

INTRODUCTION

At the turn of the twentieth century, fear, prejudice, ignorance, and poverty -- all cruel aftermaths of slavery, the Civil War, and Reconstruction -- were grim realities of society in the United States. At the turn of the twenty-first century, while remnants of these same conditions are still evident, narratives, biographies, autobiographies, autobiographies of slaves, of a newly freed people, and of their descendants are primary subjects of untold numbers of books, articles, courses of study, and research projects.

Yet a century ago, with very few exceptions, the men, women, and children who lived that recorded history were categorically denied access to the very institutions at which studies of their lives are now so vigorously pursued. A century ago, these people, who held great faith in their labor and in education for their children as the means of their survival and prosperity, vigorously sought both jobs and schools. It was the climate of discrimination and denial, on one hand, and industry and hope on the other, that fostered the concentrated quest for educational opportunities among Blacks which resulted in the establishment of schools currently known as America's Historically Black Colleges and Universities (HBCUs). Some 100 of these schools remain; North Carolina Central University is one of them. James Edward Shepard, a great grandson of former slaves, a graduate of Shaw University, a pharmacist, a national and international traveler, a religious education, and a compassionate visionary was able to secure the cooperation of like-minded individuals to establish in Durham, North Carolina a school committed to enhancing the lives of individuals and effecting a more enlightened and just society.

Dr. Shepard's school **The National Religious Training School and Chautauqua For The Colored Race, Inc.**, began on June 30, 1909 with the filing of a charter dated June 28, 1909, and bearing the signatures of Dr. James E. Shepard, Mr. John Merritt, and Mr. Charles C. Spaulding. Dr. Aaron M. Moore, Dr. Charles H. Shepard, and Mr. William G. Pearson, all of Durham, North Carolina.

The institution began with an ambitious academic and social vision which has unfolded steadily in multifaceted dimensions over the past century. The purpose stated in the Charter was "To provide religious, industrial and literary training of the colored youth of North Carolina and other states of the United States, especially to train men and women in the Bible, and to teach practical industries, such as agriculture, horticulture and domestic science and similar branches. The fundamental idea being that young men and women will be taught to work, and that religion and work go hand in hand. Also to teach any and all subjects and branches commonly taught in normal training schools and colleges."

The July 1911 Bulletin/General Catalogue, Volume 2, Number 2, of The **National Religious Training School and Chautauqua For The Colored Race, Inc.** lists fifteen faculty members, their titles when appropriate, and the courses they taught, as follows: C.G. O'Kelly, Vice President, Latin, Greek, and Bible; John Henry Moore, Dean, Religious Training and Bible; Emory E. Fennell, Science and Mathematics; T. Parker Smith, Commercial department; F. A. Clark, Director of Music; Miss Pearl V. Reid, English Literature; Mrs. Annie B. O'Neal, Geography and Spelling; Miss Bennie Mallory, Domestic Science and Art; Mrs. G. W. Adams, millinery; A. J. Byrd, Carpentry; Miss Charlotte S. Rhone, Matron, Nursing Training; C.H. Shepard, MD, Physiology and Sanitation, College Physician. It is clear, however, from descriptions of courses, curricula for programs of study, and outlines of yearly courses for fourteen disciplines, including electric engineering and "restaurant keeping, waiting, etc." that teachers taught a number of courses which were not listed after their names. Also, professionals must have taught the various skills, crafts, and trades which the school offered.

The Bulletin names staff as Mrs. C. G. O'Kelly, Matron, Dining Hall; and Miss Pearl M. Whitted, Registrar.

It lists eighty-seven students, including a mother and her daughter, and their hometowns, for Summer 1910; for the year 1910-1911, the number is 114. Academics in the first year of the institution were supplemented by thirty-one lectures and addresses by visiting speakers, as well as "several special addresses" by President Shepard. The Summer School program for 1911 notes twenty-four such events.

The Bulletin includes, as well, regulations of conduct and of dress. Unquestionable requirements of each student include ownership of a Bible, attendance at College Chapel, and observation of a quiet hour.

The Bulletin requests gifts and lists three "needs" of the institution: "an auditorium, costing about \$20,000; two dormitories, costing \$17,000; and an endowment of \$1,000,000."

The school has undergone a succession of reorganizational and name changes since 1909: it became the **National Training School** in 1916; **The Durham State Normal School** in 1923; **North Carolina College for Negroes** in 1925; **North Carolina College at Durham** in 1947; and **North Carolina Central University** in 1969.

