Felton Grandison Clark, Louisiana Educator.

Iris Johnson Perkins
Louisiana State University and Agricultural & Mechanical College

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The Department of Education

by

Iris Johnson Perkins
B.S. Jackson State University, 1950
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ABSTRACT

Felton Grandison Clark was born on October 13, 1903, in Baton Rouge, East Baton Rouge Parish, Louisiana, when education for blacks in the South was beginning to get a foothold. His great grandparents and his grandparents had been slaves in North Louisiana. His father and mother came to Baton Rouge as principal and school teacher at the Baton Rouge Academy.

Felton spent the first nineteen years of his life in Baton Rouge where he received a high school and a junior college diploma from Southern University. He then went to Beloit College in Beloit, Wisconsin, where he received a Bachelor of Arts degree in 1924. Later, Beloit College conferred a Phi Beta Kappa Key for scholastic achievement, and an honorary Doctor of Laws degree upon him. In 1925, he received a Master of Arts degree from Columbia University and in 1933, a Doctor of Philosophy from the same institution. His work experiences, prior to those at Southern University, included teaching at Wiley College in Marshall, Texas, and Howard University in Washington, D. C.

Dr. Clark's life with Southern University began in 1914, when his father was named to head the institution which had been moved from New Orleans that year. Felton became president in 1938. His retirement, in 1968, ended a fifty-four year father-son administration as president of Southern University.
The influence of Felton Clark was felt at both national and international levels in education and religious circles. He held membership in numerous organizations and served on many committees. Some of his affiliations included President of the Association of Negro Land-Grant Colleges and Secondary Schools for Negroes, member of the Planning Committee of Higher Education of the National Education Association, member of the Executive Committee for Mobilization of Education, and member of the World Alliance of Race Relationships. Dr. Clark was also active in the affairs of the YMCA, having served on its national council.

Honor fraternities in which Felton Clark held membership included Phi Beta Kappa, Kappa Delta Pi, Alpha Phi Omega, Pi Gamma Mu, Beta Kappa Chi, and Sigma Pi Phi. He was a thirty-third degree Mason and a Baptist.

No greater compliment can be paid to Dr. Clark than to say that he was sensitive to the needs of black people in the realm of education and, without pomp or fear, he put forth every effort at his command to meet these needs. He performed his duties with elegance and dignity. He was courteous and deliberate and was able to give individual attention to the concerns of the moment without losing the grasp of larger problems.

Serving as President of Southern University for a period of thirty years, Felton Clark was required to deal with people from every stratum of society. His contacts ranged from parents in rural areas to an audience with the Pope. He possessed the ability to
encourage and inspire those whom he met. He was eloquent in speech and eloquent in manners.

Dr. Clark's greatest contribution was in his dedication and service to society through his presidency of Southern University and affiliations with religious, professional and civic organizations.
Chapter 1

ANCESTRAL AND HISTORICAL ANTECEDENTS OF

FELTON GRANDISON CLARK

Felton Grandison Clark was born in Baton Rouge, Louisiana, on October 13, 1903. He was the second of two children born to Joseph Samuel Clark and Octavia Elnora Head Clark. One year earlier on October 12, 1902, an older brother had been born, but he died shortly after birth. Joseph Samuel Clark was the first president of Southern University at its present location. Octavia Head Clark was the first director of music and first Registrar of Southern University at the Baton Rouge location.

ANCESTRY

The family is regarded as one of the many institutions existing in society. Functioning as a unit, the family represents a social organization which builds the foundation for individual effectiveness in the larger society. Personality traits, aspirations, values and beliefs are representative of one's cultural background and family heritage (Nye, 1966:118). Thus, Felton Grandison Clark's ancestry will be reviewed in this study. Paralleling the background of this ancestry is the growth and development of Southern University. The major part of Felton Grandison Clark's life was spent in association with this institution. Therefore, it seems appropriate to include a brief history of Southern University as well.
Felton Grandison Clark's paternal great grandmother, Rosetta Clark, was born a slave in Virginia. She was taken to Georgia where she met and married Phillip Clark. As slaves, they were brought to Bienville Parish, Louisiana, and settled on Bill Poland's Plantation (Cade, 1966:16). This plantation was located in Sparta, Louisiana. In 1860, Dorr described Sparta as being "a small place of about two hundred and twenty five or fifty inhabitants. There were three stores, a Methodist and a Baptist church, and a school." The newspaper published in Sparta at that time was called The Jeffersonian (Dorr, 1860:1186). Bill Poland was a rich planter who owned several families of slaves directly before the Civil War. The Clarks were one of these families. They were allowed to keep their surname because they had not been born on the plantation (Cade, 1966:15).

Phillip Clark became an invalid as a result of injuries sustained in a wagon accident. Consequently, he was able to spend a great deal of time with his children and his grandchildren. Rosetta Clark served as a midwife on the plantation. Her great moral and spiritual strength was respected by all members of her family (Cade, 1966:18).

To the union of Phillip and Rosetta Clark were born two children, Margaret and Jane. Bell, a female child by a previous marriage of Phillip, was brought from Georgia along with Phillip and Rosetta. Immediately upon her arrival on the Bill Poland Plantation, Bell was assigned the duties of a house slave. Bell continued in service at the "big house" after emancipation. Margaret Clark
married Will Fowler. They had eight children: Frank, John, Mary, George, Laura, Walter, Carze, and Charles (Cade, 1966:18). Jane Clark spent most of her adult life with her parents. Her children were Mary Ann, Rosetta, Lucy Jane, and Joseph Samuel Clark. At the age of twenty Mary Ann married Moses Scott. Rosetta died at the age of fourteen in 1891. Lucy Jane married Wimberly Odom in 1902.

JOSEPH SAMUEL CLARK

Joseph Samuel Clark, the son of Jane Clark, was born on June 7, 1871, in Bienville Parish, Louisiana, on the Bill Poland plantation in the community known as Shephardtown, on the west side of Black Lake Bayou. His mother and grandmother gave him the name Josiah, which means "Jehovah supports." Josiah Clark later changed his name to Joseph Samuel Clark (Cade, 1966:41).

During this early period of reconstruction, Black Lake Bayou was a center of much Afro-American culture and refinement. Even that early, following the period of American slavery, there were in the communities adjacent to Black Lake Bayou, many black families of prominence -- the Baileys, the Jordans, the Mellons, the Miles, the Moores, the Shephards, the Theuses, and the Wilsons (The Southernite, 1953:4).

When Joseph Samuel Clark was almost eight years old his family moved from the Bill Poland plantation to the Jimmie Jones plantation as tenants. To earn a living the recently freed Negroes became farmers, rail splitters, hunters and fishermen. Joseph
Samuel Clark was required to do his share of work. He learned to plow, hoe, drive a wagon, and hunt (Cade, 1966:42).

**Educational Experiences**

Clark was ten years old when he found that the color of his skin made a social difference in the world. It was then that a school was founded on the plantation to teach the children to read and write. His grandfather asked if Joseph Samuel might also enroll at the school. He was told that this would not be possible, but the teacher promised to teach young Clark at night. At the end of three years when Joseph left the plantation, he knew how to work common fractions, read and write (*State Times*, January 2, 1938:1).

Joseph Samuel Clark later attended a school which was conducted in a log cabin and taught by a white teacher. Between the ages of eleven and thirteen he attended public schools at Pleasant Hill in Bienville Parish and at Mount Nebo and Galilee in Webster Parish, Louisiana (*The Southernite*, 1953:5).

Oren Muse wrote of an interview with Joseph Samuel Clark in which he stated:

'I learned white people's ways when I was just a boy,' Dr. Clark says slowly, remembering the plantation years. 'I learned their kindness, their tolerance; I realized their capacity for friendship and their understanding of the problems of my race. I think that paved the way for the work that I was able to do in later years along educational lines for my people' (*State Times*, January 2, 1938:1).

In 1890, Joseph Samuel Clark entered Coleman College. He earned a normal diploma in the spring of 1894. Coleman College was located in Gibsland, Louisiana, and was established in 1888 by Oliver
Lewis Coleman. In the fall of 1894, Clark entered Bishop College, Marshall, Texas, which was at that time under the auspices of the American Baptist Home Mission Society. This school had been founded in 1881 and named for Nathan Bishop, who contributed $20,000 for its support (Cade, 1966:51).

In 1896, Clark entered Leland College in New Orleans. The State Times gave this account of Leland College:

Leland College, established in 1923 about one mile west of Baker, was founded in New Orleans in 1870. The historic institution claims among its alumni, Dr. J. S. Clark, founder of Southern University (State Times, October 12, 1956).

In 1901 Joseph Samuel Clark completed his work at Leland College in New Orleans and was granted an A.B. degree. Between the years of 1901 and 1928 he did special work at Harvard University and the University of Chicago. He received an honorary degree of Master of Arts from Selma (Alabama) University in 1913. Honorary degrees of Doctor of Philosophy were conferred upon Joseph Samuel Clark by Leland College, Baton Rouge, Louisiana and by Arkansas Baptist College, Little Rock, Arkansas, in 1921 (The Southernite, 1953:5).

Work Experiences

Immediately after his graduation from Leland College, Joseph Samuel Clark became Principal of Slater High School in Donaldsonville, Louisiana. After two months in Donaldsonville he accepted a position as principal of the Baton Rouge Academy. The name was changed from Baton Rouge Academy to Baton Rouge College in 1907 (The Southernite, 1953:67). This school was established in 1893 by the Fourth District Baptist Association. Professor J. L. Croosley, the first principal,
was succeeded by Joseph Samuel Clark. An account of Joseph Samuel's work at the Baton Rouge College appeared in a *History of the Fourth District* as follows:

During the administration of Dr. Clark at the school, it made rapid progress with an increased enrollment each year. Those who were sent out from this school under his administration took their places and served well in the community life. So satisfying was the service of Dr. Clark in this school, that at a board meeting, held at the Mount Pleasant Baptist Church on May 23, 1906, upon a motion made by Reverend L. Billoups, Jr., he was elected President of the school indefinitely (Thomas, 1970:16).

Joseph Samuel Clark resigned from the position at Baton Rouge College in 1911. From 1911 until 1913 his work was of a twofold nature. First, he served as a Jeanes Teacher in West Baton Rouge Parish. The existence of Jeanes Teachers was due to an endowment fund created by Miss Anna T. Jeanes of Philadelphia, Pennsylvania, April 18, 1907. The income from this fund was applied to the maintenance and assistance of elementary schools for Negores in Southern States (Clark, 1932:156). Secondly, Joseph Samuel's job was director of a Normal School for Louisiana State Department of Education in Baton Rouge, Louisiana (Cade, 1966:41).

Act Number 118, House Bill Number 136 provided for a change in domicile of Southern University, then located in New Orleans, Louisiana (*Acts of the State of Louisiana Regular and Extra Sessions*, 1912:140). Section five of this act stated:

> Be it further enacted . . . that the said Board of Trustees shall be empowered to enact general rules and by-laws for the said University . . . and to elect a President of the Faculty, the professors and teachers . . . and prescribe their duties and compensation; providing that the President of the Faculty, the professors, teachers and all other employees except only the Board of Trustees, themselves shall be persons
of the colored race. All members of the Board of Trustees shall be of the white race . . . .

Joseph Samuel Clark was invited to serve as President of Southern University in July, 1913. He succeeded Henry A. Hill. According to Lane, he had four initial tasks to perform:

1. Assisting in finding a suitable place for locating the displaced university.
2. Selecting a faculty and staff for the institution.
3. Finding students for the school.
4. Building sentiments favorable to the idea of higher education for Afro-Americans (Lane, 1969:100).

When it was agreed that Southern University was to be moved from New Orleans to a new location, Joseph Samuel Clark was given the responsibility of locating a site for the new campus. He traveled to Shreveport, Alexandria, New Iberia and to numerous other sections of the state in search of a proper site. Finally, he drove from Baton Rouge to Scotlandville, and then to Scott's Bluff. Horace Greely White described this event:

There he found an old slave plantation that had everything that was representative of the days of slavery. The only thing that he found that had any resemblance to a proper site for a school was the setting of the sun, deep below the waves of the mighty Mississippi. As it made its descent into the waves, it was a mighty flame, casting myriads of color on the rippling waters . . . . Upon observing the magnificent sunset, the man, Joseph Samuel Clark, turned and said to himself, 'This is the place' (White, 1961:83).

The new Southern University opened with an enrollment of forty-seven students, seventeen of whom were boarders, and a faculty and administrative staff of nine (State Times, June 29, 1938).
Joseph Samuel Clark described the early years of Southern University in its new location:

Southern University Agricultural and Mechanical College, a state institution for the training of colored people, located just five miles north of Baton Rouge at Scotland Station, is destined to become one of the greatest state schools in the south for the education of the colored race. . . . In 1914 the Board decided upon the present site and on March 9 of the same year, the first session of the institution upon its new site was begun.

The 1914 Legislature made an appropriation of $25,000 for the erection of new buildings . . . . During the construction of these buildings a number of pupils came to the institution to be trained . . . . March 9, 1916, the institution celebrated its second anniversary and many improvements are observed . . . . We desire to continue our growth (Founder's Day Speech, March 9, 1916).

Southern University continued to grow. The beginning program consisted of classes for elementary school children, high school students and normal (teacher-training) classes. All students were expected to prepare themselves for useful and practical work by taking trade or industrial courses. These courses were without credit and were taken in addition to their regular academic work. Since the curriculum extended two years beyond the high school it was necessary to broaden its offerings. The offerings were extended to include preparation to teach agriculture and home economics, in addition to academic fields (Lane, 1969:103).

Corresponding to the expansion of curriculums and special programs was an increase of faculty and administrative personnel. This increase was seen in the size of the faculty, which in 1913 was seven, and in 1938 had grown to seventy-two (Faculty Minutes of Southern University, January 3, 1918). Additionally, curricula needs were broadened to reach those whose training centered in areas other
than teaching. According to Lane, "Degree teacher training curriculums were added in commercial education, health and physical education and special training for rural teachers" (Lane, 1969:114).

