

**The Inclusion  
and  
Involvement of  
African-Americans at  
North Carolina State University  
1953-1993**

**Compiled by  
Nash Nicks Winstead**

# The NC&A Libraries

North Carolina State  
University



This book was presented by

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February 21, 2000

To the Reader,

When I reviewed the files in Archives to prepare the Provost's Office History, I also reviewed the files of the Provosts, the Chancellors and to a limited extent Student Affairs to find memoranda which mentioned activities related, beginning in 1953, to Coloreds or Negroes, then to blacks and later to African-Americans. These were the titles used in the files in reference to the African-Americans of today. I did not review the file of Dr. Lawrence M. Clark who was Affirmative Action Officer from 1974-96 or of the Athletics Department. A history of the involvement of the Athletics Department was written by Frank Weedon. I completed my review in 1995. At that time Dr. Clark was planning to write portions of the story of African-American involvement at and in the affairs of NCSU, but he had not decided exactly what he would write and how much of this compilation he might use. Since that time he has decided to do a series of writings dealing with major factors and activities which have been successful and or which have had a significant impact on NCSU. Since I had compiled this portion of the more complete story, including many events that Dr. Clark does not plan to write about, I decided to place a copy of this compilation from the files describing and discussing the Integration of N. C. State University in the Archives in its entirety. In time the papers of Dr. Clark will be placed here too. I have shared copies of this with a few individuals and friends.

I think that this compilation will assist others in the who might wish to review the sequential development of African-Americans in the life of NCSU from 1953 through 1993.

Nash Nicks Winstead



## The Integration of North Carolina State University

North Carolina State College was not a ground breaker in admitting Negroes or coloreds as many people referred to African-Americans in correspondence in the 1950s. Our first two students were enrolled as post-baccalaureate students and began classes on September 23, 1953. At that time we were on the quarter system and classes began late in the year. These students were admitted under a new policy which permitted enrollment of graduate but not undergraduates. Robert Lee Clemons enrolled in electrical engineering and Hardy Liston enrolled in Mechanical engineering. Mr. Clemons was the first African-American to earn and receive a degree from North Carolina State College. He graduated with a post-baccalaureate or Professional BSEE degree in 1957. In the fall semester of 1956 the law had changed and the first undergraduates enrolled at NCSU. They were: Irwin Richard Holmes who was the first African-American to complete his entire course of study at NCSC. He finished in 1960 with a BS in EE. Holmes was on the Tennis team and during his senior year he was co-captain. He was the first African-American to participate in intercollegiate sports and to captain a team at NCSC. Edward Carson, Walter Van Buren Holmes and Manual Crockett also entered at the same time and majored in EE. Carson and Walter Holmes graduated with B. S. degrees in EE in 1962. Actually both Carson and Crockett entered NCSC in the Summer Session which started on June 5, 1956.

These and the African-American students who followed over the years caused a great variety of changes to occur at NCSU and in the surrounding community. Many of the white citizens of the State, some legislators, some newspapers, and even several Trustees of the Consolidated University displayed their anger in letters and in the press. They were upset with Chancellor Bostian for letting the Negroes in.

Chancellor Bostian is quoted in the 1993 edition of the NCSU Libraries *Focus*, that one of the accomplishments of his tenure as Chancellor that he was most proud of was "helping with the integration of the student body. I did all that I could to promote that." In this same story Dr. Bostian described the problems that the Negro extension agents had in learning new techniques that would improve the University's extension programs in the counties of the State. He said, "It was quite a problem. The Agricultural Extension Service was upgrading the staff and they were having to send the black county agents to Cornell University for training! They decided to stop doing that. I took a recommendation to the Board of Trustees that

the black county agents should take courses on campus with the other students" (this meant with the white agents). At this time they couldn't stay on campus and couldn't eat on campus. Bostian continued to work at this and eventually ruled that the agents could eat in the cafeteria, but in a different room. At this time it was against the law to have integrated eating places. The agents at first slept at Shaw University. Bostian said that he was elated when the Trustees voted eventually to allow them to attend classes and to stay on the NCSC campus. These classes were usually held in the summer so dormitory housing was available. Another incident that he said helped to crystallize the battle everyone faced in working to make integration succeed was as follows: "Our band was going to the football game at Clemson. Their athletic director called our athletic director and said he had heard that the NCSU band had two blacks in it and that we could not bring them to Clemson for the game. I said to Dean Stewart, "Well then, I don't think our band ought to go." Stewart smiled and said "Chancellor you don't have to worry about it. The band already voted unanimously that they wouldn't go." Walter Holmes was a member of the band.

Besides the Chancellor and the Dean of Students many others were trying to assist in the efforts to make integration of NCSC a success. One of these was Oscar B. Wooldridge who met with the YMCA board and other groups of student leaders and encouraged them to make certain that these young men would be helped and would be encouraged at NCSC. Crockett reported to a newspaper reporter that as he strolled along on the campus an upperclassman approached him and shook his hand and said "I'm glad to see it happen. Come by my dormitory and we'll talk." Walter Holmes said "Some have been especially friendly. The others are just students as I am." The story says that: "Student leaders and university officials tell a story of placid transition. Although white students may show surprise or dislike when a Negro joins their class, nothing approaching an "incident" has been reported." It was also reported that "Outside the classrooms few social lines have been crossed. Some friendships have been formed and Negro students joined actively in interracial groups and similar religious or YMCA sponsored organizations. The Negroes share cafeteria, library, student union and gymnasium facilities with white students. Without exception the Negro students disclaim any crusading motives in choosing predominately white campuses."

The first reference to Negroes that I found in the files written by Bostian was a letter on December 31, 1953. In this letter he told Dean Colvard that the Negro dairy farmers attending a conference at NCSC could eat in the west wing of the dining

hall on February 25, 1954. He stated that "this was permissible under our present policy which provides that Negroes who are attending meetings on our campus as qualified participants may have meals in the dining hall when a separate room is used for the group and the meal is served.

This policy can be stretched to permit Negroes being served if the group occupies a portion only of the west wing of the dining hall, although we would prefer that the students not be served at all during the period when a group including Negroes is eating in the same room." This was a big step forward, for conferences for before this groups not only had to stay at Shaw but external means of feeding the group had to be found. This was difficult and very inconvenient.

This change in policy enabled black agents as described earlier to meet at NCSC and a Chemistry Conference to be held at NCSC in 1954. The policy had changed sufficiently so that black and white conference participants could eat together.

On December 2, 1954 Chancellor Bostian said that our policy for visiting basketball teams that visit NCSC and include Negro players was for the entire squad to be quartered together, and that they could stay in Watauga Dormitory and eat in the cafeteria. For meals the team had to eat in a separate room where no other individuals were being served. He said, "I hope that this policy will enable you to entertain visiting teams having Negro players without any embarrassment to them."

Chancellor Bostian in a letter to the Director of the College Union on September 30, 1954 took the policy further. He said, "Any Negro student properly registered is entitled to be treated in every respect as any other student. Thus the single Negro student currently enrolled is entitled to be served in the State Room and the Snack Bar. He is also entitled to attend any function of the Union accompanied by his wife."

In 1955 Walter Peterson who was Chairman of the Faculty Senate wrote to William Friday, Secretary of the UNC System and told him of a resolution under consideration by the senate. The resolution reads:

"Whereas we acknowledge the recent actions of the Federal Courts in eliminating racial discrimination in the admission of properly qualified students to undergraduate as well as graduate schools of the Consolidated University of North Carolina;

And whereas we are convinced that qualified students of any race can and will be assimilated without damage to the educational standards or the loss of good will;



And whereas we believe that the University can and will assume leadership in the state in showing that the problems of desegregation can be met intelligently and with good feeling:

Therefore be it resolved that the Faculty Senate of the State College at Raleigh goes on record as commending the University Administration for its acceptance in good faith of the modification of admission policy as effected by the recent Federal Court decision. Also, the Faculty Senate goes on record as pledging its full support and cooperation in implementing that policy."

Newspapers had headlines that said that The court rules admit undergraduates to UNC campuses. Trustees to appeal. At that time the Chancellor received instruction from President Gray which included a draft letter to be sent to Negro undergraduate applicants. "Your application to the \_\_\_\_\_ has been received. The Board of Trustees has decided that applications of Negroes to the undergraduate schools be not accepted. You are to be warmly commended in your interest in college, and we hope that you will be able to carry this interest forward at another institution."

In that same year Donald B. Anderson Associate Dean of the Graduate School (This was the title of our leader of graduate work in 1955 and for some years to come. The Graduate School Dean was at the Consolidated University and the three campuses had an Associate Dean of that Consolidated Office.) wrote a black student applicant, "I am sorry that we cannot accept members of your race in a program of graduate work which is available in the State-supported institutions established for Negroes. In a second letter of denial in 1955 he said, "I am sorry to say that we are not permitted to accept Negro students in the Graduate School unless they are citizens of this State." Of course our policy at that time did permit us to accept out-of-state white students. As is evident the Board of Trustees was very slow in liberalizing policy.

At this same time the Chancellor was criticized for recommending to the Trustees that the county agents be permitted to attend the Agricultural extension classes at NCSC. In as not to the Director of Extension He asked that there be no advertising of the arrangement.

In 1956 Shirley wrote to the Director of the Student Union and said: "With the acceptance of undergraduate Negro students, the question has been raised about policy in handling these students in dining halls. Acting President Friday, on the telephone this morning, informs me that the University policy is to treat all regularly enrolled students in the same way, regardless of race. This means that in



the dining halls and activities, Negro students will be treated exactly like white students, without special concessions or restrictions.

Since this is University policy , it should be placed in effect immediately, if it has not already been followed."

One trustee wrote President Gray and said: "Our Legislature has indicated that it is definitely opposed to integration of the races and I will appreciate it very much if you would send me information in regard to what the Sociology Departments at Chapel Hill, Women's College and State College at Raleigh are teaching along this line. As a member of the Executive Committee I would like to know whether any teachers of Sociology in any of the three branches of the University are now being subsidized by outside funds. "After checking with the two departments at State, Chancellor Bostian responded to President Gray's inquiry in May of 1955 and said that none of the courses taught at State dealt specifically with integration of the races. He also said that it was inescapable that this topic occur from time to time in class discussions. "Teachers make a policy during such discussions of placing emphasis on the expected sociological principles that customs and attitudes change slowly and that it is unwise to change mores by legislation, if the sentiment of people concerned is overwhelming in opposition." He also said that no member had a grant, and added that "I hope that this information will assist you in assuring the Trustees that members of our staff are not advocating immediate integration of the races."

On February 15, Walter Holmes was accepted on the basis of instruction from Chancellor Bostian. In March 1956 the Attorney General's Office advised State College not to act on an application from a Negro, but to acknowledge receipt of the application until the courts ruled on the broader question of admitting undergraduates even though Chapel Hill had been told by the courts earlier to admit three student. This was in response to a letter from Bostian that indicated that he understood that we were to respond to Negro applicants in the same way that we responded to whites. I did not find the exact letters which provided for the court's decree or administrative memoranda to change the Attorney General's instructions. They did change at NCSU, and five were admitted, and they were offered housing in the dormitories. None took advantage of on-campus housing at least for the first year. In 1957 at least one student requested housing. In the fall of 1958 there were 10 Negro undergraduates enrolled in the fall semester, including three new students that fall; however, this enrollment included only one of the

original four who enrolled in 1956. The other originals were not enrolled for this semester. No explanations were found.

As was to be expected, almost as soon as the quarter started in 1956, there was a complaint that one black student was a member of the band. It was explained, in a long letter that to deny an excellent musician who applied for participation in the band, that it would have been a violation of the court's decree which required State College to admit Negro students as undergraduates and that they were eligible to participate in all student activities. In 1957 the President's Cabinet adopted the following policy: "It was agreed after some discussion that we should recommend to the Executive Committee that in those instances where our intercollegiate teams or other academic teams have Negro participants and are scheduled to go into a state where such participation is legally barred, we would advise our competitors that we would not come into their state to participate."

In 1957 Manuel Crockett and Irwin Holmes were members of the track squad. Irwin Holmes was a member of the tennis team from 1958 through 1960, and in 1960 he was the captain of this team. The first black student to captain a team at NCSC.

In 1959 Chancellor Bostian received complaints about integrated seating in the Coliseum for the Dixie Classic basketball games. Of course except in the student sections for college games to which black students did attend, there were separate sections for Negroes. He explained that Negroes were never sold tickets except in sections reserved for them. When all other tickets had been sold for an event except for those seats in the section reserved for Negroes, the public after being informed would buy those remaining tickets. He said that, "In this situation we have the choice of selling no tickets at all to Negroes, having a section partially filled, to having an area with mixed seating." He also explained that when teams are not playing in the Dixie Classic that there was seating reserved for players behind the goals.

On November 1, 1960 the Faculty Senate approved the following resolution: "that the Faculty Senate go on record as approving of the sentiments expressed at the Liaison meeting. This implies that all students at State College regardless of race, color or nationality be afforded fair and equitable services from the businesses that surround State College and that are a part of the larger State College Community.

Shortly after Chancellor Caldwell came to NCSU he responded to a complaint about a racially mixed meeting at State College of the North Carolina Council on Human Relations (it did include some State College faculty). He stated in part in the



letter "I know and understand ,\_\_\_\_, how you feel on this subject and how interested you are in protecting the College against unfavorable public reaction and opinion to the presence of Negroes on the campus. I do believe, however, that the amount of biracial activity which does take place on this campus is minimum in terms of the contemporary requirements of education and leadership development on the local, state and national scene. And we have had the feeling that it no longer attracts any considerable degree of attention at all.

You are a stalwart man and I for one will continue to value your concerns and views as we struggle to serve what seems to be the best interested of humanity in these difficult days and hours."

In December of 1960 , since the University had no policy on admission out-of-state and foreign nationals, Chancellor Caldwell established a NCSC policy. We quietly made an internal policy decision, which was confidential ("No publicity or notice of it to outside parties and to internal personnel only as required for proper administration") at the time. We made the decision to accept out-of-state citizens (Negro) if exceptionally qualified and never more than a few. We decided also to admit foreign nationals and at the undergraduate level there was to be special caution to admit only those few if highly qualified.

