INFORMATION TO USERS

This dissertation was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.

2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.

3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.

4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.

University Microfilms
300 North Zeeb Road
Ann Arbor, Michigan 48106
A Xerox Education Company
BUCKLES, Eddie, 1943-
A HISTORY OF PHYSICAL EDUCATION AND
ATHLETICS AT ALCORN AGRICULTURAL AND
MECHANICAL COLLEGE.

The Ohio State University, Ph.D., 1972
Education, physical

University Microfilms, A XEROX Company, Ann Arbor, Michigan

© Copyright by
Eddie Buckles
1972
A HISTORY OF PHYSICAL EDUCATION AND ATHLETICS
AT ALCORN AGRICULTURAL AND MECHANICAL COLLEGE

DISSERTATION

Presented in Partial Fulfillment of the Requirements
for the Degree Doctor of Philosophy in the Graduate
School of the Ohio State University

By

Eddie Buckles, B.S., M.A.

The Ohio State University
1972

Approved by

Bruce L. Bennett
Advisor
PLEASE NOTE:

Some pages may have
indistinct print.
Filmed as received.

University Microfilms, A Xerox Education Company
ACKNOWLEDGMENTS

The writer wishes to gratefully acknowledge the assistance given him by his major advisor, Dr. Bruce L. Bennett, without whose guidance this manuscript could not have been written. He also wishes to thank the members of his Committee, Dr. Lewis Hess, Dr. Charles Mand, for their advice and counselling. He would like to express his deep appreciation to Mr. Edwin B. Henderson, who was kind enough to read through this manuscript and offer his advice.

Appreciation is expressed to President Walter Washington, the coaching staff, Gloria Robinson (public relations secretary), and all the students and faculty members at Alcorn A. and M. College who were kind enough to give their time and assistance in preparing data for this study. The librarians, both at Alcorn College and at Ohio State University provided much-needed assistance in researching required material.

Grateful acknowledgment is given to my wife, Mattie Buckles, for her patient, understanding, unfailingly cheerful assistance during the time this study was made.

I also wish to thank my typists, Mrs. Mary Anne Stockwell and Mrs. Virginia West for the kindness, patience, willingness, understanding and utmost cooperation in helping to get this manuscript typed.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>I. INTRODUCTION.</td>
<td>1</td>
</tr>
<tr>
<td>II. THE DEVELOPMENT OF BLACK COLLEGES</td>
<td>15</td>
</tr>
<tr>
<td>AND UNIVERSITIES IN THE UNITED STATES</td>
<td>15</td>
</tr>
<tr>
<td>Morrill Land Grant Act</td>
<td>20</td>
</tr>
<tr>
<td>Freedmens Bureau</td>
<td>21</td>
</tr>
<tr>
<td>The Seventeenth Amendment</td>
<td>23</td>
</tr>
<tr>
<td>Public Education of the Negro</td>
<td>25</td>
</tr>
<tr>
<td>Prior to 1890</td>
<td></td>
</tr>
<tr>
<td>Economic Background of Education</td>
<td>28</td>
</tr>
<tr>
<td>in the South</td>
<td></td>
</tr>
<tr>
<td>Establishment of Several Predominantly</td>
<td>32</td>
</tr>
<tr>
<td>Negro Institutions Of Higher Learning</td>
<td>32</td>
</tr>
<tr>
<td>Churches and Negro Colleges</td>
<td>32</td>
</tr>
<tr>
<td>Organized Philanthropy and Negro</td>
<td>34</td>
</tr>
<tr>
<td>Colleges</td>
<td>35</td>
</tr>
<tr>
<td>The John F. Slater Fund</td>
<td>36</td>
</tr>
<tr>
<td>The Daniel Hand Fund</td>
<td>36</td>
</tr>
<tr>
<td>The Julius Rosenwald Fund</td>
<td>36</td>
</tr>
</tbody>
</table>
# CONTENTS, CONTINUED

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.</td>
<td></td>
</tr>
<tr>
<td>The Anna T. Jeanes Fund</td>
<td>37</td>
</tr>
<tr>
<td>The Phelps-Stokes Fund</td>
<td>38</td>
</tr>
<tr>
<td>The Peabody Education Fund</td>
<td>38</td>
</tr>
<tr>
<td>The Duke Endowment</td>
<td>39</td>
</tr>
<tr>
<td>General Education Board</td>
<td>40</td>
</tr>
<tr>
<td>III</td>
<td></td>
</tr>
<tr>
<td>TEACHER EDUCATION IN THE UNITED STATES</td>
<td>42</td>
</tr>
<tr>
<td>Teacher Education, 1860 to 1924</td>
<td>47</td>
</tr>
<tr>
<td>Negro Teacher Education</td>
<td>54</td>
</tr>
<tr>
<td>A look at the Present Situation</td>
<td>61</td>
</tr>
<tr>
<td>IV.</td>
<td></td>
</tr>
<tr>
<td>PHYSICAL EDUCATION AND PROFESSIONAL</td>
<td></td>
</tr>
<tr>
<td>PREPARATION IN THE NEGRO COLLEGES</td>
<td>65</td>
</tr>
<tr>
<td>Physical Education in the Negro Colleges</td>
<td>89</td>
</tr>
<tr>
<td>V.</td>
<td></td>
</tr>
<tr>
<td>THE BASIC INSTRUCTIONAL PROGRAM AND</td>
<td></td>
</tr>
<tr>
<td>INTRAMURAL PROGRAM AT ALCORN A &amp; M.</td>
<td>99</td>
</tr>
<tr>
<td>Intramural Program</td>
<td>104</td>
</tr>
<tr>
<td>Former Students</td>
<td>105</td>
</tr>
<tr>
<td>Coaches</td>
<td>106</td>
</tr>
<tr>
<td>VI.</td>
<td></td>
</tr>
<tr>
<td>THE PROFESSIONAL PREPARATION PROGRAM OF</td>
<td></td>
</tr>
<tr>
<td>PHYSICAL EDUCATION AT ALCORN A &amp; M COLLEGE</td>
<td>109</td>
</tr>
<tr>
<td>The Major Curriculum</td>
<td>109</td>
</tr>
<tr>
<td>Faculty of the Department</td>
<td>126</td>
</tr>
<tr>
<td>Student enrollment</td>
<td>129</td>
</tr>
<tr>
<td>The Department of Health and Physical</td>
<td></td>
</tr>
<tr>
<td>Education Self Study</td>
<td>132</td>
</tr>
</tbody>
</table>
## CONTENTS, CONTINUED

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI.</td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>135</td>
</tr>
<tr>
<td>Library</td>
<td>138</td>
</tr>
<tr>
<td>Student Personnel</td>
<td>139</td>
</tr>
<tr>
<td>Working Conditions and Physical Plant</td>
<td>141</td>
</tr>
<tr>
<td>Planning for the Future</td>
<td>143</td>
</tr>
<tr>
<td>Evaluation of Health and Physical Education Program by the Faculty and Students at Alcorn College</td>
<td>145</td>
</tr>
<tr>
<td>VII</td>
<td></td>
</tr>
<tr>
<td>INTERCOLLEGIATE ATHLETICS</td>
<td>154</td>
</tr>
<tr>
<td>Baseball</td>
<td>155</td>
</tr>
<tr>
<td>Football</td>
<td>160</td>
</tr>
<tr>
<td>Basketball</td>
<td>167</td>
</tr>
<tr>
<td>Track</td>
<td>172</td>
</tr>
<tr>
<td>Henderson Stadium Records</td>
<td>173</td>
</tr>
<tr>
<td>Tennis</td>
<td>179</td>
</tr>
<tr>
<td>Evaluation of Athletic Program by Former students</td>
<td>180</td>
</tr>
<tr>
<td>Coaches</td>
<td>180</td>
</tr>
<tr>
<td>Faculty Members</td>
<td>182</td>
</tr>
</tbody>
</table>
## CONTENTS CONTINUED

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII</td>
<td></td>
</tr>
<tr>
<td>Development of Negro Conferences.</td>
<td>183</td>
</tr>
<tr>
<td>Alcorn's Conference Participation</td>
<td>194</td>
</tr>
<tr>
<td>Edwin Bancroft Henderson</td>
<td>196</td>
</tr>
<tr>
<td>VIII</td>
<td></td>
</tr>
<tr>
<td>SUMMARY</td>
<td>200</td>
</tr>
</tbody>
</table>

### APPENDIX

| A. GRADUATES IN PHYSICAL EDUCATION AND THEIR OCCUPATIONS | 210 |
| B. GRADUATES OF ALCORN COLLEGE BY YEARS | 213 |
| C. RESULTS OF THE SOUTHWESTERN ATHLETIC CONFERENCE 1966 | 214 |
| D. SOUTHWESTERN ATHLETIC CONFERENCE FOOTBALL CHAMPIONS 1961-1971 | 215 |
| BIBLIOGRAPHY | 216 |
| PERSONAL INTERVIEWS | 229 |
CHAPTER I

INTRODUCTION

The purpose of this study is to present the historical data which concern physical education and athletics at Alcorn Agricultural and Mechanical College, located at Lorman, Mississippi. The period covered begins with the founding of the college for Negroes in 1871 and terminates in 1971. Alcorn A. and M. College, the oldest predominantly Negro land-grant college in the United States, had its beginning in 1830 as Oakland College for the education of white male students. This Presbyterian school closed its doors at the beginning of the Civil War so that its students might answer the call to arms, and upon failing to reopen after the war, the college was sold to the state for the education of her Negro citizens. The college was renamed Alcorn A. and M. College in 1871 in honor of the late James L. Alcorn, who was then Governor of the State of Mississippi.¹

Hiram R. Revels, the first Negro to be elected to the United States Senate, resigned his seat and became Alcorn's

first president. Moreover, in 1862, Congress had passed an act known as the Morrill Land-Grant Act whereby the national government gave to each state in the Union public sites equal to 30,000 acres for each senator and representative in Congress for the endowment, support and maintenance of at least one college whose leading object should be, without excluding other scientifica and classic studies and including military tactics, to teach such branches of learning as are related to agriculture and mechanical arts.¹

Alcorn A. and M. College is a story of changes with a hundred years of progress under these presidents:

1871 - 1882: Hiram R. Revels
1882 - 1893: John H. Burrus
1893 - 1894: Andrew J. Howard
1894 - 1896: Thomas J. Calloway
1896 - 1899: Edward H. Triplett
1899 - 1905: W. H. Lanier
1905 - 1911: Levi J. Rowan
1911 - 1915: John A. Martin
1915 - 1934: Levi J. Rowan
1934 - 1944: William H. Bell
1944 - 1945: Preston S. Bowles
1945 - 1949: William S. Pipes
1949 - 1957: J. R. Otis
1957 - 1969: John Dewey Boyd
1969 - pres.: Walter Washington

¹Ibid., p. 32.
The greatest growth for the school occurred under L. J. Rowan; he was the first alumnus to be elected president. The following buildings and improvements were established during his administration: a dining hall, a men's dormitory, Mississippi Hall, Academic Hall, the steam laundry, trade building for mechanical arts, live stock barns, the Rowan Administration Building, telephone line to Port Gibson, and Bowles Hall. Although President Rowan did not live to see his dream of making Alcorn A. and M. College into a giant in higher education come true, it was his untiring faith and zealoussness that marked the beginning of a new frontier and new horizons for his successors.3

Walter Washington, the current president, was born in Mississippi and earned his Ph.D. degree in administration in his home state. He did post graduate work at other southern schools. Much of his life has been spent working in higher education, either as a teacher or as an administrator. As president, Dr. Washington believes he should walk and talk with all of the people who are the communities of interest of Alcorn.

Recognizing the fact that Alcorn must continually study and re-evaluate itself in relation to the changes that are

occurring almost daily in higher education, Dr. Washington set up the Office of Institutional Research.

In order to justify a study of this nature, some facts about Alcorn A. and M. College are necessary. Alcorn University was chartered by the legislature in 1871 and opened for instruction in 1872. In 1878 the name was changed to Alcorn Agricultural and Mechanical College. The first baccalaureate degrees were granted in 1882. In 1892, the State accepted provisions of the Second Morrill Act and reaffirmed Alcorn Agricultural and Mechanical College as the College for Negroes. By 1959-60, the amount of the 1862 land-grant endowment fund was $96,296; income, $12,592.

Some general facts about Alcorn A. and M. College are the following: 1) Over one hundred Alcorn graduates are teaching in universities and colleges throughout America; 2) The only Negro mayor of a Mississippi bi-racial town is an Alcornite; 3) The majority of the presidents of the Mississippi Negro Teachers Association were Alcornites; 4) In the past eight years, Alcorn has produced three Woodrow Wilson scholarship winners and two Danforth scholarship winners; 5) More than 24 Alcorn students are listed in Who's Who Among Students in American Colleges and Universities annually; 6) The college is a leading supplier of minority professionals to the Federal Government in Mississippi; 7) Leading industries in the state and nation, such as the Atomic Energy Commission, the National Aeronautical
Space Agency, IBM, and others employ Alcorn graduates; 8) A large majority of the professional Negro Soil Conservation workers in Mississippi are Alcorn graduates (this is a white organization but it employs a large number of Negroes); 9) Alcorn currently has more than 600 students enrolled in business administration and business education; 10) Alcorn produced more than 40 percent of the Negro teachers in the Mississippi public schools; 11) The first Negro woman to earn a B.S. degree from a state-supported American institution received it from Alcorn A. and M. College.

The majority of the executive secretaries of the Mississippi Teachers Association were Alcornites. Sixty-five percent of the Negro Agricultural Extension agents in Mississippi are graduates of Alcorn. More than 70 percent of the Negro business education teachers in Mississippi are Alcornites. More than 200 recruiters representing major corporations, governmental agencies and schools come to the campus each year seeking Alcorn graduates.

The college maintains a developmental reading laboratory. The college currently receives in excess of one million dollars annually in federal funds to support research, college improvement, student financial assistance, and other programs. Several Alcorn students participated in intensified summer programs for exceptional students in and at major universities. Forty percent of the Negro lawyers, doctors, pharmacists and dentists educated in Mississippi
are graduates of Alcorn. Eleven Alcorn graduates have been college and junior college presidents. They were the following: P. S. Bowles, Alcorn A. and M. College; J. D. Boyd, Utica Junior College and Alcorn A. and M.; Oliver Coleman, Coleman College, Gibsland, Louisiana; Walter M. Davis, Okolona Junior College, Okolona, Mississippi; Richard S. Grossley, Delaware State College for Negroes, Dover, Delaware; J. E. Johnson, Prentiss Institute, Prentiss, Mississippi; B. F. McLaurin, Coahoma Junior College, Clarksdale, Mississippi; J. H. Mosley, Natchez College, Natchez, Mississippi; L. J. Rowan, Alcorn A. and M. College; A. M. Strange, Okolona Junior College, Okolona, Mississippi; Hampton P. Wilburn, Campbell College, Jackson, Mississippi, and Okolona Junior College, Okolona, Mississippi.

Alcorn has trained most of the Negro vocational agriculture teachers in the state of Mississippi. The only Negro member of the State Agricultural Stabilization and Conservation Committee is a graduate of Alcorn A. and M. College. The only Negro Circuit Clerk in the United States is a graduate of Alcorn. The only Negro Chancery Clerk in the United States is a graduate of Alcorn. Fifty-five percent of the Negro head football and head basketball coaches in Mississippi are Alcornites.

Alcorn College presently offers B.S. degrees in the following fields: Agriculture, Biology, Business Administration, Chemistry, English, Mathematics, Sociology,

In the early years of the school when baseball was the official sport, the Alcorn "Braves", under the able leadership of Coach O. T. Henterson, cast fear into the hearts of all opponents, including professional teams that were in the south for spring training. Alcorn entered its football team in the South Central Athletic Conference in 1923, and from that year forward, Alcorn Braves have been formidable foes in the realm of athletics in the predominantly black colleges. The first football team, coached by O. A. Ross, included Clarence Pope (RE), W. E. Bradford (RT), L. D. Alexander (RG), E. T. Hawkins (C), J. D. Hill (LG), L. Hicks (LT), Walter Johnson (LE), Emile Abraham (RHB), J. A. Jackson (FB), Fred Boyd (LHB), Watson Jefferson (QB).

Alcorn currently has sixteen football players on the rosters of the New York Giants, San Diego Chargers, the Denver Broncos, the Kansas City Chiefs, and other professional football teams. The Alcorn Braves, in the first nine years of participation in the Southwestern Athletic Conference, won the conference football championship three times. The football team won back-to-back national championships in 1968 and 1969. Alcorn's baseball teams were four-time

---

4Ibid., pp. 16-18.

Conference champions in 1927, 1928, 1929 and 1931.

Alcorn A. and M. College has a long list of successful athletes. Among those who have played in the past twenty years and are considered "All-Time Greats" are:

Football: Samuel Crum, Franklin Purnell, Clayton Love.
Tennis: Clay Thacker
Track: Mildrette Netter, Willie McCoy, Tommy Miller
Golf: Ivan Wombach
Baseball: Willie (Big Bill) Foster

The only student enrolled in a Mississippi college to win an Olympic Gold Medal was a student at Alcorn A. and M. College, Mildrette Netter. Miss Netter is a native of Rosedale, Mississippi, a graduate of the West Bolivar High School, and a junior at Alcorn A. and M. College when she became Alcorn's first Olympic winner as a member of the 440 relay team in 1968. She was a member of the United States Olympic Team at Mexico City in 1968. That year, according to Women's Track and Field World, Miss Netter had the third best time in the world in the 100-meter dash (11.3, 2/10 seconds over the world's record) and the fourth best time in the United States.

As a result of her participation in and winning a gold medal at the 1968 Olympics, "Midge" was privileged to make an international AAU tour during which she won the 100-meter
dash in both Poland and Norway. She was named Outstanding Athlete of the AAU Southern Region for 1969. Miss Netter was among a group of athletes to participate in the dedication of the Robert F. Kennedy Stadium in Washington, D.C. during the summer of 1969. The Kennedys wrote letters to her to show their appreciation.

Alcorn's track team won eight consecutive Southcentral Athletic Conference championships from 1948 to 1955. Alcorn A. and M. enrollment is the second lowest in the state of all colleges. This includes both black and white colleges. Alcorn had 2,697 students enrolled in 1971.

The specific purposes of this research project are to:

1) Investigate the history of physical education and athletics at Alcorn A. and M. College;

2) Arrive at a better understanding of the purposes and importance of Alcorn's physical education and athletic programs to its graduates;

3) Present a document which will be of value to the profession of physical education as a means of understanding the contributions of Alcorn A. and M. College to modern physical education and athletic practices and beliefs;

4) To identify some individuals and their contributions to physical education and athletics.

This study will include a thorough history of these programs at Alcorn:

1) The basic instruction program in physical education;
2) The intramural program;
3) The intercollegiate athletic program; and
4) The professional preparation program of physical education.

For each of these programs, the following outline will be used:

1) The beginning of the program;
2) Important changes and developments in the program;
3) The number of students that participated in it; and
4) The important people in the program.

Courses in physical education were offered as early as 1928, but no degree was offered. These courses were as follows: Physical Education 101, Theory and Scope of Physical Education, 1 hour; Physical Education 102, Theories of Play, 1 hr.; Physical Education 103, Hygienics, 1 hr.; Physical Education 104, Games and Athletics, 2 hrs.; Physical Education 105, Folk Dance, 2 hr.; Physical Education 106, Administrative Organization, 2 hr.

Various sources were available to the author, specifically concerning the history of Alcorn College. Personal interviews were valuable sources of information.

Those interviewed were: past president, John Dewey Boyd (1957 - 1969); current president, Walter Washington (1969 - present); present coaches and physical education teachers--head football coach, athletic director and teacher, Marino Casem; head of the Department of Health and
Physical Education, scout, track coach, and teacher, Dr. Grant Dungee; head baseball coach and teacher, Willie Bill Foster; former graduates and members of the present faculty, of whom some were faculty members when the professional preparation program in physical education was started—David W. Wilborn, Registrar; Robert Bowles, Head, Public Relations Department; Calvin S. White, Director of the Division of Education; Mrs. Melerson G. Dunham, retired history teacher and author of the Centennial History of Alcorn A. and M. College; former athletes from Alcorn A. and M. College—Johnny Spinks, Willie Norwood, Julius Keyes, Willie McCoy; former students who majored in physical education—Alford Arrington; Robert Bowles, Odessa Badwin, Charles Ruth, Robert Gutter, Elmo Hickingbottom, Henry Dorsey, Jr.

These people were asked a number of questions such as: 1) What do you think of the physical education program; 2) How could it be better; 3) What changes would you make if it were possible; 4) What could be done now to make physical education better; 5) What do you think about the Physical Education staff and coaching staff in terms of preparation, qualifications and experience; 6) Has athletics helped the school—if so, in what way, if not, why; 7) What can you do to make it better.

These questions were asked hoping to gain a better knowledge of the current status of physical education and athletics at Alcorn College. Moreover, if those that were
interviewed were able to give history of the past it was also used. The questions would vary slightly, depending on the individual. For example, the vice president would not be asked the same general questions as a former student.

Other sources available to the author were athletic record books; Board of Trustees' minutes; faculty minutes; school newspaper, college catalogues, school year books, *The Centennial History of Alcorn A. and M. College* by Melerson G. Dunham.

The athletic records were searched as far back as 1948. The author was unable to find athletic records before 1948.

The Board of Trustees' minutes from 1940 to 1956 did not have anything in them concerning physical education or athletics. But in 1957 the present gymnasium was mentioned. The Board of Trustees' minutes date back as far as 1865, but they were not checked by the author for athletic and physical education purposes. However, the author scanned through some of the old minutes, but no fruitful results were obtained.

The faculty minutes were looked at from 1957 to the present, but nothing was mentioned about physical education and athletics. The faculty minutes were available from 1936 to the present. Before 1936 no faculty minutes were located.

The *Alcorn Herald*, which is the student newspaper, was first printed in 1926, being issued once a month. This is true to the present date. The papers from 1952 to the
present were the only ones that could be located. The information in them referred to athletic events, but there was no information concerning physical education.

The Centennial History of Alcorn A. and M. College by Melerson G. Dunham was valuable in giving records of athletic events, but was limited source for physical education. This book was published in 1971.

Edwin B. Henderson's The Negro in Sports was instrumental in supplying information on Negro conferences. Allen E. Weatherford II, "Professional Health Education, Physical Education, and Education in Negro Colleges and Universities in the United States," unpublished doctoral dissertation, Pennsylvania State College, 1948, was helpful in offering the different type of format and some references.

The Alumnus of Alcorn A. and M. College was an information source about the college, but limited information on physical education and athletics. This magazine was first printed in 1918 and every quarter of each year to the present. The Yearbook, which is called the Alcornite, gave certain scores and general information about athletics. The yearbook was first published by the school in 1918 and once every year from that time to the present. However the only yearbooks that could be found were from 1949 to the present. The school's library had a very limited source of information on physical education and athletics at Alcorn College. Moreover, information, both primary and secondary, was scarce on
many aspects of the history of Alcorn College. This will be further pointed out in the dissertation.

This is a pioneer study of a predominantly black college. This study is similar to the many studies which have been done at large and small white colleges. It is hoped that this study will serve as stimulation for other similar studies of black educational institutions.

It is the opinion of this writer that a brief history of the development of predominantly black colleges and universities in the United States should be given. The writer hopes it will give the reader a general background for this study. Moreover, to show how other black colleges have developed will give greater insight to the whole study.
CHAPTER II

THE DEVELOPMENT OF BLACK COLLEGES AND UNIVERSITIES IN THE UNITED STATES

There has been increasing interest on the part of educators and the general public about Negro colleges and their student enrollments. The colleges themselves are mainly concerned with broadening of the educational offering, improvement in the quality of teaching, and expansion of the physical facilities. Emphasis has been put on teacher training curricula, student recruitment from northern, eastern and western parts of the country, and white students, larger numbers of students with varied occupational goals, and admission of socio-economically deprived students who are academically capable.

The anti-slavery agitation of a century ago set loose in the Negro people a desire to add intelligence to the passion for freedom. With the actual fighting of the Civil War over, able white teachers, both men and women, offered themselves and their assistance to the newly emancipated Negroes. The American Missionary Association (a society formed by the merger of four earlier bodies: The Amistad Committee, The Union Missionary Society, The Committee for The Western Indian Missions, and the Western Evangelical
Missionary Society for Work Among the American Indians) at a meeting in Albany, New York, in September, 1847 engaged Augustus F. Beard, Yale class of 1857, as its general field agent for the location of schools. He was responsible for finding places to build schools. General Oliver O. Howard, Bowdoin class of 1850, as head of the Freedmen's Bureau (founded by the Federal Government in March 1865 to care for the freedmen) established thousands of schools in both high school and college categories, for the benefit of Negroes. Among these, General Howard founded Howard University in Washington, D. C. in 1869. Samuel Chapman Armstrong, graduate of Williams College in 1862, founded Hampton Institute in Virginia after the War. A college for Negroes, Talladega College, was founded at Talladega, Alabama in November, 1867 with the assistance of the Freedmen's Bureau. Talladega College has since evolved from an industrial school to a college of such excellence as to receive the highest rating granted by the regional association covering certain sections of the United States. Alcorn College evolved from a small agricultural and mechanical college to a nationally recognized college through participation in sports.

---


2 Ibid., p. 35.

3 Ibid., pp. 97-98.
Erastus Milo Cravath became an agent for the American Missionary Association in 1866, and President of Fisk University, Nashville, Tennessee in 1875. Edmund Asa Ware and Horace Bumstead graduated from Yale in 1863 and worked together in establishing a university at Atlanta. Helen Clarissa Morgan graduated from Oberlin and went to Fisk University to teach Latin—her first classes met in a dirt-floored barracks abandoned by the Army. Miss Morgan was a white teacher, and in those days when white teachers taught Negroes, the local white people gave them ill treatment.

The Freedmen's Bureau was abolished in 1870, which stopped the main source of revenue for expansion. State systems were slow in developing the responsibility for the secondary education of Negroes. Most colleges tried to maintain an open door for Negroes as well as for whites until 1907 when the Kentucky Day Law of 1904, outlawing "mixed" schools, was declared constitutional.

Latin and Greek were the major subjects taught; there were also mathematics courses and a few classes in history, natural science and moral philosophy. (This was true with the white schools of the time also.) The missionary teachers who taught these subjects (in Negro colleges) were liberally educated for the period; they made no concession to inferiority; they treated their students as

human beings. The institutions maintained strict discipline of mind and body. The teachers insisted that the institutions they managed have idealism and intelligence.

There was a controversy as to what should constitute the higher education of the Negro. General Armstrong, the founder of Hampton Institute and a native of Hawaii, was familiar with the Hilo Manual Labor School in the Hawaiian Islands. Armstrong set his pupils to work at "useful trades and occupations" while Cravath's students at Fisk and Ware's students at Atlanta were translating Latin. At Fisk, Cravath in addition to being the president, was professor of moral philosophy. At Hampton Armstrong reserved the right to instruct the senior students in the same subject. 5

Booker T. Washington, Hampton's most prominent graduate, went on to Tuskegee Institute in 1881 as principal. His life, which began in miserable surroundings in a slave cabin, had a more powerful influence on the education of Negroes than any other personality in the race's history. The first half of his life was spent in establishing Tuskegee Institute, the latter half of his life was devoted to developing the educational and social theories upon which the institution was founded. The ideals he had absorbed from Armstrong at Hampton, he translated into his determination to develop

5Ibid., pp. 362-363.
in young men and women the feeling and knowledge that labor is dignified and beautiful. Many years in advance of the modern "activity" programs, Washington sought correlation between academic subjects and practice. For example, students were given problems in arithmetic which arose from farming or construction projects. The popularity of the "Tuskegee Idea" made it the model of planning for the education of Negro boys and girls. Washington attracted national attention as an arbiter of such matters as affected the education of his race.

W. E. B. DuBois, a writer and black historian, was a Fisk University graduate. He took his doctorate at Harvard in 1895. He and Washington believed that there was no limit to the accomplishments of the Negro in any field or area. "Vocationalism" was seizing the American college. It was believed that industrial training was one of the best forms of higher education for the Negro. The pleas to create "higher and normal schools and colleges," trained teachers and provide facilities of education were ignored. Many inferior institutions sprung up everywhere in the South in the last half of the 19th century, flooding the section with "cheap degrees and cheaper people."

---

6 Ibid., pp. 116-120.
7 Ibid., p. 363.
8 Ibid., p. 363.
One of the biggest problems to overcome was to get the Southern states to provide for the education of Negroes at the university level. University education is much too costly for a state to have duplicate services for the two races. In 1928 the Southern Association of Colleges agreed to extend accreditation to Negro colleges within its province. This would stop inferior institutions and diploma-mills which had discredited the enterprise of higher education for Negroes. Productive funds of the Negro colleges were still pitifully small, especially compared to any one of the northern universities. Except for inadequate finances, the problem of higher education for the Negro was about the same as that of higher education for white Americans, many years ago, but now Negro facilities are improving.9

THE MORRILL LAND GRANT ACT

In the midst of the Civil War, when agriculture and its allied industries were in need of improvement through the application of scientific principles, the Congress of the United States took action. There had been debates in Congress during the 1850's with regard to the needs of agriculture and with regard to methods of improving it. A bill

9Ibid., pp. 364-365.
passed in 1858 providing federal aid to agricultural education had been vetoed by President Buchanan. In 1862, under the leadership of Justin Smith Morrill, the Federal Government made liberal grants of land to the states for the establishment of institutions which were to cultivate and teach the science of agriculture and to give instructions in mechanical arts.

