

OAKWOOD!

A VISION SPLENDID

Continues

1896-2010



OAKWOOD UNIVERSITY
OF SEVENTH-DAY ADVENTISTS
FOUNDED 1896

MERVYN A. WARREN

Alma Mater

(College School Song)

"Our dear Oakwood within whose vale
Thy standards will not fail;
Our hearts are filled with wondrous cheer
When thoughts of thee draw near.

"We love thy Pines, Thy elms, thy Oaks,
And campus always green;
Thy many flow'rs and distant mounts
Form one impressive scene.

(Chorus)

"To thee, our dear Oakwood,
To thee we shall ever sing
For decades thou has stood:
Thy name should ever ring.

"Here we've spent our happy days,
So we love to sing thy praise;
And wherever we may be,
We'll always be true to thee,
OUR WORTHY DEAR OLD O.C.!"

—Words and music

O. B. Edwards

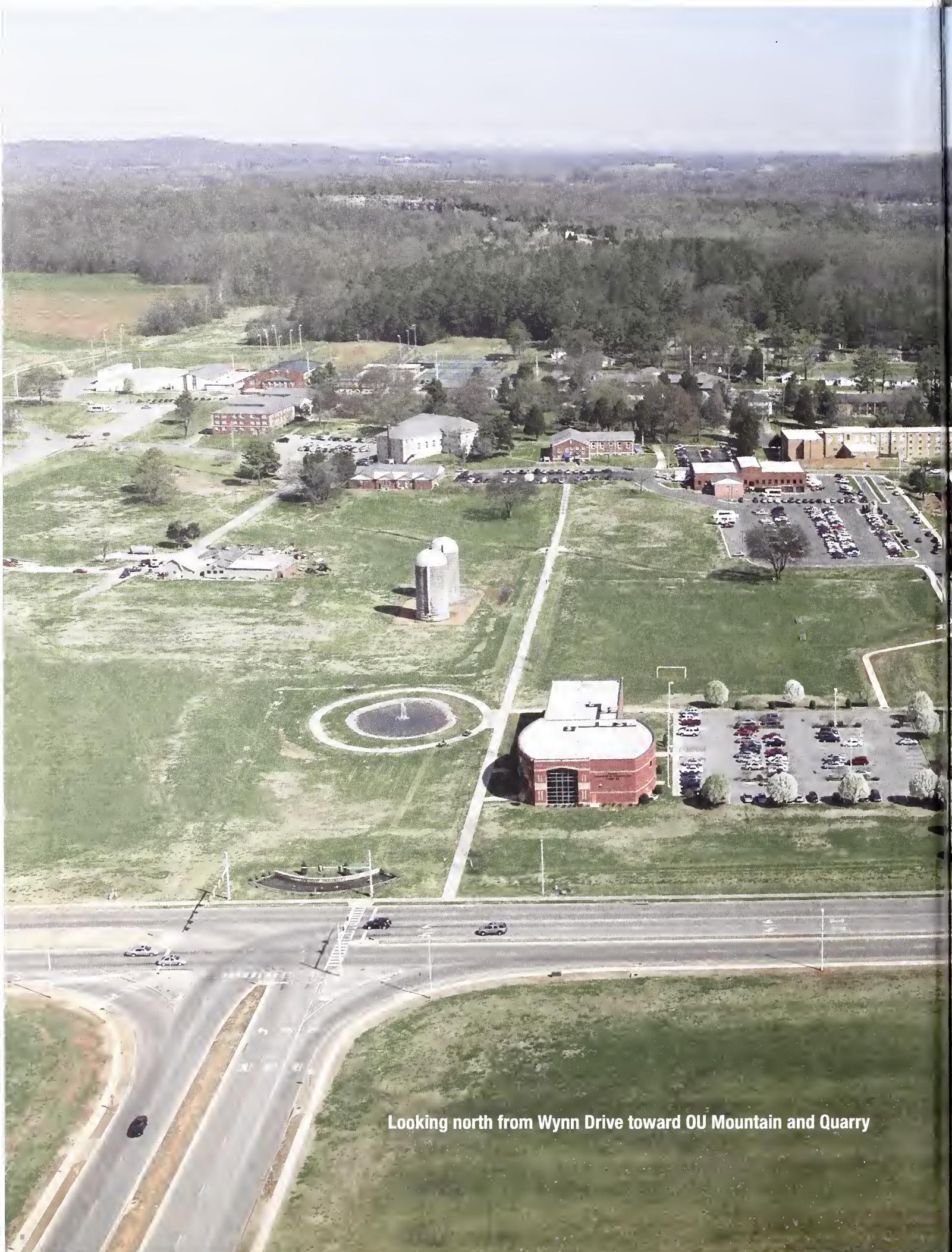
Arranged by

Harold Anthony



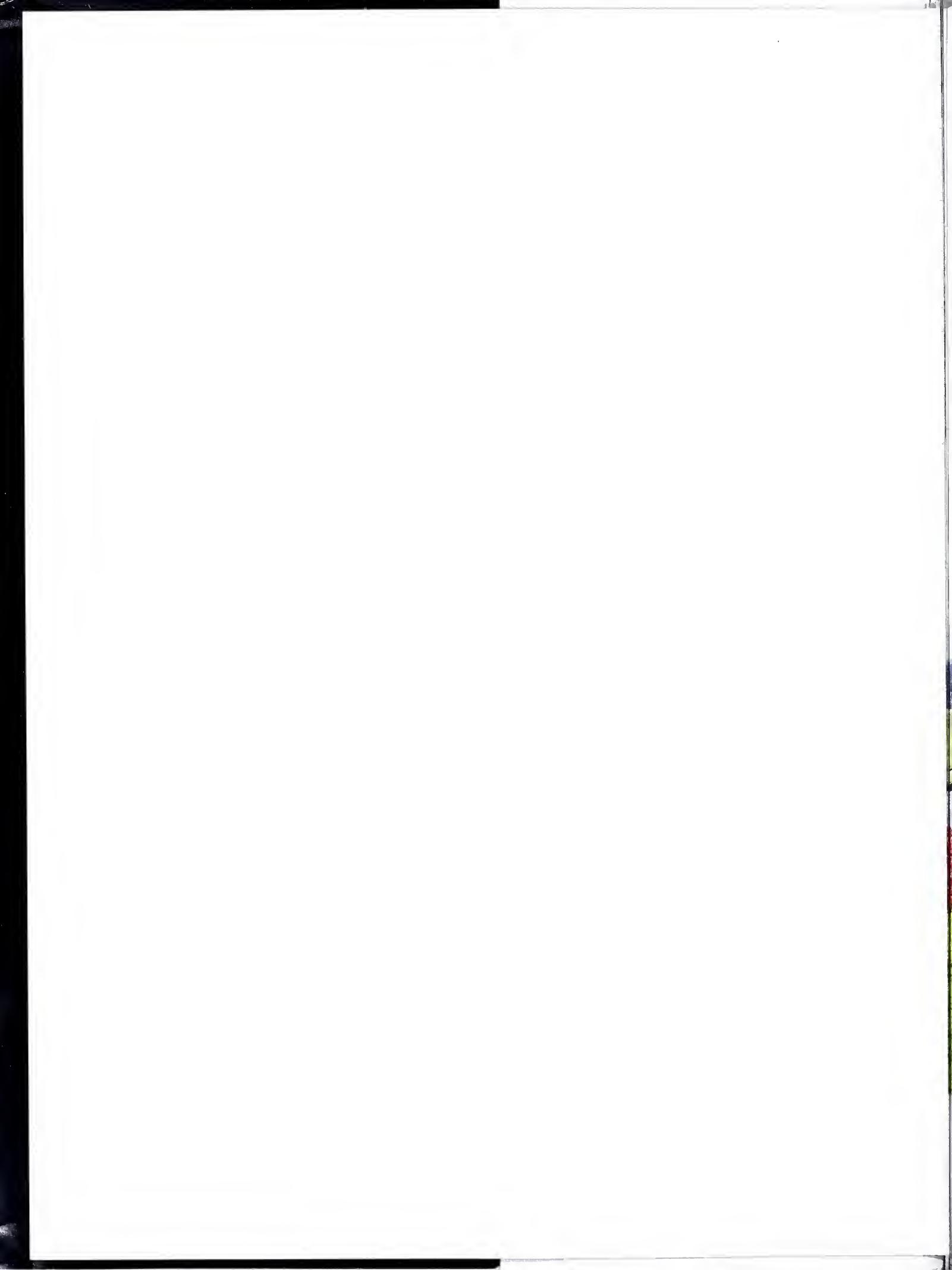
From Wynn Drive toward OU Mountain and Quarry





Looking north from Wynn Drive toward OU Mountain and Quarry





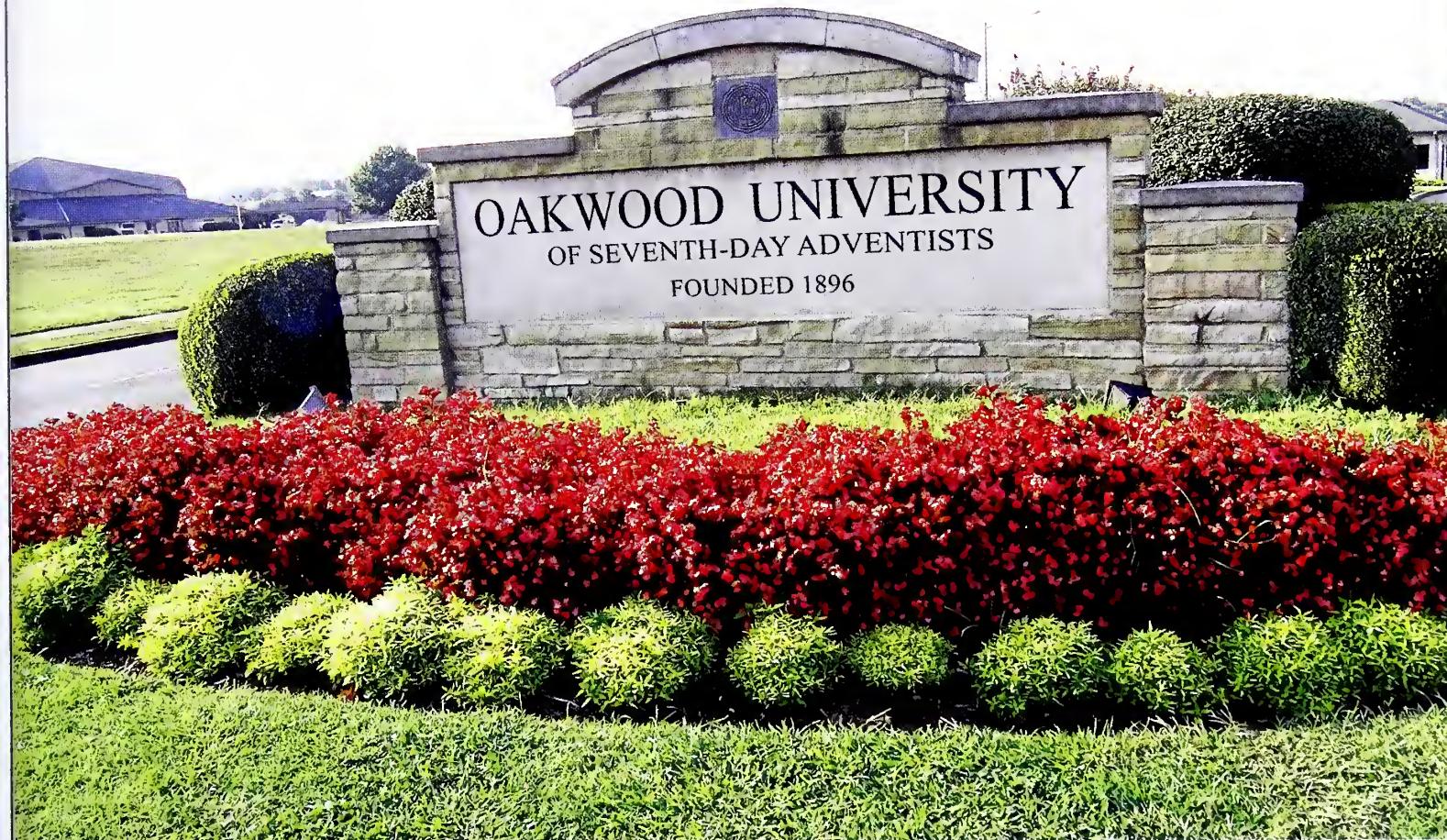
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A VISION SPLENDID



Continues

1896-2010



MERVYN A. WARREN

CREDITS

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Published 2010

Printed in the United States of America

First Edition

Printed at the College Press
Collegedale, Tennessee

Cover designers: Howard Bullard
Roy Malcolm

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Author's Foreword and Acknowledgments ...

(1996-2010)

After reading this foreword, you will want to fast forward to page 271 to get caught up on the latest. The vision of Oakwood has been enriched by thirteen years and eight months of valiant service by Dr. Delbert W. Baker whose presidency from 1996-2010, like all the presidents before him, contributed a unique dimension to the Oakwood saga. All previous pages in this volume simply rehearse the Oakwood years of 1896-1996 as published in the earlier centennial celebration edition of *Oakwood! A Vision Splendid*.

With only sixteen students, a principal, and three teachers, Oakwood Industrial School first swung open its doors in 1896. Living through several name changes and curriculum revisions, Oakwood has grown to eighteen hundred students, over one hundred faculty, a half dozen administrators, and more than four hundred support staff plus a more recent name change from "Oakwood College" to "Oakwood University."

Certainly, history validates that this school (begun on a former slave plantation with 360 acres and 65 oak trees) persistently and successfully rallies and sallies forth in fulfilling its mission as a Christian education center of higher learning. Ellen G. White, one of its pioneer founders, affirmed that "this is the Lord's institution" and that "The Lord led in . . . [its] establishment." (*The Huntsville School, Special Testimonies, Series B, No. 12; Letter 313, 1904*).

So the vision has traveled through decades of quality education; regional accreditation; national accreditations; regular appearance among "Best Colleges" published annually in *Newsweek Magazine* as well as *U. S. News and World Report*; membership in the United Negro College Fund; graduating a total of some ten thousand plus students and, true to its mission as a General Conference institution of Seventh-day Adventists, preparing students for global service. Such professional contribution learns from the model of Jesus Christ (Luke 2:52) and comprehends "the joy of service in this world and . . . the higher joy of wider service in the world to come." (Ellen G. White, *Education*, p. 13)

Principal contributors to preparing written copy of the years of 1996-2010 are Dr. Baker himself (as all preceding living presidents were responsible for their own narratives); Mr. Howard Bullard, gifted graphic artist and designer; Michele Solomon and William "Bill" Cleveland, both members of the University staff.

Even now, beyond the completion of their finishing touches, the vision of Oakwood continues....

Author's Foreword And Acknowledgments . . .

(1896-1996)

If the latest published figures are a guide, this year some 49,276 book titles will roll off the press in the U.S. offering opportunities abundant to test Francis Bacon's maxim of centuries ago when he wrote: "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested." The richness of the Oakwood story commands itself regardless of whose pen traces the narrative; and once tasted, ingestion is irresistible and digestion inevitable. Reader beware.

One thing is for sure: the writer himself will never be the same. How could he after living and keeping company with 1896 vision makers and shapers? How could he after getting to know and, as it were, converse with earliest administrators, teachers, staff, and students who rallied around a Christian education cause in Alabama at the turn of the century and thereafter while literally "making brick out of straw?" How could he after witnessing a slave plantation setting grow into a showcase campus with distinctive ambience and a state-of-the-art educational program one hundred years later? How could he remain the same after having experienced the clean confluence of past and present in an institution whose commitment to excellence and service portends even a brighter future? These pages promise a delightful, meaningful, and rewarding journey that leaves no one (reader or writer) the same.

Of what are such college histories **born?** . . . a president who encouragingly approves the project (C.B. Rock) and a Board of Trustees that officializes it (C.E. Bradford, Chairman).

Of what are such college chronicles **fed?** . . . a campus librarian (Jannith Lewis), campus archivists (Clara Rock and Minneola Dixon), and a reference librarian (Alburta Holman) who spare neither energy nor time in providing ready access to materials and placing documents in your path.

Of what are such college annals brought to **maturity?** . . . a president who makes it a priority (B.F. Reaves), a finance officer who clears resource channels (D.C. Keith), a college relationist who is thoroughly supportive (R.E. Malcolm), an amanuensis par excellence in typing the final manuscript (Shirley Bailey), an institutional researcher who monitors any charts and graphs accompanying reports (Arlene Wimbley), student couriers serving as feet, hands, and eyes for the author a million times over by rummaging files, boxes, and stack rooms for what surely to them must have seemed "trite and trivial" (Marilyn Murrell, Audrey James, Jobina Jackson, Deneen Brown, and Michele Reaves—the first name who also performed the task of getting started the "Roster of Service Under the Oaks" and the last name who put it in final form), a secretary who keeps correspondence pertinent to the project flowing (Gretchen Brown), a

photographer whose camera clicks night and day (Byron Phillips), a campus art director who lends the departmental darkroom for special photo developing (Bobby Harrison), and a galaxy of others who release the best from their photograph folders: Adventist Heritage Center of the James White Library at Andrews University (Jim Ford), Alabama A&M University Archives (Mildred Stiger), Department of Archives and Special Collections/E.G. White Branch in the Del E. Webb Library of Loma Linda University (Merlin Burt), Ellen G. White Collection at the General Conference of Seventh-day Adventists (Tim Poirier and additional help from Walter Pearson), General Conference Archives and Statistics (F. Donald Yost and Bert Haloviak), Huntsville-Madison County Public Library Archives (René Pruitt), and the personal collection of a former student, friend, and colleague (Delbert Baker).

Of what are such histories given **endurance**? . . . inspiration from an eminent recorder of Oakwood's past as teacher and administrator (O. B. Edwards), inspiration from a reporter of Oakwood's past as student editor of its first yearbook, the 1946 fiftieth anniversary *Acorn* (J. E. Dykes), inspiration from a wife, Barbara, who motivates and tolerates while lovingly asking "how long?"

Finally, college histories are really born, fed, matured, and afforded endurance by the subject matter itself. That is to say, Oakwood has a life of its own and in its own right is an idea whose time came and in time justified its reason for existence. Every one who respectfully touches or is touched by Oakwood College proceeds from the experience, in the name of the God of us all, knowing that he or she has been privileged with a touch of immortality.

DEDICATION
... IN MEMORY OF
DR. OTIS BERNARD EDWARDS, SR.



*Whose historical notes and documents left
seeds aplenty that yield luscious fruit
for chronicling the trail of a
vision so splendid.*



*Samuel J. Thompson,
one of the first
sixteen students to
enroll at Oakwood
on its opening day,
November 16, 1896.*

Oakwood Industrial School

(1896-1904)

A century ago. Challenges from the prophetess and \$8,000 from the General Conference of Seventh-day Adventists. A small farm of 360 acres and 65 oak trees. Four buildings plus nine slave cabins. A principal, three teachers, sixteen students. November 16, 1896. Oakwood was born. Not yet a college, the fledgling private facility started "in the interests of the colored people" would be "known as the Oakwood Industrial School."¹

The birth took place not without trauma and required prophetic as well as professional far-seeing vision to grow one hundred years later into an accredited four-year liberal arts college of over fourteen hundred students. During her address on the Oakwood campus June 21, 1904, eight years after the school first opened its doors, Ellen White, prophetess to the Adventist Church and one of the founders of Oakwood, provided something of a glimpse of the future when she said the school "is to educate hundreds."² But leading up to that very first day of classes in November of 1896 were grueling months of preparation: cutting through masses of underbrush, trimming trees, attempting to enliven long-neglected clay land red as blood and hard as rocks, and repairing a decaying Old Mansion house with its row of slave cabins almost dropping to pieces. These would serve for a time as schoolhouse, living quarters for teachers, dorms for students. The only direction to go from this point of the school's beginning was up.

Encouraging enough, however, were the general off-campus environs. Of course, there were a few times when the Ku Klux Klan, first formed a few miles north of Huntsville in Pulaski, Tennessee, and by now celebrating its thirtieth birthday in 1896, reputedly made intermittent noncross burning visits to the campus boundary



Solon M. Jacobs, first principal, in front of Old Mansion with family, staff, and four of early students on far right.



One of nine slave cabins located near Old Mansion as part of the Jacobs farm purchased by the General Conference of SDA for the location of the Huntsville School.



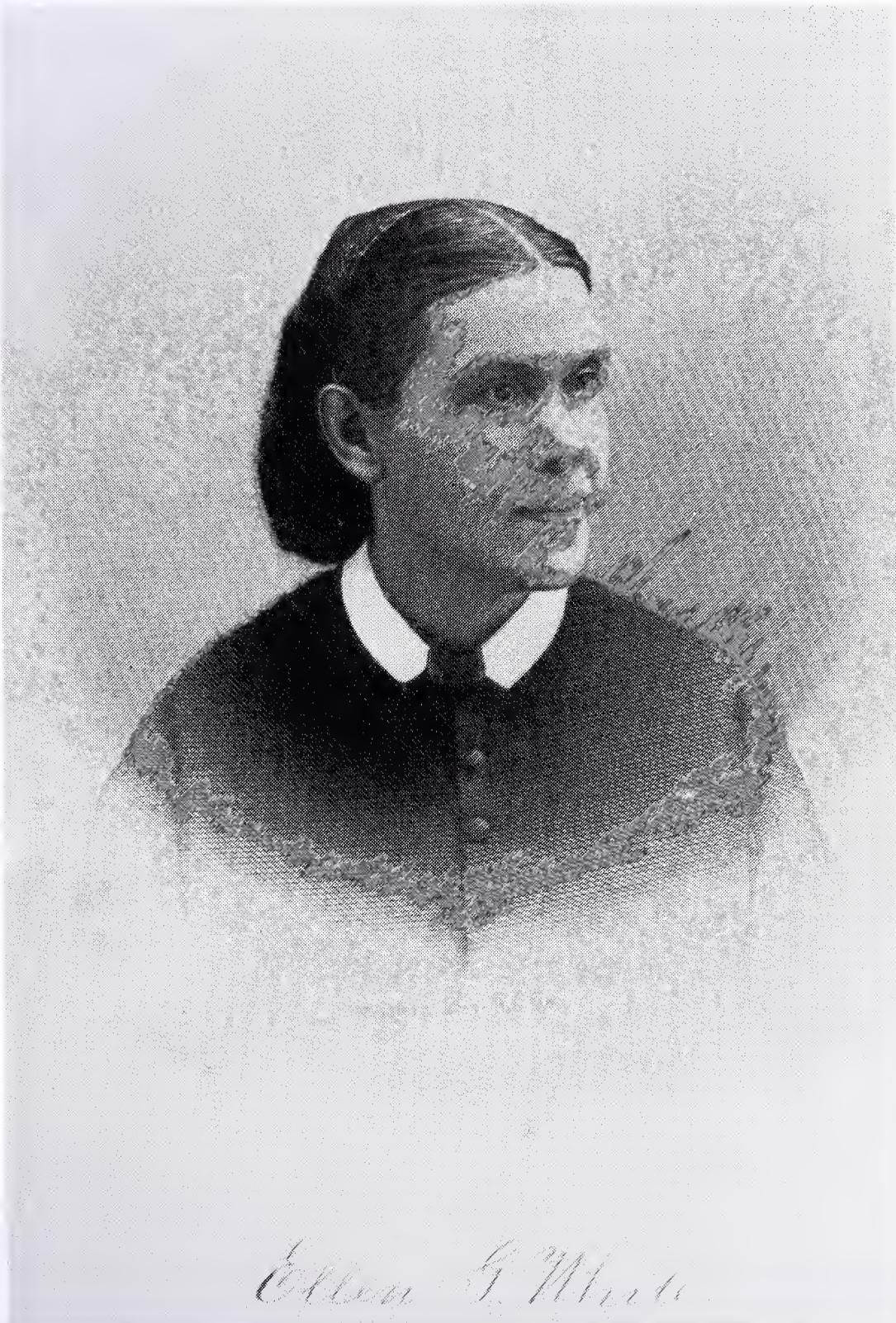
C. M. Kinny, first ordained black minister in SDA church and believed one of first persons to suggest Huntsville as a site for a black school.

to cast a watchful eye on things lest there be inappropriate mixing of the races in the brand new school. Nonetheless, the general mood of the area proved positive and conducive. One political commentary of the time is reflected by Negroes having been elected to the Huntsville City Council.³ It appeared a given that an enterprising educational endeavor for Negroes was welcomed. Most notable of prior successful attempts was Alabama State Normal for Colored Teachers begun across town thirty-six years earlier in 1865. The Oakwood leadership, experimenting and inquiring and eager to learn what educating blacks was all about, would establish a warm and beneficial relationship with its educational neighbor. Later on, Ellen White herself assessed the overall climate of the region by confirming that "Our school in

Huntsville is in a good location, and the large State Normal school for training of colored teachers, which is carried on not far from there by those not of our faith, has created an influence in favor of educating the Negro, which our people should appreciate."⁴

Then there was the town of Huntsville itself, population about 13,000 with a world class water spring. Caught up in the so-called "gay '90's" and an era of great change with the ideals of the Old South clutched in the crest of a rising industrialism, Huntsville during this period was experiencing its grandest industrial growth according to a local historian looking back from the vantage point of the 1950's.⁵ One sign of the city's rapid industrial development and contributing to it as well was its first long distance telephone call in 1896 connecting Huntsville to the nation's industrial wealth of the north. All omens pointed to a city destined to becoming a mature and major metropolis, one known already to brag about its sophistication and "non-violent" milieu or environment almost totally void of common crimes.⁶ To some degree the area could be said to have been tested and prepared by the evangelistic work of Elder Charles M. Kinny, reputedly the first black ordained to the SDA ministry, who since September 24, 1894, had lived and sown gospel and educational seed in Huntsville.⁷ One year before Oakwood opened its doors, Kinny expressed satisfaction at the prospect: "The school being located so near here [Huntsville] gives me some hope of a happy realization. I think myself that the selection could hardly be bettered."⁸ It is believed that earliest recommendations favoring Huntsville as the location for the Oakwood school might have begun with Kinny.

To this kind of community in the fall of 1895, the General Conference of Seventh-day Adventists had commissioned for the purpose of



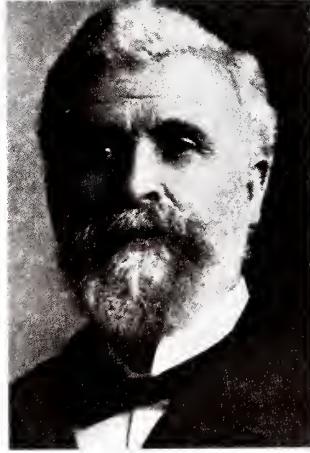
Ellen G. White, spiritual leader of the Adventist denomination and one of the founders of Oakwood. With pen, voice and finances, she faithfully supported the Huntsville project.



James and Ellen White, husband and wife team who positioned their influence behind educating blacks in the south.



Ole A. Olsen, member of three-man committee dispatched in 1895 to locate land for a black school in Huntsville. President of General Conference 1888-1897.



George A. Irwin, member of three-man committee that purchased land for the Huntsville school. President of General Conference 1897-1901.

finalizing on the school location a three-man committee comprised of O. A. Olsen, president of the General Conference; G. A. Irwin, director of the Southern District of the General Conference; and H. Lindsay, former General Conference treasurer and one who had assisted in 1874 in the founding of the very first Seventh-day Adventist school, Battle Creek College (Michigan), forerunner to Emmanuel Missionary College which later became Andrews University. On their way to Huntsville, they stopped by the home of one named L. Dyo Chambers in Chattanooga, Tennessee, and there met Anna Knight, a young colored woman who later would be closely identified with the education of her race for more than half a century.⁹

First Administration and Faculty

Notwithstanding that various persons who had responsibilities elsewhere in the organized Adventist work rolled up their sleeves, pitched in, and worked around the premises from time to time in early attempts at converting the farm into a school campus, it was inevitable and an obvious necessity that a more permanent person be assigned to steer this novel Christian education venture by a religious denomination which itself was in only its thirty-third year of operation. On April 3, 1896, that man, Solon M. Jacobs of Fontanelle, Iowa, arrived on the grounds to serve as first principal of the Oakwood Industrial School. Immediately, he put his shoulder to the wheel of work and made things happen and take more definite shape. Time was fast approaching for going beyond mere cleaning, scrubbing, and straightening up as essential as these were. Thought must now turn to specifics regarding facilities, layout, long-range planning and most definitely the official date for school opening.

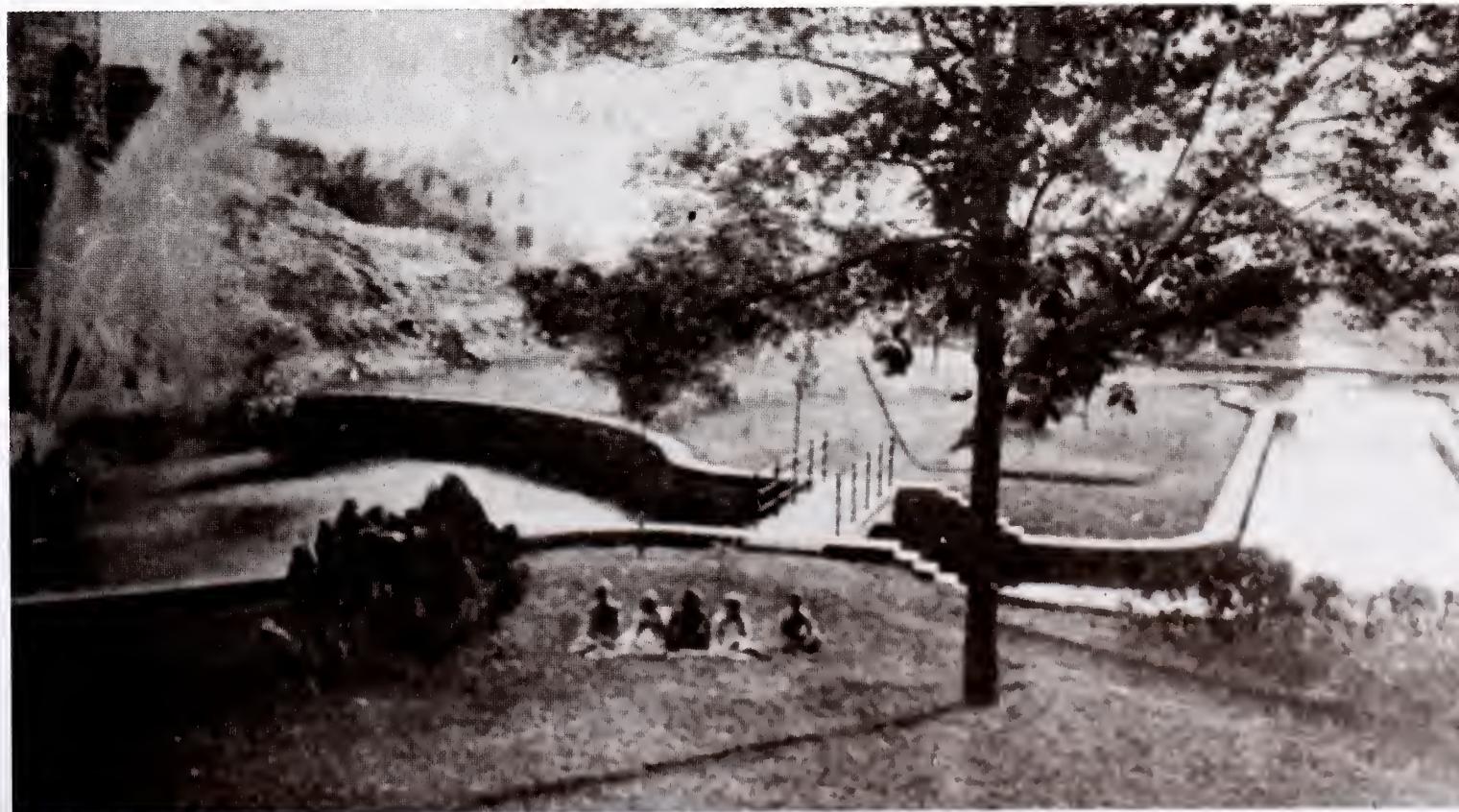
For a kitchen and dining hall, Principal Jacobs enlarged Old Mansion by adding an eighteen by forty-four foot room. W. Woodford tells of his having spent five weeks during the summer of 1896 "painting and papering" on the Huntsville location to assist in readying it for school opening. Testifying to his belief that the Lord had been guiding and directing the preparatory work, he thought a better place than Huntsville could not have been selected given especially the attractive natural surroundings, mountains in the distance from three to twelve miles, and the buried beauty of Old Mansion (first built three quarters of a century earlier) beginning to reveal itself after toilsome renovation.¹⁰

By September of 1896 came the ground-breaking for another



Huntsville: Cotton Market at courthouse square, circa 1895.

Huntsville: "Big Spring" in heart of city producing up to 24,000,000 gallons of pure water daily.





Train station where thousands of students and staff over the years deboarded and set foot for the first time on Huntsville soil.

Several mountain views in Huntsville area.

building, the upper floor of which would be a boys' dormitory and the lower floor classrooms. Twenty by forty-four feet in size, the new structure promised completion by October 1, 1896, which encouraged Jacobs to announce October 7, 1896, one week later, as opening date. But sometimes best laid plans go oft awry, and apparently, persons who arrived for that date had to settle for night classes taught for a few weeks in Old Mansion while awaiting completion of the

new building. By November, the structure reached completion, the curriculum of grammar school training and religion was set, and the doors officially opened November 16.

Leading up to this grand opening but published not until the following day, November 17, a special article had been prepared by W. T. Bland on November 5 announcing Oakwood's imminent debut. His article carries the very first published photograph of the Oakwood campus, a picture of Old Mansion with a half dozen or so persons standing by. Having been the first principal of Mount Vernon Academy, Ohio, in 1893 and now in charge of the Graysville Academy, Tennessee, in 1896, Bland displayed solid and progressive interest in Christian education and



would later become acting treasurer of the General Conference and coordinate business transactions in moving the headquarters from Battle Creek, Michigan, to Washington, DC, as well as assist in establishing there the Washington Missionary College (now Columbia Union College), the Washington Sanitarium, and the Review and Herald Publishing Association. His article in the *Advent Review* depicts the natural and beautiful richness of the red clay farmland of the immediate Oakwood property and notes that school opening has been delayed because of a lack of funds with which to construct necessary buildings. He observes that a temporary building had been raised (upper floor boys' dorm, lower floor classrooms), that night school was several weeks in session with day school very soon to start, and that already student learning and lyrics were forming an enduring marriage: "The students already here are bright and anxious to learn. I was much pleased the other morning as I listened to a quartet of barefooted boys singing some of their familiar songs; but my heart was made sad as I remembered that there are thousands of other boys, and girls, too, who are not only barefooted but hungry and homeless in this Southern land."¹¹

In many ways, the words of Mr. Bland proved prophetic of Oakwood's cheerful atmosphere of learning that people in future times would associate with the school. However, for the moment, it was enough to know that the idea whose time had come and swelled into vision was now congealing into tangible historic reality.

Nor would vision cease at the first opening of the school. Insight and foresight escorting church leadership to establish Oakwood found periodic reinforcement through divine discernment of Ellen White. In 1902, when Oakwood reached its sixth year of opera-



Different archival files identify this spring site as Cool Springs in Huntsville mountainous area and also as a spring near Thatcher's farm of what is now Collegedale, Tennessee. For sure, both schools (Oakwood and Graysville) did share various committee members and visitors inasmuch as the schools were located in the same territorial jurisdiction. (L-R: S. E. Wright, G. H. Curtis, B. W. Brown, and W. C. White.)



Boys' dorm, lower floor classrooms, 1896.

One of first published photos of Oakwood's Old Mansion, accompanying an 1896 rallying article in the Review by W. T. Bland, Principal of Graysville Academy (1896-1898).



W. T. Bland

tion, she wrote: "In the night season I was taken from place to place, from city to city, in the Southern field. I saw the great work to be done,—the work that ought to have been done years ago. We seemed to be looking at many places. . . . One of the places that I saw was . . . Huntsville. The Lord led in the establishment of [this school]."¹² Repeating this theme a couple of years later, she declared that "I would call your special attention to the needs of the Huntsville School. . . . It was in the providence of God that the Huntsville School farm was purchased."¹³ That same year, 1904, a portion of an address by Mrs. White delivered in person on the Oakwood campus during the summer related even further prophetic guidance: "In regard to this school at Huntsville, I wish to say that for the past two or three years I have been receiving instruction as to what it should be, and what those who come here as students are to become. All that is done by those connected with this school is to be done with the realization that this is the Lord's institution. . . ."¹⁴

Following the January 23, 1896, purchase of the Oakwood property, one J. J. Mitchell of California is believed to have come to the site as the first staff member. Having arrived at night, his glimpse of the place the next morning so discouraged him that he resigned as manager, stayed on for a while and was succeeded by a temporary managerial stint from Grant Adkins of Atlanta.¹⁵

On board since the previous spring, April of 1896, Professor Solon M. Jacobs opened the school as its first principal in November. Arthur F. Hughes (B.S., Battle Creek College) from Michigan had arrived two months earlier to teach and was joined in November by Elder H. S. Shaw, the former remaining only one year while the latter stayed two.

Although Hattie André is sometimes listed as a third teacher on staff the opening day, she apparently arrived not until the second fall, 1897, subsequent to returning

to America from Pitcairn Island in June 1896, and then spending one year as a Bible instructor in Kentucky.¹⁶ As a matter of fact, the published printed announcement (the very first Oakwood bulletin) carries the names only of S. M. Jacobs, Superintendent, and Arthur F. Hughes, Instructor. Doubtless the bulletin of necessity went to press earlier in the fall without official assurance of even a second teacher. Shaw's name does occur, as a second instructor rounding out the staff, in *The General Conference Bulletin*, Third Quarter, 1896, p. 727.

The inaugural Executive Committee totaled three, namely, O. A. Olsen, president of the General Conference of Seventhday Adventists; G. A. Irwin, director of the Southern District of the General Conference; and superintendent Jacobs.

Earliest Student Body

Prior to the arrival of superintendent Jacobs and his family in April 1896, George Graham from Birmingham and Grant Royston from Vicksburg had already come to enroll as students. By summer, a total of four students had come and, in addition to their schedule of daytime labor, were privileged with night classes taught by the two older children of principal Jacobs, namely Luter and Clara. At best, the instruction was sincere and serious though probably make-shift and accommodating, a welcome diversion from the day-long toil under a hot Alabama sun.

On official opening date, November 16, 1896, sixteen pupils comprised the charter student body: Frank Brice, George Graham, Ella Grimes, Robert Hancock, Etta Little-John, Mary McBee, Nannie McNeal, Charles Morford, Mary Morford, Thomas Murphy, Lela Peck, Daisy Pollard, Harry Pollard, Grant Royston, Samuel



Principal Solon M. Jacobs and family music moments (L-R: Luter, Clara, Bertie, Mariet and Solon).



Mary McBee, one of sixteen students attending Oakwood opening day, November 16, 1896.



A later picture of Etta Little-John, one of sixteen students enrolling at Oakwood opening day, November 16, 1896.

J. Thompson, and Frances Worthington.¹⁷ This roster of eight males and eight females comes principally from a brief article entitled "The Original Sixteen" published in a special "Founders' Day" issue of *The Oakwood Bulletin*, December 1, 1923, p. 4. Albeit that the title promises sixteen (16) names, only fifteen (15) are actually provided within the article itself. Further complicating the matter, the writer of the article reports that "Brother Jacobs," the principal who had welcomed and enrolled that inaugural class of twenty-seven (27) years before in 1896 and who was still alive and wrote an open letter for this 1923 Founders' Day publication, had actually "furnished . . . a list of seventeen [17] names" (brackets supplied), a figure originally published without names by *The General Conference Bulletin*, Third Quarter, 1896, p. 704.

Conjecture on the reason for the discrepancy of the exact number might only further obscure the enigma. Were there really seventeen (17) students in that initial class? Whence cometh the persistent and traditional total of sixteen (16), the number which was understood by even the editor of *The Oakwood Bulletin* of 1923. Did Principal Jacobs, twenty-seven years removed from the event, make an error in recall? Inasmuch as seventeen (17) names were said to have been submitted by Jacobs for the 1923 Founders' Day bulletin, how did the article come to print only fifteen (15) names?

Because of the relative brevity of the article, it might be well to reproduce it entirely here for, needless to say, it is (at least to the knowledge of the present writer) our most ancient source—our "extant manuscript" with which we must reckon as archetypical and prototypical in any reconstruction of the earliest class admitted to Oakwood, November 16, 1896. The complete article is as follows:

"Many of our readers to-day, I am sure will be interested in the names of those who were Oakwood's first sixteen. Brother Jacobs has furnished us with a list which includes seventeen names. We are giving them all. We do not know where these people are, at least many of them, and will be glad if those who read this and who can send their addresses will do so.

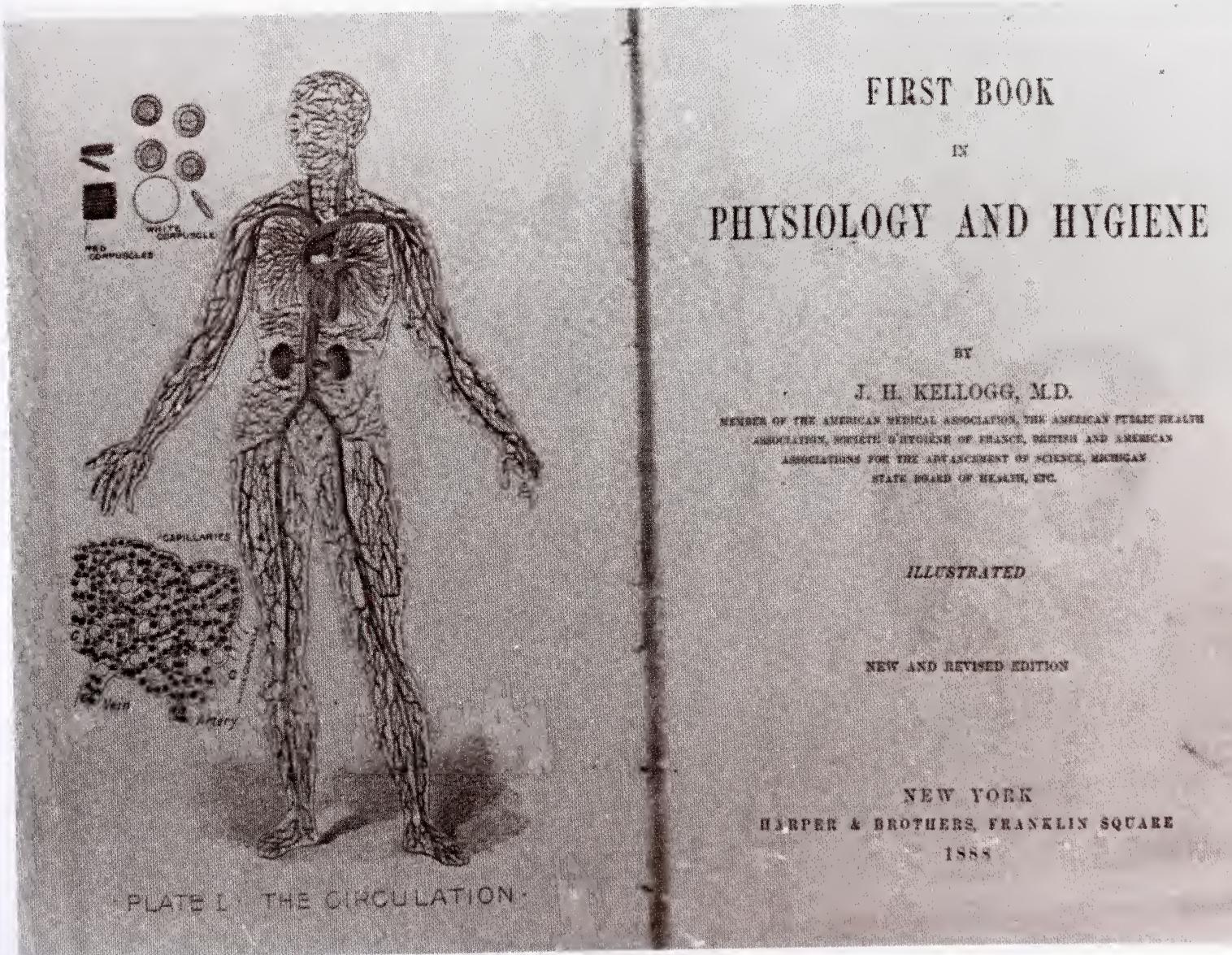
"Robert Hancock, Harry Pollard, Frank Brice, Charles Morford, Mary Morford, Nannie McNeal, Grant Royston, Thomas Murphy, Ella Grimes, Etta Little-John, Daisy Pollard, Lela Peck, George Graham, Sam Thompson, Francis Worthington." (*The Oakwood Bulletin*, December 1, 1923, p. 4.)

Comparing this list with that given earlier above from historian Edwards reveals that his includes *Mary McBee*, the name missing from the 1923 article. Without acknowledging any discrepancy between his list and that in his footnoted source (i.e., the 1923 *Oakwood Bulletin*), Dr. Edwards does add the following as substantiation for his account: "Verified by Samuel J. Thompson, who was the fourth to arrive at the Oakwood Industrial School, and Mrs. Frances Worthington-

Lynch (Frances Worthington), in an interview in Knoxville, Tennessee, October 9, 1932."¹⁸ Until we must do otherwise because of more strongly documented evidence, we live with the traditional sixteen.

An interesting aside, indeed a significant undertaking, would be to trace the descendants of each of the "original sixteen" students to ascertain what probable and sustained impact their progeny has made on Oakwood in particular and on the Seventh-day Adventist denomination at large during the school's one hundred year history. When roots and lineal connections have been revealed even in casual conversation, somehow they never fail to prove interesting and inspiring to latter day Oakwoodites.

Title page of book owned by Mary McBee and personally signed September 30, 1899. Probably a textbook for one of her Oakwood classes.





Diamonds in the rough.



The admission to the campus of Oscar Sinclair some time later mirrored the case of many other students before and aft. Having spent twenty-five years in vagrancy and never having a home as far as he could remember, he found himself at the door begging food of a Seventh-day Adventist woman in Florida. He could neither read, write, or claim a trade but did reveal interest and sincerity and just dire need which held special attraction for this woman who befriended him, provided him work, and eventually sent him to Oakwood. Not knowing even his "AEC's" meant literally starting from educational scratch, but hope sprang eternal within Oscar and ambition awakened at the interest shown for him at Oakwood. While working at the plow on the farm, he would study his alphabet from his fingernails where he had printed them. The end of the first year found him reading his Bible fairly well and able for enrollment in the fourth grade. During his baptism into the church the ensuing spring, he testified, "When I came here, I didn't know 'A' from 'B,' but I have learned that, the best of all, I have learned about Jesus, who is everything, from 'A' to 'Z.'"¹⁹

At times, prospective students would just show up without prior contact or inquiry as on that day when Superintendent Jacobs and a Mr. Brandon,

an Adventist neighbor, were chatting out by the entrance gate. Along came what appeared a hint of a human, a tatterdemalion, all smeared with the dirtiest of dirt. "Is this Oakwood school? I want to see the head man."

"I am the man," answered Jacobs.

"My name is Willie Freeman. I want to go to school," said the inquirer.

"Why haven't you written us?" Jacobs cross-examined. "Don't you know we require students to write beforehand?"

"I can't write."

"Why are you so dirty?"

"Well," the boy explained, "I ran out of money when I got as far as Decatur, and I left my trunk there. But I got a chance to come upon a coal car and unload coal at Huntsville for my fare."

"You were hoboing your way through, were you?" said the neighbor Brandon.

"No, sir, I wasn't," answered Willie. "I left my best clothes in the trunk, and put on these dirty clothes to handle coal with."

Superintendent Jacobs did not believe him, for it sounded suspiciously stock-in-trade of a vagabond Negro youth. "My boy," Jacobs said finally, "I don't believe we can do anything for you."

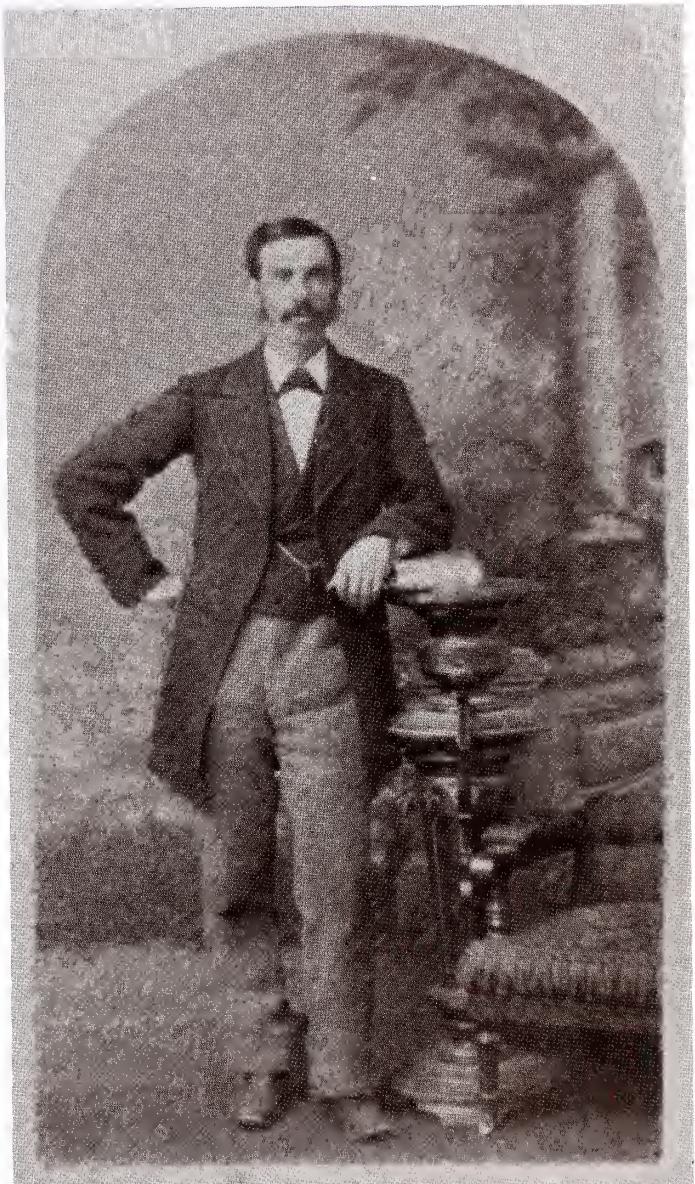
At that doleful news, Willie began crying tears that streaked his coal-dusted

cheeks to a grimy cleanliness and evoked a responsive chord from Mr. Jacobs' heart. Then from Willie came this plea of memorable pathos: "Mr. Jacobs, you say you can't do anything for me. Won't you let the Lord do anything for me?"²⁰

A brief conversation further satisfied the superintendent that Willie was telling the truth; so he directed the boy into the house to eat where the girls in the kitchen fed him while being goodnaturedly giddy about his unkempt appearance. But of them he was oblivious—so all-absorbed in gormandizing and satisfying his hunger. Afterwards Mr. Jacobs turned him over to some of the other boys and deputized them to help him get cleaned and loan him some clothes until his trunk arrived from Decatur. The young man turned out to become one of the most sincere, earnest, spiritual, hardworking, influential, and promising students on campus for several years only to succumb to tuberculosis and have the song of his life end the year before his expected graduation. Nevertheless, his inspiring influence lived on as a recurring refrain, for his importunate plea became a motto both for expected as well as unexpected arrivals: "Let the Lord try to do something for me."

Initial Curriculum

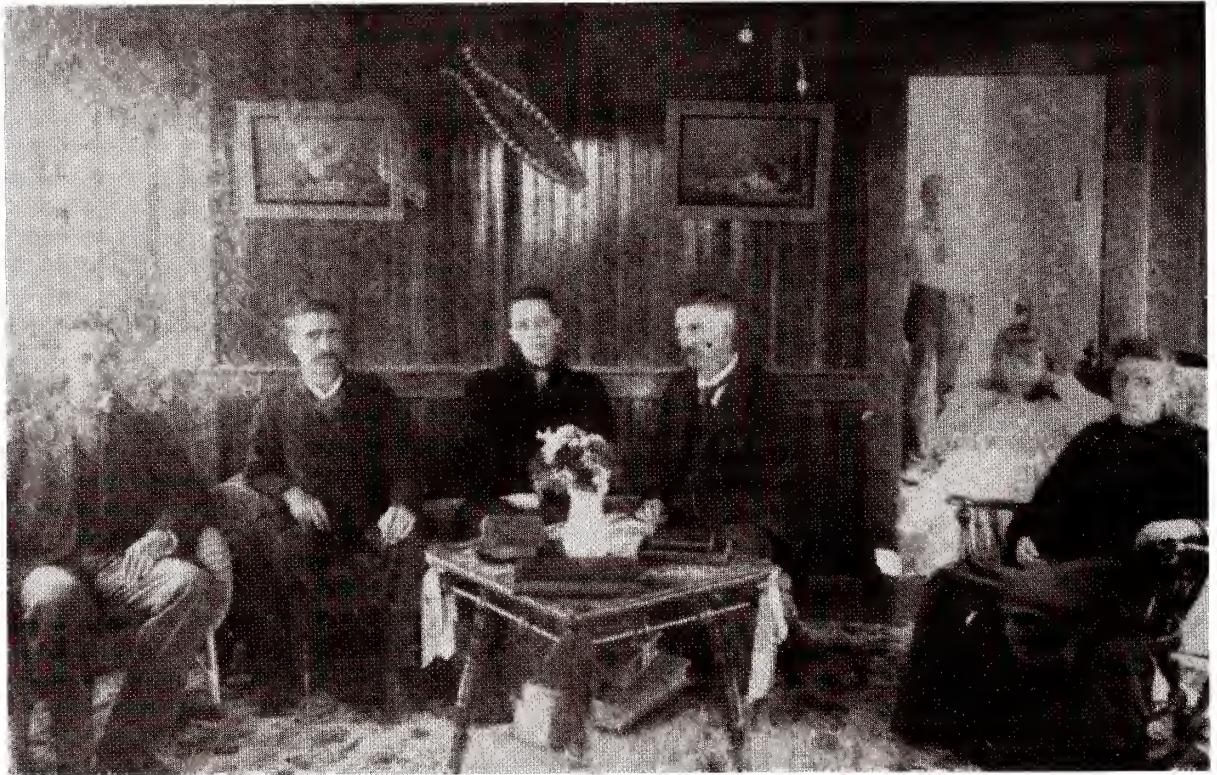
The course of study seems to have been on a grammar school level and encompassed English, religion, and industrial arts. From the first bulletin we read: "A good practical English Course of four years is offered. For those students who are not prepared at once to enter upon this course, a preparatory course of instruction is furnished, so that none need to remain away because



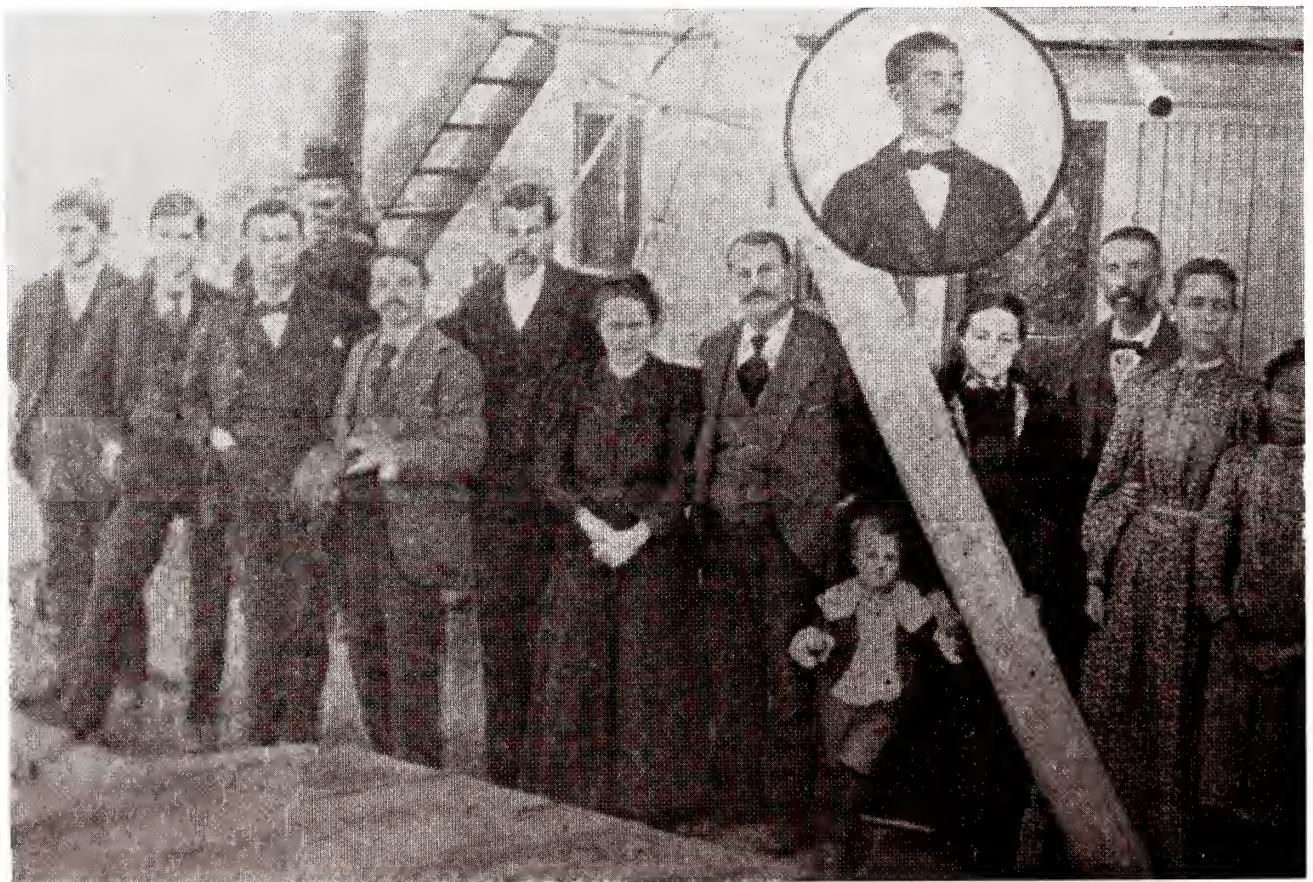
Edson White, son of James and Ellen, and skipper of the Morning Star boat that served as a floating mission and school for Negro people along the Mississippi River beginning about 1894.



The Morning Star. Notice the star between the smoke stacks. The actual star for years adorned Oakwood's elementary school and teacher training facility. The star is currently housed in the Oakwood College Museum.



Edson White with family and staff in one of the rooms of the Morning Star. A Negro man stands beyond the doorway.



Edson White with family and colleagues on deck of Morning Star. Third man from left and girl to far right are Negro members of photo. Man standing to viewer's left of beam is F. R. Rogers who served as principal of Oakwood 1904-1905.

of lack of education. All students who complete the course of study, and sustain a good moral character, will be granted a diploma. . . . Oakwood Industrial school . . . purposes to furnish the student instruction and training in Agricultural and Mechanical work, to be carried on at the same time that he is pursuing his literary course. The student will thus be taught the Dignity of Labor, and how to be master of labor, rather than its slave. . . . The Bible will be one of the regular studies taught in both the day—and the night—school.”²¹

Curriculum materials were little more than nil, and the food was Spartan. Before long, six of the students from Vicksburg, Mississippi, began writing distressing letters home which were either addressed to or came to the notice of Edson White, Ellen White's son who himself had anchored the Morning Star boat there, taught many blacks, won a sizable number to Christ, and encouraged many to enroll at Oakwood. The six Mississippi pupils painted a life picture at the Oakwood school which told of subsisting on “corn bread, pumpkin, and beans cooked in water without seasoning. The whole school boasted only one copy of the reading textbook.”²² The thought of a single reading textbook passed around among sixteen pupils in addition to other disparaging conditions at the Huntsville school (as well as at his own educational projects in Mississippi) was almost more than Edson could bear. So he wrote to his mother, “It almost makes my blood boil when I see such enormous institutions in the North, with such large sums of money piled up in them, and then see such gripping work in regard to the same lines of work among the colored in the South.”²³

Edson envisioned the possibility of doing some grantsmanship among such notable philanthropists as Philip Danforth Armour, George Mortimer Pullman, John Davison Rockefeller, and Cornelius Vanderbilt in behalf of curriculum development for blacks in the South. His plan embraced the legalization of the Southern Missionary Society (SMS) as his chief channel for such financial aid. Dr. J. H. Kellogg, medical superintendent of Battle Creek Sanitarium and inventor of the cornflake dry cereal which he and his brother, K. K. Kellogg, commercialized, had shown interest in the work of Edson and was attracted to a plan for the SMS to produce health foods and thereby generate funds. Whether or not Edson followed through on his plans to contact the giant philanthropists is not known; however, the establishment of a factory for health foods in Mississippi was stymied by racial hostility.

While the literary curriculum would see better days in time, nobody could imagine



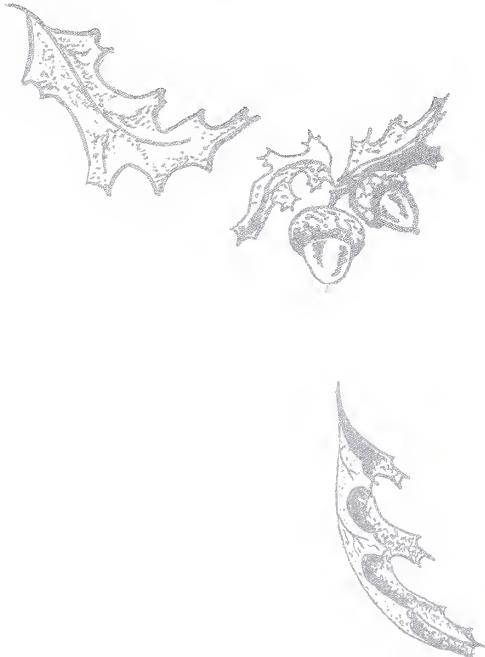
Students and staff gardening.



The students picking cotton, the white gold of the south.



Dred Scott, former slave on the plantation which later became the site of Oakwood, captured the attention of the Supreme Court.



Finances

OIS, as the school came to be called agronomically, began its voyage with a property/physical plant value of \$10,167.50, land acreage of 384, four (4) buildings, three (3) teachers including the superintendent, three (3) board members including the superintendent, and sixteen (16) students.

Financial arrangement for registrants varied to serve three possible student prospects: the night-school boarding students who desired to work their way through, the day-school boarding students, and the students living off-campus while attending classes during the day.

Night-schoolers worked all day for a pay rate of \$8.00 monthly (males) or \$5.00 monthly (females) in labor credit to cover food, laundry, rent, and tuition. From the earned wages, the student could draw from his or her account an amount not more than \$2.00 a month for personal necessities including books. Any over-plus on a student's account the end of a given school year was retained toward the ensuing year's tuition.

Of day-schoolers was required an advanced payment of \$60.00 covering the first year with the understanding that they would work on campus twelve hours weekly at \$8.00 a month to help defray mainly the charge for tuition, food, rent, laundry, and mending.

Commuting pupils were not required to do campus labor but rather to pay in

better work opportunity of which there was evidence aplenty. In fact, because few enrollees arrived with "tuition in hand," most of them had to work in order to cover tuition and living expenses. To arrange a class schedule dominated by long work and short study hours came easy for a school with more jobs than classes. Students making their way through the Oakwood right-of-passage would often testify proverbially to "the disciplinary value of hard practical labor, of making the best of meager facilities, while providing better, was fully as great as that which came through the study of books."²⁴

So integral was the "gospel of work" to the study program and so profoundly lasting its impact on character development until it became the theme of the classroom, the study periods, the dorms, and the field while framing such tenets of faith on campus as diligence, perseverance, efficiency, economy, practicability, faithfulness, carefulness, punctuality, and thoroughness.

Thus, in the earliest times of the Huntsville school, there abided English, religion, and industrial arts (or work)—these three—and the greatest of them was their operational unity.

advance a nominal tuition fee ranging from \$1.50 to \$3.00 a month depending on the level of classes.

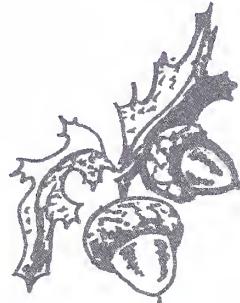
Budding Public Relations

Cultivating a rural sectarian school for Negroes with its attendant internal difficulties was not the only problem. To avoid possible Ku Klux Klan-like attacks and raids against Oakwood as had befallen the Edson White project for blacks in Mississippi, Jacobs—the thoroughly hardworking, likable farmer that he naturally was—set out to untie the Gordian knot of racial suspicion by cultivating friendship and goodwill among whites and blacks in the community. Facing him was a paranoid fear by the white population that a colored school in their midst might be tantamount to a time-bomb ticking toward the overturn of Southern custom by an educated biggety colored youth. That instruction would be carried on, no less, by white Yankees from "up North" did not help matters either.

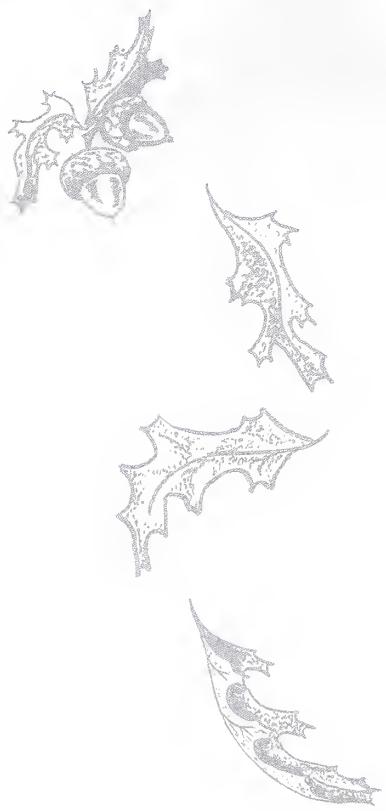
Communal astigmatism no doubt played its part also. Area citizens were certainly familiar with much of the substantive and symbolic history of the Oakwood property. They were reminded time and again when seeing or thinking of the manor house (Old Mansion) that here was once a slave plantation where Andrew Jackson ("Old Hickory"), military leader and President of the United States, paid periodic visits for rest and relaxation by sitting before its fireplace as well as enjoying its famous racetrack. Area memories probably recalled also that a man named Sam had lived and worked as a slave on the Peter Blow Plantation from about 1819-1821, the same land and exact spot that would subsequently become Oakwood, and that slave would later change his name to Dred Scott whose petition for personal freedom before the Missouri Supreme Court precipitated the famous Dred Scott Decision of 1857 that eventually led to the Civil War.²⁶ But now, in 1896, that same plantation which had been touched by Jackson and Scott—was it really becoming a school for sons and daughters of slaves?

What rural citizens can escape that knowledge which passes on by oral tradition among themselves about their neighbors, their neighbors' business, even their neighbors' family intimacies? They must have heard all their lives if only in sketchy outline the Oakwood property's sinuous transition as it passed from one Southern owner to another over the past forty-odd years. From John Patton, the land (Section 29, Township 3, Range 1-W) in whole or part went to James H. Scruggs (1854), then to James A. Beasley (1869), then to Michael J. O'Shaughnessy (1888), and now (1896) the changing of the guard as it were to some Northerner named the General Conference of Seventh-day Adventists.²⁷ Could it be another carpetbagging scheme in disguise?

Even community Negroes, now freed, heard of if not remembered various slave plantations that punctuated the northern Alabama region. One former slave, Thomas Moore, from the Benjamin Tyson Moore plantation later joined the Seventh-day Adventist Church in the Huntsville area around 1923. He related as a slave himself



Thomas Moore, born a slave in 1843 on the Tyson Moore plantation less than ten miles northwest of Oakwood, related having heard slaves making their plaintive cries on the Beasley plantation that later became the Oakwood campus. Mr. Moore gave land for one of the early Huntsville SDA churches where he also served as Elder. He has had progeny to attend, graduate from, and work at Oakwood as faculty and staff even until this day.



having passed by the Beasley plantation from time to time during pre-dawn and hearing the cracking of a whip and responsive mournful wails of "Mercy Lord, mercy Lord" from slaves who were receiving their daily whipping to start the long day of grinding, indentured toil and soul anguish.²⁸ Could the very same plot once fertilized by slave blood, sweat, and tears become, now, a school seeking the good of those slaves' grandchildren?

Suspicions and queries forming a chilling atmosphere about the surrounding farm community meant that Principal Jacobs and co-workers must strive to thaw the icy barricade. Knowing this, Jacobs decided to make a friendly overture to a hostile neighbor by taking a saw for sharpening to the neighbor's son, a carpenter. While the son and Jacobs were in the shop talking, the old man (the father) came out, stood in the doorway crowded by his tall physique, and greeted Jacobs by sneering: "Another——Yankee come South to teach us Southerners how to farm!" Jacobs walked over to him, placed his hand on the father's shoulder, and said, "Mr. A, I have just been wanting to get acquainted with you, and wishing that I could make the best friend of you that I could possibly get in this country. Now in the North I thought I knew how to farm, but when I come here and see your soil, and see how differently you farm, and your different tools, I am persuaded I don't know how to do it, and I want some friend who will advise me, to go over that farm and show me how to plant, how to thin, and what to put in. I have just hoped I could find that friend in you, for I'm not acquainted with any other white man, except two or three merchants."

Needless to say, this prudent approach by Jacobs hit its mark and won for Oakwood a friend. Soon thereafter, the Oakwood neighbor visited the campus, evaluated the farm and the peculiarities of Alabama soil, and advised a method of cultivation. The neighbor's older son, John, who loved to experiment with new seeds, obliged Jacobs by saving some harvest seed for him. Driving past their farm one fall day, Jacobs asked the father if John had kept those seeds. "Kept 'em!" explained the father. "He's got 'em in a bandbox. Anything you want he puts in a bandbox, and stores it away in the house."²⁹

Another instance of superintendent Jacobs' reaching out to create a friendlier atmosphere between the school and its off-campus observers is that of volunteering the summer of 1897 to help a hostile neighbor who suffered loss because of fire—barns, mules, wagons, and harnesses. Knowing that the neighbor had fifteen acres of corn with no chance of cultivating it himself and that all the other neighbors were very busy working their own crops, Mr. Jacobs and his son Bertie with several students harnessed six mules and took six cultivators and wagon over to the man's house. When he told the bereft neighbor they had come to cultivate his corn, the man, dumbfounded, stood looking at him and remarked at long last, "Is that the kind of man you are?"

"Yes, that's the kind of man I am. Why not?"

"Well," said the neighbor, "If that's the kind of man you are, I've got something to do." Stepping out of his door with trembling voice, he continued, "Mr. Jacobs, I've said some mighty hard things against you for starting that nigger school. Now I ask you to forgive me for all I've said."

"Why, I had forgiven you long ago," returned Jacobs. "If not, I wouldn't have been over here."

So out into the field Jacobs and his helpers from Oakwood went as he charged them, "Now, boys, if you have ever done an honest day's work, do one today." At the coming of noon, Jacobs directed the boys to fetch the dinner from the wagon.

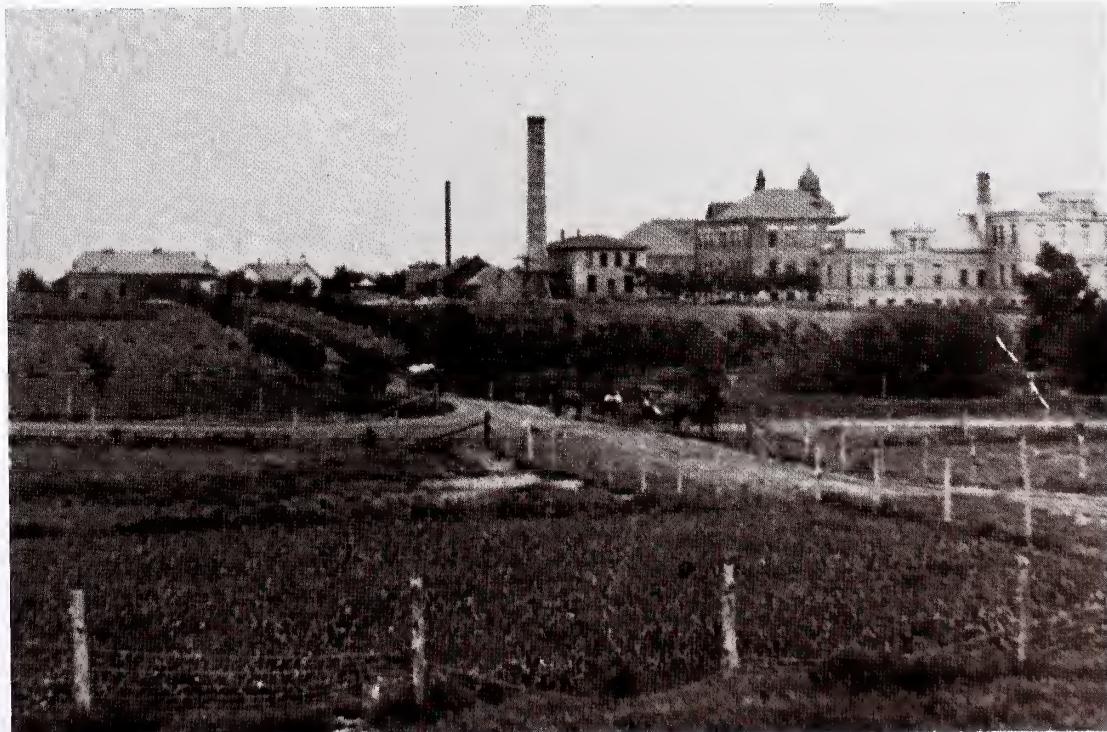
"No sir," declared the man who overheard Jacobs, "my wife is getting dinner. We have something to eat, at any rate. And you shall eat dinner at my house." By evening fall, cultivation of both farm and friend was complete.³⁰

The very next day found Jacobs, et al, over to the farm of a Negro neighbor named Byrd Terry and helped him cultivate his wheat. Similar assistance was tendered still another neighbor whose wheat was spoiling due to frequent rains and no help to dry it out. How surprised and grateful he was one sunny day when several Oakwood students appeared and, before nightfall, had his wheat safely stored in the barn! Approaching Jacobs with an offer for payment, the neighbor was told by the principal, "You owe us nothing. I haven't time to do this for money; I have all I can do; I have done it only to help you out." Stunned and speechless best describe the neighbor's response to Principal Jacobs' generosity. Weeks passed, and that very same neighbor brought his threshing machine to thresh the Oakwood farm. Mounting his machine to leave at the end of the job, he heard Jacobs call out, "Hold on; I want to pay you." "Well," said the neighbor peering down from his machine, "you'll never pay me nothing. I didn't have time to thrash for you, for money; I had all I could do; I did it just for accommodation."³¹

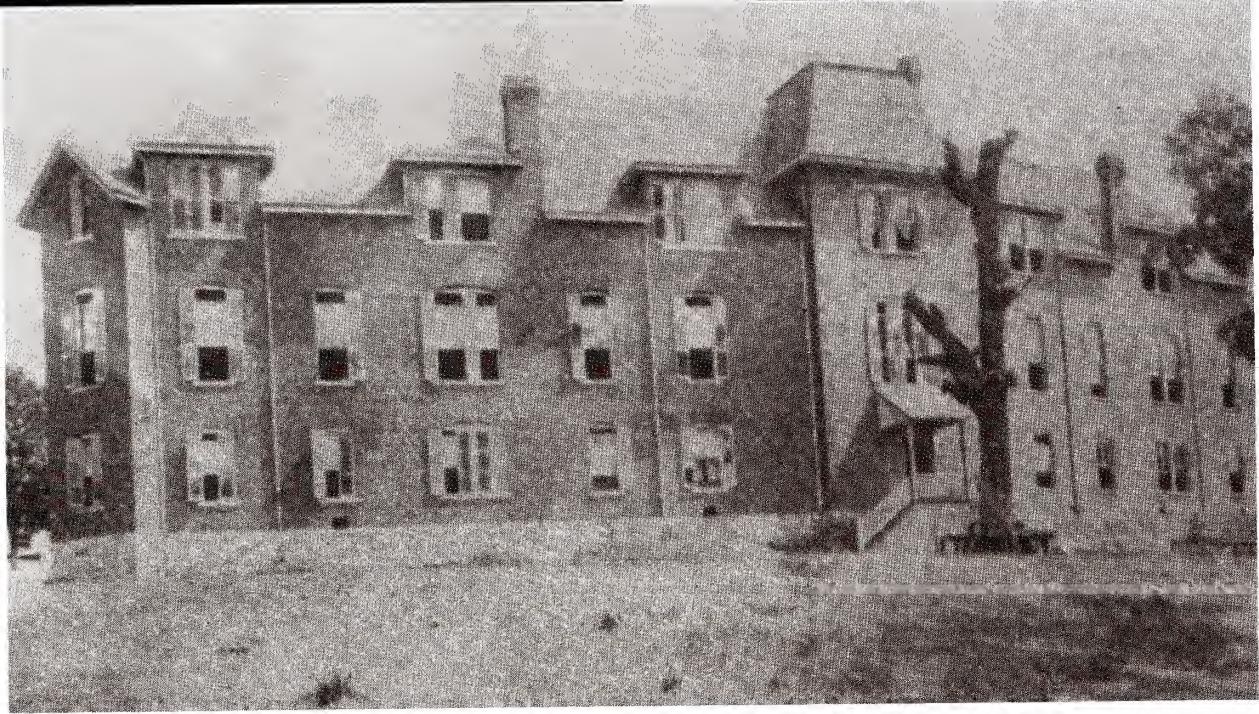
Indeed, icy distance between campus and community was thawing a bit. On wings of neighbor-to-neighbor hotline conversation, the word was getting around. Those folks down at the new Adventist school are not so bad after all. Mutual



William H. Councill, founder and first president of what is now Alabama A & M University. Early Oakwood administrators enjoyed an on-going friendly and professional relationship with President Councill.



View of A & M University from southeast side of campus, 1905. Ellen White said the presence of this school in the Huntsville area would be of enormous benefit to the Oakwood endeavor.



Palmer Hall of A & M University, built about 1890. Facility one of several viewed by Oakwood administrators as the kind desirable for Oakwood's future.



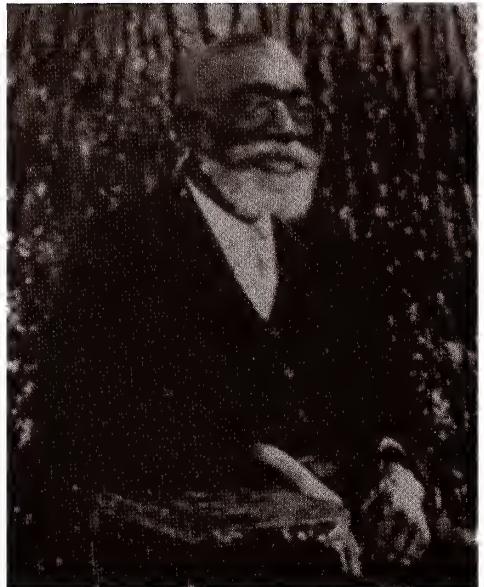
Students on the A & M campus.

ongoing accommodation bred good "PR"—public relations and pure religion.

Still another case of Oakwood's establishing favorable community relationship is that with the State Agricultural and Mechanical College for Negroes (later Alabama A & M University) located across town on the north side of Huntsville in an area known as Normal, Alabama (also called the State Normal School). Having been approved by the Alabama legislature in 1873 and moved in 1881 to the site now occupied by the Huntsville Von Braun Civic Center, the school enlarged and re-located on its present campus in 1891. Its founder and first president was an ex-slave named William Hooper Council who befriended and encouraged the Oakwood administration in its kindred mission of educating blacks.

When a certain boy was arrested for committing arson on the Oakwood campus, President Council (representing also a Mr. Cashin and a Bro. Barry) felt free to make the following kind of Christian appeal to Principal Nicola of Oakwood on June 11, 1902:

"Kind Dr. Nicola: . . . I agree with you as to the guilt of the boy. I endorse fully every step which you have taken. In my opinion, there is but one plea in the boy's



R. Barry, one of the first Negro Adventist ministers; he also resided for a time in Huntsville.



The Brandon family including William Brandon (standing third from right wearing bow tie), one of first two Negro members of the Oakwood Board of Trustees about 1903. His brother, Claude Brandon, to his immediate right in center, was a charter and long-standing member of the first Seventh-day Adventist congregation established in Huntsville.



L. C. Sheafe, Adventist minister added to board membership at same time as Brandon.

behalf—the plea of mercy. I now join in making that plea. He is a youthful criminal. He would be placed with hardened sinners, and ruined forever. We have no reformatory in Alabama where this boy could be saved. Let's do the next best thing—give him to his father. I think God would approve this course. God bless you. Your friend.”³² Thirteen days later, Principal Nicola recorded in his personal diary that during the Oakwood board meeting subsequent to the Council letter that “Pres. Council [came] in and spoke to the board in behalf of the Barry case and on our going into court. Good points were made.”³³

All evidence leads one to believe that a real genuine rapport existed between Council and Nicola as well as with subsequent Oakwood leadership. In fact, when the successor to Nicola, F. R. Rogers (1904-05) began his principalship, he and the entire Oakwood campus family were invited over to the A & M school. O. R. Staines who began his job as business manager the same year tells of the A & M experience as follows:

“We visited Normal—they had invited us all over there—it was the first year, while Rogers was there. They invited both students and faculty. Rogers and I hardly knew what to expect, whether to eat with the colored folks there or not. So we went over the Sunday before we were to go for this thing, and attended their Sunday-school, so as to have a chance to talk with Council. But he brought it up himself. He said, ‘I have an idea what you men are here for. I think you want to know how we are going to [do at] our meeting. It is perfectly proper that you should. I want you to know that I have lived in this country too long, and know too well the conditions, to bring you people into any embarrassing position. I have already made arrangements for you to have your dinner by yourselves.’ Then he entered into a discussion of the race question. We spent two or three hours on this question, he giving us advice of how to do, what we ought to do and ought not to do. I think I have never met a colored person so frank and fair and honest, and yet courteous and sensible, as Professor Council. Council saw the truth, but he never took his stand.”³⁴ By that last statement, Mr. Staines meant President Council understood or maybe even agreed with the biblical doctrines taught by the Seventh-day Adventist Church but never joined the Adventist Church. Nevertheless, the Oakwood school Board of Trustees had earlier taken its stand for racial representation on a decision-making level of the institution and accepted into membership one William Brandon (a Huntsville resident) and L. C. Sheafe (Adventist minister), evidently the very first Negro board members.³⁵

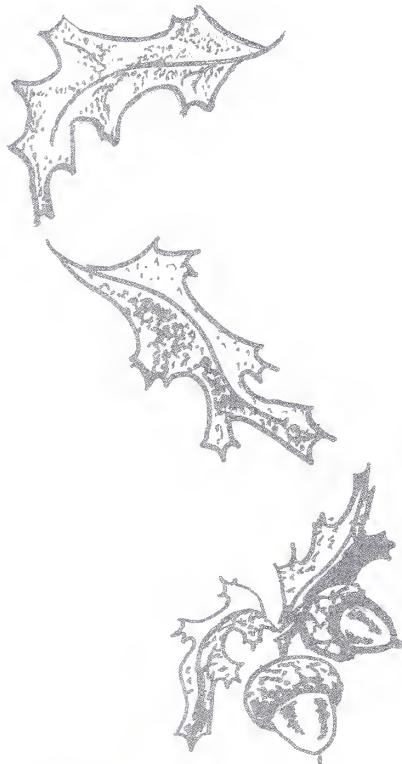
Of course, efforts toward Christian brotherly relations between blacks and whites by the Oakwood leadership notwithstanding, there were eyes looking askance from the white community. And these onlookers sometimes expressed concern that unwanted fraternizing between the races not be practiced at the school. Again, Manager Staines lets us in on a bit of area life typology: “The first quarterly meeting [Communion service between October and December, 1904], the colored and white met together, and washed each other’s feet. I thought it rather strange. I was willing to do it, but I was surprised at their doing it there. So I talked with Rogers about it, and with Blake. We felt that in view of the attitude of the neighbors toward the school, we ought to make a change. We made up our own minds that we would

do this before the next quarterly meeting. Finally we talked with Ruffin, the colored farm foreman, as to the advisability of it; said if some of the white neighbors there knew of it they would mob us. We talked with one or two of the girls. And at the next quarterly meeting, we separated, the colored women going into one room, and the white women into another; the men likewise.

