A HISTORY OF THE NORTH CAROLINA
COLLEGE FOR NEGROES

BY

ELIZABETH IRENE SEAY
A HISTORY OF THE NORTH CAROLINA COLLEGE
FOR NEGROES

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Elizabeth Irene Seay

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IN MEMORY OF MY FATHER

Philip George Seay

August 10, 1872-August 3, 1939
Preface

When the time came for me to prepare a thesis in partial fulfillment of the requirements for a Master of Arts degree at Duke University, I looked about for an interesting and unexplored field from which I might choose a subject. I had known from previous summers that there was located in Durham a liberal arts college for Negroes, and upon the suggestion of my instructor, Dr. W. H. Stephenson, I investigated the possibility of compiling a history of that institution. I learned from its president, Dr. James E. Shepard that no such work had ever been done and with his permission and encouragement, I began my research.

In writing the history of the North Carolina College for Negroes it has been my earnest effort to present as clear a picture of
its growth and development from July 5, 1910 to June 1, 1940 as available records would permit. Because of fires in 1925, which destroyed all official files of the college, the task of collecting data has not been an easy one; but with the help of certain professors and administrators who have been associated with the school from its incipiency or for many years, I have prepared the following treatise. I am deeply grateful to Dr. Shepard and his wife, Dean James T. Taylor, Dean Ruth Rush, Mr. C. C. Amey and Mrs. Frances M. Eagleson for their invaluable help to me in my problem. It will be my privilege to present to the library of the North Carolina College for Negroes a copy of this thesis in return for the service rendered me by these officials. Since it is the only written history of the school, I hope it will be of interest and benefit to the student body, the members of which heretofore may not have known the background of the present institution.
I also wish to say that in all of my associations with the college I have been most favorably impressed. The Negro race has a beautiful school and a good school in this liberal arts state-supported college. It has the right to be proud of the modern plant, the distinctive campus and above all, the Grade A rating from the Southern Association of Colleges and Secondary Schools.

Elizabeth Irene Seay
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A Man and His Idea

In the section of the city of Durham, North Carolina, known as the Hayti region, there rears its head a notable and worthy institution of learning, the North Carolina College for Negroes. Nineteen brick buildings, modern in every respect, stand as a lasting monument to one man's courage and untiring effort. Thirty years ago this same spot was a stretch of worthless land, cut by deep ravines, torn by ugly gullies and over-grown by tall reed-like grass. Today it is the site of the only liberal arts college for Negroes in the state of North Carolina. What brought about this change and how was the stupendous task accomplished?
As early as 1908, there was working in the mind of one man the idea of a religious training school for his race, a school where colored ministers could come for six-week periods, or longer, and receive instruction and inspiration. The cost was to be nominal as behooved the financial status of the Negro preacher. The result of that idea was The National Religious Training School and Chautauqua, founded July 5, 1910. It was operated under this name until 1915, when the school was reorganized because of overwhelming debts. At this time, the founder and the Board of advisors shifted the emphasis from training the colored ministers to preparing Negro teachers and the name was changed to the National Training School.¹ The Fall term of 1915 was marked with new hope and determination.

It was not until 1923, however, that the institution was assured of its existence. Up to that

¹ Interview with Mr. James T. Taylor, Durham, North Carolina, July 11, 1940.
time, its course had been upon rough seas. Relying entirely upon philanthropic contributions to carry on its work, the administrators had been embarrassed when the expected gifts did not come in. Hope of success had never been abandoned by those interested in the school, and its transformation into a state-supported normal was a delight to all. Two years later the school was chosen, because of its various advantages, to be the site of the first and only state-owned liberal arts college for Negroes.

In brief, such is the history of one man's idea. He set out to found a private school for the enlightenment of his race. At present, he presides over the important institution his small plant has grown to be. Not even he could have foreseen such success for the National Religious Training School and Chautauqua. Not even he would have dared dream that in fifteen years it would evolve into a college that takes its place among the best Negro institutions in

2 Interview with Dr. James E. Shepard, Durham, North Carolina, June 28, 1940.
in the South. Through its successes and failures, the school has benefitted by the guiding hand of the one man, a clear thinker and an able organizer. Because of him, "this institution stands today because it was (first) a dream in the mind of its founder, Dr. James E. Shepard, only a few years ago."

Before exploring the history of the school itself, it is appropriate to present a background by reviewing briefly the common school efforts and certain phases of race problems in North Carolina prior to 1910. This appears to be necessary since out of these conditions came the idea of the National Religious Training School. While one can plainly see how race relations would influence the founding of such a school, he might question the reason for surveying the common school development instead of the growth of secondary schools in the state. This is explained as the chapter goes on; whereas Dr. Shepard's plans included a col-

3 George E. Barnes, "Commencement Address of 1926 at North Carolina College for Negroes", in Durham Morning Herald, June 4, 1926.
...
lege department, the bulk of work done in the institution was of a high school nature, and two years of grammar school was included in the curriculum until 1917. Thus, it is correct to say that the school integrates more nearly into the picture of common school development rather than that of higher levels.

The second quarter of the nineteenth century saw the beginning of a strong movement toward public education. Although centered in its incipiency in the New England States, it spread southward and westward, until it reached the Southern States. Slavery, however, and the lack of a strong middle class somewhat delayed the progress below the Mason and Dixon Line. North Carolina had been giving thought to education through the common schools, and by 1861, claimed the educational leadership of all the Southern States. This was due chiefly to the efforts of Calvin H. Wiley. Elected as superintendent by the legislature of 1852, he began his work on the first day of

4 Edgar W. Knight, Public School Education in North Carolina (Cambridge, 1916), 341.
the next year. He believed that to make public schools a success, the public had to see the system as a necessity. Therefore, he put on a modern form of advertising, using annual journals, correspondence, and personal tours to create interest. Through his inspection of schools in the various counties, and through the annual reports of the state, he obtained the cooperation of the people and the legislature. By the year 1860, the common school system was in excellent condition. But the outbreak of the war stopped for a time all definite thoughts of education, and it was not until the end of that decade that the subject was again given careful consideration.

With the calling of the convention of 1867 for the purpose of revising the state constitution, common schools were again a matter for public discussion.

5 Public Laws of North Carolina, Session 1851-52, Chapter XVII, Sec. 1, 59. (Ratified December 4, 1852.)


7 Knight, Public School Education in North Carolina, 161-183.
A Committee on Education was appointed to outline a system whereby all children would be educated at the expense of the State. The provisions for the education of the Negro would have been naturally cared for in these measures, had the natives of the state been allowed to carry out their plans. But the northern carpet-baggers who filled the convention desired to carry things their own way; they saw no reason for the added expense of separate school systems for black and white, and accordingly, set up "the common school system," making no distinction as to color.

The fear on the part of the white people of mixed schools is credited by Professor Knight as the beginning of racial prejudice against the Negro. This, plus the "outside interference and exploitation of the Negro race by men who were both foreign in sym-

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8 Public Laws of North Carolina, Session 1866-67, Chapter XV, Section 1, 21.

9 Knight, Public School Education in North Carolina, 228.

10 Public Laws of 1868-69, Chapter 184, Sections 39042, 469.
pathy and critical of southern life," made the conditions very bitter between the two races.\textsuperscript{11} Naturally, the education of the colored man was retarded, and the unfavorable attitude toward the blacks existed for some years after the state was restored to home rule in 1876.

Another deterrent factor in the education of the Negro was the financial distress of the South. The Southern states were devastated by the war; the funds for education were extremely meager. And yet, from this depleted sum, they felt it necessary to maintain two separate systems, one for whites, the other for Negroes.\textsuperscript{12} With this dual situation, it was constantly true that the majority of the money spent for education in the South was spent upon the training of white children. There has never been in this region equalization of expenditure for white and Negro schooling.

\textsuperscript{11} Knight, Public School Education in North Carolina, 265.

\textsuperscript{12} Law creating separate schools for blacks and whites was passed in 1877 (Public Laws of North Carolina, session 1876-77, Chapter 162, Section 22, 327.)
...
"Although progress has been made in the solution of this problem, achievements in Negro education have not been distinguished, and in it many inequalities and discriminations still appear." 13

Because of this existing condition in the field of education did Dr. Shepard decide to launch his school. Although just twenty-five years old, his education and experience was such that he understood the needs of his race. 14 He realized that the state supported four normals; 15 he was cognizant of the fact that the last decade, 1901-1910, marked a great epoch in public school building in North Carolina. In spite of this, he believed that one more institution

13 Edgar W. Knight, Education in the United States, (New York, 1929), 562. This statement is further substantiated by reports of the Superintendents of Public Instruction of the State of North Carolina, especially those for 1877, 1889, 1910.

14 The story of Dr. Shepard's education and experience will be seen as these chapters develop.

was necessary. From this school would emanate such theories of pedagogical philosophy as he considered essential to the education of the colored man. He felt that he understood from a Negro's point of view certain undesirable conditions which the white educational boards did not discern. He hoped to prove through the students at the National Religious Training School and Chautauqua that, in the words of Professor A. B. Hart, "the Negro is teachable and susceptible to the same kind of mental improvement characteristic of any other race."

Besides the educational reason, Dr. Shepard had a religious motive back of starting his school. In 1905, he had been appointed Field Superintendent for the International Sunday School Board. It was his duty in this capacity to go throughout the southern territory, establishing Sabbath Schools and organizing religious work of various kinds. The Negro minister was the recognized leader of the race; he touched his congregation on all sides, for the church in those

16 Interview with Mrs. James E. Shepard, June 18, 1940
days was the sponsor of social as well as religious affairs. As Dr. Shepard moved from church to church, from section to section, from state to state, this young and conscientious worker noted several particular and distressing things. He found, as surveys had shown, "that a large portion of the Negro ministers were unfit to be moral leaders," \(^{17}\) and that they knew not the full import of their position. He realized, too, their ignorance and inability. How inadequate they were to carry on the programs planned for them! Because of their lack of education, industry and desire, their leadership was far below what it should have been for the best influence. \(^{18}\) He was at times discouraged and exasperated because the progress of his work with them could go forward no faster. Therefore, he devised the plan of erecting a school for the


\(^{18}\) Interview with Dr. James E. Shepard, Durham, North Carolina, June 14, 1940.
The text in the image is not legible due to the quality of the image. It appears to be a page from a document, but the content cannot be accurately transcribed.
purpose of educating the colored pastors. He felt they needed the training, and that he knew from his experience what to give them. Not only did he plan regular courses, but also a Chautauqua feature whereby they could greatly profit.\textsuperscript{19}

In addition to the educational and religious impulse back of the National and Religious Training School and Chautauqua for the Colored Race, there was a political background. Due to many reasons which do not concern this story, the Democrats went out of control in the North Carolina elections of 1894. With the reins in the hands of the Fusionist Party, made up of Populists and Republicans, one of the first reforms that took place was the restoring of political rights to the Negro. "Negro office-holding, exceptional during the years of Democratic rule, became quite common in the Black Belt ... and the effects of it were felt all over the east. Lacking political experience and, in many cases, ability, the newly elected

\textsuperscript{19} Ibid.
or appointed Negro officers did not make enviable records." 20

The effect of this condition was destruc
tive to all good race relations. Negroes were
automatons in the hands of the party leaders, but most
of them were not educated to the point of resenting it.
The white people who voted to put the Democrats out in
1894 were ready to have them back in 1900. The cam-
paign slogans of "Save the State from Negro Rule" and
"White Supremacy" strained relations between the whites
and blacks to the breaking point.