In addition to an expansion of the curriculum, Dr. Joseph Samuel Clark's administration fostered many improvements in the physical plant. These included new buildings, an artesian well, electric lights, steam in all classroom buildings and dormitories, a paved road joining Southern University to Scotlandville, a telephone service and an infirmary (The Southernite, 1953:11).

Joseph Samuel Clark was also responsible for the establishment of the State School for Negro Blind, the State School for Negro Deaf, and the State Industrial School for Colored Youths. These institutions were a direct result of Dr. J. S. Clark's interest in handicapped and delinquent children (Jefferson, April 18, 1976).

On June 30, 1938, Dr. J. S. Clark resigned as President of Southern University. Felton Grandison Clark became President on July 1, 1938. Dr. J. S. Clark said:

From the time he was a little boy, to the present, my son has heard my dreams for Southern University. He knows the policies of the school. He will, I am sure, carry on the work that has been started. And I shall be nearby to advise him and to help him any time that I am needed (State Times, June 29, 1938).

Joseph Samuel Clark died on October 27, 1944. At the funeral service, John E. Coxe, State Superintendent of Education at that time, paid tribute to Joseph Samuel Clark stating:

Dr. Clark's entire life was dedicated to the orderly advancement of his people and thereby to the enrichment of his state and nation. Many honors came to him in his lifetime; yet like all truly great men, Joseph Samuel Clark was an humble
man. His greatest service was in the field of race relations; and his own life provides the greatest example of good faith of different races meeting on the common ground of shared interests . . . . Not only Louisiana and the South but the nation is the loser in the passing of this great Negro educator . . . . We may well hope and believe that among the youth who came under the beneficent influence of Dr. J. S. Clark, there will be many who will follow in his footsteps. We know that all are the better for their association with him. The fine youth that will stream from the portals of Southern University in the future will be the living, growing memorial of Dr. Clark (Funeral Tribute, 1944).

OCTAVIA ELNORA HEAD CLARK

Octavia Elnora Head Clark was born in 1880 in Monroe, Louisiana. Her parents, Mary Jeaneter Amos and William Head, were married in 1870. To them were born nine children who, in the order of their birth, were Ada, Octavia Elnora, William, Daniel, Isaac, Albert, Lorenzo, Percy, and Etta Lee (Cade, 1966:76).

Octavia Elnora attended elementary school at Trenton School in Ouachita Parish. One of the elementary school teachers there was Joseph Samuel Clark. At that time he had been employed by Reverend William Head, Octavia Elnora's father, to teach at a church which was pastored by Reverend Head (Moore, May 15, 1976).

In October of 1896, Octavia Elnora entered Leland College in New Orleans. This was the year in which Joseph Samuel Clark entered the fourth year of the college preparatory course in the same institution. He had given up teaching to return to school.

In 1897, Octavia Elnora transferred to Coleman College. She graduated in 1899. Her first and only teaching job before marriage was at China Grove Common School near Grayson in Caldwell Parish,
Louisiana. At this time Joseph Samuel Clark became engaged to Octavia Elnora. They were married December 29, 1901 (Cade, 1966: 168).

The couple arrived in Baton Rouge on December 31, 1901, and took up residence at the Baton Rouge Academy. Joseph Samuel Clark had recently been hired as principal of the Academy. Octavia Elnora was employed to teach English and music. Concerning her, Cade made the following remarks:

Miss Head, in becoming Mrs. Clark, brought to the union a remarkable heritage which well complemented that of Joseph Samuel Clark. With a calm, quiet wisdom far beyond her years, she became both spark and balance to Joseph Samuel Clark. Many times she was the means of calming the rough waters and storms caused by misunderstanding growing out of rash words or hasty actions. She knew her husband, his brilliance, courage, and fighting heart. She knew his deep kindness, love of justice and fair play, forgiving nature, and how he never wanted any person to remain angry with him. So, in her peculiar manner, she made it a practice to approach him immediately following any crisis ... Yet, she always remained shy, retiring, and even at times, bashful (Cade, 1966:72).

When Southern University was moved to its present location, Octavia Elnora joined the teaching staff as the first director of music and the first registrar. Octavia Elnora was reported as being a good mother and wife. She was supportive of her husband and son. She served as hostess when Joseph Samuel and Felton Grandison entertained at home. This was true even when she was employed by Southern University (Meadors, May 18, 1976).

Octavia Elnora spent a great deal of time with Felton Grandison during his childhood. The primary responsibility for the rearing of Felton Grandison was his mother's. She often read to
him, took him shopping, and entertained his childhood friends

SOUTHERN UNIVERSITY

The life of Felton Grandison Clark and the history of Southern University are closely interwoven, and it would be impossible to present one without the other. In 1879, Pickney B. S. Pinchback, T. T. Allain, and Henry Demas sponsored the movement in the Louisiana State Constitutional Convention that resulted in the establishment of Southern University in New Orleans. The institution was chartered as Southern University in January, 1880 by the General Assembly of the State of Louisiana. Article Number 231 of the Louisiana Constitution for 1879 read:

The General Assembly shall establish in the City of New Orleans a university for the education of persons of color; provide for its proper government, and shall make an annual appropriation of not less than five thousand dollars and not more than ten thousand dollars for its maintenance and support (The Louisiana Constitution, Article No. 231:1879).

This provision did not meet with the approval of all who could be directly affected by the university. The New Orleans Weekly Louisianian of July 25, 1879, in its editorial, referred to "that petition" which Delegate Henry Demas of St. John the Baptist presented to the Convention:

Bearing the names of about 1300 purported signers protesting against the establishment of a university in the city for the education of colored persons, on the pretended ground that it made a distinction between citizens in the organic law.
The legal document giving the institution authority to operate and function as a state institution was signed on the third of March, 1880. Following the chartering of Southern University, plans were made for its operation. A. R. Courrier was elected to serve as first president of Southern University by the Board of Trustees. He resigned on October 20, 1880, before the University was opened. The Board then elected George H. Fayerweather as interim president. Southern University opened under his administration on March 1, 1881.

According to the 1968 edition of the Southern University Handbook, the presidential succession included the following:

1881 - 1882  George H. Fayerweather
1882 - 1883  Reverend C. H. Thompson
1883 - 1886  Reverend J. H. Harrison
1886 - 1888  George Bothwell
1888 - 1913  H. A. Hill
1913 - 1938  Joseph Samuel Clark
1938 - 1968  Felton Grandison Clark


Progress was slow during the early years of Southern University.

The institution was financed by a law passed by the State Legislature which entitled it to an annual appropriation of not less than $5,000 and not more than $10,000.

The act passed by the Louisiana Legislature which gave rise to Southern University made no provisions for buildings. Since buildings were essential, the board agreed that "money annually appropriated to pay teachers' salaries was applied to secure the first essential -- a school building, although a number of the teachers had to be dispensed with" (Report of the Secretary of State, 1902-1903:16).

Admission to the university was gained by successfully passing an examination covering English grammar, geography, history of the
United States and arithmetic. The curriculum consisted mainly of elementary education, domestic science, and industrial arts (Lane, 1969:90).

In 1907, under the Morrill-Nelson Act of 1890, Southern University was reorganized as a land-grant college. It then offered courses in agricultural and mechanical education (Catalog of Southern University, 1921-22:10).

Southern University operated in New Orleans for a period of thirty years. In 1913, it was moved to Baton Rouge, Louisiana. Its growth and development at this site, as related to the life of Dr. Felton Grandison Clark, are discussed elsewhere in this study.
Felton Grandison Clark's parents, Joseph Samuel Clark and Octavia Head Clark, were employed at the Baton Rouge Academy at the time of his birth on October 13, 1903. They occupied a three room apartment on the second floor of the main building of the Academy.

Upon the election of Joseph Samuel Clark as president of the Baton Rouge Academy on November 16, 1901, the institution had an enrollment of about 200 students. Most of these students were in the elementary grades. The school occupied a city block upon which was located one frame two-story building in Baton Rouge, Louisiana. Along with the Clarks, other teachers were housed on the second floor. Classrooms, the auditorium, kitchen and dining hall were located on the first floor. After this building was destroyed by fire in 1905, classes were held in the Odd Fellows Hall on Knox Street and in the Mount Zion Church building on Spain Street in Baton Rouge. Teachers and students boarded with friends in the city of Baton Rouge until 1906, when a three-story brick building was constructed. Immediately following the construction of the new building, President Clark extended the curriculum to include one year of post-high school work.

It was into this environment that Felton Grandison Clark was born and spent the early years of his life. From the day of his
birth until the fall of 1916, he lived in school dormitories both at the Baton Rouge College and Southern University (Cade, 1966:169).

Felton Grandison Clark experienced many of the joys of childhood. His parents did not rush him into adulthood. He was allowed to have the usual boyhood period his father had been denied. As a boy, Joseph Samuel Clark was required to share in the responsibilities of making a living for the family. Felton Clark enjoyed his childhood. He shot marbles, flew kites, played baseball, tag and the usual childhood games (Cade, 1966:169).

One of his favorite games was football. Wallace Bradford, presently principal of the School for Deaf on Southern University's campus, was a childhood friend of Felton Grandison Clark. He related this incident: "Felton told me to kick a football in a game we were playing. I obeyed and, not wearing shoes, broke my toe." Mr. Bradford said, "Felton was a happy playmate. He had many friends who looked up to him and often sought his advice" (Bradford, April 14, 1976).

During the preschool years of Felton Grandison Clark's life, he often accompanied his mother to visit relatives in Bienville, Webster, and Ouachita Parishes. One of his relatives by marriage, Mrs. Mae Moore, first met Felton in July of 1904, when he was about ten months old. Mrs. Moore's husband, Jerry Moore, and Joseph Samuel Clark were cousins, and as children they spent many hours in work and play together. As adults their families remained close-knit. Consequently, Mrs. Moore saw Felton each summer when he came to visit
relatives. She remembered him as being a warm and friendly child. Of Felton's mother, Mrs. Moore said: "Octavia was not as outgoing as was Joe Clark. She was quiet and observant. Her main interest seems to have been that of playing a supportive role to her husband and of being a good mother to her son" (Moore, May 15, 1976).

While at Baton Rouge College, Felton was enrolled in the classes with the other students. Mrs. Florence Todd was also a student at Baton Rouge College at that time. She was a friend and schoolmate of Felton's. She recalled him as "A student with unusual ability, who studied hard and was always a top achiever in his class" (Todd, May 26, 1976). Students at the Baton Rouge College were required to complete their work before any type of play was begun. Subjects taught at the academy were reading, writing, arithmetic, history, grammar, and music. The teachers were strict and disciplinary problems seldom arose. If a student misbehaved or failed to get his lesson, he was kept in at recess (Todd, May 26, 1976).

When the Clarks left Baton Rouge College, some of the students left with them and enrolled in the newly established Southern University. Other students followed later. Mrs. Todd said that the students were well prepared when they left the Baton Rouge College. They had been taught the skills necessary for competition with students entering Southern University from other schools (Todd, May 26, 1976).

Southern University was established out of a need to provide opportunities for blacks to get an education. Its establishment was preceded by three other colleges for blacks in Louisiana. These
were Leland College, Strait College, and New Orleans University. Strait was organized in 1870 as a Congregational School and supported by northern capitalists and the Federal Government. New Orleans University was organized in 1873. It grew out of a normal school. In 1935 Strait and New Orleans University merged into Dillard University (Lane, 1969:54).

The underlying philosophy of Southern University and its operation through the years should be seen in context with other educational endeavors for blacks. Therefore, it is appropriate to briefly summarize the development of education for blacks in the South.

FACTORS INFLUENCING EDUCATION FOR BLACKS IN THE SOUTH

Before the Civil War there were many factors which deprived slaves of an adequate education. However, one factor was more apparent. This was one which prohibited the giving or receiving of educational instruction by the slaves or "free persons of color," as can be observed in the following:

It was the general policy of the fifteen slave holding states of the South to prohibit, by fine, imprisonment and whipping, the giving of instruction to blacks, mulattos or other descendants of African parentage, and this prohibition was extended in most of the slave states to "free persons of color" as well as to slaves (Butler, 1900:901-902).

Nonetheless, some blacks learned to read and write in the antebellum South. Many masters and mistresses taught their slaves the rudiments of education. Along with a feeling of inferiority among the slaves, there existed a desire to rise out of their
condition through education. Therefore, many slaves were anxious and willing to learn. In considering education for blacks in both North and South, DuBois asserted that:

Of the 488,070 free Negroes in the United States in 1870, 32,629 were attending school, and only 91,736 were unable to read and write. In the same states, there were 3,651 colored children attending schools supported by the free Negroes . . . . In South Carolina, a majority of the nearly 10,000 free Negroes could read and write, and perhaps 5% of the slaves. But illiteracy among the colored population was well over 95% which meant that less than 150,000 of the four million slaves emancipated could read and write (DuBois, 1935:638).

The Civil War ended some of the problems that blacks faced in connection with education. In 1865 the Congress of the United States authorized the establishment of the Freedmen's Bureau. This organization was under the supervision of the War Department. Its chief function was to provide schooling for the recently freed blacks.

For five years the Bureau worked to educate and advance the Southern Negroes. During this time it spent approximately $6,000,000, mostly from philanthropic sources, organized and staffed 2,500 schools, and educated some 150,000 Negro adults and children (Frost, 1966:435).

Funds from organizations and philanthropic individuals such as the Freedmen's Bureau, churches and missionary societies, George Peabody, John Slater, Annie T. Jeanes, and Julius Rosenwald stimulated and supported educational movements for blacks all over the South.

Several colleges for blacks were established in the South by Northern churches. Among these were Augusta Institute in Atlanta, Georgia, which was established in 1867 and was later to become Morehouse College. Atlanta University in Georgia and Talladega College in Alabama were organized by the American Missionary Society
in 1865 and 1867 respectively. Between 1867 and 1890, this organization founded twelve institutions for blacks. Additionally, other private institutions were established. Some of these were Knoxville College, Knoxville, Tennessee; Shaw University, Raleigh, North Carolina and Virginia Union University in Richmond, Virginia (Lane, 1969:22).

