
The Founding Of
South Carolina's State College
For Negroes



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THE A. E. ROGER COLLECTION

Preface . . .

This little essay which I am herewith submitting to the reader was delivered originally as an address in the State College Assembly, March 5, 1952. It subsequently occurred to me that the larger public might find the essay both enlightening and interesting. At least it is with this hope in mind that I pass it on to you.

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Orangeburg,
May 23, 1952.

THE A. B. ROGER, COLLECTION

THE FOUNDING OF SOUTH CAROLINA'S STATE COLLEGE FOR NEGROES

The philosophizing Paul of Tarsus could find no other explanation for a life filled with hardship and suffering than that he was "born out of due time." South Carolina's lone institution of higher learning for its teeming tens of thousands of backward and neglected but potentially educable and useful Negroes was "born out of due time." The institution has had three births. Each of these borings had the wrong daddy, and took place in the wrong atmosphere. (1) In 1872 she was born of South Carolina's Radical Reconstruction politics. (2) In 1878 she was born of the Wade Hampton Restoration of White Supremacy. (3) In 1895-96 she was born of the Ben Tillman Anti-Everything Revolution.

I. The South Carolina College of Agriculture and Mechanics' Institute, 1872-78

The first birth of State College took place in the South Carolina Legislature, March 12, 1872. The following are important sections of the original Act of Incorporation.¹

¹Acts and Joint Resolutions of the General Assembly of the State of South Carolina, passed at the Regular Session of 1871-72, pp. 172-175.

Section 1. Be it enacted by the Senate and House of Representatives of the State of South Carolina, That a College and Institute of Mechanical Arts be established at Orangeburg, in connection with Claflin University, to be called the South Carolina College and Mechanics' Institute, in accordance with the provisions of the Act of Congress, passed July 2, 1862, and all Acts amendatory thereto. The design of the institution shall be to afford instruction in practical and theoretical agriculture, mechanical art and military tactics and training.

Section 10. The Board of Trustees shall procure a site for an experimental farm . . . to be located as near as practicable to the present location of the Claflin University, so as to combine as much as possible, practical training with theoretical instruction in the science and art of agriculture.

Section 12. The course of instruction shall include the English language and literature, mathematics, civil mechanical and military engineering, agricultural chemistry, mineralogy, animal and vegetable anatomy, physiology, veterinary art, entomology, geology, political, rural and household economy, horticulture, moral and natural philosophy, history, bookkeeping, military training and tactics, and especially the application of science and the mechanical arts to practical agriculture in the field.

This language of the first Act of Incorporation is no ordinary language; it is the language of economic and educational and social revolution. On its surface, it represents the mechanics of transforming the entire Negro population of the tragic State of South Carolina, almost a half-million ex-slaves, in one generation to the exalted status of first-class citizens through the achievement of skillful production and the enjoyment of the finer things of life. It is, however, a language copied verbatim from the epoch-making Morrill Act² which a mere ten years earlier had become

²Henry Steele Commager, Documents of American History, New York, 1948, Document No. 216.

the law of the land. The vision of the fathers of this bit of Federal Legislation was that of harnessing the wealth of the nation, to the end of bringing the finest in higher education immediately to bear upon the everyday life of the everyday people (the masses), thus taking clumsiness and drudgery and monotony out of work, and dullness and coarseness out of the use of leisure.

And the interest (of specified Federal Funds, set aside for the several states) of which shall be inviolably appropriated, by each State which may take and claim the benefit of this Act, to the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as related to agriculture and mechanic arts . . . in order to promote the liberal practical education of the industrial classes in the pursuits and professions in life.

Those who conceived and gave birth to the South Carolina college of Agriculture and Mechanics Institute had an amazing opportunity, the opportunity to put into operation a miracle-working institution of higher learning which in one or two generations would have elevated the whole Negro population to the high level of functional exercise of freedom and actual enjoyment of equality of opportunity. Those politicians were certainly acquainted with the mechanics of its language. They had the power locally. They had the full backing of the Federal Government. Black men and white men were joined together as equals in the undertaking. They were free from basic inhibitions of the traditional political and educational leadership of the State. They had all the means and connections and the cause to import into South Carolina personnel with the vision and the know-how from the pioneering Land-Grant Public Higher Education region of the Middle West, from Wisconsin, Michigan, Iowa, Illinois.

