

1966

Soldiers' dream : a centennial history of Lincoln University of Missouri

Albert P. Marshall

Follow this and additional works at: https://bluetigercommons.lincolnu.edu/lu_history_book

Recommended Citation

Marshall, Albert P., "Soldiers' dream : a centennial history of Lincoln University of Missouri" (1966). *LU History Book Collection*. 2.
https://bluetigercommons.lincolnu.edu/lu_history_book/2

This Book is brought to you for free and open access by the University Archives / Ethnic Studies Center at Blue Tiger Commons@LincolnU. It has been accepted for inclusion in LU History Book Collection by an authorized administrator of Blue Tiger Commons@LincolnU. For more information, please contact MartinD2@lincolnu.edu.

soldiers' dream

*A Centennial History
Of Lincoln University
Of Missouri*



By

Albert P. Marshall

Published by

Lincoln University
Jefferson City, Missouri
1966

Reprinted August, 1989

A Centennial History of Lincoln University

1866 - 1966

by *Albert P. Marshall*

Lincoln University Librarian

Preface

Lincoln University of Missouri stands as a tribute and a memorial to those enlisted men and officers of the 62nd and 65th Missouri Colored Volunteers who dreamed of providing educational facilities in their home state for posterity. It was their small but significant contributions of money which enabled the dreams of Richard Baxter Foster and Aron M. Adamson to bear fruit. That the institution they founded is now observing its one hundredth anniversary is a tribute to the founders as well as to those hundreds of teachers and workers who have given so much of their time and energy that education and training for the youth who enrolled could realize their full potentials.

Dr. W. Sherman Savage, who served as a professor of history from 1921 until his retirement in 1961, captured much of the essence of human endeavor and struggle which went into the development and growth of Lincoln Institute and later Lincoln University. In *The History of Lincoln University* (Jefferson City, Mo.: Lincoln University, 1938) the almost three-quarters of a century of the university's history was recorded for all to see and know. With his blessings many of the quotations included in this condensed version of that history are included. It is also because of the author's reliance upon that publication that Dr. Savage's name is included as co-author.

This story omits many of the important details of Lincoln University's growth and development, but is an attempt to cover the highlights. It is hoped that in the near future the work begun by Dr. Savage will be brought up to date so that the complete record of the first 100 years of this unique institution will be available.

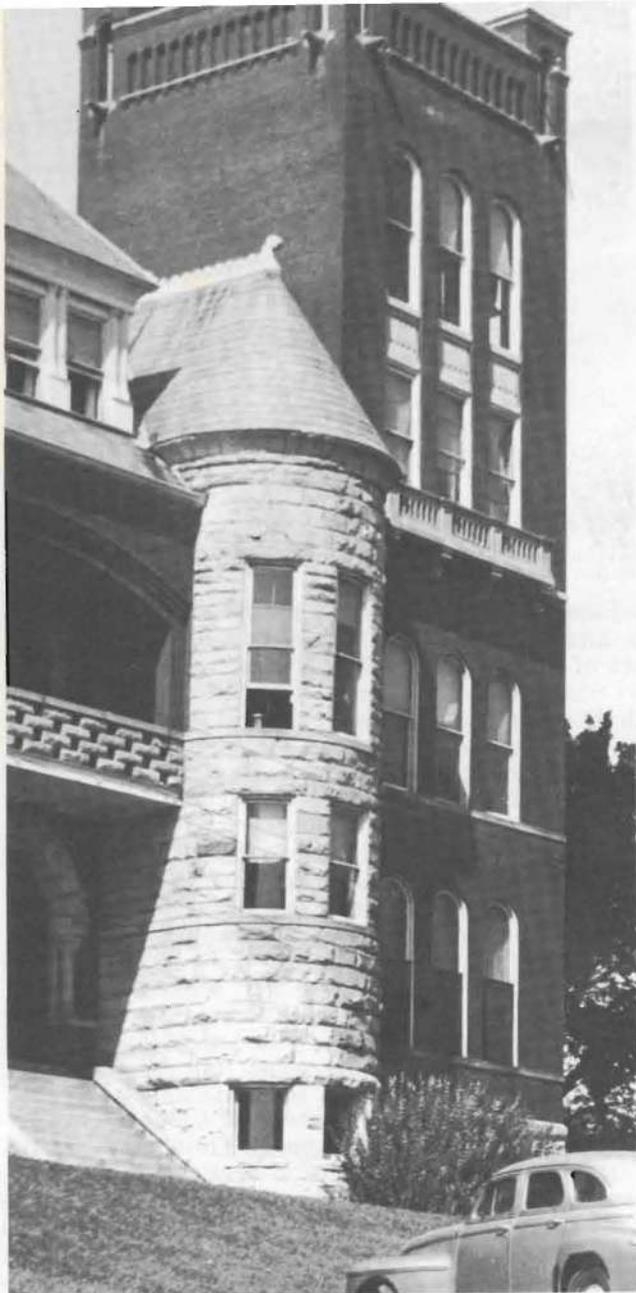
The author is himself a product of the superb teaching of Dr. Savage, and it was out of this relationship between teacher and student that a study of the institution's history was inspired. It is quite natural, then, that this volume should be dedicated to Dr. W. Sherman Savage.

soldiers' dream

A small group of soldiers sat in semi-circular fashion on camp stools and on the ground, watching the Lieutenant standing in their midst. Their black faces showed keen interest as they laboriously wrote with crude pencils on their slates. Their writing was crude, too, for these were men who had been denied the privilege of learning to read and write when they were children. Some of them had grown up as slaves on the large plantations of Missouri; some held the same status in the cities of the state. As the Lieutenant passed from one to another of his students, he would nod approvingly, or stop for a moment to offer a suggestion.

The above is an imaginary situation based on fact. The men were recruited throughout Missouri in 1863 to serve with the Union forces. These were the men and officers of the 62nd Missouri Colored Volunteers. They served as "camp laborers" at Baton Rouge, Port Hudson, Moganza, Brazas and Santiago. Over 400 of their members lay dead beneath the southern soil. With the war over, these men were preparing for life; many could now sign their names on the camp payroll and could read the instructions posted on the bulletin boards. Since their enlistments at Benton Barracks in December, 1863, their lives had taken on new meanings.

Two officers especially interested in them were Lieutenants Aron M. Adamson and Richard Baxter Foster. Adamson was a native of Nebraska while Foster was from Connecticut, but both had entered the service through the First Nebraska Regiment. Both had requested an assignment with



A Centennial History of

LINCOLN UNIVERSITY

of Missouri

Negro troops. As the two stood talking one evening in December, 1865, while awaiting orders to be mustered out of the service, at Camp McIntosh, Texas, Adamson asked Foster, "If our regiment will give money to start a school in Missouri, will you take charge of it?" The answer did not come immediately. While Foster was "thinking over" the idea, Adamson started a campaign to raise money. The proposal caught on quickly and in a short while, most of the men and many of the officers had contributed about \$4,000. Many of the enlisted men who drew \$13 a month gave as much as \$100, while several officers contributed as much as \$200. As the idea spread, some of the members of a neighboring unit, the 65th, took up a similar collection and raised an additional \$1,379.00.

With approximately \$6,000 in contributions, Foster and Adamson, discharges in hand, went to St. Louis, and there set out to form a committee which would have as its responsibility raising additional funds. They hoped to interest some philanthropic organization but were unsuccessful. They had in their hands a resolution adopted on January 14, 1866, which laid down the basic foundation for the proposed school:

"Whereas, the freedom of the black race has been achieved by war, and its education is the next necessity thereof, resolved, that we, the officers and the enlisted men of the 62nd United States Colored Infantry (organized as the First Missouri Volunteers, A. D.) agree to give the sums annexed to our names to aid in founding an educational institution, on the following conditions:

First, the Institute shall be designed for the special benefit of the freed blacks.

Second, it shall be located in the state of Missouri.

Third, its fundamental idea shall be to combine study with labor, so that the old habits of those who have always labored, but never studied, shall not be thereby changed and that the emancipated slaves, who have neither capital to spend nor time to lose, may obtain an education."

Foster and Adamson gathered a committee of St. Louisians who had expressed an interest in the problems of the newly-freed Negroes, including Drs. Post and Eliot, and Messrs. Fishback, J. W. McIntyre, and James E. Yeatman. On February 20, the committee was supplanted by a Board of Trustees, composed of Yeatman, McIntyre, Foster, Henry Brown, Harrison Dubois, W. R. Parsons, Dr. C. Allen, and Adamson. On June 25, 1866, incorporation papers were taken out in the Circuit Court of Cole County, as follows:

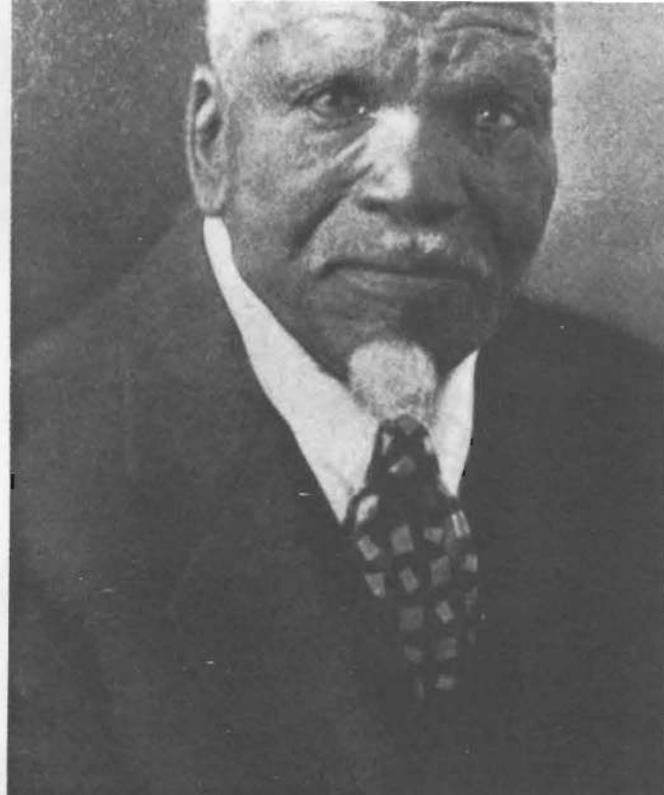
State of Missouri, County of Cole, in vacation, Circuit County Court, Cole County.

Whereas, William Bishop, R. A. Foster, J. Addison Whitaker, Emory S. Foster, R. B. Foster, Thomas C. Fletcher, R. F. Wingate, Henry Brown, Arnold Krekel and James E. Yeatman have filed in the office of the Clerk of the Circuit Court, the Articles of Association in compliance with the provisions of an act concerning corporations under the name and style aforesaid, with all the powers, privileges and immunities granted in act above named.

By order of the judges in vacation.

In testimony Whereof, I, William H. Lusk, Clerk of said Court, have here unto set my hand and seal of said Court, done at office in the City of Jefferson, this 25th day of June A. D., 1866.

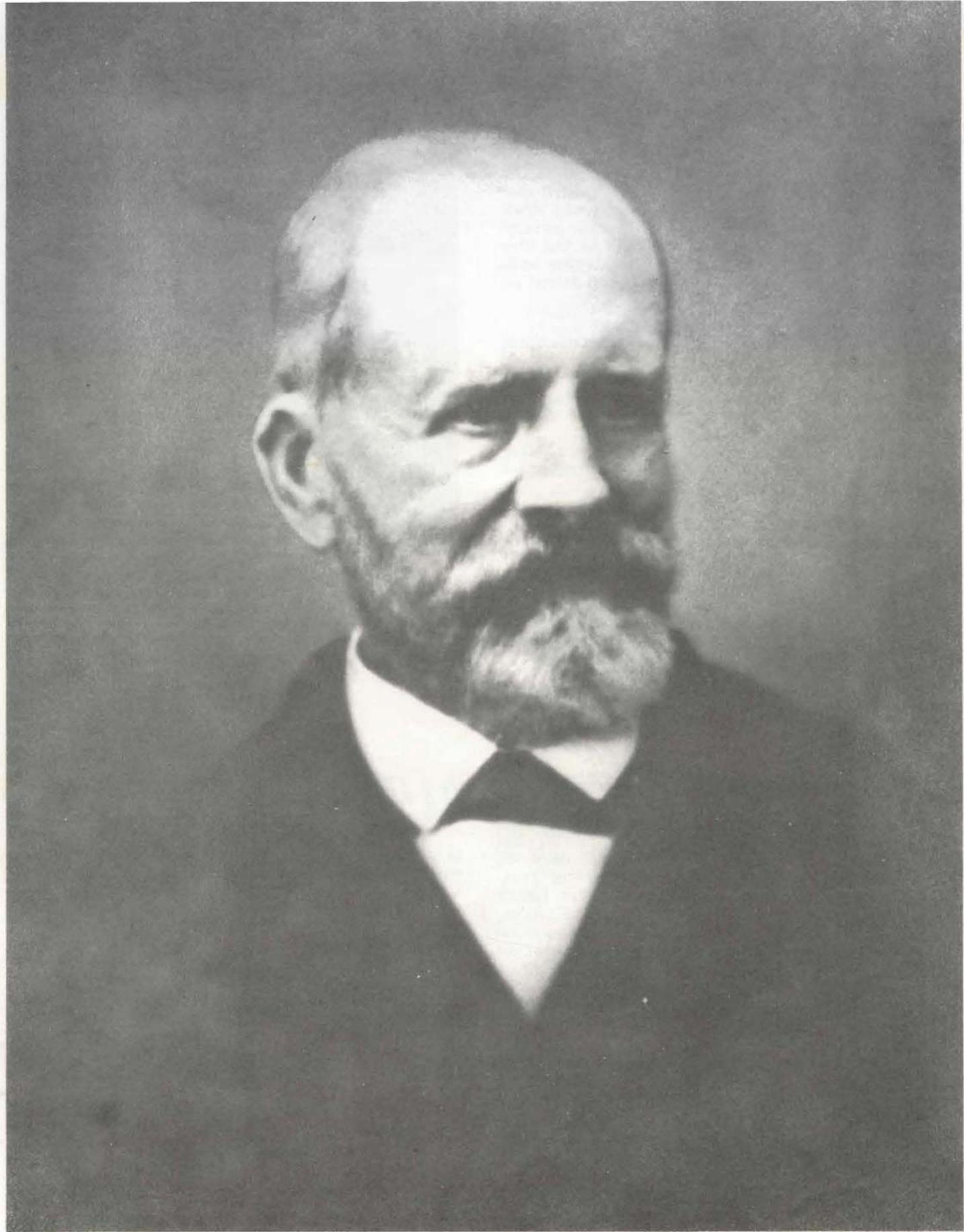
(Signed) William H. Lusk.