THE CHARACTER OF EDUCATION FOR BLACKS

During the years immediately after the Civil War, blacks constituted the largest portion of the population in many areas in the South. This was especially true in rural areas (Cubberly, 1934: 443). Concentrated efforts on the part of philanthropic organizations and Southern educators provided opportunities for blacks to attend school. The question regarding the type of education which was best suited for blacks posed a problem. Two outstanding black educators debated the issue of whether education for blacks should mainly involve manual training or training of the intellect.

Booker T. Washington and W. E. B. DuBois were personal friends of Joseph Samuel Clark. Cade reported:

As soon as he became President of Southern University, Clark visited all the Land-Grant Schools for Negroes and also Tuskegee Institute of Alabama of which Booker T. Washington was head. After the meeting in 1913, there immediately grew up a bond between President Clark and Principal Washington (Cade, 1966:172).

So close was the friendship between the Clarks and the DuBois families that in an interview with Robert Penn Warren, Felton Clark stated:
DuBois was one of those persons who was way out in front. If you read his *Souls of Black Folk*, you can see . . . . And there's a little bitterness in him too, which anybody can understand. Here was DuBois, a man who, had he not been a Negro, could have blossomed out into true greatness . . . . Also DuBois did feel strongly about the African ties. I know, because I almost married his daughter . . . . He felt very strongly about the African heritage, but he felt just as strongly about being a person. And I think that now, even more than then, the Negro like anybody else, is driven more by human drives than he is by all these other things, by the wish to be a human being, whatever the attributes of a human are (Warren, 1965:19-20).

Washington advocated that economic independence, segregation, and self-help would be more useful to blacks than would a liberal education and participation in governmental affairs. On the contrary, DuBois' philosophy for blacks was concerned with the development of the intellect, holding land, and exercising control over capital.

The text of these opposing philosophies, no doubt, served to shape the curricular offerings in both high schools and colleges for blacks. Education at Southern University during Felton Grandison Clark's tenure there, as a student, as dean, and as president was duly influenced by both the philosophy of Booker T. Washington and W. E. B. DuBois.

**STUDENT AT SOUTHERN UNIVERSITY**

Among the forty-seven students enrolling in Southern University for the first time at its Baton Rouge location was Felton Grandison Clark. Additionally, there was a faculty and administrative staff of nine. Following is a list of the names of the faculty and staff at that time:
Students who matriculated at that time could register for elementary grade classes, high school classes, or for normal (teacher training) classes. The normal classes comprised only one year of training until 1918. In addition to the regular courses, students were required to take practical courses which offered no credit. Open to the young women were classes in domestic arts, domestic science, and home nursing. Open to the young men were classes in agriculture, blacksmithing, carpentry, woodworking, brickmasonry, plumbing and electrical repairs. As further opportunity to cultivate habits of industry and thrift, each dormitory student was required to give one free hour of labor to the university each day (The Southernite, 1953:9).

Felton Grandison Clark was taught by his mother, his father, and other teachers employed by the University during the interim period between the move from Baton Rouge College to Southern University. When Southern University initially opened in Baton Rouge, on March 9, 1914, Felton Grandison Clark became one of its first students. He enrolled as an elementary student. Horace White, a classmate of Felton Grandison Clark, described him as being studious and hard working. He participated in the extra-curricular activities
of the school and was easy to work and play with (White, April 23, 1976).

The faculty minutes of Southern University dated November 8, 1920, contain a report from the Committee on "School Units or School Credits." This committee had the responsibility of researching the requirements for graduation from high school in 1920. In part the report read:

To secure the State High School Diploma, the student must have completed 16 units of work, and in doing so must meet the following conditions:

(a) There must be three majors and not more than two electives.

(b) Each candidate for graduation must present the following subjects and units: English 3; Mathematics 2; Science 2; History and Civics 2.

(c) Half units in closely related subjects may be added to form the unit. No credit is given for less than one unit of an independent subject.

(d) In manual training, music, and all laboratory or practice periods, two periods count for one.

(e) A major is three or four units in any recognized high school subjects.

(f) A minor is two units in any of the recognized high school subjects.

(g) An elective is one unit in any recognized high school subject. The fourth year of a subject is not an elective.

(h) Four main subjects at a time for four years will enable the student to graduate with 16 units. Students should be held to that number in the interest of sound education.

The committee report was signed O. B. Wynbush, H. A. Clemons, J. D. Jones, J. B. Moore, and W. D. Thomas (Faculty Minutes, November, 8, 1920).
Felton Grandison Clark graduated from high school in 1920. It is assumed that he had satisfactorily completed the requirements for graduation as stipulated by the committee.

In 1920, Felton Clark entered Southern University as a freshman and completed the requirements for a junior college degree in 1922. Horace White said of the collegiate Felton Clark:

He was respected and admired by his fellow students. He participated in the social affairs of the university as well as the academic ones. He played collegiate football, played a trombone in the band and sang in the University Choir (White, April 23, 1976).

The 1921-22 Catalog of Southern University listed Felton Grandison Clark's name in the Teacher Training Department along with fourteen other students. The complete list read:

Lawrence James Ballard
Lucile Thelma Bernard
Maud Lillian Brooks
Felton Grandison Clark
Roberta Rebecca Franklin
Alice Elvia Hunter
Anna Bell Knox
Ida Kendrick Martyn
Francis Littleton Porter
Ollie Mable Richardson
Naomi Johnnye Rushing
Bernice Delores Webb
Horace Greely White
William Olymia Woods
Jewel Jennie Wright

In 1921 and 1922, the Teacher Training Department had three divisions. These were the Normal Department, Home Economics and Vocational Agriculture. A second category was called the College Department. The 1921-22 catalog described the college course in this manner:
It is the unanimous decision of the Board of Trustees that Southern University shall offer a full college course to those prepared to enter upon it. The University, therefore, stands ready to give a full college course to duly accredited applicants, and will expand from a two-year to a four-year college course as the demand for the advanced work is made (Catalog of Southern University, 1921-22:11).

Thus, of the fifteen persons who completed the work of the Teacher Training program, three were also listed in the College Department. These were Felton Grandison Clark, William O. Woods, and Horace White. William Woods is now deceased. Horace White and Felton remained friends until Felton's death (White, April 23, 1976).

In 1922 "the mission of Southern University was to prepare young colored men and women to fit definitely and intelligently in their sphere of service to the State" (Catalog of Southern University, 1921-22:11). The catalog lists the Junior College Course of Study:

First year or Freshman year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Algebra</td>
<td>Algebra</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry (Quantitative)</td>
</tr>
<tr>
<td>French</td>
<td>French</td>
</tr>
<tr>
<td>Spanish or Latin</td>
<td>Spanish or Latin</td>
</tr>
</tbody>
</table>

Second year or Sophomore year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td>Agricultural Chemistry</td>
</tr>
<tr>
<td>Trigonometry and Surveying</td>
<td>History or Economics</td>
</tr>
<tr>
<td>History or Economics</td>
<td>Analytic Geometry</td>
</tr>
<tr>
<td>French, Spanish or Latin</td>
<td>French, Spanish or Latin</td>
</tr>
</tbody>
</table>
Felton's student life at Southern University included more than academic activities. The Pelican Literary Society was an organization which provided an opportunity for students to participate in dramatics and debates. Membership in this society was required of all students. Religious organizations included the Special Voluntary Bible Class, the Young Men's Christian Association, and the Young Women's Christian Association. Felton Clark was later to become active in the Young Men's Christian Association, both at the local and the national levels.

Additional extra-curricular activities in which Dr. Clark engaged were the university choir, the glee club, the university band, and several athletic activities. He contributed to the Southern University Letter, a monthly publication by the students in the printing department (Catalog of Southern University, 1921-22:13-14).

HIGHER EDUCATION BEYOND SOUTHERN UNIVERSITY

Felton Clark entered Beloit College in the fall of 1922 and was graduated in 1924 with a Bachelor of Arts degree. Cade gave reasons for Joseph Samuel Clark's sending Felton to Beloit College instead of Southern University:

(1) It was felt that the teachers might not challenge the son of the president of the institution to the extent that his intelligence demanded; and (2) the president felt that it would be a good idea for his son to be on his own and to learn how to live with people under different circumstances (Cade, 1966:170).

Beloit College, a liberal arts college, located in Beloit, Wisconsin, was established in 1848. According to Time Magazine, "Beloit was once called the 'Yale of the West' because two of its
founders, Stephen Peet and Aaron Chapin and its first two faculty members, were all Yale men" (Time Magazine, February 11, 1946). Felton's association with Beloit College continued until his death. He was invited to lecture there on several occasions, and often returned for special events. He received a Phi Beta Kappa Key from Beloit in 1946 and an honorary degree (Doctor of Laws) was conferred upon him that same year. Highlights from these events are discussed in a later chapter.

In 1925, a Master of Arts degree was conferred upon Felton Clark by Columbia University. His major was educational sociology. In 1933, he became the eighth black to receive the Doctorate degree from Columbia University and the first black to have college administration as a field of doctoral specialization. While at Columbia, he took time from his busy schedule and advised other blacks. "When he took his preliminary examination for the Doctor's degree, he was given the highest rating by his department" (New York Times, November 30, 1933). He had taken leave from Howard University to study at Columbia on a General Education Board fellowship.

Felton Clark's dissertation for the Doctor of Philosophy degree was concerned with the control of "State Supported Teacher-Training Programs for Negroes." The study was provoked by the general assumption that the principles and practices prevailing in the control of state teacher-training institutions for Negroes were not the same as those for the white group (Clark, 1934:1). Felton Clark felt that there were certain theories relating to the education of Negroes which should be researched. He also felt that these
theories supported the idea that Negroes are different, hence should be treated differently. According to Felton Clark, these theories had taken two directions:

(1) that differences which exist were native in origin and make for inferiority, and

(2) that the differences which exist were patterns either individually or socially acquired or both (Clark, 1934:1-2).

Three other concerns prompted Dr. Clark's study: (1) that Negroes were generally excluded from doctoral studies, (2) that there seemed to be ignorance or indifference to the Negro education situation, and (3) that control of Negro education was often external and different from that of other groups.

Sources of data for the study were primarily educational literature, constitutions and statutes, personal interviews, charts of proposed plans for control, authorities in educational administration, authorities in general administration of Negro education, and outstanding presidents of Negro colleges.

In summary, Dr. Clark found that from 1871 until 1934 twenty-nine state supported institutions had been established for the training of Negro teachers and that they were governed by boards whose members were not Negroes. The assumption that Negroes are different was not supported by this study. One of his chief conclusions was that the "schemes for the control of publicly-supported teacher-preparing institutions for Negroes should provide for direct representation of the Negro group" (Clark, 1934:103).
EARLY WORK EXPERIENCES

From 1925 until 1927 Felton Clark was employed by Wiley College in Marshall, Texas. Wiley College was founded by the Freedom Aid Society of the Methodist Church in 1873. In 1925, the President was Dr. Matthew Winfred Dogan. He had been born into slavery in 1863 and was a personal friend of Joseph Samuel Clark. Leaving Wiley in 1927, Felton was employed by Southern University.

Felton Clark taught at Southern University for a period of three years, 1927-1930. His area of teaching was secondary education and psychology. Faculty meetings at that time were held often. Joseph Samuel Clark used them as a means of keeping in direct contact with faculty members and in indirect contact with the students. At regular intervals he delivered addresses which dealt with the subjects of discipline and teaching techniques. Excerpts from the minutes of one faculty meeting read:

President Clark called attention to teaching. He stated that he thought too many teachers make their work mechanical and go about it with very poor preparation. Teachers should have new ideas to give students . . . . Be able to put something in reach of the pupils so that they can reach it. Use vacant hours in making preparation for the next hour . . . . Go into the classroom with lessons prepared (Faculty Minutes, January 21, 1929).

Felton Clark sought to carry out the wishes of his father as a teacher as well as a son. He taught courses in child psychology, philosophy, and sociology. Eula Patty Smith, a member of Felton's class in 1930, described Felton as a teacher:
He was an excellent teacher. He held interesting classes which had depth and meaning to them. He inspired his students to want to learn. One found himself rushing to Dr. Clark's classes. My greatest impression of him was that he encouraged his students to take courses in the humanities. He made challenging assignments and followed them up with worthwhile discussions. He was an inspiration to his students and his fellow workers. He tried to make Southern University a Beloit College of the South and often encouraged students to continue their education at Columbia (Smith, June 1, 1976).

Aside from teaching, Felton had other responsibilities at Southern University. He served on faculty committees, assisted in the preparation of college bulletins, and assisted with religious activities. He sponsored "The Cat," the official school publication in 1930. Acknowledgments in The Cat read "Mr. Clark, our sponsor, has been the power behind the throne which has pushed the '30 Cat into publication" (The Cat, 1930:14). He also sponsored the Education Club which was described as:

An organization of the college group which was established on November 20, 1928. Those who comprised this club are members . . . with an idea of good fellowship, and a desire to promote the real educational spirit among students on the campus (The Cat, 1930:91).

Religion was an important part of campus life during the three year period in which Felton Clark served as a teacher at Southern University. Joseph Samuel Clark stated:

We do not employ people who are not believers in God . . . . If you are not in harmony with the religious customs you are out of harmony here . . . . I should like to see all of you in Sunday School and also Sunday night services (Faculty Minutes, September 17, 1927).

Felton Clark's Christian testimony reflected the influence of his father. This influence was seen in later years as he worked with the Young Men's Christian Association, with local churches in Baton Rouge,
and with other Christian endeavors. In 1958, a paper written by Felton stated:

My father, the late Dr. J. S. Clark, had a favorite hymn, 'Amazing Grace.' Through Grace, my father knew God as a 'Presence' to whom he talked as Friend to Friend. I have known God in life circumstances and routine where meeting the challenge of my job and of each new day, I found Him to be the force which made me go forward instead of shrinking back (The Southernite, December, 1958).