The election returns of 1898 showed an
overwhelming majority for the Democrats, who lost no
time in putting through disfranchising legislation.
"The adoption of the Suffrage Amendment of 1900 was
regarded as a 'final' solution of the question of the
Negro in North Carolina politics. A literacy require-
ment for voting was now written into the State Consti-

20 William Alexander Mabry, "Negro Suffrage and
Fusion Rule in North Carolina," in The North Carolina
Historical Review, XII, No. 2, April 1935, 90.
tution, and 47.6 per cent of the Negroes were illiterate."

As a man who wanted the rights of his people recognized, Dr. Shepard saw education as the only solution to this problem of political discrimination. Education for leadership would not come through the state schools where the progress was slow, but through a private institution, where the administration and direction would emanate from one who understood the desperate situation of the Negro.

Against this educational, religious and political background, stands the silhouette of James Edward Shepard, founder of the National and Religious Training School and Chautauqua for the Colored Race, instigator of the Durham State Normal School, promoter and president of the North Carolina College for Negroes. As each successive school integrated one into the other, the dominant spirit of this one man was felt. What

were the inherent qualities which have since proven him worthy of the task he set out to do? "From whence came such a man as he, and what are the elements which have contributed in making him great? The secret of his success may be attributed to many fine features which are woven into the fabric and fiber of his character." 22 A man of untiring energy, a man of broad vision and liberal culture, a man of dignity and poise, of personal power and appeal, he received his inspiration and courage from Above. Believing that he had a work to do, he dedicated his life to his fellow-man, to the uplifting of his race, and "having put his hand to the plow," he has not once looked back. With his vision always before him, he has labored with good results, until today he is recognized as the leader of the Negro race in North Carolina." 23

22 Charles F. Hudson, "Life of Dr. James E. Shepard," in Durham Morning Herald, April 14, 1940.

The eldest of twelve children, he was born in Raleigh, North Carolina, November 3, 1875. His father was Dr. Augustus Shepard, a minister of no mean ability. "He was for many years the illustrious pastor of White Rock Baptist Church, a position he held at the time of his death. His white friends ... reckoned him among the outstanding scholars of his day, and through their efforts he was given the degree of Doctor of Divinity which he bore with dignity and respect." From this lineage came James Edward Shepard.

As a boy, he was never compelled to help support the family. The members enjoyed moderate circumstances and he was able to pursue his studies uninterrupted in the best colored schools Raleigh had to offer. In 1894 he graduated from Shaw University as a registered pharmacist. Intending to make his living in this profession, he worked one year in Danville, Virginia, and then returned to Durham as a

24 Hudson, "Life of Dr. Shepard," loc. cit., April 14, 1940.

25 Shaw University, Raleigh, North Carolina.
clerk in a drug store. In 1899, he was appointed Deputy Collector of United States Revenue, Raleigh. Being a Republican, he held the political position for the length of the term, but, as has been stated, the year 1900 marked the closure of public offices to Negroes. In 1905, he accepted an offer to become Field Superintendent for the International Sunday School Board. It was in this capacity that Dr. Shepard really found himself. Thrown as he was in direct contact with the ministers and their congregations, he saw that the greatest need of the race was stronger Christian leadership. He knew that this need was not being supplied as it should have been through the education of the Negro clergy.

26 Dr. Shepard has remained loyal to the Republican party; in 1912 he attended the National Republican Convention in Chicago upon request of Theodore Roosevelt, who was a friend of Dr. Shepard and an interested admirer of the Training School. He was responsible for sending out literature for the purpose of advertising the Negro institution (Durham Morning Herald June 13, 1912).

27 Who's Who in America, XV, 1886.
The deplorable situation impressed itself even more strongly upon the mind of young Dr. Shepard as he attended conferences in the Northern States and contrasted the conditions, the educational facilities and the results with those he saw in the South.

Several years passed before the conviction grew strong enough in the mind of this man to produce action. It was in the year 1909 that he definitely decided that he himself could and would do something to remedy the situation of the Negro in North Carolina.

In organizing his purpose, he had two duties to fulfill: one, to force superstition and religious frenzy so prevalent in the colored man's religion to give way to a calm and firm belief in God; the other, to educate the youth of the race to labor regularly and efficiently toward land ownership, better homes, higher standards of life and political participation. 28

With no personal finances, but with great

determination to get them, he made plans for the school. Especial emphasis would be given to the speedy and efficient training of the Negro minister.\textsuperscript{29} Chautauqua methods would be employed to aid the colored pastors in public speaking, and a general high-school education would be offered for pupils other than religious workers.\textsuperscript{30}

James Edward Shepard started his work without the support that a business man would consider essential. He had no financial backing, no cash, securities, bonds or property, upon which he could rely, but he had faith in God. He was prepared to solicit enough funds to build the school and support it. It is hard to believe that one man alone would have the courage to set about so great a task as this with only his power of persuasion to attract the necessary means. Yet, it is true. It took cease-

\textsuperscript{29} William Kenneth Boyd, \textit{Story of Durham, City of the New South} (Durham, 1927), 295.

\textsuperscript{30} Interview with Mrs. Shepard, June 28, 1940.
less effort, heart-breaking disappointments and innumerable sacrifices on the part of Dr. Shepard; it took trust in Providence and faith in his friends to launch the plan, but it was done. One man had the courage to risk personal ruin and financial destruction for the sake of his race. If he succeeded, the Negro of North Carolina and the South would receive inestimable benefit; if he failed, he would know ridicule, disfavor and personal disgrace.

No ordinary man would ever have dared try such a feat as this, nor was Dr. Shepard ever classed as such. Since the age of manhood, he has many times over proved his depth of character, his courage, his steadfastness, his fairness; he has shown his ability as a thinker and as an executive, his love for his country, his fellow-man and his God. He had prepared himself for the work he was now about to begin by taking advantage of his education; in his various fields of work, he had made friends on whom he was to depend so largely in the hard years before him; and, he had shown himself a Christian gentleman in all walks of
life, so that he was respected by those who knew him. In many ways, the public has rewarded him for his ability and accomplishments. "D. D. from Muskingham College, Ohio, 1912; A. M. Selma University, Alabama, 1913; Litt. D. Howard University, 1925; president of the State Industrial Association of North Carolina; president of the North Carolina Negro Teachers Association; president of the Inter-denominational Sunday School Convention; trustee of the Lincoln Hospital, Durham; Grand Master of F. and A. Masons; only Negro speaker at the World's Sunday School Convention, Rome, 1907; and a member of the Executive Committee of the North Carolina Agricultural Society." 31 No, it was no ordinary man who set out to establish a training school for his race, Negro ministers in particular, and who, in fifteen years, had amassed school property valued at $135,000 through his own personal achievement. 32

31 Who's Who in America, XV, 1886.
32 Boyd, Story of Durham, 295.
It was during the year 1909 that Dr. Shepard definitely decided that he would build the school and from then until July 5, 1910, when the first classes were held, he followed a systematic plan in order to make such an opening possible. As has been stated before, he had to depend entirely upon philanthropy for funds; he himself had no securities, bonds or cash with which to guarantee the school. He collected as many pledges as he could from Durham before going out of the state. By the time he was ready to make a trip to the Northern states, where he had many friends, he had enough money on hand to assure one building.33 His first canvass of Massachusetts, New Jersey and New York brought some help, but upon his second attempt he received much greater encouragement. "Nearly seven thousand dollars from private individuals and public philanthropists was received in pledges!34 Those promises insured a second building.

33 Durham Morning Herald, August 13, 1909.
34 Durham Morning Herald, July 2, 1909.
By this time, the knowledge of Dr. Shepard's plans had spread abroad. Several localities proffered school sites; the most enticing offer came from Irmo, South Carolina, where two hundred acres of land were promised. The city of Durham volunteered a smaller tract of land, but within the city limits and in the midst of a prosperous Negro settlement. Since this was more nearly what Dr. Shepard wanted, this gift was accepted. The property was bought jointly by B. L. Duke and the Merchants Association, each giving half. The local paper carried the following notice the morning after Dr. Shepard decided to locate the school in that city: "Durham gives a Fine Site and Lands the Colored Training School. It is now a certainty and will be built on the Fayetteville Road, one mile out of town. The National and Religious Training School and Chautauqua has been chartered by the Secretary of State ... and is to be fashioned after the Winona and Northfield schools which have

35 Ibid.
chautauqua features. Its highest object is the training of colored ministers and the race missionaries. Dr. Shepard had concluded that there is no class of men which so much needs training for leadership as the Colored Minister."

In the summer of 1909 the Advisory Board was called to meet in Durham to discuss the prospects and plans for the school. The Board was a distinguished one, representing ten states and the District of Columbia. Those composing its membership were:
Reverend Thomas B. Shannon, Newark, New Jersey;
Dr. James H. Dillard, New Orleans, Louisiana; Dr. A. M. Moore, Durham; Mr. D. A. Tompkins, Charlotte, North Carolina; Judge J. C. Pritchard, Asheville, North Carolina; General Julian S. Carr, Durham, North Carolina; Hon. N. B. Broughton, Raleigh, North Carolina; Senator Lee S. Overman, Washington, D. C.; Rabbi Abram Simon, Washington, D. C.; Dr. Charles H. Parkhurst,
New York City; Dr. Floyd A. Tompkins, Philadelphia, Pennsylvania; Mr. John L. Williams, Richmond, Virginia; Dr. H. M. Hamill, Nashville, Tennessee; Dr. John A. Earle, Chicago, Illinois; General B. W. Green, Little Rock, Arkansas; Dr. M. C. B. Mason, Cincinnati, Ohio; Dr. J. B. Dudley, Greensboro, North Carolina, and John Merrick, Durham. However, when the Board officially met, some of the original members were unable to be present because of the long travelling distance. Therefore, they were replaced and the following men were responsible for endorsing the school, and for giving permission for its organization and building: Dr. J. H. Dillard, Rabbi Abram Simon, Judge J. C. Pritchard, Mr. N. B. Broughton, Rev. Thomas B. Shannon, Dr. John E. Ford, Dr. W. Y. Chapman, Judge Julian S. Carr, Bishop George W. Clinton, Professor S. G. Atkins, Dr. James B. Dudley, Prof. S. G. O'Kelly, Colonel James N. Young and the local colored

37 Durham Morning Herald, July 4, 1909.
committee. Judge Jeter C. Pritchard presided over the meeting and was made Chairman of the Board. The action taken in that momentous meeting authorized the building of two structures, an auditorium and a dormitory for men. The cost of the buildings was to be around $10,000, a sum which was already in hand. This auditorium, named for Mrs. S. P. Avery because of her magnanimous gift of four thousand dollars, is one of the two original frame buildings left on the campus today.