Although the name has changed, the school has retained its basic principles and values. With adulation, **The National Training School** gives a ten-year summary of its graduates and their professions: 11 ministers in three states; 114 teachers of domestic art, domestic sciences, and music in five states; 3 missionaries in "four foreign fields;" 71 commercial workers; 2 bank cashiers; 3 settlement workers; and "many back to farms and in various industries." The title page of The Bulletin for **The Durham State Normal School For Negroes** 1924-1925 proclaims "Efficiency Along All Lines so as to Render the Best and Most Lasting Service, the motto Ever/Being I Serve."

Normal schools in the South were dedicated to training teachers. From the beginning, Dr. Shepard's school had emphasized teaching, but also it had a comprehensive curriculum. Therefore, when in 1925, Dr. Shepard campaigned to have it become the proposed college-level liberal arts program for Negroes, he succeeded. Thus sixteen years after its charter for members of The Colored Race -- the preferred name of the school's constituents at the turn of the century -- the school became the first publicly supported liberal arts college for Negroes -- then the preferred name.

The 1926-1927 Catalogue for The North Carolina College for Negroes includes a plea for students to commit themselves to teaching, with ten practical and inspiring answers to the question, "Why not prepare to serve Democracy's greatest need?" In 1929-1930, the Catalogue emphasizes the school's status as "An 'A Grade College'" composed of Departments in the College of Liberal Arts, the Commercial Department, the Extension Department, and The Summer School. The institution's first four-year class, comprised of 5 students, graduated from North Carolina College for Negroes in 1929.

In the year of Dr. Shepard's death 1947, the name became North Carolina College at Durham. Students thereafter have been reminded that the Founder implored students to remember that the Eagle is no common, ordinary, barnyard fowl. The Register of students and their hometowns which began with the first Bulletin continued in catalogues through the 1963-64 academic year.

From the beginning, the school has succeeded because of cooperative strengths of both Black and White people, and exclusion has never been a practice. Today the racial, cultural, ethnic, gender, and age diversity among all constituents is one of the most striking characteristics of the University.

That diversity increased measurably in the sixties and the seventies at the same time that student protests across the country resulted in many changes, including the name of the race of the principal constituents at North Carolina College at Durham from Negroes to Blacks and later to African Americans. Thus today, the school is proudly referred to as the nation's first publicly supported liberal arts college for African Americans. The School became North Carolina Central University in 1969, and a constituent institution of the Consolidated University of North Carolina on July 1, 1972.

Consistently, over the years, regardless of the name of the school, bulletins, catalogues, correspondences, internal and external reports, news releases, and other documents have proudly echoed the steadfast vision and the successes of the institution. Such records also attest to the fact that economic challenges have plagued the institution since its establishment. From the beginning, Dr. Shepard and others sought funds from friends and benefactors; and, students struggled to pay tuition, room and board, and various fees. The 1911 Bulletin quotes fees for board (payable in advance) at \$8.00 for four weeks; tuition, under the same conditions for the same amount of time, at \$1.50; incidentals for school year -- in advance -- \$1.50. Tuition for day students -- in advance -- was \$1.50. Students in the Commercial Department paid \$3.00 per month. Boys paid \$.75 per month to have their "washing" done; girls were permitted to do their own. The outline of expenses states clearly that "All students are required to do some work each week." The single reference to financial aid states that a student studying "Theology, Missionary training and Religious work" could receive a "loan scholarship" of \$25.00 repayable during vacation.

Accounts of the early years of financial hardship include the 1915 forced sale of the school at public auction to pay taxes in September, and the very generous and unexpected gift of \$25,000 from Mrs. Russell Sage of New York, which allowed Dr. Shepard to repurchase the school in October.

Eighty years later, in 1923, the school's grounds, buildings, equipment, and debts totaling \$49,000 were turned over to the state government for use as a teacher training institution. State support of the institution, which began with the transfer, alleviated financial burdens appreciably. Yet for years, students worked to earn their education; some, including Joseph Parker, Class of 1949, who became a biology professor at North Carolina College at Durham, paid tuition and fees in produce from their families' farms.

Through the 1950s, students who attended the College were supported by the sacrifices and savings of families. Often the first sibling of a family to attend became the major supporter for the second sibling, and so on. In a period of financial restraints during the 1960s, Miss Pauline F. Newton, who joined the faculty in 1924, recalled that for a time, Dr. Shepard paid faculty and staff in script -- that is, he gave them promissory notes which merchants in the city honored for purchases until the holders had cash. For a time, Mrs. Annie Day Shepard, wife of the President and composer of the lyrics for the school's "Alma Mater, Dear Old N.C.C.," helped to reduce expenses by cooking for teachers and students.