Private Logan A. Bennett was one of the last survivors of the 62nd U. S. Colored Infantry which contributed money for Lincoln's founding. A life-long resident of Jefferson City, Mr. Bennett remained an ardent supporter throughout his life. Bennett Hall was named for Mr. Bennett.

WITH instructions from the Board of Trustees to begin school in September, Foster set about to find a suitable location. He was refused permission to use the basement of the Negro Methodist Church because the teachers would be white. Then he was refused the use of the white Methodist Church basement because the pupils would be Negroes. Foster then applied to the township directors for permission to use an old dilapidated structure with two rooms, twenty-two feet square, located near the Missouri River. It was in this dilapidated structure that Foster opened school on September 14, 1866, with two pupils, Henry Brown and Cornelius Chappelle. The building was filled and crowded within a few days, and the services of Mr. Festus Reed were secured to share the burden of teaching the pupils.

Lincoln Institute opened with two departments, preparatory and normal. During the first year of existence, there were such courses as Orthography, Reading, Phonetics, Mental Arithmetic, Written Arithmetic, Economic Geography, Map Drawing, Penmanship, Vocal Culture, Elocution, Composition, Vocal Music, Synthetic Drawing, Calisthenics, Constructive Language, United States History, and Physical Geography. In the fourth year history was to be replaced by Political Economy. The library grew during the first three years to about eight hundred volumes, composed primarily of textbooks donated



Richard Baxter Foster, the Connecticut-born Civil War lieutenant who, because of his interest in furthering the education of Negro soldiers in the Sixty-Second and Sixty-Fifth U. S. Missouri Colored Volunteers, organized the first board in St. Louis on January 14, 1866, and opened the doors of Lincoln Institute in September of that year.

by interested persons. "All students had access to these books under suitable regulations, one of which was that the student could take the books out of the library between one-thirty and two o'clock on Saturday."

The first years of Lincoln Institute were trying ones, termed by the official historian, W. Sherman Savage, as "the period of struggle." Money trickled into the school coffers, but not in sufficient amounts to relieve officials of the need to seek additional funds. Upon the recommendation of Governor Chafin of Massachusetts, Charles A. Beal was employed as publicity agent. His job was to find ways and means of securing financial support, out of which was to come his salary. He was able to secure about \$6,000 in contributions during his first year, which was used to clear the indebtedness and to begin furnishing the first structure.

In 1868, the Institute again faced a shortage of funds. Foster appeared before the Jefferson City Board of Education requesting that he be allowed to instruct Negro children of the community as provided by law, and that non-residents be charged \$1.00 per month. He was also commissioned to take a census of Negro children during the summer holidays.



W. H. Payne (Principal, 1870-71) had to provide for his own salary which was furnished by the American Missionary Association. Since there was no building, classes were held at Second Baptist Church, Monroe and Miller Streets, which had been reconverted from a livery stable. Under Payne, the school began to receive assistance from the state for the training of Negro teachers.

During that year, W. H. Payne came to teach at Lincoln Institute, for a salary of \$400 a year being paid by the American Missionary Association. Being the first Negro teacher, he was assigned to hold classes in a building used by the Colored Baptists, an old frame building formerly used as a livery stable. In the report of the State Superintendent of Schools for that year, it was noted that "the school . . . showed energy and ability on the part of the instructors. He recommended that, if it were possible, the state should give assistance to the school and make it a place for training colored teachers exclusively." His request for legislative assistance was repeated in 1870, backed by a petition from leading Negro citizens of the state. The petition grew out of a meeting in Jefferson City, and asked the General Assembly to grant to Lincoln Institute a part of the federal land made available under the Morrill Act of 1862. This Act had set aside 30,000 acres for every senator and representative for educational purposes. The petition also asked that Lincoln be made a state normal school and receive state funds. Representative J. B. Harper, of Putnam County, offered a resolution to the Board of Trustees of Lincoln Institute requesting its consent to convert the school into one for the training of Negro teachers for public schools. The resolution also proposed that the Board certify under oath that it held in trust for such purpose sufficient buildings and grounds valued at not less than twelve thousand dollars. When these conditions were met the state would lend its aid. This resolution was approved by both houses and signed by the governor. The resolution provided further that when this condition was met, a Board of Regents would be created to control the Institute and not less than \$5,000 per year would be appropriated in semi-annual installments.

Several organizations contributed funds to Lincoln at this time, including The Western Sanitary Commission, \$2,000; The Refugee Freedmen's and Abandoned Land Fund, \$6,000; and The Freedmen's Bureau, \$2,000. Other groups and individuals gave smaller amounts. Jesse James, the notorious outlaw, gave money on two occasions.

BY 1871, the Institute was able to erect its first building. It was a sixty-by-seventy foot structure, three stories high, with a basement and furnace. It was supplied with flues in order to allow substitution of stove heat should the furnace become defective.

With the arrival of Payne, and the employment of Foster by the Jefferson City Board of Education, Payne became principal in 1868. Foster remained interested and was still available for assistance as needed. In 1870, Foster returned as principal of the institute, and Payne was employed by the Jefferson City Board of Education. In 1871, a dispute developed and Foster was not reemployed. The choice of the Board for a successor fell upon the Rev. Henry Smith, a New Yorker, who had graduated from Oberlin College in 1850, and then from a seminary in 1853. He had taught for two years at Farmers College, near Cleveland, Ohio. Teaching with him

during his first year were W. H. Miller, and Miss Matilda Blackman. The latter served part of the time without pay and part with pay from the American Missionary Association. During that year the enrollment reached 216, but fell to 183 in 1872.

In 1871, the founders, men of the 62nd and 65th Missouri Colored Volunteers, held a reunion on the campus. During their deliberations, they passed resolutions fully approving the work of the Institute, and recommended it as deserving of the support of Negroes throughout the state.

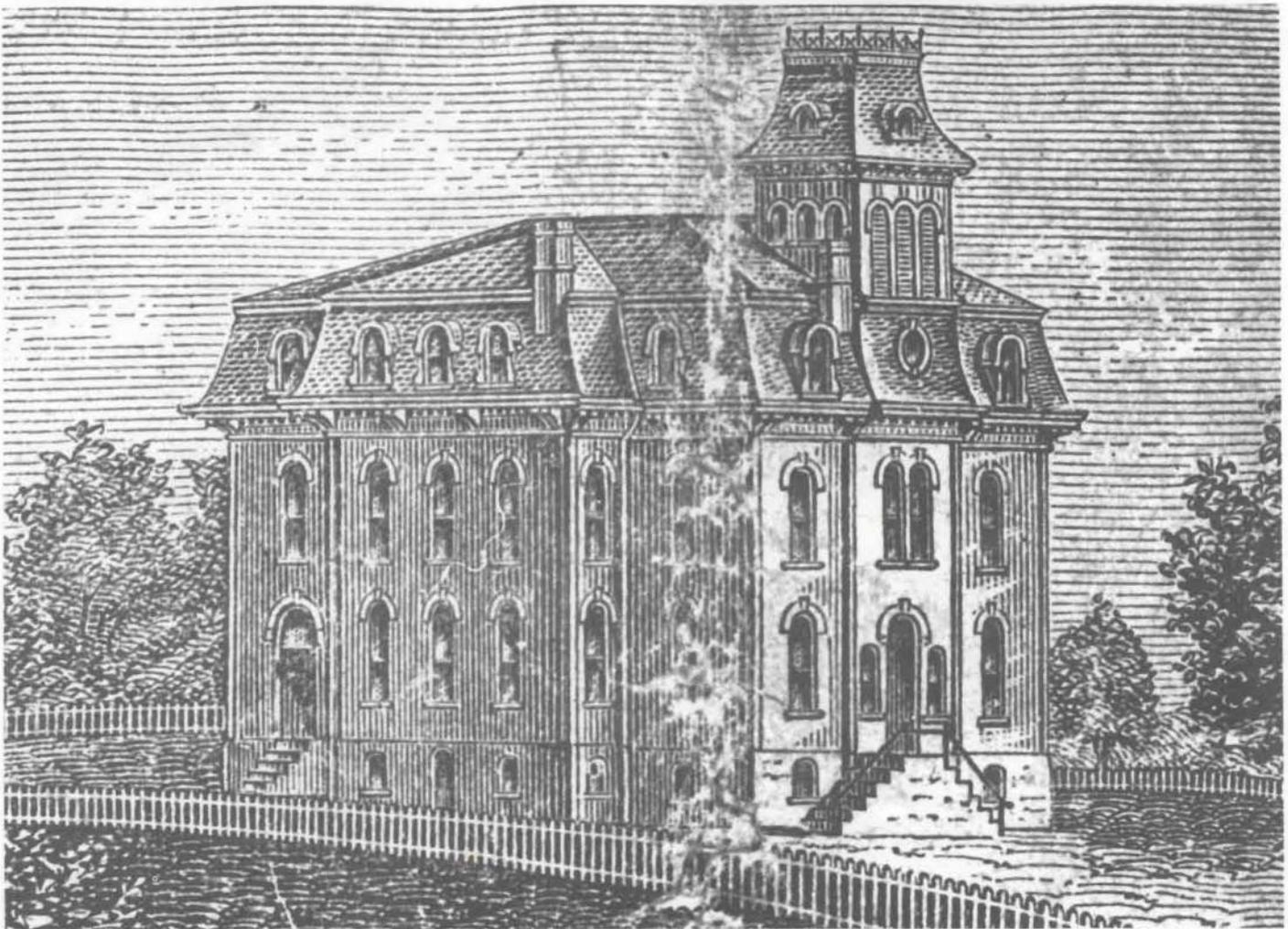
In 1875, sentiment turned against Principal Henry Smith, and Samuel T. Mitchell was elected in his place. This Ohio-native was a graduate of Wilberforce University in 1873, and had headed a school in Toledo for two years. J. C. Corbin was elected as his assistant.

Other faculty appointments included Miss Alice M. Gordon, Miss Sarah A. Barnes, Miss Lucile Eassen, and Miss Mathilda Blackman. Lewis McAdams was appointed boarding house master, and Mrs. M. J. Mitchell was named matron.

The need for funds again faced the trustees. Near the end of the school year a veteran member of the Board, Judge Arnold Krekel, was sent on a tour of Massachusetts, Rhode Island, Connecticut, New York, and Pennsylvania in an effort to solicit funds. He was successful to a degree. From the Charles Avery Fund, \$1,000 was received. Miss Caroline Richmond of Providence, Rhode Island, gave \$500 to be used in reducing a \$10,000 indebtedness. Others gave smaller amounts and many pledges were received.

Graduates from the full course in the class of 1877 were Harriette M. Cerre of St. Louis; Frances M. Oliver, Sedalia; and Clay Vaughn of Paris. Graduates from the half course were: Ida Drake of Jefferson City, Louisa A. Keene of St. Charles, George Green of Lexington, Edward C. Keene of St. Charles, and Nelson T. Mitchell of Alton, Illinois.

The first structure to occupy a place on "The Hill" was this combination building, completed in 1871. It was described as a "sixty-by-seventy-foot structure, three stories, with a basement and furnace. Money for its erection came from "the soldiers," money collected by agents Beal and Lane, \$8,000 from the Freedmen's Bureau, and \$2,000 from the Western Sanitary Commission. The total included smaller gifts from churches and individuals.



Stability and Growth — 1880-1898

Virginia-born Inman E. Page came to Lincoln Institute in 1878, first as the assistant to Principal Henry M. Smith, and then to Principal A. C. Clayton. The son of a livery stable operator who had been able to purchase his own and his family's freedom, Page epitomized the growing desire for learning and knowledge of a rising class of people. Studying first at Howard University, he transferred to Brown University where he was graduated in 1877. His classmates elected him class orator. The following year he taught at Natchez Seminary in Mississippi.

Two years at Lincoln Institute was enough to impress the Board with his abilities. He was elected as the head of the Institute in 1880, and was given the title of president. One of his first stated goals was to seek qualified Negro teachers to take the place of white teachers. His faculty for the first year included a fellow student from Brown University, Gabriel Nelson Grisham, from Tennessee; Mrs. Zelia Ball Page, the president's wife, Miss Mary Graham, and Miss Julia A. Woodson.

Page's first ambitious attempt at building the public image of the Institute paid off with a \$5,000 grant from the Legislature for a new dormitory, and \$1,000 for "apparatus." With this the first section of Barnes-Krekel Hall was constructed at a cost of \$4,441. The building had two stories and consisted of 12 rooms and an unfinished basement. It was occupied in 1882. Enrollment during that first year was 153, but dropped to 148 the following year. The third year it went to 165 and then to 187 the fourth year. The state press had become interested in Page and many publicized the work which was being done. He made such convincing arguments on the importance of recruiting that an extra \$100 was made available to encourage teachers to spend their vacations recruiting students. His election as state president of the Negro Teachers Association also helped in his public relations program. This is not to say that he did not encounter opposition. The *Jefferson City Tribune* of August 11, 1886, mentioned those "malicious persons" who stirred up opposition against Page.