Felton Grandison Clark left Southern in 1931 to teach at Howard University in Washington, D. C. After teaching there for one year, he was granted a leave of absence to study at Columbia University. He returned to Howard in the fall of 1933 and taught there for one year. Dr. Charles Thompson, who is presently Dean of the Graduate School at Howard University, described Felton as "being an excellent teacher, alert, well read and an asset to Howard University" (Thompson, February 20, 1976). At Howard, Dr. Clark taught courses in educational psychology.

DEAN OF SOUTHERN UNIVERSITY

Felton Grandison Clark was appointed Dean of Southern University in 1934. His official title was Dean, and Director of Instruction. He served in this position until he became president in 1938. President Joseph Samuel Clark continued to define the role of Southern University. At a faculty meeting he said:

Southern University, a creation of the state for the training of the youth of the state who must in their turn go out and give the best of training throughout the state. To that extent it is dedicated to the higher education of the colored people of Louisiana . . . . My friends, the task is not an easy one . . . . I ask your cooperation (Faculty Minutes, February 28, 1934).
Thus, Felton Grandison Clark, in becoming Dean of Southern University, was destined to aid in fulfilling the mission for which Southern had been created.

The progress and development of Southern University gained national prominence while Felton was its dean. In 1935, The Pittsburgh Courier, a paper which published news about blacks, praised Southern for its contribution to the education of blacks. During the anniversary of the twenty-first annual observance of the University's present location, "the growth of the school and the life of the president were warmly commended by leaders and thinkers in all parts of the nation" (The Pittsburgh Courier, April 20, 1935). In reference to the dean, The Pittsburgh Courier said:

The most significant development at Southern now is a revision of the instructional program. Dean Clark, who holds master's and doctorate degrees from Columbia University, is directing this program to meet changing economic and social demands of college trained men and women (The Pittsburgh Courier, April 20, 1937:3).

The 1934 Bulletin of Southern University lists eighteen administrators and thirty-eight instructional faculty members. At that time, the University offered six four-year curricula, each leading to the Bachelor of Arts or Bachelor of Science degree. These were (1) the Liberal Arts Curriculum, (2) the Grammar Grades Teacher's Curriculum, (3) the High School Teacher's Curriculum, (4) the Primary Grades Teacher's Curriculum, (5) the Agriculture Teacher's Curriculum, and (6) the Home Economics Teacher's Curriculum (Bulletin of Southern University, 1934:8-11). It was with this administration and instructional faculty that Felton assumed the responsibility of
supervising the academic program of Southern University and of fulfilling the other duties of a college dean.

At each faculty meeting, Felton Clark was called upon to make a report to the faculty (Faculty Minutes, 1934-1938). Additionally, he held regular meetings with students and the instructional faculty. Topics of professional interest and concern were discussed. Felton Clark was concerned with the way in which students learn. At one faculty meeting he said, "Our whole job is to teach people how to learn" (Faculty Minutes, March 2, 1937). He worked closely with the various departments at Southern University.

Mrs. Meadors commended Dr. Clark on his capable leadership as Dean of Southern University. "He was interested in the total welfare of the University. Felton and his father seemed to have shown more concern for the university than did anyone else" (Meadors, May 18, 1976).

One of Dr. Clark's first responsibilities as dean was to supervise the preparing of a report which was intended to "qualify Southern University for an 'A' rating in the Southern Association of Colleges and Secondary Schools" (Faculty Minutes, October 2, 1934). Southern University was given a 'B' rating by this organization for the school year of 1932-33 (Cade, 1966:154). There were several things to be done to gain an 'A' rating. Among these were raising the salaries of instructors and staff members, obtaining equipment for the various departments, and increasing the academic standards for the faculty. 'A' rating accreditation by the Southern Association of Colleges and of Secondary Schools was accomplished and continued...
during Felton Clark's administration as dean of Southern University (Bulletin of Southern University, April, 1938:15).

Another major concern of Dr. Clark's was that of changing Southern University from the quarter system to the semester system. In reference to this, he studied several other Land-Grant Colleges and found only four operating on the quarter system. Discussing his finding, he mentioned the advantages of semester hours of credit over quarter hours as stated:

1. To enable teachers to come in during the summer and complete a whole unit of work.
2. Longer time to think about (and study) particular topics.
3. Reduction in number of classes.
4. Reduction in the cost of clerical service and supervision.
5. Curtailment in the confusion caused by the reorganization of classes.
6. A curtailment in all work (Faculty Minutes, June 27, 1936).

Joseph Samuel Clark appointed a committee to study the feasibility of changing Southern University from a quarter to a semester plan of operation.

Not only did Felton strive to promote the development of Southern University while he was dean, but he was also involved in education at the national level. In 1936, the Louisiana State Board of Education granted him a leave of absence to serve as director of the National Survey of Vocational Education of Negroes. The survey was conducted by the United States Office of Education (State Times, January 3, 1937). While he was on leave, Felton made regular visits
to Southern University and informed the faculty and staff of the work he was doing. Following one report,

... the President stated that due to the fact that the Dean would be making periodic visits to the institution in order to keep his program going, the services of a full time acting dean would not be necessary; therefore, he had decided that inasmuch as there was a number of competent persons on the faculty able to perform such duties as might be necessary during the absence of the dean, he had decided upon one person. He named Mr. R. W. Smith ... who will serve in this capacity, to carry forward the program as launched by Dean Felton G. Clark (Faculty Minutes, February 5, 1936).

Felton Clark was often invited to attend national meetings while he was dean. An example of such a meeting was one which he attended on January 6-8, 1937. This was the National Youth Administration conference in Washington, D. C. Excerpts from the report of this conference to the faculty follow:

I am happy to be back home. I have attended three conferences called by the government, but this one was most significant. We met in the Department of Labor building. Mrs. Mary McLeod Bethune, who is now considered a great leader in the race, has talked with the President. He asked that she work with us in formulating a list of what the Negro wants, and place that request on his desk.

One hundred persons were invited to the meeting. Seventy-five came. Others attending the meeting were Mrs. Roosevelt, Secretary Roper, Eugene Kinckle Jones and Secretary of Agriculture, Wallace (Faculty Minutes, January 12, 1937).

The general concerns of the conference were employment, education and recreation, health and housing, security of life and protection provided by law.

Felton Grandison Clark served as dean of Southern University from 1934 until 1938. During this time he supervised the academic growth and development of the University, sought to improve the relationship between faculty and students, and participated in educational activities at both state and national levels.
Felton Grandison Clark succeeded his father, Joseph Samuel Clark, as the second president of Southern University in Baton Rouge. Thus, the appointment of Felton Grandison Clark to the presidency was closely associated with his father's request for retirement, the elder's recommendation for a successor, and the subsequent action of the State Board of Education.

On January 1, 1938, Joseph Samuel Clark sent a letter to the State Board of Education in which he reviewed his responsibilities as president, expressed appreciation for the support of board members over the past twenty-four years, and requested to be retired as official head of Southern University. In connection with the request for retirement, Joseph Samuel Clark pointed out the availability of other qualified Negroes for the presidency, expressed his great love for Southern University, and offered to cooperate for the continued development of that institution and the State of Louisiana. The letter read, in part, as follows:

Twenty-four years ago I was elected president of Southern University. As a result there was placed upon me the responsibility which ordinarily falls upon such an officer. Mine, however, was a trifle more than the ordinary responsibility. I was to direct a school that was not yet developed, train a group of people that had never applied, and experiment in a field hitherto untouched. I have done my best to carry out the wishes of those who had faith in me during these twenty-four years. You are the judges as to the extent to which I have succeeded.
...I have rendered my best service with no thought of myself, but with the hope of justifying your confidence in me. Now that I have reached the age of retirement and that stage in life when one may not expect to be active and physically fit as a college president might be; therefore, Members of the State Board of Education, I am asking you to retire me as president of Southern University at the end of the fiscal year, June 30, 1938, if this will not in your wise judgment, retard the development of the institution's educational program.

There are some members of my race much younger than I am who have had modern educational advantages superior to mine. They have had sufficient experience in leadership, and I am sure, if the presidency of Southern University could be delegated to such a person, the institution would not suffer, but would move forward with the same rapidity... (Minutes, State Board of Education, March 1, 1937-December 20, 1938:13-14).

Mrs. Mae D. Moore reported that Joseph Samuel Clark recommended to the State Board of Education that Felton Clark be named as his successor. The board accepted his recommendation.

Joseph Samuel Clark had groomed his son for this position while he was dean of Southern University (Moore, May 15, 1976).

Felton Grandison Clark officially became the President of Southern University on July 1, 1938. He was then thirty-five years old. Although he considered this an important milestone in his life, the affection and respect he felt for his father gave him mixed emotions about assuming this position. Mrs. Mary Meadors, in an interview, related that when Joseph Clark left his office for the last time as President, his son cried for several days and would not enter what had become his office as the new president (Meadors, May 18, 1976). Felton soon overcame this reaction to the change in administrative leadership and, in July, 1938, assumed the duties required of him in his new role as the second President of Southern University.
PHILOSOPHY, POLICIES, AND EXPECTATIONS OF FACULTY

As the new president of Southern University, Felton Clark soon communicated to the faculty his philosophy, the policies by which the institution would be guided during his administration, and his expectations of faculty members. These were the concerns emphasized in an address by President Clark to the members of the faculty on July 23, 1938. Although philosophy, policies, and expectations were interrelated in nature and overlapped in delineation, in his initial address, President Clark stated his position with respect to each issue.

A portion of what he believed about education, the mission of Southern University, life in general, and elements of his philosophy were given as follows:

... today, more than ever before, public education is our major process identified with making people lead and live a happy life. The only reason for the public school in America is to perpetuate the ideals and skills that will make people good in their lives, kind in their dealings with their fellow-man, efficient in their economic endeavors, thereby making their lives and those of others worthwhile. Even under normal conditions this is a heavy load for any social process, education, or any other; but, when we consider that times now are more abnormal than they have been in years, that is with respect to bewilderment on the one hand and happiness on the other, we see that the pattern of education assumes even greater proportions. But, there is even a greater complication for yourselves. We are Negroes in America. This very expression serves as a release for associations that are identified with unhappiness, inadequacy, dissatisfaction, and many other conditions identified with a life deprived of richness and fullness. In view of these three observations, each varying in degree of cruciality, the work of those of us engaged in the educational enterprise, especially where Negroes are concerned, can be considered in anything but a light vein. I cannot point out to you the countless implications of the above facts for our work here at Southern University ...
But, I can say to you that to effect a program that will deal with the conditions so outlined calls for the finest type of human character, a thorough-going philosophy of education, a functional possession of real knowledge and a belief in Divine purposefulness. In such a scheme of things, there is no place for bitterness. There is no place for jealousy, there is no place for selfishness, there is no place for favoritism . . . . If there are those in this room whose characteristic personality trait is identified with one or a combination pattern of the attributes set forth in this last sentence, they cannot foster the Southern University program.

I have spoken at length setting forth this general point of view because a philosophy and its revealed aims are the most important factors in any kind of enterprise, educational or what not. Everything in life exists only in terms of purposes. Southern University is no exception to the life principle. Then, if you would see with me or regard the purposes for being here, you would inevitably find your place in the Southern University system of thinking (Faculty Minutes, September 23, 1938:1-2).

Thus, Felton Grandison Clark revealed his belief that education is the chief means to improvement in the quality of life; that, as an institution for blacks, Southern University had an unusual responsibility to meet the needs of a deprived people; and that the achievement of the objectives of the University program would require the highest dedication on the part of each member of the faculty.

In his address to the faculty, Dr. Clark further discussed the policies which would guide Southern University during his administration. He presented the importance of such policies as follows:

... the main purpose of today's assembly is to establish our identity and to present to you and invite you to cooperate in the policies which will guide Southern University during my tenure of office. Agreeing upon and bringing these policies into relief is no easy job. When we realize that they will affect the present and future Negro citizenry of Louisiana by way of spelling for them hope or disaster, their meaning assumes the role of the religious. If we would be right in
the broad principles that are to govern our work here at Southern University, we can do wonderous things for the peace and joy of the Negro citizens of our State. Hence, arriving at, setting forth, and acting upon the policies that are to govern Southern University constitute serious thinking (Faculty Minutes, September 23, 1938:1).

In addition to pointing out the importance of guiding principles, Dr. Clark informed the faculty that the authority to establish institutional policies was delegated to him by the Louisiana State Board of Education and the Secretary-Treasurer of Southern University. In this regard he stated:

... I have made every effort to be sure of the future program of Southern University by way of the general direction that it should take. I have done what I expect each of you to do. When a question of direction arises, I go to the legal and official source to which I am responsible, namely: The State Board of Education. The remarks that I have made and that I shall make are those based upon and approved by the Official opinion of the Louisiana State Board of Education and the Secretary-Treasurer of Southern University, the former representing the legal governing authority of Southern University. In applying to the Board for its understanding and authority through its President, Judge H. H. White, I was directed to the Secretary, State Superintendent, T. H. Harris. All that is said in this presentation represents the direct thoughts and approved statements of the groups and individuals referred to above. They are based upon conferences with these three individuals representing the governing authority of Southern University ... Even the formal statements I am presenting to you word for word were approved by the Secretary of the Board and the State Superintendent of Public Education (Faculty Minutes, September 23, 1938:2).

President Clark's identification of specific policies and his expectations of faculty members often overlapped in his address. However, his intentions relative to various aspects of these two matters were set forth plainly.

As president, Dr. Clark expected his faculty to be competent, ethical, and loyal to the University. Should they prove unscrupulous
and disloyal, dismissal from the University would be the result.

The general administrative policy was to be one of extensive freedom which the faculty would be expected to use wisely. Should such freedom be considered abused, however, it would be withdrawn.

