National Park Service
U.S. Department of the Interior

Tuskegee Institute National Historic Site
Tuskegee, Alabama

Tuskegee Institute National Historic Site

Historic Resource Study



Cultural Resources Division
Southeast Region

Tuskegee Institute National Historic Site

Tuskegee, Alabama

Historic Resource Study

June 2019

Prepared by:
Commonwealth Heritage Group, Inc.
300 West Main Street, Suite 201
Charlottesville, Virginia 22903
(434) 979-1617

Prepared for:
National Park Service
Southeast Regional Office



Cultural Resources Division
Southeast Region
National Park Service
100 Alabama Street, SW
Atlanta, Georgia 30303
(404) 562-3117

About the front cover: Photograph of The Oaks, the home of Booker T. Washington, ca. 1906. Library of Congress.

This manuscript has been authored by Commonwealth Heritage Group, Inc., under Contract Number P16PC00563 with the National Park Service. The publisher, by accepting the article for publication, acknowledges that the United States Government retains a non-exclusive, paid-up, irrevocable, world-wide license to publish or reproduce the published form of this manuscript, or allow others to do so, for United States Government purposes.

ETIC: 038/155036

Tuskegee Institute National Historic Site

Tuskegee, Alabama

Historic Resource Study

Approved by: _____
Acting Superintendent, Tuskegee Institute National Historic Site
Date 4/22/2019

Recommended by: _____
Acting Chief, Cultural Resources, Partnerships, and Science Division, Southeast Region
Date 5/29/19

Recommended by: _____
Deputy Regional Director, Southeast Region
Date 5/29/19

Approved by: _____
Regional Director, Southeast Region
Date JUN 06 2019

Foreword

We are pleased to make this historic resource study available as part of our ongoing effort to provide comprehensive documentation for the historic structures and landscapes of Tuskegee Institute National Historic Site. Many individuals contributed to the successful completion of this project. We would especially like to thank Tuskegee Institute National Historic Site park staff for their support and contributions to this work, as well as the Southeast Regional Office staff. Without their support, the project would not have succeeded. Thanks also to Laura L. Knott, Regional Director of Commonwealth Heritage Group, Inc., and her respective staff for their dedication to the timely and successful completion of this report. We hope this study will be a useful tool for park management and for others interested in the history and significance of the historic resources at Tuskegee Institute National Historic Site.

Raquel Krieger
Acting Superintendent
Tuskegee Institute National Historic Site

Table of Contents

List of Figures v

Acknowledgments xiii

Chapter 1: Introduction

Summary 1-1

Project Setting 1-1

Scope, Methodology, and Organization 1-2

Chapter 2: The Establishment of Tuskegee State Normal School (to 1881)

Introduction 2-1

African American Education Before the Civil War 2-1

African American Education during Reconstruction, 1863-1877 2-4

Hampton Institute 2-5

A New Normal School 2-7

Chapter 3: Booker T. Washington and the Development of Tuskegee Normal and Industrial Institute (1881–1915)

Introduction 3-1

From Concept to Campus 3-1

Classes and Programs 3-36

Funding 3-53

Buildings and Structures 3-55

Landscapes 3-73

Faculty and Staff 3-74

Alumni 3-90

Chapter 4: Robert R. Moton and Tuskegee Normal and Industrial Institute (1915-1935)

Introduction 4-1

A New President 4-1

Tuskegee Under Moton 4-3

Classes and Programs....4-13
Outreach and Extension....4-15
Funding....4-25
Buildings and Structures....4-25
Landscapes....4-31
Faculty and Staff....4-33
Alumni....4-38

Chapter 5: Frederick D. Patterson and Tuskegee Institute (1935-1953)

Introduction....5-1
A New President....5-1
Tuskegee Under Patterson....5-2
Classes and Programs....5-12
Outreach and Extension....5-19
Funding....5-32
Buildings and Structures....5-34
Landscapes....5-40
Faculty and Staff....5-42
Alumni....5-53

Chapter 6: Luther H. Foster and Tuskegee Institute (1953-1981)

Introduction....6-1
A New President....6-1
Tuskegee Under Foster....6-2
Classes and Programs....6-12
Outreach and Extension....6-14
Funding....6-15
Buildings and Structures....6-15
Landscapes....6-23
Faculty and Staff....6-24
Alumni....6-27

Chapter 7: Benjamin F. Payton and Tuskegee University (1981-2010)

Introduction 7-1
A New President 7-1
Tuskegee Under Payton 7-2
Classes and Programs 7-9
Outreach and Extension 7-10
Funding 7-11
Buildings and Structures 7-12
Landscapes 7-16
Faculty and Staff 7-17
Alumni 7-19

Chapter 8: Interim Presidents and Tuskegee University (2010-2018)

Introduction 8-1
The Sixth President 8-1
The Seventh President 8-3
The Eighth President 8-4
Classes and Programs 8-5
Outreach and Extension 8-6
Funding 8-7
Buildings and Structures 8-8
Faculty and Staff 8-9

Chapter 9: Tuskegee Institute National Historic Site (1965 to present)

Introduction 9-1
Honoring Tuskegee Institute 9-1

Chapter 10: Recommendations for National Register Documentation and Further Research

Introduction 10-1
National Register of Historic Places Nomination 10-1
Other Recommended Research 10-3

Bibliography B-1

List of Figures

Chapter 1: Introduction

Figure 1-1. Location of site within the state. Carver Museum HSR.

Figure 1-2. Location of key components of the site and setting of Tuskegee University. USGS, annotated.

Figure 1-3. Map showing the campus core, identifying resources managed by the NPS. NPS.

Figure 1-4. Boundaries of Tuskegee Institute NHS and associated parcels. NPS.

Chapter 2: The Establishment of Tuskegee State Normal School (to 1881)

Figure 2-1. Samuel Chapman Armstrong. *Up from Slavery.*

Figure 2-2. Lewis Adams. Library of Congress.

Figure 2-3. Booker T. Washington as a young man. Scott and Stowe.

Chapter 3: Booker T. Washington and the Development of Tuskegee Normal and Industrial Institute (1881–1915)

Figure 3-1. Contemporary view of Butler Chapel. NPS.

Figure 3-2. Photograph of Olivia A. Davidson in her youth. HBCU Digital.

Figure 3-3. Photograph of the new Tuskegee Normal School campus, ca. 1881. *Up from Slavery.*

Figure 3-4. Topographic map showing the Tuskegee Ridge and associated valleys. Grandison.

Figure 3-5. Physiographic map of the Tuskegee Ridge and surrounding creeks, including the Uphapee. Grandison.

Figure 3-6. Plan of Tuskegee Institute showing its layout ca. 1897. Grandison.

Figure 3-7. Photograph of Porter Hall before 1900. *My Life and Work.*

Figure 3-8. Lithograph depicting the Tuskegee Institute brickyard, located in the Big Valley. Ludlow.

Figure 3-9. Advertisement for Tuskegee Normal School, showing Alabama Hall. NPS.

Figure 3-10. View of Armstrong Hall ca. 1888. Courtesy, American Antiquarian Society.

Figure 3-11. View of Blacksmith Shop, ca. 1890s. *My Life and Work.*

Figure 3-12. View of The Pavilion, which hosted many events until it was destroyed by fire in 1918. *Up from Slavery.*

Figure 3-13. View of Phelps Hall for Bible Training, ca. 1893. Courtesy, American Antiquarian Society.

Figure 3-14. Photograph of a young Robert R. Taylor. *Encyclopedia of Alabama.*

Figure 3-15. Senior Practice Cottage, designed by Robert R. Taylor. NPS.

Figure 3-16. Science Hall, called Thrasher Hall after 1903, ca. 1893. *My Life and Work.*

Figure 3-17. Tuskegee Institute Chapel, before 1901. *My Life and Work.*

Figure 3-18. Early teachers' cottage at Tuskegee Institute. TUIN.

Figure 3-19. The Oaks, ca. 1906. Library of Congress.

Figure 3-20. Sanborn Fire Insurance Company map of the historic core of Tuskegee Institute in 1897. University of Alabama.

Figure 3-21. Photo of Commencement Day, 1913, showing the men's cadet corps on parade. Library of Congress.

Figure 3-22. Tuskegee Institute train platform on the east side of Cassady Hall. Library of Congress.

Figure 3-23. Photo of the tinsmithing shop's float in a parade held for President McKinley, ca. 1901. *My Life and Work.*

Figure 3-24. Boys' Trades Building, later the Slater-Armstrong Memorial Trades Building. Harvard Art Museum.

Figure 3-25. Dorothy Hall, ca. 1901. Library of Congress.

Figure 3-26. Carnegie Library, ca. 1906. Library of Congress.

Figure 3-27. The Children's House, ca. 1915. Rural Schools.

Figure 3-28. Pinehurst Hospital under construction in 1901. Tuskegee University Archives.

Figure 3-29. Douglass Hall after 1910. Tuskegee University Archives.

Figure 3-30. C.P. Huntington Memorial Academic Building, ca. 1906. Tuskegee University Archives.

Figure 3-31. The Office Building, later the Administration Building, in 1906 Campus Avenue is in the foreground. Library of Congress.

Figure 3-32. Rockefeller Hall, ca. 1906-1910. Tuskegee University Archives.

Figure 3-33. Early photograph of the Emery Buildings. Tuskegee University Archives.

Figure 3-34. The Lincoln Gates in their original location near the Practice Cottage. Library of Congress.

Figure 3-35. Huntington Hall completed in 1906. Library of Congress.

Figure 3-36. Photograph of George Washington Carver, ca. 1906. Library of Congress.

Figure 3-37. Faculty of the Department of Agriculture in 1902. Carver is front row and center. Library of Congress.

Figure 3-38. Exhibit at a county fair showing results of soil-building experiments done by the Tuskegee Agricultural Experiment Station. Merritt.

Figure 3-39. Photograph of David Augustus Williston ca. 1930s. NPS.

Figure 3-40. Gazebo in the Girls' Quadrangle, designed by David Williston. Library of Congress.

Figure 3-41. Photograph of the landscape in front of Alabama Hall before 1908. Library of Congress.

Figure 3-42. Photograph from 1906 showing Campus Avenue to the right, and the U-shaped drive into the industrial complex. Tuskegee University Archives.

Figure 3-43. Tantum Hall in 1907, viewed from the west. Library of Congress.

Figure 3-44. Milbank Agricultural Building after 1910. Tuskegee University Archives.

Figure 3-45. Photograph of White Hall by 1922. *A Boy's Life of Booker T. Washington.*

Figure 3-46. Tompkins Hall, ca. 1915. Tuskegee University Archives.

Figure 3-47. John A. Andrew Memorial Hospital, ca. 1912. Tuskegee University Archives.

Figure 3-48. Survey from 1911 showing landscape features within the Big Valley and along the roads and paths within and around it. Tuskegee University Facilities Maintenance.

Figure 3-49. Ca. 1910 view of the circular intersection designed by Williston. Tuskegee University Archives.

Figure 3-50. The Baldwin Memorial, ca. 1910. Tuskegee University Archives.

Figure 3-51. View looking north to the newly-constructed Power Plant. Tuskegee University Archives.

Figure 3-52. Photograph of the procession taking Booker T. Washington's coffin to the Tuskegee Institute cemetery, 1915. Library of Congress.

Figure 3-53. History class at Tuskegee Institute in 1902. Tuskegee University Archives.

Figure 3-54. Botany class being held outside at Tuskegee Institute in 1902. Tuskegee University Archives.

Figure 3-55. Students pruning fruit trees ca. 1906. *Tuskegee and Its People.*

Figure 3-56. The Jesup Agricultural Wagon ca. 1906. Tuskegee University Archives.

Figure 3-57. Photograph of Thomas Monroe Campbell ca. 1906. *Encyclopedia of Alabama.*

Figure 3-58. Women in a horticulture class ca. 1901. Tuskegee University Archives.

Figure 3-59. Carpentry class at Tuskegee Institute. Alabama Department of Archives and History.

Figure 3-60. Harnessmaking class at Tuskegee Institute. *My Life and Work.*

Figure 3-61. Mattressmaking class at Tuskegee Institute. Library of Congress.

Figure 3-62. Steam-canning class at Tuskegee Institute, ca. 1906. *Tuskegee and Its People.*

Figure 3-63. Group of nursing students at Tuskegee Institute in 1917. New York Public Library.

Figure 3-64. Plat of the South Greenwood subdivision in Tuskegee, ca. 1904. Scipio.

Figure 3-65. Photograph taken of the Tuskegee Institute campus during the 1916 Negro Farmer's Conference. Scott, 1916.

Figure 3-66. Executive Committee of the National Negro Business League in 1904. Booker T. Washington is seated, second from the left. Library of Congress.

Figure 3-67. Design from 1915 for a one-teacher school from The Negro Rural School and Its Relation to the Community, a guidebook produced at Tuskegee Institute.

Figure 3-68. Alabama Hall with its 1896 addition. *My Life and Work.*

Figure 3-69. The Brick Creamery, later adapted as the "Little Theater." Tuskegee University Archives.

Figure 3-70. The Principal’s House viewed from the main campus road. *My Life and Work.*

Figure 3-71. Campus face of the Cassedy Industrial Building. *My Life and Work.*

Figure 3-72. Photograph of the Steam Laundry after the third floor was added. Weiss, 2012.

Figure 3-73. The relocated Lincoln Gates in 1906. Library of Congress.

Figure 3-74. Photograph of greenhouse that was built in 1908. Tuskegee University Archives.

Figure 3-75. Postcard showing a view of the Rockefeller Hall Quadrangle. Photo by A.P. Bedou.

Figure 3-76. Photograph of the Big Valley in 1906, showing animal pens below Alabama Hall. Tuskegee University Archives.

Figure 3-77. The Big Valley, ca. 1910, after the animal pens had been replaced with paths and plantings. Tuskegee University Archives.

Figure 3-78. Booker T. Washington, giving his speech at the Atlanta Cotton States and International Exposition in 1895. Wikimedia Commons.

Figure 3-79. Margaret James Murray Washington, ca. 1915. Library of Congress.

Figure 3-80. Photo portrait of Halle Tanner Dillon Johnson. Wikipedia.

Figure 3-81. Emmet Jay Scott (standing) meeting with Booker T. Washington. Public Domain.

Chapter 4: Robert R. Moton and Tuskegee Normal and Industrial Institute (1915-1935)

Figure 4-1. Photo portrait of Robert Russa Moton. Tuskegee University Archives.

Figure 4-2. Sanborn map from 1929 showing eastern end of Rural Avenue. Sanborn Map Company.

Figure 4-3. Detail from post 1933 postcard showing the new agricultural complex along Rural Avenue (left center). Tuskegee University Archives.

Figure 4-4. New Veterinary Hospital ca. 1915. Tuskegee University Archives.

Figure 4-5. The new brick Dairy Barn, completed in 1918. Tuskegee University Archives.

Figure 4-6. William Willcox Trade Buildings after 1920. Tuskegee University Archives.

Figure 4-7. Ellen Curtis James Hall, ca. 1921. Tuskegee University Archives.

Figure 4-8. Sage Hall in 1927. TUIN.

Figure 4-9. "Lifting the Veil of Ignorance" ca. 1922. Harmon Foundation.

Figure 4-10. Cleveland Leigh "Cleve" Abbott. Blackpast.org.

Figure 4-11. Tuskegee Institute baseball team ca. 1917. Tuskegee University Archives.

Figure 4-12. Chambliss Children's House shortly after construction ca. 1930. Tuskegee University Archives.

Figure 4-13. Drawing for "The Chancel Window - Tuskegee Institute" by J&R Lamb Studios. Dartmouth University Library.

Figure 4-14. Postcard with early view of Logan Hall. Alabama Department of Archives and History.

Figure 4-15. Early view of Hollis Burke Frissel Library. Tuskegee University Archives.

Figure 4-16. Samuel C. Armstrong Science Building. Tuskegee University Archives.

Figure 4-17. Newly-created road heading west from central campus towards the barns. Tuskegee University Archives.

Figure 4-18. Home demonstration agent in the 1920s teaching a lesson in preparing for canning. Auburn University Library.

Figure 4-19. Men working with an animal in front of the Knapp Agricultural Truck. *Encyclopedia of Alabama.*

Figure 4-20. The Booker T. Washington Agricultural School on Wheels. *Encyclopedia of Alabama*.

Figure 4-21. Boys playing soccer on the campus of the Booker Washington Agricultural and Industrial Institute, Kakata, Liberia. Library of Congress.

Figure 4-22. Farm house at the Prairie Farms Resettlement Project. *Encyclopedia of Alabama.*

Figure 4-23. Carver in his personal laboratory in Milbank Hall. MIT Black History.

Figure 4-24. Collection of commercial products developed by Carver (TUIN 385) and housed at the Carver Museum. NPS.

Figure 4-25. Brick bungalow (foreground) and a two -story foursquare (background) on Franklin Road, two of several cottages constructed in the 1920s to house Tuskegee Institute faculty and staff. Commonwealth.

Figure 4-26. Campbell Hall, once called the Brick Horse Barn, then the Farm Mechanization Building. Commonwealth.

Figure 4-27. Aerial view of the Willcox Trades Buildings ca. 1920s. National Archives.

Figure 4-28. Passageway and courtyards between the Willcox Trades Buildings. Commonwealth.

Figure 4-29. Ellen Curtis James Hall, viewed from the southeast. Commonwealth.

Figure 4-30. Booker T. Washington Monument, or, *Lifting the Veil of Ignorance*, viewed from the northwest. Commonwealth.

Figure 4-31. Sculptor, Charles Keck, in his studio with *Lifting the Veil of Ignorance*. Library of Congress.

Figure 4-32. Abbott Memorial Alumni Stadium, originally the Alumni Bowl, viewed from the south. Commonwealth.

Figure 4-33. Sage Hall viewed from the southeast. Commonwealth.

Figure 4-34. Chambliss Business House, viewed from the north. Commonwealth.

Figure 4-35. Armstrong Science Hall, viewed from the southeast. Commonwealth.

Figure 4-36. Hollis Burke Frissell Library, now the Ford Motor Company Library, viewed from the southwest. Commonwealth.

Figure 4-37. Aerial photograph of Tuskegee Institute's farm fields reaching to the area directly behind the Chapel. Scipio.

Figure 4-38. Aerial view of the College Quadrangle, ca. 1933. Tuskegee University Archives.

Figure 4-39. Photograph of Jennie Dee Booth Moton as president of the Women’s Club. Wikipedia Commons.

Figure 4-40. Ralph Waldo Ellison in his library. Library of Congress.

Figure 4-41. Theodore Shaw “Teddy” Wilson at piano. Tuskegee University.

Chapter 5: Frederick D. Patterson and Tuskegee Institute (1935-1953)

Figure 5-1. Photo portrait of Frederick Douglass Patterson. Tuskegee University.

Figure 5-2. Photograph of Robert Moton (left) and Fred Patterson meeting at Tuskegee Institute. *Chronicles of Faith.*

Figure 5-3. Eleanor Roosevelt posing with Chief Anderson at Kennedy Field in 1941. FDR Presidential Library.

Figure 5-4. David Williston's 1948 campus master plan. Tuskegee University Facilities Management.

Figure 5-5. The "Low-Cash Cost House" built of the Tuskegee block. Tuskegee University.

Figure 5-6. The 99th Fighter Squadron reporting to Benjamin O. Davis, Jr. National Museum of the USAF.

Figure 5-7. Tuskegee Airmen in the 99th Pursuit Squadron. US Air Force.

Figure 5-8. School of Veterinary Medicine's first faculty, in 1945. Patterson is in the front row, third from the left. *Chronicles of Faith.*

Figure 5-9. Students erecting the new School of Veterinary Medicine using Tuskegee block. *Chronicles of Faith.*

Figure 5-10. Aerial photograph of the construction of the School of Veterinary Medicine ca. 1945. Tuskegee University Archives.

Figure 5-11. Dr. Charles G. Gomillion. Tuskegee University Archives.

Figure 5-12. Example of the Tuskegee block used with brick to create a decorative pattern. Donald Arnold, "Tuskegee Institute and the Politics of Bricolage."

Figure 5-13. Forming the Tuskegee block. Tuskegee University Archives.

Figure 5-14. The laundry building ca. 1925. Carver Museum 1980 HSR/GWC NHS Park Files.

Figure 5-15. Carver Museum ca. 1945, after the renovation, including planting design by David Williston. Carver Museum 1980 HSR/TUIN Park Files.

Figure 5-16. Portrait of Carver shown inspecting an amaryllis. National Portrait Gallery.

Figure 5-17. Laundry building constructed in 1937. Commonwealth.

Figure 5-18. Entrance into Kenny Hall, now the Legacy Museum. Tuskegee University.

Figure 5-19. Morrison-Mayberry Extension Building ca. 2009. *Campus Heritage Plan.*

Figure 5-20. Ca. 1940 photograph of the Floriculture and Plant Science Lab, now the Security Office. Clement and Wynn.

Figure 5-21. Photograph of Lillian Harvey Hall, ca. 2009. Clement and Wynn.

Figure 5-22. Cottages on Robert's Circle. GoogleMaps, 2018.

Figure 5-23. Administration and Pre-Clinical Building, now the Julius Rosenwald Center. Clement and Wynn.

Figure 5-24. Chambliss Business House Annex, built in 1947. Clement and Wynn.

Figure 5-25. Clinical Anatomy Building, constructed in 1947. Clement and Wynn.

Figure 5-26. Centralized Laboratory Animal Research Building, constructed in 1948. Clement and Wynn.

Figure 5-27. The Post Mortem Building, constructed in 1950. Clements and Wynn.

Figure 5-28. Carver Foundation Research Building, constructed in 1951. Clement and Wynn.

Figure 5-29. Robert Russa Moton Hall after construction in 1952. Tuskegee University Archives.

Figure 5-30. Prentice Herman Polk, photographer. Tuskegee University Archives.

Figure 5-31. Portrait of "The Boss," by P.H. Polk. National Museum of African American History & Culture.

Figure 5-32. Polk's depiction of George Washington Carver in his laboratory. National Museum of African American History & Culture.

Figure 5-33. Photo portrait of G.L. Washington at his desk. Tuskegee University Archives.

Figure 5-34. Daniel "Chappie" James, during the Vietnam War. Encyclopedia of Alabama.

Figure 5-35. Photo portrait of Lillian Holland Harvey. Tuskegee University.

Figure 5-36. Alice Coachman, center, winner of the Olympic gold medal in 1948. New York Times.

Figure 5-37. Betty Shabazz addressing a crowd of reporters at an unknown location. National Park Service.

Figure 5-38. Image collage of Ptolemy Reid. Tuskegee University.

Chapter 6: Luther H. Foster and Tuskegee Institute (1953-1981)

Figure 6-1. Photo portrait of Luther Hilton Foster, around the time of his inauguration. Tuskegee University.

Figure 6-2. Edward Lyons Pryce, landscape architect and Head of Ornamental Horticulture. Tuskegee University Archives.

Figure 6-3. Paul Rudolph's master plan for Tuskegee Institute. Library of Congress.

Figure 6-4. Thomas D. Russell Nursery, ca. 2009. Clement and Wynn.

Figure 6-5. Olivia Davidson Hall (2), ca. 2009. Clement and Wynn.

Figure 6-6. Charles R. Drew Hall, ca. 2009. Clement and Wynn.

Figure 6-7. Benjamin Banneker Hall, ca. 2009. Clement and Wynn.

Figure 6-8. Thomas D. Russell Hall, ca. 2009. Clement and Wynn.

Figure 6-9. Lewis Adams Hall, ca. 2009. Clement and Wynn.

Figure 6-10. Mary McLeod Bethune Hall, ca. 2009. Clement and Wynn.

Figure 6-11. University Apartment A, ca. 2009. Clement and Wynn.

Figure 6-12. Samuel L. Younge Hall, ca. 2009. Clement and Wynn.

Figure 6-13. Basil O'Connor Hall, ca. 2009. Clement and Wynn.

Figure 6-14. Tuskegee University Chapel, designed by Paul Rudolph. Commonwealth.

Figure 6-15. Luther Foster Hall ca. 1970s. Clement and Wynn.

Figure 6-16. View of the complex of buildings known as John A. Kenny Hall. The pavilion to the far right was the pediatrics building from the original John A. Andrew Memorial Hospital and houses the National Center for Bioethics Research and Health Care. Commonwealth.

Figure 6-17. Sebastian Kresge Center, ca. 2009. Clement and Wynn.

Figure 6-18. Large Animal Care Center, ca. 2009. Clement and Wynn.

Figure 6-19. Frederick D. Patterson Hall, ca. 2009. Clement and Wynn.

Figure 6-20. Samuel “Sammy” Leamon Younge, Jr., in his US Navy uniform. Public domain, BlackPast.org.

Figure 6-21. Lionel Richie in performance. United States Air Force.

Figure 6-22. Lonnie George Johnson, posing with his invention, the "Super Soaker." Public domain, from BlackPast.org.

Chapter 7: Benjamin F. Payton and Tuskegee University (1981-2010)

Figure 7-1. Benjamin Franklin Payton at his installation on November 15, 1981. *The Montgomery Advertiser.*

Figure 7-2. Payton with George Wallace, finalizing the change of the school's name to Tuskegee University. *The Montgomery Advertiser.*

Figure 7-3. Dorothy Hall/Kellogg Hotel and Conference Center. Commonwealth.
Figure 7-4. Physical Plant Building. Clement and Wynn.
Figure 7-5. General Daniel "Chappie" James Center. Clement and Wynn.
Figure 7-6. Williams-Bowie Hall. Clement and Wynn.
Figure 7-7. University Commons West "A." Clement and Wynn.
Figure 7-8. Andrew F. Brimmer Hall. Clement and Wynn.
Figure 7-9. Margaret Murray Washington Hall II behind the main entrance sign. Tuskegee University.

Chapter 8: Interim Presidents and Tuskegee University (2010-2018)

Figure 8-1. Dr. Gilbert L. Rochon. Tuskegee University.
Figure 8-2. Dr. Brian L. Johnson. Tuskegee University.
Figure 8-3. Dr. Lily D. McNair. Tuskegee University.

Acknowledgments

National Park Service—Southeast Regional Office

Demetria Smith-Wilson, Contracting Officer
Dr. Angela Sirna, Contracting Officer's Representative
Cynthia Walton, National Historic Landmarks Program Manager
Margaret Frisbie, Historical Landscape Architect
Susan Hitchcock, Historical Landscape Architect

National Park Service—Tuskegee Institute National Historic Site

Sandy Taylor, Superintendent
Dr. Barbara Tagger, Acting Superintendent
Raquel Krieger, Acting Superintendent
Robyn Green-Harris, Museum Specialist
Nissa Fink, Chief of Interpretation and Education
Dr. Hillary Conley, Cultural Resource Manager
Shirley Baxter, Park Guide
Sheryl Buchanan, Park Ranger

Commonwealth Heritage Group, Inc.

Laura Knott, Principal Investigator and Landscape Historian
Elaine Robinson, Architectural Historian
Scott Slagor, Architectural Historian
Michelle Thompson, Architectural Historian

Chapter 1: Introduction

Summary

Tuskegee University today is a private, historically black university (HBCU) located in Tuskegee, Alabama. Founded in 1881, through the vision and promotional work of its first principal, Booker T. Washington, the school became a symbol of post-Reconstruction African American economic uplift during the forty years surrounding the turn of the twentieth century.

Beginning as the Tuskegee State Normal School with a curriculum focused on teacher training, the school's programs quickly expanded into industrial and vocational education; it was renamed Tuskegee Normal and Industrial Institute in 1892. In 1896, Washington hired George Washington Carver to establish the school's agriculture department and manage the school farm. For the next 47 years, Carver contributed to the national reputation of the school through his scientific research.

Following Washington's death in 1915, President Robert Russa Moton started the school's first baccalaureate degree program and supported the donation of school land for a hospital for African American veterans in the 1920s. After Moton, President Frederick Douglass Patterson introduced graduate programs into the school curriculum and initiated the development of the Tuskegee Airfield. The next president, Luther Hilton Foster, was responsible for organizing the school's College of Arts and Sciences and further moving the curriculum away from vocational programs and towards academics, including an engineering program. Subsequently, President, Benjamin Franklin Payton, started the school's first PhD programs, initiated programs in aerospace science, and organized all academic programs into five colleges. Initiated by Payton, the school's name was changed to Tuskegee University in 1985.

In 1965, Tuskegee Institute was designated a national historic landmark in recognition of its role in the economic and social advancement of African Americans. In 1974, the U.S. Congress authorized the Tuskegee Institute National Historic Site, which encompasses the 50-acre historic core of the original campus and includes most of the buildings erected during Booker T. Washington's presidency. The site, which was officially established in 1977, is managed and interpreted through a memorandum of agreement between Tuskegee University and the National Park Service.

While many aspects of the history of the university have been studied in-depth, particularly the lives of Booker T. Washington and George Washington Carver, no comprehensive history of the university has yet been developed that explores the overall evolution of the campus in the context of the history of the school, and regional and national trends. Nor is there one work that recognizes the contributions of key faculty and staff as they influenced this evolution and whose impact extended beyond the university and region to improve the lives of African Americans. This historic resource study provides a more comprehensive history of Tuskegee University and its influence on African American life from 1881 through the twentieth century.

Project Setting

Tuskegee University lies in the western reaches of Tuskegee, Alabama, about 40 miles east of the state capital of Montgomery (Figure 1-1). Tuskegee is a

small town of around 10,000 people and is the seat of government for Macon County, which has a population of around 21,000. The population of the town of Tuskegee is about ninety-five percent African American; the university and county government are major employers. The City of Tuskegee maintains the Tuskegee Human & Civil Rights Multicultural Center as its visitor center, where it shares the history of the town and the history of the county's three distinct cultures and peoples.[1]

The campus of Tuskegee University is around 5,000 acres in size, including outlying parcels. This report addresses primarily the history of the events, people, buildings, and landscapes within the core, contiguous campus of around 1,000 acres, including the agricultural fields and pastures of the George Washington Carver Agricultural Experiment Station to the west of the campus core (Figures 1-2 and 1-3). Some discussions are also included regarding the school's involvement in outreach on lands that are no longer, or were never, owned by the university, but are associated with its activities. These include the Greenwood Subdivision, the lands that are now the Tuskegee National Forest, and several other locations.

Two buildings within the 50 acres of the national historic site, The Oaks (home of Booker T. Washington) and the Carver Museum, are owned by the federal government and managed by the NPS. Outside the national historic site, the federal government owns two other parcels: one for park headquarters and the second for the park's collections management center and maintenance facility (Figure 1-4). The park also manages the Tuskegee Airmen National Historic Site, located just north of Tuskegee University, and the Selma-to-Montgomery National Historic Trail.

Scope, Methodology, and Organization

The goal of this historic resource study is to describe the significance of the campus's historic resources within their contexts as relevant to the interpretive themes that have been identified for the Tuskegee Institute NHS. This study is illustrated by images depicting both historic and existing conditions of these resources, as well as appropriate maps.



Figure 1-1. Location of site within the state. Carver Museum HSR.

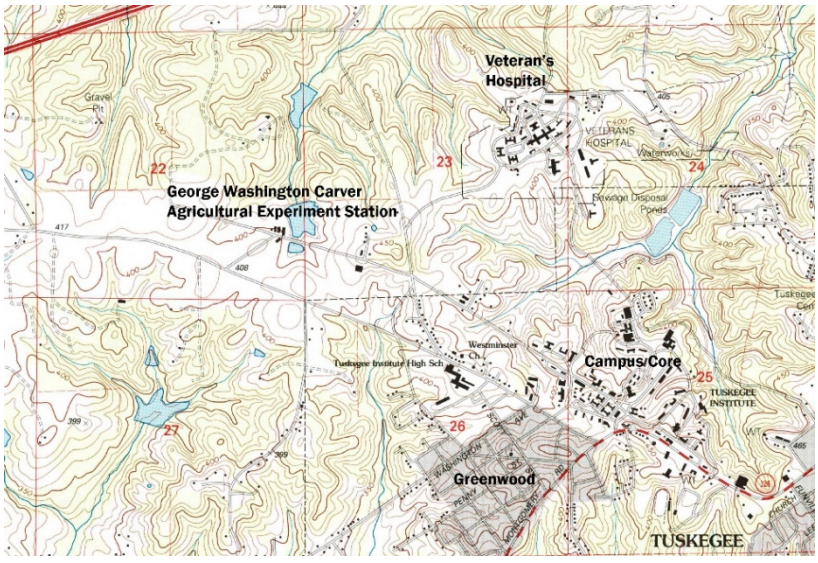


Figure 1-2. Location of key components of the site and setting of Tuskegee University. USGS, annotated.

[1] Tuskegee Human and Civil Rights Multicultural Center, "Tuskegee History Center," accessed December 14, 2018, http://www.tuskegeecenter.org/.

Research was conducted by examining selected secondary documents about the history of the university, as well as primary resources where data gaps were identified. Repositories visited to gather primary documentation included Tuskegee University Archives and the Tuskegee Institute NHS Collections Management Center. Secondary documentation was available in the form of NPS planning reports for Tuskegee Institute, journal articles, and the many books written about people, places, and events at the school.

Documentary research was accompanied by field work to examine the existing conditions of the built resources, including buildings and landscapes, that are a physical representation of the history of the school. Field work included digital photographs of at least two views of each building, along with notes on their conditions. These photographs accompany each chapter in the sections where buildings and landscapes are described.

This report is organized into eight additional chapters, based on significant periods in the history of the university. Chapter 2 sets the scene for the establishment of the school by providing background about the state of black education in the United States before and during that period. The next six chapters (chapters 3-8) present the history of the school under the leadership of individual presidents, starting with Booker T. Washington and extending through the presidency of Benjamin F. Payton and beyond to describe the recent series of presidents to the current day. The final chapter (chapter 9) presents the history of the establishment of the Tuskegee Institute National Historic Site and the involvement in its management by the National



Figure 1-4. Boundaries of Tuskegee Institute NHS and associated parcels. NPS.

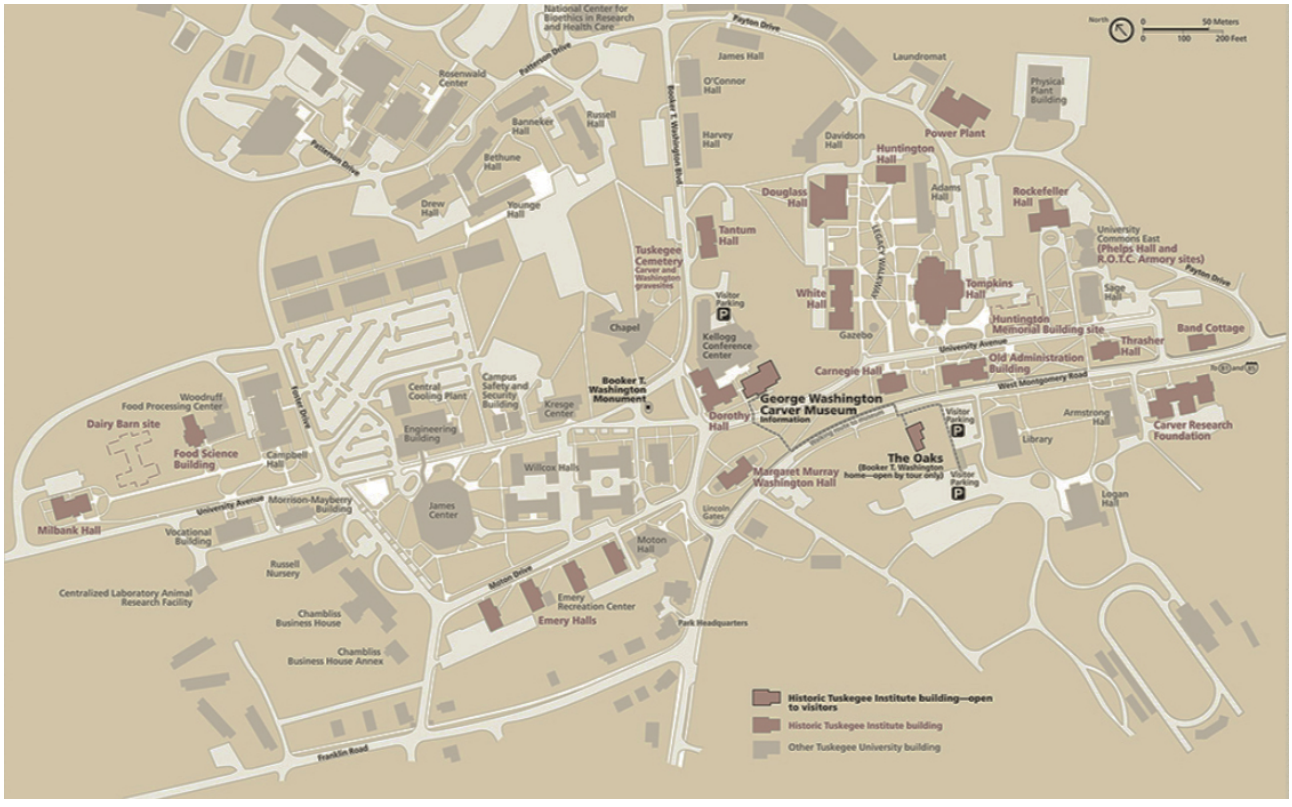


Figure 1-3. Map showing the campus core, identifying resources managed by the NPS. NPS.

Park Service. It also makes recommendations for further research. These chapters are followed by an extensive bibliography of sources cited.

Chapter 2: African American Education and the Establishment of Tuskegee State Normal School (to 1881)

Introduction

This chapter describes the state of African American education from the colonial era through Reconstruction to 1881, when Tuskegee State Normal School was established. It describes the authorization of Tuskegee State Normal School by the Alabama House of Representatives, followed by the selection of Booker T. Washington as its first principal. The chapter also includes a description of Hampton Institute, which was Washington's model for the new school.

African American Education Before the Civil War

To enslaved African Americans before the Civil War, the ability to read and write was the ticket into a world above, through, and out of the bonded condition. Education was seen as central to the cause of freedom, equality, and self-determination. As a former slave explained after emancipation,

> [t]here is one sin that slavery committed against me, which I will never forgive. It robbed me of my education.[1]

African Americans, especially the enslaved, who were able to gain an education during this period, became a source of pride and were examples held up for children to follow. Literate enslaved persons had power: through reading, they knew of and understood the implications of current events, and through writing, they could be of use to travelling masters by providing reports from home, and could forge passes, write letters, and read to—and teach—other enslaved people. Most importantly, by reading, they could begin to understand, intellectually, slavery as an illegitimate condition, and begin to speak against it.[2]

Long before the Civil War and emancipation, enslaved Africans in this country and their descendants sought every opportunity to gain an education. In colonial New England, where laws did not prohibit it, the education of bondsmen was either inspired by the owner's desire to train future workers or simply viewed as the moral thing to do. Most of all, education was believed to be key to the bondsmen's spiritual welfare. Based on this belief, the Society for Propagation of the Gospel in Foreign Parts established schools in the early 1700s for the religious instruction of enslaved persons in New York, New Jersey, Maryland, Pennsylvania, North Carolina, and South Carolina.[3] Teachers in those schools also

[1] James D. Anderson, *The Education of Blacks in the South, 1860–1935* (Chapel Hill: University of North Carolina Press, 1988), 5.

[2] Heather Andrea Williams, *Self-Taught: African American Education in Slavery and Freedom* (Chapel Hill: University of North Carolina Press, 2005), 9–23.

[3] Shawn Comminey, "The Society for the Propagation of the Gospel in Foreign Parts and Black Education in South

encouraged the enslaved to pass along what they learned to others; for example, one New York school trained two formerly enslaved men to lead classes, a plan that was to be repeated numerous times over the following two hundred years.[4]

In the American South, however, slaveholders overwhelmingly believed that African Americans did not have the mental capacity to be educated. In addition, there was often a direct link between those who had been educated while enslaved and the growing antislavery movement. Black leaders in the abolition movement, including William Wells Brown, Frederick Douglass, Sarah Mapp Douglass, the Forten family, Thomas H. Jones, Lunceford Land, Mary Prince, Austin Steward, Maria W. Stewart, and Sojourner Truth, each validated, through their work in antislavery activities, the fears that many white people had about educating enslaved Africans and other black people. In the mind of the slaveholder, education led to awareness, awareness led to dissatisfaction, and dissatisfaction led to revolt.[5]

As early as the mid-1700s, Southern states began passing laws prohibiting the education of enslaved persons. With subsequent amendments, the laws became progressively more stringent, enacting harsher penalties, and in some areas even denying education to free black people. In 1740, after the 1739 Stono River Rebellion, South Carolina passed the first legislation formally outlawing the education of the enslaved.[6] It stated,

> who shall hereafter teach, or cause any slave or slaves to be taught to write, or shall use or employ any slave as a scribe in any manner of writing whatsoever, hereafter taught to write; ever such person or persons shall, for every offense, forfeit the sum of one hundred pounds current money.[7]

In 1800, the state amended the law to prohibit assembly for the purposes of educating either enslaved or free black people, and then again in 1834 to impose specific punishments on anyone who tried to teach a slave. A white person caught teaching a slave would pay a fine and be imprisoned for six months; if a free person of color or a slave was caught doing the same, that person would be whipped at least fifty lashes.[8]

Similar laws were subsequently passed in other slave-holding states. In 1819, Virginia passed its first anti-literacy law regarding the enslaved, then amended it in 1831 to outlaw teaching reading and writing to anyone who was black or mulatto, enslaved or not. In 1823, Mississippi also outlawed teaching any black person, free or enslaved, and Georgia did the same in 1829. In 1830, Louisiana outlawed the education of enslaved people, but did not go so far as prohibiting the education of free black people.[9]

Such state laws passed during and after 1831 can be directly correlated to uprisings led by educated African Americans, particularly the Nat Turner Rebellion of 1831—led by an enslaved man who could read and write. This includes the 1831 amendment of the Virginia anti-literacy law in 1831 and the same in South Carolina in 1834, mentioned above. Also in 1831, the North Carolina legislature passed a law entitled, "Act to Prevent all Persons from Teaching Slaves to Read or Write." A similar law was passed in Alabama in 1831, outlawing the education of free black people and the writing of passes for the enslaved, amended in 1856 to specifically prohibit the

---

Carolina, 1702–1764," *The Journal of Negro History* 84, no. 4 (Autumn 1999), 360.

[4] Susan Cianci Salvatore et al., *Racial Desegregation in Public Education in the United States Theme Study* (Washington, DC: National Historic Landmarks Program, 2000), 2–3.

[5] To begin a study of black abolitionists, refer to Benjamin Quarles' *Black Abolitionists* and Shirley J. Yee's *Black Women Abolitionists: Study In Activism, 1828–1860*, published in 1992 by the University of Tennessee Press, Knoxville.

[6] For more information about the Stono River Rebellion, refer to Peter Charles Hoffer's *Cry Liberty: The Great Stono River Slave Rebellion of 1739*, published in 2010 by Oxford University Press, Oxford, United Kingdom.

[7] South Carolina Slave Code, 1740, quoted in Mary Frances Berry and John W. Blassingame, *Long Memory: The Black Experience in America* (New York: Oxford University Press, 1982), 262.

[8] Williams, *Self-Taught,* 208.

[9] Salvatore et al., *Racial Desegregation*, 4.

education of the enslaved.[10] Missouri was the last state to pass such literacy laws, outlawing the education of all black people, free or enslaved, in 1847.[11]

These laws made it more difficult for enslaved African Americans to educate themselves, but not impossible. The enslaved learned in any way they could, from eavesdropping on slaveholders' conversations to learn about current events or by learning through the "grape-vine telegraph."[12] Some learned to read from a household's white children in the form of a game. Others learned from the wives of slaveowners who secretly taught them to read the Bible as a form of religious instruction. Most importantly, the literate enslaved could teach others in their cabins at night, in free time on Sundays, and in hiding places in the woods called "pit schools," conducted in pits dug in the ground and disguised with brush.[13]

Free African Americans learned to read and write in a variety of ways, but often in schools operated by white people, and by black people only where allowed by law. For example, between 1833 and 1865, white educator Jane Deveaux operated an almost unknown school for the free black population in Savannah, Georgia. She expanded the enterprise after the Civil War, promoting a formal "self-sustaining" method of education through which her students would go on to educate other black people.[14]

Church-operated schools for African Americans, often more easily accepted by white people because of a focus on religious education, were established in Wilmington, Delaware; Baltimore, Maryland; and Washington, DC. Further south, church-run schools were established in Norfolk, Petersburg, and Richmond, Virginia; Louisville, Kentucky; and Raleigh, North Carolina. The school in Raleigh was led by John Chavis, who taught white students during the day and free black students during the evening. [15]

Laws against educating enslaved persons was rare in the Northern states, but still existed. The citizens of New Haven, Connecticut, for example, blocked the establishment of a college for black people there in 1831, claiming that it would compete with Yale. In Canterbury, Connecticut, a boarding school established for black women was closed after a new law was passed in 1833 that prohibited teaching "colored persons who are not inhabitants of this state." The residents of the town then burned down the school.[16]

The rarity of such laws in Northern states, however, did not mean that African Americans could more easily obtain an education. As in the South, often the only available schools for black people in the North were church-based. For example, in 1840, Troy, New York, barred black students from public schools, but allowed pastor Henry Highland Garnet of the Negro Presbyterian Church to hold classes for black people in a makeshift classroom in the church hall.[17]

Even when schools were available, black students in the North were segregated into separate, and typically lower quality, facilities. For example, an 1859 article in the *New York Tribune* said of schools for white people, "no expenditure is

---

[10] For more information about the Nat Turner Rebellion, refer to Stephen B. Oates' *The Fires of Jubilee: Nat Turner's Fierce Rebellion*, published in 2016 by Harper Perennial, New York, New York.

[11] For a summary of these laws, refer to the appendix of Williams, *Self-Taught*, 203–213.

[12] Booker T. Washington, *Up From Slavery, an Autobiography* (New York: Doubleday, Page & Company, 1902), 6; Sergio A. Lussana, *My Brother Slaves: Friendship, Masculinity, and Resistance in the Antebellum South* (Lexington: University Press of Kentucky, 2016). The grapevine telegraph was an inter-plantation system of information sharing propagated mostly by enslaved men, as men were often more mobile than enslaved women. It allowed enslaved communities to keep informed of important news or events relevant to their lives.

[13] Williams, *Self-Taught,* 9–20.

[14] Anderson, *Education*, 7.

[15] Salvatore et al., *Racial Desegregation*, 4.

[16] Williams, *Self-Taught,* 17.

[17] Salvatore et al., *Racial Desegregation*, 4.

spared to make them commodious and elegant," but schools for black people were,

> nearly all, if not all, old buildings, generally in filthy and degraded neighborhoods, dark, damp, small, and cheerless, safe neither for the morals nor the health of those compelled to go to them, if they go anywhere...[18]

Such facilities were "calculated rather to repel than to attract" African American students.

For African Americans before the Civil War, gaining an education anywhere in the country was a difficult task. Despite these almost prohibitive challenges to an education, however, by 1860, twenty-eight black people had graduated from the colleges and universities that were open to them.[19] Remarkably, on the eve of the Civil War, there were an estimated 32,692 black students attending educational institutions. Moreover, historian Thomas Holt estimated that approximately 200,000 enslaved persons were literate in 1860.[20]

African American Education during Reconstruction, 1863–1877

The American Civil War broke out in April 1861 and lasted until May 1865. In January 1863, President Abraham Lincoln issued the Emancipation Proclamation, an executive order freeing most enslaved persons within the states that had seceded from the Union. Slavery was fully abolished within the United States on December 6, 1865, with the ratification of the Thirteenth Amendment. [21]

Upon emancipation, an estimated four million previously enslaved African Americans were "cast adrift," finding themselves for the first time in generations free to make their own decisions. Food, clothing, even shelter that had once been provided by slave owners, however, were in short supply.[22] In response to this crisis, on March 3, 1865, just over a month prior to his death, Lincoln signed legislation providing for the establishment of the Bureau of Refugees, Freedmen, and Abandoned Lands or, the "Freedmen's Bureau."

Charged with supervising and managing all matters relating to refugees and freedmen, and the disposition of lands abandoned or seized during the Civil War, the Freedmen's Bureau operated in former Confederate states, border states, and in Washington, DC.[23] Its primary mission was to provide relief and assistance to the freedmen, including help to establish schools.[24] By 1871, when it ceased operations, the Freedmen's Bureau had spent more than five million dollars on education for freedmen, financing approximately 4,300 schools, with 9,300 teachers (over half of

---

[18] August Meier and Elliot Rudwick, *From Plantation to Ghetto* (New York: Hill & Wang, 1966), 112.

[19] Most went to Oberlin College, which was established in 1833 in Ohio and was the first integrated, coeducational college in the country. Others attended the first black college, Cheyney State Training School, established in Pennsylvania in 1837; the Institute for Colored Youth in Philadelphia, 1842; Avery College, in Charleston, 1849; the Normal School for Colored Girls, in Washington, DC, 1851; Lincoln University, in Pennsylvania, 1854, as the Ashmun Institute; and Wilberforce University, in Ohio, 1856. From Salvatore et al. *Racial Desegregation*, 9.

[20] Salvatore, et al., *Racial Desegregation*, 9, quoting Thomas Holt, "The Emergence of Negro Political Leadership in South Carolina During Reconstruction" (Ph.D. dissertation, Yale University, 1973), 49.

[21] "13th Amendment to the U.S. Constitution: Abolition of Slavery (1865)," OurDocuments.gov, accessed December 14, 2018, https://www.ourdocuments.gov/doc.php?flash=false&doc=40.

[22] William G. Willcox, *Founder's Day Address* (Tuskegee: Tuskegee Institute, 1917), 5.

[23] National Archives and Records Administration (NARA), *Records of the Field Offices for the State of Louisiana, Bureau of Refugees, Freedmen, and Abandoned Lands, 1863*–1872 (Washington, DC: U.S. Congress and National Archives and Records Administration, 2004), 3.

[24] "Freedmen's Bureau Acts of 1865 and 1866," United States Senate, accessed January 1, 2017, https://www.senate.gov/artandhistory/history/common/generic/FreedmensBureau.htm.

whom were African American) and 250,000 students.[25]

If such organized programs were not available, African Americans taught themselves as best they could, passing information from generation to generation. The more formal, self-sustaining method may have been the foundation for what was later called the "native school," or one taught by black people who had attended classes and then shared their education with others. These schools were first noted in 1866 by John W. Alvord, the national superintendent of schools for the Freedmen's Bureau. When inspecting schools in the South, Alvord noted that

> [t]hroughout the entire South, an effort is being made by the colored people to educate themselves…In the absence of other teaching they are determined to be self-taught; and everywhere some elementary text-book, or the fragment of one, may be seen in the hands of negroes.[26]

Schools partially or entirely supported by African Americans with no federal assistance numbered nearly 100 in Georgia and by 1870, 215 (111 entirely black-owned) in Virginia. Despite the widespread destitution of the freedmen in general, black people contributed an estimated $785,700 for their own educations between 1865 and 1870.

In addition to Freedmen's Bureau staff, the number of people working during and after the Civil War to educate African Americans grew tremendously. Organizations that began or expanded black education programs included the American Missionary Association (AMA) of New York, the Contraband Committee of Mother Bethel Church in Philadelphia, and the New England Freedmen's Aid Society.

The AMA, along with several other organizations, went on to start several schools and colleges. In just two years, 1866 and 1867, six institutions of higher education for African Americans were established by such groups, including Fisk University (Nashville, Tennessee), Rust College (Holly Springs, Mississippi), Lincoln College (Jefferson City, Missouri), Emerson College (Boston, Massachusetts), Talladega College (Talladega, Alabama), and Atlanta Baptist College (later Morehouse College in Atlanta, Georgia). A seventh, Howard University (Washington, DC) was chartered by the federal government. In 1868, the AMA founded the most influential school of the pre-Tuskegee period: Hampton Normal and Agricultural Institute.[27]

Hampton Institute

Hampton Institute, located in Virginia, was an outgrowth of efforts by the AMA to assist the refugees who had flocked to the Hampton area by the thousands during and after the Civil War.[28] It was founded in 1868 as a normal school, training teachers for "common schools," the equivalent of the American public primary and secondary schools today. Hampton Normal School's students already had a basic elementary school education and required just two additional years of teacher training classes to acquire a teaching certificate. Hampton remained a normal school until 1895, when it began offering completion certificates in several trades.[29]

Former Union general Samuel Chapman Armstrong, or "General" Armstrong, as he became known to some, was the first principal of Hampton Normal School (Figure 2-1). During the Civil War, Armstrong had served in the Union Army; in 1863, he assumed command of the 8th U.S. Colored Troops and led them to victory during the Siege of Petersburg in 1865. Later, while stationed at Camp Stanton in Maryland, he established a school to educate black soldiers. After the war, Armstrong

---

[25] Salvatore et al., *Racial Desegregation*, 13.

[26] Anderson, *Education*, 6.

[27] Salvatore et al., *Racial Desegregation*, 14.

[28] Max Bennett Thrasher, *Tuskegee: its Story and its Work* (Boston: Small, Maynard & Co.,1901), 17. Hampton started as Hampton Normal School and was later renamed Hampton Normal and Agricultural Institute in 1895, then Hampton Institute in 1940 and Hampton University in 1984.

[29] Anderson, *Education*, 34–35.

joined the Freedmen's Bureau and began working on a plan to establish a school focused on producing black educators.[30] Son of a Hawaiian missionary, Armstrong's ideas were based on his observations of the Hilo Boarding and Manual Labor School and the Lahainaluna Seminary, schools set up by Protestant missionaries in Hawaii during the early 1800s to instruct native students. The focus of instruction at both schools was based on practical needs and included teaching students how to build their own homes, as well as how to pass along what they learned to others.[31] In Hawaii, Armstrong developed an educational ideology weighted towards character-building over scholarship and moral training through work.

Armstrong's Hampton students not only took classes, but labored on the Hampton farm and in small shops to support the school, help pay for their schooling, and developing independence under the ideology of "self-help."[32] As he explained in a pamphlet about Hampton, Armstrong wanted

> to train selected Negro youth who should go out and teach and lead their people first by example, by getting land and homes; to give them not a dollar that they could earn for themselves; to teach respect for labor; to replace stupid drudgery with skilled hands; and in this way to build up an industrial system for the sake not only of self-support and intelligent labor, but also for the sake of character.[33]

He firmly believed that an industrial education would provide the black students with "temporal salvation," that is, salvation by work. Armstrong thought he was instilling an ethic of frugality, sobriety, honesty, cleanliness, industry, and perseverance, and ultimately, self-reliance, that would save the black race.[34]

Some African Americans, however, felt that Armstrong's pedagogy stifled black intellectual development and aspirations, and taught "Negro inferiority." They believed that Hampton was providing "instruction in subordination…that molded blacks into men and women who posed no threat to white control and dominance."[35] It was true that Armstrong did not believe that black people were culturally and morally prepared to be the political and intellectual leaders that a more well-rounded academic education would encourage them to be. In his opinion, only white people were "mentally and morally strong," enough to govern; black people were "mentally capable but morally feeble."[36]

Despite these challenges, Hampton was where many black leaders, teachers, and thinkers, including Booker Taliaferro Washington, gained most of their formal education. It was at Hampton

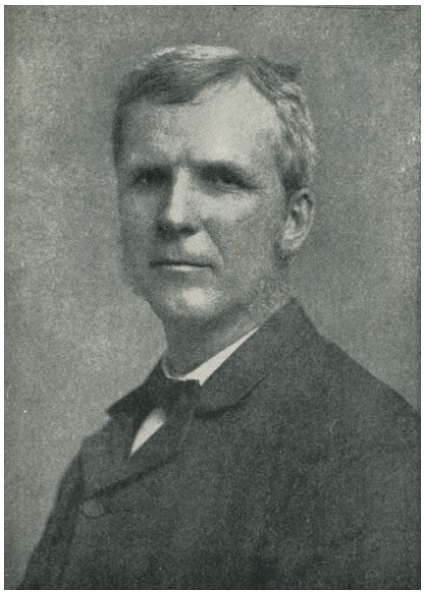


Figure 2-1. Samuel Chapman Armstrong. *Up from Slavery.*

[30] Salvatore et al., *Racial Desegregation*, 14.

[31] The Museum of Modern Art, "The Hampton Album," (Garden City: Doubleday and Co., 1966), 6–7.

[32] Anderson, *Education*, 34.

[33] Samuel Armstrong, quoted in The United States Board of Education, "The Hampton Normal and Agricultural Institute," Report of the Commissioner of Education to the Department of the Interior Bureau of Education (Washington, DC, October 1, 1901), 477.

[34] Salvatore et al., *Racial Desegregation*, 15.

[35] Salvatore et al., *Racial Desegregation,* 15–16. For a thorough critique of Armstrong and his educational philosophy, refer to Anderson, *Education*, 33–78.

[36] Anderson, *Education*, 39.

that Washington became committed to the Hampton learning style, or, the "Hampton Idea," as coined by W.E.B. Du Bois.[37] When he became principal of the Tuskegee Normal School in 1881, Washington was determined to pattern the programs of the new school after those of his alma mater.

A New Normal School

The development of a new normal school in Macon County, Alabama, began in 1881, four years after the end of Reconstruction. The withdrawal of Federal troops and the support for African American education that they provided spurred black people in the former Confederate States to work harder to set up schools in as many places as possible.

Alabama House Bill 165

Funding for the establishment of a "Normal School for colored teachers at Tuskegee" was authorized on February 10, 1881, through Alabama House Bill 165.[38] The act to establish a school for the black population in east-central Alabama was the result of collaboration between Lewis Adams and George W. Campbell (Figure 2-2). Adams, a former slave, owned a business in Tuskegee where he manufactured tin ware and harnesses while also working as a blacksmith. Campbell, a former slave owner, worked as a banker in Tuskegee.[39] Adams and Campbell were instrumental in convincing the Alabama state legislature to appropriate funds for a normal school.

Lewis Adams was approached by W. F. Foster, a Confederate army veteran running as a Democrat in the Alabama Senate race in 1879, who asked for Adams' help in acquiring the black vote. Adams agreed, with the understanding that Foster, along with A. L. Brooks, a Democrat running for the Alabama House of Representatives, would support a proposal to establish a "Negro Normal School" in Tuskegee. Foster and Brooks were elected and subsequently worked to draft House Bill 165. The bill specified that the school would admit students "free of tuition" if they agreed to teach in Alabama's public schools for at least two years after they became qualified.[40] For its first two years, it would be called the Tuskegee State Normal School and, more simply, the Tuskegee Normal School.

House Bill 165 also required that the school have at least 25 pupils and stay in session for at least nine months per year. It appropriated $2,000 to fund teachers' salaries and required that the school would be under the direction, control, and supervision of a board of the three commissioners named in the bill: Thomas B. Dryer, a prominent dry-goods merchant in Tuskegee; M. B. Swanson, another leading merchant in Tuskegee; and Adams.[41]

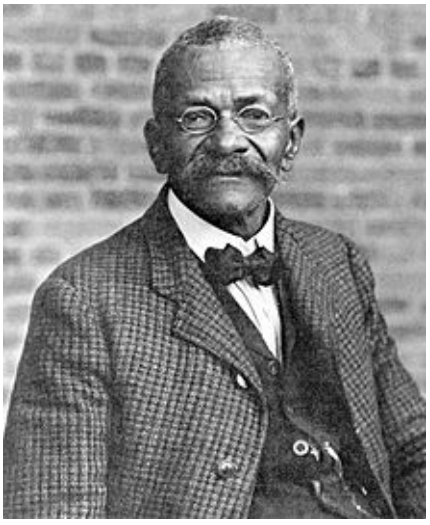


Figure 2-2. Lewis Adams. Library of Congress.

[37] W.E.B. Du Bois, *The Education of Black People: Ten Critiques, 1906–1960*, ed. Herbert Aptheker (New York: Monthly Review Press, 1973), 21–31.

[38] Dana Chandler, "Tuskegee University History," Tuskegee University Archives Repository, last modified 2010, http://archive.tuskegee.edu/archive/bitstream/handle/123456789/186/TuskegeeUniversityHistoryfinal.pdf?sequence=1&isAllowed=y.

[39] Louis R. Harlan, ed., *The Booker T. Washington Papers* (Urbana: University of Illinois Press, 1972), 108–109. See also Chapter 3 for a brief biography of Lewis Adams.

[40] Harlan, *Papers*, 107.

[41] Harlan, *Papers*, 107–108.

Hiring the First Principal

One of the first tasks for the newly appointed board of commissioners was to find a principal for the new school. Campbell sent a letter to General Armstrong, who was still the principal of Hampton Normal and Agricultural Institute, seeking his assistance.[42] Armstrong recommended his former student and one of Hampton's most promising graduates, Booker T. Washington, who was serving on the staff at Hampton (Figure 2-3).

Armstrong approached Washington to ask if he was interested in taking the position; Washington said that he was. A few weeks later, a telegram from the board of commissioners arrived during Hampton's Sunday evening church services; following the services, Armstrong read the message, "Booker T. Washington will suit us. Send him at once."[43]

Washington remained at Tuskegee as its principal and guiding light for 34 years. He died of kidney failure related to high blood pressure in November 1915.[44] His extraordinary accomplishments at Tuskegee Institute and his national and international influence are detailed in the next chapter.



Figure 2-3. Booker T. Washington as a young man. Scott and Stowe.

[42] Samuel C. Armstrong led the 8th and 9th regiments, United States Colored Troops (USCT), an experience that inspired his interest in the welfare of black people after the war. While training his men in Stanton, Maryland, Armstrong established a school to educate his troops. "Samuel Chapman Armstrong."

[43] Washington, Up from Slavery, 107.

[44] "The Death of Booker T. Washington," National Park Service (NPS), accessed December 14, 2018, https://www.nps.gov/bowa/learn/historyculture/upload/THE-FINAL-btwdeath-site-bulletin.pdf.

Chapter 3: Booker T. Washington and the Development of Tuskegee Normal and Industrial Institute (1881–1915)

Introduction

This chapter covers the development of the Tuskegee State Normal School, subsequently named the Tuskegee Normal and Industrial Institute, from its first year, 1881, until just after the death of Booker T. Washington in 1915.

The chapter is arranged first into distinct periods of development that occurred during Washington's tenure. These sections are followed by an overview of Tuskegee Institute's classes and programs offered during this period, as well as the school's outreach and extension efforts. Next, a brief account is given as to how the school was funded. Following is a list of the buildings and structures constructed between 1881 and 1915 and the landscapes they formed. The chapter culminates with several brief biographies of the most influential faculty and staff of the period, and of important alumni and their accomplishments.

From Concept to Campus

The hand of Booker T. Washington could be seen in everything associated with the school in the early years of its existence. He was responsible for all the details connected to the establishment and location of the school, and for the development of its curriculum. He taught classes during school hours and in the afternoons, led the male students into the surrounding grounds to clear the land and ready it for crops. He constructed fences and instructed students on the planting of sweet potatoes and corn.[1]

Washington insisted that the school needed to function without outside help to every extent possible. In his memoir, *Up from Slavery*, he wrote that,

> from the very beginning, at Tuskegee, I was determined to have the students do not only the agricultural and domestic work, but to have them erect their own buildings.

The plan would benefit the school in providing low-cost buildings and at the same time, educate the students in the methods of construction and show them

> not only the utility in labour, but beauty and dignity…[they] would be taught, in fact, how to lift labour up from mere drudgery and toil, and would learn to love work for its own sake.[2]

Although many advised against the plan, saying that the buildings would not be as good as those erected by the more experienced hands of outside workmen, Washington was adamant that lessons learned by the students far out-weighed any advantages of hiring outside contractors.

The number of major buildings on campus increased dramatically in the early 1900s. From the

[1] Thrasher, *Tuskegee*, 29–30.

[2] Washington, *Up from Slavery*, 148.

small, deteriorated structures that were all that remained of the plantation, the growth was such that the school itself became, as journalist and friend of Washington, Max Bennett Thrasher described it, almost a "city in itself." In 1901, twenty years after the initial purchase of 100 acres, the school's holdings had expanded to 2,500 acres locally, plus 25,000 acres donated to the school by the federal government in 1899. These comprised unimproved "mineral land" that the school could either sell or lease for cash.[3]

As important as it was to construct the early buildings on the Tuskegee campus, the leaders of the school were also willing to let them go when they needed a larger or more permanent solution. For example, the first new building on campus, Porter Hall, was constructed in 1881 and demolished less than twenty-five years later, in 1903. Likewise, Alabama Hall, which was constructed in 1884 was demolished in 1908, having outlived its usefulness to the school.[4]

Tuskegee Institute grew tremendously under Washington's leadership. By 1905, it was estimated that the built core of the campus comprised around 150 acres, with the remaining school-owned property dedicated to farms, truck-gardens, pastures, brickyards, and other uses.[5]

The evolution of Tuskegee Institute's campus plan from 1881–1915 can be understood as comprising four eras.[6] The first, 1881–1892, marks the establishment of the campus and its supporting farm on a permanent site, the development of its programs, and placement of its early buildings. It was a period during which the development of the campus plan was almost entirely under the direct supervision of Washington.

The second period, 1892–1901, saw an immense expansion of the campus property, the establishment of most of the school's programs, and a building campaign that reflected the need for larger and more highly programmed accommodations for classes, faculty, and students. Thirty-six buildings—most designed and constructed under the direction of architect Robert R. Taylor—were erected during this short period. During this time, more consideration was made towards siting buildings in spatial relationship with other buildings and circulation patterns.

The third period, 1901–1906, was one of the most rapid growth and expansion of the school yet. It saw the development of a campus master plan and the construction of over forty buildings, almost half of which were brick. It also saw the expansion of the Tuskegee influence into the surrounding countryside, with the development of the adjacent Greenwood subdivision to house the school's teachers and workers.

The fourth period, 1906–1915, saw a focus on fine-tuning school programs, expanding the agricultural program, improving the grounds, rehabilitating existing buildings, and expanding outreach facilities. It also saw the construction of several major buildings in the campus, including the enormous Tompkins Hall. This period ended with the death of Booker T. Washington.

The First Year: A Temporary Site (1881)

Washington's connection with Lewis Adams proved invaluable in finding a temporary location for the school. Adams, who had first collaborated with Campbell to fund the normal school, was a member of Butler Chapel A.M.E. Zion Church in Tuskegee (Figure 3-1). By 1881, Butler Chapel had become known for its strong role in Reconstruction politics. For example, it was there in 1870 that politician James Alston, the black state

[3] Thrasher, 39. It is assumed that "mineral land" contains some value in extractable minerals.

[4] Conley, *Demolished Buildings.*

[5] Washington, *Tuskegee & Its People*, 38; The Free Dictionary, "Truck Garden"(accessed September 19, 2018). A truck garden, sometimes referred to as a "truck patch," is an area of a farm where vegetables are grown to sell at market.

[6] This delineation of eras as proposed in Dozier, Chapter 3, Building the Campus and Community.

representative for Macon County, held the June meeting of the Republican Party that initiated several months of violence and intimidation throughout the county by white Democrats against Republicans, both black and white. The white Democrats hoped to influence the November elections and bring white people back into the political power they feared had eroded under Reconstruction.[7]

Adams and his wife, Sallie Green Adams, had been working for many years to operate a small school on the church property in a building that had been constructed between 1873 and 1877.[8] While the Adamses tried to provide a basic education for local African Americans, they had a difficult time finding appropriately trained teachers. They knew that a vocational and teacher training school could take over the work and benefit all black people in Tuskegee and in the surrounding county.[9]



Figure 3-1. Contemporary view of Butler Chapel. NPS.

In 1881, the congregation of Butler Chapel made this school building available to Washington for his first normal school classes. Local enthusiasm was such that during the week before the school opened, Washington enrolled over thirty people, exceeding the goal of twenty-five students established by the act that funded the school. By July 7, Washington reported an average attendance of thirty-seven students.[10]

The first teacher Washington hired at the school was John W. Cardwell, who had graduated from Hampton in 1875 and afterwards attended Lincoln University in Pennsylvania, originally established as the Ashmun Institute.[11] Cardwell only stayed a short time to help Washington before the newly hired Olivia A. Davidson could get to Tuskegee that August (Figure 3-2).[12]

Classes were held in the borrowed school building despite challenging conditions. For example, it was reported that when it rained, the roof leaked so badly that a student was obliged to hold an umbrella over Davidson's head so she could conduct lessons.[13] The school also lacked supplies. Davidson reported to a potential benefactor that the classroom lacked "maps[,] writing-charts, globes, &c &c" and that she was especially in need of "a Spencerian writing chart."[14]

Tuskegee's first students were older than typical normal school students, most being mature adults already working as teachers, and they came primarily from the surrounding area. One student, William Gregory, noted that "they were the people who lived near here. . .those who had been teaching in the little towns."[15] In the first session of classes there were thirty students, including a local

[7] Williams, Danner, and Donald. "Butler Chapel African Methodist Episcopal Zion Church." This nomination does not discuss the effects of reconstruction era violence on the physical buildings of Butler Chapel, but it is possible that church buildings were damaged or even destroyed, since a new church was constructed in 1887.

[8] Scott and Stowe, 11; Williams, Danner, and Donald.

[9] Williams, et.al; 1995, citing undated pamphlet published by Butler Chapel AME Zion Church, n.p.

[10] Harlan, *Papers*, Vol. 2, 137.

[11] The Ashmun Institute was the first historically black college or university to offer a degree; Ashmun changed its name to Lincoln University in 1866 in honor of Abraham Lincoln.

[12] Harlan, *Papers*, Vol. 2, 145.

[13] Thrasher, 22.

[14] Harlan, *Papers*, Vol. 2, 133.

[15] Scipio, 193.

clergyman from Butler Chapel who was fifty years old.[16] After that first session, though, the number of students and the range of student's ages increased rapidly as news of the new program spread.

The students were passionate in raising funds for the school. For example, to contribute to the cost of establishing the school farm, the students organized a series of events. As Washington described it, first, they would

> give a literary entertainment; second, a supper or festival was to come the next week after the entertainment; third, two of the leading citizens were appointed to solicit subscriptions among the whites and colored. . . .The entertainment was attended by a good house of colored citizens and some whites.[17]



Figure 3-2. Photograph of Olivia A. Davidson in her youth. HBCU Digital.

The key object of this work by the students was to, as Washington put it, "give them a chance to help themselves."[18]

The school catalog for the year 1881–1882 explained that students could enter at any level for which they could pass an exam. If they could not pass the exam for the Junior Year, they could enter a Preparatory Class. Students had to be age fourteen or older and promise to teach for two years in an Alabama public school after they became qualified teachers. The catalogue also boasted of a library and reading room and a young men's literary society.[19]

By September 1881, only two months after the school started, Olivia Davidson wrote that "there are nearly seventy in attendance."[20] By November, Washington reported,

> I did not think that we would have more than sixty students this year, but now we have eighty and new ones come in every week. We have four good recitations rooms on the farm [and] [t]he church which we occupy now makes a pretty good assembly room and we have taken the public school house. . .and made two rooms of it...By next term we will either have up a new building or so enlarge on of [the] present rooms as to make it fit for an assembly room.[21]

Not actually published until January 1882, the school catalog for 1881–1882 reported a total of 112 students, mostly from Macon and surrounding counties, and three instructors: Washington, Davidson, and Cardwell.

The school provided a four-year-long course of study, with classes that built on each other year by year. The course of study began with the Junior Year, in which students took classes in written and spoken language, mathematics and geometry, geography, history, writing, gymnastics, and vocal music. Middle Year B included much the same, but

[16] Thrasher, 21; Dana Chandler, "Tuskegee University History" (accessed June 1, 2017).

[17] Harlan, *Papers*, Vol. 2, 159.

[18] Harlan, *Papers*, Vol. 2, 161.

[19] Tuskegee Institute, Catalogue of the Tuskegee State Normal School at Tuskegee, Alabama for the Academical Year, 1881-1882.

[20] Harlan, *Papers*, Vol. 2, 147.

[21] Harlan, *Papers*, Vol. 2, 155.

added astronomy, physiology, and hygiene. Middle Year A added natural philosophy (now called natural science), zoology, and botany. Senior Year added civil government, chemistry, mineralogy, and mental philosophy (a combination of psychology, logic, and metaphysics).

At the end of the 1881-1882 catalogue was a list of donations collected from a total of twenty-three sources, including cash donated to help buy the farm, purchase school and hymn books, establish the library, and other needed expenditures, for a total of $855.83. In-kind items included a cabinet organ, barrels and boxes of books and clothing, maps and charts, blankets, and "fancy crackers."[22] In a letter to James Fowle Baldwin Marshall in December 1882, Olivia Davidson commented wryly about the last donation, which also included "cakes" and "choice bread," saying, "I must admit that I am puzzled as to what I shall do with the barrels of bread. The other three have quite a joke of it on me."[23]

The first full school year at Tuskegee State Normal School ended triumphantly with a commencement held at Butler Chapel on March 30, 1882. From there, the students, faculty, and visitors walked to the newly purchased farm and watched as the cornerstone of the school's first new building was installed. A dinner held there was "served in true picnic style, on the ground under the trees, from bountifully filled baskets." Everyone returned to the church afterwards to listen to speeches, recitations, and singing performed by the students and their friends.[24]

Despite the success of the first year, it had become apparent to Washington that not only did the school need good classrooms and supplies, it should also provide boarding facilities to accommodate students traveling too far to live at home and who were too poor to pay for local lodging. He had observed many of the black families of Macon County surviving only on fat pork and cornbread, and sleeping in one-room cabins in poor conditions. Most of these families were share-croppers and required by landowners to plant only cotton, forcing them to purchase all their food.[25]

Because so many students came out of such situations and the resulting poverty, Washington became convinced that boarding students should also be trained in how to raise their own food, improve their personal hygiene, and keep their living quarters clean. To best achieve these tasks, the students needed to be housed on campus where instruction was available twenty-four hours a day.[26] In a letter to a friend, Washington wrote,

> [a]n institution for the education of colored youth can be but a partial success without a boarding department. In it they can be taught those correct habits which they fail to get at home. Without this part of the training they go out into the world with trained intellects, but with their morals and bodies neglected.[27]

He had experienced such comprehensive training at Hampton and was ready to apply this program in Tuskegee.

---

[22] Harlan, *Papers*, Vol. 2, 165-176.

[23] Harlan, *Papers*, Vol. 2, 213-214.

[24] Harlan, *Papers*, Vol. 2, 185-188.

[25] Scott and Stowe, 15. Sharecropping was an economic system through which a landowner rented land to a tenant, or "cropper," in exchange for between one-third to one-half of the crop, depending on the tenant's contribution. The landowners usually supplied the seed, fertilizer, plows, and draft animals, as well as housing, fuel, food, and clothing. Goods were advanced to the tenant on credit at a local store and the money taken out of the tenant's take at harvest. Interest rates for such furnishings were often over ten percent; in addition, merchants often charged a higher price for goods sold on credit, leaving tenant farmers often paying an interest that equaled about fifty percent. To maximize harvests, tenants were required to plant all the way up to the front doors of their houses.

[26] Scott and Stowe, 15.

[27] Thrasher, 22.

Another aspect of Washington's Hampton training that he applied at Tuskegee was an emphasis on religion and spirituality, with the development of personal character as part of the school's overall goal to "uplift" the black race.[28] He also had the benefit of his time at Wayland Seminary (see biography, below) to draw from. Although Tuskegee State Normal School was non-sectarian, religion and spiritual development permeated daily life. Every student was required to attend Sunday school and Sunday church services regularly each week.[29]

The first year of the school was so successful, and yet funds so direly needed, that on February 16, 1883, the state legislature was convinced to increase the school's annual funding from $2,000 to $3,000 per year.[30]

The Tuskegee State Normal School (1881–1892)

This period began with the establishment of the permanent campus and its supporting farm, and the construction of its early buildings and circulation features. It was a period during which the development of the campus plan was almost entirely under the direct supervision of Washington, with a focus on simply finding level sites for buildings and grouping like activities.

Search for a Permanent Site

One of Washington's most important early tasks was to find a permanent location for the school. The property needed to be large enough to accommodate a "labor system" like that of Hampton Institute, in which students could trade their work for an education. This required sufficient land to start a farm, develop an industrial program, construct campus classroom and administrative buildings, and build housing.

As he rode through Macon County searching for a school site, he received his first introduction to the area residents. In a letter to a Hampton Institute colleague, he wrote,

> [n]ever was I more surprised and moved than when I saw at one house two boys, thirteen or fourteen years old, perfectly nude. They seemed not to mind their condition in the least…It was very seldom that I saw any children decently dressed. If they wore clothing, it was so black and greasy that it did not look like cloth. As a rule, the colored people all through this section are very poor and ignorant, but the one encouraging thing about it is that they see their weakness and are desirous of improving.[31]

Although there was great poverty and local teachers were working against huge disadvantages, some never having attended school themselves, there was great excitement among local African Americans for the new school. Washington concluded his letter noting that "if there is one place in the world where a good Normal School is needed, it is right here."[32]

In a letter dated June 29, 1881, Washington wrote to James Fowle Baldwin Marshall, treasurer at Hampton Institute, announcing, "I have walked all around town and examined the land, finally I have found a farm about half a mile from town which I think will suit above all others."[33] The property, an abandoned cotton farm, was located about a mile west of Tuskegee along the Montgomery Road. As Washington described it,

---

[28] "Racial uplift" was an ideology particularly prevalent among the middle-class African American elite in the late nineteenth and early twentieth centuries. They believed that racial progress could be achieved by embodying respectability through improving black material and moral condition through self-help, hoping that this would lessen white racism. Refer to Moore for an extensive exploration of this ideology.

[29] The denomination of these services is not known, but because of the close link of the school with Butler Chapel AME Zion Church, leaders likely used the liturgy of the African Methodist Episcopal Church.

[30] Harlan, *Papers*, Vol. 2, 215.

[31] Ludlow, 4.

[32] Ludlow, 4.

[33] Harlan, *Papers*, Vol. 2, 134.

> [t]he land has several old buildings on it which we could make answer for school purposes for the present, besides this there is a young orchard on the place which is worth at least $75 itself. The owner is a very nice, wealthy man, probably the most wealthy here…In case we get it, we expect to have it deeded so that the state will have no control over the land, then in case the state with drew [sic] its appropriation at any time the school could still live.[34]

He closed the letter by saying that "at present, we are renting a building." By July 16, Washington reported "[w]e now have the farm under control. About 25 acres are cleared, the other under wood…[it] is deeded to the trustees…hence the state has no control over the land."[35]

The farm was owned by William Banks Bowen, a Confederate veteran, white Republican, and prominent Tuskegee lawyer. Prior to the Civil War, Bowen had grown cotton on his plantation, but the main farmhouse burned during the Civil War and the family relocated to another house in Tuskegee. The abandoned farm had become known locally as "the Old Burnt Place." Bowen had been one of the victims of the months of intimidation and violence that marked the summer and fall of 1870. In the early summer of 1870, Bowen and another white Republican, William Dougherty, were hanged in effigy in Tuskegee's town square.[36] Shortly afterwards, Bowen received a letter signed by "Citizens of Macon County K.K.K." that accused him of being,

> the prime cause of the foothold that radicalism has gotten in the community… in league against the best interest of the county & of the whole people with the negroe… .[37]

Although Dougherty left Macon County after the events of 1870, Bowen, who had children from his marriage to Mary Ann Varner (1833–1857), daughter of William Varner, stayed put and went on to serve as postmaster of Tuskegee from 1871 to 1873.[38] He also served as an alternate delegate for Alabama in the 1872 Republican National Convention.[39]

All that remained of the Bowen's farmhouse was its foundation, and the only buildings still standing on the old farm were "a cabin, formerly used as a dining room, an old kitchen, a stable, and an old hen-house"[40] (Figure 3-3). Given Bowen's strong Republican stance, combined with the ruin of his farm and his association with local Republicans like Lewis Adams, it is no surprise that he might find it attractive and convenient to offer his land at an affordable price for the establishment of the



Figure 3-3. Photograph of the new Tuskegee Normal School campus, ca. 1881. *Up from Slavery.*

[34] Harlan, *Booker T. Washington*, 134–135.

[35] Harlan, *Booker T. Washington*, 142.

[36] An effigy is a crude representation of a person, sometimes a full-size stuffed dummy with a face. In this case, the effigies were hung in a public place as a threat to the person depicted.

[37] Letter dated July 1870 and signed by "Citizens of Macon County K.K.K." threatening William B. Bowen. W.S. Hoole Special Collections Library, The University of Alabama.

[38] Headstone inscribed "dau of William & Sabrina Varner, wife of WB Bowen. FindAGrave.com, "Mary Ann Elizabeth Varner Bowen" (accessed September 15, 2017); Harlan, *Papers*, 134–135.

[39] The Political Graveyard, "Alabama Delegation to the 1872 Republican National Convention" (accessed September 12, 2017).

[40] Washington, *Up from Slavery*, 130. Quoted in Kenrick Ian Grandison, 1996, 6-22.

Tuskegee State Normal School.[41] The 100-acre parcel, complete with several small outbuildings, was offered for $500, with a down payment of only $200.[42]

Even with the low down payment, Washington simply did not have that much cash on hand, so he wrote to Marshall for a loan. The treasurer responded that, no, it would not be appropriate for Hampton Institute to loan the money; instead, Marshall sent Washington a check from his personal account, and, wishing Washington "God speed you," thereby personally assumed the risk of the endeavor.[43] With the $200 down payment finally in hand, Washington purchased the land from Bowen and moved the school to the new site, putting the outbuildings to immediate use as classrooms.[44]

Perhaps as an indicator of his future successes, Washington repaid that first loan within two months and the remaining $300 just three months later. On December 18, 1881, Washington wrote to a friend,

> [f]our months and a half ago, without a dollar of our own, we contracted to buy a farm of a hundred acres, at a cost of five hundred dollars, on which to permanently locate our school. Today the last dollar has been paid.[45]

Funds to pay off the loan and purchase the former plantation came from a variety of sources. The citizens of the local town of Tuskegee, including both white and black people, bought subscriptions totaling over $100. A friend in Connecticut gave $300, students at Hampton Institute donated almost $100, and $100 came from another friend of the school with the stipulation that a horse be purchased with the money to work on the land.[46]

Preparing the Site

Drained of fertility by intensive cotton-growing and then abandoned, the soils of the 100-acre tract in 1881 would have hosted a dense secondary growth scrubland of yaupon, pine saplings, and broomsedge.[47] The abandoned cotton fields, with their deep, sandy soils stripped of any native tree cover, and heavily eroded and gullied by stormwater, needed extensive work to prepare them for farming and other uses. In *The Story of My Life & Work*, Washington described the school's early days spent preparing the land:

> Soon after securing possession of the farm we set about putting it into a condition so that a crop of some kind might be secured from it during the next year. At the close of school hours each afternoon, I would call for volunteers to take their axes and go into the woods to assist in clearing up the grounds. The students were most anxious to give their service in this way, and very soon a large acreage was put into condition for cultivation. We had no horse or mule with which to begin the cultivation of the farm. Mr. George W. Campbell, however, the president of the Board of Trustees, very kindly gave us a horse. This was the first animal that the school ever possessed.[48]

James Marshall, still treasurer of Hampton Institute, visited Tuskegee in 1883 and reported that "[t]he Tuskegee farm contains 140 [sic?] acres and the boys are at work clearing a field for sugar cane, which grows well here. They also raise cotton, sweet potatoes, peaches, etc."[49]

---

[41] Although legislated as "Normal School for Colored Teachers," from 1881 to 1887, the school was named "Tuskegee State Normal School."

[42] Scott and Stowe, 13; Willcox, "Founder's Day Address," 10; Ludlow, 6.

[43] Thrasher, 23.

[44] Willcox, "Founder's Day Address," 11.

[45] Thrasher, 24.

[46] Thrasher, 24.

[47] Wessels.

[48] Washington, *The Story of My Life and Work*, Chapter 7, n.p.

[49] Booker T. Washington, *The Story of My Life,* Chapter 7, n.p. Quote from letter written by Marshall to *The Southern Workman*, a magazine published by Hampton Institute.

During the first three years, food and other crops were grown atop a ridge that paralleled the Montgomery Road.[50] As the flattest part of the farm, its soils would have been less eroded and depleted. Livestock would have been kept in one or both of the two valleys that lay below the ridge.

While Washington, with his faculty and students, set out to prepare the farm for cultivation, they were still hampered by the lack of funds. As he wrote in *The Southern Workman*, a Hampton Institute publication,

> Now that the farm is paid for, it should not be permitted to remain idle. Our students are too badly in need of the aid which can come from it. We want to put in a crop as soon as the weather permits. To do this we need stock, vehicles, tools, a stable, cash to pay for first year's labor, &c… As soon as the farm is equipped, we expect to direct our energies towards getting up a school building by next term.[51]

About the orchard, he reported that he expected "to have a man trim our fruit trees next week. With care I think that they will bear well next year."[52]

With the new school site secured and cultivation underway, it was now time to begin the hard work of growing the school, both with students and permanent facilities.

The Tuskegee Ridge

The landscape surrounding Tuskegee is characterized by a rolling terrain of broad ridges of deep, sandy soils dissected with numerous, steep-sided creek valleys with exposed lenses of clay.[53] The 100 acres of the Bowen farm acquired for the school extended directly northward from the Montgomery Road, which ran along a prominent ridge (now referred to as "Tuskegee Ridge") that is oriented northwest-to-southeast (Figure 3-4). From this ridge, the property fell around thirty feet to the northeast, spreading into three lower, broad spurs separated by steep-walled stream valleys that drained to Uphapee Creek (Figure 3-5). The valley that lay between the two western spurs became known as Big Valley, (sometimes called White Hall Valley); a second broad valley lay between the central and eastern spurs.[54]

As described by K. Ian Grandison in his landscape history of the early campus, the school's buildings were sited on high, level ground along the

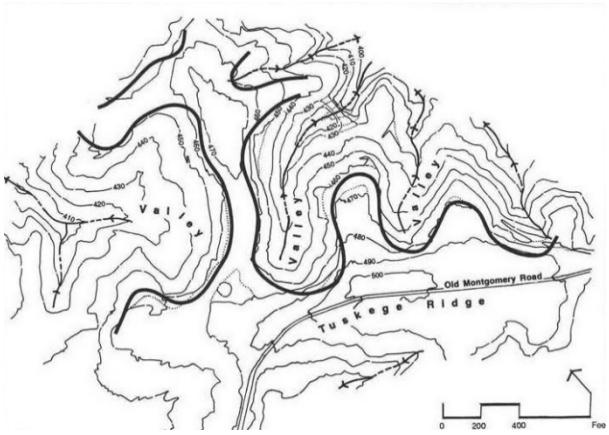


Figure 3-4. Topographic map showing the Tuskegee Ridge and associated valleys. Courtesy of K. Ian Grandison.

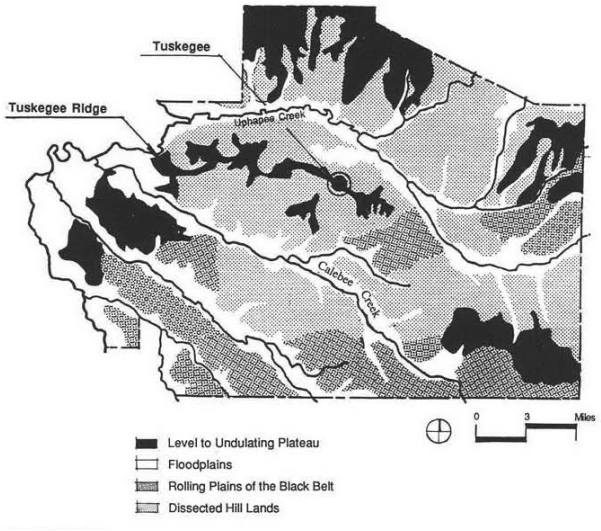


Figure 3-5. Physiographic map of the Tuskegee Ridge and surrounding creeks, including the Uphapee. Courtesy of K. Ian Grandison.

[50] Clement, et.al; 6.

[51] Harlan, *Booker T. Washington*, 160–161.

[52] Harlan, *Booker T. Washington* , 155.

[53] Weiss, 2012, 26.

[54] Grandison, 11–12.

Tuskegee Ridge and its low, broad spurs. This left the intervening valleys undeveloped, and they were utilized as pasture for the school's livestock. Thus,

> unlike the extensive formality we tend to associate with American college campuses, Tuskegee's overall layout pattern is primarily informal, its roadways and adjacent buildings turned this way and that in intimate response to the natural folds of the land. Any formal spaces, necessarily limited in extent, occur only in the areas that could readily accommodate them.[55]

Taking advantage of these landscape features, Washington developed a campus plan early in the history of the school and displayed it in 1886 at the state fair in Montgomery.[56] That plan has since been lost, but it is clear from a study of the campus layout by 1897 that buildings were being arranged in particular relationship with each other and to the landscape, aligned with an established vision (Figure 3-6).



Figure 3-6. Plan of Tuskegee Institute showing its layout ca. 1897. Courtesy of K. Ian Grandison.

The earliest buildings on the campus were erected near the Montgomery Road and arranged in the south corner of the campus, which was nearest to the town of Tuskegee. This location was strategically selected since the first students had to walk to campus from town, being "as close to town as was reasonable."[57]

The first building to be constructed, Porter Hall, was designed to accommodate the school's wide-ranging programs (Figure 3-7). Over the summer of 1882, following the first commencement, the three-story, wood-frame building was erected by students, reportedly atop the foundation of the Bowen farmhouse.[58] The farmhouse had stood on a high point at the head of the Tuskegee Ridge and only a little over 100 feet from the Montgomery Road; Porter Hall retained that prominence in the landscape.

Porter Hall had a basement, six recitation rooms, a large chapel, a reading-room and library, a boarding hall, and, on the third story, dormitories



Figure 3-7. Photograph of Porter Hall before 1900. *My Life and Work.*

[55] Grandison, 15.

[56] *The Southern Letter*, December 1886; cited in Weiss, *Robert R. Taylor*, 32. In "From Plantation to Campus," Grandison asserts that in the early days, "[b]uildings were planned as need arose and sited in the most suitable locations without the guidance of a formal master plan." However, Washington's first campus plan, which may prove otherwise, has not been located.

[57] "Tuskegee University Historic Structures Report – Historic Campus District."

[58] Booker T. Washington, *Teamwork*, 14.

for women. Student labor included preparing the site and framing the new building.[59] The use of student labor lowered the overall cost of the building while providing a way for students to pay for their education through their labor.

Porter Hall's chapel hosted an assembly of teachers and students every evening at 8:30 p.m. for devotions, except Fridays and Saturdays. Devotions included a reading from the Bible or other selected texts by the principal or other faculty member, announcements, and singing. It was also during these assemblies that prominent visitors would address the students and teachers.[60] On Friday evenings, there were informal prayer meetings. In addition to these regular meetings, a "Week of Prayer"—a kind of revival meeting—was held for two weeks every January, with around 150 students attending and signing a pledge to accept Christ.[61]

Building with Brick

In 1883, once the farm had been put into use growing food crops to support the school and Porter Hall completed, a brickmaking program was initiated to provide materials for additional school buildings and to also produce a sellable product.[62] Washington had first thought the school could raise cotton as a cash crop, but found that the property's depleted soils could no longer support a good cotton crop.[63]

A large clay pit was already present on the property in the Big Valley, west of Porter Hall, so a kiln was built close by (Figure 3-8).[64] A former student recalled that from the valley, "[t]he bricks were carried to the place of building in wheelbarrows, in our arms, in sacks, and any old way."[65]

The school's white neighbor, R.R. Varner, who had himself operated a brickyard in the past, donated his brick molds and wheelbarrows to the school.[66] Once the brick operation was successfully underway, Varner, who was a building contractor and also their best customer, constructed a local store using the school's bricks.[67]

The campus grew quickly, and by March 1883, another 40 acres was added to the original 100. Washington began negotiations with Varner to purchase several houses that stood across the street from the school for use as student housing, but they could not reach an agreement. Instead, Washington had a small, wood-frame building erected on the school grounds for sixteen of the male students. By April 1884, construction on a new carpenter shop was underway and ground

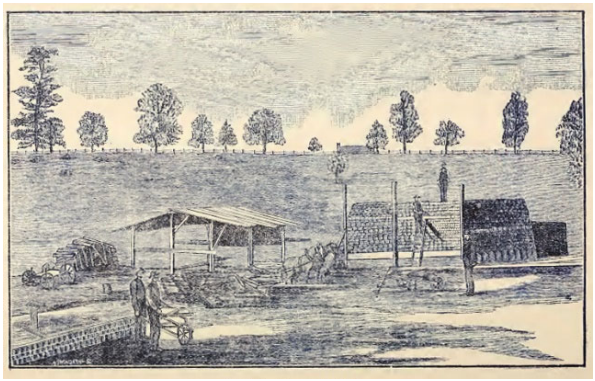


Figure 3-8. Lithograph depicting the Tuskegee Institute brickyard, located in the Big Valley. Ludlow.

[59] Harlan, *Booker T. Washington* , 211. Some reports indicated that the building was erected on the foundation of Bowen's burned farm house, but this has not been confirmed.

[60] Tuskegee Normal and Industrial Institute, *Annual Catalogue Edition 1906–1907*, 14.

[61] Beck (accessed September 14, 2017),

[62] United States Department of the Interior (USDI), NPS, Southeast Region, *The Oaks 100% Draft Historic Structure Report*, 22–23.

[63] Weiss, *Robert R. Taylor*.

[64] "Tuskegee University Historic Structures Report – Historic Campus District;" Thrasher, 27–28.

[65] Weiss, *Robert R. Taylor*, 26, citing William Gregory, "A Student's Account," in Anson Phelps Stokes, *Tuskegee Institute: The First Fifty Years* (Tuskegee, 1931).

[66] This was likely Robert Roland Varner, who was Bowen's wife's brother.

[67] Harlan, *Booker T. Washington* , 228–235. Varner was related through marriage to Bowen and belonged to the Varner family, who owned Grey Columns.

had been broken for another building to be constructed of brick produced at the school.[68] The new brick building, completed in 1885, would be named Alabama Hall (Figure 3-9). It was erected on the middle spur of the Tuskegee Ridge, over 300 feet from the Montgomery Road, and 30 feet lower in elevation than Porter Hall.

In 1884, Washington acquired an additional 480 acres for the school, bringing the main campus up to a total of 580 acres in size.[69] In July of that year, Washington, speaking to the National Education Association, reported that the school now had "a carpenter's shop, printing office, blacksmith's shop, and a brickyard for boys, and a sewing department, laundry, flower gardening, and practical housekeeping for girls."[70] Just over a year later, in June 1885, the *New York Evening Post* reported that the school had,

> nearly 200 students,…twelve teachers,…580 acres of land,…a brickyard…, and a windmill and tank…; one college building which cost $6,500, and another to cost over $10,000 in process of erection…besides a large number of cottages for boys, poultry-houses, sheds, etc.…forty acres of growing crops, with live stock and tools; and that preparations are now being made…to add…blacksmithing, tinsmithing, shoemaking, fruit-canning, broom-making, and a saw-mill!"[71]

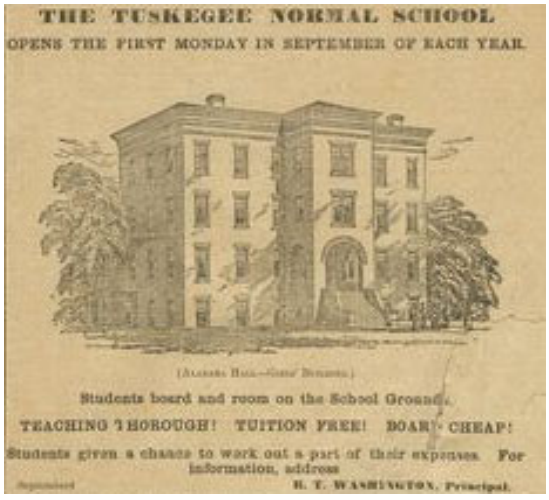


Figure 3-9. Advertisement for Tuskegee Normal School, showing Alabama Hall. NPS.

In December 1885, Washington wrote to Marshall that they needed a larger building to house Tuskegee's male students, explaining that,

> [T]he 3rd story of Porter hall will not begin to hold them all. We still occupy the shanties and every room is crowded to its greatest extent. We plan to get up a 3 story brick cottage to cost about $4000 or $5000 to contain mainly sleeping rooms."[72]

It took several years to raise the funds, but in 1888, Armstrong Hall (later renamed Davidson Hall) was completed. Armstrong Hall was a four-story dormitory made of bricks manufactured in the school's brickyard (Figure 3-10). It stood prominently on the Tuskegee Ridge just southeast of Porter Hall and the same distance from the Montgomery Road. The two buildings stood along an internal drive that paralleled the public road; the drive later became known as Campus Avenue (now known as University Avenue). In 1888, the Model Barn was also completed; like Armstrong Hall, it was built with Tuskegee bricks.



Figure 3-10. View of Armstrong Hall ca. 1888. Courtesy, American Antiquarian Society.

[68] Harlan, *Booker T. Washington* , 221–249.

[69] Washington, *The Story of My Life*, Chapter 6, n.p.

[70] Harlan, *Booker T. Washington*, 261. It is not clear if the five hundred acres also included the land around the school buildings, or if it was in addition to the original 100 acres.

[71] Harlan, *Booker T. Washington*, 278.

[72] Harlan, *Booker T. Washington*, 287.

In 1889, the Blacksmith Shop, also known as the Forge and Foundry (later renamed the Band Cottage) was completed of school-made brick (Figure 3-11). Additional buildings were also constructed to house the carpentry, tinsmithing, and other industries, forming the men's industrial complex, which produced goods to sell to local customers.

The complex was located at the far southeast corner of the campus closest to the town center of Tuskegee for the convenience of local customers, and to isolate the noise of industrial activities away from the administrative and agricultural areas of the campus. The buildings clustered around a central, paved court, which provided room for customers to drive their wagons up to the shops for loading and maneuvering.[73]

By 1887, the chapel in Porter Hall had become too small to handle the crowd anticipated to attend the sixth year of commencement ceremonies, so the school erected a "large pavilion" for the occasion (Figure 3-12).[74] The Pavilion became the location of the school's chapel until a permanent chapel was completed in 1898.

The Pavilion was constructed of wood that likely came from the pine forests that lay on the school's property. Philanthropists from Boston had donated a steam-powered sawmill to the school in 1886, which allowed students to produce their own stock for building.[75] Prior to that, students had manufactured wood window and door casings for Alabama Hall from purchased wood, and used the same to construct small wooden structures, such as a small cottage for Washington, and make repairs to the outbuildings that survived from the Bowen farm.

By April 1889, Washington wrote in the *Southern Workman* that he was planning

> [t]he Tuskegee barn [which] will contain a large tool room, where tools can be cared for in the best way, and students will be required to keep everything in its place…

He noted that the barn could be completed for $1,500.[76] It would also have been built with wood processed on the school grounds.

In 1891, Cassedy Hall, designed by Washington's brother, John H. Washington, and built in school-made, was completed to form the eastern terminus of the central court. The nearby water tower was also constructed around this time.[77]

Cottages for Housing Faculty and Students

At least three frame cottages were built on the campus around 1888 to house students, faculty, and programming: the Girls Sleeping Rooms (later Hamilton Cottage), Parker Model Home (later

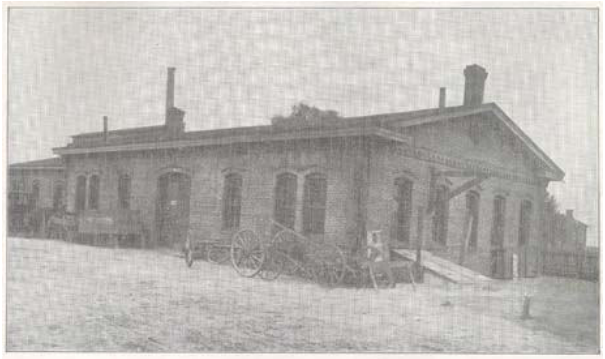


Figure 3-11. View of Blacksmith Shop, ca. 1890s. *My Life and Work.*

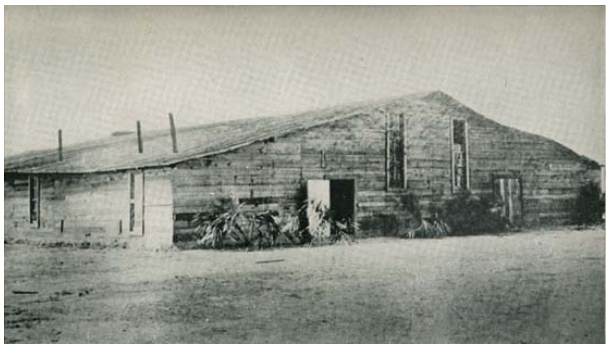


Figure 3-12. View of The Pavilion, which hosted many events until it was destroyed by fire in 1918. *Up from Slavery.*

[73] Dozier, 104.

[74] Harlan, *Booker T. Washington*, 353.

[75] Weiss, *Robert R. Taylor*, 31.

[76] Harlan, *Booker T. Washington*, 529.

[77] Weiss, *Robert R. Taylor*, 25.

Parker Cottage), and Mary Scott Cottage. As the name implies, the Girls Sleeping Rooms building, which was located just northwest of Alabama Hall, served as a girls dormitory. The Parker Model Home originally served as a girl's practice cottage and dormitory. Mary Scott Cottage, built sometime prior to 1897, was located northwest of Porter Hall and may have served as faculty housing. In his autobiography, Washington referred to several cottages constructed in 1888; however, it is unknown whether or not these three cottages were the ones to which he referred.[78]

"The Home Farm"

Towards the end of this period, in 1890, Washington wrote to white educator William LeRoy Brown, describing the school property as 680 acres, with larger buildings used for school rooms and dormitories, and smaller ones for faculty residences and workshops, as well as the new barn. Besides farming, the industries he listed at the school included carpentry, tinsmithing, plastering, painting, wheelwrighting, shoe-making, harness-making, and cooking. Washington counted 447 students representing fifty counties and fifteen states, and twenty-eight staff and faculty members. He also mentioned that, in addition to the state appropriation of $3,000, the school also received donations from the "John F. Slater" fund, the Peabody Education Fund, and a large sum from other donors.[79]

By 1892, the main campus of the Tuskegee Normal School had grown fourfold. The expansion of the campus to the west made it easier to access to the western spur of the original 100-acre property to construct the large barn and stable complex there by 1889.[80] This expansion also allowed Washington to direct the relocation of garden plots and fields further to the west, opening up the Tuskegee Ridge for additional buildings.

The school also acquired, by gift and purchase, other properties not contiguous to the campus, including 350 acres located about three miles west on a separate tract, called the Marshall Farm, which was used to expand the agricultural program. The farm fields attached to the main campus became known as the "home farm" to distinguish them from the Marshall Farm and other additional, non-contiguous lands the school had accumulated in the preceding ten years.[81]

Washington was very conscious of the appearance of the campus, both from the Montgomery Road and to touring visitors, and directed aesthetic improvements to the landscape. For example, in 1888, Washington reported that he ordered fifty-six shade and ornamental trees for the campus, including water oaks, magnolia, mock oranges, and maples.[82]

Around 1889, Washington also initiated the creation of a campus cemetery at a high point close to where the Chapel would eventually be sited and across from what would later become the site of Tantum Hall.[83] The first two burials were Washington's second wife, Olivia Davidson Washington, and a man named William D. Wilson, both in 1889.

The Morrill Acts of 1862 and 1890

The first Morrill Land Grant Act was passed by U.S. Congress in 1862, and the second in 1890. The 1862 act supported the creation of numerous agricultural and mechanical arts colleges throughout the country, called "land-grant colleges" because they were funded from federal land sales. Work towards passing the 1862 Morrill Land Grant Act began in the 1850s when Justin

---

[78] Clement et al., E-3,E-4.

[79] Harlan, *Booker T. Washington*, 87–90.

[80] Clement et al., 8.

[81] Washington, *The Story of My Life,* Chapter 22, n.p; letter from John Henry Washington to Booker T. Washington, Tuskegee, February 1, 1897.

[82] Weiss, "Tuskegee," 19–37, citing *The Southern Letter,* vol. 5, no. 1 (May 1888). *The Southern Letter* was a newsletter about activities at Tuskegee Institute. It was crafted at Tuskegee Institute and printed for distribution among potential Northern donors.

[83] See *Expansion and Extension* later in this chapter.

Smith Morrill, a Vermont congressman, introduced a bill to the U.S. Congress to provide a means for the states to fund educational institutions that would "foster learning and research in agriculture and the mechanical arts."[84]

The bill passed Congress in the first attempt but was vetoed by President James Buchanan. Four years later, under President Abraham Lincoln, the bill passed and was signed into law, granting each state 30,000 acres of public land within its borders for each U.S. representative and senator to distribute. The states could sell this land to fund the land-grant colleges. No land-grant colleges were created in the South under the Morrill Act of 1862 because any state that had seceded was not qualified to receive these funds.[85] This exclusion was reversed in an 1866 amendment. In 1890, the second Morrill Act was passed, providing for the creation of separate land-grant colleges for African Americans and an annual cash appropriation for all land-grant schools.[86]

The Morrill Act of 1890 expanded the 1862 model but prohibited funding for institutions that practiced racial discrimination. The Southern states were given three ways to meet the law's requirements: they could establish separate state-run land-grant colleges for African Americans, they could designate an existing either private or state-run college for black students as their land-grant institution, or they could take over an existing private black college as a state college.[87]

Tuskegee Normal and Industrial Institute (1892–1901)

From 1892 to 1901, Tuskegee saw an immense expansion of the campus property, the establishment of most of the school's programs, and a building campaign that reflected the need for larger and more highly programmed accommodations for classes, faculty, and students. Thirty-six buildings, most of which were designed and constructed under the direction of Robert Taylor, were erected during this short period.

"An Act to Incorporate…"

On December 13, 1892, Alabama's General Assembly approved "An Act to Incorporate Tuskegee Normal and Industrial Institute," expanding the purpose of the school to recognize the successful implementation of the programs it offered beyond teacher training, including

> the best methods of theoretical and practical industry, in their applications to agriculture and mechanic arts....[88]

It also reiterated that students from Alabama would still be admitted tuition-free, with the same obligation to teach for two years in Alabama's public schools. Despite the continued growth and success of the school, the state did not increase its allotted support of $3,000 a year, but it did exempt the school from having to pay taxes on any real or personal property used for education.[89] The act also formalized the school's new name to Tuskegee Normal and Industrial Institute.

---

[84] Vejnar (accessed June 14, 2017).

[85] Wikipedia, "Morrill Land-Grant Acts" (accessed April 29, 2018).

[86] Vejnar.

[87] Mayberry, 1991: 46–47; United States Department of Agriculture (USDA), "1890 Institution Teaching" (accessed April 29, 2018). Tuskegee University and other black colleges established under the second Morrill Act are now referred to collectively as "the 1890 Institutions." For this reason, although Tuskegee University was founded as a black college and did not initially receive funds from the 1862 Morrill Land Grant Act, as one of the 1890 Institutions, it is eligible for federal funding under a program operated by the USDA.

[88] "An Act to Incorporate Tuskegee Normal and Industrial Institute," December 13, 1892, in Harlan, *Papers*, 274–275.

[89] Harlan, *Papers*, 274–275.

Admittance and Tuition

Tuskegee State Normal School, later Tuskegee Normal and Industrial Institute, did not charge tuition for classes, and students were only responsible for paying their room and board. This was possible because of the extensive fundraising by Washington and other faculty members. To help make room and board affordable, the school offered day classes for those who could pay for their board, and night classes for those who needed to work during the day to pay for their lodgings. Those who chose to work during the day to support their night classes were required to be at least sixteen years old and physically able to perform labor equivalent to what an adult could accomplish. When possible, these students were given work in a special trade; in all cases, an individual's natural ability, intelligence to grasp a trade, and the physical ability to perform the necessary duties was taken into consideration. Even those who could afford to pay their board were expected to work six days a month: one day each week and every other Saturday. The rate of wages depended on the amount of work and its value. At the end of each month, students received a bill stating the amount they owed the school minus credit for their work.[90]

By 1894, the school had a total of 712 students and 54 teachers and staff drawn to the school from "fifteen southern states, the District of Columbia, and Indian Territory."[91] The only requirements for admittance to the school were

> . . .a good moral character, attested by recommendations from some reliable person, a good physique, and a fair ability to read, write and cipher.[92]

Students who could not read or write were not admitted, nor were those under fourteen years old.

The Architects

Tuskegee's facilities expanded with the school's population. Established in 1892, the Phelps Bible Training School was housed in their newly built Phelps Hall by 1893 (Figure 3-13). The building was designed by Columbia University professors William Robert Ware and A. D. F. Hamlin. It was oriented facing the central campus drive, which followed the earlier establishment of the ordered streetscape of the central campus.

Booker T. Washington had developed an appreciation of architecture when he was at Hampton, watching the construction of Virginia Hall, designed by one of the leaders of American architecture in the late 1800s, Richard Morris Hunt. Washington understood the importance of "purposeful design with conscious aesthetic attributes" in communicating the identity of a school; he knew that a well-designed building "not only impresses visitors, it can empower its occupants, too." As described by Richard Dozier, Washington knew that "self-respect or 'race pride,' the goal that underlay Tuskegee's every endeavor, is best expressed in its buildings." To him, great buildings "exemplified permanence, power, and the school's highest ideals," and he always made sure that the school's new buildings were photographed and featured in the many articles and books he wrote about the school.[93]



Figure 3-13. View of Phelps Hall for Bible Training, ca. 1893. Courtesy, American Antiquarian Society.

[90] Thrasher, 65–67.

[91] Washington, *The Story of My Life*, 1; Thrasher, 54.

[92] Thrasher, 54.

[93] Weiss, "Tuskegee," 22–23.

With this in mind, in 1892, Washington hired African American architect Robert R. Taylor (1868–1942) to teach architecture and serve as the campus architect (Figure 3-14). Taylor was born in 1868 in Wilmington, North Carolina, and learned construction from his father, Henry Taylor, a former slave. At age twenty, Robert entered the architecture program at Massachusetts Institute of Technology and was its first black graduate, as well as the first academically trained black architect in the United States.[94]

At Tuskegee, Taylor designed notable buildings for each of the school's program areas: agriculture, academic, industry and trades, and service. With the school's farm finally established around the new barn complex, the focus of Taylor's first few years at the school was on expanding its industrial training facilities and constructing new buildings to house the school's service-oriented programs, including the chapel, hospital, and agricultural extension.[95]



Figure 3-14. Photograph of a young Robert R. Taylor. Encyclopedia of Alabama.

The Taylor-designed Practice Cottage, erected in 1895 as a "model" farmer's home, may have been sited close to the road to inspire and impress passersby (Figure 3-15). Its Southern vernacular form, a pyramidal roof over a square footprint, suggests that it was likely built based on local vernacular tradition. In 1900, Taylor and his students designed the Senior Practice House. This building was another cottage used as a "model" home for senior women.[96]

Taylor's first major building was the Science Hall, begun in 1893 and completed around 1896 (Figure 3-16). In 1903, it was renamed Thrasher Hall after



Figure 3-15. Senior Practice Cottage, designed by Robert R. Taylor. NPS.



Figure 3-16. Science Hall, called Thrasher Hall after 1903, ca. 1893. *My Life and Work.*

[94] Weiss, *Robert R. Taylor*, xv.

[95] Dozier, 106–109; Weiss, *Robert R. Taylor*. Dozier presents a well-rounded exploration of the influence of Booker T. Washington on the training of black architects between 1881 and 1915, as well as an early exploration of the evolution of the campus plan. However, of these two works, Weiss' 2012 book, *Robert R. Taylor and Tuskegee*, is the most comprehensive and recent summary of Taylor's life and works, and includes an extensive catalog of Taylor's Tuskegee buildings.

[96] Conley, *Demolished Buildings.*

Max Bennett Thrasher, who, after the publication of *Up from Slavery*, continued his association with the school where he did public relations work and often traveled with Washington.[97] The Science Hall, placed across Campus Avenue from Porter and Armstrong halls, continued the line of buildings that enclosed the streetscape of this important ceremonial space.

Taylor's second significant design for the campus was the new Chapel in 1898 (Figure 3-17). Prior to the construction of the Chapel, the only programs accommodated west of the Big Valley were related to the farm and agricultural training. Taylor and Washington looked at three sites for the chapel, each with consideration of the view to and from the site, its proximity to other buildings, and the suitability of its topography for such a large building. The chosen site was visible from the main entrance of the campus and the public road, and was located far from other buildings, which would prevent the spread of fire. The placement of the Chapel there represented both a physical and visual leap over and beyond Big Valley that culminated in the establishment of a new campus center. As described in the school's catalogs after 1898, the building, located on a high point, would "immediately demand your attention as you entered campus."[98]

In 1898, Taylor also began work on a new house for Washington on the principal's privately owned lot, located directly across the road from the 1890 wood-framed Principal's House. The construction of The Oaks was funded by two New York benefactors, citing the expense as essential for the privacy, health, and well-being of Washington and his family (Figure 3-18). It also provided space for housing and entertaining select visitors, one of whom was John D. Rockefeller, Jr.[99]



Figure 3-17. Tuskegee Institute Chapel, before 1901. *My Life and Work.*

Cottages for Housing Faculty and Students

Several cottages, including Cottages 10 (1896), 2 (1898), and 13 (1900) were constructed in this period to house Tuskegee Institute's faculty and staff (Figure 3-19). Many of these buildings were



Figure 3-18. Early teachers' cottage at Tuskegee Institute. TUIN.



Figure 3-19. The Oaks, ca. 1906. Library of Congress.

[97] Weiss, *Robert R. Taylor*, 56.

[98] Dozier, 113, citing Tuskegee Annual Catalogs after 1898.

[99] Weiss, *Robert R. Taylor*, 177.

designed by Taylor and his architecture students, and several stood along Montgomery Road across from the current location of the Lincoln Gates. Other cottages were constructed within the campus, including Willow Cottage. Built in 1900, Willow Cottage was designed by John H. Washington, who also managed its construction.[100]

Campus Plan

During most of the period between 1892 and 1901, the campus plan continued to reflect the three-part pattern established early in its history with Campus Avenue as its central feature. By 1901, however, the campus had leapt over the Big Valley and a new center emerged in the space between the Chapel, the Slater-Armstrong Memorial Agricultural Building, and Dorothy Hall.