In November of 1909, following the motion of the Advisory Board to build, the first tree was felled on the campus of the National and Religious Training School and Chautauqua for the Colored Race. Before the opening of the school in July, the builders had

38 Ibid., October 15, 1909.
39 Ibid., August 3, 1909.
40 Mrs. S. P. Avery was a true friend of the institution from its incipiency, and in her eightieth year, sent the money for this construction. She never was able to travel from her home in Connecticut to visit the school.
41 Hudson, "Life of Dr. Shepard" in Durham Morning Herald, April 14, 1940.
of the Adventures of the S.S. Nautilus (1870). This novel was a popular serialized publication that gained immense popularity among readers. The book was later adapted into a film by the same name. The story follows the crew of a fictional submarine as they navigate the ocean's dangers, encountering various challenges along the way. The narrative is a blend of science fiction and adventure, capturing the imagination of its audience. The novel is considered a classic of its genre and continues to be enjoyed by readers today.
completed an auditorium, a dining-room-class room combination, two dormitories and the administration building. The fall of 1910 saw two homes added to the buildings already on the campus, one for the president and the other for the teachers.\textsuperscript{42} The money for all this initial construction was not in Dr. Shepard's possession. He had been forced to borrow, giving the property of the school as collateral. Much of it had been pledged, but was still held pending the actual opening of school. In view of this fact, Dr. Shepard was forced to spend a great deal of his time on the road, hoping to solicit funds from new sources, and collect pledges from old ones. This was a tiresome but entirely necessary part of his work, since he relied solely upon contributions to keep the newly created school in existence.\textsuperscript{43} Sometimes his trips brought no results; at other times he was successful and

\textsuperscript{42} Interview with James S. Taylor, Durham, North Carolina, July 18, 1940.

\textsuperscript{43} Interview with Mr. W. T. Bost, Raleigh, North Carolina, June 18, 1940.
would return with as much as several thousand dollars. Few men would have envied him the job he set out to do, alone and unassisted except for friends and volunteers. For "the total outlay of his scheme contemplated a chain of buildings and equipment of nearly $100,000. This is the staggering task that one colored man of Durham had started to complete."  

Occasionally Dr. Shepard was able to secure the services of a friend who would travel with him throughout the North. Together they would canvass a large territory on behalf of the Training School. In June 1910, just prior to the first opening of the Chautauqua, ex-Governor R. B. Glenn consented to travel into Massachusetts, New Jersey and Ohio, making seven speeches. He and Dr. Shepard were not only successful in obtaining funds and pledges, but they accomplished a great good for the school when they made a

44 Durham Morning Herald, February 4, 1911.
45 Ibid., October 9, 1909.
46 Ibid., June 10, 1910.
friend of a distinguished Presbyterian minister of Newark, Dr. W. Y. Chapman. For many years that good man was a staunch supporter of Dr. Shepard's cause, lending both financial and moral support. Often he prevailed upon his congregation to send money, and he himself gave his time and service on numerous occasions, delivering lectures and addresses.

In February of 1911, Mr. Glenn again made a tour in behalf of the school, this time extending it over a two weeks' period. The keynote of his lecture was "No other colored man has preached the doctrine that race betterment must come through an educated ministry." That message had a great appeal for the northern audiences, and the results were gratifying. In the same month, Judge J. C. Pritchard and Dr. Shepard closed a week's trip through New York, securing substan-

48 Ibid., July 1, 1911; July 9, 1912; February 26, 1913; July 13, 1913; January 17, 1914; November 22, 1916.
49 Ibid., February 4, 1911.
50 Ibid.
tial aid from Mrs. Russell Sage of New York City, and a check from Mr. B. N. Duke, former tobacco magnate of Durham.

The opening date of July 5, 1910 finally arrived. Two years in the making, the institution now boasted five buildings and was ready to open its doors to the first applicants. It is true that as yet the school was unpaid for, but the name of Dr. Shepard on the notes seemed to satisfy the creditors. It was also true that he had not been able to persuade any philanthropist to endow the school with any great sum, but he still had hope that this would be brought to pass. Again it was true that the running expenses

51 Mrs. Russell Sage became a great benefactor of the school in 1915 when the school was auctioned off because of debts. She bought it back for the Board of Trustees.

52 Durham Morning Herald, February 4, 1911.

53 The only collateral that Dr. Shepard had to offer was the thirty acres of land and two buildings already paid for. The possibility of success was the only guarantee of payment.

54 Interview with Dr. James E. Shepard, Durham, North Carolina, June 20, 1940.
of the current summer term were not in hand, nor in sight, but even that did not daunt the spirits of this young pioneer.55

"With its one commodious auditorium, two very comfortable dormitories, one for men and the other for women, and a large mess-hall," 56 the school proclaimed its initial opening, presenting a program of welcome to the students and visitors. The auditorium was well filled when President James B. Dudley of the colored A. and T. College of Greensboro made a short introductory talk. Following this, Judge J. C. Pritchard gave the main address of the morning. Music was furnished by the Dulcett Quartette, accompanied by a violin obligato.57 Afterwards the president made announcements as to the beginning of classes. He promised a goodly number of attractions for the Chautauqua season: "on the list of teachers and musicians, there were twenty odd. Of prominent speakers, there

55 Durham Morning Herald, June 10, 1910.
56 Ibid., July 22, 1910.
57 July 16, 1910.
were nearly fifty.\footnote{Ibid.}

Thus it was that the National and Religious Training School and Chautauqua for the Colored Race, which for several years had been the dream of Dr. James E. Shepard had become a reality. Many real friends of Negro education doubted if the Negro himself was ready for such advanced work as is usually to be had in a chautauqua, and frankly asked if it was to be presumed that the people of the Negro race in the South could appreciate the effort.\footnote{New York \textit{Evening Post}, July 22, 1910.} The answer to that question was found as the years went by.
...
CHAPTER II

An Idea Develops Into a Business

Thus, "the year 1910 marked the beginning of a new development in Negro Education because of the vision and indefatigable energy of one man, ... James E. Shepard." ¹ His dream of founding a school for training leaders of his race had at last become a reality. The National Religious Training School and Chautauqua officially opened on the morning of July 5, 1910. ² Students enrolled that day and classes began the next. Very few of the faculty names are known. F. A. Clark had charge of music; T. P. Smith, the commercial subjects; M. W. Gilbert, religion; N. C. Wilhelm, John L. Maury, Miss Grace Hemingway and C. G. O'Kelly normal and primary methods. But, since the curriculum offered English, French, German, Greek, math-

² The term "Chautauqua" came to be rather loosely used to mean teaching by the lecture method, popular during summer assemblies and imitative institutions at Lake Chautauqua.
ematics, history, geography, philosophy, ethics, agriculture, domestic science, basketry, dress-making, millinery and physical education, a larger staff than seven was undoubtedly employed.

The rates for admission during the early years were negligible; the original plan of Dr. Shepard was to allow the ministers to attend the Chautauqua without cost. The school had been especially planned for them and he hoped to attract a large percentage through free board. The regular students were charged the nominal fees of ten dollars for the six-weeks course, and three dollars and a half for room and board. 4

In the absence of adequate records it is difficult to determine the accomplishments of the first summer session; naturally the memory of those who have been with the institution from its incipiency to

3 The information here given is from the Durham Morning Herald, July 22, 1910. All official records of the school for the early years were destroyed by fires in 1925.

4 Durham Morning Herald, June 10, 1910.
the present is not an entirely reliable source. The intervening thirty years have tended to erase many incidents which occurred during the period when the school was a struggling private institution. There were a few less than a hundred students, fifty of them boarders. The faculty numbered around fifteen, not including the lecturers for the Chautauqua.5

The curriculum worked out for the school was comprehensive in its inclusions. It was the conviction of Dr. Shepard that a well-rounded educational program sponsored mental, moral and physical training and the courses of study for the National Religious Training School and Chautauqua definitely provided for this three-fold principle. In the charter, this purpose is clearly stated:

"Part 2.

(a) to provide religious, literary and industrial training for colored youths of North Carolina and other states

5 Interview with Mrs. James E. Shepard, Durham, North Carolina, June 28, 1940."
in the United States; and especially to teach men and women in the knowledge of the Bible and to teach practical domestic science and similar branches. The fundamental idea being that the colored youth, both male and female, should be taught to work, and that religion and work go hand in hand." 6

It is only natural that Dr. Shepard's philosophy of Negro education should have been reflected in the activities of his own school. 7 He has always held to the middle ground between the teachings of the two well-known Negro educators, Booker T. Washington

6 This section, taken from the charter of The National Religious Training School and Chautauqua for the Colored Race, Incorporated, Certificate of Incorporation 7040, Office of Secretary of State, Raleigh, North Carolina, is duplicated in the charter of The National Training School, Certificate of Incorporation 13896. It must be kept in mind that these two schools composed the period of the private institution; 1910-1915, 1915-1923 respectively.

7 Some few alterations occurred in the curriculum in 1915 when the reorganization of the school was brought about by financial difficulty, a point which will be explained more particularly later. At this time, the name was changed from The National Religious Training School and Chautauqua for the Colored Race to The National Training School. As the new name suggested, the chautauqua features were discontinued and the emphasis was shifted from ministerial to teacher training.
and William E. B. DuBois. The viewpoint of Mr. Wash-
ington, advocator of industrial training for Negroes, is expressed in his own words:

"I would set no limit to the attain¬ment of the Negro in arts, in letters or statesmanship, but I believe the surest way to reach these ends is by laying the foundation in the little things that lie immediately." 8 "Cast down your bucket where you are ... cast it down in agri¬culture, in mechanics, in commerce, in domestic service ... ." 9

In exact contrast to this theory, Dr. Du Bois maintains:

"The Negro race is going to be saved by its exceptional men. ... If technical skill is made the object of education, artisans may be produced, but not necessarily men." 10

8 Horace Mann Bond, The Education of the Negro in the American Social Order (New York, 1934), 363.


10 Bond, The Education of the Negro in the American Social Order, 363.
Dr. Shepard advocates the combination of these two doctrines; he believes that classical education and technical training can go hand in hand. He arranged the courses of study at the Training School to include both and the results were quite satisfactory. Not only did the pupils study the classics and other regular academic subjects, but both boys and girls were taught a trade. As an outgrowth of this idea, the liberal arts college of North Carolina for Negroes has an excellent department of domestic arts, and Dr. Shepard is endeavoring to get a department of technology as the next addition to the school.11

In order to illustrate the curriculum as planned for the school, a sample of the various courses of study can be given. Taken from the catalogues of the National Training School for 1917, these examples will suffice for the entire period of the private institution, 1910-1923. There were no great

11 Interview with Mr. N. C. Newbold, Raleigh, North Carolina, August 6, 1940.
changes during that thirteen-year period.\textsuperscript{12}

Just before the first fall term opened in 1910, Dr. Shepard made a statement in explanation of the work to be carried forward. "The immediate school term will begin on October 12th, and no student under the age of sixteen will be accepted. An academic course on a par with the average Negro college will be provided, but the scientific, classical and other special courses arranged are on a par with the high schools of the North. The institution will necessarily have to do some of the work that other schools in the South are doing, but in the main, the purpose is to begin where they leave off." \textsuperscript{13}

Although this program represented the sincere intention of the administrators, the plans could not be carried out in their entirety. So many pupils

\textsuperscript{12} Interview with Mr. James T. Taylor, Durham, North Carolina, July 11, 1940.

\textsuperscript{13} Unidentified newspaper clipping in the Private Papers of Mrs. James E. Shepard, Durham, North Carolina.
with only elementary foundations applied for admission that a two year grammar school had to be set up. This department lasted through the year 1918.\textsuperscript{14} Except for this, the courses developed as Dr. Shepard's statement outlined.

