the Athletic Association took the initiative in securing recognition of and support for

intercollegiate sports. By December, 1903, the trustees were convinced that a full-time athletic director should be employed and an arrangement was soon made whereby the administration agreed to match \$500 to be subscribed by the students to employ such a director. The first coach to be employed under this plan was William Simms Kienholz of Minnesota. Kienholz proved to be an able football coach and when he came he brought "Babe" and "Curley" Wilson, who played halfback positions. The team of 1904 was easily the most powerful the College had ever had. The team of 1905 was coached by George S. Whitney. This team lost to Virginia, tied the University 0 to 0, and won all other games. In 1906 Coach Heston had a fair team which struggled with the new rules governing ten-yard gains and forward passes. In 1907 the A. and M. College produced a real championship team. Coached by Dr. Morris (Mickey) Whitehurst and with Frank M. Thompson as captain, the varsity eleven defeated Randolph-Macon, Richmond, Roanoke, Davidson, and Virginia, and tied the all star team of North Carolina. The game with Randolph-Macon on September 30 was the first to be played on the new athletic field, which was graded largely with funds raised through the sale of bonds by Arthur Finn Bowen. J. L. Von Glahn, the present athletic business manager, played right guard on the championship team of 1907.

From few or no rules concerning the eligibility of players at the outset, the College, because of the popularity of football and the abuses which were incident thereto, was forced to adopt and rigidly enforce rules concerning players, their courses of study, and their scholarship. The catalogue for 1904-05 contains the following rule which was designed to outlaw professional and subsidized athletics: "No student who has received, or is receiving now, or has been promised, directly or indirectly, any money or compensation in lieu of money for athletic services, or who has been a member of an in-

corporated league team, shall be eligible for any athletic team in this College." Later rules sought to regulate the transfer of athletes from one college to another and to bar alumni, instructors, and postgraduates from participation in athletic contests. O. Max Gardner, who was manager of the football squad in the early 1900's was a leader in the movement to systematize sports at the College and to see that those representing the institution in scheduled events were bona fide students in every respect.

During this period baseball and track were the favorite sports of many. Opponents in baseball included Trinity, Wake Forest, Furman, Davidson, Guilford, Bingham School, Oak Ridge, Horner School, Washington and Lee, Cornell, Navy, George Washington, Syracuse, and North Carolina. In 1905 the A. and M. track team, in a contest held on the Red Diamond, defeated North Carolina by a score of 56 to 53. In addition to intercollegiate games, it was customary for each class to have a team, and in many respects the intramural games were as interesting and hard-fought as the major sport events. Basketball did not become the big midwinter attraction it is today until later, and tennis, largely a recreational game at this time, was sponsored by the Tennis Club. In bringing to a close this brief resumé of athletics during Winston's term it should be stated that both the administration and the students emphasized those character building qualities of fair play and sportsmanship.

The development of organized athletics merely reflected the growth of the College as a whole. President Winston was repeating those successes which had characterized his administrations as president of the universities of North Carolina and Texas. As a student of the classics he was able to carry the cause of industrial education to the people and the Legislature. He secured needed appropriations for buildings and maintenance, and the student body and faculty were both

considerably enlarged under his guidance. The president was noted for his ready wit and ability as an orator. Consequently he received and answered many calls to speak to educational and religious organizations, and to give commencement addresses. His many administrative, teaching, and semi-official duties reflected credit upon him and the institution he served, but they were perhaps more than one man should have undertaken. Soon his health impelled him to seek recreation through travel and later to retire from his administrative duties.

In May, 1905, Professor D. H. Hill was made vice president of the College. To relieve the president of some of his duties it was proposed in meetings of the trustees that one or more deans be elected, but no further action was taken on this matter until a later date. In December, 1905, E. B. Owen was selected as registrar and proctor of the College. Hill as vice president and Owen as registrar and proctor aided Winston with his many duties, but the weight of responsibility was Winston's. During the year 1907 the trustees granted the president a leave of absence to go to Europe for a needed vacation and to study agricultural and technological education in various foreign countries. While abroad in 1908, Dr. Winston was honored by being selected by the Carnegie Foundation for the Advancement of Education as an educator worthy of being retired with an annuity for life.

The offer from the Carnegie Foundation stated that it was granted to Winston in recognition of his "unusual and distinguished" service to the cause of education in the South and particularly in North Carolina. Dr. Winston decided to accept the allowance, and on May 16, 1908, in London, he wrote a letter of resignation to the Board of Trustees in which he stated that he had always planned to retire at sixty and that the Carnegie gift had advanced that event by four years. He expressed the belief that his work at the College was done and

added: "In retiring from active work as president . . . I abate neither interest nor confidence in its [the College's] growth and development. Its future is well assured; its plan of development is clearly defined; it is expanding in usefulness and popularity with amazing rapidity."

The trustees accepted Winston's resignation with deep regrets. After designating Vice President Hill, who had acted as chief administrative officer during Winston's absence, as acting president for the remainder of the fiscal year, the Executive Committee spread on its minutes the following tribute to the College's second president: "For thirty years Dr. Winston has stood for that which is best in American scholarship and in American ideals. His accurate learning, his ability amounting to genius, his enthusiasm for the attainment of his ends, his wholesome democracy have all been consecrated solely to the advancement of learning and to the uplifting of young men."

Following his retirement, Dr. Winston lived in Asheville and New York and later with a son in Chapel Hill. He died in Durham on August 25, 1932, and was buried in Asheville by the side of his beloved wife. The last rites, in accordance with his request, were simple and modest indeed for one who had served his State so well.

In retirement Dr. Winston found time to enjoy his favorite writers, Scott and Shakespeare. He also engaged in such research and writing as his health would permit, the most notable contribution of this period being a biography of D. A. Tompkins of Charlotte, a pioneer in the Southern textile field and a trustee and friend of the College. As his days grew fewer and his body weaker he was surrounded by his children and frequently visited by his brothers and college associates of former years. Although his last months were difficult because of poor health, he apparently never forgot the rules for success of his active years:

1. Treasure no thoughts nor memories but what are noble and inspiring.

2. Summon all your energies and faculties to the duties of the hour.

3. Look forward to the future with hope and confidence.

President Winston gave his life in the educational service of the South. State College and State College men, as well as the other institutions he served and the students he inspired, will ever be indebted to him for his contributions. They will, if they are true to the heritage he left them, work and "Look forward to the future with hope and confidence."

**THE ADMINISTRATION OF DANIEL HARVEY HILL,
1908-1916**

CHAPTER V

THE ADMINISTRATION OF DANIEL HARVEY HILL, 1908-1916

ON JULY 23, 1908, the Board of Trustees met at the College to elect a new president. There was considerable speculation concerning the outcome as it was known that several candidates were up for consideration and there was a difference of opinion as to whether a member of the faculty should be promoted or an outsider should be selected to head the institution. The field narrowed to Vice President D. H. Hill, Dr. W. J. Quick of Virginia, Professor Charles Lee Raper of Chapel Hill, Professor R. E. Woltz of Goldsboro, and Dr. Tait Butler of Raleigh. After considering the testimonials presented in behalf of the various men, the board formally elected D. H. Hill as the third president of the A. and M. College. At the same meeting Professor W. C. Riddick was elected vice president to succeed Dr. Hill in that office.

President Hill, the son of the Confederate General D. H. Hill and Isabella Morrison Hill, was born at Davidson College, North Carolina, January 15, 1859. His paternal great-grandfather, Colonel William Hill had borne a conspicuous part in the Revolution, notably at King's Mountain, and his maternal grandfather, Dr. R. H. Morrison, was president of Davidson College. He was also a descendant of General Joseph Graham who had a distinguished record in the Revolution. He received his formal education at North Carolina Military Institute in Charlotte, the Horner and Graves Academy in Hillsboro, and at Davidson College, where he was awarded the Bachelor of Arts degree in 1880. In 1886 his Alma Mater conferred on him the degree of Master of Arts and in 1905, in

recognition of his successful teaching and literary activities, the same institution granted him the honorary degree of Doctor of Literature. Following his graduation from college, he was employed as professor of English in the Georgia Military and Agricultural College at Milledgeville, and while connected with that school he married Miss Pauline White of Milledgeville. In 1889 he was elected to the chair of English by the trustees of the newly organized A. and M. College in North Carolina.

From the time of his arrival in Raleigh until he became president, Professor Hill had served the College efficiently and faithfully in several capacities. Under President Holladay he was professor of English and bookkeeping, secretary of the faculty, and bursar; and under President Winston he was vice president and acting president. In a sense he had grown with the College and no one knew more of the institution's history, problems, and inner workings than he. He was a successful teacher, a master in handling student problems, and he, perhaps more than any other person, deserves credit for the building up of the college library. He was a member of various patriotic societies, the North Carolina Teachers' Assembly, and the Southern Educational Association. In 1909 he was president of the Teachers' Assembly. Dr. Hill was the author of *North Carolina Troops in the Civil War*, and in collaboration with Professors C. W. Burkett and F. L. Stevens, he wrote *Agriculture for Beginners* and a series of five school books known as the *Hill Readers*. He collaborated with Professor Charles B. Williams in writing a *Corn Book for Young Folk*. His *Young People's History of North Carolina* was adopted by the State as a text and widely used for many years. He was also for a time editor of *The Southern Home*, a weekly paper founded by his father. In 1910 The University of North Carolina conferred on him the honorary degree of Doctor of Laws. His promotion to the presidency was truly earned and for the ensuing eight years the institution flourished under this

small scholarly man who threw himself, heart, soul and body, into the work of building a larger and better school to train the youth of the State.

Building in a physical, as well as in an educational sense, was the order of the day during Hill's administration. Each year new structures were either being planned and constructed or old ones were being repaired and enlarged. In 1908 a one-story brick building equipped as a modern electrical power plant was placed in use for the junior and senior classes. This was



WINSTON HALL

known as the Electric Laboratory. In 1909 a large three-story brick dormitory was finished. This building, 225 feet by 52 feet, was divided by five walls into sections of twelve rooms each. It furnished accommodations for 130 students. In 1911 two wings were added to this building and its capacity increased to 240 students. It was called the Nineteen-Eleven Dormitory in honor of the class which abolished hazing at the College. Also, in 1909 two new barns with silos were

erected and the cattle moved from where the Dining Hall now stands to the college farm adjoining the campus. The Engineering Building, or Winston Hall as it was soon named in honor of President Winston, was completed in 1910. It was a brick structure three stories high including the basement and consisted of a main section and two wings. It was used by the departments of Electrical Engineering, Civil Engineering, Chemistry, and the Chemical Department of the State Experiment Station. The Animal Industry Building was completed in the spring of 1912. It contained the laboratories and lecture rooms of the Animal Industry Department, the Poultry Department, and the Department of Entomology and Zoölogy. In 1912 the Dining Hall with kitchen and store rooms attached was finished. This hall provided seats for 750 students. With the opening of the new Dining Hall, the basement of Pullen Hall was used as an armory. On January 31, 1913, the Y.M.C.A. Building, in part a gift of John D. Rockefeller, was formally opened. More will be said of this handsome structure later in connection with "Y" activities. In the summer of 1913, to accommodate additional students, all rooms in the permanent dormitories having been reserved, the College was forced to construct ten temporary wooden buildings with six rooms each. These "shacks" were sanitary and comfortable but unsightly. Because of crowded conditions they remained in use for several years. The new Shop and Laboratory Building was placed in service during the school year 1913-14. On March 24, 1914, the Textile Building was almost entirely destroyed by fire and steps were taken at once to restore this essential part of the college plant. In 1915 the General Assembly voted funds for the first wing of the building today known as South Dormitory. Also, during this period a greenhouse with a small service building attached was erected, the horticulturist's home was moved to the center of the new orchard

on Hillsboro Street, and the Poultry Plant was established just opposite the horticultural farm on Hillsboro Street.

As a phase of the building program, the custom, which originated with the naming of Primrose Hall, of naming buildings after men who had rendered distinguished service to the institution was renewed. The Main Building, later known as the Administration Building, was appropriately renamed Holladay Hall in honor of the College's first president. The name of the Agricultural Building was changed to Patterson Hall in recognition of the services of Samuel L. Patterson, State Commissioner of Agriculture and a member of the Board of Trustees, and the name of the Engineering Building was changed to Winston Hall in honor of President George Tayloe Winston. It was noted in earlier chapters that Pullen Hall perpetuates the name of the College's greatest private benefactor, and Watauga Hall was named after the club which had labored so earnestly for the establishment of an industrial school in North Carolina.

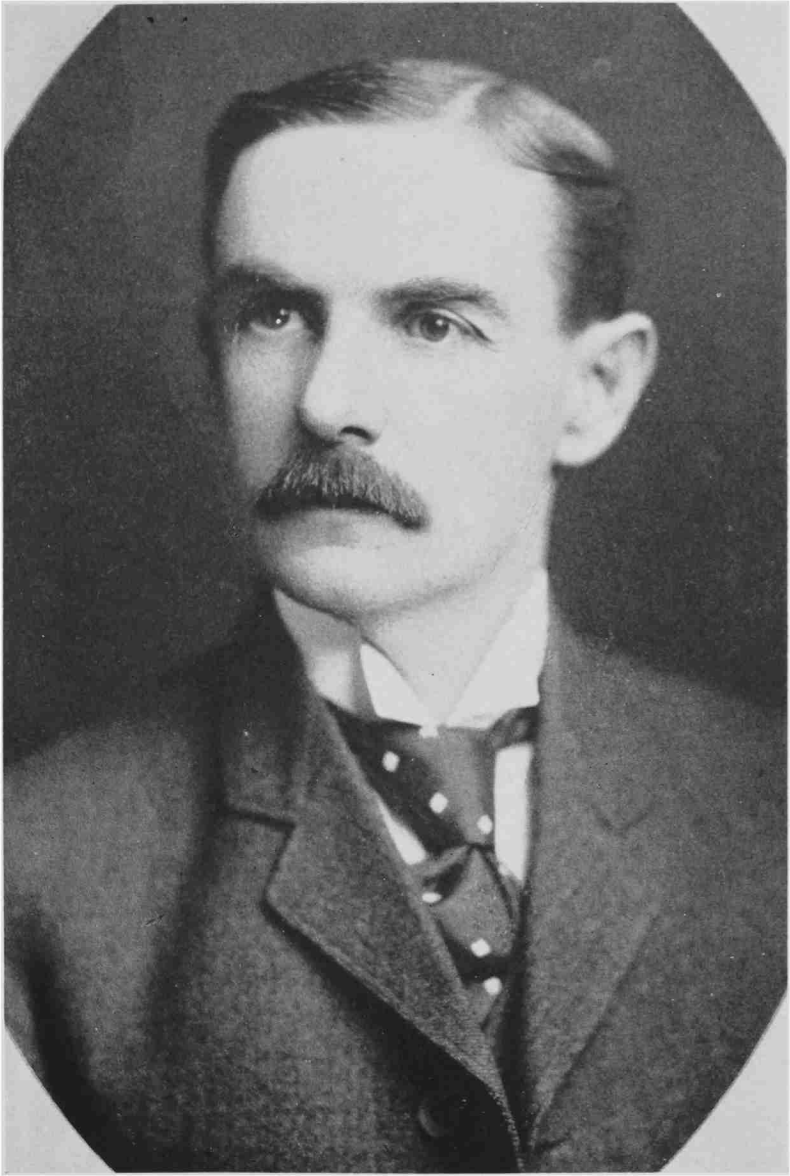
In addition to new buildings, the College's holdings were enlarged by the purchase of the Hicks and Rogers tract at the entrance to the campus. Several unsightly buildings along the south side of Hillsboro Street were removed and the appearance of the grounds was greatly improved.

The equipment of the institution during this period was expanded and improved by substantial donations, the most notable being the gift of the physical laboratory of Dr. William Kearney Carr, of Washington, D. C. Following the fire in the Textile Building, Professor Nelson was able to secure several valuable donations of machinery as a result of which textile instruction was resumed in the rebuilt hall with a minimum of delay. Other miscellaneous gifts were received by the library and the several departments.

As one would expect, the faculty of 1908 soon had to be

enlarged to provide adequate instruction for the ever increasing student body. Of the original staff of nine, only two remained until 1916, President Hill and W. A. Withers, professor of chemistry. One of the original staff, B. S. Skinner, resigned in 1910 after twenty-two years as farm superintendent. Others with considerable seniority who served throughout Hill's administration were Wallace C. Riddick, Robert E. L. Yates, Thomas Nelson, Carroll L. Mann, Charles B. Park, E. B. Owen, Arthur Finn Bowen, and Charles B. Williams. By May, 1916, the faculty numbered twenty professors, six associate professors, eight assistant professors, and twenty-eight instructors. This, of course, did not include the administrative staff and assistants and the Experiment Station and the Extension Service workers, except in so far as they served on the resident teaching staff.

Some of those added to the faculty during this period who have made or are now making enviable records in one capacity or another were Clifford Lewis Newman, William Hand Browne, Jr., Howard E. Satterfield, Thomas P. Harrison, Joshua P. Pillsbury, Zeno Payne Metcalf, Thomas Everett Browne, Ira O. Schaub, Charles M. Heck, George Summey, Lawrence E. Hinkle, John W. Harrelson, Harry Tucker, Hermon B. Biggs, R. Y. Winters, Earl Hostetler, F. H. Jeter, J. L. Von Glahn, John Chester McNutt, Benjamin F. Kaupp, Harry R. Fulton, Melvin E. Sherwin, Lafayette F. Koonce, Fred B. Wheeler, John W. Nowell, Daniel T. Gray, Henry Knox McIntyre, William R. Camp, Mrs. Jane S. McKimmon, and Mrs. Charlotte M. Williamson. These men and women, many of those mentioned in previous chapters, and others employed by the College coöperated with President Hill in what has been called an "era of good-feeling." The morale of both students and faculty was high, all of which led to higher standards and reflected credit on the institution and those connected with it.



DANIEL HARVEY HILL



Mr Owen



Mr. Bowen



Bursar's Staff.



Registrar's Staff

To assist him in administering the affairs of the College, President Hill granted considerable authority to Vice President Riddick and to the heads of the various departments. In 1910 Dr. Thomas P. Harrison, professor of English, was made dean of the College, a position which he filled with distinction until 1923 when the institution was reorganized along the lines suggested by the Zook Report.¹ Other administrative officers who served with Dr. Hill were, E. B. Owen, registrar; Arthur Finn Bowen, bursar; B. S. Skinner, farm superintendent; James O. Loftin, steward; Dr. Henry M. Tucker, physician; Miss Elsie Stockard, librarian; and Mrs. Daisy Lewis, hospital matron. About 1909 Mrs. Ella I. Harris became hospital matron and the following year Mrs. Charlotte M. Williamson became librarian. In 1911 Arthur B. Hurley was elected steward and in 1912 Wiley T. Clay was employed as superintendent of grounds and buildings, being succeeded in this position about 1914 by Frederick Stanger. Following the untimely death of the popular physician, Dr. Henry M. Tucker, in 1915, Dr. Hubert B. Haywood was elected to that post. The growing clerical force rendered efficient and courteous service throughout the period.

Between the years 1908 and 1916 several new courses of instruction were added and older courses were changed or dropped. Agronomy, soils, drainage, animal husbandry, poultry husbandry, and a normal course were added as new or expanded courses to the several agricultural subjects previously offered. In engineering the mining work was dropped and a two-year course was provided in mechanic arts. The instruction and equipment in the civil, mechanical, electrical, and chemical engineering fields was improved. Work in the Textile Department was broadened to include a four-year dyeing course in addition to instruction in carding, spinning, weaving, and designing. Also during this period such courses as economics

¹ For discussion of the Zook Report Cf. *infra*, pp. 148, 157.

(previously called political economy), agricultural economics, educational psychology, journals (technical English), and public speaking (formerly listed as argumentation), were introduced into the curricula. Special summer courses were offered, chiefly for teachers of agriculture; and graduate instruction, with more specific requirements from year to year, continued to be offered to holders of the bachelor's degree.

During Hill's administration the Agricultural Experiment Station under the direction, first of Professor Charles B. Williams, and then Dr. B. W. Kilgore continued to conduct research on many important agricultural problems and to aid farmers of the State with their immediate soil and farming problems. The personnel of the station was gradually enlarged and several of the specialists were recognized authorities in their fields. In the summer of 1911, the chemical laboratories of the department were moved from Holladay Hall to the new engineering building, Winston Hall. In 1912 the trustees of the College and the Board of Agriculture entered into an agreement whereby all of the experimental work in agriculture in the State would receive joint support from and be jointly controlled by the College and the Department of Agriculture. This consolidation of interests was approved by the General Assembly the following year. The station, now enlarged with the addition of branch test farms or stations in various parts of the State, continued to publish and distribute bulletins embodying the results of experiments, but added emphasis was given to field work—to the direct demonstration of improved methods of agriculture to the farmers in the several counties. As a part of this work farmers' institutes were held each year and boys' and girls' clubs were organized by county agents and special workers in many parts of the State.

On July 1, 1909, the Department of Agricultural Extension was organized at the College under the direction of Professor I. O. Schaub. This department, made possible through

funds supplied by the General Education Board, was expressly designed to bridge the gap between the College and the rural citizens. This was done by addresses to farmers and farm women, through farm schools which were held in different sections, and by organizing boys' and girls' corn and tomato clubs. The girls work and the home economics program generally was supervised by Mrs. Jane S. McKimmon. In 1913 Professor Schaub resigned and Thomas Everett Browne was made professor of agricultural extension work.

The accomplishments of the extension service in North Carolina and other states did not go unnoticed by those who were constantly striving to aid agriculture by broadening the field of service of land-grant colleges. In 1914 the Congress of the United States passed the Smith-Lever Act. This measure provided for national, state, and county coöperation in a program of carrying new facts and good practices in farming and home economics to the farm men and women of the several states.² The revised and enlarged Agricultural Extension Service in North Carolina was operated in coöperation with the Agricultural Experiment Station with D. H. Hill as president and Dr. B. W. Kilgore director. By 1916 there were some seventy-five demonstration agents in almost as many counties of the State who were engaged in a program of taking the College to the people. With the coöperative program and increased funds, corn clubs, poultry clubs, pig clubs, canning clubs, and crop rotation clubs became exceedingly popular. Extension workers visited schools, farm-life forums were conducted at the county seats, and a one-week short course was conducted at the College in August each year by the Agricultural Extension Division for farm club members. The success of the extension work was a step which led to the Smith-Hughes Act and the training of vocational teachers which will be discussed in the following chapter.³

² For full text of this act see Appendix V.

³ Cf. *infra*, p. 137.

The work of the Military Department during President Hill's administration is especially significant in view of the part subsequently played by many of the cadets in the World War. From a battalion of four companies in 1908, the department grew so rapidly that by 1914 it was organized as a regiment of two battalions with four companies each. All students except seniors, if physically fit, were required to drill three hours a week. Cadets were required to wear the College uniform when on military duty. It was customary for the corps to hold a competitive drill and parade in connection with the State Fair, and each year there was an annual inspection by one or more representatives of the United States War Department. Instruction in guard manual, field service, and firing was given during the period by Lieutenant J. E. S. Young, Captain Willis G. Peace, and Lieutenant Horace F. Spurgin, all of the United States Army. John William Harrelson, later to be administrative dean of State College, was captain of Company A during 1908-09; and in 1914 F. H. Kramer became the first cadet lieutenant colonel. The question of preparedness which agitated the Nation during the years 1915-16 caused little excitement in West Raleigh as the issue had been settled in favor of military training for the A. and M. students during the early years of President Holladay's administration in accordance with the requirement of the Morrill Act of 1862.

Under President Hill the student body almost doubled, hazing was temporarily abolished, and the honor system was instituted. The enrollment of 446 in 1908 had jumped to 723 by 1916. The great majority of the students continued to come from North Carolina, but an ever increasing percentage came from sister states. The A. and M. students considerably outnumbered the student bodies of Trinity, Wake Forest, and Davidson, and they were a close second to the University at Chapel Hill.

The Hill administration was not troubled with hazing or class fights. Those who had fought in the fall of 1907 were the best of friends when registration started the following year. Under the leadership of O. M. Sigmon, who later gave his life in the World War, the class of 1911 made good the resolution that: "There shall be no more hazing during our sophomore year." This matter was settled by the students themselves with a minimum of administrative interference. The achievement was recorded on a marble slab which was placed over the door of the dormitory erected in 1909. It read: "To the Class of 1911 in Testimony of its Loyalty to the College in its Sophomore year."

Another student achievement was the adoption of the Honor System about 1911. The inspiration came from Charles W. Gold, '95, who was then a member of the Board of Trustees. Although the system was not perfect, it was a distinct contribution and it remained in force until 1934.

Judged by present standards, the rules of student conduct in the pre-war years were very strict indeed. The catalogue for 1915-16, after emphasizing that students were expected to be gentlemen "always and everywhere," prohibited under penalty of expulsion: "visiting poolrooms, leaving College after 11 o'clock at night, continued cigarette smoking [three cigarettes sufficient for dismissal], willful destruction of college property, drinking, immorality, gambling in all forms, hazing of any kind, disrespect to members of the Faculty or officers of the College [and], any conduct unbecoming a gentleman." Apparently seniors were free to leave the campus during week days, but other students were granted leave as follows: juniors were allowed Friday, Saturday, and Sunday nights; sophomores, Saturday and Sunday nights; and freshmen, Sunday nights only. Saturday and Sunday afternoons were liberty periods for all students. Over a period of years the students were granted

more privileges under President Hill than was the case under President Winston, but in comparison with the freedom enjoyed by college men today, the regulations were strict.

Apparently none of the above mentioned rules covered such matters as the placing of a cow on the roof of the old Mechanical Building, the tying of a blind mule on the top floor of Watauga Hall, and the locking of a bear in Pullen Hall to the consternation of Professor Riddick and the glee of the students who were tired of compulsory chapel. Either these happenings were unforeseen by the rules committee, or the participants were not detected, or the administrative authorities with great understanding charged them to the exuberance of youth. These pranks and others of a lesser nature served to enliven but they did not materially interfere with the routine of regular work.

At the beginning of Hill's administration, a majority of the students were admitted to the College on the basis of entrance examinations which were given at the College and at the various county courthouses. By 1916 admission to the freshman class was based on the credit or unit system and many students were being enrolled by virtue of certificates from approved high schools or academies. The general requirements of eight units was raised to eleven in 1917, and students electing engineering were required to show that they had completed the first three books of plane geometry. The entrance examinations were still being given when President Hill resigned, but with the improvement of high schools the number of students taking them was a very small percentage of the total who were admitted to the four-year courses.

The total average of college expenses increased about five per cent between 1908 and 1916. Self-help jobs did not increase as rapidly as the enrollment and consequently the loan funds were in greater demand than ever before. The Alumni Association Fund, which had increased to over \$6,000 was loaned on security at six per cent interest to worthy students. About 1915,

the Finley Loan Fund of \$1,000 was established by the Southern Railway Company as a memorial to its late president, William W. Finley. This fund was to aid students who were working their way through college. The General Assembly of 1913 authorized the College to grant a limited number of agricultural scholarships to students who agreed to teach two years in an agricultural school or to farm in the State for two years after graduation. About 1915 the Norfolk Southern Railroad Company provided two scholarships for agricultural students, and M. R. Miller of Charlotte established one scholarship in the Textile Department. These scholarships and loan funds were highly prized, but they were woefully inadequate to meet the essential needs of many students. In 1910, to aid several deserving boys to stay in school, the trustees authorized President Hill to take notes at four per cent interest for their tuition, and again during the depression of 1914 tuition extensions were granted to needy individuals. In practically all cases the students made good the loans and extensions granted by the treasurer's office.

To a large extent the religious, social, and recreational life of the students was supervised by the College Y.M.C.A. This voluntary organization was controlled by the students under the direction of a general secretary who was employed with funds subscribed by the members and voted by the Board of Trustees. In 1908 J. W. Bergthold was employed as general secretary. For a time his offices were in his room on the first floor of Watauga Hall. Later the "Y" moved its headquarters to the "old plunder room" in the basement of Holladay Hall, and in 1910, after the Department of Civil Engineering had been moved to Winston Hall, the "Y" was moved to Primrose Hall. The activities and facilities of this organization were greatly expanded with the formal opening of the new Y.M.C.A. Building on January 31, 1913. This serviceable structure, containing a gymnasium, swimming pool, literary society halls,

reading room, banquet hall, and offices for the association was constructed at a cost of \$40,000, half of which was donated by John D. Rockefeller and half was raised by the students, faculty, trustees, and friends of the institution. The building, designed by Henry E. Bonitz, '93, was dedicated with elaborate ceremonies, former Governor Jarvis making the principal address.

The "Y" conducted regular Bible study classes and brought many noted speakers to the campus. One of the best known classes was the Plumber's Union Bible Class which met in the old Mechanical Building each Sunday morning. Some of the members of this class were J. W. Harrelson, L. L. Vaughan, F. B. Wheeler, W. T. Clary, and E. B. Sykes. The "Y" sponsored annual health and sex talks by Dr. H. A. Royster of Raleigh. It published a handbook for freshmen and prospective students, and entertained with frequent socials. Members of the association attended the summer conferences which were held near Asheville each year, and selected groups conducted religious services in neighboring institutions. To be a member of the "Y" was a privilege and to be an officer was a recognized honor. Late in the Hill administration J. W. Bergthold was succeeded as general secretary by J. J. King.

Although students were being attracted to a multiplicity of organizations, the Leazar and Pullen Literary Societies held their own. The Tenerian Literary Society, mentioned in the preceding chapter, was merged with the Leazar Society in 1907. The intersociety debates, oratorical contests, declamation contests, and the annual senior debate still drew sizable audiences which were ushered in by special marshals, but forensic activities were gradually being eclipsed by the clubs, fraternities, and athletic contests.

The leading clubs and professional societies of the era may be listed as follows, the name of the organization serving to indi-

cate its nature and objectives: Civil Engineering Society, Mechanical Engineering Society, Electrical Engineering Society, Faraday Electrical Society, Aero Club, Tompkins Textile Society, Rural Science Club, The Bi-Ag Society, Veterinary Club, Stock Judging Team, Agriculture Club, Biological Club, Berzelius Chemical Society, Baa and Bellow Club, Plant Industry Club, Company "Q," Dramatic Club, and Glee Club. Some of these organizations died, others changed their names, and still others were merged with the more successful organization in the same general field. Some of these clubs and societies are still in existence, as will be noted in subsequent chapters, but the mortality rate among campus organizations has been unusually high.

It is difficult to identify and classify the various social organizations of the period. The fraternities which flourished were Kappa Alpha, Sigma Phi Epsilon, Kappa Sigma, Sigma Nu, Pi Kapa Alpha, Delta Sigma Phi, and Alpha Zeta. Other social and fraternal organizations were The Saints, Thalarian German Club, Battalion Cotillion Club, Country Gentlemen, The Gang, Big Seven, Owls, and Allons. Generally speaking, the relations between the fraternity and nonfraternity men since the establishment of the Greeks have been cordial.

Organizations representing towns, counties, states, common family names and the like were numerous. Not all of them secured a page in the *Agromeck*, but the following list is representative of the years 1908-16: Alamance County Club, The Tourists (Buncombe County), Carteret County Club, Catawba County Club, Forsyth County Club, Franklin County Club, Gaston County Club, Guilford County Club, Mecklenburg County Club (The Hornets), Nash County Club, New Hanover County Club, The Robeson County Club, Rowan County Club, Stanly County Club, Surry County Club, The Randolphians, The Smith Family, Wableau Club, Elizabeth City Club, Rocky Mount

Club, Warrenton High School Club, Preacher's Sons Club, Oak Ridge Club, South Carolina Club, Old Dominion Club, and The Everglades Club.

From the above list of organizations, one not acquainted with the modern American college might infer that A. and M. students spent all of their time going from one club to another. Such was not the case. Students attended classes diligently and some of them found time to contribute to the college publications.

Several important changes were made in the field of student publications, and a new weekly paper was founded at the College during President Hill's administration. The oldest news and literary organ, *The Red and White*, appeared monthly under the auspices of the Athletic Association until the fall of 1911, when the control passed to the literary societies. The change of sponsors was occasioned by the desire of many students for a weekly paper which would be the official journal of the Athletic Association. Under the leadership of A. T. Bowler, who was aided by H. P. Whitted and W. T. Thorne, the first State College weekly, *The Wau Gau Rac*, was started in September 1911. The purpose of this paper was to record the more important and interesting events in and around the College from week to week for the students and the alumni. *The Red and White* was continued as a literary magazine until the World War period. *The Intercollegian*, official publication of the Y.M.C.A., was no longer issued, but the "Y" did sponsor handbooks for prospective students and freshmen. *The North Carolina Student Farmer*, which appeared on the campus from time to time, was published by students who were specializing in the various agricultural curricula. Occasionally extra editions of known and unknown papers appeared to the delight of both students and faculty. One such edition in 1913 carried a feature article entitled "The Faculty in Vaudeville." According to the unnamed press agent the show consisted of thirteen acts, "All New

and Showing Some of the World's Greatest Freaks, Brought Together Under the Management of One Man Who Has Been Striving for Years to be Able to Say, 'Fellow Citizens, I Have 'em Here'." Similar humor, as well as records of classes, sports, military activities, and other phases of college life continued to be presented from year to year in the *Agromeck*.

In the opinion of the majority of students the most popular extracurricula activities were football, baseball, track, tennis, and basketball. Space will not permit a detailed discussion of all teams and games from season to season, but the following high spots in the field of sports deserve mention.

The 1908 football squad, coached by Dr. Morris (Mickey) Whitehurst, and containing such star players as S. F. Stevens, Frank Thompson, J. L. Von Glahn, and J. O. Sadler, won all games but one. State defeated V.P.I., Wake Forest, William and Mary, Georgetown, and Davidson, and lost to Virginia. In 1909 the varsity eleven repeated the successful season of the previous year by winning all games but one. This team was coached by E. L. Green and the Captain was J. B. Bray. The feature victory of the season was over the University of Kentucky by a score of 15 to 6, and the only defeat was administered by V.P.I. with a score of 18 to 5. The football team of 1910 did not lose a game, thereby winning the title of South Atlantic Champions. The galaxy of stars, led by H. Hartsell as captain and coached by E. L. Green, included D. A. Robertson, D. B. Floyd, J. B. Bray, and T. H. Stafford. The team of 1911 faced some strong opponents but won five of the eight games played. The A. and M. squad defeated Franklin, Bucknell, Washington and Lee, Wake Forest, and Tennessee, but lost to V.M.I., Navy, and V.P.I.

The record of the football team of 1912, while not measuring up to the records of former years, was perhaps superior to that of other colleges in the State. It was during this season that Georgetown administered the first defeat on the home field

in a period of eight years. Also, during this season a just tribute was paid to the "father of athletics" at the A. and M. College, Professor W. C. Riddick, when the students unanimously voted to name the athletic field Riddick Field.

In 1913 the Red and White squad again won the South Atlantic Championship and in doing so had the satisfaction of defeating Georgetown, thus avenging the defeat administered by that school the previous year. W. T. Hurtt, the captain, was ably assisted by such champion players as J. H. Sullivan, W. W. Riddick, and C. E. Van Brocklin. The team of 1914 always played a good game, but it won no championship. The *Agromeck* for 1915 states that the most representative game of the season was played "against the United States Naval Academy, who defeated us 14 to 12." The 1915 football season, the last under the presidency of Dr. Hill, was not a very successful one. Injuries and the loss of Coach Green the previous year led to some serious defeats. The outstanding accomplishment for the year was the victory over Navy by a score of 14 to 12. This reversed the score of the previous year with the Annapolis boys, but it did not prevent setbacks at the hands of Georgetown and Washington and Lee.

When the good and bad years of football are averaged it will be seen that definite progress was made during the Hill era. College teams which were winning recognition during the last years of Winston's term were now recognized as among the best in the South. The credit for such progress belongs to many—the players, both regulars and substitutes; the athletic council; the coaches; the graduate manager; the student managers; and the sportsmanship and loyalty of the alumni, faculty, and student body. Much of the success in the intercollegiate field was based on the keen competition among the class teams which flourished throughout the period.