Five years after Taylor began work at Tuskegee, the Tuskegee Normal and Industrial Institute was documented by the Sanborn Fire Insurance Company in 1897 (Figure 3-20). The plan showed the campus with around forty buildings, including six brick buildings: Cassedy Hall, the Blacksmith Shop and Foundry, Armstrong Hall, the Ladies Dormitory (Alabama Hall), and a laundry building. Wood buildings included a mechanical shop, planing and saw mill, wood turning and carpentry shop, lumber shed, "W.C." (water closet), writing room, dressmaking shop, cooking and tailoring shop, a "slab hall," greenhouse, coal shed, Phelps Hall, Washington's house, two other women's dormitories, a commissary, and several cottages. Many other associated smaller buildings, such as a bathhouse, the first laundry, and a commissary, were also sited along the ridge behind Alabama Hall.

By 1897, the campus had been arranged into three distinct areas, both in response to the topography and by use (see Figures 3-19 and 3-5). At the

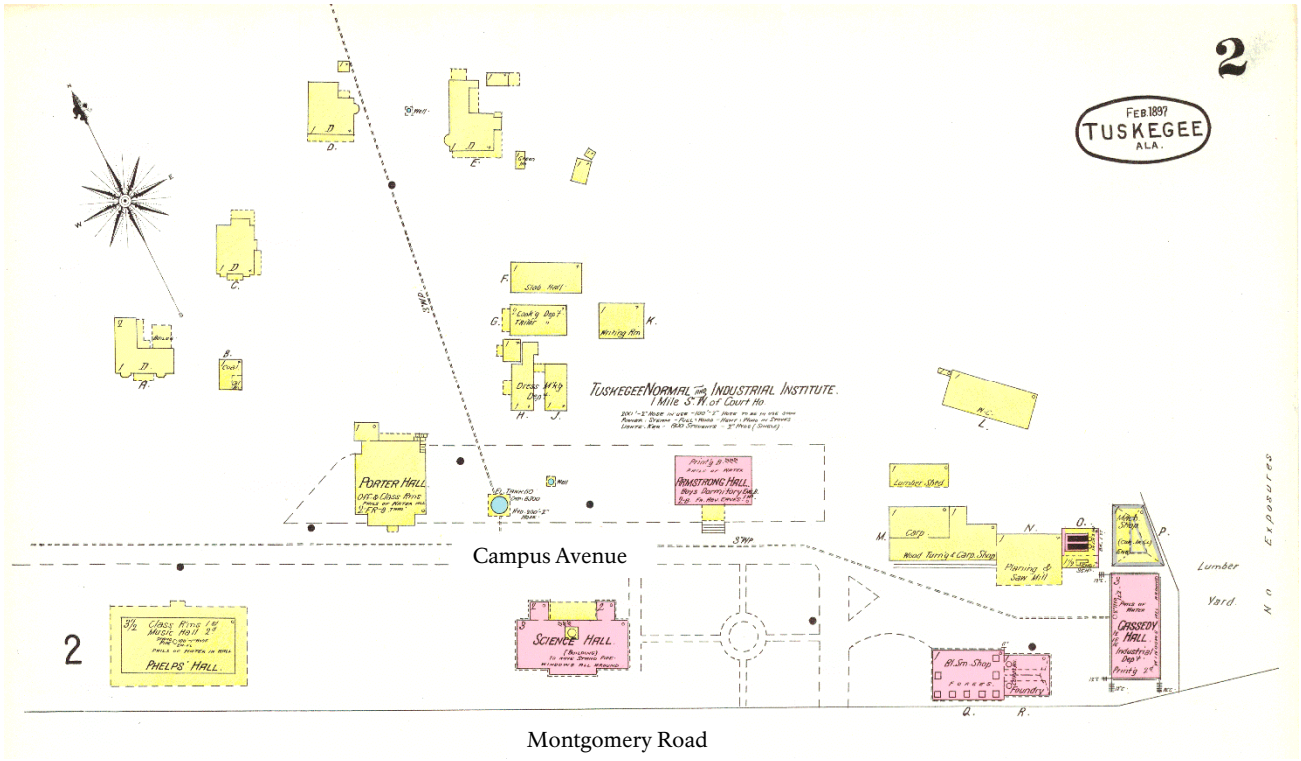


Figure 3-20. Sanborn Fire Insurance Company map of the historic core of Tuskegee Institute in 1897. University of Alabama.

[100] Conley, *Demolished Buildings*; Harlan, *Booker T. Washington*, 146.

center, along the Tuskegee Ridge and its two eastern spurs, stood buildings associated with the academic program, campus administration, and women's industry and housing. Classrooms and administrative buildings, as well as Washington's first house, the Principal's Cottage, stood along the Tuskegee Ridge, close to the Montgomery Road and along Campus Avenue. Many of the wood-frame cottages that provided faculty housing were arranged in a rough circle around the plateau of the easternmost spur, and the women's buildings were arranged on the plateau and upper slopes of the middle spur. Both clusters were set back further from the public road than the other buildings. Across the Montgomery Road stood the Pavilion.

The school's agricultural buildings, including the magnificent white-painted, wood frame, 1889 barn and stables complex, the Creamery, and smaller, accessory buildings, stood on a high point at the end of the far western spur of the Tuskegee Ridge (not shown in the Sanborn map of 1897). Animals were pastured in Big Valley, and farm fields likely followed the plateau of the spur and extended into adjacent, rented land. The school farm raised vegetables and other crops, and animals, including poultry, hogs, cattle, and peacocks; it also raised bees for honey.[101]

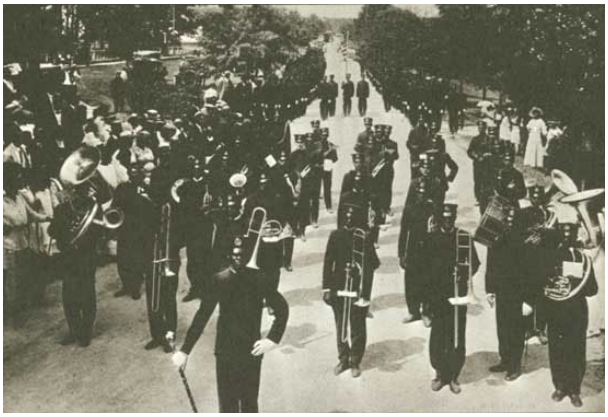


Figure 3-21. Photo of Commencement Day, 1913, showing the men's cadet corps on parade. Library of Congress.

The first formal entrance into the campus was a short, broad drive set perpendicular to the Montgomery Road. It led to a point about 100 feet into the campus, where it intersected with Campus Avenue. Campus Avenue ran in a straight line long the Tuskegee Ridge, the highest and most visible area of the early campus. Past the Principal's Cottage, it began to curve west around the Big Valley; at the point of the curve, another road extended to access the Alabama Hall building cluster. Once the Chapel and trades buildings were completed, other roads were constructed, reaching to the north and east.

Campus Avenue was the central functional and symbolic spine of the early campus. Students marched down the avenue on their way to and from chapel assemblies, classes, and meals, and the men's cadet corps drilled along the avenue (Figure 3-21). On special occasions, Washington organized parades along the avenue:

> For a night-arriving visitor in 1893, a thousand students and teachers lined the interior road from the entrance at the east to Washington's own house at the far west. They held lighted pine knots, waved them in salute as the visitor's carriage drew even, and then fell in behind the vehicle as it passed. In 1898, when President William McKinley stood on a reviewing stand in front of Washington's house, parading students carried sugar canes with cotton bolls, mistletoe, and palms wedged into the ends. Mules pulled student-built floats down the road to demonstrate each department's accomplishments.[102]

In 1905, students held a parade in honor of President Theodore Roosevelt, who visited the campus by train. In 1902, a spur had been constructed to provide access to the campus from the main railroad and extended to just downhill from Cassedy Hall; this is where Roosevelt debarked to much ceremony (Figure 3-22).[103] The parade for Roosevelt had sixty-one floats,

[101] Washington, *The Story of My Life*, 51.

[102] Weiss, "Tuskegee," 21.

[103] The train line was owned by E. T. Varner, William Bowen's brother-in-law ("Tuskegee Railroad"). Varner lived across the road from the Tuskegee campus in Grey Columns. In addition to his visits to Tuskegee Institute, Roosevelt also visited Varner during that trip. Causey (accessed September 14, 2018).

including one on which students demonstrated the fabrication of carriage wheels, using a forge, drill press, and threadcutter, and another displaying the skills of the tinsmithing students (Figure 3-23). Special occasions sometimes attracted crowds coming in excursion trains from Montgomery, as well as thousands of farmers, whose wagons filled the country roads that led to the campus. These events attracted white and black people from all over the South, and philanthropists, educators, and journalists from the North.[104]

Continuing Growth

In 1897, an agricultural experiment station was established using state funds acquired through the Morrill Act of 1890. Although the money had initially gone to a black land-grant school in Huntsville, Alabama, after his famous Atlanta speech, Washington had gained enough celebrity to be able to convince the state to fund the "Branch Agricultural Experiment Station and Agricultural School for the colored race" at Tuskegee.[105]



Figure 3-22. Tuskegee Institute's train platform on the east side of Cassady Hall. Library of Congress.



Figure 3-23. Photo of the tinsmithing shop's float in a parade held for President McKinley, ca. 1901. *My Life and Work*.

Two years later, in 1899, the State of Alabama passed Act 443 for the management, sale, or lease of the lands selected under the Morrill Acts, the proceeds from which would go to benefit Tuskegee Normal and Industrial Institute. Specifically, the Act provided the

> power to manage, lease, sell, or otherwise dispose of said lands and to use or invest the proceeds arising from such leases or sales in the manner deemed by the board of trustees to be the best interest of the said Tuskegee Normal and Industrial Institute; ...providing further, that all sales of said lands and all uses or investments of funds arising from such sales shall be subject to the approval of the governor of the State of Alabama.[106]

The passing of Act 443 allowed the school to take advantage of land-grant status and provided an important source of funding for expansion.

As a result, by 1900, the home farm had grown to 700 acres, and the school had acquired additional land outside the campus but within Macon County, totaling 2,460 acres.[107] Further, Congress had passed a bill in 1896 (54th Congress, S-2461) that granted 25,000 acres to Tuskegee, with the caveat that the proceeds of any sale or lease of the lands would remain forever in a fund for the use of the school.[108] This gave the school an unprecedented source of funding that would support additional expansion.

By the school year of 1899–1900, Tuskegee Institute had over a thousand students hailing from twenty-eight states and territories, as well as

[104] Weiss, "Tuskegee," 21.

[105] Hersey, 125.

[106] McDavid, 123–125.

[107] Washington, *The Story of My Life*, 82–85.

[108] Dozier, 106 and 163.

Cuba, Jamaica, Puerto Rico, Africa, and Barbados. After Alabama, most students came from Georgia, Florida, South Carolina, and Texas. As the number of students grew, the faculty that year also increased to nearly one hundred members.[109] This increase in students and expansion of school programs was accommodated during the first five years of the decade by a fast-moving building campaign.

Just before the commencement of construction for The Oaks, Washington and Taylor selected a site for the new Boys' Trades building (later renamed the Slater-Armstrong Memorial Trades Building) which would consolidate the scattered collection of buildings and sheds that housed the various trades into one complex. The selected site was located at the western end of the Tuskegee Ridge and between the Chapel and the Montgomery Road. Broad and flat, the site could accommodate a structure with a large and sprawling footprint. The large, "double Greek cross" building with Italian Renaissance motifs was dedicated in January 1900 (Figure 3-24).[110]

At the same time, Washington and Taylor also began planning for the new Girls' Industrial Building (later renamed Dorothy Hall) to be built close to Slater-Armstrong. Funding was delayed, however, and the building was not completed until 1901 (Figure 3-25). It was designed by Taylor with active input from Washington, donor Caroline Phelps Stokes, Washington's wife Margaret Murray Washington, and Jane Clark, the head of the girls' trades department. The two-story block building with a central entrance was detailed with the same Italian Renaissance motifs as Slater-Armstrong Memorial Trades Building, but it was constructed on the steep north slope of the Big Valley so that the basement level would have light to support a laundry.[111]

Other buildings completed in 1901 included the Carnegie Library, the Children's House, Pinehurst Hospital, and a small quarantine cottage for patients just east of the hospital (Figures 3-26, 3-27, and 3-28). All but the Children's House were designed by Taylor. The Children's House was constructed on high ground close to The Oaks and was used by the school's normal program.

Campus Grounds

Within ten years of the establishment of the Tuskegee campus, visitors were reporting with enthusiasm about its appearance and that of the grounds, in particular. For example, dairyman Lewis Smith, who had traveled south to visit the Atlanta Exposition where the school had extensive displays, decided to travel further south to visit Tuskegee. He exclaimed that



Figure 3-24. Boys' Trades Building, later the Slater-Armstrong Memorial Trades Building. Harvard Art Museum.



Figure 3-25. Dorothy Hall, ca. 1901. Library of Congress.

[109] Thrasher, 53–54.

[110] Weiss, *Robert R. Taylor*, 178–179.

[111] Weiss, *Robert R. Taylor*, 184–188.

> Tuskegee was a surprise to me; it surpassed my fondest hope. The majestic buildings…[and] the well-designed landscape architecture, made me feel that I had at last found the place where I could be prepared for real life.[112]

Other visitors commented that the grounds were "very beautifully planned and…equipped with good roads, best buildings[,] well-kept lawns, gardens[,] and trees;" "acres of sheer beauty…an oasis in the desert;" an "inspiration for teachers, students, and visitors…classrooms for nature study: botany, home flower gardening, lawn care, and professional landscaping;" and "'a garden of beauty…the Negro's artistic contribution to civilization."[113] Early in the history of the campus, its lush appearance could have been more artifice than reality; when visitors were expected, Washington sent teachers out into the woods to collect cut flowers and foliage, and stick them in the ground along important roads and walkways.[114] Its appearance, however, began to improve as the campus aged and the plantings matured.



Figure 3-26. Carnegie Library, ca. 1906. Library of Congress.



Figure 3-27. The Children's House, ca. 1915. Rural Schools.

When he began at Tuskegee Institute in 1896, not only was George Washington Carver responsible establishing the agricultural department, but his duties also included managing the home farm, Marshall Farm, the agricultural experiment station, and the horticulture department, which was responsible for grounds maintenance and improvement.[115]

One of the first tasks Washington assigned to Carver as head of the horticulture department was



Figure 3-28. Pinehurst Hospital under construction in 1901. Tuskegee University Archives.

[112] Weiss, *Robert R. Taylor*, 30, citing Lewis A. Smith, "A Dairyman's Story," in *Tuskegee and Its People*, edited by Booker T. Washington (Tuskegee: Tuskegee Normal and Industrial Institute, 1905), 257–258.

[113] Weiss, *Robert R. Taylor*, citing Rash Behari Day, *My Days with Uncle Sam* (India: Alexandra S.M. Press, 1919), 208; citing Cleveland W. Eneas, *Tuskegee Ra! Ra! An Autobiography of My* Youth (Nassau: Commercial Print Works, 1986), vi, vii, viii, 12; citing Russell C. Atkins, "Tuskegee's Vocational Program for Men," *Journal of Educational Sociology* 7, no. 3 (November 1933): 177; citing Robert R. Moton, "Special Report of the Principal to the Board of Trustees, April 1930," in *Julius Rosenwald Fund Collection* (Amistad Research Center, Tulane University), 21.

[114] Vella, 75.

[115] Hersey, 87.

to oversee the grading and terracing of areas within the campus to be planted in the spring in turf, explaining that "[t]he people of our race have never had a carpet of grass to walk on."[116] Although the direct influence of Carver on specific site plans and planting compositions within the campus is not known, it is clear that he understood the design values of plants, particularly those local to the area, as seen in his 1909 Bulletin No. 16, "Some Ornamental Plants of Macon County Alabama."[117] The use of local plants was an extension of his conservation ethic and right in line with Washington's "cast your bucket" philosophy.

The 1897 Sanborn map of the campus and photographs from the early 1900s indicate a symmetrical garden laid out just to the northwest of the main entrance (see Figure 3-20). The map also shows the entrance drive, the turn into the industrial complex, and a triangular bed marking the wagon turnaround, with Campus Avenue extending to the west. A similar pattern was established between Phelps and Thrasher halls later on, when two formal lawns were created, each with a pattern of crossing diagonal walkways, and separated by a straight path leading from a pedestrian gate across to Campus Avenue.

Expansion and Extension (1901–1906)

The third period, 1901–1906, was the most rapid in terms of growth and expansion that the school had ever experienced. It saw the development of a campus master plan and construction of over forty buildings, almost half of which were brick. In addition, the school expanded its agricultural program and extension services under the leadership of Carver and others, particularly in the areas of scientific agriculture and chemurgy, the production of industrial products from agricultural waste. This period also saw the expansion of the Tuskegee influence into the surrounding countryside, with the development of the Greenwood residential subdivision project for the school's teachers and support staff.

Beginning of a Building Boom

In 1902, Douglass Hall, a dormitory made of school-produced bricks, and the C.P. Huntington Memorial Building, an academic building, were completed (Figures 3-29 and 3-30). In 1903, construction was completed on three Taylor-designed buildings: the Office Building for staff and administrators, and Rockefeller Hall and the first of the Emery Buildings, both dormitories.



Figure 3-29. Douglass Hall after 1910. Tuskegee University Archives.



Figure 3-30. C.P. Huntington Memorial Academic Building, ca. 1906. Tuskegee University Archives.

[116] Vella, 82–86.

[117] Carver, "Some Ornamental Plants of Macon County."

(Figures 3-31, 3-32, and 3-33). That same year, the Lincoln Gates were completed to mark the ceremonial entrance into the campus (Figure 3-34).

In 1904, the Lincoln Gates were moved to frame a new entrance into the campus further west along the Montgomery Road that would also frame the new Chapel (see Fine Tuning, below).[118] In 1906, construction was completed on Huntington Hall, also designed by Taylor and sited on the edge of the Tuskegee Ridge, close to Alabama Hall (Figure 3-35).



Figure 3-31. The Office Building, later the Administration Building, in 1906 Campus Avenue is in the foreground. Library of Congress.



Figure 3-32. Rockefeller Hall, ca. 1906-1910. Tuskegee University Archives.

Booker T. Washington described in his 1905 *Annual Report* that "greater progress has been made during the past year in beautifying and putting our grounds immediately around the buildings in shape than ever before; and it is earnestly hoped that our finances will permit us to continue to improve the landscape features of the grounds during the coming year."[119]

Cottages for Housing Faculty and Students

Cottages for students and faculty continued to be constructed in this period. Following a previously established pattern, the Alumni House, built in 1904, and Cottage 1, built in 1907, were both constructed along Montgomery Road in the area across from the current location of the Lincoln Gates. Other known cottages built in this period were constructed on the campus, including the Medical Director's Cottage (1903) and Cottages 4 (1911) and 44 (1913).[120]



Figure 3-33. Early photograph of the Emery Buildings. Tuskegee University Archives.



Figure 3-34. The Lincoln Gates in their original location near the Practice Cottage. Library of Congress.

[118] Weiss, *Robert R. Taylor*, 204–205.

[119] Clement et al., 13, quoting Dozier, 146.

[120] Conley, *Demolished Buildings*.

Scientific Agriculture

In 1896, Washington hired George Washington Carver to establish the school's Department of Agriculture (Figure 3-36). Carver had studied at Iowa State College (now Iowa State University), where he earned a bachelor's degree in botany in 1894 and a master's degree in 1896. His research work was in scientific agriculture, which addressed national farm productivity challenges.

Seaman A. Knapp, who founded the U.S. Department of Agriculture's system of county agricultural agents, summarized the "Ten Commandments" of scientific agriculture:

> [C]ultivate deeply; use the best seed available; space rows appropriately; till intensively during the growing period; use legumes, barnyard manure, farm refuse, and commercial fertilizers to enrich the soil; rotate crops; use the most up-to-date technology; raise livestock; be self-sufficient; and keep good records.[121]

Carver, a conservationist from childhood, took these commandments to heart and planned to apply them at Tuskegee.

Soon after his arrival, however, Carver realized the challenges to this method when practiced in the South, particularly to the black farmers that he and Washington had hoped to transform into independent landowners through education.[122] Despite Carver's outreach programs teaching them how to care for the soil and rotate crops, most black farmers could not practice those techniques because they worked within in a cycle of sharecropping and the crop lien system through which few could escape.[123] This forced Carver to begin to address these problems through his conservationist's eye, encouraging farmers, for example, to use composted animal manures and leaf mold from the woods, instead of buying chemical fertilizers.



Figure 3-35. Huntington Hall completed in 1906. Library of Congress.

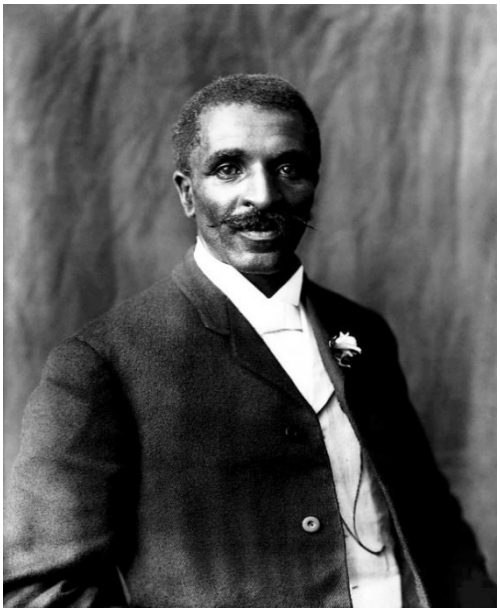


Figure 3-36. Photograph of George Washington Carver, ca. 1906. Library of Congress.

[121] Hersey, 128, citing Alfred Charles True, *A History of Agricultural Extension Work in the United States, 1785–1923* (New York: Arno Press and the New York Times, 1969), 64.

[122] Hersey.

[123] For more about this issue, read Hersey and Karen J. Ferguson, '"No Man's Land': The Negro Cooperative Demonstration Service and the Ideology of Booker T. Washington, 1900–1918," *Agricultural History* 72, no. 1 (Winter 1998): 33–54) and Edward Royce, *The Origins of Southern Sharecropping* (Philadelphia: Temple University Press, 2010).

Despite the rewarding work, Carver had a difficult time settling in at the school. Some believe that it was because he had not received his education from a black school, such as Hampton Institute, like so many of the other Tuskegee staff, and that this set him apart.[124] Still others blame his ego and pride. It seems, however, that whatever the reason, he may have felt overwhelmed by the unexpected level of work in his new position. It was Carver's intention to stay at Tuskegee only a year or two before pursuing a career as a painter. At the end of his first two-year term, however, the mission of Tuskegee and the work he was carrying out proved sufficient to keep Carver in place.

In 1900, Washington reported that only four years after he was hired, Carver, "a man of experience as a scientific farmer and a scientist of no mean acquirements," had 8 assistants that looked after dairying, stock-raising, horticulture, and truck farming and managed the agricultural experiment station. Carver himself analyzed soil and fertilizer samples, tested the purity of campus wells, served as the school's unofficial veterinarian, and operated a weather reporting station. At the same time, Washington also expected Carver to develop the Department of Agriculture, teach 6 classes a semester, and manage his ever-expanding administrative obligations.

The produce of Carver's Department of Agriculture, which included vegetables, strawberries, grapes, and other fruit, was raised on 135 acres of the "home farm," and supported 1,200 people living at the school. The 800-acre Marshall Farm contributed corn, sugar cane, potatoes, grain, and hay. About 800 head of livestock, including horses, mules, cows, oxen, sheep, and hogs were also raised at the Marshall Farm.[125]

Carver and Washington maintained an ongoing written correspondence about Carver's various projects until Washington's death in 1915. In a letter written in 1901, Washington cautioned Carver to pay more attention to the peach orchard, which Carver had expanded that year from just a few acres to 100 acres containing around 20,000 trees.[126] In 1904, Carver and Washington corresponded about Carver's project raising silkworms on 300 mulberry trees on the farm, which was supported through funds from the U.S. Department of Agriculture.[127]

Carver and Washington tended to be at odds over many issues. In a letter to the Finance Committee about a month after his arrival at Tuskegee, Carver complained that he had no space to house his botanical and mycological specimens:

> At present, I have no rooms even to unpack my goods. I beg of you to give me these, and suitable ones also, not for my sake alone but for the sake of education.[128]

Washington denied his request, believing that the faculty should be judged by the "degree to which they were willing to overtax and inconvenience themselves for the Tuskegee cause."[129]

In addition, Carver had to collaborate with Booker's brother, John H. Washington, to manage the maintenance and improvement of the school grounds. This included overseeing repairs to fences, wagons, and various agricultural outbuildings. Booker T. Washington, because he frequently escorted potential donors around campus, demanded that Carver ensure that the farm buildings were regularly and systematically whitewashed and kept in an attractive condition, prohibit students from working in their

---

[124] Hersey, 85.

[125] Washington, *The Story of My Life,* Chapter 22.

[126] Malone, 4; George Washington Carver to Booker T. Washington, August 6, 1890, box 4, GWCP, Tuskegee University Archives.

[127] Burchard, 7, referencing George Washington Carver to Booker T. Washington ca. 1904.

[128] Hersey, 85, citing George Washington Carver to Messrs of the Finance Committee, November 27, 1896, box 4, GWCP, Tuskegee University Archives.

[129] Hersey, 86.

undershirts in the field, and manage the removal of waste wood in fields and noticeable weeds.[130]

As Washington's demands on him grew, Carver continued to complain to him in writing. In 1907, Carver sent a memo saying, "Mr. Carver protests against the additional work which had been given him and asks to be relieved of the responsibility." Washington's handwritten response was simply, "Cannot do as requested."[131] In desperation, Carver even occasionally threatened to leave the school. In an early letter to the finance committee, Carver wrote

> I do not expect to teach many years, but will quit as soon as I can trust my work to others…[w]hile I am with you please fix me up so that I may be of as much service to you as possible."[132]

Nevertheless, Carver was repeatedly convinced to remain at Tuskegee, and, by 1910, the Department of Agriculture under his direction grew to include 18 instructors who directed the study and work of more than 325 students (Figure 3-37).[133]



Figure 3-37. Faculty of the Department of Agriculture in 1902. Carver is front row and center. Library of Congress.

In 1910, Washington moved Carver to the newly established Department of Research and the Experiment Station, which had been established in 1897 using state funds acquired through the second Morrill Act. In this role, Carver was able to take on more speaking roles away from Tuskegee. George R. Bridgeforth, who began his career at Tuskegee in 1902 following his graduation from Massachusetts Agricultural College in Amherst, was given charge of the Department of Agriculture. The change in department organization enabled Carver to spend his days conducting research in his laboratory and at the experiment station, and his evenings teaching botany.[134]

Theoretically, the ten-acre Experiment Station was to be a satellite of the one at Alabama Polytechnic in Auburn, but because of the national reputation of Washington and Tuskegee, oversight was minimal. Carver, as director of the station, was allowed to pursue any projects he saw fit as he shaped the mission of the station to serve the particular needs of poor black farmers in the state.[135]

Experiment stations of the period were set up to conduct experiments in scientific agriculture, which focused primarily on the use of chemical fertilizers and, in the South, cotton production. Carver was also obligated to conduct these experiments, but knowing that the people he served could little afford such products, he also experimented with soil-building techniques (Figure 3-38). For this he used organic fertilizers, including green manures (cover crops of cowpeas, beans, clover, etc.) and composts of leaves, muck, and manures, all of which could be gathered locally for free. He also looked for alternatives to cotton as cash crops and experimented with soil-

[130] Hersey, 86–87.

[131] Hersey, 87.

[132] George Washington Carver to the Messrs of the Finance Committee.

[133] Jones, "Improving Rural Life for Blacks, 253; USDI, NPS, Denver Service Center, *George Washington Carver Museum Historic Structure Report*, 7.

[134] USDI, NPS, Denver Service Center, *George Washington Carver Museum*, 7; Hersey, 125.

[135] Hersey, 125–156.

building crops like sugar beets, cowpeas, peanuts, sweet potatoes, and soybeans.[136]

Carver reported at least twice a year on his experiments in agricultural bulletins he wrote and typed himself, completing twenty-four of these reports, covering everything from how to improve soils and increase yields, to how to treat plant diseases. In contrast with bulletins from other experiment stations, which were written primarily for the benefit of other researchers, Carver's bulletins were written for the average farmer. In straightforward language, Carver produced them based on what he called his "three-fold idea," so that they generally contained cultivation information for farmers, scientific information for teachers, and recipes for housewives.[137] His bulletins were very popular, and some were revised and reprinted more than once. Carver also produced bulletins about raising livestock and poultry.

Carver also wrote about the use of native materials in the home and home landscape. For example, in Bulletin 21, he described how native clays could be made into washes to add color to the interiors and exteriors of homes. In Bulletin 16, he wrote about using native plants of Macon County to ornament yards.[138]



Figure 3-38. Exhibit at a county fair showing results of soil-building experiments done by the Tuskegee Agricultural Experiment Station. Merritt.

Landscape Architecture

In 1902, Washington recruited a landscape architect, David Augustus Williston (1868–1962), to join the faculty of the Department of Agriculture and to serve as superintendent of grounds (Figure 3-39). Williston had studied agricultural science and horticulture at Cornell University with the renowned Liberty Hyde Bailey and was the first professionally trained black landscape architect in the United States.[139]

From 1902 to 1906, Williston had the dual title of "Professor of Horticulture and Landscape Gardener." His position changed in 1910, and from that year to 1929, he served as Superintendent of Buildings and Grounds, in charge of building maintenance in addition to his work in landscape planning, construction, and maintenance. After he relocated to Washington, DC, in 1929, Williston continued to guide the



Figure 3-39. Photograph of David Augustus Williston ca. 1930s. NPS.

[136] Hines, 78–79.

[137] Hines, "George W. Carver," 77.

[138] Hines, 81–82.

[139] Williams, "David Augustus Williston (1868–1962)," 453–455.

development of the Tuskegee campus as a consultant until 1948.[140]

One of David Williston's first landscape design projects at Tuskegee was for Washington's home, The Oaks. When completed in 1906, the landscape included a picket fence along the front and side yards, trees along Montgomery Road, and many other tree and shrubs plantings, including a line of trees along the eastern property boundary (see Figure 3-18).[141]

It is likely that David Williston was a strong influence in planning the campus layout, working in collaboration with Robert Taylor. He probably influenced the relocation of the Lincoln Gates in 1904 and was also likely responsible for the landscape development of the Girls' Quadrangle, which was the area enclosed by the women's dormitories, training buildings, and accessory buildings. Williston is known to have designed the Gazebo that still stands within that area (Figure 3-40). He also designed the system of drives and pathways, as well as the extensive ornamental plantings that appear in various photographs of the area (Figure 3-41).

In addition to these more attractive tasks, Williston was also assigned the problem of dealing with sanitation at the school.[142] The first time the problem was mentioned was by Carver in 1896, shortly after his arrival, in a memo to Washington about the raw sewage he saw on the grounds near buildings, and that contaminated the school's wells. At the time, institutions like Tuskegee utilized "earth closets," indoor toilets comprising a wooden commode over a bucket of loose dirt with extra dirt in a container that could be thrown over the waste. The buckets were supposed to be emptied daily into a "night soil" cart, which would then transport the mixture to be placed in fields as fertilizer. The school was crowded, however, and the earth closets not regularly maintained. Often the grounds around or close to buildings were used as toilets. The stench of the toilets was joined by the overwhelming odor of the slaughterhouse offal, which was contained in an open pen.[143]

Carver's complaints were ignored by Washington, but he was finally able to gain professional support when Washington hired Dr. John A. Kenney as the school physician and surgeon in 1903. Kenney was also appalled at the lack of sanitation and together



Figure 3-40. Gazebo in the Girls' Quadrangle, designed by David Williston. Library of Congress.



Figure 3-41. Photograph of the landscape in front of Alabama Hall before 1908. Library of Congress.

[140] Goetcheus.

[141] Goetcheus.

[142] Weiss, *Robert R. Taylor*, 96, citing John H. Washington to Taylor, 12 November 1903, reel 229.

[143] Vella, 83–85.

with Carver, continued to press Washington to fund improvements. Kenney predicted the various epidemics caused by poor sanitation that would strike the school, including typhoid in 1907; the disease continued to plague the school for decades.[144] Washington, however, had different priorities and an underground sewer system was not installed until around 1913.[145]

In 1894, Washington met briefly with Frederick Law Olmsted in Massachusetts and offered to pay him to visit the campus, but Olmsted declined, as he was ailing and already planning his retirement. Other landscape architects, however, had some minor involvement in the design of the campus. For example, in 1902, Washington asked Warren H. Manning, who had worked for Olmsted, to develop a plan for the school. Manning eventually came up with a sketch in 1908, but it was not very useful and was soon discarded. Later, in 1911, John Nolen, a city planner, lectured at Tuskegee and while there, walked the campus and made some recommendations for improvement, including a new topographic survey and a new location for the school's heating plant.[146]

By 1906, the drive into the campus's industrial complex had been formalized and planted. Photographs from that year show that the entrance drive, along with the industrial entrance and Campus Avenue, had been lined with shade trees and edged with white rock (Figures 3-42). Campus Avenue was lined on both sides with broad sidewalks. In addition, the entrance drive was also lined with a low, white-painted rail and a sidewalk on its west side. In the area that had held the symmetrical garden, a flagpole had been placed at the center, a clipped hedge installed around the perimeter, and the space filled with shade trees. The turnaround had become a perfectly circular planting bed and a richly planted median had been installed in the center of the industrial courtyard and filled with trees and shrubs. Between the turnaround circle and the median stood what appears to be a well house. The main entrance into the campus from the railroad platform was marked with an arched metal sign (see Figure 3-22)

Fine-Tuning and Expansion (1906–1915)

The fourth period, 1906–1915, saw a focus on fine-tuning school programs, expanding the agricultural program, improving the grounds, rehabilitating existing buildings, and expanding outreach facilities. Several major buildings were constructed at the campus, including the enormous Tompkins Hall. This period ends with the death of Booker T. Washington and the subsequent change in leadership.

Continuing Building Boom

After a short lull of four years, another building campaign saw the completion of Tantum Hall, a large dormitory, in 1907 (Figure 3-43). In 1909, the Milbank Agricultural Building was completed, as was White Hall, another dormitory; neither of these buildings were designed by Taylor (Figures 3-44 and 3-45). Tompkins Hall, a large building to



Figure 3-42. Photograph from 1906 showing Campus Avenue to the right, and the U-shaped drive into the industrial complex. Tuskegee University Archives.

[144] Vella, 85–86.

[145] "Tuskegee, Ala.—Walter G. Franz, Consult. Engr. Cincinnati, Ohio, is preparing plans and specifications for a sanitary sewer system for the Tuskegee Institute. Bids will be asked about Fbe. 1." *Engineering News* 69, no. 4 (January 23, 1913), 38.

[146] Weiss, *Robert R. Taylor*, 130.

be used principally as the school's dining hall, was completed in 1910, also by a different architect (Figure 3-46). By 1911, however, Taylor was again designing buildings, including the new John A. Andrew Memorial Hospital, which was likely completed the following year (Figure 3-47).



Figure 3-43. Tantum Hall in 1907, viewed from the west. Library of Congress.



Figure 3-44. Milbank Agricultural Building after 1910. Tuskegee University Archives.



Figure 3-45. Photograph of White Hall by 1922. *A Boy's Life of Booker T. Washington.*

A New Campus Center

In 1906, it is clear that Taylor and Williston tried to regain control over what happened on the grounds. Taylor wrote to the faculty asking that before they make any "improvement or changes on campus," that they should "consult either Mr. Williston or myself," explaining that "the plan for the grounds has been made, and we are following these plans in making permanent improvements." Williston presented their "plan of improvement" to campus faculty, describing how "the details can be worked in so as to round out the general scheme and an ideal spot of beauty can be formed." [147]

Although plans have not been found, a survey of existing conditions in 1911 shows that many of Taylor's and Williston's ideas had been implemented (Figure 3-48). Allées of trees enhanced the formal arrangement of roads. The buildings in the eastern part of the campus, sited in the linear arrangement mentioned above, were interspersed with traditional collegiate quadrangles.[148]

Williston, working as Superintendent of Buildings and Grounds from 1910 to 1929, oversaw most of



Figure 3-46. Tompkins Hall, ca. 1915. Tuskegee University Archives.

[147] Clement et al.; 13, quoting Dozier, 138.

[148] Clement et al.; 13.

the construction and maintenance of landscape features on the campus. He directed workers to line all the campus roads with gutters to control stormwater and had all the roads and walkways paved in locally quarried "white chert." Williston also designed the circular intersection at the center of the group of buildings that included the Chapel, Trades Buildings, and Dorothy Hall (Figure 3-49). It was also Williston who proposed the iron fence along the campus edge and the installation of concrete light poles, chosen with the idea that vines could be trained to cover them and "in this way the beauty of the grounds added to."[149]



Figure 3-47. John A. Andrew Memorial Hospital, ca. 1912. Tuskegee University Archives.

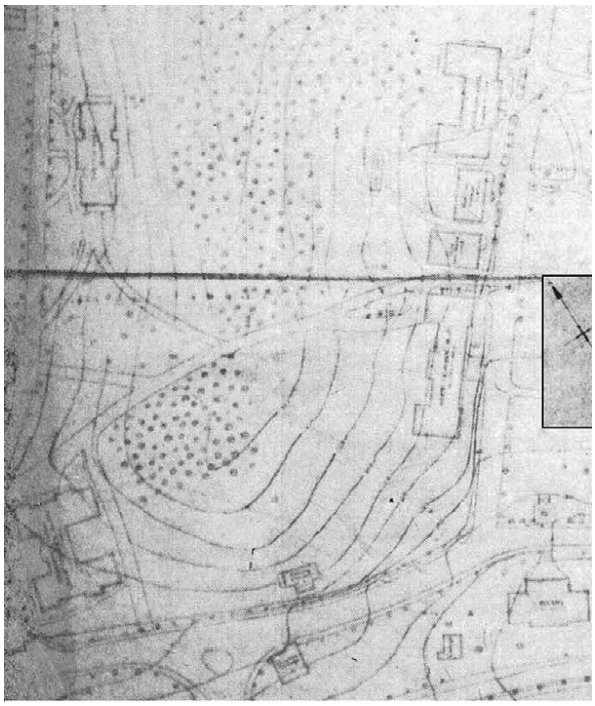


Figure 3-48. Survey from 1911 showing landscape features within the Big Valley and along the roads and paths within and around it. Tuskegee University Facilities Maintenance.

With White and Tompkins halls finished and sited across from each other, Alabama Hall was demolished, making way for a large quadrangle, likely planned by Williston and Taylor, that linked Carnegie Library with Douglass Hall. The grade of the quadrangle was much lower than the campus road and the roadside walkway was protected from the slope by a post and chain fence. At the top of the stairs that led from the road down into the quadrangle the school added a large brick memorial to William H. Baldwin, Jr., a trustee for the school (Figure 3-50).[150]

A second quadrangle was created after the removal of Porter Hall in 1905, which provided an open green space that led from the main campus road to Rockefeller Hall at the end and was eventually lined with other buildings. Big Valley, which had been first used by the school to quarry clay for its brick industry, was maintained as a meadow



Figure 3-49. Ca. 1910 view of the circular intersection designed by Williston. Tuskegee University Archives.

[149] Clement et al., 13, quoting Dozier, 138–139. The "white chert" referred to may actually have been limestone gravel or possibly fine river gravel.

[150] Clement et al., 13.

dotted with clumps of large shade trees and functioned as a cow pasture.

The school also built for its agricultural school and its outreach programs, and added important infrastructure, including the new John A. Andrew Memorial Hospital in 1913 and the new agricultural complex developed around the newly constructed Milbank Hall, located on the far western edge of the campus. The final project Washington was involved with before his death was the construction of the new power plant for the school, "the largest and most important single piece of work ever done on our school grounds" (Figure 3-51). The detailed surveys completed by the engineer for the plan, Walter Franz, provide important information about the campus layout during that period.[151]



Figure 3-50. The Baldwin Memorial, ca. 1910. Tuskegee University Archives.



Figure 3-51. View looking north to the newly-constructed Power Plant. Tuskegee University Archives.

Booker T. Washington's administration saw the construction of forty-eight major buildings and over eighty structures on the campus; of these, around thirty-two remain. With the help of Taylor and Williston, Washington had established the basic plan of the campus, which would direct its development for several years. As described in the Campus Heritage Plan, "[d]esigned by faculty, built by students, the Tuskegee Campus was the embodiment of Booker T. Washington's vision and perseverance."[152]

The Death of Booker T. Washington

The death of Booker T. Washington at age fifty-nine of congestive heart failure on Sunday, November 14, 1915, was a tremendous blow to the Tuskegee Institute community and to the nation. Washington, who had been in poor health for several months prior, fell seriously ill while visiting New York, but insisted on travelling back to Tuskegee, where he died the morning after reaching his home.

His death threw the school faculty and staff into a frenzy of grief and confusion. Washington's body lay in state in the school's chapel until November 17, when the funeral was held (Figure 3-52). Meanwhile, as described in the Montgomery *Advertiser*, the school's usual spirit of "organization and efficiency"

> broke down completely…the heart is out of things. From the humblest pupil up through the faculty and the bereaved family…to the white and colored citizens of the town of Tuskegee, there is the feeling of personal loss. Nobody is hiding his tears. Nobody is free from gloom. Nobody can talk about the great loss which the school, the race and the country have sustained…Silently, the student lines formed for Sunday morning inspection…in the quiet and calm of the Sabbath day, the band

[151] Clement et al., 16, quoting Dozier, 159.

[152] Clement et al., 16.

> played a sacred march to the chapel, because the principal would have had it so.[153]

On the Tuesday following Washington's death, Tuskegee Institute held a simple dignified funeral to lay his body to rest. An observer described the service as having had no

> labored eulogies; no boastings of his great work; no gorgeous trappings of horses; no streaming banners; no mysterious ceremonies of lodges - just the usual line of teachers, trustees, graduates, students and visitors which so often marched to the chapel.[154]

If there was any clear indication that this was a service for a person of profound esteem, it was found, the observer noted, in

> the great crowd of Negro leaders from all parts of the continent, the host of Whites, the multitudes of the simple country folk whom Dr. Washington loved so well, the garden of flowers and plants sent in offering to the dead, a casket before which student guards changed watch every few minutes during the entire service and the tears which fell from all faces - fell like rain. But any other kind of service less simple would have mocked the kind of life that Dr. Washington had lived.[155]



Figure 3-52. Photograph of the procession taking Booker T. Washington's coffin to the Tuskegee Institute cemetery, 1915. Library of Congress.

Afterwards, numerous notable leaders paid tribute to Washington, including Julius Rosenwald, W.E.B. Du Bois, former President William H. Taft, John D. Rockefeller, and Andrew Carnegie, through telegrams, letters, essays, and publications. Of Washington's death, former President Theodore Roosevelt, Jr., said,

> I am deeply shocked and grieved…[he] was one of the distinguished citizens of the United States, a man who rendered greater service to his race than had ever been rendered by anyone else, and who, in so doing, also rendered great service to the whole country.

Roosevelt closed, saying "I mourn his loss, and feel that one of the most useful citizens of our land has gone."[156]

The school's faculty and staff were shocked at Washington's death. George Washington Carver, whose relationship with Washington was contentious and never completely comfortable, fell into a deep mourning from which he did not recover for several months. In response to a solicitation from Washington's closest advisor, Emmet J. Scott, towards a memorial fund in honor of Washington, Carver donated half a year's salary and wrote to Scott, "I am sure Mr. Washington never knew how much I loved him and the cause for which he gave his life." Although only eight years Washington's junior, Carver had seen him as somewhat of a father figure, despite their rocky relationship.[157]

The following month was one of immense speculation about who could possibly succeed Washington. There were several of the Institute's faculty who aspired to the role, many of whom had worked in close association with Washington for decades. Although those faculty members "had never expressed themselves in this wise…their

[153] Harlan, *Booker T. Washington*, 443.

[154] Fisher.

[155] Fisher.

[156] "Dr. B.T. Washington, Negro Leader, Dead," *New York Times*, November 15, 1915.

[157] Vella, 157.

reticence in discussing the subject was to many an unfailing indication of their thinking. The situation called for tact and judgement on the part of the trustees of the institution." Robert Mussa Moton, who had been hand-picked by Washington already, was offered the position only a month later, in December.[158]

Classes and Programs

Washington firmly believed that Hampton Normal and Agricultural Institute was the best model for the new normal school in Tuskegee. It would prove the most effective for the greatest number of African Americans, enabling those who could not afford to pay to attend school to learn a trade and pay for their education at the same time.

From a starting class of 30 students in 1881, 32 years later, as noted in the school's 1913 *Annual Report*, the student enrollment was 1,618 students from thirty-three states and eighteen other countries. This number did not include students enrolled at the Children's House, Training School, Summer School for Teachers, or Winter Farmer's Short Course, which, if added, would have brought the total to a remarkable 2,137 people.[159]

Just two years later, the school reported that,

> [f]rom its foundation, up to and including 1915, over 10,000 men and women have finished a full or partial course, gone out from the school and are doing good work, mainly as teachers and industrial workers.

In just over thirty years, the student population grew from thirty to approximately 2,000 annually. Similarly, faculty started with just two people in 1881 and had expanded to include 185 men and women in 1915.[160] An advertisement for Tuskegee Institute, also from 1915, noted that there were forty distinct trades and industries taught at the school.[161]

By today's standards, the education provided by the school until long after Booker T. Washington's death was comparable to a high school education. Even by 1917, the only black federal land-grant school offering a collegiate-level education was Florida A&M College.[162] It would not be until the 1920s that Tuskegee Institute would be conferring baccalaureate degrees.

Academic Department

During Washington's tenure, every student at Tuskegee Institute was enrolled in the Academic Department in addition to taking industrial classes. There was always a close relationship between the subjects taught in the Academic Department and the Industrial Department, with teachers in each aware of requirements of the other so that they could relate course content to the students' other courses.

A full academic program took seven years, with the first three doing preparatory work for the final four in the "Normal Course." The preparatory classes were three years long, with each subsequent year adding a greater difficulty to the subjects, which included language, reading, and lessons in morals and manners. A student could, depending on previous education, be placed in any of the three levels at the start of his or her program, thereby reducing the overall program length (Figures 3-53 and 3-54).[163]

The Normal Course students were divided into Preparatory (first year), Junior (second year), Middle (third year), and Senior (fourth year); these are roughly the equivalent to the freshman, sophomore, junior, and senior years utilized in

---

[158] Hughes and Patterson, 78–79.

[159] Washington, *Report of the Principal,* 4.

[160] Tuskegee Institute Extension Department, *The Negro Rural School and Its Relation to the Community* (Tuskegee: Tuskegee Normal and Industrial Institute, 1915), 1.

[161] Advertisement, *The Tuskegee Student*, September 4, 1915.

[162] Anderson, *Education*, 238.

[163] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 22.

current education systems.[164] Within the classes, students were further divided into three levels to reflect the individual needs of the student, tailoring the course work of the level to increase abilities in areas where their skills were lacking.[165] Once students passed all the courses in the lower levels, and if they had worked off part of their tuition, received grants, or obtained summer employment, they could enter the Senior class.

In the senior year, the student selected either normal school or industrial training, with classes geared to prepare them to enter their chosen professions. For example, students planning on a career in nursing would have a chemistry class where they would study narcotics and stimulants, weighing of drugs, and similar subjects related directly to nursing, while someone who planned to go into laundering would study scientific methods of clarifying muddy water, testing water for hardness, and softening different waters appropriately.[166]

Because the Institute was primarily a normal school organized to train teachers, the Education Program within the Academic Department was particularly important. Within the Education Program was the Training School, a student teaching program that was held in the building known as the Children's House. It was the first primary school in the Tuskegee Institute community and provided classes from grades one to five. It was expected that with the completion of fifth grade, students would move on to take junior classes at Tuskegee.[167]

Industrial Departments

The Industrial Training departments were first listed as such in the 1893–1894 catalogue of the Tuskegee Normal and Industrial Institute. Prior to that, they were simply mentioned in a paragraph under the heading of "Night School" as some of the activities those students might engage in to earn their way through the normal school program. These industries included farming and agriculture, carpentry, printing, blacksmithing, wheelwrighting, house painting, masonry and plastering, tinsmithing, harnessmaking, sewing, millinery, housekeeping, cooking, and laundering.[168] After 1896, these activities were



Figure 3-53. History class at Tuskegee Institute in 1902. Tuskegee University Archives.



Figure 3-54. Botany class being held outside at Tuskegee Institute in 1902. Tuskegee University Archives.

[164] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 24-45.

[165] John W. Jenkins, *Historic Resources Study, Tuskegee Institute National Historic Site, Tuskegee Alabama* (Unpublished manuscript completed for NPS-TUIN, Draft, 1977), 112.

[166] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 47.

[167] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 55.

[168] Tuskegee Institute, "Catalogue of the Tuskegee Normal and Industrial Institute, 1893–94."

organized into two departments: the Department of Agriculture and the Department of Mechanical Industries.

Department of Agriculture

Agriculture was the first industry introduced at Tuskegee Institute since it not only taught a skill but also provided food for the school. Washington, who led the program initially, firmly believed that an education in agriculture would go a long way to "uplift" the more than one million black farmers in the South. Students who attended the school in its first year were put to work creating a farm on the school's 100 acres to raise food for the boarding department and feed the livestock.[169]

Because about eighty-five percent of the South's African American population lived in rural areas, students in this program learned, through work on the school's farm, to raise food supplies and other useful products, to care for livestock, and, in general, to become intelligent and successful farmers. Agricultural courses included theory, agricultural chemistry, stock raising, dairying, truck gardening, poultry raising, road building, landscape gardening, and fruit growing (Figure 3-55).[170]

In 1888, Charles W. Greene, a Hampton Institute graduate, joined the staff in Tuskegee Institute to take charge of the agriculture classes and serve as the superintendent of the school's farm. Greene was responsible for developing the "Course of Study in Agriculture" at Tuskegee in 1893, which formed the basis for the Department of Agriculture established by George Washington Carver in 1896. Greene was also instrumental in organizing the first Agricultural Farmers' Institute at the school.[171]

Nicknamed "Farmer Greene" by the Tuskegee students, Greene expanded his instruction during his travels around the county to include local black farmers in classes on farming methods and techniques. He is credited with teaching his Tuskegee students modern techniques, such as putting out onion sets in the fall; he also introduced new forage plants to local farmers and experimented with using Bermuda sod to create pasture within the school campus.[172]

Agricultural Experiment Station

The experiment station was founded with the establishment of a "Branch Agricultural Experiment Station and Agricultural School for the colored race," authorized for Tuskegee Institute by the State of Alabama on February 15, 1897.[173] The state was to provide $1,500 a year for operating and maintaining the station, while the school would provide all necessary lands and buildings.[174] Because it was considered an arm of the Department of Agriculture, Carver was named



Figure 3-55. Students pruning fruit trees ca. 1906. *Tuskegee and Its People.*

[169] Washington, *The Story of My Life*, 93.

[170] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 94–108.

[171] Allen Jones, "The Role of Tuskegee Institute in the Education of Black Farmers," *The Journal of Negro History* 60, (April 1975): 253–254.

[172] Jones, "The Role of Tuskegee," 253–254.

[173] An agricultural experiment station conducts scientific research to investigate challenges and improvements to food production and agribusiness. The station scientists work with farmers and other involved in food production and agriculture.

[174] John O. Turner, *Special Acts of Public School Laws in the State of Alabama* (Montgomery: The Brown Printing Co., 1897), 339.

director and six members of the department's faculty were assigned as staff. The station's staff also included Greene as farm manager; Crawford D. Manafee as horticulturist; Wiley W. Holland as head of market gardening; William V. Chambliss as head of the dairy herd; William J. Clayton as head of stock raising; and John H. Palmer as librarian. As director of the experiment station, Carver was able to pursue any projects he saw fit as he shaped its mission to serve the particular needs of poor black farmers in the state.[175]

One of the primary roles of the experiment station was outreach, including rural demonstrations. Despite the grueling schedule of Carver's weekly rural demonstration journeys, and the frequent trips to farms by Greene and John H. Palmer, the experiment station still found it difficult to provide essential information to area farmers. In November 1904, Washington suggested to Carver that a wagon be outfitted to serve as a "traveling agricultural school." Carver embraced the idea, and with his staff, went to work to design the wagon. Meanwhile, Washington traveled to New York, where he met with banker and philanthropist, Morris K. Jesup. Jesup agreed to provide the $567 for the wagon and equipment and offered to persuade the John F. Slater Fund to underwrite the cost of the wagon operation. In late May 1906, George R. Bridgeforth set out as the first operator of the Jesup Agricultural Wagon, bringing the "Farmers' College on Wheels" to the rural community (Figure 3-56).[176]

Agricultural Extension Department

The Jesup Wagon program was expanded even further in the fall of 1906, when Dr. Seaman A. Knapp, Special Agent in charge of the Farmers' Co-operative Demonstration Work for the United States, visited Tuskegee. Dr. Knapp was seeking a means to formalize the program to better serve the black community. Washington immediately recognized that this would provide a way to financially secure agricultural extension operations for Tuskegee Institute. An agreement was reached to combine several funding sources to ensure that the program would be a success. On November 12, 1906, Tuskegee graduate, Thomas M. Campbell, on the recommendation of Carver and Bridgeforth, became the first black demonstration agent in the United States (Figure 3-57).[177] Campbell initially worked in Macon and surrounding counties, but eventually took his work and the Moveable School to most areas of Alabama, Mississippi, and Georgia.



Figure 3-56. The Jesup Agricultural Wagon ca. 1906. Tuskegee University Archives.

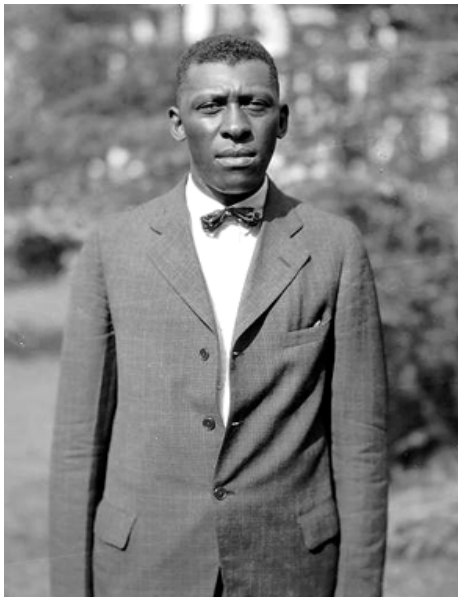


Figure 3-57. Photograph of Thomas Monroe Campbell ca. 1906. *Encyclopedia of Alabama.*

[175] Jones, "The Role of Tuskegee," 258; Hersey, *"My Work,"* 125–156.

[176] Jones, "The Role of Tuskegee," 262–263.

[177] Jones, "The Role of Tuskegee," 264.

Although a federal employee, Campbell made Tuskegee his base of operations, enabling Washington to establish a separate Extension Department in 1910.[178] The new department systemized the school's numerous extension activities, including the distribution of printed bulletins, circulars, farmers' leaflets, and pamphlets issued by the various school departments.

Land-Grant Acts

In 1914, Congress passed the Smith-Lever Act, which formalized agricultural extension services and would come to have unrivaled influence on the development of extension work in the United States. The act provided for the establishment of a National Cooperative Extension Service aimed at extending outreach programs through land-grant universities to educate rural Americans about advances in agricultural practices and technology.[179] The term, "cooperative" indicated that it was a partnership between federal and state entities; that is, the U.S. Department of Agriculture and a representative of each state land-grant institution. In the Southern states, where there were separate black and white land-grant institutions, there was an extension agent representing each school.[180]

Although Tuskegee Institute was not initiated by the Morrill Acts, it was eligible to receive funds through the newly created extension service because it received a federal land grant in 1899 and had offered agricultural programming since its inception. Although the act was passed in 1914, it was not until 1918 that black federal field agents at Tuskegee and Hampton institutes were appointed to help the regional federal agent. Campbell, who had been serving as a demonstration agent, was appointed as one of these federal field agents.[181]

Floriculture and Lawn Gardening

The Department of Agriculture programs initially included floriculture and lawn gardening classes. Students who took those classes were also made responsible for developing and maintaining the campus landscape in the early years of the school (Figure 3-58). As journalist Max Thrasher described the campus,

> [a]ll the larger buildings have ample grounds around them, shaded by trees and brightened by numerous flower beds. The entire care of the grounds, flowers, shrubs and trees devolves upon the department of floriculture and horticulture. Young men and young women who are learning these arts work regularly under the direction of thoroughly trained men, who are graduates of schools which have made a specialty of such studies.[182]

These students were trained in subjects such as beautifying "common door yards," using specialized tools, caring for beds and borders, gathering and saving seeds, preparing plants for winter, creating window boxes, propagation, and the proper use of fertilizers.[183]



Figure 3-58. Women in a horticulture class ca. 1901. Tuskegee University Archives.

[178] Jones, "The Role of Tuskegee," 265.

[179] National Archives Foundation, "The Smith-Lever Act of 1914," accessed April 30, 2018, https://www.archivesfoundation.org/documents/smith-lever-act-1914/.

[180] Mayberry, *Century of Agriculture*, 84–86.

[181] Mayberry, *Century of Agriculture*, 77–86.

[182] Thrasher, *Tuskegee*, 41.

[183] Thrasher, *Tuskegee*, 102.

Veterinary Science

The program in veterinary science at Tuskegee was first established in 1911 by Dr. James Hendrix Bias in the school's Department of Agriculture. In 1910, Bias, who was from Mississippi, had become the first black man to graduate from The Ohio State University's College of Veterinary Medicine. He remained with the department at Tuskegee until 1928.[184]

Department of Mechanical Industries

The Department of Mechanical Industries trained mainly young men in a variety of mechanical skills. There was a great need for workers with these skills, as stated in the school's 1906–1907 annual catalogue: "[t]here are few schools with offer to young colored men through instruction in these industries, and the opportunity to serve as apprentices is rapidly passing away."

The department was tasked with four goals:

1. To teach the dignity of labor.
2. To teach thoroughly the trades.
3. To supply the demand for trained industrial leaders.
4. To assist the students in paying all or part of their expenses.[185]

Within the industrial program, courses were available in architectural and mechanical drawing, blacksmithing, brickmaking, bricklaying, plastering, carpentry, canning, electrical engineering, founding, harness making and carriage trimming, machinery, painting, printing, saw-milling, steam engineering, shoe-making, tinsmithing, tailoring, wheelwrighting, greenhouse work, and landscape gardening. Many of the trades had multiple year programs, although the length of individual programs varied.[186]

A division of the Department of Mechanical Industries was set aside for women who wished to pursue trades. Most of these trades were housed in Dorothy Hall after its completion in 1901 and included plain sewing, dressmaking, tailoring, millinery, cooking, laundering, soap making, domestic training, mattress making, basketry, and broom making.[187]

Brickmaking

Brickmaking was the second industry introduced on campus, after agriculture, and was initiated in 1883.[188] With a $200 grant from Hampton's treasurer, James Fowler Baldwin Marshall, Washington established the first brickyard. The kiln used to fire the bricks was located "opposite the first curve on the west side of Bibb Street, and east of the Montgomery Road."[189] It was fortunate that a large clay pit with materials suitable for brickmaking was present on the property.[190]

Washington and his students soon found brickmaking more challenging than anyone realized. Washington later wrote,

> I had always supposed that brickmaking was very simple, but I soon found out by bitter experience that it required special skill and knowledge, particularly in the burning of the bricks.[191]

The first three attempts to fire the bricks proved failures, due to improperly constructed kilns, and resulted in a number of the frustrated students leaving the school. The three trials used all the available funds, so Washington had to pawn his watch in Montgomery for fifteen dollars to fund a fourth attempt. It proved successful and the brickmaking program at Tuskegee started in

[184] The Ohio State University College of Veterinary Medicine, "The Legacy Maker," accessed September 14, 2018, https://vet.osu.edu/about-us/news/legacy-maker.

[185] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 63.

[186] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 63.

[187] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 83–90.

[188] USDI, NPS, Southeast Region, *The Oaks 100%*, 22–23.

[189] "Tuskegee University Historic Structures Report."

[190] Thrasher, *Tuskegee*, 27–28.

[191] Washington, *Up from Slavery*, 151.

earnest (see Figure 3-8).[192] Eventually the brickyard benefited the school in three ways: provide low-cost materials to construct new school buildings, have a product available for sale to area residents to provide a much-needed infusion of cash, and perhaps most importantly, teach the students a trade that would enable them to find work following graduation.[193]

The brickyard at the Institute was the only such facility in the county and proved to be a popular local addition since the school was willing to sell the bricks to people in the community. Support of the local white community aided the development of the brickyard, including when local merchant gave "an outfit of tools" for brickmaking. A few years later, capitalizing on the demand for bricks from the community, the school purchased a brickmaking machine, with the intent of selling the excess brick for a profit. In 1894, they reported selling several hundred thousand bricks a year to residents of the surrounding county.[194]

Handmade bricks were later replaced by those made by machines run by horse power. The first brick machine could produce about 8,000 bricks a day. In 1895, two new brick manufacturing machines were installed in the brickyard, each rated to produce 25,000 bricks per day. In 1905, the machines produced a combined 970,000 bricks, for a value of $7,275. Approximately twenty-nine percent of the total brick production was sold to locals outside the school, bringing in a total of $2,226.27. In addition to brickmaking, the school also implemented programs in brick-laying and plastering, also in 1883, further enabling the school to teach a trade while also providing a low-cost system for building.[195]

Carpentry and Woodworking

Like the student-made brick, other materials used to construct buildings were also gathered locally. Students harvested the wood used in these buildings from the school's woodlands and milled it at sawmills located near the rear of the dairy barn and at several other locations on campus.[196] The Institute had the equipment needed to rip and cut the timbers into structural pieces and to further refine them into milled pieces for windows, doors, frames, and moldings in the school's carpentry shop (Figure 3-59).

A formal course in carpentry was introduced in 1884, initially occupying a small building named the John F. Slater Carpenter Shop. This was in honor of the John F. Slater Fund, which had donated $1,000 in 1883 to equip the industrial department and which made a second donation to construct the carpentry shop.[197] While carpentry at Tuskegee had humble beginnings, in the first decade of the 1900s, the program grew to include five instructors and employ 125 people. In 1905, the carpentry program completed $22,202.04 worth of work, including $369.51 for Tuskegee townspeople. It was responsible for the woodwork in all the buildings erected at the school. Classes such as "Wood Turning Scroll and Machine Work" and "Cabinet Making," were added to the carpentry program by 1906 and allowed the school to make a large amount of their own furniture, and to carry out repairs that would have otherwise needed to be completed outside campus.[198]



Figure 3-59. Carpentry class at Tuskegee Institute. Alabama Department of Archives and History.

[192] Washington, *Up from Slavery*, 152

[193] Thrasher, *Tuskegee*, 29.

[194] Thrasher, *Tuskegee*, 29–32.

[195] USDI, NPS, Southeast Region, *The Oaks 100%*, 23.

[196] "Tuskegee University Historic Structures Report."

[197] Thrasher, *Tuskegee*, 30.

[198] USDI, NPS, Southeast Region, *The Oaks 100%*, 23.

An important addition to the carpentry facilities at Tuskegee was the sawmill donated to the school in 1886 by Boston philanthropists. The mill, which was operated by students learning the sawyer's trade, processed trees from the school property, reducing the overall cost of building construction.[199] The same engine that operated the sawmill also powered the woodworking shop.

In 1900, the carpentry operation was located adjacent to the engine room, which supplied power to the sawmill and woodworking shop. In the same crowded area at the east end of campus was an electrical plant, machine shop, and foundry. Each facility also held formal classes for students in industrial theory and technique. After the Stater-Armstrong Memorial Trades Building was completed in 1900, the mechanical industries and related classes were relocated to the larger building.[200]

Metal and Leather Work

In 1889, the Blacksmith Shop was constructed and soon became one of the most popular shops for the young men on campus. The shop contained nine stationary forges, blowers, anvils, and all the other necessary tools used in smithing metal. The shop also made horseshoes and installed them on the many animals brought to the school from across the county to be shod.[201] This saved the expense of outsourcing these tasks off of campus, and once again enabled Tuskegee to teach another trade.[202]

Additional trades taught at the school included tinware manufacturing and repair, harnessmaking, and shoemaking (Figure 3-60). Each of these courses was taught by Lewis Adams, who had been instrumental in bringing the school to the region in 1881. Adams had been doing tinware repairs for the school, but Washington determined that by offering him a teaching role at the school, the work could be done by students, who at the same time learned a trade. The classes led by Adams produced 900 pieces of tinware in 1905, plus a roof for the Blacksmith Shop and Emery Dormitory No. 3, as well as forth-five pairs of made-to-order shoes, repair of 1,114 pairs of shoes, and thirty-eight pairs of harnesses. In total, the value of work completed by the three programs was just over $5,500 for the year. Forty-one students were enrolled in the three programs that year. [203]

Industrial Trades for Women

In 1914, the annual catalogue of Tuskegee Normal and Industrial Institute reported a total enrollment of 1,537 students, including 907 men and 630 women.[204] Many of these women attended normal school classes, but others opted for training in the industrial trades. Industries geared to the female students at the time included domestic trades such as Laundering and Plain Sewing, both introduced to the school in the same year, and cooking courses.[205] Women also worked in the mattress making and repairing shop, where they utilized the needles of local pine trees as stuffing. In addition to mattresses, this shop also produced pillows and upholstered furniture (Figure 3-61).[206]

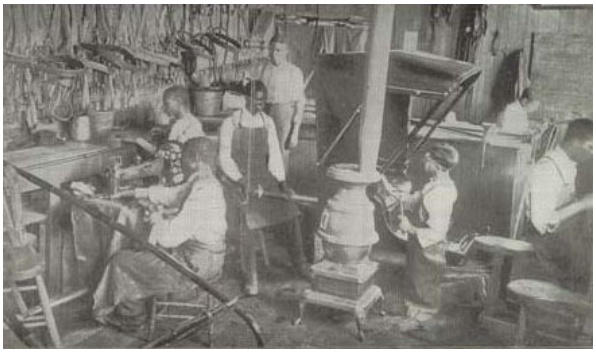


Figure 3-60. Harnessmaking class at Tuskegee Institute. *The Story of My Life and Work*.

[199] USDI, NPS, Southeast Region, *The Oaks 100%*, 24.

[200] Thrasher, *Tuskegee*, 40; Weiss, *Robert R. Taylor*, 178.

[201] Thrasher, *Tuskegee*, 46.

[202] USDI, NPS, Southeast Region, *The Oaks 100%*, 23.

[203] USDI, NPS, Southeast Region, *The Oaks 100%*, 24.

[204] Tuskegee Normal and Industrial Institute, "Annual Report Edition of the Principal and Treasurer," *Tuskegee Institute Bulletin* 9, no. 3 (October–December 1914–1915).

[205] USDI, NPS, Southeast Region, *The Oaks 100%*, 23.

[206] Thrasher, *Tuskegee*, 40.

Other female students took classes in plain sewing, dress-making, and millinery. For students who remained on campus during the summer vacation, a steam canning plant opened (Figure 3-62). The plant offered the opportunity for students to learn a new skill, while putting up food that would eventually be used to feed the students on campus.[207] Gallon tins, manufactured in the tin shop on campus, were used to can blackberries, peaches, pears, plums, apples, grapes, and tomatoes. The berries were often purchased from area farmers, but other produce was from the lands held by Tuskegee Institute.



Figure 3-61. Mattressmaking class at Tuskegee Institute. Library of Congress.



Figure 3-62. Steam-canning class at Tuskegee Institute, ca. 1906. *Tuskegee and Its People.*

The trades offered for women were limited because of the "cult of domesticity," or the "cult of true womanhood," adhered to by the middle and upper classes in the United States at the time. This value system defined femininity and women's roles as centering on the home and family, and expected women to maintain their piety, purity, domesticity, and submissive (to men) natures. [208] Black women at Tuskegee were being trained to practice the "feminine" trades, not only within their own homes, but while working for white people, which took them away from their own domestic spheres.

Phelps Bible Training School

The Phelps Bible Training School was opened as a separate department at Tuskegee in 1892.[209] Funds for the school's new building, which was completed in 1893, were the first of many such donated to Tuskegee over the years by one or both of the Stokes sisters.[210] The sisters, Olivia Egleston Phelps Stokes and Caroline Phelps Stokes, were born in New York City to wealthy, philanthropic, religious enthusiasts. They became important philanthropists in the cause of black education during the late 1800s and 1900s and gave generously in their support of both Tuskegee and Hampton institutes. They eventually established the Phelps Stokes Fund, which continues to fund projects in the United States for the benefit of African Americans and American Indians, and those in several African countries.[211]

The sisters selected the names for each of the buildings they funded, and in many cases aided with site selection and played a role in the designs.[212] Olivia Stokes named the Phelps Bible Training School building and program in honor of her mother, Caroline Phelps. A bronze tablet at the entrance of the Phelps Hall read:

THIS BUILDING COMMEMORATES A
MOTHER'S IN-

[207] Thrasher, *Tuskegee*, 41-42.

[208] Wikipedia, "Cult of Domesticity," accessed April 30, 2018, https://en.wikipedia.org/wiki/Cult_of_Domesticity#cite_note-Matthews-22.

[209] Thrasher, *Tuskegee*, 114.

[210] Weiss, *Robert R. Taylor*, 34.

[211] Wikipedia, "Phelps Stokes Fund," accessed September 30, 2018, https://en.wikipedia.org/wiki/Phelps_Stokes_Fund.

[212] Weiss, *Robert R. Taylor*, 60.

TERESTIN THE MORAL AND RELIGIOUS
EDUCATION
OF THE COLORED PEOPLE

CAROLINE PHELPS
DAUGHTER OF
ANSON GREENE PHELPS
AND WIFE OF
JAMES STOKES
OF NEW YORK
ERECTED BY HER AFFECTIONATE
DAUGHER
OLIVIA EGLESTON PHELPS STOKES
1892 [213]

While Washington did not want Tuskegee Institute to be seen as a religious training school, he did recognize that there was a demand for education in the ministry. The Phelps Bible Training School was organized to meet the needs of both ministers and lay-persons who wished to improve their work and their missionary capabilities. The 1906 *Annual Catalogue* noted that,

> [t]he chief aim of the Bible Training School is to give the colored men and women a comprehensive knowledge of the entire English Bible and to implant in their hearts a noble ambition to dedicate their lives to the elevation and Christianization of their people.

Students were required to do local missionary work and "daily supplementary exercises…to instill in them habits of sobriety, cleanliness, regularity and accuracy."[214]

The program was non-denominational. In fact, Max Bennett Thrasher described it as "omni-denominational," based on the variety of faiths represented in the program, including Methodists, Baptists, Presbyterians, Congregationalists, Zion Methodists, African Methodists, Colored Methodists, Covenanters, Campbellites, and representatives of various other minor religious sects of the South.

Like other programs at Tuskegee, the Phelps Bible Training School offered day and night class options. The night school was organized specifically to aid pastors and other people living near Tuskegee who were unable to attend during the day. The program had fifty-eight graduates by 1906.[215]

Hospital and Nurse Training

A formal nurse training program began in 1892 with the construction of Pinehurst Hospital on the grounds of Tuskegee Institute. Dr. Halle Tanner Dillon Johnson, the first female physician to pass the Alabama state medical examination and the first female physician at Tuskegee Institute, founded the program, which was organized to "meet the urgent necessity of caring for the physical side of the race, along with the mental and industrial."[216] With the completion of the new John A. Andrew Memorial Hospital in 1912, the program expanded, and by 1915 claimed around one-hundred graduates, who were employed throughout the country (Figure 3-63).[217]



Figure 3-63. Group of nursing students at Tuskegee Institute in 1917. New York Public Library.

[213] Thrasher, *Tuskegee*, 124.

[214] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 59.

[215] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 59; Thrasher, *Tuskegee*, 114.

[216] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 91.

[217] Weiss, *Robert R. Taylor*, 219–221; Advertisement, *The Tuskegee Student,* September 4, 1915.

Summer School for Teachers

With its roots as a normal school, teacher education was important at Tuskegee Institute. Not every practicing teacher, however, could quit his or her teaching position to attend. So, early in its history, Tuskegee Institute implemented a summer school program. In 1903, the *American Monthly Review of Reviews* included a notice that

> [p]rovision has also been made by the General Education Board for other similar work, and especially for a summer school to be held at the Tuskegee Institute, Tuskegee, Ala., from June 29 to August 7, for the benefit of colored teachers.[218]

The Summer School for Teachers expanded to a full six-week program held during June and July in 1910.[219] In 1913, Washington wrote that in the previous year, 300 teachers were enrolled in the program.[220]

Outreach and Extension

Outreach was a key concept at the very beginning of the establishment of Tuskegee Institute. Even before the school opened, Washington explored the countryside around Tuskegee and saw the poor conditions in which most African Americans were living. After the school started, he continued to visit the homes and farms of black people throughout the county to learn about the challenges they faced so that he could tailor his new school's programs to meet their needs. He felt that the best way to serve the local people was to combine academic classes with practical training, that is, "learning by doing," from which his students could draw lessons they could take home and teach others.[221]

An outgrowth of the school's spiritual practices was the formation of the Young People's Society of Christian Endeavour, a group organized to support young Christians; the formation of the Young Men's Christian Association (YMCA) and Young Women's Christian Association (YWCA) to care for local sick, needy, and elderly; establishment of a branch of the Humane Society; and the formation of the Tuskegee Women's Club and Mothers' Council, which also practiced community outreach. [222]

A "Model Village"

In 1888, Washington wrote to a supporter about his plans for acquiring land for a new residential subdivision just across the Montgomery Road from the campus. Washington advised that as "[a]s people in this section [region] are not used to living on small lots I suggest that the lots be 100 ft front and 300 deep instead of 50 front and 150 deep."[223]

After the land was purchased in 1890, Robert Taylor began planning Washington's "model village," which had been named "Greenwood" by 1895. During his second year, Taylor began to design the plat for Greenwood and plans for two- and three-room cottages that could be used throughout the subdivision and the surrounding countryside for building efficient, affordable housing.[224]

Greenwood was advertised in the national black press as a residential development that offered good schools for the children of middle-class African Americans. A promotional brochure described the subdivision as "A Progressive Village Adjoining the Tuskegee Normal and Industrial

---

[218] Albert Shaw, ed., "Summer Schools," *American Monthly Review of Reviews* 27 (May 1903): 591.

[219] Tuskegee Normal and Industrial Institute, *Tuskegee to Date* (Tuskegee: Tuskegee Institute, 1915), 11; Scipio, *Pre-War Days*, 17.

[220] Washington, *Report of the Principal*, 4.

[221] B.D. Mayberry, *The Role of Tuskegee University in the Origin, Growth, and Development of the Negro Cooperative Extension System* 1881–1990 (Tuskegee: Tuskegee University, 1989), 37–38.

[222] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 14.

[223] Harlan, *Booker T. Washington*, 484–485.

[224] Weiss, *Robert R. Taylor*, 57, quoting *Southern Letter* 1893.

Institute: Largest Education and Industrial Center for Colored People in the South."[225]

In 1901, the Southern Improvement Company (SIC), bought two hundred acres next to Greenwood to expand the community and by 1904 had platted it into a grid of lots (Figure 3-64).[226] The layout of Greenwood and the adjacent SIC subdivision included diagonal streets oriented to the cardinal directions of north, south, east, and west, in alignment with the Tuskegee town grid. In 1903, to serve the new residents of Greenwood, Tuskegee Institute moved its Practice School further west of the central campus and closer to the subdivision, and added another campus entrance at that end.[227]

Greenwood was governed by the elected Board of Control of the Village Improvement Association, which collected a tax to support street maintenance. Tuskegee Institute powered its street light system and provided its water supply.[228]

Negro Farmers' Conference

In 1888, Washington assigned Charles W. Greene job of organizing farmers' clubs and classes on the campus. These monthly, on-campus farmers' meetings sparked the first annual Negro Farmers' Conference in 1892, based on similar conferences that had been held in Georgia in the early 1880s. Washington invited around seventy-five farmers to join him at "an interesting and somewhat unique Negro Conference," the goal of which was "to find out the actual industrial, moral, and educational condition of the masses" and learn how Tuskegee Institute's programs could help "the masses of the colored people to lift themselves up." He was surprised to see over 400 farmers, both men and women, "of all grades and conditions," arriving that morning to attend (Figure 3-65).[229]

Of the first Tuskegee Farmers' Conference, it was reported by regional newspapers that the morning was spent listening to various farmers speak about the challenging conditions in which they lived and worked. The afternoon was spent discussing various remedies to these conditions and ended with the conference delegates developing a resolution that urged black farmers,



Figure 3-64. Plat of the South Greenwood subdivision in Tuskegee, ca. 1904. Scipio.

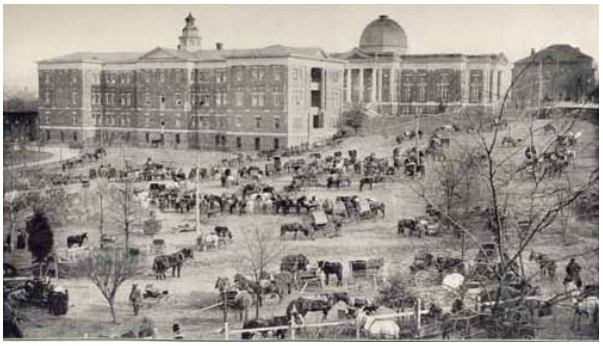


Figure 3-65. Photograph taken of the Tuskegee Institute campus during the 1916 Negro Farmer's Conference. Scott, 1916.

[225] Clement et al., *Campus Heritage Plan*, 12.

[226] The notion of cooperative ownership originated in efforts made during the Civil War to provide African Americans with confiscated lands. After the end of the war, many freedmen pooled their money to buy abandoned plantations, which they divided among themselves. The first such effort at Tuskegee was the Southern Improvement Company, started in 1900 by leading Northern reformers to provide land to black people in the countryside surrounding Tuskegee. Nancy Anne Carden, "A Study of Black Landownership, 1865–1940: The Bridgeforth Family of Limestone County, Alabama" (Master's thesis, University of Tennessee, 1990), 28.

[227] Weiss, "Tuskegee: Landscape," 23.

[228] Mayberry, *The Role of Tuskegee*, 65.

[229] Jones, "Improving Rural Life," 107.

> to buy land and to cultivate it thoroughly; to raise more food supplies; to build homes with more than one room; to tax themselves to build better school houses and to extend the school term to at least six months; to give more attention to the character of our leaders especially ministers and teachers; to keep out of debt; to avoid law suits; to treat our women better; and that conferences similar in aim to this one be held in every community where practicable.[230]

Similar resolutions were set at each subsequent annual farmers' conference; by 1900, the resolutions were printed for distribution throughout the county and state.[231]

The Tuskegee Farmers' Conference attracted a staggering annual 2,000 plus attendees in 1898 and continued after Washington's death in 1915 to the present day. From these conferences a vast number of similar meetings were organized by black educational institutions across the South. Although the precise impact these conferences cannot fully be measured, between 1892 and 1920 the number of black-owned farms more than doubled in value of lands and buildings from $69,636,420 in 1900 to $522,178,137 in 1920.[232]

The 1892 Farmers' Conference was the start of Tuskegee Institute's formal extension work with black farmers. Often, however, local farmers were reluctant to attend, feeling intimidated by the academic atmosphere. To welcome them, Washington, Greene, and other faculty began to go out into the community to speak informally with black farmers at their churches, in their homes, and on their farms.[233] This work inspired the creation of the agricultural experiment station, the "Moveable School" that became the "Jesup Wagon," farmers' institutes, agricultural short courses, agricultural fairs, co-operative demonstration work, and various agricultural publications produced by the school.

Mother's Meetings

The Mother's Meetings were started by Margaret Murray Washington in 1893, the year after the first Tuskegee Farmer's Conference. At the conference, Booker T. Washington had allowed male farmers to speak about their concerns, but not female farmers. Murray decided to establish a forum where women could also improve their lives. This regular Saturday program of Mother's Meetings included lessons in literacy, child care, housekeeping, and hygiene. The women could bring their children, who had their own playroom so that their mothers could attend the meeting. By 1904, the group grew to around 300 women. Other communities adopted similar programs and by 1906, a total of eleven programs in Macon County and the region had reached over 600 women.[234]

Agricultural Farmers' Institute

The first Agricultural Farmers' Institute was organized in 1897 with Charles W. Greene as its president. Held at Milbank Hall about once a month, the program presented lectures and demonstrations about agriculture by the school faculty. Farmers were encouraged to speak about their experiences with recommended practices. George Washington Carver was active in the institute and occasionally led farmers' tours of his experiment station. The Farmers' Institute held its first fair in 1898 on the Tuskegee Institute campus; there, farmers could display their products and talk about what they had learned at the institute. Women also displayed samples of their needlework, quilts, and canned goods. The fair became so successful that in 1906, it moved to a permanent site and became the Negro Macon County Fair. In 1911, it merged with the white

---

[230] "Colored People of the Black Belt Pass Resolutions of Interest to Their Race" *Montgomery Advertiser*, 24 February 1892; *Birmingham Age-Herald*, 24 February 1892, quoted in Jones, "Improving Rural Life," 108.

[231] Jones, "Improving Rural Life," 108.

[232] Mayberry, *The Role of Tuskegee*, 41.

[233] Mayberry, *The Role of Tuskegee*, 38–39.

[234] Mayberry, *The Role of Tuskegee*, 64–65.

county fair association to become the Macon County Fair Association.[235]

Elizabeth Russell Settlement

In 1898, Margaret Murray Washington, with help from Annie Davis, a graduate of Tuskegee Institute, started a small school in a cabin at the Russell Plantation eight miles from Tuskegee to demonstrate Tuskegee's methods of education and self-reliance. Davis lived at the cabin and ran the school, which was funded through donations from Washington's friends, a small monthly tuition, and some money from the county. The school enrolled sixty-five students at one point; its students raised corn, potatoes, collards, cabbages, peas, and other vegetables to support themselves when they were not in class.[236]

National Negro Business League

In 1900, Booker T. Washington, believing that the solution to racial discrimination was primarily economic, established the National Negro Business League in Boston to support black entrepreneurship (Figure 3-66). Membership in the league comprised small business owners, farmers, doctors, lawyers, and other professionals. As it grew throughout the United States, it began to maintain business directories in every major city.[237] A local branch of the National Negro Business League was established in Tuskegee around 1906.[238]



Figure 3-66. Executive Committee of the National Negro Business League in 1904. Booker T. Washington is seated, second from the left. Library of Congress.

Tuskegee in Africa

In December 1900, Washington sent a group from Tuskegee Institute to the German colony of Togo in West Africa to help the country establish a cotton-based economy. Inspired by Washington's 1895 speech at the Atlanta Cotton States and International Exposition, Baron Beno von Herman auf Wein, the agricultural attaché to the German embassy in Washington, DC, saw Washington's "cast down your bucket" model as ideal for application in Togo. Although Togo already had a small textile industry, particularly in the south portion of the colony, Baron von Herman visualized remaking the entire colony into a major cotton producer by imposing on its native people what was believed to be a superior model. The contingent of four, including Tuskegee graduates Allen L. Burks, Shepherd L. Harris, and John W. Robinson, under the leadership of Tuskegee faculty member, James N. Calloway, arrived in early 1901 in Tove, a group of six villages in inland Togo.[239]

The local people, who were of the Ewe ethnic group, did not even have a textile industry at the time; instead, Tove was a successful center of pottery production that was run by women. The Ewe women were independent and dominated trade with the German merchants. Even in the cotton-growing areas of south Togo, only women grew cotton. A woman and her dependent children would maintain their own house and fields; several women would share a single

[235] Mayberry, *The Role of Tuskegee*, 53–54.

[236] Mayberry, *The Role of Tuskegee*, 64.

[237] For additional information about the National Negro Business League, refer to Michael B. Boston, *The Business Strategy of Booker T. Washington* (Gainesville: University Press of Florida, 2010).

[238] Mayberry, *The Role of Tuskegee*, 65.

[239] Andrew Zimmerman, "A German Alabama in Africa: The Tuskegee Expedition to German Togo and the Transnational Origins of West African Cotton Growers," *The American Historical Review*, 110, no. 5 (December 2005): 1,362–1,398.

husband, who lived on his own. Washington and the German merchants did not approve of these arrangements and hoped to introduce a patriarchal, monogamous, domestic system. The idea was that by growing cotton, a man could improve his family life and become a "free farmer on his own plot, at home with his family." Men would not have to travel to day jobs as laborers or porters, "the women would cease to ramble around," and "[o]rderly family relations could take hold." Even the wives of the Tuskegee representatives participated by holding classes to teach the native women housekeeping.[240]

Burks, Harris, Robinson, and Calloway were immediately met with setbacks. There were no draft animals to pull their supply wagons or even the plows they hoped to teach the Ewe to utilize in the fields. The oxen and horses they brought to the area were killed off by African trypanosomiasis, also known as "sleeping sickness," a disease spread by infected tsetse flies. In addition, American cotton varieties would not grow at all, so a new seed source had to be found and the seeds interplanted with corn, as was the local tradition. These setbacks meant that the group failed to realize its vision of establishing a model cotton farm run by Tuskegee graduates. Most importantly, local resistance to the imposition of the new system meant that the women of Togo continued to grow and sell cotton in much the same way they had done for decades.[241]

In 1904, these problems led the Tuskegee contingent to abandon their original plans and instead set up a cotton school to train natives who would then teach other Togolese. The new school was established by John Robinson in Notsé, a group of seven isolated villages in Togo. Afterwards, Calloway and the other Tuskegee graduates returned to the United States. The German government began to force participation in the school, requiring every district in the colony to send students to be trained. Their education was restricted to agricultural training and included no academic classes because of German fears that educated workers would leave the farms for more lucrative merchant positions.[242]

In the end, despite resistance to the system, Togo cotton farmers ended up improving the country's cotton exports in quality and quality, thanks to the efforts of Tuskegee between 1901 and 1909. However, because their efforts ignored the social and cultural structures of the Ewe in Togo, the cotton growing system had to be enforced from above and became as industrialized as the plantation and sharecropping systems of the American South that Washington had hoped black farmers could escape. Despite economic success, Washington's vision of a system of free, independent, black cotton farmers living in contented domesticity in Togo was never realized.[243]

Short Course in Agriculture

Another outcome of the Farmers' Conference was the "Short Course in Agriculture," organized by Carver and George R. Bridgeforth, and first hosted at Tuskegee Institute in 1904. Short courses were offered in the winter and were anywhere from two to six weeks long. There, farmers worked on solving problems with their farms and listened to the occasional guest lecturer from the United States Department of Agriculture (USDA), the Georgia Agricultural Experiment Station, and the agricultural college at nearby Auburn University. In addition to agricultural classes on farming, livestock, dairying, poultry raising, fruit growing, and truck gardening, there were special classes geared to women and children covering other subjects.[244]

The "Jesup Wagon"

Starting in 1899, every Friday night, George Washington Carver set out into the community

[240] Zimmerman, "A German Alabama," 1,362–1,398.

[241] Zimmerman, "A German Alabama," 1,362–1,398.

[242] Zimmerman, "A German Alabama," 1,362–1,398.

[243] Sven Beckert, "From Tuskegee to Togo: The Problem of Freedom in the Empire of Cotton," *The Journal of American History*, 92, no.2 (September 2005): 526.

[244] Mayberry, *The Role of Tuskegee*, 54–55.

with a mule-driven wagon outfitted with tools, seed packets provided by the USDA, and boxed demonstration plants, which he called his "Movable School," as described above. Inspired by Carver's success, in November 1904, Washington met with banker and philanthropist Morris K. Jesup, who agreed to provide the $567 for the wagon and equipment. Jesup also offered to persuade the John F. Slater Fund to underwrite the cost of the wagon operation. In late May 1906, George R. Bridgeforth, who replaced Carver in this function, set out in the Jesup Agricultural Wagon to continue the work of bringing the "Farmers' College on Wheels" to the rural community (see Figure 3-56).[245]

Agricultural Demonstration at Tuskegee

On November 12, 1906, Tuskegee graduate, Thomas M. Campbell, on the recommendation of Carver and Bridgeforth, became the first black demonstration agent in the United States (see Figure 3-57).[246] Campbell initially worked in Macon and surrounding counties, but eventually took his work and a version of the traveling school to all areas of Alabama, Mississippi, and Georgia. Because Campbell made Tuskegee Institute his base of operations, Washington was able to establish the Extension Department in 1910. The new department systemized the school's numerous extension activities, including the distribution of printed bulletins, circulars, farmers' leaflets and pamphlets issued by the various school departments, one being the experiment station.[247]

The Children's House

Constructed in 1901, the Children's House was part of the Normal Training School and was used as an elementary practice school for the dual purpose of teaching local children and educating future teachers. Many of its students came from the Greenwood community. The school covered grades one through five; those who completed the primary school program at the Children's House were considered ready to enter the junior class at the Tuskegee Institute. The Children's House also included facilities for practicing manual work, housekeeping, and gardening.

Rural Schools

Around 1906, Tuskegee began a program of helping country schools improve the educational opportunities of African Americans in their areas. At that time, the state of public education in Alabama was dire, especially for black people. The average school term was less than one hundred days; only three-fifths of all children in the South were enrolled in a school and only one-third attended school regularly. In addition, rural schools received around a quarter of the funds received by urban schools. The state of schools for rural black people was even worse: on average, state expenditure per black child was about half of that for a white child. In addition, African American teachers were undereducated and underpaid, receiving around one-third the salary of white teachers.[248]

In response, Booker T. Washington set a goal to establish purpose-built school buildings for rural black people. In 1904, with financial assistance from Henry Huttlestone Rogers, a Standard Oil Company executive, and help from local community members, Washington led the construction of a small number of schools to see if the plan would work. The plan succeeded, and within five years, the program had constructed forty-six small schools in rural Alabama. In 1909, however, Rogers died and the program lost its funding.[249]

In May 1911, Washington traveled to Chicago on a fundraising trip, where he met Julius Rosenwald, who had held a luncheon in his honor. Rosenwald was an enthusiastic supporter of self-help and industrial education for African Americans. That

[245] Jones, "The Role of Tuskegee," 262–263.

[246] Jones, "The Role of Tuskegee," 264.

[247] Jones, "The Role of Tuskegee," 265.

[248] Summer Anne Ciomek, "The History, Architecture, and Preservation of Rosenwald Schools in Georgia" (Master's thesis, University of Georgia, 2007), 13–14.

[249] Ciomek, "Rosenwald Schools," 14–15.

October, he traveled to Alabama to tour Tuskegee Institute with Washington and subsequently donated $25,000 to the school. With $2,800 of the donation, Washington proposed to continue the rural school program and construct six additional schools in Alabama. With Rosenwald's support, the schools were completed in 1914, with the rest of the money contributed by surrounding black communities, white philanthropists, and state and county school boards.[250]

Buoyed by the success of those schools, Rosenwald donated another $30,000 to help build, in cooperation with Tuskegee Institute and state and county school boards, 100 additional schools in the state. Around eighty of these schools were constructed before Washington's death in 1915.[251]

In the final year before his passing, Washington, collaborated with Rosenwald, and Tuskegee Institute's Extension Department, Department of Architecture, Department of Mechanical Industries, and Department of Agriculture, to publish a guidebook, *The Negro Rural School and Its Relation to the Community*. This book served as a "how-to" for the planning, design, siting, and construction of three different types of rural schools: the "one-teacher school, the central school, and the county training school." The one-teacher school would be "taught by a woman and should embrace the first four or five grades of elementary work." The central school would be larger and attract children from an area of around four or five miles away. The county training school would be vocational and be taught by "preferably a man and his wife residing on the grounds." It also offered blueprints for ten different designs that could be ordered from the Extension Department for one dollar (Figure 3-67).[252]

By 1917, the school building program operating out of Tuskegee Institute had helped construct over 300 schools, but requests for aid seemed unending and Rosenwald was reluctant to expand the program further. That year, however, after he spoke at a conference of Southern superintendents of education in Washington, DC, about the school-building efforts in Alabama, he was urged to expand the program. A committee of state education agents, including Jackson Davis of the General Education Board, James L. Sibley of Alabama, and S.L. Smith of Tennessee, worked together to draw up several recommendations to bring the program to other states. It would still be managed by Tuskegee Institute, but from a newly-formed Department of Rural Schoolhouse Extension and with matching grants from the states. A second committee formed of Sibley, Robert Russa Moton, and Emmett J. Scott, revised the guidelines. The program continued to be managed out of Tuskegee Institute until 1920, when it was taken over by the Rosenwald Fund.[253]

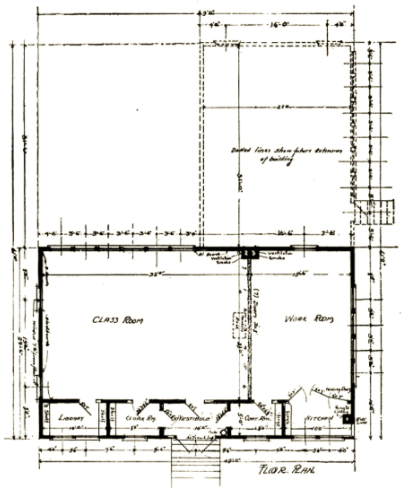


Figure 3-67. Design from 1915 for a one-teacher school from *The Negro Rural School and Its Relation to the Community*, produced at Tuskegee Institute.

Baldwin Farms and Hilton Head

In 1914, based on the success of the development created by the Southern Improvement Company, Washington initiated a project named "Baldwin Farms" after Tuskegee Institute trustee William H.

[250] Ciomek, "Rosenwald Schools," 15.

[251] Ciomek, "Rosenwald Schools," 16.

[252] Tuskegee Institute Extension Department, *The Negro Rural School*, 7–8.

[253] Ciomek, "Rosenwald Schools," 19–22.

Baldwin, Jr. This project would allow the school's agricultural graduates to buy 40 acres of farm land and a small house through a low-term mortgage. The community of Baldwin Farms had a sawmill and a railroad spur line, which helped it survive, economically. The development had a superintendent, also a Tuskegee graduate, who encouraged every colonist to pay their debts quickly, spend rainy days improving the interiors of their homes, keep their soil plowed, can and preserve food, and raise as many pigs and chickens as possible.

Washington, in partnership with W.T.B. Williams of Hampton Institute, attempted another, similar project on Hilton Head in South Carolina. Starting in 1906, the goal for the colony was to become successful in growing high-grade sea island cotton and winter truck farms. However, for various reasons, the plan failed and the colony abandoned within just a few years.[254]

Funding

Tuskegee Institute was funded by a combination of government monies, donations from philanthropic organizations, and, most importantly, donations from the thousands of individuals appealed to by Booker T. Washington and his staff throughout the period of his presidency.

Philanthropy

African American education in the South between 1865 and 1935 depended primarily on philanthropy for support. Three distinct types of philanthropic groups arose to support black education. The first and earliest comprised the various Northern white benevolent societies and missionary groups, many arising from the anti-slavery movement; these were particularly active during Reconstruction. The second group comprised black religious organizations, especially the African Methodist Episcopal Church, which established numerous colleges for black students. Both groups supported providing a classical liberal education for African Americans and incorporating them into the mainstream national culture. The third philanthropic group comprised primarily white corporate donors and wealthy individuals. These philanthropists had been involved in supporting black education since Reconstruction and preferred supporting industrial, rather than academic, training. It was these groups who, aside from the hundreds of individual donors, were the most valuable supporters of Tuskegee Institute during the period of Booker T. Washington's presidency.[255] These philanthropic groups included:

Peabody Education Fund

The Peabody Education Fund was founded by George Peabody in 1867, just two years after the end of the Civil War. Its stated purpose was to promote "intellectual, moral, and industrial education in the most destitute portion of the Southern States." The Peabody Education Fund began donating money to Tuskegee Institute in the 1880s.[256]

John F. Slater Fund for the Education of Freedmen

The John F. Slater Fund was founded in 1882 by John Fox Slater to fund the education of African Americans in the Southern United States. The Slater Fund also began donating to Tuskegee Institute in the 1880s.[257]

Phelps Stokes Fund

The Phelps sisters began donating funds to Tuskegee Institute in the 1890s. In 1911, they established the Phelps Stokes Fund through the bequest of Caroline Phelps Stokes. Phelps Stokes, who died in 1909, was one of two sisters, the other being Olivia Phelps Stokes, who had helped to

[254] Gerrit L. Verschuur, *Hidden Attraction: The History and Mystery of Magnetism* (Oxford: Oxford University Press), 214–217.

[255] Anderson, *Education*.

[256] Moore, *Booker T. Washington*, 30.

[257] Moore, *Booker T. Washington*, 30.

fund several projects at Tuskegee Institute for many years.[258]

Wealthy Donors

Other funds came from individual wealthy industrialists and other wealthy Northerners, who donated enough money to support the construction of individual buildings within the campus. Aside from the Phelps sisters, these included:

- Elizabeth Milbank Anderson, a philanthropist and advocate for public health and women's education, and supporter for the construction of Milbank Hall; [259]
- Andrew Carnegie, who became one of the richest men of his time but focused his philanthropy on supporting American education, donating extensively to build libraries and help small colleges. Carnegie Library at Tuskegee Institute was named after him; [260]
- Elizabeth Julia Emery, a wealthy American philanthropist, who grew up in Cincinnati, Ohio, but lived in England. Inspired by reading *Up With Slavery*, she became determined to use her wealth to improve the lives of African Americans. Her donation enabled the construction of the Emery buildings at Tuskegee; [261]
- Arabella Huntington, who was born in humble circumstances but married railroad magnate Collis P. Huntington, went on to become a generous benefactor to both Tuskegee and Harvard universities. The Collis P. Huntington building was named after her husband;[262]
- William Jackson Palmer, American industrialist and philanthropist. Palmer made substantial donations to Tuskegee Institute, but anonymously;
- John D. Rockefeller, American oil industry business magnate, industrialist, and philanthropist who made substantial contributions to the financial stability of Tuskegee Institute, and for whom Rockefeller Hall was named;
- Henry Huddleston Rogers, American industrialist, head of Standard Oil, financier, and philanthropist, who made substantial donations to both Tuskegee and Hampton institutes;
- James B. Tantum, a physician and real estate investor from Trenton, New Jersey, who was so moved by one of Washington's speeches during a tour, that, on his deathbed, asked his daughter to give Tuskegee Institute a building from his estate. The new building, a dormitory in the Colonial Revival style, was named Tantum Hall; [263]
- Cornelia C. Tompkins, who upon her death in 1902 left tens of thousands of dollars to various groups, with her largest bequest to Tuskegee Institute. Tompkins Hall was named so in her honor;[264] and
- Alfred T. White, American housing reformer and philanthropist. He made substantial

---

[258] Wikipedia, "Phelps-Stokes Fund."

[259] Wikipedia, "Elizabeth Milbank Anderson," accessed October 14, 2018, https://en.wikipedia.org/wiki/Elizabeth_Milbank_Anderson.

[260] John M. Berry, "Andrew Carnegie and Race," *Diverse Issues in Higher Education*, accessed October 14, 2018, https://diverseeducation.com/article/11301/.

[261] Kenneth M. Hamilton, *Booker T. Washington in American Memory* (Urbana: University of Illinois Press, 2017), Chapter 2.

[262] Linda Mollno, "Arabella Huntington: A Woman of Mystery," *San Marino Tribune*, September 1, 2016, https://sanmarinotribune.com/10372-2/.

[263] Weiss, *Robert R. Taylor*, 208.

[264] "Numerous Institutions Benefit by Will of Mrs. Cornelia C. Tompkins," *New York Times,* April 19, 1902, 9.

donations to both Tuskegee and Hampton institutes. White Hall was named after him.[265]

The Work of Fundraising

Booker T. Washington and his staff kept up a constant campaign aimed at Northern white philanthropists. On their many speaking and fundraising trips to the north, Washington and his staff courted not only millionaires but thousands of middle-class Northern white supporters.

As described by Henry S. Enck in his article, "Tuskegee Institute and Northern White Philanthropy," Washington had extensive support in his fundraising efforts. With help from the school's publicity office staff of nine, along with financial agents, who were trained through apprenticeships in fundraising at Hampton Institute and later at Tuskegee Institute, Washington had at hand extensive lists of people who were friendly to the school. The school's financial agents lived in major cities like New York, Boston, and Philadelphia, and in addition to working within these cities, traveled to the surrounding towns to address audiences in churches and hotels, and arrange personal interviews with local philanthropists.

Tuskegee Institute also published and mailed regular newsletters to potential donors, such as the *Southern Letter* and the *Tuskegee Student*, describing the activities at the school and "extoling the dignity of manual labor and the principle of self-help as practiced at the school."[266] The school also published pamphlets such as "Making Useful Citizens."

One of the most popular tools for Northern fundraising was the performance of the "Tuskegee quartets," singing groups from the school that toured the North and went as far as California. The quartets would dress in white duck pants and blue coats and perform old plantation melodies to crowds of hundreds of people.

Central to the fundraising effort, however, were the publications and personal appearances of Booker T. Washington, who carefully cultivated his Northern white following. His most popular books included *Up from Slavery*, *My Larger Education, The Future of the American Negro*, and *Tuskegee and Its People*.

When traveling on his fundraising excursions, which he admitted took about two-thirds of his time, Washington spoke in the North at churches, clubs, and civic groups. Prior to these appearances, his staff would contact the local mayor for support, sell tickets, and distribute handbills. So successful was Washington that for his 1912 speech in Chicago to the "Sunday Evening Club," he drew at least 8,000 people and many others had to be turned away.

For his most important donors, however, Washington extended invitations to come visit the school and see it in operation. These included, for example, Mrs. C.L. Byington (C.L. Byington Greenhouse), the Alfred T. White family, and the Phelps Stokes sisters, who visited the campus countless times.[267]

Buildings and Structures

Publications from this time period describing the Tuskegee Institute campus and its evolution identify donors, building materials, and what classes or programs were carried out within major buildings. Unfortunately, the smaller, typically wood-frame buildings did not garner the same attention and are not extensively described. When architect Robert R. Taylor arrived on campus in November 1892, the physical campus of Tuskegee Institute could be described as a "dozen or more brick and frame structures, many of them cottages

[265] Wikipedia, "Alfred Tredway White," accessed October 14, 2018, https://en.wikipedia.org/wiki/Alfred_Tredway_White.

[266] Henry S. Enck, "Tuskegee Institute and Northern White Philanthropy," *The Journal of Negro History* 65, no. 4 (Autumn 1980): 338.

[267] Enck, "Tuskegee Institute," 336–345.

or cabins that were used for shops, classrooms, and faculty and student housing."[268] The buildings erected on the campus during this period are described below and listed by construction year.

Porter Hall (1882)

The first building constructed by students was Porter Hall, named to honor Alfred H. Porter of Brooklyn, New York, who had given "a generous sum" toward the construction of the building (see Figure 3-7).[269] Porter was a Wall Street broker who Washington personally solicited to support the school during one of his New York trips. Porter was the first and largest donor of that trip; his gift of $500 went toward the construction of the hall that later bore his name.[270]

Porter Hall, erected on the site of the old Bowen farm house and possibly atop its foundation, was wood-frame and measured 67 by 58 feet. Constructed over the summer of 1882, the three-story structure had a basement with laundry facilities, six recitation rooms, a large chapel, a reading room and the school's first library, a small commissary, a boarding hall, a kitchen, dining room, and, on the third story, dormitories for women.[271] Porter Hall also housed the school's first post office. The building's cornerstone, inscribed to honor its donor, was laid as part of the first graduation exercises held at the campus. Student labor included preparing the site, laying the brick foundation, and framing the new building. The use of student labor lowered the cost of the overall building and provided a way that students could pay for their education through their work. Because student labor was used on so much of the building, the final cost, excluding furnishings, for the building was just $4,450.00.[272]

By the early 1900s, Porter Hall was being used as office space for the principal and treasurer, as well as some of the department heads. There were also several recitation rooms and a large general study room, but housing appears to have been removed from the building.[273] Porter Hall was razed in 1905 to make way for the brick buildings that dominated the period in which architect Robert R. Taylor was teaching at the school.[274]

Early Cottages

The next building to be erected on campus after Porter Hall was a small frame cottage constructed in 1883, containing four rooms to provide housing for sixteen of the male students. Thirty-six more men were lodged in three cabins near the school grounds and obtained their meals from the boarding department at the Institute.[275]

There were several other cottages built to house student, faculty, or programming in this period. Among these was the Practice Cottage, erected in 1895 as a "model" farmer's home, built close to Montgomery road to inspire passersby. In addition, several cottages for faculty were built along Montgomery Road and at various locations on the campus (see Figure 3-19). Some of the earliest of these were three frame cottages constructed around 1888 and described in Washington's autobiography, *Up from Slavery*.

Girls Sleeping Rooms (Hamilton Cottage) (ca.1888)

Hamilton Cottage was a two-story frame cottage constructed around 1888 as a girls' dormitory. The cottage may have been the annex to Alabama Hall that Washington referred to in his autobiography. The building started being referred to as Hamilton Cottage around 1909. Prior to that, it was known simply as the "Girls Sleeping Rooms." The building stood slightly northeast of Alabama Hall next to the Girls' Bathhouse. By 1930, the building had been moved back around 75 feet from its

[268] Weiss, *Robert R. Taylor*, 23.

[269] Washington, *Up from Slavery*, 142.

[270] Harlan, *Papers*, 200, 267.

[271] Thrasher, *Tuskegee*, 27; Clement et al., *Campus Heritage Plan*, E-2.

[272] Harlan, *Papers*, 209–211.

[273] Thrasher, *Tuskegee*, 42.

[274] Weiss, *Robert R. Taylor*, 24.

[275] Thrasher, *Tuskegee*, 27.

original location and was relocated off campus sometime before 1948.[276]

Parker Model Home (Parker Cottage) (ca.1888)

Parker Cottage was a two-story frame building with an attic and basement. The approximately 2,600-square-foot cottage stood north of Tompkins Hall and was originally built as a girls' practice cottage and dormitory for senior women. In 1916, it was remodeled as a residence for second president Robert R. Moton and his family, who lived there until 1935, when Moton's tenure ended. Tuskegee's third president Frederick Douglass Patterson also resided in Parker Cottage with his family. Parker Cottage was demolished in 1962 to make room for Lewis Adams Hall.[277]

Mary T. Scott Cottage (ca.1888)

Erected sometime around 1888, Mary T. Scott Cottage was located northwest of Porter Hall and likely housed faculty and staff. The cottage was later home to a YMCA center and also served as a counseling center and staff clubhouse. The building was demolished in 1991.[278]

John F. Slater Carpentry Shop (1884)

A small building known as the John F. Slater Carpenter Shop was erected on the campus in 1884. It was named for the John F. Slater Fund that donated $1,000 in 1883 to equip the industrial department, and then a second donation to construct the carpentry shop.[279] It is not known when the shop was demolished.

Horse Stable (1884)

A stable for the school's horses was constructed in 1884. It is not known when it was demolished.

Alabama Hall (1885)

Even before the completion of Porter Hall, the next major building was already being planned. Washington, seeking greater permanency, determined that future buildings should be constructed of brick (see Building with Brick). The first brick building on campus was Alabama Hall, constructed 1884–1885 on a site between the present locations of White and Tompkins Halls. Historian Richard Dozier speculated that the building was designed likely by William Brown, who taught carpentry at the school.[280]

The new building included a basement that was hand-dug and brick walls made and fired by the students on campus. One of the teachers on campus wrote:

> Our young men have already made two kilns of bricks, and will make all required for the needed building. From the first we have carried out the plan at Tuskegee of asking for nothing which we could do ourselves. Nothing has been bought that the students could produce. The boys have done the painting, made the bricks, the chairs, tables and desks, have built a stable and are now building a carpenter shop. The girls do the entire housekeeping, including the washing, ironing, and mending of the boys' clothes.[281]

The four-story Alabama Hall was originally planned as a men's dormitory but was reassigned to the women during its construction, with the men taking over the women's dormitory on the third story of Porter Hall.[282] At that time, Alabama Hall had a footprint of 43 by 76 feet, and included "dormitories for 100 young women, kitchens and

[276] Clement et al., *Campus Heritage Plan*, E-3.

[277] Conley, *Demolished Buildings;* Clement et al., *Campus Heritage Plan*, E-3.

[278] Clement et al., *Campus Heritage Plan*, E-3.

[279] Thrasher, *Tuskegee*, 30.

[280] Dozier, 100, quoted in Clement et al., *Campus Heritage Plan*, 6.

[281] Thrasher, *Tuskegee*, 29.

[282] Weiss, *Robert R. Taylor*, 25.

dining rooms for teachers and students, and reading and sitting room for the young women."[283]

Despite its size, Alabama Hall soon proved inadequate for the needs of the Women's Department, so a one-story, wood-frame addition was constructed.[284] A second addition, three stories high in brick, was completed in 1896 (Figure 3-68).[285] It is likely that this final addition was planned by Robert Taylor, who had joined the faculty four years earlier. By 1906, Alabama Hall was occupied by the Dean of the Women's Department and provided housing for many of the "lady teachers" and female students.[286] The building also had dining rooms for both teachers and students and a bakery. Alabama Hall was demolished in 1908 to make room for White Hall.[287]



Figure 3-68. Alabama Hall with its 1896 addition. *My Life and Work.*

The Pavilion (1887)

Prior to the completion of the Chapel in 1898, church services and other gatherings were held at the Pavilion, constructed around 1887 for the sixth commencement ceremonies. The Pavilion was a "large frame structure low in height, built of rough lumber (see Figure 3-12)."[288] The building had a rectilinear footprint approximately 75 feet wide by 100 feet long, could seat 2,000 people, and provided a space for church services, assembly, general auditorium, graduations, and the Tuskegee Negro Conference. The Pavilion had been constructed on a rented parcel on the southwest side of the Montgomery Road. It leaked, however, and was not considered a permanent solution.[289]

In 1893, Tuskegee Institute received a monetary gift from Olivia Egleston Phelps Stokes and her sister Caroline. Just two days later, a distinguished Boston minister visiting the campus became rain soaked in the Pavilion while giving the school's commencement address. Washington felt the timing was providential, and he was soon informing the Stokes sisters that Tuskegee had a "competent colored architect, Mr. R. R. Taylor," who would design the new chapel with the funds they had donated to the school.[290] The Pavilion was destroyed by fire in 1918.[291]

Cow Barn (1889)

The wood-frame cow barn was constructed in 1889 on the western rim of Big Valley. Ornamented with a cupola, the cow barn was the centerpiece of the home farm. The barn, which housed the school's dairy herd, burned in 1895, killing the entire herd. It is believed by some that the cause of the fire was arson.[292]

Brick Creamery (1899)

In 1899, Tuskegee Institute constructed a brick creamery. It was later adapted for use as boys' housing, then as the "Little Theater" (Figure 3-69). It was demolished in 1998.[293]

---

[283] Tuskegee Normal and Industrial Institute, *Seventh Annual Report of the Tuskegee Normal and Industrial Institute for the Year Ending May Thirty-First, 1888* (Tuskegee: Normal School Press, 1888), 25.

[284] Jenkins, *Historic Resource Study*, 35–36.

[285] Weiss, *Robert R. Taylor*, 25.

[286] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 11.

[287] Weiss, *Robert R. Taylor*, 25.

[288] Conley, *Demolished Buildings.*

[289] Clement et al., *Campus Heritage Plan*, 5.

[290] Weiss, *Robert R. Taylor*, 173.

[291] Conley, *Demolished Buildings.*

[292] Weiss, *Robert R. Taylor*, 224.

[293] Weiss, *Robert R. Taylor*, 224



Figure 3-69. The Brick Creamery, later adapted as the "Little Theater." Tuskegee University Archives.

Armstrong Hall (Olivia Davidson Hall) (1889)

Armstrong Hall, a dormitory for male students, was constructed in 1888–1889 from plans drawn by Tuskegee carpentry instructor William C. Brown, who also oversaw its construction (see Figure 3-10).[294] The building was first named for Samuel Chapman Armstrong, the founder of Hampton Normal and Agricultural Institute. After the passing of Washington's second wife, Olivia Davidson, who had served the school faithfully as "teacher, curriculum specialist, principal, fund-raiser, and builder as well as confidant, wife, and mother," the building was renamed the Olivia Davidson Hall.[295] The four-story brick men's dormitory building also held classrooms, offices, sitting rooms, and a large printing shop. Davidson Hall was destroyed by fire in 1954.[296]

Blacksmith Shop (Band Cottage) (1889)

The Blacksmith Shop, also known as the Forge and Foundry Shop (now the Band Cottage) is the oldest standing building on the Tuskegee campus; it was constructed near the southeast corner of campus in 1889 (see Figure 3-11).[297] The one-story brick building was built with two major sections, with the larger and taller section on the west end historically housing the blacksmith shop, while the east portion of the building held the foundry.[298] Additional buildings housing shops for carpentry and other industries were also erected close by in 1889.[299] Today, the building houses the school's Navy ROTC program.

Principal's House (1890)

In early 1890, a two-story, wood-frame house was completed as a residence for Booker T. Washington, his newborn son from his second wife Olivia Davidson Washington, who had died a few months previously, and his two older children from his first marriage (Figure 3-70). It replaced the Principal's Cottage they had been living in that had burned down in 1889. The new house was built by Hampton carpentry graduate John W. Carter and his students. Students manufactured wood window and door casings from purchased wood instead of milling it themselves.[300] The house faced the main campus road and Alabama Hall and provided Washington with a view of the campus and its agricultural buildings to the west.

After the Washington family moved into The Oaks in 1900, the Principal's House was used as the



Figure 3-70. The Principal's House viewed from the main campus road. *My Life and Work.*

[294] Weiss, *Robert R. Taylor*, 25.

[295] African American Registry, "Olivia Davidson Washington, Quiet Co-Founder of Tuskegee," accessed January 24, 2017, https://aaregistry.org/story/olivia-davidson-washington-quiet-co-founder-of-tuskegee/.

[296] Conley, *Demolished Buildings.*

[297] Scipio, *Pre-War Days,* 169.

[298] Sanborn Map Company, *Sanborn Fire Insurance Map from Tuskegee, Macon County, Alabama* (New York: Sanborn Map Company, 1897), 2.

[299] Clement et al., *Campus Heritage Plan*, E-4.

[300] Weiss, *Robert R. Taylor*, 25.

school's library until the Carnegie Library was completed in 1901.[301] Principal's House was converted into the school library when Washington and his family moved into The Oaks.[302] The building was demolished at an unknown date.