The courses of study follow:

<table>
<thead>
<tr>
<th>GRAMMAR SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
</tr>
<tr>
<td><strong>First Semester</strong></td>
</tr>
<tr>
<td>Arithmetic</td>
</tr>
<tr>
<td>English Grammar</td>
</tr>
<tr>
<td>Geography</td>
</tr>
<tr>
<td>Grammar School Reader</td>
</tr>
<tr>
<td>Bible Stories</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Drawing</td>
</tr>
</tbody>
</table>

| **Second Year** |
| **First Semester** | **Second Semester** |
| English Grammar (Advanced) | (Completion of these subjects.) |
| Elements of Algebra    |                             |
| Geography              |                             |
| Arithmetic             |                             |
| History of the United States |                         |
| Bible Stories          |                             |
| Writing                |                             |
| Drawing                |                             |
| Physiology             |                             |

\textsuperscript{14} Interview with Mr. James T. Taylor, July 11, 1940.
When a student had successfully passed these two years work, he was admitted to the Academy department as an eighth-grade pupil. This department was designed especially to prepare the student for college. The four year course of study shows a consistently high program of work:

**THE ACADEMY COURSE OF STUDY**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td><strong>Second Semester</strong></td>
</tr>
<tr>
<td>English Grammar (Advanced)</td>
<td>(Completion of these classes.)</td>
</tr>
<tr>
<td>Algebra</td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td></td>
</tr>
<tr>
<td>Ancient World</td>
<td></td>
</tr>
<tr>
<td>Bible</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Physiology</td>
<td></td>
</tr>
<tr>
<td>Domestic Science</td>
<td></td>
</tr>
<tr>
<td>Domestic Art</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td><strong>Second Semester</strong></td>
</tr>
<tr>
<td>Rhetoric and Composition</td>
<td>Rhetoric and Composition</td>
</tr>
<tr>
<td>Ancient World</td>
<td>Arithmetic (Advanced)</td>
</tr>
<tr>
<td>Algebra</td>
<td>Latin</td>
</tr>
<tr>
<td>Latin</td>
<td>Bible</td>
</tr>
<tr>
<td>Bible</td>
<td>English History</td>
</tr>
<tr>
<td>English History</td>
<td>Music</td>
</tr>
<tr>
<td>Music</td>
<td>Physiology</td>
</tr>
<tr>
<td>Physiology</td>
<td>Domestic Science</td>
</tr>
<tr>
<td>Domestic Science</td>
<td>Domestic Art</td>
</tr>
<tr>
<td>Domestic Art</td>
<td></td>
</tr>
</tbody>
</table>
### Third Year

**First Semester**
- Rhetoric and Composition
- American Literature
- Plane Geometry
- Latin
- Physics
- German
- Bible
- Music
- Domestic Science
- Domestic Art

**Second Semester**
- (Completion of these subjects.)

### Fourth Year

**First Semester**
- English Literature
- Solid Geometry
- Essentials of American History
- Music
- Domestic Science

**Second Semester**
- English Literature
- Solid Geometry
- Essentials of American History
- Civics
- Chemistry
- Music
- Domestic Science

**Electives**
- Psychology in Education
- First Greek Book
- Latin
- German

(Senior Academic Students were required to carry two subjects of the four electives.)

Above the Academy was the College of Arts and Sciences. This school delivered degrees for four
years of satisfactory work in the classics and sciences, and certificates for two years work in commerce, music, teacher training, domestic art and ministerial training.

**COLLEGIATE DEPARTMENT CLASSICAL COURSE**

**Freshman Class**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric and Composition</td>
<td>(Completion of these classes.)</td>
</tr>
<tr>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td></td>
</tr>
<tr>
<td>History of Western Europe</td>
<td></td>
</tr>
<tr>
<td>Greek</td>
<td></td>
</tr>
<tr>
<td>Bible</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
</tr>
</tbody>
</table>

**Sophomore Class**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trigonometry</td>
<td>(Completion of these classes.)</td>
</tr>
<tr>
<td>History of English Literature</td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td></td>
</tr>
<tr>
<td>Greek</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td></td>
</tr>
<tr>
<td>English History</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
</tr>
<tr>
<td>Bible</td>
<td></td>
</tr>
</tbody>
</table>
Junior Class

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic</td>
<td>Astronomy</td>
</tr>
<tr>
<td>Psychology</td>
<td>British Poets of the 19th Century</td>
</tr>
<tr>
<td>Economics</td>
<td>Psychology</td>
</tr>
<tr>
<td>Ethics</td>
<td>Ethics</td>
</tr>
<tr>
<td>British Poets of the 19th Century</td>
<td>Economics</td>
</tr>
<tr>
<td>Bible</td>
<td>Bible</td>
</tr>
<tr>
<td>Geology</td>
<td>Geology</td>
</tr>
</tbody>
</table>

Electives for Junior Year

- Analytical Geometry
- Latin
- Greek
- French
- German

Senior Class

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology</td>
<td>(Completion of these classes.)</td>
</tr>
<tr>
<td>Philosophy and Education</td>
<td></td>
</tr>
<tr>
<td>British Poets of the 19th Century</td>
<td></td>
</tr>
<tr>
<td>Theism</td>
<td></td>
</tr>
<tr>
<td>Greek New Testament</td>
<td></td>
</tr>
</tbody>
</table>

Electives for Senior Year

- Calculus
- Latin
- French
- German
- History of Philosophy
- Metaphysics
For the Bachelor of Arts degree in Science, one modern language was required and a complete course in the sciences was substituted for Latin and Greek.

THE COMMERCIAL DEPARTMENT

Commercial Course

Bookkeeping
Business Penmanship
Commercial Arithmetic
Commercial Correspondence
Commercial Geography
Commercial Law
Rapid Calculation
Spelling

Typewriting
Commission
Manufacturing
Corporation
Wholesaling
Banking
Real Estate
Railroading

Phonographic (Sic) Course

Shorthand
Spelling
Penmanship

Correspondence
Typewriting

Penning Course

Blackboard Writing
Engraving
Lettering
Letter Raising
Newspaper Drawing

Business Writing
Sketching
Flourishing
Card Writing

Civil Service Course
Journalistic Course

Correspondence          Special Reporting
Advertising             Story Writing
General Reporting        Brief Longhand
Typewriting              Proof Reading

Besides these two large departments, there were courses offered in Music, domestic science, domestic art, missionary training. The work of these fields of work was inclusive, and diplomas were given when the courses were completed. In all cases, the time required was as much as two years. The Teacher Training and Ministerial Training departments were somewhat more extensive, and the courses offered by them will be listed in full.
what happened next, and how it ended.

Over the years, the school, now at Horace Mann, has grown and changed, adapting to the needs of its students. The initial goals of the school, however, have remained consistent. The school continues to focus on providing a safe and nurturing environment for all students, ensuring they have the opportunity to thrive academically and personally.

Today, Horace Mann is a thriving community, where students are encouraged to explore their interests, develop their skills, and pursue their passions. The school's commitment to excellence and innovation continues to propel it forward, ensuring that it remains a beacon of educational excellence for generations to come.
TEACHER TRAINING DEPARTMENT

Course of Study

(Applicants for admission were required to pass college entrance examinations.)

First Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literature</td>
<td>American Literature</td>
</tr>
<tr>
<td>Arithmetic (Advanced)</td>
<td>Arithmetic (Advanced)</td>
</tr>
<tr>
<td>Essentials of American History</td>
<td>Essentials of American History</td>
</tr>
<tr>
<td>History of Education</td>
<td>Story Telling</td>
</tr>
<tr>
<td>Ethics</td>
<td>History of Education</td>
</tr>
<tr>
<td>Psychology of Education</td>
<td>Physiology and Hygiene</td>
</tr>
<tr>
<td>Music</td>
<td>Psychology of Education</td>
</tr>
<tr>
<td>Penmanship - Drawing</td>
<td>Music</td>
</tr>
<tr>
<td>Methods</td>
<td>Penmanship - Drawing</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogy</td>
<td>School Management</td>
</tr>
<tr>
<td>Child Study</td>
<td>Pedagogy</td>
</tr>
<tr>
<td>Review of Common School Branches</td>
<td>Review of Common School Branches</td>
</tr>
<tr>
<td>Foreign and American School Systems</td>
<td>Foreign and American School Systems</td>
</tr>
<tr>
<td>Domestic Science</td>
<td>Child Study</td>
</tr>
<tr>
<td>Domestic Art</td>
<td>Domestic Science</td>
</tr>
<tr>
<td>Sociology</td>
<td>Domestic Art</td>
</tr>
</tbody>
</table>

Sociology | Sociology |

School Management | School Management |
## MINISTERIAL TRAINING DEPARTMENT

### First Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Bible</td>
<td>English Bible</td>
</tr>
<tr>
<td>Biblical Introduction</td>
<td>Natural Theology</td>
</tr>
<tr>
<td>Land of Israel</td>
<td>Psychology</td>
</tr>
<tr>
<td>Homiletics</td>
<td>Land of Israel</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td>Elocution</td>
<td>Homiletics</td>
</tr>
</tbody>
</table>

### Middle Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Interpretation</td>
<td>Pastoral Theology</td>
</tr>
<tr>
<td>Sociology</td>
<td>Hymnology</td>
</tr>
<tr>
<td>Church History</td>
<td>Sociology</td>
</tr>
<tr>
<td>Systematic Theology</td>
<td>Church History</td>
</tr>
<tr>
<td>Hymnology</td>
<td>Homiletics</td>
</tr>
<tr>
<td>Homiletics</td>
<td>Systematic Theology</td>
</tr>
</tbody>
</table>

### Senior Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Interpretation</td>
<td>Church Polity</td>
</tr>
<tr>
<td>Church History</td>
<td>Pastoral Theology</td>
</tr>
<tr>
<td>Systematic Theology</td>
<td>Homiletics</td>
</tr>
<tr>
<td>Homiletics</td>
<td>Missions</td>
</tr>
<tr>
<td>Missions</td>
<td>Reading Course</td>
</tr>
<tr>
<td>Pastoral Theology</td>
<td></td>
</tr>
</tbody>
</table>
DEPARTMENT OF MUSIC

Piano

Primary

Preparatory
Technic (sic) Velocity Etudes Octave Studies
Schuman - Easy Pieces Sonatas

Intermediate
Technic Velocity Etudes Melody Studies
Sonatinas Modern Piano Selections

Advanced
Technic - General Review Studies - Czerny, Cramer Preludes, Rondos, Fugues Concertos - Schumann
Clementi - Gradus ad Parnassum Songs Without Words Mendelsohn

VOICE
Breathing Tone Sight Singing and Internal Ear Training Rhythmic Development
Written Work Major and Minor Scales Intervals Triads Chromatic Scales Corus and Part Singing
DEPARTMENT OF DOMESTIC SCIENCE

Household Science Course for Teachers

Course of Study

First Year

Cookery, Physics, Hygiene, Household Accounts, Physiology, Care of House, Laundry, Sewing, English, Bible, Mathematics, Marketing, House Furnishing and Decoration.

Second Year

Cookery, Diatetics, General Chemistry, Emergency, Chemistry of Foods, Bacteriology, Psychology, History of Education, Methods and Theory of Teaching, English Bible, Practice Teaching, Special Methods of Teaching Cookery. 15

15 The courses of study (cited on pages 40-50) have been taken from Bulletin of the National Training School for 1917 (Durham, April 1917), 16-46.
The narrative thus far has dealt with the educational side of the story. Another fundamental aspect in the development of the institution was the tremendous struggle for existence, a condition caused by insufficient funds. Founding the school upon the belief that it would be adequately supported by public and philanthropic contributions, Dr. Shepard had a harder task on his hands than he had anticipated. The collection of money for necessary buildings, equipment, repairs and current expenses was a struggle and a continual problem to the founder of the institution. The recital of these events cannot be omitted if the story of the school is to be told completely.