Next in popularity to football was baseball. The records made by the A. and M. teams from 1908 to 1916, considering the

number and the quality of the opponents, was remarkable. Some of the more prominent players were F. M. Thompson, J. W. Sexton, G. Harris, D. W. Seifert, E. V. Freeman, H. Hartsell, T. H. Stafford, D. A. Robertson, H. E. Winton, O. V. Russell, W. J. Kincaid, and A. A. Farmer. The coaches of the period were F. M. Thompson, Dr. Morris (Mickey) Whitehurst, Edward L. Green, and Dr. Fred A. Anderson. The championship baseball team of 1910 won eighteen of the nineteen games played, scoring 105 runs to its opponents' 33. The single defeat of the season came in the game with Amherst, the boys from Massachusetts winning by the close score of 8 to 7. This team was coached by F. M. Thompson and led by Captain J. W. Sexton. The 1911 nine dropped only three games, and D. A. Robertson made a strike out record when he fanned twenty-three Guilford players on the local field. In 1912 the A. and M. team won fourteen of the twenty games played, and the following year, after an interval of seven years during which no contests were held, The University of North Carolina was defeated by the score of 7 to 6. The teams of 1914, 1915, and 1916 were all above average, winning the great majority of the games played both at home and on distant diamonds. Intramural baseball was popular and the class games developed much of the raw material which produced the winning intercollegiate teams year after year.

In the realm of track and field events the A. and M. students made a good showing, but the college teams which were met were not able to offer competition equal to that encountered in football and baseball. The team of 1910 defeated Guilford, Davidson, and Wake Forest with a total score of 243 to 125. In 1912 the Red and White banner was carried far to the front when the team placed third in the South Atlantic Intercollegiate meet at Baltimore. Many of those who led in other sports also excelled in track. The teams of the period were led by G. R. Trotter, J. M. Sherman, W. F. R. Johnson, D. B. Floyd, W. O. Potter, and T. L. Milwee.

Basketball first came to State College through the influence of the Y.M.C.A. during the school year 1910-11. The first game was played on the Red Diamond, the ball having projecting seams to protect the stitching from the gravel. The first indoor game was played in Pullen Hall in 1911 and resulted in a victory for the A. and M. boys over Wake Forest. The "Y" having demonstrated that basketball was a real red-blooded sport and not the girl's game of former years, it was taken over about 1913 by the Athletic Association. From the days of the first team, which was captained by P. B. Ferebee, basketball was popular on the campus. Numerous intramural and a few intercollegiate games were played during the infancy of this sport.

Tennis as a college game was largely confined to the members of the Tennis Club. The devotees of this sport were enthusiastic but few in number.

Most of the A. and M. teams had their sponsors and mascots. They were all cheered by the favorite songs and yells of the day. One of the songs often heard was "Oh, We Are the Boys of A.M.C.," and of the yells the "Wacker-rack-er, rack-er, rac" was the most popular. Cheering for a long time was informal and spontaneous, but with the development of championship teams it yielded to organized leadership. The *Agromeck* for 1910 mentions a Rooters Club with R. F. Jones as chief rooter and R. W. Hicks as assistant chief rooter. By the following year the club had increased to four, and thereafter cheering and singing at pep meetings and major events were accepted as parts of the program.

On October 1-3, 1914, the College celebrated its twenty-fifth anniversary. A committee of arrangements headed by Professor W. A. Withers and ably assisted by the Alumni Association brought to the campus representatives from all the classes and a host of distinguished speakers. The program opened on October 1, with an alumni smoker, John A. Park, '05, serving as

“chief smoker.” Speeches were made by Mark Squires, Professor W. F. Massey, Professor W. C. Riddick, C. W. Gold, J. R. Leguenec, L. A. Niven, William D. Faucette, and W. F. Kirkpatrick. Music for the occasion was furnished by the A. and M. quartet and Falte’s orchestra. Two songs were especially popular that evening, one to the tune of *Vive l’Amour* included the verse:

We pity the poor Freshies and Seniors and sich
 Vive la champaigne!
 Alumni are we, both distinguished and rich.
 Vive la champaigne!
 Vive le vi-ve le vi-ve l’amour!, etc.

The other song with the tune of *Bingo* contained verses dedicated to A. and M., Dr. Hill, the football team, and to all the boys. The first verse was as follows:

Here’s to A. and M., drink it down, drink it down.
 Here’s to A. and M., drink it down, drink it down.
 Here’s to A. and M., she’s a shining precious gem,
 Drink it down, drink it down, down, down.

Also, on the evening of October 1, the literary societies held reunions in their new halls in the Y.M.C.A. Building. Speakers at these meetings included H. E. Bonitz, David Clark, G. R. Ross, I. O. Schaub, J. M. Wilson, C. W. Gold, Robert W. Allen, Mark Squires, and William H. Turner.

Class reunions were held on the morning of the 2nd, and at noon the Alumni Association meeting was held in Pullen Hall. Ten minute addresses were made by B. C. Ashcraft, C. W. Gold, W. D. Faucette, J. S. Cates, O. Max Gardner, and A. E. Scott. This was followed by an alumni dinner at which President Hill served as toastmaster. Brief remarks were made by Dr. H. Q. Alexander, Dr. Clarence Poe, J. A. Spears, I. O. Schaub, W. H. Bagley, W. C. Riddick, W. H. McIntire, David Clark, J. C. Speight, W. F. Massey, and W. A. Withers. On the same day

at 4:00 p.m. the A. and M. regiment gave an exhibition parade, and at 5:00 p.m. the visiting ladies were received at a tea by the ladies of the faculty.

On Friday evening, October 2, a general reunion of present and former members of the faculty, trustees, and students was held in Pullen Hall. Among those taking part in this event were F. H. Kramer, J. R. Chamberlain, and W. F. Massey. This meeting was concluded when Dr. Hill read a birthday wish for the College from former President George T. Winston, who was unable to attend the reunion because of illness. The greeting is as follows:

May it [A. and M. College] enjoy twenty-five hundred 25th anniversaries and never become a day older!

May its life be one of perpetual youth, bouyant, strong, and hopeful!

May it rejoice in work, not dreaming dreams but doing deeds!

May it enoble toil, abolish drudgery, harness nature to human service, and create for all mankind larger and better health, wealth, comfort, and happiness!

May each and every one of its alumni realize that

“No man is born into the world whose work
Is not born with him. There is always work.
And tools to work withal for those who will,
And blessed are the horny hands of toil.”

May its mission in life, its achievement in education, its brilliant guiding star be the wise words of the sacred seer.

“There is nothing better than that a man should rejoice in his works.”⁴

Following the reunion a general reception was held in the Y.M.C.A. Building, to which all friends of the College were cordially invited.

The program of the anniversary proper began at 10:30 a.m. on Saturday, October 3, 1914, with an invocation by Bishop

⁴ *The News and Observer*, October 4, 1914.

Joseph B. Cheshire. Governor Locke Craig presided and addresses were made by former Governor Thomas J. Jarvis, Josephus Daniels, Secretary of the Navy, and Carl Vrooman, Assistant Secretary of Agriculture. Greetings were extended as follows: From the United States Department of Education by P. P. Claxton, Commissioner of Education; from the State Department of Education by J. Y. Joyner, State Superintendent of Public Instruction; from the State colleges by President Edward K. Graham, of The University of North Carolina; from the denominational colleges by President William Louis Poteat, of Wake Forest College; from the United States Department of Agriculture by Dr. A. C. True, Director of Office of Experiment Stations; and from the State Department of Agriculture by W. A. Graham, Commissioner of Agriculture. The celebration was closed with an address by President Hill in which he told of the growth of the College and the achievements of its graduates. He concluded his speech with the following rededication and challenge to the future:

It is, I hope needless for me to say, that whatever has been done in the past twenty-five years is only an earnest of what this institution sets before it to do. It is here for unselfish, unremitting service. It proposes to put every ounce of its vitality in the great constructive work of the State and Union. It wants to minister, not to be ministered to. It feels that the two supreme temporal needs of North Carolina today are (1) a race of farmers so intelligent, so thrifty, so capably fitted that it can win from the soil a more adequate return for its labors and thereby add to its comfort and education and wealth of the State; (2) a specifically educated class of men who can turn our raw products into more highly organized wares and who can skillfully and unhesitatingly lead the industrial progress of our people. To contribute more and more each year to the rearing of such men, is the State appointed mission of our college, and on this, our Anniversary Day, we pledge ourselves anew to this clearly conceived mission.⁵

⁵ *Ibid.*

The varied three-day program was happily concluded when the A. and M. football team defeated the team representing their old rival, Wake Forest College, by a score of 51 to 0.

The celebration was a success from start to finish. The press of the State carried favorable editorials and reported almost in detail the addresses of the featured speakers. It took the faculty and students a few days to get back into the regular routine of class work, but with mid-term examinations in the offing that was soon accomplished. The 25th birthday became history and the College started on its second quarter century.

Before and after accepting the presidency of the College, Dr. Hill was widely and favorably known for his literary productions. As a student of literature he tended to delve more and more in the field of history. As the son of a distinguished and beloved Confederate general, it was natural that he should study the events of the Civil War and be in active touch with Confederate veterans and their patriotic organizations. Because of these relationships and his historical and literary ability, he was requested by the State Confederate Veterans Association in 1916 to write the history of the North Carolina troops in the Civil War. Funds were made available through the Ricks Foundation to afford a reasonable compensation for the important task and to insure the publication of the fruits of his labor. President Hill was reluctant to give up his long and pleasant connections with the College, but he felt that he should accept the offer as a duty and service which needed to be done. Accordingly he tendered his resignation to the trustees to take effect on July 1, 1916.

In his letter of resignation, President Hill said: "I cannot sever my twenty-six years' connection with the College without a violent heart wrench. I came to the institution in my youth when the plastering was not yet dried on its first building, and as Secretary of the Faculty registered its first student. I have

rejoiced to see it grow, in a quarter of a century, from an educational experiment into an educational and industrial power."

The trustees accepted the resignation and wrote their appreciation of President Hill into their official minutes as follows: "The history of this institution during the administration of Dr. Hill has been one of unparalleled growth, usefulness, and influence for good. His achievements have given him a first place among the country's great educators."

With the departure of D. H. Hill, from the College a distinct era in the institution's history came to an end. Soon the Nation and the College went to war and many changes followed. Even the name of the school was changed. Only those who lived and labored in West Raleigh from 1908 to 1916, as students or as members of the faculty, can really appreciate the vastness of the change. They love the College and know that it has grown stronger and larger than ever before, but memories of A. and M. days under President Hill will always be pleasant and somehow different.

After relinquishing the presidency of the College, Dr. Hill gave his energies and talents to the interesting but difficult task of writing *Bethel to Sharpsburg: North Carolina in the War between the States*. This scholarly two volume work was published shortly after his death. During the World War he was president of the State Council of Defense. In the ensuing years he was active in the affairs of the State Literary and Historical Association, the State Folklore Society, and the North Carolina Historical Commission, serving as executive secretary of the latter organization. He continued to make his home on Hillsboro Street, across from the College he loved so well, until his death at Blowing Rock, North Carolina, on July 31, 1924. Although he had been in ill health for some time and had received treatment at the Johns Hopkins Hospital, it was thought that he was much improved and consequently his death was a

shock to his loved ones and countless friends throughout the State.

In the death of Dr. Hill, State College lost a friend and North Carolina a distinguished citizen and able historian. He was successful as a teacher, administrator, and research scholar. He was the type of man who, in the memory of former students and colleagues, was a Christian gentleman and a scholar. In appreciation of his services to the library and the College, the beautiful new library building, which was completed in 1926, was appropriately named The D. H. Hill Library.



**THE ADMINISTRATION OF WALLACE CARL
RIDDICK, 1916-1923**

CHAPTER VI

THE ADMINISTRATION OF WALLACE CARL RIDDICK, 1916-1923

WALLACE CARL RIDDICK, who has served State College in more capacities and for a longer time than any other person, was born in Wake County, North Carolina, August 5, 1864. His father, Wiley Goodman Riddick, and his mother, Anna Ivey (Jones) Riddick, were descendants of leading North Carolina and Virginia colonial families. He received the A.B. degree from The University of North Carolina in 1885, the C.E. degree from Lehigh University in 1890, and in 1917 Wake Forest College and Lehigh University awarded him LL.D. degrees. Following his graduation from Lehigh he practiced his profession as a civil engineer until 1892, when he came to the A. and M. College as professor of mathematics and mechanics. In 1893 he married Miss Lillian Daniel of Weldon, North Carolina, who is still his charming companion in their home on Woodburn Road in West Raleigh. From 1905-09 he served as a lieutenant colonel on the staff of Governor R. B. Glenn.

In 1908, when Dr. D. H. Hill became president, Professor Riddick was made vice president; and in 1916, when the presidency became vacant through the resignation of Dr. Hill, he was selected from a long list of candidates to head the institution.

Prior to his election to the presidency, Professor Riddick had rendered many services as an engineer throughout the State. He supervised the rebuilding of the Raleigh water system and he was in charge of the construction of the water and sewer systems of Weldon. Also, during this period he was consulting expert to the legal department of the Seaboard Railway Company. He served as president of the College from 1916 to 1923, when

he voluntarily retired from that office to become dean of the newly organized School of Engineering. He was dean of engineering until 1936, when he gave up administrative work and resumed teaching as dean emeritus and professor of hydraulics. His life from 1892 to date (1939) has been so intimately and vitally connected with the College that his personal history and the institution's history are almost one and the same. More will be said of this remarkable man in subsequent chapters, but now we must turn to the Board of Trustees in the spring of 1916 and consider the Riddick administration in detail from the beginning.

Although many took it for granted that Vice President Riddick would automatically become president, the trustees considered all candidates and the needs of the institution carefully before making a choice. At one time or another some thirty-nine names were before the board. A committee, after making careful investigations, reduced the list to eight. Among those considered in addition to Riddick were W. L. Poteat, George H. Denny, H. A. Morgan, P. P. Claxton, Charles W. Dabney, A. A. Murphee, H. L. Smith, Thomas W. Lingle, C. H. Hertz, W. K. Tate, M. H. Stacy, R. L. Watts, and John L. Coulter. Some of these men eliminated themselves, and the discussion concerning others, while commending their character and ability, indicated that Professor Riddick, who was not only well trained and experienced but also familiar with the institution and its problems, was the logical choice. On May 30, 1916, Professor Riddick was unanimously elected president and Professor W. A. Withers was made vice president of the College. The new president was formally inaugurated on February 22, 1917.

In surveying the history of the College from 1916 to 1923 certain major events stand out which make this period the most memorable one in a span of fifty years. In support of this statement we need only to mention the change of the institution's name to the North Carolina State College of Agriculture and

Engineering in 1917, the World War and the coming of the Reserve Officers' Training Corps and the Student Army Training Corps, the founding of the *Alumni News*, the influenza epidemic of 1918, the drive for the Memorial Tower, the creation of the departments of Architecture, Education, Highway Engineering, and Business Administration, the election of a dean of agriculture and a dean of students, the athletic teams coached by William Fetzer, Harry Hartsell, and Tal H. Stafford, the fire in the Shop Building, the building program of the early 1920's, the student investigation petitions, the founding of *The Technician*, the institution of student government, the rapid growth of the student body and faculty, and the Zook Report. The period was a trying one filled with heroism, sadness, readjustments, and growing pains. That the College weathered the storm with intelligent patriotism and returned to normal educational processes was due in large part to the skill, understanding, and loyal work of President Riddick.

The school year of 1916-17 which began the Riddick administration reflected the uncertainty which prevailed throughout the Nation. About twenty students who were members of the National Guard were sent to Mexico during the summer of 1916, and several former students were receiving military training at Plattsburg and other army camps. During the early part of 1917 a few students withdrew to join the colors, and after the United States entered the World War in April, about a hundred left school before the end of the term to join the military forces of the country. These happenings together with the establishment of a Senior Division of the R.O.T.C. at the College under the provisions of the National Defense Act of 1916 caused students to neglect their studies and the usual extracurricular activities. All eyes were turned toward Europe and after April 6, drill was held five afternoons a week instead of three. The grey uniforms of the past were replaced by the regulation olive drab uniforms of the army, and the campus began to have the atmos-

phere and appearance of an infantry camp. Student volunteers were joined by members of the faculty who were granted leaves of absence for the duration of the conflict. Thus did State College enter the crusade against war.

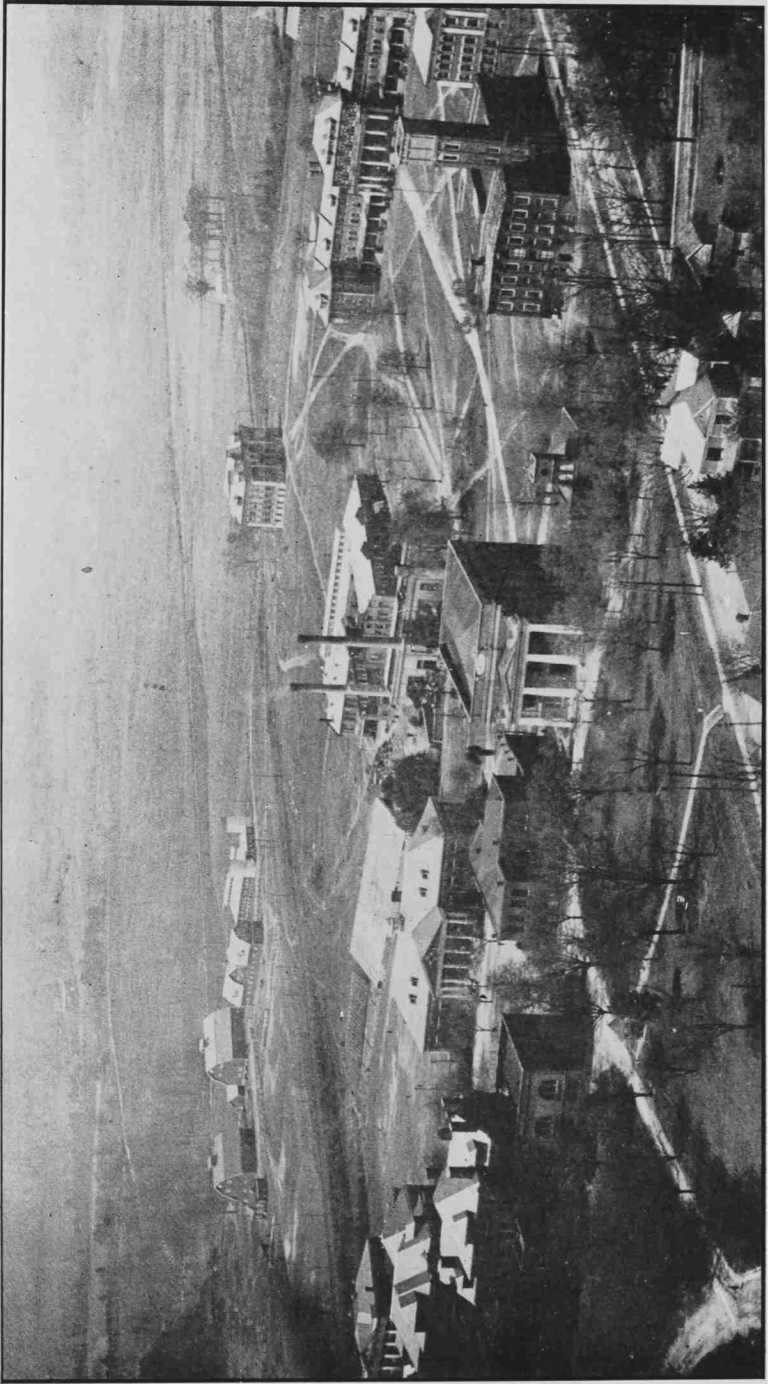
President Riddick in his annual report to the Board of Trustees on May 27, 1918, officially stated the position of the College with reference to the war as follows: "To this battle against barbarism, this fight for the freedom of mankind, the College willingly dedicates itself with all its resources of men and material equipment."

The College did give generously of its resources, both men and equipment. The junior and senior classes for the year 1917-18 were reduced by half. The regiment held numerous parades in Raleigh in behalf of Red Cross, Liberty Loan, and other patriotic campaigns. Several athletic events were cancelled and all student publications except the *Agromeck* were discontinued. Draft detachments were stationed at the College for instruction in motor repair work, carpentry, and chemistry. The shops, laboratories, and teaching personnel were thus utilized in the training of men for skilled positions, a program which would have been difficult if not impossible in the regular camps. The R.O.T.C. was temporarily abandoned, and on October 1, 1918, a unit of the Student Army Training Corps was established at the College.

The S.A.T.C. unit was a collegiate one, that is, composed of men who had the educational qualifications to enter college, consisting of five companies of infantry and one naval section. The maximum quota of 590 men was obtained. The curricula were changed to meet the government's requirements and the whole student body was organized into a military corps. Instruction in military science and tactics was given by Major Charles N. Hulvey, Captain George B. Rodney, First Sergeant Charles J. Smith, Sergeant Allen Bonds, and Sergeant Charles Elliott, all of the United States Army. These officers were assisted by other regu-



WALLACE CARL RIDDICK



THE STATE COLLEGE CAMPUS—1918

lar army men during the fall of 1918, when intensive training was demanded. Special war courses in the various technical fields were offered by members of the faculty and in a short time some ninety men were sent to various officers' training camps. In a sense the government commandeered the College; and the administration, faculty, and students, loyally gave up their old studies and customs and coöperated in a program designed to win the war.

The members of the S.A.T.C. were soldiers in every respect. They drew thirty dollars a month in addition to uniforms and subsistence. Their college expenses were paid by the government. Following the Armistice, the unit, which was one of about 600 in the United States in which some 250,000 were enrolled, was demobilized and the men were given honorable discharges. Some of them returned to their homes early in December while others remained at the College to resume and finish their courses of study. Just prior to its demobilization the battalion was reviewed by Governor T. W. Bickett and other notables, and it is doubtful if any body of soldiers, with no more than two months training, ever made a better appearance or executed the various drills with and without arms with greater precision than the State College boys of 1918.

During the war period and later in connection with peace time drills and athletic contests, the State College Band made an excellent showing. Closely connected with the band was the bugle corps. On various occasions the band gave concerts, and it furnished most of the musicians for the college orchestras. To be a member of the band, bugle corps, or orchestra was a real distinction. The band director was usually a member of the faculty and in most cases the instruments were furnished by the College.

Several members of the regular teaching, administrative, extension, and experiment staffs left their work to serve the country during 1917 and 1918. Dean Thomas P. Harrison saw serv-

ice with the Y.M.C.A. in France, and Professors Harry Tucker, John W. Harrelson, R. I. Poole, Edwin L. Frederick, Fred B. Wheeler, Hermon B. Briggs, Buxton White, F. H. Jeter, R. A. Fetzer, C. C. Kinard, V. C. Pritchett, Hubert Z. Smith, Martin L. Thornburg, Morrell B. Maynard, Herbert Spencer, and Jacob O. Ware were in the regular military service of the United States. Harry Tucker, while serving as lieutenant of a company of engineers in France, was cited for bravery under fire. John W. Harrelson served as captain, later major, in the Coast Artillery with distinction. His company at Fort Caswell included about thirty former students of the College, most of whom received commissions as officers. Other members of the faculty acquitted themselves as loyal citizens. In offering war courses, conducting the S.A.T.C., serving as speakers, purchasing and aiding in the sale of thrift stamps and liberty bonds, and in producing and conserving food supplies, the administrative officials and assistants, the faculty, and the agricultural specialists connected with the College did their bit to aid the Nation in its hour of need.

The role of the alumni in the World War is one to which anyone can point with pride. Some made the supreme sacrifice, others were decorated for bravery, many were wounded, and all were true soldiers. The record of approximately 1,400 State College men in service, not including some of 593 who were enlisted in the S.A.T.C., is as follows: colonels, 1; lieutenant colonels, 3; majors, 14; captains, 52; first lieutenants, 94; second lieutenants, 173; sergeants, 82; corporals, 43; privates, rank unknown, 703; navy, 146; naval officers, 30; and marine corps, 12. Fifteen of these men were cited for bravery and 33 gave their lives for their country.

The list of alumni heroes who were killed in action or who died as the result of disease or accident while in the service of the United States is as follows: James H. Baugham, John K. Culbertson, Gaston L. Dortch, Joshua B. Farmer, David S. Grant,

Thurman M. Gregory, John W. Griffith, George R. Hardesty, John O. Jackson, Aston Jensen, Grover A. Jordan, Hugh Kendrick, Arthur T. Kenyon, Douglas H. Knox, Almon K. Lincoln, John C. S. Lumsden, John E. Lynch, George B. McKoy, Wade H. Miller, Charles M. Morris, Alexander H. Pickel, James E. Scott, William T. Shaw, Orin M. Sigmon, Basil S. Snowden, Charles A. Speas, James J. Sykes, Frank M. Thompson, Robert H. Turner, Ernest L. Twine, Robert C. Waitt, James T. Weatherly, and Guy J. Winstead. It would be impossible to enlarge or magnify the patriotism, courage, and service of these men. Their names will live forever in the minds of their classmates and loved ones, and as long as the Memorial Tower shall stand their sacrifice will be a visible challenge and inspiration to all State College men and to all who love peace, justice, and democracy.

President Riddick and his assistants had to deal with a species of war on the home front when an epidemic of Spanish influenza broke out at the College early in the fall of 1918. Within a few hours the Infirmary was overflowing and during the next day or two the Y.M.C.A. Building became so crowded with the sick that a number of cases had to be removed to Rex Hospital in Raleigh. In all there were some 400 cases of the "flu" and at one time approximately 300 were confined to their beds and cots. After about two weeks the number of new cases was balanced by recoveries and by the end of a month the battle was won. College work, which had been partially suspended, was resumed and the drills of the S.A.T.C. proceeded apace.

During the influenza epidemic everything possible was done to aid the sick and dying. The trustees authorized President Riddick to spare no expense in taking care of the situation. The College physician, Dr. Hubert B. Haywood, was assisted in the emergency by Dr. G. A. Roberts and Dr. W. C. Reeder. The hospital matron, Mrs. Ella I. Harris, was assisted at the Y.M.C.A. by Mr. H. A. Hayes. These men and women, under

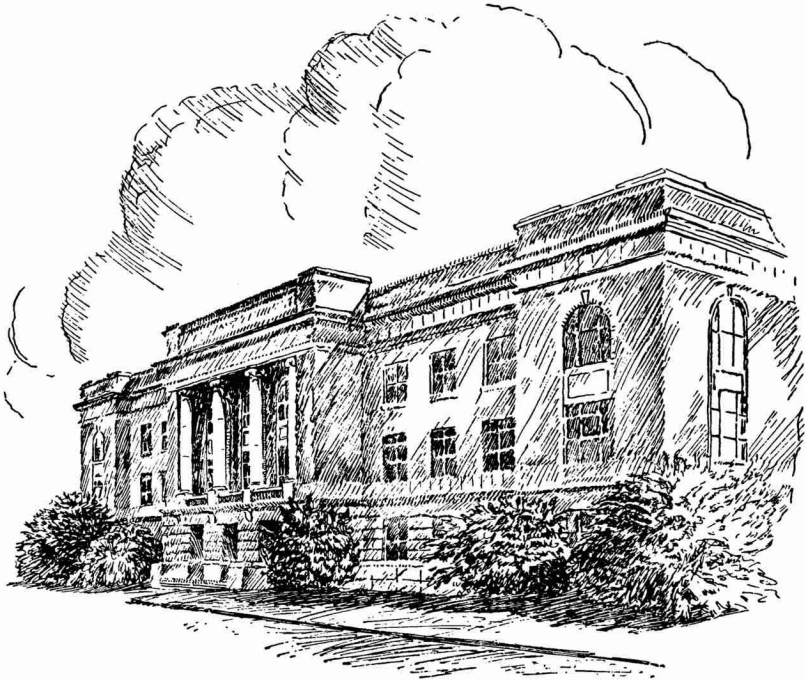
the leadership of Mrs. C. B. Barbee, a former trained nurse who volunteered her services, ably directed a corps of volunteer nurses and students in the fight against the deadly plague. The nurses, wives and daughters of the college staff, mothers, sisters, and friends of the institution in its hour of need, worked in day and night shifts without compensation. Students who were well served as attendants, cooks, waiters, janitors, and for every other duty demanded by the situation. Despite the heroic efforts made to combat the disease, thirteen students and two of the volunteer nurses died. The 1919 *Agromeck* lists those students who died at the College—a loss in one month greater than the total deaths at the institution from all other causes since the time of its opening in 1889. There is now a bronze tablet in the Y.M.C.A. Building paying tribute to Miss Eliza Riddick and Miss Lucy Page, who died as a result of contracting influenza while nursing State College boys, and to their sixty odd associates who survived the war on the home front. Through popular subscriptions another memorial in the form of a drinking fountain was erected on the courthouse square in Raleigh to perpetrate the names of Miss Eliza Riddick and Miss Lucy Page. The address of acceptance at the unveiling of the fountain was made by Professor Charles M. Heck on behalf of State College and its college community. Truly, the men and women who ministered to the needs of the sick and dying at the risk of their lives will ever be entitled to the gratitude of the College.

Before the Armistice was signed, there were those who thought some fitting memorial should be erected in recognition of the College's service in the World War and to perpetuate the names of those alumni who gave their lives in the struggle. On October 25, 1918, Vance Sykes, '07, of Savannah, Georgia, wrote a letter to E. B. Owen, editor of the *Alumni News*, in which he urged a movement to perpetuate the names of those who gave their lives that "the world might live in peace." On December 20, 1918, W. D. Faucette and W. L. Darden of Norfolk, Virginia, formally

urged W. F. Pate, president of the Alumni Association, to appoint a memorial committee which would proceed to make collections for a suitable war memorial. This matter was presented to the executive committee of the Alumni Association and on January 6, 1919, a committee consisting of C. L. Mann, chairman; E. B. Owen, secretary-treasurer; W. F. Pate, John A. Park, and C. B. Williams was named to conduct the memorial campaign. Opinions varied as to the nature and cost of the memorial. Flag poles, buildings, bronze markers, towers, marble monuments, stone arches, and scholarships were suggested and the cost estimates ranged from \$10,000 to \$100,000. It was finally decided that a memorial clock tower should be erected on the triangle just north of Holladay Hall and south of Hillsboro Street. The plans for the tower were prepared by W. H. Deacy of New York City and construction of the base was started in 1921 by the C. V. York Construction Company of Raleigh, the stone being furnished by the J. D. Sargent Granite Company of Mount Airy, North Carolina. On November 11, 1921, the corner stone was laid with impressive Masonic ceremonies, the dedicatory address being delivered by former Lieutenant Governor O. Max Gardner, '03. The tower project proved too expensive to be finished within the next several years, but a substantial portion was completed during the administration of President Riddick.

During the years 1916-23 the college plant was considerably enlarged and improved to accommodate the increasing number of students. Concrete bleachers for Riddick Field were constructed during the summer of 1916, and steps were taken to refinance the athletic field bonds which had been sold during the Winston administration. During the school year 1918-19 a laundry was started at the College, the steam plant and water system were enlarged, and two model farm homes were constructed, one for the foreman of agronomy and one for the foreman of the dairy farm. On December 31, 1919, the Shop Building was

seriously damaged by fire. This building was repaired the following year. In 1921 Pullen Hall was remodeled and additions to South Dormitory were completed. The following year witnessed the erection of the Extension Building, subsequently named Ricks Hall in honor of Trustee R. H. Ricks of Rocky Mount;



RICKS HALL

the Mechanical Engineering Building, which was named Page Hall after Walter Hines Page, who was a charter member of the Watauga Club and Ambassador of the United States to the Court of St. James during the World War; and the Dining Hall Annex. Before this expansion program was fully completed resolutions were being adopted by the Alumni Association which called for the construction of a modern library building and a

large gymnasium. These and other building projects were provided for by the General Assembly of 1923 which appropriated \$1,350,000 for this purpose, and they were erected during the presidency of Dr. E. C. Brooks.

The curricula, which contained several war courses during the years 1917-19, were considerably broadened during the Riddick administration. New courses of study in education, including a correspondence course in vocational education, economics, architecture, highway engineering, auto mechanics, business administration, social science, farm management, rural life, and textile engineering were successfully offered. The College cooperated with the government in the veterans' rehabilitation work and special instruction was given to those men who could not qualify for the regular courses of study. The number of short courses and winter courses was increased and the requirements for graduate degrees were raised. After an interval of twelve years, summer school work was resumed in 1917 with an enrollment of 517, and by 1923 summer enrollments were exceeding 800 men and women. Much of the credit for the success of the summer schools during this period was due to the untiring efforts of the director, Professor W. A. Withers.

It would be almost impossible from the records available to detail the goings and comings of faculty members, experiment station workers, and extension service specialists during the Riddick era. The places of those who served away from the College during the World War were temporarily filled by others. Several gave up teaching for new employments, and many were added to the staff after the war to offer new courses and to provide instruction for a greatly enlarged student body. Suffice it to say that the regular faculty consisting of nineteen professors, eight associate professors, six assistant professors, and thirty instructors in 1916 had grown to include twenty-seven professors, five associate professors, nineteen assistant professors and forty-four instructors by 1922.

During the school year 1920-21 a faculty research club was organized largely through the efforts of Dr. Z. P. Metcalf and Dr. B. W. Wells. This organization encouraged original research, the publication of articles in scientific journals, membership in learned societies, and attendance by members of the faculty at the annual conventions of such societies. The enthusiasm and productive scholarship of this club led to the establishment of a research fund for faculty members by the Board of Trustees. Numerous projects which have been completed and others now under way have been aided by this fund.

The State College Woman's Club, composed of the wives of faculty members and administrative officials, and the women employees of the College, was organized by Mrs. W. C. Riddick during the school year 1919-20. These ladies bought dishes, silver, and kitchen equipment for the Y.M.C.A. kitchen and parlors. They aided with freshman entertainments, gave faculty receptions, and made substantial contributions to the Student Loan Fund. The club held regular meetings during the school year and was especially serviceable in introducing brides, new women employees, and the wives of new faculty members to the college community.

To aid President Riddick in the administration of the College, the trustees at his request in 1917 elected Charles B. Williams dean of agriculture and professor of farm management; and in 1921 E. L. Cloyd was selected as dean of students. Professor W. A. Withers served throughout the period as vice president. Dr. Thomas P. Harrison, after returning from France, resumed his post as professor of English and dean of the College. Other administrative officials and assistants included E. B. Owen, registrar; Arthur Finn Bowen, bursar, later changed to treasurer and purchasing agent; Miss Daisy W. Thompson, chief clerk, treasurer's office; Hubert B. Haywood, Richard F. Yarborough, and A. C. Campbell, physicians; Arthur B. Hurley and Louis H. Harris, stewards; Frederick Stanger and

W. A. Smith, superintendents of grounds and buildings; Mrs. Ella I. Harris and Miss Beatrice Mainor, hospital matrons; Mrs. Charlotte M. Williamson, librarian; Buxton White and Talmage H. Stafford, alumni secretaries; Mrs. Nellie W. Price, dietitian; Frank Capps, coördinator in charge of rehabilitation work; and Miss Isabel Bronson Busbee, secretary to the president and later assistant registrar.

Officers of the Experiment Station and the Agricultural Extension Service during the years 1916-1923 were Wallace C. Riddick, president; W. A. Graham, state commissioner of agriculture; B. W. Kilgore, director; Charles B. Williams, vice director; F. H. Jeter, agricultural editor; Arthur Finn Bowen, bursar; H. C. Evans, auditor and executive assistant; C. R. Hudson, state farm demonstration agent; H. H. B. Mask, assistant state farm demonstration agent; Mrs. Jane S. McKimmon, state home demonstration agent, and Mrs. Laura M. Wingfield, assistant state home demonstration agent. R. W. Green succeeded F. H. Jeter for a time as agricultural editor, S. J. Kirby succeeded H. H. B. Mask as assistant state farm demonstration agent, and Miss Maude E. Wallace replaced Mrs. Laura M. Wingfield as assistant state home demonstration agent. These officers directed agricultural research and experiment work at the College, the district experiment stations, an increasing number of county agents and home demonstration agents, the club and farm-life schools at the county seats, and the annual summer short course at the College.

Agricultural work was promoted along all lines as a result of the passage of the Smith-Hughes Act by the Congress of the United States in 1917.¹ This measure provided federal aid for the teaching of vocational agriculture and home economics in high schools and for the training of vocational teachers in land-grant colleges. This law, together with its predecessor the Smith-Lever Act, was of immeasurable benefit to the Nation during the

¹ Cf. *supra*, p. 15.

World War years when farmers were mobilized to produce and conserve extra quantities of food for our own army and navy and for the troops of our allies. Extension officers and agents were already available in 1917 to tell the people that corn, wheat, and meat would win the war, and farm women, boys' and girls' clubs, and rural high school students, intelligently instructed and advised by county agents and vocational teachers, were only too willing to cooperate with the government in its farm program.

At first the war reduced student enrollment at the College, but with the arrival of the enlisted men, the S.A.T.C. students, and the rehabilitation veterans, enrollment figures reached a new high. The increase continued during the 1920's despite the fact that entrance requirements for freshmen were gradually raised from eleven to fifteen units, and the average annual expenses increased from about \$250 to approximately \$375. The enrollment during Riddick's administration increased from 742 in 1916-17 to 1,210 in 1922-23. These figures do not include the summer school, which enrolled over 900 in 1922.