These would have breathed into the College the very breath of life of the Morrill Land-Grant Act. The State of South Carolina could never again have reverted to educational feudalism, educational chaos, and educational make-believe if the State's Radical Reconstruction politicians had planted and nurtured a daring far-reaching enterprise of functional higher learning for the Negro masses.

But alas! the South Carolina College of Agriculture and Mechanics Institute was a political toy; at best, it was an educational makeshift throughout the six years of its operation under the control and guidance of its founders. Its trustees, and all others who had anything to do with it, were all politicians in the coarsest and the most materialistic sense of the word. A number of these men likewise became trustees of Claflin University. For instance, at the same time that Francis Cardoza served as a member of the Executive Committee of the State College Board of Trustees, Henry Cordoza, another member of his family, served as president of Claflin's Trustee Board. Claflin's president, Reverend Alonzo Webster, was in the thick of State politics. He was Chaplin of the State Senate at the time of the incorporation of the College of Agriculture and Mechanics Institute, and the designing hand of Webster is, too, clearly to be seen in the entire setup of the State College. The following are a few of the provisions of the original Act of Incorporation which had direct bearing on him.

- (1) "The Board of Trustees shall appoint a Secretary . . ."
- (2) "The Secretary shall reside on the grounds of the institution."
- (3) "The Secretary shall also fill the office of General Superintendent of this institution, upon whom shall devolve the power of general administration over all the property of the corporation . . ."
- (4) He "shall also have the power, at any time, to call a meeting of the Board of Trustees . . ."
- (5) "The Secretary shall report to the Legislature at every regular session . . ."
- (6) The Secretary "shall keep . . . an accurate account of all moneys received in the Treasury, as well as all those paid out."

But who was this all-powerful Secretary of the Trustee Board of State College? He was none other than Reverend Alonzo Webster, President of Claflin University, and when he gave up the Presidency of Claflin three years later, his successor to the Presidency of Claflin, Reverend Edward Cooke, succeeded likewise to the Secretaryship and Superintendency of the South Carolina College of Agriculture and Mechanics Institute.

At the close of the first year of its operation, the South Carolina College of Agriculture and Mechanic's Institute was already well on its way towards making things materially easier for a struggling Church-supported Claflin. It had purchased 116 acres of land adjacent to Claflin's thirty-seven acres. Food from the state farm was supplying Claflin's Boarding Department. The State College brickyards and woods were providing building materials, and the State-paid workers provided labor. Work for students on the farm and in the shops was ungraded labor for production, with no aim of discipline and cultivation in mind. This was an undertaking which was characterized by downright educational dishonesty: the studied failure of politicians of Church and State to pitch the quality of an educational enterprise to the quality of the institution's name. The South Carolina College of Agriculture and Mechanic's was "born out of due time."

II. The Orangeburg Branch of the University of South Carolina, 1878-96

The second birth of South Carolina's State College for Negroes, like the first, took place in the State Legislature. It was on March 22, 1878. The Wade Hampton Restoration of White Supremacy regime was in the midst of its second year in power. It was likewise on the threshold of nomination and election campaigns for a second term in office. The following are a sampling of the provisions of the Second Act of Incorporation.³

³Acts and Joint Resolutions of the General Assembly of the State of South Carolina, passed at the Regular Session of 1877-78, pp. 532-536.

(1) The South Carolina State College for whites at Columbia and the State College for Negroes at Orangeburg were combined under the name of the University of South Carolina. The College for Negroes became in name the Orangeburg branch of the University; and the State College for whites at Columbia became the Columbia branch of the University of South Carolina.

(2) Both branches of the University were placed under the authority of one and the same Board of Trustees. The Board consisted in "the Governor of the State, the State Superintendent of Education, the Chairman of the Committee of Education of the Senate and the House of Representatives . . . and seven persons to be elected on the joint vote of the General Assembly."

(3) The Trustee Board was given the "power to appoint for each . . . of said colleges a Board of Visitors . . ."