It was Dr. Shepard who was really responsible for financing the project and who bore the brunt of collecting the money, but theoretically the Board of Advisors had charge of all business affairs for the Training School. According to the charter, one meeting a year was required. The members came together for the first time, as stated in chapter one, in October, 1909. At that conference, they sanctioned the building of the
the state of different political views and religions, was counted to make many friends for the institution.\textsuperscript{17}

Inspired by the auspicious opening of the fall term that same morning, October 12th, the Advisors were anxious to make the year a successful one. With ninety students enrolled, the future promised many opportunities, if the necessary funds for running the school could be obtained.

Before adjourning, the Board congratulated Dr. Shepard on his stewardship, expressed its pleasure in the good work of the summer term, and showed its confidence in the institution by pledging its help and cooperation. The members realized, as did the youthful founder and president, the enormity of the task before them all. It would take sacrifice and continual perseverance to insure the National and Religious Training School against failure; but they knew also that if each member of the Board, every instructor and all the

\textsuperscript{17} \textit{Ibid.}
students resolved to attain the goal, eventually the star would be reached.

By Friday of that week, October 15th, the Advisors had gone to their respective homes. Before leaving however, they complimented the fine racial feeling existing in Durham and throughout the state of North Carolina. They declared that such cooperation was unexcelled by other towns and states. They further stated that this new school, supported as it was by contributions from both races, would prove a great move toward bringing an even better racial feeling.\(^\text{18}\)

For a short period all went well with the institution. Contributions were equivalent to the bills. The close of the first year saw only a small deficit which had to be carried over to 1911. A summer trip made by Dr. Shepard insured the opening of the second year, but the drive had not brought in as much as was needed for the entire session. The young administrator

was finding it increasingly difficult and unsatisfactory to run a growing business without some definite financial support. No attempt on his part to secure a substantial endowment was ever successful, and the institution was forced to subsist on intermittent philanthropy and borrowed capital. Although the enrollment increased yearly, the fees from the pupils amounted to little. "The Negro students were very poor, and often left home with no cash and little more than their parents' blessing." 19 Sometimes they proved more of a burden than an asset, not being able to pay board, room-rent or fees.20

By 1912, the financial affairs of the school had become hopelessly involved. Dr. Shepard had given notes for large sums of money to a local real estate dealer, G. C. Farthing.21 The cash was desperately need-

19 Charles F. Hudson, "Life of Dr. James E. Shepard," in the Durham Morning Herald, April 14, 1940.

20 Interview with Mr. James T. Taylor, July 11, 1940.

21 Friends in Durham believing the school would ultimately be a success, had endorsed the notes for Dr. Shepard. (Interview with Mr. Robert O. Everett, Durham, North Carolina, July 25, 1940.)
...
ed to meet current school expenses, and Dr. Shepard could not refuse to pay the handsome rate of interest charged him by those who discounted the notes. Besides the amount of the notes, Mr. Farthing had invested in $50,000 worth of bonds, issued by the school. Altogether, the sum put at Dr. Shepard's use over a period of two years was nearly $300,000. The cataclysm occurred when real estate became inactive. The "Shepard notes", as they came to be called, were suddenly turned in for payment. Mr. Farthing found so much of his wealth in property that he could not pay out immediately, and he resorted to bankruptcy. The friends of Dr. Shepard who had signed the notes for him lost considerable amounts.


23 The Advisory Board had given permission to issue bonds up to $100,000, using the property of the school as collateral. (Mortgage Book No. 59, Durham County, North Carolina, 662-663.)

24 Durham Morning Herald, August 22, 1912.

25 Interview with Mr. R. O. Everett, July 25, 1940.
Why the school property was not sold to compensate the bonds cannot here be explained. The whole matter of the Shepard-Farthing business was more personal than public; very little of their dealings ever reached print. It can only be surmised that Mr. Farthing had some definite reason for never seeking remuneration from this one remaining hope.  

As a result of this situation, the last source of revenue seemed to be gone. Interest on all debts could not be paid; continued borrowing was now impossible due to existing conditions. Dr. Shepard used every effort to obtain gifts, but to no avail. Without help soon, the school would have to be closed.

A special meeting of the Board of Advisors was called for February 8, 1913, Washington, D. C.  

26 Interview with Mr. James T. Taylor, August 13, 1940

27 The notables at the conference were Judge J. C. Pritchard, General Julian S. Carr, Dr. Booker T. Washington, Honorable N. B. Broughton, Dr. W. Y. Chapman, Rabbi Abram Simon, C. C. Spaulding, Dr. E. H. Hunter and Dr. J. E. Shepard.
Some arrangements had to be made to put the school on a permanently sound basis, or to discontinue it entirely. "This conference decided that the work of the Durham institution was one of the means of bringing about better conditions for the Negro, morally and spiritually, just as the Booker T. Washington school at Tuskegee was doing in a material way by training the Negroes in industrial arts." Without an exception, the Advisors were anxious to see the institution continue, although the problem of supporting it was great. They believed that to close the school would mean to destroy a fountain of good for the Negroes of North Carolina. After careful consideration, the ballot was cast in favor of maintaining the school. Many of the Board made this possible by privately giving large sums. Systematic canvasses of the country were again planned and all

28 Durham Morning Herald, February 15, 1913.

29 Interview with Mr. W. T. Bost, Raleigh, North Carolina, June 16, 1940.
were encouraged when Dr. Booker T. Washington offered his support.  

Once more, enough money was collected to insure the continuance of the school for another year. Then, the European war caused an economic strain in this country and there came a complete cessation of gifts. By 1915, the finances of the institution were in such a bad state that the school was sold at public auction, September 15, 1915. The property was taken in by Thomas M. Gorman, for $25,100.

This sale seemed to be more of a legal formality than anything else, for in less than a month Dr. Shepard arranged to have the school back in his possession. Mrs. Russell Sage of New York City bought it

30 Just what support Dr. Washington actually gave is unknown. There is no mention of either the school or Dr. Shepard in his Up from Slavery, an Autobiography (New York, 1901), or Alban L. Holsey, Booker T. Washington's Own Story of His Life and Work (Washington, 1901).

31 Durham Morning Herald, September 26, 1915.

32 Interview with Miss Ruth Rush, Durham, North Carolina, August 1, 1940.
and returned it to a new Board of Trustees.\textsuperscript{33} This action marked the end of the National Religious Training School and Chautauqua for the Colored Race. With a few changes, the school reopened under a new title, The National Training School.\textsuperscript{34}

The fall term of 1915 marked a fresh beginning. The largest number of students ever registered applied for admission.\textsuperscript{35} The school was out of debt for the first time since its founding and the prospects were bright for the future. Had it not been for America's entrance in the World War, there is no doubt but that affairs would have remained favorable.\textsuperscript{36} But with economic conditions so uncertain, gifts to the school ceased entirely, conscription took its toll of students,

\textsuperscript{33} This was a personal gift of Mrs. Sage and had no connection with the Russell Sage Foundation.

\textsuperscript{34} See foot-note 12, page 8.

\textsuperscript{35} Durha \textit{Morning Herald}, October 7, 1915.

\textsuperscript{36} Interview with Mr. T. W. Bost, Raleigh, North Carolina, June 18, 1940.
and again history repeated itself. The institution became financially envolved. In 1919, an appeal to the city of Durham and the state was made in behalf of the Training School. This petition gives an excellent summary of the service rendered by the institution through its nine years of existence. Made by a noted Negro citizen of Durham, C. C. Spaulding, now president of the North Carolina Mutual Life Insurance Company, it reads as follows:

"I wish to call attention to the splendid work of the National Training School for colored people located here, and to make an appeal to the citizens of Durham and the people in general, in its behalf.

This institution was established nearly ten years ago. It is exercising wonderful influence not only in our state, but in the South, by sending out safe and sane leaders for the Negro in nearly every walk of life. A large number of its graduates are teaching in rural schools. Many are in graded schools in this and other states. Many have been trained along business lines, and we employ in our own offices eight or nine of the graduates from the Commercial Department, and without a single exception, each one is making good and living up to the highest standards of life."
Some of the pulpits of the best churches in the state are being filled by young men who were trained in this school. Many have gone out, trained in domestic science, and art, while others are filling various duties in life.

The motto of the school is 'I serve'. In every way possible, the motto is taught to the students as a part of their vital training so that they go out from the institution imbued with the idea of rendering service in whatever capacity they may be called upon to fill. The testimony of all who have come in contact with the students and graduates of this institution is that they are a set of well-trained, polite, self-sacrificing body, of young men and women.

This school has had quite a struggle for existence. It is entirely dependent upon the gifts of the people, white and black, in order to keep going. The school is needed in the community, because it is doing a fine work in maintaining a good feeling between the races. If the white people of the community were to know more about the fine work it is doing, they would be more willing to help. I earnestly ask them to visit the institution.

... The president informs me that they cannot accommodate the large numbers of people who are seeking admission. They are crowded beyond the utmost capacity, which condition ought not to exist, but they must have money with which to enlarge their buildings and meet the ordinary current expenses.
I know the worth of the school. I know it is being carefully managed, and I also know that gifts given to the school will be faithfully applied and will do great good. I, therefore, as a citizen of Durham, and as one who is interested in everything that is going to make for the good of both races, appeal to my white and colored friends in the city, state and nation to make a donation to the National Training School, and see for themselves the work that is being done; and I appeal to all to encourage its president, Dr. James E. Shepard who is putting his life in the work which he is seeking to do, to educate the Negro; for education will reduce crime, prevent lawlessness, promote peace and harmony in every way and help make permanent the free institutions of our country." 37

The plea brought disappointing results. Each year up to 1923 the school went beyond its financial capacity, trying to aid indigent students and attempting to stretch its meager funds over an enormous territory. There were left two possible alternatives: either let a denomination take it over as a church school, or try to sell it to the state. The latter was decided

37 Durham Morning Herald, September 7, 1919.
upon. Agreeing to assume $49,000 of the accumulated
debt, North Carolina created its fifth state normal
school for Negroes,\(^38\) and the private institution,
known as the National Religious Training School and
Chautauqua for the Colored Race and second as The
National Training School, was no more.

\(^{38}\) Public Laws of North Carolina, Session 1923,
Chapter 163, Section 36, 472.
CHAPTER III

The Business Becomes a Success

"The efficiency of a school is undoubtedly conditioned to a considerable extent by its location and physical plant, ... its program of studies, and the administration and industrial staff." ¹

There has been an attempt in the preceding chapters to show that, as a private institution, Dr. Shepard's school possessed these qualities; it was not inefficiency that necessitated selling the institution to the state, but purely a lack of financial backing. To run the project any longer as a private business had become an impossibility.

There were several reasons why the state was ready to assume the responsibility of another Negro institution at this time. In 1921, a separate division of Negro instruction had been set up within the State Department of Education. Mr. N. C. Newbold, who formerly had supervised the Negro rural

schools, was placed in charge with an enlarged staff of white and colored assistants. This new division was increasing the emphasis upon teacher-training.²

For some time, the department had been advocating the establishment of one more normal school for Negroes. When willingness was expressed on the part of Dr. Shepard to sell the National Training School, the institution was bought by North Carolina, the fore-most of pioneers in Negro education.³

The Durham Normal made the fifth state-supported higher institution of learning for the colored race in the state. Three of the others had been in existence since 1891.⁴


3 Felton G. Clark, The Control of State-Supported Teacher Training Programs for Negroes (New York, 1934), 15. The necessary legislative action was passed in 1923, and can be found in Public Laws of North Carolina, Session 1923, Chapter 163, Section 36,472.