During this administration the student body experienced more than the usual number of interruptions and hardships. Some of the effects of the war and the influenza epidemic have already been mentioned. The school year 1918-19 was especially trying for the College and the United States. At first, studies and activities were geared to a program of intensive military instruction and then came the Armistice, the demobilization of the S.A.T.C., the restoration of the R.O.T.C., the return of former students, and the many problems of readjustment. Members of the class of 1919, having labored three years for their senior privileges, took the initiative in urging the abolition of military regulations and the restoration of the usual customs and traditions at the College. The change back to the old system was made slowly, and many students became dissatisfied with

their lot and the administration. A petition requesting an investigation of the college administration was presented to the trustees, only to be withdrawn when members of the executive committee assured the students that the governor and the board would hear responsible student leaders and investigate their charges whenever the occasion demanded. President Riddick, who was trying to adjust matters with the government and place the institution on a peace time basis, also asked the board to investigate conditions at the College. When the full board met in May 1919 college affairs were approaching normalcy and grievances which appeared large earlier in the year were now insignificant. The trustees heard a committee of ten students and questioned them jointly and severally. Members of the board made independent investigations and administrative officials were questioned. At the conclusion of the hearings the board found that the complaints grew out of unsettled war conditions and the fact that the College had been practically commandeered by the government during the war. It further found that there was no evidence of maladministration, and that the college officials merited the respect and confidence of the student body as well as the people of the entire State. The investigation and the frank manner in which it was met by all concerned cleared the atmosphere and paved the way for harmonious relations between the students and the faculty in the years to come.

During the year 1917-18 hazing flared up at the College after an interval of several years. The administration took a firm stand and after one of the ringleaders was detected and expelled, the freshmen lived in greater security. In subsequent years mild forms of hazing periodically appeared but were suppressed first by the administration and later by the Student Council.

If hazing was taboo, other energy releasing activities were to be expected. Shortly after the war a cannon was presented

to the College and placed in front of the 1911 Dormitory. Just when or how the cannon disappeared is still something of a mystery, but it was soon found reassembled on the roof of Watauga Hall. Like its predecessor, the blind mule, it was restored to its accustomed place and the officials probably wondered what would happen next.

In February 1921, the student body adopted a constitution which provided for student government at State College. The faculty and the trustees approved the plan and governmental machinery was set in motion during the fall term of 1921. It was the purpose of the student government to handle all matters of student conduct and honor, and to promote among the students self-control, personal responsibility, and loyalty to the College and the student body. The executive and judicial branch of the government was called the council and the legislative department was named the house. A special court of customs was organized as a part of the government to deal exclusively with the conduct of freshmen. A. G. Floyd was the first president of the Student Council, K. S. Nissen the first chairman of the House of Student Government, and O. C. McKinnie, Jr., the first judge of the Court of Customs. These leaders and their assistants made life difficult for those who were inclined to haze and cheat. They demonstrated that determined students could govern themselves.

During the war period *The Red and White* and *The Wau Gau Rac* ceased to exist. From 1917 until 1920 the *Agromeck* was the only student publication at State College, and on one or two occasions it was doubtful if it would survive student indifference and the high cost of printing. In 1920 *The Technician*, "a mouth-piece of campus gab, full of pep and ginger, poetry and classroom jokes, personals, and funny stories," made its appearance under the guidance of Marion F. Trice, editor-in-chief, and John Guy Stuart, business manager. This weekly has flourished

and grown in popularity with the passing of the years. It is definitely a student paper and its editorials, with remarkable consistency, have advocated student rights, student responsibility, and a greater State College.

On November 1, 1917, the *Alumni News* made its appearance as a monthly news magazine. This organ was founded by E. B. Owen, and published by the College as a means of advertising the school and renewing contacts with former students. The paper during the first years of its existence was circulated free of charge to all alumni and was especially appreciated by those who were in the army camps and in France during the war. In 1928 the magazine was enlarged and its name changed to *N. C. State Alumni News*. From the beginning the magazine had been largely edited by and published for the alumni, but it was not until 1931 that it was officially published by the General Alumni Association.

Alumni affairs during Riddick's term were supervised by E. B. Owen, registrar and editor of the *Alumni News*, the various association presidents, executive committees, and secretaries. The organization held its annual meetings on the Mondays preceding Commencement Day, at which time it transacted official business and heard the alumni oration. A banquet was usually a feature of these annual meetings. Aside from advocating a greater college in all ways, the alumni led the drive for the Memorial Tower and continued to raise money for the Student Loan Fund, which had increased to approximately \$10,000 by 1923.

The moral, religious, and social life of the State College students continued to be ministered to and supervised by the Y.M.C.A. The work of this organization became more effective in 1917 as the result of a vote of the student body providing that every student should be a member of the "Y" and pay a fee of two dollars a year for the privileges. The new "Y" Build-

ing became a student activities or union building, and under the able leadership of J. J. King and his successor Edward S. King the "Y" became a dominant extracurricular activity on the campus. Its triple approach through mind, body, and spirit found expression in lectures, Bible study classes, mission study classes, organized sports, socials, good fellowship, and evangelical services. The organization continued to send delegations to the various student conferences, and it sponsored on the campus the Promotion Force, the Friendship Council, and the Freshman Friendship Council.

The Pullen and Leazar literary societies enjoyed an increase in membership during this era by virtue of the larger enrollments at the College, but despite the larger number of members, the interest of students in forensics gradually declined. Intersociety and intercollegiate debates, declamation contests, and oratorical contests were held with considerable profit to the speakers and the audiences. Soon after the death of Miss Eliza Riddick a declaimer's medal was established in her honor. This award, the D. H. Hill orator's medal, and various society prizes were strong incentives for improvement in oral English. Both societies stressed the point that farmers and engineers should be able to stand on their feet and express their thoughts forcibly and correctly. In this connection they emphasized the old sayings that "practice makes perfect" and that one may "profit by the mistakes of others."

Fraternity activities and the number of fraternities increased during the years 1916-23. The Pan-Hellenic Council became an important factor in promoting the policies and solving the common problems of the Greeks. According to various *Agromecks*, the following fraternities, national, local, honorary, and professional, were recognized during the Riddick administration: Sigma Nu, Kappa Alpha, Kappa Sigma, Alpha Zeta (honorary agricultural), Pi Kappa Alpha, Sigma Phi Epsilon, Delta Sigma Phi, Phi Psi, Saints (Junior Order), Skull and

Bones, Sigma Rho, Theta Beta Gamma, Alpha Gamma Rho (professional agricultural), Nu Chi Sigma (honorary chemical), Phi Theta (Sophomore Order), Pi Kappa Phi, Alpha Sigma Epsilon (engineering), Kappa Iota Epsilon, Tau Rho Alpha, Square and Compass, Sigma Pi, Scabbard and Blade (honorary military), Phi Psi Lambda, Pi Alpha, and Sigma Delta. The Pine Burr Society (scholarship) and the Thalarian German Club should perhaps be included in this list.

Local professional societies and clubs, several dating from the early days of the College, may be listed as follows: Civil Engineering Society, Electrical Engineering Society, Mechanical Engineering Society, Tompkins Textile Society, Berzelius Chemical Society, Automotive Engineering Society, Poultry Science Club, Agricultural Club, Bi-Ag Society, Biology Club, Military Club, Vocational Club, Student Branch of the American Society of Agricultural Engineers, Student Branch of the American Institute of Electrical Engineers, Student Branch of the American Society of Mechanical Engineers, Adaspra Club, and Glee Club.

In addition to the above organizations the following clubs with a military background should be listed: Overseas Club, Company "Q," and Camp McClellan Club. There were numerous state, county, and home-town clubs and organizations similar to those mentioned in the previous chapter.²

In the realm of sports it would be interesting and proper, if space and time permitted, to discuss all games and star players in detail. In this survey, however, only the most spectacular and memorable events can be mentioned. Football continued to be the most popular game, and the 1916 team with Harry Hartsell, '12, as coach made a good showing, although it won no championships. Those who witnessed the gridiron contests of that year will recall the feats of J. E. McDougall, C. C. Cooke, S. L. Homewood, and C. E. Van Brocklin with pleasure. In 1917

² Cf. *supra*, p. 111.

the record was six games won, two lost, and one tied. This was an excellent showing in view of the fact that the student enrollment, especially in the junior and senior classes, was the smallest in several years. The captain of the 1917 team was S. L. Homewood and he was backed by such stalwarts as R. N. Gurley, A. W. McMurray, G. K. Murray, W. D. Wagner, J. H. Ripple, and W. T. Whitaker. The 1918 football season was disappointing alike to students and friends of the College. The October games and the first November game had to be cancelled because of the influenza epidemic. When the big game with Georgia Tech arrived five of the regular players had been transferred to Camp Gordon for military service. State lost to Georgia Tech, Wake Forest, and V.P.I. The season, aside from Coach Tal. H. Stafford's determination to "carry on" in spite of difficulties, had two redeeming features: Captain W. D. Wagner was selected as guard on the All-South Atlantic Team and J. H. Ripple was selected by Walter Camp as an All-American tackle.

If the 1918 football season was subject to the gloom of the times, the 1919 season was a huge success. With W. M. Fetzer as coach and R. N. Gurley as captain, the State College squad won seven and lost two games. Guilford was defeated 80 to 0, Roanoke 78 to 0, and Hampton Roads 100 to 0. State lost to Carolina by the close score of 13 to 12, and was crushed 49 to 0 by the Navy team from Annapolis. In 1920 the Red and White team led by captain H. C. Weathers repeated the successful season of the previous year, winning seven games and losing three. By defeating Carolina, Davidson, and Wake Forest, Fetzer's boys won the state championship, and they had the pleasure of trouncing Navy by a score of 14 to 7. The defeats of the season were administered by Pennsylvania State, Georgetown, and V.M.I. The team of 1921 with Harry Hartsell back again as coach and J. T. Faucette as captain and quarterback almost

duplicated the results of the previous season. The "Wolfpack," as the State College squad was now named, won the state championship, but lost to Navy and Pennsylvania State by wide margins. In 1922 the Wolfpack suffered from the loss of ten veterans and the strength of its opponents. Captain A. G. Floyd and his colleagues won from Randolph-Macon, Roanoke, Davidson, and Wake Forest, but lost to Washington and Lee, Carolina, V.M.I., V.P.I., Georgia Tech, and Maryland. To many the season was a disappointment but to others it was only a phase of the so-called "football cycle."

Most of the home games were preceded the evening before by "pep meetings." Speeches would be made urging the team to victory and the yells and songs of the students would echo until late in the night. A feature of the "pep meetings" for the State-Carolina games was a huge bonfire. Football victories were celebrated by shirt-tail parades to town, some of the participants stopping to cheer and be cheered by the girls of St. Mary's and others ending up at Meredith and Peace colleges. Occasionally wagons, street cars, and automobiles were commandeered by the celebrants, but as a general rule the demonstrations were orderly though enthusiastic and noisy. The band was essential to these celebrations and the evening was not complete until someone had tied down the whistle at the power plant.

In baseball the State College boys experienced the ups and downs of other colleges. Most of the 1916 games were called off because of a lack of interest occasioned by the wars in Mexico and Europe, and the national defense program. The 1917 team won only five of its thirteen games. In 1918 out of seventeen games played, State won 11, lost 5, and tied 1. Much of the success of this season was due to the pitching of George Murray and Joe DeBerry, both of whom later became "big leaguers." The team of 1919 played twenty-three games, winning twelve and losing eleven. In 1920 the Red and White

team hit its stride, taking sixteen victories to six defeats. Again Murray and DeBerry won chief honors. Out of twenty-two games played in 1921, State won ten, tied two, and lost ten. During this season five extra-inning games were played. The record for 1922 included thirteen victories and seven defeats, and the Riddick period was brought to a close in 1923 with thirteen games won, one tied, and six lost.

The basketball teams of 1916 and 1917 were average and by 1918 championships were in the offing. The 1918 squad won thirteen games and lost two. Led by Captain E. F. Lewis, the team won the North and South Carolina State Championship and had a good claim to the South Atlantic Championship. In 1919 State College won first honors in the State with a record of eleven victories out of fourteen games played. The captain of this successful team was F. D. Cline. In 1920 Cline, serving his second year as captain, helped his team mates win eleven of their sixteen games. The state championship was lost to Trinity College on March 12 by the close score of 24 to 25. The basketball squads from 1921 through 1923 sustained an unusual number of defeats, winning only sixteen out of the fifty-two games played. With plans for a new gymnasium under way, players and friends of the leading midwinter sport could hope for better luck in the future.

In the track and field events, J. E. McDougall and S. L. Homewood were the leading point men for the 1916-17 season. In the cross-country meet of that year, Scott, Click, and Johnson brought in first honors for State over Carolina and Wake Forest. In 1918 the track team "succumbed to the acute financial situation," and the schedule was called off. The following year, with only a few men qualifying for the team, State placed third in the meet at Chapel Hill, Carolina winning first and Trinity, second place. Although the Red and White boys were defeated, Captain S. L. Homewood scored more points than any other man in the meet. In 1920 State College lost to Davidson

41 to 44 and won from Trinity 61 to 38. In the State meet the West Raleigh delegation placed second, Carolina taking high honors and Trinity, Davidson, and Wake Forest trailing in the order named. In 1921 the State track team won the North Carolina championship for the first time, defeating Carolina, Wake Forest, and Trinity. The team was coached by Dr. C. C. Taylor and the leading point gainers of the year were J. B. Lawrence, W. W. Blakeney, R. W. Kraft, J. D. Albright, and T. N. Park. In 1922 the Red and White team defeated Elon, Davidson, Trinity and Carolina in dual meets, but then had the misfortune of losing to Carolina in the State meet by seven points. The track team had a successful season in the spring of 1923, winning from Davidson and Trinity and losing to Carolina. William L. Morris, the Red and White "flash" set a new record when he ran the 100-yard dash in $9 \frac{4}{5}$ seconds. By 1923 track was generally accepted as one of the major campus sports.

College tennis during this period was handicapped by the lack of good courts. Several interclass games were sponsored by the Tennis Club, but intercollegiate tennis did not become important until 1923, when games were played with Wake Forest, Trinity and Davidson. Despite the efforts of the most enthusiastic students, this sport continued to play a minor role in the physical recreational program.

During the spring of 1922, for the first time in the history of the College, a boxing and wrestling team was organized. This was the beginning of two popular indoor activities. Several class contests were held and in 1923 the State College "grapplers" were defeated by Carolina. As one student wrote in the 1923 *Agromeck*, "had the 'Techs' been coached, another tale might have been told."

As the Riddick administration came to a close, the hearts of sport fans were gladdened by the announcement that the Norris Company, Inc., of Atlanta, would award annually the Norris Athletic Trophy to the best all-round athlete at State College.

This twenty-four inch silver trophy was secured through the efforts of Frank E. Lowenstein of the Class of 1897.

In the spring of 1923, Charles W. Gold, '96, of Greensboro, established The Elder P. D. Gold Citizenship Medal at the College in memory of his father. This annual award was to be made on the basis of scholarship, student leadership, athletics, and public speaking. In making this award the donor, who was a member of the Board of Trustees, emphasized the fact that he and his father agreed with Theodore Roosevelt that "Eternal fighting for the right is the noblest sport in the world."

Following the largest enrollment in the College's history in September, 1922, and with indications of even larger student bodies in the future, President Riddick became convinced that the administrative organization of the College was inadequate and that a reorganization was essential. He discussed the matter with the executive committee of the Board of Trustees and with Dr. John J. Tigert, United States Commissioner of Education. It was decided that a survey of the institution should be made by an impartial expert and that the expert's recommendations should serve as a basis for future changes if the full Board of Trustees deemed it advisable to reorganize the College. Dr. George F. Zook, specialist in higher education of the United States Bureau of Education, was selected to make the survey. He visited the College during March 1923, held many conferences, and later submitted his now famous report which recommended, among other things:

1. That at the earliest possible time the board of trustees undertake such negotiations and adopt such measures as may be necessary to secure the complete transfer of all control over the activities of the agricultural experiment station and the agricultural extension service to the board of trustees at the college, and that thereafter these two services be administered through the college in complete coöperation with the work of resident teaching.

2. That the resident teaching work of the college be organized into four main divisions: agriculture, engineering, general sciences, and social sciences and business administration, with a dean in direct charge of each division.³

Other recommendations concerned the organization of a policy committee, the membership of the faculty, qualifications of faculty members, salary scales, teaching loads, and the library.

The Zook Report was well received by President Riddick and the executive committee. Members of the latter body stated that the full board should adopt the report with modifications, and proceed with the organization of the separate schools at once. At this stage of development, Dr. Riddick advised the executive committee that if a school of engineering was established he would like to resign the presidency and be made dean of engineering. The members of the executive committee were reluctant to accept Dr. Riddick's request that he be transferred, but upon being reassured that he desired to teach and work in his favorite field with fewer executive duties, the committee agreed to the transfer. When the full board met on May 28, 1923, the general principles of organization outlined in the Zook Report were adopted and President Riddick, his resignation having been accepted, was appointed first dean of the new School of Engineering. By request of the trustees he served as acting president until his successor, Dr. E. C. Brooks, was elected.

During the seven years that Dr. Riddick was president, the College made greater progress than ever before in its history. The change of the institution's name in 1917, by substituting the word *engineering* for *mechanic arts* was a recognition of the fact that the scope of the work done had been broadened, and that in keeping with the changed needs of the times a technical and professional education rather than practical education would be emphasized in the future. By raising the entrance requirements from eight to fifteen high school credits,

³ For Summary of the Zook Report Recommendations see Appendix VI.

the institution was granted a full "A" grade rating by the State Department of Public Instruction. The curricula were broadened to include vocational education, architecture, highway engineering, and business administration; and the summer school sessions were most successful. The faculty was increased from sixty to more than one hundred and the enrollment was almost doubled. The annual appropriations were increased from \$85,000 in 1916 to \$375,000 in 1923. During this era over \$900,000 was spent for buildings and equipment, and the legislature of 1923 voted \$1,350,000 to be used for buildings and permanent improvements. The work of the Experiment Station and the Extension Service was receiving state-wide recognition, and plans were under way for an engineering experiment station. The College survived the war and the influenza epidemic with glorious records, and in general the conduct, scholarship, and athletic prowess of the student body was excellent. Under President Riddick the College reached maturity. It could point with pride to its past and the achievements of its alumni, and look to the future for an era of even greater service to the people of North Carolina and the Nation.

In addition to his many other duties, Dr. Riddick served as a member of the State Highway Commission, the State Board of Vocational Education, the State Conservation Commission, and the Board of Visitors of the United States Naval Academy. He is a member of numerous professional, educational, honorary, social, and civic clubs and organizations. In 1931 he was made a knight of the Order of St. Sava and given a decoration by the government of Yugoslavia. This honor was conferred upon Dr. Riddick because of the sympathetic interest and help given by him to two Yugoslavian students who were sent to State College following the World War and who later graduated and returned to their native country. He has been interested in several business enterprises and owns a farm near Raleigh. His

life has been one of service to his family, to State College, and to his native State.

Retirement from the presidency of the College did not mean retirement from work for Dr. Riddick. From 1923 to 1936 he was dean of the School of Engineering. Since the latter date he has conducted regular classes as dean emeritus of the School of Engineering and professor of hydraulics. "Pap," as Dr. Riddick is affectionately known to hundreds of former and present students, is the "Grand Old Man" of the College, loved for his spirit of fair play and sense of humor, and respected for his learning and services to the institution. All of this was better said by the Class of 1917 when it dedicated the *Agromeck* to Wallace Carl Riddick in the following terms:

"Teacher of men, wise administrator, friend of the student, and promoter of all things pertaining to the welfare of the college as a whole."



**THE ADMINISTRATION OF EUGENE CLYDE
BROOKS, 1923-1934**

CHAPTER VII

THE ADMINISTRATION OF EUGENE CLYDE BROOKS, 1923-1934

WHEN THE BOARD of Trustees announced the resignation of President Riddick on May 28, 1923, it also stated that the presidency would be tendered to Dr. E. C. Brooks, State Superintendent of Public Instruction. On June 9, 1923, the trustees formally elected Dr. Brooks as the fifth president of State College, and a committee was appointed to notify him of his election. Dr. Brooks appeared personally before the Board of Trustees and in a forceful address, in which he outlined his educational views and plans for the College, he accepted the office of president.

Eugene Clyde Brooks, the son of Edward Jones and Martha Eleanor (Brooks) Brooks, was born in Greene County, North Carolina, December 3, 1871. He attended the Bethel Academy in Lenoir County and in 1890 he entered Trinity College. Following his graduation from the latter institution in 1894 with the degree of Bachelor of Arts, he engaged in newspaper work. In 1900 he married Ida Myrtle Sapp of Kernersville, and during the same year he became principal of the Kinston High School. Late in 1900 he was elected superintendent of the Monroe schools.

In 1902 the Southern Education Board began an intensive campaign against illiteracy and the lack of educational advantages in North Carolina and other southern states. In North Carolina a campaign committee was appointed consisting of Governor Charles B. Aycock, Dr. Charles D. McIver, and Dr. J. Y. Joyner. This committee selected Professor Brooks to manage the campaign with headquarters in the office of the

State Superintendent of Public Instruction. He began his duties in the summer of 1902, returning to Monroe for that school year, but resigning his office as superintendent in 1903 to give full time to the drive for better schools, longer terms, better teachers, and improved rural libraries. In 1904 he resigned this position to become superintendent of the Goldsboro schools. He remained in Goldsboro until 1907 when he was named professor of education in Trinity College. In 1919 he was appointed State Superintendent of Public Instruction.

In 1906 Professor Brooks founded the popular teachers' magazine, *North Carolina Education*, and for seventeen years he was a contributing editor of this journal. During the year 1912-13 he was president of the State Teachers' Assembly. In 1913 and 1914 he attended Teachers' College, Columbia University, and in 1918 Davidson College conferred upon him the honorary degree, Doctor of Literature. The following year Trinity College awarded him the LL.D. degree and in 1920 the same honor was bestowed by The University of North Carolina. During these years Dr. Brooks was an active member of various educational, civic, and religious organizations. He was a member of the board of aldermen of Durham, a member of the executive committee of the State Literary and Historical Association, and state director of the National Education Association. He was also active as a lecturer and writer, being the author of *The Story of Cotton*, *The Story of Corn*, *The Story of South America*, *Woodrow Wilson as President*, *Rural Life Day*, *Our Dual Government*, and *Education for Democracy*. He edited a collection of poems entitled *North Carolina Poems*, and in collaboration with Professor I. O. Schaub he prepared an *Agricultural Arithmetic*. This latter work was published by the State Superintendent of Public Instruction and distributed free to the schools of the State. The arithmetic text was prepared several years before Dr. Brooks and Dean Schaub were administrative officials at State College. Because of his training,

experience, and many contacts throughout the State, Dr. Brooks was well qualified to fill the office of president and as such to reorganize the institution along the lines recommended in the Zook Report.

Upon taking office President Brooks launched a broad program, the object of which was to make State College an outstanding technological school and to equip it to administer to the needs of North Carolina. The steps required to be taken as outlined by him were: (a) to build a broad School of Agriculture by uniting agricultural instruction, the Agricultural Experiment Station, and the Agricultural Extension Service into a coördinated unit; (b) to broaden the Engineering School, raise its professional standing, and add to it new departments to meet the growing needs of the State; (c) to aid manufacturing by providing scientific instruction in those processes that converted raw materials into finished products; (d) to improve and broaden the supporting subjects such as science, social science, vocational education, and the humanities; (e) to raise the scholastic standing of the College so that it might take equal rank with other academic or technological colleges of the country; and (f) to provide better equipment including buildings and laboratories, to raise the scholastic standing of the professors, to improve the library, and to broaden the culture of the students and improve their health through a thorough physical education program.

President Brooks requested and received the support of the faculty in reorganizing the institution and in achieving the general objectives of the foregoing six-point program. This program and the Zook Report, with modifications from time to time, became the basic charter of State College from 1923 until 1932.¹

The second recommendation of the Zook Report called for a reorganization of the College into schools of agriculture, engineering, general sciences, and social sciences and business ad-

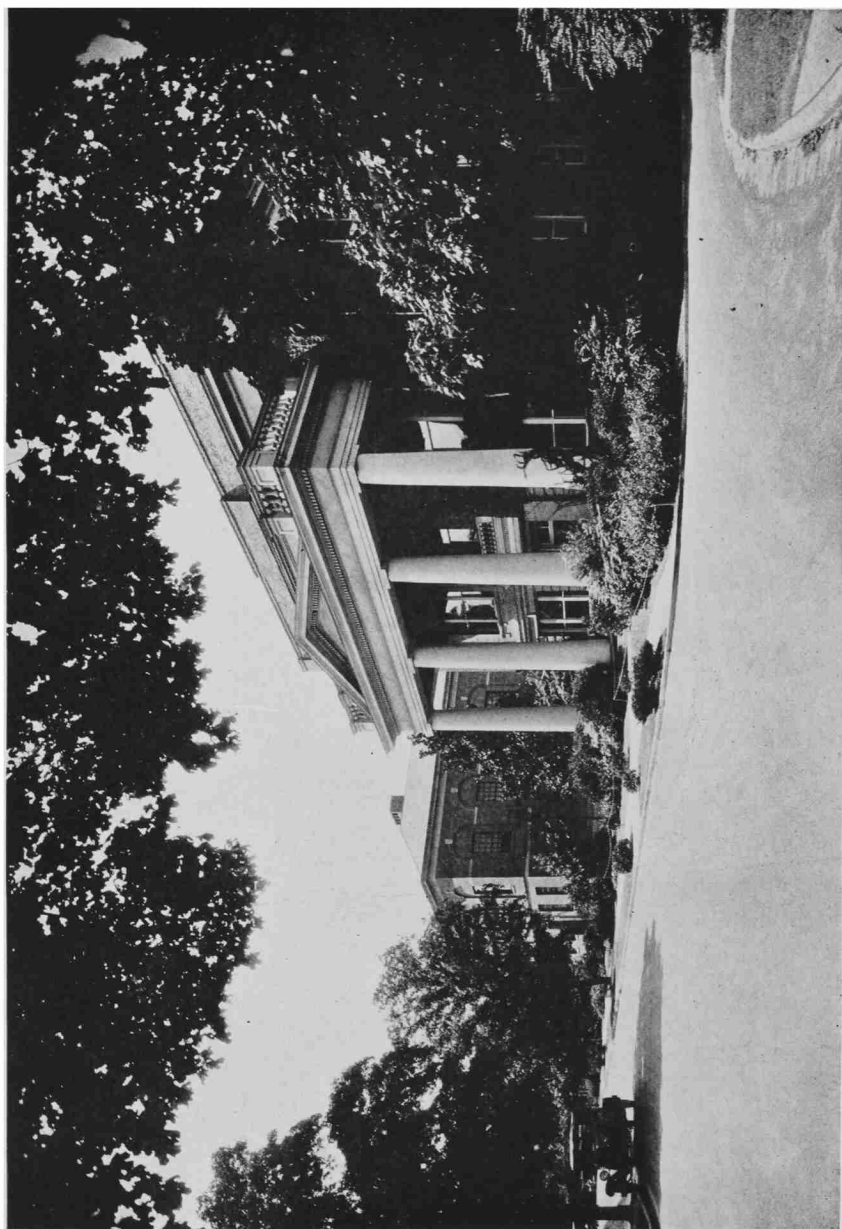
¹ See Appendix VI for Summary of the Zook Recommendations.

ministration, with a dean in direct charge of each division. The curricula of textile engineering and the vocational education department was placed in the division of social sciences and business administration. At the outset, President Brooks and the trustees modified this recommendation by establishing a graduate school and by failing to elect a dean to head the school of general sciences. The latter school was subsequently divided between the School of Engineering and the division of social sciences and business administration, which became the School of Science and Business. In 1924 the textile departments were organized as the Textile School, and in 1927 the School of Education was established. The College Extension Division, the Summer School, and the Agricultural Extension Service were placed under the administration of directors who were responsible to the president. The dean of the School of Agriculture also served as director of the Agricultural Experiment Station. This station and the Agricultural Extension Service were placed under the control of the trustees of the College.

The following men were elected as deans and directors of the major divisions of the College: B. W. Kilgore, dean of the School of Agriculture and director of the Agricultural Experiment Station; W. C. Riddick, dean of the School of Engineering; B. F. Brown, dean of the School of Science and Business; C. C. Taylor, dean of the Graduate School and director of the Bureau of Economic and Social Research; Thomas Nelson, dean of the Textile School; T. E. Browne, director of Instruction, School of Education, and director of the Summer School; E. L. Cloyd, dean of students; Z. P. Metcalf, director of instruction, School of Agriculture; I. O. Schaub, director of the Agricultural Extension Service; C. B. Williams, assistant director of the Agricultural Experiment Station; James M. Gray, assistant director Agricultural Extension Service; Mrs. Jane S. McKimmon, state home demonstration agent; C. R. Hudson, state agent in charge of Negro work; H. B. Shaw, director of



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the Engineering Experiment Station; J. F. Miller, director of athletics; Frank Capps, director of the College Extension Division, and J. R. Gulledge, librarian. I. O. Schaub later became dean of the School of Agriculture and director of Agricultural Extension, and R. Y. Winters became director of the Agricultural Experiment Station. Frank Capps succeeded J. R. Gulledge as librarian, and C. A. Sheffield became assistant director of the Agricultural Extension Service. Following the abolition of the office of dean of the Graduate School in 1931, Dr. R. F. Poole became director of graduate instruction.

Other administrative officers and assistants during the presidency of Dr. Brooks were E. B. Owen, registrar; Arthur Finn Bowen, treasurer; Miss Daisy W. Thompson, chief clerk, treasurer's office; L. H. Harris, steward; A. S. Brower, business manager; E. S. King, secretary of the Y.M.C.A.; T. H. Stafford, alumni secretary; A. C. Campbell, physician; T. T. Wellons, superintendent of buildings and grounds; Mrs. Marion Mason, matron; Miss Beatrice J. Mainor, superintendent of hospital; Miss Lillian Fenner, dietitian; T. A. Kennedy, superintendent of construction; J. P. Pillsbury, landscape architect; Ross Shumaker, architect; L. L. Vaughan, engineer; P. W. Price, director of music; F. H. Jeter, director of the News Bureau; Fred E. Miller, director of experiment station farms; W. L. Godwin, superintendent of the laundry; and A. A. Riddle, superintendent of the power plant. During the last few years of the Brooks administration W. L. Mayer was elected director of registration and assistant purchasing agent; L. Polk Denmark became alumni secretary and editor of the *Alumni News*; Miss Ruth Boyette was appointed superintendent of the hospital; Joe E. Moore, and afterwards, M. L. Shepherd, became associate secretary of the Y.M.C.A. in charge of self-help work; C. R. Lefort was selected as assistant to the dean of students; and Moody S. Allen and W. A. Bridgeworth served short periods as superintendent of grounds and buildings. These officers, their assistants, the stenographers, clerks, and laborers coöperated

with the president and the trustees to make State College render greater service to a larger number of people than ever before in the history of the institution.

The reorganization program, including the addition of new courses of instruction, was approved by the press of the State, the alumni, and the faculty. The work was not rushed and every effort was made to secure the coöperation of all parties in changes of such vital concern to the institution and to the agricultural and industrial interests of North Carolina.

The courses of study existing in 1923 were improved by the addition of new courses, new faculty members, and modern facilities and equipment. A Division of Forestry was established in the School of Agriculture; departments of Construction Engineering, Ceramic Engineering, Mining Engineering, Sanitary Engineering, Aeronautical Engineering, and an Engineering Experiment Station were set up in the School of Engineering; and the School of Education added courses in psychology and physical education. The college extension work, which was started in 1924 under the direction of Frank Capps, included afternoon and evening classes in various towns in the eastern part of the State and also correspondence courses. The Extension Division served the State Prison so successfully that Edward W. Ruggles, the assistant director, was selected as educational director for the State Prison. Graduate instruction was offered by the major departments of the College, and research projects in agricultural economics and rural and urban sociology were directed by the Bureau of Economic and Social Research.

It will be recalled that the Zook Report had recommended that steps be taken "to secure the complete transfer of all control over the activities of the agricultural experiment station and the agricultural extension service to the board of trustees at the College." Upon assuming office President Brooks called this matter to the attention of the trustees. In 1924 he published a bulle-

tin entitled *The Relation of North Carolina State College to the State Department of Agriculture* in which he traced the history of the College's work in agriculture, the Experiment Station, and the Extension Service. It was largely on the basis of this report that the General Assembly in 1925 abolished the joint committee control of the College and the Board of Agriculture which had been in operation since 1913, and vested full control and direction of research and extension work with the College. The revised law provided that the Department of Agriculture should transfer its surplus funds to the College to be used for research work tests, experiments, and investigations in the general field of agriculture, and that a joint committee of the College and the Board of Agriculture should prevent duplication and foster coöperation between the two agencies in promoting agricultural improvements in the State. As reorganized the Agricultural Experiment Station and Extension Service rendered greater assistance to the rural folk than ever before. Experiments were conducted on the test farms and on individual farms in various sections of the State and studies were made concerning animal and plant diseases, soil fertility and conservation, farm and home enterprises, farm management, marketing, and farmers' coöperative associations. The facts secured were supplied direct to farmers and their wives by members of the research staff, agricultural agents, and agricultural and home economics teachers. Published reports were widely circulated and thousands of personal letters were answered by officials of the Experiment Station.

The School of Agriculture and the Extension Service emphasized a "live at home" and a better balanced agricultural program. During 1932 the extension agents had 41,526 boys and girls enrolled in club work; they visited 37,297 different farms and 21,655 different homes; and they attended 38,551 agricultural and rural-life meetings. The total attendance of these meetings, with some duplications, was approximately 1,709,015.

When this work is added to resident instruction in agriculture, agricultural short courses, the vocational instruction under the Smith-Hughes Act, and the work of the State Department of Agriculture, it will readily be seen that a well-planned fight was being waged throughout North Carolina to improve all phases of agriculture and rural life. Unfortunately, much of this work suffered during the depression of the early 1930's, but with the advent of the New Deal, agricultural conditions began to improve, and, as previously indicated, the land-grant colleges and the extension service in particular rendered invaluable service to the government in the administration of the agricultural laws passed since March 1933.²

To encourage farmers to improve their holdings and methods, and to reward successful farmers throughout the State, the College in 1925 began to award annually Certificates of Meritorious Service. The first awards were made to R. W. Scott of Alamance County, B. F. Shelton of Edgecombe County, and R. L. Shuford of Catawba County. These awards and others subsequently made were highly praised by farm organizations, farm magazines, and the press of the State.

It would be a difficult and perhaps a fruitless task to give the names of all who were added to the faculty during the Brooks administration. In point of numbers the teaching staff increased from 169 to 256, which was more than three times the size of the student body during the College's first year and more than forty-two times the size of the first faculty. Only one member of the original faculty, Dr. W. A. Withers, served under President Brooks. Professor Withers died on June 20, 1924, after a long and distinguished service as an educator.

The changes in the physical plant during this period were almost unbelievable. Several new buildings were completed, old ones renovated, and the drives and walks were paved. The new buildings included Polk Hall, The D. H. Hill Library, The

² Cf. *supra*, p. 15.

Frank Thompson Gymnasium, the President's Home on Hillsboro Street, the new electrical and civil engineering buildings, the new power plant, warehouse, barns, poultry plant, football stadium, and three dormitories. The old power plant was remodeled to house the Department of Ceramic Engineering, Holladay Hall was reworked into one of the finest buildings on the campus, Tompkins Hall and the Infirmary were enlarged, the football field was enlarged, and new practice fields and tennis courts were constructed near the gymnasium. The erection of Seventh Dormitory and the gymnasium south of the railroad tracks necessitated the building of a bridge over the tracks at the end of Pullen Drive. Lights were placed along the drives and walks, and fire hydrants were located at strategic places on the campus.

The major buildings deserve more than a passing glance. The Frank Thompson Gymnasium, which perpetuates the name of the State College student leader, athlete, and coach, who gave his life in the World War, was placed in use in 1925. The dedication address was delivered by B. R. Lacy, Jr., of Atlanta, and Major John L. Griffith, Commissioner of Athletics of the Western Conference spoke on "An Ideal of Physical Education." The gymnasium proper has a playing floor of 110x130 feet and about 2,500 spectators can be seated at indoor contests. There is a smaller gymnasium just back of the large one, and connected with the basement but under its own glass roof is a tiled swimming pool 35x75 feet. The gymnasium supplied a long standing need at the College. It is the center of physical education work and the arena of all indoor sports. Faculty, fraternity, and club dances are frequently held at the gymnasium, and it also serves as a general registration hall at the beginning of each term.