In 1884, \$7,000 was granted by the Legislature for the construction of a dormitory for boys. The school's operating budget was set at \$18,000, with additional money to finance the newly-authorized expansion program.

On August 21, 1889, the Board acted to remove Page as president. This aroused so much controversy that the Board reassembled a week later to rescind its action. G. N. Grisham was elected president, but in the face of opposition to Page's dismissal, he withdrew his acceptance. Members of the Board at that time were J. W. Henry, President; O. G. Butch, Secretary; Judge W. S. Davidson of Jefferson City; Captain F. I. Gaddin of Warren County; Alexander Chinn of Howard County, and State Superintendent of Schools, W. E. Coleman, an ex-officio member.

It was also in the year of 1889 that the first out-of-state fee was required of students. This fee of \$10 per year was assessed to be paid upon enrollment from Oklahoma Territory and from such states as Kansas, Texas, and Arkansas.

Lincoln Becomes a Land-Grant Institution

In 1891, \$10,000 was appropriated for the erection of a suitable industrial arts building, Chinn Hall, and an additional \$9,000 for the purchase of tools, machinery and "apparatus" was made available. For the first time money was allocated from the state's share of the Morrill Land-Grant fund. It was also that year that \$1,000 was appropriated for a President's residence on the campus.

In connection with the commencement program of 1893, a meeting of alumni was called along with an invitation to many outstanding citizens, to convene and consider ways of erecting a memorial to the soldiers of the 62nd and the 65th Missouri Colored Volunteers. A two-story structure with a gymnasium on the first floor and a library on the second was proposed, but the group faced difficulty in getting the money. It was not until 1894, when money was appropriated to be used with a \$10,000 insurance coverage to erect a new building, later known as Memorial Hall. This building was turned over to the school on September 4, 1895.

The Grand Old Man Resigns

THE twenty years of Page's work at Lincoln Institute, 18 of which were spent as president, ended in 1898, when he submitted his resignation to become head of the new Langston University of Oklahoma Territory. Under his supervision, college work had been added in 1887. He had faced opposition both from the community and from politicians in the state, particularly in 1892, when he was accused of causing a break in the ranks of local Negro Methodists, but which was categorically denied in a petition on his behalf by leaders of the African Methodist Episcopal Zion Church. His stature was still high, however, for no one could overlook the revitalized program which he had brought to the campus.

Confusion Among the Leaders

John H. Jackson, a teacher at Kentucky State Normal School, was elected to take Page's place in 1898. To serve with him were Benjamin F. Allen, vice-president; John W. Damel, J. H. Garrett, J. E. Givens, and Miss V. L. Johnson. Matrons were Miss M. E. Anthony and Mrs. Sallie Dupee. The Board was reorganized with Jesse W. Henry as president; O. G. Burch as secretary; A. Brandenberger as treasurer; and Messrs. Gordon and Kirk as members of

Stability and Growth — 1880-1898

Virginia-born Inman E. Page came to Lincoln Institute in 1878, first as the assistant to Principal Henry M. Smith, and then to Principal A. C. Clayton. The son of a livery stable operator who had been able to purchase his own and his family's freedom, Page epitomized the growing desire for learning and knowledge of a rising class of people. Studying first at Howard University, he transferred to Brown University where he was graduated in 1877. His classmates elected him class orator. The following year he taught at Natchez Seminary in Mississippi.

Two years at Lincoln Institute was enough to impress the Board with his abilities. He was elected as the head of the Institute in 1880, and was given the title of president. One of his first stated goals was to seek qualified Negro teachers to take the place of white teachers. His faculty for the first year included a fellow student from Brown University, Gabriel Nelson Grisham, from Tennessee; Mrs. Zelia Ball Page, the president's wife, Miss Mary Graham, and Miss Julia A. Woodson.

Page's first ambitious attempt at building the public image of the Institute paid off with a \$5,000 grant from the Legislature for a new dormitory, and \$1,000 for "apparatus." With this the first section of Barnes-Krekel Hall was constructed at a cost of \$4,441. The building had two stories and consisted of 12 rooms and an unfinished basement. It was occupied in 1882. Enrollment during that first year was 153, but dropped to 148 the following year. The third year it went to 165 and then to 187 the fourth year. The state press had become interested in Page and many publicized the work which was being done. He made such convincing arguments on the importance of recruiting that an extra \$100 was made available to encourage teachers to spend their vacations recruiting students. His election as state president of the Negro Teachers Association also helped in his public relations program. This is not to say that he did not encounter opposition. The *Jefferson City Tribune* of August 11, 1886, mentioned those "malicious persons" who stirred up opposition against Page.

In 1884, \$7,000 was granted by the Legislature for the construction of a dormitory for boys. The school's operating budget was set at \$18,000, with additional money to finance the newly-authorized expansion program.

On August 21, 1889, the Board acted to remove Page as president. This aroused so much controversy that the Board reassembled a week later to rescind its action. G. N. Grisham was elected president, but in the face of opposition to Page's dismissal, he withdrew his acceptance. Members of the Board at that time were J. W. Henry, President; O. G. Butch, Secretary; Judge W. S. Davidson of Jefferson City; Captain F. I. Gaddin of Warren County; Alexander Chinn of Howard County, and State Superintendent of Schools, W. E. Coleman, an ex-officio member.

It was also in the year of 1889 that the first out-of-state fee was required of students. This fee of \$10 per year was assessed to be paid upon enrollment from Oklahoma Territory and from such states as Kansas, Texas, and Arkansas.

Lincoln Becomes a Land-Grant Institution

In 1891, \$10,000 was appropriated for the erection of a suitable industrial arts building, Chinn Hall, and an additional \$9,000 for the purchase of tools, machinery and "apparatus" was made available. For the first time money was allocated from the state's share of the Morrill Land-Grant fund. It was also that year that \$1,000 was appropriated for a President's residence on the campus.

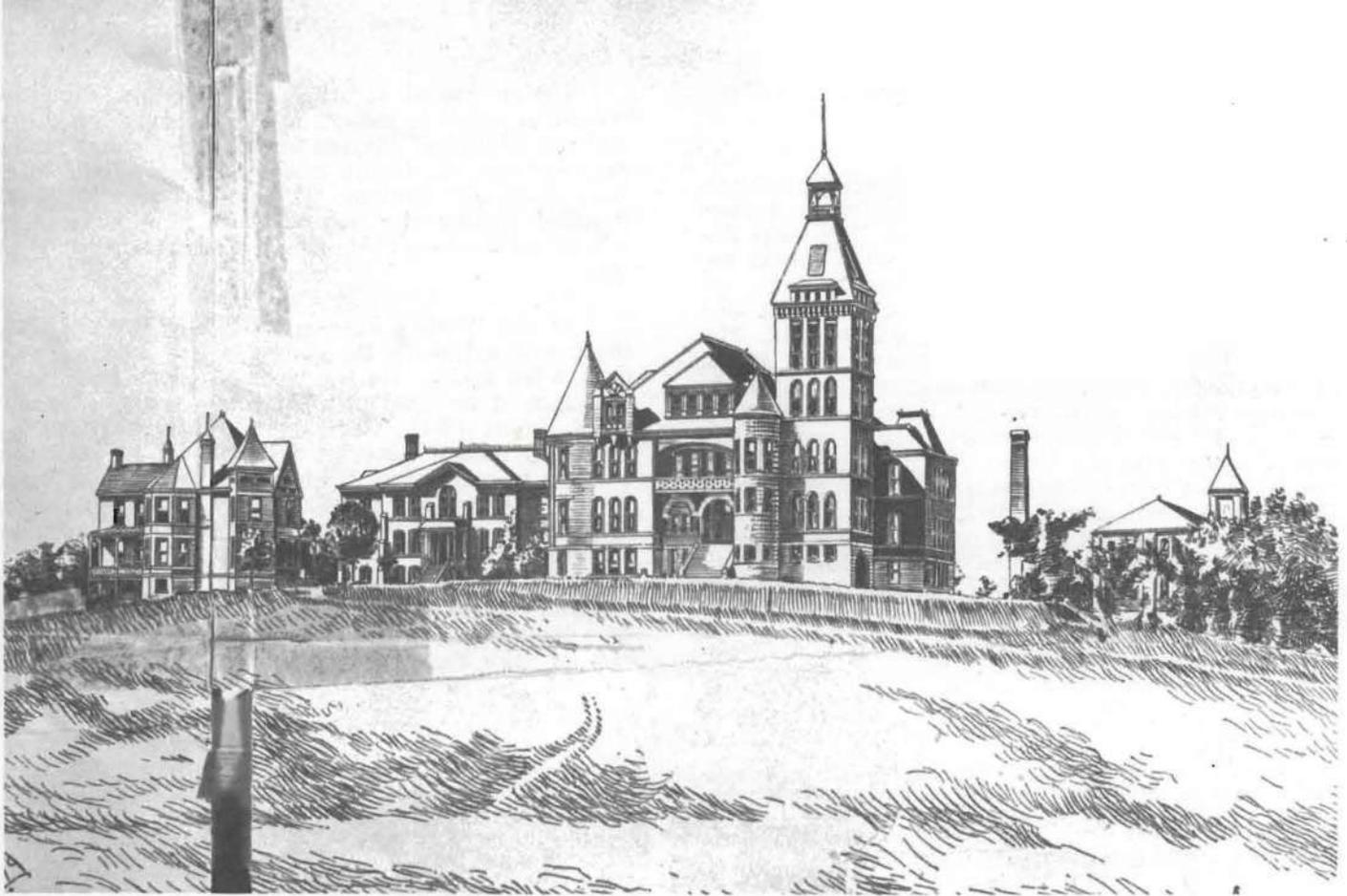
In connection with the commencement program of 1893, a meeting of alumni was called along with an invitation to many outstanding citizens, to convene and consider ways of erecting a memorial to the soldiers of the 62nd and the 65th Missouri Colored Volunteers. A two-story structure with a gymnasium on the first floor and a library on the second was proposed, but the group faced difficulty in getting the money. It was not until 1894, when money was appropriated to be used with a \$10,000 insurance coverage to erect a new building, later known as Memorial Hall. This building was turned over to the school on September 4, 1895.

The Grand Old Man Resigns

The twenty years of Page's work at Lincoln Institute, 18 of which were spent as president, ended in 1898, when he submitted his resignation to become head of the new Langston University of Oklahoma Territory. Under his supervision, college work had been added in 1887. He had faced opposition both from the community and from politicians in the state, particularly in 1892, when he was accused of causing a break in the ranks of local Negro Methodists, but which was categorically denied in a petition on his behalf by leaders of the African Methodist Episcopal Zion Church. His stature was still high, however, for no one could overlook the revitalized program which he had brought to the campus.

Confusion Among the Leaders

John H. Jackson, a teacher at Kentucky State Normal School, was elected to take Page's place in 1898. To serve with him were Benjamin F. Allen, vice-president; John W. Damel, J. H. Garrett, J. E. Givens, and Miss V. L. Johnson. Matrons were Miss M. E. Anthony and Mrs. Sallie Dupee. The Board was reorganized with Jesse W. Henry as president; O. G. Burch as secretary; A. Brandenberger as treasurer; and Messrs. Gordon and Kirk as members of



The campus as it appeared about 1900 was captured in this pen sketch from an old catalog. The President's home appears on the left, with Barnes-Krekkel Hall sitting in the background, followed by Memorial Hall (note the tower with the bell), the chimney to the heating plant, and Chinn Hall (industrial arts).

the executive committee. Others on the Board were Messrs. Henry and Heinrichs.

During Jackson's short period as president there was established a series of lectures which brought many outstanding Negroes of the country to the campus. The Trans-Mississippi Exhibition featured an exhibit from the Institute, under the supervision of John W. Damel, which included working models of two steam engines, a dynamo, a motor, a case of tools, some specimens from the blacksmith, woodworking and other shops, mechanical drawings, and some fancy needlework from the young ladies. From the academic department there were copies of the memorial edition of Lincoln Institute's records.

Jackson could report an enrollment of 278 in 1900, though lower grades had been dropped from the curriculum. He singled out, in his report, contributions to the library by W. T. Carrington, Superintendent of Schools, Colonel W. W. Morgan, of Kansas City, and Mrs. H. A. Cass. The standards were improved and assignments increased, causing a drop in enrollment to 236 during his second year. This son of former slaves, and the first Negro to graduate from Berea, brought with him a cultured background

and a high standard of excellence. His request for a new boys' dormitory resulted in the building of Yates Hall which was later replaced by Inman E. Page Library.

President Jackson was not reelected in 1901, but was replaced by John W. Damel as acting president, at a salary of \$110.00 per month. His report to the Superintendent of Public Instruction emphasized the need of a library, as Jackson's report had done, and also added a plea for funds for laboratory equipment. It was pointed out that students had to make their own laboratory equipment, and had no chairs on which to sit.

In January, 1902, Edward E. Clarke was lured from Wilberforce to become president. A grandson of Bishop Payne, the founder of Wilberforce, Clarke endeared himself to the student body and to the local citizens, but the Board refused to rehire him in the spring. His dismissal was protested by a mass meeting of students, and came in the face of a commendation of his work by alumni.

The Start of a New Era

BENJAMIN F. ALLEN assumed the presidency in 1902. Disappointed by his failure at election to the position in 1901, this Atlanta University graduate and Georgia native had left to teach at Georgia State College. At the end of his first year as president, Allen was able to report to the Board an enrollment of 240. His first material success was a central heating plant. He emphasized the cultural development of students more so than his predecessors. There were literary societies organized in each of the departments of the school, along with the Union Literary and Debating Society. The latter was composed of young men in the college and normal departments. The Olive Branch was composed of women students. The Longfellow and Shakespeare Clubs offered additional opportunities for self-expression and the development of confidence.

