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GRAMBLING STATE UNIVERSITY:
A HISTORY
1901 - 1977

A Dissertation
Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
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in
The Interdepartmental Program of Education

by
Mildred B. Gallot
B.S., Grambling State University, 1959
M.A., Louisiana Tech University, 1968
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ABSTRACT

The purpose of the study was to discover how Grambling State University developed as a black institution in rural North Louisiana given the key problems it faced from 1899 to 1977. Specific details highlighted: structural and operational changes between 1899 and 1977; administrative philosophies; the transformation of Grambling State University into a modern multifaceted university; its unique role in educating blacks; and the manner in which the administrative philosophy of its two presidents fulfilled the role, purpose and institutional goals.

Data for the study were secured through personal interviews; from minutes of the official proceedings, Louisiana State Board of Education, and the Lincoln Parish School Board; Louisiana State Archives collections; newspapers and journal articles; institution bulletins; personal papers; legislative acts; and unpublished theses.

The history of the institution and the two administrative leaders was contingent upon the development of public education for blacks in the South, particularly in Louisiana. Both the town of Grambling and the university originated in a one and one-half square mile area known as Wart II, Lincoln Parish.

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Grambling State University evolved via the determination and desire of blacks in North Louisiana to provide educational instruction for their children. In 1901, Charles P. Adams arrived in answer to their request for a teacher. The difficulties encountered by Adams as he attempted to establish the school included: lack of money, discontentment among blacks, opposition from whites, and limited resources. He was successful in securing funds from the Lincoln Parish School Board and acquiring state support for Louisiana Negro Normal.

In 1936, Ralph Waldo Emerson Jones took over the helm of Grambling State University as the school's second president. Despite the fact that Jones encountered some of the same problems as Adams, he was nonetheless successful in effecting numerous financial, legislative, athletic, academic, and structural development changes, and securing world wide acclaim for the school.

Adams' philosophy was embodied in the fundamentals of industrial education. In contrast, Jones viewed the whole educational process as a matter of composite adjustment in education, pursuant to the changing needs of society.
Chapter I

INTRODUCTION

Background of the Study

The development of black colleges and universities in the United States has been linked to the particular administrative styles of their leaders. Examples of this are evident in Samuel C. Armstrong and Booker T. Washington. Armstrong established Hampton Institute in the tidewater region of Virginia as an agricultural institution. He had been impressed with the blacks he came in contact with during the Civil War. He wanted to continue the farming and skilled artisan tradition that he saw they exhibited. Armstrong's most famous pupil, Booker T. Washington, left Hampton in 1881 to become the principal of Tuskegee Institute in Alabama. He emerged as the apostle of industrial education for blacks.

Grambling State University started as a small trade school. From 1899 to 1901 black children were trained in reading, writing, arithmetic, domestic science, and shop skills. Located in the northern section of Lincoln Parish in the state of Louisiana, Grambling served farmers in the area who wanted a school for their children. It was founded by the North Louisiana Colored Agricultural Relief Association under the direction of Lafayette Richmond. The creation of the
North Louisiana Colored Agricultural Relief Association was a culmination of efforts by former slaves and their children to form some resemblance of a community. The members of the organization had lived on neighboring plantations prior to the Civil War. In 1875, the freedmen started buying small plots of land from the various plantation owners. A former slave-owner, Thomas Standifer, sold Jim Gipson 160 acres in what is now the immediate Grambling area. Gipson, in turn, sold his land to Alfred Richmond and his wife, Parthenia, in 1875. Part of this land was leased to P.G. Grambling, a white man, as a site for a sawmill, and this served as the impetus from which the town of Grambling was to develop. The farmers' association purchased twenty-three acres of land from John Monk at five dollars per acre and proceeded to erect a two-story building to serve as a school and meeting place. Two teachers, Henry Wynder and Alice Wilson, were subsequently hired, and taught two three-month school terms. Since the desired building was not yet completed, the old Allen Greene Store was used. Allen and Charlie Green, two white brothers, started a subscription school west of what is now Grambling. This school, the Allen Greene Academy, was not publicly supported financially.

Realizing that they did not have the expertise to operate a full time school, the Relief Association authorized three of its members, (Lafayette Richmond, Dennis Hollis, and Ruben Daniels) to write to Booker T. Washington at Tuskegee Institute in Alabama for aid in organizing an industrial
school. An answer arrived on August 4, 1901, in the person of Charles P. Adams. He was a large man standing six feet ten inches tall and weighing 300 pounds. Washington had promised to help Adams set up an industrial school in Grambling.

Statement of the Problem

How did Grambling State University develop as a black institution in rural North Louisiana given the key problems it faced from 1899 to 1977?

Specifically the questions asked were:

1. What structural and operational changes took place between 1899 and 1977 in Grambling State University?

2. What administrative philosophies dominated Grambling during this time?

3. How was Grambling State University transformed from a small rural southern black industrial school to a modern multifaceted university?

4. In what ways did the successive administrations: (a) view the role and purpose of Grambling State University, (b) overcome obstacles to their institutional goals, (c) form policy and effect change?

Importance of the Study

Grambling University has played a unique role in educating blacks in Louisiana. The school has been an institution for a black rural populace who had no place else to go. It has given hope, inspiration and a means for achieving a decent livelihood. The numerous graduates have made significant contributions to society as physicians, lawyers, educators, judges, etc. The history of Grambling has been told in
'bits and pieces'. The present study has attempted to encompass the entire story, in addition to citing to what extent the administrative philosophy of two presidents fulfilled the institutional goals over the years.

**Review of the Literature**

The education of black people is a fascinating chapter to the continuing history of education and democracy in the United States. Elementary schools for freedmen began in the southern states during the Civil War. It was a momentous task because a law had been passed by the Legislature of Louisiana in 1831 forbidding the teaching of slaves to read or write. Illiteracy was nearly 100% among the slave population by 1860. Perkins (1930) reported however, that there was a passion for education among slaves and free people of color even though they knew it was dangerous.

Ironically, the establishment of state school systems with provisions for blacks in the south began in West Virginia in 1863. West Virginia had been established as a state in protest of succession from the Union by Virginia. McCuristion (1939) found that in 1864, General James Banks issued an order establishing a system of public schools for the freedmen of Louisiana. This was the first school to be supported by taxation.

The Reconstruction governments in the South had as one of their main objectives' the establishment of systems of public education, and they levied the first universal school
taxes the region had ever known. The question of educating blacks in Louisiana caused bitter debate in the Constitutional Convention of 1864. Delegates argued that whites should not be taxed to educate black children. Despite this opposition, however, a compromise was reached in the debate whereby taxation was left to the legislature with a guarantee of public education for all children. Shugg (1936) claims this proved to be the beginning of education for blacks in Louisiana. The Constitutional Convention in 1868 wrote a ban on segregation but only one attempt to test the law was recorded. The children of P.B.S. Pinchback, Louisiana's black Lieutenant Governor, attempted to enroll in the Boy's High School in New Orleans, only to be driven out by a mob of white students. One of the leaders of the mob offered an explanation which can serve as an epitaph for the entire segregation movement. "They were good enough 'niggers,' but they were still 'niggers'" (Bond, 1934).

According to McCrustion (1939), many problems of public education for blacks have their origin in the dual school system that was established. Attitudes and practices conceived at this time about education for blacks have remained in some instances until the present day. The strategic uniting of the whites for the common goal of determining the forward progress of blacks in the South after Reconstruction had grave consequences for their education. The black child's participation in education was related to the southern economy and his fathers' employment. The white
landowner and employer of blacks had little use for black literacy. The poorer whites even feared the small amount of power that literacy would give the black man. According to Harlan (1968), inferior educational opportunity for blacks appeared to have been one of the few things upon which most whites agreed.

Perhaps the greatest opposition of Louisiana whites was directed against the presence of Northern white teachers in black schools. Superintendent T. H. Harris (1924) stated:

The white population was not enthusiastic about the education of Negro children in the first place, but if Negro schools must be provided, public sentiment demanded that the instruction should be offered by Negroes and not by 'Yankee school teachers.'

Holmes (1934) wrote that "Northern sentiment relative to the education of blacks was strong enough to warrant the sending of thousands of teachers and millions of dollars to the South to establish schools." Organizations like the American Missionary Association, the George Peabody Fund, the John F. Slater Fund, the General Education Board, the Julius Rosenwald Foundation, and finally the United Negro College Fund, all made significant contributions to the education of blacks reported Leavell (1930).

Black leaders were unanimous in desiring educational opportunities for their own but did not always agree as to what constituted the best type of education for blacks. At one time, Booker T. Washington and W.E.B. DuBois differed sharply on this point according to Ashmore (1954). Washington, founder of Tuskegee Institute in Alabama, became
the apostle of industrial education for blacks. DuBois headed the group of black intellectuals who feared that the result of such education would be the exclusion of blacks from the higher and more general culture of America. Washington's views reconciled many Southern whites to the idea of education for blacks, thus also affecting the policies of Northern philanthropic foundations for a time. In this particular issue of "industrial" versus "classical" education for blacks, Myrdal (1944) suggests "there was more heat and rivalry between the groups than differences of opinion."

Education for blacks in Louisiana, particularly secondary and higher education, was concentrated in the southern section of the state. Too many of the schools were located in New Orleans. The northern and western parts of the state were practically without educational facilities of any type for blacks. Coleman College, located on a ninety-acre tract of rolling land at the outskirts of Gibsland, was the only school available for blacks within a 50 mile radius. The school was founded in 1890 by O. L. Coleman, a black minister and was under the control of the American Baptist Home Mission Society (Klein, 1928).

After having been neglected for so long, the 1500 member Northern Louisiana Colored Farmers Agricultural Relief Association decided to write Booker T. Washington, asking for a person to establish a school for their children. The members wanted an industrial school but were unsure of the procedures for getting it started. On August 4, 1901, Charles
P. Adams arrived to assume his duties as head of the Colored Industrial and Agricultural School, Allen Greene Community in Lincoln Parish from 1901 to 1904. Green (1929) indicated that the school was reorganized in 1904 and began its operation on the present site in 1905, using Tuskegee Institute as a model. The reorganization was brought about by a series of events; arrests, lawsuits, fights, and gunplay. Adams went to court in 1904 to settle the differences between the organization and himself.

Carter (1972) indicated that the institution became a semi-public school when the first teachers' salary was paid by the parish. Thereafter, one teacher was added each year until 1918, when the institution became a bona fide parish training school, the 'Lincoln Parish Training School', and continued under the support and direction of the Lincoln Parish School Board. In 1928 the school became a state supported institution known as Louisiana Negro Normal and Industrial Institute.

Between 1928 and 1948 we note that there were significant changes in the development of the institution. In 1928 the freshmen year of college was established for the purpose of training elementary teachers for small rural schools. The most significant changes in the educational development, according to Maxie (1950), took place during the years of 1936 when the institution became a junior college, and the presidency changed hands, and in 1944, when it reached a major mark of distinction as a four-year teacher-training institution.
McAllister (1938) described the Louisiana Normal School as carrying a heavy curriculum comprised of social welfare coupled with regular work and adult education. Ashby (1946) indicated that although the school leaders were aware of the necessity to teach the three R's, they were more concerned with the Four H's, Health, Handicraft, Homemaking, and Husbandry.

Very little appeared in the literature after this point. In 1951, The Ruston Daily Leader featured highlights of Grambling when the institution celebrated its fiftieth year of existence. In this same manner, in 1976, the institution published a sixty-four page special edition of the student newspaper, the Gramblinite. Bailey, for an oral history project, interviewed Fidelia Adams Johnson, daughter of the founder of Grambling. The article was abstracted in the November, 1978 issue of Resources in Education and is located in the ERIC Clearing House on Urban Education. The gaps in the literature were filled by interviews and the personal papers of Adams, collection of State Archives, newspaper articles, and college catalogues.

**Delimitations**

This study has as its goal to chart the growth and development of Grambling State University from its beginning in 1901, under the auspices of Charles P. Adams through the end of the presidency of R. W. E. Jones in 1977. Emphases were placed on the trials, frustrations, and successes that
occurred in the process of development. The focus of the study is on the administrations of the two presidents. Background information leading up to the formation of Grambling State University was given in order to establish the role played by the pioneers of this school. Because of the almost indistinguishable line between the university and the town, certain aspects of the history of the town were included.

While Grambling State University is known internationally, this study did not focus on curricular theories, faculty governance, tenure, intercollegiate sports, or any of these issues, except insofar as they were manifested in policy goals of the administration. The focus is on the two presidents of Grambling and their impact on the changes in that institution. While personality affects administrative style, this study did not delve into psychological variables in a psycho-historical manner. While the methodology is historical, the Marxist view of historical writing was not followed here. Rather, this study was approached from an objective viewpoint, paying attention to the oral sources. The oral history technique has become increasingly valuable, especially in treating data that would otherwise escape the investigative researcher.

**Procedure and Sources**

The historical method of research was used in this study. The writer attempted to give an accurate and objective account of the development of Grambling State University, and its administrative leadership.
The writer conducted a Bliss search for related materials, however very little was available through this source. Traditional searching procedures were also used. Interviews were conducted with persons directly linked to the development of Grambling State University. A list of those persons can be found in the Bibliography. The following sources of data were utilized:

References

I. Primary

1. Oral taped interviews (see list)
2. Personal Papers of Charles P. Adams
3. Collection, State Department of Education
4. Legislative Digest
5. Louisiana State Department of Education Official Proceedings
7. Court Decisions

II. Secondary

1. Gramblinites
3. Journal Articles
4. General Catalog, Grambling State University
5. Theses (unpublished)
6. Books
Chapter II

THE FORMATIVE YEARS AT GRAMBLING STATE UNIVERSITY

Charles P. Adams Arrives August 4, 1901

More often than not, the potential, the nature and character, the mission and goals, and the endurance and adjustment capabilities of an institution are embodied in one man. Such is the case with the founder of Grambling State University. His stamina, his ups and downs, his durability, and his unique character and personality all symbolize the institution that he established.

The Gramblinite (1976) reported Adams arrival in North Louisiana, "One of the biggest men ever to be seen in this area got off the train at old Mt. Zion crossing today and was met by a delegation of men from the community." This description given of the founder of Grambling State University was a fitting one. Charles P. Adams was twenty-eight years old, six-feet ten inches tall and weighed approximately 300 pounds. Rev. P. B. Lewis and Dennis Hollis were undoubtedly surprised to see such a giant of a man sent in answer to their request for aid in organizing an industrial school in their community.

Adams traveled by train from his home in Brusly, Louisiana, located in West Baton Rouge Parish, to what was
then known as the Allen Greene stop on the former Vicksburg, Shreveport and Pacific Railroad (Secretary of State, 1904).
In May of 1901 Adams went home to visit his family after graduating from Tuskegee Institute.

The first order of business for Adams was a tour of the Allen Greene site. He observed that his resources would be sorely limited. The school site at that time was located in a dense forest of sweet gum and pine trees about two miles west of the present site of Grambling State University. He pledged to get the school started as soon as possible, and emphasized the need for cooperation from all of the people in the community if the school was to succeed. In an article cited in the *Gramblinite* (1976), Adams told a delegation of the local community that he had a certain philosophy for success: "You've got to be industrious, capable, and honest."

In an article, "A Review of My Experience in North Louisiana," Adams (1931) wrote:

> After being here for two weeks, I was given a contract for four years without receiving one penny. This contract was given by an organization known as the Agricultural Farmers Relief. This organization had possession of twenty-four acres of land and had framed up a two-story building. During the month of August, I traveled very extensively over the whole section of North Louisiana. He traveled by foot, horseback, wagon, and buggy, visiting the different communities and churches. He wanted to become acquainted with the people in an effort to gain financial and moral support for the school. There was no money for his salary or for the teachers he might need. The members of the
Farmer's Relief Association had formed a stock company, with every member owning from one to three shares, each valued at $2.50. They hoped to operate the school and obtain dividends from these shares. Adams (n.d.n.p.) reported:

Early in September, I began to take active charge of the building that had been started by the Farmers Organization. By November 1, the building was sufficiently completed to commence teaching in and it was almost paid for, as I had solicited extensively besides having spent seven hundred dollars of my own money. I had written back home to Brusly and asked my brother Edward to sell my interest in the farm. The building was two stories with a chapel and two classrooms on the first floor with about ten rooms upstairs for a dormitory.

In the meantime, Adams had written Tuskegee requesting two additional teachers: a male teacher, and a woman teacher trained in home economics to instruct the female students. The call was answered by A. C. Wilcher and Martha Adams, daughter of Lewis Adams, Lewis Adams had been instrumental in the founding of Tuskegee.

On November 1, 1901, the Colored Industrial and Agricultural School was opened with three teachers and 125 students. About twenty of the latter were boarding students. The fee charged was $5.00 per month, but since most of the students could not pay in cash, some form of commodity, such as potatoes, flour, peas or other edible products, was offered in lieu of the fee.

The challenge for undertaking such an operation in this small community was great. Charles Phillip Adams was born July 21, 1873, in Brusly, Louisiana, located in West Baton Rouge Parish. He was the son of Edward and Mary Adams.
The family lived on a small plantation owned by Drausie Eion. Charles was left motherless at an early age, when his mother and younger brother burned to death in a freak accident, (a can of oil that was used to light fires exploded). His father remarried and Charles and his three brothers went to live with their maternal grandmother, Mariah Woods. Mariah Woods was a hard and diligent worker. She had been sold to Jim Woods by a planter from Virginia. Since she was a good cook, she was kept as a member of the household staff. Mariah bore eight children for her master. Mary, the third oldest child, was Charles P. Adams' mother.

After her release from slavery, Mariah and her children left the plantation and worked to purchase a piece of property. She was successful in acquiring approximately thirty acres on credit. Through hard work and perseverance the family paid off the debt. She earned a place in the community and Charles remembered that she was respected by members of both races (Adams, n.d.n.p.)

It was from this woman who strongly believed in hard work, that Charles P. Adams received his early training. When the youngest of the three children died, Charles and his brother Edward continued to live with Mariah. He worked on his grandmothers' farm with two of his uncles, John Adams and William Woods. He made a contract one year to work for his Uncle John for a suit of clothes. After John sold the crop, he bought Charles a suit of clothes, but he had no shoes. As Charles (n.d.n.p.) recalled, "Christmas, I was walking around barefooted with my nice suit of clothes on."
William Woods, Mariah's brother, rented approximately thirty acres of land on which to raise crops. Adams worked his grandmother's land, but she received all of the proceeds from the crops. He and his uncle helped each other on the respective farms. Adams believed that his farming experiences helped him to learn the true essence of work. It required dedication and a strong will to endure the harsh working conditions.

In 1892, Adams and his Uncle William contracted to buy 100 acres of land facing the Mississippi River. The price was $4,000. They paid $500 down and agreed to pay the balance of $3,500 in four years. By 1896 they had paid the balance with a little assistance from the federal government through a bounty on domestic production of sugar. Adams received $75 per acre for the seventy acres of sugar cane he grew. At this point, he was considered to be prosperous because his land was paid for. In addition, he owned two young mules valued at $500, 400 barrels of corn, and seventy acres of sugar cane.

However, Adams, had a dream. He could not dismiss the idea of attending school from his mind. He wanted to become a lawyer. His previous education, under the supervision of his mother's half sister, Virginia Woods, included learning how to read, write and perform simple arithmetic. He decided in his absence to leave everything in the care of his uncle William Woods, and made plans to enter Tuskegee Institute early in 1896. Adams stated in his memoirs that he had just recently heard about Tuskegee. He does not indicate how or why he chose that particular school.
His grandmother did not understand why he wanted to go to school at this point in his life. She felt that he was in a position to make a good living. It was probably with great difficulty that he left her because she had been the only mother he really knew and he was, therefore, devoted to her. Nevertheless, he did leave in November, 1896. He went to New Orleans to purchase clothes, a trunk, and a train ticket to Tuskegee Institute.

Adams spent five years at Tuskegee Institute. During that time he became a distinguished speaker. He joined the debating society before registering for school. He knew that he needed to be an eloquent speaker in order to become a good lawyer. He was asked to deliver an address soon after his arrival. He talked about his experiences in Louisiana. After hearing his speech, J. H. Palmer, the registrar, urged him to take courses in agriculture pursuant to his background (Adams, n.d.n.p.)

Even though his uncle William had promised to send him money if he needed it, Adams preferred to work to support himself. He hauled wood to the brick yard and cleaned the boy's dormitory, Porter Hall, for two years. He was promoted to bookkeeper at Tuskegee for the remaining years that he spent there. He also kept books at a livery stable on campus where teachers rented horses and buggies.

Adams was given an examination when he first entered Tuskegee. His grade was lower than he thought it should have been and he expressed disappointment that he was "placed in a
lower class than I wanted" (Adams, n.d.n.p.). The students were graded according to first, second and third rank. Adams did well in school, making the first rank in all his subjects. He represented Tuskegee Institute in debates against other schools. He made high ratings throughout his school career. Owing to the fact that he was older than most of the other young men (he was twenty-three when he went to Tuskegee) he assumed the role of counselor and confidant. He used his persuasive talents to convince them to remain in school when they became homesick and discouraged (Adams, n.d.n.p.).

Adams was very enthusiastic about Tuskegee Institute. In an interview with Max Bennett Thrasher (1901), which appears in the book Tuskegee: Its Story and Its Work, Adams said:

I cannot begin to make anyone understand my delight when I first saw Tuskegee, the beauty of it; and then later, when I began to understand and appreciate the system which prevails here. Then it was that I came to realize the needs of my folk at home... The thing constantly before me now is to go back home, and in some way help the people around my home and at the same time, build myself up.

He was very impressed by the founder and principal of Tuskegee, Booker T. Washington. Of Booker T. Washington, Adams (n.d.n.p.) wrote:

In my opinion there has never been anyone more admirable to me than Dr. Booker T. Washington. He was the finest specimen of a human being I have ever known ... Mr. Washington told our class just before graduation that 'you must work if you get paid and you must work if you don't get paid.' Work was his motto.

Washington often spoke about work to his students. At the
Annual Sunday Evening Talk on May 26, 1901, he said:

As you go out, there is one thing that I want to especially caution you about. Don't go home and feel ashamed of your parents because you think they don't know as much as you think you know. It would be better for you not to have any education, than for you to go home and feel ashamed of your parents, or not want to help them work (Harlen, 1977).

In May, 1901, Adams was called to Washington's office. Adams (1931) later said that he was very surprised when Washington said, "some people in North Louisiana want a man to come there and build an industrial school for them and I have selected you to go, this being your graduation year."

Adams (1931) later recalled:

I at once voiced my sentiment against the proposition, because I had already made plans to go to Howard University for the purpose of taking a course in law. I told him that I had already received my catalog from Howard and had money to pay the expenses for the future course. Mr. Washington's reaction was quick and vigorous. He stated very emphatically that such a course was against his wishes. He said to me "Tuskegee is educating men and women to stay in the South and do their work here. If you study law you will have to leave the South in order to practice it. The race needs your service right here in the South."

By the time he had completed his argument, my viewpoint was changed, because Mr. Washington was one man in whom I had confidence. I knew that he was right and I had nothing else to do but accept his proposition.

Adams left Tuskegee in May, 1901, and returned to his home in Brusly, Louisiana, where he found his grandmother alive and well. He had been away for five years. Adams remained in Brusly for two months. During that time, he took over the housekeeping duties for his grandmother. His experiences at Tuskegee began to pay off. He had worked in Porter Hall as a student janitor. While on a visit to the
planted where his family sold their sugar cane, the
operator tried his best to convince Adams to remain in Brusly
and take over control of the farm, because his uncle had not
managed the farm well while Adams was in school. Despite an
impressive and tempting offer of complete financing for the
needed improvements, Adams remained steadfast to his promise
to Washington to go to North Louisiana and head the industrial
school.

Earl Maxie (1950) wrote the following about the
original philosophy of the founder:

From the outset Charles P. Adams envisioned the
educational needs of Negroes living in the Grambling
Community, and set out to satisfy those needs.
Activities were to be undertaken in the classroom, on
the campus, and in the community. Farmers would be
shown how to produce better crops, buy property,
prepare meals, and provide for health and home im-
provement. Young people, on the other hand, would
be taught the three R's and given instruction in
the care of the body and effective citizenship.
This program was inaugurated because Adams realized
the immediate needs of the people. Help was needed
and sought from white and Negro friends to aid in
promoting the program.

Adams returned to Tuskegee in February, 1902 for the
Annual Farmer's Conference. He remained after the conference
so that he could have a special interview with Washington.
Washington appeared to have been pleased with his achievements
at the Colored Industrial and Agricultural School. He invited
Adams to speak at the Sunday evening convocation. Adams
(1931) stated:

My speech was a success and I received a nice
little sum of money from the faculty members for my
school... I returned to the school jubilant and
feeling fine because my report had pleased Mr.
Washington so well. My determination was redoubled.
Soon after my return I received a letter from Mr. Washington congratulating me on my visit. There was another donation enclosed from the Sunday School at Tuskegee.

Washington obviously was pleased with Adams' progress for he wrote in his book, *Working with the Hands* (1904):

A little more than a year ago one of our graduates, Mr. Charles P. Adams, established a small school near Ruston, Louisiana. At present the school owns twenty-five acres of land, on which a schoolhouse costing $1,200 has been built and paid for. The school term has been extended from three to eight months, with three teachers, all Tuskegee graduates, and 110 pupils. In connection with the classroom work the students are taught agriculture and housekeeping. In regard to Mr. Adam's work, Honourable B. F. Thompson, the Mayor of Ruston, Honourable S. D. Pearce, the representative of the parish in the State Legislature, and Mr. W. E. Redwine, Superintendent of Public Instruction for the parish, says Professor Adams is doing work in the right direction for the betterment of his race.

From the outset of his venture, Adams worked to cultivate the good will of the white population in Ruston. He chose Judge S. D. Pearce as the first commencement speaker for the school in May, 1902. Adams (1931) rememberes two incidents from this occasion. "The Ruston Leader gave us our first write-up and Miss Martha Adams prepared a meal for all of the white persons who attended the commencement exercise." He felt that much of the success he experienced and service he rendered to the Negores of North Louisiana was due to the backing of the whites in this section, to the support from Washington at Tuskegee, and to Miss Fidelia Jewett and Dr. Lillian Martin, two ladies from California. Adams (n.d.n.p.) recalls in his autobiography that:

Miss Fidelia Jewett and her friend, Dr. Lillian Martin visited Ruston in 1902. She had written Mr.
Washington requesting names of smaller schools that she might send aid to. She felt that her help would not be sufficient for such a large school as Tuskegee. Mr. Max Bennett Thrasher working out of Mr. Washington's office remembered me and recommended me. Mr. Washington approved the selection of Grambling for help. She left a check for $500. This money was to be used wherever needed to benefit the school.