Polk Hall was named in honor of Colonel Leonidas L. Polk, who, as the first State Commissioner of Agriculture and founder and editor of *The Progressive Farmer*, waged the successful battle for the establishment of State College as a land-grant

college in Raleigh wherein agriculture would occupy a place of equality in the curriculum with mechanic arts. This building was dedicated on July 28, 1926, the principal address being made appropriately by Dr. Clarence Poe, editor of *The Progressive Farmer* and a member of the Board of Trustees. It contains offices, classrooms, and necessary laboratories and equipment for thorough instruction in every phase of animal husbandry, including dairy manufacturing. It also provides classrooms and laboratories for research in horticulture and landscape architecture.

The D. H. Hill Library is a beautiful memorial to the College's third president. It was completed in 1926, and the principal addresses of dedication were made by O. Max Gardner, '03, and Dr. Edwin Mims of Vanderbilt University. The library, designed by Hobart Upjohn, is a structure of recognized architectural beauty. In appearance it resembles Monticello and the buildings of the University of Virginia. It contains a general reading and reference room, periodical room, stack rooms, seminar rooms, and the equipment which goes with a modern library. Upon the completion of this structure, the main library and the various departmental libraries were consolidated under the direction of an enlarged library staff. The total number of volumes in the library on March 31, 1932, was 30,833, exclusive of government documents. As a federal depository the library had in 1932 some 42,000 government publications, consisting of bound volumes, pamphlets, and bulletins. It faces Pullen Drive and occupies a site previously occupied by Second and Third dormitories.

The electrical engineering-physics building, later named Daniels Hall in honor of Josephus Daniels, editor, cabinet official, ambassador, and trustee of the College, was built in 1926. This structure is up-to-date in every detail. An annex was added during the school year 1927-28 to house the departments of Civil Engineering and Highway engineering and the Engineering Ex-

periment Station laboratory. The offices of the dean of engineering are located in this building.

Peele Hall was completed during the school year 1927-28. It perpetuates the name of William J. Peele, the founder of the Watauga Club and a loyal friend of the College. As a lawyer, author, and citizen, Peele denounced those "fossils" who opposed educational opportunity for the common man. This three-story building was erected on the site of the old Mechanical Building just south of Pullen Hall. It was the home of the School of Science and Business and the Graduate School. While Holla-



THE PRESIDENT'S HOME

day Hall was being remodeled, the chief administrative offices were located in this building.

The President's Home was completed in 1930. It faces Hillsboro Street and is a little distance east of the main entrance to the campus. The completion of this building and the landscaping of the grounds not only filled a great need but also made a beauty spot of a somewhat neglected tract between Holladay Hall and the Pullen Memorial Church. In this lovely home Dr.

and Mrs. Brooks and their successors, Colonel and Mrs. Harrelson, have graciously received all those connected with the College and its many friends in all walks of life. Visitors from a distance, distinguished guests, and members of the community will long remember that warm hospitality which is an inseparable part of the President's Home.

When State College was established it was definitely in the country, almost a mile west of the city limits of Raleigh. By 1920 Raleigh had grown to include the College and today the settled area extends approximately a mile west and two miles north of the campus. The growth of the City and the opening of new streets necessitated the removal of the old poultry farm from Hillsboro Street to a new location about a mile south of the campus. Because of an ordinance against the operation of dairies within the corporate limits of Raleigh, a new dairy plant was constructed in 1930 on the southwest corner of the college farm. In 1930 the holdings of the College were enlarged through the gift of George Watts Hill of Durham of 300 acres of forest land near Durham for the use of the Forestry Division. Shortly after receiving this donation, the College secured the MacLean Forest in Hyde County for demonstration work in forestry, and the Poole Woods near Raleigh, a seventy-five acre tract of virgin timber. These acquisitions and the changes above mentioned mark the Brooks era as one of unusual growth and expansion. They were tangible evidence of the increased interest of the people of the State in higher education.

President Brooks directed the reorganization of the College around the idea that freshmen should be directed to elect a profession or vocation, and not given a number of general credit hours. Having made a selection, the student's program of studies was already determined. Each curriculum included a limited number of electives and transfers were permitted from one course of study to another. A committee was appointed to work with a similar committee of the University at Chapel Hill to avoid

duplication of advanced courses. Under this plan, the student enrollment increased from 1,324 in 1923-24 to 1,944 in 1929-30. This figure does not include summer school, short course, correspondence, and extension students. With these included, the total enrollment figures during the 1920's and early 1930's exceeded 5,000 annually. The depression of the early 1930's reduced the resident student enrollment to 1,567 during 1933-34.

The majority of the students were natives of the State, practically every county being represented from year to year, but an increasing number were from sister states and foreign countries. Forty to fifty per cent of the boys were sons of farmers and approximately fifty per cent earned all or part of their college expenses. The Y.M.C.A. took the lead in securing part-time employment for students, making surveys of openings at the College and in the City. With the coming of the depression a Self-Help Bureau was opened and hundreds of needy students were ably served by this office.

College expenses during the Brooks administration averaged about \$425 a year per student. This did not include clothing, laundry, books, and personal items. The 120 county scholarships and the agricultural scholarships still existed. In addition to these aids numerous students were helped by the Alumni Association Loan Fund and the Finley Loan Fund. In the fall of 1926 a Student Body Loan Fund was made possible by the voluntary contributions of members of the student body. During the same school year Colonel W. B. Rodman of Norfolk, Virginia, endowed two John Gray Blount scholarships of \$200 each in memory of his great-grandfather. Several scholarships were awarded during the period by textile companies to students in the Textile School. The above funds were augmented early in the 1930's by the Dr. W. O. Mitscherling Fellowship Fund for graduate research in chemical engineering and the Champion Fibre Company Fellowship Fund for graduate and

research work in the same field. Despite these aids many students were financially unable to go to college and others were frequently embarrassed by a lack of funds.

The quality of work done by the students during the presidency of Dr. Brooks was good and evidences were present of improvement from year to year. In 1922 the Pine Burr Society was organized at State College to encourage high standards of scholarship, and in 1924 a chapter of Phi Kappa Phi, national scholarship honor society, was established at the institution. Scholarship, character, and good citizenship were also given recognition by the following honorary and professional organizations: Alpha Phi Gamma, honorary journalistic; Alpha Zeta, national honorary agricultural fraternity; Beta Pi Kappa, professional ceramic engineering fraternity; Blue Key, national honorary leadership fraternity; Delta Alpha Sigma, architectural fraternity; Delta Sigma Pi, professional business fraternity; Gamma Sigma Epsilon, honorary chemical fraternity; The Golden Chain, senior honor society; Kappa Phi Kappa, professional education fraternity; Keramos, national professional ceramic engineering fraternity; Lambda Gamma Delta, honorary agricultural judging fraternity; Mu Beta Psi, national music fraternity; The Order of 30 and 3, sophomore honorary citizenship organization; Phi Eta Sigma, freshman honor society; Phi Psi, national professional textile fraternity; Pi Kappa Delta, national honorary public-speaking society; Scabbard and Blade, national honorary military society; Sigma Alpha Kappa, honorary scholastic accounting fraternity; Sigma Pi Alpha, national honorary language fraternity; Sigma Tau Sigma, textile scholarship society; Tau Beta Pi, national honorary engineering society; and Theta Tau, national professional engineering fraternity.

In addition to the above societies and fraternities, the following organizations promoted scholarship and cultural and professional activities at State College: Animal Husbandry

Club, Agricultural Club, Forestry Club, Beau-Arts Society, Business Club, Tompkins Textile Society, Mechanical Engineering Society, Aeronautic Society, Electrical Engineering Society, Chemical Engineering Society, Civil Engineering Society, Construction Engineering Society, Industrial Engineering Society, Ceramic Engineering Society, Student Engineers' Council, Michelson Physics Society, Berzelius Chemical Society, Poultry Science Club, International Relations Club, Red Masquers Dramatic Society, Horticultural Society, Soil Science Club, State College Grange, and the Brooks Literature Club. The Pullen and Leazar literary societies, the Life-saving Corps, and the Student Publications Association should perhaps be included with this group of organizations. Also, in 1933 a local chapter of the American Association of University Professors was established on the campus.

In 1926 the faculty in coöperation with several of the honorary and professional societies inaugurated Scholarship Day which is held during the spring quarter of each year. On this occasion the names of those making the honor roll are read and various scholarship prizes, cups, keys, and plaques are awarded. The number achieving distinction because of high scholarship increased from 84 in 1927 to 161 in 1930, and by the end of the Brooks administration the number exceeded 350. While this showing was gratifying there was still a high percentage of failures, and each year several students were dropped from the class rolls because they were not prepared for college or because they were not willing to work. The State gave the institution an "A" rating during President Riddick's administration. That rating was held and improved by the Brooks administration. In 1929 the College was elected to membership in the Southern Association of Schools and Colleges as a fully accredited institution. This meant that its physical equipment, faculty, curricula, library, and scholastic requirements, had been examined and approved so that a State College student could transfer to an-

other accredited college on an equal basis with students from other approved institutions. The successful drive for improved standards has been one of the College's greatest accomplishments during the past several years.

The program of requiring students to elect professions or vocations and make a creditable showing in the courses taken was not as arbitrary or mechanical as it may appear. Many of the students knew what they wanted to do when they came to college; some had benefited from vocational guidance programs in their high schools, and all were aided by faculty advisers and deans after their arrival at the College. To acquaint freshmen better with the courses of study offered and college life and traditions in general, Freshman Week was inaugurated in 1925. Under this plan freshmen arrived a week in advance of the older students at the beginning of the fall term and received special instruction and guidance. In addition to these aids, the Y.M.C.A. and faculty committees on vocational guidance and student problems stood ready at all times to advise those students who needed aid. Within recent years various placement and intelligence tests have been given to check on the students and to aid the advisers to deal more intelligently with problem cases. Dr. Brooks and his successor, Colonel J. W. Harrelson, have insisted that vocational guidance should go hand in hand with higher scholastic standards.

Except for summer schools, and correspondence and extension courses, State College has never had a large number of women students. During the Brooks administration the number of co-eds enrolled increased slowly, and the growth might have continued indefinitely had the General Assembly not consolidated the College with The University of North Carolina and the North Carolina College for Women. In 1925 Mrs. Jane S. McKimmon finished the work required for the Bachelor of Science degree in Business Administration. The trustees, however, did not immediately favor the idea of granting a degree to a woman and

the degree was not awarded until June, 1927. Meanwhile Miss Charlotte R. Nelson had completed the requirements for the four-year course in Education and she too received the Bachelor of Science degree in 1927. Miss Mary E. Yarborough has the distinction of being the first co-ed to complete a graduate course of study, being awarded the degree of Master of Science in Chemistry at the 1927 Commencement. Generally speaking, the girls exercised a wholesome influence on the boys and they were definitely above average in their scholarship. Their campus affairs were regulated by the Women's Student Government Association. They were accepted as members in many of the campus organizations and there were two societies exclusively for women: Alpha Mu, a local sorority, and Phi Epsilon, a local friendship club. Some of the girls elected technical courses but most of them took the courses prescribed for high school teachers.

Military training at the College was required of all physically fit freshmen and sophomores, women excepted, unless they were excused by the president of the College or the professor of military science and tactics. Advanced elective courses leading to a reserve commission were open to juniors and seniors. The students were organized as a Senior Division of the Reserve Officers Training Corps, and their uniforms and equipment were provided by the government. Instruction was given by officers of the regular army. Those who took the advanced course received college credit and about \$200 during their junior and senior years from the government. Those who were exempt from the basic course were required to take alternative courses in history and civics. The band and drum and bugle corps were a part of the military establishment, both instruments and instruction being furnished by the College. The rifle team should also be mentioned in connection with the activities of the R.O.T.C.

By 1932 the regiment contained three infantry battalions

and a band of sixty members. It was the largest student unit in the Fourth Corps Area and one of the best in the South. The training emphasized the basic principles of infantry drill, courtesy, honorable conduct, and sportsmanship. It fostered discipline, good citizenship, and rational health habits. It is doubtful if a home-coming football game, a governor's inaugural, or an Armistice Day program would seem complete without a parade by the State College R.O.T.C. and regimental band. It is also worthy of note that many of the high average men and student leaders were among those taking the advanced military course. The professors of military science and tactics detailed to the College during the presidency of Dr. Brooks were Lieutenant-Colonel D. D. Gregory, Major C. C. Early, Major L. McD. Silvester, and Colonel Bruce Magruder. These men were respected alike for their ability as soldiers and their conduct as gentlemen. Much of the success and popularity of the R.O.T.C. was due to their personality and leadership.

As the College grew the activities of the Y.M.C.A. became more varied. Religious, social, and recreational activities were promoted along the lines discussed in previous chapters, and educational, guidance, and self-help services were established. The "Y" brought an increasing number of prominent speakers to the campus, sponsored forums on public questions, and supplied books and papers on topics of the hour. The general secretary, E. S. King, and the members of the board of directors gave much of their time to the problems of vocational guidance and personal ethics. The personal work of the Friendship Council and the Freshman Friendship Council among the students was a significant phase of the "Y" program. The demand for jobs by needy students became so great that an associate secretary was required to supervise the employment office. The title of this official was subsequently changed to self-help secretary. Of all the organizations on the campus the Y.M.C.A. was one the most active and most general in its appeal.

Forensic activities took on a new lease of life early in the Brooks administration. This resulted from the establishment of public speaking courses under competent instructors, intercollegiate debates, and the coming to the campus of Pi Kappa Delta, national honorary public-speaking society. At first the Pullen and Leazar literary societies coöperated with and benefited from this revival in public speaking, but by the end of the Brooks administration, these honored college organizations had almost ceased to function and it may be said that they existed in name only.

Intercollegiate debates on national and international questions were held with Carolina, Duke, V.P.I., V.M.I., William and Mary, Georgia, Wake Forest, and other representative colleges of the South. In 1930-31 the State College debaters won the Southeastern Championship, winning sixteen out of a total of twenty decision debates. In the early spring of 1932 the debate squad introduced a new form of debating known as the Direct Clash Debate. This system has been widely adopted by other colleges throughout the nation. The cause of oratory was ably served by H. Johannes Oberholtzer, a native of the Orange Free State, South Africa. After winning first place in numerous local and regional contests, he was awarded first place in a national oratorical contest held at Los Angeles, California, in June 1927. A former State College student, H. M. Ray, placed second in this contest. During 1930-31, M. B. Amos won many forensic honors, and the following year Lonnie M. Knott made an enviable record in extempore speaking and oratory, winning the State and Southern titles in extempore speaking, ranking third in the National Extempore Contest, and winning the Southern Championship in oratory. In addition to debate, oratorical, and extempore speaking events, declamation contests and forum discussions were held. Of the various forms of speaking, debating was by far the most popular. Much of the suc-

cess in forensic activities was due to the effective coaching of professors C. C. Cunningham and E. H. Paget.

Student government, which was in its infancy when Dr. Brooks became president, grew stronger during the 1920's. Of course, mistakes were made, but in general the faculty had fewer problems of discipline and the student body became more self-reliant. The Student Council received accusation, prosecuted, tried, and when necessary, enforced punishment in all cases where the constitution and laws of the Student Government Association were violated. The council also supervised student finances and investigated rumors detrimental to the College or the student body. In 1932 the Student Council introduced the point system as a method of controlling extracurricular activities. Under this plan students with low scholastic averages were limited in the number of their activities. The honor system which was a basic part of student government began to break down with an epidemic of classroom cheating in the early 1930's. Rather than hide or whitewash the situation, the council and the students by a secret ballot requested faculty cooperation. The honor system, as far as examinations were concerned, was abolished and a faculty-student proctor system was devised. The situation complained of promptly disappeared, and many students seemed to think that the honor system should be restored. Movements are on foot at the present time (1939) to revive the old system.

While the Student Council was having its day of ups and downs, the administrative officials of the College were faced with grave issues. How much liberty should students have in attacking and resisting policies approved by the president and the trustees? To what extent should students be allowed to print and circulate their views? What rules should govern the conduct of student business enterprises and the expenditure of student funds? The strict discipline of the Winston era had been modified, but the new line regulating student rights and duties

was not clearly drawn. To answer the above and similar questions and to provide a guide for the future, President Brooks formulated the following eight-point program :

1. To be able to disagree without resorting to personal abuse.
2. To be free to criticize but without becoming libelous or malicious and striking at character.
3. To be humorous, but without being coarse and vulgar.
4. To point out defects without arraying class against class.
5. To condemn wrong doing, but to base condemnation on truth and not on mere rumor.
6. To use public funds legally, and to be conscious of a public duty in the expenditure of these funds.
7. To place all business with the public on a sound business basis that will square with good business ethics.
8. To make honor grow from an inward desire to be honorable, for everyone has the possibility of becoming what he thinks he is, and most people think they are honorable.

This program cleared the atmosphere and was accepted as liberal and just by responsible student leaders.

In dealing with the problems of student government, President Brooks made use of his wide knowledge and experience in the field of county government. He noted that the business management of student organizations exhibited defects similar to those found in county government ; namely, ignorance and indifference on the part of many citizens, carelessness in collecting fees or in handling funds, failure to meet financial obligations promptly, and neglect or inability to keep systematic records. Through a series of lectures and published articles Dr. Brooks clearly demonstrated that reform in adult government must begin with student participation in a high order of campus citizenship.

With the establishment of courses in journalism student publications increased in number and quality. The *Agromeck* and *The Technician* were joined at the beginning of the Brooks ad-

ministration by *The N. C. State Agriculturist*. The latter magazine gave emphasis to general agricultural news, the Student's Agricultural Fair, and the activities of the crop, livestock, and poultry-judging teams. During the school year 1924-25, The Student Publications Association was organized to coördinate publication finances and policies. The following year *The Wataugan*, a literary magazine, made its appearance on the campus. This publication was changed to a humorous magazine in 1929. The *Agromeck* has had a continuous history since 1903. *The Technician* dates from 1920. *The Agriculturist* and *The Wataugan* have not enjoyed the success of the older publications, with the result that some of the proposed issues were never printed and others were sketchy. As is usually the case with student publications, those who wrote the stories, secured the advertisements, and performed the many tasks incident to producing an annual, newspaper, or magazine received the greatest benefits. Several who are now earning their livelihood in the field of journalism secured their start on one or more of the publications at State College.

Mention has already been made of the honorary, professional, and departmental clubs and organizations which flourished with varying degrees of success during this period of the College's history. The social and semi-social organizations followed the pattern of previous years, but because of the larger enrollments the number increased. The list included the following fraternities and clubs: Sigma Nu, Kappa Sigma, Kappa Alpha, Pi Kappa Alpha, Sigma Phi Epsilon, Delta Sigma Phi, Alpha Gamma Rho, Pi Kappa Phi, Sigma Pi, Phi Kappa Tau, Lambda Chi Alpha, Theta Kappa Nu, Alpha Lambda Tau, Alpha Kappa Pi, Beta Sigma Alpha, White Spades, Square and Compass, Self-Help Club, The Saints, Phi Theta, The Bat, Ye Olde Tavern Clubbe, German Club, Cotillion Dance Club, and The Triangle. In addition to these groups there were numerous county and state clubs.

Fraternity affairs were supervised by the Inter-Fraternity Council, the Dean of Students' office, and the faculty committee on fraternity life. By 1930 all of the national and several of the local Greek orders had their own chapter houses. The various groups vied with one another for scholarship ratings and athletic prowess. Fraternity dances became leading events on the social calendar and special afternoons and evenings were occasionally set aside for teas and receptions. In some cases fraternity initiations replaced the hazing of former years and it was taken for granted that the "frat" men would play politics. All things considered, the relations between the fraternity and nonfraternity men were cordial.

During the Brooks administration the annual student agricultural, engineering, and textile fairs became events of importance. The agricultural students prepared exhibits on various phases of their work which were shown in connection with the North Carolina State Fair. The engineering students took the public into their classrooms and laboratories where displays and experiments gave a bird's-eye view of some of the work being done at the College. Textile students sponsored a style show at which girls from neighboring colleges modeled clothes which were made from cloth produced in the college factory. Following the style show the visitors were conducted through Tompkins Hall where they could see all of the processes in the making of cloth from the cotton bale to the finished towel or patterned bedspread. Social events of one kind or another were held in connection with these annual fairs, the best known being St. Patrick's Brawl.³ These fairs served the dual purpose of encouraging the students to do their best and of acquainting the public with the results of technological education.

State College crops, livestock, dairy, dairy products, poultry, and horticultural judging teams made enviable records in the

³ According to the engineering students, St. Patrick made the first worm drive or gear.

decade following the inauguration of President Brooks. In 1923, 1925, 1927, 1928, and 1931 the crop-judging teams won championships at the International Livstock and Grain Expositions in Chicago. In six contests individual high scores were made by State College students, the winners being W. H. Rankin, J. E. Foster, W. L. Adams, M. O. Pleasants, E. H. Floyd, and C. C. Murray. In 1932 the team lost first honors by four points, but Ralph Cummings made the first perfect score ever made in the seed identification contest. The brilliant success of the crops teams was due in part to the able coaching of professors W. H. Darst and J. B. Cotner. During the school year 1926-27 the dairy cattle team made a good record, and the horticultural team won the championship at the Southern Intercollegiate Fruit and Vegetable Judging Contest in Atlanta. This team secured 3,336 out of a possible 3,600 points. In 1926 J. J. Barnhardt of the poultry team won second place in the utility judging contest at the National Poultry Show held in New York, and the following year the State College poultry team won first place and the Madison Square Garden Cup. The feats of all the judging teams brought honors and in some cases cash prizes to the individual members, and honor and distinction to the College and North Carolina.

No history of the Brooks administration would be adequate if it failed to mention the concert bands, orchestras, glee clubs, quartettes, and string quartettes. On numerous occasions throughout the school year and especially on Sunday afternoons these groups made significant contributions to the cultural life of the College and the community. The Department of Music, first under the direction of Major P. W. (Daddy) Price and later under Major C. D. Kutschinski aroused the interest of and trained a large number of students in the various phases of music. Following their graduation several students continued their interest in this field to their pleasure and profit.

Toward the end of the Riddick administration The Elder

P. D. Gold Citizenship Medal was established by Mr. C. W. Gold of Greensboro, North Carolina.⁴ This award has been recognized by both students and faculty as a signal honor. The following students won this coveted medal during the years 1924-34 in the order named. H. D. Hamrick, L. L. Hedgepeth, E. G. Moore, B. A. Sides, H. H. Rogers, J. E. Moore, J. P. Choplin, Mack Stout, C. R. Lefort, L. M. Knott, and W. P. Kanto.

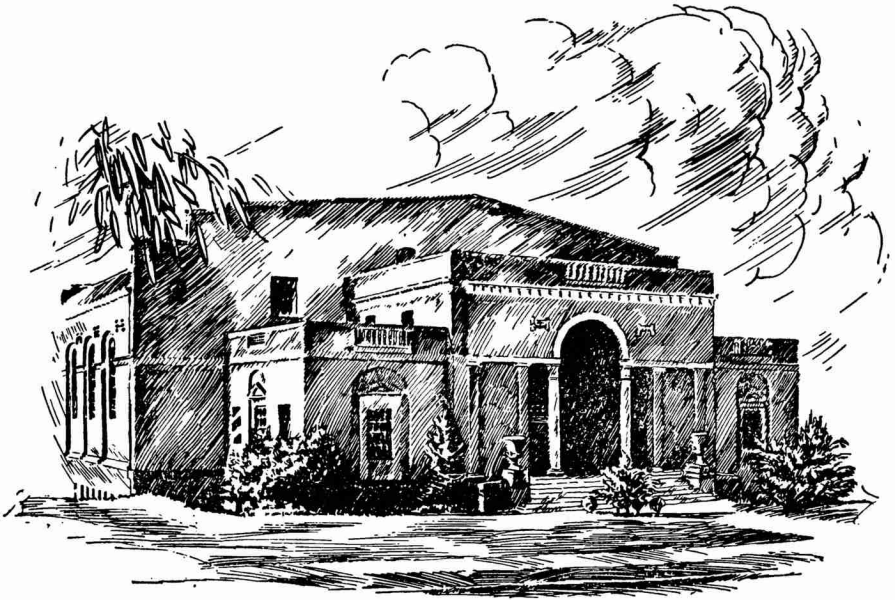
Leaders in the field of sports were awarded membership in the Monogram Club. This organization is composed of athletes who have won their letter by representing the College in some recognized sport. The Norris Athletic Trophy was awarded annually, until the death of the donor in 1930, to the best all-round athlete at State College. The winner of this award was determined by a secret vote of the student body. The custom of awarding this annual trophy was such a success that it was continued at the suggestion of the Alumni Secretary, L. Polk Denmark, by a new award called the Alumni Athletic Trophy. Winners of these high awards from 1924 to 1934 inclusive were: Rochelle (Red) Johnson, Gaither C. Lassiter, Charlie, and Walter Shuford, Jack McDowall (twice, 1927, 1928), Frank Goodwin, Maurice W. Johnson, Mack Sout, Arthur (Bud) Rose, W. H. Espey, and Robert McQuage. The last four named received the alumni trophy.

During the Brooks administration greater emphasis was given to physical education, intramural games, and minor sports. Among the major sports, football was by far the most popular. The physical education and general athletic program benefited immensely from The Frank Thompson Gymnasium, the new practice fields, and the new tennis courts. Riddick Field was enlarged and the east half of the present concrete stadium was built.

The director of athletics during this period was J. F.

⁴ Cf. *supra*, p. 148.

(Johnny) Miller. The success of the physical education classes and the intramural sports program was in large part due to his enthusiasm and untiring efforts. In addition to his many duties on the campus he found time to promote physical education programs in the high schools of the State. In the intramural sports he was assisted by W. C. Parker and the coaches of the regular teams. Head football coaches included Harry Hartsell, Buck



THE FRANK THOMPSON GYMNASIUM

Shaw, Gus Tebell, R. R. (Doc) Sermon, J. P. (Clipper) Smith, and Heartly W. (Hunk) Anderson. In the realm of baseball, Charles C. (Chick) Doak ably served as head coach. Basketball coaches of the period included Dr. J. Richard Crozier, Gus Tebell, and R. R. (Doc) Sermon. Track, which was a major sport one year and a minor one the next, was coached by S. L. Homewood, Buck Shaw, and R. R. (Doc) Sermon.

The tennis team apparently coached themselves until H. Page Williams, Ralph Green, and Hugh T. Lefler of the faculty came to their rescue with some expert advice. Those interested in wrestling received instruction from W. N. Hicks and J. F. Drennan. Lieutenant C. H. Elms and Bill Beaty coached the boxing teams. Early in the 1930's Joe E. Moore served as swimming coach; and Captain B. W. Venable gave instructions to the golf team. These men and their assistants, the freshmen coaches, the graduate managers of athletics, interested alumni, and the faculty committee on athletics deserve a great deal of credit for reorganizing college sports and adapting them to meet the needs of a reorganized and enlarged State College.

The "Wolfpack," "Doak-men," "Red Terrors," and the lesser "Red and White" teams had their share of championships, victories, and defeats during the years 1923-34. During 1923-24 all of the teams suffered setbacks, the best records being made by the cross-country and track teams. The following season Coach Doak's boys won the North Carolina and South Atlantic Championships in baseball, and Coach Tebell's "Red Terrors" placed third in the Southern Conference Tournament. In 1926 the "Red and White" boys won the state basketball championship. The next year top honors went to the freshman football, basketball, and track teams, all winning state championships. In 1927 Gus Tebell's "Wolfpack" won the North Carolina football championship, defeating their ancient rivals, Carolina, by a score of 19 to 6. This football success was followed in 1928 by a state baseball championship; and in 1929, the basketball team, not to be outdone, placed first in the Southern Conference Basketball Tournament which was held in Atlanta. During the year 1928-29 the freshman basketball squad won the state championship and the cross-country team went undefeated through the season. The next year a state championship was won by the freshman football team, and during the school

year 1930-31 the "Red and White" banner was held aloft by the varsity relay team. The freshmen "Red Terrors" won the state title in 1932. During the years 1933 and 1934 State College turned out some fighting teams, but hard luck and strong opponents precluded the possibility of championships. The baseball record of Willie Duke and the discus throwing of Milan Zori deserve special mention. Zori broke the Pennsylvania Relay Discus record in the spring of 1934. The "Wolfpack" made creditable records under "Clipper" Smith and the golf, tennis, and wrestling teams showed a marked improvement over previous years.

Intramural athletics included all of the above mentioned sports, plus tag football, handball, and horseshoes. Rivalry between the fraternities, dormitories, military companies, schools, and classes was usually spirited. These contests served to train men for the intercollegiate games and to provide physical recreation for those students who did not attempt to qualify for the regular teams.

The College's entire physical education and athletic program was built around the idea of clear thinking, physically fit bodies, fair play, and good sportsmanship. The students were taught to play the game, win or lose. While the record has not been perfect, the ideal of character before victory and fighting to the finish has ever remained the inspiration of the coaches and the players.

This ideal found expression in the popular State College song, "Play the Game," by H. M. Ray:

Play the game, fight like men,
We're behind you, lose or win,
State College, keep fighting along,
Scrap 'em, men, hold 'em fast,
You'll reach victory at last,
State College, keep fighting along.
Rise men to the fray and let your banners wave;

Shout out our chorus loud and strong;
And where e'er we go we'll let the wide world know
Old State College keeps fighting along.

Many of the alumni attended the athletic events, particularly the home-coming football games. Others were kept informed of college activities through the *Alumni News* and by items supplied the press of the State by the College News Bureau. The General Alumni Association was built around the ideal of service — service to the members by keeping them in touch with the campus and with other alumni, service to the College by promoting its welfare on all occasions, and service to the community by coöperating in worthwhile civic projects. This ideal was ably promoted during the Brooks administration by the alumni secretaries, Tal H. Stafford, E. B. Owen, and L. Polk Denmark. These men, aided by Charles A. Sheffield, organized alumni clubs throughout the State, formulated plans for class reunions, and supervised a mass of detail work in connection with the *Alumni News* and the association's annual meetings. Specifically, the alumni promoted the College's athletic program, the Memorial Tower, and the Student Loan Fund. This fund, started in 1900, had grown to approximately \$19,000 by 1934. This figure includes the Finley Fund of \$1,000, the Masonic Fund of \$4,500, the Frank M. Harper Fund of \$200, and contributions by the State College Woman's Club. The alumni of State College as a group, cannot claim perfection, nor can those of any other institution, but generally speaking, their actions have been honest, intelligent, and unselfish. Much of the College's growth and progress and that of the State can be traced to the General Alumni Association's ideal of service.

In 1932 the General Alumni Association, which had a concession to operate the Students' Supply Store on the campus, sold its stock of goods and leased its franchise to L. L. Ivey. For

several years this store conducted business in the basement of the Dining Hall. In 1936 the store was moved to the basement of the Y.M.C.A. Building, its former location being taken over by the cleaning and pressing division of the College Laundry. In addition to his management of the Students' Supply Store, Mr. Ivey has been one of the leaders in the College Station Credit Union, a banking organization for faculty members and others connected with the institution.

The Alumni Association and the College lost one of their ablest and most loyal members on October 29, 1930, when Edwin Bentley Owen, '98, passed away. As teacher, librarian, registrar, and founder and editor of the *Alumni News* he faithfully served the institution for thirty-two years. His work was important rather than spectacular and its scope always much broader than the title of his position indicated. He was the administration's ever ready and reliable assistant and the friend of hundreds of students and alumni. He loved State College and much of our information of its history and progress is based on the "Random Sketches of College History" which were published from time to time in the *Alumni News*. In 1931, as a token of esteem and appreciation, the alumni presented the College a handsome oil portrait of Mr. Owen, and on May 18, 1936, the trustees changed the name of the present student publications building from First Dormitory to Owen Hall.

The depression of the early 1930's embarrassed the College administration on all fronts and necessitated a policy of economy which abolished certain activities and reduced others to a subsistence budget. Between 1929 and 1932 the total income of the institution was reduced by approximately forty per cent, but despite the hard times generally prevailing throughout the State, the enrollment showed a slight increase. The Graduate School was abolished in 1931 as an economy measure, and the salaries of administrative officials, faculty members, and employees were substantially reduced. Several teaching positions

and clerical jobs were abolished and all replacements of personnel were made at reduced salaries. The activities of the Agricultural Experiment Station and the Agricultural Extension Service were particularly curtailed. President Brooks and his associates did not lose hope during this trying period despite the fact that the College's opportunities for service were not what they had been or should have been. This attitude was ably stated by Dr. Brooks in his biennial report to the trustees in 1932. The conclusion of this report reads as follows:

This report is herewith submitted, with the deep conviction that the services rendered to so many and to such diverse interests of the State will somehow be maintained. It is our earnest desire to cooperate in every way possible with all agencies of the State in a serious attempt to meet this emergency. We believe that in providing support for all its departments and institutions, the State should earnestly seek to maintain a fair and equitable balance between our educational institutions and those other agencies that promote material progress and temporary well-being, for out of such services, even more widely and efficiently rendered, will grow the true greatness of our Commonwealth.

In an effort to prevent duplications and to promote economy and efficiency in the three leading state institutions of higher learning, the General Assembly in 1931, acting on recommendations of Governor O. Max Gardner, '03, consolidated and merged The University of North Carolina, the North Carolina State College of Agriculture and Engineering, and the North Carolina College for Women into The University of North Carolina.⁵ At the insistence of President Brooks, the Legislature continued to use the words "Agriculture and Engineering" to designate the Raleigh unit of the University — a significant fact in view of the subsequent fight over the location of the School of Engineering in the consolidated University. The process of con-

⁵ Cf. *infra*, pp. 191-94. Also see Appendices VII, VIII, and IX.

solidation has been slow, changes having been made only after careful study and investigation by members of the institutions concerned and impartial committees of educational experts.

The new law did not destroy the identity of State College or impair its functions as a technological institution. It did require certain administrative reorganizations and curricular changes, which will be discussed in greater detail in the following chapter, and it made it possible for the people of North Carolina to unite behind one great coördinated enterprise in higher education.

On November 14, 1932, Dr. Frank P. Graham, President of The University of North Carolina, was elected president of the greater University and Dr. E. C. Brooks was elected to continue his duties as the chief administrative officer at State College with the title of vice president. In 1934, after eleven years of service to the College, Dr. Brooks was forced by ill health to request that he be relieved of his administrative duties. President Graham and the trustees granted this request and in recognition of his ability and services the trustees elected him president emeritus and research professor of education. With the resignation of Dr. Brooks, the office of vice president was abolished and the title of the chief administrative official of the College was changed to dean of administration.

In addition to the many duties above mentioned, Dr. Brooks served the State and the College in special fields of endeavor. In 1925 Governor A. D. McLean appointed him chairman of a committee to study the needs of county government and to recommend remedial legislation to the General Assembly. The report of the committee was adopted in 1927 and a County Government Advisory Commission was created, with Dr. Brooks as chairman, to give aid to the counties, cities, and towns of the State. The Commission was aided in its work by faculty members of State College, The University of North Carolina, and other institutions of higher learning. The successful work of the Com-

mission led to the establishment of the Local Government Commission by the General Assembly in 1931.

In 1930 Dr. Brooks was one of the special guests invited to attend the one-hundredth anniversary of the opening of the nitrate of soda mines in Chile. While in Chile he was elected an honorary member of the faculty of the National University, and the doctor's degree *Honoris Causa* was conferred on him by the Catholic University. In the summer of 1933 he studied textile education and problems in Europe as a member of the educational committee of the Textile Foundation. He also served as chairman of the Legislative Commission on Distribution of the Public School Equalization Fund, president of the Association of Agricultural Workers, president of the North Carolina Collegiate Conference, and as a member and secretary of the North Carolina Park Commission. The special duty of the Park Commission was to coöperate with the federal government in establishing the Great Smoky Mountains National Park. Members of the State College faculty aided the commission in its work, especially Dr. B. W. Wells who prepared a monograph on the flora of the region which was published by the commission.

In 1933 Dr. Brooks suffered a stroke of paralysis and he has only partially recovered. His capacity for work under the handicap of poor health surprised even his closest friends. Under his guidance the College carried on despite reduced appropriations, and much of the success of the consolidation program was achieved through his advice and coöperation as a member of the consolidation committee. Since his retirement as administrative head of State College, Dr. Brooks has been writing a history of education and government in North Carolina.