THE FREEDMEN'S BUREAU

The invasion of the South by Union armies created a serious social problem because of the large numbers of Negroes who fled to the protection of the Union armies, or who were abandoned by fleeing masters. The Federal Government was compelled to take steps to handle this problem in a systematic way, and thus the Freedmen's Bureau was founded on March 3, 1865. Its functions were to provide for material care (including employment, housing, food and clothing) and to provide also for mental and spiritual improvement for the freedmen. This was created for the benefit of four million people thus in need of assistance. The creation of this Bureau was one of President Lincoln's last acts.


11 Earle D. Ross, Democracy's Colleges: The Land-Grant Movement In the Formative Stage (Ames, Iowa, Iowa State Press 1922), p. 78

12 Holmes, op. cit., pp. 31-32.
In May, 1865, General Oliver C. Howard was detached from his command with Sherman's army and given the responsibility for heading the newly established Bureau. During the first year of life, little work was done in the Bureau to make provision for education. General Howard realized the need of schools to assist in the uplift of the freedmen. He clearly saw that something substantial would be needed from the Bureau other than sympathy, to fill the constantly growing need for the extension of educational opportunities for freedmen. An appointment was made at his instigation, of a general superintendent of education, to coordinate educational activities and to give such aid as was found feasible. Through legislation the next two years, Congress granted the commissioner authority and means to carry forward an extensive educational program at high school level, not college.\(^\text{13}\)

From 1865 to 1870 more than $5 million were poured into southern education. Interestingly enough while the Bureau represented a clear instance of federal participation in education, at no time did it replace local and private effort. during their existence the benevolent societies continued to bear a large share of educational expenses,

\(^{13}\)Ibid., pp. 35-40.
and with its demise private effort and local taxation took over the task completely. The North had lost its enthusiasm for the project of caring for the Negroes and turned it over to the local authorities.  

THE FOURTEENTH AMENDMENT

The Fourteenth Amendment to the Constitution of the United States contains five sections. Section 1 guarantees that no state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States, nor shall any state deprive any person of life, liberty or property without due process of the law, nor deny to any person within its jurisdiction the equal protection of its laws. Section 2 defines apportionment of representatives to Congress, and Section 3 prohibits office holding by persons who, after taking an oath to support the Constitution, engage in insurrection or giving aid to the enemy. Section 4 has to do with Civil War debts, and Section 5 empowers Congress to enforce the amendment.

The resolution (which later became the Fourteenth Amendment) was passed by two-thirds vote of Congress and circulated to the State legislatures for ratification in 1866. The Southern states and three border states rejected

---

it; however, 30 states ratified the Amendment by July 1868, and the U. S. Department of State issued a proclamation to the effect that it had become a part of the Constitution by adoption in more than three-fourths of the 36 states.

The right of enforcement of the Fourteenth Amendment was given to Congress. Soon thereafter, a bill of rights was proposed to implement the amendment. Mr. Charles Sumner of Massachusetts sponsored this bill, which was adversely reported in 1870 and again in 1871. He was finally successful in attaching his civil rights proposal to the Amnesty Bill, which was then under consideration in the Senate. The purpose of this bill was to make certain that hotels, public conveyances and schools were open equally to all. Debate was heated, and Mr. Sumner's proposition was finally defeated. A civil rights bill was finally passed in 1875, but it contained no reference to schools. Therefore, the decision was left in the hands of the individual states, and there was no change in this situation until, in 1954, the Supreme Court considered the question of whether the Fourteenth Amendment was meant to ban segregation, and whether it was the responsibility of the Supreme Court or of Congress to enforce this amendment. It was the decision of the Supreme Court that segregation is indeed unconstitutional; that the Fourteenth Amendment in itself clearly sets this forth, and empowers

---

PUBLIC EDUCATION OF THE NEGRO PRIOR TO 1890

Before the Civil War when the state legislature was controlled by the planter class, the South had been slow in developing systems of public education for white children. There were really no provisions for the education of Negroes. After the War, the Reconstruction legislators unsuccessfully tried to institute systems of universal free education for all children. 16

White idealists believed that mixed-schools would be democratic and would give all children equal opportunity. The Negroes who supported this issue knew that separate schools would mean inferior schools. Opponents of the mixed-school concept argued that this system could never work in the South. They also argued that the South could, and would, maintain equal schools for both races. Those who argued against mixed schools were right in believing that such a system wouldn't work in the South; however, they were wrong in believing that the South could maintain equal schools for both races. 17

The education of white children was at public expense in several Southern states before the War. School funds

16 Bond, op. cit., pp. 56-57.
17 Ibid., pp. 56-57.
were set up in these states. North Carolina had the greatest progress in this direction. However by 1865, the entire South had begun a tax-supported system of public instruction. In the late 1840's, Northern schools were removed from the dual evils of private participation of public funds and the "pauper rule." During this period, the rise of the common man in the North and West brought about an extension of free schools in those sections, and the right of franchise.\(^1\)

During the election campaign of President Lincoln, the Negro began to feel a desire for knowledge as well as freedom. During the Civil War, further contacts with outsiders, travel, and agitation helped to instill a desire to learn for themselves. After the Civil War, plans progressed rapidly to lessen the ignorance forced on the Negro through the years of slavery. The newly freed Negro realized that literacy was the key to the solution of his vexing problems, and this served to help reduce illiteracy from 70% in 1880 through the years to only 16.3% in 1930. The Freedmen's Bureau and private philanthropists were the main source of help to Negro education in the early reconstruction days as there was much opposition yet to the idea of universal education. Within five years after the end of the Civil War, there were 4,239 elementary schools, high schools and 

\(^1\)Ibid., pp. 37-38.
colleges for Negroes, 9,307 teachers, and 247,333 pupils took advantage of these facilities. The Negroes sustained over one-fourth of these schools themselves. Many heroic efforts and sacrifices were made to further education opportunities for Negroes by selfless individuals from New England, who gave their services to help bring the Negroes out of the abyss where slavery had sunk them.

Between the outbreak of the Civil War and the beginning of reconstruction, the sentiment of the conservative legislatures of the deep South was not favorable to the establishment of public, tax-supported schools for Negroes. White children were given claims upon public funds to the amounts paid in taxes by whites themselves. Reasons for this unfavorable attitude were: 1) the South was opposed to the education of any considerable number of children at the expense of the state; 2) the Negroes had even less economic resources than the poor whites and lacked voting power; 3) argument for free education for whites was their possession of the ballot and the theoretical consideration that in a democracy the social order demanded enlightened voters, which had no meaning in connection with the Negro; 4) the education of Negroes symbolized their elevation to a status


20 Ibid., pp. 10-11.
inconsistent with prior conception of the role they had in the social system. The Emancipation Proclamation had not sufficed to change age-old attitudes in the light of which Negroes were regarded as common property, or something less than human. Free schools for Negroes would not only increase the tax rate and give the race tools of citizenship it was not to employ, but would fly in the face of all existing conceptions regarding the race and its capacities. The southern whites said that muleteers might love their beasts, but they did not try to teach them the alphabet. This was the policy toward Negro education.\textsuperscript{21}

\textbf{Economic Background of Education in the South}

The rapid growth of American educational institutions has reflected economic improvement. The expansion of education in the South in recent years could have come only as a result of intensive industrialization of the section, and it follows that the future will bring a like positive relationship between the development of industrial resources and the expansion of educational institutions. The South has for many years been behind in its education preparation when compared to other sections of the United States.

Numerous schools for Negroes have shared in the progress of recent years only in a limited sense because they have

\textsuperscript{21}\textit{Ibid.}, p. 45.
received only the crumbs which have fallen from the table of greater economic affluence and stability. Statisticians have tried, where other classes of population were concerned, to trace the greater symptoms of educational growth to easily discernible economic patterns. If the community was situated where the income was low, in most cases the educational standards were below par. In most large Northern cities, the educational standards were high when compared to the Southern cities. There were more children in high school it is argued because parents could not stand to see their adolescent offspring work. This is in turn due to higher standards of living and larger real wages for the working population. The improvement in schools is traceable to the ability of communities to build and support education for adolescents. 22

The reciprocal effects of high school attendance and high school construction and availability make it uncertain which comes first in importance. Probably the greatest factor in the recent increase of Negro high school enrollment has been the closing of many sources of employment for Negro adolescents. The general economic advance of the South has provided high school facilities for Negro children, and mechanization of the South meant that hundreds of thousands of Negro and white adolescents were no longer needed. With

22Ibid., p. 222.
no other occupation, these children now attend school.

In most Southern states, the number of Negroes engaged in manufacturing suffered a decline from 1920 to 1930 while the number of white persons so employed advanced. The number of Negro women employed decreased while the percentage of white females employed increased. This reflects the withdrawal of Negro women from agriculture, and the increase of white woman workers in industrial and clerical employment. Since the 1920's, there has been an increasingly larger number of Negroes enrolled in high and elementary schools. A. J. Jaffe, et al., state in their book entitled *Negro Higher Education in the 1960's* that the economic status of the Negro has increased in recent years. During the period of 1916 to 1933 the economic status of the Negro increased more than thirty percent. Education has been primarily responsible for this increase.

The Southern states are least able (when compared to the nation at large) to support separate systems for the two races. Therefore, the Negro children suffer in areas with a heavy Negro population, as available funds are devoted chiefly to the needs of white school children. The county system of administration, together with outdated methods of apportioning school funds, combine to deprive Negro children of advantages since expenditures for Negro schools are kept to a mere pittance. The present method of raising or

expending funds also creates inequalities between white children in various sections of the nation, almost as marked as those between white and black children. However, the expenditures for teachers' salaries for white teachers have increased over that of the Negro teacher. This process indicates that the extension of the proportion of state aid will be of small value to the education of Negro children unless there are also careful regulations to see that there is fair expenditure by race.24

A study of county and city budgets of 1934 shows that Negro schools received far less in money for all items than white children, particularly for transportational services. For example, no transportation was provided for Negro rural children. More of the school budgets went to provide these extras for white children than to all purposes for Negro children, even in those areas where Negroes are in the majority. Until the budget for the education of Negro children can be planned on a basis of cooperative development for both white and Negroes, with equality in expenditures, there can be no immediate hope for an equality of opportunity for Negro children.25

24Ibid., pp. 257-258.

25Ibid., pp. 258-259.
ESTABLISHMENT OF SEVERAL PREDOMINANTLY NEGRO INSTITUTIONS OF HIGHER LEARNING

A number of predominantly Negro institutions were established, beginning with Virginia Union University at Richmond, Virginia and Shaw University in Raleigh, North Carolina in 1865; followed by Fisk University, Nashville, Tennessee and Lincoln Institute, Jefferson City, Missouri in 1866; Howard University, Washington, D. C., in 1867; Tougaloo College, Tougaloo, Mississippi in 1869; Alcorn College, Lorman, Mississippi in 1871.

Alcorn College was the first Negro land-grant college under the Morrill Act. The Morrill Act of 1890 provided that funds for Negro education be distributed on an equal basis with that appropriated for white schools. This strengthened the doctrine of "separate but equal." As a result, seventeen Southern states maintained Negro land-grant colleges.26

CHURCHES AND NEGRO COLLEGES

The history of the Negro private denomination college falls into four periods. This group was not land-grant. The first period included the years from 1860 to 1885, during which time the Negro church cooperated with the Union army, Northern benevolent societies, and denominational bodies to

try and bring order out of confusion, and extend to the Negroes not only material aid but the beginnings of educational opportunities. These colleges were naturally compelled for some years to spend much of their major energies at the elementary level in order to bring students to the point where they could do more advanced work. The schools supported by Negro Christian churches, such as the African Methodist Episcopal Church, the African Methodist Episcopal Zion Church, and the Negro Baptist Conventions, maintained Negro faculties from the first. After about 1885, a number of these schools were fairly well organized and enrolled a few students in work above what was considered secondary level at that time. This was the second period of the history of the Negro college. The third period in the evolution of Negro colleges dates from 1917, when a survey was made of Negro education by the Phelps-Stokes Fund and completed and published by the United States Bureau of Education. This caused focusing of attention on the Negro college and led to rapid improvement through more adequate support. During this time, several philanthropic foundations, which will be discussed in the following pages, began to plan for systematic improvement of Negro education. The fourth period in the development of Negro colleges dates from 1928, following publication of the Survey of Negro Colleges by the United States Bureau of Education. This survey was considered a significant step toward standardization of
Negro colleges to satisfy the accrediting agency covering the area of the Southern states. The Christian churches, as mentioned above, have been instrumental in establishing and maintaining the majority of the most influential colleges for Negroes.\(^{27}\) The Negro churches helped to establish small colleges like Campbell College in Jackson, Mississippi and Tougaloo College in Tougaloo, Mississippi. But they also helped black state-supported colleges.

**ORGANIZED PHILANTHROPY AND NEGRO COLLEGES**

Money and effort expanded for the education of the Negro by those who did not expect to receive direct benefits from the expenditure may be termed philanthropic. We are referring here not to those educational activities carried on by religious denominations, but those established outside the church, to promote education without sectarian motives. These foundations were established as an aftermath of the deplorable social and economic conditions in the South, by individuals who felt it a patriotic duty to share their wealth with the nation by promoting education where the need seemed greatest.

The foundations which have been exclusively devoted to the education of the Negro were the John F. Slater Fund,

\(^{27}\) Holmes, op. cit., pp. 11-14.
the Daniel Hand Fund, the Julius Rosenwald Fund, the Anna T. Jeanes Fund, and the Phelps-Stokes Fund. The principal foundations established for education in general and shared by the Negro are the Peabody Education Fund, the Duke Endowment, and the General Education Board. We will discuss each of these in some detail in the following paragraphs.

The John F. Slater Fund

Following the Civil War, it was greatly feared that the nation would suffer if the four million liberated slaves and their children were forced to remain without schooling. This fear supported the appeal for funds by the various religious denominations who wished to provide such schooling. Undoubtedly in response to such needs, Mr. John F. Slater of Norwich, Connecticut established the fund which bears his name. The sum of $1,000,000 was set aside in 1862 entirely for the promotion of education among the Negroes in the Southern states. The trustees, who administered the fund through a period of fifty years, contributed to Negro schools at all levels and to those engaged in all kinds of work. The donor made only one restriction—the aid must be applied to those who were financially unable to help themselves. The number of colleges aided rose from seven schools in 1882 to twenty three in 1891. Since its foundation, the Slater fund has granted nearly $2,000,000 to institutions classed
as colleges and universities. The Slater Fund is still in existence.\textsuperscript{28}

**The Daniel Hand Fund**

The Daniel Hand Fund has been expended through the American Missionary Association. It was set up in 1888. It was unique in that it was never administered by a separate board, nor was its income, in general, specifically allocated to stated projects, but was used for the general promotion of the work of the Association in the field of Negro education.\textsuperscript{29} It has been of inestimable service in supporting schools and colleges maintained by the American Missionary Society throughout the South.\textsuperscript{30}

**The Julius Rosenwald Fund**

Mr. Julius Rosenwald of Chicago established the fund on January 1, 1928, in the amount of approximately $22,000,000. Through his interest and contact with the Young Men's Christian Association, Mr. Rosenwald became interested in the problems of the Negro, and created the fund to further Negro education. The chief activities of the fund have been in the field of rural education, largely in the construction of school buildings for colleges and

\textsuperscript{28}Ibid., pp. 165-171.
\textsuperscript{29}Ibid., p. 163.
\textsuperscript{30}Bond, op. cit., p. 144.
universities. There have also been grants given to certain schools and to promising Negro students engaged in advanced study. 31

The Anna T. Jeanes Fund

Miss Anna T. Jeanes was a Quaker woman of Philadelphia, Pennsylvania. She donated $200,000 in 1905 to the General Education Board (founded in 1903 by John D. Rockefeller) for the specific purpose of helping Negro rural schools in the South. She made the stipulation that Hollis B. Frissell (then principal of Hampton Institute) and Booker T. Washington of Tuskegee Institute assist in disposition of this money. The fund named for her was left at her death and was used to inaugurate the experiment of placing a "demonstration" teacher in one school in the county which would serve as a model for the rest of the schools within the area. It was enthusiastically accepted and by 1908-1909, there were 65 "Jeanes" teachers, or county supervisors for Negro schools, actively engaged in the work. Since 1919, other foundations have contributed to the Jeanes work, enabling the dream of the little Quaker woman who wished to aid the "little country schools" to be fulfilled many years after her death. 32

31 Ibid., pp. 176-177.
32 Ibid., pp. 135-137.
The Phelps-Stokes Fund

This was established in 1910, by the will of Mrs. Caroline Phelps-Stokes, to show a special interest in Negro education. There has been a total expenditure of $570,100 by the fund for educational activities for Negroes, $190,585 for Negro schools. Of the former, about one-third was for surveys of Negro education, about one-sixth for Negro educational organizations, and the remaining portion for the improvement of race relations. The Fund has financed fellowships for students engaged in sociological studies of the Negro. It has supported education commissions sent to Africa to assist in solving problems of the education of the native in the former home of the American Negro. Probably the greatest service was in the study of Negro education made in 1914–1915, which proved invaluable as a source of information concerning the condition of Negro schools on all levels at that period. The Fund also made a contribution to insure the Survey of Negro Colleges and Universities by the United States Board of Education in 1928, previously referred to on page 32 of this manuscript. The board in addition has cooperated with educational institutions in meeting financial and other problems. 33

The Peabody Education Fund

The first great foundation for education in the South,

33Ibid., pp. 177-178.
the Peabody Education Fund, was established by Mr. George Peabody in 1867, to be administered by a carefully selected board. This was to be applied for the promotion of education among the young of the Southern and Southwestern states of the Union. Benefits to higher education for the Negro was indirect as no donations from the fund were made directly to Negro colleges. The money was given to help the forward movement of all educational activities in the South, chiefly in public education. It gave considerable aid to schools for the training of Negro teachers. The Fund was finally dissolved in 1914, at which time the sum of $350,000 was given to the John F. Slater Fund.34

The Duke Endowment

This fund, established by James B. Duke in New Jersey in 1924, was to make provision in some manner for the needy of mankind along physical, mental and spiritual lines. It was largely restricted in operation to North and South Carolina. Only the income could be spent, and the first twenty percent must be accumulated. Thirty-two percent went to various educational institutions, thirty-two percent to hospitals, ten percent to institutions for

34 Ibid., p. 164.
orphans or half-orphans, and ten percent for building and operating several Methodist churches. The Negroes benefited from this foundation indirectly because it was not directly given to the Negroes or the Negro schools.

The General Education Board

The General Education Board, established January 13, 1903 by Mr. John D. Rockefeller, has been the most important of the philanthropic foundations aiding the Negro college, from the standpoint of resources. This fund was for promotion of education within the United States without distinction of race, sex, or creed. Unlike the Slater fund, this foundation had the power to build, improve, enlarge or equip buildings for all levels of schools, primary, secondary, technical, industrial, or institutes of higher learning. It provided funds to maintain these schools, employ teachers and lecturers, and to perform all things necessary for the promotion of this objective. By this definition, the trustees were permitted to use the funds for any project of an educational nature. It has been the policy of the board to promote self-reliance and responsibility in those to whom they have extended help. In addition to direct financial aid to the Negro colleges, the board contributed to the improvement of faculties for these schools by scholarship.

grants to aspiring teachers. The schools for Negroes received, from 1902 to 1914, the sum of $699,781.13 out of a total expenditure of $15,894,364.89.36

All of the fund raising foundations have been of some benefit to the Negroes. However, the John F. Slater Fund, the Daniel Hand Fund, the Julius Rosenwald Fund, the Anna T. Jeans Fund, and the Phelps-Stokes Fund were exclusively devoted to the education of the Negro. The Peabody Education Fund, the Duke Endowment and the General Education Board were established for education in general, and the Negroes share some of their benefits.
Teacher education in the United States has had a long history of struggle against the social, political, and economic forces which surrounded it. Early settlers realized it was necessary for everyone to know the Commandments of God and the civil laws, and this involved the simple fundamentals of reading and writing. However, the responsibility for this knowledge rested in the homes, and little need was felt for schools. Schools that were established in the early years of this country were mainly to serve religious purposes, not the general public.

The election of Andrew Jackson to the presidency in 1828 brought Jacksonian democracy. Thereafter, the development of transportation, the rise of the factory system, the migration from rural to urban communities, brought an end to the rule of the aristocratic and propertied classes of New England. Citizens became aware that it was necessary for more than a small percentage of the population to be educated if they were to exercise their rights and privileges. There arose a general movement for the separation of church and state, a demand for education to become the responsibility
of the state.¹

The years 1830-1860 must be termed a period of educational progress. Despite the obstacles of social, economic and political factors which retarded the movement, by 1860 the public school idea had captured the imagination of sufficient minds to become a permanent part of the United States.²

Naturally, the great development of the public school system brought about consideration of the quality and preparation of the teacher who would be responsible for educating the future Americans. The quantity, quality, and status of the teachers of the time left much to be desired since these teachers, while possessing some degree of knowledge, were not professionally trained.³

Attempts at teacher certification are known to have occurred as early as 1686. Schoolmasters were examined by ministers and town authorities to establish that the

teachers were strong in faith and had at least a greater knowledge of the subject matter than those to be taught. The certificates issued on the basis of this kind of examination were good only for the local community in which they were issued. This proved a weak system because there was a lack of uniformity from community to community even within the same state. This unevenness of administration remained until the state became the central certifying agency.  

By the end of the first quarter of the nineteenth century, responsibility for the examination of teachers to determine their capabilities had been taken out of the hands of the church, but the system was still very weak and poorly administered. Travelers from Europe brought back reports of European systems of teacher preparation which inspired and stimulated the development of the normal school which was soon underway in this country. 

By the end of the first decade of the nineteenth century, there arose general concern about the capability of the elementary teachers, and there began to be insistence that the common school teacher should have some


preparation and training beyond the common school where they had received their own education and in which they then taught. The state of New York subsidized academies to train teachers for the common schools. In 1821, the high school was added to the common school as the normal upward extension of common school. Private normal schools then began to prepare teachers of elementary education. 6

The first normal school in America was established by Reverend Samuel Hall in 1823. The first state normal school was established by the Massachusetts legislature in 1839 at Lexington, and Cyrus Pierce was named its first principal. This school was restricted to girls and had at its opening three students and one instructor. 7

For the next quarter century, there were many advances in education throughout New England. Through the leadership of such men as Horace Mann, Henry Barnard and Cyrus Pierce, the pendulum of educational support was swinging from the private to the public schools. The advancement of teacher training however didn't keep up with the economic and population advancements. The enactment of laws regarding teacher preparation were only

6Brubacher, op. cit., p. 507.

7Some historians say the preparation of the monitors in the Lancastrian model schools in Philadelphia were the first teacher training program.
"lip service," not supported by actual accomplishments. State support of schools and control of schools, however, was increasing during this period, and later was to provide the basis on which the normal school was founded.

The early function of the normal school was identical to that of the academies—simply giving the prospective teachers a review of elementary subjects, a course of study only lasting one year, though in some instances it could be extended to two. High school teacher preparation was practically unheard of. The terms of admission to the normal schools were proficiency in basic elementary subjects, good moral character, and a pledge to work in the state in which they were trained.

The adequate provision of an ample supply of teachers became the responsibility of the state, and in 1827 New York passed a law appropriating state aid to the academies who wished to train teachers. The Annual Report of the Regents of New York for 1828 stated: "The academies have become, in the opinion of the Regents, what it has always been desirable that they should be, fit

---

8 Cubberley, op. cit., p. 261.

9 As late as 1936, specific subject matter requirements of the various states served to guarantee this by requiring certain courses peculiar to that state. Oklahoma required applicants to have credit hours in Oklahoma history and Oklahoma school law.
seminaries for imparting instruction in the higher branches of English education, and especially for qualifying teachers of common schools."^{10}

Even though the normal schools were bolstering subject matter knowledge, the quality of teaching left much to be desired. Teachers showed lack of knowledge of classroom management, poor control of discipline, and failure to understand and use effective teaching procedures. Henry Barnard introduced the idea of having teachers meet together, when they were free from their teaching responsibility, to study ways of improving the skills of their trade. Barnard got this idea from his travels in Europe where he made extensive studies of the Pestalozzian method. Upon returning he organized the Teacher's Institute in Connecticut in 1839, which was the forerunner of our present summer school system. By 1851, fifteen other states had established similar institutes.\textsuperscript{11}

\textbf{Teacher Education, 1860-1924}

The early nineteenth century had seen the rise of a large number of denominational colleges, but by the end of the 1870's, some of these institutions had gone out of

\begin{footnotesize}


\textsuperscript{11}Ibid., p. 321.

\end{footnotesize}
existence. Their teacher preparation functions were taken over by normal schools and the soon-to-be teachers colleges. By the 1890's, the normal school was under attack, as some educators felt the training afforded by these schools was insufficient to provide adequate teachers for the rapidly growing high school system. The idea of a "higher" school than the normal, but which would serve the same purpose of training secondary school teachers developed. Impressed by this idea, New York reorganized its already existing normal school at Albany into the New York State Normal College, and Michigan developed the first State normal school for teachers at Ypsilanti, Michigan in 1903.\(^\text{12}\)

As late as 1860, it was the prevalent belief that teachers were born and not made, and it was felt that a study of subject matter was all that was necessary for a teacher's training—no preparation in the study of principles or methods of teaching was required. Teaching was not a greatly respected profession—it was mainly a refuge for those who were unsuccessful in other vocational pursuits. Persons who readily admitted incompetence in other areas of work felt themselves quite capable of teaching, or "school keeping" as it was then termed.\(^\text{13}\)

\(^{12}\)Brubacher, op. cit., p. 514.

The development of a professional attitude among teachers and of a demand on the part of the public for thoroughly prepared candidates for teaching positions was a slow process. After state-supported normal schools were established, the better school districts began to employ their graduates, but the curriculums of the early normal schools were meager and there was little of what may be called professional spirit among teachers.

However, the Oswego Normal School was one of the early centers for the dissemination of a new spirit and attitude toward teaching. Head of the institution in the days of its greatest influence was Edward A. Sheldon. In the 1850's, the superintendent of the public schools in Oswego, New York became greatly interested in the improvement of the teaching process. He visited Europe, and while there became acquainted with the work of the Pestalozzian schools in which a new plan of teaching, based upon the so-called "object method", had been developed. Upon his return to his position in Oswego, Sheldon called the teachers of the city together for a series of meetings in which he explained the Pestalozzian method to them.

From this beginning, in 1861, there grew up the normal school in Oswego. Sheldon as the head of this school sent his graduates and members of his staff to many other institutions devoted to the preparation of teachers. Sheldon's methods proved to be unusually successful. By 1870, the
preparation of teachers in the entire United States entailed expenditures of $200,000. This indicates a substantial interest in the professional preparation for that date, although the amount seems small when compared with present expenditures for this purpose.\textsuperscript{14}

Sheldon, as head of the Oswego Normal School, sent his graduates out to many other institutions in which teacher preparation was of major importance, and in the years following the Civil War, most of the normal schools opened were staffed by persons who had studied under Sheldon at Oswego. Interest in the professional preparation for teachers was first aimed at those planning to teach in elementary schools, but by the end of the nineteenth century, the normal school had raised the level of their programs.\textsuperscript{15}

The Oswego movement helped start a drive for state supported institutions wholly devoted to training teachers. By the turn of the century, normal schools had grown in number and in their offerings as well. Philosophy of education, history of education, and educational psychology were included in almost all normal school curriculums by this time.\textsuperscript{16}

\textsuperscript{14}Russell and Judd, op. cit., pp. 384-385.
\textsuperscript{15}Ibid., p. 385.
\textsuperscript{16}Brubacher, op. cit., p. 511.
The beginning of the twentieth century saw the normal school a well established part of the American school system. The enrollment was small, and the rate of interruption of training was still high, but the normal school had become the primary agency for training high school teachers as well as elementary teachers. New concepts in education spread rapidly to the better school systems of the time.

Another interesting development in teacher training was the growth of the university department of education, such work began well before the Civil War. Nevertheless, it received its principal stimulus from the demand for college and university-trained high school teachers after 1865. The first permanent university chair of education seems to have been established at the University of Iowa in 1873. Actually, the chair developed out of the specific provision for a normal department made in the founding legislation of the university. Iowa built on the beginning to the establishment of a school of education in 1907. With the establishment of a permanent Chair of the Science and Art of Teaching at the University of Michigan in 1879, the idea of university instruction began to move forward, and increasingly institutions created similar chairs or departments for attracting potential secondary teachers or candidates for principalships.

\[17^{\text{Butts and Cremin, op. cit., p. 451.}}\]
At the beginning of the twentieth century, the fight for the establishment of the normal school had been won, but it was still necessary for its service to the public to be accepted. Accrediting agencies refused to accredit high schools which employed teachers without college degrees. When it was proposed to broaden the normal school curriculum, so that high school teachers would be equipped to give college-preparatory training to their students, this met with much opposition from colleges and universities who felt the normal schools were thus competing in their field. This precipitated violent debate among the leaders of education.