Cassedy Industrial Building (1891)

Cassedy Industrial Building, constructed in 1891, was the home of the Mechanical Industries department prior to their move to the Slater-Armstrong Memorial Trades Building in 1900 (Figure 3-71).[303] Cassedy was designed and constructed by John H. Washington, the principal's elder brother, who at the time was Director of the Mechanical Industries.[304] After Cassedy was abandoned by the trades, it was converted into a "nicely arranged dormitory for young men."[305] The building was demolished in 1954.[306]

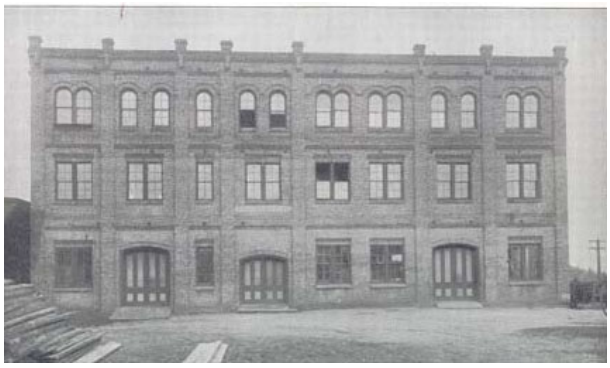


Figure 3-71. Campus face of the Cassedy Industrial Building. *My Life and Work.*

Steam Laundry (1892)

A building to house the school's steam laundry was designed and constructed by John H. Washington in 1892 (Figure 3-72). The construction of a laundry as a separate building allowed laundry facilities to move out of the basement of Porter Hall. The Steam Laundry was originally two stories high and constructed of Tuskegee brick; however, it was so successful that it was soon expanded to a third story. Steam laundries were industrial operations that used steam engines to power laundry machinery. The Steam Laundry at Tuskegee represented African Americans' participation in the modernization of traditional tasks.[307]

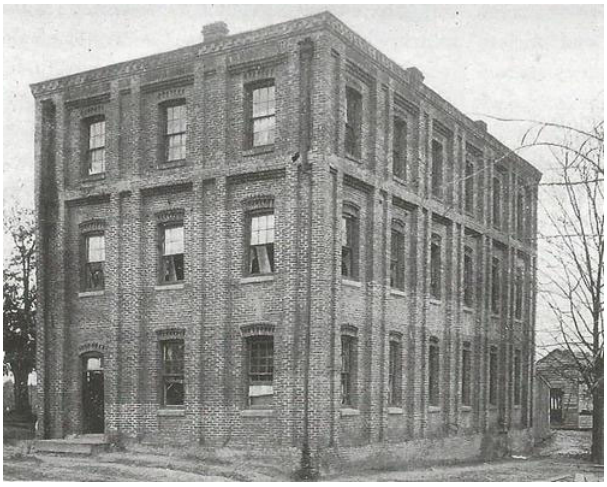


Figure 3-72. Photograph of the Steam Laundry after the third floor was added. Weiss, 2012.

Phelps Hall (1892)

In 1892, the Phelps Bible Training School opened at the Institute and was housed in the purpose-built Phelps Hall (see Figure 3-13). The three-story, wood-frame building was designed by Columbia University professors William Robert Ware and A. D. F. Hamlin, and donated "by a generous New York friend," subsequently revealed to be Olivia Egleston Phelps Stokes.[308] The elegant building, which was encircled by broad verandas, included a chapel, library, reading room, Dean's office, and three recitation rooms on

[301] Weiss, *Robert R. Taylor*, 31.

[302] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 13.

[303] Also spelled, particularly in Washington's own writing, "Cassidy." It is unclear if there is an individual or donor for which Cassedy Hall is named.

[304] Weiss, *Robert R. Taylor*, 35.

[305] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 11.

[306] Clement et al., *Campus Heritage Plan*, E-5.

[307] Weiss, *Robert R. Taylor*, 36; Clement et al., E-5.

[308] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 50; Weiss, *Robert R. Taylor*, 34

the first floor.[309] The upper floors were divided into sleeping apartments. Phelps Hall was last used by the ROTC program before being demolished in 1996.[310]

Practice Cottage (1895)

The four-room Practice Cottage was constructed in 1895 on the Montgomery Road as a "model" farmer's home (see Figure 3-15). Rotating groups of senior girls would reside there and practice managing a home within a set budget. As described by Washington, it had the appearance of "accidentally stray[ing] in from a country road," and had a "trim and well-kept air such as all country homes can have, no matter how poor and simple they may be."[311]

As part of their exercises in learning household budgeting, the young women decorated the Practice Home with found materials "so that children would be raised with cheer and stimulation." They put to use the paints developed by George Washington Carver out of Tuskegee clays and furnished the building with the barrel chairs the girls had made in an industrial class.[312]

Cottage 10 (1896)

Built in 1896, Cottage 10 was a 3,645-square-foot frame building that was located on the corner of Montgomery and Chambliss Streets. Built to house faculty and staff, the cottage was at one time resided in by Robert Taylor. Cottage 10 was demolished in 1996.[313]

Science Hall (Thrasher Hall) (1896)

The first of the many buildings designed by architect Robert R. Taylor on the Tuskegee Institute campus was the brick Science Hall, so known for its laboratories and science classrooms (see Figure 3-16). The building was first announced by Washington during a speech in Boston in 1893, but the three-story building would take years to erect.[314] In November 1895, the second story was completed, and the third story was started in June 1896. The building was renamed Thrasher Hall in 1900 after Max Bennett Thrasher, a journalist based in New England and enthusiastic supporter of the school; Thrasher had died unexpectedly while visiting Tuskegee.[315] The building was converted completely into dormitories between 1904 and 1906, then returned to academic use after 1933.[316]

Slater-Armstrong Memorial Agricultural Building (Margaret Murray Washington Hall) (1897)

Completed in November 1897, the two-story brick Slater-Armstrong Memorial Agricultural Building, later renamed Margaret Murray Washington Hall after her death in 1925, was constructed specifically to house Carver's Department of Agriculture and the agricultural Experiment Station. It contained laboratories, classrooms, and accommodations for a museum where displays aimed to benefit students and visitors were housed. The building, designed by architect George E. Wood of New York, was located near the main road northwest of the Principal's House and south of the eventual site of the Chapel. The building was dedicated in January 1898, with speeches made by Alabama's governor, the U.S. Secretary of Agriculture, and Slater Fund officers to the crowd of 5,000 gathered for the occasion.[317] The building later housed the Home Economics Department. It was demolished in the 2000s and a new building, also named Margaret Murray

---

[309] Thrasher, *Tuskegee*, 42.

[310] Conley, *Demolished Buildings;* Clement et al., E-5.

[311] Weiss, *Robert R. Taylor*, 32, quoting Booker T. Washington, *Being a Sequel to "Up from Slavery" Covering the Author's Experiences in Industrial Training at Tuskegee*, (New York: Doubleday, Page & Company, 1904), 100–101.

[312] Weiss, *Robert R. Taylor*, 32.

[313] Conley, *Demolished Buildings.*

[314] Weiss, *Robert R. Taylor*, 171.

[315] Weiss, *Robert R. Taylor*, 171.

[316] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 12; Weiss, *Robert R. Taylor*, 171.

[317] Weiss, *Robert R. Taylor*, 226.

Washington Hall, was erected on the site in 2010 (see Chapter 8).[318]

The Chapel (1898)

The new Chapel was funded through an 1893 donation from the Phelps Stokes sisters, who were also involved in selecting the site for the new building. After studies were made of three different sites, it was agreed that an undeveloped plateau west of the main campus and very near the campus cemetery was the most appropriate location.[319] The site was visible from the central campus and the public road.

Construction on the Chapel began in March 1896 and it was dedicated in March 1898 (see Figure 3-17). It was estimated that the erection of the building used 1.2 million bricks; there were also stone imposts, buttress caps, lintels, and sills. The symmetrical Greek cross plan of the building only appeared to be asymmetrical, with a 105-foot tower placed at the southeast corner, nearest the public road. Three lancet windows pierced the east and west elevations and four similar windows were installed on the north and south elevations. The building could seat 2,400, including the entire student body, divided with men to the left of the pulpit and women to the right, plus all eighty-eight teachers on the pulpit platform.[320]

When completed in 1898, the Chapel was the first building on campus to make use of the new "dynamo," making it the first to have electric lights.[321] The dynamo, or electric generator that makes direct current power, eventually provided lighting in other surrounding buildings, and allowed the school to add classes in electricity to its technical curriculum. The Chapel was destroyed by fire in January 1957.

Cottage 2 (1898)

Cottage 2 was a two-story frame residence built to house faculty and staff. Constructed in 1898, the 1,806-square-foot building stood on Montgomery Road across from the band cottage. Cottage 2 was demolished in 1994.[322]

The Oaks (1900)

Robert R. Taylor is also credited with the design and construction of The Oaks, the home of Booker T. Washington, erected between 1899–1900 as Washington's third and final residence on the campus (see Figure 3-18). It is believed that Taylor took a sabbatical from teaching that year—which would account for his absence from the staff list for the 1899–1900 school year—to prepare the drawings and oversee student construction of the building.[323]

The Queen Anne-style house was constructed on two lots on the southwest side of Montgomery Road, across from the future site of the Carnegie Library. The two-and-one-half-story residence was constructed of pressed brick with stamped metal shingles on the gable faces and a sleeping porch.[324] Other Queen Anne-style features of the house include the multiple roofs with ridges that meet at right angles, windows with both flat and arched tops, and prominent paneled chimneys.[325] Inside, The Oaks was divided into fifteen rooms (including five baths), including a study for Washington added in 1902.[326]

Historically, a free-standing barn was located southwest of the house. A circle drive extended to the house's *porte cochere* and beyond, a branch of the drive extended to the barn, although that branch was gone by 1915. Flower and vegetable gardens, and numerous fruit trees surrounded the

[318] Weiss, *Robert R. Taylor*, 65, 144, 225–226.

[319] Weiss, *Robert R. Taylor*, 173.

[320] Weiss, *Robert R. Taylor*, 175.

[321] USDI, NPS, Southeast Region, *The Oaks 100%*, 24.

[322] Conley, *Demolished Buildings.*

[323] USDI, NPS, Southeast Region, *The Oaks 100%*, 10.

[324] Weiss, *Robert R. Taylor*, 177.

[325] USDI, NPS, Southeast Region, *The Oaks 100%*, 12.

[326] Weiss, *Robert R. Taylor*, 177–178.

house; a chicken yard stood on the northwest side of the barn.[327]

Washington, who always wished to avoid the appearance of impropriety, hesitated to construct this new residence. Eventually, however, he was convinced that the funds gifted for the construction of the house were justified to alleviate his concern for his family's future should something happen to him. Funds for the house was largely made possible by the kindness of friends of the school in the North. The new residence enabled the principal to entertain more conveniently than he could do in his former residence.[328]

Pinehurst Hospital (1900)

Public health had been a concern for those at Tuskegee Institute almost from the day the school opened. In 1892, when there were no schools in Alabama to train African Americans in the medical field, Tuskegee opened a three-year nurse-training program.[329] The school also had a "hospital" in residential Greenwood in 1892, although this was likely a dispensary rather than a true hospital. When a smallpox epidemic occurred on campus, Parker Cottage was pressed into service as an infirmary.

In 1900, the new Pinehurst Hospital, a frame building designed by Taylor, was constructed at the north end of Big Valley, northwest of the Girls' Quadrangle (see Figure 3-28).[330] The 11,400-square-foot building was completed in 1901 using an anonymous gift of $4,000. The hospital's first physician and surgeon, John Andrew Kenney, arrived in 1902.

Once John A. Andrew Memorial Hospital was completed in 1912, the Pinehurst Hospital building was converted into apartments for faculty and staff and renamed Pinehurst Apartments. It was demolished in 1982.

Pinehurst Hospital Quarantine Cottage (1900)

This building was a one-story, wood-frame house built in 1900 as an isolation (quarantine) ward for Pinehurst Hospital. It was adapted in 1912 to become a residence. The 2,378-square-foot building was demolished in 1982.

Slater-Armstrong Memorial Trades Building (1900)

The Slater-Armstrong Memorial Trades Building was completed in 1900 next to the Chapel (see Figure 3-24). Originally named the "Boys' Trades Building," it was constructed to consolidate the scattered collection of buildings and sheds that housed the various trades studied by the male students into one complex. The building was sited at the western end of the Tuskegee Ridge and between the Chapel and the Montgomery Road. The site was broad and flat and could accommodate a structure with a large and sprawling footprint. The large, "double Greek cross" building with Italian Renaissance motifs was dedicated January 1900.[331]

The Slater-Armstrong Memorial Trades Building burned down in October 1918 and was replaced by five separate New Trades Buildings on the same site. These would later be renamed the Willcox Trades Buildings (See Chapter 4).[332]

Cottage 13 (1900)

Cottage 13 was constructed in 1900 as a one-story frame house with a partial basement constructed for faculty and staff. The 1,612-square-foot building, located along Montgomery Road, was demolished in 1994.[333]

---

[327] USDI, NPS, Southeast Region, *The Oaks 100%*, 49–50.

[328] Weiss, *Robert R. Taylor*, 177.

[329] Weiss, *Robert R. Taylor*, 218.

[330] Weiss, *Robert R. Taylor*, 66–67 and 219.

[331] Weiss, *Robert R. Taylor*, 178–179.

[332] Weiss, *Robert R. Taylor*, 181.

[333] Conley, *Demolished Buildings.*

Willow Cottage (1900)

Willow Cottage was constructed in 1900. It was designed by John H. Washington, who also managed its construction. Willow Cottage likely served as a sleeping room for girls and also, possibly, as a "model home," or "practice house."[334] It is not known when the building was demolished.

Senior Practice House (1900)

The Senior Practice House was constructed in 1900 and likely originally stood on the campus. It was moved to Montgomery Road in 1923, close to the Alumni House (1904). The Senior Practice House was demolished in 1996.[335]

Carnegie Library (1901)

Robert Taylor designed the Carnegie Library, which was completed in 1901 (see Figure 3-26).[336] The building was sited near the Principal's House, which had been converted into the school library when Booker T. Washington and his family moved to The Oaks. The site for the library was selected so that the building would look toward Alabama Hall.

The Colonial Revival-style brick building is notable for its four Ionic columns supporting "a well-designed pediment which forms the porch and gives the building a very imposing appearance."[337] Because the rear of the building faced the public road, Taylor did not ignore this elevation, instead using vertical pilaster-defined panels along what could have been a blank wall.[338] The large building was constructed for $20,000 (an estimated $30,000 savings since it was built with student workers) and included space on the first floor for a stack room, reading room, librarian's office, janitor's room, and two rooms used for the magazines and newspapers. The second floor contained an assembly room that accommodated 225 people, another stack room, three study rooms, and a museum.[339] On Sunday evenings, Carnegie Library served as the meeting place for bible study classes led by Carver.[340]

The library building was funded by and named after Andrew Carnegie following a conversation with Washington about the ability of a library to "elevate the whole race." In fact, the Tuskegee library was only the second library funded by Carnegie in the South, following a library for white patrons in Atlanta. It was the Carnegie Library and subsequent efforts of Washington that resulted in Andrew Carnegie going on to pledge $600,000 to the Tuskegee Institute endowment after a fundraiser for the library. He continued these efforts, funding twenty-two additional libraries at other black schools.[341]

Unfortunately, Carnegie did not fund the library contents. In 1906, it was reported in the *Annual Catalogue* that, although the school now had a large library building, there was no special fund to purchase books, meaning that almost every volume in the collection was donated.[342]

Dorothy Hall (1901)

Despite challenges in gaining financial support for the "Girls' Industrial Building," by May 1899, Booker T. Washington had secured a donor: Caroline Phelps Stokes. In a letter sent to the school by Washington after he secured Stokes's commitment, he wrote that the design should be "cheap and plain, but good and substantial" with plenty of room. Taking advantage of the terrain,

---

[334] Jenkins, *Historic Resource Study*; Harlan, *Booker T. Washington*, 146.

[335] Conley, *Demolished Buildings.*

[336] Weiss, *Robert R. Taylor*, 169.

[337] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 13.

[338] Weiss, *Robert R. Taylor*, 190.

[339] Weiss, *Robert R. Taylor*, 191; Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 13.

[340] Linda McMurray, *George Washington Carver: Scientist and Symbol* (Oxford: Oxford University Press, 1982), 202.

[341] Weiss, *Robert R. Taylor*, 189–191.

[342] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 13.

Robert Taylor sited the building at the edge of the Big Valley, allowing for a full basement that received natural light and provided at-grade entries at both the front and rear of the building (see Figure 3-25).[343]

Taylor developed the design for the building working remotely from Cleveland; construction was underway by January 1900.[344] At the April 1901 dedication, the building was named Dorothy Hall by Caroline Stokes in honor of an ancestor.[345]

The main portion of the building was described as two stories,

> its long axis extending northeast and southwest with a projecting stairway hall 14x18 feet, and four one-story wings. The Division of Basketry as well as the office and a waiting room were off the front entrance hall, with a cross-corridor to access Dressmaking, Millinery, and Plain Sewing to the right and a wash-room, the assorting room, and ironing room, and Division of Laundering to the left. The basement also is utilized, with a room for drying, one for washing, and one for soap-making.[346]

Just two years after the dedication, Dorothy Hall underwent the first of its many alterations: the addition of guestrooms and baths. By 1907, the building needed to be expanded again. Prior to beginning the design, Taylor toured Northern women's industrial schools at the expense of Caroline Stokes. The initial renovation plan would have cost almost $17,000 to complete, but when Stokes felt this was too high, a more modest effort was suggested. In the end, realizing that the long-term needs were more important than economy, the original design, plus new furniture, was selected. The renovation included adding a second story on the one-story pavilions.[347] The last of the renovations made to Dorothy Hall during Washington's tenure at the school came in 1915, when the construction of a new laundry building nearby enabled the laundry rooms in Dorothy Hall to be vacated and remodeled for guest lodging.

During Patterson's presidency, segregated dining practices for visiting trustees came to an end. Prior to this, visiting white trustees stayed in Dorothy Hall and were served meals in its dining hall, while black trustees stayed in student dorms and were served meals in the faculty dining room. As a first step towards desegregating this custom on the Tuskegee campus, Patterson invited *all* trustees to dine together at Dorothy Hall. At first, however, trustees still sat at segregated tables until, about a year later, all began to sit together once a large enough table had been acquired.[348]

Dorothy Hall has been remodeled several times since and is now part of the Kellogg Hotel & Conference Center.

The Children's House (1901)

The Children's House was constructed for the student-teaching program within the Normal Training School (see Figure 3-27).[349] Constructed in 1901 on "high ground" southwest of The Oaks, the wood-frame building had outside dimensions of 68 by 90 feet. Inside, the building included an assembly room, grade rooms, kitchen, dining room, bedroom, baths, cloakrooms, closets, private rooms for teachers, and a room for Manual Training where students could develop dexterity skills for tasks such as hand sewing.[350] The building was used for the dual purpose of teaching the children of the community and educating future teachers. The school covered grades one through five, with the advantage being that those who completed the primary school program at the Children's House were considered ready to enter the junior class at the Tuskegee Institute. The

[343] Weiss, *Robert R. Taylor*, 73 and 184-186.

[344] See Robert R. Taylor later in this chapter for discussion on his time in Cleveland, Ohio.

[345] Weiss, *Robert R. Taylor*, 187.

[346] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 83.

[347] Weiss, *Robert R. Taylor*, 188.

[348] Patterson, *Chronicles*, 49-50.

[349] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 55.

[350] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 15.

building was eventually demolished at an unknown date.

C.P. Huntington Memorial Building (1902)

The C. P. Huntington Memorial Building was the largest building on campus for many years (see Figure 3-30). Designed by Taylor, it was made possible by a gift from Arabella Huntington in honor of her late husband, Collis Potter Huntington. Collis Huntington was one of the four men responsible for the construction of the Central Pacific Railroad, part of the first U.S. transcontinental railroad. Upon the death of her husband in 1900, Mrs. Huntington inherited $22 million and continued her husband's philanthropy with favorite charities, including Hampton and Tuskegee institutes. The large building was used to house the academic program, filling "a long felt want." The building was destroyed by fire in 1991.[351]

The Office Building (Old Administration Building) (1903)

Also designed by Taylor, the Office Building was sited with its "back" to the Montgomery Road at the request of Washington. Washington informed Taylor that he wanted his office on the ground floor and facing the campus so that he could oversee his domain.[352] He also requested that the windows be placed high on the walls so that passersby would not be able to see who was seated inside.

The building construction was made possible by a donation of $15,000 from Standard Oil's Henry Huddleston Rogers.[353] Work began on the building in March 1902 and, despite errors in wall construction and materials, the building was completed by late 1903 (see Figure 3-31). The Office Building was described architecturally as following "Norman lines," and the choice to build with brick using "as little wood-work as possible" made it fireproof. There were also four fireproof bank vaults inside the building accessible from campus or the public road through entrances on each side.[354]

Medical Director's Cottage (1903)

This building was a two-story, white, wood-frame house constructed in 1903 along the main campus drive across from James Hall. The 3,830-square-foot residence was originally built to house Andrew Hospital's medical director, Dr. Kenney, and his family. It was demolished in 1996.[355]

Rockefeller Hall (1903)

Rockefeller Hall, the funds for which were donated by John D. Rockefeller, was designed by Robert Taylor to be used exclusively as a dormitory for 160 men.[356] The three-story brick building included bathrooms and had electric lights and steam heat (see Figure 3-32).[357] Carver kept his rooms in Rockefeller Hall, where he acted as a father figure to many of the young men housed there.[358]

Emery I, II, and III (1903–1909)

Real estate heiress E. Julia Emery, after reading Washington's memoir *Up from Slavery*, determined that she would donate to Tuskegee. Emery, an expatriate living in England, was originally from Cincinnati, and her brother, Thomas J. Emery, acted as her agent. Thomas Emery insisted that the construction of the men's dormitories be done as inexpensively as possible. He was also concerned with fire; because Southern

[351] Harlan, *Papers*, 511; Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 12; Weiss, *Robert R. Taylor.*

[352] Weiss, *Robert R. Taylor*, 197.

[353] Weiss, *Robert R. Taylor*, 197.

[354] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 12; Weiss, *Robert R. Taylor*, 169, 197–198.

[355] Conley, *Demolished Buildings.*

[356] Weiss, *Robert R. Taylor*, 169.

[357] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 12.

[358] McMurray, *George Washington Carver*, 161.

land was "worth nothing" in his opinion, and using more land to build would not drive up costs, the dormitories would be no more than two stories high.[359] Emery also insisted that the individual buildings be not less than 80 feet apart; as built, they ended up being about 130 feet apart.

Construction began on the first dormitory, Emery I, in 1903, with the last, Emery IV, competed in 1909 (see Figure 3-33). Each successive building was more modest than the preceding, at the insistence of Thomas Emery. The first building had dormers and a central cross gable, which were eliminated on subsequent buildings. Because of Emery's frugality, Taylor had to rely on details that would not add substantially to the cost of each building. To this end, the buildings have textured brick, sensitive proportions, and details that include classical Ionic entablatures created in brick, dentiled cornices, and a plain frieze and architrave with three fasciae.[360]

Washington was ever the gracious recipient, writing to Julia Emery to thank her for her generosity and noting that, until the dormitories were completed, the men had been living in unheated cabins.[361]

Douglass Hall (1903)

Funds for the construction of a new women's dormitory came from Colorado-based William Jackson Palmer, a Quaker-born railroad baron.[362] The brick building's walls were nearly completed by November 1902 using a new brick-making machine to produce the "Indian red" bricks. The machine made a harder and more uniform brick than those produced early in Tuskegee's brick-making era. Douglass Hall was named, at Palmer's request, for Frederick Douglass, a "noted Negro." Douglass had delivered an address at the 1892 Tuskegee commencement and died three years later. Douglass's son participated in the dedication of the new building, reading a poem in his father's honor.

The new dormitory was 23,860 square feet and housed 103 women, until a remodeling of the basement in 1904 increased the number of residents to 130 (see Figure 3-29). In addition to the dormitory rooms, Douglass Hall included a lecture hall below the main building, which was accessible through the arched door on its façade. The lecture hall was used by the Dean of Women to instruct female students on "health, morals, and manners." The space was also pressed into service for Tuskegee Negro Conference events, Sunday concerts, and in 1912, the International Conference of the Negro.[363] Douglass Hall was destroyed by fire in 1934 but rebuilt soon after. The reconstructed building was also named Douglass Hall.[364]

The Lincoln Gates (1903)

Completed in 1903, the Lincoln Gates were originally located along the north side of Montgomery Road just west of Carnegie Hall. A photo from 1903 shows the Practice Cottage in the background (see Figure 3-34).[365] Caroline and Olivia Phelps Stokes, who had previously provided funds for Phelps Hall, the Chapel, and Dorothy Hall, also financed the construction of the Lincoln Gates. Initially, the sisters hoped to use iron work from New York, but after some consideration, proposed delaying construction of the gates until the students at Tuskegee could develop the skills needed to forge their own. This delay in construction enabled architect Robert Taylor to develop four plans for review by the Stokes sisters.

---

[359] Weiss, *Robert R. Taylor*, 206.

[360] Weiss, *Robert R. Taylor*, 207.

[361] Weiss, *Robert R. Taylor*, 207.

[362] Weiss, *Robert R. Taylor*, 203.

[363] Weiss, *Robert R. Taylor*, 203-204. The lecture hall capacity was reported variously as 750 and 450 persons, depending on the source.

[364] National Park Planner, "Tuskegee Institute National Historic Site: Touring the Historic Campus," accessed October 14, 2018, http://npplan.com/parks-by-state/alabama/tuskegee-institute-national-historic-site-park-at-a-glance/tuskegee-institute-national-historic-site-touring-the-historic-campus/.

[365] Scipio, *Pre-War Days*, 69

Ultimately, a hybrid of two proposals was selected for the final design. The *Tuskegee Student* newspaper indicated that the gates were constructed of Flemish bond brick, with limestone caps, a tablet of Georgia marble, and hand-forged ironwork. The gates were 44.5 feet wide with a central opening of 16 feet between two 16-foot-high posts. There were pedestrian gates on either side of the central opening, each with an 8-foot-wide opening and 8-foot-tall outer posts.[366]

The Lincoln Gates were first relocated in 1904 further west along the Montgomery Road to flank the new entrance into the campus. In an image taken in 1906, the gates frame a view of the rear of Dorothy Hall with the Chapel in the distance (Figure 3-73).[367]

The Lincoln Gates were moved to their present location just west of Margaret Murray Washington Hall, at the junction between Montgomery Road and Booker T. Washington Boulevard in 1958. However, they were moved without two of their original supports and iron gates.[368]

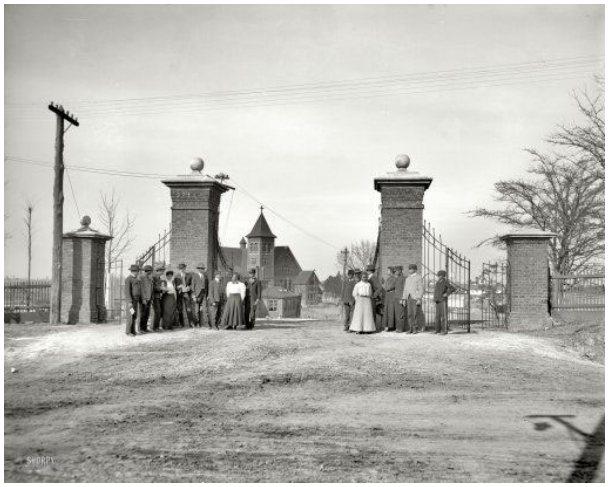


Figure 3-73. The relocated Lincoln Gates in 1906. Library of Congress.

Boys' Bathhouse/ROTC Supply and Girls' Bathhouse (1904)

The construction of bathhouses for both male and female students was funded by Caroline Phelps Stokes. One of the key requirements in the "Discipline" section of student behavior from 1906 noted "all students are required to bathe at stated periods." Initially, Taylor designed a co-ed bathhouse, planning to separate between the sexes through scheduling, but Stokes' insisted that two different bathhouses be designed, with one to be constructed near the women's dorms and the other near the men's dorms. Due to its proximity to the dormitories, the women's bathhouse was smaller because it did not require lockers. The men's bathhouse, however, required lockers to accommodate "boys living in distant barracks or off-campus cabins." [369]

The brick bathhouses were designed with,

> tinted mortar, a tin roof, a hall that had a ceiling (suggesting the rest of the building was open to the rafters), a room for the attendant, a waiting room, four showers with hot and cold water, two water closets, four-foot-square dressing rooms, and a pool.[370]

The 1906 *Annual Catalogue* noted that the "pool" was used for swimming. The men's bathhouse was completed first, in June 1903, at a cost $1,200 below the original estimate. Due to issues with the site, the smaller women's bathhouse, completed in February 1904, cost $1,180 more than the earlier estimate.[371]

The Boy's Bathhouse was later adaptively reused as Tuskegee Institute's Army Reserve Officers' Training Corps (ROTC) Supply Building, but was demolished in 2002. The Girls' Bathhouse was demolished in 1940.[372]

---

[366] Weiss, *Robert R. Taylor*, 204.

[367] Weiss, *Robert R. Taylor*, 204; Scipio, *Pre-War Days*, 69

[368] Scipio, *Pre-War Days*, 69.

[369] Weiss, *Robert R. Taylor*, 188 and 193; Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 19.

[370] Weiss, *Robert R. Taylor*, 193.

[371] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 19; Weiss, *Robert R. Taylor*, 193.

[372] Weiss, *Robert R. Taylor*, 192-193.

Greenhouses (1904–1908)

The school constructed two greenhouses during the first decade of the 1900s. The first, located between the Slater-Armstrong Agricultural Building and the Boys' Trades Building, was a wood-frame structure with a double-glazed growing shed. It is not known when it was demolished.

The second, a large structure about 75 feet long with raised parapets and wall buttresses, was built in 1908 close to the public road near the campus's east entrance for major visibility (Figure 3-74).[373] It was named the "C.L. Byington Greenhouse." Because it was located close to the old Chapel, after the old Chapel burned, it was demolished in 1965 to make room for the new Chapel.



Figure 3-74. Photograph of greenhouse that was built in 1908. Tuskegee University Archives.

Huntington Hall (1906)

Huntington Hall was constructed in 1906 as a women's dormitory and named to honor of its benefactress, Arabella Huntington. Mrs. Huntington had also provided the funds for the school's C.P. Huntington Memorial Building.[374]

The two-story, brick Huntington Hall had twenty-three rooms on its main floors, as well as a basement and attic (see Figure 3-35). Like many Tuskegee buildings constructed in the late 1800s and early 1900s, Huntington Hall was designed by Robert Taylor. Since its construction, Huntington Hall has been extensively remodeled, including the removal of its galleries in 1971 and the complete gutting and remodel of its interior in 2005.[375]

Cottage 1 (1907)

Built in 1907, Cottage 1 was a 1,770-square-foot, one-story, frame cottage constructed to house faculty and staff. At the time, Cottage 1 was the easternmost house on campus and stood on the other side of the railroad tracks across from Cassady Hall.[376] It is not known when the building was demolished.

Alumni House (1904)

The Alumni House was built in 1904 along Montgomery Road in the area across from the current location of the Lincoln Gates. It was demolished at an unknown date.[377]

Tantum Hall (1907)

Tantum Hall was named for James B. Tantum, a Trenton, New Jersey, physician who, upon his deathbed, asked his daughter to give the Institute a building using funds from his estate. The daughter, Margaret, wrote to Washington offering assistance and asking for a building for "bible workers" that would cost $20,000 or less. Washington responded with a package of drawings by student Albert G. Brown, completed with "only a little help" from Robert Taylor, for a thirty-seven-room dormitory in the Colonial Revival style (see Figure 3-43). The drawings were completed in 1894 but had not been executed due to a lack of funds. Although there were some changes made in the building design and its location on campus, and great debate regarding the size of the columns on its porches, Tantum Hall was completed and dedicated in 1907. The building came in just $159.20 over the original estimate of $25,000. It

[373] Weiss, *Robert R. Taylor*, 227.

[374] Weiss, *Robert R. Taylor*, 169.

[375] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 11–12; Weiss, *Robert R. Taylor*, 183.

[376] Conley, *Demolished Buildings.*

[377] Tuskegee University GIS, "Tuskegee University Main Campus Buildings Through Time," accessed October 14, 2018, https://www.arcgis.com/home/item.html?id=9d146048fa6f4f62a24eec3d08a512e5#visualize.

has been since remodeled, including in 1965 and 1992.[378]

The Gazebo (ca. 1907)

The Gazebo stands in the quadrangle at the center of the women's buildings and was likely constructed after Tantum Hall in 1907. Landscape architect David Williston designed the octagonal wood-frame structure, which rises above a raised foundation ornamented with rustic stone (see Figure 3-40).

Milbank Agricultural Building (1909)

The Milbank Agricultural Building anchored the western end of Tuskegee Institute's new agricultural campus, which had moved to the western edge of the main campus due to the expansion of the industrial and academic departments. Milbank was designed by William Sidney Pittman and constructed, beginning in 1909, on a site parallel to Campus Avenue. Although Pittman, who was married to Washington's daughter Portia, was the primary architect for the building, Robert Taylor designed minor interior changes and oversaw construction.[379]

Milbank Agricultural Building introduced a new design element to the Tuskegee campus: the curved gable peaks associated with Elizabethan or Jacobean gables of the 1500s (see Figure 3-44). This feature was repeated again on several other later buildings within the agricultural campus. Funds for the building were donated by Elizabeth Milbank Anderson and named for her father, Jeremiah Milbank, a founder of the Borden Milk Company.[380]

Tompkins Hall (1910)

The construction of Tompkins Hall was supported in part by a $20,000 gift from the estate of Cornelia C. Tompkins of New York City, although her late husband Charles Tompkins was listed as the donor. The $20,000 gift was not sufficient to complete the enormous building, however, which was estimated to cost $60,000. Even though Robert Taylor was quite active on campus at the time the initial building designs were drawn, Tompkins Hall was designed by an outside architect, James W. Golucke of Atlanta. Historian Ellen Weiss speculates that this may have been because Taylor wanted someone more experienced in concrete and steel to take on the project. At the time the dining hall was designed, Golucke had numerous courthouses, including the one in Tuskegee, to his credit. Unfortunately, Golucke was unable to complete the project, so the task fell to Taylor to see it through.[381]

The drawings were completed in November 1904, but construction was waylaid while the perfect location was selected. Finally, in February 1905, the *Tuskegee Student* formally announced that construction would commence. At that time, the paper reported that the school had $39,000 of the required $65,000 in-hand. There continued to be issues, such as where to place the teacher's dining room, but construction was well under way in the spring of 1906, when the *Annual Catalogue* reported that the "new dining hall" would be the largest building on campus. Tompkins Hall was dedicated at the February 1910 trustees' meeting, having been delayed due to lack of funding or the distracting requirements of donors of other buildings under construction at the same time (see Figure 3-46).[382]

Upon completion, Tompkins Hall contained two main dining rooms, both with 28-foot-high ceilings, a teachers' private dining room that could accommodate 180 people, and a 2,000-seat main dining room. There was also a 2,500-seat auditorium in the lower level of the building. The primary entrance, on the western elevation, had a massive pedimented portico. Smaller pedimented

[378] Weiss, *Robert R. Taylor*, 208–210.

[379] Weiss, *Robert R. Taylor*, 227–228.

[380] Weiss, *Robert R. Taylor*, 228–229.

[381] Weiss, *Robert R. Taylor*, 211.

[382] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 12; Weiss, *Robert R. Taylor*, 212–214.

entrances were also positioned on the north and south elevations of the building, and the building featured the only dome on campus. The final cost for Tompkins Hall was $175,000, almost triple the original estimated cost. The building was remodeled in 1937 and again in 2013.[383]

White Hall (1910)

In 1906, long-time supporters of Tuskegee Institute, Alfred T. White, a Brooklyn-based housing philanthropist who had developed a long-term relationship with Washington, and his sisters, sent an inquiry to Washington about making a gift to the school. Washington suggested $20,000 in tools and machinery, but the White siblings wanted something more permanent as a tribute to their late father. A $50,000 gift from the family arrived in June 1907, followed by an announcement by Washington about the planned construction of a new women's dormitory. Although it was ultimately demolished in 1908 to make room for White Hall, the initial idea had been to relocate Alabama Hall and construct the new facility at the western end of the girls' buildings, including Douglass Hall, Huntington Hall, Hamilton Cottage, and the Girls' Bathhouse. This so pleased the White siblings that they made another donation of $25,000 to help reduce any debt carried by Tuskegee Institute.[384]

The completed dormitory building, White Hall, designed by Walter T. Bailey, head of the school's Drawing Division, was open for occupancy in September 1909 and dedicated in February 1910. The largest constructed on campus to date, the new building boasted 20,000 square feet, a freight elevator, sixty bedrooms, a dean's suite, reception rooms, guestrooms, and baths (see Figure 3-45). Adorning the center of the White Hall roof was a small cupola.

After visiting the campus, the Whites decided they did not care for the "squatty" cupola, and instead wanted a clock tower. This change required a lot of work on the part of Taylor, since the change would require the addition of steel to support the added weight, not an easy task for the already-completed building. In 1911, New York architect W. B. Tubby reviewed the drawings and designed the needed steel supports because the school lacked the expertise to handle this radical change. The changes in the building cost an additional $10,095. The expense of this change was partially defrayed in September 1912, when the White family sent a donation of $25,000 toward a new power plant.[385] White Hall was remodeled in 2004.[386]

Cottage 4 (1911)

Cottage 4 was a one-story, 1,682-square-foot, frame building constructed in 1911 to house faculty and staff. The building, which stood west of Rockefeller Hall, was demolished in 1982.[387]

John A. Andrew Memorial Hospital (1912)

Although Pinehurst Hospital was still relatively new, Dr. Kenney lobbied for a larger facility that could be a regional medical center (see Figure 3-47). By 1911, Taylor was working with Kenny to design a new, larger hospital. The selected site had a high elevation, was distant from Montgomery Road, and was sheltered by trees. The design drawings called for a "semi-fireproof" building with an elevator that would cost $50,000. Additional features were a slate roof, and "artificial stone," or cement, trim that was produced on campus. Ground was broken on August 11, 1911, and Washington announced that the new facility would be named John A. Andrew Memorial Hospital, after the wartime governor of Massachusetts who founded a black Union regiment.

---

[383] Weiss, *Robert R. Taylor*, 212–215.

[384] Weiss, *Robert R. Taylor*, 64–69, 216. Although initial proposals posited relocating Alabama Hall, it was not moved.

[385] Weiss, *Robert R. Taylor*, 218.

[386] Weiss, *Robert R. Taylor*, 218.

[387] Conley, *Demolished Buildings.*

The Colonial Revival-style building had a one-story colonnaded veranda with three columns gathered at the outer corners. The colonnade extended across the façade of the building behind a double-height portico. This design is a reference to the School of Surgery in Paris, constructed in 1775. The building was remodeled in 1930 and 1969.[388]

It was at John A. Andrew Memorial Hospital that much of the research and experiments of the now infamous study of syphilis, sponsored by the U.S. Public Health Service between 1932 and 1973, took place. In 1969, most of the 1912 John A. Andrew Memorial Hospital was demolished, except for the children's wing, and replaced by the John A. Andrew Buildings in 1970 and 1971.[389] Together, these three joined buildings are collectively called John A. Kenney Hall.

Cottage 44 (1913)

Built in 1913, Cottage 44 was a one-story, 2,000-square-foot, frame building constructed as a senior "practice cottage." It stood below Douglass Hall and was demolished in 1958 to make room for the construction of Olivia Davidson Hall (2).[390]

New Laundry (1915)

The need to relieve crowding in Dorothy Hall resulted in plans for a new laundry building. Plans for the New Laundry were underway in November 1913, but there was some disagreement about the site of the new building. Taylor planned to put it near Dorothy Hall, but the trustee's New York-based Investment Committee suggested that nearer the power plant would be better since it would save on steam piping and avoid another steep site. In the end, Washington was able to convince the committee that the placement near Dorothy Hall would be better since it would keep the women in the laundry away from the men running the power plant. There is speculation by one researcher that the placement was really intended to ennoble the laundry industry with the finely designed building and its prominent location at the front of campus.

Construction of the New Laundry began early in 1914 but was slowed due to the inexperience of the masons-in-training. By the end of the year, the walls were completed, as were the window and door frames.[391] The building was remodeled in 1941 as the George Washington Carver Museum; it was remodeled again the late 1970s by the National Park Service.

Power Plant (1915)

A new power plant was constructed on campus in 1915. The brick building was sited north of the men's quadrangle. The building was partially funded by Alfred T. White and his sisters, who donated $25,000 to its cost in 1912.[392]

Veterinary Hospital (1915)

Work on the new Veterinary Hospital for Tuskegee Institute, located near Milbank Hall, began in 1915, but it was not completed until the year following Washington's death, in 1916. Designed by Taylor, the building referenced simplified details of Milbank Hall, including its curved gable. As described by historian Ellen Weiss, "Taylor had broken what might have been a blocky hunk into a lyrical triadic mass. It was a small building of large distinction."[393] The Veterinary Hospital contained rooms for operating and storage, as well as waiting rooms, office, classrooms, a laboratory, eight large-animal stalls, and a soaking pit. The building continued being used as such through the late 1940s. It stood

---

[388] Weiss, *Robert R. Taylor*, 221.

[389] Jontyle Theresa Robinson, "The Legacy Museum of Tuskegee University," Encyclopedia of Alabama, accessed July 13, 2018, http://www.encyclopediaofalabama.org/article/h-3024.

[390] Conley, *Demolished Buildings.*

[391] Weiss, *Robert R. Taylor*, 222–223.

[392] Weiss, *Robert R. Taylor*, 212–218.

[393] Weiss, *Robert R. Taylor*, 231–232.

empty from that time until 2008, when it was demolished.

Landscapes

The Marshall Farm

By 1900, Tuskegee Institute had acquired the 800-acre Marshall Farm, located four miles from the main campus and used to expand the school's agricultural program. Originally managed by Carver, 350 acres of the Marshall Farm were dedicated to growing corn, potatoes, grain, sugar cane, and hay, while the other 400 acres were used to pasture various animals such as beef cattle, hogs, sheep, mules, and horses. The farm required two teachers who taught night school to the forty-five boys who lived and worked there as they saved up money for classes on the main campus.[394]

Campus Avenue

Campus Avenue, now University Avenue, was the primary organizing feature of the early campus during the first twenty years of the school's history (see Figures 3-31 and 3-42). This main internal drive was aligned along the crest of the Tuskegee Ridge and parallel to Montgomery Road. The school's most important buildings were sited on both sides of Campus Avenue, which was curbed and lined with paved walkways, lights, and plant material. Together, the buildings and landscape features formed a formal, ceremonial space that was used extensively for school events, such as parades and graduation marches. Once the Chapel, the Slater-Armstrong Memorial Industrial Building, and Dorothy Hall were constructed, and the Lincoln Gates relocated further west in 1904, Campus Avenue became less important.

Girls' Quadrangle (Hattie West Kelly Court)

The Girls' Quadrangle, known variously also as the "court," "White Hall Lawn," and now as the Hattie West Kelly Court, was the area enclosed by the women's dormitories, training buildings, and accessory buildings (see Figures 3-41 and 3-45).[395] By 1914, it was a long, rectangular space enclosed by Huntington Hall at the north and on the opposite end of that axis, the Carnegie Library. On the west side, the space was enclosed by White Hall and Douglass Hall and to the east, Tompkins Hall. The removal in 1908 of Alabama Hall opened up the vista to the library. David Williston was actively involved in designing the landscape of the space and is known to have designed the Gazebo that still stands within that area (see Figure 3-40). He likely also designed the system of drives and pathways, as well as the extensive ornamental plantings that appear in various photographs of the area. The Girls' Quadrangle was a popular gathering spot for students, especially on Sundays, which were the only days that boys were allowed to visit there to socialize with the girls.[396]

Rockefeller Hall Quadrangle

The Rockefeller Hall Quadrangle was that space formed between Rockefeller Hall to the north, Sage Hall and the Boy's Bathhouse to the east, and the C.P. Huntington Memorial Building and a smaller building to the west. It formed the center of the men's residential area (Figure 3-75).



Figure 3-75. Postcard showing a view of the Rockefeller Hall Quadrangle. Photo by A.P. Bedou.

[394] Weiss, *Robert R. Taylor*, 224.

[395] Weiss, *Robert R. Taylor*, 105.

[396] Weiss, *Robert R. Taylor*, 105.

Big Valley

Big Valley, sometimes referred to as White Hall Valley, was the name of the broad valley that lay west of White and Douglass halls. Originally used to mine clay and host the brickyard, Big Valley was subdivided in 1906 with a grid of livestock pens (Figure 3-76).[397] With the construction of the Milbank Agricultural Building and other agricultural buildings, livestock were eventually moved further west. By 1911, the Big Valley was planted with informal groupings of trees set in turf outlined with curving paths (Figure 3-77). This romantic style, known from the works of Frederick Law Olmsted, whom Washington admired, would have also been known to Williston and used in his designs for the campus landscape.[398]

Tuskegee Institute Cemetery

Around 1889, Booker T. Washington initiated the creation of a campus cemetery at a high point in the western reaches of the campus. The first two burials were Washington's second wife, Olivia Davidson Washington, and a man named William D. Wilson, both in 1889. In 1898, the new Chapel was completed close to the cemetery. Booker T. Washington was buried in the Tuskegee Institute Cemetery in 1915.

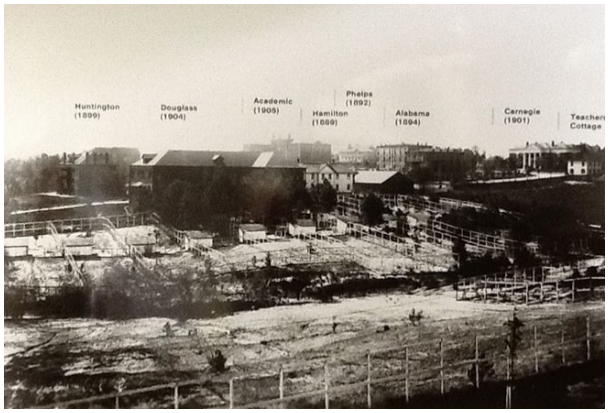


Figure 3-76. Photograph of the Big Valley in 1906, showing animal pens below Alabama Hall. Tuskegee University Archives.

Faculty and Staff

Booker T. Washington (1856–1915)

Booker Taliaferro Washington was born to an enslaved woman named Jane on a farm in Hale's Fort, Franklin County, Virginia, on April 5, 1856.[399] After emancipation in 1863, Washington, with his mother and his siblings (including elder brother, John Henry, who would also later play a role at Tuskegee), moved to the home of his step-father, Washington Ferguson, in Malden, West Virginia.[400] After working a few years at the local salt works in Malden, in 1868, Washington found a job as "houseboy" at the home of Viola and Lewis Ruffner. In 1872, at the encouragement of Mrs. Ruffner, Washington undertook a 500-mile journey by train, stagecoach, and foot to attend Hampton Institute in Virginia.

Upon his arrival at the school seeking admittance, Washington was left waiting for several hours while Hampton's white head teacher, Mary F. Mackie, pondered his shabby appearance. To test him, she then assigned Washington an entrance exam: to sweep a recitation room. Washington remembered,

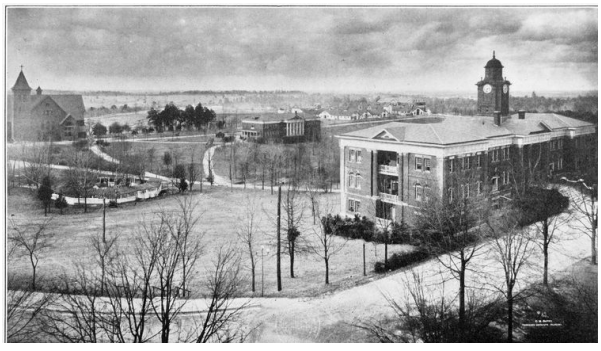


Figure 3-77. The Big Valley, ca. 1910, after the animal pens had been replaced with paths and plantings. Tuskegee University Archives.

[397] Weiss, *Robert R. Taylor*, 102; Grandison, "From Plantation to Campus," 11–12.

[398] Weiss, *Robert R. Taylor*, 102-103.

[399] Diann L. Jacox, "Booker T. Washington National Monument," National Register of Historic Places nomination, October 15, 1966, 8-1.

[400] Washington, *Up from Slavery*, 24.

> [a]ll the woodwork around the walls, every bench, table, and desk, I went over four times with my dusting cloth. Besides, every piece of furniture had been moved and every closet and corner in the room had been thoroughly cleaned. . . .She was a "Yankee" woman who knew just where to look for dirt. She went into the room and inspected the floor and closets; then she took her handkerchief and rubbed it on the woodwork about the walls, and over the table and benches.[401]

Unable to find a speck of dirt, the head teacher told young Washington, "I guess you will do to enter this institution."[402]

Washington worked as a janitor at Hampton Institute to pay for his room and board while he completed his studies, finishing the regular course in June 1875. In an article he wrote for *The Atlantic* in 1896, he recalled his time there, saying,

> I found the opportunity – in the way of buildings, teachers, and industries provided by the generous – to get training in the class room and by practical touch with industrial life to learn thrift, economy, and push. I was surrounded by an atmosphere of business, Christian influence, and a spirit of self-help that seemed to have awakened every faculty within me, and caused me for the first time to realize what it meant to be a man instead of a piece of property.[403]

It was at Hampton that he met the school's headmaster, "General" Samuel Armstrong, who became Washington's mentor and a strong influence on the path of his future career. When Washington graduated in 1875, Armstrong asked him to speak at commencement; the speech was praised in a *New York Times* column the next day.

Upon leaving Hampton, Washington spent the next few months waiting tables in a summer hotel in Connecticut before returning to his home in Malden to teach.[404] After teaching for three years, Washington moved to Washington, DC, to study at Wayland Seminary School during the winter of 1878–1879.[405] Wayland was formed to train ministers and, unlike Hampton, focused on an academic program. His time at Wayland allowed Washington to experience another type of teaching program, which later informed his choice of program for Tuskegee.

In February 1879, Samuel Armstrong invited Washington to give another commencement speech. It was so well-received that Armstrong offered Washington a position at Hampton teaching night classes and as secretary to the headmaster. A year later, Washington was also given the role of dormitory "house father" of a group of American Indian students of the Kiowa and Cheyenne tribes. The young students in Washington's charge had been held as prisoners of war at Fort Marion in Florida and Hampton was the only school that would take them.[406]

---

[401] Washington, *Up from Slavery*, 52–53.

[402] Washington, *Up from Slavery*, 53. Mackie considered herself and the other white teachers at Hampton as socially superior to the black teachers, who might have been Hampton's own graduates. As she explained: "[m]any of these [white] ladies come from families who represent many, many years of culture and refinement and all the advantages…they *honor* the positions which they hold in the school. On the contrary, our graduates in accepting a position [here]…are honored by the positions they hold." She also claimed that the graduates of Hampton were also inferior because of their own previous conditions and the present conditions of their families. From Donal F. Lindsey, *Indians at Hampton Institute* (Champaign: University of Illinois Press, 1994), 141.

[403] Booker T. Washington, "The Awakening of the Negro," *The Atlantic* (September 1896), n.p.

[404] Washington, *Up from Slavery*, 73–75.

[405] Jeremy Wells, "Booker T. Washington (1856–1915)," Encyclopedia of Alabama, accessed July 13, 2018, https://www.encyclopediavirginia.org/Washington_Booker_T_1856-1915#start_entry.

[406] For more information about this interesting period at Hampton, see Donal Lindsey's *Indians at Hampton Institute, 1877-1923*, published in 1994 at the University of Illinois Press in Champaign.

Washington returned in the fall as a part-time teacher and to further his own studies.[407] During this time at the Hampton Institute, he was assigned the care of another group of American Indians who had been recruited to Hampton by General Armstrong.[408] The mixed group of people from primarily western plains tribes also included representatives of the Kiowa and Cheyenne, but also Sioux, Oneida, Seneca, and Cherokee.[409] In Washington's second year back at the Institute, Armstrong also tasked him with starting a night school for black students who could not afford to attend regular daytime courses or pay the room and board at Hampton Institute.[410]

It was in May 1881, while Washington was working with the American Indian and night-school students, that Armstrong received a letter seeking his recommendation of a qualified white person to take charge of the new teachers' college for Negroes in Tuskegee, Alabama.[411] The day after the letter arrived, Armstrong approached Washington to see if he would be interested in the position. When Washington agreed, Armstrong responded to the letter, indicating he knew of no white men but would recommend Booker T. Washington.[412] A few weeks later, a telegram arrived during Sunday evening church services; following the services, Armstrong read the message, "Booker T. Washington will suit us. Send him at once."[413] With the news, Washington departed Hampton Institute, returning briefly to his home in Malden before making his way to Tuskegee.

During his years as the school's principal, Washington married three times, had three children, and endured the deaths of his first two wives. On August 2, 1882, Washington married Fanny Norton Smith in Charleston, West Virginia, when he was twenty-six and she was twenty-four. Like Washington, Fanny was also born in Hale's Ford, Virginia, and had been a student of his when he briefly taught school in Malden. When they married, she either already lived in Tuskegee or moved there afterwards.[414] Fanny had also attended Hampton and joined the faculty at Tuskegee; there, she broadened the women's curriculum to include a home economics program. Fanny Norton Smith Washington bore one child, Portia, then died at a young age in 1884.

Washington then married his colleague of three years, Olivia A. Davidson. She bore two children: Booker T. Washington, Jr., on May 29, 1887, and Ernest Davidson Washington on February 6, 1889. On May 9, 1889, just three months after giving birth to her second child, Olivia Davidson died.[415] In 1893, Washington married Margaret Murray, who had taken over Olivia Davidson Washington's position as Lady Principal after her death.

By 1915, Washington's health was rapidly declining due to conditions related to high blood pressure. In November of that year, while visiting New York, Washington collapsed. Told by his physicians that he had only days left to live, Washington requested that he be transported home to Tuskegee Institute. On November 14, 1915, Washington died at Tuskegee Institute at age fifty-nine. Washington's body was placed into a

---

[407] Washington, *Up from Slavery*, 87–96.

[408] Washington, *Up from Slavery*, 97.

[409] Brian McClure, "Black and Red at Hampton Institute: Indian Education and HBCUs," *State of HBCUs: Past, Present and Future*, last modified September 12, 2011, https://stateofhbcus.wordpress.com/2011/09/12/black-and-red-at-hampton-institute-indian-education-and-hbcus/. For additional information comparing the education of American Indian and black people during this period, refer to Lindsey's *Indians at Hampton Institute.*

[410] Washington, *Up from Slavery*, 103–105.

[411] Washington, *Up from Slavery*, 106; Henry Louis Gates, Jr. and Evelyn Brooks Higginbotham, eds., *African American Lives* (New York: Oxford University Press, 2004), 848.

[412] Washington, *Up from Slavery*, 107.

[413] Washington, *Up from Slavery*, 107.

[414] Harlan, *Papers*, 207–108.

[415] Harlan, *Papers*, footnote attached to letter from Booker T. Washington to James Fowle Baldwin Marshall, July 7, 1881, 137–138.

hearse driven by students, where it was escorted from The Oaks by vice principal Warren Logan, Secretary Emmett J. Scott, and a guard of forty-four officers of the student battalions to the Chapel, where he lay in state. Washington is buried in the campus cemetery near the Chapel.[416]

Washington's Educational Philosophy

In the many years he would spend as the principal and guiding light of Tuskegee, Washington promoted an entrepreneurial approach to education based on his belief that attaining economic power within the existing system is the way to gain political power. This philosophy was at the very core of his approach to operating and managing the school. Of this, he said, "[i]t is only as the black man produces something that makes the markets of the world dependent on him for something [that] he will secure his rightful place."[417] He also said that

> whether in the North or in the South, wherever I have seen a black man who was succeeding in business, who was a taxpayer, and who possessed intelligence and high character, that individual was treated with the highest respect by members of the white race. In proportion as we can multiply these examples North and South will our problem be solved.[418]

To do this, Washington recommended that the black entrepreneur start small, "laying the foundation in the little things of life that lie immediate around one's door," and that

> he should make himself, through his skill, intelligence, and character, of such undeniable value to the community in which he lived that the community could not dispense with his presence.[419]

Speaking in 1895 at the Atlanta Cotton States and International Exposition, Washington summarized his philosophy in one memorable sentence (Figure 3-78):

> To those of my race, who depend on bettering their condition in a foreign land, or who underestimate the importance of preserving friendly relations with the southern white man who is their next door neighbor, I would say: "Cast down your bucket where you are." Cast it down, making friends in every manly way of the people of all races, by whom you are surrounded.[420]

In this speech, Washington clearly articulated his approach in operating and promoting Tuskegee Institute by working within the white-dominated political and economic system, rather than trying to change it. He would focus on providing an agricultural and industrial education in addition to the teaching curriculum so that African Americans could eventually prove themselves deserving of political and legal rights by successfully applying

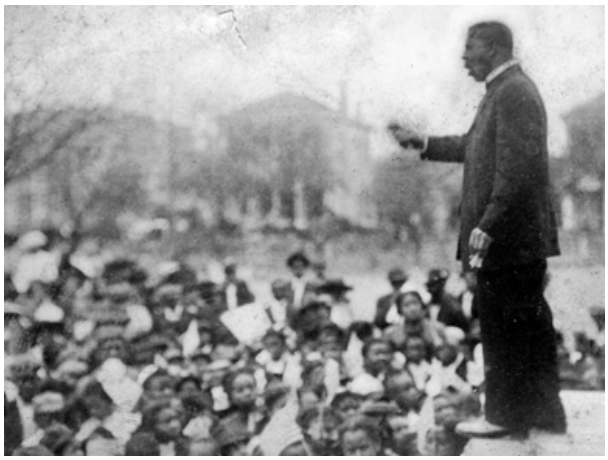


Figure 3-78. Booker T. Washington, giving his speech at the Atlanta Cotton States and International Exposition in 1895. Wikimedia Commons.

[416] Fisher, "Funeral."

[417] Boston, *The Business Strategy*, 61, quoting "Address of Booker T. Washington, Principal, Tuskegee Normal and Industrial Institute, Tuskegee, Alabama, Before the Union League Club, Brooklyn."

[418] Boston, *The Business Strategy*, 61, quoting Washington, *The National Negro Business League Proceedings,* Volume One, 26.

[419] Boston, *The Business Strategy*, 60–62.

[420] Booker T. Washington, Transcript, Speech at the Cotton States and International Exposition in Atlanta, 1895, accessed January 29, 2019, http://historymatters.gmu.edu/d/39/.

these skills in their own businesses. The speech was critically referred to by W.E.B. Du Bois as Washington's "Atlanta Compromise" because of its accommodationist tone.[421]

Lewis Adams (1842–1905)

Lewis Adams was born in Macon County, Alabama, on October 27, 1842 (see Chapter 2 for photograph). He is best remembered as the man who, with banker George W. Campbell, helped found Tuskegee Normal School. Adams had no formal education, but later in life had learned to read, write, and speak several languages. He worked as a tinsmith, harness-maker, and shoemaker in Tuskegee. He and his wife, Sarah "Sallie" Adams, had sixteen children. After he helped found Tuskegee Normal School, Adams taught in the industrial department and also traveled with Booker T. Washington to Europe to serve as his translator of Italian, French, and German. Adams' daughter, Virginia, was the first graduate of Tuskegee Normal School to receive a diploma from Washington; she later worked in national race relations.[422] Another daughter, Martha Norman Adams, married Charles Phillip Adams, Sr., of Louisiana, who went on to help establish Grambling State University, a historically black university in Louisiana.[423] Adams died on April 30, 1905, at age sixty-two. He is buried in Ashdale Cemetery in the town of Tuskegee.[424]

Olivia A. Davidson (1854–1889)

Olivia A. Davidson was born in Tazewell County, Virginia, on June 11, 1854, likely as one of the enslaved held by James C. Davidson (see Figure 3-2). After emancipation, she and her family migrated to Albany, Ohio, to join others who attended the Albany Enterprise Academy, a school owned and operated by African Americans, many of whom had escaped slavery or been manumitted before emancipation.

After she graduated from the academy, Davidson then moved with one of her brothers to Mississippi, where they taught freedmen during the Reconstruction period. Her brother was reportedly murdered by the Ku Klux Klan, after which Davidson moved to Memphis to teach school. After a yellow fever epidemic closed her Memphis school, she enrolled at Hampton Institute, graduating in 1879. Her tuition in her last year at Hampton was funded through a gift from then-First Lady, Lucy Webb Hayes, the first of the first ladies to have a college degree. Funded by Boston philanthropist Mary Porter Tileston Hemenway, Davidson went on to attend Framington State Normal School in Massachusetts, from which she graduated in 1881.

Based on their shared Hampton connections, Washington hired Davidson during the summer of 1881 as his head teacher and assistant principal. Five years later, she married Washington in a ceremony at her family's home in Ohio. In addition to her duties teaching, managing, and promoting the new normal school, she cared for Washington's orphaned daughter and had two sons of her own. Booker T. Washington, Jr., was born on May 29, 1887, and Ernest Davidson Washington on February 6, 1889. Two days after the birth of her second son, the Washington's house burned to the ground, and the smoke and early morning cold exacerbated her existing respiratory problems. She never recovered and three months later, on May 9, 1889, died of laryngeal tuberculosis at Massachusetts General Hospital.[425]

---

[421] W.E.B. Du Bois, *The Souls of Black Folk* (Chicago: McClurg and Co., 1903), 42–43.

[422] Wikipedia, "Lewis Adams." accessed October 5, 2018, https://en.wikipedia.org/wiki/Lewis_Adams.

[423] "Lewis Adams." *Macon Progress*, accessed October 5, 2018, https://www.maconprogress.net/lewis-adams.html.

[424] Findagrave.com, "Lewis Adams." accessed October 5, 2018, https://www.findagrave.com/memorial/38612505/lewis-adams.

[425] Harlan, *Papers*, footnote attached to letter from Booker T. Washington to James Fowle Baldwin Marshall, July 7, 1881, 137–138.

John Henry Washington (1854–1924)

John Henry Washington was Booker T. Washington's older half-brother, born into slavery in Virginia around 1854 to Jane Washington. In his writings, Booker credited John for encouraging him to attend Hampton Institute and with his own savings, helping to fund Booker's schooling. While Booker attended Hampton, John stayed home and worked in a coal mine to help with his brother's expenses. After Booker finished at Hampton, John enrolled there and graduated in 1879, going on to teach for a year and then work for five years for the U.S. Engineering Corps in a project to improve the Kanawha River through the construction of locks and dams.[426] Washington came to Tuskegee to serve as business manager and later as Director of Mechanical Industries.[427]

It was not until 1885 that John joined his brother at Tuskegee to serve as the school's business manager, head the new boarding department, and within a year, run the industrial department as Superintendent of Industries. John H. Washington also designed and managed the construction of several buildings on the campus, including Willow Cottage, Cassedy Hall, the Steam Laundry, and the boys' hospital. In addition, he also managed the construction of the Chapel. John Washington subsequently went north to study the methods of several industrial schools, including the New York School of Technology, the Pratt Institute of Brooklyn, the Worcester Polytechnic School, and the Drexel Institute of Philadelphia. He brought back to Tuskegee Institute many improved industrial techniques, very quickly establishing a foundry on the campus.

In 1903, John Washington, working with a special committee, helped to reorganize the school's programs to try and make them more efficient. At the start of the 1903–1904 school year, while his brother Booker was out of town on another of his almost-constant fundraising trips, John reorganized the students into two groups: preparatory (formerly, the night students) and academic (formerly, the day students). Monday through Friday mornings, the latter would take academic classes and then in the afternoons would take industrial and agricultural classes, which were, as Harlan put it, "employment under tutelage." The preparatory students would have the opposite schedule and both groups would alternate working on Saturday mornings. They were paid around 2.5 cents an hour, or about one dollar a week.[428] In addition, the students had the usual requirements of evening chapel and other required gatherings, leaving little personal time. The result was immediate rebellion by the students, who mounted a strike that fall, refusing to work at all; some occupied one of the school's buildings in an effort to be heard. Upon Booker's return to campus, the strike ended almost as quickly as it had begun, once he announced that those who failed to return to work immediately would be expelled.[429]

Meanwhile, John Washington and his family lived for some years at the school, presumably in one of the cottages. The 1900 federal census reported him as working as Director of Industries with his wife, Susie M., age thirty-five, who was from West Virginia and married John in 1886. Others in the household included John H. Washington, Jr., age thirteen, Charles D. Washington, age twelve; and Gertrude L. Washington, age ten, all listed as "at school," as well as Cleveland A. Washington, age six; Lilla D. Washington, age four; and Harold Washington, age two. That year, the family also had a boarder, Emma Gummall, age twenty-two, from Mississippi and also at school.[430]

---

[426] Booker T. Washington, "One of the Makers of Tuskegee," *The Southern Workman* 32, no. 1 (January 1903): 30–32.

[427] Weiss, *Robert R. Taylor*, 36.

[428] Harlan, *Booker T. Washington*, 146.

[429] Donald Spivey, *Schooling for the New Slavery: Black Industrial Education, 1868–1915* (Santa Barbara: ABC-CLIO, LLC, 1978), 62.

[430] Ancestry.com, 1900 U.S. Census.

In 1910, the census shows John Washington as working as Superintendent of Industries and still married to Susie. By that time, they had moved off-campus because the census notes that he owned his own home free of any mortgage. Also living in the household was John Washington, Jr., age twenty-three, working as a stenographer for a private family; Charley Washington, age twenty-two; Cleveland Washington, age seventeen; Lilla Washington, age fourteen; Harold Washington, age twelve; and Margaret Washington, age nine. The family also had two boarders: a young woman named Daisy, age twenty-seven, from New York, who was working as a clerk for a stenographer, and Denny Geneva, age twenty-seven, from Washington, DC, who was working as a teacher.[431]

By 1920, except for their daughter, Margaret, most of John and Susie's children had moved away from home. Two other children, of unknown relation, Susie Perry, age eleven, and Camile Perry, age nine, were also living with the family.[432] John H. Washington, Sr. died four years later on February 2, 1924, at age sixty-nine.[433] He is buried at the Tuskegee University Campus Cemetery.[434]

Charles Walters Greene (1849–1926)

Charles W. Greene was born in Gatesville, North Carolina, on June 19, 1849. His father was Anthony Greene, and his mother was Nancy Roden, both of Gatesville.[435] Charles married twenty-one year old Lottie Virginia, from South Carolina, in 1893.[436] Greene was a graduate of Hampton Institute and was recruited to join Tuskegee Institute by Booker T. Washington in 1888 to serve as superintendent of the school's farm. Known around campus as "Farmer Greene," he taught students as well as local black farmers the best agricultural methods and techniques. The work he did was foundation for the "Course of Study in Agriculture" established by the school in 1893 and the Department of Agriculture established in 1896. Greene was key in organizing the Farmers Conferences, the Macon County Farmers' Institute, the Macon County Fair Association, and the Farmers Short Course in Agriculture. He worked in the school's Department of Agriculture until 1915, when he was appointed as the Macon County Demonstration Agent.[437]

Greene is listed in the 1900 U.S. Census as age fifty, working as "school farmer," and living at Tuskegee Normal & Industrial Institute with his wife, Lottie, who worked as a teacher, and a niece named Texie, age thirty-two, who worked as a dressmaker. In 1920, Greene is listed in the U.S. Census as seventy years old, teaching agriculture, and living at Tuskegee Institute with his wife, who was still working as a teacher in a public school. With them lived Harriett, age seventeen; Margaret, age fourteen; Helen, age thirteen; and Charles A., age twelve.

Greene died on January 9, 1926, in Tuskegee, Alabama. He was buried in the Tuskegee University Campus Cemetery on January 11, 1926.[438] Lottie died on February 1, 1946, and is buried next to her husband.[439]

Margaret James Murray Washington (1861–1925)

Margaret James Murray arrived at Tuskegee Institute in the summer of 1889. There, she taught

[431] Ancestry.com, 1910 U.S. Census.

[432] Ancestry.com, 1920 U.S. Census.

[433] Ancestry.com, "Alabama, Deaths and Burials Index, 1881–1974," accessed October 10, 2018.

[434] FindAGrave.com, "John Henry Washington," accessed October 10, 2018, https://www.findagrave.com/memorial/47422709/john-henry-washington.

[435] Ancestry.com, "Alabama, Deaths and Burials Index, 1881–1974," accessed October 10, 2018.

[436] Ancestry.com, 1900 U.S. Census.

[437] Jones, "The Role of Tuskegee," 252–253.

[438] FindAGrave.com, "Charles W. Greene," accessed October 10, 2018, https://www.findagrave.com/memorial/22273651/charles-w-greene.

[439] FindAGrave.com, "Lottie Virginia Greene," accessed October 10, 2018, https://www.findagrave.com/memorial/22275823/lottie-virginia-greene.

classes and within a year was promoted to the position of Lady Principal and later, Dean of Women (Figure 3-79). Murray, who married Booker T. Washington in 1892, became a leader in the progressive "clubwomen" movement of the late 1800s and early 1900s and brought the work of women at the Tuskegee Institute to the attention of the nation.[440]

Murray was born in Macon, Mississippi, on March 9, 1861. Her father, a white man named James Murray, had immigrated to Mississippi from Ireland, while her mother, Lucy, was from Georgia and may have been a slave. The family, which eventually included eight children, was very poor. After her father died when she was seven, she was sent to live with a Quaker family by the last name of Saunders, who had moved to Mississippi to help teach freedmen. In 1876, after Murray turned fourteen, the Saunders sent her to Nashville to attend a Quaker school. There, she did so well that soon she was asked to take the teachers' exam and begin to teach her peers at the school.



Figure 3-79. Margaret James Murray Washington, ca. 1915. Library of Congress.

After several years, Murray enrolled at Fisk Institute and attended classes part-time while teaching preparatory classes to pay her way through the eight years she attended school there. She also worked in the homes of Fisk faculty in the summer, except for one summer when she opened a school for black students in Pontotoc, Mississippi. While at Fisk, she met W.E.B. Du Bois and joined the staff of his school newspaper, the *Fisk Herald*, rising to become its editor in 1886. The paper documented the progressive activities of African Americans throughout the country. At a celebratory dinner after her graduation from Fisk in 1889, Murray met Booker T. Washington, who had spoken at the dinner. Sitting directly across the table from Washington, Murray, who had already applied for a job at the school and received no reply, asked Washington directly for a position teaching English at Tuskegee; he agreed right away.

Murray spent her first year at Tuskegee working as a teacher but was promoted the following year to Lady Principal, a position later renamed Dean of Women. In this position, she was in charge of the female pupils and their curriculum and was able to make significant changes in women's education at Tuskegee Institute. For example, she expanded industrial training by adding programs in soap-making, basketry, laundering, millinery, sewing, table setting, cooking, and broom making. Later in her career at Tuskegee, she added to this curriculum classes in nutrition, sanitation, and food preparation. In all areas, she not only helped to educate students in the subject matter but also taught them how to take those skills into their communities after graduation.

Murray not only worked at the school, but helped write Booker T. Washington's speeches and traveled with him on his tours. When she was

[440] Sheena Harris, "A Female Reformer in the Age of Booker T. Washington: The Life and Times of Margaret Murray Washington," *Alabama Women: Their Lives and Times* (Athens: University of Georgia Press, 2017), 129–144.

home, she also helped care for Washington and his children from his previous marriages.

Murray is best known for her work in the growing progressive clubwomen movement of the late 1800s and early 1900s. This movement was started by middle- and upper-class women in response to the sufferings they witnessed arising from industrial conditions as Americans left the farm to work in cities. Originally focused on issues around children, including education, child labor, and juvenile justice, clubwomen eventually took on issues around legal reform, environmental protection, suffrage, and family planning. These women's clubs began to wane as women began to gain more economic and political power in the early 1900s.

Murray began her outreach work during the first Tuskegee Farmer's Conference; there, Booker T. Washington had allowed male farmers to speak about their concerns, but not female farmers. Murray decided to establish a forum where women could also improve their lives and in 1893, began to hold the first "Mothers' Meetings." These gatherings proved so useful and popular that women all over the region were travelling to attend and began establishing their own similar meetings in other counties and states.

Her success in this first outreach effort led Murray to establish the Tuskegee Woman's Club in March 1895, the first official black women's group in the town. This group of middle-class women stressed the "general intellectual development of women" and worked towards temperance, prison reform, and suffrage, and also supported the Mother's Meetings. Murray also began to develop connections with similar groups in the north and in July 1895, joined the National Federation of African American Women (NFAAW), which represented fifty-four black women's clubs, and was elected their first president. The group was invited to take part in the Woman's Congress at the 1895 Cotton States and International Exposition in Atlanta, the same event at which Booker T. Washington delivered his famous address.

In 1896, the NFAAW joined several other national and regional groups to form the National Association of Colored Women's Clubs (NACWC). Murray served as president of the Alabama Federation of Colored Women's Clubs, which worked on programs to support health and juvenile agencies, sponsor black history programs, and create the Mount Meigs Reformatory for Juvenile Negro Law-Breakers. In 1899, she organized the Southern Federation of Colored Women's Clubs, which worked with specific regional issues. Murray continued to be active in local, regional, and national women's clubs in support of racial uplift and improving the lives of African Americans, particularly in the U.S. South, until she died in Tuskegee on June 4, 1925.

Written works specifically about Margaret Murray Washington are currently limited to "Margaret Murray Washington: A Southern Reformer and the Black Women's Club Movement," by Sheena Harris, a chapter contained in *Alabama Women: Their Lives and Times* (2017), and a second work, entitled "Out of the Shadow of Tuskegee: Margaret Murray Washington, Social Activism, and Race Vindication," published in 1996.[441] In 2012, historian Sheena Harris completed her dissertation about Murray for the University of Memphis, entitled "A Female Reformer in the Age of Booker T. Washington: The Life and Times of Margaret Murray Washington" and is currently working on a book about Margaret Murray Washington.

Halle Tanner Dillon Johnson (1864–1901)

Halle Tanner Dillon Johnson was the first female physician to pass the Alabama state medical

[441] Harris, *A Female Reformer*, 129–144; Jacqueline Anna Rouse, "Out of the Shadow of Tuskegee: Margaret Murray Washington, Social Activism, and Race Vindication," *The Journal of Negro History* 80, no. 1/4 (Autumn–Winter 1996): 31–46.

examination and the first female physician at Tuskegee Institute (Figure 3-80).

The eldest of nine children, Johnson was born in Pittsburgh, Pennsylvania, in 1864 to African Methodist Episcopal bishop Benjamin Tucker Tanner and Sarah Elizabeth Miller. Shortly after she was born the family moved to Philadelphia, where the children were educated.

In 1886 she married Charles E. Dillon and the couple moved to Trenton, New Jersey, where they had a daughter, Sadie. Charles died shortly after and Johnson returned to Philadelphia to live with her parents. She then decided to become a physician, enrolling in the Woman's Medical College of Pennsylvania as the only African American woman in her class. Johnson graduated in 1891 with an M.D. and high honors. While at the college, she had learned of a job opportunity as resident physician at Tuskegee Institute. She contacted Booker T. Washington, who offered her the position and helped her prepare for the ten-day Alabama state medical examination, which she passed.



Figure 3-80. Photo portrait of Halle Tanner Dillon Johnson. Wikipedia.

Johnson served at Tuskegee Institute as a physician, pharmacist, and teacher, and ran a private practice for three years. While at Tuskegee, she founded the Nurse Training Program at Pinehurst Hospital and a dispensary (pharmacy). In 1894, she married her second husband, Reverend John Quincy Johnson, an aspiring theologian and mathematics professor at Tuskegee Institute. The couple moved to Nashville, where Dr. Johnson resumed her medical practice and the couple had three more children. In 1901, Halle Tanner Dillon Johnson died of complications resulting from childbirth.[442]

Robert Robinson Taylor (1868–1942)

Architect Robert Robinson Taylor (1868–1942) designed most of the new buildings on the Tuskegee Institute campus constructed between 1892 and 1932 (see Figure 3-14). Robert Taylor was born in 1868 in Wilmington, North Carolina, and learned construction from his father, Henry Taylor. The elder Taylor was a former slave whose master (and father) allowed him to pursue a trade in carpentry, although without emancipating him. Robert Taylor entered the architecture program at Massachusetts Institute of Technology (MIT) in 1888 and went on to become MIT's first black graduate and the first academically trained black architect.[443]

In 1892, Taylor joined the staff of Tuskegee Institute, where he taught architecture and mechanical drawing.[444] In addition to his teaching duties, Taylor was the architect of record for many of the buildings on campus; most of those designed by Taylor are still standing. After working at the school for a few years, Taylor married Tuskegee Institute English teacher Beatrice Rochon in 1898. The following year, the

[442] Sara Diaz, "Johnson, Halle Tanner Dillon (1864–1901)," BlackPast.org, accessed October 4, 2018, https://blackpast.org/aah/johnson-halle-tanner-dillon-1864-1901.

[443] Weiss, *Robert R. Taylor*, xv.

[444] Jenkins, *Historic Resource Study*, 91.

couple celebrated the birth of their son, Robert Rochon Taylor. In late spring 1899, the senior Taylor moved his family to Cleveland, Ohio, failing to even tell Washington, who was on a ship bound for Europe at the time, that he was leaving. It was not until August 1899, that Taylor explained that the reason for his move had been his desire, for some time, to learn newer building technologies.[445]

Even with his physical departure from Tuskegee, Taylor continued to serve remotely as the architect for all the new campus buildings constructed in the early 1900s. In fact, it was likely that most of the donors were unaware of his departure since they typically communicated through Washington. During his Cleveland years, Taylor first worked for another architect, Charles W. Hopkinson, who designed a John D. Rockefeller-funded settlement home, and then Taylor worked on his own.

Shortly after his departure from Tuskegee, Taylor told Washington that

> [i]t is not an easy matter to leave off suddenly the effect of seven years continuous work in any line and I find myself, even now, after more than a year's interval, almost unconsciously planning students' work and making changes in the course of study in spite of the fact that I keep very busy in other lines.

His ongoing open communication with Tuskegee Institute meant that Taylor could continue to oversee his campus projects while remaining in Cleveland. He considered returning, especially when Washington offered him a new title: "Assistant Director of Industries."[446]

By February 1902, Taylor had returned to Tuskegee and was signing documents with the title "Director of Industries." He would retain this title for the rest of his almost forty-year tenure.[447]

In 1920, while still Director of Industries, Taylor entered into a private practice partnership with the school's Head of the Architectural Drawing Division, Louis Hudison Persley.[448] Over the next decade, Taylor and Persley Architects designed many buildings for the Tuskegee campus and elsewhere. The firm's letterhead denoted that the partners specialized in "lodge buildings, houses, and schools of various sizes."[449]

In 1935, Robert Taylor retired from Tuskegee Institute and returned to his native Wilmington, where he was appointed by the governor to the board of trustees of what is now Fayetteville State University. He died on December 13, 1942, in Tuskegee's John A. Anderson Memorial Hospital. He had been attending services in the Tuskegee Chapel, the building he considered his finest achievement as an architect, when he collapsed. Witnesses conveyed that Taylor's last words were, "the chapel was my masterpiece."[450]

The most comprehensive coverage of Robert Taylor's life and works is provided by Ellen Weiss in her book, *Robert R. Taylor and Tuskegee: An African American Architect Designs for Booker T. Washington* (2011). Additional information is available in Richard K. Dozier's dissertation, entitled "Tuskegee: Booker T. Washington's Contribution to the Education of Black Architects," 1990.

George Washington Carver (ca. 1864–1943)

George Washington Carver arrived as Tuskegee Institute in October 1896 (see Figure 3-36). With Tuskegee as his base, Carver became a vocal proponent of sustainable agriculture, developed uses for agricultural wastes in industrial applications, received three patents for his scientific products, and wrote and spoke

[445] Weiss, *Robert R. Taylor*, 71–75.

[446] Weiss, *Robert R. Taylor*, 77-79.

[447] Weiss, *Robert R. Taylor*, xxi.

[448] See Chapter 8 in Weiss, *Robert R. Taylor*.

[449] Weiss, *Robert R. Taylor*, 140.

[450] Clarence G. Williams, *From "Tech" to Tuskegee: The Life of Robert Robinson Taylor 1868–1942*, MIT Institute Archives & Special Collections, accessed October 14, 2018, https://libraries.mit.edu/archives/mithistory/blacks-at-mit/taylor.html; Weiss, *Robert R. Taylor*, 166.

prolifically. He was well-loved by his students and formed life-long friendships from his teaching days. Carver's research after Washington's death in 1915 focused on developing new uses for peanuts, sweet potatoes, soybeans, pecans, and many other Southern crops, and his many speeches before national groups and testimony before Congress in 1921 earned him national fame.

Carver was born around 1864 to a woman named Mary, who had been enslaved to the Moses and Susan Carver family in Newton County, Missouri, outside of modern-day Diamond. Carver's father may have been formerly enslaved at a nearby farm. In 1865, prior to the conclusion of the Civil War, Mary and infant George were abducted from the Carver farm. While George was finally located in Arkansas and returned to the Carver farm, Mary was never found.[451]

Young George Carver grew up on the Moses Carver farm until around 1876 and lived with his older brother, James, in their family's cabin. Always in delicate health, George helped care for livestock on the farm, completing the less physically demanding tasks. When not working, George rambled the property, observing nature and collecting specimens of flowers and insects. Susan Carver also spent time teaching young George to read.

In the early 1870s, George and James briefly attended the Locust Grove School, which met at Locust Grove Church, about one mile from the Moses Carver farm. Their time at the school was short, as the brothers learned they could not continue their studies due to their race. Then, in 1876, Carver, who was by that time around eleven years old, was sent by the Carvers to attend the Neosho Colored School, located nearby on the outskirts of the small town of Neosho, Missouri. In Neosho, he lived in the home of Andrew and Mariah Watkins, a middle-aged African American couple who owned a home next door to the school. Although George never returned to live on the Carver farm, he did continue to visit on occasion until the death of Susan Carver in 1882.

In 1878, George Washington Carver left Neosho for Fort Scott, Kansas, then roamed throughout Kansas and Missouri, working small, temporary jobs and then moving on, before he settled in Minneapolis, Kansas, to complete high school. Between 1890 and 1896, Carver attended Simpson College and Iowa Agricultural College and Model Farm (now Iowa State University). During this time, Carver received a Bachelor of Agriculture degree and a Master of Science degree in agriculture.

Carver was the first and, at the time, only, African American with an advanced degree in agricultural science. Since first learning of Carver and his work in March 1896, Booker T. Washington had worked hard to recruit him with the goal of both finding a leader for the agricultural department while maintaining an all-black faculty. At the time, Carver was still entertaining an invitation to join the faculty at Alcorn Agricultural and Mechanical College in Mississippi, but in the end felt a stronger pull towards Tuskegee based on Washington's appeals that he "come not only for the money but also for [his] deep interest in the race."[452]

Carver was a scientist and inventor whose influence far exceeded his time and place in American history. He is popularly known for his experimental work with the peanut and other alternatives to the cotton crop but, as Mark Hersey points out in *My Work Is That of Conservation: An Environmental Biography of George Washington Carver*, Carver's most important role in history was that of one of the early 1900s agrarian

[451] The information presented here and below is, unless otherwise indicated, from USDI, NPS, Midwest Region, *George Washington Carver National Monument Cultural Landscape Report and Environmental Assessment*, by Commonwealth Heritage Group, Inc., 2015.

[452] Hersey, *"My Work,"* 47, citing letter from Booker T. Washington to George Washington Carver, April 17, 1896, located in Box 4 GWCP, Tuskegee University Archives.

conservationists, an approach that did not come into popular vogue in the United States until the 1970s. His approach to conservation did not come directly from his training at Iowa State, but arose instead from his realization, once he got to Macon County, of the challenges of teaching scientific agriculture to a people trapped in a cycle of sharecropping and poverty. Instead, Carver took to Washington's "cast your bucket" philosophy and taught in both his classes and through his extension work the values of making use of local resources in a sustainable way. He shared this information in forty-four published bulletins that covered everything from using acorns as animal feed to recipes using peanuts, sweet potatoes, and tomatoes, and from lists of native plants for ornamental gardening to preserving meat.

Carver's death on January 5, 1943, was a devastating loss to Tuskegee Institute and beyond. After his passing was announced, the school was overwhelmed with expressions of grief and sympathy from his many close friends and people from around the world, from simple farmers to heads of state. The Tuskegee Institute Chapel overflowed with visitors during his funeral. Carver was buried in the Tuskegee University Cemetery close to Booker T. Washington.[453]

There are many books and articles about the life of Carver. The best include Hersey's *My Work Is That of Conservation: An Environmental Biography of George Washington Carver* (2011), which describes Carver as principally a conservationist; Gary P. Kremer's *George Washington Carver: A Biography* (2011) and *George Washington Carver: In His Own Words* (1991); Linda O. McMurry's *George Washington Carver: Scientist & Symbol* (1981); and Peter Burchard's *Carver: A Great Soul* (1998). Each presents Carver in a slightly different light, and some describe in more or less detail his complicated and often antagonistic relationship with Booker T. Washington, while others gently overlook it, preferring to focus on Carver's artistic and spiritual relationship with the world.

Emmett Jay Scott (1873–1957)

Emmett Jay Scott was born in Houston in 1873, one of four children of Horace L. and Emma Kyle Scott (Figure 3-81). Raised Methodist, Scott went to Wiley College, a Methodist school for black people, from 1887 to 1890. After leaving the school to allow other family members to attend, he returned and received a master's degree in 1901 and later, the honorary degree of Doctor of Laws (LL.D.) by Wiley College and Wilberforce University in Ohio. Between 1891 and 1894, he worked on the staff of the *Houston Daily Post*; he subsequently established the *Texas Freeman* newspaper in Houston and served as editor from 1894 to 1897.[454]

In 1897, Scott invited Booker T. Washington to speak in Houston. The same year, Washington invited him to Tuskegee Institute to become his



Figure 3-81. Emmet Jay Scott (standing) meeting with Booker T. Washington. Public Domain.

[453] Vella, *George Washington Carver*, 326–327.

[454] Barbara L. Green, "Scott, Emmett Jay," Texas State Historical Commission Online, accessed May 3, 2018, https://tshaonline.org/handbook/online/articles/fsc42.

private secretary. Scott remained there until 1919 as Washington's chief advisor and confidant; he also helped to write many of Washington's speeches. During that time, due to Washington's influence, Scott was appointed secretary of the National Negro Business League in 1902 and remained so until 1922. He was also appointed a member of the American Commission to Liberia in 1909, and secretary to the International Conference on the Negro in 1912.

In 1917, Scott was appointed as special assistant to Secretary of War, Newton D. Baker, to help ensure that Selective Service regulations were "equal and impartial," to investigate racial incidents and charges of unfair treatment in the U.S. military, and generally help improve the morale of black servicemen. In 1919, Scott left Tuskegee to serve as secretary-treasurer of Howard University, where he remained until 1934. He was also active in the Republican Party from 1922 until just before he died.[455]

Scott's written works include three books: *Booker T. Washington: Builder of a Civilization* (1916), which he wrote with Lyman Beecher Stowe; *Scott's Official History of the American Negro in the World War* (1919); and *Negro Migration During the War* (1920). He was married to Eleanora J. Baker of Houston, and together they had five children. Scott died after a long illness at Freedmen's Hospital in Washington, DC, on December 11, 1957.[456]

Thomas Monroe Campbell (1883–1956)

Thomas M. Campbell was the nation's first black agricultural extension agent and a protégé of George Washington Carver (see Figure 3-57).[457] He went on to become a pioneer in agricultural education and extension work.

Thomas Monroe Campbell was born in Elbert County, Georgia, on February 11, 1883. His father was a Methodist minister and itinerant tenant farmer. Until his mid-teens, Campbell worked alongside his father and several white area farmers. In 1899, after having briefly attended school locally, Campbell set out to study at Tuskegee Institute where his brother Willie was already enrolled. Having not done well on his entrance exam, he was at first denied admission. For the next six months, Campbell worked on the school's farm. He was initially admitted to Tuskegee's night school preparatory classes to where he began to study agriculture.[458]

As a regular student of Tuskegee over the next seven years, the ideals and philosophies of the school, and the teachings of Washington and Carver, became engrained in Campbell. He assisted Carver and Washington with the annual farmers' conferences, the farmers' institutes, the farmers' county fairs, and the work of the Tuskegee Experiment Station. By the time he graduated from Tuskegee in 1906, the respect Campbell had for Washington and Carver was mutual.[459]

Highly impressed with Campbell's skills and expertise, Washington and Carver petitioned the USDA to appoint him as its first black extension agent. Knowing his expertise and familiarity with the people, Washington and Carver believed he could help improve the economic conditions of local black farmers by teaching them science-based agricultural practices.[460]

Campbell was so successful in the position that he was promoted to district agent for the state of Alabama and the bordering states in 1908. By 1914,

---

[455] Green, "Scott, Emmett Jay."

[456] Green, "Scott, Emmett Jay."

[457] Allen W. Jones, "Thomas Monroe Campbell, " Encyclopedia of Alabama, accessed May 14, 2018, http://www.encyclopediaofalabama.org/article/h-1357.

[458] Allen W. Jones, "Thomas M. Campbell: Black Agricultural Leader of the New South," *Agricultural History* 53, no. 1, "Southern Agriculture Since the Civil War: A Symposium" (January 1979): 42–59.

[459] Jones, "Black Agricultural Leader," 42–59.

[460] Jones, "Thomas Monroe Campbell."

Campbell had assisted several other Southern states in appointing black farm agents and home demonstration agents. His leadership and success were so widely recognized that he received several offers for administrative positions from other black colleges. Campbell, however, chose to remain in his position with the extension service.[461]

Together, Campbell and his wife, Anna Marie Ayers Campbell, had six children who made exceptional contributions in their own right. For example, their son, Bill, was a colonel in the air force and served with the Tuskegee Airmen in World War II, while their daughter, Abbie Noel, also served as a captain in the Women's Army Auxiliary Corps. The Campbell's youngest son, Carver (named for George Washington Carver), pursued graduate work in agriculture at Cornell University, although he tragically died before he completed his studies. After decades of tireless devotion to improving the lives of rural Southern African Americans, Thomas Campbell died in Montgomery, Alabama, in 1956.[462]

John A. Kenney (1875–1950)

John A. Kenney was born on June 11, 1874, in Albemarle County, Virginia, to John and Caroline Kenney. He attended Hampton University from 1893 to 1897, graduating first in his class, then went on to pursue a medical degree at Leonard Medical School of Shaw University in Raleigh, North Carolina, graduating in 1901. After a one-year internship at Freedman's Hospital in Washington, DC, Kenney arrived at Tuskegee Institute to run the school's small hospital and serve as personal physician to both Booker T. Washington and George Washington Carver. After its completion in 1913, Kenney served as director and surgeon-in-chief at the John A. Andrew Memorial Hospital and its new School of Nursing and was also personal physician to Robert R. Moton, after he succeeded Washington in 1915.[463]

In addition to his responsibilities at the hospital, Kenney served as secretary of the National Medical Association from 1904 to 1912, when he was elected president of the organization. In 1908, he founded the Journal of the National Medical Association, and starting in 1916, served as its editor.[464] Kenney founded the annual John A. Andrew Clinic in 1912 to provide post-graduate training for African American physicians and surgeons, then the John A. Andrew Clinical Society in 1918. The society, a group of black surgeons affiliated with the National Medical Association, was organized to sponsor the clinic, a forum where black physicians could speak with experts from around the US. The multi-day clinics would include patient evaluations and operations performed by leading black surgeons with assistance from other surgeons who wished to improve their skills. Between 1912 and 1954, the annual clinics treated hundreds of patients.[465]

Kenney was also instrumental in the movement to establish the Tuskegee Veterans Administration Hospital on land donated for that purpose by Tuskegee Institute. In collaboration with President Robert R. Moton, Kenney strived to ensure that the hospital would be staffed by black doctors and nurses, a move that was met with opposition by many local white people. In 1922, Kenney and other leaders of the National Medical Association met with President Warren G. Harding and convinced him to order that the hospital be staffed by African Americans. After Harding issued the order, the local KKK threatened Kenney and

---

[461] Jones, "Thomas Monroe Campbell."

[462] Jones, "Thomas Monroe Campbell."

[463] Dana Chandler and Cheryl Ferguson, "Guide to the Papers of John A. Kenney," Tuskegee University Archives, accessed September 28, 2018, http://archive.tuskegee.edu/archive/bitstream/handle/123456789/96/John%20A.pdf?sequence=1&isAllowed=y.

[464] "Dr. John A. Kenney Leaves Tuskegee," *Journal of the National Medical Association* 36, no. 6 (November 1944): 199–200, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2616033/.

[465] Charles W. Carey, Jr., *African Americans in Science: An Encyclopedia of People and Progress* (Santa Barbara: ABC-CLIO, Inc., 2008), 403–404.

burned a cross in his front yard. In fear for the safety of his family, Kenney immediately sent them north to Montclair, New Jersey. He remained in Tuskegee only a month longer, maintaining an armed guard at the house while he closed out his work at the hospital.[466] Once in New Jersey, Kenney went on to establish what became the Kenney Memorial Hospital and later, the Booker T. Washington Community Hospital.[467]

David Augustus Williston (1868–1962)

In 1902, Booker T. Washington recruited landscape architect David Augustus Williston to join the faculty of the Department of Agriculture and to serve as superintendent of grounds (see Figure 3-39). Williston was born in 1868 on a farm in the outskirts of Fayetteville, North Carolina, as one of twelve children. At age twenty-five, he joined one of his brothers in Washington, DC, to attend Howard Normal School. After he graduated, he enrolled at Cornell University in 1895; there, he studied agricultural science and horticulture with the renowned Liberty Hyde Bailey and became the first African American to graduate from the College of Agriculture and the first professionally trained black landscape architect in the United States.[468]

After Cornell, Williston acquired a degree in municipal engineering from the International Correspondence School in Pennsylvania. He went on to teach at State College of North Carolina at Greensboro and at Lincoln Institute in Jefferson City, Missouri, before he joined Tuskegee Institute in 1902. For the next twenty-seven years, Williston taught at Tuskegee, with occasional short stints at other colleges, including Fisk University, where he taught horticulture and agriculture from 1907–1909.[469]

In 1929, Williston started a private practice in campus planning for black land-grant colleges, and by 1934, had moved his practice to Washington, DC. In 1946, he was recognized by Howard University as "among the leading American landscape architects." Although no longer practicing at the campus, Williston continued to work on projects for Tuskegee Institute throughout the rest of his career.[470]

Williston's DC firm was the first black-owned professional landscape architecture practice in the country. Williston's work included campus planning for several black colleges and universities, including Clark University in Atlanta, Alcorn State University in Mississippi, Lane College in Tennessee, and Philander Smith College in Arkansas. He also collaborated with black architect Albert Cassell on an expansion of Howard University. In addition, Williston completed residential landscape designs for several important black leaders, starting with Washington's home, The Oaks, and including the residence of Dr. John Hope, president of Atlanta University and the home of Dr. Ralph Johnson Bunche, American diplomat and recipient of the 1950 Nobel Peace Prize. Williston continued in private practice until his death on July 28, 1962.[471]

James Hendrix Bias (1876–1963)

James Hendrix Bias was born in 1876 in Vicksburg, Mississippi, to James S. and Sarah (Williams) Bias, both of Mississippi. Little is known of his

[466] *Journal of the National Medical Association,* "Dr. John A. Kenney Leaves Tuskegee."

[467] Chandler and Ferguson, "Guide to the Papers of John A. Kenney."

[468] Williams, "David Augustus Williston," 453–455; The Cultural Landscape Foundation, "David Williston," accessed September 25, 2017, https://tclf.org/pioneer/david-williston.

[469] Williams, "David Augustus Williston," 453–455; The Cultural Landscape Foundation, "David Williston."

[470] Goetcheus, "Booker T. Washington."

[471] Williams, "David Augustus Williston," 453–455; The Cultural Landscape Foundation, "David Williston." In 2002, landscape architect Douglas Arnell Williams completed his thesis, entitled "David A. Williston: The First Professional African American Landscape Architect and His Campus Designs for Historically Black Colleges and Universities," at Cornell University. Williams is currently writing a biography of David August Williston.

childhood there, but when he was in his late twenties, he left Mississippi for Ohio State University to study to become a veterinarian. He was the first African American man to graduate from the university's College of Veterinary Medicine. Upon graduation, he returned south to take a position at Tuskegee Institute.[472]

During this period, he met and married his wife, Roberta. The 1920 U.S. Census shows the couple living on "Montgomery Street," possibly now the Old Montgomery Highway, and Bias was listed as a veterinary doctor. It appears that Roberta died before her husband, because when he passed away on July 19, 1963, his wife was Zenobia Smith Bias.[473]

Alumni

Many of the early graduates of Tuskegee went on to lead quiet, useful, lives as teachers, small business owners, and craftspeople. Some of the graduates became groundbreakers, such as the four Tuskegee students who traveled to Togo to help cotton farmers improve the quality and quantity of the country's cotton exports. In 1906, Washington wrote that "the five nurses the institution sent to the Spanish-American War were the only colored female nurses employed by the government."[474] In 1906, Tuskegee gained recognition when graduate Thomas M. Campbell became the first black agricultural demonstration agent in the country.[475] Campbell would continue his work for the government, eventually gaining promotions and always being an active proponent for hiring additional African Americans for similar positions.

Other Tuskegee graduates remained on campus or returned as faculty or staff members. One such example is William Sidney Pittman, who received his post-graduate certificate in architectural drawing before going on to Drexel Institute in Philadelphia. A few years after completing the program at Drexel, Pittman was back at Tuskegee Institute, teaching drafting classes and assisting with campus building designs. Pittman again left campus to pursue other opportunities, first in Washington, DC, and later in Dallas, but returning in 1907 to marry Washington's only daughter, Portia.[476] Just a few miles from the Tuskegee campus, Annie Davis, a graduate of Tuskegee Institute, started a small school in a cabin at the Russell Plantation to demonstrate Tuskegee's methods education and self-reliance.

Claude Albert Barnett (1889–1967)

Claude Albert Barnett was born in Sanford, Florida, in 1889 to William Barnett, a hotel worker, and Celena Anderson, a housekeeper. Before his first birthday, Barnett was sent to live with his paternal grandmother in Mattoon, Illinois. In 1904, Barnett started attending Tuskegee Institute, where he became enamored with the self-help ideology of Booker T. Washington. Barnett graduated from Tuskegee in 1906 and moved to Chicago, where he became a postal worker with access to a myriad of magazines and newspapers. In 1913, intrigued by the advertisements he had come across in those publications, Barnett started reproducing photographs of important African American leaders and selling them through mail order. He reached his audience by advertising his photographs in African American newspapers; by 1917, his business was thriving.[477]

---

[472] Ohio State University, "The Legacy Maker."

[473] Ancestry.com, "James Hendrix Bias," accessed October 16, 2018, https://www.ancestry.com/search/?name=james+hendrix_bias&event=_tuskegee-macon-alabama-usa_26813&birth=1880&count=50&location=2&name_x=ps_1&priority=usa.

[474] Tuskegee Normal and Industrial Institute, "Catalogue 1906–1907," 91.

[475] Jones, "The Role of Tuskegee," 264.

[476] Weiss, *Robert R. Taylor*, 49–51, 80.

[477] Ryan Hurst, "Barnett, Claude Albert (1889–1967)," BlackPast.org, accessed August 2, 2018, http://www.blackpast.org/aah/barnett-claude-albert-1889-1967; Bill V. Mullen, "Claude A. Barnett," *Writers of the Black Chicago Renaissance*, ed. Steven C. Tracy (Champaign: University of Illinois Press, 2011), 53–54.

Following this success, Barnett and several partners started the Kashmir Chemical Company, which specialized in cosmetics. Barnett, who resigned his position with the post office, served as the company's manager of advertising. He traveled the country promoting his photographs and cosmetics to predominately black audiences. While traveling, Barnett placed advertisements in various African American newspapers to announce his stops and to promote his products.

During his travels, Barnett began to notice that the newspapers he was advertising in needed more substantive news to report on, so in 1919, he established the Associated Negro Press (ANP). The ANP provided new organizations with a reliable stream of news stories. Initially, Barnett exchanged news garnered from various sources in exchange for advertising space in black newspapers. Eventually, however, he assembled a staff of black reporters known as "stringers," who reported on stories of interest to African Americans. Barnett was able to charge each newspaper twenty-five dollars per week for access to top news stories. The ANP reached its height in the 1950s, when it was serving 200 newspapers nationally and worldwide after Barnett expanded his network of stringers to Africa and the West Indies.[478]

In addition to his successful entrepreneurial endeavors, Barnett donated much of his personal time to important causes. In the 1930s, he served as a consultant to USDA secretaries Henry A. Wallace, Claude R. Wickard, and Charles F. Brannon, and between 1938 and 1942, he also served as president of the board of directors of Provident Hospital in Chicago. Barnett and his wife, the popular entertainer Etta Moten, traveled internationally many times, especially to the African continent, which they visited eleven times.[479]

Having gained much admiration and celebrity in significantly advancing the role of the African American press, in 1949, Barnett was awarded an honorary Doctorate of Humanities Degree from Tuskegee Institute. He was later honored by Haitian President Paul Eugene Magloire with the Chevalier Order of Honor and Merit. In 1952, Liberian President William V.S. Tubman granted Barnett the honorary title of "Commander of the Order of Star of Africa." In the 1950s, Barnett served on the Board of Trustees for Tuskegee Institute and the same for the Supreme Liberty Life Insurance Company in Chicago. He died in Chicago on August 2, 1967, at the age of seventy-eight.[480]

[478] Hurst, "Barnett, Claude Albert"; Mullen, "Claude A. Barnett."

[479] Hurst, "Barnett, Claude Albert."

[480] Ibid.

Chapter 4: Robert R. Moton and Tuskegee Normal and Industrial Institute (1915–1935)

Introduction

This chapter covers the development of the Tuskegee Normal and Industrial School, beginning with the search for Washington's successor and the subsequent hiring of Robert Russa Moton in 1915 as the school's second president, until his retirement from the position in 1935 (Figure 4-1).

First, the chapter discusses the distinct periods of development that occurred during Moton's tenure. These sections are followed by an overview of Tuskegee Institute's outreach and extension efforts, then the school's classes and programs offered during this period. Next, a brief account is given as to how the school was funded during Moton's tenure. Following this is a list of the buildings and structures constructed between 1915 and 1935, and the landscapes they formed. The chapter culminates with several brief biographies of the most influential faculty and staff of the period, and of important alumni.

A New President

Washington's unexpected death in 1915 brought about turbulence at Tuskegee Institute. The school needed a judicious and capable leader to ensure its continued success. Although there was immediate speculation about who would succeed Washington, many believed there was no one sufficiently qualified to replace him. Former President Theodore Roosevelt, a member of the Tuskegee Board of Trustees, was heard to say that the selection of Washington's successor was as important a matter as the election of president of the United States. On December 20, 1915, after a careful and lengthy deliberation, a committee of five people appointed by the board of trustees invited forty-eight-year-old Robert Russa Moton (1867–1940), an alumnus of Hampton Institute and its Commandant of Cadets, to become the school's second president. Moton was inaugurated on February 1, 1916.[1]



Figure 4-1. Photo portrait of Robert Russa Moton. Tuskegee University Archives.

[1] G. Lake Imes, "To Tuskegee," *Robert Russa Moton of Hampton and Tuskegee*, ed. William Harden Hughes and Frederick D. Patterson (Chapel Hill: University of North Carolina Press, 1956), 79; Robert Russa Moton, *Finding A Way Out: An Autobiography* (Garden City: Doubleday, Page & Co., 1921), 200; Dana Chandler,

Tuskegee's board of trustees had been particularly concerned that the person who succeeded Washington should have what they deemed "the right attitude towards the races." Theodore Roosevelt was particularly sure of Moton's abilities in this and other regards, writing,

> I am more impressed than I can well express with Major Moton. It is the greatest relief to me to say that I believe that if he is appointed we insure for ourselves every reasonable probability of success in carrying on the great work of Booker T. Washington. I believe that he can run the institution. I believe that he will get on with the Southern people as well as any Negro now living. . .I believe that he will get on with Northern white men and be able to help us in getting the necessary funds. He has a very powerful and at the same time an engaging and attractive personality. I cannot speak too strongly about the favorable impression he has made on me. Finally, I believe that he will be able to wisely interpret the feelings and desires of his own people to the white people of both the North and the South.[2]

At the time of his appointment, Robert Moton was no stranger to Tuskegee or to Booker T. Washington; their relationship went back several decades. Moton had first encountered Washington while attending Hampton Institute in 1885. Washington had been asked by Armstrong to give a speech at the school detailing the efforts and progress taking place at Tuskegee. As Washington got up to speak, Moton remembered the familiar apprehension he often felt on behalf of speakers of his own race. He then recalled the impression Washington's bearing and words had on him, writing,

> As I think of it now, and as I thought of it then, we considered it perhaps the most remarkable address we had ever heard, and coming from a colored man, about whom we felt so much anxiety, it was all the more impressive.[3]

Booker T. Washington in turn esteemed Moton and his work as a member of the executive staff at Hampton Institute. Of Moton he wrote,

> It always seemed to me very fortunate that Hampton Institute should have in the position which Major Moton occupies a man of such kindly good humor, thorough self-control, and sympathetic disposition. . .I have learned from Major Moton that one not need to belong to a "superior" race to be a gentleman.[4]

After Washington's death, it was later revealed that when he realized he was dying, he had sent for Robert Moton, telling him "I want you to stand by Tuskegee."[5]

Shortly after the board of trustees' announcement of Washington's successor, Moton paid a visit to the Tuskegee campus. In an informal meeting with faculty–many of whom were already Moton's personal friends, as he had visited the campus often as a friend of Washington–he assured them that he had no plans to change any of the policies established by his predecessor. Moton invoked the sentiments of Washington's last public address, calling for teamwork.[6]

Moton was greatly esteemed by his colleagues and students at Hampton Institute and they delighted in his appointment as Tuskegee Institute's second president. They deemed it appropriate that a graduate of Hampton Institute should continue the work established by another. They also supported the idea that because Tuskegee Institute was founded by African Americans for their own benefit, they should also manage the school. At the same time, Hampton was not eager to see Robert Moton leave. One of Hampton Institute's officers was quoted as saying, "We gave you Booker T.

"Robert R. Moton Biographical Information," Tuskegee University Archives Repository, accessed January 11, 2019, http://archive.tuskegee.edu/archive/bitstream/handle/123456789/660/Moton%20Bio_0021.pdf?sequence=1&isAllowed=y.

[2] Moton, *Finding a Way Out*, 199–200.

[3] Moton, *Finding a Way Out*, 65.

[4] Imes, "To Tuskegee," 79.

[5] Imes, "To Tuskegee," 80.

[6] Hughes and Patterson, *Robert Russa Moton*, 82

Washington, but we are only lending you Major Moton."[7]

Tuskegee Under Moton

Under Moton's direction, Tuskegee saw a great increase in the number of its students, faculty, and staff, and the reorganization of its academic programs. All these factors would have an impact on Tuskegee Institute and its educational and physical development.

Moton was devoted to carrying on the work of Washington while continuing to maintain and improve the quality of Tuskegee's campus, facilities, faculty, and administration. His emphasis as president of Tuskegee Institute was on keeping it current and forward-thinking through a focus on education, improved courses of study, and reorganization of the academic departments and the first four-year college degrees.[8]

Many external factors outside of Moton's control would have a great effect on the development to Tuskegee Institute during his tenure. Moton was sworn in as the school's second president just over a year before the United States entered World War I in April 1917.[9] The 1920s began with the reemergence of the Ku Klux Klan and ended with the Stock Market Crash of 1929.[10] At the time Moton retired in 1935, the country was trying to recover from the Great Depression through New Deal programs.

Under Moton, many prominent faculty and staff members from Washington's era remained. George Washington Carver continued his work at the Institute, garnering national and world-wide recognition for his achievements. Margaret Murray Washington continued in her role as Lady Principal until her death in 1925. She persisted in working tirelessly for the advancement of African Americans in the South, and in 1914, became president of The National Association of Colored Women's Clubs (NACWC), an organization she helped establish.[11] Emmett Jay Scott, who had been Washington's assistant, remained at Tuskegee for two years following Washington's death, continuing to serve as secretary to the president. Robert R. Taylor, too, remained an integral influence in the development of facilities and the campus plan during most of Moton's tenure. Several campus buildings constructed in this period were designed by Taylor and his new partner, Louis Hudison Persley.[12] David Williston also continued at Tuskegee Institute in his role as Superintendent of Buildings and Grounds.[13]

To fund campus improvements and other endeavors, Moton, like Washington, maintained significant connections with wealthy, white, Northern benefactors. A particularly adept fundraiser, Moton helped to substantially increase the school's endowment and to meet the school's $100,000 yearly operating budget.[14] Within less than a year after assuming the presidency, he raised the million dollars desperately needed to stabilize conditions at the school upset by Washington's death. After just a few years, Moton raised the endowment to eight million, which helped expand the work and influence of the school and guaranteed Tuskegee Institute a permanent income. Some money was gathered through the creation of the new "Loyalty Fund," which collected donations from school alumni.[15] Moton's fundraising efforts were aided by his

---

[7] Imes, "To Tuskegee," 81.

[8] *The Crisis*, July 1933, 148.

[9] Chandler, "Robert R. Moton."

[10] Linda Gordon, *The Second Coming of the KKK: The Ku Klux Klan of the 1920s and the American Political Tradition* (New York: Liveright Publishing Corp., 2018).

[11] Allison Espiritu, "Margaret Murray Washington," BlackPast.org., February 15, 2007, accessed February 1, 2019. https://www.blackpast.org/african-american-history/washington-margaret-murray-1865-1925/.

[12] Weiss, *Robert R. Taylor*, 140.

[13] Kirk Murkle and Dreck Wilson, "David Augustus Williston: Pioneering Black Professional," *Landscape Architecture Magazine* 72 (January 1982), 85.

[14] Clement et al., *Campus Heritage Plan*, 16.

[15] Moton, *Finding a Way Out*, 6.

inauguration of the school's first Founder's Day in 1917, an annual celebration that continues to the present day.[16]

The evolution of Tuskegee Institute's campus plan from 1915–1935 can be understood as comprising three eras. The first, 1915–1917, marks the beginning of Moton's tenure and the relocation of the school farm in 1917. The second period, 1917–1927, begins with the passing of the Smith-Hughes National Vocational Education Act, through which Tuskegee Institute received federal grants to bolster the school's curriculum. Many new buildings were added to the campus to house the recently funded programs. New offerings drew new students and, by 1921, Tuskegee Institute reached all-time high enrollment numbers, with increased needs for housing and additional staff. In 1923, Robert Moton announced the elimination of the school's preparatory program and, in 1924, Tuskegee Institute began offering its first college classes. The third period, 1927–1935, marks an era of expanded athletics offerings and amenities, new and expanding facilities and infrastructure for the campus.

Campus Development (1915–1917)

During the first few years of Moton's administration, campus development continued based on the campus plan developed by Taylor and Williston during Washington's presidency.

Moving the Farm

Moton's tenure saw the relocation of the school farm from the western edge of Big Valley further west, close to Milbank Hall, which had been completed in 1910. Planning for the move took place long before Booker T. Washington's death in 1915; in his report to the trustees for the 1907–1908 school year, Washington proposed a new road to the west, with new developments along it that would take place in stages. The plan to sell some outlying lands, purchase additional adjacent tracts, and then relocate the farm center was supported by Seth Low, school trustee and chairman of the board of trustees from 1907–1916. In 1910, Low, who had his own farm in New York, took a particular interest in the project and asked Washington to have a plan prepared for the new farm center. Low also helped organize other projects, including soil building in the western part of the campus and a system to give academic credit to students for their work on the farm.[17]

In 1911, Washington had asked Robert Taylor to devise plans for two barns uphill and east of Milbank Hall. Taylor's plans also included widening the road from the Slater-Armstrong Memorial Trades Building to Milbank Agricultural Building, or Milbank Hall, and extending it west through the farm to meet the public road that led north to the Chehaw train station, now Midway Road; by 1929, the road was called "Rural Avenue" (Figures 4-2 and 4-3). After the old wood horse barn on campus burned in 1914, drawings for replacement barns were quickly prepared by Walter T. Bailey, head of Architectural Drawing at the school. It is not known if these replacement barns were constructed.[18]

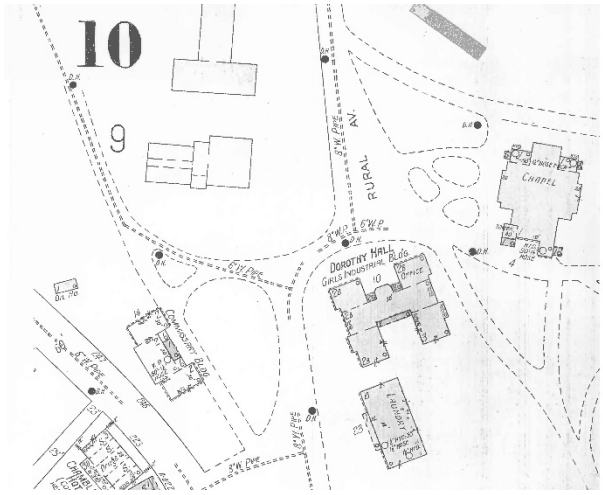


Figure 4-2. Sanborn map from 1929 showing eastern end of Rural Avenue. Sanborn Map Company.

[16] Imes, "To Tuskegee," 86; Ronald L. Heinemann, "Robert Russa Moton," Encyclopedia of Virginia, accessed January 29, 2019, https://www.encyclopediavirginia.org/Moton_Robert_Russa_1867-1940.

[17] Weiss, *Robert R. Taylor*, 229–230.

[18] Weiss, *Robert R. Taylor*, 230.

The final plan for the new farm center was completed in 1917 and showed the agricultural buildings extending along the western road, including a slaughterhouse, poultry area, Milbank Hall, the Dairy Barn, the Veterinary Hospital, and the Horse Barn. In the lower areas were the vegetable garden, the piggery, a cannery, and a truck garden "house" with restrooms for women. The new Veterinary Hospital was designed by Taylor after extensive study starting in 1913 and consultation with specialists at the University of Pennsylvania and Harvard University; it was completed after Washington's death in 1915 (Figure 4-4).[19]

With Margaret Murray Washington continuing to reside at The Oaks until her death in 1925, Robert Moton and his family settled into Parker Cottage. Constructed in 1897 as housing for senior women, Parker Cottage was located just east of Tompkins Hall and west of the Power Plant. The cottage was remodeled for use by the Moton family in 1916, and the family resided there until his retirement in 1935.[20]



Figure 4-3. Detail from post 1933 postcard showing the new agricultural complex along Rural Avenue (left center). Tuskegee University Archives.