"The next Monday I was down town, getting some supplies; had a colored boy with me. The head man of the firm told me he wanted to see me. I went into his office, and he says, 'Have a chair: I want to talk with you a few minutes.' He then told me he had been interested in the school, and he said, 'I believe you are doing a good work. But there's been a good deal of talk about it of late. Only this morning



Students and staff with Principal B. E. Nicola standing in center wearing white coat. Circa 1899.



some of the business men were in talking with me about the situation there. Some statements they made I did not believe were true, but I agreed, finally, that I would talk with you and report to them.' I told him I would be pleased to talk with him about the work. He said, 'The first thing I want to ask about is, they said in here that you get down and wash the niggers' feet. I want to know about that.' I said, 'I can answer your question best by telling you how we did last Saturday at quarterly meeting,' and I told him how we did that. When I got through, he was decidedly our friend. I was thankful for having that talk with him, and I was thankful that we were prepared in time. I assured him that we were pleased to have him visit us.

"Another man, the ticket agent of the N.C. & St. L., called me in and said, 'You are a Northern man; you have just come in here, and I should like to talk with you. Conditions are vastly different here than in the North. I notice that you are inclined to come down here with a team alone, and get a load of freight, load it yourself, and take it out. That may be all right where you come from, but here my advice to you is to bring a colored boy with you to drive, let him do the bulk of the loading. It will look better to have him do this.' I thanked him for the advice, and took it."³⁶

Advice about black and white relations on and off campus was never lacking and remained an ever-present matter to consider in determining the *modus operandi* of the school, with operations sometimes adjusting to a *modus vivendi*. All things considered, the geographical location of Oakwood



*Old Mansion deserving the company
of a Model-T auto.*

upon Huntsville the kiss of divine approval. "It was God's purpose," she said, "that the school should be located near Huntsville. He saw that workers here would not have to fight every inch of ground, as those in some other places have had to do, in order to establish the truth."³⁷

Mélange

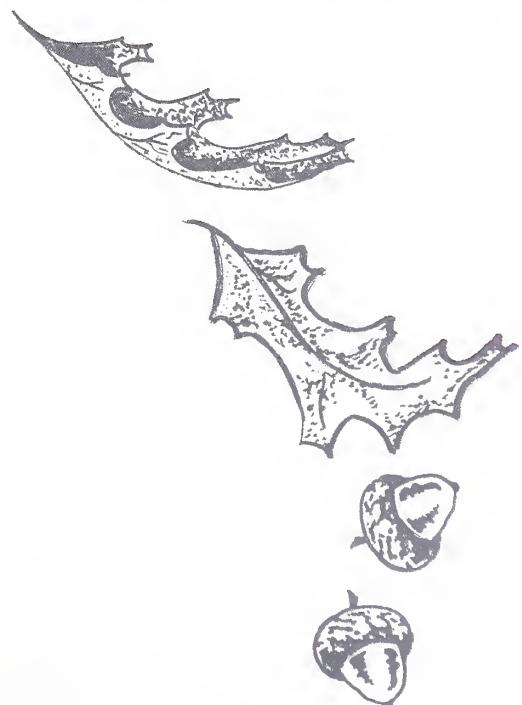
As with any school of meager beginnings, weighing heavily on the shoulders mainly of one man, the Oakwood Industrial School easily assumed the personality of its



initial leader, Solon M. Jacobs. It took less than a year for Jacobs himself to realize and admit his leanings were more toward that of a farmer than of an educator. Struggling with gargantuan hours demanded daily by farm and physical plant alone just to render the place habitable plus the constant tug-of-war between his agronomical and his more "academic" duties of developing a school curriculum (with the latter losing out most of the time), Jacobs decided to resign as principal at the end of his very first year (the 1896-97 term,) lest the instructional program be irreparably stymied and the whole place retarded to a mere anomic kibbutz. He stayed on for the next five years (until 1902) doing what he did best as business manager of the Oakwood school and farm supervisor. He was known for impeccable honesty, sincerity, hard work, and friendliness, particularly making friends for the school many of whom, through descendants, continue manifesting friendliness toward Oakwood until this day.

One little vignette on the attitude of Jacobs toward instructional methodology is told by O. R. Staines who became business manager of Oakwood in 1904-05, following one-year stints by Jacobs' successors as business managers (C. H. Rogers 1902-03 and C. B. Hughes 1903-04). Looking back years later on incidents he had either heard, witnessed, or experienced on the Oakwood campus, Staines reported that when Jacobs came in from working on the farm one day he approached the place where Elder H. S. Shaw was teaching a class. Jacobs took the textbook out of Shaw's hands and said, "That's no way to teach these children."³⁸ Apparently

The farm of Oakwood Industrial School in cultivation with ladies' dorm to right.





Anna Knight, Negro nurse, during this period teaching nursing and cooking in the "Preparatory Medical" program at Graysville Academy which later became Southern Missionary College. Her success as nurse and teacher on/off the Huntsville campus motivated and inspired many an Oakwood student for over half a century.

intended as a slap at what he considered theoretical or book learning, Jacobs' abrupt interruption before the class prompted the teacher to have a private talk with him afterwards. Ironically, the same Mr. Shaw was appointed principal to succeed Jacobs and served in that capacity from 1897-99.

B. E. Nicola followed Shaw as the third Oakwood principal in 1899, serving until 1904, thus becoming the first principal to remain in the position more than two years. His predecessors served one and two years, respectively. His immediate successors stayed one year each—F. R. Rogers (1904-05) and G. H. Baber (1905-06). W. J. Blake (1906-11) equalled the Nicola record of a five-year term.

1896-1904 was nothing short of trying for the young Huntsville school. Progress came steadily but stealthily and, in the estimation of many, at too dear a price in human output and with insufficient funds. Frequently, changes and transition of staff exacerbated the task.

Since those earliest days just before the opening of school in November of 1896, to well into its eighth year, 1903-04, the productivity of the farm provided the yardstick for determining basic well-being of the school-at-large especially from a business point of view. Rays of hope and cause for rejoicing shone through now and then when the farm realized profits. In 1901, for example, the agricultural agenda through the sale of fruit and other produce was paying dividends, covering all living expenses with a profit of \$400. 1902 brought a \$700 gain and fueled optimism that the school might have potential for moving toward a self-supporting

basis, requiring tuition in whole or in part according to the work-study program of its students.

During some point between 1897 and 1903, the name of Oakwood *Industrial* School shifted to Oakwood *Training* School according to the inside address of a letter dated December 2, 1903 to Principal Nicola from Elder George I. Butler, Oakwood board chairman and president of the Southern Union Conference, the church geographical district in which Oakwood was located. Although the new name itself is traditionally known and listed among several which the school donned and shed during its lifetime, howbeit, not once does it appear on the cover of any annual Oakwood bulletin. From 1896 through 1903, the word "Industrial" holds on. Years 1904 through 1916 carry "Manual Training" as middle name.

In a way, the 1897-99 years with Shaw as principal were rather prosaic. The school

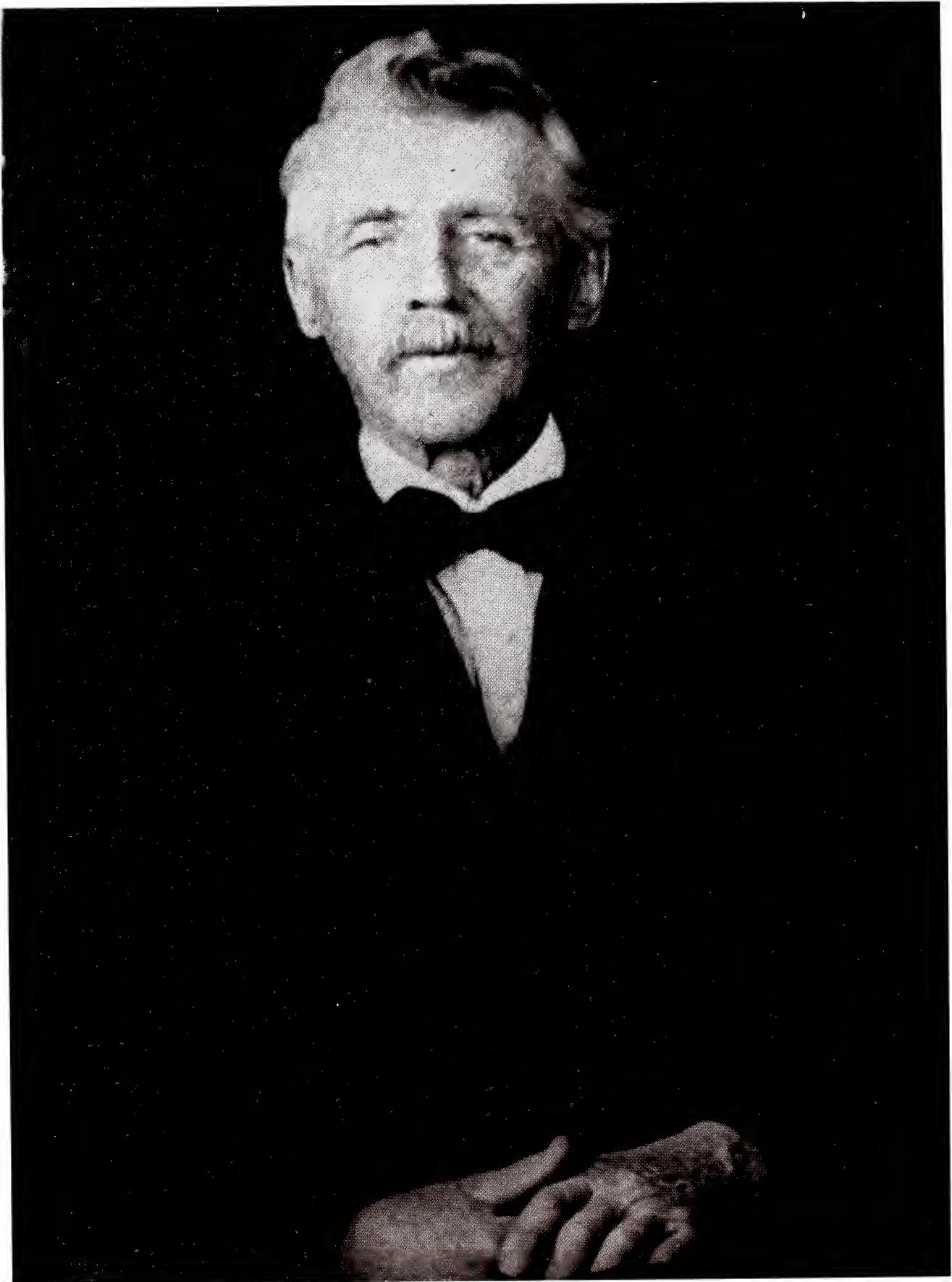
was still trying to find itself, to learn what it was about, to reach some identity. From the standpoint of beginning from nothing, *ex nihilo*, so to speak, you might say progress was being made. But nobody could report confidently that everything was on target. Intentions were strong; finances were weak. One idea mounting in momentum and bantered about advised that both the Oakwood Industrial School for blacks as well as the Southern Industrial School (Graysville, Tennessee) for whites would never accomplish what they might unless they added to their facilities a "training-school for medical missionaries," complete with "sanitarium" whereby particularly "persons of Southern birth may be educated there for the work there." Such was being expressed at the February 1899 General Conference Session, Committee on Plans, attended by Principal Shaw, N. W. Allee (Oakwood board member) and Elder L. C. Sheafe (noted black minister and one of if not the first black member of the Oakwood school board. The earliest school bulletin extant after 1896-97 is 1902-03 which lists among its "Board of Managers" also the name William Brandon, a black Adventist layman from the Huntsville community).

In answer to the question of "cost" and responsibility for meeting the "bill," Elder Sheafe answered from faith and confidence in the ultimate triumph of the mission to be accomplished: "I believe the Seventh-day Adventists have a truth which, if they will let it get hold of them, can do more in this field to demonstrate the principles of the gospel of Jesus Christ than can any other people. The one thing needful, is that the truth shall get hold of the individuals who profess to know it. . . . I believe that if this movement is of the Lord, builders and the cost of the building will all fall into line."

Allee assured the committee that the cost would not be prohibitive: "I want to say that such an institution as will answer the purpose will not take many thousands of dollars down there, brethren. A modest institution, a few hundred dollars, and a well-qualified person to give the training, will answer the purpose. I hope that this suggestion will prevail. So far as the means is concerned, the way is now open to establish such an institution in connection with our Oakwood Industrial School. That is the very thing needed with that institution. It lacks much in efficiency, and never will be able to accomplish what it might without something of that kind."

Principal Shaw spoke with perhaps more pathos to this planning committee: "It was a question as to whether or not I would come to this conference, from the fact that the work there seemed to require my presence. Just before I started, the students in the Industrial School at Oakwood had a special prayer-meeting; and the special prayer was, Lord, help the brethren at the General Conference to see light in some plan, that we may have a place in the South, where we may get an education without going to Battle Creek for it. . . . If this recommendation should fail, it would make my heart sad."³⁹ This was 1899. Although health-related classes would be taught each year at Oakwood, a Sanitarium was not erected until 1909.

By the time Nicola took the helm in time for the fall of 1899, things were taking more definite shape, direction, and organization. Nicola himself said, "During my first year emphasis was given to the Colporteur work and during the summer of 1900 nine engaged in it with good success. Summer institutes were held at Oakwood beginning in 1904, and for the next five years were under the direct supervision



Solon M. Jacobs

of the Southern Missionary Society which was still conducting Mission Schools. The superintendent of these schools and Oakwood faculty rendered commendable service in unifying the educational work.”⁴⁰

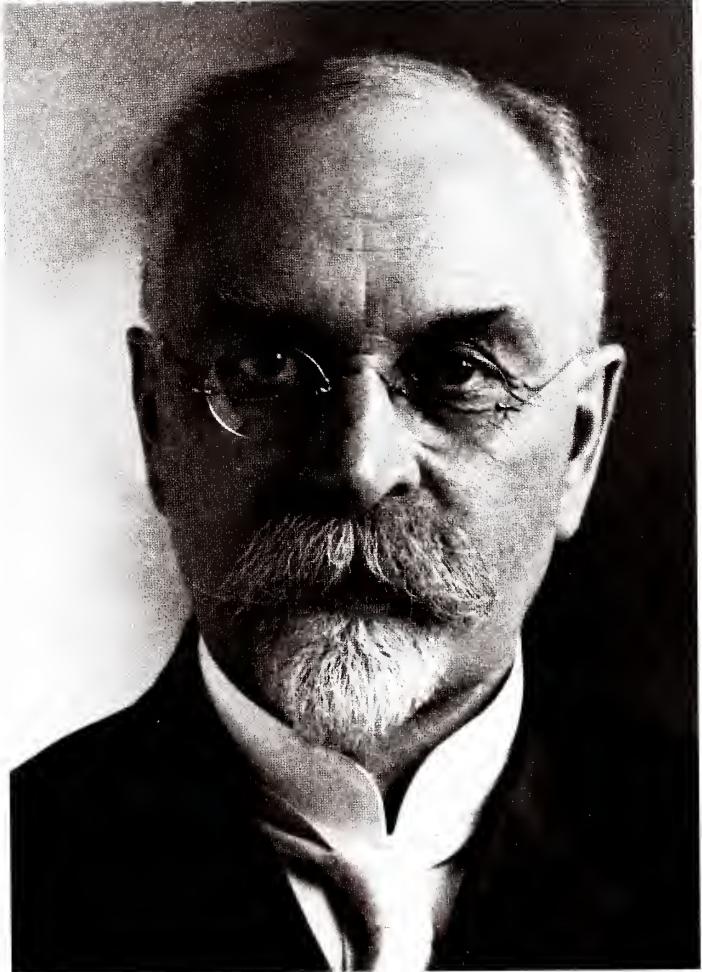
The curriculum had expanded from the scanty English, religion, and industrial arts of 1896-97 to a 1902-03 *Oakwood Industrial School* bulletin curriculum of algebra (or higher arithmetic), anatomy and physiology, arithmetic, astronomy, Bible (Acts, Daniel and Revelation, Epistles, Prophets), bookkeeping, botany, canvassing, diet reform, dress reform, drills (spelling, writing, or drawing), educational psychology, geography (also physical geography), grammar/rhetoric and composition, hygienic cookery, nursing, organ [music], pedagogy, physical culture, physiology and hygiene, special methods [teacher training], United States history and civil government, and voice [music]. For those students not able to handle these academy or secondary level courses, an elementary or even remedial level curriculum (preparatory to the secondary offerings) was available in arithmetic, Bible (Old and New Testaments survey with the book *Patriarchs and Prophets* by Ellen White), geography, grammar, nature study, physiology, reading, spelling, and writing. In a 1903 report to the executive committee of the Southern Union Conference, a recommendation was made that the following be added both as courses and industries: broom-making, carpenter and cabinet work, blacksmithing, knitting, dressmaking, and manufacture of boys’ clothing.⁴¹

Other contrasts between the 1896 beginning and now, some six or so years later are: In 1896, the school term was slated for thirty weeks (divided into three terms of ten weeks each from October through May, although due to unreadiness, the doors opened not until November 16) while by 1902-03, the school term had extended to thirty-six weeks divided into two terms beginning September 10, 1902, and concluding June 16, 1903. As of 1902-03, still no vacations or recesses were pre-planned for within the school year. Expenses for tuition, board, room, laundry, and utilities remained \$60 yearly with varying arrangements and student labor pay for defraying costs. Enrollment steadily increased from sixteen (8 males, 8 females) in 1896 to forty-one (15 males, 26 females) in 1902,⁴² closer still to fifty or more in 1904, then on to seventy by 1905.⁴³

Nor was the fledgling co-educational institution without its social concerns between male and female students. Behavioral regulations were inevitable. One such rule published in the 1902-03 *Oakwood Industrial School Announcement* or bulletin stated that: “Students must conduct themselves as ladies and gentlemen, and avoid



George I. Butler, whose persuasive pen and iron will helped to keep Oakwood afloat and on course during turbulent times. Having been General Conference president and leader of gospel work in the Southern Union Conference, he also chaired Oakwood's board in the early 1900's.



A. G. Daniels, president of Oakwood sponsoring body (General Conference of SDA's) from 1901-1922, steadfastly supported the Huntsville program through his overall leadership and on-campus visits.

all flirtation and courtship. All calls must be made in the public parlor, and only by permission of the Preceptress." Behavioral infractions were inevitable. One such case of the boy-meet-girl variety came to the notice of the school board of trustees and prompted swift discipline. The minutes record that "____ had walked home last night from meeting at the chapel to the girls' dormitory with one of the girls. Here ____ was called in, confessed the act and knew it was against the rules, was sorry that he had taken such course and promised not to repeat the act."⁴⁴ After the student retired from the board room, an action was taken requiring that he should "make apologies to the school." Whether his apology was to be before the

school generally (student body, faculty, and administration) or before only a select group (viz., faculty and/or administration) is not clear. That he had already eaten his humble pie in the presence of the board preceding their vote requiring "apologies to the school" would suggest the board's intent for some further form of expression of contrition.

Were Oakwood staffers amply remunerated for their labors? In 1901, for example, the principal was salaried at \$12.50 per week, the business manager/farmer "and wife"⁴⁵ at \$13.50. The one dollar more for the manager seems to be either for his longer years of service at Oakwood or his dual responsibility as manager/farmer or maybe for the work his wife was doing. Understandably, teachers received less than these administrators. Knowing the ratio of these salaries even to their contemporary cost of living as compared or contrasted to our modern-day salaries and cost of living factors would surely qualify those early salaries as labors of love.

These were the Nicola years, years of organization, reasonable expansion, and curriculum development from 1899-1904. And the man himself proved an interesting personality. Apparently aggressive, competent, social, more theoretical than practical, and individualistic.⁴⁶ It is said that "He gave them [students] the idea that they must finish their education in the North."⁴⁷ This bit of academic advisement meant, hopefully, that beyond Oakwood's secondary curriculum the students would do well to pursue college. His advice here, however, has been interpreted inversely by some.

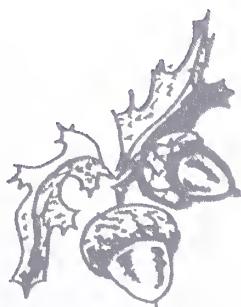
Nonetheless, the academic program on paper at Oakwood assumed an impressiveness during the Nicola years (1899-1904) that would catch anyone's attention. And the school terms continued long and without the luxury of all the holidays we today take for granted. Although New Year's Day, January 1, 1902, is recorded by Nicola as "No school" followed the next day by "School again. But hard to do much after day's frolic yesterday," December 25 twelve months later seems to have yielded no such celebration for students and staff and is recorded as "Christmas again. School and prayer service is as usual to Week of Prayer."⁴⁸

Progress, however, is often an illusive commodity and as variously defined as are its pursuers. Not a few failed to see real evidence of all that Oakwood bulletins promised. For reasons obvious and maybe not so obvious, change and need for improvement sang a howling duet-dirge which nobody could fail of hearing even if not listening. Need for a girls' dormitory, for example, screamed its case when sixteen females had to endure crowded lodging in one room. The classroom needed a furnace, not one bathroom was on campus, water supply was poor if not almost non-existent for both human and animal creatures (livestock for a time had to be driven three miles for water), the farm had inadequate implements, and the need for a dairy, laundry, and better fruit canning facility—these and more told their sad tale.

Pivotal to Oakwood's existence was doubtless the February 1904 board session where the future of the institution dominated the agenda. From the opening moment chaired by N. W. Allee, committee members were each asked to express his mind on the issue. The chairman himself started things off by saying the Oakwood situation ought not be abandoned but given more time and hard work. Another committeeman appealed to their sense of pride and public image by saying that whatever the denomination undertakes ought to be an object lesson, a model. Another idea suggested selling all or a portion of the school land or at least more intensive farming. Still another would sell the entire property and buy elsewhere, perhaps a smaller and better farm near a train station. Having been originally purchased at about \$17.00 per acre (or little less than a total of \$7,000), the selling price now would be set at \$10,000. Yet another set forth the idea of moving the school to Mississippi. One even queried, "What is the real object of the school?" The idea of planning for one more year and recommending future changes preceded the very significant proposal that "we had better wait altogether in suspense until Mrs. E. G. White could come and look over the situation."⁴⁹

In the meantime, Elder A. G. Daniels, president of the General Conference of Seventh-day Adventists (the parent body of Oakwood) had paid his first site visit to the campus the month before, January, and would publish his report in the *Review and Herald* on February 18, 1904, two days following the momentous Oakwood board meeting. The report by Elder Daniels pointed out several positives and negatives at the school.

Positive features included the dedication and sacrifice of the staff, loyalty and faithfulness of the students, and the general direction in which the school was headed. Negative observations took in the lack of a more ideally strong staff, lack of more facilities, and lack of funds. Unquestionably, Elder Daniels reached the summit of his report when he declared, "As I looked the ground over, I felt that the time had come for the denomination either to *make more of the Huntsville school or to terminate it*. I do not believe it is possible to secure results from the present arrangement that will justify the toil, care, and expense of operating the school. . . . The fact is, we have made only a beginning in providing what is necessary for a colored industrial school."⁵⁰ Many would see in this strong statement by a General Conference president the equivalent of a shot heard 'round the world. It





Southern educational leaders meeting with Ellen G. White in 1904. Pictured from left to right: (Front Row) J. E. White, Mrs. Ellen G. White, W. C. White, Smith Sharp, Professor J. E. Tenney, N. W. Allee; (Second Row) W. F. McNeely, S. B. Horton, R. M. Kilkore, A. F. Harrison, John Macmillan, (Third Row) F. R. Rogers, H. G. Thurston, J. O. Johnston, T. A. Ford, Brother Dart, E. B. Melendy; (Back Row) E. T. O'Rell, S. M. Jacobs. The black man sitting front right and the one sitting top right are unidentified. (Bold type names sustained official relationships to Oakwood.)



certainly did not hurt the school's visibility among the denomination constituency. But the bottom line was clear: sentiment for closing Oakwood was strong, and closed it would become if solid support was not soon forthcoming.

The president would hear from the prophetess four months hence. From the "Morning Star" steamer-boat sailing up and down the

Cumberland River for hundreds of miles in search of suitable land on which to build schools for white and for colored people, Mrs. White wrote Elder Daniels a letter on June 13, 1904. After pointing out advantages of the Nashville area as a location for such schools, she then added that: "Suggestions have been made by some that it might be well to sell our property in Huntsville, and move the school to some other place, but I have been instructed that this suggestion had its birth in unbelief. Our school in Huntsville is in a good location, and the large State Normal School [A & M] for the training of colored teachers, which is carried on not far from there by those not of our faith, has created an influence in favor of educating the Negro, which our people should appreciate. We should have in Huntsville facilities for the education of a goodly number of students. We should have a primary school and a school for more advanced students. It would take years to build up in a new place the work that has already been done in Huntsville.

"My soul is stirred within me as this matter is presented to me. I have not yet been to Huntsville, but I have an article written regarding what should be there in the future.

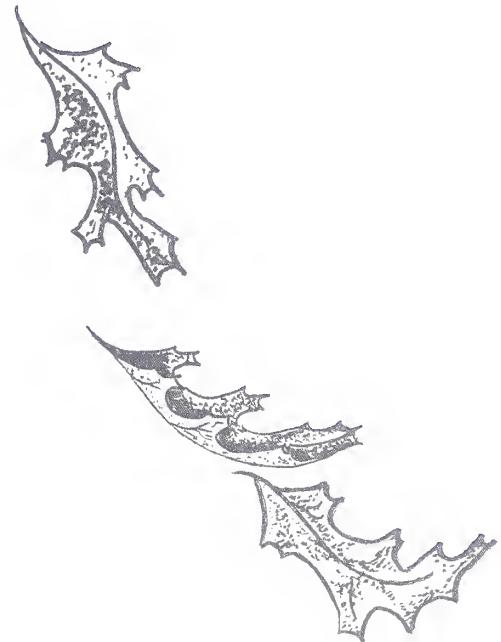
"We must plan wisely. God will go before us if we will look to Him as our Counselor and our strength. We need to get away from our selfishness, and begin to work for the Word in earnest."⁵¹

By the ensuing summer, June 1904, a plenary board session convened and drew to the campus several responsible leaders of the Adventist work especially in the South. Among the visitors were Ellen G. White and her son, W. C. White. Two impressive talks were delivered by Mrs. White to the faculty and students, talks during which she told how God had shown her, years earlier, various features of the Oakwood school such as: Its buildings, fruit trees, general appearance, student growth, and possibilities. A portion of one of her addresses given on June 21, 1904, appears in the Series B, No. 12x booklet entitled, "The Huntsville School," com-

piled in 1909 by Southern Publishing Association. A few days later from Nashville, Tennessee, where she seems to have gone following the Oakwood visit, Mrs. White wrote a letter of July 6, 1904, to the "Huntsville School Board and Faculty" and touched on a few crucial decisions stemming from her recent visit to the campus and the recent board discussions. Most important was her acknowledgment that the Lord had pointed out to those responsible that changes in the school must be made and most immediately in the principalship. Although she mentioned the lack of time to "write out in full [in that particular letter] the instructions" she had already shared with them in her two oral addresses while on the campus, she did, nevertheless, cite the board action of appointing F. R. Rogers as the new Oakwood principal to succeed Nicola. She also included a word to E. B. Melendy, business manager, appealing for his support and cooperation with the new head.

Mrs. White's fullest account of her Oakwood visit came two months later in the form of an article, "The Huntsville School," published in the *Review and Herald*. Although the article begins, "Monday morning, July 20, I went from Graysville to Huntsville,"⁵² the month here printed contradicts the actual time of her visit to Oakwood, that is, unless she made two separate trips to Huntsville that same summer, a possibility the present writer has been unable to substantiate. All evidence points first to a visit to the Graysville, Tennessee, school (later named Southern Missionary College, now Southern College) on June 17, where she spent the weekend as she later published: "Friday morning, June 17, we left Nashville for Graysville, where we spent Sabbath and Sunday."⁵³ The Monday morning trip to Huntsville referred to above as a July date evidently took place on June 20 (rather than July) and immediately following the Graysville tour. A June 20 mission to Oakwood coincides also with her having delivered a June 21, 1904, address there and having sent a July 6, 1904, letter back to the Oakwood family recapitulating to them in writing a few points from that address.

A brief study in contrast between Graysville and Huntsville pours from the prophetess' pen as she reports in the preceding article on her weekend visit to Graysville that "The school is doing well. . . . The institution is well



Solon M. Jacobs and the "farm" cultivating into a school.



planned. . . . Our visit to Graysville was a very pleasant one. . . ." But her Oakwood visit of that same week evoked a less glowing and in fact a very dolorous report. Mrs. White minced no words in describing her dismay at the deplorable conditions at Oakwood which she saw with her own eyes. Who could ignore her poignantly elegiac words as she exclaimed:

"My visit to our school for the colored people, at Huntsville, Alabama, brought me great sorrow of heart. I had known that this institution was in pressing need of substantial help, but I had not understood fully the real condition of the school. That which I saw, staggered me. I asked myself, 'How can the brethren in the South, who have seen the needs of this school, remain silent? In what light does God regard their failure to bestir themselves in an effort to place this school on vantage ground? How can He acquit the sight of their eyes?'

"The equipment of the Huntsville school is very incomplete. Even some of the most common necessities are lacking. There are no proper facilities for giving treatment to the sick. Those who attend this school have been getting along with crude makeshifts, hoping that in time some of the necessities would be supplied.

"That which to me seemed the greatest mystery of all, was the striking contrast between Graysville and Huntsville. At Graysville the school and the sanitarium have been built up substantially by friends both in the North and in the South. The Graysville brethren and sisters have given much toward the erection and equipment of good buildings. The Graysville community has an appearance of thrift and prosperity. This is as it should be. But I could not understand how those there, who have known of the destitution of a sister institution at Huntsville, have been content to continue building up their home institutions, without doing something for the training school for colored people.

"How neighborly, how Christlike, it would have been for those at Graysville to say, 'We have been prospered in our efforts to establish institutions in this place. And while we are not planning the Graysville work unwisely, nor building too substantially, yet, in consideration for the more urgent need of the institution at Huntsville, let us send on to our fellowworkers there some of the means now flowing in to us.' What an encouragement this would have been to the struggling teachers and students at Huntsville. How pleased the Lord would have been to see the needed facilities thus provided for!

"I refer to the neglect manifested by the Graysville church, simply to illustrate the spirit that has characterized other churches in the South and elsewhere. Those in charge of the work at Huntsville also failed of fulfilling their whole duty. They should have put forth every effort possible to place their needs before our people in the South. Earnest letters appealing to the generosity of Seventh-day Adventists throughout the South, should have been written and sent out freely. Hearts would have been touched by such appeals. . . ."⁵⁴

The following month, September, *Review and Herald* published another account of her Oakwood visit in which she blended her overview of the place mixed with commendations, counsel, and corrections.

She recounted having found the Oakwood school situated in a beautiful location, but the farm was less cultivated and cared for than in former times. The campus

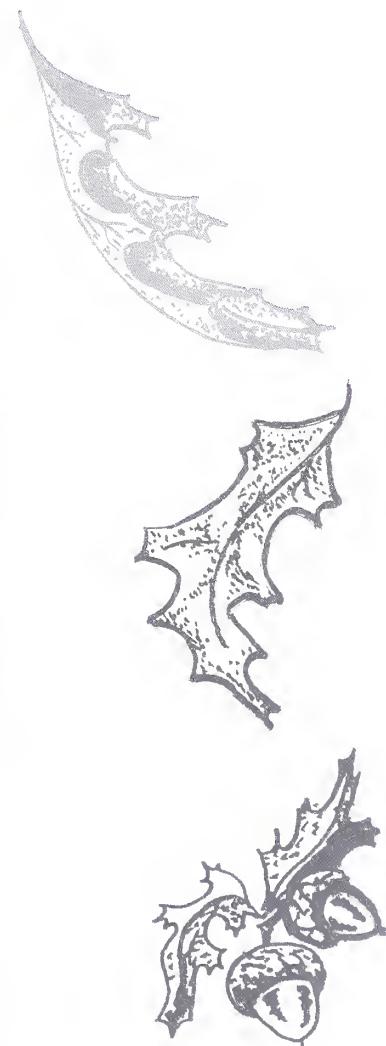
generally was needy while money and sound intelligent generalship were needed. These and meager facilities and insufficient staff were direct results of funds which ought to have gone to Oakwood but did not go. Should Oakwood be sold? Instruction Mrs. White received dictated that the school not be sold, for many advantages lay in the Huntsville investment—investment of General Conference means as well as in the training and outcome of students who would become laborers for Christ. She perceived that immediate needs of the school included money, wise planning, efficient leadership, practical as well as theoretical instruction by God-fearing teachers, well-kept grounds and facilities, faithful performance of duties and studies by staff and students—making Christ first, last, and best in everything.

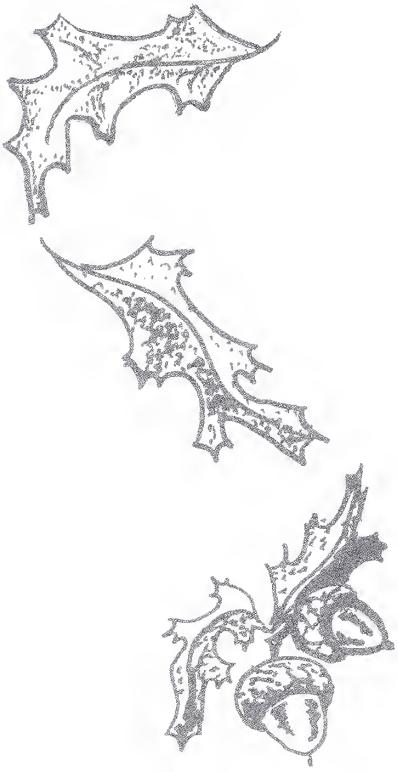
By all standards of measurement, the summer of 1904 proved crucial to Oakwood's life and longevity. When the opening of the ensuing school year rolled around, September 21, 1904, the institution would have a fresh new start—with its new principal, new staff, and not so new challenges.

ENDNOTES

Chapter 1

- ¹ *The General Conference Bulletin*, Vol. I, No. 7, Battle Creek, Michigan, Third Quarter, 1896.
- ² Ellen G. White, *The Huntsville School*, Special Testimonies, Series B, No. 12x, Nashville, Tennessee: Southern Publishing Association, 1909, p. 10.
- ³ James Record, "Huntsville Since Reconstruction Days," *Commemorative Album (Celebrating Our City's Sesquicentennial of Progress: 1805-1955)*, Huntsville, Alabama, p. 14.
- ⁴ Ellen G. White, Letter 199, 1904.
- ⁵ James Record, "Huntsville Since Reconstruction Days," *Commemorative Album (Celebrating Our City's Sesquicentennial of Progress: 1805-1955)*, Huntsville, Alabama, pp. 12-14.
- ⁶ James Record, *A Dream Come True (The Story of Madison County and Incidentally of Alabama and the United States)*, Volume II (1866-1977), Huntsville, Alabama: John Hicklin Printing Co., 1978, pp. 89-91.
- ⁷ Charles M. Kinny Letter to Elder L. T. Nicola, Secretary of General Conference of SDA, July 24, 1895. (From General Conference Archives.)
- ⁸ Charles M. Kinny Letter to Elder L. T. Nicola, Secretary of General Conference of SDA, December 23, 1895. (From General Conference Archives.)
- ⁹ "Oakwood College," *Seventh-day Adventist Encyclopedia (Commentary Reference Series)*, Volume 10, Washington, D.C.: Review and Herald Publishing Association, 1966, p. 905.
- ¹⁰ W. Woodford, "Oakwood Industrial School, Huntsville, Ala.," *The Advent Review and Sabbath Herald*, June 2, 1896, pp. 13-14.
- ¹¹ W. T. Bland, "Oakwood Industrial School," *The Advent Review and Sabbath Herald*, November 17, 1896, p. 11.
- ¹² Ellen G. White, Letter 25, 1902. (Brackets supplied.)
- ¹³ Ellen G. White, Letter 313, 1904.
- ¹⁴ Ellen G. White, *The Huntsville School*, Special Testimonies, Series B, No. 12x, Nashville, Tennessee: Southern Publishing Association, 1909, p. 9.
- ¹⁵ "Oakwood College," *Seventh-day Adventist Encyclopedia (Commentary Reference Series)*, Volume 10, Washington, D.C.: Review and Herald Publishing Association, 1966, p. 905.
- ¹⁶ *Seventh-day Adventist Encyclopedia (Commentary Reference Series)*, Volume 10, Washington, D.C.: Review and Herald Publishing Association, 1966, p. 34. Arthur W. Spaulding agrees with this account of Miss Andre's service at Oakwood in his manuscript, *Lights and Shades in the Black Belt*, 1915, p. 259.
- ¹⁷ O. B. Edwards, *Origin and Development of the Seventh-day Adventist Work Among Negroes in the Alabama-Mississippi Conference* (unpublished thesis for the Degree at the Seventh-day Adventist Theological Seminary, Washington, D.C., now located at Andrews University, Berrien Springs, Michigan),



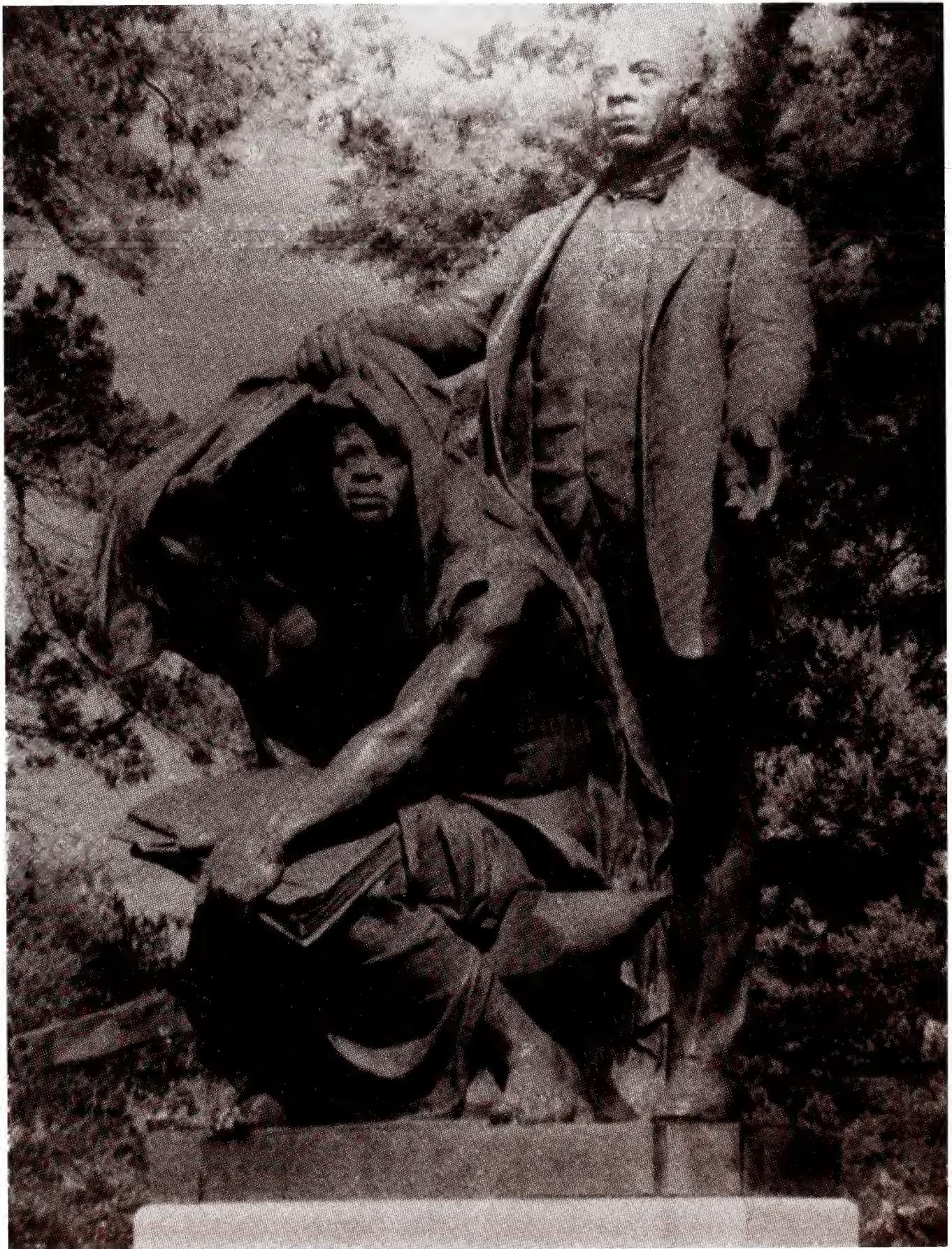


August, 1942, p. 135. Dr. Edwards cites *The Oakwood Bulletin*, December 1, 1923, as one of his sources for these "original sixteen"; however, as noted in the discussion of the present chapter, that bulletin's list of the first class of 1896 does allow for a slight snag in accuracy.

- ¹⁸ Edwards, p. 135.
- ¹⁹ Spaulding, A. W., *Lights and Shades in the Black Belt*, pp. 256-257.
- ²⁰ Spaulding, pp. 257-258.
- ²¹ *Oakwood Industrial School*, 1896-97, Huntsville, Alabama.
- ²² Ronald Graybill, *Mission to Black America*, Omaha: Pacific Press Publishing Association, 1971, p. 98.
- ²³ Graybill, p. 98.
- ²⁴ Spaulding, p. 260.
- ²⁵ *Oakwood Industrial School*, 1896-97, Huntsville, Alabama.
- ²⁶ The first published account in the Huntsville area of Dred Scott's having lived on the land which later became Oakwood Industrial School appeared in *Old Huntsville* ("Yesterday's News Today") in 1993 via an article entitled "A Man Named Sam" by Thomas Frazier. Documentation by Frazier is voluminous and includes such sources as *Dictionary of American Negro History*; *Dictionary of American Negro Biographies*; *The Dred Scott Case* by Fehrenbacher; *The Blow Family and Their Slave Dred Scott* by John A. Bryan, Missouri Historical Society; an interview with Dred Scott for *The St. Louis Dispatch*, 1856; Madison Co. Land Records, Oakwood College Archives; *Valley Leaves*, March, 1989, Huntsville, Alabama; an interview with Taylor Blow, 1857, *The St. Louis Dispatch*; and the Tennessee Valley Historical Society, Vol. 8, 1980 (Article by William Lindsay McDonald, *A Renowned Slave in the Early Life of Florence*). Florence, Alabaman, approximately seventy miles from Huntsville is where the slave-owning Blow family lived after leaving Huntsville and before moving to St. Louis, Missouri. A sequel to Thomas Frazier's piece is that in the *Oakwood Magazine* named "Dred Scott" by Minneola Dixon, Archivist in the Eva B. Dykes Library at Oakwood College.
- ²⁷ Probate Record Room, Madison County Courthouse, Huntsville, Alabama, July 25, 1983. In researching the original tract of land on which the Oakwood Industrial School was established, the present writer did notice an 1887 transaction of said property by "agreement" from O'Shaughnessy to Irwin but found it puzzling inasmuch as the property had already passed to Irwin from Lightfoot by "deed" (1869) and went later by "deed" (1888) from Irwin to O'Shaughnessy, the final personal owner before the General Conference of Seventh-day Adventists.
- ²⁸ Louis B. Reynolds, *We Have Tomorrow*, Hagerstown, Md: Review and Herald Publishing Association, 1984, p. 193. The source for this information on Thomas Moore is an interview that Reynolds conducted in June 1972 with Lawrence Jacobs, Sr., farm manager of Oakwood College, and grandson of Thomas Moore. Jacobs recalled several conversations during which his grandfather described Oakwood and the neighboring community where the Moores had lived for over 100 years.
- ²⁹ Spaulding, p. 254.
- ³⁰ Spaulding, p. 256.
- ³¹ Spaulding, p. 256.
- ³² W. H. Council, Letter to Principal Benn E. Nicola, June 11, 1902.
- ³³ Diary of Benn E. Nicola, Wednesday, June 25, 1902, entry. The complete diary, covering the year 1902, is a part of the Archives Collection, Oakwood College Library.
- ³⁴ O. R. Staines, "Memories of Early Days," D-File-3, 1912.
- ³⁵ Eighth Annual Announcement of the Oakwood Industrial School for the Colored, 1902-03.
- ³⁶ Staines.
- ³⁷ Ellen G. White, "The Huntsville School," Special Testimonies, Series B, No. 12x, Nashville, Tennessee: Southern Publishing Association, 1909, p. 10. (Portion of an address by Mrs. White at Oakwood, June 21, 1904.)
- ³⁸ Staines.
- ³⁹ *The Daily Bulletin of the General Conference*, "General Conference Proceedings" (Twenty-second Meeting, Monday, 3:00 p.m., February 27), Vol. 8, No. 12, Wednesday, March 1, 1899, p. 114.
- ⁴⁰ *The Acorn* (Fiftieth Anniversary Edition, 1896-1946), p. 6. This is an annual student yearbook of Oakwood College.
- ⁴¹ Report to the Executive Committee of the Southern Union Conference, Nashville, Tennessee, January 14, 1903, by R. M. Kilgore, S. M. Jacobs, C. P. Bollman, Smith Sharp, and W. L. McNeely. (From the unpublished mimeographed paper by Carl D. Anderson.)
- ⁴² Report to the Executive Committee, January 14, 1902.
- ⁴³ *The Acorn* (Fiftieth Anniversary Edition, 1986-1946), p. 9.

- ⁴⁴ Minutes of the Board of Oakwood Industrial School, March 31, 1902.
- ⁴⁵ Minutes of the Board of Oakwood Industrial School, April 21, 1901.
- ⁴⁶ Staines.
- ⁴⁷ Staines.
- ⁴⁸ Diary of Benn E. Nicola, Wednesday, January 1, 1902, and Thursday, December 25, 1902, entries.
- ⁴⁹ Minutes of the Board of Oakwood Industrial School, February 16, 1904.
- ⁵⁰ A. G. Daniels, "A Visit to the Huntsville School," *Advent Review and Sabbath Herald*, February 18, 1904, p. 7.
- ⁵¹ Ellen G. White, "The Search for a Site" (letter to Elder A. G. Daniels, Washington, D.C., June 13, 1904), *Series B (Complete with Variations)*, Payson, Arizona: Leaves of Autumn Books, Reprinted 1978, pp. 327-328.) (Also found in the Ellen G. White Estate as Letter 195, 1904.) This letter to Elder Daniels includes comment on the advantages of the Nashville, Tennessee, area as a location to build schools for white and for colored people. In October of this same year, 1904, the Nashville Agricultural and Normal Institute (later called Madison College) was started. For a brief discussion comparing the beginnings of the sister schools of Oakwood, Madison, and Graysville, see page 28 of *The Story of Southern College/1892-1992/A Century of Challenge* by Dennis Pettibone.
- ⁵² Ellen G. White, "The Huntsville School," *Advent Review and Sabbath Herald*, August 25, 1904, p. 7.
- ⁵³ Ellen G. White, "The Work in Graysville," *Advent Review and Sabbath Herald*, August 25, 1904, p. 7.
- ⁵⁴ Ellen G. White, "Our Duty Toward the Huntsville School," August 11, 1904, DF3 File Copy, Ellen G. White Estate, Washington, D.C.





Statue of Booker T. Washington lifting veil of ignorance from Negro. The figure is located on the campus of Tuskegee University in Tuskegee, Alabama.

What Shall They Teach?

(Philosophy of Education for Liberated Slaves)

When, in 1895, Ellen G. White, the prophetic leader and co-founder of the Seventh-day Adventist Church, proclaimed that “In reaching the colored people, it is best to seek to *educate* them before presenting the pointed truths of the third angel’s message,”¹ she was not merely paving the way for proselytizing blacks to the church but also laying down an important basic in the church’s philosophy of education. Learning to read, write, and figure is so indispensably a practical fundamental for living amid a civilized culture until it precedes certain religious indoctrination. Real practical living transcends religion that is “compensatory” other-worldly escape from life, a recurring description of early black religious belief.² True Christianity educates a person to live in this life as well as in the life hereafter as summarized by Ellen White when she wrote that true education “has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come.”³

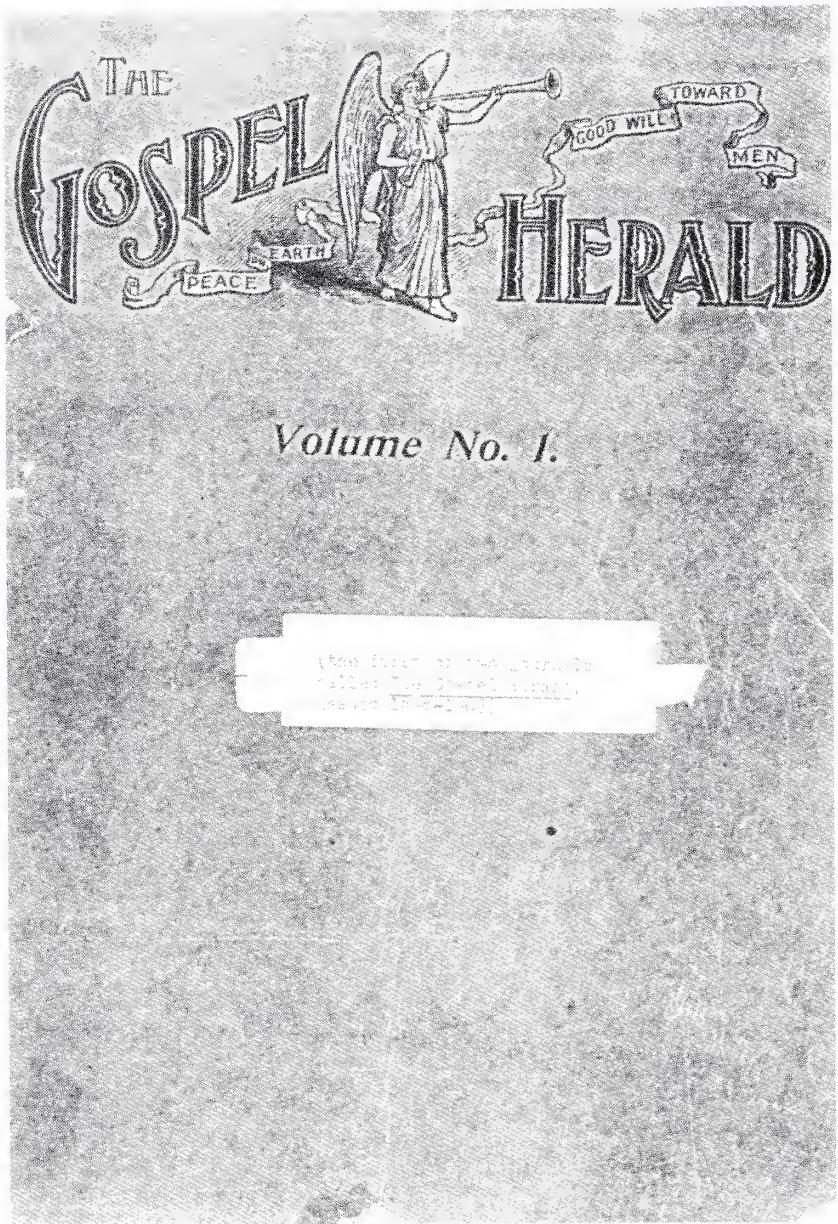
Specifics on what should compose the content of education for recently liberated blacks, those living on the perpetual edge of freedom, particularly in the South,

I.

“We shall prosper in proportion as we learn to dignify and glorify labor and put brains and skill into the common occupations of life.”

—Words by Booker T. Washington appearing on famous Tuskegee statue of his lifting veil of ignorance from Negro.





Cover of very first volume of The Gospel Herald (May, 1898) which began a three-part series on the educational philosophy of Booker T. Washington at Tuskegee Institute complete with photographs of the man and the school. See endnote No. 22 of this chapter for more details.

found expression not only from Mrs. White but also others. Most notable among other voices in 1895 was Booker T. Washington who that very same year delivered the famous speech catapulting him into national prominence, namely: the Atlanta Cotton States Exposition address.

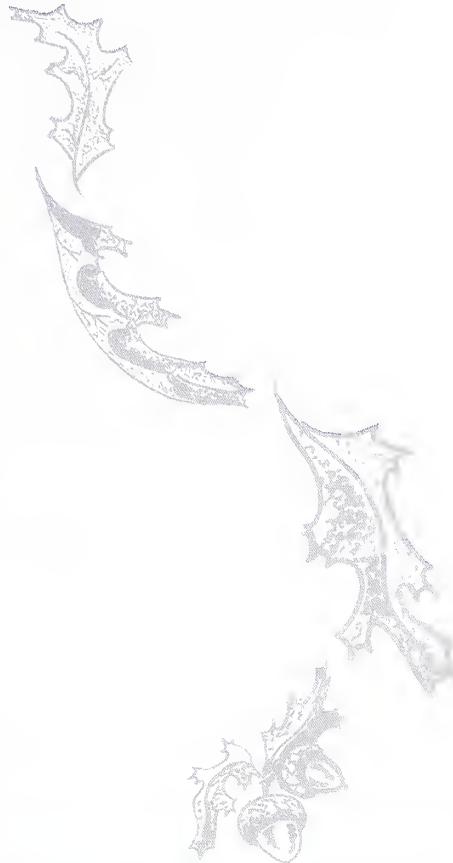
Having established in 1881 the school called Tuskegee Institute in central Alabama where a system of education for Negroes was receiving increased acclaim and popularity for its success, Washington was invited to give a five-minute speech in Atlanta, the results of which turned the spotlight of leadership on him and even brought a letter of congratulation from U.S. President Grover Cleveland. The mantle of the famous Negro orator, Frederick Douglass (who had died several months earlier), now fell on the broad shoulders of Booker T. Washington as the acknowledged spokesman and educational leader of the Negro race.⁴ From this moment on, although Tuskegee continued as the pivot and nucleus of his activities, Washington's presence was seen on his home campus less and less. Direct and continuous connection with the White House sparked by President Cleveland's letter and the pool of letters (mainly speaking invitations) that literally inundated his office shoved him into the strategically opportune position of attracting more attention and financial support to Tuskegee as well as inadvertently turning well-nigh an entire nation his way for personal advice on the betterment of interracial unity.⁵ Whatever Mr. Washington said about the education of blacks in the South

was treated as gospel and generally conceded as influential in all other such programs. His headquarters, Tuskegee Institute, became a showcase and exhibit-A for his philosophy and received laudation scores of decades into mid-twentieth century as America's "foremost exponent of industrial education for the Negro."⁶ His educational philosophy for blacks emphasized the type of training which he believed would serve mainly two purposes: preparation of students for useful and secure community citizenship and emphasis on a lifestyle and workstyle that would appear more conciliatory to whites. In concrete terms, this meant an industrial education curriculum that developed skills and vocations in such areas as farming, mechanics, trades, teaching, construction, domestics and the like and in almost any occupation that would render the Negro more self-sufficient, independent, and competitive in the business market.

Washington's chief opponent appeared in the person of a young Negro named

William E. B. DuBois—Fisk University, Harvard University (Doctor of Philosophy degree), and Berlin University trained. As products of two widely divergent educational programs, the men were destined to collide. Whereas Washington was West Virginia born and a graduate of Hampton Institute where he had drunk deeply of Principal Samuel C. Armstrong's diet of physical work, wage-earning capacity, honesty, intelligence, acquisition of property, and skills, the veritable ambience of industrial/vocational training, DuBois hailed from the rarefied milieu of liberal arts and classical studies. Albeit that DuBois acknowledged that "Easily the most striking thing in the history of the American Negro since 1896 is the ascendancy of Mr. Booker T. Washington" and labeled him "the most distinguished Southerner since Jefferson Davis, and the one with the largest personal following," DuBois nonetheless tagged the famous Atlanta speech by Washington as the "Atlanta Compromise."⁷ DuBois contended that the Atlanta address challenging Negroes to "drop down your buckets where you are" served a menu of expediency and sold out the Negro race which had been demanding civil and political equality. Three injurious trends insued, charged DuBois, from the activities of Washington: "the loss of political rights, the erection of caste barriers, and the deflection of funds from academic education for leaders to industrial education for the masses. He charged, too, that Washington and the 'Tuskegee Machine' kept a dictatorial control over Negro affairs that stifled other efforts for Negro betterment."⁸ DuBois spoke out publicly in disagreement with the Washington educational philosophy first in 1903, and the well-known "Washington-DuBois Debate" was on.

As a professor at Atlanta University, DuBois waged unremitting intellectual warfare in behalf of his conviction that the Washington approach to educating colored people was too predominantly economic in its outlook and, thereby, failed to educate the total person. One step he made in leading a vigorous protest against what he termed miseducation of Negroes was his founding the Niagara Movement in 1905, an organization out of which emerged in 1909 the National Association for the Advancement of Colored People (NAACP). DuBois also edited the journal of the NAACP entitled *Crisis*. Perhaps a summary of DuBois' position is expressed in an essay named "The Talented Tenth" where he says: "If we make money the object of man-training, we shall develop money-makers but not necessarily men; if we



William E. B. DuBois, chief black opponent to Washington's philosophy of industrial education. DuBois plotted a more intellectual program for Negroes.

make technical skill the object of education, we may possess artisans but not, in nature, men. Men we shall have only as we make manhood the object of the work of the schools—intelligence, broad sympathy, knowledge of the world that was and is, and of the relation of men to it—this is the curriculum of that Higher Education which must underlie true life.”⁹

For years the battle raged not merely between Washington and DuBois but among black educators generally over the respective merits of vocational training versus liberal arts education. Even whites joined on both sides of the fray. Washington contended the former would promote self-support, industrial independence, and security—conditions he saw as first and foremost in uplifting any race of recent slave heritage. He saw it a travesty of responsibility to teach young blacks law, theology, Greek and the like or to increase the desires of blacks without simultaneously increasing their ability to supply those desires. Yes, the black person’s road to power in a culture once his slave-master meant producing something needed by the white race and thereby gaining prosperity equivalent to or surpassing whites. Dividends would include respect and improved race relations and human rights.



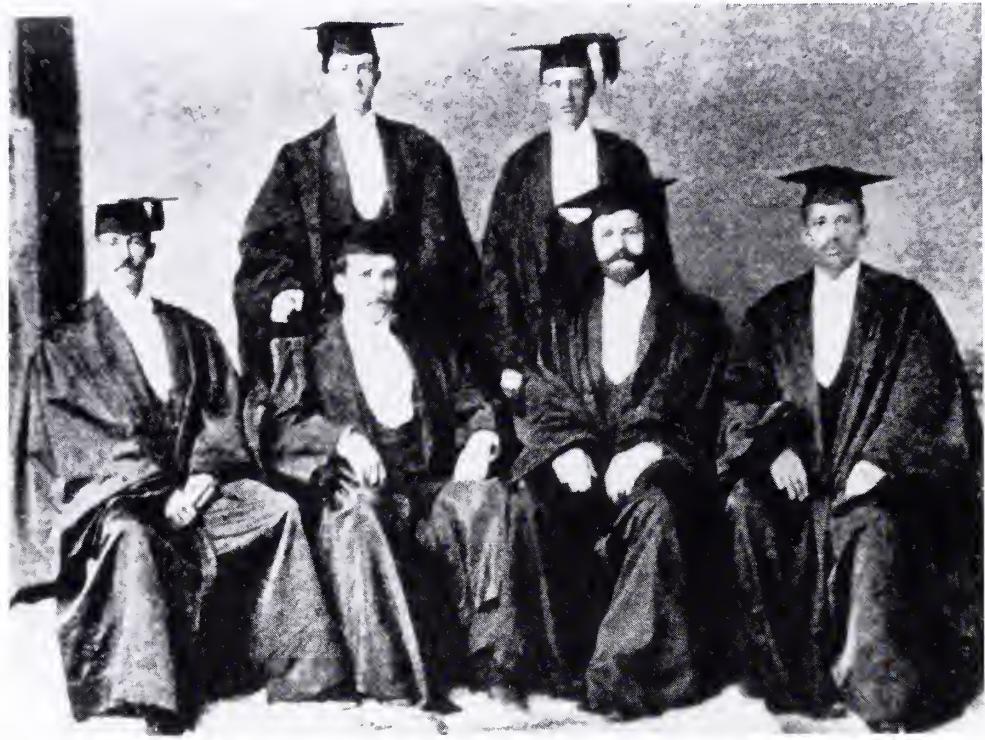
*DuBois, seated at left,
with 1888 Fisk University
graduating class.*

For the opposing forces, DuBois articulated the cause of higher education for what he termed "the talented tenth"—the best black minds. These were to be honed and sharpened to go beyond subsistence and become efficient in law, medicine, theology, literature, art, science, philosophy, government and whatever prepares and broadens a person to enter the arena of suffrage, power, and decision-making—the stuff of which destiny is made. The mere fact that the manual trades notion was so readily "liked" and supported by whites was sufficient cause for suspicion in DuBois, for he maintained that not only did whites generally consider vocational training and common labor "enough" for what they thought a mentally inferior race but that they also feared most an educated black.

Vocational or liberal arts education—that was the question. Vocational for the black masses, liberal arts for the black few—that was the pragmatic reality. One black educator of Howard University, Kelly Miller, sought a blend of the two concepts and appealed to the power of "binocular vision" rather than what he termed had become "one-eyed enthusiasts over a narrow feature." The two approaches to education were more supplemental to each other than opposites and served indispensable purposes in their own way.

The fact is in the mid 1890's Seventh-day Adventists were also looking at the black masses and, naturally like others, were influenced and encouraged by the foremost educational program known at that time, namely, the Booker T. Washington project at Tuskegee. The idea whose time had come swelled into vision for the Seventh-day Adventist Church whose spiritual and prophetic leader, Ellen G. White, began wielding her pen on the subject in the official organ of the denomination, *The Adventist Review and Sabbath Herald*. Following single intermittent articles that treated human relations in general (viz., "Duty of Man to His Fellow-Men," November 12, 1895), she began a weekly series in that same journal which spoke more specifically to the needs of the "colored race" per se in the South. Her most immediate purpose no doubt targeted toward the missionary endeavors among Mississippi blacks which her son, Edson White, from his famed *Morning Star* boat had begun in the Vicksburg area ten months before on January 10, 1895. Her burden expressed itself in clarion tones through her articles, sounded the siren alerting church members of their Christian responsibility, and attempted to allay prejudice against Edson White's program. Another significant part of that grand mosaic of southern work in general was to be shortly thereafter a decision to found in Alabama a boarding school.

Her initial article of November 26, 1895, entitled "An Appeal for the Southern



DuBois, at far right, with the six class day speakers of the 1890 Harvard graduation.



Several attendants of the first members of the Niagara Movement, 1905. DuBois seated center and looking to viewer's left.

Field" establishes an altruistic principle in support of the formal training of black brainpower. She asks: "Why, O Why, has not more been done to diffuse light into the darkened minds of the colored race? Christ died for the colored people as verily as he died for the white people. Through faith in Christ the colored people may attain unto eternal life as verily as may the white people. Those whom the Lord sees neglected by us have been entrusted with reasoning power, and yet they have been treated as though they had no souls. They have been wounded by a so-called Christian nation. They have been left by the wayside and decided efforts will have to be made to counteract the wrong that has been done them. But though they have been despised and neglected of men, God has given special help and enlightenment to many who were in slavery. He has illuminated their darkness when they were in the most unfavorable circumstances, and they have revealed to the world the elements of the greatness in Christian character. Many of the black race have been rich in faith and trust in God."¹⁰

Her second essay of December 3, 1895, was more direct in recruiting pioneer workers for black education: "Are there not men, women, and youth who will go forth to establish schools and thus become teachers to instruct the colored people so that they may be enabled to read the word of God?"¹¹

The following week, December 10, 1895, found her accenting the want of physical resources and admonishing that "Instead of closing our eyes and senses to the wants of those who have nothing, instead of adding more and more facilities to those that are already abundant, let us seek to see what we can do to relieve the distress of the poor, bruised souls of the colored people. . . . We need men who will become leaders in home and foreign missionary enterprises."¹²

After pointing out in her fourth serial on December 17, 1895, that many slaves possessed good minds but had been treated as beasts simply because their skin was black, Ellen White acknowledges that the kind of educational enterprise for which she is campaigning was already being done by "various denominations and God honored their work," a work "to establish schools" when freedom came with President Abraham Lincoln's Emancipation Proclamation.¹³

She then for the first time became more specific in designating a curriculum: "The neglect of the colored race by the American nation is charged against them. Those who claim to be Christians have a work to do in teaching them to read, and to follow various trades and engage in different business enterprises. Many among this race have noble traits of character and keen perception of mind. If they had an opportunity to develop, they would stand upon an equality with the whites."¹⁴

And there was more to come. Her pen, like a shaft of sunlight, continued its illuminating mission via five of her next six articles in the *Review and Herald*.¹⁵ The last of these five published on February 4, 1896, ("Volunteers Wanted for the Southern Field"), made a total of nine in the series, the first installment of which had come on November 26, 1895 ("An Appeal for the Southern Field").

Henceforth, the pattern was set. The idea whose time had come swelled into vision and foresight by the Adventist prophetess; thus other church leaders began publicly expressing a similar burden for educating blacks in the South. A contributor to the *Review* (November 12, 1895) whose nom de plume is given only as "T" wrote quite a liberal, logical and impassioned but brief appeal under the title, "The Negro Question." The writer declared: "The great



DuBois, seated, at what is believed the 1906 Niagara Meeting at Harper's Ferry. Others left to right: J. R. Clifford, L. M. Hershaw, and F. H. M. Murray.



Students representing DuBois' "talented tenth" and the intellectual journey.



Class in mechanics at Tuskegee Industrial Institute (Gospel Herald, July, 1898).

II.

"He lifted the veil of ignorance from his people and pointed the way to progress through education and industry."

—Words by Booker T. Washington appearing on famous Tuskegee statue of his lifting veil of ignorance from Negro.

question with the South since the abolition of slavery is and has been what to do with the Negro. At that time no less than four million were released from bond-service. . . . We do not believe for a moment that color has anything to do with this problem. The Negro race stands just where the German, the Irish, the American, or the English race would have stood had they been through a similar experience. Human nature is the same the world over. Differences between races are but skin deep, and consist only of the differences that circumstances and education create. The question with the Christian and philanthropist is, then, What can be done for the Negro, rather than, What can be done *with* him?

"To this there can be but one answer: That gospel which is the power of God unto salvation to the Jew first, and also to the Greek, must be brought and taught to this poor people. A few degrees of Christian enlightenment is all that separates between us. Bring to them that enlightenment, and the problem is solved. T."

Notably, one other leader, Elder George I. Butler, who twice had been General Conference president (1871-1874 and 1880-1888), published his own statement in the *Review* on January 7, 1896, "Our Duty to the Colored Race in America." The persuasive argument of Butler notwithstanding, his essay assumes a very special significance when you consider that it was published right about the midpoint of Ellen White's series of nine and on the only date (January 7, 1896) that no article by her appeared over the ten-week period. One could justifiably suppose that the Butler article was considered by the *Review* as ostensibly a part of the overall series to which Ellen White contributed nine installments and he one, making a total of ten beginning on November 26, 1895, and concluding on February 4, 1896.



Class in sewing at Tuskegee Industrial Institute (Gospel Herald, August, 1898).



Class in farming at Tuskegee Industrial Institute (Gospel Herald, August, 1898).



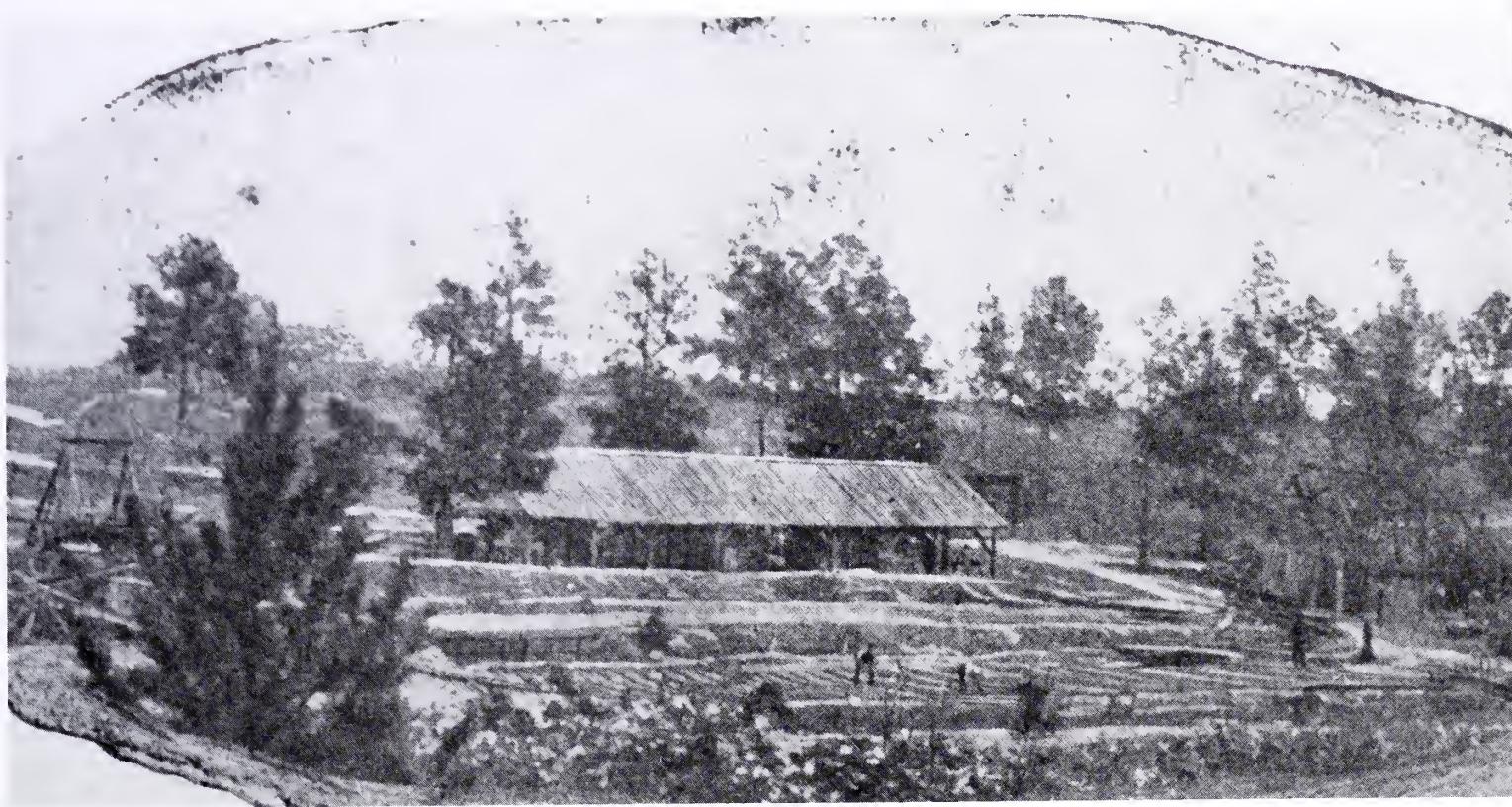
*Booker T. Washington,
youthful president of Tuskegee
Industrial Institute
(Gospel Herald, May, 1898).*

If any one thing stands out as unique regarding this first and a later publication by Butler on educating blacks, it is his naming Tuskegee Institute (Alabama) and Hampton Institute (Virginia) as models for the genre of educational programs he would urge Seventh-day Adventists to emulate. He wrote: "When I consider the immense benefit to the cause of humanity and the colored race accomplished by the school . . . founded by Mr. Booker T. Washington, . . . at Tuskegee, Ala., in the heart of the 'Black Belt,' I long to see our people engaging in similar enterprises; not only for the actual good it will do for the present life, but above all to save many for Christ. So great have been the benefits of these institutions, that they have disarmed the hostility of all sensible men of the white race in the South. . . . These schools have done an immense work in instructing and elevating the race. They are practical schools, giving opportunity for poor colored youth of both sexes to pay their way, and be taught in the useful arts to enable them to make a living, as well as to qualify them as teachers and ministers."¹⁶

The tone of Butler's language suggests that such a program in Adventist circles had not been officially started as yet, for he climaxes his article by urging that "it is indeed high time that the work be initiated. Hints have come to me that the General Conference Committee is considering that matter more or less, and I greatly desire to see it consummated."¹⁷ Butler, who was in retirement and no longer active in administrative circles at the time, continued his crusade in another article published later the next month and expressed delight that both Ellen White and the General Conference were not only giving serious thought toward inaugurating such a project but that the move to acquire land for the same had begun. His acknowledgment said: "I, for one, greatly rejoice at the good articles which of late have appeared from the pen of Mrs. White on this subject, and that our General



Birds-eye view of Tuskegee Industrial Institute grounds, Tuskegee, Alabama (Gospel Herald, May, 1898).



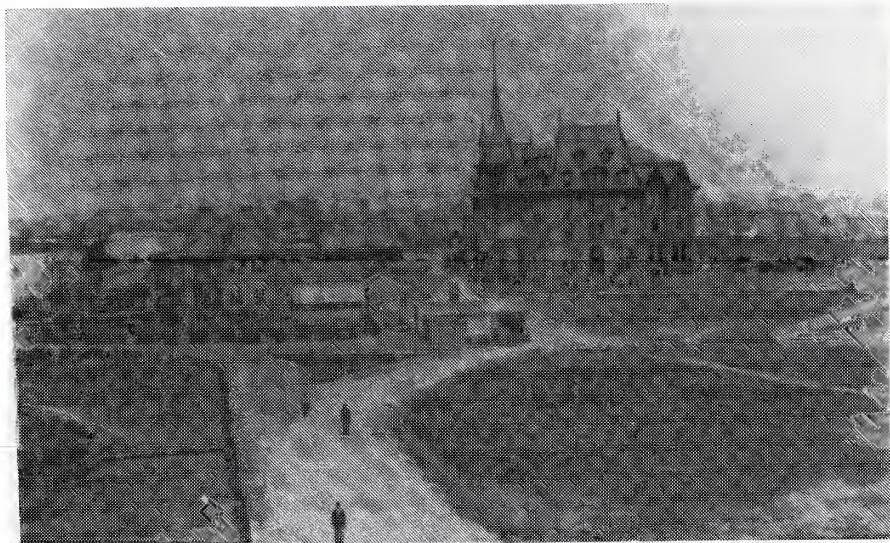
Brick yard at Tuskegee Industrial Institute (Gospel Herald, July, 1898).



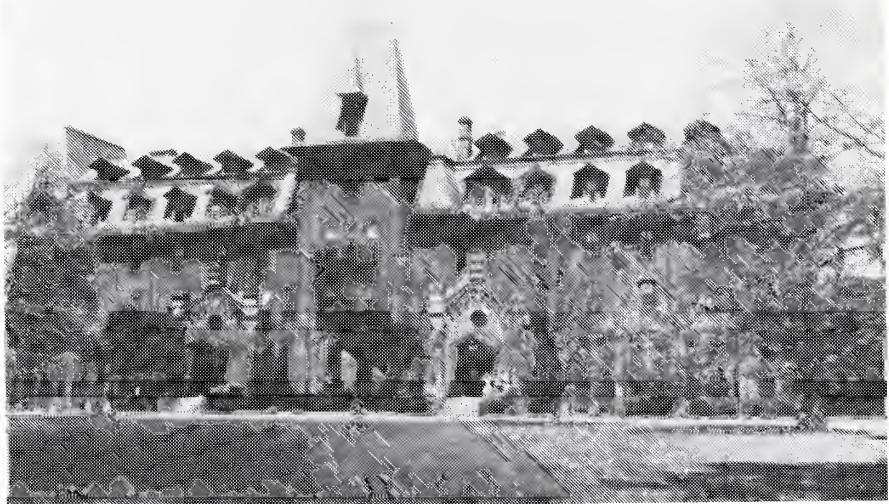
Earliest structures of Tuskegee, circa 1880's.



*Samuel Chapman Armstrong,
founder and first president of
Hampton Normal and Agricultural Institute
in 1868.*



Hampton Institute Mansions on left, Virginia Hall on right, circa 1878.



Closer view of Hampton girl's dorm, Virginia Hall, built in 1878.

Conference Committee has already made the move of purchasing a parcel of land to enter upon this work. . . . The schools of . . . Hampton . . . and that of Mr. Washington, at Tuskegee, Ala., for the black men, in literature and the practical duties of life, have been among the most important agencies for the elevation of these unfortunate races that have been seen in our time. . . . We can obtain very excellent hints toward success by learning the thoughts and methods of those who have already succeeded in doing great good to those unfortunate races.¹⁸

The truth of the matter is that months earlier during October of 1895 the General Conference Association of Seventh-day Adventists had already unanimously decided at its Battle Creek, Michigan, session that an industrial school for the education and training of Negro youth be established in the South.¹⁹ It was probably

at that time that the three-man educational committee was given an \$8,000 budget and dispatched to the South for the purpose of selecting a suitable site.

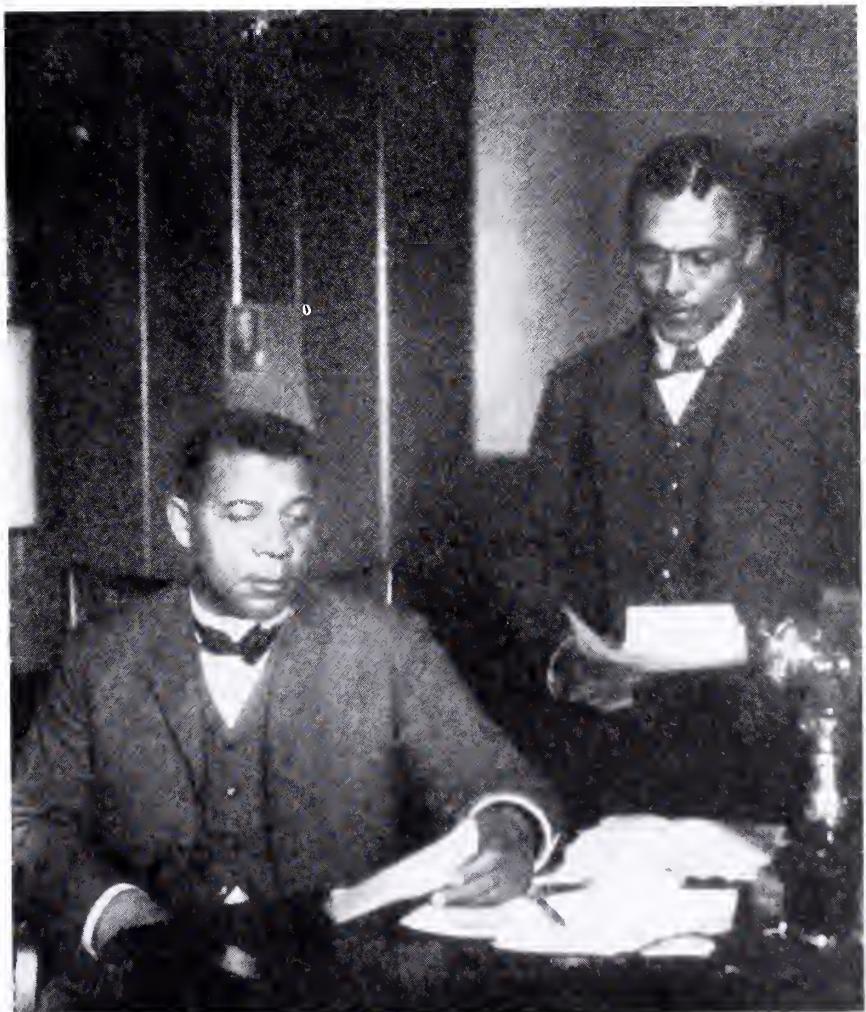
Two articles in the *Review* designated both Tuskegee Institute (headed by Washington) and Hampton Institute (headed by Samuel C. Armstrong) as model programs from which the church could derive valuable ideas.²⁰ A visit to Tuskegee campus by George A. Irwin and others did much to confirm that vocational education would be the emphasis of training for Negroes at Oakwood.²¹

The total impact and influence of the Booker T. Washington educational philosophy on the Adventist system has never been told and merits a fuller study than here accorded. In addition to the church's published references to Mr. Washington, as mentioned above, the church also published an entire speech of this renown educator in a February 1896 issue of *The Review*.²² Twenty-seven years after its founding, Oakwood itself published in its school paper a speech by F. L. Peterson, one of the school's few black teachers, delivered to the Second Annual Meeting of the National Colored Teachers' Association that convened on the Oakwood Junior College campus. Peterson's speech mentioned Washington more than once and quoted him as a source of inspiration and guidance: "It was our own Booker T. Washington who said, 'While at Hampton [Virginia] I resolved, if God permitted me to finish the course of study, I would enter the far South,—the Black Belt of the Gulf States,—and give my life in providing as best I could the same chance or self-help for the youth of my race. . . .' Since that time," continued the Peterson address, "the widely-known Tuskegee Institute has made such progress that today, the site of the institution is a city itself. Our own Oakwood has been established in this place in order that our boys and girls might have a chance to work out a part of their expenses. I am glad that there are a few teachers here to-night who have had this privilege of self-help here at Oakwood. For this opportunity we give thanks to God...."²³

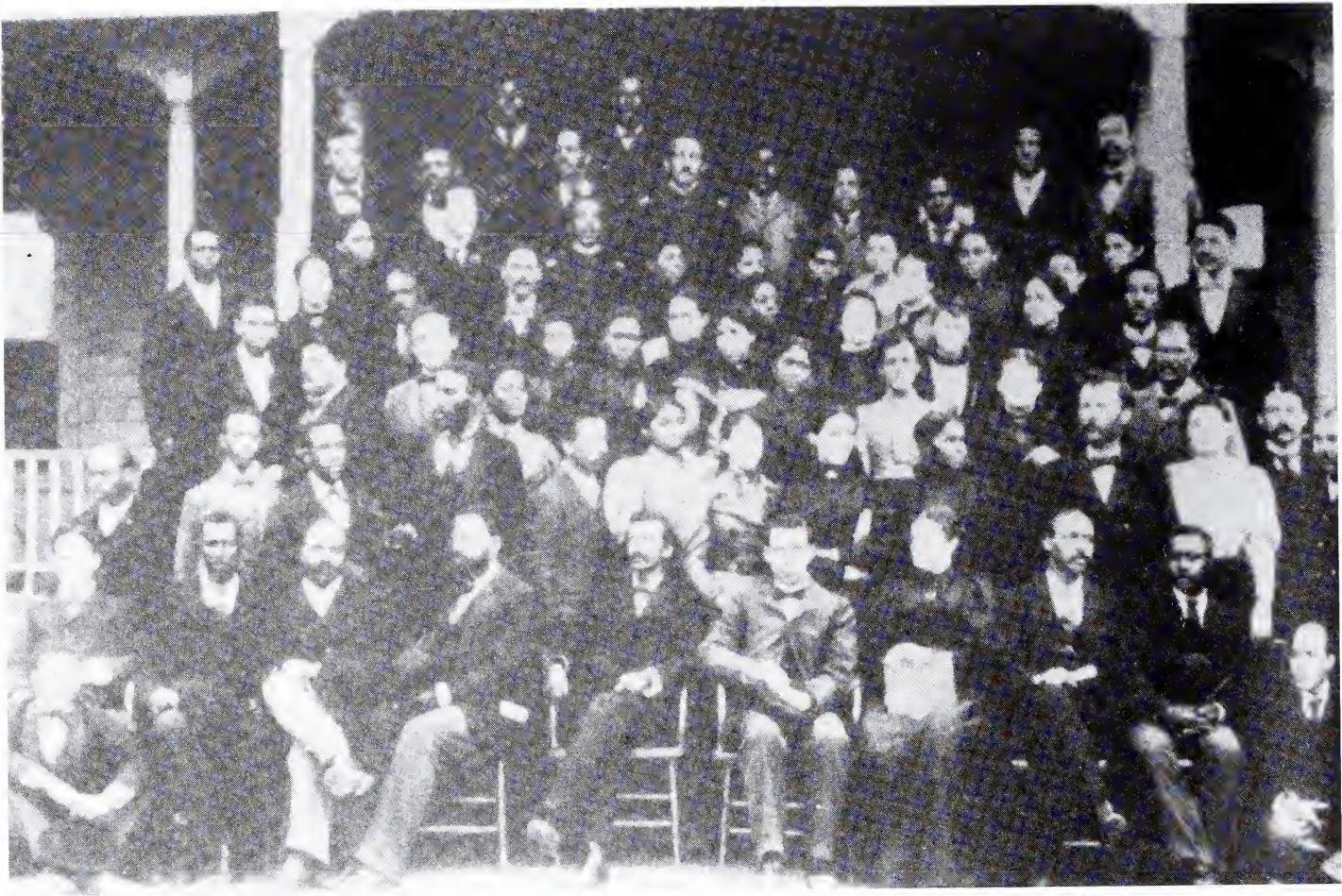
Of course, the single most influential source of



Hampton student reading to ex-slaves during the 1880's.