The school operated from 1901 to 1905 with Charles P. Adams and his small faculty trying to maintain and promote the idea of an industrial school. The organization of the school was simple. As principal, Adams supervised the day-to-day affairs of the school. However, his activities, in turn, were supervised by the trustees chosen by the Relief Association's Board of Directors (Carter, 1972).

Two years after the opening of the school, the farm organization became infiltrated with Baptist ministers. Some of them became trustees and members of the board of directors of the school. They sought to change the school into a religious institution. Adams was firm in his belief that the school should remain an industrial school. Thus, a conflict emerged which was to last two years. Adams (1931) stated, "the Negro Baptist preachers were determined to take my place at the head of what appeared to them a promising institution and I was just as determined that they would not do so."

The conflict between Adams and the farm organization worsened when he organized a new white board of directors and included Jewett as one of the members. L. F. Richmond was the only other Negro beside Adams. This action precipitated the break between Adams and the organization. The farm organiza-
tion initiated a suit against Adams. The suit, *Allen Greene Normal and Industrial Institute vs Charles P. Adams, et. al.*, was filed in Ruston on November 2, 1903. L. W. Fuller, president and E. L. Faison, secretary, were the principal officers of the organization who signed the petition. The petition, filed before J. D. Barksdale, Notary Public, stated that Adams had refused to forfeit his position as principal of the school even though a new principal, J. D. Steward had been appointed (Carter, 1972).

At the filing of the suit, the white members of the new board of directors severed their ties. The judicial process took almost two years. The judgement of the Fourth District court was in favor of the farm organization. Adams immediately appealed the case in the Circuit Court of Appeals. Adams (1931) wrote that the decision of the lower court was reversed. As a result of this decision, the community was split between two factions: the ministers opposing Adams and his supporters who believed in the idea of an industrial school.

**School Called North Louisiana Agricultural and Industrial Institute**

Adams, in the meantime, had been advised by his white friends to look for another site even though he might be successful in the suit. Richmond directed him to the present site but he held on to the existing school, portraying the bulldog tenacity that Reverend Fuller had credited to him. They inspected the land and decided it was an ideal location.
In order to purchase the new site of two hundred acres, Adams received pledges from six men to pay $25 each as a down payment on the land. These men were Dave Street, George Williams, Willis Holland, Dick Nelson, Andrew Nuby, and Lafayette Richmond. The land was purchased from M. S. Standifer through the efforts of Mr. Bond, mayor of Ruston.

Funds were almost non-existent, so Adams decided to visit some of the well-known philanthropists in the Northeast, seeking aid for the establishment of the new school. He obtained letters of recommendation from the Lincoln Parish School Board, prominent men in Ruston, the governor of Louisiana, N. C. Blanchard, State Superintendent J. B. Aswell and Booker T. Washington. Entrusting his best friend, B. T. Crawford with the charge of the school, Adams set out for the northern states in June, 1905. Prior to his trip he married Miss Martha Adams. The new school had been named North Louisiana Agricultural and Industrial Institute. Adams solicited funds under the new name (Adams, 1931).

In July, 1905, while Adams was in Columbus, Ohio, he received a communication from B. T. Crawford stating that he had been forcibly removed by gun-point from the Colored Industrial and Agricultural School. Adams advised him to move to the new site and begin work there. When he returned from his trip, Adams inspected the school buildings and found bullet holes in the door. The new two hundred acre site was located five miles west of Ruston, Louisiana, and one mile
north of the Dixie Overland Highway 80, on the Illinois Central Railroad according to Maxie (1950).

The only available place to teach was a small Methodist Church on the north side of the railroad tracks. The new site had not been sufficiently cleared, nor had there been time to erect a building. Even though Adams was a Baptist, the Methodist congregation gave him permission to use the church while a building was being erected. It was under these conditions that Charles P. Adams and his small faculty started the fall term in 1905.

When Adams came to the school in the Allen Greene Community, it had been organized with a formal system of education for the children of the religious and civic leaders. They wanted their children to be trained for Christian leadership. Adams, during his four years at the school, had emphasized industrial education. J. Andrew Gaulden (1981) defined industrial education as Adams saw it, "as being steadfastly engaged in anything useful and honest; it meant being busily engaged in wholesome work, whether it be a farm, a teaching job, constructing a building, or operating a blacksmith shop." Adams regarded the role of industrial education as training the head, the heart, and the hands. This viewpoint then, certainly conflicted with the old academy concept, that of training the pupil for Christian leadership through the teaching of the Bible, the classics, Latin, Greek, and a small dose of Cicero and Virgil.
T. A. Greene (1929) indicated that Adams had reorganized the school when it opened in 1905, using Tuskegee as a model. Adams remained steadfast to his original philosophy, which was to teach the people how to make a living, to use improved techniques of farming, to teach them how to prepare and preserve foods, to improve health and sanitary practices, and to learn to live harmoniously with others. In essence, to "... live before you learn" (Ruston Daily Leader, 1950).

The student enrollment was one hundred fifty-two including twenty-five boarding students. The faculty consisted of seven members, five of whom were Tuskegee graduates: Adams and his wife; L. L. Boyd, the Postmaster and printer; his wife who taught music; and B. T. Crawford, the instructor of farming. Lydia Williams and A. C. Wilcher, graduates from another institution completed the faculty as regular classroom teachers. These early teachers had been selected because they were trained in areas of agriculture and rural life problems and were versatile enough to perform a number of tasks (Maxie, 1950). Circumstances at the new school dictated a certain amount of adaptability on the part of the staff.

Proximate to the establishment of the new school, Adams organized a board of trustees consisting of five whites from Ruston: T. L. James, L. F. Marbury, W. J. A. Lewis, O. W. Wright; and Miss Fidelia Jewett, and three Negroes from Grambling, Lafayette Richmond, Eugene Moore and himself.
Jewett proved to be the best friend and benefactor of the school. In 1905, she visited the school and demonstrated her faith in Adams by donating $2,000. Eight hundred dollars of this sum was used to pay off the remaining debt owed on the two hundred acres of land. Jewett continued to help the school and its students throughout her lifetime. She also supplied Mrs. Martha Adams and the women students with clothes (Maxie, 1950).

There were five students in the ninth grade when the new school opened in 1905. This class graduated in 1907, marking the second graduating class under Adams. The members of the class were Bolton Moore, Dan Moore, and Annie Lee Nicholson from Grambling; Alfred Moore, Bienville Parish; and S. L. Holland, Simsboro (Adams, n.d.n.p.). These graduates represented the first class to finish from the new school -- a source of pride for Adams. Adams invited Professor C. E. Byrd of Louisiana Industrial Institute to deliver the commencement address.

The physical plant of the school consisted of two frame buildings. These two buildings accommodated all of the activities of the school; instructional, social, and housing needs of the faculty and students. There was no auditorium, therefore, the commencement exercises were held under a brush arbor, that was erected outdoors. It was constructed from trees and brushes cut from the nearby wooded area. Tree limbs were cut with a fork in them, and driven into the ground with the fork portion upright so that poles or wire could be

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attached to form a foundation for the top. Brush laid across the wire or poles provided a roof that sheltered the crowd from the hot sun (Interview, Gaulden, 1982).

Adams worked hard to cultivate the good will of the white people. He was constantly seeking advice and funds from them. He obviously felt comfortable in the role he had chosen. Even though the school was considered to be private, on July 6, 1907, he petitioned the Lincoln Parish School Board, asking for $240 to be used in conjunction with funds obtained from other sources, in an effort to maintain the school for eight months (Board Minutes, July, 1907). The minutes of October 7, 1907 revealed "the sum of $105 being donated to the 'Grambling School' for the maintenance of an eight month public school at that place" (Board Minutes, October 7, 1907).

Gradually the strained feelings between Adams and some of the leaders of the Allen Greene Community began to subside. Additional students came to North Louisiana Agricultural and Industrial School from the Allen Greene community even though the farm organization continued to maintain a school there. Persons from other areas heard about Adams' school and began to move to the vicinity so that their children could attend the school. The migration of these and others persons evolved into the nucleus of the town of Grambling. Zack Jackson built the first store in 1904. It was located on the north side of the railroad track. The settlement had been named Grambling by the Lincoln Parish Clerk of Court in 1902 in honor of P. G.
Grambling, owner of the sawmill *(Gramblinite*, 1976). Zack Jackson had an unusual imagination. He was referred to as "The Lord" because he imagined himself to be Jesus Christ *(Interview, Woodard, 1979)*. Others who lived near Zack in the settlement were the families of Dennis Cornwell, L. F. Richmond, George Hall, Dave Williams and Bill Nicholson. The Charles P. Adams family lived on the campus.

The North Louisiana Agricultural and Industrial School operated entirely on private funds and donations under the control of the board organized by Adams from 1905 until 1912. The struggle was long and tedious and many times Adams did not know where the next meal would be coming from. Washington provided some subsistence by sending prominent philanthropists, among them, Dr. Thomas Jesse Jones of the General Education Board, to visit the school. The prospects of survival and growth of the school were not promising, therefore Jones decided against the advisability of providing aid to the struggling school *(Adams, 1931)*.

Contributions to the school declined significantly after 1912. Small sums of money were contributed by such agencies as the Jeanes, Slater, and Rosenwald Funds. Some federal aid was received for agriculture and home economics according to Maxie, *(1950)*. The school did continue to survive as the student population increased. People came from all over in wagons and on horseback, to witness the commencement exercises. Charles P. Adams had a way of making graduation a memorable occasion for both students and parents.
Students selected from each class spoke in accordance with the theme selected for the commencement activities. Allowing the students to participate served to make the exercises popular; parents were always proud to hear their offspring (Gramblinite, 1976).

Adams adopted the rule that all commencement sermons would be delivered by black ministers and that all commencement day speakers would be white. This was done so that the people of the community would be satisfied and at the same time the good-will of the local whites was promoted. Commencement day speakers were always selected from Ruston. At commencement a public collection was taken up to aid in the financing of the school. Churches in the area began competing in the public collections for the commencement exercises. At times the net collection totaled over $100. The commencement activities often would close with a dinner of fried chicken, hot rolls, mashed potatoes, cakes and pies, prepared by Martha Adams. She continued to do this for some thirty years.

During the entire administration of Charles P. Adams, no church ever scheduled services during the time set for commencement exercises. Evidently, this caused the attendance to double. Eventually, additional seating and feeding arrangements had to be made. Adams decided on a pavilion like the one used at Tuskegee Institute. T. L. James, a board member, participated in the planning process and assumed the cost of approximately $600 (Adams, n.d.n.p.).
The Lincoln Parish School Board was aware that the North Louisiana Industrial and Agricultural School was rendering a valuable service by educating the Negro children of the area. The minutes reflected such, when on two occasions, January 4, 1909 and April 5, 1909, the body appointed a committee to investigate and report on the advisability of consolidating the Robinson Colored School with the North Louisiana Industrial School. Action, however, was deferred to a later meeting (Board Minutes, January 4 and April 5, 1909). Maxie (1950) reported that it was not until 1912 that the Lincoln Parish School Board began to actively participate in financing some phase of the school. However, the minutes of the Lincoln Parish School Board revealed that the body passed a motion on July 30, 1913 to approve the Grambling Colored School as an agricultural school (Board Minutes, July 30, 1913). In 1913 the parish paid the salary of one teacher, and Grambling became a semi-public school (Board Minutes, October 5, 1913). Adams now reported directly to the school board, outlining his operation and plans. The local trustee board moved into the background as the school board attempted to bring about an efficient administration. They were obviously content to let the School Board assume direct supervision of the school.

It was also in 1913 that Jewett persuaded the Lincoln Parish School Board that three of the school's two hundred
acres should be set aside as a homesite for Adams and his family. The family had been living in the girls dormitory and did not have private housing. The Adam's family numbered five children by this time; Fidelia, Charles P., Jr., Theresa, Edward, and Henry. She then paid to have one of the buildings on the site repaired so that the family could have a private dwelling. When a new girls' dormitory was constructed, it was named in honor of Jewett (Adams, 1933).

In spite of the hard times, the educational philosophy started in 1901 continued to prevail. The Ruston Daily Leader (1950) reported that "students get plenty of 'book larning' but Grambling believes that a textbook is good chiefly where its contents can be applied practically to life." Latin was useless to a youngster who would in all probability be a tenant farmer. The child needed to be taught how to be an efficient farmer, with emphasis on developing skills which would enable him one day to own a productive farm.

Instead of making pretty bookcases, students made beds out of orange crates for their homes so that family members would not have to sleep on the floor. Sheets and dresses were made out of flour sacks; therefore, it was not necessary to teach the usual French seams and embroidery because the students had no material for party dresses.

Adams worked for improvement of all education in the community. He felt that two schools within two miles of each other taxed the resources of the people and the system. On April 6, 1914, he appeared before the Lincoln Parish School
Board, requesting the consolidation of the North Louisiana Industrial and Agricultural School with the Allen Greene Colored School. The board reacted favorably by instructing Adams to set up a meeting of all those concerned. The minutes of July 28, and October 1, 1914 revealed that the meetings had taken place; the committee in charge recommended that the two schools consolidate for improved educational advantages and even suggested that the school be renamed Allen Greene -- Grambling Consolidated Industrial High School (Board Minutes, July 28, 1914). A resolution was offered and moved for adoption. The Board minutes (January 7, 1915) listed the mechanics of the consolidation; "for this year and until adequate buildings can be erected, the first five grades of the school will be taught at the Allen Greene School site... The following were appointed as trustees for the Grambling-Allen Greene Consolidated School: Pinkey Garner, Fate Richmond, and Warren Houston."

The students found themselves in the middle of the old conflict. When the students from Crambling tried to attend classes at the Allen Greene Baptist Academy, they found the doors boarded up to keep them out. Richmond removed the boards from the doors so that the Grambling students could have classes (Bailey, 1978). The school board obviously realized that the consolidation would not work and abandoned that plan shortly thereafter. The school board (April 1, 1915), after an informal discussion of the possibilities of establishing a good industrial school for the Negroes of that section, passed the following resolutions:
Whereas, the need of an efficient colored school for the parish is very great, and Whereas, Grambling is the center of a large colored population, where the Negroes largely own their own homes and cultivate their own land, and Whereas, by centralizing the efforts of the board and the Negroes, money from other sources might be available to erect and equip an adequate schoolhouse and help maintain an efficient school, and Whereas, nearly one-third of the population and land owners are within reach of the Grambling school.

Therefore, be it resolved that, if adequate buildings can be provided and equipment installed, that this board will support the school with a maintenance fund to one-third the amount now appropriated to the parish colored schools; said appropriations to come from the colored children prorata of the school fund.

That same year, in 1915, Booker T. Washington came to visit the school. His presence did not completely smooth over the ill-feelings between the two factions of black people in the community. Adams, however, was pleased with Washington's visit. After visiting Grambling, Washington spoke at Coleman College in Gibsland, Louisiana. Adams chartered two coaches from the Vicksburg, Shreveport & Pacific Railroad so that some of the students might hear Washington's speech. From there, Washington and Adams went on to Shreveport, where he gave another speech. Washington returned to Tuskegee by way of Ruston. Adams arranged for some of the prominent whites in Ruston to meet briefly with Washington (Adams, n.d.n.p.).

The General Education Board made three trips to Grambling: February, 1914; February, 1915; and February, 1916. The report described the school as basically "elementary, in a needy rural community." The following statements constituted the report by Jones (1916):

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The plant and equipment are crude. The management has not been effective. The school was founded by the principal and turned over to the parish in 1915. There are 110 students, all elementary. A few of the pupils board at the school. The industrial training consists of a little cooking, sewing, and woodwork. Some of the pupils assist in the cultivation of the land.

There are six teachers, two males and four females. No books were kept for the year 1912-13. The source of income: Donations, $1,000; tuition, $450; Lincoln Parish, $100; board department, $950; farm, $536. Items of expenditure: salaries, $2,700; other expenses, $336.

The school owns 200 acres of land, of which about 100 acres are cultivated and four acres are used for the campus. The estimated value, $3,000.

The main building is a poorly built two-story frame structure. There are two very small buildings, used for a shop and boys' dormitory. The buildings are poorly kept. The estimated value, $1,500. The estimated value of movable equipment, $1,187, of this $687 was in farm equipment, and $300 in furniture.

Recommendation--that the administration be made more effective and the institution be developed into a parish training school.

Perhaps through this report, Adams heard of the training school movement and attempted to get the school involved in the process. The actual training school movement had come about as a result of the attempt by different philanthropic organizations to operate Negro education through the State Department of Education.

Adams contacted Leo M. Favrot, who was in charge of Negro education in Louisiana under the General Education Board. Favrot made several trips to Grambling to inspect the facilities and to talk with Adams and the local trustee board with regards to making the school a training school. Apparently, Adams began to feel hopeful despite the fact that
the matter was not settled yet. The educational process, especially where Negroes were concerned, did not move very fast. Favrot, Marbury, and Lewis finally convinced the Lincoln Parish School Board in 1919 to take over the school and make it the Lincoln Parish Training School. In the school term 1919-20, Adams and his wife received a salary for the first time. Adams (1931) reported the teachers' salaries were paid through an arrangement by the Lincoln Parish School Board, the General Education Board, and the Anna T. Jeanes Fund. According to Favrot (1920), the specific purposes of the training school were to provide: a superior type of school, training for boys and girls in citizenship, education in self-help, thoroughness, physical and mental effort, a sense of reliability and responsibility, more advanced training than the elementary program provided, teacher training, opportunities for the training of teachers already in service, an opportunity for poor children, training in home making, and opportunities to study community problems.

Favrot (1920) further stated that the parish training schools were receiving an unusual amount of attention from local and state school officials. They were housed in good buildings, supplied with good teachers, and were reasonably well equipped with furniture and the other equipment necessary to operate a good school. The principal requirements for State approval of training schools were: the term must be eight months or more, the teachers must meet higher standards than were required in the other schools, the recitation
periods must be thirty minutes or more, the schools must be reasonably well equipped with science apparatus, libraries, etc., and more efficient record keeping must be maintained.

Provision was made for three grades of training schools: Grade A, Grade B, and Grade C. Grade A was composed of all training schools that offered both the general course and the teacher-training courses in the eleventh grade. Grade B consisted of all training schools that offered only the teacher-training course in the eleventh grade. Grade C included all training schools that offered teacher-training in the tenth grade.

Each school in the three grades (A, B and C) was rated first, second or third class. The advantages of the training schools were as follows: they were training institutions recognized by the State Department of Education, they received financial assistance from outside agencies through the State Department of Education, they had a better organization with some supervision of classroom work, the boys and girls were given a practical type of industrial training that would prepare them for a vocation, the graduates were given diplomas by the State Department of Education, and graduates from the teacher-training course received a State teachers' certificate. These were the requirements Adams faced in organizing the training school. The immediate problem rested with the securing of better buildings and equipment. The state specified the types of buildings to be built. Favrot (1920) sent blueprints for the proposed new
buildings. However, the Lincoln Parish School Board would not consent to make any appropriations for those two essentials. Money that had come from sources such as the Rosenwald Fund had to be matched. Adams (1931) wrote that some of the members of the white board, such as T. H. Mills and W. J. Lewis, attempted to salvage the situation. They were able to obtain some money. The students and faculty hauled the lumber and constructed the buildings. He also stated that the whole operation was slow getting started. Documentation of this was given in a letter from A. C. Lewis, Assistant State Agent for Negro Schools, to W. J. Lewis, the president of trustees of the Lincoln Parish Training School. The substance of the letter expressed a concern that the building had not been started. In fact, the lumber had not even been secured even though the money was on deposit with a local bank. A. C. Lewis (1920) said,

> The time has come when the building must either be erected without further delay or abandon the project and admit that it cannot be done, which of course means that the school at Grambling will be taken from the list of parish training schools. It would be regrettable for that school to be dropped from the list on account of its great influence for good in that part of the state. Its influence is already being felt not only in Lincoln, but in surrounding parishes. There is not a community, white or colored, in the state that is in greater need of a school building than this school and I would be glad to be assured that the work will go forward now and be completed as soon as possible.

W. J. Lewis (1920) responded to A. C. Lewis. The essence of his reply was that the lumber had not been obtained because the mill supplying the lumber had been closed. The order had been placed with another company who promised to
deliver the lumber as soon as possible, thus construction could start as soon as there was enough material. W. J. Lewis assured him that the delay was not due to negligence on any ones' part, especially since they were the ones who had arranged for the matching money.

In 1921 the school made satisfactory progress and was given a Class A rating. Correspondence between Adams and Favrot (1921) substantiated Adams statement about progress. The correspondence also revealed a small but steady flow of money from the General Education Board for continued construction of a dormitory and shop equipment. One letter from A.C. Lewis (September 15, 1921), revealed that John S. Jones, Negro Agent for the Rosenwald Fund, had paid a visit to Grambling and reported great improvements at the school.

A class schedule submitted by Adams (May 2, 1921) revealed a faculty of six instructors, inclusive of Mr. and Mrs. Adams. Adams taught Civics, Agriculture, and History.

A letter from Favrot (September 20, 1921) submitted final payment for the completed building. The cover of Bulletin No. 18, Report on Special Activities in Negro Education in Louisiana for session 1920-21 carried a picture of the newly completed main building of the Lincoln Parish Training School.

Correspondence between A. C. Lewis, H. L. Campbell and Adams (1921) revealed a continued flow of aid from the General Education Board, Rosenwald Fund, and the Slater Fund to the Lincoln Parish Training School. These added funds enabled
Adams to erect additional buildings, to increase the number of faculty, and to provide adequate dwellings for teachers. A summer normal school was held for in-service teachers.

In 1925, Charles P. Adams traveled to Southern University to interview the five graduates as prospective teachers for the school. R. W. E. Jones remembered that Adams did not interview him, but merely obtained his address. Jones believed that Adams, being a man of large statue, was not interested in employing a man of smaller statue. Jones at that time weighed approximately 120 pounds. Nevertheless, Jones received an offer from Adams for a position at the school. He arrived in Grambling on June 17, 1926 at 6:30 p.m. on the west bound train (Interview, Jones, 1981).

Jones went to see Adams but was told that he was asleep. He was given a room for the night and Adams saw him the next morning. Much to his disappointment, Jones discovered that Adams had not intended to contact him for a teaching position. Adams had indeed been looking for a larger man. Jones (1981) remembered that he "was very upset; he was young, inexperienced and a long way from home." He stayed on to see if he would get a position. Adams made the teaching assignments the Friday before the summer session opened. There were seventeen faculty members including Adams and his wife. After the other assignments were made, Adams told Jones he wanted him to coach the football and baseball teams and form a band. In addition to that, he was to teach biology, chemistry, physics, and math. When the boarding students
arrived, he was to live with the boys since he was single. When school opened Adams also assigned the recording of grades to him. Jones accepted each assignment readily.

According to Jones (1981), there were five buildings on the campus when he arrived; one eight room classroom building, a girls' and a boys' dormitory, a small dining hall, and an elementary school building. All water was furnished by hand-dug wells; the water was drawn up in a bucket by hand. The rooms were furnished with oil lamps and wood heaters. Each girls' room received ten sticks of wood per night cut by the boys.

In order to fulfill his assignments as a coach and band director, Jones (1981) ordered athletic equipment and band instruments from Sears, Roebuck, and Company on credit. In order to pay off the debt, Jones organized a minstrel show and performed in the neighboring towns of Arcadia, Athens, Minden, and Bernice. They rode on flat bed trucks and in model T Ford cars provided by the citizens. All of the proceeds went toward paying off the debt with Sears. The few dollars left were added to the teachers' salaries.

Jones remembered Adams as a giant of a man who had a special quality about him which caused the people to love and respect him. He had the capacity to understand problems. He also became alarmed and upset when things did not move smoothly. "A person with less endurance and patience, and smaller in statute would not have been able to get the school moving and keep it open. He worked for three years with a
very disgruntled church group. Anyone else would not have succeeded" (Interview, Jones, 1981).

The friction between Adams and the church group continued. The minutes of the Lincoln Parish School Board indicated constant disagreement between Adams and the trustees of the Allen Greene School. The Board minutes (July 26, 1925, and January 4, 1926) recorded that Doc Brown, Charlie Land, and Davis Williams appeared before the board to request funds for the Allen Greene School. They were informed by the board that the children of that community were being provided for in the provisions of Lincoln Parish Training School and that under the law, the board could not appropriate money for a denominational school.

The friction must have become very obvious because the Board minutes (July 27, 1927) recorded a committee being appointed by the school board to investigate and evaluate the differences between the people of the Allen Greene and Grambling Schools to determine if they could effect some type of compromise. The continued friction hampered a definite and positive program for the children of the community.

Horace White came to the Lincoln Parish Training School in the summer of 1927. W. J. Bateman, Supervisor of Agricultural Education for the State Department of Education, asked him to go to Grambling to teach summer school. White had met Adams in 1920 when he was a student at Southern University. Adams had come for a meeting and White as a student worker had the responsibility of providing Adams with
a room. White recalls that there were a few frame buildings when he arrived. There was a need for a normal school for Negroes in Louisiana and there was fierce competition among the Negro leaders for the establishment of a normal school in their particular area. James Frazier, J. B. Lafargue, J. B. Henderson and M. J. Foster were just a few of the individuals vying for the presidency of the normal school. Adams, according to White, was aware that his chances of securing a normal school in Grambling were slim. T. H. Harris, the Superintendent of Education, did not want the school to develop into a normal school. White was confident that Adams had a plan (Interview, White, October 22, 1981).

He remembered that Adams said, "White, I am going to beat those boys out. I'm going to get a normal school for Grambling." White (1981) replied, "What are you going to do chief?" Practically everyone called him 'Chief'. Adams replied, "White, Huey Long's going to be elected and I am going to ask Mr. Long to support legislation for a normal school for us." This plan obviously impressed White very much. He said, "Adams was a great leader. He was always doing things for the good of the people without thinking about himself. This was just one example of his leadership" (Interview, White, 1981).