The American Association of Colleges adopted a set of standards for accrediting its members when it was organized after World War I. It set up admission requirements—high school graduation. It specified that completion of 120 semester hours of college work was necessary for graduation. The size of teacher-college facilities, their degrees and their teaching loads, proper libraries, and training schools for laboratory purposes were among other requirements necessary for accreditation.\textsuperscript{18}

Teaching was still not very highly regarded as a profession in the early twentieth century, one reason being the minimum requirements for certification provided by many

\textsuperscript{18}Brubacher, op. cit., p. 518.
state laws. Very few states required a bachelor's degree for certification as a high school teacher by 1920. Even the meager requirements of some states for two years of college work for a teaching certificate in the elementary schools were set aside by issuance of "emergency" or "temporary" certificates based on only a few semester hours of college work.\(^1\)

The certification of teachers in the early schools was vested in the local community in which the teacher taught. There was great unevenness in standards, and when a teacher moved from one community to another, monotony of frequent certification hastened the placing of powers of certification into a centralized body of the state. With centralization of teacher certification in the hands of the state, it was possible to use certification as an instrument to improve the quality of teachers. By 1920, certification not only covered the length of time one was to teach, but stipulated the grades and subject-matter to which it applied. Only a little more than half the states had adopted the policy of uniformity of teacher certification by 1924.\(^2\)


\(^2\)Ibid., p. 308.
The pattern of increasing certification requirements, however, had been definitely set, and the decade following 1936, witnessed continuing movement in this direction. Brief mention should be made of special requirements in education courses as part of the certification requirements. By 1930 more than three-quarters of the states had some form of certification requirements.21

Negro Teacher Education

The Negro colleges established immediately after the Civil War were in reality little more than "Folk Schools" at first. Their objectives were to train an educated ministry and to train teachers who would teach Negro children to read, write and cipher. Before the Civil War, laws had existed in the South which prohibited the education of Negroes (even, in some instances, slaves and freedmen).22

Schools were set up by the conquering forces of the Union Army as they moved through the South during the Civil War. Soon after the Union forces gained a foothold at Fortress Monroe, Virginia in 1861, a school was established by the American Missionary Association to train Negroes. The first teacher was Miss Mary L. Peake, a free woman of

21 Butts and Cremin, op. cit., p. 453.

color who had been educated in England. This was known as a "contraband school," and was the beginning of what was later to become Hampton Institute. 23

The first teachers of Negroes were, for the most part, white people who had graduated from the best Eastern schools. Therefore they ranked among the most able teachers of the country. From this beginning, the basic rudiments of reading and writing, the Negroes learned from their white friends to educate themselves. Important in this process, before the Civil War, were the "Sabbath Schools," which were supposed to "bring the blacks to salvation" by instructing them in the Bible. These teachers in the "Sabbath Schools" were allowed to teach reading and writing to the Negroes who were not permitted in any other institution. 24

The very early Negro teachers came from the ranks of those who attended the common schools and, in turn, taught other Negroes at the elementary school level. After the Civil War, the Negro private schools provided teachers through their high school and normal school programs.


Southern opposition to the instruction of slaves and the education of freedmen had been the direct result of the insurrection movements of the early nineteenth century. The revolts of Denmark Vesery in 1822 and Nat Turner in 1831 convinced the Southerners that it would be dangerous to allow the slaves access to abolition literature and that their education must be controlled.25

Most of the early Negro colleges had a normal department whose duty it was to prepare teachers for the Negro elementary schools. The growth of the high school largely influenced the normal school's growth. In the typical Negro community, the common school was extended gradually by adding grade by grade to the top level of the elementary school until the twelfth grade had been reached.

The increase in high school enrollment exceeded by far the ability of the four-year colleges to supply teachers in sufficient quantities to meet the demands. Not many of the Negroes who were trained in the white schools of the time went into the teaching field. J. B. Russworm, the first Negro college graduate in the United States (Bowdoin College, 1826) taught in a separate school for colored children in Boston. For twenty years following his graduation, only seven other Negroes were graduated from recognized colleges, and at the outbreak of the Civil War there

25Ibid., p. 159.
were but twenty-eight. 26

The normal school became the best source of supply for teachers to staff the under-supplied Negro high schools. Therefore, every school of higher learning either established a normal division in its program or became itself a normal school. The entrance requirements of these schools proved too difficult for all but a few, and for the first twenty-five years of their existence, enrollment in Negro colleges remained small. Between 1866 and 1870 there were forty-one Negro college graduates. In the five years between 1890 and 1895, this number has increased to five hundred and sixty-six. The small number of Negro college graduates in the earlier years indicates that the colleges were caring primarily for the basic needs of the newly emancipated races, educating people to train the growing population of free Negroes. 27

This means that the blacks did not attend four years in college but they would go one or two years and go out and teach. Most of the teachers were poorly trained but this was a start toward getting the Negroes formally educated.

27 Ibid., p. 163.

The summer institutes were of great help in giving adequate training to teachers, but even so the situation was far from satisfactory. The Freedman's Aid Society, along with various denominational boards, made efforts to establish schools any place they could to educate the freedman. On March 2, 1867, the First Congregational Church (white), under the approval of Congress, established a school in Washington, D.C., and on May 1, 1867 the normal department opened in a large frame building on Georgia Avenue that had been a German dance hall. Practically all of the other private colleges had equally inauspicious beginnings. A normal school was opened in Baltimore in 1869. The state of Alabama established a State Normal School for colored people at Montgomery, Alabama in 1874. This was the first, and for many years, the only state supported institution for higher education of Negroes. Hampton Institute was opened in Virginia in 1868 under the auspices of the American Missionary Association. In 1870 it was chartered by a special act of the Assembly of Virginia and thus became independent. The aim of Hampton Institute was to train selected youth who would go out and teach, not only by instruction but by setting examples, by acquiring their own homes and land, by replacing stupid drudgery with skill, and by earning for themselves the
dollars which would make them independent.28

The most urgent need of the colored schools was always for trained teachers. The supply depended mainly upon the secondary schools which were for the most part the private schools. Only Alabama, North Carolina, Virginia, and Maryland had state normal schools; so the majority of the trained colored teachers were coming from the private schools. There were far too few teachers available to meet the needs of the entire Negro population, and the training they were receiving was far below the standards which should be set in a teacher training institution. A survey of Negro colleges was made by Jessie Jones in 1916 which revealed for the first time the true condition of the Negro colleges. He concluded that the institutions claiming to give college educations to colored people were poorly equipped, ineffectively organized and administered, and devoted a major portion of their resources to secondary education, as college students actually represented only about ten percent of their total enrollment.29

Although the private schools attempted to bridge the gap, and provide the badly needed teachers, it was evident that they could not do the job alone. The poverty and inade-

28 Logan, op. cit., p. 217.

29 Jones, op. cit., p. 55.
quacy of the elementary schools for colored people were the responsibilities of public authorities. The public schools were the agencies required to supply basic elementary school education. State support was also badly needed for teacher-training classes, to replace or re-educate the poorly informed public school teachers who were incapable of supplying an adequate basic education to their pupils. It was clear that each state needed at least one well-equipped state normal school and smaller country schools to offer teacher training courses to local students.

Dubois, one of the outstanding Negro educators of this time, said, "Any kind of training, including vocational training, has for its antecedent, the common school as a foundation; and there could be no common school without teachers to teach it."30

The passage of the second Morrill Act established in 1858 in the seventeen states which segregated the races, land-grant colleges exclusively for Negroes. In spite of the fact that within three years after the act all seventeen Southern states had designated land-grant colleges for colored youths, the work on the collegiate level in these schools was very poor. Prior to 1916 none of the schools listed as land-grant schools offered work of college

In spite of the fact that the land-grant colleges were developed to promote and provide scientific instruction in the areas of agriculture and mechanical arts, in 1924 less than one-fifth of the students in these colleges were enrolled in these fields, and over three-fourths were enrolled in education and the arts and sciences. The Negro was at least beginning to refuse to accept his condition as inevitable, and was expressing unwillingness to be satisfied with token progress.

### A Look at the Present Situation

Careful planning of outlays would so much to improve Negro schools even in areas where amounts spent are ridiculously small. Even if school officials feel that nothing can be done without more money, it would be possible to expend present funds with much greater efficiency and provide much wider opportunities for Negro children. A plan calling only for interest and sympathy is better than no plan at all. However, the ideal system would be based upon the responsibility of the nation for financing schools for all of the nation's citizens. Federal appropriations, based upon the ability of the states to support adequate education for all of the children, would require an equal

---

31 Jones, op. cit., p. 17.
opportunity be provided for black and white children alike. State systems with large Negro populations, ideally, would have Negroes on policy-determining boards of education where determinations of policies and techniques are left to local authorities. Along with educational improvements, there should also be coordination with other agencies to provide housing, health, wages and working conditions for the masses of Negroes and whites.\textsuperscript{32}

The findings from surveys that were taken nationwide in 1930, 1940, and 1965 are that students enrolled through this period closely resembled each other. There have been three times as many women who attended Negro colleges as there have been men. All students expected to enter white-collar occupations, about half of them planning to be teachers after graduation. The students tested ranked in academic attainment well below all students in the country, showing that Negro students are less prepared for college level work. Therefore, the Negro students had to do remedial work on the college level.\textsuperscript{33}

Many of the nation's predominantly Negro colleges are handicapped by the same financial impoverishment which affected other small liberal arts and teachers colleges

\textsuperscript{32} Holmes, op. cit., pp. 205-207.

\textsuperscript{33} Holmes, op. cit., pp. 206-207.
throughout the 1920's and 1930's. It is to be hoped that the Negro colleges will be able to realize their potential for improvement as the other institutions have done. They have thus far been less successful, but it is hoped that social justice will be done and they will receive the assistance needed. It is the opinion of Earl J. McGrath that several hundred million dollars in addition to the usual support will be needed in the years immediately ahead. 34

Anyone who studies the nation's one hundred twenty-three predominantly Negro colleges will realize that they differ widely in quality and character as do all other institutions of higher education in America. If all of the American colleges and universities were ranked, more of the Negro institutions would fall in the lower than in the upper fifty percent. The Negro institutions are more preoccupied with teaching than with research. Most Negro college enroll a greater proportion of women than men, and they are less well prepared than those in other colleges. Their income and expenditures fall far below the proportion of the nation's students that they serve. Their faculties' salaries are generally lower than that of other

institutions in the country.

The majority of these Negro institutions are actually still segregated in fact if not legally. Some progress is being made slowly in integrating these schools now. It is necessary that still more steps are taken to equalize educational opportunities for all Americans. The right to education is as important to the welfare of all citizens as the right to vote, the right to work, or the right to live where he chooses. 35

35 Ibid., pp. 154-156.
CHAPTER IV

PHYSICAL EDUCATION AND PROFESSIONAL PREPARATION IN THE NEGRO COLLEGES

This chapter deals with physical education in general with emphasis on the following: professional preparation in the Negro colleges, required physical education in the Negro colleges, and a brief look at intercollegiate sports and games of some of the early black colleges.

Round Hill School at Northampton, Massachusetts, founded in 1823 was planned to combine the best influences of the German and French education theories. Much attention was given to developing the individual physically as well as morally, and there was a program including recreation, health, and gymnastics in addition to regular academic subjects. Charles Beck, a refugee of the German revolt, was employed as a teacher of Latin and gymnastics at Round Hill School. This was the first school in the United States to make gymnastic exercises part of their curriculum and provide an experienced specialist to instruct it. The whole school was divided into classes, and each
class received instructions in gymnastics three times weekly. Round Hill School encountered financial difficulties and closed in 1834.

At Harvard University, Charles Follen, a friend and fellow refugee of Beck, introduced gymnastics to that institution. The first college gymnasium was established at Harvard—an outdoor playground with apparatus and "marked off" places for running, jumping, and throwing. The gymnasium idea spread swiftly, and many secondary schools, as well as Yale, Amherst, Brown, Bowdoin and others organized outdoor gymnasiums.

However, in spite of gymnastics's early popularity, by 1830 hardly a school gave attention to physical training. Only the military schools made use of physical education in their program. The Fellenberg manual labor program, imported also from Europe, proved more suitable to the needs of a growing new country and the development of our frontier. Students learned through this system the dignity of work, became proficient in skills, and helped provide much needed money to help pay for their schooling.

The next years were ones of great expansion for America. The industrial revolution brought about changes in the tempo of living, and freed more people from total concentration on earning a living. Physical education began to witness a revival in the 1850's, from its near death in
the 1830's. This revival of the 1850's centered around sports and calisthenics which had been developing slowly, and the textbooks in physiology had been placing emphasis on the value of exercise in creating and maintaining better health. Also of great importance were the proclamations of Horace Mann, Henry Barnard, and others that exercise for health was not only good but necessary for a complete education.¹

Although physical education was not yet included in the school curriculum, it had gained in popularity and received some space in professional and general literature of the time. Herbert Spencer, whose works were widely read in America, emphasized the importance of physical education. Many magazine articles on health and hygiene were widely read by the people of the day. Many textbooks of physiology and manuals of calisthenics were also published.

It was during the period when articles and books were being published on the subject that the movement of intercollegiate athletics started along the road to public popularity. The idea of such athletics was, to the students, to have fun. There was no intention of attracting large crowds or publicity. Athletics were entirely a student-sponsored activity, and faculties showed marked indifference

to its promotion. Records are not quite clear as to when football got started in the United States, though there has been an account of a football game played by students of Yale in 1807. By the 1840's, students of Harvard, Amherst, Brown and Trinity played various versions of football in their interclass games. It did not become widely popular though, until the latter half of the nineteenth century. Baseball and rowing entered the intercollegiate picture during the second half of the nineteenth century also.

Before the Civil War exercise was encouraged to maintain better health. Horace Mann, Henry Barnard, and other educators were saying that exercise was necessary for health in the public schools. The 1890's can be considered the transitional years for physical education and teacher education in general. Up until the 1900's physical education was considered physical training, with emphasis on the developing of the body. In the twentieth century physical education was considered to help the total development of the individual. In the early twentieth century these are some important people in the developing of physical education: Clark Hetherington, Thomas Wood, Edwin B. Henderson, Charles McCloy, R. Tait McKenzie and many others. There was a professional preparational program in physical education.

John Harold Burr was the first to complete a study
on the professional curricula in health, physical education and recreation of Negro colleges and universities. His investigation in 1931 indicated a need for more adequately prepared Negro teachers on the level of collegiate education, and a need for more accurate knowledge of the status of the professional offerings in Negro institutions. He stressed in his study the importance of intra-departmental relationship, and listed yet unsolved problems in professional education of Negro teachers. Burr's study was a descriptive survey of eleven Negro colleges and universities. He collected his data by means of questionnaires sent to involved persons, and by examining college catalogues.

Harry Cornelius Graves conducted a study in 1933. By submitting questionnaires to involved personnel, and by examining college catalogues, he determined (1) the status of physical education in Negro high schools in Ohio, and (2) the relationship of this work to the State Department of Education and to the colleges and universities offering the professional curricula. Of the 262 questionnaires sent to high schools, there were 139 questionnaires returned. Data assembled from the returned questionnaires indicated

---

that secondary schools should be used by colleges and universities offering the professional curricula as laboratories for directed teaching in health and physical education. These data also indicated that there was need for better organization of the health and physical activities in the secondary schools; that athletics were more prominent than any other phase of the physical education programs; and that the administration favored the interscholastic athletic programs.\(^3\)

Herman N. Neilson in his investigation of the professional curricula of Negro colleges in 1936 followed Burr's approach, but also attempted to evaluate the professional health and physical education programs on the basis of the National Committee Report on Standards.\(^4\) Herman N. Neilson sent questionnaires to Negro institutions offering the professional curricula, receiving nine replies. The data from these questionnaires indicated that none of those institutions required a demonstration of motor skills in


the selection of major students; all required a health examination; there was need for more foundation sciences; they did not have staff members to handle both required and professional courses in health and physical education; their curricula in general needed revision in light of approved standards; they lacked equipment and facilities such as swimming pools, track and field facilities, etc.\(^5\)

Lamar Smith made a study in 1936 of twenty-eight Negro institutions by means of submitting questionnaires to involved persons, and by study of college catalogues, to gather facts which might be of help in the vocational guidance of Negro men who were interested in going into the profession of health and physical education. This study revealed that directors of these institutions were hampered in their effective performance of their professional work by extra duties of administrative nature, leaving them little time for research and writing.\(^6\)

In 1937 Elwood Bernard Boone made a study of eleven Negro colleges and universities offering professional programs, to determine the current practices in the profes-


sional curricula in regard to (1) organization and administra-
tion, and (2) types of experiences to which student 
teachers are exposed during their period of undergraduate 
preparation. His study concluded that the smaller insti-
tutions offering professional work had inadequate programs 
and failed to offer enriched directed-teacher opportunities, 
and that these weaknesses were also found in some of the 
larger institutions.

Oscar A. Moore made a study in 1938 of the duties 
and responsibilities of directors in health, physical 
education, and recreation in fifty-eight institutions of 
higher education for Negroes. Data were obtained by the 
method of submitting questionnaires to the directors, and 
studying the catalogues of these institutions. Data were 
obtained from institutions in nineteen of the twenty states 
where all-Negro colleges are found. Moore observed that 
the small the college and its faculty, the more numerous 
the duties of the directors of health, physical education 
and recreation, as institutions attempt to employ persons 
who can do several things well. He learned that few Negro 
directors have made contributions to the professional fields 
by means of research and writing. Their many duties and

———

7Elwood Bernard Boone, "Present Practices in the 
Supervision of Directed Teaching in Physical Education in 
Negro Institutions of Higher Learning," (unpublished Mas-
responsibilities, such as coaching, teaching, and supervising various physical education programs, often have prevented directors from performing an effective job in administration. The presidents seemed more concerned about the improvement of professional personnel, and less interested in improvement of salaries, rank, tenure, retirement pensions and insurance, and financial assistance in the advancement of graduate education among the staff. His questionnaire was not answered by a large percentage of the administrative officers.  

In 1937-38, Hewitt Willaims studied data from twenty colleges and universities, and concluded that there is need for improvement in the qualification of the personnel directing the professional programs. Similar to Moore's findings, he reported that the duties and responsibilities of the directors in Negro colleges and universities were too numerous for them to do a satisfactory job at any one thing or do any research on a large scale. The health and physical education required programs in these institutions were not satisfactory, nor were facilities and equipment. They did not meet the needs of the

students.\textsuperscript{9}

In 1938 Paul B. Cornely surveyed fifty-one Negro colleges and universities in order to determine the status of student health education and student health service programs. He collected the data for his study through personal interviews with college and university presidents, health and physical education directors, and teacher. He learned that in health services, forty-seven institutions had only part-time physicians, nineteen had full-time nurses and two had part-time nurses. The students were, as a rule, hastily examined and often the findings were not used in corrective and follow-up procedures. He found that in only one of thirty-nine institutions was information on hand for all basic procedures in the health examinations. He felt that administrators should show more concern about this aspect of student life, and that more personnel, funds, equipment, and facilities should be provided for this work.\textsuperscript{10}

Kenneth Lowell Johnson, influenced by Burr's and Neilson's studies, made a survey of twenty-nine Negro


Institutions in 1940 by means of submitting questionnaires to concerned persons and studying college catalogues. His findings when he attempted to evaluate these institutions by means of the standards of the National Committee on Standards (referred to on page 75 of this manuscript) were similar to those of Burr, Neilson and Williams. He called attention to weaknesses in curricula, course requirements and standards.\textsuperscript{11}

There have been fourteen stated studies done in physical education which covered a period of about twenty years. Most of them on the Master level. Furthermore, most all of the authors were black. This indicates that blacks were doing graduate work in physical education in the thirties. Again this shows that blacks were attending white schools long before this society thought about total school integration. Dr. Paul Cornely's Study, "The Status of Student Health Programs in Negro Colleges 1938-39," was made possible through a financial grant in the interest of health programs in Negro colleges and universities.

The private and semi-private schools which offered teacher training added professional physical education into their programs to satisfy accreditation requirements. This

was usually done with a minimum amount of change. Among thirty schools studied, only three indicated that they had instructors with physical education degrees when the program started. One possible explanation for this is that prior to 1924 no Negro institution offered professional preparation in physical education. The few Negroes who received training in this area attended Sargent School (women) or Springfield (men). These were usually teachers who were already employed in another teaching field. Therefore, by 1927 when the trend toward the requirement of physical education for certification became unanimous, there were not enough Negro physical education teachers to go around. In order the check on the progress of these colleges, it was necessary to conduct research studies dealing with health and physical education.¹²

However, there has been a more recent study done in 1962 on the Ph.D. level. This study dealt with the professional preparation of physical education in nine Negro colleges, and was done by Armistead A. Pierro at The University of Michigan. Pierro attempted to trace the history of professional preparation for physical education in nine Negro colleges and universities, and presented significant events in the history of teacher education in

the specific area of physical education among those selected colleges and universities. 13

It was felt that this study was needed inasmuch as there has been no other attempt to trace the development of professional preparation in these colleges and universities. Though much has been written about the Negro colleges in athletics, and some surveys made on various curricula, facilities and employment opportunities for Negro teachers of physical education, no history of professional preparation has been presented.

In the seventeen states in the South, there were seventeen land-grant colleges (primarily colleges of agriculture and mechanical arts). Also in these same southern states there were more than fifty other Negro colleges. All of these public and private institutions (along with some sub-standard normal schools) prepared teachers for the Negro elementary and secondary schools of the South. At some stage in their development, each of these institutions may have attempted to prepare teachers, but there has been no historical documentation of such attempts.

Leonard, Rice, Schwendener, and Van Dalen do not mention such a program among Negro schools.

The problem of establishing a standard curriculum in Negro institutions of higher learning offering professional preparation for physical education was a difficult one, as each state had its own unique certification requirements. Admission requirements in these colleges and universities also needed to be standardized. Generally, admission was limited to high school graduates who could present from fourteen to sixteen units of high school work and who possessed a mental capacity to handle college studies. There were some variations in certain schools—in some, a doctor's certificate of physical fitness was required, in others health was ignored. There were variances in the acceptance of the high schools from which the graduates come—some schools required that the high school be approved by the state, others that it be approved by a regional or national body for that particular location. Some of the schools required that the applicant be ranked within some

---

15 Rice, op. cit.
17 Val Dalen, et al., op. cit.
specific quartile of his graduating class, in some there was no mention of rank standing, and some students were admitted on the basis of their scholastic record, their standing on tests administered by the college, on recommendation of their principal, and evidences of maturity.

These variations in entrance requirements (which also led to variations in the later competence of graduates being turned out by the schools) have been in recent years somewhat eliminated. There is still much more work to be done, in order to insure the quality of graduates in the professional physical education programs of all Negro colleges and universities.

In 1840 when intercollegiate athletics was in its beginning stages, former players were usually designated as coaches. They were not trained in health and physical education. Usually this person had been trained in other academic fields—or none at all—and started qualifying for physical education on a piecemeal basis by attending summer schools. Teachers of physical education in these schools, like teachers in other fields, became more interested in professional growth, taking further academic preparation and getting subsequent advanced degrees. In recent years, staffs of these schools have increased considerably as has the quality of the academic preparation of these staffs. There is still a shortage of staff members with advanced
degrees: some of the schools studied had a person as head of the department who held only a master's degree, and there is a discouraging shortage of persons holding the doctoral degree.

One of the problems the Negro colleges and universities had to face, before they offered professional preparation for physical education was the struggle for uniformity in teacher certification. By 1932 some forty-five states certified teachers of physical education after a committee of the American Physical Education Association had formulated a code of standards which could be used as a model. Though most of the schools had compulsory separation of the races, few had separate certification requirements.

When the major program in physical education was started, the first courses were offered at Hampton and Tuskegee Institute, Tuskegee, Alabama. The facilities available for conducting the programs were considered by college authorities to be better than those which other departments had available to them when they began. It was soon discovered that these facilities were inadequate. For example, in 1924 only two Negro colleges had swimming pools or an indoor arena large enough for activities other than gymnastics. In those early years the schools relied upon community agencies for facilities. There has been some
gradual improvement in available facilities but there is still a need for further additions.

In the late 1930's a definite trend became noticeable. Demands were being made for physical education teachers and coaches who could qualify to teach academic subjects. This started a movement within the field to study the problem of the type of training which should be given. After many years of experimenting, discussing and studying, leaders and administrations are still not decided on which program is preferable--specialization or broad general training.

Since there had been no Negro schools offering professional preparation for physical education before 1924, the persons who offered instruction in these early schools were naturally trained at white schools. Their training was reflected in their teaching--the emphasis was on gymnastics with as much information about the human body as the student could absorb. The curricula were heavily weighted with science courses, especially the biological sciences, and the degree awarded was the bachelor of science degree. Between 1924 and 1939, serious thought was given by educators to lengthening the period of training in order to include more professional physical education and liberal arts courses without sacrificing any professional education training, but this posed no serious problem for the
Negro schools—they were too busy improving their own four-year programs. By 1940 there was no Negro college or university offering less than a four-year degree course in physical education. The demand for teachers of physical education in the elementary and secondary schools of the South, and the need for teachers who could teach in more than one area, encouraged the idea of a double major or minor among these schools. By the end of the 1950's, all of these schools had curricula in physical education which had an equal balance of liberal arts, science, and professional education.

The first school to offer a degree in physical education is not known by the author. However, Hampton Institution offered courses in physical education as early as 1865. Tuskegee Institute offered courses in 1885. It was not until 1924 that a degree in physical education was conferred in either white or black colleges.

All of the schools studied by Pierro showed a weakness in the area of professional preparation for physical education. The first two years were used to complete the basic science requirements and general requirements in liberal arts, and the major was started in the junior year. These weaknesses were: (1) what courses should be offered as majors courses, (2) and how to meet state certification requirements. The majors program was started in the junior
year and completed in the senior year. The science requirements were usually unstable. All majors programs differ from state to state. This was in part due to the fact that there was no common agreement among physical educators, what physical education consisted of as a major field of study. This was common for both whites and blacks in physical education.

While there has been a definite increase in the quality and quantity of the staffs of these colleges and universities in the years since 1946, there has been a lack of professionalization attached to members of the staffs who were active in the major programs. There seemed to be a scarcity of faculty members with the type of diversified training and experience to insure a continuous supply of professional-minded teachers of physical education. There appeared to be a lack of administrative support demonstrated in regards to the total physical education programs at some of the schools studied. The intercollegiate athletics, which were dominant in each school when the professional course was introduced, have retained a prominent position out of proportion to its value. This is not true at Alcorn College. Varsity sports received consideration in some of the schools to the exclusion of the professional preparation program. The emphasis was on major sports and not on professional preparation
(except for coaching) in some of the schools. Some staff members of these schools gave the impression that they felt more concerned with coaching football, basketball, track, etc., than the teaching of theory or practice courses.

The growth and development of professional preparation for physical education in Negro colleges and universities has been commendable, but it is by no means completely satisfactory. There have been areas of outstanding weaknesses in the programs of the colleges and universities selected for study. Though each of these schools was rated and approved as "A" by their particular state board of education, by 1950 they did not (as a group) meet certain standards recommended by the National Conference on Undergraduate Professional Physical Education, Health and Recreation of 1948. In many aspects of the programs, particularly facilities, staffs, and curricula there were still deficiencies which reflected a poor program. The lack of buildings, well trained teachers, and teachers with multi-duties. These things helped to weaken the program of physical education.

Negro colleges and universities like all other institutions of society, reflect the culture of the region in which they exist. With a very few exceptions, all of the Negro colleges and universities in the United States are in the South where the Negro's ascribed status as
"subordinate" and "inferior" has been accepted as inevitable by members of both races. While this attitude has been the source of much discontent, until recently it has not created any great amount of conflict. This fact is, however, that the Negro schools, public and private, do not measure up to accepted standards for American schools.

In public colleges and universities, the physical education programs have been below standards for several reasons, not the least of which has been the lack of sufficient funds and facilities, and the lack of properly trained personnel. The failure to allocate sufficient funds for schools maintained exclusively for colored people has resulted in an inferior quality of school at every level from the elementary school to the college.

For many years the physical education programs in Negro schools have had to content themselves with little or no facilities with which to carry on an indoor program. Most of the schools have had very little equipment forthcoming with which to conduct physical education programs. The athletic facilities were used for physical education also. Even with the use of those facilities the programs were still inadequate.

It seems that there has been insufficient concern given to the quality of physical education instructors employed. State certifying boards have sometimes permitted
persons to teach without proper credentials. Teachers have sometimes been hired for reasons other than their training and ability as teachers of physical education, but as a coach. In many instances they are paid on a scale which is lower than that of their counterparts in white institutions. This dual system has probably been an important cause of the poorer status of the Negro school.