The Brooks administration, the longest in the institution's history, made an enviable record. It built solidly during a period of prosperity and successfully weathered the erosions of panic conditions. Throughout the period President Brooks labored unceasingly toward a goal which is best expressed in his own words:

Our aim shall be to combine more completely our natural and human resources, to improve and simplify the machinery of life, and especially to discover and magnify the elements of worth in our students and stimulate a genuine passion for right living. Such a high aim realized will give a greater commonwealth and make certain a greater State College.

**CONSOLIDATION, PRESIDENT GRAHAM, AND DEAN
HARRELSON**

CHAPTER VIII

CONSOLIDATION, PRESIDENT GRAHAM, AND DEAN HARRELSON

FEW MOVEMENTS in higher education have agitated the people of the State as much as the proposal to merge and consolidate State College, the Woman's College, and The University of North Carolina into one institution. In a sense history was to be reversed, and individual loyalties were to be severely tested by a movement which claimed that the welfare of the State would be served more effectively by one great university of three units, than by three separate institutions. State College had been established as a separate institution because the University had failed to meet the demand for practical courses in agriculture and mechanic arts. The Woman's College was also established as a separate school because the University had failed to open its doors on a basis of equality to both men and women. It was now claimed by educational experts that State College and The Woman's College should never have been established apart from the University and that they should be discontinued, except perhaps as junior colleges, and that all advanced instruction in agriculture, engineering, liberal arts, domestic science, etc., should be given at Chapel Hill.

The proposals for a physical consolidation of the three institutions at Chapel Hill, and the suggestions that the plants in Raleigh and Greensboro be used for junior college work did not meet with approval even from the North Carolina advocates of consolidation. The day was saved when Governor O. Max Gardner, an alumnus of both State College and the University, and his Commission on University Consolidation agreed on proposals

which would give administrative consolidation, eliminate most duplications of work, and yet maintain the physical plants and the integrity of the three institutions concerned.

In mentioning consolidation to the trustees, Governor Gardner stated that he had thought of the many advantages to be derived from a strong united university while a student at Chapel Hill. In his message to the General Assembly on February 13, 1931, which was a strong plea for consolidation, he said:

“I have the deep conviction . . . that the principle and policy under consolidation are so broad in their scope, and so far-reaching in their ultimate implications, that any adequate approach must presuppose that we shall forget any narrow allegiance to any institution as an institution *per se*. We must remember that we are citizens—students, if you will—of that greater institution which is the State of North Carolina, and that any move or policy which best serves its interest and welfare and progress will, in the long run, best serve the University, and State College, and the North Carolina College for Women. We must see each part in its relation to the whole and broaden our perspective so as to include not only three campuses, three faculties, three traditions, and a trinity of rich opportunities, but the entire future course and future effectiveness of higher education in this State.”¹

The Governor's plea for an unbiased approach to a measure which would prevent overlapping functions and divided authority, and at the same time promote economy and efficiency was met with approval by a General Assembly which was faced with requests for added appropriations and a severe decline in revenue. The principle of consolidation was enacted into law on March 27, 1931.² In accordance with Section 6 of the act a

¹ For complete text of this message see Appendix VII. See also Edwin Gill, compiler, and David Leroy Corbitt, editor, *Public Papers and Letters of Oliver Max Gardner*, pp. 275-81.

² For copy of the Act establishing the consolidated University see Appendix VIII.

Commission on University Consolidation was formed consisting of the following members: Governor O. Max Gardner, chairman; Dr. Frank P. Graham, Dr. E. C. Brooks, Dr. J. I. Foust, Dr. L. R. Wilson, Dr. W. C. Riddick, Dr. B. B. Kendrick, Mr. S. B. Alexander, Mr. F. L. Jackson, Mrs. E. L. McKee, Miss Easdale Shaw, Judge N. A. Townsend, and Mr. Fred W. Morrison, secretary. This Commission employed Dr. George A. Works of the University of Chicago, Dr. Frank L. McVey of the University of Kentucky, and Dr. Guy S. Ford of the University of Minnesota to make a survey of the three institutions and to report recommendations based on their findings. The Commission was aided and advised at various times by Dr. William J. Cooper, United States Commissioner of Education; Dr. Fred J. Kelly, specialist in higher education; Dr. W. E. Wickenden, specialist in engineering; Dean R. A. Stevenson, specialist in business education; W. D. Faucette, chief engineer of the Seaboard Air Line Railway; J. E. S. Thorpe, president of the Nantahala Power Company; H. M. Wade, furniture manufacturer; Herman Cone, textile manufacturer; David Clark, textile editor; W. S. Lee, vice president of the Duke Power Company; and K. P. Lewis, textile manufacturer.

On June 14, 1932, after considering the report of the survey committee and the recommendations of the business and industrial leaders, the Commission unanimously agreed on recommendations to be submitted to the Board of Trustees of the consolidated University of North Carolina. The more important recommendations affecting State College provided that the three units of the University should have one president, one comptroller, one administrative council, one director of summer schools, one director of extension, and one director of graduate studies. The Commission further agreed that all schools of education should be changed to departments of education, and that no new students should be admitted to the State College School of

Science and Business beginning with the academic year 1933-34.³ The status of the School of Engineering was not finally determined at this time, but provision was made for future changes and transfers among the several units when such changes and transfers were deemed by the administration to be for the best interest of the University and the State.

On November 14, 1932, the Board of Trustees elected Dr. Frank P. Graham president of the consolidated University of North Carolina. At the same meeting Dr. E. C. Brooks was made vice president in charge of the State College unit of the University. The board demonstrated great wisdom when it selected Dr. Graham to guide the University through the difficult processes of consolidation, and the success of the experiment thus far can be traced in a large measure to his patient, tactful, equitable, and firm leadership.

Frank Porter Graham, one of a family of distinguished educators, was born in Fayetteville, North Carolina, October 14, 1886. He is the son of Alexander and Katherine (Sloan) Graham. He received the A.B. degree from The University of North Carolina in 1909, and the A.M. degree from Columbia University in 1915. He also studied law at the State University and engaged in graduate study at the University of Chicago, the Brookings Institution, and the University of London. Following his graduation from the University at Chapel Hill, he was instructor in English and assistant football coach in the Raleigh High School. From 1915 until 1930 he was professor of history in The University of North Carolina. He secured a leave of absence during the World War and served as a first lieutenant of Marines with the first and tenth regiments. After the war he served the University for a year as dean of students. In 1930 he was elected president of The University of North Carolina and two years later he became president of the

³ For full text of the findings and recommendations of the Commission see Appendix IX.



FRANK PORTER GRAHAM



VETERAN MEMBERS OF THE FACULTY

First row, left to right: Carroll L. Mann, Thomas Nelson, Charles B. Williams, Wallace C. Riddick, Thomas P. Harrison.
Second row: William Hand Browne, Jr., L. F. Williams, Z. P. Metcalf, A. F. Bowen.
Third row: Lillian L. Vaughan, Charles M. Heck, Harry Tucker.

consolidated University. President Graham married Miss Marian Drane of Edenton, North Carolina, on July 21, 1932. In 1931 he received LL.D. degrees from Birmingham-Southern College and Davidson College, the Litt.D. from Columbia University, and the D.C.L. degree from Catawba College. The following year Duke University awarded him the LL.D. degree. He is a member of numerous educational, honorary, and civic organizations, a Democrat in politics, and a member of the Presbyterian Church. In national affairs, Dr. Graham has served as vice chairman of the National Consumers Advisory Board, Chairman of the National Advisory Council on Social Security, visitor of the United States Naval Academy, and visitor of the University of Puerto Rico. During his student days and since he has had the capacity for being genuinely and unobtrusively friendly to people in all walks of life. A liberal thinker, a supporter of the best in education, and a champion of the poor, all of his efforts have been for the upbuilding of his native State and a higher order of civilization.

In December 1933, President Graham presented the problems and opportunities of consolidation to the Board of Trustees in the following terms:

We start with the fact that the University of North Carolina at Chapel Hill, the State College of Agriculture and Engineering at Raleigh, and The Woman's College at Greensboro are on separate campuses, twenty-nine, fifty-one, and eighty miles apart, representing investments of \$9,702,356, \$5,322,247, and \$6,772,669; traditions reaching back a century and a half, forty-nine, and forty-one years; living alumni numbering 17,332, 10,500, and 14,332; and student bodies of 2,413, 1,488, and 1,241. We do not stop there however. We start there. The three institutions, with all their differences, represent present functions of one university of the whole people. . . . They have a common purpose in the training of youth and the building of a better state and a nobler society. They should not weaken each other in undue duplication or destructive antagonisms, but should rein-

force and magnify each other by differentiation, coördination, and consolidation.

As president, Dr. Graham proceeded to carry out the recommendations of the Consolidation Commission which had been approved in principle by the trustees. On June 11, 1935, he reported to the board that the actual steps in consolidation were:

1. One board of trustees.
2. One executive committee of the board.
3. One president.
4. One controller.
5. One administrative council of representatives of the three institutions and their faculties.
6. Transformation of three schools of education into departments.
7. No new registration in the school of business at State College.
8. No new registration in elementary education in the college at Chapel Hill.
9. Discontinuance of the library school at The Woman's College, with a later provision made, on recommendation of the president, for two library courses for teachers in the department of education at The Woman's College.
10. A joint directorate, under a chairman, of the all-University Extension Division.
11. No men students at the Woman's College, in accordance with its purpose and the needs of the State for a distinctly and preëminently woman's college of arts and sciences.
12. The abolition by the board of the offices of vice president and the appointments by the president, with advice of the trustees' committee, of three deans of administration.
13. The appointment of one director of the coördinated summer school, the abolition of the offices of associate directors, and the assumption of their administrative responsibilities by the deans of administration.
14. The beginning of the mobility of staffs and students.

15. The appointment of one dean of one graduate school and the beginning of the coördination and consolidation of graduate work in one graduate school under a provisional council appointed by and responsible to the president.

16. Studies by committees from the students, faculties, trustees, and the State with regard to the curricula, budget, student life, departments and schools, in relation to the resources and opportunities of the University and the needs of the people.

In the same report President Graham raised the question, "What, if any, should be the next step in consolidation?" He answered the question by making the following recommendations which were based on the reports of several study committees:

I. Effective September 1935, no new registrations in the school of engineering or for any curricula in the school of engineering of the University at Chapel Hill and no new registration in the school or for any curricula in the school of science and business of the State College of Agriculture and Engineering of the University at Raleigh.

II. Discontinuance of each of these schools and the curricula of each of these schools within three years.

III. The establishment at State College of a general college of two years of basic courses in the humanities, natural and exact sciences, and the social sciences as the foundation of the schools of agriculture and forestry, textiles and engineering. The faculty of each technological school to provide, in the pre-school curricula of the general college, for a minimum of general technical and special technical courses to meet the individual aptitudes and choices of the students. The faculty of the general college to provide in the curricula of the upper years of each technological school for a minimum of the more general cultural courses in the humanities, natural sciences, and social sciences.

The curricula thus coöperatively made by the several faculties to be reviewable by the dean of administration with the college faculty advisory committee and finally, by the president with the administrative council of the whole University. No degrees to be given by the general college. Degrees to be given in the technological schools.

IV. Effective September 1935, no new admission of women students to the freshmen and sophomore classes at the University at Chapel Hill and at State College.

V. The establishment of an all-University division of education on a functional basis for the training of teachers and to give unity and leadership to professional education in North Carolina. All undergraduate elementary education to be at the Woman's College. Professional education at State College to be confined to agricultural education and industrial arts. Secondary education to be provided both at Chapel Hill and the Woman's College. Supervision and administration to be only on the graduate level and all graduate work in education, excepting vocational education at State College, to be at Chapel Hill. Physical education to be a department in the college of arts and sciences at the Woman's College and at Chapel Hill; and to be a department in the general college at State College and to be available as courses but not as a curriculum in all the technological schools at State College. The departments of education at the Woman's College and at Chapel Hill to be in both the college of arts and sciences and the all-University division of education. The department of vocational education in agriculture to be in both the college of agriculture and the all-University division of education. The department of vocational education in industrial arts will be in both the school of engineering and in the all-University division of education. All new registrations in the department of education at State College to be in vocational education.

VI. A department of art to be established at Chapel Hill and at the Woman's College.

VII. In the all-University graduate school graduate work as far as practicable to be concentrated at Chapel Hill and administered by a dean and graduate council organized on a functional basis and appointed by and responsible to the president. All doctor's degrees to be given as now at Chapel Hill but on the basis of the resources of the Consolidated University.

The master's degree in agriculture and forestry, the post-graduate or graduate degree in textiles and textile research, the professional or graduate degree in vocational education in agriculture and in industrial arts, and the professional, post-graduate, or graduate degrees in engineering to be given at

State College under the authority of the dean and council of the graduate school.

The master's degree in home economics and the postgraduate, professional, or graduate degree in secretarial science to be given at the Woman's College.

All duplication of supporting departments on the graduate level to be reduced to a minimum through mobility of students and faculty.

The recommendation concerning the discontinuance of the School of Engineering at Chapel Hill met with more opposition than any other phase of consolidation. Friends of the Chapel Hill school stressed the fact that it possessed valuable equipment and specialized in professional engineering and that the University and the State would sustain a great loss if the school was abolished. Supporters of State College contended that Raleigh was the seat of the College of Agriculture and Engineering and that in eliminating duplications all engineering curricula should be located at the major engineering school in the State. They also noted that the Chapel Hill unit was willing to profit by the abolition of the School of Science and Business at State College, but that it did not desire to make an equivalent sacrifice. Alumni, faculties, and friends of both units of the University tended to take sides on this the real test of consolidation. President Graham stood by his recommendations and the trustees stood by their president. All of the recommendations, including the elimination of the School of Engineering at Chapel Hill, were approved by the Board of Trustees by a substantial majority. Subsequent efforts by the minority to reconsider the matter were decisively defeated.

President Graham made his recommendations for a clear-cut allocation of functions on the long-run values of a coördinated and consolidated University and not on temporary costs or damages to particular units of the system. He fearlessly carried out the mandate of the General Assembly of the State, and al-

though the consolidation program has been in operation for only a short time it has already brought substantial benefits to the institutions concerned and to the people of the State. In this connection the prophetic words of Governor Gardner in his February 13, 1931, special message to the General Assembly on the question of consolidation take on a new significance. He said:

Our problem is not to concentrate upon the minor maladjustments which may be cured by remedial internal administration. Our problem is rather to view the entire higher educational effort of this State in terms of trends extending over generations and to direct these trends into channels which will prevent waste and insure to the rising generations the best training we can provide. This act makes possible ultimately the united support of North Carolina behind one great unified, coördinated, and intelligently directed enterprise. No other act of the 1931 General Assembly will have a deeper or more enduring effect on the future of this commonwealth.

When it became known that Dr. Brooks planned to resign as administrative head of State College because of poor health there was considerable speculation among the faculty and friends of the institution concerning President Graham's recommendation of a successor. The trustees had abolished the office of vice president and the new official was to be known as the dean of administration. It was understood by many that the president and trustees favored the election of an alumnus as head of the Raleigh unit of the University. Accordingly the alumni, members of the faculty, and prominent citizens throughout the State endorsed Colonel John W. Harrelson, '09, head of the Department of Mathematics, as a man ideally qualified for the new post. Apparently no other alumnus was mentioned and the selection in June 1934 of Colonel Harrelson as dean of administration by the president and the trustees was widely acclaimed.

John William Harrelson, the first alumnus to be head of the

College, was born in Cleveland County, North Carolina, June 28, 1885, the son of John Hart and Ellen (Williams) Harrelson. He graduated from the Piedmont High School in Cleveland County with high honors and in the fall of 1905 he came to the A. and M. College where he was accepted for the four-year course in Mechanical Engineering. In 1909, a valedictorian of his class, he received the Bachelor of Engineering degree. The fact that he was an excellent student did not mean that "Cap," as he was affectionately known, was a bookworm. He found time to serve as class vice president, class historian, a member of the class football team, president of the Mechanical Society, commencement marshal, corporal, first sergeant, and ranking captain in the Cadet Military Corps, and business manager of the 1909 *Agromeck*. Following his graduation, he accepted a position as instructor in the Mathematics Department. In addition to his teaching duties he served several years as graduate manager of athletics. In 1915 he received the graduate degree of Mechanical Engineer. When the United States entered the World War, Professor Harrelson, then captain of the Raleigh National Guard Company of Coast Artillery, secured a leave of absence and entered the active military service of his country. His company containing many State College boys was sent to Fort Caswell. There his ability and leadership were recognized and he was ordered to a special school for officers at Fortress Monroe. Later he saw service with the General Staff at Washington where he remained until the Armistice. Shortly before the end of the war he was commissioned a major and with the coming of peace he entered the Reserve Corps and through special study and training earned the rank of colonel.

Following the war, Colonel Harrelson resumed the teaching of mathematics attaining a full professorship in 1920. In 1929 Governor Gardner appointed him Director of the State Department of Conservation and Development. He was again granted a leave of absence and for three years he traveled the

State promoting the conservation of natural resources and the improvement of wealth-producing industries and activities. At the expiration of his leave he returned to the College as head of the Mathematics Department. He is a member of various professional, civic, and honorary organizations, a member of the Episcopal Church, and a Democrat in politics. He is also a member of the State Planning Board and the State Board of Conservation and Development. In 1934 he was appointed civilian aide to the Secretary of War. Undoubtedly his training as an engineer, his experiences as a teacher, his services as graduate manager of athletics, his leadership of men in time of war, and the knowledge and executive experience gained as Director of the State Department of Conservation and Development qualified Colonel Harrelson for the appointment to executive leadership of his Alma Mater.

A bachelor when he became Dean of Administration, Colonel Harrelson on December 14, 1935, married Miss Elizabeth Connor of Wilson, North Carolina. Dean and Mrs. Harrelson reside in the President's Home, 1903 Hillsboro Street, which is ever open to students, faculty members, and friends of the College. The individual who has not experienced the cordial hospitality of the Harrelson home has missed one of the finest things State College has to offer.

Upon assuming his duties as Dean of Administration, July 1, 1934, Colonel Harrelson stated that no radical or sudden changes would be made. He added that he wanted to emphasize scholarship, character building, and a guidance program for all students, with particular attention being given to freshmen. While it is too early to pass judgment on an administration which is just well under way, enough has been accomplished to mark the years 1934-39 as eventful and successful ones. The size and quality of the faculty has been improved, scholastic requirements have been raised, a real guidance program is being evolved, and character and citizenship, whether in student gov-

ernment, athletics, or classroom and campus life generally, are being stressed as vital parts of the educational process. The regular residence enrollment has increased to approximately 2,500 and the largest building program in the institution's history has been successfully completed.

In his first annual report, covering the year 1934-35, Colonel Harrelson mentioned the following specific accomplishments: First Dormitory, now Owen Hall, was set aside as a student activities building; the library staff was reorganized and provision was made for a browsing room; special dormitories were set aside for freshmen in the quadrangle south of the Y.M.C.A.; federal aid was extended to needy students; a faculty social club was organized; faculty salaries were increased approximately twenty per cent; studies were made by faculty committees resulting in curricula changes; and the Woman's Club sponsored several successful projects including Sunday afternoon teas for freshmen. Also during this year Dr. Hugh T. Lefler, professor of history and government, was elected by the students as the most popular professor at the College, the Proctor System was inaugurated by the Student Government Association in lieu of the Honor System, and the mural paintings for the library by James A. McLean suddenly made the College art conscious.

During the academic year 1935-36 the recommendation of President Graham concerning engineering instruction in the consolidated University was put into effect and steps were taken to make the State College School of Engineering the largest and best in the South; "Hello Week" was started early in the fall term; construction of the Memorial Tower was resumed after a period of several years; several new alumni clubs were organized throughout the State; the Y.M.C.A. Building was remodeled and game rooms were established in the basement; the dining hall was converted into a modern cafeteria; the N.Y.A. replaced the F.E.R.A. program of government aid to needy students; the west side of the stadium was completed; the

stadium was equipped with a public address system, the gift of the Durham Life Insurance Company, and a Western Union time clock, the gift of the Raleigh *News and Observer*; the Graham Athletic Plan was adopted by the Southern Conference; J. L. Von Glahn, '08, was employed as business manager of athletics; the College Extension Division under the direction of E. W. Ruggles expanded its program and aided in the organization of short courses; the extension director in cooperation with the librarian, W. P. Kellam, and several faculty members organized reading courses in some ten fields of knowledge; and the poultry-judging team won the eastern intercollegiate championship in New York City.

The major happenings of general interest during the school year 1936-37 may be summarized as follows: Bob Warren's freshman football team finished the season undefeated; Dr. Jane S. McKimmon, State College's most distinguished alumnae, was honored by Epsilon Sigma Phi, national extension fraternity; Williams (Doc) Newton replaced Heartley (Hunk) Anderson as head football coach; the State College forensic teams led by Horace McSwain, Harold Zekaria, Joseph T. Frye, and Samuel B. Moss, won national recognition; Dr. E. C. Brooks, president emeritus, was honored by the Trinity College class of 1916 when his portrait was presented to Duke University; the Basic Division of the College was organized with B. F. Brown as dean; Dr. Wallace C. Riddick resigned as dean of engineering to become dean emeritus of the School of Engineering and professor of hydraulics, being succeeded as dean by Blake R. Van Leer, formerly dean of the School of Engineering of the University of Florida; Mrs. Charlotte M. Williamson resigned her position at the library after twenty-seven years of service; Dean I. O. Schaub, Dr. R. F. Poole, and Dr. R. Y. Winters of the School of Agriculture were awarded honorary degrees by Clemson College; and the Athletic Council was reorganized.

During the year 1937-38 the enrollment of the College exceeded 2,200; Dan M. Paul, '31, became acting alumni secretary; the Newcomers' Club of the College Woman's Club was organized to promote friendship among the wives of new faculty members; Professor R. E. L. Yates, former head of the



DANIELS HALL

Mathematics Department and beloved teacher of many college generations, died on December 14, 1937; Dean Van Leer's survey of the alumni revealed many prominent engineers; University Day was celebrated by the three units of the Greater University; the translation service headed by Dr. L. E. Hinkle

received international recognition; sixteen members of the College were listed in *Who's Who in America*; Professor A. F. Greaves-Walker was awarded the honorary degree Doctor of Science in Ceramic Engineering by Alfred University; the game management course was restored to the college curricula; the physics-electrical engineering building was named Daniels Hall in recognition of the services of Josephus Daniels; the band, aided by the Raleigh Junior Chamber of Commerce, made a successful drive to secure new uniforms; the students protested a ruling of the Faculty Council abolishing post commencement dances; the National Student Union failed to organize a branch union on the campus; the Y.M.C.A. sponsored a student-faculty retreat at the Hill Forest; the Student Council advocated the restoration of the Honor System; a student-faculty welfare committee was elected by the Student Council and the faculty; and the senior class made possible the clock in the Memorial Tower.

The Memorial Tower, built in recognition of the service and valor of the State College alumni who served in the World War, is the finest structure of its kind in the State. Construction of the stone work which was started in 1920 was finished in 1937 with the aid of the Works Progress Administration. The tower, costing in excess of \$100,000, rises 122 feet from the level of Hillsboro Street and contains over 2,100 tons of concrete and stone. Ultimately it will contain chimes, an exhibit room, a stairway, a bronze door, and bronze lamp posts. Much credit for the completion of the tower is due Professor C. L. Mann, chairman, and the other members of the Memorial Committee who have labored for more than twenty years to produce a structure which will endure for centuries — a structure which will perpetuate the names of those who fought and died for liberty, justice, and democracy.

The year just ended (1938-39) was marked by the launching and virtual completion of the largest building program in

the College's history. Six new dormitories, a chemistry building, a textile building, a new dairy plant, and the renovation of two older buildings constitute the major part of the \$1,621,000 program. In addition to the above, the Field House at Riddick Field was completed, a service building for agronomy and plant pathology was constructed, a new athletic field and track was formally dedicated, and a dormitory for the National Youth Administration Training Center for white boys, which is to be operated in conjunction with the College, was constructed. To date only the chemistry building has received a permanent name. It will be known as Withers Hall in memory of the late Dr. W. A. Withers, who was professor of chemistry from 1889 until his death in 1923. The major buildings are fireproof, being made of brick, concrete, and steel. They were financed as Public Works Administration projects and the plans and specifications, excepting those for Withers Hall, were prepared by the college architect, Professor Ross E. Shumaker.

Aside from the building program, which spread the college plant out over the farm and orchard, the year 1938-39 was one of solid accomplishments in all fields. The scholarship of students continued to improve as was evidenced by the number making the honor roll and winning prizes on Scholarship Day. The morale of the student body was high and student-faculty relations were harmonious. Happenings of special importance included the adoption of a constitution and by-laws by the School of Engineering; the adding of new curricula in the School of Engineering and in the Division of Teacher Training; the offering of a highway safety course by Professor Harry Tucker and the College Extension Division; the beginning of a special student testing service by the Department of Psychology; the introduction of a course on marriage by Professor W. N. Hicks; the series of lectures on engineering delivered by Dr. D. B. Steinman; the registration of all freshmen by

the Basic Division of the College; the selection of the College by the United States Government as an aviation training center; the student meeting protesting proposed tuition increases; the celebration by the Agricultural Extension Division of its twenty-fifth anniversary; the designation of Dean I. O. Schaub as the "man of the year in agriculture" by *The Progressive Farmer* and *Southern Ruralist*; the championship won by the Crop Judging Team in Kansas City; the formulation of plans for the opening of the College Print Shop; the inspection trip by seniors in forestry to the Pacific coast; the acquisition of a 1,300-acre animal husbandry farm; the organization and successful promotion of the Doc Newton (athletic events) Club by Wade Ison; the showing of free "movies" by the Y.M.C.A.; the preparation of a motion picture by the Alumni Office showing four years of student life at State College; the donation of the Memorial Tower flood lights by the senior class; the installation of a music system in the cafeteria by the Pine Burr Society; the appointment of a committee to make plans for the semi-centennial celebration; a general acceptance of consolidation and a fine spirit of coöperation between the three units of the University; the inauguration of Student-Faculty Day on May 19, 1939; a reconsideration by both students and faculty of the whole problem of college government and citizenship; the retirement of Dr. Thomas P. Harrison, first dean of the College, as dean emeritus and college editor; the election of Major George W. Gillette, '11, to succeed John W. Sexton, '10, as president of the General Alumni Association; and the graduation of the largest class (328) in the history of the institution.

The activities of the College have never been confined to the Raleigh campus. The College Extension Division under the direction of Edward W. Ruggles through its extension, correspondence, reading, and short courses became an international institution, enrolling students in every county in the

State, in a majority of the states of the Union, and in several foreign countries. Organized in 1924, the total enrollment to June 1, 1939, was 42,463 nonresident students. The first courses were limited to ceramic engineering. Today correspondence and extension courses are available in agriculture, art, business law, economics, English, various phases of engineering, education, geology, history, journalism, mathematics, modern languages, political science, psychology, sociology, and zoölogy. The Extension Division also serves as a speaker's bureau, supplying high schools, civic clubs, women's clubs, and other similar organizations with competent speakers in a variety of fields. This division of the College has promoted an increased number and variety of short courses on the Raleigh campus which have been well attended. These courses included the Waterworks School, Engineers' Institute, Metermen's Institute, Surveyors' Institute, Coal Conference, Gas Plant Operators' Institute, Plumbing and Heating Conference, Air Conditioning, Heating, and Ventilating Conference, Institute for Street Superintendents, Short Course for Textile Mill Men, Short Course on Photography, Institute for Building Inspectors, Institute for Electrical Contractors and Inspectors, and the Conference on Sanitary Engineering. Various professors in the School of Engineering and School of Textiles and outside specialists in the respective fields coöperated with the Extension Director to make these courses popular and successful. Certificates of attendance are awarded to those attending the institutes and conferences for the required periods.

On October 1, 1937, the College Extension Division inaugurated a series of practical short courses in agriculture. This work, including poultry production, dairying, field crops, and swine production, was directed by Dan Paul, '31, former county agent of Granville County and acting alumni secretary. Specialists connected with the School of Agriculture aided with these courses which were in addition to the annual summer insti-

tutes for rural folk and the club work of the Agricultural Extension Service. Mention should also be made of short courses for teachers of vocational agriculture and C.C.C. camp advisers which were sponsored by the Department of Education and the School of Agriculture.

On May 8, 1939, the Agricultural Extension Service celebrated its twenty-fifth year of continuous work in North Carolina. C. R. Hudson, the first farm agent in the State, has served continuously with the extension service since it was established on May 8, 1914, and is now state agent in charge of Negro work. Dr. I. O. Schaub, Dean of the School of Agriculture, was the first club agent in North Carolina and he has been director of the Agricultural Extension Service for the past fifteen years. Dr. Jane S. McKimmon, who is now assistant director of agricultural extension, served as state home agent for twenty-three years. Other officers of the Agricultural Extension Service are John W. Goodman, assistant director; Arthur Finn Bowen, treasurer; M. L. Shepherd, auditor; and F. H. Jeter agricultural editor. These leaders and their assistants carried the College to every county and to practically every community in the State. Through personal conferences, lectures, club work, correspondence, newspaper and magazine articles, radio addresses, and published reports, the research of the College experts and the findings of the Experiment Station are made available to thousands of citizens year after year. In the spring of 1939 approximately 36,000 farm women were members of 1,400 home demonstration clubs, and some 46,000 boys and girls were enrolled in the 4-H club work. In 1938 the Extension Service program reached 256,139 of the State's 300,967 farm families and as a result of the contacts made, 228,747 families adopted improved farm and home practices.

For the past several years John W. Goodman has been assistant director, under Dr. I. O. Schaub, in charge of the district agents, county agents, and assistant agents,

now numbering approximately two hundred. Miss Ruth Current, as state agent of home demonstration work, supervises the activities of some eighty-five home agents. There are some thirty Negro county agents working under the immediate direction of District Agent J. W. Mitchell of the Agricultural and Technical College, and fifteen Negro home demonstration agents whose labors are supervised by Mrs. Dazelle F. Lowe of Greensboro. In addition to the regular field agents the Extension Service employs specialists in agronomy, animal husbandry, agricultural engineering, entomology, home economics, horticulture, forestry, poultry, and miscellaneous fields who make inspections, answer special calls, and serve as agents at-large. According to a recent catalogue the following have served as heads of offices, divisions, and special extension projects: E. C. Blair, E. Y. Floyd, J. A. Arey, H. W. Taylor, D. S. Weaver, L. I. Case, C. L. Sams, Mrs. Cornelia C. Morris, Miss Mary E. Thomas, Miss Willie N. Hunter, Miss Pauline Gordon, Miss Annie C. Rowe, H. R. Niswonger, Lewis P. Watson, R. W. Graeber, C. F. Parrish, J. F. Criswell, L. R. Harrill, J. W. Johansen, and Luther Shaw. It will be difficult to overestimate the work of these men and women and that of their colleagues to the people of North Carolina and the Nation.

Since the resignation of Dr. R. Y. Winters as director of the Agricultural Experiment Station in 1938, Dr. I. O. Schaub has served as acting director. The branch experiment stations or test farms of the State Department of Agriculture which cooperate with the college station in research projects are under the direction of Mr. F. E. Miller. The six test farms, specializing in regional agricultural problems, are located at Wenona, Willard, Swannanoa, Statesville, Oxford, and Rocky Mount. The central farm is located at the College and a corps of trained investigators are employed to solve the more important problems in soils, crops, animal industry, dairying, horticulture, poultry,

plant diseases, entomology, rural sociology, and agricultural economics. The Experiment Station conducts a large correspondence with farmers concerning their special problems, it welcomes visitors and demonstrates the work in progress, and it publishes and distributes numerous bulletins which embody the results of experiments. Several members of the Agricultural Experiment Station devote part of their time to college teaching and a close coöperation is maintained with the Agricultural Extension Service, the State Department of Agriculture, and the United States Department of Agriculture. Both the Experiment Station and the Agricultural Extension Service are under the general direction of President Graham and Administrative Dean Harrelson.

Beginning with the summer of 1934, the State College Summer School was administered as a part of the coöordinated and consolidated Summer School of the greater University, its distinctive work being in the fields of agriculture, forestry, engineering, textiles, and vocational education. In addition, basic courses were offered in English, modern languages, and social science. Dean T. E. Browne was director of the 1934 Summer School at State College. Beginning with 1935 the summer schools have been under the direction of the regular administrative officials of the College. The summer term proper lasts six weeks, but a few technical courses extend over a twelve-week period. If present plans materialize, the Summer School will become the fourth quarter of the academic year and regularly extend over a period of twelve weeks. Summer instruction is given by members of the resident teaching staff and visiting professors. Considerable emphasis is given to group social and recreational activities. In this connection, as well as with college music programs throughout the year, the services of Mrs. Lillian Parker Wallace of Meredith College have elicited favorable comment from students, faculty members, and friends of the College.

Graduate instruction at State College is given under the general supervision of the Graduate School of The University of North Carolina of which Dr. W. W. Pierson, Jr., is dean. The local direction of graduate work is by Dr. R. F. Poole, chairman of the Committee on Graduate Instruction. Actual instruction is given by regular members of the faculty under the supervision of the director of instruction, the head of the department, or the dean of the school in which the student is working. Graduate courses are subject to approval by the College Committee on Courses of Study, and it is the desire of the present administration to designate a graduate faculty at an early date. Graduate work is organized to develop research primarily in the fields of agriculture, engineering, textile manufacturing and in the basic sciences and the training of teachers related to these fields. The College offers the master of science degrees for work done in residence and professional degrees for work done during the practice of a profession.

President Graham in his administration of the consolidated University has been aided and advised by the Administrative Council, a body of fifteen men and women—five from each of the three units of the University. In the administration of State College, Dean Harrelson has been aided by the Faculty Council. This group is composed of the deans of the several schools and departments, the Dean of Students, the Director of Registration, and representatives elected by the general faculty. The personnel of the council for the year 1938-39 was as follows: B. F. Brown, dean of the Basic Division; T. E. Browne, director of Department of Education; E. L. Cloyd, dean of students; J. L. Stuckey, professor of geology; W. L. Mayer, director of registration and purchasing agent, Z. P. Metcalf, director of instruction, School of Agriculture; Thomas Nelson, dean of the Textile School; L. L. Vaughan, professor of mechanical engineering; Blake R. Van Leer, dean of the School of Engineering; and I. O. Schaub, dean of the School of Agriculture and director

of the Agricultural Extension Division, and R. F. Poole, chairman, Committee on Graduate Instruction. Others serving on this council during Harrelson's administration were H. A. Fisher, professor of mathematics; W. C. Riddick, dean of the School of Engineering, and R. Y. Winters, director of the Agricultural Experiment Station.

The Dean of Administration and his predecessors have been aided in miscellaneous matters by various temporary and standing faculty and student-faculty committees. The standing committees for 1938-39 with their chairmen were as follows: Agricultural Short Courses, M. E. Gardner; Athletics, H. A. Fisher; Buildings and Grounds, M. E. Gardner; Catalogue, H. B. Shaw; College Extension, K. C. Garrison; Disciplinary, E. L. Cloyd; Fraternity Life, A. F. Greaves-Walker; Freshman Housing, W. N. Hicks; General Policies, J. W. Harrelson, Chairman Ex Officio; Graduate Studies, R. F. Poole; Jobs and Self-Help, Fred B. Wheeler; Library, A. I. Ladu; Loans, E. L. Cloyd; Public Lectures, William Hand Browne, Jr.; Public Occasions and Celebrations, Thomas P. Harrison; Refund of Fees, E. L. Cloyd; Research, Z. P. Metcalf; Social Functions, Z. P. Metcalf for the faculty and W. M. Bailey for the students; Student Government, J. L. Stuckey; Student Publications Board, F. H. Jeter; Student Welfare, F. M. Haig; and Traffic, Harry Tucker. The work of these regular and the several special committees has lightened the burdens of the several administrative officers and has been of great value to the College as a whole.

The administrative officers and assistants serving State College under the immediate direction of Dean Harrelson from 1934 to 1939 included Miss Nora L. King, secretary to the dean of administration; Arthur Finn Bowen, treasurer and budget officer; J. G. Vann, assistant comptroller; Miss Daisy W. Thompson, chief clerk, treasurer's office; E. L. Cloyd, dean of students; C. R. Lefort, assistant to dean of students; W. L. Mayer, director of registration and purchasing

agent; Miss Cynthia Frierson, assistant registrar; Dr. Alton Cook Campbell, physician; Frank H. Jeter, director of publicity; Edward S. King, secretary of the Y.M.C.A.; Fred E. Miller, director of branch experiment station farms; Colonel Bruce Magruder and later Colonel C. S. Caffery, professors of military science and tactics; Edward W. Ruggles, director of college extension; W. P. Kellam, librarian; M. L. Shepherd and later R. L. Stallings, and N. B. Watts, self-help secretaries; L. P. Denmark, and afterwards George R. Ross and Dan M. Paul, alumni secretaries; J. F. Miller, director of athletics; Heartley Anderson and afterwards William Newton, head football coaches; Herman Hickman, assistant coach; J. L. Von Glahn, business manager of athletics; Arthur Daman and later Oscar Glindmier, custodians of the gymnasium; W. L. Godwin, superintendent of the laundry; Louis H. Harris, steward; Miss Lillian Fenner, dietitian; Major C. D. Kutschinski, director of music; W. F. Morris, manager, service department; J. P. Pillsbury, landscape architect; A. A. Riddle, superintendent of the power plant; Ross E. Shumaker, college architect; L. L. Vaughan, college engineer; Miss Ida Trollinger, head nurse, and T. T. Wellons, superintendent of dormitories.