Booker T. Washington in his office at Tuskegee with Emmet J. Scott, circa 1902.



Washington (center and to viewer's left of lady) poses with his Tuskegee faculty in 1897.



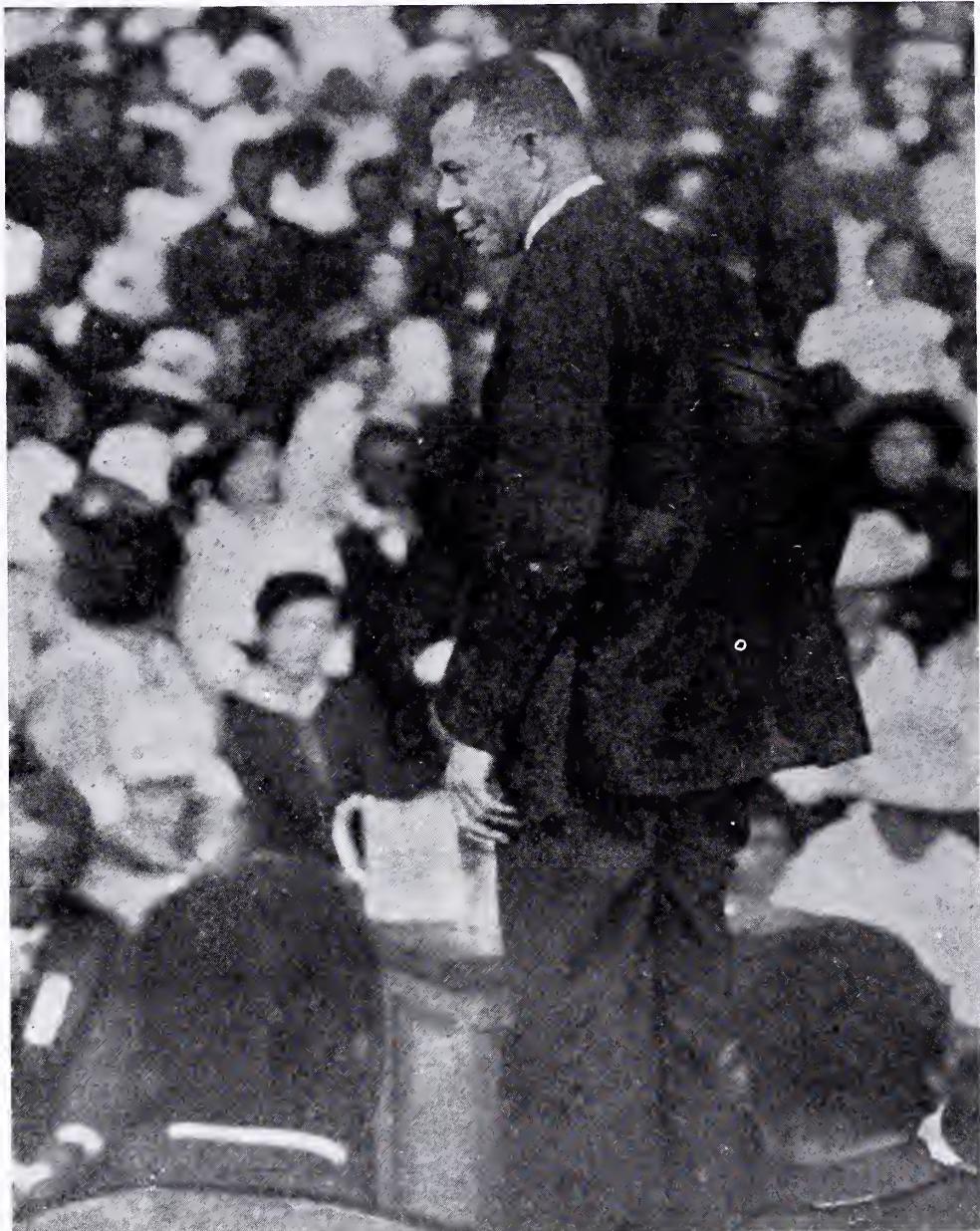
Oakwood's educational philosophy was the inspired counsels of Ellen G. White, prophetess to the Seventh-day Adventist Church. Objectives of the Oakwood Industrial School hewed primarily close to her admonition and approval as affirmed in a doctoral dissertation by Clarence Barnes.²⁴

The November 16, 1896, opening date of the school came with only two formal curricula, namely: grammar school training and a course in religion. Formal *industrial* education per se was not quite ready yet and arrived a little later. Nevertheless, school could start because the philosophy of education undergirding Oakwood was clear, namely, a strategic balance of both industrial and liberal arts.

That industrial instruction was advised for whites as well as blacks Ellen White made clear in a 1902 statement: "We must provide better facilities for the education and training of youth, both white and colored. We are to establish schools away from the cities, where the youth can learn to cultivate the soil, and thus help to make themselves and the school self-supporting. Let means be gathered for the establishment of such schools. In connection with the schools work is to be done in mechanical and agricultural lines. All the different lines of work that the situation of the place will warrant are to be brought in. Carpentry, blacksmithing, agriculture, the best way to make the most of what the earth produces,—all these things are part of the education to be given to the youth."²⁵ Prime examples of schools other than Oakwood established in the south by SDA's and founded on the philosophy of the manual labor concept were the Madison School (just outside Nashville, Tennessee, 1904) and the Graysville School, 1892, later to become Southern Missionary and/or Southern College (Collegedale, Tennessee).

Furthermore, Ellen White affirmed by 1903 that liberal arts should not eclipse but be supportive of the vocational: "Manual training is deserving of far more attention than it has received. Schools should be established that, in addition to the highest mental and moral culture, shall provide the best possible facilities for physical development and industrial training."²⁶ By 1909, she would further express an equalizing balance of mental and physical training: "We are to educate the youth to exercise equally the mental and the physical powers. The healthful exercise of the whole being will give an education that is broad and comprehensive. . . . The time of study must be divided between the gaining of book-knowledge and the securing of a knowledge of practical work. . . . Instruct the students not to regard as most essential the theoretical part of their education. Let it be more and more deeply impressed upon every student that we should have an intelligent understanding of how to treat the physical system."²⁷

The teaching of any subject, including industrial trades, inevitably generates a body of theory to be taught and learned. Vocational instruction and learning, however, must take care to remain practical vis-a-vis hypotheses and theorems. In this respect, Mrs. White's counsel on agriculture might apply to all industrial pursuits when she says: "In the study of agriculture, let pupils be given not only theory but practice. While they learn what science can teach in regard to nature and preparation of the soil, the value of different crops, and the best methods of production, let them put their knowledge to use. Let teachers share the work with the students and show what results can be achieved through skillful, intelligent effort. . . . Thousands of helpless and starving beings, whose numbers are daily swelling the ranks of the criminal classes, might achieve self-support in a happy, healthy, independent life if they could be directed in skillful, diligent labor in the tilling of the soil."²⁸



Last photograph of Dr. Washington, Shreveport, Louisiana, October, 1915.



Interior of Morning Star Boat Chapel where Edson White (sailing down the Mississippi among blacks) gave Bible studies and messages, taught academics in a Christian setting, and referred to the educational philosophy as implemented at Tuskegee by Dr. Washington.



Even professional persons can profit from manual involvement although they are already working in other areas for which they prepared through studying branches of knowledge. To such individuals she offered: "The benefit of manual training is needed also by professional men. A man may have a brilliant mind; he may be quick to catch ideas; his knowledge and skill may secure for him admission to his chosen calling; yet he may still be far from possessing a fitness for its duties. An education derived chiefly from books leads to superficial thinking. Practical work encourages close observation and independent thought. Rightly performed, it tends to develop that practical wisdom which we call common sense. It develops ability to plan and execute, strengthens courage and perseverance, and calls for the exercise of tact and skill."²⁹

Finally, "Every institution of learning [black or white] should make provision for the study and practice of agriculture and the mechanic arts. Competent teachers should be employed to instruct the youth in the various industrial pursuits, as well as in the several branches of study. While a part of each day is devoted to mental improvement, let a stated portion be given to physical labor, and suitable time to devotional exercises and the study of the Scriptures."³⁰ (Brackets supplied.)

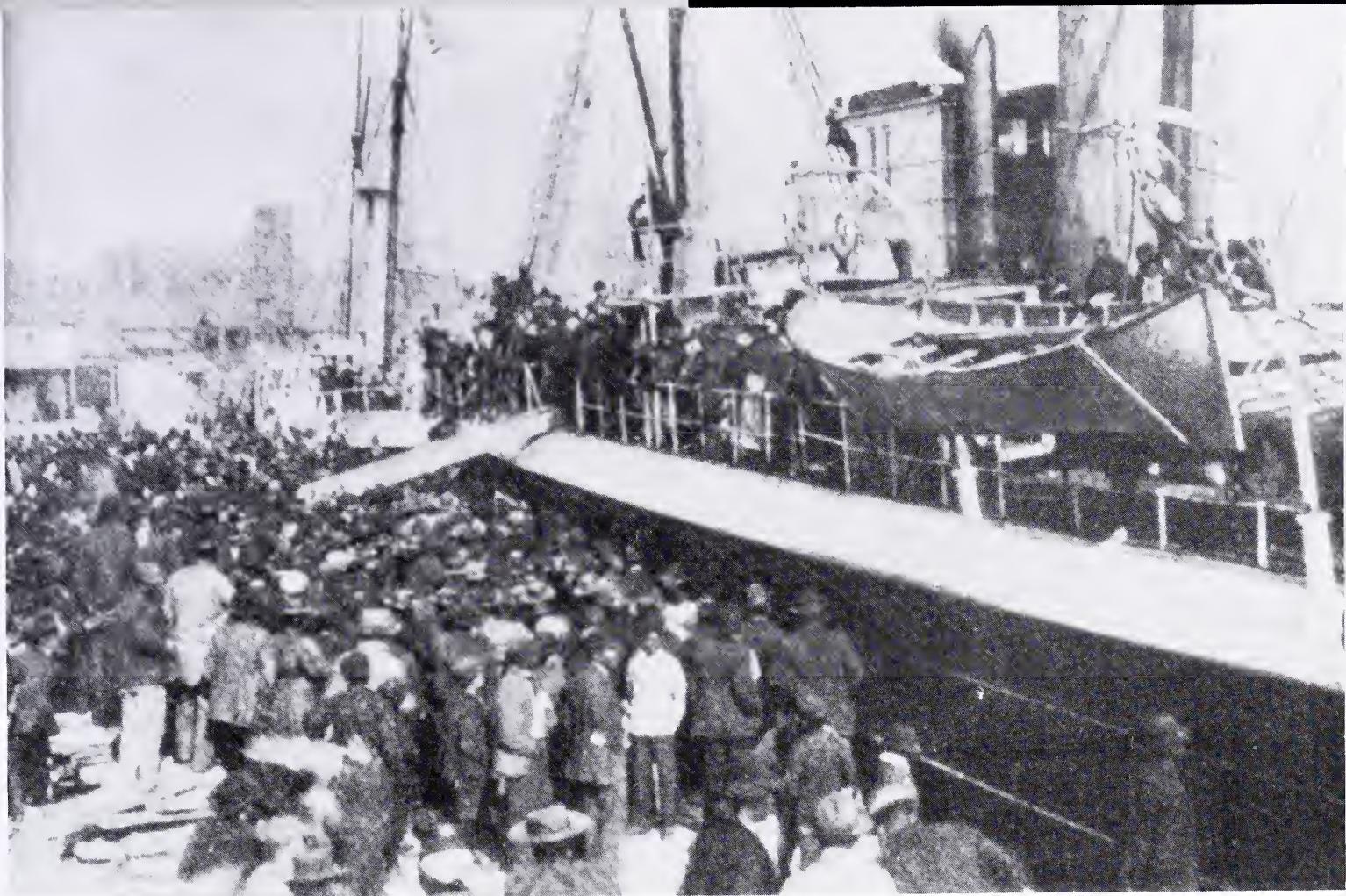
Summarily, the overall educational "blueprint" embraced Bible, liberal arts, industrial (manual or vocational) training, work-study program mainly on campus, and an eleemosynary outlook toward humanitarian as well as religious work and service.

The following important philosophical dualism, like a golden thread, woven throughout the warp and woof of the early and later educational programs for blacks and also for whites in the Adventist system, is probably the best known and most widely quoted among the Ellen White guidelines: "True education means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It

III.

"There is no defense or security for any of us except in the highest intelligence and development of all."

—Words by Booker T. Washington appearing on famous Tuskegee statue of his lifting veil of ignorance from Negro.

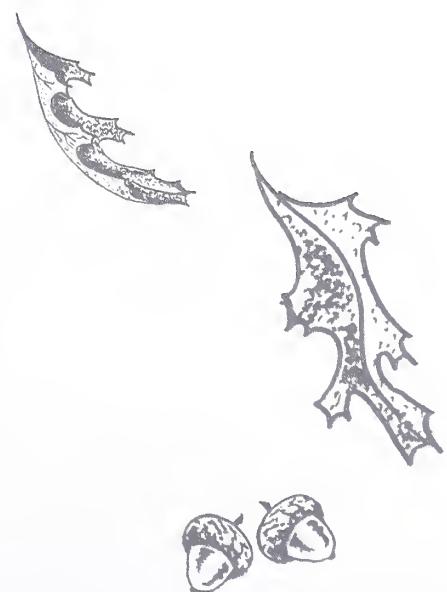


prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come.”³¹ Out of such a philosophy of education, fledgling at first but more explicitly evident at the turn of the century, was the Huntsville School, Oakwood born. It is primarily a Christian education that fosters a worldview and ideology which view the present world as time for wholistic living and humanitarian service while simultaneously considering this world only temporary in the divine scheme of things. The ultimate objective of the Christian educational ethos leads both teacher and student to engage themselves in a relatedness with Jesus Christ. Comprehended in the objective is an appreciation of practical and present realities while anticipating a continuation of life and learning throughout eternity with God. An integration of faith and learning: this is what Oakwood has envisioned to teach.

Educational Ventures for Freed Blacks by Various Religious Organizations³²

The Civil War period through 1900 proved the most fertile in history for black higher education. Cultivated by churches and benevolent societies, “Colleges and secondary schools . . . sprang up all over the land like mushrooms after a summer rain” in the words of a later theologian H. Richard Niebuhr.³³ Indeed, the movement

Some 325 black emigrants mainly from the south escaping racial segregation, discrimination, and persecution by boarding ship in Savannah, Georgia, bound for Liberia, West Africa, on March 1, 1896. Many lost confidence in the American system to provide a decent life for blacks even vis-a-vis the proliferation of black schools, colleges, and universities.



got a headstart when in 1854 white abolitionists and missionary-minded persons of the Presbyterian denomination established Ashmun Institute near an Underground Railroad terminal in Pennsylvania, the school becoming Lincoln University in 1863. Two years later, 1865, the Cincinnati Conference of the white Methodist Church responded to desperate cries of free black Ohioans by founding Wilberforce College which, in 1863, was purchased by the African Methodist Episcopal Church and thus became the first college controlled by Negroes in the United States.

At the time of the Civil War, of course, almost the entire population of blacks resided in southern or border regions where laws and social custom prohibited teaching blacks to read or write. The two black colleges in the North plus some white northern colleges where Negroes could attend in small numbers proved a shaft of light piercing the Negroes' stygian gloom, a light destined to shine more and more toward educational day.

While various church denominations embarked on missionary journeys to the South with the goal of uplifting freed slaves through religion, education, and physical assistance programs, the leading organizations in these endeavors were probably the American Missionary Association (AMA by the Congregationalists) and the Bureau of Refugees, Freedmen, and Abandoned Lands. The former established its first southern institution in 1857 while the latter was created by Congress on March 3, 1865, as part of the War Department. Known more as simply the Freedmen's Bureau, this agency originally was to operate only one year following the war as a quasi-welfare activity whose agenda was to issue food, clothing, and fuel to destitute and suffering Negroes as well as accord to every black male within the Confederacy the proverbial "forty acres and a mule." One of the Bureau's first



First building of Fisk University, circa 1860's, one of the first colleges in the south for blacks.

motions was also to sire black elementary schools and academies in cooperation with various church boards and lay an infrastructure for black colleges and universities.

Of a surety, the cleansing rains were falling and American soil, fertilized by blood, sweat, and tears both of black slaves and their benefactors, yielded an encouraging harvest by the turn of the century. A sample list of schools from the nineteenth century sponsored principally by religious groups or benevolent societies includes: Lincoln University (1854 as Ashmun Institute; 1861, Presbyterians), Wilberforce (1856, Methodists), Berea College (1857, AMA), Shaw College (1865, American Baptists), Atlanta University (1866, AMA), Fisk University (1866, AMA), Hampton Institute (1867, AMA), Johnson C. Smith (1867, Presbyterians), Morehouse (1867, Baptists), St. Augustine (1867, Episcopals), Talladega College (1867, AMA), Dillard (1868), Howard University (1868, Freedmen's Bureau), Clark College (1869, Methodist Episcopal), Straight University (1869, AMA), Tougaloo College (1869, AMA), Allen University (1870, African Methodist Episcopals), Benedict College (1870, black Baptists), Wiley College (1873, Methodists), Stillman College (1876, Presbyterians), Tillotson College (1878, AMA), Livingstone College/North Carolina (1879, African Methodist Episcopal, Zion), Bishop College (1881, Baptists), Spelman College (1881, Baptists), Tuskegee (1881, Alabama Legislature), Edward Smith College (1882, AMA), and Daniel Payne College (1889, African Methodist Episcopals).

By 1900, there had been founded approximately thirty-five (35) public and private black colleges, twenty of which were operated by white church boards and the remainder by southern state legislatures and black church denominations. The thirty plus black colleges in the South could boast an enrollment of about seven hundred and fifty (750) students by the turn of the century with a graduated alumni close to fifteen hundred (1,500) since the Emancipation Proclamation.

It must be observed, however, that problems both immediate and remote faced the missionary and benevolent societies in their black higher education experiment. Immediate were pressures from and attacks by the southern whites, acts of violence and pillage sometimes by federal troops against freedmen and supplies of the missionaries, ambivalence if not confusion on how best to prepare former slaves for new roles as full-fledged citizens vis-a-vis their characterological shortcomings caused by slavery, doctrinal differences among the numerous "faiths" clustered within

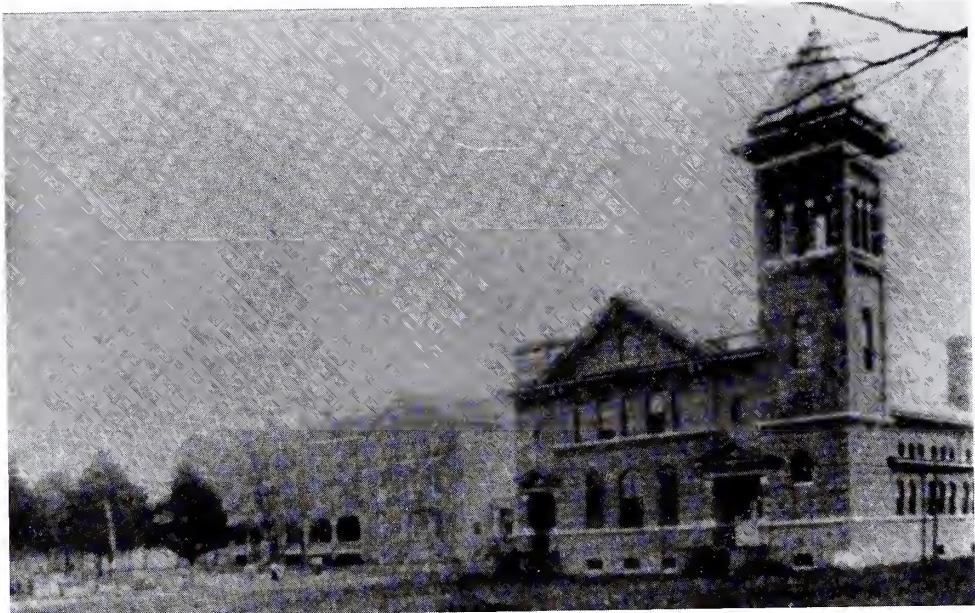


Early buildings of Atlanta University, circa 1890's, a school in the south for blacks.



Berkshire Cottage at Tougaloo College in Mississippi, circa 1899, another school in south for blacks.





*Foster Hall and DeForest Chapel of
Talladega College in Alabama, 1909.*

the American Missionary Association projects, the style of worship generally preferred by former slaves so unlike that of the Missionary churches, and institutional tensions surrounding the model for classroom instruction, curriculum development, and school governance. These were problematic enough during latter decades of the 1800's, but more serious difficulties lay ahead. Whatever educational, social, political, and economic progress was made in behalf of Negroes since Lincoln's Proclamation of 1863, all

would be draped in despairing dress and begin half-stepping and even retrogression as a result of President Hayes' withdrawal of federal troops from the South (1877) followed by widespread repressiveness of southern society, laws passed for the disenfranchisement of blacks, limitation of the growth, expansion, and variety of black education (restricting curricula more or less to vocational education), and perhaps most disappointing of all was the insuing compromise of the *Plessy v. Ferguson* decision by the Supreme Court. This decision of 1896 supported by law the so-called "separate but equal" educational system within the U.S. and served as a firm wedge dividing blacks and whites into separate but mostly unequal school facilities in the South until the 1954 *Brown v. Board of Education* decision by the Supreme Court declared racial segregation in public schools a deprivation to black students of equal protection under the law as provided by the Fourteenth Amendment of the Constitution. The *Brown v. Board of Education* verdict would reverse the *Plessy v. Ferguson* decision and state that "in the field of public education the doctrine of separate but equal has no place." The relief of 1954 was followed by several Civil Rights Acts, the first of which Congress passed in 1964 to desegregate public schools. But such reprieve would come not until after some sixty years (since 1896) of constant struggle by black education and would not prove panacean but rather a challenge to the appropriateness if not the viability of Negro colleges in the light of integration.

Finally, any consideration of the founding of black colleges must at least touch on the debates of Capon Springs (Virginia) Conferences for Education in the South where two years after the *Plessy v. Ferguson* compromise, on June 29, 1898, northern and southern influential citizens convened in the initial of a series of sessions to plan the development of a separate educational system for blacks and whites in the South. In short, the nation of social equality envisioned by the missionaries gave way to a general consensus based on the realities of systemic racial barriers and the nation's need to increase its agricultural productivity as urged by the Morrill Acts of 1862 and 1890 plus the posture of foundations like the General Education Board, Peabody Fund, Slater Foundation, and Phelps-Stokes. These forces all converged to affirm the model of industrial education for blacks, not excluding whites,

and inadvertently cementing the foundation for a system of oppression that determined through law a kind of social order having whites on the top and blacks on the bottom. The true definition of industrial education, however, continued a point of debate from the turn of the century to mid-twentieth century when the "hands on" concept would broaden the meaning of vocational training and render it more compatible in liberal arts colleges.

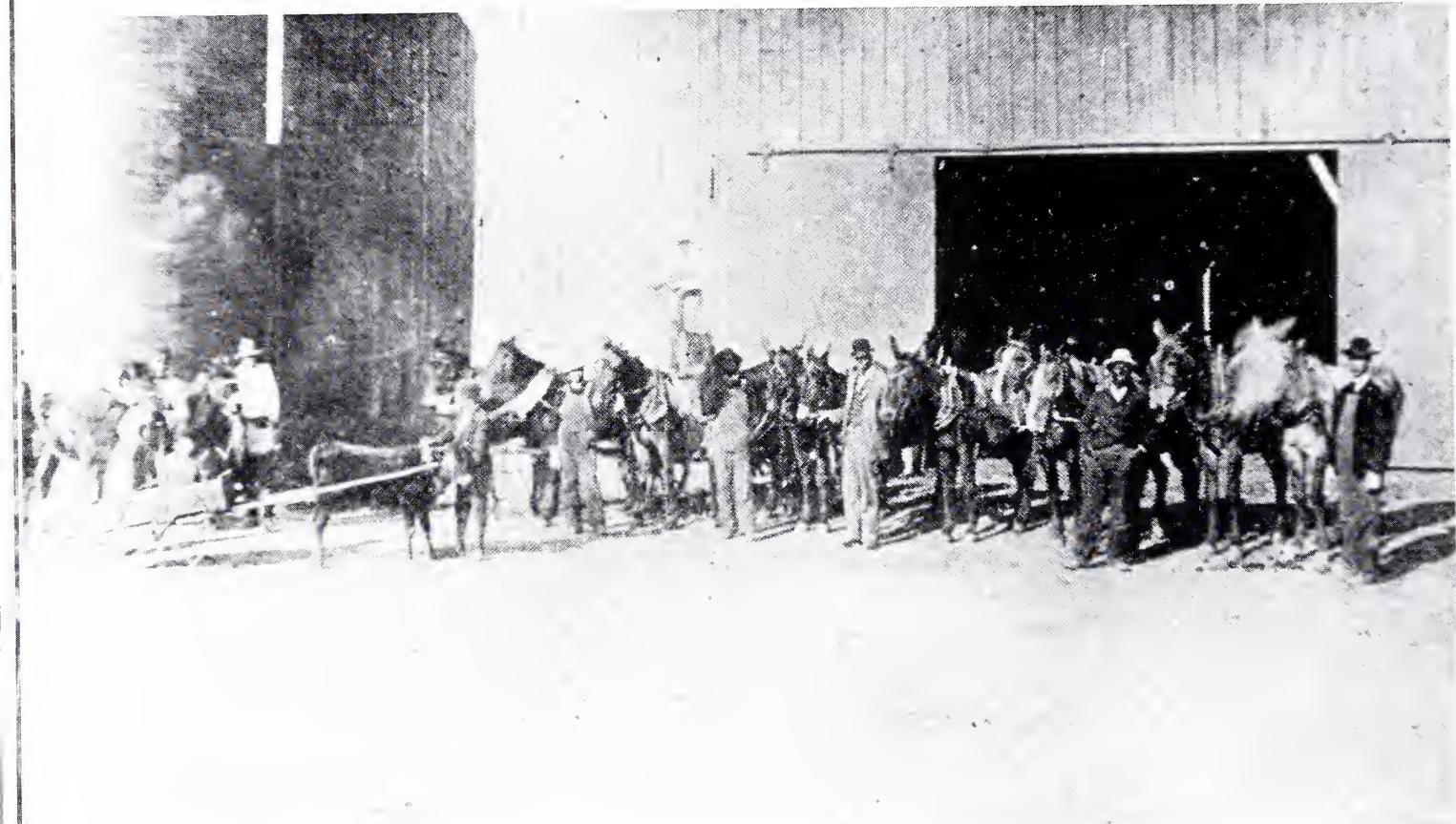
But prior to and during the early period of the Capon Springs' session when industrial training prepared folks for "work" and liberal arts prepared people for teaching, professions, and "leadership," warning was given against some Negro institutions which were reported as indiscriminately conferring degrees to compete for producing the greatest number of "Negro leaders." One A. B. Hunter, white president of black St. Augustine College in Raleigh, North Carolina, complained of the superfluous honors in a speech before the first Capon Springs conference when he said, "We have Bachelors of Arts and Bachelors of Science and Doctors of Philosophy, not to mention Doctors of Divinity galore." In reporting an instance



Barn of the Oakwood farm, circa 1899.



Herd of cattle at Oakwood dairy, circa 1904.



On the Oakwood farm, circa 1904.



in which a black "university" was chartered by a state legislature, appointed an all-Negro board of trustees, and promptly conferred the Doctor of Divinity upon its President and the Doctor of Philosophy upon his brother, Hunter bemoaned, "All over our American land we are circulating counterfeit and debased coins. Is it not time we should agree upon some common course of study?" The challenge on that score was clear.

A philosophical development on the part of northern educators at the conferences was also clear. Convinced of their need to sell black education to southern whites if the project was to succeed, they decided to sacrifice the principle of racial equality and stress, instead, the value of Negro education to the wellbeing of the South, a wellbeing that comprehended also, perhaps even foremost, adequate schools and training for neglected whites. The gamble proceeded on the assumption that such a stand, favoring white supremacy, would at least remove what was thought the last barrier to all-inclusive education in southern states and salvage whatever vestiges of black freedom that might yet be found breathing on southern soil. Responding to one suspicious white reporter who voiced southern fears of just another clandestine move by the North to force social equality between blacks and whites and who asked if there was not a "nigger in the woodpile," Walter H. Page replied, "You will find when the woodpile is turned over not a nigger, but an uneducated white boy. He is the fellow we are after. We want to train both the white boy and the black boy, but we must train the white boy first, because we cannot do anything for the Negro boy until his white friend is convinced of his responsibility to him." Responsibility to the Negro comprised the motivating force behind

all genuine movements for his uplift. Sometimes he was consulted on what might be best for him, most often he was not. Perhaps the salient accomplishment from Capon Springs in the estimation of many is the renaissance created in the southern psyche to accept its educational accountability to blacks. Results have been monumentalized for nearly a hundred years in the form of especially public colleges and universities for blacks throughout the South—separate, in some cases adequate, but definitely unequal.

One can observe, then, that the backdrop against which Oakwood Industrial School came into being is a vast and involved one—rich in philosophical purpose, complicated in actual development, glorious in divine providence. Not alone in some quiet corner by monastic recluses did the Oakwood vision spring. The Seventh-day Adventist Church was one among many altruistic minded groups that caught the spirit of the time and set out on its own voyage to gather cargo for a specific type of deliverance—deliverance from ignorance, from unculturedness, from poverty, from dehumanization, from sin, and the latter more than them all since it is father of them all. While not a few others of the nineteenth century black schools would in time and varying degrees divest themselves of their religio-spiritual heritage in favor of a quasi-academic freedom and intellectual liberation, Oakwood clings to its religious heritage as permanently foundational and continues its sail as an institution of Christian higher education.

From the operational guidelines of the Seventh-day Adventist Church comes the following educational philosophy statement which guides all of its schools: "Those who established Seventh-day Adventist education nearly a century ago were continuing a long tradition of the Judeo-Christian culture, which has held that the church must be concerned with the totality of man's life, both temporal and eternal. Hebrew patriarchs and priests were involved in the preservation of their culture by passing it to the oncoming generation, and prophets were concerned with the advancement of knowledge and understanding. Jesus, the Master Teacher, expounded the vital principals of life in synagogue, temple, and countryside. The church fathers established cathedral schools that popes, bishops, and faculties later reshaped into the universities of the renaissance. The Reformers transformed these European universities into centers of religious ferment. In the new world pioneering churchmen established eight of the nine colonial colleges, and westward expansion during the nineteenth century was accompanied by a proliferation of church-sponsored institutions.

"The purpose of these educators was not only to provide vocational training for the young but also to introduce them to particular views regarding the nature of

IV.

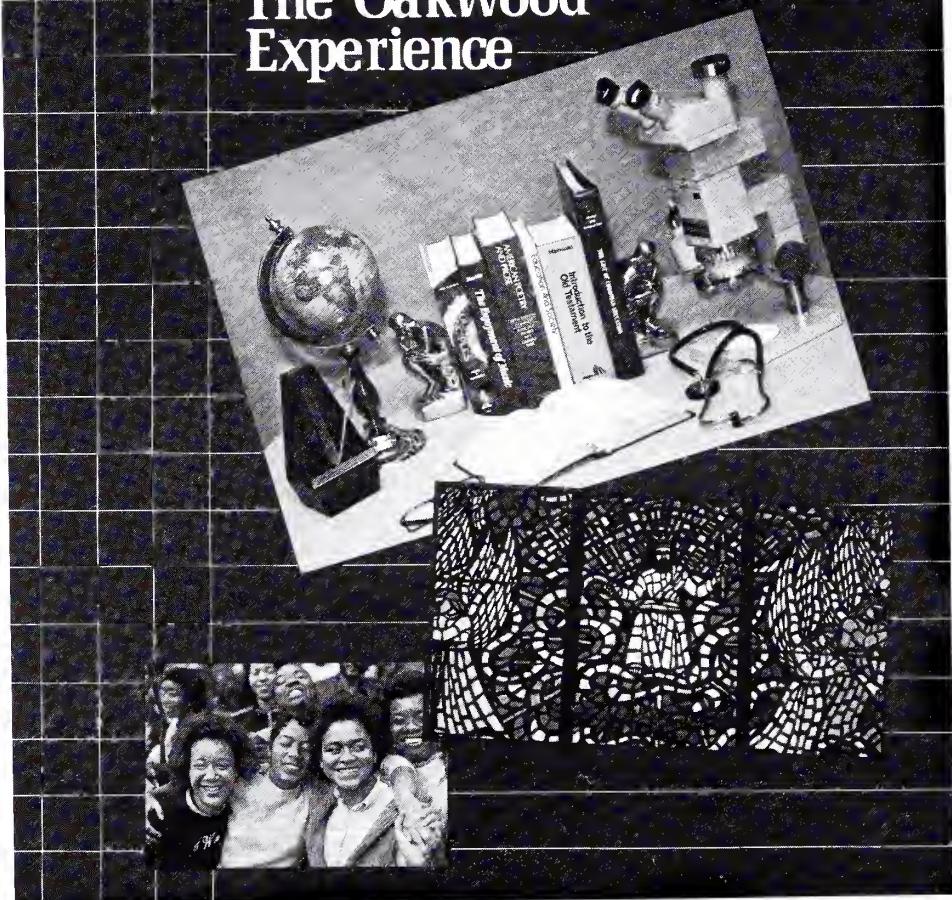
"I will let no man drag me down so low as to make me hate him."

—Words by Booker T. Washington appearing on famous Tuskegee statue of his lifting veil of ignorance from Negro.



DISCOVER

The Oakwood Experience



Cover of one of the Oakwood recruitment brochures some eight decades into the century during the 1980's symbolizing its religious, intellectual, occupational, cultural, aesthetic, physical, and social journey.



Ellen G. White whose spiritual counsels and insights form the backdrop of educational philosophy for Oakwood that the question, "What shall they teach?", be answered with clear vision.



the universe, of man, of knowledge, and of values. In 1874, little more than a decade after its organization, the Seventh-day Adventist Church (membership: 8,000) established its first college [white] and sent forth its first foreign missionary. Both ventures were motivated by the underlying philosophy of the church, its world view, and its sense of mission. These grow out of faith in God as He is revealed in Holy Scripture, particularly as He is manifested in the person of Jesus Christ, and the continuing witness of the Holy Spirit. . . .

"Belief in God's creation, sustaining, enlightening and redeeming activities through the Son is fundamental to this church's world view. Acceptance of the gospel commission supplies the motive for its worldwide teaching ministry. Educational institutions at all levels are among the essential instruments of the church for the fulfillment of its teaching mission.

"The church operates schools, colleges and universities throughout the world that offer high-quality, general, professional, preprofessional, and vocational education. Courses are taught according to the requirements intrinsic to the subject matter and the professional standards of the teachers. . . .

"The ultimate aims of Seventh-day Adventist education, implied in what has been said concerning the nature of reality, of man, of knowledge, and of values are: to actualize within the student all that he is intended to become—a child of God—and to prepare him for the joy of humane service in the world that now is, in anticipation of even wider fulfillment in the world that is to come. Specific goals may be classified as: religious, intellectual, occupational, cultural, aesthetic, physical, social."³⁴

Most black colleges today maintain rapport with their religious patrons although in many cases only on a business and financial rather than a religio-philosophical level. Whatever directions are taken by these black institutions in modern times, however, the fact is and remains that they owe their birth to the church and might find there more of their contemporary academic salvation than they may be prone to realize.

ENDNOTES

Chapter 2

- ¹ Ellen G. White, "The Bible the Colored People's Hope," *The Advent Review and Sabbath Herald*, December 24, 1895, p. 319.
- ² Benjamin E. Mays, *The Negro's God as Reflected in His Literature*, New York: Atheneum Press, 1968, p. 14.
- ³ Ellen G. White, *Education*, Mountain View, California: Pacific Press Publishing Association, 1903, p. 13.
- ⁴ Basil Mathews, *Booker T. Washington: Educator and Interracial Interpreter*, Cambridge: Harvard University Press, 1948, pp. 50-51, 58, 91-92.
- ⁵ Mervyn A. Warren, *A Rhetorical Analysis of Selected Speeches of Booker Taliaferro Washington* (Unpublished Thesis for the Master of Divinity Degree at the Seminary of Andrews University, Berrien Springs, Michigan), 1961, p. 18.
- ⁶ "Booker Taliaferro Washington," *Encyclopaedia Britannica*, XXIII, 1957, p. 380.
- ⁷ W. E. B. DuBois, *The Souls of Black Folks*, New York: The New American Library (A Signet Classic/Paperback), 1969 (first published in 1903), pp. 79-80.



- ⁸ Hugh Hawkins, editor, *Booker T. Washington and His Critics: The Problem of Negro Leadership*, Lexington, Massachusetts: D. C. Heath and Company, 1962, p. vii.
- ⁹ John Hope Franklin, *From Slavery-to-Freedom: A History of Negro Americans*, Fifth Edition, New York: Alfred A. Knopf, Inc., 1980, p. 278
- ¹⁰ Ellen G. White, "An Appeal for the Southern Field," *The Advent Review and Sabbath Herald*, November 26, 1895, p. 312.
- ¹¹ Ellen G. White, "An Appeal for the South—2," *The Advent Review and Sabbath Herald*, December 3, 1895, p. 313.
- ¹² Ellen G. White, "An Appeal for the South—3," *The Advent Review and Sabbath Herald*, December 10, 1895, p. 315.
- ¹³ Ellen G. White, "An Example in History," *The Advent Review and Sabbath Herald*, December 17, 1895, p. 317.
- ¹⁴ Ellen G. White, "An Example in History," p. 318.
- ¹⁵ Salient themes by Ellen White in her persistent literary crusade for black education as expressed through her next five published essays in the *Review* are: (1) The best effort is to educate the recently freed colored people before presenting to them the pointed truths of the third angel's message ("The Bible and the Colored People's Hope," December 24, 1895); (2) The cotton field is not to be the only source for the colored person's livelihood, but rather they are to be taught to read, perform manual labor, till the soil, and follow various types of trades; such work for blacks is the best restitution that can be made to those who have been robbed of their time and deprived of their education ("Spirit and Life for the Colored People," January 14, 1896); (3) Examples of blacks who gained freedom, many by their own planning for years, and who later filled positions of trust have demonstrated that the colored race is capable of cultivation and improvement. Persons who cannot personally participate in the trying experience of teaching blacks in the Southern field should pray for the success of those workers who do serve ("Am I My Brother's Keeper?" January 21, 1896); (4) A fund ought to be created for the support of the work and workers in the South ("Lift Up Your Eyes and Look on the Field," January 28, 1896); (5) Black people should be taught how to build inexpensive houses, erect school buildings in cities and villages, and how they themselves may carry on their own education ("Volunteers Wanted for the Southern Field," February 4, 1896).
- ¹⁶ George I. Butler, "Our duty to the Colored Race in America," *The Advent Review and Sabbath Herald*, January 7, 1896, p. 9. (As a former President of the General Conference until as late as 1888, Butler certainly had acquaintance with expressions by others within the church in behalf of educating Negroes. He probably kept in touch with *General Conference Bulletin* news and thereby knew that Elder R. M. Kilgore, Superintendent for the Southern states, had already in 1890 presented to the General Conference a plea for the neglected work among the formerly enslaved race [*General Conference Bulletin*, vol. V, No. 13, February 21, 1893, pp. 311-312]. In response to such appeals as those from Elder Kilgore, the General Conference voted accordingly: "We recommend, That other local schools for white students and colored students be established at such places in the South, and on such a plan, as may be deemed best by the General Conference Committee after careful investigation of all circumstances" [*Seventh-day Adventist Yearbook* for 1893, p. 62]. That same year, 1893, James Edson White, Ellen White's elder son who was practicing business in Chicago, felt deeply moved by such appeals including one of his mother's first entreaties made in 1891 [*The Southern Work*, pp. 1-18]. He built the "Morning Star" boat by the summer of 1894, sailed down the Mississippi River, anchored in Vicksburg, Mississippi, on January 10, 1895, and the formal education of blacks in the South received more seed into its soil that would yield and continue yielding incalculable harvest for generations to come.)
- ¹⁷ George I. Butler, "Our Duty to the Colored Race in America," January 7, 1896, p. 9.
- ¹⁸ George I. Butler, "The Work of Elevating the Colored Race," *The Advent Review and Sabbath Herald*, February 25, 1896, p. 8.
- ¹⁹ *The General Conference Bulletin*, October 1895, p. 594.
- ²⁰ George I. Butler, "Our Duty to the Colored Race in America," *The Advent Review and Sabbath Herald*, January 7, 1896, p. 9; "The Work of Elevating the Colored Race," *The Advent Review and Sabbath Herald*, February 25, 1896, p. 8.
- ²¹ R. W. Schwarz, *Light-Bearers to the Remnant (Deominalional History Textbook for Seventh-day Adventist College Classes)*, Mountain View, California: Pacific Press Publishing Association, 1979, p. 244.
- ²² Booker T. Washington, "The Progress of the Negro," *The Advent Review and Sabbath Herald*, February 25, 1896, p. 5. Further evidence of profound influence of the educational philosophy and program of Booker T. Washington and Tuskegee Institute on Adventists' perception and plans of Christian education, especially for but not necessarily limited to blacks is concluded from the fact that the

very first issue of Edson White's journal called *The Gospel Herald* (May, 1898) published a three-part series by Washington entitled, "Industrial Training for the Negro." Continued in the July, 1898, and August, 1898, issue, the series is accompanied by photographs of Washington himself as well as some of the students and the school over which he presided. Oakwood Industrial School is the feature article of the July, 1898, issue.

²³ *The Oakwood Bulletin*, September 15, 1923, p. 3.

²⁴ Clarence J. Barnes, *Physical Work as an Integral Part of Education at Oakwood College in Light of Ellen G. White's Writings* (Unpublished Ed.D. Dissertation, Wayne State University), 1982, pp. 57-62.

²⁵ White, Letter 25, 1902.

²⁶ White, *Education*, p. 218.

²⁷ Ellen G. White, *Fundamentals of Christian Education*, Nashville, Tennessee: Southern Publishing Association, 1903, pp. 538-539. (Excerpted from her article in *The Advent Review and Sabbath Herald*, November 11, 1909.)

²⁸ *Education*, p. 220.

²⁹ *Education*, p. 220.

³⁰ White, *Fundamentals of Christian Education*, pp. 72-73

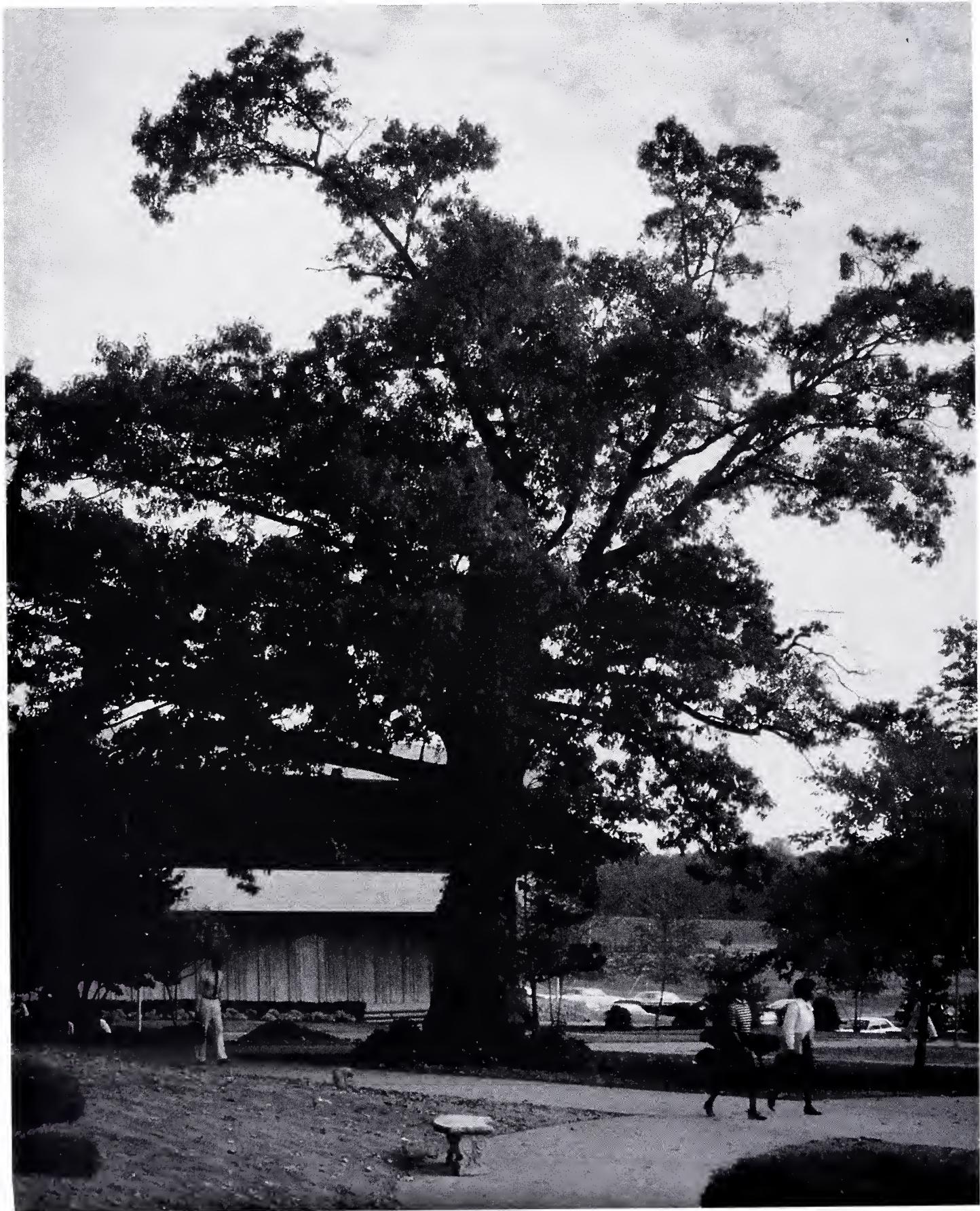
³¹ White, *Education*, p. 13.

³² The following works form the basis for this discussion on the rise of black colleges: Bullock, Henry A., *A History of Negro Education in the South (from 1619 to the Present)*, Cambridge: Harvard University Press, 1967, pp. 89-116; 231-265; Drake, Richard B., *The American Missionary Association and the Southern Negro (1861-1888)*, (Unpublished Ph.D. Thesis, Graduate School of Emory University, Atlanta, Georgia), 1957, pp. 152-302; Drake, St. Clair, "The Black University in the American Social Order" (an essay contribution to the theme: "The Future of Black Colleges"), *Daedalus—The Journal of the American Academy of Arts and Sciences*, vol. 100, American Academy of Arts and Sciences, Cambridge, Massachusetts, Summer, 1971, pp. 833-840; Willie, Charles V and Roland R. Edmonds, editors, *Black Colleges in America (Challenge, Development and Survival)*, New York: Teachers College Press of Columbia University, 1978, pp. 68-76 (Essay on "History and Goals of Black Institutions of Higher Learning" by Jane E. Smith Browning and John B. Williams.)

³³ H. Richard Niebuhr, *The Kingdom of God in America*, New York: Harper and Row Publishers, 1937, p. 122.

³⁴ *Constitution Bylaws and Working Policy of the General Conference of Seventh-day Adventists*, Washington, D.C., 1981, pp. F-05f.





Oakwood Manual Training School

1904-1917

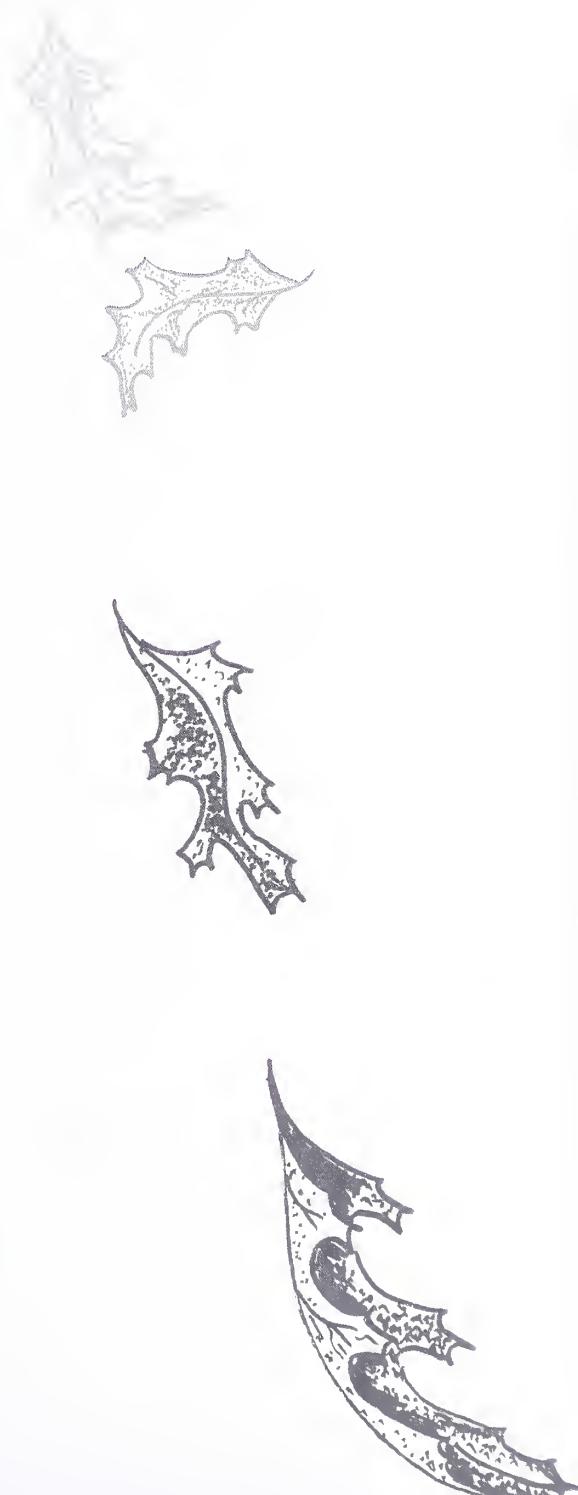
With a new principal and new staff came also a new name—Oakwood “Manual Training” School, a name legally incorporated later with the Probate Judge of Madison County, Alabama, on April 29, 1912. In addition, according to the 1904-05 bulletin, a new title was accorded the school leader as it, too, changed from “principal” to “president,” at least for a while.

It was about this time that half a dozen or more Adventist schools for blacks had developed in the South, particularly in the state of Mississippi. Mounting opinion and considerable feeling were rife on the relative importance of such schools and the one at Huntsville, the enrollment of the latter being thus affected. Not only to provide the Huntsville project with strong, positive leadership, but, moreover, to help ensure a cooperative rapport among all these schools, F. R. Rogers was appointed the fourth principal of Oakwood—having just served as superintendent of the Seventh-day Adventist mission schools in Mississippi. Rogers had also spent several years with the Morning Star Boat missionaries in that state along with Edson White.

Incontestably, a threefold mandate had sounded forth in support of improving rather than closing Oakwood, namely: the General Conference president (A. G. Daniels) had made an on-site visit to the campus and reported by word and pen,¹ followed by the church prophetess doing likewise,² and succeeded by the school board's decisive actions for change. New personnel, new programs, new productions proffered a new promise of prosperity—a word mysteriously strange and strained in the Oakwood vocabulary.

With Rogers at the helm of the institution now and serving also as his own school board chairman (a very unique arrangement), the 1904-05 bulletin of the Oakwood Manual Training School zealously announced its bold plans for the untrod future:

1. “In harmony with the work which the school is designed to do and what in the providence of God it must become, broad plans have been and are being laid to advance the interests of the work. Old buildings which have stood nearly a century and have witnessed the emancipation from slavery of those whom they are now to be used in educating, need repairing, and steps have been taken to provide for this. More room for students must be provided, and other buildings of less capacity but no less importance must be erected.



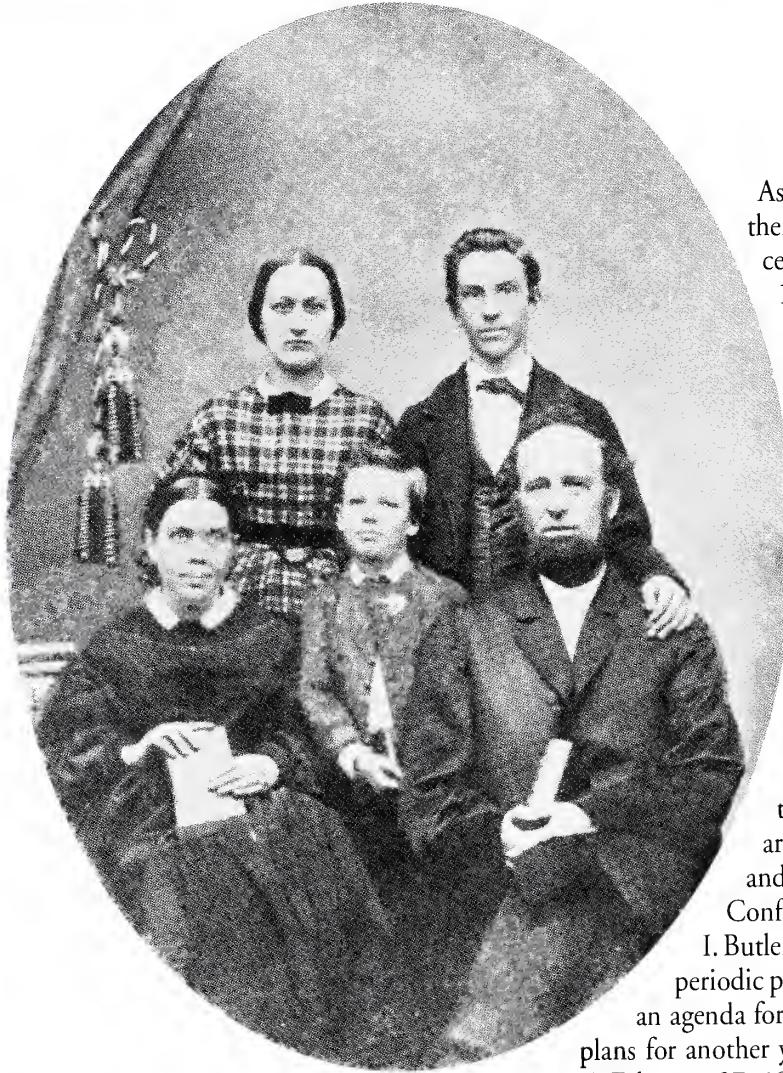
2. "Among other improvements may be mentioned the strengthening of the preparatory work of the school. In all probability it will be necessary for the school to open its doors to many who have received very few educational advantages. Such will receive careful attention, and a thorough education be given them in the more elementary branches of study.
3. "A special department for the training of teachers, Bible workers, ministers, colporters, and bookkeepers will also be established. It is planned that no second-class instruction or work shall be done in connection with this department. Great care will be taken in the selection of a faculty adapted to this work, and it may be expected that thorough work will be done.
4. ". . . The agricultural work will be divided into departments, and each department placed under the supervision of one competent to give direction to the work. Different branches of agriculture and horticulture will be made a part of the regular manual training, and must be taken in connection with the literary lines.
5. "Not the least important among the advanced steps taken with reference to the management of the school is the arranging of the school year into four terms, or quarters, of twelve weeks each. In the past a long vacation, coming during the summer months, has made it necessary for many of the students to return to their homes. There, surrounded by evil influences and bad associations, much of the good influence and training of the school has been lost. The school in the future will furnish home and training for the students until their needed course of study has been completed.
6. "That every one entering the school may find just those studies which are best adapted to his needs, it has been decided to give short courses in different literary and manual training lines. These will be so related to one another that, when completed, they will comprise a comprehensive practical education.
7. "Young men and women who have had such advantages as will enable them after a short course in the school, to enter lines of gospel work, are most earnestly solicited. There are those who have taught in the public schools or may have been engaged in other lines of public work, who after a short training would be ready to take up any particular branch of work for which they may consider themselves most naturally adapted.

"Children and young people who have never had any educational advantages will be welcomed to the school. The classes and grades will be so organized as to provide the advantages which this class require.

"There are many children and young people in the neighborhood of the school who should enjoy its advantages. These will be most heartily welcomed to the school, and offered such advantages as the institution can afford."



Principal F. R. Rogers and family. He also taught Bible, science, and history while Mrs. Rogers taught language, geography, and art work.



Ellen and James White seated. The prophetic voice never abated in support of the Huntsville school.

As if symbolic of God's providence to provide resolutions for their foreseeable educational future, students of Oakwood received an open New Year's Day letter from Ellen White, January

1, 1905. Following a series of rhetorical questions directing the minds of the students toward preparation also for heaven, the higher school, she writes to them of practical spiritual outcomes of education like readiness of Christ's second advent, developing Christian virtues, human relations among students and staff, excellence in study and work, and dependence on help from God through prayer. "We are praying for you in Huntsville," she concluded, "praying that the Spirit of God may come upon you, to encourage you, to make you apt students. . . . Angels have charge over you, and they are ever ready to help you, to give you light and faith and courage. Submit yourselves wholly to God's guidance. . . ."³

Signs of resolve on the part of the new administration and board to steer the ship aright through storm or still are detected in several of the institution's board decisions. The January 18, 1905, meeting of the "Huntsville School Board" moved and carried to stabilize staff salaries, to prompt the Southern Union Conference president and former board chairman, Elder George I. Butler (who was in attendance at the present board session), to make periodic public appeals for funds in behalf of Oakwood, and to firm up an agenda for the next board meeting to cover further building and other plans for another year.⁴

A February 27, 1905, board session discussed and decided on several matters some of which were (1) to invite Dr. Lottie C. Isbell, M.D., to join the faculty to teach what the 1905-06 bulletin would list as Simple Treatments, Physiology, and Hygiene; Dr. Isbell, later known as Dr. Blake, is apparently the first black person to serve on the Oakwood faculty; (2) to consider a "three-school plan" (Training School proper, Intermediate, and Primary); (3) to observe a building plan by Professor P.T. Magan (co-founder of Madison College and currently its dean) on the "Berrien Springs and Madison" approach which seemed to have meant to "put up good looking buildings, have contracts with both teachers and students; and laid out plans on how to build"; (4) to restudy the student's Loan Fund, using it as needed, returning the funds to help those students unable to pay school expenses, and permitting repayment after students are out of school; and (5) to realize that a school may expect to cover its living expenses from student revenue but should not expect a profit. A school needs a "sinking fund" to help toward insurance, taxes, salaries, travel, et cetera. Professor Magan commented on Mrs. Ellen White's concept of "school self-support" and remarked that "Sister White before him and other people stated that when she made that statement, 'that schools should be self supporting,' she did not mean from their own efforts or from the soil, but from the different sources of revenue, and from people who were willing to give." (Magan is not listed



Fred W. Halladay, teacher of mechanical department and who, along with Mrs. Halladay, served as "deans" of Butler Hall. Beginning their tenure at Oakwood about 1905, by seven years later they were cited as having "the record of longest service in the school." (*The Youth Instructor*, July 23, 1912). The 1922 *Oakwood Bulletin* cites his total years as 16—a record.

among board members in the Oakwood bulletins but is designated as one of the "visitors" in the February 27, 1905, 7:20 p.m. board minutes.)⁵

Later on the same day, a second session of the board convened and ventilated such themes as (1) "whether to build extensively or have a small plant, a few large buildings or work on the cottage plan" and also (2) an orphanage on the Oakwood property for neglected children, both its building construction and staff selection.⁶

The ensuing session, February 28, 11:30 a.m., began by taking a break "to look over the sites of one new cottage, the Orphanage, and proposed . . . Training School." Action followed that the Training School proper be on the cottage plan with "the site for the same be the level ground east of campus and orchard." After the committee duly acted in favor of building cottages for two staff (W. J. Blake and O. R. Staines), attention turned to an enabling action to construct bathrooms and a laundry house upon receipt of funds. Approximate combined cost: \$400.00. Meeting adjourned to 7:45 p.m.⁷

Reconvening that evening, the school board took up: (1) the matter of the school's accepting financial loans, favoring the avoidance of both extremes of flagrant borrowing on the hand and total abstinence on the other. No further loans were to be taken on cottage buildings, the board was asked to assume current



Thomas H. Jeys, teacher of Bible, English, and printing. The *Youth Instructor* of July 23, 1912, mentions the printing of the *Gospel Herald* on Oakwood's campus and says that Jeys "uses half the day in editing and in teaching the printing art."



Lottie C. Isbell Blake, M.D., the first black and first doctorate to be listed in an *Oakwood Bulletin* (1905-06) as faculty. She lectured on simple treatments, physiology, and hygiene.



The 30 by 65 feet three-story chapel and boys' dormitory called Chapel Hall or Study Hall built in 1899 from Oakwood's own mountain of stone for the foundation and the school's own forest of lumber.



West Hall, first dining facility. Boys lived upstairs. First built in 1897, bannisters and balcony added later.

outstanding loan debts to several private persons named (apparently church members and/or denomination workers from various places), and the board was to determine the feasibility and authorize all future loans; (2) the matter of the next year's principalship. With Rogers' stepping out of the chair during the exchange on this point, Elder Butler acted as chairman pro tem and entertained a motion that Rogers continue as principal the coming school year (1905-06). Motion carried. Other expected staff returnees and replacements were likewise voted; (3) the matter of the E. B. Melendy's. Two names came before the board at this time, "a Brother Boyd and . . . a Brother Williams." Because Oakwood had come under flak due to apparent insufficient commercial productivity from its farm, one of the reasons argued by critics pointed to the farm's having been run by non-farmers except mainly for Solon M. Jacobs, Oakwood's first principal and farmer (1896) who relinquished the principalship

after one year and stayed on as farm foreman the next five years to 1902. (Thereafter, people often wished and asked for his return. He continued only as a board member for a time while living at Graysville, Tennessee.) A step toward supplying a qualified "farmer" for the farm came by way of board member Butler's recommendation that "a man be secured and sent to an Agricultural College for the summer, preparatory [sic] to taking up the work when Prof. Melendy leaves."⁸

Then came a bombshell! Principal F. R. Rogers submitted his resignation though having presided less than one year over the Oakwood School and its board. The item had been considered already by a minority group of this larger committee (Southern Union Conference Committee) which was being asked on this day of May 21, 1905, to accept the resignation subject to ratification by the regular school board at its

next session. This conference committee was chaired by George I. Butler, current conference president, former Oakwood school board chairman, and present school board member. Action to be ratified took in also the election of G. H. Baber, former missionary to Chile, as acting principal of Oakwood over the ensuing summer session.⁹

The ratification school board convened on campus, June 5, 1905. First order of business: election of additional board members and a new chairman. Elder Butler, who had occupied the chair in former years and also sat as a member even until now, was once again chosen to the chair. The action was seconded by James

Edson White, son of Ellen and James S., pioneer of the educational and evangelistic work among Negroes in Mississippi from the Morning Star Boat, and printing entrepreneur who set up an office at 1025 Jefferson Street, Nashville, Tennessee—a forerunner of Southern Publishing Association. Ratifying action covered the acceptance of the Rogers' resignation and the appointment of Baber as new principal.

Other board business comprehended such matters as (1) fund-raising needs and techniques (Alabama A & M School at Normal, Alabama, and Tuskegee were mentioned as examples of attracting assistance from philanthropists); (2) the building of campus bathrooms, laundry rooms, later on an orphanage, Oaklawn [home for principal], and Sunnyside [teacher's cottage]; (3) better water supply; (4) Brother William Brandon's interests in the campus orphanage. Brandon and Elder L. E. Sheafe were evidently the first black members of the Oakwood school board (*Oakwood Indus-*



Study Hall/Chapel Hall (right) viewed in relationship to West Hall (left) accented by typical Oak trees in foreground.



The Orphanage for homeless children constructed by Mrs. S. N. Haskell and her corps of workers and placed under the school's management in 1911. Many boys and girls from this facility completed their education and later became effective and fruitful workers and leaders in society as well as in the church.



Orphanage boys and girls with director A. Walter Kimbrough (seated second row left) and Mrs. Kimbrough (seated second row right) who also served on the teaching staff.

trial School Bulletin, 1902-03); (5) more careful screening of students prior to admission; (6) concern for improved protection, oversight, and chaperonage of the female students; (7) special comments by Rogers, Melendy, and Staines on the present administration; and (8) a motion that the new principal, Elder Baber, visit colored camp meetings and leading colored churches to recruit students, do public relations, and spread good-will on behalf of the school.¹⁰

Come July 1905, Ellen White would write a letter to the Oakwood board expressing concern that former principal Rogers' resignation might have been prompted by or predicated upon an undeserved consideration. Her counsel seemed to have dealt more with proper approach, due process, and Christian spirit in implementing committee responsibilities.¹¹

The pen of the prophetess would stir itself yet again to advance the educational work among blacks in the South. To be read in all the churches on Sabbath, October 7, 1905, came her published *Review and Herald* article that called for a special monetary offering in support of southern schools for blacks at the forefront of which stood the Huntsville institution known as Oakwood. Knowing that her appeal faced resistance by some whose cultural bias and prejudice should be challenged, Ellen White's article declared:

“Many excuses present themselves for our not taking up this work, but these excuses are not prompted by the Holy Spirit.

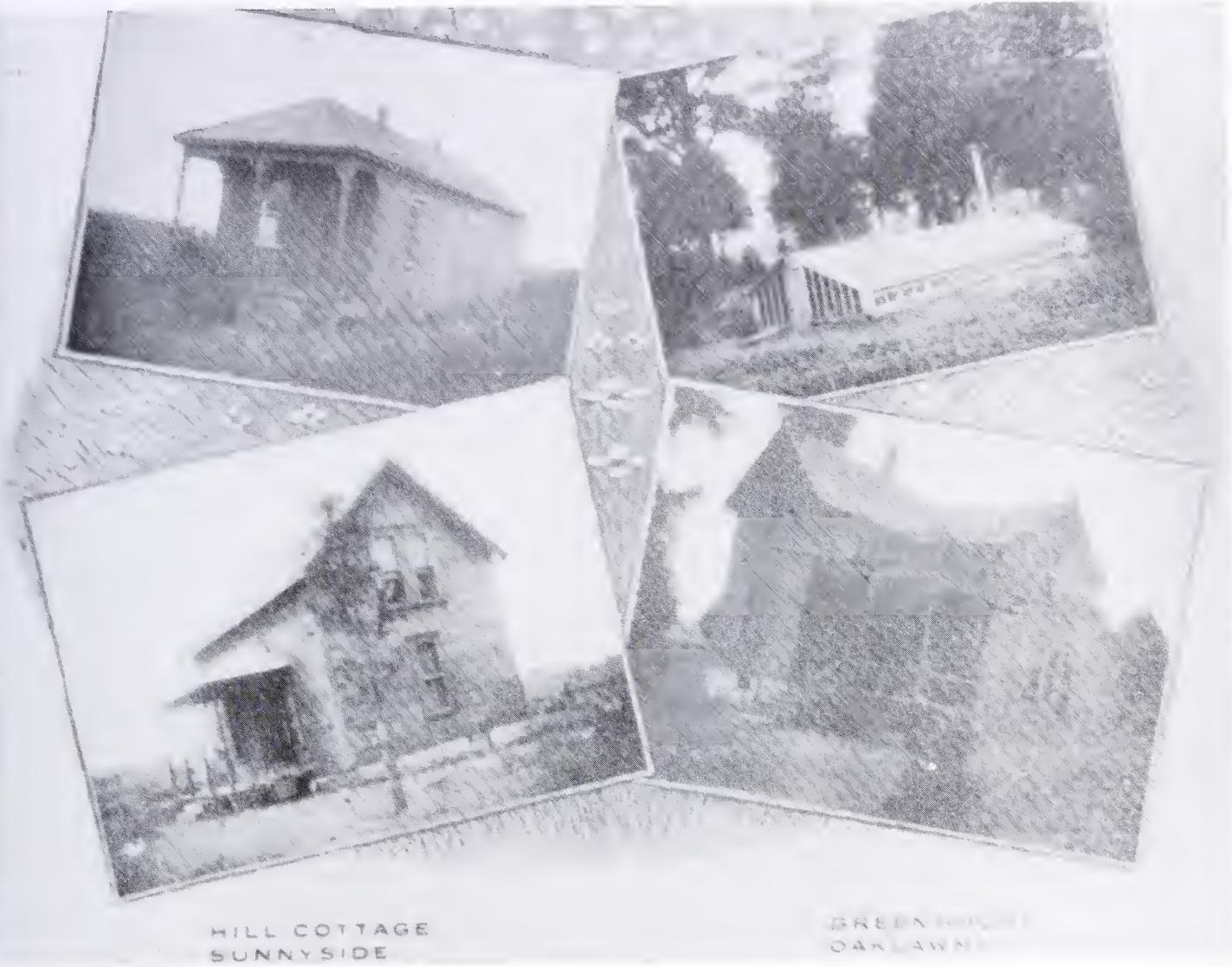
“The sentiment prevails in some minds that when colored people are given an education, they are spoiled for practical work. Of the education given in some schools this may be true to a certain extent; but it will not be so in the schools where the Bible is made the foundation of all education, and where the students are taught to work in the fear and love of God, as their Master worked....

“There are among the Negro race those who have superior natural intelligence, and who, if converted to Christ, could do a work for their own people. Many should be given the opportunity of learning trades. And others are to be trained to labor as evangelists, Bible workers, teachers, nurses, hygienic cooks, and colporteurs. Many can be taught to be home missionaries.

“We ask our people to enlarge their gifts, that the training of workers may be hastened, and that the various lines of work so greatly needed may be established without further delay. Every church-member should awake to the responsibility resting upon him. . . .

“. . . I ask you to do your best on the day that the General Conference has set apart as the time when gifts are to be made for work among the colored people.”¹²

Setting an example of personal sacrifice for this cause, she herself arranged for profits from the sale of her book *Christ's Object Lessons* to be given to schools in the South, especially to Oakwood. Hence, she said in 1907:



"My brethren and sisters in the South, will you not act your part in the good work of helping the Huntsville school? Have you not some time to spare in its behalf, that you can devote to the sale of 'Christ's Object Lessons'? By taking up this work, you will be acting as missionaries for the Lord Jesus. His approval will rest upon you as you try to assist the faithful workers in the Huntsville school. By circulating 'Christ's Object Lessons' not only will you be helping the Huntsville school, but you will be placing in the hands of men and women a book containing the most precious spiritual instruction.

"The Huntsville school is in need of help. Let the people take hold earnestly of the circulation of 'Christ's Object Lessons' in its behalf. If you will act your part faithfully, the school can have the equipment that it so much needs. . . ."¹³

The same year, she pointed out to the General Conference officers that the guidance of the Holy Spirit ought to be sought before erecting buildings in Tacoma Park, Washington (DC), and that serious endeavors were needed for boosting the work in the South through offerings and the selling of *Christ's Object Lessons* and *Ministry of Healing*:

A montage of four early structures on campus, all erected before 1908.



Sewing and domestic science class with teacher, Olive M. Shannon, standing to left. 1906.

"Last night in my sleeping hours I seemed to be speaking to the workers at Tacoma Park, Washington. I was speaking in regard to the buildings that it may be considered necessary to erect there. . . . Before you begin the work, ask that the Holy Spirit of God may give you a clear understanding of what should be done, and how to do it in the least expensive way. Our people have been drawn upon heavily for the work in Washington. . . .

"Light has been given me that believers should now arouse themselves to make earnest efforts for the advance of the work in the Southern States. Because of past neglect the work in this field has been almost at a standstill, and we shall have no excuse to render for this neglect in the day when God shall call all our works into judgment.

"Means must now be gathered from the various churches for the help of the colored people in the South. This is a work that should have been done years ago. . . .

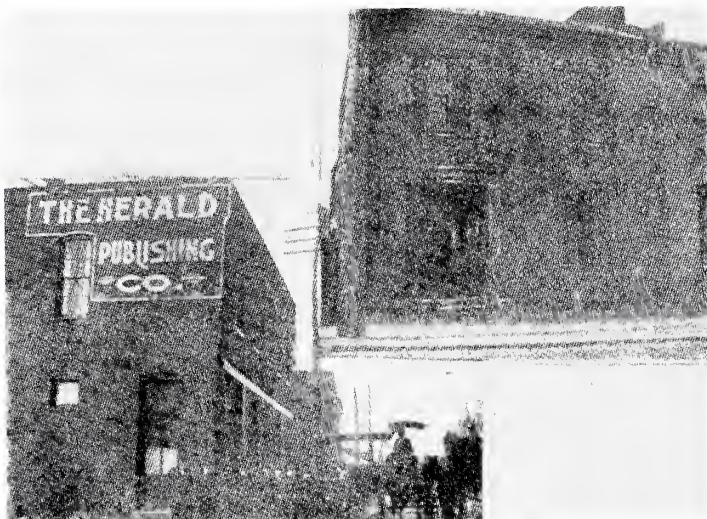
"The book '*Christ's Object Lessons*' might have had a wide circulation in the South for the benefit of the Southern schools. But instead of this enterprise being energetically pushed, territorial rights have been contended for, and the field has been left unworked. It is true that organization and method must be maintained



Younger students in sewing and domestic science class with teacher, Olive M. Shannon. 1906.



Nursing students with unidentified teacher standing far left, circa early 1900's.



Two-story brick store at 1025 Jefferson Street in Nashville, Tennessee, 1901, where Edson White originated the Herald (short for Gospel Herald) Publishing Co., forerunner to Southern Publishing Association and visited several times by Ellen White. Eventually the Gospel Herald paper found its publishing home on the Oakwood campus.

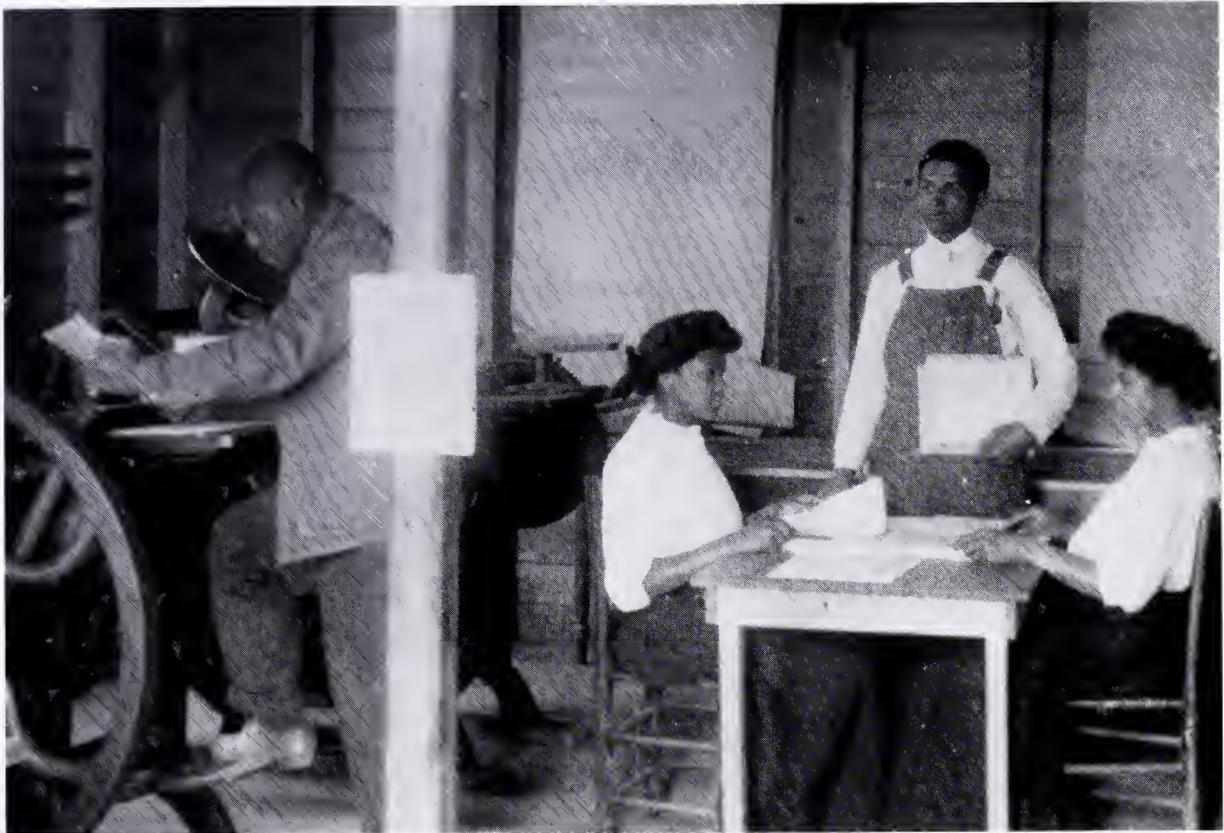
in the various lines of our work; but because undue importance has been attached to territorial claims, many have been deprived of the instruction that this precious book contains. . . .

"At our large gatherings, men of wisdom and experience should be chosen to present '*Christ's Object Lessons*' and '*Ministry of Healing*' before the people, and to call for those who will take a part in circulating them. If this plan had been faithfully followed in the past, we might now have humble houses of worship and schools in many places, where the colored people would be receiving an education in the principles of present truth. These schools and meeting houses are the Lord's agencies for the promulgation of His truth in the South, and to prepare a people for the coming of Christ. The colored people themselves, with a wise planner at their head, will do much toward the erection of these buildings.

"The land at Huntsville was a donation from our people to the colored work. A much broader work would have been accomplished there had our people



Printing Department at Oakwood. Thomas H. Jeys believed to be person seated in left foreground. Circa 1911.



*Oakwood
students in
print shop
“taking it to the
press.” Circa
early 1900’s.*



*Christ-centered
education at its
best includes
also decisions for
Jesus Christ and
baptism. Circa
early 1900’s.*

moved forward in faith and self-denial. It was God's designs that Huntsville should have convenient school buildings and a sanitarium for the colored people. . . . The colored race should have the benefits of such an institution as verily as should the white people. In this sanitarium colored nurses are to be trained for service in the field as gospel medical missionaries."¹⁴

It can be seen then that from the beginning of the "Manual Training" school era (1904 and on) a pronounced rallying of commitment by important denominational leadership was made toward improving Oakwood. Nor did the school itself rest idly as a complacent recipient of others' goodwill. News like the end of the 1906 school year which reported twenty-two baptisms was enough to justify the confidence that many people had that Oakwood was indeed fulfilling its mission of preparing workers for the cause of God. The preceding pages of the present chapter have attempted to admit a peep into several gestures, motions, progressions, and dynamics by the school administration and sponsors—the kind of efforts that characterized the ongoing struggle to place and keep Oakwood on the steady road to a brighter future.

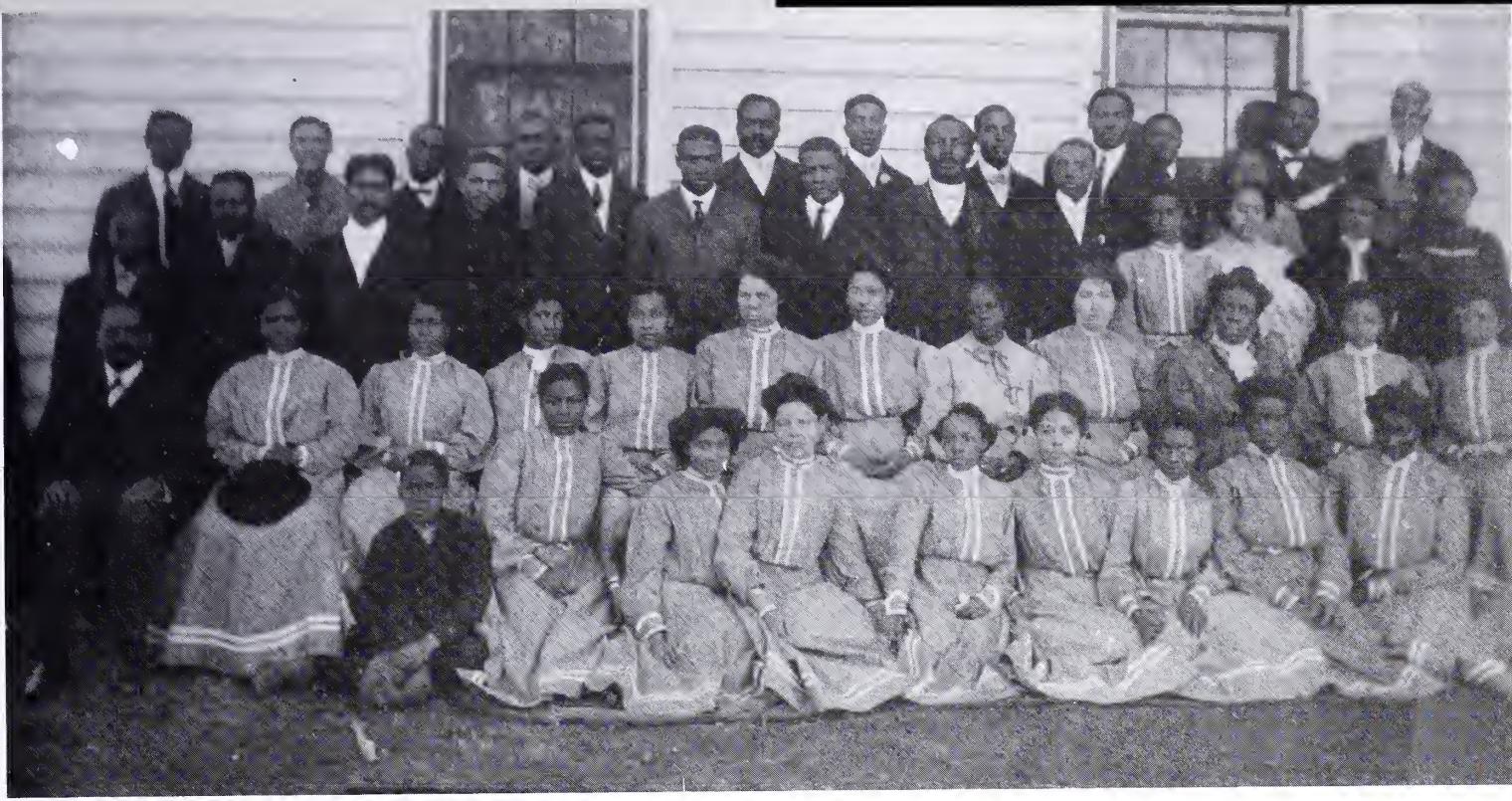
Requisite to that future, increasingly manifest, meant a serious consideration of the short service tenure by the school's administrative leadership. Thus far, the average time an Oakwood principal spent in office was two years each with three of the five principals since 1896 staying in office only one year. Principal Baber, beginning his tenure the summer of 1905, made himself a member of the one-year statistic club by resigning the principalship before the 1906-07 school term. The next two principals, Walter J. Blake and Clarence J. Boyd, held the reins of leadership for five and six years, respectively—the former from 1906-1911, the latter 1911-1917. Signs of consistency, coherence, and continuity were on the way.

Educational Program

1904 through 1917 continued the instructional formula of blending liberal arts and vocational training with especially the former being taught on middle and high school levels. The *Oakwood Bulletin* for 1904 divided its liberal arts into two departments, namely: the "Preparatory Department" (grades six to eight) and the "Training School" (grades nine and ten).