The private schools which inaugurated physical education as a professional area in teacher education, have also been affected by the system and the cultural influence of the geographical location in which they find themselves. Though they may not agree that a certain type and quality of education is "sufficient" for the Negro and that a minimum amount of facilities and training will suffice this need, they are limited in their functions by state laws, by regulations of their community, and by sources of funds to implement a desirable program. These colleges have had to rely primarily on solicitations, gifts and cooperative fund-raising to carry on their programs, and unfortunately these sources of income have been inadequate to support such programs properly. While this limited type of education is highly undesirable, it is certainly better than no education at all.

The gymnasium is one of the most important facilities for conducting a professional program in physical education
(at least the indoor program), leadership is the other, and in many of the Negro colleges this facility either does not exist, is inadequate or is too poorly equipped to be functional. In some cases, the gymnasium suggests that the emphasis is on the major sports program and not on physical education. There are still some people associated with the professional education programs who consider athletics, intramurals, health education, and the service program to be professional physical education.

In private institutions, where funds had to be raised by solicitation, the money contributed tended to be used for things of interest to those contributing, such as auditoriums or assembly halls and only secondly a gymnasium, or perhaps an activity field which would serve as varsity football and baseball practice and playing field.

Most administrators in these schools appeared sympathetic toward physical education programs, but they seemed to consider them as "frill subjects" to be developed after the basic subjects are properly handled. Even though physical education was wholeheartedly endorsed by President John F. Kennedy, it seems that in the Negro colleges and universities it had not received the external stimulus to accord it the consideration which other areas have received.
Those who are engaged in professional preparation in the field of physical education itself have not professionalized the field to the extent that it commands the dignity and respect other areas have. There are too many persons actively engaged in the professional preparation programs who barely have the academic qualifications to teach professional courses. There are still many Negro colleges which offer professional preparation programs without a single staff member with a doctorate even though the staff is large. It is gratifying to note that increasing numbers are moving up to the master's degree level, but for most of them this will probably signal the end to their formal education.

One of the facts that may tend to contribute to the lack of qualified teachers is that college teachers, unlike secondary and elementary school teachers, are not required by law to meet certification standards. Too, more often than not, the teacher is employed for reasons other than what they are qualified to do. Some of the reasons may be: (1) lack of money to pay qualified people; (2) lack of trained people available; and (3) persons hired to coach with incidental teaching duties.

The last twelve pages were a brief summary from the dissertation entitled "Professional Preparation of Physical Education for Nine (9) Negro Colleges." The writer hopes
that one can see that some things have been changed, but improvement is still needed.

PHYSICAL EDUCATION IN THE NEGRO COLLEGES

Unlike the evolution in white colleges and universities, professional preparation in physical education in Negro institutions of higher learning was added to curricula in those schools which had teacher training programs in other fields well under way. There was no special training for Negro teachers of physical education such as that established by Dio Lewis, Dudley Sargent, William Anderson and Watson Savage.¹⁸ Negroses went to Sargent's Normal School and the Harvard Summer School and Chautauqua, which then gave certificates but no degrees. Mr. Henderson related in a letter to the author that some blacks went to Sargent's Summer School.¹⁹ Among the blacks that attended Harvard summer school were: Edwin Bancroft Henderson, Amelia Roberts from Tuskegee, and Anita J. Turner. Moreover, A. Molineaux Hewlett was the first black teacher of physical education at Harvard


University, 1859 to 1871. These people received a strong background in gymnastics which dealt with command-response type materials.

According to Clarance B. VanWyck the Harvard summer school offered a wide variety of subjects. They gave instruction in the use of Indian Club gymnastics and tumbles. Moreover, the courses of instruction consisted of lectures, examinations, and exercises condensed from the work of winter courses. A new spectrum of exercises were adapted for the needs of young children. Furthermore, adjoining the gymnasium was the athletic grounds and bathhouses, and the river. This gave exceptional facilities for instruction in out-of-door sports and games.

In the Negro colleges no thought was given to physical education as a teaching field until well into the twentieth century. Although Negroes attended white colleges and universities in parts of the country prior to the turn of the century, there is no evidence that they were preparing to teach physical education. DuBois reports that by 1900 a total of 390 Negroes had graduated.

---


from seventy-three white American colleges, but there was no indication that any of these were prepared in the area of physical education, nor were any of the normal schools of physical education mentioned in his list of seventy-three schools.\textsuperscript{22}

It appears that in the beginnings of the Negro institutions, they were aware of the necessity for including physical education in their programs, but their ideas of physical education were vague and provincial.

In the following statements is a brief mentioning of the required program in health and physical education at early black colleges. These statements are just an attempt to mention some of the various programs and the college requirements.

In 1934 Donald D.B. Portor completed a study on the required health and physical education program in fifty-three Negro colleges and universities by means of questionnaires submitted to involved personnel and examination of college catalogues. Porter ascertained facts regarding the nature and scope of the required programs for college students in order that he might suggest more desirable goals and ways by which such goals could be reached. His investigation indicated that supervision of the required

\textsuperscript{22}DuBois, op. cit., pp. 28-37.
health and physical education programs in Negro colleges and universities was needed, and that the content of the various courses was inadequate because the teachers had multi-duties and lacked proper training in health and physical education, and there was lack of money by the colleges and universities to purchase good textbooks.23

A survey of the historical aspect of the required health and physical education in Negro colleges was completed by Clifford H. Evans, Jr. in 1935. He acquired his data by submitting questionnaires to involved personnel, and by studying college catalogues. His investigation of thirty-one Negro colleges and universities revealed that health and physical education had its early beginning for Negroes at Ashmun Institute in 1854. This institution is known now as Wilberforce University. Evans' brief analysis of Negro institutions suggested a need for more extensive studies of health, physical education, recreation, and athletic associations.24

An evaluation of the required programs in health and physical education for men in accredited Negro colleges


and universities was attempted by Frank L. Forbes in 1935. His survey (again using questionnaires submitted to concerned persons and a search of college catalogues indicated that it was difficult to establish definite criteria for Negro institutions located in different geographical areas. Factors within a state may even determine necessary differences in curricula offerings. Data for Forbes' study were obtained from forty-three Negro colleges and universities.²⁵

In 1935 Jennie Austin Fletcher studied and reported on the required health and physical education programs of fifty Negro colleges and universities. Her data was obtained by means of questionnaires and study of college catalogues. The health and physical education offerings of "Class A" and "Class B" Negro institutions (ratings set up by the accreditation association) were studies to determine the nature and direction of the programs. Data from this survey showed that much of this type of required health and physical education, known as service courses, was poorly done. It showed that more emphasis should be given to the practical aspects of the programs and

less on the theory.²⁶

Let us look at intercollegiate sports and games of some of the early black colleges. Most of these colleges offered some form of physical education requirements, but the programs consisted of a large number of games.

Health and hygiene was still linked with military science. It was primarily to aid in the development of the individuals, to prepare them to have well-functioning bodies, rather than for what they were to transmit to their future students.

Hampton Institute, founded by General Samuel Chapman Armstrong, was based on the principle of "learning by doing" and "education for life," and good physical fitness was the prime requisite. As early as 1870 physiology was in the required program, and in 1895 a course in personal hygiene was offered, dealing with such personal topics as exercises, habits, and nutrition. In 1901 these two courses were combined into a hygiene course that had for its aim the health of school children. Shortly before the turn of the twentieth century, special instruction was offered in gymnastics. Special courses were offered for graduates of the high school who wished to fit themselves

for advanced work in gymnastics.27

At Tuskegee Institute, the evolution of the program followed the pattern of Hampton very closely. The program for men involved mainly drills and exercises connected with the military program. Their early gymnastics program was provided only for women. Later physical education for men involved football and baseball as well as the military program.

Intercollegiate sports in the Negro colleges preceded the professional physical education program by more than twenty years so when the major programs began, the schools had some semblance of the necessary facilities for carrying on the program. Usually the intercollegiate teams had a home field on which they played their games, and all of the schools had a so-called gymnasium. These gymnasiums were little more than oversized rooms which were set apart for calisthenics and exercise. The physical education programs were out-of-door programs mainly. There has been a gradual improvement of facilities through the years, though there is still room for further improvement. The improvement should come first in the quality of the teachers, better facilities and more equipment.28

At Morgan College, in Baltimore, Maryland, the

27Hampton Institute Bulletin, 1901, p. 29.
28Pierro, op. cit., pp. 97-102
students participated in baseball, wrestling, boxing, and took "walks." These walks consisted of a group of students going together the forty miles to Howard University campus, spending the night there, and walking back to Baltimore the next day. Howard students then returned the trip at later date. The women at Morgan were not neglected—a physical education instructor for women was hired in 1921. Prior to that time, Morgan had a girls' basketball team coached by volunteer coaches.  

Most of the remaining Negro colleges in the country had either no physical education requirement, or interpreted such activities as physiology, hygiene, and athletics as physical education, to satisfy the requirements of the few states which demanded physical education for certification. After 1916, many Negro land-grant colleges included the teacher training program in their curricula and, consequently had to include physical education in their program.  

Howard University, Washington, D.C., had required physical education from its beginning in 1869, but it was tied in with military science. Both were taught by the

29 Morgan College Bulletin, 1921-1922, p. 3.  
same teacher, and it was a requirement for all male students. Classes were conducted on the open playfield and in the basement of Spalding Hall (a classroom building). In addition to regular graded gymnastic work, they received instruction in apparatus work, games, dancing, and lectures on physiology and hygiene. This was performed under supervision of the physical director. Even in 1924, when physical education at Howard was placed under the School of Public Health and Hygiene it was still linked with military science.

Tuskegee Institute had no organized educational program for men until well into the twentieth century. Cleveland L. Abbott came to Tuskegee Institute to teach agriculture in 1917, and organized an intramural football team within the agriculture department, and this team defeated the varsity football team that year. After the interruption of World War I, Abbott returned to Tuskegee as director of physical education in 1923. Under his leadership, by 1972 Tuskegee was well on the way to developing a program of physical education for men and women. In 1931, the gymnasium (Logan Hall) was completed and the program was expanded still further.31

As early as the last quarter of the nineteenth century, the students at Wilberforce University, Wilberforce, Ohio began participation in intercollegiate athletics. They experienced an over-emphasis in the field of athletics which caused much debate among faculty members, and this conflict wasn't resolved and athletics brought under control until later years. By 1923, the physical education department had expanded, completing Beacon Gymnasium, and was bidding strongly to offer a professional preparation course in the field.³²

It is important to note the problems black colleges were having in order to get physical education and athletics started. But the white colleges were having similar problems along the same lines. Due to better trained teachers, coaches and some more funds, many of these problems have been solved. However, the situation is a long way from being ideal.

CHAPTER V

THE BASIC INSTRUCTIONAL PROGRAM AND INTRAMURAL PROGRAM AT ALCORN A. AND M. COLLEGE

BASIC INSTRUCTIONAL PROGRAM

From 1871 to 1895, a period of twenty-four years, there was no statement about physical education or sports in the college catalogues. But in 1896 the following statement was made: "Athletics are in the hands of a professor, and efforts are being made by the faculty to put them on a footing with those of the leading colleges of the country. Interclass and inter-collegiate matches are encouraged. The aim is to increase the body vigor, the quickness of vision and intellect of the student, encourage honesty in dealing with others, as well as to give the college advertisement abroad. There is also a healthful and friendly spirit begotten through these matches."¹ The professor was not identified, but it was not a physical educator, because physical education did not have its beginning at Alcorn College until 1948. W. J. Porter, Jr. was the first physical education instructor in 1935.

This statement was continued from 1896 in every catalogue until 1948. In 1928, these physical education courses were offered for the first time:

Physical Education 101, 1 hour
Physical Education 102, Theories of Play, 1 hour
Physical Education 103, Hygienics, 1 hour
Physical Education 104, Games and Athletics, 2 hours
Physical Education 105, Folk Dances, 2 hours
Physical Education 106, Administration and Organization, 2 hours.  

Students (both male and female) who were majoring in teacher education could select two out of these four courses—Theories of Play, Games and Athletics, Folk Dances, and Administration and Organization. But all students, except those who were officially excused by the college physician and World War I veterans, had to take four semesters of physical education during the freshman and sophomore years. A health course, Health A I, was introduced in 1928 and was taught by M. Luther Smith, an M.D. graduate from Meharry Medical College in Nashville, Tennessee. The health course dealt with personal and community health. Credit earned in Health A I did not count toward graduation at Alcorn College until the

---

²Ibid, 1928, p. 27.
³Ibid., 1928, p. 29.
student had satisfied the institution's general physical education requirements for freshmen and sophomores.

From 1928 to 1947, the requirements were the same and the athletics and sports statement remained the same. However, in 1948 the courses were changed. Two individual activities, two team sports, one rhythmic or competitive activity, and one free elective from either group was required. The hours would vary according to what activity the student had selected. The activities were basketball, football, softball, field hockey, tumbling, dancing, group games, volleyball, and tennis. These courses or activities were taught by J. E. Scott, James L. Lowery, Dwight Fisher, Jewel Allen, and Marios S. Ray. All classes in physical education were coeducational except football and hockey. However in 1962 the service classes in physical education were designed for the development of neuromuscular skills through selected activities in sports and hygiene classes designed to teach desirable health habits and attitudes. This statement was true from 1962 to the present.

Military science was a requirement for all male students at Alcorn College for two semesters before graduation. This was a one hour course which consisted of marching, obstacle courses, and a history of various military procedures.

---

4 Ibid., 1948, p. 80.

5 Ibid., 1962, p. 45.
This requirement was in effect from 1928 to the present, and was taught by the physical education faculty until 1970. In 1970, the Reserve Officers Training Corps was created at Alcorn College. Since that time military science has been taught by the R.O.T.C. officers. In 1962, the women were required to take physical education activities (P.E.A.) for two semesters before graduation. This was an additional requirement for physical education for women. They still had to take four semesters of physical education requirement. The P.E.A. course consisted of rules, regulations, and how to play a variety of different sports. The required program has remained unchanged to the present for non-physical education majors, except that the Health A I, a one hour course, has been changed to a three hour course. 6

The basic instruction program for non-physical education majors has remained somewhat stable from 1928 to the present. From 1928 to 1957, physical education classes were conducted in a large building called the Industrial Arts Building. This building was large enough for a basketball court, a small number of chairs, one office, one small storage room, one women's and one men's shower rooms. The other class facilities were outdoors. Physical education classes were held on the gym floor and out-of-doors on large playing fields and two tennis courts, surrounded by a vast wooded area.

6Ibid., 1960, p. 57.
Under the direction of President John D. Boyd in 1958, the present gymnasium was built. According to Dr. Boyd, the school enrollment at that time was 300. The size of the gymnasium was based on the school's then-current enrollment, and was built to hold 1,000 persons. The building housed the offices and classrooms of the Department of Physical Education. The building is used to show motion pictures, stage dramas, handle basketball games, dances, and as an assembly hall. It has two classrooms, six offices, two dressing rooms and five showers. The physical education activities which are taught here are: 1) walled handball, 2) basketball, 3) dancing, 4) badminton, 5) paddle tennis, and 6) shuffle board. The gym floor is a regulation size floor. The other activities courts are put on the gymnasium floor by using tape. However, the building is too small to accommodate the size and number of classes and to house athletics. The classrooms are not equipped to use visual aids or film materials. There has been no recent renovation. At the time it was erected, the building was capable of meeting the needs of the school. The late Dr. Eugene E. Simmons helped to get physical education off to an excellent start in the new facility. He started working in the physical education department in 1957, and because he had just completed his doctoral degree at Springfield College, he was more concerned about physical education than about sports.7

7Personal interview, Dr. John Boyd, January 16, 1972.
INTRAMURAL PROGRAM

Games had their beginning at Alcorn College in 1871. It was the first time students at the college and Alcorn high school engaged in some form of sports or entertainment. These games or activities were not supervised by any particular staff member or student. But intramural games were encouraged by the faculty. In 1917, the aims of the intramurals were to increase the body vigor, the quickness of mind and intellect of the students, and to encourage honesty in dealing with others. There was also a healthful social friendly spirit begotten through these meets. But no specific sports were mentioned in the catalog. However, personal interviews with former students have supplied the writer with the sports. They were softball, track, baseball and volley ball. This was continued from 1917 to 1950.

In 1950, intramural activities had expanded to include softball, basketball, football, volleyball, tennis, track, archery, gymnastics, and various other group and individual sports. All students, both male and female were encouraged to participate. Some intramural games were played by one one

---

8 Dunham, op. cit., p. 148.

9 Alcorn Catalog, op. cit., 1917-1918, p. 34.
sex, such as football and crosscountry running, of course. Tournaments were held, and rewards were offered in each sport. 10

From 1950 to 1970, there has not been any major change in the intramural program. The intramural program has been supervised by various physical education faculty members. For example, the basketball coach may supervise basketball during basketball seasons. This usually is not a large job because the physical education majors conduct the program. The students set up these various intramural programs at the start of the school year. The officials are chosen from projects classes within the department of physical education. The girls usually have a lady, someone from the dormitory. For supervisory purposes, the athletes usually help in this capacity. Their duties are to help control the crowd, show students to their seats, and give first aid if necessary.

In the following paragraphs will be the results of personal interviews with former students and the present coaching staff. They were asked to discuss their thoughts and ideas about the intramural program at Alcorn College. Former Students

According to Robert Bowles, the intramural program leaves a few things to be desired because it has only one

10Ibid., 1950, p. 63.
major sport, basketball and a few others, track, touch football and softball. This is due to the lack of incentive and awards.\textsuperscript{11}

Odell Jenkins thinks the intramural program is poor and it could be improved by more funds.\textsuperscript{12}

Alford Arrington feels that the intramural program is weak due to the lack of facilities and personnel. Funds would help improve the whole setting.\textsuperscript{13}

Jerome L. Burton states that the intramural program is good but needs promotion by the administration to help the situation.\textsuperscript{14}

\textbf{Coaches}

Dr. Grant Dungee says the intramural program is not as strong as they would like it to be; this is due to the lack of staff.\textsuperscript{15}

Coach Johnny Spinks indicated that the intramural program is poor because of the lack of interest. The person that runs the intramural program should not have any teaching duties to interfere.\textsuperscript{16}

\textsuperscript{11}Personal interview, Robert Bowles, January 7, 1972.
\textsuperscript{12}Personal interview, Odell Jenkins, January 7, 1972.
\textsuperscript{13}Personal interview, Alford Arrington, January 7, 1972.
\textsuperscript{14}Personal interview, Jerome Burton, January 7, 1972.
\textsuperscript{15}Personal interview, Grant Dungee, January 6, 1972.
\textsuperscript{16}Personal Interview, Johnny Spinks, January 7, 1972.
Coach Archie Cooley, Jr. Feels that the intramural program has suffered from the lack of facilities and equipment. 17

Coach T. Danzy says the intramural program is good on paper, but in reality it is poor because the coaches do not have the time to donate to it. 18

Mrs. Mark Smith states that she was not aware of an organized intramural program. 19

Coach Marino Caserm stated that the intramural program is poor and needs improvement. 20

It is true that all of the people interviewed in the course of collecting data have not been mentioned in the paper. But the writer hopes that the reader has caught the trend of opinions.

There is an agreement of opinions on the status of the intramural program. This is because almost everyone interviewed felt that money could improve the program. Another important thing is leadership. An intramural director would also help to improve the total intramural program. However,

19 Personal interview, Mrs. Mark Smith, January 7, 1972.
20 Personal interview, Marino Casem, January 16, 1972.
there is a lack of clarification of the function and purposes of the intramural program. The present faculty in physical education is working on an intramural handbook. In this book, they are trying to put in writing the purposes, objectives and outcome of such a program. Moreover, at the present time, the physical education department is trying to hire an intermural director. If they are successful, it will be the first time in the history of the school.
CHAPTER VI

THE PROFESSIONAL PREPARATION PROGRAM OF PHYSICAL EDUCATION AT ALCORN A. AND M. COLLEGE

THE MAJOR CURRICULUM

The major program in physical education at Alcorn A. and M. College started in 1948. The Department of Health and Physical Education was created in 1948 and became a part of the Division of Education that year. It has not been under any other department at Alcorn College.

At that time, its aims were: (1) to prepare prospective teachers in the field of health and physical education; (2) train athletic coaches; (3) to provide an adequate health service set-up for the promotion, maintenance and conservation of the health of the student in terms of the scope of health education; and (4) to provide opportunities for all students, faculty members and personnel of the college to engage in activities that were physically wholesome, mentally stimulating and satisfying, and socially sound through the provision of indoor and outdoor facilities. The fourth aim was taken directly from the writings of the prominent physical educator, Jesse Feiring Williams.

---

1 Alcorn Catalogue, op. cit., 1948, p. 74.
Alcorn College's curriculum was designed to prepare men and women to teach in the field of health education, physical education and recreation, and secondly to meet the state certification requirements. The degree of Bachelor of Science in Health and Physical Education was conferred upon the student who successfully fulfilled the requirements of the College department.

Following were the first curriculum requirements in 1941:

**Freshman Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Cr.Hrs.</th>
<th>Second Semester</th>
<th>Cr.Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 211 (Composition)</td>
<td>3</td>
<td>English 212 (Composition)</td>
<td>3</td>
</tr>
<tr>
<td>Biology 111 (Zoology)</td>
<td>4</td>
<td>History 221 (American)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 111 (General)</td>
<td>3</td>
<td>Biology 112 (Botany)</td>
<td>4</td>
</tr>
<tr>
<td>Geography 231 (Elements)</td>
<td>3</td>
<td>Mathematics 112 (College Algebra)</td>
<td>3</td>
</tr>
<tr>
<td>Freshman Orientation 111</td>
<td>3</td>
<td>Geography 232 (North American)</td>
<td>3</td>
</tr>
<tr>
<td>Health &amp; Phys. Educ. 211 (General Physical Educ. Activity)</td>
<td>1</td>
<td>Health &amp; Phys. Educ. 212 (General Physical Educ. Activity)</td>
<td>1</td>
</tr>
</tbody>
</table>

---

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>
### Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 221 (Advanced Composition)</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 111 (General)</td>
<td>4</td>
</tr>
<tr>
<td>Sociology 231 (Introduct.)</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 221 (General)</td>
<td>3</td>
</tr>
<tr>
<td>Health &amp; Phys. Educ. 223 (Tap &amp; Clog Dancing)</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
</tr>
</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 223 (Principles of Secondary)</td>
<td>3</td>
</tr>
<tr>
<td>Biology 121 (Comparative Anatomy)</td>
<td>4</td>
</tr>
<tr>
<td>Health &amp; Phys. Educ. 230A (Human Anatomy and Human Physiology)</td>
<td>4</td>
</tr>
<tr>
<td>Education 224 (Principles of High School)</td>
<td>3</td>
</tr>
<tr>
<td>Biology 122 (Comparative Anatomy)</td>
<td>4</td>
</tr>
<tr>
<td>Health &amp; Phys. Educ. 230B (Human Anatomy and Human Physiology)</td>
<td>4</td>
</tr>
</tbody>
</table>
(Junior Year, Cont.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health &amp; Phys. Educ. 234</td>
<td>1</td>
</tr>
<tr>
<td>(Theory &amp; Practice in Phys. Educ. for Men)</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Phys. Educ. 237</td>
<td>1</td>
</tr>
<tr>
<td>(Folk Dancing)</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Phys. Educ. 236</td>
<td>1</td>
</tr>
<tr>
<td>(Theory &amp; Practice in Phys. Educ. for Men)</td>
<td></td>
</tr>
</tbody>
</table>

Senior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 234 (Principles of High School Teaching)</td>
<td>3</td>
</tr>
<tr>
<td>Health &amp; Phys. Educ. 244</td>
<td>2</td>
</tr>
<tr>
<td>(Organiz. &amp; Administration of Physical Education)</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Phys. Educ. 246</td>
<td>2</td>
</tr>
<tr>
<td>(Kinesiology)</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Phys. Educ. 241</td>
<td>2</td>
</tr>
<tr>
<td>(Athletic Coaching and Officiating)</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Phys. Educ. 248</td>
<td>2</td>
</tr>
<tr>
<td>(Corrective Physical Education)</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Phys. Educ. 243</td>
<td>2</td>
</tr>
<tr>
<td>(Folk Festival for Women)</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Phys. Educ. 241A</td>
<td>2</td>
</tr>
<tr>
<td>(Athletic Training, Massage, Safety and First Aid)</td>
<td></td>
</tr>
</tbody>
</table>

---

3 Catalogue, op. cit., 1948, pp. 80-81
Curriculum requirements as outlined on the three preceding pages are taken from Alcorn A. and M. College Catalogue of 1948. Following are brief descriptions of some of these courses:

237. Folk Dancing. 1 hr. cr.

Folkways and mannerisms of different people shown through their folk dancing.

211, 212, 221, 222. Activity. 1 hr. cr. each semester.

Emphasis upon the development of game skill and recreational activities having carry-over values.

223. Tap & Clog Dancing. 1 hr. cr.

This course is designed to teach the fundamentals of tap and clog dancing. The various buck dances, eccentric waltz, military clog and soft-shoe regimes are studied in theory and practice. The use of appropriate music in each case is considered.

224. Technique of Modern Dance. 1 hr. cr.

Fundamental movements of Modern Dance. Techniques as they relate to certain moods and fancies.

230A-230B. Human Anatomy and Human Physiology. 4 hr. cr. each semester.

This course aims to give anatomical information basic to a thorough understanding of the mechanical problems in gymnastics and athletics, as well as a knowledge of circulation, digestion, nutrition, respiration, excretion, together with the physiology of muscles and nerves.
235-236. Theory and Practice in Physical Education for Men. 2 hrs. cr. each semester.

Theory and practice in strategy and skills involved in football, basketball, touch football, baseball, volleyball, tennis, track and various intramural sports.

233-234. Theory and Practice for Women. 2 hrs. cr. each semester.

Study and practice in field hockey, soccer, basketball, baseball, tennis, track and field minor sports, and lead up games. Emphasis on rules and regulations and on officiating.

238. Recreational Leadership. 1 hr. cr.

Deals with the conduct of playgrounds; the operation of community centers; the promotion and planning of special holiday celebrations, pageants and festivals; development of community programs in music, etc.; and recreation for special groups.


Materials and methods for teaching health in public schools. Special consideration given to conditions in rural areas. Health conditions affecting home and school relationships are stressed.

245. Evaluation Procedures in Physical Education. 2 hrs. cr.

Physical efficiency, motor ability and common tests used in Physical Education; statistical methods applied to physical education measurement.
241-242. Athletic Coaching and Officiating. 2 hrs. cr. each semester.

These courses are designed for advanced students desiring to coach major sports. The underlying principles of each sport will be considered with the various popular systems of play and the latest technique in coaching, conditioning and care of athletes, including massage, physiotherapy, taping, care of injuries and protective equipment. Emphasis will also be placed on interpretation of rules and the techniques of officiating.

232. Principles of Physical Education. 2 hrs. cr.

The scope and significance of physical education in our modern school program. A survey of the more significant influences which serve as a foundation for theory and practice. The implications of these factors with respect to present day trends in physical education.

246. Observation and Practice Teaching. Prerequisites: Senior standing in the college. 3 hrs. cr.

This course consists of directed observation and actual class teaching under supervision.

244. Organization and Administration. 2 hrs. cr.

The relation of the field of Physical Education to Modern Education theory. Details of the organization of physical education activities, organization and classification of pupils and emphasis on the arrangement and construction of equipment and planning of school programs.

A study of the effects of physical education activities on the human organism, and the physiological bases of the program construction.

248. Corrective Physical Education. Prerequisite: Health and Physical Education 246. 2 hrs. cr.

Study of body mechanisms and of the causes and treatment of correctible deviations from the normal.


A study of the science of muscular movement and mechanics.

243. Folk Festival. 2 hrs. cr.

Study of folklore, festival and pageants. An original folk festival or pageant is required from each student.

241A. First Aid. 2 hrs. cr.

A study of the techniques of first aid to the injured in home, school and community. Emphasis is placed upon the practice of safety measures.

It took 132 semester hours to graduate from Alcorn College in 1948 with a major in physical education. The course hour requirement in the major area was 45 semester hours. The courses and hours remained constant until

---

4Ibid., 1948, pp. 81-85.
New courses offered in 1960 which reflected changes in emphasis in the curriculum at Alcorn College were as follows:

PE 213. Practice Projects. 2 hrs. cr.

This course is designed to integrate practical experience for sophomore physical education majors, including the promotion of activities and coaching of intramural sports. Guidance in professional thinking and coaching is also provided.

PE 356. Tests and Measurements in Health and Physical Education. 3 hrs. cr.

Acquaints the student with the various principles and techniques of appraising the outcomes of instruction in health and physical education. Emphasis is placed upon selecting and constructing, administering, and interpreting the results of evaluation devices.

PE 417. Directed Teaching. 3 hrs. cr.

This course provides for participation in teaching all classes, complete responsibility of organizing classes, and organization and selection of teaching material.

PE 418. Directed Teaching. 3 hrs. cr.