In 1961 the Psychology department expressed its disappointment to Chancellor Caldwell for his decision that would lead to the exclusion of Negro employees on the current contracts being carried by the Psychology Department. This of course meant faculty. There was no reasons given for the denial in the correspondence at this time.

At the meeting of the Liaison Committee on May 24, 1961 it was reported that only one of 11 eating establishments adjoining the campus would serve a colored student.

In 1963 the NCSC campus was used for the meeting of the North Carolina Teachers Association's convention. Charles A. Lyons Executive Secretary of the group and several others wrote Caldwell. I quote Lyons. "Our members were high in their praise of the facilities and the fine treatment which they received during the two days of the convention."

On May 15, 1963 the Faculty Senate adopted the following Resolution.

"In recent years individual residents of Raleigh, including large numbers of college students, have begun seriously to insist that racial restrictions in businesses and public facilities are inhibitive of human freedom, dignity and growth, and that such restrictions have no place in a democratic environment - particularly an

environment in which many young men and women are attempting to find their way to positions of responsibility in a free society through college and university study.

The Faculty Senate, being representative of a university community dedicated to the goals of individual freedom and the full development of human resources, feels obligated to speak out at a time when the environment of learning in the city can be profoundly improved by imaginative leadership.

Therefore be it resolved that the Faculty Senate commends those places of business in Raleigh and particularly those in the vicinity of the college which have opened their facilities to all members of the student body at the college .

And be it further resolved that other places of business in the city which open their facilities to all persons regardless of race or color be assured of the commendation of this body."

One faculty member objected to the Senate's speaking for him.

This became a major interest of Chancellor Caldwell and he became involved as, a member of the Mayor's Community Relations Committee, a spokesman for integration. In meetings with the Raleigh Restaurant Association in 1963 and especially in 1964 he encouraged their opening their establishments to members of both races. He asked them do so because it was right, but he also asked them to pray about the matter, but that he would leave it to them. I believe that he sort of told them that he knew that they would do the right thing. A few inferred that they would if someone else would, but they did not want to be first. Baxley who owned a restaurant across from the campus then came to see Caldwell and told him that he had prayed and thought about the matter all weekend and that he knew that it was right and that he would serve all races at his restaurant. He provided the leadership and others followed. On January 1, 1964 there were three restaurants serving all races adjacent to the campus. I don't know the exact date when Baxley's did integrate.

On July 16, 1963 Caldwell responded to an angry letter that a faculty member had received from a father whose son was taking a course at NCSC. The father said that he had learned that "Negro and white children are being intermingled in this class. For this reason we are withdrawing Tony immediately." Caldwell's response was. I have a copy of your letter to Dr. Rust. The only thing that really surprises me about your letter is that you were not aware that North Carolina State College has been integrated for many years. So I'm really sorry that you found yourself



disappointed on that score and that you have withdrawn your son." He then said, "Do you really think that we ought to pursue any different course from that?"

In a memorandum of 17, July 1963 to Chancellor Caldwell from W. L... Turner I noted the following message, "All toilet facilities on campus were checked by Tuesday night. Only one segregated toilet facility on campus was located in the infirmary. This was corrected on Tuesday, July 16. I am attaching telegraphed reply to all Federal Agencies who contacted us as of this date."

In 1962 after Shirley had been elected to the Chairmanship of the North Carolina College Conference, he recommended that the N. C. College Conference merge with the Negro College Conference in North Carolina. In so far as I can tell this was the first such proposal and it was soon adopted. The two merged and now meet as the North Carolina Association of Colleges and Universities,. This was an important step for higher education in North Carolina and probably would have happened in time, but I'm proud that a predecessor of mine made the proposal.

I could not detect that Dean Shirley played a major role in affirmative action or race related activities during his tenure . There are suggestions in the files that he and other members of the Administrative Council were consulted but that Chancellor Bostian and later Chancellor Caldwell and to a lesser extent Dean Stewart, the Dean of Student Affairs were much more actively concerned and played the leadership roles.

Chancellor Caldwell's remarks at the General Faculty meeting on September 9, 1963 included the following statement. "Let me not leave this review of the past year without referring to the revolution that is taking place in the American society and which manifests itself on the sidewalks and streets of Raleigh as elsewhere. Members of this faculty participated in the demonstrations designed to open up facilities serving the public in Raleigh. It was true also in Chapel Hill and in Greensboro. Others of the faculty expressed some criticism of these actions by their colleagues. It is worth noting that the University as a whole defended the rights of individuals on its faculties and in its employ to express their personal convictions as individual citizens in a free land. We have thus had another demonstration of the fact that your Board of Trustees meant what it said in its recently reiterated statement on academic freedom. It is really not academic freedom that was being exercised there so much as personal individual freedom guaranteed not by a university statute but by the Constitution of the United States of America. The University merely found itself with the opportunity to support constitutional government, this to defend the Constitution of the United States in the only way it

can be defended, that is, not in oratory but in actual protection of individual expression and protest.

I think we all know that this is a right position for a university to take. I know we all know, too, that institutions like a our University pay a price for temporary periods, for the institution and the individuals protected may be out of phase with what Galbraith would call the "conventional wisdom:" of the times . Individual members of the faculty do take on some responsibility when during a meeting of the General Assembly considering appropriations and other legislation affecting education they exercise their "rights" for all to see. But this is a judgment the individual must make and the institution does not presume to make it for him. I must again express a sense of gratitude that on the whole the General Assembly was tolerant of these manifestations and did not diminish its support for these academic enterprises. These are exciting days, and it would be a betrayal of the finest tradition of universities if in these times of social upheaval their members were not concerned and involved in the resolving of the issues. The University had the right only to expect dignity in any situation."

Early in Dr. Kelly's tenure I began to note that he was encouraging a variety of activities. These included hiring minority faculty and staff. In fact he was the first major office holder in Holladay Hall to hire a black woman as his secretary. We also had other black SPAs on the Provost's staff. He also encouraged a closer working relationship with the predominately black colleges in Raleigh and was especially helpful to St. Augustine's College. He also was very much interested in the well being of our black students and encouraged the increase in the number of black students; however at this time the recruitment was under Student Affairs. He did support Student Affairs in its request for more assistance in these areas.

On February 26, 1964 Mr. Helms in a WRAL-Viewpoint said, "Last Summer's street demonstrations in Raleigh were organized at the two local Negro colleges, and were conducted largely by students at those two institutions. Training sessions for the demonstrators were held on the campus of North Carolina State College. Two faculty members who promoted the demonstrations have been noticeably absent from the State College campus this year. But one of them has just returned to the faculty after a leave of absence which he spent in Mississippi participating in civil rights demonstrations."

In May of that same year there was a conference between officials of the University of North Carolina and the Presidents of the five predominantly Negro colleges which were state supported. Caldwell was in attendance. They explored



ways in which cooperation might be carried out. One of the things discussed was that for the present the problem of poorly prepared students would have to be attacked after the students reached the colleges. Later after I was Provost we found as we expanded the number of African-American students to include more than just the very top academically prepared students that many did require some compensatory course work. This was true also with many of our white students. The solution to the problem would require more and better educated teachers than those that had been available in the past. Several approaches to the problem of improving the preparation of the college faculties were examined. Two facets of this problem appeared to be (1) that of attracting a steady flow of the more talented Negro College graduates into college teaching and finding the resources to support their graduate study through the doctoral level and (2) that of upgrading selected members of the faculties currently engaged in teaching on the several college campuses. Item 2 finally received some state financial support after the merger of all campuses under the University North Carolina in the seventies.

At a faculty meeting in 1965, Chancellor Caldwell commented upon the University compliance with the Civil Rights Act of 1964. "He pointed out that, with minor exceptions, the established practices of the University comply with the law in all respects serving as a model for other southern state institutions. He emphasized that the failure of any unit of the University to comply would jeopardize all Federal funds to all units for all purposes. Isolated segregated practices are being corrected." Title VI of this act reads "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

In a speech on June 8, 1964 to the Kiwanis Club and later to many other groups, Chancellor Caldwell addressed the issues of the day and discussed the Mayor's Community Relations Committee' activities. I share only a part of this address, but I believe that it tells of the Chancellor's deep feeling on this important matter. His frequently and outspoken remarks set a stage for NCSU for the years ahead. "Many people wonder why suddenly this period of history has produced the uprising of the Negro in America against discriminations which have classified him and denied him because of color the moral respect, the moral freedom, the moral opportunities available to the man with white skin. Why now this loud knocking on the doors, this fresh insistence? Why now? And why in Raleigh? And what do we do?

The answers are simple really. Put down a few factors and see them all converging: Millions of young Negroes serving in uniform in the second World War, in Korea, and now all over the world some of them not coming home, others coming home proud to have served but wondering in their own communities how the American society really regards them; another factor - hundreds and thousands of Negroes, men and women, who, despite segregated schools, have found enough opportunity to become cultured, educated and in some cases even wealthy citizens; another factor - the Negro purchasing power of perhaps fifty billion dollars in the nation; another factor - the new consciousness of the Christian churches with respect to social problems; another factor - the political potency of the Negro vote, not just in northern cities but nearly everywhere where Negroes live. In other words, we have experienced the confluence of political power, economic power, legal power, and moral power as the new American Negro emerges from his ghetto and states his case. Raleigh is not immune. You know the demonstrations that have occurred on our streets and in places of business over the past three or four years. These demonstrations made it clear that Raleigh was not immune and not very "open".

In 1965 the Chancellor who had heard the complaint of an SPA employee about discrimination in his department wrote the school dean and told him of the complaint. The employee said that he had been hired to work for a faculty member who had left NCSU. He said that he was then exposed to the members of the department who seemed determined that no Negro would advance or stay in a position at a higher salary when white technicians. He said that graduate students seemed to think that he was their servant. He asked the dean to hear the case and said, "I don't know whether Mr.----- is a good employee or not, and I make no judgment on that question. Indeed, I make no judgment on his complaint at all, but I am sure that you would be as interested as I in seeing that, as we move into the "new day" in which we will be employing additional Negroes at higher and higher levels, we do everything we can to establish and maintain a totally constructive climate. I would be interested, of course, in the outcome of your handling of this particular complaint, but I do not expect to enter into procedures or judgments."

In 1966 the Chancellor received two complaints that I will mention. One said, "Your advocacy of interracial housing shows again that you are not fit to hold the high office you have among white people." The other reads, "I strongly protest the appearance of the Negro agitator King at N. C. State next month. He is a trouble maker, morally irresponsible and unprincipled and such an appearance is an insult



to the white people of the area. He should be denied access of any public building in North Carolina." Another letter shows how intense feelings were and how gossip spreads. One person wrote that he had been told by an alumnus who lived in Raleigh that numerous books had been removed from the shelves of the library due to a request made by the NAACP. This involved books on a twelve page list. Supposedly the removal of these books was necessitated due to Federal money being used to supplement library funds. The Chancellor responded the next day and said, "The information provided you by one of our graduates is completely inaccurate. This is the first we here have heard of our being requested to remove any books from our library or the twelve page list referred to by the alumnus. Our University Library has no intention of removing any of its books as result of an outside pressure group nor would the granting of federal funds to this University effect our selection of new books for the library or those we now have on the shelves."

In 1967, the first African-American to receive a Ph. D. from NCSU was Dr. Stephen Benton Latimer whose degree was in Animal Science.

At the Consolidated University Administrative council meeting in October, 1968 which I attended for Chancellor Caldwell, President Friday reported on a meeting with the student leadership. He indicated that the students wanted more qualified Negroes on campus and that they were not satisfied with what was being done for the number of students was small. They wanted the University to let Negro students know of scholarship and loan possibilities. I told the President that we were doing that. Dr. Arnold King said, and several of us agreed, that it was sad for students to feel that they had to pressure us into doing what we ought to be doing anyway. Each campus reported what they were doing to recruit and encourage Negro students to come and enroll who met requirements. We also discussed remedial types of programs for those who came and needed them.

On February 20, 1968 Dr. Kelly wrote the National Science Foundation a letter which responded to an inquiry. He said, "It was good to hear from you through your letter of February 15, and I welcome the opportunity of commenting on your "Student Science Training Program." I would like to relate the circumstances under which the points of the program came strongly to our attention.

Two years ago we spent a whole day looking at the question of why more Negroes do not go into science and engineering. We invited a group of Negro high school teachers, a group of teachers on our campus, a group of Negro students on our campus and presidents of Negro colleges.

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The group of Negro students on our campus were the most help. When we asked them how they decided to go into science and engineering and why they came to this campus, we learned that the majority of them had attended a summer science program of the National Science Foundation either at the end of their junior year or at the end of their senior year. They told us that without this experience they would not have dared to enroll here. In addition, they told us that the sociological experience was just as important as what they learned in science. For all of them this was the first experience they had away from their socio-economic environment, and it gave them the courage which they would not have received otherwise. They reported that they had to work very hard, much harder than the white students, but they were encouraged that with extra effort it was possible for them to compete."

On March 14, 1968, a report said that with the exception of one Extension Assistant Professor in Sociology who was employed by the Agricultural Extension Service, and six part-time as Extension Specialists in the Agricultural Extension Service. This was a sad commentary on our failure to attract black faculty in academic affairs. This lack would not improve rapidly.

In its resolution of April 9 1968 the Faculty Senate made a statement on Racial and Religious Discrimination. It expressed the gravest concern about the unsolved economic and social problems which are an important cause of much to the civil disorder afflicting our country. The resolution of April 9, 1968 called for action by national and state governments, but recognized that, "Governmental action alone will not suffice to solve the economic and social problems which are among the prime causes of such violence.

Substantial progress against the racial and religious discrimination which is and important factor in many of the economic and social problems of minority groups depends less upon governmental action than upon individual personal commitment, expressed both in attitude and action. The Faculty Senate endorses the following statement because we find discrimination based on race or religion abhorrent and incompatible with the idea of a university.