(4) The authority of hiring and firing of all personnel was vested in the University

Board of Trustees.

(5) All properties and funds were likewise placed by the State in their hands and under their supervision.

(6) A Department of Agriculture was authorized for the white branch of the University, clearing the way for its sharing in the Federal Land-Grant funds for the State of South Carolina.

The chief importance of this second Act of Incorporation of South Carolina's State College for Negroes is to be found in what the State did under the authority of the Act, and not in what the Act said.

(1) It did away with the interracial Board of Trustees and placed the institution under the jurisdiction of an all-white Board of Trustees. It further so arranged conditions for the naming of members of the Board that Negroes should be permanently excluded.

(2) The Treasurer of the University at the so-called Columbia Branch received and held and dispensed all funds belonging to the so-called Orangeburg Branch, the State College for Negroes.

(3) Immediate oversight of the Negro State College was passed on to a committee of three members of the Board of Trustees, the top man being one who made his home in Orangeburg.

(4) Serious efforts were made from time to time to bring the white branch of the University in line with standard American institutions of higher learning: but not a single one of these efforts was extended to the State College at Orangeburg. This institution never in fact became an organic part of the University of South Carolina. Its being a branch of the University of South Carolina was limited to the officials of the University exercising absolute authority over its operations, down to the simplest detail. Wade Hampton, the dominant figure and factor in South Carolina politics of the time, professed an attitude of friendliness to the Negro, and advanced the idea that the Negro's opportunity for participation in the affairs of the State should increase in proportion to the improvement of his training. In 1878 he was re-elected Governor by the startling majority of 169,550 to 213. And yet he did nothing to make of the State-College for Negroes an institution of higher learning.

(5) The Negro State College remained, in fact, non-existent throughout the entire life of the Second Act of Incorporation, 1878-1896. Indeed, the Board of Trustees never bothered to have the new name Orangeburg Branch of the University of South Carolina written in Claflin's Annual Catalogue. Throughout the next eighteen years its name appears in Claflin's Catalogues as "Claflin College of Agriculture and Mechanics' Institute."

And so the mere make-believe of State Land-Grant College blundered along, serving as an exploited appendage of Claflin University. The following write-up of "Agriculture" in the Claflin Annual Catalogue for the schoolyear 1888-1889 illustrates this condition of things.

THE SCHOOL OF AGRICULTURE*

*The Claflin University Annual Catalogue, 1888-89.

This department provides a farm of about 116 acres, a superintendent and a sum of money to meet incidental expenses and to pay students for necessary labor. The funds at command are not sufficient for much outlay in experimental farming. The special effort of the department, therefore, is to give the students lessons in practical farming. There are about 90 acres of land under cultivation, and the following figures will indicate the products of last year:

1,500 bushels of Corn
600 bushels of Sweet Potatoes
300 bushels of Oats
50 bushels of Clay Peas
25 bushels of Grapes
2,000 Quarts of Milk
Meat
Vegetables

The farm not only furnishes valuable employment to students, but supplies largely the demands of the University (Claflin).

The Orangeburg Branch of the University of South Carolina was "born out of due time."

III. The Colored Normal, Industrial, Agricultural and Mechanical College of South Carolina

The third birth of South Carolina's State College for Negroes, like the first and second, took place in the State Legislature. The date of this third birth was March 3, 1896. It was, however, in the Constitutional Convention, November 19, 1895, that

this third birth was given the right to take place. The enabling act took the form of an amending resolution which, though not framed by Ben Tillman, was introduced and put through the Convention by him.

Provided, that the General Assembly shall as soon as practicable divorce entirely Claflin College (the South Carolina College of Agriculture and Mechanics' Institute) from Claflin University, and provide for a separate corps of professors and instructors therein, representation to be given to men and women of the Negro race, and it shall be the Colored Normal, Industrial, Agricultural and Mechanical College of this state.

The Committee on Education in the Constitutional Convention had submitted to the Convention on October 2, 1895, its resolution affecting Public Higher Education. It was Section 8 of the group of resolutions covering the field of Public Education. No reference was made whatsoever in this resolution to Negro Public Higher Education.