A continuation of PE 417, in which the student worked in a high school for six weeks as a physical education teacher under the supervision of a directing teacher.

PE 438. School and Community Health Problems. 3 hrs. cr.

This course embraces an analysis of the scope of the school health program and activities and their relationships
with the family and the community. Value of the school health program, history, and setting up of such a program for the school are constituent elements of this course.

PE 447. Research in Health and Physical Education. 2 hrs. cr.

Familiarizes the student with the nature and purposes of various techniques and methods of research in physical education. Problems are selected for group analysis.

PE 448. Research in Health and Physical Education. 2 hrs. cr.

A continuation of PE 447. Each student selects or is assigned a problem which is developed and completed as an individual project.

PE 467. Physical Education for the Handicapped. 2 hrs. cr.

This course is designed to teach methods of determining the physical needs of an individual through a thorough knowledge of the techniques of physical inspection with special emphasis on setting up programs for the handicapped.5

These new courses showed that the Department of Physical Education had adjusted to a broader field of knowledge. These courses help students to be better prepared for a teaching position in various schools. The graduates are better able to take advantage of new research in the field of physical education.

5Ibid., 1960, pp. 84-87.
In 1960 there were also course hour changes. These changes were made in order to 1) give the students more class contact in each course, 2) give the students the opportunity to minor in other areas, and 3) to give more meaning to each course by requiring more hours for certain courses. The basic structure and purposes of the courses were primarily the same as always. Course hours changed in 1960 in the Department of Physical Education were as follows:

Principles of Physical Education was increased from 2 to 3 hours because the course met three times a week for 50 minutes each meeting. This was true with all courses which had an hour change. Dancing changed from four classes which consisted of three one-hour classes and one two-hour class. This class is just a three hour class. First Aid and Safety changed from two two-hour courses to one three-hour course. Methods and Materials in Health and Physical Education, Organization and Administration, Recreation Leadership, and Kinesiology all were changed from two to three hours.

Furthermore, the course numbers were changed to give the students an indication when he should be taking certain courses. For example, all of the one hundred level courses were for freshmen, two hundred courses were for sophomores, three hundred level courses for juniors, and the four hundred level were offered during the senior year.

It should be noted that there were no course changes until 1962. At that time, these courses were dropped.
Biology 121-122 (Comparative Anatomy) 4 hr. cr.
H&PE 237 (Folk Dancing) 1 hr. cr.
H&PE 243 (Folk Festival for Women) 1 hr. cr.
H&PE 211, 212, 221, 222 (Activity) 1 hr. each semester
H&PE 241A-241B (Athletic Training, Massage, Safety and First Aid) 2 cr. hr.
H&PE 248 (Corrective Physical Education) 2 hr. cr.
In 1970 Mental Hygiene (1 hr. cr.) was dropped.
Students majoring in health and physical education at the present time take a variety of courses including a minimum of 45 hours in the area of health and physical education, 18 hours in science, and up to 19 hours of electives. The Bachelor of Science degree is offered to those students who complete the outlined program of study and meet the specific requirements of the division and the general requirements of the institution. A total of 132 hours is required.

In 1962, these are the courses that were offered in the Health and Physical Education curriculum from the freshman year to the end of the senior year:

---

### Freshman Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Cr. Hr.</th>
<th>Second Semester</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI. 111 General Biology</td>
<td>3</td>
<td>AR 214 Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>EN 111 Composition</td>
<td>3</td>
<td>BI 112 Gen'l. Biology</td>
<td>3</td>
</tr>
<tr>
<td>MA 111 Gen'l. Mathematics</td>
<td>3</td>
<td>EN 112 Composition</td>
<td>3</td>
</tr>
<tr>
<td>OR 101 Student Adjustment</td>
<td>1</td>
<td>OR 112 Physical Educ. Activities</td>
<td>1</td>
</tr>
<tr>
<td>OR 111 Physical Education Activities</td>
<td>1</td>
<td>OR 122 Health</td>
<td>1</td>
</tr>
<tr>
<td>PE 21e Projects</td>
<td>1</td>
<td>PE 214 Projects</td>
<td>1</td>
</tr>
<tr>
<td>SS 111 World Civilization</td>
<td>3</td>
<td>SS 112 World Civiliz.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

### Sophomore Year

| CH 111 Introd. Chemistry       | 3       | CH 112 Introd. Chem.            | 3       |
| ED 213 Introd. Educ.           | 3       | EN 214 World Literature         | 3       |
| EN 213 World Literature        | 3       | HE 325 Nutrition                | 1       |
| EN 223 Speech                  | 3       | OR 214 Physical Educ. Activities| 1       |
| OR 213 Physical Educ. Activities| 1     | PE 338 Dancing                   | 3       |
| PE 345 First Aid               | 3       | PH 224 Human Growth             | 3       |
| SS 223 Introduction to Social Science | 3 | SS 224 Introduction to Social Science | 3 |

|                                | 19      |                                  | 17      |
### Junior Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Cr. Hr.</th>
<th>Second Semester</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 335 Applied Anatomy</td>
<td>3</td>
<td>BI 336 Physiology</td>
<td>3</td>
</tr>
<tr>
<td>ED 395 Prin. Sec. Educ.</td>
<td>3</td>
<td>PE 316 Pract. Projects</td>
<td>1</td>
</tr>
<tr>
<td>PE 315 Practice Projects</td>
<td>1</td>
<td>PE 326 Indiv. Sports</td>
<td>3</td>
</tr>
<tr>
<td>PE 326 Team Sports</td>
<td></td>
<td>PE 336 Principles</td>
<td>3</td>
</tr>
<tr>
<td>PE 335 Elementary School Activities</td>
<td>3</td>
<td>PE 346 Methods and Materials</td>
<td>3</td>
</tr>
<tr>
<td>PH 437 Mental Hygiene</td>
<td>1</td>
<td>PH 336 Educ. Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PH 447 Tests and Measurements</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE 356 Methods and Mat. of Physical Educ.</td>
<td>3</td>
<td>PE 345 First Aid and Safety</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td></td>
<td>19-22</td>
</tr>
</tbody>
</table>

### Senior Year

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 417 Directed Teaching</td>
<td>3</td>
<td>PE 418 Dir. Teaching</td>
<td>3</td>
</tr>
<tr>
<td>PE 427 Org. &amp; Admin.</td>
<td>3</td>
<td>PE 438 Community Health</td>
<td>3</td>
</tr>
<tr>
<td>PE 437 Recreational Leadership</td>
<td></td>
<td>PE 448 Research</td>
<td>2</td>
</tr>
<tr>
<td>PE 467 Handicapped</td>
<td>3</td>
<td>SY 408 The Family</td>
<td>3</td>
</tr>
<tr>
<td>Elective (Science)</td>
<td>0-5</td>
<td>Elective (Science)</td>
<td>0-8</td>
</tr>
<tr>
<td></td>
<td>12-17</td>
<td></td>
<td>11-19</td>
</tr>
</tbody>
</table>

---

Footnote: 
7Catalogue, op. cit., 1962, pp. 30-32.
These courses in the Health and Physical Education curriculum have remained the same from 1962 to the present. At the present time, students are admitted to the department at the freshman level. They are not selected, but they choose to major in the area according to their own interests. Transfer students are admitted to the program at various levels in accordance with the pre-requisites that have been fulfilled. All courses are the same in physical education, but because of the minor field of study, the total hours for graduation could range from 132 to 136 hours for a physical education major student.  

The requirements for certification are met within the four years a student attends Alcorn College. Those requirements have changed through the years. In 1936, state certification requirements were that, after each year of college the student received a license to teach: Freshmen, Type A; Sophomores, Type II-A; Juniors, Type III-A; and Seniors, Type IV-A. This requirement was carried on until 1953, when the number of hours for state certification was changed, and they were changed again in 1963. Moreover, David W. Wilborn (the registrar) has stated, the hourly requirement was changed in 1963 to 45 hours in physical education and 132 total hours for graduation with a B.S. degree in physical education, requiring at least four years to become certified. This  

8Ibid., 1970-72, p. 55.  
9Personal interview, David W. Wilborn, January 13, 1972.
was done by the State of Mississippi Regulations for Teacher Certification.  

Now the state certification requirements are the same for whites and for Negroes in 1972. But when the Type A and Type II-A licenses were issued, there were no set number of hours in any field.

The Bachelor of Science degree in secondary education with health and physical education as a major was offered those students who completed the outlined program, passed an English proficiency examination, the motor ability test, and met the specific requirements of the Division of Education and the general requirements of the college. The motor ability test was never put into effect, and what the test consisted of could not be determined.

Because so many public school positions involved teaching subjects in addition to physical education, it was recommended that all majors be prepared to teach at least one other subject through an endorsement in biological or social science. The endorsement means that a student has 32 or more hours in biological science. The student is qualified to teach science in the high schools in Mississippi.

The teacher-training curriculum was designed to train students to become physical education instructors on the elementary and/or secondary school levels, who desired positions as physical educators in YMCA's, YWCA's or to


11Catalogue, op. cit. 1962, p. 34.
become community center leaders or coaches. The curriculum was so organized that the student had the opportunity to develop proficiency and skills in all the major and minor sports, together with an understanding of health, physical education, recreation and athletics.

In 1962 the Department of Health and Physical Education under the chairmanship of Dr. E. E. Simmons sought to develop in the student the dual need of human leadership, professional skill, and development of the individual to aid others in personal growth. Candidates for the health and physical education program were expected to demonstrate suitable physical qualifications, intellectual competency, and some desirable personality and character traits. These objectives have been the same from 1962 to the present at Alcorn College.

Furthermore, Alcorn was accredited in 1948, but all black schools in the state of Mississippi were accredited by the Southern Association of Colleges and Schools, which is an all-white association, but on a different level. The black colleges requested to be accredited by the same standards as white colleges. When this was granted, they were given three years to upgrade the colleges. Under the old standard, Alcorn was given a B rating, which meant that the school had not gained full accreditation with those of the white schools, but had the same rating as other black schools. It is a second rating; an A meant the school was top-rated
and fully accredited to the association. Now the association only gives one rating—either it is an accredited school or it is not. In 1961, Alcorn College was granted full accreditation and this was renewed in 1971.

FACULTY OF THE DEPARTMENT

The first health education professor was M. Luther Smith from 1935-1946. The first physical education instructor was W. J. Porter from 1935-1947. The first lady physical educator was Miss Jewel Allen. She was employed from 1948-1952.

However, when the professional preparation program in Health and Physical Education started at Alcorn College in 1948, Dwight Fisher was the department chairman. Thirteen people worked under him, eleven men and two women. He was employed from 1948-1962, when he took another position at Bishop College in Dallas, Texas.

He was succeeded by Dr. E. E. Simmons as chairman of the Department of Health and Physical Education. Six people worked under Dr. Simmons, five men and one woman. In 1967 when Dr. Simmons was killed in an automobile accident, Dr. Grant Dungee was named his successor. Dr. Dungee has twelve people working on his staff, nine men and three women. This is the first time any chairman has had three...
women on the staff at one time. The three women are Miss Darlene Washington, Miss Gladys Carter, and Mrs. Mark Smith.\footnote{13}{Catalogue, op.cit.; 1948,p.30; 1962,p.84; 1967,p.65.}

Listed below are the names and dates of service of all faculty members of the Department of Health and Physical Education from 1935 to the present:


1958-present - Dr. Grant A. Dungee - Director of Athletics and Physical Education, Associate Professor Health and Physical Education, Current Head. D.H.E., Indiana University.


1968-present - Darlene Washington, Instructor. M.S., Miami University.

1968-present - Jesse Conerly, Assistant Coach. B.S., Alcorn A. and M. College.

1969-present - Robert McGowan, Associate Professor. M.S., University of Kansas.

1969-present - Mrs. Mark Smith, Instructor. M.S., University of Mississippi.


1971-present - Archer Cooley, Instructor. M.S., University of Mississippi.

STUDENT ENROLLMENT

Over the past years, there has been a steady increase in the number of students majoring in health and physical education. In 1952, there were four students graduated in the department; the enrollment has risen since then until in the 1970-71 term, there were 311 students enrolled in the department. The quality of students enrolling has much improved over the last five years, as witness the mean ACT scores, which have risen from a mean score of 9.1 in 1965-66 to a mean score of 11.8 in the 1969-70 academic year. Many physical education majors have gone on to attend graduate school, although the exact number is not known.

Students in health and physical education may express themselves and make known their suggestions as to procedures, policies, and plans through the physical education Majors and Minors Club, started in 1958 to give the students more voice in decision-making which concerned their education and Alcorn College. Furthermore, this club had a social overtone, in that the students gave parties and dances in the gymnasium on some Saturday nights. This organization is made up entirely of students with faculty advisors.
From 1952 to 1956 there were 19 people to graduate over the four year period. There were only two women. In 1958, there was a large number of graduates in physical education. The total number was 21, both men and women members increased significantly. There were 16 men and 15 women to graduate. There is no known reason for this large increase in physical education graduates in 1958. But from 1958 to 1965, the number of graduates did not make a large change. However, by 1966, there were 44 physical education majors to graduate. This time, there were 31 men and 13 women. Again, the graduates have remained somewhat stable up to 1971. In 1971, there were 46 physical education graduates—32 male and 14 female students. In all cases, the number of male graduates is always greater than the number of females.

From 1961 to 1971, there was an increase in the total college enrollment from 862 to 2697. The large enrollment appears to have had an effect on the number of graduates of physical education.

The first graduating class in physical education consisted of the following persons: 1) Charles Harmon -- Gulfport, Mississippi; 2) Scott Jones -- Hattiesburg, Mississippi; 3) Rufus McClanahan -- Monroe, Louisiana; 4) William Price -- St. Joseph, Louisiana. All who participated in athletics in the early phase of the professional preparation program did not major in physical education. One such student was the football great, Johnny Spinks, backfield coach and teacher.
<table>
<thead>
<tr>
<th>YEAR</th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL PHYS. ED. GRADUATES</th>
<th>TOTAL COLLEGE ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1952</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>Not available</td>
</tr>
<tr>
<td>1953</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>Not available</td>
</tr>
<tr>
<td>1954</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Not available</td>
</tr>
<tr>
<td>1955</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>Not available</td>
</tr>
<tr>
<td>1956</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>Not available</td>
</tr>
<tr>
<td>1957</td>
<td></td>
<td></td>
<td></td>
<td>No records available</td>
</tr>
<tr>
<td>1958</td>
<td>16</td>
<td>15</td>
<td>31</td>
<td>Not available</td>
</tr>
<tr>
<td>1959</td>
<td>9</td>
<td>2</td>
<td>11</td>
<td>Not available</td>
</tr>
<tr>
<td>1960</td>
<td>10</td>
<td>2</td>
<td>12</td>
<td>Not available</td>
</tr>
<tr>
<td>1961</td>
<td>8</td>
<td>2</td>
<td>10</td>
<td>862</td>
</tr>
<tr>
<td>1962</td>
<td>16</td>
<td>6</td>
<td>22</td>
<td>1178</td>
</tr>
<tr>
<td>1963</td>
<td>15</td>
<td>4</td>
<td>19</td>
<td>1423</td>
</tr>
<tr>
<td>1964</td>
<td>14</td>
<td>5</td>
<td>19</td>
<td>1491</td>
</tr>
<tr>
<td>1965</td>
<td>24</td>
<td>4</td>
<td>28</td>
<td>1472</td>
</tr>
<tr>
<td>1966</td>
<td>31</td>
<td>13</td>
<td>44</td>
<td>1868</td>
</tr>
<tr>
<td>1967</td>
<td>21</td>
<td>9</td>
<td>30</td>
<td>2029</td>
</tr>
<tr>
<td>1968</td>
<td>31</td>
<td>15</td>
<td>46</td>
<td>2290</td>
</tr>
<tr>
<td>1969</td>
<td>21</td>
<td>14</td>
<td>35</td>
<td>2275</td>
</tr>
<tr>
<td>1970</td>
<td>34</td>
<td>13</td>
<td>47</td>
<td>2421</td>
</tr>
<tr>
<td>1971</td>
<td>32</td>
<td>14</td>
<td>46</td>
<td>2520</td>
</tr>
</tbody>
</table>
The self-study was conducted in 1970 by the Department of Physical Education. This was done for the Mississippi Accreditation Association, which is related to the State Board of Education of the State of Mississippi, in order to give a detailed analysis of what the Department of Health and Physical Education was about. This study goes into a detailed analysis of the purposes, objectives, outcomes, and future prospects of the whole department. In short, the self study is a critical look at the department by its members. Moreover, the study may help to show some of the current things that are being done in physical education at Alcorn College. This study also helps the reader to see some of the department's future intentions for physical education and athletics.

The department serves the other areas of the college by providing for all students courses in Basic Physical Education and Health Education. The department also provides the elementary physical education methods course for elementary majors. There are other courses offered to any student of the college, including School and Community Health, First Aid and Safety, Recreation Leadership, and Elementary Dance.

Moreover, the department is now in the process of studying the feasibility of reorganizing the basic techniques and skills classes. The department recognizes the

---

need for offering a variety of technique courses on an elective basis. Because of the special health and physical education needs and abilities of the atypical student, it is recommended that a more formalized program in this area be outlined.\textsuperscript{15}

All courses in the department have been studied and are related to the purpose and objectives of the department. It has been agreed that no existing courses should be eliminated from the curriculum. But as of the present, all courses within the department are in harmony with the objectives and philosophy of the department and the institution. The department has not projected any radical changes in purpose.\textsuperscript{16}

The objectives of the Department of Health and Physical Education are in harmony with the general purposes of the College in that they provide for the development of physical abilities to accompany the intellectual and social qualities needed for scholarship and service. The four year professional program has been carefully designed to meet the needs of students majoring in health and physical education, and in accord with accepted educational standards.\textsuperscript{17}

\textsuperscript{15}Ibid., pp. 7-8.

\textsuperscript{16}Ibid., p. 8.

\textsuperscript{17}Ibid., p. 2.
The Department of Health and Physical Education and Athletics was divided in 1969. Since 1948 the department had one chairman who was both the head of the department and the athletic director. The increasing demands of both physical education and athletics have forced the department to be divided into the Department of Health and Physical Education, and the Department of Athletics.

The department works in close harmony with the Athletic Department although there are no distinctly defined organizational ties. The need for this harmonious relationship is demonstrated in the fact that all but one of the coaches teach in the area of health and physical education, and that some 85% of the student-athletes major in health and physical education.\(^\text{18}\) The Department of Physical Education and the Department of Athletics have a good relationship. The coaches are physical education teachers, except for two women in the department. There is a lady assistant track coach, Miss Darlene Washington. The athletic director, Marino H. Casem, and Dr. Grant Dungee, Chairman of the Department of Health and Physical Education, were selected by a committee and approved by the president. Both departments' budget comes from the business office.

\(^{18}\) Ibid., p. 3.
Faculty

The procedure of recruitment of faculty begins normally at the departmental level with recommendations through the division director to the Dean of Instruction and ultimately to the President of the College. The objectives of the department and the expectations of the faculty are explained to the prospective faculty members by the department head. Orientation for old and new faculty members comes in these three parts -- the Faculty Institute, the Departmental Institute, and the Faculty-Staff Luncheon. All of the teachers in the department are considered to be full-time faculty members, although the teaching loads of teacher-coaches actively engaged in coaching are reduced.\(^{19}\)

The organizational framework of the Department of Health and Physical Education involves a departmental chairman with faculty members responsible to the chairman. The organization of the department is similar to other units of the institution of similar size and is adequate to carry on the business of the faculty. The department has no operational manual. Policies and procedures are presented and discussed in departmental meetings and individual conferences. Departmental meetings follow no prescribed procedure. Meetings are called as situations arise and needs dictate. Decisions and conclusions reached in these meetings are

\(^{19}\text{Ibid., p. 3}\)
arrived at through the democratic process. In order that faculty members and students of the department might become more involved in improving channels of communications and sharing responsibilities for future development of the department, several steps will be taken. Regular departmental faculty meetings, as well as called meetings, will be held. Possible improvements in the departmental organizational structure will be investigated. Additionally, the need for and importance of a departmental operational manual will be analyzed and appropriately implemented. 20

The department encourages faculty members to do graduate study or research and attend professional meetings and workshops. There is no stated policy. Attending summer school and summer workshops is evidence of continuing professional growth among faculty members. Members of the faculty are encouraged to attend meetings of professional societies and workshops. Departmental funds have been allocated for this purpose. Faculty members are also encouraged to do graduate work. There is no written departmental policy regarding leaves of absence. Written departmental policies will be developed with regard to attending professional meetings, workshops and seminars, and pursuing graduate study. 21

20 Ibid., p. 16.

21 Ibid., p. 17.
Six of the thirteen faculty members have Master's degrees, one has a D.H.E., and six have only the B.S. degree.

Over the past five years, there have been increases in salary for faculty members. The college offers such fringe benefits as term insurance, hospitalization (the college paying 40% of these), retirement, and housing which is provided for faculty members with low utility costs. It is recommended that institutional policies regarding academic rank and salaries should be made known to the faculty. Policies should also be established concerning salaries related to academic and coaching responsibilities.22

Normally teachers are assigned 12 to 15 semester hours per week, with the exception of the department chairman and athletic coaching staff. The policy of teaching loads is basically the same for all units of the department. In evaluating teaching loads it was found that little consideration was given to committee assignments. However, reduced teaching loads were given to persons with extra-curricular activities. Written policy should be developed in relation to teaching loads and extra-curricular responsibilities.23

There is no basic criteria used in faculty evaluations. The Dean of Instruction, the Division Directors, and the Department Chairmen all participate in faculty evaluation.

22 Ibid., p. 18.
23 Ibid., p. 19.
Students have not formally participated in faculty evaluation, but a mechanism is being set up where faculty evaluations by students will be encouraged. Written policies for faculty evaluation should be developed and made known to faculty members.24

Library

The department does not maintain a departmental library. The library needs of the department are served by the main library of the college. The catalogue listings of the college library include approximately 2,400 books and periodicals on health, physical education, recreation, athletic sports and related areas. The library is well located and provides comfortable working conditions. It is open for use approximately 85 hours per week, including Saturday and Sunday. There is some discrepancy however between catalogued listings in areas relating to health and physical education—only some 600 volumes can actually be counted on the shelves. The library has launched a program to double its holdings, thereby bringing them to national levels. The Department of Health and Physical Education has been asked to cooperate in this program by making its specific needs known in terms of additional books, periodicals, and reference material. Individual faculty members will be encouraged to continue and

24 Ibid., p. 20.
increase their participation in the college library's program of doubling its holdings.\textsuperscript{25}

\textbf{Student Personnel}

There is no formal organization of student personnel services in the Department of Health and Physical Education. The department does demonstrate a concern for all students in the department. Each faculty member serves as a counselor to the majors in the department. In the department there is a centrally located system of record keeping. Personal data forms along with curriculum analysis sheets and grades for majors are on file in the Health and Physical Education office. Students' records are also kept in the Dean of Students' office, and in the Registrar's office. The information provided in the major students' folders seems to be adequate for guidance and counselling purposes.\textsuperscript{26}

Freshmen and new students go through a period of orientation during their initial week prior to the first registration at college. During this period, the students are acquainted with the programs of the various Divisions of the College. Additionally, freshmen are required to complete a non-credit orientation course. There is no further orientation as far as the department is concerned. This program is adequate for college freshmen in order to get acquainted

\begin{flushright}
\textsuperscript{25}Ibid., p. 22.
\textsuperscript{26}Ibid., p. 23.
\end{flushright}
with general college life. There should be a plan for students who want to major in health and physical education to become familiar with the department, its offerings, faculty and staff members before classes start. It is recommended that the department demonstrate more concern with regard to identifying and counselling with prospective majors prior to the time that the actual selection of a major area is made.  

Majors are assigned by classification in college for academic and personal counselling. Also majors who are members of various varsity athletic teams are assigned to coaches of their respective teams. All majors upon reaching the senior level receive academic counselling from the department chairman. Instructors have conference hours to deal with any student in the department who has personal, social, academic or religious problems. Students are advised to take the number of hours required by the college bulletin, the courses set up in the curriculum, and an adequate amount of hours for an endorsement. Students are also advised to participate in some extra-class activities. Gifted students have the opportunity to enroll in the honors program and receive their counselling through that area.  

The Physical Education Department sponsors the intramural program, the dance troupe, and the cheer-leaders as well as the health and physical education Majors and Minors.

27Ibid., p. 24.
28Ibid., p. 25.
Club. Faculty and students within the department are satisfied with some of the extra-class activities, but the intramural program could stand to be reorganized and strengthened. There are no academic restrictions imposed by the department on participation in any of the extra-curricular activities. The department will investigate methods of strengthening the intramural program, along with the possible appointment of an intramural director with little or no teaching responsibilities.29

Students in the department are not granted work-aid nor financial aid through the department—this includes athletes. All aid comes from the Department of Financial Aid. The department sponsors no programs associated with alumni.30

Working Conditions and Physical Plant

The department does not have adequate office facilities nor does it have suitable space for work and student conferences. Two large offices and two small offices house all faculty members. The gymnasium is inadequate to meet current and projected enrollment needs.

The classrooms are not equipped for effective teaching. There are only two classrooms with too few desks in each. The heating system only works sometimes, and the ventilation is not adequate. The general working conditions are satis-

factory but could be improved. As a whole, the faculty reflect basic satisfaction with equipment and working conditions. With an increase in majors and increased enrollment in service classes, it is projected that in the next ten years, the department will need at least five more faculty members. Three of these will need terminal degrees, and the other two Master's or beyond.\footnote{Ibid., p. 21.}

Physical facilities directly associated with the Department of Health and Physical Education for the instructional-recreational program include the gymnasium (erected in 1958), three tennis courts, softball area, horseshoe area, and an outdoor area directly accessible to the gymnasium. The football stadium, track and baseball field are used by the department cooperatively with the Athletic Department.

All maintenance for the physical building is done through Building and Grounds Department. The maintenance program is not adequate. The department needs added custodial help in order to keep dressing room facilities in better order. Equipment maintenance is also done through the Department of Building and Grounds. Because of a staff shortage, this process is slow.\footnote{Ibid., pp. 27-28.}

Plans have been developed for a new athletic-physical education complex. This complex has been placed in the high priority category by the administration and the Board of
Trustees. The trend of increased enrollment is an additional demonstration for the new plant. There is no master plan for the department at present. With an increased enrollment and an increase in the number of majors, along with a curricular expansion, there is a definite need for the new facility complete with equipment.\textsuperscript{33}

**Planning for the Future**

Data collected in the process of the Health and Physical Education Departmental study demonstrate various strengths and weaknesses within the department and the college. An analysis of these data has resulted in the following recommendations and projections:

1. The department should make continued efforts toward re-evaluation of its purposes in the light of the needs and abilities of its students in our rapidly changing society.

2. The department should provide a full-time intramural director, because of its importance and value to the department and to students of the intramural program.\textsuperscript{34}

3. Assistants will be needed to coordinate the work within the broad areas of instruction in the department. Included among the functions and responsibilities of these

\textsuperscript{33}Ibid., p. 28.

\textsuperscript{34}Ibid., p. 29.
assistants would be those of a health and physical education equipment manager and increased clerical services.\textsuperscript{35}

4. Regular departmental faculty meetings as well as called meetings.

5. Investigation of possible improvements in departmental organization structure.

6. Analysis of the need for and importance of a departmental operational manual.

7. Written departmental policies will be developed with regard to professional meetings, workshops and seminars, and pursuing graduate study.

8. It is recommended that institutional policies concerning academic rank and salaries be made known to the faculty.

9. Policies should also be established relating to academic and coaching responsibilities.

10. Policies should be developed regarding teaching loads and extra-curricular responsibilities.\textsuperscript{36}

11. Written policies should be developed and made known to faculty members.\textsuperscript{37}

12. It is recommended in relation to orientation of students that the department demonstrate more concern with majors prior to the time that the actual selection of a

\textsuperscript{35}Ibid., p. 30.
\textsuperscript{36}Ibid., p. 31.
\textsuperscript{37}Ibid., p. 32.
major area is made. In-so-far as plant development is concerned, increased enrollment and the increase in the number of majors along with curricular expansion demonstrate the definite for the new facility complete with equipment.38

Study is being given to the feasibility of adjusting the administrative structure of the department to include three areas: a service program, an intramural and extra-curricular division, and a professional preparation area. The duties of the administrator are clearly defined and understood and accepted by members of the department. Faculty members are involved in policy development and planning through departmental meetings. Administrative responsibilities of the department include scheduling, purchase of equipment and supplies, departmental budgetary control, coordinating departmental activities, and curriculum planning and organization.39

EVALUATION OF HEALTH AND PHYSICAL EDUCATION PROGRAM BY THE FACULTY AND STUDENTS AT ALCORN COLLEGE

The following paragraphs will summarize the opinions of the faculty and students at Alcorn College. They will talk about various aspects of the Department of Health and Physical Education at Alcorn A. and M. College, Lorman, Mississippi...