Included in the preparatory curriculum were such courses as arithmetic, Bible, elements of agriculture, geography, language, vocal music, and writing. The training school level encompassed advanced physiology and simple treatments, Bible, bookkeeping, civil government, elementary algebra, elements of physics, history, hygiene and simple treatments, pedagogy, and plant life.

Besides the foregoing which are referred to as "literary studies" in early 1900 academe, "Manual Training" courses for young men in 1904 covered caring for stock, chemistry of soils, culture of fruit trees, culture of small fruits, cultivation of soils, feeding and care of cows, fertilizers, food combinations and preparation of menus, gardening, hygienic cooking, landscape gardening, milking and dairy products, raising of poultry, repairing of tools, rotation of crops, selection/care/and



Handsome student body. Circa 1906.

use of agricultural implements, stock foods, use of saw, square, plane, and hammer. Young women were offered canning and drying fruits, care of rooms, darning and mending, dish washing, dress-making, floriculture, food combinations and preparing menus, gardening, household economy, hygienic cooking, landscape gardening, milking and care of dairy products, plain sewing, and poultry raising. Quite an admirable list, would you say? Tuition? One dollar (\$1.00) per month. Room and board with light and heat? Six dollars (\$6.00) per month.

Principal Baber's first and only year (1905-06) divided Bible into two separate courses—doctrines and history. A class in botany was added to the literary studies and broom making, blacksmithing, chair caning, bee culture, and laundering to the manual training.

By the time of the 1907-08 bulletin, during the administration of principal Walter J. Blake, specialized areas of study beyond preparatory courses began congealing into what we know today as "majors." A student could select to major in the Biblical Course, Mission and Church School Teachers' Course, Nurses' Preparatory Course, Commercial Course, Stenographer's and Secretary Course, or the Sacred Music Course. Manual training continued to hold its own through attempts at improving the quality of areas if not their quantity.

By far, the most popular major was the Nurse's Preparatory Course which produced all of the members of Oakwood's first

Mid-century trustee, W. J. Blake (namesake and descendant of Oakwood principal for whom building is named) standing before the Blake Memorial Center administration building constructed and dedicated in 1969. The cornerstone reads: "In honor of Professor Blake who became the 6th principal of Oakwood Industrial School in 1906, and who served in that capacity until 1911."



Clarence J. Boyd, principal of Oakwood 1911-17, a six-year tenure which up to that time was the longest among Oakwood principals. As did a number of his predecessors, Boyd made several trips to Tuskegee Institute and discussed educational methodology with Booker T. Washington and George Washington Carver.



graduating class of five (5) in 1909. For the next several years, the graduating classes composed of several majors numbered six (6) in 1910, three (3) in 1911, six (6) in 1912, fourteen (14) in 1913, nine (9) in 1914, four (4) in 1915, eleven (11) in 1916, and eleven (11) in 1917.¹⁵

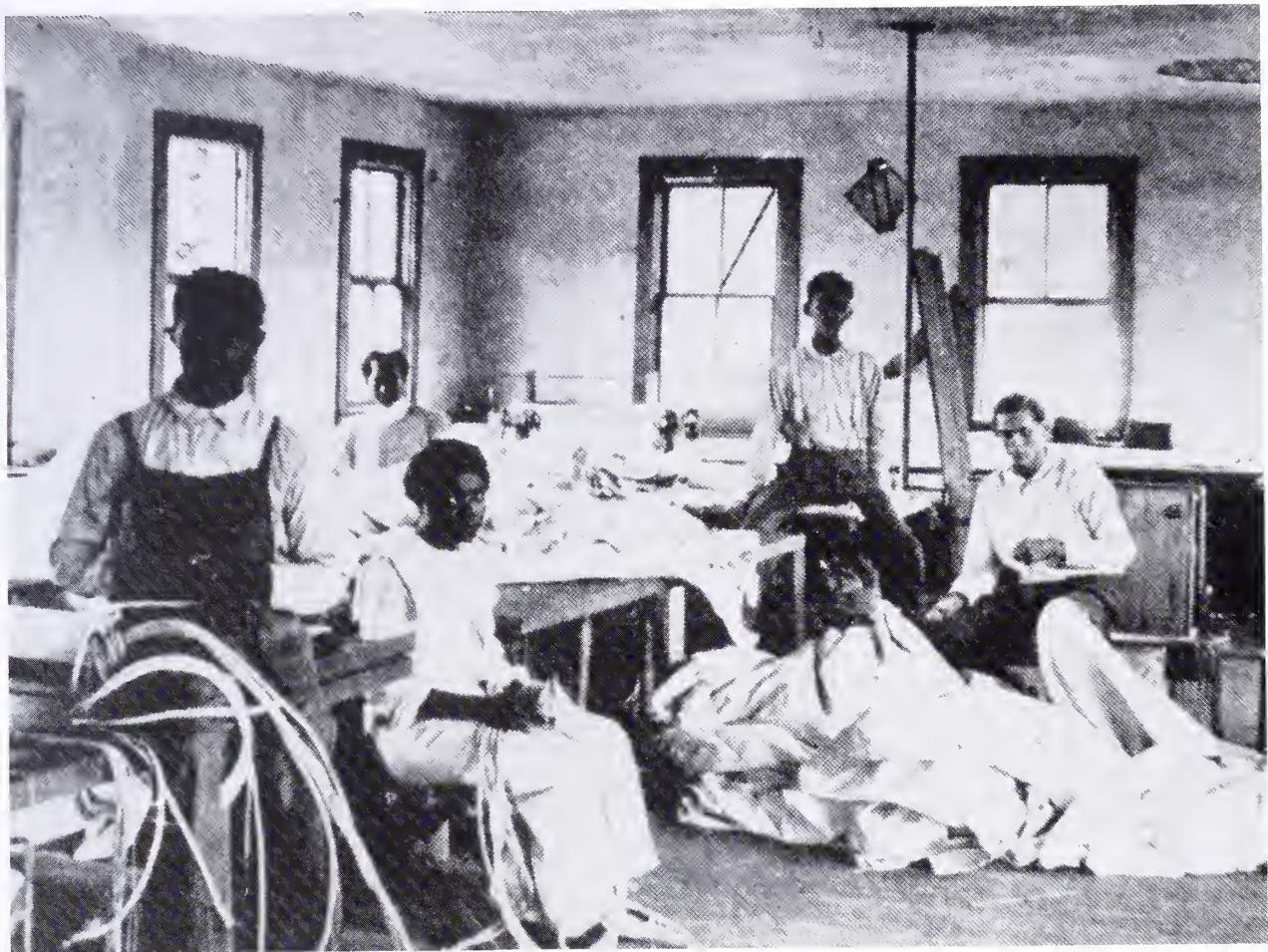
Work-as-you-study or study-as-you-work began with the school's inception and continued as the admission arrangement for most students. The work policy published in the 1906-07 *Oakwood Manual Training School Bulletin* presents work as a privilege granted to students for the purpose of allowing the school to charge reasonable rates for "board" (\$5.00 for a monthly meal ticket), for "rent" (\$.50 weekly), for "tuition" ("twenty-five cents per week for regular work"), and for "school supplies" (\$5.00 deposit).

The preceding is announced in the bulletin against the following philosophical backdrop and presupposition which had grown annually along with the school: "The institution makes these rates to students on condition that each member of the school family will devote fourteen hours per week to manual labor. For this work the school will allow no compensation, other than that included in manual training, and the low rates quoted above for board, room, and other living expenses. This required work must be satisfactorily done, and must be reported daily. In case of failure to work, or of unsatisfactory work, or in case of failure on the part of the student to report his work properly, a charge at the rate allowed him per hour will be made at the business office for the shortage. Students who are irregular in their work will be deprived of the privileges of the school until reinstated."

It ought to be noted that this study-as-you-work program, a type of on-campus or intramural co-operative education format, obviously extended the length of time a person would normally spend to complete a course of study. Opening its doors in 1896, the school took thirteen years to produce its first graduating class in 1909 (Ruth Baskin, Anna Parkins, Mary Moore, LaCotte Green, and Amelia Knapp—all in Nursing). Although each succeeding year saw students marching across the stage as graduates in various areas of study, not until 1912, Oakwood's sixteenth anniversary, did the school produce its first ministerial graduate—Alexander Osterman from St. Thomas, Dutch West Indies.¹⁶

Rather than relying solely on national or local conference publications to keep the field abreast of the school's progress and needs, Oakwood started an on-campus

Directional sign to campus advertising special products and services. Circa 1908.



Campus
tentmaking.
Circa 1912.



Sewing Class, 1914.



Campus cannery, 1908.

printed publication called *Progress* which served as a newsy public relations arm for keeping in touch with the constituency of the institution beginning about late 1906. By 1908, the paper had changed its name to *Southern Field Echo* and published monthly.

Principal Boyd (1911-17) reinforced the school's work-study program, a dualistic system, by taking tips and making adaptations from other black educational institutions notably Hampton and Tuskegee. He is known to have made site visits to the latter and described them accordingly: "We began to study methods used by other colored institutions of the South, especially Hampton in Virginia and Tuskegee in southern Alabama. The writer became personally acquainted with Booker T. Washington. I sometimes spent four or five days at a time at Tuskegee. I visited the classes, talked to the student body at chapel, heard 1600 voices sing that familiar old spiritual, 'Lord, I Want To Be a Christian,' conversed with George Washington Carver across his experimental tables about sweet potatoes and peanuts and was always interested in the extensive crops which they produced on their 2300 acres of land."¹⁷

Work per se almost became synonymous with being a student at Oakwood. For sure, it awarded most students the opportunity for a formal education otherwise unobtainable. Increasingly with the passing years, however, came lingering, even

mounting, suspicions that classroom course study suffered as the handmaiden of manual labor rather than being supported as the main reason for student matriculation. Practical and personal value of work to both the student, staff, and institution, nevertheless, could never be gainsaid.

When, in 1910, Principal Blake requested release from his Oakwood position to move to an area with better school opportunity for his children, the board appointed C. J. Boyd to be his successor. Having been at Oakwood since 1907 as a faculty member and farm supervisor, Boyd was well familiar with the school inside and out. Notwithstanding that Boyd had been elected principal in the autumn of 1910, his needs assessment of the school and of himself prompted him to begin his actual on-campus responsibilities not until months later, in March 1911. The interim would find him in the North soliciting funds and equipment (a la the method of Booker T. Washington at Tuskegee) for the yet young and hopeful Oakwood as well as find him attending a ten-week intensive study program in education at Valparaiso University in Indiana.¹⁸

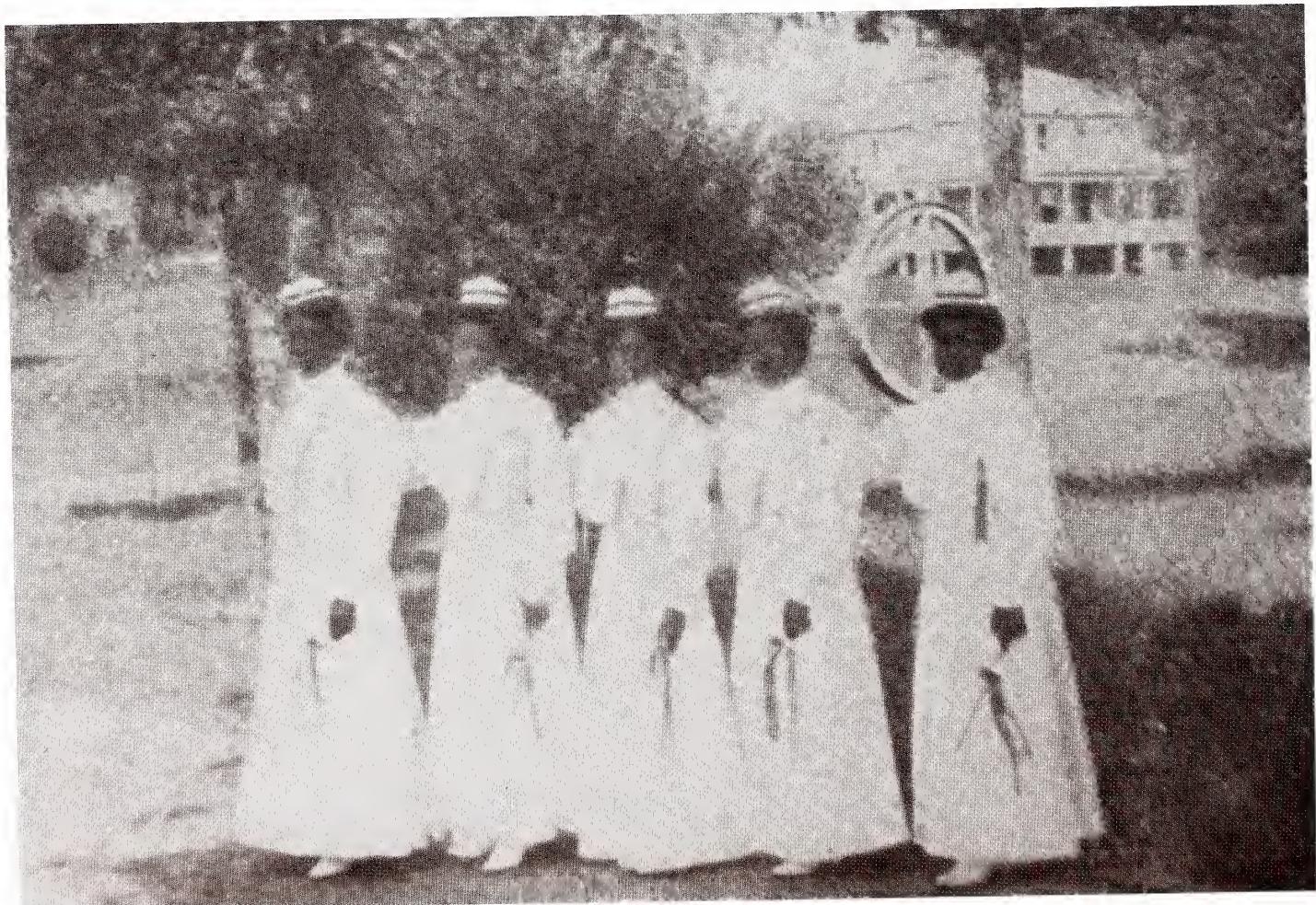
His grantsmanship efforts did not go unrewarded. The American Steel and Wire Company of Chicago donated a train carload of five and a half miles of woven wire fencing; furniture factories in Grand Rapids, Michigan, gave a carload of furniture; a Munice, Indiana, firm contributed a carload of agricultural machinery, plumbing and miscellaneous supplies; Ball Brothers of Munice provided ten gross of Mason fruit jars; a Pennsylvania firm gave a road grader with which Oakwood, with help from the county, graded and graveled the road from the campus toward Huntsville; New England tool makers supplied fine tools; and Sebring, Ohio, donated 1,700 dishes. Railroad companies contributed some of the freight cost of these deliveries.

By the sixth year of his principalship, 1917, Boyd gave a report of the educational program in which he proudly proclaimed that Oakwood had grown to a fourteen grade school, two grades higher than when he entered the principalship's office in 1911 and five or six higher than when he first joined the staff in 1907. He further reported that "Students finish its [school's] Academic course from the twelfth grade. The Ministerial course at present requires the completion of thirteen grades; the Normal [course] the completion of twelve, the Secretaries', twelve, and the Nurses' and Bible Workers', ten. A few manual training classes are carried, but the larger part of the industrial knowledge gained by the student comes from actual work. They learn to do by doing."¹⁹ This was probably the first public admission that manual training at the Huntsville school had either come to mean or had meant all along (at least in practice) less an academic or instructional pursuit and more of a day-to-day labor activity mutually remunerating both school and student.

As previously mentioned, tuition and room and board at minimal cost were annually published as bargains made possible because of the student labor arrangements. Principal Boyd went a step further in 1917 when he reported that "Our tuition is free, and I am making this plea to have it continue so."²⁰ Rationale? In the same report he reasoned that "Even Booker T. Washington (and he was an exceptional man) would perhaps never have received his education had it not been for a gentleman in Massachusetts who paid his tuition for him while he was at Hampton. . . . [Free tuition] puts us on an operating footing with Hampton and Tuskegee.



Mattress makers, 1915.



Nursing students composing Oakwood's first graduating class, 1909. Their names, though not necessarily in order of appearance in photograph, are Ruth Baskin, Anna Parkins, Mary Moore, LaCotte Green, Amelia Knapp.



*Nursing grads
of 1909 with
the person
believed to be
unidentified
teacher far left.*

It puts us in a charitable light in the eyes of Northern philanthropists, manufacturers, and railroad companies, so that we are enabled to draw into this work from time to time small additional favors." (Brackets supplied.) All along the way during his principalship since 1911, Boyd had positive evidence on campus to which he could point in support of his vision. How long "free tuition" would continue remained to be seen.

Over and beyond educational and character-wise benefits (thrift, economy, simplicity, sanitation, intelligence) to the students, the institution itself realized a largesse of help operationally and capitally: (1) The farm produced most of the food for the campus; (2) female students made their own uniforms and did the larger part of the campus sewing; (3) buildings on campus, most of them, were constructed by student labor under teacher supervision; (4) the farm produced (in 1916) 32 bales of cotton, 2,000 bushels of corn, 700 gallons of sorghum, 800 bushels of sweet potatoes, and small quantities of fresh and canned fruits and vegetables (twenty head of mules, horses, and colts, twenty head of cattle, over 200 hens on campus played their part in work and production); (5) the printing press on campus did \$1,252.59 worth of work; (6) the sawmill earned \$768.89; and (7) the tentmaking department manufactured \$3,000 worth of tents.

Nor was the educational program limited to regular courses for on-campus pupils. Continuing education for workers in the field became an annual opportunity for church school teachers and colporteurs to wind their way to "the Oaks" for workshops and institutes. Such summer institutes were actually begun under Principal Nicola back about 1904 following his five-year emphasis given the colporteur work for students. Nine students during the summer of 1900 had good success in literature evangelism. Nicola reported that "Summer institutes were held at Oakwood . . . under the direct supervision of the Southern Missionary Society which was still conducting Mission Schools. The superintendent of these schools and Oakwood faculty rendered commendable service in unifying the educational work."²¹ While colporteurs usually gathered in the spring to be inspired, informed, and encouraged



Alexander Osterman, Oakwood's first ministerial graduate, 1912.



Time out for great American pastime, 1907.

before shoving off into the long hot summer's door-to-door activité, teachers came during the summer for refueling preparatory to ringing schoolhouse bells and entering upon their yearly abecedarian pilgrimage.

By the year 1916-17, Principal Boyd and company had generated quite an interest among conference officials toward expanding the Oakwood program. After all, enrollment in the training school (grades 7 through 10) enjoyed a more than 100% increase from fifty-nine (59) students in 1907 to one hundred thirty-five (135) students in 1917 by which time course level had reached grade twelve (12). Additionally, quite a sizeable number of pupils, sixty-five (65) by 1917 were attending the primary school—composed mainly of neighborhood children and children from the campus orphanage.²²

The latter part of the 1916-17 school year brought Elder I. H. Evans, North American Division president, to the Oakwood campus to observe the progress of the place and make an evaluation. He, with Principal Boyd, walked a tour of the whole institution, planned tentatively where to locate a new building and add to a present structure, and determined that institutional progress would require an on-going process and a substantial financial commitment.

During early 1917, Elder Evans wrote Principal Boyd a letter in which he stated that in order to secure the vote from NAD for necessary funds to help Oakwood it would be advantageous to conduct the council there on campus where the brethren could see firsthand evidence of needs. Boyd jumped at the idea and planned accordingly for an April meeting. To accommodate the approximately seventy

prestigious council members, family tents were pitched on campus. No doubt the place was spruced up and everybody duly reminded to be on best behavior.

The session of the North American Division (spring council) was called to order on April 12, and Principal Boyd presented before the body a well prepared report on the general development of educational work among blacks in the South generally and at Oakwood particularly. His paper, already referred to earlier, bears the title, "Principal's Report to the Division Conference." It took an hour to read and appealed for \$40,000 to accomplish such improvements as (1) moving Old Mansion and West Hall to other choice sites on campus, (2) erection of a new college building on site vacated by Old

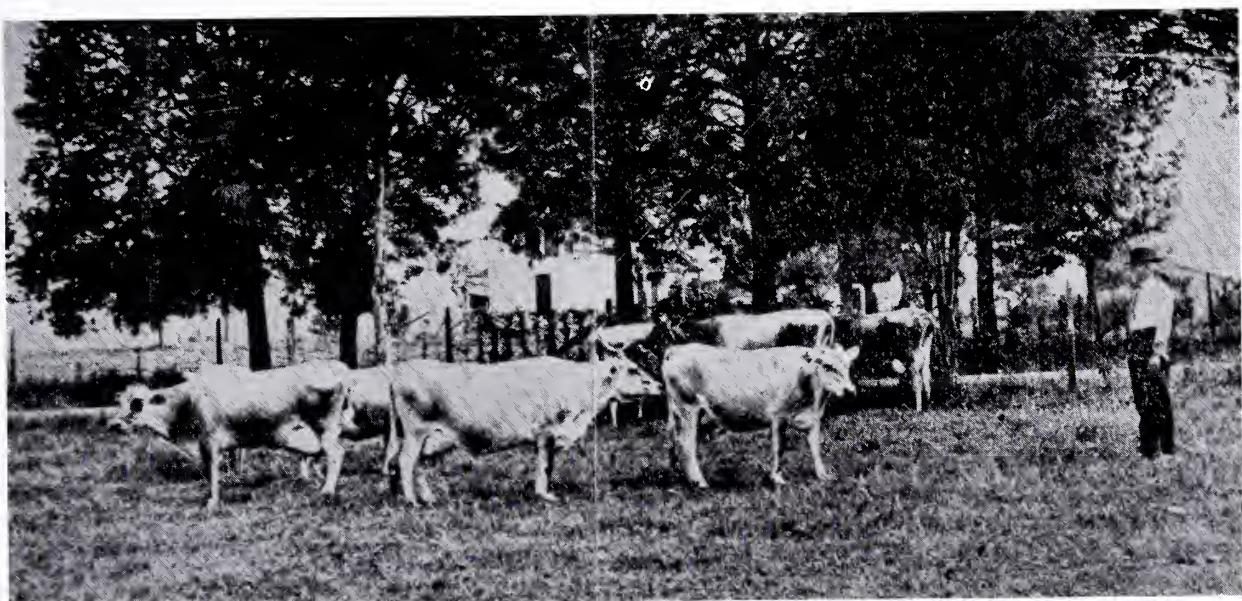
Mansion, (3) construction of a new dormitory for male students slightly west of where West Hall now stood, (4) building a ninety-foot extension to the east of Henderson Hall, (5) improved livestock (mules and cattle), (6) provision of ample running water, electricity, macadamized roads, walks, et cetera,

and (7) enriching the curriculum and raising the school to a junior college level.

Experiencing the words of the poet who said, "the eye's a better pupil" and convinced as well as persuaded by what they saw in the firsthand needs assessment, the council in deliberate fashion like a decisive witenagemot voted two historic decisions, namely, (1) that \$60,000 be appropriated to the Oakwood cause, recommending that \$10,000 of that amount be raised by black churches within the North American Division, and (2) that the school, heretofore reaching to only the twelfth grade, be raised to the junior college level.



Dairy barn.



Part of dairy herd. Circa 1909.



Valiant corps of canvassers spreading Christian literature like leaves of autumn. Circa 1912.

The Physical Plant

From the very beginning, in 1896, physical expansion ranked high on Principal Jacob's agenda. Old mansion with its row of erstwhile slave cabins needed remodeling and expanding for a school kitchen and dining hall to the rear, 18 x 44 feet. The first summer, 1897, West Hall was completed, a two-story building which provided recitation rooms and a dorm for young men.

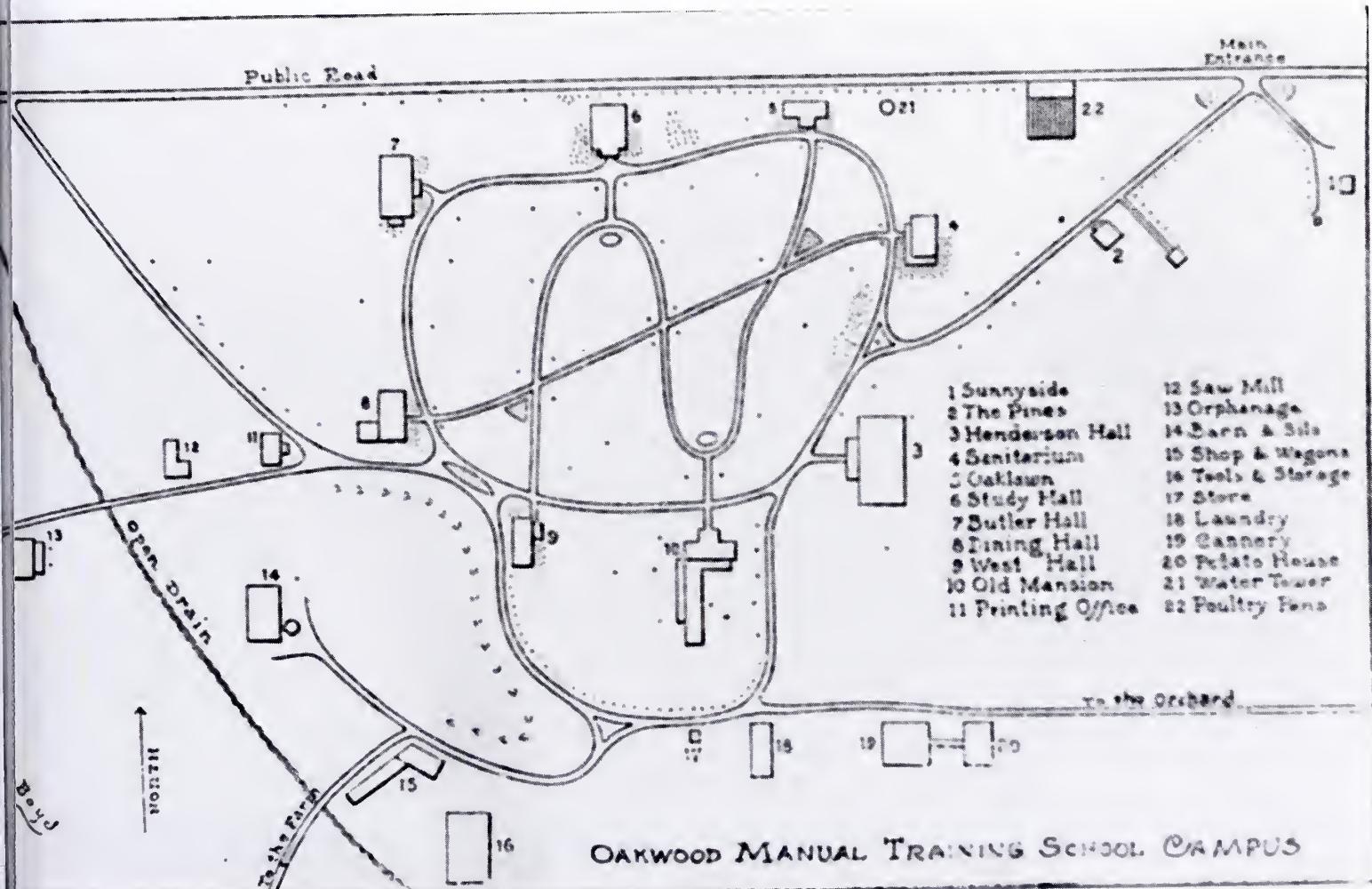
The fall of 1897 brought the building of a new barn 50 x 74 feet from Oakwood's own timber and with labor from students and teachers, thus allowing an actual cash expenditure of only \$350.

In 1899, a large 30 x 65 feet three-story chapel and boys' dormitory, called Chapel Hall or Study Hall,²³ was erected from Oakwood's own mountain of stone for the foundation and the school's own forest of lumber for both the framework and shingles which student workers themselves had split. Female students occupied West Hall and the addition to Old Mansion.

The drive toward expansion was apparently on; yet concrete progress was obviously slow if not discouraging. Elder George I. Butler, Oakwood board chairman, prepared in 1903 an article for the *Review and Herald* entitled, "Interesting Facts About Oakwood."²⁴ Therein he gave an updated word on the progress of the school and announced the immediate needs to be a dormitory for girls, cottage for the

principal, equipment for the library, and a water supply dependable throughout the year. Butler's appeal came on the heels of and no doubt grew out of a February 1902 study by the Southern Union Conference Session which secured a vote from that body to (1) make the school more self-supporting, (2) require tuition in whole or in part, (3) appeal to friends throughout the world for donations to a tuition fund, and (4) raise \$500 for a principal's cottage, \$250 for an orchard and the preservation of fruit, and \$1,000 for materials toward a girls' dormitory. Particularly the latter was glaringly pressing since in some instances as many as sixteen girls were crowded into one room. In addition, the school room badly needed a furnace, there was not a bathroom on campus, and no campus water supply for such luxuries as baths. The stock and cattle had to be driven as far away as three miles for water. And so, the published article by Butler afforded fresh visibility for the school's needs.

The next year, 1904, during the height of sentiment and debate on discontinuing Oakwood and also following his visit to the campus to observe reported conditions for himself, Elder A. G. Daniels (president of the General Conference of Seventh-day Adventists) likewise wrote an article for the same journal mentioned above and



Oakwood campus map by Principal Boyd. Circa 1916.



Miss Anna Knight, ever-present and inspiring spirit on the Oakwood campus and throughout the south for education of blacks and whites.

stressed the dire need either to improve the facilities or to close the school.²⁵ The alternatives were clear and the appeal from the head of the parent sponsoring body a sufficient stimulus to spark fresh attention and support. Therefore, beginning the next year or so (1905 and 1906), the building of the following facilities reflected that support: (1) "Sunnyside," a teacher's cottage near the campus entrance (many later alumni of the 1940's and 1950's will remember this small house as the longtime residence of Dean O. B. Edwards, professor of history and Academic Dean, 1924 to 1968); (2) "Hilltop," another faculty cottage; (3) "Oaklawn," an attractive two-story building for principals; (4) a print shop which, in addition to the regular press needs, furnished a home for the *Gospel Herald*, a monthly religious paper inherited from Edson White and the Southern Missionary Society. Additionally, by 1906, a tool house and cistern were ready for use as was also seven hundred (700) feet of sewer line.

Such a flurry of facilities bursting on the scene portended affluence of sorts. But then, tragedy struck! During the very first year of Principal Blake, Chapel Hall caught fire! October 11, 1906, has since been remembered as the fateful date when the three-story dormitory/chapel burned to the ground and, furthermore, claimed the life of a student—John Willingham. This young man, attempting to save more of his clothes before the entire building was consumed, returned within the blazing structure and burned to death.

It all happened one evening about seven o'clock as the campus students and staff assembled in the chapel of the dorm for worship, and one of the students noticed a light shining through the basement windows. Upon inspection, it was found that flames were already engulfing the dorm basement apparently stemming from



Photo of "Group of girls at Oakwood" accompanying a feature article on the school in The Youth Instructor, July 23, 1912.



Nursing class of 1912 taught by Etta Littlejohn (seated center, fourth from L or R, and member of Oakwood's first 16 students in 1896) "giving something back" in service to her alma mater.

some problem or matter with the furnace. Everyone escaped safely and without harm, attempted to fight the fierce fire, but soon saw all human efforts unavailing. In a general letter to the Oakwood publics, Business Manager O. R. Staines reported that: ". . . in less than five minutes the building, from top to bottom, was a mass of seething flames. About this time we learned to our sorrow that one of our older boys, Will Willingham, had against the earnest entreaties of other of our boys, gone to his room for some things, and that he was now missing. For anyone to then enter the building meant certain death, and after the building had fallen in, and the woodwork was practically all consumed, his charred remains could be seen lying on the ruins. A new student, John Green, who had just arrived during the afternoon, was asleep on the third floor. One of our boys went up the fire escape and awoke him and got him out in his underclothes. In his excitement he jumped from the second floor, but is not seriously injured."²⁶

Professor F. W. Halladay and family (who occupied a section of the second floor) as well as male students who lived on that same level and on the third floor escaped with "nothing left but the clothes on their backs." The basement was wiped out with its "newly equipped bath-rooms, . . . broom-making machinery, . . . carpenter's tools, carpet-loom, and about forty tons of coal." The first floor went up in smoke with its "chapel, recitation rooms, and stenographer's office" with the letter's files and addresses and office supplies. Only a typewriter and one chair were salvaged from the whole three-story structure. Considered a total loss, the building was insured for \$2,000.00—quite a sizable sum in those days. School was interrupted only a few days, the board of trustees was convening in emergency session the "Monday of next week" to lay future plans, and faith was expecting "larger and better facilities." The voice of stern hope could proclaim that "Though temporarily cast down, our trust is in God, and though our main building lies in ashes our Institution still lives. We are glad it [Oakwood] does not consist of buildings, but of principles." [Brackets supplied]. The open letter from Manager Staines closed with an appeal for friends to do all they could to help the school climb out from under the cooked rubble. This caliber of courage amid conflagration had grown



Chapel Hall (Study Hall), boy's dorm erected 1899, in a fiery blaze on October 11, 1906.



Chapel Hall on fire!



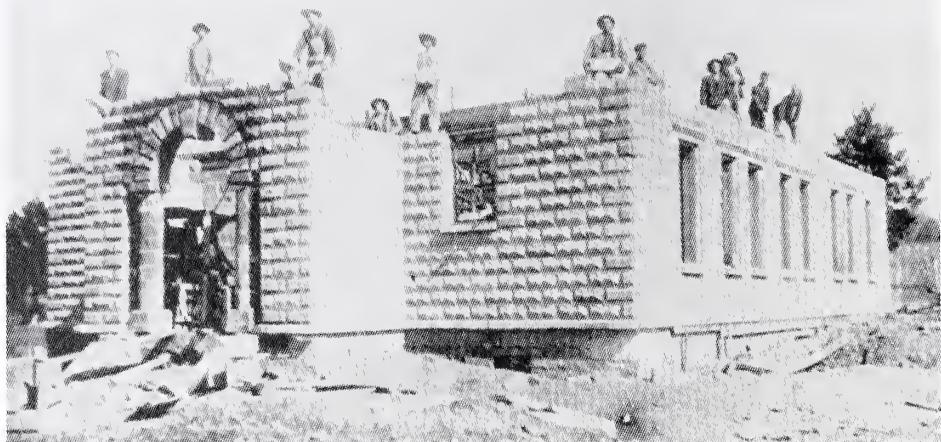
Students responding to the flames of Chapel Hall.

from earlier acorn days heated by tough threats against institutional raison d'être. From the stuff of which courage is made, the Huntsville school was growing more and more into a sturdy oak.

Four days following the fire, the Southern Union Conference Committee came to campus, officially yet with sadness, viewed the ruins during a morning hour, then convened to make plans for immediate replacement of Chapel Hall. Elder George I. Butler, Union Conference President and committee chairman, pushed the committee through all-night session in Old Mansion to work out not merely a rebuilding program but also long-range development. Well known for his perseverance and hard-nosed tenacity, Butler led the committee through to literal daylight and, no less, to the dawn of a bolder vision and brighter future for the school.

Instead of one building to replace Chapel Hall, the committee voted five: (1) an administration structure containing a chapel, recitation or classrooms, and offices; (2) a dormitory for boys; (3) a one-story structure for bath and treatment rooms; (4) a structure for workshop; and (5) a kitchen-dining room. The master plan called for these projected buildings to be planted sufficient distance apart as a safeguard against possible fire-spread.

By early December, two months after the fire, the local school building committee was convening its eleventh meeting at which time was discussed the prospective administration facility already named "Study Hall." No doubt this name the committee had chosen at one of its earlier meetings. The group was now deliberating on (1) "the making of cement blocks" for the structure and the request by the contractor, Brother E. P. Auger, that a Corinth, Mississippi, man named Mr. Murray be employed "at a rate of \$1.50 per day, [and that] we pay his transportation and expenses while working for the school"; (2) Brother Auger to use his best judgment on various parts of Study Hall; (3) the inspection of three types of blocks (prices \$.50, \$.55, and \$.65) for the new building and decision to purchase the middle-



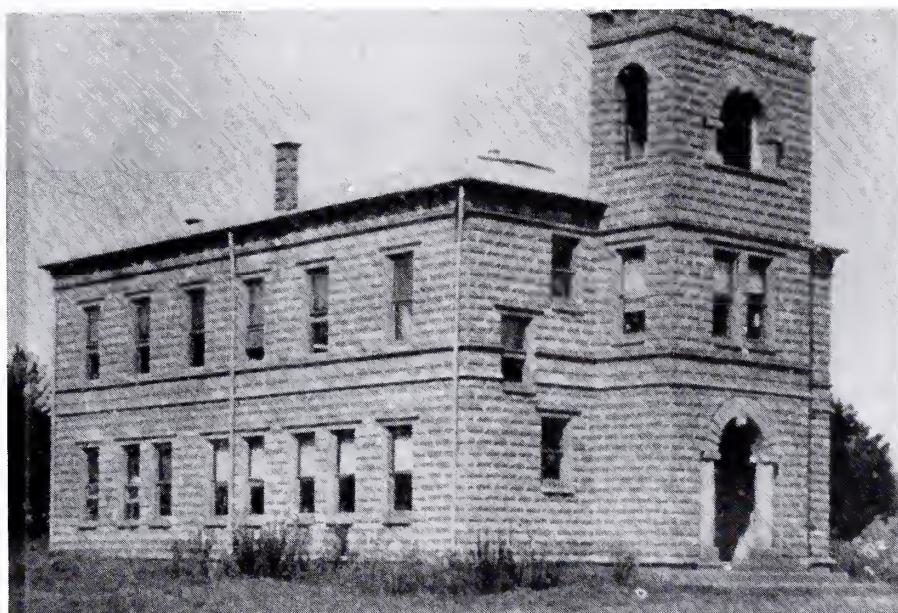
priced one; and (4) the ordering of Estell Spring's sand.²⁷ Future building committee discussions acted on additional equipment needs plus concepts of architectural design.

For example, a January 1907 committee session voted to allow the contractor to erect three chimneys in the Study Hall/Chapel building as per his suggestion, and also that the water-table be raised the height of one block."²⁸ Another session three days later took action to authorize a change in the previous action concerning the front architectural design, and instead proceed to put in two columns as per plans of Architect."²⁹ Cornerstone for the first cement block building was laid in 1907. The structure (requiring seven cars of sand and three cars of cement for the entire job, including the forging of the blocks and everything done with student laborers assisting) was completed the summer of that same year. For the next thirty-three (33) years, this facility provided administrative offices, an auditorium for chapel and religious services, and a few classrooms. Its first photo showing a completed structure appears in the 1907-08 bulletin of *Oakwood Manual Training School*.

Rather simultaneous with the new administration building, a new boys' dormitory was begun. "VOTED," records the building committee minutes, "that the Boys' Dormitory be placed 150 ft. from the Study Hall Building, and the Committee proceeded at once to stake out same."³⁰ By 1908, a three-story frame building reared its head to the Alabama sky and bore the name of Butler Hall—in recognition and appreciation of Oakwood's board chairman and staunch supporter for almost a decade, Elder George I. Butler. By 1909, a Sanitarium building was erected. From \$10,157.57 in 1896, the campus property value by 1909 had easily more than doubled if not tripled. Purchase of 600 acres north of Oakwood Road enlarged the property to approximately 1,000 acres.

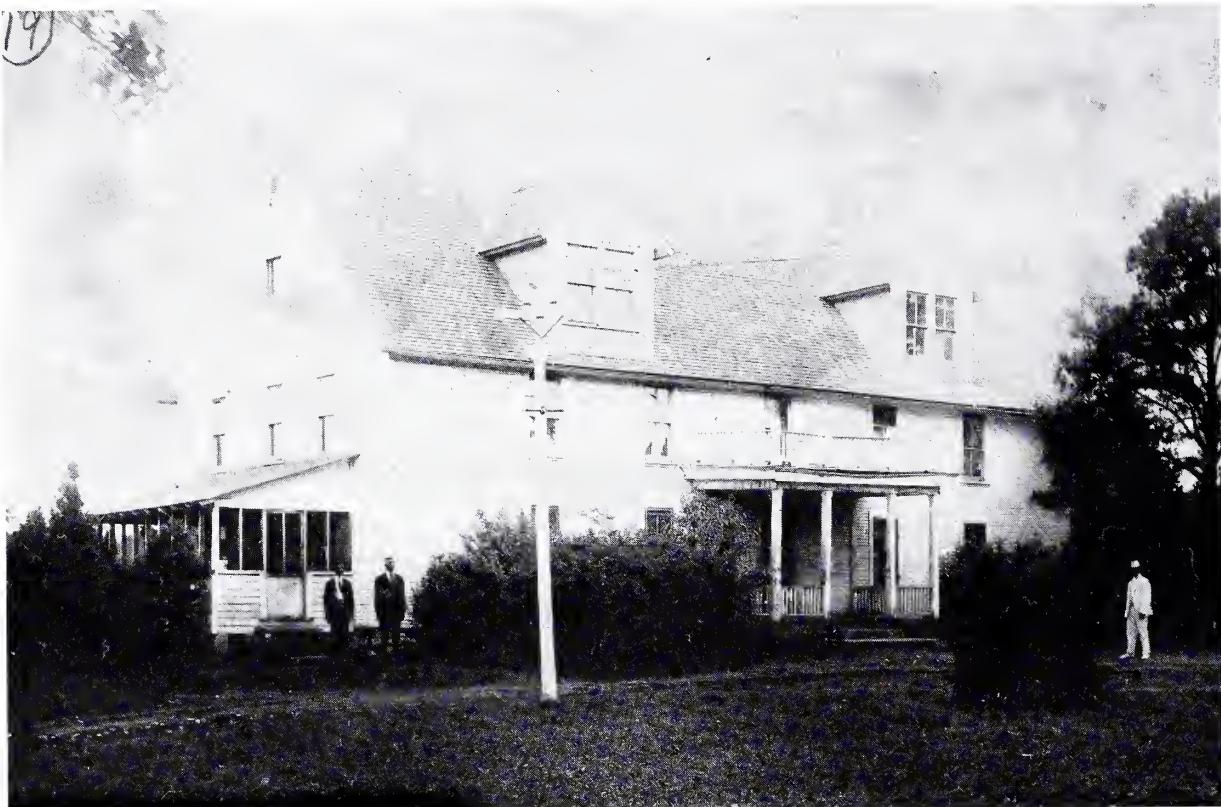
In fact, as things were so on the upswing with the increase of facilities and improvement of operations that Oakwood began printing its own school bulletin by 1908 when its cover bore proudly for the first time the engraving: "Oakwood Press." When the paper, *The Gospel Herald* (which was begun in May 1898 aboard the Morning Star Boat by James Edson White) had run its printing location course first in Battle Creek, Michigan, and then in Nashville, Tennessee, it was "picked up for publication at the Oakwood school in January 1911, and continued pub-

New administration structure in process containing an auditorium and classrooms as partial replacement for Chapel Hall. Facility built by students and staff under contractor E. P. Auger and from stones hewed from Oakwood's mountain quarry. Building named Study Hall.



Thus the walls were finished, summer of 1907.

(19)
Butler Hall
(new dorm for
boys) com-
pleted in 1908
and named
after George I.
Butler, former
General
Conference
president and
chairman of
Oakwood's
board in early
1900s.



Dining Hall. Circa 1908.



Sanitarium on campus (front view), erected 1909.



Sanitarium (side and rear view).

lication there until December 1915. This paper was the forerunner of *Message Magazine*.³¹

And so, the building boom begun by Principal Blake gathered even more momentum under his successor, Principal Boyd. A dining hall was erected in 1911, a two-story orphanage in 1912, the "Pines," (a duplex apartment for teachers) also in 1912. Before 1912, at least some eight buildings had been erected, chiefly by student labor.³² By 1914, Boyd added to his faculty a black contractor, F. W. Clark, who directed building projects on campus. A new laundry emerged in 1915 with the Boyd building boost augmented by a barn, silo, shop, wagon house, cannery, sawmill, and tool shed. And there was more—over five miles of woven wire fence on cedar posts enclosed many campus acres while the five-mile dirt road between Oakwood and Huntsville, with Madison County help, received two miles of graded gravel.

More importantly, the way was "paved" for Oakwood to lead its students on a journey of higher education. The date: April 12, 1917. The decision: A \$60,000 appropriation plus junior college status. Momentous! Oakwood, born through faith in 1896, was now celebrating its twenty-first year (dawning adulthood) and witnessing a faith burgeoning into clearer sight and lucid vision.

ENDNOTES

Chapter 3

- 1 A. G. Daniels, *Advent Review and Sabbath Herald*, February 18, 1904, p.
- 2 Ellen G. White, "The Huntsville School," *Advent Review and Sabbath Herald*, August 25, 1904, p. 7.
- 3 Ellen G. White, Letter to the Students in Huntsville School, Letter No., from Elmshaven, Sanitarium, California, January 1, 1905.
- 4 Minutes of the Huntsville School Board, January 18, 1905, 12:00 noon, in the office of the Manager, Southern Publishing Association, Nashville, Tennessee.
- 5 Minutes of the Huntsville School Board, February 27, 1905, Tuesday, 7:33 a.m., in Home building (farm).
- 6 Minutes of the Huntsville School Board, February 27, 1905, 7:20 p.m., in the upper room of Home; Oakwood School farm.
- 7 Minutes of the Huntsville School Board, Tuesday, February 28, 1905, 11:30 a.m., on the farm in the "Upper Room."
- 8 Minutes of the Oakwood School Board, February 28, 1905, 7:45 p.m.
- 9 Minutes of the Southern Union Conference Committee of Seventh-day Adventists, May 21, 1905, special session held in Washington, D.C. (Graysville, Tennessee, regular headquarters for the Southern Union at that time.)
- 10 Minutes of the Oakwood School Board, June 5, 1905, at the farm "Upper Room."
- 11 Ellen G. White, Letter to the Board of Managers of the Huntsville School, Letter No. 229, July 30, 1905.
- 12 Ellen G. White, "The Collection for the Colored Work," *Review and Herald*, September 28, 1905, p. 7.
- 13 Ellen G. White, "The Huntsville School," Manuscript 103, 1907.
- 14 Ellen G. White, Letter 322, 1907.
- 15 *The Oakwood Bulletin*, "Principal's Report to the Division Conference Council" (April 12, 1917), First Quarter, 1917, p. 10.
- 16 *The Oakwood Bulletin*, Third Quarter, 1915.
- 17 Clarence J. Boyd, *School Memories*, an unpublished manuscript on his experience and work among



several Seventh-day Adventist schools in the U.S. and the Caribbean, 1965, p. 9. (Section or chapter on Oakwood Manual Training School. Boyd's pagination is not sequential from the first page on throughout the manuscript but rather reverts back to a page one at the beginning of each chapter. In its present form, the document is doubtless in its pre-publication layout of isolated chapters recently brought together.)

- 18 Clarence J. Barnes, *Physical Work as an Integral Part of Education at Oakwood College in Light of Ellen G. White's Writings*, Unpublished Doctor of Education thesis, Wayne State University, Detroit, Michigan, 1982, p. 21.
- 19 *The Oakwood Bulletin*, "Principal's Report to the Division Conference Council" (April 12, 1917), First Quarter, 1917, p. 8.
- 20 *The Oakwood Bulletin*, "Principal's Report to the Division Conference Council" (April 12, 1917), First Quarter, 1917, p. 15.
- 21 *The Acorn* (Fiftieth Anniversary Edition, 1896-1946), c. p. 6.
- 22 *Progress*, February, 1907. (This is the third issue of a newly begun campus-printed paper the first edition of which the Oakwood administration sent out to its constituency, alumni, and friends on October 12, 1906. The purpose of the paper was to keep the school's various publics abreast of plans, projects, and progress taking place at the school. The name of the paper was changed by the summer of 1908 when it was published for the first time in July of that year under the title of *Southern Field Echo*.) For 1917 enrollment figures see "Principal's Report (April 12, 1917), *The Oakwood Bulletin*,

The Twenty-third Class of 1914

Oakwood Manual Training School

I request the honor of your presence at the

Annual Commencement

Day is designated in the twenty-fourth
Year of the Hundred Fourteen

Commencement Week Program

Barbershop Concert Saturday, May 23,
11 a.m.

Reception Sunday, May 24, 4 p.m.

Class Day Concert Monday, May 25, 8 p.m.

Commencement Tuesday, May 26, 8 p.m.

Graduation

Elementary	Academy
Invitations	Prof. F. W. Hammett
March	W. C. Womack
Investiture	Rev. Dr. E. L. Smith
Double Quartet	"Click" & Agg.
Salutatory	Robert H. Dickey
Class History	N. C. Johnson
Fifth Standard Poem	Walter L. Johnson
Valediction	May L. Johnson
Double Quartet—Altogether (class)	Lyndsay T. Newell
Graduate Session	John W. Johnson
Double Quartet—"All Hail the Power"	Naomi L. Womack
Benediction	Syrene E. Scobis

Health	Industrial	Robert H. Dickey
Class Prophecy	The Trades Class	Mary B. Womack
Vocal Solo		Agnes E. Cooke
Class Will		Mary E. Bostic
Valedictory		Tazwell J. Buckner
Song—"The Call of Summer"		
Benediction	Prof. C. J. Boyd	

Commencement program, May 23-26, 1914.

First Quarter, 1917, p. 15. (In Boyd's unpublished manuscript, *School Memories*, page 8 of the Oakwood section, apparently written almost a half century later in 1965 [according to the foreword], he repeats the identical enrollment tally of 135 for the training school as printed in his 1917 "Principal's Report" but gives a different total, 150 rather than 65, for the primary school composed of orphanage and neighborhood children.)

23 This structure, built in 1899, is identified by the name of "Study Hall" by O. B. Edwards in his unpublished *Origin and Development of the Seventh-day Adventist Work Among Negroes in the Alabama-Mississippi Conference* (1942), p. 145.

24 *The Advent Review and Sabbath Herald*, May 26, 1903, p. 17.

25 *The Advent Review and Sabbath Herald*, February 18, 1904, pp. 18-19.

26 O. R. Staines, Letter, October 12, 1906. This is a special open letter announcement to the public: "TO OUR FRIENDS."

27 Minutes of the Building Committee of Oakwood Manual Training School, Sunday, December 2, 1906.

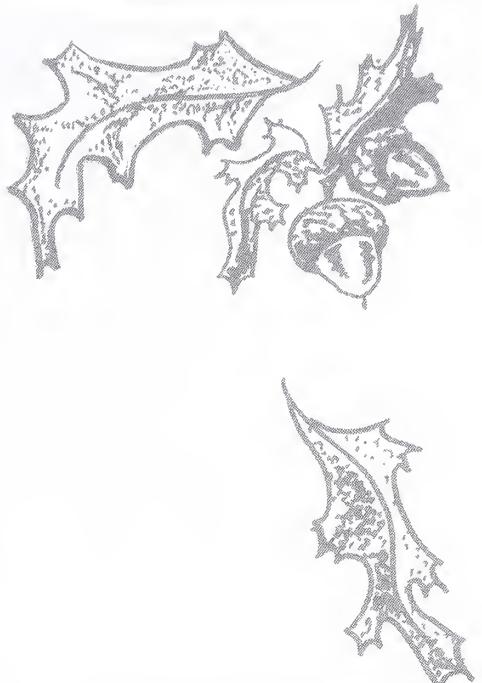
28 Minutes of the Building Committee of Oakwood Manual Training School, January 28, 1907.

29 Minutes of the Building Committee of Oakwood Manual Training School, January 31, 1907.

30 Minutes, January 28, 1907.

31 "Oakwood College Is History," *Message Magazine*, September, 1973, p. 11.

32 *Seventh-day Adventist Encyclopedia*, Commentary Reference Series, Volume 10, Review and Herald Publishing Association: Washington, D.C., 1966, p. 905.



Certificates

Manual Training Certificates will be granted to the following students:—

Printing

TAZWELL J. BUCKNER

Commerce

March

Invocation Dr. J. E. Caldwell

Vocal Solo Naomi E. Warnick

Address Elder S. E. Wight

Piano Solo Irene Williams

Presentation of Diplomas Prof. C. J. Boyd

Class Song—"Farewell to Oakwood"

Benediction Prof. F. W. Halladay

Agriculture

ARCHIE TANDY GOSOM

Blacksmithing

LOUIS NAPOLEON B. SMITH

ENGLISH GLENN SIMONS

Carpentry

LUTHER J. WILLIAMS

MILTON WILLIAM J. SPEER

Sacred Music

Certificates from the Sacred Music Course will be granted to

NAOMI EMILY WARNICK

AGNES ELIZABETH COOKE

Class Roll

Ministerial

RUDOLPH T. NEWBALL
WALTER E. STROTHER

Academic

TAZWELL J. BUCKNER

Nurses'

NAOMI EMILY WARNICK
SYRENE EVELYN SIMONS

Normal

ETHEL LEE WILLIAMS
MARY E. BOSTIC
MARY BELLE WINSTON
ROBERTA O. RANDOLPH

Class Motto

"We Live to Serve"

Class Colors

Green and Gray



J. I. Beardsley, first president of Oakwood Junior College, 1917-1923.

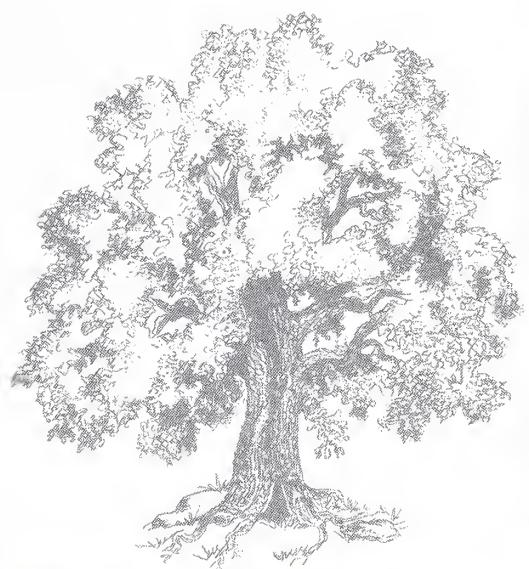
Oakwood Junior College

(1917-1945)

It is far from overstatement that academic and building progress of Oakwood during Principal Boyd's six years at the helm (1911-1917) was unprecedented. Progress, however, sometimes has a way of exacting a peculiar price. If Oakwood Manual Training School was indeed to become an authentic Junior College, then at least one more thing was needed, namely, a college-degreed leader. Consequently, the very next afternoon following the momentous board action of April 12, 1917, Principal Boyd was invited into his office and asked to resign. Reason? He had no college degree.¹ Boyd graciously resigned and was given other assignments both in the U.S. and later in Panama and Trinidad.²

The first graduating class in 1909 numbered five (5), followed by six (6) in 1910. Beginning in 1911, the year averaged eight (8) plus graduates during his seven-year tenure with three (3) in 1911, six (6) in 1912, fourteen (14) in 1913, nine (9) in 1914, four (4) in 1915, eleven in 1916, and eleven (11) again in 1917.³

The board voted to invite J. I. Beardsley (B.A.) of the state of Nebraska to become the first president of Oakwood Junior College where he served from 1917-23. Described as "a man with a certain grace with words,"⁴ Beardsley possessed communication skills which no doubt influenced tellingly the more comprehensive coverage of the college bulletin. While bulletins of previous years were adequate and well prepared, the Beardsley years produced early a caliber of school catalogs that seemed to announce via their new and improved format and material



New entrance of a new college.

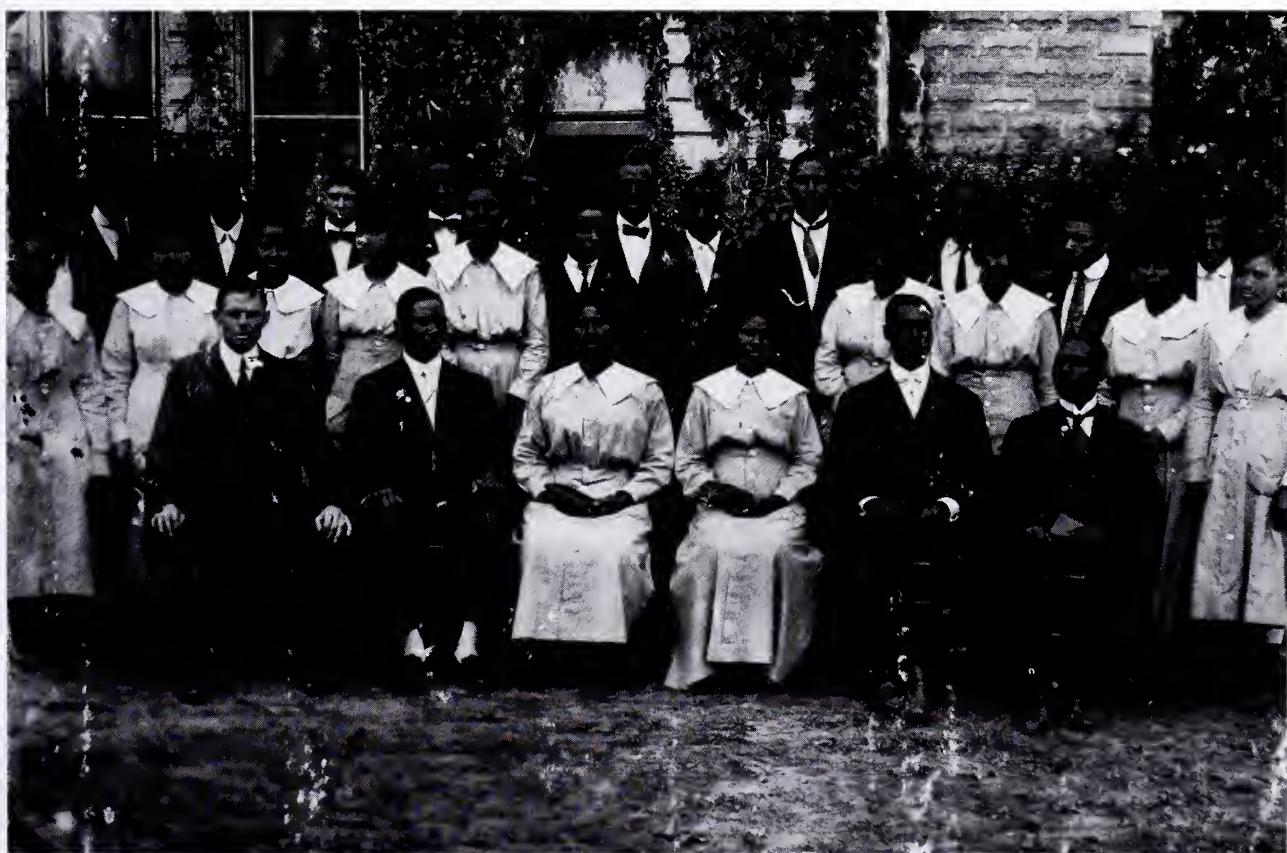
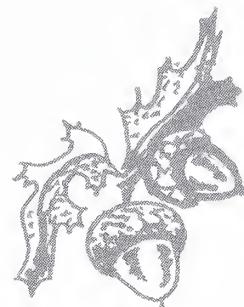


View of west end of campus. Students forming "OJC" in foreground.

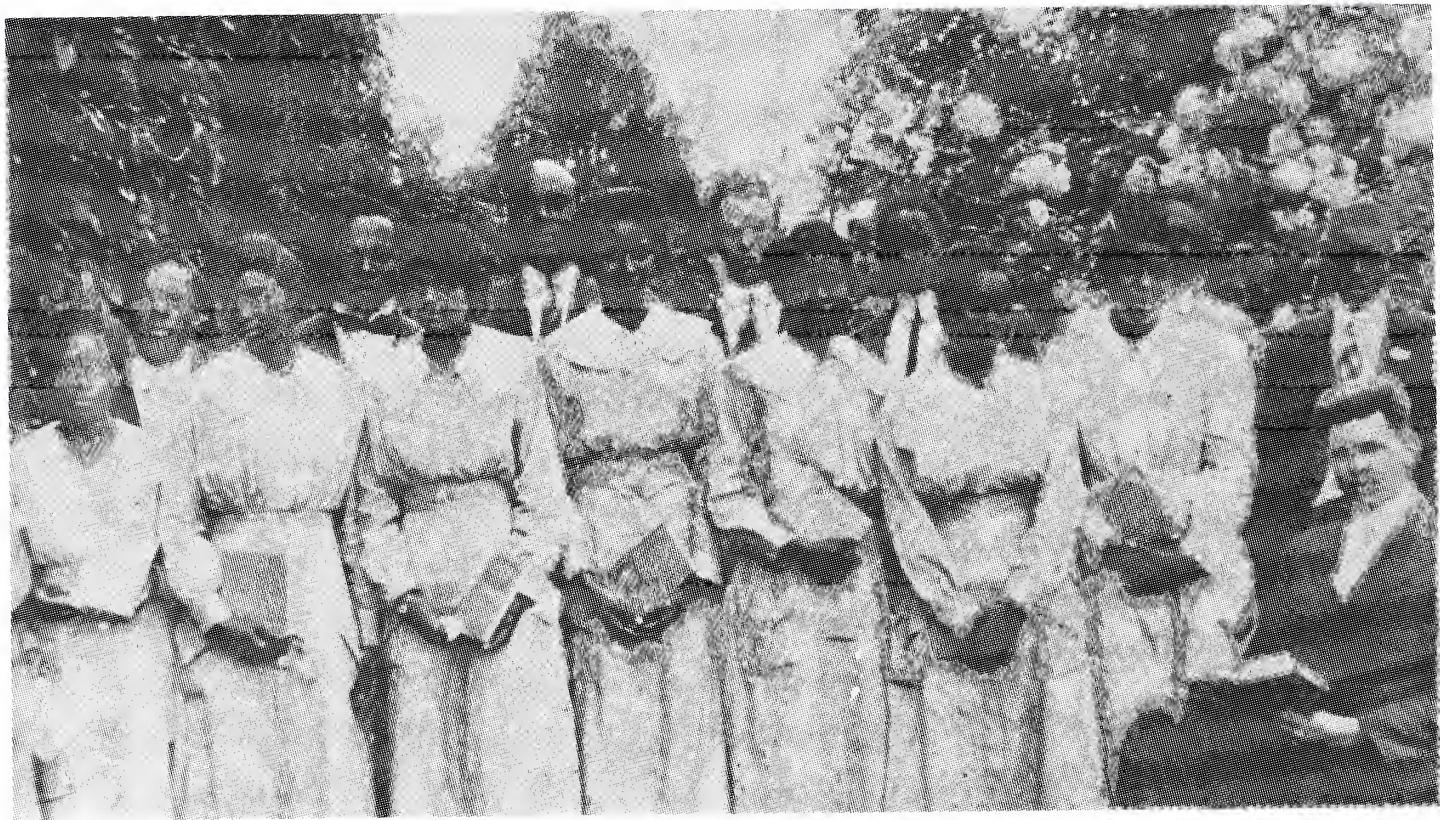


OJC faculty, 1920's. President Tucker ('23-'32) seated center. To his immediate left are Jenny Stratton Dobbins and Julia Baugh Pearson. Next two black women unidentified. Frank L. Peterson standing far right.

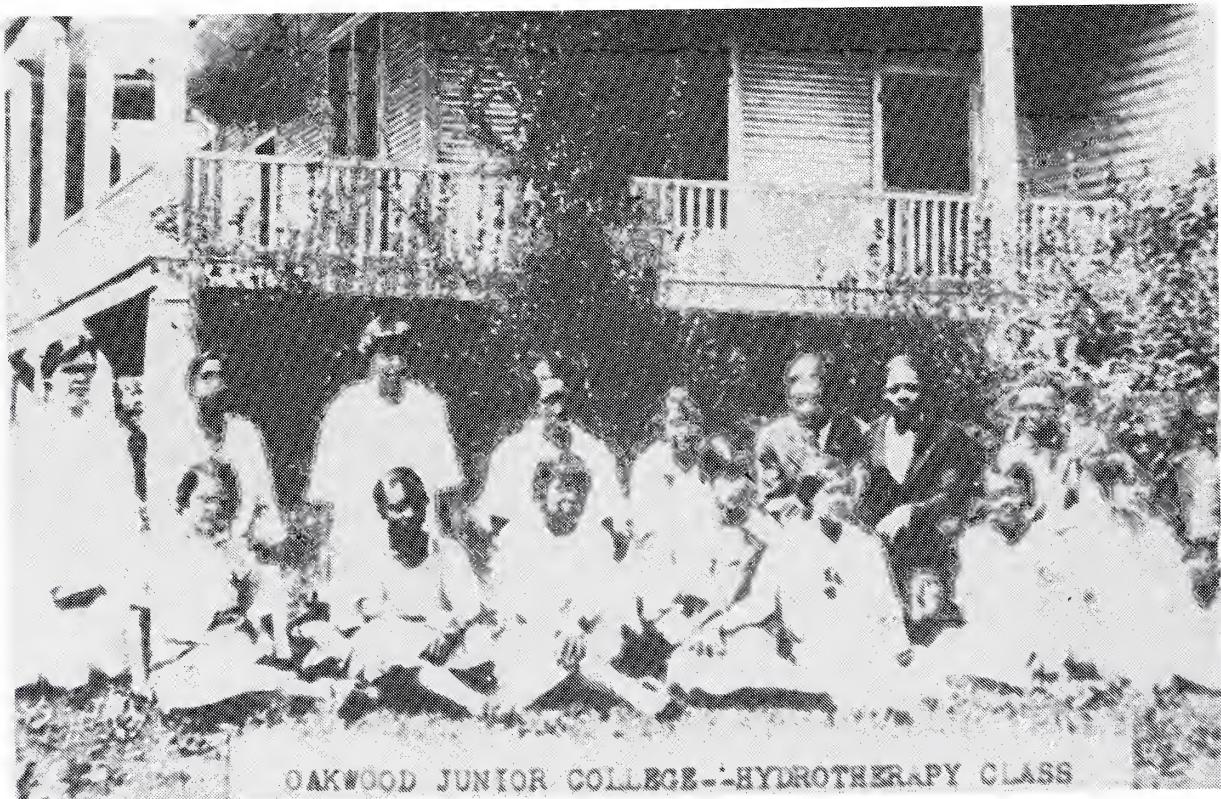
a definite transition from secondary and special training to full-fledged junior college status. The 1919-20 school year was introduced by a 52-page bulletin document complete with all the essential categories of information a prospective student would need to know or another college would want to emulate.⁵ The instructional section listed the Bible Department (W. L. Bird), English Department (F. L. Peterson), History Department (E. C. Jacobsen), Science Department (E. C. Jacobsen and E. O. Thompson), Mathematics Department (E. O. Thompson), Medical Missionary Department (Etta L. Reeder; a penciled correction gives the name of Myrtle Bain), Normal [Education] Department (Mrs. L. G. Stafford), Music Department (F. L. Peterson; Jennie Stratton, Assistant), Business or Secretary's Department (L. G. Stafford; Mary M. Day, Assistant), Vocational Department and Theological Department. The apparent difference between the "Bible" and "Theological" departments seems that the former offered all specific courses in Bible while the latter was responsible for supervising majors in ministry, Bible work, and that which was called the "Biblical Course" for "those who receive the truth quite well advanced in years, [and] who feel a burden to prepare for some place in the Lord's work. It may be impossible for them to complete a course of fourteen grades, yet they need not be discouraged."⁶ Tuition? One dollar and fifty cents (\$1.50) a period, for as the bulletin explained, "The teachers of our school are supported denominationally." Room? Four dollars and fifty cents (\$4.50) a period. Board?



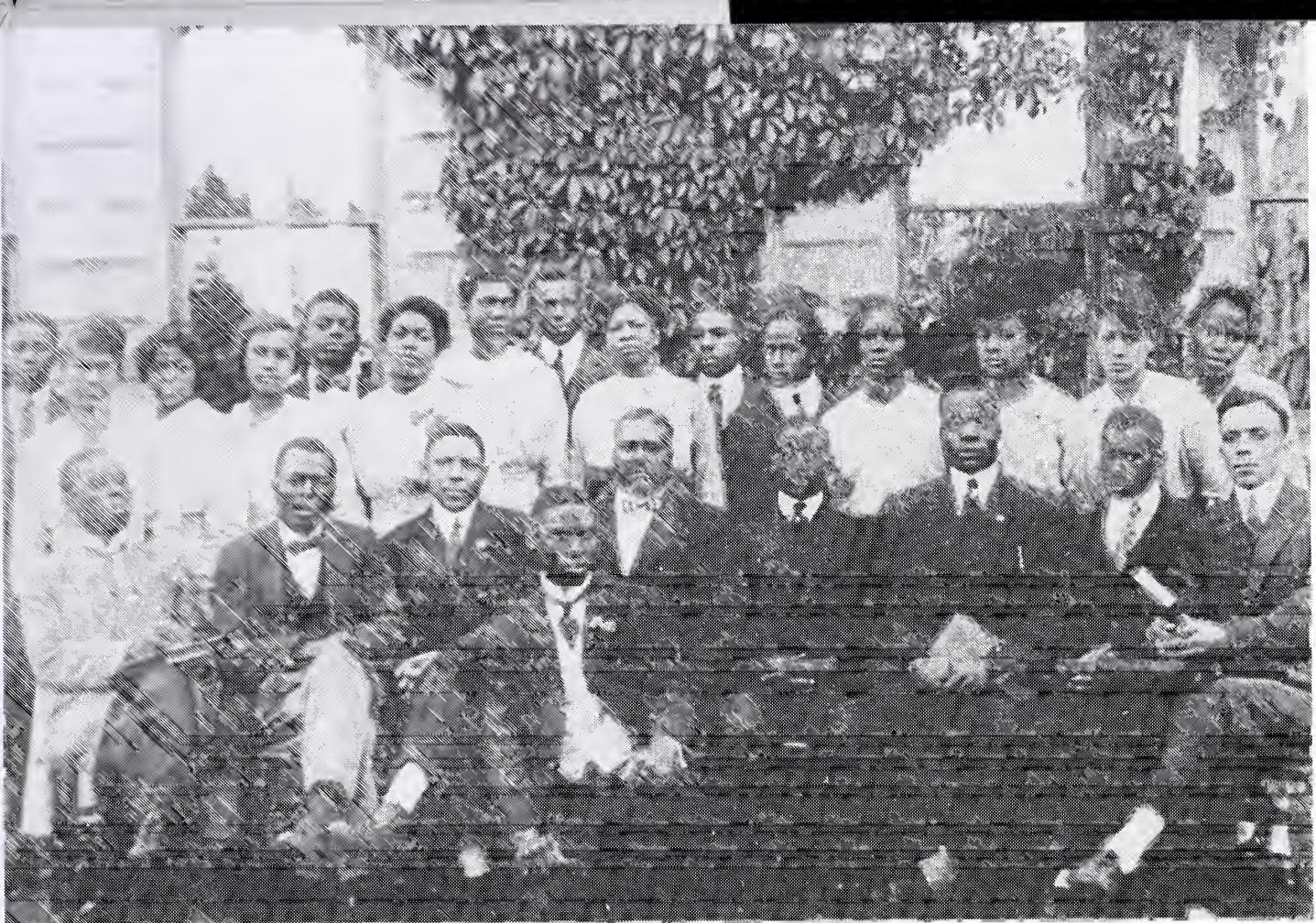
C. J. Boyd's class in Old Testament History, 1917.



Professor Buckner's class in Mathematics, 1917.



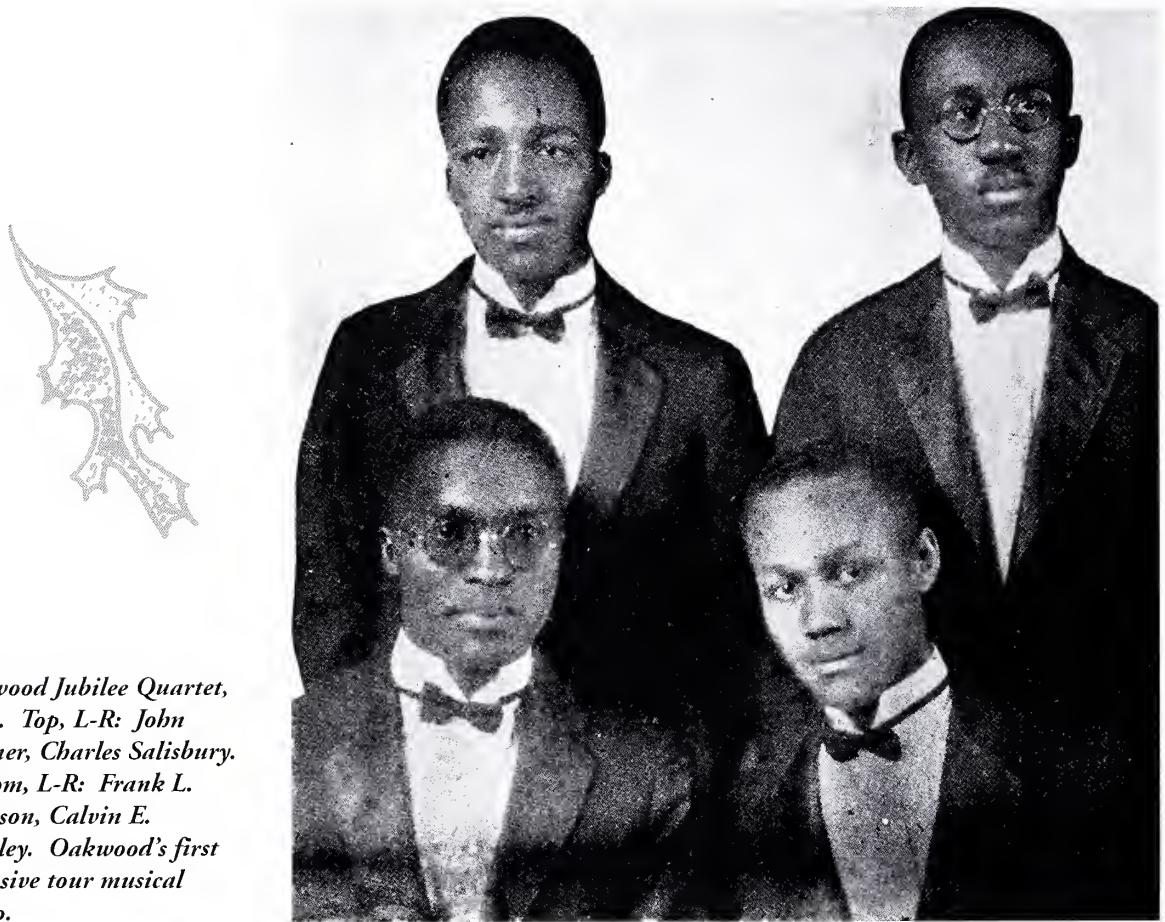
Class in Health Science. Circa, 1917.



Professor Corkim's class in Modern History, 1917.



Black SDA ministers attending General Conference in San Francisco, 1918. L-R (standing): Elders Peters, Nunez, Allison, Laurence, Willis, Buckner, Lightner, Rodgers, Scott, Forde, Campbell, Strachan, Bradford, Dascent. L-R (seated): Elders Durrant, Humphrey, Green, Seeney, Branch.



*Oakwood Jubilee Quartet,
1924. Top, L-R: John
Wagner, Charles Salisbury.
Bottom, L-R: Frank L.
Peterson, Calvin E.
Moseley. Oakwood's first
extensive tour musical
group.*



Oakwood's Nightingales, 1924.



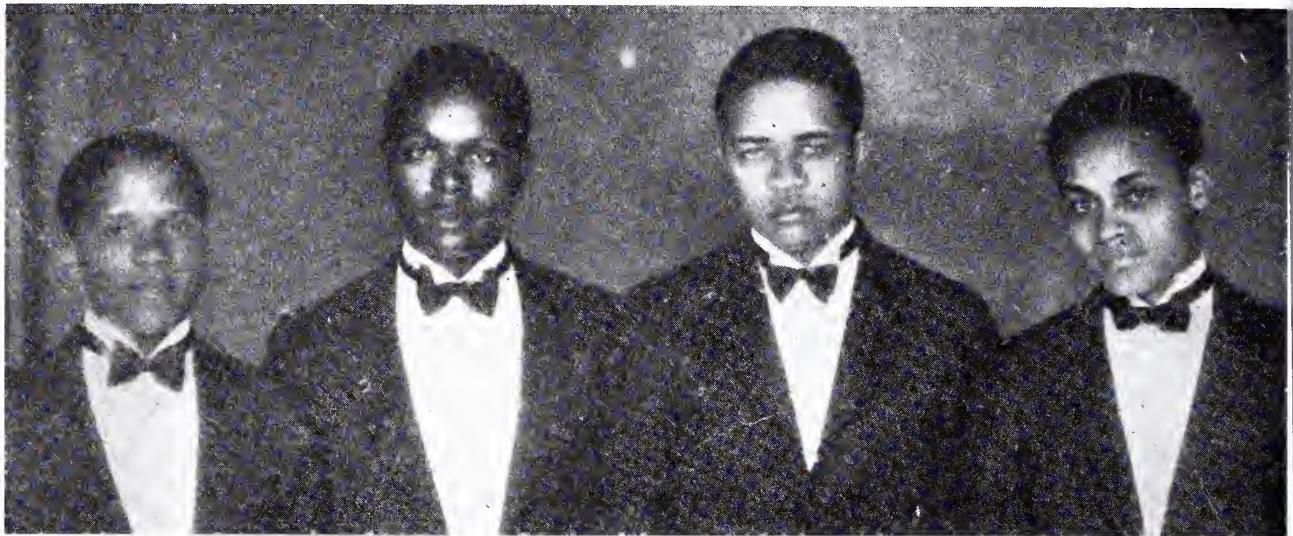
The A Capella choir, O. B. Edwards (far right foreground) director. Circa, 1930's.

Six dollars (\$6.00) a period. The second year of the Beardsley administration, 1918, yielded the first two graduates of Oakwood Junior College.

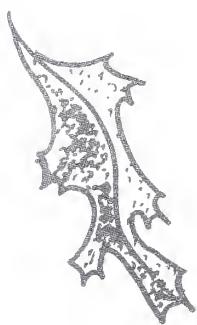
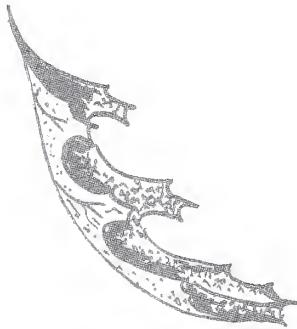
About this time, a required "dress code" was solidifying into a fairly consistent if not indisputable pattern. Occupying a sure place in all bulletins, familiar guidelines included admonition from Ellen White that character is judged by style of dress. Therefore, some particulars to which attention is to be given are: sleeves should be long enough to cover the elbow, round necks in blouses should go no more than one inch below base of neck and a "V" shaped design no more than two inches below, skirts not more than seven to ten inches from floor, no jewelry or ornaments, shoes for general wear to be black or brown, and the hair plainly styled.

When J. L. Shaw of the Oakwood board visited several days on the campus in 1921, he published a glowing report of a school surrounded by lofty oaks and populated by students who, like trees planted by rivers of water, were finding rootage in the Christian education process particularly through study of ministry, Bible work, teaching, and nursing. After expressing a wish that "all our schools were as favorably situated and as well manned and equipped as is this institution" and noting that "teachers are with their students both in the classrooms and at their work," Shaw observed that "some of the buildings badly need repairing, and some reroofing and other repairs," nevertheless, "neatness and order prevail." Then he probably paid Oakwood the ultimate compliment by saying the school "affords





*Oakwood quartet, circa 1927.
L-R: S. B. Huddleston, Harvey
Kibble, Charles Gray, Ernest
Moseley.*



an example worthy of imitation by some of our larger training schools." Furthermore, "Members of the board and others expressed the conviction that the prospect is as encouraging as at any time in its history, if not more so." Finally, after appealing for "pressing needs" of the institution such as \$15,000 for a "normal building" (classroom instruction), new barn, and a boys' dormitory, Shaw concludes that "In one respect Oakwood equals, if it does not surpass, any other school in the denomination, and that is in its vocal music. It is worth going there to hear the student body sing. The music peals forth in sweetness and volume."⁷ (Emphasis supplied.)

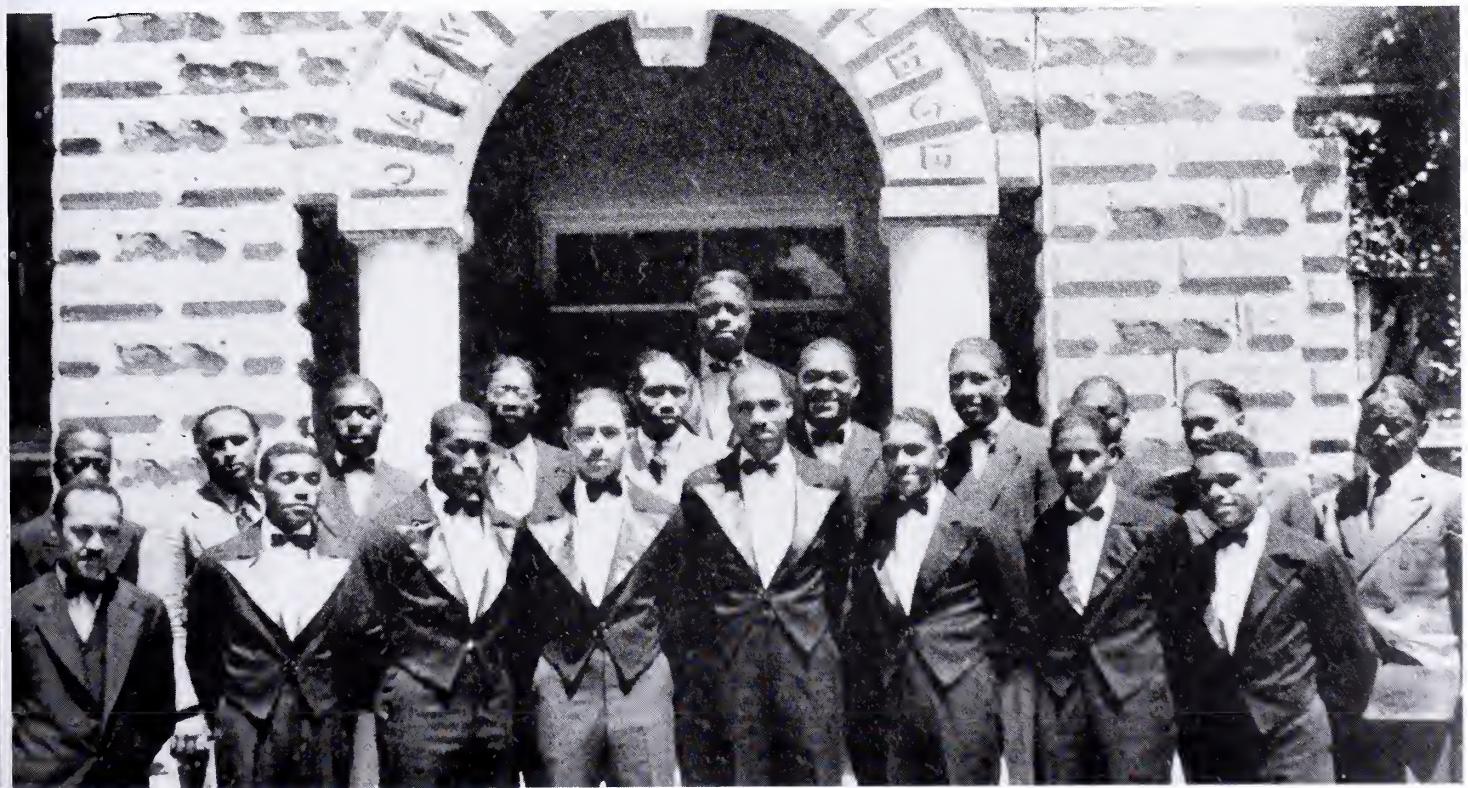
Indeed, perhaps as never before, music would become a magnificent medium for recruitment and public relations as campus choruses toured nearby and far-flung places singing songs of Oakwood and the Lamb. Among the more popular music-makers of the mid-1920's were the male group called "Oakwood Jubilee Quartet" and the mixed octet known as "Oakwood's Nightingales." No doubt musically speaking, the Junior College years of that decade were defined primarily though not solely by these two groups. Years later, "most successful vocal organizations" would be the "A Cappella choir, a mixed group, and the Alabama Singers, a male group."⁸

There were times also when off-campus organizations desired the Oakwood setting for the locale of their plenary gatherings. One case in point was the National Colored Teachers' Association which held its second annual session on campus, August 12, 1923. Having as its purpose the promotion of the teaching profession among Negroes, its officers were Miss Anna Knight, President; Professor F. L. Peterson, Vice-President; and Miss Julia F. Baugh, Secretary-Treasurer. Among the recommendations voted at this meeting was: "In view of the great need of educating our young people in our own schools, and realizing that many of them are unable to finance themselves, we recommend that we create a 'Student Loan Fund' as an aid to worthy young people attending Oakwood Junior College. . . . For lack of space we will present only the summary of the report of the treasurer.—Total received to date, \$317.82. Paid out check to Oakwood Junior College, \$150.00; Operating expenses, \$21.25; balance, \$146.57."⁹ In addition, this organization helped to have installed a water system at Oakwood inasmuch as the school had outgrown its one and only well.