We invite all members of the administration, faculty, staff, and student body, of this University to subscribe to the following statement of position; more fundamentally, we call upon every member of this University community to accept personal responsibility for making his own contribution in his own way to the kind of free and open society we must have in America if our historic ideals are to remain viable. This statement will have served its purpose if it provides a framework within which each individual may guide his own action.



Organizations. While most professional organizations are not segregated, certain fraternal organizations, civic, service, and social clubs to which faculty, students, and staff belong are still segregated on the basis of race or religion. We urge each individual to search his own conscience to determine how he can most effectively work to eliminate discrimination within his own clubs and organizations. We believe that under no circumstances should any University function be held in any facility that denies membership or service on the basis of race, nationality or religion.

Housing. We note with approval that University housing is unsegregated. Segregation persists, however, in off-campus housing. We support and promote open-occupancy practice in Raleigh. Open housing is vital to the well-being of a university that serves and is served by persons of all races, religions and nationalities.

Employment. This University still employs few members of minority groups, particularly Negroes , in non-traditional positions. Every member of the University community has a responsibility to do his part to insure that the faculty and staff are employed on the basis of individual qualification, without regard to race, nationality, or religion.

Recruitment of Students. We ask all who are responsible for recruiting and admitting students to give full and equal consideration to qualified applicants from minority groups. We, ask further, that special care be taken to publicize the fact that this University welcomes qualified students from minority groups.

University Extension. We commend the Agricultural Extension Service, particularly the 4-H Club activity, which has long offered professional employment to Negroes , and is abolishing racial distinctions in its internal organization. This University has done and is doing much to improve the education and the economic well-being of minority groups in the state. Extension activities are of such significance in the improvement of lives of disadvantaged persons that we emphasize our belief that University Extension, including Industrial Extension and the Division of Continuing Education, as well as the Agricultural Extension Service, must continue to play a major role."

It was about this time that the NCSU Women's Club was scheduled to have a meeting and dinner at the Carolina Country Club. When those arranging for the meeting learned of the Club's Segregation Policy, they rescheduled their meeting elsewhere. With respect to housing we did start to refuse to list off-campus housing that would not make facilities available to persons of all races, religions or

nationalities. This was an important matter because at that time students who did not get on-campus housing usually went first to the Housing Office to find other places to live.

At this time did not have many student applicants who were Negro , qualified or unqualified. It was also soon to become evident that advertising would not get many admissions applicants. We begin to employ and use some undergraduate black students to help the Admissions Office in its recruiting efforts in 1971. We had to try very hard to get minority students to apply. We then added one full-time black Assistant Director of Admissions and later we added a second. they helped our recruitment efforts very much. We had almost no applicants from Wake County at this time, and it was not until about the time that I became Provost we began to understand the problem.

In the Faculty Senate minutes of 1969-70 on page 123 Chancellor Caldwell reported, "The HEW team spent three days at North Carolina State University and indicated their pleasure with the atmosphere at North Carolina State with respect to race. However their report contained several recommendations which indicated that the University needed to make a greater effort to attract black and other minority individuals to the student body, the athletic program, and the faculty. He indicated that the University must submit a report next year detailing its specific activities demonstrating equality of effort in recruiting from various groups.

In the early years of the 1970s we could not ask prospective students what their race was. It seemed that those who created the national regulations felt that if we knew a prospective student was black, that we would be more likely to discriminate and not to admit them to NCSU and to other universities. So at that time we could not say precisely how many black students we had in various categories. However, since we had very few black students our estimates were probably close, In the early 1980s our records were accurate and we did ask prospective students, faculty and employees for their racial identity because all had learned that progress was better when there was identity.

In 1969 the first basketball scholarship to an African-American student athlete was awarded to Al Heartley. In 1967-68 he had been on the basketball squad as a freshman, but he was not on an athletic scholarship at that time. He became the Captain of the team in 1970-71. In 1971 Mr. Heartley was the first African-American to win the Alumni Athletics trophy. In 1967-68 William Cooper was also on the squad as a freshman, but he was not on a scholarship. In 1968-69 Ed Leftwich was the first African-American to come to NCSU on a freshman basketball scholarship,



and he continued on a scholarship through 1969-71. David Thompson was our first African-American All-America winner in basketball.

In 1968-69 in Marcus Martin was the first African-American to be a member of the varsity football squad. He was on an academic scholarship. In 1969 Clyde Chesney was on the varsity squad, but he was not on a scholarship. He was on an athletic scholarship in 1970-71. Willie Burden and Charley Young were both on Freshman athletic scholarships in 1970, and on varsity scholarships in 1971-73. Ted Brown became our first African-American All-America in football in 1978.

In 1969 Provost Kelly received an inquiry about Black Studies at NCSU. His response included that at present we have few black courses; however, through a cooperative arrangement with Shaw University and Saint Augustine's College, students from NCSU may take any of their extensive offerings in Black Studies. This was through the Cooperating Raleigh Colleges' Program. He also indicated that we had no plan to offer a degree in the area, but that we did hope to offer more courses in sociology, anthropology, literature, history, and politics.

In 1969-70 Eric Moore was elected by the student body as our first black Student Senate President. In 1970 Mary Evelyn Porterfield was chosen as the first African-American Miss Wolfpack. In later years this title has come to be known as the Home Coming Queen.

In 1970 the Chancellor told the Faculty Senate that we will be unable to hire more black faculty, members unless we actively seek them. The first African-American faculty member was Vivian Henderson, a Visiting Professor in Economics, who came in 1962. Dr., Henderson was to become one of Martin Luther King's lieutenants during the Civil Rights Movement. Our first faculty member with faculty rank was Dr. Dorothy Williams who came to NCSU in the Department of Sociology and Anthropology in 1965, however, she resigned and went to Shaw University. Harold McNeill became an Assistant Professor of Adult Education in 1968. P. P. Thompson was appointed in the Sociology department in 1969. Harold McNeill became an Assistant Professor of Adult Education in 1968. These last two faculty were long time members of the Agricultural Extension Service and were paid from that funding source. In 1970, the only black faculty member employed at NCSU against the academic affairs budget and in the tenure track was Dr. Odell Uzzell, Associate Professor of Sociology. He came to us from Fayetteville State College. I had gotten to know Dr. Uzzell through my work with the Fort Bragg Branch of NCSU and had a lot to do with assisting the department to hire him. When I first mentioned the possibility to the department head he said that they

would be delighted to have a chance to hire Dr., Uzzell, but at that time they did not have a vacant position. Dr. Kelly gave them a new position and at the salary level needed. In the spring semester of 1973 Dr. Uzzell was the leader and coordinator for a symposium "The Black Experience: Blacks in Business and Politics". Among the outstanding cast of speakers was Vivian Henderson who became the President of Clark College in Atlanta.

Augustus Witherspoon obtained his Ph. D. in 1970 and, I believe, was the first of several African-Americans who became faculty members at NCSU after obtaining a Ph. D. here. He had been an instructor for a couple of years in the same department. Witherspoon held several important positions in the administration at NCSU and played an important role in helping us to improve the climate for African-Americans at NCSU. Some of the others who obtained the doctorate at NCSU and who were faculty at NCSU in 1991 were: Clyde Chesney, Orlando Hankins, Carol Love, Pam Banks-Lee, Jackie Hughes-Oliver and Harold Freeman. Dr. Freeman, a native of Raleigh and a graduate of the old Ligon High School in Raleigh, is a professor in the College of Textiles. He is also our first African-American to become a Named Professor. The official title is the Ciba-Geigy Professor of Dyestuff Chemistry. Others who obtained their doctorates here and served here for a short time have moved on to other universities and to industry.

In 1970 there was some flack about Dr. Kelly's push to get courses taught in Afro-American and Asian history. The History Department's faculty asked the head to write the following letter. "At its regular meeting on May 20, 1970, the Department of History approved unanimously the following statement of understanding of departmental responsibility.

In a university, the determination of academic matters lies properly with the community of scholars who comprise the faculty. As part of this larger body, a departmental faculty constitutes the entity which should determine the academic program of the department. The right and responsibility of establishing the program or of formally initiating modifications are essential to the integrity of the department; outside infringements upon these prerogatives constitutes an erosion of its integrity.

Concomitant with the right to determine the academic program, basic prerogatives inhere in the departmental faculty as a whole, among which is that of deciding upon the fields of historical concentration which will be included in the department's academic program. Once the fields of specialization have been determined, the securing of appropriate personnel should be accomplished by a



process which includes consultation by the department members with the department chairman by means of a regular procedure established for this purpose.

I was instructed to forward this statement to the Dean of the School of Liberal Arts with the request that he transmit it to the Provost of the University."

Dr. Kelly wrote the dean and asked, "What prompted this? Is there some hidden meaning? What about coordination with the rest of the University? Don't they have an obligation to discuss needs and approaches with colleagues in other disciplines?" A part of Dean Cahill's response follows. "I should have told you before, I suppose, but what brought all this about was our push into the area of Asian History and our putting in and Afro-American history course. They blame it all on Greenlaw, naturally.

As do all Historians, these people think that there isn't any history except what they teach. And it is quite natural --people must believe in what they are doing or they don't do it very well, but it tends to obscure what isn't being done.

There are also some aging 'enfants terribles' who seem to think that everything should be conducted under Rousseau's oak tree. For my money, all you get out of that is chiggers.

Anyway, I have acknowledged receipt of the communication and said I would forward it to you. So you keep it and we'll both forget it."

In 1970 the Chancellor's Good Neighbor Council proposed that one way we could get more black faculty on campus would be to do some faculty exchanges with predominately black institutions. It seemed that we had a number of faculty who would like to participate. This turned out to be very difficult for it involved matching classes to be taught on two campuses with individuals from two campuses that wished to be involved. Even under the Consent Decree when the UNC system had funds to pay for the exchanges and for travel costs among the members of the UNC BOG system we had few exchanges to take place for the same reasons. We were more likely to have exchange when one needed an extra section or an entire class and the receiving university did not have a qualified faculty. This happened occasionally under BOG, but not very often. We were able to have a few of our faculty teach under the Cooperative Raleigh Colleges Program a needed course at Shaw or Saint Augustine's and a few from those institutions to teach at NCSU. This was easier to arrange because the locations were convenient and was almost always done on an overload basis where the faculty member received pay from the borrowing institution and no matching exchange was required. In most cases it was for an individual to teach a course where you had an extra session or where there



were no qualified persons on campus. The numbers were small and disappointing to those of us who were struggling to get a larger black faculty presence on campus. This procedure was suggested by many others including students. Most could not understand why it wouldn't work, but it is difficult and costly even under the BOG System's plan for the faculty member and their families to transplant themselves to another place for a semester or for a year. The reward was not adequate and most would not consider the value of the exchange to the individual as equal to that of an Off-Campus Scholarly Assignment.

One, among many, of our problems in hiring black faculty was that there was such a scarcity of holders of doctorates among blacks in non-traditional fields and sciences which predominated at NCSU, such as in the Schools of Forestry, Engineering, Design, Veterinary Medicine, Physical and Mathematical Sciences, Textiles, Business Management and Accounting, and in most fields in the School of Agriculture and Life Sciences. There were surpluses in no fields that I knew of. It was evident that we and all of the other doctorate granting institutions had to recruit vigorously at the graduate level to increase the supply. Not much happened, because recruitment of graduate students was always done at the departmental level. Graduate Deans were reluctant and most did not want to intrude in that practice. After a long time we and a number of other universities learned that if we were to increase the numbers of African-Americans with doctorates we would have to develop a recruitment strategy at the Graduate School level for the entire University and that this strategy would assist and encourage departments in their recruitment efforts. We needed a black presence in the Graduate School. Dean Stannett was very willing, and we came up with a one-half time position out of our own resources. Dr. Augustus Witherspoon was hired for this purpose in 1979. I'm pleased that we finally were able to get a position which had been badly needed for some time. Recruitment of undergraduate students by graduate programs in many fields is not easy, and in these fields we even have shortages of US citizens with doctorates. The best students are recruited heavily by industry, and their pay with the BS sometimes almost equals that of the beginning doctorate. For the best African-American students the competition by industry was even greater and the supply was short for traditionally blacks had not majored as undergraduates in these fields.

In 1985 when Chancellor Poulton appointed an Advisory group from the Black Community, Vernon Malone responded: N. C. State University is an outstanding university and there is no logical reason why more academically

capable minority students do not take advantage of its offerings," I recall a similar meeting in 1974 when Mr. Malone told us that no child of his would ever attend NCSU. He told us how racist and red-necked we were and how badly we were viewed by black citizens in Raleigh. Malone's son did attend NCSU in the School of Engineering and did very well. So over the years we did make some progress.

In 1970 Chancellor Caldwell shared his philosophy and concern with many including off and on-Campus individuals. He said: "Does white America have enough Christianity and enough practical sense to emancipate both races from ignorance, the fears and disadvantages of racism.

It is time that white America faced realistically the plain truth that this Nation cannot find its cherished destiny in human affairs without full partnership of whites and blacks based on mutual respect, trust and brotherly love.

Out of this partnership would come the prosperity and harmony of integrated public schools, the vitality of truly democratic politics, the accomplishments of genuine equality of economic opportunity freed from the needless burdens of racist policies.

There is no other answer for America and the time is now . Further delay is morally wrong and practically stupid. We have nothing to lose but our chains.

Why do we make it so difficult when the answer is simple! Let every person evangelize himself and resolve to regard every other person as an individual to be hired or not, to be chosen as a friend or not, to hold office or not, even to be judged or not, solely on the basis of his individual character, performance and potential. Simple, if we are Christian enough to do it! And if we're not, then let us not be surprised that the church and America have less and less meaning to the new generation of Americans."

As you have noted I have quoted Chancellor Caldwell frequently. He influenced my beliefs and behavior concerning the need for changes and opportunities for African-Americans at universities very much. Larry Clark, helped me to see that the issue wasn't just integration which had come to mean to so many the merger of African-American culture into European culture. He helped me to see that the need was more a matter of having many cultures and sharing the many rather than the dilution of one and thereby its inevitable loss. Many people have shaped my behavior as Provost, but these two the most in matters of race. Provost Kelly also desired to see more blacks achieve at NCSU. What Caldwell said about race could also be applied to gender too. As the Assistant Provost handling the

details of curriculum and academic personnel, it was awfully good to have Chancellor Caldwell, Provost Kelly and me all singing the same tune.