In communicating the policies and expectations noted above,

President Clark said to his faculty:

... In the first place, we expect to have here at Southern University a well-trained faculty, sensitive to its own functions. Each individual member must be strong in his own right but he must realize that his individual efforts must be subordinated to cooperative endeavors. Each faculty member is chosen by Southern University for Southern University, not for a particular department, division, person, or because of some personal whim, but to carry out the work of Southern University. We must bear this in mind in our professional endeavors. Divisional heads must realize that although working in their division, they must deal fairly with the members of the division. There can be no pets, or secret cliques, working against the purpose of the whole. The slightest evidence of any such undesirable conditions will meet with disfavor and will necessitate elimination from the university of the kind of parties above referred to ... . This does not mean that the central administration expects to be dictatorial and authoritative. The mere fact that you are before me now is evidence that I have faith in your ability. I have never believed in highhanded methods in external administration, central administration, departmental administration, divisional administration, or individual teacher administration. However, I do realize the necessity for all persons working on the basis of some general policy. I expect that each of you will be acquainted with general policies and that you yourselves will carry out the details necessary for effecting these. I do not intend to interfere with the detailed management of Southern University unless you prove yourselves inefficient, insincere, unscrupulous, or disloyal in your efforts. I expect to give you as much freedom as you will use wisely. If you prove yourselves capable of using this freedom wisely, you may be virtual monarchs of all you survey ... . Such wisdom on your part should be with respect to the wise expenditure of money under your control; your dealings with students; your care of University equipment; your revealed faith in the Southern University organization; your general spirit of cooperation. In all dealings with our faculty, I expect to be kind and fair, but firm and positive. In other words, I expect to appreciate the work that you will do, but believe with representatives of
the Board in their statements, particularly Superintendent Harris, Judge White, and Mr. Lewis, I expect to be president of Southern University. As Superintendent Harris told me, I was chosen by the Board to be President in every sense of the word and when a teacher or staff member thinks differently, that teacher or staff member will be made to see the actions of the Board (Faculty Minutes, September 23, 1938:2-3).

Testimony to the inclusiveness of Dr. Clark's address is the reference he made to the role of the wives and husbands of faculty members. He advocated that all family members participate in University activities, especially in a supportive capacity.

In closing his address, President Clark invited faculty members to a conference with him if any should consider what he had said as not sound, fair, or logical, and thus unacceptable. The only stipulation was that the faculty member would consider what he would do if he were in the President's place.

Thus, Felton Grandison Clark set forth on July 23, 1938, the basics of the philosophy, policies, and expectations of faculty members which would determine the direction of Southern University for thirty years.

BUILDING PROGRAM

When Felton Grandison Clark assumed his duties as President of Southern University in 1938, his attention was immediately directed to the improvement of physical facilities. The buildings in use when Dr. Clark took office have been enumerated by Lane as follows:

At this time (1938) there were six brick buildings devoted to institutional activities, five brick buildings reserved to dormitory and boarding activities, eleven wooden buildings
serving instructional needs, fourteen frame structures served faculty welfare, and one frame building served as a combination bookstore and cafe (Lane, 1969:108).

Although tremendous progress had been made in physical facilities at Southern University from 1914 to 1938, severe inadequacies of the physical plant existed when Dr. Clark was named administrator. A letter from Weiss, Dreyfous and Seiferth, Architects, written during Joseph Samuel Clark's administration, indicated the status of physical facilities at Southern University. Excerpts from the letter follow:

May 5, 1937

Re: Southern University

"Governor Richard E. Leche
"State Capitol Building
"Baton Rouge, Louisiana

"My Dear Governor:

"In response to your request of February 13th, we have made numerous visits of inspection to Southern University and have had frequent conferences with Dr. J. S. Clark, President, and others from whom we were able to receive additional information...

"We made detailed inspections of this institution and some of the conditions which we found, and have previously reported to you, are emergent and should receive immediate attention, as we consider certain of these conditions critical and active hazards to life, limb, and property. These matters concern particularly, structural conditions which are active hazards, such as deficiencies in floor and ceiling construction, foundations, walls and wall covering.

"We earnestly recommend to you that all the foregoing improvements, repairs, reconstruction, and other items set forth are the minimal which, in our opinion, can possibly be undertaken at this institution in order that it may serve the purposes for which it was founded and established" (Weiss, May 5, 1937).

To remedy these inadequacies which existed as well as to provide for expanded university services, Dr. Clark continued the
building program initiated by his father. With funds secured by Joseph Clark from State and Federal Public Works Administrations during his presidency, Felton Clark began a building program (Lane, 1969:108). The consequent extensiveness of that program is indicated in a communication to the Alumni from President Clark in 1939. In a summary statement, Dr. Clark wrote:

... Our building program steadily moves forward. During the current Legislative year we have completed a School for the Deaf, Auditorium-Gymnasium, Freshman Dormitory (Men's), Stadium-Dormitory, Shops for the Schools for the Deaf, and Blind... We have paved the roadway between the railroad tracks on University Avenue in Scotland; we have resurfaced all previously-paved campus roads; we have built an athletic field which visitors say is the best of any Negro college. New dormitories for men and women will be ready in November and will allow us to accommodate about 175 additional women and about 200 additional men. All of the new dormitories are fire-resistant made possible by such features as steel and concrete construction, and pressed brick walls; no necessary detail is omitted from these structures. Last week we began a $60,000.00 addition to the Trades Building. Very soon we expect similarly to increase the size of Parker Hall. Likewise will construction soon begin on a library building, a hospital, and an administrative building. Within a week or two, we expect to have a new electrical distribution system and an additional artesian well. W. P. A. has approved our request for barns, and a greenhouse, and whenever the labor is available we will start these projects. A crew of boys... have done a fine job of remodeling the second floor of Parker Hall, the Senior Women's Dormitory, and the Boys' Dormitory; they appear and "function" as new. There are new walls, electrical outlets and fixtures, plumbing facilities, - and everything to make them beautiful and comfortable... (Clark, 1939:3).

In a Founder's Day address in 1942, President Clark stated that what was formerly a barren site was now dotted with physical facilities valued at almost three million dollars (Clark, March 9, 1942:75).

Another period of rapid expansion of physical facilities at Southern University under Felton Clark's leadership was during the
years 1950 through 1954. Building construction and improvement totaling three million, five hundred thousand dollars took place from 1952 through 1954. Already near completion in 1952 was the Law School building costing $290,000, including $50,000 worth of equipment. At this time, work had recently begun on an Agriculture-Science building costing one million dollars including $175,000 for equipment. Additional buildings for which Felton Clark had received funds in 1952 and for which architectural plans were then being drawn, included two dormitories for men with a capacity of 300, at a cost of $600,000; one women's dormitory with a capacity for 150, at a cost of $350,000; and a Health-Physical Education building, complete with swimming pool, with a seating capacity of 3,500, at a cost of $800,000 (The Southernite, November, 1952:12).

In addition to the building construction which took place during this period, in the fiscal year of 1952, two hundred thousand dollars were spent for repairs on existing buildings and for general improvement. Allied to the building construction and improvement was an announcement, in 1952 by Dr. Clark, that plans were being made to construct another road to the campus. The road, which the Legislature had already instructed the Highway Department to construct, would join Scenic Highway at Harding Field Boulevard (The Southernite, November, 1952:12).

Major repairs were completed or in progress by the fall of 1953. The Academic building received a face-lifting which included re-wiring, renovation of offices on the ground floor, replastering throughout, installation of acoustical ceiling, and painting of its
interior and exterior, at a total cost of $35,000. Other repairs which Dr. Clark deemed necessary included plumbing in Parker Hall; painting of the gymnasium and the new women's dormitory; new heating system and painting of the infirmary; installation of fluorescent features and interior painting in the library; replastering and painting of Clark Hall; general repairs and painting of all buildings in the housing project for single faculty members. The total cost of repairs for the entire campus was $200,000 (The Southernite, October, 1953:5).

Site improvement which was carried out in 1953 involved construction of new parking areas, walks, and drives; construction of a practice football field; and construction of a baseball field (The Southernite, October, 1953:5).

Indicative of Felton Clark's leadership in the area of physical facilities are comments appearing in the August 15, 1954 issue of the Baton Rouge State Times and reprinted in The Southernite as follows:

Now expanding swiftly to meet the educational demands, Southern University today is the largest publicly supported college for Negroes in the United States. Fettered earlier by extremely limited funds for physical expansion, the university this year reached the half-way mark in a building program which began in 1950 . . . .

The over 3,000 students predicted for enrollment this fall by Southern President Felton G. Clark will be on hand to see five new buildings completed this fall. The new structures include a new music building, already in use, and an agriculture-science building now being readied for opening. Scheduled for completion this fall are two men's dormitories, a girls' dormitory, and a gymnasium complete with swimming pool, classrooms, and a convertible basketball court which can be turned into an auditorium for 3,600 persons.

Southern's physical future is brighter than its often out-of-pocket past, for the 1954 State Legislature appropriated
$2,080,000 for capital outlay in the next two years. Decision on how best to use the funds to further build up Southern rests with the State Board of Education and the State Building Authority.

Looking further into the future, an additional 500 acres are now being added to the university for later development. "All of these facilities are designed to fulfill the purpose of Southern University - to prepare leaders and citizens, in general, for wholesome participation in the American way of life," said Dr. Clark recently . . . . (The Southernite, September, 1954:12).

Thus, Felton Clark's leadership in the area of the University's building program was expressed through completing the projects Joseph Clark initiated, securing funds for additional physical expansion, constructing new buildings, effecting needed repairs, and, through it all, recognizing that physical facilities were but the means of achieving the purpose of Southern University - that of preparing citizens to participate competently in American society.

LOCAL, STATE, AND NATIONAL INVOLVEMENT

When Felton Clark became president of Southern University, he took on new responsibilities associated with the role. For the most part, these responsibilities involved leadership in various organizations or groups and speeches delivered orally or published in some of the leading publications of the time.

Among the first appointments which Dr. Clark received was one made by Governor Sam H. Jones of Louisiana. In 1940, Governor Jones officially designated Felton Clark to serve as a delegate to the American Negro Exposition in Chicago. The exposition was national in scope. Key figures in organizing the event included Secretary of Agriculture, Henry A. Wallace, Governor Horner of
Illinois, and Mayor Edward J. Kelley of Chicago. The purpose of the event was given in an article in the State Times which stated that:

White and colored leaders in every walk of life are cooperating in making this celebration representative of the role played by a strong and determined people who have helped make America into the greatest nation in all history (State Times, July 3, 1940:7).

The exposition featured exhibits from every state in the nation, the District of Columbia, and Africa. More than 2,000,000 people from all strata of society attended the celebration. Some of the interesting features of the exposition included a day for each state, a day in education, a movie-star day, a day in athletics and sports, and a day in business and industry. As an official delegate to the exposition, Felton Clark represented his state on "Louisiana Day."

In 1940, Felton Clark also served as vice-president of the Association of Negro Land-Grant Colleges and Chairman of the Committee on Research and Findings. On November 12, 13, and 14 of 1940, he attended the Eighteenth Annual Conference of the organization, which was held in Chicago. During the final session of the conference, he directed a panel on "How the Business Man and the Educator May Co-operate for Greater Efficiency in Management and Service in Business Enterprise" (State Times, November 12, 1940).

At this 1940 conference, Felton Clark was elected president of the Association of Negro Land-Grant Colleges. The State Times carried the following account of the election:
In this conference a signal honor was conferred upon Dr. F. G. Clark, President of Southern University, by his unanimous election as President of the Negro Land-Grant College's Association, by the members in attendance.

In installing Dr. Clark, President, J. R. E. Lee, the veteran head of Florida A. and M. College, said:

Dr. Clark's many accomplishments in scholarship, in administration, and other achievements, as well as his professional preparation and character make him an outstanding president in the conference. From the point of education, and scholastic training, the conference has none of his superior . . . .

He is a sensible leader with both feet on the ground. Therefore, the Association made a wise choice when it elected the President of Southern University as its leader (State Times, November 25, 1940:12).

Widely viewed as an outstanding president of Southern University, Dr. Clark assumed associational leadership among presidents of 17 Negro land-grant colleges, "representing the educational interests of more than 8,000 Negroes" (State Times, November 25, 1940:12).

In December of 1942, Dr. Clark was named Vice-President of the Association for Colleges and Secondary Schools for Negroes. Officially, member schools of this association were schools for blacks which were approved by the Southern Association for Colleges and Secondary Schools. At the time of his election to the vice-presidency of the Association, Felton Clark was a member of the Association's Executive Committee and the Control Committee. The latter committee was then administering a southern regional study of Negro secondary education and a nationwide study of Negro teacher and general education (State Times, December 26, 1942).
Relative to international involvement was the appointment of Felton Clark as Chairman of the Louisiana State Committee for the Republic of Liberia Centennial Commission. The appointment was in connection with the participation of the United States in the Centennial and Victory exposition of the Republic of Liberia which was scheduled to be held in 1947. The state commission which Felton Clark was appointed to head was to work in cooperation with the United States Headquarters of the Commission (State Times, July 15, 1946).

In 1949, Felton Clark was selected to serve on a planning committee of the National Conference of Higher Education of the National Education Association. In reporting the event, the Times Picayune carried the statement that "A Negro educator has been chosen to represent Louisiana on the planning committee of the fourth National Conference on Higher Education to be held in Chicago this spring . . . ." (Times Picayune, January 6, 1949). Additionally, Dr. Ralph McDonald, Executive Secretary of the Department of Higher Education of the National Education Association, was quoted as saying that the membership of the planning committee had been selected "to secure a group of leaders thoroughly conversant with every phase of higher education" (Times Picayune, January 6, 1949).

Felton Clark's national involvement was expanded in 1950 when he was named a member of the Executive Committee of the National Conference for Mobilization of Education. The conference had recently been organized by representatives of 80 educational groups and was
designed to tie American education into defense programs (State Times, September 11, 1950).