The General Assembly shall provide for the maintenance of Clemson Agricultural College, and the State University, and may create scholarships therein. The proceeds realized from the land scrip, given by the Act of Congress, passed July 2, 1862, for the support of an Agricultural College, and any lands or funds which have heretofore been or may hereafter be given or appropriated for educational purposes, shall be applied as directed in the Acts appropriating the same.⁵

⁵Journal of the Constitutional Convention of the State of South Carolina (1895), Columbia, South Carolina, 1895, pp. 581-582; 305-310.

Principal among the provisions of the third Act of Incorporation of South Carolina's State College for Negroes are the following.

Section 1. Be it enacted by the General Assembly of the State of South Carolina, That Claflin College (the College of Agriculture and Mechanics' Institute) be, and is hereby, severed from Claflin University: Provided, That this severance shall not operate so as to interfere with the teaching and instruction, now being given, during the present session, which closes in the Month of May of this year (1896).

Section 3. That the Colored Normal, Industrial, Agricultural and Mechanical College of South Carolina shall be a branch of the University of South Carolina, but shall be under the management and control of a separate Board of Trustees composed of seven members, six of whom shall be elected by the General Assembly, whose term of office shall be six years . . . The Governor of the State shall be ex-officio the seventh member of the Board of Trustees.

Section 8. That the Board of Trustees of the Colored Normal, Industrial, Agricultural and Mechanical College of South Carolina are authorized and empowered to provide all necessary and suitable buildings upon a proper site for the purpose; to establish a course of study covering the normal, industrial, agricultural, and mechanical sciences, and provide the necessary appliances for proper instruction in the same . . . The Principal or President and corps of instructors shall be of the Negro race.

Section 9. That the sum of \$5,000 be annually appropriated for five years for the purpose of erecting the necessary buildings and preparing buildings therefor, if so much be necessary; and that the authorities of the State Penitentiary, be and they are hereby, required to furnish, on the demand of the Board of Trustees of said College, forty able-bodied convicts to said Board of Trustees, the convicts to be used erecting the necessary buildings, and to be transported, guarded, clothed, fed and attended free of any cost to the College, and to be returned to the Penitentiary when the buildings are completed.⁶

⁶Acts and Joint Resolutions of the General Assembly of the State of South Carolina, passed at the Regular Session of 1896, No. 65.

1. On Separating State College From Claflin University

The Board of Trustees of the New Institution met for the first time, April 10, 1896. They organized with Governor Gary Evans as Chairman, Dr. William R. Lowman, a local physician, as Secretary. In its first Annual Report to the Legislature, the Board recounts that

On May 18, (1896), the Executive Committee of South Carolina University . . . turned over all moneys real and personal property belonging to Claflin College (the State College at Claflin) and transferred by Act of the Legislature to the Colored Normal, Industrial, and Agricultural and Mechanical College of South Carolina.

After a number of meetings with the commissioner of the Freedmen's Aid and Southern Educational Society of Cincinnati, your Board succeeded in making a satisfactory transfer of lands and arranged the final separation of the State College from Claflin University.

I have taken two excerpts from the President's First Annual Report as illustrations

of the necessity of adjustments and compromises affecting both sides in the process of separation.

Notwithstanding, under the Act of separation the Board of Trustees of the South Carolina University during the month of May, 1896, did officially turn over to your Board all personal and real property, and funds in the hands of the State Treasurer belonging to this institution, and notwithstanding, the said Board of Trustees of the South Carolina University's relations with the institution ceased to exist in the said month of May.

Mr. Means, the Treasurer of the said Board of Trustees, did in the month of July (after satisfaction had been completed) draw from the Treasury of the State of South Carolina a part of the said \$5,000 and did pay to Dr. L. M. Dunton, President of the Methodist College, Claflin University, \$2,000 of the said \$5,000.

We have lost 40 acres of our farming land (to Claflin University) by way and through the separation . . .

Our farm consists of about fifty-five acres of arable land . . . It is my intention, if the funds are secured, to clear up for cultivation, forty acres of the woodland.⁷

⁷First Annual Report of the Board of Trustees of the Colored Normal, Industrial, Agricultural, and Mechanical College of South Carolina, 1896.