As noted in a previous chapter, the faculty is now too large and the changes too frequent to permit the listing of all members from 1934 to date. However, as the College prepares to celebrate its semicentennial it seems fitting to mention the distinguished and faithful services of fourteen members of the staff who have been with the institution for more than twenty-five years. The veterans with their number of years of service are Dr. W. C. Riddick, 47; Professor C. B. Williams, 46; Professor C. B. Park, who served 44 years until he retired in 1934; Treasurer Arthur Finn Bowen, 40; Professor C. L. Mann, 39; Dr. Thomas Nelson, 38; Dr. L. F. Williams, 32; Professor L. L. Vaughan, 31; Dr. T. P. Harrison, 30; Professor William Hand Browne, Jr., 30; Professor J. P. Pillsbury, 28; Professor Harry Tucker,

28; Dr. Z. P. Metcalf, 27; and Professor C. M. Heck, 26. The active service of these men totals 486 years or an average tenure of over $34 \frac{3}{4}$ years per man. Only those who know these educators personally can fully appreciate the good fortune of the College in having them on its staff.

Those serving as heads of departments or having the rank of professor during the academic year 1938-39 were Donald B. Anderson, Edward W. Boshart, Hermon B. Briggs, William Hand Browne, Jr., Charles S. Caffery, Carlyle Campbell, Joseph D. Clark, Clinton B. Clevenger, William L. Clevenger, Leon E. Cook, John B. Cotner, Roy S. Dearstyne, J. B. Derieux, Alfred A. Dixon, Hilbert A. Fisher, Garnet W. Forster, Raymond S. Fouraker, Monroe E. Gardner, Karl C. Garrison, Wilfred G. Geile, Arthur F. Greaves-Walker, Albert H. Grimshaw, Thomas P. Harrison, Thomas R. Hart, Charles M. Heck, John T. Hilton, Lawrence E. Hinkle, Elmer G. Hoefler, Julius V. Hoffmann, Earl H. Hostetler, Theodore S. Johnson, W. P. Kellam, Arthur I. Ladu, Marc C. Leager, Samuel G. Lehman, Robert J. Maddison, Carroll L. Mann, Zeno P. Metcalf, John F. Miller, Theodore B. Mitchell, Reuben O. Moen, Joshua P. Pillsbury, Robert F. Poole, Edgar E. Randolph, Robert B. Rice, Wallace C. Riddick, Robert H. Ruffner, George H. Satterfield, Raymond R. Sermon, Howard B. Shaw, Ross E. Shumaker, George Wallace Smith, Jasper L. Stuckey, Harry Tucker, Lillian L. Vaughan, David S. Weaver, Bertram W. Wells, Fred B. Wheeler, Charles B. Williamas, Leon F. Williams, Arthur J. Wilson, Sanford R. Winston, and Lenthall Wyman.

In 1934, Dr. Hugh T. Lefler, head of the Department of History and acting librarian, was succeeded as librarian by Mr. W. P. Kellam. Under the latter's able direction the number of books and bound periodicals has increased from some 33,000 to more than 55,000, and the regular staff has been increased from four to seven. The browsing room, which was opened in

1935-36, has made The D. H. Hill Library increasingly popular with both students and faculty. The circulation of all books for the school year 1938-39 exceeded 100,000 volumes. Besides Mr. Kellam, who teaches courses in library science in addition to his regular duties, the present library staff consists of Harlan C. Brown, in charge of circulation; Mrs. Reba Davis Clevenger, reference librarian; Miss Christine Coffey, cataloguer; Clyde H. Cantrell, in charge of periodicals; Mrs. D. B. Thomas, assistant in cataloguing, and Miss Anne Leach Turner, order librarian. In concluding this brief comment on the library, it will be recalled that the first librarians in the 1890's were students, and today as in former years student assistants render a real service to the College and also earn part of their tuition charges through part-time library work.

Student expenses, considering the facilities of the College, the variety of the curricula, the quality of instruction offered, have never been high. From 1934 to 1939 the expense for a resident of North Carolina was approximately \$450 and the average expense for out-of-state students totaled \$550. These figures do not include laundry and personal items. The General Assembly of 1939 defeated a proposal to raise tuition charges for residents, but provided that the trustees increase the tuition charges for out-of-state students. In 1933 the General Assembly abolished the county scholarships and other forms of free tuition except for disabled vocational students. The agricultural scholarships provided by the Legislature of 1913 were continued inasmuch as the recipient of such a scholarship is obligated to serve in an agricultural experiment station or to farm in the State for two years after graduation.

Within recent years hundreds of deserving students have been aided in a financial way by the Self-Help Office. For many years self-help work was directed by the general secretary of the Y.M.C.A., but with the growth of the student body and unfavorable economic conditions throughout the nation, the work

became the responsibility first of the associate secretary of the Y.M.C.A. and then of the self-help secretary. Those directing this important work as associate or self-help secretaries were W. N. Hicks, J. E. Tiddy, Joe E. Moore, M. L. Shepherd, R. L. Stallings, and N. B. Watts. These men were aided at all times by Edward S. King, general secretary of the Y.M.C.A. and by the faculty committee on jobs and self-help.

With the advent of the New Deal needy college students benefited from the F.E.R.A., and later from the N.Y.A. Payments not exceeding \$20 a month were made under these Federal programs to students who performed assigned tasks under faculty supervision and the direction of the self-help office. The work to be performed included tutoring, research, typing, clerical duties, and manual labor. The importance of this program at State College and throughout the nation cannot be over emphasized. It aided needy students; it enabled colleges to maintain their enrollments; it reduced the number of unemployed; and it permitted colleges to maintain during the depression many of those essential services which could no longer be financed out of reduced appropriations.

During the years 1934-39, the Alumni Association Loan Fund and the other funds and scholarships mentioned in previous chapters were taxed to the utmost. Considering the size of the College, the total sum available for loans — approximately \$35,000 in 1939—could hardly be described as adequate. Colonel Harrelson has emphasized on numerous occasions, both to the alumni and friends of the College, the need for a larger loan fund and additional scholarships. The response has been heartening and with the passing of the depression the administration may reasonably expect endowments comparable to those enjoyed by other institutions of similar size.

During the present administration several new scholarships in addition to service scholarships and fellowships, were made available to qualified students. In 1934 Mrs. Cameron Morrison

of Charlotte provided a four-year scholarship for the North Carolina boy or girl who excels in Jersey 4-H Calf Club work and who desires to major in dairy husbandry at State College. Beginning with the fall of 1936 the Agricultural Development Bureau of the Barrett Company made available to leading North Carolina 4-H Corn Club members one four-year and three one-year scholarships. During the same year the Chilean Nitrate Educational Bureau, Incorporated, offered a four-year scholarship in agriculture to the outstanding 4-H Club member in the State. This company also offers one hundred scholarships in connection with the State 4-H Club Summer Short Course which is held annually at State College. One scholarship is awarded to the most outstanding club member in each county of the State. In 1936 Randolph Holladay established a four-year scholarship in memory of his father, Colonel Alexander Q. Holladay, first president of State College. In order to promote interest in baby beef work and to stimulate the value of feeding a balanced ration, the North Carolina Division of the National Cottonseed Products Association in 1936 offered a one-year scholarship in animal husbandry or dairying to the North Carolina 4-H Club member growing and exhibiting the best baby beef calf. Also, during this period Mrs. Mary R. Alexander of Charlotte endowed a scholarship in memory of her late husband, Sydenham B. Alexander, an alumnus and trustee of the College. The principal of the endowment is \$5,000 and the income is awarded to a native and resident of Mecklenburg County, North Carolina, who is pursuing a course in the Textile School of State College. In 1939 the Sears, Roebuck and Company made available \$2,000 to aid twenty worthy and needy farm youths to enter the College's School of Agriculture. State College and the people of North Carolina are indebted to these individuals and companies, together with those mentioned in other chapters, for their encouragement and support of technological education.

Although not usually thought of in connection with student

expenses, the R.O.T.C. not only trains students mentally and physically but also helps them financially. The government of the United States supplies all students in the basic unit with necessary uniforms and equipment. Those who volunteer to take the advanced course of military instruction receive, according to the 1938-39 schedule, approximately \$200 each during their junior and senior years. In addition to helping the students, the government furnishes the College at the present time five commissioned officers of the regular army as instructors in military science and tactics. These men enter into the various phases of college life and add much to the educational program. The State College regiment is the largest and one of the best in the Fourth Corps Area which comprises eight southeastern states. The band of sixty members, the drum and bugle corps, the rifle team, the military fraternities, the regimental and company sponsors, and the annual military ball all make distinctive contributions to the institution.

There was little change in the general nature of extracurricular activities following the election of Colonel Harrelson as Dean of Administration in 1934. The honorary and social fraternities, departmental clubs and professional societies, forensic teams, judging teams, student publications, musical organizations, and the Y.M.C.A. continued to function along the lines described in previous chapters. The Agricultural Fair, the Textile Exposition and Style Show, and the Engineers' Fair were expanded from year to year and by 1939 these annual events were attracting state-wide attention. The newspapers, merchants, and theatres of Raleigh coöperated with the directors of these exhibitions by giving them publicity and awarding prizes for the best exhibits.

During the Harrelson era two new student publications, *The Southern Engineer* and *The Pine-tum*, made their appearance. The former is a quarterly magazine devoted to engineering subjects and the latter is the annual journal of students specializ-

ing in forestry. These publications with *The Technician*, *The Wataugan*, *The Agromeck*, and *The N. C. State Agriculturist*, represent all phases of college life and afford the editors, reporters, and business managers practical experience in the broad field of journalism. All student publications are regulated by The Student Publications Association, an organization of sixteen students and four faculty members.

Athletics at State College provided more than the usual number of news stories and radio comments during the period from 1934 to 1939. New coaches, the Graham Plan, and a general reorganization of the athletic set-up rather than championships accounted for most of the publicity. Heartley W. (Hunk) Anderson, failing to produce championship teams and becoming involved in various disputes, was replaced as head football coach early in 1937 by Williams (Doc) Newton of Davidson College. The Graham Plan, taking its name from President Frank P. Graham who was chairman of the Southern conference committee which drafted the rules, was designed to purify intercollegiate sports through a strict regulation of players and athletic subsidies and scholarships.⁴ The plan was opposed by many alumni of the Raleigh and Chapel Hill units of the University, but endorsed by the faculties of both institutions. It was adopted by the Southern Conference at Richmond, Virginia, on February 7, 1936, but after a short and half-hearted trial by the colleges concerned it was abandoned. Following an exhaustive investigation of all phases and branches of athletics at the College, the Department of Physical Education, intercollegiate athletics, gymnasium work, and intramural sports were combined into a Department of Physical Education and Athletics with J. F. (Johnny) Miller as head of the new department. Dr. R. R. (Doc) Sermon, formerly athletic director, was made basketball and track coach and trainer of teams; Charles G. (Chick) Doak and Robert S. (Bob) Warren were retained

⁴ For text of the original rules see Appendix X.

as baseball and football coaches respectively; and the athletic council was reorganized with clearly defined powers to consist of five members of the faculty, five members of the Alumni Association, and five students. Under the new arrangement, J. L. Von Glahn was continued as business manager of athletics. The reorganization did not affect those faculty members who were coaching minor sports. It met with some opposition, but after the air had cleared of charges and counter charges, practically all interested parties agreed that President Graham, Dean Harrelson, and the trustees had acted in the best interests of the College and its student athletic programs.

Despite the disturbing conditions mentioned above, the athletic teams made creditable showings from 1934 to 1939. In football the playing of Ray Rex, Roscoe Roy, Stephen Sabol, Joe Ryneska, Eddie Berlinsky, Art Rooney, and J. B. Hines was exceptionally good. Among basketball fans such stars as Robert J. McQuage, Ray Rex, Charles Aycock, R. J. Womble, Connie Mac Berry, Neill Dalrymple, and P. G. Hill will long be remembered. In baseball coach Doak has had many fine players, but Stuart Flythe, Walter Rabb, and Victor Holshouser are certainly contenders for places on the all-time State team. In the minor sports Jack Fabri, Alex Regdon, E. V. Helms, Russ Sorrell, and Don Traylor led the field in boxing, and Ken Krach, C. B. Shimer, Dave Morrah, W. C. Bell, Lloyd Troxler, Dick Thompson, and Ted Johnson won notable victories in wrestling. State College's golf team under the direction of Captain Venable, now coached by Williams (Doc) Newton, continued to play a good game after winning the State championship in 1934. Coach R. W. Green worked against great odds to build up a strong tennis team, and the swimming team directed by C. R. Lefort, now coached by George Karfeh, won the state championship in 1936. Track teams as such were lacking during this period as the track had been destroyed during the erection of the new football stadium, but individual students

made excellent showings in particular events. With the completion of the new track in 1939, a revival of this sport is expected. The intramural and freshman games served to round out a well balanced athletic program. If it is granted that good sportsmanship, physical development and not championships are the chief aims of a college's physical education and athletic program, then the last five years, although lacking many major victories, were highly successful.

The Alumni Athletic Trophy, the highest campus honor in the field of sports, was won during the Harrelson administration by the following men in the order named: Ray Rex, Stephen Sabol, Neill Dalrymple, Edward Berlinsky and J. B. Hines. Although only one student could be elected each year, there were usually several nominees and the final votes were often close.

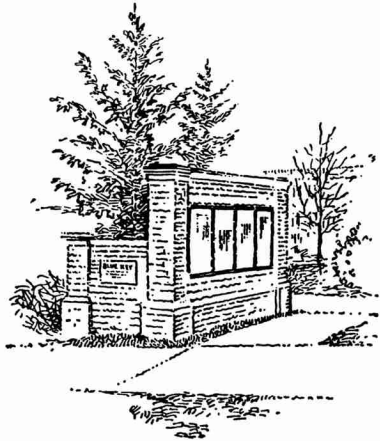
Athletics is considered along with scholarship, leadership, and public speaking in the awarding of the Elder P. D. Gold Citizenship Medal. These four qualifications are certified to by the Faculty Athletic Committee, the Registrar, the Student Council, and the ranking junior officers in all societies in which public speaking is practiced. There are always several qualified candidates for this highest campus honor and the selection of the one to receive the medal is a difficult matter. Those recognized as distinguished student citizens during this period were: W. P. Kanto, 1934; J. T. Stanko, 1935; R. W. Seitz, 1936; J. G. Gaw, 1937; James G. Bronson, 1938; and H. R. McSwain, 1939.

The average State College student enjoys sports, campus politics, and the various student pastimes, but such activities are only a minor part of a broad educational program. The routine class and laboratory work, study, drill, and inspection trips constitute the solid and less spectacular side of college life. The lectures attended, the experiments in the laboratories and projects in the shops, the pages read and reports prepared, the miles marched, and the inspection of farm, forest, and fac-

tory, interspersed with oral recitations and written examinations, are fundamental in the history of the institution.

Under President Graham and Dean Harrelson the tempo of the routine has been accelerated and the requirements in all departments have become more exacting. Those who are not prepared are requested to seek additional training before asking for admission; those in residence are required to stay above the "C" average rule; and only the mentally alert and industrious can hope to finish any of the curricula in four years. The present administration has elevated scholastic requirements to the highest point thus far in the College's history and already there is talk of a fifth or sixth year for certain distinctly professional courses.

Prior to consolidation State College was ranked as one of the best technological schools in the South. The aim of the present administration is to make it one of the best in the country. The people of North Carolina and the leaders of the State and Nation have confidence in President Frank P. Graham and Dean John W. Harrelson. These administrators have the respect and loyal coöperation of the alumni, the faculty, and the students of State College. Above all else they possess character, experience, and vision which is dedicated to the advancement of civilization.



STATE COLLEGE—TODAY AND TOMORROW

CHAPTER IX

STATE COLLEGE—TODAY AND TOMORROW

FIFTY YEARS is a very short time in the life of an institution like the North Carolina State College of Agriculture and Engineering of the University of North Carolina, but in the accomplishments of the past half century are found certain foundations and trends which chart the course of future growth and development for many years to come. A State once reluctant to support agricultural and industrial education is now definitely committed to a policy of providing higher education for the sons and daughters of the common citizen in practically all vocations of life. People who once thought higher education was for the few who desired to enter the so-called learned professions now take colleges for granted and demand that they shall open their doors to all qualified students. Colleges which were once content to teach resident students now reach thousands through various extension, short, and correspondence courses. Private institutions which were once opposed to state and federal support of public colleges and universities are now reconciled to such support and are coöperating with such institutions in presenting a united educational front throughout the nation. To a large degree the growth of State College is an index to the growth of the country and the changed and broadened viewpoints of the people from 1889 to 1939.

During the half century now ending the College's real estate holdings, not including forestry farms, expanded from 61 acres to 1,766 acres; its permanent buildings increased from 1 to 38; its faculty and administrative staff including stenographers but not including agricultural experiment and extension work-

ers, grew from 8 to 330; the resident student enrollment increased from 72 to approximately 2,500;¹ and the College which was once in the country became a part of the City of Raleigh. During the same period the value of the college plant has grown from approximately \$30,000 to more than \$6,975,000; the annual budget for all purposes has increased from approximately \$30,000 to more than \$2,917,000;² the alumni, entirely lacking at first, now number some 20,000; the two major vocations of 1889 have now been increased to 36; the handful of books in the library has increased to more than 55,000 bound volumes; and the institution has grown from an unknown quantity to a position of recognized eminence and leadership in the educational world.

Today members of the faculty hold degrees from educational institutions in practically every state of the Union and from several foreign universities. The resident student body represents every county in the State, most of the states east of the Mississippi River, and several foreign countries. The curricula include approximately 1,000 courses, which may be classified as theoretical, practical, specialized, and general; and the classrooms, shops, laboratories, greenhouses, experiment stations, and farms are furnished with the most approved equipment. In brief, the College is prepared to give thorough and fully accredited instruction in agriculture, forestry, engineering, textiles, vocational education, and languages and the social sciences.

The School of Agriculture and Forestry has grown from a small department to a college with nine major divisions. Today it embraces the following: (a) agricultural economics, including farm marketing, farm management, and rural sociology; (b)

¹ For the table of resident enrollment, 1889-1939, see Appendix XIII.

² Of the latter sum the federal government contributes approximately \$1,000,000, the State of North Carolina about \$550,000, the students approximately \$325,000, and the balance is secured from the counties of the State, gifts, sales, and auxiliary enterprises. The federal funds cannot be diverted into the general fund, but must be spent for specified purposes.

agronomy, including field crops, soils, plant breeding, and agricultural engineering; (c) animal industry, including animal production, animal nutrition, dairy production, and dairy manufacturing; (d) botany, including bacteriology, plant physiology and plant diseases; (e) chemistry; (f) horticulture, including pomology, small fruit culture, floriculture, truck farming, and landscape architecture; (g) forestry; (h) poultry science, including poultry diseases, poultry breeding, poultry feeding, and poultry management; (i) zoölogy, including genetics, entomology, animal physiology, and wild life management.

It is the purpose of the School of Agriculture to train not only practical farmers but also to give students the broad scientific and technical training that is needed in any specialized field to make them successful men of affairs. With a realization that leadership can be attained only after a thorough preparation in the sciences, social sciences, and humanities, the curricula of this school and the other schools have been framed to include such basic subjects as English, chemistry, physics, botany, zoölogy, geology, mathematics, history, economics, and physiology. Also, a limited number of electives may be taken in such fields as political science, sociology, religion, psychology, modern languages, and vocational education.

The courses in agriculture and forestry are organized to give specific training for the following vocations: general farming, agricultural extension agents, agricultural specialists in state or federal departments, stock raising and dairying, specialists in the manufacture of dairy products, foresters, fruit growers, truck farming, poultrymen, foreign agricultural specialists, and landscape architects. In addition to these major vocations the College offers instruction in beekeeping, floriculture, and in the basic instruction of teachers in agriculture.

Through the Agricultural Experiment Station and the Agricultural Extension Service the School of Agriculture reaches every county in the State. Its program is closely coördinated

with the State Department of Agriculture, the State Department of Conservation and Development, and the United States Department of Agriculture. Inasmuch as North Carolina is primarily an agricultural commonwealth the significance of this school in promoting the general welfare of the people can scarcely be overstated.

The School of Engineering, the largest division of the College, had its origin in the Department of Mechanics. It offers curricula in (a) architecture; (b) ceramics; (c) chemistry; (d) civil engineering, with options in construction, general civil engineering, highway engineering, and sanitary engineering; (e) electrical engineering with options in power generation and distribution, electrical communication, and illumination; (f) geological engineering; (g) industrial engineering; (h) and mechanical engineering with options in aeronautical engineering, power plant design and construction, and heating, ventilation, and refrigeration. These curricula are fully accredited by the Engineering Council for Professional Development.

The graduates of the School of Engineering are found in many technical fields, but most of them find employment in some one of the following: aviation, architecture and structural engineering, the chemical industries, private professional practice, consulting engineers, hydroelectric engineering, electrical manufacturing, contracting, central electric station design and construction, telephone service, maintenance and operation of electrically-driven mill equipment, lighting, illumination, railway signaling, construction and operation of steam and electrical railways, the design and manufacture of machinery, the operation of shops and the furniture industry, geological engineering, highway engineering, industrial engineering, the management of industries, municipal engineering, sanitary engineering, city managers, public utility and health service officials, sales engineering, and research engineering.

The Engineering Experiment Station is an integral part of

the School of Engineering. It was established in 1923 in accordance with an act passed by the General Assembly. The station is directed by engineering teachers and its functions include the following:

(a) The investigation of resources and processes, through experimentation and tests, with the object of opening and developing wider fields for the use of the natural resources of the State.

(b) Coöperation with industrial organizations in the solution of technical problems, which require such facilities and equipment as are available at State College.

(c) The coördination of research work undertaken by the Engineering School.

(d) The publication of the results of experimental and research projects made by the Engineering Experiment Station and the several engineering departments of State College.

The station fits admirably into the College's program of instruction, research, and extension. North Carolina as the leading industrial region of the southeast owes much to the State College School of Engineering and its Experiment Station.

On June 8, 1925, the Textile Department was enlarged and reorganized as the Textile School. It is the purpose of the school (a) to promote the textile interests of the State by giving instruction in the theory and practice of all branches of the textile industry; (b) to coöperate with the textile mills of the State in securing, through scientific research and experimentation, reliable data pertaining to the textile industry; (c) to educate men for professional service in textile manufacturing, textile management, yarn manufacturing, weaving and designing, knitting, textile chemistry and dyeing, and at the same time develop their capacities for intelligent leadership so they may participate in public affairs; and (d) to demonstrate the value of economic diversification and to aid in the development of the textile industry through research and experimentation.

The textile course is designed to train students to fill such positions as owners, secretaries, treasurers, managers, superintendents, and department foremen in cotton, rayon, silk, and hosiery mills; superintendents and foremen in mercerizing, bleaching, dyeing, and finishing plants; designers and analysts of fabrics; technical demonstrators in dyestuff industry; textile chemists; textile cost accountants and purchasing agents for mills; salesmen of machinery, yarn, cloth, rayon, dyestuffs, and chemicals; and officers in commission houses and in the government service. Inasmuch as North Carolina is the largest textile manufacturing state in the South and has more mills than any other state in the Union, the service of the Textile School and its research laboratories can readily be appreciated. Long one of the best equipped schools in America, the Textile School will be one of the best in the world when it moves into its new and larger plant which will be completed during the present year (1939).

The Division of Teacher Training, formerly the Department of Education, offers curricula for teachers of agricultural education, teachers of industrial arts and guidance, teachers of occupational information and guidance, and teachers of industrial education and shop work. While the chief purpose of the department is to provide specific courses for those who have chosen teaching as a profession, it also serves those students in other schools who wish to take elective courses in education. The programs of instruction include general college courses, practical work in the various fields, and observation and practice teaching. State College is the designated teacher-training institution under the Smith-Hughes and George-Deen acts for teachers of agriculture in the white schools of the State. It is also the training center in industrial education for the State Department of Education. With the increasing demand for vocational and guidance teachers, the Department of Education meets a vital need in the educational program of the University and the State.

The Basic Division of the College was established on July 1, 1937, with headquarters in Peele Hall. It offers no degrees, but provides required service courses and cultural electives for the technological schools. This division is primarily con-



PEELE HALL

cerned with the registration, guidance, and instruction of freshmen and sophomores. Its program is necessarily closely coördinated with those of the professional schools. Administratively, the Basic Division includes the departments of Economics, English, Ethics and Religion, History and Government, Modern Languages, Physical Education, and Sociology. The faculty is composed of the staff members of the above named

departments and the teachers of freshmen and sophomores from the departments of Botany, Chemistry, Geology, Mathematics, Physics, Psychology, and Zoölogy.

Graduate study and research at State College is supervised by a Committee on Graduate Instruction under the general direction of the Graduate School of The University of North Carolina. The work is largely confined to the fields of agriculture, engineering, textile manufacturing, and the training of teachers in these subjects. The D. H. Hill Library is well supplied with books, journals, and reports in these fields; and the Agricultural Experiment Station, the Engineering Experiment Station, and the research laboratories of the Textile School are available for graduate research and experiments. Various state and municipal departments coöperate with the College in its program of advanced instruction. In evaluating graduate instruction it should be borne in mind that unless graduate study and research in the technological and related fields are provided, the institutions of higher learning and the industrial research laboratories in this section of the country will look elsewhere for technical experts. There should be a fair balance of such specialists in every section of the country.

The College Extension Division offers extension, correspondence, and short courses to those men and women who for various reasons are unable to take the regular residence courses of instruction. Although the courses offered make a general appeal, they are especially designed for (a) college students who are unable to pursue continued resident study; (b) rural grade and high school teachers who cannot avail themselves of resident instruction; (c) teachers and others who have partially completed work for a college degree and who desire to pursue work along some special line, or who desire further training to better equip themselves for their vocation; (d) professional and business men who wish to supplement their training with technical information; (e) farmers, county agents, and others who desire addi-

tional information and training in any phase of agricultural work; and (f) practical men engaged in the various industries who want to become more efficient in their occupations. Since it was organized in 1924 the College Extension Division up to June 1, 1939, had enrolled in all courses 42,463 students, representing practically all of the states and the following foreign countries: Alaska, Argentina, Australia, Brazil, Canada, Czechoslovakia, Denmark, Finland, Great Britain, Ireland, Mexico, New Zealand, Norway, Rhodesia, and Spain. This division and the Agricultural Extension Division have literally taken the College to the people.

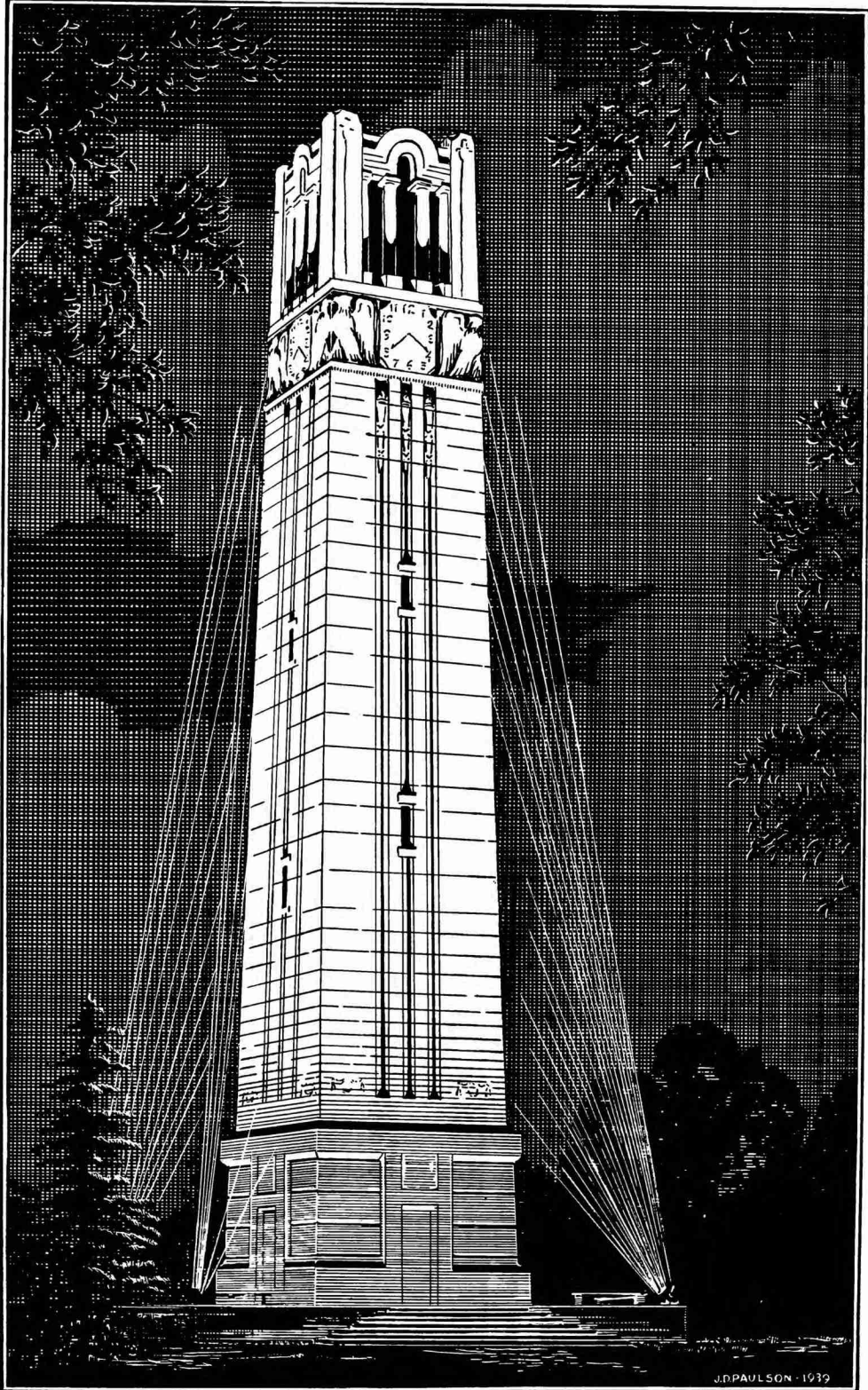
From the most meager equipment and facilities in 1889, the College has gradually secured laboratories, shops, and classroom paraphernalia equal to that possessed by the best institutions in the South. Some of the more important equipment and facilities are as follows: the charts, maps, and tables of the Department of Agricultural Economics and Rural Sociology; the Agricultural Engineering Laboratories including farm machinery, farm conveniences, farm building models and designs, and soil conservation equipment; the specimen garden and the soils analysis laboratory of the Department of Agronomy; the animal husbandry farm, barns, and the dairy of the Department of Animal Husbandry; the photographic laboratory, lantern slides, and reference books of the Department of Architectural Engineering; the laboratories and greenhouse of the Botany Department; the crushers, screens, grinders, presses, dryers, kiln room, and finishing equipment of the Department of Ceramic Engineering; the museum, chemistry laboratories, and the chemical engineering laboratory of the Department of Chemistry; the surveying instruments and blue-printing apparatus of the Department of Civil Engineering; the electric and machine laboratories of the Department of Electrical Engineering; the testing machines, grinding and shaping machines, drills, and saws of the Engineering Experiment Station;

the wood technology laboratory, the timber-testing laboratory, the arboretum, and the demonstration forests of the Forestry Division; the maps, geological folios, and rock and mineral collection of the Department of Geology; the road testing equipment of the Department of Highway Engineering; the greenhouses, orchard, and gardens of the Department of Horticulture; the drafting rooms, wood shop, forge shop, machine shop, metallurgy laboratory, and aeronautics laboratory of the Mechanical Engineering Department; the gymnasium, stadium, field house, track, and practice fields of the Department of Physical Education; the first-aid department, laboratory, and X-ray department of the Infirmary; the X-ray, radio, and astronomical apparatus of the Physics Department; the research laboratories and twenty-three acre plant of the Poultry Department; the carding, spinning, knitting, weaving, designing, dyeing, and research laboratories and machinery of the Textile School; and the museum and the entomology, genetics, and bee-keeping laboratories of the Zoölogy Department. The equipment of one department is available for use by other departments. Also, the College shares in and benefits from the test farms, laboratories, and research activities of the federal and state governments. In a very real sense the entire State is the laboratory of the College. Its farms, forests, streams, mines, animal life, plant life, factories, industries, people, institutions, and history are objects of constant study and research.

The many departments and activities of the College are given publicity by the College News Bureau and the various College and student publications. In addition to the several student publications previously mentioned the College and its divisions issue catalogs, bulletins, reports, and magazines. The *State College Record*, issued monthly, contains announcements of the official activities of the College. One number constitutes the institution's catalog which sums up the work for the current session and outlines that for the coming year. *The Extension Farm*



THE STATE COLLEGE CAMPUS—1938



J. PAULSON - 1939

THE MEMORIAL TOWER

News, with a circulation of 3,500 among farmers, club members, and agricultural experts is issued monthly. It is the official organ of the School of Agriculture. The Agricultural Experiment Station, the Engineering Experiment Station, and other departments of the College issue reports and bulletins from time to time. *The N. C. State Alumni News* is the official organ of the General Alumni Association. Current notices, rules, and items of general interest are mimeographed and distributed through the campus mail service to all members of the staff under the heading *Official Bulletin*. Two annual publications of inestimable value are the *Y.M.C.A. Handbook* and the *Directory of Faculty and Students*.

The D. H. Hill Library, the Y.M.C.A., the Dining Hall, the Power and Heating Plant, the College Infirmary, the Warehouse and Service Department, the College Laundry, and the Students' Supply Store, serve all students and departments of the College. Despite the dissimilarities of these agencies, they are all essential parts of State College as it exists in 1939.

The College as a part of The University of North Carolina is administered by the president who resides in Chapel Hill. Local administrative activities are supervised by the dean of administration, who is aided by the deans of the several colleges and the directors of the Agricultural Experiment Station and the Agricultural Extension Service. No brief survey of the administrative organization would be adequate if, in addition to the above, it did not stress the importance of the Treasurer's Office, the Registration and Purchasing Office, the office of the Dean of Students, and the Alumni Office. In one form or another these offices have and will probably ever be indispensable parts of the institution. Only those who have had administrative experience or have been closely associated with such work can fully appreciate the responsibilities and the many problems of the College's administrative leaders and their superiors, the Board of Trustees, the Governor, and the General Assembly.

The College has been singularly fortunate in its Boards of Trustees during the past fifty-two years.³ To list the members would be to call the roll of many of the State's most prominent and progressive citizens. Several of them have been and some are now graduates of the College. The people of North Carolina and all connected with the College owe a very real debt to the trustees, past and present, who have faithfully labored to provide and administer the highest type of agricultural and engineering education. Special tribute should be paid to the members of the executive committees who have met in regular and special sessions to deal with the important and complex problems of College administration. The various boards have always elected good men as executives of the institution and they have cooperated with them from year to year. They have considered faculty, student, and alumni petitions with equal fairness. No one can read the minutes of the many meetings of the Board of Trustees and its executive committee without being impressed by a record of intelligent, loyal, and unselfish service.

Much could be said about the service of North Carolina's governors, lieutenant governors, superintendents of public instruction, judges, and legislators to State College. The governor and superintendent of public instruction serve *ex officio* as members of the Board of Trustees, and three former governors, a few members of the State and Federal judiciary, and several members of the General Assembly and the United States Congress are now members of the board. The character and ability of these individuals appears in the progress the State and its educational institutions have made during the past half-century. In this brief survey it is impossible to name all of these men and women.⁴ Governor Clyde R. Hoey and former governors J. C. B. Ehringhaus, O. Max Gardner, and

³ The first Board of Trustees was very active for two years before the College opened. Cf. *supra*, pp. 36-37. For membership of the present Board of Trustees see Appendix XIV.

⁴ See Appendix XIV for 1939 Board of Trustees.

Cameron Morrison are valued members of the present Board of Trustees.