Growth and Expansion (1917–1927)

Smith-Hughes National Vocational Education Act

In 1917, Congress passed the Smith-Hughes National Vocational Education Act, which provided funding for preparatory vocational education beneath the college level. The purpose of the act was to revitalize general education and democratize schooling by adapting it to real needs. It was also intended to promote industrial efficiency and national prosperity by making labor more efficient, tempering social unrest, and promoting a higher standard of living for workers. Federal grants were provided to the states to promote vocational instruction with a focus on teacher training. However, funding through the Smith-Hughes Act also provided for vocational training in agriculture, industrial education, and home economics.[21]

Increased Enrollment

Increases in vocational programs funded by the Smith-Hughes Act, coupled with Tuskegee



Figure 4-4. New Veterinary Hospital ca. 1915. Tuskegee University Archives.

[19] Weiss, *Robert R. Taylor*, 230–233.

[20] Conley, *Demolished Buildings*.

[21] Tracy L. Steffes, "Smith-Hughes Act," Encyclopaedia Brittanica, accessed June 4, 2018, https://www.britannica.com/topic/Smith-Hughes-Act.

Institute's national reputation, enticed many new students and staff to the school. Enrollment at Tuskegee Institute reached an all-time high in 1921, with 2,240 regular students, including around 200 young veterans returned from the war. There were 2,877 students on campus; 973 were female, 101 were disabled soldiers who were being trained in vocations under the Federal Board for Vocational Education, 243 children were attending school at the Children's House, and 622 students were enrolled in the summer school for teachers.[22] In addition, Tuskegee Institute's faculty and staff increased by fifty percent, necessitating additional housing.[23]

New Programs and Buildings

Funding garnered from the Smith-Hughes Act helped Moton improve the school's curriculum. Tuskegee Institute soon began offering several new programs in teachers training and vocational subjects. By 1921, the school's trades program had 761 students; the same year, the first seven graduates from Tuskegee's teacher's training course received their diplomas.[24] An advertisement for Tuskegee Institute that appeared in the *Journal of Negro History* in 1921 appealed to potential students by boasting of the school's offering of "[f]orty trades and industries for young men and women," and "Smith-Hughes Vocational Courses for advanced students." The advertisement announced that "Tuskegee is not only a school, it is an institution; an influence."[25]

Another program that began during Moton's tenure was the school's Reserve Officer Training Corps (ROTC), first established in 1918. It continues to produce Army officers to the present day.[26]

In 1918, the new brick Dairy Barn was completed and the new brick Horse Barn sometime between 1917 and 1921 (Figure 4-5).[27] In 1918, after a fire almost completely destroyed the Slater-Armstrong Memorial Trades Building, it was replaced by 1920 with a complex of buildings known as the William Willcox Trades Buildings, after school trustee William G. Willcox, and was constructed of brick on the site of the old building (Figure 4-6). The



Figure 4-5. The new brick Dairy Barn, completed in 1918. Tuskegee University Archives.



Figure 4-6. William Willcox Trade Buildings after 1920. Tuskegee University Archives.

[22] Moton, *Finding a Way Out*, 5.

[23] "Robert Russa Moton," *The Journal of Negro History* 25, no. 3 (July 1940): 405.

[24] Tuskegee Normal and Mechanical Institute, *Principal's Annual Report Edition, 1920–1921* (Tuskegee: Tuskegee Institute, 1920).

[25] *The Journal of Negro History*, Vol. VI, 1921, back page advertisement, approx. page 524, accessed June 4, 2018, https://books.google.com/books?isbn=1334450595.

[26] Bethanne Kelly Patrick, "Gen Daniel 'Chappie' James Jr.," Military.com, accessed August 27, 2018, https://www.military.com/air-force/gen-daniel-chappie-james-jr.html.

[27] Weiss, *Robert R. Taylor*, 230–233.

new trades buildings helped support the expansion of industrial education funded by the Smith-Hughes Act. In 1926, the one-story, brick Willcox Halls Bathhouse was constructed at the west end of Wilcox "E". The building provided toilets and showers for the Willcox Trades Buildings, which had been constructed without these facilities.[28]

Housing

In 1921, Ellen Curtis James Hall, the school's first dormitory to be erected on the campus for medical students, was completed at the north end of the Big Valley near the John A. Andrew Memorial Hospital. The Taylor and Persley-designed building housed 135 girls in fifty bedrooms, all nursing students who trained at the hospital (Figure 4-7).[29] Built in the Arts and Crafts style, the four-level brick dormitory had three sitting rooms and three baths. Although the original interior has been gutted and rebuilt, James Hall is still presently in use as a dormitory.[30]

In 1926, Sage Hall was completed as a boys' dormitory on the east side of the Rockefeller Hall Quadrangle (Figure 4-8). Visually similar to James Hall, and also designed by Taylor and Persley, the four-story Sage Hall featured dormer windows that lit attic bedrooms. The basement of Sage Hall had laundry and storage facilities, while the main floor housed a teacher's reception room, along with guest and private baths. A recreation room and an office for the YMCA were also once located on the third floor. Currently, Sage Hall is in use as a dormitory for female students.[31]

Several additional cottages to house faculty and staff were constructed during this period. The first was the one-story, wood-frame, Senior Practice Cottage, built in 1917 across the road from the Dairy Barn. Other residential cottages were built along Montgomery Road, a pattern began during Washington's time, but by 1918, housing was also being constructed along Franklin Road just west of today's main entrance to the campus. Between 1918 and 1927, seven houses were built on Franklin Road and six on Montgomery Road. Most were small cottages or bungalows built in the Craftsman style popular at the time, with hipped roofs that had exposed eaves and generous porches. Some were built as single-family houses and some as duplexes.[32]



Figure 4-7. Ellen Curtis James Hall, ca. 1921. Tuskegee University Archives.



Figure 4-8. Sage Hall in 1927. TUIN.

[28] Conley, *Demolished Buildings*.

[29] Weiss, *Robert R. Taylor*, 234.

[30] Weiss, *Robert R. Taylor*, 234; Tuskegee University, "Occupancy and Capacity of Residence Halls and Apartments," accessed June 4, 2018, https://www.tuskegee.edu/housing-and-residence-life/occupancy-and-capacity.

[31] Weiss, *Robert R. Taylor*, 235 and 207.

[32] Conley, *Demolished Buildings*; Macon County GIS, "Macon County Parcel Viewer," accessed January 29, 2019, http://isv.kcsgis.com/al.macon_revenue/; Tuskegee University GIS, "Tuskegee University Main Campus Buildings Through Time."

Commemorating Booker T. Washington

In 1922, the Booker T. Washington Monument was completed adjacent to the Chapel and within view of the new entrance into the campus (Figure 4-9). The monument, also known as "Lifting the Veil of Ignorance," was sculpted by New York artist Charles Keck, cast in bronze, and mounted on a marble base. The statue depicts Booker T. Washington raising a veil from the head of a seated African American man. The base is covered in inscribed texts, including many quotes from Washington's speeches. The monument was dedicated in 1922.

Athletic Program

Although physical education at Tuskegee Institute had been a part of the curriculum for many decades, Tuskegee did not have a formal athletics program until 1923, when Moton hired Cleveland Leigh "Cleve" Abbott as director of physical education and athletics (Figure 4-10).

In 1890, Booker T. Washington had first hired his adopted brother, James B. Washington, to serve as the school's athletic director. James oversaw students' physical activities, which included distance running for the men as a part of their military drill training, as well as football and basketball. During Booker T. Washington's tenure, however, competitive sport was not a high priority. As he wrote in 1901, "[g]ames I care little for. I have never seen a game of football. . . .I suppose I would care for games now if I had had any time in my youth to give to them, but that was not possible."[33]

Exercise was not included in the women's curriculum until 1900, when James Washington hired the first women's physical education teacher, Amelia C. Roberts. Roberts, who started the first women's basketball team, and track and field program in 1905, remained at Tuskegee until around 1940. Very few women participated in track initially and their team went virtually unnoticed until the 1930s, unlike their basketball team, which gained a better following. Track was less popular for a variety of reasons, including lack of intercollegiate competition combined with gendered notions of what sports were appropriate for women at the time. Although the Southeastern Intercollegiate Athletic Conference(SIAC) had been established in 1913, women from Tuskegee



Figure 4-9. "Lifting the Veil of Ignorance" ca. 1922. Harmon Foundation.



Figure 4-10. Cleveland Leigh "Cleve" Abbott. Blackpast.org.

[33] Unless otherwise noted, the following information comes from Anne Blaschke, "Southern Cinderpaths: Tuskegee Institute, Olympic Track and Field, and Regional Social Politics, 1916–1955," Boston University, accessed October 14, 2018, https://www.bu.edu/afam/files/ 2016/03/ Anne-Blaschke-Southern-Cinderpaths.pdf.

did not compete until after Abbott was hired in 1923.

Abbott, who was a star college athlete and sole non-white undergraduate from South Dakota State College, had led the recreation program at the Fort Des Moines Officers' Training Camp in 1917, fought in World War I, and then served as Cadet Commandant and coach at Kansas Vocational College in Topeka, where he remained for four years until he came to Tuskegee. At Tuskegee, he began by recruiting and training the Institute's football and track teams. However, as with the women's teams, Tuskegee's male athletes lacked competitive opportunity. Abbott's wife, Jessie, remarked that "there was no outlet and no participation for young Negro men and women at all in track and other sports, except among Negro schools. They couldn't compete, because they were segregated."[34] In response, Abbott created a large-scale regional track and field event for black athletes, called the Tuskegee Relays.

In 1925, to support the new competitive athletics program, a new sports stadium called the Alumni Bowl was completed under the supervision of David Williston.[35] The stadium, thought to be the first of its kind to be built at a black school in the South, was named the Alumni Bowl because it was mostly paid for through alumni donations.[36]

College Programs

The end of World War I marked the point at which the dominant rural, agricultural way of life in the United States began to give way to urban industrialization. In the South, this period saw a great wave of black migration from Southern rural areas to Northern industrial cities. At the time, Tuskegee Institute was considered the equivalent of a junior high school, and its graduates began to have a difficult time finding work, particularly in the teaching profession. Moton knew that the school must begin to develop a curriculum that met college-level standards and began to take small steps to accomplish this.

In 1923, Moton announced the elimination of the school's preparatory program and offered high school and junior college programs. It was around this same time that the Alabama Department of Education began its first earnest attempt to accredit the state's black high schools, with Tuskegee Institute being one of only eight black high schools in the state selected for accreditation. In the 1924–1925 academic year, the school again upped its offerings with the introduction of its first baccalaureate degrees.[37]

Starting with the Department of Agriculture, Moton asked faculty to develop classes that matched the difficulty of those at college level; by 1924, six students had graduated from the agriculture department with the first Bachelor of Science degrees in the history of the school. Encouraged by their success, Moton then asked faculty in other departments to create college-level classes in home economics, business, and education. In 1925, Moton formalized the program for teachers of college-level classes in "Agriculture, Manual Arts, Domestic Science and Elementary subjects," the graduates of which would be certified to teach in Alabama based on improved state standards. Six students joined the program and completed it by 1926. Moton then submitted to the trustees his plans for a "college course in Technical Arts" with studies in "industrial arts, shop work and professional subjects." Graduates of the two-year program

---

[34] Jessie Abbott, "Interview with Jessie Abbott, October 11, 1977" interview by A. Lillian Thompson, in *The Black Women Oral History Project*, ed. Ruth Edmonds Hill, Volume 1 (Westport CT: Meckler Publishing, 1991), 1-38.

[35] Weiss, *Robert R. Taylor*, 240.

[36] Tuskegee University Athletics, "Cleve L. Abbott Memorial Alumni Stadium," accessed October 10, 2018, https://goldentigersports.com/news/2015/5/12/GEN_0512153900.aspx.

[37] Deborah L. Morowski, "Washington, Moton, and the Secondary Curriculum of Tuskegee Institute 1910–1926" *American Educational History Journal* 40, nos. 1 and 2 (2013): 6–15, https://books.google.com/books?isbn=1623964237 .

would be qualified to teach vocational subjects in grade schools, high schools, and trade schools. Six students began the program in 1924, increasing to ninety-seven in 1926. In 1927, Moton raised admissions standards for incoming freshmen to ensure that they could excel in the new, improved courses.[38]

Funding Additional Faculty

By raising the school's overall standards, Moton also had to hire new, qualified faculty. Teachers that had graduated only from either Tuskegee or Hampton institute were not qualified to teach at a higher level. To attract and keep high-quality faculty, Moton had to raise salaries and provide new housing, but the board of trustees would not provide the funding, so Moton proposed a fundraising drive, called the "Ten Million Dollar Endowment Fund Campaign." It focused on soliciting large sums of money from a few wealthy donors, rather than on small amounts from many working and middle-class people.[39] For more information, see Funding, below.

Athletics, Infrastructure, and the College Quadrangle (1927–1935)

Athletics Facilities

In 1929, Cleve Abbott approved a new women's track and field squad, comprising 44 "Tigerettes" who ran in the Southeastern Intercollegiate Athletic Conference (SIAC).[40] In 1930, encouraged by the skill and work of these athletes, Abbott began to train them for the Olympics. The Tigerettes continued to compete, winning many individual and team awards at the Tuskegee Relays. In 1934, the relays brought "a record breaking crowd of track fans, who were rewarded by seeing the cream of our women athletes break one American record in the 50-meter trials and break five meet records and give startling performances in several other events."[41]

Under Abbott, in 1930, Tuskegee Institute won the SIAC and HBCU National Championship (football) for the fifth time. In 1931, the football team claimed the SIAC championship, and the school hosted the 15th Annual National Championships of the American Tennis Association with Tuskegee's own Nathaniel Jackson and Franklin Jackson winning in doubles. Tuskegee won the SIAC in football again in 1932 and 1933, then in basketball in 1934. In 1936, the men's football team, the Tuskegee Golden Tigers, saw victory in the Prairie View Bowl.[42]

In 1933, the Washington Baseball Field, named after James B. Washington, was opened on the campus east of the Alumni Bowl. Washington, who had come to be regarded as the "Father of Athletics" at Tuskegee, had organized the first baseball team at Tuskegee, which was so successful that in just its second year, it traveled to compete within the state and in Florida (Figure 4-11). Baseball became the first intercollegiate sport at the school, which competed against Atlanta University, Clark College, Morehouse College, and Talladega College.[43]

---

[38] David J. Paul, "This Great and Sacred Trust: Robert R. Moton's Legacy at Tuskegee Institute, 1916–1930," *Honors Projects* paper 33 (1996): 48–50, https://digitalcommons.iwu.edu/history_honproj/33.

[39] Paul, "This Great and Sacred Trust," 50–53. A'Lelia Walker was heiress to the first million-dollar business ever owned by an African-American woman, Madam C. J. Walker, who formed the Madam C. J. Walker Manufacturing Company in Denver, Colorado, in 1906, to create beauty supplies and run a chain of beauty salons and beauty schools.

[40] The Southeastern Intercollegiate Athletic Conference was formed in 1913 as a competitive venue for HBCU athletes. Competitors in SIAC events included men's baseball, football, and golf; women's softball and volleyball; and basketball, track and field, and tennis for both men and women.

[41] Blaschke, "Southern Cinderpaths," 11.

[42] Travis J. Jarome, "Taking A Look Back … Fact Filled Friday – the 1930s," Tuskegee Athletics Blog, accessed May 22, 2018, https://mytuathletics.wordpress.com/2015/07/24/taking-a-look-back-fact-filled-friday-the-1930s/.

[43] Travis J. Jarome, "History of Baseball at Tuskegee," Tuskegee Athletics Blog, accessed May 22, 2018,

New and Expanding Facilities and Infrastructure

In 1929–1930, the Chambliss Children's House was built for Tuskegee Institute, replacing the 1901 Children's House that had been designed by Taylor (Figure 4-12). The need for new facilities had been noted by Moton in his 1920–1921 *Annual Report*. Since that time, enrollment had been limited due to lack of space. The new 16,584-square-foot brick school was constructed within the core campus west of the Willcox Trades Buildings. To help meet the campus's housing needs, between 1929 and 1932, the Emery Buildings (constructed 1903–1909) were renovated.[44]



Figure 4-11. Tuskegee Institute baseball team ca. 1917. Tuskegee University Archives.



Figure 4-12. Chambliss Children's House shortly after construction ca. 1930. Tuskegee University Archives.

One project initiated by Moton and likely carried out under the guidance of Williston was the replacement in 1927 of all the chert roads with asphalt. In addition, the school built another greenhouse to replace the one that had been constructed in 1904.[45]

The Chapel was renovated in 1932, including the addition of a pipe organ donated by Andrew Carnegie and installation of new stained-glass chancel windows illustrating eleven Negro spirituals. These windows were referred to as "The Singing Windows of Tuskegee." Moton was used as a model for the "Africa" figure in the "Three Wise Men."[46] The windows were made by J&R Lamb Studios of New York City (Figure 4-13). The original windows were subsequently lost when the Chapel burned in 1957.[47]

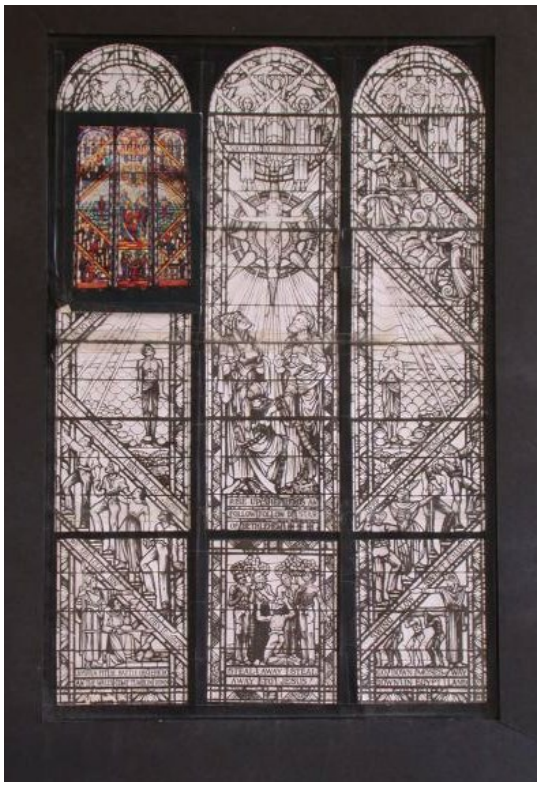


Figure 4-13. "The Chancel Window" drawing by J&R Lamb Studios. Dartmouth University.

https://mytuathletics.wordpress.com/2015/06/30/history-of-baseball-at-tuskegee/.

[44] Weiss, *Robert R. Taylor*, 235 and 207. The Russell Sage Foundation was formed in 1907 to confront issues of social inequality. Russell Sage Foundation, "About the Foundation," accessed October 10, 2018, https://www.russellsage.org/about.

[45] Clement et al., *Campus Heritage Plan*, 17.

[46] Imes, "To Tuskegee," 96.

[47] Tuskegee University, "History of the Chapel," accessed June 4, 2018, https://www.tuskegee.edu/about-us/chapel-history.

The 1930s also saw the expansion the school's utility infrastructure. Two water reservoirs were constructed in 1930, then a well house in 1931 and an elevated water tank in 1932.

Such was the success of the new college programs and the fundraising campaign that Moton asked Taylor and Persley to create a development plan to expand facilities. By April 1930, they had completed a plan that recommended relocating the school entrance to the west side of the Home Economics Building, formerly the Slater-Armstrong Memorial Agricultural Building. They also proposed what came to be the largest project designed by Taylor and Persley: a new academic complex on the south side of Montgomery Road, designed to house the new college program.[48]

The new development comprised a group of buildings sited around the College Quadrangle, across from the space between Thrasher Hall and Carnegie Library, where Phelps Hall once stood. Three new buildings were framed in steel and concrete and clad in bricks made to resemble in color and texture the ones that were formerly made on campus (Figures 4-14, 4-15, and 4-16). Logan Hall, a gymnasium and auditorium completed around 1931, stood to the southwest; Hollis Burke Frissell Library (now the Ford Motor Company Library), completed around 1932, stood to the northwest; and Samuel C. Armstrong



Figure 4-14. Postcard with early view of Logan Hall. Alabama Department of Archives and History.

Science Building, dedicated in 1933, stood to the southeast. The Armstrong Building was remodeled in 2001 and renamed the Ford Motor Company Library. Formal paths were planned for either side of Logan Hall to access the Alumni Bowl below. Axial connections planned to connect the north campus to Logan Hall were never realized. Instead, axial paths were put in place leading east to west between Armstrong Science Hall and Frissell Library (now the Ford Motor Company Library).[49]

Moton Retires

Robert R. Moton retired from Tuskegee Institute in 1935, after which he moved to his newly built home, "Holly Knoll," in Cappahosic, Gloucester County, Virginia, on the York River. There, he continued his outreach activities, inviting his many friends and acquaintances to "Come to Cappahosic," where they would continue to discuss and resolve the many issues affecting African Americans, particularly around education.

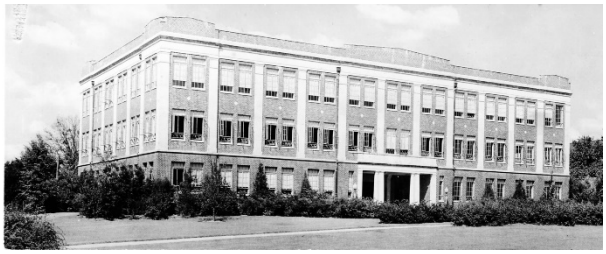


Figure 4-15. Early view of Hollis Burke Frissel Library. Tuskegee University Archives.



Figure 4-16. Samuel C. Armstrong Science Building. Tuskegee University Archives.

One of the endeavors that came out of this

[48] Weiss, *Robert R. Taylor*, 144 and 239–241.

[49] Weiss, *Robert R. Taylor*, 144 and 239–241.

informal think-tank was the development of the United Negro College Fund.

After Moton's death in 1940, Frederick Patterson, the new president of Tuskegee Institute and Moton's son-in-law, established the Moton Conference Center at Holly Knoll to continue his father-in-law's work in education. With renovations to add residential space and training facilities, Holly Knoll became a full-fledged conference center. Legend has it that Dr. Martin Luther King, Jr., visited Holly Knoll and drafted a portion of his "I Have a Dream" speech while sitting on a bench under an ancient live oak on the property.[50]

Classes and Programs

ROTC Program (1918)

Tuskegee University has a long history of preparing students for military service. The school's Reserve Officer Training Corps (ROTC) program, which continues to produce Army officers to this day, was first established at Tuskegee Institute in 1918, just after the end of World War I. The program produced the first African American general officer in the U.S. Army, Benjamin O. Davis, Sr. His son, Benjamin O. Davis, Jr., would eventually become commander of the Tuskegee Airmen and the first black general officer in the U.S. Air Force. In addition, Tuskegee's ROTC program, known as the Tiger Battalion, has produced six other black generals for the U.S. Army.[51] This included Air Force General Daniel "Chappie" James Jr., a member of the famed Tuskegee Airmen, who became the first black service members to reach the rank of full general.[52]

Academic Department

In his 1920–1921 annual report, Moton assured his more conservative readers that while classes were "somewhat larger than hitherto, these changes were accomplished without neglecting any of the lines of industrial or vocational work for which Tuskegee is perhaps best known." He goes on to mention that students were expressing "a greater desire for excellence" and "enlarged and advanced courses of study," setting the stage for the development of the school's first college programs just two years later.[53]

Moton also planted the seed for funding a new Children's House, saying that "the limited facilities at our disposal require us to admit only those children whose parents reside in our local community." He also added: "I hope that some friend in the near future may be moved to make a gift of $30,000 to erect a new and modern building."[54]

Summer School for Teachers

The Summer School for Teachers, as Moton shared in his 1920-1921 annual report, had 622 teachers enrolled, representing twelve states, with most coming from Alabama and Georgia. Many teachers, most of those from Rosenwald schools, were able to attend from several states thanks to the support of the General Education Board, which paid for their train travel. He also reported that the first seven graduates from the new Teachers' Training Course funded by the Federal Board for Vocational Education received their diplomas. This qualified them to teach vocational subjects in compliance with the Smith-Hughes Act.[55]

---

[50] Virginia Foundation for the Humanities, "Holly Knoll," African American Historic Sites Database, accessed January 29, 2019, http://www.aahistoricsitesva.org/items/show/208.

[51] Tuskegee University, "Tuskegee University Army ROTC: Tiger Battalion," accessed June 25, 2018, https://www.tuskegee.edu/discover-tu/extracurricular-activities/army-rotc.

[52] Patrick, "Gen. Daniel 'Chappie' James Jr."

[53] Tuskegee Normal and Mechanical Institute, *Principal's Annual Report Edition, 1920–1921*, 7.

[54] Tuskegee Normal and Mechanical Institute, *Principal's Annual Report Edition, 1920–1921*, 9–10.

[55] Tuskegee Normal and Mechanical Institute, *Principal's Annual Report Edition, 1920–1921*, 10–11.

George Washington Carver taught some of the summer classes for teachers. Moton had allowed him to reduce his overall teaching load during this period, but Carver continued conducting summer classes well into the late 1930s.[56]

Phelps Bible Training School

The Phelps Bible Training School had 63 students in the school year of 1920–1921, which was an improvement over its low enrollment during World War I. Faculty included an unnamed alumnus who had gone on for advanced training and experience as a pastor and social worker, and then returned to teach at Tuskegee. In his report, Moton mentioned that the Bible Training School also offered for-credit courses to academic students.[57]

Department of Mechanical Industries

In 1921, the same year that the new Willcox Trades Buildings were completed, the school saw the first graduates of the program of vocational rehabilitation funded by the Federal Board for Vocational Education. These were 35 disabled veterans who had attended the school for two years to learn a new vocational skill.[58]

In the 1921–1922 academic year, there were forty trades offered to the men, including auto mechanics, applied electricity, photography, printing, machine shop, tailoring, and brick masonry. Students at Tuskegee continued to help construct buildings at the school and by 1926, students in brick masonry and geometry had completed Sage Hall.[59]

Department of Girls' Industries

Between 1921 and 1922, the Department of Girls' Industries continued to offer courses in "Home Economics, Domestic Science, Sewing, and Homecrafts," as well as laundering, tailoring, and millinery. In addition, the Smith-Hughes Act provided funding for training classes that graduated twenty-nine women qualified to teach home economics in schools. The school's laundry continued to operate, and so successfully that new equipment was required.[60]

Moton continued to hold, as Washington had before him, that training in home economics was essential for women, "with the idea in mind that well ordered home life is essential to the highest development of any people."[61]

Agriculture Department

In 1917, only one year into Moton's term, the final plan for a new farm center was completed, comprising an arrangement of new agricultural buildings along the newly created "Rural Avenue" (Figure 4-17). These included a slaughterhouse, poultry area, Milbank Hall, the Dairy Barn, the Veterinary Hospital, and the Horse Barn (see Figures 4-4 and 4-5). Down-slope from these buildings were the vegetable garden, piggery, cannery, and the truck garden "house," which was likely a greenhouse, with restrooms for women.[62]

Moton's efforts to start providing college-level classes at Tuskegee Institute began within the Department of Agriculture. There, he asked faculty to develop classes that matched the quality of those offered at a college level; by 1924, six students had graduated from the agriculture department with the first Bachelor of Science

---

[56] McMurray, *George Washington Carver*, 159–162.

[57] Tuskegee Normal and Mechanical Institute, *Principal's Annual Report Edition, 1920–1921*, 14–15.

[58] Tuskegee Normal and Mechanical Institute, *Principal's Annual Report Edition, 1920–1921,* 10–11.

[59] Weiss, *Robert R. Taylor*, 235.

[60] Tuskegee Normal and Mechanical Institute, *Principal's Annual Report Edition, 1920–21*, 14; Monroe N. Work, "Tuskegee Institute More Than an Educational Institution," *The Journal of Educational Sociology* 7 (November 1933): 197–205.

[61] Tuskegee Normal and Mechanical Institute, *Principal's Annual Report Edition, 1920–1921,* 14.

[62] Weiss, *Robert R. Taylor*, 231.

degrees. In 1925, Moton formalized the program for teachers of college-level classes in "Agriculture, Manual Arts, Domestic Science and Elementary subjects." Graduates of this program would be certified to teach in Alabama according to improved state standards.[63]

Experiment Station

George Washington Carver withdrew from most of his activities at the Experiment Station after Washington's death in 1915. By 1916, Carver had only two projects in progress. In 1925, he officially resigned from the Experiment Station and his experimental plot became the site of the new Chambliss Children's House.[64] The Experiment Station was not revitalized until the 1970s.[65] Additional research is needed to learn who took over the Experiment Station and what type of work was done during Moton's tenure.

Department of Landscape Gardening

The agriculture department's early floriculture and lawn gardening classes eventually became the basis for the Department of Landscape Gardening, established in 1926.[66]



Figure 4-17. Newly-created "Rural Avenue," heading west from central campus towards the barns. Tuskegee University Archives.

Outreach and Extension

Rosenwald Schools

After Washington's death in 1915, the Rosenwald Fund moved its school-building program from Tuskegee Institute to Fisk University in Nashville, where its headquarters were located.[67] The Tuskegee Institute Extension Department, however, continued to collaborate with the Rosenwald Fund in building schools for rural African Americans throughout the South.

John A. Andrew Memorial Hospital

While not specifically mentioning the medical programs for students, Moton noted in his 1920–1921 report that doctors and nurses at the John A. Andrew Memorial Hospital treated 9,458 outpatients and 962 inpatients, a record number of patients due to an epidemic of flu. He also mentioned that the John A. Andrew Clinical Society held its three-day Post-Graduate Course in Medicine and Surgery, which brought to the school 126 physicians, both white and black. During the three-day event, 1,136 patients were treated and 65 surgeries performed. Instructors included professors from Johns Hopkins University, Harvard Medical School, and other notable institutions.[68]

John A. Andrew Clinical Society

Dr. John Andrew Kenney, who had been the school physician at Tuskegee Institute since 1902, founded the John A. Andrew Clinical Society in 1918. The society, a group of black surgeons affiliated with the National Medical Association, sponsored an annual surgical clinic at the John A.

[63] Paul, "This Great and Sacred Trust," 48.

[64] McMurray, *George Washington Carver*, 159–162.

[65] McMurray, *George Washington Carver*, 202.

[66] "Tuskegee University Historic Structures Report." This report is not footnoted; this information should be researched further.

[67] Hasia R. Diner, *Julius Rosenwald, Repairing the World* (New Haven: Yale University Press), 173.

[68] Tuskegee Normal and Mechanical Institute, *Principal's Annual Report Edition, 1920–1921,* 15.

Andrew Memorial Hospital in Tuskegee, where black physicians could speak with experts from around the United States. The multiple-day clinics included patient evaluations and operations performed by leading black surgeons with assistance from other surgeons who wished to improve their skills. The clinics, which were held between 1912, before the society was formalized, and 1954, treated hundreds of patients. They ended in 1954 because state laws began to prohibit out-of-state surgeons from performing surgery in Alabama without a state license, and medical insurers would not provide the clinic liability coverage. In addition, other teaching methods, such as film presentations, had become as effective as the clinics.[69]

World War I

International Influence

After the entrance of the United States into World War I in 1917, Moton arranged for Emmett J. Scott, who had stayed on as advisor after Washington's death, to become Special Assistant for Negro Affairs to the U.S. Secretary of War, Newton D. Baker, to help ensure that African Americans were treated fairly by the War Department. Scott recommended black journalist Ralph Waldo Tyler to be imbedded with black troops at the front; he was the first black foreign war correspondent. After the war, Scott wrote a history of the period, *Scott's Official History of the American Negro in the World War*, which was published in 1919. Scott did not return to Tuskegee after the war and instead became secretary-treasurer at Howard University, where he remained until 1939.[70]

In 1919, President Woodrow Wilson sent Moton as special emissary to France to inspect American black troops and the conditions they were living under; he was also asked to look into accusations of cowardice and misbehavior. His investigations, however, found only seven actual cases and just two that resulted in convictions.[71] In a speech he made during that trip to prepare black soldiers for their return home, Moton cautioned them to not expect any real change in their social status, but to return quietly and not protest segregation. His speech was widely criticized, especially by W.E.B. Du Bois, in the NAACP journal, *The Crisis*.[72]

Veterans Hospital

Prior to World War I, Tuskegee Institute had a long-held reputation for skilled medical care. In 1920, a study by the American Medical Association listed Tuskegee Institute as having one of the country's four high-quality facilities for African Americans. Prosperous patients came from neighboring states to seek treatment at Tuskegee. Under Moton, John A. Andrew Memorial Hospital continued to thrive as a teaching hospital. Nursing students training at the hospital were housed in the nearby Taylor and Persley-designed James Hall.[73]

Black veterans returning from World War I often found it exceedingly difficult to secure care in existing hospitals. The Veterans Bureau declined to challenge "separate but equal" policies upheld in the South and frequently in the North, as well. This led to an enthusiastic push by many African Americans to establishing a black veterans' hospital. In response, in the early 1920s, Congress authorized the U.S. Treasury to construct a hospital solely for the care of black veterans. Tuskegee Institute was selected as the location for the new hospital, and the school donated 300 acres of school property to the north of the campus center for the new facility. An additional 164 acres

---

[69] Carey, *African Americans in Science*, 403–404.

[70] Wikipedia, "Emmett Jay Scott," accessed May 22, 2018, https://en.wikipedia.org/wiki/Emmett_Jay_Scott.

[71] Heinemann, "Robert Russa Moton,"

[72] Melissa Brabri, *W.E.B. Du Bois's writings for The Crisis, 1910–1934, from integration to voluntary segregation?* (Master's thesis, Langues Universite Stendhal, 2013): 52, accessed January 22, 2019, https://dumas.ccsd.cnrs.fr/dumas-00925141/document.

[73] Weiss, *Robert R. Taylor*, 234.

was directly acquired by the federal government for a total of 464 acres.[74]

The white citizens of the town of Tuskegee welcomed the prospect, with many believing the hospital would employ a staff of white physicians and nurses. This was viewed as an economic benefit by and to the white community, many of whom believed that the appointment of an all-white staff would have the added effect of maintaining the status quo of white superiority. Moton, however, initially agreed to donate the land with the understanding that the hospital would employ black physicians and nurses. As a means of maintaining white support for the project, the Treasury Department covertly agreed to staff the newly formed hospital with only white people.[75]

As the hospital, known initially as the Tuskegee Hospital for Negro Disabled Soldiers, prepared to open in 1923, Moton was highly conflicted. Like Washington, Moton desired to maintain positive relationships with the white community and white philanthropists and politicians by avoiding contentious topics of racial discrimination and bias. To this end, Moton agreed to the temporary appointment of a white superintendent from the North, who would "properly consider the interests of colored people," believing this compromise would allow him to hire black doctors and nurses for the hospital.[76]

Moton soon discovered otherwise when a letter arrived from the Veterans Bureau announcing that the medical staff would be composed of only white people. Moton was tasked with the choice to either challenge this decision and risk compromising the school's long-held reputation of amenability to white supporters at large or attracting a flood of criticism from civil rights organizations, the black press, and black citizens in general.[77]

Moton chose to contest the decision of the Veterans Bureau, with help from the NAACP and the National Medical Association (the professional organization of black physicians), by appealing directly to President Warren G. Harding, a Republican. Moton explained to Harding that denying African Americans of civil service positions would ignite protests, with political ramifications from loyal Republican voters. With the recent wartime employment-induced migration of African Americans from the South into Northern cities, the black vote had become essential in many Northern elections. Harding's response was positive and resulted in his instructing the Veterans Bureau to compile a list of qualified black doctors and nurses to fill positions at the newly constructed hospital, though he did not specifically compel the hiring of an all-black staff. Black citizen response, however, especially the numerous letters received by the White House, had a major impact on Harding's eventual decision to agree to an all-black staff for the hospital.[78]

Response to the decision from white resisters was swift. With threats made to his life, Moton arranged for an extended lecture tour that would take him away from the campus for a prolonged period. Soon after, robed Klansmen appeared on the hospital grounds, but they never crossed the gates into the main campus itself; they likely felt trepidation in confronting the myriad of students and alumni who had gathered on the campus to show their preparedness for force if necessary.[79]

---

[74] Albion Holsey, "A Man of Courage," in Hughes and Patterson, eds., *Robert Russa Moton of Hampton and Tuskegee*. Chapel Hill, NC: University of North Carolina Press, 1956, 128.

[75] Holsey, "A Man of Courage," 129-130.

[76] Clifton O. Dummett and Eugene H. Dibble, "Historical Notes on the Tuskegee Veterans Hospital," *Journal of the National Medical Association* 54, no. 2 (March 1962): 133.

[77] Jennifer Keene, "The Long Journey Home: African American World War I Veterans and Veterans' Policies," in *Veterans' Policies, Veterans' Politics: New Perspectives on Veterans in the Modern United States*, ed. Stephen R. Ortiz (Gainesville: University Press of Florida, 2012), 161.

[78] Keene, "The Long Journey Home," 162.

[79] Holsey, "A Man of Courage," 134.

Many saw the wider implications of the incident as a point of reckoning over who would ultimately control matters on federal property, the Klan or the U.S. War Department through its Veterans Bureau. Though the conflict progressed in several forms for many months, by 1924, most of the hospital personnel were African American, as was just a short time later, the entire hospital staff. Head of the Veterans Bureau, General Frank Hines, appointed black surgeon Dr. Joseph H. Ward as head of the new hospital.[80] Ward, a first lieutenant in the Medical Services Corps during the First World War, had come to Tuskegee from Indianapolis, where he had founded the distinguished Ward's Sanitarium and Nurse's Training School, credited for its modern surgical equipment and facilities.[81] Over time, the hospital at Tuskegee would care for over 300,000 black veterans of the First World War.[82]

U.S. Public Health Service Syphilis Study

In 1930, with $50,000 donated by the Julius Rosenwald Fund, the U.S. Public Health Service (USPHS) conducted pilot projects to study the transmission and treatment of syphilis in six southern counties, including Macon County. The health workers operated out of recently constructed Rosenwald schools, testing for and treating syphilis, but also provided typhoid, diphtheria, and smallpox vaccinations. In addition, they distributed seeds for home gardens and yeast to combat pellagra. Due to the onset of the Great Depression, however, the program halted due to lack of funds.[83]

In 1932, the USPHS began what was to be a six-month follow-up to the Rosenwald study, also to be held in Macon County. The new study, however, which focused on the results of untreated latent syphilis, did not reach the same people who had received tests and treatment previously. The USPHS also had difficulty finding participants because it was believed locally that the testing was actually for the military draft. To find more participants, the USPHS turned to Tuskegee Institute and the Veterans' Administration Hospital at Tuskegee for help. That September, Dr. Eugene H. Dibble, Jr., director of the John A. Andrew Memorial Hospital, asked Moton to host the study at the hospital, saying that it "would offer very valuable training for our students."[84] Moton agreed to provide the facilities, while control of the study and decisions regarding its funding would be in the hands of the USPHS. The USPHS hired Eunice Rivers, former nurse at Tuskegee Institute, to be the key liaison with potential African American subjects in Macon County. Rivers served in this position from 1932 until she retired in 1970. Dr. Jerome Peters of the Veterans' Administration Hospital in Tuskegee took x-rays and conducted autopsies for the program.[85]

The initial work began in 1932 with a group of around 400 African American men in Macon County. The USPHS, which assumed that latent syphilis was not contagious, did not inform the subjects of the nature of the study and only described it as a chance to be tested and treated for "bad blood." Through the study, however, the USPHS discovered many cases of active syphilis, but did not inform the test subjects, nor did it offer information or treatment. Instead, the USPHS hoped to observe the subjects as the disease progressed and to examine through autopsy the final results of the disease.[86] The study continued

[80] Keene, "The Long Journey Home," 163.

[81] Douglas W. Fisher and Joann H. Buckley, *African American Doctors of World War I: The Lives of 104 Volunteers* (Jefferson: McFarland & Company, Inc., 2016), 228.

[82] Keene, "The Long Journey Home," 162.

[83] Carroll Van West, "The U.S. Public Health Service Syphilis Study, Macon, County, Alabama, 1932–1973," National Register of Historic Places Multiple Property Documentation Form, 2010, E2.

[84] Van West, "The U.S. Public Health Service," E2–E4, citing Eugene H. Dibble, Jr. to Dr. R.R. Moton, September 17, 1932, R.R. Moton Papers, GC, Box 180, Folder 1516, Public Health Service, Tuskegee University Archives.

[85] Van West, "The U.S. Public Health Service," E3–E4.

[86] Van West, "The U.S. Public Health Service," E5–E7.

through the rest of Moton's tenure, not ending until 1973 during Luther H. Foster's presidency. See subsequent chapters for further information about the study.

Agricultural Extension

Agents

In 1918, two black federal field agents were installed at Tuskegee and Hampton institutes to help the regional federal agent. Their appointment was a formal recognition of their importance in serving black farmers. Thomas M. Campbell was appointed as one of those federal field agents and represented seven states in the Lower South: Alabama, Florida, Georgia, Louisiana, Mississippi, Oklahoma, and Texas, but continued to work in Tuskegee. The other black extension agent was J.B. Pierce, who represented the Upper South, working out of Hampton Institute. By 1921, there were 237 black agents, both men and women, working in fifteen of the sixteen Southern states. These included several agricultural district agents, including one working out of Tuskegee; several agents for the movable schools and the Boy's Club, also working out of Tuskegee Institute; twenty-three county agents, including one for Macon County, also operating out of Tuskegee; and nine home demonstration agents, including two at Tuskegee.[87]

Home Demonstration

The first home demonstration agent, N. Juanita Coleman, was appointed in August 1915 using funds from the Smith-Lever Act. Coleman had studied at Tuskegee Institute from 1904 to 1908 and was subsequently sent by Margaret Murray Washington to teach at the nearby Elizabeth Russell Settlement. Colman afterwards moved to Texas to teach school but eventually returned to Tuskegee to take the home demonstration post, which was attached to the moveable school. She remained in the job until she became Margaret Washington's secretary in the early 1920s. Coleman left Tuskegee soon afterward and, in 1923, opened a hospital in Demopolis, Alabama.[88]

The home demonstration agents trained women in "proper housekeeping techniques," including cooking, canning, cleaning, sewing, and making soap, handicrafts, mattresses, and furnishings for both personal use and cash sale (Figure 4-18). They also taught women how to mend clothing and linens, make curtains and rugs, do laundry, and raise poultry. These agents also taught health education, including nutrition, sanitation, and hygiene, promoted the National Negro Health Week, and ran baby clinics. Nutrition lessons aspired to convince rural people to eat healthier foods, beyond the usual meals of pork, cornbread and molasses, and fried foods. Agents, knowing that women also did agricultural work, tried to teach time-saving techniques in cooking and other chores. In 1916, a second Alabama black home demonstration agent was appointed to Madison County, and by 1918, there were twelve working within the state.[89]



Figure 4-18. Home demonstration agent in the 1920s teaching a lesson in preparing for canning. Auburn University Library.

[87] Mayberry, *The Role of Tuskegee*, 87–92.

[88] Susan L. Smith, *Sick and Tired or Being Sick and Tired: Black Women's Health Activism in America, 1890–1950* (Philadelphia: University of Pennsylvania Press, 1995), 92.

[89] Smith, *Sick and Tired*, 92–94. National Negro Health Week (1915–1951) began in response to disturbing findings by the Tuskegee Institute that highlighted the poor health status of African Americans. At a session of the Tuskegee Negro Conference in 1914, Washington brought forth data showing the economic costs of

In addition to demonstrations, these agents also worked with girls in 4-H clubs, which emerged out of the demonstration-based clubs formed at Tuskegee and other land-grant schools. The 4-H clubs for African Americans were started in 1915; the girls' 4-H clubs were called "Home Makers" and the boys' clubs were called "Farm Makers." Girls learned such skills as vegetable gardening and canning, while boys were taught the principals of scientific agriculture. The Negro Extension Service at Tuskegee also held week-long 4-H summer camps at or near the campus so that young people could experience campus life and be inspired to seek further vocational and education development.[90]

Movable School

In 1918, Thomas M. Campbell requested and received funds from Alabama State Extension Director John Frederick Duggar to purchase a modern vehicle to replace the aging Jesup Wagon. Campbell named the new, gas-powered vehicle the "Knapp Agricultural Truck" in tribute to Seaman A. Knapp, the "father" of the National Cooperative Extension System, who had died in 1911 (Figure 4-19).[91] Knapp was an early proponent of agricultural demonstration and, while working as an advisor to the USDA, visited Tuskegee in 1906 to see the Jesup Wagon; he was so impressed with its effectiveness that he recommended that the USDA adopt and promote the idea. Later that year, the Jesup Wagon became a USDA-commissioned project under the management of Campbell.[92]

In 1923, after only five years, the Knapp Agricultural Truck, worn out from intensive use, was replaced with a larger truck, completely funded through contributions from 30,000 of Alabama's black farmers. The new vehicle was named the "Booker T. Washington Agricultural School on Wheels" and was also operated by Campbell (Figure 4-20). Visitors to Tuskegee from Albania, India, China, Greece, and South Rhodesia (now Zimbabwe) put the "school on wheels" idea into practice in their own countries.[93]



Figure 4-19. Men working with an animal in front of the Knapp Agricultural Truck. Encyclopedia of Alabama.



Figure 4-20. The Booker T. Washington Agricultural School on Wheels. Encyclopedia of Alabama.

this status. In response, the U.S. Public Health Service instituted "National Negro Health Week" in order to improve the health of African Americans through education, providing greater access to healthcare, and encouraging an increased number of black professionals in the field of public health. Tiffany Walker, "'National Negro Health Week': 1915 to 1951," Rediscovering Black History blog, March 29, 2016, https://rediscovering-black-history.blogs.archives.gov/2016/03/29/national-negro-health-week-1915-to-1951/.

[90] Mayberry, *The Role of Tuskegee*, 96; James Langcuster, "Alabama Cooperative Extension System (ACES)," Encyclopedia of Alabama, accessed May 20, 2018, http://www.encyclopediaofalabama.org/article/h-3287.

[91] Jones, "Thomas Monroe Campbell."

[92] Hersey, *"My Work,"* 155–156.

[93] Mayberry, *The Role of Tuskegee*, 98–101.

In 1920, a registered nurse was added to the staff of the Movable School to teach farmers better health and sanitation practices. As described by Campbell, the "rural nurse" would survey the subject community, inspect various homes, and give "first-hand information on home sanitation; with special attention to child welfare, screening the homes, caring for the patient in the home. The eradication of vermin, and directing severe cases of illness to the community physician." In addition to these services, the agents, who felt that rural people lived with "a kind of empty and depressing loneliness," also brought with them "a supply of athletic equipment with which to teach these isolated people organized play." Activities at the end of a work day might include volleyball, dodgeball, tug-of-war, foot races, "potato races, jumping, hurdling, and many other simple games."[94]

Farmers' Conferences/Negro Conferences

Started by Washington, the Tuskegee Institute Farmers' Conferences continued into Moton's era. They inspired a vast number of similar conferences organized by black educational institutions across the South. Although the precise impact of these conferences cannot fully be measured, between 1892 and 1920 the number of black-owned farms more than doubled in value of lands and buildings, growing from a value of $69, 636,420 in 1900 to $522,178,137 in 1920.[95]

Booker Washington Agricultural and Industrial Institute

During a 1929 visit to the United States, the president of Liberia, Charles D. B. King, paid a visit to Tuskegee Institute. So impressed by what he saw there, President King hired Robert R. Taylor to design a campus for a similar public post-secondary agricultural and vocational school in Kakata (Figure 4-21). The Liberian government donated 1,000 acres for the new school, which President King named the Booker Washington Agricultural and Industrial Institute. The school opened in 1929 with financial assistance from several prominent donors, including the Firestone Natural Rubber Company, which had opened the world's largest rubber plantation in Liberia in 1926, and the Phelps Stokes Fund.

Serving as the institute's first principal was an American, James L. Sibley, who had previously been a professor at the University of Georgia. All of the institute's principals were white until 1946, and its board of trustees was run by Americans until the Liberian government assumed control in 1953.[96]

Prairie Farms Resettlement Project

In 1935, Moton initiated a black homestead project called "Prairie Farms," to be sited in Macon County west of Tuskegee Institute (Figure 4-22). The project, which was funded by the federal Resettlement Administration, became the new home for farmers relocated from former Southern Improvement Company lands and adjacent farms to make way for the Tuskegee Land Utilization Project (TLUP) on land that later became the Tuskegee National Forest (see Chapter 3). Tuskegee Institute acted as the administrative agency for the TLUP, the only land utilization project with an all-black management team.[97]



Figu
Boo
Insti

[94] Mayberry, *The Role of Tuskegee*, 105.

[95] Mayberry, *The Role of Tuskegee*, 41.

[96] Tim Weiner, "Kakata Journal; An Army of Educators Saves a Liberian College," *New York Times*, September 1, 2013.

[97] Robert G. Pasquill, Jr., *Planting Hope on Worn-Out Land: History of the Tuskegee Land Utilization Project, Macon County, Alabama, 1935–1959* (Montgomery: New South Books, 2008), 60.

By the 1930s, the lands of the Southern Improvement Company and its surrounding area had proven so infertile that within 25 years of the original development, the land was considered "submarginal" and failed to produce a profit or even a bare living for the farmers. Forest cover had been removed for cotton growing long before 1901, exacerbating erosion of the already thin soils and filling creek valleys with sand, gravel, and silt; in some places, erosion gullies were between three and sixty feet deep.[98]

The goal of the TLUP, also known as the Tuskegee Planned Use Demonstration Project or the East Alabama Planned Land Demonstration Project, was to improve the land and its natural resources, and to improve the conditions of the people living there while reducing the need for federal relief for farm families and providing educational opportunities. Many of the families that were living in the area were relocated to the Prairie Farms Resettlement Project, which had been established on more fertile land, and provided with houses and a school, health center, and trades building.[99]



Figure 4-22. Farm house at the Prairie Farms Resettlement Project. Encyclopedia of Alabama.

The TLUP lands were improved between 1935 and 1938, using WPA workers and Tuskegee Institute students who were learning about soil improvements. The goal of the project was to reforest 6,750 acres, put 1,000 acres into pasture, and put the remaining 2,250 acres into recreational use.[100] The project, which had started under Moton, saw most of its work completed under the subsequent Tuskegee Institute president, Frederick D. Patterson.

Carver's Growing Impact

The period between 1915 and 1935 was the most productive of George Washington Carver's career. During that time, he received from Moton the appreciation and support he rarely got from Washington, although Carver was already being recognized outside the institute for his work before 1915. Moton viewed Carver as a partner in the work of improving both the school's work and its reputation.[101]

In 1916, during the first year of Moton's presidency, international recognition for Carver came when he was invited to become a fellow of the British Royal Society for the Arts. The British event drew publicity for Carver and Tuskegee Institute because journalists liked to write about the contrast between Carver's humble origins and his membership in a royal society. The same year, he was invited to serve on the advisory board of the National Agricultural Society. Despite his international recognition, however, Carver was still relatively unknown within his own country.

Moton's more collegial relationship with Carver was reflected in his giving the scientist an unsolicited raise in 1919, Carver's first in over twenty years. With support from Moton, Carver gradually withdrew from his activities at the Experiment Station and by 1916 had only two projects in process; in 1925, he officially left the

[98] Pasquill, *Planting Hope*, 36–37.

[99] Pasquill, *Planting Hope*, 13.

[100] Pasquill, *Planting Hope*, 40.

[101] The information that follows in this section came from McMurray's *George Washington Carver: Scientist and Symbol*, 159–254.

Experiment Station and its plot became the site of the new Chambliss Children's House.

By abandoning these previous roles, Carver had more time to do what he really enjoyed, which included interacting with his students and the thousands of people throughout the country who had begun following his work. Carver continued to lead Bible study classes at Tuskegee Institute, held every Sunday night in the Carnegie Library, and kept his rooms in Rockefeller Hall, where he was viewed as a father figure by many young men. This period, however, saw Carver less at home than on his many travels throughout the country, speaking to crowds about, as described by biographer Linda O. McMurry, "the miracles and beauties of nature and how natural forces and resources could be harnessed for the benefit of man." He would show samples of the many different products he had developed from underutilized resources, such as sweet potatoes, peanuts, and Alabama clay.

When in Tuskegee, Carver spent most of his time in his personal laboratory in Milbank Hall, experimenting with the development of products from agricultural resources (Figure 4-23). The one that gained the most attention during World War I was a substitute for wheat flour made from dried sweet potatoes. Concerned by the shortage of goods during the war, Carver began to experiment with food preparation methods, including dehydration, to reduce waste. The USDA heard of Carver's work and invited him to Washington to present his ideas. The USDA began to expand on

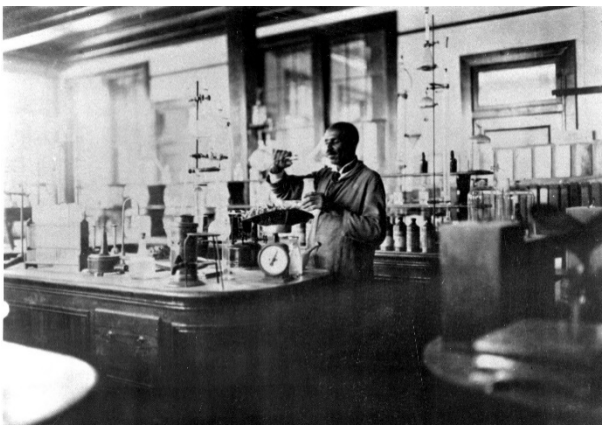


Figure 4-23. Carver in his personal laboratory in Milbank Hall. MIT Black History.

Carver's work with enthusiasm, but their efforts were eventually abandoned after the war when American wheat farmers returned to their fields. From this project came two bulletins, "How to Dry Fruits and Vegetables" and "How to Make Sweet Potato Flour, Starch, Sugar, Bread and Mock Cocoanut," and several journal articles.

The most popular image of Carver today is that of the "Peanut Man," an identity applied to him after the end of World War I. Carver had published a bulletin on peanuts in 1916, which caught the eye of Walter Grubbs of the Peanut Products Corporation in Birmingham. Grubbs visited Tuskegee to meet Carver and learn more about his work; he was "dazzled" by the array of products Carver had developed from the peanut. In 1919, Grubbs invited Carver to speak at the dedication of the monument to the boll weevil that stands at the center of downtown Enterprise, Alabama. The monument had been erected in honor of the insect, the depredations of which forced Alabama farmers to diversify their crops away from cotton and towards peanuts and, eventually, soybeans. This event in Enterprise gave Carver the publicity that he needed as a product development consultant.

During the 1920s, Carver wrote prolifically about peanut milk and other products he had invented and spoke at many industry meetings and conferences, including the United Peanut Association of America meeting in Montgomery. His articles appeared in the *Peanut Promoter*, *Popular Mechanics, Good Health*, and *The Liberty Bell*. This publicity inspired peanut organizations to support Carver in giving testimony to the House Ways and Means Committee tariff hearings in 1921. His convincing presentation to the committee won the peanut industry a tariff to be applied to imported peanuts and won Carver national fame.

Carver's passion was developing new products, but he was less interested in the tedium of managing their production. In the early 1920s, Carver agreed to a plan developed by white Tuskegean, Earnest Thompson, who set out to form a company to pursue product patents and market them to industry. Thompson incorporated

Carver Products Company in 1923 and began by pursuing patents for Carver's paints and stains. He was most successful with an invention Carver had developed in 1922 to treat tuberculosis, an emulsion made of creosote and peanuts, called Penol (Figure 4-24). Penol was so promising that Thompson, in partnership with other local white businessmen, founded the Carver Penol Company around 1925 or 1926. In 1932, Thompson sold the company for royalties to a Danville, Virginia, businessman, J.T. Hamlin, Jr., who started the Herb-Juice-Penol Company, with Carver as product designer. The company never realized much success and faded away in the early 1940s. It was not until the last few years of his life, when he was trying to finance the Carver Foundation, that Carver got involved in similar money-making ventures.

More important to the reputation of Tuskegee Institute, however, was Carver's increasing national fame from the mid-1920s to mid-1930s. During this period of national racial conflict and violence, Carver was building bridges between the races. His work with white businessmen on the Carver Products Company was an example of how black and white people could work together on economic projects, and his presentation to the House Ways and Means Committee earned the respect of political leaders. Two years later, in 1923, Carver received two important honors that further illustrated his ability to build bridges. The first was from the United Daughters of the Confederacy, who, after visiting an exhibit of Carver's products at the Cecil Hotel in Atlanta, resolved to send "a written expression of their interest and appreciation" to Carver. The second was his receipt in 1923 of the Spingarm Medal from the National Association for the Advancement of Colored Peoples (NAACP). The medal recognized the person whom the NAACP believe most advanced the cause of African Americans during the year. In 1931, Carver was honored with a bronze plaque of his image, which was funded by Tom Huston of Tom's Peanuts.



Figure 4-24. Collection of commercial products developed by Carver (TUIN 385) and housed at the Carver Museum. NPS.

Carver's many speaking engagements at white Southern colleges during the early 1920s gained him the attention of the Atlanta-based Commission on Interracial Cooperation (CIC) and the Young Men's Christian Association (YMCA). The YMCA was interested in improving race relations and the CIC agreed to finance bringing Carver into their joint work with youth. In 1923, Carver was invited to the annual YMCA conference in Blue Ridge, North Carolina, where he gave his usual speech about the wonders of nature and how products could be made from overlooked resources. He was so well received that he returned to the annual conference more than once, initiating life-long friendships with some of the young men he met there.

One of those young men was Jim Hardwick, who became a close friend of Carver's. In 1931 and 1932, Hardwick organized what he called a "Good Will Tour" with Carver, visiting YMCAs throughout the country to speak to groups of young people. Then, in 1933, Carver went on two major speaking tours to white colleges: one focused on schools in Georgia and the second on colleges all along the Eastern seaboard. These tours met with great success, gaining Carver further fame and recognition, but other demands on his time and a new project at home brought Carver's attention back to Tuskegee.

Carver's new project was the development of peanut oil massage as a treatment for infantile paralysis and other physical ailments, such as polio and arthritis. After the 1933 publication of an

article about his treatment being used on polio victims, Carver became overwhelmed with requests for help and began treating around fifteen regular patients by 1934. His treatments were met with mixed success, and in the end, while he was able to help some people with a combination of the peanut oil massage with hydrotherapy and exercise, the benefits of using peanut oil in particular were never shown to be significant. By the early 1940s, Carver, who was himself ailing from an attack of pernicious anemia in 1938, had become too weak to continue his physical therapy treatments and retired from the work.

Funding

To fund Tuskegee Institute, Moton, like Washington, maintained significant connections with wealthy white Northern benefactors. A savvy fundraiser, Moton substantially increased the school's endowment to meet the school's $100,000 yearly operating budget.[102] Within a year after assuming the presidency, he had raised the million dollars desperately needed to stabilize conditions at the school upset by Washington's death. After just a few years, Moton raised the endowment to eight million, which helped expand the work and influence of the school and guaranteed Tuskegee Institute a permanent income. Some money was gathered through the creation of the "Loyalty Fund," which collected donations from school alumni.[103] During Moton's incumbency, Tuskegee's budget more than doubled.[104]

In 1917, Congress passed the Smith-Hughes National Vocational Education Act, which provided funding to schools for preparatory vocational education beneath the college level. At Tuskegee Institute, funding garnered from the Act provided for vocational training in agriculture, industrial education, and home economics.[105]

In his efforts to raise the school's overall standards, Moton hired new, highly qualified faculty members. To attract and keep such faculty, Moton had to raise salaries and provide new housing. However, the trustees would not provide him with the necessary funding, so he proposed a fundraising drive called the Ten Million Dollar Endowment Fund Campaign. The drive focused on soliciting large sums of money from a few wealthy donors, rather than on small amounts from many working and middle-class people. The campaign was a success, receiving large sums from John D. Rockefeller, George Eastman of Kodak, the General Education Board, A'Lelia Walker, and other millionaire donors, reaching the $10-million-dollar goal in 1928.[106]

Buildings and Structures

Cottages (1917–1927)

Several cottages, sometimes referred to as "residences," were constructed on the Tuskegee campus during Moton's tenure to house faculty and staff (Figure 4-25). The first was a one-story, frame building constructed in 1917, which was used to house faculty and staff. It was located across the road from the Dairy Barn and was demolished in 1994. In 1918, two residential cottages were constructed, one at 1302 Montgomery Road and another at 1305 Franklin

[102] Clement et al., *Campus Heritage Plan*, 16.

[103] Tuskegee Normal and Mechanical Institute, *Principal's Annual Report Edition, 1920–1921*, 6.

[104] Imes, "To Tuskegee," 86; *Journal of Negro History,* "Robert Russa Moton."

[105] Steffes, "Smith-Hughes Act."

[106] Paul, "This Great and Sacred Trust," 50–53. A'Lelia Walker was heiress to the first million-dollar business ever owned by an African-American woman, Madam C. J. Walker, who formed the Madam C. J. Walker Manufacturing Company in Denver, Colorado, in 1906, to create beauty supplies and run a chain of beauty salons and beauty schools.

Road, and in 1919, another was constructed at 1201 Montgomery Road. In the 1920s, seven more residential cottages were completed. In 1922, one was constructed at 1206 Montgomery Road and another at 1304 Franklin Road. In 1923, another was built at 1310 Franklin Road, and in 1927, four more were added: they stood at 1306 Montgomery Road, 1502 Franklin Road, 1504 Franklin Road, and 1506 Franklin Road. Most of these cottages were small bungalows built in the Craftsman style popular at the time, with hipped roofs with exposed eaves and generous porches; some were built as single-family houses and some as duplexes. Many of the cottage built during this period are extant and still owned by the university.[107]



Figure 4-25. Brick bungalow (foreground) and a two-story foursquare (background) on Franklin Road, two of several cottages constructed in the 1920s to house Tuskegee Institute faculty and staff. Commonwealth.

Brick Dairy Barn (1918)

Constructed in 1918, the brick dairy barn was part of the grouping of brick farm buildings that began with the construction of the 1910 Milbank Agricultural Building (see Figure 4-5). The grouping also contained the Brick Horse Barn, built in 1919.[108] Borrowing from the design language of the Milbank building, the Brick Dairy Barn was characterized by Jacobean style gables. The Brick Dairy Barn was destroyed by fire in the 1990s.[109]

Brick Horse Barn (Farm Mechanization Building, Campbell Hall) (1919)

Part of the grouping of brick farm buildings, the Brick Horse Barn is visually similar to the Milbank Agricultural Building and to the 1918 Brick Dairy Barn. This building was later used as the Farm Mechanization Building and is currently known as Campbell Hall (Figure 4-26).[110]



Figure 4-26. Campbell Hall, once called the Brick Horse Barn, then the Farm Mechanization Building. Commonwealth.

William C. Willcox Trades Buildings (1920)

In October 1918, the Slater-Armstrong Memorial Trades Building was destroyed by fire. It was replaced in 1920 by five new brick structures named the Willcox Trades Buildings (referred to individually as Willcox A, B, C, D, and E), which were erected roughly on the same site (Figures 4-27 and 4-28, and see Figure 4-6). The Willcox Trades Buildings were designed by William A. Hazel, head of Tuskegee's Architectural Drawing Division, and his partner Albert I. Cassell, a

[107] Conley, *Demolished Buildings*; Macon County GIS, "Macon County Parcel Viewer"; Tuskegee University GIS, "Tuskegee University Main Campus Buildings Through Time."

[108] Weiss, *Robert R. Taylor*, 233.

[109] Weiss, *Robert R. Taylor*, 94 and 228.

[110] Booker Conley and M.G. Smith, *Historic Buildings at Tuskegee Institute, a Report of Conditions*, 1980.

Cornell-trained instructor and architect employed by Howard University in Washington, DC.[111]

The Willcox Trades Buildings met evolving industrial standards for the period and featured tall, wide, light-filled interiors spanned by metal trusses. Students in Tuskegee Institute's Architectural Drawing Division produced the construction drawings and specifications for the buildings, and several student masons, painters, and carpenters were employed by the Windham Brothers, black contractors from Birmingham, to construct them. Four of the new trades buildings were clad in off-site-purchased buff brick, while the fifth, located in the southeast corner, was clad in brick produced at Tuskegee. The complex was officially named in 1931 to honor board of trustees chairman, William G. Willcox. The buildings stand today with only slight modifications.[112]



Figure 4-27. Aerial view of the Willcox Trades Buildings ca. 1920s. National Archives.



Figure 4-28. Passageway and courtyards between the Willcox Trades Buildings. Commonwealth.

Ellen Curtiss James Hall (1921)

The first dormitory to be erected on the campus under Moton was Ellen Curtiss James Hall, completed in 1921 and designed by Taylor and Persley (see Figure 4-7). It was named in honor of the mother of donor Arthur Curtiss James, heir to the Phelps Dodge mining fortune. The James family had a long history of philanthropy and abolitionist leanings. One of the owners of the Phelps Dodge Company, Anson Green Phelps, was the grandfather of the Phelps Stokes sisters.

Constructed near the John A. Andrew Memorial Hospital at the north end of the Big Valley, James Hall housed 135 nursing students in 50 bedrooms. Built in the Arts and Crafts style, the four-level brick dormitory had three sitting rooms and three baths. Although the original interior has been gutted and rebuilt, James Hall is still used as a dormitory (Figure 4-29).[113]



Figure 4-29. Ellen Curtis James Hall, viewed from the southeast. Commonwealth.

Booker T. Washington Monument/*Lifting the Veil of Ignorance* (1922)

Very close to the main entrance to the Tuskegee University campus stands the Booker T. Washington Monument, also known as *Lifting the Veil of Ignorance* (Figures 4-30 and 4-31, and see Figure 4-9). The monument comprises a bronze statue set on a marble base depicting Booker T. Washington raising drapery from the head of a

[111] Weiss, *Robert R. Taylor*, 181

[112] Weiss, *Robert R. Taylor*, 181

[113] Weiss, *Robert R. Taylor*, 234; Tuskegee University, "Occupancy and Capacity of Residence Halls and Apartments."

seated black man. The base is covered in inscribed texts, including many quotes from Washington's speeches. The statue was sculpted by New York artist Charles Keck and dedicated in 1922.

Shortly after he became president of Tuskegee Institute, Moton initiated the Booker T. Washington Memorial Fund with the goal of raising $2 million for the school to commemorate Washington's life and work. One-eighth of the amount would be raised within African American communities and Tuskegee Institute alumni, while the rest was to come from white donors. The money from black donors would be used to create a monument in honor of Washington. While the original goal was $250,000, only $25,000 was raised, but it was enough to cover the cost of the monument.



Figure 4-30. Booker T. Washington Monument, or, *Lifting the Veil of Ignorance*, viewed from the northwest. Commonwealth.

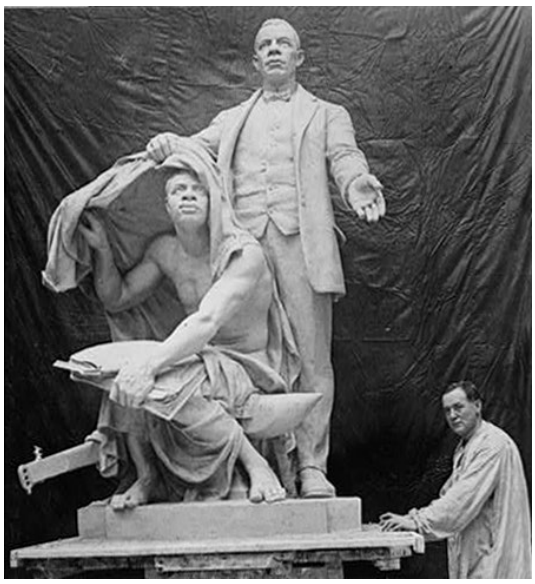


Figure 4-31. Sculptor, Charles Keck, in his studio with *Lifting the Veil of Ignorance*. Library of Congress.

With the funds in place, two committees formed to develop their visions for the monument's design. One committee, chaired by Robert Taylor, was composed entirely of faculty and staff from Tuskegee Institute, including Moton, Emmett Scott, and Margaret Murray Washington. The other committee, likely chaired by school trustee William Willcox, included the sculptor, Charles Keck, who had been commissioned by Taylor for the project, as well as Julius Rosenwald, among others.

Robert Taylor was the director and coordinator of the project and in the summer of 1919 traveled to New York to interview artists. Although the Tuskegee committee had hoped to hire a black sculptor, it is not clear if Taylor even interviewed any of the black artists who were working in New York at the time. Nevertheless, Taylor recommended Charles Keck, who had previously worked for Augustus Saint-Gaudens and was considered an excellent choice by all involved in the project. Only two weeks after Taylor returned, Keck came to Tuskegee to study the site and within two months had produced eight preliminary maquettes for the Tuskegee committee to review. By the winter of 1920, a decision had been made and the two committees began the work choosing the monument's inscriptions.

The text of the inscriptions became a point of contention between the two committees. The initial suggestions made by the Tuskegee committee are described as "positive and relatively neutral statements of uplift," but these were subsequently revised to include Washington's declaration, "I will let no man drag me down so low as to make me hate him." The statement that became known as "Number Two" became the target that represented the heart of the disagreement between the committees, that is, whether the monument should stand for black empowerment, as preferred by the Tuskegee committee, or black conciliation, as preferred by

Willcox's committee. In the end, the finished product represented a compromise in which Number Two was included but placed on one side of the sculpture's pedestal. A second disagreement centered on where a recognition of the black donors should be placed; in the end, it was inscribed on the rear of the monument instead of on the front, where the Tuskegee committee had preferred it to be as a visible "thank you" to black donors and a source of pride.

No documentation has been found regarding the design of the pale pink marble semicircular exedra framing the central vertical base, but it was likely Taylor or Williston, or the two working in collaboration. Photographs of the construction of the monument in 1922 suggest that it was at least partially built by Tuskegee students, although it is likely that the marble was commissioned from an out-of-town quarry. One source of pink Alabama marble is in Talladega County, around 100 miles north of Tuskegee.[114]

Alumni Bowl (Cleve L. Abbott Stadium) (1925; renamed 1996)

In 1925, to support the new competitive athletics program, a new sports stadium called the Alumni Bowl was completed at a cost of $50,000 under the supervision of landscape architect David Williston (Figure 4-32).[115] The stadium, thought to be the first of its kind to be built at an African American school in the South, was named the Alumni Bowl because it was mostly paid for through alumni donations. It was renamed the Cleve L. Abbott Memorial Alumni Stadium in 1996.[116] Additional research is recommended to learn more about the impetus for its construction and the way that it was funded, as well as notable events that have occurred there.



Figure 4-32. Abbott Memorial Alumni Stadium, originally the Alumni Bowl, viewed from the south. Commonwealth.

Sage Hall (1926)

The Taylor and Persley-designed Sage Hall was erected as a boys' dormitory in 1926 (Figure 4-33 and see Figure 4-8). Visually similar to James Hall, Sage Hall features four useable stories and has dormer windows that light the attic bedrooms. The basement of Sage Hall had laundry and storage facilities, while the main floor housed a teacher's reception room, along with guest and private baths. A recreation room and YMCA office were once located on the third floor. Currently, Sage Hall is in use as a dormitory for female students.



Figure 4-33. Sage Hall viewed from the southeast. Commonwealth.

Willcox Halls Bath House (1926)

The Willcox Halls bathhouse was located at the west end of Willcox E. The building was a one-story, brick structure that provided toilets and

[114] Ellen Daugherty, "Negotiating the Veil: Tuskegee's Booker T. Washington Monument," *American Art* 24, no. 3 (2010): 53–77.

[115] Weiss, *Robert R. Taylor*, 240.

[116] Tuskegee University Athletics, "Cleve L. Abbott."

showers for the Willcox Trades Buildings and the Emeries, as none were provided in either building at the time of their construction. The building was demolished in 1985.[117]

Chambliss Children's House (Chambliss Business House) (1930)

In 1929–1930, the Chambliss Children's House was built for Tuskegee Institute, replacing the Children's House that had been designed by Taylor in 1901. The new, 16,584-square-foot, brick Chambliss Children's House was constructed within the core campus west of the Willcox Trades Buildings (Figure 4-34 and see Figure 4-12).

The new school was named in honor of William V. Chambliss, an 1890 Tuskegee Institute graduate who went on to teach in public schools, establish his own farm, and then later become a stockholder and superintendent of the Hampton Institute-based program of the Southern Improvement Company. The company, which helped sharecroppers buy small farms, purchased 4,000 acres close to Tuskegee Institute, subdivided it, and then sold it to farmers with long-term, low-interest loans. The company also built around seventy cottages for farmers within the development. Chambliss, who died in 1928, left Tuskegee Institute a block of developed property at the south corner of the intersection of Franklin Road and Logan Street, which included a hotel and shops, as well as the rest of his estate.



Figure 4-34. Chambliss Business House, viewed from the north. Commonwealth.

Chambliss Children's House was later adapted to serve as the Chambliss Business Building.

Logan Hall (1931–1932)

Logan Hall was constructed in 1931–1932 as a combination gymnasium and auditorium (see Figure 4-14). Along with Frissell (now Ford) Library and the Armstrong Science Hall, it was built as a concrete and steel structure with a brick façade. The brick for the three buildings was specially made to match the older bricks once manufactured on the campus; that operation had ceased in 1920. Logan Hall's main space, at 76 by 109 feet, was a gymnasium floored in maple and ringed by two levels of balconies. At one end of the space was a raised stage and when used as an auditorium, it could seat 3,514 people. Logan Hall quickly became the center of Tuskegee Institute social life, with intercollegiate basketball games, musical performances, and first-run movie shows. Its ground floor had showers and locker rooms for men and women, classrooms, fencing and boxing rooms, a broadcast studio, and a 30 by 60-foot swimming pool. The ground floor also connected to the end of the Alumni Bowl, constructed five years earlier. Originally named the Washington Gymnasium and Auditorium for James B. Washington, it was quickly renamed for Warren Logan, a Tuskegee Institute teacher and treasurer and husband to African-American writer, educator, and suffragist Adella Hunt Logan. Logan Hall stands at the center of the three, three-story brick buildings that surround College Quadrangle, with the Frissell (now Ford) Library standing to the west and the Armstrong Science Hall to the east.

Armstrong Science Hall (1932)

The Armstrong Science Hall, named in honor of Samuel C. Armstrong, the founder of Hampton Institute, was completed in 1932 (Figure 4-35 and see Figure 4-16). The building contains an auditorium, laboratories, and classrooms for a variety of college-level classes. Its steel and

[117] Conley, *Demolished Buildings*.

concrete structure has a brick façade, created to match the old campus-produced bricks. Its articulated classical façade has a central stone triangular pediment backed with a stepped brick wall. Engaged columns with single or double pilasters exhibiting the major orders bind the upper two floors.[118]



Figure 4-35. Armstrong Science Hall, viewed from the southeast. Commonwealth.

Hollis Burke Frissell Library (Ford Motor Company Library) (1933)

The Frissell Library, dedicated in 1933, was named after Hampton Institute's second principal, Hollis Burke Frissell, who succeeded Armstrong (Figure 4-36 and see Figure 4-15). The library, located on the west side of College Quadrangle, is framed in concrete and steel. It has a façade of bricks created to match the old campus-produced bricks, and is ornamented with pilasters on the two upper floors. It is three stories tall and between 50,000 and 60,000 square feet. It contained the latest in library facilities, a gallery, a museum, archives, a special collection of black history, and the lynching records amassed by sociologist Monroe N. Work. In 2001, the building was gutted, remodeled, and renamed the Ford Motor Company Library.[119]



Figure 4-36. Hollis Burke Frissell Library, now the Ford Motor Company Library, viewed from the southwest. Commonwealth.

Buildings Remodeled and Demolished

Remodeled

- The Oaks (1900), interior renovations and landscaping added 1930.
- John A. Andrew Memorial Hospital (1912), remodeled 1930.
- Carnegie Library (1901), remodeled for the music department 1931.
- Douglass Hall (1903), reconstructed after a 1934 fire.

Demolished

- Pavilion (1887), destroyed by fire 1918.
- Slater-Armstrong Memorial Trades Building (1899), destroyed by fire 1918.

Landscapes

Farm Center

In 1917, only one year into Moton's term, plans for the new farm center was completed, comprising an arrangement of new agricultural buildings along the newly created Rural Avenue, including a slaughterhouse, poultry area, Milbank Hall, the Dairy Barn, the Veterinary Hospital, and the Horse Barn (see Figure 4-3). As mentioned before, in the lower areas were the vegetable garden, the piggery, a cannery, and a truck garden "house" with restrooms for women. The new Veterinary Hospital was designed by Taylor and completed

[118] Weiss, *Robert R. Taylor*, 241.

[119] Weiss, *Robert R. Taylor*, 241.

after Washington's death in 1915. The new brick Dairy Barn was completed in 1918, and the new brick Horse Barn between 1917 and 1921.[120]

Throughout this period, in addition to its expansion to the west, the farm continued to maintain fields and pastures right up to the back of the school's Chapel and tucked in various other places, including behind the Boys' Trades Buildings and between the Emery Buildings and Montgomery Road (Figure 4-37). As with Washington, it was Moton's goal to run a completely self-sustaining school, one that could operate independently without the students needing to travel outside the school boundaries for anything. The school's farm, along with the Marshall Farm, continued to raise enough food to sustain a full student population.

Washington Field

Washington Field was a baseball facility constructed under the direction of Williston, likely in the 1920s. It was named after James B. Washington, sometimes referred to as the "Father of Athletics at Tuskegee." In 1892, James, the adopted brother of Booker T. Washington, organized the first Tuskegee baseball team.[121]

College Quadrangle

In 1930, Taylor and Persley completed a revised development plan to expand and renovate the campus, including the creation of a complex of three buildings clustered around an open green space (Figure 4-38). In the original plans, the College Quadrangle was bisected with a formal promenade aligned with the center building, Logan Hall. From that space, formal paths were planned on either side of Logan Hall to access the Alumni Bowl, beyond. The axial connection between the north campus to Logan Hall was never realized; instead, axial paths lead from east to west between Armstrong Science Hall and the former Hollis Burke Frissell Library.

Entrance Gate

The Taylor and Persley development plan proposed relocating the school's main entrance to the west side of Margaret Murray Washington Hall (formerly, the Slater-Armstrong Memorial Agriculture Building). This was not accomplished, however, until the latter half of the twentieth century.



Figure 4-37. Aerial photograph of Tuskegee Institute's farm fields reaching to the area directly behind the Chapel. Scipio.



Figure 4-38. Aerial view of the College Quadrangle, ca. 1933. Tuskegee University Archives.

[120] Weiss, *Robert R. Taylor*, 230-233.

[121] Tuskegee University Athletics, "Washington Field," accessed January 29, 2019, https://goldentigersports.com/news/2015/5/12/GEN_0512152114.aspx.

Faculty and Staff

Robert Russa Moton (1867–1940)

Robert Russa Moton was born in 1867 in Amelia County, Virginia. While he was still a baby, his parents, both former slaves, moved the family to Prince Edward County, where they found work on a plantation. His mother was the plantation's cook, his father was the foreman, or "head man," and young Robert worked as a house servant.[122]

Moton was exposed to education very early in life. He remembered that his mother would often hurry her family through the evening meal to ready the cabin for the night school she held for former slaves that met regularly there. As many as thirty men and women would come from miles around for the lessons taught by Moton's uncle, also a former slave. Moton's uncle learned to read and write as a child from his young master while they played and worked together; the young master was likely unaware of the gravity of his actions given anti-literacy laws of the time.[123]

Moton's mother, an enthusiastic student and one of the few black women on the plantation who could read and write, insisted that he devote one hour a night to study. For many years, however, she was careful not to let the plantation owners find out for fear they would disapprove. When they eventually did find out, they did not object and began to assist with the lessons. Soon after, a "school for colored children" opened just a few miles from the plantation. This was the first school of any kind in the area, for there had been no public schools in the vicinity for either white or black children before that time. Moton's parents sent him to the new school where he started in "the highest class" due to his previous studies.[124]

Once his preliminary schooling was completed, Moton wrote to General Armstrong inquiring about admission to Hampton Institute and received an immediate response that he should come. In October 1885, Moton arrived on Hampton's campus, calling it the "most beautiful place" he had ever seen. Unfortunately, Moton failed the examination to enter even the lowest class at Hampton Institute. He attributed this failure to his new surroundings and having been "rusty" as he had been out of school for about two years. Determined to stay at Hampton at any cost, Moton agreed to work in the school's sawmill during the day and to be admitted on trial to the lowest class in the night school. He quickly improved his academic standing and was able to enter the day school the following year. Moton continued to excel in his studies at Hampton and was given more responsibilities.[125] After graduation in 1890, Moton took the position of Commandant of Cadets, a position he held for the next twenty-five years. With this position came the honorary title of "Major," and during most of his public life he was presented as Major Moton.[126]

In 1905, Moton married Elizabeth Hunt Harris of Williamsburg, Virginia, but she died the following year. In July 1908, he married again, this time to Jennie Dee Booth, also a graduate of Hampton Institute. Like Margaret Murray Washington, Jennie Moton became a successful clubwoman who worked tirelessly at improving the lives of rural African Americans in the South. Robert and Jennie Moton had five children, including Catherine, who would later marry Tuskegee's third president, Frederick Douglas Patterson.[127]

At the time of his appointment as Tuskegee's second president, Moton had already formed a close friendship with Booker T. Washington. Their relationship went back several decades to Moton's

---

[122] Hughes and Patterson, *Robert Russa Moton*, 16 and 82; *Journal of Negro History*, "Robert Russa Moton," 404–406.

[123] Moton, *Finding a Way Out*, 14.

[124] Moton, *Finding a Way Out*, 21–26.

[125] Moton, *Finding a Way Out*, 50–68.

[126] *Journal of Negro History*, "Robert Russa Moton," 405.

[127] Tuskegee University, "Dr. Frederick Douglass Patterson, Third President of Tuskegee Institute (now Tuskegee University)," accessed April 11, 2018, https://www.tuskegee.edu/discover-tu/tu-presidents/frederick-d-patterson; Imes, 105.

first encounter with Washington while attending Hampton Institute in 1885. Of Moton, Washington later wrote,

> It always seemed to me very fortunate that Hampton Institute should have in the position which Major Moton occupies a man of such kindly good humor, thorough self-control, and sympathetic disposition…I have learned from Major Moton that one not need to belong to a "superior" race to be a gentleman.

After Washington's death, it was later revealed that when he realized he was dying, he sent for Robert Moton, telling him "I want you to stand by Tuskegee."[128]

Robert Moton remained president of Tuskegee until he retired in 1935. He died in Tuskegee in 1940 and is buried at his alma mater, Hampton Institute.[129]

Louis Hudison Persley (1888–1932)

Louis Hudison Persley was born in 1888 to Thomas K. and Maxie Bond Persley, who were prestigious members of the black community of Macon, Georgia. After growing up in Macon, Persley left to attend Lincoln University in Pennsylvania, and then the Carnegie Institute of Technology, from which he graduated in 1914 with a degree in architecture. Shortly thereafter, he accepted a job at Tuskegee Institute, where he taught mechanical drawing until he enlisted in the U.S. Army. After the end of World War I he returned to Tuskegee, where he was promoted to lead the division of architecture.[130]

In 1920, Persley became the first black architect to be registered in Georgia. That same year, he joined Taylor to form Taylor and Persley Architects. The partners worked for the school as well as local clients, designing several off-campus buildings in the area. Although similar in plan to Taylor's earlier campus buildings, such as Douglass, Tantum, and Huntington halls, Taylor and Persley's collaborative designs differed visually, moving away from the triadic massing, studied proportions, varied window shapes, and sparse detailing that characterized Taylor's earlier solo work at Tuskegee. In general, Taylor and Persley's buildings for Tuskegee featured uniform windows, projecting eaves with rafter ends, paired brackets, and patterned brick surfaces in a variety of colors, as well as many other design characteristics of the Arts and Crafts style.[131]

Persley married twice, first to Elnora G. Lockett in 1921, and then to Phala Harper in 1927, after Elnora had died. Louis Persley died on July 23, 1932.[132]

Jennie Dee Booth Moton (1879–1942)

Jennie Dee Booth Moton was born in the rural tidewater region of Virginia in 1879 (Figure 4-39). In 1896, she entered Hampton Institute where she studied to become a teacher. After graduating, she taught at the Whittier Training School, where Hampton students studied pedagogy. She married Robert Moton in 1909 and spent the early years of their marriage caring for the couple's five young children.[133]

---

[128] Imes, "To Tuskegee," 79–80.

[129] Elizabeth Winter, "Moton, Robert R. (1867–1940)," BlackPast.org, accessed October 18, 2018, https://blackpast.org/aah/moton-robert-r-1867-1940.

[130] Ancestry.com, "Louis Hudison Persley," accessed October 18, 2018, https://www.ancestry.com/facts?_phcmd=u(%27https://www.ancestry.com/search/; Vinson E. McKenzie, "Louis Hudison Persley "1890–1932," in *African American Architects, a Biographical Directory 1865–1945*, ed. Dreck Spurlock Wilson (New York: Routledge Publishing, 2004) , 443–445.

[131] Weiss, *Robert R. Taylor*, 140.

[132] Ancestry.com, "Louis Hudison Persley"; McKenzie, "Louis Hudison Persley," 443–445.

[133] Unless otherwise noted, the following information is from Lu Ann Jones, "In Search of Jennie Booth Moton, Field Agent, AAA," *Agricultural History* 72, no. 2, "African Americans in Southern Agriculture: 1877–1945" (Spring 1998): 446–458.

As the president's wife, much was expected of her. Jennie Moton came of age in a time of lively cultural reform among middle-class black women. College-educated black women like Jennie Moton were instilled by their families and communities with a deep sense of social responsibility. At Hampton and Tuskegee, the concept of socially responsible individualism, in which individual achievement included civic responsibility, was prevalent. Educated black women were expected to work for the betterment of their race, often through community outreach ventures. Black women joined clubs and organizations to bring these outreach efforts to fruition.

Jennie Moton served as vice president of the Tuskegee Woman's Club from 1916 until Margaret Murray Washington died in 1925. At that time, Moton assumed Washington's position as head of Women's Industries and president of the Women's Club. In contrast to Margaret Washington's larger-than-life presence, one observer described Jennie Moton as "quiet and unobtrusive in manner."



Figure 4-39. Photograph of Jennie Dee Booth Moton as president of the Women's Club. Wikipedia Commons.

Nonetheless, by the late 1920s, Jennie Moton was presiding over women's clubs at the local, state, and regional levels. Along with her husband, she was also a member of the Commission on Interracial Cooperation (CIC), an organization that was formed in the aftermath of violent race riots that occurred the previous year in several Southern cities.[134]

In 1936, the year after Robert Moton retired from his position as principal in Tuskegee, Jennie Moton made what was perhaps her greatest contribution when she was appointed a special black field agent under the Agricultural Administration Act, remaining in that position into the late 1930s or early 1940s.

While serving in this position, Jennie Moton also served as two-term president of the National Association of Colored Women. There, she met Mary McLeod Bethune, a member of Franklin D. Roosevelt's "Black Cabinet," and together they helped persuade Roosevelt to sign Executive Order 8802, which prohibited discrimination in the defense industry based on race, religion, or national origin. She also served as a member of the Margaret Murray Washington Memorial Foundation.[135]

Jennie Moton died in Hampton, Virginia, in 1942 and is buried next to her husband on the grounds of Hampton Institute.

William Augustus Hazel (1854–1929)

On the recommendation of Robert Taylor, William Augustus Hazel joined the faculty in 1909 as head of the Architectural Drawing Division. While at Tuskegee, Hazel also designed a building for the school at the Montgomery Fair and several rural schools, lectured about poet Paul Laurence

[134] Harvey K. Newman and Gelnda Crunk, "Religious Leaders in the Aftermath of Atlanta's 1906 Race Riot," *Georgia Historical Quarterly* 92, no. 4 (Winter 2008): 92.

[135] Wikipedia, "Jennie B. Moton," accessed January 29, 2019, https://en.wikipedia.org/wiki/Jennie_B._Moton.

Dunbar, advised on paint color for the dining hall, designed exhibits, and did the flower arrangement for Washington's 1915 funeral. Hazel left Tuskegee in 1919 to start the first professional degree program for black architects at Howard University. His business partner, Albert I. Cassell, also taught at Howard.[136]

James B. Washington (1867–1938)

James B. Washington was an orphan who was taken in by Booker T. Washington's family to be his adopted brother and given the family name.[137] Born in West Virginia on March 2, 1867, around 1896, James married Hattie Calloway, who was born in 1870, also in West Virginia. They had four children, three of whom were born in West Virginia: Booker (1886), Homer (1889), and Norma (1891), and one in Tuskegee: Bertha (1893).[138]

Known as the "Father of Athletics at Tuskegee," James B. Washington came to the school in 1890 from Hampton Institute, from which he had graduated in 1882. Two years later, he had organized the first baseball team at Tuskegee; Washington Field was named in his honor.[139] Hired at Tuskegee Institute to assist in the treasurer's office, Washington helped handle the school's mail and wrote appeals to prospective donors. In addition to managing the baseball team and serving as its catcher, Washington also had charge of the school's band. By 1901 he had become the postmaster of Tuskegee Institute.[140]

The 1910 U.S. Census shows James and his family living at Tuskegee Normal and Industrial Institute in a rented house. The 1920 U.S. Census shows James and Hattie with an empty nest, with only their granddaughter, Cora Lee W. Davis, age ten, living with them. James is listed as a postmaster and his wife, Hattie, as a matron at the normal school. The 1930 U.S. Census shows James and Hattie living with a boarder, Anna B. Raines, who worked as a psychiatric social worker at the "government hospital."[141] James B. Washington died on October 21, 1938, in Tuskegee and was buried at the Tuskegee University Cemetery.[142]

Amelia Crowell Roberts (1882–1953)

Amelia Crowell Roberts was born Amelia M. Crowell in June 1882 to James T. and Mary L. Crowell. The 1900 U.S. Census shows the family living in Onondaga, New York, close to Syracuse. Amelia Crowell, who may have attended primary and high school in Syracuse, was a graduate of the Sargent School of Physical Education in Boston.[143]

On January 26, 1910, Amelia married Ezra C. Roberts in Tuskegee, Alabama. Ezra eventually became the dean of the academic department at Tuskegee Institute.[144] The 1910 U.S. Census lists both Amelia and Ezra as working as teachers. The couple had one child, a daughter named Catherine, who was born in 1912.[145] Amelia Roberts taught physical education and coached a variety of sports at Tuskegee Institute, starting in 1905, when she was hired by James B. Washington as the school's first physical education instructor for girls. Immediately after she was hired, Roberts requested and received approval to start a women's basketball team.[146] The 1920 U.S. Census lists Roberts as working as a physical trainer.

---

[136] Weiss, *Robert R. Taylor*, 73 and 112.

[137] Washington, *The Story of My Life*, 22.

[138] Diana, Goddess of the Hunt for Ancestors, "James B. Washington, Hattie Calloway," accessed October 10, 2018, http://dgmweb.net/FGS/W/WashingtonJamesB-HattieCalloway.html.

[139] Tuskegee University Athletics, "Washington Field."

[140] Thrasher, *Tuskegee*, 212.

[141] Ancestry.com, 1910, 1920, and 1930 U.S. Federal Census.

[142] Ancestry.com, "Alabama, Deaths and Burials Index, 1881–1974."

[143] "Pioneer Negro Educator Dies." *The Evening Sun* (Baltimore), Wednesday, September 23, 1953. Newspapers.com.

[144] Ancestry.com, Alabama, Select Marriage Indexes, 1816–1942; "Pioneer Negro Educator Dies," *The Evening Sun*.

[145] Ancestry.com, 1920 U.S. Federal Census.

[146] Blaschke, "Southern Cinderpaths," 4.

In 1929, the Tuskegee women started a track team, which Roberts coached.[147] Among their many activities, girls in the athletic program also practiced javelin throwing, discus throwing, high jump, and shot put.[148] Roberts coached basketball and headed the women's division through the 1940s.[149] She coached the first women's basketball game, which was played in Logan Hall, where Tuskegee defeated Talladega by 19 to 10.[150] Roberts also became the Women's Director of Physical Education during the mid-1940s, when women were winning national titles and going to the Olympics.[151] In addition, she was an active member of the Association of Health, Physical Education and Recreation.[152] Amelia C. Roberts died on September 18, 1953, and was buried on September 22, 1953, in the Tuskegee University Cemetery.[153] In 1977, she was listed in the Tuskegee University Hall of Fame.[154]

Cleveland Leigh "Cleve" Abbott (1892–1955)

Cleveland Leigh "Cleve" Abbott was born December 9, 1892, in Yankton, South Dakota, to Elbert and Mollie Brown Abbott, who moved from Alabama to South Dakota in 1890 (see Figure 4-10). Abbott, who is best remembered for his stellar coaching career at Tuskegee Institute, graduated from Watertown High School in 1912 and went on to attend South Dakota State University starting in 1916, where he earned fourteen varsity athletic awards by the time he graduated. In 1916, he married Jessie Harriet Scott (1897–1982); they had one daughter, Jessie Ellen, who became the first coach of the women's track team at Tennessee State University in 1943.

Abbott led the recreation program at the Fort Des Moines Officers' Training Camp in 1917. He then joined the U.S. Army during World War I, serving as first lieutenant in the 366th Infantry, 92nd Division. In 1918, he saw action at the Meuse-Argonne Offensive in France. He later became a commissioned officer in the U.S. Army Reserve; the reserves center at Tuskegee is now named the Cleveland Leigh Abbott Center.[155]

After the war, Abbott served as Cadet Commandant and coach at Kansas Vocational College in Topeka, where he remained for four years until he was hired as an agricultural chemist and athletic director at Tuskegee Institute in 1923. There, he began by coaching the school's football team, which, during his thirty-two-year tenure, saw six undefeated seasons. He also started the women's track and field program in 1937, which was undefeated until 1942. Six of his female athletes went on to compete on U.S. Olympic track teams, including gold medalists Alice Coachman and Mildred McDaniel. Abbott also coached tennis stars Margaret "Pete" Peters and Roumania "Repeat" Peters while they attended Tuskegee.[156]

Abbott died at the Veterans Hospital in Tuskegee on April 14, 1955, and was buried in the Tuskegee University Campus Cemetery, where Booker T. Washington and George Washington Carver were

[147] David Kenneth Wiggins and Patrick Miller, *The Unlevel Playing Field: A Documentary History of the African American Experience in Sport* (Champaign: University of Illinois Press, 2005), 117, quoting "Girls to Have Track Team," *Tuskegee Messenger,* March 9, 1929.

[148] "Tuskegee to Have Girls' Track Team." *The New York Age* (New York, New York), Saturday, February 16, 1929. Newspapers.com.

[149] Martha H. Verbrugge, *Active Bodies: A History of Women's Physical Education in the Twentieth Century* (Oxford: Oxford University Press, 1996), 136.

[150] Jarome, "Taking a Look Back."

[151] Bessie Stockard, "The Black Female Athlete—Past and Present," *The Crisis* 90, no. 5 (May 1903): 17.

[152] "Attends Conference." *The New York Age* (New York, New York). Saturday, May 6, 1944.

[153] "Pioneer Negro Educator Dies," *The Evening Sun*.

[154] Tuskegee University Athletics, "Hall of Fame," accessed October 8, 2018, https://goldentigersports.com/sports/2013/8/20/GEN_0TUHallOfFame.aspx.

[155] Lilah Morton Pengra, "Abbott, Cleveland Leigh (1892–1955," BlackPast.org, accessed May 23, 2018, https://blackpast.org/aah/abbott-cleveland-leigh-1892-1955.

[156] Blaschke, "Southern Cinderpaths," 5–7.

also buried. In 1968, he was inducted into the South Dakota State University Hall of Fame, and in 1975, the Tuskegee University Hall of Fame. He was inducted into the Southern Intercollegiate Athletic Conference Hall of Fame in 1992, the Alabama Sports Hall of Fame in 1995, and the USA Track and Field Hall of Fame in 1996. That same year, Tuskegee's Alumni Bowl was renamed the Cleveland Leigh Abbott Memorial Alumni Stadium.[157]

Alumni

Ralph Waldo Ellison (1914–1994)

Ralph Waldo Ellison is best known for his groundbreaking book, *Invisible Man*, which won the National Book Award for Fiction in 1953 (Figure 4-40). Ellison was born in Oklahoma City and raised by a single mother after his father died in 1917. In 1933, at age nineteen, he enrolled at Tuskegee Institute as a music major and studied classical music. He remained at the school for around three years, but after spending the summer before his senior year in New York City, where had had met writer Richard Wright, he never returned. In New York, Ellison became a writer with the Federal Writers Program and then joined the U.S. Merchant Marines as a cook during World War II.

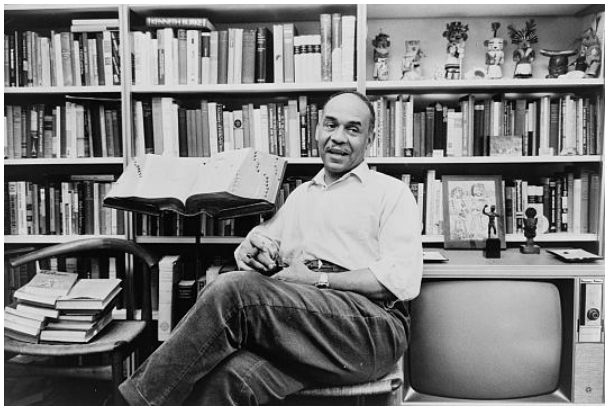


Figure 4-40. Ralph Waldo Ellison in his private library. Library of Congress.

After the war, he returned to New York, where he wrote his most famous book, *Invisible Man*. In 1955, he left for Rome to spend the next two years as a fellow at the American Academy, then returned to the United States, where he taught at Bard College, the University of Chicago, Rutgers, Yale, and New York University. Ellison continued to write, publishing *The Collected Essays of Ralph Ellison* and *Flying Home and Other Stories*; his book *Juneteeth* was finally published in 1994 after his death. In addition to the National Book Award, Ellison was awarded the 1969 Medal of Freedom, the 1970 Chevalier de l'Ordre des Artes et Lettres, and the 1985 National Medal of Arts. Ellison died on April 16, 1994, and is buried at Trinity Church Cemetery in New York City.[158]

Theodore Shaw "Teddy" Wilson (1912–1986)

Jazz pianist Teddy Wilson was born in Austin, Texas, on November 24, 1912, as the second son of James and Pearl Wilson (Figure 4-41). The family moved to Tuskegee in 1918, where his father taught English and his mother worked as a



Figure 4-41. Theodore Shaw "Teddy" Wilson at piano. Tuskegee University.

[157] Pengra, "Abbott, Cleveland Leigh."

[158] Library of Congress, "Ralph Ellison," accessed May 23, 2018, http://www.read.gov/fiction/ellison.html.

librarian at Tuskegee Institute. Teddy Wilson studied piano and violin at the school and played clarinet and oboe in the Tuskegee Institute band in the 1920s. Wilson went on to attend Talladega College for a year, but then moved to Detroit in 1929 to become a professional musician. In 1931, he moved to Chicago, where he played with Speed Webb's band and with Louis Armstrong, among other notable musicians.[159]

In 1936, Wilson began touring with Benny Goodman and Gene Krupa; the trio was one of the first interracial groups to perform in the United States. He also appeared in the movie *The Benny Goodman Story* (1956). Under contract with Brunswick Records, between 1935 and 1939, he recorded fifty hit records with various singers, including Lena Horne, Helen Ward, and Billie Holiday. He also recorded with several important swing musicians, including Lester Young, Roy Eldridge, Charlie Shavers, Red Norvo, Sarah Vaughn, and Ben Webster. In the early 1940s, he formed his own band and performed in CBS studios into the 1950s and taught piano at Juilliard from 1945 to 1952. In the mid-1950s and into the 1970s, he rejoined Benny Goodman to tour Scandinavia, England, Australia, Europe, and Japan. In 1979, Wilson was awarded an honorary doctorate in music from Boston's Berklee College of Music. In 1982, he played at Carnegie Hall in New York City.[160]

Wilson lived in suburban Hillsdale, New Jersey. He was married three times, including to songwriter Irene Kitchings, and had five children. Wilson died on July 31, 1986, in New Britain, Connecticut, after suffering a long illness, and was buried in Fairview Cemetery in New Britain. In 1993, Teddy Wilson was inducted into the Big Band and Jazz Hall of Fame.[161]

[159] Vivian Elizabeth Smyrl, "Wilson, Theodore Shaw [Teddy]," TSHA Online, accessed February 1, 2019, https://tshaonline.org/handbook/online/articles/fwiad.

[160] "Teddy Wilson," accessed January 24, 2019, https://en.wikipedia.org/wiki/Teddy_Wilson.

[161] "Teddy Wilson," accessed January 24, 2019.

Chapter 5: Frederick D. Patterson and Tuskegee Institute (1935–1953)

Introduction

This chapter covers the development of Tuskegee Institute beginning with the search for Moton's successor and the subsequent hiring of Frederick Douglass Patterson as the school's third president. It ends in 1953 with until Patterson's retirement.

First, the chapter is arranged into distinct periods of development that occurred during Patterson's tenure. These sections are followed by an overview of Tuskegee Institute's outreach and extension efforts, and the classes and programs offered during this period. Next, a brief account is given as to the school's funding during Patterson's tenure. Following is a list of the buildings and structures constructed between 1935 and 1953, and the landscapes developed around them.

The chapter culminates with several brief biographies of the most influential faculty and staff of the period, and of important alumni and their accomplishments.

A New President

After President Robert Moton announced his retirement plans in 1934, Tuskegee Institute's board of trustees spent a year considering several candidates who might succeed him. The administrators of the Rosenwald Fund, long-time Tuskegee Institute supporters, were particularly vocal in their promotion of then-professor of sociology, and later, president of Fisk University, Charles S. Johnson. However, neither Moton nor Tuskegee board chairman, William J. Schieffelin, supported Johnson for the position. Moton had already firmly made up his mind that Frederick Douglass Patterson (1901–1988) should be the one to succeed him. Schieffelin worried that with Johnson's appointment, the Rosenwald Fund might exercise too much control over Tuskegee Institute. After much discussion, the board of trustees voted to invite Patterson to become the school's next president (Figure 5-1).[1]



Figure 5-1. Photo portrait of Frederick Douglass Patterson. Tuskegee University.

[1] Frederick D. Patterson, *Chronicles of Faith: The Autobiography of Frederick D. Patterson* (Tuscaloosa: University of Alabama Press, 2001), 38–40.

The thirty-three-year-old Patterson, who was serving as the director of Tuskegee Institute's School of Agriculture at the time, had "no idea" he was even being considered for the position. Self-conscious about his youth, Patterson later recalled that when he was eventually interviewed for the position, he told the selection committee that he was thirty-four to "sound as old as possible."[2]

Patterson's many qualifications made him a sound choice for the position of Tuskegee Institute's third president. Just as it had been the expressed wish of Booker T. Washington that Robert Moton succeed him, however, the single most important factor in Patterson's appointment was that Robert Moton wished that it be so. In addition, Patterson had the benefit of Moton's counsel on many matters concerning the position, an advantage not available to Moton in his early years of running Tuskegee Institute due to Washington's sudden death in 1915 (Figure 5-2).

Patterson greatly esteemed Moton. Even before his appointment as president, Patterson recalled having been so "overawed" by Moton that he became almost tongue-tied in his presence and often would make a mental list of remarks he might use in their future conversations. Of their relationship, Patterson wrote, "Once I became president, I was on a totally different footing with Dr. Moton, and I felt comfortable with him, probably because he put me at my ease. I was not presumptuous in any way and I was still awed by him."[3]

Patterson inherited leadership of a school that had changed dramatically from the time of Booker T. Washington. Moton's twenty-year tenure at Tuskegee Institute had propelled it into a seat of learning with impressive facilities, faculty, and curriculum.[4] Under Moton, the school had been transformed from a highly esteemed secondary-level school into a nationally respected college offering baccalaureate degrees. Tuskegee Institute's evolution as an academically focused institution continued to mature under Patterson.[5]

Tuskegee Under Patterson

Overview

Patterson immediately accepted his new responsibilities in the spring of 1935, although he was not officially inaugurated until October 28, 1935.[6] He began his long tenure as president while the country was still in the depths of the Great Depression. Through the next eighteen years, Patterson oversaw Tuskegee Institute through the last half of the New Deal period, the beginning of World War II in 1939, the United States' entry into the conflict in 1941, the end of war in 1945, and



Figure 5-2. Photograph of Robert Moton (left) and Fred Patterson meeting at Tuskegee Institute. *Chronicles of Faith.*

[2] Patterson, *Chronicles*, 37–41.

[3] Patterson, *Chronicles*, 38–41.

[4] Paul, "This Great and Sacred Trust."

[5] United Negro College Fund (UNCF), "Frederick Douglass Patterson, 1901–1988," accessed June 29, 2018, https://www.uncf.org/pages/Frederick-Douglass-Patterson.

[6] Patterson, *Chronicles*, 37–41.

the subsequent boom of national economic growth.[7]

The evolution of Tuskegee Institute from 1935–1953 can be understood as comprising three eras. The first, 1935–1937, began with the first years of Patterson's presidency, during which he focused on improving academic and vocational curricula in response to the changing economy of the South away from agriculture. Starting in 1935, Patterson helped establish several new undergraduate programs at the school, including the highly successful Department of Commercial Dietetics. In 1937, Patterson and the board of trustees changed the school's name from Tuskegee Normal and Industrial Institute to Tuskegee Institute, de-emphasizing the teacher training aspect of the school. The following year, Tuskegee Institute ceased offering high school-level classes. [8]

The second period, 1938–1944, marks Tuskegee Institute's development to the end of World War II. The campus continued to grow in response to expanding outreach programs and new curriculums introduced by Patterson. This period also saw the introduction in 1939 of the school's Commercial Aviation Program, ultimately leading to the training of the first group of African American Army pilots, the Tuskegee Airmen. [9] In 1941, the Carver Museum was established, honoring Carver's long tenure as a member of Tuskegee's faculty.

The third period, 1944–1953, marks the phase of Tuskegee's development between the end of World War II and Patterson's resignation in 1953. In 1944, Patterson and the board of trustees transformed Tuskegee Institute into a full-fledged university by adding cutting-edge graduate programs, many of which still flourish at the school today.[10] That year, Patterson also founded the School of Veterinary Medicine, the first at a black college.[11] Many new buildings were added to the campus during this period, with several built using the "Tuskegee block," a pioneering new building material created on the Tuskegee campus. In 1953, Patterson's last year as president, Tuskegee Institute introduced a Bachelor of Science in nursing, the first in the state of Alabama.[12]

Throughout his tenure, Patterson introduced innovative funding initiatives for Tuskegee Institute, including the United Negro College Fund. In addition, Patterson worked to retain many prominent faculty and staff members who had been hired under previous presidents. These included George Washington Carver, who continued to carry out his agricultural experimentation work on the campus until his death in 1943, and Thomas Campbell, who continued in his prominent position as the USDA's African American federal field agent for the sower Southern states.

Graduates from Tuskegee Institute during the period between 1935 and 1953 became successful in business, teaching, medicine, law, military service, sports, and entertainment. Dozens of Tuskegee graduates were members of the Tuskegee Airmen, while several others went on to become leaders in the civil rights movement.[13]

---

[7] Patterson, *Chronicles*, 3–32, 72–82.

[8] Patterson, *Chronicles*, 3–32; UNCF, "Frederick Douglass Patterson, 1901–1988."

[9] Tuskegee University, "Dr. Frederick Douglass Patterson Third President of Tuskegee Institute.".

[10] Patterson, *Chronicles*, 3–32; UNCF, "Frederick Douglass Patterson, 1901–1988."

[11] Patterson, *Chronicles*, 85–97. Today, the Tuskegee University College of Veterinary Medicine boasts that nearly 70 percent of all black veterinarians in the United States are graduates. Tuskegee University, "The Tuskegee University College of Veterinary Medicine," accessed July 2, 2018, https://www.tuskegee.edu/programs-courses/colleges-schools/cvm/cvm-about-the-college.

[12] Patterson, *Chronicles*, 4–21.

[13] Paul, "This Great and Sacred Trust."

Transition (1935–1937)

New Programs

During the first two years of his presidency, Patterson focused on improving academic and vocational programs, rather than on building new facilities. At that time, the country was still in the grip of the Great Depression. Unfortunately, many of the New Deal programs designed to help the struggling agricultural economy were closed to most African American farmers, since the majority were sharecroppers and did not own their land. These farmers were in dire straits and needed other options for making a living.[14]

At the same time, enrollment in Tuskegee's Agricultural Department decreased; fewer students were seeking agricultural careers because of the changing agricultural economy of the South as a result of farm mechanization, the shift in cotton production to other areas of the country and abroad, and the Great Migration. By contrast, enrollment in the Department of Mechanical Industries increased because it offered training in the most marketable and employable skills. Patterson realized that the programs offered at Tuskegee, which were based on an agriculturally based economy, would need to evolve.[15]

The first new program initiated by Patterson was the Department of Commercial Dietetics, which he started in 1935. Arising from the suggestion of George Leward "G.L." Washington, who would go on to help establish many other programs at the school, the commercial dietetics program built on existing courses of study. Patterson modeled the course after Cornell University's hotel management program, with a specific focus on commercial food service. The new program would be connected with the existing home economics program, which was already raising and preparing its own food. The campus continued to maintain a dairy, and the program in animal husbandry was already raising, slaughtering, and curing meats. In addition to instruction in cooking, food service, budgeting, and pricing, the program in Commercial Dietetics included training in public relations, personnel management, and accounting and business practices.[16]

Facilities

Although Patterson's initial focus was on curriculum updates, he knew that some facility improvements were needed to accommodate the school's continual growth. In 1935, Robert Taylor retired and in 1934, David Williston relocated to Washington, DC. Improvements to the campus continued without them, however, and a few new buildings were constructed.

The first was a small cottage constructed in 1936 along Franklin Road for faculty housing. In 1937, a goat barn was erected in the area of today's College of Veterinary Medicine Complex and a new laundry building was constructed just west of the power plant.[17] Additionally, Tompkins Hall, constructed in 1910, was remodeled.

The most significant campus additions during Patterson's early presidency were new tennis courts and grandstands, constructed in 1937. Patterson had a great love for tennis; he had played competitively while at Virginia State College and sparked an interest in the sport among other teachers upon his arrival in Tuskegee. Eight new clay courts were installed and the six existing courts resurfaced. Bleachers and a covered grandstand, which together could sit 2,500 spectators, were constructed around the championship courts. That year, the American Tennis Association, a club founded in 1916 for black athletes when they were barred from the United States Lawn Tennis Association, held its annual championship on the new Tuskegee courts.[18]

---

[14] Arthur Evans, "Tuskegee Study Shows New Deal Hits Negro Hard: AAA Cuts Jobs and NRA Boosts White Competition," *Chicago Tribune*, June 22, 1934.

[15] Patterson, *Chronicles*, 3–32.

[16] Patterson, *Chronicles* , 68–70.

[17] Tuskegee University GIS, "Main Campus Buildings."

[18] Vella, *George Washington Carver*, 326–327.

A New Name

In 1937, Patterson and the board of trustees, seeking to move the school in a new direction, changed the its name to reflect its advancing and expanding curriculum. The "Normal and Industrial" part of the name was dropped, and the school officially became "Tuskegee Institute." The following year, high school classes were cut from the Institute curriculum, completing the transformation of the school to a full-fledged post-secondary school.

A World at War, 1938–1944

With the school's new name came many other changes, both internal and external to Tuskegee Institute. Many of the programs initiated during the period between the name change and the end of World War II would go on to have long-reaching effects on not only Tuskegee and Macon County but the rest of the country as well.

Civilian Pilot Training Program and the Tuskegee Airmen

In September 1939, World War II began in Europe. The conflict had been building for years, and though the United States was not yet involved, contingency preparations to support its allies had begun. The previous January, Congress had established the Civilian Pilot Training Program (CPTP), authorizing flight training for civilians at college facilities to build up the number of private pilots in the country. In response to pressure from black politicians, journalists, and other supporters, in April 1939, Congress passed an amendment allowing black pilots to join the program. Patterson and G.L. Washington saw an opportunity to establish flight training at Tuskegee Institute and facilitated the school's acceptance into the CPTP. In late 1939, Tuskegee Institute initiated its Commercial Aviation Program with eighteen men and two women. G.L. Washington was appointed general manager of the program in the Division of Aeronautics and worked to recruit instructors and secure a site for pilot training.[19]

As the war in Europe intensified into the 1940s, Congress passed the Burke-Wadsworth Act to establish a peacetime draft for American men ages 21 to 36. Also known as the Selective Training and Service Act of 1940, the law also prohibited racial restrictions on voluntary enlistments in any branch of the military, although it did not require racial integration of units. While efforts to integrate military units continued, the War Department announced plans to establish one segregated, African American, flying unit. Patterson actively and successfully lobbied for Tuskegee Institute to be selected as its home. By the agreement, the federal government would construct a new airfield for the military flight training, while primary flight training would occur at Tuskegee Institute's facility.

In March 1941, as preparations and development for the new program began at Kennedy Field, a local private airfield leased to Tuskegee Institute, First Lady Eleanor Roosevelt visited and was taken for a flight by Chief Anderson (Figure 5-3). Afterwards, she sponsored fundraising efforts for the construction of Tuskegee Institute's own airfield. Through her influence as a board member, the Rosenwald Fund agreed to loan



Figure 5-3. Eleanor Roosevelt posing with Chief Anderson at Kennedy Field in 1941. FDR Presidential Library.

[19] Unless otherwise noted, this information comes from the following source: United States Department of the Interior. National Park Service. Southeast Region. Atlanta, GA. *Moton Field/Tuskegee Airmen Special Resource Study*, 1998.

Tuskegee Institute the money to construct the new airfield on land already owned by the school. The new 275-acre site lay three miles northeast of the main campus. It was initially named "Primary Field," since it was where primary flight training would occur.

The first class of black military pilots began primary training at Kennedy Field in August 1941 and moved to Primary Field the next month, as soon as construction was completed. Kennedy Field then continued to serve as an auxiliary to Primary Field. Following the completion of primary pilot training, cadets would transfer to a new federal government-built facility, christened Tuskegee Army Air Field (TAAF), for military training. The federal government also constructed two auxiliary airfields, Griel Field and Shorter Field, in the area.

In December 1941, the Japanese attack on Pearl Harbor brought the United States into the war. Tuskegee Institute rechristened the Civilian Pilot Training Program as the "War Training Service," and in January, the War Department announced plans for a second black flying unit to start training. Two additional, segregated, black units were organized by the end of the year. The first black pilots, today known as the Tuskegee Airmen, graduated from advanced training at TAAF in March; however, they would not be deployed for combat until 1943.