Under President Allen all students were required to enroll in industrial arts courses, with special and additional courses for those desiring a trade. Summer schools, begun under Clarke, were continued. Sixty-six students (17 women and 49 men) enrolled during the second year of the summer school, an increase from 29 enrolled during the first year.

At the World's Fair in 1904, held in St. Louis, there was a Lincoln Institute Day, at which President Allen spoke. He was followed by a prominent graduate of the Institute, Attorney Walter Farmer of St. Louis ('84); Christopher C. Hubbard ('96), a Paris principal (later of Sedalia), W. H. Harrison ('00), a principal from Chickasha, Indian Territory. About 300 graduates and former students were in attendance, along with many persons interested in Lincoln Institute.

The second portion of Barnes-Krekel Hall was authorized early in Mr. Allen's tenure, and \$25,000 was set aside for its construction.

Many pictures of the earlier years at Lincoln have been lost, but one of the members of the class of 1901 furnished this one of his graduating class. Not all members could be identified, but those marked with numbers are: (1) Octavia Roberts Rainey, (2) Mamie Madison, (3) Virlea Watts, (4) Lula Walker, (5) Mary Woods, (6) Frank Bass, (7) Arthur J. Henderson, (8) T. J. Nevins, (9) A. B. Bouldin, and (10) George Gregory. Most of these persons returned to the campus in 1951 to receive recognition for 50 years' service to their country.





John H. Jackson, formerly of the State Normal School of Frankfort, Kentucky, was elected to the presidency to succeed Inman E. Page in 1898. Benjamin F. Allen was elected at the same time as the vice-president. Lower grades were discontinued under his administration, paving the way to higher education. A graduate of Berea College, Jackson demonstrated a liberality in his thinking reflected from his background.

Benjamin F. Allen, president from 1902 to 1918, continued the program of upgrading teachers by increasing the number of course offerings at Lincoln, establishing the summer sessions on a permanent footing, and established common uniforms for all students as a means of minimizing the costs of education for the youths enrolled. His objective was to make Lincoln Institute second to none in the United States.

It was under the presidency of Clement Richardson (1918-1922) that the name of Lincoln Institute was changed to Lincoln University. There was great expansion during his tenure and the curriculum was strengthened with an eye to full accreditation.

Dr. Nathan B. Young was elected president in 1923, following a second period by Dr. Inman E. Page. He found the former Institute striving to live up to its new designation as a University, and pointed the way toward achieving this goal. It was under his leadership that the policy of giving the names of outstanding persons to buildings was adopted by the Board.



Ethics, Culture and Brains

President Allen made a special effort to expose students to outstanding persons, both Negro and white. Members of the Legislature and their wives were often guests on the campus. In his report of 1910, Mr. Allen reported that "the president and faculty were doing all in their power to teach the Negro the proper modes of living in the home. The faculty . . . was making a special effort to inculcate in the students such virtues as diligence, family affection and forthfulness." President Allen held the belief that "ethics existed for practice, culture for use, and brains for industry." To help in the building of school spirit, he composed the words of



Under President B. F. Allen uniforms were adopted for all students. These young ladies, all of the class of 1906, were evidently members of a club which existed in those days. They are: (1) Ollie Haynes Lindsay, (2) Hazel Whyte, (3) Cleota Holland, (4) Ledlie Ford, (5) Edna Lee, and (6) Corine Henderson Montgomery. Many of the pictures of the early part of the century were taken by John W. Damel.

"Lincoln, O Lincoln," fitting them to the music of a popular song of the day, "How Can I Leave Thee?" In 1908, he was able to secure an appropriation to wire all campus buildings for electricity, and to connect the campus with the State Penitentiary for this service.

UNIFORMS for students were adopted in 1915, "to save the parents money." Women wore shirtwaists and skirts in warm weather, but those with the means could substitute dark silk. The mortar-board cap was required except in

the spring, when a plain sailor hat might take its place. Association of young men with young women without permission was prohibited during those days. Notes between young men and young women were forbidden. Intoxicating drinks in any form, profanity, gambling and playing cards were grounds for dismissal from school. Special permission had to be sought from the President's office to go to town.

A curriculum for teachers had begun to develop and was revealed in such titles as Elementary Psychology, Management, General Methods, Educational Psychology, Principles of Teaching, Methods and Observation, History of Education, and Practice Teaching, taught in 1913. Still, of the 435 students enrolled in 1914, there were none in the college or college preparatory department, but a large number in the normal course.

When the Board voted on March 18, 1918, to dismiss President Allen, an era of academic growth and expansion came to an end. Mr. J. R. E. Lee, of Kansas City's Lincoln High School, was invited to become president, but declined. The Board then elected Clement Richardson, of Tuskegee Institute, to take his place.

Under the influence of war hysteria, President Richardson asked the board to establish military training, since Lincoln Institute was a Land-Grant College. He also sought the employment of a Negro physician to look after the medical needs of students. Other persons employed at the time included Irving C. Tull, Dean and Professor of mathematics; Ethel Robinson, secretary; William Steward, science and electricity; John W. Damel, agriculture; W. S. Jacobs, instructor in education; Victor H. Collins, instructor in mathematics; T. P. Smith, business and history instructor; Miss Beatrice Lee, music; J. E. Rose, blacksmithing and machine shop; Miss Mamie Smith, English and pedagogy; J. H. Bailey, carpentry; H. S. Crampton, sewing; Harley Hunter, agriculture; William Herriford, military drill; Charles



The faculty of 1912 is not only important for showing the kind of dress then worn by both men and women, but also because it showed the calibre of training necessary for a position on the faculty. Among the faculty members all regular teachers held bachelor's degrees, though some exceptional students were used as assistants in some departments. It might also be noted that one of the faculty members was Robert Nathaniel Dett who went on to win acclaim as a musician and composer. For many years the Lincoln choral society was named for him, but this is another tradition which has gone by the way in recent years. Members of the faculty in 1912 were: Gertrude Williams, Sec. and Librarian; Grant S. Murray, chemistry and astronomy; A. T. Walker, Pedagogy; John W. Damel, physics and zoology; John E. Anderson, mathematics; Victor Homer Collins, asst. in mathematics; Albert Cress Maclin, Latin and Greek; Jessie F. Embry, English and German; William H. Harrison, asst. in English; Ollie W. Ferguson, agriculture; Robert Nathaniel Dett, music; Albert Jasper Shootes, tailoring; Frederick R. Parker, shoemaking; James Welch Thorp, mechanical drawing; Wayman J. Long, machinery; Joseph S. Himes, blacksmithing; Ernest P. Powell, carpentry; Annie M. Mollison, sewing and basketry; Myrtle B. Craig, cooking; Fannie E. Motin, elocution; Cornelia A. Rutledge, in charge of laundry; Florence M. Williams, supervisor of practice teaching; William V. Garrett, general asst.; C. R. McDowell, matron for boys; Lillian Johnson, matron for girls; Anderson M. Schweich, in charge of boarding dept.; Anna Adams Henley, in charge of dining room; and Martin George Beck, in charge of the farm.

Brooks, model school supervisor; W. B. Kennedy, tailoring; S. L. Burlong, shoemaking; V. E. Williams, field agent; L. M. Lane, gymnastics; Mabel Hinkins, matron; and Miss Irene Heron, nurse. Salaries ranged from \$183.33 per month for the president, to \$70.00 for the matron and nurse.

Even in 1919, most students were enrolled either in industrial arts courses, or in the normal school. Only one student was enrolled during that year in the college department. A great demand existed for skilled workers in the East. With normal school training a student could get immediate work as a teacher, thus discouraging the completion of a regular college course.

President Richardson was instrumental in correcting a long-standing evil—the farm was not operated under the direction of the school. When this was changed, the school was able not only to pro-

vide practice work for students, but to furnish food for the tables as well.

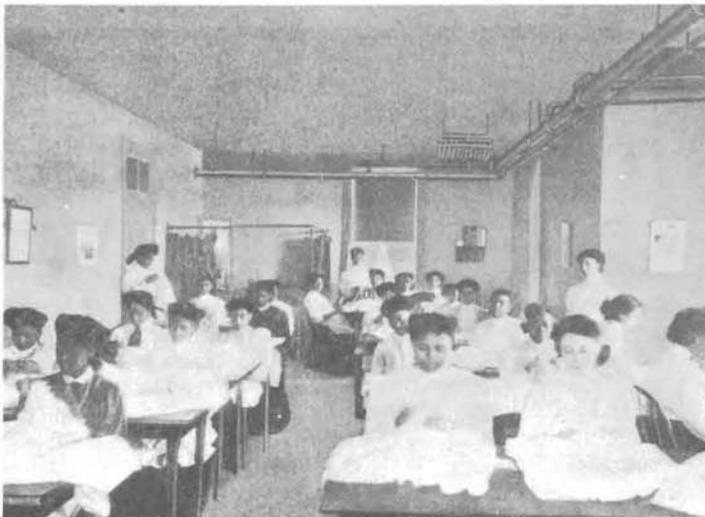
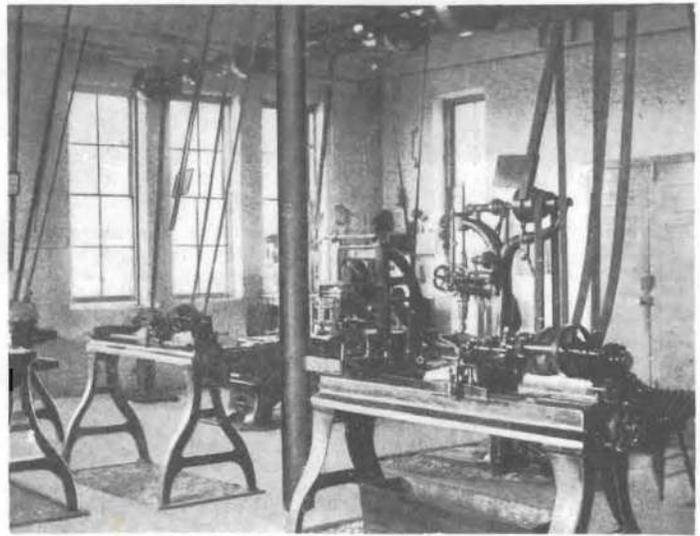
The Super Salesman

He undertook the job of acquainting the public with the work of the Institute, and literally traveled the state himself, speaking about Lincoln Institute to any group who would hear. He sent teachers and students into various parts of the state to sing, to speak and to entertain. Virgil E. Williams became the booking agent for the school, sending out such groups as the Lincoln Glee Club, violinists, pianists, readers, and speakers. A football team was organized, along with a basketball team. Coaches were William B. Jason, James A. Jeffries, and W. Sherman Savage. Some of the early athletes were Pearly, Douglas, Raleigh Wilson, Gant, Robinson, John Kelly, Buddy R. Rankin, Nathaniel Sweets, Guy and Ben King.



Libraries were much more restrictive in the 1890's than they are now, but these students did not seem to mind posing with pride in their small but valuable library.

Chinn Hall, constructed in 1891-1892, was designed as an industrial arts building. A. W. Elsner was the architect and the builder was Fred Binder, both of Jefferson City. Cost of the building was met from an appropriation of \$10,000 and \$9,000 for tools and machinery. It was removed in 1931 to make way for the College Hall-Schweich Hall complex.



Home Economics, though the profession had not reached the point of sophistication of later years, was recognized early as a necessary subject for young ladies. These young ladies were in the sewing department during the 1890's. Similar offerings were in millinery and cooking.

When the Legislature met in 1921, there was in that august body the first Negro. He was Representative Walthall M. Moore, representing the Sixth District of St. Louis. Showing a natural concern for Lincoln Institute, he introduced a bill which was designed to reorganize the school so that it could afford to the Negroes of the state such opportunities for training as those afforded at the University of Missouri for whites. Perhaps looking to a greater future, he included a provision to change the name from Lincoln Institute to Lincoln University. It also provided for a Board of Curators of nine persons, including the State Superintendent of Public Instruction as ex-officio member, and four Negroes. Finally, the bill provided for the appropriation of an extra \$500,000 to enable the Board to carry out the other provisions of the Act. Though this act, excluding the extra money, was finally passed, another bill was presented in a special session held that summer which reduced the regular membership of the Board to six, with at least three of those being Negroes. The appropriation for the next biennium was the largest the school had ever received—\$329,000 for salaries, and other purposes, and \$60,000 for property improvement. Thus the Board was able to meet the urgent request of President Richardson to raise faculty salaries and to purchase the old W. H. Ruwart property for an athletic field.