Continuing his involvement in education at the national level, Dr. Clark served as group chairman at the Sixth Annual National Conference on Higher Education. As chairman of Group Four, he led key educators in a consideration of the removal of barriers in higher education in the United States. Earlier, Dr. Clark had served as a member of the conference planning committee and as a member of the resolution committee (Times Picayune, April 2, 1951).

MAJOR POST DECLINED

During his first sixteen years as President of Southern University, Dr. Clark assumed various leadership roles in activities and organizations at local, state, and national levels. In 1951, however, he declined a major position offered to him.

In 1951, Felton Clark was offered by the United States Office of Education the position of senior specialist in higher education. The post was described as "Not a war-time or defense post, but a career job in policy-forming area" (State Times, April 21, 1951). As such, the post was considered one of the top jobs in the federal agency. Dr. Clark declined the position.

In a statement to the State Board of Education, Dr. Clark made note of the civic, professional, and personal benefits which he recognized would result from his acceptance of the position in the United States Office of Education. It would provide an opportunity to help shape educational policy in the United States and the rest
of the world. It would also provide encouragement to use his highest and best abilities. After pointing out these benefits, Dr. Clark stated that he did not accept the post offered because of a feeling of responsibility to fellow Negroes of the state and to Southern University. In explaining this point of view and presenting his decision to decline the position, Dr. Clark said, in part:

Against this backdrop (advantages outlined) were the considerations of continuing at the local scene . . . . Suffice it to say that any Negro citizen with a sense of responsibility for those of whom he is a part cannot easily forget this responsibility. Too, more personally the name Southern and Clark are to a great extent finely interwoven threads of the same cord. Of exceedingly heavy priority is a family consideration which is foundational.

To conclude, in the absence of any other acceptable alternative, I have advised authorities of the national government that I am not available for the position in question at this time, even as I am deeply appreciative of the high honor, responsibility and trust implied. My greatest and most prayerful hope is that no circumstances will ever occur to make true the prophecy of many that, in taking this step I have made the monumental professional and personal error of my lifetime. I trust that my own state, particularly in reference to the forwarding, serious, and active development and support of Southern University, the state university for its Negro-American citizenry, will be with me in justifying this hope (State Times, April 21, 1951).

Felton Grandison Clark's decision to refuse the post of senior specialist in higher education in the United States Office of Education was thus made after very serious consideration of all factors involved. This was a decision to which reference would be made upon Dr. Clark's retirement seventeen years later.
As President of Southern University, Felton Clark was often called upon to speak to various groups, including college young people as well as adults in a variety of educational, religious, and civic situations. During the presidential years from 1938 to 1954, Dr. Clark was often involved in school and community life as a speaker.

As early in his presidency as 1939, Dr. Clark was speaking to college and other youth groups on the subject of religion. In July, 1939, he was the principal speaker at the annual joint program of the Baptist Sunday School and Negro Baptist Young People's Convention held in Baton Rouge. As reported, "Dr. Clark advised the young people to stand by the teachings of the older ministers who believed in the old time religion and the jubilee songs." He advocated "a religion that expresses itself in everyday living as taught by Christ in honesty, peace, love, and the practice of the golden rule" (State Times, July 17, 1939).

Speaking again on the subject of religion, Felton Clark addressed an audience at the Methodist Student Center on the campus of Louisiana State University. Dr. Clark recommended that religious courses be included in college curriculums, adding, however, that these courses should not be reduced to semantics and theology. He also expressed his belief that prospective business leaders, teachers, and politicians can, through general courses in religion, develop an interest in humanity, tolerance of other faiths and social differences
which may result in the intelligent practice of their affairs and
the sharing of their material and spiritual wealth (The Reveille,

Felton Clark also spoke on religion to ministerial and
congregational groups. Under the heading of "Felton G. Clark,
Leader," the Louisiana Baptist Advocate carried, in 1945, an article
motivated by one such speech. In part, the article read:

During the session of the Fourth District Baptist
Association Dr. Felton G. Clark spoke to the assembly.
Later Rev. A. L. Davis commented on having heard Dr. Clark
appear before the New Orleans Interracial Institute and
plainly, but with eloquence, state the case of the Negro
people in a laudable effort to bring the whole question,
about which the South suffers a neurosis, out into the open.
Louisiana Baptists ought to have an annual Clark night
in the session of the Louisiana Baptist Convention . . .
Louisiana Baptists need to hear him one evening each
session. Our religion must be related to the questions that
are around us every day. Religion never exists in a vacuum
. . . . Dr. Clark, we submit can do the job of relating our
denomination to the broadgauged problems of the generation
better than any man we know. And Louisiana Baptists must
seize the opportunity. Besides that, the different cities to
which our convention goes would be thankful for the privilege
of hearing this man (Louisiana Baptist Advocate, December,
1945:3).

Referring more directly to the content of Dr. Clark's message
to the Baptist Assembly, the denominational paper stated that Dr.
Clark presented a challenging picture of the needs and conditions of
the times. His message was considered among the most challenging
messages delivered in the association (Louisiana Baptist Advocate,
December, 1945:1, 3).

Though less obvious, as President of Southern University,
Dr. Clark was involved at the local, state, or national levels
through his writing. Illustrative of this type of involvement is
the article, "Negro Higher Education and Some Fundamental Issues Raised by World War II," published in July, 1942. At this time, the United States had been in the war for approximately seven months; hence the concern over effects of the war on education. As president of a major institution for Negroes, Felton Grandison Clark was, understandably, involved in deliberations relative to issues, adjustments, and trends in Negro higher education.

In his article, Dr. Clark's delineation of issues was based on three assumptions:

1. American education, in all instances, should seek towards continuing clarification of the democratic ideal in education.

2. Essential differences, as to circumstances, between World War I and World War II are mainly those of degrees rather than kind.

3. Education for the Negro, no matter what level, is predicated upon the selfsame basic principles as these for all other peoples in America (Journal of Teacher Education (Clark, July, 1942).

Operating from these assumptions, Dr. Clark proceeded to present ten fundamental issues in Negro higher education with regard to World War II, discussing these from the standpoints of three questions: "Out of what conditions have they arisen? What does an objective appraisal of these factors reveal? What are the possible implications for the Negro college in a democracy?" (Clark, July, 1943:280). Illustrations of the issues which Dr. Clark raised are the following:

Shall Negro higher education contribute only to those war efforts in which there is absence of racial discrimination and segregation, or shall it develop separate defense programs, due to need for a unified national morale?
Shall Negro higher education prune its curricula of all courses deemed unessential to war effort, or shall it strengthen and modify existent courses, so that these make a maximum contribution to "all-out" war activity? (Clark, July, 1942:282, 285).

In his analysis of the latter issue, Dr. Clark stated that there had been constant criticism of schools for a supposed deficiency in science and mathematics, and that it was not readily demonstrable that higher education had given special attention to the education of women. Dr. Clark further stated that an army official had said that the War Department believed in the continuation of the school program with as little disruption as possible; and that:

... any proposed revamping of the educational program for the Negro college, should be determined, not only by the imperative demands of the present emergency, but also by those special demands accentuated by the marginal position of the Negro in American society (Clark, July, 1942:284).

In a similar manner, Dr. Clark analyzed the other nine issues he identified with regard to Negro higher education and World War II, covering a philosophy of life, self-determination of institutions, training of potential leaders vs. the masses, financial support, personnel, curricula, facilities, and the present emergency vs. post-war reconstruction.

Such was the nature of Felton Clark's involvement at the local, state, and national levels through leadership roles, speaking, and writing during the first sixteen years of his presidency of Southern University.
ADMINISTRATIVE LEADERSHIP

The nature of Dr. Clark's administrative leadership was revealed in his attention to faculty meetings, curriculum and instruction, student affairs, and faculty development.

Faculty Meetings

Upon assuming the presidency of Southern University, Felton Clark continued faculty meetings in the tradition of his father. Generally, faculty meetings were held monthly. The one feature common to most meetings was reports from department and area heads. Other matters covered, as the occasion required, included presentation of new faculty members, plans for professional meetings on campus, special reports on meetings attended, university programs, students' scholastic performance, and professional growth of faculty. In fact, every aspect of university life readily identified was covered at one time or another in the faculty meetings (Faculty Minutes, 1938-1953).

Rather full minutes were kept of the proceedings of faculty meetings. These records compose a major source of data on Dr. Clark's administrative leadership at Southern University.

Curriculum and Instruction

According to the minutes available for faculty meetings held during the 1938-1954 period, Felton Clark provided for consideration to be given to curriculum and instruction at most regular meetings. Initially, this consideration was provided through reports by department heads. In November of the first year of Dr. Clark's administration, however, the minutes carry a reference to a report
by the "Dean of the College Department" in addition to reports by department heads (Faculty Minutes, November 29, 1938). In January of the following year and for most of the period thereafter, the minutes specify "Instructional" in the categories of reports (Faculty Minutes, January 24, 1939).

As for the nature of his leadership regarding the curriculum, the minutes of faculty meetings indicate that he planned for regular progress reports on curriculum and instruction projects specifically, and that he facilitated the development of the academic program of the university. The faculty meeting minutes of March 3, 1944, contain an account of Dr. Clark's handling of a report on instruction, a portion of which follows:

A statement as to the instructional program of the University was asked for from Dean J. B. Cade, by the President, who stated that the All School English Program, under the supervision of a committee of which Mr. F. A. Williams is chairman was functioning well . . . . An invitation was extended to those who are not immediately identified with the instructional program of the University, to attend an instructional faculty meeting, which at this time is making progress studying the general educational phase of the curriculum that must be submitted to the State Department of Education soon, and to take part in the deliberations. At the conclusion of the statement by the Dean, the President took the occasion to endorse what he had mentioned concerning the instructional meeting, with special reference to the minutes by the secretary of the group, who does a commendable job (Faculty Minutes, March 3, 1944).

The record of a faculty meeting held three months later included information relative to the report on instruction:

It was brought out that *Human Geography* would be a required course beginning in September. That all curricula sent to the State Department of Education had been approved except one -- that one was waiting upon the appointment of a head . . . . The Dean announced that an instructional faculty meeting would be held Thursday, June 15, at 3:45, to
discuss 'What should the orientation courses on the basis of our setup for next year contain?' (Faculty Minutes, June 13, 1944).

Dr. Clark's response to this report was described as follows:

At the conclusion of the Dean's report, the president asked if, in the light of his statement concerning the curricula, it meant that the general education problem was straight, to which the Dean answered in the affirmative, further adding that there would be an identical curriculum for the freshmen in all departments or divisions. The President asked if syllabi would be worked out for all courses. The Dean answered that there would be, and that at the end of each nine weeks there would be a complete report made of freshmen activities. The suggestion was presented by the President that the examination be administered by someone not on the University faculty. Mr. Z. O. Gill asked what would be the advantage of someone other than a member of the faculty, administering the tests. To this question the President answered that 'It would be absolute, more objective' (Faculty Minutes, June 13, 1944).

Perhaps the best indicator of the quality of Dr. Clark's leadership in the area of curriculum and instruction was the program expansion which took place. By the fall of 1945, courses had been added in radio and electricity, a major was being offered in sociology, and added departments were Foreign Languages, Physics, and Psychology (Faculty Minutes, October 1, 1945). By 1946, in order to accommodate veterans, courses were opened in auto mechanics, carpentry, woodwork, tailoring and shoe repairing. Additionally, six extension centers were being conducted (Faculty Minutes, February 26, 1946).

Allied with the university program was the Reserve Officers Training Corps (ROTC), the administration of which Dr. Clark shared with military science personnel. The ROTC was activated at Southern University in 1948. Each year the unit trained a group of selected students to become commissioned officers. The first group to be
commissioned received their second lieutenant bars in May of 1950 (State Times, July 10, 1950).

During the summer of 1950, Southern University had fifteen ROTC students at Fort Eustis, Virginia. Dr. Clark visited Fort Eustis July 18, 1950, as a guest of the Department of the Army. The purpose of the visit was to acquaint university presidents and deans whose schools participated in the program with the training aims of the ROTC. While at the camp, Dr. Clark saw Southern University's Cadets undergoing practical military instruction based on training they received during the regular school year (State Times, July 10, 1950).

In his administration of Southern University Felton Clark scheduled reports on the ROTC at faculty meetings and provided for the nature of the program to be explained to the group (Faculty Minutes, October 12, 1949).

**Student Affairs**

The significance of student affairs in the administration of Felton Clark was indicated in his statement to the faculty at the first faculty meeting in 1940. On this occasion he stated:

I have formally greeted you as new and old members of the faculty. I want to take just a short time to give you the meaning of Southern University and how you fit into it. I think the Board would agree with me when I say that we must take these young people who come to us and see to it that they get the most out of their formal life. In order to do this, our work must be done in a thorough way. As an administrator and one interested in administration, I am going to fight to get the best prepared teachers in their respective fields, that these 800 people who come to us will get the best out of life (Faculty Minutes, October 15, 1940).
Essentially, Felton Clark's position was that the main purpose of all personnel at Southern University was "to help the students grow in terms of their interests" (Faculty Minutes, February 15, 1944).

During the early years of his presidency, Felton Clark was the main presenter in faculty meetings. He was an astute observer of student affairs. Some concerns which he expressed during this period related to expenses involved in fraternities, building morale and decorum in the student body, faculty assistance to students, and students' academic performance (Faculty Minutes, January 24, 1939; December 29, 1939). Beginning in the mid-forties, the records of faculty meetings include reports relating to student affairs presented by the dean of instruction and by the deans of women's and men's personnel. The scope of student concerns was now expanded to include housing, general regulations, dormitory organizations, student adjustment, and the assumption of responsibilities (Faculty Minutes, October 19, 1944).

Dr. Clark sought also to apply trends and developments in education to the program for students at Southern University. The minutes of one faculty meeting record the following expression of this concern:

The President mentioned that during recent trips on which he served as a member of the Inspection Committee at Colleges in Texas and an Advisory Committee at Howard University, he found that more attention is being given to scholarship and to analysis of students. He wished to know how much use is being given this particular score at Southern University. He stated that while such questions could not be answered in a general meeting, he did want the faculty to know that such problems were on the hearts of all (Faculty Minutes, February 26, 1946).
Thus, in policy and practice, Felton Grandison Clark gave priority to student affairs during the 1938-1954 period of his presidency.