World War I (1914-18) and negative public relations were probably the greatest threats to laying expected solid foundation for student retention and growth at



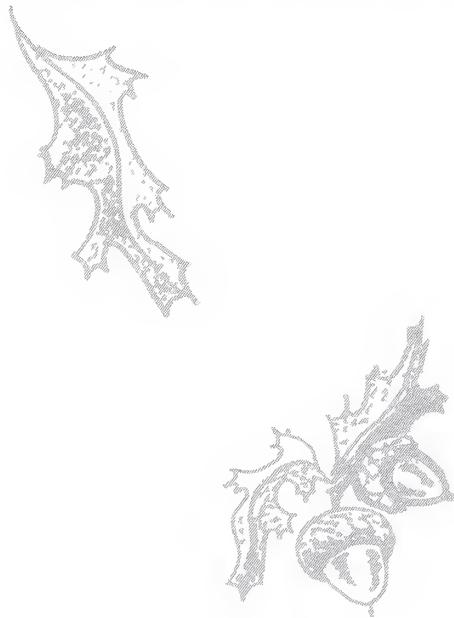
Alabama Singers, early 1930's. Professor Joseph F. Dent (seated center), director.



Alabama Singers, late 1930's, Professor Calvin E. Moseley (standing far left, foreground) director.



Alabama Singers, 1936. Professor O. A. Troy, Sr. (seated center), director.



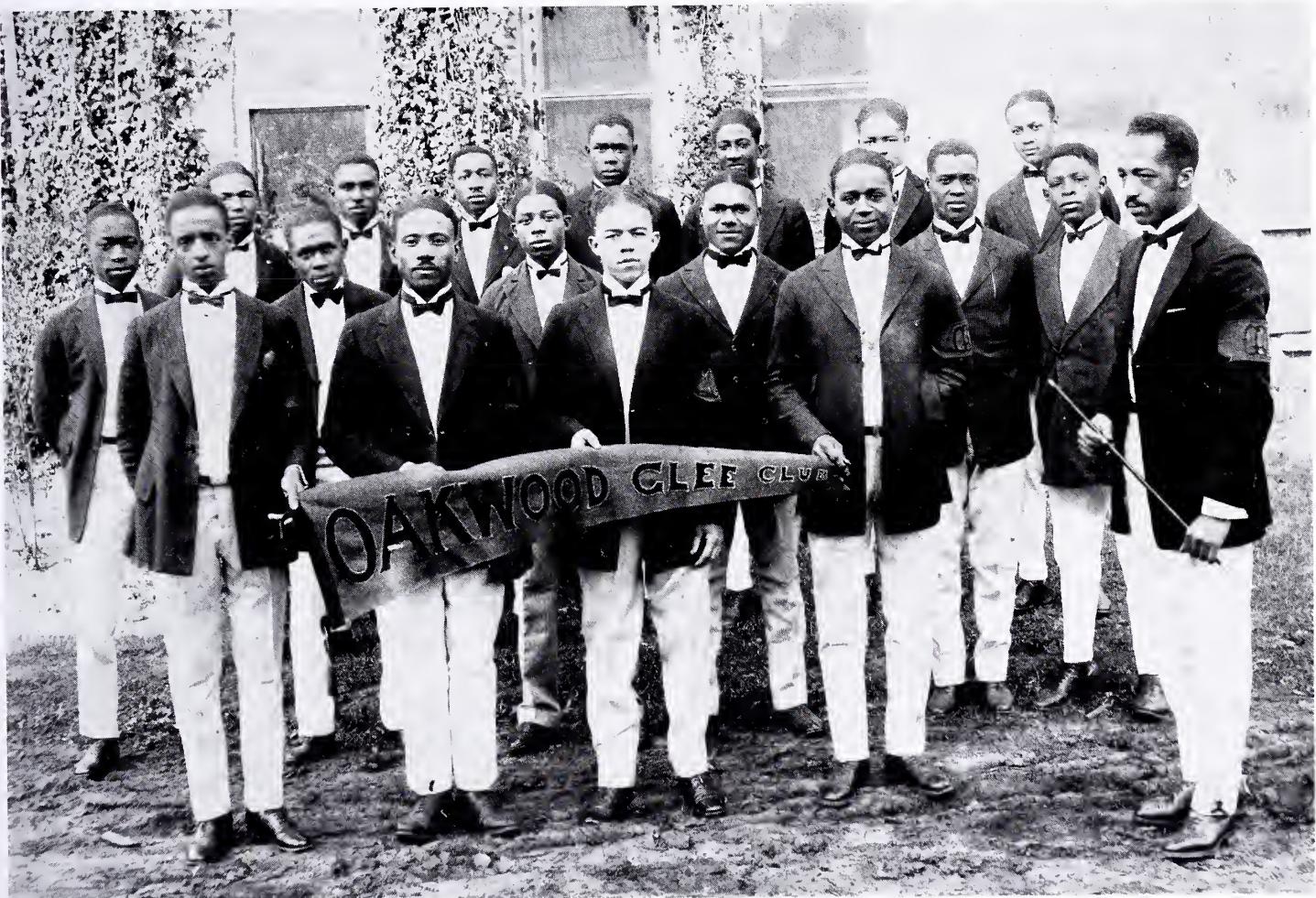
Oakwood. On the one hand, young men being drafted and others volunteering for the military while, on the other hand, disparaging reports (valid or invalid) took their toll. In a "Student Movement" issue of the Oakwood Bulletin, one student was quoted as saying that "Upon my arrival at Oakwood I found prevailing conditions far better than I had expected. Before coming here I had been numbered among the unfortunates who had listened to hard words concerning the school, which thing hindered my coming sooner. But I can now thank God for my being here, and being numbered with other earnest young people who are striving for a Christian education."¹⁰ Doubtless, some prospective students succumbed to the bad press and probably never arrived.¹¹

Reports of the famous Negro novelist Richard Wright's having attended Oakwood about this time or later have so far proven only hearsay. His book, *Native Son*, does substantiate that his maternal grandmother was a devoted Seventh-day Adventist and that he attended a Seventh-day Adventist grade school in Mississippi taught by his aunt.¹² It is possible that his grandmother who lived near Natchez, Mississippi, had received instruction from the Morning Star Boat.

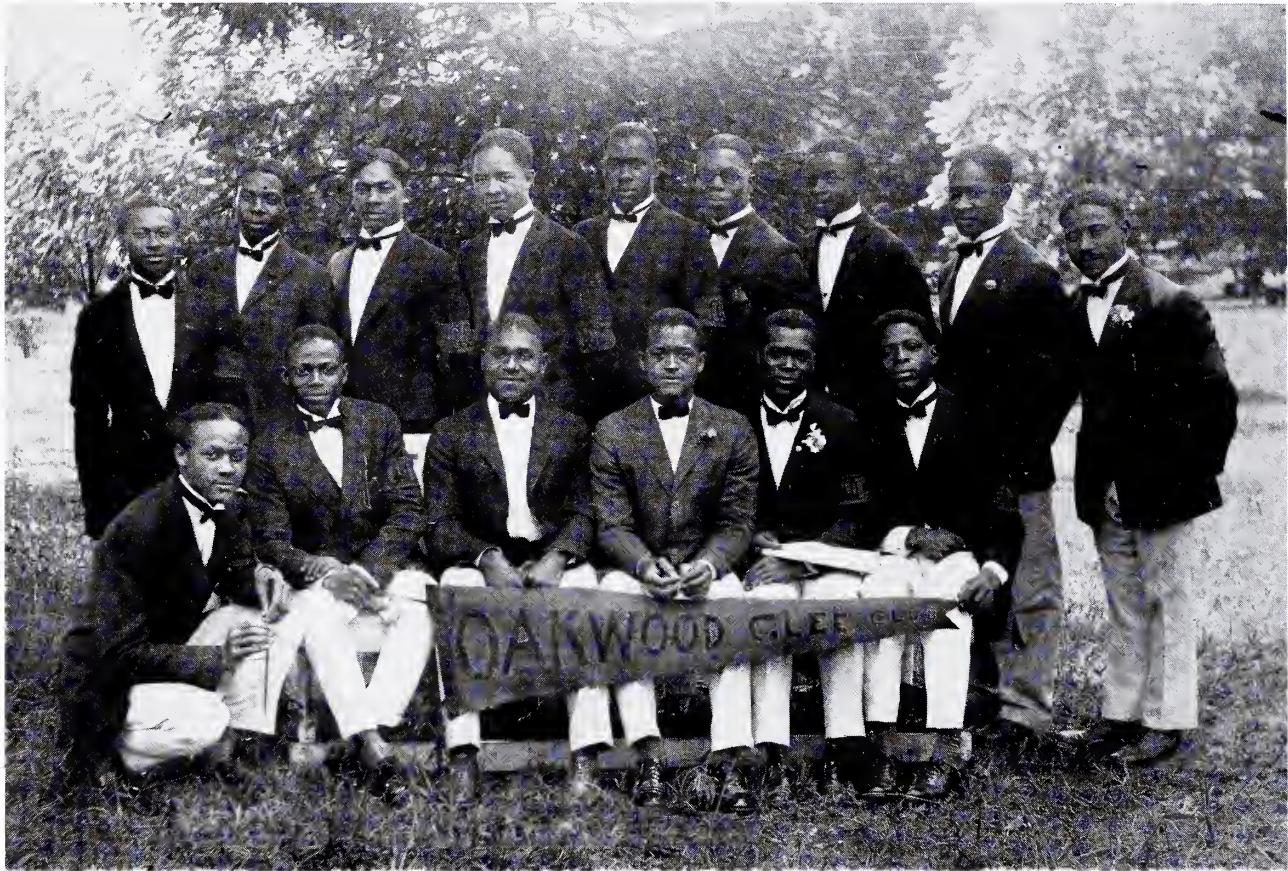
In addition to circulating word about possible inadequate facilities and otherwise unfavorable educational conditions at Oakwood, surely reports of the student strike of the early 1920's were wafted on whispering wings. The incident touching off the suspension of classes for a week involved a student, Lawrence Longware, who

was accused of seriously infracting the rules of the school. Told to go home, he refused and was approached by President Beardsley and several teachers who went to his dorm, Butler Hall, determined to expel him from the campus and deliver him to the train station. Other students witnessing the incident felt Longware had been a victim of needless brutality; consequently, their report sparked a campuswide strike until assurance the president would grant them a hearing on this and a slate of other grievances. When student witnesses were permitted to testify before the faculty, their charges were considered valid and several concessions made respecting their claims, thus improving student-faculty relations.¹³

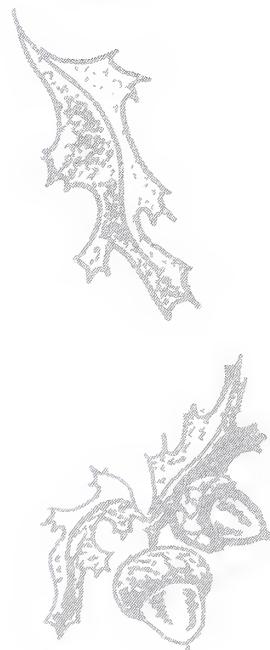
Such an encounter, even with its happier ending, sows seed of discontent and almost always conveys to the constituency more of a negative than positive message. Could this have been one of the reasons for the sudden drop in student enrollment beginning 1922? From 1918 to 1921, there was an average yearly enrollment of 139 with a high of 148 in 1919. The year 1921 saw 144 students at Oakwood, but the very next year, 1922, suffered a drop to 92 or 36% decrease. Enrollment the next year, 1923, continued the slide to 89 or a 38% decrease from the year



Oakwood Glee Club, 1924. John H. Wagner, Sr., director (baton in hand).



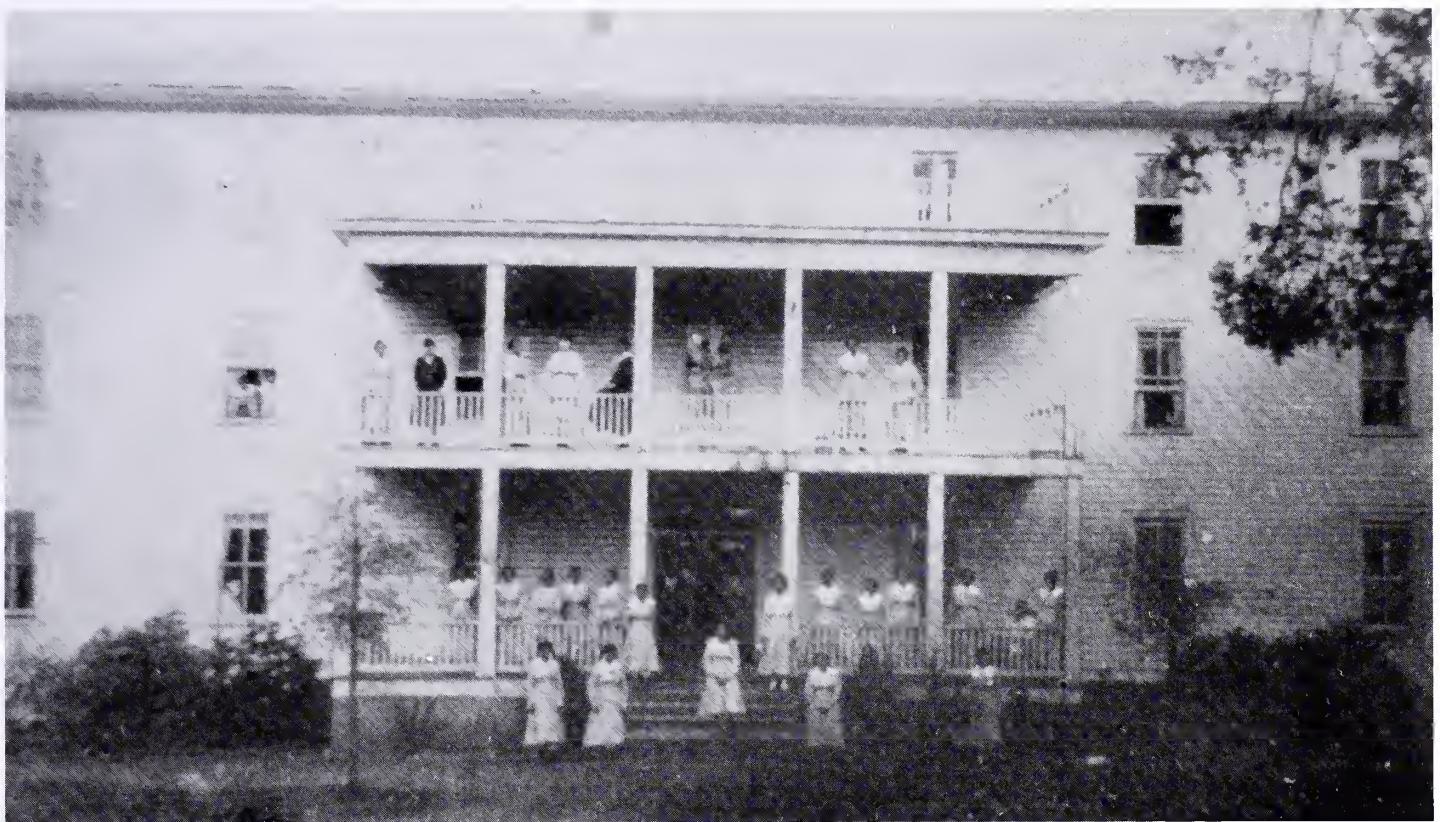
*Oakwood Glee Club,
circa 1920's. Calvin
Moseley, director
(kneeling).*



of 1921.¹⁴ Albeit the “Founders’ Day Special” published in 1923, listed enrollment for that school year in session as 128 which, if accurate, would represent only a 12% decrease in the student body from 1921¹⁵ At any rate, President Beardsley’s final year, 1923, was one of his smallest enrollments. Nevertheless, his contribution to the overall progress together with doubling the financial worth of the college from \$52,122.35 to \$104,187.62 over the years of about 1917 to 1922 marks his resignation as a climax to an incumbency of courageous leadership and vision.¹⁶

Joseph A. Tucker was appointed president of Oakwood Junior College in 1923, and he served in that capacity for nine years until 1932, the longest tenure as chief administrator than any of his predecessors. Among his contributions, particularly one thing got off to a roaring start, namely: presenting the best face of Oakwood before the general Adventist constituency through positive public relations. He accomplished this principally by touring with singing groups of Oakwood, by publishing *The Oakwood Bulletin* paper on a monthly basis for extended periods of time rather than just biannually or annually as seems the case before 1923, and by fostering friendly connections with board and conference leadership on all levels and especially the General Conference level.

Recognizing the rich musical gifts of Oakwood students and their utilitarian value in advertising the school, President Tucker, after having been at Oakwood for barely a year, set out on a six weeks’ nationwide tour accompanying his troupe under the name of the Oakwood Jubilee Quartet, a name no doubt mirroring influence from the world-famous Fisk Jubilee Singers who by now had been concertizing over fifty years earlier (since 1871) and had raised hundreds of thousands of dollars for Fisk University in Nashville, Tennessee.¹⁷ Even during these



Henderson Hall, 1919.



Irwin Hall, 1920's, named for G. A. Irwin of three-man committee commisioned in 1895 to finalize on school's location.

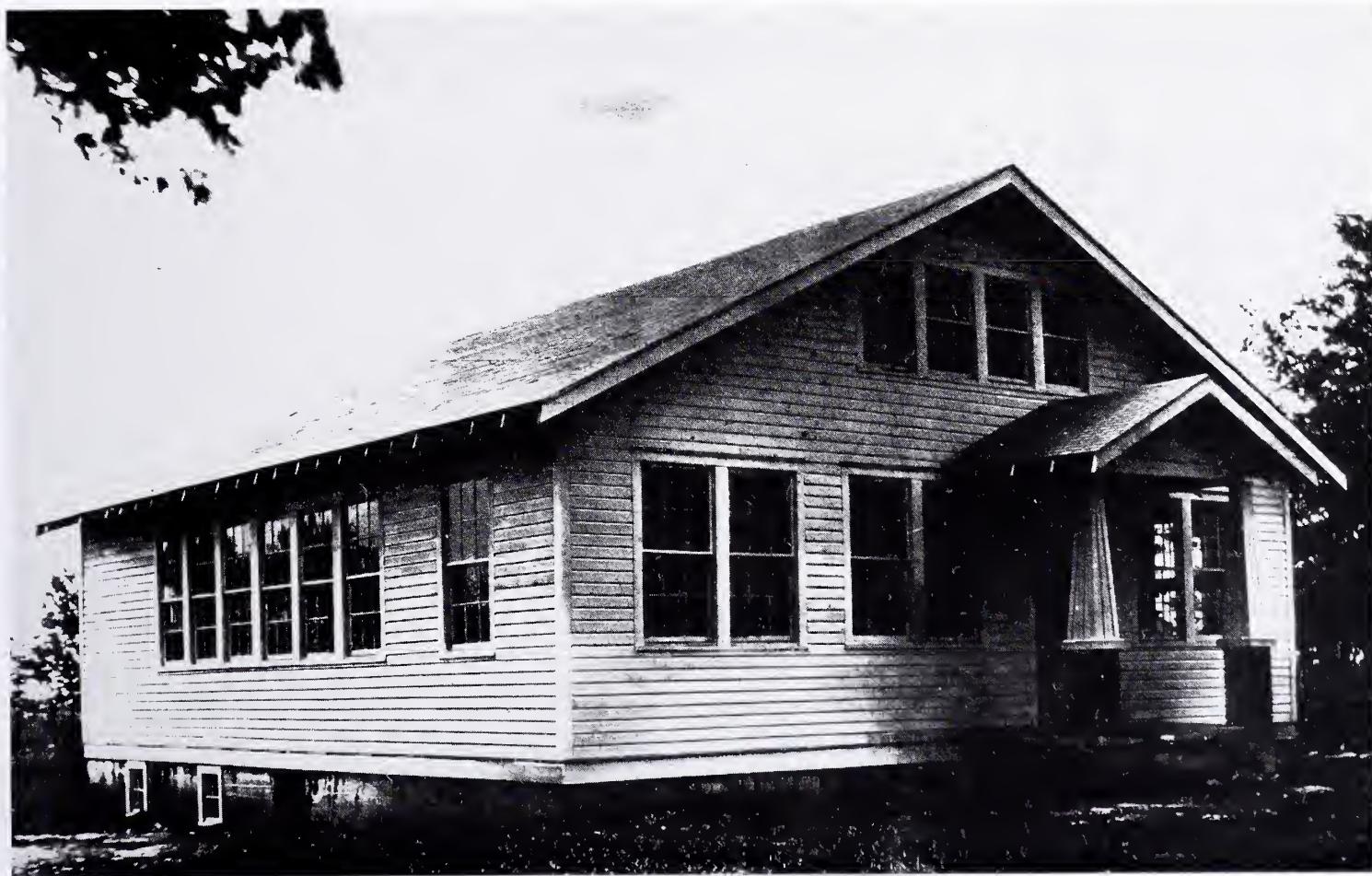


President Joseph A. Tucker, 1923-1932.

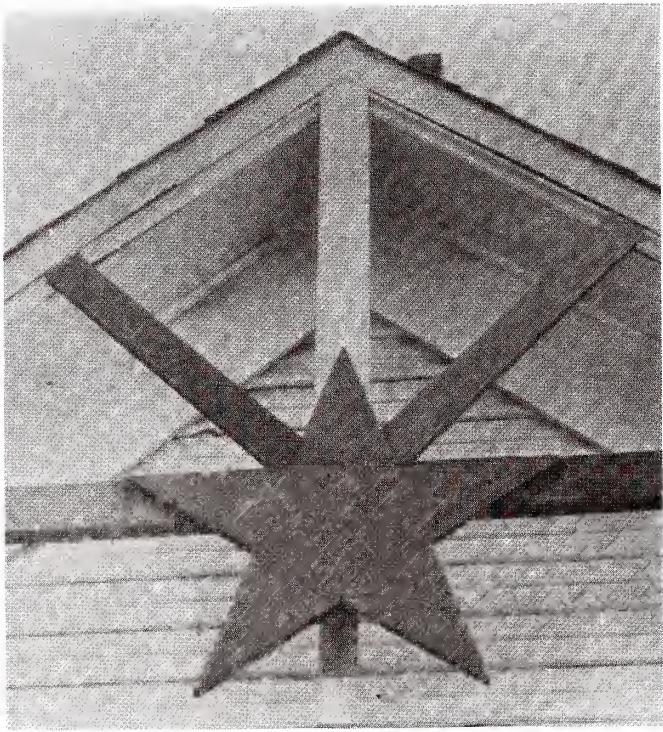
times of staunch racial segregation, Tucker was known for receiving entertainment and hospitality comfortably in the homes of black members and "generally made himself one with the cause of the school and its students."¹⁸

The six weeks' itinerary of the Oakwood Jubilee Quartet which launched itself via train on January 23, 1924, debuted in Nashville and covered some thirty-one cities and/or institutions including Madison (Tennessee) School and Sanitarium, St. Louis, Kansas City, Boulder (Colorado, church and Sanitarium), Denver, Union College, Cedar Rapids (Iowa), Chicago, Hinsdale (Illinois) Sanitarium, Emmanuel Missionary College (Berrien Springs, Michigan), Battle Creek (Tabernacle), Adelphian Academy (Michigan), Indianapolis, Cicero Academy (Indiana), and Louisville. Reporting that they covered expenses with a few hundred dollars over, they received as their largest offering \$115.00 and their smallest \$18.17 with an average offering of about \$47.00¹⁹ Tucker's ingenuity and drive helped to navigate the school through rough waters and most difficult times particularly the period of the Great Depression sparked by the stock market crash of 1929.

With enrollment on the upswing, the need for improved and new facilities was a given. Buildings erected comprised Irwin Hall, Normal (Instructional) School Building, teachers' homes, and sanitary facilities. Butler Hall was remodeled, the



Normal building for teacher education and elementary grades, 1920's.



For years the star from Edson White's Morning Star boat graced the eaves of the Normal building on the campus of Oakwood.

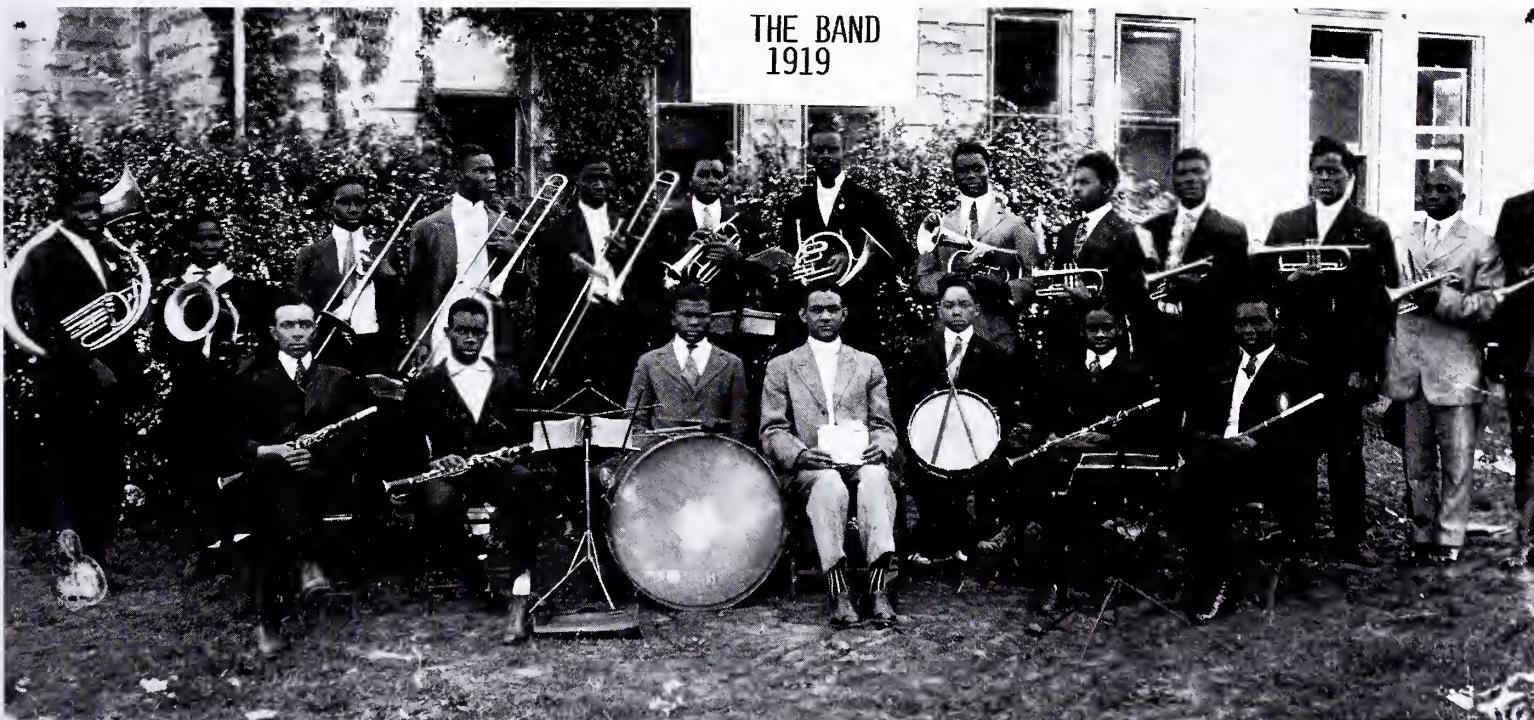
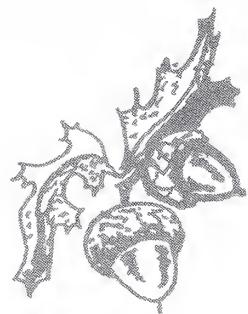
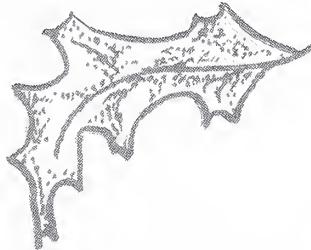
Eugenia I. Cartwright Cunningham, affectionately known as "Mother Cunningham," served on campus in various positions for about fifty years beginning in 1915.



Corner of the campus library in Study Hall, 1919.

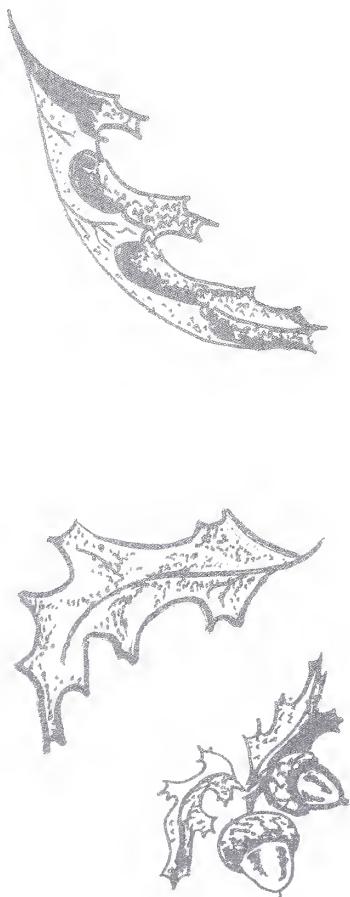
library moved to Butler Hall, a concrete sidewalk laid circling the campus, the dairy enlarged and improved, and a reservoir constructed toward the Oakwood mountain.

More blacks seemed to have been added to Oakwood's predominantly white faculty and staff than ever before during the 1920's. Two decades earlier, the first teacher, by special arrangement, during Oakwood's manual training days was Dr. Lottie C. Isbel, M.D. (a graduate of the Old American Medical Missionary College in Battle Creek, Michigan) who in 1905 had been initially invited for only "two weeks" to offer "health instruction." Another option mentioned a white male physician, but the Board thought a more favorable choice would be a black--in this case a black female. If the budget should allow, "It was thought that by another [year] we could probably use the Doctor in our school [full time]."²⁰ (Bracketed words supplied.) By the beginning of the 1905-06 school year, Dr. Isbel appears in the list of faculty as lecturer on "Simple Treatments, Physiology, Hygiene."²¹ Her duties unquestionably comprehended serving also as campus physician. One year later, she is listed under "Non-Resident Members" of the faculty, the only one so categorized. Apparently, her interests, drive, and entrepreneurial spirit to practice medicine more in a community and sanitarium setting as had been early on inspired and urged upon her by Dr. John Harvey Kellogg exerted too strong a force within her, thus causing her to move on. While later practicing in Birmingham, Alabama, she married David Blake and from there her work spanned several cities, particularly Nashville and Pittsburgh. Dr. Lottie Isbel Blake is not listed as faculty after the 1907-08 school term; however, her brief tenure engraves her not only as Oakwood's first black but also first doctorate on the faculty during its pre-college years.





"Young Women's Literary Society," Alyce Frazier (standing front left) is faculty sponsor (1928).



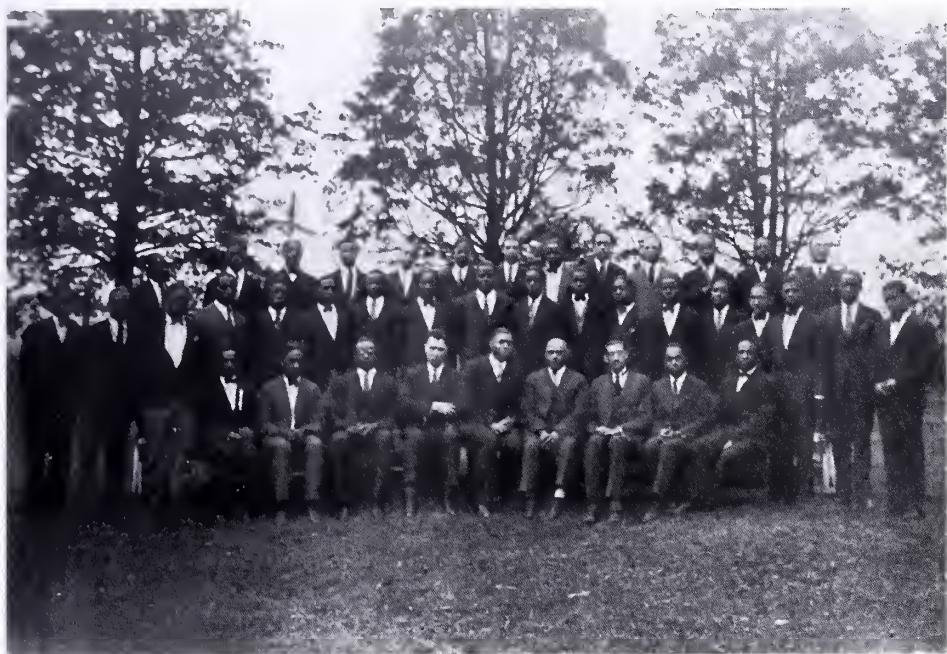
Frank L. Peterson, B.A., from Pacific Union College, dawns as the star and second black on the faculty overall and the first during the Oakwood Junior College era. He evidently joined the faculty not too long after the nascent days of the Tucker administration, at which time also J. H. Laurence, black evangelist, is listed as a lecturer (apparently part-time) in Evangelistic Methods.²² A non-teaching position, "Matron," had been held about 1915 by Isabella Cartwright known to later generations after her marriage as Eugenia I. Cunningham or "Mother Cunningham."²³ Mrs. Cunningham re-

mained on campus for half a century in varying positions where "to her task . . . she brought a sense of discipline and carefulness" and "influenced the lives of many Oakwood students."²⁴ But the 1920's and early 1930's witnessed an increase of blacks, particularly on the instructional and administrative staff at a pace hitherto unknown and included such personages as Otis and Roberta Edwards, Julia Baugh, Fletcher J. Bryant, Arna Bontemps, Harry and Jennie Dobbins, and Joseph and Alice Dent.

Financially, the institution was experiencing general progress. By 1928, the year prior to the stock market crash, the balance sheet displayed an encouraging increase to a net worth of \$160,000 gain over the \$104,187.62 net worth of six years earlier, 1922. Good news continued. The financial and operating report for year ending May 1930 had climbed to a dividend of \$173,428.50, no mean feat during the Depression.²⁶

To promote a bond of unity among its graduates and feed on active interest in the growth of the institution, the Alumni Association of Oakwood Junior College in 1926 conducted its first meeting in conjunction with the school's Commencement program the following year. Upon being inducted into the association, each graduate was given both a membership card and a copy of the association's constitution and by-laws.²⁷ One of the trails leading into this sense of school spirit was the pre-alumni activity of organizing students into societies within their dorms. For the females, the Young Women's Literary Society was organized and though known by various names since 1926 it has sought to develop cultural, literary, and musical talent. Males organized themselves into the Young Men's Betterment Society in 1925 and purposed to uphold school standards and foster esprit de corps among themselves. Of course, these kinds of activities were buttressed by spiritual emphases in dormitory worships, missionary outreach on campus as well as in the surrounding community, and Christian colporteuring (distribution of religious literature) all of which contributed to individuals' giving their hearts to Jesus Christ and being baptized.

One of the salient examples of the result of Oakwood's influence in the community during this period is Harvey Kibble, a young man who lived two miles from the campus in the Brandontown area.



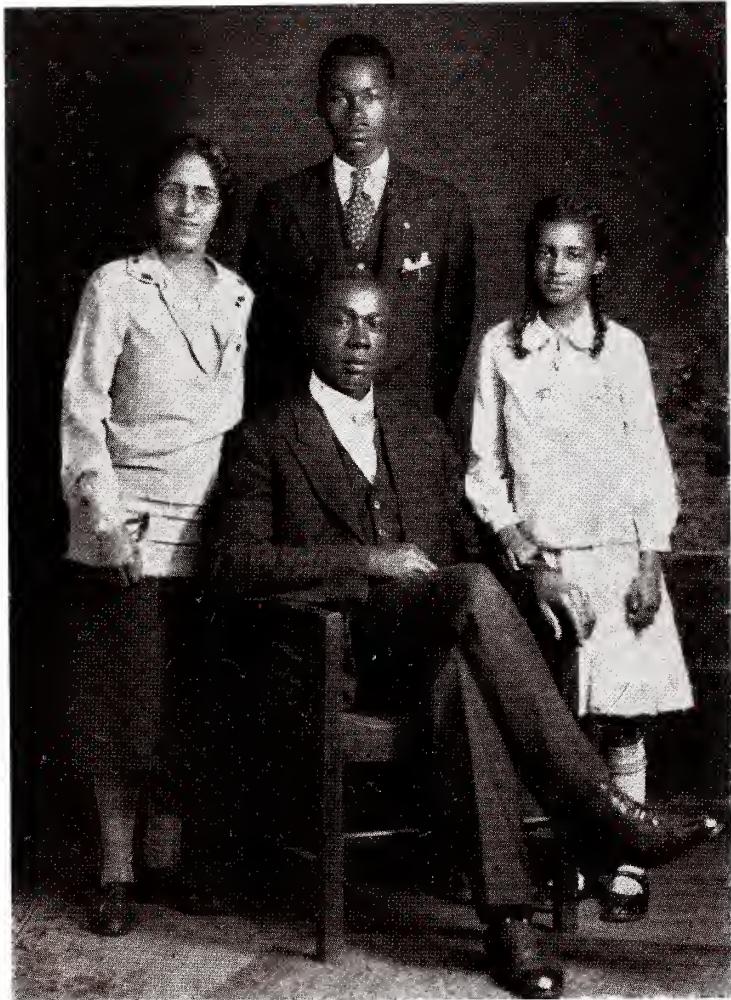
"Young Men's Betterment Society" (1928).



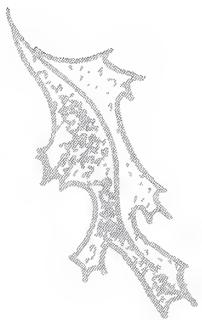
T. R. M. Howard,
student and president of
"Young Men's Better-
ment Society" (1928).



First year Junior College students (1928). Class roll, random order: Lawrence R. Hastings, President; Preston W. McDaniel, Vice President; Corine E. Harris, Secretary; Mary M. Gary, Treasurer; Mildred Baker, Theora Butler, Edythe Crawford, Lawrence Fletcher, Lyle Follette, Obadiah Hall, Theodore Howard, Francis Hunter, Myra Lockhart, Ernest Moseley, Stella Webb, Emma Wilson.



B. W. Abney, three months after leaving for South Africa as that continent's first black SDA missionary, with his family: Mrs. Celia M. Abney, son Benjamin, and daughter Celia (Cleveland), 1931.



Notwithstanding that he belonged to the Huntsville Methodist Episcopal Church, he recognized in the Oakwood student missionary workers something positive and uplifting that appealed to him and led him to attend Oakwood for both academy and college. Baptized in 1926, Kibble met stiff resistance from immediate family but continued his faith and education and graduated from the Oakwood Junior College ministerial course in 1929.²⁸ In addition to his fruitful and most effective pastoral-evangelistic-administrative Adventist ministry in places like Texas, New Jersey, Illinois, and New York, Elder Kibble has left a legacy of four sons serving in the Adventist clergy (and one of them a local conference president and Oakwood Board of Trustees member) at the time of the present writing as well as two daughters and a widow--all of whom staunchly support the church and Christian education.

At the turn of the decade, 1921, W. H. Branson (Vice President of the General Conference) paid a visit to the Oakwood campus from which he had been absent for some twelve years. For him it was a homecoming of sorts inasmuch as he had served on the faculty as lecturer in Church Organization.²⁹ His current visit coincided with graduating exercises for which an Oakwood alumnus, B. W. Abney (pastor of a St. Louis church) delivered the baccalaureate. Elder Branson's account of his visit noted that Elder Abney was "under appointment as a missionary to South Africa, and he, and his son, who was a member of the

student body, was given a touching farewell by the faculty and students." Then he declared significantly that "the going out of Elder Abney and his family to the great African field as missionaries to that land, really marks a new era in the history of this school."³⁰ A new era indeed! The first black to minister as a foreign missionary to Africa would be an Oakwood graduate! The Abney appointment to mission service along with Oakwood's higher education status ushered the school into a new synergy with the other four Junior Colleges of the Adventist Church in the North American Division by broadening its field of vision and stretching its hands of service to lands afar.

Speaking of "firsts" in mission by blacks brings to mind Anna Knight of Laurel, Mississippi, who was baptized at Graysville, Tennessee, about 1893, graduated from Battle Creek College several years later, 1898, and sailed for Calcutta, India, in 1901. After a stint of mission work, she returned to the states where she became a household name for inspiring classroom instruction and educational leadership throughout the south. Around 1907, Miss Knight taught nursing and cooking in the "Preparatory Medical" program at Southern Training School now known as Southern College.³¹ Her final years were spent at Oakwood College where the Elementary School has been named in her honor. Reputed by many to have been the first African-American sent by the Adventist Church to foreign missions, Miss Knight more recently becomes recognized as the second following one James E. Patterson of California, who was sent to Jamaica in 1892.³²

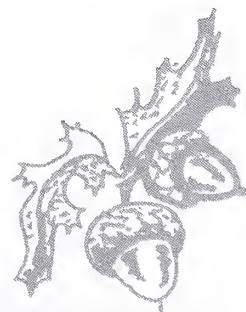
At any rate, the success of Oakwood called attention to a lack of educational institutions for black Seventh-day Adventist youth vis-a-vis the steady increase of

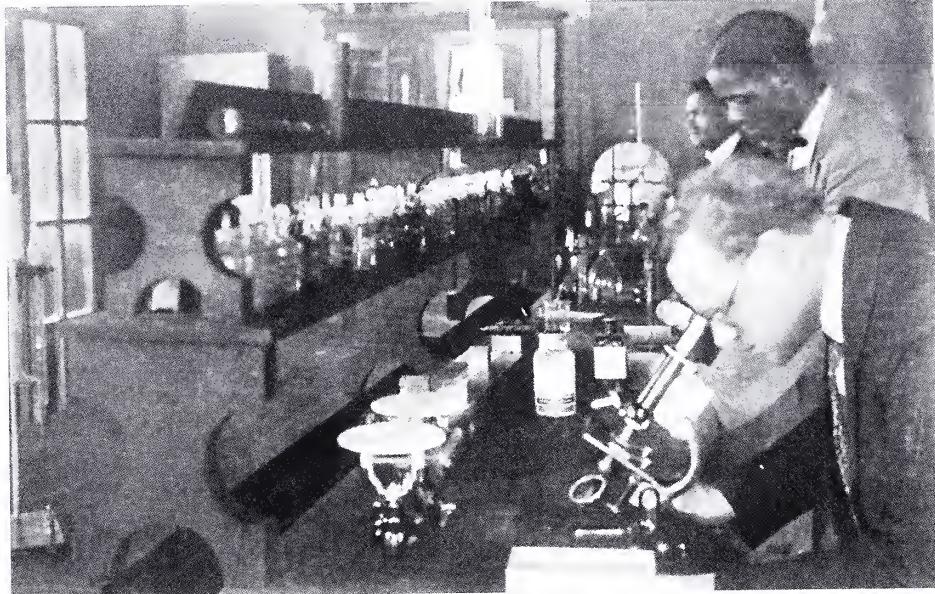


black church membership and the disproportionate ratio of schools to that membership. F. M. Wilcox, editor of the *Review and Herald*, observed in his 1931 article, "The Appeal of Our Colored Youth," that in the North American Division for the 120,000 white membership there had been established "eight senior colleges, four junior colleges, and forty-three academies, or one school of academic grade or above for each 2,000 white believers" while by stark contrast there were only "two schools for the youth of 8,000 [black] church members,—Oakwood Junior College at Huntsville, Ala.; and Harlem Academy in New York City."³³ (Brackets supplied.) He argued that while some few black youth have attended a few of the white colleges, the great majority were turning to secular high schools and colleges. Encouragement had come from the General Conference Committee via a proposal to erect an academy in the East, preferably the Columbia Union Conference, for which an October 24, 1931, offering was to be devoted. Apparently, the establishment of either the Washington Union Academy of the District of Columbia or Pine Forge Academy of Pennsylvania fulfilled the proposal.

Meanwhile back on the Oakwood campus itself in 1932, enrollment was suffering a steady slide to an almost 50% decline since its student body of 200 in 1927. The winding decline traced a descending trail that began with only 142 students

Elder Abney (seated center) and his ministerial band of "colored" workers in South Africa. Standing: Brothers Bullock, Beyers, Pelane, Allamby, Theron. Seated: Brother Rayners, Pastor Landers, Abney, Brothers Hare and Van Rensberg.





Science Department (1928).



Sewing Department (1928).

in 1928, 126 in 1929, a brief ascent of 143 in 1930, then down again to 118 in 1921, to its lowest ebb for well nigh a decade to only 106 students in 1932.³⁴ Whence cometh this attrition? No doubt it stemmed most obviously from the pinch of the Great Depression the nation was experiencing. Less obvious or maybe less recognized as a bona fide cause for enrollment decline was the substantial increase of complaints and unrest among students and staff. Finding it necessary to address formally "the difficulty through which the school has been passing all the year," the Board of May 10, 1932, voted that "WHEREAS THE SPIRIT of rebellion on the part of students must in no way be countenanced and must meet our unqualified disapproval, We recommend that the leaders in the rebellion and persistent agitation at Oakwood Junior College during this year be dismissed at once by the faculty, and further, that they be not readmitted during the year 1932-1933."³⁵

Appending flesh and bones to the phrase "spirit of rebellion" would certainly lead one to the eventful date of October 8, 1931, seven months earlier of the same academic year when the students of Oakwood went on strike from all classes and work. Rather than an occasion characterized by alarms and excursions, all actions by students leading up to, during, and following the strike are reported as calm and orderly.

What kind of issues conjoined to precipitate that which one of the student participants described a half century later as "one of the most dramatic and significant events in the history of Black Adventism"?³⁶ Although the Board's action pointed directly to students, a clearer understanding of the total situation must bear in mind the part played also by faculty (black and white) even if inadvertently or indirectly. With the addition of qualified blacks to the faculty came those from across the Mason-Dixon line so to speak or from other sections of the country some of whom called attention to what they thought primitive conditions under which to work as well as to what they considered an imposed overwhelming sacrifice it cost to work at Oakwood. Particularly some of the younger teachers challenged certain rules and regulations as too restrictive, antiquated, unreasonable, absurd, overly



Mrs. J. Dobbins



Myrtle Bain



J. M. Swafford



Alyce Frazier



Harry Dobbins



F. J. Bryant



W. C. Martin



Viola C. Rivers



H. C. Nelson



Corine Bass



Mrs. J. A. Tucker



E. C. Jacobsen



O. B. Edwards



Mrs. O. B. Edwards



R. A. Jorgenson



Charles Degering



C. R. Wood



Mrs. L. E. Cunningham

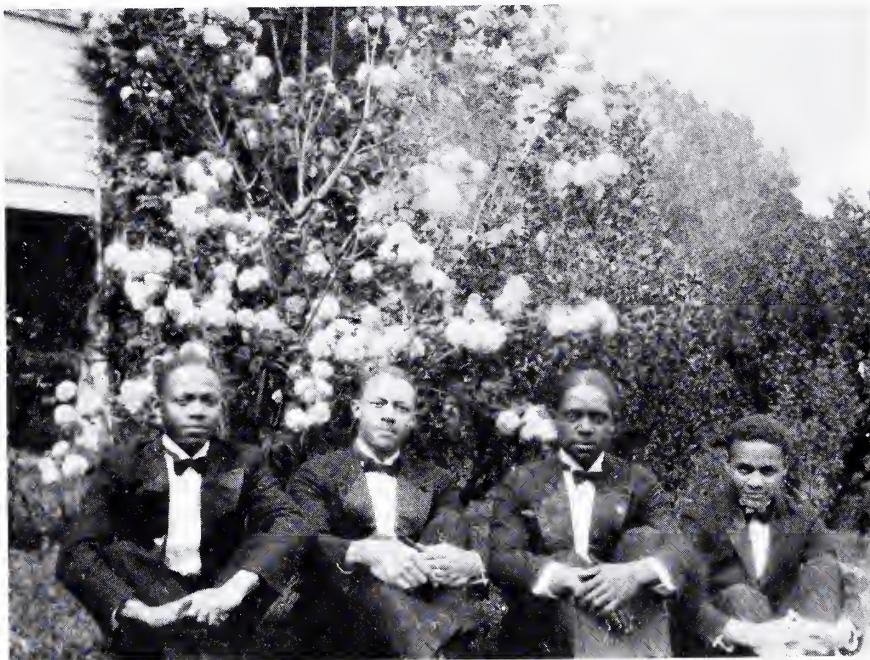


Julia F. Baugh



J. A. Tucker, President

Montage of one of the final integrated faculties of Oakwood as a Junior College, 1928.



Oakwood Quartet, L-R: Emile Jarreau, Otis B. Edwards, Harvey Kibble, Ernest Moseley, 1927.

paternalistic, much of the instruction excessively moralistic, and the college itself destined to become caudal in relation to other Adventist as well as other black colleges if radical changes were not soon forthcoming. One or two of the white teachers, it was felt, practised racial prejudice as much as might be expected of non-Christians.³⁷

It had been noted that there was not social contact between black and white teachers on campus at all which was manifested by each group sitting in separate areas during chapel services and by a segregated foot washing arrangement during the Ordinance of Humility.³⁸ In deference to President Tucker on the matter of social relations among the Oakwood interracial staff, he does mention in a c.1975 interview some forty years later that two of his black staff, Otis B. and Roberta Edwards, were married in his home.³⁹

Interestingly enough, though not causally related to the student strike, is the convening of the Executive Board on May 21, 1932 (just eleven days after the preceding May 10 Board), a special agenda item of which was "the question of settlement with a number of the teachers."⁴⁰ One of the black faculty who had a fairly short tenure at Oakwood after that year was Arna Bontemps, English teacher, who, besides teaching in several Adventist schools during his career also became renowned for his prolific, insightful, and award-winning writing especially on the black experience in America and for his participation in the "Harlem Renaissance," that famous period in the 1920's when young black visitors and artists flocked to Manhattan and made it the cultural capital of the African-American world.⁴¹ Mr. Bontemps succeeded the famed and acclaimed James Weldon Johnson as librarian of Fisk University about 1943 where, with alternate appointments also at the University of Illinois and Yale University, he remained until his death in 1973.⁴²

Regarding the strike by students, what were their grievances? What kinds of issues fueled their complaints? According to, again, one or two student participants in the strike, specific concerns embraced: (1) improvements in curriculum; (2) changes in administration; (3) opportunities for challenging and encouraging talented, educated Black youth of the denomination; and (4) leadership openings, especially for those qualified to act as role models for young graduates.⁴³ Another participating student diagrammed the concerns as he remembered them, some of which were: (1) Due to the heavy student work load, the rate of academic credit accumulation was barely one credit per year. At this pace, sixteen [16] years were required to complete four [4] years of credit in the Academy; (2) Steady decline in enrollment was disparaging and reflected in a total dormitory population of only thirty-one [31] young men and sixty-four [64] young women for school year 1931-32 for grades seven through junior college. Only two students in the senior class (one graduated; the other suspended for his role in the strike). Only about eleven

*Ten Member OJC
Senior Class
1928*

*L-R: W. C. Edwards, Celestine
E. Reid, Ethel Varnado, Artie
McNichols.*



*L-R: George Jenkins, Thelma Winston
(Editor of first OJC yearbook, The
Oaks, 1928), Harold Singleton,
C. Raymond Wood (not shown).*



*L-R: Emile Jarreau, Blanch Palmer,
Harvey Kibble.*



*Eight Member
Academy Class
1928*

*L-R: Thorington Frazier, Hattie
Steward, Inez Brown, D. J. Dixon.*

*L-R: Alma Claiborne, Alberta Lionza,
Brace Hamilton, Jennie Mills.*



Two more strike participants who, as did some others, later became pastoral, evangelistic, and administrative leaders in the SDA church: Monroe Burgess, Frank Bland.



Four of the strike leaders met fifty years later (1986): Alan Anderson, Walter Fordham, Herman Murphy, and Vernon Small. (Others prominent in the strike included: Monroe Burgess, Samuel Rashford, Ernest Moseley, A. S. Brantley, Frederick Slater, Frank Bland, Moses James, and William Betts.)

students total were in junior college; (3) White faculty who were rejects from other SDA colleges (white) were assigned to Oakwood; (4) The salary scale was discriminatory, that is, a Negro faculty member received less pay than any white teacher. For example, a white assistant farm manager with eleven grades of education was paid more than any Negro teacher even if the Negro teacher held two academic degrees; (5) Negro faculty members and Negro Board members were insensitive to student concerns; and (6) Relatively low value was placed on academic excellence in comparison with overt conformity with spiritual values.⁴⁴ In brief, the students were raising questions directed at quality of faculty and education and an imbalance between academic work and common labor. Overall, as they saw it, the solutions pivoted on one fundamental change, namely, the replacement of President Tucker with a black administrator.

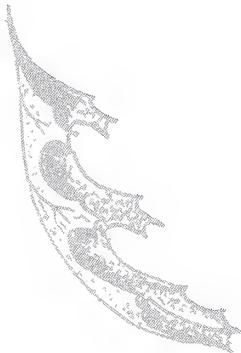
More than local affairs for sure contributed their share to an atmosphere for bold challenge of tradition, redress of grievances, and for change. Two hundred miles away, another black school, Knoxville College (Tennessee) was experiencing a student strike and making news headlines. Just twenty miles away, the notorious Scottsboro (Alabama) trials were in court with Huntsville used as the place of confinement for the accused. A couple of years earlier, 1929, farther away in New York yet closer home within the sisterhood of Adventist churches, one of the most popular and effective black pulpits named J. K. Humphrey of the Harlem SDA Church had sought redress then defected in protest of subordination of blacks in the denomination. Not living in a vacuum, the Oakwood campus sooner or later, under the right circumstances, would give expression to its feelings of restiveness and unrest.

Simultaneous with the strike, the students sent a letter dated October 9 to the General Conference in addition to effective correspondence to leading black ministers in which they explained their grievances and expressed their hopes. In the meantime, subsequent to a series of hearings before a faculty committee composed of two black teachers, two white teachers, and the President, a November 2, 1931, letter from the General Conference was sent and read to the student body followed





J. L. Moran, first black president of Oakwood (1932-1945).



by the Board's action to expel the five students thought to be most responsible for the interruption of the school operation. Nevertheless, the pattern was set. By mid-May 1932, the Oakwood Junior College board had decided to accord Joseph A. Tucker all the commendations his noble work and leadership deserved, nevertheless, also voted a change in leadership by inviting Leon Cobb, Business Manager of Pacific Union College, to be president and business manager and J. L. Moran, Principal of Harlem Academy, to be the Academic Dean, the first black appointed to a major administrative position at Oakwood. When Mr. Cobb did not accept, the die was cast by late May in favor of D. A. Ochs, Associate Secretary of the General Conference, who eventually and honestly responded, "I have never lived in the South, and know nothing about colored people and their ways. Up to the present moment I can't fully conceive how a German would deal with the colored psychology. . . ."⁴⁵ He was also informed that his Academic Dean would be colored. Pursuant to requested time that he and Mrs. Ochs might pray about the Oakwood call, Mr. Ochs declined in favor of a call to Mountain View Academy.

Late July 1932, converging circumstances or, as the striking students and their supporters would prefer, Providence took circumstances by the hand and led them



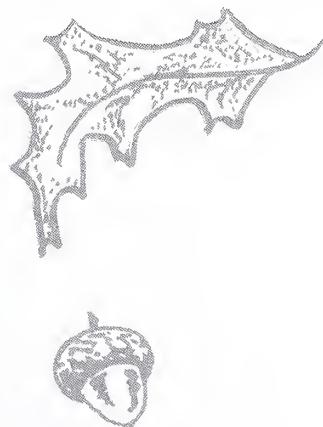
Campus family with new president, J. L. Moran (seated front row center or fifth from left or from right), 1933.



The Moran faculty, 1937 (President seated fourth from viewer's left).

to a new level of vision--Oakwood's most historic moment to date: J. L. Moran becomes the first black president of Oakwood! His comptroller and manager: James Oss, a white man. His faculty, now all black. Actually, a totally black faculty had already been announced two months earlier when Moran was asked to be Academic Dean under the prospective person the board was expecting to be President Tucker's successor. That whites would take flight from Oakwood during its historical kairos of answering an imperative for change in the complexion of leadership in the Academic Deanship even before that change spilled over to the Presidency should not be surprising if the white teachers' thinking paralleled or approached that of an Oakwood board person who had expressed belief that no attention be given any thought of colored leadership for they were incapable of self-government and lacked financial ability to manage their affairs. But ready or not, the Moran team of educators and staff comprising people of color in the majority was on its way!

That way led through narrow gorges as well as mountain-top paths stretching through thirteen years of leadership over the affairs of Oakwood from 1932 to 1945,



-GRADUATES of 1937-



PAUL CANTRELL JR.



GRACE MCDONAGH



JAMES CHRISTOPHER



CORNELIUS HARRIS



MIS. VACANT ELEVATION



DOROTHY L. COPPING



JULIA STREET



FREDERICK H. CROWE



BERNICE CHESHIRE



ROSALIA CLARK



CLARENCE THOMAS



IRENE BLANCHARD



MILDRED MCCLELLAN



WILLIE CLARK



HILDA BOBSON



SAMANTHA JOHNSON



LESTER WILLIAMSON



rita THOMPSON



RUBY MOUNTS



IOLA DAVIS



BURDON STINSON



OPHELIA EDWARDS



CHARLES CUNNINGHAM



MARION CAMPBELL



MELVYN HAYDEN



ETHRIDGE DREHER



ERAZ WATTS



GREGORY BASSETT



JIM BLODGETT



E. MARION GANDY



MADELINE ANDERSON



FREDA MAY



CLARA ETTA TUSHNER



LOIS LEE CATHEY



JESSIE A. GANDY



VELMA JEAN JONES



RUBY BUFFORD



VELMA BELL LEE



MARY FRANCES



BARBARA FOWLES

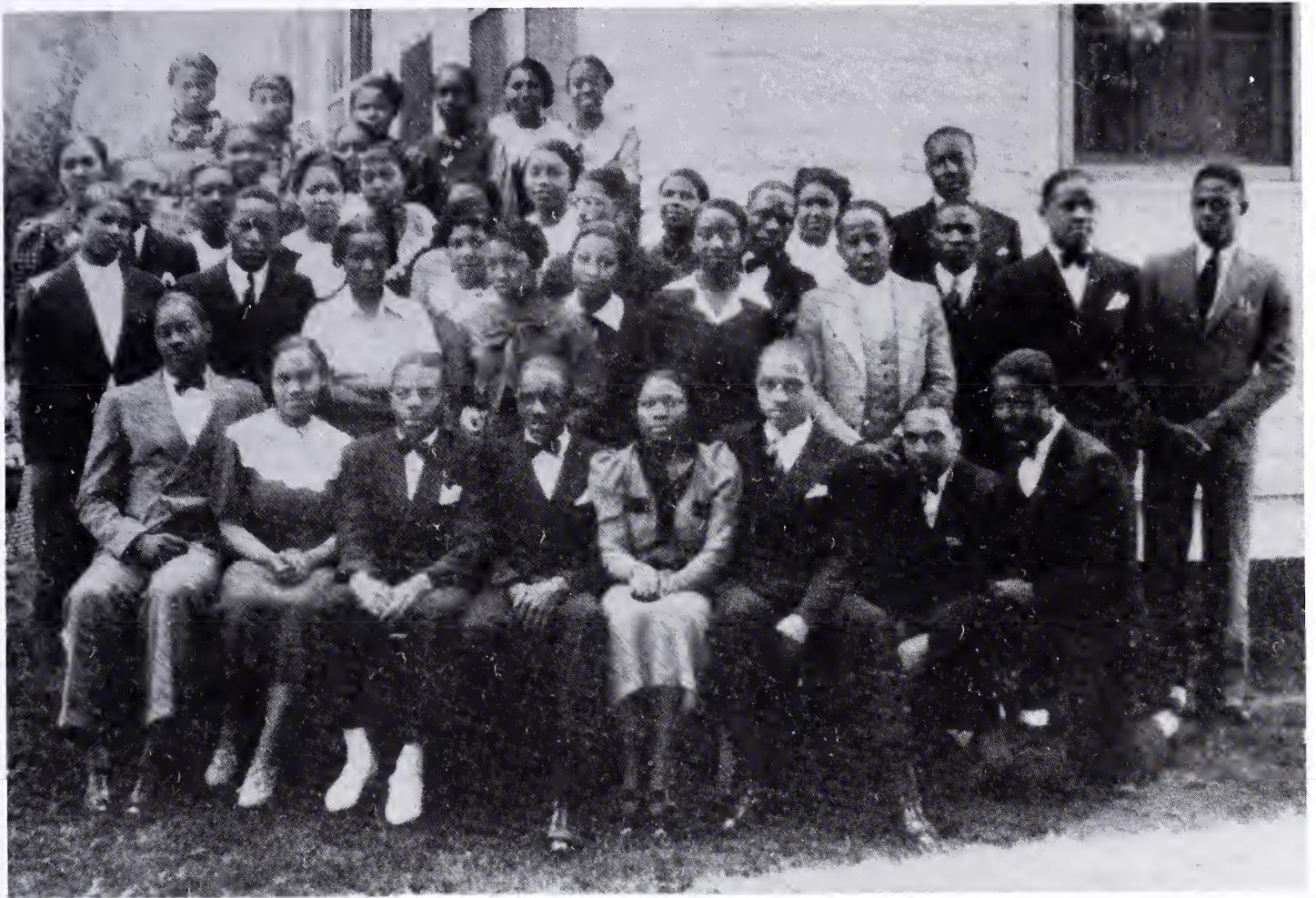


ELIZABETH JONES



JULIA MAE LINDWOOD

Graduates of 1937.



Junior class of 1937.

at that time the longest incumbency in the school's history. Nevertheless, the transition to Oakwood's first black president evidently faced a shadowy trace of resistance in not so obvious yet definite way. Not until the 1936-37 Oakwood Junior College bulletin, the first year of his first black Business Manager, Owen Troy, was President Moran's name listed above the business manager in the board roster as previous presidents had been listed and not until the 1935-36 bulletin that his name is placed above his white business manager in the administration lineup. Coincidence or name game? It would seem the latter in the case of those persons immediately responsible for lining up the board and school rosters. More important things, however, lay ahead like educating youth for service in this world and for a wider joy of service in the world to come.

Some of the black constituency in the North interpreted Moran's appointment as a design to throttle the budding idea of a northern school project by those who apparently felt blacks needed an alternative to Oakwood because not a few black constituents considered Oakwood hopelessly hamstrung by at least two drawbacks, namely: its location in the deep South and its problems the like of which brought on the student strike. Most constituents, however, viewed the appointment of Moran as the dawn of a brighter day for Christian education at the Huntsville school.

One characteristic of the new president instantly apparent came to notice as his first registration was approaching in the fall of 1932 with classrooms in disrepair.

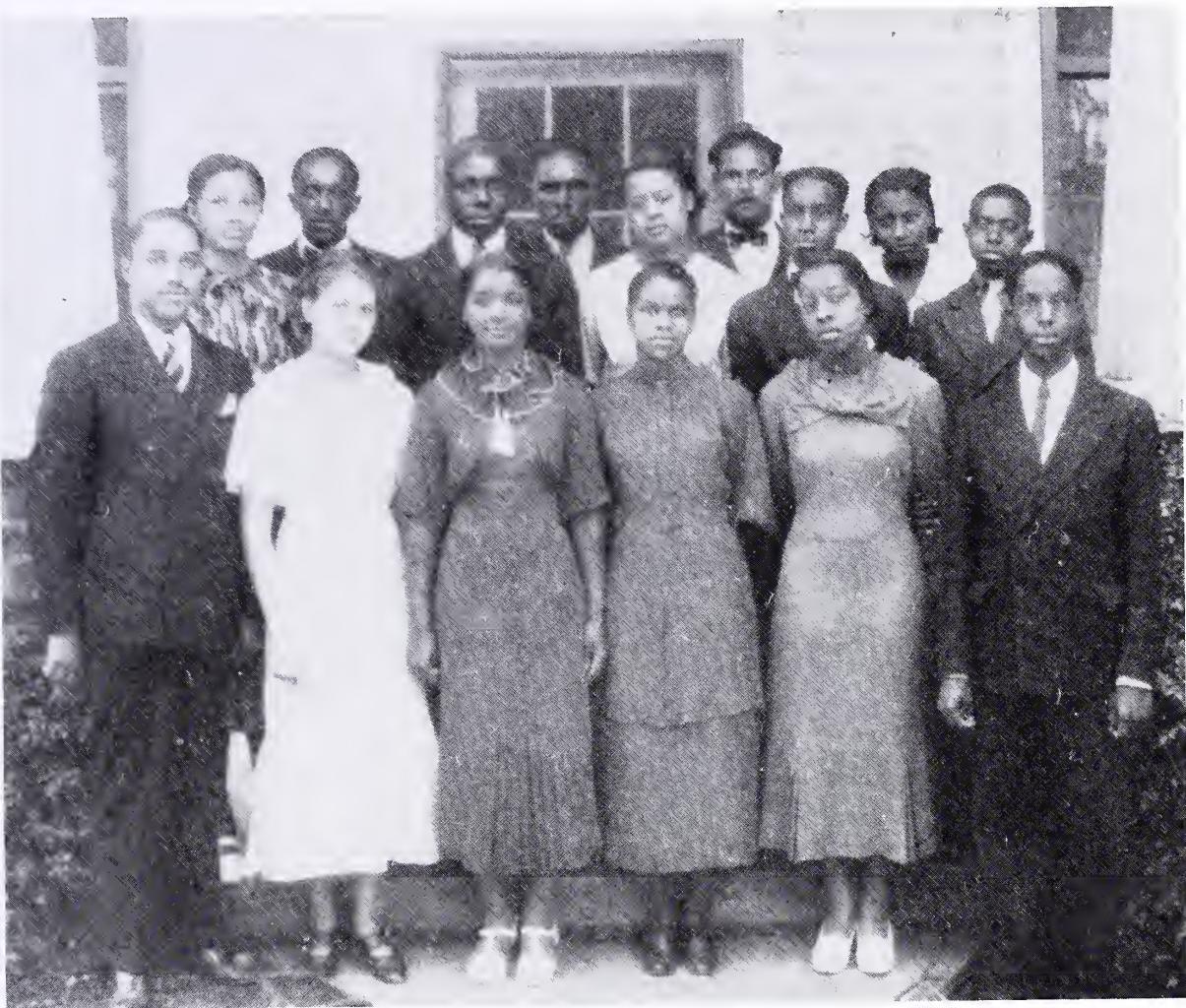


Notwithstanding a lack of capital funds for restoring the rooms, a determined Moran donned his overalls, improvised a scaffold, scraped, patched, and led out himself in the painting and renovation.⁴⁶ If anyone doubted the wisdom of the board in making Moran president, such doubts dissipated more and more as his style of leadership in otherwise menial tasks brought a refreshing emphasis perhaps best captured by the imperative, "Follow me and we will take yonder mountain" rather than "Go thou and bring me back a report."

While the estimated yearly expenses for a student during the 1930-31 school term was \$250.00, President Moran was able to reduce that to \$198.00 per year by 1934-35.⁴⁷ The bulletin for that same year displayed an impressive array of teaching faculty totaling twelve plus another ten on what was called the "industrial" faculty, the former all black and the latter including one white. One faces an enigma attempting to explain the name of Eva B. Dykes among this 1934-35 faculty and even more so as "Director of Teacher Training School," teacher in "Education,"

College editorial staff for Acorn, 1937.



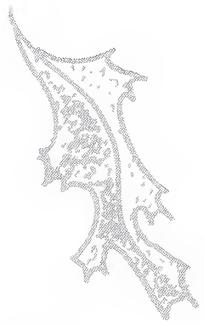


*Editorial staff for
academy news in
Acorn, 1937.*

and "Principal" of the Elementary School. We can only surmise there was some expectation of her joining the faculty at that time which failed to materialize. She might have been among those anticipated "five additional members to join the faculty" referred to but unnamed by the Board Chairman, S. A. Ruskjer, in his Oakwood campaign article of May 1934.⁴⁸ Well known and documented, however, is her arrival an exact decade later. The Oakwood bulletin for the next year, 1935-36, does not carry her name.

Chairman Ruskjer also noted in that article that at Oakwood a wonderful spirit of cooperation and harmony existed and that the school was enjoying real growth and development. During the school year of 1932-33, President Moran's first, the total enrollment was 131, an increase of 25 over the previous 1931-32 year. The enrollment represented 31 in the college, 61 in the academy or high school, and 39 in elementary. One year later, 1933-34, enrollment gained 35 more and reached 166 or 48 in the college, 86 in the academy, 32 in elementary. The upward enrollment spiral was erupting again as in the early years of the previous Tucker administration. Commencement, spring of 1934, would celebrate 27 graduates, 13 from the college and 14 from the academy. Manager and comptroller James Oss was leading out in a strong way improving the physical facilities including the boys' dormitory, teachers' houses, new laundry equipment, the administration building, and the sanitarium. Academic standards were reaching higher by offering more "content





courses . . . without doing injury to the course in Bible," insisting on one year of Bible for each grade covered in the school, adding 400 volumes to the library, and affording \$200 worth of equipment to the science department. The Board Chairman further expressed appreciation for the cooperation of colored ministers especially in sending their own sons and daughters to Oakwood. His peroration took on an anaphoric eloquence: "Oakwood is here to stay. Oakwood is here to grow. Oakwood is here to succeed. . . ."⁴⁹

Probably more than ever before, Oakwood was now crystallizing itself as the training center for the colored Adventist youth of North America and winning the confidence of a national constituency which was much broader than just an erstwhile localized southern constituency of former slaves' children privileged to have their own southern school for when they cannot or wish not to knock on doors of northern institutions. Signs of Oakwood's becoming the undisputed hub of black Adventism's 10,000 members were underscored when a national Youth Congress of 1,200 delegates converged on its campus for four days, May 25-28, 1934. Describing the unique event, F. L. Peterson, by then of the North American Negro Department reported that young people came from as far east as Springfield, Massachusetts, as far west as Oakland, California, as far north as Minneapolis, Minnesota, and as far south as Key West, Florida. Most inspiring were the sight of



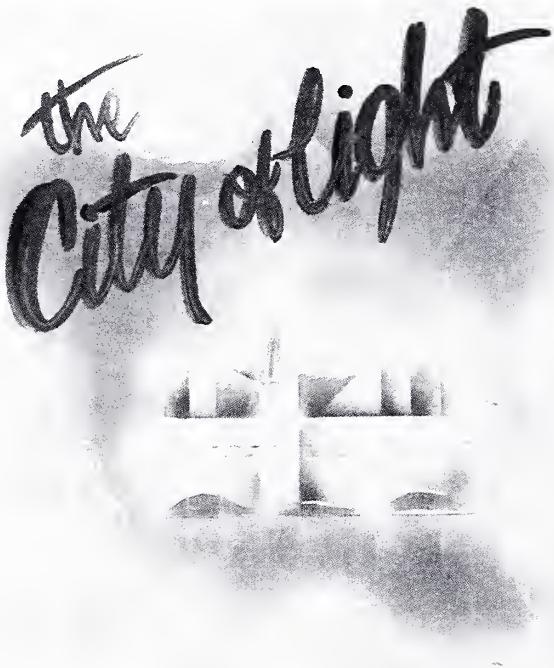
"The Campaigners . . . a group of authorized student solicitors and their chaperon" to help raise funds for a much needed auditorium and library building, 1937.



that galaxy of Christians and the sound of their voices singing James Weldon Johnson's "Lift every voice and sing, Till earth and heaven ring, . . . Facing the rising sun of our new day begun, let us march on till victory is won."⁵⁰

In the meantime, registered students during the Moran administration were being encouraged to participate in school affairs and use their creativity. One of their initiatives was to begin a school paper prepared primarily by students. The 1932 contest for a name produced some fifty suggestions by dozens of students. The winning name for the new campus paper: "The Acorn." The winner: Fredrick B. Slater, ministerial student from Chicago.⁵¹ Big campaign rallies pitting male students, female students, and faculty in friendly contests for subscriptions proved

Students standing in the "archway of learning" (Study Hall Ad Building), 1939, a structure which soon became too small for the burgeoning campus family.



*The Ebony Mist Collection
Composer: Walter J. Kisack*

CITY OF LIGHT

Words and music by Walter J. Kisack
Arrangement by Mimi Temperton

Gm C E Am Akm Gm C^(Gm)

There are those who love sil - ver and gold — to ex - ist, For this is their on - ly de -

F Gm C F E Gm C Gm C^(Gm)

sire. But Je - sus has prom -ised a man - son for me, In a land called The Ci - ty of

CHORUS

F Dm B^b G C⁷

Light. I've heard In hea - ven - ly of a beau - ty.

Gm C G^(Gm) F² F Dm B^b G C⁷

down where the Jor - dan rolls. I've looked for my dear Re - deem - er

© 1989 Walter J. Kisack

"City of Light"

Golden Jubilee Anniversary

The year 1989 marks the Golden Jubilee Anniversary of the "City of Light" in Seventh-day Adventist music history. In 1941 Walter J. Kisack composed its prayerful melody for the annual "Weeks of Prayer" conducted by the Oakwood College Administration. Since that time, the song has been labeled one of the most popular songs in the school's history along with the school's alma mater.

Never to be forgotten is the song's humble beginning. Under the direction of Dr. Eva B. Dykes, who first encouraged its copyright, the Oakwood College Choir, accompanied by Ann Galley Pianist, set in motion a singing which carried on for more than fifty years. The original quartet arrangement, however, was sung by Oakwood Overtones Quartet, for whom the song was originally composed. They (Charles Brooks, Walter Wahl, Lester Valentine and Troy Whitley) adopted it as a theme song. In 1948, the Velvtones Quartet on tour made the first recording of the "City of Light" with John Rodgers, tenor, and Marshall Kelly, bass. Some years later the King's Heralds Quartet of the Voice of Prophecy Radio Broadcast sang it. As a result of the Voice of Prophecy Broadcast, the "City of Light" became internationally known in the Christian music world. In recent years the Oakwood College Choir, under the direction of Alma Blackmon, majestically performed a personal tribute to composer Walter J. Kisack, during a concert in San Francisco. The idea was accentuated in 1987 when Dr. Charles Dudley and his South Central Conference and Staff celebrated the song's miraculous longevity with awards at a fabulous banquet.

"Truly the life of a song is in its singing, not only in the publishing, and this is the first publishing of the "City of Light." The "City of Light" plucks the heartstrings of listeners with assurance and hope when it speaks of "the land where we'll ne'er grow old." Because of its theme, the song itself seems to never grow old. — quoted by Carl & Mary Cobb Hill.

"Ye are the light of the world. A city set on a hill cannot be hid."
Matthew 5:14



Cover Artist: Mike Harvey
Cover Photo Back Page: Composer, Walter J. Kisack
Contributing Editor: Mary & Carl Hill

Gm C⁷ F F B^b G C⁷

where we shall ne'er grow old. That Ci - ty of Light.

F² Last Time to Come F B^b C⁷

down where the Jor - dan rolls, Where an - gels are wait - ing

G⁷ C² Am F Gm C F C Am Akm

and we shall ne'er grow old. But be - fore his great throne I shall stand some sweet day And I'll

Gm C^(Gm) F Gm C F E C⁷

sing glorious songs of the blessed. Praising Him who has saved us from sin and dis - tress. To a

Gm C⁷ Repeat Chorus F CODA F B^b C⁷ G⁷ C² Am F

new world of be - ven - ly rest. an - gels are wait - ing and we shall ne'er grow old.



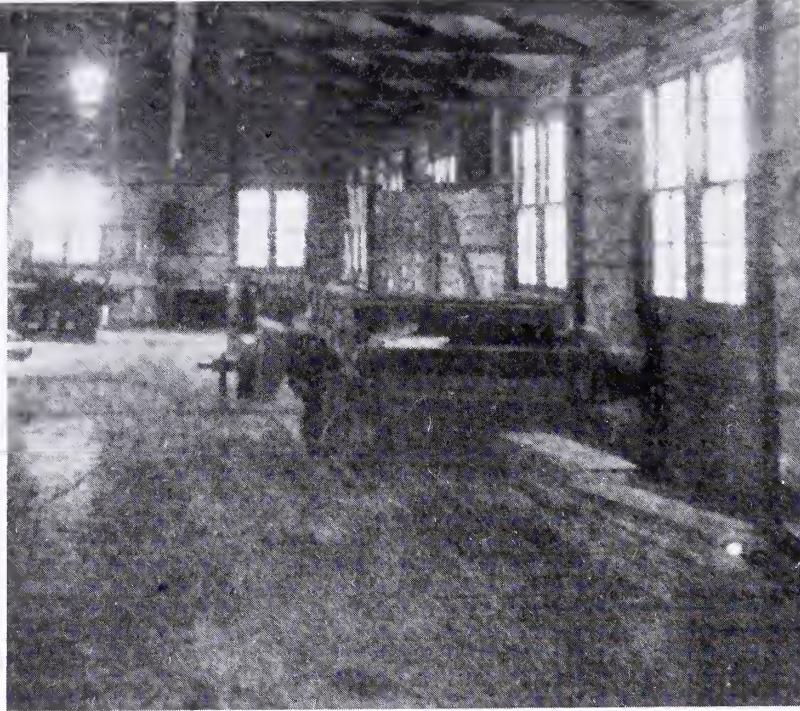
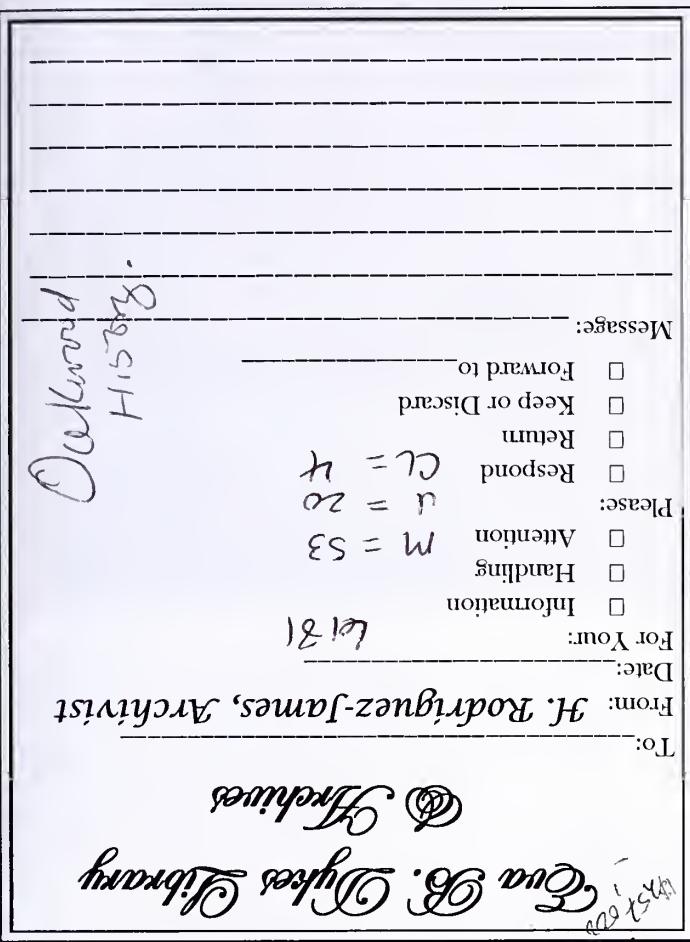
Graduates of 1938.



Aerial view of southern section of campus, 1938.



Oakwood's flock of mixed southdown and Hampshire sheep, 1939.



Interior of Carpentry Shop, mid 1930's.

perhaps more
solidarity and
the school paper
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young men and

young women for domestic and military emergencies, the Excelsior Society for promoting well-rounded and cultural faculties in its members (males), an organization similar to the popular Young Men's Betterment Society of the late 1920's under President J. A. Tucker. Female students enjoyed the Young Women's Literary Society designed to provide a channel through which the Oakwood women could "become worthy representatives of the institution."⁵⁴ For presentation and discussion of biblical, theological, pastoral/evangelistic, and practical Godliness topics, mainly by students themselves, the Seminar was organized and sponsored in 1940 by C. E. Moseley, the first black head of the Bible Department and first black pastor of the College Church. Later on, at the turn of the century, this student organization would be more commonly known as the Ministerial Seminar. For a few years, a little brother organization called Evangelists for underclassmen students in Religion functioned alongside the Ministerial Seminar. By the 1970's, the two student groups merged to form the Religion and Theology Forum.

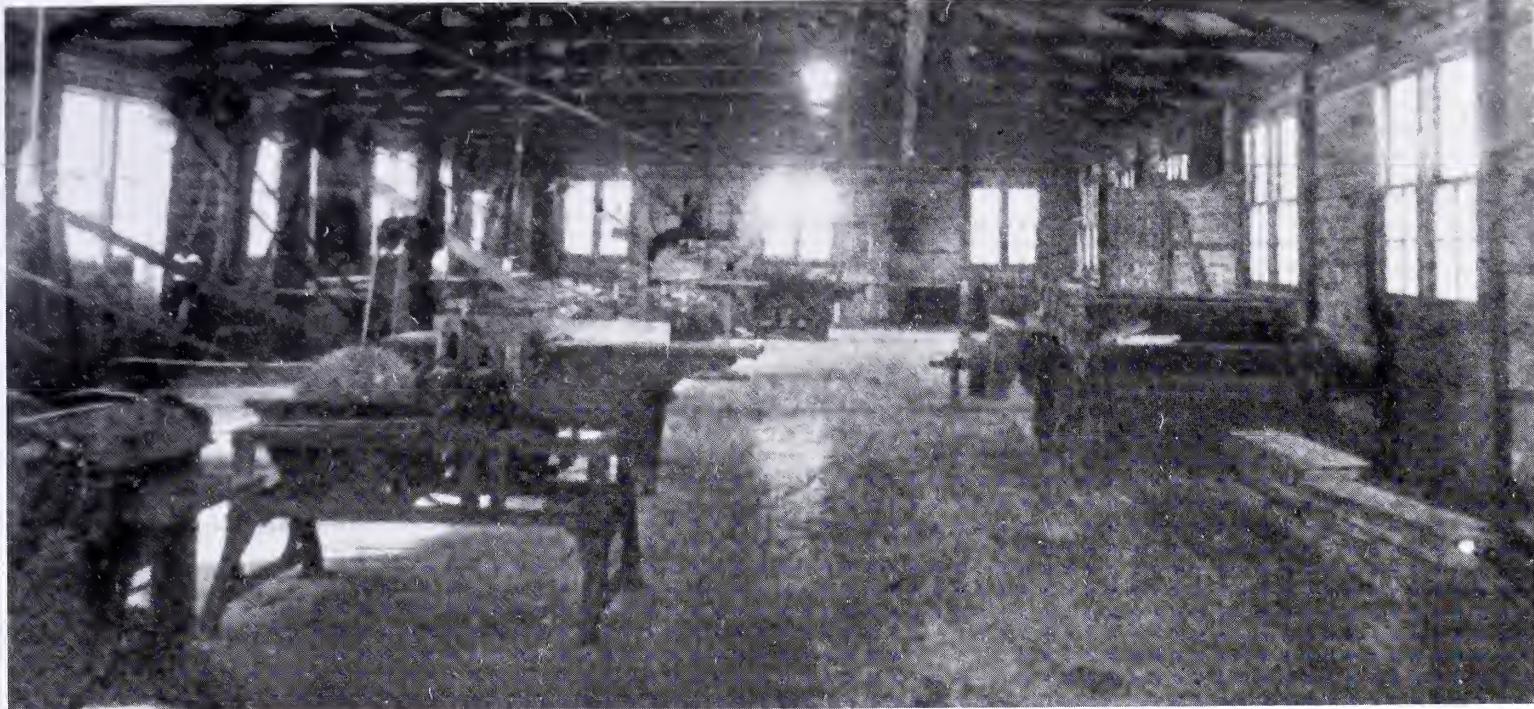
If there was any one thing more than any other that flavored the atmosphere of the school it would have to be its music. On one occasion, a talent program featured as many as fourteen quartets that "strode for the mastery in the field of 'collective vocalizing'"⁵⁵ As if driven by echoes from the premiere Oakwood Jubilee Quartet of the early 1920's, every Oakwood generation spawned musical groups galore, most notable during the Moran years was the Male Chorus under Professor



Aerial view of southern section of campus, 1938.