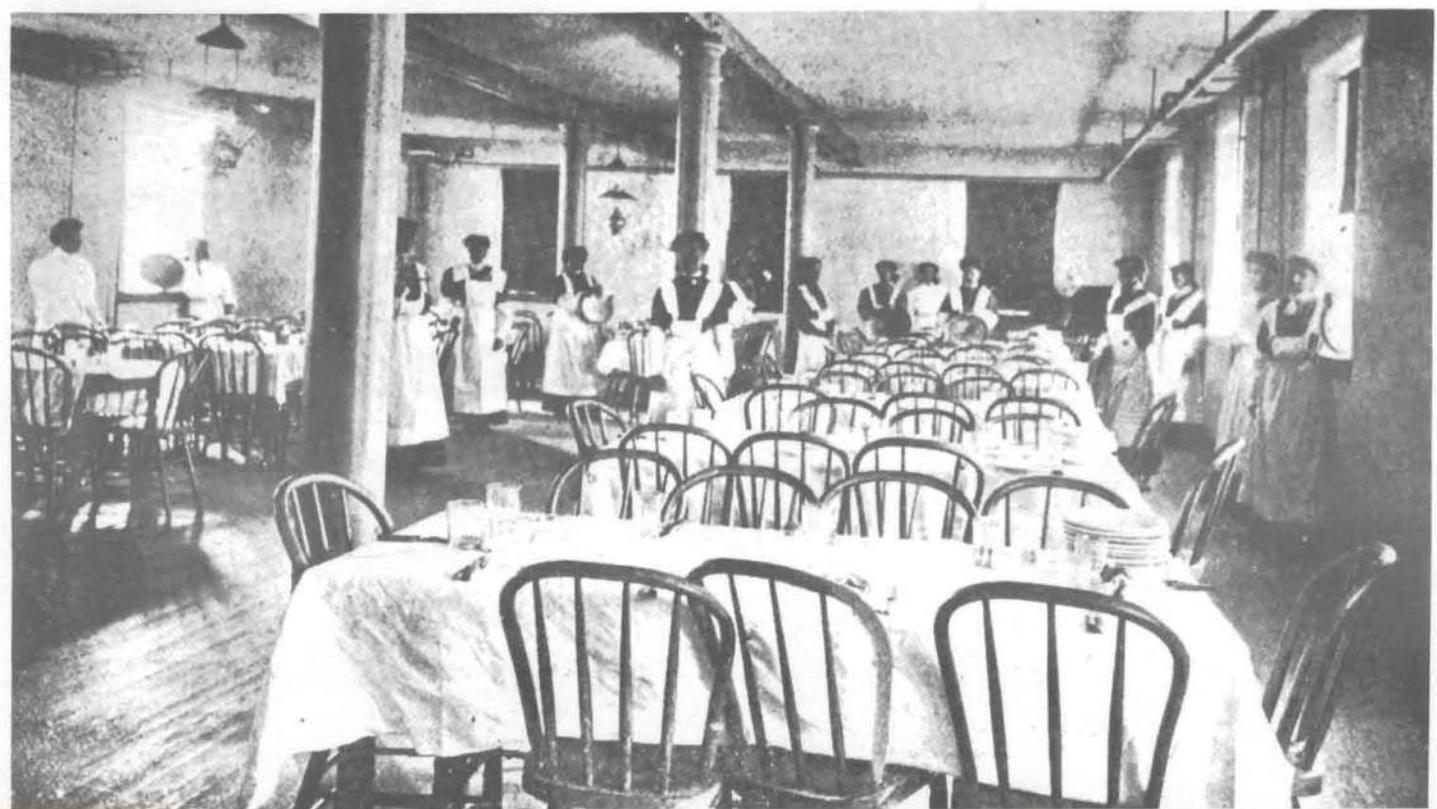
It was at this time that the well-known Kansas City physician, Dr. J. Edward Perry, was appointed to the Board of Curators. The confusion of the summer and the delay in the appointment of the Board and its organization had held up the pay of the teachers all during the summer until after September 1. But the new Board set to work immediately to reorganize the program, and Dr. Perry insisted



Anderson M. Schweich Hall, completed in 1931, houses Home Economics and, until recently, the cafeteria. Schweich was a Columbia business man who once served as a member of the staff of Lincoln University.

that a preparatory course in medicine should be one of the additions. One of the objectives set forth by this new Board was the development of a school of music, and a well-staffed graduate school. Any such ideas for expansion were held up, however, when the Supreme Court ruled in favor of the Attorney General that the Legislature had erred in its appropriation of \$500,000 and that no such fund existed as referred to in the bill. The Board, working with President Richardson, was able to stop the extension of Atchison Street through the school grounds in exchange for the right to carry public utilities across the campus.

Barnes-Krekel Hall was the location of the dining room until Anderson M. Schweich Hall was constructed in 1930. After its removal this area in the basement became a recreational hall.





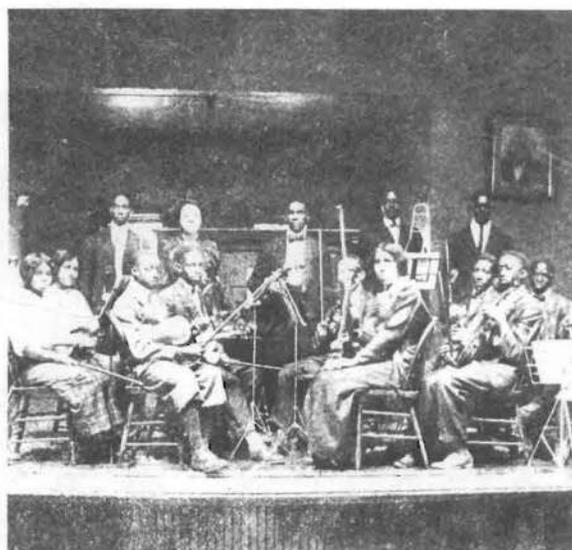
Memorial Hall was reconstructed after a disastrous fire of 1894, and was so named as a memorial to the Civil War soldiers who not only gave money for the founding of Lincoln Institute, but also contributed to the original building which stood on this spot.



Regular convocations were held in Page Auditorium when Memorial Hall was still new. This picture dates from the early administration of President B. F. Allen. The words "Aurora non vesper" in translation meaning "The sun never sets" reflected the interest in Latin of the President.



When Memorial Hall was new most of the classes and laboratories were located there. This chemistry laboratory was located on the west side of the building on the first floor.



The school orchestra posed in Page Auditorium about 1912 for this picture which appeared in the 1913-1914 catalog.

ardson had brought to the school, the Board, nevertheless, saw fit to dismiss him in 1922. A delegation of students, headed by Harley Davis, then a senior in the high school, presented in person a petition, arguing that President Richardson should be retained for the fine leadership he had shown.

The Grand Old Man Returns

The Board secretary was directed to contact Dr. Inman E. Page, now retired as president of Roger Williams College in Tennessee, to accept the position of President, at the same salary as that received by President Richardson—\$4,000 or \$2,000 less than principals received in St. Louis. Dr. Page accepted the appointment, but was faced with a deficit in funds for salaries. The Board borrowed the money to complete the year. There was a student strike also during the year 1922-1923, which followed an investigation into "certain wild parties" being held off campus. Stated grievances included a charge of poor food service in the dining room. Dr. Page tendered his resignation the following August to return to Oklahoma City where he remained connected with the public schools for a few more years.

The Board appointed the President of Florida A. & M. College, Nathan B. Young, as a successor to President Page. A graduate of Oberlin in 1888, he had received his A. M. degree there in 1892. He had served as a principal in Birmingham, Alabama, for four years, as head of the academic department at Tuskegee Institute for six years, as professor of English and pedagogy at Georgia State College, and then as the president of Florida A. & M. College.



Richard B. Foster Hall was completed in 1923. For several years it was the only dormitory for men on campus, but was relieved with the construction of Benjamin F. Allen Hall in 1936. Named for the founder and first principal of Lincoln Institute, it houses freshman students.



The living room of Foster Hall is shown as it appeared in the 1930's. The plaque on the wall indicates that the room is dedicated "by the Modern Priscilla Art and Charity Club in memory of Elbert Paul Damel, member of the class of 1912, who gave his life while in YMCA war work, 1918." The plaque still hangs in Foster Hall. A brother, Carroll C. Damel, serves as Director of Admissions and Records, and his father, John W. Damel, is honored with a building.



Yates Hall was authorized to be built by the Legislature in 1884, as a dormitory for young men. Before its demolition to make way for Inman E. Page Library in 1948, it housed young ladies for a time, and then reconverted to one for men after Anthony Hall was built in 1940. Though records are not clear, it was possibly named for W. W. Yates, a well-known Kansas City principal.

Every Worker Has a Job to Do

YOUNG immediately delved into the work of the Institute, expressing his philosophy to the faculty as follows: "every position in the university was important and that everyone in any capacity who worked here was nec-



Athletics have had an important place at Lincoln University since the first football team was organized in the administration of President Clement Richardson. Coaches Charles Hoard and William Burghardt posed for this picture at a 1944 football practice. Over their heads a view of the upper campus as it appeared then with Young and Memorial Halls on the left, then Schweich and Allen Halls. Many of the trees have long since disappeared to make way for the temporary barracks used at first for dormitories, but now housing the military science department.

essary to the development of the university. He felt that the most important service was that being rendered by the president and the registrar. He assured the faculty that he came here to serve and that he hoped that the work would be carried on by the teachers in such a way that it would be the best in the history of the school. He also stressed the

importance of health in the school's development". He set out to acquaint the people of the state with the work of the university, but at the same time, gave much attention to the inner structure. He was particularly concerned with the problem of accreditation. He was able to get the high school accredited by the State Department of Education, and then by the North Central Association. Then the latter group approved the two-year teacher training program. A guiding hand in all of this was Professor J. D. Elliff, of the University of Missouri, who later served as President of the Board of Curators for several years. Another person who worked closely with the president in the accreditation was George R. Crissman of Central Teachers' College at Warrensburg. President Young appointed Miss Alice E. McGee as the first Dean of Women in 1924. His administration was noted for its high objectives and long-range planning, but the political system under which Board members served at the pleasure of the governor proved an insurmountable obstacle to completion of his program, and his services were terminated by a vote of the Board in April, 1927. Clement Richardson was invited to return, but decided to remain in Kansas City at Western College. Dean William Barrington Jason was appointed acting president for one year. At the same time the Board relieved Irving C. Tull as business manager, appointing Duke Diggs, a local business man, in his place.

William Barrington Jason

The local press hailed the first year of Mr. Jason's tenure as president as an era of progress. The following year, he was tendered the title of president for efficient leadership. Meanwhile, the Board went on record in a resolution to seek appropriations for the erection of new buildings for a law school, a gymnasium, and a science building. President Jason was a graduate of Howard University, and held a master's degree from the University of Pennsylvania. His first position was as a coach and science teacher, but later he was made Director of the Academic Department, and then Dean. Under his tenure as president, the Legislature appropriated \$250,000 for an educational building, completed in September, 1931. It was named College Hall, and later renamed Young Hall, in honor of former President N. B. Young.

Recognizing some political dissatisfaction with his work, following the appointment of a new Board, President Jason tendered his resignation in 1929, paving the way for the election of a new president. He was joined in this resignation by Duke Diggs, the business manager. The Board immediately elected N. B. Young and I. C. Tull to take their places

During the interim, Mr. Young had served as state school inspector and was appalled at the lack of high school facilities for Negroes over the state. He urged consideration of the high school at Lincoln as a place to study, and secured approval for scholarships to aid those who would like to come. He started efforts to secure funds for students, pointing out that scholarships at Lincoln were virtually nonexistent. He appointed a committee to study the advisability of establishing fraternities and sororities on the campus, composed of L. S. Curtis, Chair-

W. W. Dowdy; E. P. Jones; and N. P. Barksdale. This committee recommended the approval of fraternities and sororities to the faculty on February 5, 1930.

BOARD member J. D. Elliff concerned himself with attendance at education meetings of the president and faculty members. He directed attention toward the need for encouragement of teachers to study for advanced degrees, and, with President Young, was able to convince his colleagues of the need for sabbatical leaves. Meanwhile, the General Education Board of New York had made a grant of \$50,000 for a Home Economics Building. Ground was broken for it and the new educational building at the same time, with Governor Henry S. Caulfield as the principal speaker.



William Barrington Jason first came to Lincoln University in 1918. He taught mathematics but also served as a coach. Named the acting president in 1927, he was made president in 1928, but preferred the less arduous tasks of the classroom to administration. He later served as Dean of Students, Dean of Instruction, finally as Vice-President, and again as Acting President (1937-1938) before his forced retirement because of illness. He was perhaps one of the most revered persons ever to serve at Lincoln.

University and to a time when Missouri would afford higher education for all of its citizens.

Local alumni urged that the new educational building be named after Benjamin F. Allen, president from 1902 to 1918, but it was finally decided to call it College Hall. The home economics and cafeteria building was named for Anderson M. Schweich, a former Columbian who had operated the food services at Lincoln for several years.

The Rosenwald Foundation made a donation of \$7,500 for strengthening the library during the school year of 1929-30. The librarian, Miss Lovey A. Anthony also reported a small gift of 15 books by the president of the Board, Charles Nagel, who resigned in April, 1930, because of the pressure of business matters.

In his efforts to strengthen the school, President Young urged passage by the Legislature of a bill which would set the term of Curators at six years instead of four, with staggered terms to allow for slower turnover. He also was instrumental in having the school inspected by a representative of the North Central Association for possible approval as a liberal arts college. Dr. E. B. Stouffer, Dean of Graduate School at the University of Kansas, recommended that in the face of other progress, efforts should be made to secure stronger faculty members, and to strengthen the curricula so that a proper college atmosphere would be more apparent. North Central Association approval of the teacher training program was continued. President Young suggested in a letter to T. B. Watkins, a member of the Board from Kansas City, that efforts should be continued to provide the strength necessary for complete North Central Association approval.

WHEN the Board of Curators met in April, 1931, it voted to release President Young. Dr. Ambrose Caliver, senior specialist in the U. S. Bureau of Education, was elected as his successor. Dr. Caliver, however, decided that "he could render a greater service to the Negro race in the position he held." Professor William B. Jason was again appointed acting president.

Meanwhile the choice of Charles W. Florence had been presented, and Dr. J. D. Elliff, president of the Board, was sent to interview Mr. Florence, who was then studying towards the doctorate at Harvard University. After an invitation was accepted by Florence to visit the campus, the Board approved his appointment as president for a term of three years.

President Florence was a graduate of the University of Pittsburgh where he received both his bachelors and masters degrees. He had served at Virginia State College as Professor of Education, assistant to the president, and dean of the college. He had completed all work towards the doctorate

at Harvard except for the completion of his dissertation.

was met. The *Clarion*, student newspaper, was established at this time.

Meanwhile, a change in certification procedures was forcing two-year graduates from normal programs to return to school, thereby creating a greater need for summer sessions. At the close of the first session over which President Florence presided, there was a reported enrollment of 206 students, the largest ever.