Tuskegee Institute students and skilled laborers constructed two wood frame hangars for the training program. Hangar No. 1, comprising an open room with offices and classrooms along its walls, was built at Kennedy Field in 1942. Hangar No. 2, which contained a parachute rigging room, control tower, offices, and a flight simulator, was built at Primary Field in 1943. In 1943, Primary Field was renamed Moton Field in honor of Robert R. Moton, who had died in 1940.[20]

Building up the Campus

Under Patterson, the Tuskegee Institute campus continued to expand, particularly related to the expanding outreach programs and new curriculums. In 1940, two new buildings were constructed on the campus: John A. Kenney Hall and the Morrison-Mayberry Extension Building. John A. Kenney Hall was constructed as an addition to the larger John A. Andrew Memorial Hospital complex and was designed by G.L. Washington and Louis Edwin Fry, head of the architecture department. The building, named after the former director of the hospital, was a forty-bed infantile paralysis unit, serving black survivors of polio.[21]

The Morrison-Mayberry Extension Building, located in the southwest part of the campus, was funded by the Works Progress Administration and served as the headquarters for black extension workers led by Thomas Campbell.[22] Originally called the "Agricultural Extension Building," it was eventually renamed after Drs. Richard Morrison and Bennie Douglas Mayberry, both former students of George Washington Carver, who were instrumental in securing funding for the 1890 land grant institutions, including Tuskegee.[23] The following year, the school also built a new faculty cottage on Franklin Road and a new greenhouse.

During this time, Carver created the George Washington Carver Foundation with nearly $33,000 of his own money. The purpose of the foundation was to establish a "creative research laboratory," where others could continue his work

[20] Robert "Jeff" Jakeman, "Tuskegee Flight Training Program," Encyclopedia of Alabama, accessed October 17, 2018, http://www.encyclopediaofalabama.org/article/h-2563; Daniel L. Haulman, "The Tuskegee Airfields," *Air Force Magazine* (June 2014), accessed October 17, 2018, http://www.airforcemag.com/MagazineArchive/Pages/2014/June%202014/0614tuskegee.aspx.

[21] Tuskegee University, "The Legacy Museum," accessed July 13, 2018, https://www.tuskegee.edu/libraries/legacy-museum.

[22] Mayberry, *The Role of Tuskegee*, 108; Clement et al., *Campus Heritage Plan*, Appendix E-22.

[23] Clement et al., *Campus Heritage Plan*, Appendix E-22.

after he died. The laboratory was set up in the 1915 veterinary hospital.[24]

A New Building Material

Patterson was very interested in improving the lives of black families in the Tuskegee area. In the early 1940s, based on the initial experiments of a Tuskegee graduate, he asked the School of Mechanical Industries to develop a concrete block that could be produced at a low cost using local materials. The "Tuskegee block," as the material came to be known, could be made using sand and gravel taken from local streams that was mixed with concrete and water, and formed in a rough wooden mold that could be easily reproduced. The blocks were long and thin in profile, similar to a large brick, and could also be used in combination with traditional bricks.[25] As the Institute continued to experiment with the new material, they also began to teach locals how to make Tuskegee block and build their own homes. See "The Tuskegee Block," below, for more information.

The Carver Museum

During the Great Depression, George Washington Carver's research at Tuskegee began to receive less funding. Carver had been conducting research in chemurgy, the study of potential uses for surplus farm commodities, more commonly known as biochemical engineering today, from his laboratory at Tuskegee. In 1938, the USDA opened four new research facilities in the region to study chemurgy; the new laboratories were able to easily outpace Carver's work. The lack of funding, combined with the aging Carver's increasing bouts of poor health, led him to devote more time to personal projects.[26]

The same year, the Institute offered the 1915 laundry building, which had sat vacant for many years, to Carver to use as a personal laboratory, office, and museum. As part of the celebration of Carver's fortieth year at the school in 1937, an exhibit of his inventions and collections was being displayed in Carnegie Library, and the board of trustees agreed that it should be exhibited permanently. Over the next few years, Carver oversaw the design of museum and the renovation of the old laundry building, which included the addition of a greenhouse to the roof. The museum opened in 1941 and was dedicated by Henry Ford and his wife.[27]

End of an Era

In December 1942, Robert Taylor visited Tuskegee from his native Wilmington, where he had retired. During the trip, he suffered a heart attack while attending a program in the Chapel, which he considered his "masterpiece." He later died in John A. Andrew Memorial Hospital.

Only a month later, George Washington Carver also died. He had been in ill health for several years and had suffered a recent fall. Carver's funeral was held in an overflowing Tuskegee Chapel and he was buried near Booker T. Washington in the Tuskegee Institute Cemetery. The same year, George Washington Carver National Monument opened at his childhood home in Diamond, Missouri. It was the nation's first memorial to the achievement of an African American and the first such honor to an individual other than a United States president.[28]

---

[24] McMurray, *George Washington Carver*, 295–296; The Historical Marker Database, "Carver Research Foundation 1951," accessed July 13, 2018, https://www.hmdb.org/marker.asp?marker=101912.

[25] Donald E. Armstrong, "Tuskegee Institute and the Politics of Bricolage," Materials Practice blog, accessed October 17, 2018, http://www.donaldearmstrong.com/2013/09/10/tuskegee-institute-and-the-politics-of-bricolage/.

[26] McMurray, *George Washington Carver*, 241.

[27] USDI, NPS, Southeast Region, *George Washington Carver Museum 100% Draft Historic Structure Report*, 45–46.

[28] USDI, NPS, Midwest Region, "George Washington Carver National Monument, Diamond, Missouri," accessed December 21, 2018, https://www.nps.gov/nr/travel/

With the deaths of Taylor and Carver, Tuskegee Institute lost perhaps its strongest links to the era of Booker T. Washington and the founding of the school.

Post-War Tuskegee, 1944–1953

As with the rest of the country, Tuskegee Institute experienced many changes in the years following the end of World War II. Responses to budgeting concerns, an influx of students due to returning veterans, new curriculums, and expanded social programs increased Tuskegee's visibility in the national landscape.

Funding Initiatives

While president of Tuskegee Institute, Patterson was continually challenged by budgetary concerns. In 1939, he implemented a work-study program called the "Five Year Plan." In 1944, he collaborated with prominent black educator and civil rights activist, Mary McLeod Bethune, and black education activist, William J. Trent, to found the United Negro College Fund (UNCF) to help fund not only Tuskegee Institute, but other historically black colleges. Patterson also worked to increase state appropriations to Tuskegee, working closely with Benjamin Russell, owner of Russell Mills in Alexander City, Alabama, to convince the state to raise appropriations to $10,000 a year. For more information on these funding initiatives, refer to Funding, below.

Elevating the Curriculum

In 1944, continuing his efforts to advance Tuskegee's educational programs, Patterson initiated the school's first graduate-level programs. Graduate degrees were offered in agriculture, chemistry, and education. Around the same time, thanks to an increase in state appropriations for Tuskegee Institute, Patterson established a new School of Veterinary Medicine. Although veterinary science classes had been taught at Tuskegee since 1911 through the Agricultural Department, the training had been limited to helping farmers care for their animals. The School of Veterinary Medicine was the first program in the country specifically for black veterinary students. At the time of its founding, there had been only 70 professional black veterinarians in the United States and Canada. Classes at the new school began in 1945, and the first class of four graduated in 1949. Increased state appropriations also allowed for the creation of an advanced engineering program in 1948. For more information on these programs, refer to Classes and Programs, below.

Closing the Tuskegee Airfields

Although World War II ended in September 1945, military pilot training continued briefly at the Tuskegee-area airfields. By the time the last class of pilots graduated from TAAF in June 1946, over 900 African American aviators had completed the training. Military flight training at Moton Field and Kennedy Field ceased, and Tuskegee Institute's Commercial Aviation Program resumed. The government's TAAF airfield officially closed in June 1947, and its buildings were dismantled and moved to service at civilian airports.[29] For more information, refer to Commercial Aviation Program, below.

Building Boom

As the war ended and veterans began to return home, Congress passed the Servicemen's Readjustment Act of 1944, more commonly known as the G.I. Bill. The act was intended to help all returning veterans readjust to civilian life by providing tuition payments for college, low-cost mortgages, and low-interest business loans. Although the G.I. Bill did not specifically advocate discrimination, black veterans were not able to benefit from it nearly as much as white veterans and many white colleges refused to admit black students. As a result, historically black colleges, including Tuskegee, saw an enormous uptick in

cultural_diversity/g_washington_carver_historic_site.html.

[29] Jakeman, "Tuskegee Flight Training Program"; Haulman, "Tuskegee Airfields."

enrollment in the years after the end of the war.[30] To accommodate the rising student population, Tuskegee needed more buildings.

In 1945, a new dormitory for female nursing students was constructed. The four-story, brick Nurses' Home, located at the north end of the Big Valley, also contained a classroom, laboratory, and library. The following year, thirteen barracks were added to the campus to house the influx of veterans; they were constructed using disassembled barracks from military bases. Nine of the frame structures were erected in two rows north of the Chapel and four behind the Emery buildings. In 1947, a small, one-story annex to the 1930 Chambliss Business House was constructed to serve as an arts and crafts building.

In addition to the repurposed military barracks, two additional military surplus buildings were added to the campus in 1949 for operational purposes. The Central Transportation Building had been a garage on a military base and was repurposed at Tuskegee Institute as a freight receiving and distribution point. The Physical Plant Building had also been a garage on a military base and was sited on the campus at the east end of the Agricultural Extension Building (Morrison-Mayberry Extension Building). It housed the campus maintenance operations and carpentry shop.

Tuskegee Institute continued to use the Tuskegee block for its new buildings. Beginning in 1947, workers began construction on a small housing area for faculty on the north side of campus, called Roberts Circle. The cluster of small houses served as an on-campus building laboratory for the Tuskegee block program. By 1953, twenty small residences had been completed.

In 1950, Tuskegee block was also used to build two wing additions to the Home Economics Building (formerly called the Slater-Armstrong Memorial Agricultural Building). In 1951, it was also used to construct a new building for the Carver Research Foundation, which had been housed in the old 1915 veterinary hospital since its inception in 1940. The Carver Research Foundation Building (sometimes called Carver Hall) was erected along Old Montgomery Road east of Armstrong Hall. It was designed by Tuskegee alumnus, Milton Love, and used Tuskegee block for interior partitions and as backing for the exterior brick veneer.

From 1948 to 1953, several new buildings for the School of Veterinary Medicine were added. In 1948, the Clinical Anatomy Building and the Centralized Laboratory Animal Research Building were constructed using the Tuskegee block. In 1951, a new Post Mortem Building, with gas-fired incinerators and two smokestacks, was added west of the Clinical Anatomy Building. Students performed most of the work under Patterson's Five Year Plan (see the Funding section, below). The combination of student labor and the use of Tuskegee block reduced the building's construction costs by half. An administration and pre-clinical building (later renamed the Julius Rosenwald Center), a Large Animal Stable, and Large Animal Barn, all brick buildings designed by Edward Miller, were also constructed for the veterinary school in 1952 and 1953.

In 1952, Robert Russa Moton Hall was constructed to house the advanced Engineering Program, which had been founded four years earlier. The building was designed by the construction department to have three distinct wings for the electrical, mechanical, and civil engineering classes; however, only two wings were constructed.

For more information on all of these projects, see Buildings and Structures, below.

A New Campus Master Plan

In 1948, David Williston, who by that time lived in Washington, DC, but still consulted with Tuskegee Institute, designed a new campus master plan (Figure 5-4). His plan organized related buildings

[30] Ira Katznelson, When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth Century America (New York: W.W. Norton & Co., 2005),130-140.

into groups, as Washington and Taylor had both done before him. Academic and administrative buildings were to be clustered in the eastern part of the campus, while Tuskegee's agricultural buildings would remain near Milbank Hall, and the Willcox Trades Buildings would continue to house the architecture, engineering, and trade school programs. The veterinary school would remain in the same location. Campus medical buildings would be grouped around John A. Andrew Memorial Hospital, and the colleges of medicine and dentistry sited between the hospital and the chapel.

The women's dormitories and their related buildings were to stand on either side of Big Valley, while buildings relating to home economics were to be grouped around Dorothy Hall. Dormitories for men were split between the Emory Buildings on the west side of campus, which Williston proposed expanding with the addition of four more dormitories, and Rockefeller and Sage Halls on the campus' eastern end. Williston also included various parking and service areas, which would be hidden from view behind campus buildings, such as Tompkins and Rockefeller halls. Many of these service areas proposed by Williston continue to serve that same function today.[31]

Williston's plans for the campus placed new buildings into the landscape with special consideration for their spatial relationships with existing buildings, creating a series of elegantly formal, enclosed courtyards. His addition of a perimeter fence created a stronger sense of campus boundaries, as did the addition of two formal gateway entrances leading into the school. Vehicles approaching the campus from the east would enter through a new gate and emerge immediately onto Campus Avenue (now known as University Avenue). Lined with the school's most important academic buildings, Campus Avenue functioned as the school's central axis and was the main ceremonial road leading to the central campus. Secondary axes emerging from quadrangle spaces between buildings crossed the

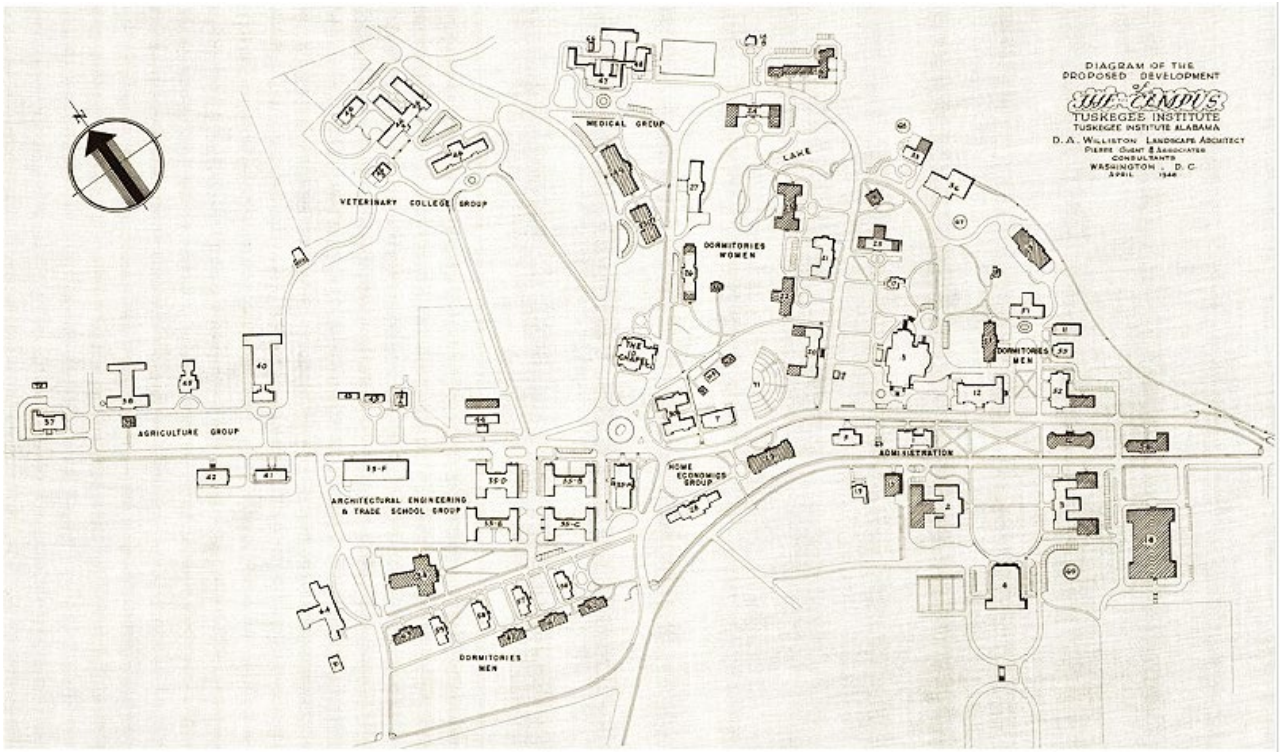


Figure 5-4. David Williston's 1948 campus master plan. Tuskegee University Facilities Management.

[31] Clement et al., *Campus Heritage Plan*, 20-21.

central axis, each with a view of a key campus building.[32]

Williston also proposed to transform the Big Valley by creating a large, terraced amphitheater on its southern end near Dorothy Hall on axis with the Chapel. A road would cross the valley on the north side of Dorothy Hall to provide access to three newly constructed buildings, one of which was a children's nursery connected to the Girl's Quad. The road was a formalization of a pre-existing dirt track that ran through the area. Williston proposed, as the central feature of the lower northern end of Big Valley, a curvilinear lake that could be crossed at its narrowest point by a bridge.[33] These plans, however, were never implemented.

In his plan, Williston proposed planting schemes characteristic of his design style, including tightly spaced shade trees, often American elms (*Ulmus americana*), that lined campus roads and walkways. American elms do not thrive in Macon County's hot and humid weather, and few, if any, have survived. Williston also massed trees and shrubs at walkway intersections, building entrances, and the perimeters of green spaces. He massed shrubs and evergreen trees along building foundations and used them as natural screens, as he did around the Tuskegee Institute Cemetery. Today, few, if any, of Williston's plantings—if carried out at all—survive on the Tuskegee campus.[34]

In 1952, Edward Lyons Pryce, head of the Department of Ornamental Horticulture from 1948 to 1955, developed a planting plan for a proposed women's dorm. With its sweeping walkways featuring intersections embellished with layers of plantings, this plan expertly demonstrated Pryce's own unique design style. In his plan, beds of vinca (*Vinca minor*) lined the edges of walkways, while low shrubs like dwarf yaupon (*Ilex vomitoria* 'Nana') were planted in front of larger flowering shrubs such as camellias (*Camellia* sp.) and pyracantha (*Pyracantha* sp.). The edges of the front were defined by dogwoods (*Cornus florida*), with willow oaks (*Quercus phellos*) and mimosas (*Albizia julibrissin*) behind them.[35]

Low Cash-Cost Housing

In the 1940s, a series of grants from the General Education Board allowed Tuskegee Institute to expand its efforts to teach local African Americans how to make and build with Tuskegee blocks. The program, which came to be known as "Low Cash-Cost Housing," soon began to garner federal attention. The Housing Act of 1949, part of President Harry Truman's Fair Deal legislation to address the nation-wide housing shortage, led the Federal Housing Administration (FHA) to study the Tuskegee block and its potential for widespread use. The same year, the FHA approved the Tuskegee block as an acceptable material for FHA-financed buildings and structures.[36]

In 1950, Tuskegee Institute published a bulletin entitled *Low Cash-Cost Housing*, providing a background on the development of the block, and

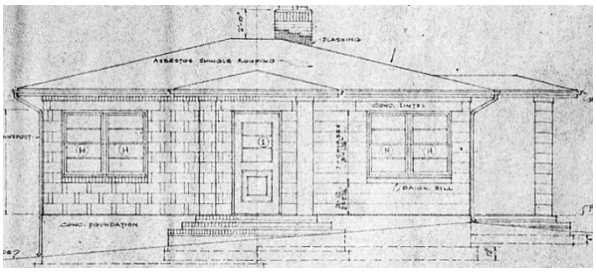


Figure 5-5. The "Low-Cash Cost House" built of the Tuskegee block. Tuskegee University.

[32] Clement et al., *Campus Heritage Plan*, 20–21.

[33] Clement et al., *Campus Heritage Plan*, 20–21.

[34] Clement et al., *Campus Heritage Plan*, 20–21.

[35] Clement et al., *Campus Heritage Plan*, 23.

[36] Donald E. Armstrong, "The Low Cash-Cost House: Sustainability as a Source of Culturally Responsive Design," presented at the 92nd ACSA Annual Meeting, March 18–21, 2004, accessed March 13, 2019, http://apps.acsa-arch.org/resources/proceedings/uploads/streamfile.aspx?path=ACSA.AM.92&name=ACSA.AM.92.14.pdf.

instructions for how to form blocks and build a house (Figure 5-5). National attention continued, and the program also began to attract international attention. Tuskegee Institute sent representatives abroad to teach block-making techniques in South America and Africa.[37]

Nursing Program

A nurse training program had been operating at Tuskegee Institute since 1892, and in 1953 Tuskegee began to offer a Bachelor of Science in nursing, the first in Alabama.[38] The new degree program was led by Dr. Lillian Holland Harvey, who had also trained black nursing students for military service during the war. Through the program, nursing students received practical, hands-on experience at John A. Andrew Memorial Hospital, the Veterans Administration Hospital, and through internships in several states along the east coast.[39]

Fraternities and Sororities

In 1947, Tuskegee Institute students voted to allow fraternities and sororities on campus.[40] Additional research is needed to learn more about the decision and the results.

Patterson's Resignation

In 1953, after 22 years as Tuskegee Institute's president, Patterson announced that he would be resigning from the position. Patterson's tenure at had created a lasting legacy for the school, transforming it into a full-fledged university with cutting-edge graduate programs, many of which still flourish at the school today.[41]

Classes and Programs

During Patterson's tenure, Tuskegee Institute started its first graduate programs in 1944, offered in agriculture, chemistry, and education.[42] In addition, the school initiated several new academic and vocational programs: commercial dietetics (1935), aviation (1939), veterinary medicine (1944), and engineering (1948).

Of all the programs in operation during Patterson's presidency, the school's long-running Department of Mechanical Industries had the most students because it offered training in the greatest number of employable skills. In contrast, student enrollment in the Department of Agriculture decreased, in response to the changing agricultural economy of the South as cotton production moved to the Middle East and Africa. Most agriculture students hoped for employment as either teachers or government field agents rather than as farmers. Employment as a field agent was segregated not only by race but also by gender. Men were hired as county agriculture agents, or "ag men," while women were hired to be "home agents." Agents were hired by the county but were funded in part by the USDA.[43]

Department of Commercial Dietetics (1935)

In his autobiography, *Chronicles of Faith*, Patterson wrote about the creation of the Department of Commercial Dietetics. The idea came from G.L. Washington, who was involved in many successful endeavors undertaken by Tuskegee Institute during Patterson's presidency. While riding a train,

---

[37] Armstrong, "The Low Cash-Cost House."

[38] Patterson, *Chronicles*, 4–21.

[39] University of Alabama Capstone College of Nursing, "Dr. Lillian Holland Harvey," accessed October 17, 2018. https://nursing.ua.edu/?page_id=3535.

[40] "Little Known Facts About Tuskegee University," Tuskegee University Archives, accessed March 13, 2019, http://archive.tuskegee.edu/archive/bitstream/handle/123456789/555/Little%2520Known%2520Facts%2520about%2520Tuskegee%2520University.docx%3Fsequence%3D1%26isAllowed%3Dy+&cd=10&hl=en&ct=clnk&gl=us.

[41] UNCF, "Frederick Douglass Patterson, 1901–1988."

[42] Tuskegee University "Graduate Programs at Tuskegee University," accessed July 31, 2018, https://www.tuskegee.edu/ programs-courses/graduate-studies/graduate-programs; Patterson, *Chronicles*, 3–32.

[43] Patterson, *Chronicles*, 3–32.

Washington had fallen into conversation with a fellow passenger who was in the restaurant and hotel business. Relaying his observation that there was a great need for "good, intelligent cooks" throughout the country, the man suggested Tuskegee add a program of this type to its curriculum. Intrigued by the idea, Washington suggested it to Patterson, who thought this an excellent idea. Recalling that Cornell University had a hotel management program with a practice facility, Patterson adapted that model for Tuskegee's program, with an emphasis on commercial food service.[44]

No similar training program for black youths existed at the time. Because food preparation was a common task undertaken by enslaved people prior to emancipation many African Americans viewed it as a remnant work of slavery. Patterson wanted to present food preparation to Tuskegee students as an elevated professional employment, an approach closely in keeping with Booker T. Washington's philosophy of finding dignity and taking pride in the deep-seated and skilled tradition of black labor in this country. This perspective was most elegantly stated by Washington himself, "we shall prosper as we learn to glorify the dignity of labor and to put brains and skill into the common occupations of life."

In 1935, Tuskegee Institute was in a prime position to incorporate a program in commercial dietetics because it could be easily linked with some of the school's already well-established programs. As mentioned above, these included home economics, which was already growing and preparing its own food. In addition, the campus already had a dairy, and the animal husbandry program was already raising, slaughtering, and curing its own meats. Commercial Dietetics, in addition to teaching cooking, serving, budgeting, and pricing food, would include training in public relations, managing personnel, and accounting and business practices.

The department offered an internship program in which students could gain real-world experience. Students of Commercial Dietetics would take positions in hotels and restaurants. Once they returned to school, they used their working experience to suggest practical ways in which the program might improve its instruction.

The program published a magazine called *Service*, established as part of the school's effort to professionalize the preparation and presentation of food. It featured columns and articles of interest to those employed in the food industry as well as professional domestic workers, train porters, and elevator operators. The magazine also published recipes, poetry, campus news, and other topics of interest particular to black people.

Commercial Aviation Program (1939)

In 1939, after World War II had begun in Europe, but before the United States entered the war, a national aviation training effort, known as the Civilian Pilot Training Program (CPTP), was funded through the Civil Aeronautics Authority (CAA). The CAA granted money to schools with the goal of providing introductory aviation training to college students. Officially, the CPTP was created to train commercial pilots, but there was an underlying military purpose. The onset of war in Europe in September 1939 hastened military planning in the United States in preparation for possible involvement in the conflict. The CAA would create a pool of young pilots and enable the military to expand the military's air services if necessary.[45]

When Tuskegee Institute's civilian aviation program began, there were only twenty-five black pilots in the United States. Initial CAA funding excluded black colleges, but because of a previous relationship with the Department of Defense, all-black West Virginia State College received support. Encouraged by this, Patterson worked to have the same program at Tuskegee Institute

[44] The following information comes from Patterson, *Chronicles*, 68–72.

[45] Jakeman, "Tuskegee Flight Training Program"; Patterson, *Chronicles*, 72–77.

through a contract with the federal government. G.L. Washington also played a pivotal role by facilitating acceptance of Tuskegee's application, establishing the program, and then managing it throughout the war. Through the contract with the CPTP, Tuskegee Institute agreed to provide students and qualified teachers for the program. In turn, the federal government would cover all remaining expenses. Tuskegee Institute was one of six historically black colleges eventually selected to participate in the program, which provided the groundwork for military aviation training for the group of black pilots eventually known as the Tuskegee Airmen.[46]

Initially, Tuskegee Institute's flight training was conducted in Montgomery by Joseph Wren Allen, a white pilot who operated a flight training service. Despite the forty-mile trip from Tuskegee to Montgomery, all but one of the twenty students enrolled in the first class completed the program to become licensed private pilots. Of the twenty students, eighteen were men and two were women. Patterson also learned to fly but ultimately decided not to continue with pilot training.[47]

By spring 1940, Tuskegee Institute had leased and made necessary improvements to a 55-acre, privately owned airstrip, Kennedy Field, about five miles south of the school, purchased several airplanes, and hired its own instructor pilots. G.L. Washington recruited two engineering professors, B. M. Cornell and Robert G. Pitts, from nearby Alabama Polytechnic Institute (now Auburn University). The school also hired Charles "Chief" Anderson, who was a black pilot working for the Wright family of Philadelphia and the only African American at the time with a transport pilot license, to lead the flight instruction.[48] In 1933, Anderson, together with fellow pilot Albert E. Forsythe, had set the record for the first transcontinental round trip flight by black pilots when they flew from Atlantic City, New Jersey, to Los Angeles, California. Anderson developed Tuskegee Institute's aviation training program and taught the first advanced course, earning him the nickname, "Chief."[49] In March 1941, First Lady Eleanor Roosevelt visited Kennedy Field and was treated to a plane ride by Anderson (see Figure 5-3). Following this experience, she became an avid supporter of the program.[50]

The Tuskegee Airmen

Tuskegee University has a long history of preparing students for military service. The school's Reserve Officer Training Corps (ROTC) program, which continues to produce Army officers to this day, was first established 1918, just after the end of World War I. The program produced the first black general officer in the US Army, Benjamin O. Davis, Sr. His son, Benjamin O. Davis, Jr., would eventually become commander of the Tuskegee Airmen and the first black general officer in the US Air Force. In addition, Tuskegee's ROTC program, known as the Tiger Battalion, has produced six other black generals for the US Army.[51] This included Air Force General Daniel "Chappie" James Jr., a member of the famed Tuskegee Airmen, who became the first black service members to reach the rank of full general.[52]

Although some black service members served in combat and some received training as officers in the Army during World War I, most were relegated to service units as kitchen helpers, road builders, stevedores, and grave registrars.[53] As the

[46] Jakeman, "Tuskegee Flight Training Program"; Patterson, *Chronicles*, 72–77.

[47] Jakeman, "Tuskegee Flight Training Program"; Patterson, *Chronicles*, 72–77.

[48] Jakeman, "Tuskegee Flight Training Program."

[49] National Aviation Hall of Fame, "Anderson, Charles Alfred 'Chief,'" accessed August 27, 2018, https://www.nationalaviation.org/our-enshrinees/anderson-charles-alfred/.

[50] Haulman, "Tuskegee Airfields;" Jakeman, "Tuskegee Flight Training Program."

[51] Tuskegee University, "Tuskegee University Army ROTC, Tiger Battalion," accessed June 25, 2018, https://www.tuskegee.edu/discover-tu/extracurricular-activities/army-rotc.

[52] Patrick, "Gen Daniel 'Chappie' James Jr."

[53] Jacqueline L. Harris, *The Tuskegee Airmen: Black Heroes of World War II* (Parsipanny: Dillon Press, 1996). 19–20.

United States considered its involvement in World War II, African Americans who wanted to serve as military pilots applied to a small group within the US Army known as the Air Army Service (AAS), which had been instituted during World War I.[54]

At the beginning of World War II, many white people in the United States still firmly believed in the inferiority of African Americans and that they were not "fit" in a myriad of ways to participate in the armed services.[55] However, the US War College, which was becoming increasingly concerned about a potential shortage of military manpower, recommended that black people be trained and assigned to the positions of combat engineer and quartermaster, and in artillery, cavalry, and air service units with the condition that these units be racially segregated. Nonetheless, the US military was slow to accept African Americans, leading to the rejection of several highly qualified black applicants, including with the US Army Air Corps, the successor to the AAS.[56]

In February 1938, the *Pittsburg Courier*, an African American newspaper, began a campaign promoting the integration of black people into the United States military without segregated units. Throughout the year, nearly every issue of the newspaper presented articles pertaining to discrimination within the military system. Other black newspapers joined the effort, as did the NAACP. The *Pittsburg Courier* began to focus primarily on the integration of the Army Air Corps. The paper began advocating for an all-black flying group that would allow black pilots to "prove" their abilities. The paper covered all Congressional activity relating to the subject and encouraged readers to write to Congress in support of the effort.[57]

Despite these efforts and congressional attempts to force its hand, the Army Air Corps continued to resist changing its policy on segregation. In January 1939, Congress passed Public Law 18, authorizing primary training of military pilots by civilian schools. An amendment approved that year in April ensured that it also applied to the training of black pilots and called for the War Department to lend aviation equipment to at least two black schools approved by the CAA for the training of black military pilots. The Air Corps refused to comply and issued a statement rejecting the idea of pilot training for black people.

Congress' next effort to provide for black pilot training came with the establishment of the CPTP in 1939, which initiated civilian flight training at Tuskegee Institute. Although the CPTP was intended as a civilian aviation program, it was also aimed at building up a reserve of trained civilian pilots who could be called upon for military service should that become necessary.[58] Pilot training at Tuskegee and the other black colleges greatly increased the number of black civilian pilots in the United States; however, at this time, black people still remained barred from aviation duty in the military.[59]

Black newspapers and the NAACP continued their campaign to end discrimination in the military. They made the inclusion of African Americans into military aviation a critical element of the campaign and continued calling for the establishment of an all-black group of aviators. Finally, the Selective Service Act of 1940 established the United States' first peacetime draft and prohibiting racial restrictions on voluntary enlistments in any branch of the armed forces.[60]

---

[54] The US Air Force was not created until 1947.

[55] Harris, *Tuskegee Airmen*, 19.

[56] Harris, *Tuskegee Airmen*, 19–20

[57] Harris, *Tuskegee Airmen*, 21

[58] Harris, *Tuskegee Airmen*, 21–22

[59] Jakeman, "Tuskegee Flight Training Program."

[60] Jakeman, "Tuskegee Flight Training Program"; Harris, *Tuskegee Airmen*, 26.

Finally, on January 16, 1941, the War Department announced that the Air Corps would organize and train a black unit. The planned location for the base was to be a new military airfield to be constructed near Tuskegee Institute. Headed by Benjamin O. Davis, Jr., with Charles Anderson serving as ground commander and chief instructor, the new squadron was initially designated the 99th Pursuit Squadron. In May 1942, it was re-designated the 99th Fighter Squadron (Figure 5-6). A key factor in the government's decision to establish the base near Tuskegee Institute was the proximity to such large number of qualified applicants, because by this time, the Institute's Civilian Pilot Training Program had garnered national attention. The NAACP magazine, *The Crisis*, called the establishment of the 99th Fighter Squadron "a step in the right direction." However, it also stated that although "the NAACP can be forced to accept" a segregated aviation unit, it could "never agree to it" and continued to call for full integration of African Americans into the armed services.[61]

Military flight training for the 99th Fighter Squadron and its groundcrew was to take place on the newly completed 1,681-acre airfield near the Tuskegee Campus known as the Tuskegee Army Air Field (TAAF) (Figure 5-7).[62] TAAF was not only the first major base for basic and advanced military flight training of black pilots, it was also the first major Army Air Force base built by a black construction company. The Nashville firm of McKissack and McKissack was contracted to construct TAAF at a cost of $1.5 million dollars. The base included barracks, as well as dining and training facilities.[63]

In addition to the TAAF, the military also had two auxiliary fields constructed in the area during World War II. Built six miles west of TAAF, the 320-acre Griel Field was a grass field with no hangars, barracks, or fuel supplies, and was used for training liaison pilots for the Army. The other auxiliary airfield, Shorter Field, was a 241-acre grass strip about twelve miles southwest of TAAF, also without hangars, barracks, and fuel supplies. Pilots in the advanced phase of training at TAAF practiced takeoffs and landings at Shorter Field. It was also a starting point for pilots from the main field on their first solo flights.[64]

Before students received military training at TAAF, government procedure dictated that the civilian contractor, Tuskegee Institute, conduct the first phase of training, known as "primary"



Figure 5-6. The 99th Fighter Squadron reporting to Benjamin O. Davis, Jr. National Museum of the USAF.



Figure 5-7. Tuskegee Airmen in the 99th Pursuit Squadron. US Air Force.

[61] Harris, *Tuskegee* Airmen, 22, 26–27; National Aviation Hall of Fame, "Anderson, Charles Alfred 'Chief.'"

[62] Jakeman, "Tuskegee Flight Training Program"; Haulman, "Tuskegee Airfields," 63.

[63] Haulman, "Tuskegee Airfields" 64.

[64] Haulman, "Tuskegee Airfields" 65.

flight training. This government contract allowed Tuskegee Institute to greatly expand its aviation program and hire more flight instructors. Additional support staff, including medical workers, engineers, administrators, and food service and maintenance providers for the aviation program increased the population around the school and brought money into the local economy.[65] The contract also provided Tuskegee Institute with the funds to finally construct its own civilian airfield.[66] In 1941, flight operations began on the 275-acre Primary Field, later known as Moton Field.[67] Primary Field was built by the engineering/construction firm Alexander and Repas. Alexander, who was black, and Repas, who was white, had become friends while both were attending the University of Iowa.[68]

Having completed their primary civilian training at Moton Field, the first class of cadets were transferred to TAAF in November 1941 to undergo their second phase of military flight training. The following month, on December 7, 1941, Japan attacked Pearl Harbor and the United States entered World War II. The military expanded its armed forces and in 1942, created a second black aviation unit at TAAF, the 100th Fighter Squadron. By the end of the year, two more units, the 301st and 302nd Fighter Squadrons, were also added. Together, these three segregated squadrons (which, by 1944 also included the 99th Fighter Squadron) were organized into the newly activated 332nd Fighter Group, the first all-black group in the Air Army Service.[69]

On March 7, 1942, the first class of black military-trained pilots graduated from TAAF. Due to overcrowding at bases and combat deployment delays, however, these pilots were not sent overseas until 1943. In April, the 99th departed Tuskegee to support Allied operations in North Africa and flew its first combat mission there on June 2, 1943. Five months later, in January 1944, the 332nd Fighter Group departed the United States for combat duty in Italy.

After the War

By the end of the war in September 1945, the TAAF's initial plan had expanded well beyond all expectations to include a fighter group with four squadrons and a bombardment group with three squadrons. The expansion and success of Tuskegee's segregated flight program eventually made it untenable to restrict all black flight training operations to a single location. In June 1946, TAAF graduated its last class of pilot trainees and the base closed, bringing military flight training at Tuskegee to an end. Not long after operations ended, however, TAAF reopened at the nearby private airfield, Sharpe Field, operating there until the 1960s. By the 1990s, Sharpe Field was no longer active, and the site remained in private ownership.

For several years, Tuskegee Institute continued limited civilian flying operations at Moton Field, which is still an active airport today. In 1998, Moton Field was designated the Tuskegee Airmen National Historic Site. A decade later, in 2008, the National Park Service officially opened a public interactive museum dedicated to the Tuskegee Airmen on the site.

After the war, the military maintained one segregated combat group, first at Godman Field in Kentucky and then at Lockborne Army Air Base in Ohio. In 1948, President Harry Truman signed an executive order finally ending segregation in the military. In 1949, the 332nd Fighter Group was deactivated and its members were assigned to other units. Military aviation's history of segregation maintains deep ties with Tuskegee in the name its participants took for themselves—the Tuskegee Airmen. In the 1950s, the term was the

---

[65] Patterson, *Chronicles*, 81.

[66] Jakeman, "Tuskegee Flight Training Program."

[67] USDI NPS Harpers Ferry Design Center, *Moton Airfield, Historic Furnishings Report* (2006) 11; Haulman, "Tuskegee Airfields" 62–63.

[68] Patterson, *Chronicles*, 80.

[69] This and subsequent information in this section and the next comes from Jakeman, "Tuskegee Flight Training Program."

title of Charles Francis's book, *Tuskegee Airmen: The Men Who Changed a Nation*, but came into more general use after the establishment of the veterans' organization, Tuskegee Airmen, Inc., in 1973.

School of Veterinary Medicine (1944)

Around 1942, Patterson began taking steps to establish the School of Veterinary Medicine at Tuskegee to train professional veterinarians. Prior to this, as part of the school's agricultural department, veterinary training at Tuskegee was limited to helping farmers care for their animals. Patterson took his proposal to the General Education Board, the State of Alabama, and the Southern Regional Education Board for funding, which he ultimately received.[70]

Before the establishment of Tuskegee's School of Veterinary Medicine, there was no professional veterinary science program specifically for African Americans in the country. To study veterinary medicine, they would have to attend white schools willing to admit them; these were mostly found in the midwest. Since 1889, there had been only seventy professional black veterinarians who had graduated from veterinary colleges in the United States and Canada: twenty-two were from Kansas State University, fourteen were from Ohio State University, and Cornell, Iowa State, and the University of Pennsylvania each had seven graduates.[71]

In 1944, Patterson appointed former Iowa State classmate Dr. Edward B. Evans to establish the new school and become its dean. Evans had been teaching veterinary medicine at Prairie View A&M College in Texas. As part of his work, Evans conducted research at other veterinary schools to help determine what practices students and faculty found successful and what they believed should be incorporated into the new school at Tuskegee. Evans remained dean of the school for only one year. In 1947, Evans returned to Prairie View to become the school's new president.[72]

In addition to Dr. Evans, Patterson recruited many other talented professionals in establishing the department. Drs. L.B. Mobiley, Thomas G. Perry, and Walter Bowie all from Kansas State, Dr. William H. Waddell from the University of Pennsylvania, Dr. George W. Cooper from Colorado, Dr. Charles Robinson from Cornell, and Dr. Theodore S. Williams of Kansas Agricultural College all came to Tuskegee to work in the new department (Figure 5-8).[73]

To save money, Tuskegee Institute erected the new school building using Tuskegee block and Tuskegee-made brick for its construction (Figures 5-9 and 5-10). Faculty-supervised students constructed the building through the Five Year Plan apprenticeship program. Classes at the new school began in 1945, and by 1950, the program

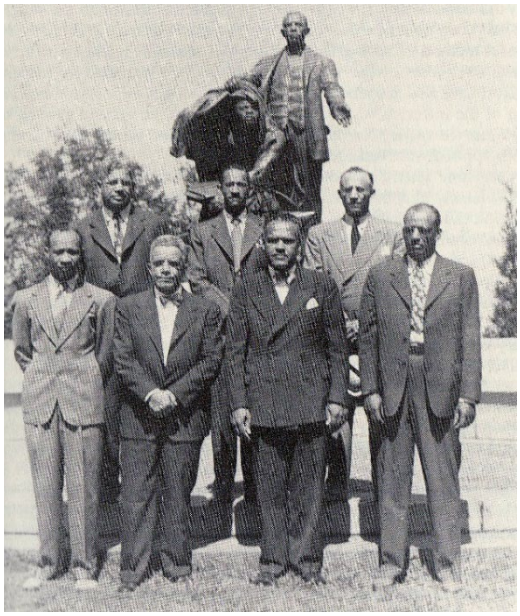


Figure 5-8. School of Veterinary Medicine's first faculty, in 1945. Patterson is in the front row, third from the left. *Chronicles of Faith.*

[70] Patterson, *Chronicles,* 84–85.

[71] Eugene A. Adams, "A Historical Overview of African American Veterinarians in the United States," *Journal of Veterinary Medical Education* 31, no. 4 (2004): 409–410, 412.

[72] Adams, "A Historical Overview," 410.

[73] Adams, "A Historical Overview," 410; Patterson, *Chronicles,* 88–89.

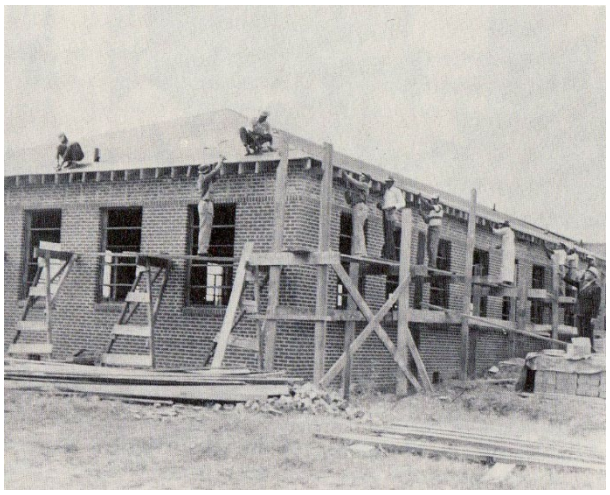


Figure 5-9. Students erecting the new School of Veterinary Medicine using Tuskegee block. *Chronicles of Faith.*



Figure 5-10. Aerial photograph of the construction of the School of Veterinary Medicine ca. 1945. Tuskegee University Archives.

saw its first twenty-one students graduate with degrees in veterinary medicine. Four years later, in 1954, the school was fully accredited. Graduates of the program went on to private practice, employment with the government, research positions, or became faculty in other schools. Several of the school's graduates were from Africa and returned home after graduation to practice there.[74]

Today, Tuskegee University's College of Veterinary Medicine produces more than seventy percent of black veterinarians in the United States. It also continues the long-standing tradition of the Movable School through its Animal Ambulatory service, which bring the expertise of the school's veterinary staff to the farmers and rural residents.[75]

Engineering Program (1948)

The introduction of Tuskegee Institute's Engineering Program in 1948, created with appropriated state funding in the amount of $25,000, took the School of Mechanical Engineering to an advanced level. Faculty were recruited from other black schools with engineering programs, including Prairie View, Howard University, and North Carolina A&T College in Greensboro (today known as North Carolina A&T State University). One of the first faculty members hired for the program was Tuskegee graduate Dr. William C. Curtis, who served as Dean of Engineering.[76]

Outreach and Extension

Tuskegee Civic Association

The Tuskegee Civic Association (TCA) was founded on April 13, 1941, at Greenwood Missionary Baptist Church, close to Tuskegee Institute. While not an Institute-sanctioned and supported group, early TCA membership—and certainly its executive board—was composed primarily of employees of Tuskegee Institute and the Veteran's Administration Hospital.[77]

---

[74] Patterson, *Chronicles*, 86–97.

[75] Robert Zabawa, "Tuskegee Institute Moveable School," Encyclopedia of Alabama, accessed August 1, 2018, http://www.encyclopediaofalabama.org/article/h-1870; Tuskegee University, "Tuskegee University College of Veterinary Medicine Student Handbook," 6, accessed August 1, 2018, https://www.tuskegee.edu/Content/Uploads/Tuskegee/files/CVM-Student%20Handbook2016-17.pdf.

[76] Patterson, *Chronicles*, 98–99.

[77] Dana Chandler, "TCA: Striving for What is Right," PowerPoint presentation, last modified October 13,

The TCA developed out of the regular meetings of a few "solid citizens," which started in the 1920s. Attendees at that time included Tuskegee Institute employees and teachers, and businessmen from the town of Tuskegee. Known as "The Men's Meetings," these gatherings were led by Dr. G. Lake Imes, who was dean of the Phelps Bible Training School and later served as special assistant to President Moton. He was followed by Dr. Charles W. Kelly, who also taught at the bible school.[78] Attendees at the Men's Meetings worked to promote civic engagement and community improvement for the black citizens of Tuskegee. Causes included obtaining public services, such as street lights, garbage removal, and street improvements in black neighborhoods, particularly the Greenwood neighborhood.[79]

In 1938, the group formally organized itself as "The Tuskegee Men's Club" (TMC) and elected sociology professor Charles G. Gomillion as its president (Figure 5-11). Gomillion had been teaching sociology at Tuskegee Institute for ten years and was on the staff of the Department of Records and Research. Under Monroe Work, the department had been collecting and processing data on the history of African Americans in the United States. Gomillion, who had become committed at an early age to improving black living conditions, was the ideal leader for the work that would eventually take the group into the national spotlight.[80] Although Booker T. Washington and Robert Moton had taken paternalistic roles in the affairs of local African Americans, Patterson declined to be personally involved; instead, it was Gomillion who stepped in to fill the "vacuum of community leadership."[81]



Figure 5-11. Dr. Charles G. Gomillion. Tuskegee University Archives.

One of the first projects the TMC took on after formalizing was to charter the Tuskegee Institute Federal Credit Union, the first bank in the Macon County catering to its black citizens. By establishing the credit union, the TMC joined the nationwide movement to address the lack of fair lending opportunities for African Americans and other minorities, and to help them accomplish economic independence. The credit union model, which required active participation from its members, complemented the larger goals of the TMC for community engagement and community improvement. The Tuskegee Institute Federal Credit Union began operating in the fall term of 1938 and by the end of its first year had approved thirty-seven loans. By the end of 1939, the credit union had constructed for itself a new building just outside the main gates of Tuskegee Institute on the Montgomery Road, and had issued more than 250 loans, more than half of which were for construction purposes.[82]

2012, https://slideplayer.com/slide/6929303/. Unless otherwise indicated, the rest of the information presented in this section came from Jessie Parkhurst Guzman, *Crusade for Civic Democracy: The Story of the Tuskegee Civic Association, 1941–1970* (New York: Vantage Pres, 1984).

[78] Chandler, "TCA."

[79] Chandler, "TCA."

[80] Chandler, "TCA."

[81] Robert J. Norrell, *Reaping the Whirlwind: The Civil Rights Movement in Tuskegee* (New York: Alfred A. Knopf, 2013), 38.

[82] Directors and Officers of the Tuskegee Institute Federal Credit Union. *Third Annual Report of the Activities of the Tuskegee Federal Credit Union Number 2791 for the Year Ending December 31, 1940* (Tuskegee: Tuskegee Institute, 1940), 2–3.

Under Gomillion, the TMC began to be involved in efforts to register black voters. Although the Fifteenth Amendment, which had been ratified in 1870, prohibited states from denying citizens the right to vote based on race, it was still very difficult for African Americans to become registered voters in many parts of the country, particularly the South. Gomillion himself was only successful in registering to vote in 1939, after trying for several years.

On April 13, 1941, the TMC opened its membership up to all Tuskegee citizens, including women, and changed its name to the "Tuskegee Civic Association" (TCA) to indicate its inclusiveness. The new group had fifty-six members, all men, but they were soon joined by two women, Charles Gomillion's wife, Jennie Gomillion, and Lucile Henry, both of whom were librarians at the Institute.

TCA's officers represented all three major black neighborhoods in Tuskegee: Greenwood, Zion Hill, and Rockefeller Hill. After 1946, residents of Carver Court, which was built during the World War II, also joined the TCA. Gomillion served as president of the TCA from 1941 to 1945, and again from 1951 to 1970. Other officers served in the interim, but Gomillion still worked as the group's principle advisor.[83]

Push for Equal Services

In 1940, Macon County had a total black population of 22,708, or eighty-two percent, and a total white population of 4,946, or eighteen percent. Seventy-six percent of the county's black residents lived in rural areas on farms and plantations, most owned by white people; sixty-seven percent of its white residents also lived on farms. The town of Tuskegee had a total white population of 1,093, or twenty-eight percent, and a total black population of 2,844, or seventy-two percent. Only seventy-seven black adults in the county were registered to vote in 1940 and all political offices were held by white people.[84]

In 1930, only two percent of the white population was illiterate, while twenty-three percent of the black population was illiterate. The 1938–1939 school term saw $64 spent on education per white child, but $10 per black child. Seventy percent of white children were provided with free public transportation to schools, while black children received none. Except for Tuskegee Institute, economic opportunities for black people were limited to farming and service.

Because conditions in the black-dominated areas of the town of Tuskegee were so poor, from 1941 into the 1960s, the TCA regularly petitioned for fire hydrants, water service, street lights, garbage collection, improved streets, sidewalks, sewerage facilities, traffic lights, bus service, parks, swimming pools, police protection, and mail-carrier service. It was not until the mid- to late 1960s that these services were extended to black neighborhoods. TCA also worked to have "separate but equal" facilities constructed in the new Macon County Hospital, but efforts were not successful until the Civil Rights Act was passed in 1964, which desegregated the hospital and made "separate but equal" moot.

Civic Engagement and Education

Through civic engagement, the TCA had hoped to engage all the town's citizens but was not able to involve many white locals, so the TCA ended up focusing their efforts on local black citizens. Civic education activities managed by the TCA included monthly meetings in various churches, where local citizens and others, mainly educated black professionals, including international visitors, spoke. The meetings also celebrated Negro History Week, National Negro Health Week, and other events.[85]

---

[83] Chandler, "TCA."

[84] The information presented in this section came from Guzman, *Crusade for Civic Democracy*.

[85] Unless otherwise indicated, the information presented in this section came from Guzman, *Crusade for Civic Democracy*.

Starting as early as 1948, the TCA also began to use the press as an educational tool, placing paid advertisements as "open letters" in local, state, and national newspapers. These open letters protested infringements on African American civil rights and became critically important in the 1950s and 1960s. In the 1940s, the TCA also began publishing educational literature in the form of handbooks, pamphlets, and articles in magazines and newspapers. The literature provided a variety of types of information, including regulations on voting registration, the status of education in Macon County, and biographies of black leaders.

The TCA also sought to disseminate information through speeches made by members of the executive board throughout the country. Board members spoke to black, white, and interracial groups; church groups; colleges, sororities and fraternities, and their alumni; conferences and councils; other civic leagues; social clubs; and teachers' and historical associations. Typical topics included civic democracy, problems and activities of black Americans, human rights, voter registration, and social change.

The TCA was also involved in early legal challenges to racial discrimination in voter registration and related issues.[86] The earliest was in 1945, when twenty-five black residents of Macon County were refused certificates of voter registration. The TCA, supported by the local NAACP branch, hired attorney Arthur D. Shores of Birmingham to initiate legal action against the Board of Registrars. The suit was dismissed locally, then lost in the Alabama Supreme Court. The same year, a similar case, *William P. Mitchell v. Mrs. George C. Wright, et al.*, was also tried and went back and forth between different courts until a local registrar "found" Mitchell's certificate of registration and the case was closed. That case was also initiated by Arthur Shores, assisted by the representative of the NAACP, Thurgood Marshall.

Prairie Farms Resettlement Project

In 1935, as described in Chapter 4, Robert Moton initiated the black homestead project called "Prairie Farms," located about midway between Tuskegee and Montgomery. Prairie Farms was the resettlement community of farmers moved from former Southern Improvement Company lands and adjacent farms to make way for the Tuskegee Land Utilization Project (TLUP), operated out of Tuskegee Institute.[87] Prairie Farms was provided with houses and a school, health center, and trades building.[88] The project saw most of its work completed under Patterson.

By 1938, twenty-nine families had been transferred from the "Big Hungry," as the desolated area was known, to Prairie Farms.[89] The settlement was successful in that it turned tenant farmers and sharecroppers into landowners, taught them how to diversify their crops away from cotton, and set up a cooperative organization that freed them from dependency on a plantation owner and store. In addition, the settlement grouped houses together to form a tight community and provided schools and adult education.[90]

The experiment saw initial success and by 1949, there were many homes established. By 1953, however, the community was already in decline for several reasons. First, there was not enough acreage to support each farmer at a time when small, family-owned farms had a difficult time competing with commercial farms with their advanced mechanization. Second, as the daughter

[86] See Chapter 6 for more information on the gerrymandering of the City of Tuskegee and other events of the late 1950s, and TCA's involvement in the boycott.

[87] Pasquill, *Planting Hope*, 121.

[88] Pasquill, *Planting Hope*, 13.

[89] A total of 133 families were transferred out of the "Big Hungry." Those not moved to Prairie Farms were moved to other resettlement locations or chose to make their own arrangements. A few families remained, and the heads of these households were given work on the Tuskegee Land Utilization Project (Pasquill, *Planting Hope*, 118).

[90] Pasquill, *Planting Hope*, 118.

of one farmer reported, after relocating the farmers, the government failed to follow through with the support needed to get them started. Then, almost a decade later, in 1962, Interstate 85 was constructed through the southern edge of the settlement, causing even more negative impacts on the community.[91] Much of the land has since been given up to sand and gravel mines.

Despite these challenges, the remaining people relocated to the Prairie Farms settlement in the 1930s still maintain a sense of community. In 2008, Pasquill, in his book, *Planting Hope on Worn-Out Land*, reported that the community's elders continue to gather at the Prairie Farms Recreation Center, which stands just south of the location of the original community school, and the Prairie Farms School holds a reunion there about once every five years.[92]

The Tuskegee Block

By the beginning of Patterson's presidency, improving the living conditions of Southern black farming families had been a major concern for Tuskegee Institute for decades. Typically just one or two rooms, housing was often poorly maintained and lacked even basics amenities such as indoor plumbing.[93] Like his forebearers, Washington and Moton, Patterson was determined to help Black Belt farming families break the cycle of poverty and improve living conditions.

Referring to himself as a "great copycat," Patterson said that if he saw something that was "pretty good" that he could adopt or transform into something useful, he would use it. In this vein, borrowing from a concrete-block-making process conceived of by Tuskegee graduate Walter Nickens, in which sand and gravel from local stream beds was mixed with cement and poured into wooden forms, Patterson took Nickens's idea to Tuskegee's School of Mechanical Industries and asked them to develop it further. In Nickens's design, Patterson saw the potential in these concrete blocks that could be mass-produced by poor black farmers at a low cost using mostly native materials, with cement being the only ingredient that had to be purchased outright.[94]

As Patterson recalled, "I had no construction experience, but I decided that an institution such as Tuskegee ought to be concerned about the way people lived. Moreover, I saw the concrete block's practical application to the distressing housing situation."[95] Not only economical, the blocks were also easy to construct in that each step in their production could be carried out unaided by the worker, who needed only to possess the most basic masonry and carpentry skills.[96]

Long and thin in profile, the "Tuskegee block," as it came to be called, was solid (not hollow) and was more similar to a large brick than a block. Tuskegee blocks were used to construct loadbearing walls two-wythes thick with insulating air space in between. Traditional bricks were occasionally used with the blocks to achieve patterned surfaces either integral with the blocks or as surface treatment (Figure 5-12).[97]

Under initial guidance of Tuskegee faculty members and students, the workers would extract the necessary sand and aggregates from local stream beds, add cement and water, and then form the blocks using a type of hand-made wooden form developed at Tuskegee (Figure 5-13).[98] Back at home, these wooden forms could be simply and crudely reproduced by the worker, who could, on

---

[91] Pasquill, *Planting Hope*, 121.

[92] Pasquill, *Planting Hope*, 121.

[93] Armstrong, "The Low Cash-Cost House: Sustainability as a Source of Culturally Responsive Design," Paper presented at the 92nd ACSA Annual Meeting, March 18–21, 2004:99, http://apps.acsa-arch.org/resources/proceedings/uploads/streamfile.aspx?path= ACSA.AM.92&name=ACSA.AM.92.14.pdf.

[94] Patterson, *Chronicles,* 52–53.

[95] Patterson, *Chronicles,* 53.

[96] Patterson, *Chronicles,* 53.

[97] Armstrong, "Tuskegee Institute."

[98] Armstrong, "Tuskegee Institute."

average, produce enough wooden forms to hold 100 blocks in a single day. Ultimately, after just a month of practice, the average worker could lay 150 blocks in a day.[99]

The first experiment with construction using the Tuskegee block was a building erected on Patterson's own forty-acre farm. In 1942, the block was used to build two practice houses on the campus in the area directly behind Dorothy Hall and the Carver Museum. The Vocational Building was also constructed in 1942, next to the Agricultural Extension Building (Morrison-Mayberry Extension Building), likely also of Tuskegee block. The two-floor, 11,000-square-foot building contained classrooms and vocational education laboratories.[100] The Vocational Building was later renamed Mary Starke Harper Hall after Tuskegee graduate and nursing advocate Mark Starke Harper, who also served as George Washington Carver's personal nurse.[101]

Two wings of Margarete Murray Washington Hall (formerly the Slater-Armstrong Memorial Agricultural Building) were composed of Tuskegee block, as was the entirety of the Clinical Anatomy Building for the School of Veterinary Medicine, constructed between 1948 and 1953. Use of the Tuskegee block to construct the Clinical Anatomy Building reduced construction costs for the building by 50 percent.

In addition to these buildings, twenty houses were constructed on or near the campus using the blocks. The majority of these are known collectively as Robert's Circle, a small subdivision constructed between 1947 and 1953 that served as the Institute's on-campus house-building laboratory, part of the Low Cash-Cost Housing Program (see below) later initiated by the Institute.[102] A Rural Office of Housing was established, which sponsored classes in Tuskegee block-making, and the block was ultimately used to build houses, farm buildings, churches, and several other buildings throughout Macon County.[103]



Figure 5-12. Example of the Tuskegee block used with brick to create a decorative pattern. Donald Arnold, "Tuskegee Institute and the Politics of Bricolage."

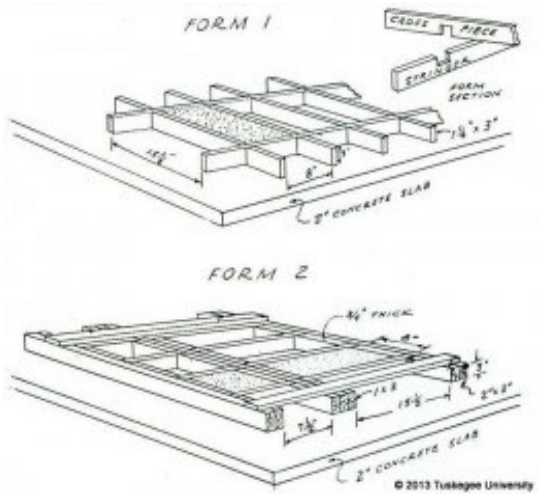


Figure 5-13. Forming the Tuskegee block. Tuskegee University Archives.

[99] Ernest E. Neal, *Low Cash-Cost Housing* (Tuskegee: Tuskegee Institute, Rural Life Council, 1950), 6.

[100] Clement et al., *Campus Heritage Plan*, Appendix E-23.

[101] Matt Schudel, "Mary Harper; Leader in Minority Health," *Washington Post*, August 5, 2006, http://www.washingtonpost.com/wp-dyn/content/article/2006/08/04/AR2006080401492.html?noredirect=on.

[102] Patterson, *Chronicles*, 54–55; Conley, *Demolished Buildings*; Armstrong, "The Low Cash-Cost House," 99.

[103] Patterson, *Chronicles*, 54–55; Conley, *Demolished Buildings*; Armstrong, "The Low Cash-Cost House," 99.

The Low Cash-Cost Housing Program

Capitalizing on the success of the newly developed Tuskegee block, Patterson initiated the Low Cash-Cost Housing (LCCH) program at Tuskegee Institute in the 1940s. The program taught farmers how to build their own houses using the block. A series of modest grants from the General Education Board were awarded to Tuskegee Institute to fund the LCCH.[104]

As part of the program, in 1950, Tuskegee Institute published a bulletin entitled *Low Cash Cost Housing* as part of the school's Rural Life Information Series. In it, Ernest E. Neal, Director of the Tuskegee's Rural Life Council, who himself came from a poor black farming family in Tennessee, began by detailing Tuskegee Institute's previous experimentation with different types of low cash-cost housing. [105] He wrote that,

> since the average southern farmer has little cash money to spend, some way would have to be found to cut material cost drastically and to utilize, to an unusual extent, the farmer's own labor. It was readily seen that farm labor was not fully occupied with farm tasks at certain seasons. Experiments with wooden houses made from timber cut on the farm were successful but had limited application. Rammed earth (both solid sections and in blocks) was tried, but certain technical difficulties with materials seemed insurmountable. Soil-cement mixtures, such as are sometimes used for roads were tried and given up not because these mixtures seemed un-usable, but for lack of facilities and personnel for the experimental work needed.[106]

Neal went on to explain that those at Tuskegee felt that research and experimentation with the Tuskegee block had progressed far enough that the Institute viewed it as a partial solution to the housing problem. The remainder of the bulletin was dedicated to step-by-step instructions for making the Tuskegee block, along with how to construct a low cash-cost house using the block (see Figure 5-6). The publication was filled with carefully hand-drawn illustrations, along with photographs of building sites and completed buildings using the Tuskegee block.[107]

It was not long before Tuskegee Institute's Low Cash-Cost Housing program and the Tuskegee block began to garner federal attention. The Housing Act of 1949 led the Federal Housing Authority (FHA) to study the experimentation with block making and building construction taking place on Tuskegee's campus. In 1949, the FHA approved the Tuskegee block as an acceptable material for building farm houses and structures financed by the FHA.[108]

In 1950, US Secretary of Agriculture Charles Brannan paid a visit to Tuskegee Institute to see first-hand the experimentation and progress being made through the LCCH program. The program also attracted international notice. Representatives from several foreign countries interested in affordable housing alternatives visited Tuskegee Institute for this purpose in the early 1950s.

---

[104] Armstrong, "The Low Cash-Cost House," 99, and "Tuskegee Institute."

[105] Satoshi Nakano, "South to South across the Pacific: Ernest E. Neal and Community Development Efforts in the American South and the Philippines," *The Japanese Journal of American Studies* no. 16 (2005): 185. The Rural Life Council established the first Rural Development Research program at Tuskegee Institute with a grant from GEB, designed to support programs of economic development in the rural area around Tuskegee Institute and to explore possibilities throughout the rural South. The Council was made up of a group of Tuskegee Institute deans and directors of departments organized to conduct rural development research. The first director was Dr. Ernest Neal (Mayberry, *The Role of Tuskegee*, 123).

[106] Neal, *Low Cash-Cost Housing*, 5.

[107] Neal, *Low Cash-Cost Housing*, 5–26.

[108] Patterson, *Chronicles,* 53–55. Components of the Housing Act of 1949 were aimed at reducing housing cost and raising housing standards with an emphasis on new construction (American Planning Association, "Housing Act of 1949," accessed October 17, 2018, https://www.planning.org/awards/2014/1949housingact.htm).

Eventually, what had begun as an idea for helping solve the housing crisis for poor Black Belt farmers spread all the way to South America and Africa, with Tuskegee Institute promoting these international programs and sending representatives to teach about the program. [109]

In Alabama, the LCCH program and its utilization of the Tuskegee block created an important new housing model for impoverished black farmers. As Donald Armstrong, former architecture professor at Tuskegee University, wrote:

> These dwellings manifest the hopes and dreams of black Americans in postwar rural South and mark a singular congruence of self-reliance and proto-sustainable design.[110]

In this way, the houses constructed through the LCCH program carry substantial meaning for the people who built them.

Ambulatory Animal Service

Sometime after the founding of the School of Veterinary Medicine in 1944, Tuskegee Institute instigated its Ambulatory Animal Service, in the tradition of the Moveable School. By 1961, this consisted of a four-member team composed of students and doctors who brought their services by "truck-ambulance." Today, Tuskegee University's College of Veterinary Medicine continues this long-standing tradition through its Animal Ambulatory service, which brings the expertise of the school's veterinary staff to the farmers and rural residents.[111]

Agricultural Extension

Negro Extension Service

The long-standing tradition of operating the Moveable School was discontinued in 1944 because the state extension service had expanded to help farmers to such a degree that it was no longer needed.[112] In 1945, the Negro Extension Service in Alabama was reorganized using funds generated by new legislation. This legislation included the Capper-Ketcham Act of 1928, which provided matching funds to states to create 4-H clubs for demonstration work, enabling counties to hire home agents. It also granted federal money for agricultural extension work and to agricultural colleges, and was the catalyst for the establishment to the Future Farmers of America (FFA).[113] In addition to the Capper-Ketcham Act, the Bankhead-Jones Act of 1945 increased federal funding for land grant colleges, and the Bankhead-Flanagan Act of 1945 provided funding for the expansion of county extension work. The extension service was reorganized and the title of "District Agent" was changed to "State Leader for Negro Work." Several new counties were added to the service area and additional agents were hired. Two districts were formed, with a district agricultural agent in charge of one and a home demonstration agent in charge of the other.[114]

Thomas Monroe Campbell

During Patterson's tenure, Thomas Campbell continued in his position as USDA federal field agent for the lower South while working out of the state headquarters on the Tuskegee campus. Throughout the 1920s, Campbell's achievements in the field of agriculture and leadership qualities led to several offers from black colleges of positions as president or principal. Campbell, however, chose to continue his work with the extension service and responded by stating that he had "set some rather definite stakes" in the extension service, which he "would like to reach before making a change."[115]

The Great Depression brought devastation to black farmers in the South and the resulting funding cuts to the black extension service only

---

[109] Armstrong, "The Low Cash-Cost House," 100.

[110] Armstrong, "The Low Cash-Cost House," 99.

[111] Zabawa, "Tuskegee Institute Moveable School"; Tuskegee University, "Veterinary Medicine Student Handbook," 6.

[112] Mayberry, *The Role of Tuskegee*, 101.

[113] Capper-Ketcham Act, 7 U.S.C. §343, 1928.

[114] Mayberry, *The Role of Tuskegee*, 94.

[115] Jones, "Black Agricultural Leader," 50; Jones, "Thomas Monroe Campbell."

compounded these problems. Campbell was particularly concerned that Southern black sharecroppers, whom he believed were hit hardest by the Depression, were not sufficiently benefiting from New Deal legislation meant to help struggling agricultural communities. For example, credit facilities offered by the New Deal were not open to most black farmers because they did not own their land. In 1936, Campbell was appointed to the Southern Agricultural Adjustment Administration committee and launched several land utilization projects in Alabama that established community cooperative facilities for the resettlement of destitute black tenant farmers and their families, providing much-needed assistance to black farmers lacking sufficient support through New Deal legislation.[116]

Beyond his perpetual efforts to increase funding and access to services for Black Belt farmers, Campbell focused on increasing the number of black, both male and female, extension workers in the South. By 1940, through his labor, this number had reached an all-time-high of 524 agents; nearly 200 more than a decade previous in 1930.

Campbell also continued to work to improve the black field agents' competency, skills, and education. His efforts in this area began with meetings, conferences, and short courses for field agents, both black and white, on the Tuskegee campus in the 1920s. Having secured scholarships and grants through the Rosenwald fund in 1930, Campbell was able to connect black extension supervisors with opportunities for advanced study in agriculture at black and northern colleges. In 1937, Campbell initiated the first annual regional short course at Tuskegee for black male and female extension agents.[117]

Beyond his official professional pursuits, Campbell dedicated his personal efforts towards relief work for destitute black farmers during the Depression. He served, amongst innumerable other positions, as a participant in the Black Belt Improvement League, which aimed at assisting black tenant farmers in owning their own homes. Campbell was also instrumental in making use of funding authorized by the Federal Emergency Relief Administration to establish the Mitchell Mill self-help cooperative at Tuskegee in 1936. The Mitchell Mill cooperative was part of a nationwide, grass-roots, self-help movement in which workers provided their labor to local farmers in exchange for food that spread to many communities across the country during the Depression.[118]

In the 1930s, Campbell broadened his reach even further when he began relaying extension work news and ideas to black farmers via radio. Many times, between 1929 and 1938, Campbell broadcast over nationwide radio from Washington, DC. His topics included the progress of black extension work, the moveable school, and low-cost housing.[119]

During this period, Campbell was honored with many prestigious awards for his work with the extension service, including an honorary Master of Science degree from Tuskegee Institute in 1936. That same year, Campbell was elected to the Eugene Field Society, a national association of authors and journalists, for his many journal and newspaper articles and for the publication of his book, *The Movable School Goes to the Negro*

---

[116] Jones, "Black Agricultural Leader," 50–54; The Agricultural Adjustment Act (AAA) of 1933, was one of the first major pieces of legislation to be introduced and enacted by the New Deal. The AAA offered farmers subsidies in exchange for limiting their production of certain crops. The subsidies were meant to limit overproduction so that crop prices could increase to pre-WWI levels. Wikipedia, "Agricultural Adjustment Act," accessed October 17, 2018, https://en.wikipedia.org/wiki/Agricultural_Adjustment_Act.

[117] Jones, "Black Agricultural Leader," 50–54.

[118] "Self-Help Movement: Activities of Federally Aided Self-Help Cooperatives During 1935," *Monthly Labor Review* 42, no. 3 (March 1936): 609–621. http://www.jstor.org/stable/41814785.

[119] Jones, "Black Agricultural Leader," 50–54.

Farmer. In his book, Campbell recounted his outreach efforts alongside Washington and Carver with the Moveable School, beginning with its earliest incarnation as the Jesup Agricultural Wagon in 1906.[120]

In the 1940s, Campbell, along with a record number of black agents, brought agricultural education to Black Belt farmers through multiple measures. They were help in their efforts by vocational instructors, ministers, FSA agents, the Agricultural Adjustment Administration, a monthly newspaper published at Tuskegee entitled *The Negro Farmer*, and monthly radio programs broadcast from Tuskegee's chapel.[121]

Campbell's increasing reputation locally and nationally lead to his appointment to numerous prominent positions and committees. In 1940, among many other prestigious positions, Campbell was chosen by Eleanor Roosevelt to serve as a member of a National Advisory Committee for Community Service Projects. The following year, he began serving as a consultant to the Committee of National Defense Training in Alabama and as a member of the board of trustees of Snow Hill Institute in Alabama. He was also appointed to the board of the Alabama Reform School for Juvenile Negro Law Breakers at Mt. Miegs. Campbell worked tirelessly during this period, as he had done previously, promoting extension efforts, and numerous other causes, while also serving as a powerful representative and supporter of his race.[122]

In 1944, expanding his influence on an international level, Campbell was chosen as one of a three-member commission sponsored by The Church Missions of North America, Ireland, and Great Britain to spend six months in West Africa in the study of rural life, including observations on education, agriculture, health, and industry. The study's main purpose was to determine how churches and missions might be more effective in assisting in these areas. The survey, which began in September 1944 and lasted through March 1945, took Campbell to Liberia, Belgian Congo (now the Democratic Republic of the Congo), Nigeria, Gold Coast (now Ghana), Sierra Leone, and French Cameroons (now Cameroon). When the commission returned to the United States, they published their findings in *Africa Advancing: A Study of Rural Education and Agriculture in West Africa and the Belgian Congo*.[123]

Carver's Final Years

Patterson continued to support Carver much as had Moton; he considered Carver the school's best publicist and encouraged all aspects of his work.[124] In 1935, the General Board of Education donated $5,000 for Carver's department, which funded reprinting one bulletin and printing three additional bulletins.[125] The same year, Carver hired a part-time secretary, Austin W. Curtis, Jr., who had graduated from Cornell in chemistry and taught at North Carolina Agricultural and Technical College. The two scientists became very close, with Carver playing the father role. Curtis, who called himself "Baby Carver," helped relieve Carver of mundane tasks, particularly after 1938

---

[120] Jones, "Black Agricultural Leader," 50–54; Jones, "Thomas Monroe Campbell."

[121] Jones, "Black Agricultural Leader," 54–55.

[122] Jones, "Black Agricultural Leader," 54–55.

[123] Jones, "Thomas Monroe Campbell."

[124] Unless otherwise noted, the following information is from McMurray, *George Washington Carver*, 239–295.

[125] The General Education Board (GEB) was devoted to improving education throughout the US through key initiatives focused on public education in the South and the improvement of medical education. The GEB was incorporated in 1903 to foster "the promotion of education within the United States of America, without distinction of race, sex, or creed." John D. Rockefeller, Sr., made an initial commitment of $1 million to the organization, but his contributions quickly grew to $43 million by 1907. The total of these donations marked, at the time, the largest gift to a philanthropic organization in the history of the United States (The Rockefeller Foundation, "The General Education Board," accessed October 17, 2018, https://rockfound.rockarch.org/general_education_board).

when Carver's health had begun to fail, starting with a bout of pernicious anemia.

In the late 1930s, Carver began receiving a "deluge of awards," starting with the 1936–1937 school year celebration of his forty years at Tuskegee Institute. The same year, he became an honorary member of the National Technical Association and the Mark Twain Society, and in 1937 was the subject of a Hollywood movie. The same year, he was honored at the Seventy-Fifth Anniversary of Negro Progress, received an Alumni Merit Award from the Chicago Alumni Association of Iowa State, and received a Distinguished Service Key from Phi Beta Sigma. Although his failing health kept him in Tuskegee in 1939, where he began to set up the George Washington Carver Museum, he was able to accept an invitation to speak at the New York Herald-Tribune Forum and another to receive a Roosevelt Medal for Outstanding Contributions to Southern Agriculture. The same year, he was also elected as an honorary member of the American Inventors Society.

In 1938, Carver's research began to receive less funding, marking the end of that phase of his career. During the Great Depression, USDA research had moved from agricultural production to chemurgy, creating products from surplus farm commodities. The department established four regional research laboratories funded by the Agricultural Adjustment Act of 1938. These professional laboratories outdid whatever Carver could accomplish in his small lab. He then started experimenting with peanut oil massages for polio, which proved ineffective. By that time, he was more valued as a publicist for the school and a consultant than as a researcher.

After a brief recovery from his illness in 1938, Carver became ill again in 1939. For the next two years, he worked through bouts of flu and "indigestion," with shortened office hours. Nevertheless, he continued his research when he could, being briefly interested in dyes, stock feed, and medicine from the Osage orange tree, then two experiments with persimmons, creating extracts for oral hygiene and athlete's foot. Most of his work, however, was on expanding earlier projects and included completing a botany book, cross-breeding flowers, and developing uses for peanut hulls.

In 1938, Tuskegee Institute offered the old school laundry building, which had been vacant for many years, to become a museum and laboratory for Carver. As part of the commencement events of June 1937, the end of Carver's fortieth year, an exhibit of Carver's inventions and collections, designed by Carver protégé Austin Curtis, had been displayed in the Carnegie Library. The school's board of trustees, most of whom had never seen the collection, toured the exhibit and agreed that the materials should be on display in a permanent facility. By the April 1938 Founders Day board meeting, the trustees had approved the creation of a museum, office, and working laboratory for Carver and suggested using the laundry building (Figure 5-14).[126]

Carver was actively involved in the design and construction of the museum, as well as setting up its exhibits. As part of the design, he incorporated views into his active research library and displayed several of his paintings as part of the exhibits.



Figure 5-14. The laundry building ca. 1925. Carver Museum 1980 HSR/GWC NHS Park Files.

[126] USDI NPS Southeast Region, *George Washington Carver Museum 100% Draft HSR*, 45–46.

Unfortunately, he had his bout with pernicious anemia during the midst of the work, but soon hurried back to oversee the construction of a greenhouse on the roof of the north addition. Carver also moved his quarters from Rockefeller Hall to Dorothy Hall so that he could be closer to his museum laboratory. David Williston prepared a planting plan for the museum (Figure 5-15). The George Washington Carver Museum was dedicated in 1941 by Henry Ford and his wife, who took advantage of the visit to spend some quiet hours with the scientist they considered a friend.[127]

In 1940, Carver, with the help of a white Tuskegee attorney, R.H. Powell, incorporated the George Washington Carver Foundation to realize his dream of setting up a "creative research laboratory" at Tuskegee, where his work could be continued. After Powell helped him set up the foundation in 1940, Carver transferred over $32,000 of his government bonds and other assets and willed the rest of his assets to fund the new organization. By the time of his death, Carver contributed almost $60,000 to the foundation.

Carver continued to work after the start of World War II. Aware of the need for food conservation, he wrote an article, "Food, What Is It? How Can It Win the War?" that listed all the bulletins he had published on food preparation and preservation. He also issued Bulletin 43, *Nature's Garden for Victory and Peace*, which included instructions for incorporating native "weed" plants into the diet. In addition, he wrote his last leaflet, *Peanuts to Conserve Meat.*

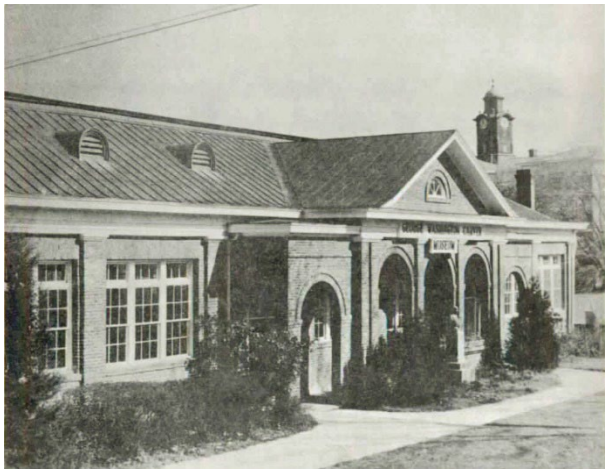


Figure 5-15. Carver Museum ca. 1945, after the renovation, including planting design by David Williston. Carver Museum 1980 HSR/TUIN Park Files.

In 1942, Henry Ford invited Carver to the dedication of the new Nutritional Laboratory of the Ford Motor Company in Dearborn, Michigan. Ford was a strong supporter of the growing chemurgy movement and in the late 1920s had organized the Edison Institute, named for Thomas Edison, another supporter of the movement, to conduct research in the field. Carver's work in chemurgy drew Ford's attention and in 1937, Ford invited him to speak at the National Farm Chemurgic Council's annual meeting. There, Ford and Carver bonded over their mutual interests and remained friends until Carver's death in 1943. After his death, Ford renamed the laboratory the Carver Nutritional Laboratory.[128]

After Carver returned from Dearborn, he began to lose strength. He tried to maintain his usual routine, but in late December he fell while trying to open the museum door. Two weeks later, on January 5, 1943, he was dead. After Carver's death was announced, the school was overwhelmed with expressions of grief and sympathy from his many close friends and people from around the world, from heads of state to farmers. The Tuskegee Institute Chapel overflowed with visitors during his funeral. Carver was buried in the Tuskegee Institute Cemetery close to Booker T. Washington.

Even prior to his death, Carver's life was being celebrated and commemorated. In 1942, Senator Harry Truman introduced a bill to establish the first United States memorial to an African American. Just one year later, the George Washington Carver National Monument was established at the Moses Carver homestead

[127] USDI NPS Southeast Region, *George Washington Carver Museum 100% Draft HSR*, 45–46.

[128] Hersey, *My Work*, 171. Once Carver moved from Rockefeller to Dorothy Hall, Ford even had an elevator installed there for Carver's convenience.

outside Diamond, Missouri. In 1944, the Smithsonian displayed a portrait of Carver inspecting an amaryllis (Figure 5-16). In 1948, the US Postal Service issued a three-cent stamp and in 1998, a thirty-two-cent stamp, both with Carver's picture. In 1977, he was inducted into the Hall of Fame for Great Americans, and in 1990, into the National Inventors Hall of Fame. Two ships were named in his honor and in 1994, he was awarded an honorary Doctor of Humane Letters from his alma mater, Iowa State University.[129]



Figure 5-16. Portrait of Carver shown inspecting an amaryllis. National Portrait Gallery.

US Public Health Service Syphilis Study

The US Public Health Service (USPHS) syphilis study, which began in 1932 at Tuskegee Institute during Moton's tenure, continued throughout Patterson's. After the United States entered World War II, 256 of the study's subjects were eligible for the draft and the USPHS worked with the Macon County Health Department to keep them out of the military, where their syphilis would be discovered by doctors and treated.[130]

Despite challenges to the validity of the study, doctors involved defended it. For example, when questioned about the value and accuracy of the data gathered, Dr. O.C. Wenger wrote to officials, saying

> this is the last chance in our country to make an investigation of this sort. . .again let me emphasize the importance of this quiet undertaking and urge that steps be taken so that it doesn't slip through our fingers.[131]

And, although by 1947, penicillin had been proven to cure early stages of syphilis, it was not offered to the study subjects. Dr. Wenger justified the choice, explaining that

> These patients wherever they are, received no treatment on our recommendation. We know now, where we could only surmise before, that we have contributed to their ailments and shortened their lives. I think the least we can say is that we have a high moral obligation to those that have died to make this the best study possible.[132]

This attitude was so prevalent among the professionals running the study that "the transfer of power to new senior officials in the late 1940s and on through the 1950s posed to real

[129] Vella, *George Washington Carver*, 326–327.

[130] The information in this section is from Van West, "U.S. Public Health Service," E8–E13.

[131] Van West, citing "Memo: Untreated Syphilis in Negro Male[s]," September 18, 1950, Dr. [O.C.] Wenger, Tuskegee Syphilis Study, NEW Report Documents, Bound Book II, Tuskegee University Archives.

[132] Van West, citing "Memo: Untreated Syphilis in Negro Male[s]," September 18, 1950, Dr. [O.C.] Wenger, Tuskegee Syphilis Study, NEW Report Documents, Bound Book II, Tuskegee University Archives.

threat…[f[amiliarity had co-opted them before they assumed command."[133]

Funding

Patterson was challenged by budgetary concerns throughout his presidency. Almost immediately after his inauguration, Patterson was "summoned" to New York by the board of trustees to discuss the school's budget deficit. He recalled that, at the time, he "hardly knew what a budget was much less how to eliminate deficits." Patterson recalled that a member of the Rockefeller family walked into the boardroom and stated, "if you don't cut this budget by a hundred-and-fifty-thousand-dollars, I'm going to get off the Tuskegee Institute board," and then equally abruptly left the room. Patterson, inexperienced with these matters, quickly consulted Moton for advice.[134] Throughout his presidency, Patterson tried to strike a balance between providing an affordable education and generating the necessary funds.

The Five Year Plan

Patterson dealt with the school's deficit in creative ways. For example, early in his tenure, he dismissed the professional nurse's aides employed at John A. Andrew Memorial Hospital, replacing them with young women with only a high school education. This arrangement not only saved the cost of paying professional salaries, but also allowed these young women to work to pay their tuition to the school. The newly hired nurse's aides worked in the hospital during the day and took classes at night. This work-study approach helped eliminate the school's deficit and eventually resulted in a surplus of $300,000.[135]

Patterson applied this successful approach throughout the school's programs, formalizing it in 1939 as the "Five Year Plan." Following the plan, students would apprentice for a period of two years, working during the day to earn "service credit" in lieu of monetary compensation and attending classes at night. After two years, they could draw on their service credit for pay while attending school full time and working part time.[136]

State Appropriations

In addition to increasing private funding, Patterson also worked to increase state appropriations to Tuskegee. When Patterson became president, the state of Alabama was appropriating only $5,000 a year to the school, far from sufficient for meeting its needs. By the 1940s, Patterson begun working closely with Benjamin Russell, owner of Russell Mills in Alexander City, Alabama, to put pressure on the state to raise appropriations to $10,000 a year. In return, Patterson allowed six, state-appointed Southern white trustees onto the board of trustees, but stipulated that one member would be African American, one would be the State Secretary of Education, while the remaining board members would be at large. Eventually, state appropriations increased to $110,000 under Patterson, allowing Tuskegee Institute to initiate its programs in veterinary medicine and engineering.[137] Additionally, the Bankhead-Jones Act of 1945 increased federal funding for land grant colleges.

Grassroots Fundraising and The United Negro College Fund

In addition to his many academic initiatives, Patterson is perhaps best known nationally as the founder of the United Negro College Fund (UNCF), which he established in 1944 in collaboration with prominent black educator and advisor to the FDR administration Mary McLeod Bethune. The organization aimed to provide a consistent stream of funding to financially

---

[133] Van West, citing James Jones, *Bad Blood: The Tuskegee Syphilis Experiment* (New York: Basic Books, 1993), 180–181.

[134] Patterson, *Chronicles*, 43–44.

[135] Lea E. Williams, *Servants of the People: The 1960s Legacy of African American Leadership* (New York: Palgrave McMillan, 2009), 60.

[136] Williams, *Servants of the People*, 60.

[137] Patterson, *Chronicles*, 72–83.

struggling, privately run, black colleges by "an appeal to the national conscience."[138]

Despite Patterson's innovative Five-Year Plan and success at increasing funding for the school, Tuskegee Institute continued to struggle with meeting the financial needs of poor African American students. Continuously plagued by these concerns, Patterson found it difficult to administer Tuskegee Institute in an efficient manner. Although the school still received funds from private donors, many wealthy donors Tuskegee Institute had relied on for financial support in the past had been ruined by the Great Depression or died, leaving their money to children that were not philanthropically minded like their parents. New income taxes rolled out in 1944, with rates of ninety-four percent on income over $200,000, also took a toll on wealthy donors' willingness to give.[139]

Patterson knew Tuskegee was not alone among privately run black colleges in facing challenging financial situations. Conducting a survey amongst these schools, Patterson realized that, although Tuskegee was doing better financially than other similar institutions, its fundraising approach, spending $20,000 to raise $40,000 for example, was unsustainable and inefficient. To address this issue, in 1943, Patterson published a piece in the black-owned *Pittsburg Courier*, calling for a meeting of representatives of privately run black colleges. Its purpose was to explore the feasibility of a collective approach to fundraising amongst these various educational institutions. Patterson's statement in the *Pittsburg Courier* would become driving words behind the establishment of the UNCF. He wrote,

> [t]he question remains as to whether or not these institutions have sufficiently impressed their worth on the general public and there has been sufficient growth in the public conscience to permit the quality of widespread, if small, individual generosity that is necessary to offset substantial gifts of the past. . . .Such a campaign might as well begin with Negro people in America.[140]

This grassroots approach was another in Tuskegee Institute's many "giving campaigns" to raise much-needed funds.

Patterson, however, was most strongly influenced by the approach instituted by the March of Dimes' National Foundation for Infantile Paralysis.[141] This approach was innovative because the foundation did not rely on large contributions from a small set of wealthy individual donors or organizations. Instead, its campaign appealed to the masses, to the average citizen's ability to contribute small amounts which collectively added up to large amounts. Patterson saw "that this was the direction of national philanthropy, with the masses brought together to contribute." He said that "[o}nly by going beyond the immediate constituency such as alumni and trustees could a campaign have a national appeal." It also allowed businesses to contribute funds in a systematic and continual manner instead of donating on an as-needed basis for individual projects.[142]

Admittedly knowing little about organizing such a fundraising campaign, Patterson consulted with the firm of John Price Jones, which had helped with a joint Hampton-Tuskegee fundraising campaign in 1923. Many of the participating member-colleges had initial doubts about the feasibility of Patterson's approach but were willing to try. However, although the idea relied on small-scale mass donations, start-up costs required support from major donors, such as the General Education Board and Rosenwald Fund, among others. Once the fund got off the ground,

---

[138] Konstantine A. Kyriacopouos, "United Negro College Fund (1944–)," BlackPast.org, accessed August 1, 2018, http://www.blackpast.org/aah/united-negro-college-fund-1944; Marybeth Gasman, *Envisioning Black Colleges: A History of the United Negro College Fund* (Baltimore: The Johns Hopkins University Press, 2007), 21; Patterson, *Chronicles*, 65.

[139] Patterson, *Chronicles*, 122–124.

[140] Gasman, *Envisioning Black Colleges*, 21.

[141] Gasman, *Envisioning Black Colleges*, 21; Patterson, 65.

[142] Gasman, *Envisioning Black Colleges*, 21; Patterson, 65.

Patterson, who served as the organization's first president, established its headquarters in New York City. Twenty-seven colleges with a combined enrollment of 14,000 students joined the new organization.[143]

The UNCF continues today as a critical source for student scholarships for dozens of private historically black colleges and universities, Tuskegee University among them.[144] The UNCF is now a thirty-seven-member college and university organization, including Tuskegee University, and has raised more than 4.8 billion dollars to help more than 480,000 students earn college degrees.[145]

Buildings and Structures

Cottages (1936–1941)

Two cottages used as residences were constructed along Franklin Road during this period. The first was built in 1936 and stands at what is today 1306 Franklin Road. The other was built in 1941 and is located at 1404 Franklin Road on the corner of Franklin Road and Robert Moton Drive.[146]

Goat Barn (1937)

In 1937, a goat barn was erected in what is today Tuskegee University's College of Veterinary Medicine Complex. The structure was demolished at an unknown date.[147]

Laundry (1937)

Originally built as a laundry in 1937, this building is located in the northeast quadrant of the Tuskegee Campus just west of the power plant (Figure 5-17).[148] The Laundry, the third free-standing laundry to be erected on the campus, is a small, one-story, 4,692-square-foot building. Its facilities replaced those of the 1915 laundry that now houses the Carver Museum. Laundry services for the campus ceased in 1960 in favor of coin-operated machines.[149]



Figure 5-17. Laundry building constructed in 1937. Commonwealth.

Tennis Courts and Grandstand (1937)

In Patterson's time as a professor at Tuskegee, social activities for faculty included card playing, dancing, movies, and sports such as softball, baseball, football, and tennis. It was the tennis-loving Patterson who introduced the sport to others at the school.[150]

On January 16, 1937, an article detailing, with great anticipation, the opening of Tuskegee Institute's prestigious new tennis courts and grandstand appeared in the black-owned newspaper, *Indianapolis Recorder*. Alongside news of the upcoming annual championships of the American Tennis Association to be held at the school, the article gives high praise to Tuskegee Institute's new and updated tennis facilities, stating that,

> Work has been started on a battery of eight tennis courts which will have a putty-like clay surface with a sub-surface composed of six inches of coarse cinders and Alabama dirt.

[143] Patterson, *Chronicles*, 121–131.

[144] UNCF, "Frederick Douglass Patterson."

[145] UNCF, "UNCF History," accessed August 2, 2018, https://www.uncf.org/pages/uncf-history.

[146] Tuskegee University GIS, "Tuskegee University Main Campus Buildings Through Time."

[147] Tuskegee University GIS, "Tuskegee University Main Campus Buildings Through Time."

[148] Tuskegee University GIS, "Tuskegee University Main Campus Buildings Through Time."

[149] Clement et al., *Campus Heritage Plan*, E-22.

[150] Patterson, *Chronicles*, 28.

> These Courts, together with the six old courts, which are being resurfaced, promise to give the players who will take part in the annual championships of the American Tennis association, which will be held at Tuskegee Institute August 16-20, the finest playing surface ever offered for this event. A new covered grandstand which will seat 1500 persons and bleachers which will seat a thousand more, will be constructed around the championship courts.[151]

Today, there are two areas on the Tuskegee campus with tennis courts. There is no visible grandstand remaining at either.

John A. Kenney Hall (1940)

John A. Kenney Hall is located on the northern part of the Tuskegee campus, slightly northeast of the College of Veterinary Medicine's Patterson Hall and the Julius Rosenwald Center (Figure 5-18). The building originally served as a part of the John A. Andrew Memorial Hospital complex. In 1939, Louis Edwin Fry and engineer George Leward "G.L." Washington (who was then head of Tuskegee's Department of Mechanical Industries) designed Kenney Hall to be a forty-bed Infantile Paralysis Hospital that served black survivors of polio. In 1969, the main (1912) John A. Andrew Memorial Hospital building was demolished and replaced by new buildings in 1970 and 1971. By 1987, however, the entire hospital complex closed and several of the buildings fell into disuse.[152]



Figure 5-18. Entrance into Kenny Hall, now the Legacy Museum. Tuskegee University.

Kenney Hall was reopened to house the Legacy Museum in 1997. Tuskegee's Legacy Museum houses and displays African objects, antiques, and other works of art amassed during Tuskegee University's 130-year history. Objects from the collection originate from a wide range of geographic areas, including Africa, Oceania, Europe, and the United States. Today, Kenney Hall is officially part of Tuskegee's National Center for Bioethics in Research and Health Care complex.[153]

Morrison-Mayberry Extension Building (1940)

Located in the southwest quadrant of the campus just south of Campbell Hall, the Morrison-Mayberry Extension Building, also known as the Tuskegee Agricultural Extension Building, was designed by faculty members and erected in 1940, possibly using Tuskegee block, with funding garnered by the State of Alabama through the Works Progress Administration (WPA (Figure 5-19). The building was dedicated on April 7, 1940, an occasion that included many speeches, singing, and the unveiling of a new portrait of founder Booker T. Washington. The building served as the headquarters for "Negro Extension Workers," headed by Thomas Campbell, who was federal field agent for the lower Southern states. The building was renovated in 1992.[154]



Figure 5-19. Morrison-Mayberry Extension Building ca. 2009. *Campus Heritage Plan.*

[151] "Prepares for Meet Tuskegee, Ala;" *Indianapolis Recorder,* January 16, 1937.

[152] Robinson, "The Legacy Museum."

[153] Robinson, "The Legacy Museum."

[154] Mayberry, *The Role of Tuskegee*, 108; Clement et al., *Campus Heritage Plan*, E22.

The Morrison-Mayberry Extension Building is named for 1931 Tuskegee Institute graduate, and, later, Alabama A&M University President Dr. Richard Morrison, and fellow Tuskegee Institute graduate Dr. Bennie Mayberry, who later went on to become the school's head of horticulture.[155]

Floriculture and Plant Science Lab (Security Office) (1940)

The Robert Taylor-designed Floriculture and Plant Science Lab was erected on the campus in 1940 and currently serves as the campus security and safety headquarters (Figure 5-20). It is located just east of James Arena (1987) now stands.[156]

The building was constructed by students on the site of the truck garden. It was the fourth greenhouse constructed on the Tuskegee campus. In 1979, the greenhouse portion of the building was demolished when the building was converted for campus security purposes.[157]



Figure 5-20. Ca. 1940 photograph of the Floriculture and Plant Science Lab, now the Security Office. Clement and Wynn.

Vocational Building (Mary Starke Harper Hall) (1942)

The two-story, 11,000-square-foot, brick Vocational Building was built in 1942. It is located on the western half of the campus adjacent to the Morrison-Mayberry Extension Building. The building was recently renamed in honor of Mary Starke Harper. Harper, a black nurse, became one of the nation's leading advocates for improving health care for minorities, the elderly, and the mentally ill, and spent several years employed with the Department of Veterans Affairs. Her sixty-five-year-medical career began when she was hired to care for the aging George Washington Carver.[158]

The building was likely designed by faculty members and built using Tuskegee block. It has been used as an agricultural office, classroom, and vocational education laboratory.[159]

Home Management Cottages 1 & 2 (Practice Cottages) (1942)

Both Home Management Cottages 1 and 2 were constructed in 1942 of Tuskegee block. They were located in the area directly behind Dorothy Hall and the George Washington Carver Museum. Home Management Cottage 1 originally served as a "low-economic-class" practice house while Home Management Cottage 2 served as a "middle class" practice house for students in the Home Economics program. Both cottages were later used as maintenance facilities for the National Park Service between 1977 and 1992. Cottage 2 had hot water circulating in copper pipes embedded into its concrete floor, which created radiant heat. Both cottages were demolished in 1992.[160]

---

[155] "Richard Morrison," obituary, *The Huntsville Times*, accessed 17, 2018, http://obits.al.com/obituaries/huntsville/obituary.aspx?n=richard-morrison&pid=152841820; New South Books, "B.D. Mayberry," accessed October 17, 2018, http://www.newsouthbooks.com/bkpgs/detailauthor.php?author_id=10547.

[156] Tuskegee University Buildings Inventory, Tuskegee University Archives, 2-16-12.

[157] Clement et al., *Campus Heritage Plan*, E-22.

[158] Schudel, "Mary Harper."

[159] Clement et al., *Campus Heritage Plan*, E-22.

[160] Conley, *Demolished Buildings*; Patterson, *Chronicles*, 53–55.

Lillian Holland Harvey Hall (Nurses' Home) (1945)

Harvey Hall is a large, three-story, brick building located on the northcentral portion of the Tuskegee campus in Big Valley (Figure 5-21). Having originally served as a dormitory for nursing students called Nurses Home, the building was renamed in 1992 in honor of Dr. Lillian Holland Harvey and is currently used as a dormitory. Harvey, the school's first Dean of the School of Nursing, was instrumental in the evolution of the school's nursing program and in training black nurses for military medical service during World War II.[161]



Figure 5-21. Photograph of Lillian Harvey Hall, ca. 2009. Clement and Wynn.

Buildings and Grounds Shop (1945)

Built in 1945, the Buildings and Grounds Shop was a one-story metal building with a concrete floor on grade. The shop was located west of the Wilcox Trades Buildings and was demolished in 1985.[162]

Barracks (1946)

In total, there were thirteen barracks constructed in 1946 on the Tuskegee campus. Nine of these once stood in two rows north of the Chapel where the old truck garden was once located. Each of these two-story frame buildings measured around 32 by 80 feet in plan and constructed using disassembled barracks once located on military bases. At Tuskegee, they were reassembled and used to house the influx of veterans returning from World War II. These nine barracks were demolished between 1958 and 1965.[163]

Four additional barracks located on the Tuskegee campus, also constructed in 1946, measured around 30 by 160 feet and located behind the Emery Buildings. Each was a one-story frame building clad in composition siding. They were also built using disassembled barracks from military bases and then reassembled at Tuskegee to house veterans returning from the war. These barracks were demolished between 1963 and 1966.[164]

Robert's Circle (1947–1953)

Between 1947 and 1953, a small subdivision known as Robert's Circle was constructed on the northwest corner of the Tuskegee campus (Figure 5-22). Although the buildings were later clad in brick at an unknown date, they were originally constructed of Tuskegee block. The catalyst for the construction of Robert's Circle was so that it could serve as an on-campus laboratory for the construction of housing using the Tuskegee block.[165] Robert's Circle numbers 618, 619, and



Figure 5-22. Cottages on Robert's Circle. GoogleMaps, 2018.

[161] Alabama Health Care Hall of Fame, "Lillian Holland Harvey, EdD, RN," accessed July 10, 2018, http://www.healthcarehof.org/honoree/lillian-holland-harvey-edd-rn.

[162] Conley, *Demolished Buildings.*

[163] Conley, *Demolished Buildings.*

[164] Conley, *Demolished Buildings.*

[165] Armstrong, "The Low Cash-Cost House," 99.

620 were constructed in 1947; numbers 622 and 624 in 1948; 621, 623, and 625 in 1950; 614, 615, and 617 in 1951; 612 and 613 in 1952; and finally, numbers 609 and 611 were constructed in 1953.[166]

Administration and Pre-Clinical Building (Julius Rosenwald Center) (1947)

Located on the northwest quadrant of the campus, this one-story brick building, constructed in 1947, was originally used for administration and pre-clinical services for the veterinary school (Figure 5-23). In 1980, it was renamed The Rosenwald Center to honor Tuskegee benefactor, Julius Rosenwald, who also served on the school's Board of Directors from 1912 until his death in 1932.[167] Today the center serves as a support building for the College of Veterinary Medicine.[168]



Figure 5-23. Administration and Pre-Clinical Building, now the Julius Rosenwald Center. Clement and Wynn.

Chambliss Business House Annex (1947)

The Chambliss Business House Annex is a small, one-story, 2,646-square-foot building originally used as an arts and crafts building (Figure 5-24). It is currently part of the School of Business.[169]



Figure 5-24. Chambliss Business House Annex, built in 1947. Clement and Wynn.

Clinical Anatomy Building, School of Veterinary Medicine (1948–1953)

To help save costs, the college erected the School of Veterinary Medicine using Tuskegee block, which was then clad on the outside with Tuskegee Institute-made brick (Figure 5-25). The building was constructed using faculty-supervised student labor through Patterson's Five Year Plan apprenticeship program.[170] In 1947, the adjacent annex was constructed slightly southeast of the 1930 Chambliss Business House.[171]



Figure 5-25. Clinical Anatomy Building, constructed in 1947. Clement and Wynn.

[166] Tuskegee University GIS, "Tuskegee University Main Campus Buildings Through Time."

[167] Holly Roose, "Rosenwald Fund Schools (1912–1932)," BlackPast.org., accessed August 6, 2018, http://www.blackpast.org/aah/rosenwald-fund-schools-1912-1932.

[168] Tuskegee University, "Student Center," accessed August 6, 2018, https://www.tuskegee.edu/programs-courses/colleges-schools/cvm/cvm-student-center.

[169] Clement et al., *Campus Heritage Plan*, E-24.

[170] Patterson, *Chronicles*, 86–88.

[171] Tuskegee University Buildings Inventory, Tuskegee University Archives, 2-16-12.

Centralized Laboratory Animal Research Building, School of Veterinary Medicine (1948)

The Centralized Laboratory Animal Research Building was erected in 1948 as part of the new School of Veterinary Medicine founded in 1944 (Figure 5-26). This building is a one-story, 1,881-square-foot laboratory constructed with concrete block (possibly Tuskegee block). The building was originally used as a feline research facility and later for more general veterinary medical research. Stucco was applied to the exterior of the building in the 1970s. The building underwent further renovations in 1991.[172]



Figure 5-26. Centralized Laboratory Animal Research Building, constructed in 1948. Clement and Wynn.

East Entrance Gates (1948)

As part of David Williston's 1948 plan for the Tuskegee campus, two formal gateway entrances leading into the school were added (see Figure 5-4). Those entering campus from the east would pass through the new east gate, which led directly onto Campus Avenue (now University Avenue), lined with the school's most important academic buildings and which served as the campus' central axis. It is also the main ceremonial road leading to the central campus. Those entering from the west would pass through the new west gate, which led to the Chapel, Dorothy Hall, and the other buildings arranged around the circle.

Central Transportation (1949)

Constructed on Tuskegee Institute's campus in 1949, the Central Transportation building was a one-story frame structure that was originally built as a garage on a military base. No longer needed after the end of the war, the building was relocated to and reassembled at Tuskegee, where it was used as a freight receiving and distribution point. The building was demolished in 1984.[173]

Physical Plant Building (1949)

Constructed on the campus in 1949, Tuskegee Institute's Physical Plant was a one-story open-frame building with a truss-supported roof. The building was originally located at Camp Forrest in Tullahoma, Tennessee, where it served as a military garage. No longer needed after World War II, the building was moved and reassembled on the Tuskegee campus, where it was located facing the east end of the Morrison-Mayberry Extension Building. Once at Tuskegee, it served as the location of campus maintenance operations and as a carpentry shop. The Physical Plant building was demolished in 1985.[174]

Post Mortem Building, School of Veterinary Medicine (1950)

Just west of Patterson Hall and the Julius Rosenwald Center in the northwest section of the Tuskegee campus is the school's Post Mortem building (Figure 5-27). The building was



Figure 5-27. The Post Mortem Building, constructed in 1950. Clements and Wynn.

[172] Clement et al., *Campus Heritage Plan*, E-24.

[173] Conley, *Demolished Buildings.*

[174] Conley, *Demolished Buildings.*

constructed in 1950 and underwent renovations in 1978.[175]

Carver Foundation Research Building (1951)

In 1951, the Carver Foundation Research Building was constructed along Montgomery Road just east of Armstrong Hall (Figure 5-28). It was built to house the operations of the Carver Foundation, which had been operating out of the 1915 Veterinary Hospital.[176]

On February 10, 1940, three years before his death, George Washington Carver signed a deed of gift to establish the George Washington Carver Foundation with $33,000 of his personal savings. In his own words, Carver said the foundation was founded "for the purpose of combining research laboratories and a historical museum, thus encouraging and carrying out the work started by me at Tuskegee Institute." The building was designed by Tuskegee Institute architects and built by students using Tuskegee block.[177]



Figure 5-28. Carver Foundation Research Building, constructed in 1951. Clement and Wynn.

Robert Russa Moton Hall (1952)

Robert Russa Moton Hall was constructed in 1952 and named to honor the school's second principal (Figure 5-29). It was built for the Engineering Department, with three separate units, one each for electrical, mechanical, and civil engineering classes. The building was later used as the Human Resources Center and headquarters for the Job Corps Program.[178]



Figure 5-29. Robert Russa Moton Hall after construction in 1952. Tuskegee University Archives.

Other Buildings Remodeled and Demolished

Remodeled

- Tompkins Hall (1910), remodeled 1937.
- Mary Margaret Washington Hall (formerly Armstrong-Slater Memorial Agriculture Building) (1901), remodeled 1950.

Demolished

- Girl's Bathhouse (1904), demolished 1937.

Landscapes

Campus Master Plan (1948)

In 1948, while residing in Washington, DC, but still working as a consultant for Tuskegee Institute, David Williston designed a campus master plan for Tuskegee Institute (see Figure 5-4). Williston's plan for the campus was to organize related buildings in groups, as Washington and Taylor had both done. Under Williston's plan, academic and administrative buildings were to be clustered in the eastern part of the campus. Tuskegee's

[175] Tuskegee University Buildings Inventory, Tuskegee University Archives, 2-16-12.

[176] Historical Marker Database, "Carver."

[177] Clement et al., *Campus Heritage Plan*, 21.

[178] Clement et al., *Campus Heritage Plan*, E-27.

agricultural buildings would remain near Milbank Hall and the Willcox Trades Buildings would continue to house the architecture, engineering, and trade school programs. The veterinary school also remained in the same location. Campus medical buildings were grouped around John A. Andrew Memorial Hospital. Colleges of Medicine and Dentistry were proposed between the hospital and the chapel.

The women's dormitories and their related buildings were to stand on either side of Big Valley, while buildings relating to home economics were grouped around Dorothy Hall. Dormitories for men were split between the Emory Buildings on the west side of campus, which Williston proposed expanding with the addition of four more dormitories, and Rockefeller and Sage Halls on the campus' eastern end. Williston also allotted for various parking and service areas to be hidden from sight behind campus buildings, such as Tompkins and Rockefeller Halls. Many of these service areas proposed by Williston continue to serve that same function today.[179]

Williston's plans for Tuskegee's campus placed new buildings into the landscape with special consideration for their relationships with existing buildings, creating a series of elegantly formal, enclosed courtyards. Williston's addition of a perimeter fence enhanced the sense of campus boundaries, as did the erection of the two formal gateway entrances leading into the school. Vehicles approaching the campus from the east would enter through a new gate and emerge immediately onto Campus Avenue (now known as University Avenue). Lined with the school's most important academic buildings, Campus Avenue functioned as the school's central axis and was the main ceremonial road leading to the central campus. Secondary axes emerging from quadrangle spaces between buildings crossed the central axis, each with a view of a key campus building. Vehicles approaching from the west would emerge into campus at the circular drive at the center of the cluster that included the Chapel and Dorothy Hall.

Williston also proposed transforming Big Valley to include a large, terraced amphitheater on its southern end, near Dorothy Hall but on axis with the Chapel. A road crossed the valley on the north side of Dorothy Hall, which provided access to three newly constructed buildings, one of which was a children's nursery that was connected to the Girls' Quad. The road, however, was not entirely Williston's creation; it was a formalization of a pre-existing dirt track that ran through the area. A central feature of the lower northern end of Big Valley was a curvilinear lake that could be crossed at its narrowest point by a bridge.

In his plan, Williston also proposed planting schemes that were characteristic of his style, including tightly spaced shade trees, often American elms, that lined the campus's roads and walkways. American elms do not thrive in Macon County weather, which accounts for there being few, if any, that have survived. Also characteristic of his style, Williston massed together trees and shrubs to accentuate walkway intersections, building entrances, and the perimeters of green spaces. He also massed shrubs and evergreen trees along building foundations and used them as natural screens, as he did around the Tuskegee Institute Cemetery. Today, few if any of Williston's plantings—if carried out—survive on the Tuskegee campus.

Although many of the buildings proposed by Williston's plan were never constructed, his emphasis on the visual connections between different areas of the Tuskegee campus through the use of open space are still evident today.

[179] The rest of this section references Clement et al., *Campus Heritage Plan*, 20–21.

Faculty and Staff

Frederick Douglass Patterson (1901–1988)

Named for the renowned abolitionist Frederick Douglass, Frederick Douglass Patterson was born in Washington, DC, in 1901. He was the youngest of six children born to Mamie Brooks and William Ross Patterson. Unfortunately, both of Patterson's parents died from tuberculosis before he reached the age of two, leaving the children orphaned. After living with other family members for a time, Patterson became the ward of his older sister, Bessie, who stepped in as his caregiver and legal guardian.[180]

Both Patterson's parents had been formally educated and were graduates of Prairie View Normal and Industrial School (now Prairie View A&M University), the first state-supported college in Texas for African Americans.[181] After graduation and marriage, his mother taught at the black high school in Calvert, Texas, while his father served as the school's principal. Patterson's father had been instrumental in organizing the first high schools for black people in Texas and, although he died before he could formally practice, went on to attend law school at Howard University. Patterson's sister and caregiver, Bessie, was also formally educated, having attended the Washington Conservatory of Music.[182]

After she took guardianship of him, Bessie took young Patterson to live with her in Texas and enrolled him in the private elementary school of Samuel Huston College. Around the age of ten, Patterson began attending his parents' alma mater, the Prairie View Normal and Industrial Institute, where Bessie taught music. At Prairie View, Patterson was eventually assigned to the Agriculture Department and began interacting with and learning from several top veterinarians. Chief among them was Dr. Edward B. Evans, who had come to Prairie View after studying veterinary medicine at Iowa State College (now Iowa State University).[183] Inspired by Evans, Patterson also went on to study veterinary medicine at Iowa State, where he graduated in 1923 with a Doctor of Veterinary Medicine.[184]

Patterson took his first teaching job in 1923, when he was hired by Virginia State College in Petersburg, Virginia. There, he taught chemistry and bacteriology to students in the nursing program, and animal husbandry, physiology, anatomy, nutrition, and pathology to agriculture students. During his time at Virginia State, Patterson was able to resume playing competitive tennis, a sport for which he had long had a passion.[185] He also continued to pursue his own higher education while employed at Virginia State, earning a Master of Science from Iowa State in 1927.

In 1928, Patterson was invited to join Tuskegee's staff as head of the Veterinary Division. So strong was Tuskegee's reputation that Patterson did not believe it necessary to even visit the Tuskegee campus before accepting the position. Once at Tuskegee, Patterson's teaching responsibilities were similar to those at Virginia State. He instructed agriculture students in animal science, anatomy, physiology, first aid, inoculation, and common animal illnesses. In addition to instructing students of agriculture, Patterson taught Tuskegee's nursing students bacteriology.[186]

Under Patterson's leadership, the veterinary program at Tuskegee reached such high quality that the State of Alabama granted funds for white students to study veterinary science there, an

[180] Patterson, *Chronicles*, 1–4.

[181] Prairie View A&M University, "History," accessed June 29, 2018. https://www.pvamu.edu/about_pvamu/college-history/; Patterson, *Chronicles*, 1.

[182] Patterson, *Chronicles*, 4–21.

[183] Patterson, *Chronicles*, 6–10.

[184] Patterson, *Chronicles*, 18; UNCF, "Frederick Douglass Patterson."

[185] Patterson, *Chronicles*, 21.

[186] Patterson, *Chronicles*, 25.

exceptional occurrence in the segregated South.[187] Patterson continued his own graduate studies, earning a PhD from Cornell University in 1932. Patterson was the first person on Tuskegee's faculty to have attained a doctoral degree, as both Washington and Carver had been honorary recipients. In 1933, Patterson was appointed as director of Tuskegee Institute's agricultural department.[188]

In June 1935, just a few months before Patterson officially became Moton's successor as Tuskegee's third president, he also became Moton's son-in-law when he married Robert and Jennie Moton's daughter, Catherine "Kitty" Moton. An Oberlin Conservatory of Music graduate, Catherine was an accomplished musician, playing the harp, violin, and piano. She was also a highly regarded music instructor at Tuskegee, where she helped found the Institute's school of music. The couple had one son, Frederick Douglass Patterson, Jr.[189]

Patterson is also well known as the founder of the United Negro College Fund (UNCF), which he established in 1944 during his time as president of Tuskegee. The UNCF continues today as a critical source for student scholarships for dozens of private historically black colleges and universities, Tuskegee University among them.[190] See Funding, above, for more information.

After his retirement as president of Tuskegee Institute in 1953, Patterson continued in his philanthropic efforts aimed at providing educational funding for black students. Through these efforts, he went on to direct Phelps Stokes Fund, headquartered in New York City, until 1958, when he began serving as the organization's president, a position he held until 1969. Programs funded by the Phelps Stokes Fund included money to send African students to the United States to graduate school, particularly in the humanities and social sciences. The fund also continued to fund black education in the United States.