Plots of land were exchanged to the mutual advantage of both sides. It is evident, however, that the State College came out at the big end of the horn in the matter of quantity of acres. For before the separation it owned 116 acres of land, whereas after the separation the amount of land had increased to 130 acres plus a campus consisting in eight (8) acres.

2. On Setting up the College: Material Preparations; the Faculty; the Student Body

(1) *Material Preparations*

The new State College did not start from scratch; it inherited from the College of Agriculture and Mechanics' Institute all the latter's trades and farm buildings. They had been constructed with State funds and on State property. They were for five years all that the Colored Normal, Industrial, Agricultural and Mechanical College had by way of Industrial and Agricultural buildings. In 1891 the new two-story brick Industrial Hall was completed. The old shop buildings were then turned into makeshift faulty residences, and continue to our day to serve that purpose. They are the frame dwellings back of Wilkinson Hall, and the two houses now occupied by Dean Frank DeCosta and Dr. Edward Ferguson.

The humble additions to the Agricultural Department were those of one or two utility houses, two mules, a few cows, and a number of pigs for pork meat.

It was on the one building that President Miller centered all the efforts of the school in that first summer, it was the First of the Bradham Halls, a towering 3 and a half story frame building, 126' long and 62' wide. A feverishly busy saw mill was set up on the plot now occupied by the residence of the President, and in short order ample quantities of lumber were on hand. Quicker than quick was the imposing new all-service building ready for occupancy, providing dormitories for girls and boys, a dining department, administrative offices, an auditorium, and classrooms. A summarizing statement from the President's first Annual Report dramatizes the humbleness of the sum total of the first year's work in setting up and operating that Land-Grant institution of higher learning.

Our expenditures for all purposes, including buildings, farm expense, two mules, saw mill, timber cart and the establishment of waterworks by which water is secured to run all machine shops, and the additional outlay can be available for laundry and other purposes, has been but the small sum of \$10,617.12, and our receipts for those purposes are \$7,376.80, leaving your Board \$2,240.24 in debt.⁸

⁸Ibid.

Immediately upon the completion of Bradham Hall, work was begun on the most imposing building ever to stand on State College's grounds, the grand old Morrill Hall. This was a 4 and one half story structure with two imposing towers, one of which extended seven stories in the skies. It was 154' long and 90' wide. President Thomas Miller had now reached his pot of gold at the rainbow's end, for State College's Morrill Hall outshone in eternal grandeur the biggest building Claflin University could boast.

By 1905 the College's campus presented quite a striking scene: Bradham Hall; Morrill Hall; the expansive two-story brick Industrial Hall; the beautiful and dignified President's residence; the brand new Laundry Building; and a few newish-looking improvised faculty residences, all clustered together on eight acres of land. But alas! the whole thing looked far bigger than it deserved to, for it was seen only in the

perspective of a poor little over-rated Claflin University, and the poverty and ignorance of South Carolina's Low country Blackbelt. The standard American Land-Grant College was completely out of view.

(2) *The First Faculty, 1896-97*

President Miller appointed five men to the top jobs on his faculty. Robert Shaw Wilkinson he appointed Professor of Mathematics, Mechanics and Physics. Rev. Issac N. Cardoza he named professor of Mental and Moral Sciences and Pedigogy. Rev. William Anderson Palmer he named professor of Ancient and English Classics and Literature. John Wesley Hoffman he appointed professor of Agriculture and Agricultural Chemistry. And the Rev. Matthew William Gilbert he appointed professor History, Political Science, and Modern Languages. The President designated himself as professor of Constitutional Law. Miller himself as a graduate of Lincoln University, and had studied Law at the University of South Carolina. Wilkinson and Cardoza were graduates of Oberlin. Palmer was a graduate of Howard and had studied at Drew Theological Seminary. Hoffman was an alumnus of Howard and had attended Michigan Agricultural College. Gilbert was a graduate of Benedict College, and had studied at Colgate Baptist Seminary. These men, however, were so much window-dressing. The institution was at best a glorified elementary school in which most of the teaching was done by persons of very little formal training. And yet the predominance of men of relatively broad cultural training on State College's first faculty went far to establish at the institution a definite Liberal Arts tradition, which deserves far more reverence and furtherance than our methods-crazed generation takes time to give!