4 Clark, Teacher-Training Programs for Negroes, 15.
none
The first meeting of the Board of Trustees was called for the purpose of setting up the administration of the new school, hiring the faculty and revising the curriculum. The members present were Messrs. R. L. Flowers, N. C. Newbold, W. J. Brogden, and J. B. Mason. Although the state expected to eliminate the high school as soon as possible, that department had to be retained for two years to take care of the students who had been registered in the pre-college division of the National Training School. The Board declared accordingly that there should be two distinct faculties, one for the high school and one for the normal department. It was also deemed desirable and advisable to have an elementary public school nearby, owned and operated mainly by the county and city public school authorities. This was considered an essential part of the teacher-training program. Upon motion of Mr. Flowers, seconded by Mr. Newbold, Dr. James E. Shepard was made principal of the new normal school. Thus it was that the man who had created the forerunner of the Durham Normal
in the National Religious Training School and Chau-
tauqua for the Colored Race was retained to carry on
the work for the state institution.5

During the summer of 1923, the school was
completely renovated. The General Board of Educa-
tion had appropriated five thousand dollars for nec-
essary improvements.6 With this amount, new plumbing
fixtures were installed, inside and outside painting
was done and equipment for the dining room and library
was bought. The physical plant was in excellent
condition for the fall term.

The first session for the Durham Normal
began on September 21, 1923. By special arrangements
with the County Board of Education, students from the
county schools were admitted upon passing entrance ex-

5 Minutes of the Board of Trustees for the Durham
State Normal (Mss, Archives of North Carolina College
for Negroes), April 28, 1923.

6 Ibid., March 18, 1923.
animations; no city pupil below the second year high school was accepted. With an enrollment of nearly two hundred, every department was crowded to capacity and the dormitories could not accommodate the boarders. The need for new buildings was greatly felt with the increased enrollment. The state had made no preparations for an immediate building program. The appropriations for 1923 were $16,000; estimating fees and board from students, the sum total for expenditures was raised to $20,639. This small amount did not allow for expansion.

The next fall, the conditions were even

7 Durham Morning Herald, September 22, 1923. (The exact level of the county students was not given; from the account it can be supposed that any pupil of high school age who was able to pass the entrance examinations was admitted.)

8 In 1922, the enrollment was one hundred and forty and the dormitories had been uncomfortably crowded. With the added sixty, homes in the community had to be rented as living quarters for the students.

9 Minutes of the Trustees (Mss), August 23, 1923.
more congested; three hundred applicants with a physical plant large enough for half that number offered a problem for the administrators. Dr. Shepard presented the facts to the Board of Trustees, but it was powerless to act without authorization from the state. A special committee was appointed to make an appeal to the coming legislative body for new buildings.

However, in the months between the opening of the school and the convening of the Assembly, there began an agitation throughout the state for the establishment of a liberal arts college for Negroes. Dr. Shepard saw in this movement a great opportunity for the youngest of the normal schools; in case the action was passed by the next legislature, there would be a possibility of having it superimposed upon the present site of the Durham institution. He began immediately to interest some of the leading white and colored citizens in working on the plan of getting the college for their vicinity. There were many reasons given to show that Durham was the logical place for
the proposed college. They were summarized in an editorial of the Durham Morning Herald:

"The educational atmosphere here ... by reason of Duke University and the nearness of the state university makes it all the more desirable to have the benefit of that environment. ... Accessibility to the state capital where it could have more direct contact and be under closer supervision of the state department of education is another reason why it should be located here. Railroads and highways radiate from Durham in every direction, making it accessible to all points in the state, and especially the so-called "Black Belt" from which much of the patronage would be drawn. Then, too, there exists a fine class of Negro citizenship in Durham as is to be found in the South or the entire country. The high type of Negro leaders here would provide the needed inspiration and example and leadership that would play such an important part in developing Negro students into teachers who would render the best service to the state and their race. There is also a solid foundation on which to build. That foundation is the National Religious Training School which gained nation-wide reputation for the work it was doing among Negroes. ... In any view, ... the claims of Durham as the proper location for the proposed Negro college are not equalled by any other city in the
state, in spite of the fact that splendid advantages are offered by other cities." 10

A college established here "would be planted in as friendly soil as there is in the United States, ... situated near the hospital for the race and the wonderful settlement in the southern section of Durham. The worth of the trained, educated and independent Negro is beyond the realm of debate there ... ." 11

A citizen of Asheville, writing to the editor of the newspaper there, spoke in favor of putting the college in Durham; 12 Greensboro also went on record as endorsing the Durham site. 13 The only opposition came from Winston-Salem, which felt it had equally as good a location in its school there. 14

10 Durham Morning Herald, January 6, 1925.
11 Elizabeth City Independent, January 9, 1925.
12 Asheville Citizen, January 15, 1925.
14 Durham Morning Herald, February 9, 1925.
The citizens of Durham began to make definite plans to place their hopes before the state. Some of the colored leaders, in a meeting of the stockholders of the Farmers and Mechanics Bank, adopted resolutions to ask the legislature to consider Durham as a possible site; the Chamber of Commerce began an advertising campaign for the city as a prospective location. Three influential white men, R. L. Flowers, W. J. Brogden, and J. B. Mason, formed a delegation to speak to the committee of the two legislative houses, and another group, composed of well-known Negroes of several cities of the state, planned a trip to Raleigh for the same purpose.

In the midst of the intense effort on the part of Durham for securing the college, a tragic event nearly wiped out all prospects. On the nights of January 28th and 29th, two destructive fires struck the campus and burned to the ground three buildings, the boys' dormitory, the dining hall and the administration building. All equipment and the records went up in the flames; nothing was saved, as the students
were in chapel and both times the fires were so far advanced before they were discovered that the fire department was helpless by the time it arrived.\textsuperscript{15}

No time was lost in bemoaning the present state. The Board of Trustees met on the 30\textsuperscript{th} of January to make immediate arrangements for carrying on the work in face of the difficulty. Cheap structures similar to army barracks were thrown up, and while they were being erected, every available room on the campus, and in the community, was pressed into service. Only one day were classes suspended.\textsuperscript{16}

In the midst of this confusion came the news that the school had been chosen as the site for the only state-supported liberal arts college for Negroes.\textsuperscript{17} That served to inspire every teacher, pupil and administrative officer to do his part until

\textsuperscript{15} Durham \textit{Morning Herald}, January 29, 1925; January 30, 1925.

\textsuperscript{16} \textit{Ibid.}, January 30, 1925.

\textsuperscript{17} \textit{Ibid.}, February 17, 1925. The legislative action is recorded in \textit{Private Laws of North Carolina}, Session 1925, Chapter 56, 137-140.
conditions could be remedied. It was a happy moment for all who had worked in making the college a reality and particularly those who had done their share in getting the school for Durham. After the discouraging fires, it was gratifying to know that the merits of the location had been high enough to outweigh the physical losses.

So it was that only two years after its creation the Durham State Normal was changed into a college. In this short period of time, not much had been accomplished. The curriculum had been similar to that of the other normal schools. A sample of the courses included here gives some idea of the work done in that class of North Carolina institutions during the decade of the '20's.  

18 It is natural that the courses here included as representative of those offered in North Carolina state normals prior to 1925 have since been expanded and improved.
For Primary Teachers

Two Year Curriculum

FIRST YEAR

<table>
<thead>
<tr>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Teaching</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>Observation</td>
<td>Observation and Participation</td>
</tr>
<tr>
<td>General Biology</td>
<td>Nature Study - Primary Grades</td>
</tr>
<tr>
<td>English Composition and Grammar</td>
<td>Writing</td>
</tr>
<tr>
<td>Writing</td>
<td>English Literature</td>
</tr>
<tr>
<td>Music or Home Economic</td>
<td>Music or Home Economics</td>
</tr>
</tbody>
</table>

Spring Quarter

Primary Methods
Observation and Participation
Hygiene
English - Primary Grades
Activities for Primary Children
Primary Materials
Music or Home Economics
<table>
<thead>
<tr>
<th>Second Year</th>
<th>Winter Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Quarter</strong></td>
<td><strong>Winter Quarter</strong></td>
</tr>
<tr>
<td>Practice Teaching</td>
<td>Practice Teaching</td>
</tr>
<tr>
<td>Conference Period</td>
<td>Conference Period</td>
</tr>
<tr>
<td>Management</td>
<td>Tests and Measurements</td>
</tr>
<tr>
<td>Children's Literature</td>
<td>Geography (Primary)</td>
</tr>
<tr>
<td>Voice</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Music or</td>
</tr>
<tr>
<td>Music or</td>
<td>Home Economics</td>
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<tr>
<td>Home Economics</td>
<td>Public Music</td>
</tr>
<tr>
<td>Public School Music</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring Quarter</strong></td>
<td></td>
</tr>
<tr>
<td>Principles of Teaching</td>
<td>Observation and Reports (Primary)</td>
</tr>
<tr>
<td>Sociology</td>
<td>Sociability</td>
</tr>
<tr>
<td>Citizenship</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Public School Music</td>
</tr>
<tr>
<td>Public School Music</td>
<td>Industrial Arts</td>
</tr>
</tbody>
</table>

The courses for the elementary and upper school teachers were identical with the primary example just cited. The only difference was that the words

19 Data from the Catalogue of the Durham State Normal School, (Durham, 1923), 24-29.
"elementary" or "upper school" were substituted wherever the word "primary" appeared. With the opening of the college term in the fall of 1925, the above curriculum was discarded. This was necessary because the purpose of the Negro normal and college in North Carolina is different: the normal prepares teachers for elementary work, the college for secondary.

The North Carolina College began its first year with a severe handicap. As a normal school, the physical plant had been equal to the numerical demands of the students. With a prospective increase in enrollment, and with three of the present buildings only temporary, it was believed and hoped that the state would see the immediate necessity for construction.17

20 The buildings erected after the fires were of the poorest and cheapest materials. They had been constructed as temporary structures until permanent ones could be supplied. In no way were they large enough to accommodate the growing school, but nevertheless, were forced into use up to 1937, when the last one was razed to make room for a brick dormitory. The state did not find it convenient to remove this handicap sooner.
This was not done, however, and the Board did not think it propitious to ask for too much so soon after the establishment of the institution. When the first meeting of the Trustees was held, therefore, the work for the coming year was planned in accordance with the facilities already there. A committee was appointed to draw up the by-laws of the college and the president of the college was elected. Without a single vote cast against him, Dr. Shepard was made the administrator of the new state institution. This fact gives evidence of the high regard paid this man by his business associates. That he should have continued as head of the two state schools shows his ability as an administrator.

The opening exercises on September 16, 1925, were simple, yet marked with determination. The school had a great work to do and not a great deal to do it with. The temporary buildings could only ac-

21 Interview with Dr. R. L. Flowers, Durham, North Carolina, July 3, 1940.
22 Durham Morning Herald, September 13, 1925.
commodate a hundred boarders, and if the surplus students could not find homes in the community they had to be turned away. This was an upsetting factor and Dr. Shepard said, "It is a serious commentary that in first college for the education of high school teachers in North Carolina, it cannot accommodate the large numbers of students who are seeking a college education.\textsuperscript{23}

The curriculum for the first three years was an elaborate one because the school was forced to support three distinct departments, high-school, normal, and college. It was necessary to take care of pupils previously registered in the Durham State Normal. The more elementary work was all completed in the summer of 1928, and the ensuing fall marked the first term of the school as a full-fledged college.\textsuperscript{24} At this time the Department of Education,

\textsuperscript{23} Ibid.
\textsuperscript{24} Ibid., September 2, 1928.
checking its qualifications as a standard college, found it lacking four hours credit. When the school had been raised from a normal to a college the same teaching staff had been retained with the provision that where it was necessary, the individual instructor would improve his standard to comply with the state regulations for college teachers.\(^{25}\) The rule had not been strictly adhered to, and a certain amount of leniency had been shown by the state department.\(^{26}\)

Another factor that lowered the college level was the lack of equipment in the library and science department. With the fires of 1925, many of the books and all the science apparatus had been destroyed. Some of this had never been replaced, due to inadequate appropriations and lack of space on the campus. The present class-room section was part of

\(^{25}\) Interview with Dr. James E. Hillman, Raleigh, North Carolina, August 6, 1940.