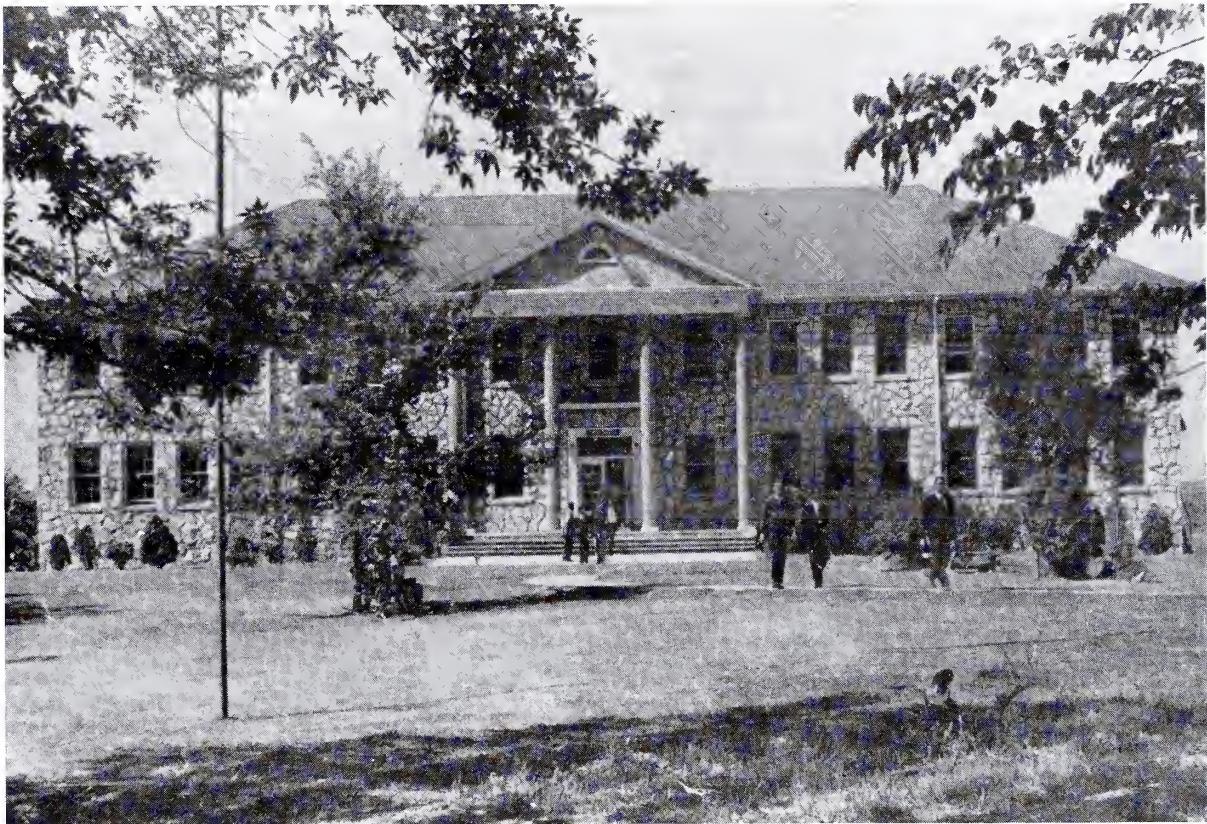
Oakwood's flock of mixed southdown and Hampshire sheep, 1939.



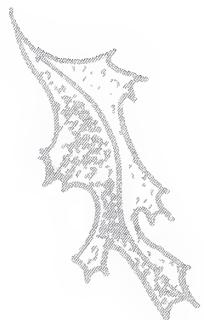
Interior of Carpentry Shop, mid 1930's.

catalytic not only for raising funds to underwrite the paper but perhaps more importantly stimulate school spirit generally and a special sense of solidarity and working together specifically. Fourteen years later, about 1946, the school paper will have changed its name to "The Spreading Oak" and surrendered its "Acorn" nomenclature to Oakwood's annual yearbook as it remains to this day. City form of government by students in the dorms replete with "judge" and "lawyers" to handle student concerns in a court setting revealed further strokes of ingenuity by Moran who inaugurated the arrangement.⁵² Other occasions for student involvement during Moran's earlier years included oratorical contests and Harvest Ingathering.⁵³ Later would come the Medical Cadet Corps for preparing young men and young women for domestic and military emergencies, the Excelsior Society for promoting well-rounded and cultural faculties in its members (males), an organization similar to the popular Young Men's Betterment Society of the late 1920's under President J. A. Tucker. Female students enjoyed the Young Women's Literary Society designed to provide a channel through which the Oakwood women could "become worthy representatives of the institution."⁵⁴ For presentation and discussion of biblical, theological, pastoral/evangelistic, and practical Godliness topics, mainly by students themselves, the Seminar was organized and sponsored in 1940 by C. E. Moseley, the first black head of the Bible Department and first black pastor of the College Church. Later on, at the turn of the century, this student organization would be more commonly known as the Ministerial Seminar. For a few years, a little brother organization called Evangelists for underclassmen students in Religion functioned alongside the Ministerial Seminar. By the 1970's, the two student groups merged to form the Religion and Theology Forum.

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The new administration building including offices, classrooms, and auditorium erected by students, staff, and private support. Completed in 1939 and later named Moran Hall.



Joseph Dent, a group that really started before Moran's arrival and that changed into the Alabama Singers under Professor O. B. Edwards in 1935 and directed by O. A. Troy and C. E. Moseley in subsequent years. A mixed chorus called the A Capella Choir was also directed by Edwards. Other groups remembered but whose formal official names are unrecorded abound aplenty. It was often said and sometimes backed up by test and experiment that you could throw together any four Oakwood students and automatically have yourself a good quartet. Add to these kinds of choral congeries the Oakwood Band, and you have a simple unadorned campus stage transformed into a Carnegie Hall of performers making their music not merely for the applause of humankind but to the glory of God.

A capstone of genius in song during this time or, as many have since preferred describing it, a crowning experience of musical inspiration from God is the timeless melody, "City of Light," composed by a student named Walter J. Kisack on April 4, 1938. With an upcoming campus Week of Prayer in mind, he wrote the lyrics and music for the series of revival meetings to be held by the school pastor. It was originally arranged for a student quartet, the Jordanaires, consisting of Charles L. Brooks, Walter Wahl, Lester Valentine, and Troy Whitley. "City of Light" was copyrighted in 1947 by Kisack and since then has been recorded several times by the King's Heralds Quartette(s) of the Voice of Prophecy broadcast as well as other groups and artists and heard around the world. Mr. Kisack considers one of his most memorable moments of tender regard to have come four decades after 1938 when the Oakwood Aeolians under Alma Blackmon paid a personal tribute to him by singing "City of Light" while in concert in San Francisco. Aside from individual and group arrangements of this song, the musical scores were written in 1980 by Faye (Mimi) D. Templeton of Pleasant Hill, California.⁵⁶ Not a few persons over



One of several annual lyceums was Bohumir Kryl, world renowned cornetist, and his symphony orchestra on December 4, 1940.

the years have affectionately considered "City of Light" the unofficial school song of Oakwood.

It was not until this same year, 1938, that the name Oakwood Junior College was legally incorporated by the Office of the Judge of Probate of Madison County, Alabama. Perhaps the legal affidavit coming as it did twenty-one years after Oakwood first initiated the junior college curriculum was a fitting symbol of a school now worthy to look toward adulthood.

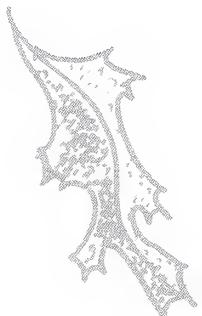
In all likelihood, the construction of the new administration building (years thereafter named Moran Hall) stands as the single most cogent monument to general student-staff rapport and a spirit of togetherness characteristic of the Moran years. Built out of limestone quarried from the school's own property, Oakwood Mountain, by Oakwood's own rock crusher, this structure corralled the cooperative energies of teachers and students along with help of private hands like J. N. Jackson, a builder.⁵⁷ It has two stories, a basement, and an auditorium and, at that time, housed all major administrative offices and classrooms. After fifty plus years, Moran Hall has proven itself one of Oakwood's most durable structures and its white stones a landmark of beauty and strength.

His philosophy of education in the context of an Oakwood established to serve Negroes by providing something better and more utilitarian than a nominal education was well delineated by President Moran when he wrote: "The Oakwood Junior College, a school with an enrollment of nearly a quarter of a thousand young men and young women and a faculty of seventeen" teaches students "to combine the theoretical with the practical. They are given the opportunity to blend book knowledge with the experiences of life.... There are about fifty buildings of various types with all modern conveniences, erected by teachers and students, which include dormitories for the young men and the young women, school buildings, etc.

"The school has about two-hundred acres of timber, where boys are taught to fell trees, take the logs to the school's mill, and saw it into lumber by electric-driven saws. Later they construct buildings or articles of furniture with this lumber.

"Here [Oakwood] you will find a registered herd of over twenty Jersey cattle



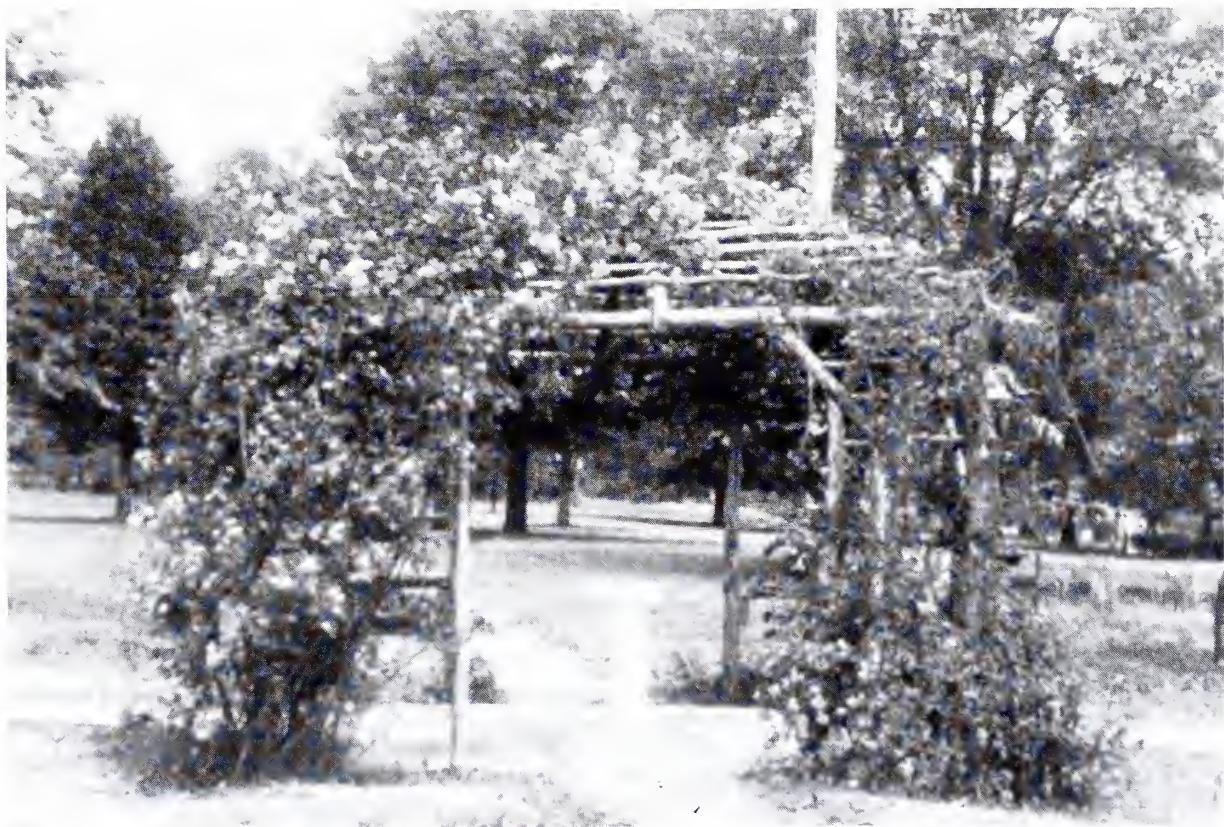


which supply the school community with an abundance of rich milk and other dairy products. Also the school has a fine flock of grade sheep, several work horses and mules, and a flock of poultry.

"The school operates its own bus, truck, tractor, and passenger cars. A mill for grinding wheat and corn for local consumption is operated by students. The students operate the school bakery, store, laundry, and cleaning and pressing shops. The large farm and gardens produce practically everything which the school needs, such as vegetables, potatoes, corn, and wheat; besides it raises large quantities of hay, sorghum, oats, and cotton. Peaches, pears, grapes, and small fruits are also raised.

"All of the work in this practically self-sustaining school community is done by students and teachers."⁵⁸

If these words of Moran sound like a description of a vocational school rather than a liberal arts junior college, the reason is twofold: First, he felt that acquiring the junior college level of education should not spell abandonment of the formula for a balanced education, namely, head, hand, and heart. Secondly, his statements here are against the backdrop of a speech by Arthur W. Mitchell of Chicago and first black democratic congressman, a speech he had delivered before the House



Where friends and colleagues often met for casual and special conversation, 1930's and 40's. A sentimental wagon wheel was later added to the roseate setting where it remains to this day.

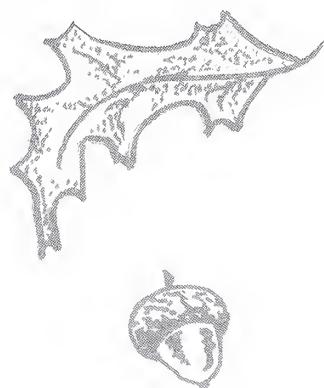


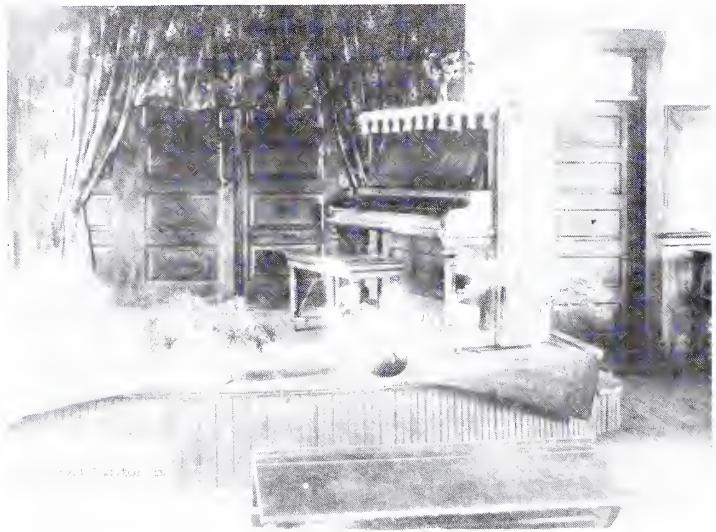
"Halls of Ivy." After the new ad building (Moran Hall) was constructed in 1939, old Study Hall became the location for a number of departments, principally, the campus library.

of Representatives on April 6, 1939, and at Tuskegee Institute. Congressman Mitchell decried what he considered the "too great tendency among us to cling to the old idea that the purpose of our education is to free us from what we term 'unpleasant toil,' and to set us up in an environment where there will be little or no occasion for real struggle, and where the desirable things of life will be so accessible and easily reached that the days of real struggle will practically be over."⁵⁹

Moran was quoting Congressman Mitchell and his case against an education that was not releasing Negroes from poverty in significant numbers because education needed an accompanying work ethic that would, among other things, prepare some Negroes in the South to settle on farms and become owners of the soil and not yield to the siren song of the big northern cities where many of them are swallowed up, contaminated, destroyed. Moran's complete quotation from Mitchell mentions that the Congressman had spent fifteen minutes recently in conference with Franklin D. Roosevelt, President of the United States, on the advisability of a resettlement program for Negroes.

Against this setting in his article, President Moran intended to present Oakwood as an ideal alternative to the kind of education decried by Congressman Mitchell. Moran argued that Oakwood is a school that appropriately combines occupation with cerebration in preparation for practical realities students are likely to face in life. In another of his articles, Moran repeats the same theme that "One of the first lessons to be taught at Oakwood is the lesson of work." Then he concludes by affirming that his emphasis on work, *per se*, is aptly balanced by those same students graduating in liberal arts and professional areas: "During the last eight





A familiar stage and instrument to those who worshiped in Study Hall over its twenty-six year history of providing the auditorium for the campus (1909-1935).



Eva B. Dykes, having held the earned doctorate for twenty-three years, joins the faculty in 1944, becoming Oakwood's first Ph.D.

years Oakwood has sent out into the Lord's vineyard 25 ministers who are now at their posts of duty; 50 have gone forth as church school teachers; 6 have entered institutional employ; 11 are in training for a nursing career; and about 15 are continuing college and professional training in denominational schools.”⁶⁰

Nursing (a traditionally popular choice for a large percentage of Oakwood students), medicine, and medical technology received a real boost as promising marketable options for Oakwoodites when the Riverside Sanitarium began coming into its own as a viable and thriving facility in Nashville, Tennessee, about one hundred miles north of Huntsville. Governed by the same Board of Trustees, Oakwood and Riverside shared a unique comradeship. Occasionally, Oakwood students and staff even participated in fund-raising campaigns for the growing hospital.⁶¹ Imagine what a psychological boon accrued to the students when an OJC alumnus, T. R. M. Howard, M.D., of the class of '29, was appointed Medical Director of Riverside Sanitarium in 1937! Countless other role models would serve in that hospital for decades to come.

A balance sheet from 1935 revealed that the Great Depression notwithstanding Oakwood was a survivor with total assets reaching \$156,855.85, suffering less than \$17,000 from its \$173,428.50 of 1930.⁶² Entering the 1940's would produce a better looking ledger. While the 1935-36 budget showed a \$1,000.79 deficit, 1940-41 brought a \$423.19 gain over against a \$1,531.95 deficit the previous year, 1939-40. President Moran's remarks would explain: “According to the estimate for the present year, we should come very close to operating on a balanced budget when the appropriation has been applied. We feel that we have been greatly blessed, for while our gross enrollment is under that of a year ago, we will make a better financial showing than one year

ago. Several causes contribute to this success. First, when the enrollment was observed to be below that expected, reductions in expenditures were set in operation and improvement plans were recast. We also had a better year on the farm which shows a betterment over one year ago.”⁶³ Indeed, enrollment did taste a drop to 197 in 1940-41, the first time under two hundred since five years prior (1935-36) when it had climbed to 181, a figure which enjoyed being the highest since 1927 when enrollment peaked at 200. The 1927 figure of 200 lived as a record in the history of the institution until 1936-37 arrived with its 248.

And so, bearing all the vital signs of success in its educational venture, Oakwood receives accreditation as a junior college on January 15, 1943, from the Southern Association of Colleges and Secondary Schools with accompanying words that somehow tendered a prophetic ring: “I . . . Let me express the hope that this

recognition of your institution will serve as an incentive to even greater service and usefulness on the part of the Institution.”⁶⁴ But higher than the highest human thought can reach is God’s ideal for His children; therefore, less than four months after attaining junior college accreditation, President Moran went public with his plans for raising Oakwood to the status of a four-year senior college. College management and the student body as well as the constituency were urging the move based on Oakwood’s increasing and broadening circle of patrons. After all, the entire network of seven union conferences or territorial districts over the United States were represented in the student body plus three foreign countries. Yet certain internal matters needed confirmation like the solid establishment of the junior college program, stability of finances, expansion of physical facilities (housing and instructional), equipment for library and science department, and enlargement of teaching faculty.

Actually, the Autumn Council convening in Cincinnati, Ohio, October 1942, had voted to raise Oakwood to the senior college level the implementation of which required the General Conference of Seventh-day Adventists to appoint a commission to study the needs of the college and make its recommendations to the Spring Council, April 1943. Following were its recommendations to the Oakwood Board of Trustees: (1) That the college be raised to senior college status and that one year toward that status, the fifteenth year, be added beginning September 1943; (2) That additional faculty be employed; (3) That the amount of \$10,000 be laid out for facility expansion (classrooms, faculty living quarters, library and science department); (4) That three faculty members be added.⁶⁵ From the foregoing series of events, it becomes clear that achieving junior college accreditation was hardly a single goal in itself but rather one apiece in the grand mosaic of senior college objective.

Regarding the fourth recommendation mentioned above for additional faculty, enter Eva B. Dykes, Ph.D., who would resign her professional position at Howard University and join the Oakwood faculty by the 1944-45 school year. A graduate of Radcliffe College in 1921, she was the first black female to complete her doctoral requirements, and as such, was no “jill-come-lately” to the Ph.D. scene or some freshly hatched faculty freshman on whom the ink was scarcely dry. Albeit that Oakwood had never had an earned liberal arts doctorate on staff before in its forty-eight-year history, Dr. Dykes had been a holder of the terminal degree for over twenty years or almost half of the time of Oakwood’s existence. One of her fellow teachers on the Oakwood staff used to say serio-comically that for many years during her time on the Oakwood campus when Dr. Dykes would say to another teacher, “Good morning,” there was nary a fellow doctorate to respond in kind.

The arrival of spring, 1945, brought with it a double Commencement: the flowering junior college graduating class numbering sixteen and the history-making first graduating class of the new senior college consisting of nine students (3 males, 6 females) who were awarded pristine baccalaureate degrees. To wit, the vision of the early pioneers and prophetess Ellen G. White which had seen its way through Oakwood Industrial, Oakwood Manual Training, and Oakwood Junior College,

was now looking at the fruition of a half century of unflagging bitter-sweet toil in Christian education, successful beyond human ingenuity in preparing young people for service to God and humanity at home and abroad.

At the peak of his leadership at the helm of the Huntsville school and concluding his thirteenth year, what was there left for President Moran to envision? For starters, he evaluated his personal qualifications for college administration and knew his bachelor's degree would no longer suffice. Therefore, "King" Moran (a sobriquet by which he was affectionately called by students) would request of the April board session a year's study leave for an advanced degree. Request granted. Professor O. B. Edwards would serve as Acting President during the interim.⁶⁶ In the matter of a month, however, President Moran submitted his resignation as chief executive officer and manager of Oakwood College and to him was passed a call to the treasurership of the Allegheny Conference first headquartered in Washington, DC, then soon thereafter in Pine Forge, Pennsylvania.⁶⁷ The name Moran, moreover, had become an icon that would speak to Oakwood generations yet unborn.

May 10, 1945, the selfsame Oakwood board meeting that received the resignation of President Moran accepted the nominating committee's recommendation that Frank L. Peterson be invited to the presidency of Oakwood College, a post from which he would advance the Oakwood vision for the next decade.⁶⁸

ENDNOTES

Chapter 4

- ¹ Clarence J. Boyd, "School Memories" (Seventh-day Adventist schools as I saw them, together with side incidents of human interest), an unpublished paper by Mr. Boyd. Although undated, it was apparently written after 1965 inasmuch as he acknowledges his wife's death of 1964 and also refers to a 1965 letter from Professor O. B. Edwards, Academic Dean of Oakwood College.
- ² Clarence J. Barnes, *Physical Work as an Integral Part of Education at Oakwood College in Light of Ellen G. White's Writings* (Unpublished dissertation for the Doctor of Education Degree at Wayne State University, Detroit, Michigan), 1982, p. 23.
- ³ Clarence J. Boyd, "Principal's Report to the Division Conference Council," *The Oakwood Bulletin*, 1917, p. 10.
- ⁴ Louis B. Reynolds, *We Have Tomorrow*, Hagerstown, Maryland: Review and Herald Publishing Association, 1984, p. 202.
- ⁵ "Annual Calendar," *The Oakwood Bulletin*, Vol. 6, No. 2, Oakwood Junior College, 1919-1920. With this particular bulletin one notices instantly such appropriate institutional information as an academic calendar for the entire ensuing year, a fuller layout of administration and faculty according to managerial operations and departmental instruction, student life guidance, description of courses, and a convenient "Index."
- ⁶ "Annual Calendar," *The Oakwood Bulletin*, Annual Announcements, Vol. 6, No. 2, Oakwood Junior College, 1919-1920, p. 41.
- ⁷ J. I. Shaw, "Four Days at Oakwood," *Advent Review and Sabbath Herald*, June 9, 1921, p. 17.
- ⁸ O. B. Edwards, *Origin and Development of the Seventh-day Adventist Work Among Negroes in the Alabama-Mississippi Conference* (Unpublished thesis for the Master's Degree at the Seventh-day Adventist Theological Seminary, Washington, DC, now located at Andrews University, Berrien Springs, Michigan), August, 1942, p. 177.
- ⁹ "Second Annual Meeting of the National Colored Teachers' Association," *The Oakwood Bulletin*, Volume 19, Number 7, September 15, 1923.
- ¹⁰ C. Edwin Mosley (sic), "Oakwood as I Found It," Student Movement Number, *The Oakwood Bulletin*, Volume 10, Number 109, November 1, 1923, p. 2.
- ¹¹ Ronald D. Graybill, *Mission to Black America (The True Story of Edson White and the Riverboat Morning Star)*, Mountain View, California: Pacific Press Publishing Association, 1971, p. 98. Although the specific instance

to which Graybill refers here is much earlier than the Junior College years of Oakwood, his observation represents a prototypical negative reporting of campus life there.

¹² Richard Wright, *Native Son and How "Bigger" Was Born (The Restored Text Established by the Library of America)*, First Harper Perennial edition, New York: Harper Collins Publishers, Inc., 1993, pp. 541, 543.

¹³ Louis B. Reynolds, pp. 202-203.

¹⁴ "President's and Treasurer's Annual Report of Oakwood Junior College," *The Oakwood Bulletin*, May 22, 1928. It should be noted that the enrollment statistics of this report were generated, or at least here published, some five years after President Beardsley's 1923 resignation.

¹⁵ "Founders' Day (November 16) Special," *The Oakwood Bulletin*, December 1, 1923.

¹⁶ "Financial Report Fiscal Year Ending June 30, 1922," displayed in O. B. Edwards, p. 277, and also in Appendix of the present publication on the history of Oakwood College. The \$552,122.35 comparison figure is found in an unpublished paper called "A General Information Section" in the Oakwood College Archives.

¹⁷ Joe M. Richardson, *A History of Fisk University, 1865-1946*, University, Alabama: The University of Alabama Press, 1980, pp. 25-39.

¹⁸ Louis B. Reynolds, p. 203.

¹⁹ "The Oakwood Jubilee Quartet Makes a Six Weeks' Tour of Our Schools and Churches in the Central, Northern, and Lake Union Conferences," *The Oakwood Bulletin*, Volume 11, Number 6, March 15, 1924.

²⁰ Minutes, Oakwood School Board, February 27, 1905.

²¹ *Oakwood Manual Training School*, Eleventh Annual Announcement, 1905-1906.

²² Annual Calendar, *The Oakwood Bulletin*, Annual Announcement, Vol. 6, No. 2, 1919-1920.

²³ *The Oakwood Bulletin*, Vol. 2, No. 3, Third Quarter, 1915.

²⁴ Louis B. Reynolds, p. 116.

²⁵ "President's and Treasurer's Annual Report of Oakwood Junior College," *The Oakwood Bulletin*, May 22, 1928.

²⁶ "Financial and Operating Statement of Oakwood Junior College," Year Ending May 20, 1930, *The Oakwood Bulletin*, October, 1930.

²⁷ O. B. Edwards, p. 176.

²⁸ O. B. Edwards, pp. 196-197.

²⁹ "Annual Calendar," *The Oakwood Bulletin*, Annual Announcement, Vol. 6, No. 2, Oakwood Junior College, 1919-1920, p. 6.

³⁰ W. H. Branson, "A Visit to Oakwood Junior College," *Advent Review and Sabbath Herald*, July 23, 1931.

³¹ Dennis Pettibone, *The Story of Southern College 1892-1992 (A Century of Challenge)*, Collegedale, Tennessee: College Press, 1992, pp. 22, 25.

³² Louis B. Reynolds, p. 323.

³³ F. M. Wilcox, "The Appeal of One Colored Youth," *The Advent Review and Sabbath Herald*, Vol. 108, No. 43, October 22, 1931, p. 3.

³⁴ Minutes, Board of Oakwood Junior College, May 10, 1932. These minutes included also a report from a "Committee on Increasing the Enrollment" that reaffirmed Oakwood as a training center for colored youth of the denomination and the preparedness of the school "with its splendid facilities, beautiful location and strong faculty... to supply our youth with a Christian education." The committee recommended that parents be urged to realize the importance of sending their young people of "High School and Junior College grade" to Oakwood and that "strong promotion work be carried on in all of our colored churches in the interest of Christian education."

³⁵ Minutes, Board of Oakwood Junior College, May 10, 1932.

³⁶ W. W. Fordham, *Righteous Rebel (An Autobiography)*, Washington, DC: Review and Herald Publishing Association, 1990, p. 25.

³⁷ Louis B. Reynolds, p. 204.

³⁸ W. W. Fordham, p. 26.

³⁹ Personal Interview between Mr. Joseph A. Tucker and Dr. Carl Anderson, Oakwood College Archives, c.1975.

⁴⁰ Minutes, Executive Board of Oakwood Junior College, May 21, 1932.

⁴¹ *Ebony Pictorial History of Black America*, Volume III, Chicago: Johnson Publishing Company, Inc., 1971, p. 263.

⁴² *The World Book Encyclopedia*, Volume 2, Chicago: World Book, Inc., 1985, p. 373.

⁴³ W. W. Fordham, p. 27.

⁴⁴ Alan A. Anderson, Letter to Elder L. A. Paschal (President of Oakwood College National Alumni Association), Oakwood College Archives, April 5, 1977.

⁴⁵ Ron Graybill, "The Oakwood Strike of 1931," *Visitor (Columbia Union Conference)*, February 1, 1986, pp. 4-6.

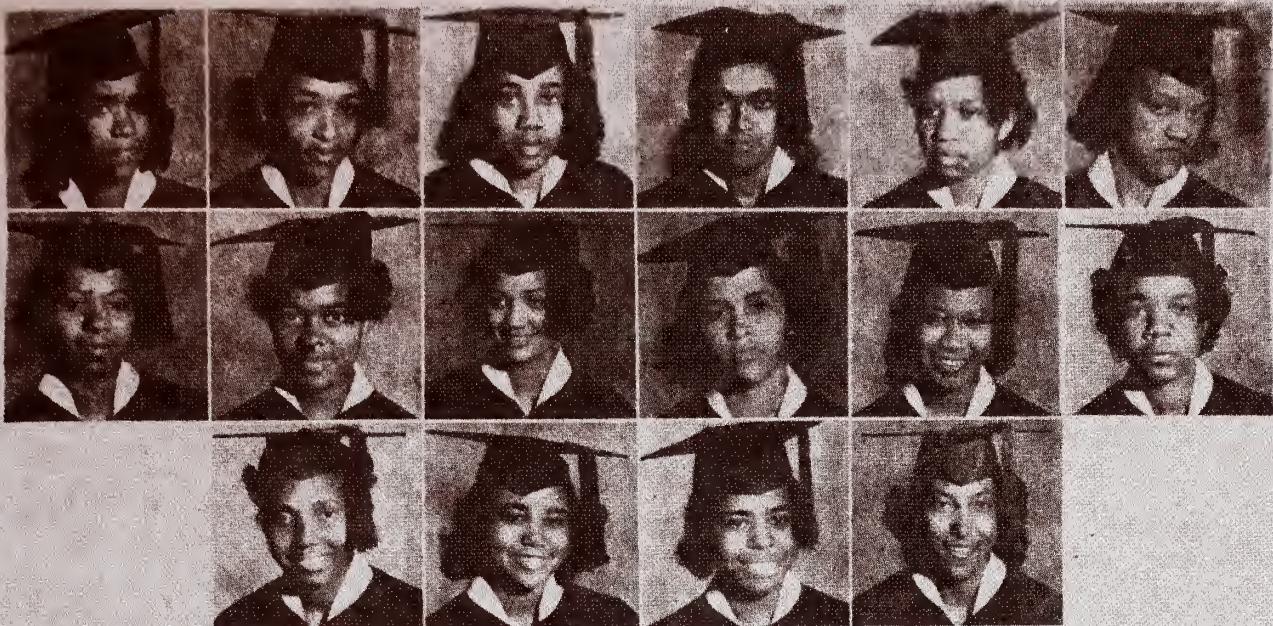
⁴⁶ Louis B. Reynolds, p. 206.

⁴⁷ *Bulletin, Thirty-Eighth Year/Annual Catalogue*, Oakwood Junior College, 1934-35.

⁴⁸ S. A. Ruskjer, "The Oakwood Junior College," *Advent Review and Sabbath Herald*, May 31, 1934, p. 18.

- ⁴⁹ S. A. Ruskjer, p. 18.
- ⁵⁰ F. L. Peterson, "The Colored Work of North America," *Advent Review and Sabbath Herald*, August 9, 1934, p. 19.
- ⁵¹ *The Acorn (Journal of Student Activity)*, Oakwood Junior College, November, 1932.
- ⁵² *The Acorn (Journal of Student Activity)*, Oakwood Junior College, November 1932.
- ⁵³ *The Acorn (Journal of Student Activity)*, Oakwood Junior College, October, 1933.
- ⁵⁴ *The Acorn (Journal of Student Activity)*, Oakwood Junior College, November, 1940.
- ⁵⁵ *The Acorn (Journal of Student Activity)*, Oakwood Junior College, November 1940.
- ⁵⁶ Walter J. Kisack, "The City of Light" and accompanying materials including his letter of December 10, 1986, written to Mervyn A. Warren, located in the Archives Department, Oakwood College.
- ⁵⁷ Minutes, Board of Trustees, Oakwood Junior College, March 19, 1940.
- ⁵⁸ J. L. Moran, "What Type of Education?" *The Message Magazine*, July-August, 1939, pp. 3, 11.
- ⁵⁹ J. L. Moran, p. 3.
- ⁶⁰ J. L. Moran, "Where Many Colored Youth Find Christian Training," *Advent Review and Sabbath Herald*, July 18, 1940, pp. 20-21.
- ⁶¹ *The Acorn (Journal of Student Activity)*, Oakwood Junior College, June, 1936, p. 15.
- ⁶² "Annual Financial Report to the Oakwood Junior College School Board," March 5-7, 1935.
- ⁶³ "President's and Manager's Report of Oakwood Junior College to the Board of Trustees," April 14-16, 1941.
- ⁶⁴ Letter from Southern Association of Colleges and Secondary Schools, J. Henry Highsmith, Secretary, January 15, 1943. (Filed in Archives Department, Oakwood College.)
- ⁶⁵ "President's Report," *The Acorn (Journal of Student Activity)*, Oakwood Junior College, May, 1943, pp. 1, 7.
- ⁶⁶ Addenda, Oakwood College Board of Trustees, April 26, 1945.
- ⁶⁷ Minutes, Board of Trustees, Oakwood College, May 10, 1945.
- ⁶⁸ Minutes, Board of Trustees, Oakwood College, May 10, 1945.

JUNIOR COLLEGE GRADUATES



**ANNA BELLE
CHEATHAM**
Normal

WEDA MILLER
Normal

CLARA HAMILTON
Normal

FRANCES WALKER
Normal

EVELYN HAMILTON
Normal

GERALDINE GRAVES
Secretarial

THERESA JONES
Normal

HELEN WIGGAN
Secretarial

ERMA RUTH LOFTON
Normal

EMMA DESHAY
Pre-Nursing

**DONAZELLE
McCLENDON**
Normal

CLARA FINE
Pre-Nursing

ELIZABETH JONES
Pre-Nursing

PHYLLIS MITCHELL
Pre-Nursing

LORRAINE PIPER
Pre-Nursing

DOROTHY WHITEHEAD
College Prep.

COLLEGE PREPARATORY GRADUATES



HENRIETTA BARRETT
DORIS CHERRY
ELEAZAR DORAM

CHARLESITA BOYD
JOSEPH CHRISTIAN
SHEBA GARLINGTON

IRMA BUGG
VERA CORB
NANCY GARTIN

ELIZABETH CARTER
THELMA CROWDER
ROSA LEE GOODINE

JANET CARTER
RUTH DANIELS
MERLE GUNTHER

PEARL CARTLEDGE
ERSULA DAVIS
HOWARD HODGE

FIRST SENIOR COLLEGE GRADUATING CLASS



REATHA ANDERSON
Illinois

CORDELL EVANS
President and
Valedictorian
Pennsylvania



EUGENE CARTER
Connecticut

MERCEDES MORAN
New York

1

9

4

5



THOMAS DOUGLASS
Nebraska

RUTH MOSBY
Pennsylvania



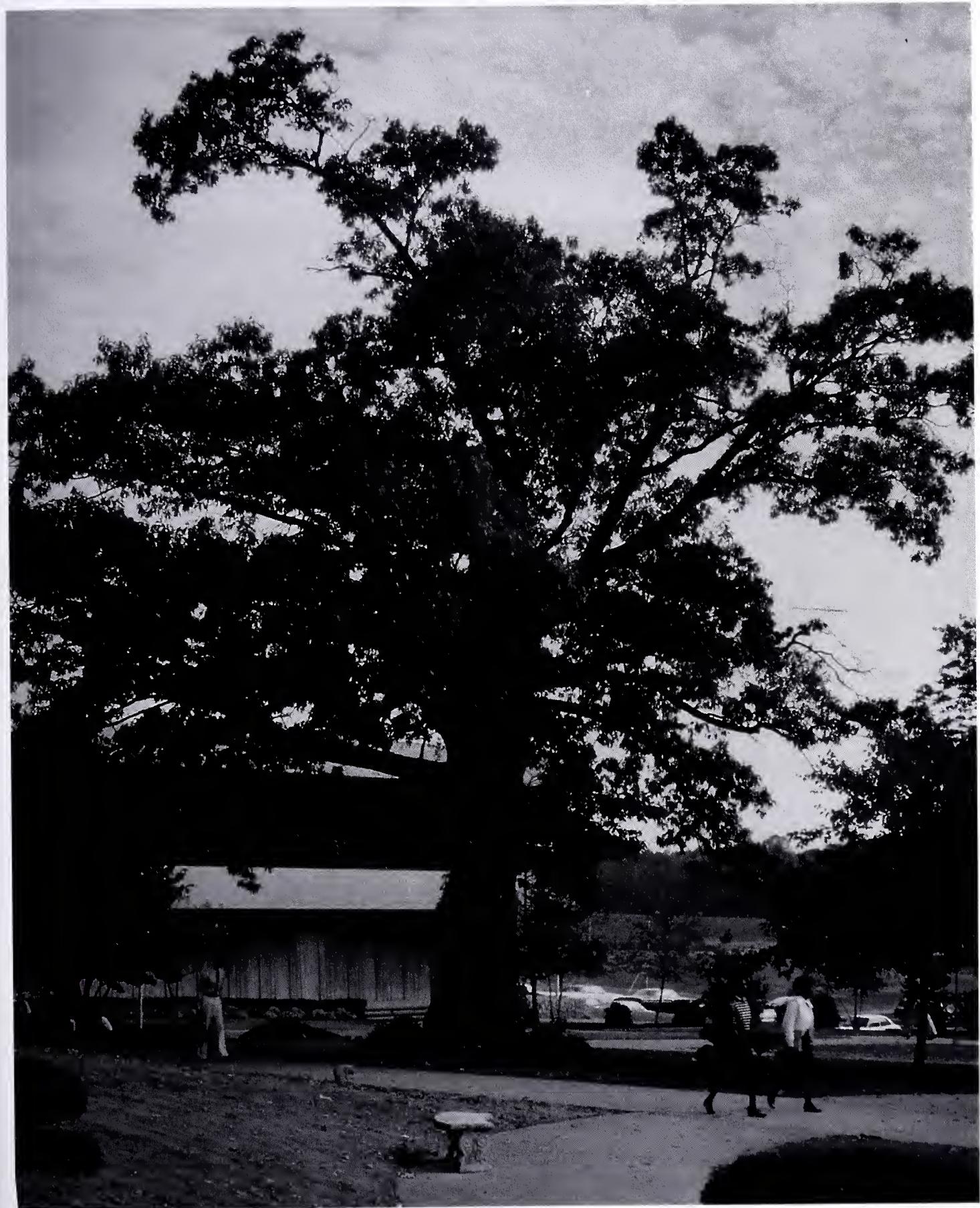
MRS. ROBERTA EDWARDS
Florida

JAMES MOSELEY
Pennsylvania



CLASS MOTTO:
*Victory
Overshadows
Struggle*

CLASS AIM:
*Achieve,
Aspire,
Attain
Victory*





Frank L. Peterson, fourth president of Oakwood College, 1945-1963.

Oakwood College: Coming of Age

(1945-1958)

In a real sense, the table was well set for the recently installed president, Frank L. Peterson, to continue the menu and momentum of successful undertakings put in motion by his predecessor. After all, still could be heard more than faint echoes of celebration from the school's having just been elevated to senior college standing as well as the recent graduation of its first baccalaureate class—both of which took place literally and only a matter of weeks before the presidential transition.

No stranger to the Huntsville campus, Peterson could claim unique privilege of



The Peterson family, circa 1945. L-R: Calvin, Clara, Mrs. Peterson, Frank, Jr., President Peterson, Katherine, and Marjorie.



The presidential home situated near the campus entrance or where in modern times would be between Blake Center and the Dykes Library.



Joseph Emerson who, along with his wife, Marile, relocated their laundry management skills to the Oakwood campus, circa 1949.



Marile Emerson, supervisor of campus laundry from late 1940's to early 1970's.

having been the first full-time black on the college faculty dating back to 1918. Furthermore, he served on the Board of Trustees for years and proved a foremost and effective spokesman, recruiter, and overall supporter of the institution while overseeing the Adventist work among blacks covering the entire United States from his office of Secretary for the Colored Work in the General Conference of Seventh-day Adventists.¹ And more yet about the Peterson personage: he had written and published a book, *Hope of the Race*, in 1936 and was well known as author, preacher, administrator, and educator. Exceedingly giant strides for sure had been taken by Oakwood under the previous administration; nevertheless, there remained much more land to be



Lewis B. Ford, Business Manager, 1944-1952.

modern home on campus and bequeathed it to the college. The Emersons moved their successful laundry management from Meridian, Mississippi, to Oakwood where they continued operating it profitably as a plant where multiplied scores of students over the decades worked to finance their Christian education in whole or in part. Such a magnanimous industrial gift by a private constituent to the school was unprecedented and to this day unrepeatable and unequalled.

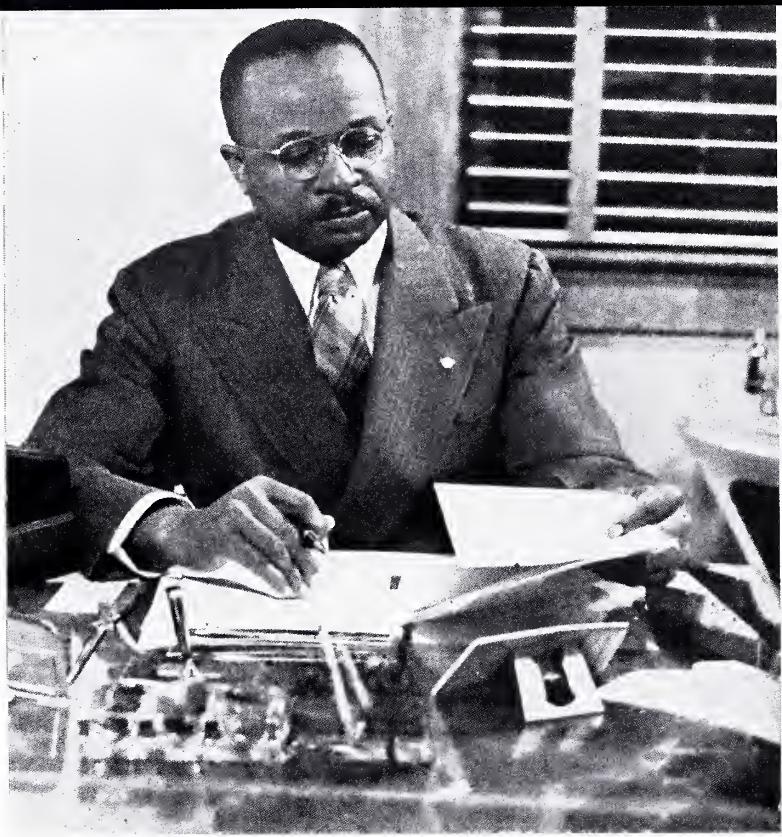
Other physical facilities emerging during the Peterson years were, *imprimis*, the Industrial Arts Building later housing the broom factory, the sewage disposal plant (costing \$66,206.43), chemistry laboratory building (a gift from the government), central heating plant (later, dairy structure), new library (W. H. Green Hall), and a new science building (H. E. Ford Hall).

But brick and mortar alone do not a college make. Human capital comprises the most essential organism of an educational institution, thus growth and quality among faculty and student body rose to the challenge of keeping pace. Whereas the instructional staff totaled seventeen in the earliest part of President Peterson's incumbency (one Ph.D. degree, three Master's, twelve Bachelor's, and one junior college graduate), the faculty grew to thirty with one Ph.D. degree, twenty Master's, and nine Bachelor's. By 1954, faculty development was a presupposition, and all with less than terminal degrees were encouraged to drink from the chalice of advanced education. Therefore, nine of the teachers with Bachelor's had done work toward the Master's, three with Master's had done work beyond, two teachers were on study leave completing residence requirements for the doctoral degree, and another teacher was in the process of writing his dissertation for the doctorate.²



O. B. Edwards, Academic Dean, 1947-1964.

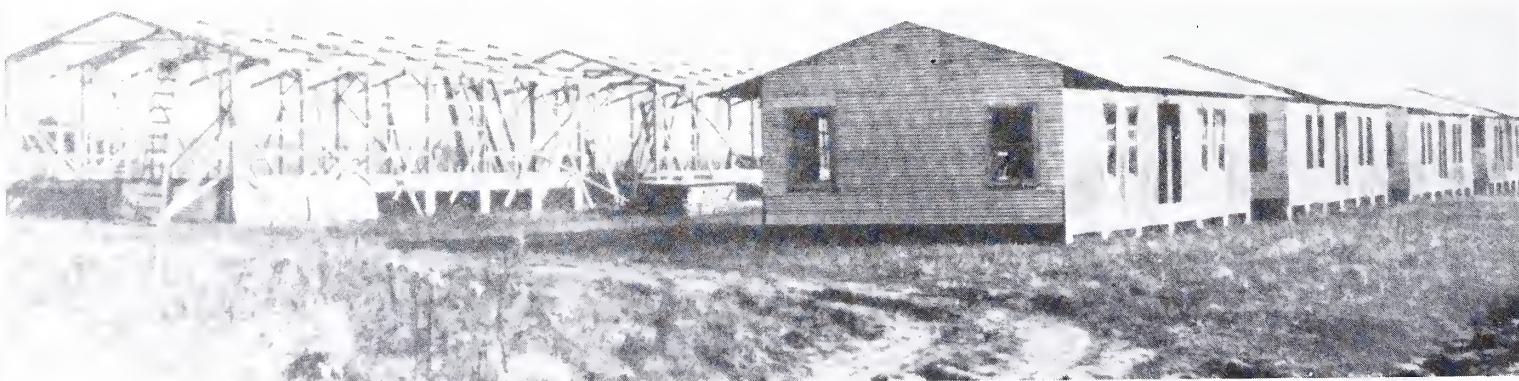




Thornton T. Frazier, Treasurer, 1946f.



Roberta C. Edwards, Registrar, 1945-1965.



*"Tin City." Housing for returning war veterans, 1947.
Framing cut from Oakwood forest.*

Roll call of Peterson's initial faculty and staff (foundational for all future Oakwood College workers) would hear such names as Nathan Banks, B.A. (Chemistry and Physical Science), Frances Blake, B.A. (Dean of Women), Inez Lang Booth, B.A. (Piano and Organ), Natelkka Burrell, B.A. (Elementary Education), Bessie Carter (Matron), Espie Carter, B.S. (Dairy and Poultry), S. O. Cherry, M.D. (College Physician), Dennis Crosby, B.S. (Farm Manager), H. T. Curtis, B.S. (Mathematics), Eva B. Dykes, Ph.D. (English and Literature), Otis B. Edwards, M.A. (History), Cordell Evans, B.A. (English), Gladys Fletcher, M.A. (Art), Lawrence Fletcher (Maintenance), Celestine Frazier (Typewriting), Anna Galley, B.A. (Piano), Charles Galley, B.A. (Business and Commerce), Charles Gray (Dean of Men), Mrs. C. A. Gray (Secretary to Dean of Men), Harvey Huggins (Voice), Sylvia Kee (Assistant Matron), Edna Lett, B.A. (Home Economics and English), Sylvia Marrero, B.A. (Spanish), Calvin E. Moseley, M.A. (Religion), Esther Powell (College Nurse), R. L. Reynolds, M.A. (Agriculture), H. Edward Richards, B.A. (Biology), Ernest Rogers, B.A. (Greek), Eunice Willis, B.A. (French), and Herman L. Wright, B.S. (Industrial Arts).

Since the school had attained senior college status offering baccalaureate degrees, student enrollment on that level turned the tide from being traditionally less in number than the campus high school (academy) to becoming sizably more. While there had been one-hundred-thirty-eight (138) college students and two-hundred-twenty-four (224) academy about 1945,³ a drastic turnaround occurred by 1946 when the president announced three-hundred-forty-four (344) in the college and one-hundred-forty-one (141) in the academy.⁴ Seventy-six (76) of this total poured from the onrush of World War II veterans matriculating at Oakwood, more than eight times the number of veterans enrolled the previous year, 1945.

You can imagine that the influx of these military veterans impacted the campus profoundly on several fronts not the least of which was housing whether in the dorms as single students or in the perennially insufficient married quarters. Popular domiciles for



*War veterans enrolled at
Oakwood, 1945-46.*

married students included "Traillorville," Omega House, and an off-campus location nearby called "Tin City." Moreover, veteran students tended, as might be expected, to be more aggressive inside as well as outside the classroom, challenging intellectual concepts and behavioral regulations and interpretations of life which younger and less experienced students tended to accept unquestioningly. Acknowledging their presence, the college periodically sponsored a "Veterans' Day" when veterans would "take over," so to speak, and lead out in providing programs and activities of interest to students and staff. Some veterans came to the campus needing to pass the GED prior to college admissions. The expressed goal of President Peterson was to have adequate and comfortable facilities for at least three-hundred (300) students, but living facilities for that number at the moment were in a "state of emergency." Improved housing was a must! From the very inception of having both high school (academy) and college grades taught in a boarding school arrange-



Peter Melnikoff, pianist, in concert at the campus auditorium.



Allyne Dumas Lee, soprano, presents concert before Oakwood audience.



Betty Allen, Mezzo-soprano voice, in lyceum series.

ment, Oakwood found itself maneuvering and doing balancing acts to housestudents on both levels over the years and, perhaps unofficially and unpublicized too widely, academy and college pupils sometimes occupied the same dorm yet the school strove to arrange for some semblance of internal separateness.

One would have to be impressed with the caliber of fine arts programs brought to the campus for the cultural nurture of the student body especially during the Peterson years. While you might allow that these kinds of programs may have been part of the campus social diet also at least after the school assumed junior college standing in 1917 if not before, archival records seem to reveal that during its earliest years Oakwood students and staff tended to find cultural entertainment more by providing musicals among themselves rather than importing artists from outside. You begin hearing of professional artists' performing on campus during the Moran years probably because that is the time of the birth of the student edited school paper, the salient source of such news.

Be that as it may, exceptional lyceums appear prototypical of cultural programming particularly for the senior college during the Peterson years. For example, the 1948 school year alone was favored with the following:⁵

1. Dr. Eva B. Dykes, pianist, in benefit concert for Epsilon Sigma, the men's society of Oakwood (February 29, 1948).
2. Deep River Singers of Atlanta, Georgia, a male quartette with pianist (March 6, 1948).
3. Noah Beilharz, dramatic artist, interpreting his hour plus long play, "Hoosier Schoolmaster" by Eggleston (March 7, 1948).
4. Mrs. Alyne Dumas Lee, soprano, in concert on Easter Sunday (March 28, 1948).
5. Miss Artiss Devolt, harpist, in concert recital lecturing and giving the history of the harp and playing selections representing several countries and composers of Europe: Russia, Czechoslovakia, Italy, and Austria. She also included Handel's composition for the harp: "Ballad of the Harp Weaver" (April 10, 1948).
6. Peter Melnikoff, pianist, who played Paderewski, Rubenstein, and Liszt (July 10, 1948).

Before the conclusion of the '48 school year, announcements were already being released of coming events for most of the next year, 1949, which included:⁶

1. Kenneth Spencer, internationally known American basso who had appeared with the New York Philharmonic Symphony (October 2, 1949).
2. W. D. Smith, dramatic reader (October 31, 1949).
3. Mr. Braley (sic), organist (November 1949).
4. Jewish Chautauqua Society would sponsor a public lecture on the "Jew, His Background, Culture, History and Beliefs" (December 1949).
5. Metropolitan Artist Groups (March 1950).

The focal point, however, of all institutional energies and activities intended to rest itself on the school's reason for existence. Succinctly, the president expressed it in these words: "The resources of the college, its faculty, its industrial staff, and its physical facilities are important only in-so-far as they contribute to the end-products of the college, which are the students and the service program the college



Joyce Bryant, recently converted show biz artist, delights listeners in sacred song.

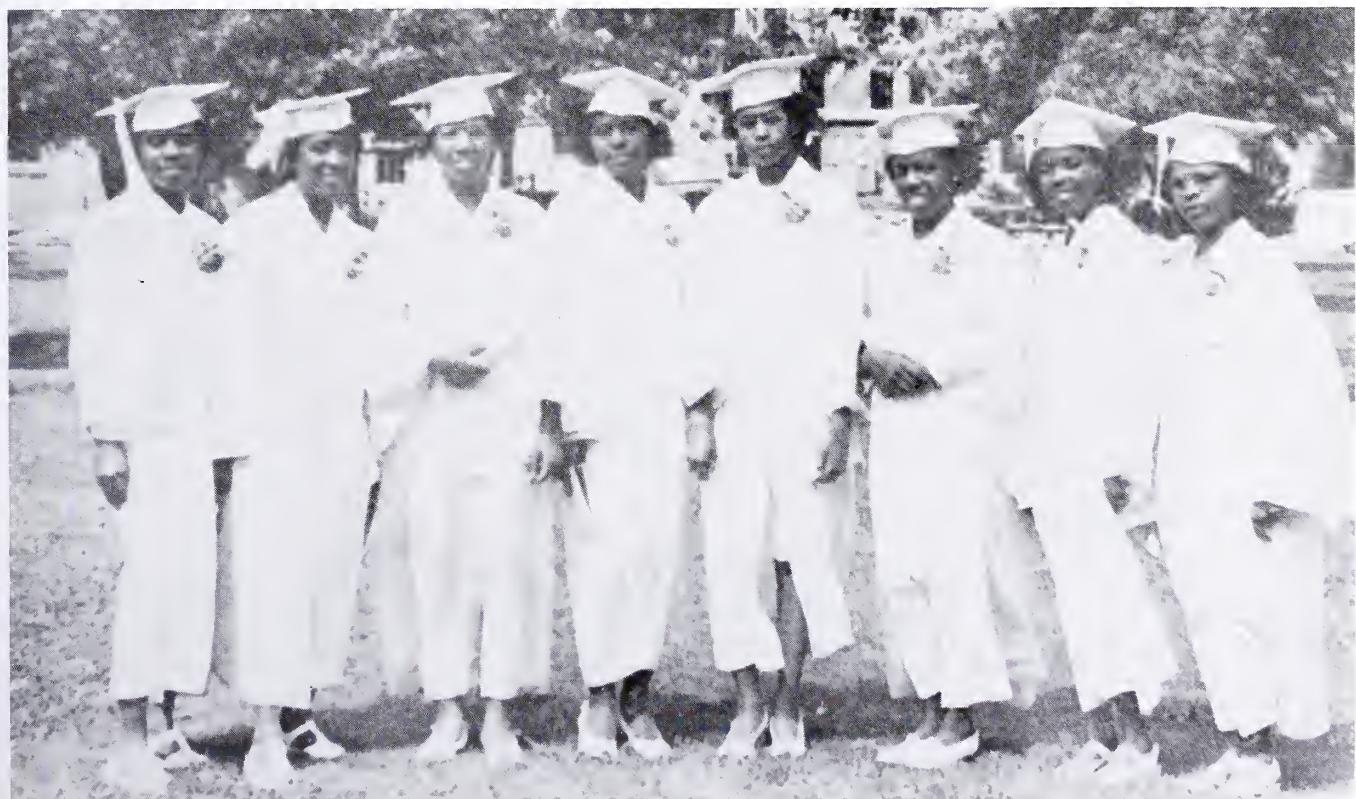


Lovia Von Jones in violin concert.

renders to the denomination that established it and maintains it.”⁷ Foremost in accomplishing the desired end-product was the Christ-centered instruction that took place primarily though not solely in the classroom. Indeed, the academic program since becoming a senior college required constant monitoring to insure internal quality as well as external relatedness to national programs to which the Oakwood graduate might connect either in graduate studies or professional preparation.⁸ One case in point referenced the Pre-nursing graduates who comprised one of the largest segments of the senior class in 1954, twelve of the total of thirty-two. Many of the Pre-nursing grads before had been attending Hinsdale Sanitarium and Hospital in Illinois to continue their nursing training. But then came the sobering announcement from Hinsdale’s Director of Nursing, a Miss Tupper, via Oakwood’s Director of Nursing Education, Mrs. Ruth Stafford, that beginning September 1954 Pre-nursing students applying for



Ruth N. Stafford, Professor of Nursing Education, 1955.



Pre-nursing students, 1947.



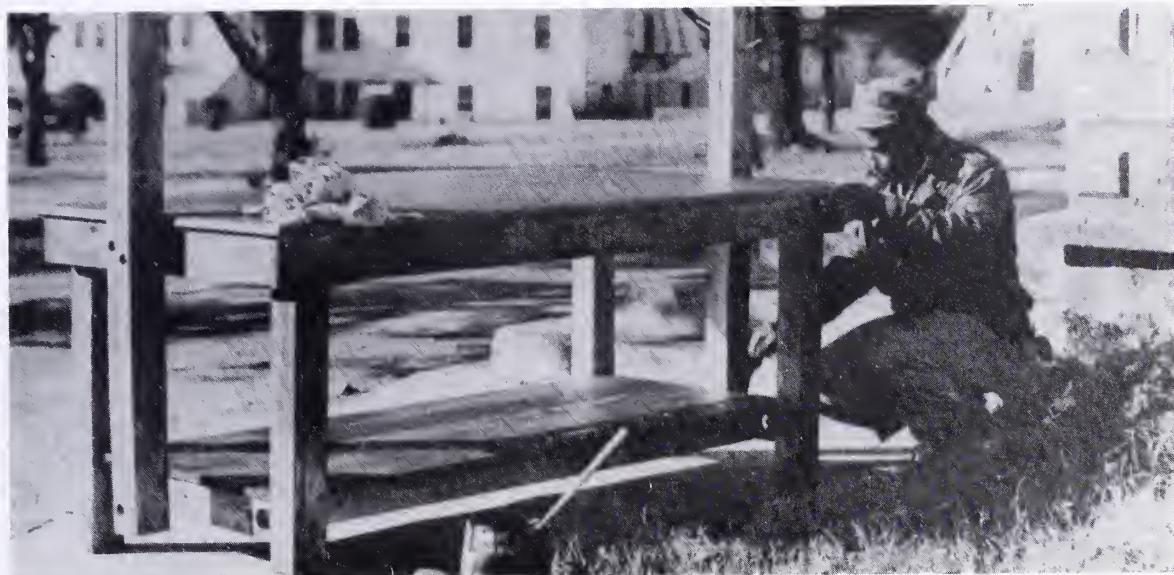
Teacher and students in Oakwood forest collecting data and marking trees, 1947.

admission to Hinsdale must take basic sciences in an *accredited* college.⁹ Accreditation? No doubt it was inevitable that this word should become part of Oakwood's vocabulary and, what's more, a goal to think more seriously about in its immediate future.

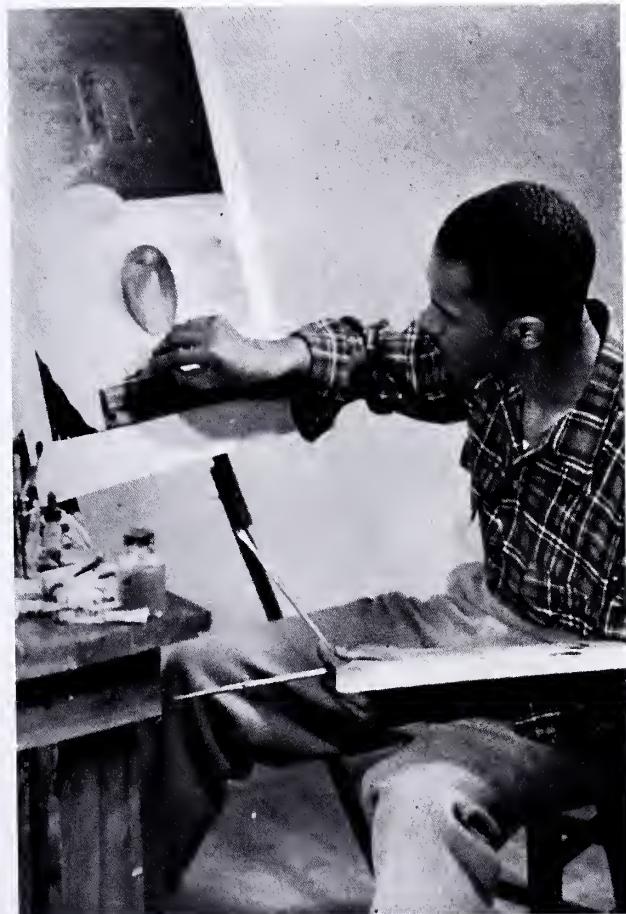
Another important dimension to the educational experience at Oakwood began when, back in 1945, the Board of Trustees had given the green light authorizing college management to arrange with the Alabama State Forestry Department to pay an on-site visit to the campus, explore the college forest, and identify trees sufficiently mature for cutting. As soon as arrangements could be made, plans were to be worked out so the timber could be cut, sawed, and stacked for development purposes at the college. By 1947, a forest management course was inaugurated with Oakwood's 280-acre forest its laboratory. The course, you might say, was team-



Oakwood forestry students learn how a tree grows, 1947.



Furniture for classrooms and offices constructed by carpentry class, 1947.



Turner C. Battle, III, creator of the enduring "seal" of Oakwood, here performing his job as student instructor of fine arts, 1945.



James E. Dykes edited the school's first yearbook, The Acorn, in 1946, his senior year.





Laboratory School of elementary and academy students. Ms. Natelkka Burrell (standing right) and Mrs. Bessie Peterson (standing left), instructors, 1947.

taught by joint efforts of the faculty of Oakwood, the Alabama Division of Forestry, the Alabama Agricultural Extension Service, and the Tennessee Valley Authority. Approximately thirty students took part in collecting data and selectively marking trees for immediate harvest. Four of the students who devoted forty hours of study to the project were granted credit for two college hours. Analysis of the woodland data indicated the desirability of the following protection and management practices:

1. Harvesting selectively marked September, the dead chestnut, and firewood from cull trees and tops of September trees.
2. Reforesting open lands with loblolly pine.
3. Continuing protection of the woodlands from fire and grazing.

The study resulted in a decision to establish a woodland demonstration that would serve both as a laboratory for the students and as an example of applied management to woodland owners in neighboring communities. Later it was decided to develop one course to train interested students in the fundamentals of forestry practice—a course to help them with their life work in which science, religion, and daily living are integrated. As of 1947, 189,000 board feet of marked timber had been cut. Approximately 111,000 board feet was being used to expand college facilities, and 78,000 board feet of high-quality cedar and walnut had been sold for \$8,635. Five acres had been planted with pine, and a crew of students was organized and trained in forest fire suppression techniques.¹⁰

Probably two of the most enduring products of student creative involvement from this period are the 1946 yearbook (the school's first) and the Oakwood seal,

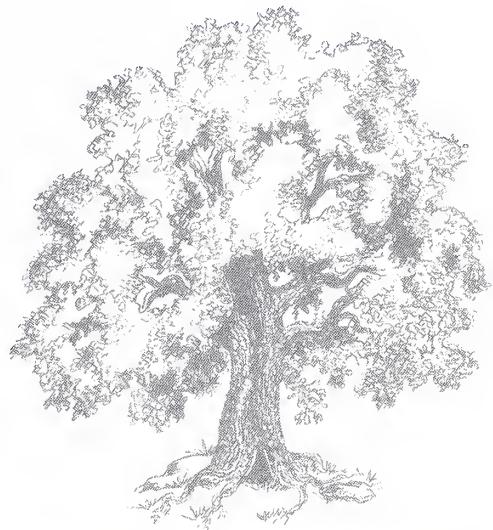
the former edited by James Dykes and the latter conceived and created by Turner Battle III. Celebrating the fiftieth anniversary of the institution (1896-1946), the yearbook carries the title of *The Acorn* and escorts the reader through over one hundred seventy (170) interesting, informative, and picturesque pages underscoring the theme: "Toward New Horizons of Progress."

The original seal was circular with the words OAKWOOD COLLEGE at the top half of the circle and an acorn placed on each side. On the bottom half appeared the words HUNTSVILLE ALABAMA. The center of the circle contained a scroll, a quill, and a flaming torch. The scroll represents the Torah, the divine Scriptures of divine knowledge and precepts upon which the Seventh-day Adventist Church and its educational system are founded. The quill symbolizes the writings issuing from the pen of Ellen G. White whose counsels offer explicit guidance for Christian education while the flame, or flambeau, tells students, faculty, and staff to shine as lights of salvation to the world.¹¹ As art editor, Turner fully intended to have the seal ready for the initial yearbook of 1946 but had to settle for the seal's donning the cover of the 1946-47 Oakwood College Bulletin.

Inevitably, as programs and productivity of Oakwood continually pointed upward, so would its financial charges. Following is a general profile of increasing tuition, room, and food costs to students spanning five decades:



Class in freshman mathematics, H. T. Curtis, teacher (standing right), 1947.



	<u>Tuition</u>	<u>Room</u>	<u>Board</u>
1910	*\$ 2.00 Mo.	*\$ 2.50 Mo.	*\$ 1.00-1.75 Wk.
1920	1.50 Term	4.00 Term	16.00-20.00 Term
1930	6.40 Mo.	7.00 Mo.	12.00-14.00 Mo.
1940	67.50 Mo.	63.00 Mo.	117.00 Mo.
**1946	180.00 Yr.	126.00 Yr.	162.00 Yr.
1958	990.00 Yr.	23.00 Yr.	25.00 Yr.

"These charges were conditional that the student would work fourteen (14) hours weekly without compensation.

"This appears to be the first time tuition charges exceeded food charges.

The preceding layout of yearly charges are presented here in the language as printed in their respective Oakwood bulletins.

An expanded liberal arts curriculum taught by a steadily strengthened and empowered faculty betokened a school determined to be the best it could be—by God's grace and human endeavor. Whereas the 1946-47 school year offered seven baccalaureate majors (Religion, Agriculture, Biology, Chemistry, Education, English, and History), by 1953 other majors were added: Elementary Education and Secondary Education (separate and distinct areas), Home Economics, Business Administration, Mathematics, Music, and Secretarial Science. While in 1946-47, students could elect courses in a variety of general disciplines (Art, Business, Psychology, Home Economics, Library Science, Mathematics, and Mechanical Arts [Building Construction, Cabinet Making, Carpentry, Industrial Arts Education, Architectural and Mechanical Drawing, Industrial Electricity, Plumbing and Heating,



Class in secretarial science, Charles Galley, teacher (standing rear), 1947.



Class in Home Economics, Thomasine Longware, teacher (standing center), 1955.

Laundering, and Painting]), 1953 had crystallized discrete minors in Agriculture, Biology, Business Administration, Chemistry, English, History, Home Economics, Industrial Arts, Mathematics, Music, Religion, Secondary Education, and Secretarial Science.

The growth of Oakwood, however, in terms of curriculum, faculty, enrollment, brick and mortar notwithstanding, President Peterson had the vision and foresight as early as 1951 to understand that Oakwood's future depended on something more. That something occupied the lion's share of the Board members' time on March 6 and 7 as they discussed "the possibilities of the college and its future service."¹² A Special Survey Committee appointed by the General Conference consisted of Dr. Keld J. Reynolds (General Conference Education Department) Chairman; F. L. Peterson (President of Oakwood); Elder G. E. Peters (General Conference Colored Department); Dr. Floyd Rittenhouse (Dean of Southern Missionary College); Dr. Alvin W. Johnson.

Having convened the day before on March 5 and also on May 6, the Special Survey Committee made a careful and detailed visit of Oakwood's educational buildings and facilities, dormitories, dining hall, industrial and other departments and gave conscientious consideration to these questions: What are the services that Oakwood College should endeavor to render? What are the needs of the constituency of Oakwood? What are the necessary requisites for supplying such needs? In what ways should the college look to the constituency for support? Should Oakwood think in terms of a Two-Year or Four-Year college program? Is the college to serve the entire North American field or is it only to draw students from specific territories or areas?

Quite obviously this was a serious committee ready to get down to cases. Its report to the Board revealed that whereas Oakwood had regional accreditation as a junior college (Class B) by Southern Association of Colleges, that agency was discontinuing its double classification of junior and senior colleges, terminating



Class in Biblical Greek, Ernest Rogers, teacher (center), 1955.



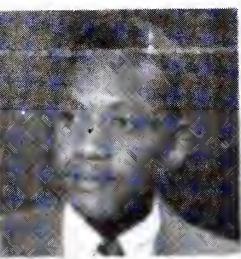


Class of "Master Scientists," R. L. Reynolds, teacher (standing far right, fourth row). Emerson Cooper, student who decades later became preeminent Oakwood chemist and interim president is seated front row left center, hands on knees, 1947.

Oakwood's class of junior college listing by the end of the current year (1951), and offering such schools the opportunity only of seeking the A-Classification as a junior college and proceeding to secure senior college accreditation. In other words, all B-Class junior colleges must now attain A-Classification in order to maintain recognized junior college standing.

After presenting to the Board the stiff particulars and standards of exactly what all this entailed in faculty degrees, salaries, faculty-student ratios, percent of budget spent on instruction, library volumes and expenditures, physical facilities, and operating subsidy or other non-instructional income, the Special Survey Committee recommended:

1. That Oakwood College undertake immediately a program of development leading to full Four-Year senior college accreditation.
2. That to help implement this recommendation an Executive Committee be formed consisting of the Board Chairman, V. G. Anderson; G. E. Peters of the General Conference Colored Department to serve as Vice Chairman; F. L. Peterson, President of Oakwood, to serve as Secretary; Keld J. Reynolds of the General Conference Education Department; O. B. Edwards, Academic Dean of Oakwood; L. E. Ford, Business Manager of Oakwood; T. T. Frazier, Treasurer of Oakwood; and Floyd Rittenhouse, Academic Dean of Southern Missionary College. Primary responsibility of the committee: advise the administration and make recommendations to the College Board.



Three Oakwood students chosen to represent Negro constituency of North America as delegates to Youth Congress in Paris, France, from July 24-29, 1951.

3. That the college begin immediately the erection of a library appropriately furnished with equipment, books, and services to meet the demands of the Southern Association. (Perhaps it was symbolic beyond this awareness that the projected new library serving as the center of learning for Oakwood's foreseeable future was voted to be located on the exact same spot on campus where it all began for Oakwood in 1896, "Old Mansion" the "big house" of the slave plantation.)
4. That the college employ a professionally trained person degreed in Library Science to serve as full-time Librarian.
5. That a minimum of \$5,000 annually be appropriated for five (5) years by the Board for new books, binding, and periodicals for the College Library.
6. That the college develop a faculty for 1951-52 at least two-thirds (2/3) of which having as a minimum the Master's Degree or the equivalent in the regular academic subject fields and extend this standard in 1952-53 to include all full-time teachers while also bringing teachers in vocational areas up to comparable standards.
7. That the college build up the administrative organization, functions, student personnel work, and records to recognized standards and that there be developed a Staff Handbook portraying in detail organization of the college and a statement of its objectives.



The renown Bell Tower in center of old campus being dedicated to C. E. Moseley by ministerial students who erected it from stones of Oakwood mountain, 1951.

Executive Committee of the student association (United Student Movement), Joseph Hinson, president (standing), 1953.



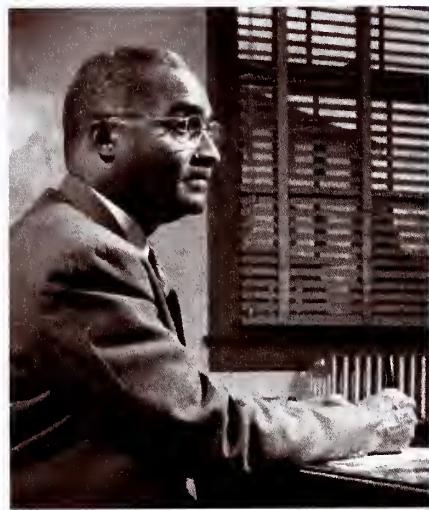


Gamma Sigma Kappas, Dr. Eva B. Dykes, sponsor (front right, leaning on left hand), 1947.

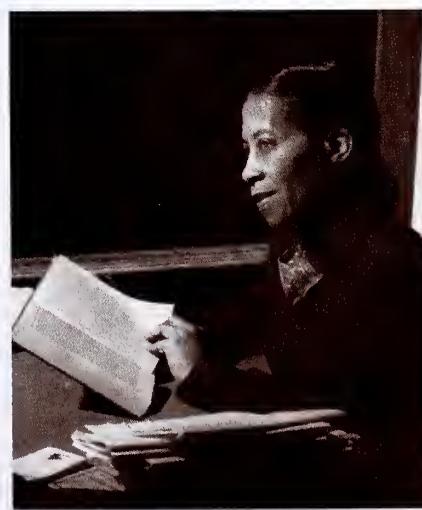
What was the response of the Board to this sheaf of proposals? It was voted by Board members "that we adopt the recommendations of the Survey Committee, and that we proceed to put them into operation."¹³ To buttress their commitment and support, they decided to appoint three committees: Nominating, Budget, and Executive. A historic moment indeed! Oakwood's governing body (Board of Trustees) doubtless with the full backing of Oakwood's parent body (General Conference of SDA) had gone on record placing its full weight behind making this institution second to none. The book was closing for now on any talk about whether Oakwood should continue as a college or even continue at all due to what some deemed insurmountable odds though the question of her existence would rear its head again in future decades for quite a different reason. But at this critical juncture, Oakwood's face was set toward the sun and encouraged to go for it! The March 1951 recommendations metamorphosed into imperatives and, as one might imagine, became the all consuming goals and guides by which the campus operated. No happenstance here, the new posture of resolve taken by the school at this time. No chance or accident or fluke or Lady Luck. Sparked by insights and dreams of President Peterson and associates, the school for the first time in its life could legitimately and unrestrictedly ready itself for the launching pad of a credentialed quality higher education. Poised and pointed upward, Oakwood knew countdown had begun.

The very next month, the President appointed a Committee on Accreditation composed of local administrators and faculty whose job it was to do real nuts and bolts work of getting the Oakwood ship ready from stem to stern before applying for any type of preliminary visit by the Southern Association. Future generations of Oakwoodites will ever be indebted to that maiden group which did the initial legwork later becoming giant strides to a certified academic excellence.

Chaired by the Dean of the College, O. B. Edwards, the Committee on Accreditation convened its first session on Monday evening, April 30, 1951, at 7:30, in the English Room of the Administration Building or Moran Hall. Its members:



Members of Oakwood's first Committee on Accreditation (called Institutional Committee for Self-Study in subsequent years). Top left clockwise: O. B. Edwards, chairman; President F. L. Peterson, Mrs. Roberta Edwards, Ms. Ruth Mosby, J. T. Stafford, G. R. Partridge, Dr. Eva B. Dykes, and Ms. Delores Henderson, secretary, 1951.





President and Mrs. F. L. Peterson during one of their commencement weekends.

President F. L. Peterson, Mrs. R. C. Edwards, Miss Ruth Mosby, Mr. J. T. Stafford (Principal of the Oakwood Academy or High School), Mr. G. R. Partridge, Dr. Eva B. Dykes, and Miss Delores A. Henderson (Secretary). Although the membership varied from time to time, Dr. Eva B. Dykes became its regular and perpetual chairperson over the years.¹⁴

In the meantime, the Special (Survey) Committee of the Board (also known as the Accreditation Committee) was doing its work and by February 19, 1954, reported that regarding the recommendations of March 5-6, 1951, it had checked to note whatever progress the college had made and that out of the seven (7) items listed the school had made substantial progress in all but one area. Clearly the goal of applying for accreditation was coming more and more into view.

Having provided a leadership that steered the college to this position of confidence and movement in the direction of realistically applying for accreditation, Peterson brought his nine-year tenure as President to a mellow conclusion when he tendered his resignation to the Board on February 21, 1954, for sure the end of an era "under the Oaks," the era of Frank Loris Peterson. He proceeded to the secretariat of the North American Colored Department and Associate Secretary of the General Conference.

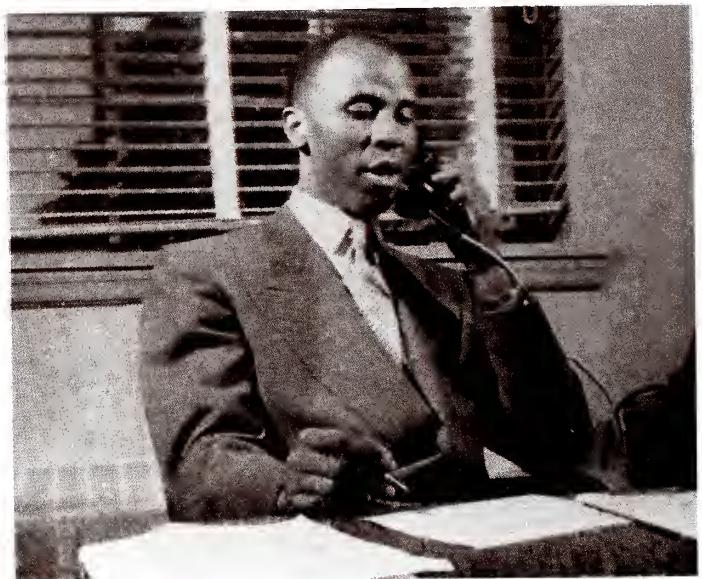
The same Board session that accepted Peterson's resignation voted unanimously to invite to the Presidency Calvin E. Moseley who declined.¹⁵ One month later the Board voted to appoint Garland J. Millet who accepted the responsibility of presiding over Oakwood and for the ensuing nine years (1954-1963) committed to the agenda of taking the college to another level. And that he did with an energy, vigor, and enthusiasm which bore a contagion infecting and infusing the campus toward its most immediate educational imperative.

President Millet took the baton of leadership and hit the ground running, literally, and for his first Board of Trustees meeting the fall of 1954 held in Takoma Park, Maryland, he prepared a fact sheet of some twenty-four (24) observations, needs, and suggestions which he felt vital reasons for accelerating the advance of Oakwood to regional accreditation.¹⁶ Some of the specifics noted by Millet covered the extraordinarily high attrition of upper class students in view of the large freshman class (49% of the total student body), the challenge of continually improving an already excellent faculty, building and equipment needs, scholarships for students, recruitment and public relations, standardization of faculty and staff salary scale to a parity with the denominational pattern, and the suggestion that a Harris Pine Mills (Furniture) Plant projected for southeastern United States be established at Oakwood College to provide labor for students. The plant, at that time, elected to locate in Georgia instead.

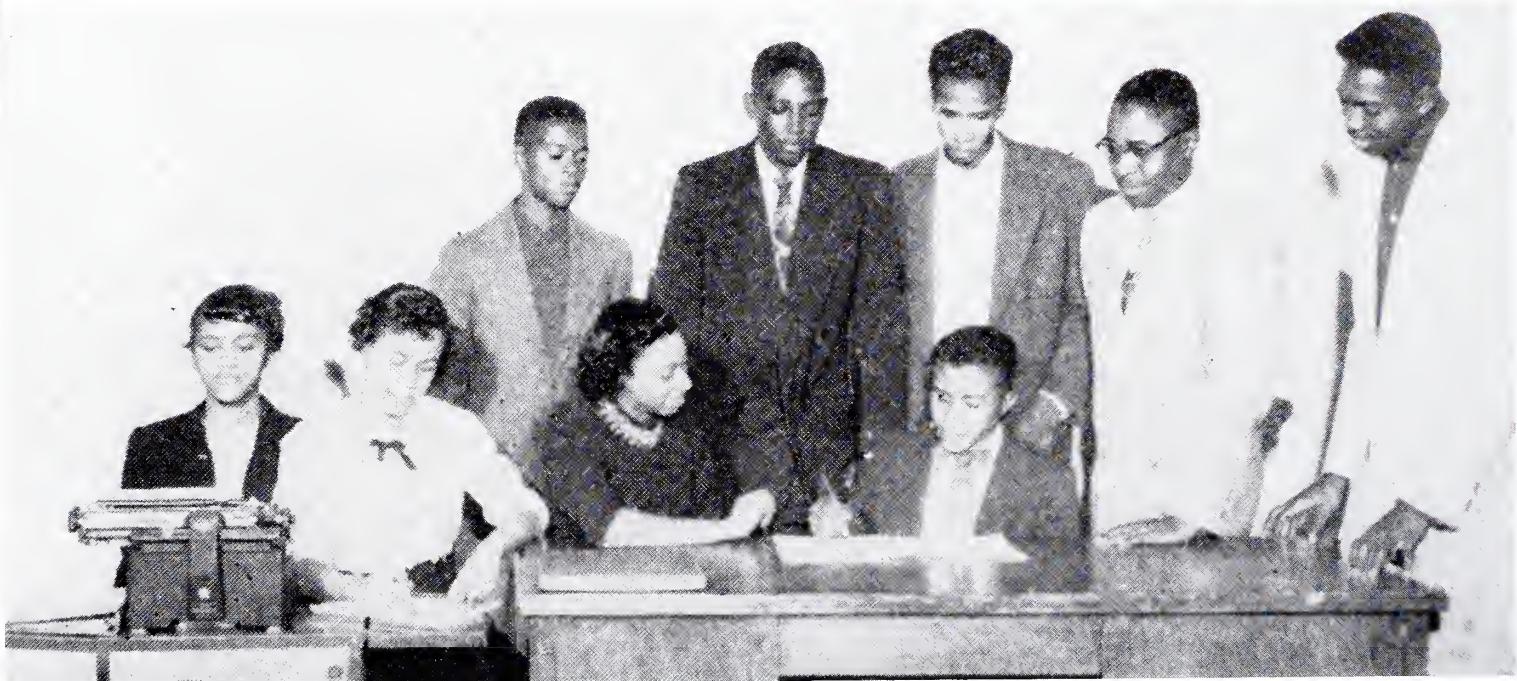
One aspect of the educational process at Oakwood which President Millet had to handle more decisively than any of his predecessors was the traditional organic union between college and high school (academy) programs on campus. Grappling



Garland J. Millet, fifth president of Oakwood College, 1954-1963.