In 1972 Provost Kelly informed those units who turned in recommendations for salary increases that, "As a top priority, we ask you to consider the salaries of all minorities and all women paid from 18141 funds in your school to determine whether their pay is appropriate on the basis of merit."

In the 1972-73 Annual Report Chancellor Caldwell reported that William Maxwell had been appointed Assistant Dean of Education. This was our first African-American appointee as an Assistant or Associate Dean of and academic school.

It was at about this time that the School of Liberal Arts proposed to either drop geography or its black politics course. Both were taught by temporary part-time faculty. In prior years the funds had come from the dean's reserves and now were committed to hiring a permanent faculty in another department. We decided to give extra funds to keep both courses going. It was a frequently used technique to say we have no funds and will need to discontinue a project considered vital by the Provost. In 1973 Dean Tilman wrote the Provost and asked for three new positions to hire three black faculty. Dr. Kelly asked me to find out how many vacant and uncommitted positions the Dean had. I reported to him that he had several. Provost Kelly wrote, " Does your request given in your memorandum of April 19 imply that you will hire blacks only if we give you new positions? If you were sincerely interested in hiring the 'three good blacks' you mentioned, could you not find some positions within your own school without help from this office?" I don't recall how we worked out a compromise, but we did not lose the three because of a lack of positions. In addition to trying to increase the number of African American faculty, we were also very much interested in trying to increase the number of graduate students. Dr. Kelly responded favorably to an inquiry about our interest in participating in a plan to increase the number of black graduate students. Dean Peterson also agreed. Kelly said that our only reservations centered on the need for additional resources. "Our out-of-state tuition was increased substantially this year. We do want to locate and encourage more black graduate students, especially in the fields we offer." Although we could and did award black students teaching and research assistantships, we had almost no scholarships at the graduate levels which was a major component of the proposed program. It was not until the Office of Civil Rights approved our plans in the mid seventies that the State of North



Carolina began to provide additional incentive funds which served as scholarship funds for the recruitment of black graduate students.

Our Affirmative Action Plan was of course a part of the BOG System's Plan which had been submitted to HEW. HEW had informed us that a preliminary evaluation of the proposed Affirmative Action Compliance Program had been completed and that for the most part the proposed NCSU plan was responsive to the HEW requests for corrective actions relating to Executive Order 11375. We were at that time preparing additional information requested by HEW before final evaluation of the plan could be completed. As all know, it would not be long before the Federal Courts would rule that the plans of several states including North Carolina's were not satisfactory. The letter came on May 21, 1973 which essentially said that the dual system has not yet been fully disestablished in North Carolina. It also said that "It will be necessary for this Office to receive an acceptable plan, in advance of the June 16, deadline set by the court. We therefore, must request the submission of a plan by June 11." The Board of Governors submitted its revised plan on June 8, 1973. It was not until the later that the courts finally ruled that our plans were satisfactory after being revised many times over several years and occasionally believing that they were approved and then not approved. In the intervening years we spent many hours revising plans and goals, but we continued to do those things that we committed ourselves to do in the recruitment of staff, faculty and students. Although many people were involved in the preparation of NCSU's portion of the many BOG plans over the years, it was a major responsibility of the Equal Employment Opportunity Officer, and later when the title was changed, the Affirmative Action Officer to prepare and coordinate NCSU's efforts. At the time the plan was filed in 1973 we had 22 black faculty. For a brief time Mr. Simpson served as Affirmative Action Officer between Dr. Clauston Jenkins who had been appointed as Equal Opportunity Officer in 1972 and Dr. Larry Clark who came in 1974.

On June 8, 1973 Provost Kelly wrote, "Our Affirmative Action plan calls for specific steps that will involve departmental administrations and then make them aware of their responsibilities. We shall ask our EEO Officer to see that the Report Racism in Employment and its targets of opportunity is distributed and reviewed in terms of goals. We will make certain that Mr. Calloway is also involved in this process. The approach of recruiting graduate students is obvious and is mentioned specifically in our plan. Success is difficult and we need faculty commitment on a broad scale. We shall ask our EEO Officer to call attention of other schools to a

specialized recruiting brochure, and we shall also ask him to find ways of involving the Society of Afro-American Culture in such efforts."

On September 17, 1973 Mr. Lewis Bryson of the Atlanta Office of Civil Rights requested additional information. Chancellor Caldwell responded, in letter of September 18, 1973, and said that "your letter was received on September 17 in this office. It requests certain information on our personnel and goal commitments." He said that we would try to provide the information within the time requested which was 15 days from the receipt of the letter. On November 10, 1973, Peter E. Holmes, Director of the Office of Civil Rights in HEW, wrote to Governor Holshouser in a 16 page letter that our "current submission falls short of complying with Title VI of the Civil Rights Act of 1964." Mr. Simpson, the Chancellor, the Office of Institutional Research, Dr. Gehle and several others of us in the Provost Office, were inundated with attending meetings and the gathering of data for another resubmission. On January 29, 1974 we had a visit by several officials from HEW who were visiting, meeting officials and students and taking a tour of facilities over a several day period at the five predominately black campuses and at NCSU, UNC-Chapel Hill and UNC-Greensboro. I represented the Provost in those meetings at NCSU, and I was one of the guides for the campus tour. I thought that the visit was not a complete success but not a disaster either. We resubmitted our revised plan again on February 18, 1974. On September 17, 1974, I told the Faculty Senate that a copy of the Revised State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Educational System would go to the Senate, the Library and the office of each dean. On July 19, 1974 Mr. Holmes of the HEW Office of Civil Rights wrote Governor Holshouser that The Revised North Carolina Plan was accepted.

Dean Talley reported at the Chancellor's Staff meeting on April 1, 1974, "that it looks like we will have an increase in Black freshmen and transfers next year. He described briefly an intensive recruiting effort for Blacks which will occur in ten counties that are heavily Black populated."

After the Chancellor's staff meeting on June 3, 1974, I wrote to Dr. Kelly and said that Chancellor Caldwell reported that several recommendations were mentioned at the BOG meeting on March 31, 1974. "The note said, "Several amendments to the State plan previously submitted to HEW are approved. Items mentioned include:

- a) The supply of Black professionals has to be increased.

2) Efforts will be made to increase the number of Blacks in graduate degree programs.

c) The General Administration will apparently establish a roster of Blacks and females that might be available for positions in the University system. We will probably need to provide names and resumes of such people to the pool in cases where we do not hire an individual."

In 1974 the first African-American woman to receive an Ph. D. from NCSU was Nanette Smith Henderson. Her degree was in Plant Pathology. Clyde Chesney who owns a Ph. D. from NCSU is now on the faculty.

In the fall of 1974, our enrollment of African-Americans had risen from 2% to 3% with that year's freshman enrollment being 5%.

When I became Provost a part of my philosophy concerning race issues was that we should do what is right for moral reasons. There was no way that any rational person could fail to see that Blacks had been denied equal opportunity and although the law supposedly gave them equal opportunity, this did not exist. It was our responsibility to see that this opportunity would no longer be denied. I believed in equal opportunity, but I understood that if we considered only those same old values and criteria in selecting the "best" and did not give opportunity to those capable of doing the job, little change would occur. For this reason I felt that we had to invest in those qualified and capable. In this under represented area the fact that you were qualified and black meant that you should be given a chance to succeed. This really meant that if the system could find two of equal quality it probably also meant that the black had been under valued. I felt that this country could not survive if so large a portion of its population was contributing below their potential. For patriotic reasons and country survival value the least we could do was to ascertain that at NCSU we would give blacks a chance. I learned quickly that playing on moral values and leaving matters in the hands of others to do the right thing frequently would not work,. Many of the things which were accomplished while I was Provost was with the help of others. We were trying to do positive things, to be active and even pushy at times.

Each year when I asked the deans to outline their needs in their requests for new positions I reminded them that their requests should include positions "needed to meet your affirmative action guidelines for blacks and women which cannot be met with positions to be vacated by retirements." In my letters of position allocations to deans or to units I always reviewed the progress of our efforts in meeting our affirmative action goals for women and blacks.



As we set up our affirmative action structure on campus under Dr. Clark's direction, we set up each school as a separate unit with additional affirmative action units in Student Affairs, Libraries, Business Affairs, University Extension and Special Units. Each had an affirmative action coordinator in the school or unit who reported to the Dean or other appropriate administrator and who was accessible to Dr. Clark. Each worked within their own units to develop goals of employees in the following groups of personnel: EPA Non-Faculty, EPA Faculty and SPA employees. Goals were set for race and gender. This plan then got all of the units and even departments or groups of departments to set their goals and make them a part of the program. We hoped that this would make them feel responsible for reaching the set goals, and in general it did. In a few cases they set goals above those that we would have considered minimal, but in a few other cases we did have to ask a unit to reconsider their goals and to try to come up with a higher goal. Goals were set on the basis of new doctorates in the field (or the appropriate terminal degree for the field) and was also based on estimates of vacancies to occur in the unit and on anticipated increases in faculty or staff in the unit. For SPA employees the goals were set on availability figures of personnel in the field using other manpower data.

In the minutes of the Faculty Senate in February the Good Neighbor Council reported that they endorsed the proposal of Dr. Clark's that a Race Relations Workshop be conducted here by Urban Crises, Inc. The first was held on February 27 and 28, 1975. This group held workshops here for many years. Most administrators, student leaders and many faculty attended. C. T. Vivian, who held these workshops continues to come to the campus for a conference, a workshop or a meeting almost ever year. Our affirmative action goals for July 1, 1976 were stated as 44 black faculty; in October of 1974 we had 17. The goal for women faculty was 114; in October of 1974 we had 74.

Dr. Lawrence M. Clark came to NCSU from Florida State University where he was Professor of Mathematics and Mathematics Education. The most important function was to be NCSU's Affirmative Action Officer. In this role he also responded to governmental questionnaires and handled for NCSU investigations related to affirmative action for race, gender, the handicapped, and age. He helped the administrators and the faculty to understand issues relating to race and helped more than any other individual to change the climate of NCSU to a less racist one. He along with Gus Witherspoon and all of our African-American faculty and EPA staff have helped our campus to be far more supportive of African-American students, faculty, and staff. When Dr. Clark came I began to meet with leader in the

Raleigh Black community. At that time we were considered a very red-necked and raciest institution. It was of interest to note in 1985 when Chancellor Poulton appointed an Advisory group from the Black Community, that Vernon Malone responded; "N.C. State University is an outstanding university and there is no logical reason why more academically capable minority students do not take advantage of its offerings." I recall at a similar meeting in 1974 when he told us that no child of his would ever attend NCSU. He also told us how racist we were and how badly we were viewed by Black citizens in Raleigh. This type of frank discussion was of great help. Dr. Clark helped the Chancellors and me to learn how to improve and to change attitudes on our campus. He also helped us to make it possible for Blacks citizens in the community to meet with us and help us to learn how we might reach our objectives. He was responsible for the creation of the Chancellor's African-American Community Leaders Advisory Committee. Over the years, and especially at first, these wonderful citizens have advised us and helped us to make changes and to include activities so that NCSU could become a place where previously denied populations would have a chance to succeed and where they could succeed. We haven't reached our goal as well as we would have liked, but we have come a long way. Dr. Clark was a primary source of help in our efforts to recruit and retain African-American faculty. As of 1993, he continues on the Provost's staff.

I found a note to Chancellor Caldwell from me dated January 7, 1975 which read as follows, "The recent article in the News and Observer made it sound as if HEW, Atlanta, had rejected our Affirmative Action Proposal. Dr. Clark checked with Richard Robinson. The article misinterpreted Mr. Robinson. Our plans are still under review and have not been returned."

While HEW staff and the courts were at work and the litigation was going backwards and forwards, we felt a strong commitment to succeed or at least to make as much progress as we could. We, as did the other institutions of the UNC BOG system, proceeded with our affirmative action goals and continued to strive to give black students or African-American students a chance to enroll and to succeed. A very special effort in this area was the University Transition Program. A substantial number of students admitted in this program have graduated from NCSU, and some have pursued their doctorates at NCSU and at other universities. We did take a chance and the graduation rate was relatively low, but I believe that our effort has paid off well. Another area was the extra effort in the admissions office expended in the recruitment of African-American students. Although we had other programs

for helping these students to survive, it was obvious that not enough was being done. It took additional time and resources to add the next component to our Academic Skills Program, which was to be called the Program of Academic Advancement. The program was to serve a small but selected number of freshmen each year and to be highly structured. It was to include an 6-8 week summer program with instruction in the basic skills. Most of the students enrolled in this summer program took compensatory courses in English, reading, and/or mathematics, and at times a course to enhance oral communication skills. The program also included an academic year component. This program provided, as did the program for student athletes, for the development of an academic profile, aid in the placement of students in appropriate courses during the academic year, and aid in assuring that the students got needed tutoring. This program came to be called the University Transition Program. Certain students were admitted to NCSU provided that they participated in this program. As Dr. Clark stated, "Emphasis will be placed on maximizing the potential among entering Black students and student athletes."

We established a policy at NCSU which required a review and approval by Dr. Clark of affirmative action efforts before any offer could be made to fill a position vacant position for EPA employees.

In 1975 when Dr. Clark proposed that we sponsor a conference on Minorities in graduate programs ,he said, blacks received 2.7% of the doctorates awarded in 1973. Of these 60% were in education. "Thus, the prospects are not bright for any substantial number of blacks being available for faculty appointments in either black or white institutions in the near future unless graduate and professional schools develop a greater sense of urgency about this situation. I suggest that we here at NCSU give some attention to increasing the graduate enrollment of qualified blacks." Although in most cases faculties encourage there undergraduate students to go to other universities for graduate degrees, we began to encourage our graduate programs first to encourage blacks to go to graduate school and if it would help to increase numbers for them to encourage more of the black students to stay and get graduate degrees at NCSU. In a few cases this has led to our being able to hire the only new blacks in the nation in a particular field who obtained a Ph. D. in that field and from NCSU. One example was the school of Textiles. The conference was to include individuals from North Carolina's predominately black institutions, Pembroke State University and NCSU.