\(^{26}\) Ibid.
the temporary structures, and was not large enough to house more than a small amount of equipment.

For these reasons, North Carolina College was below the rating level of the Southern Association of colleges and Secondary schools until 1931. In that year it became Class B; in 1937, its improved facilities enabled it to receive Class A rating. Along with this improvement scholastically came the growth numerically. The following tables show the enrollment for the years 1928-1940.\(^{27}\)

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\(^{27}\) The catalogues of the school were used in preparing this table, and since there were none available for 1926, 1933 and 1935, enrollment for those years had to be omitted.
<table>
<thead>
<tr>
<th>Year</th>
<th>Regular Students</th>
<th>Extension</th>
<th>Summer School</th>
</tr>
</thead>
<tbody>
<tr>
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<td>151</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>1928</td>
<td>173</td>
<td>22</td>
<td>223</td>
</tr>
<tr>
<td>1929</td>
<td>221</td>
<td>35</td>
<td>199</td>
</tr>
<tr>
<td>1930</td>
<td>218</td>
<td>33</td>
<td>153</td>
</tr>
<tr>
<td>1931</td>
<td>172</td>
<td>33</td>
<td>168</td>
</tr>
<tr>
<td>1932</td>
<td>150</td>
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<td>139</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1934</td>
<td>217</td>
<td>40</td>
<td>178</td>
</tr>
<tr>
<td>1935</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1936</td>
<td>280</td>
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<td>374</td>
<td>375</td>
</tr>
<tr>
<td>1939</td>
<td>501</td>
<td>301</td>
<td>368</td>
</tr>
<tr>
<td>1940</td>
<td>680</td>
<td>236</td>
<td>378</td>
</tr>
</tbody>
</table>

The most noticeable thing about the table is the sudden expansion of the extension work. This is explainable in the terms of state instruction. The extension department had been organized as early as
<table>
<thead>
<tr>
<th>Partial</th>
<th>Remaining</th>
<th>Volume (in)</th>
<th>Weight (g)</th>
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<tr>
<td>100</td>
<td>0</td>
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<td>90</td>
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<td>100</td>
<td>1000</td>
<td>1000</td>
</tr>
</tbody>
</table>
1924 by Professor C. G. O'Kelly, vice-president of the school. Realizing the importance of helping the colored rural teacher who for many reasons could not attend either winter or summer school, a supervisor for this kind of work was added to the staff of Negro education in the Department of State Instruction. Mr. G. H. Ferguson, who was placed in charge of it, has shown remarkable ability in getting the best results from the various extensions throughout the state. With the pecuniary aid that came through his efforts, Mr. Ferguson has accomplished a great good during his term in office. Courses have been so arranged that any teacher, attending eighteen meetings of the two ninety-minute classes, received credit for three semester hours, which could be applied on certificate renewal.  

To meet the demands and needs of its growing enrollment, the school has gradually ex-

panded its curriculum. In 1926-27, the School of Commerce was installed. The usual courses of accounting, auditing, economics, commercial English, insurance, banking, advertising, typing and office training were required, leading to B. S. degree in Business and Commerce.29

Another important addition to the curriculum was the Department of Home Economics which was moved from the Winston-Salem Normal to North Carolina College. At the National Training School domestic arts had played a large part in the students' education; but with the creation of the Durham State Normal, the work was abolished to avoid duplication. As early as 1927, Dr. Shepard was asking that the department be established at the college. "Home Economics is the function of the high school. Since our charter states that we are to train teachers, principals and supervisors for the high school,

At this time, no result came, due, perhaps, to the expense of transferring equipment from one school to the other. Besides, there was no adequate space on the North Carolina College campus until a building could be added for class-rooms. It was not until 1938 with the planning of the new science laboratory that the subject was brought up for serious consideration. In looking over the inadequate and out-moded facilities at Winston-Salem, the state officials decided it would be better to construct a new and modern department at North Carolina College than to renovate the old one at Winston-Salem; and in establishing it here, the work would be offered where it was most needed. Today, the present organization is a foods and a clothing labo-

30 Minutes of Trustees, April 6, 1927.

31 Interview with Miss Ruth Rush, Durham, North Carolina, July 30, 1940.
The sentence sometimes is just made up. We can see...
ratory in the Science Building. Each is beautifully furnished with all the necessities conducive to good work.

In 1939, the graduate school was authorized by the state.\(^{32}\) This action was the natural consequence of a decision of the Supreme Court involving the University of Missouri. A Negro had applied to that university for admittance, seeking work that was not offered by the Negro colleges of the state. The court declared that comparable educational facilities for Negroes must be offered.\(^{33}\) In 1939-40, there were twenty-three graduate students at North Carolina College.

At the same time the legislature created the graduate school, it made provisions for the department of law. All preparations for setting up the

\(^{32}\) Public Laws of North Carolina, Session 1939, Chapter 65, Sections 1, 2, 88.

It is true that...
library and administrative work of the law school were made through the law department of Duke University and the University of North Carolina. Dean Van Hecke of the University of North Carolina accepted the position as dean of the new school for one year. In so doing he said: "The arrangements whereby ... the work of the law school of the North Carolina College for Negroes will be carried on by the members of the faculties of Duke University and the University of North Carolina should be regarded as temporary and provisional in character, to be continued only until qualified Negroes can be recruited for service. Meanwhile, these representatives of the neighboring law schools are proud of the opportunity to cooperate with the authorities of the North Carolina College for Negroes during the new law school's formative period." 34 The law library was

34 The North Carolina College for Negroes Annual Catalogue, 1939-40 (Durham, 1939), 34.
bought and installed by the law librarian of the University of North Carolina, Miss Lucille Elliott.\textsuperscript{35} However, when all was in readiness for the fall term of 1939, there was only one applicant who could measure up to the requirements, and the opening of the law school was deferred to the fall of 1940.

Before going into the development of the physical plant of the college, it is necessary to consider an important incident which occurred in 1929: an attempt to merge the school with the Agricultural and Technical College at Greensboro. The movement was inaugurated in the joint appropriations committee of the legislature and came as a complete surprise to Durham and the state.\textsuperscript{36}

There were two schools of thought on this action. One opinion was that the expense of maintaining two state educational institutions could be lowered by combining the colleges. The other faction

\textsuperscript{35} Durha \textit{Morning Herald}, September 3, 1939.

\textsuperscript{36} \textit{Ibid.}, September 24, 1939
argued that just six years previous to this, the state had paid $49,000 for the National Training School and that very moment, a $150,000 administration building was in the process of construction on the North Carolina College campus. That meant these large sums would be wasted if the school were moved to Greensboro. It would take money to expand the school decided upon, as neither plant was large enough to accommodate the students of a consolidated institution. Further, it was stated that it had seemed logical in 1925 to separate the vocational and academic fields, since each had a different purpose and an individual objective. The sudden change in opinion was incomprehensible. Dr. R. L. Flowers, Chairman of the Board of Trustees for North Carolina College stated that the school was indespensable, since it was the only one in the state that was training Negro men and women to teach in high schools. 37 "There was so little merit to the proposal that it is hard to believe any body

37 Ibid., February 14, 1929.
of men with the good of the state at heart would consider it."\(^{38}\)

A Durham committee formed immediately, headed by John Sprunt Hill. From this number, a committee of three was elected to appear before the legislature. These three men, former Lieutenant Governor Long, R. H. Sykes and M. E. Newsome, were well-armed with facts about the work of the school, and reasons why the institution should remain separate. They were able to persuade the Governor to appoint a Committee of Investigation. The duty of this committee was to report the advisability of changing the present conditions, and its decision would be final.

Five non-partisan men were chosen:
Dr. Frank P. Gaines, President of Wake Forest College; E. B. Dorrity, president of Appalachian Training School; former senator, A. L. Bethune, of Clinton; A. M. Kister of Morgantown; and Leslie Weil of Goldsboro. The

\(^{38}\) Ibid., February 15, 1929.
following report was presented and accepted:

'Your committee, appointed to consider the proposal to discontinue the North Carolina College for Negroes, as a separate institution, begs to submit the following report:

We are not dealing with a de novo situation; the North Carolina College for Negroes has achieved momentum and has earned a place in the sentiment of a considerable constituency.

The state apparently took the initiative in the movement to accept this institution.

There is some moral obligation involved, for certain individuals have made gifts supposing that the identity of this school would be permanent.

The North Carolina College for Negroes is favorably located in a county containing 16,500 negroes (many of whom live in proximity to the college) and having two hundred colored readers who take advantage of courses at North Carolina College for Negroes.

The North Carolina College for Negroes is doing a satisfactory work, in view of the equipment and income.

A merger of North Carolina College for Negroes would be at an expense of approximately $400,000, including the virtual abandonment of the Durham plant and the necessary expansion of the Greensboro plant to accommodate the 256 now enrolled at Durham. The annual saving to maintenance would not be guaranteed as more than $7,500. The North Carolina College for Negroes, if main-
Introduction to software development:

Software development is the process of designing, implementing, testing, and maintaining software. It involves a collaborative effort of software engineers, developers, and other stakeholders. The process typically includes the following steps:

1. Requirements gathering: Understanding the needs of the users and stakeholders.
2. Design: Creating a plan for the software's structure and functionality.
3. Implementation: Writing the code based on the design.
4. Testing: Checking the software for bugs and ensuring it meets the requirements.
5. Deployment: Releasing the software to users.
6. Maintenance: Updating and fixing issues as they arise.

Effective software development requires a combination of technical skills and communication abilities. It is an iterative process that involves constant feedback and adaptation.
tained as a separate institution, has reasonable hope of further aid from non-public sources. It is important to know that expenditures at the North Carolina College for Negroes are in the hands of the white Board of Trustees, a competent and interested board.

The Durham College serves a useful purpose. It trains teachers and principals for colored high schools. The State department, it will be remembered, does not certify graduates of any two year Normal college as capable of doing high school teaching. We hold it important that the teachers of our Negro high schools should be trained within our state. The great majority of students at North Carolina College for Negroes are planning to teach. It is also desirable that the colored professional men, as lawyers, doctors and business men, should have an opportunity of academic, professional training in this state.

It is our conviction that, under existing circumstances, the purposes of the North Carolina College for Negroes will be better realized if the school remains a separate institution.

It is our judgment that courses of study at North Carolina College for Negroes and the Negro Agricultural and Technical College should be approved by the state superintendent of public instruction as a means of avoiding unnecessary and expensive duplication." 39

39 _Ibid._, February 20, 1929.
Since that date when the college at Durham was once and for all assured of its existence, it has grown to proportions never dreamed of when the school was first started as the National and Religious Training School and Chautauqua for the Colored Race. In order to show more clearly the extent of physical expansion, a small amount of recapitulation is necessary. The original school in 1910 had five frame buildings, an auditorium, two dormitories, a dining room and class-room-administration combination. With the exception of two homes for the faculties, no structures were added up to 1925. In January of that year, fires destroyed the boys' dormitory, the dining hall and administration building. To meet this situation, what were called "temporary" barrack-like houses were thrown up. Hastily constructed of cheap materials, they were unsightly and unsatisfactory, but in spite of that, use was made of them until 1937, when the last one was torn down to make room for new buildings.
The first of the present brick plant was built in 1929. Three years before that, Mr. B. N. Duke, tobacconist of Durham, had given the school $50,000. Part of this was used for immediate needs such as a new boiler, grading and equipping the athletic park and laying some cement walks, but $42,000 was kept as a nucleus for a building program.