Early in 1928, the Lincoln Parish School Board relayed some bad news to Adams. He was notified that they were unable to continue to provide salaries for the teachers. The growth of the secondary education movement in the state
and the need for better trained elementary teachers had put a strain on the resources of the school board. Adams was not surprised because so many of the students were coming from outside the parish. The enrollment in the summer school had gone up to five hundred or more. The regular day school enrollment also exceeded over five hundred (Adams, n.d.n.p.).

We have seen that Charles P. Adams was indeed a giant of a man. In spite of his poor economic background, he worked hard and achieved a degree of economic sufficiency. However, he was not satisfied. He had a thirst for formal education. This thirst led him to Tuskegee Institute where he worked his way through school. He planned to further his education by going on to Howard University to become a lawyer. But he was destined to lead the black people of North Louisiana in their search for education. He was sent by Booker T. Washington to North Louisiana to establish an industrial school. He had nothing to work with, but he did not give up. For twenty-seven years, he begged, admonished and persuaded the blacks and whites, rich and poor to give aid to the struggling school. He even sold his interest in his own farm to provide much needed finances for the school. He refused to be deterred in his relentless pursuit for improvement of the school. Lawsuits, gunplay, and quarrels with the black population only seemed to increase his determination to succeed. He and his wife received their first salary when the Lincoln Parish School Board finally took full control of the school in 1919. Adams continued to push for additional gains
even though the Parish School Board had taken over the operation of the school. He realized that the training school was not designed to meet the needs of an increasing number of blacks. He began to look for additional sources to accommodate the rising number of blacks seeking a higher education.
Chapter III

THE SCHOOL AT GRAMBLING BECOMES A STATE JUNIOR COLLEGE

Adams vigorously pursued his plan to seek the support of Huey P. Long in making Lincoln Parish Training School a state supported normal school. Despite strenuous opposition from Superintendent T. H. Harris and his friends, Lincoln Parish Training School became the Louisiana Negro Normal and Industrial Institute by an act of the legislature after active support by Governor Long. Harris was successful, in requiring Adams to return to school for more formal education. Harris tried to impede the progress of the school and harrass Adams for the next eight years. He also attempted to get the school moved to another location. When that effort failed, he eventually had Adams removed as head of the institution.

Adams, after being told by the Lincoln Parish School Board that they would no longer provide salaries for the teachers of the Lincoln Parish Training School, knew before hand that it would be worthwhile to have a plan of action in the event something like that had occurred. He watched the election campaigns with great interest. Judge H. H. White and Huey P. Long were candidates for governor. White and Long came to Ruston to campaign and Adams attended both of the political rallies. Also campaigning for the state senate seat
were R. B. Knott and Howard Warren. Through observation at the political rallies, discussion with the white political leaders of Ruston, and reading the accounts in the newspapers, Adams determined the possible winners. He chose Long and Warren. Warren and Adams were well acquainted and Adams asked him to sponsor a bill in the legislature to make the Lincoln Parish Training School a normal school. Warren agreed to sponsor the bill (Adams, n.d.n.p.).

Long won the governorship, but Warren lost. This was a blow for Adams because he had met Knott only once. Adams had not asked him to introduce a bill to make the school a state school because he knew the help of the local white elected officials to intercede for him with both the governor-elect and the state legislature was critically needed (Adams, n.d.n.p.).

However, Adams was accustomed to set-backs. In his usual manner of "bull dog tenacity," he turned this adversity to advantage by attaining state support for the school. Adams had concluded after his fight with the members of the farm organization, that it was better to use his own judgement in matters concerning the school. Except in rare instances when he heeded the advice of the white board members of Ruston, he made all of the decisions concerning school matters regardless of the advice given (Adams, n.d.n.p.). Shortly after the election was over, Senator-elect Knott went out to the school and summoned Adams out of class. He waited in the car until Adams came out. Even though Negroes could not vote, they were
not without influence and did express a preference for certain candidates. There were "favorite" blacks who benefitted from their connections with influential whites. They received favors from the whites according to what was considered acceptable during that era. The whites in return, benefitted economically by black patronage at their place of business. Obviously Knott had learned that Adams preferred Warren. His purpose for the visit to the school was to show Adams his speeches, which he maintained, convinced the voters that he was the best candidate, thereby, enabling him to win the election (Adams, n.d.n.p.). The ploy of disrupting Adams class was also a rude show of power.

Recalling the meeting with Knott, Adams (n.d.n.p.) said, "When I could get a word in I asked him about introducing the bill to make the school a state institution. He was momentarily stunned but quickly recovered." The two of them argued the pros and cons of the proposal before Knott committed himself to introduce the bill. Realizing that some insurance on the passage of the bill would be helpful, Adams toyed with the idea of visiting governor-elect Long to seek his support of the bill before he took office. He mentioned it to Knott who thought it was an excellent idea. Knott called Adams a few days later to suggest that they go to Shreveport to see governor-elect Long the next day.

Their late arrival in Shreveport due to car trouble delayed their visit with Long until he returned from lunch. Adams and Knott sought further insurance on passage of the
bill when they picked up a merchant from Simsboro who had been
a childhood friend of Long to accompany them for added
support. Adams (n.d.n.p.) recalled the meeting vividly.

There was a partition about waist high separating
us from the governor-elect. We were able to see
and talk to him although he was in the inner
office. I let Mr. Knott and Mr. Long do the
talking. Every time one of them said something,
Mr. Long would say, 'Hell, there is no money down
there-those rascals have taken all of the damned
money.' Mr. Knott and his friend became dis-
couraged. I decided that now was the time for
me to speak. I pulled my chair up and Mr. Knott
said that I pointed my finger at the governor-
elect. I told him that if he did not do something
for the colored people in North Louisiana while he
was governor, there would be nothing done".

Long listened to what Adams said and then spoke of
Booker T. Washington and the excellent work being done at
Tuskegee Institute. Even though he had never met Washington
personally, he had read about his accomplishments. Long then
asked Adams if he had known Washington and Adams (n.d.n.p.)
replied, "I knew Dr. Washington very well; I attended school
under him and he was responsible for my coming to Gramblng."

Long stood up and came out of the inner office,
slapped Knott on the back, obviously pleased with the idea,
instructed Knott to introduce the bill and he would support
it. Long shook hands with them, including Adams. They were
elated over their success. To have obtained his full support
was more than had been expected. Adams had been successful in
his bid for insurance on the project. Knott had also enhanced
his image with both the local white and black population.
Going to bat for Adams with Long was politically expedient.
Adams had the ear of some of the most influential whites in
Ruston. Thus Knott's image must have improved with this gesture.

Adams has said in his memoirs (n.d.n.p.) that he informed W. J. Bateman, Supervisor of Agricultural Training for Colored, and A. C. Lewis, Supervisor of Negro Schools, of his plans to see governor-elect Long for the purpose of requesting state support of the school. Adams hoped that Lewis would inform Superintendent Harris of his plans so that he could not be accused of operating in secrecy. Yet, Horace White (1981) believed that the project was kept a secret until the bill was presented in the Legislature, thereby, bringing an element of surprise to those directly concerned. The Lincoln Parish School Board was obviously informed of the plan and they were in total agreement. School Board minutes (June 5, 1928,) revealed that a resolution was offered and passed which deeded all of the land, buildings and equipment of the Lincoln Parish Training School to the state of Louisiana for the purpose of maintaining a state educational institute for the education of the Negro race.

Adams had always made it a point to imitate Washington in his bid for the support of the influential whites. The cultivation of the friendship of those people paid off. It was a major accomplishment to have the school board turn over the school property to the state. And it would not have happened, if it had not been for the influence of the whites who had befriended Adams, even though the property had been paid for by Fidelia Jewett and the seven blacks.
Superintendent Harris certainly had heard about the move to make the Lincoln Parish Training School a state institution. When Senator Knott introduced the bill in the legislature it was defeated on the first vote. Harris had gathered his forces in the legislature to vote against it. Adams was aware of the fact that he was not one of Superintendent Harris' favorite people. Perhaps Harris was a supporter of Southern University and felt that another black school in North Louisiana might one day be in competition with Southern. Adams (n.d.n.p.) states in his memoirs that he tried every honorable way he knew to cultivate the friendship of Harris, but to no avail. Harris referred to Adams in a speech, delivered at the Annual Meeting of the Colored Teachers Association in New Orleans, as a good school man but that he was "too ugly" (Adams, n.d.n.p.). Perhaps Harris was referring to Adams size and felt intimidated by it, or that his attitude differed from what was expected of blacks during that time. Adams, as mentioned earlier, pointed his finger at Long, which was considered unacceptable behavior for a black man. Had Long been of a different temperment, Adams probably would have received no consideration whatsoever. The boldness that Adams exhibited in his approach to whites for help, sometimes offended them. Harris may have been resentful because Adams had the ear of some of the most prominent whites of North Louisiana.

The day after the introduction of the bill and its subsequent defeat, the governor in a gesture that would become
increasingly familiar, made a personal appearance on the floor of the legislature to push the bill through. His personal intervention in legislative affairs was a practice he continued until his assassination. Adams had won another battle.

The bill is recorded as Act Number 160, Senate Bill Number 227. The Lincoln Parish Training School was accepted thereby establishing a State Normal and Industrial School for Negro youths. The name of the Normal and Industrial School was recorded as Louisiana Negro Normal and Industrial School. The legislature was delegated to provide support for the school. It was signed by Governor Huey P. Long on July 16, 1928 (Acts of the Legislature, 1928).

There was cause to celebrate in Grambling and Lincoln Parish. The struggling school which had started twenty-seven years before would finally take its place among the five existing state institutions. Superintendent Harris addressed the State Board of Education at length at its meeting on August 6, 1928. He explained to them that the Lincoln Parish Training School, by the recent legislation, was converted into a state institution with the name, "Louisiana Negro Normal and Industrial School." Act 160 made it the duty of the State Board of Education to administer the affairs of this new state school. He further stated that no appropriation was made, and that the main source of its support would have to continue to come from the Lincoln Parish School Board if the school was to function. He then recommended that the Lincoln Parish School Board and Superintendent Campbell be named as an
executive committee to handle all matters connected with the school. The Board accepted the recommendation and passed a resolution to that effect. The executive committee was instructed to keep careful minutes and refer them to the State Board for approval (Board Minutes, August 6, 1928).

Lincoln Parish, then, had to continue carrying the financial burden of the school because no money had been appropriated for the actual operations for the session 1928-29. Perhaps it was too late to successfully include an amount in the general appropriations bill for the school, or it might have been that Superintendent Harris was successful in detouring funds to the newly created state institution.

The actual supervision of the school was to be in the hands of the State Board of Education. The first issue raised concerning the implementation of state support for the school was what type of facility would be needed for the new school. Adams naturally favored the industrial school. He had been able to convince Senator Knott that the need was greater for an industrial school so that blacks could learn a practical trade. Harris on the other hand wanted a teacher training institution. Dr. J. S. Clark visited Grambling in an effort to convince Adams and Knott to agree to a teacher training institution. Adams believed that he had been sent by Superintendent Harris (Adams, n.d.n.p.).

Adams may have been over-reacting to Harris' insistence for a teacher training institution. His tenacity may have kept him pulling in the opposite direction because of
his particular bias toward an industrial school. Evidence indicates that Harris was supported by the Louisiana Colored Teachers Association. During their annual convention in 1927 and 1928 they passed resolutions asking the legislature for a normal school for the training of teachers (Minutes, Louisiana Colored Teachers Association, November 18-20, 1928). Felton Clark (1934) thought that the creation of Louisiana Negro Normal came about as a result of agitation by the negro citizens of the state for over ten years. Although the school was just beginning, there was every indication that it would be a worthy complement to the states' major educational institution for Negroes. There was no mention of Adams and his struggle to get state support for the school.

One Year of College Added

Harris had opposed both the idea of the school being located in Grambling and of Charles P. Adams serving as its president. Had it not been for Adams' persistence and Huey P. Long's unusual character, Negroes would have had to wait perhaps another decade for a teacher training institution. As superintendent of education, Harris was able to use the weight of his position and the school evolved as a teacher training institution (Adams, n.d.n.p.). One year of college was added designed specifically to train elementary teachers for small rural schools. Grambling was regarded as a junior college. Maxie (1950) reported that agriculture was still an important item in the curriculum. The school equipment consisted of a
syrup mill, a double wagon, and six mules. The farming implements were plows and harrows. Sixteen cows furnished milk for the Adams' family and the boarding students. The science equipment was scant and only a few chemicals were available for experiments and study.

The living quarters for students and faculty were poor. Ethel McGregor Garner, a teacher, was very discouraged when she arrived in 1928. The rooms were almost bare. There was an iron bed with a flat mattress, an oil lamp, a tin heater and no chairs. The only bathroom facilities were outdoor toilets. Students also furnished their own bedding. The male teachers and young men continued to secure the wood for heating. The usual afternoon recreation was to meet at the woodpile for a few minutes of companionship and then a walk back to the dormitory (Interview, Garner, May 29, 1979).

Most of the social life in Grambling was connected with the school. The Literary Association met on Friday nights and Alma Brown, who was in charge, insisted that it be a dress-up affair. Gaulden (1981) reported there were box suppers where a young man had to buy his lady friend's shoe box that might have consisted of a hunk of ginger bread, a half of a fried chicken, and a sweet potato pie. The money earned usually went to help defray the expenses of the school. Garner (1979) remembered that during the spring and summer, there were picnics, May Day activities, and the big day, commencement exercises.

People, businesses, and roads were extremely scant in
the town. Grambling was not thought of as a town or even as a village. The population increased as people moved into the area in order to send their children to school and to either work or teach at the school. The Post Office was located in a small room of an old dilapidated building on main street. There was only one road through Grambling, the old Grambling Road from Ruston to Simsboro. This road intersected at the railroad with a dirt road leading South that went winding out to Highway 80.

The Vicksburg, Shreveport and Pacific Railroad was the main source of transportation. People could travel from Grambling to Ruston, about five miles distance, for ten cents. One of the greatest sources of recreation centered around the small railroad station. There was a west bound train at 10:05 a.m. and an east bound train at 6:10 p.m (Interview, Woodard, 1979). Every evening at 6:00 p.m., the weather permitting, the people met the train. Gaulden (1976) reported the following: "An hour before train time, you could see the whole town, men, women, boys and girls, coming across the fields, from up and down the trails, the sandy roads, the streams and swamps, and pig trails, coming in all directions. Ask anybody where he was going and breathlessly he would answer, 'to meet the train.' The train only stopped if there were passengers. The mail was picked up or dropped.

The inhabitants of the community took their religion very seriously. Sunday School was held on the campus; Adams and Garner used their cars to take every one to the Baptist
Church. On the first Sunday of the month a big basket of food was carried to church.

In addition to the post office, there was Mike's barbershop and beauty parlor which was only open on Saturday and Bob's Cafe which was once a shotgun shanty, so-called because one could stand at the front of one of those long straight three room shacks with a shotgun, and shoot through to the back without hitting a thing. Reed's general store was considered an institution because you could get everything from sardines to toys for the kids at Christmas. A few paces from Reed's were two other stores, Givens and Williams. The stores were covered with a multitude of bright colored snuff, patent medicine and soft drink signs that completed the display of the stores. Except for a pressing shop there were no other businesses in Grambling (Gaulden, 1976).

The Lincoln Parish School board, while still paying the operational expenses of the school, requested that the State Board of Education assume the debt of $3,000.00 owed on a building erected before the state took over support of the school. Superintendent Harris explained that the legislature did not appropriate any money for the support of the school; the plan of support was a parish proposition with help from out-of-state sources. A special committee was appointed to investigate the legal aspects of the question and report to the State Board at the next meeting (Board Minutes, May 29, 1929).

Minutes from the meeting in June of 1929 show that the
special committee's report contained an opinion stating in
essence that since the State Board of Education was charged
with the administration of the affairs of the school, it could
legally pay the debt of $3,000.00. Also at this meeting it
was moved and seconded that Charles P. Adams be granted a
leave of absence without pay for the summer quarters of 1929
and 1930 and for the full session of 1929-1930 so that he
could attend school at Hampton or Tuskegee. Superintendent
Harris reported that arrangements had been made to provide
Principal Adams with a scholarship which would enable him to
pay his expenses while on leave of absence (Board Minutes,
June, 1929). That action climaxed a year long attempt by
Harris to exert some degree of influence over Adams and the
new state school. Harris and Lewis chose Hampton as the
school for Adams to attend. The scholarship was provided by
the General Education Board through the efforts of Leo Favrot.
Adams, through his own initiative, had been attending Hampton
Institute for three successive summers (Adams, n.d.n.p.).

Just before Adams left for Hampton Institute, he and
Senator Knott made a trip to New Orleans to confer with
Governor Long. The result of the meeting was an agreement
that Long would guarantee Adams $100,000 for the school if he
could come up with $50,000 from outside sources. A letter to
that effect was given Adams by Long the next day (Adams,
n.d.n.p.). Adams probably contacted the General Education
Board requesting money to match the amount promised by
Governor Long.
Shortly after arriving at Hampton, Adams received a letter from the General Education Board pledging $50,000 for the school provided the state came through with its proposed share. He received a second letter shortly afterwards from Leo Favrot, saying that the legislature was in session and he should come home to see about matters of importance for the school (Adams, n.d.n.p.).

Adams, however, remembered the hostility of Harris and thought he needed permission to be absent from his studies so he wrote to A. C. Lewis requesting permission to come home to check on matters. Lewis never answered the letter. It was then that Adams learned he had made one of the most serious mistakes in judgement of his career. "I was so proud of the letter from the General Education Board," he wrote later, "that I did not send it to Mr. Long" (Adams, n.d.n.p.).

Harris and Lewis obviously kept the news of the conditional donation from the General Education Board from the governor and the legislature. When the bill for matching money came up there was no evidence that the donation had been approved. Without this proof, Long was powerless to fight the Harris faction and the bill was defeated. The money had indeed been approved. The Annual Report of the General Education Board (1929-30) revealed that the Board, to assist in developing this institution, had appropriated $50,000 toward $150,000 for buildings and permanent improvements.

The complicity between Harris and Lewis in keeping the
donation a secret reflects their desire to stop the school from becoming a state institution. The extreme hostility displayed toward Adams by Harris has no logical explanation except perhaps the fact that Adams as a black man had cultivated the friendship of a governor and very influential whites and Harris resented being out-maneuvered by him. Nevertheless, the grudge that Harris held against Adams penalized young black students by depriving them of adequate facilities and perhaps delayed real progress at the school for many years.

First State Appropriation of $9,000 Received

Harris did not overtly oppose Adams nor Louisiana Negro Normal. His report to the State Board of Education on July 14, 1930 revealed no apathy when he stated:

The legislature has appropriated $9,000 for the support of the Negro Normal at Grambling. This is obviously insufficient to maintain the school properly and the continued cooperation of the Lincoln Parish School Board will be essential. I suggest, therefore that the executive committee of the Louisiana Negro Normal be instructed to work in close cooperation with the Lincoln Parish School Board with a view of securing from that body such funds as may be necessary to supplement the $9,000 state appropriation for the financing of the school. If this suggestion meets the approval of your board I shall arrange immediately for a conference with the executive committee and the Lincoln Parish School Board in order that a program of procedure satisfactory to all concerned may be agreed upon (Board Minutes, July 14, 1930).

For all practical purposes, the Executive Committee appointed by the State Board of Education was responsible for
the day-to-day operation of the school. The committee was composed of two local residents from Ruston, along with the Superintendent of Lincoln Parish, T. H. Harris who was usually represented by A. C. Lewis, and Adams. They met once a month to transact any business or effect policy as set down by the State Board of Education. On July 25, 1930, they officially established the courses required for the two years of teacher training. Superintendent Campbell of Lincoln Parish was suggested as treasurer for the Normal School. A. C. Lewis was given the responsibility for securing suitable books for the keeping of financial and other records of the school by the treasurer and principal (Board Minutes, July 25, 1930).

Adams, as principal, was responsible for direct supervision of the school. He was not responsible for major decisions, however. Such a small matter as securing accounting books for record keeping was handled by the agent for Negro Schools, A. C. Lewis. Leadership in any real sense could not have been exerted by Adams. He simply was not trusted with the task. During the era of the Lincoln Parish Training School, Adams was praised on one hand for doing a good job at the school, yet he was often reprimanded for his failure to submit required reports. Whether he was so engrossed with the minute details of operation that he failed to respond to the broader aspects of supervision, or was not sufficiently trained to recognize the importance of record keeping is conjecture. It has been said that he kept everything in his head.
It was at the Executive Meeting of July 18, 1931 that Ralph Jones was granted a leave of absence for one year for the purpose of attending school to get additional training for his work in the Normal Department. The General Education Board provided a fellowship for Jones to attend school. Senator Knott voted against granting Jones the leave of absence (Board Minutes, July 18, 1931).

Southeastern College at Hammond became the seventh college under the control of the state and the Board of Education. The Board recommended appropriations of equal amounts for its first year, 1928. The second year they recommended the same figure of $9,000 for Louisiana Negro Normal but increased the request for Southeastern to $22,500. In 1932 they recommended that Southeastern's appropriation be raised from $22,500 to $45,000 per year and the Negro Normal and Industrial Institute from $9,000 to $20,000 per year (Board Minutes, January 30, 1932). The apparent inequality in the recommended appropriations was appalling. The two schools became state institutions at the same time, yet great monetary differences were made. A further inequality revealed was that of the salaries of the two presidents; the president of Southeastern received $4,500 and Adams only received $1,500 (Board Minutes, July 26, 1932).

Adams maintained a car out of his meager salary and used it in the operation of the school. There were very few blacks with cars during that time. Except for the train, that made only two stops a day, there was no other means of

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transproation in and out of Grambling. A car was a necessity rather than a luxury. Despite the shortage of funds, Adams continued to be persistent in his efforts to attain economic sustenance for himself and the school. He attempted to add to his income and that of the school by farming school land for cash crops. In order to purchase seed and fertilizers he applied for a federal farm loan. The State Board of Education reluctantly agreed to sign the necessary papers in order that he might secure the loan. A committee was appointed to investigate the possibility of purchasing the farm animals belonging to Adams and to ascertain whether or not the president should operate the farm (Board Minutes, April 21, 1932).

The official proceedings of the Board on July 11, 1932 indicated the committee had met with Adams on May 6. An inventory was taken and it was found that Adams had approximately $850.00 worth of personal livestock and equipment. The committee recommended that the State Board take control of the farm and buy Adams' inventory. The committee also suggested equipping the school with a canning plant of commercial size. It would pay for itself in one season and would give the students the necessary experience. The Board approved the purchase of the farm animals and granted permission for Adams and the Executive Committee to proceed with the idea of the canning unit (Board Minutes, July 11, 1932). The Board obviously realized that Adams had found a feasible way to subsidize the income of the school and give
valuable education experiences to the students at the same time. Bulletin Number 232, dated July 26, 1932, indicated $470.00 was received from the sale of farm products. The bulletin also revealed the effects of the depression. The state appropriation was cut by 10%; salaries $1,000 and above cut 10%; $601 to $1,000 cut 5%; and $600 and below remained the same. Superintendent Harris requested that $1,000 from the old Negro Summer School fund be transferred to the account of the Negro Normal at Grambling to pay part of the expense of the twelve weeks of summer school. He stated that the appropriation was so meager that it was almost impossible to pay expenditures that were absolutely essential (Board Minutes, July 26, 1932).

The Executive Committee of the Louisiana Negro Normal on January 26, 1933 recommended additional cuts of the teachers salaries in order to balance the budget. Adams was exempted from the cut because he operated a car at his own expense for the school. The cuts were accepted and faculty and staff continued to perform as if they were being paid maximum salaries. There were thirteen faculty members when the cut was ordered. The average yearly salary was $672.00. With the exception of R. W. E. Jones, who had earned the masters' degree in mathematics in 1932, the remaining faculty members possessed the A.B. or B.S. degrees. Because of heavy responsibilities, there was little opportunity for professional growth. Except for the annual Colored Teachers Association meeting, professional conferences were very

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limited for blacks. Once the state began to provide out of state scholarships for blacks aspiring for graduate work, the quality of professionalism rose dramatically. The minutes further indicated that the federal government would not grant a loan to the state for expenses of producing a crop. Therefore, Adams was instructed to act as the tenant in the application of the loan. The Slater Fund agreed to provide the money to purchase the canning unit (Board Minutes, March 21, 1933).

The continued small appropriations from the state plagued the operation of the school. On March 21, 1933, Harris wrote Adams that he must close the school at the end of seven months because the school had exhausted all of its state appropriations. There was no more money available for the last two months of the session (Board Minutes, March 21, 1933). To help the financial situation, the Executive Committee recommended that the Lincoln Parish School Board make an appropriation to the Normal School. This request was based on the fact that Louisiana Negro Normal had elementary students and the appropriation ought to equal the per capita cost of Negro education in Lincoln Parish for those students (Board Minutes, July 23, 1933).

The minutes from the meeting of the Executive Committee of July 3, 1933 reflected a dissatisfaction with the administration of Charles P. Adams. It is unclear whether A. C. Lewis secured the necessary books for record keeping as he was instructed in the July 25, 1930 meeting, or if Adams just
failed to see to it that they were being kept. However, A. C. Lewis was once more authorized to purchase suitable books and set them up in the presence of the person who would be responsible for keeping them. Lewis was to give whatever instructions and directions that were necessary. Books were to be kept on the farm, the boarding students, athletics, and general accounts. The committee further stated that their recommendation to reemploy Adams for the next session was made with the understanding that more efficient administration would be accomplished by him during the next school year. They specifically spelled out his duties; supervise the farm, supervise the budget, be accountable for records on every transaction in all departments, and to direct the activities of the school in a business-like and efficient manner. There was also specific dissatisfaction with the agricultural and farm shops. S. M. Jackson Supervisor of Vocation Agriculture and A. C. Lewis recommended that the shop teacher be fired and the agriculture teacher be replaced, by a more qualified person (Board Minutes, July 23, 1933). A request to the State Board of Education by the committee to give closer supervision and direction to the administrative and teaching problems would indicate that a laissez-faire attitude had prevailed since the school became a state supported institution.

The State Board had given only haphazard supervision to the struggling school. Tucked away in a corner of North Louisiana, it was allowed to flounder on its own for much of the time. Once a month, the committee met to hear a report
from Adams. The problems didn't just crop up but were accumulations of neglect and lack of interest. Whether the Board intentionally conducted the higher education of blacks in this manner is conjecture.