Patterson persuaded the Phelps Stokes Fund to buy Moton's home in Capahosic, Virginia, which had been completed in 1935 and occupied by his widow until 1942, along with five acres of land. There, he created a fundraising retreat center, called the Robert R. Moton Memorial Institute, where conferences and meetings could be held. He also helped the Phelps Stokes organize the Cooperative College Development Program, which provided training in technical assistance to black colleges to help improve their facilities and personnel resources, become less academically isolated, and conduct financial development. By 1969, the program extended to forty colleges.[191]

In 1964, Patterson retired from Phelps Stokes Fund and started operating the Moton Institute full time in Washington, DC, to help black colleges find federal money they could apply for through a program called the College Endowment Funding Plan. During this period, he traveled often to Africa, including to Liberia, Nigeria, Gabon, Ghana, and other countries to investigate their resources and educational programs, particularly in science- and healthcare-related areas.[192]

In 1987, Patterson was awarded the Presidential Medal of Freedom by President Ronald Reagan. Patterson died on April 26, 1988, in New Rochelle, New York, but was buried on the Tuskegee University campus. Patterson was posthumously awarded the NAACP's Spingarn Medal for outstanding achievement by an African American.[193]

Prentice Herman "P.H." Polk (1898–1984)

Celebrated photographer Prentice Herman Polk, more commonly known as P.H. Polk, was born

[187] UNCF, "Frederick Douglass Patterson."

[188] Patterson, *Chronicles*, 36–37.

[189] Amelia K. Amaki and Amelia Boynton Robinson, *Tuskegee: Images of America* (Mount Pleasant: Arcadia Publishing, 2013), 76; Patterson, *Chronicles*, 41.

[190] UNCF, "Frederick Douglass Patterson."

[191] Patterson, *Chronicles*, 153–172.

[192] Patterson, *Chronicles*, 173–180.

[193] Williams, *Servants of the People*, 58.

November 25, 1898, in Bessemer, Alabama (Figure 5-30). In 1916, just one year before Tuskegee launched its new photography curriculum taught by the school's official photographer, C.M. Battey, Polk, who initially wished to become a painter "like Van Gogh or Rembrandt," enrolled at Tuskegee.[194] However, concerned that black people should learn a practical trade, then-Principal Booker T. Washington gently suggested to Polk that he might consider instead becoming a house painter, where he could at least "learn how to mix colors."[195]

Fortuitously for Polk, at Tuskegee's student assembly the following day, Battey made an announcement that anyone possessed of artistic leanings should come meet with him. Shortly after, the determined Polk gathered up his drawings and presented himself to Battey. By the time the two finished their meeting, Polk had decided that, like Battey, he would like to become a photographer.[196]



Figure 5-30. Prentice Herman Polk, photographer. Tuskegee University Archives.

Between 1917 and 1919, Polk studied photography under Battey at Tuskegee before taking a job at a shipping yard near Mobile. While working at the shipping yard, Polk was simultaneously enrolled in a photography correspondence course, as there were no photography schools that would accept him at the time due to his race.[197] In 1924, Polk moved to Chicago to further his studies as an apprentice to white commercial photographer Fred Jensen.[198] Two years later, Polk married Margaret Blanche Thompson.[199]

After three years in Chicago, Polk returned to Tuskegee, where he opened his first studio in in 1927. The following year, after Battey's death, Polk was appointed to the faculty of the Tuskegee Institute's Photography Department. From 1933 to 1938, while continuing to run his own studio in town, Polk served as head of the department and as the school's official photographer.[200]

Shooting in black and white, Polk became most recognized for his studio portraits in which his talent for conveying the "personality" of his subject was most evident. Polk's early portraits have a dark, dramatic quality along with a strong tonal contrast characteristic of the work of his mentor Fred Jensen. Polk's originality is most evident in the portraits he shot of children, where

[194] Frances Osborn Robb, *Shot in Alabama: A History of Photography, 1839–1941, and a List of Photographers* (Tuscaloosa: University of Alabama Press, 2017), 215; International Center of Photography, "P.H. Polk," accessed July 3, 2018, https://www.icp.org/browse/archive/constituents/p-h-polk?all/all/all/all/0.

[195] International Center of Photography, "P.H. Polk."

[196] International Center of Photography, "P.H. Polk."

[197] Robb, *Shot in Alabama*, 215; International Center of Photography, "P.H. Polk."

[198] Atlanta-Fulton Public Library System, "Prentice Herman Polk Photograph Collection," Auburn Avenue Research Library on African American Culture and History, accessed July 3, 2018, http://aafa.galileo.usg.edu/aafa/view?docId=ead/aarl96-014-ead.xml.

[199] Joan M. Marter, ed., "Polk, P.H.," *The Grove Encyclopedia of American Art*, Vol. I (Oxford: Oxford University Press, 2011), 134.

[200] Robb, *Shot in Alabama*, 215; International Center of Photography, "P.H. Polk."

he encouraged his young subjects to move and behave naturally before his camera. The subject's movements caused a distinctive blur while Polk's soft-focused lens give the portraits a spontaneity usually associated with snapshots.[201] Several of his early portraits display Polk's subjects alongside a favorite object associated with their life, work, or social position.[202]

While at Tuskegee, Polk photographed a dramatic range of subjects. Polk documented not only Tuskegee's faculty, but many famous visitors to the campus, such as Paul Robeson, Langston Hughes, and First Lady Eleanor Roosevelt, who was captured sitting in a plane alongside Tuskegee Institute's chief flight instructor Charles Anderson in a 1941 photograph that was used to promote the school's newly established Commercial Aviation Program.[203]

Polk also used his talent to capture powerful images of Alabama's poor, rural black people. In a series of photographs taken in the early 1930s titled "Old Characters," Polk captured images of former slaves from Macon County (Figure 5-31).[204] Of one such portrait from this series titled "The Boss," Polk had this to say about his subject,

> Portrayed in her own matter-of-factness: confident, hard-working, adventuresome, assertive and stern. The pose, at an angle, and her expression, authoritative and firm, are not the result of my usual tactics to encourage a response. She wears her own clothes. She is not cloaked in victimization. She is not pitiful; therefore, she is not portrayed in pitiful surroundings. She is not helpless, and she is not cute.[205]

This photograph, along with many others, have been the subject of key auctions, Christies, for one.

On the Tuskegee campus, in keeping with his signature approach to photographing his subjects



Figure 5-31. Portrait of "The Boss," by P.H. Polk. National Museum of African American History & Culture.



Figure 5-32. Polk's depiction of George Washington Carver in his laboratory. National Museum of African American History & Culture.

[201] Robb, *Shot in Alabama*, 215.

[202] Robb, *Shot in Alabama*, 215.

[203] Franklin D. Roosevelt Presidential Library and Museum, "Eleanor Roosevelt and the Tuskegee Airmen," accessed August 14, 2018, https://fdrlibrary.org/tuskegee.

[204] Alison Nastasi, "P.H. Polk," 10 Essential African-American Photographers, accessed July 17, 2018, http://flavorwire.com/475131/10-essential-african-american-photographers/7.

[205] Nastasi, "P.H. Polk."

in tandem with a cherished personal object, Polk produced a portrait of an elegantly dressed Kitty Patterson (née Moton) performing on her beloved harp in 1936.[206] Another of Polk's photographs from the period captures George Washington Carver hard at work among his scientific equipment (Figure 5-32).[207] Both photographs capture the unaffected naturalness of the subjects' passion for their work.

Polk's photographs have been exhibited at the Corcoran Gallery (Washington, DC), the Museum of Natural History (New York), the Studio Museum of Harlem, and a myriad of galleries and other institutions. In 1980, he received the Black Photographer's Annual Testimonial Award, and the following year he won a National Endowment for the Arts fellowship. Polk retired from Tuskegee in the early 1980s and died in Tallassee Alabama, on December 29, 1985, and is buried in Tuskegee's campus cemetery.[208]

George Leward "G.L." Washington (1903–1983)

George Leward "G.L." Washington, was born in Norfolk, Virginia in 1903, and earned both his bachelor's (1925) and a master's (1930) degrees in mechanical engineering at the Massachusetts Institute of Technology (MIT) (Figure 5-33). After graduation, he joined the faculty of North Carolina A&T College (now known as North Carolina A&T State University). In the late 1920s, Washington married Ruby Evans.[209]

Later, he was hired by Tuskegee Institute where, prior to becoming the school's General Manager of the Division of Aeronautics, he held several positions on campus, including as an assistant to President Patterson.[210] In his biography, Patterson praised G.L. Washington's contributions at Tuskegee, stating that his

> impact made itself felt in a multitude of places on the Tuskegee landscape. The Five Year Plan, the concrete block program, and our academic and vocational programs — in commercial dietetics, aviation, veterinary medicine, and finally engineering — were nurtured by G.L. who had an outstanding gift for organization.[211]

Patterson went on to praise G.L. Washington's abilities. saying that he was "not only a creative individual but excelled precisely where I was weak in working out the details."[212]

As the school's General Manager of the Division of Aeronautics, G.L. Washington played a major role in helping to establish the Army Air Force flight



Figure 5-33. Photo portrait of G.L. Washington at his desk. Tuskegee University Archives.

[206] Robb, *Shot in Alabama*, 215.

[207] International Center of Photography, "P.H. Polk."

[208] International Center of Photography, "P.H. Polk."

[209] MIT Black History, "George L. Washington, 1925," accessed July 3, 2018, https://www.blackhistory.mit.edu/archive/george-l-washington-1925.; "G.L. Washington, Ex-Official at Howard U; Dies," *The Washington Post,* June 11, 1983.

[210] USDI NPS Harpers Ferry Design Center, *Moton Airfield*, 11.

[211] Patterson, *Chronicles*, 98.

[212] Patterson, *Chronicles*, 98.

training school for black pilots at Tuskegee Institute during World War II.[213] As part of his contribution, Washington recruited ground school instructors for Tuskegee's flight program and rented a private airfield near the Tuskegee campus known as Kennedy Field. Here, Tuskegee students worked to improve the field's conditions to meet with Civil Aeronautics Authority (CAA) standards. They constructed a wooden hangar, which came to be known as Hangar No. 1, along with other necessary support buildings for the airfield.[214]

The Rosenwald Fund, of which Tuskegee-aviation supporter Eleanor Roosevelt was a board member, agreed to loan Tuskegee Institute an amount of money not to exceed $200,000 for the construction of an airfield to be located on the Tuskegee campus. With cadets expected to arrive for primary training in August, G.L. Washington began preparing plans and hiring contractors for construction of the airfield. By 1943, the airfield, known as Primary Field (later Moton Field in honor of Tuskegee's second president Robert Moton) included the building known as Hangar No. 2.[215]

With the conclusion of World War II and the deactivation of Tuskegee Institute's airfield in November 1945, G.L. Washington's concern for the future and continuance of black aviation in the United States prompted him to make a proposal to Tuskegee Institute. G.L. Washington proposed to convert Moton Field into a commercial operation with himself serving as airport manager. Tuskegee agreed to Washington's proposal, which created Tuskegee Aviation, with Moton Field functioning as a center for both recreation and flying in the area.[216]

Later in his career, G.L. Washington would go on to fill several prestigious positions, including assistant to the president of Howard University and then its business manager, Director of Special Services for the United Negro College Fund, and Director of the College Service Bureau at Howard University.[217] The College Service Bureau was established in 1969 under the cooperative support of the United Negro College Fund and the Phelps-Stokes Fund. Its purpose was to keep member colleges informed of federal programs they might utilize for assistance. After a long and impressive career of service, Washington retired from the College Service Bureau in 1979.[218]

Daniel "Chappie" James, Jr. (1920 – 1978)

Daniel James, Jr. was born in Pensacola, Florida, on February 11, 1920, to Daniel and Lillie Anna Brown James (Figure 5-34). Daniel James, Sr. worked for the city gas company and Lillie Anna, who first taught high school, established a private school in Pensacola, the "Lillie A. James School," for her children, including Daniel, and other black children. Daniel James, Jr. went on to attend Tuskegee Institute, where he was a celebrated athlete and campus leader, graduating in 1942 with a Bachelor of Science degree in physical education.



Figure 5-34. Daniel "Chappie" James, during the Vietnam War. Encyclopedia of Alabama.

[213] MIT Black History, "George L. Washington."

[214] USDI NPS Harpers Ferry Design Center, *Moton Airfield*, 14. The Civil Aeronautics Authority (CAA) was the predecessor agency to the Federal Aviation Administration (FAA).

[215] USDI NPS Harpers Ferry Design Center, *Moton Airfield*, 15; Conley, *Demolished Buildings.*

[216] USDI NPS Harpers Ferry Design Center, *Moton Airfield*, 22.

[217] "G.L. Washington," *The Washington Post*.

[218] "G.L. Washington," *The Washington Post*.

It was at Tuskegee that he acquired the nickname of "Chappie," copying an older brother's name when he felt that his own, "Baby Dan" no longer suited him, at 6'4" and 250 pounds.[219]

He began training at Tuskegee's Civilian Pilot Training Program, then enlisted in the Aviation Cadet Program of the US Army Air Force on January 18, 1943. He received his 2nd Lt. commission and pilot wings at Tuskegee Army Airfield on July 28, 1943. James trained other pilots for the all-black 99th Pursuit Squadron during the war and served as a B-25 pilot at Godman Army Airfield in Kentucky, then at Lockbourne Army Airfield in Ohio from January 1944 until the end of the war. After service in Korea, he attended the Air Command and Staff College, graduating in 1957.[220]

During his career, James fought in World War II, the Korean War, and the Vietnam War, as well as Operation Bolo. He commanded the 437th Fighter-Interceptor Squadron, 92nd Tactical Fighter Squadron, 8th Tactical Fighter Wing, 33rd Tactical Fighter Wing, 7272nd Flying Training Wing, Military Airlift Command, and North American Aerospace Defense Command. In addition, he was well-known for his work in community relations, for which he received the 1954 Massachusetts Junior Chamber of Commerce "Young Man of the Year" award. Two years after he left Vietnam in 1967 for Eglin Air Force Base, he was named Florida's "Outstanding American of the Year" for 1969 by the Florida State Jaycees.

James travelled widely during his career, including to RAF Bentwaters in England to become director of operations, then to Ubon Royal Thai Air Force Base in 1966 as deputy commander for operations. In 1967, he became wing vice-commander with Col. Vermont Garrison, where they formed a team nicknamed "Blackman and Robin." James flew seventy-eight combat missions into North Vietnam, many over Hanoi/Haiphong, and led a sweep against Communist MiG-21s. Soon after, he was transferred to Wheelus Air Base in Libya to become commander of fighter training. After the Libyan coup, James led a successful standoff at the base against Qaddafi and his followers, who were trying to enter the base before the Americans could leave. Back in the US in 1970, James became Deputy Assistant Secretary of Defense in Public Affairs, and was then promoted to four-star general in 1975. He became commander-in-chief of NORAD/ADCOM at Peterson Air Force Base in Colorado with operational command of all US and Canadian strategic aerospace defense forces.

General James retired from the Air Force on January 31, 1978. During the span of his career, James received the Defense Distinguished Service Medal, two Air Force Distinguished Service medals, two Legion of Merit medals, three Distinguished Flying Cross medals, a Meritorious Service Medal, and fourteen air medals. Daniel "Chappie" James died of a heart attack on February 15, in Colorado Springs, only three weeks after his retirement. James was buried at Arlington National Cemetery with full military honors. James's wife, Dorothy Watkins James, died in 2000 and is also buried at Arlington. They left a daughter, Danice Berry, and two sons, Daniel James III and Claude James.[221]

Dr. Lillian Holland Harvey (1912–1994)

Lillian Holland Harvey was born in Holland, Virginia, in 1912. She graduated from New York's Lincoln Hospital Nursing School in 1939, and then went on to earn a bachelor's (1944), master's (1948), and a PhD (1966), all from Columbia University (Figure 5-35). Harvey was married to

[219] Howard E. Halvorsen, "Air Force History: Daniel 'Chappie' James, Jr.," TinkerTakeoff, accessed October 11, 2018, http://journalrecord.com/tinkertakeoff/2017/02/03/air-force-history-daniel-chappie-james-jr/.

[220] Wikipedia, "Daniel James, Jr.," accessed October 11, 2018, http://journalrecord.com/tinkertakeoff/2017/02/03/air-force-history-daniel-chappie-james-jr/.

[221] Wikipedia, "Daniel James, Jr."

Reverend Raymond Francis Harvey, a Baptist minister. Together they had three children.[222]

Tuskegee Institute began its first program for nurse training in September 1892, which expanded into a three-year-program in 1908. In 1945, Harvey was hired by Tuskegee Institute as director of nurse training. Just three years later, in 1948, she became the school of nursing's first dean, a position she held for the next twenty-five years until her retirement in 1973. It was under her direction that, in 1953, Tuskegee Institute began offering a Bachelor of Science in nursing, the first in the state of Alabama.[223] In 1957, the National League for Nursing gave the program full accreditation. Through the program, nursing students received practical, hands-on experience at John A. Andrew Memorial Hospital, at the Veterans Administration Hospital, and through internships in several states along the east coast.[224]

Dedicated to confronting segregation and discrimination, Harvey advanced opportunities for black nurses to enter the Army Nurse Corps during World War II by maintaining a program at Tuskegee Institute that focused specifically on preparing black nursing students for military service. Harvey would also drive the eighty-mile round trip from Tuskegee to Montgomery to attend the Alabama Nurse's Meetings. Although segregation laws at the time dictated that she had to sit in a separate section of the room, the undeterred Harvey was unwilling to be discouraged and spoke without hesitation in advocating in support of her students.[225]



Figure 5-35. Photo portrait of Lillian Holland Harvey. Tuskegee University.

In addition to her work at Tuskegee, Harvey was active in the National Negro Business and Professional Women's organization. She served on the Board of Directors of the National League for Nursing, the President's Commission on the Status of Women, the American Red Cross Advisory Committee on Nursing Services, and on the Nursing Advisory Committee of the Kellogg Foundation. Harvey was also an advisor for the US Public Health Service's Expert Advisory Committee for Professional Traineeships and served on the Board of Directors for the American Journal of Nursing (AJN) Company. The AJN Company, which was created as a journal "managed, edited and owned by the women of the profession," not only published the journal, but eventually also formed the Nursing Information Bureau, which published public education pamphlets on nursing.[226]

In keeping with her long history of advocating for and advancing women's rights, Harvey was a member of the President's Council for the Status of Women's Education Committee. The commission worked to support women in their changing roles in work, home and family, and civil and political rights. Harvey, the only African

[222] Duchess Harris, *Black Feminist Politics from Kennedy to Clinton* (Basingstoke, UK: Palgrave McMillan, 2009), 78; Stephanie J. Shaw, *What Women Ought to Be and Do: Black Professional Women Workers in the Jim Crow Era* (Chicago: University of Chicago Press, 1996), 234.

[223] Harris, *Black Feminist Politics*, 78.

[224] Alabama Health Care, "Dr. Lillian Holland Harvey."

[225] Alabama Health Care, "Dr. Lillian Holland Harvey"; Harris, *Black Feminist Politics*, 78.

[226] Alabama Health Care, "Dr. Lillian Holland Harvey."

American on the commission, worked to include black women in the Commission and its efforts.[227]

Among Harvey's many honors were the Award for Distinguished Achievement in Nursing and the American Nurses Association's Mary Mahoney Award. In 2001, she was inducted into the Alabama Nursing Hall of Fame and the Lillian Holland Harvey Award, given by the Alabama State Nurses Association, was also established in her honor.[228]

In 1978, Harvey was the first person to be named Dean Emeritus by Tuskegee University, and, in 1992, the school's Board of Trustees approved the renaming of the Nurses Home in honor of Dr. Harvey. It is now named Lillian Holland Harvey Hall.[229]

Charles Goode Gomillion (1900–1995)

Voting-rights activist Charles Goode Gomillion is best known for initiating the lawsuit that led to the landmark Supreme Court case known as *Gomillion v. Lightfoot* (see Figure 5-11). There, the court found that an electoral district with boundaries created to disenfranchise black people violated the Fifteenth Amendment.[230]

Gomillion, the oldest of four children, was born in Johnston, Edgefield County, South Carolina, on April 1, 1900. His grandparents, Emmanuel and Emmeline, were born into slavery in South Carolina, as was his father, Charles, who was born in 1855. The elder Charles Gomillion, who was illiterate, worked as a custodian and janitor. Gomillion's mother, Flora Davis, was born in South Carolina around 1878.[231]

Educational opportunities for the young Gomillion were limited. From first to third grade, he attended classes when they were offered, which was three months a year, and then five months a year in grades four through six. By the time he reached the seventh grade, Gomillion was struggling with arithmetic and attended only one month of schooling that year before dropping out.

For the next two years, young Charles worked on local farms and in the evenings received his schooling from his mother. Flora Gomillion had attended school through the third grade and was determined that her children would receive an education. In homeschooling her son, she borrowed magazines and newspapers from white neighbors to help her children learn to read. She also encouraged the children to attend the local Colored Methodist Episcopal Church. There, young Charles became active in the Epworth League, the church's youth group, and adopted its motto, "Keep Everlastingly At It," as his own.[232]

During that period, Gomillion worked and saved his money so that he could attend Paine College in Augusta, Georgia, and complete the eighth grade. He earned money through a myriad of jobs. He chopped wood and picked cotton, dug wells, carried bricks, cut down trees, and helped clear swamps. As a young man, he traveled to Michigan, Pennsylvania, and Connecticut, where he washed dishes and carried bags in hotels, dug graves, did construction work, and labored in factories, foundries, and tobacco fields.[233]

---

[227] Alabama Health Care, "Dr. Lillian Holland Harvey."

[228] Alabama Health Care, "Dr. Lillian Holland Harvey."

[229] Alabama Health Care, "Dr. Lillian Holland Harvey."

[230] Allen Mendenhall, "Gomillion v. Lightfoot," Encyclopedia of Alabama, accessed July 20, 2018, http://www.encyclopediaof alabama.org/article/h-3064.

[231] Ancestry.com, "Charles Goode Gomillion," accessed August 14, 2018, https://www.ancestry.com/family-tree/person/tree/112197592/person/160095853858/facts; Norrell, *Reaping the Whirlwind*, 32.

[232] Norrell, *Reaping the Whirlwind*, 32–33.

[233] Bart Barnes, "Voting Rights Champion Charles G. Gomillion Dies," *The Washington Post*, October 13, 1995; Khia Walker, "Dr. Charles G. Gomillion," Macon History, accessed October 17, 2018, http://maconhistory.weebly.com/charles-g-gomillion.html.

When he was sixteen, Gomillion had saved enough money to enroll at Paine College, a small Methodist school in Augusta, Georgia. He began as a first-year high school student around 1916. After completing high-school-level studies in 1920, he enrolled in the school's department of teacher training; however, after two years, he had to drop out to work to support his parents, who by then were disabled. That year, he also married Hermyne Jones, a Paine classmate, with whom he eventually had two daughters. Through the next year he worked in a post office in Philadelphia before moving to Milledgeville, Georgia, to teach middle school. In 1926, Gomillion returned to Paine, where he received his bachelor's degree in sociology in 1928 at the age of twenty-eight. Upon graduation, Gomillion took a job in South Carolina selling insurance, but soon received a job offer from Tuskegee Institute.[234]

At Tuskegee Institute, Gomillion was assigned the job of teaching ancient and medieval history in the high school department, although he had been trained in sociology. He met the challenge, however, and mastered the new subject while also learning how to teach. Gomillion said of his first few years at Tuskegee that he was "more a student than a teacher" during this time.[235]

Only one year later, in 1929, Gomillion's wife Hermyne left him, saying "you [are] not fun enough for me," because he worked too much. He was granted custody of the couple's two daughters, aged five and six, who he raised as a single father until marrying his second wife, Jennie Baker, in 1936. A busy man during this period, Gomillion also taught in the summer school offered to school teachers at Tuskegee Institute, where he learned more about the challenges presented by inequality in Alabama's public education system.[236]

In 1933, one of his former professors from Paine asked Gomillion to come to Nashville to help conduct sociological research at Fisk University. Gomillion accepted the invitation, taking a year-long leave of absence from Tuskegee. At Fisk, Gomillion studied under some of the most prominent black sociologists of the day, including Bertram W. Doyle, E. Franklin Frazier, and Charles S. Johnson. It was through Johnson's council especially that Gomillion acquired guidance on working effectively with Southern white people. Gomillion benefited also from Johnson's advice on approaches to help bring black and white people together to improve relations between the two races.[237]

When Gomillion returned to Tuskegee in 1934, he began teaching in the school's sociology department. He also became an assistant to Monroe Work, who headed Tuskegee's Department of Records and Research. Among his other projects, Work had gathered the data for Tuskegee Institute's annual report on lynching and for the Negro Yearbook. Work taught Gomillion more about the importance of collecting and sharing information about black people as part of Tuskegee's mission of racial uplift. In his work in the department, Gomillion also began to gather data about state expenditures on education, noting vast discrepancies in money spent on black versus white students, about 1:5, which inspired him to attempt to register to vote and encourage other local black people to do so also.[238]

In 1936, Gomillion returned to Fisk to further his studies in sociology.[239] In May, he married Jennie M. Baker, who was an assistant librarian at Tuskegee Institute.[240] Baker had graduated from

---

[234] Norrell, *Reaping the Whirlwind*, 34.

[235] Norrell, *Reaping the Whirlwind*, 34.

[236] Norrell, *Reaping the Whirlwind*, 34–38.

[237] Walker, "Dr. Charles G. Gomillion"; Stanford University: The Martin Luther King, Jr., Research and Education Institute, "Gomillion, Charles Goode," accessed October 17, 2018, https://kinginstitute.stanford.edu/encyclopedia/gomillion-charles-goode.

[238] Norrell, *Reaping the Whirlwind*, 35–37.

[239] Walker, "Dr. Charles G. Gomillion"; Stanford, "Gomillion, Charles Goode."

[240] Ancestry.com, "Charles Goode Gomillion."

Atlanta University in 1928, then received a Bachelor of Science degree from Hampton Institute Library School in 1929. Before taking a position at Tuskegee Institute in 1936, she had been a librarian at the Carnegie Library of Florida Agricultural and Mechanical College in Tallahassee from 1929 to 1936.[241] Jennie Gomillion was the first woman to join the Tuskegee Civic Association.[242]

After returning to Tuskegee from Fisk in 1938, Gomillion was elected president of the Tuskegee Men's Club (later the Tuskegee Civic Association). It was during this period that Gomillion really began his activism aimed at improved conditions for local black people and voting rights. Gomillion had first attempted to register to vote in Macon County unsuccessfully in 1934. After several more failed attempts, he finally succeeded in 1939. He allowed a white contractor to build his house if the man would appear at the county courthouse in support of Gomillion's registration.[243]

Throughout the 1940s and 1950s, Gomillion, who was then Tuskegee's Dean of the College of Arts and Sciences, worked tirelessly to register black voters. As a civil rights leader, Gomillion did not participate in demonstrations himself; instead, he concentrated his efforts to courtrooms and in challenging unjust voting process. Of this he said,

> I never marched because I was afraid I'd lose my temper. I have the capacity to go temporarily insane when someone gets physically in my way, and I didn't want to do anything that would embarrass Tuskegee Institute.[244]

With his background at Fisk, Gomillion was ready to pursue further graduate studies in sociology. He received financial assistance from Ohio State University and studied there for a few scattered quarters for the next several years.[245] Finally, in 1959, he graduated from Ohio State with a PhD in sociology. He continued to teach in Tuskegee's sociology department until his retirement in 1971.[246]

Jennie Baker Gomillion died on October 26, 1967. Charles Gomillion then married Ola Christine Walden, who died in 1974.[247] That year, Gomillion moved to Washington, DC, where, within two years, he married his fourth wife, Blondelia. In Washington, he received an honorary doctorate from Howard University.[248] Blondelia died in Washington in 1992. In 1993, at the age of ninety-three, nearly sixty years after his voting-rights activism began, Gomillion attended a hearing on Capitol Hill regarding the legality of districts drawn specifically to give black voters a majority. He attended the hearing alone, having taken two buses to get there.[249] In 1994, Gomillion's family helped him return to live in Tuskegee. The following year, Gomillion died at a hospital in Montgomery; he was ninety-five.[250]

---

[241] Columbia Civic Library Association, Washington, DC, *A Directory of Negro Graduates of Accredited Library Schools, 1900–1936* (Washington, DC: The Columbia Civic Library Association, 1937).

[242] Guzman, *Crusade*, 10.

[243] Norrell, *Reaping the Whirlwind*, 36–27.

[244] Barnes, "Voting Rights Champion." Also see *Tuskegee Civic Association*, in this chapter for a more detailed account of Gomillion's activism during this period.

[245] William A. Elwood, "An Interview with Charles G. Gomillion," *Callaloo*, no. 40 (Summer 1989): 579, https://www.jstor.org/stable/2931304.

[246] See Chapter 6, Mendenhall, *Gomillion v. Lightfoot*; Walker, "Dr. Charles G. Gomillion"; Barnes, "Voting Rights Champion."

[247] Ancestry.com, "Ola Christine Gomillion," Alabama, Deaths and Burials Index, 1881–1974 (Provo: Ancestry.com Operations, Inc., 2011).

[248] Ancestry.com, "Blondelia E. Gomillion," US, Social Security Applications and Claims Index, 1936–2007 (Provo: Ancestry.com Operations, Inc., 2015).

[249] Barnes, "Voting Rights Champion."

[250] Robert McGill Thomas, Jr; "Charles Gomillion, 95, Figure in Landmark Remap Case, Dies," *The New York Times,* October 21, 1995; Walker, "Dr. Charles G. Gomillion"; Stanford, "Gomillion, Charles Goode."

William C. Curtis (1911–1976)

Electrical engineer William C. Curtis was born in 1911. A graduate of Tuskegee Institute, Curtis went on to also earn both a Bachelor and a Master of Science from the University of Illinois in electrical engineering. In 1949, he received his PhD in engineering sciences and applied physics from Harvard University.[251]

Hired by Tuskegee Institute, Curtis served as aviation ground staff and helped to train the squadron who would later be known as the Tuskegee Airmen. After the founding of the schools engineering program in 1948, Curtis was hired as dean of the engineering program.[252] After leaving Tuskegee, Curtis joined the Radio Corporation of America (RCA), where he remained for twenty-three years and contributed to the development of Black Cat weapons, MG-3 fire control systems, 300-A weapon radar system, and the Airborne Interceptor Data Link ("Radar Inventions"). Curtis died in 1976.[253]

Alumni

Alice Coachman (1923–2014)

Alice Coachman was born on November 9, 1923, in Albany, Georgia, the fifth of ten children (Figure 5-36). As a child, she was unable to train or participate in organized sports because of her race but was able to join the Madison High School track team in 1938. There, she competed, breaking records, in the Amateur Athletic Union's (AAU) Women's National Championships.[254]

Coachman began her studies at Tuskegee Institute in 1939, through a scholarship that required her to work cleaning and maintaining sports facilities in addition to her studies and athletic training. While at Tuskegee, she continued to dominate the AAU's outdoor high jump championship until 1948, winning ten national championships in a row. She also won national championships in the 50-meter dash, 100-meter dash, and 400-meter relay, as well as winning three conference championships as guard on the school's basketball team. She was trained to compete in the 1940 and 1944 Olympics, but they were cancelled because of World War II.[255]

Coachman graduated from Tuskegee with a degree in dressmaking in 1946 and went on to receive a B.S. in Home Economics in 1949 from Albany State College. In 1948, she was finally able to compete in the Olympics and became the only American woman to win an Olympic gold medal that year. She became a celebrity upon her return, honored by parades and parties, and was invited to

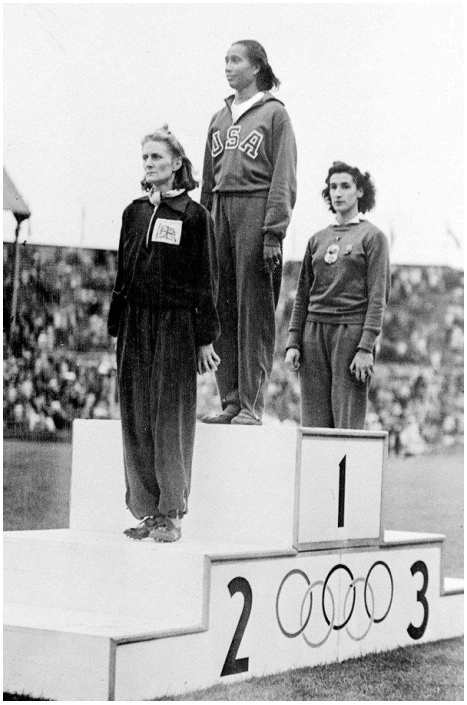


Figure 5-36. Alice Coachman, center, winner of the Olympic gold medal in 1948. New York Times.

[251] Herman A. Young and Barbara H. Young, *Scientists in the Black Perspective* (Louisville: Lincoln Foundation, 1974).

[252] Patterson, *Chronicles*, 98–99.

[253] What-When-How, "Radar Inventions," accessed July 31, 2018, http://what-when-how.com/inventions/radar-inventions/.

[254] Wikipedia, "Alice Coachman," accessed October 17, 2018, https://en.wikipedia.org/wiki/Alice_Coachman.

[255] Wikipedia, "Alice Coachman."

meet President Truman and Eleanor Roosevelt. Coachman became the first black woman to endorse an international product after she became a spokesperson for the Coca-Cola Company in 1952.[256]

Coachman married twice, and in 1975, she was inducted into the USA Track and Field Hall of Fame, the Georgia Sports Hall of Fame in 1979, and the US Olympic Hall of Fame in 2004. She was honored in the 1996 Summer Olympics as one of the 100 greatest Olympians and became a Women's History Month Honoree in 2002. Coachman died in 2014 of cardiac arrest.[257]

Betty Shabazz (1934–1997)

Betty Shabazz was born Betty Dean Sanders on May 28, 1934, in Pinehurst, Georgia, located about 130 miles due east of Tuskegee (Figure 5-37). Her parents were a teenager named Ollie Mae Sanders and Shelman Sandlin, who was 21 years old. After her birth, her mother moved herself and her daughter to Detroit. There, she was exposed to two race riots: one in 1942, when the Sojournor Truth housing project was desegregated, and the second in 1943, at Belle Isle, which started over the promotion of black people at a local factory.[258] Later, Shabazz said that the two events formed the "psychological background for my formative years."[259]

When Betty was 11 years old, she was taken in to the home of Lorenzo and Helen Malloy. Lorenzo was a prominent businessman and Helen was a founding member of the Housewives League of Detroit, an organization of black women who organized campaigns that supported black-owned businesses and boycotted stores that did not hire black workers. Helen was also a member of the National Council of Negro Women and the NAACP; the couple were active members of the local Bethel African Methodist Episcopal Church. Despite Helen's activism, the couple never discussed racism with Betty, who explained that "[a]nyone who openly discussed race relations was quickly viewed as a 'troublemaker.'"

After her graduation from high school in Detroit, Shabazz traveled to Alabama to study at Tuskegee Institute, where Lorenzo Malloy had studied. There, she experienced the Southern version of racism firsthand any time she left the campus to, for example, shop in Montgomery on a weekend. Frustrated, she abandoned her intentions to study to become a teacher and changed her major to nursing, which she could study in a Tuskegee Institute-affiliated program at the Brooklyn State College School of Nursing in New York. She left Tuskegee in 1953.



Figure 5-37. Betty Shabazz addressing a crowd of reporters at an unknown location. National Park Service.

[256] Wikipedia, "Alice Coachman."

[257] Wikipedia, "Alice Coachman."

[258] Walter P. Reuther Library, "Special Focus: Sojourner Truth Housing Project," Archives of Labor and Union Affairs, Wayne State University, accessed October 7, 2018, http://projects.lib.wayne.edu/12thstreetdetroit/exhibits/show/beforeunrest/sojourner_truth; Detroit Historical Society, "Race Riot of 1943," Encyclopedia of Detroit, accessed October 7, 2018, https://detroithistorical.org/learn/encyclopedia-of-detroit/race-riot-1943.

[259] Betty Shabazz, "From the Detroit Riot to the Malcolm Summit," *Ebony*, November 1995, 62–64.

In New York, Shabazz met Malcolm X at the Nation of Islam temple in Harlem, then again at a dinner party and several of his lectures. Under his influence, Shabazz converted to Islam in 1956 and changed her last name to "X," which represented her unknown African ancestors. After spending two years in courtship, Betty X and Malcolm X married on January 14, 1958, the same day that she became a licensed nurse. The couple had six daughters during the next seven years; Betty followed the Nation of Islam's rules about marriage and obeyed her husband in every respect. In 1964, Malcolm left the Nation of Islam, taking his family with him, including his wife; they became Sunni Muslims and she adopted the name of Betty Shabazz. The following year, on February 21, 1965, Malcolm X was assassinated at a meeting of the Organization of Afro-American Unity.

After her husband was killed, Shabazz made a pilgrimage to Mecca and returned with a new name: Bahiyah. She continued to care for her children and for a time, the family lived off the royalties of her husband's book, *The Autobiography of Malcolm X*, sale of the movie rights to the book, and the publication of Malcolm X's speeches. Meanwhile, she became active in a school parent's group, and began speaking about black nationalism and her experience of being married to Malcolm X at colleges and universities. In 1969, she began to attend Jersey City State College to complete her degree in education, then earned a master's in health administration. In 1972, she enrolled at the University of Massachusetts Amherst to earn an Ed.D. in higher education administration.

In 1976, she became associate professor of health science at Medgar Evers College in New York, then was promoted in 1980 to become the school's Director of Institutional Advancement, then in 1984 as Director of Institutional Advancement and Public Affairs, where she remained until her death. During this time, she was an active volunteer on the American Revolution Bicentennial Commission, which was responsible for planning events around the 1776 bicentennial, as well as an advisory committee on family planning for the US Department of Health and Human Service. In 1984, she hosted the National Council of Negro Women in New York and continued to be active in the NAACP and the National Urban League. She was friends with Myrlie Evers-Williams, widow of Medgar Evers, and Coretta Scott King; the three made numerous public appearances together.[260] On June 1, 1997, her twelve-year-old grandson set a fire in her apartment and she suffered burns over eighty percent of her body; she never fully recovered and died of her injuries on June 23. She was buried next to her husband at Ferncliff Cemetery in Hartsdale, New York.[261]

Ptolemy Alexander Reid (1918–2003)

Ptolemy Alexander Reid was born on May 8, 1918, in a poor African village called Dartmouth, on the Essequibo Coast of Guyana (Figure 5-38). He remained true to his roots throughout his life, "shunning ostentation and bombast," and speaking and writing in simple, straightforward ways. Early in life, Reid attended the Dartmouth Anglican School, then became a teacher in the school at age sixteen. A few years later, he attended the Government Teachers' Training School, then returned to teach for eight more years in Dartmouth. During this period, he was politically active, serving as Secretary of the Village Committee of Management, Secretary of the Essequibo Branch of the British Guiana Teachers Association, then as President and founder of the Dartmouth Eye-Opener Consumers' Co-operative Society.[262]

---

[260] Russell J. Rickford, *Betty Shabazz: A Remarkable Story of Survival and Faith Before and After Malcolm X* (Naperville: Sourcebooks, 2003), 402.

[261] Robert D. McFadden, "Betty Shabazz, A Rights Voice, Dies of Burns," *The New York Times,* July 24, 1997.

[262] This and subsequent information from "Ptolemy Reid: The last hard man," obituary, *Stabroek News*, September 7, 2003, https://www.landofsixpeoples.com/news303/ns309073.htm.

Reid left Guyana in 1949 to study veterinary medicine at Tuskegee Institute, where he remained until 1955. Then, he moved to London to study at the Royal College of Veterinary Surgeons, where he earned a Doctor of Veterinary Medicine degree and qualified as a Member of the Royal College of Veterinary Surgeons. Reid then moved to Saskatchewan, Canada, to start his practice and served as a veterinary surgeon in the Health of Animals Division. In 1958, he returned to Guyana, where he became the Veterinary Officer of the Booker Sugar Estates (1958–1964), then at the local branch of the Royal Society for the Prevention of Cruelty to Animals. During this time, he was a member of the British Veterinary Association, the Canadian Veterinary Medical Association, and the Tuskegee Alumni Association.

Back in his home country, he again became active in politics. In 1960, he joined the People's National Congress (PNC) and in 1961, ran an unsuccessful campaign to represent Pomeroon-Supenaam. After PNC leader Forbes Burnham became Prime Minister in 1964, Reid was chosen as a member of his cabinet, serving as Deputy Premier and Minister of Home Affairs in 1964, of Trade from January to September 1967, of Finance (1967–1970), of Agriculture (1970–1972), and of Agriculture and National Development (1972–1974). In 1974, Reid was assigned to the Office of the General Secretary of the PNC and Ministry of National Development. He became Prime Minister in 1980 after Burnham resigned to become President, then retired in 1984. He was brought out of retirement briefly to help navigate a potential party schism that occurred after a PNC defeat in 1992. Reid was awarded Guyana's highest honor, the Order of Excellence, for his political service, and saw two institutions, the 8th of May Community High School (for his birth date) and the Ptolemy Reid Rehabilitation Centre in Georgetown, Guyana, named in his honor. Reid died quietly in his sleep at age 85 on September 2, 2003.

Chapter 6: Luther Hilton Foster and Tuskegee Institute (1953–1981)

Introduction

This chapter covers the development of Tuskegee Institute, beginning with the search for Patterson's successor and subsequent hiring of Luther Hilton Foster as the school's fourth president, until Foster's retirement from the position in 1981.

First, the chapter is arranged into distinct periods of development that occurred during Foster's tenure. These sections are followed by an overview of Tuskegee Institute's outreach and extension efforts, then, the classes and programs offered during this period. Next, a brief account is given as to how the school was funded during Foster's tenure. Following this is a list of the buildings and structures constructed between 1953 and 1981 and the landscapes they formed.

The chapter culminates with several brief biographies of the most influential faculty and staff of the period and of important alumni and their accomplishments.

A New President

When Patterson announced that he was leaving Tuskegee Institute in 1953, the school's trustees asked him to recommend a successor. Patterson's choice was 40-year-old Luther Hilton Foster, Jr. (Figure 6-1). At the time, Foster was serving as Tuskegee Institute's business manager (treasurer), a position he had held for many years. Having worked with Foster, observing and gaining confidence in his abilities firsthand, Patterson believed that he was the right person for the position. Patterson said he "felt that [Foster] was better prepared than I to administer some of the programs I had started. I was an idea person and a hard driver, and people followed my leadership, but he was better at organizing than I."[1]

Patterson also recalled the sensitive, sometimes uncomfortable process of selecting the next president and how many people desired the position. Confident in the input of the school's faculty and his own belief that Foster should be the new appointee, Patterson recommended him

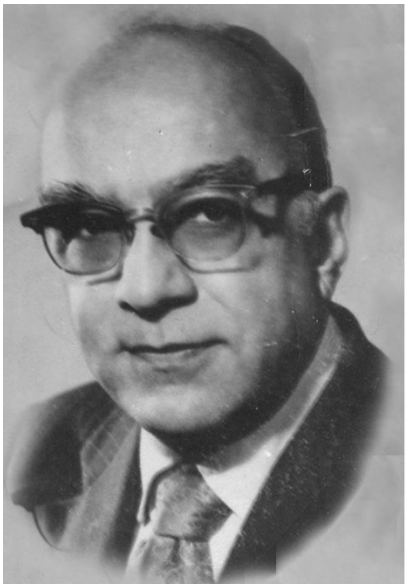


Figure 6-1. Photo portrait of Luther Hilton Foster, around the time of his inauguration. Tuskegee University.

[1] Patterson, *Chronicles*, 149.

to the chairman of the board of trustees, Basil O'Connor.[2]

Foster first crossed paths with Patterson long before he had first come to Tuskegee as the school's business manager in 1941. Foster, who was raised on the campus of Virginia State College for Negroes (now Virginia State University), had been just ten years old in 1923 when Patterson took his first teaching job there. Patterson later recalled Foster during that time as "a barefoot boy" on the campus.[3]

Tuskegee Under Foster

During his twenty-eight-year tenure as Tuskegee's fourth president, Foster, alongside his wife Vera, was a dedicated peace and community activist in the nationally contentious period of the American civil rights era. On the Tuskegee campus, he greatly helped to modernize the school's academic offerings, establishing the College of Arts and Sciences and the School of Business, developing several of the engineering programs, and eliminating many of the vocational programs. During Foster's presidency, the school also saw a marked increase in student enrollment.[4] When Foster's tenure ended in 1981, a century after the school's founding, Tuskegee Institute had an endowment of more than $22 million.[5]

Foster oversaw Tuskegee Institute through the civil rights era, during which, in 1960, Tuskegee Institute professor and activist Dr. Charles Gomillion initiated activities that led to the Supreme Court case *Gomillion v. Lightfoot*, which addressed gerrymandering efforts to disenfranchise black voters in the city of Tuskegee.[6] Only four years later, Congress passed the Civil Rights Act of 1964, federally outlawing discrimination based on race, color, religion, sex, or national origin in public spaces. Just two years later, however, Tuskegee Institute student and member of the Student Non-Violent Coordinating Committee (SNCC), Samuel Younge Jr., was shot and killed while attempting to use a "whites-only" restroom at a gas station in Macon County. Acquittal of Younge's killer led, justifiably, to unrest in the black community.[7]

In 1965, in recognition of its far-reaching contributions, Tuskegee Institute's historic campus core was designated a national historic landmark (NHL). Nine years later, in 1974, Congress authorized the establishment of Tuskegee Institute National Historic Site.[8]

The evolution of Tuskegee Institute's campus plan during Foster's tenure can be understood as comprising three eras. The first era, 1953–1965, marks the beginning of Foster's presidency and subsequent leadership through much of the turbulent civil rights era. It follows his

---

[2] Patterson, *Chronicles,* 149.

[3] Patterson, *Chronicles,* 114.

[4] Tuskegee University, "Dr. Luther Hilton Foster, Jr.," accessed September 10, 2018, https://www.tuskegee.edu/discover-tu/tu-presidents/luther-h-foster.

[5] Tuskegee University, "Dr. Luther Hilton Foster, Jr."

[6] See Bernard Taper, *Gomillion versus Lightfoot* (New York: McGraw-Hill, 1962).

[7] Olga Bourlin, "Younge, Samuel ('Sammy') Leamon, Jr. (1944–1966)," BlackPast.org, accessed August 20, 2018, https://blackpast.org/aah/younge-samuel-sammy-leamon-jr-1944-1966. The Student Non-Violent Coordinating Committee (SNCC) was formed by young African Americans to gain a voice in the civil rights movement; it soon became one of the movement's more radical branches. In the wake of the Greensboro sit-in at a lunch counter closed to black people, Ella Baker, then-director of the Southern Christian Leadership Conference (SCLC), helped set up SNCC's first meeting. Baker encouraged those who formed SNCC to look beyond integration to broader social change and to view King's principle of nonviolence more as a political tactic than a way of life. Stanford University: The Martin Luther King, Jr., Research and Education Institute, "Student Nonviolent Coordinating Committee (SNCC)," accessed January 30, 2019, https://kinginstitute.stanford.edu/encyclopedia/student-nonviolent-coordinating-committee-sncc.

[8] Clement et al., *Campus Heritage Plan*, 24. See Chapter 9 of this report for more information.

modernization of both the school's curriculums and the facilities. The second period, 1965–1974, begins with the establishment of Tuskegee as a national historic landmark. It saw the changing face of community outreach at Tuskegee Institute, from the development of new resource and service centers to the reestablishment of the cooperative extension service, as well as the demolition John A. Andrew Memorial Hospital and the transfer of much of Moton Field to the City of Tuskegee. The third era, 1974–1981, began with the establishment of the Tuskegee Institute National Historic Site and ended with Foster's retirement, coinciding with the centennial anniversary of the school.

Tuskegee During the Civil Rights Era, 1953–1965

Foster's presidency began at a turbulent time for Tuskegee and the rest of the country, and the great responsibility of guiding Tuskegee Institute through the civil rights era fell to him. During this tempestuous period, countless nation-altering events transpired and many laws of paramount importance to the struggle for civil rights in the United States were passed. Many of Tuskegee's students and faculty, including Luther Foster and his wife Vera, were intensely active in the civil rights movement.[9] Foster's presidency was also marked by passionate student involvement in campus affairs and Tompkins Hall became a focal point for student civil rights activities on the campus.[10]

Known for his eloquent words of wisdom, especially in the face of straining circumstances, Foster shared this assessment of Tuskegee's long-tested ability to thrive in the most challenging of times, writing,

> The Institute's role in higher education increasingly must reflect great dynamism, professional leadership, innovative style, and a solid base in its rich traditions and deep concern for people. The success of Tuskegee, often under trying circumstances, are rooted in the Institute's commitment to human dignity. Our operational style seeks to elicit from others high expectations and committed service for the common good. Every Tuskegee task is the work of a team, fluid in its composition for he needs of the immediate challenge and always undergirded by strength that surges from joint effort.[11]

Brown v. Board of Education

When Foster took office in 1953, the struggle for civil rights in Alabama and the deep South was moving towards its apex. Just a year into his tenure, the US Supreme Court decision in the case *Brown v. Board of Education* banned racial segregation in schools, ruling that segregated educational facilities violated the Fourteenth Amendment, which guaranteed equal protection for all citizens regardless of race. Among African Americans, widespread optimism followed the decision; however, with the beginnings of integration in academic institutions came complex new issues for black Americans and historically black colleges and universities (HBCUs), including Tuskegee Institute.

By opening the doors of traditionally white institutions to black students, the *Brown* ruling was responsible for a mass increase of black college enrollment.[12] While this was undeniably a

[9] The Oxford African American Studies Center, "Tuskegee University," accessed August 21, 2018, http://www.oxfordaasc.com/public/featureded/nationalpark_tuskegeeinstitute.jsp; Shannon Gary, "Tuskegee University," Encyclopedia of Alabama, accessed August 21, 2018, http://www.encyclopediaofalabama.org/article/h-1583.

[10] Latitude 43 North, "Dining and Social Center, Tuskegee Institute National Historic Site," Historic Markers Across Alabama, accessed August 21, 2018, http://www.lat34north.com/HistoricMarkersAL/MarkerDetail.cfm?KeyID=44-049&MarkerTitle=Dining%20and%20Social%20Center.

[11] Tuskegee University, "Dr. Luther Hilton Foster, Jr."

[12] Nationwide black college enrollment went from 83,000 in 1950 to a staggering 666,000 in 1975 (Walter R. Allen, Joseph O. Jewell, Kimberly A. Griffin, and De'Sha S. Wolf, "Historically Black Colleges and Universities: Honoring the Past, Engaging the Present, Touching the Future," *The Journal of Negro*

positive outcome for black Americans, it caused a tangible difficulty for HBCUs. Prior to the *Brown* decision, African Americans were almost exclusively educated at HBCUs, but afterwards, more and more were opting to attend traditionally white institutions. In addition, as traditionally white institutions began to open their doors to black students, the number of highly achieving black students applying to HBCUs began to decline. This often resulted in marked gaps in academic achievement between black students at HBCUs and those attending traditionally white institutions.[13]

New Curriculums

To continue to attract highly achieving students, Foster recognized that Tuskegee Institute needed to modernize its curriculum offerings and improve its facilities. Starting in 1954, the faculty undertook a three-year study of the school's instructional programs.

Foster was a strong proponent of expanding the school's engineering curriculum and introduced several new programs, even before the evaluation of the school program was completed. Tuskegee Institute introduced new mechanical engineering classes in 1955, followed by a new four-year architecture program in 1957.

Following the 1957 completion of the evaluation, Tuskegee Institute introduced many other new programs, starting with a new School of Arts and Sciences. A new business administration degree program was introduced in 1962, eventually becoming the Department of Business. The engineering curriculum was further expanded by the introduction of nuclear engineering classes in 1963.

Campus Changes

Although Foster devoted more of his energy to the remodeling of the school's academic and administrative structure than he did to the construction of new buildings on the campus, as enrollment at the school was climbing, the school announced a $1,000,000 building expansion program to "keep pace with the growing demand of highly-trained negroes" in 1953.[14]

Anticipating the need to continue attracting students following the *Brown* decision, new facilities were constructed. The first was Residence Hall in 1954, a four-story dormitory housing female teachers. The structure was partially constructed with Tuskegee block. New educational buildings were also constructed during this time. The Thomas D. Russell Nursery, a laboratory for the education department, was built in 1957, as was the R.W. Woodruff Foods Processing Center, an animal processing plant, laboratory, and classroom constructed adjacent and connected to the 1915 veterinary hospital.

Aesthetic improvements to the landscape during this period were being developed in this period by Edward Lyons Pryce, who had been the Head of the Department of Ornamental Horticulture at Tuskegee since 1948 (Figure 6-2). In 1955, Pryce was appointed Superintendent of Buildings and Grounds, a position he held until 1969, when he became a professor in the Department of



Figure 6-2. Edward Lyons Pryce, landscape architect and Head of Ornamental Horticulture. Tuskegee University Archives.

Education 76, no. 3 (2007): 263–270. http://www.jstor.org/stable/40034570.).

[13] Allen et al., "Historically Black Colleges," 270.

[14] Clement et al., *Campus Heritage Plan*, 22; "Tuskegee Launches $1 Million Expansion Program," *Jet Magazine*, September 10, 1953.

Architecture, and then the school's official landscape architect in 1977.[15] In 1958, with the invaluable input of Pryce, a master plan for the Tuskegee campus was developed by famed architect Paul Rudolph, although most of the plan was never implemented (Figure 6-3). One of Rudolph's ideas had been to unify old and new by creating an open mall lined with arcades, which would tie newly proposed buildings to the school's existing structures. Some of Rudolph's proposed structures were an amphitheater, campanile, and a large chapel to replace the 1898 Robert Taylor chapel that had been destroyed by fire in 1957.[16]

The plan proposed that buildings were to be grouped together based on function, as had long been the tradition at Tuskegee. New men's dorms were to be located in the field behind the proposed chapel, then new dorms for graduate and married students were to replace Rockefeller Hall. The old central campus road was to be eliminated and four new entrances to the campus would be added.[17] The Lincoln Gates were relocated to their current position at this time.

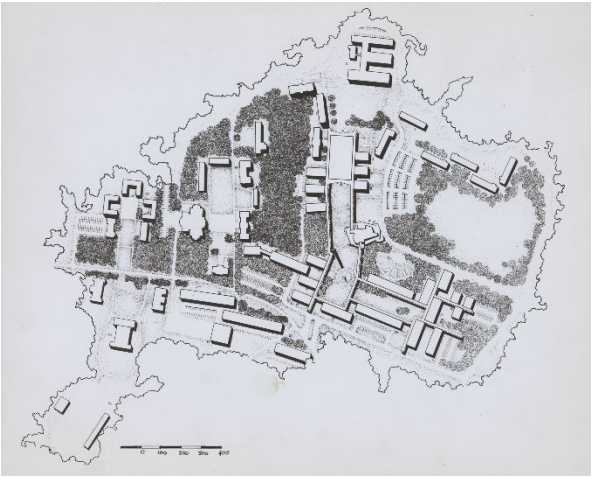


Figure 6-3. Paul Rudolph's master plan for Tuskegee Institute. Library of Congress.

Pryce called the plan "a continuation of the creative programming which is deep in Tuskegee's tradition," and envisioned a "campus setting which affords the functional and aesthetic influences to facilitate significant experiences in scholarship and in the personal living of Tuskegee students and faculty."[18]

In 1960, the Construction Department designed and built four new dormitories. Dormitory A, immediately renamed Olivia Davidson Hall (the original Davidson Hall burned down in 1954), served as a residence hall for women, while Dormitories B, C, and D served as residence halls for men (the buildings were later renamed Benjamin Banneker Hall, Charles R. Drew Hall, and Thomas D. Russell Hall). Olivia Davidson Hall included landscape plantings designed by Edward Lyons Pryce, featuring gracefully curving walkways, layers of groundcover and shrubs marking walkway intersections, and evergreen shrubs as foundation plantings.[19] An additional women's dormitory, Lewis Adams Hall, and two additional men's dormitories, Mary McLeod Bethune Hall and another building later renamed Samuel L. Younge Hall, were constructed in 1964. In addition to new dormitories, new apartments for faculty, staff, and married students were constructed in the southwest portion of the campus in 1964.

As had been recommended in Pryce and Rudolph's 1958 master plan, the buildings were grouped by function. The three new women's dormitories were constructed in the Girls' Quad. The five new men's dormitories consolidated men's housing, which had previously been split between the Emory buildings and Rockefeller and Sage Halls on the east end of campus; the new dormitories were all clustered around a center courtyard in the area suggested in the master plan, just south of the veterinary complex and north of

[15] See Edward Lyons Pryce, under People in this chapter for more information.

[16] Timothy M. Rohan, *The Architecture of Paul Rudolph* (New Haven: Yale University Press, 2014), 130.

[17] Clement et al., *Campus Heritage Plan*, 23.

[18] "1962 Tuskeana Selection," Tuskegee University Archives, n.p., accessed January 30, 2019, http://archive.tuskegee.edu/archive/bitstream/handle/123456789/151/1962.pdf?sequence=1&isAllowed=y.

[19] Clement et al., *Campus Heritage Plan*, 23.

the proposed chapel site. Although they did not replace it, the new apartments for faculty, staff, and married students were located in the area near Rockefeller Hall.

With new buildings also came the loss of some older structures. As mentioned above, the original Olivia Davidson Hall burned down in 1954, and Cassedy Hall, built in 1893, was demolished the same year. Perhaps the greatest loss came on January 23, 1957, when Robert R. Taylor's masterpiece, the Chapel, burned down when its roof caught fire due to a lightning strike. The Singing Windows were also destroyed in the fire. Cottage 44, a senior homemaking practice cottage built in 1913, was demolished in 1958 to make room for the new Olivia Davidson Hall (Dormitory A). Parker Cottage, constructed in 1897 and used as the president's house for Moton and Patterson, was demolished in 1962 to make room for Lewis Adams Hall. By the end of 1966, all thirteen of the barracks had been demolished. Numerous building were also remodeled during this time.

"Trade with Friends" Boycott

In the midst of the changes on campus, the area surrounding Tuskegee was experiencing its own changes. In 1957, the State of Alabama passed Local Act 140, which proposed to transform the town of Tuskegee's boundaries from a square into a twenty-eight-sided shape that some said resembled a "seahorse."[20] On the surface, the Act appeared to be a routine redistricting measure by the city of Tuskegee, which was run by mayor Philip M. Lightfoot. However, its chief aim was to gerrymander the electoral boundary of the town, a goal that was frankly professed by its sponsor, State Senator Sam Englehart, Jr.[21]

In addition to serving as senator, Englehart was a long-outspoken advocate of gerrymandering as a way to maintain white political control, believing that it was the one means of legal oppression that would withstand any court challenge. Englehart also served as executive secretary of the White Citizen's Councils of Alabama (WCC).[22] The WCCs had been formed by white segregationists throughout the South in response to the 1954 *Brown v. Board of Education* decision. Local WCC groups typically drew more of a middle- and upper-class membership than the Ku Klux Klan. In addition to using violence and intimidation to counter civil rights goals, WCCs also sought to economically and socially oppress black people.[23]

The newly drawn 1957 boundaries for the city of Tuskegee included all 600 of the town's white voters within the city limits but excluded all but five of the town's 400 black voters, including the entire Tuskegee Institute. In effect, the redrawn boundaries disenfranchised the vast majority of Tuskegee's black voters by revoking their citizenship as residents of the town. As "justification" for the new city boundaries, white residents of Tuskegee claimed they feared that black residents, who not only outnumbered white residents in the town, but who were by-and-large educated and more likely to vote, would "take over" the town government.[24]

In response to the act, black residents of Tuskegee (now former residents) protested the newly drawn boundaries by refusing to continue trading with the town's white merchants. The protest became known as the "Trade with Friends" boycott,

---

[20] Taper, *Gomillion Versus Lightfoot*, 14.

[21] Gerrymandering, a practice that dates to the early 1800s, occurs when electoral district's boundaries are deliberately drawn or redrawn in such a way that unfair advantage is given to a particular political party or specific agenda. Still a widely contentious issue, gerrymandering violates two basic tenets of electoral apportionment, compactness and equality of size of constituencies (Encyclopedia Britannica, "Gerrymandering," accessed September 5, 2018, https://www.britannica.com/topic/gerrymandering).

[22] Taper, *Gomillion Versus Lightfoot*, 14–15.

[23] Stanford University: The Martin Luther King, Jr., Research and Education Institute, "White Citizens' Councils (WCC)," accessed September 11, 2018, https://kinginstitute.stanford.edu/encyclopedia/white-citizens-councils-wcc.

[24] Norrell, *Gomillion Versus Lightfoot*, Chapters 6 and 7.

maintaining that "if the town didn't want their votes, it shouldn't expect their money.[25] The boycott lasted nearly four years, from June 25, 1957, until February 1961, and resulted in the closure of about seventy-five percent of white-owned business in the Town of Tuskegee.[26]

Gomillion v. Lightfoot

Leading the "Trade with Friends" boycott was Tuskegee Institute professor, dean of students, and voting-rights activist Charles Gomillion. However, the efforts to oppose Local Act 140 by Gomillion and other activists went far beyond the boycott. They appealed to the City Council, wrote to the County Commission, lobbied the state legislature, and published an open letter in the *Montgomery Advertiser*.[27] Despite these efforts, the Act was passed unanimously without even being debated by the Alabama State Legislature.[28]

Gomillion and the Tuskegee Civic Association saw this initial hindrance as an opportunity to go ahead with legal proceedings, thereby mobilizing a concerted political action. Gomillion and his fellow petitioners asserted that the Act violated the "due process" and "equal protection" clauses of the Fourteenth Amendment to the Constitution. Since the redrawn boundaries had disenfranchised black voters, it had therefore been intentionally discriminatory in its purpose.[29]

The US District Court for the Middle District of Alabama, in Montgomery, dismissed the case. It ruled that the state had the right to draw what boundaries it liked. On October 18 and 19, 1960, the case was appealed before the US Supreme Court with Gomillion serving as the plaintiff and Tuskegee mayor Philip M. Lightfoot, among other city officials, as the defendants. Gomillion himself did not travel to Washington, DC, for the case, which was argued by veteran Alabama civil rights attorney Fred Gray and Robert L. Carter, lead counsel for the NAACP. Additional legal counsel was provided by Arthur D. Shores.[30]

On November 14, 1960, the Supreme Court rendered a unanimous decision in the case. It ruled in favor of the petitioners, and thus reversing the lower courts' rulings. Supreme Court Justice Felix Frankfurter, writing for the majority, explained that the Act violated the Fifteenth Amendment, which prohibits states from passing laws depriving citizens of the right to vote. Frankfurter also held that while states retain extensive powers, however, that does not mean that they may do whatever they please with municipalities. In 1961, the gerrymandering was reversed in the City of Tuskegee, and the original town border was reinstituted.[31]

Civil Rights Act of 1964

Several months before his assassination, President John F. Kennedy made a nationally televised address to the country on June 6, 1963, urging the nation to act to legally guarantee equal rights for every American regardless of race. Soon after his address, Kennedy proposed to Congress that they consider civil rights legislation that would address voting rights, public accommodations, school desegregation, nondiscrimination in federally assisted programs, and more. Despite Kennedy's assassination in November of 1963, his proposal culminated in the Civil Rights Act of 1964.[32]

On July 2, 1964, just a few hours after it gained House approval, President Lyndon Johnson signed the Civil Rights Act of 1964 into federal law. The law prohibited discrimination of persons in public places based on race, color, religion, sex, or national origin. It outlawed segregation in businesses and public places such as swimming pools, libraries, theaters, restaurants, and hotels. It

[25] Macon History, "Tuskegee Boycott," accessed August 27, 2018, http://maconhistory.weebly.com/tuskegee-boycott.html.

[26] Macon History, "Tuskegee Boycott."

[27] Mendenhall, "Gomillion v. Lightfoot."

[28] Taper, *Gomillion Versus Lightfoot*, 15.

[29] Mendenhall, "Gomillion v. Lightfoot."

[30] Mendenhall, "Gomillion v. Lightfoot."

[31] Mendenhall, "Gomillion v. Lightfoot."

[32] OurDocuments.gov, "Civil Rights Act (1964)."

also banned discriminatory practices in employment and ended segregation in public schools. This was the most sweeping civil rights legislation since Reconstruction.[33]

Unintended Consequences

Although seemingly a positive step, the Civil Rights Act of 1964, combined with the *Brown* decision ten years earlier, was a double-edged sword for many black institutions. With the passing of the Act, many strong "separate but equal" programs were transferred to white institutions that ran comparable programs. However positive the motivations and outcomes, as social and cultural norms of racial acceptance at these institutions still had yet to catch up with the law, this eliminated environments where black students had long felt safe and welcome. At traditionally white institutions, many black students faced resistance from white people, ranging from institutional oppression, microaggressions, and sometimes violence.[34]

With the passing of the act, the black New Future Farmers of America became the Future Farmers of America, and the black New Homemakers of America became the Future Homemakers of America. Summer youth camps for black children were closed and summer professional conferences for professional black vocational teachers were mostly discontinued. According to B.D. Mayberry, "the entire process met with varying degrees of success or visibility for the negro youth."[35]

Likewise, the entire staff of Tuskegee Institute's long-running Agricultural Extension Station was transferred to the recently integrated Auburn University. Although the state director of the Alabama Cooperative Extension Service attempted to keep the staff at Tuskegee as a black-only extension service, Foster would not allow it.[36]

Tuskegee Institute Advancement League

Despite the *Gomillion* ruling and the passage of the Civil Rights Act of 1964, there was still much work to be done on voting rights for black Americans and civil rights in general. Tuskegee Institute continued to play a marked role in the struggle and accomplishments of the period. In 1964, a large, mainly black contingent of the Student Non-Violent Coordinating Committee (SNCC) came to Tuskegee Institute for what was known as the rest, relaxation, and retreat (RRR) in order to spend time planning next and future steps of the movement. During the RRR, Tuskegee students formed the Tuskegee Institute Advancement League (TIAL), which entered into equal coalition with SNCC.[37]

Together, SNCC and TIAL organizers combined their civil rights activism efforts in the Black Belt counties of Macon, Bullock, Lowndes, Wilcox, Dallas, Greene, and Sumter. TIAL and the SNCC Executive Committee unanimously agreed that even though their intentions were good, it would not be productive for white SNCC organizers to work in Alabama's Black Belt, as they could only sympathize and not empathize with the plight of the black populations they were trying to assist.[38]

In March 1965, disregarding threats of expulsion, Tuskegee's student body president Gwen Patton led fellow students, who were also members of the TIAL, to the state capitol building in Montgomery. In Montgomery, they planned to lobby directly to Governor George Wallace for the passage of the Voting Rights Act.[39] On the steps of the capitol building, before they could even enter the rotunda,

---

[33] OurDocuments.gov, "Civil Rights Act."

[34] Library of Congress, "Brown v. Board at Fifty: 'With an Even Hand,' The Aftermath," accessed September 10, 2018, https://www.loc.gov/exhibits/brown/brown-aftermath.html.); Allen et al., "Historically Black Colleges," 264.

[35] Mayberry, *The Role of Tuskegee*, 79.

[36] Mayberry, *The Role of Tuskegee*, 121–122.

[37] Gwen Patton, "SNCC Organizing Presence in Alabama: A Partial Timeline." Civil Rights Movement Veterans, accessed August 22, 2018, http://www.crmvet.org/info/snccala.htm.

[38] Digital SNCC Gateway, "Gwen Patton," accessed August 22, 2018, https://snccdigital.org/people/gwen-patton/; Patton, "SNCC."

[39] Digital SNCC Gateway, "Gwen Patton."

the group was confronted by police officers and state troopers. In response, the students sat down and began to sing "freedom songs." In spite of their non-violent, peaceful protest, officers arrested and assaulted the Tuskegee students. Patton later reflected on the incident saying that the TIAL students, "ridin' on high to freedom had plummeted to the sinkin' on low of what it means to be Black in Alabama," and that "the actions of the FBI left us wondering if we, as a people, were even on the nation's agenda."[40]

Voting Rights Act of 1965

Although the Fifteenth Amendment granted black men the right to vote in 1870, states, particularly in the South, used poll taxes, literacy tests, and the practice of gerrymandering to disenfranchise black voters.[41] By 1965, laws to end state-sanctioned disfranchisement had been in effect for a long time, but most had proved frustratingly ineffectual. The murders of voting-rights activists in Mississippi and Philadelphia had gained national attention, as did numerous other acts of violence against activists. This came to a head when, on March 7, 1965, state troopers committed an unprovoked attack on peaceful marchers crossing the Edmund Pettus Bridge in Selma, Alabama, as they made their way to the state capitol in Montgomery.

This event finally brought the attention of President Johnson and Congress to the matter. Congressional hearings on state-sanctioned discrimination began soon after the Selma event. The legislative hearings showed that the Department of Justice's efforts to eliminate discriminatory election practices by litigation on a case-by-case basis had been unsuccessful in opening up the registration process; as soon as one discriminatory practice or procedure was proven to be unconstitutional and enjoined, a new one would be substituted in its place and litigation would have to commence anew. On August 6, 1965, President Johnson signed into law the Voting Rights Act of 1965.

Section 2 of the Act applied a nationwide ban on the denial or abridgment of the right to vote. The Act contained special provisions for enforcing the law aimed at areas of the country where Congress believed the potential for disenfranchisement and discrimination to be the highest. Jurisdictions under these special provisions could not implement any change affecting voting until the Attorney General or the United States District Court for the District of Columbia approved. In addition to these stipulations, in areas under these special provisions, the Attorney General would be allowed to designate a federal examiner to review the qualifications of persons who wanted to register to vote and could also request that federal observers monitor activities within the county's polling place.[42]

Following the passage of the Voting Rights Act, nationwide black voter registration campaigns began. Both the SNCC and TIAL were involved in campaigns in Macon County.

Tuskegee Institute, 1965–1974

National Historic Landmark Designation (1965)

As the civil rights movement continued into the late 1960s, Tuskegee Institute received federal recognition for its national importance. In 1965, Edward Lyons-Pryce started the nomination process that would designate the core campus a national historic landmark.[43] Officially designated on June 23, 1965, Tuskegee Institute was recognized for its associations with Booker T. Washington, particularly as a symbol of his policies of mutual progress and cooperation, along with its role in black education and its association

---

[40] Digital SNCC Gateway, "Gwen Patton."

[41] U.S. Const. amend. XV.

[42] United States Department of Justice (U.S. DOJ): Civil Rights Division, "History of Federal Voting Rights Laws," accessed September 12, 2018, https://www.justice.gov/crt/history-federal-voting-rights-laws.

[43] NHLs are recognized as those sites with outstanding historical significance to the United States.

with George Washington Carver and his experiments.

Murder of Samuel Younge, Jr. (1966)

On January 3, 1966, civil rights activist and Tuskegee Institute student Samuel Leamon Younge, Jr. was shot and killed by a white night attendant, Marvin Segrest, when he attempted to use a "whites-only" restroom at a Standard Oil gas station in Macon County, Alabama. Younge, a member of both the SNCC and TIAL, had taken part in in the Selma-to-Montgomery March in support of voting rights organized by the SNCC in March 1965, and had also traveled to Mississippi to help SNCC and the Mississippi Freedom Democratic Party register black voters.[44]

Younge's murder came as he was involved in a black-voter registration campaign in Macon County, working as a member of the SNCC and placed in charge of registering people to vote by the TIAL. His death sparked a bevy of protests, especially in Tuskegee when white county officials first refused to indict Segrest and later, in his December 1966 trial, when an all-white jury, in an overwhelmingly black county, took only one hour and ten minutes to acquit Segrest.[45]

In tandem with the Voting Rights Act of 1965, SNCC and local black leaders used Younge's death to motivate black political participation in the region. By 1970 the majority of office holders in Macon County and other predominately black central Alabama counties were black.[46]

Student Protests

As Tuskegee students were fervent and involved in the fight for civil and voting rights, they were also passionately involved in student and campus affairs. In March 1968, students organized class boycotts and protest demonstrations, demanding a better education and more student power. On March 20, a student march to Foster's home ended with a piece of concrete thrown through an upstairs window and Foster threatening to shut down the school entirely. Several students were subsequently put on probation and faced disciplinary proceedings. On March 25, students blocked entrances to the Administration Building and classrooms for several hours. That night, Foster agreed to many of the students' demands, including increasing student representation on policy-making boards, seeking better-qualified teachers, extending library hours, and clarifying course requirements. He also agreed to present several other demands to the board, including voluntary, rather than compulsory, ROTC training, and full athletic scholarships.[47]

Protests continued following Foster's concession, coming to a head on April 5, the same day a memorial service was held in Logan Hall for Dr. Martin Luther King Jr. That morning, several hundred students marched around campus, and later that evening the protest climaxed with several trustees being held hostage in Dorothy Hall for several hours. Foster closed the school for two weeks, and 50 students were subsequently expelled and another 100 put on probation; a

---

[44] Bourlin, "Younge, Samuel"; U.S. DOJ: Civil Rights Division. "Marvin L. Segrest, Samuel L. Younge, Jr.," accessed August 22, 2018, https://www.justice.gov/crt/case/marvin-l-segrest-samuel-l-younge-jr. The Selma-to-Montgomery March was part of a series of civil rights protests that occurred in Alabama in 1965. In March, in an effort to protest the disenfranchisement of black voters, protesters marched the 54-mile route from Selma to Montgomery. They were confronted with deadly violence from local authorities and white vigilante groups. The historic march, and Martin Luther King Jr.'s participation in it, raised awareness of the difficulties faced by black voters, and the need for a national Voting Rights Act.

[45] Bourlin, "Younge, Samuel"; U.S. DOJ, "Marvin L. Segrest."

[46] Bourlin, "Younge, Samuel."

[47] Mary Ellen Gale, "Revolution At Tuskegee," *The Southern Courier*, March 30–31, 1968; "A Day of Protest At Tuskegee," *The Southern Courier*, April 6–7, 1968.

federal court later ordered all students be re-admitted.[48]

Campus Modernization

Taking social changes, education quality concerns, and student desires into account, several new facilities were constructed on the Tuskegee campus in years after the school became an NHL. A new Nursing Education Building (later renamed Basil O'Connor Hall) and a new recreational facility, Emery Recreation Center, were erected in 1968. The same year, the nuclear engineering classes became a full-fledged degree program.

Paul Rudolph's 1958 plans to erect a new chapel came to fruition in 1969. The five-story concrete and brick structure was designed by Rudolph and Frye & Welch Associates of Washington, DC. The same year, the 1912 John A. Andrew Memorial Hospital was demolished, except for the 1940 Infantile Paralysis Wing, which eventually became part of John A. Kenny Hall. The rest of the hospital was replaced with the new John A. Andrew Buildings in 1970 and 1971. The 1970 building was a four-story hospital, while the 1971 building served as an outpatient center. These buildings were connected and eventually became known as John A. Kenny Hall. Also in 1970, a new engineering building was constructed; it was renamed Luther Foster Hall in 2002. The new Central Cooling Plant was also completed the same year.

As new structures funded by individual donations were being completed, Edward Lyons Pryce began to express concern to Foster about the condition of many of the older buildings on campus. Visitation to the campus increased following the NHL designation, and the school was not in a financial position to make needed repairs. Pryce, with Foster's support, submitted a proposal to the National Park Service for assistance in preserving the historic buildings (see Chapter 9 for further information).

Community Outreach

In the years following the passage of the Civil Rights Act and Voting Right Act, community outreach activities at Tuskegee Institute were perhaps more important than they had ever been. In 1969, the institute established the Human Resources Development and Community Service Center. The center was established with the goal of coordinating all of Tuskegee Institute's outreach activities. Once construction on the Engineering Building was completed in 1970, the engineering department moved out of Moton Hall, and the Human Resources Development and Community Service Center was able to use the facility as its headquarters.

By 1972, the Tuskegee Cooperative Extension Service, which had been disbanded in 1965 when the services were integrated to Auburn University, was re-established at Tuskegee through Federal House Bill 9270. The next year, a Comprehensive Rural Health Service Center was opened in the new John A. Andrew Buildings. The program provided health screening to rural school-aged children and provided preventative and treatment measures.

Transfer of Moton Field

In 1972, a large portion of Moton Field was deeded to the City of Tuskegee for the token sum of $1, for use as a municipal airport. The ground-breaking ceremony served as a reunion for many Tuskegee Airmen, including Gen. Benjamin O. Davis, Jr. and Gen. Daniel "Chappie" James, Jr. Foster said in his address at the ceremony that the development of the airport would "assure the continued role of aviation at Tuskegee." City additions to the field included a new access road and 5,000 feet of asphalt runway.[49]

---

[48] Mary Ellen Gale, "Trouble at Tuskegee," *The Southern Courier*, April 13–14, 1968; Mary Ellen Gale, "U.S. Judge Tells Tuskegee to Re-Admit All Students," *The Southern Courier*, April 27–28, 1968.

[49] Carolyn Erwin, "Members of All-Black Air Units Reunite During Alabama Airport Dedication," *Jet*, April 6, 1972.

Tuskegee Institute National Historic Site, 1974–1981

On October 26, 1974, the national significance of Tuskegee Institute was recognized further when Tuskegee Institute National Historic Site was authorized as a unit of the National Park Service. The boundaries of the new historic site included The Oaks, the Carver Museum, and Grey Columns, an adjacent antebellum home that had belonged to the white Varner family, relatives of William Banks Bowen, from whom Booker T. Washington had purchased the land for the school (see Chapter 9 for more information).

New Facilities

Although portions of the school were now a part of the National Historic Site, Tuskegee Institute was still an active and developing school. From 1974 to 1980, over ten new structures were erected on the school farm west of Milbank Hall. In 1976, a new administration building, Sebastian Kresge Center, was constructed west of the new Chapel. The Kresge Center became the new home of the president and senior administration offices. The next year, a new Large Animal Care Center was constructed in the veterinary complex, containing classrooms, an operating room, laboratories, faculty offices, and thirty animal stalls.

In 1978, Frederick D. Patterson Hall, a new learning resources center, was constructed in the veterinary complex between the Julius Rosenwald Center and the Clinical Anatomy Building. Several buildings were also remodeled during this time, including a few in the veterinary complex, as well as the Willcox and Emery buildings.

NPS Comprehensive Plan

During the first five years after the authorization of the NHS, the National Park Service completed several initial studies for the new site, including a general management plan, interpretive prospectus, a collection management plan, and reports about The Oaks and the Carver Museum. A memorandum of agreement was been signed between the NPS and Tuskegee Institute, outlining the responsibilities of each party in maintaining the buildings within the NHS. The park was officially established in November 1977, with a ceremony transferring the deeds to The Oaks and the Carver Museum to the NPS. The school began the process of moving out of the two buildings (see Chapter 9 for more information).

In 1979, the National Park Service developed a comprehensive plan. The plan proposed changes to campus circulation, placing traffic bollards to prevent vehicles from entering the historic core of the campus, closing the original entrance into the east side of the campus, and rerouting traffic to the main entrance. It also proposed the addition of a service drive called the East Outer Drive to run along the east perimeter of the campus where the railroad tracks had once been. The plan provided parking between Rockefeller and Tompkins Halls and new driveways connecting the drive to existing parking lots.[50]

Foster's Retirement and the Centennial Celebration

In 1979, president Luther Foster announced his plans to retire in 1981, the 100-year anniversary of Tuskegee Institute. NPS, Tuskegee Institute, and the City of Tuskegee all contributed to the Centennial Celebration. A $100,000 beautification campaign was announced by the city in 1979, and The Oaks and the Carver Museum were both rehabilitated in 1980. Centennial celebrations began in March with the opening of the newly restored Carver Museum and The Oaks; the official celebration was held on April 12, 1981, at the Chapel (see Chapter 9 for more information). Foster officially retired on August 1, 1981.

Classes and Programs

Engineering Program Expansion (1948–1977)

The introduction of Tuskegee's Engineering Program in 1948 took the School of Mechanical

[50] Clement et al., *Campus Heritage Plan*, 24.

Industries to an advanced level. Foster was a strong proponent of expanding the school's engineering curriculum and contributed greatly to its expansion and development on the campus during his tenure. In 1955, curriculum in mechanical engineering was added, and, two years later, in 1957, the school introduced its first four-year program in architecture. Nuclear engineering classes were introduced into the curriculum in 1963 and became a full program in 1968. In 1977, Tuskegee's major in chemical engineering was also added to the school's curriculum.

College of Arts and Sciences and Division of Basic Studies (1957)

In September 1957, under Foster's leadership, Tuskegee Institute opened up its new College of Arts and Sciences and Division of Basic Studies for enrollment. The process for doing so started in 1954 with a three-year study of the school's entire instructional programs by its faculty. The Division of Basic Studies was organized to instruct and guide all freshmen and provide a bridge between high school and college. It also helped freshmen to make the transition between living at home and living on a college campus.[51]

The College of Arts and Sciences would provide a common educational underpinning for students pursuing a variety of technical and professional skills and final degrees, but not increase the time required to complete the offered courses of study, which included agriculture, education, engineering, home economics and commercial dietetics, mechanical industries, nursing, physical education, and veterinary medicine.[52]

The first officials of the college included Foster; Dr. I.A. Derbigny, vice-president and chairman of the operation committee; Dr. J.E. Fuller, math department head and chairman of basic studies; Dr. Clarence T. Mason, director of the Carver Foundation and chairman of natural sciences; Charles G. Gomillion, professor of sociology and chairman of social sciences; Dr. W. Edward Belton, head of the department of chemistry and secretary of the operating committee; and M.D. Sprague, librarian and chairman of humanities.[53]

Department of Business (1962)

Tuskegee first began offering a program in management education in 1925; however, in the 1940s, the program was terminated. This decision was made because at the time, employment opportunities for black managers were scarce due to the business, political, and societal climate of the country. Tuskegee University's current business program was begun in the early 1960s during Foster's tenure.[54]

Societal changes in the 1960s led Tuskegee administration to presume that opportunities for black people trained in business management would increase in the coming years. In response, in 1962, a Bachelor of Science degree in business administration was begun as part of the social science division of the School of Arts and Sciences. In 1971, the program was promoted to the status of the Department of Business and moved to the School of Applied Sciences.[55]

In the early 1970s, the Department of Business began offering a Bachelor of Science degree in accounting. Majors in management science, finance, and marketing followed and were established by the end of the decade.[56]

---

[51] "New Trend at Tuskegee: College of Arts and Sciences and a Division of Basic Studies Established," *The Pittsburgh Courier*, Saturday, July 6, 1957.

[52] "New Trend at Tuskegee," *The Pittsburgh Courier*.

[53] "New Trend at Tuskegee," *The Pittsburgh Courier*.

[54] Tuskegee University, "History of Brimmer College," accessed August 21, 2018, https://www.tuskegee.edu/programs-courses/colleges-schools/cbis/history-of-brimmer-college.

[55] Tuskegee University, "History of Brimmer College."

[56] Tuskegee University, "History of Brimmer College."

Outreach and Extension

Agricultural Extension

In 1965, like many "separate but equal" programs, the entire staff of Tuskegee Institute's long-running Agricultural Extension Station was transferred to the recently integrated Auburn University. This left Tuskegee Institute without a formal extension service until 1972. The impetus for the move was in response to the State of Alabama's elimination of the "separate but equal" policy by federal mandate following the Civil Rights Act of 1964. Being that segregation in any form was now illegal, there was no need for an all-black extension service at Tuskegee. Although the state director of the Alabama Cooperative Extension Service did attempt to keep the staff at Tuskegee, therefore keeping it a black-only extension service, Foster would not allow it.[57]

In 1972, the Tuskegee Cooperative Extension Program was reestablished at Tuskegee through Federal House Bill 9270. This was the result of the combined efforts of Tuskegee Institute, the Annual Conference of Presidents of Negro Land-Grant Colleges, the USDA, the National Research Council, the National Association of State Universities and Land-Grant Colleges, and the Rural Sociological Society. Funds from the bill were managed by Auburn University but distributed to Tuskegee Institute for approved projects through a memorandum of agreement.[58]

Human Resources Development and Community Resource Center

In 1969, Tuskegee Institute established the Human Resources Development and Community Service Center, which would coordinate all of the school's outreach activities. The center was funded using a grant from the Kellogg Foundation and established in Moton Hall. The first director of the center was Dr. T.J. Pinnock, associate professor in the School of Applied Sciences. He remained in the position until 1980, when he was succeeded by Dr. A.I. Henry and then Dr. T.T. Williams. The center facilitated continuing education for alumni, demonstration and research in the area around Tuskegee, and the education of local adults who had not attended school.[59]

Comprehensive Rural Health Service Center

The Comprehensive Rural Health Service Center was established at the John A. Andrew Buildings in 1973, serving as a primary healthcare network for Macon, Bullock, and Russell counties. The goal of the center was to integrate the primary care services already being provided by Tuskegee institute with the three-county Maternal and Infant Care Program and the Macon County Community Action Program, which screened rural school children to monitor for illnesses such as diabetes, hypertension, and alcoholism, and to offer preventative and treatment measures. The program was funded through grants from the Robert Woods Johnson Foundation for six years, until 1979.[60]

US Public Health Service Syphilis Study

The US Public Health Service (USPHS) syphilis study, which began at Tuskegee Institute in 1932, continued through a portion of Foster's presidency until 1973. By 1966, although staff members at the USPHS were beginning to challenge the worth and morality of the study, most experts confirmed the continued need for the data. Officials at John A. Andrew Memorial Hospital reaffirmed their support for the study in 1970 and agreed to continue to conduct x-ray exams for its subjects in its new hospital wing.[61]

---

[57] Mayberry, *The Role of Tuskegee*, 121–122.

[58] Mayberry, *The Role of Tuskegee*, 143–174.

[59] Mayberry, *The Role of Tuskegee*, 127–130.

[60] Mayberry, *The Role of Tuskegee*, 132–133.

[61] Unless otherwise noted, the information below comes from Van West, "U.S. Public Health Service," E13–E16.

In 1972, former USPHS staff member Peter Buxton, who had left the agency in the 1960s, provided details of the study to a reporter with the Associated Press. The resulting new stories provoked a storm of outrage across the country. Critics called the study "a demonstration of utter brutality and noncompassion," a "dastardly deed," and "a chiller in its effect," even asking that those responsible be "tried for murder if they are still alive."[62]

In the summer of 1972, the US Department of Health, Education, and Welfare (HEW), into which the USPHS had been incorporated, assigned a special panel to investigate the study. The HEW panel concluded in March 1973 that

> the scientific merits of the Tuskegee Study are vastly overshadowed by the violation of basic ethical principles pertaining to human dignity and human life imposed on the experimental subjects.[63]

As a result the HEW closed the study permanently that spring.

In July 1973, working with attorney and civil rights activist Fred Gray, the subjects sued the federal government for damages. The lawsuit was settled by the end of 1974 with a $10 million out-of-court settlement. On May 16, 1997, in a ceremony at the White House, President Bill Clinton offered the study's living victims an official apology from the federal government. During the ceremony, President Clinton also announced a new initiative to create a new National Center for Bioethics in Research and Health Care at Tuskegee University, which operates today out of John A. Kenny Hall.

Funding

In 1962, almost a decade into Foster's tenure, Tuskegee Institute boasted a large student population, a myriad of buildings, and ownership of more than 5,000 acres of land. In addition, the school also had endowment and reserve funds equaling more than $14,000,000 with an annual budget of $4,000,000. As he had done for many years, Foster continued to think critically in his decisions as to which academic offerings might be best for Tuskegee's students. The Institute's funding was therefore utilized to make improvements and expand Tuskegee's curriculum, most notably, the school's engineering program, the College of Arts and Sciences (1957), and the School of Business (1962).[64]

Buildings and Structures

Information Booth/Newsstand (1953)

Tuskegee Institute's Information Booth and Newsstand was constructed in 1953 and stood next to The Oaks on Montgomery Road. The 330-square-foot building served as a newspaper and magazine stand and had additional space for the sale of Tuskegee-made arts and crafts. The building later served as an Information and Security station and was demolished in 1996.[65]

Quonset Hut Storage (1953)

Like many buildings constructed on the Tuskegee campus directly after WWII, the Quonset Hut Storage originally stood elsewhere and was used for military purposes during the war before being dismantled and reassembled on the campus. The

[62] Citing August Hawkins, "It is Too Genocide," *Oakland Post*, November 26, 1972; Benjamin E. Mays, "My View: Planned neglect caused VD Death," *Tri-State Defender* (Memphis), August 19, 1972; and Victor Cohn, "Syphilis Experiment Probed," *Washington Post*, July 31, 1972.

[63] Citing Susan M. Reverby, *Tuskegee Truths: Rethinking the Tuskegee Syphilis Study* (Chapel Hill: University of North Carolina Press, 2000), 171.

[64] "Tuskegee Looks to Future with $40 Million Master Plan," *Chicago Defender,* April 14, 1962.

[65] Conley, *Demolished Buildings*. Unless otherwise noted, the following demolition dates for buildings are from this document.

building, a prefabricated metal structure, originally stood on the grounds of the nearby Veterans Administration Hospital. It was reassembled on the Tuskegee campus in 1953 by the school's construction department. At Tuskegee, it stood below Sage Hall and was used as a ROTC bore rifle range. After 1987, the building was used for VA medical storage until it was demolished in 1996.[66]

Residence Hall (1954)

Residence Hall was built in 1954 by the construction department as a dormitory for women. The building stood between Frederick Douglass Hall and Alexander M. White Hall. It was constructed using Tuskegee block for partition walls and reinforcement.[67] Residence Hall was demolished sometime between 1997 and 2006.[68]

Thomas D. Russell Nursery (1957)

Built in 1957 by the school's construction department, Thomas D. Russell Nursery is located on the western half of campus near the Morris-Mayberry Extension Building (Figure 6-4). It was built as a laboratory school for the School of Education's nursery and kindergarten.[69]



Figure 6-4. Thomas D. Russell Nursery, ca. 2009. Clement and Wynn.

The building is named for the Alabama-born Thomas Dameron Russell. The Russell family, owners of Russell Mills, were well-respected philanthropists in the state. Thomas D. Russell was a trustee of Tuskegee Institute and also served as a trustee for Samford University, the Southern Research Institute, and the University of Alabama at Birmingham.[70]

R.W. Woodruff Food Processing Center (1957)

Built by the school's construction department, the Woodruff Food Processing Center was located in the northwest quadrant of the campus north of where the Large Animal Care Center (1977) now stands. It was constructed in 1957 as an animal processing plant, meat storage, laboratory, and classroom.

The building was named for Robert Winship Woodruff, president of the Coca-Cola Company from 1923 until 1954. Known for his extremely generous philanthropic gifts, especially to educational and cultural institutions, Woodruff often donated anonymously. Woodruff was known to be fond of the creed "[t]here is no limit to what a man can do or where he can go if he doesn't mind who gets the credit."[71]

The building was demolished at an unknown date. In 2013, James H.M. Henderson Hall Agriculture and Life Sciences Teaching, Research and Extension Building was completed on the site

[66] Conley, *Demolished Buildings*; Conley, *Buildings Built During Foster.* Unless otherwise noted, the following construction dates for buildings are from this document.

[67] Conley, *Demolished Buildings*; Conley, *Buildings Built During Foster*.

[68] NETR Online Historic Aerials, accessed August 15, 2018, https://www.historicaerials.com/.

[69] NETR Online Historic Aerials.

[70] Alabama Academy of Honor, "Thomas Dameron Russell," accessed August 20, 2018, http://www.archives.alabama.gov/famous/academy/t_russel.html.

[71] The Robert W. Woodruff Foundation, "Legacy of Mr. Anonymous," accessed August 16, 2018, http://woodruff.org/about-the-foundation/.

where the Woodruff Food Processing Center had stood.[72]

Olivia Davidson Hall (2) (1960)

Olivia Davidson Hall (2) is currently used as a dorm for freshmen women and is located on the north side of campus in the Big Valley just east of Lillian Harvey Hall (Figure 6-5). Built by the construction department in 1960 to serve as a women's dormitory, it was originally called "Dormitory A." However, it was renamed Olivia Davidson Hall after the earlier 1889 Olivia Davidson Hall (1), was destroyed by fire in 1954. Olivia Davidson Hall (1) was originally named Armstrong Hall when it was constructed in 1889 but was later renamed in honor of Tuskegee instructor and second wife of Booker T. Washington, Olivia Davidson, who died that same year.

The current building, Davidson Hall (2), does not sit on the site of the original, which was located on the eastern end of campus near Thrasher Hall and the Band Cottage. There is a small plaque on the serpentine wall at that location commemorating the site of original building.[73]



Figure 6-5. Olivia Davidson Hall (2), ca. 2009. Clement and Wynn.

Charles R. Drew Hall (1960)

Built as a men's dormitory in 1960, the building was originally called "Dormitory B" until it was renamed Charles R. Drew Hall in 1990 (Figure 6-6). Located on the northwest section of campus just west of Mary McLeod Bethune Hall, it was constructed by Tuskegee Institute's construction department.[74]

Drew Hall is named for black physician Charles R. Drew, who developed ways to process and store blood plasma in blood banks. He was a professor at Howard University, where he led the university's department of surgery. He also became the chief surgeon at Freedmen's Hospital.[75]



Figure 6-6. Charles R. Drew Hall, ca. 2009. Clement and Wynn.

Benjamin Banneker Hall (1960)

Built as "Dormitory C," in 1960, and renamed Benjamin Banneker Hall in 1990, Banneker Hall is located on the north end of campus just west of Thomas D. Russell Hall (Figure 6-7). Built by the school's construction department as a men's dormitory, it began serving as a women's

[72] Tuskegee University, "James H.M. Henderson Hall Agriculture and Life Sciences Teaching, Research and Extension Building," accessed August 20, 2018, https://tuspubs.tuskegee.edu/carousel/1/.

[73] Tuskegee University, "Occupancy and Capacity."

[74] Conley, *Buildings Built During Foster.*

[75] Biography.com, "Charles Drew Biography: Surgeon, Doctor, Educator (1904–1950)," accessed August 20, 2018, https://www.biography.com/people/charles-drew-9279094.

dormitory in 1970. Today, Benjamin Banneker Hall again serves as a men's dormitory.[76]

Banneker Hall is named for Maryland-born Benjamin Banneker (1731–1806), a free black farmer, mathematician, and astronomer. In 1791, Banneker assisted in surveying the boundaries of the ten-mile-square site of the future federal capital of Washington, DC. That same year, Banneker published his works in the first of many almanacs. Its 1792 publication included several printed letters pointing out how Banneker's talents dispelled the myth of black inferiority. Banneker's Almanacs were very successful and produced twenty-seven further editions over the next five years.[77]



Figure 6-7. Benjamin Banneker Hall, ca. 2009. Clement and Wynn.

Thomas D. Russell Hall (1960)

Thomas D. Russell Hall was built in 1960 by the construction department as "Dormitory D" for men (Figure 6-8). In 1970, it began serving its current use as women's dormitory. It is located in the grouping with Benjamin Banneker Hall, Mary McLeod Bethune Hall, and Samuel L. Younge Hall, along Howard W. Kenny Street, just northwest of the cemetery.[78]



Figure 6-8. Thomas D. Russell Hall, ca. 2009. Clement and Wynn.

Lewis Adams Hall (1964)

Lewis Adams Hall is situated north of Tompkins Hall and east of Huntington Hall (Figure 6-9). It was built by the construction department as a women's dormitory in 1964. Today, it serves as a dormitory specifically for freshmen women.[79]

The building is named in honor of Lewis Adams, who helped establish the Tuskegee State Normal School in 1881.[80]



Figure 6-9. Lewis Adams Hall, ca. 2009. Clement and Wynn.

Mary McLeod Bethune Hall (1964)

Mary McLeod Bethune Hall is located along Frederick D. Patterson Drive between the Julius Rosenwald Center and Samuel L. Younge Hall on

[76] Tuskegee University, "Occupancy and Capacity."

[77] Richard Johnson, "Banneker, Benjamin (1731–1806)," BlackPast.org., accessed August 20, 2018, http://www.blackpast.org/aah/banneker-benjamin-1731-1806.

[78] Tuskegee University, "Occupancy and Capacity."

[79] Tuskegee University, "Occupancy and Capacity."

[80] See Chapter 3 for more on Lewis Adams.

the northwest section of campus (Figure 6-10). It was constructed in 1964 as a women's dormitory. Today, the building serves as a dormitory for freshmen men.[81]

Bethune Hall is named for prominent educator, philanthropist, humanitarian, civil rights activist, and advisor to the FDR administration Mary McLeod Bethune. In addition to her many achievements, Bethune helped to find the United Negro College Fund with Frederick Douglass Patterson in 1944.[82]



Figure 6-10. Mary McLeod Bethune Hall, ca. 2009. Clement and Wynn.

University Apartments A and B (1964), C and D (1967)

Built as married-student housing, the University Apartments are located in the southwest corner of the campus (Figure 6-11). Apartment buildings A and B were built in 1964, while D and C were built three years later in 1967. Each building contains twelve units.

Samuel L. Younge Hall (1964)

Samuel L. Younge Hall is located on the northwest portion of the campus slightly south of Mary McLeod Bethune Hall (Figure 6-12). This building was constructed in 1964 as a men's dormitory and today serves as a dormitory for freshmen men.[83] Although the original name of the building is unknown, Younge Hall was renamed in honor of civil rights activist Samuel Leamon Younge, Jr.[84]



Figure 6-11. University Apartment A, ca. 2009. Clement and Wynn.



Figure 6-12. Samuel L. Younge Hall, ca. 2009. Clement and Wynn.

William Gregory Place A and B (1964)

William Gregory Place A and B were built as two-story, brick veneer apartment buildings for faculty and staff in 1964.

Basil O'Connor Hall (1968)

Basil O'Connor Hall lies within the Big Valley slightly north of Lillian H. Harvey Hall (Figure 6-13). It was built in 1968 as the Nursing Education

[81] Tuskegee University, "Occupancy and Capacity."

[82] Herbert G. Ruffin, II, "Bethune, Mary Jane McLeod (1875–1955)," BlackPast.org., accessed August 20, 2018, http://www.blackpast.org/aah/bethune-mary-jane-mcleod-1875-1955.

[83] Tuskegee University, "Occupancy and Capacity."

[84] See *Murder of Samuel Younge* Jr. (1966), under *Civil Right Era*, this chapter.

Building. In 1965, the Bureau of Health Resources Development donated $427,000 to enable Tuskegee Institute to erect Basil O'Connor Hall.[85] It is named for longtime Tuskegee chairman Basil O'Connor. The two-story brick veneer building has served as an office for deans of the nursing school and contains a library, laboratories, classrooms, and faculty offices.



Figure 6-13. Basil O'Connor Hall, ca. 2009. Clement and Wynn.

Emery Recreation Center (1968)

The Emery Recreation Center is located along Moton Drive adjacent to the east of Emery III. The low, concrete-block structure was constructed in 1968 by the Buildings and Grounds Department.

Chapel (1969)

In 1969, a new chapel was erected on the Tuskegee campus (Figure 6-14). It replaced the original chapel built by Robert Taylor in 1898, which was destroyed by fire in 1957. The new chapel is a concrete and brick structure designed by internationally known architect Paul Rudolph and principal architects Frye and Welch, Architects, of Washington, DC. The new chapel is located on the site of the original, but sits farther back from the road. Alumnus Edward Lyons Pryce is responsible for painting the mural in the chapel's lower level. The "singing windows" located in the narthex are reproductions of the windows in the original chapel.



Figure 6-14. Tuskegee University Chapel, designed by Paul Rudolph. Commonwealth.

Engineering Building (Luther Foster Hall) (1970)

Designed by architect Lewis Edwin Fry, Luther Foster Hall is a four-level building with an attached laboratory and underground nuclear area (which later became a wind tunnel) (Figure 6-15). It was constructed in 1970 due west of the Chapel, thus adding to the developing engineering-focused part of the campus. The building was funded by the Kellogg Foundation as the new home of the engineering department, which had previously been housed in Moton Hall.[86] It was renamed Luther Foster Hall in 2002, in honor of President Foster.



Figure 6-15. Luther Foster Hall ca. 1970s. Clement and Wynn.

[85] Tuskegee University, *Tuskegee University Self-Guided Tour Manual* (Tuskegee: Tuskegee University Office of Marketing and Communications, ca. 2008).

[86] Mayberry, *The Role of Tuskegee*, 127–130.

Central Cooling Plant (1970)

Tuskegee University's Central Cooling Plant is a metal structure located just behind the engineering building to the north. The plant originally housed two 750-ton cooling units with adjacent cooling towers. The building has provided cooling for three hospital buildings, three veterinary medicine buildings, five men's dormitories, the Chapel, Kresge Center, the engineering building, Campbell Hall, the Morrison-Mayberry Agriculture Extension Building, and the Chappie James Center.

John A. Andrew Memorial Buildings/John A. Kenney Hall (1970–1971)

In 1969, the original 1912 John A. Andrew Memorial Hospital was demolished, except for its pediatrics wing. The following year, in 1970, the first John A. Andrew Memorial Building was erected on the same site. This four-story building served as a main hospital until 1987, when the hospital complex closed. Following its closure, it was used for several purposes for the campus, such as offices, classrooms, laboratories, and storage.



Figure 6-16. View of the complex of buildings known as John A. Kenny Hall. The pavilion to the far right was the pediatrics building from the original John A. Andrew Memorial Hospital and houses the National Center for Bioethics Research and Health Care. Commonwealth.

In 1971, a second John A. Andrew Memorial building was erected as an outpatient care center. It, too, closed in 1987, and afterwards served as the Allied Health Building. These two buildings together form John A. Kenny Hall (Figure 6-16).

Sebastian Kresge Center (1976)

Sebastian Kresge Center is located on the western half of the campus just west of the Campus Safety and Security Building (Figure 6-17). It was built in 1976 to serve as an administration building. The mural inside the building's atrium was painted in 1980 by Nelson Stephens for the 1981 centennial.

Kresge Center is named for Sebastian Spering Kresge, founder of Kresge Department stores in 1923, which is today known as the K Mart Corporation. In 1931, Kresge started the philanthropic Kresge Foundation. Continuing his father's works, Kresge's son, Stanley Sebastian Kresge, gave around $500 million of the family's retail fortune to charitable, civic, religious, social, educational, medical, and cultural beneficiaries over his lifetime.[87]



Figure 6-17. Sebastian Kresge Center, ca. 2009. Clement and Wynn.

Large Animal Care Center (1977)

The Large Animal Care Center stands along Hospital Road in the northwest corner of the Tuskegee campus directly across from Robert's Circle (Figure 6-18). Part of the College of Veterinary Medicine, this building houses classrooms, an operating room, laboratories,

[87] "Obituary of Stanley Sebastian Kresge, 85, Retailer and Philanthropist," *The New York Times*, July 3, 1985.

faculty offices, and over thirty stalls for housing animals.



Figure 6-18. Large Animal Care Center, ca. 2009. Clement and Wynn.

Frederick D. Patterson Hall (1978)

Named for Tuskegee's third president, Frederick Douglass Patterson, this building is located just west of the Julius Rosenwald Center (Figure 6-19). Patterson Hall is part of the College of Veterinary Medicine and houses the department dean's office as well as offices for the College of Veterinary Medicine administration and faculty. Patterson Hall also contains a library, a 323-seat auditorium, student lounge, and media center.



Figure 6-19. Frederick D. Patterson Hall, ca. 2009. Clement and Wynn.

Miscellaneous Farm Buildings

During Foster's tenure, there were several farm-related buildings erected on the farm just west of Milbank Hall that were constructed of either metal or concrete block. These were:

- Potato Curing House (1974)
- Machinery Storage Shed (1974)
- Planting Building W/3 Greenhouse (1975)
- Poultry Laying House (1975)
- Swine Building (1975)
- Swine Research Building (1978)
- Poultry Research Laboratory (1978)
- Poultry Range Shelter (1979)
- Feed Mill (1980)
- Plant Science Field Laboratory (1980)

Buildings Remodeled and Demolished

Remodeled

- Campbell Hall, formerly the Farm Mechanization Center (1919), remodeled 1955 and 1980
- Robert Russa Moton Hall (1952), remodeled 1956
- Emery Buildings (1903–1909), remodeled 1957
- Lincoln Gates (1903), relocated c.1958
- Douglass Hall (1903/1934), remodeled 1964
- Tantum Hall (1907), remodeled in 1965
- Huntington Memorial Academic Building (1905), remodeled 1965
- John A. Andrew Memorial Hospital (1912), Expanded Wing in 1969
- John A. Kenney Hall (1940), remodeled 1970
- Carnegie Library (1901), remodeled 1973
- Carver Museum, formerly laundry (1915), remodeled in 1974
- Centralized Animal Facility (1948), remodeled in 1974
- The Oaks (1900), remodeled in 1977
- Postmortem Facility (1950), remodeled in 1978
- Willcox Halls (1920), remodeled in 1981
- Emery Buildings (1903–1909), remodeled in 1981

Demolished

- Olivia Davidson Hall 1, formerly Armstrong Hall (1889), destroyed by fire 1954
- Cassedy Hall (1893), demolished 1954
- Chapel (1898), destroyed by fire 1957
- Cottage 44 (1913), demolished 1958
- Parker Cottage (1888), demolished 1962 to make room for Lewis Adams Hall
- Barracks (1946), demolished 1963–1966
- C.L. Byington Greenhouse (1929), demolished 1965

Landscapes

Planting Plan for Davidson Hall (1958)

In 1958, Edward Lyons Pryce designed a planting for Olivia Davidson Hall (2), which was constructed in 1960. Pryce's plan featured gracefully curving walkways, layers of groundcover and shrubs marking walkway intersections, and evergreen shrubs at foundation plantings. Unfortunately, few of these plantings remain today.[88]

Campus Master Plan (1958)

Although never realized, in 1958, with the invaluable input of Pryce, a master plan for the Tuskegee campus was developed by famed architect Paul Rudolph (see Figure 6-3). One of Rudolph's ideas had been to unify old and new by implementing an open mall lined with arcades, which would tie newly proposed buildings to the school's existing structures. Some of Rudolph's proposed structures were an amphitheater, campanile, and a large chapel to replace the 1898 Robert Taylor chapel that had been destroyed by fire in 1957. In the end, the chapel was the only part of Rudolph's plan to be realized.[89]

Rudolph's plan for the Tuskegee campus was inspired by the campus of Southern College in Florida, which featured a central mall intersected by arcaded walkways. In turn, this plan for Southern College had been inspired by the Thomas Jefferson-designed Academical Village at the University of Virginia.[90]

The plan proposed that buildings were to be grouped together based on function, as had long been the tradition at Tuskegee. New men's dorms were to be located in the field behind the new chapel, then new dorms for graduate and married students were to replace Rockefeller Hall. The old central campus road was to be completely eliminated and four new entrances to the campus would be added.[91]

Pryce called the plan "a continuation of the creative programming which is deep in Tuskegee's tradition," and that he envisioned a "campus setting which affords the functional and aesthetic influences to facilitate significant experiences in scholarship and in the personal living of Tuskegee students and faculty."[92]

By 1961, Foster had approved Rudolph's master plan, which *The Crisis* described as "a thirty-year projection of development."[93] Suggested improvements posed by the plan totaled $15 million in construction costs. The largest investment was to be in residential facilities at $3.5 million. Over $2 million was designated for improvements to the hospital.[94]

NPS Comprehensive Plan (1979)

In 1979, the National Park Service developed and implemented a comprehensive plan for the campus. The plan proposed changes to campus circulation, placing traffic bollards to prevent

[88] Clement et al., *Campus Heritage Plan*, 23.

[89] Rohan, *Architecture*, 130.

[90] Rohan, *Architecture*, 130.

[91] Clement et al., *Campus Heritage Plan*, 23.

[92] "1962 Tuskeana Selection," Tuskegee University Archives.

[93] "College and School News," *The Crisis*.

[94] "1962 Tuskeana Selection," Tuskegee University Archives.

vehicles from entering the historic core of the campus, closing the original entrance into the east side of the campus, and rerouting traffic to the main entrance. It also proposed the addition of a service drive called the East Outer Drive to run along the east perimeter of the campus where the railroad tracks had once been. The plan provided parking between Rockefeller and Tompkins Halls and new driveways connecting the drive to existing parking lots.[95]

Faculty and Staff

Luther Hilton Foster (1913–1994)

Luther Hilton Foster, Jr. was born March 21, 1913, on the campus of St. Paul's College in Lawrenceville, Virginia, to Luther Foster, Sr. and Daisy Octavia Foster (née Poole) (see Figure 6-1). In all, the couple had three children, Luther, Jr., Virginia S. Foster (Hendricks), and Mary Allen Foster (Burleigh).[96]

Foster, Sr., was a graduate of St. Paul's College and also studied at the University of Chicago School of Commerce and Business Administration. He began his career as a public school teacher and later became a bookkeeper at St. Paul's College, where he was working when Foster, Jr., was born. That same year, Foster, Sr., was hired as treasurer and business manager for the historically black Virginia State College (now Virginia State University), a position he held for nearly thirty years. Foster, Sr. left the position in 1943 after he was appointed the school's fourth president. He served as the school's president until his death in 1949, just four years before his son also became the fourth president of a historically black college, Tuskegee Institute.[97]

Due to his father's employment there, Luther Foster, Jr. was raised on the campus of Virginia State College, where he attended an experimental school on the campus. He later earned an undergraduate degree from the school in 1932 and another from Hampton Institute in 1934. He then went on to earn a master's degree in business administration from Harvard University in 1936. Additionally, Foster attained another master's degree in 1941 and a doctorate in 1951, both from the University of Chicago.[98]

In the late 1930s, he was hired as budget officer at Howard University, a position he held for four years before coming to Tuskegee Institute in 1941 to serve as the school's business manager. In addition to his duties as Tuskegee Institute's business manager, Foster was an involved member of St. Andrew's Church, a member of Alpha Phi Alpha Fraternity, Sigma Pi Phi Boule, and Phi Delta Kappa, Society for Values in Higher Education.[99]

In 1941, the same year he arrived at Tuskegee, he married the highly educated Vera Chandler. A devoted women's and black rights activist, Vera also served as medical-psychiatric social worker at both Tuskegee Institute's John A. Andrews Hospital and the Tuskegee Veterans Administration Hospital. Together the couple had two children, a son, Hilton Foster, and a daughter, Adrienne Foster (Spellman).[100]

Accustomed to life of service to others, after his retirement from Tuskegee Institute in 1981, Foster devoted his efforts to working with educational

---

[95] Clement et al., *Campus Heritage Plan*, 24.

[96] Virginia State University, "A Guide to The Papers of Luther Hilton Foster, Sr. 1928–1949: Biographical/Historical Information," Virginia Heritage: Guides to Manuscript and Archival Collections in Virginia, accessed September 10, 2018, http://ead.lib.virginia.edu/vivaxtf/view?docId=vsu/vipets00011.xml;query=.Tuskegee University.; Tuskegee University, "Dr. Luther Hilton Foster, Jr."

[97] Virginia State, "A Guide to The Papers."

[98] Tuskegee University, "Dr. Luther Hilton Foster, Jr."

[99] Tuskegee University, "Dr. Luther Hilton Foster, Jr."

[100] Joyce Blackwell, *No Peace Without Freedom: Race and The Women's International League for Peace and Freedom 1915–1975* (Carbondale: Southern Illinois University Press, 2004), 48–49. See Vera Chandler Foster under People later in this chapter for more information.

and other organizations. At the time of his death in 1994, he was Chairman of the Academy of Educational Development, a nonprofit organization that promotes educational programs in more than eighty communities in the United States and in over 100 countries. He served as a board member and president of the United Negro College Fund, and was director of the Joint Center for Political and Economic Studies.[101]

Foster died at the age of 81 on November 27, 1994, in Atlanta while returning to his home in Alexandria, Virginia. Friends and colleagues praised Foster for his "generosity, strong work ethic, and the power of his human spirit." He was described by those that knew him as "a highly principled man," and a "man for his time." In 2002, Foster was honored by then-Tuskegee President Benjamin F. Payton and the school's board of trustees when they named a major academic facility on the campus in his honor, Luther Foster Hall. Foster Hall is home to the engineering programs Foster created during his tenure and is the primary home of the College of Engineering, Architecture, and Physical Sciences.[102]

Vera Chandler Foster (1915–2001)

Highly educated, Vera Chandler Foster was born into a suburban middle-class family in 1915 in Indianola, Mississippi, and was raised in Omaha. After graduating high school, she attended Fisk University, where she earned a bachelor's degree in sociology in 1936 and later, a master's degree in sociology from the University of Nebraska. A high-achieving student, Vera was granted a fellowship to study social work at the University of Minnesota as a Rosenwald Fellow. From there, she went on to attain a second master's degree in social work from the University of Chicago.[103]

Prior to attaining her graduate degrees, Vera came to live in Tuskegee. It was there that she met, and later married, Luther Foster, Jr. The couple had two children, a son, Hilton Foster, and a daughter, Adrienne Foster Spellman. Sharing in the economic responsibilities with her husband, Vera Foster held several professional positions between 1939 and her retirement in 1980. She served as secretary to the president of Virginia State College, and as dean of women and instructor of sociology at Langston University. In addition, Vera Chandler worked as a medical-psychiatric social worker at both Tuskegee Institute's John A. Andrews Hospital and the Tuskegee Veterans Administration Hospital, where she worked for twenty-five years. [104]

Beyond her educational and professional accomplishments, Vera, like her husband, was also a devoted activist and dedicated her life to causes about which she felt passionately. She was an active member of the Tuskegee Women's Club, the National Association of Social Workers, and the American Association of University Women, a non-profit organization that advocates advancing opportunities for women and girls. She worked as a consultant to the Civil Rights Commission, the YWCA World Council, the United Nations Association, and the National Conference of Social Welfare. She also served on the boards of Planned Parenthood, Common Cause, and both the YMCA and YWCA of Tuskegee.[105]

Foster is perhaps most recognized, however, as the founder of the Alabama Chapter of the Women's International League for Peace and Freedom (WILPF).[106] Founded in 1915, WILPF is an international non-profit organization that promotes non-violent responses to political, economic, and social justice throughout the

---

[101] Michael Elliott, "Luther Foster Jr; 81 Dies; Leader of Tuskegee Institute," *The New York Times*, December 2, 1994.

[102] Tuskegee University, "Dr. Luther Hilton Foster, Jr."

[103] Blackwell, *No Peace*, 48–49.

[104] Blackwell, *No Peace*, 48–49; "Vera Foster, Social Worker For Veterans, Dies at Age 85," *The Washington Post*, February. 24, 2001.

[105] "Vera Foster," *The Washington Post*.