In that same year Dr. Clark reported that we increased our black faculty by four in 1974-75 and our non-faculty EPA by two, yet we had a net loss of 11 black SPA personnel that year.

On May 28 1976, I allocated new positions to the Schools. At this time I was not yet saying that a certain number of positions had to be filled by blacks or women. I did say, "As you are aware, we have made little progress during the past year in the employment of blacks and females. I hope that these positions, as well as other positions which are or will become vacant in your school, can be used to increase the numbers in these two employee groups. While we are not asking you to employ unqualified persons or saying that the positions cannot be used to employ white males, we do expect you to make substantial progress in meeting your school's affirmative action goals. We ask you to review new appointments with this expectation in mind." It was about this time that Dr. Clark suggested that he and I visit each Dean each year in their office to remind them of there goals and their progress or lack of progress in the hiring of these two groups. It was not that the deans did not know, it was to place a strong emphasis on our commitment and that we expected a strong commitment on their part and that we expected success.

On August 31, 1976 Dr. Clark reported that as of June 1, 1976 we had a total of 31 EPA non-faculty, 18 black full-time faculty members and 553 full-time Black SPA employees.

That year the University admitted 113 new students who were academic exceptions. Of that number 47 were African-American and of the 36 athletes admitted as exceptions 13 were black.

At the May 2, Meeting of President Friday's Administrative Council there was a lengthy discussion of the now Adams vs. Califano trial, and President Friday discussed a meeting with the HEW staff. It is obvious that the issue of the North Carolina plan is in jeopardy. In his remarks to the Board of Governors on April 8, 1977 President Friday reported that Judge Pratt of the United States District Court for the District of Columbia had, "in an order, directed the Department of Health Education and Welfare to invalidate the desegregation plans of North Carolina and five other states, approved by HEW in 1974, and to require these states to prepare and file with HEW this summer desegregation plans that will conform to guidelines to be prepared by HEW." This was a lengthy speech and it was followed some days later by specific details required for a new plan. This became a major activity for Dr. Clark and many others on our campus as they prepared materials for the BOG staff who had to prepare the new plan.

On July 2, 1977 the Governor received a letter from HEW saying that the revised plan must be submitted in 60 days and that the Office of Civil rights in HEW would have 120 days to respond to the new plan. I recall our distress with the short time that we had to get the plan in, and the fact that HEW could take twice as much time to study and to respond as we had to develop the plan. Early in September the plan Phase II was submitted.

President Friday said on November 30, 1977, after discussions with the HEW staff, "While HEW's evaluation of our State Plan, Phase II was not encouraging, I continue to hope that HEW will accept it substantially as written, for it is a positive, constructive approach to the goal of eliminating the remaining vestiges of racial duality in the University of North Carolina."

Dr. Clark wrote on May 4, 1978, "Provost Winstead and I attended a meeting of all Chief Academic Officers called by Vice President Dawson and Mr., Jeffrey Orleans. We were informed that one of the items in the State Plan II under current negotiations with HEW is the employment of faculty." The statement goes on to say that there will be greater responsibility on each academic officers in developing and carrying out our Affirmative Action Plans. It also said, "The revised plans must be completed in 60 to 75 days after approval or disapproval of the State Plan II. The plans will be developed for five years ending June 30, 1983."

On October 24, 1978 Mr. Ronald Butler reported to the Faculty Senate on the findings of a Special Task Force appointed by Chancellor Thomas to study NCSU's image in the black community. That report and the discussion can be found in the Senate's minutes of 1978-79 on pages 57-63. I will quote only a very few comments. Needless to say our image was horrible. "North Carolina State University is a very conservative institution and is viewed as racist and red-necked. We do not really know the black community; we don't communicate effectively. Our negative image may be hurting our enrollment of Black students, especially from Wake County. We enrolled only eight Black students from Wake last year. I know from experience that it can be very frustrating to apply for a job at this University. I interviewed for many positions for which I felt qualified, but I ended up in housekeeping. Did you know that there are still lounges on this campus where the maids and janitors do not feel welcome to eat their lunches, even though the room is often empty. N. C. State is in the community, but not of the community. States image to many blacks is still: if you want to be a farmer, go to State. There is a need to communicate our programs. State is constantly put down in the Black community. I attended NCSU for my master's degree and experienced behavior which justifies your image." The

report prepared by this committee was distributed widely. Dr. Clark served on the Task Force. The task force recommended 16 specific changes, many of which have been implemented, at least in part, and some of which have initiated programs that exceed the scope of the original recommendation. We had shown a video for several years that was developed shortly after Dr. Clark came to NCSU and it was now out of date. In the spring of 1979 another was developed which was widely shown on campus as a part of the image issue.

In 1978 Chancellor Joab Thomas held the first Brotherhood Diner and our honoree was Dr. Samuel Nesbitt. The guest speaker for the evening was Dr. Ozell Sutton from Atlanta, Georgia. Our Brotherhood dinner was not institutionalized until 1982 under the direction of Chancellor Bruce Poulton.

In 1978 we reported on a variety of new and current initiatives to increase the enrollment of minority students to the President and to the Staff of BOG . I will list a sample of these. 1) Meeting with black students on campus you obtain suggestions and recommendations for increasing minority enrollment. 2) Inviting high school counselors from Wake and surrounding counties to a meeting to discuss minority recruitment and enrollment. 3) Interviewing marginal black applicants in cooperation with black faculty resulted in 53 recommendations for admission for the fall of 1978. 4) Concentrating minority recruitment on secondary schools that had a large number of black students. 5) Hosting 130 accepted students on campus for Pan-African weekend. 6) Utilizing black students as hosts/hostesses for campus visits by black prospective students during the year. 7) Utilizing currently enrolled black students as good will ambassadors in their hometowns during school vacation periods. 8) Involve black faculty in recruiting. 9) Use of alumni in recruiting. 10) Invite all black high school seniors to all University Day and to offer the services of the admissions office to discuss future educational plans. 11) Involve the admissions staff and black faculty in the black community through church and civic visits. 12) Involvement of the black SPA staff in recruiting activities with an emphasis on Wake County. 13) Make tentative early financial aid awards to black student applicants. 14) Award a scholarship to one black and one white student from each Wake County high school. The objective was to encourage enrollment of academically talented students from Wake who rarely came to NCSU and went where they could get a scholarship. Later we were able to get an additional \$50,000 for 50, \$1,000 scholarship awards to the best academically prepared black students who were accepted and who did not have a scholarship. This worked well in getting the best academically prepared students for a while, but it later developed



that other universities followed suit, and we had to expand this with the help of the school's foundations to extend many of these to four year awards based on satisfactory performance. 15) The engineering MIT program was expanded. 16) We had a cooperative degree program with N. C. A. & T. University in Food Science.

The peer student program for African-American freshmen was initiated first in the School of Agriculture and Life Sciences. Two upper-class black students were hired to contact currently enrolled black students and new students during the year and to advise and encourage them to seek assistance and to inform them where the assistance could be obtained when needed. It was later that this program was expanded by Vice Chancellors Talley and Stafford to a Peer Mentor program so that successful African-American upper-class students were mentors for all entering freshmen. It was at about this time or just a little later that we added or expanded compensatory courses in English, mathematics and reading primarily for those students who came with academic deficiencies. While one objective was to overcome deficiencies for the black students and to help them to succeed at NCSU, it turned out that they were needed by many of the white students too.

It was at about this time that I realized that the departments and schools would not add enough black faculty to meet our affirmative action goals without further encouragement. It was a disappointment to me to learn that our encouragement to do what was right did not work adequately, but I now knew that units had, in their own minds other goals of high or even higher priority. With this procedure I finally had found one that worked. People really worked hard to recruit and get the extra positions for their units. So I began the practice of continuing to encourage the filling of newly allocated and vacant positions with blacks and females, but I reserved a set of positions each year from this time until I retired that could only be filled with blacks. In other words, if you could find a black faculty member who would come to NCSU you would likely get an extra position. This was not completely open-ended, but it nearly was. While I did not set up a similar number of positions for women, I tried to make certain that we did not fail to hire a female faculty person because of the lack of positions. We were also at this time making much better progress in most areas in finding female faculty. The area of black faculty in the national pool was still very small.

On March 16, 1979, I allocated a position to the Graduate school for an Assistant Dean for Minority affairs. We had decided to award the position when funds became available, so the Graduate School had already selected Dr. Witherspoon for the position at the time that I obtained and allocated the funds. He

was to retain a research commitment in his department, and it was expected that he would help the campus in recruiting and advise units on better methods for recruiting black graduate students. He was also to help the entire campus community understand better the concerns and problems of black graduate students. Dr. Witherspoon developed the agenda for the position and developed one of the outstanding networks in the nation for the recruitment of black graduate students to NCSU. He also became the person that black graduate students went when they had academic problems they could not resolve elsewhere and also he became a mentor to them in many areas for they also came to see him about personal problems too. In this position Dr. Witherspoon managed the Minority Presence Grant Funds appropriated to NCSU via the BOG. He allocated these funds primarily and as a supplement to other small assistantship funds to individual students and to students who did not have assistantships. We began to reward him primarily for his efforts in the Graduate School rather than for his contributions to the Department of Botany.

On May 21, 1979 Dr. Clauston Jenkins who had obtained a law degree from UNC-CH and was now the University Attorney informed Dr. Clark, Mr. Worsley and me that we would soon be involved in an affirmative action compliance review. He advised us to get ready for such a review. This always happened if an institution received a grant of \$1,000,000 or more and this was to be our first one-million-dollar review. He said that based on the experience at other institutions, we could count on the entire process being hurried with resulting pressure on us to be able to respond quickly to reasonable requests for information. He said that at UNC-Chapel Hill, which had recently undergone a similar review, they were requested to provide information within three working days. We then were given a list of items that had been requested there and proceeded to gather the information which indeed was requested later and with a short notice for compliance. We would never have been able to do it on time without the advanced warning. Thank goodness we now can retrieve data about faculty much faster because of the computer. We later had many more grants of that magnitude. Most grants reviews at NCSU were reviewed with the Department of Labor. Except for the first review we had so many grants of that magnitude that we were rarely reviewed more than once a year and thank goodness not even every year.

On June 12, 1978 HEW provisionally accepted the State Plan II for the Elimination of Racial Duality. On February 21 the HEW team, consisting among others of David Tatel and Mary Berry, came to NCSU. They were visiting all of the

predominately black campuses and with the NCSU, UNC-CH and UNC-Greensboro campuses as well as the General Administration. This was a very tedious and nerve-wracking visit. The group visiting us, for some reason, wanted to visit several places where there might be autoclaves although these were not on the original itinerary. We visited most originally scheduled areas but not all. We also visited several not on the schedule. Since the visitors were late in arriving, in several cases there were no persons around in the unscheduled areas to tell them what was going on in this or that laboratory. In Mechanical Engineering an undergraduate student was the only person present. He was working on a senior project and did a magnificent job of explaining the project. We were all very proud of him. I did the best job of explaining that I could. I later labeled this as the "visit to the autoclaves". It did not seem that the visiting team was here to see what we were doing and that their minds were made up already.

Many conferences were held over the next two months between HEW and UNC. On March 26, 1979, the University was informed that HEW had rejected the State Plan. On April 25, 1979, after attending a meeting called by President Friday that Chancellor Thomas couldn't attend, I wrote the Chancellor saying, "The President indicated that Califano was scheduled to start deferring grants effective May 2, 1979." This was so very important to us for almost all of our research funds came from the federal government. "The University filed an injunction against HEW in the Eastern District Court at 4 p. m. on April 24, 1979. You will receive a copy of the 80 plus page action. If we do not win here, then the process will take the administrative proceedings route."

A faculty member wrote Chancellor Thomas after a general faculty meeting, "Your remarks this afternoon regarding reasons for optimism were indeed heartening, and well-calculated to build esprit-de-corps within the faculty. A sour note in this generally positive atmosphere was, for me, your apology for "undue attention to process" in the matter of the Universities affirmative action plan." The Chancellor responded and I will quote a portion of his response. He is talking about the new five-year plan that we developed which was to be turned down as mentioned earlier and which was taken to the courts by BOG. "Your letter illustrates well one of the points that I was attempting to make about the difficulty of communication. The intended implication of my remarks concerning process was let us ensure that we do not let process get in the way of achievement. The recently imposed processes, though more elaborate, provide easier escape routes than the process that we were previously following. In addition the new



requirements actually reduce the number of minority faculty members that we would need to employ in most schools during the next five years. We had established more demanding schedules on our own without the process to which I referred.

President Friday at a meeting of the Faculty Assembly of the BOG system (a meeting of elected representatives and senate leaders from each of the campuses) commented on the recent accusation by HEW that UNC faculty had been coerced into refusing to talk to representatives of HEW. President Friday said that no pressure had been placed on the faculty, but that attorneys for the University requested that all questions about the dispute with HEW be referred to them.

At a Faculty Senate meeting on August 26 1980, I reported that we were well on our way to meeting our goals in tenure track positions. We had 26 blacks with a goal by 1983 of 36. We had 124 females in the tenure track with a goal of 132. At the general faculty meeting I did remind the faculty that we had a net gain of only three new blacks and nine new females.

In 1980 Chancellor Emeritus Caldwell responded to a person who wanted to transfer programs among institutions as a way to eliminate racial duality. Caldwell argues against this approach in this long letter. He said in part, " Observe that the black population is a minority. If its college going age group should be uniformly distributed among thirteen campuses, all thirteen would be predominately white. Racial duality would be erased, but not racial identity. This kind of uniformity, however, could not be achieved without the elimination of voluntary student enrollment choices. Nor could it be achieved without massive manipulation of program assignment by central authority --the Board of Governors. Reference to North Carolina's actions of 1931 toward consolidation have no relevance to the present. The process would be a leveling one.