The minutes from the July, 1933 meeting of the Finance Committee of the State Board of Education reflected a concern by its members that two teachers on the faculty, a son and daughter of the president, were paid a higher salary than the dean of the faculty, R. W. E. Jones. Knott was asked to arrange, if possible, to raise the salary of Jones by having his salary run for the entire year instead of nine months. It was to be understood that if Jones worked in the summer, he was not to be paid anything extra (Board Minutes, July 23, 1933). The salary listed for Jones was $90 per month, while the salary of Charles Jr. and Fidelia were $81 and $65 per month respectively. The question of nepotism immediately comes to mind. Whether this was the case or not is hard to determine. Adams considered the institution as "his school," and probably thought nothing of hiring his own family and friends. Also, as graduates of Tuskegee Institute, Adams' inclination would have been to hire them because of his association with Tuskegee. There was, however, a very limited number of qualified blacks available to fill the vacancies and it was often a matter of accepting those available.

Louisiana Negro Normal desperately needed to have its physical plant renovated. Knott had investigated various alternatives and discovered that under the provisions of the
Federal Emergency Relief Administration, the federal government would pay $12,750 of the proposed cost of $15,000 leaving a balance of $2,250. Knott was requested by the board to save as much as $1,500 from the already inadequate budget to be used in the proposed program of renovating the physical plant. Superintendent Harris stated that he would endeavor to secure the remaining $750 balance of the states quota (Board Minutes, July 23, 1933). Obviously the project got off to a slow start. The wheels of state and federal bureaucracy combined seemed to move even slower.

The State Board of Education minutes, (March 10, 1935) reflected the devotion and untiring efforts of Knott and other leading white citizens of Lincoln Parish. Knott had submitted the proposed plans for renovation of Louisiana Negro Normal to the federal government, explaining the apparent shortage of funds. The federal government responded by proposing to furnish the needed $1,500 in materials and services rather than take it from the meager budget. The balance of $750 would be furnished by the state. Knott had been able to solicit $250 from the local people. The State Board gave their approval for the $500 he had requested.

Louisiana Negro Normal lost a staunch supporter in Huey P. Long, when he died as a result of an assassin's bullet on September 10, 1935. The end of his remarkable career marked the beginning of the end of another splendid career, that of Charles P. Adams. Without Huey Long, his most ardent supporter, Adams would be fair game for the vindictive T. H.
Harris. Harris joined the crowd of men who had been unable or perhaps afraid to assert themselves with Long around. Gray (1957) reported those individuals displaying their latent political ambitions. His first move against Adams was an attempt to relocate the school to Minden, about thirty miles west of Grambling. George Madison of Bastrop, president of the State Board of Education, fought that attempt, trying instead to move the school to his home town. The resulting impasse, coupled with a deep and abiding respect for Adams among the whites of North Louisiana, combined to keep the school in Grambling. Harris then turned his wrath on Adams.

The State Board of Education (February 29, 1936) went into executive session, whereupon Superintendent Harris gave evidence to support his belief that Charles P. Adams was not a suitable selection as president of the Louisiana Negro Normal and Industrial Institute. He then recommended that the board direct him to notify Adams that his services as President of the Louisiana Negro Normal would not be required after the close of the current session. Usually when Superintendent Harris made a recommendation, the Board went along with it. On the motion of board members Montgomery and Henson, the Board directed that Adams be so notified.

In this chapter we have seen that Charles P. Adams was a very stubborn man. He refused to let the news that Lincoln Parish could no longer bear the financial burden of the school stop him. With his usual vigor, he once again took the path
that he had so often taken, that of seeking the help of influential whites. This time he sought the help of the governor-elect Huey P. Long and Senator-elect Knott. With their expertise and candor, he succeeded in getting a bill through the legislature, despite the opposition of the powerful Superintendent of Education for the state.

Adams continued to endure the harassment brought about by Harris for the next eight years. Harris insisted that the school become a teacher training institution despite Adams' and Knotts' firm belief in the need and feasibility of an industrial school. He was also successful in forcing Adams to go back to school at the age of fifty-six. In addition, Harris was also instrumental in getting a $100,000 appropriation bill defeated in the legislature despite the fact that a matching $50,000 check was available from the General Education Board. The young school could certainly have used the $150,000. However, without the money the school existed on a day-to-day basis. By some miracle the school did continue to exist. Harris attempted and failed to have the school relocated after the death of Huey Long in 1935. When this ploy failed, he succeeded in getting the State Board of Education to terminate the services of Adams in 1936.
Chapter IV

ADMINISTRATIVE CHANGE: CHARLES P. ADAMS TO R. W. E. JONES

After thirty-five years Charles P. Adams was asked to step down as president of Louisiana Negro Normal and Industrial Institute. Incidents like these serve to remind us that no one is indispensable. Recommended to take his place was the man that Adams had brought to the school ten years before, R. W. E. Jones.

Adams suddenly found himself pushed out of the school that he had struggled so hard to start. The real reason for the removal of Adams from his position at Louisiana Negro Normal has eluded interested individuals for more than four decades. Adams believed that his removal was due solely to the efforts of Superintendent Harris. He was convinced that Superintendent Richardson of Webster Parish, who had been a student of Harris, played an important role in the constant attempts to remove Adams as head of the school. Adams knew that Richardson had a "hand-picked choice" for president of the institution. The man was Joe Jones, a teacher in the Webster Parish school system. In fact Adams (n.d.n.p.) stated that Joe Jones blamed him for his failure to obtain the position of president.
It was rumored that there were two major reasons for Adams' forced retirement. The first and most obvious reason was that Adams did not have the necessary academic credentials to remain head of a growing state institution. In terms of college degrees, Adams was deficient. He had very little formal education before attending Tuskegee Institute. He graduated from Tuskegee Institute in 1901 with what was equivalent to a high school degree. Interestingly, Tuskegee graduated its first four year college class in 1929 with Adams' daughter Fidelia, being among the members. He had attended Hampton Institute for several summers and one year but there is no record that he obtained any type of degree (Carter, 1972). By 1936 formal education and degrees were the passports for leadership in Louisiana educational institutions.

The second reason rumored for Adams' dismissal was that he misappropriated funds. More specifically, the charge was that of using $40.00 of state funds to purchase fertilizer for his farm crop. Adams had been renting 195 acres of land belonging to the institution for the sum of $450.00. Records revealed that Adams had applied for a Federal Farm loan for the purpose of buying seed and fertilizer (Board Minutes, January 16, 1932). The State Board of Education minutes (July 11, 1932,) includes a statement to the effect that Adams did not borrow the money from the government as he stated but used some funds that he had access to out of the general appropriation budget. Even though the State Board of Education ceased
renting the land to Adams, their intention was to keep the farm operating. However, in order to obtain money from the Federal government to buy fertilizer and pay the expenses of producing a crop in 1933, the State Board of Education requested that Adams and Superintendent Campbell, the treasurer, apply for a farm loan. Adams was told to act as tenant in the loan application (Board Minutes, January 26, 1933). In view of these circumstances, Adams might have felt justified in continuing to grow crops for himself and use state funds to buy fertilizer. Adams regarded the school as his and since he was known for his stubbornness, he probably gave his enemies a "stick with which to break his back." Grambling University historian, J. Andrew Gaulden concluded that the black and white politicians went to work against Adams, using whatever means they could to wrest the school from his control (Interview, Gaulden, December 2, 1981).

Adams was devastated and angry about his upcoming removal. At sixty-two years of age, he suddenly found himself without a job, retirement benefits or savings. He had devoted thirty-five years of his life to the school at Grambling without thoughts of material gain. He did not give up without a fight. He turned to those whites and blacks who had befriended him over the years trying to exert pressure to get the decision reversed, but to no avail. Carter (1972) reported that Superintendent Campbell, from Lincoln Parish, made several trips to Baton Rouge on behalf of Adams. Campbell was finally able to convince Harris that Adams was in
need of assistance in his retirement. Adams did not formally concede but agreed to the plan devised by Campbell and Harris. Harris reported at the meeting of the State Board of Education on June 16, 1936, that there was a bill before the Legislature in session authorizing the State Board of Education to purchase from Adams his home located on the campus for the amount of $3,500 and to deed to the Lincoln Parish School Board all of the land located at the site of the school except one hundred acres. The plan was that the Lincoln Parish School Board would transfer to Adams the land that had been transmitted to it by the State Board of Education (Board Minutes, June 16, 1936). Act 237, authorizing the State Board of Education to purchase the property of C. P. Adams and directing it to reconvey the land to the Lincoln Parish School Board was approved by the governor July 9, 1936 (Legislative Acts, 1936).

R. W. E. Jones Becomes Second President

After the announcement that Adams was to be replaced, there was a whirlwind of activity aimed at possible replacement of Adams. Superintendent Richardson of Webster Parish pushed for the appointment of his friend Joe Jones. Rumors ran rampant as to who would be chosen. Since Harris and Richardson were good friends, many thought that Joe Jones would get the position. They had not taken into account however, the influence of A. C. Lewis, the Louisiana state supervisor for Negro education. Lewis had his own choice for
president, that of R. W. E. Jones. Lewis as state supervisor for Negro education, held a powerful political position. He had been affiliated with the school for many years. He also worked very closely with J. S. Jones, who served in many capacities; Dean of Southern University, assistant state supervisor of Adult Administration, superintendent of the Jeanes schools and an agent for the Rosenwald Building Fund (Martin, 1942). J. S. Jones was the father of R. W. E. Jones. Lewis was well acquainted with the younger Jones and his qualifications. He was also the only one at Louisiana Negro Normal with a Master's degree. It was probably for all of these reasons that Lewis submitted a letter to Harris and the State Board of Education on June 15, 1936, recommending that Ralph W. E. Jones be appointed to the position of principal of the Louisiana Negro Normal and Industrial Institute at a salary of $150.00 a month for twelve months. The State Board of Education approved Lewis' recommendation and R. W. E. Jones became the second president of the institution (Board Minutes, June 15, 1936).

R. W. E. Jones had come to Grambling ten years prior to his appointment as president, through a mistake. He had worked diligently under Charles P. Adams, performing all of the duties assigned to him. Never in his wildest dream had he thought that he would be president of Louisiana Negro Normal. It has been rumored that his greatest ambition was to play baseball.

Ralph Waldo Emerson Jones was born in Lake Charles,
Louisiana, August 6, 1905, the third child of John Sebestain and Maria Morrison Jones, both college graduates and teachers. He grew up in an atmosphere that was culturally rich and varied. In addition to his normal school work, he read poetry, history, and learned to play several musical instruments. Because of his musical talent, he was often called upon to play in funeral jazz bands (Peoples, 1981) after his family moved to Baton Rouge.

Jones worked his way through school at Southern University, receiving a certificate in auto mechanical drawing, and a degree in tailoring in 1925. Originally he had not planned on a teaching career, but because jobs for blacks were scarce except in teaching, he accepted a teaching job at a small private school, Lampton College in Alexandria, Louisiana. The promised salary was not forthcoming and he left before the year was up. This first venture provided his first real experience in the world of work. He also discovered what it was like to be on his own (Peoples, 1981).

He was pleased to receive the letter from Charles P. Adams, Principal of the Lincoln Parish Training School, offering him a position at the school. As has been previously stated, Jones discovered that he was not the man Adams thought he was and the probability of not having a job again seemed like a definite possibility. Adams did give him a job, in fact, many different jobs and he said, "yes sir," to each one. He was truly shaking in his boots as Adams loomed above him at six feet ten inches and weighing 300 pounds. While Jones was
busy performing the varied tasks assigned him, he never lost his interest in higher education. With the aid of a General Education Board Scholarship, he attended Columbia University and received his Master of Arts degree in Mathematics in 1932.

College Reorganized - Specialization - Pre-service and In-service Training - Rural Black Teachers

When Jones assumed the presidency of Louisiana Negro Normal and Industrial Institute in 1936, the enrollment at the school numbered only 120, exclusive of seventeen faculty members. The legislative budget for the school that year was $24,040; $20,000 from state funds and $4,040.00 from the federal government, registration fees and sale of farm products (Board Minutes, June 16, 1936). Salaries, operation and maintenance, utilities, and any other expenses that might arise was to be taken from this small amount. The school was in need of a shot in the arm if it was to survive. President Jones said, "I became president in 1936, at a point in time when we had three choices - become just another black state college, come up with a unique program, or just simply slowly die out altogether" (Gramblinite, 1976).

A. C. Lewis, state agent for Negro education, perhaps plotted the course and provided the necessary motivation for Jones and his faculty when he said at the commencement in June, 1936, "Unless you change teaching methods by fall, no more state funds will be alloted to Grambling" (Blake, 1948). Lewis had traveled all over the state, going from school to school. He had observed that the courses being taught the
students did not prepare them for the actual experiences that they would have. He had continually urged the faculty and students to go into the homes and observe the conditions of the people. No one had really taken him seriously.

Jones, his faculty, A. C. Lewis, and his assistant C. L. Barrow, came up with a unique program for training rural black teachers. It was referred to as the "Louisiana Plan" or "A Venture in Rural-Teacher Education." George I. Sanchez, of the Rural Education Department of the Julius Rosenwald Fund, and Jane E. McAllister of the Minor Normal School, Washington, D.C. were temporarily employed to direct the teacher training at the school and work with the faculty in the development and implementation of the program according to Maxie (1950).

The main features of the program were: (1) The close coordination of teacher education with the state, parish and federal agencies of health, agriculture, trade and industry and home economics; (2) apprentice teaching; (3) field service; (4) curriculum laboratory; (5) coordination of the Jeanes teachers with the college program; (6) the summer school; and (7) the instructional part of the program. In order to implement the plan, six field centers were organized at Negro high schools to offer one year of post high school graduate teacher training. The program was to be under the direction of a teacher trainer with the cooperation of local Jeanes teachers and the college field service unit. The six field centers were located at Kentwood in Tangipohoa Parish; Mansfield in DeSota Parish; Lake Charles in Calcasieu Parish;
Minden in Webster Parish; Natchitoches in the parish of Natchitoches and St. Joseph in Tensas Parish (Gramblinite, 1976). The six field centers were financed on the same basis as high schools, by parish boards, always under the guidance and supervision of the State Department of Education and closely coordinated with Louisiana Negro Normal and Industrial Institute.

Through the cooperation of the state departments of public health, home economics, agricultural extension, and of trades and industrial education, a representative from each of these agencies was made available to the institution. These included a trained farm-shop supervisor, home-making supervisor, an experienced graduate nurse, and a county agricultural agent. With the addition of a critic rural school supervisor, they comprised the "Field Service Unit" that operated in Grambling, at the six field centers, and in the rural areas near the campus. Only first year courses were taught at the six field centers with a small amount of observation and practice teaching prior to the end of the second quarter and at the beginning of the third quarter. During the third quarter, each student at the field centers was given six weeks' apprenticeship in a nearby rural school. Courses interrupted by the practice and apprenticeship teaching were completed during the summer session at field center institutes or at Grambling. Remedial instruction, warranted by the supervisors' reports on the apprenticeship period was also provided. While in the field, the students
were taken on excursions to observe rural schools, community sanitation, home-making practices and customs, farming and farm-shop practices. Projects were undertaken for improvement of the existing conditions. Education courses revolved around the practice schools and the apprenticeship period. The Field Service Unit acted as the research body for the professional activities. Lesson plans, descriptions of conditions in the field, and other materials of instruction were made available through the curriculum laboratory (Gramblinite, 1976).

The Field Service Unit spent two full weeks at each of the six field centers every year to insure that the work being done there was commensurate with the level of that being done at Grambling. They traveled in a specially constructed bus equipped with a children's library provided by Rosenwald libraries; a medicine chest, tool chest, pressure cooker, charcoal stove, and other home economics equipment, picks, shovels, post-hole diggers, rakes, paint, mimeographed materials, and government bulletins (Gramblinite, 1976).

President Jones described the course of action and events that eventually placed the institution in the headlines of major publications for the first time: "With a corps of incomparably dedicated teachers and others who became imbued with what is now known everywhere as the 'Grambling Spirit,' we set upon a course of establishing a unique program. We embarked upon a special program of rural teacher education." He said to the outgoing teachers,

Take what you have and make what you want; accept the circumstances as they are and
go on from there. You are a country teacher. If there are no sanitary toilets, nutritious food, comfortable homes, good schools, don't sit down and cry about it; get moving and correct these situations. If the community you work in is stifled by inaction, frustration, and hopelessness; if the students you teach are way down on the achievement scale and short on ambition, do what you have to do to find a way to inject new life into them (Gramblinite, 1976).

The field service unit operated in three sections, Section I was devoted to elementary schools with teacher trainers and local Jeanes teachers attempting to improve living conditions among adults. Freshmen, receiving first-grade certificates to teach at the close of the first year were trained at these centers. By living among the people the field service unit discovered problems as well as resources and used this information to help shape the curriculum at the college. This information was given to the staff and appropriate materials were prepared in the curriculum laboratory. Section II of the field service unit was devoted to follow-up service for the centers and the participating schools. This unit also attempted to assess the growth and ability of the people in the community. Persons assigned to Section III evaluated graduates from Grambling to determine if they were competent teachers. An unfavorable evaluation resulted in graduates being recalled in the summer for further training (Maxie, 1952).

Jones was fortunate to have inherited a group of dedicated teachers who labored with him in what seemed an impossible task. The majority of the faculty members had

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received their training at Southern University or Tuskegee Institute in the area of industrial education, home improvements, and agriculture (Peoples, 1981). A. C. Lewis added to the faculty as he traveled around the state. Kara V. Jackson recalled a conversation with Lewis. "Kara, I want you to go to Grambling to teach at Louisiana Negro Normal. That school is the 'favorite child' in the state right now and I am sending my 'favorite people' to help build it up" (Interview, Jackson, January 5, 1982). She worked as a supervisor in the curriculum and teaching section of the field service unit. As the group traveled over the state servicing the six centers, they found that the educational facilities were very poor. Dr. Jackson recalls in Natchitoches Parish alone, there were sixty-eight, one-two-three teacher schools and only eleven were housed in actual school buildings. The remaining ones were housed in old churches, lodge halls, and abandoned stores. The inequities of a segregated system in Louisiana was evidenced by the fact that in 1934-35, $9.47 was spent per capita for black children and $52.34 was spent per capita for white children. The teacher-pupil ratio was fifty per teacher for black children and thirty-one per teacher for white children (Gramblinite, 1976).

During the summer, field centers conducted six-week institutes for students and regular teachers who were unable to attend the regular session at Grambling. The summer quarter at Grambling was devoted to an extension of the regular curriculum for remedial instruction of apprentices and
to an institute on rural problems. This Institute, held
during the last six-weeks of the summer quarter, was attended
by all Jeanes teachers, teacher-trainers, Grambling faculty
members, and regular students (Gramblinite, 1976).

There were many obstacles to the program. Many of the
children lived with their parents on plantations as share-
croppers. The owners of the plantations were not always
receptive toward the idea of having improved facilities or
improved instructions for the black children. The parents
sometimes objected to the field service unit suggesting
certain repairs within the home. Sanchez (1938) in his
article, "The Louisiana Plan," narrated a conversation between
the head of one of the households and the field service
personnel:

Mrs. Johnson: Mr. Blank, how long have you lived
here?

Mr. Blank: Right around twelve years.

Mrs. Johnson: Have you made any repairs?

Mr. Blank: Well, no.

Mrs. Johnson: There are many things that can be done
to make a place attractive with a small amount of
money. If you will allow me about two dollars, we can
make some improvements in your home. The things that
we will improve will be your own that you can carry
with you should you move.

Mr. Blank: Now the only thing about it is this. You
see this place ain't ours; it b'longs to a man way out
in Iowa and I ain't even sure that we'll be here
another year. T'ward be differnet if 'twas ours.

Miss Parker: I feel this way about it Mr. Blank,
you've been here twelve years and in all probability
you will be here many more. Why not have some of the
things you need?
Mrs. Blank: I'm so glad you all is talking to him. I've been telling him and trying to get him to make some changes.

They succeeded in securing the two dollars from Mr. Blank. They purchased oil cloth for the kitchen tables, cold water paint for the kitchen and lye for scrubbing. They sealed the kitchen with corrugated card board, papered it with newspaper and painted it with the cold water paint. Other improvements such as cabinet making from orange crates were undertaken; clothes closets were built so they would no longer have to hang their clothes on nails around the room. While the women worked within the house, the men worked outside. Edward Purvis recalls helping Mr. Blank to construct an outdoor toilet and steps leading into the house. They also made bunk beds out of old lumber (Interview, Purvis, January 7, 1982). When the Unit left Mr. and Mrs. Blank were working on a list of other items for the betterment of their home.

News about the venture in rural teacher education spread as it became successful. Blake Clark (1948) wrote an article entitled "Common Sense College." He described what he saw and heard:

The Grambling Station Wagon became a familiar sight to share croppers all over the state. Every faculty member learned from experience the appalling facts of life in the Louisiana backwoods. Out of Louisiana's total of 1,558 Negro elementary schools, they visited 846 in thirty-six parishes. Nearly half of these, they found were held not in regular school-houses, but in drafty lodge halls, churches and abandoned stores. Textbooks were tattered, blackboards cracked; a third of the schools had no play ground equipment, nearly a third had no water. In every village were found dull-eyed, listless children who had not eaten
an egg for months, who had seldom had milk and never had tasted fruit juice. Armed with first had knowledge of conditions in communities where students would be sent to teach, the faculty returned with definite ideas on how to train these students.

Jane E. McAllister (1938) gave an evaluation of the work of the Field Service Unit in her article, "Rural-Teacher Education in Louisiana,"

The Field Service Unit up to now has functioned, not only an an agent of pre-service and in-service training for supervisors, teacher training instructors and rural elementary teachers, but it has brought in, although in an informal manner, accurate and intimate information of rural educational, social and economic needs. It has supplied the basis or background for the entire program of curriculum building, and in-service and pre-service training. It has not piled up useless materials, nor snowed us under with findings, for its findings are utilized at once as the basis of health, homemaking, science and agricultural units.

E. L. Cole, Vice-president Emeritus, believed that the off-campus teaching program was perhaps the most unique feature of the Venture. Previously students had not been sent off-campus. The idea was to place the prospective teacher in a situation similar to the actual job. They were expected to take part in the community affairs so that they would have knowledge of the experiences that a rural teacher would be faced with once a job was accepted (Interview, Cole, January 8, 1982). This unique plan continued from 1936 to 1942. It was not only a venture that probably kept the college in existence, but has been credited with upgrading the education of black children and teachers in the state, as well as raising the living standards of thousands of black people in communities throughout the state.
The publicity from the Venture was good for the school. The enrollment increased drastically. However, the state seemed to say "you must do more with less". They increased the appropriation of the school from $20,000 in 1936 to $30,000 in 1938. The federal government, Lincoln Parish School Board, and fees contributed $11,024.48, making a total of $41,024.48. The amount needed for salaries that year was $31,440.00 plus $1,481.04 for arrears retirement for 1937, the year retirement began in Louisiana. Still to be figured into the budget was the $1,603.44 for retirement for 1938-39 (Board Minutes, June 27, 1938). The total amount left to operate the school was $6,500.00. The state expected the institution to operate the campus and its new Venture in Rural Teacher Education from this small amount. The General Education Board gave $3,000 in 1938 to be spread over a three year period for books and library materials, and $3,240 in 1939 toward the salary of a supervisor to coordinate the teacher-training program with the work of other agencies serving the rural communities of the state. Somehow they managed to keep afloat. The Executive Committee met on June 17, 1938 and at the urging of President Jones, requested an additional $5,000 for the expansion of the Rural Teacher Training program. The State Board of Education authorized Superintendent Harris to borrow $5,000 at 5% interest when they learned that Louisiana Negro Normal could not pay its bills (Annual Report, 1939-1940).
The increased enrollment had taken its toll on the facilities. A. C. Lewis (n.d.) in his report, "The Preparation of Negro Rural Teachers in Louisiana," pointed out that the buildings and equipment were unpretentious and inadequate. On June 27, 1938 a special committee of the State Board of Education met with Governor Leche to secure buildings and improvements for the state institutions. The board made application for federal subsistence through the Public Works Administration (Board Minutes, June 27, 1938).

Third Year of College Added

The Monroe News Star (July 30, 1939), carried the following article on "No Grumbling at Grambling As Negro Normal School Makes Rapid Progress." The article gave the following information about the progress:

Located about six miles west of Ruston, Grambling is the seat of the state Normal School for Negroes. Since last December, the state board of education and the Public Works Administration practically have rebuilt the Grambling school to the tune of $400,000. They have built a large classroom building at a cost of $129,000; a girls' dormitory, $64,000; gymnasium-auditorium, $40,000; library building, $34,000; dining hall, $36,000 and a new home for the president, the latter being erected from an allotment of $6,000 which included funds for some additional landscaping on the campus. An additional $31,000 has been provided for a water and sewage-disposal system and $23,000 for furnishings to equip the new buildings.

The article described the buildings as being red brick and of colonial architecture, while the fixtures within the
buildings were deemed useful and durable. These were the first permanent buildings. The gymnasium-auditorium was praised for its versatility. It could be used for basketball games, assemblies, plays, and dances. One wing housed the music department with a small auditorium and stage, surrounded by practice rooms. Located under the main stage were lockers and showers.

The added facilities enabled the small rural school to accommodate the swelling student population. Modern conveniences were now common place as the necessity for hauling water and the use of kerosene lamps ceased to exist except in emergencies (Gramblinite, 1976). In the fall of 1939 the institution was able to add a third year of college to the existing two years.

As the school progressed, so did the village. As of the date of the news article appearing in the Monroe News Star (July 30, 1939), a small train depot had been built, enabling the Vicksburg, Shreveport and Pacific Lines to make daily stops to deposit the mail and pick up passengers. A post office had been established with Ozias Johnson, (son-in-law of Charles P. Adams,) as the Postmaster. There were three stores, several churches, and an ever increasing number of homes. When the school received its electric lights in 1937, some of the residents had their homes wired also. The streets however remained unlighted and without hard surface. Cars sometimes stalled because the sand was so deep (Gramblinite, 1976).
This chapter reveals the process by which Louisiana Negro Normal and Industrial Institute became "Louisiana Rural Normal." It was reorganized into a country college with courses that trained rural black students to be practical rural teachers in the rural areas. It was based on the sound principle that the best education for the rural blacks was the kind that was based on experiences most nearly like the actual work situations to be encountered. The plan was enthusiastically received and supported by nationally-known educators and philanthropic agencies.