(3) *The First Year's Student Enrollment*

It was in the nature of things that a few college students and a few more high school pupils should have switched from Claflin to State College in and through the separation. In the first year's student enrollment of 960, twenty-seven (27) were in the College Department, one of whom was the Senior Class.⁹ There were twenty-two

⁹The Annual Catalogue of the Colored Normal, Industrial, Agricultural and Mechanical College, 1896-97.

(22) in the Freshman Class. The High School Department had an enrollment of 98, whereas 82 were registered in the Kindergarten. Enrollment in the grades was distributed as follows:

8th Grade	42
7th Grade	75
6th Grade	80
5th Grade	159
4th Grade	171
3rd Grade	108
2nd Grade	58
1st Grade	80

This made a total of 753 in the grades. There were of course a number of stragglers around, ungraded, unclassified, etc. etc.

3. The Colored Normal, Industrial, Agricultural and Mechanical College Born out of Due Time

(1) Its founding was not geared to and did not spring out of the pulsating life of the State. The social and political revolution which brought Clemson and Winthrop into being was absolutely foreign to the founding of our College. The purpose for the existence of these two state-supported colleges from their very beginning has been that of giving reality to the idea of equality of opportunity in the everyday affairs of the State for the poorer white element. Benjamin R. Tillman spearheaded the movement which gave birth to Clemson and Winthrop. In his inaugural address as Governor (December 1890), he laid the groundwork for setting up Winthrop College and gave great impetus to the successful establishment of Clemson. In that address he made no mention of Negro higher education at all. His one reference to Claflin College was by way of indicating how Clemson might get a larger amount of Federal Funds.

As soon as the General Assembly shall take proper action there will be \$15,000 more, under a recent Act of Congress, which is to be divided between Clemson and Claflin on an annual appropriation which increases by \$1,000 per annum till it reaches \$25,000. But this money must be used exclusively for teaching. With this last appropriation from the national Government, half of which must go to Claflin, there will be no need of the whole of the permanent appropriation of \$5,000 from the State Treasury for the school. But the State must appropriate something from the Treasury to Claflin in order to get this last fund.¹⁰

¹⁰Inaugural Address of B. R. Tillman, Governor of South Carolina, delivered at Columbia, South Carolina, December 4, 1890, p. 9 (a pamphlet — James H. Woodrow, State Printer).

Cole L. Blease, a member of the Tillman dynasty, entered office as Governor in

January, 1911, when State College was not yet fifteen years old. On January 27, ten days after his inaugural, he fired President Miller. In his inaugural address, Governor Blease spake the dynasty's mind on Negro education generally.

I am opposed to white people's taxes being used to educate Negroes. I am a friend to the Negro race. This is proved by the regard in which the Negroes of my home county hold me. The white people of the South are the best friends to the Negro race. In my opinion, when the people of this country began to try to educate the Negro they made a serious and grave mistake, and I fear the worst result is yet to come. So why continue? I took this same position in my first political race twenty years ago, and each year has proved more clearly that I was right then, and the future will emphasize that I am right now. I believe that you members of the Legislature can pass an Act which will meet all the requirements of both the Federal and State Constitutions, which will remedy this, and I recommend that you do so.¹¹

¹¹Journal of the House of Representatives of the General Assembly of the State of South Carolina, Regular Session, Beginning Tuesday, January 10, 1911, pp. 92-94.

(2) The College in its founding was not based upon a consuming purpose. No survey was made to determine the educational needs of the Negroes of the State. No constructive educational philosophy became the underlying principles of its operation. Negroes were never taken in on the ground floor to help shape policy and themselves to grow with an expanding and deeping institution of higher learning for their entire people.

(3) Thomas Miller, a political opportunist, was named in a political bargain head of the Colored Normal, Industrial, Agricultural and Mechanical College before it was ever founded. And throughout his presidency he used it as a private concession.