Over the past six decades, federal financial grants and loans and cultural exchanges have made it possible for more students from more diverse backgrounds to attend the University. In the sixties the University established an office to coordinate and administer the student financial aid program. Thankfully, the years have brought an increase in scholarships and unrestricted financial support from administrators, faculty, staff, alumni, friends, and supporters -- both individuals and corporations. Resources are ever greater, but certainly never enough to meet the needs of an ever-growing institution. Budget restrictions have determined the fates of some programs once opened, for example, the Ph.D. program in education, and caused some, for instance, a center for performing arts, to remain visions toward which to aspire. Currently, across the campus, units are losing personnel and are operating with very limited physical resources. Like all of the presidents and chancellors before him,

Chancellor Charlie Nelms addresses governing boards, assemblies, and public media echoing the pleas of Dr. Shepard a century ago for funds.

Indeed, the grandly envisioned and extensively planned celebration of our Centennial Year was greatly curtailed by a lack of resources.

Yet, we have celebrated. Beginning on June 30, 2009, with the Bell-Ringing Ceremony and the Re-enactment of the Signing of the Charter, continuing with the October 30, 2009, Founder's Day Convocation; the December 12, 2009, Service of Remembrance; the April 9, 2010, Honors Convocation; the April 30, 2010, Unveiling of the Centennial Quilt; the December 13, 2009, and the May 15, 2010, Commencement Exercises; the May 22, 2010, Centennial Gala and the Inaugural Conferring of the Shepard Medallion; and the June 2-4, 2010, HBCU Symposium and concluding on July 8, 2010, with a public Birthday Bash, we commemorated the first century of the University and contemplated its continuation for centuries to come.

The publication of this volume of histories of 68 units, along with 11 Appendices of the University is one of our celebratory endeavors. In spite of reduced resources and increased fundamental responsibilities, faculty, staff members, and students researched and wrote the basic histories of their units. Thus, they effected a primary goal of the Centennial Planning Committee – the goal to involve as many people as possible in the celebration of the Centennial Year by recalling the past, assessing the present, and envisioning the future of the University. The dedication of these individuals in this endeavor is an apt reflection from the same shared vision and industry which have promoted the tremendous growth of the institution in every aspect over the past ten decades.

Evidence of physical growth abounds. Despite the social and economic climate at the turn of the twentieth century, the school began in physical and aesthetic beauty. The founding leaders' description of the campus in the July 1911 Bulletin may have been even more inspiring at its penning than it is today.

Location.

This school is beautifully located at Durham, N.C., where a magnificent site has been given. Beautiful scenery and quietness make the location ideal.

Durham is one of the most enterprising cities in North Carolina.

The white people have been generous in their gifts and urgent in their invitation. 25 acres of beautiful land, located just half a mile from the corporate limits, the gift, largely, of the white people of Durham, have been secured. Durham is 26 miles from Raleigh; 55 miles from Greensboro. Four difference lines of railroads enter the city.

Eight handsome buildings now adorn the campus. The buildings are lighted by electricity and heated by steam.

Over the years the school has continued to take great pride in its buildings and grounds. Often administrators have taken personal interest in construction and landscaping. Through the sixties, the culture of students included not walking on the grass as much as the habit of young men, "guys" in the days of separate male and female dormitories, sitting on the rail just south of Annie Day Shepard Dormitory, teasing girls en route to the dining hall or the campus canteen.

Today, efforts to maintain the beauty of the campus, include flags with the athletic Eagle exhorting all to "Restore the Verdant Green/Keep Off The Grass," and gazeboes, small court yards, and metal maroon and gray benches and tables in the various bowls and outside buildings invite students to sit, chat, and study. A full-time staff maintains buildings, plants and prunes trees and shrubs continuously, and rotates blooming flowers with the seasons.

Today the campus acreage totals 145, and counting. We have 69 buildings now standing; over the years 16 have been demolished. On April 30, 2010, The Holy Cross Catholic Church, acquired in 2006, was engineered into its place on the corner of Formosa and Fayetteville Streets. The Church will retain its church structure and furnishings, but it will be used for small gatherings and meetings. The 3.6 acres on which it stood is the site of the proposed School of Nursing. Over a century, the physical plant has indeed grown and increased in its beauty.

What is indescribably gratifying is the extent to which the singular vision and the steadfast mission of the Founder of the school have for a century guided the University through challenges and changes. With undaunted optimism and vigor, the University has remained committed to the high purpose of preparing young men and women to serve with integrity and competence no matter the communities into which they move.