In the fall there were several new faces on the campus. Miss Marcia Canty came as head of the Home Economics Department; Miss Alice Harris was employed as cafeteria director; Donald A. Edwards became acting head of the Physics department during the sabbatical absence of Albert A. Kildare; Miss Marguerite Burns came to head the High School Home Economics Department.

North Central Association Approval

With continued improvement in the academic training of the faculty, approval was secured in 1934 by the North Central Association of Lincoln University as a four-year liberal arts college. The Founders' Day programs, begun in 1921, were continued. A High School Day, designed to bring outstanding high school seniors to the campus was instituted under President Florence, as was the High School Track Meet. The two were later merged into one. Following a strike in 1933-34, by students who demanded the establishment of a student council and a hearing of their grievances, this demand

The Question of Separate But Equal

It was also in this period that Lloyd L. Gaines, a graduate of the class of 1935, applied for admission to the Law School of the University of Missouri. Following refusal, a suit was instituted against the Registrar of the University of Missouri seeking such admission. It was argued and upheld that since provision had been made for Gaines and others to attend other schools, his rights had not been denied. Upheld by the State Supreme Court, the case was finally carried to the U. S. Supreme Court which ruled in 1938 through Chief Justice Hughes, that the University of Missouri must admit Gaines or establish a law school at Lincoln University. Tuition aid for study outside the state was outlawed.

Dr. Sherman D. Scruggs

The Board voted to discontinue the services of President Florence as of July 1, 1937, and again Dean W. B. Jason was appointed as acting president. By March 4, 1938, the Board had narrowed its search for a new president to two men, Dr. Harry Blackiston, professor of English and German at Stowe Teachers College in St. Louis, and Dr. Sherman D. Scruggs, Supervisor of Elementary Schools in Kansas City, Kansas. Both men were well-prepared in their fields, Dr. Blackiston holding the Doctor of

Young Hall, completed in 1930, not only housed the administrative offices and most of the classrooms and laboratories, but also the library. This picture was taken about 1936. The space was converted into an office for the President and space for the offices of the Director of Admissions and Records when the new library was completed in 1950.



Philosophy degree from the University of Pennsylvania, while Dr. Scruggs held the Doctor of Philosophy degree from the University of Kansas. The Board selected Dr. Scruggs as the new president and he assumed his new position on July 1, 1938.

With the arrival of Dr. Scruggs on the campus, a new era was about to begin at Lincoln. Dr. Elliff charged that politics was the underlying cause for the dismissal of President Florence and submitted his written resignation from the Board of Curators to the Governor. He charged that under the present system of playing politics with the school, accreditation was threatened, and that he could have no part of this in good conscience. The North Central Association, with which Dr. Elliff was active, threatened to oust Lincoln if the state did not correct the matter of political meddling. This action resulted in a new method of appointing Board members. Each was to serve a six year term as in other state colleges and universities, with terms staggered in such a way that turnover was slower. Four of the nine-member Board were to be Negroes. Operation of the school was to be entirely in the hands of the Board for broad policies, while the president and faculty were to operate within these policies.

President Scruggs was formally inaugurated as president on Founders' Day, January 14, 1939, during which one of the principal addresses was delivered by Chancellor Ernest H. Lindley of the University of Kansas. This was followed by a forum entitled, "The Negro College and the Social Order," with other visiting college presidents participating.



Charles W. Florence (1931-1937) succeeded Dr. N. B. Young to the presidency and reaped the benefit of a new administration building (College Hall, later renamed Young Hall) and a new cafeteria and Home Economics Building (Schweich Hall). He also helped to guide Lincoln into full accreditation and membership in the North Central Association of Secondary Schools and Colleges. A strong effort to upgrade faculty was begun by providing sabbatical leaves to work for advanced degrees. When he departed in 1937, Lincoln had reached its highest point of academic achievement since its founding.

Meanwhile, with the reversal of the State Supreme Court's stand on the issue of admittance of Negroes to the University of Missouri Law School, the Board set out to establish a law school in connection with Lincoln University. The Board was under a virtual mandate from the Legislature to establish such a school, and money was allotted for this purpose. The school was established in St. Louis in the old Poro Building in September, 1939, with W. E. Taylor, formerly Acting Dean at Howard University Law School, serving as the Dean of this division of Lincoln University. Among the first students to enroll in the Law School were: Otis Carroll Booth, Robert Louis Hampton, John Winston Harvey ('38), Lucille O. Irving ('38), Edward Watson Keene ('38), M. Olivia Merriwether ('39), James E. Miller ('38), Vertie Lee Moore, Alvin Rose ('38), and Frank Weathers ('37). There were thirty students. The faculty was composed of Messrs. Daniel Bowles, James C. Bush, Scovel Richardson, Silas Garner, Myron Bush, and H. Wilson Gray.



The continuing program of recognition of graduates of fifty years ago brought together members of the class of 1908 at Founders' Day ceremonies in January, 1958. Victor H. Collins and Mrs. Rosetta Bennett Graves were two Jefferson Citians present. Mr. Collins was formerly a member of the Board and principal of a local elementary school. Mrs. Graves was the daughter of one of the founders for whom Logan Bennett Hall was named in 1938. Founders' Day ceremonies originated during the administration of President Florence.

During the summer school session of 1940, a program leading to the Master of Arts degree was



The presidency of Dr. Sherman D. Scruggs (1938-1956) saw Lincoln freed from political influences and her prestige enhanced by a growing number of graduates in graduate schools and positions of importance. A School of Journalism and a School of Law were added, along with a graduate program offering the masters degree in education. Illness forced his retirement at the beginning of the greater challenge—integration.

begun. This work was placed under the supervision of a Graduate Council, with Dean W. B. Jason, chairman, Dr. R. Clyde Minor, secretary, and Dr. Sidney J. Reedy, Dr. H. F. Lee, Dr. W. Sherman Savage, Dr. B. T. McGraw, Mr. S. F. Collins, and Mr. Cecil A. Blue, as members. First students to enroll in this program were Misses Mildred Allen ('39), Queenabelle Walton, Marjorie Beck and Clotine Sloan ('38), and Messrs. Joseph King, Herbert Kitchen ('39), and Thomas Meeks ('40).

Three-Quarters of a Century

1941 was Lincoln's year to celebrate seventy-five years of existence, and Dr. N. P. Barksdale ('17) was the general chairman of the committee appointed to plan the celebration. The committee set out to bring to the campus a number of notable persons, and to make this celebration a really big affair. The school annual, revived in 1936 after a four year absence, and renamed in 1938 **The Archives**, was specially planned to carry out the spirit of the 75th anniversary.

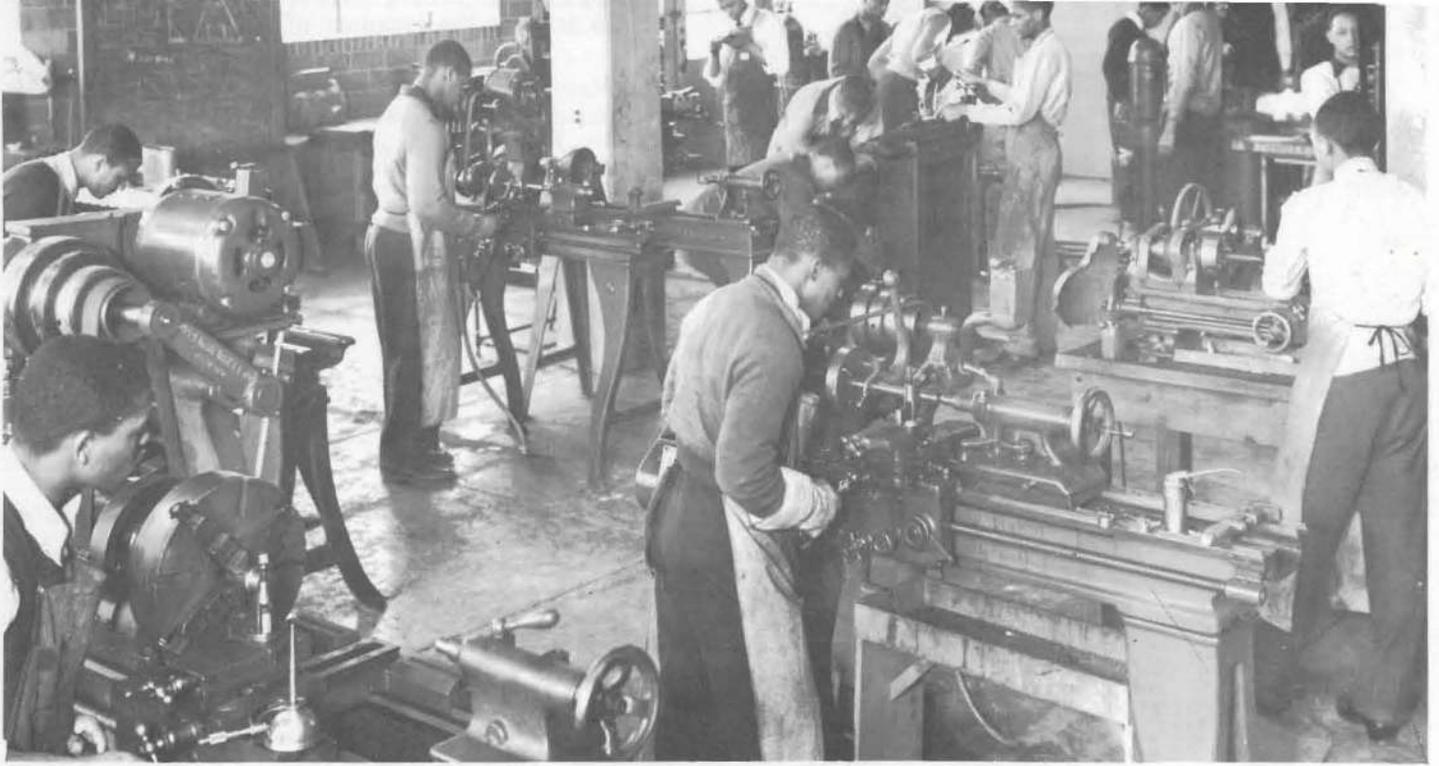
Reflecting the new look of the Board were: Dr. F. L. McCluer, President of Westminster College at Fulton; F. L. Williams, Lecturer in the St. Louis Public School System; C. C. Hubbard ('96), a principal of Lincoln High School, Sedalia; Dr. J. Edward Perry, physician from Kansas City; Cliff G. Scruggs, Jefferson City business man; W. W. Fry, an attorney from Mexico; H. I. Mimmelberger, of Cape Girardeau; M. A. Lewis, of Hannibal; B. F. Boyer, of Kansas City and Mrs. Ethel Bowles, of St. Louis. Perry, Hubbard, Williams, Boyers and Bowles were Negroes.

DURING the year 1940, a Civil Pilots Training Program was instituted at Lincoln University, under the direction of G. Robert Cotton, Head of the Department of Mechanical Arts, with Mr. C. M. Ashe and Mr. Erskine Roberts as flight instructors. Nine of the first ten who enrolled received their pilots license at the end of the first year. This course was developed in several colleges as a feeder to the stepped up federal plans for feeding army aviation schools, resulting from the war fever then developing in Europe. Among the first students to enroll in the program were Wendell Pruitt and Richard Pullam, both of whom distinguished themselves in World War II as pilots.

The new journalism building was ready for occupancy in February, 1942. This curriculum was given priority following the application of Miss Lucille Bluford in 1940 for entrance into the University School of Journalism. With the U. S. Supreme Court decision requiring that either desired courses be offered at Lincoln for those students wanting such courses be admitted to the state university, the Board of Curators of the Columbia institution



These students of 1938 wear the "freshman garb" required of all freshmen at that time. Men were required to dress shabbily while women wore mismatched hose and shoes, with signs calling the attention of all students that they were "lowly" freshmen.



During the Second World War, Lincoln was active in many areas of service to the war effort. A program for training technicians to aid war production enabled many young men, such as those pictured above, to secure jobs benefitting national defense. At the beginning of the Second World War a program of Civil Pilot Training was begun as an aid to the war effort. Below, students receive instruction at the Jefferson City airport. Some of these young men went on to distinguish themselves in the service of their country. Wendell Pruitt ('41), later memorialized by a housing project in his native St. Louis, and a winner of many distinctions in the European theatre, was a product of this program.





The University Bible Class, organized at the instigation of Dr. Scruggs in 1940, made the final payment on a system of chimes, located in the Memorial Hall Tower, in 1962. As Columbus Floyd, the treasurer, signs the check, he is being watched by Benjamin Dennis, Mary Whitfield, Roland Wyatt, Ruth Hudgeon, Nancy Molden, LaVon Woodson, LaMar Wilson, Mary Farris and Lillian Gines. Richard D. Massey, the sponsor, is seated with Mr. Floyd.

ected to close down graduate work there as a measure to prevent the entrance of Miss Bluford.

Mrs. Thelma Berlack Boozer headed the new Journalism School, with Elliott J. Barnett, and Rashey B. Moten, Jr., on the faculty. Among the first students to enroll in this course were Clarence M. Long, Miss Wallulah Ockleberry, and John R. Williams, Jr. To insure the maintenance of standards, Dr. Kenneth Olson of the Medill School of Journalism at Northwestern University was engaged as a part-time consultant.

A DEFENSE COUNCIL was organized on campus charged with the responsibility of planning courses which would directly contribute to the demand for skilled workers in the war effort. Courses in foods, first aid, secretarial training, and machine shop were added to the curriculum in 1942.

Meanwhile, the Law School turned out its first students. They were Miss Dorothy Freeman, Aguinaldo Lenoir and Miss Betty Stuart. Among former

Headliner Week, established in 1949, is but one of many ambitious programs carried on by Lincoln's journalism department which was initiated during President Scrugg's tenure. Headliner Week brings many budding high school journalists to the campus where they receive instruction about yearbooks and school papers. This group reflected in 1960 the new integration policy of the school. On the back row (left) is Mrs. Phyllis Willis, and Lee S. Cole, journalism teachers. Dr. A. S. Pride, department chairman, is on the front row, second from right.



students from the Jefferson City campus in attendance were: Frank Weathers ('37), John Harvey ('38), and Joseph McDuffie ('38).