Although young in years, State College is rapidly approaching, if it has not already reached, maturity. It seems unlikely that it will experience during the next fifty years a physical growth proportionate to that enjoyed during the past half-century. On the other hand, in service, research, and intellectual development, it should profit from and far excel the struggles and achievements of former days. Since our age is one of technology, science, and invention, it may safely be predicted that the State College of Agriculture and Engineering, which deals with tangible as well as intangible fundamentals, will serve to a greater degree than ever before widening fields of human activity and needs. The State College of today and tomorrow will continue to train the sons and daughters of North Carolina to serve more effectively themselves and their fellow citizens in the all important functions of earning a livelihood and living.

The College was established by the State and it belongs, not to the trustees, the administrative officials, the faculty, the students, or the alumni as separate groups, but to all of them and to the commonwealth of which they are a part. The College has grown and prospered for fifty years because it has efficiently served the State and the United States. If the objectives of the land-grant system and the aims and purposes of past and present leaders are projected into the future, it will rightfully deserve and certainly receive generous support for many half centuries yet to come.

In this work much has been said of administrative officers, buildings, curricula, faculty, and student activities. They are the visible parts of the institution. But what of its personality, its spirit, and its unwritten and changing traditions? One must not overlook the significance of the liberty cap and the horn of plenty on the College's seal, or the challenge of the colors—Red and White. A State College graduate is similar and yet different from an alumnus of any other institution. The State

College man, like the institution itself, strives to fulfill North Carolina's motto, *Esse Quam Videri*. Amid the routine of class and laboratory work or on the farm and in the factory he quietly but thoroughly labors in his chosen vocation or at his assigned task. The all important day to day work of the students as well as the alumni is usually overshadowed by the more spectacular events of the moment. The most important phases of college history like those of world history or biography pale before the unusual and the new.

The mere chronicler of names, dates, and events cannot dramatize the routine of college life or fairly evaluate the intangible and spiritual qualities of the institution. Only State College men and those who know and love the institution because of what it has been, is now, and hopes to be can see and understand the whole College.⁵ Thus, in bringing to a close this survey of fifty years of progress, it is apparent that much of the real history and spirit of the North Carolina State College of Agriculture and Engineering must be read between the lines above written or found in the hearts and minds of those already familiar with the institution.

⁵ See Appendices XI and XII.



APPENDIX I

THE MORRILL ACT*

AN ACT DONATING PUBLIC LANDS TO THE SEVERAL STATES AND TERRITORIES WHICH MAY PROVIDE COLLEGES FOR THE BENEFIT OF AGRICULTURE AND THE MECHANIC ARTS.

Section 1. *Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled,* That there be granted to the several States for the purposes herein mentioned an amount of public land, to be apportioned to each State a quantity equal to thirty thousand acres for each Senator and Representative in Congress to which the States are respectively entitled by the apportionment under the census of eighteen hundred and sixty: *Provided,* that no mineral lands shall be selected or purchased under the provisions of this act.

Sec. 2. *And be it further enacted,* That the land aforesaid, after being surveyed, shall be apportioned to the several States in sections or subdivisions of sections not less than one-quarter of a section; and whenever there are public lands in a State subject to sale at private entry at one dollar and twenty-five cents per acre, the quantity to which the State shall be entitled shall be selected from such lands within the limits of such State, and the Secretary of the Interior is hereby directed to issue to each of the States in which there is not the quantity of public lands subject to sale at private entry at one dollar and twenty-five cents per acre, to which said State may be entitled under the provisions of this act, land scrip to the amount in acres for the deficiency of its distributive share; said scrip to be sold by said States and the proceeds thereof applied to the uses and purposes prescribed in this act, and for no other use or purpose whatsoever: *Provided,* that in no case shall any

* *Statutes at Large of the United States*, XII, 503-505.

State to which the land scrip may thus be issued be allowed to locate the same within the limits of any other State, or of any Territory of the United States; but their assignees may thus locate said land scrip upon any of the unappropriated lands of the United States subject to sale at private entry at one dollar and twenty-five cents or less per acre: *And provided further*, that not more than one million acres shall be located by such assignees in any one of the States: *And provided further*, that no such location shall be made before one year from the passage of this act.

Sec. 3. *And be it further enacted*, That all the expenses of management, superintendence and taxes from the date of selection of said lands previous to their sales, and all expenses incurred in the management and disbursement of the moneys which may be received therefrom shall be paid by the States to which they may belong, out of the treasury of said States, so that the entire proceeds of the sale of said lands shall be applied, without diminution whatever, to the purposes hereinafter mentioned.

Sec. 4. *And be it further enacted*, That all moneys derived from the sale of the lands aforesaid by the States to which the lands are apportioned, and from the sale of land scrip hereinbefore mentioned provided for, shall be invested in stocks of the United States, or of the States, or some other safe stocks, yielding not less than 5 per centum per annum upon the par value of said stocks, and that the moneys so invested shall constitute a perpetual fund, the capital of which shall remain forever undiminished (except so far as may be provided in section 5 of this act), and the interest of which shall be inviolably appropriated by each State which may take and claim the benefit of the act to the endowment, support and maintenance of at least one college, where the leading object shall be, without excluding other scientific and classic studies, *and including military tactics*, to teach such branches of learning as are related to agriculture and the mechanic arts in such manner as the Legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.

Sec. 5. *And be it further enacted*, That the grant of land and land scrip hereby authorized shall be made on the following conditions, to which, as well as to the provisions hereinbefore contained,

the previous assent of the several States shall be signified by legislative acts:

First—If any portion of the funds invested as provided by the foregoing section, or any portion of the interest thereon, shall by any action or contingency be diminished or lost, it shall be replaced by the State to which it belongs, so that the capital of the fund shall remain forever undiminished, and the annual interest shall be regularly applied, without diminution, to the purposes mentioned in the fourth section of this act, except that a sum not exceeding 10 per centum upon the amount received by any State under the provisions of this act may be expended for the purchase of lands for sites or experimental farms whenever authorized by the respective Legislatures of said States.

Second—No portion of said fund, nor the interest thereon, shall be applied, directly or indirectly, under any pretense whatever, to the purchase, erection, preservation or repair of any building or buildings.

Third—Any State which may take or claim the benefit of the provision of this act shall provide, within five years, at least, not less than one college as described in the fourth section of this act, or the grant to such State shall cease, and said State shall be bound to pay the United States the amount received of any lands previously sold, and that the title to purchase under the State shall be valid.

Fourth—An annual report shall be made regarding the progress of each college, recording any improvements and experiments made, with their costs and results, and such other matters, including State, industrial and economical statistics, as may be supposed useful, one copy of which shall be transmitted by mail free, by each to all other colleges which may be endowed under the provisions of this act, and one copy to the Secretary of the Interior.

Fifth—When lands shall be selected from those which have been raised to double the minimum in price, in consequence of railroad grants, they shall be computed to the States at the maximum price, and the number of acres proportionately diminished.

Sixth—No State, while in a condition of rebellion or insurrection against the Government of the United States, shall be entitled to the benefits of this act.

Seventh—No State shall be entitled to the benefits of this act unless it shall express its acceptance thereof, by its Legislature, within two years from the date of its approval by the President.

Sec. 6. *And be it further enacted*, That the land scrip issued under the provisions of this act shall not be subject to location until after the first day of January, one thousand eight hundred and sixty-three.

Sec. 7. *And be it further enacted*, That the land officers shall receive the same for locating land scrip, issued under the provisions of this act, as is now allowed for the location of military bounty land warrants under existing laws: *Provided*, their maximum compensation shall not be thereby increased.

Sec. 8. *And be it further enacted*, That the Governors of the several States to which scrip shall be issued under this act shall be required to report annually to Congress all sales made of such scrip, until the whole appropriation has been made of the proceeds.

Approved July 2, 1862.

APPENDIX II

THE HATCH ACT*

AN ACT TO ESTABLISH AGRICULTURAL EXPERIMENT STATIONS IN CONNECTION WITH THE COLLEGES ESTABLISHED IN THE SEVERAL STATES UNDER THE PROVISIONS OF AN ACT APPROVED JULY 2, 1862, AND OF THE ACTS SUPPLEMENTAL THERETO.

Section 1. *Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled,* That in order to aid in acquiring and diffusing among the people of the United States useful and practical information on subjects connected with agriculture, and to promote scientific investigation and experiment respecting the principles and applications of agricultural science, there shall be established, under direction of the college or colleges, or agricultural department or colleges, in each State or Territory established, or which may hereafter be established, in accordance with an act approved July 2, 1862, entitled "An Act donating lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts," or any of the supplements to said act, a department to be known and designated as an "Agricultural Experiment Station": *Provided,* that in any State or Territory in which two such colleges have been, or may be, so established, the appropriation hereinafter made to such State or Territory shall be equally divided between such colleges, unless the Legislature of such State or Territory shall otherwise direct.

Sec. 2. That it shall be the object and duty of said experiment stations to conduct original researches or experiments on the physiology of plants and animals: the diseases to which they are severally subject with the remedies for the same; the chemical composition of

* *Statutes at Large of the United States*, XXIV, 440-442.

plants at their different stages of growth; the comparative advantages of rotative cropping as pursued under a varying series of crops; the capacity of new plants or trees for acclimation; the analysis of soils and water; the chemical composition of manures, natural or artificial, with experiments designed to test their comparative effects on crops of different kinds; the adaptation and value of grasses and forage plants; the composition and digestibility of the different kinds of food for domestic animals; scientific and economic questions involved in the production of butter and cheese; and such other researches or experiments bearing directly on the agricultural industry of the United States as may in each case be deemed advisable, having due regard to the varying conditions and needs of the respective States and Territories.

Sec. 3. That in order to secure, as far as practicable, uniformity of methods and results in the work of said stations, it shall be the duty of the United States Commissioner of Agriculture to furnish forms, as far as practicable, for the tabulation of results of investigations or experiments; to indicate from time to time such lines of inquiry as to him shall seem most important, and, in general, to furnish such advice as will best promote the purposes of this act. It shall be the duty of each of said stations, annually, on or before the first day of February, to make to the Governor of the State or Territory in which it is located, a full and detailed report of its operations, a statement of receipts and expenditures, a copy of which report shall be sent to each of said stations, to the Commissioner of Agriculture, and the Secretary of the Treasury of the United States.

Sec. 4. That bulletins or reports of progress shall be published at said stations at least once in three months, one copy of which shall be sent to each newspaper in the States or Territories in which they are respectively located, and to such individuals actually engaged in farming as may request the same, and as far as the means of the station will permit. Such bulletins or reports, and the annual reports of said stations, shall be transmitted in the mails of the United States free of charge for postage, under such regulations as the Postmaster General may from time to time prescribe.

Sec. 5. That for the purpose of paying the necessary expenses of conducting investigations and experiments and printing and distributing the results as hereinbefore prescribed, the sum of \$15,000 is hereby appropriated to each State, to be specially provided for by Congress in the appropriations from year to year, and to each

Territory entitled under the provisions of section 8 of this act, out of any money in the treasury proceeding from the sales of public lands, to be paid in equal quarterly payments, on the first day of January, April, July, and October in each year, to the treasurer or other officer duly appointed by the governing board of said college to receive the same, the first payment to be made on the first day of October 1887; *Provided, however*, that out of the first annual appropriation so received by any station an amount not exceeding one-fifth may be expended in the erection, enlargement or repair of a building or buildings necessary for carrying on the work of such station; and thereafter an amount not exceeding 5 per centum of such annual appropriation may be so expended.

Sec. 6. That whenever it shall appear to the Secretary of the Treasury, from the annual statement of receipts and expenditures of any of said stations, that a portion of the preceding annual appropriation remains unexpended, such amount shall be deducted from the next succeeding annual appropriation to such station, in order that the amount of money appropriated to any station shall not exceed the amount actually and necessarily required for its maintenance and support.

Sec. 7. That nothing in this act shall be construed to impair or modify the legal relation existing between any of the said colleges and the government of the States or Territories in which they are respectively located.

Sec. 8. That in States having colleges entitled under this section to the benefits of this act, and having also agricultural experiment stations established by law separate from said colleges, such States shall be authorized to apply such benefits to experiments at stations established by such States; and in case any State shall have established, under provisions of said act of July 2 aforesaid, an agricultural department or experimental station in connection with any university, college or institution not distinctively an agricultural college or school, and said States shall have established or shall hereafter establish a separate agriculture college or school which shall have connected therewith an experimental farm or station, the Legislature of such State may apply in whole or in part the appropriation by this act made to such agricultural college or school; and no Legislature shall, by contract expressed or implied, disable itself from so doing.

Sec. 9. That the grants of moneys authorized by this act are made subject to the legislative assent of the several States and Territories to the purposes of said grants: *Provided*, that payments of such installments of the appropriation herein made as shall become due to any State before the adjournment of the regular session of the Legislature meeting next after the passage of this act shall be made upon the assent of the Governor thereof, duly certified to the Secretary of the Treasury.

Sec. 10. Nothing in this act shall be held or construed as binding the United States to continue any payments from the treasury to any or all of the States or institutions mentioned in this act; but Congress may at any time amend, suspend or repeal any or all of the provisions of this act.

Approved March 2, 1887.

APPENDIX III

THE ACT ESTABLISHING STATE COLLEGE*

AN ACT SUPPLEMENTAL TO CHAPTER THREE HUNDRED AND EIGHT, LAWS OF EIGHTEEN HUNDRED AND EIGHTY-FIVE, ENTITLED "AN ACT TO ESTABLISH AND MAINTAIN AN INDUSTRIAL SCHOOL."

The General Assembly of North Carolina do enact:

Section 1. That the industrial school provided for in chapter three hundred and eight, laws of eighteen hundred and eighty-five, shall be denominated "The North Carolina College of Agriculture and Mechanic Arts," and shall be located on the lands offered to be donated, in accordance with the provisions of the said law, by R. Stanhope Pullen, of Raleigh, Wake County, lying west of and near the city of Raleigh.

Sec. 2. The leading object of this college shall be, without excluding other scientific and classical studies, to teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.

Sec. 3. The management and control of the said college and the care and preservation of all its property shall be vested in a board of trustees to be composed of the board of agriculture of North Carolina and five other persons, who shall be appointed by the governor by and with the consent of the senate, who shall have power to appoint its president, instructors and as many other officers or servants as to them shall appear necessary and proper, and shall fix their salaries and prescribe their duties; they shall also prescribe rules for the management and preservation of good order and morals at the said college as are usually made in such institutions and are not inconsistent with the constitution and laws of the state; have

* *Public Laws of North Carolina, 1887*, Chapter 410.

charge of the disbursement of its funds and have general and entire supervision of the establishment and maintenance of the said college. And the president and instructors in the said college, by and with the consent of the said board of trustees, shall have the power of conferring such certificates of proficiency or marks of merit as are usually conferred by such colleges: *Provided*, that the board of trustees shall be composed half of each political party.

Sec. 4. The certificates of indebtedness of this state for one hundred and twenty-five thousand dollars, issued for the principal of the land scrip fund to the trustees of the University of North Carolina, and bearing interest at 6 per centum per annum, shall be transferred on the thirtieth day of June, eighteen hundred and eighty-eight, or as soon thereafter as it shall appear that the agricultural and mechanical college is ready to receive the interest on the land scrip fund, and that the principal of the fund will not in any way be compromised by such a transfer, to the said board of trustees for the benefit of the said North Carolina College of Agriculture and Mechanic Arts, and the interest thereon shall thereafter be paid to them by the treasurer semiannually on the first day of July and January in each year, for the purpose of aiding in the support of the said college, in accordance with the provisions of the act of congress, approved July second, eighteen hundred and sixty-two, entitled "an act donating public lands to the several states and territories which may provide colleges for the benefit of agriculture and the mechanic arts."

Sec. 5. . . . [Penitentiary directors to furnish brick and convict labor, etc.]

Sec. 6. That the board of agriculture shall turn over to the board of trustees of said college, as provided in this act, to be applied to the establishment, maintenance and enlargement of the said college, all funds, land, material and other property which have accumulated in their hands for the establishment of an industrial school under chapter three hundred and eight, laws of eighteen hundred and eighty-five, and annually thereafter the whole residue of their funds from licenses on fertilizers remaining over and not required to conduct the regular work of that department. The agricultural experiment and fertilizer control station already established under the management of the said board of agriculture shall be connected with the said college, and the board of agriculture may turn over to

the said trustees, in whole or part, for the purposes of the said college, any buildings, lands, laboratories, museums or other property which may be in their possession, as in their judgment may be thought proper. The said board of trustees are empowered to receive any donations of property, real or personal, which may be made to the said College of Agriculture and Mechanic Arts, and shall have the power to invest or expend the same for the benefit of said college. The said board of agriculture shall have power to accept on behalf of this state donations of property real or personal and any appropriations which may be made by the congress of the United States to the several states and territories for the benefit of agricultural experiment stations, and they shall expend the whole amount so received for the benefit of the aforesaid agricultural experiment station and in accordance with the act or acts of congress in relation thereto.

Sec. 7. The use of the three hundred acres of land, more or less, known as the Camp Mangum tract, belonging to the State of North Carolina, and situated one-half mile west of the state fairgrounds, is hereby given to said board of trustees for the benefit of said College of Agriculture and Mechanic Arts, or of the experiment station connected therewith.

Sec. 8. The board of trustees shall admit to the benefits of the said college free of any charges for tuition, upon proper evidence of good moral character and of their inability, or the inability of their parents or guardians to pay their tuition, a certain number of youths, to be determined by them, not to be less than one hundred and twenty, and shall apportion the same to the different counties applying, according to their relative number of members in the house of representatives of North Carolina. The said board are hereby empowered to make the necessary regulations for carrying this into effect and for the admission of other students.

Sec. 9. Every student in this College of Agriculture and Mechanic Arts shall be required to take a course of manual training or labor, together with the other courses of study and exercise, as the board shall direct.

Sec. 10. All laws and sections of laws in conflict with this act are hereby repealed.

Sec. 11. This act shall be in force from and after its ratification.

In the General Assembly read three times, and ratified this the 7th day of March, A.D. 1887.

APPENDIX IV

SPEECH OF HERIOT CLARKSON BEFORE THE GENERAL ASSEMBLY OF NORTH CAROLINA ON FEBRUARY 8, 1899, URGING THE ESTABLISHMENT OF A TEXTILE SCHOOL AT THE A. AND M. COLLEGE*

MR. SPEAKER: In North Carolina, in the recent election, we won a glorious victory on the issue of "White Supremacy." Today I wish to discuss another kind of white supremacy—"cotton supremacy." I have this bill more at heart than any that has come before the General Assembly, except those bills relating to the great questions we have come here to settle. There is a great desire among the citizens in North Carolina for an opportunity to bid for the location of a textile school as a separate State institution. I introduced a bill to that end which passed the Educational Committee by a vote of 14 to 10, three of the committee not voting. My opinion is that a separate school should be established, but after mature consideration and after consulting with leading men in the State who have the school at heart, I concluded to offer the substitute bill to establish this school as a part of The Agriculture and Mechanical College as that institution has sufficient resources to run it without extra expense to the State, and all that is necessary is for the State to erect a suitable building to cost not less than \$10,000.00 and the mill men have signified their willingness to furnish the machinery. There are now in North Carolina over 225 manufacturing plants employing at least 30,000 operatives, we have now in the State about one million spindles and about 25,000 looms, representing about \$25,000,000 investment. At the head of each of these mills is a superintendent, who must be a man conversant with each of the machines, their operation and their working in relation to the whole mill. This superintendent must have around him his staff or heads of

* *Charlotte Observer*, February 9, 1899. The textile school bill was defeated in 1899, but passed in 1901.

departments. These men must all be competent because by incompetent men the mill may lose more in an hour than it can make in a week. A man must be educated for this work.

This bill provides for a number of well known practical men who have charge of mills to be directors. The reason is apparent, the school can supply mills with competent and skilled men, and the directors can provide for young men in their mills who are ambitious to go to the school so that the mills and the school will work in harmony and to the mutual advantage of the other.

South Carolina has her textile school, Georgia has hers, and let us now see to it that the Old North State no longer lags behind. Let us build a textile school so we can educate North Carolinians to be superintendents and heads of our mills. Will the Great State of North Carolina compel her sons to go to South Carolina or Georgia or to the schools of the North in order to get a textile education?

The reason I have this matter at heart is because I look forward to the future. I believe this is the hope of the South. The manufacture of its great staple "cotton." I believe in "white supremacy—cotton supremacy." I can look back and see the great struggle the South has had for commercial supremacy—"cotton supremacy." The tariff tax of 1816 was a tax on cotton, and was made in the interest of the New England States and to protect the New England Manufacturers. The tax then was about 20 per cent in 1828, and in 1832 it reached over 50 per cent, and this unconstitutional unjust tax made South Carolina in 1832, in the Nullification Convention, pass her famous Nullification Act. The tariff tax was passed to promote the manufacturers of the North at the expense of the agriculture of the South by restrictions upon commerce. It secured a monopoly for their manufacturers, not only in their own market, but throughout the United States. It was this unjust tax that caused a great statesman to declare in that convention that he would rather see "South Carolina a grave yard of free men, than a home of slaves." This tax has grown higher and higher and at every step the tendency has been to enslave the commerce of the South. The South had her cotton—New England had her mills—so did England, and France, and Germany, but no cotton. These countries the South wanted to compete for her cotton. The tariff tax forced the South to buy from the North and bring her ships from Europe empty after selling the cotton. The South could not shake off the tariff tax. The idea grew in the South,

that if she had a separate Confederacy and had the North and Europe bidding against each other for her cotton, then cotton would be king indeed, and the South would be the richest country in the world. The attempt was made—the sequel was “Appomattox.”

“Though in vain our brave endeavor,
Though our skies be overcast,
Appomattox meant forever,
No repining for the past.”

But I need not rehearse the sorrows and drawbacks of the past. It is to the future I wish to draw your attention.

New England's soil is to a great extent barren and unproductive, North Carolina is rich and fertile. New England has \$200 or more per capita—North Carolina \$7. What has caused this difference? The manufacturers of New England have made her rich, the manufacturers of North Carolina will make her rich. The old cow has been feeding on the South, and New England has been getting the milk. Let us turn the old cow around. The hope of the South is to bring the manufacturing interests of New England to the Southern States. To this end I ask you to aid the boys of the South—of North Carolina—in learning how to turn the staple in the field into fine fabrics and quadruple its value. A pound of 5-cent cotton can be made to bring \$2. You need only to know how to do it. That is the object of this school. There is a Jewish maxim: “He who does not teach his child a trade, helps to pave the road to thievery.” It was this principle that led to the establishment of the present Agricultural and Mechanical College for the agricultural interest of the State. It is that principle that induces the milling interests of North Carolina to ask for the establishment of this textile school. We have now reached the point in our history when a great industrial battle is being waged between the New England States and the South. Nearly a century ago there was a great battle waged. It was between the Spanish and French civilization and the English civilization. Was it the commerce of Spain and France or England which should conquer? The battle was the great naval fight at Trafalgar. The flower of Spain and France and the flower of England battled together. The morning of the battle Lord Nelson had hoisted over his flagship a flag with these words “England expects every man to do his duty.” North Carolina not only expects, but knows today, that every man will do his duty in this conflict and vote to establish

this school. If we wish to win the commercial supremacy we must fight for it. If we wish to maintain our industrial conflict with New England our young men must have textile training.

It has been said that the Battle of Santiago was won at West Point; the Battle of Manila Bay was won at Annapolis. If we would win the battle of commercial supremacy we must win it in just such schools as this that I ask you to establish. The industrial battle of the South must be won in these schools. Let us establish this school and thus aid in the building up of the waste places in our beloved Southland.

During the past seven years this section has been going forward by leaps and bounds. Will we aid this progress or shall we retard it? If we would not be behind we must strain every nerve, we must use those means that the God of nations has given us and placed within our reach. We must follow the lead and keep up with the pace set by our neighboring states, by Georgia, by South Carolina. We are already behind, we are not following in this fight the example our fathers set. Yonder, almost in the shadow of this Capitol stands a beautiful shaft, erected to the Confederate dead, to those who followed the ill-fated Starry Cross, on it are these words:

“First at Bethel, last at Appomattox.”

Mr. Speaker: I have heard frequently during the Legislature the cry of poverty—that we are too poor. We all of this Southland know the meaning of that word. I am proud of the fact that I am a Southerner. Proud for we have risen, notwithstanding that we started in ashes.

Pardon me, Mr. Speaker, for being personal to myself, but my memory turns back to early childhood and engraved is the image of a home in ashes, that was once the beauty and splendor of a Southern man. I see around me the section that I lived in so wasted that he who demolished it with fire and sword said that “a carrion crow who flew over it would have to carry its rations with it.” I am proud that the South has risen from such conditions, such sorrows. I am proud that I am a Southern man, for no people have suffered more and been more purified by her tribulations. But let the dead past bury her dead. The future we look to. I want this school so that the boys and girls who stand with weary limb by loom and spindle may have some prize ahead to light their faces, some ambition to inspire them, some incentive to help them save up their earnings. My heart is with the poor of this land, and I say to

you, it will be an everlasting disgrace if the Legislature refuses to vote this trivial sum to establish this school. It would be false economy—such economy as the farmer would show, should he say he was too poor to buy seed corn or seed wheat. Let it be known as the “Vance Textile School.” What more fitting monument could be built to the memory of the Great Commoner of North Carolina, whose heart was always for upbuilding the State he loved so well and served so truly?

Let us unfurl the flag of cotton supremacy—white supremacy—and let us go forward in the march of progress and establish this school.

“Our country first, our glory and our pride,
Land of our hopes, land where our fathers died,
When in the right we will keep their honor bright;
When in the wrong, we will die to see the right.”

We are right in this matter, and I ask you gentlemen of this General Assembly to vote for this bill.

APPENDIX V

THE SMITH-LEVER ACT*

AN ACT TO PROVIDE FOR COÖPERATIVE AGRICULTURAL COLLEGES IN THE SEVERAL STATES . . . AND THE UNITED STATES DEPARTMENT OF AGRICULTURE.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled:

Section 1. That in order to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same, there may be inaugurated in connection with the college or colleges in each State now receiving, or which may hereafter receive, the benefits of the act of Congress approved July second, eighteen hundred and sixty-two, entitled "An act donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts" (Twelfth Statutes at Large, page five hundred and three), and of the act of Congress approved August thirtieth, eighteen hundred and ninety (Twenty-sixth Statutes at Large, page four hundred and seventeen and chapter eight hundred and forty-one), agricultural extension work which shall be carried on in coöperation with the United States Department of Agriculture: *Provided*, that in any State in which two or more such colleges have been or hereafter may be established the appropriations hereinafter made to such State shall be administered by such college or colleges as the legislature of such State may direct: *Provided further*, that pending the inauguration and development of the coöperative extension work herein authorized, nothing in this act shall be construed to discontinue either the farm management work or the farmers' coöperative demonstration work as now con-

* *Statutes at Large of the United States*, XXXVIII, 372-374.

ducted by the Bureau of Plant Industry of the Department of Agriculture.

Sec. 2. That coöperative agricultural extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics to persons not attending or resident in said colleges in the several communities, and imparting to such persons information on said subjects through field demonstrations, publications, and otherwise, and this work shall be carried on in such manner as may be mutually agreed upon by the Secretary of Agriculture and the State Agricultural College or colleges receiving the benefits of this act.

Sec. 3. That for the purpose of paying the expenses of said coöperative agricultural extension work and the necessary printing and distributing of information in connection with the same, there is permanently appropriated, out of any money in the Treasury not otherwise appropriated, the sum of \$480,000 for each year, \$10,000 of which shall be paid annually, in the manner hereinafter provided, to each State which shall, by action of its legislature assent to the provisions of this act; *Provided*, that payment of such installments of the appropriation hereinbefore made as shall become due to any State before the adjournment of the regular session of the legislature meeting next after the passage of this act may, in the absence of prior legislative assent be made upon the assent of the governor thereof, duly certified to the Secretary of the Treasury; *Provided further*, that there is also appropriated an additional sum of \$600,000 for the fiscal year following that in which the foregoing appropriation first becomes available, and for each year thereafter for seven years a sum exceeding by \$500,000 the sum appropriated for each preceding year, and for each year thereafter there is permanently appropriated for each year the sum of \$4,100,000 in addition to the sum of \$480,000 hereinbefore provided; *Provided further*, that before the funds herein appropriated shall become available to any college for any fiscal year plans for the work to be carried on under this act shall be submitted by the proper official of each college and approved by the Secretary of Agriculture. Such additional sums shall be used only for the purposes hereinbefore stated, and shall be allotted annually to each State by the Secretary of Agriculture and paid in the manner hereinbefore provided, in the proportion which the rural population of each State bears to the total rural population of all the States as determined by the next preceding Federal census:

Provided further, that no payment out of the additional appropriations herein provided shall be made in any year to any State until an equal sum has been appropriated for that year by the legislature of such State, or provided by State, county, college, local authority, or individual contributions from within the State for the maintenance of the coöperative agricultural extension work provided for in this act.

Sec. 4. That the sums hereby appropriated for the extension work shall be paid in equal semiannual payments, on the first day of January and July of each year, by the Secretary of the Treasury, upon the warrant of the Secretary of Agriculture, out of the Treasury of the United States, to the treasurer or other officer of the State duly authorized by the laws of the State to receive the same; and such officer shall be required to report to the Secretary of Agriculture, on or before the first day of September of each year, a detailed statement of the amount so received during the previous fiscal year, and of its disbursements, on forms prescribed by the Secretary of Agriculture.

Sec. 5. That if any portion of the moneys received by the designated officer of any State for the support and maintenance of coöperative agricultural extension work, as provided in this act, shall by any action or contingency be diminished or lost, or be misapplied, it shall be replaced by said State to which it belongs, and until so replaced no subsequent appropriation shall be apportioned or paid to said State, and no portion of said moneys shall be applied, directly or indirectly, to the purchase, erection, preservation, or repair of any building or buildings, or the purchase or rental of land, or in college-course teaching, lectures in colleges, promoting agricultural trains, or any other purpose not specified in this act, and not more than 5 per centum of each annual appropriation shall be applied to the printing and distribution of publications. It shall be the duty of each of said colleges, annually, on or before the first day of January, to make to the Governor of the State in which it is located a full and detailed report of its operations in the direction of extension work as defined in this act, including a detailed statement of receipts and expenditures from all sources for this purpose, a copy of which report shall be sent to the Secretary of Agriculture and to the Secretary of the Treasury of the United States.

Sec. 6. That on or before the first day of July in each year after the passage of this act the Secretary of Agriculture shall ascertain

and certify to the Secretary of the Treasury, as to each State, whether it is entitled to receive its share of the annual appropriation for the coöperative agricultural extension work under this act, and the amount which it is entitled to receive. If the Secretary of Agriculture shall withhold a certificate from any State of its appropriation, the facts and reasons therefor shall be reported to the President, and the amount involved shall be kept separate in the Treasury until the expiration of the Congress next succeeding a session of the Legislature of any State from which a certificate has been withheld, in order that the State may, if it should so desire, appeal to Congress from the determination of the Secretary of Agriculture. If the next Congress shall not direct such sum to be paid, it shall be covered into the Treasury.

Sec. 7. That the Secretary of Agriculture shall make an annual report to Congress of the receipts, expenditures, and results of the coöperative agricultural extension work in all of the States receiving the benefits of this act, and also whether the appropriation of any State has been withheld, and if so, the reasons therefor.

Sec. 8. That Congress may at any time alter, amend, or repeal any or all of the provisions of this act.

Approved May 8, 1914.

APPENDIX VI

SUMMARY OF ZOOK REPORT RECOMMENDATIONS*

1. THAT AT THE earliest possible time the board of trustees undertake such negotiations and adopt such measures as may be necessary to secure the complete transfer of all control over the activities of the agricultural experiment station and the agricultural extension service to the board of trustees at the college, and that thereafter these two services be administered through the college in complete cooperation with the work of resident teaching. The needed changes, both in law and custom, should of course be worked out in such a way as to invite the least possible friction and opposition from other agricultural agencies of the State and through plans which will, if possible, invite their coöperation and support.

2. That the resident teaching work of the college be organized into four main divisions: Agriculture, engineering, general sciences, and social sciences and business administration, with a dean in direct charge of each division.

3. That the division of agriculture include the departments of (1) animal husbandry including dairying and veterinary sciences; (2) soils; (3) farm crops; (4) poultry science; (5) horticulture including vegetable gardening; (6) botany; (7) zoölogy including entomology; (8) agricultural engineering; and (9) a vice director of short courses in agriculture.

That the division of engineering include the departments of (1) civil engineering including highway engineering; (2) mechanical engineering including a superintendent in charge of the forge room, the foundry, the wood shop and the machine shop, and a superintendent of the proposed vegetable oil mill; (3) electrical engineering; (4) architectural engineering including mechanical drawing and descriptive geometry; (5) textile engineering and manufacturing; (6) a vice director of short courses in mechanic arts.

* George F. Zook, *Report on a Survey of North Carolina State College*, pp. 21-22.

That the division of general sciences include the departments of (1) chemistry; (2) physics including mechanics; (3) mathematics; (4) English; (5) modern languages; (6) physical education.

That the division of social sciences and business administration include the departments of (1) history and political science; (2) economics and business administration; (3) rural economics and sociology; (4) engineering administration; (5) vocational education.

4. That there be formed an advisory council to the president consisting of seven persons including the president, the dean of the college, the deans of the four major divisions and one other selected from a list of three persons nominated by the general faculty. This council should consider and advise on such questions of policy at the college and such routine affairs as are referred to it by the president.

5. That the general faculty be expanded so as to include all persons of the rank of assistant professor or above.

6. That the office of dean of students be abolished and that his duties be performed by the dean of the college.

7. That the registrar's office be responsible for the evaluation of all entrance certificates, the keeping of all student records and the minutes of the general faculty, and that the registrar's duties as overseer of the superintendent of buildings and grounds be terminated.

8. That there be employed a superintendent of buildings and grounds who has sufficient training and experience to supervise the power plant, the electric lighting system, the heating plant, and the construction of roads and sidewalks.

9. That the superintendent of buildings and grounds, the dining halls, and the dormitories be placed under the general supervision of the business office.

10. That the college attempt a larger program of physical education including a physical examination of every student at least once a year.

11. That the library be built up immediately, with as little duplication as possible in departmental libraries.

12. That the college appoint vice directors of short courses in agriculture and mechanic arts who have the ability, opportunity and inclination to promote this field of work vigorously.

13. That the college appoint a vice director of general extension and endeavor to promote this field of work as vigorously as circumstances will permit.

14. That the engineering experiment station be given a definite appropriation in order that it may make a beginning along these lines.

15. That the number of semester hours of credit required of students for graduation be reduced.

16. That the number of teaching hours for members of the faculty, especially those who are required to perform administrative work, be reduced.

17. That the college increase its scale of maximum salaries for the several grades of the faculty, with due care to the promotion of men from within the institution and the selection of others from outside.

18. That the situation concerning small classes at the college be examined carefully with a view to reducing the total number of these classes so far as practicable and possible.

19. That the president and trustees seek with great care to select leading and vigorous men for the several deanships which have been suggested and for all other executive and administrative positions.

20. That the quality of the teaching force be maintained upon a high level by the appointment of a considerable proportion of persons with teaching experience and with a training equivalent to that presupposed by the Ph.D. degree.

APPENDIX VII

SPECIAL MESSAGE OF GOVERNOR O. MAX GARDNER
TO THE GENERAL ASSEMBLY OF NORTH CAROLINA
ON THE SUBJECT OF THE PROPOSED CONSOLIDA-
TION OF THE UNIVERSITY OF NORTH CAROLINA,
NORTH CAROLINA STATE COLLEGE, AND NORTH
CAROLINA COLLEGE FOR WOMEN, FEBRUARY 13,
1921.*

Ladies and Gentlemen of the General Assembly:

AS WE CONSIDER the proposal for the consolidation of the three major institutions of higher learning in North Carolina, I trust that we may find it possible to approach this vital question solely from the standpoint of the welfare and progress of the State's higher educational effort as a whole.

I would not for an instant minimize, or assume an attitude of indifference towards, any sentimental factor which this proposal may fairly be said to involve. Still less would I deny to any institution concerned the privilege of a jealous regard for its own individual and academic integrity. As I see it, they are charged with the duty to exercise this regard. I have the deep conviction, however, that the principle and policy under consideration are so broad in their scope, and so far-reaching in their ultimate implications, that any adequate approach must presuppose that we shall forget any narrow allegiance to any institution as an institution *per se*. We must remember that we are citizens—students, if you will—of that greater institution which is the State of North Carolina, and that any move or policy which best serves its interests and welfare and progress will, in the long run, best serve the University, and State College, and The North Carolina College for Women. We must see each part in its relation to the whole and broaden our perspective so as to include not only three campuses, three faculties, three tra-

* *Report of Commission on University Consolidation*, pp. 99-100.

ditions, and a trinity of rich opportunities, but the entire future course and future effectiveness of higher education in this State.