Finally I cannot stress too much the now demonstrable fact that no one is denied access on account of race to any higher education offering in North Carolina. Hence, the programs of the highest excellence and reputation are as accessible to a qualified black as to a qualified white, as are the programs of lesser merit. This is the real meaning of equal opportunity.

Within that construct North Carolina will do well to support greater provision for excellence in all its institutions in practical terms appropriate to the historic and rational goal of each and continue to pursue larger representation of minorities in the administrations and faculties of the predominately white institutions. Program transfer and merger is an irrelevant, costly, deleterious

undertaking and deceptive. I am absolutely convinced of that judgment." It is of interest that today members of the Board of Governors and others are saying that the various institutions have not made much progress in integration of the races in the various institutions. By that they don't mean integration or multiculturalism. They mean that the enrollments have not begun to reach the average mix of the state college going population. The issue which they feel should be studied is whether we need to maintain all of the campuses. Neither of these concerns have as Caldwell said, very much to do with integration or the education of our African-American citizens. Perhaps there are valid economic reasons for the merger of campuses or even the elimination of some. But again the wrong questions are seeming to be asked. It is true that in recent years little progress has been made in increasing the representation of minorities on the campuses. It is also true that a lower percentage of black students, especially males graduate from high school. It is also true that a larger proportion of high school graduates go to college. But the increase for blacks is small, and for black males sometimes the proportion is smaller. It is true that among those who do go that a smaller proportion of these black students go into those fields which are mathematically and/or science oriented. This also then means fewer go into fields of high technology.

In 1980 Chancellor Thomas received the following letter related to the Race Relations Seminars from Elizabeth Wheeler who was Head of the History Department. There was developing some controversy on campus about whether they should continue. "It is my understanding that there is some question whether or not the Race Relations Seminars conducted by C. T. Vivian will be continued. I was fortunate in being able to attend one of the two-day seminars in 1976. It was one of the most exhausting -- at the same time the most valuable--experiences I have ever had. Although it was four years ago the memory of that seminar has not dimmed. We were asked to return to campus and share our experiences with our colleagues. This I found difficult to do and firmly believe that everyone on our campus should have the opportunity to participate in these seminars. I am well aware that many of this campus concentrate on how far we have come instead of how far we have to go, and I also believe that we have not escaped the national backlash. In my opinion, this is not the time to relax our efforts. I strongly recommend that the Race Relations Seminars be continued." And they were continued.

On April 24, 1979 the Consent Decree was issued by the federal court and the fight between The State of North Carolina, in so far as the UNC System was

concerned, was ended. It did call for a number of new initiatives, but we had continued to do those things called for in our earlier plan and were thereby nearly on target to accomplish our goals. While progress was being made in all areas we were still not at the enrollment levels we had wanted and were working towards in undergraduate enrollment, nor were we moving as well as desired in the arena of producing more blacks with doctorates at NCSU. The entire country was not succeeding in this arena so we were, while, not achieving our goals for black faculty we were making progress. This seemed to always be just beyond our grasp. When we hired four or six new faculty it seemed that we lost two or three of those already present to better offers, not always in salary , but also in other ways such as working conditions or fringe benefits.

In 1982 we received a scare that the Federal Government was about to cut our federal funds for a lack of compliance with Title VI.. It seemed that we were now on a list put out by the Office of Equal Opportunity in the Department of Education. It turned out that this was a mistake. It took a lot of time on the part of Henry Smith, the Dean for Research, and others to get us off the no awards lists of federal agencies. This was essential so that our grants for research would not be withheld.

In 1982 in a letter to Governor Hunt whose services we sought, I described that we Dr. Clark and his staff and Media Services in SHASS were about to make a videotape of interviews which would document the progress of Black involvement and enrollment at this University from 1956 to 1982.

In 1984 Dean Hamby wrote Chancellor Poulton and commented on the School of Textile's efforts to recruit black students. Some of the things mentioned included the following: Textiles was the first school on campus to supplement the activities of Admissions to actively recruit black students. They also were the first to print a brochure especially designed for blacks and this was done some time before any court action. It was done because, "We felt impelled to take a leadership posture and because the industry was in need of management development personnel." They had awarded two out of 16 North Carolina Textile Foundation Merit Awards to blacks, and had graduated fifty-six blacks over the last five years. They developed a special program to improve advising and counseling and "to improve the atmosphere, academic performance and thus retention of black students." He goes on to say that the recruiting of graduate students was still a problem. He said, "We have tried all of the ideas that have been suggested to us plus some of our own but with unacceptable results. We will continue with additional effort this coming year. The need for black graduate students is even greater than that for undergraduates."



In 1982 Dr. Talley made a number of proposals that would help in the recruitment and retention of black students to the Chancellor. Many of these were adopted. Some examples were, "To coordinate admissions and financial aid efforts so that all eligible minority students receive prompt and maximum packages of financial aid." He also proposed giving upper-class black students a chance to live on campus rather than just being in the lottery. He proposed that we develop a Freshman Year Division on campus and to provide separate advisers for these students. This was the Chancellor's idea too. When it was studied by the schools the idea didn't fly. He also proposed to revise the current social and cultural programs available in the Student Center and in the Residence Life Division. He made other proposals which would have required us to hire more minority faculty and to assign them to functions with black students. These were not put into place for we could not have found the black faculty and those that we did hire wanted to be part of their disciplines instead of being in some other unit. Almost all did have concerns about the progress of black students and they gave their time and effort generously to help black students succeed academically at NCSU.

In 1983 Vice Chancellor Talley was concerned that some persons on campus still felt that Student Affairs was anti-black. For some reason this notion did persist. It is true that back in the early and mid seventies when we were trying so hard to get some blacks hired among our faculty and EPA personnel, Dr. Talley took the lead and required that some positions be filled by black candidates. He was the first administrator of a major unit to take such a stand. Dr. Stafford continued this effort when he replaced Dr. Talley.

On April 20, 1984 Dr. Clark reported on the Merit Scholarships by schools. The numbers by school were as follows: SALS, 3; Design, 0; Education 10; Engineering, 31; Forestry had none designated for black students, but did award scholarships to blacks; Humanities, 0; PAMS, 0; and Textiles 9. Each of the schools did award other non-designated scholarships to blacks. The University had 50 such scholarships that were not earmarked for students in a particular school and were awarded to the best black applicants who had no other scholarships..

On April 24, 1984 Dr. Clark reported on progress in meeting the Consent Decree goals to the Faculty Senate. The minutes read as follows: "Dr. Clark stated that it is our responsibility to try to increase black enrollment on campus to 10.2% of the student body by 1986. This fall we would like to have 515 black freshmen and transfer students. Out of 1000 black applications, 50% have a predicted GPA of 2.0 or

higher and NCSU is trying to increase enrollment of the number of black students whose predicted GPA is 2.0 or above.

The following actions are being taken: a) rearrangement of financial aid, b) expansion of summer programs designed to help black students adjust to NCSU, c) adding one day to freshmen orientation for black students, d) use minority coordinators in each school in an attempt to preempt problems, e) direct course placement. A number of these actions are designed to build self-confidence, self-esteem, and identify strong support people for black students. The academic success of blacks has been improved by supportive individuals concentrating on long term goals, advising students on how to cope with racism, and helping them to network for a sense of community."

Several Senators expressed the need to improve the retention rate of blacks without lowering standards. Dr. Clark responded, "There is a need for workshops within the white faculty. The black student in most cases will not seek help unless it is a crises situation because of the stigma often associated with seeking help. Our white colleagues need to be aware of this and seek out black students who are in difficulty. He added that as long as NCSU maintains a 2.0 standard for graduation, the GPA computation under consideration will not lower standards."

It was in 1985 that we decided to try a new approach. We decided to lower our admissions guidelines for the University Predicted GPA for black students with the hope that if we provided them with more assistance, with the compensatory courses now in place, and the summer Transition Program, that we might be able to have more of these students succeed academically at NCSU. We admitted a few black students with a UPGA below 1.5 and a few as low as 1.25. This experiment, needless to say, did not succeed and we lost almost all of this lower echelon of admitted students. Thus we came to the conclusion that we needed to stick to our earlier guidelines except for a few selected special student exceptions for admissions. We agreed that we simply couldn't admit students at this level of preparation again. We simply did not have in place what the students needed to make them successful. Thus we realized that we would not be able to use this strategy to make progress and achieve our goal of 10.2%. It did not seem that the population of students in the academic range required to succeed at NCSU was increasing in high school and the competition for their recruitment grew fiercer every year. We simply had too few large scholarships to compete for most of the most academically qualified black high school graduates. Our greatest hope was to increase the enrollment of black students was to increase retention of those already enrolled. When we looked at the

admissions criteria for the UPGA (We later called this the Admissions Index or AI for it really was not a very good predictor of a grade point average even in the freshman year.), we knew that we admitted, on the average, black freshmen with academic credentials slightly better than did UNC-CH, but we flunked more and had more to drop out while UNC-CH graduated more. The reason that we knew this was that the staff at BOG told us so every year when we had our Consent Decree conference on black admission, retention, graduation and the number of black students enrolled.

We began to try the new approach mentioned by Dr. Clark, in his remarks to the Senate, about the minority coordinators to assist in student retention and to a lesser extent student recruitment. In 1981 the School of Engineering did have a full-time black coordinator in the Dean's Office who was working with black students and helping them to solve their problems with some success. We had been struggling with ideas of how we might provide more assistance to black student for our retention wasn't nearly as good as it needed to be. Then we began to establish, over time and beginning in 1981, a Coordinator for African-American Student Affairs in each school. The last school to get a coordinator was the School of Design. Design which had the smallest number of African-American students. This person would get to know these students and assist them in getting help to solve their problems. We also hoped that it would provide an African-American EPA professional whom the students would trust and come to with academic and other problems before these problems became acute and before the students left us. This goal was accomplished, and engineering now has several who work in this area. The general duties of the coordinators are included in the following listing. They are asked to develop, coordinate and evaluate special programs for the academic and social progress of students. This includes the review analysis and verification of data that is publicized about African-American students, participation in the college's activities and sessions of the African-American Symposium, monitoring of students overall progress, participation in cooperative counseling with the academic advisor, student contact and review of freshmen/first year student course schedules. Other duties include; to plan and implement programs that motivate and inform students, to facilitate the development of an environment where students can achieve their maximum potential, and to facilitate the Freshman Advancement Seminar. This later includes actual instruction and/or coordination of the student involvement in the course. This is a year-long course required for all African-American students. The group from the school/colleges now meets frequently to



share ideas, problems and solutions. Each coordinator reported to their school dean, but they also were called together by Dr. Clark. After Dr. Witherspoon became Associate Provost, he assumed the responsibility to provide advice and coordination to this group.

The first reference to a possibly new African-American Cultural Center that I noted was in a letter of November 25, 1984 from Chancellor Poulton. He also talked about the possible renovation of the building that was then used as a Cultural Center (the old Print Shop building).

In 1984 Dr. Jenkins, our University attorney, reported on progress towards the Consent Decree goals. It looked as if we would not reach the goal of 10.2% black enrollment by 1986 at our then pace of progress. Dr. Jenkins did present the results of our effort in a positive way. He said that our black enrollment had increased by 700% since 1972 and that we had an increase of 32% in our black enrollment and only 4% in white enrollment since 1980. He also said that NCSU had a larger black enrollment than Elizabeth City State University and greater than any private black institution. In a few more years Chancellor Poulton would begin to say that we had the largest black enrollment of any institutions in the State except for N. C. A. & T. State University and North Carolina Central University. This was still true in 1993, but we still were not at the 10.2 % black enrollment goal.

On January 8, 1985 Vice Chancellor Turner wrote Mr. Worsley requesting a one-half time position for a black coordinator to assist in the recruitment and retention of black adult students into the Life Long Learning component of Extension and Public Service. Dr. Clark and I had advised Dr. Turner that this component had very few black students enrolled and that if we were to meet our goals enrollment of African-Americans in the adult Credit Programs would have to be increased too. We had encouraged the hiring of such a person. The Chancellor wrote back to Dr. Turner and said that he (Turner) should find the money. Later that same year Dr. Turner developed a plan to try to market our adult offerings more effectively to adult blacks. When we next got some resources we did provide some funds for this purpose and Extension provided some. This effort continues. However, the desired enrollment of black adults has not been reached in this area of NCSU activities.

On April 11, 1985 the Chancellor mentioned in correspondence with Dr. Turner that, "I have invited a group of nine or ten prominent black leaders to sit on a permanent advisory committee to North Carolina State University. Their charge simply stated is to provide us with feedback on the image of North Carolina State

University in the black community and how that image could be strengthened particularly to enhance the recruitment of students, faculty and staff. The second part of their charge relates to how may North Carolina State University better serve the black community. Obviously your efforts fall primarily in the latter category but would also deal with the first charge." This is now called the Chancellor's African-American Community Leaders Advisory Committee. He continued and said, "By this letter I am asking that before you attempt to make your plans operational would you run them by Dr. Lawrence Clark, who is advising me in this effort, to make sure that they are consistent with the overall thrust that the University is making to the black community." The Chancellor and the Provost along with Dr. Clark had meetings with black citizens and advisory groups over the years. These were usually organized as new meeting each year. This action by Poulton institutionalized the concept and put it on a continuous basis.

The MSEN project is described in part as follows, but it is a project started as an experimental project funded by a grant first at NCSU, North Carolina Central University and UNC-CH. "The UNC Mathematics and Science Education Network (MSEN) then came into existence in 1986 after studies revealed the serious under representation of minorities and females in academic or college preparatory math and science courses. The program was developed by Dr. Lawrence Clark, Associate Provost at North Carolina State University, with the support of an appropriation by the North Carolina General Assembly. The MSEN Pre-College Program seeks to increase the pool of under represented students who graduate from North Carolina high schools prepared to pursue careers in mathematics and science based fields; increase the representation of minorities and women in academic college bound math and science classes in high school; and encourage students to consider careers in mathematics, the sciences, technology, engineering and education.