Expansion of the Building Program

There was now an aura of expansion hovering over the campus. With accreditation and the improvement in academic standards which followed the freeing of the school from politics, student enrollment increased. In 1936, Benjamin F. Allen Hall was occupied as a dormitory for men. In 1938, Logan Bennett Hall became the dormitory for junior and senior women. In 1940, Libby C. Anthony Hall was occupied by freshman and sophomore young ladies. John W. Damel Hall was completed in 1937, designed to accommodate the Mechanic Arts Department and the Department of Agriculture. Printing was added to the curriculum in 1939. Efforts had already begun to secure funds for the building of a library, and N. P. Barksdale, as chairman of the library committee, had submitted a proposed blue print for such a building as early as 1940, but all plans were delayed during the war. Funds were not made available for the construction of Inman E. Page Library until 1947. The building was occupied in the spring of 1950, the first complete library building in the history of Lincoln University. Meanwhile, Irving C. Tull Hall was constructed as a dormitory for men.

To take care of the surging enrollment which started near the end of the war, barracks-type buildings were secured from Army Surplus, and these dotted the lower West campus. One of these buildings was designated as a Recreation Building, and later was removed to make way for the new gymnasium.



Lincoln has long followed a policy of inviting outstanding personalities to the campus. President Harry S. Truman visited Lincoln in 1954, making perhaps the only visit to the campus of a U. S. President in the school's history.



The Board of curators in 1946 reflected a concern that Lincoln U. would be governed by some of the best minds available, and that politics would have no part in the school's administration. Members shown are (left to right): Dr. Sherman D. Scruggs, University President; Dr. Harry S. Blakiston of St. Louis; Dr. A. W. Craddock of St. Louis; Cliff G. Scruggs of Jefferson City; Dr. J. Edward Perry of Kansas City; Christopher C. Hubbard of Sedalia; Dr. J. D. Elliff of Columbia; John W. Evans of St. Louis; H. Byron Masterson of Kennett; and G. Cletus Burchette, faculty member and secretary to the Board.

In October, 1946, President Scruggs appointed a committee to study the question of appraisal and evaluation of faculty members. It was the President's belief that better teachers should be rewarded with higher salaries than those with poorer performance records. N. P. Barksdale was appointed chairman of this committee, with Daniel W. Bowles, Cyrus B. Taylor, and Dr. H. F. Lee as members. This report was presented to the faculty in March, 1950, but was returned to the committee. The illness of Dr. Barksdale forced him to relinquish the chairmanship of the committee. Dr. Lee was appointed to succeed him, and submitted a completed report in 1952.

President Scruggs and the faculty believed that students should be exposed to as many outstanding personalities as possible. A number of outstanding persons were invited to present programs on the campus through the Lecture-Recital Series of programs. Among the many who presented outstanding programs was Louis Untermeyer, the famous poet, on April 6, 1956.

Benton and Masterson Honored

The faculty recommended, on September 27, 1956, following the report of a committee appointed



John W. Damel Hall, above, was constructed in 1937, and houses mechanic arts, agriculture, and the office of the Superintendent of Buildings and Grounds. Damel came to Lincoln before the turn of the century and served for a short period of acting president. Libby C. Anthony Hall, below, was completed in 1940 and has served as a dormitory for freshman and sophomore young women since that time.





Inman E. Page Library, completed in 1950, will accommodate 120,000 volumes, and will seat approximately 450 students. It is the first library building to be devoted completely to library services in the history of Lincoln. It occupies space formerly occupied by Yates Hall.

Irving C. Tull Hall was dedicated in 1953 as a residence for young men. It is named for the late business manager and former mathematics teacher who died in 1939.





Shortly after the dedication of Irving C. Tull Hall, in 1951, this picture was taken from a point on the University Farm. The house in the forefront was located on the Michaels' farm, property which the University plans to acquire for further expansion.



The Home Management House where senior students in home economics received practical instruction in their field was the last campus structure built mainly by students in the Mechanic Art classes. It was first used in 1940 and is still in use today.



The President's home was constructed in 1892 from an appropriation of \$1,000. It has undergone several changes since that time and is presently scheduled for destruction to make way for a new science building.

to study the question, that honorary degrees be bestowed upon outstanding persons who came to the campus or who performed outstandingly on behalf of the University. This action resulted in the conferring of the degree of Doctor of Education upon H. Byron Masterson, President of the Board of Curators, and the degree of Doctor of Letters upon Thomas Hart Benton, of Kansas City. Benton had painted and donated to the school a mural depicting the development of the University from the battlefields of the Civil War to the present time.

A Broader Base for Service

FOLLOWING the Supreme Court Decision of 1954, which declared that segregated schools were unequal, therefore unconstitutional, Lincoln's Board of Curators announced that all persons, regardless of race or creed would be accommodated at the beginning of the summer session. This move not only provided a convenient program of higher education for persons in Jefferson City and surrounding communities, but also enabled the administration to seek the best

qualified teachers available. As early as 1950, a white person had been employed as a teacher in the School of Journalism, in the person of Lee S. Cole. Another factor which entered the picture at this time was whether it was necessary to operate the Schools of Law and Journalism. It was decided that the School of Law would cease operation in June, 1955, while the School of Journalism would become a department rather than school. Students who had not completed their work in the Law School were given the opportunity of completing their work at the University of Missouri Law School.

A graduate in the class of 1950, Gus Tolver Ridgel, a native of Poplar Bluff, made immediate application for entrance into the graduate school at the University of Missouri, and when refused, filed a suit in Circuit Court. Judge Sam C. Blair ruled that since comparable graduate work was not offered at Lincoln, he would have to be admitted to the University at Columbia. Ridgel had graduated *summa cum laude*, and received his M. A. degree in economics from the University of Missouri in one year. He entered the University of Wisconsin and later won the Doctor of Philosophy degree from that institution. This action paved the way for others to enter the University in Columbia, and several took advantage of the opportunity. Thus, in 1954, in the

The seventeen men and one woman in this picture made up the University Long-Range Planning Committee during the latter 1950's. Going around the table from the left, they are: C. C. Damel, Director of Admissions and Records; Mrs. Marcia Canty Hammons, Department of Home Economics; Dr. R. Clyde Minor, head of the sociology department; Dr. James H. Seeney, head of the education department; Albert P. Marshall, University Librarian; Winfred A. Hamilton, Business Manager; Dr. Uccell S. Maxwell, head of the chemistry department; Dr. A. Scott Pride, head of the journalism department; Dr. Lorenzo J. Greene, Professor of history; Dr. O. Anderson Fuller, head of the music department; Dr. Charles M. Hoard, Dean of Students; James D. Parks, head of the art department; Dr. James N. Freeman, head of the agriculture department; Mr. T. Charles McKinney, assistant professor of economics; Dr. Cyrus B. Taylor, head of the mechanic arts department; Dr. Milton G. Hardiman, head of the foreign language department; Dr. Oscar J. Chapman, Dean of Instruction; and Dr. Earl E. Dawson, University President.



tors of the University of Missouri ruled that all areas of the University would be open to all qualified students.

Higher Standards of Excellence

DURING the latter 1940's the faculty became increasingly concerned with student cheating on the campus. At a meeting of the faculty on September 27, 1946, Mrs. Hazel M. Teabeau, of the English Department, recommended that some type of honor system be started. This concern for student behavior and student scholarship was the continuing concern of the faculty throughout the next two decades, and resulted in the establishment of two honor societies on the campus. Beta Kappa Chi Honorary Scientific Society, Epsilon Chapter, was established by vote of the faculty in January, 1944, to encourage students in the sciences to seek excellence. Alpha Kappa Mu Honor Society, Alpha Gamma Chapter, was established in June, 1950, encouraging high scholarship generally. The cumulative average for students to be admitted to these are 3.000 in Beta Kappa Chi and 3.200 in Alpha Kappa Mu. In the latter, the student must have earned 75 hours, while in the former he must have become a junior or senior with 30 hours in one of the sciences. Phi Mu Alpha Sinfonia, a national and professional music fraternity, established on the campus in 1953, is open to selected students of music, while Delta Mu Delta National Honor Society, Kappa Chapter, recognizes students who major in economics or business administration, who have completed at least half their work, and who have maintained a cumulative average of not less than 3.200. Scabbard and Blade, national military honor society, restricts its membership to cadet commissioned officers. It was established on the campus in 1955.

In the 1950's, there was a general let down on the part of students, and many persons were concerned about the lack of school spirit. One of these persons was Mrs. Consuelo C. Young, an Assistant Professor in the Department of Journalism. She was instrumental in organizing the Greater Lincoln University Committee, which during its existence, was able to coordinate the efforts of some of the more wide-awake students in calling attention to the heritage of Lincoln. A Coffee Shop was opened under the auspices of this committee, and a new Student Handbook was published. Scholarship was emphasized with a cup to go to the dormitory having the highest collective scholarship. During the 1954-55 school year, this committee presented a check for \$100 toward the planned Student Union Building. Among the early leaders of this group were William Calhoun ('54), Ernestine Cofield ('53), George Enlow ('55), Alicia Hastings ('55), Robert Patterson ('55), Robert E. Greene ('55), John Ferguson ('55), Robert McCurdy ('5), Claude Guinn III ('57), Doretha Harris ('55), Christian Bishop ('56), Pearlina Foster ('54), Gerlena Reed ('57), La Von Woodson ('55), Esau Taylor ('56), and Charles Thomas ('56).



An instructor checks on the progress of a student on the linotype machine in the Printing Department, a part of the general offerings in the Mechanic Arts Department. The school catalog, special programs, and practically all stationery is printed here with the aid of students.

The Greater Lincoln University News was a kind of predecessor to the **Alumni Bulletin**, carrying news of alumni as well as students.

Enrollment in 1954, just before the advent of non-Negro students on the campus, was 776. Demands for evening courses developed along with an expected increase in day students. The Dean reported in December, 1957, that enrollment in evening courses was well over 200, with an expected enrollment the second semester of over 250. By 1959, total enrollment had reached 1,487, and 1,652 by 1965.

In 1950, military training was reestablished on the campus. Since Lincoln was a Land-Grant institution, it was requested by the Department of Defense to institute such courses to train young college men for officers in the Army. Since able-bodied young men finished college with military life ahead of them, this program provided an opportunity for

them to enter military service with the rank of Second Lieutenant, following a post-graduate period of training at a military base. Some of the young men who completed this training while in college have elected the Army as a career and have made rapid advancements. Others have served the minimum time and have returned to reserve status.

JUST at the time the U.S. Supreme Court decision requiring integration of schools was handed down, President Scruggs went to Europe, leaving the operation of the school in the hands of the members of the Administrative Council. He had been invited to tour Eastern Europe by San Francisco State College as a part of a program to promote good will for the United States. The Administrative Council elected Dean Earl E. Dawson to act for the Council in such matters as might come up from day to day to prevent continuous meetings of the group. With integration pro-

ceeding, and while awaiting the return to the campus of President Scruggs, word was received from London that he had suffered a stroke. Faced with the administration of their own areas, the Council recommended to the Board that Dean Dawson continue to function as the University Administrative officer until President Scruggs was able to return.

When President Scruggs did return, it was immediately apparent that he would not be able to function as usual, for paralysis had affected his vocal cords to the extent that he had difficulty expressing himself. The Board granted him a leave of absence, during which time he sought expert help in the effort to recover. Eventually he did return to the campus in 1955, but his affliction was still so apparent that he finally had to give up the presidency. The Board of Curators had no choice but to name a successor, and selected Dean Earl E. Dawson in September, 1956.

Dr. Dawson had come to Lincoln University with extensive experience as dean, registrar, business manager, and president. He received his Doctor of Philosophy Degree from the University of Kan-

Students of the Military Science Department elected to Scabbard and Blade, an honorary military fraternity, posed for this picture in 1961. From left to right, kneeling, are: Cadet Major Lawrence Hurst, Cadet First Lieutenant Charles O. Williams, Cadet First Lieutenant Richard G. Gruner, Cadet First Lieutenant Kenneth R. Werner, and Cadet Second Lieutenant Richard Murphy; (standing) Cadet Captain William M. Washington, Cadet First Lieutenant Roosevelt Scott, Cadet Second Lieutenant Willie C. McCombs, Cadet Captain Michael M. Brettschneider, Cadet First Lieutenant Birdge Givens, and Cadet Colonel Edward Rankin. Following graduation each of these men were commissioned second lieutenants in the Army.





Lincoln's athletic department offers a wide range of sports activities for students. Dwight Reed, who came to Lincoln as football coach in 1949, is shown here outlining strategy to two of his stalwarts of the '62 team, assisted by assistant coach Donald Hudson. The students are Eugene Jenkins on the left and Sam Duncan.



When Lincoln's doors were opened to all students, white athletes were reluctant to join the different sports activities. One of the first to do so was Lewis Vetter (right) shown here with Carl Lee, in 1959.

Never emphasizing strenuous sports for young women, the two young ladies with bow and arrow illustrate the kind of minor sports for young women which have been a part of the curriculum for many years. In the background are the tops of houses in a new development started in 1957 on Lafayette Street.



Acrobatics has always been encouraged at Lincoln, and this picture shows the team in 196 . From left to right (first row) are: Herman Adams, Kenneth Carter, Guy Marbury, Carl Lee; (second row) Earl Peters, Steve Harding, Carl Fowler, Ronald Powell, Herman Gant; (third row) Coaches Donald Hudson, Dwight Reed and Dr. John C. Mitchem.



...the same as Dr. Scruggs. Since 1942, he had served as Dean of the College of Arts and Sciences, replacing Dean Jason, who was elevated to the position of Vice-President.