The faculty of the institution knew how to set a hen, prune a tree, build steps for the house or construct an outdoor toilet; make cabinets, seal a room with cardboard or lead a song fest. The president, R. W. E. Jones, was a versatile administrator. He knew how to play musical instruments, teach mathematics, coach an athletic team, lead a congregation in prayer, and make speeches. The curriculum consisted of the actual life of the rural black; lessons were given in farming, homemaking, health, and handicraft as well as the essentials: math, language arts, etc. The school was able to feel the pulse of the rural life through its unique Field Service Unit, which traveled in an old beat-up stationwagon, carrying a team of specialists who lived and worked with the people. The prospective teachers followed their examples for a period of twelve weeks. They learned what the basic concerns of the rural population were and devised a means of helping to improve the quality of life for their students and families.
Chapter V

THE COLLEGE IS GRANTED FOUR-YEAR DEGREE STATUS

Many interesting events transpired during the next thirty-four year period. T. H. Harris retired after serving thirty-eight years as state superintendent of education in Louisiana. Louisiana Negro Normal and Industrial Institute became a senior college, launched its reputation as an athletic powerhouse, and succeeded in having the legislature change its name to Grambling College. Through manipulation and cunning, Jones skillfully guided Grambling College through perilous times, emerging with university status for the institution. Superintendents of the various school systems began asking for graduates from Louisiana Negro Normal. With the addition of the third year of college work in 1939, the students now received a professional teaching certificate and diploma for three years' work.

The atmosphere of the school was one of friendliness, caring, and sharing. R. W. E. Jones was the foundation of this environment. "Prez" as he became known, displayed a deep concern for each student that came to the school. No matter how poor, how deprived, or how wealthy, each student was recognized for his ability to produce. This administration developed the philosophy that "everybody is somebody."
The enrollment grew from 120 in 1936 to 600 in 1940. In 1940 the Finance Committee of the State Board of Education, requested additional facilities in order to accommodate the increasing requests for admission to the school. Some of the students were denied admission because of a lack of housing. The committee further recommended an increase in the salaries of the faculty because the amounts had been meager in comparison to salaries received at similar schools. Reasonable increases would make their salaries commensurate with faculty members at other schools (Board Minutes, March 2, 1940).

In 1940 T. H. Harris submitted a letter of intent to retire after thirty-two years as Superintendent of Education. The State Board honored him on April 16, 1940 (Board Minutes, April 16, 1940). The change in the administration of the State Department of Education also meant some adjustments for Louisiana Negro Normal. A new superintendent, John E. Coxe, was elected. A. C. Lewis was not reappointed to the position of State Agent of Schools for Negroes. J. E. Williams assumed the position. All presidents of state institutions were appointed under the stipulation of acting head, until a special committee had made an investigation of each one in order to determine his qualifications for employment on a permanent basis (Board Minutes, 1940). New regulations were introduced regarding requirements for professional teaching certificates. Louisiana Negro Normal stated in their report given at the August 2, 1940 meeting of the State Board of Education:
It is impossible to rise to the new scholastic level for professional certification on the basis of existing regulations. The difficulty can be satisfactorily removed if the date for discontinuance of the issuing of professional certificates can be postponed until September 1, 1942 (Board Minutes, August 2, 1940).

The Board gave its approval.

It is apparent that Louisiana Negro Normal did not suffer tremendously as a result of the change in the administration. On September 12, 1940, the official proceedings of the State Board of Education revealed the fact that J. E. Williams asked the Board to reconsider its action of August 16, 1940, refusing all increases in pay to some of the faculty members. He presented information to the Board which substantiated the fact that several teachers had been employed at a rate of pay below those already employed because the institution was short of funds. He believed that in all fairness, those persons should have their salaries brought up to the level of that being received by the other instructors. He persuaded the Board to approve the request (Board Minutes, September 12, 1940). That same year, an article by Williams (1940) appeared in the *Louisiana Colored Teachers Journal*, praising Louisiana Negro Normal for its "unique program of teacher training based upon the needs of the small rural school and its place in the improvements of rural life."

Maxie (1950) wrote that a four-year program was inaugurated out of necessity in 1940 and the first degrees were granted in 1944. Helen L. Richards was a member of that class. She had arrived at the school in 1940, eager to get an
education. She was full of praise for the faculty and staff who took her in hand and guided her during those four years. Coming from a very poor family, she was grateful to W. L. Garner, the first official registrar of the school, for letting her work in the Registrar's Office so that she could earn enough money to pay the $12.50 per month required of the students for board. She played on the girls basketball team and needed extra time to study due to the rigorous prerequisites of practice every night during the season. The matron in charge of the dormitory permitted her to study later than the other girls who were required to put the lights out at 10:00 p.m. (Interview, Richards, January 6, 1982). Miss Richards' academic career reflects the fact that Grambling made a difference in her life. Her accomplishments are paralleled only by her record of outstanding service to Grambling State University; the most recent note of distinction being appointed Associate Dean of Education.

Nicholson (1976) wrote, "the administration and faculty of Louisiana Negro Normal found themselves working against great odds to launch the new four year degree program. A tremendous strain was put on the facilities and resources as the enrollment increased to 888 in 1941." Louisiana Negro Normal became a senior college during the hectic years of World War II, however, the enrollment was composed mostly of women.

President Jones was investigated thoroughly by the committee with regards to his qualifications for the
January 3, 1941 meeting gave Jones and the institution the following characterization:

Buildings now going up at this institution gives it a disorganized appearance but the general plan of improvement seems to have been carefully thought out by the president, a man of ideas along simple lines for his race. His cooperation with the State Department of Education has been excellent. The institution has won prominence for the system of teacher training which places prospective teachers in rural schools. The president seems to have the qualifications for the presidency (Board Minutes, January 31, 1941).

In 1941, some parents were able to send their children from the training centers to Grambling, helping to increase the enrollment further and strengthen the program. Students worked to complete their training through continuous matriculation, receiving the B. S. degree as the culmination after four years of study. Because of the rationing of gasoline and tires and the shortage of teachers owing to the demands of World War II, the Field Service Unit ceased to operate. The increased circulation of money however, enabled the in-service teachers to conduct and attend local community work shops. The entire community benefited as those work shops offered varied features and ventures into special training for not only the teachers but for the supervisors and rural workers too. These conferences and workshops extended from one to three days and offered effective suggestions that would benefit all in-service teachers but particularly those who held the "T" (temporary) certificates (Maxie, 1950).

It was also in 1941 that President Jones arrived at the momentous conclusion that was to affect the destiny of the
It was also in 1941 that President Jones arrived at the momentous conclusion that was to affect the destiny of the tiny school nestled in the red hills of North Louisiana. He saw that the successful colleges in the South were those that maintained a strong athletic program, particularly football. Since his arrival in 1926, Jones had maintained a meager athletic program. There had been enough men for the team but no uniforms for the players. Louisiana Tech coaches and trainers were cooperative in donating discarded uniforms, helmets, jerseys, and pants, most of them in some variation of the Louisiana Tech colors of red and blue (Gramblinite, 1976). The football program had developed slowly in the late twenties with the schedule including some high school and a few junior and senior colleges. However, only senior colleges were played after 1936. Jones decided that Louisiana Negro Normal needed to follow the path of the other successful colleges. He immediately let it be known that he was looking for a football coach. Edward Gay Robinson, a recent graduate of Leland College, in Baker, Louisiana, heard of the schools' search for a coach and made contact with Jones immediately to schedule an interview.

Frazier (1967) reported that Robinson was employed as a laborer at the Kamback-Burckett Feed Mill in Baton Rouge. He was eager to obtain another job. The interview did not go as well as he would have liked, and he left in doubt as to whether or not he had been chosen for the job. He and Jones got into an argument over who was the better pitcher, Robinson
When Robinson assumed the controls in 1941, he, unlike Jones when the latter was named football coach in 1926, was familiar with the game of football. Jones had never played football but Robinson had been named a Little-All-American at Leland where he held the position of star quarterback (Frazier, 1967). Robinson experienced a blow to his ego when Jones told him he would be defeated the first year, indicating that he had no skills as a coach. However, Robinson did not agree. He soon learned that Jones knew what he was talking about. The Tigers who struggled among themselves as much as with their opponents, lost five and won only three that year. The events of that season did not discourage him, and he recalled that, "we didn't have much to look ahead to, but even less to look back on" (Gramblinite, 1976).

Hard work and enthusiasm paid off for Robinson as he went about his duties with passionate fervor. Part of his problem was that he was coaching players who were older than himself; players he had played against as a college player and who had no respect for him as a coach. He put several players off the team, a move that caused Jones to remark, "You grew up when you put those boys off the team" (Frazier, 1967). Jones further predicted that Robinson would win all his games the next year. Not only did he win them all but his team was unscored on as well. It was indeed a remarkable season in light of the fact that this great success occurred at a time when the school had only sixty-seven men and over thirty of them played football (Gramblinite, 1976).
this great success occurred at a time when the school had only sixty-seven men and over thirty of them played football (Gramblinite, 1976).

Coach Robinson looked forward to an even better season despite the fact that World War II had taken its toll on the male population. The Gramblinite (1976) reported the male enrollment for the year 1943-44 revealed only nine men students. The State Board of Education decided to cancel all athletic events for the duration of the war (Board Minutes, April 5, 1943). Undaunted, Robinson took a squad of high school players and scheduled games with anyone who would play him.

When the campus returned to normal after the war, Robinson was able to complete his teams' metamorphosis with the help of Paul "Tank" Younger who had arrived in 1944. Jones saw his wish for success and recognition come true in 1947. The headlines read "Grambling Reached Athletic Peak in 1947 as Tigers Triumphed in 3 Fields." The Shreveport Times (June 23, 1947) reported the details of the feat:

The year is referred to as the "golden era of athletics" at the North Louisiana institution and rightfully so. The football team started the ball to rolling by winning ten games and losing two, to finish third in the national Negro standings; the basketball team won thirty games and lost four, and the baseball team finished the season with a record of twenty-eight straight victories. Without a doubt these teams were the best to ever represent the college. Athletes from each team were signed to professional contracts. Paul "Tank" Younger signed with the Los Angeles Rams of the National Football League; Legolian Moore toured one season with the fabulous Harlem Globetrotters, and three members from the baseball team were signed by the Brooklyn Dodgers. The combination foot-
ball-basketball-baseball record of sixty-eight victories against only six defeats is the best in the schools history.

Robinson served as coach for both football and basketball while Jones continued as the baseball coach, probably the only president-baseball coach to ever serve forty consecutive years in such a capacity (Gramblinite, 1976).

While Louisiana Negro Normal had been progressing in the athletic field, the business of educating black teachers for the small rural schools continued with renewed vigor. When Kara Jackson returned to the campus from Columbia University in 1942 with her masters degree in education, she brought with her enthusiasm for those things she had been taught. She was anxious to introduce and implement her new found techniques. She was allowed to conduct an experiment with some of the students who were preparing to teach. The idea was to expose those students to work experiences off campus. Arrangements were made with black business establishments in Natchitoches for twenty students to observe, at first, and later participate actively in the daily operations of the business (Interview, Jackson, January 5, 1982).

The experiment was conducted in 1942. Helen Richards was one of the twenty students selected to participate in the program. She worked at the Health Center, the hospital and a funeral home. She especially remembered one experience at the hospital when she learned that a tonsillectomy was scheduled and she requested permission to observe. She went into the operating room but was unaccustomed to the smell of ether.
The students discussed their experiences with members of the faculty and then wrote about them in story form suitable for children. This gave students a down-to-earth view of the community outside the school room; one that they could relate to. Richards believed that the experiment worked and was helpful to her in the approach to the work she chose (Interview, Richards, January 6, 1982).

In 1942, Louisiana Negro Normal received publicity from the Public Works Department in their report regarding the conditions on the campus. This report included recommendations for improvements that were a necessity if the school was to continue to progress. The top priority at this time was a dormitory for men. "In peace time enrollment of young men is limited because there is no dormitory for men. There is an old two story frame building with nine large rooms and a bath. Fifty-two men live in this building. The other men have lived where they could" (Louisiana Department of Public Works, 1942). The report also pointed out that the next priority should be that of a larger health center to replace the present infirmary that was often overcrowded and lacking in adequate equipment. The report concluded that an estimated $227,500 was needed for 1944-45 and $320,000 for 1945-46 in order to provide the needed improvements for the institution. Included in this figure were provisions for trade and agriculture buildings as well as improvements for streets and street lighting.

The first class to finish from the four year program
Included in this figure were provisions for trade and agriculture buildings as well as improvements for streets and street lighting.

The first class to finish from the four year program graduated in 1944. The program granted the Bachelor of Science degree in Elementary Education. There were sixty-three graduates, (sixty-one women, and two men). The majority of the male students' education had been interrupted by the war (Nicholson, 1976).

Again in the summer of 1944 as in the previous summers of 1943 and 1942, the State Board of Education, parish school systems, and the General Education Board held workshops for Jeanes teachers at Louisiana Negro Normal. According to Maxie (1950) those teachers received special training in rural education. Being conducted simultaneously with that workshop was one for teachers holding the "T" (temporary) certificates. The General Education Board contributed $6,400 over the three year period. Louisiana Negro Normal provided housing, equipment, staff and community laboratory schools (Annual Report, 1945).

As the college grew, the need for additional property on which to expand became obvious. In 1943, President Jones went before the State Board requesting an alternate well. He emphasized the fact that there was only one well with no other provisions or source of water. If the well suffered a breakdown, he would be forced to close the school. The Board authorized Jones to purchase extra parts of any machinery
The Building Committee approved the request. The board also authorized the purchase of eighty acres of property from E. R. Hayes to operate a farm as well as obtaining a herd of dairy animals to supply the needs of the school and teach dairying as a part of the rural teacher education program (Board Minutes, October 5, 1943).

The Name of the Institution Changed to Grambling College

More and more the institution was being referred to as "Grambling." The legal name, however, was still Louisiana Negro Normal and Industrial Institute. Jones decided to request a name change for the school. In 1946, he appeared before the legislature during its regular session after having secured permission from the State Board to do so. In his most eloquent manner, he traced the beginning of the school from its beginning, giving the various name changes that had occurred. In his best "legislative oratory" he elaborated on how changes in the school's purpose and curriculum had necessitated the name changes. When it appeared that the usual attentiveness was missing, Jones switched tactics to a more explicit reason for changing the name:

Besides all that, the name is too long. When we are playing football and the other team has the ball on our five yard line, the other team has already scored by the time our cheerleaders can say 'hold that line, Louisiana Negro Normal and Industrial Institute' (Gramblinite, 1976).

The State Capitol rang with laughter which had hardly subsided before the bill had passed and Jones had once again cajoled the legislature into favorable action, to make the
institution "Grambling College of Louisiana." Act number 33 which changed the name of Louisiana Negro Normal and Industrial Institute to Grambling College of Louisiana was signed by the governor on July 4, 1946 (Legislative Acts, 1946). This side of Jones was referred to as his "Felicitous Face," by Morgan Peoples, (1981) History Professor at Louisiana Tech University. Peoples felt that "Jones adopted this face any time he saw an opportunity to gain revenue or to gain new supporters for his "Whistle Stop Institution" (Peoples, 1981).

In the early years of his presidency, Jones learned that financial support of the school was not always given on an equal basis in comparison with the other state schools. He developed a technique or style of dealing with the State Board of Education and the Legislature. He put his varied talents to work for the good of the institution. In an article written for the Alexandria Town Talk, Sue Eakins (1976), wrote:

If you have never been exposed to the magnetism of Dr. Ralph W. E. Jones, there is probably no way of making you believe such a man exists. For men who can get blood out of turnips or money out of the legislature when there is no money, are rare indeed. Beyond that, Ralph Jones has had that consummate ease of communication with the great and small of this state for so long that you might say the man has a state in his big black hands.

Endowed with a keen sense of humor, a genuine air of friendliness, oratorical ability and showmanship, he had set about getting all that he could for the school. He put on a "show" whenever he appeared before the State Board of
Endowed with a keen sense of humor, a genuine air of friendliness, oratorical ability and showmanship, he had set about getting all that he could for the school. He put on a "show" whenever he appeared before the State Board of Education, the legislature, or the governor. The methods were not important as long as they were honest and got results (Peoples, 1981).

Significant changes occurred in the types of students attending the institution after it became a senior college in 1944. Students from the better high schools in the state as well as veterans with varied experiences were enrolled. Many of the veterans were back to complete their interrupted education. Veterans augmented the enrollment of male students from 1945 to 1947. Of the total enrollment of 533 regular college students enrolled in 1946 and 1947, eighteen percent were veterans. Ninety-five of the 186 male students (fifty-one percent of the male students) were veterans. During the 1947-48 school term, 112 of the 817 regular students enrolled were veterans (Maxie, 1950). War experiences and travels enabled them to approach a college education from a different perspective. They were more serious about the requirements and their reasons for attending school. A more stable, serious-minded student body was established as a result of their influence.

After the war years, more services were required of Grambling College. A group of educators from five Southern states and from the General Education Board launched a
reorganized and revitalized program for the Jeanes teachers which would result in graduate credit for those participating in the plan. Tuskegee Institute, which had begun a program in graduate instruction, agreed to participate in the plan with Grambling College.

The program provided for the first summers' work to be done at Grambling and further professional training to fulfill the requirements for the Master of Science degree to be completed at Tuskegee. From June 10 through August 9, 1946, the first graduate session for Jeanes teachers began at Grambling under the direction of Deborah C. Partridge of Tuskegee and Kara V. Jackson of Grambling. The General Education Board provided $12,500 for scholarships, salaries of staff and consultants, planning conferences, travel, and materials (Annual Report, 1947). This program operated successfully for the years 1946-1956. Kara V. Jackson had begun to work toward a doctorate degree at Teachers' College, Columbia University in 1944. Her experience with the Grambling-Tuskegee Workshops led her to write her dissertation about the program. "A Plan for the Advanced Professional Education of Jeanes Teachers Through Direct Community Participation as an Integral Part of the Grambling-Tuskegee Study Plan" was completed in March, 1948, (Interview, Jackson, January 5, 1982) giving her the distinct recognition of being the first black woman in Louisiana to earn the doctorate degree (Gramblinite, 1976).
College Granted Permission to Offer B.S. Degree in Secondary Education

All of the educational activity prompted the superintendents of the various parishes as well as some other southern states to suggest that Grambling College offer a degree in secondary education as well. The school continued to receive pressure for this cause. Even the students themselves requested a broader offering, particularly the veterans returning to school who were interested in pursuing a teaching degree on the secondary level. Interestingly, the secondary program evolved slowly. The first phase was called "Comps." Students actually minored in secondary education, which included English, Speech and Drama, Home Economics and Social Science. It was on this basis that superintendents began employing Grambling graduates to teach on the secondary level. They were pleased with the results and requested that Grambling be permitted to offer a degree in secondary education (Interview, Cole, January 8, 1982).

On June 28, 1949, the Education Committee of the State Board of Education recommended that authorization be granted to President Jones to proceed with plans for training high school teachers at Grambling College (Board Minutes, June 28, 1949). The first secondary teachers were graduated in 1953 (Bulletin, 1977).

The progress that occurred at Grambling College did not happen simply because it was due. Much of the phenomenal growth occurred as a direct result of President Jones
politicking efforts to seek improvements. Like Booker T. Washington and the first president of Grambling College, Charles P. Adams, Jones went about cultivating the good will of the prominent whites of the area. He knew that he was dependent upon an all-white State Board of Education for financial support. The support of the local whites would give credence to his plea with the Board. In order to strengthen the relationship with nearby Ruston, Jones invited a group of prominent Ruston residents to a football game on the campus. The number of whites attending football games in the future increased greatly and the Ruston Lions Club asked the school to play an annual charity football game at Tech stadium in Ruston as a benefit for afflicted children. It was unheard of for a black team to play on the field of a white school in the South (Gramblinite, 1976).

At the invitation of Jones, the Kiwanis Club of Ruston held one of its weekly luncheons at the college. The Ruston Rotary Club, Lions Club, and the Chamber of Commerce decided to do likewise. In 1949, the four organizations combined for a joint event at the school. They were joined by clergy, city officials, police jurors, and reporters representing both the daily and weekly newspapers from throughout North Louisiana. Jones was conducting a public relations campaign, promoting the strong points of the school, but at the same time making the prominent whites aware of its needs (Gramblinite, 1976).

Jones carried his public relations to the mansion at Baton Rouge. He was perhaps on better terms with Earl K.
Long, three-term governor, than any of the other governors. The two of them seemed to understand each other as no one else did. Perhaps it was because both of them were endowed with an unusual sense of humor. Governor Long always referred to Jones as "Ralph Waldo Emerson Jones, Himself," paying tribute to a masterly politician as skilled as himself (Gramblinite, 1976).

Governor Long came to Grambling for the first time in 1948, shortly after he was inaugurated. His nephew from Ruston drove him to the campus. As was characteristic of him, Jones was waiting outside for them when they arrived. The grand tour of the campus naturally included those places in need of improvement. When they returned to Jones' office, he asked Governor Long's nephew if he could speak with the governor alone. The conference lasted about an hour. Peoples (1981) gave his version of what happened:

"Ole Earl" came out and told his nephew he was ready to go. After they left the building, the Louisiana chief executive exclaimed, in his usual gravelly-voiced, abrupt and profane manner: 'You know what? That black son-of-a-bitch conned me out of a million dollars! But he needed every penny of it.'

Governor Long and Jones did not always use the conventional places to meet. Governor Long invited Jones to visit with him at his Pea Patch Farm near Winnfield. Jones described the relaxed atmosphere in which the meeting took place. "There I sat at Pea Patch farm, me and the governor of the State of Louisiana, Earl stretched far back in a chair wiggling his toes, barefoot... the governor..." (Gramblinite,
1976). Jones used visits like those to skillfully lay out the
needs of the school and the two of them usually arrived at a
definite figure needed for the operation of the school for the
next fiscal year (Interview, Jones, February 25, 1982).

Peoples' (1981) described the meeting between Jones and
Governor Long at the State Tuberculous Hospital near
Grambling:

Governor Long arrived to decide how to dispose
of the furnishings, buildings, and a prize herd of
Jersey cows. Jones got word of the governor's pre-
sence through his efficient grapevine. So, within
a matter of minutes, he arrived at the spot. "Old
Earl" spied him as he approached. 'Well, well, if
it ain't Ralph Waldo Emerson Jones, Himself. What
in the hell do you want over here, Ralph?' he ex-
claimed in mock irritation. Jones replied, 'Governor,
that's not fair! You know I came over here to greet
you on your visit to North Louisiana.' Earl then
retorted, 'Hell, I know you better than that, Ralph.
What do you want?' Jones answered with a patronizing
air, 'Governor, you have already taken good care of
the faculty and students at Grambling with your
generous appropriations, and we are grateful to you
for it. But, since you mentioned it, Governor, there
is one more thing our students need -- its milk for
their breakfast cereal.' Earl, realizing he had met
his match concluded, 'Take the damned Jersey cows
Ralph. They're yours.'

Jones was able to secure for the school, the herd of
dairy cows that he had been trying to get for years. On
September 20, 1949, Superintendent Jackson reported to the
State Board that Governor Long had agreed to transfer a dairy
herd from the Greenwell Springs Hospital to Grambling College
for the purpose of establishing a dairy program at the school.
President Jones was granted permission to request $23,141.47
from the Board of Liquidation of the State Debt for the
purpose of moving the herd to Grambling and establishing a
dairy program (Board Minutes, September 20, 1949). Jones had been trying to get a dairy established since early 1943, but without results (Board Minutes, December 11, 1943). A word from the governor made it possible.

One of the major events in the history of the institution occurred in 1950. The college passed the 1,000 mark for the first time during the 1950-51 term with 1,129 students enrolled. Despite the Korean War of the early 1950s', the enrollment continued to grow. The new program in secondary education and other factors such as aid for the students in the form of scholarships and work study accounted for the growth.

Despite this growing number of students, Grambling still suffered because of inadequate finances. The State Board of Education recognized the need and approved the recommendation of the Finance Committee that the budget request for Grambling College for each of the biennium 1950-52 be increased $100,000 over the appropriation of 1948-50 (Board Minutes, December 11, 1943). The Board minutes (January 24, 1950) revealed the beginning of a pattern that was to continue for the rest of the tenure of Jones. The Board gave permission for Jones to appeal to the Board of Liquidation of the State Debt for the additional sum of $41,500 to supplement the appropriation for that year. If the Board of Liquidation was unable to provide the necessary funds, Jones was to request a deficiency appropriation. The approval of deficit spending started Grambling College on a path that eventually culminated
with sharp criticism of the president and the school officials. The records indicate that the precedent was established by the State Board of Education.

Not only were the appropriations for Grambling College low, but capital outlay for major improvements was practically non-existent. The Board Minutes (April 14, 1950) further revealed that Grambling college did not receive capital outlay appropriations during the 1949 legislative session. The Board requested that "Grambling College be given first consideration should funds be available for that purpose. A concerned citizens committee for both Grambling and Southern, appeared before the Board to plead for special funds. The committee, called Louisiana Education Citizens' Committee, chaired by John G. Lewis, listed needs for Grambling totaling $2,634,946.

The following is taken from their statement to the Board:

For the first time in history (during the last legislative session) there was a systematic exclusion of Negro colleges from appropriations for new buildings. This has been publicized as the most disgraceful shame ever to occur and branded as "neglect and dereliction of duty." At our institutions, the operating budget is so inadequate that the state stands to lose its capital investment because of their inability to effect repairs and adopt a maintenance schedule that will assure the upkeep of the physical plant. Housing facilities, class room facilities and space, and recreational facilities are sufficient for less than half the enrollment of these institutions.

There were others who joined in the cry for a more equitable share for needed improvements at the college. An editorial was printed in The Shreveport Times (May 9, 1950) seeking support for capital outlay for Grambling College. The article pointed out that "with sympathy and guidance of some
white people and some organizations -- notably the civic organizations of Ruston, it has attracted national recognition as an example, though still, embryonic, of what the South can do and should do in Negro education. Grambling is an asset not only to this State, but to the whole South." The Times further cited the school as a symbol of peaceful racial relations and an example of Negro education and progress supported by white people and administered by and for Negroes.