Our problem is not to concentrate upon the minor maladjustments which may be cured by remedial internal administration. Our problem is rather to view the entire higher educational effort of this State in terms of trends extending over generations and to direct these trends into channels which will prevent waste and insure to the rising generation the best training we can provide.

The reason for public support of education in a democracy is that we may have an educated citizenship. In the original act establishing the University of North Carolina, it is asserted to be "the indispensable duty of every legislature to consult the happiness of rising generations and to endeavor to fit them for an honorable discharge of the social duties of life by paying the strictest attention to their education."

Are we doing this in North Carolina today? Are we getting 100 cents worth of educational opportunity for every dollar thus invested?

The taxpayers of North Carolina should not now be expected to support more than one graduate school. Graduate instruction is expensive. It costs on an average from three to four times as much per student as undergraduate instruction. It should represent the best in equipment and instruction personnel, and it should be closely coordinated to the needs of the State. The peculiar glory of a graduate school is its teachers. At the present time we are attempting to maintain two graduate schools with two others in prospect as soon as the General Assembly can be induced to appropriate the money. Try to visualize what the situation will be, unless this tendency is controlled, ten, twenty, forty years from now. We shall have no less than four state-supported universities, each trying to carry forward a vast, over-lapping program; and because the State cannot adequately support all, the quality of service rendered by all must of necessity be mediocre.

I do not pose as an expert on higher educational administration. I have maintained from the first that the actual working out of this consolidation is a task for a small commission, assisted by such experts as it may require, to make a thorough study of the situation and to bring about, within a year, the actual consolidation. The actual consolidation should be based on the most careful and thorough study. But I maintain that it does not require an expert to discern

the inherent wastefulness, both in energy and resources, of the present trend. This bill is an enabling act designed to make it possible to remedy the situation. Our institutions are supported out of one treasury: I can see no valid reason why they should not be under one executive management and one board of control.

Practically the only thing this bill provides for immediately is the adoption of the principle of consolidation. The boards of trustees are merged, but even this is not finally completed until 1933. It is not contemplated that the present presidents of these institutions shall be disturbed, or that there will be an immediate change of internal policy.

The private endowment and the present and future benefactions of each institution are adequately safeguarded.

The provisions of the bill recognize that the objectives aimed at can be fully accomplished only over a period of time. It does enable us to make a beginning. It makes possible ultimately the united support of North Carolina behind one great, unified, coördinated, and intelligently directed educational enterprise. Our present task is to preserve all that is good in the present system and to provide for an orderly, considered, and directed development in the future.

APPENDIX VIII

AN ACT TO CONSOLIDATE THE UNIVERSITY OF NORTH CAROLINA, NORTH CAROLINA STATE COLLEGE OF AGRICULTURE AND ENGINEERING, AND THE NORTH CAROLINA COLLEGE FOR WOMEN INTO THE UNIVERSITY OF NORTH CAROLINA*

The General Assembly of North Carolina do enact:

Section 1. That the University of North Carolina, The North Carolina State College of Agriculture and Engineering, and The North Carolina College for Women are hereby consolidated and merged into "The University of North Carolina."

Sec. 2. That The North Carolina State College of Agriculture and Engineering shall from and after the ratification of this act be conducted and operated as part of The University of North Carolina. It shall be located at Raleigh, North Carolina, and shall be known as The North Carolina State College of Agriculture and Engineering of The University of North Carolina.

Sec. 3. That The North Carolina College for Women shall from and after the ratification of this act be conducted and operated as a part of The University of North Carolina. It shall be located at Greensboro, North Carolina, and shall be known as The Woman's College of The University of North Carolina.

Sec. 4. The trustees of The University of North Carolina, shall be a body politic incorporate, to be known and distinguished by the name of "The University of North Carolina." Upon this body politic incorporate there is hereby conferred all the powers, privileges, authority, and duties now imposed upon the trustees of the University, as it now exists, to be found in section five thousand seven hundred and eighty-two of the Consolidated Statutes of one thousand

* *Public Laws of North Carolina, 1931, Chapter 202.*

nine hundred and nineteen. In addition to these powers, etc., said elected board of trustees, as hereinafter constituted, shall succeed to all the rights, privileges, duties, and obligations now by law, or otherwise, enjoyed by or imposed upon the existing University of North Carolina, The North Carolina State College of Agriculture and Engineering, and The North Carolina College for Women.

Sec. 5. Notwithstanding the provision of section four hereof all present members of the board of trustees of the University of North Carolina and all members elected to fill vacancies on said board by the nineteen thirty-one session of the General Assembly, as provided in section five thousand seven hundred and eighty-nine of the Consolidated Statutes, one thousand nine hundred and nineteen, all present members of the board of trustees of North Carolina State College of Agriculture and Engineering and all members to be elected to fill vacancies on said board by the nineteen hundred and thirty-one session of the General Assembly, as provided in section five thousand eight hundred and twenty-five (a), five thousand eight hundred and twenty-five (b), five thousand eight hundred and twenty-five (c), of the Consolidated Statutes (Third Volume), as amended by chapter eighty-six, Public Laws of one thousand nine hundred and twenty-nine, and chapter two hundred and fifty-five, Public Laws of one thousand nine hundred and twenty-nine, and all present members of the board of trustees of the North Carolina College for Women, shall be and remain members of the board of trustees of the various schools of which they have heretofore been trustees with the same rights and powers which they have heretofore exercised until July first, one thousand nine hundred and thirty-two.

The General Assembly in one thousand nine hundred and thirty-one, shall elect trustees of the University of North Carolina, as herein provided, to the number of one hundred (100), of whom at least ten (10) shall be women, to succeed the consolidated board herein provided for. These trustees, on and after July first, one thousand nine hundred and thirty-two, shall take over and exercise all the powers, duties, privileges, authority, and obligations of the consolidated board which they succeed. They shall be elected in manner and form as now provided in section five thousand seven hundred and eighty-nine of the Consolidated Statutes of one thousand nine hundred and nineteen, and as a corporate body in the management of its internal affairs shall have powers now imposed

upon the existing board of trustees of the University by section five thousand seven hundred and ninety and five thousand seven hundred and ninety-one of the Consolidated Statutes, one thousand nine hundred and nineteen and shall be subject to rules and regulations applicable to them in sections five thousand seven hundred and ninety-two and five thousand seven hundred and ninety-three of the Consolidated Statutes, one thousand nine hundred and nineteen.

Sec. 6. That within sixty days after the ratification of this act, the Governor shall appoint a Commission of which he shall be *Chairman and Member ex officio* to work out plans for the consolidation of the component parts of the University. This Commission shall be composed of twelve members in addition to the Governor, two of whom shall be appointed by the President of the University of North Carolina from the members of the faculty of The University of North Carolina; two of whom shall be appointed by the President of The North Carolina State College of Agriculture and Engineering and two of whom shall be appointed by the President of the North Carolina College for Women from the members of the faculty of said College; *Provided*, that not more than one shall be a member of the board of trustees of any one of the institutions to be consolidated: *Provided further*, that two of said members shall be women.

Sec. 7. That said commission shall be charged with the following duties:

1. To work out a scheme to bring about an unification of the executive control in The University of North Carolina, The North Carolina State College of Agriculture and Engineering, and The North Carolina College for Women, so that each of said institutions may best serve the State and the needs of the people.

2. To unify and coördinate the general educational program of the University of North Carolina as herein provided for.

3. To work out a scheme in which, and through which, all the problems arising from the consolidation of the three existing institutions into The University of North Carolina may, in their opinion, be best solved.

4. That the final location of all schools, departments, and divisions of work now located at any of the three institutions shall be subject to the study and recommendations of the experts and the commission without prejudice by any provisions in this bill.

5. To consider the advisability of the awarding of diplomas or other certificates *ex legis* by The University of North Carolina

to former graduates of The North Carolina State College of Agriculture and Engineering and The North Carolina College for Women, and to recommend the form or forms thereof.

Sec. 8. The commission on consolidation, herein provided for, shall enter at the earliest reasonable time upon the performance of these mandatory duties, and so continue until they have provided a practical plan of consolidation, coördination, and unification and merger, as contemplated by this act. The report shall be completed and in the hands of the consolidated board of trustees, herein provided for, and those of the Governor, not later than July first, one thousand nine hundred and thirty-two. *It shall employ distinguished and competent experts in the several pertinent fields of higher education in America.* These experts shall take account of the experiences of the several American states in the various forms of unification, whether consolidation, coördination, or other forms of unified guidance and control of higher education and shall study the circumstances and needs of higher education in North Carolina. They shall on the basis of their expert studies and scientific findings make their report and recommendation to the commission with regard to the form, extent, procedure, and all details of unified guidance and control. The expenses of the commission, including compensation of such employees, shall be paid out of the contingency and emergency fund provided for in the general appropriation act of the session of one thousand nine hundred and thirty-one, in the manner provided by law.

Sec. 9. *The Governor, after receiving the report of the commission on consolidation as herein provided for, shall cause a meeting of the board of trustees to be called, and he shall submit said report to said board of trustees.* If the board of trustees shall disapprove of any part of said report, then that part of the report disapproved of shall be modified in accordance with the views of the said board. The report, when approved by the said board, or when so modified by it, shall be and remain the rules and regulations under which the consolidated University and its competent parts shall continue to function until such rules and regulations shall be changed, modified, or amended by the board of trustees.

Sec. 10. That pending the bringing about of the unification, consolidation, and merger as herein provided for, the several institutions, herein consolidated and merged, shall continue to operate

as separate institutions, in accordance with their present plan of operation. There shall, however, be not less than one meeting of the consolidated board of trustees as herein provided for, and not less than one meeting of the consolidated executive committee herein provided for in each year, such meetings to be called by the Governor.

Sec. 11. From and after the final adoption of the rules and regulations under which the consolidated University and its component colleges shall operate, all degrees or marks of literary distinction conferred by the University of North Carolina or any of its component colleges as herein specified, shall be conferred by the faculty of the University of North Carolina or the faculty of any one of its component colleges by and with the consent of the board of trustees, but degrees or marks of literary distinction conferred by the faculty of any one of the said colleges shall designate the college through or by which said degree or mark of literary distinction is conferred.

Sec. 12. All gifts and endowments, whether moneys, goods or chattels, or real estate, heretofore or hereafter given or bestowed upon or conveyed to any one of the institutions, as existing before the ratification of this act, shall continue therefore to be used, enjoyed, and administered by the particular unit to which they were given or conveyed; but if there were trusts, they shall be administered by said unit in accordance with the provisions of the trust deed creating them, for the benefit of the particular institution to which such trust deed was executed. The administration of all these funds, endowments, gifts, and contributions shall, however, be under the control of the board of trustees of the University of North Carolina, as created in this act.

Sec. 13. None of the provisions of this act shall be construed to modify or repeal or render invalid any of the provisions of Article one, relating to The University of North Carolina; Article two, relating to The North Carolina State College of Agriculture and Engineering; and Article four, relating to The North Carolina College for Women, of chapter ninety-six of the Consolidated Statutes of one thousand nine hundred and nineteen, as amended in any particular except where any of such provisions in these articles conflict with this act or the intent and purpose with which it is enacted, that is to say, to bring about an effective consolidation of the three

institutions thus named into The University of North Carolina, organized as herein provided.

Sec. 14. This act shall be in full force and effect from and after its ratification.

Ratified this the 27th day of March, 1931.

APPENDIX IX

FINDINGS AND RECOMMENDATIONS OF THE COMMISSION ON UNIVERSITY CONSOLIDATION*

THE COMMISSION on University Consolidation in a meeting in the Governor's office June 13-14, 1932, received the report of the survey committee as presented by Dr. Works and, after full discussion of the proposals contained in the report, by unanimous vote made the following findings and recommendations and directed that they be transmitted to the Board of Trustees of the University of North Carolina.

The Commission recommends to the Board of Trustees:

That the executive committee on the Board of Trustees be composed of eight members and be so appointed that the terms of two members shall expire each two years.

That the Governor be *ex officio* chairman of the executive committee in addition to the other eight members.

That the executive committee hold at least four regularly scheduled meetings each year—one in each academic quarter.

That the executive committee be given full power to act for the Board of Trustees except at the regular meetings of the Board.

That a single executive be the head of the University and that he be elected to go into office if possible not later than July 1, 1933, and that for the coming year or until such time as such executive is elected, the three presidents of the three institutions serve as a presidential directorate with the assistance, if available, of a member of the survey committee or Dr. Kelly as adviser or coordinator.

That the chief executive of the University be designated as "Chancellor" and that the head of the separate units be designated as "President" of that unit.

That the consolidated University have a comptroller appointed by the Board of Trustees and responsible to the Board through the

* *Report of Commission on University Consolidation*, pp. 6-17.

chief executive and that such comptroller be employed as early as conveniently possible.

That an administrative council be established as outlined in the report of the survey committee after such modification as may be found practicable and necessary and that until a chief executive has been elected, the council itself choose it chairman.

That the "University Senate" provided for in the report to be designated as "Faculty Assembly."

That the consolidated institution operate under one director of summer schools, beginning in preparation for session of 1933.

That the University System have one director of extension, beginning in September 1932, with the details of his duties to be worked out by the presidential directorate.

That the University System have one director of graduate studies and research, beginning in the fall of 1933.

That all schools of education be changed to departments of education, and that there be a council on education representative of the three branches of the University appointed by the presidential directorate to have under its consideration the possibilities of improvement in the training of teachers and the effective study of education.

That the Commission recommend to the Board of Trustees that the General Assembly be requested to revise the law with respect to free tuition in all state-supported institutions so as to provide free tuition in part or in whole upon merit only.

That the training of elementary school teachers be transferred to Greensboro beginning the academic year 1933-34.

That the training of librarians be transferred from Greensboro to Chapel Hill beginning the fall of 1933.

That no new students be admitted to the School of Business of State College beginning with the academic year 1933-34.

That the Presidential Directorate during the academic year 1932-33 make a study of the curricula and courses offered in the University for the purpose of eliminating such courses as may be deemed unnecessary.

That the Presidential Directorate make a study of the administrative organizations of the several branches of the University for the purpose of making them more effective and more economical wherever practicable.

That the Presidential Directorate give careful study to the possibilities of improving the quality of instruction and effecting economies by exchange of teachers and students.

That when major vacancies occur in any of the faculties in the academic year 1932-1933 the appointments made should so far as possible be of a temporary nature so as not to interfere with such action as the Board of Trustees on the advice of the chief executive might wish later to take.

That beginning with the summer session of 1933 the fees of the three institutions should be made uniform.

That the Chancellor, when elected, be known as the "Chancellor of the University System."

That the Board of Trustees, together with the Chancellor of the University System, hereafter to be elected, after careful study of the report of the survey committee and such other independent investigations and studies as they deem advisable, shall make from time to time such changes and transfers among the several units as to bring about such further steps in consolidation as shall seem to them to be for the best interest of the University System and the State.

That the Governor, after advising with the three presidents, communicate with the presidents of the private colleges of the State and advise them of the advantages of institutional coöperation and suggest to them that they give consideration to the ways in which they may strengthen the work in their colleges by coöperating in a system of higher education for the State.

That the report of the Commission on Consolidation, which is to be made to the Board of Trustees, together with the report of the survey committee, be printed.

That the Commission extend to Dr. Works and his associates their sincere thanks for their assistance and for their constructive report.

APPENDIX X

NEW RULES FOR THE CONTROL OF ATHLETICS*

ARTICLE I

IT HAS BEEN and is an accepted part of the provisions of all inter-collegiate athletic conferences that an athlete may be awarded a scholarship, loan, job or other financial aid on his merits as a person and student on the same basis as other students but it is the purpose of this Conference in seeking to carry out the ideals of the National Collegiate Athletic Association to make more explicit and effective its present prohibition of scholarships, loans, jobs and all other material consideration for athletes as athletes.

a. Any student, who, as a consideration for his athletic ability or promise of athletic ability, receives, or is to receive any preferential consideration in the matter of tuition, fees, room, board, clothes, books, charge account, job, loan, scholarship, or any other financial aid or material consideration whatever, whether provided or to be provided by the institution or any of its associations, representatives, or agencies, direct or indirect, or any alumnus or group of alumni or any student or group of students or any other person or persons interested in the institution or any of its teams, is ineligible to represent the institution in an inter-collegiate contest. This regulation does not apply to athletic clothes for practice and games, to the necessary expense of travel for games, to proper medical expenses incident to athletic training and games, and to awards of sweaters and monograms provided by the institution.

b. Any scholarship, loan, job, remission of charge, financial aid or other material consideration within the direct or indirect control of the institution or any of its allied associations or agencies, to be open to an athlete must fulfill all the following requirements:

* Recommendation of the Presidents of six member institutions of the Southern Conference for consideration by the Southern Conference. *N. C. State Alumni News*, January, 1936.

(1) Be equally open to non-athletes on the basis of character, scholarship, financial need, competence for any specific task and general merit.

(2) Be awarded not earlier than June the first for the ensuing academic year and only after fair consideration of all applications for which due public notice had been given by April first.

(3) Be awarded only by a representative and responsible faculty committee or committees in the respective fields of scholarships, loans, and jobs. A list of all awards when made with the names, amounts of scholarships and loans, and the rates of pay of jobs, shall be submitted in writing to the president of the Southern Conference and a copy thereof shall be sent to the chairman of the faculty committee on athletics of each member institution.

(4) Any scholarship which by the terms of the will or gift is limited by its provisions of award to members of a particular family or group, or to students in particular geographical area, must, in order to be open to an athlete, not be based on athletic skill, must be published in the catalogue, and must when awarded be approved by the faculty committee on scholarships.

c. The respective faculty committees on athletics, loans, jobs, and scholarships, and the registrar shall make quarterly summary reports to the president or the head of the institution that all regulations concerning inter-collegiate athletes for which they are responsible are being observed.

d. No student shall be eligible to represent the institution on an inter-collegiate athletic team who holds any scholarships, loan, or job not within the control of the institution unless such award to him has been approved by the respective faculty committee on scholarships, loans, or jobs, such awards to be included in their regular reports with names, amounts, and rates of pay as provided in section b (3).

e. Any athlete who lends his name to commercial advertising or uses his game tickets for profit or holds a sinecure job or receives more than the regular rate of pay or does less than regular work, or accepts the advantage of any counterfeit bet or other material subterfuge or receives any of the aforementioned awards of scholarships, loans, jobs, or other material aid on other than the above specified terms is ineligible to represent the institution in an inter-collegiate contest.

ARTICLE II

To help the candidate and this committee to interpret his and their obligations of honor on the basis of responsible information the faculty committee on eligibility shall, in advance of competition require of each candidate for competition in any sport, a detailed statement in writing of the amounts and sources of his financial earnings and income received, or to be received during the college year including the previous summer, from others than those upon whom he is naturally dependent for support. In case any question arises with regard to the implication of this statement, the matter shall be referred to the executive committee of the conference for decision.

ARTICLE III

a. No student shall be eligible to membership on any varsity team representing the institution until he has completed a full year's work at the institution to the satisfaction of the faculty, is making regular advancement to the satisfaction of the faculty, and is in good academic standing at his institution as determined by the faculty.

b. No student who is on scholastic or conduct probation or its equivalent is eligible to represent the institution in an inter-collegiate contest.

c. A student may regain his eligibility by removing his delinquencies but a student who has twice withdrawn from college on account of delinquencies cannot regain his eligibility.

d. All these scholarship requirements shall in advance of competition be certified to by the appropriate officer as fulfilled by all members of the team representing the institution.

ARTICLE IV

a. No member of the athletic staff or physical education department shall have anything to do with the award or promise, directly or through an agent, of any scholarship, loan, job, or other financial or material aid to an athlete or prospective athlete.

b. In accepting a position as a member of the athletic staff, physical education department, or any official connection with the management or supervision of athletics, the directors, coaches, managers, member of the physical education department, and athletic committeemen and councilmen accept an obligation of honor actively

to exert their influence to discourage any unfair or questionable recruiting by alumni, students or other persons.

c. No member of the athletic staff or physical education department shall receive for his services or for any athletic purpose any money or other valuable consideration except through the college authorities.

d. Hereafter the athletic director and coaches shall be chosen and their salaries fixed by the president or on the recommendation of the president by the board of control (e.g. Trustees, Regents, Visitors) according to the custom of the institution.

In accordance with the procedures of any institution, the president may, if he so desire, have the benefit of the advice and the recommendations of responsible administrative officers, the faculty committee and the athletic council.

ARTICLE V

a. Every candidate for an inter-collegiate team shall after careful explanation of all the eligibility regulations and their implications of honor by a member of the faculty committee on athletics, declare orally to this member of the committee and in writing for the record, upon his honor, his eligibility or ineligibility under each separate regulation.

b. Each member of the athletic staff, faculty committee on athletics, and respective managers, shall in writing, upon his honor, certify his own adherence to all the regulations and to the best of his knowledge the eligibility or ineligibility of every member of the athletic team that represents the institution.

c. It shall be the obligation of administrative and athletic officers and of other interested members of the college or university staff to interpret continuously to students and alumni through meetings and publications their personal and institutional obligation of loyalty and honor, not only to observe the athletic regulations but also to do all in their power to win from others their sincere observance.

d. If there should be any bona fide information involving the ineligibility of any member of or any candidate for any athletic team in the conference, such information should, as a matter of duty, be given to the chairman of the faculty athletic committee for the consideration of the committee.

ARTICLE VI

a. All athletic accounts shall be audited regularly by a certified public accountant.

b. These accounts shall be available as certified in their entirety for the public press and shall be published in the student newspaper.

ARTICLE VII

Any member institution which through its responsible officers, committees or representatives, violates or connives at the violation of any of the athletic regulations of the Southern Conference shall, by a majority vote, be dropped from the Conference, and shall not be restored to membership in less than two years, and then only on a favorable vote of two-thirds of the membership*

(Signed by)

JULIAN A. BURRUSS,
Virginia Polytechnic Institute.

H. C. BYRD,
University of Maryland.

FRANCIS P. GAINES,
Washington and Lee.

FRANK P. GRAHAM,
University of North Carolina.

J. W. HARRELSON,
N. C. State College.

J. L. NEWCOMB,
University of Virginia.

* The question of all postseason games and tournaments, Christmas vacation practice and games, winter and spring football practice, tenure of coaches, etc., referred for further study.

APPENDIX XI

STATE COLLEGE AFTER FORTY YEARS*

IN THE EDUCATIONAL policies of the College . . . we have magnified results rather than methods of instruction; the use of knowledge rather than its mere acquisition; the value of its output (which means its alumni) to themselves and to our State, rather than the cost of its equipment and greatness of its faculty.

Few if any of its faculty have striven for or gained any widespread reputation as educators or otherwise, but they have been content to devote all their energies to the instruction of the young men who studied under them, hoping to get their reward, if any, through the success of their students in after life.

The College has never been overzealous to advertise its faculty, or to use them as a medium for advertising itself, but has shaped its policies on the belief that the best advertisement of a college is the character and success of its alumni.

Under this policy, and led by this spirit, our students have won state, sectional, and national championships in athletics and in educational contests, and the College in the life of one generation has grown from a small beginning with one building, six teachers, less than a hundred students, and a very decided inferiority complex, to become a great institution with millions invested in buildings and equipment, with six major schools of instruction, more than 200 teachers and 2,000 students; with a prestige and influence extending all over our State and into other states, and everywhere recognized as one of the best.

And our alumni have not disappointed us. I have no time to go into a recital of what they have done, and it is unnecessary, for it is written in the history of the State's agricultural and industrial progress during the past forty years. A few years after the College

* From W. C. Riddick's, "Fortieth Anniversary Address" (October 3, 1929), *N. C. State Alumni News*, January, 1930.

was founded, our era of advancement began, and as the College has grown and our alumni gone out, our progress has acquired new momentum. This cannot be a mere coincidence.

APPENDIX XII

WHY STATE COLLEGE?*

THIS is State College.

When it opened its doors in the last decade of the Nineteenth Century it was dependent in large measure upon a Congress that wished to please the farmers. It was "The Agricultural and Mechanical College." "Of Engineering Arts" was thrown in as a camouflage.

It was something that had the money; more money for a term of years than was available to the University at Chapel Hill. But pitifully little money at that, in the light of modern standards.

The early students got at their College a high school curriculum of rule by thumb mathematics in the classrooms, practical farming on the lands—and I mean practical—an opportunity to fool around with stock. These early students were farmers and hopeful mechanics, and they were more or less obsessed with a laborer's complex. And yet early Latin grade pupils from Raleigh, ambitious farm youths without the advantages of the old classical preparation, seized upon it as their College. It was the College provided for the youth that did not have a chance to put a tongue to the cream-puff collegiate education of the day.

What happened?

State College has carried on under a succession of presidents, most of whom were scholars in the broad sense, who had the intelligence to know that, if it were to succeed, it must be practical; it must be technical; it must talk to its students in terms of success in life, of knowledge of the resources with which they had to deal, of utilization of their advantages. The honor roll of this principle followed for fifty years is a glossary containing the names of many of the most forceful men in the history of the State. Some have succeeded in politics—but I am glad to say that their ideal of

* John A. Park, "Why State College?" *N. C. State Alumni News*, March, 1937.

politics was that they got on the campus, a desire to be practical, constructive, helpful and democratic in the true sense of the word.

State College has stuck to its mutton. It offers what we call "culture." It gives a liberal education to the student, but it equips the student who is worth-while with what he wants to know if he steps out into life.

If he comes from the farm, he will get here, in addition to such education in the liberal arts as he may desire and has the power to assimilate, a knowledge of how to farm scientifically. If he is mechanically constituted, he will obtain the scientific supplement to realize his bent in achievement. Harking back to the naive name, this is in fact an agricultural and mechanical college.

How it was needed! God willing, it will carry on from a splendid start. It has graduated its engineers, its textile experts, its forestry experts, its industrial chemists, world without end. Many a graduate of State College, who came to this campus in the high-water trousers of the farm youth, lingered to step forth into life and immediate employment at a living salary. Many of them are now executives who cut through theory and know production and are substantial citizens, or on the way to being so. Allied activities have carried State College into the forgotten farms and hinterlands and put hope and ambition into hundreds of graduates who have capitalized on its training and spread a gospel that has done as much or more to make North Carolina independent as any other force that ever operated within it. We have worked and we have served.

Agriculture: After all, our basic enterprise, the engagement in which we have the most of our capital. As it prospers or fails, we bloom or wither.

Husbandry: The spread of knowledge as to farm animals, breeding methods, poultry, the way to metamorphose a helter-skelter practice followed at a loss into a money-making, soil-building, farm-preserving agency of rural life.

Manufacture: As we have trained experts to visualize natural resources and develop them intelligently, so that we shall save our assets and not waste them.

Engineering: The possibilities are overwhelming. For years we have been uttering a just boast about our waterpower potentialities. We have begun to develop hydro-electric power, and in almost every plant will be found a State College graduate in responsible position.

Chemistry: State College chemists are spread from one corner of the country to another. They work in China, in Hindustan, in all the outposts of backward lands into which knowledge and training seep to combat ignorance.

Forestry: From State College comes the inspiration to redeem that which was lost. From its agricultural schools it sends forth informed students who know that Nature's agriculture is the end superior to that of Man.

Ceramics: It is an almost untouched empire in North Carolina, but State College is tapping it, scientifically, persistently, constructively. We are beginning to know our clays. We are delving in banks of forgotten wealth. We are experimenting and discovering and applying.

Be of good cheer, State College. We shall go on. Some day, perhaps, we may be State football champions!

In the meanwhile, we are champions of the real, champions of accomplishment, champions of what it takes that a North Carolinian should be trained to be:

A citizen who, within limitations—and who has not limitations—has no doubt as to what he knows and suffers no diffidence in diffusing his knowledge with his labor and collecting the moral and material dividends that attend it.

APPENDIX XIII

RESIDENT ENROLLMENT, 1889-1939

1889-90	72
1890-91	84
1891-92	110
1892-93	114
1893-94	192
1894-95	240
1895-96	193
1896-97	247
1897-98	255
1898-99	252
1899-00	298
1900-01	301
1901-02	367
1902-03	504
1903-04	491
1904-05	469
1905-06	495
1906-07	435
1907-08	469
1908-09	446
1909-10	530
1910-11	630
1911-12	619
1912-13	669
1913-14	682
1914-15	702
1915-16	723
1916-17	742
1917-18	552
1918-19	1,020
1919-20	1,049

APPENDIX XIII

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1920-21	1,124
1921-22	1,172
1922-23	1,210
1923-24	1,324
1924-25	1,428
1925-26	1,444
1926-27	1,520
1927-28	1,614
1928-29	1,904
1929-30	1,944
1930-31	1,923
1931-32	1,880
1932-33	1,697
1933-34	1,567
1934-35	1,874
1935-36	2,029
1936-37	2,030
1937-38	2,215
1938-39	2,297

R. G. Johnson.....Burgaw	A. L. Monroe.....Raleigh
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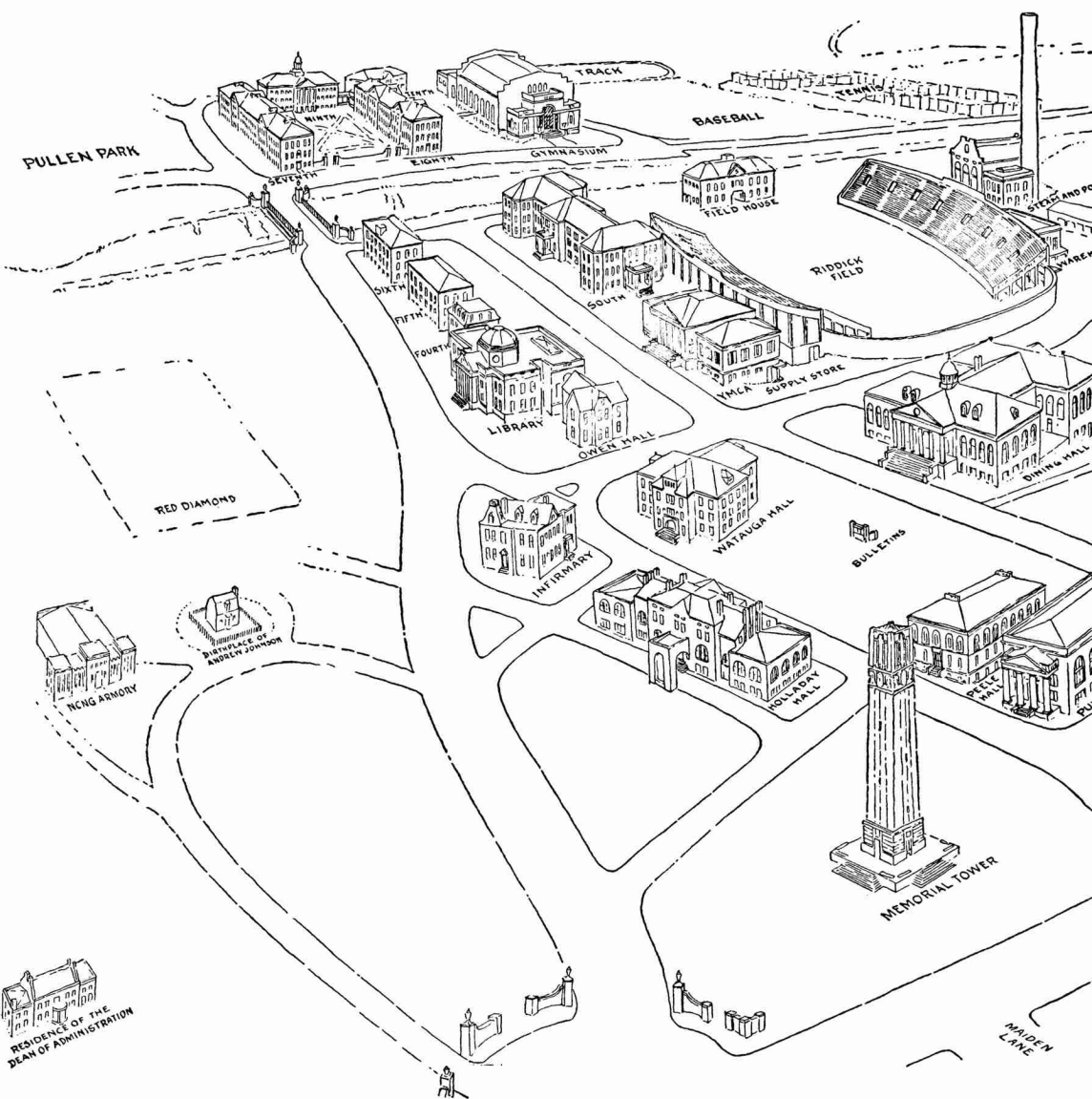
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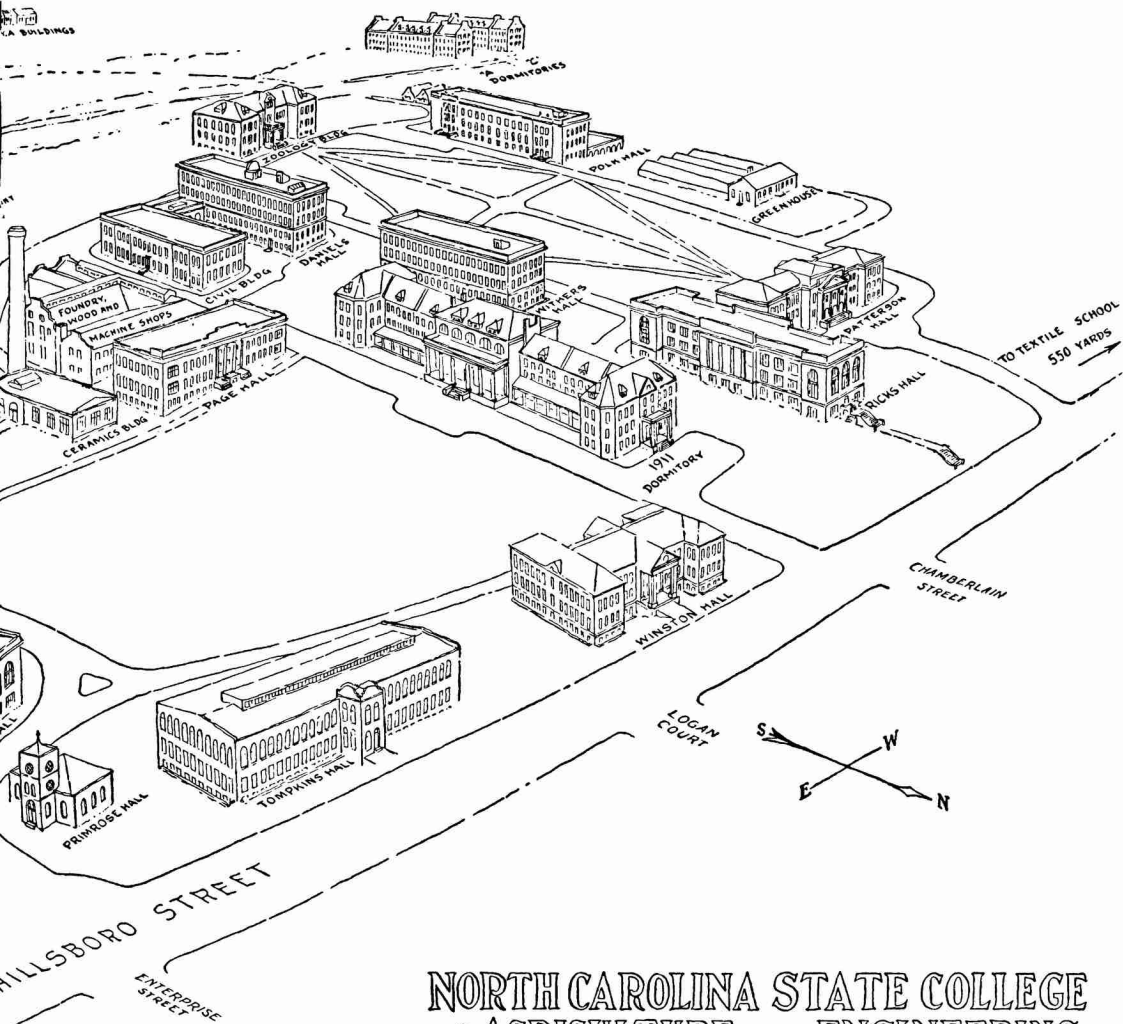
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BIRD'S-EYE VIEW, OMITTING TREES AND LANDSCAPING

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