Immediately upon assumption of the office of President, Dawson outlined a plan for continuous growth of the University. He sought the help of faculty, students and alumni, and encouraged the establishment of an *Alumni Bulletin* as a public relations media for carrying news of the University to alumni, and publicizing the work of alumni. He went on record as favoring increases in salaries for faculty members, and for providing such fringe benefits as other institutions had long provided, such as retirement, life and hospital insurance programs. Dr. Walter R. Talbot, Professor of Mathematics since 1934, was made Acting Dean of the College of Arts and Sciences, but was later replaced by Dr. Oscar J. Chapman, a man of considerable experience in college administration.

Founders' Day, 1957, was a double celebration. The last section of the Clement Richardson Auditorium and Fine Arts Center had been completed. Among those who came to the campus for this event was former President, Dr. Sherman D. Scruggs.

On October 14, 1958, a five-member committee from the National Council for the Accreditation of Teacher Education visited the campus for three days to determine Lincoln's readiness for accreditation by that group of the teacher education program. The committee recommended accreditation at that time, but made several suggestions to bring the program



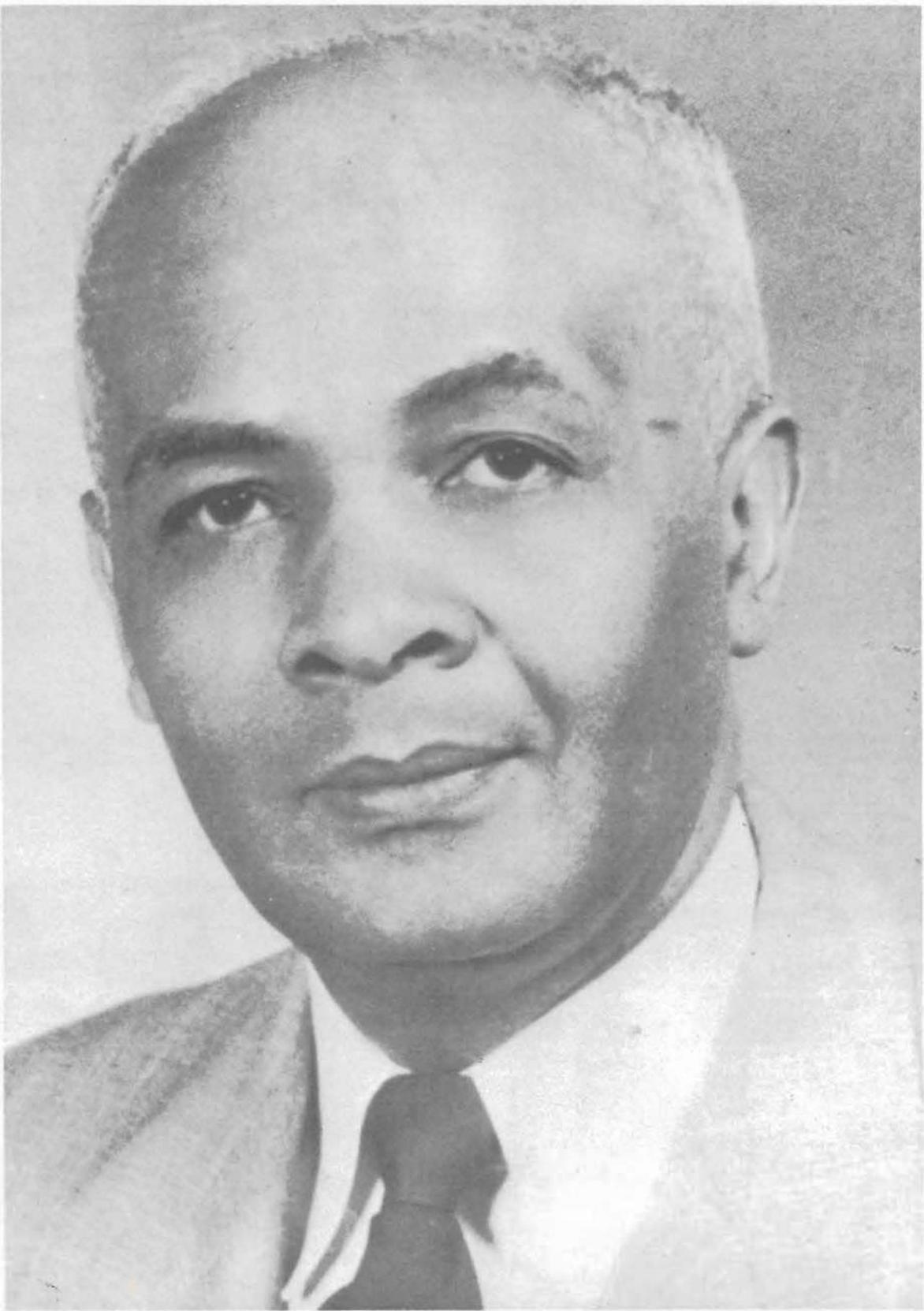
Mrs. Mary L. Allen, wife of President B. F. Allen, served as a member of the library staff until her retirement in 1957. She previously taught Latin and English while her husband was president. Their daughter, Ruth Allen, still works as a member of the University staff.

...with acceptable practices. These suggestions included the handling of practice teaching assignments, the acquisition of additional teaching materials, and the raising of minimum standards for those entering the teaching profession.

TWO problems faced the administration and the faculty in the school year, 1958-1959. One was the problem of parking on campus, growing out of the large number of commuting students and campus students owning cars. This worked a hardship on the faculty members and administrative staff. A committee was appointed to make proposals for handling this problem, with Luther W. Hatcher as chairman. This committee reported in January, 1960, and its plan was finally put into effect in the 1960-1961 school year. The other problem involved participation by Lincoln University in the National Defense Education Act of 1958. This act provided matching funds for loans to students at an attractive rate of interest, repayable in eleven years following graduation. Though the faculty had been instrumental in starting a Student Loan Fund in the latter 1930's and early 1940's, this fund never reached large enough proportions to be effective. After some investigation by a faculty committee, Lincoln University began participating in this fund.

The Supreme Court Decision of 1954 triggered a rapid increase in demands by Negroes over the United States for fuller participation in American life. This movement, which caught the imagination of students all over the country, soon found its way into the student body at Lincoln University. When a petition by students to form a chapter of the National Association for the Advancement of Colored People met favorable reaction, one of the first targets was the restaurants of Jefferson City. Following a meeting between representatives of the campus chapter of NAACP and the officers of the Restaurant Association, a plan was agreed upon for the integration of all such places. The Missouri Hotel opened its doors to all persons in 1955 without organized pressure, but other such businesses had failed to follow this practice. Under the leadership of Ralph George ('62), this phase of the integration process was carried out effectively. The next target was the bowling alleys, since hotels had adopted a policy of integration along with the restaurants. When a group of students representing the NAACP became belligerent and insubordinate toward some faculty and administrative officers, President Dawson asked the Student Council to appoint a committee to represent the student body in the negotiations with the bowling alley proprietors. After two meetings, held in the Board Room, the proprietors agreed to integrate their facilities. The Chairman of the committee, Ronald Copes, handled the negotiations so well that the student body honored him by electing him to the presidency of the Student Government Association the following year.

The administration recognized that unforeseen problems and adjustments faced the University following 1954. Development of new courses, changes



During the presidency of Dr. Earl E. Dawson, who took office in 1956, Lincoln has seen its greatest growth in terms of numbers. The enrollment for 1965-1966 was approximately 1,950 for each of the two semesters. An expanding physical campus along with an expanding curriculum brought new problems to match the new era. As an institution serving all students who wish to enroll, the vision of the founders that Lincoln was not to be designated as a Negro school but simply one to which the Negro students could go, became a reality after 100 years.

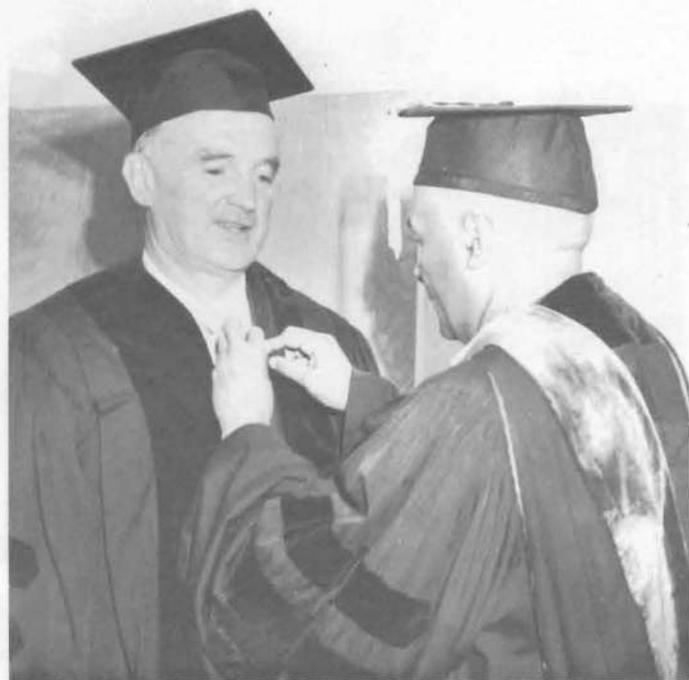


The late Dr. Charles E. Dickinson is shown instructing a class in flower arrangement in the greenhouse at the Chestnut Street farm. This picture was made in the latter 1950's.

The Newman Club took on new life after 1954. Prior to that time there had been established a Wesley Foundation for Methodist students, a Richard Allen Fellowship for African Methodist students, and a Baptist Student Union. This picture was taken in Page Library in 1961.



in policies and objectives, and physical development were some of the problems confronting the faculty and administration. By 1962, the Board of Curators felt that it was time for the faculty to assist in the reorganization process and requested that it consider such problems as organization of the administrative staff, realignment of the curricula, and the reconsideration of the purposes and philosophy of the institution. These studies have been in process since that time, with prospects for completion for a major portion of them by 1966. Meanwhile, the administration was notified by the North Central Association that a reevaluation would be made during the Spring of 1967. A special committee was established under the leadership of Dr. James H. Seenev, Head of the Department of Education, to make a study of all aspects of the instructional program and to make recommendations for improvement.



A parade of outstanding persons to Lincoln's campus has become traditional. Here Dr. Earl E. Dawson is shown helping U. S. Senator Stuart Symington adjust his academic gown in 1957, when the Senator appeared as guest commencement speaker.

At the 1965 commencement, a new program which recognized the accomplishments of alumni, was inaugurated. A committee composed of students, faculty and alumni will select each year from nominations a maximum of three persons to receive citations who have made outstanding contributions to their professions, to the institution, and to their communities. This new venture emphasizes the cooperation between the University and the Alumni Association, and is destined to make Lincoln an even better institution in its second century. Those hon-

The Student Government Association hosted Mrs. Leonor K. Sullivan (center), Congresswoman from the fourth Missouri District, at its centennial banquet in April, 1966. From left to right are: Turhan Brown, newly elected vice-president; Kay Kelley, Maid of Honor; Mrs. Sullivan; Mary M. Jobe, Maid of Honor; Robert Newton, president-elect; and Dr. Earl E. Dawson, University President.





The group of alumni, above, gathered after the annual dinner in July, 1960, in the back of the cafeteria in Schweich Hall. The oldest member present was Mr. William T. Spencer (standing near center) of the class of 1899. Members came from Virginia, Ohio, Louisiana, and Kentucky, as well as from Missouri.

A revived interest on the part of Alumni in Lincoln University came about in 1956 and 1957, when Carl Hardiman ('54) was elected president of the organization. Seated in the picture, with the J. D. Parks painting of four Lincoln University presidents in the background are: Albert P. Marshall ('38), librarian and editor of the Bulletin; Dr. Earl E. Dawson, University President; Mr. Hardiman; Mrs. Marguerite S. Taylor ('54), secretary; (standing) Elmore W. Nelson, Sr. ('47), Vice-President of the Association; Chester Anderson (non-alumnus) and A. Leedy Campbell ('38), President of the Kansas City Alumni Chapter, a member of the Executive Committee of the Association.





The R. O. T. C. float in the Homecoming Parade of 1965 featured a replica of the special centennial design. On the float is Miss R. O. T. C. (Miss Sylvia Palmer '66) flanked by her two Maids-of-Honor, Miss Merriel Pruitt ('66) on the left, and Miss Jeanette Robinson ('65).

ored with the Alumni Achievement Award at the June commencement in 1965 were Dr. Lionel Hodge Newsom ('38), president of Barber-Scotia College, Concord, North Carolina; Dr. Gus Tolver Ridgel ('50), Head of the Department of Economics and Business at Kentucky State College at Frankfort; and Albert Prince Marshall ('38), Librarian and Alumni Secretary at Lincoln University.

Throughout the first century of Lincoln's existence the philosophy of the founders has been uppermost in the minds of those who have labored and studied here. Over 5,000 students have received their degrees and have gone to many parts of the country to contribute the benefits of their training. When the major need was for teaching, Lincoln graduates provided the elementary and secondary training necessary to stimulate Negro youth of the state. During the early years Lincoln graduates served in every major city and town, providing a

motivation and an opportunity to Negro youth. In later years, as opportunities broadened, Lincoln graduates entered professional fields in larger numbers, and have served in almost every field. There are meteorologists, editors, physicians and surgeons, chemists, biologists, business men, government career employees, lawyers, college professors and administrators, just to name a few. In recent years there has been a regular flow of foreign students who are returning to their countries to help provide the basic leadership necessary for striving nations. A cursory examination of the backgrounds of these former students shows that the philosophy of "Laborare and Studere" was, and still is a good one.

Lincoln University is now projecting itself into the future with a continuously changing curriculum which will prepare young people to play even larger roles in the expanding desires of an expanding nation.