38 Ibid., p. 34.
39 Ibid., p. 3.
Mr. Robert W. Bowles, Class of 1966, thinks the facilities are inadequate. This is due to lack of planning and imagination. Moreover, different administrators have had different philosophies about the physical education program. The equipment is poor or there is no equipment in many cases. This puts the students at a disadvantage. The personnel for the professional preparation program is good, but they have dual duties. This leaves the non-athlete at a loss. The professional preparation program needs more activities and more individual sports.  

Coach Jesse Conerly, Class of 1968, is now the assistant basketball coach for Alcorn. He feels that facilities are inadequate because of the lack of funds. The professional program is good, but it will be better when the new facility is built, and the whole program could be improved by adding more staff and another Ph.D. in Physical Education.

Mr. Henry House, Class of 1968, former statistician, now Director of Student Activities at Alcorn College, thinks the facilities are out-dated. This is caused by the state not supporting black schools. The professional program was o.k. at first when the student body was smaller, but it is now inadequate because the coaches have dual roles. This could be improved by more qualified teachers in physical

---

40 Personal interview, Robert W. Bowles, January 7, 1972.
41 Personal interview, Jesse Conerly, January 7, 1972.
Miss Darlene Washington is a former major student, class of 1967, with a Master's degree from Miami University, 1970 (Oxford, Ohio), and she is now a teacher in physical education and has been one for the past four years. The facilities are inadequate, she feels, due to the lack of funds. The professional preparation program is good but needs expanding. At the present time, the teacher personnel is excellent. The women's program is fine. The activity phase of that program is better than the men's. This has been especially true the past ten years.

The physical education majors seem to agree that the facilities and equipment are poor, but the physical education personnel is good. The author is certain the teachers in the field of physical education have some thoughts about the program. The head football coach and athletic director, Marino H. Casem, thinks better facilities will enrich the education of all the students. The professional preparation program is adequate, but more individual sports courses and new courses need to be added to the curriculum. The new physical plant and a person with a doctoral degree will strengthen the program a great deal.

---

44 Personal interview, Marino Casem, January 18, 1972.
Mrs. Gladys G. Carter is a graduate of Jackson State College, 1961, a physical education teacher at Alcorn College for the past five years. She believes the facilities are inadequate for the number of students—this is due to a lack of planning and a lack of finances. The professional preparation program is adequate. It would be improved by adding more courses to meet the needs of the students. Furthermore, the women have equal opportunity to use the present facility. The whole program is good, but a new facility would help the over-all program and an increase in physical education instructions.  

Coach David L. Whitney, graduate of Texas Southern University of Houston, Texas, is the head basketball coach and a physical education teacher from Houston, Texas. He feels the facilities are inadequate, there are poor floor spaces for classes and no play area. This is due to a lack of finances. The equipment is poor. The professional preparation program is weak in some areas, but it is as good as it can be due to the multi-purpose facility. The present staff is well qualified.

Willie McGowan, Alcorn Alumnus, class of 1957, is assistant athletic director and physical education teacher. In his opinion, the facilities are poor, the reason being

---

45 Personal interview, Mrs. Gladys Carter, January 13, 1972.

the lack of floor space and office space. There is no equipment. Those things are due to the lack of funds and organization. The enrollment is the second lowest in the state for a state-supported school. The professional preparation program has the best teachers possible. The curriculum should be changed to meet the needs of the students. There is a need for more texts, both on theories and physical fitness. Money and students will improve the over-all program.47

Dr. Grant Dungee, graduate of Indiana University, is the head of the Department of Health, Physical Education and Recreation, teacher, scout, track coach at Alcorn College. He is from Chicago, Illinois. He feels that the facilities are inadequate, but money has been appropriated for a new plant. The staff is inadequate in not having enough members. The students are the ones who suffer most from this inadequacy. However, the graduates have done well on securing jobs, higher education, and making a contribution to the nation. The program needs widening in sports such as golf and aquatics. The over-all problem is the lack of funds.48

Mr. Rudolph E. Waters is a former teacher, former Dean of Instruction, former Dean of Student Personnel, has been with Alcorn College for fifteen years, and is now the Vice President. He feels the facilities are inadequate and

48 Personal interview, Dr. Grant Dungee, January 6, 1972.
over-crowded. The professional preparation program is good, but a few courses are questionable in every field. More students should go to summer school to help improve the program. The personnel is good in physical education. The whole program could be improved by hiring coaches with no teaching duties or vice versa.\(^4\!

Mr. David Wilburn is a former student, class of 1933, who has worked at Alcorn College ever since, first as a teacher, and as the Registrar since 1960 to the present. He believes the facilities are bad, but a new plant which is on the drawing board should cure that. The professional preparation program is not up to par because of the dual roles of the teachers. The program needs changing to put more emphasis on the professional aspect instead of athletics.\(^5\!

Dr. Calvin White, former teacher, graduate of Jackson State College, worked at Alcorn College for twenty-one years, and is now the Dean of Instruction. He believes the facilities are limited as they exist. The professional preparation program is adequate for teaching-certification purposes. However, there are areas of weakness. There should be more rhythmics and gymnastics, more individual sports, more health education, and more recreation. Dr. White is very optimistic about the future of physical education.\(^6\!

---

49 Personal interview, Rudolph Waters, January 8, 1972.
50 Personal interview, David Wilburn, January 16, 1972.
51 Personal interview, Dr. Calvin White, January 19, 1972.
Olive Griffin, current student at Alcorn College, class of 1975, elementary education major, thinks the facilities are fair. The coaching staff and faculty are good. If she could make a change, she would get new facilities and new equipment.\textsuperscript{52}

Lucille Gallis, class of 1973, is a business education major. She thinks the facilities are alright but not the best. The faculty and coaching staff are good and are both number one. The change she suggests would be to get new facilities and equipment.\textsuperscript{53}

Jane Davis, class of 1974, is a business education major. She feels the facilities are inadequate. The personnel is very well organized, and their attitudes are wonderful. She would not make any changes.\textsuperscript{54}

Lillian Banks, class of 1975, is a health and physical education major. She believes the staff is well organized. If she had a chance, she would get new facilities and change the practice routine. The over-all picture is good.\textsuperscript{55}

A brief summary is necessary of these interviews with major students, present physical education faculty, and other faculty members outside the field of physical education.

\textsuperscript{52} Personal interview, Olive Griffin, March 10, 1972.  
\textsuperscript{53} Personal interview, Lucille Gallis, March 10, 1972.  
\textsuperscript{54} Personal interview, Jane Davis, March 10, 1972.  
\textsuperscript{55} Personal interview, Lillian Banks, March 10, 1972.
All of the groups seem to be concerned with the fact that the present facility is inadequate, even though it was adequate when it was first built. Moreover, the lack of funds seems to be the prime reason for the poor facility. The equipment was poor, this seemed to be the common agreement by all who were interviewed. Again the lack of funds was the primary reason for existing conditions. However, some majors students seem to think a lack of planning has a lot to do with the present poor facility, a lack of planning in construction. Furthermore, the group seems agreed that the present physical education program needs strengthening. The present program should be widened to include more student needs, and more courses should be offered. All of the groups stated or indicated that more faculty members should be hired in physical education.

The current physical education majors stated that the facility has always been inadequate. However, the faculty members thought the facility was adequate when it was built in 1958. It is the opinion of the writer that the major students were not attending college in the early 1950's, therefore they could not give a total explanation of the situation. But most of the current students, nonphysical education majors and physical education majors alike, seem to think that the present facility and equipment is inadequate.
Most of them indicate that their greatest concern is acquiring a new facility. It is natural for us to try to look at the past and see what effect it has had on the present.

See Appendix A for a current list of some of those who had graduated in physical education and their present occupations. This information is from the Alumni Office. However, the list is not inclusive because former students' life styles change often after education and their present location is unknown.
chapter vii
intercollegiate athletics

Sports had its beginning at Alcorn A. and M. College in 1875. However, in 1896 it was mentioned in the catalogue that sports and games were played at Alcorn College. The nature and kind of sports and games are not known.\(^1\) It was at that time students at the college and Alcorn high school engaged in some form of sports or entertainment. The sports and games are not known. But these games or activities were not supervised by any particular staff member or student. The student that attended Alcorn College during the years of 1871 to 1928 did not have to take any physical education. But athletic games were encouraged by the faculty.\(^2\) The aim was to increase the body vigor, the quickness of mind and intellect of the students, encourage honesty in dealing with others as well as the college faculty. There was also a healthful social and friendly spirit begotten through those meetings.\(^3\)

---

\(^1\) Alcorn Catalogue, op. cit., 1896, p. 53.

\(^2\) Ibid., p. 53.

\(^3\) Ibid., 1912-1918, p. 34.
All of the catalogues from 1936 to 1927 talk only about sports and intramurals. There would be only one or two sentences such as, "Games and sports are encouraged for all students." The only game that is known to have been played was baseball. The author looked at many other sources, but was unable to find more information.

In the following pages, these sports will be discussed in a somewhat detailed manner: baseball, football, basketball, track, and tennis. These will be discussed because Alcorn College has participated in them on an intercollegiate basis.

BASEBALL

Organized athletics at Alcorn College date back to 1875 when the school fielded its first baseball team. This first team was essentially a sport club. The teams that Alcorn played are not known and the author was not able to find any written information on the teams. Alcorn began baseball on an intercollegiate basis about 1890. But the names of the teams or colleges were not available.4

Alcorn College school colors are purple and gold. The Alcorn Braves have a long history in baseball. From 1875 to 1924, baseball was the single official sport.

4 Dunham, op. cit., p. 155.
The Alcorn team, under the leadership of Coach O. T. Henderson from 1919 to 1931, played clubs, other colleges, and some professional teams, that were in the South for spring training. The club teams were teams in various small towns in Mississippi, clubs such as Bude Blue-Sock, Meadville, Natchez, and other clubs throughout the state. The won and lost records are not available or how many games played. The college teams were teams like Tougaloo College, Mississippi Industrial College in Holly Spring, Mississippi, Prentiss College in Prentiss, Mississippi, and other black colleges in Mississippi. The professional teams that Alcorn played are not known. The professional team information came from the history of Alcorn College by Dunham and she did not have any information on who the teams were.

Alcorn became a member of the South Central Athletic Conference in 1926. The other member colleges were: Haven Teacher's College, Meridian, Mississippi; Campbell College, Jackson, Mississippi; Jackson College, Jackson, Mississippi; Mississippi Industrial College, Holly Spring, Mississippi; Mount Beulah College, Hattiesburg, Mississippi; Okalona Industrial School, Okalona, Mississippi; Rust College, Holly Spring, Mississippi; and Tougaloo College, Tougaloo, Mississippi. Alcorn won four baseball championships in 1927, 1928, 1929 and 1951.5

5 Ibid., p. 156.
Alcorn did not win the conference crown anymore while in the South Central Athletic Conference. But Alcorn's big rival was Jackson State College, Jackson, Mississippi. Over the years from 1926 to the present, Alcorn has won more games from Jackson State College than they have won from Alcorn, but the exact number is not known.

From 1937 to 1954 baseball was discontinued for these reasons: (1) during the depression there were no other teams to play because the other colleges could not afford to have a baseball team; (2) just before World War II and during World War II most of the team members joined the Army; (3) the school did not have the money to support a team until 1954; (4) baseball was not a money-making sport for the college during that time and the present.

In 1955 Alcorn resumed its baseball team, but the members of that team are not known. In 1961 Alcorn College became a member of the South Western Athletic Conference. The other member colleges of this conference were: Wiley College, Marshall, Texas; Paul Quinn College, Waco Texas; Bishop College, Dallas, Texas; Prairie View College, Prairie View, Texas; Langston College, Langston, Texas; Texas Southern University, Houston, Texas; Southern University, Baton Rouge, Louisiana; Grambling College, Grambling, Louisiana; Jackson State College, Jackson, Mississippi; Arkansas A. and M. College, Pine Bluff, Arkansas; and Mississippi Valley State College, Itta Bena, Mississippi.

Since joining the Southwestern Athletic Conference,
Alcorn has not won the conference crown. There are no available records for Alcorn College baseball from 1955 to 1966. This is due to the lack of interest in baseball at Alcorn College, and the team lost very often. In 1967 Alcorn had its best record since 1931. The team won 16 games and lost 8. The best pitcher was a freshman—Walter Dukes. He was five and zero. The second best pitcher was Robert Bowles with a record of four wins and one loss. Since joining the South Western Conference the team plays from 25 to 29 games per season. Those are both conference and non-conference games. According to the Alcorn legend, Willie Bill Foster was the best pitcher in the history of Alcorn College. According to J. D. Boyd, Willie Foster did not lose a college game. According to the school's record, Walter Dukes is the second best pitcher in the college history. He made All Conference in 1967. The second best single game pitched was Alcorn vs. Prairie College—Robert Bowles pitched a one-hitter, in May of 1966, and Alcorn won the game by a score of one to zero. Alcorn finished second in the conference. Moreover, on April 30, 1967, Walter Dukes pitched a perfect game against Southern University, Baton Rouge, Louisiana. This was the first time this happened since Willie Bill Foster's pitching days. Willie Bill Foster was the

---


7 "Alcorn Hurler Turns In Rare Perfect Game Saturday", News Letter, April 30, 1967.
coach from 1956 to 1970. After O. T. Henderson, the coach for baseball is not known. Henderson coached baseball from 1917 to 1931. In 1954 to 1956 there was no official coach. All of the coaches on the physical education faculty would share the responsibilities. From 1963 to 1966 Garland Goodman made All S.W.A.C. each year. He batted .300 plus each year.

After becoming a member of the N.C.A.A. and the N.A.-I.A. Alcorn has not participated in any of those associations' tournaments. However, in 1970 the team finished second behind Grambling College. Alcorn's record was 14 wins and eight losses. In 1971 Alcorn missed the N.A.I.A. play offs by a narrow margin. This was due to Alcorn's heavy or strong schedules. The other teams in the conference were stronger also.

The leading hitter for 1971 was Paul Miller, .417, and the second leading hitter was Arthur Spann, .317. The leading pitcher was Ronnie Howard, 5 and 1. The 1970 and 1971 teams were coached by D. Whitney, who also coached basketball. In 1971 Alcorn was shut out only once by Grambling College.

Baseball is played on an athletic field near the football field. It has a small grandstand which will seat

---

9 Telephone interview, ibid.
10 Telephone interview, ibid.
about 1,000 persons. However, more can stand and watch the

game. Baseball has been played on this field throughout

the history of Alcorn baseball teams. The stands or wooden

seats were built in 1958.

The baseball players to make all-conference since

1962 were Walter Dukes, 1967, Garland Goodman, 1965, Willie


Miller, both in 1971.

FOOTBALL

Football made its debut at Alcorn in 1921. The team

played four games that year, winning all four. The following

shows the Alcorn football won and lost record from 1921

through 1971, and included are the coaches for each year.

ALCORN FOOTBALL RECORDS 1921-71

<table>
<thead>
<tr>
<th>Year</th>
<th>Won</th>
<th>Lost</th>
<th>Tied</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>1921</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>O.A. Ross</td>
</tr>
<tr>
<td>1922</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>O.A. Ross</td>
</tr>
<tr>
<td>1923</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>O.A. Ross</td>
</tr>
<tr>
<td>1924</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>O.A. Ross</td>
</tr>
<tr>
<td>1925</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>O.A. Ross</td>
</tr>
<tr>
<td>1926</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>O.A. Ross</td>
</tr>
<tr>
<td>1927</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>O.A. Ross</td>
</tr>
<tr>
<td>1928</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>O.A. Ross</td>
</tr>
<tr>
<td>1929</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>O.A. Ross</td>
</tr>
<tr>
<td>1930</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>O.A. Ross</td>
</tr>
<tr>
<td>1931</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>O.A. Ross</td>
</tr>
<tr>
<td>1932</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>O.A. Ross</td>
</tr>
<tr>
<td>1933</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>O.A. Ross</td>
</tr>
<tr>
<td>1934</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>Morton</td>
</tr>
<tr>
<td>1935</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>Morton</td>
</tr>
<tr>
<td>1936</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>A.A. Abraham</td>
</tr>
<tr>
<td>Year</td>
<td>Won</td>
<td>Lost</td>
<td>Tied</td>
<td>Coach</td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>------</td>
<td>------</td>
<td>----------------</td>
</tr>
<tr>
<td>1937</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>LeRoy Harris</td>
</tr>
<tr>
<td>1938</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>LeRoy Harris</td>
</tr>
<tr>
<td>1939</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>LeRoy Harris</td>
</tr>
<tr>
<td>1940</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>LeRoy Harris</td>
</tr>
<tr>
<td>1941</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>A. A. Abraham</td>
</tr>
<tr>
<td>1942</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>A. A. Abraham</td>
</tr>
<tr>
<td>1943</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>No Team</td>
</tr>
<tr>
<td>1944</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>No Team</td>
</tr>
<tr>
<td>1945</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>Unknown</td>
</tr>
<tr>
<td>1946</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>LeRoy Harris</td>
</tr>
<tr>
<td>1947</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>LeRoy Harris</td>
</tr>
<tr>
<td>1948</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>David Fisher</td>
</tr>
<tr>
<td>1949</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>David Fisher</td>
</tr>
<tr>
<td>1950</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>David Fisher</td>
</tr>
<tr>
<td>1951</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>David Fisher</td>
</tr>
<tr>
<td>1952</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>David Fisher</td>
</tr>
<tr>
<td>1953</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>David Fisher</td>
</tr>
<tr>
<td>1954</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>David Fisher</td>
</tr>
<tr>
<td>1955</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>David Fisher</td>
</tr>
<tr>
<td>1956</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>David Fisher</td>
</tr>
<tr>
<td>1957</td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>W. Broadus</td>
</tr>
<tr>
<td>1958</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>Edward Simmons</td>
</tr>
<tr>
<td>1959</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>Edward Simmons</td>
</tr>
<tr>
<td>1960</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>Frank Purnell</td>
</tr>
<tr>
<td>1961</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>Frank Purnell</td>
</tr>
<tr>
<td>1962</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>Frank Purnell</td>
</tr>
<tr>
<td>1963</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>Frank Purnell</td>
</tr>
<tr>
<td>1964</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>Marino Casem</td>
</tr>
<tr>
<td>1965</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>Marino Casem</td>
</tr>
<tr>
<td>1966</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>Marino Casem</td>
</tr>
<tr>
<td>1967</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>Marino Casem</td>
</tr>
<tr>
<td>1968</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>Marino Casem</td>
</tr>
<tr>
<td>1969</td>
<td>8</td>
<td>0</td>
<td>1</td>
<td>Marino Casem</td>
</tr>
<tr>
<td>1970</td>
<td>8</td>
<td>0</td>
<td>1</td>
<td>Marino Casem</td>
</tr>
<tr>
<td>1971</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>Marino Casem</td>
</tr>
</tbody>
</table>

According to the won and lost records, the 1921, 1922 and 1923 teams were the best. The teams did not lose a game. In 1931 the team did not lose a game, but there was no information available to say whether the team won the Conference Championship. In 1934 during the depression,
there were only a few colleges that had football teams. Alcorn played three games, lost two of them and tied one. In 1943 and 1944 there were no football teams at Alcorn College, because of World War II. In 1958 the team had its worst record--nine losses, no wins. In 1968 and 1969, Alcorn College football teams were Black National Champions, and they won the conference title also. In 1970-71 the football team finished second in the conference to Jackson State College.

The greatest rusher in the history of Alcorn College was Johnny Spinks in 1951. Johnny Spinks rushed an estimated 1,600 yards. The exact number was not available. The individual season records were not available before 1962. Total offense leader (most yards rushing and passing) was Fred Norris for 1,417 yards in 1963. The most passes caught in a season were by Carl Jones, 26 in 1962, and the most yards gained, 347 in 1962 by Jones. In 1967 Walter Coburn caught 7 touchdown passes. James Williams intercepted 6 passes in 1966. The best average punt is 51 for 2,225 yards by Willie Ray in 1967. The longest punt return was by Marvin Arrington, 90 yards, against Rust College, 1964. The longest kick-off return was 97 yards against Jackson State College, 1966, by Raymond Brown. The most touchdowns were scored in 1863, eight by Smith Reed.11

The individual single game rushing record since 1962 is held by Leroy Hardy, 226 against Bishop College in 1966. The most pass attempts was 38 and the most completed in a single game was 18 against Grambling College, 1965, by Robert Martin. The most passes caught in a single game was by Joe Robinson, nine for 173 yards against Grambling in 1963. The most touchdowns scored in a single game was three by Walter Coburn against Paul Quinn in 1965.\(^\text{12}\)

The team single game records since 1962 looks something like this: the most net yards gained were 445 against Paul Quinn in 1967. The most passes attempted and completed were against Grambling in 1965 with forty attempts and eighteen completed. The most yards gained both rushing and passing were 735 against Paul Quinn in 1967. The team defense single game record is 24 yards allowed to Paul Quinn in 1966. The fewest yards rushing and passing were 36 against Rust in 1964. Alcorn's best single season defense since 1962 was in 1967, in which only 78 points were scored against them. It averaged out to be about 8.7 per game. The total offense both passing and rushing was 3,282 yards in 1966. Most passes intercepted was in 1966, which was twenty-six.\(^\text{13}\)

\(^{12}\)Ibid., pp. 22-23.

\(^{13}\)Ibid., pp. 22-23.
The best game Alcorn has ever played as far as scoring was against Paul Quinn in 1967. The score was 101 to 0 in Alcorn's favor. Everything seemed to fall in place, according to Coach T. Danzy. But the best all around game was played against Jackson State College in 1969, when the game ended with the score 50 to 8 in favor of Alcorn. This is due in part to the fact that Jackson State and Alcorn are rivals in all sports on the conference level. The outstanding individual was Oscar Martin; he scored two touchdowns, one from a pass which totaled 35 yards and one on a 40 yard run around the left end. The games between Alcorn and Grambling seem to be more thrilling because Alcorn is working for national recognition. By beating Grambling, many think that it helps. Furthermore, starting in 1968, Alcorn College football teams have played in such places as Yankee Stadium in New York and the Los Angeles Coliseum in Los Angeles, California. This has helped the players to gain more exposure to the professional football scouts. Each of these recent years, Alcorn College football teams have performed before more than 300,000 people. Alcorn and

15 Telephone interview, ibid.
Grambling played a game in 1969 in Los Angeles, and Alcorn won. In 1969 Alcorn played Morgan State College in Yankee Stadium, Alcorn lost.

In 1968 and 1969 the football teams were Black National Champions and conference champions. These were the scores of the games played for those two years.

1968

<table>
<thead>
<tr>
<th>ALCORN</th>
<th>OPPONENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Grambling College</td>
</tr>
<tr>
<td>36</td>
<td>Jackson State College</td>
</tr>
<tr>
<td>60</td>
<td>Wiley College</td>
</tr>
<tr>
<td>21</td>
<td>Texas Southern</td>
</tr>
<tr>
<td>28</td>
<td>Southern University</td>
</tr>
<tr>
<td>53</td>
<td>Arkansas A. M. and N.</td>
</tr>
<tr>
<td>40</td>
<td>Mississippi Valley State</td>
</tr>
<tr>
<td>19</td>
<td>Prairie View</td>
</tr>
<tr>
<td>40</td>
<td>Kentucky State</td>
</tr>
<tr>
<td>36</td>
<td>Florida A. and M. University</td>
</tr>
</tbody>
</table>

Record: 9 wins - 1 loss
South Western Athletic Conference Champions

1969

<table>
<thead>
<tr>
<th>ALCORN</th>
<th>OPPONENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Grambling College</td>
</tr>
<tr>
<td>20</td>
<td>Kentucky State</td>
</tr>
<tr>
<td>13</td>
<td>Texas Southern University</td>
</tr>
<tr>
<td>43</td>
<td>Zane College</td>
</tr>
<tr>
<td>27</td>
<td>Southern University</td>
</tr>
<tr>
<td>23</td>
<td>Arkansas A. M. and N.</td>
</tr>
<tr>
<td>41</td>
<td>Mississippi Valley State</td>
</tr>
<tr>
<td>29</td>
<td>Prairie View</td>
</tr>
<tr>
<td>50</td>
<td>Jackson State College</td>
</tr>
</tbody>
</table>

Record: 8 wins - 0 lost - 1 tie
SouthWestern Athletic Conference Champions

The following players for Alcorn College made first team All-Conference in 1970; Clarence Tolliver, Louis White, Fred Carter, Floyd Rice, Harry Gooden, Willia Alexander, Leroy Byars and William Tate.

It does seem that all of the individual records were set when the teams were not having such a good season. However, when the teams were Black National Champions, the data show that it took a great team effort. But it takes good individuals to help make a good team. Moreover, it is safe to say that Jackson State and Alcorn College will always be each other's rival in sports contests.

Beginning in 1963, Alcorn College held football clinics yearly until 1970, when they were stopped because of the lack of planning time on the part of Alcorn's coaching staff. This clinic was open to all players, coaches, and the public, and was mandatory for Alcorn athletes unless they were attending classes. Such football greats as members of the Notre Dame University, Purdue University, and Michigan State's coaching staffs were present during some of the clinics. Alabama's Bear Bryant and many others have attended the clinics. 18

Alcorn plays football in Henderson Stadium, which was built in 1951. It is made of wood and will seat 3,000

people. Before this stadium was built, football games were played on the same area where the stadium is located at the present. The 440-yard track is around the football field. Track and field events are held in the stadium also.

BASKETBALL

Basketball started in 1926 for both men and women. Both teams were in the South Central Athletic Conference. The teams played the same schedules and traveled together. The women's team had a woman chaperone. The women's team was discontinued in 1955. According to David W. Wilburn, the women's team was discontinued because it was hard to house the girls on campuses at other schools, other schools had stopped playing women's basketball, and some authorities thought it was physically harmful for the women. Mrs. Alpha Morris, class of 1952, a guard on the women's basketball team agreed with David Wilburn on the reasons for discontinuing women's basketball. However, the information in the year books, newspapers and athletic records was very limited. The women played the same number of conference games as the men did, but the exact number is not known. The women's basketball team, 1948 conference champions, consisted of: Hazel Matson, Manager, Mary Slate, Vickie Keyes, Ida Johnson, Sadie West, Emma Lindsey, Eunice Mosley, Bonny Moore, and Helen Kelly.
The team of 1952 consisted of Alpha Morris, Bee Bryant, Sadie Mezer, Mary Hallings, Marion Beams, Ethel Morris. They played Tuskegee, Arkansas and other schools in the conference. They played their games in the old Industrial Arts building along with the men's team. The Alcorn Bravettes, as they were called, won the S.C.A.C. title in 1951. They were defeated in 1951 only by Tougaloo. And in 1952 they lost only to Grambling.

Here are the records for the men coaches from 1946 to 1970 at Alcorn College.

<table>
<thead>
<tr>
<th>Coaches</th>
<th>Years</th>
<th>Won</th>
<th>Lost</th>
</tr>
</thead>
<tbody>
<tr>
<td>L. F. Harris</td>
<td>1946-48</td>
<td>26</td>
<td>8</td>
</tr>
<tr>
<td>Dwight H. Fisher</td>
<td>1948-56</td>
<td>218</td>
<td>102</td>
</tr>
<tr>
<td>W. A. Broadus</td>
<td>1956-59</td>
<td>49</td>
<td>40</td>
</tr>
<tr>
<td>E. E. Simmons</td>
<td>1959-66</td>
<td>128</td>
<td>78</td>
</tr>
<tr>
<td>Robert Hopkins</td>
<td>1966-69</td>
<td>120</td>
<td>29</td>
</tr>
<tr>
<td>David Whitney</td>
<td>1969-70</td>
<td>20</td>
<td>8</td>
</tr>
</tbody>
</table>

Robert Hopkins has the best record for the number of years of service.

---

19Personal Interview, Mrs. Alpha Morris, March 9, 1972.
BASKETBALL TOP SCORERS, SINGLE GAME

Richard Smith (vs. Texas College, February 23, 1953) 46
Odell Agnew (vs. Wiley College, January 25, 1964) 41

BASKETBALL TOP SCORERS, CAREER

<table>
<thead>
<tr>
<th>Names of Players</th>
<th>Career Scores</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Smith</td>
<td>2527</td>
<td>1955</td>
</tr>
<tr>
<td>Willie Norwood</td>
<td>1973</td>
<td>1969</td>
</tr>
<tr>
<td>George Holloway</td>
<td>1679</td>
<td>1955</td>
</tr>
<tr>
<td>Odell Agnew</td>
<td>1644</td>
<td>1963</td>
</tr>
<tr>
<td>Walter Ned</td>
<td>1512</td>
<td>1965</td>
</tr>
<tr>
<td>Vernon Purnell</td>
<td>1507</td>
<td>1955</td>
</tr>
<tr>
<td>Charles Watkins</td>
<td>1162</td>
<td>1970</td>
</tr>
<tr>
<td>Osborne Jordan</td>
<td>1124</td>
<td>1956</td>
</tr>
<tr>
<td>Tommy Davis</td>
<td>1096</td>
<td>1962</td>
</tr>
<tr>
<td>James Kelly</td>
<td>988</td>
<td>1969</td>
</tr>
</tbody>
</table>

Top Scorer in the S.W.A.C. for one season - Willie Norwood, 633 points.