[106] Blackwell, *No Peace*, 48–49; "Vera Foster," *The Washington Post*.

world.[107] Foster's first encounter with WILPF came while visiting Washington, DC, in 1938. There, she was introduced to the group by her friend, Bertha McNeill, who invited her to a meeting held by WILPF's local branch. McNeill had been asked by white members of the group to scout for qualified African American women as potential members. Some of the group's members had heard about Foster's work with the Tuskegee Women's Club and agreed that she was the perfect candidate to organize a branch of the organization in Alabama. After attending the meeting, Foster was so impressed with the organization and its work that she immediately agreed. By December of 1938, Foster had returned to Tuskegee and, along with several close friends, founded the branch of WILPH there.[108]

After Luther Foster's retirement in 1981, the couple moved to Alexandria, Virginia. There, Vera Foster continued her advocacy work until her death in 2001. She was appointed to the advisory committee of the White House Conference on Aging and the Virginia Advisory Commission on Aging. She was a member of the NAACP, National Organization for Women (NOW), National Council of Negro Women (NCNW), Delta Sigma Theta sorority, and the Woman's National Democratic Club.[109]

Edward Lyons Pryce (1914–2007)

Edward Lyons Pryce was born in Lake Charles, Louisiana, in 1914, where his father owned a pharmacy and his mother was a housewife (see Figure 6-2). Pryce's father, George Codrington Pryce, was an 1898 graduate of Meharry Medical College in Nashville, Tennessee. At the time, black children were prevented from attending public school in Lake Charles, so Pryce and his siblings were sent to private school by their parents. When the cost of privately educating their children became too great for Pryce's parents, the family relocated to Los Angeles.[110]

Pryce began his college career studying medicine at UCLA in 1932, where he was one of only five black students. After a year and a half, Pryce transferred to Tuskegee to study horticulture and to work as an assistant to George Washington Carver, who was on sabbatical from teaching at the time but continued in his experimentation. In his role as Carver's assistant, Pryce was responsible for collecting mushrooms that Carver used in his mycologic studies, and edible weeds such as wild lettuce and dandelions, which Carver impressed upon black subsistence farmers for their high nutritional content. In 1937, Pryce graduated from the Tuskegee Institute with a degree in agriculture. In 1940, three years after graduating from Tuskegee, Pryce married Woodia B. Smith, also a graduate of Tuskegee Institute; the couple had two daughters.[111]

After graduating from Tuskegee Institute, Pryce spent two years working as a landscape foreman for the California estate known as *The San Marino Ranch*, which belonged to Henry Edwards, a railroad magnate and third husband of Arabella Huntington. Pryce then went on to become park maintenance foreman for the City of Los Angeles during World War II.

After earning a Bachelor of Landscape Architecture degree from Ohio State in 1948, Pryce was hired by Tuskegee Institute as Head of the Department of Ornamental Horticulture. Still employed at Tuskegee, Pryce took time to earn a Master of Landscape Architecture degree from the UC Berkeley in 1953. In 1955, he was appointed as Tuskegee Institute's Superintendent of Buildings and Grounds, a position he remained in until 1969. As Tuskegee's Superintendent of Buildings and Grounds, Pryce was responsible for overseeing the

[107] Women's International League for Peace and Freedom, "A Short Introduction," accessed September 17, 2018, https://wilpf.org/wilpf/.

[108] Blackwell, *No Peace*, 49.

[109] "Vera Foster," *The Washington Post*.

[110] Dreck Spurlock Wilson, ed., *African American Architects, a Biographical Directory, 1865–1945* (New York: Routledge Publishing, 2004), 465–467. Unless otherwise noted, the information in this section comes from Wilson.

[111] Wilson, *African American Architects*.

care of seventy-two buildings and 140 housing units. Inadequate funding for the maintenance of the campus's historic buildings made this a difficult task. In 1972, seven years after Tuskegee Institute became national historic landmark, a grant was written by Pryce proposing the campus be nominated a National Historic Site, which it became two years later. Following his tenure as Superintendent of Buildings and Grounds, Pryce continued to work for Tuskegee Institute as a professor in the Department of Architecture, a part-time campus planner until 1977, and as landscape architect until 1990.

At Tuskegee, Pryce collaborated closely with landscape architect David Williston. Over his long career, Pryce let nature guide his landscape designs, maintaining that landscapes that required minimal maintenance were more ecologically healthy as they needed not only less water, but less harmful chemicals. Pryce believed that trees and grass were the cornerstone of a well-designed landscape, and that fussy elements like flower beds were unnecessary as they impeded pedestrian circulation and were labor-intensive to maintain. Pryce was against overly pruned shrubbery and preferred organically formed shrubs, as opposed to those that were over-sculpted and artificially formed.

Pryce was the first African American to be licensed as a landscape architect in the State of Alabama and was also the first African American made a Fellow of the American Society of Landscape Architects, an honor he received in 1984. In addition to his work at the Tuskegee Institute, Pryce maintained a private practice as a landscape architect until his retirement in 1990.[112]

A man of many talents, after retirement, Pryce spent much of his time painting Afro-centric themes and carving wooden sculptures. Many of these artistic works created by Pryce are found on the Tuskegee campus. These include a mural and a copper bas relief sculpture in Tuskegee's chapel. Paintings by Pryce also serve as the dominant artistic works in the school's Hollis Burke Frissell Library. Off campus, the local Booker T. Washington High School contains two 45-foot-long paintings by Pryce depicting black history. In 2007, at the age of ninety-three, Pryce died while still residing on the campus.[113]

Alumni

Dr. Elaine C. Harrington (1938–living)

Elaine Harrington was born around 1938 in Philadelphia, Pennsylvania, but grew up in Tuskegee. She attended school at the Chambliss Children's House, Tuskegee Institute High School, and Tuskegee University when it was Tuskegee Institute, graduating in 1961. She also attended A&T College State University, the University of North Carolina, New York University, the University of Pittsburgh, the University of Connecticut, and Fairleigh Dickinson University, earning masters and doctorate degrees.

Dr. Harrington first taught in the Greensboro, North Carolina, public school system, then later joined the faculty at Passaic County Community College in Paterson, New Jersey, as the school's first African American professor. She remained at Passaic for thirty-four years, serving in a variety of positions, including president and parliamentarian of the Academic Council. She also served on the Facility Advisory Board for the Paterson Public Schools and as co-chair of its Educational Programs Subcommittee. Upon her retirement in 2005, the school named her Professor Emeritus and set up a scholarship in her name. Three years later, the school also established an annual speaking competition in her name. During this period, as a life-long member of the NAACP, Dr. Harrington served as local branch president, New Jersey State Conference president, and member of the NAACP National Board of Directors.

[112] The Cultural Landscape Foundation, "Edward Lyons Pryce," accessed January 30, 2019, https://tclf.org/pioneer/edward-lyons-pryce.

[113] "Obituary of Edward Lyons Pryce," *Montgomery Advisor*, August 24, 2007.

Upon her retirement, Dr. Harrington returned to live in Tuskegee and became actively involved in the Greenwood Missionary Baptist Church, the Zeta Phi Beta Sorority, and several community civic and political groups. She is listed in the Who's Who Among African Americans. She served as chair of Zeta Phi Beta's Alpha Xi Chapter in Tuskegee and headed its scholarship committee, which awards $1,000 each year to a qualified Macon County High School graduate accepted at Tuskegee University. She also served as Assistant Parliamentarian of the Tuskegee University National Alumni Association.

In 2009, Dr. Harrington received the Amelia Boynton Robinson Voting Rights Award for her work during the 2008 US Presidential Campaign and served as coordinator for the group, Macon Countians for Obama, which led the way for the county to produce the largest percentage of votes (eighty-seven percent) for then-Senator Barack Obama during the November 2008 election. Then, she worked with the Concerned Citizens for Justice Coalition to plan, implement, select, and raise funds for seven local Booker T. Washington High School students to attend and witness the inauguration of Barack Obama.[114]

Samuel "Sammy" Leamon Younge Jr. (1944–1966)

Samuel Leamon Younge, Jr., was born on November 17, 1944, in Tuskegee (Figure 6-20). His father, Samuel, Sr., was an occupational therapist and his mother, Renee, was a schoolteacher. "Sammy" Younge and his younger brother, Stephen ("Stevie"), grew up with the middle-class comforts that a pair of educated professionals could provide. In 1957, Sammy was sent to attend Cornwall Academy, a college prep school for boys in Great Barrington, Massachusetts, where W.E. B. Du Bois had been born. Younge eventually returned home to attend school locally, graduating from Tuskegee Institute High School in 1962. That year, he enlisted in the US Navy and served on the USS Independence during the Cuban Missile Crisis and the US blockage of Cuba. Unfortunately, Younge developed kidney failure, leading to the removal of one kidney and medical discharge from the Navy in July 1964.

Sammy Younge returned to Tuskegee, where he worked for a few months at the Veteran's Hospital before entering the Institute in January 1965 as a freshman. There, he became active in the civil rights movement, taking part in the March 1965 Selma-to-Montgomery marches in support of voting rights. Afterwards, he joined the Student Nonviolent Coordinating Committee (SNCC) and the Tuskegee Institute Advancement League, both of which led black voter registration drives and worked towards desegregation. In 1965, Younge travelled to Mississippi with SNCC and the Mississippi Freedom Democratic Party to help register black voters.

In January 1966, Younge was working on a voter registration drive in Macon County one evening and stopped at a Standard Oil gas station, to attempt to use a restroom marked "whites only." There, he was confronted by the station's night



Figure 6-20. Samuel "Sammy" Leamon Younge, Jr., in his US Navy uniform. Public domain, BlackPast.org.

[114] "Harrington given Voting Rights Award," *The Tuskegee News,* August 27, 2009; "Dr. Harrington speaker for Black History event," *The Tuskegee News,* February 11, 2010.

attendant, a sixty-seven-year-old white man named Marvin Segrest, who shot Younge after an argument. Younge was the first college student to die in the civil rights movement. Segrest was indicted but found not guilty by an all-white jury in November 1966. The decision sparked protests and inspired an increase in local black political participation. Within four years, most holders of political office in Macon County were African American.[115]

Younge's name is one of forty carved on the Civil Rights Memorial in Montgomery, Alabama, a tribute to those slain between 1954 (the year of the *Brown v. Board of Education* ruling) and 1968 (the year of Martin Luther King Jr.'s assassination).[116]

Lionel Richie (1949–living)

Internationally known musician and composer Lionel Brockman Richie was born on June 20, 1949, in Tuskegee, Alabama, to Lyonel Brockman Richie, Sr., a retired Army captain, and Alberta Foster Richie, an elementary school teacher and graduate of Tuskegee Institute (Figure 6-21). The Richie family lived just across the street from Tuskegee Institute, where his grandmother served as choir director.[117]

Lionel Richie was raised in a strictly religious middle-class household. As a child, he hoped to become a minister but also harbored a passion and talent for music. In addition to his musical grandmother, Richie had an uncle who had been a player in big bands and was a former musical arranger for Edward Kennedy "Duke" Ellington. This uncle gave Richie his first saxophone.

In 1967, Richie enrolled at Tuskegee Institute on a tennis scholarship and graduated in 1974 with a Bachelor of Science degree in economics. While there, Richie helped form a musical group called the Mystics with fellow students Thomas McClary and William King. The group performed at local dances in Tuskegee before eventually merging with another local group called the Jays in 1968. The new combined group was renamed The Commodores, based on the old naval term for the rank between captain and admiral.

In the Commodores' original lineup, Richie played saxophone. The group wanted to reach large audiences and overcome the limits placed on many black musical groups in the South, who were often limited to performing for all-black audiences in small venues on what was known as the "chitlin circuit." In 1970, the Commodores performed at a black lawyers' convention in New York, which was attended by Suzanne De Passe of Motown Records. De Passe, who was working with the Jackson Five at the time, signed the Commodores up to open for them for a number of concert dates. For Richie and his bandmates, this began a long association with Motown Records that helped expose the group to a wider audience.

The Commodores went on to achieve significant commercial success with love ballads written and sung by Richie. These included number one R&B singles "Slippery When Wet" (1975), "Just to Be Close to You" (1976), "Easy" (1977), and the number one US Billboard magazine Hot 100 and R&B hits "Three Times a Lady" (1978) and "Still"



Figure 6-21. Lionel Richie in performance. United States Air Force.

[115] Bourlin, "Younge, Samuel."

[116] Bourlin, "Younge, Samuel."

[117] The following information is from Jessica Lacher-Feldman, "Lionel Richie," Encyclopedia of Alabama, accessed August 29, 2018, http://www.encyclopediaofalabama.org/article/h-2614.

(1979). In 1975, Richie married his college girlfriend, Brenda Harvey, and together they adopted a daughter, Nicole, in 1983.

In 1982, Richie embarked on a solo career as a songwriter and producer working with a number of record companies. That same year, Richie released his first solo album, the self-titled *Lionel Richie*, which sold two million albums. His second album, *Can't Slow Down,* was released in 1983 and featured a number of chart-topping singles such as, "Hello," "Penny Lover," and "All Night Long." *Can't Slow Down* sold more than two million copies and earned Richie a Grammy Award for Record of the Year.

By now a highly popular solo artist, in 1986 Richie collaborated with Michael Jackson to write "We Are the World" as a response to the widespread famine in Ethiopia. Richie's career continued with much success throughout the 1980s. In 1993, Ritchie and Brenda Harvey divorced. Two years later he married Diane Alexander, with whom he had two children, Miles Brockman and Sofia. The couple divorced in 2004.

In 2012, Richie released an album entitled *Tuskegee*, an assortment of hit songs recorded as duets with various country music stars that went platinum. In 2010, Richie teamed with producer Quincy Jones to record a new version of "We Are the World" to benefit relief efforts following the January 2010 earthquake in Haiti. Richie lives in Los Angeles, California, but has a home in Tuskegee.

Lonnie George Johnson (1949–living)

Lonnie George Johnson was born in Mobile, Alabama, on October 6, 1949 (Figure 6-22). Johnson's father was a World War II veteran who worked as a civilian driver at nearby Air Force bases and his mother worked in a laundry and as a nurse's aide. In the summertime, Johnson's parents also worked picking cotton on his grandfather's farm.[118]

Johnson's father was an expert handyman who taught the couple's six children to experiment with building their own toys. As a child, Johnson remembered that he and his father built a pressurized shooter out of bamboo shoots that shot out chinaberries. As a young teen, already displaying the indicators of an inventive (if sometimes, heedless) mind, Johnson attached a lawnmower engine to a go-kart he assembled from junkyard scraps and raced it along the highway until he was pulled over by police. He nearly burned down the house in an attempt to cook rocket fuel when the mixture exploded. His mother later recalled, humorously, "Lonnie tore up his sister's baby doll to see what made the eyes close."

Growing up in racially segregated Alabama, Johnson attended the all-black Williamson High School. Unfortunately, despite his obvious talents and abilities, Johnson was told by school officials that it would be unwise to aspire beyond a career as a technician. However, Johnson, who was nicknamed "the Professor" by classmates and was a strong admirer of George Washington Carver, persisted in his dreams of becoming an inventor.

In 1968, Johnson represented his school at a science fair sponsored by the Junior Engineering Technical Society (JETS). Johnson was the only



Figure 6-22. Lonnie George Johnson, posing with his invention, the "Super Soaker." Public domain, from BlackPast.org.

[118] Unless otherwise noted, the following information comes from Biography.com, "Lonnie Johnson," accessed September 17, 2018, https://www.biography.com/people/lonnie-g-johnson-17112946.

black student entered in the competition. The fair took place at the University of Alabama at Tuscaloosa. This was where, just five years previous, Alabama Governor George Wallace had attempted to prevent two black students from enrolling at the school by standing in the doorway of the auditorium to block their entrance. Johnson entry in the competition was a compressed-air-powered robot he had created, called "the Linex." He took first prize.

After graduation from Williamson High School's last segregated class, Johnson enrolled at the Tuskegee Institute on a scholarship. At Tuskegee, Johnson earned a bachelor's degree in mechanical engineering in 1973. Two years later, in 1975, Johnson also completed a master's degree in nuclear engineering at Tuskegee Institute. The nuclear engineering program at Tuskegee Institute was one of the many expanded offerings in the school's engineering curriculum that came about under President Foster's direction. At the time Johnson attended the program it was still relatively new, having been introduced into the curriculum in 1963, but only becoming a full program in 1968.

After graduating from Tuskegee, Johnson went on to work for the US Air Force and the NASA space program. While working as an aerospace engineer in 1982, preparing an interplanetary spacecraft for its atomic battery, Johnson often spent his evenings tinkering with his various inventions while his wife and children slept. One weekend, Johnson was experimenting with hooking up his bathroom sink to an experimental cooling device that used a length of vinyl tubing and a homemade metal nozzle. The invention, later known as the "Super Soaker," the world's most powerful and popular squirt gun, according to industry experts, had been born.[119] As Johnson later recounted,

> I turned and shot into the bathtub," he recalled. The blast was so powerful that the whoosh of accompanying air set the bathroom curtains flying. "I said to myself, 'Jeez, this would make a great water gun."[120]

The super soaker was to become a multi-million-dollar industry. Today, his company, Johnson Research and Development, lies outside Atlanta. By the early 2000s, Johnson had amassed sixty patents to his name with twenty others pending. Johnson continues to experiment with ideas for novel batteries, cars, and spacecraft. An engineer at the Georgia Institute of Technology, who has worked with Johnson for many years, says of his enthusiasm for invention, "He really enjoys it. He's almost like a kid."[121]

Keenan Ivory Wayans (1958–living)

Keenan Ivory Wayans was born the second of ten children on June 8, 1958, in Harlem, New York, to Howell Stouten Wayans, who managed a supermarket, and Elvira Alethia Green Wayans, a social worker and homemaker. The family later moved to the Robert Fulton Houses project in Manhattan, where Keenan grew up. Their parents were devout Jehovah's Witnesses and kept their children close to home and away from other children in the neighborhood.

Keenan attended Tuskegee on an engineering scholarship, although he really wanted to be a comedian. At Tuskegee, he entertained friends with fictional stories about life in New York, and one semester before graduation, dropped out of school to focus on a comedy career back in the city. Early on, he performed at The Improv in New York, where he met Robert Townsend, an actor, comedian, film director, and writer, who coached him in the comedy business. Wayans left New York for Los Angeles in 1980, where he worked as an actor, then later also as a writer and producer, creating his own comedy sketch series called *In Living Color*, from 1990 to 1994. He has played roles in over twenty-two movies and has served as writer for at least twenty-three movies and TV series, producer of at least fourteen, and director

[119] William J. Broad, "Engineer at Play: Lonnie Johnson; Rocket Science, Served Up Soggy," *The New York Times,* July 31, 2001.

[120] Broad, "Engineer at Play."

[121] Broad, "Engineer at Play."

of at least seven. Wayans continues to live in Los Angeles.[122]

[122] Biography.com, "Keenen Ivory Wayans," accessed October 9, 2018, https://www.biography.com/people/keenen-ivory-wayans-538232; Wikipedia, "Keenen Ivory Wayans," accessed October 9, 2018, https://en.wikipedia.org/wiki/Keenen_Ivory_Wayan; IMDb, "Keenen Ivory Wayans," accessed October 9, 2018, https://www.imdb.com/name/nm0005540/.

Chapter 7: Benjamin F. Payton and Tuskegee University (1981–2010)

Introduction

This chapter covers the development of Tuskegee Institute into Tuskegee University, beginning with the search for Foster's successor and subsequent hiring of Dr. Benjamin F. Payton as the school's fifth president in 1981 until his retirement from the position in 2010.

First, the chapter is arranged into distinct periods of development that occurred during Payton's tenure. These sections are followed by an overview of Tuskegee Institute's outreach and extension efforts, as well as the school's classes and programs offered during this period. Next, a brief account is given as to how the school was funded during Payton's tenure. Following is a list of the buildings and structures constructed between 1981 and 2010 and the landscapes they formed.

The chapter culminates with several brief biographies of the most influential faculty and staff of the period and of important alumni and their accomplishments.

A New President

In May 1979, President Luther Foster announced his impending retirement and the Tuskegee Institute board of trustees began to search for his replacement that June.[1] Benjamin Franklin Payton did not learn about the position until the search committee had already reviewed around 300 applications and still had not found the right candidate. According to Board Chairman Andrew F. Brimmer, they wanted someone with a national reputation and who was a Tuskegee outsider.[2]

Through his previous work and prominent leadership positions, Payton had already gained a national reputation in education, social justice, and public policy.[3] He was working for the Ford Foundation when he was contacted by his mentor and nationally renowned civil rights leader, Benjamin Mays, who suggested that he apply for the job. Mays said, "You know, it won't hurt to have them review your resume. . .It won't hurt you and it won't hurt them." In Payton, the search committee and the board of trustees had found the candidate they were looking for, and he began serving as Tuskegee Institute's fifth president in the summer of 1981 (Figure 7-1).[4]

Just before retiring in 1981, Foster had overseen the transition of The Oaks and the Carver Museum to the NPS and the establishment of the Tuskegee Institute NHS. This left Payton to focus on more institute-specific issues, such as increasing funding and expanding educational

[1] Amy Herring and Peggy Roberson, "TI board expected to appoint foundation exec," *The Montgomery Advertiser*, Friday, March 6, 1981, 1.

[2] Tyran L. McMickins, "Benjamin Franklin Payton," *Encyclopedia of African American Education*, Volume 1, ed. Kofi Lomotey (Thousand Oaks: Sage Publications, Inc., 2012), 633.

[3] McMickins, "Benjamin Franklin Payton."

[4] Alvin Benn, "Remembering Tuskegee Legend Benjamin Payton," *The Montgomery Advertiser,* September 30, 2016.

programs (see Funding and Classes and Programs).

Although he officially took office on August 1, 1981, Payton was not formally installed as president until Sunday, November 15, 1981. The ceremony took place at the 56th Annual Scholarship Convocation at the school, which honored its top students.[5]



Figure 7-1. Benjamin Franklin Payton at his installation on November 15, 1981. *The Montgomery Advertiser.*

Tuskegee Under Payton

As the school's president, Payton focused his efforts on putting Tuskegee on the map as an internationally respected university, and early in his tenure, he became an influential figure on the international scene.[6] During his twenty-nine-year tenure, Payton led the restructuring of all of Tuskegee University's academic programs into five colleges: the College of Agricultural, Environmental, and Natural Sciences; the College of Business and Information Science; the College of Engineering, Architecture, and Physical Sciences; the College of Liberal Arts and Education; and the College of Veterinary Medicine, Nursing, and Allied Health. He also developed the University's first PhD programs, which were in Material Science and Engineering and in Integrated Bioscience.[7]

Under Payton's leadership, the school established the General Daniel "Chappie" James Center for Aerospace Science Engineering and Health Education and the Tuskegee University National Center for Bioethics in Research and Health Care. Portions of several campus master plans were implemented during Payton's tenure, which influenced the evolution of the campus landscape. In 1994, Dorothy Hall (1910) was expanded and transformed into the Tuskegee University Kellogg Hotel and Conference Center. The same year, a new academic, research, and training facility for the School of Veterinary Medicine was constructed. Other construction projects included new on-campus student apartments and a new facility for the College of Business and Information Science. Numerous other buildings were renovated, and some demolished, all funded through three campaigns that raised over $240 million.[8]

The evolution of Tuskegee Institute and the university's campus plan from 1981–2010 can be understood as comprising three eras. The first, 1981–1985, encompasses the beginning years of Payton's tenure, in which few changes were made to the college landscape. This period also marks Payton's first efforts at adding new programs to the school's offerings and restructuring Tuskegee's academic departments. This period ends with the schools name change from Tuskegee Institute to Tuskegee University in 1985 and the addition of PhD programs to the curriculum soon after. The second period, 1985–2001, is marked by series of campus master plans that brought about many alterations to existing campus buildings in this period as part of Payton's broadening vision for the campus and the future of Tuskegee University. The third period, 2001–2010, addresses

[5] "New Tuskegee President," *The Atlanta Constitution*, Monday, November 16, 1981, 19.

[6] Leslie Hurt, "Payton, Benjamin Franklin (1932)," BlackPast.org, accessed January 24, 2019, https://blackpast.org/gah/payton-benjamin-franklin-1932.

[7] Clement et al., *Campus Heritage Plan*, 25.

[8] "Benjamin Payton (1932–2016)," Obituary, *The New York Times*, October 7, 2016.

the final years of Payton's presidency in which alterations to the campus waned after the flurry of renovations undertaken in the previous period.

Transition (1981–1985)

New Buildings and Renovations Begin

The first buildings to be constructed during Payton's tenure were a handful of small, metal or concrete block farm buildings erected west of Milbank Hall between 1981 and 1984. These included the Alcohol Production Unit (1981), the Livestock Feeding Facility (1982), the Animal Metabolism Research building (1983), and the Co2 Research Building (1984). In 1985, a 24,240-square-foot, metal Physical Plant Building was constructed along the northeast outer drive of the University to house campus maintenance activities. The building housed the director's office, the facilities planning and construction unit, custodial offices, maintenance shops, central freight receiving, and storage.

In addition to these few buildings built in the first years of Payton's presidency, in 1984, several existing buildings were renovated. Research equipment and facilities in the 1951 Carver Research Foundation Building were upgraded, including an addition to accommodate more laboratories, offices, and a classroom. The 1902 Collis P. Huntington Memorial Building was expanded and renovated, and a project to expand the 1896 Thrasher Hall from three to four floors was also completed. Finally, Tuskegee Institute opened a new computer center in the lower level of the 1976 Kresge Center. [9] The following year, the 1909 Milbank Agricultural Building was also remodeled.

A handful of buildings were demolished in the early years of Payton's tenure. Pinehurst Apartments (formerly Pinehurst Hospital), Pinehurst Hospital Quarantine Cottage, and Cottage 4, all constructed in 1900, were demolished in 1982. Two years later, in 1984, the 1949 Central Transportation Building was also demolished. The construction of the first few buildings in the early years of Payton's presidency, renovations made to existing buildings, and the handful of buildings demolished did little to significantly change the overall campus landscape in this period.

Continued Legacy of Cooperative Extension

In 1977, Congress passed the Farm Bill of 1977, which provided for direct funding for extension services at HBCUs, which previously had to go through white land-grant colleges. This allowed Tuskegee Institute to continue its historic extension program. In addition, the extension program was able to use a portion of $50 million authorized by Congress in 1983 for extension facility development at historically black land-grant institutions.[10] From 1977 to 1987, the Tuskegee University Cooperative Extension Program focused on helping farmers through its "Small Scale Agricultural Demonstration Enterprise."

New and Restructured Programs

Payton's restructuring of Tuskegee's academic programs started in 1983, when the Department of Business became the School of Business. With this, the Department of Economics was moved from the College of Arts and Sciences to the new school. Over the next seventeen years, the school would continue to be reorganized. [11]

In 1984, the first new program of Payton's tenure, Aerospace Science Engineering, was introduced. It was the only predominately black aerospace engineering program in the country. A new building constructed to house the program was named after Daniel "Chappie" James.[12]

---

[9] "Renovation, Construction Extensive at Tuskegee," *Alabama Journal,* Friday, August 10, 1984; Conley, *Buildings at Tuskegee University built during the presidency of Robert F. Payton (1982–Present).*

[10] Mayberry, *The Role of Tuskegee*, 218.

[11] Tuskegee University, "History of Brimmer College."

[12] "Aerospace Center to Get Funds," *The Montgomery Advertiser*, Friday, August 10, 1984.

A New Name and PhD Programs

In 1982, Payton was asked to serve as educational advisor to Africa on a tour of seven African countries with then-Vice President George H.W. Bush. In 1983, President Ronald Reagan appointed him to the Board for International Food and Agricultural Development. Then, in 1984, he joined the Presidential Task Force on Agriculture and Economic Development to Zaire. [13]

It was during his 1982 African tour that Payton learned that while many Africans had heard of Tuskegee Institute, they did not know its national reputation. After he returned, Payton spoke to the school's board of trustees, saying

> People are often confused as to whether Tuskegee is a two-year college, an undergraduate institution or a trade school. We're more than any of those, and the board decided to make our name consistent with our program.[14]



Figure 7-2. Payton with George Wallace, finalizing the change of the school's name to Tuskegee University. *The Montgomery Advertiser.*

Referring to surveys made by school officials, Payton said that if it kept the old name, it risked losing potential students and faculty recruits. The Board of Trustees approved the name change unanimously in a meeting in New York City. On Wednesday, June 26, 1985, Payton joined Governor George C. Wallace at the Alabama state capitol in a ceremony where Wallace signed the paperwork to officially change the name to Tuskegee University (Figure 7-2).[15]

Soon after the school's name was changed, Tuskegee University began offering its first PhD programs, which were in Material Science and Engineering and in Integrated Bioscience.[16]

A Broader Vision for the Campus (1985–2001)

A Series of Master Plans

Starting in 1987, a new vision for the Tuskegee University campus was explored through several campus master plans commissioned by the university. That year, the school hired The Ehrenkrantz Group to prepare a master plan in collaboration with the university's Edward Pryce and William, Russell, Johnson Engineers. This plan was followed by another created in 1989 by Tonte Peters of the Tuskegee Physical Plant Department.[17] In 1998, another campus master plan was completed by Hickerson, Fowlkes Architects and repeated many suggestions from the 1987 plan. It also recommended expanding the national historic district to include buildings omitted from the 1976 designation, as well as the rehabilitation, rather than removal, of historic buildings.[18] Finally, in 2001, a fourth master plan was completed by Jackson Person and Associates, Inc. This plan proposed stronger pedestrian links

[13] Hurt, "Payton, Benjamin Franklin."

[14] Chuck Chandler, "Tuskegee Becomes a University," *The Montgomery Advertiser*, Thursday, June 27, 1985, 49.

[15] Chandler, "Tuskegee Becomes a University."

[16] Clement et al., *Campus Heritage Plan*, 25–26.

[17] Clement et al., *Campus Heritage Plan*, 25–26.

[18] Clement et al., *Campus Heritage Plan*, 25–26.

throughout the campus and recommended many improvements to the campus perimeter and its entrances. The goal was to create a more pedestrian-oriented campus, keeping vehicles to its edges.[19]

While not following one plan in particular, the Payton administration pursued various elements from all of these plans. Several buildings were remodeled and others demolished in response to changes proposed in the campus master plans commissioned during this period.[20]

A Surge of Renovations

The many remodeling projects completed in this period and driven by the master plans included the 1996 renovation of the Hollis Burke Frissell Library which, following another remodel in 2001, was renamed the Ford Motor Company Library/ Learning Resource Center.[21] In 1988, a multi-unit renovation and expansion project for the agriculture program was completed, including a complete renovation of the complex containing the Farm Mechanization Building and Horse Barn, and the addition of a three-story unit at its center. The new building houses the offices of the George Washington Carver Experiment Station and the Dean of Agriculture and Home Economics, as well as faculty offices, classrooms, and laboratories.

In 1990, the Old Administration Building (1903) was remodeled. In 1991, Sage Hall (1926) and Thrasher Hall were remodeled. That year, Tompkins Hall (1910) underwent renovations, including new dining and kitchen facilities. In 1992, Tantum Hall (1907) and the Morris Mayberry Extension Building (1940) were both remodeled.

Two years later, in 1994, work was completed on a major renovation to Dorothy Hall (1901) to accommodate the new 168,615-square-foot Kellogg Conference Center (Figure 7-3). The last building renovations carried out in this period were to Armstrong Science Hall (1932) in 1996 and the Julius Rosenwald Center (1947) in 1997.

New Buildings and Demolitions

The first building to be constructed under Payton to have an impact on the evolution of the campus plan was the large, multi-use General Daniel "Chappie" James Center for Aerospace Science and Health Education, completed in 1987.

The W. Marable Field House, a one-story, concrete block building, was also completed in 1987 at the Alumni Bowl. The same company that constructed the W. Marable Field House also reconstructed the Cleveland Leigh Abbott Memorial Alumni Stadium's press box in the late-1980s and added several additional elements to the facilities in 1991 and again in 2001.

Adding to Tuskegee University's renowned School of Veterinary Medicine, in 1993, a large, 64,000-square-foot, multi-level facility housing food animal production, research, and service was completed. It was designed and built based on the most up-to-date information on research use and environments for food animals. Named the Food Animal Production, Research, and Service Center upon completion, it was rededicated as Williams-Bowie Hall in 2002 . The next year, in 1994, the one-story, concrete block structure known as the



Figure 7-3. Dorothy Hall/Kellogg Hotel and Conference Center. Commonwealth.

[19] Clement et al., *Campus Heritage Plan*, 25–26.

[20] Conley, *Demolished Buildings.*

[21] "Tuskegee Construction Projects Timelines," Tuskegee University Archives, 54–56.

Caprine Research Unit was built north of Franklin Road at the far west end of the campus farm. It contains specialized laboratories and support spaces for research on goats for the School of Veterinary Medicine.

In 1996, Phelps Hall and the Boys' Bathhouse (later ROTC Armory) were demolished, as had been recommended by Peters' 1989 master plan. They were not, however, replaced with an amphitheater as had been suggested, but instead with The Commons East H, one of the eight apartment buildings collectively called "The Commons" that were completed in 1997.

In 2001, the PepsiCo Tennis Courts were completed, replacing a group of four tennis courts that had been constructed near the entrance to the Alumni Bowl in 1928.

Several additional campus buildings were demolished during this period. These included the Wilcox Bathhouse (1926) and the Physical Plant Building (1949), both demolished in 1985. The Physical Plant facilities were replaced that year by a new Physical Plant Building. The Quonset Hut Storage (1953) was demolished in 1996, and in 1998, the Brick Creamery (1899) (later the Little Theater) was also demolished.

Most of the buildings demolished during this period, however, were cottages that had once served as either faculty and student housing or had been used as "practice" or home management cottages. In 1994, Home Management Cottages 1 and 2, both constructed in 1942, were demolished, as were Cottage 2 (1898), Cottage 13 (1900), Cottage 43 (1917), Cottage 12 (1919), and the Medical Director's Cottage (1903). In 1996, Cottage 1 (1907), Cottage 10 (1896), and the Senior Practice House (1900) were also demolished.

In 1991, the Collis P. Huntington Memorial Building (1902) was destroyed by fire. It has not been replaced.

Funding Changes on the Campus

To pay for the changes to the campus put forth by the four master plans, in 1989, Tuskegee University undertook a $150-million-dollar endeavor known as the Capital Fund Campaign. The goal of the campaign was, by 2000, to become the largest fundraising effort any black college had ever attempted. By the time the campaign was made public in 1991, it had already amassed $54 million dollars in gifts and pledges.[22]

Restructured Department of Architecture

Prior to 1974, Tuskegee Institute offered a six-year Bachelor of Architecture program. That year, the school began offering an additional two-year Master of Architecture program. Because many students would leave after the first four years in the BArch program, in 1986, the university approved a five-year bachelor's degree program in Architecture and ended its master's offering .

A Tradition of Outreach Continued

In 1991, planning began for the establishment of a new adult education center at Tuskegee University. The Kellogg Center for Continuing Education broadcast programs to off-campus learning centers in rural communities and offered on-campus literacy courses and programs for adults with little or no formal education. The center later came to be headquartered in the Caprine Research Unit, which was completed in 1994.[23] The same year, work was also finished on a complete renovation of Dorothy Hall (1901) to transform it into the Tuskegee University Kellogg Hotel and Conference Center.[24]

As part of the 1997 presidential apology for the US Public Health Service syphilis study (see Apologies and Acknowledgments next section), in January

[22] "Tuskegee Announces Effort to Raise $150 Million," *The New York Times,* November 10, 1991.

[23] "Tuskegee Construction Projects Timeline," Tuskegee University Archives, 52.

[24] "Tuskegee Construction Projects Timeline," Tuskegee University Archives, 52.

1999, the National Center for Bioethics in Research and Health Care was established at Tuskegee University. The center, which is housed in John A. Kenney Hall, works with local, regional, national, and international communities to address ethical and human rights issues in science, technology, and health, particularly as they impact people of color.

Acknowledgments and Apologies

Efforts to address the damage done to African Americans by the Tuskegee Syphilis Study began in 1994 at a symposium held at the University of Virginia: "Doing Bad in the Name of Good?: The Tuskegee Syphilis Study and Its Legacy." Out of this gathering, the Tuskegee Syphilis Study Legacy Committee was created in 1996 at Tuskegee University.[25]

The Legacy Committee set two goals: first, to persuade President Bill Clinton to apologize on behalf of the federal government for the unethical use of African Americans as test subjects for the forty-year syphilis study, and second, to address damages of the study and other unethical practices in government-led research on black people.[26]

The result of the Committee's work was a ceremony held at the White House in 1997, at which President Clinton delivered an official apology to surviving participants of the study and families of the deceased. Clinton also announced at $200,000 grant to Tuskegee University to start the National Center for Bioethics in Research and Healthcare, which was dedicated two years later.[27]

Legacy and Landscapes (2001–2010)

Final Changes to the Campus Under Payton

Only two new buildings were added to the campus in the final years of Payton's presidency. The first was a Dog Surgery and Holding facility for the School of Veterinary Medicine, completed in 2004.[28]

In 2007, The Andrew F. Brimmer College of Business and Information Science was built to house the College of Business and Information Science (formerly the School of Business), which underwent a restructuring process under Payton and continued to add new programs during his tenure.[29]

In 2010, the final major building of Payton's tenure was constructed. The 1897 Margaret Murray Washington Hall, which had been named after Booker T. Washington's third wife and Tuskegee instructor Margaret Murray Washington, was razed. In its place, a new building, also named Margaret Murray Washington Hall, was constructed on the site.[30]

The flurry of campus building renovations and demolitions stimulated by the four campus master plans put forth between 1987 and 2001 began to taper during this period but did not come to a complete halt. The 1920 Willcox Trades Building "C" was completely rebuilt around 2003. White Hall (1910) underwent remodeling in 2004, as did James Hall (1921) in 2008.[31] Finally, in 2010, Logan Hall, built between 1931 and 1932, was renovated to provide a new student recreational facility. The newly renovated facility was dedicated on Payton's last day as president.[32] Only two buildings were razed in the last years of Payton's presidency: the

[25] Tuskegee University, "Syphilis Study Legacy Committee," accessed January 24, 2019, https://www.tuskegee.edu/about-us/centers-of-excellence/bioethics-center/syphilis-study-legacy-committee.

[26] Tuskegee University, "Syphilis Study."

[27] Hurt, "Payton, Benjamin Franklin."

[28] Tuskegee University GIS, "Tuskegee University Main Campus Buildings Through Time."

[29] Clement et al., *Campus Heritage Plan*, 26.

[30] TU News Bureau, "Payton to celebrate completed projects before retirement," *The Tuskegee News,* July 29, 2010.

[31] "Tuskegee Construction Projects Timelines," Tuskegee University Archives, 59.

[32] TU News Bureau, "Payton to celebrate."

1915 Veterinary Hospital in 2008 and the original 1897 Margaret Murray Washington Hall in 2010.

The Legacy Campaign

To continue funding improvements to the campus in this period, Payton initiated the Legacy Campaign, which was announced publicly in 2003. Between 2001 and 2005, the Campaign raised $74 million dollars, $14 million more than its intended goal to raise $60 million to renovate the Tuskegee University campus. Funds raised through the campaign supported not only building projects in this period, but also changes and improvements the landscape.[33]

Changes to the Landscape

While Payton's focus was primarily on transforming the Tuskegee campus through new buildings and renovations to its existing buildings, aerial photographs show that some changes in the campus's pedestrian circulation had been made after the 1960s. This included formalizing paths within the historic core between the Old Administration Building and Thrasher Hall at some time during this period. After the 1994 addition of the Kellogg Conference Center to Dorothy Hall, the pathways that crisscrossed the Big Valley were simplified to two relatively straight walkways.[34]

In 2002, through funds garnered through the Legacy Campaign, a new painted steel picket fence was installed around the perimeter of the campus and a new gateway built at its main entrance on Old Montgomery Road. New parking was added, and all of the campus drives were repaved and renamed to honor important people in the history of the school.[35] In 2004, the Legacy Walkway was completed.[36]

Finally, in 2010, a new women's softball field was constructed on the campus.[37]

Honoring the Tuskegee Airmen

In 1998, Payton spoke to Congress in support of making Moton Field the second National Historic Site in Macon County. The proposed new site was planned to honor the Tuskegee Airmen and their heroic efforts during World War II. The effort began with a special study implemented by the National Park Service, which determined that Moton Field met all the criteria for designation.[38] The study had been requested by Representative Bob Riley of Ashland, whose district included Tuskegee, and was paid for by the state of Alabama. Based on the results of the study, Riley introduced the legislation in early July 1998.[39]

In his testimony, Payton announced that Tuskegee University would donate to the federal government the thirty-five acres of Moton Field and its historic setting. He also announced the university's intent to establish a Department of Aviation Science at the field to provide "a historical continuum of flight training in the tradition of the Tuskegee Airmen." He said that the historic site was needed to tell the virtually unknown story of the Tuskegee Airmen to the American public.[40]

Despite its auspicious beginning, however, it took ten years of work until the Tuskegee Airmen National Historic Site had its grand opening on October 4, 2008. The event included three days of special exhibitions and interpretive programs at

---

[33] Howard University, "Honorary Degree Recipients," accessed January 24, 2019, https://www.howard.edu/secretary/convocations/commencement/2005/recipients.htm.

[34] NETR Online Historic Aerials.

[35] Clement et al., *Campus Heritage Plan*, 26.

[36] "Tuskegee Construction Projects Timeline," Tuskegee University Archives, 60.

[37] TU News Bureau, "Payton to celebrate."

[38] USDI NPS Southeast Region, *Moton Field/Tuskegee Airmen Special Resource Study*, 1998.

[39] Joshua Shiver, "Tuskegee Airmen National Historic Site," Encyclopedia of Alabama, accessed October 9, 2018, http://www.encyclopediaofalabama.org/article/h-3821.

[40] David Pace, "Clinton administration endorses plan for Tuskegee Airmen historical site," *The Anniston Star,* Wednesday, July 29, 1998.

the site, as well as other events held throughout the surrounding region.[41]

Classes and Programs

School of Business

In 1983, the Department of Business became the School of Business. With this, the Department of Economics was moved from the College of Arts and Sciences to the new school. In 1997, the Hospitality Management program was moved from the College of Agricultural Sciences to also join the School of Business. In 1998, the College was fully accredited by the Association to Advance Collegiate Schools of Business International (AACSB), one of the few HBCUs in the United States to claim this distinction.[42] In 2000, Tuskegee added another program to its School of Business, the Department of Computer Science, which had previously been part of the College of Engineering. With this unification, the department became the College of Business and Information Science.[43]

Under its current organization, the College of Business and Information Science has three undergraduate academic departments that offer the Bachelor of Science degree: (1) Department of Management; (2) Department of Accounting, Economics and Finance; and (3) Department of Computer Science, each offering several degrees. Currently the college is known as Brimmer College of Business and Information Science and is housed in Andrew F. Brimmer Hall, which was erected in 2007.[44]

Gen. Daniel "Chappie" James Center for Aerospace Science Engineering and Health Education

In 1984, Payton received from Gov. George C. Wallace a check for $3.2 million for the construction of the new Gen. Daniel "Chappie" James Center for Aerospace Science Engineering and Health Education. The building was planned to house the country's only predominately black aerospace engineering program.[45]

The funding had been approved by the Alabama legislature in May through a bill sponsored by Sen. Danny Corbett, D-Phenix City, and Rep. Thomas Reed, D-Tuscaloosa. It was the first time the state had provided the school funds for building construction. The $3.2 million would be combined with another $9 million from a federal grant. The remaining $6.4 million came from other funding sources.[46]

The Center, named to honor General Daniel "Chappie" James, the first Black American to achieve the rank of Four-Star General in the United States military, was dedicated on May 10, 1987, by then-President Ronald Reagan.[47]

Department of Architecture

Prior to 1974, Tuskegee Institute offered a six-year Bachelor of Architecture program, but that year, it was restructured into a six-year (four years undergraduate work, plus two graduate work) Master of Architecture program. However, because many students would leave after the first four years, in 1986, the University approved

[41] National Park Service, "National Park Service opens Tuskegee Airmen Historic Site," accessed January 24, 2019, https://www.nps.gov/tuai/learn/news/national-park-service-opens-tuskegee-airmen-historic-site.htm.

[42] Tuskegee University, "History of Brimmer College."

[43] Tuskegee University, "History of Brimmer College."

[44] Tuskegee University, "History of Brimmer College."

[45] "Aerospace Center to Get Funds," *The Montgomery Advertiser*, Friday, August 10, 1984.

[46] "Aerospace Center to Get Funds," *The Montgomery Advertiser*.

[47] Tuskegee University Athletics, "Daniel 'Chappie' James Center," accessed October 18, 2018, https://goldentigersports.com/news/2015/5/12/GEN_0512154705.aspx.

instead a five-year bachelor's degree program, ending its master's offering.[48]

In July 2010, Payton announced that the then-Department of Architecture would become the Robert R. Taylor School of Architecture and Construction Science. With this change from department to school, the BArch program gained greater autonomy. Today, the school has two degree programs: architecture and construction science and management. The school operates out of the Willcox A and Willcox C buildings.[49]

Outreach and Extension

Cooperative Extension

In 1977, Congress passed the Farm Bill of 1977, which, through Section 144 of Title XIV, provided for direct funding of extension at HBCUs. Previously, funding to HBCU extension programs had to go through white land-grant colleges. Through this provision, Tuskegee University was able to continue its extension program, begun in the nineteenth century. In addition, the program was able to utilize a portion of $50 million authorized by Congress in 1983 for extension facility development at historically black land-grant institutions.[50]

From 1977 to 1987, the work of the Tuskegee University Cooperative Extension Program focused on helping small-scale farmers through its "Small Scale Agricultural Demonstration Enterprise." In keeping with the long-established objectives of extension work at Tuskegee, some of its objectives were to:

1. Establish small-scale model demonstration farms;
2. Demonstrate proper production, management, and marketing techniques for small-scale agriculture;
3. Demonstrate emerging technologies;
4. Develop alternative enterprises, such as fruit, vegetables, specialty crops, and livestock production.

Kellogg Center for Continuing Education

In 1991, plans began for establishing a new adult education center at Tuskegee University, the Kellogg Center for Continuing Education. An article that appeared in the February 13, 1991, edition of the New York Times stated that the new center would

> broadcast programs to off-campus learning centers in rural churches, schools and community meeting places, and will offer on-campus literacy courses and programs for adults with little or no formal education. The Kellogg Center for Continuing Education, as it will be known, will also offer courses for educators; training in community leadership and training in family financial management, nutrition, health and hygiene.[51]

The Center was funded by the Kellogg Foundation and is housed in the 1994 Caprine Research Unit.[52]

Kellogg Hotel and Conference Center

In 1994, work was completed on the complete renovation of Dorothy Hall (1901) to accommodate a new conference center (see Figure 7-3).[53] The project was funded by the Kellogg

[48] Tuskegee University, "Robert R. Taylor School of Architecture and Construction Science," accessed January 30, 2019. https://www.tuskegee.edu/programs-courses/colleges-schools/tsacs

[49] Tuskegee University, "Robert R. Taylor School."

[50] Mayberry, *The Role of Tuskegee*, 218.

[51] "Tuskegee Plans Adult Center for Poor," *New York Times,* February 13, 1991.

[52] "Tuskegee Construction Projects Timeline," Tuskegee University Archives, 52.

[53] "Tuskegee University Main Campus Buildings Through Time;" Tuskegee University GIS, "Tuskegee Construction Projects Timeline," Tuskegee University Archives.

Foundation. The building houses the Kellogg Center for Continuing Education and Extension.[54]

Tuskegee University National Center for Bioethics in Research and Health Care

In January 1999, the Tuskegee University National Center for Bioethics in Research and Health Care was established as part of the presidential apology for the United States Public Health Service Study on Syphilis conducted at Tuskegee from 1932 to 1972. The Center works with local, regional, national, and international communities to address ethical and human rights issues in science, technology, and health, particularly as they impact people of color. The Center is housed in Kenney Hall (see Chapter 6).[55]

Funding

During his tenure, Payton raised over $240 million for the school through gifts, grants, and support from major corporations, a sevenfold increase in the school's endowment.[56]

State and Federal Funding

One of the first things that President Payton did when he started his tenure at Tuskegee University was to address funding issues. In August 1981, in his first press conference since assuming the post, held at the school's 100th Fall Convocation, Payton criticized the State of Alabama for the lack of equal support given to the school in comparison to that given to the state's majority white schools, such as Auburn University. Less than five percent of the school's funding came from the state, he said, although a quarter of its trustees were state appointees.[57]

In 2002, Payton was named co-chair of a twenty-one-member panel appointed by President George H.W. Bush to study how to improve funding for the 105 historically black colleges and universities (HBCUs) in the United States. Payton focused on pressing states to equalize funding for HBCUs compared with white universities. Payton was still particularly critical of the state, which matched federal funds to Auburn University at 100 percent, while matching Alabama A&M University, also an HBCU, and Tuskegee University at only fifty percent.[58]

Capital Fund Campaign

In 1989, Tuskegee University undertook a $150-million fundraising endeavor known as the Capital Fund Campaign. By the year 2000, it planned to become the largest fundraising effort any black college had ever attempted. By the time the campaign was made public in 1991, it had already amassed $54 million in gifts and pledges.[59]

The Legacy Campaign

The Legacy Campaign was initiated by Payton and announced publicly in 2003 to raise $60 million to renovate the entire Tuskegee University campus. The planned work included new parking and roadways, renovated academic buildings, student residence halls and apartments, and the enclosure of the campus with a steel picket fence with brick posts, along with new entrances.[60]

---

[54] "Tuskegee Construction Projects Timeline," Tuskegee University Archives, 52.

[55] Tuskegee University, "History," the Tuskegee University National Center for Bioethics in Research and Health Care, accessed October 18, 2018, http://tuskegeebioethics.org/about/history/

[56] "Benjamin Payton (1932–2016)," *New York Times*, October 7, 2016.

[57] "Tuskegee president asks [for] more funding," *The Montgomery Advertiser*, Monday, September 21, 1981, 13.

[58] F. Erik Brooks and Glenn L. Starks, *Historically Black Colleges and Universities: An Encyclopedia* (Santa Barbara: Greenwood, 2011), 355–356.

[59] "Tuskegee Announces Effort to Raise $150 Million," *The New York Times,* November 10, 1991.

[60] Howard University, "Honorary Degree Recipients;" "Condition, progress catch up with historic Washington Hall," *The Tuskegee News,* June 11, 2009.

Buildings and Structures

Except where noted, this information was provided by Booker Conley in his chronological listing of building projects completed under Payton up to and including 1995.[61]

Farm Buildings (1981–1984)

Between 1981 and 1984, several small, metal or concrete block buildings were erected west of Milbank Hall. These included the Alcohol Production Unit (1981), the Livestock Feeding Facility (1982), the Animal Metabolism Research building (1983), and the Co2 Research Building (1984).

Physical Plant Building (1985)

In 1985, a 24,240-square-foot, metal building was constructed along the northeast outer drive of the University to house campus maintenance activities (Figure 7-4). The building housed the director's office, the facilities planning and construction unit, custodial offices, maintenance shops, central freight receiving, and storage.



Figure 7-4. Physical Plant Building. Clement and Wynn.

General Daniel "Chappie" James Center for Aerospace Science and Health Education (1987)

Named for Tuskegee alumnus "Chappie" James, who was the first African American four-star general in the US, this large, 120,000-square-foot, multi-use building was dedicated in 1987 by President Ronald Reagan at that year's commencement ceremony (Figure 7-5). The building houses the James Museum, offices for the Army and Air Force ROTC, a rifle range, a 45-foot by 75-foot swimming pool, a 3,887-fixed-seat arena, aerospace and chemical engineering laboratories, classrooms, and faculty offices. It was designed by Paul Rudolph and the firm of Tarlee Brown and Associates. Brown is a Tuskegee University alumnus. A F4C aircraft, which was flown by "Chappie" James during the Vietnam War, is mounted outside the west wall of the building.



Figure 7-5. General Daniel "Chappie" James Center. Clement and Wynn.

W. Marable Field House (1987)

This one-story, concrete block building was completed in 1987 at the Alumni Bowl, at the south end of the running track. The building was donated to Tuskegee University by W. M Marable Construction Company, a Tuskegee business. It is used for dressing, showers, and half-time mobilization for both home and visiting teams.

Cleveland Leigh Abbott Memorial Alumni Stadium (1989, 1991, 2001)

The W. M. Marable Construction Company also reconstructed the Cleveland Leigh Abbott Memorial Alumni Stadium's press box in the late 1980s. In 1991, new aluminum seating, 600 stadium-type crimson and gold reserved seats, and a Pepsi Cola scoreboard were added to the stadium.[62] In 2001, a new weight and training

[61] Conley, *Buildings…Payton (1981–Present*).

[62] Tuskegee University Athletics, "Cleve L. Abbott."

facility was constructed and the following year, a new playing surface and sprinkler were installed.[63]

Williams-Bowie Hall (1993)

In 1993, a large, 64,000-square-foot, multi-level facility housing food animal production, research, and service for the School of Veterinary Medicine was completed (Figure 7-6). It was designed and built based on the most up-to-date information on research use and environments for food animals. Named the Food Animal Production, Research, and Service Center upon completion, it was rededicated as Williams-Bowie Hall in 2002 in honor of the contributions to the school of former deans Dr. T.S. Williams and Dr. Walter Bowie.[64]



Figure 7-6. Williams-Bowie Hall. Clement and Wynn.

Caprine Research Unit (1994)

In 1994, a one-story, concrete block structure was built north of Franklin Road at the far west end of the University farm. Funded by the Kellogg Foundation, the building houses the Kellogg Center for Continuing Education and Extension. It contains specialized laboratories and support spaces for research on goats.[65]

The University Commons Apartments (1997)

In 1997, eight apartment buildings, collectively called "The Commons," were completed, along with an office for the apartment complex (Figure 7-7). Six of the apartment buildings comprised 23,472 square feet each and two were a little over half that size, at 14,280 square feet each. Today, The Commons house students who have completed four semesters with a minimum of 55 hours and have a 2.3 GPA or higher, or independent students over 24 years of age.[66] Commons C was destroyed in 2011 due to a fire caused by a lightning strike on the roof.[67]



Figure 7-7. University Commons West "A." Clement and Wynn.

PepsiCo Tennis Courts (2001)

The PepsiCo Tennis Courts were completed in 2001. The five-court facility has lights and seating for around 200 spectators. The courts replaced a group of four that had been constructed near the entrance to the Alumni Bowl in 1928. The new courts pay homage to the long history of tennis at Tuskegee University: the first tennis court was constructed around 1890 in front of the Academic Building. A second court was built in 1900 between First and Second Emery, then two

[63] "Tuskegee Construction Projects Timeline," Tuskegee University Archives, 56.

[64] Anissa L. Riley, "Former TUSVM dean Dr. Bowie dies at 84," *The Tuskegee News*, November 5, 2009.

[65] "Tuskegee Construction Projects Timeline," Tuskegee University Archives, 52.

[66] Tuskegee University GIS, "Tuskegee University Main Campus Buildings Through Time;" Tuskegee University, "The Commons Apartments," accessed January 24, 2018, https://www.tuskegee.edu/housing-and-residence-life/the-commons-apartments.

[67] TU News Bureau, "TU completes more than $3 million in renovations," *The Tuskegee News*, September 22, 2011.

additional courts were constructed in 1914. In 1923, three courts were built on Washington Field and two behind Douglass Hall, then another added near the John A. Andrew Memorial Hospital for use by doctors and nurses.[68]

Dog Surgery and Holding Facility (2004)

In 2004, this 11,000-square-foot facility was completed for the School of Veterinary Medicine.[69]

Andrew F. Brimmer Hall (2007)

Home to the College of Business and Information Science, this 45,000-square-foot building containing classrooms, offices, laboratories, and an auditorium was completed in 2007 (Figure 7-8). It stands in the approximate location of Cassedy Hall, which was also the location of the original entrance gate into the campus.[70]

The construction of Brimmer Hall was funded with donations from Northern Trust Corporation, 3M Corporation, Praxair Foundation, First Tuskegee Bank, Ford Motor Company, Procter & Gamble, and several other groups, as well as a grant from the state. The architect was Hogan Campis and it was constructed by Turner Universal, Rabren General Contractors, C&C Masonry, and Masonry Arts.[71]



Figure 7-8. Andrew F. Brimmer Hall. Clement and Wynn.

Margaret Murray Washington Hall II (2010)

In 2010, the original Margaret Murray Washington Hall (1897) was razed due to structural disrepair, and a new building constructed on the site (Figure 7-9). The new 25,000-square-foot, LEED-certified building is adjacent to Lincoln Gates and across the avenue from the Booker T. Washington Monument. It houses the Office of Enrollment Management, the university bookstore, and dining services.[72]



Figure 7-9. Margaret Murray Washington Hall II behind the main entrance sign. Tuskegee University.

Buildings Remodeled and Demolished

Several buildings were remodeled and many demolished at Tuskegee University during Payton's tenure. Many of these projects were related to changes proposed in the campus master plans commissioned during this period.[73]

[68] Tuskegee University Athletics, "PepsiCo Tennis Courts," accessed October 10, 2018, https://goldentigersports.com/news/2015/5/12/GEN_0512154936.aspx.

[69] Tuskegee University GIS, "Tuskegee University Main Campus Buildings Through Time.".

[70] Clement et al., *Campus Heritage Plan*, 26.

[71] "Tuskegee Construction Projects Timeline," Tuskegee University Archives, 62.

[72] TU News Bureau, "Payton to celebrate."

[73] Conley, *Buildings Demolished.*

Remodeled

- Carver Foundation Building (1951), research equipment and facilities upgraded, 1984
- Collis P. Huntington Memorial Building (1902), expanded and renovated for the College of Arts and Sciences, 1984
- Thrasher Hall (1896), expanded from three to four floors in 1984, and remodeled in 1991
- Kresge Center (1976) with new computer center added in the lower level, 1984
- Milbank Agricultural Building (1909), remodeled 1985
- Campbell Hall (formerly the Brick Horse Barn and Farm Mechanization Building) (1919), multi-unit renovation and expansion, 1988
- The Old Administration Building (1903), remodeled 1990
- Sage Hall (1926), remodeled 1991
- Tompkins Hall (1910), renovation and expansion to dining and kitchen facilities, 1991
- Tantum Hall (1907), remodeled 1992
- Morris Mayberry Extension Building (1940), remodeled 1992
- Dorothy Hall (1901) with major renovation to accommodate the 168,615-square-foot Kellogg Conference Center in 1994[74]
- Armstrong Science Hall (1932), remodeled 1996
- Hollis Burke Frissell Library (Ford Motor Company Library) (1933), remodeled 1996 and 2001, renamed the Ford Motor Company Library/Learning Resource Center in 2001 [75]
- Julius Rosenwald Center (formerly the Administration and Pre-Clinical Building) (1947), remodeled 1997
- Willcox Trades Building "C" (1920), rebuilt around 2003 [76]
- White Hall (1910), remodeled 2004
- James Hall (1921), remodeled 2008
- Logan Hall (1931–1932), renovated 2010 to provide student recreational facility with a fitness center and a theater for plays and other productions, along with dressing rooms [77]

Demolished

- Pinehurst Apartments (formerly Pinehurst Hospital) (1900), demolished 1982
- Cottage 4 (1911), demolished 1982
- Pinehurst Hospital Quarantine Cottage (1900), demolished 1982
- Central Transportation (1949), demolished 1984
- Physical Plant Building (1949), demolished 1985

---

[74] Tuskegee University GIS, "Tuskegee University Main Campus Buildings Through Time;" "Tuskegee Construction Projects Timeline," Tuskegee University Archives, 58.

[75] "Tuskegee Construction Projects Timeline," Tuskegee University Archives, 54–56.

[76] The design-build project, led by A.G. Dre-Co., Inc., and Stansell & Associates, provided students in construction and other vocational trade programs a chance to become involved. "Tuskegee Construction Projects Timeline," Tuskegee University Archives, 59.

[77] The renovation, designed by Sizeler Thompson Brown, Architects, also added space for the athletics department's headquarters and to house the Tuskegee University Athletic Hall of Fame. The newly renovated facility was dedicated on Payton's last day as president. TU News Bureau, "Payton to celebrate."

- Willcox Halls Bath House (1926), demolished 1985
- Collis P. Huntington Memorial Building (1902), destroyed by fire 1991
- Home Management Cottage 1 (1942), demolished 1992
- Home Management Cottage 2 (1942), demolished, 1992
- Cottage 13 (1900), demolished, 1994
- Cottage 2 (1898), demolished 1994
- Cottage 43 (1917), demolished 1994
- Cottage 12 (1919), demolished 1994
- Medical Director's Cottage (1903), demolished 1994
- Phelps Halls (1892), demolished in 1996
- Quonset Hut Storage (1953), demolished 1996
- Cottage 1 (1907), demolished 1996
- Senior Practice House (1900), demolished 1996
- Cottage 10 (1896), demolished 1996
- Brick Creamery (1899) (later the Little Theater), demolished 1998
- Boys' Bathhouse (1903), demolished 1996
- Veterinary Hospital (1915), demolished 2008
- Margaret Murray Washington Hall (1897) demolished 2010, new Margaret Murray Washington Hall constructed same site

Landscapes

Campus Sidewalks (1981–2010)

Aerial photographs show some changes in the campus' pedestrian circulation after the 1960s, including the formalization of paths within the historic core between the Old Administration Building and Thrasher Hall at an unknown date. After the 1994 addition of the Kellogg Conference Center to Dorothy Hall (1910), the pathways that crisscrossed the Big Valley were simplified to two relatively straight walkways.[78]

Agricultural Experiment Station (1984)

In 1984, 200 acres for farm land and forests were added to the properties under control of the agricultural experiment station.[79]

Campus Master Plan (1987)

Starting in 1987, a new visualization for the Tuskegee University campus was explored through a series of campus master plans commissioned by the university. That year, the school hired The Ehrenkrantz Group to prepare a master plan in collaboration with the university's Edward Pryce and William, Russell, Johnson Engineers. The plan was notable in that it recommended new buildings to be sited away from the historic core of the campus. However, it also proposed demolition of several historic buildings because of their poor conditions.[80]

Campus Master Plan (1989)

This plan was followed by another created in 1989 by Tonte Peters of the Tuskegee Physical Plant Department. That plan proposed the removal of Phelps Hall and the Boys' Bathhouse (later the ROTC Armory) and replacing them with a turf amphitheater. It also proposed expansion of a

[78] NETR Online Historic Aerials

[79] "Renovation, Construction Extensive at Tuskegee," *Alabama Journal,* Friday, August 10, 1984; Conley, *Buildings…Payton (1981–Present)*.

[80] Clement et al., *Campus Heritage Plan*, 25–26.

large parking lot between Tompkins and Rockefeller halls.[81]

Campus Master Plan (1998)

Yet another campus master plan was commissioned in 1998. Completed by Hickerson, Fowlkes Architects, the new plan repeated many suggestions from the 1987 plan. It also recommended that the national historic district be expanded to include buildings omitted from the 1976 designation, as well as the rehabilitation, rather than removal, of historic buildings.[82]

Campus Master Plan (2001)

Only three years later, in 2001, a fourth master plan was commissioned, this time from Jackson Person and Associates, Inc. This plan proposed stronger pedestrian links throughout the campus and recommended many improvements to the campus perimeter and its entrances. The goal was to create a more pedestrian-oriented campus, keeping vehicles to its edges.[83]

Legacy Walkway (2004)

The Legacy Walkway was dedicated on March 28, 2004. It was constructed by Centex Rooney Construction Company. The project had been introduced at Homecoming 2003 and was funded by the sale of 1,500 bricks to match the Bush Foundation's $500,000 donation.[84]

Campus Perimeter Fence and Gateways (2002)

In 2002, a project to improve the appearance of the campus was completed. It included a new painted steel picket fence, which was installed around the perimeter of the campus, and a new gateway into its main entrance on Old Montgomery Road. At the same time, all of the campus drives were repaved and renamed to honor important people in the history of the school.[85]

Women's Softball Field (2010)

In 2010, a new women's softball field was constructed based on plans by the firm of Heery International. The field was built so that the school could attract "sterling women softball players."[86]

Faculty and Staff

Benjamin Franklin Payton (1932–2016)

Benjamin F. Payton was born on December 27, 1932, in Orangeburg, South Carolina, as one of nine children to Reverend Leroy Ralph and Sarah (Mack) Payton. Leroy Payton worked as a Baptist minister, farmer, and teacher.

It is likely that young Payton was educated at home by his father. Benjamin had learned enough in his early schooling to gain admission to South Carolina State University, from which he graduated in 1955 with a Bachelor of Arts degree in Sociology. Payton went on to Harvard University, where he studied philosophical theology and received a Bachelor of Divinity in 1958.[87] While at Harvard, Payton was awarded the Billings Prize, First Place, in 1957.[88]

Next, he earned a Master of Arts in philosophy from Columbia University in 1960, and then a PhD in Ethics from Yale University in 1963. During this period, Payton received support through the Danforth Foundation. The foundation was established in 1927 by William H. Danforth, the founder of the Ralston Purina Company, and his family, "for charitable and humanitarian purposes and to promote the well-being of mankind." In its early years, the foundation, among its other

---

[81] Clement et al., *Campus Heritage Plan*, 25–26.

[82] Clement et al., *Campus Heritage Plan*, 25–26.

[83] Clement et al., *Campus Heritage Plan*, 26.

[84] "Tuskegee Construction Projects Timeline," Tuskegee University Archives, 60.

[85] Clement et al., *Campus Heritage Plan*, 26.

[86] TU News Bureau, "Payton to celebrate."

[87] Sandy J. Stiefer, "Payton, Benjamin F. 1932–," Encyclopedia.com, accessed January 24, 2019, https://www.encyclopedia.com/ education/news-wires-white-papers-and-books/payton-benjamin-f-1932.

[88] McMickens, "Benjamin Franklin Payton."

programs, helped to support individuals in their education. After the death of Danforth in 1955, the family began to focus on improving education for racial minorities.[89]

In 1963, Payton was hired as assistant professor of sociology of religion and social ethics at Howard University. While there, he also served as director of the Howard University Community Service/ Research Project in Washington, DC. He remained in these positions until 1965.

From 1965 to 1966, Payton moved to New York to take the directorship of the Office of Church and Race for the Protestant Council of the City of New York. The following year, Payton served as executive director of the Commission on Religion and Race and the Department of Social Justice of the National Council of Churches in the USA.

In 1967, Payton was hired as president of Benedict College, a four-year liberal arts HBCU in Columbia, South Carolina. Established by the American Baptist Home Mission Society, Benedict College began as a teacher's college, as had Tuskegee Institute, but grew to offer baccalaureate degrees. Payton remained at Benedict until 1972. That year, he was named South Carolinian of the Year. In 1972, Payton returned to New York to become the program officer of education and public policy for the Ford Foundation. He remained in that position until he left for Tuskegee in 1981.

Throughout many moves and job changes, Payton was accompanied by his wife, Thelma. They met while in graduate school at Columbia and married in New York in 1959. Born Thelma Louise Plane in Evanston, Illinois, Mrs. Payton was a highly educated and active partner for her husband until her death in 2013. The Paytons had two children, Mark Steven and Deborah Elizabeth.

During his tenure at Tuskegee, Payton maintained national visibility. Because of his transformation of the university and his other works throughout the country, Payton received the Napoleon Hill Foundation's Gold Medal in 1987, the Benjamin E. Mays Award in 1988, and the Centennial Alumnus Award from South Carolina State University in 1988. He also received honorary doctorates from Benedict College, Lehigh University, Morgan State University, Eastern Michigan University, Morris Brown College, and the University of Maryland.[90]

Payton retired in 2010 and moved with his wife to Estero, Florida. She died in 2013 and he died three years later, on September 28, 2016. He is buried in the Tuskegee University Campus Cemetery.[91]

Thelma Plane Payton (1932–2013)

Thelma Plane Payton was born on March 1, 1932, to Henry Plane, Sr. and Evelyn Watson Plane in Evanston, Illinois. She graduated from Evanston Township High School and attended Tennessee State University, where she received a BS in Sociology. Plane went on to earn an MS in Social Work at Columbia University in New York. While at Columbia, she met Benjamin Franklin Payton and they were married in New York City in 1959.[92]

Thelma Payton's subsequent more than 30-year career in psychiatric social work led her to provide social and educational services in six states for several different institutions and organizations. During her tenure as first lady for Benedict College and Tuskegee University, she was an active member of the Alpha Kappa Alpha Sorority and The Links, Inc., a large, international volunteer organization dedicated to improving the lives of African Americans and others of African descent.[93]

---

[89] Stiefer, "Payton."

[90] Stiefer, "Payton."

[91] Hurt, "Payton, Benjamin Franklin."

[92] Legacy.com, "Thelma Plane Payton," accessed October 10, 2018, https://www.legacy.com/obituaries/news-press/obituary.aspx?n=thelma-plane-payton&pid=165525610; Ancestry.com, New York Marriage License Indexes, 1907–1995, accessed October 10, 2018.

[93] Legacy.com, "Thelma Plane Payton."

Velma "Peaches" L. Blackwell (ca. 1943–2016)

Dr. Velma "Peaches" Blackwell was a native of Whistler, Alabama. She attended high school at Mobile County Training School, then earned a Bachelor of Science degree at Tuskegee Institute. She went on to earn a Master of Education degree at Temple University in Philadelphia and then a PhD at Florida State University.

Dr. Blackwell served at Tuskegee University from 1969 to her retirement in 2008, taking the positions of coordinator at the Department of Student Personnel Services, director of student relations in the Human Resources Development Center, associate director for federal and international programs, first female vice-president for development affairs, assistant to the president for state relations and community affairs, and associate provost/director at the Center for Continuing Education and Extension. She published numerous articles addressing adult education, minority education, and leadership in education.[94] Dr. Blackwell died on September 29, 2016, in Mobile, Alabama.

Alumni

Bruce Antone (1960–living)

Bruce Antone was born in Mobile, Alabama, on November 1, 1960. He attended Tuskegee University and graduated with a degree in electrical engineering in 1983. He moved to Florida in 1984, where he attended the University of Central Florida to study public administration.

Antone worked for Florida's state senator, Buddy Dyer, from 1992 to 1999, starting as a legislative aide, then rising to serve at Dyer's chief of staff. Antone waged an unsuccessful campaign for a seat on the Orange County Commission, then in 2000, ran another unsuccessful campaign to become a Florida Democratic state representative. Finally, in 2002, he ran for Senate and this time succeeded in defeating the Republican nominee, then won renomination in 2004. In 2010, Antone successfully ran for the state representative's seat for the newly created 46th district and remains in this office to the current day.[95]

Ndubuisi John Ekekwe (1958–living)

Ndubuisi John Ekekwe was born in 1958 in the town of Ovim, in Abia State, Nigeria. There, he attended the Secondary Technical School, then went on to earn a Bachelor of Engineering degree from the Federal University of Technology in Owerri, Nigeria. He subsequently came to the US to attend Tuskegee University, where he earned a Master of Science degree in Electrical Engineering in 2004. He then moved to Maryland, where he earned a PhD in Electrical and Computer Engineering. Altogether, Ekekwe holds two doctoral and four master's degrees.

Today, Ekekwe is a leader in the fields of microelectronics, medical robotics, and semiconductors. He is the founder of the African Institution of Technology. Ekekwe contributes regularly to the Harvard Business Review and has served in numerous advisory groups, including the US National Science Foundation Engineering Research Center E&D Committee, the Institute of Electrical and Electronics Engineers Boston Section, and the JPL Financial Group, which gathers capital for projects in Africa.

Ekekwe is an inventor and author and has held professorships in electrical and computer engineering at Babcock and Carnegie Mellon universities. In 2010, he received the IGI Global Book of the Year Award; he is also a TED Fellow and an IBM Global Entrepreneur and World Economic Forum "Young Global Leader."[96]

---

[94] Small's Mortuary, Inc., "Dr. Velma Blackwell," accessed October 10, 2018, http://216.119.69.91/ArticObits/Obitsnew/Landing_Obituary.aspx?oid=100216.

[95] Wikipedia, "Bruce Antone," accessed October 10, 2018, https://en.wikipedia.org/wiki/Bruce_Antone.

[96] Wikipedia, "Ndubuisi John Ekekwe," accessed October 10, 2018, https://en.wikipedia.org/wiki/Ndubuisi_Ekekwe ; Moses Kator Tarkaa, "Ndubuisi Ekekwe: A Nigerian Genius Making Remarkable Tech Strides," HelloNaija, accessed October 10, 2018,

James Felton Keith (1981–living)

James Felton Keith was born on September 25, 1981, in Detroit, Michigan. He attended Tuskegee University, likely around 2000; he also attended Harvard and Lawrence Technological universities.

Keith is an engineer, author, and entrepreneur; he was also the first African American representative of the LGBT community to run for the US House of Representatives in New York's 13th congressional district. He has founded many companies, started the Detroit Regional LGBT Chamber of Commerce, and the Slay TV network. Keith is an advocate for individual ownership of personal data and its economic value as a "natural resource." In 2013, Keith established the Keith Institute with his sister, Kharena Keith Coleman, to promote economic and educational inclusion.[97]

Chokwe Antar Lumumba (1983–living)

Chokwe Antar Lumumba was born in Detroit, Michigan, on March 29, 1983. His father was civil rights lawyer Chokwe Lumumba, formerly Edwin Finley Taliaferro until 1969, after he became active in black nationalist politics and changed his name. Lumumba, Sr., served for some time as vice-president of the Republic of New Afrika, then later was elected mayor of Jackson, Mississippi.

Chokwe Antar is an attorney, activist, and politician, and is currently serving as mayor of Jackson, following in his father's footsteps. Promising to make Jackson "the most radical city on the planet," Lumumba ran on a progressive Democratic platform.

Lumumba attended Tuskegee University around 2001 and received a Bachelor of Arts degree in political science and government. He then went on to earn a JD in law from the Thurgood Marshall School of Law at Texas Southern University. He is married to his wife, Ebony, and they have two children.[98]

Marilyn James Mosby (1980–living)

Marilyn James was born on January 22, 1980, in Massachusetts and was raised in the Dorchester area of Boston by her grandparents. Both of her parents served as police officers, as had her grandfather, one of the first African American police officers in the state. Marilyn attended Dover-Sherborn High School, where she was active in student government and co-editor of the school newspaper. James went on to attend Tuskegee University, graduating in the early 2000s, magna cum laude, with a Bachelor of Arts degree. She returned to Boston and earned a JC from Boston College Law School in 2005.

James served as Baltimore's Assistant State's Attorney from 2005 to 2012. In 2013, she ran a successful campaign to become State's Attorney and was the youngest top prosecutor in a major US city. That year, she charged and indicted six police officers for the death in police custody of Freddie Gray.

James is also involved in community outreach efforts, including Aim to B'MORE, a program that

---

http://hellonaija.ng/people-lifestyle/ndubuisi-ekekwe-nigerian-genius-making-remarkable-tech-strides/; Ndubuisi John Ekekwe, "My First Day In America and Kindness of Diamond Bank Lagos." Linkedin.com, accessed October 10, 2018, https://www.linkedin.com/pulse/my-first-day-america-kindness-diamond-bank-lagos-ndubuisi-ekekwe/.; Ndubuisi John Ekekwe, "About the Author," Tekedia, accessed October 10, 2018, https://www.tekedia.com/about-the-author-ndubuisi-ekekwe-phd-2/.

[97] Wikipedia, "James Felton Keith," accessed October 10, 2018, https://en.wikipedia.org/wiki/James_Felton_Keith.

[98] Wikipedia, "Chokwe Antar Lumumba," accessed October 10, 2018, https://en.wikipedia.org/wiki/Chokwe_Antar_Lumumba; "Chokwe Lumumba," Linkedin, accessed October 10, 2018, https://en.wikipedia.org/wiki/Chokwe_Antar_Lumumba; D.D. Guttenplan, "Is this the Most Radical Mayor in America?," *The Nation*, November 17, 2017, https://www.thenation.com/article/is-this-the-most-radical-mayor-in-america/.

offers an alternative to incarceration for first-time, non-violent felony drug offenders. Other programs she is involved in include Junior State's Attorney, which introduces middle school students to careers in criminal justice, and Community Day in Court, a quarterly event that brings the public and law enforcement together to discuss city issues. James married Nick Mosby in 2005 and they have two daughters.[99]

Roderick Van Royal (1965–living)

Roderick Van Royal was born in 1965 in Birmingham, Alabama, and grew up there. He became involved in politics early when he was elected student council president at Tuggle Elementary School, then served as student government president at the prestigious A.H. Parker High School. He went on to earn a Bachelor of Science degree in political science at Tuskegee University and a master's in public administration at Webster University in St. Louis. He also attended and graduated from the University of Alabama police academy.

Van Royal, who has been active throughout his life in community affairs, was elected to the Birmingham City Council, where he represented District 9 from 2001 to 2013. He served as acting mayor briefly from November 2009 to January 2010. Van Royal is married, with three children, and lives in Pratt City, Alabama.[100]

[99] Wikipedia, "Marilyn Mosby," accessed October 10, 2018, https://en.wikipedia.org/wiki/Marilyn_Mosby.

[100] Bhamwiki, "Roderick Royal," accessed October 10, 2018, http://www.bhamwiki.com/w/Roderick_Royal.

Chapter 8: Interim Presidents and Tuskegee University (2010–2018)

Introduction

This chapter covers the development of Tuskegee University, beginning with the retirement of Dr. Benjamin F. Payton as the school's fifth president in 2010, through a series of interim and short-term presidents, until the recent hiring of the university's first female president, Dr. Lily D. McNair, in 2018.

These sections are followed by an overview of Tuskegee University's outreach and extension efforts, as well as the school's classes and programs offered during this period. Next is a list of all the buildings, structures, and landscapes developed between 2010 and 2018. This is followed by brief biographies of the most influential people at Tuskegee University during this period.

The Sixth President

In March 2009, President Benjamin Franklin Payton announced his intention to retire at the end of June 2010, after twenty-eight years as Tuskegee's president. In September 2009, the board of trustees search committee, which had been formed in April, hired executive search firm Hodge Partners of Atlanta to assist in the search for a new president.[1] The following year, with the end of June drawing near and no new president selected, the board of trustees chose a new member to lead the search committee and asked a new firm, Ayer and Associates of Arlington, Virginia, to assist in the search. Dr. Payton agreed to extend his tenure to the end of July. In the meantime, the board selected Dr. Charlotte P. Morris, Payton's chief of staff, to serve as interim president starting August 1, 2010. Dr. Morris was the first woman to assume leadership of the school.[2]

On September 17, 2010, Dr. Gilbert L. Rochon was announced as the next president of Tuskegee University, to begin his term on November 1, 2010. Dr. Rochon came to Tuskegee from Purdue University, where he had been since 2002 and served as a Senior Research Scientist at the Rosen Center for Advanced Computing and as the Director of the Terrestrial Observatory. Board Chairman Andrew F. Brimmer praised Dr. Rochon's qualifications, saying, "[a]s we reviewed and evaluated Dr. Rochon's education and professional experience, it became evident that he has been preparing thoroughly for the presidency of Tuskegee University. His resume is very impressive."[3]

A week after he started his term, Dr. Rochon and Dr. Morris served as grand marshals in the 2010 Homecoming parade. Dr. Rochon afterwards hosted an alumni open house at Grey Columns

[1] "TU hires firm to find Payton's successor," *The Tuskegee News*, September 10, 2009.

[2] TU News Bureau, "Morris to replace Payton in interim capacity," *The Tuskegee News*, June 24, 2010.

[3] TU News Bureau, "Tuskegee University board names next president," *The Tuskegee News*, September 17, 2010; Jeff Thompson, "Purdue's Rochon next TU president," *The Tuskegee News*, September 23, 2010.

and presided over his first Convocation. During his closing remarks, he stated his goal to "improve and increase Tuskegee's global footprint."[4]

Dr. Rochon was formally inaugurated on January 22, 2011, in a ceremony in the Chappie James Center. The crowd of 3,000 listened to twenty-six speakers, including the new president. In his inaugural speech, Dr. Rochon outlined his goals for his presidency, including enhancing the undergraduate curriculum, expanding graduate programs, upgrading facilities and campus technologies, and increasing research collaboration at the national and international levels. He also expressed his desire to strengthen the relationship between the university and the town of Tuskegee.[5]

Tuskegee Under Rochon

During his term as the sixth president of Tuskegee University, Rochon vowed to "Bring the World to Tuskegee and Tuskegee to the World."[6] Rochon was active in raising awareness of Tuskegee, traveling extensively to create partnerships with other universities and research organizations. In 2012, he was voted Chair of the Council of 1890 Universities, comprised of the presidents of the HBCUs that were designated land-grant institutions by the Second Morrill Act of 1890.[7] Rochon was also active in community engagement; during his tenure, he served as the keynote speaker at many local functions. Addressing the Tuskegee Area Chamber of Commerce during his first year as president, Rochon discussed university initiatives that would boost the local economy and increase university enrollment.[8]

Under his leadership, the school began a new capital campaign, seeking to raise $250 million over five years. In 2013, the university endowment was $117 million.[9] State appropriations also increased during his tenure to over $9 million, of which $1.2 million was to be used for agricultural research and cooperative extension programs.[10]

In 2012, Rochon launched a new division of international education, research, and development as part of his efforts to "bring Tuskegee to the World." The purpose of the program was to strengthen global collaborative research initiatives with a variety of organizations, facilitate faculty exchange, and develop overseas study programs.[11]

Facilities improvements during Rochon's tenure as president included numerous renovations to student housing, as well as a new laundry and convenience store for students. A building was constructed along Franklin Road to house the new Carver Integrative Sustainability Center in 2011, and 2013 saw the completion of a two-year, $33 million renovation to Tompkins Hall. The dining hall, originally completed in 1910 and renovated numerous times, was closed in 2011 due to roof damage and structural problems. The structural problems required the entire building to be gutted so new structural supports could be installed; only the brick façade and outer walls were left intact.[12] The same year, construction was completed on James Henry Meriwether Henderson Hall, a new

[4] TU News Bureau, "Campus celebrates with win, Rochon's first Convocation," *The Tuskegee News*, November 11, 2010.

[5] TU News Bureau, "Rochon Inauguration: Man of the Hour," *The Tuskegee News*, January 27, 2011.

[6] Tuskegee University, "Legacy of Leadership," accessed January 30, 2019, https://www.tuskegee.edu/discover-tu/tu-presidents.

[7] TU News Bureau, "Rochon chair of Council of 1890 Universities," *The Tuskegee News*, March 22, 2012.

[8] Guy Rhodes, "2011: Some good, bad and ugly," *The Tuskegee News*, December 29, 2011.

[9] TU News Bureau, "Alumni raise nearly $500,000 over Founder's Day weekend," *The Tuskegee News*, April 11, 2013.

[10] TU News Bureau, "TU's state funding increased," *The Tuskegee News*, June 13, 2013.

[11] TU News Bureau, "Egiebor appointed vice president at TU," *The Tuskegee News*, July 19, 2012.

[12] Sara Falligant, "After more than two years, it's lunchtime again at Tuskegee's Tompkins Hall," *Opelika-Auburn News*, October 18, 2013.

agriculture and science education building located on the former site of the Dairy Barn and the Woodruff Food Processing Center, which were both demolished in 2008. Plans were designed for a new vet teaching hospital and student-designed field house at Abbott Stadium; however, construction of both facilities stalled following Rochon's resignation.[13]

The Seventh President

Dr. Rochon surprised the board of trustees during a meeting on October 18, 2013, by announcing his resignation after only three years as Tuskegee's president, effective the next day. The board appointed Dr. Matthew Jenkins, a Tuskegee graduate and president of the Tuskegee University Foundation, as acting president of the university.[14]

Dr. Brian L. Johnson was unanimously appointed by the board on April 30, 2014, after being selected from a pool of forty candidates, to begin his term on June 15, 2014.[15] Dr. Johnson came to Tuskegee from Austin Peay State University, where he was the Vice President for Academic Affairs. In his introductory address to the school, he outlined his goals for his presidency, which included turning Tuskegee into an "Outcomes-Oriented Organization" by creating a student-centered culture, fully integrating twenty-first-century technologies into the educational program, administering data-driven resource management, increasing enrollment, and diversifying fundraising. He also announced the creation of an endowed scholarship for Tuskegee Students, pledging $100,000 over the next five years.[16]

Tuskegee Under Johnson

During his term as Tuskegee's seventh president, Johnson introduced several new programs and helped develop several vision documents to guide Tuskegee's trajectory. His term coincided with anniversaries for many events important to the history of Tuskegee, including the 150th anniversary of George Washington Carver's birth, the 100th anniversary of Booker T. Washington's death, the 125th anniversary of the Morrill Act of 1890, the 50th anniversary of the Selma to Montgomery March over the Edmund Pettus Bridge, and the 20th anniversary of President Bill Clinton's apology for the syphilis study.

The year-long celebration of the 150th birthday of George Washington Carver began before Johnson's term started. Interim president Dr. Matthew Jenkins had led the school during the kick-off event held during the 122nd Annual Farmers Conference in February 2014 and the reopening of the Carver Museum in early April. The museum had been closed for over a year for renovations and exhibit updates. Events continued after Johnson assumed the presidency, including the introduction of a new George Washington Carver Lecture Series in October 2014. The series featured lectures highlighting Dr. Carver's many achievements and accomplishments under the theme "Impact of George Washington Carver: Innovations in Food and Nutrition Sciences in the 21st Century."[17]

Johnson was responsible for the development of Tuskegee's new strategic plan, "The Tuskegee Trajectory (2015–2020)," which established a baseline and desired outcomes for the university.

---

[13] TU News Bureau, "TU breaks ground on new teaching hospital," *The Tuskegee News*, March 28, 2013; TU News Bureau, "Student design selected for new Field House at Abbott Stadium," *The Tuskegee News*, August 1, 2013.

[14] The Tuskegee News Staff, "Rochon resigns; Jenkins appointed acting TU president," *The Tuskegee News*, October 24, 2013; Guy Rhodes, "Why Rochon stepped down remains speculation," *The Tuskegee News*, October 24, 2013.

[15] "Dr. Brian Johnson named TU's president; to take office June 14 from Austin Peay," *The Tuskegee News*, May 1, 2014.

[16] Guy Rhodes, "New TU president issues challenge for results," *The Tuskegee News*, June 26, 2014.

[17] TU News Bureau, "TU's Carver Lecture Series to feature noted speakers," *The Tuskegee News*, October 23, 2014.

The document addressed the strategic goals Johnson set forth in his inaugural speech, established objectives for each goal, and developed progress indicators that could be used to evaluate the success of each goal. The document was developed over the course of a year with the input of students, faculty, staff, and the local community. The five goals set forth in the document are:

1. Creating A Student-Centered Culture: Student Success, Student Engagement and Parent-Student Satisfaction;

2. Fully Inaugurating 21st Century Higher Education at Tuskegee University: (Through) Innovative Online and Expanded Academic Programming and Instruction, Infrastructure and Technology;

3. Administering Efficient Resource Management: Data-Informed Decision Making and Effective Human Resource Management;

4. Obtaining a Marked and Increased Enrollment: Recruitment, Retention and Persistence; and

5. Fostering a Culture of Advancement and Development: Diverse Portfolio of Fundraising.[18]

As part of the effort to meet these goals, Johnson introduced Tuskegee's first online classes programs and reintroduced Bachelor of Arts degrees in Music and Visual Arts. As part of the Student Engagement goal, a new lecture program entitled the Lyceum Series was introduced. The ongoing series features notable speakers who will "educate, enlighten and entertain both the university and surrounding communities."[19]

Few campus changes occurred during Johnson's presidency. Safety improvements were installed throughout the campus landscape. A network of blue light emergency towers was installed along campus sidewalks, allowing students to call for help and for campus police to make safety announcements. Additionally, a radio tower was installed at the top of Tompkins Hall to allow the university police department to have more reliable campus communication.[20] A Campus Master Plan was completed in 2017 to guide the ongoing development and preservation of the campus. Goals include optimizing space utilization and functionality, enhancing the student experience, improving campus infrastructure, and enhancing accessibility and wayfinding.[21]

The Eighth President

In May 2017, the board of trustees announced that it had decided not to renew Dr. Johnson's annual contract as president, and his term would expire on June 30, 2017.[22] Starting July 1, 2017, Dr. Charlotte P. Morris once again served as interim president during the search for Dr. Johnson's successor.[23]

Dr. Lily D. McNair was unanimously selected by the board of trustees after a six-month search from a pool of more than 150 candidates. McNair came to Tuskegee from Wagner College, where she was provost and senior vice president for academic

[18] Tuskegee University, *The Tuskegee Trajectory: Tuskegee University Strategic Plan (2015–2020)*, 7-8, accessed February 7, 2019, https://www.tuskegee.edu/Content/Uploads/Tuskegee/Files/2015-2020-Strategic-Plan-reformat.pdf.

[19] Tuskegee University, "Tuskegee University Lyceum Series," accessed October 18, 2018, https://www.tuskegee.edu/discover-tu/lyceum-series.

[20] TU News Bureau, "Emergency towers and updates to bolster TU campus safety," *The Tuskegee News,* January 22, 2015.

[21] Tuskegee University, *Campus Master Plan 2017, Executive Summary,* 3–7, accessed February 7, 2019, https://www.tuskegee.edu/Content/Uploads/Tuskegee/files/News/CampusMasterPlanExecutiveSummary-Final.pdf.

[22] Jamal Eric Watson, "Tuskegee University Fires President Johnson," *Diverse*, May 29, 2017.

[23] Monica Levitan, "Tuskegee Turns Again to Morris as Interim President," *Diverse*, June 1, 2017.

affairs. She began her term on July 1, 2018, and is Tuskegee's first female president.[24]

Tuskegee Under McNair

In the announcement of her appointment, McNair remarked

> [t]he historic contributions of the university's students, faculty and alumni are well known and valued throughout the nation. I very much look forward to building on the legacy of my predecessors so that Tuskegee University will ascend to even greater heights in the years to come.[25]

Just a month after McNair started her term, the Robert R. Taylor School of Architecture and Construction Science hosted a workshop in an effort to preserve that legacy. The two-day workshop taught students, faculty, and community members valuable skills in architectural and construction restoration and conservation, aimed at the proper preservation of Tuskegee's iconic historic buildings. The workshop was held in partnership with the National Trust for Historic Preservation, the National Park Service's National Center for Preservation Technology and Training, the Preservation Trades Network, the Historic Documentation Programs through the National Park Service, and the Alabama Historical Commission. Kwesi Daniels, head of the Department of Architecture, said

> Tuskegee is the ideal campus for hands-on demonstration of preservation techniques because [of] our status as a national historic site and our partnership with the National Park Service. Additionally, we are an institution built upon Dr. Booker T. Washington's educational philosophy of 'learning to do by doing.'[26]

Classes and Programs

In 2019, at the time of this study, Tuskegee University is organized under eight colleges and schools, offering over forty bachelor's degrees, sixteen master's degrees, and six doctoral programs. The eight schools and colleges include:

- Andrew F. Brimmer College of Business and Information Science (CBIS)
- College of Agriculture, Environment & Nutrition Sciences (CAENS)
- College of Arts & Sciences (CAS)
- College of Engineering (COE)
- College of Veterinary Medicine (CVM)
- Robert R. Taylor School of Architecture & Construction Science (TSACS)
- School of Education (SOE)
- School of Nursing & Allied Health (SONAH)[27]

Tuskegee University Global Office (2012)

Under President Rochon, the Tuskegee University Global Office (TUGO), initially called the Division of International Education, Research and Development, was launched. The purpose of the program was to strengthen global collaborative research initiatives with a variety of organizations,

[24] Tuskegee University, "Tuskegee names Lily D. McNair as its 8th president," accessed October 18, 2018, https://www.tuskegee.edu/news/tuskegee-names-lily-d-mcnair-as-its-8th-president.

[25] Tiffany Pennamon, "Tuskegee Names Lily D. McNair as President," *Diverse*, May 9, 2018.

[26] Tuskegee University, "First-of-its-kind public workshop to focus on historic campus preservation," accessed October 18, 2018, https://www.tuskegee.edu/news/firstofitskind-public-workshop-to-focus-on-historic-campus-preservation.

[27] Tuskegee University, "Colleges & Schools," accessed October 17, 2018, https://www.tuskegee.edu/programs-courses/colleges-schools.

facilitate faculty exchange, and develop overseas study programs. In 2019, at the time of this study, TUGO partners with eighteen institutions in thirteen countries to provide humanitarian and agricultural expertise, provides guidance and aid to international students, organizes study abroad programs for students and faculty, and provides a Peace Corps Prep Program to prepare undergraduate students for international development work.[28]

Online Learning (2015)

Under President Johnson, the Office of Distance Learning at Tuskegee University began to offer fully accredited online degree programs. Initial course offerings included Bachelor of Science degrees in information technology, supply chain management, clinical laboratory science, and nursing. Master's degrees were offered in systems engineering, information systems and security management, environmental management, and environmental science.[29] Just over a year after their introduction, the programs were ranked the best in Alabama.[30]

Changes to the program in December 2016 allowed the university to keep its accreditation status. Several course offerings were removed. Current course offerings include a Master of Science in environmental science, a Master of Science in environmental management, and numerous personal and professional enrichment classes.[31]

Lyceum Series (2015)

This monthly speaker series was introduced by President Johnson during the 2015–2016 academic year. The ongoing series is part of Tuskegee's commitment to enhancing the student educational experience. Its mission is to "engage students, faculty, staff, and the greater Tuskegee community." Notable speakers have included alumnus and inventor Lonnie Johnson, astronaut Dr. Mae Jemison, philosopher Dr. Cornel West, activist Ilyasah Al-Shabazz (daughter of Malcolm X and alumna Betty Al-Shabazz), artist Dr. Ronald McDowell, poet Frank X Walker, and many others.[32]

Outreach and Extension

Tuskegee University Cooperative Extension Program

From its inception, the Cooperative Education Program at Tuskegee, today known as TUCEP, has served limited resource and underserved clientele in the Black Belt region. Currently, the focus of outreach is divided into six program areas:

- Alabama Youth Entrepreneurial Initiative and Workforce Development;
- Small Scale Farming and Global Food Security;
- Enhancing Citizens' Capacity to Transform Communities;
- Integrated Natural Resources, Sustainable Energy, and Climate Change;
- Nutrition, Fitness and Childhood Obesity; and
- Healthy Lifestyles, Prevention, and Food Safety.

Services and outreach through each of these areas takes the form of educational workshops, camps, demonstrations, friendly competitions, small group meetings, and more. Yearly conferences

[28] Tuskegee University, "Tuskegee University Global Office (TUGO)," accessed October 17, 2018, https://www.tuskegee.edu/tugo.

[29] TU News Bureau, "TU to offer online degree programs," *The Tuskegee News*, March 26, 2015.

[30] Tuskegee University, "Tuskegee University online programs named No. 1 in Alabama," accessed October 17, 2018, https://www.tuskegee.edu/news/tuskegee-university-online-programs-named-no-1-in-alabama.

[31] TU News Bureau, "TU on-line degree programs change approved," *The Tuskegee News*, December 29, 2015; Tuskegee University, "Office of Distance Education and Online Learning," accessed October 17, 2018, http://elearning.tuskegee.edu/about-us.

[32] Tuskegee University, "Tuskegee University Lyceum Series."

include the Farmers Conference, the Booker T. Washington Economic Development Summit, and the Youth Empowerment Summit.[33]

Carver Integrative Sustainability Center

This program, building on the traditions of outreach to local farmers that started with Booker T. Washington and George Washington Carver, was launched in 2010. According to their mission statement, the center

> …serves as a science-based research and resource center focused on technologies and policies that enhance profitability and sustainability of small, socially & historically disadvantaged, underserved, beginning, women and veteran farmers, ranchers, landowners; and related cooperatives and rural communities. The Center functions in the tradition of George Washington Carver as a regional, national and international resource in developing and sharing holistic, earth, farmer, and consumer-friendly agricultural and food innovations; with specific activities including research, education and service.[34]

Conferences, Fairs, and Symposiums

Numerous conferences, workshops, fairs, and symposiums are hosted at Tuskegee throughout the year. The College of Veterinary Medicine hosts separate annual health fairs for small animals and horses, free spay and neuter days for pets, an annual Veterinary Medical Symposium, an annual biomedical conference called the One Health Symposium, college enrichment programs, and summer enrichment programs. The Department of Food and Nutritional Science holds an annual Health Physical Activity Fair. The School of Nursing and Allied Health holds annual health symposiums in honor of Lillian H. Harvey and retired Tuskegee professor Marie Moore Lyles.

Funding

"Programmed for Excellence"

Under President Rochon, a new capital campaign was launched, themed "Programmed for Excellence," seeking to raise $250 million over five years. Funding from the campaign would go toward student scholarships, faculty development, facilities and infrastructure, innovative partnerships, campus life, athletic programs, and more. Rochon's motivation for the campaign aligned with his goal to "bring Tuskegee to the world," stating

> Building upon the legacy of Tuskegee University, it is ineluctable that we further expand scholarly opportunities for our students to effectively compete within the global economy and to emerge as leaders within their respective disciplines.[35]

Results of the campaign are unknown; some speculated that the campaign was not moving quickly enough and led to Rochon's unexpected resignation.[36]

Crowdfunding Campaign

Under interim president Charlotte Morris, Tuskegee launched its first crowdfunding campaign in October 2017. The "text-to-give

[33] Tuskegee University, "Cooperative Extension Program," accessed October 17, 2018, https://www.tuskegee.edu/programs-courses/colleges-schools/caens/cooperative-extension-program.

[34] Tuskegee University, "The Carver Integrative Sustainability Center (CISC)," accessed October 17, 2018, https://www.tuskegee.edu/programs-courses/colleges-schools.

[35] "TU president announces largest capital campaign in university history," *The Tuskegee News*, November 10, 2011.

[36] Guy Rhodes, "Why Rochon stepped down remains speculation," *The Tuskegee News*, October 24, 2013.

platform" allows donors to easily and quickly donate to a variety of university endeavors.[37]

Grants

Under its most recent presidents, Tuskegee has received innumerable research and educational grants from a variety of sources. Grants totaling nearly $40 million have been received from the National Science Foundation, the Department of Education, the US Department of Agriculture, Chevron, the Health Resources and Services Administration of the Department of Health and Human Services, the United Negro College Fund, Alabama Power, the National Institutes of Health, and the Andrew Mellon Foundation, among others.

Buildings and Structures

Laundry and Convenience Store (2011)

The new facility was opened on the campus in 2011. The facility features a laundry section, a student study lounge, and a convenience store.[38]

Carver Integrative Sustainability Center (2012)

Ground was broken for this new outreach building, located on Franklin Road across from the University Research Farm, in 2011. Work was planned in three phases: first, building office space, a lobby, and classrooms; then adding more offices and a training room; and finally building a laboratory and a locker room.[39] Construction was partially funded with a grant from the USDA National Institute of Food and Agriculture and was completed in 2012.

James Henry Meriwether Henderson Hall (2013)

Henderson Hall supports both agriculture and science programs and features state-of-the-art classrooms and laboratories. James H.M. Henderson was a professor and administrator at Tuskegee for more than fifty years. He came to the Tuskegee Institute in 1945 and taught botany and plant physiology, and also served as the head of the biology department, chair of the Division of Natural Sciences, and director of the Carver Research Foundation.[40]

Buildings Remodeled and Demolished

Remodeled

- Tompkins Hall (1910), closed in February 2011 due to roof damage and structural problems; $33 million renovation and expansion completed October 2013 [41]
- Chambliss Business House (1930), renovated to serve as temporary dining hall 2011
- Roberts Circle (1947–1953), remodeled 2011
- Tantum Hall (1907), improvements 2011
- Olivia Davidson Hall 2 (1960), improvements 2011
- Frederick Douglass Hall (1903, 1934), improvements 2011 and 2014
- Lewis Adams Hall (1964), improvements 2011 and 2017

[37] Tuskegee University, "Tuskegee launches first-ever crowdfunding campaign," accessed October 18, 2018, https://www.tuskegee.edu/news/tuskegee-launches-first-ever-crowdfunding-campaign.

[38] TU News Bureau, "TU completes more that $3 million in renovations," *The Tuskegee News*, September 22, 2011.

[39] TU News Bureau, "New centers will assist area farmers," *The Tuskegee News*, December 15, 2011.

[40] TU News Bureau, "U.S. Secretary of Agriculture speaks to TU graduates, opens new building," *The Tuskegee News*, May 16, 2013.

[41] TU News Bureau, "TU's Tompkins Hall reopens," *The Tuskegee News*, October 24, 2013.

- Emery buildings (1903–1909), improvements 2011
- Commons buildings (1997), improvements 2011
- Kellogg Hotel and Conference Center, formerly Dorothy Hall (1901), renovated in 2011 with a gift from Dr. Matthew Jenkins
- Luther Foster Hall, formerly Engineering Building (1970), wind tunnel restoration 2014 [42]
- Benjamin Banneker Hall (1960), improvements 2014
- Mary McLeod Bethune Hall (1960), improvements 2014
- Samuel L. Younge Hall (1964), improvements 2014

Demolished

- Commons C (1997), destroyed by fire 2011

Faculty and Staff

Dr. Charlotte P. Morris

Dr. Morris has twice served as interim president for Tuskegee, first from August 1, 2010, to October 31, 2010, following Dr. Benjamin Payton's retirement, and again from July 1, 2017, to June 30, 2018, following Dr. Brian Johnson's presidency.

Originally from Kosciusko, Mississippi, Morris received a Bachelor of Science in Business Education from Jackson State University, followed by a master's degree from Delta State University and a PhD in Education and Business Management from Kansas State University.

Morris has been at Tuskegee since 1984, serving variously as Executive Associate to the President, Secretary to the Board of Trustees, and Associate Dean and Professor of Management in the Brimmer College of Business and Information Science. An endowed scholarship was created in honor of her service to the school in 2018.

Morris was married to the late Dr. William R. Morris; she has one son.[43]

Dr. Gilbert Leonard Rochon III

Dr. Rochon served as Tuskegee's sixth president, from November 1, 2010, to October 19, 2013 (Figure 8-1). Born in New Orleans, Louisiana, Rochon is the eldest of three boys born to Gilbert Rochon Jr. and Ursula Carrere Rochon Jupiter. Raised by his mother in his grandfather's home, Rochon attended then-segregated Catholic primary schools in New Orleans. After graduating high school, he entered the seminary, intending to become a Catholic priest. He transferred to Xavier University, where he majored in English, and went on to receive a Master of Public Health from the Yale School of Medicine and a PhD in Urban and Regional Planning from MIT.



Figure 8-1. Dr. Gilbert L. Rochon. Tuskegee University.

[42] TU News Bureau, "Boeing Co. helps restore aerospace lab equipment at Tuskegee University," *The Tuskegee News*, April 17, 2014.

[43] UNCF, "Charlotte P. Morris, PhD," accessed October 18, 2018, https://www.uncf.org/staff/bio/charlotte-p.-morris-ph.d.

Prior to his term as Tuskegee's president, he served as the director/chair of urban studies and public policy for Dillard University in New Orleans (1982–2000), research community planner/research team leader with the US Environmental Protection Agency's National Risk Management Research Laboratory (2000–2002), and associate vice president for collaborative research and engagement at Purdue University (2002–2010). He also held adjunct faculty appointments at Tulane University's School of Public Health and Tropical Medicine, Indiana University Medical School, and Miami University Ohio.

During his time at Purdue, he also served as director of the Purdue Terrestrial Observatory and as senior research scientist for the Rosen Center for Advanced Computing, and held courtesy faculty appointments in Purdue's Department of Earth and Atmospheric Sciences, Department of Agronomy, and Department of Agricultural and Biological Engineering. He also served as an adjunct professor in natural resources and environmental management at the Mae Fah Luang University, Chiang Rai, Thailand, a position he kept while serving as Tuskegee's president.

Rochon is married to Patricia Saul Rochon, former clinical assistant professor of digital media at Purdue University. They have one daughter and one son.[44]

Dr. Matthew Jenkins

Dr. Jenkins served as acting president at Tuskegee following the resignation of Dr. Gilbert Rochon, from October 20, 2013, to June 14, 2014.

A native of Alabama, Jenkins was serving as a member of the board of trustees at the time he was appointed acting president. Dr. Jenkins graduated from Tuskegee in 1959 with a doctorate in Veterinary Medicine. Following his graduation, he worked for the USDA and served in the US Air Force at the rank of captain. He then worked for the California Department of Veterinary Medicine and opened a private veterinary practice. With his wife, he founded a successful real estate investment and management firm.

Jenkins is also the chairman of the Matthew and Roberts Jenkins Family Foundation, a charity that has donated more than $12 million to students and academic institutes. The Kellogg Hotel and Conference Center, formerly Dorothy Hall, was renovated in 2011 with a gift from the Jenkins Family Foundation. He has served on numerous boards of businesses, academic institutions, and charitable organizations, and is the recipient of the Frederick D. Patterson Heritage Award.

Jenkins is married to Roberta Jones Jenkins, a fellow Tuskegee graduate. They have three children and six grandchildren.[45]

Dr. Brian Lamont Johnson

Dr. Johnson served as Tuskegee's seventh president, from June 15, 2014, to June 30, 2017 (Figure 8-2). Johnson received a BA in English from Johnson C. Smith University in 1995, an MA in English from the University of Wisconsin-Madison in 1998, and a PhD in Seventeenth–Nineteenth Century American literature at the University of South Carolina at Columbia in 2003.

Prior to serving as Tuskegee's president, he served as the Interim Vice President for Strategic Planning and Institutional Effectiveness and Assistant Provost/Assistant Vice President for Academic Affairs at Austin Peay State University in Clarkesville, Tennessee. He also received numerous administrative and academic fellowships at a variety of institutions and authored seven academic and scholarly books.

[44] Tuskegee University, "Dr. Gilbert Leonard Rochon," accessed October 18, 2018, https://www.tuskegee.edu/discover-tu/tu-presidents/gilbert-rochon.

[45] The Tuskegee News Staff, "Rochon resigns; Jenkins appointed acting TU president," *The Tuskegee News*, October 24, 2013.

Johnson is currently a member of the UNCF Board of Directors, as well as a member of the board of trustees for the Trinity Forum. He is married to Shemeka Barnes Johnson, and they have two sons.[46]

Dr. Lily D. McNair

Dr. McNair began her term as Tuskegee's eighth president on July 1, 2018 (Figure 8-3). She is the first female president in the school's history. Originally from New Jersey, she received her undergraduate degree in psychology from Princeton University in 1979, and both a master's degree and doctorate in psychology from the State University of New York at Stony Brook.



Figure 8-2. Dr. Brian L. Johnson. Tuskegee University.

Prior to coming to Tuskegee, she served as Provost, Senior Vice President for Academic Affairs, and Professor of Psychology at Wagner College in Staten Island, New York. She also served in academic, research, and executive appointments at Spelman College, University of Georgia, the State University of New York at New Paltz, and Vassar College.

McNair is married to Dr. George W. Roberts, a retired senior administrator at the US Centers for Disease Control and Prevention. They have one daughter and one son.[47]



Figure 8-3. Dr. Lily D. McNair. Tuskegee University.

[46] Tuskegee University, "Dr. Brian Lamont Johnson," accessed October 18, 2018, https://www.tuskegee.edu/discover-tu/tu-presidents/brian-johnson.

[47] Tuskegee University, "Lily D. McNair, PhD," accessed October 18, 2018, https://www.tuskegee.edu/about-us/board-of-trustees/lily-mcnair.

Chapter 9: Tuskegee Institute National Historic Site (1965 to present)

Introduction

This chapter covers the development of the Tuskegee Institute National Historic Site in its historical context. It begins with the nomination of the historic core of Tuskegee Institute to the National Register of Historic Places in 1965, then takes the reader through the planning stages for the establishment of the site, the enabling legislation, student opposition, and final dedication of the site and the NPS's Memorandum of Agreement with Tuskegee University. Following are sections devoted to the various NPS planning, historic preservation, and interpretation efforts to the present day.

Honoring Tuskegee Institute

National Recognition

The movement to formally honor the historic campus of Tuskegee Institute began with the nomination of its historic core as a national historic landmark (NHL).[1] The official designation on June 23, 1965, followed two related but widely dispersed events: the designations of the George Washington Carver National Monument in 1943 and the Booker T. Washington National Monument in 1956, recognizing the birthplaces of these two key proponents in the Tuskegee story.[2]

Collaboration

Only a few years later, in 1970, Edward L. Pryce, landscape architect and Tuskegee Institute's Superintendent of Buildings and Grounds, expressed to then-president Luther Foster his concerns about the condition of several of the school's most significant buildings, including the Carver Museum and The Oaks, especially in light of an increase in visitors to the campus since the designation. The Carver Museum held not only exhibits related to Carver's work and life, but also served as the school's art gallery and offices for the chair of the art department. The Oaks contained some Office of Development facilities, including their public relations branch, and housed Booker T. Washington's study, in which visitors were particularly interested.[3]

At the time, Tuskegee Institute was in no financial position to make the needed improvements. In an

[1] National Park Service, "NPGallery," accessed September 3, 2018, https://npgallery.nps.gov/AssetDetail/NRIS/66000151.

[2] United States Congress, "An Act to provide for the establishment of the George Washington Carver National Monument," accessed September 3, 2018, http://legisworks.org/congress/78/publaw-148.pdf; United States Congress, "An Act to provide for the establishment of the Booker T. Washington National Monument," accessed September 3, 2018, https://www.gpo.gov/fdsys/pkg/STATUTE-70/pdf/STATUTE-70-Pg86.pdf.

[3] Daniel Thomas Williams, "The National Park Service and Higher Education: The Origin and Development of the Tuskegee Institute National Historic Site" Ed. D. dissertation, Auburn University, 1987. Unless otherwise noted, the information presented in this and the following two sections is from this document, pages 106-126.

attempt to reach out for help, Pryce, with the support of Foster, submitted a proposal to the National Park Service "to develop the Tuskegee National Shrine Visitor's Center." In the proposal, he argued that

> [s]ince the birthplaces of Washington and Carver do not give the visitor a feeling of the work which was accomplished by them, the only place would be at Tuskegee Institute. It is here that the range of American educational philosophies in general, and the effect of these philosophies upon the education of Negroes in particular, is demonstrated.[4]

Further, as Pryce pointed out, although Tuskegee Institute was a functioning institution, it struggled constantly with fundraising; most donations had to go to support education. As he described it,

> [t]he history here is gradually being lost. Old buildings are harder to maintain. People have forgotten the place where the first brickyard and lumbermill were; they don't know what the campus looked like when Booker T. Washington had been here ten years. . . .Those who do know or who can remember are becoming fewer and fewer. Old areas of the campus are being torn up for new construction. . . .Our children are growing up without knowledge of the work and traditions and conflicts and successes which have occurred here.[5]

Pryce presented Tuskegee Institute to the NPS as "a most unusual opportunity to fulfill its obligations and commitment to Americans in general, and to the Negro in particular." Pryce also recommended that Grey Columns "be purchased, restored, and preserved. . .as a symbol of the past and as a milestone from which we have come." The accompanying budget submitted by Pryce and Foster totaled $6,945,000.[6]

In September 1970, the NPS sent a committee of three to meet with Pryce and Vice President of Development, B.D. Mayberry, to discuss the proposal. During the following two years, officials from Tuskegee Institute went on to meet with Alabama's members of Congress in both Tuskegee and Washington, DC, to refine the proposal. After almost two years of discussions, in May 1972, Foster received letters of support from Tuskegee's mayor, Alabama's governor, the director of the Alabama Historical Commission, the director of the state Department of Archives and History, and the director of Tuskegee's Veterans Administration Hospital.[7]

Legislation

On June 1, 1972, Senator James "Jim" Browning Allen, a Democratic senator from Alabama, on behalf of Senator John Sparkman, introduced a bill to create a national historic site encompassing the national historic landmark. It was heard by the Senate Sub-Committee on Parks and Recreation of the Committee on Interior and Insular Affairs. Within two weeks, the bill "to establish Tuskegee Institute as a National Park" was placed on the floor of the House by Rep. Elizabeth Andrews and William "Bill" Nichols. It was subsequently referred to the House Interior Committee for cost estimates.

On September 17, 1972, a public hearing on the Tuskegee Institute National Historical Park Bill S. 3662 was held by the subcommittee. Called to testify in support were senators Sparkman and Allen; Representative Andrews; Tuskegee Institute's John Chavis (historian and administrator), Edward Pryce, and Lawrence F. Davenport (Vice President for Development); the NPS's Stanley W. Hulett (Associate Director of Legislation) and Robert Utley (historian and founder of the National Historic Preservation Program); Frederick D. Patterson, president-emeritus of Tuskegee Institute; and Robert A.

---

[4] Williams, "The National Park Service and Higher Education," 107, quoting Pryce 1970, 8.

[5] Williams, "The National Park Service and Higher Education," 107, quoting Pryce 1970, 8.

[6] Williams, "The National Park Service and Higher Education," 107, quoting Pryce 1970, 8.

[7] Williams, "The National Park Service and Higher Education," 108, quoting TU Archives' Foster Papers.

DeForrest (Afro-American Bicentennial Corporation).

The subcommittee also received communications regarding the proposal from Daniel James, A.G. Gaston (prominent black Alabama businessman and developer), and Luther H. Foster, who was in London at the time. [8] Those who testified spoke admiringly of the history and contributions of Tuskegee Institute, Washington, and Carver. Most importantly, they argued, the school's significance did not lie just in the past but in the continuity represented in the present by the many original buildings that remained on the campus and were actively used by students.

The hearing was held late in the session of the 92nd Congress. Because additional reports and studies were still needed for a final decision, it was delayed for the next session of Congress.

At the start of the 93rd Congress on January 3, 1973, Rep. Nichols introduced H.R. 873 to establish the "Tuskegee Institute National Historical Park" and referred the bill to the House Committee on Parks and Recreation. On January 9, Senators Allen and Sparkman introduced S. 262 for the establishment of the park. Allen made the point that "[t]he National Park System now contains no sites whose primary value lies in illustrating the story of education in America." He concluded strongly that "[o]ne place that above all others demonstrates black achievement—and achievement in the important now unrepresented theme of education—is Tuskegee Institute."

While the bill to establish the site was under consideration by the 93rd Congress, representatives from the NPS Denver Service Center (DSC) were visiting the site to inspect the facilities and develop cost estimates for improvements. Ultimately, the DSC submitted a cost estimate of $2,722,000 for the work they felt was necessary to prepare the site for public visitation.

NPS staff also began to meet with school officials to discuss problems and procedures to consider once the bill became a law. To represent the school, President Foster appointed a committee of staff and faculty, including art teachers, curators, archivists, physical plant personnel, sociologists, and development and public relations specialist. The committee, later named the Tuskegee Institute National Historic Site Advisory Committee, was active in developing the first master plan for the site in collaboration with the NPS. It was also in 1973 that the NPS replaced the word, "Park" with "Site" in the name of the park.

Student Opposition

Meanwhile, starting on September 29, a group of Tuskegee Institute students began a campaign against the establishment of the NHS. They wrote of their opposition to "the establishment of the Tuskegee Institute National Historical Human Zoo" in the student newspaper, *The Campus Digest*, the "verbal vanguard of the Tuskegee student." They accused the NPS of taking property for the purpose of infiltrating a black institution, with full cooperation of President Luther Foster.