The Pre-College Program now operates from six centers in the state: NCSU, East Carolina University, N. C. A&T State University, UNC-Charlotte, Fayetteville State University, and UNC-CH. The NCSU program offers services to students in Wake and Johnston Counties consisting of a middle school program (six schools) in which students meet daily as a pre-college elective class in which they increase their skills in math, science, communication, and cultural awareness. Additionally, sessions are held which consist of school visits by community role models, field trips, and other activities to broaden the students' awareness. The high school program (four schools) consists of student involvement in Academic Chapters for Excellence (ACE) which meets once a week after school for group learning sessions,

tutoring, and the development of student leadership skills. ACE students also attend a week-long summer session on the campus of NCSU for exposure to math/science projects, computer training, problem solving exercises and accelerated English courses. Students also participate in math/science competitions that allow students to design their own projects and compare their work in a competitive setting thereby gaining valuable research experience and recognition by their peers and the professional community. All of these activities culminate in Recognition Awards given at the End-of-the-Year Banquet in May for Pre-College students who maintain at least a B-plus average in required mathematics, science and English courses. Additionally, there are other aspects of the Pre-College Program that involve parents and teachers as participants in seminars and workshops, in service education, planning sessions and tutoring.

As of 1994 there were over 400 students in the MSEN Pre-College Program in the Wake and Johnston County Public School Systems with at least 600 parents in a support role. This program is an effective partnership among students, educators, university faculty, scientists, business leaders, parents, and government, demonstrating that when students are assisted in developing competencies, exposed to possibilities, and encouraged by a variety of role models, they are able to achieve success and live unfettered by ignorance."

In 1986 the Chancellor proposed that each year I get from the deans a statement of progress of untenured black faculty towards tenure. It had become obvious that in some cases they were not making progress and black faculty were so hard to find that it was necessary for us to do all we could to assure that no deserving person failed to make tenure. I began to get these annual reports, and found that the activities of several would not meet the guidelines for promotion and tenure. For example, we found one faculty member who was in a unit that would never recommend tenure without substantial research activity. Yet the person had undertaken and volunteered for a number of worthwhile projects and his till was filled, yet, one could see that he would not make it. I could not understand why the department had let the person pursue these activities to the exclusion of a significant research project. After the dean saw the report he recognized the same problem. We were able to get this person's assignments changed, and the faculty member did gain tenure. In other cases we were not successful. In some cases we asked the department head to spell out in writing specifically what the faculty must accomplish to gain tenure. In most cases this worked, but in others it did not. At least we felt that we had tried and those faculty



that we lost by a failure to gain tenure were adequately informed soon enough to overcome their difficulties.

In 1986 the NCSU Trustees approved the appointment of the first African-American to the position of department head. Dr. Don C. Locke became Head of the Department of Counselor Education.

In 1986 the Council on African-American Affairs resubmitted a proposal made by the same group in 1984 which had not been acted upon. This proposal included: "Establish a series of African-American Speakers with the speakers being nationally recognized for their area of expertise. Hold a series of leadership conferences and/or retreats for African-American student leaders." This had been implemented by Student Affairs. "Develop an appropriate mechanism for increased interaction between African-American faculty and students. This will reinforce the students' self image by providing role models for professional accomplishments. Identify cultural supportive activities in the Raleigh and Research Triangle communities and encourage students to participate. Develop a series of programs oriented toward Africa and its role in developing the cultural and social character of African-American society. Develop a series of programs oriented toward the problems facing the African-American family structure and potential solutions to these problems.

For a program based upon these activities to be successful, it must be recognized as a part of the overall educational process for African-American students. Thus, a heavy faculty involvement in developing the ideas and concepts for these programs is essential. However, it is not appropriate for African-American faculty to totally take the development of these programs while at the same time develop their professional careers for possible consideration of promotion and tenure. Thus, it is also important that appropriate staff be provided to develop, supervise, and control these activities. This staff must be coordinated by the appropriate University Official (or his/her designate). It is our opinion that such a program would best fit under the Academic Affairs part of the overall University structure." Most of these were approved. At first the program reported through Dr. Clark and later through Dr. Witherspoon and now through Dr. William Grant who replaced Dr. Witherspoon on his death in 1994. After we obtain a Cultural Center, Dr. Iyailu Moses became its Director. The international activities have also progressed. We sent a group of 50 faculty and students first to Togo and two other countries in 1989. That was a great trip and experience for our students and faculty. The excitement of the student as I saw them off from Raleigh-Durham Airport was

unbelievable. I told them that they couldn't leave unless they were properly dressed, so I gave each of them a plastic wolfpack pin to wear in their lapels. When they returned they all had many souvenirs, and they brought me back one too, a gold wolfpack lapel pin made in Togo. Dr. Clark raised the supporting funds for the trip by getting resources from a number of sources. Each school contributed. While there they visited other neighboring countries too and learned the difficulties and of the bureaucracy of moving from one place to another. They also learned about the freedom which we have to take pictures and to go where we wish but which does not exist in some other places. Later a group went to visit Ghana. Dr. Clark also led this group. We now have a University linkage between three universities in Ghana and NCSU. It is expected that these will result in student and faculty visits and exchanges.

In 1986 I found a resolution in the Chancellor's files which stated, "The *Ad Hoc* Building Committee for the expansion of the University Student Center facilities and the improvement of the Cultural Center facilities recommends that a fee increase of \$6.75 (\$ 5.00 building, \$1.75 theater) per student per semester be instituted in fiscal year 1987-88.

It is our recommendation that the funds so generated be used to retire bonds sold to construct a new building to provide facilities for the Cultural Center, Movie theater, Student Government, and Student Publications. It is understood that the facilities for the Cultural Center will be designed in such a way as to give them a clear and distinctive identity and will permit them to be operated independently of the other facilities . In addition these funds will be used to renovate the space vacated by Student government and Student Publications." This was approved later by all other agencies that required its approval. The facility was constructed in this manner and we occupied it in 1990.

On December 22, 1986 Richard Robinson acknowledged, in a letter to Chancellor Poulton, receipt of NCSU's revised affirmative action plan. The letter also stated that the BOG did extend for two additional years the commitments concerning employment established by the Consent Decree through December, 1988.

On April 28 , 1987 Dr. Clark responded to a request from President Spangler to provide him with efforts made at NCSU in the recruitment and retention of black students and the employment of black faculty. Among the things described were the C. T. Vivian seminars, The African-American Symposium for all entering black freshmen, the African-American Coordinators, Leadership Conferences for black students, workshops for black faculty, the African-American Colloquium series to

give black faculty the opportunity to present topics in their own disciplines, the Academic Skills Program, The University Transition Program, the Chancellor's Advisory Council, and bringing in consultants to advise about the retention of black students and other minorities. Some consultants mentioned included, Alfred Pasteur, William Sedlacek, Alexander Astin, Charles Nettles, and Jaqueline Fleming.

We have had three African-American students who have been elected as President of our Student Government. The first of these was Kevin Howell in 1987-88. Others were Bryan Nixon in 1993-94 and Bobby Jones in 1994-95.

In 1988 Becky French, University Attorney received a letter protesting a search in the History Department for a black faculty member for one of the positions which I was willing to allocate only if a black person was found and recommend for the position. The anonymous writer also said that ostensibly the department had been told that if they did not fill this position with a black they would never receive another position. Of course that threat never was made, but it is quite probable that the dean confirmed that this position could only be filled by a black which was true. Anonymous letters leave one with no way to combat false rumors. The advertisement for the history opening read as follows, "The History Department at North Carolina State University. Field and rank are open. Salary dependent on rank. The History Department has a special commitment to affirmative action. Minority candidates are encouraged to apply. Letters of application and curricula vitae" et cetera. This advertisement was obviously intended to mean that they wanted to hire a black.

There were a number of persons on campus who objected to my allocating positions that could only be filled by a black or my allocating additional positions when a search turned up an excellent woman who was not the department's top choice. We of course did not require an additional affirmative action search for these additional positions. It is also true that I would have given a second position if a department could have landed a second excellent black in a search. As I indicated earlier I used this technique because departments did not find many blacks without the carrot of an extra position. I know of one case where a faculty member complained about my approach and gave as evidence that they had hired a black. He didn't know that this was also a position that I gave the dean to give to this department to hire the first black faculty member in that department.

In 1988 we adopted a revised policy on race relations. It read in part as follows, "Racial bias or harassment is a form of race discrimination in violation of



Federal law and North Carolina State University policy, and will not be tolerated. North Carolina State University is committed to assuring equal opportunity and to opposing discrimination because of race, sex, age, religion, national origin, handicap or veteran's status. Faculty staff, and students should be aware that violation of this policy could lead to disciplinary action.

North Carolina State University hereby affirms its desire to maintain a work and academic environment for all employees and a study environment for all students that is humane, fair and responsive. North Carolina State University wishes to maintain an environment which supports and regards career and educational goals on the basis of such relevant factors as ability and work performance. Conduct or action that is based on a person's race or color creates a hostile working/learning environment that prevents effective learning or work performance, and it is in opposition to a campus environment free of discrimination."

On April 27, 1988 we discussed additional needs such as a better balance of black faculty to black students, an African- American Studies minor, and a Racial Harassment Policy which would parallel the Sexual Harassment Policy. The Chancellor also reported that he had been told, "Black students feel that they are not wanted on this campus." Chancellor Poulton then said that there was no obvious solution except to promote an awareness of and concern for all students.

On April 25, 1988, Dr. Clark said that, "If you look in depth at the concerns that the African-American students around the nation on predominately white campuses have raised, you will find that these concerns grow out of a deeper struggle for the search for their own perceptions of reality. They are searching for a true sense of their own identity and groping with their own concept of humanity and fairness. In addition they are seeking a sense of acceptance and a feeling of belonging in environments that are alien." He also said, "Moreover I believe that we will discover that the African-Americans are participating in two different cultural realities simultaneously, and the complexity which is associated with this bi-culturalization will give a much better understanding of the African-American experience." He later said, "The issue of African-American Studies illustrates the point that the students are not asking for a mere set of courses. This demand is interwoven with their search for their own identity and a positive self-concept. History then becomes the mirror through which they look to discover and know themselves and their possibilities. It is in this context that history, as a social science, and African-American history as a people-specific forum it, contributes to

the intellectual and political emancipation of African-Americans in five basic ways: (1) as a source of self-understanding, (2) as a source of understanding of society and world, (3) as a measure of a people's humanity, (4) as a corrective for racism self-indulgent myths and (5) as a source of models to emulate."

On June 9, 1988, a committee to form a minor in African-American Studies was established by Dean Toole with Dr. Lawrence Clark, Dr. Augustus Witherspoon and Dr. William Grant and others as members. The committee was chaired by Dr. Tom Hammond. The minor was established and was housed in University Studies (now Multidisciplinary Studies). I do not know whether it achieved all those goals that Dr. Clark spelled out, but it has contributed to our efforts at the University.

On February 29, 1988, I wrote to the Coordinators of African American Advising and said, "At the forum on Racism held Thursday night, February 25, African-American students raised several very pertinent issues which I feel should be addressed at several levels within the academic divisions. I observed also that because of time constraints there were persons still standing in line to speak when the academic portion of the question and answer session ended.

I am asking that you as African-American Coordinator in your college/school do two things in conjunction with your dean. First, draw together a cadre of students from a cross section of your school's African-American population including first year freshmen as well as the full range of your continuing students. (a) Then, meet with these students to identify issues relating to the experience of African-American students that they feel should be addressed, and (b) meet with other African-American coordinators and compile a list of such concerns to be forwarded to me through Dr. Clark's office.

Second, I ask that you plan ongoing meetings throughout each academic year with the African-American students in your school. These meetings should serve as a means of feedback and dialogue for you, your dean, and faculty." It was obvious to us that most of the concerns and problems of students needed to be addressed at the classroom, at the department, and at the school levels. Most of these issues were not all university encompassing. Issues needed to be heard more nearly in the environment where they could be resolved.

In 1988 on April 6, 1988, I wrote Dean Toole and said, "A black student told me that you teach Japanese, why not Swahili?" Toole responded, Why not?" So we did teach Swahili. At first to fairly large sections and then to very few students. It is so difficult to keep knowledge of such an offering before the students when there are so many courses listed in the catalogue.

On February 11, 1989 a Racial Harassment policy was adopted by the North Carolina State University Board of Trustees.

On November 4, 1989 I reported to the General Faculty meeting that we now had 64 African-American administrators and tenure track faculty, a net increase of nine over the previous year. Our goal for 1991 was 77. We had 213 women in this category with a goal of 248. This was sort of my swan song report and I said "I wish to appeal to you for your assistance in helping us meet our goals in the hiring of African-American faculty and females. We feel that many of our departments are quite committed to affirmative action, not only in the letter of the law, but in the spirit of the law as well. As we begin our second century of service to the people of North Carolina, we want to continue our efforts in being truly a Peoples' University.