BASKETBALL TOP SCORERS, SINGLE SEASON

<table>
<thead>
<tr>
<th>Player</th>
<th>Scores for One Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vernon Purnell</td>
<td>933</td>
<td>1953</td>
</tr>
<tr>
<td>Richard Smith</td>
<td>866</td>
<td>1953</td>
</tr>
<tr>
<td>Richard Smith</td>
<td>793</td>
<td>1954</td>
</tr>
<tr>
<td>Richard Smith</td>
<td>706</td>
<td>1955</td>
</tr>
<tr>
<td>Willie Norwood</td>
<td>633</td>
<td>1967</td>
</tr>
<tr>
<td>Odell Agnew</td>
<td>576</td>
<td>1963</td>
</tr>
<tr>
<td>Willie Norwood</td>
<td>559</td>
<td>1968</td>
</tr>
<tr>
<td>Lee Garner</td>
<td>558</td>
<td>1952</td>
</tr>
<tr>
<td>Walter Ned</td>
<td>520</td>
<td>1969</td>
</tr>
<tr>
<td>Julius Keys</td>
<td>513</td>
<td>1969</td>
</tr>
</tbody>
</table>

22"Braves" Record Book, Ibid., 1971, pp. 15-16.
ALCORN PLAYERS THAT HAVE MADE ALL-CONFERENCE IN BASKETBALL

1947:
John Jefferson
Riley William

1948:
William Price

1949:
John Jefferson
Lavern Kennedy
William Price

1950:
Lee Garner
Lavern Kennedy
William Price

1951:
Lee Garner
George Holloway

1952:
Shelton Buckley
Vernon Purnell

1953:
Richard Smith

1954:
Richard Smith

1955:
George Holloway

1956:
Mitchell Howard
Robert Pickett

1960:
Thomas Bailey
John Cooley
Charles McClellan

1961:
Odell Agnew
Odell Clark

1962:
John Cooley
Tommy Davis

1963:
Odell Agnew
Walter Ned
George Morris

1964:
Ned Walter
Aaron King

1967:
Willie Norwood
James Kelly
Bobby Flowers
Jesse Conerly

1968:
Julius Keys
Jesse Conerly
Below are the 1967-68 Alcorn College Basketball Statistics. Alcorn's record for that season was 25 wins to only four losses. This is the best basketball record in this history of the school for one season. They also won the S.W.A.C. Championship.

<table>
<thead>
<tr>
<th>Opponent</th>
<th>Alcorn Scores</th>
<th>Opponent Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mississippi Industrial College</td>
<td>136</td>
<td>71</td>
</tr>
<tr>
<td>Paul Quinn</td>
<td>117</td>
<td>54</td>
</tr>
<tr>
<td>Texas Southern</td>
<td>95</td>
<td>76</td>
</tr>
<tr>
<td>Grambling College</td>
<td>80</td>
<td>77</td>
</tr>
<tr>
<td>Mississippi Industrial College</td>
<td>109</td>
<td>72</td>
</tr>
<tr>
<td>Mississippi Valley College</td>
<td>109</td>
<td>71</td>
</tr>
<tr>
<td>Alabama State</td>
<td>106</td>
<td>89</td>
</tr>
<tr>
<td>Northeastern Illinois College</td>
<td>103</td>
<td>61</td>
</tr>
<tr>
<td>Clark</td>
<td>62</td>
<td>68</td>
</tr>
<tr>
<td>North Carolina College</td>
<td>56</td>
<td>54</td>
</tr>
<tr>
<td>Grambling College</td>
<td>92</td>
<td>66</td>
</tr>
<tr>
<td>Jackson State College</td>
<td>92</td>
<td>79</td>
</tr>
<tr>
<td>Southern University</td>
<td>80</td>
<td>71</td>
</tr>
<tr>
<td>Arkansas A. M. &amp; N. College</td>
<td>85</td>
<td>83</td>
</tr>
<tr>
<td>Wiley College</td>
<td>99</td>
<td>78</td>
</tr>
<tr>
<td>Mississippi Valley College</td>
<td>101</td>
<td>87</td>
</tr>
<tr>
<td>Grambling College</td>
<td>81</td>
<td>74</td>
</tr>
<tr>
<td>Prairie View College</td>
<td>100</td>
<td>103</td>
</tr>
<tr>
<td>Texas Southern</td>
<td>83</td>
<td>79</td>
</tr>
<tr>
<td>Texas</td>
<td>88</td>
<td>70</td>
</tr>
<tr>
<td>Prairie View College</td>
<td>105</td>
<td>85</td>
</tr>
<tr>
<td>Wiley College</td>
<td>105</td>
<td>85</td>
</tr>
<tr>
<td>Arkansas A. M. &amp; N. College</td>
<td>97</td>
<td>81</td>
</tr>
<tr>
<td>Jackson State College</td>
<td>74</td>
<td>79</td>
</tr>
<tr>
<td>Southern University</td>
<td>83</td>
<td>69</td>
</tr>
</tbody>
</table>

N.A.I.A. District 30

Dillard University 104 82

N.A.I.A. Tournament

Henderson State 79 71
Central Washington State 70 23

23 Ibid., p. 46.
The statistics show that Alcorn's toughest opponent was Central Washington State which had a record of 28 wins and four losses in the 1967-68 season. Alcorn lost to them in the N.A.I.A. District Tournament. However, Alcorn's best game was against Southern University which Alcorn won by a score of 83 to 68. According to Coach Hopkins the team's defense was much improved over the past games. Jackson State College and Alcorn College split the season of 1967-68. In basketball Jackson State holds the edge in wins.

TRACK

Track for men started in 1947, and they were conference champions in 1947. Dr. Edward Simmons was the track coach from 1947 to 1957. Artist Ganeport was the track coach from 1957 to 1959. Dr. Grant Dungee has been the track coach from 1959 to the present.

The women's track team started in 1968 under the direction of Dr. Grant Dungee. In the 1968 Olympic games the 400 meter relay team for women set a world record. The team consisted of Barbara Farrel, Mrs. Margaret Bailey, Mildrette Netter of Alcorn College, Lorman, Mississippi, and Wzomia Tyris. Miss Mildrette Netter was the first person in Mississippi to win a gold medal. Alcorn's Olympic Gold Medal Winner, Mildrette Netter, was honored

---

with a dinner in the Coral Room, Vicksburg Hotel, November 23, 1968. Following are some track and field records in Henderson Stadium:

HENDERSON STADIUM RECORDS

Men

Mile Run:
4:20.4 - - Wilson (Mississippi Valley State College), 1967.

100 Yd. Dash:
9.4 - Stewart (Alcorn College), 1960.

440 Yds. Run:
46.3 - Miller (Alcorn College), 1966.
50.1 - Fortenberry (Alcorn College), 1967.
50.6 - Ransom (Alcorn College), 1967.

High Jump:
6'6" - Davis (Jackson State College), 1970.
6'3" - Bandon (Alcorn College), 1955.

Javelin:
210'6" - Williams (Alcorn College), 1968.
192' - Williams (Alcorn College), 1967.

Shot Put:
53'6" - Nelson (Jackson State College), 1970.
45'11" - Woodard (Jackson State College), 1963.
Broad Jump:
   24' - Howard (Dillard), 1957.

880 Yd. Run:
   1:50.6 - McCoy (Alcorn College), 1966.
   1:59.2 - Deloatch (Tougaloo College), 1957.

Pole Vault:
   12' - Childs (Paul Quinn), 1957.

Two Mile Run
   10:10.9 - West (Alcorn College), 1967.

220 Low Hurdles (Straight-a-way):
   23.3 - Young (Philander Smith), 1965.

120 High Hurdles:
   15.0 - Young (Philander Smith), 1955.

220 Yd. Dash:
   21.9 - Turner (Mississippi Valley State College), 1961.
   21.5 - Stewart (Alcorn College), 1960 (Straight-a-way)

60 Yd. Dash:
   5.9 - McGee, Sims (Alcorn College), 1970.

Discus Throw:
   147'8½" - Dempsey (Dillard), 1957.

440 Yd. Relay:
   40.2 - McGee, Sims, Brown & Taylor (Alcorn College), 1971.
   42.4 - Moses, Floyd, Miller & Mosley (Alcorn College), 1967.
880 Yd. Relay:
1:25.3 - McGee, Brown, Boisling & Taylor (Alcorn College), 1970.
1:27.4 - Moses, Floyd, Miller and Fortenberry (Alcorn College), 1967.

Sprint Medley Relay:
3:33.2 - Joseph, Crawford, Robinson and Groves (Mississippi Valley State College), 1967.

Mile Relay:
3:20.4 - Ranson, Floyd, Miller and Fortenberry (Alcorn College), 1967.

Two Mile Relay:

Women

60 Yd. Dash:
6.8 - Netter & Williams (Alcorn College), 1969, 1970.

100 Yd. Dash:
10.3 - Netter (Alcorn College), 1969.

220 Yd. Dash:
23.9 - Netter (Alcorn College), 1968.
176

440 Yd. Dash:

56.4 - Norrelle (Alcorn College), 1969.

440 Relay:

47.1 - Netter-Williams (Alcorn College), 1969.

880 Medley Relay:

1:44.1 - Netter-Williams (Alcorn College), 1969.

Long Jump:

18'6½" - Williams (Alcorn College), 1969.

The following statements are about some outstanding events and participants in track and field during the past years.

The William H. Pipes Trophy for the mile relay was to be offered at Alcorn A. and M. College on May 3, 1947. (This trophy is not awarded at Alcorn any more.) It was won by Henry C. Pickney, Junior, Vicksburg, Mississippi State's fastest man. Alcorn's Henry Pickney, who won second place in the Roberts S. Abbott Memorial Race at Tuskegee in 1946, was the feature attraction of the day on May 3, 1947. He was then considered the fastest man in the state.25

Since 1947, so far as men's track and field is concerned, there was very little to write about. But in 1970 Alcorn A. and M. College track and field teams made their debut in the Northwestern Louisiana University's fourth invitational indoor track meet in Monroe, Louisiana, March 9, 1970. Coach Grant Dungee carried both his male Thin-clads and Bravettes to the meet. McGee and Sims won the 100 yd. and 50 yd. dashes. Sims finished second to McGee in both events. The women's team did fair at the meet. Mildrette Netter finished first in the 100 yd. and first in the 60 yd. dash. The men's and women's teams finished second for the over-all track meet. Southern University finished first for the over-all meet. One reason for this is that Southern University has more field participants than most other Southern colleges.

The team members, both male and female for the 1970 Northwestern Louisiana University Fourth Invitational Indoor Track Meet in Monroe, Louisiana are as follows:

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willie McGee</td>
<td>Helen Williams</td>
</tr>
<tr>
<td>Larry Brown</td>
<td>Amanda Hornesbuger</td>
</tr>
<tr>
<td>Larry Boishy</td>
<td>Beverly Martin</td>
</tr>
<tr>
<td>Willie Taylor</td>
<td>Mary Norells</td>
</tr>
<tr>
<td>Jackie Harper</td>
<td>Fayetta Dixes</td>
</tr>
<tr>
<td>Emmitt Lockley</td>
<td>Lettie Bartee</td>
</tr>
<tr>
<td></td>
<td>Irene Randall</td>
</tr>
</tbody>
</table>
There was more interesting news in 1971 for Alcorn sprinters Willie McGee and Jerry Sims. On March 14, 1971 Willie McGee tied the world's record for the 100 yd. dash for the second time by turning in a 9.1 clocking in the Grambling Relays. The same track meet and event, Jerry Sims was tied for second with a 9.2. Track and field at Alcorn College has been moving in the limelight of the college scene since 1968.


The two most outstanding performers are McGee and Netter. McGee is the co-record holder for the 60 and 100 yd. dash and Netter won a gold medal in 1968. The team to beat in Track is Southern University. Moreover, Alcorn's Willie McGee participated in the N.A.I.A. track and field events in 1971 and won the hundred yard dash in 9.4. Both

Netter and McGee have performed in a large number of various track and field meets.

**TENNIS**

Tennis is the only other sport played on the conference level at Alcorn College. However, though tennis was played on the conference level (S.W.A.C.) since 1965, the information on tennis was limited. There has not been a team each year since 1965. The reason for this is the lack of coaching staff, and lack of interest on the part of the student body. The author checked both primary and secondary sources, but the information was not available.

Alcorn College has grown from one official sport (baseball) to several sports (basketball, football and track). It is important to note that Alcorn's rival has been Jackson State College in baseball, football and basketball. Alcorn's chief rival in track is Southern University. However, football is the sport that has helped gain fame for the college. In the past two years, track has been in the forefront at Alcorn College. The big goal of the college is to include more sports on the conference level, such as golf, tennis and swimming.
EVALUATION OF ATHLETIC PROGRAM

Some personal interviews about athletics at Alcorn College were held with former students, coaches, and faculty members.

**Former Students**

Robert Bowles stated that the athletic program is the greatest asset to the whole program. This is caused by an excellent coaching staff. They have put the school on the map.  

Odell Jenkins thinks the athletic program is good. But more funds would improve the program.

Alford Arrington feels that the athletic program is excellent because of good coaching. Funds would help improve the whole situation.

Jerome L. Burton is a former student in agriculture, class of 1968. He indicates the athletic program is well organized, though some improvements could be made.

**Coaches**

Dr. Grant Dungee says the athletic facilities are poor but the program is excellent. The new facility will

---

28 Personal interview, Odell Jenkins, January 7, 1972.
30 Personal interview, Jerome L. Burton, January 6, 1972.
improve the total program. The present facility is overcrowded. However, integration has hurt the black schools' athletic program because white schools have more and better facilities.31

Coach Johnny Spinks indicated that the athletics program is good. It would be better with improved facilities.32

Coach Archie Coaley, Jr., a graduate of Jackson State College, is in his first year on the Alcorn College staff. The athletics program is at its peak at Alcorn College. The integration has hurt Alcorn's recruiting program, as it opened schools with better facilities to black students. The few faults that Alcorn has could be corrected with enough support from the right people.33

Coach T. Danzy says the athletic program is good because of its good support.34

Mrs. Mark Smith (who has a Master's degree from Mississippi State University and has been on Alcorn's faculty for three years) thinks the athletic program is good. It could be improved with more teachers and new facilities.35

31 Personal interview, Grant Dungee, January 6, 1972.
32 Personal interview, Johnny Spinks, January 7, 1972.
33 Personal interview, Archie Coaley, January 7, 1972.
34 Personal interview, T. Danzy, February 7, 1972.
35 Personal interview, Mrs. Mark Smith, January 7, 1972.
Faculty Members

Vice President R. E. Waters thinks the athletic program is very good, but work in areas like swimming and golf is needed. The lack of facilities has hurt the program, but he feels that we are on a level with other colleges.36

Dr. William L. Boykins is an agriculturalist and research coordinator for the State Department of Agriculture, employed at Alcorn for eighteen years. He is also a former student, class of 1942. He feels the athletic program is very good because of the moral and physical support. The record speaks for itself. The coaches are excellent. The new plant will improve the athletic program.37

Former president John D. Boyd says the athletic program was poor in 1959 because of the lack of money, facilities, and equipment. We got new coaches like Spinks, Purnell, Casem and E. Simmons. Then things began to hum. Coach Willie Foster got the baseball team winning. Then a few years later the school became nationally recognized in sports. Those are some of the things that helped to get the school's athletic program off to an excellent start.38

36 Personal interview, R. E. Waters, January 7, 1972.
37 Personal interview, William C. Boykins, January 6, 1972.
38 Personal interview, J. D. Boyd, January 16, 1972.
Coach Marino Casem stated that the athletic program has done well with the type budget we have. We are running a champagne program off beer money.\textsuperscript{39}

It may be reasonable to conclude that athletics were one of the major things which helped the college gain recognition. This is especially true for black's colleges (Grambling College, for example). Black's colleges have had their share of problems with athletic conferences, some of which are strong, others weak. The weak ones have served to hinder the black man's progress.

DEVELOPMENT OF NEGRO CONFERENCES

Until 1906, there were no organized Negro school or colleges associations for the promotion or control of athletics. Very few educational institutions sponsored athletics other than baseball and football. Here and there were the beginnings of track and field and only occasionally basketball which was invented in 1892 in Springfield, Massachusetts. With the advent of track and field meetings, came the first organization of schools to foster athletics. In Washington, D. C. in 1906 there was a meeting of several educators who planned an association of colored schools for athletic purposes. It was called the Inter-Collegiate Athletic Association of the Middle Atlantic States, and

\textsuperscript{39}Personal interview, Marino Casem, January 16, 1972.
Howard University was one of its first members. The first activity which was sponsored by this association was a track and field meeting, May 30, 1906 at Howard University. Competition was afforded in open and closed events—which means in closed events only conference members could participate, and open events both conference and non-conference teams could participate. Later this organization developed basketball and football leagues, and conducted two mammoth indoor track meets in Washington, D. C.

Two college athletic associations began about 1912. The first was the Colored Inter-Collegiate Athletic Association, operating chiefly among the states of Pennsylvania, Maryland, West Virginia, North Carolina and the District of Columbia. The second was the North Carolina Inter-Collegiate Athletic Association, some members of the North Carolina Conference merging with the C.I.A.A. in later years. The first C.I.A.A. constitution was published in the Inter-Scholastic Athletic Association Handbook of 1913. Since these early organizations, other colleges in various regional areas have banded together for the purpose of developing and controlling athletic growth and competition. Among the founders of the C.I.A.A. were Allen Washington and

---


The most influential personality in the C.I.A.A. during its growth was Charles H. Williams, physical director at Hampton Institute. Through his far-seeing leadership he brought about a powerful organization in the development of Negro youth. Almost as effective an officer was the secretary-treasurer, J. L. Whitehead. Presidents having headed the C.I.A.A. have been: Ernest J. Marshall, Charles K. Frazier, E. P. Davis, M. P. Robinson, W. A. Boyles, W. H. Alexander, T. L. Parzeor, J. W. Barco, J. T. Taylor, Frank Coleman, Charles H. Williams, H. C. Penin, George G. Singleton, John H. Barr, and Paul Moore.  

The record of the C.I.A.A. is a tribute to good sense, social enterprise, initiative and resourcefulness of the athletic representatives and school officials of these growing Negro colleges.

Another black conference was established in 1921. It was called the Southwestern Athletic Conference. These were the member colleges: Wiley College in Marshall, Texas; Paul Quinn College in Waco, Texas; Bishop College, Dallas, Texas; Prairie View College, Prairie View, Texas; Langston College,

---

41 Ibid., p. 289.
42 Ibid., p. 290.
Langston, Texas; Texas College in Houston, Texas. Later colleges like Southern University, Baton Rouge, Louisiana, Grambling College, Grambling, Louisiana, Jackson State College, Jackson, Mississippi, Alcorn College in Lorman, Mississippi, Arkansas A. and M. College, Pine Bluff, Arkansas, Mississippi Valley State College at Itta Bena, Mississippi joined. However, Langston College, Paul Quinn College and Bishop College have dropped out of the conference. No one came in to replace those three schools that dropped out of the conference. The reasons are many and varied, but one stands out. That is the Conference schools were too strong for the smaller schools.

The guiding rules of the Conference are: All member schools must compete in the following sports—football, basketball, baseball and track. Competing in the Conference golf and tennis tournaments are optional. Each school must send to the Conference track and field meets a minimum of five (5) participating men.

Furthermore, the championships are awarded as follows: Football—Round Robin. Basketball—Double Round Robin. Baseball—Triple Round Robin. Track—point basis. Golf and Tennis Tournaments—same as track. Tied games in football shall count one-half won and one-half lost for each team.

For the past three years, Mr. Jackie Graves has given the All-Sports Trophy, emblematic of the most successful All-Around Program in the Southwestern Athletic Conference. Points are given for the six sports authorized by the Conference.⁴₅

In 1965, Mr. Graves took a position with the Spaulding Sporting Goods Company. Since that time, this company, along with Mr. Graves has given this trophy.

The All-Sports trophy has been awarded to these following schools: Grambling College, Arkansas A. M. and N. College, Jackson State College, Southern University, and Texas Southern University. Alcorn has not won the All-Sports trophy yet, but when the school improves its all around athletic program maybe the trophy will be won by Alcorn College.⁴₆

The 1972 officers of the Southwestern Conference are: President, D. D. Rains, Texas Southern University; Vice President, U. S. Jones, Southern University; Secretary-Treasurer, G. S. Smith, Prairie View A. and M. College; Commissioner of Officials, John Codwell, Yates High School, Houston, Texas; Statistician, Charles D. Henry, Grambling College.⁴⁷

⁴⁵Ibid., p. 4.
⁴⁶Ibid., p. 5.
⁴⁷Ibid., p. 19.
The Conference Year Book gives an up-to-date report about the entire athletic activities, about the sports in the conference. Moreover it gives a preview of what to expect in the Conference in all sports, an up-to-the-minute report on individuals and conference standing for all sports and other important announcements throughout the year.48

There is much opportunity for improvement in the ways and means for better athletics. The program of college and school sports is unduly limited. Football, basketball, and in some places baseball overbalance the sports curriculum. The student body and spectators have their appetite whetted for these games, to the neglect of track and field in most schools.

The last black conference was established in 1923. It was the South-Central Athletic Conference. The S.C.A.C. was organized at Haven Teachers College, Meridian, Mississippi. The following institutions became charter members of the conference: Alcorn A. and M. College, Campbell College, Haven Teachers College, Jackson College, Mississippi Industrial College, Mount Beulah College, Okaloma Industrial School, Rust College, and Tougaloo College. This conference went out of existence in 1962 because at this time most all of the colleges withdrew their membership.

48 Ibid., p. 30.
Conference athletic growth has clearly demonstrated the Negroes' ability to organize and cooperate for worthy ends. In the early days before the conferences were formed, games between colleges were on an individual basis, frequently having no eligibility requirements for the players, and little sportsmanship. Officials with integrity and ability were rare. There were few opportunities for meetings between the competing teams to discuss problems, and the contracts to play were frequently broken. The only object of the games were to win, so players were often not even members of the college involved. Bringing these conflicting groups together proved the ability of Negroes to sacrifice selfish practices for the greater good of the whole. It required attributes of character and social aims of the highest order, to arrive at the high level of accomplishment reached by most of these athletic conferences.  

Only through conference groups have athletics been raised to standards compatible with those of educational institutions. The conference method of promotion and control has resulted in securing more desirable outcomes. Some of their achievements and their far-seeing leadership deserve to be noted in detail. The arrangements for schedules for football, basketball, baseball, track and tennis matches are accomplished in annual meetings. These are published in the press and bulletins months in  

\footnote{Henderson; op. cit., pp. 280-281.}
advance. There is great premium placed on sportsmanship. Coaches, rules, regulations and practices have worked to make sportsmanly conduct a prominent outcome. In the past, some players have represented institutions through the preparatory department, the college, and the professional school as long as they were enrolled in the institution. Often, players were failing in their scholastic work, paid no tuition, and were at the institution only to compete in athletics. Although many athletes today in some schools are still "hired" for athletic purposes, the great mass of athletes are bona fide students of amateur standing.\textsuperscript{50}

Conference activity has facilitated the growth of many forms of athletics that were new or not popularly supported. Tennis, track, golf, swimming, boxing, wrestling and cross-country running are some of the competitions sponsored through the endeavors of the conference organizations.\textsuperscript{51}

The greatest single contribution of the conference college machinery has been the development of a corps of coaches as physical educators whose worth has been considered the most valuable college influence in the education of youth. Coaches of early teams were often mere teachers of skills and strategy of the game, with victory their only

\textsuperscript{50} Ibid., p. 281.
\textsuperscript{51} Ibid., p. 282.
aim. They felt that any trick or unfair advantage to win was justified by the results. Often the coach was a white man because of his former connection with big-time athletics or professional sports.\(^{52}\)

With the coming of conference athletics, the coach found longer tenure assured at many colleges and the seasonal coach has largely been supplanted by the physical educator, a member of the college faculty. Constant association with other coaches, at annual meetings and at various tournaments and contests, have forced the coach of low ideals to grow in stature to the more socially advanced director of athletics. Today there are no better teachers on many faculties than the coaches. Many institutions are better known for their coaches than for their presidents, and in some instances those coaches are more influential for good citizenship and character training than any other educator on the faculty.\(^{53}\)

One other result of conference techniques and organization has been the improvement of officiating in the various games. The degree with which a group accepts the dictum of an arbiter in athletic contests is often a good indication of the social development of that group. In early school and college athletics, one of the first considerations for

\(^{52}\)Ibid., p. 283.

\(^{53}\)Ibid., p. 283.
an acceptable official was that he be white. Somehow it was thought it was not possible for a Negro official to be capable of officiating in a game where all of the participants and spectators were colored. Some of the leading educators and institutions would not take a chance on using a colored umpire or referee. Eventually this changed—but even then, it was contended their compensation should not be equal to that of a white man.\(^{54}\)

Since the origin of conferences, there has been a development of a number of competent, efficient officials of sterling character. One of the earliest organizations of officials was the Eastern Board of Officials, located in Washington, D.C. Garnet Wilkerson, as a football referee, established a high standard and exerted more influence on the game than any one individual connected with it. Several boards of officials in the territory of the C.I.A.A. have banded together to form the Affiliated Boards of Officials. In the locale of various other conferences, other competent boards of officials have been organized. Frequently the coaches and officials have combined for mutual growth and development. Each year the names and addresses of the various football officials' groups are published in the Football Guide. The conference exercises certification powers,

---

\(^{54}\)Ibid., p. 284.
arrange for interpretation meetings, and adopts measures to promote and facilitate good officiating. Mr. Henderson was instrumental in helping to organize this Board. Moreover, he organized many other conferences and athletic leagues for blacks in Washington, D.C. He organized a basketball team which played under the auspices of the black Y.M.C.A. At this time, Mr. Lewis Johnson, the Executive Secretary of the Y.M.C.A. had just come from Buxton, Iowa where he had worked and played basketball for the Y.M.C.A.; he assisted Mr. Henderson in the organizing of his team.

Altogether, the conferences have eliminated many of the glaring evils of the old games. Recruiting, subsidizing, proselyting, overnight transferring, professionalism, forfeiture of games, leaving the field, over-long athletic careers in college, no physical examination, weak scholastic requirement, and poor sportsmanship are some of the weakness that have been abolished or moderated in college athletics as a result of the conference organization and leadership.

Much has been done to promote bi-racial activity in sport by these conferences though more needs to be done. There are signs pointing to a recognition on the part of social leaders that sports can lead to a strengthened democracy.

55Ibid., p. 285.
Nevertheless, in the old days, the Negro athletes competed only with all-Negro teams. Regardless of his ability, he was denied recognition on a national level because of the color of his skin. It is a new day for black athletes in both sports and education. The black athletes no longer have to compete with each other alone, but they can compete with anyone regardless of color. The black can go to integrated colleges and graduate with an academic degree.

ALCORN'S CONFERENCE PARTICIPATION

Alcorn became a member of the South Central Athletic Conference in 1926. Alcorn College was a member of this conference until 1962. At that time, Alcorn College became a member of the Southwestern Athletic Conference. The reason why Alcorn became a member of this conference, according to Coach Marino H. Casem, is because "it is a stronger and more stable conference."58 Moreover, the S.W.A.C. will give the college more recognition, and a chance to participate on a higher level of competition. This conference will give the college better exposure of the players to the professional scouts, and help give the college better recognition through sports.

Alcorn became a member of the National Association of Intercollegiate Athletics and the National Collegiate Athletic Association in 1962. However, the same sports are played under both associations. But sports such as hockey, volleyball, tennis, golf, soccer, swimming and canoeing have not been added to the athletics phase of Alcorn College Conference programs. Games such as football, basketball, track, tennis, softball and cross-country running are played on intramural and seasonal basis by members of the Alcorn student body. This is true because of several reasons: 1) lack of facilities; 2) lack of coaches; 3) lack of money. Other colleges in the conference do not have some of these sports.

Athletics have helped Alcorn College financially support things like high school day. This was held in April of every year since 1956. According to J. D. Boyd high school seniors were invited from high schools throughout Mississippi. Some of the money that was used to pay for this day came from the funds made by the athletic department. At least 1,000 students from various high schools in the state usually participated. Others took tours of various parts of the campus and listened to lectures during the day. Football has helped Alcorn College to gain national fame and support many of the college's local efforts.
It is only fitting that this chapter should end with a tribute to one who has done so much for the Negro's role in sports and in society in general, Mr. Edwin Bancroft Henderson. The grandchild of slaves, Dr. Henderson grew up in Washington, D.C., attended Washington Normal School and later Harvard Summer School.