On October 5, 1973, Foster came to Washington, DC, to testify before the Subcommittee on Parks and Recreation. Afterwards, he prepared a lengthy and comprehensive statement for full campus distribution, describing the many benefits of establishing the NHS, including national recognition of its history and the support needed by the school for its "continued independence as a center of unusual leadership in the field of education and a general social advance." He asked those who were still concerned to attend the Subcommittee's hearing on November 1. A week later, however, he received a petition from a group of students asking that the bill be withdrawn. Then, in mid-October, some concerned students

[8] "Daniel James" was likely Gen. Daniel "Chappie" James Jr., the former Tuskegee Airman and the first black four-star general.

traveled to Washington, DC, to attend the October 19 hearing of the Subcommittee on Parks and Recreation. They were the only ones to speak in opposition to the bill, claiming that students, parents, alumni, and the local community had not been kept adequately informed during the process.

It is not known if the students attended the November 1 Subcommittee hearing, but on November 3, the Tuskegee Institute Board of Trustees adopted a resolution instructing the school administration to record their strong support of the bill, to continue a dialogue with the students, and to keep the board informed of developments, ensuring that the school's programs would not be adversely affected.

Creation of a National Historic Site

On November 27, 1973, the Committee on Interior and Insular Affairs reported its support of S. 262 to the Senate.[9] It was passed by the Senate on December 6, 1973. On January 3, 1974, the bill was introduced to the House of Representatives by Democratic representatives from Alabama, Bill Nichols and Elizabeth Andrews.[10] On August 19, 1974, the House passed Bill Number 873, voting to fund the creation of the Tuskegee Institute National Historic Site with $2.7 million, along with funding several other national historic sites and one national monument.[11] Of the event, Tuskegee Institute's Vice President for Development, Lawrence Davenport, said, "[t]his is the first educational institution in the country to be designated as a National Historic Site. . . ." Davenport said that the Carver Museum, which was already open to the public, got around 14,000 visitors a year, but that the NPS estimated that there would be at least 44,000 visitors to the site annually. He mentioned that he hoped that the park would hire locally.[12]

Final approval of the bill by the Senate, which was sponsored this time by senators John J. Sparkman and James B. Allen, D-Ala., occurred on October 8 of the same year.[13] On October 16, the House concurred.[14] Tuskegee Institute National Historic Site (TUIN) was finally authorized as a unit of the National Park Service on October 26, 1974, when the enabling legislation was adopted by Congress and signed into law by President Gerald Ford (Public Law 93-486). Its purpose statement lays the foundation for understanding what is most important about the park: "Tuskegee Institute National Historic Site commemorates and interprets the educational, social, economic, and scientific accomplishments of Tuskegee Institute, its founding leaders, and its importance in African American history."[15]

In 1975, the NPS conducted an environmental assessment to determine if developing the national historic site would have an adverse impact on the environment. The findings of the study determined that development of the site would have "almost no adverse impact."[16]

A Memorandum of Agreement

In 1976, a memorandum of agreement (MOA) between the National Park Service and Tuskegee Institute was developed, through which each party agreed on how to maintain the historical integrity of the historic district. The MOA covered

---

[9] Williams, "The National Park Service and Higher Education, 108, 125.

[10] In August 1978, Bill Nichols received the Alabama Historical Commission's "Merit of Honor" award, presented by Governor George C. Wallace at the governor's offices, which honored Nichols' role as a sponsor of legislation to help with state historical projects, including the establishment of TUIN. n.a., "Nichols gets history award." *The Anniston Star*, Saturday, August 26, 1978, 9.

[11] "House Oks creation of national sites," *Independent* (Long Beach, CA), August 20, 1974, 17.

[12] Cannon, Vivian. "Tuskegee Historic Site Awaiting House Approval. *The Montgomery Advertiser*, Thursday, July 25, 1974, 6.

[13] Cannon, Vivian. "Shrine Bill Approval Expected." *The Montgomery Advertiser*, Wednesday, September 25, 1974, 15; "Senate bill makes Tuskegee historic site. *The Greenwood Commonwealth* (Greenwood, MS), Wednesday, October 9, 1974, 6.

[14] Daniel Thomas Williams, 125.

[15] USDI, NPS, Southeast Region, *Tuskegee Institute National Historic Site Foundation Document* (2016), 4–6.

[16] *The Montgomery Advertiser*. Sunday, January 30, 1977, 9.

alterations, repairs, access, road construction and maintenance, restoration, visitor services, and technical assistance.[17] Under the terms of the MOA, the NPS must approve external alterations, repairs, construction, and changes to the appearance of building or grounds of the Historic Campus District; be allowed access to all public portions of its eighteen buildings and grounds to inspect them and interpret them to the public; and is obligated to provide technical assistance to Tuskegee Institute through the Historic Campus Advisory Review Committee. The buildings originally listed were:

- Administration Building (1902)
- Band Cottage (1889)
- Carnegie Hall (1900)
- Dorothy Hall (1901)
- C.P. Huntington Memorial Building (1902) [18]
- ROTC Supply (1904)
- White Hall (1909)
- Rockefeller Hall (1902)
- Thompkins Hall (1910)
- Thrasher Hall (1893)
- Tantum Hall (1894)
- Phelps Hall (1892) [19]
- Mary T. Scott Cottage (1897) [20]
- Huntington Hall (1900)
- Douglass Hall (1904)
- Children's House (1901) [21]
- Tuskegee Institute Cemetery
- Milbank Agricultural Building (1909)
- Horse Barn (1919) [22]

On December 9, 1976, President Foster convened an All-Institute Conference for faculty, staff, and students, with the theme, "The Tuskegee Institute National Historic Site and District." Five workshops were held during the three-hour conference to discuss the implications of the establishment of the site for education, research, outreach, development, and student affairs. Most generally agreed that the NPS should train students for work in the agency and get more involved in education, particularly in the architecture department.[23]

After final approval of the MOA in 1977, the park was officially established by the Secretary of the Interior on November 13, 1977.[24] That day, the transfer of the deeds for the Carver Museum and The Oaks to the NPS was completed in a ceremony conducted in the City of Tuskegee. Tuskegee Institute President Luther H. Foster presented the deeds to Ira Hutchinson, deputy director of the NPS, on behalf of the Tuskegee Institute Board of Trustees.[25] Grey Columns, which was included in the park's enabling legislation, had already been purchased directly from the owner by the NPS for $145,000.[26]

Work Begins

The NPS began work on the park the same year with the drafting of its first historic resource study, written by John W. Jenkins of the Denver Service Center. The report, which focused on the early history of the school, did not mention The Oaks

[17] USDI, NPS, Southeast Region, *Tuskegee Institute National Historic Site Statement for Management, Basic Operations Statement* (1992), 6.

[18] C.P. Huntington Memorial Building was gutted by a fire in 1991 and razed in 1994.

[19] Phelps Hall was demolished in 1996.

[20] Also called Cottage 5, the Mary T. Scott Cottage was demolished in 1991.

[21] The Children's House has been demolished.

[22] USDI, NPS, Southeast Region, *Site Statement for Management*, 10–13.

[23] Daniel Thomas Williams, 126.

[24] USDI, NPS, Southeast Region, *Tuskegee Institute National Historic Site Strategic Plan* (1997).

[25] "Deed Transfers Set in Tuskegee." *Alabama Journal* (Montgomery), Monday, November 7, 1977, 2.

[26] USDI, NPS, Southeast Region, *Addendum to [1983] Land Protection Plan for Tuskegee Institute National Historic Site* (1986), 4.

and made only passing mention of "the Laundry," now the Carver Museum, as important in the history of industrial education at the school.[27] Other work in 1977 included a structural and roof inventory for The Oaks by the Denver Service Center. The resulting report found that it was basically sound, but had a leaking gutter, damaged roof cornice, mortar damage on its foundation wall, and joists in Room 107 needing more support.[28]

In 1978, the NPS completed a number of studies for the park, including its first general management plan, an interpretative prospectus, a collection management plan, and Historic American Buildings Surveys for The Oaks and the Carver Museum.[29]

The park's first general management plan (GMP) was completed in 1978. It stated that

> [t]he proposed Tuskegee Institute National Historic Site provides unique opportunities. …No where [sic] is there a National Park Service unit operating within a [sic] ongoing educational institution…[but] the role of the National Park Service on a college campus needs definition. To make Tuskegee Institute National Historic Site all that it can be, a spirit of cooperation and understanding must be established from the onset. …A basic premise is that nothing the National Park Service does or proposes to do should interfere with the normal functioning of the Institute.[30]

The GMP reported that the park comprised two units: Grey Columns at 20.73 acres and the historic campus at around 53 acres. Although most of the 53 acres of the historic campus was owned by Tuskegee Institute, The Oaks, at 2.5 acres, and the Carver Museum, at 0.086 acres, were both owned by the United States. According to the GMP, it was intended that park visitors would stop first at Grey Columns, where the park had its interpretive center, then drive or walk the half mile to The Oaks, and then walk to the Carver Museum. Visitors would complete their visit by taking a walking tour of the campus. The GMP made it clear that new development within the park was limited to additional parking and the restoration of NPS-owned structures. Although the GMP also suggested relocating the Old Montgomery Road because of the danger to visitors and students presented by its heavy traffic, this was never implemented.[31]

The interpretive prospectus for Tuskegee Institute National Historic Site was completed in 1978 to guide the park, anticipating the July 4, 1981, celebration of Tuskegee Institute's centennial. The goal of the interpretive program, developed in collaboration with the Advisory Committee, was to "illustrate the national significance of Tuskegee Institute through its historic past, the contributions of its students and faculty, and its continuing role in the present." The challenge was to stimulate visitor interest and curiosity, while at the same time not interfering with the ongoing day-to-day operations of the campus. Interpretation at the park would give the visitor an understanding of:

1. The significance of Tuskegee Institute, including the reasons for establishment, its educational philosophy, and the contributions of students and faculty;

2. The personalities and professional accomplishments of Booker. T. Washington and George Washington Carver;

---

[27] Jenkins, *Historic Resource Study*, 108–109.

[28] USDI, NPS, Southeast Region, *The Oaks 100%*, 47.

[29] "A GMP is the basic document setting forth strategies to effectively and efficiently administer a park, to protect its resources, to accommodate safe and appropriate visitor uses and to provide interpretive services promoting visitor understanding and appreciation for the park and its significance. The intent of a GMP is to make proposals to resolve existing issues through analysis of reasonable alternatives and their consequences." USDI, NPS, Southeast Region, *General Management Plan, Environmental Assessment* (1987), iv.

[30] USDI, NPS, Southeast Region, *Tuskegee Institute National Historic Site Interpretive Prospectus* (1978), 4–5.

[31] USDI, NPS, Southeast Region, *Tuskegee Institute National Historic Site Final Environmental Statement, General Management Plan* (1978).

3. The historical development of Tuskegee lnstitute, including student life, curriculum development, the relationship with other educational institutions, and the role of philanthropy; and

4. To a lesser extent, an appreciation of the historic setting of Macon County, the natural landscape, and the changes that took place with the passage of time.[32]

The prospectus emphasized the necessity for continuous collaboration between Tuskegee Institute and the administration of the site.

Meanwhile, the school began to organize its move out of the Carver Museum and The Oaks into other facilities. The most critical challenge was the disposition of the school's art collection, particularly items from Africa, including tribal robes, spears, and masks. Eventually these items, along with other valuable collections, were placed in the new Legacy Museum, which opened in 2009 in the former Infantile Paralysis Unit of the John A. Andrew Memorial Hospital.[33] Items associated with the lives and work of Carver and Washington, and the early history of the school, were donated to the NPS to be displayed in the Carver Museum or The Oaks. While the facilities were being renovated, many items were preserved and restored at the NPS Harper's Ferry Center.[34]

The park's first collection management plan was completed in 1978 and focused on the acquisition of these materials. At the time, collections were being stored at Grey Columns and The Oaks, and not in ideal conditions. The collection management plan required the removal of "historic object resources from the terrible environments found in the scorching attics and the damp basements" of Grey Columns and The Oaks. This applied even if the park did not actually own the objects, but was only in custody of them. At the time, the park planned to store the collections on the second floor of Grey Columns temporarily, and then in the Carver Museum basement after it had been remodeled. The plan also called for addition of two staff to take care of collections: a professional curator and a trained museum technician.[35]

The collection management plan also placed limits on the collections, stating that the Tuskegee Institute National Historic Site would acquire only materials that are related to the history of Tuskegee Institute, with a focus on the 1881–1925 period, the adult life of Booker T. Washington, and the adult life of George Washington Carver. The park would avoid accumulating materials that require "vast storage" and exhibit what it owns to reduce storage space needed. The only exception was that the park should store Carver's needlework, hand crafts, and other objects.[36]

In addition to these projects, measured drawings were also completed in 1978 through the Historic American Buildings Survey (HABS) for The Oaks (HABS AL-877) and the Carver Museum (HABS AL-876). Both sets of documents consisted of eleven sheets of measured drawings with no accompanying narrative or photographs of either resource. The measured drawings were done by John Burns, HABS architect; Stanley Gettle, project supervisor and professor of architecture at Tuskegee Institute; Davide Ates, Denver Service Center historical architect; and Tuskegee Institute student assistants, Michelle Bebbs, Rudolph Brown, Ronald Carter, and Anita Sigmons, along with Mackey Brooks of Texas A&M.[37]

The following two years, 1979 and 1980, saw the completion of several additional studies, including a historic landscape report for The Oaks, the Carver Museum, and Grey Columns. The study was done by Edward L. Pryce, landscape architect

---

[32] Daniel Thomas Williams, 138; USDI, NPS, Southeast Region, *Interpretive Prospectus*, 4–5.

[33] Tuskegee University, "The Legacy Museum."

[34] David Thomas Williams, 140.

[35] USDI, NPS, Southeast Region, *Tuskegee Institute National Historic Site Collections Management Plan*, (1978).

[36] USDI, NPS, Southeast Region, *Collections Management Plan*.

[37] USDI, NPS, Southeast Region, *The Oaks 100%*, 42; USDI, NPS, Southeast Region, *George Washington Carver Museum, 100% DRAFT Historic Structure Report* (2017).

at Tuskegee Institute, in collaboration with the firm of Williams-Russell and Associates. The report presented the history of the evolution of each landscape and concluded by recommending areas that needed further research.[38] Based on this study, drainage, planting, and irrigation plans were developed for each site.[39] Likely in preparation for or to inform the historic landscape report, an archaeological investigation at The Oaks was undertaken by the NPS Southeast Archeological Center (SEAC) in search of evidence of the barn, gazebo, and well at The Oaks.[40] Also in 1979, plans for a new park access road and a parking lot between Tuskegee Institute's men's and women's dormitory areas were issued. The new road was built in the approximate location of the railroad spur that once served the school.[41]

In 1979, Grey Columns was renovated for park use as an interpretive center, as well as for staff offices and storage.[42] This included the addition of a forty-six-car parking lot in front of the building, just off Old Montgomery Road.[43] It was not until 1980, after the work was completed, that a historic structure report was prepared for Grey Columns by the Denver Service Center.

Also in 1980, historic structure reports were prepared by the Denver Service Center for The Oaks and the Carver Museum.[44] Subsequently, The Oaks underwent a substantial architectural, mechanical, and electrical rehabilitation in preparation for the Tuskegee Institute Centennial Celebration.[45] For the Carver Museum, drawings for an adaptive reuse project were developed, but they do not match current conditions, so either the work was not actually implemented or the area has been since renovated.[46]

The upcoming Centennial Celebration was much anticipated by the school as well as the larger town of Tuskegee. Mayor Johnny Ford, who had been elected in 1972 as one of the first black mayors of an Alabama town over 10,000 people, said in 1978 that things were looking up for the town, citing the new national historic site as a contributing element.[47] In March 1979, Ford announced a city-wide beautification program for downtown Tuskegee, supported by $100,000 in federal funds for revitalization. He said

> [w]e are developing Tuskegee as a national culture center highlighting black culture at Tuskegee Institute and white culture in the old historic buildings in the city…[w]e're going to develop a common theme for the store fronts downtown and create a mall-type atmosphere with covered walkways and lighting.[48]

In March 1980, an advertisement placed in *The Montgomery Advertiser* promoted "Macon County: The Pride of the Swift-Growing South." The advertisement announced that Tuskegee city officials were preparing to accommodate the 150,000 tourists who would be "flocking to

---

[38] Williams-Russell and Associates and Edward L. Pryce, "Historic Landscape Report, Tuskegee Institute National Historic Site," (1979).

[39] Williams-Russell and Associates and Edward L. Pryce, "Grounds Development Plan: Carver Museum, Grey Columns, The Oaks," as-constructed drawings (1979).

[40] USDI, NPS, Southeast Region, *The Oaks 100%*.

[41] Williams-Russell and Associates and Edward L. Pryce, "Campus Access Road," as-constructed drawings (1979).

[42] Williams-Russell and Associates and Edward L. Pryce, "Adaptive Restoration Projects, Grey Columns," as-constructed drawings (1979).

[43] Williams-Russell and Associates and Edward L. Pryce, "Visitor Parking Area, Grey Columns," as-constructed drawings (1979).

[44] USDI, NPS, Southeast Region, *The Oaks 100%*; USDI, NPS, Southeast Region, *George Washington Carver Museum.*

[45] USDI, NPS, Southeast Region, *The Oaks 100%*.

[46] USDI, NPS, Southeast Region, *George Washington Carver Museum*.

[47] Cantrell, Wanda. "'77 good year for Tuskegee." *The Montgomery Advertiser's Alabama Journal*. Sunday, March 26, 1978, 114.

[48] Wesley, Phyllis. "City officials plan Tuskegee beautification." *The Montgomery Advertiser*, Sunday, March 25, 1979, 125.

Tuskegee Institute" the next year when Tuskegee Institute would celebrate its 100th anniversary.[49]

On March 29, 1981, the National Park Service celebrated the opening of the newly restored Carver Museum and The Oaks. Hundreds of local townspeople attended, as well as Tuskegee Institute faculty and students. Among the officials who dedicated the buildings with a ribbon-cutting ceremony were the National Park Service's Deputy Director Ira Hutchinson; Tuskegee Institute's President Luther H. Foster; and Tuskegee's Mayor Johnny Ford. Of the event, Mayor Ford said "I am happy not just because tourists bring dollars, but that helps too. I am happy because it helps make Tuskegee a center of culture. This is part of history." In his speech, Hutchison said that economic constraints due to budget cuts by Reagan will affect restoration efforts at the park and other sites.[50] Some of the students who had previously opposed establishment of the park attended the dedication with an attitude of "guarded appreciation." Emphasizing a need for NPS staff to learn more about black history, they concluded that they were glad that this site would help "save our history for all Americans to see and enjoy."[51]

The official Centennial Celebration and Founder's Day ceremony was held at Tuskegee University on April 12, 1981. The event, which was open to the public, started with the 8:00 am performance of the Tuskegee University High School Concert Band, which performed on the lawn of the Chapel. The official Centennial Celebration ceremonies began at 9:30. At 2:30 pm, the Tuskegee University Concert Band performed on the Chapel lawn.[52] Attendees included then-Vice President George H.W. Bush, who arrived in Montgomery's Dannelly Field and then took a helicopter to Tuskegee. Bush had accepted the invitation on behalf of President Ronald Reagan, who had been shot and wounded on March 30 in an assassination attempt by John Hinkley Jr.[53] Speaking from the Chapel to a crowd of around 3,000, Bush was careful to emphasize the Reagan administration's support of civil rights laws and strong black colleges.[54]

Expansion and Change, 1981 to 1999

In 1987, a new general management plan for the park was approved, coming almost ten years after the completion of the first one. The new GMP called for the transfer of ownership of Grey Columns to Tuskegee University in exchange for other parcels. Three years earlier, in 1984, the NPS had made an agreement with the university to allow the use of Grey Columns as the university's president's home. Grey Columns, which had been used as headquarters and visitor contact for several years, was half a mile from The Oaks and the Carver Museum, and in the last few years proved too far for practical use.[55] In exchange for Grey Columns, the park would receive the president's former home, a bungalow on a 0.6-acre lot at the intersection of the Old Montgomery and Franklin roads, to be used as the park's administrative headquarters. The park would also receive a parcel along Old Montgomery Road that would be used for expanded visitor parking, as well as land for the construction of the park's maintenance and curation facilities.[56]

---

[49] "Macon County: The Pride of the Swift-Growing South." *The Montgomery Advertiser*, Sunday, March 30, 1980, 96.

[50] Tamblyn, Martha. "Carver Museum, The Oaks opened in Tuskegee ceremony." *The Montgomery Advertiser.* Monday, March 30, 1981, 11.

[51] David Thomas Williams, 141–142.

[52] *The Montgomery Advertiser,* Friday, April 10, 1981, 43.

[53] East Alabama Bureau. "Payton joins Bush's African tour." *The Montgomery Advertiser,* Thursday, November 11, 1982, 17.

[54] Elliott, Lou. "Bush Tries To Quell Doubts About Reagan." *The Alabama Journal*, Monday Afternoon, April 13, 1981, 1.

[55] USDI, NPS, Southeast Region, *GMP, Environmental Assessment*, 4.

[56] USDI, NPS, Southeast Region, *Site Statement for Management*, 5; USDI, NPS, Southeast Region, *Foundation Document*, 5.

The land for the new maintenance and curation facilities comprised 2.6 acres on Franklin Road, donated by the university to the park. The John Washington housing development, built for the students, faculty, and civilian support staff of the pilot's school at Moton Field, once stood on the parcel. The housing was built in 1943 and used by the school until it was abandoned in 1957; the buildings were relocated to other sites in 1958. [57] The university would also give the park an easement for the construction of a walkway between The Oaks and the Carver Museum and maintenance of the viewshed between them. The exchange was approved by Congress on June 17, 1988, under Public Law 100-337, but it was not until 1998 that the land swap actually occurred.[58]

The new GMP also set goals for resource management to protect the integrity of historic resources within and outside the historic campus district, as well as collections and artifacts.[59] It provided an update to the inventory of structures in the Historic Campus District, as well as those outside the district that contributed to the historic site's national significance; this inventory would be used to revise the original MOA of 1976. The inventory of "significant buildings and grounds" within the NHS listed twenty total, including the campus cemetery. The significant buildings outside the district listed included the Dairy Barn (1918), Emeries (1903–1909), Farm Mechanization Building (1909), Little Theatre, formerly the Creamery (1899), Milbank Hall (1909), Veterinary Hospital (1915), Washington Hall (1897), and Wilcox Complex (1928).[60]

The GMP also set goals for visitor services, including improved initial contact, parking, safety, and interpretation. According to the GMP, existing parking behind and south of The Oaks would be expanded from fifty-three to sixty-eight spaces and a new, thirty-one-car parking area was to be developed on the 1.0-acre parcel transferred to the park by the university.[61]

Other projects listed in the GMP were the completion of a historic furnishings report for The Oaks and the commencement of artifact preservation treatment. It also proposed that Grey Columns be interpreted at the Carver Museum and that there may be the occasional small group tour of the old mansion. As did the 1978 GMP, the new GMP mentions relocating the Old Montgomery Road.[62]

In 1988, the park received $4 million in appropriations to the Department of the Interior that was included in a bill approved by the US Senate on July 13, 1988 (H.R.2712 — 100th Congress). The money would support the second year of a four-year, $16 million program planned to rehabilitate nineteen buildings at Tuskegee Institute National Historic Site.[63]

In 1990, NPS maintenance facility plans were completed.[64] The facility was likely constructed within the following year or two. A few years later, in 1996, plans were completed for a new curatorial

---

[57] USDI, NPS, Southeast Region, *GMP, Environmental Assessment*.

[58] United States Congress, "To amend the Act for providing for the establishment of the Tuskegee Institute National Historic Site, Alabama," accessed February 7, 2019, https://www.gpo.gov/fdsys/pkg/STATUTE-102/pdf/STATUTE-102-Pg618.pdf; USDI, NPS, Southeast Region, *Foundation Document*, 5.

[59] USDI, NPS, Southeast Region, *GMP, Environmental Assessment*, iv.

[60] USDI, NPS, Southeast Region, *GMP, Environmental Assessment*.

[61] USDI, NPS, Southeast Region, *GMP, Environmental Assessment*, iv. Three houses that stood on this parcel were demolished. The space was informally paved in gravel and is used for overflow parking at the park. From The Oaks, one must look across this parking area to see the Carver Museum.

[62] USDI, NPS, Southeast Region, *GMP, Environmental Assessment*.

[63] "Renovation Bill OK'd." *The Montgomery Advertiser*, Friday, July 15, 1988, 21.

[64] USDI, NPS, Southeast Region, *Tuskegee Institute National Historic Site Tuskegee Maintenance Facility*, construction drawings (1990).

management facility. Work began that year and was completed in 1997.[65]

In 1992, the park's operations statement reported that the relocation of the Old Montgomery Road out of the campus was still under consideration because it was so heavily used and not safe for pedestrians. Stakeholders included the NPS, Tuskegee University, the City of Tuskegee, and the Alabama Department of Transportation.[66]

In 1994, a revised land protection plan for the park was completed, replacing the original that was approved in 1983 and updated in 1992. The revised plan emphasized the importance of the potential exchange of land between Tuskegee Institute National Historic Site and the university to expand parking, originally proposed in the 1987 GMP. The plan proposed the acquisition of one tract for the parking expansion.[67]

In 1997, Tuskegee Institute National Historic Site staff took over management of two other parks: Horseshoe Bend National Military Park (HOBE) and the Selma-to-Montgomery National Historic Trail (SEMO). Staff then pursued the development of a national park at Moton Field, resulting in the creation of Tuskegee Airmen National Historic Site (TUIA) in 1998.[68] In 1999, administration of all four parks, including TUIA, was combined under one roof. By 2000, the four parks were operating under the name "Central Alabama Parks." The following year, it became the "Central Alabama Parks Group" and included only three parks, HOBE having dropped out in April 2001. Other activities reported by the superintendent for FY 2001 included the completion of a renovation to The Oaks, as well as work on the Carver Museum annex.[69]

TUIA officially opened on August 15, 2002, with about 1,500 people attending. The next year, in 2003, SEMO separated from the park, leaving just TUIN and TUIA under shared management.[70] After 2008, however, SEMO was brought back into the group and is now managed together with TUIN and TUIA.[71]

Interpretation and Renovation, 2003 to present

Activities during the period from around 2003 to the present at Tuskegee Institute National Historic Site have focused primarily on addressing the conditions of collections, improving interpretation, and continuing the rehabilitation of historic buildings and landscapes. In 2003, a collection conditions survey, an exhibitions plan, and a museum lighting plan were completed. The collection condition survey was conducted by a conservator from the NPS's Harper Ferry Center. The exhibitions plan was completed by a contractor, Communication Arts Company. The museum lighting plan was completed by another contractor, Hefferan Partnership, Inc.[72]

The park's long-range interpretive plan (LRIP) was also completed in 2003 by the Department of Interpretive Planning at the Harpers Ferry Design Center, in collaboration with Tuskegee Institute National Historic Site staff. The plan was developed 2002–2003 through workshops with the park, the consultant, and the park's partners, all held in Tuskegee. During this process, the group refined park interpretive themes and developed a

---

[65] USDI, NPS, Southeast Region, *Tuskegee Institute National Historic Site Curatorial Management Facility*, construction drawings (1996); USDI, NPS, Southeast Region, *Tuskegee Institute National Historic Site Superintendent's Annual Narrative Report, Fiscal Year 1996*; USDI, NPS, Southeast Region, *Superintendent's Annual Narrative Report, 1997*.

[66] USDI, NPS, Southeast Region, *Site Statement for Management*, 13.

[67] USDI, NPS, Southeast Region, *Tuskegee Institute National Historic Site Land Protection Plan* (1994).

[68] USDI, NPS, Southeast Region, *Superintendent's Annual Narrative Report, 1997*; Public Law 105-355, 105th Congress (November 6, 1998).`

[69] USDI, NPS, Southeast Region, *Superintendent's Annual Narrative Report, 2001*.

[70] USDI, NPS, Southeast Region, *Superintendent's Annual Narrative Report, 1999–2003*.

[71] Angela Sirna, email to author referencing recollection of Cynthia Walton, March 14, 2019.

[72] USDI, NPS, Southeast Region, *Superintendent's Annual Narrative Report, 2003*.

strategy to ensure that emotional connections are made between the resources of the park and the meanings attached to them by visitors. The resulting plan is projected for seven to ten years; it presents the park's interpretive themes, its goals for the visitor experience, and ways to meet these goals through media, programming, and services. Services recommended include expanding the education program to include workshops and outreach; upgrading tours for Tuskegee University students and HBCU groups; increasing programs for civil rights heritage tours, Kellogg Conference Center attendees, Tuskegee University reunions, and ElderHostel groups; and improving services and flexibility for traditional national park visitors.

Recommendations for interpretation include upgrading signage and wayfinding; replacing current indoor exhibits in the Carver Museum; improving accessibility and historically furnished rooms for The Oaks; developing a park film for the Carver Theater; and redesigning the park brochure and other park publications.[73] Based on the plan's recommendations, Ion Design, through the Harper's Ferry Center Media Development office, developed a proposal for a total of twenty-five new parkwide wayside exhibits for Tuskegee Institute National Historic Site. Final designs for the wayside exhibits were completed in 2007.[74]

Starting in 2005, the park undertook renovations to park buildings and facilities. At the Carver Museum, renovations included repointing and painting the exterior, replacing the HVAC system, and repairing the roof. After a few years, in 2011, a condition assessment for its interior and exterior was completed. In 2012, a Determination of Eligibility (DOE) was sought for the museum's landscape features, including its concrete and brick steps, and the George Washington Carver bust. The same year, the park completed a major roof restoration and renovation project at museum, including accessibility modifications.[75]

In 2005, the exterior of The Oaks was painted and in 2007, its HVAC system was replaced, the electrical system upgraded, and a fire suppression system added to its third floor. In 2012, a DOE was sought for landscape features of The Oaks, including driveways, concrete gutters, concrete walkways, and a garage foundation. Other projects included paving the parking lots of the park's administrative headquarters and maintenance facility. A new roof was put on the headquarters building and its interior painted.[76]

Underway currently are historic structure reports for The Oaks and the Carver Museum.

---

[73] USDI, NPS, Southeast Region, *Tuskegee Institute National Historic Site Long-Range Interpretive Plan* (2003), 2–4.

[74] USDI, NPS, Southeast Region, *Tuskegee Institute National Historic Site Parkwide Wayside Exhibits* (2005), 2; USDI, NPS, Southeast Region, *Tuskegee Institute National Historic Site Wayside Exhibit* (2000), 1.

[75] USDI, NPS, Southeast Region, *George Washington Carver Museum*, 50–51.

[76] USDI, NPS, Southeast Region, *Superintendent's Annual Narrative Report, 2005*; USDI, NPS, Southeast Region, *The Oaks 100%*.

Chapter 10: Recommendations for National Register Documentation and Further Research

Introduction

This chapter begins by discussing a recommended National Register of Historic Places nomination for Tuskegee Institute National Historic Site. It goes on to list gaps in documentary sources and research data, and recommendations for special histories and other detailed studies that should be prepared in the future.

National Register of Historic Places Nomination

Analysis

According to Section 110 of the NHPA, any historic property under the jurisdiction or control of a federal agency must be identified, evaluated, and nominated to the National Register of Historic Places (NRHP).[1] Tuskegee Institute National Historic Site (TUIN) was designated a national historic landmark (NHL) in 1965, one year prior to passage of the National Historic Preservation Act (NHPA), which established the NRHP in 1966. The regulations governing the listing of properties in the NRHP provide for automatic listing of all NHLs and all historic units of the National Park Service, such as TUIN.[2]

Because a NRHP nomination has not yet been prepared for TUIN or its surrounding historic setting, the park lacks important documentation that would help support the adequate management and protection of the site's historic resources. The nomination is two pages long, presenting only a brief, four-paragraph description of the significance of the site. Its dated narrative focuses primarily on the importance of Booker T. Washington's most famous speech:

> The Atlanta speech expressed the desire to cement the friendship of the races…He did not advocate any form of integration, but instead proposed a policy of mutual progress and cooperation. By both white and colored, Washington came to be considered the leader of the Negro race.[3]

This overlooks important contributions of other people to the history of Tuskegee Institute, such as George Washington Carver, Margaret Murray Washington, Luther H. Foster, and Benjamin F. Payton.

Further, there is no inventory of contributing resources; the nomination contains only a single paragraph listing its "points of special historic interest:"

[1] United States Public Law 102-575, 102nd Congress, October 30, 1992.

[2] United States Code of Federal Regulations, 36 CFR § 60.1(b)(1)-(2).

[3] Horace J. Sheely, Jr., "Tuskegee Institute National Historic Landmark," National Register of Historic Places nomination, designated October 15, 1966, 1.

> The Oaks, Washington's home, which contains administrative offices and the founder's restored study; the Booker T. Washington monument, a symbolic statue by Charles Keck; the graves of Washington, and George Washington Carver; and the Carver Museum, with exhibits pertaining to the history of the school and the scientific experiments of Dr. Carver.[4]

Resources overlooked in this list include buildings, such as the Band Cottage, Rockefeller Hall, Thrasher Hall, the Old Administration Building, Tompkins Hall, White Hall, Power Plant, Huntington Hall, Douglass Hall, Tantum Hall, and Dorothy Hall; structures, such as the Gazebo; and landscapes, such as the Girls' Quadrangle, the Big Valley, and Campus Drive.

The nomination neither delineates a boundary for the site, nor indicates its acreage. From the description, one would visualize a much smaller boundary than that of the national historic site, itself, not to mention what might be contained within a more comprehensive boundary encompassing outlying resources, such as Milbank Hall, the Emery Halls, the Food Science Building, and the Carver Research Foundation.

Further, while the NHL nomination proposes a theme for the site, "Social and Humanitarian Movements," no period of significance is listed. Other data, such as NHL criteria, cultural affiliations, architect/builder, and historic contexts are missing altogether.

Finally, NHL nominations in general only document nationally-significant resources. Even if the NHL nomination for Tuskegee Institute was updated, it would not document resources within TUIN or the surrounding university that have local and state levels of significance.

Recommendations

The NPS Management Policies (2006), section 5.1.3.2.1 directs parks to nominate resources that appear to be eligible to the NRHP either individually, as components of historic districts, or within multiple property nominations:

> National historic sites, national historical parks, and other parks that are significant primarily for their cultural resources are entered automatically in the National Register upon establishment. However, nomination forms will be prepared and submitted to document the qualifying and contributing features of such parks and other National Register-eligible resources within them.

In order to comply with the terms of Section 110 and the NPS Management Policies, the park should complete a new NRHP nomination for Tuskegee Institute following the guidance provided in NPS-28: Cultural Resource Management Guidelines, Appendix Q: Preparing National Register Forms. This historic resource study presents the documentation needed to expand the limited information presented in the current NHL nomination.

Because it is likely that the NPS would want to nominate historic resources located within Tuskegee University that are not under federal ownership or management, it would need to comply with 36 CFR § 60.10, Concurrent State and Federal Nominations. The regulation states that

> [w]hen a portion of the area included in a Federal nomination is not located on land under the ownership or control of the Federal agency, but is an integral part of the cultural resource, the completed nomination form shall be sent to the State Historic Preservation Officer for notification to property owners, to give owners of private property an opportunity to concur in or object to the nomination, to solicit written comments and for submission to the State Review Board.

This would require careful collaboration with Tuskegee University, which has the right to object to the nomination.[5]

[4] Sheely, Jr., "Tuskegee Institute National Historic Landmark," 2.

[5] United States Code of Federal Regulations, 36 CFR § 60.10(d).

The NRHP nomination should be completed before any additional planning studies are initiated, such as cultural landscape reports (CLRs), historic structure reports (HSRs), interpretive plans, master plans, or environmental assessments. To ensure that cultural landscapes are addressed adequately in the nomination, a historical landscape architect should be included on the consultant team for the nomination.

Other Recommended Research

People

Additional research is needed regarding significant people associated with Tuskegee, particularly the influence of women at the university, such as Margaret Murray Washington, Jennie Dee Booth Moton, Vera Chandler Foster, and Thelma Plane Payton. Additional research into the lives and accomplishments of Luther H. Foster, Benjamin F. Payton, and other key leaders who emerged after the death of Booker T. Washington would also add greatly to interpretation at the site. Further, more documentation is needed regarding the lives and work of the school's landscape architects, David Andrew Williston and Edward Lyons Pryce, as well as other designers and planners who influenced the form of the campus.

It is recommended that TUIN collaborate with faculty and staff historians at Tuskegee University on these research projects. For example, Dr. Sheena Harris is currently writing a book about Margaret Murray Washington. There are many other members of faculty, along with Tuskegee University's archivist, Dana Chandler, who continue to expand the story of Tuskegee Institute with their research.

Building History

Additional research is needed on the design and development of buildings constructed within the campus that have not been well documented, unlike those by Robert Taylor that have been adequately documented by Ellen Weiss. Further, additional documentation is needed to study building technology used to construct many of the older buildings on campus, including Tuskegee brick and the Tuskegee block. Again, collaboration with Tuskegee University, particularly the Department of Architecture, is key. The Historic Preservation Workshop, which took place at Tuskegee University in August 2018, is an example of collaboration between the university and the NPS, in partnership with the National Trust, a historic preservation non-profit organization.[6]

Further, historic structure reports are needed for buildings within TUIN for which preservation plans may not have been developed. Buildings that are candidates for historic structure reports include the Band Cottage (1896), Carnegie Hall (1901), and Tompkins Hall (1910). HABS documentation was completed for these buildings in 1978. Other buildings that should be investigated include Thrasher Hall (1890), the Old Administration Building (1903), Rockefeller Hall (1903), the Emery Buildings (1903–1909), Tantum Hall (1907), Milbank Hall (1909), White Hall (1910), and the Power Plant (1915).

Landscape History

The history of the evolution of Tuskegee Institute's landscape has not been thoroughly documented. It is recommended that a cultural landscape report (CLR) (Parts 1 and 2) should be written for Tuskegee Institute focusing on the National Register eligible property while also addressing adjoining related properties, notably the Old Montgomery Highway and the Greenwood Community. The CLR would build off this historic resource study, advancing documentation of the property's history, analyzing and evaluating the landscape characteristics and features in more detail, and providing detailed

[6] Tuskegee University, "First-of-its-kind public workshop to focus on historic campus preservation," August 24, 2018, accessed March 20, 2019, https://www.tuskegee.edu/news/firstofitskind-public-workshop-to-focus-on-historic-campus-preservation.

treatment recommendations. The CLR could further document the history of specific landscape features, such as notable spaces and topographic features, patterns of field and forest, patterns and features of circulation, notable cultural vegetation monuments, and signage. The report could also articulate an overall treatment philosophy, provide direction on interpretation and park operations related to the landscape, address detailed design issues, and direct long-term management of the landscape. The CLR should address the evolution of the landscape within the Tuskegee Institute Historic Campus District, at minimum, and the entirety of the proposed historic district at best.

The CLR may also address the lives and work of David Andrew Williston and Edward Lyons Pryce, and answer questions regarding the location and relocation of the Lincoln Gates and the locations of various types of agricultural enterprises, such as bee culture and truck patches. It should also address the history and conditions of the Tuskegee University Cemetery and document all those who are buried there.

Bibliography

Books, Published Material, and Electronic Resources

"1962 Tuskeana Selection." Tuskegee University Archives. Accessed January 30, 2019. http://archive.tuskegee.edu/archive/bitstream/handle/123456789/151/1962.pdf?sequence=1&isAllowed=y.

Abbott, Jessie. "Interview with Jessie Abbott, October 11, 1977." By A. Lillian Thompson. *The Black Women Oral History Project*, edited by Ruth Edmonds Hill. Volume 1, 1-38. Westport CT: Meckler Publishing, 1991.

Adams, Eugene W. "A Historical Overview of African American Veterinarians in the United States," *Journal of Veterinary Medical Education* 31, no. 4 (2004): 409–413.

African American Registry. "Olivia Davidson Washington, Quiet Co-Founder of Tuskegee." Accessed January 24, 2017. https://aaregistry.org/story/olivia-davidson-washington-quiet-co-founder-of-tuskegee/.

Alabama Academy of Honor. "Thomas Dameron Russell." Accessed August 20, 2018. http://www.archives.alabama.gov/famous/academy/t_russel.html.

Alabama Health Care Hall of Fame. "Lillian Holland Harvey, EdD, RN." Accessed July 10, 2018. http://www.healthcarehof.org/honoree/lillian-holland-harvey-edd-rn.

Alabama Humanities Foundation. "Tuskegee Female College." Encyclopedia of Alabama. Accessed January 30, 2019. http://www.encyclopediaofalabama.org/article/m-5137.

Allen, Walter R., Joseph O. Jewell, Kimberly A. Griffin, and De'Sha S. Wolf. "Historically Black Colleges and Universities: Honoring the Past, Engaging the Present, Touching the Future." *The Journal of Negro Education* 76, no. 3 (2007): 263–270. http://www.jstor.org/stable/40034570.

Amaki, Amalia K. and Amelia Boynton Robinson. *Tuskegee: Images of America*. Mt. Pleasant, SC: Arcadia Publishing, 2013.

American Planning Association. "Housing Act of 1949." Accessed October 17, 2018. https://www.planning.org/awards/2014/1949housingact.htm.

Ancestry.com. "Blondelia E. Gomillion." US, Social Security Applications and Claims Index, 1936–2007 [database on-line]. Provo, UT: Ancestry.com Operations, Inc., 2015.

_____. "Charles Goode Gomillion." Accessed August 14, 2018. https://www.ancestry.com/family-tree/person/tree/112197592/person/160095853858/facts.

_____. "James Hendrix Bias." Accessed October 16, 2018. https://www.ancestry.com/search/?name=james+hendrix_bias&event=_tuskegee-macon-alabama-usa_26813&birth=1880&count=50&location=2&name_x=ps_1&priority=usa.

_____. "Louis Hudison Persley." Accessed October 18, 2018. https://www.ancestry.com/facts?_phcmd=u(%27https://www.ancestry.com/search/.

_____. "Ola Christine Gomillion." Alabama, Deaths and Burials Index, 1881–1974 [database on-line]. Provo, UT: Ancestry.com Operations, Inc., 2011.

Anderson, James D. *The Education of Blacks in the South, 1860–1935*. Chapel Hill, NC: University of North Carolina Press, 1988.

Altenbaugh, Richard J. *Historical Dictionary of American Education*. Westport, CT: Greenwood Press, 1999.

Armstrong, Donald E. "The Low Cash-Cost House: Sustainability as a Source of Culturally Responsive Design." Paper presented at the 92nd ACSA Annual Meeting, March 18–21, 2004. http://apps.acsa-arch.org/resources/proceedings/uploads/streamfile.aspx?path=ACSA.AM.92&name=ACSA.AM.92.14.pdf.

_____. "Tuskegee Institute and the Politics of Bricolage." Materials Practices blog. Accessed October 17, 2018. http://www.donaldearmstrong.com/2013/09/10/tuskegee-institute-and-the-politics-of-bricolage/.

Arbogast, David. "Grey Columns." National Register of Historic Places nomination. Designated January 11, 1980.

Atlanta-Fulton Public Library System. "Prentice Herman Polk Photograph Collection." Auburn Avenue Research Library on African American Culture and History. Accessed July 3, 2018. http://aafa.galileo.usg.edu/aafa/view?docId=ead/aarl96-014-ead.xml.

Beck, Sanderson. "Booker T. Washington and Character Education at Tuskegee Institute 1881–1915." Accessed September 14, 2018. http://www.san.beck.org/BTW.html.

Beckert, Sven. "From Tuskegee to Togo: The Problem of Freedom in the Empire of Cotton." *The Journal of American History* 92, no. 2 (September 2005): 498–526.

Berry, John M. "Andrew Carnegie and Race." *Diverse Issues in Higher Education.* Accessed October 14, 2018. https://diverseeducation.com/article/11301/.

Berry, Mary Frances and John W. Blassingame. *Long Memory: The Black Experience in America*. New York, NY: Oxford University Press, 1982.

Bhamwiki. "Roderick Royal." Accessed October 10, 2018. http://www.bhamwiki.com/w/Roderick_Royal.

Biography.com. "Charles Drew Biography: Surgeon, Doctor, Educator (1904–1950)." Accessed August 20, 2018. https://www.biography.com/people/charles-drew-9279094.

_____. "Keenen Ivory Wayans." Accessed October 9, 2018. https://www.biography.com/people/keenen-ivory-wayans-538232.

_____. "Lonnie Johnson." Accessed September 17, 2018. https://www.biography.com/people/lonnie-g-johnson-17112946.

Blackwell, Joyce. *No Peace Without Freedom: Race and The Women's International League for Peace and Freedom 1915–1975*. Carbondale, IL: Southern Illinois University Press, 2004.

Blaschke, Anne. "Southern Cinderpaths: Tuskegee Institute, Olympic Track and Field, and Regional Social Politics, 1916-1955." Boston University. Accessed October 14, 2018. https://www.bu.edu/afam/files/2016/03/Anne-Blaschke-Southern-Cinderpaths.pdf.

Boston, Michael B. *The Business Strategy of Booker T. Washington, Its Development and Implementation.* Gainesville, FL: University Press of Florida, 2010.

Bourlin, Olga. "Younge, Samuel ('Sammy') Leamon, Jr. (1944–1966)." BlackPast.org. Accessed August 20, 2018. https://blackpast.org/aah/younge-samuel-sammy-leamon-jr-1944-1966.

Brabri, Melissa. *W.E.B. Du Bois's writings for The Crisis, 1910–1934, from integration to voluntary segregation?* Master's thesis. Langues Universite Stendhal, 2013. Accessed January 22, 2019. https://dumas.ccsd.cnrs.fr/dumas-00925141/document

Brooks, F. Erik and Glenn L. Starks, *Historically Black Colleges and Universities: An Encyclopedia*. Santa Barbara, CA: Greenwood, 2011.

Broughton, Dr. Len G. *Tuskegee Visit was his Topic.* Tuskegee, AL: Tuskegee Normal and Industrial Institute Print, 1908.

Burchard, Peter Duncan. *George Washington Carver: For His Time and Ours*. Diamond, MO: George Washington Carver National Monument, 2005.

Byrd, W. Michael and Linda A. Clayton, *An American Health Dilemma: Race, Medicine, and Health Care in the United States 1900–2000*. New York, NY: Routledge, 2002.

Campbell, Thomas Monroe. *The Movable School Goes to the Negro Farmer.* Tuskegee, AL: Tuskegee Institute Press, 1936.

Carden, Nancy Anne. "A Study of Southern Black Landownership, 1865–1940: The Bridgeforth Family of Limestone County, Alabama." Master's Thesis. University of Tennessee, 1990. http://trace.tennessee.edu/utk_gradthes/2388.

Carey, Charles W., Jr. *African Americans in Science: An Encyclopedia of People and Progress*. Santa Barbara, CA: ABC-CLIO, Inc., 2008.

Carver, George Washington. *The Need of Scientific Agriculture in the South*. Farmer's Leaflet from the Bureau of Nature Study for Schools and Hints and Suggestions to the Farmers, no. 7. Tuskegee, Alabama: Tuskegee Normal and Industrial Institute, 1902.

_____. "Some Ornamental Plants of Macon County." Bulletin no. 16. Tuskegee Normal and Industrial Institute Experiment Station, 1909.

Causey, Donna R. "Varner-Alexander House." Alabama Pioneers. Accessed September 14, 2018. http://www.alabamapioneers.com/varner-alexander-house.

Chandler, Dana. "Robert R. Moton Biographical Information." Tuskegee University Archives Repository. Accessed January 11, 2019. http://archive.tuskegee.edu/archive/bitstream/handle/123456789/660/MotonBio_0021.pdf?sequence=1&isAllowed=y.

_____. "TCA: Striving for What is Right." PowerPoint Presentation, October 13, 2012. https://slideplayer.com/slide/6929303/.

_____. "Tuskegee University History." Tuskegee University Archives Repository. Accessed January 30, 2019. http://archive.tuskegee.edu/archive/bitstream/handle/123456789/186/TuskegeeUniversityHistoryfinal.pdf?sequence=1&isAllowed=y.

Chandler, Dana and Cheryl Ferguson. "Guide to the Papers of John A. Kenney." Tuskegee University Archives Repository. Accessed September 28, 2018. http://archive.tuskegee.edu/archive/bitstream/handle/123456789/96/JohnA.pdf?sequence=1&isAllowed=y.

Chesnutt, Charles. "A Visit to Tuskegee." *Cleveland Leader*, March 31, 1901: 19. http://www.chesnuttarchive.org.

Ciomek, Summer Anne. "The History, Architecture, and Preservation of Rosenwald Schools in Georgia." Master's thesis, University of Georgia, 2007. https://getd.libs.uga.edu/pdfs/ciomek_summer_a_200708_mhp.pdf.

Clement, Art, Beth Grashof, Dale Jaeger, and Keyes Williamson. *Campus Heritage Plan, Tuskegee University, Tuskegee Alabama.* Atlanta, GA: Clement & Wynn, 2009.

Columbia Civic Library Association, Washington, DC. *A Directory of Negro Graduates of Accredited Library Schools, 1900–1936*. Washington, DC: The Columbia Civic Library Association, 1937.

Comminey, Shawn. "The Society for the Propagation of the Gospel in Foreign Parts and Black Education in South Carolina, 1702–1764." *The Journal of Negro History* 84, no. 4 (Autumn 1999): 360–369.

Conley, Booker. *Buildings at Tuskegee Institute built During the Presidency of Dr. Benjamin F. Payton (1982–Present)*. Accessed February 11, 2019. http://192.203.127.197/archive/bitstream/handle/123456789/680/BuildingsUnderPaytonBTW.pdf?sequence=1.

_____. *Buildings at Tuskegee Institute built During the Presidency of Dr. L.H. Foster (1953–1981)*. Accessed January 30, 2019. http://archive.tuskegee.edu/archive/bitstream/handle/123456789/678/BuildingsUnderFosterTuskegee.pdf?sequence=1&isAllowed=y).

_____. *Tuskegee University Demolished Buildings/Structures*. 1996. Tuskegee University Archives.

Conley, Booker and M. G. Smith. *Historic Buildings at Tuskegee Institute, a Report of Conditions.* 1980. Accessed February 11, 2019. http://archive.tuskegee.edu/archive/handle/123456789/958.

The Cultural Landscape Foundation. "David Williston, 1868–1962." Accessed September 25, 2017. https://tclf.org/pioneer/david-williston.

_____. "Edward Lyons Pryce." Accessed January 30, 2019. https://tclf.org/pioneer/edward-lyons-pryce.

Daugherty, Ellen. "Negotiating the Veil: Tuskegee's Booker T. Washington Monument." *American Art* 24, no. 3 (2010): 53–77.

Detroit Historical Society. "Race Riot of 1943." Encyclopedia of Detroit. Accessed October 7, 2018. https://detroithistorical.org/learn/encyclopedia-of-detroit/race-riot-1943.

Diana, Goddess of the Hunt for Ancestors. "James B. Washington, Hattie Calloway." Accessed October 10, 2018. http://dgmweb.net/FGS/W/WashingtonJamesB-HattieCalloway.html

Diaz, Sara. "Johnson, Halle Tanner Dillon (1864–1901)." BlackPast.org. Accessed October 4, 2018. https://blackpast.org/aah/johnson-halle-tanner-dillon-1864-1901.

Digital SNCC Gateway. "Gwen Patton." Accessed August 22, 2018. https://snccdigital.org/people/gwen-patton/.

Diner, Hasia R. *Julius Rosenwald: Repairing the World*. New Haven, CT: Yale University Press, 1908.

Directors and Officers of the Tuskegee Institute Federal Credit Union. *Third Annual Report of the Activities of the Tuskegee Federal Credit Union Number 2791 for the Year Ending December 31, 1940*. Tuskegee, AL: Tuskegee Institute, 1940.

Dorr, Lisa Lindquist. *Alabama Women: Their Lives and Times.* Southern Women: Their Lives and Times Series. Athens: University of Georgia Press, 2017.

Dozier, Richard Kevin. "Tuskegee: Booker T. Washington's Contribution to the Education of Black Architects." Ph.D. dissertation, University of Michigan, 1990.

"Dr. John A. Kenney Leaves Tuskegee." *Journal of the National Medical Association* 36, no. 6 (November 1944): 199–200. National Center for Biotechnology Information website, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2616033/.

Du Bois, W.E.B. *The Education of Black People: Ten Critiques, 1906–1960.* Edited by Herbert Aptheker. New York, NY: Monthly Review Press, 1973; reprint by Monthly Review Press, 2002.

_____. "The Niagara Movement." *Voice of the Negro II* (September 1905).

_____. *Results of Ten Tuskegee Negro Conferences.* Tuskegee, AL: Tuskegee Institute Steam Print, 1901.

_____. *The Souls of Black Folk: Essays and Sketches.* Chicago, IL: A.C. McClurg & Co., 1903.

Dummet, Clifton O. and Eugene H. Dibble. "Historical Notes on the Tuskegee Veterans Hospital." *Journal of the National Medical Association* 54, no. 2 (March 1962): 133–183.

Ekekwe, Ndubuisi John. "About the Author – Ndubuisi Ekekwe, PhD." Tekedia. Accessed October 10, 2018. https://www.tekedia.com/about-the-author-ndubuisi-ekekwe-phd-2/.

_____. "My First Day In America and Kindness of Diamond Bank Lagos." Linkedin. Accessed January 30, 2019. https://www.linkedin.com/pulse/my-first-day-america-kindness-diamond-bank-lagos-ndubuisi-ekekwe/.

Elwood, William A. "An Interview with Charles G. Gomillion." In *Callaloo*, no. 40 (Summer 1989): 576–599. https://www.jstor.org/stable/2931304.

Enck, Henry S. "Tuskegee Institute and Northern White Philanthropy: A Case Study in Fund Raising." In *The Journal of Negro History* 65, no. 4 (Autumn 1980): 336–348.

Encyclopedia.com. "Tuskegee University." Accessed January 30, 2019. https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/tuskegee-university

Encyclopedia Britannica. "Gerrymandering." Accessed September 5, 2018. https://www.britannica.com/topic/gerrymandering.

Erwin, Carolyn. "Members of All-Black Air Units Reunite During Alabama Airport Dedication." *Jet*, April 6, 1972.

Espiritu, Allison. "Margaret Murray Washington." BlackPast.org. February 15, 2007. Accessed February 1, 2019. https://www.blackpast.org/african-american-history/washington-margaret-murray-1865-1925/.

Evans, Arthur. "Tuskegee Study Shows New Deal Hits Negro Hard: AAA Cuts Jobs and NRA Boosts White Competition." *Chicago Tribune*, June 22, 1934.

"Executive Order 11593 of May 13, 1971, Protection and Enhancement of the Cultural Environment." Code of Federal Regulations, 36 FR 8921, 3 CFR, 1971-1975 Comp., p. 559, accessed March 14, 2019, https://www.archives.gov/federal-register/codification/executive-order/11593.html.

Federal Highway Administration, Eastern Federal Lands Highway Division. *Road Inventory and Needs Study for Tuskegee Institute National Historic Site.* Arlington, VA: Federal Highway Administration, 1984.

Ferguson, Karen J. "Caught in 'No Man's Land': The Negro Cooperative Demonstration Service and the Ideology of Booker T. Washington, 1900–1918." *Agricultural History* 72, no. 1 (Winter 1998): 33-54.

Findagrave.com. "Charles W. Greene." Accessed October 10, 2018. https://www.findagrave.com/memorial/22273651/charles-w-greene.

_____. "John Henry Washington." Accessed October 10, 2018. https://www.findagrave.com/memorial/47422709/john-henry-washington.

_____. "Lewis Adams." Accessed October 5, 2018. https://www.findagrave.com/memorial/38612505/lewis-adams.

_____. "Lottie Virginia Greene." Accessed October 10, 2018. https://www.findagrave.com/memorial/22275823/lottie-virginia-greene.

_____. "Mary Ann Elizabeth Varner Bowen." Accessed September 15, 2017. https://www.findagrave.com/memorial/49101639/mary_ann-elizabeth-bowen.

Fisher, Douglas W. and Joann H. Buckley. *African American Doctors of World War I: The Lives of 104 Volunteers*. Jefferson, NC: McFarland & Company, Inc., 2016.

Fisher, Isaac. "The Funeral of Booker T. Washington." Accessed September 14, 2018. http://btwsociety.org/library/honors/05.php.

Franklin D. Roosevelt Presidential Library and Museum. "Eleanor Roosevelt and the Tuskegee Airmen." Accessed August 14, 2018. https://fdrlibrary.org/tuskegee.

The Free Dictionary. "Truck Garden." Accessed September 19, 2018. https://www.thefreedictionary.com/truck+garden.

Gary, Shannon." Tuskegee University." Encyclopedia of Alabama. Accessed August 21, 2018. http://www.encyclopediaofalabama.org/article/h-1583.

Gasman, Marybeth. *Envisioning Black Colleges: A History of the United Negro College Fund.* Baltimore, MD: The Johns Hopkins University Press, 2007.

Gates, Henry Louis, Jr. and Evelyn Brooks Higginbotham, eds. *African American Lives.* New York, NY: Oxford University Press, 2004.

Goetcheus, Carrie. "Booker T. Washington: The Man and His Landscape." *CRM,* no. 8 (1999).

Gordon, Linda. *The Second Coming of the KKK: The Ku Klux Klan of the 1920s and the American Political Tradition*. New York, NY: Liveright Publishing Corporation, 2018.

Grandison, Kenrick Ian. "From Plantation to Campus: Progress, Community, and the Lay of the Land in Shaping the Early Tuskegee Campus," *Landscape Journal* 15, no.1 (Spring 1996): 6–22.

Green, Barbara L. "Scott, Emmett Jay." Texas State Historical Commission Online. Accessed May 3, 2018. https://tshaonline.org/handbook/online/articles/fsc42.

Guttenplan, D.D. "Is this the Most Radical Mayor in America?" *The Nation*, November 17, 2017. https://www.thenation.com/article/is-this-the-most-radical-mayor-in-america/.

Guzman, Jessie Parkhurst. *Crusade for Civic Democracy: The Story of the Tuskegee Civic Association, 1941–1970*. New York, NY: Vantage Press, 1984.

Halvorsen, Howard E. "Air Force History: Daniel 'Chappie' James, Jr." TinkerTakeoff. Accessed October 11, 2018. http://journalrecord.com/tinkertakeoff/2017/02/03/air-force-history-daniel-chappie-james-jr/.

Hamilton, Kenneth M. *Booker T. Washington in American Memory*. Urbana, IL: University of Illinois Press, 2017.

Hampton University. "History." Accessed January 30, 2019. http://www.hamptonu.edu/about/history.cfm.

Hampton University. "Samuel Chapman Armstrong." Accessed January 30, 2019. http://www.hamptonu.edu/about/armstrong.cfm.

Harlan, Louis R., ed. *The Booker T. Washington Papers*. Urbana, IL: University of Illinois Press, 1972.

_____. *Booker T. Washington, Volume II: The Wizard of Tuskegee, 1901–1915.* New York, NY: Oxford University Press, 1983.

Harland Bartholomew and Associates. *Land Use Study for Tuskegee Institute, Tuskegee Institute, Alabama* (March 1975).

Harris, Duchess. *Black Feminist Politics from Kennedy to Clinton.* Basingstoke, UK: Palgrave Macmillan, 2009.

Harris, Jacqueline L. *The Tuskegee Airmen: Black Heroes of World War II.* Parsippany, NJ: Dillon Press, 1996.

Harris, Sheena. "A Female Reformer in the Age of Booker T. Washington: The Life and Times of Margaret Murray Washington." In *Alabama Women: Their Lives and Times*, 129–144. Southern Women: Their Lives and Times Series. Athens, GA: University of Georgia Press, 2017.

Haulman, Daniel L. "The Tuskegee Airfields." *Air Force Magazine* (June 2014). Accessed October 17, 2018. http://www.airforcemag.com/MagazineArchive/Pages/2014/June%202014/0614tuskegee.aspx.

Heinemann, Ronald L. "Robert Russa Moton." Encyclopedia of Virginia. Accessed January 29, 2019. https://www.encyclopediavirginia.org/Moton_Robert_Russa_1867-1940.

Heningburg, Alphonse. "The Relation of Tuskegee Institute to Education in the Lower South." *The Journal of Educational Sociology* 7 (November 1933): 21–35.

Hersey, Mark D. *"My Work is That of Conservation:" An Environmental Biography of George Washington Carver.* Athens, GA: University of Georgia Press, 2011.

Hickerson Fowles Architects. *Renovation of The Old Administration Building for Tuskegee University*. Building Plans and Specifications. Nashville, TN: Hickerson Fowles Architects, 1989.

Hines, Linda O. "George W. Carver and the Tuskegee Agricultural Experiment Station." *Agricultural History* 53, no. 1, "Southern Agriculture Since the Civil War: A Symposium" (January 1979): 71–83.

The Historical Marker Database. "Carver Research Foundation 1951." Accessed July 13, 2018. https://www.hmdb.org/marker.asp?marker=101912.

Holsey, Albion. "A Man of Courage." In Hughes and Patterson, eds., *Robert Russa Moton of Hampton and Tuskegee*. Chapel Hill, NC: University of North Carolina Press, 1956: 123-127.

Howard University. "Honorary Degree Recipients." Accessed January 24, 2019. https://www.howard.edu/secretary/convocations/commencement/2005/recipients.htm

Hughes, William Hardin and Frederick D. Patterson, eds. *Robert Russa Moton of Hampton and Tuskegee*. Chapel Hill, NC: University of North Carolina Press, 1956.

Hurst, Ryan. "Barnett, Claude Albert (1889–1967)." BlackPast.org. Accessed August 2, 2018. http://www.blackpast.org/aah/barnett-claude-albert-1889-1967.

Hurt, Leslie. "Payton, Benjamin Franklin (1932)." BlackPast.org. Accessed January 24, 2019. https://blackpast.org/gah/payton-benjamin-franklin-1932.

IMDb.com. "Keenen Ivory Wayans." Accessed October 9, 2018. https://www.imdb.com/name/nm0005540/.

Imes, G. Lake. "To Tuskegee." In *Robert Russa Moton of Hampton and Tuskegee*, edited by William Hardin Hughes and Frederick D. Patterson, 78–108. Chapel Hill: University of North Carolina Press, 1956.

International Center of Photography. "P.H. Polk." Accessed July 3, 2018. https://www.icp.org/browse/archive/constituents/p-h-polk?all/all/all/all/0.

Jacox, Diann L. "Booker T. Washington National Monument." National Register of Historic Places nomination. Designated October 15, 1966.

Jakeman, Robert "Jeff." "Tuskegee Flight Training Program." Encyclopedia of Alabama. Accessed October 17, 2018. http://www.encyclopediaofalabama.org/article/h-2563.

Jarome, Travis J. "History of Baseball at Tuskegee." Tuskegee Athletics Blog. Accessed May 22, 2018. https://mytuathletics.wordpress.com/2015/06/30/history-of-baseball-at-tuskegee/.

_____. "Taking A Look Back…Fact Filled Friday – the 1930s." Tuskegee Athletics Blog. Accessed May 22, 2018. https://mytuathletics.wordpress.com/2015/07/24/taking-a-look-back-fact-filled-friday-the-1930s/.

Jenkins, John W. *Historic Resource Study, Tuskegee Institute National Historic Site, Tuskegee Alabama.* Unpublished manuscript completed for NPS-TUIN, Draft, 1977.

Johnson, Richard. "Banneker, Benjamin (1731–1806)." BlackPast.org. Accessed August 20, 2018. http://www.blackpast.org/aah/banneker-benjamin-1731-1806.

Jones, Allen. "Improving Rural Life for Blacks: The Tuskegee Negro Farmers' Conference, 1892–1915." *Agricultural History* 65, no. 2, "The 1890 Land-Grant Colleges: A Centennial View" (Spring 1991): 105–144.

_____. "The Role of Tuskegee Institute in the Education of Black Farmers." *The Journal of Negro History* 60 (April 1975): 253–254.

Jones, Allen W. "Thomas M. Campbell: Black Agricultural Leader of the New South." *Agricultural History* 53, no. 1, "Southern Agriculture Since the Civil War: A Symposium" (January 1979): 42–59.

_____. "Thomas Monroe Campbell." Encyclopedia of Alabama. Accessed May 14, 2018. http://www.encyclopediaofalabama.org/article/h-1357.

Jones, James J. *Bad Blood: The Tuskegee Syphilis Experiment.* New York, NY: Basic Books, 1993.

Jones, Lu Ann. "In Search of Jennie Booth Moton, Field Agent, AAA." *Agricultural History* 72, no. 2, "African Americans in Southern Agriculture: 1877–1945" (Spring 1998): 446–458.

Katznelson, Ira. *When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth Century America*. New York: W.W. Norton & Co., 2005.

Keene, Jennifer. "The Long Journey Home: African American World War I Veterans and Veterans' Policies." In *Veterans' Policies, Veterans' Politics: New Perspectives on Veterans in the Modern United States*, edited by Stephen R. Ortiz, 146–170. Gainesville, FL: University Press of Florida, 2012.

Kenney, John A., Jr., M.D. "Experiences of a black in dermatology." *Journal of the American Academy of Dermatology* 14, no. 2, Part 1 (February 1986): 312–320. https://www.jaad.org/article/S0190-9622(86)80371-1/pdf.

Kremer, Gary T. *George Washington Carver: A Biography.* Santa Barbara, CA: ABC-CLIO, LLC, 2011.

Kyriacopouos, Konstantine A. "United Negro College Fund (1944–)." BlackPast.org. Accessed August 1, 2018. http://www.blackpast.org/aah/united-negro-college-fund-1944.

Lacher-Feldman, Jessica. "Lionel Richie." Encyclopedia of Alabama. Accessed August 29, 2018. http://www.encyclopediaofalabama.org/article/h-2614.

Langcuster, James. "Alabama Cooperative Extension System (ACES)." Encyclopedia of Alabama. Accessed May 20, 2018. http://www.encyclopediaofalabama.org/article/h-3287.

Latitude 43 North. "Dining and Social Center, Tuskegee Institute National Historic Site." Historic Markers Across Alabama. Accessed August 21, 2018. http://www.lat34north.com/HistoricMarkersAL/MarkerDetail.cfm?KeyID=44049&MarkerTitle=Dining%20and%20Social%20Center.

Legacy.com. "Thelma Plane Payton, 1932–2013." Accessed October 10, 2018. https://www.legacy.com/obituaries/news-press/obituary.aspx?n=thelma-plane-payton&pid=165525610.

Library of Congress. "15th Amendment to the U.S. Constitution." Accessed January 30, 2019. https://www.loc.gov/rr/program/bib/ourdocs/15thamendment.html.

_____. "Brown v. Board at Fifty: 'With an Even Hand,' The Aftermath." Accessed September 10, 2018. https://www.loc.gov/exhibits/brown/brown-aftermath.html.

_____. "Ralph Ellison, 1914–1994." Accessed May 23, 2018. http://www.read.gov/fiction/ellison.html.

Lindsey, Donal F. *Indians at Hampton Institute, 1877–1923*. Champaign, IL: University of Illinois Press, 1994.

Linkedin.com. "Chokwe Lumumba." Accessed October 10, 2018. https://en.wikipedia.org/wiki/Chokwe_Antar_Lumumba.

"Little Known Facts About Tuskegee University." Tuskegee University Archives. Accessed March 13, 2019. archive.tuskegee.edu/archive/bitstream/handle/123456789/555/Little%2520Known%2520Facts%2520about%2520Tuskegee%2520University.docx%3Fsequence%3D1%26isAllowed%3Dy+&cd=10&hl=en&ct=clnk&gl=us.

Lomotey, Kofi, ed., *Encyclopedia of African American Education*. Thousand Oaks, CA: Sage Publications, Inc., 2012.

Ludlow, Helen W., ed. *Tuskegee: Its Story and Its Songs.* Hampton, VA: Hampton Institute Steam Press, 1884.

Lussana, Sergio A. *My Brother Slaves: Friendship, Masculinity, and Resistance in the Antebellum South.* Lexington, KY: The University Press of Kentucky, 2016.

Mackintosh, Barry. "George Washington Carver: The Making of a Myth," *The Journal of Southern History* 42, no. 4 (November 1976): 507–528.

Marter, Joan M., ed. "Polk, P.H." In *The Grove Encyclopedia of American Art*, Vol. 1. Oxford: Oxford University Press, 2011.

Macon County GIS. "Macon County Parcel Viewer." Accessed January 29, 2019. http://isv.kcsgis.com/al.macon_revenue/.

Macon History. Accessed January 30, 2019. http://maconhistory.weebly.com.

Macon History. "Tuskegee Boycott." Accessed August 27, 2018. http://maconhistory.weebly.com/tuskegee-boycott.html.

Macon Progress. "Lewis Adams." Accessed October 5, 2018. https://www.maconprogress.net/lewis-adams.html.

Malone, R. E. "Smudging an Orchard with Native Materials in Alabama." *TAES Bulletin* 28 (1915).

Mayberry, B.D. *The Role of Tuskegee University in the Origin, Growth and Development of the Negro Cooperative Extension System, 1881–1990*. Tuskegee, AL: Tuskegee University Cooperative Extension Program, October 1989.

_____. *A Century of Agriculture in the 1890 Land-Grant Institutions and Tuskegee University 1890–1990.* New York, NY: Vantage Press, 1991.

_____. *The History of the Carver Research Foundation of Tuskegee University, 1940–1990* Tuskegee, AL: Tuskegee University, 2003.

Mayberry, Bennie D. and Atheal Pierce. *The Lengthening Shadows of George Washington Carver.* Tuskegee, AL: Bennie D. Mayberry and Atheal Pierce, 2002.

McClure, Brian. "Black and Red at Hampton Institute: Indian Education and HBCUs." *State of HBCUs: Past, Present and Future*. Last modified September 12, 2011. https://stateofhbcus.wordpress.com/2011/09/12/black-and-red-at-hampton-institute-indian-education-and-hbcus/.

McDavid, Robert P. *General Laws and Joint Resolutions of the General Assembly of Alabama, Passed at the Session of 1900-01.* Montgomery, AL: A. Romer, 1901.

McKenzie, Vinson E. "Louis Hudison Persley (1890–1932)." In *African American Architects, a Biographical Directory 1865-1945*, edited by Dreck Spurlock Wilson, 443–445. New York, NY: Routledge Publishing, 2004.

McMickens, Tyran L. "Benjamin Franklin Payton." In *Encyclopedia of African American Education,* Volume 1, edited by Kofi Lomotey, 633. Thousand Oaks, CA: Sage Publications, Inc., 2012.

McMurray, Linda. *George Washington Carver: Scientist and Symbol.* Oxford: Oxford University Press, 1982.

Meier, August and Elliot Rudwick. *From Plantation to Ghetto*. New York, NY: Hill & Wang, 1966.

Mendenhall, Allen. "Gomillion v. Lightfoot." Encyclopedia of Alabama. Accessed July 20, 2018. http://www.encyclopediaof alabama.org/article/h-3064.

Merritt, Raleigh. *From Captivity to Fame; or, the Life of George Washington Carver.* Boston, MA: Meador Publishing Co., 1928.

Mississippi Rails. "Tuskegee Railroad." Accessed January 30, 2019. http://www.msrailroads.com/Tuskegee.htm.

MIT Black History. "George L. Washington, 1925." Accessed July 3, 2018. https://www.blackhistory.mit.edu/archive/george-l-washington-1925.

Moore, Jacqueline H. *Booker T. Washington, W.E.B. Du Bois, and the Struggle for Racial Uplift*. Lanham, MD: Rowman & Littlefield, 2003.

Morowski, Deborah L. "Washington, Moton, and the Secondary Curriculum of Tuskegee Institute 1910–1926." *American Educational History Journal* 40, nos. 1 and 2 (2013): 6-15, https://books.google.com/books?isbn=1623964237.

Morris, Catherine. "Amid Celebration, Land Grant Schools say Money would be Great Gift." *Diverse Issues in Higher Education*. Last modified July 15, 2015. http://diverseeducation.com/article/76366.

Moton, Robert Russa. *Finding a Way Out: An Autobiography.* Garden City, NY: Doubleday, Page & Company, 1921.

Mullen, Bill V. "Claude A. Barnett." In *Writers of the Black Chicago Renaissance*, edited by Steven C. Tracy, 134–140. Champaign, IL: University of Illinois Press, 2011.

Murkle, Kirk, and Dreck Wilson. "David Augustus Williston: Pioneering Black Professional." *Landscape Architecture Magazine* 72 (January 1982), 85.

The Museum of Modern Art. "The Hampton Album." Garden City, NY: Doubleday & Co., 1966. Accessed January 30, 2019. https://www.moma.org/documents/moma_catalogue_3481 _300062309.pdf.

Nakano, Satoshi. "South to South across the Pacific: Ernest E. Neal and Community Development Efforts in the American South and the Philippines." *The Japanese Journal of American Studies,* no. 16 (2005): 181–202.

Nastasi, Alison. "P.H. Polk." 10 Essential African-American Photographers. Accessed July 17, 2018. http://flavorwire.com/475131/10-essential-african-american-photographers/7.

National Archives and Records Administration (NARA). *Records of the Field Offices for the State of Louisiana, Bureau of Refugees, Freedmen, and Abandoned Lands, 1863–1872*. Washington, D. C.: U. S. Congress and National Archives and Records Administration, 2004.

National Archives Foundation. "The Smith-Lever Act of 1914." Accessed April 30, 2018. https://www.archivesfoundation.org /documents/smith-lever-act-1914/.

National Aviation Hall of Fame. "Anderson, Charles Alfred "Chief." Accessed August 27, 2018. https://www.nationalaviation.org/our-enshrinees/anderson-charles-alfred/.

National Park Planner. "Tuskegee Institute National Historic Site: Touring the Historic Campus." Accessed October 14, 2018. http://npplan.com/parks-by-state/alabama/tuskegee-institute-national-historic-site-park-at-a-glance/tuskegee-institute-national-historic-site-touring-the-historic-campus/.

National Park Service. "The Death of Booker T. Washington." Accessed January 30, 2019. https://www.nps.gov/bowa/learn/historyculture/upload/THE-FINAL-btwdeath-site-bulletin.pdf.

_____. "National Park Service Opens Tuskegee Airmen Historic Site." Accessed January 24, 2019. https://www.nps.gov/tuai/learn/news/national-park-service-opens-tuskegee-airmen-historic-site.htm.

_____. "NPGallery." Accessed January 30, 2019. https://npgallery.nps.gov/AssetDetail/NRIS/66000151.

Neal, Ernest E. *Low Cash-Cost Housing.* Tuskegee, AL: Tuskegee Institute, Rural Life Council, 1950.

Newman, Harvey K. and Glenda Crunk. "Religious Leaders in the Aftermath of Atlanta's 1906 Race Riot." *Georgia Historical Quarterly* 92, no. 4 (Winter 2008): 460–485.

New South Books. "B.D. Mayberry." Accessed October 17, 2018. http://www.newsouthbooks.com/bkpgs/detailauthor.php?author_id=10547.

Norrell, Robert J., *Reaping the Whirlwind: The Civil Rights Movement in Tuskegee*. New York, NY: Alfred A. Knopf, 2013.

Office of the President of the College (Dartmouth). "The Exercises of Wednesday Afternoon: Conferring of Honorary Degrees." Accessed January 30, 2019. http://www.btwsociety.org/library/honors/2-dart.jpg.

The Ohio State University College of Veterinary Medicine. "The Legacy Maker." Accessed January 30, 2019. https://vet.osu.edu/about-us/news/legacy-maker.

Ohles, Frederik, Shirley M. Ohles and John G. Ramsey, eds. "Foster, Luther Hilton, Jr." In *Biographical Dictionary of Modern American Educators.* Westport, CT: Greenwood Press, 1997.

OurDocuments.gov. "13th Amendment to the U.S. Constitution: Abolition of Slavery (1865). Accessed December 14, 2018. https://www.ourdocuments.gov/doc.php?flash=false&doc=40.

_____. "Civil Rights Act (1964)." Accessed August 22, 2018. https://www.ourdocuments.gov/doc.php?flash=false&doc=97.

The Oxford African American Studies Center. "Tuskegee University." Accessed August 21, 2018. http://www.oxfordaasc.com/public/featureded/nationalpark_tuskegeeinstitute.jsp.

Pasquill, Robert G., Jr. *Planting Hope on Worn-Out Land: History of the Tuskegee Land Utilization Project, Macon County, Alabama, 1935–1959.* Montgomery, AL: New South Books, 2008.

Patrick, Bethanne Kelly. "Gen Daniel 'Chappie' James, Jr." Military.com. Accessed August 27, 2018. https://www.military.com/air-force/gen-daniel-chappie-james-jr.html.

Patterson, Frederick D. *Chronicles of Faith: The Autobiography of Frederick D. Patterson.* Tuscaloosa, AL: University of Alabama Press, 2002.

Patterson, James T. *Brown v. Board of Education: A Civil Rights Milestone and Its Troubled Legacy*. Oxford: Oxford University Press, 2001.

Patton, Gwen. "SNCC Organizing Presence in Alabama: A Partial Timeline." Civil Rights Movement Veterans. Accessed August 22, 2018. http://www.crmvet.org/info/snccala.htm.

Paul, David J. "This Great and Sacred Trust: Robert R. Moton's Legacy at Tuskegee Institute, 1916–-1930." *Honors Projects.* Paper 33, 1996. https://digitalcommons.iwu.edu/history_honproj/33.

Pengra, Lilah Morton. "Abbott, Cleveland Leigh (1892–1955)." BlackPast.org. Accessed May 23, 2018, https://blackpast.org/aah/abbott-cleveland-leigh-1892-1955

Peters, Scott J. and Paul A. Morgan. "The Country Life Commission: Reconsidering a Milestone in American Agricultural History," *Agricultural History* 78, no. 3 (Summer 2004): 289–316. https://www.jstor.org/stable/3744708?seq=1#page_scan_tab_contents.

Phillips, Kenneth E. "Sharecropping and Tenant Farming in Alabama." Encyclopedia of Alabama. Accessed January 30, 2019. http://www.encyclopediaofalabama.org/article/h-1613.

The Political Graveyard. "Alabama Delegation to the 1952 Republican National Convention." Accessed September 12, 2017. http://politicalgraveyard.com/parties/R/1952/AL.html.

Prairie View A&M University. "History." Accessed June 29, 2018. https://www.pvamu.edu/about_pvamu/college-history/.

Reverby, Susan M., ed. *Tuskegee Truths: Rethinking the Tuskegee Syphilis Study.* Chapel Hill, NC: University of North Carolina Press, 2000.

Reynolds, Bruce J. "A History of African-American Farmer Cooperatives, 1938–2000." Paper presented to the annual meeting of the NCR-194, October 31, 2001.

Richardson, Jeanita W. and J. John Harris. "Brown and Historically Black Colleges and Universities (HBCUs): A Paradox of Desegregation Policy." *The Journal of Negro Education* 73, no. 3 (2004): 365–378. https://www.jstor.org/stable/4129618?seq=1#metadata_info_tab_contents.

Rickford, Russell J. *Betty Shabazz: A Remarkable Story of Survival and Faith Before and After Malcolm X*. Naperville IL: Sourcebooks, 2003.

Roach, Ronald. "Tuskegee's Time." *Diverse: Issues in Higher Education*. December 28, 2008. Accessed February 11, 2019. https://diversepodium.com/article/6806/.

Robb, Frances Osborn. *Shot in Alabama: A History of Photography, 1839–1941, and a List of Photographers.* Tuscaloosa, AL, University of Alabama Press, 2017.

"Robert Russa Moton," *Journal of Negro History* 25, no. 3 (July 1940): 404–406.

The Robert W. Woodruff Foundation. "Legacy of Mr. Anonymous." Accessed August 16, 2018. http://woodruff.org/about-the-foundation/.

Robinson, Jontyle Theresa. "The Legacy Museum of Tuskegee University." Encyclopedia of Alabama. Accessed July 13, 2018. http://www.encyclopediaofalabama.org/article/h-3024.

The Rockefeller Foundation. "The General Education Board." Accessed October 17, 2018. https://rockfound.rockarch.org/general_education_board.

Rohan, Timothy M. *The Architecture of Paul Rudolph*. New Haven, CT: Yale University Press, 2014.

Roose, Holly. "Rosenwald Fund Schools (1912–1932)." BlackPast.org. Accessed August 6, 2018. http://www.blackpast.org/aah/rosenwald-fund-schools-1912-1932.

Rouse, Jacqueline Anne. "Out of the Shadow of Tuskegee: Margaret Murray Washington, Social Activism, and Race Vindication." *The Journal of Negro History* 81, no. 1/4 (Autumn-Winter 1996): 31–46.

Ruffin, Herbert G., II. "Bethune, Mary Jane McLeod (1875–1955)." BlackPast.org. Accessed August 20, 2018. http://www.blackpast.org/aah/bethune-mary-jane-mcleod-1875-1955.

Russell Sage Foundation. "About the Foundation." Accessed October 10, 2018. https://www.russellsage.org/about.

Salvatore, Susan Cianci, Waldo E. Martin, Jr., Vicki L. Ruiz, Patricia Sullivan, and Harvard Sitkoff. *Racial Desegregation in Public Education in the United States Theme Study*. Washington, D.C.: National Historic Landmarks Program, U.S. Department of the Interior, National Park Service, National Register, History and Education, 2000.

Sanborn Map Company, *Sanborn Fire Insurance Map from Tuskegee, Macon County, Alabama.* New York, NY: Sanborn Map Company, 1897.

Scipio, L. Albert, II. *Pre-War Days at Tuskegee*. Silver Springs, MD: Roman Publications, 1987.

Scott, Emmett J. and Lyman Beecher Stowe. *Booker T. Washington, Builder of a Civilization*. Garden City, NY: Doubleday, Page & Company, 1916.

Scott, Emmett J. *Scott's Official History of the American Negro in the World War*. N.p., 1919.

"Self-Help Movement: Activities of Federally Aided Self-Help Cooperatives During 1935." *Monthly Labor Review* 42, no. 3 (March 1936): 609–621. http://www.jstor.org/stable/41814785.

Seventh Annual Report of the Tuskegee Normal and Industrial Institute for the Year Ending May Thirty-First, 1888. Tuskegee, AL: Normal School Press, 1888.

Shabazz, Betty. "From the Detroit Riot to the Malcolm Summit." *Ebony,* November 1995, 62–64.

Shaw, Albert, ed. "Summer Schools," *American Monthly Review of Reviews* 27 (May 1903): 590–592.

Shaw, Stephanie J. *What Women Ought to Be and Do: Black Professional Women Workers in the Jim Crow Era.* Chicago, IL: University of Chicago Press, 1996.

Sheely, Horace J., Jr. "Tuskegee Institute National Historic Landmark." National Register of Historic Places nomination. Designated October 15, 1966.

Shields, Adella R. "The Influence of Tuskegee Institute on the Health, Educational, Economic, and Political Aspects of the Negro Population of Macon County, Alabama." Master's thesis, Tuskegee Institute, 1951.

Shiver, Joshua. "Tuskegee Airmen National Historic Site." Encyclopedia of Alabama. Accessed October 9, 2018. http://www.encyclopediaofalabama.org/article/h-3821.

Small's Mortuary, Inc. "Dr. Velma Blackwell." Accessed October 10, 2018. http://216.119.69.91/ArticObits/Obitsnew/Landing_Obituary.aspx?oid=100216.

Smith, Susan L. *Sick and Tired of Being Sick and Tired: Black Women's Health Activism in America, 1890–1950*. Philadelphia, PA: University of Pennsylvania Press, 1995.

Smock, Raymond W. *Booker T. Washington, Black Leadership in the Age of Jim Crow.* Chicago, IL: Ivan R. Dee, 2009.

Smyrl, Vivian Elizabeth. "Wilson, Theodore Shaw [Teddy]." TSHA Online. Accessed January 24, 2019. https://tshaonline.org/handbook/online/articles/fwiad.

Spivey, Donald. *Schooling for the New Slavery: Black Industrial Education, 1868–1915.* Santa Barbara, CA: ABC-CLIO, LLC, 1978.

Stanford University: The Martin Luther King, Jr., Research and Education Institute. "Gomillion, Charles Goode." Accessed October 17, 2018. https://kinginstitute.stanford.edu/encyclopedia/gomillion-charles-goode.

_____. "Student Nonviolent Coordinating Committee (SNCC)." Accessed January 30, 2019. https://kinginstitute.stanford.edu/encyclopedia/student-nonviolent-coordinating-committee-sncc.

_____. "White Citizens' Councils (WCC)." Accessed September 11, 2018. https://kinginstitute.stanford.edu/encyclopedia/white-citizens-councils-wcc.

Steffes, Tracy L. "Smith-Hughes Act." Encyclopaedia Brittanica. Accessed June 4, 2018. https://www.britannica.com/topic/Smith-Hughes-Act.

Stiefer, Sandy J. "Payton, Benjamin F. 1932-." Encyclopedia.com. Accessed January 30, 2019. https://www.encyclopedia.com/education/news-wires-white-papers-and-books/payton-benjamin-f-1932.

Stockard, Bessie. "The Black Female Athlete—Past and Present." *The Crisis* 90, no. 5 (May 1903): 16–18.

Student Nonviolent Coordinating Committee. "News Release: SNCC Worker Murdered." Accessed January 30, 2019. http://www.crmvet.org/docs/sncc50_sammy-younge.pdf.

Taper, Bernard. *Gomillion Versus Lightfoot*. New York, NY: McGraw-Hill, 1962.

Tarkaa, Moses Kator. "Ndubuisi Ekekwe: A Nigerian Genius Making Remarkable Tech Strides." HelloNaija. Accessed October 10, 2018. http://hellonaija.ng/people-lifestyle/ndubuisi-ekekwe-nigerian-genius-making-remarkable-tech-strides/.

Thrasher, Max Bennett. *Tuskegee: its Story and its Work.* Boston, MA: Small, Maynard & Co., 1901.

Tracy, Steven C. *Writers of the Black Chicago Renaissance*. Champaign, IL: University of Illinois Press, 2011.

Turner, John O. *Special Acts of Public School Laws of the State of Alabama.* Montgomery, AL: The Brown Printing Co., 1897.

"Tuskegee, Ala.—Walter G. Franz, Consult. Engr. Cincinnati, Ohio, is preparing plans and specifications for a sanitary sewer system for the Tuskegee Institute. Bids will be asked about Fbe. 1." *Engineering News* 69, no. 4 (January 23, 1913): 38.

"Tuskegee Construction Projects Timeline." Tuskegee University Archives.

Tuskegee Human and Civil Rights Multicultural Center. "Tuskegee History Center." Accessed December 14, 2018. http://www.tuskegeecenter.org/.

Tuskegee Institute Extension Department. *The Negro Rural School and Its Relation to the Community.* Tuskegee, AL: Tuskegee Normal and Industrial Institute, 1915. https://books.google.com/books/about/The_Negro_Rural_School_and_Its_Relation.html?id=I3oqkgAACAAJ.

"Tuskegee Launches $1 Million Expansion Program." *Jet Magazine*, September 10, 1953.

"Tuskegee Looks to Future with $40 Million Master Plan." *Chicago Defender,* April 14, 1962.

Tuskegee Normal and Industrial Institute, Tuskegee, Alabama. *Annual Catalogue Edition, 1906–1907.*

_____. "Annual Report Edition of the Principal and Treasurer." *The Tuskegee Institute Bulletin* 9, no. 3 (October–December, 1914–1915).

_____. *Catalogue of the Tuskegee State Normal School at Tuskegee, Alabama, for the Academical Year, 1881–1882*. Tuskegee University Archives.

_____. *The Negro Rural School and Its Relation to the Community*. Tuskegee, AL: The Extension Department, Tuskegee Normal and Industrial Institute, 1915.

_____. *Principal's Annual Report Edition, 1920–1921.* Tuskegee, AL: Tuskegee Institute.

_____. *Programme and Addresses in Connection with Unveiling Exercises of the Booker T. Washington Memorial Held at Tuskegee Institute*. Tuskegee, AL: Tuskegee Institute, 1922.

_____. *Seventh Annual Report of the Tuskegee Normal and Industrial Institute for the Year Ending May Thirty-First, 1888*. Tuskegee, AL: Normal School Press, 1888.

_____. *Tuskegee to Date*. Tuskegee, AL: Tuskegee Institute, 1915.

Tuskegee University. *Campus Master Plan 2017, Executive Summary.*

_____. "The Carver Integrative Sustainability Center (CISC)." Accessed January 30, 2019. https://www.tuskegee.edu/about-us/centers-of-excellence/cisc.

_____. "Colleges & Schools." Accessed January 30, 2019. https://www.tuskegee.edu/programs-courses/colleges-schools.

_____. "The Commons Apartments." Accessed January 24, 2018. https://www.tuskegee.edu/housing-and-residence-life/the-commons-apartments.

_____. "Cooperative Extension Program." Accessed January 30, 2019. https://www.tuskegee.edu/programs-courses/colleges-schools/caens/cooperative-extension-program

_____. "First-of-its-kind public workshop to focus on historic campus preservation." Accessed January 30, 2019. https://www.tuskegee.edu/news/firstofitskind-public-workshop-to-focus-on-historic-campus-preservation.

_____. "Dr. Benjamin Franklin Payton." Accessed January 30, 2019. https://www.tuskegee.edu/discover-tu/tu-presidents/benjamin-f-payton.

_____. "Dr. Brian Lamont Johnson." Accessed January 30, 2019. https://www.tuskegee.edu/discover-tu/tu-presidents/brian-johnson.

_____. "Dr. Frederick Douglass Patterson, Third President of Tuskegee Institute (now Tuskegee University)." Accessed April 11, 2018. https://www.tuskegee.edu/discover-tu/tu-presidents/frederick-d-patterson.

_____. "Dr. Gilbert Leonard Rochon." Accessed January 30, 2019. https://www.tuskegee.edu/discover-tu/tu-presidents/gilbert-rochon.

_____. "Dr. Luther Hilton Foster, Jr." Accessed September 10, 2018. https://www.tuskegee.edu/discover-tu/tu-presidents/luther-h-foster.

_____. "First-of-its-kind public workshop to focus on historic campus preservation." August 24, 2018. Accessed March 20, 2019. https://www.tuskegee.edu/news/firstofitskind-public-workshop-to-focus-on-historic-campus-preservation.

_____. "Graduate Programs at Tuskegee University." Accessed July 31, 2018. https://www.tuskegee.edu/programs-courses/graduate-studies/graduate-programs.

_____. "History." The Tuskegee University National Center for Bioethics in Research and Health Care. Accessed October 18, 2018. http://tuskegeebioethics.org/about/history/.

_____. "History of Brimmer College." Accessed August 21, 2018. https://www.tuskegee.edu/programs-courses/colleges-schools/cbis/history-of-brimmer-college.

_____. "History of the Chapel." Accessed June 4, 2018. https://www.tuskegee.edu/about-us/chapel-history.

_____. "James H.M. Henderson Hall Agriculture and Life Sciences Teaching, Research and Extension Building." Accessed August 20, 2018. https://tuspubs.tuskegee.edu/carousel/1/.

_____. "The Legacy Museum." Accessed July 13, 2018. https://www.tuskegee.edu/libraries/legacy-museum.

_____. "Legacy of Leadership." Accessed January 30, 2019. https://www.tuskegee.edu/discover-tu/tu-presidents.

_____. "Lily D. McNair, PhD." Accessed January 30, 2019. https://www.tuskegee.edu/about-us/board-of-trustees/lily-mcnair.

_____. "Occupancy and Capacity of Residence Halls and Apartments." Accessed June 4, 2018. https://www.tuskegee.edu/housing-and-residence-life/occupancy-and-capacity.

_____. "Office of Distance Education and Online Learning." Accessed January 30, 2019. http://elearning.tuskegee.edu/about-us.

_____. "The Robert R. Taylor School of Architecture and Construction Science." Accessed January 30, 2019. https://www.tuskegee.edu/programs-courses/colleges-schools/tsacs.

_____. "Student Center." Accessed August 6, 2018. https://www.tuskegee.edu/programs-courses/colleges-schools/cvm/cvm-student-center.

_____. *Student Handbook 2015–2016.* Tuskegee, AL: Tuskegee University, 2015.

_____. "Syphilis Study Legacy Committee." Accessed January 24, 2019. https://www.tuskegee.edu/about-us/centers-of-excellence/bioethics-center/syphilis-study-legacy-committee.

_____. "Tuskegee launches first-ever crowdfunding campaign." Accessed January 30, 2019. https://www.tuskegee.edu/news/tuskegee-launches-first-ever-crowdfunding-campaign.

_____. "Tuskegee names Lily D. McNair as its 8th president." Accessed January 30, 2019. https://www.tuskegee.edu/news/tuskegee-names-lily-d-mcnair-as-its-8th-president.

_____. *The Tuskegee Trajectory: Tuskegee-University Strategic Plan (2015–2020).* Tuskegee, AL: Tuskegee University, n.d.

_____. "Tuskegee University Army ROTC: Tiger Battalion." Accessed June 25, 2018. https://www.tuskegee.edu/discover-tu/extracurricular-activities/army-rotc.

_____. "The Tuskegee University College of Veterinary Medicine (TUCVM)." Accessed July 2, 2018. https://www.tuskegee.edu/programs-courses/colleges-schools/cvm/cvm-about-the-college.

_____. "Tuskegee University College of Veterinary Medicine Student Handbook." Accessed August 1, 2018. https://www.tuskegee.edu/Content/Uploads/Tuskegee/files/CVM-Student%20Handbook2016-17.pdf.

_____. "Tuskegee University Global Office (TUGO)." Accessed January 30, 2019. https://www.tuskegee.edu/tugo.

_____. "Tuskegee University online programs named No. 1 in Alabama." Accessed January 30, 2019. https://www.tuskegee.edu/news/tuskegee-university-online-programs-named-no-1-in-alabama.

_____. *Tuskegee University Self-Guided Tour Manual.* Tuskegee, AL: Tuskegee University Office of Marketing and Communications, ca. 2008.

_____. *Tuskegee University Strategic Management Plan 2015–2020*. Tuskegee, AL: Tuskegee University, n.d.

Tuskegee University Athletics. "Cleve L. Abbott Memorial Alumni Stadium." Accessed October 10, 2018. https://goldentigersports.com/news/2015/5/12/GEN_0512153900.aspx

_____. "Daniel 'Chappie' James Center." Accessed October 18, 2018. https://goldentigersports.com/news/2015/5/12/GEN_0512154705.aspx.

_____. "Hall of Fame." Accessed October 8, 2018. https://goldentigersports.com/sports/2013/8/20/GEN_0TUHallOfFame.aspx.

_____. "Pepsico Tennis Courts." Accessed October 10, 2018. https://goldentigersports.com/news/2015/5/12/GEN_0512154936.aspx.

_____. "Washington Field." Accessed January 29, 2019. https://goldentigersports.com/news/2015/5/12/GEN_0512152114.aspx.

"Tuskegee University Buildings Inventory." Tuskegee University Archives.

"Tuskegee University Historic Structures Report – Historic Campus District." Tuskegee University Archives 460.001, Folder 15-2. History of Tuskegee 1881. Tuskegee, AL: Tuskegee University, n.d. (after 1985 name change to Tuskegee University).

"Tuskegee University Main Campus Buildings Through Time." Tuskegee University GIS. Accessed October 14, 2018. https://www.arcgis.com/home/item.html?id=9d146048fa6f4f62a24eec3d08a512e5#visualize.

Unitarian Universalist History & Heritage Society. "Alfred T. White." Accessed January 30, 2019. http://uudb.org/articles/alfredwhite.html.

United Negro College Fund (UNCF). "UNCF History." Accessed August 2, 2018. https://www.uncf.org/pages/uncf-history.

_____. "Charlotte P. Morris, PhD." Accessed January 30, 2019. https://www.uncf.org/staff/bio/charlotte-p.-morris-ph.d.

_____. "Frederick Douglass Patterson, 1901–1988." Accessed June 29, 2018. https://www.uncf.org/pages/Frederick-Douglass-Patterson.

United States Board of Education. "The Hampton Normal and Agricultural Institute." Report of the Commissioner of Education to the Department of the Interior Bureau of Education. Washington, DC, October 1, 1901, 474–487.

United States Code of Federal Regulations. 36 CFR.

United States Congress. "An Act to provide for the establishment of the Booker T. Washington National Monument." Accessed January 30, 2019. https://www.gpo.gov/fdsys/pkg/STATUTE-70/pdf/STATUTE-70-Pg86.pdf.

_____. "An Act to provide for the establishment of the George Washington Carver National Monument." http://legisworks.org/congress/78/publaw-148.pdf.

_____. "To amend the Act for providing for the establishment of the Tuskegee Institute National Historic Site, Alabama." https://www.gpo.gov/fdsys/pkg/STATUTE-102/pdf/STATUTE-102-Pg618.pdf.

United States Courts. "History - Brown v. Board of Education Re-enactment." Accessed January 30, 2019. http://www.uscourts.gov/educational-resources/educational-activities/history-brown-v-board-education-re-enactment.

United States Department of Agriculture. "Black Farmers in America, 1865–2000: The Pursuit of Independent Farming and the Role of Cooperatives." Rural Business-Cooperative Service, RBS Research Report 194, 2003.

_____. "1890 Institution Teaching, Research and Extension Capacity Building Grants (CBG)." Accessed April 29, 2018. https://nifa.usda.gov/funding-opportunity/1890-institution-teaching-research-and-extension-capacity-building-grants-cbg.

United States Department of the Interior, National Park Service. "How to Complete the National Register Registration Form." National Register Bulletin 16A (1997).

United States Department of the Interior, National Park Service, Midwest Region. "George Washington Carver National Monument, Diamond, Missouri." Accessed December 21, 2018. https://www.nps.gov/nr/travel/cultural_diversity/g_washington_carver_historic_site.html.

_____. *George Washington Carver National Monument Cultural Landscape Report and Environmental* Assessment, by Commonwealth Heritage Group, Inc. Diamond MO, 2015.

United States Department of the Interior, National Park Service, Denver Service Center. *George Washington Carver Museum Historic Structure Report.* Denver CO, 1980.

_____. *The Oaks Historic Structure Report.* Denver CO, 1980.

United States Department of the Interior, National Park Service, Denver Service Center, Harpers Ferry Design Center. Department of Interpretive Planning, Staff of Tuskegee Institute National Historic Site. *Tuskegee Institute National Historic Site Long Range Interpretative Plan.* Denver CO, 2003.

United States Department of the Interior, National Park Service, Harpers Ferry Design Center. *Moton Airfield Historic Furnishings Report.* Mary Grassick and Carol Petravage, 2006.

United States Department of the Interior, National Park Service, Southeast Region. Atlanta, GA. *Addendum to [1983] Land Protection Plan for Tuskegee Institute National Historic Site.* 1986.

_____. *George Washington Carver Museum, 100% DRAFT Historic Structure Report.* 2017.

_____. *Moton Field/Tuskegee Airmen Special Resource Study.* 1998.

_____. *The Oaks, 100% Draft Historic Structure Report*. 2018.

_____. *Tuskegee Institute National Historic Site Collections Management Plan.* 1978.

_____. *Tuskegee Institute National Historic Site Curatorial Management Facility.* Construction drawings. May 1996.

_____. *Tuskegee Institute National Historic Site Final Environmental Statement, General Management Plan.* 1978.

_____. *Tuskegee Institute National Historic Site Foundation Document*. November 2016.

_____. *Tuskegee Institute National Historic Site General Management Plan.* 1978.

_____. *Tuskegee Institute National Historic Site General Management Plan, Environmental Assessment.* October 1987.

_____. *Tuskegee Institute National Historic Site Interpretive Prospectus.* November 1978.

_____. *Tuskegee Institute National Historic Site Land Protection Plan.* 1994.

_____. *Tuskegee Institute National Historic Site Long-Range Interpretive Plan*. 2003.

_____. *Tuskegee Institute National Historic Site Parkwide Wayside Exhibits*. 2005.

_____. *Tuskegee Institute National Historic Site Strategic Plan.* 1997.

_____. *Tuskegee Institute National Historic Site Statement for Management, Basic Operations Statement.* October 1992.

_____. *Tuskegee Institute National Historic Site Superintendent's Annual Narrative Report.* FY 1996, 1997, 1998, 1999, 2000, 2001, 2002, and 2003.

_____. *Tuskegee Institute National Historic Site Tuskegee Maintenance Facility.* Construction drawings. March 19, 1990.

_____. *Tuskegee Institute National Historic Site Wayside Exhibit.* 2000.

United States Department of Justice: Civil Rights Division. "Marvin L. Segrest, Samuel L. Younge, Jr." Accessed August 22, 2018. https://www.justice.gov/crt/case/marvin-l-segrest-samuel-l-younge-jr.

_____. "History of Federal Voting Rights Laws." Accessed September 12, 2018. https://www.justice.gov/crt/history-federal-voting-rights-laws.

United States Public Law 102-575. 102nd Congress, October 30, 1992.

United States Public Law 105-355. 105th Congress, November 6, 1998.

United States Senate. "Freedmen's Bureau Acts of 1865 and 1866." Accessed January 1, 2017. https://www.senate.gov/artandhistory/history/common/generic/FreedmensBureau.htm.

Van West, Carroll. "The U.S. Public Health Service Syphilis Study, Macon County, Alabama, 1932–1973." National Register of Historic Places Multiple Property Documentation Form, 2010.

Vejnar, Robert J. "Land Grant Colleges in Alabama." Encyclopedia of Alabama. Accessed June 14, 2017. http://www.encyclopediaofalabama.org/article/h-1558.

Vella, Christina. *George Washington Carver: A Life.* Baton Rouge, LA: LSU Press, 2015.

Verbrugge, Martha H. *Active Bodies: A History of Women's Physical Education in the Twentieth Century.* Oxford: Oxford University Press, 2012.

Verschuur, Gerrit L. *Hidden Attraction: The History and Mystery of Magnetism.* Oxford: Oxford University Press, 1996.

Virginia Foundation for the Humanities. "Holly Knoll." African American Historic Sites Database. Accessed January 29, 2019. http://www.aahistoricsitesva.org/items/show/208.

Virginia Museum of History and Culture. "Massive Resistance." Accessed January 30, 2019. https://www.virginiahistory.org/collections-and-resources/virginia-history-explorer/civil-rights-movement-virginia/massive.

Virginia State University. "A Guide to The Papers of Luther Hilton Foster, Sr. 1928–1949: Biographical/Historical Information." Virginia Heritage: Guides to Manuscript and Archival Collections in Virginia. Accessed September 10, 2018. http://ead.lib.virginia.edu/vivaxtf/view?docId=vsu/vipets00011.xml;query=.Tuskegee University.

Walker, Tiffany. "'National Negro Health Week': 1915 to 1951." *Rediscovering Black History* blog entry, March 29, 2016. https://rediscovering-black-history.blogs.archives.gov/2016/03/29/national-negro-health-week-1915-to-1951/

Warren, Sarah T. and Robert E. Zabawa. "The Origins of the Tuskegee National Forest: Nineteenth- and Twentieth-Century Resettlement and Land Development Programs in the Black Belt Region of Alabama." *Agricultural History* 72, no. 2, "African Americans in Southern Agriculture" (Spring 1998): 487-508.

Washington, Booker T. Transcript, 1895 Speech at the Cotton States and International Exposition in Atlanta. Accessed January 30, 2019. http://historymatters.gmu.edu/d/39/.

_____. "The Awakening of the Negro." *The Atlantic*, September 1896, n.p. https://www.theatlantic.com/magazine/archive/1896/09/the-awakening-of-the-negro/305449/.

_____. *The Fruits of Industrial Training*. Tuskegee, AL: Tuskegee Institute Press, 1910.

_____. *My Larger Education, Being Chapters from My Experience.* Garden City, NY: Doubleday, Page & Company, 1911.

_____. "One of the Makers of Tuskegee." *The Southern Workman* 32, no. 1 (January 1903): 30–32.

_____. *Report of the Principal to the Trustees of the Tuskegee Normal and Industrial Institute for the Year Ending May 31, 1913*. Tuskegee, AL: Tuskegee Institute Press, 1913.

_____. *The Story of My Life and Work.* Cincinnati, OH: W. H. Ferguson Company, 1900.

_____. *The Successful Training of the Negro.* New York, NY: Doubleday, Page & Company, 1903.

_____. *Teamwork: By Dr. Booker T. Washington's Last Sunday Evening Talk to the Teachers and Students, Institute Chapel, October 17, 1915*. Tuskegee, AL: Tuskegee Institute Press, 1941.

_____. *Tuskegee & its People: Their Ideals and Achievements*. New York, NY: D. Appleton and Company, 1905.

_____. *Up From Slavery, an Autobiography.* New York, NY: Doubleday, Page & Company, 1902.

_____. *Working with the Hands, Being a Sequel to "Up from Slavery" Covering the Author's Experiences in Industrial Training at Tuskegee.* New York, NY: Doubleday, Page & Company, 1904.

Walker, Khia. "Dr. Charles G. Gomillion." Macon History. Accessed October 17, 2018. http://maconhistory.weebly.com/charles-g-gomillion.html.

Walter P. Reuther Library. "Special Focus: Sojourner Truth Housing Project." Archives of Labor and Union Affairs, Wayne State University. Accessed October 7, 2018. http://projects.lib.wayne.edu/12thstreetdetroit/exhibits/show/beforeunrest/sojourner_truth.

Waugh, Frank A. "Extension Work in Landscape Architecture: A Symposium." *Landscape Architecture* XII, no. 3, (January 1922): 61–94.

Weiss, Ellen. "Tuskegee: Landscape in Black and White," *Winterthur Portfolio* 36, no.1 (Spring 2001): 19–37.

_____. *Robert R. Taylor and Tuskegee, an African American Architect Designs for Booker T. Washington.* Montgomery, AL: New South Books, 2012.

Wells, Jeremy. "Booker T. Washington (1856–1915). Encyclopedia of Virginia. Accessed July 13, 2018. https://www.encyclopediavirginia.org/Washington_Booker_T_1856-1915#start_entry.

Wendt, R. L., T. M. McQueen, A. Gibbons, J. Raines, C. Morris, and H. Aglan. *Development of Basic Housing Systems for Maximum Affordability.* Tuskegee, AL: Tuskegee University, 1999.

Wessels, Tom. *Forest Forensics: A Field Guide to Reading the Forested Landscape*. New York, NY: Countryman Press, 2010.

What-When-How. "Radar Inventions." Accessed July 31, 2018. http://what-when-how.com/inventions/radar-inventions/.

Wiggins, David Kenneth, and Patrick Miller. *The Unlevel Playing Field: A Documentary History of the African American Experience in Sport.* Champaign, IL: University of Illinois Press, 2005.

Wikipedia.com. "Agricultural Adjustment Act." Accessed October 17, 2018. https://en.wikipedia.org/wiki/Agricultural_Adjustment_Act.

_____. "Alfred Tredway White." Accessed October 14, 2018. https://en.wikipedia.org/wiki/Alfred_Tredway_White.

_____. "Alice Coachman." Accessed August 17, 2018. https://en.wikipedia.org/wiki/Alice_Coachman.

_____. "Bruce Antone," accessed October 10, 2018, https://en.wikipedia.org/wiki/Bruce_Antone.

_____. "Chokwe Antar Lumumba." Accessed October 10, 2018. https://en.wikipedia.org/wiki/Chokwe_Antar_Lumumba.

_____. "Cult of Domesticity." Accessed April 30, 2018. https://en.wikipedia.org/wiki/Cult_of_Domesticity#cite_note-Matthews-22.

_____. "Daniel James, Jr." Accessed October 11, 2018. http://journalrecord.com/tinkertakeoff/2017/02/03/air-force-history-daniel-chappie-james-jr/.

_____. "Elizabeth Milbank Anderson." Accessed April 30, 2018. https://en.wikipedia.org/wiki/Elizabeth_Milbank_Anderson.

_____. "Emmett Jay Scott." Accessed May 22, 2018. https://en.wikipedia.org/wiki/Emmett_Jay_Scott.

_____. "James Felton Keith." Accessed October 10, 2018. https://en.wikipedia.org/wiki/James_Felton_Keith.

_____. "Jennie B. Moton." Accessed January 29, 2019. https://en.wikipedia.org/wiki/Jennie_B._Moton.

_____. "Keenen Ivory Wayans." Accessed October 9, 2018. https://en.wikipedia.org/wiki/Keenen_Ivory_Wayans.

_____. "Lewis Adams." Accessed October 5, 2018. https://en.wikipedia.org/wiki/Lewis_Adams.

_____. "Marilyn Mosby." Accessed October 10, 2018. https://en.wikipedia.org/wiki/Marilyn_Mosby.

_____. "Morrill Land-Grant Acts." Accessed April 29, 2018. https://en.wikipedia.org/wiki/Morrill_Land-Grant_Acts.

_____. "Ndubuisi John Ekekwe." Accessed October 10, 2018. https://en.wikipedia.org/wiki/Ndubuisi_Ekekwe.

_____. "Phelps Stokes Fund." Accessed April 30, 2018. https://en.wikipedia.org/wiki/Phelps_Stokes_Fund.

_____. "Teddy Wilson." Accessed January 24, 2019. https://en.wikipedia.org/wiki/Teddy_Wilson.

_____. "Woman's Club Movement." Accessed April 5, 2018. https://en.wikipedia.org/wiki/Woman%27s_club_movement.

Willcox, William G. *Founder's Day Address*. Tuskegee, AL: Tuskegee Institute, April 5, 1917.

Williams, Clarence G. *From "Tech" to Tuskegee: The Life of Robert Robinson Taylor 1868-1942.* MIT Institute Archives & Special Collections. Accessed October 14, 2018. https://libraries.mit.edu/archives/mithistory/blacks-at-mit/taylor.html.

Williams, Daniel Thomas. "The National Park Service and Higher Education: The Origin and Development of the Tuskegee Institute National Historic Site." Ed. D. dissertation, Auburn University, 1987.

Williams, Douglas A. "David Augustus Williston (1868–1962)." In *African American Architects: A Biographical Dictionary, 1865–1945*, edited by Dreck Spurlock Wilson, 453–455. New York, NY: Routledge Publishing, 2004.

Williams, Heather Andrea. *Self-Taught: African American Education in Slavery and Freedom*. Chapel Hill, NC: The University of North Carolina Press, 2005.

Williams, Jeffrey R. "Racial Uplift." Encyclopedia.com. Accessed January 30, 2019. https://www.encyclopedia.com/history/culture-magazines/racial-uplift.

Williams, Lea E. *Servants of the People: The 1960s Legacy of African American Leadership*. New York, NY: Palgrave McMillan, 2009.

Williams, Willor D., Barbara Danner, and E. L. Donald (Butler Chapel History Committee). "Butler Chapel African Methodist Episcopal Zion Church." National Register of Historic Places nomination. Designated August 28, 1995.

Williams-Russell and Associates, Edward L. Pryce. "Adaptive Restoration Projects, Grey Columns." As-constructed drawings. September 1979.

_____. "Campus Access Road." As-constructed drawings. August 3, 1979.

_____. "Grounds Development Plan: Carver Museum, Grey Columns, The Oaks." As-constructed drawings. February 1979.

_____. "Historic Landscape Report, Tuskegee Institute National Historic Site." March 1979.

_____. "Visitor Parking Area, Grey Columns." As-constructed drawings. August 3, 1979.

Wilson, Dreck Spurlock, ed. *African American Architects, a Biographical Directory 1865–1945.* New York, NY: Routledge Publishing, 2004.

Winter, Elizabeth. "Moton, Robert R. (1867–1940)." BlackPast.org. Accessed October 18, 2018. https://blackpast.org/aah/moton-robert-r-1867-1940.

Women's International League for Peace and Freedom. "A Short Introduction." Accessed September 17, 2018. https://wilpf.org/wilpf/.

Woods, Mary N. *From Craft to Profession, the Practice of Architecture in Nineteenth-Century America.* Berkley, CA: University of California Press, 1999.

Work, Monroe N. "Tuskegee Institute More Than an Educational Institution." *The Journal of Educational Sociology* 7 (November 1933): 197–205.

Wright, Michael F. Sammy Younge Jr. Memorial Address. Accessed January 30, 2019. http://www.crmvet.org/mem/younges.htm.

Young, Herman A. and Barbara H. Young. *Scientists in the Black Perspective.* Louisville, KY: Lincoln Foundation, 1974.

Zabawa, Robert. "Prairie Farms Resettlement Community." *Encyclopedia of Alabama*. Accessed January 30, 2019. http://www.encyclopediaofalabama.org/article/h-2148.

_____. "Tuskegee Institute Moveable School." Encyclopedia of Alabama. Accessed August 1, 2018. http://www.encyclopediaofalabama.org/article/h-1870

Zabawa, Robert and Sarah T. Warren. "From Company to Community: Agricultural Community Development in Macon County, Alabama, 1881 to the New Deal." *Agricultural History* 72, no. 2, "African Americans in Southern Agriculture," (Spring 1998): 459–486.

Zimmerman, Andrew. "A German Alabama in Africa: The Tuskegee Expedition to German Togo and the Transnational Origins of West African Cotton Growers." *The American Historical Review* 110, no. 5 (December 2005): 1,362–1,398.

Archival Collections

Library of Congress

Tuskegee University Archives.

Tuskegee Institute National Historic Site

HABS/HALS/HAER

Among the HABS/HALS/HAER records for resources at Tuskegee Institute National Historic Site are:

The Band Cottage

Carnegie Hall

Carver Museum

Grey Columns

Margaret Murray Washington Hall

The Oaks

Rockefeller Hall Bath House

Tompkins Hall

Newspapers and Journals

Agricultural History

Alabama Journal

American Monthly Review of Reviews

The American Historical Review

The Anniston Star

The Atlanta Constitution

The Atlantic

The Birmingham Age-Herald

The Chicago Defender

Cleveland Leader

The Crisis

Engineering News

The Evening Sun (Baltimore)

Indianapolis Recorder

Jet Magazine

The Journal of American History

The Journal of Educational Sociology

The Journal of Negro Education

The Journal of Negro History

The Journal of Southern History

Landscape Architecture Magazine

Landscape Journal

Macon Progress

The Montgomery Advertiser

Opelika-Auburn News

The Pittsburgh Courier

The Southern Courier

The Southern Workman

The Tuskegee Messenger

The Tuskegee News

The Tuskegee Student

The Negro Yearbook

The New York Age

The New York Times

Opportunity, Journal of Negro Life

The Washington Post

Winterthur Portfolio