(4) The goals of the standard American Land-Grant College and University were not set for State College. The first Annual Catalogue paints a fantastic picture of the extent and quality of the work of the college.

The scope of the College embodies the Literary and Classical features of the State University of South Carolina, the Agricultural and Mechanical features of Clemson, the Industrial features of Winthrop, and the Military and Scientific features to the South Carolina Military Academy.

In the President's First Annual Report to the Trustee Board and to the State Legislature, however, he paints the picture of quite an humble school.

If we can secure the Slater and Peabody Funds for South Carolina, we could equip and run the College with a State appropriation of \$4,000.

The last Annual Catalogue issued under the Presidency of Dr. Miller presents a startling picture of the level of the educational work of the South Carolina State College for Negroes, a Land-Grant College.¹² I give here the break-down of the student en-

¹²Annual Catalogue, 1910-1911.

rollment by way of illustration.

- (a) There was not as many as one person in the entire College Department.
- (b) There was one lone student in the Senior Normal Class.
- (c) There were 88 students in the Normal Departments.
- (d) The bulk of the students were distributed among the grades and the first years in high school.

3rd Grade	82
4th Grade	62
5th Grade	60
Intermediate	69
1st year Prep.	82
2nd year Prep.	60
3rd year Prep.	39

In 1915, four years after the passing of Thomas Miller from the Presidency of State College, a United State Government sponsored publication of Negro Schools and Colleges¹³ evaluated the Colored Normal, Industrial, Agricultural and Mechanical Col-

¹³Thomas Jesse Jones, Negro Education: A study of the Private and Higher Schools for Colored People in the United States, Washington, 1917, Volume II, pp. 503-504.

lege of South Carolina in part, as follows:

- (a) "A secondary school with large elementary enrollment."
- (b) "A complicated and wasteful plan of organization prevails, in which the large student body of over 700, with only 14 academic teachers, is separated by classes into five overlapping groups."
- (c) "The farm is conducted with little consideration of educational aims."
- (d) "Each pupil is required to spend one day a week in the industrial department. The time allotted of only six hours is, however, too short to produce skilled workers."

A group of experts on higher education (a specialist in Higher Education, U. S. Office of Education; Vice President University of Tennessee; Controller, Teachers College of Columbia University; and the Head of School of Administration, George Peabody College for Teachers) only last year (1951) made a survey of State College, and gave the following evaluation of the College's work in the important field of Engineering.

The engineering phase of this school (The School of Engineering and Industrial Education) is faced with many problems. The Curricula (Architecture, Mechanical, Electrical, and Civil Engineering) are patterned after those at Clemson College, which is an accredited College. There are a total of only nineteen students, ten of whom are taking Architecture, four Electrical Engineering, and five Mechanical Engineering.

Although they will soon have a new building where they may be housed, the operation of this program will be faced with many problems such as:

1. Poor background and high school preparation of students, especially in the fields of Mathematics and Science.
2. The graduates will suffer in comparison with graduates of Clemson College.
3. The three hundred free State Scholarships given to engineering students at Clemson are not available to State College students. State College might well put added emphasis in other fields where the need is greater and limit the scope of Engineering training to actual demonstrated needs. Engineering training through laboratories and shops is expensive if done right, and no other type should be acceptable.¹⁴

¹⁴A Study of the Relationships of State A. and M. College and Claflin College (in Manuscript).

It was in the nature of things that South Carolina's State College for Negroes should have done much good for large numbers of the State's Negro population, beginning with the first year of its establishment. In the course of the operation of the Colored Normal, Industrial, Agricultural and Mechanical College close to 65,000 people have formally registered at the institution, to say nothing of the far larger numbers who indirectly have been greatly benefited through the school. It is, however, not enough that the College has done much good for many people. History demands of this Land-Grant institution of higher learning that it fulfil its mission: that it speedily and fundamentally prepare the Negro of South Carolina fully to realize and enjoy his potential freedom; and that it prepare him in this generation to compete and co-operate on a basis of actual equality with all South Carolinians in the everyday affairs of the life of the State. The South Carolina State College for Negroes simply must be born anew. The privilege and the responsibility belong now to our generation.