*Adell Warren, Business Manager,
1952-1981.*



*Academy (high school) students
contemplating as it
were their revised
“accord” with the
college. Mae
Laurence, faculty
sponsor, seated
third from left.
Circa 1955.*

*Ms. Natelkka
Burrell, professor in
education, one of
first teachers
subsidized by OC
for doctoral studies,
1955.*



with this unique arrangement of long standing, the Accreditation Committee went on record in 1955 establishing clearer lines of separation. Use of same classrooms by college and academy students was acceptable provided the sessions were separate. Course scheduling would favor college classes in the morning, academy in the afternoon. Joint use of the same library was acceptable if a librarian was appointed especially for the secondary school. The new men's dormitory, it was suggested, would designate a wing for academy students.¹⁷ Eventually, the umbilical cord between the two programs was amicably severed when the Oakwood Academy discontinued functioning as a boarding school and built a separate physical facility elsewhere on the Oakwood property and distinct from the college in most respects.

Come spring of 1955, new ground was broken for sure when one of Oakwood's young teachers, Frank W. Hale, Jr., Assistant Professor of Speech and English, received his Ph.D. degree.¹⁸ Giving the timing of the accomplishment, it meant more, volumes more, than just another doctorate added to the staff. This was Oakwood's *only* full-time doctorate added since Dr. Eva B. Dykes was imported a decade earlier and Oakwood's *own* doctorate in the sense that Hale became the very first so awarded as a current member of the faculty. And, to wit, he completed all doctoral requirements in approximately two years at only twenty-eight (28) years of age from the Ohio State University. What a charge, a motivation, an inspiration! Students, administration, and faculty alike shared in the celebration while the latter were encouraged to press on and do likewise.

For the 1955-56 school year, five more Ph.D.'s were anticipated and announced, two of whom were current staff members: Otis B. Edwards (Dean of the College and Chairman of History) from the University of Nebraska and Miss Natelka Burrell (Chairman of the Education Department) from the Teacher's College, Columbia University.¹⁹ Other teachers were continuing their terminal degree programs hopeful of helping the college at least reach the required minimal eight (8) doctorates before accreditation applications. Some also were continuing and completing their Master's. Even President Millet himself entered the doctoral study march when the Board granted his request to accept a research-study grant of \$5,000 for a two-year period offered by the Southern Education Foundation effective fall of 1957. To help facilitate the daily routine operation of the college and maintain momentum in accreditation efforts, the Board appointed Dr. Frank W. Hale Assistant to the President for the period of study leave by Millet who was expected to make regular contact with the campus.²⁰

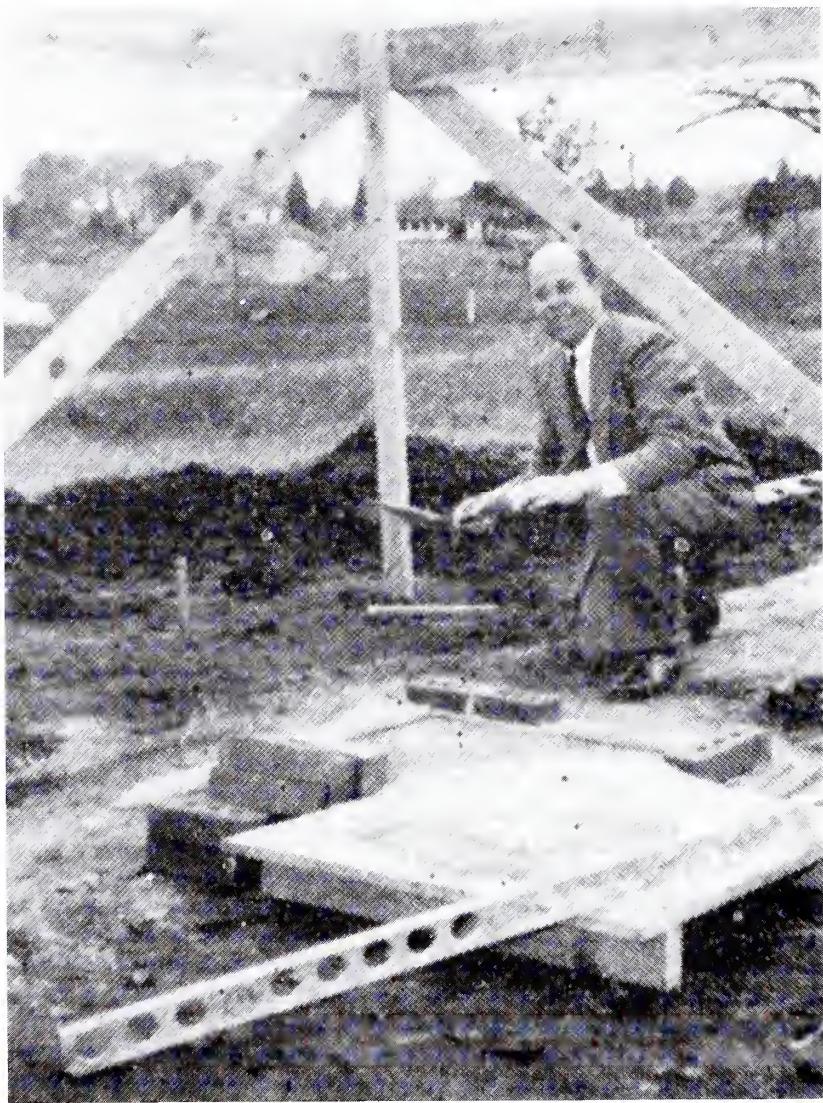
Early in the year, February of 1957, the Chairman of the Oakwood Board, Elder A. L. Ham, had been delegated by that body to have Dr. Richard Hammill (former Academic Dean of Southern Missionary College in Tennessee and as of June 1955 having joined the Department of Education of the General Conference) and Dr. Floyd Rittenhouse (also former Academic Dean of Southern Missionary College and by 1955 the President of Emmanuel Missionary College in Michigan), both members of the Board and special advisors to Oakwood in its accreditation quest, to contact Southern Association of Colleges and confirm that the financial backing of Oakwood was equivalent to the income of a very large endowment and that the salary scale was parity with that of other accredited colleges.²¹ This move actually



Richard Hammill, board member and special envoy in Oakwood's design for accreditation, 1957.



Floyd O. Rittenhouse, board member who played signal part in Oakwood's plan for accreditation, 1957.



President Millet, trowel in hand, "caught in the act" of pushing the slaggng [sic] gymnasium project along even in times of accreditation pursuit. The N. E. Ashby gym was a cooperative construction effort between the college and the South Central Conference, 1956-57.

resulted from an earlier word of December 4, 1956, at Dallas, Texas, when the Admissions Committee of the Southern Association of Colleges at its regional session indicated the need at Oakwood for more doctoral degrees and for certain financial adjustments prior to accreditation.²² As might be expected, every such official word was taken seriously and generated on campus a beehive of activity. During the spring of 1957, a visit was made to the campus by Dr. F. E. Lund (President of Alabama College and member of the Admissions Committee of Southern Association of Colleges) and Dr. Preston Valien who, among other observations submitted, called attention to "endowment" and that terminal "degrees of either one-third of the full-time teaching facility or one per major field will be required."²³ By the fall of 1957, President Millet could report that at an Atlanta meeting attended by himself and Dr. Rittenhouse the Admissions Committee of the Southern Association of Colleges spoke quite encouragingly respecting plans of Oakwood to apply for endorsement notwithstanding work yet needed to be done regarding "some faculty salaries" and the "endowment problem."²⁴ The official formal application by Oakwood College for accreditation had been filed on December 4, 1956. One year plus later, the goal seemed near then alternately like a mirage receding into the distance far away. Was it realistic

for a small Christian black college in the South with less than three hundred (300) students to expect accreditation in the 1950's? Could the Association standards be met? Were the parent body (General Conference of Seventh-day Adventists) and the Oakwood constituency irreversibly and irrevocably committed to the expressed objectives of educational excellence via certification even vis-a-vis charges of "compromise of Christian principles" by detractors? Perhaps the road ahead was becoming too long and winding or the vision a nightmare. How long, if ever, would it take?

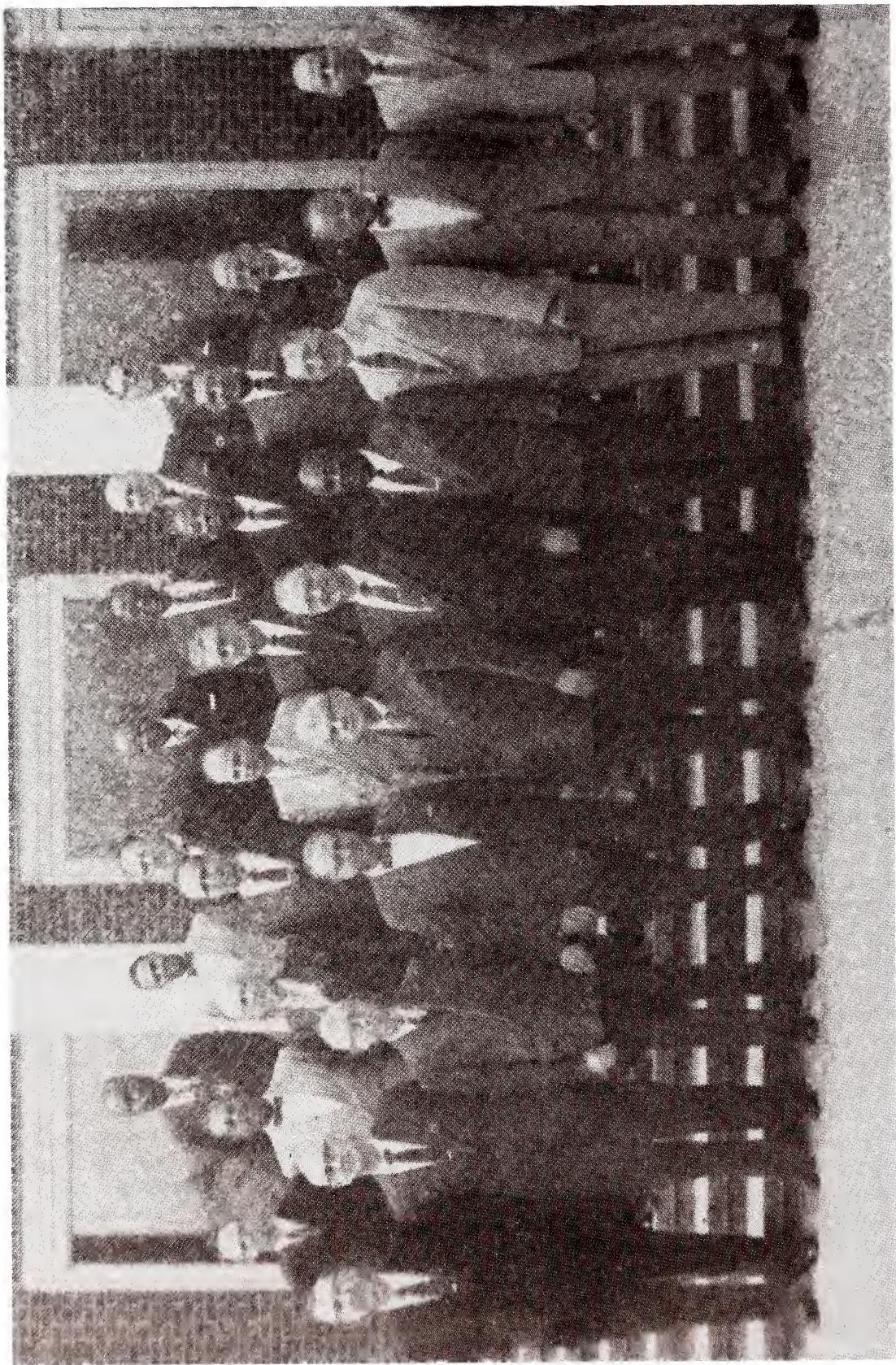


ENDNOTES

Chapter 5

- ¹ F. L. Peterson, "The Negro Department," *Advent Review and Sabbath Herald*, June 2, 1936, pp. 109-110.
- ² "President's Annual Report," Oakwood College, February 21, 1954.
- ³ "President's Annual Report," Oakwood College, February 21, 1954.
- ⁴ F. L. Peterson, "Notes from the President," *The Spreading Oak*, December 1946. It should be noted that *The Spreading Oak* is the new name for the student campus paper replacing that of *The Acorn* which was first published in 1932. The name change took place in 1946 when *The Acorn* nomenclature was shifted over to the school's yearbook the first edition of which was also introduced in 1946.
- ⁵ *The Spreading Oak* (Student Publication), Oakwood College, March 31, 1948; April 30, 1948; August 31, 1948.
- ⁶ *The Spreading Oak* (Student Publication), Oakwood College, August 30, 1948.
- ⁷ "President's Annual Report," Oakwood College, February 21, 1954.
- ⁸ On the one hand, the word "academic" as employed here and elsewhere throughout this history denotes the instructional program of the college. On the other hand, the writer acknowledges that in the archival literature about Oakwood this word is frequently an adjective describing the "academy" (or high school) which was being operated simultaneously on the same campus with the college since the inauguration of the latter as a junior college in 1917. With tongue in cheek (when the college as dominant institution attempts preferred or sole claim to the term "academic"), the academy can always find refuge in the fact that its program having begun in the 1890's antedates the college.
- ⁹ "President's Annual Report," Oakwood College, February 21, 1954.
- ¹⁰ *The Oakwood College Forestry Demonstration*, Oakwood College Archives, Huntsville, Alabama, June 1947, pp. 1-6.
- ¹¹ Roy E. Malcolm, "Oakwood's Crown Jewels," *Oakwood Magazine*, Oakwood College, Winter/Spring 1991, p. 6.
- ¹² Minutes, Board of Trustees, Oakwood College, March 6 and 7, 1951.
- ¹³ Minutes, Board of Trustees, Oakwood College, March 6 and 7, 1951.
- ¹⁴ This untitled material of two pages simply carries a date of April 30, 1951, and gives an account of the meeting's proceedings and actions. Oakwood College Archives.
- ¹⁵ Minutes, Board of Trustees, Oakwood College, February 21, 1954.
- ¹⁶ "Observations, Needs, Suggestions—In Outline," presented to the Oakwood College Board, Takoma Park, Maryland, October 20, 1954. Oakwood College Archives.
- ¹⁷ Minutes, Accreditation Committee of the Board of Trustees, Oakwood College, April 20, 1955.
- ¹⁸ "Hale Receives Ph.D.," *The Spreading Oak*, Oakwood College, June 1955.
- ¹⁹ "Oakwood to Add Five New Ph.D. Degrees in 1955-56," *The Spreading Oak*, Oakwood College, June 1955.
- ²⁰ Minutes, Board of Trustees, Oakwood College, August 12, 1957.
- ²¹ Minutes, Board of Trustees, Oakwood College, February 5, 1957.
- ²² Minutes, Board of Trustees, Oakwood College, March 11, 1957.
- ²³ Minutes, Board of Trustees, Oakwood College, May 28, 1957.
- ²⁴ Minutes, Board of Trustees, Oakwood College, November 19, 1957.





Board of Trustees. A. L. Ham, chairman (front row, fifth from left). G. J. Miller, president (front row, far right). 1958.

Reaching for the Stars: Accreditation and Recognition

(1958-1966)

December 4, 1958, two years to the very date following its first formal application for accreditation to the Southern Association of Colleges, Oakwood receives full official accreditation as a four-year liberal arts institution. Beaming with enthusiasm, satisfaction, and permissible pride, President G. J. Millet convened a special chapel the next day, December 5, and spiritedly announced to the student body and faculty the good news.¹

Only a few blocks and less than ten minutes away in the same city of Huntsville, the United States government itself had been preparing at the Redstone Arsenal to reach into outer space. The renown rocket scientist, Wernher von Braun who would later speak on the Oakwood campus, had engineered the four-state Jupiter



Delegates attending Seventh Annual Intercollegiate Workshop of Eastern Seventh-day Adventist Colleges held at Oakwood, 1956.





Mordecai Johnson, renown president of Howard University and peerless orator, delivers commencement address for OC's sixtieth anniversary, 1956.

rocket that had already launched Explorer I (our first U.S. earth satellite) about twelve months earlier on January 31, 1958.² Now, on December 18, two weeks following Oakwood's December 4 cause for celebration, the communication satellite named Project Score would proclaim the first voice message from space as if right in time for broadcasting acknowledgment to Oakwood from the stars.

Looking back reminiscingly, however, the school could recount its pilgrimage beginning in 1951 when the Board and faculty undertook the improvement and expansion program and former President F. L. Peterson appointed a special committee for accreditation chaired by Dr. Eva B. Dykes to study the twenty-one (21) standards of the Association and make recommendations. Initially led and chaired by Elder A. L. Ham, Oakwood's Board of Trustees

vigorously subsidized the program with financial appropriations for new buildings and facilities and with an accelerated plan for faculty development.

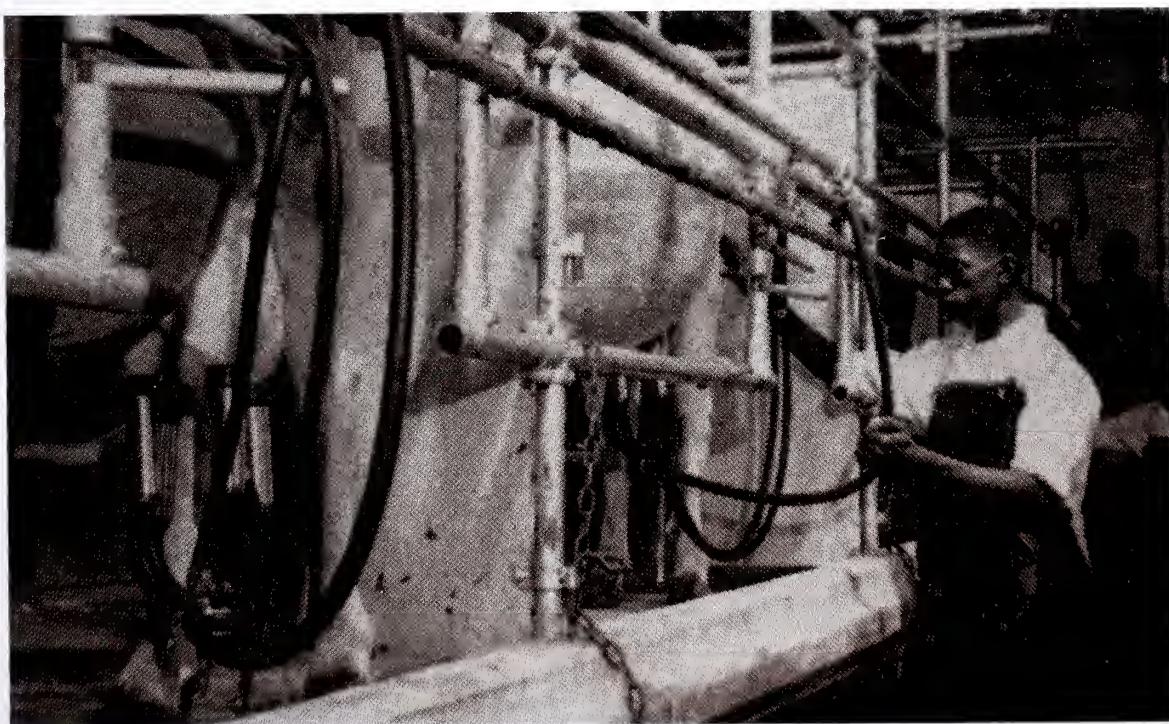
Born a manual training school, Oakwood had grown into junior college adolescence by 1917 and a four-year senior college by 1943 with its first baccalaureate degree conferred in 1945. The million-dollar expansion program over the immediate past decade had included completion of E. I. Cunningham Hall (dormitory), 1947; W. H. Green Hall (administration and library), 1952; H. E. Forde Science Hall, 1954; F. L. Peterson Hall (dormitory), 1955; N. E. Ashby Gymnasium and Auditorium, 1956; Store-Bakery-Post Office Complex, 1957; the College Laundry, 1959; Anna Knight Elementary, 1960; and apartments, duplexes, and teachers' cottages. The momentum defied a suggestion during a mid-1950's Board session that due to almost overwhelming odds Oakwood just "throw in the towel and revert to a junior college operation."

Beyond general improvement of the overall educational process, the coveted status of full accreditation guaranteed to Oakwood graduates recognition among higher educational institutions as well as open doors to financial assistance.

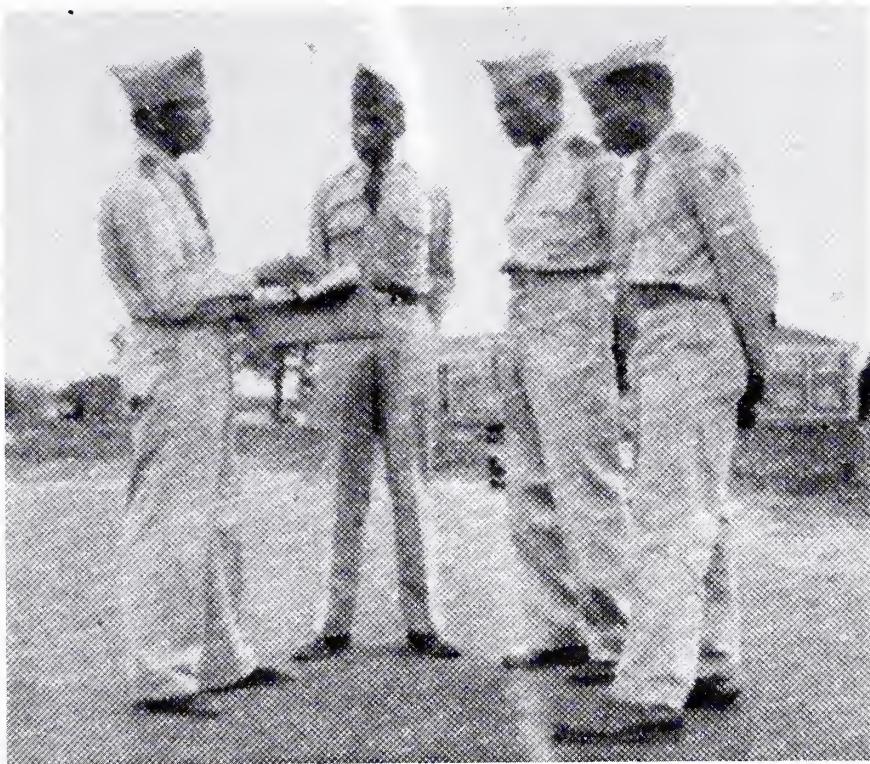
Now the college could function with full confidence of being positioned to offer students quality Christian education more objectively evaluated. Shoving off to sail uncharted waters so to speak, this ocean liner was steered by a confident if somewhat exhausted crew of administrators in G. J. Millet, President; O.B. Edwards, Dean of the College; A. Warren, Business Manager. Faculty were no less courageous and cheerful and at the same time ready for a change of pace and the opportunity to focus once again undistractedly on instruction itself, the principal activity for landing students at desired ports. To deliver the accredited instructional package, the curriculum was now organized into six areas: (1) Division of Applied Sciences (Agriculture, Business Administration, Home Economics, Industrial Arts, Mechanical Arts, and Secretarial Science), Charles Galley, Chairman; (2) Division of Education and Psychology (Education, Health, and Physical Education), Natelkka Burrell,



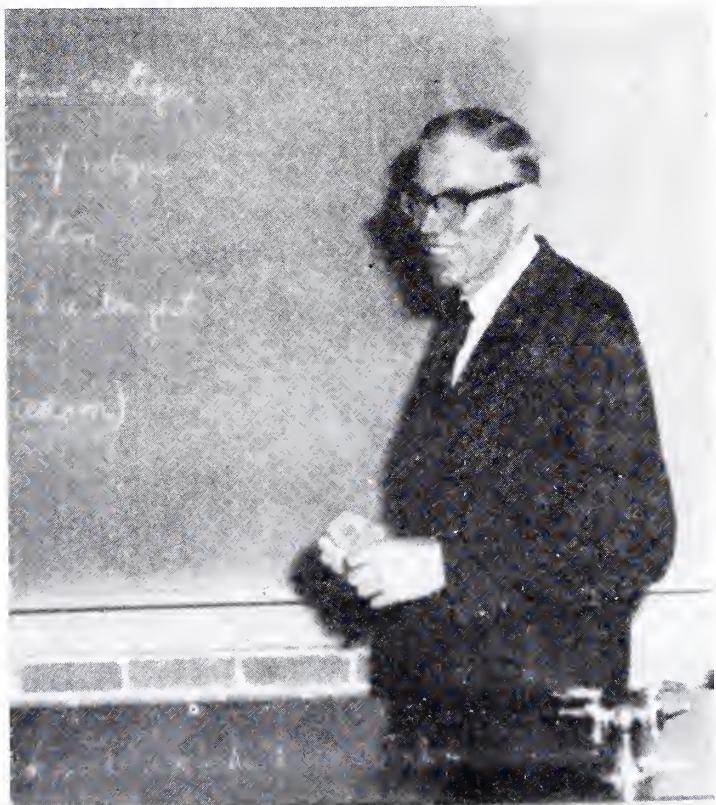
Student and staff operating machinery for harvesting cotton crop, 1963.



Student, Donald Blake, overseeing and performing vital duties at the campus dairy, early 1950's.



*Medical Cadet Corps being briefed by General John J. Beale,
circa 1956.*



*E. J. Specht, popular teacher in mathematics, deciphering
the numbers, 1964.*

Chairperson; (3) Division of Humanities (Art, English, Literature, Modern Languages [French and Spanish], Music, and Speech), Eva B. Dykes, Chairperson; (4) Division of Natural Sciences and Mathematics (Biology, Chemistry, Mathematics, and Physics), Emerson Cooper, Chairperson; (5) Division of Religion and Theology (Applied Religion and Theology, Bible, Biblical Languages, and Two-year Bible Instructor course), Clarence T. Richards, Chairman; and (6) Division of Social Sciences (History and Sociology), Otis B. Edwards, Chairman.

An accredited liberal arts program in the Oakwood setting took special care to foster a viable industrial program through the broom factory, laundry, farm, bakery, dairy, and campus store. These provided support particularly in three ways: keeping the college in touch with its manual or vocational training tradition, accruing revenue to the institution, and providing labor for students to defray educational expenses.

No doubt, beyond the attainment of institutional accreditation per se, especially two innovations from the Millet years stood the test of time and continue to this day as Oakwood nears the twenty-first century: "Faculty Colloquium" and "Honors Convocation." President Millet in 1954-55 was the first administrator to use the name "Faculty Colloquium" for the initial gathering of the college faculty at the inception of each school year for the purpose of becoming equipped and inspired by special speakers, presenters, discussions, and seminars. The "Honors Convocation" focused on students and began in 1959. Garland Millet, Jr., son of the president of the college, was himself coincidentally president of the Oakwood Student Association called United Student Movement (USM) for one year during which term he sparked and presented the idea of an annual assembly when students would be formally recognized and awarded for academic achievement as manifested principally through grade point averages. Up until that time, such achievement received notice by simply posting a list of names with GPA's on the bulletin board of the administration building, if at all. Times there were off and on when any such recognition was deemed (by certain faculty and administrators) an appeal to inappropriate pride and self-aggrandizement and, therefore, unwarranted poison to Christian humility. Both the Faculty Colloquium and Honors Convocation by name and function have survived the decades and continue thriving as annual events.



*Seniors from Pine
Forge Institute
(Academy) visit the
OC campus for
annual College Days,
1957.*

But what were the criteria in 1958 by which Oakwood was measured for that new authentic academic-status? How did the school fare in relation to specific educational requirements? After spending a three-day on-sight visit on the campus October 5-7, 1958, the evaluation team consisting of Dr. Judson C. Ward (chairman), Dr. Francis E. Wright, and Dean J. Paul Reynolds submitted its report to the Association. Among the committee's general observations were "Two distinctive features," namely: "the strong religious atmosphere and the work program" with a comment that "Although both faculty and students are imbued with religious zeal and exhibit sincere piety, there are no evidences of bigotry;" on the contrary, the campus atmosphere is one of "work and service."³

From there, the committee discussed in written detail the status of Oakwood relative to each of twenty-one standards with a final assessment. For purpose of allowing a glimpse into the labyrinth of prerequisites on which that maiden certification hinged and which subsequent institutional evaluations would generally face, those standards are here presented.

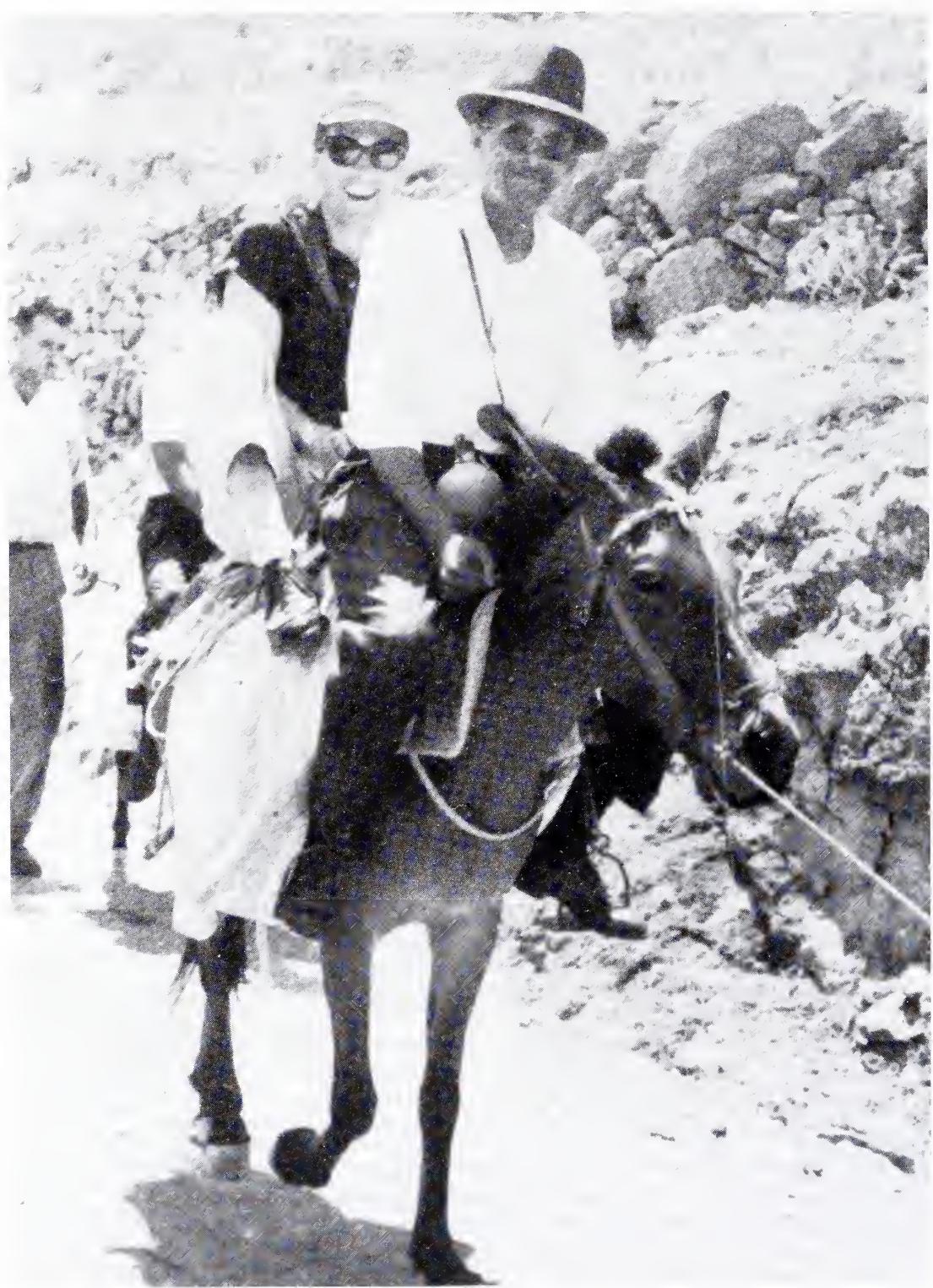
For example, Standard 1—Requirements for Admissions: "Although the college fulfills the requirements on admission, the committee recommends that continuing efforts be made to recruit more students of greater academic potential."

Standard 2—Requirements for Graduation: "The college meets this requirement in full."

Standard 3—Instruction: "The requirements under this Standard are met in full."



*Henry Bradford, perennially favorite guest
speaker, from chaplaincy and Music
Department of Alabama A & M College,
1962.*



C. T. Richards, chairman of Religion, and Tom Stafford, travel via donkey on Biblical Isle of Patmos during Holy Land tour, 1964.

Standard 4—Training and Development of Faculty: “Although the college meets the minimum standards for this requirement, the committee feels that it is in this area that the least strength is evident. The committee would recommend that continued effort be made to improve the competency of the faculty, and particularly to strengthen the faculty in the areas of religion and home economics.”

Standard 5—Teacher Load: “The college is meeting this standard both in spirit and in actual practice. Rarely have overloads been assigned and these were definitely temporary.”

Standard 6—Remuneration and Tenure of the Faculty: “It should be pointed out that remuneration for all faculty members barely meets the minimum standards and that all Seventh Day (sic) Adventist colleges are likely to have difficulty meeting this standard in the future, particularly if the minimum is to be raised periodically. A special committee of the Association might be appointed to study this problem as it affects any Seventh Day Adventist college.

. . . Oakwood College does not meet the minimum requirements. . . . Even in this report the minimum requirements are not met in the case of the two women professors mentioned above. . . .”

Standard 7—Financial Support: “Oakwood College . . . meets fully the requirements of this standard.”

Standard 8—Educational Expenditures: “This standard is . . . met in full.”

Standard 9—The Library: “The college meets this standard in full.”

Standard 10—Physical Plant and Equipment: “This standard is met in full.”

Standard 11—Student Personnel Work: “Requirements under this standard are met adequately.”

Standard 12—Extracurricular Activities: “The committee feels that the college meets the requirements of this standard in spirit and in practice.”

Standard 13—Intercollegiate Athletics: “This standard does not apply.”

Standard 14—General Administration: “Oakwood College meets this standard in full.”

Standard 15—Special Activities or Relations: “This standard does not apply.”

Standard 16—Alumni Records and Contacts: “Oakwood College meets the requirements of this standard.”

Standard 17—Graduate Work: “This standard does not apply.”

Standard 18—Professional Schools or Departments: “This standard does not apply.”

Standard 19—Standing in the Educational World: “Although evidence in support of this standard is comparatively meager, it is sufficient to justify the judgment of the committee that Oakwood meets this standard.”

Standard 20—Maintenance of Educational Ideal: “From the first visit on Sunday evening the visitors were deeply impressed



Earl E. Cleveland conducting the Annual Evangelism Workshop for Religion Department, 1957, an event that would span two decades.

OAKWOOD COLLEGE SONG

O.B. Edwards
Arr. by H.B. Anthony

Majestic

1. Our dear Oak - wood with in whose vale Thy stand - dards will not
2. From states a - far and isles of sea Thy stu - dents come to their
3. As hap - py birds come in the spring And sing not for
fail; Our hearts are filled with won - drous cheer When thoughts of thee draw
thee; And fain do lin - ger in the halls En - lightened truth - ful -
pos, Rich natu - ral mel - o - dis they brings Cheering through the
hears. We love thy Pines, thy elms, thy Oaks, and cam - pus al - ways green. Thy
day. We From na - ture's scenes, they e - ver learn, and stu - dy from thy soil. Til we
too will serve them faith - ful - ly in all we do and say.

Campus occasions celebrating accreditation always included singing the school song composed by Otis B. Edwards, Sr., and which by 1958 had been in full swing for some two decades or more wafting through these halls of learning. At one point in the 1950's Dr. Edwards attempted to replace the trusted and tried "Our Dear Oakwood Within Whose Vale" with his new melody: "Oakwood College, Alma Mater Dear." But the latter never caught on. In 1965, Edwards commissioned a Music Department teacher, Harold Anthony, to set the traditional school song to written music form and 4-part harmony. "Our Dear Oakwood Within Whose Vale" lives on!



Miss Anna Knight, eighty-six year old pioneer missionary and educator, receives recognition and corsage from Dorothy Haley, president of the Trenholm Chapter (A & M College) of the Student National Education Association. The Oakwood Chapter of SNEA (named after Miss Knight) hosted college chapters for the state of Alabama, April 26, 1960, pursuing the theme: "The Curriculum—the Keystone of Our American Society."

by the understanding on the part of the faculty and staff of the aims and objectives of Oakwood College, their commitment to the ideals, and their ability to relate their areas of responsibility to the overall aims and objectives of the institution. . . .

"The general atmosphere prevailing among the students is one of sincere seriousness. . . .

"The morale of faculty and students is high and the tone of the institution is excellent in every respect. . . ."

Standard 21—Extension: "This standard does not apply."

Come January 1959, the campus family greeted each other "Happy New Year" with a little different ring. In fact, the school term was keynoted by a letter from President Millet to the college staff the inaugural paragraph of which said in part: "For the first time in our history we begin a semester as a staff of workers at an accredited liberal arts college. May the Lord guide all of us into mature and effective service during the coming year." (O.C. Archives)

Indeed, mature and effective service characterized life under the "Oaks" thenceforth and for years to come from the vibrant leadership of Millet reassured by the Board's enduring commitment to faculty upgrading, building expansion, library and instructional improvement, and increased monetary support. An audited financial statement for 1959 reported: "We have examined the balance sheet of Oakwood college for June 30, 1959, and the related operating and net worth statements. . . . In our opinion the accompanying balance sheet, showing a total net worth of \$1,807,572.12, and the related operating and net worth statements, present fairly the financial position of Oakwood College at June 30, 1959, and the results of its operation for the years then ended."⁴ Such a report confirmed fiscal responsibility.

In 1962, however, an "asterisk" was placed next to Oakwood's name in the official list of accredited colleges and universities as a warning from the Association for insufficient faculty doctorates and some teacher overloading. President Millet reported that the warning "asterisk" did not affect the accreditation status of the college which had continued uninterruptedly since 1958 and that the designation "unlimited accreditation" (used by persons thinking Oakwood's status had diminished) was redundant and inaccurate.⁵

By 1963, the Millet administration had doubled student enrollment from 190 in 1954 to 382, representing an increase of 101% and the highest enrollment over the previous eleven years. Other developments during those same years would be: (1) Growth of faculty to fifty-five full-time and an increase of faculty doctorates from one to eight with a ninth in the process of applying in 1963; (2) Increase of faculty prerequisites and subsidies; (3) Introduction of a curriculum materials laboratory; (4) Inauguration of first "Faculty Colloquium," the initial gathering of the faculty at the conclusion of each summer for seminars and workshops preparatory to beginning the school year;⁶



Frank W. Hale
(English and
Speech) and
Myles Martin
(English) review
a copy of the
school paper,
Spreading Oak,
with Joyce
Bryant, 1956.

(5) First admissions (1961) of Oakwood College graduates directly into Loma Linda University School of Medicine; (6) Initial approach to the United Negro College Fund for institutional membership; (7) Completion of 13 structures including F. L. Peterson Hall (dormitory), N. E. Ashby Gymnasium and Auditorium, Store-Bakery-Post Office, College Laundry, Anna Knight Laboratory Elementary School, apartments, duplexes, and teachers' cottages; (8) Initiation of E. E. Cleveland evangelistic seminars as an annual occasion for ministerial students and student Bible workers; (9) Introduction of perennial and popular "Three-Way Scholarships" involving the students' (a) home conference, (b) home church, and (c) Oakwood College. Each entity contributes one-third; (10) Attraction of internationally known speakers to the campus including Dr. Mordecai W. Johnson (President of Howard University), Dr. Wehrner Von Braun (famed rocket scientist), and Dr. Martin Luther King, Jr. (human rights advocate and Nobel Peace Prize honoree who spoke on the Oakwood campus March 19, 1962); (11) Matriculation of highly publicized personalities such as Alice Princess Siwundla, Joyce Bryant, Vivian Cervantes, and "Little Richard" Penniman.

As the 1962-63 school year drew to a close, so did the tenure of President Millet who resigned to enter upon full-time studies to complete his doctoral degree at the George Peabody Teachers' College.

Later on, after receiving the doctorate in 1965 and serving subsequently at Fisk University, the *Message Magazine* editorship, and the associate directorship of the Department of Education in the General Conference and the *Journal of Adventist Education* editorship, he returned to the Oakwood campus for a brief stay in the fall and winter of 1975-76 as Acting President while the incumbent was on doctoral study leave.⁷ Before retirement in the early 1980's, Dr. Millet had also served three years as special Assistant to the President of Loma Linda University.



Princess Alice Siwundla of Johannesburg and Nyasaland, South Africa, flanked by husband Hulme (her left) and brother Cameron Msumba (her right) enrolls with them at Oakwood, 1956-57. Enroute to the U.S. and Oakwood, Alice was featured on the television program "This Is Your Life" produced and hosted by Ralph Edwards. SDA missionary in Africa, Josephine Cunningham Edwards, sponsored these African students.



Vivian Cervantes, another showbiz artist and actress returning to the SDA Church and enrolled at OC, getting more acquainted with the campus by perusing a yearbook, The Acorn, 1956.



Martin Luther King, Jr., addressing an audience of two thousand plus on the OC campus, March 19, 1962.

When the usual transition arrived between school years in the late spring and summer of 1963, there came also a changing of the guard in the Oakwood presidency as the Board voted in March 1963 to appoint Addison V. Pinkney, Educational and Public Relations Secretary of the Allegheny Conference in Pennsylvania. Although affording the college one of its shortest periods of presidential leadership in history (1963-66), the Pinkney years were anything but flitting and unexciting.

To begin with, the asterisk placed against the accreditation of Oakwood was removed during President Pinkney's first semester and at the Association's annual session held December 3-5, 1963. "What made this so remarkable," reported the President, "is the time in which we had to work, but with much prayer, and the full support of the General Conference of Seventh-day Adventist (sic), we were able to accomplish our goal."⁸ Rejoicing in the camp because of accreditation had scarcely subsided before cause for applause swept the campus in 1964 for still another reason: Oakwood was accepted into the sisterhood and brotherhood of schools of the United Negro College Fund, fruition also from seed earlier sown. With student enrollment joyfully straining toward 400, efforts to complete two facilities resulted in "twin" structures delivered two years apart bordering north and south sides of the eastern strip of the inner campus. G. E. Peters Hall (Fine Arts Building) on the northern fringe in 1964 between East Hall and the president's house contained music and home economics while to the south in 1966 Bessie Carter Hall (a dormitory for 120 junior and senior females) was built. Keeping pace with the perennial challenge of having a qualified faculty, Pinkney was instrumental in adding eleven new teachers to the staff in 1964 "determined to meet the problems of a new day, a new challenge, a new expectation, and a new society."⁹

If any one thing more than any other threatened the apparent tranquil mood and positive atmosphere of the Oakwood scene at this time, it would have to be the decision of the Board to enter into a land-lease agreement with the Vulcan Material Company which carried a "ten-year-plus-option" to operate a rock and limestone mining business on 90 acres of Oakwood's land north of the college behind the gymnasium beyond the wooded area. The student paper devoted over two pages of harsh satire against the arrangement in an editorial feature entitled "God's Little Acre" with the byline "The Twenty-Year War." The article began with words that would please any environmental protection cause: "Blasting tons of rock hundreds of feet into the air, uprooting countless numbers of trees that have never felt the onslaught of man, . . . bombarding scores of boulders with massive charges of T.N.T., . . . like combat soldiers under one supreme and unchangeable order to take the last and most vital objective, relentlessly pushes its vigorous, initial, twenty-year attack on 90 acres of Oakwood's 'sacred soil.'"¹⁰ After two pages of electrically charged language such as "victims," "Death Valley," "like the eruption of Japan's Mount Fuji," "sacrilege," "in full operation [on the Sabbath] while the rest of Oakwood keeps the Sabbath" and all for which, in the eyes of the writer(s), the amount of financial return could not justify, the feature closes with backing



Addison V. Pinkney, sixth president of Oakwood College, 1963-1966.



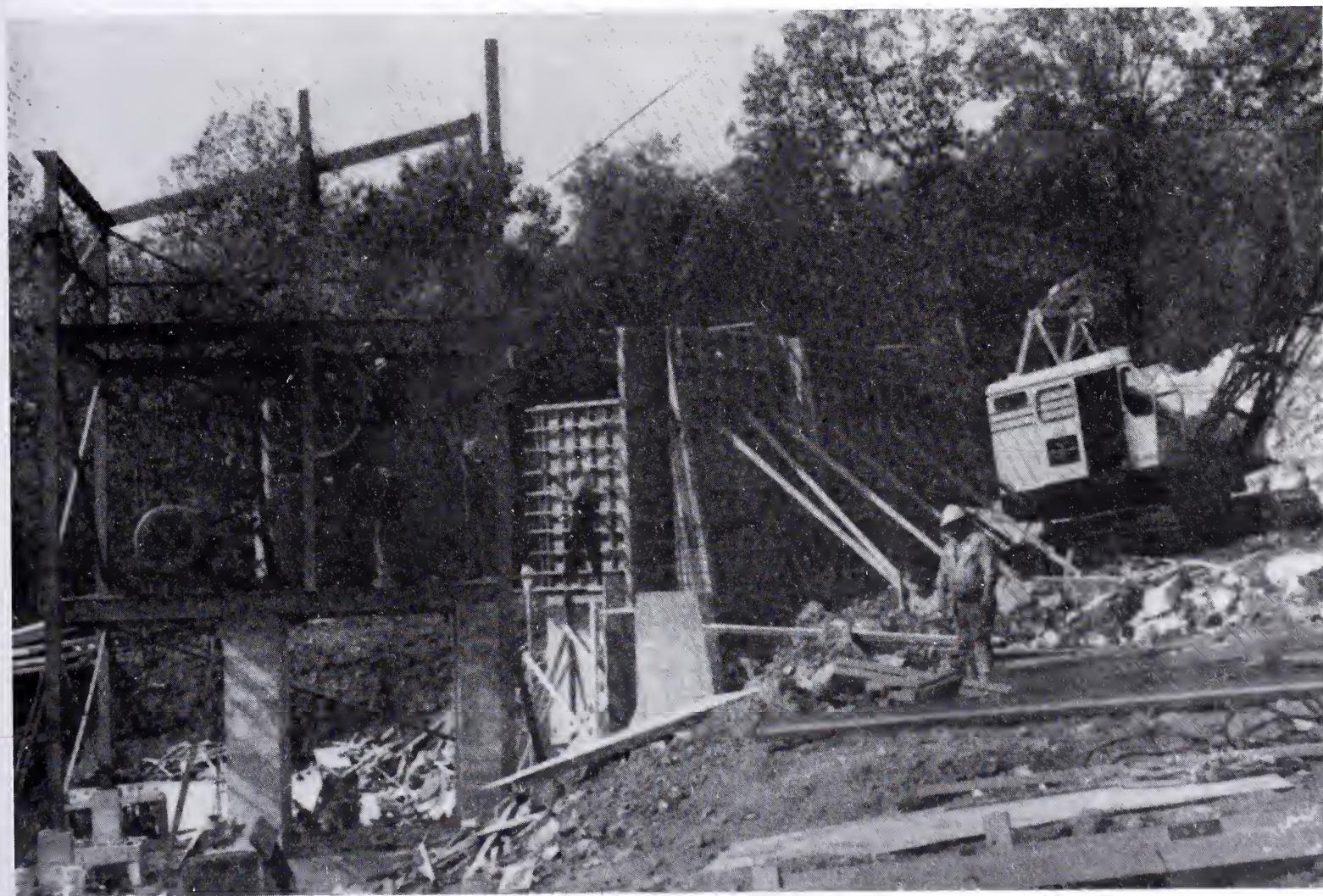
John F. Kennedy, President of the USA, addressing a Huntsville gathering and punctuating the nation's commitment to space exploration and the crucial part being played by NASA (National Aeronautics and Space Administration) and the George C. Marshall Space Flight Center at Huntsville's Redstone Arsenal. Dr. Werner Von Braun, famed space scientist, is seated third from lectern (to speaker's left), March 19, 1963.



The new fine Arts Building nearing completion at the same time a new dorm for females (Carter Hall) was beginning construction, 1964.



Part of Oakwood mountains' natural alcove of limestone rock sometimes visited by allnight prayer meetings or retreats or Sabbath afternoon strolls, the sight bearing faint resemblance of the "Skull" or "Gethsemane," 1964.



The massive crane and other heavy equipment utilized for the rock quarry operation on the Oakwood mountain, 1964.



Almost thirty years after becoming Oakwood's first African-American president, J. L. Moran is again honored by the New York Oakwood Alumna Chapter, 1960. L-R standing: W. L. Cheatham, C. E. Moseley, F. L. Jones, A. S. Rashford, Moran, G. J. Millet, H. D. Singleton, and H. T. Hudson.



H.M.S. Richards, speaker for radio broadcast Voice of Prophecy, unveils a Biblical point for student, Janice Watson, during the fall week of Religious Emphasis on the OC campus, 1964. Standing (L-R): Jim McClintock (bass), John Thurber (second tenor), James Sanders, Brad Braley (organist), Priscilla Sanders, John Preston, Del Decker (soloist), Jack Veazy (Baritone), Bessie Thomas, Bob Edwards (first tenor), and Samuel Warner.

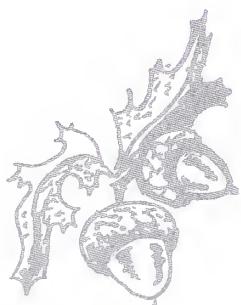
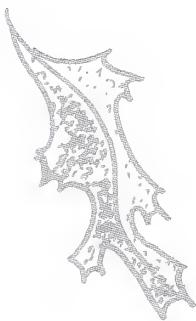
from Ellen G. White on Oakwood's being "the place" and with an appeal to "break the strange alliance" and end the "Twenty-Year War"!—followed by graphic photographs of mammoth cranes and rigs being installed on site. Of course, at this point the project was fait accompli from the point of view of college leadership. Nevertheless, words of commendation had to be tossed the students' way if only with tongue in cheek for the creative and ingenuous literary piece, its polemics notwithstanding.

In the meantime, harmony still found its place in the atmosphere of the campus as customary music makers continued blending their voices in song whether by solo or duet or trio or quartet or choral or choir. One of the most popular seasonal concerts of some twenty or more years running and attracting music appreciators from all over Huntsville and Madison County and surrounding areas was the famous "Messiah" which the College Choir performed annually. Directed at this time by Mrs. Johnnie Mae Pierre-Louis, Assistant Professor of Voice, and accompanied by Mrs. Inez Booth at the organ and Mrs. Ann Galley at the piano, the College Choir made its television debut on December 13, 1964, in taping a Yuletide program of George Frederic Handel's masterpiece at the WHNT television station on Mount Sano, Huntsville. The program was televised the following week. This same choir also savored another first when it was sponsored by the United Negro College Fund via recorded tape over several networks during the 1964 Christmas season. The UNCF organization invited the College Choir to be its sponsored group also at the 1965 New York World's Fair as well as take part in a special ABC televised appearance promoting UNCF.

These kinds of activities of national note together with unqualified accreditation would pay rich dividends not only by boosting confidence in the Oakwood educational program as equal to or better than that of sister SDA and/or UNCF colleges of comparable size but likewise in attracting more students and certified staff. During an appeal for the annual national offering for Oakwood in August of 1965, F. L. Peterson could say, "The school closed this year with the largest enrollment in 17 years. The faculty consists of a group of integrated, well-qualified men and women dedicated to the task of educating young people for Christian leadership."¹¹ One year later in a pre-General Conference session report by the Regional Department Advisory Council, H. D. Singleton announced that "Oakwood had an enrollment of more than 500 college students during the past term."¹² Clearly Oakwood was maturing in vision and victories.

General Conference sessions of the world Adventist Church, however, sometimes have a way of becoming convenient time for effecting changes in positions of leadership, and the Detroit convention of June 1966 held true to form. In the famed Cobo Hall (later to be named Joe Louis Arena) no punches are pulled as certain decisions on the Oakwood Board prevail affecting Oakwood's future. What amounts to a quadruple-header ensues when the following changes take place: (1) Elder F. L. Peterson, Board Chairman, resigns; (2) Elder F. L. Bland is selected as the new Chairman of the Board; (3) A vote of thanks accorded President A. V. Pinkney for his years of leadership at Oakwood; and (4) the Board votes unanimously to appoint Dr. Frank W. Hale to the presidency of Oakwood College.¹³

Virgil Fox, declared by critics as "America's greatest organ virtuoso," receives key to the city of Huntsville from President Pinkney following his concert on the OC campus, 1965.



At first blush, one might think some kind of heavyweight bout or high level jockeying was taking place, but on the contrary, it was more a confluence of coincidences that somehow occurred simultaneously. As a matter of fact, there were only two key decisions; and these inevitably precipitated Board response and further action. Important information already in the hand of the Chairman prior to the called meeting naturally prompted him to alert Board members to be prepared for appropriate deliberation. Knowing of his own intention and that of President Pinkney's to resign from their Oakwood responsibilities at this customarily convenient and rather popular junction of the world church's calendar (and their resignations' being unrelated to each other as far as causality), in order to effectuate as smooth a transition as possible under the circumstances, Chairman Peterson called the Board to order and administered business as a matter of course. Elder Peterson would maintain his Vice Presidency of the General Conference of Seventh-day Adventists and Elder Pinkney would be appointed a position in the Temperance Department of the same denominational entity, both men remaining without question loyal supporters and "cheerleaders" of the Oakwood College vision.

ENDNOTES

Chapter 6

- 1 "Oakwood College Accredited by Southern Association of Colleges December 4, 1958," *The Spreading Oak*, Oakwood College, December 1958.
- 2 "Space Travel," *The World Book Encyclopedia*, Vol. 18, 1985, p. 569. (Also "Wernher von Braun," Vol. 20, p. 352.)
- 3 "Special Study of Oakwood College" by Dr. Judson C. Ward, Jr., Dr. Francis E. Wright, and Dean J. Paul Reynolds, Visiting Committee, Southern Association of Colleges, Oakwood College Archives, October 5-7, 1958.
- 4 *Financial Statement (For Year Ending June 30, 1959)* by E. L. Becker and F. R. Brenwald, Auditor of the General Conference of Seventh-day Adventists, Oakwood College, Huntsville, Alabama.
- 5 President's Report to the Board of Trustees of Oakwood College," Oakwood College Archives, March 4, 1963. Much of the same information more succinctly and in some instances more informally written is found also in a four-page paper in the Oakwood Archives entitled "Brief Notes on Oakwood College During 1954-1963" unsigned but presumably prepared years later by Garland J. Millet.
- 6 "Faculty Colloquium Inaugurated," *The Spreading Oak*, Oakwood College, October 1954.
- 7 *The Spreading Oak*, Oakwood College, November 1975.
- 8 *The Spreading Oak*, Oakwood College, January-February 1964.
- 9 *The Spreading Oak*, Oakwood College, October 1964.
- 10 *The Spreading Oak*, Oakwood College, November 1994.
- 11 E. L. Peterson (Vice President, General Conference of Seventh-day Adventists), "Oakwood College Offering," *Review and Herald*, August 5, 1965, p. 20.
- 12 H. D. Singleton (Secretary, Regional Department of the North American Division and the General Conference), "North American Regional Department," *Review and Herald*, July 7-14, 1966, p. 4 [220].
- 13 Minutes, Board of Trustees, Oakwood College, June 25, 1966.





Frank W. Hale II, seventh president of Oakwood College, 1966-71.

Visioning for Splendid Futures: Searching Sixties, Soaring Seventies, Ensuring Eighties, and Newborn Nineties

1966-1995

It was in the air and on everybody's lips. Oakwood was broaching a fresh future fraught with expectations of familiar and substantive ingredients of the past but with a different flavor and style and perhaps even on a grander scale. After all, according to forecast and prediction, its newly appointed president, Dr. Frank W. Hale II, at only thirty-nine years of age and with formal training in higher educational leadership was bringing a different administrative tone to office.

Besides having been an Oakwood student (1944-45) and having served as instructor in English and Speech at Oakwood beginning in his twenties when he also opened the school's first Public Relations Office (1951-59), besides a reputation of having performed so many noteworthy feats on and off campus resulting in greater visibility for Oakwood locally and nationally during the Peterson and Millet administrations (often causing the former to exclaim during student assemblies, "All hail to Frank Hale"), besides being the first faculty member to earn the Ph.D. degree (1955) while serving on the Oakwood staff (Dr. Eva B. Dykes had been imported to the campus in 1944), besides having already functioned as Assistant to the President and besides now becoming the first chief executive officer of the college holding the earned doctorate, Frank Hale was also uniquely non-clergy (and the first president not of "the cloth" in recent years) which not a few constituents, staff, and students saw as favoring his chances to preside according to their concept of a pure "educator." From the very start, his language bore a different ring devoid of what many considered clerical cliches. Furthermore, the campus needed no longer experience double vision looking both to the campus pastor and to the president for sacerdotal guidance when both in some sense claimed spiritual headmaster inasmuch as traditionally both were ordained ministers. Against this contextual backdrop, the pastor could now minister as prophet and priest while President Hale focused on a regal educational leadership.

Not that Hale was stranger to the ministerial world. About a quadrennium before at the 1962 General Conference in San Francisco, Hale and Mylas Martin and other laymen of Ohio under the aegis of their organization called the Laymens' Leadership Conference (LLC) had mounted a challenge against racial discrimination in the predominantly white Adventist Church as well as against "black church leaders who



*Robert L. Reynolds, by 1967
Professor Emeritus of Biology at
Oakwood, in earlier years had
taught under supervision of famed
George Washington Carver at
Tuskegee Institute.*



*L. Henrietta Emanuel, Professor
Emeritus of English, 1967, after
forty-eight years in Christian
education and eighteen years at
Oakwood.*

took unwarranted and oppressive positions against black subordinates and others with whom they might differ.”¹ Four years later H. D. Singleton provided in his article of June 1966 an account of how blacks had been increasingly added to prominent and decision-making positions in the Adventist Church hierarchy particularly beginning with what he termed a “highwater mark in Negro participation” (F. L. Peterson’s election to a general vice-presidency).² Many observers and participants of the “rights” movement within the church credited the laymens’ movement in large part not merely for the general vice-presidency accorded Peterson but for the overall presence of the five other blacks holding office in the General Conference as well, the largest number of blacks in history in the GC up until that time.³ (See End Note citation, page 243 for names.)

Since 1959, Dr. Hale had been working as Chairman of the English Department at Central State University in Wilberforce, Ohio, but now his creative energies would return to the southland and his Alma Mater of early college years. His inaugural address as President of Oakwood on April 10, 1967, began with fervent, graceful, and anaphoric words: “I believe in God. I believe in the American dream . . . I have a basic belief in the sterling integrity of youth. I believe that education is an investment that provides our youth with the tools and the potential for usefulness in society. I believe in that kind of Christian education that gives special attention to the molding of character as well as mind in the making of men. I believe that energetic steps must be taken by all men everywhere—in government—in business—in industry—in education—to assure our young people that we believe in them—that we believe to the extent that we are willing to invest in them and their future by giving them opportunities for advancement and development within the American context of liberty and justice for all. I believe that we must discover new frontiers. . . .” Then approximately six hundred words and ten minutes later moving toward his peroration, President Hale expressed a sense of history and prospect for the future when he said: “Step by step over the years since 1896 Oakwood College has established a rich heritage from the complex of the many wonderful people who have contributed spiritually, intellectually, culturally, and financially to its growth and development. And we will continue to serve by the viability of our program and the efficacy of securing and maintaining an ever increasing release of power and energies dedicated to the welfare and service of mankind. . . .”⁴

“New frontiers,” “advancement,” and “service” could very well capsulize the Hale years ahead. Assuming the presidency June 1966, he scarcely had spent time adjusting to his relatively new environs before within that same calendar year diversifying the Trustees by bringing on board the first four lay representatives, adding twenty new faculty and staff members, receiving Board approval for a five-year capital expansion plan, establishing the first Office of Student Affairs (name later changing to Student Services), and completing construction of Carter Hall, a women’s dorm. The mid-1960’s, however, preoccupied with daily national news reports on civil rights activities, rendered it next to impossible to implement any program for blacks (be it educational or economic or cultural or whatever) without reflecting and/or relating to the mood of the times. Two years before Hale began his Oakwood presidency, a high water mark in the rights movement had been reached on July

2, 1964, when the nation passed the Civil Rights Act banning discrimination because of a person's color, race, national origin, religion, or sex—an act that primarily protects the rights of blacks and other minorities.⁵ Among other provisions, it guarantees the right to vote and access to public accommodations while also authorizing the federal government to sue if necessary to desegregate public facilities and schools.⁶ So crucial and historic the law until Dr. Martin Luther King, Jr., and other human rights leaders and activists among whom the world generally considered him foremost spokesman witnessed the signing by President Lyndon B. Johnson. It followed then that with the law on their side, blacks and their supporters would now pursue their cause with a fresh and neoteric kind of confidence and vigor.

Symbolic indeed the coincidence that two years later on the identical day, June 1, 1966, that Dr. Hale was officially assuming his duties at Oakwood a White House Conference on Civil Rights was beginning in Washington.⁷ A couple more years into the Hale years at Oakwood the U.S. passed another law, the Civil Rights Act of 1968, aimed chiefly at putting an end to discrimination in the sale or rental of housing. Such an atmosphere of a nation at war against human grievances and attempting to reorder and redirect its priorities to provide equality for all its citizens even in the face of stiff and frequently violent resistance would naturally filter through the campus of Oakwood. Some students who had participated in or witnessed or been otherwise acquainted with the civil rights "struggle" (marches, demonstrations, sit-ins, wade-ins, worship-ins, and boycotts) enrolled at Oakwood and, though pursuing an education in a Christian environment, nevertheless, brought with them a few questionable aspects of what they considered popular and favored components of the rights movement such as pent-up anger, ruthless redress of wrongs real or imaginary, violent resistance to all authority, and a general spirit of rage. Notwithstanding a minority on a campus of five hundred students, the dissident few were sufficient to expand the balloon of "student rights" out of proportion to civil or human rights. Somehow they managed to look at reactions to economic deprivation and social injustices through spectacles of the eruption of riots in the Watts section of Los Angeles in 1965, in Detroit and Newark in 1967, and in Cleveland in 1968 but managed to conclude these as prototypes for conventional methods of settling also campus questions. President Hale would need to summon all the ingenuity, creativity, and administrative know-how of which he was generally credited and then some if Oakwood was to research successfully through choices for continuing its stellar steps up the ladder of excellence in education.

Beyond Hale's more obvious signs of fitness for the task, he held an acquaintance with and deep appreciation for Aristotle's



African art lending visions into the past and future.



Oakwood students pondering true liberation and how to get there, 1970.



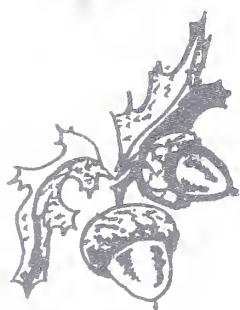
Gaines R. Partridge, first Dean of Student Affairs (Vice President for Student Services) at Oakwood.



President Hale turning over first shovel of ground breaking for new Campus Center (later named Blake Center), 1967. Huntsville Mayor, Joe Davis, looks on (fore right).

concept of "invention," a process by which the ancient Greek rhetorician says that a person, like on an African Safari, searches among the "topoi" of life ("places," "regions," and "lines" of argument), hopefully finds them, and then from them develops conclusions and charts a course for accomplishing the task at hand.⁸ Such principles came in handy for critical decisions that lay ahead.

Crucial to a strong educational course during the mid and late 1960's with minimal distractions was the establishment of the Office of Student Affairs, an administrative post to be headed by a person with officer rank and the responsibility for full-time attention to those areas of student life which help season college experience with a home-life flavor thereby, hopefully, improving the atmosphere for learning. This new administrative division would be headed by Gaines R. Partridge and would operate in areas of housing, food service, health service, recreation, counseling, and citizenship—the latter area monitoring student behavior and discipline thus making the Student Services Office the administrative hot seat. Such an office would relieve the president of chairing the Government



Committee (whose function handled all student infractions of institutional rules) and thereby allow more time to the president for those myriad other matters demanding his attention.

Concentrated attention to the broad array of institutional needs paid off in continued signs of growth—regarding the president himself, regarding significant events and milestones, and regarding innovations and trends. The data that follow this paragraph on the administration of Dr. Hale are from the F. W. Hale Papers.⁹

Regarding the presidency itself, beyond unending routine responsibilities, Dr. Hale found time to publish two books, namely: *Sunlight and Shadows* (Southern Publishing Association, Nashville, 1967) and *The Cry for Freedom* (A. S. Barnes Co., South Brunswick and London, 1969). At the General Conference Session in Atlantic City, 1970, Dr. Hale was elected by the Trustees to a second five-year term.

Regarding events and milestones during the Hale administration, following are some additional and most notable attainments: the operating budget doubled (1968-67); the 70th anniversary of Oakwood College was observed (1966-67); the first inaugural ceremony for the installation of a president took place (1967); the college population increased from 433 in 1965 to 670 during the 1966-67 academic year—approximately by 55%; the old sanitarium building which most recently had served as lodging for faculty was renovated to house the Behavioral Science Center (1967); Hale co-founded the Alabama Center for Higher Education/ACHE (1967), a consortium of historically black colleges in Alabama which fostered educational programs on these campuses through financial and informational support; visited the White House as a guest of President Lyndon B. Johnson to discuss higher education issues along with other college presidents (1967); established a Community Advisory Council of prominent Huntsville citizens (1967); sponsored the first student recruitment initiative to Bermuda (1967); celebrated the first Alumni Homecoming off-campus/Carriage Inn Hotel (1967); constructed the W. J. Blake Memorial Center administration building (1969); established the Office of Development (1968); won the annual United Negro College Fund (UNCF) campaign competition by raising \$21.95 per student or \$10,700 (1968-69); provided the Alumni Association office space in Blake Center (1968); revised the *Faculty Handbook* (1965); established P. W. Ridgeway Artifacts Collection (1969); constructed O. B. Edwards Hall/Men's dorm (1969); and co-founded the Cooperative College Library Center in Atlanta, a consortium expediting the purchase, acquisition, and processing of library materials for black colleges and universities (1969).

The following innovations and trends should also be noted: the first student missionary (Barry Black) sponsored to Lima, Peru (1968),



Campus Center nearing completion, 1968.



Eight Oakwood student nominees for Who's Who in American Colleges and Universities, 1969.



Students from Alabama A & M College presenting "Kaleidoscope of Negro Poetry" during Oakwood chapel program, 1969.



L. J. Larsen, Academic Dean, 1969.



Faculty playing tennis for "love" of the game. J. Beale, Religion (left) and Nigel Barham, History (right).



Jannith L. Lewis, Librarian, 1968.



President Hale receives \$25,000 unrestricted grant from Charles Nagele of Harris Pine Mill, F. L. Bland (OC Board Chairman, far left) and K. Emmerson (General Conference Treasurer, far right) look on.

thereafter students sent to South Africa, Thailand, and Japan (1969-71); advanced education opportunities promoted among faculty, resulting in a 30 percent increase in teachers with doctorates (1966-71); the total number of faculty expanded to a 97 percent increase (1966-71); Oakwood College Choir featured on ABC's Negro College Choirs radio broadcast series (1967-68); Oakwood Bakery contracted to supply bakery goods on a continuing basis to Huntsville wholesale and retail stores, restaurants, hotels, and Alabama A & M University (1967); campus laundry contracted to provide Redstone Arsenal laundry and cleaning which included 6,000 uniforms a week for military service personnel (1967-71); foundation and corporate financial support from the Ford Foundation, Sears-Roebuck Foundation, Harris Pine Mills, Thikol Chemical Corporation, College Placement Services, Inc., Sperry Rand, DuPont Foundation, Brown Engineering, NASA, Alabama Center for Higher Education, Campbell's Soup Company, and the Association of Huntsville Area Companies (1966-71); contract renewed with Vulcan Materials Company leasing Oakwood's rock quarry to provide materials to surface Alabama's highway system (1967-71); Redstone Arsenal technical artists, Hugh Miller and Don Davis, commissioned to paint murals depicting the history of Oakwood College from 1896-1969 to adorn the upstairs lobby of Blake Memorial Center (1968-69); promoted non-denominational graduate and professional educational opportunities for Oakwood graduating seniors which resulted in a four-year scholarship to Yale University School of Medicine (1968), an English Speaking Luard Scholarship to study abroad (1969), a four-year scholarship to the University of Pennsylvania School of Medicine (1970), a \$15,000 fellowship from The Ohio State University to pursue doctoral studies in Speech Pathology and Audiology (1970), a fellowship to pursue the Master's Degree in Library Science at the University of Illinois (1970), and four graduate scholarships at Juilliard School of Music (1970).

Additional innovations and trends by the Hale administration are the Oakwood College Choir and the Huntsville Civic Orchestra traveling to Los Angeles to present Verdi's Requiem, directed by Dr. Jon Robertson, at the Shrine Auditorium on Easter Sunday (1970), architects' being selected to design plans for the construction of a new library (1971), a proposal for the construction of a Religion Education Center including a chapel sanctuary and classrooms for training prospective ministers (1971), and two eight-passenger stagecoach limousines for "Musical Showcase" tours with a \$25,000 Christmas gift from Mrs. Ethel DuPont at the recommendation of Senator John Sparkman of Alabama (1969). Come June 1, 1971, five years to the month from the time he assumed the presidency of Oakwood, Dr. Hale had resigned and become Associate Dean of The Ohio State University Graduate School where, in 1989 during his almost two decades of peerless administrative leadership, that university erected a new campus facility called the Frank W. Hale, Jr., Black Cultural Center.



Calvin B. Rock, eighth president of Oakwood College, 1971-85.

The previous month of May 16, 1971, on Sunday evening, seven o'clock, during a special convocation in Moran Hall, the president-elect of Oakwood College, Calvin B. Rock, was addressing the campus family as its new leader.¹⁰ Delivering a short speech, Rock related three basic beliefs undergirding his educational and administrative philosophy. First of all, he said, all true education begins with a knowledge of the will of God. Secondly, he mentioned his belief in the dignity of the individual, that all human life is sacred, and that all should be treated the same. Finally, he advocated that the real purpose of life was to love God with all one's heart, mind, and soul. Rock would translate these beliefs into valiant leadership over a record period of fourteen years (1971-85)—one year more than the long-standing thirteen-year presidential tenure record of James L. Moran (1932-45).

Week of Prayer at Oakwood conducted by students and for which students served as speakers and coordinators, 1972. Standing L-R: R. Patterson, R. James, K. Moore, M. Singleton, H. Palmer, W. Taylor, M. Warfield, R. Hill, O. Sherrod, J. Lamar, A. Ogiste, L. Bailey; Seated L-R: _____, R. Saunders, R. Smith, C. E. Dudley, M. A. Warren, C. B. Rock (President), W. L. DeShay (Pastor), R. E. Tottress, Yvonne Hunt (Pres., Student Assn., USM).





The College Choir and the Huntsville City Orchestra present "The Messiah" with Jon Robertson (Chairman of Music) conducting, 1972.

If the Hale appointment promised administrative ingenuity, the Rock appointment promised a renewed spiritual emphasis inasmuch as his entire professional experience had been ministerial. At least two observations became instantly apparent. First, while the previous head communicated with sophisticated and philosophical word symbols characteristic of a rarefied and appreciative college community though often understood mainly by the elite, the new head communicated in simpler terms and with a resonant articulateness understood more by the general campus "masses." Secondly, while the former head seemed to function like a locomotive engine pulling the boxcars along by sheer energy, zest, and power, the new head positioned his locomotion more behind to set the cars in motion by inspiration and ethos. Each, for sure, seemed peculiarly tailored for his unique time in the vision we know as Oakwood.

In a very real sense, a special camaraderie existed between Hale and Rock that predated their presidencies. Rock had been a student reader of Hale's during the latter's teaching days in the English Department of Oakwood in 1951-52, and later



Bravo! Encore! Oakwood Aeolians! Alma Blackmon, conductor, 1977.

during the Hale presidential years Rock was invited to the campus for a number of occasions as guest speaker. No doubt Rock's succeeding his "mentor" meant more than just taking up where someone had left off. Here was a case, no doubt, of feeling assured that a firm foundation had been laid that would inspire appreciation and confidence in any successor. Curiously, his first address to faculty and staff would be introduced by the maxim: "What's past is prologue" and "You Ain't Seen Nothing Yet." Fourteen years later (1985) in his final presidential report, Dr. Rock would pay special tribute to his predecessor: "Especially do I wish to acknowledge the acumen and expertise of Dr. Hale, who formed the immediate platform upon which we have been able to build. Credit for the accomplishments of these fourteen years must be shared with all of the . . . [past presidents], but with him in particular."¹¹ (Brackets supplied.)

What were those "accomplishments" of Oakwood College under the presidential leadership of Calvin B. Rock? Doubtless the most important signals of success are immeasurable in human terms and can only be known in human hearts and heaven's annals. Nevertheless, many refer to 1971-1985 as the "golden age" of the educational process at Oakwood based particularly on significant growth and achievement in such a wide variety of areas of college life. For starters, Rock instituted right away an associate degree in nursing. Simultaneous with his presidential duties, he embarked on doctoral studies at Vanderbilt University Divinity School. (For a short period of about six months, former president G. J. Millet served as acting president while Rock was on brief educational leave. Then to help lighten the administrative load for Rock on a more continuing basis during most and beyond his doctoral studies, a Special Assistant to the President [MAW] was appointed by the Board. In time, President Rock would attain both the Doctor of Ministry and the Doctor of Philosophy degrees). The information that follows below on the Rock administration is derived from the Rock "Report."¹²



*Alex Haley, renown author of *Autobiography of Malcolm X* and "Roots," addresses the Oakwood campus in Lyceum series, Moran Hall, 1974.*

CHRONOLOGY OF ACCOMPLISHMENTS

1971-72	1973-74	1975-76
684 students enrolled	987 students enrolled	1,022 students enrolled
75th Anniversary observed	W. R. Beach Natatorium constructed	SIP (Scholarship Improvement Program established
Office of Recruitment established	Home economics demonstration residence purchased	First Associate degree in Nursing awarded
Office of Development established	J. T. Stafford Academy building constructed	Bachelor of General Studies established
Office of Institutional Research established	Placement and Career Counseling Center established	Inner College (DLRC) established
Title III Programming inaugurated	Social Work Program established	Computer Center established
Second Accreditation by Southern Association of Colleges and Schools reaffirmed	Highest summer annual offering collected (\$315,000)	Honors College established
94 students graduated	State Accreditation of Teacher Education Program granted	171 students graduated
1972-73	Associate of Arts Degree Nursing Program established	1976-77
852 students enrolled	Office of Chaplain established	1,171 students enrolled
Eva B. Dykes Library completed	136 students graduated	80th Anniversary observed
College Archives established	1974-75	President's house purchased
Museum of Black SDA History established	First 1,000-member student body achieved (1,035)	Six-week break instituted
Carter Hall addition completed	26 trailers for male student overflow purchased	161 students graduated
Office of Counseling established	Academy boarding privileges discontinued	1977-78
Literature Industry established	172 students graduated	First 1,300-member student body achieved (1,344)
First 100-member class in history of college graduated (124)	C. E. Moseley Religion Education Wing constructed	Church Missions office established
		140 acres on south border purchased
		162 students graduated

CHRONOLOGY OF ACCOMPLISHMENTS

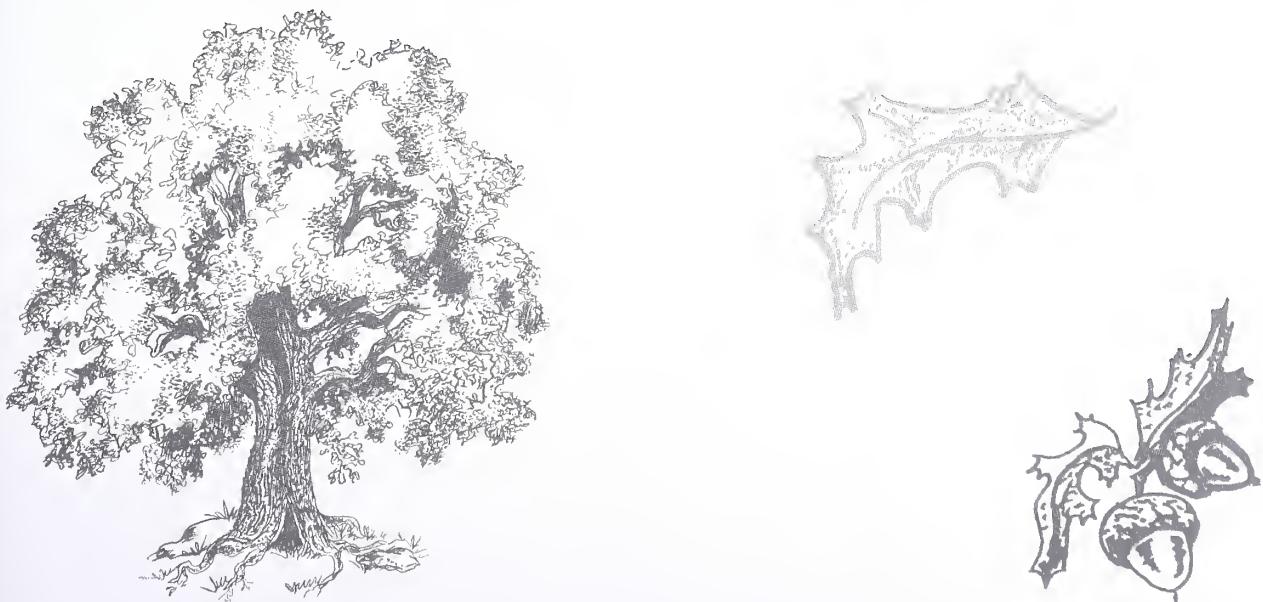
1978-79 1,256 students enrolled		A.S. degree in Art established
Harris Pine Mills Furniture Factory constructed	1980-81 1,263 students enrolled	Association with Bethel College (Transkei, South Africa) initiated
WOOG-FM radio station established	Science Complex completed	Certificate in Church Leadership established
B.S. degree in Accounting established	England Recruitment trip conducted	First overseas summer extension school (Bahamas)
First Africa Recruitment trip conducted	Third Accreditation by Southern Association of Colleges and Schools reaffirmed	B.E.C.A. (Business Executives' Challenge to Alumni) fund-raising plan inaugurated
Student membership on Standing Committees expanded	Faculty Rank & Tenure Committee established	First overseas trip by Aeolians (Romania) conducted
Student Employment Office established	Oakwood-Africa Scholarship Proposal established	First 200-member graduating class (214)
191 students graduated	Faculty Institutional Policies Committee established	
1979-80 1,288 students enrolled	Second Africa Recruitment trip conducted	1982-83 First 1,400-member student body achieved (1,419)
Largest number of Oakwood pre-med graduates accepted in medical school (13)	Andrews University-sponsored summer graduate program in Education and Religion inaugurated	Student missionaries in Far Eastern Division visited
A.S. Degree in Communications established	162 students graduated	A.S. degree in Dietetics established
Landscaping and greenhouse facility constructed	1981-82 1,380 students enrolled	Operation of Anna Knight Elementary and Oakwood College Academy transferred to South Central Conference
First faculty observers at Board of Trustees' Meeting (I. Booth and P. Brantley)	85th Anniversary observed	Extended Education Center established
BUSH (Alumni) Fund-raising plan inaugurated	H. E. Ford Science Hall converted to Student Union building	Natelkka Burrell Education dedicated
Revision of the <i>Faculty and Staff Handbook</i>	Alumni office established	C. T. Richards Chapel dedicated
Sponsored the first Evangelism Council (later called Annual Ministers' Conference and/or Annual Pastoral Evangelism Conference) as a continuing education program for religious workers.	First female officer appointed by Board of Trustees (R. Banks)	Title of Vice-President adopted in administrative functions
148 students graduated	Accreditation by National Council for Accreditation of Teacher Education (NCATE) achieved	

CHRONOLOGY OF ACCOMPLISHMENTS

A.S. degree in General Office Technology established	Largest number of student missionaries sent overseas (30)	No. 2 ranking among all SDA colleges and universities in percentage of non-resident alien students achieved (14.5)
Largest single alumni gift contributed (Vincent Beale—\$25,000)	O. B. Edwards' properties purchased	No. 2 ranking among all SDA colleges in matter of full-time student equivalents achieved (1,240)
First Truman Scholarship awarded (Wilma Tiger)	First Oakwood Appointee to Bethel College (Carol Brooks)	Second Truman Scholarship awarded (Carla Braxton)
First graduates (3) from Andrews University-sponsored Summer Graduate program (C. Hope, J. Palmer, R. Swan)	Dual degree with A & M University established (Soil Science, Horticulture, Crop Science)	The Inez L. Booth Choral Society of Oakwood College (John Dennison, Conductor) and the New England Youth Ensemble (Virginia Rittenhouse, Director) presents a joint concert at the John F. Kennedy Center for the Performing Arts, Washington, DC (Program sponsored by the National Adventist Medical-Dental Association/NAMDA)
A.S. degree in Office Administration established	Dual degree with A & M University established (Electrical, Mechanical, and Civil Engineering)	Skating Rink and Recreation Complex constructed
A.S. degree in Visual Technology established	Largest number of states represented by student body achieved (43)	Fifteen (15) acres on Jordan Land donated to South Central Conference for Huntsville Area Church School development
Largest UNCF Fund-raising campaign (62,185) conducted	Winter Break class sessions established	\$1,000,000 endowment grant received
Largest graduating class in history (219)	177 students graduated	197 students graduated
1983-84 Highest student enrollment in history (1,465)	1984-85 1,326 students enrolled	
Australasian Division camp meeting and recruitment trip conducted	Office of International Student Services established	
Fourteen (14) Oakwood graduates received medical and dental degrees	First aboriginal students enrolled	
Board mentorship program instituted	First six Oakwood College/Africa Scholarship recipients graduated	

**DOCTORAL STATUS OF FACULTY
BY DEPARTMENTS**

DEPARTMENT	PERCENTAGE OF TEACHERS WITH DOCTORATES			
	1971	1985	Increase	Decrease
Behavioral Science	50	40		10
Biology	--	60	60	
Business	--	42	42	
Chemistry	100	75		25
Education	66	80	14	
English, Communications, Art	37	27		10
Health and Physical Education	--	33	33	
History	66	100	34	
Home Economics	--	25	25	
Mathematics	--	50	50	
Music	20	50	30	
Nursing	--	--	--	--
Religion/Theology	40	40	--	--
% of Faculty with Doctorates	31	45	10	



ENROLLMENT BY DEPARTMENT

Department	1971-72	1984-85	Increase/ Decrease
Behavioral Science	116	68	- 48
Biology	43	119	+ 75
Business/Infor. Systems	111	320	+109
Chemistry	10	82	+ 72
Education	87	63	- 24
English/Commun./Art	24	85	+ 61
History/Political Science	37	15	- 22
Home Economics	33	38	+ 5
Mathematics/Physics	14	38	+ 24
Music	14	24	+ 10
Nursing	--	112	+112
Theology	119	232	+113
Pre-Professional	43	35	- 8
Undecided	31	100	+ 69
Other	<u>2</u>	<u>--</u>	<u>- 2</u>
Totals	684	1,331	+647

**SELECTED AREAS IN WHICH OAKWOOD COLLEGE RANKS HIGH AMONG
SEVENTH-DAY ADVENTIST COLLEGES AND UNIVERSITIES IN
UNDERGRADUATE DEGREES FOR FIVE-YEAR PERIOD, 1979-80 - 1982-84**

SUBJECT AREA	SCHOOLS	NO. OF GRADUATES
BIOLOGY	Loma Linda	118
	Pacific Union	100
	Andrews	77
	OAKWOOD	75
	Southern	74
	Walla Walla	73
	Southwestern	39
	Atlantic Union	36
	Union	32
	Columbia Union	15
	Canadian Union	3
BUSINESS ADMINISTRATION	Walla Walla	164
	Loma Linda	125
	Union	119
	Andrews	118
	OAKWOOD	113
	Pacific Union	102
	Southern	76
	Columbia Union	55
	Atlantic Union	45
	Southwestern	41
	Canadian Union	NR*
	Kettering	NA**

SUBJECT AREA	SCHOOLS	NO. OF GRADUATES
BUSINESS EDUCATION	OAKWOOD Southern Walla Walla Columbia Union Pacific Union Union Loma Linda Andrews Atlantic Union Canadian Union Southwestern Kettering	9 8 7 4 4 2 2 1 1 NR* NR* NA**
HOME ECONOMICS	Andrews Loma Linda OAKWOOD Pacific Union Southern Southwestern Walla Walla Union Atlantic Union Columbia Union Canadian Union Kettering	43 25 22 20 18 16 15 10 7 3 NA** NA**
RELIGION	Southern OAKWOOD Walla Walla Atlantic Union Andrews Pacific Union Loma Linda Union Columbia Union Canadian Union Kettering Southwestern	-- 61 41 35 33 32 28 16 7 5 NA** NR*

SUBJECT AREA	SCHOOLS	NO. OF GRADUATES
CHEMISTRY	Walla Walla	43
	Andrews	35
	Loma Linda	34
	OAKWOOD	34
	Southern	30
	Pacific Union	29
	Union	27
	Atlantic Union	11
	Southwestern	7
	Columbia Union	5
	Canadian Union	NA**
	Kettering	NA**
PSYCHOLOGY	Loma Linda	61
	OAKWOOD	34
	Pacific Union	34
	Andrews	34
	Southern	21
	Walla Walla	18
	Columbia Union	15
	Union	8
	Southwestern	NR*
	Kettering	NA**
	Canadian Union	NA**
	Atlantic Union	NR*
SOCIAL WORK	OAKWOOD	52
	Walla Walla	52
	Andrews	50
	Loma Linda	40
	Pacific Union	24
	Southwestern	12
	Union	10
	Atlantic Union	6
	Columbia Union	5
	Southern	NR*
	Kettering	NA**
	Canadian Union	NA**

SUBJECT AREA	SCHOOLS	NO. OF GRADUATES
HISTORY	Andrews	41
	Atlantic Union	26
	OAKWOOD	24
	Walla Walla	20
	Southern	14
	Columbia Union	11
	Loma Linda	9
	Pacific Union	9
	Union	5
	Southwestern	2
	Canadian Union	1
THEOLOGY	OAKWOOD	133
	Pacific Union	102
	Southern	89
	Andrews	81
	Walla Walla	75
	Loma Linda	74
	Canadian Union	67
	Columbia Union	66
	Southwestern	60
	Union	50
	Atlantic Union	44
	Kettering	NA**

*No Report

**Not Applicable

**OC RANK AMONG NORTH AMERICAN DIVISION
COLLEGES AND UNIVERSITIES
Full-time Equivalents**

Fall Quarter Enrollment 1984-85

INSTITUTION	FTE ENROLLMENT
Loma Linda University	2,400
Andrews University	1,764
Walla Walla College	1,406
Oakwood College	1,240
Pacific Union College	1,129
Southern College	1,198
Union College	735
Southwestern Adventist College	551
Columbia Union College	538
Atlantic Union College	404
Kettering College of Medical Arts	334
Canadian Union College	228

**OC RANK AMONG NORTH AMERICAN DIVISION
COLLEGES AND UNIVERSITIES
WITH RESPECT TO ADVENTIST PERCENTAGE OF
UNDERGRADUATE STUDENT BODY**

	SDA	NON-SDA
OAKWOOD COLLEGE	97.95%	2.04%
Southwestern Adventist College	97.74%	2.25%
Canadian Union College	97.22%	2.08%
Pacific Union College	95.85%	4.14%
Union College	95.11%	4.88%
Walla Walla College	92.81%	7.18%
Southern College	92.53%	7.46%
Andrews University	90.06%	9.93%
Atlantic Union College	85.14%	14.86%
Loma Linda University	84.02%	15.08%
Columbia Union College	83.01%	16.98%

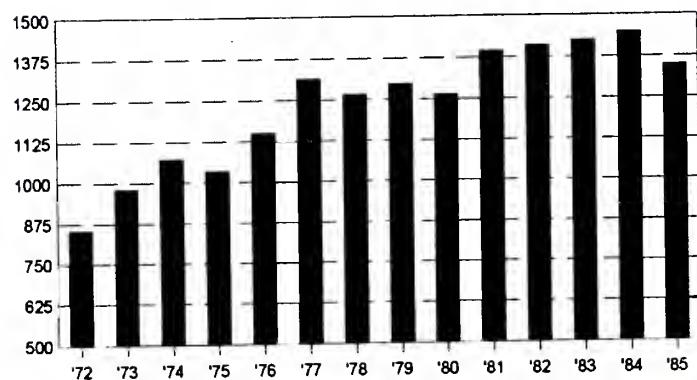
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**STUDENT-FACULTY RATIO
UNDERGRADUATE PROGRAM
1984-85**

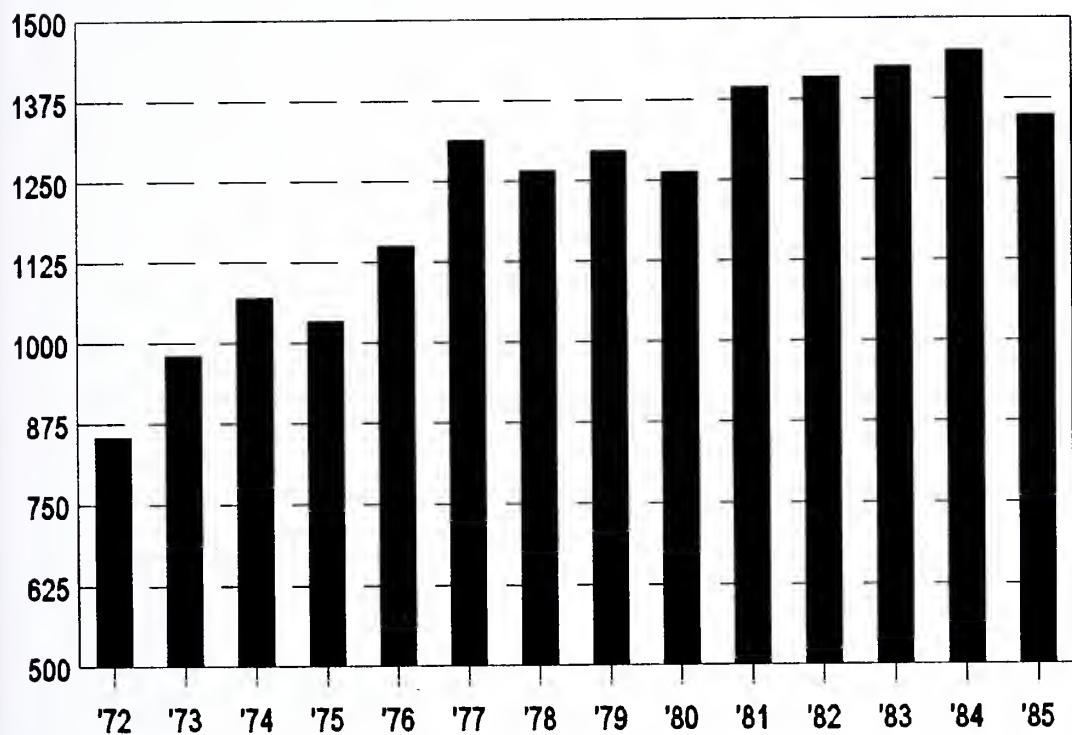
INSTITUTION	PERCENTAGE
OAKWOOD	14.9
Andrews	13.1
Southern	12.2
Southwestern	12.2
Union	12.1
Pacific Union	11.8
Walla Walla	11.2
Atlantic Union	9.5
Columbia Union	9.4
Canadian Union	8.1
Kettering	6.8
Loma Linda	NR*

*No Report

**OAKWOOD COLLEGE
FALL ENROLLMENT
FOR FOURTEEN-YEAR PERIOD
1972-1985**



**OAKWOOD COLLEGE
GRADUATES FOR FOURTEEN-YEAR PERIOD
1972-1985**



BUSH FOUNDATION HISTORICAL UPDATE

	Alumni Gifts	Donors	BUSH	Total
1979-80	\$ 35,005.00	508	\$ 48,000	\$ 83,005.00
1980-81	50,569.26	733	29,400	79,969.26
1981-82	62,818.18	961	27,600	90,418.18
1982-83	79,801.30	1,200	32,000	111,801.30
1983-84	<u>91,000.00</u>	<u>1,400</u>	<u>26,000</u>	<u>117,000.00</u>
TOTAL	\$319,193.74	4,802	\$163,000	\$482,193.74

BUSH program ended in 1983-84

BECA FOUNDATION HISTORICAL UPDATE

	Non-Alumni Gifts	Donors	BUSH	Total
1979-80	\$ 13,000	200	--	\$ 13,000
1980-81	28,000	625	\$ 49,000	77,000
1981-82	42,500	1,250	40,000	82,500
1982-83	56,900	2,316	35,000	91,900
1983-84	64,900	2,666	29,000	93,900
1984-85*	<u>104,000</u>	<u>1,357</u>	<u>20,000</u>	<u>124,000</u>
TOTAL	\$309,300	8,414	\$173,000	\$482,300

**TOTAL raised by Alumni and Non-Alumni
friends over a six-year period** **\$964,493.74**

***NOTE: Alumni Giving now being listed
Under BECA beginning year 1984-85.**

OAKWOOD COLLEGE
SUMMARY OF CURRENT INCOME AND EXPENSES
JULY 1, 1984 THROUGH JUNE 30, 1985*

DESCRIPTION	1984-85 Budget	1984-85 Actual
TUITION & FEES	5,374,000.00	5,333,860.27
FEDERAL GRANT & CONTRACT	175,000.00	148,059.74
PRIVATE GIFT GRANT CONTRACT	2,460,340.00	2,953,168.22
SALE & SERVICE OF EDUC. ACCT	29,500.00	17,519.12
OTHER SOURCES--EDUCATIONAL	<u>114,898.00</u>	<u>64,606.67</u>
Total Education & General	8,153,738.00	8,519,214.02
AUXILIARY ENTERPRISES	<u>2,860,866.00</u>	<u>2,759,037.72</u>
Total Revenue Fund I	11,014,604.00	11,278,251.74
INSTRUCTIONAL	2,227,434.00	2,524,623.11
PUBLIC SERVICE	55,273.00	132,100.42
ACADEMIC SUPPORT	546,066.00	525,181.65
STUDENT SERVICES	980,506.00	671,578.03
INSTITUTIONAL SUPPORT	2,097,245.00	2,315,549.85
OPERATION & MAINTENANCE OF PP	1,211,852.00	1,159,062.54
DEPRECIATION	438,000.00	401,000.00
SCHOLARSHIP & FELLOWSHIP	<u>354,000.00</u>	<u>414,538.70</u>
Total Education & General	7,910,376.00	8,143,654.30
AUXILIARY ENTERPRISES	<u>2,771,491.00</u>	<u>2,275,897.17</u>
Total Expense Fund I	10,681,867.00	10,419,551.47
Total Gain (Loss) E & G	243,362.00	375,559.72
Total Gain (Loss) Auxiliary	89,375.00	483,140.55
Payroll Benefits	.00	14,148.03
Total Gain (Loss) Fund I	<u>332,737.00</u>	<u>844,552.24</u>

*Figures for 1984-85 are unaudited.