Faculty Development

Probably next to Dr. Clark's concern with student affairs was his attention to the hiring and development of a highly competent faculty. In this regard, Dr. Clark sought to attract outstanding professionals to Southern University (Faculty Minutes, October 15, 1940). Referring to a faculty of high quality in the fall of 1939, Dr. Clark stated:

For the new season we bring back to the campus (from Prairie View) as dean, Mr. J. B. Cade -- a true scholar and a gentleman. There will be about three other 'new' teachers, all men and women of character and common sense; some with Ph.D. degrees and some without -- all GOOD with every implication of the word. They will make you proud that you've dwelt among the stately oaks on 'Scott's Bluff.' We still believe that the heart of a school -- regardless to level -- is an upstanding faculty. To the best of our ability we want Southern's heart to be strong. People of stamina, sound principle and conviction, and of thorough scholarship are the world's best asset. Southern should do her part to develop and conserve such an investment (Bulletin, September, 1939).

In his efforts to promote development of the faculty of Southern University, Felton Clark sought scholarships which would finance faculty study (Faculty Minutes, December 23, 1939). He also shared information with the faculty on opportunities for further study or other possibilities for advancement (Faculty Minutes, April 25, 1944). Additionally, Dr. Clark's practice was to announce the academic achievements of specific members of the faculty.
Something of Dr. Clark's feelings about faculty development is revealed in his commentary on faculty and graduates' achievements at the beginning of the fall, 1939 school year. Dr. Clark wrote to the alumni:

You'll be happy to know that among others, William Reed, Rebecca Franklin Netterville, Lubertha Dyer, Irma Handy, Bolton Price, and Cluren Cohen did S. U. proud at Iowa State College the past quarter. Mrs. Netterville received her M.S., having made an enviable record. Significantly, our graduates have no deficiencies regardless to the field -- which is not equally true of graduates of all other colleges . . . Camille Stivers Shade out of about two hundred others was one of the thirty doing advanced work in the Columbia Library School -- to which admittance is even a distinct honor. Odile Cage, Tena Thomas, Earline Cary, and W. D. Smith also help Teacher's College to know that Southern isn't just a college with several beautiful buildings. Of course, 'Mother Ida' Nance Givens has such a record there that they ask me (whenever I go back) if she knows me . . . . During the regular year the 'youngsters' of Southerndom really achieved. Elton Harrison and William Clem earned their A.M.'s at Fisk with a distinguished record . . . From a class of more than thirty from the Atlanta School of Social Work, four were chosen to be the school's first graduates with an A.M. Although the enrollment is composed of students from all parts of America, from Negro and mixed colleges, two of the four, Tommie Lee Pradd and Dela Johnson, were S. U. graduates . . . Very probably, I do not have the facts on hand about others, but I believe that the above picture will brighten any S. U. mental album. Don't You? (Alumni Bulletin, September, 1939:6-7).

With regard to faculty development, then Felton Clark's administration from 1938 to 1954 was characterized by active leadership in recruiting promising faculty members, facilitating their educational advancement, and "advertising" the outstanding achievements of all (Huel Perkins, April 9, 1976).
Chapter 4
THE PRESIDENCY OF SOUTHERN UNIVERSITY
1955 - 1968

The writings of Felton Grandison Clark suggest that he had an idea as to the purpose for which educational institutions for blacks have historically existed. In an article written for the Journal of Negro Education, he made four basic generalizations. Of institutions for higher education for blacks between 1865 and 1900 Clark wrote:

1. The program was oriented to vocational education in that emphasis was placed on agriculture and trades for the boys and home economics for girls.

2. The early institutions established were in reality nothing more than elementary and secondary schools which employed meagerly prepared teachers.

3. The training of teachers was a major function of the institution.

4. The early publicly-supported institutions operated with insufficient funds (Clark, 1958:224).

Supporting these generalizations, Dr. Clark contended that there was a gradual shift in the significance and operation of institutions of higher learning for blacks. This shift represented a biography of the South. For according to Dr. Clark:

Educational institutions reflect the culture of the regions in which they exist and the development of educational institutions for Negroes has paralleled the changing status of the Negro within the complex of the changing American life economically, socially and politically (Clark, 1958:225).
The change which affected the way in which Dr. Clark governed Southern University during the last fifteen years of his administration was brought on by the challenging of the constitutionality of the Plessy vs. Ferguson decision. This case wrote the "separate but equal" doctrine into American Constitutional law (Commager, 1958:628).

**THE UNITED STATES SUPREME COURT DECISION OF 1954**

This decision ruled that "separate but equal" educational facilities are inherently unequal. In part, the decision said:

> We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal deprive the children of the minority group of equal educational opportunities? We believe that it does . . . .

> We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment (Commager, 1968:608).

After the United States Supreme Court decision of 1954, it was no longer necessary to maintain schools for the sole purpose of separating minorities from the majority group. The decision may be viewed as the channel through which blacks were given the opportunity to transform themselves from being members of a mere folk culture to a functioning part of the American way of life. Regarding this thought, Dr. Clark asserted:

> In the meantime, as the Negro becomes more centrally involved in main currents of American life, he acquires the American way of improving his status. Since the First World War, and especially since the Second World War, Negroes have been increasingly exposed to new patterns of behavior and new
modes of thought as barriers of isolation crumbled the impact of international tension, mass education, and expanding industrialism. Negroes are accepted in educational institutions and in professional and learned societies formerly closed to them (Clark, 1958:321).

According to Dr. Clark, institutions of higher education for Negroes had a specific mission following the United States Supreme Court decision of 1954. He said, "Negro colleges had the interesting challenge to become American institutions rather than institutions for a special group" (Clark, 1958:253). Earlier, Dr. Clark outlined the specific needs which Southern University had to fulfill, within the next few years, in order to meet this challenge. The three needs he named were: (1) The strengthening of the Arts and Science programs; (2) More concern for ways and means of improving human relations; and (3) Developing methods to help students think critically (The Houston Informer, May 19, 1956:3).

By 1955, Southern University was the United States' largest publicly supported institution for blacks (Morning Advocate, July 7, 1958). Its student population numbered approximately 3,273 regular students, and was growing at the average of 300 students per year. At this same time, the university had 202 teaching faculty members. The university offered undergraduate degrees in forty or more areas and one professional degree, a Bachelor of Legal Letters. The areas of specialization were diversified and included, among others: home economics, liberal arts, business, biology and education (Southern University Catalog, 1955).

The major changes in Southern University over the next few years were in two areas. The larger change was in the amount of
money available for the acquisition of new buildings (Reed, January 24, 1962). In practical terms, this money allowed Southern University to add to its already existing physical plant and to add two branch colleges, making it a system of colleges. The first branch college was established in New Orleans in 1956, and the second one was opened in Shreveport the following year (Morning Advocate, March 11, 1971). The second area of change for Southern University occurred in the composition of its student population as a few white students sought entrance to Southern University (Warren, 1965:16).

While the curriculum changed little during the late 1950's, there was one significant addition to the programs offered by the University in 1958. Dr. Clark recognized a need for a graduate school, and upon request, the institution was authorized by the Louisiana State Board of Education to add a program of graduate studies. The approval read:

On April 28, 1956 the State Board of Education authorized Southern University to proceed immediately with the completion of plans for the establishment of a graduate school which would offer a program leading to a master's degree in Education. Opportunities are provided for concentration in the areas of Elementary Education, Secondary Education and Special Education (Landry, June 30, 1957).

Felton Clark also saw the need for a change in the organizational structure of the University. By 1960, it had been reorganized to include four colleges, three divisions, and two schools (Lane, 1969:135). The colleges created were (1) the College of Agriculture, (2) the College of Arts and Sciences, (3) the College of Education, and (4) the College of Engineering. The three divisions
which were organized were Home Economics, Commerce and Music. The two schools were the Law School and the Graduate School.

By the late 1950's, Southern University, under the leadership of Dr. Felton Grandison Clark, had made considerable progress. In the words of a 1938 graduate of Southern, "The brain child of Dr. J. S. Clark and the founders has become an adult both in size and service" (Williams, March 9, 1957).

Throughout the years from 1955 to 1960, Dr. Felton Clark continued to participate in many university and other professional activities. So numerous were his involvements that in discussing his appointment to serve on the resolution committee of the National Council of Higher Education, the Morning Advocate pointed out that:

Dr. Clark holds membership in 65 professional organizations, and holds offices in most of them. He is also an appointee of several national, state and local commissions and boards and receives requests each year to fulfill speaking engagements throughout the nation (Morning Advocate, March 5, 1955).

THE STUDENT DEMONSTRATIONS, 1960-1962

According to G. Leon Netterville, only future history will reveal whether Dr. Clark was right or wrong in his action toward the students during the demonstrations of the early sixties (Netterville, May 18, 1976). Dr. Clark suspended or expelled the students who were identified as instigators of the marches and the sit-ins. The events typified the social changes that evolved from the various civil rights cases in the federal courts. One such case was that of the Civil Rights Act of 1957. This was the first of its kind since Reconstruction. According to Commager, the Act:
Created a Federal Civil Rights division in the office of
the Attorney General, empowered federal prosecutors to obtain
injunctions against those who denied any citizen his rights
under the constitution, and permitted trial of offenders in
contempt of these injunctions without jury in criminal cases
(Commager, 1968:632).

The Civil Rights Acts of 1964 provided for the appointment
of referees to help Negroes register to vote (Commager, 1968:709).
Southern University's students, prompted by these acts and others
and by the growing unrest among students on college campuses
throughout America, began their demonstrations by requesting to be
served at the lunch counter of Kress store in Baton Rouge. Other
activities included sit-ins at the lunch counters of Sitman's Drug
Store and the Greyhound Bus Station, and marches to the State Capitol
and to the East Baton Rouge Parish jail.

Dr. Clark's suspension and expulsion of the students may
have been influenced by the State Board of Education. The State
Times discussed the direction given by the Board as follows:

The State Board of Education has warned all college
presidents in Louisiana under its jurisdiction that they are
expected to take disciplinary action against any student or
students involved in incidents which would discredit the
institution or the state educational system . . . (State
Times, March 16, 1960).

A letter from Shelby M. Jackson, State Superintendent of
Education during the demonstrations of the 60's, suggests that Dr.
Clark's actions in suspending and expelling the students met the
approval of the State Board of Education. Excerpts from the letter
read:
"Dear President Clark:

"This is to advise that the State Board of Education on April 26, 1960, passed the following motion:
"It was moved by Mr. Madison, seconded by Mrs. Meade, and carried that the Louisiana State Board of Education take official notice of the outstanding manner in which the recent disturbance at Southern University was handled by Dr. Felton G. Clark, President, with assistance of his staff and faculty . . .
"The standards, rules and regulations of all institutions of higher learning and of the State Board of Education in reference to the conduct of students and personnel are of long standing, published and well known.
"Although under tremendous pressure and strain, Dr. Clark . . . enforced these rules and regulations firmly, fairly, and uniformly and successfully handled an unfortunate situation which could have resulted in the loss of the opportunity of an education to thousands of young men and women in Louisiana" (Jackson, April 28, 1960).

Dr. Clark's reaction to the demonstrations did not receive approval from many sources, although they were sanctioned by the Louisiana State Board of Education. C. Van Woodward, in an article published by Harper's Magazine, criticized Dr. Clark and felt that he needed little prompting. He gave this account of the demonstrations:

President Clark not only complied with the Board's ruling, but closed the University until after the Christmas holidays. Students had scarcely returned when further protest prompted Clark to close the university again until further notice. He ordered every student off the campus with his belongings by five-thirty that afternoon. Upon re-opening ten days later, the President required all students readmitted to register anew. The purpose, according to the Baton Rouge State Times, was 'to weed out trouble makers.' The number denied readmission has not been revealed, but a hundred students were simply not informed of the re-opening and some two hundred were readmitted on probation after "good citizenship" pledges. Among those who did not return, according to well-informed faculty members, were many of the best students and campus leaders. "We at Southern," declared President Clark," are interested in education, and nothing else" (Woodward, October, 1962:82-84).
Adolph L. Reed, a faculty member at the time of the
demonstrations, questioned the statement, "We at Southern are
interested in education, and nothing else." He challenged Dr. Clark
by asking, "Can 'education' realistically exist in the abstract?
Can there be 'education' that exists apart from people and issues?"
(Reed, January 24, 1962). Mr. Reed further criticized Dr. Clark as
a College President. He said:

During the approximately two-year period of the 'sit-ins,'
rational analyses and projections could have it appear that
presidents of Negro colleges would have together formulated a
policy for presentation to their respective governing boards,
a policy different from the one that assumes blind
allegiance to the status quo to be the only course of action
(Reed, January 24, 1962).

Mr. Reed suggested that Dr. Clark should have informed his
administrative superiors that he could not channel nor control the
currents of history (Reed, January 24, 1962).

Jim Moss, a student at Southern during the demonstrations of
the early 60's, was also critical of the way in which Dr. Clark
handled the demonstrations. Mr. Moss felt that Dr. Clark's motive
in preserving the University was a selfish one.

The only time in which Dr. Clark called us together was
when he wanted to tell us of our inability to maintain our-
selves and of our dependency upon those who made it possible
for Southern University to exist. It was almost impossible
to meet with Dr. Clark unless he called the meeting. Seeing
him on a one-to-one basis was difficult (Moss, June 14, 1976).

Dr. Clark explained his reaction to the demonstration as he
appealed to the student body to help him save Southern. He said:
"Like Lincoln who sought to preserve the Union, my dominant concern
is to save Southern University . . . . If I had things to do over,
I would do them a little differently" (Warren, 1965:16).
President Clark was not insensitive to the demands of the students nor the wishes of the State Board of Education. He alluded to this point in an interview with the *Morning Advocate*.