The Board (April 14, 1950) instructed President Jones to solve the housing problem by securing two of the best constructed buildings from one of the nearby abandoned army camps and divide them into rooms to serve as dormitories until adequate facilities could be provided. Those were to be located near the already existing temporary building which was housing forty-six girls. Jones was also instructed at this meeting to drill the long awaited second well and run a gas line to serve the new dairy plant.

During the last quarter of 1950 and all of 1951, plans were laid for mass improvements at the school. The Board approved a construction budget which included expansion and modernization of the college dining facilities, authorization to proceed with plans and specifications for girls dormitories, and a physical education building. All of this came before the legislature in 1952. The Times Picayune (June 24, 1952) reported a statement made by Representative L. D. Napper of Ruston. "Gramblings' President, R. W. E. Jones, is one of the greatest racial relations experts in the South. He tells
his Negro students they should refrain from making applications to white schools, that the State of Louisiana will take care of them. I think we should back this man." The legislature did create a separate building authority for Grambling College and Southern University under Act 317 (1952). At the August meeting, the State Board of Education (August, 27, 1952) submitted a priority list, detailing the six most needed items; one (1) girls dormitory, one (1) boys dormitory, 120 acres of land, combine the elementary and high school building, one (1) men teachers' dormitory and construction of streets and sidewalks.

The sudden flurry of activity did not come because of immediate pressure from blacks for improvements in the school, but rather from the incidents that were taking place all over the South. Blacks were applying to attend the all white universities and the legislature and State Board of Education determined that if the black schools, namely Grambling College and Southern University were enhanced through new buildings, etc. they might be persuaded not to apply for admission to the white colleges in the state.

 College Authorized to Offer Pre-medicine, Pre-law and Pre-dentistry

The whirlwind of building improvements continued into 1953. The State Board minutes (June 12, 1953) authorized $1,515,000 for building needs at Grambling College. A proposal for construction of an even larger water reservoir was presented by Lt. Governor C. E. Barham and President
The approximate cost was listed as $65,000. No action was initiated until the proposal had been taken under advisement by the Building Authority for further study.

Board Minutes (August 7, 1953) revealed the fact that Grambling was finally granted an equal place with the other state colleges. The Board passed a resolution establishing uniform curricula as standard at the colleges and institutions of higher learning in connection with the granting of degrees after pre-professional study.

Therefore, Be It Resolved: That all state colleges and institutions of higher learning under the jurisdiction of the State Board of Education shall provide pre-professional curricula in the School of Arts and Sciences to include the subjects required for entrance into accredited dental, law or medical schools, and those students who successfully complete the three year pre-professional required course for entrance into approved accredited dental, law or medical schools shall be granted the degree of bachelor of arts or bachelor of science by the institution at which the students have finished the three-year required curricula, provided that they subsequently satisfactorily complete the first year of work in an accredited dental, law or medical school, maintaining the required academic standards.

Be It Further Resolved: That this resolution shall apply to the following colleges and institutions of higher learning:

Northwestern State College
Louisiana Polytechnic Institute
McNeese State College
Northeast Louisiana State College
Southwestern Louisiana Institute
Southeastern Louisiana College
Southern University
Grambling College

Ironically, it was approximately thirty-three days later that the first official government for the town of Grambling was established. On September 9, 1953, B. T.
Woodard was appointed mayor of the Village of Grambling by Lieutenant Governor C. E. Barham (Interview, Woodard, October 30, 1979). It had taken nearly ten years to achieve this goal. With the influx of students, the community had experienced growing pains. No one was responsible for a well-organized form of growth and development. In 1943, Rev. P. L. Harris, a well-known minister of the community, had called a community meeting to discuss the conditions and possible future. An Advisory Council had been formed with B. T. Woodard as the chairman of the twelve man council.

From that meeting, until the actual incorporation of the community under the Larson Act in September, 1953, the leaders had struggled to get street lights, sidewalks, and a natural gas system for the homes and businesses. State Senator Carroll Jones refused to incorporate "you niggers." (Interview, Woodard, October 30, 1979) However, through the assistance of Representative L. D. Napper, the Advisory Council went through the necessary process for organization and incorporation. On November 5, 1953, the first official council meeting in the village was held in a small antique room of Woodards' Tailoring Shop. The first officials were: Woodard who served as Mayor; W. E. Downs, Mike C. Osborne, and Sylvester Brown, Aldermen; and Earl Maxie, Town Marshall (Interview, Woodard, October 30, 1979).

With a formal government established, life got better for the local residents. Street lights, natural gaslines and telephones were installed and sidewalks were constructed.
Improvements enhanced the services and operation of the college. Students who chose to live off-campus were afforded a few luxuries. Students en route to the post office to get their mail no longer had to walk in the street. The population of the Village as of February 24, 1954 according to the census taken was listed as 734, including the off-campus students (First Official Census, March 4, 1954).

The Board (December 11, 1953) extended their sympathy to President Jones in the loss of his wife. Jones had lost his most loyal supporter. Mildred Shay Jones complimented her husband in his efforts to move Grambling College along its educational path. She had a strong personality and was a woman who was motivated by necessity and strong desire. Mrs. Jones had been deeply concerned about the community and worked to make it a better place to live. She helped to establish the first food mart and catholic church and was the author of a beautification program for the town. Jones was left with the responsibility of rearing two small sons, Ralph, Jr. and John Arthur (Gramblinite, 1976). Despite this loss, he continued in his mission of successfully guiding the administration of the school.

The purchase of an additional forty acres of land adjacent to the Grambling College campus by the Board in December, 1953 enabled the college to expand its farm (Board Minutes, April 4, 1954). Additional fruit trees, especially peach trees, were planted. The areas of poultry and swine were also enlarged. In addition to instructional services,
the farm supplied fresh vegetables, poultry, milk, and pork to
the dining hall for consumption by the college students. The
quality of the food served was enhanced without a large
increase in fees. The fee remained $32.50 per month per
student for board.

The school year 1956-57 emerged as being very signifi-
cant in the history of the college. The enrollment surpassed
2,000 (2,022) for the first time when the large crop of World
War II babies started attending college (Gramblinite, 1976).
Act 499, passed during the 1956 legislative session, provided
for special education. The sum of $14,500 was appropriated
for two professors to be hired for Grambling College in that
area. Also during its October, 1956 meeting the Board
approved an agreement to the effect that the college, through
its improved water system, would let the municipality of
Grambling share its water. This enabled the students living
off-campus as well as the town residents to have running water
(Board Minutes, October 8, 1956). President Jones was asked
to open the Board meeting on May 3, 1957 with a prayer. This
was the first time the records revealed a black president
leading the opening prayer (Board Minutes, May 3, 1957).

Enrollment records indicated an increase of 200
students during the 1957-58 session. Students expressed a
desire for more curriculum offerings. Some students asked to
major in the arts and sciences and business (Interview, Cole,
January 8, 1982). Grambling College proposed a program in
Liberal Arts. During its September 19, 1957 meeting, the
State Board approved the proposed curricula in Liberal Arts. The rationale given by Grambling College for the necessity of this new curriculum was that the program would more adequately meet the varying abilities, and the cultural and occupational objectives of its student population (Board Minutes, September 19, 1957). Grambling requested and received permission to establish a Special Education Center at the college which would serve the parishes of Lincoln, Jackson, Webster, and Union. The major objective was to promote the education of mentally exceptional children (Board Minutes, January 8, 1958).

The College is Reorganized into Divisions

On February 10, 11, and 12, 1958, Grambling College was evaluated for state accreditation in accordance with the provisions of the "Louisiana Standards for Accrediting Teacher-Education Institutions Act," adopted by the State Board of Education on October 8, 1956. The evaluating committee recommended that the college be approved for teacher education through the school year 1962-63. In their summary, conclusions, and recommendations, the committee noted an overemphasis on teacher education. It was also noted that the liberal arts program was not adequately functioning. They, therefore, recommended that in the interest of the institutions, three major divisions should be properly organized. The suggested divisions were: arts, sciences and business; terminal education; and education. On the strength of this
report and the concurrence of the Grambling College adminis-
tration, the State Board of Education authorized the full
implementation of the Liberal Arts Program and the reor-
ganization of the college into the divisions of Applied
Sciences and Technology; Education; and Liberal Arts (Board
Minutes, April 18, 1958). During the 1958-59 school year, the
duly authorized Liberal Arts program was put into effect with
the reorganization of the college into these divisions

The reorganization enabled the college to move from a
single purpose institution to a multipurpose university.
Grambling College was no longer simply a teacher training
school. The enrollment rose steadily and in 1962-63 it went
over the 3,000 mark for the first time with an enrollment of
3,050. To more effectively serve the large number of freshmen
students enrolling, the Division of General Studies was added
in 1963. The year 1963 was very special for Jones too. He
was elected to the NAIA Hall of Fame in commeration of his
many years of devoted service to sports. He was also selected
as the National Association of Intercollegiate Athletics' Coach of the Year for 1963 (Peoples, 1981).

Grambling College received publicity from another
arena in 1964. The Grambling Marching Band, under the direc-
tion of Conrad Hutchinson, Jr., made its first national
appearance in San Diego, California, for an American Football
league Championship playoff in January, 1964 (Gramblinite,
1976). The trip to California cost the band $11,000 in
addition to the amount given by the San Diego Chargers. Since the state did not provide funds for this kind of travel, they had to rely on donations, mainly from Alumni, businesses, etc. Jones who was the first band director, took charge of raising the necessary funds. Needless to say, the money was there when it was time to make the trip. To conserve money, they went to the West coast on three buses without overnight stops. The San Diego Marine Base provided sleeping quarters. In return for the use of the facilities, the band staged two concerts for the marines, playing to standing room only crowds who showed their appreciation by giving them several standing ovations during the performances. The band, figuratively speaking, "stole the show" from the football teams. In September, 1965, the Tiger Marching Band put on a dazzling half-time show when the Dallas Cowboys hosted the Washington Redskins. The Cowboys paid all of their expenses. The differing ingredients of timpani, organ and music-on-the-move, set the Tiger band apart from others. The band was referred to as "Grambling's Other Forte" (Webre, 1965). The other "Forte" attracted students from all over the country who wanted to go to college and play in the marching band.

Grambling found itself receiving a different kind of publicity when a young white woman applied to attend in 1964. The State Board informed Jones that she would not be permitted to register. She in turn reported this to the Justice Department and on May 6, 1965, the State Board reported that a federal suit had been filed against Grambling College to desegregate its facilities (Board Minutes, May 6, 1965).
However, the real story, according to Jones, was that Grambling College had been admitting students of all races prior to the suit without questions. There had been no record of a test case in the courts up to this point. Superintendent William J. Dodd and Assistant Superintendent Mack Avants decided that a test case was needed in order to make integration legal. A young white woman, Mary Jamison, from Lafayette, Louisiana, agreed to go through the preliminaries of filing for admission, accepting rejection, and filing the suit. The suit was heard in Baton Rouge by Judge E. Gordon West. Jones remembered that he was the last witness and Judge West had problems with some of the statements he made while on the witness stand. With all of the excitement of the case, Jones had forgotten the purpose of the suit and had taken the oath "to tell the truth" seriously. The lawyers finally got through to him and convinced him to say that no student of another race had been admitted to Grambling. Grambling and the State Board lost the suit, thus permitting the young lady to register. "Soon after that, a young white man was accepted. His reasons for coming were not educational. He came to stir up trouble and create unrest among the students. It was his influence that led to the protest movement which occurred in 1967" (Interview, Jones, February 25, 1982).

Meanwhile "The Famous Face of Prez Jones" had emerged. Not only did he use his oratory skills when appearing before the State Board, Legislature and Governor, but elsewhere also. He received numerous invitations to speak from all over the
country. He spoke at Brown University, Providence, Rhode Island during its Bi-centennial Celebration in 1964, appearing with such notables as Secretary of State Dean Rusk and Harvard President Nathan M. Pusey. In the article written by Sue Eakin cited in the Gramblinite (1976) Jones was described as:

A dedicated educator, a poet with a wizards' command of the English language, enough to weave a spell, a ham who could have won an Oscar, a royal Ambassador for whomever he happens to be representing at the time - black people, Louisiana, the United States of America. He spoke the language of whomever he was turning his attention to at the moment - child, janitor, or the legislature.

It was under such circumstances that on December 10, 1966, the State Board requested that Superintendent William J. Dodd send a telegram of congratulations to Jones, complimenting him on his service toward athletics and education. He was honored by the Touchdown Club of Washington, D.C. for his school's fine participation in athletics. The telegram read:

The State Board of Education is proud of your accomplishments as Baseball Coach of twenty-five years and your award for exceptional contribution to education and athletics. Congratulations on bringing this great honor to your college and our entire state.

The college continued to expand its offerings. The Board approved the establishment of a business and office education teacher-training program at the February 3, 1967 meeting. It was during 1967 that industry, business, and government began to actively recruit black college graduates for jobs in the private sector. Students, especially at Grambling, were not convinced that there were jobs for blacks other than teaching. Many of them were reluctant to take
advantage of the non-teaching offerings. The National Urban League became concerned because black students were not taking advantage of the offers from the non-teaching sector. At their request, black colleges began to sponsor Annual Career Clinics so that the students would know that the jobs were actually existent and available if they were prepared. The first career conference sponsored by Grambling College was in 1967. The few black graduates employed in non-teaching positions were requested to serve as consultants so that the students would be convinced of the availability of jobs in the non-teaching fields. The interest of the students peaked and for the first time the enrollment surpassed 4,000 (4,154) (Gramblinite), 1976).

Jones has been referred to as a great humanitarian. However, his love for the students was put to the test during the 1960's. That decade was especially noted for the protest demonstrations of college students. Grambling College, through the efforts of Jones, escaped the destructive events during the early sixties. But as was mentioned previously, the college suffered a student uprising on October 25, 1967. The students took over the administration building, science building, fine arts building and library. They disrupted classes and blocked the entrance of the administration building forty-eight hours, day and night, October 26-27, 1967. Students also disregarded curfew hours and remained out of their dormitories all night - October 26-27, 1967. The auditorium was taken over for the same period of time.
Protesting what they called, neglect of the academic program in favor of athletics, more than 800 students, comprising 20% of the student body, resigned from the school (National Observer, November 6, 1967).

The Times Picayune (October 29, 1967), carried the following headline: "Guard On Alert Near Grambling. Louisiana Governor John McKeithen, acting on the request of President Jones, called out 600 National Guardsmen to block further uproar by students who complained that over emphasis on sports caused 'academic mediocrity' at Grambling." The article referred to a recent national magazine article that dealt with the colleges' "football beef trust." There were in fact, two articles that appeared in national magazines at the beginning of October; Esquire's (1967) article, "100 Yards and 60 Minutes of Black Power" and True (1967), "A Whistle Stop School With Big Talent," referring to the athletic program at Grambling College. Those articles might have been the "straw that broke the camels' back" so to speak. But President Jones thought that the student protestors used their arguments of academics-versus-athletics as an excuse for the protest. Willie Zanders, who was the leader of the protest group, explained:

Like many Southern Negro schools, Grambling is unable to produce the sort of atmosphere conducive to learning that the Southern Negro so desperately needs. That, basically, is the problem, and that is our complaint. The average Southern Negro who comes to college comes in a deep sense of depression caused by his low social and economic status in the system. He fears striving for bettering his condition or in some cases he just doesn't want to. For this I blame the system and the Negro college administrators. The
inability of the Negro school in the South to fulfill the Negro students' needs can be associated directly with the inability or unwillingness of the Negro leaders to effect the necessary changes. They're too tied up with the white power structure. It is not just sports. That's just a small part of it (National Observer, November 6, 1967).

Campus leaders involved in the walkout were expelled. On December 5, 1967, the State Board heard the evidence presented by the college and the students. The session was emotional, with President Jones breaking down on several occasions. After almost fourteen hours of testimony, the Board found that the Disciplinary Committee of Grambling College was completely justified in expelling all appellants based on charges brought against them. Eighteen of the expelled students chose to carry the matter to court. U.S. District Judge Ben C. Dawkins upheld the expulsion (Board Minutes, December 5, 1967).

To a group of frustrated students it may have appeared that there was an over emphasis on athletics. The athletes were on scholarship, received free books and traveled to various places. Unfortunately academics was not afforded the publicity commensurate with that of the athletics as mentioned in the two previous articles. Life for the average student at Grambling College was considered dull by most standards. There were a few academic scholarships for the first and second place high school graduates and a T. H. Harris Scholarship program for those who maintained a "B" average. The average student was on work study and had no extra money. There was a curfew of 11:00 p.m. and lights out by 12:00 midnight. The social activities consisted of a Saturday night
dance, vespers on Sunday night, a movie on Monday night and, play night on Thursday.

Despite all of his magnetism, Jones was not able to contain the students. The walkout was a spontaneous, internal effort to upgrade the quality of education and student life at Grambling. It was a clear sign that the younger generation of Southern blacks were not easily pacified and were willing to apply the protest methods as a means of improving their lot in the black community as well as in all-white swimming pools and restaurants.

Edward Purvis, Development Coordinator, agreed that the protests did some good. The changes however, most affected campus regulations and not academic standards. He stated:

The protest made us recognize student leaders for the first time. We were caught in the midst of the revolution taking place among the youngsters. We weren't changing fast enough and we learned that instead of being rigid, as part of the establishment, we should become more flexible. The demonstration served a worthwhile purpose and I think we have grown from it (Interview, Purvis, January 6, 1982).

The subject of a recent National Broadcasting Company Sunday night movie, "Grambling's White Tiger," James Gregory arrived at Grambling in August, 1968 to play football. There is nothing unusual about a student arriving to play football, but for this particular player it was different; he was white. Gregory hailed from Corcoran, California, where he had been recruited by a member of the Grambling football coaching staff, Edwin Stevens, who was also white. Stevens, who played for Fresno State, had a Grambling graduate for a high school
coach. His duties were confined primarily to scouting and recruiting after he joined the Tiger Football Staff at Grambling.

Gregory found himself in the role of a third string quarterback throughout his college career. James Harris, the first black quarterback selected by a professional team, was the senior quarterback in 1968. Therefore, Gregory's chances of becoming number one quarterback were very slim. After Harris was drafted by the Buffalo Bills, Matthew Reed, a local star quarterback from Monroe, Louisiana, moved into the number one position. Even though Gregory never did make the number one spot, he remained with the team and graduated from Grambling College, August 2, 1973 having the distinction of being the second white to graduate from Grambling College. He was preceded by Coach Stevens' wife, Doris Stevens, who graduated on December 15, 1972 (Interview, Wormley, February 26, 1982).

The movie, "Grambling's White Tiger," was adapted from the book, My Little Brother's Coming Tommorrow, by Bruce Bahrenburg, written in 1971. The book is an account of the school's first white athlete and the school's 1970 football season, when Gregory did get to play in a game and threw the winning touchdown (Bahrenburg, 1971).

Grambling was again in the headlines in 1969. The Morning Advocate (Baton Rouge, April 23, 1969,) reported that a projected deficit at Grambling for the fiscal year was $1.2 million. Legislative Auditor J. B. Lancaster traced the
problem to the 1967-68 fiscal year when the colleges' appropriation based on semester credit hours was cut by $360,000 over the previous year and other income was down by $41,000. The auditor made recommendations geared to placing the college on sound fiscal grounds, one of which was that Grambling was advised to submit a realistic budget within available funds for 1969-70, "even if this means cutting and/or freezing salaries and a reduction in personnel."

When the Board met on May 8, President Tannehill reported that the situation at Grambling was not as bad as it was first projected. President Jones was allowed to report to the Board concerning the situation. In his usual "whatever the situation demands" voice, he stated that he had not been given a chance to refute the accusations and allegations regarding his ability to run the college. He pointed out that the problem with the finances had occurred over a period of about three years. According to the record, it was apparent that the Division of Administration and the governor had been aware of the financial situation and had promised to rectify the problems. A deficiency appropriation of $662,000 had been overlooked at the previous regular session of the legislature, otherwise the circumstances would not have surfaced at all. The remaining deficit was to be absorbed over a period of three or four years. The Board went on record as giving Jones a unanimous vote of confidence (Board Minutes, May 8, 1969).

There is no doubt that over the years, Jones had been able to gain and hold the confidence of the members of the
Board of Education. The Board minutes (March 21, 1969) revealed that more and more he was being asked to lead the opening prayer at Board meetings. He was asked to give the benediction at the memorial service on March 21, 1969, for the president of the Board, A. D. Smith, who was killed in an automobile accident. No other black man in Louisiana had advanced to that rank. Over the years he had gained confidence in his ability to negotiate with the all-white board. He was not beyond giving small tokens to them from the farm. For at least thirty years, board members received peaches from the Grambling orchards in the summer and turkeys from the poultry section at Thanksgiving and Christmas. This was his way of showing his appreciation for small favors in the past and a reminder to help in the future.

The Board directed Dr. F. J. Taylor, President of Louisiana Tech University, to confer upon President Jones, an Honorary Doctor's Degree as soon as possible. This honor was to be conferred upon him for his outstanding service to education, not only at Grambling College but throughout the state (Board Minutes, January 9, 1970). The Shreveport Times (February 24, 1970) paid tribute to President Jones when it published the following:

The racial problem in the country is real enough, but underneath all the surface turbulence there runs, we believe, a broad current of amity and understanding that often doesn't get the attention it deserves. As an example of this deeper-running understanding, we cite Louisiana Tech's announced plan for honoring Dr. Ralph W. E. Jones, Grambling College president at its winter quarter commencement exercise on March 5. Dr. F. J. Taylor, Tech president and head of the State Board Colleges President's Council, will confer the Ruston
University's doctor of laws degree on Dr. Jones - only the fourth time Tech has extended such an honor in its long history. Actually, even wider recognition for the Grambling leader is involved, since the Tech presentation was authorized by the State Board of Education, which controls nine colleges and universities in Louisiana.

An even bigger tribute was the number of outstanding guests, including state Superintendent Dodd, who came to share in the occasion.

At the June 26, 1970 meeting of the Board, a motion was passed unanimously to waive the compulsory retirement age of sixty-five years for Jones. Board president, Fred Tannehill stated that this was a tribute to a fine christian man who well deserved this honor. Jones expressed his appreciation to the board for this action. However, he was speechless at first, one of the few times that he had been at a loss for words (Board Minutes, June 26, 1970). The noticeable difference in the relationship between the Board and Jones was markedly different than with Felton Clark, past president of Southern University. The Board informed Clark when he was nearing sixty-five, that he should submit his letter requesting retirement. When he did, they readily accepted his letter and immediately appointed G. Leon Netterville, Acting President.

During the fall of 1970, a report from the budget analyst, Jack E. Hightower, Jr., showed that Grambling was still experiencing financial problems. Grambling College at this point was without a business manager. One of Hightowers' recommendations was that a qualified business manager was
imperative. He should be given authority to make necessary changes in policies and procedures in the General Administrative and Accounting Office (Hightower, September 10, 1970). A business manager was hired but Grambling continued to be plagued by financial woes. The enrollment fluctuated causing projected budget figures to be out of line. Added to all of this was the fact that 80.3% of the Grambling student body received some type of aid. Because Jones could not say "no", students were not very often turned away. "If they don't go to Grambling, they don't go anywhere, they've got no place to go" (Gramblinite, 1976). Through his continued political efforts, the Board, the joint legislative budget committee and the governor, allowed Grambling College to continue without closing or even publicizing the fact that the financial situation was shaky.

The Board extended Jones term as president again in 1971 and suspended its retirement rules. In May, 1971, a committee from the Board was appointed to meet with Jones at Grambling to work out a solution to the financial problems. The Finance Committee of the board was to make the final decision in the matter. To make matters worse for the financially plagued college, Governor McKeithen felt it was necessary to cut the budgets of the educational institutions by 3%. Even though all of the college president's protested, the wishes of the governor prevailed and the schools were forced to operate from smaller appropriations.

At the December 9, 1971 meeting, the Board once again
granted a waiver of retirement for Jones. Again, Jones thanked the Board for their vote of confidence in him. He informed the Board that he and the band of Grambling College had been invited to participate in the inauguration of the new president of Liberia in Africa. He requested that the institution be allowed to participate on a monetary basis in order that the credit lines on the documentary film would read "Louisiana State Board of Education." The Board granted Jones permission to participate financially up to $10,000 (Board Minutes, December 9, 1971). The Board also agreed to send one of its members to the inauguration. The State Times, (December 31, 1971) carried the story; "Grambling Band Flies to Liberia for Inauguration."

The 150 piece Grambling College band left here Thursday to perform at the inauguration of Liberia's new president, William Tolbert, in Monrovia Sunday through Tuesday. President Nixon designated the band as part of the official U. S. envoy, headed by Mrs. Nixon, and authorized the band to use Air Force transportation. Grambling President R. W. E. Jones and State Education Superintendent William J. Dodd accompanied the band.

Jones "gave a most entertaining and enlightening account of his trip with the Grambling Band to the inauguration of the president of Liberia, one of the oldest republics in Africa," to the Board when he returned. Filled with theatrics, he described the scene from the reviewing stand as he sat behind Mrs. Nixon:

Ladies and gentlemen, a whistle blew, a young man hoisted the flag. I saw the Stars and Stripes... And then another whistle blew and another young man hoisted another flag. The Pelican was there: Louisiana, our state, and a feeling came over me. Another whistle blew. Another flag was hoisted. This time, Grambling. And that Grambling band strutted out there with the "Stars
and Stripes Forever" and something inside me churned. I'd been in this country all my days, but never so proud as when that band struck up 'The Stars and Stripes Forever.' And I realized I was living the American Dream... When that flag passed and 800 or more foreigners applauded that American flag, I realized how much I loved these United States (Board Minutes, March 2, 1972).

In late 1972 as in 1967, the students protested. Again, the stated reason for the protest was attributed to a focus on over-emphasis of athletics. Ironically, Jones, the football team, the band, and a large number of state officials were in Honolulu, Hawaii for a football game with the University of Hawaii. Dr. E. L. Cole, Vice-president of the university had been left in charge as was the custom when Jones was out of town (Interview, Cole, January 8, 1982). There was no need for the National Guard, even though there was considerable damage this time. Glass was broken out of the dining hall and fire was set to the wooden bleachers. When questioned by the state officials, Jones proclaimed: "I'm proud of our alumni who have become doctors, lawyers, and educators. But I haven't seen anyone yet who would pay six dollars to watch a physics class" (Shreveport Times, January 13, 1973). Eleven students were expelled by the Grambling College Disciplinary Board. Judge Ben C. Dawkins ordered the Board to conduct hearings in the matter. The Board affirmed the findings of the Disciplinary Board and sanctioned the action taken (Board Minutes, January 13, 1973).