Dr. August Witherspoon came to the Provost's Office from the position of Associate Dean of the Graduate School and Professor of Botany. I had begun to realize the need for additional help in the area of undergraduate affairs dealing with the performance and problems of our African-American students. This was in addition to that which Dr. Clark could provide for he had so many other responsibilities. I came to recognize that we needed this more than I realized when I substituted for Chancellor Poulton at a grievance hearing that our African-American Students held one evening in the Stewart Theater of the Student Center. I did not know what to expect, and had anticipated that I was going to answer questions of what the Provost was doing to try to enhance the academic success of African-American students. The questions started out with: Did you know? Or why did you let? It seemed to me that the students had put together all of their real and some possible but not real complaints here at NCSU and directed them to me for a response. Some were very real and were those that I had been working hardest on to solve. Others dealt with matters that were occurring or had occurred in one or more departments or classrooms and that I had never heard before. The ones which I remember that my answers seemed to upset the students most were : "Why didn't our Black Literature courses count in meeting graduation requirements for literature?" I did not know that they didn't and had never heard the complaint before. It turned out that the faculty in CHASS did not accept these courses for its literature requirement, but the course was accepted to satisfy literature requirements in all other schools and colleges at NCSU. When I investigated this and found that CHASS did not accept the course for the literature requirement, I asked the dean to try to make a change. He raised the issue within his college, but the faculty did not



want a change and continued not to accept the course for that basic requirement. The course could meet all other humanities electives in CHASS. The other thing that upset them was that the data they had on black faculty was in error and I told them so. When I looked into the matter I found that someone in Institutional Research had given them data but had omitted from the totals all black faculty who had any administrative responsibilities, including assistant department heads and a number of other professors who had some part-time administrative duties. I recall the young man accusing me of fabricating the numbers because my own staff had given them other figures which they thought was correct. Of course, we had worked hard on the recruitment and hiring of black faculty and while I would have liked to have had more success, I felt that we were doing better than any other predominantly white institution that I knew of. There were a number of other issues raised that might have had more progress made toward their solution if the Provost had a staff-person whose responsibilities dealt with a greater interface with African-American students. When the opportunity came, we were able to get the funds which were used to create the facilitator position. So in 1989 we established a position for an Associate Provost as Facilitator of African-American Affairs. While not all of Witherspoon's duties dealt with African-American issues, most did. Any assignment might be given to this position on an *ad hoc* basis. In time the position's responsibilities has come to including helping in the interview process of all associate professors, reviewing and making recommendations for faculty promotion and tenure, coordinating college dean reviews, and serving as liaison between faculty bodies and administration on academic matters. As the Facilitator of African-American Affairs, responsibilities included the University Recruitment and Retention Programs, the programmatic activities of the African-American Cultural Center, and a liaison role with African-American faculty and staff organizations liaison with African-American student organizations. Witherspoon as a facilitator tried to bring greater sharing and exchange of ideas and successes among the Coordinators of African-American Student Affairs positions in each of the Schools and Colleges. He also helped them to acquire information of successful activities at other universities. This position served as an ex-officio officer for the Chancellors Advisory Council and the Chancellor's African-American Community Leaders Advisory Committee.

Dr. Witherspoon developed a course for all African-American freshmen where the objectives are similar to those developed for the freshman course in Undergraduate Studies.

He visualized and established the African-American Heritage Society which gives the students an opportunity to learn and to be positive about, African-Americans contributions in the various areas of knowledge. The plan was to see and learn about the scholarly contributions of a large number of African-Americans and to ensure that all African-American students had a link to their intellectual cultural heritage. Another part of this program was to bring in a significant number of today's African-American Scholars in addition to those who would visit the academic department of the University. Another major effort of Dr. Witherspoon's was to see the African-American Cultural Center come into being. He worked on this effort for many years before he joined my staff. Another function as Associate Provost was to plan the development of the academic component of the program of this center. The concept was to make available to all of the NCSU community a variety of activities that would bring an array of cultural heritage and current African-American activities into the lives and educational activities of our Black students. The plan was for all of our students to become involved and thereby provide for and enhance the education of all. He saw this as a way that we could develop a better understanding of cultural diversity and to enhance and to develop closer relations for people of all races.

In 1988 at the Dean's Council meeting, we discussed the newly proposed African-American Heritage Societies. This was an idea of Dr. Witherspoon's and was developed by him after consultation with many others. Dr. Witherspoon's description and rationale follows. "The purpose of an organization of African-American Heritage Societies is to provide Afrocentric, research-oriented societies through which African-American undergraduate students become aware of the significant contributions and accomplishments made by black people throughout the world's history and to provide an arena in which African-American students begin to recognize and utilize the legacy of the prior contributions of African-Americans in their personal and professional development.

There is an obvious need among African-American youth to become more fully aware of the historical development of black peoples throughout history, and to have that body of information developed throughout Afrocentric perspective. Considering the limited attention given to African-American culture and history within present day integrated public school systems, it is highly likely that African-American students have not had significant opportunities to develop an appropriate knowledge base of African-American culture and history, nor are there

adequate opportunities for recognition of and preservation of an African presence for these students within institutions of higher learning.

Further, today's African-American students in particular on predominately white college campuses have demonstrated a need to develop a sense of belonging that is not satisfied by mainstream student activities. While there is a need for these students to participate in mainstream activities, at the same time there is also a need to participate in activities which nurture the black student's identity and culture. There is also a significant need among African-American students, and this includes those at historically black institutions as well, to develop a wholesome sense of belonging to one's own racial group and to develop an appreciation of one's own racial identity. The opportunity for such interactions in the context of mainstream activity within the Eurocentric educational institutions is highly unlikely.

Additionally, African-American college students need to experience the sense of gratification derived from an investigation of their heritage and its application to relevant issues in their lives. An additional gratification factor is that the application of information learned may be translated to grade improvement through improved research, practical skills development in a particular field, and a sense of purpose which enhances a deeper desire to study and learn.

African-American students have a need to also develop a global perspective of the role of non-European countries in history and in present day socio-economic and socio-political affairs and to recognize the common relationships of black peoples in all parts of the world.

Finally there is a need to provide experiences for African-American college students such that enable them to recognize the deeper and more complex role of an educational experience offered at an institution of higher learning than simply that of following a curriculum or developing career related skills. There is a need for structured events that broaden the scope of regular course related activities which research has shown to be a mechanism of motivation. The establishment of an organization of African-American Heritage Societies embracing the areas of science , history literature, oratory and the visual arts is proposed."

The African-American Heritage Societies would be established at each campus for the purpose of conducting on-going research, study activity and campus presentations. Participating institutions would cooperatively plan an annual conference in which each group would present some aspect of its investigations. Some specific objectives for each group would be to develop a mentor type



atmosphere while designing and conducting projects, to improve student's GPAs and to expand graduate opportunities.

"An organizational structure is needed on each campus so that a definite framework may be formed to define the work to be done within each group. It is expected that each group will operate autonomously, yet not independently of the umbrella organization's focus. In addition, there needs to be a means of connecting the work done at each institution through frequent communications and a yearly conference for presentations. Each university would require a faculty organizer for the overall coordination of the organization and at least one faculty or staff advisor for each active society. In conjunction with faculty or staff participation as advisors, discussion is needed to investigate some possible means of providing supplemental remuneration." The organization was established through the efforts of Dr., Witherspoon and others at NCSU.

In 1989 I was surprised, proud and humbled to receive a plaque which was read and presented to me by Gregory Washington (who was a candidate for the Ph. D. in Mechanical Engineering in 1994-95 and which made it even more precious to me), who was a severe critic of mine earlier for our not making as much progress as we should have. It read as follows:

"Resolution of Commendation in Recognition of Leadership and Professional Service"

"Whereas Dr. Nash N. Winstead has served with excellence as Provost of North Carolina State University since 1974; and

Whereas in his position as Provost Dr. Winstead provided dynamic leadership; and

Whereas Dr. Winstead has strived diligently throughout his tenure to provide a climate within the University that is considerate to work, study, and research among people of multiracial and multicultural backgrounds; and

Whereas Dr. Winstead has shown unbounded dedication in his resolve to improve the relation of African-American students at NCSU and employment of African-American faculty and staff; and

Whereas Dr. Winstead has ably endorsed and promoted opportunities for African-American students to establish and maintain connection to their traditional heritage and culture, particularly through his support of the African-American Heritage Societies; and

Whereas 1990 will be his retirement year; therefore

Be It Resolved

That the students, faculty, and staff who participated in the educational excursion to West Africa, as representatives for North Carolina State University in developing study abroad programs in Africa, Do hereby commend Provost Nash N. Winstead for his excellence in leadership and for his commitment to service.

Resolved this 6th day of April, 21989

African-American Heritage Societies

Dr. A. M. Witherspoon, Founder

Dr. Lawrence M. Clark, Advisor

Dr. Iyailu Moses, Executive Secretary"

At the Brotherhood Dinner in 1991, Chancellor Monteith said "I am proud that I can announce to you that NCSU has a new, operational African-American Cultural Center. Programmatically, it strives to enlighten students, staff, faculty and administrators of all ethnic and racial groups on the beautiful heritage and history of African-Americans. Not only of their outstanding contributions in America, but also their long history and culture before this nation was founded. Students research various aspects of African and African-American history and present their scholarly findings in local, state, regional, and national seminars. Two of our African American students, Mr. Thabiti Anyabwile and Ms. Kristie Moore presented at the National meetings of the Society of African-American Culture Centers, held at Ohio State University the number one student paper on 'The Origin of the Concept of Afrocentric.' They found the concept, if not the name, dated back before the Emancipation Proclamation. It is this type effort that both enlightens all of us while at the same time promoting scholarly work within our student body. We expect great things from this experience on our campus. I hope that you will take the opportunity to join us at the dedication this spring, 1992." On November 18, 1994 the North Carolina State University Board of Trustees named this facility the Augustus McIver Witherspoon Student Center. This was the first facility named for an African-American.

On September 18, 1992 the Board of Trustees presented a Certificate of Appreciation to Dr. Witherspoon. The citation reads as follows:

"Whereas, Dr. Augustus M. Witherspoon has been honored as an outstanding teacher, a learned psychologist, and a leader in community service; and

Whereas, Dr. Witherspoon began his relationship with North Carolina State University as a graduate student and was the second African-American to complete a Ph. D. at NCSU; and

Whereas, Dr. Witherspoon has served in various capacities, progressing through the ranks from instructor to assistant professor of botany to associate professor and full professor; and

Whereas, Dr. Witherspoon was appointed assistant dean of the graduate school, then acting dean, and later as associate dean while maintaining his research and instructional responsibilities within the Department of Botany; and

Whereas, Dr. Witherspoon is currently Associate Provost and Coordinator of African-American affairs at North Carolina State University where he has spent 24 years of his career; and

Whereas, Dr. Witherspoon's life work has been dedicated to developing and establishing programs to guide his students' progress and ensure their success, making him an adoptive father, or 'Papa' to many; and

Whereas, Dr. Witherspoon is a citizen extraordinaire who has served on many committees devoted to solving vital issues within our community, including those related to the environment, education, and the arts; and

Whereas, Dr. Witherspoon is recognized throughout the state and the nation as a warm, affectionate leader who does not compromise principles, and has been a superior model to everyone whose life he has touched; and

Whereas, Dr. Witherspoon approaches every effort, whether in education or community service with a tenaciousness that suggests that a mission must be accomplished if it is at all worth the struggle; and

Whereas, the life of Dr. Augustus M. Witherspoon is a noteworthy example of the dedication, strength, and commitment to excellence of a scholar and a true gentleman:

Therefore, Be It Resolved, that the Board of Trustees unanimously authorizes this citation of appreciation as a tribute to the service of Dr. Augustus M. Witherspoon to North Carolina State University.

In witness whereof and by order of the Board of Trustees of North Carolina State University this eighteenth day of September, one thousand nine hundred and ninety-two. "

Dr. Witherspoon died at his home, but while still employed at, and just before his announced retirement, NCSU on June 6, 1994.

Some additional activities that Dr. Clark was involved with have not been mentioned in the preceding descriptions occurred or came into being between 1982 and 1992 follow. Those that involved outreach included: (1) Petitioning the State Department of Public Instruction to make Algebra I mandatory for graduation from



high school. This move would help African-Americans and others since Algebra I is the gateway in the college preparatory track. (2) Co-sponsored the African-American Parents' Educational Summit with Wake Public Schools. (3) Helped to establish, with the College of Physical Sciences, the Imhotep Program. In this program middle school students come to the University on Saturday to work in the sciences such as chemistry and physics. A similar program in the biological sciences now exists too. (4) Established the Saturday Program for Academic and Cultural Education (SPACE). (5) Established the Martin Luther King Jr. Annual Festival. This program involves NCSU students, but it also brings many people in the community to the NCSU campus. There were also several internal activities which have not been mentioned earlier that now exist on the NCSU campus. These include: (

1) The Black Repertory Theater.

(2) The Minority Career Fair.

(3) The number of African-American students with a 3.0 GPA or better has tripled.

(4) We selected the first African-American dean. Dr. James Anderson is Dean of Undergraduate Studies.

In the fall of 1982 we had 1,398 black students or 7.4 % of our student body. In 1986 the number was 1,717 students and 9.4 % of the student body. In 1988 the numbers were 2,380 and 9.3%, in 1990 the numbers were 2332 and 8.7%, in 1993 2488 and 9.2%, and in 1994 they were 2533 and 9.2%. Although the numbers have grown somewhat the rate is slow and the percentage is slightly lower than the peak of 9.4% in 1986.

In 1988 we had 537 African-American freshmen, 524 sophomores, 417 juniors and 334 seniors. In 1990 we had 449 freshmen, 492 sophomores, 432 juniors and 395 seniors. In 1993 we had 482 freshmen, 491 sophomores, 491 juniors and 445 seniors. In 1994 we had 559 freshmen, 463 sophomores, 382 juniors and 452 seniors.

I do not think that these figures reflect the effort, or even whether the many projects and programs described earlier were very successful or not. I am certain that if we had not expended the effort and time that our graduation rate of African-Americans would be much lower than it is. It is too low and in so far as I can tell the efforts are continuing today to try to increase both the graduation and retention rates of African-American students. When we first began to admit African-American students at North Carolina State University we only admitted those who had superior academic credentials. As we began to try to give African-Americans and

opportunity to come to NCSU, we began to take some students with lesser high school credentials. We felt that we could not be just an elitist institution. If we had done this then our enrollment and the numbers of African-American students who graduated, from the traditional fields of study by black students as well as the non-traditional fields taught at NCSU, would have been far fewer. To us the elitist approach would not have served the State well and we would have continued to deserve the red-neck label which we had in the early 1970s.

This part of the story of the involvement of the Provost's Office ends as of June 30, 1993. So many of the problems discussed continue to be only partially resolved. Most of the things which we attempted are now in place and are continuing. The persons who now continue to serve in the Provost's areas of responsibility have the commitment to continue efforts to provide equal opportunity for all and to insure that African-Americans make up a larger proportion of those that we serve. There will be new innovations, new ideas and new programs that come into being. There will continue to be trials and successes and failures. Until much larger proportions of African-Americans have the educational levels and competencies needed to share in the American dream and have those skills needed to make contributions in proportion to their population, our efforts will not be adequate. There is much to be done, but NCSU will continue to try and to try even harder to make these goals become a reality.