Soon he organized the colored Y.M.C.A. into a team who became the colored amateur champions. He was responsible later in breaking the color barriers in the Amateur Athletic Union. He was active in eliminating the Jim Crow Cars from the nation's railroads, and putting an end to the segregation in theaters around Washington. Though his life was often threatened, he has never failed to meet the challenge when he saw something that needed doing. 60

In 1909 Edwin Bancroft Henderson organized a basketball team which played under the auspices of the Black Y.M.C.A. 61 At this time, Mr. Louis Johnson, the executive secretary of the Y.M.C.A., had just come home from Buxton, Iowa where he had worked and played basketball for the Y.M.C.A. He assisted Mr. Henderson in the organization of his team. 62

61 Henderson, op. cit., p. 150.
62 Ibid., p. 151.
In 1906 Mr. Henderson organized the first intercollegiate athletic association for blacks in the Washington, D.C. school system. He did this for Baltimore, Maryland and Wilmington, Delaware. This same organization held the first outdoor track and field meet on May 30, 1906 on a track built by black men and women on the Howard University campus. Mr. Henderson later organized the physical education curriculum in Washington, D.C., so as to include the teaching of carry-over games or leisure time activities such as handball, tennis, golf, swimming, hockey, and archery; there was a lack of equipment, often Mr. Henderson had to spend his only money and use public park facilities. Henderson was a co-founder of the Eastern Board of Officials in 1912, and served as its president of the Affiliated Board of Officials for black schools and black colleges of the southeastern part of the United States. In 1911, Henderson started the black All-American football team after the practice of Walter Camp, and held the first cross-country and the first indoor track and field meets. Edwin B. Henderson, with the assistance of co-editors J. Joiner and Robinson, published the first handbook of black athletics, *Interscholastic Handbook of Athletics* during the years 1910-1913. From 1911-1913 he was the president of the black Public School Athletic League. In 1917, Mr. Henderson gave instructional material dealing with sex education and the evils of narcotics, and the use of tobacco.
He served as chairman of the high school games committee for black schools of the District of Columbia from 1923-1951. In 1925, Mr. Henderson became the Head of the Physical Training Department in black high schools. In 1926 he instituted a major physical education course for those students in high schools who wanted to major in it in college. After 1926, Mr. Henderson held citywide individual school May Days for black schools. In 1939, his first book was published, *The Negro in Sports*. It was the first book of its kind in the history of America. He founded and was president of the West Washington branch of the American Association of Health, Physical Education and Recreation for Black Schools. He revised *The Negro in Sports* in 1949, and is co-author and co-editor of *The Black Athlete* which was published in 1969. Mr. Henderson has written a large number of letters to newspaper editors throughout the United States of America. In 1949 he was appointed director of the Department of Health, Physical Education and Safety for black schools in Washington, D. C., and he retired in 1954. The preceding information on the achievements of Mr. Edwin B. Henderson were taken from Leon N. Coursey's unpublished dissertation.  

It is the opinion of the author that Mr. Edwin Bancroft Henderson is responsible for the majority of the

---

63 Coursey, op. cit.
black man's achievements in athletics in the early stages. Mr. Henderson conducted his fifty years of working experience in Washington, D.C. But the sad part about the whole situation is that Mr. Henderson has not received the recognition he should have for the outstanding work he has done in health, physical education, recreation and public safety. This man achieved more in fifty years of work, with such small financial assistance, than a number of individuals have in a longer lifetime. Furthermore, if Mr. Henderson had been exposed to the news media more, the nation would be so much more aware of his achievements and dedication. It is important to note that an unpublished biography by Leon Coursey is in the Ohio State University Library, for those who would like to know more about this great man. This author had a chance to meet Mr. Henderson. "He is a great physical educator and gentlemen in every sense of the word." He read the first draft of this dissertation and offered some helpful comments. He had done more for blacks than any other man in his field of endeavor.
CHAPTER VIII

SUMMARY

This was a historical study of physical education and athletics at Alcorn A. and M. College, Lorman, Mississippi. The period covered begins with the founding of the college for Negroes in 1871 and terminates with the 1971 school year.

Alcorn A. and M. College, the oldest predominantly Negro land-grant college in the United States, had its beginning in 1830 as Oakland College for the education of white male students. The Presbyterian school closed its doors at the beginning of the Civil War so that its students might answer the call to arms, and upon failing to reopen after the war, the college was sold to the State for the education of her Negro citizens. The college was renamed Alcorn A. and M. College in 1871, in honor of the late James L. Alcorn, who was then Governor of the State of Mississippi.

Hiram R. Revels, the first Negro to be elected to the United States Senate, resigned his seat and became Alcorn's first president. Moreover, in 1862, Congress had passed an act known as the "Morrill Land-Grant Act,"
whereby the federal government allocated to each state in
the union lands equal to 30,000 acres for each senator and
representative in Congress for the endowment, support, and
maintenance of at least one college whose leading object
shall be, without excluding other scientific and classic
studies and including military tactics, to teach such
branches of learning as are related to agricultural and
mechanical arts.

Alcorn A. and M. College, located in Lorman, Missis-
sippi, is a story of changes with a hundred years of
progress under these presidents: 1871 - 1882, Hiram R.
Revels; 1882 - 1893, John H. Burrus; 1893 - 1984, W. H.
Reynolds and Andrew J. Howard; 1899 - 1905, W. H. Lanier;
1905 - 1911, Levi J. Rowan; 1911 - 1915, John A. Martin;
1913 - 1934, Levi J. Rowan; 1934 - 1944, William H. Bell;
1944 - 1945, Preston S. Bowles; 1945 - 1949, William H.
Boyd; 1969 - present, Walter Washington. In terms of
expansion, the most outstanding president was L. J. Rowan;
he was the first alumnus to be elected president. His
service totaled more than 25 years while serving two terms
as president. During his administration, the following
were established: a new dining hall, men's dormitory,
Mississippi Hall, Academic Hall, the Steam Laundry, trade
building for Mechanical Arts, live stock barns, the Rowan
Administration Building, telephone line to Port Gibson, and Bowles Hall. Although President Rowan did not live to see his dream of making Alcorn A. and M. College into a giant of higher education, it was his untiring faith and zealosity that marked the beginning of a new frontier and new horizons for his successors.

The current president, Walter Washington, was born in Mississippi and earned his degree in Administration in his home state. He later did post-graduate work at other Southern colleges. Much of his life has been spent working in higher education, either as a teacher or as an administrator. As president, Dr. Walker believes he should walk and talk with all of the people who are the communities of interest of Alcorn.

Over the past one hundred years, Alcorn College has been responsible for the following: 1) Over one hundred Alcorn graduates are teaching in universities and colleges throughout America; 2) The only Negro mayor of a Mississippi bi-racial town is an Alcornite; 3) The majority of the presidents of the Mississippi Teachers Association were Alcornites; 4) In the past eight years, Alcorn has produced three Woodrow Wilson scholarship winners and two Danforth scholarship winners; 5) More than 24 Alcorn students are listed in Who's Who Among Students in American Colleges and Universities annually; 6) The college is a leading supplier
of minority professionals to the Federal government in Mississippi; 7) Leading industries in the State and Nation, such as the Atomic Energy Commission, the National Aeronautical Space Agency, IBM, and others employ Alcorn graduates; 8) A large majority of the professional Negro Soil Conservation workers in Mississippi are Alcorn graduates; 9) A large majority of the Negro professional workers with the ASCS in Mississippi are Alcorn graduates; 10) Alcorn currently has more than 600 students enrolled in Business Administration and Business Education; 11) Alcorn produced more than 40 percent of the Negro teachers in the Mississippi public schools; 12) The first Negro woman to earn a B.S. degree from a state-supported American institution received it from Alcorn A. and M. College; 13) The first Negro to receive a doctorate at the University of Mississippi was an Alcorn graduate; 14) The majority of Negro principals in Mississippi are Alcorn graduates.

In athletics and physical education, Alcorn College has had some successful athletic teams over its past one hundred years; 1) Alcorn's football team won back-to-back National Championships in 1968 and 1969, Mr. Marino H. Casem was the coach of these teams; 2) Alcorn's football Braves played before more than 300,000 people in 1969 and 1970; 3) in the first nine years of participation, Alcorn's football team won the South-Western Athletic Conference championships three times; 4) The baseball team was four-time
Conference champions in 1927, 1928, 1929 and 1931; 5) Alcorn football teams were sixteen times Conference football champions from 1930 to 1969; 6) The basketball team won the Conference championship in the South-western Athletic Conference in the 1967-1968 season and 1968-1969 season under the leadership of Robert Hopkins, who the best basketball coach as far as the won and lost records are concerned—325 wins and 29 losses. He coached from 1967 to 1970, and and won two Southwestern Athletic Conference Championships; 7) Alcorn has fourteen football players in the professional ranks and three basketball players.

Along with those successful teams, there have been some outstanding players. In football, there are Johnny Spinks, Carl Jones, Frank Pennell, Robert Martin, Robert Coburn, and many others. The baseball greats are Willie Bill Foster, Walter Dukes, Garland Goodman and Arthur Spann. The basketball greats are Richard Smith, Walter Ne'd, Willis Norwood and Julius Keys. The track greats were Mildrette Netter, Jerry Sims and Willie McGee. The preceding names were just a small number of the persons who have helped the college to gain success in various sports.

However, it is generally agreed that football is the sport that has brought the college fame. But from 1968 to the present, track and field has yielded excellent results.

In terms of coaches, O. T. Henderson was the first coach at Alcorn College. He coached baseball. From 1875
to 1923 baseball was the only official sport at Alcorn College. In 1924 basketball for both men and women was played at Alcorn College. In 1926 all sports at Alcorn College became members of the South-Central Athletic Conference. This held true until 1962 when Alcorn College became a member of the South-Western Athletic Conference. In 1947 track became an official sport at the college. The first track coach was E. E. Simmons. The present track coach is Dr. Grant Dungee and his assistant is Miss Darlene Washington. Moreover, Alcorn College basketball teams have participated in the District 30 N.A.I.A. tournament twice and lost the second game both times. Alcorn College is a member of both the N.A.I.A. and the N.C.A.A. This has been true since 1962.

Required physical education was created at Alcorn College in 1928. The first physical education instructor was W. J. Porter. In 1948 the professional preparation in physical education was originated. At that time the Department of Health and Physical Education became a part of the Division of Education. The first physical education chairman was David Fisher from 1948 to 1962. There was one woman on his staff. She was employed in 1960. David Fisher was succeeded by Dr. E. E. Simmons, who also had one woman on his staff—the same lady who had worked with David Fisher. Dr. Simmons' tenure was from 1962 to his untimely death in 1966. Dr. Grant Dungee is the current head of the
Department of Health and Physical Education. He has three women on his staff.

In 1969 the Department of Health, Physical Education and Athletics was divided. Before this time it was all directed by one person. The division came about because the job was too large for one person to handle properly. Marino H. Casem is the Director of the Department of Athletics and Dr. Grant Dungee is the Director of the Department of Health and Physical Education.

The number of student graduates in physical education has grown as well as the college population in general. A number of the outstanding physical education graduates have attended graduate schools. At least one Alcorn graduate in physical education has earned his Ph. D. and many have earned Master's Degrees, and some others attend graduate school part time.

In most small schools, most all physical education faculty members have double or triple duties. There are sound reasons behind this statement. One is the lack of money to hire enough people. This is true at the present for most all schools and colleges. A lack of facilities has weakened physical education at Alcorn College. The future looks bright, for the new physical education plant is on the drawing board, and two new faculty members are on the 1972-1973 school plan. One will be hired to work with an intramural program, and the other will only have teaching
duties in physical education. These two factors should help to strengthen the basic instruction program and the professional preparation program. The writer believes that in the near future, there will not be a black championship in any sport. There will just be a championship without the color consideration. It has been pointed out in Chapter VII that integration has hurt black school recruiting programs. It is hard for a small black school to compete with a large white school when it comes to recruiting athletes. Therefore, in order to change things and make it better for all enrolled in the future, someone will suffer. This is true for any change, whether good or evil. If the black schools are ever able to compete with the white schools in recruitment, the quality of the whole athletic program will be improved. This is true in all phases of the college structure. In spite of all the hardships Alcorn College has had its share of championships.

Although many books have been published concerning the achievements of black men in various fields, until recently almost nothing is in book form to record the exploits of our athletic heroes. As it has been stated that the black man can look to other fields for achievement and recognition now, it is the hope of this author that recognition in other areas does not have to be "as painfully slow as it was in athletics. Moreover, the writer hopes that the
reader(s) will be able to evaluate Alcorn College and other black colleges for more than athletics alone. Why not physical education?

It is hopeful that this dissertation will be the beginning of a serious effort by other scholars to put before the American people the story of a black school, a large number of excellent athletes. It is also intended to encourage young people to maintain the racial vigor and health handed down to them by our ancestors who have survived the rigors of a severe civilization.
APPENDIX A

GRADUATES IN PHYSICAL EDUCATION AND THEIR CURRENT OCCUPATIONS

B.S. Degree

Mrs. Odessa Baldwin Barton '66
Jackson County
Public School teacher
Escatawba, Mississippi

Robert Brown '62
Asst. Football Coach
Mississippi State College
Itta Bena, Mississippi

Gloria Gibbs Cannon '66
Director Project Head Start
Tupelo, Mississippi

Johnny Gilliam '60
Asst. Football Coach
Biloxi High School
Biloxi, Mississippi

Michael Gines '66
Asst. Football Coach
Hines County Agricultural High School
Utica, Mississippi

Marshall Hattix '67
Graduate Student
Texas Southern University
Houston, Texas

Henry Houze, Jr. '67
Director of Student Activities
Alcorn A. & M. College
Lorman, Mississippi

Odell Jenkins '66
Asst. Football Coach
Mendenhall High School
Mendenhall, Mississippi

Earl Johnson '62
City Recreation Supervisor
Dayton, Ohio.

M.S. Degree

Alfred Arrington '66
Instructor
Mississippi Valley State College
Itta Bena, Mississippi

Henry Warren Baker '64
Director, Martin Luther King Comm. Center
Patterson, New Jersey

Peter Boston '54
Public School Teacher
Yazoo City, Mississippi

Robert W. Bowles '66
Director of Alumni Affairs
Alcorn A. and M. College
Lorman, Mississippi

Henry Harper '65
Drivers Education Instruct.
Central High School
Kalamazoo, Michigan

Thomas J. Kennedy '65
Doctoral Candidate
Cornell University
Ithaca, New York

Willie McGowan '57
Assistant Football Coach
Alcorn A. and M. College
Lorman, Mississippi

Thomas Robinson '66
Graduate Student
Michigan State University
East Lansing, Michigan
APPENDIX A (Cont.)

B.S. Degree

Billie Rose Harris Jones '54
Public School Teacher
Yazoo City, Mississippi

Julius Keyes '69
Denver Rockets
American Basketball Assoc.
Denver, Colorado

Sadie Magee '55
Lanier High School
Physical Education Instruc.
Jackson, Mississippi

Willie Fred Marsalis '66
Public School Teacher
Natchez, Mississippi

Mae Dora McGill '66
Public School Teacher
Chipley, Florida

Houston Markham '65
Head Football Coach
Temple High School
Vicksburg, Mississippi

Herman Mould '65
Public School Teacher
Pensacola, Florida

Willie Norwood '69
National Basketball Association
Detroit Pistons
Detroit, Michigan

Samuel Shivers '66
Public School Teacher
Springfield, Ohio

Edward Steele '53
Head Football Coach
Rowan High
Hattiesburg, Mississippi

M.S. Degree

Allan Simmons '70
Instructor
Mississippi Valley State College
Itta Bena, Mississippi

Willie Simpson
Athletics Director
Wilberforce University
Wilberforce, Ohio

Alvin Smith '56
Principal
Parrish Junior High School
Hazelhurst, Mississippi

Darline Washington '68
Instructor
Alcorn A. and M. College
Lorman, Mississippi

Davis Weathersby '50
Athletic Director and
Head Football Coach
Mississippi Valley State College
Itta Bena, Mississippi
B.S. Degree

Lutille Robert Stepney '64
Head Basketball Coach
Gulfport East High School
Gulfport, Mississippi

James Waites '66
Assistant Football Coach
Jefferson High School
Fayette, Mississippi

Craig Walker '68
Public School Teacher
Charleston, Mississippi

Shirley Gibbs Walker
Graduate Student
Texas Southern University
Houston, Texas

J. C. Williams '67
Assist. Football Coach
Temple High School
Vicksburg, Mississippi

Doctoral Degree

Dr. Franklin D. Purnell '52
Professor of Physical Education
Tennessee State University
Nashville, Tennessee
## APPENDIX B

**GRADUATES OF ALCORN COLLEGE BY YEARS 1881-1969**

<table>
<thead>
<tr>
<th>Year</th>
<th>No. Grad.</th>
<th>Year</th>
<th>No. Grad.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1881</td>
<td>0</td>
<td>1927</td>
<td>14</td>
</tr>
<tr>
<td>1882</td>
<td>8</td>
<td>1928</td>
<td>22</td>
</tr>
<tr>
<td>1883</td>
<td>0</td>
<td>1929</td>
<td>26</td>
</tr>
<tr>
<td>1884</td>
<td>4</td>
<td>1930</td>
<td>22</td>
</tr>
<tr>
<td>1885</td>
<td>1</td>
<td>1931</td>
<td>22</td>
</tr>
<tr>
<td>1886</td>
<td>2</td>
<td>1932</td>
<td>38</td>
</tr>
<tr>
<td>1887</td>
<td>9</td>
<td>1933</td>
<td>49</td>
</tr>
<tr>
<td>1888</td>
<td>6</td>
<td>1934</td>
<td>25</td>
</tr>
<tr>
<td>1889</td>
<td>9</td>
<td>1935</td>
<td>22</td>
</tr>
<tr>
<td>1890</td>
<td>14</td>
<td>1936</td>
<td>21</td>
</tr>
<tr>
<td>1891</td>
<td>5</td>
<td>1937</td>
<td>38</td>
</tr>
<tr>
<td>1892</td>
<td>10</td>
<td>1938</td>
<td>29</td>
</tr>
<tr>
<td>1893</td>
<td>10</td>
<td>1939</td>
<td>32</td>
</tr>
<tr>
<td>1894</td>
<td>3</td>
<td>1940</td>
<td>53</td>
</tr>
<tr>
<td>1895</td>
<td>7</td>
<td>1941</td>
<td>53</td>
</tr>
<tr>
<td>1896</td>
<td>6</td>
<td>1942</td>
<td>67</td>
</tr>
<tr>
<td>1897</td>
<td>8</td>
<td>1943</td>
<td>47</td>
</tr>
<tr>
<td>1898</td>
<td>1</td>
<td>1944</td>
<td>28</td>
</tr>
<tr>
<td>1899</td>
<td>6</td>
<td>1945</td>
<td>32</td>
</tr>
<tr>
<td>1900</td>
<td>8</td>
<td>1946</td>
<td>38</td>
</tr>
<tr>
<td>1901</td>
<td>6</td>
<td>1947</td>
<td>58</td>
</tr>
<tr>
<td>1902</td>
<td>5</td>
<td>1948</td>
<td>60</td>
</tr>
<tr>
<td>1903</td>
<td>7</td>
<td>1949</td>
<td>95</td>
</tr>
<tr>
<td>1904</td>
<td>8</td>
<td>1950</td>
<td>135</td>
</tr>
<tr>
<td>1905</td>
<td>7</td>
<td>1951</td>
<td>196</td>
</tr>
<tr>
<td>1906</td>
<td>14</td>
<td>1952</td>
<td>127</td>
</tr>
<tr>
<td>1907</td>
<td>16</td>
<td>1953</td>
<td>164</td>
</tr>
<tr>
<td>1908</td>
<td>14</td>
<td>1954</td>
<td>138</td>
</tr>
<tr>
<td>1909</td>
<td>19</td>
<td>1955</td>
<td>139</td>
</tr>
<tr>
<td>1910</td>
<td>18</td>
<td>1956</td>
<td>168</td>
</tr>
<tr>
<td>1911</td>
<td>13</td>
<td>1957</td>
<td>258</td>
</tr>
<tr>
<td>1912</td>
<td>15</td>
<td>1958</td>
<td>206</td>
</tr>
<tr>
<td>1913</td>
<td>28</td>
<td>1959</td>
<td>211</td>
</tr>
<tr>
<td>1914</td>
<td>17</td>
<td>1960</td>
<td>215</td>
</tr>
<tr>
<td>1915</td>
<td>25</td>
<td>1961</td>
<td>176</td>
</tr>
<tr>
<td>1916</td>
<td>27</td>
<td>1962</td>
<td>215</td>
</tr>
<tr>
<td>1917</td>
<td>24</td>
<td>1963</td>
<td>211</td>
</tr>
<tr>
<td>1918</td>
<td>28</td>
<td>1964</td>
<td>338</td>
</tr>
<tr>
<td>1919</td>
<td>24</td>
<td>1965</td>
<td>349</td>
</tr>
<tr>
<td>1920</td>
<td>21</td>
<td>1966</td>
<td>365</td>
</tr>
<tr>
<td>1921</td>
<td>21</td>
<td>1967</td>
<td>354</td>
</tr>
<tr>
<td>1922</td>
<td>10</td>
<td>1968</td>
<td>363</td>
</tr>
<tr>
<td>1923</td>
<td>8</td>
<td>1969</td>
<td>335</td>
</tr>
<tr>
<td>1924</td>
<td>No information available</td>
<td>1925</td>
<td>13</td>
</tr>
<tr>
<td>1926</td>
<td>16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX C

### RESULTS OF THE SOUTHWESTERN ATHLETIC CONFERENCE

#### ACTIVITIES FOR ALL-SPORTS TROPHY, 1966

<table>
<thead>
<tr>
<th>College</th>
<th>Football</th>
<th>Basketball</th>
<th>Baseball</th>
<th>Track</th>
<th>Tennis</th>
<th>Golf</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcorn</td>
<td>2.0</td>
<td>8.5</td>
<td>2.0</td>
<td>4</td>
<td>2.5</td>
<td>-</td>
<td>19</td>
</tr>
<tr>
<td>Arkansas</td>
<td>4.0</td>
<td>4.0</td>
<td>6.0</td>
<td>5</td>
<td>4.5</td>
<td>-</td>
<td>23.5</td>
</tr>
<tr>
<td>Grambling</td>
<td>10.0</td>
<td>8.5</td>
<td>7.0</td>
<td>3</td>
<td>6.0</td>
<td>-</td>
<td>34.5</td>
</tr>
<tr>
<td>Jackson</td>
<td>4.0</td>
<td>5.5</td>
<td>5.0</td>
<td>2</td>
<td>2.5</td>
<td>-</td>
<td>19.0</td>
</tr>
<tr>
<td>Prairie View</td>
<td>4.0</td>
<td>2.0</td>
<td>1.0</td>
<td>6</td>
<td>10.0</td>
<td>10</td>
<td>33.0</td>
</tr>
<tr>
<td>Southern</td>
<td>6.5</td>
<td>3.0</td>
<td>10.0</td>
<td>10</td>
<td>7.0</td>
<td>7</td>
<td>43.5</td>
</tr>
<tr>
<td>Texas Southern</td>
<td>6.5</td>
<td>5.5</td>
<td>3.0</td>
<td>7</td>
<td>4.5</td>
<td>-</td>
<td>26.5</td>
</tr>
<tr>
<td>Wiley</td>
<td>1.0</td>
<td>1.0</td>
<td>4.0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6.0</td>
</tr>
</tbody>
</table>
APPENDIX D

SOUTHWESTERN ATHLETIC CONFERENCE FOOTBALL CHAMPIONS

1961 - 1971

1961 - Jackson State College
1962 - Jackson State College
1963 - Prairie View A. and M.
1964 - Prairie View A. and M.
1965 - Granbling College
1966 - Jackson State College
1967 - Grambling College
1968 - Alcorn College
1969 - Alcorn College
1970 - Jackson State College
1971 - Grambling College
BIBLIOGRAPHY

BOOKS


PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS


UNPUBLISHED THESIS AND DISSERTATIONS


PERIODICALS

"Blacks on the Green," Time, XCIII (February 14, 1969), 56.

Bowles, Robert W., (Ed.), The Alumnus of Alcorn College, Published quarterly, Alcorn College, Lorman, Mississippi, XX (Spring, 1970), XXI (Fall, 1971).

Dodson, Dan W. "The Integration of Negroes in Baseball." Journal of Educational Sociology, XXVIII (October, 1954), 73-82.


**COLLEGE BULLETINS AND CATALOGUES**

Alcorn Agricultural and Mechanical College, *General Catalogue* 1871 and each year to 1971, (Lorman, Mississippi; Alcorn Press.)

*Catalogue of Tuskegee State Normal School* (Tuskegee, Alabama, Tuskegee Press), 1881


Davis, John W. *Land-Grant Colleges for Negroes.* (Institute, West Virginia; West Virginia State College Bulletin), April, 1934.

*Hampton Institute Bulletin* (Hampton, Virginia; Hampton Publishing Company), 1901, p. 29.

*Morgan College Bulletin* (Baltimore, Maryland; Morgan College Press), 1921, 1922.

*Southwestern Athletic Conference Year Book.* (Houston, Texas; Texas Southern University Press.), 1966-67.
NEWSPAPER ARTICLES


"Alcorn Braves Challenge Big Boys of Court," Chicago Defender, December 16, 1950.


"Alcorn Five Tops Best Guns for Title Repeat," Chicago Defender, February 3, 1951.

"Alcorn Braves Among Nation's Top Winners," McComb Enterprise, March 9, 1951.


"Alcorn Swamps Jackson State College to Win SCAC Title," Jackson Advocate, March 10, 1951.

"Alcorn Braves Prepare for Football Season," Jackson Advocate, August 20, 1951.

"Big Johnnie Spinks Sparking Alcorn Braves," Jackson Advocate, September 15, 1951.


"COURIER'S ANNUAL All-American Team," Pittsburgh Courier, December 22, 1951.

"Matson, Bright and Macon are Top Gridiron Selections in NFL," Pittsburgh Courier, January 26, 1952.

"Alcorn Loses 17 Players; Gets Coach," Tri-State Defender, August 18, 1952.

"Clinic Highlights," Bill Nunn, Tri-State Defender, August 18, 1952.

"Lincoln Falters, But Beats Alcorn, 14-12," Tri-State Defender, November 8, 1952.

"Alcorn Braves Scalp the Arkansas Lions," Pittsburgh Courier, November 11, 1952.


"Southern Cats Seek Two Over Alcorn," Chicago Defender, October 3, 1953.

"Alcorn in Champ Form with 21-0 Victory Over Paul Quinn," Jackson Advocate, October 3, 1953.

"Alcorn College Braves to Open New Stadium with Texas Steers," Mississippi Enterprise, October 10, 1953.


"Texas College Steers Ekes Out Alcorn 6-0," Jackson Advocate, October 29, 1953.
"Alcorn Braves Travel to Missouri City for October 31," Jackson Advocate, October 30, 1953.

"Carter, Spinks Signed by Cards," Chicago Defender, October 31, 1953.

"Alcorn Braves are Set for Arkansas State," Mississippi Enterprise, November 7, 1953.

"Lincoln Wallops Braves 46-0," Chicago Defender, November 12, 1953.

"Alcorn Braves, Arkansas Battle to 6-6 Tie," Chicago Defender, November 14, 1953.

"Alcorn Braves and Tougaloo Bulldogs Clash at Laurel," Jackson Advocate, November 22, 1953.

"Alcorn Downs Tougaloo by 76-0 Score," Mississippi Enterprise, November 28, 1953.

"Alcorn's 'Brute' Moore on SCAC's First Team," Jackson Advocate, February 1, 1954.


"Southern Takes Alcorn 19-0," Chicago Defender, October 9, 1954.


"Alcorn Holds TSU to a Deadlock," Pittsburgh Courier, November 20, 1954.

"Alcorn Keeps Tougaloo In Check to Tune of 38-6," Jackson Advocate, November 27, 1954.
"Dixie Classic Expected to Draw Crowds," Mississippi Enterprise, November 27, 1954.


"Jackson College Tigers Face Alcorn at College Park Auditorium Friday Nite," Jackson Advocate, Friday, January 29, 1955.


"Jackson College Tigers Alcorn Braves Clash at Alcorn," Mississippi Enterprise, October 10, 1960.


"Who's Best, Alcorn, Jackson State College, Mississippi Vocational or Tougaloo," Jackson Advocate, February 24, 1962.

"Grambling's Number 1 Cagers in 103-67 Win From Alcorn College," Jackson Advocate, January 26, 1963.


PERSONAL INTERVIEWS

All interviews were held at Alcorn A. and M. College


Bowles, Robert W., Editor The Alumnus, January 7, 1972.

Banks, Lillian, Physical Education major, March 10, 1972.


Conerly, Jesse, Assistant Basketball Coach, January 7, 1972.


Davis, Jane, Business major, March 10, 1972.

Dungee, Dr. Grant, Head, Physical Education Department, January 6, 1972.


Griffin, Olive, Elementary Education student, March 10, 1972.


Jenkins, Odell, former student in Physical Education, January 7, 1972.


Smith, Mrs. Mark, Physical Education Major, January 7, 1972.
Waters, Rudolph E., Vice President, January 7, 1972.
White, Dr. Calvin, Dean of Instruction, January 19, 1972.
Wilburn, David W., Registrar, January 13, 1972.

TELEPHONE INTERVIEWS


LETTER TO AUTHOR

Jackson, Dr. Nell, Former Student at Tuskegee Institute,
March 24, 1972.