Grambling College was proud of its graduates, students, and its undergraduate program. Some of the Alumni began to request graduate offerings. They preferred to return
to familiar territory to do graduate study (Interview, Cole, January 9, 1982). The administration was reluctant to move in that direction because of implied refusal by the Board. However, they accepted the challenge by the Alumni, and on February 16, 1973, the Board granted Grambling College permission to apply to the Louisiana Coordinating Council for Higher Education for consideration of certain graduate programs for the institution (Board Minutes, February 16, 1973). While deliberations proceeded on the graduate program, Grambling requested and received permission to offer the Associate of arts degree in several fields; Automotive Sales and Marketing, Bookkeeping and Accounting, Business Data Processing, General Clerical, and Office Administration. The Coordinating Council for Higher Education approved the Graduate Programs in Early Childhood and Elementary Education, offering a Master of Science in Elementary Education. The first courses were offered during the summer session of 1973 (Interview, Cole, January 8, 1982).

Three decades, from 1940 to 1970, brought phenomenal growth for Louisiana Negro Normal. The institution was granted the status of a senior college and despite the handicaps of World War II, the school graduated its first four-year class in 1944. The college embarked on a venture in athletics which eventually brought publicity and notoriety to the small school nestled in the hills of North Louisiana. President Jones, through an unusual style for a black man during that era, was successful in getting the legislature to change the name of the school to Grambling College.
Jones used his unique style and showmanship to woo the local whites and state officials into giving more aid to the school. In the process, the Board approved the training of secondary teachers and Jones cultivated a special relationship with Governor Earl K. Long. This relationship led to special favors such as the acquisition of a herd of Jersey cows for the dairy. The college especially experienced a giant building program during the 50's and 60's. The press of black students to enter all-white institutions seemed to have given impetus to the building program.

The college also experienced major changes insofar as academic programs were concerned. The college was reorganized into divisions to more effectively serve the students. The college was also authorized to offer pre-medicine, pre-law and pre-dentistry programs through the division of Liberal Arts. To further meet the needs of aspiring students, the college applied for and received permission to offer the Associate of Arts Degree, and finally graduate courses leading to a Master of Science Degree in Early Childhood Education and Elementary Education.

Jones was given four extensions from retirement after he reached the age of sixty-five. Grambling College was integrated by its first white student in 1965 and the first white football player arrived in 1968. The college experienced major protest movements in 1967 and 1972 because of what the students believed to be an over emphasis on athletics. Grambling's band was invited to attend the inauguration of the
president of Liberia and was given free accommodations by the government per orders from President Nixon. Through all of those incidents, Grambling suffered financial troubles that seemed to get worse rather than better, despite the fact that the state officials were apparently cognizant of the total financial picture.
Chapter VI

THE COLLEGE ACHIEVES UNIVERSITY STATUS

This chapter covers the period of time in which Grambling attained university status. A graduate division was created in 1975, the first graduate degrees were conferred, and the first Honorary Doctor of Laws Degree was awarded. Early in 1977, President Jones announced his plans to retire and Dr. Joseph B. Johnson was chosen as his successor. The administration of Dr. Jones diligently worked to attain university and graduate level status at Grambling College. The movement was made easier with the advent of the Master of Science degree in Elementary Education. Armed with that accomplishment, the college requested university designation. On May 16, 1974 the Board approved the name change from Grambling College to Grambling State University. The request was officially introduced during the legislative session as House Bill number 35. There was no opposition from the legislature and Act number 178 was signed by the governor, July 12, 1974 (Legislative Acts, 1974).

Graduate Division Created

In order to efficiently operate the graduate program, a graduate division was established to provide opportunities for the students to: improve their professional competence
through advanced study and scholarly research, to develop a broader and deeper understanding of human knowledge, and to prepare them for further graduate studies. The division was placed under the direct supervision of the Vice-president of Academic Affairs. The Graduate Council, the policy making and regulatory body for the graduate program, was composed of ex-officio members, faculty members and two graduate students appointed by the Dean of the Division of Graduate Studies. The Graduate Dean was to serve as chairman of the Graduate Council (Bulletin, 1975).

**M. S. - Early Childhood and Elementary Education**

The graduate program in early childhood and elementary education grew out of a request and concern for an advanced training program at an institution that, by tradition, had been noted for its strength and quality in undergraduate teacher preparation. Recognizing the special needs of the disadvantaged learners that these students would have to work with, the programs were designed to provide a creative approach. Motivated by the original philosophy of the institution -- making life better for both student and parent -- the programs emphasized interpreting and changing the behavior of pupils in and out of the classroom. The programs were opened to non-education majors, while the focus rested on "effectiveness in performance and competence in the teaching and learning act" (Bulletin, 1975).
Graduate Offerings Expanded

Students immediately took advantage of the expanded graduate programs offered at Grambling State University and enrolled in sufficient numbers to adequately support the offerings. On October 18, 1974, the Coordinating Council of Higher Education approved the Master of Arts in teaching biology, French, and sociology. On the same date, the State Board put its stamp of approval on a proposal for a Master of Science Degree in Athletics and Recreation, subject to approval by the Coordinating Council (Board Minutes, October 8, 1974).

The major objective of the Master of Arts in Teaching was "the preparation of qualified personnel for the teaching profession on the senior high school and junior college levels" (Bulletin, 1975). The programs were designed to enable the students to acquire knowledge in a special area of concentration. There were two distinct programs established: pre-certification and post-certification.

The pre-certification program emerged as a combination of professional and subject matter programs for students who wanted to earn certification as secondary or junior college teachers while pursuing a Master's degree. The program appealed to graduates with a Liberal Arts degree who lacked the background in professional education (Bulletin, 1975).

The post-certification MAT program placed emphasis on subject matter for those secondary and junior college teachers who had already met the requirements for a standard teaching
certificate. Professional courses, thesis and foreign language were eliminated. A comprehensive examination was established as the major requirement (Bulletin, 1975).

After a great deal of discussion and study the Coordinating Council for Higher Education decided to approve the Master of Science Degree in Sports Administration. This Council was the forerunner of the Board of Regents. On May 1, 1975, as one of its first acts, the Board of Regents officially approved the Sports program (Board Minutes, May 1, 1975).

The Sports program objectives addressed the urgent and unattended area of human resources development. As a result of the multifaceted aspects of athletics, a comprehensive program was established. Students were required to enroll in courses that were designed to teach them expertise in business principles, advertising, purchasing, public relations, and a number of procedures beneficial to the job requirements. Via the interdisciplinary competency-based preparatory program for athletic administrators, the prospective graduates were offered an innovative approach to their needs for advanced training. The major emphasis of the program was directed to the internship period. Students were required to spend approximately three months with a professional sports organization, university, college, municipal recreation department, or state parks and recreation service (Bulletin, 1975).

The reorganization of education in Louisiana
crystalized during 1975. The Board of Regents became the supreme governing body of higher education. All of the existing boards were merged. As a result of this action, elementary and secondary education programs were placed under the jurisdiction of the Board of Elementary and Secondary Education (BESE). This hierarchy placed the supervision of colleges and universities under the rule of the Board of Trustees, proceeded by their governing body, the Board of Regents. The composition of the various boards assumed a new appearance. The familiar names disappeared from the roster. The boards were no longer composed of all-white members. On May 1, 1975, the Board of Trustees officially began exercising control of the business of the states colleges and universities. Since the Board would be forced to operate without a budget, President Jones presented a motion, seconded by President Kilpatrick of Northwestern State University, and voted on by the presidents. The motion stated thus: the nine institutions allot a total sum of $47,120 from their current budget to cover the expenses of the Board of Trustees for state colleges and universities for the period May and June, 1975. The motion carried and a budget was approved. President Jones had once again executed a superb political move, one that put him in the good graces of the new board. By this time he had received five waivers of retirement. His current term had been extended to June 30, 1976 (Board Minutes, May 1, 1975).
First Graduate Degrees Conferred at Summer Commencement

On August 1, 1975, six persons, who had successfully completed all of the requirements for a Master of Science Degree in Early Childhood Education, were awarded their degrees. In addition, there were fourteen persons who completed the requirements for the Master of Science degree in Elementary Education. Dr. Joffre T. Whisenton, Associate Executive Secretary for the Southern Association of Colleges and Schools, was the commencement speaker (Commencement Program, 1975). It was the opinion of all concerned that the occasion justified his presence. President Jones was elated over the occasion. The school nestled in the hills of North Louisiana had indeed, come a long way.

University Confers Its First Honorary Doctor of Laws Degree, August 1, 1975

On June 27, 1975, the Board of Trustees approved the request from Grambling State University for an Honorary Doctor of Laws Degree to be awarded to Mr. Fatola Sami, Educational Attache, of the Embassy of Iran, during the August 1, 1975 commencement exercises (Board Minutes, June 27, 1975). The request with recommendation for the award was transmitted to the 1975 regular session of the legislature. It was passed. The request was established as Act Number 313, signed by the governor, July 14, 1975 (Legislative Acts, 1975).

Again on February 26, 1976, Grambling requested the awarding of an Honorary Doctor of Laws Degree to Ben D.
Johnson, businessman and long time friend of Grambling. Johnson held the distinction of being the man who had participated in the first off-campus work experience program with Grambling in 1942. The Board approved the request. It was also at this meeting that the Board agreed to again extend Dr. Jones' term as president of Grambling State University from July 1, 1976, to June 30, 1977. Dr. Jones graciously accepted the extension and thanked the board for once again displaying their confidence in him (Board Minutes, February 26, 1976).

In 1976, President Jones traveled to Iran as a guest of the Queen (Gramblinite, 1976). The Board approved acceptance of an invitation received by Jones from the Embassy of Iraq. He was included in a delegation assigned to examine their educational system (Board Minutes, October 29, 1976). Just one month before, on September 25, he traveled to Tokyo, Japan with the band and football team for a game against Morgan State of Baltimore, Maryland. The Board congratulated President Jones and the university for their efforts in promoting human, race, and public relations in and for the state of Louisiana (Board Meeting, September 10, 1976).

R. W. E. Jones Retires After 51 Years

The State Times (January 28, 1977) printed an article entitled: "Grambling President Sets Retirement after 51 Years", which surprised a great many people. The effective date of retirement was slated for June 30, 1977, the date his present extension would expire. Ironically, there was no
indication that the Board requested him to stay on. It appears that President Jones realized that he might not be granted another year. Rather than risk rejection, he chose to retire. There is certainly no stigma attached to the decision. He was seventy-three years old and had devoted fifty-one years of his life to the education of black youth.

At the February 18, 1977 meeting a decision was made that the Board would meet, as a committee of the whole, on March 23, 1977, to interview applicants for the presidency of Grambling State University. The Executive Director was asked to check some of the references submitted by applicants for the office of President and have them available when the interviews were held (Board Minutes, February 18, 1977).

The Board of Trustees interviewed nine applicants. The meeting to select the president was called to order at 9:15 a.m. The committee heard twenty-six people speak regarding the position of the presidency in addition to representatives from groups endorsing the different applicants. At 1:53 p.m., the Committee went into Executive Session to interview the candidates and discuss their findings. The committee reconvened its open session at 8:00 p.m. that same day. Committee member Frederick Egan placed the name of Dr. Joseph B. Johnson in nomination. Enoch Nix seconded the nomination. Committee member J. Curtis Joubert placed the name of Dr. Charles Hudson in nomination. Rev. Herbert Gordon seconded that nomination. The count of the votes by the Committee was fifteen (15) for Johnson, two (2) for Hudson. On a motion
made by committee member Joubert, and seconded by J. Y. Foreman, the Committee voted to make the selection of Dr. Joseph Johnson, President of Grambling State University, unanimous. The third president of Grambling State University had been chosen (Board Minutes, March 22, 1977).

According to the minutes from the April 29, 1977 Board meeting, a large deficit was discovered through the Legislative Auditor's report for Grambling State University. After a lengthy discussion, the Board concluded that the audit revealed the deficits' existence prior to their becoming the governing body. Thus, they chose to accept the recommendation from the Finance Committee that the Legislature be asked to appropriate sufficient funds to cover this deficit in order that Grambling might continue to exist in the tradition of its heritage. The Finance Committee further recommended requesting that a task force be assigned to conduct an indepth investigative study of Grambling State University for the purpose of reviewing the schools' entire fiscal operation. Based on their findings, the Task Force would then make subsequent recommendations for the necessary steps to be taken to re-establish the institution on sound fiscal ground. The request was referred to the Commissioner of the Division of Administration (Board Minutes, April 29, 1977).

On May 2, 1977, the Governor's Task Force on Grambling State University was organized in response to the request from the Board of Trustees and the Board of Regents. The task force was composed of representatives from the Board of
On May 10, 1977 the Task Force arrived in Grambling to begin the review. From their overall observations, the Task Force reported that no "precise determination can be made regarding the date when Grambling first began experiencing its current financial difficulties. The most general accepted period is the late 1960's" (Task Force Report, 1977). As the deficits grew, the university was victimized by increasing cash flow pressures. In order to continue operating, current year funds had been consistently applied against prior year obligations. From all of the evidence compiled and observations made, the Accounting Office was targeted as the major problem area. The department was operating at sub-level efficiency. The lack of properly trained personnel only compounded the difficulties. Until a complete modification of the practices and procedures of this area was done, the entire Fiscal Affairs Unit of the University would remain in chaos.

The Task Force ventured an opinion, stating that no single explanation could be advanced for the cause of the deficit. The deficit seems to reflect an "overly benevolent and lenient attitude toward fiscal restraint." The accountability for this situation rested solely with those individuals directly involved in the day to day administration
of the university (Task Force Report, 1977). The entire report encompassed fifty-five pages. The Task Force did not attempt to criticize events of the past, rather it focused on recommendations for the future. Recommendations were offered to increase the efficiency of the management of the university. The deficit itself was written off by the legislature so that the incoming president would be able to start with a clean slate.

Plans were made for the official retirement of R. W. E. Jones. At the June 24, 1977 meeting of the Board of Trustees, the Academic Affairs Committee recommended that Dr. Jones receive an appropriate plaque of commendation for his fifty-one years of outstanding service to Grambling State University and higher education in the State of Louisiana. The following resolution was unanimously adopted:

Whereas, Dr. Ralph Waldo Emerson Jones, President of Grambling State University, has exhibited a compassion and understanding for people in all walks of life; and Whereas, he has devoted a lifetime of service as an educator and educational leader; and Whereas, through his efforts the name of Grambling State University has spread from Louisiana to Japan and from Hawaii to Iran; Be it Therefore Resolved that this Board of Trustees for State Colleges and Universities does hereby express its appreciation and gratitude to Dr. Ralph Waldo Emerson Jones for his lifetime of service (Board Minutes, June 24, 1977).

President Harvey Peltier announced that the Board would honor Dr. Jones at a luncheon on July 28, 1977 and at that time the plaque would be presented.

Many activities took place in Grambling for the retiring president. On June 10, 1977, President Jones and E.
L. Cole, retiring vice-president of forty-one years shared a Grambling State University Appreciation Convocation in T. H. Harris Auditorium. Special tributes, musical tributes, and gifts were given. That night at the Ruston Civic Center, a joint 'recognition of service' banquet was held in Jones' and Coles' honor. The students presented a tribute to President Jones in the June 24th issue of the Gramblinite. "You have achieved the highest degree that can be obtained, the humanitarian diploma for having bestowed upon the thousands of applicants who have entered the portals of our institution of learning, the imperative factor of love, hope, faith, encouragement, self-esteem, and confidence" (Gramblinite, June 24, 1977). The National Broadcasting Company did a seven minute news film on President Jones, that was featured on the nightly news on June 26th and on the Today Show the following morning. It can truly be said that "Prez" went out in style.

Thus, the predominate black college located in North Louisiana became Grambling State University. In 1974 the graduate division was created to efficiently administer the graduate courses. In October, 1974, the graduate program was expanded to include the Master of Arts Degree in teaching Biology, French and Sociology. In 1975, under the new graduate studies program, the Master of Science Degree was conferred upon 20 persons. The first honorary Doctor of Laws Degree was also awarded during the commencement exercises. Also of noteworthy importance, the Master of Science Degree in Sports Administration was added to the curriculum that same year.
After fifty-one years of service at Grambling State University, President R. W. E. Jones announced his intention to retire June 30, 1977. There were nine candidates seeking the office of president. The Board of Trustees chose Dr. Joseph B. Johnson as the third president of Grambling State University on March 23, 1977.

On April 29, 1977 the Legislative Auditor reported that there was a deficit in excess of 4.4 million dollars at Grambling State University. A Task Force was assigned to investigate the university. The report submitted by the Task Force focused on the problems and cause of the deficit without "pointing a finger" at any one person. The legislature voted unanimously to eradicate the deficit in an effort to enable the new president to start with a balanced budget.

President R. W. E. Jones was honored by the Board of Trustees, friends and acquaintances during the month of June, 1977. The students wrote a tribute to him in the June 24th, issue of the Gramblinite. He was pleased and rightly so; he had served well during his fifty-one years and had seen the tiny junior college evolve into a university.
Chapter VII

Summary and Conclusion

The purpose of this study was to discover how Grambling State University developed as a black institution in rural North Louisiana given the key problems it faced from 1899 to 1977. Specific details highlighted the structural and operational changes that took place between 1899 and 1977; the administrative philosophies that dominated Grambling during this period of time; the transformation of Grambling State University from a small rural southern black industrial school into a modern multifaceted university; Grambling State Universities' unique role in educating blacks; and to what extent the administrative philosophy of its two presidents fulfilled the role, purpose and institutional goals.

Data for the study were secured through personal interviews of individuals who maintained key roles in the development of Grambling State University; from minutes of the official proceedings, Louisiana State Board of Education, and the Lincoln Parish School Board; newspaper articles; journal articles; institution bulletins; personal papers; legislative acts; and unpublished theses.

A review of the development of public education for blacks in the South, particularly in Louisiana, served as a
background against which the history of the institution and its two administrative leaders are reflected upon. Both the town of Grambling as well as Grambling State University originated in a one and one-half square mile area, located in the southeast corner of the political subdivision presently known as Ward II in Lincoln Parish. Some aspects of the history of the town have been included.

Grambling State University evolved as a result of the desire and determination of blacks in North Louisiana to provide educational instruction for their children. The creation of the North Louisiana Colored Agricultural Relief Association was a positive action initiated by blacks in effort to reach their goal. They purchased land and proceeded to erect a building to serve as a school and a meeting place for the organization.

Realizing that they did not have the expertise or manpower to operate the type of school they needed, the Relief Association requested aid from Booker T. Washington at Tuskegee Institute. In so doing, they cast their lot with the industrial concept of education. Charles P. Adams, a recent graduate of Tuskegee Institute, was sent in answer to their request.

Even though the Association gave Adams a contract, there was no money for a salary. He visited the various churches and communities seeking donations to complete the building so that the school could be opened for instruction. He used his own money to supplement the donations collected.
The school opened on November 1, 1901, bearing the name Louisiana Colored Industrial and Agricultural School.

Adams saw a means to an end of improving the lives of the people in the community using the schools' activities as the medium. The people were taught to grow better crops, buy property, prepare meals, and provide for health and home improvements. He obtained help from white and black friends to enhance the program. He followed the example of Booker T. Washington in cultivating the friendship of the prominent whites in the area. Adams realized that the whites controlled the economic resources and in order to acquire financial assistance for the school, he would have to use an approach that was acceptable to those in power. Much of the credit for the schools' continued existence and operation was due to his successful courtship of these influential whites.

Adams' methods did not please all of the members of the Relief Association and as friction grew, he found himself literally expelled from the school premises that he had worked so hard to improve. However, undaunted, Adams secured the help of six other blacks, and together they purchased 200 acres of land located approximately two miles from the school and began anew in 1905. He used the Methodist Church until a building was erected. The school was called The North Louisiana Agricultural and Industrial School. The present town evolved in the same 200 acre area as did the first store built by Zack Jackson in 1904. During this period the community acquired the name of Grambling in honor of P. G. Grambling, a white man, who owned the local sawmill.
In order to receive further aid from the local whites, Adams adopted the rule that all commencement day speakers would be white and selected from the Ruston community. His wife, Martha, prepared and served dinner after the commencement activities. The crowd that gathered for the commencement exercises grew so large that T. L. James a white contractor from Ruston, paid the cost of approximately $600 for a pavilion to be constructed.

In 1913, the Lincoln Parish School Board assumed some of the financial responsibility for the school at Grambling when they agreed to the salary of one teacher. The Board had contributed funds to the school at intermittent times when Adams requested aid. Fidelia Jewett even persuaded the School Board to set aside three of the 200 acres for a homesite for Adams and his family. She paid to have a house repaired so that the family could have a private dwelling.

In 1919, Grambling was elevated to the position of training school status with the advent of the Lincoln Parish School Boards' assumption of financial responsibility for the school. The schools beginning curriculum offered one year of normal training for blacks in the eleventh grade. Setbacks due to a shortage in lumber and equipment delayed the progress of the school, but by 1921, it had been well established as a Training School. The money received through the School Board and from outside agencies enabled Adams to hire additional teachers, one teacher was R. W. E. Jones. Jones was assigned a host of duties, all of which were performed cheerfully and without question, he was intimidated by Adams' size.
When Huey P. Long was elected governor, Adams persuaded the local senator, R. B. Knott, to accompany him to Shreveport, in an endeavor to seek governor-elect Long's support to make the school a state institution. Long respected the work of Booker T. Washington and was impressed that Adams had been sent by him. This affiliation proved to be a political edge for Adams and resulted in part to the continued support received from Governor Long. Despite opposition from T. H. Harris and a faction of the legislature, the school became a state school in 1928 and was given the name Louisiana Negro Normal and Industrial Institute. The school received its first state appropriation in 1930.

In 1936, Charles P. Adams was informed by T. H. Harris that his services would no longer be needed after June of that year. Many aspired for the job of president of the tiny school in the hills of North Louisiana, but the job of leader and builder was given to R. W. E. Jones, son of the former Dean of Southern University.

Almost immediately after Jones began his presidency of Louisiana Negro Normal, he was informed by A. C. Lewis, Louisiana State Agent for Negro Education, that Louisiana Negro Normal would have to re-structure its technique in preparing teachers. A plan -- the Louisiana Plan or the Venture in Rural Education -- was devised to give the faculty members first hand information, through their travels and experiences in various communities, about the conditions that the graduates would encounter when they began working. This
was done in an endeavor to give the students better preparation for the task before them. They discovered that the present curriculum was not relevant. New materials suitable to the situations black teachers would be facing in small rural school were designed. Practice teaching was introduced for the first time as a part of teacher preparation.

The decade of the 1940's reflects the metamorphosis of Louisiana Negro Normal. The State Board of Education authorized a four year degree plan in elementary Education. The first class graduated in 1944. Ralph Waldo Emerson Jones became known throughout the state affectionally as "Prez." He was successful in getting the legislature to change the name of the school to Grambling College in 1946. In 1949, a proposal for offering a degree in secondary education was approved. The first high school teachers to receive their degrees graduated in 1953. Jones, in a further effort to add a new dimension to athletics hired a new football coach, Edward Gay Robinson. Through his unrelentless efforts, Grambling College has become internationally known, a distinction that few schools (white or black) can attest to, having played football games in Japan and Hawaii; and achieving the accomplishment of being the first school to send a black player to the professional football league in 1948 (after only seven years of concentrated effort).

The 1950's were marked with increased appropriations as black students applied to attend the all white colleges. This building boom was directed to attract the attention of
black students in an attempt to thwart their temptation to go elsewhere. In 1953, all colleges in the state were authorized to offer pre-medicine, pre-law, and pre-dentistry programs via the Division of Arts and Sciences. In September of 1953, under the provisions of the Larson Act, the town of Grambling was incorporated. The enrollment surpassed the 2,000 mark in 1956 and in 1958 the college was reorganized into the Divisions of Applied Science and Technology, Education, and Liberal Arts. The publicity that the school received as a result of the formation of the new programs helped to increase the enrollment. The 1962-63 school year saw a noted improvement, enrollment reached the 3,000 mark for the first time.

Grambling College received publicity from yet another one of its numerous and prestigious fortés, in 1964 the Grambling marching band was invited to play the half-time entertainment for the American Football League Championship play-off game in San Diego, California. Thereafter, the band was in constant demand for performances. They have a standing invitation to perform for the Dallas Cowboys at least once each season, all expenses paid.

The middle and late 1960's saw the advent of a lawsuit for admission by a white woman and a protest movement by the students. Judge E. Gordon West ordered the young woman admitted to the school in the summer of 1965. In 1967, students seized the major buildings on campus, and disobeyed curfew hours, some slept outside on the grass. The stated cause of the protest was over emphasis on athletics. However,
the students said athletics was only a part of the protest movement. They had assumed a degree of militancy that surfaced for the first time out of frustration for a number of policies that they wanted changed. The protest did succeed in effecting some changes in campus regulations.

The football program, ranked second only to Notre Dame in sending players to the professional teams, acquired its first white player in 1968. Even though he remained a third string quarterback for his entire career, he brought publicity to Grambling in appearances on the television program, "What's My Line?" and most recently the biography of his years as a student at Grambling, the movie, "Grambling's White Tiger", was presented by the national Broadcasting Company in an edition of their 'Sunday Movie of the Week' program.

Grambling State University was constantly victimized by financial constraints. The president, R. W. E. Jones indicated that they sometimes operated on sheer courage. He learned to politic with individual board members, legislatures, and governors, for resources to operate the school. He was not beyond giving small tokens or literally begging. His philosophy was that the means justified the end results. It is for this very reason that many black youth were able to receive an education under the auspices of his administration.

The State Board of Education honored him in 1970 by directing Dr. F. J. Taylor, president of Louisiana Tech University at Ruston, to confer upon him the Honorary Doctor
of Laws Degree. The Board also waived its retirement regulations for him six times during his tenure, a prestigious distinction not before bestowed upon any other college or university president.