A Negro president of a university in the South must be battling all the time. He is between the fire of Negro people and elected officials who happen, most of the time, to be white. And without losing one's integrity one must walk a straight and narrow path. This is especially true with the Negro militancy of today. Negro youth of today believe they should have anything anyone else has. But these things must be acquired through established channels. Change will come through the organized system (*Morning Advocate*, October 14, 1968).

Dr. Clark spent a great deal of his time trying to maintain Southern University during the years of its greatest crisis, 1960-1962. At the same time, he continued his involvement in other local and national activities. An example of this fact can be seen when Dr. Clark was named as a member of the Advisory Committee of the Survey of Federal Programs in Higher Education in 1960. The purpose of this committee was "to suggest fruitful areas of inquiry and to review findings of the studies for their significance to policies and procedures of Federal agencies, which would strengthen the purposes and objectives of higher education" (Little, November 3, 1960).

In 1961, Dr. Clark was the featured speaker at the 50th Anniversary program of Beloit College's Chapter of Phi Beta Kappa. Dr. Clark pointed out that "The College teachers hold the key to transforming the world image of 'the ugly American' . . . . The future of America lies in a citizenry trained to think" (Clark, April 26, 1961).

"Manly Deeds, Scholarship and Love for All Mankind" was the theme of a speech delivered by Dr. Clark in Shreveport, Louisiana, on
The real man recognizes that there can be no happy life without strenuous, unremitting work which occupies mind, body and spirit. This is why great men have always associated themselves with a cause, movement, something vital to human progress. Need I mention the manly deeds of Brothers of Alpha such as Thurgood Marshall and Martin Luther King. These brothers are truly doers of manly deeds (Clark, May 14, 1961).

FINAL YEARS AS PRESIDENT OF SOUTHERN UNIVERSITY 1963 - 1968

In 1964, under Felton Clark's administration, Southern University celebrated its 50th anniversary. This marked an important milestone in the life of the largest land-grant college for blacks in the nation. Over a period of fifty years the school grew to a nationally-recognized institution of higher learning, with an enrollment of more than 5,000 students, a faculty of more than 300, and a physical plant valued at over $35 million. By 1963, there were more than 100 buildings on the main campus, with many having been recently built. Illustrative of one of these is the physical science building, a one million dollar structure which includes laboratories, research facilities, closed-circuit television, an observatory, and a $250,000 health research wing (Baton Rouge, August, 1963).

The school had only two presidents during its half-century in Baton Rouge. Felton Clark attempted to explain the pride that he
had in Southern University as being a part of the Baton Rouge community by saying:

The founder of the present Southern University came to Baton Rouge before Southern. He came when Government Street boasted that it was graveled. Nobody who lived in Baton Rouge during this early era, who had pride in it . . . could feel other than close to it. Logically it follows that any institution with which he is connected would inherit this pride which Southern University has. Parenthetically, the fact that the present president of Southern was born in Baton Rouge and has spent a sizeable period of his life here brings Southern even closer to it (Clark, 1963:5).

There seems to have been a certain urgency in Dr. Clark's activities during the last five years of his presidency of Southern University. He reaffirmed his interest in the welfare of the people in the Baton Rouge community and continued his involvement in the affairs of the state of Louisiana and the nation. In 1938, he urged the teachers to buy property in Scotlandville and to think in terms of exerting a new influence on the community (Faculty Minutes, June 21, 1938). By 1964, he was President of First Federal Savings and Loan Association of Scotlandville. Concerning this organization, Dr. Clark said:

In making loans to families for building new homes, we feel we not only make it possible for these families of our community to realize their home ownership desires but will also contribute to community economic progress (News Leader, May 30, 1964).

In July of 1964, Felton Clark represented the YMCA in Geneva, Switzerland, at the World Alliance Commission on Racial Relationships. In 1964, the Southern Association of Colleges and Schools broke precedence and elected Dr. Clark to its Commission on Colleges. The duty of the Commission was, as it is now, to sponsor the
accreditation of the nation's colleges. Three years earlier, in 1961, Southern University had lost its rating with the Association. With an emergency appropriation from the State Department of Education and with the concentrated efforts of Dr. Clark, deans, faculty members, students, and administrators at Southern University, membership with the organization was restored by the end of 1962 (Southern University Faculty News Bulletin, 1965:1).

By 1969, Felton Grandison Clark was serving as President on leave from Southern University. He served as guest speaker for the commencement exercise on May 26, 1969. Upon this occasion, he challenged the graduating class to strive for excellence in all things. Dr. Clark said "Excellence catapults us from the mediocre. The common is rarely honored because it requires no effort to be average, no skills and no sacrifices, and he is chosen last" (Morning Advocate, May 27, 1969). The main thrust of Dr. Clark's address concerned itself with an appeal to the students to resist becoming a part of Louisiana State University. He talked of trends in HEW's guidelines and the decisions of the Federal courts which strongly suggested that Southern will cease to exist and Southern's Baton Rouge campus will become a part of Louisiana State University. Dr. Clark challenged the charge that Southern will cease to exist.

At the end of the commencement exercise, Mr. G. Leon Netterville, Southern University's Acting President, lauded Dr. Clark for his "guidance and leadership in moving Southern from a fledging young college to its present position" (Morning Advocate, May 27, 1969).
An important milestone in Dr. Clark's life during this period, 1956-1968, was his marriage to Allene Knighten. They were married on August 22, 1958.
Chapter 5

RETIREMENT YEARS

Felton Grandison Clark was officially retired from Southern University on October 13, 1968, by the Louisiana State Board of Education. He had prior knowledge of the fact that the Board planned to retire him when he became 65 years of age. This is evident in a letter dated September 20, 1968, and sent to the board requesting a leave of absence. In the letter, Dr. Clark said, "My assumption is that during this transition period there will be adequate time and understanding for me to bring to a desirable close those things affecting my official and personal life" (State Times, September 26, 1968).

The letter further stated that:

As new history is made for Southern University, building upon the foundations of its accomplishments of the past and present, my greatest wish is that it will have the spiritual and material resources to match its immeasurable ceiling and its unlimited possibilities, within the nation, within the world (State Times, September 26, 1968).

Minutes of the State Board of Education dated September 26, 1968, report the retirement of Dr. Clark. A portion of those minutes read:

After returning to General Session, Dr. Woodard stated that the Education Committee of the Board felt that since it is a well established policy of the Board for all administrative officials working for the State Board of Education to retire at the age of 65 years, and since Dr. Felton G. Clark will become 65 years of age on October 13, 1968, Dr. Woodard made the following motion:
On the Motion of Dr. Woodard, seconded by Mr. Whetstone and at the request of Dr. Clark, the board granted Felton G. Clark, president of Southern University, a leave of absence with pay from October 14, 1968 to June 30, 1969 (Minutes of the State Board of Education, September 26, 1968).

The period of leave which was granted to Dr. Clark was spent working closely with the President-designate, G. Leon Netterville. Dr. Clark was seldom seen on Southern University's campus.

The Southern University Alumni Federation honored Dr. Clark at a testimonial dinner on May 16, 1969. The featured speaker of this occasion was Judge Carlos Spaht. In his address Judge Spaht called Dr. Clark's father the "father of Southern University just as George Washington was the father of these United States" (Spaht, May 16, 1969). He stated that because of Dr. J. S. Clark's patience, understanding, intelligence, and above all, his diplomacy, he was able to establish and nurture a dream that young people would have an institution where they might become teachers and leaders among their fellowmen.

In keeping with Judge Spaht's philosophy, he advocated three simple graces which Dr. Clark and his father exemplified. These graces were faith, hope, and love. Specifically, Judge Spaht spoke on these graces:

. . . . Faith in the destiny of their University despite the difficulties, the problems, the disappointments and heartaches. Faith in their country, realizing that this is a grand and glorious nation, and even though not perfect, yet there abounds herein more "justice" and the "blessings of liberty" than any other nation in the world . . . . Hope because of the faith that was in them. Hope because that faith was not feeble but powerful . . . . Love that led them to remember to appreciate all men regardless of their places in life, socially, financially or otherwise. Love that
radiated from their character and education which made life happier, sweeter and stronger for every man which they met (Spaht, May 16, 1969).

Finally Judge Spaht expressed his gratitude and appreciation as well as that of the 13,000 graduates of Southern University.

DEATH

Dr. Clark died on July 6, 1970, one year after his official retirement. The July 11, 1970 issue of the Louisiana Weekly headline read "Dr. Felton G. Clark is Claimed by Grim Reaper." The newspaper praised Dr. Clark for bringing Southern University from what was in 1938, a small college to what was at the time of his death the largest institution for blacks in the United States (Louisiana Weekly, July 11, 1970).

In reference to Dr. Clark's death an editorial in the Morning Advocate read:

Death of Dr. Felton G. Clark, the retired president of Southern University, takes from our midst one of the finest citizens Louisiana has been able to claim across the nation as he moved from one achievement to another.

A man of great dignity, schooled from the beginning by his late father to eventually take the helm of the largest public Negro institution in America. Dr. Clark's contributions to the advancement of Louisiana and all its citizens were remarkable. Many of them went unpublished, for in the delicate area of racial relations in this area for the last quarter of a century, he was a whiz at solutions acceptable to both black and white -- decisions which were sometimes best executed without fanfare. He moved without apology or timidity for the advancement of the black people of this state; he acted without rancor and with understanding of the feelings of both black and white.

His patience, his love of mankind, his devotion to a better way of life for all made him a truly outstanding figure in Baton Rouge, Louisiana, and the rest of this country. His guidance and counsel will be missed not only by students and
alumni of the university with which he was associated for so many years, but by all in this community who valued his leadership (Morning Advocate, July 8, 1970).

A tribute paid Dr. Clark on his funeral program seems appropriate here. Excerpts from the tribute read:

The pursuit of excellence in all endeavors was the guiding principle in his life. The inspiration which he imparted in this direction is reflected in the accomplishments of many . . . . It was in this position that this brilliant and capable educator made an unforgettable impact upon those who knew him (Funeral Program, July 9, 1970).

Dr. Clark was buried on Southern University's campus in Baton Rouge, Louisiana, July 9, 1970. Three sepulchral mounds located on the east bank of the Mississippi River mark the grave sites of Felton Grandison Clark, Octavia Head Clark, and Joseph Samuel Clark.
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October 2, 1934 June 13, 1944
February 5, 1936 October 19, 1944
June 27, 1936 February 26, 1945
January 12, 1937 October 1, 1945
March 2, 1937 February 26, 1946
January 3, 1938 October 12, 1949
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B. SECONDARY SOURCES

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2. Periodicals

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4. Interviews


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APPENDIX I

CHRONOLOGICAL OUTLINE OF THE LIFE OF
FELTON GRANDISON CLARK

1903  Born October 13 in Baton Rouge, Louisiana.
1922  Received Junior College Diploma from Southern University.
1924  Received Bachelor of Arts degree from Beloit College, Beloit, Wisconsin
1925  Received Master of Arts degree from Columbia University, New York, New York
1925-1927 Taught at Wiley College, Marshall, Texas
1927-1930 Taught at Southern University, Baton Rouge, Louisiana
1931  Taught at Howard University, Washington, D. C.
1933  Received Doctor of Philosophy degree from Columbia University
1934-1937 Dean of Southern University, Baton Rouge, Louisiana
1936-1937 Served on Staff of United States Office of Education
1938  Became President of Southern University on June 30
1940  Served as Vice President of the organization of Negro Land-Grant Colleges and Chairman of the Committee on Research and Findings
1942  Vice President of Association of Colleges and Secondary Schools for Negroes
1946  Appointed a member of the Committee on Southern Regional Studies and Education
1946  Received Phi Beta Kappa Key
1946  Received Doctor of Literary Laws from Beloit College, Beloit, Wisconsin
1947  Chairman of the Louisiana State Committee for the Republic of Liberia Centennial Commission

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1950  Appointed Member of the Executive Committee for Mobilization of Education

1958  Married Allene Knighten

1960  Named a member of the Advisory Committee of the Survey of Federal Programs in Higher Education

1964  Represented YWCA in Geneva, Switzerland

1968  Retired from Southern University

1969  Served as President on leave

1970  Died in New Orleans, Louisiana
APPENDIX II

ORGANIZATIONS IN WHICH FELTON GRANDISON CLARK HELD MEMBERSHIP

Honor Fraternities

Phi Beta Kappa
Alpha Phi Omega
Kappa Delta Pi
Pi Gamma Mu
Beta Kappa Chi
Alpha Kappa Mu
Phi Beta Delta
Kappa Phi Kappa

Social Fraternities

Alpha Phi Alpha
Sigma Pi Phi

Affiliations

Member, World Council of the Y.M.C.A.
Member, National Council of the Y.M.C.A.
Member, National Scholarship Selection Committee of the Y.M.C.A.
Member, Board of Foreign Scholarships of the United States of America
Member of the International Committee of the Y.M.C.A.
Member of the Special Commission on the Strategy of Recruiting and Training for the Y.M.C.A. Secretary-ship.
Thirty-third degree Mason

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VITA

Iris Johnson Perkins, daughter of Minnie Toney and Ceylon Johnson, was born in Columbia, Marion County, Mississippi, August 23, 1928.

After graduation from Globe Academy, she attended Jackson State University, from which she received a Bachelor of Science degree in 1946, with a major in elementary education. She received a Master of Education degree from Northwestern University, Evanston, Illinois, in 1950.

Her professional experiences include teaching in the public schools in Columbia, Mississippi, serving as supervising teacher at Southern University Laboratory School, teaching at Southern University and serving as guest lecturer at Louisiana State University.

She has two daughters, Daphne and Myrtle Perkins.
EXAMINATION AND THESIS REPORT

Candidate: Iris Johnson Perkins

Major Field: Education

Title of Thesis: Felton Grandison Clark, Louisiana Educator

Approved:

[Signatures]

Major Professor and Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

[Signatures]

Date of Examination:

October 25, 1976