In 2009-2010, the University continues to have a laboratory pre-school and kindergarten; in 2004, it added an early college high school component. These pre- college schools hark back to 1910-11 when the new comprehensive school included "an Academy," that is, a college preparatory school, and a "Grammar School" for students who had completed the sixth grade or its

equivalent. The early listing of courses in crafts and trades, as well as the college level studies in the arts and sciences, are reflected in today's emphasis on technology and its endless applications to traditional disciplines, as well as in our advice to students to complement their college degrees with degrees from technical schools. The University continues to add courses and to modify programs of study to meet the needs of an increasingly complex society.

The institution which began with fifteen faculty members teaching an impressively comprehensive curriculum, now has four graduate and professional schools and three undergraduate degree-granting colleges. The University has 89 academic programs. Degrees granted by the University total more than 100. The Colleges consist of 22 departments which, in turn, have a number of programs and concentrations. From all of these, some 1,427 students graduated during the 2009-2010 academic year.

What the 1929-1930 Catalogue of The North Carolina College for Negroes listed as "Officers of Instruction" is now a faculty of 72 full professors, 96 associate professors, 137 assistant professors, 9 instructors, and 294 lecturers and other teachers.

Those who were then called "Officers of Administration" are now a chancellor, five vice chancellors, seventeen deans, twenty-one associate and assistant deans of academic and support programs; twenty-seven chairs of academic departments, and fifty-four directors of academic and support programs. Faculty and support staff participate in the governance of the University through their respective Senates. The President of the Student Government Association is an ex officio member of the North Carolina Central University Board of Trustees.

According to records, it rained on opening day of the school on July 5, 1910. The weather was just the opposite for the One Hundred Fifteenth Commencement Exercises which the University held on Saturday, May 15, 2010. The sun shone brightly on the manifestations of the century old dream of President James Edward Shepard, Vice President Cadd Grant O'Kelly, faculty, staff, students and benefactors -- that 1909-1910 bedrock -- and all of their successors.

The procession of students, faculty, staff, administrators, and platform guests, in traditional academic attire, moved from the bowl, which was once the O'Kelly Athletic Field, the Taylor Education Building, and the W. G. Pearson Cafeteria to converge behind the James E. Shepard Memorial Library and march onto the O'Kelly-Riddick Field. The University Band played and the University Choir awaited its turn in the program. The Stadium was filled to capacity with families, friends, supporters, and alumnae, including Mrs. Carolyn Smith Green and Mrs. Carolyn Green Boone, respectively second and third generation alumnae descendants of Dr. Shepard. The state-of-the-art artificial turf on the field, boldly announcing the school, its colors, and its mascot and the giant screen capturing every movement were surely taken for granted by the graduates; they must have pleased representatives of the 2000s, the 1990s, the 1980s, maybe even the 1970s, who would expect nothing less; they must have evoked smiles of wonder from those of the 1960s and the 1950s, but they must have astounded those of the 1940s and the 1930s, who could recall the number of automobiles on the campus when they graduated. During the ceremony, the whistle of a northbound Amtrak train in the background reminded at least the co-chairs of The Centennial Planning Committee of the founders' pride in the strategic location of the campus. The commencement speaker, Mr. Tom Joyner, host of the nationally broadcast Tom Joyner Morning Show emphasized the historic and the continuing significance of Historically Black Colleges and Universities. To graduates he stressed the grave responsibilities which attend the privilege of receiving degrees of higher education; and, he reminded all listening, of the shared responsibilities of a nation which has elected its first African-American President.

True to tradition, graduates walked across the platform as their names were called. From Chancellor Nelms each received the cover for his or her diploma, from Mr. Joyner each received a five dollar bill, and on behalf of the University, each received a copy of Soaring On The Legacy: A Concise History of North Carolina Central University: 1910-2010. Alumni of years through the sixties who were listening and watching may have remembered that when they graduated, they received their actual diplomas and a copy of the King James Version of the Bible.

Fulfilling the school's mission, the December 2009 and May 2010 graduates completed a total of 128,233 cumulative hours in community service at the same time that they pursued their various degrees. Accounting for these graduates in 2011 will not be as easy as the specific accounting was in 1911. Today a projected summary of the fields into which they will make contributions toward a better world must be much more general. We can say for certain that among these graduates will be some who will pursue advanced degrees, either immediately or at later dates. Some will practice law; some will serve as librarians and as administrators of schools and colleges, of businesses, and of institutions of recreation and leisure. Others will provide health care, and deliver social and civic services. Some will become entrepreneurs; some will pursue careers in media; some will perform in fine arts. And, heeding the admonition of 1926-1927, some graduates will teach in each of these disciplines. These new alumni will join 23,800 others who have been prepared to soar on a rich legacy indeed. True to the vision upon which it was founded, the North Carolina Central University remains firmly based in the motto of "Truth and Service" as it and its graduates continue to explore unlimited ways to exemplify that principle.