The 1927 session of the legislature was pressed for an appropriation for a much needed administration building and a dormitory. After long debate, $200,000 was given with the provision that the college raise $100,000 to match it. This seemed an impossible task. A year passed and still the necessary funds had not been collected. Finally, through the interest of Governor Angus McLean, arrangements were made whereby the school would get $100,000 from the state upon raising $50,000. With the $42,000 already on hand the gift of Mr. Duke, the

40 Minutes of Trustees, January 26, 1926.
citizens of Durham made up the other $8,000, and the administration building was assured. Contracts were let in October of 1928 and the structure was ready for occupancy with opening of the fall term, 1929.

In the same year, 1929, when the question of consolidation was raised, the legislature adopted unanimously the recommendations of the special committee appointed by Governor Max Gardner. This meant, besides keeping the College in Durham, an appropriation for additional permanent improvements. This amounted to $145,000 for a girls' dormitory and a refectory.

The dormitory houses a beauty parlor, recreation room, and accommodations for one hundred and twenty girls. The dining room is equipped with special refrigeration, steam tables and modern apparatus for swift service. All three of these build-

41 The North Carolina College for Negroes Annual Catalogue, 1937-38 (Durham, 1937), 13. (The writer has personally inspected the buildings, apparatus and equipment upon the North Carolina College for Negroes Campus.)
ings were dedicated June 5, 1930. With these additions, the heretofore crowded conditions were somewhat eased. The boys still occupied the rough barracks, but more space was given them after the class-rooms, offices and science laboratories were moved into the administration building. All these vacated rooms were turned into living quarters immediately.

During the world-wide depression following 1929, appropriations to the school were sharply curtailed. It was not until 1935 that another structure went up on the campus. In that year, through a C. W. A. project, a small gymnasium was added to the plant. This has since been outgrown and is to be used by the girls for their athletic activities at the completion of the new gymnasium now in process of construction.

42 Durham Morning Herald, May 8, 1930.
Since 1937, the P. W. A. grants with supplementing state appropriations have made possible $725,000. On December 5, 1937, there were dedicated a library of 67,000 volume capacity, six cottages for faculty members, a dormitory with accommodations for one hundred men and a spacious auditorium with seating capacity of nine hundred.

Completed in 1939 were two dormitories for women, one for freshmen, the other for seniors, and a science building. Still under construction are the laundry and gymnasium. In connection with the latter is a large, tile, inside swimming pool. When this whole structure is finished, it will rank with other gymnasiums of older and richer colleges.

So the school stands today; nineteen brick buildings and two frame structures, artistically arranged on a beautifully landscaped lawn. Real estate, including athletic field and tennis courts, take up about fifteen acres of the property. The Negro race can proudly point to this institution as a center of learning and a place of beauty.
It is natural that with the growth of the college, the extra-curricular activities have grown in proportion. As a private institution, the four leading societies were the Y. M. C. A., Y. W. C. A. and two literary societies. The two Christian Associations have continued to the present, through each successive evolution of the institution. The literary societies, however, have united into one, now called the Excelsior Literary Society. All students in the English department are eligible for membership.

Music has always played an important part in the life of the school. In the first years of the National and Religious Training School, there were choral societies, glee clubs and music entertainments. Today, all music at the college is under the direction of instructors of the department, whether it be formal class or volunteer activity. The organizations of the department consist of the College Chorus, The Men's Glee Club, The Women's Glee Club, the Orchestra, and the Coleridge-Taylor Choral Society. This Society gives special attention to Negro composers and their
compositions. The band is a new but promising addition to this large number of volunteers organizations.

The dramatic club is known as the Bri-Dra-So Stagers. Several plays are presented each year, and the interest in classical and current production is featured.

The Commercial Club, organized as a supplement to the department of commerce, promotes interest in the various fields of business and commerce. It assists its members to "acquire a knowledge of parliamentary procedure, to develop a skill in public speech, and to discuss topics of interest in the business world." 44

The sororities and fraternities number four: Delta Sigma Theta, Alpha Kappa Alpha, and Omega

43 So called as a short name for Bright Dramatic Society. Marjorie E. Bright sponsored the first club in 1934.

Psi Phi, and Kappa Alpha Psi.  

The extra curricular activity in which every member of the student body participates is the athletic and physical education program. Under the supervision of a trained director, every one is given a type of training comparable to his capacity. Sports consist of hiking, boxing, group games, tennis, baseball, basketball, and football. Competitive games in the major sports are engaged in.

In conclusion, let it be stated that the future of the North Carolina College for Negroes is bright. With its excellent moral and religious background in the National Religious Training School, its

45 The first notice of the Greek societies was in the catalogue of North Carolina College, 1930-31.

46 The sports activities of the North Carolina College are given publicity by the colored newspaper, The Carolina Times. This weekly has always given editorial and advertising space to the school. Having a circulation of forty-two hundred a week, it is the largest Negro paper in the two Carolinas. L. E. Austin is now owner and editor.
advantageous location, its qualified faculty and administrators, the progress of the school is assured. Add to this the varied curriculum for undergraduates, the graduate and law departments, the institution has promise of being one of the leading Negro institutions in the entire South.
Advisory Board of National Religious Training School and Chautauqua for the Colored Race, 1910.

Dr. James B. Dudley, Greensboro, N.C., Chm'n of Board of Trustees
Mr. John Merrick, Durham, N.C., Vice-Chm'n of Board of Trustees
Dr. A. M. Moore, Durham, N. C., Secretary of Board of Trustees
Gen. Julian S. Carr, Durham, N. C., Treasurer
Dr. W. M. Gilbert, New York City, chm'n of Special Finance Com.

Judge Jeter C. Pritchard, Asheville, N. C.
Mr. D. A. Tompkins, Charlotte, N. C.
Gen'l Julian S. Carr, Durham, N. C.
Dr. James H. Dillard, New Orleans, La.
Rev. Thos. B. Shannon, Newark, N. J.
Hon. N. B. Broughton, Raleigh, N. C.
Senator Lee S. Overman, Washington, D. C.
Rt. Rev. Robt. Strange, Wilmington, N. C.
Dr. James E. Dudley, Greensboro, N. C.
Dr. Floyd W. Tompkins, Philadelphia, Pa.
Mr. John L. Williams, Richmond, Va.
Dr. H. M. Hamill, Nashville, Tenn.
Dr. Len G. Broughton, D. D., Atlanta, Ga.
Dr. John A. Earle, Chicago, Ill.
Gen. B. W. Green, Little Rock, Ark.

1 Letterhead of the National Religious Training School and Chautauqua for the Colored Race.
Dr. M. C. B. Mason, Cincinnati, Ohio
Dr. James E. Shepard, Durham, N. C.
Mr. John Merrick, Durham, N. C.
Rev. J. C. Massee, Chattanooga, Tenn.
Dr. J. W. E. Bowen, Atlanta, Ga.
Prof. S. G. Atkins, Winston, N. C.
Prof. R. B. McRary, Lexington, N. C.
Rt. Rev. George W. Clinton, Charlotte, N. C.
Dr. A. M. Moore, Durham, N. C.
Rabbi Abram Simon, Washington, D. C.
H. B. F. Macfarland, Washington, D. C.
Rev. W. Y. Chapman, Newark, N. J.
Rev. H. F. Williams, Nashville, Tenn.
Rev. Dr. John E. White, Atlanta, Ga.
Dr. Charles H. Shepard, Durham, N. C.
Prof. W. G. Pearson, Durham, N. C.
Rev. Dr. D. Webster Davis, Richmond, Va.
Rev. W. L. Pettingill, Wilmington, Del.

Trustees for Durham State Normal ¹
1924-25

W. J. Brogden Durham
J. B. Mason Durham
R. L. Flowers Durham
N. C. Newbold Raleigh

¹ This list taken from the Catalogue of Durham State Normal School, 1924-25. No other lists are available for the normal school.
Trustees of North Carolina College

First appointed, April 1, 1925, term expiring April 1, 1929.

N. W. Walker Chapel Hill
L. M. Carlton Roxboro
E. P. Wharton Greensboro
W. P. Lawrence Elon College
Dr. J. E. Wright Raleigh
J. C. Clifford Dunn
Dr. S. E. Douglass Raleigh
J. A. McMillan Wake Forest

Second Appointment, October 31, 1929.

W. J. Brogden Durham (resigned)
R. L. Flowers Durham
J. B. Mason Durham
J. M. Donlan Durham (resigned)
W. A. Erwin Durham January 16, 1936 for W. J. Brogden
E. A. Muse Hamlet
Burke Hobgood Durham
A. H. Powell Oxford
Roy Lassiter Winston-Salem
Claude B. Squires Charlotte
Appointees for 1929.

R. L. Flowers  
J. B. Mason  
J. M. Donlan (resigned)  
W. A. Erwin (resigned)  
Roy Lassiter (succeeded Dr. J. B. Wright)  
Dr. C. B. Squires (succeeded Dr. S. E. Doyles)  
E. A. Muse (succeeded J. M. Donlan)  
Burke Hobgood  
A. H. Powell (succeeded W. P. Lawrence)

Appointees for 1933

N. W. Walker  
L. M. Carlton  
J. C. Clifford  
E. P. Wharton  
R. M. Gantt (succeeded Dr. C. M. Squires)  
Henry V. Staton (succeeded J. A. McMillan)  
Thomas Turner (succeeded Roy Lassiter)  
R. L. Flowers  
J. B. Mason  
Burke Hobgood  
A. H. Powell
Appointees for 1937

R. L. Flowers          Durham  (Chairman since 1929)
R. M. Gantt            Durham
Jule B. Warren         Raleigh
Henry W. Staton        Bethel
R. E. Price            Rutherfordton
Dr. E. W. Knight       Chapel Hill
Dr. S. Levy            Charlotte
J. W. Noell            Roxboro
A. B. Saleeby          Salisbury
J. A. Graves           Albemarle
A. G. Barber           Durham
C. C. Spaulding        Durham
W. P. Murphy           Salisbury

The boards of the various schools have been noticeably white in their composition. All of the above are white men with the exception of the following:

Dr. James B. Dudley    Greensboro
Dr. James E. Shepard   Durham
Mr. John Merrick       Durham
Dr. A. M. Moore        Durham
Dr. Charles H. Shepard Durham
Prof. W. G. Pearson    Durham
Mr. C. C. Spaulding    Durham
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N. C. Newbold (Director of Negro Education, North Carolina Department of Public Instruction), Raleigh, North Carolina, August 6, 1940.
Miss Ruth Rush (Dean of Women, North Carolina College for Negroes), Durham, North Carolina, July 30, 1940.

James E. Shepard (President of the North Carolina College for Negroes), Durham, North Carolina, June 14, 1940.

Mrs. James E. Shepard, Durham, North Carolina, June 17, 1940.

James T. Taylor, (Dean of Men, North Carolina College for Negroes), Durham, North Carolina, July 11, 1940.

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