Grambling State University brought an added note of distinction to the state of Louisiana and the United States when the marching band was invited to perform during the inauguration ceremonies for the president of Liberia. President Richard Nixon designated them as part of the official U. S. envoy headed by his wife, Patricia Nixon. The band traveled courtesy of the United States Air Force.

In an endeavor to meet the needs and requests of its students, Grambling began offering graduate courses in 1973 and received status as a full-fledged university in 1974. The graduate division was created and degree offerings were expanded. The university now offers degrees in six areas: Master of Science Degree in Elementary Education, Early Childhood Education, Sports Administration; and the Master of Arts in Teaching Biology, French, and Sociology. The first graduate degrees were conferred at the summer commencement August 1, 1975.

Grambling State University has awarded two Honorary Doctor of Laws Degrees; one at the summer commencement exercises, August 1, 1975, to Fatola Samily, Educational Attache of the Embassy of Iran and to Ben D. Johnson, black businessman and long time friend of Grambling from Natchitoches.
At the January 27, 1977 meeting of the Board of Trustees, Ralph Waldo Emerson Jones announced his plans to retire June 30, 1977 at the end of his fifty-first year at Grambling State University. The board honored him with a resolution of commendation for fifty-one years of outstanding service to Grambling State University and higher education in the State of Louisiana with a special luncheon in his honor, where he was presented an appropriate plaque. The university and community honored him with a recognition banquet and convocation. On March 23, 1977, the Board of Trustees selected Dr. Joseph B. Johnson, an alumnus, as the third president of Grambling State University.

At the April 29, 1977 meeting of the Board of Trustees, it was announced that there was a large deficit at Grambling State University. The figure was approximately $4.4 million dollars. An investigative Task Force was appointed. Through their observations, they concluded that the deficit had accumulated over a period of years, beginning in the late 1960's. The legislature eventually appropriated enough money to cover the deficit. The Board of Trustees and the legislature concurred that it was important that Grambling State University continue to operate in lieu of its special mission and purpose.

Grambling State University has been, and still is, the school for black students who are culturally and economically deprived. It was, and still is, the institution that offers self-paced individual instruction to those identified as
having deficiencies. The university has been criticized for its low pupil-teacher ratio, but the administration long ago realized that smaller classes were necessary to reach the majority of the students. Without emphasis on individualized instruction, many black students will become lost in the shuffle and fall by the wayside. Adams and Jones were deep and caring individuals who did not want the black students to give in to the hopelessness that surrounded them.

There are many other similarities between Adams and Jones. Both of them were committed to the education and up-lifting of blacks. They were both acutely aware of the fact that education is the foundation on which blacks must build and Grambling State University afforded the only opportunity for a large number of blacks. They both cultivated the friendship of whites because they realized that the whites controlled the purse strings. They were not abhorrent to begging if it was necessary. Adams, it is reported, literally used the proverbial "tin cup" to seek aid. Jones employed different methods, practicing "peaches and turkey diplomacy", and theatrics to "get over". This strategy was principled on 'how well one could play the game'. Jones learned the rules of the game early and supplemented with a few original ones. Consequently, he was able to effect numerous material gains during his tenure in office.

The contrast between Adams and Jones was great. Adams was a dyed-in-the-wool Industrial Education advocate as a consequence of his training at Tuskegee Institute under the
leadership of the famed Booker T. Washington. Adams could not, during his tenure of thirty-five years, detour from the concept of industrial education. In fact, it was the source of much of his early troubles. However, it must be noted that the terms "industry" and "industrial education" then did not have the same connotation as they do today. The founder of Grambling State University did not identify industry with factories and manufacturers; his interpretation meant being steadfastly engaged in anything useful and honest; it signified involvement in wholesome work, whether it was operating a farm, teaching a class, constructing a building, operating a blacksmith shop, or picking cotton. His life's work was embodied in this principle, to be industrious was to be working, whatever the task. One of the famous admonitions to the young people in Adams' speeches was that "you must be industrious, honest, and capable."

It is not hard to decipher the ramifications of the Tuskegee-Adams concept of "industry" with respect to the goals and ambitions of the Farmers' Relief Association, the group responsible for the initial request to Booker T. Washington for his assistance. In view of the groups' past association with the Allen Green Academy, (specializing in Latin, mathematics, English, literature, etc) it was inevitable that academic philosophical conflicts would prevail between the two factions, especially after the infusion of the baptist ministers.

Thus, it can be said that the industrial education
versus the liberal education concept is mainly responsible for the establishment of Grambling State University. For thirty-five years Charles P. Adams geared his energies strictly toward industrial education. His beliefs seem to most nearly coincide with the traditional European philosophy of resistance to change, even though he did effect some changes in the normal school movement he pursued. These modifications were, of course, limited to the boundaries within the realm of this philosophy. That was the academic situation when Ralph Waldo Emerson Jones was appointed president in 1936.

When Jones took the helm of Grambling State University, then Louisiana Negro Normal and Industrial Institute, the struggling school had, just six years before, received a meager appropriation as a state-supported junior college. It was mandated that a program with emphasis on specialization in the training of black teachers, for the then numerous one, two, and three-teacher schools scattered throughout the state, be established.

Jones, who had worked with Charles P. Adams for ten years, had no difficulty in bridging the gap from industrial and agricultural education to teacher education. He instantly recognized the spidery ramifications involved in the new teacher education mandate. In so doing, Jones exhibited the American pragmatic approach of easily adapting to the course of action prescribed in order to assure the continuous operation of the school. Significant is the fact that the shift from Industrial Education to the single thrust of Teacher
Education did not generate a major academic conflict in philosophy, yet ironically, the kinds of teachers that Grambling was to prepare, sorely needed many of the curriculum elements from an industrial education program.

Within a very short period of time a truly new venture or approach to the training of teachers occurred. Jones accepted the challenge and rose to the task at hand. The venture proved to be something entirely new in the training of teachers, traveling via its "Field Service Unit", a 'college on wheels'.

When one becomes cognizant of the plight of black education during this period combined with the low economic status of blacks, it is easy to understand the need for a special kind of teacher -- one that would be prepared to cope with the task of educating deprived youth. The qualifications of teachers who were already employed was the next major issue to be addressed. Many were high school graduates who had taken "summer normal" courses to earn a special state issued ("T") Temporary Certificate. The training of a special kind of teacher was inherently mandated.

The concept of the "one, two, or three-teacher school," meant exactly what the name implied. The teacher was responsible for a host of activities and jobs (doctor, nurse, etc.) in addition to the regular duties of giving instructions in reading, writing, and arithmetic. Despite the necessity to 'be all things to all people', the teacher never lost sight of the goal of upgrading the literacy and raising the level of
consciousness of the community, parents, and citizens in general. Some of the fundamental rudiments of industrial education were involved in showing people how to build a sanitary toilet or putting wall paper in the family home.

Jones had the affability, the charisma, the academic capability, and the know-how to initiate a workable program of implementation. Hence, it was not long before Grambling’s program attracted national attention. By 1944 the first graduates under the new program marched out into the rural areas clearly branded as a new kind of teacher. Physically, financially, and academically the institution made steady advancement. The crux of its growth was in regards to the special practical approach employed in the training of teachers. Jones remained steadfast in his progressive attitudes and methods. When he retired in 1977, Grambling State University was no longer characterized as just a teacher-training institution, but as a full-fledged university with five (5) major divisions: Education, Arts and Sciences, Basic Studies, Business and Applied Sciences, and Graduate Studies.

Adams' philosophy was embodied in the fundamentals of industrial education. In contrast, Jones viewed the whole educational process as a matter of composite adjustment in education, pursuant to the changing needs of society.

Each man leaves a legacy of courage, dedication, and determination, as inspiration to all youth. Charting the schools' upward thrust from the continuing legacy of Adams, one finds the nucleus for the town of Grambling. The
evolution of the Lincoln Parish Training School into the Louisiana Negro Normal Industrial Institute established the states' sixth college. Jones assumed the role of builder and extended the ladder of progress to include teacher-training for rural black schools, an institutional name change, and the source of his greatest pride -- attaining senior college status, and eventually university rank for the school.

Not so tangible, in terms of record are the 13,935 graduates with baccalaureate degrees who stand as monumental testimony to the two men who dedicated their lives in the pursuit of education for culturally and economically deprived black youth (Interview, Billups, February 26, 1982). 13,933 of those graduates are blacks, who are productive citizens making their contribution to society as educators, judges, lawyers, and as presidents of our colleges and universities, Grambling State University.
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APPENDIX
STATE OF LOUISIANA
PARISH OF LINCOLN

Personally appeared before me the undersigned Notary Public, the following named persons to-wit:

Residents of Louisiana, who declared unto me said Notary, in the presence of the Two undersigned competent witnesses that desiring to avail themselves into a corporation and body politic under the name and style hereafter given and for the purposes hereafter specially set forth viz:

ARTICLE ONE.

The name of this corporation and body politic shall be the Allen Greene Normal and Industrial Institute.

ARTICLE TWO.

The affairs and business of this corporation shall be managed and controlled by a Board of Trustees consisting of nine members, who shall hold office for a period of two years, who shall be elected so that they will go out of office alternately every year four at one time and five the next year. The first Board of Trustees shall be the following named persons, George A. Williams, R. Moore, G.E. Anderson, A.J. Newby, G. W. Jackson, Charles Jackson, D. S. Hollis, who shall determine by lot who of them will hold for one year and who shall hold over for the full term.
ARTICLE THREE

The Board of Directors shall elect from their number a President and a Vice President and shall elect a Faculty of the institute herein sought to be established, and the President of the Faculty shall be Secretary for the Board of Directors. The said Board of Directors shall also elect a Treasurer, who shall give bond in the sum of $5,000.00 Dollars, unless a State or National Bank shall be elected as Treasurer. Said Board of Trustees may adopt such bylaws, rules, and regulations, for the government, control and management of this institution as they may deem proper and shall fix the dates for the regular meetings of the Board of Trustees.

ARTICLE FOUR.

The objects and purposes of this corporation shall be the institution, and building up and maintaining of the Allen Greene Normal and Industrial Institute for Colored Children which will be located at or near Allen Greene in the Parish of Lincoln. And said corporation shall have a seal, and through its Board of Trustees shall have the power to sue and be sued, to contract and be contracted with, to hold, purchase, acquire by donation or otherwise sell and convey property, whether movable or immovable, which may be necessary or beneficial in carrying out the purposes of this corporation. Said Board of Trustees shall also have the power under proper rules and regulations, to confer degrees, award diplomas, and grant certificates, as rewards and honors for
learning and skill, to the pupils of this institute. This corporation shall have all the power necessary for the accomplishment of the objects of this corporation namely; the establishment for the benefit of children of the colored race of a first class normal and Industrial Institute for the education of colored children, where such children may acquire a thorough academic and literary education together with a knowledge of telegraphy, stenography, typewriting, and phonography, of drawing, painting, designing and engraving, in their industrial application; also a knowledge of fancy, practical, and general needle work, and of cooking and housekeeping; also a knowledge of agricultural and mechanical art, and such other industries as will tend to fit and prepare colored children, male and female for any of the practical industries of the age.

ARTICLE FIVE

All the property acquired in any way by the Board of Trustees, shall belong to and be the property of this corporation, which shall consist of any number of persons who shall take stock herein. A share of stock shall be worth Two and Fifty, One Hundredths ($2.50) Dollars to be paid for as follows: cash at the time of subscribing or One Dollar paid at such time, and fifty cents per month for each three succeeding months, it being understood that unless all these payments are made the subscriber failing to pay, forfeits all amounts which he may have already paid. Every stockholder shall be entitled to one vote for each share of stock
provided that no stockholder shall cast more than forty votes even if he should have more stock than would represent such number of votes. No dividend shall ever be paid to any stockholder, but all profits, which may accrue in any manner whatever shall be used entirely for the benefit of the Institution herein-sought to be established. The annual meeting of the stockholders shall be held at the institute on the last day of each term for the transaction of general business and the election of trustees, provided that whenever it is deemed necessary by a majority of the Board of Trustees, the President of said Board shall call a special meeting of the stockholders at any time.

ARTICLE SIX

The domicile of this corporation shall be at Allen Greene, Lincoln Parish, Louisiana, and service of citation or any other process shall be made on the President of the Board of Trustees or the President of the Faculty in person or at the domicile of either.

ARTICLE SEVEN

The corporation shall exist and continue for a period of Ninety-nine years unless sooner dissolved by a vote of three-fifths in number and value of all the Stockholders, at a special meeting called for that purpose after not less than thirty days notice in writing through United States mails: (In case of such a vote dissolving this corporation the said meeting shall at the same time that such a vote may be taken, elect three liquidators to wind up its affairs.)
This charter may be altered or amended by a vote of Two thirds of the Stockholders in number and value, present at any regular meeting, after thirty days notice by publication in a newspaper published in the Parish of Lincoln, setting forth in full the proposed change or amendment.

In testimony whereof the said parties hereto have affixed their signatures, together with me said notary, and subscribing competent witness on this the Second day of November, 1901.

ATTEST

__________________________
J. E. Gill

__________________________
Allen Barksdale

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<tr>
<th>Name</th>
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<tr>
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<tr>
<td>Howard &amp; Bro.</td>
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<td>20.00</td>
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</table>

CERTIFICATE OF DISTRICT ATTORNEY.

I Fred T. Preaus District Attorney for the Fourth Judicial District of Louisiana do hereby certify that I have examined the foregoing act of incorporation of the Allen Greene Normal and Industrial Institute handed to me for examination as to its legality and that I am of the opinion that the objects and purposes of said corporation as specified in said act, are legal and that none of the provisions therein contained are contrary to law. Parish, of Lincoln, La., this 4th day of November, 1901.

District Attorney of the
Fourth Judicial Dist. of La.

The John Arrington's Survey, for the Allen Greene Institute, all parties interested notified and all parties interested were present or represented.

Chain Carriers Sworn;
M. Howel (Col)
E. Moore (")
Commencing at the S.E. corner of Section 25 T. 18 N. R. 4 W. run North 80 chains and there established the S.E. corner of Section 24 T. 18 N. R. 4 W., then on North 20 chains to land owned by said Institute, then run West 12 1/2 chains set stake, then went back to the S.E. corner of said land placed an iron stob for corner, then run North 20 chains established corner, then West 12 1/2 chains established corner in woods, then South 20 chains to the S.W. corner of said Institute's land. All work done by Field Notes found evidence also of the S. E. Corner of Sec. 24 of original Survey on Range Line to wit: T. 18 N. R. 4 W. and there quit the Survey.

H.S. Roane
Parish Surveyor of Lincoln Parish La.

Witnesses to the above statement.
O.W. Washington
E. J. Younger
J. Arrington

Fees $8.00
paid H.S. Roane

A true record this March 9th, 1906.

Attest J. M. Sims C.D.C. & Ex-Officio Recorder

______________________________
State of Louisiana Parish of Lincoln.

Be it known that on the 21st day of Nov. 1899, Mrs. Mary J. Monk, authorized by her husband, made and signed a deed to the Colored Industrial and Agricultural School of Lincoln Parish, La., to the 5/8 of the N.E. 1/4 of Sec. 24 T. 18 N. R. 4 W. (less the right ow way of the V.S. & P.R.R. Co.) supposed to contain 23 acres more or less. And it was agreed in said act of sale that when said land was surveyed by a competent Surveyor, if there was found to be more than 23 acres, then in that event the Colored Industrial & Agricultural School of Lincoln Parish is to pay the said Mrs. Mary J. Monk for all over 23 acres, at the rate of Five Dollars per acre. The Survey having been made by H.S. Roane Parish Surveyor, and found that the Right of Way does not touch this land and that said tract of land contains 25 acres. I. Mrs. M. J. Monk do hereby acknowledge receipt from Oliver
Washington and Eugene Younger representing the said Colored Industrial & Agricultural School of Lincoln Parish, La., of Fourteen & 20/100 Dollars, being the amount due for the additional two acres with interest from Nov. 21st, 1899. If it should ever be legally ascertained by suit or otherwise that the said tract does not contain 25 acres, I agree to refund the amount necessary to make the matter right, at the rate paid me for the land.

Done and signed in the presence of the undersigned legal and competent witnesses on this March 7th, 1906.

Attest:

J.M. Sims
Sam L. Barksdale
Mary J. Monk
pr T.J. Monk

A true record this March 9th, 1906.

Charter of the North Louisiana Agricultural and Industrial Institute.
State of Louisiana,
Parish of Lincoln. Personally appeared before me, J.M. Sims, Clerk of District Court and Ex-Officio Recorder and Notary Public for Lincoln Parish, Louisiana, the following named persons, to-wit:

O. B. Staples, L. F. Marbury, C. P. Adams, Richard Nelson, Horace Williams, Thomas Howell, David Street, L. F. Richmond, residents of Lincoln Parish, Louisiana, who declared unto me, said Notary, in the presence of two undersigned competent witnesses, that desiring to avail themselves of the benefit of Sec. 677 of Revised Statutes of Louisiana and of the laws of the State of Louisiana, relative to corporations for educational purposes, they form themselves into a corporation and body politic under the name and style hereafter given and for the purposes hereafter specially set forth, viz:

Section One

That O.B. Staples, L. F. Marbury, C. P. Adams, Richard Nelson, Horace Williams, Thomas Howell, Dave Street, L. F. Richmond, and such others as they may, under this charter associate with them, and their successors be and hereby constitute a body politic and corporate by the name of the North Louisiana Agricultural and Industrial Institute, and shall have perpetual succession and a common seal, and by the name afore said they and their successors shall be capable in law and shall have full power and authority to acquire, hold and possess, purchase, receive and retain to themselves and their successors forever, any lands, rents, tenements, goods, chattels, or interest of any kind whatsoever which may be given or bequeathed to them or by them purchased for the use of said institution; and said trustees may receive any gift or inheritance which may be given as an endowment fund, and they and their successors shall have full power to convey, transfer and dispose of the same in any legal manner whatsoever they may judge most useful to the interest and legal purposes of said institution, and by their corporate name they may sue and be sued and implead, answer and be answered in all Courts of law and equity, and said trustees shall have the right to make contracts in behalf of said institution.

Section Two

The purposes of said North Louisiana Agricultural and Industrial Institute shall be as follows: For the instruction of colored teachers and youths in the various common, academic and collegiate branches, the best methods of teaching the same, and the best methods of theoretical and practical industry in their applications to agriculture and the mechanical arts; and for the carrying out of these purposes said trustees shall have the power to establish and provide

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for the support of any department or school in said institution and to control the operations of the same; to grant such diplomas and to confer such degrees as are customary in other colleges of like grade to appoint such officers for presiding over and transacting the business of their body as may be necessary and prescribe their duties and obligations; to appoint the time and place of their meeting; to determine their own term of office, and to adopt such rules, regulations and by-laws, not contrary to the laws of the State or of the United States, as may be necessary for the good government of the said North Louisiana Agricultural and Industrial Institute.

Section Three

When there shall be a vacancy in the board of trustees occasioned by death, resignation, removal or refusal to act, the remaining trustees, or a quorum of them, shall supply the vacancy at the next annual meeting. It shall be lawful for any five of the trustees to call a meeting of the trustees whenever it is deemed expedient to do so.

Section Four

The number of trustees shall never be less than seven nor more than nineteen, seven of whom shall constitute a quorum.

Section Five

All property acquired by said North Louisiana Agricultural and Industrial Institute is hereby ratified and confirmed to the Trustees of said North Louisiana Agricultural and Industrial Institute.

Section Six

The domicile of this corporation shall be at Grambling, Lincoln Parish, Louisiana and service of citation and any other process shall be made on the president of the Board of Trustees or the president of the faculty in person or at the domicile of either.

Section Seven

This charter may be dissolved, altered or amended by a vote of two-thirds of the trustees in any regular meeting after having been duly notified.

Section Eight

In case of dissolution the proceeds exceeding the indebtedness of the institution shall be used according to the discretion of the trustees for the education, in some way, of
colored youths in the State of Louisiana.

Thus done and passed at my office in the town of Ruston, LA., on this the 16th day of May A.D. 1905, in the presence of T. F. Thurmon and Sam L. Barksdale, legal and competent witnesses, together with said appearers and me, Notary, after reading of the whole.

Attest:

T. F. Thurmon
Sam L. Barksdale
O.B. Staples
L.F. Marbury
C. P. Adams
Richard Nelson
Horace Williams
Thomas Howell
David Street
L.F. Richmond

J.M. Sims,
C.D.C. & Ex-Officio Recorder & Notary Public,

A true record, this August 1, 1905.


Having examined the within charter I find that the purposes and objects specified in said act are legal and that none of the provisions contained therein are contrary to law.

Fred F. Preaus, Dist. Atty.
State of Arkansas,
County of Miller. Be it known and remembered that I, M.S. Standifer, a resident of the State of Arkansas, for and in consideration of One Hundred and seventy five Dollars, cash, receipt of which is hereby acknowledged, I have contracted and agreed to sell to the North Louisiana Agricultural & Industrial Institute, a corporation organized under the laws of Louisiana, having its domicile at Grambling, Lincoln Parish, Louisiana, all that certain piece or parcel of land situated in Lincoln Parish, Louisiana, and which is described as follows: The SW 1/4 of NW 1/4 Section 29, SE 1/4 of NE 1/4 and S 1/2 of SW 1/4 of NE 1/4 Section 30, N 1/2 of NE 1/4 and the N 1/2 of SW 1/4 of NE 1/4 Section 30 township 18 Range three west, containing two hundred (200) acres more or less, being the same and acquired by me from the estate of York and Greasy Jackson on the 27th of December, 1892, as will be shown by process verbal of said sale recorded in conveyance Book pages __________ of Lincoln Parish, Louisiana.

And I hereby agree to execute to the said North Louisiana Agricultural and Industrial Institute a deed to the said land, containing a stipulation that I will subrogate to said corporation all of my rights and actions of warranty and will warrant the same as to myself and heirs and no further, provided that the said corporation or its assigns pay to me or to my heirs and assigns for the same land the sum of Two hundred and Eight and 33/100 Dollars, each year with 7 percent interest thereon from the date hereof until Eight Hundred Dollars, exclusive of interest, has been paid, including the cash payment named herein. Said notes to payable on the 1st day of November of each year and so marked as to be identified with this agreement to sell, and provided further that the said corporation or its assigns will covenant and agree to pay the said several sums as they severally become due with interest thereon without deduction of any taxes or assessment whatever.

Thus done and signed in the presence of the undersigned competent witnesses on this the 7th day of March 1905.
Witnesses.
C.W. McClure M.S. Standifer.
W. B. Booker.

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State of Arkansas.
County of Miller. Before me, the undersigned authority, personally came and appeared C.W. McClure, who being by me first duly sworn deposes and says: That he signed the foregoing as an attesting witness, and that he saw M.S. Standifer, together with his co witnesses sign the same for all the purposes therein expressed.

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Sworn to and subscribed before me this the 7th day of March 1905.


State of Louisiana
Parish of Lincoln. I, Dave Street, President of the North Louisiana Agricultural & Industrial Institute, being duly authorized by a resolution of the board of directors of said corporation, as will be shown by certified copy hereto annexed, agree to the conditions and stipulations of the foregoing agreement of M.S. Standifer, to sell to said corporation and I further agree to sign the notes as stipulated in said agreement to sell, as will be shown by said resolution. Thus done and signed on the 20th day of March 1905 in the presence of the undersigned competent witnesses.

Witnesses.
J.W. Hawthorne. North Louisiana Agriculture and
Chas P. Adams. Industrial Institute, per, Dave Street.

I, Charles P. Adams, Secretary of the North Louisiana Agricultural & Industrial Institute do hereby certify that at a regular meeting of the board of directors held this day at the domicile of said corporation, the following resolution was duly and regularly adopted:

"Resolved by the Board of Directors of the North Louisiana Agricultural & Industrial Institute, that Dave Street, President, he and he hereby is authorized and empowered to sign the agreement entered into between M.S. Standifer and the North Louisiana Agricultural & Industrial Institute for the purchase of the SW 1/4 of NW 1/4 Section 29, SE 1/4 of NE 1/4 and S 1/2 of SW 1/4 of NE 1/4 Section 30, and N 1/2 of NE 1/4 and the N 1/2 of SW 1/4 of NE 1/4 Section 30 township 18 Range 3 West, contain the stipulation that the said Standifer will subrogate to said corporation all of his rights and actions of warranty and will warrant same as to himself and heirs or assigns for the said land the sum of Two Hundred, Eight and 30/100 Dollars each year with 8 per cent interest thereon from the date of the act of sale until Eight Hundred dollars exclusive of interest, has been paid, including the cash payment to be made at the time of sale. Said notes to be made payable on the 1st day of November of each year and so marked as to be identified with this act or agreement to sell, and provided further that the said corporation or its assigns covenant and agree to pay the said several sums as they severally become due with interest." Resolved further that the said Dave Street, President, is authorized and empowered to sign notes as herein designated, sign deeds and accept the same and to do and perform all acts.
of whatever character that may become necessary to carry into effect the true intent and meaning of the purchase hereinabove described."
A true copy of the original. Chas P. Adams, March 20, 1905
A true record, this April 12, 1905

Sam L. Barksdale
VITA

Mildred Bernice Gauthier Gallot was born on April 18, 1937 in Washington, Louisiana. She attended Paul L. Dunbar Elementary and High School, Washington, Louisiana, graduating in 1955. The undergraduate degree, Bachelor of Science in Social Science Education, was received from Grambling State University in 1959. That same year the recent alumnus was employed as Property Officer in the Business Office.

In 1965, she enrolled in the graduate program at Louisiana Tech University and received the Master of Arts Degree in Social Science Education in 1968. In 1975, after sixteen years in the Business Office, the writer was hired as a full-time instructor in the Department of History and Philosophy at Grambling State University.

In 1977, she began pursuit of her terminal degree as an enrollee of Louisiana State University in Baton Rouge. She was admitted to the doctoral program in Education in 1979. During 1980, the writer served as Assistant Professor of History and Director of the Social Science Skills Unit of the Learning Center. She is married to Richard J. Gallot and is the mother of three children, Daphne, Loretta and Richard, Jr.
Candidate:  Mildred B. Gallot

Major Field:  Education

Title of Thesis:  Grambling State University:  A History 1901 - 1977

Approved:

[Signature]
Major Professor and Chairman

[Signature]
Dean of the Graduate School

EXAMINING COMMITTEE:

[Signature]

[Signature]

[Signature]

[Signature]

Date of Examination:

April 13, 1982