OAKWOOD COLLEGE
CURRENT UNRESTRICTED FUND
BALANCE SHEET
JULY 1, 1984 THROUGH JUNE 30, 1985

	This Year	Last Year	Increase (Decrease)
ASSETS			
Current Assets			
Cash: Bank			
Accounts Receivable--Current	651,853.45		
Accounts Receivable--Old	692,050.69		
Less: Allowance for Bad Debts	<u>(764,350.12)</u>		
Net Accounts Receivable--Students	579,554.02	183,078.45	396,475.57
Accounts Receivable--Staff	87,909.88	61,812.38	26,097.50
Accounts Receivable--Others	966,460.33	147,811.17	818,649.16
Inventory	171,259.46	172,715.99	(1,456.53)
Prepaid Expense	(4,266.73)	23,312.47	(27,579.20)
Due from Industries	106,281.37	59,923.74	46,357.63
Deposits	<u>425.00</u>	<u>425.00</u>	
Total Current Assets	1,907,623.33	649,079.20	1,258,544.13
Other Assets			
Notes Receivable	31,432.27	32,681.56	(1,249.29)
Less: Allowance for Bad Debts	<u>(8,486.41)</u>	<u>(8,486.41)</u>	--
Miscellaneous Investments			
Business Enterprise Investments			
Total Other Assets	<u>22,945.86</u>	<u>24,195.15</u>	<u>(1,249.29)</u>
TOTAL ASSETS	1,930,569.19	673,274.35	1,257,294.84
LIABILITIES			
Current Liabilities			
Bank--Overdrawn	114,687.25	273,388.79	(158,701.54)
Accounts Payable--Vendors	250,377.56	297,959.66	(47,582.10)
Other Liabilities	227,928.82	368,876.86	(140,948.04)
Deposits for others	63,493.21	42,078.43	21,414.78
Deferred Income	17,291.60	15,000.00	2,291.60
Notes Payable	631,000.00	411,838.87	219,161.13
Due to Agency Fund	467,851.88	156,135.49	311,716.39
Due to Plant Fund	587,765.84	73,157.05	514,608.79
Due to Business Enterprises	<u>52,306.35</u>		<u>52,306.35</u>
Total Current Liabilities	2,412,702.51	1,638,435.15	774,267.36
FUND BALANCE			
Fund Balance July 1	(1,026,685.56)	136,359.69	(1,163,045.25)
Fund Balance Reserve			
Fund Balance Transfer from Plant Fund			
Fund Balance Transfer to Industries	<u>(300,000.00)</u>	<u>(1,214,038.47)</u>	<u>914,038.47</u>
Total Fund Balance	(1,326,685.56)	(1,077,678.78)	(249,006.78)
New Gain (Loss)	<u>844,552.24</u>	<u>112,517.98</u>	<u>732,034.26</u>
New Fund Balance	<u>(482,133.32)</u>	<u>(965,160.80)</u>	<u>483,027.48</u>
TOTAL LIABILITIES & FUND BALANCE	1,930,569.19	673,274.35	1,257,294.84

Figures for 1984-85 are unaudited.

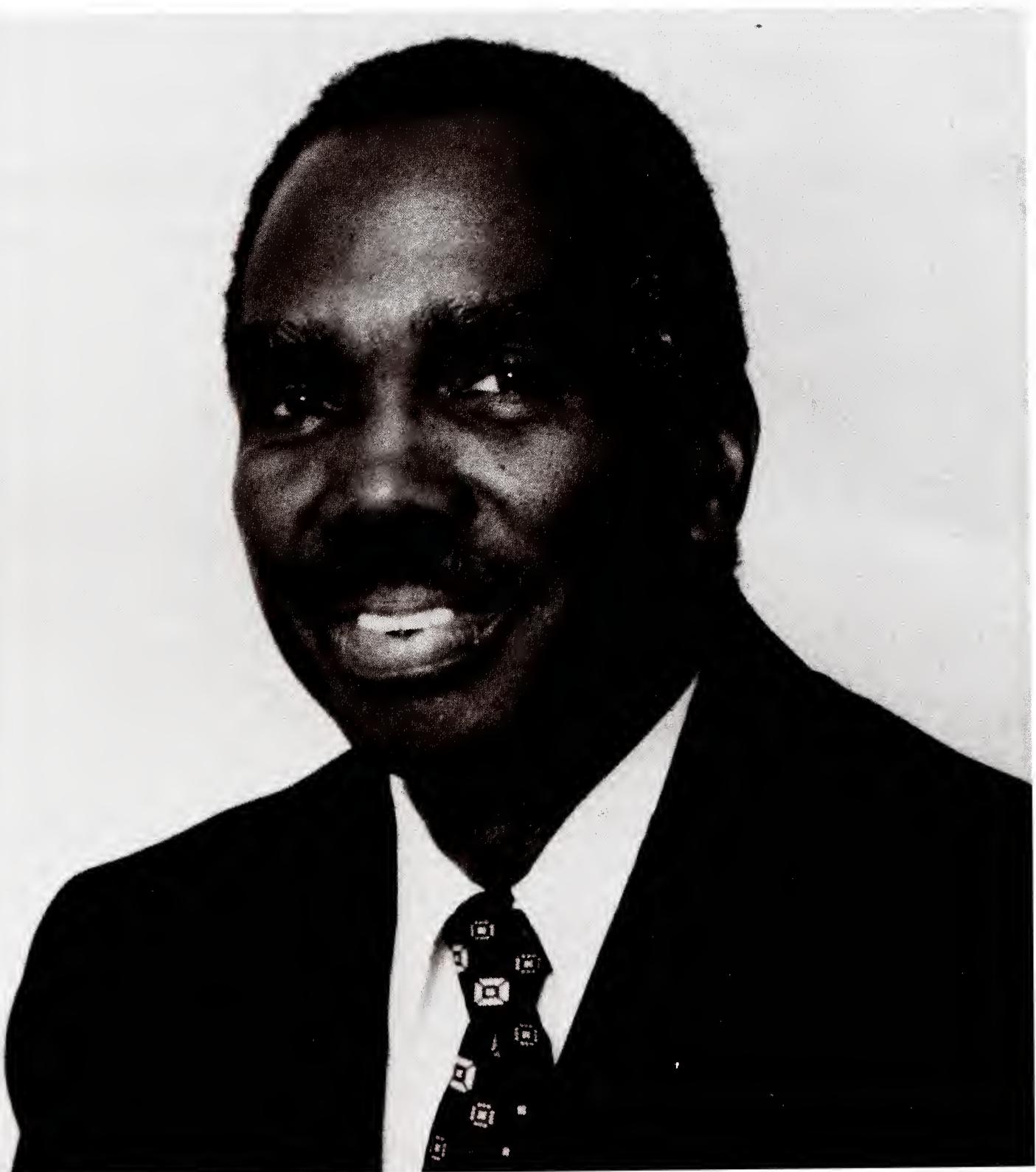


Students passing the baton in campus track meet, symbolic of transition in Oakwood leadership.

Adell Warren, Business Manager (later changed to Vice President for Financial Affairs) of Oakwood College from 1952-81, did a Master's thesis study on the economic impact of Oakwood upon city of Huntsville and the surrounding area over a specific ten-year period (1970-79). His findings revealed a startling flow of "Oakwood Funds" into the local community as summarized accordingly:

1. Eighty-four percent of the students enrolled are from outside the state of Alabama, which means that the students bring into the area \$5 million annually.
2. Almost all funds for building construction, land acquisition come from outside the area. Fifty percent of construction funds are spent for labor employed from the local community.
3. Bank accounts of the college, staff and students support approximately \$500,000 in loans for local business activities. Five branch banks have located in the area of the college, within the past ten years.
4. Over 325 Faculty and Staff employees spend 75 percent of their \$3 million income in the Huntsville-Madison area. Given a multiplier effect of Caffrey - Isaacs model, the economic impact of this expenditure is \$5 million per year.
5. Local purchasing by the college totals \$7 million per year, which stimulates about \$4 million additional local business income.
6. Oakwood's job impact on the community is probably 1,143 continuing positions, including faculty, staff and direct local business employment, excluding students.
7. Employees of the college pay over \$372,000 in local taxes.





Emerson A. Cooper, Interim President of Oakwood College, August through December, 1985

"The multiplier effect of all direct local expenditures by the college, its employees, and students, increasing local incomes and employment is 1.5 times the original expenditures. Consequently, the institution is indexed into the total financial economy of the area."¹³

While attending the General Conference Convention of Seventh-day Adventists the summer of 1985 in New Orleans, President Rock was elected to the General Vice Presidency of that world body, the major sponsoring organization of Oakwood. Dr. Rock's final official written words as Oakwood College prexy acknowledged the single largest financial gift from an alumnus up to that time, 1985, in the history of the school (\$25,000 from Vincent Beale, Sr., in 1983. His gift was preceded by \$15,000 from C. E. Moseley in 1975 and followed by \$15,000 from Clifton Davis in 1989). He paid fervent tribute as well for the success and progress of Oakwood to the college personnel, the Board of Trustees, the pastors and conference staffs, and the general leadership and membership of the constituent church.¹⁴

Just after the New Orleans convention, the Trustees of Oakwood convened on July 5, 1985, and asked Emerson A. Cooper, Ph.D., Chairman of Chemistry and former Academic Dean of Oakwood (1969- 1976), to serve as Interim President while for the first time in the history of the college a search committee was formed to invite resumes from which selected names were recommended to the Trustees for making their presidential choice. Dr. Cooper led the institution very efficiently and satisfactorily for four months from August through early December 1985 when Benjamin F. Reaves (D.Min., Chicago School of Theology and Chairman of Religion at Oakwood) took office as the Board of Trustees' elected choice for the presidency of Oakwood College.

In his maiden meeting with the faculty and staff, President Reaves spoke of continuing progress in the tradition of the institution while stressing administrative leadership in terms of "tough love." Soon thereafter his first sermon on Sabbath morning as president covenanted a fresh future for Oakwood under God as he proclaimed from Jeremiah 31:31, his sermon's thematic refrain: "I will do a new thing!" Even a fresh school motto was in the offing: "Today's College for Tomorrow's Leaders" leaving in its wake the erstwhile "OC: Where Loveliness Keeps House," "OC—A Guiding Light to a Life of Service," and "Enter to Learn; Depart to Serve."

And more new accomplishments, indeed, were on the way. Innovations and trends by the late 1980's and early 1990's would comprehend such things as: elimination of the fund balance deficit that in 1986 had been \$1,700,000; reduction of default rate from 29% in 1987 to 11% in 1994; launched first national capital campaign (goal of \$20,000,000), the silent phase of which as of fall 1995 has realized \$9,370,000 in current and deferred gifts; received largest gift in history from an alumnus (\$2,000,000 in cash and pledges by Harrell Robinson, M.D.);¹⁵ the largest enrollment in the history of the college—1,602, fall of 1995. The following additional information comes from 1994-95 reports of the Offices of the Vice President for Financial Affairs and Vice President for Academic Affairs of the Reaves administration:¹⁶



Student at the controls of Oakwood radio station, WOCG, 1984.

OPERATING CASH

Improved cash position resulted from 75% collection of tuition and boarding costs at time of registration, strong collection program, increased enrollment, and high turnover of reduced accounts receivable into revenue:

1985	\$ 79,609	1990	\$ 206,682
1986	85,609	1991	539,674
1987	72,948	1992	747,727
1988	51,387	1993	1,072,841
1989	98,314	1994	1,791,161

ACCOUNTS RECEIVABLE (NET)

It is generally expected that with increased student enrollment comes increased accounts receivable; however, a decline has been the trend:

1985	\$1,581,559	1990	\$1,093,060
1986	739,589	1991	753,664
1987	1,029,102	1992	433,387
1988	1,168,839	1993	310,431
1989	1,229,036	1994	301,908

FUND BALANCE

The objective of every higher educational institution is to have a positive fund balance as attained by year's end, 1994:

1985	(\$1,492,220)	1990	(\$1,620,695)
1986	(1,447,720)	1991	(1,171,444)
1987	(1,324,704)	1992	(590,764)
1988	(1,263,660)	1993	(486,126)
1989	(1,084,881)	1994	286,801

CURRENT UNRESTRICTED REVENUES (Tuition and Fees Collected)

1985	\$5,333,512	1990	\$6,184,365
1986	5,113,232	1991	6,746,768
1987	4,760,190	1992	7,037,296
1988	5,175,650	1993	7,750,996
1989	5,962,701	1994	8,945,751

CURRENT UNRESTRICTED REVENUES (Federal Grants and Contracts)

1985	\$148,060	1990	\$330,046
1986	542,164	1991	313,117
1987	386,451	1992	313,530
1988	249,525	1993	274,083
1989	323,273	1994	61,656

CURRENT UNRESTRICTED REVENUES
(Private Gifts and Contracts)

These include funds from the General Conference and local regional (black) conferences as well as income resulting from the furnishing of goods and services of an instructional nature:

1985	\$3,003,474	1990	\$4,389,476
1986	2,830,033	1991	5,060,412
1987	3,664,480	1992	5,227,433
1988	3,715,158	1993	5,467,514
1989	4,329,234	1994	5,866,679

CURRENT UNRESTRICTED REVENUES
(Total for College)

1985	\$11,401,724	1990	\$14,336,463
1986	12,058,713	1991	15,664,197
1987	12,173,888	1992	16,534,235
1988	12,538,423	1993	17,689,335
1989	14,184,211	1994	19,324,785

CURRENT UNRESTRICTED EXPENSES
(Educational and General)

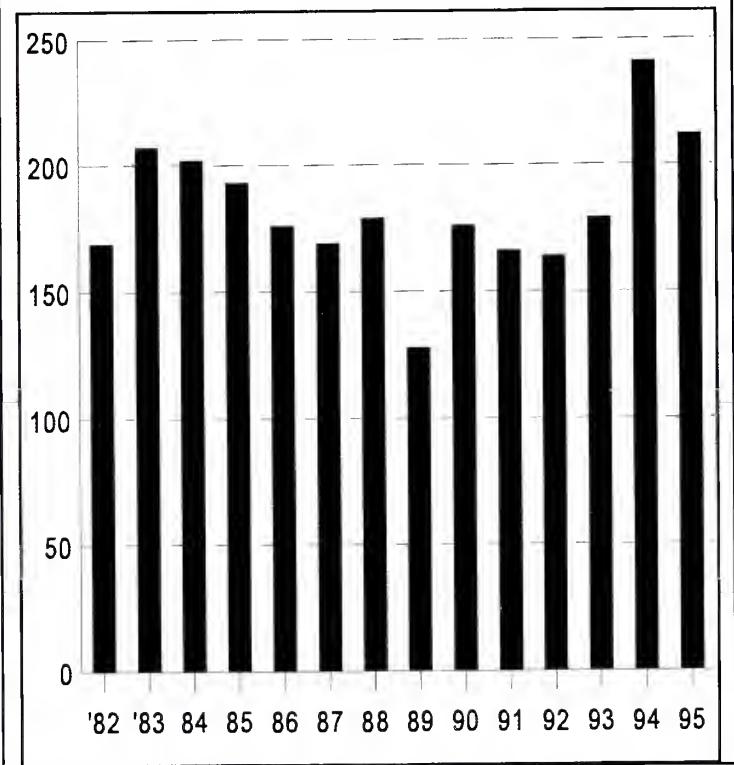
1985	\$ 8,606,634	1990	\$11,444,929
1986	8,548,486	1991	11,860,904
1987	8,602,846	1992	11,762,074
1988	8,977,126	1993	12,058,340
1989	10,341,056	1994	12,831,434

CURRENT UNRESTRICTED REVENUES
[Net Increase (Decrease) to Fund Balance]

Financial growth relates directly to reduction of the negative fund balance. Increase in negative fund for 1990 resulted from an auditor's adjustment.

1985	(\$ 465,534)	1990	697,729)
1986	44,500	1991	449,251
1987	123,016	1992	838,673
1988	61,044	1993	104,638
1989	290,404	1994	772,927

OAKWOOD COLLEGE
GRADUATES FOR FOURTEEN-YEAR PERIOD
1982 - 1995



CAPITAL EXPENDITURES

Improving the general condition of campus facilities took in major projects between 1985-1995 such as:

1. Construction of 340-bed Women's Residency Hall (Wade Hall)
2. Extensive campus renovation for handicap accommodation
3. Renovation of Physical Plant Facility
4. Renovation of Anna Knight Education Building
5. Renovation of Moran Hall
6. Refurbishing of Moran Hall
7. Restoration of East Hall
8. Construction of Adventist Boulevard
9. Computer monitored access to residential facilities
10. Renovation of College Gym
11. Renovation of Ford Hall multi-purpose room
12. Campus Beautification Award received for well kept grounds
13. New Racquet Ball Court
14. New furniture in Edwards Hall
15. New roofs on major buildings on the campus
16. New security booth and alarm systems installed
17. Purchased two buses for campus use
18. Purchased two new vans for Transportation and LET Dept.

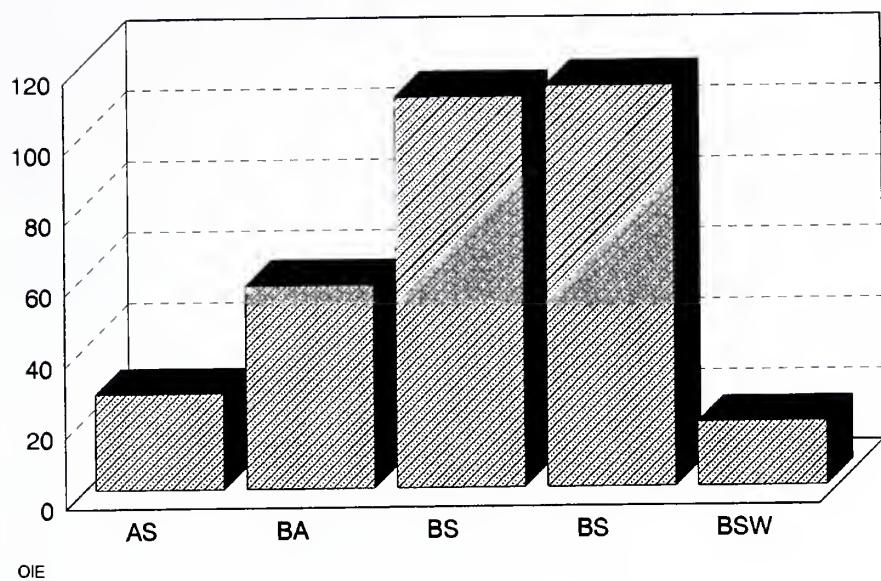
Beyond capital improvements, major operational innovations by the finance division of the college were, among other things, the (1) implementation of Ogden Allied's proposal for quality management of physical plant services on campus, (2) installation of "In Touch Cash Manager" system to improve cash management services, and (3) installation of Honeywell Delta 21 System to continue energy savings on campus.

The lifeblood of an institution no less flows from its instructional program. In its August 1995 report, the Office of Academic Affairs announced the following accomplishments of the 1994-95 school year:

1. Development and implementation of an adult degree program
2. Transition from a quarter to semester academic program
3. Establishment of linkage programs with Loma Linda University Schools of Medicine and Dentistry
4. Development of an improved registration program
5. Realization of our first graduate in the dual-degree program with UAW in the areas of Math and Engineering
6. An overall improvement in outcomes assessment
7. Faculty development that addressed legal issues such as sexual harassment and employee/employer relationships

OAKWOOD COLLEGE

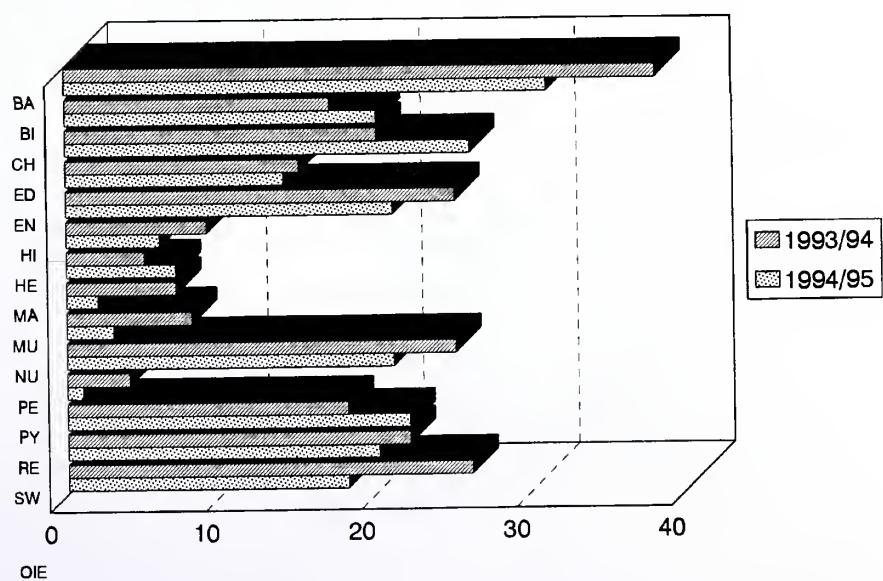
DEGREES AWARDED 1994-95



OIE

Number of Degrees Awarded

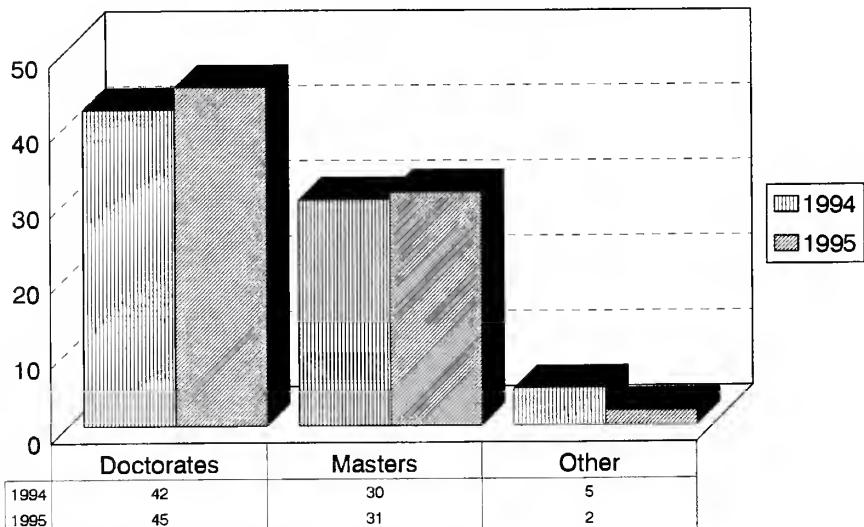
By Departments for 1993/94 and 1994/95



OIE

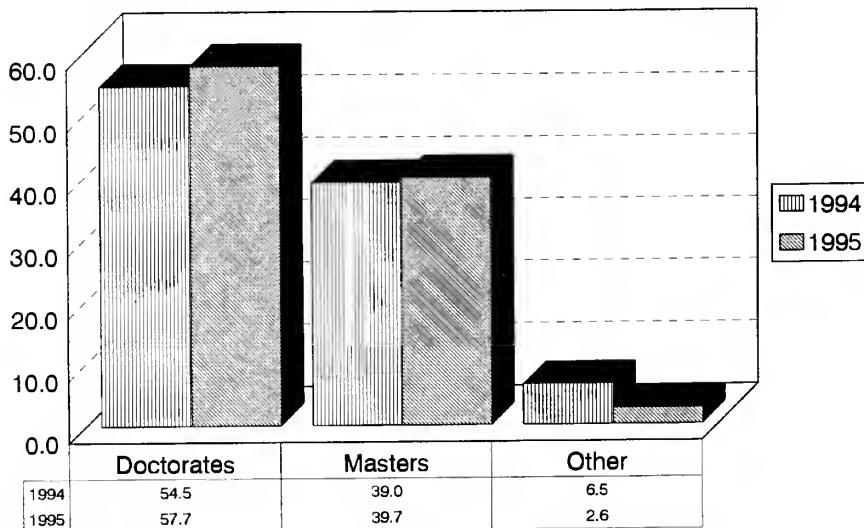
Full-Time Faculty

Comparison by Degrees



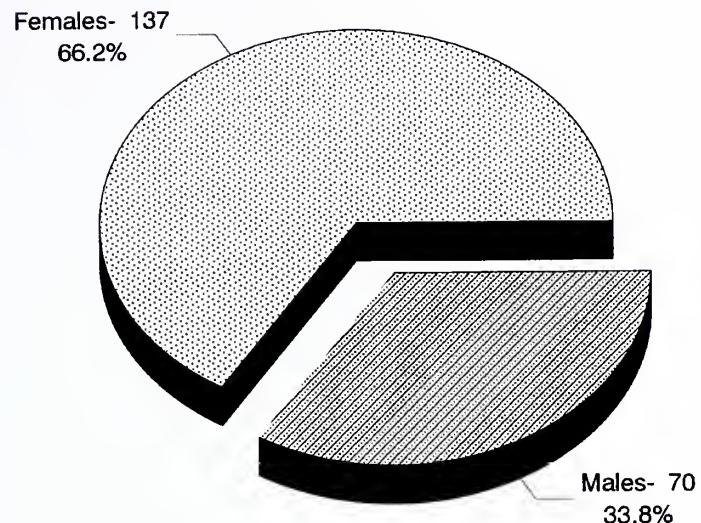
Full-Time Faculty

Comparison by Degrees (Percentages)



1994-95 GRADUATES

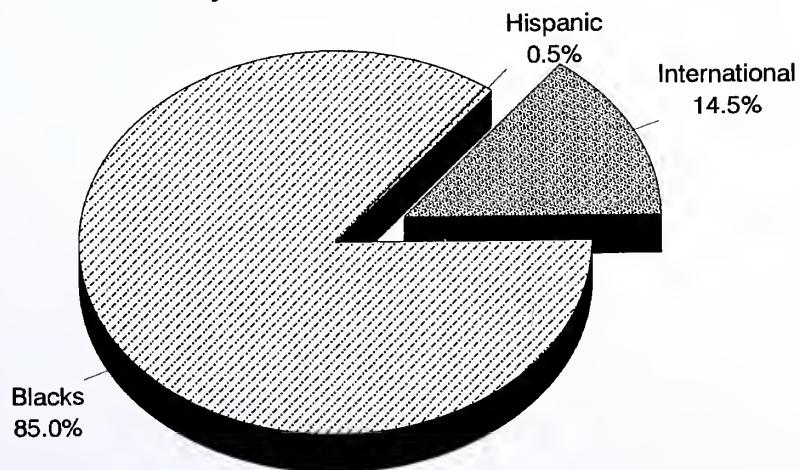
BY GENDER



OIE

1994-95 GRADUATES

By Ethnic Groups



OIE

NUMBER OF MAJORS
FALL 1994

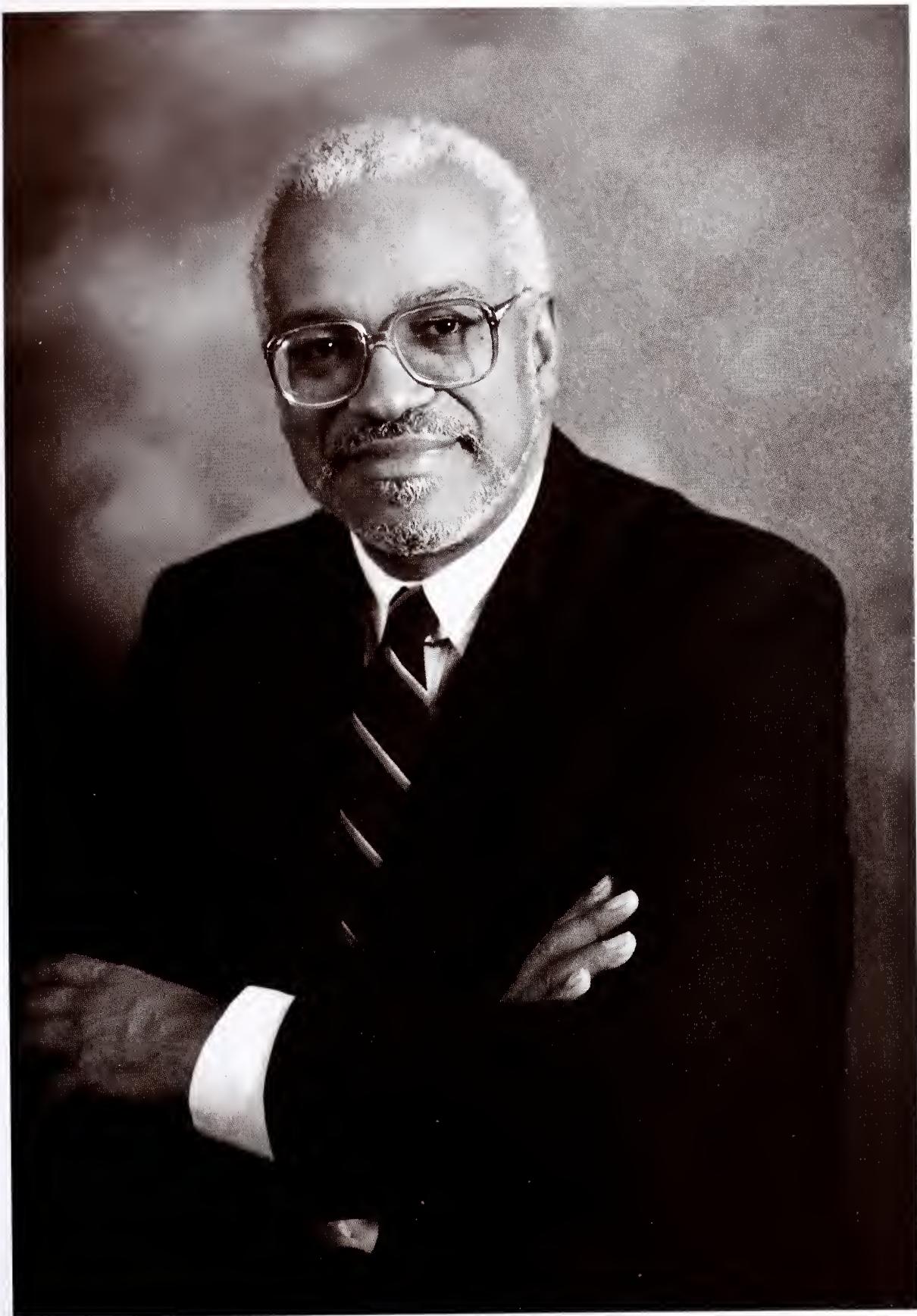
BUSINESS & INFORMATION SYSTEMS	201
BIOLOGICAL SCIENCES	197
CHEMISTRY*	157
NURSING	124
RELIGION	121
ENGLISH & COMMUNICATIONS**	113
PSYCHOLOGY	96
EDUCATION	93
SOCIAL WORK	82
MATHEMATICS & COMPUTER SCIENCE	67
HISTORY	53
HUMAN ENVIRONMENTAL SCIENCE	37
MUSIC	32
PHYSICAL EDUCATION	15

*Includes Allied Health

** Includes Communication and Art

NUMBER OF INSTRUCTIONAL FACULTY BY DEPARTMENTS
(FULL-TIME & PART-TIME)
Fall Quarter 1994

DEPARTMENTS	FULL-TIME	PART-TIME	TOTAL
Biological Sciences	4	2	6
Business & Information Systems	8	4	12
Chemistry	5	1	6
Education	5	1	6
English & Communications	15	5	20
History	4	1	5
Human Environmental Sciences	4	1	5
Mathematics & Computer Science	5	8	13
Music	3	8	11
Nursing	6	0	6
Physical Education	3	6	9
Psychology	3	6	9
Religion	6	4	10
Social Work	4	0	4
TOTALS	75	47	122



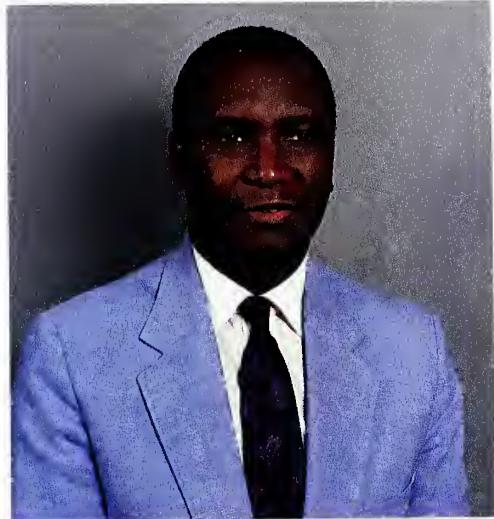
Benjamin F. Reaves, ninth president of Oakwood College, 1985-



President and Mrs. Benjamin F. Reaves



Sandra F. Price
Vice President for Academic Affairs



Dennis C. Keith
Vice President for Financial Affairs



Roy E. Malcolm
Dean of College Relations

THE REAVES OFFICER ADMINISTRATION



Trevor Fraser
Vice President for Student Services

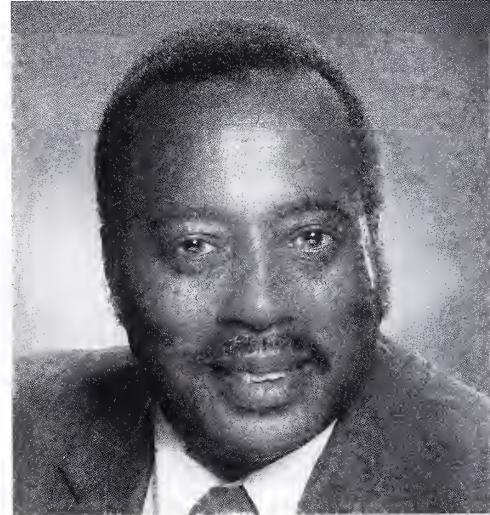


Melvin Davis
Vice President for Planning and Development

FIRST ASSOCIATES IN OFFICER ADMINISTRATION



Juliaette Phillips
Assistant VP for Academic Affairs



Ornan A. Bailey
Assistant VP for Business Services & Operations



Moges W. Selassie
Assistant VP for Finance/Controller



Claude Thomas
Assistant VP for Student Services

1896, a century ago. Encouragement from the prophetess Ellen G. White and \$8,000 from the General Conference of Seventh-day Adventists. A small farm of 360 acres, 65 oak trees, 4 teachers, and 16 students. The vision of Oakwood began peering down an unknown but confident future.

1995, a century later. Annual budget of \$19.5 million dollars. Net worth of improved properties: \$47,000,000. Land acreage: 1,185 with 500 under cultivation and 105 in the immediate campus locale. Student enrollment: sixteen hundred and two (1,602) and counting—the largest in the history of the school. And the vision of faith has merged into a vision of sight that sees clearly God's hand leading the way to excellence—excellence in Christian higher liberal arts education now and for the twenty-first century.

Vision! Vistas! Victories! For those courageously ready for the experience, the dream and journey are ongoing: "Higher than the highest human thought can reach is God's ideal for His children. Godliness—godlikeness—is the goal to be reached."¹⁷ How special, how spectacular, how spiritual, how splendid! And the Oakwood vision continues. . . .

ENDNOTES

Chapter 7

- ¹ Louis B. Reynolds, *We Have Tomorrow*, Hagerstown, Maryland: Review and Herald Publishing Association, 1984, p. 277.
- ² H. D. Singleton, "North American Regional Department," *Review and Herald*, June 22, 1966, p. 13 [117].
- ³ In addition to F. L. Peterson (Vice President), the other five blacks named by H. D. Singleton as holding offices in the General Conference were C. E. Moseley (Field Secretary), E. E. Cleveland (Associate Secretary, Ministerial Association), L. B. Reynolds (Associate Secretary, Sabbath School Department), F. L. Bland and H. D. Singleton (both of the North American Regional Department).
- ⁴ "Dr. Hale Responds: Text of Inaugural Response," *The Spreading Oak*, Oakwood College, May, 1967.
- ⁵ Flip Schulke and Penelope McPhee, *King Remembered*, New York: Pocket Books, 1986, p. 291.
- ⁷ Thomas Parker and Douglas Nelson, *Day by Day: The Sixties*, Vol. II, 1965-69, New York: Facts on File Publications, 1983, p. 667.
- ⁸ Lane Cooper, *The Rhetoric of Aristotle*, New York: Appleton-Century-Crofts, Inc., 1932, pp. 15, 154-170.
- ⁹ F. W. Hale Papers, Archives Department, Oakwood College.
- ¹⁰ "The New President," *The Spreading Oak*, Oakwood College, May, 1971.
- ¹¹ "Report of the 14-Year Administration of Calvin B. Rock, Ph.D." (1971-1985) Oakwood College, August 20, 1985.
- ¹² Ibid.
- ¹³ Adell Warren, The Economic Impact of Oakwood College Upon Huntsville and Madison County, Alabama, Master of Science Thesis, Department of Community Planning and Urban Studies, Alabama Agricultural and Mechanical University, 1981, pp. 101-102.
- ¹⁴ "Report of the 14-Year Administration of Calvin B. Rock, Ph.D." (1971-1985), Oakwood College, August 20, 1985.
- ¹⁵ The Benjamin F. Reaves Papers and "Development: A Three-Year Perspective" by Melvin Davis (Vice President for Planning and Development), Archives Department, Oakwood College.
- ¹⁶ These 1994-95 reports of the Office of the Vice President for Financial Affairs and Vice President for Academic Affairs are on file in the Archives Department, Oakwood College.
- ¹⁷ Ellen G. White, *Education*, Mountain View, California: Pacific Press Publishing Association, 1952, p. 18.





Regional Conference Presidents, superb supporters of the vision of Oakwood. L-R, front: A. M. Kibble, Allegheny-East; S. H. Brooks, Northeastern; R. P. Peay, South Atlantic; R. R. Brown, Southeastern; N. K. Miles, Lake Region. L-R, rear: J. W. McCoy, South Central; R. Lister, Southwest Region; W. J. Lewis, Allegheny-West. Inset: J. A. Johnson, Central States.

The Oakwood College Church, east of the bell tower walkway.





*Eric C. and Gwendolyn Ward,
pastor and first lady of the
Oakwood College Church,
1973-1994.*



*Leslie and Prudence Pollard, pastor and first
lady of the campus church beginning in 1994.*



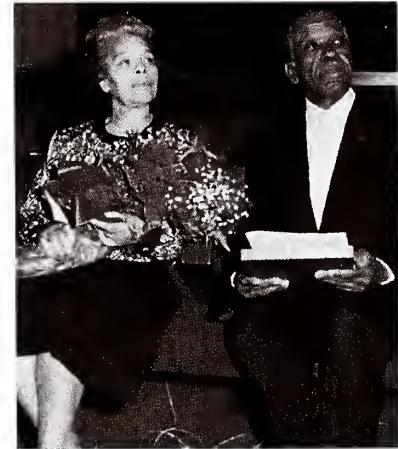
*Charles E. Bradford, OC Board Chairman
and President of North American Division
of SDA, 1980-1990, is son of Etta Littlejohn
(Bradford), one of first 16 students to enroll
at Oakwood November 16, 1896. Mrs.
Littlejohn-Bradford is grandmother of
Oakwood's eighth president, Calvin B. Rock,
and Leonard Douglas of Physical Plant
Department.*



The C. E. Moseley Complex, west of the bell tower walkway, housing the Religion Department of Oakwood.



Board of Trustees, 1990. L-R, front: C. E. Dudley, G. R. Thompson, M. C. Van Putten, R. P. Peay, Thomasine L. Wright, E. L. Richardson, Connie Mayfield, C. E. Bradford (Chairman), B. F. Reaves (Secretary), Aline Middleton, A. M. Kibble, Edna L. Williamson. L-R, back: E. A. Canson, R. H. Carter, C. E. Hodges, W. A. Murrain, D. L. Mullett, J. P. Monk, F. L. Jones, P. S. Follett, J. M. Doggette, W. L. Murrill, E. W. Shepperd, J. O. Tompkins, R. M. Wisebey, D. F. Gilbert, L. A. Paschal.



Charles and Etta Dudley in the presidency of South Central Conference (1962-1993) staunch promoters and supporters of their alma mater over the decades.



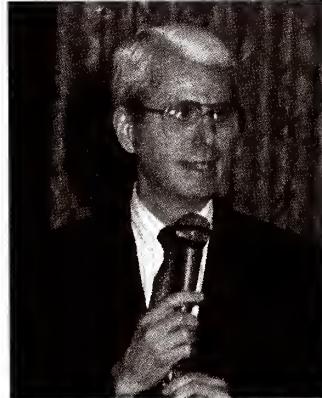
Florence Winslow, 1973, English Department, whose facile pen and literary thoughts flavored the campus for decades.



Inez Booth, Music Department (1941-1984), a joyous, pedagogical, invincible spirit in and out of the classroom.



Robert S. Folkenberg, 1995, President of General Conference of SDA, Oakwood's major sponsoring organization.



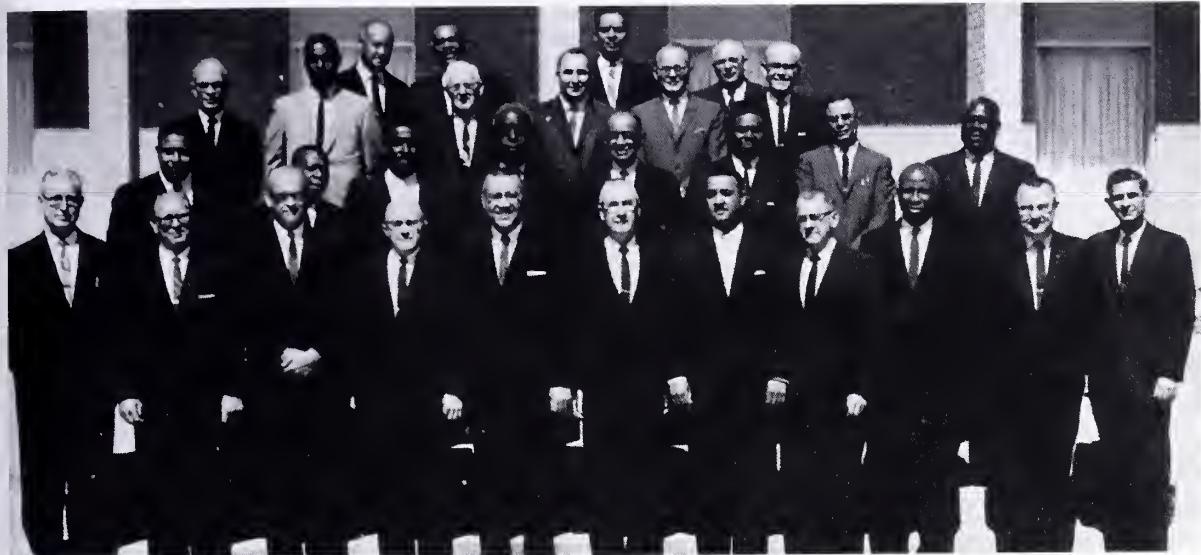
Alfred C. McClure, 1995, OC Board Chairman and President of North American Division.



Meade C. Van Putten, 1995, Board Vice Chairman.

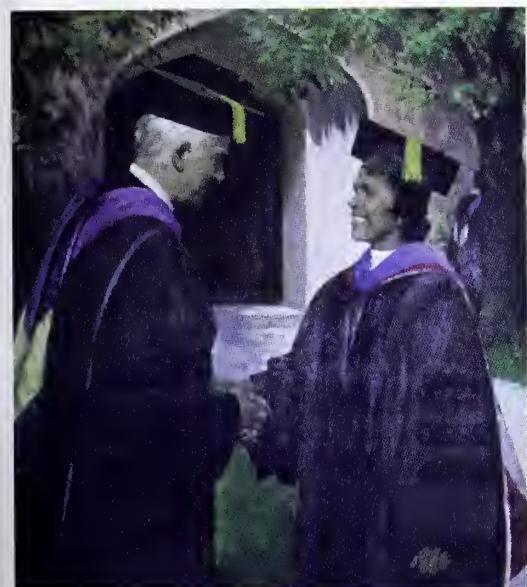


Annual Pastoral/Evangelism Conference at worship in C. T. Richards Chapel of Moseley Complex, 1993. Eurydice Osterman, Chairperson of Music, at the piano. (Osterman is also the daughter of Elder Alexander Osterman, Oakwood's first ministerial graduate, 1912. See chapter 3.) First Conference convened in 1979.



*William Murrain, 1995,
Board Vice Chairman.*

Board of Trustees, 1967. L-R, front: L. Larson, H. Schmidt, K. Emmerson, R. Pierson (General Conference President), F. Bland (Chairman), O. Blake, F. Hale (OC President), W. Bradley, A. Warren, C. Hirsch, N. Wilson. L-R, second row: C. Bradford, R. Hudson, C. Dudley, V. Roberts, W. Cheatham, J. Dykes, W. Fordham, G. Banks. L-R, third row: H. Singleton, J. Cox, R. Kimble, J. Whitehead, V. Becker, C. Sanderfer. L-R, fourth row: C. Moseley, W. Lee, W. Banfield, C. Rees. Members of the Board not pictured: R. Bietz, J. Bothe, C. Dent, J. Dittberner, T. Geraty, R. Millard, R. Nightingale, N. Simons, J. Smith, B. Leach.



Eva B. Dykes receiving the Ph.D. degree in 1921 in English Philosophy from Radcliffe College (artist's conception). She was first African American woman to complete requirements for the terminal degree and one of first three to actually receive it.



Trula Wade, a pivotal pioneer in residence hall leadership and the new women's dorm named in her honor.



William Gray III, former congressman and current president and CEO of the United Negro College Fund, addresses the 14th annual UNCF banquet during Alumni Weekend of Oakwood, 1992.



Ed Bradley of TV's "60 Minutes" as featured speaker at UNCF banquet during OC's Alumni Weekend, 1987.



Tony Brown of "Tony Brown's Journal" on PBS was featured speaker at Minority Expo '87 in Birmingham, Alabama, sponsored by OC Department of Business and Information Systems.



Minneola Dixon, Archivist of OC and prime force for keeping historical vignettes of the school before the campus and community.



UNCF Queen, Lena Andrews, with President B. F. Reaves, 1992.



Sherman Cox, Chaplain of OC, 1984.

Oakwood Aeolians sing on ABC "Good Morning America"! Ricky Little, director, at piano. President Reaves, center, 1992.



C. D. Brooks, GC Field Secretary, TV "Breath of Life" speaker, and OC alumnus, in typical gesture preaching the gospel.



Miss America '88, Kay Lani Rafko, addresses OC's UNCF banquet on Alumni Weekend, 1988.



Clifton Davis returns to OC after a couple of decades in show business, here singing for the Friday evening Religion Department Forum, 1988.



Ben Carson, MD, famed director of Pediatric Neurosurgery and Neurooncology at John Hopkins University, speaks to the OC graduating class of 1988.



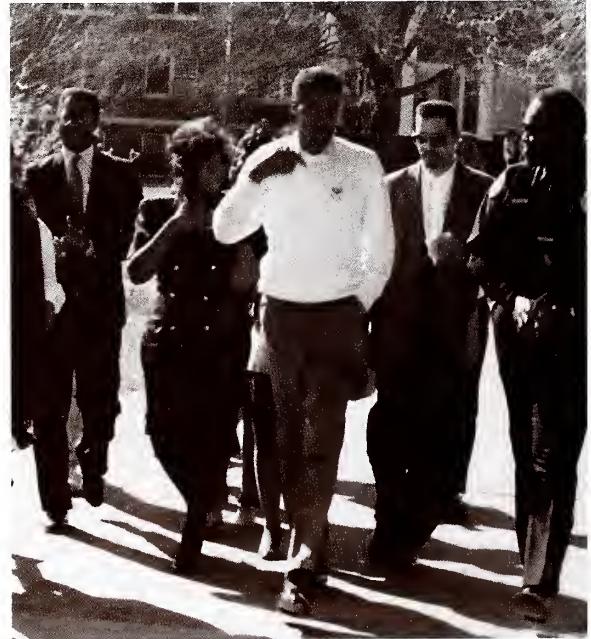
Take 6, all OC students save one, claims to have grouped from harmonizing in OC dorm rest area and went on to become recording artists and winning first Grammy Award in 1989. L-R: Mark Kibble, Mervyn Warren, Claude McKnight, David Thomas, Cedric Dent, and Alvin Chea. (Warren replaced by Joey Kibble in 1991.)



Debbye Turner, Miss America '90, addresses UNCF banquet guests, 1990.



US Representative Bud Cramer at OC UNCF banquet, 1991.



Julius Erving ("Dr. J"), retired NBA basketball legend, being escorted across OC campus, 1990.



Huntsville Mayor Steve Hettinger and singing recording artist Peabo Bryson participate in OC UNCF banquet of 1991.



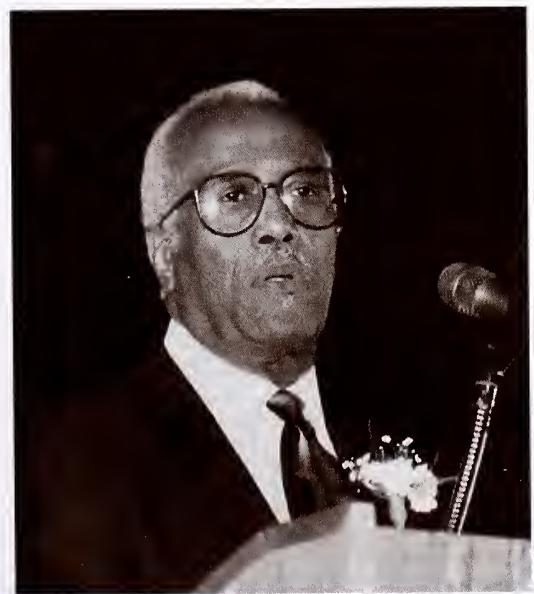
Chlora Jones, president of National Alumni Association of OC, 1991 —.



President and Mrs. B. F. Reaves with Huntsville Councilman and Mrs. R. Showers.



Dawn Lewis of popular TV sitcoms serves as mistress of ceremonies for annual UNCF banquet hosted by OC, 1990.



Lee Paschal, president of National Alumni Association of OC, retires after a 16-year stint of leadership (1975-1991).



Alabama Governor Guy Hunt salutes guests and OC at annual banquet, 1989.



Sylvia Joyner, Alabama Area Development Director, UNCF, Inc., greets the guests at annual OC affair, 1991.



Hyveth Williams, first and at the time only black female senior pastor of the SDA church in the US, makes double history by being also first female to conduct Week of Prayer at OC, 1990.



Florence Griffith Joyner ('Flo Jo'), renown Olympic track champion, speaks to OC UNCF banquet guests, 1989.



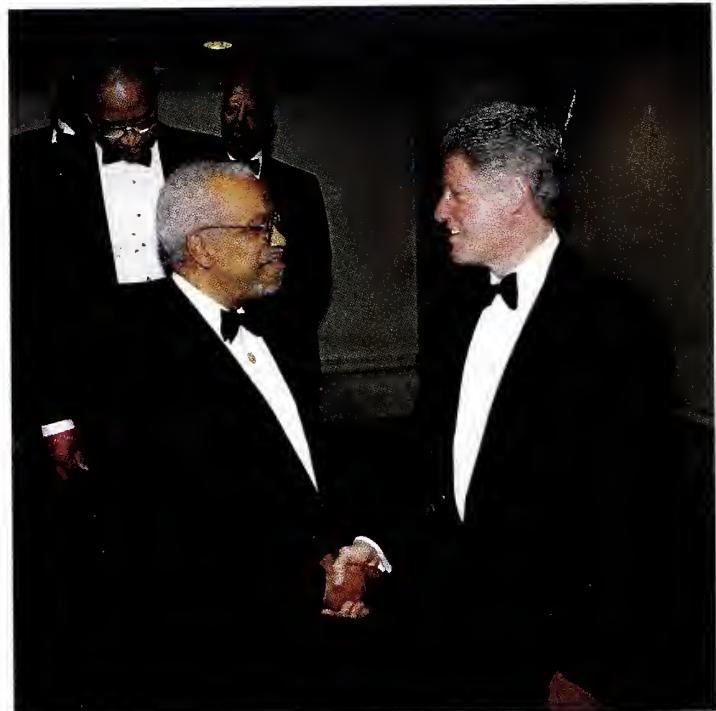
Huntsville Mayor Joe Davis sponsors annual reception for international visitors for which OC students played major role, 1988.



Ambassador Walter Annenberg (2nd from left) with three Alabama black college presidents, B. F. Payton of Tuskegee, B. F. Reaves of Oakwood, and C. Wynn of Stillman. Annenberg contributed \$50 million to the United Negro College Fund's "Campaign 2000" led out by Christopher F. Edley, president and CEO of UNCF, 1990.



Elfred Lee, OC art teacher, with Bermuda Premier John Swan after having painted walled portrait of the Bermuda leader, 1990.



President B. F. Reaves greeting US President Bill Clinton in Washington, D.C. along with presidents of other historically black colleges and universities, 1993.



Victoria Miller, manager of OC radio station, WOOG, 1995.



Chessie Harris, former food service directress of OC, is invited to White House by President George Bush for her decades of successful work for the underprivileged in the Huntsville based Harris Home, 1989.



Muhammad Ali! Famous heavy weight boxing champ visits and addresses Oakwood campus, 1983.

Announcing the Opening of a Grand Old

CAMP MEETING

To Be Held On the Beautiful Campus

OAKWOOD COLLEGE, HUNTSVILLE, ALA.
COMMENCING JUNE 27 • ENDING JULY 6, 1946

Sponsored by The South Central Conference of Seventh-day Adventists

MEETINGS WILL BE CONDUCTED UNDER CANVAS TENTS PITCHED ON COLLEGE GROUNDS

Important Features:

Good Preaching.
Sweet Spiritual Singing.
Helpful Health Talks.
Thrilling Mission Stories.
Deep, Clinching Bible Studies.
Healthy, Appetizing Food.

**FOR THE BOYS AND GIRLS
A JUNIOR CAMP**
WILL BE CONDUCTED THROUGHOUT CAMP MEETING
EVERYTHING BEING PLANNED
FOR A GREAT JUNIOR PROGRAM

Things You Can't Afford to Miss:

Meeting Old Friends.
Getting Acquainted With New People.
Seeing Oakwood With Your Own Eyes.
Enjoying the Fresh Air and Sunshine
of the Country.
Fellowship With Your Brethren.
A Few Days Rest From Your Home Toils.

**For Further Information, Write V. LINDSAY, Sec'y-Treas.,
South Central Conference, P. O. Box 936, Nashville 2, Tenn.**

Some of the Speakers:



A FEW DAYS AT CAMP MEETING WILL DEEPEN YOUR SPIRITUAL LIFE AND HELP YOU ATTAIN HIGHER GROUND

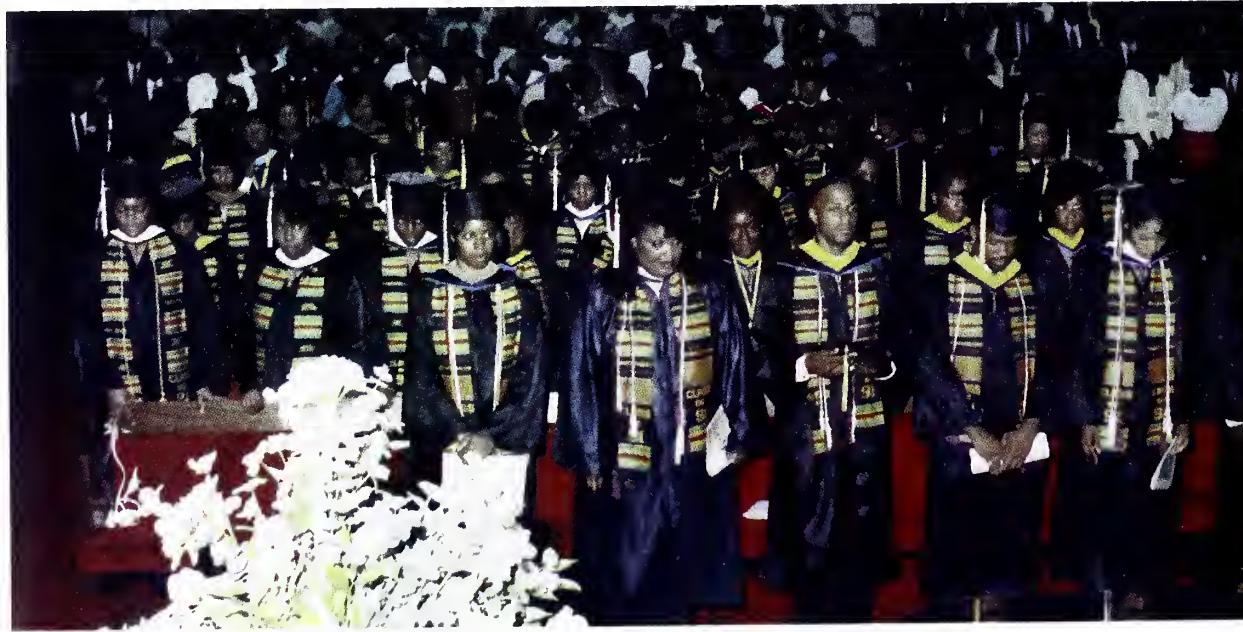
**Everyone Is Required to Bring His Bedding Along. Plan Early to Attend.
MAKE YOUR RESERVATION NOW!**

NOTICE! To Pastors and Church Members of the South Central Conference—Please Post This Announcement On the Wall of Your Church and Home.

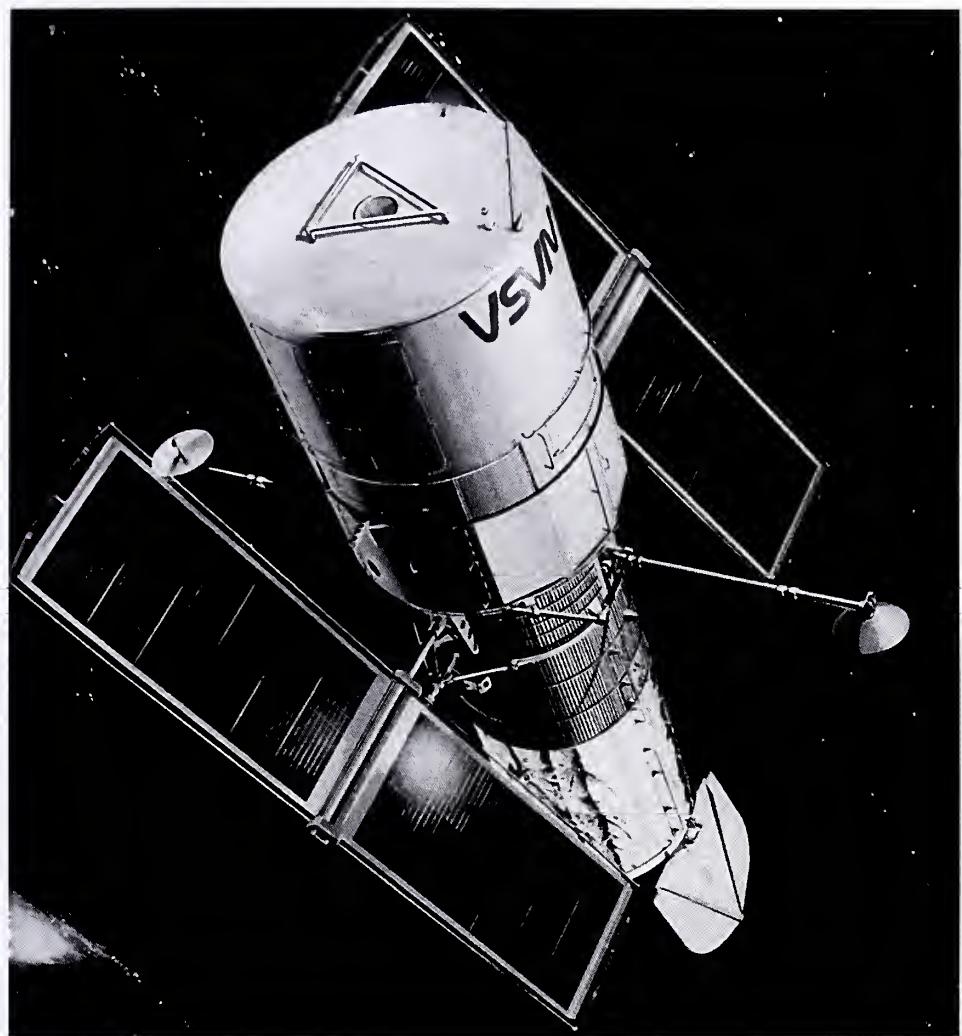
Remembering those earlier promoters of the Oakwood vision who graced our campus with their first camp meeting of the newly formed South Central Conference which also celebrated Oakwood's fiftieth anniversary the same year, 1946.



OC's rainbow coalition of students, 1991.



Look out world! Here we come! Class of '91, prototypical of past, present, and future graduates. And the OC vision lives on. . . .



Huntsville, Alabama—space capital of the universe!



Kenneth LaiHing, Chemistry professor and one of several science teachers whose instruction is responsible for the Essence Magazine, August, 1981, note: "Oakwood College in Alabama prepares more Blacks for success in medical and dental schools around the nation than all but four or five of the leading colleges in the country."



ROSTER OF SERVICE UNDER THE OAKS

Although the galaxy of servants of Christian education at Oakwood College is virtually innumerable and incalculable, this roster is an attempt to begin recording those names that appear in either a school bulletin or yearbook from 1896 to 1995. Doubtless incomplete in some names and inaccurate in specific job titles, such a roster as this might be perfected by becoming a future project under separate cover that includes also specific service years for all faculty and staff along with the variety of positions held by some persons. Names here appearing in **bold** type represent active workers at the beginning of the Centennial school year 1995 - 96.

PRINCIPALS AND PRESIDENTS

	(Principals)	(Presidents)
1896 - 1897	Solon M. Jacobs	
1897 - 1899	Henry H. Shaw	
1899 - 1904	Benn E. Nicola	
1904 - 1905	Fred R. Rogers	
1905 - 1906	Grandville H. Barber	
1906 - 1911	Walter J. Blake	
1911 - 1917	Clarence J. Boyd	
1917 - 1923	James I. Beardsley	
1923 - 1932	Joseph A. Tucker	
1932 - 1945	James L. Moran	
1945 - 1954	Frank L. Peterson	
1954 - 1963	Garland J. Millet	
1963 - 1966	Addison V. Pinkney	
1966 - 1971	Frank W. Hale Jr.	
1971 - 1985	Calvin B. Rock	
8/85 - 12/85 (Interim)	Emerson A. Cooper	
1985 - PRESENT	BENJAMIN F. REAVES Sr.	

ASSISTANTS TO THE PRESIDENTS

1974 - 1976	Mervyn A. Warren
1976 - 1982	Rosa Taylor Banks
1982 - 1984	Wintley Phipps (East Coast Operations)
	David L. Taylor (West Coast Operations)
1986 - 1988	Mervyn A. Warren
1988 - 1989	Rosa Taylor Banks
1989 - 1991	Melvin Davis
1991 - 1993	Trevor Fraser

ACADEMIC DEANS / VICE PRESIDENTS

1896 - 1901	Solon M. Jacobs
1902 - 1905	E. B. Melendy
1905 - 1907	Walter J. Blake
1907 - 1910	Fred W. Halladay
	Will H. Williams
1911 - 1913	Clarence J. Boyd
	Will H. Williams
1914 - 1919	Clarence J. Harris
	Will H. Williams
1920 - 1924	K. F. Ambs
1924 - 1925	Monroe Winn
1926 - 1927	
1928 - 1934	Celestine E. Reid
1935 - 1936	Burton Castle
1936 - 1938	Owen A. Troy
1938 - 1945	J. L. Moran
1946 - 1958	Otis B. Edwards
1959 - 1960	Frank W. Hale
1960 - 1967	Otis B. Edwards
1967 - 1969	Lewis J. Larson
1969 - 1976	Emerson A. Cooper
1976 - 1982	Mervyn A. Warren
1982 - 1987	Roy E. Malcolm
1987 - 1993	C. Garland Dulan
1993 - PRESENT	SANDRA PRICE

DEANS AND VICE PRESIDENTS FOR STUDENT SERVICES

1966 - 1970	Gaines R. Partridge
1971 - 1972	Talbert Shaw
1972 - 1976	Claude Thomas
1976 - 1979	Mervyn Warren (Dean of the College)
1980 - 1986	Lance Shand
1986 - 1993	Kermit Carter
1993 - PRESENT	TREVOR FRASER

DIRECTORS AND VICE PRESIDENTS FOR DEVELOPMENT

1971 - 1972	Claude Thomas
1972 - 1974	Ricardo McKinney
1974 - 1977	Harold Lee
1977 - 1978	Timothy McDonald
1982 - 1988	Rosa Taylor Banks (Administration, Advancement, and Planning)
1991 - PRESENT	MELVIN DAVIS

BUSINESS MANAGERS / VICE PRESIDENTS

1896 - 1901	Solon M. Jacobs
1902 - 1903	B. E. Nicola (Principal)
	E. B. Melendy
1903 - 1904	B. E. Nicola
	E. B. Melendy
1904 - 1905	Ora R. Staines
	E. B. Melendy (Bookkeeper)
1905 - 1907	Ora R. Staines (Business Manager)
	Will H. Williams (Cashier)
1907 - 1910	Will H. Williams (Business Manager)
1911 - 1915	Clarence J. Boyd (Principal/Manager)
1916 - 1919	Clarence J. Harris (Asst. Manager)
1920 - 1922	J. I. Beardsley
	K. F. Ambs ('Treasurer Asst. Business Manager)

1923 - 1924	Monroe Winn
1924 - 1925	Charles Degering
1928 - 1930	L. D. Randall
1930 - 1931	James Oss
1932 - 1933	Arthur N. Atteberry
1934 - 1935	James Oss
1935 - 1936	Burton Castle
1936 - 1938	Owen A. Troy
1938 - 1943	T. T. Frazier
1943 - 1946	Lewis E. Ford
1946 - 1949	T. T. Frazier
1949 - 1952	T. T. Frazier (Treasurer)
	Lewis E. Ford (Manager)
1952 - 1980	Adell Warren
1980 - 1981	Donald Oxley
1981 - 1984	Isaac R. Palmer
1984 - 1989	Robert Patterson
1989 - PRESENT	DENNIS KEITH

ALUMNI ASSOCIATION PRESIDENTS

1926 - 1939	Otis B. Edwards
1940 - 1945	Calvin E. Moseley
1945 - 1956	Ernest E. Rogers
1957 - 1962	Ruth Stafford
1962 - 1963	Mervyn Warren
1963 - 1964	Ruth Mosby
1965 - 1966	Herbert Alexander
1966 - 1968	Leonard B. Hundley
1968 - 1969	Louis B. Reynolds
1969 - 1971	Ruth Stafford
1971 - 1973	Angela Wilson
1973 - 1975	Frank Davis
1975 - 1991	Lee A. Paschal
1992 - PRESENT	CHLORA JONES

**PASTORS OF THE
OAKWOOD COLLEGE CHURCH**

1896 - 1903	S. M. Jacobs
1903 - 1910	W. J. Blake
1910 - 1917	W. L. Bird
1917 - 1924	W. H. L. Baker
1924 - 1932	I. V. Counsell
1932 - 1951	Calvin E. Moseley
1951 - 1953	Robert L. Woodfork
1953 - 1955	C. T. Richards
1955 - 1956	Jesse Wagner
1956 - 1959	J. T. Stafford
1959 - 1961	John J. Beale
1962 - 1966	Vongoethe Lindsay
1966 - 1969	Ned Lindsay
1971 - 1972	William DeShay
1972 - 1973	R. E. Tottress
1973 - 1994	E. C. Ward
1994 - PRESENT	LESLIE POLLARD

BOARD OF TRUSTEES

A. C. MCCLURE	CHAIRMAN	S. JACKSON-LEE	E. J. RASHFORD
W. A. MURRAIN	VICE CHAIRMAN	J. A. JOHNSON	R. L. RAWSON
M. C. VAN PUTTEN	VICE CHAIRMAN	A. JOHNSTON	L. REESE
B. F. REAVES	SECRETARY	C. A. JONES	D. E. ROBINSON
		T. JONES	H. ROBINSON
		A. M. KIBBLE	D. C. SCHNEIDER
D. F. BLAKE	C. MILLER	W. J. LEWIS	C. C. SIMMONS
S. H. BROOKS	T. J. MOSTERT, Jr.	R. LISTER	G. R. THOMPSON
R. R. BROWN	D. L. MULLETT	R. MARTIN	J. THOMPSON
R. S. FOLKENBURG	L. B. NELSON	C. MAYFIELD	J. O. TOMPKINS
M. D. GORDON	O. PARCHMENT	J. W. MCCOY	M. WASHINGTON
C. E. HODGES	R. P. PEAY	E. MENDINGHALL	E. L. WILLIAMSON
R. HOWARD	R. L. RANSON	N. K. MILES	L. T. WRIGHT

FACULTY AND STAFF

Abbott, Ellianna	Modern Language	Banks, Nathan	Mathematics, Science
Adetumbi, Moses	Biology	Banks-Taylor, Rosa	V.P. for Development
Alcantara, Edwin	Business Administration	Banner, Bruce	Federal Accountant
Alexander, Arthelia	Secretarial Science	Bargas, Freddie	Modern Language
Alexander, Herbert E.	Biology	BARHAM, NIGEL G.	HISTORY
Alexander, Marcia	Business and Information	Barnes, Clarence I.	History
Aliche, Regina	Secretary	Barnes, Paula	English
Allen, Bessie	English	BARNES, SYLVIA J.	ENGLISH
Allen, L. E.	Apiculture	BARTHOLOMEW, GEORGE H.	
ALLEN, THERESA	COORDINATOR OF STUDENT ACTIVITIES	BARTHOLOMEW, LYNDA	CAREER SERVICES
Allen, William D.	Vocational Education	BARTON, NAOMI R.	SECRETARY
Allston, Zeola	Dir. of Student Activities	Bascom, Amy I.	RESIDENCE HALL
Ambs, K. F.	Treasurer, Asst. Business	Battle, Carla	Science, Physiology, Therapeutics
Anderson, Carl D.	Manager, Industrial Asst.	Baugh, Julia F.	Residence Hall
Anderson, Doris	History	Baxter, Dale	Normal Director, Grades, Principal
Anderson, Donna	Snackbar Hostess	Beale, Elizabeth	of the Elementary School
ANDERSON, ELLEN	Secretary	Beale, John J.	Credit and Collection
Anderson, Marvin	SOCIAL WORK	Beale, Vincent	Student Hostess
ANDERSON, TAWANNA L.	Business	BEARY, SHIRLEY	Bible
Anderson, Winifred	PAYROLL ACCOUNTANT	Beaumont, Sydney	Industries
Andreros, Cordelia	Library	Bedney, Donald	MUSIC
Andrews, Lydia D.	Business	Bedney, Reginald	Chemistry and Physical Science
ANDREWS, ROBERT	Nursing	BELL, DOUGLAS	College Physician
Andrews, R. T. (Mrs.)	COMMUNICATIONS	Bell, Lotta E.	Security
Anthony, Harold L.	Business	BENN, BERNARD W.	CUSTODIAN
Anthony, Neil	Music	BENN, KAREN P.	Education
Armstead, Beverly	Education	BENN, URSULA T.	ENGLISH
ARMSTRONG, BENNYE W.	Secretary	Benson, Sharon	ALLIED HEALTH , Grants
Arons-Moore, Carl	Student Activities	BIJVOET, FRANK A.	SPANISH , English
Ashby, Nathaniel	Foreign Language, History	Billingy, Theophilus	Food Service
Ashe, Lorraine M.	Home Economics	Bird, W. L.	PHYSICAL PLANT
Atterberry, A. N.	History	Blackman, Alma	College Press
Baber, Ella E.	Preceptress, Dressmaking, Domestic	Blake, Donald F.	Dean, Bible, Librarian
Baber, Gransville	Science, Plain Sewing	Blake, Frances	Music
Bailey, C. A. (Mrs.)	Board of Managers, Vice Chairman	Blake, Jean A.	Biology
BAILEY, ORNAN	Laboratory School Critic Teacher	BLAKE, JOHN A.	Bible
	ASST. V.P. OF BUSINESS SERVICES	Blake, Lottie Isbell	Mathematics and Bible
BAILEY, SHIRLEY B.	SECRETARY FOR COLLEGE RELATIONS	Blake, Walter J.	MATHEMATICS
Bain, Myrtle	Sanitarium	Blanchard, Danny	Physician and Teacher
Baker, Levy	Accountant	BLISS, FRANCES H.	Bible, History, English, Math,
BAKER, PENELOPE	GREENHOUSE WORKER	Blometjie, Janap	Science
Baker, Priscilla	Records	Boardman, Flora	Psychology
Baker, W. H. L.	Bible (Theology and Science)	Bonds, Brenda	EDUCATION
Banks, Halsey	Normal Methods	Bontemps, Arna W.	Social Work
	Residence Hall	Booth, Inez L.	Spanish
			Secretary
			English, Literature
			Piano and Organ

BOOTHE, CAROL	SECRETARY	Butler, Anthony	Secretary
BOWE, DEREK	ENGLISH	Butler, Geo I	Board Chairman
Bowleg, Myrtle	Residence Hall	BUTLER, JAMES E.	COMPUTER PROGRAMMER / ANALYST
BOWMAN, TANYA A.	RECORDS	Butler, Jerome	Farm
Boyd, C. J. (Mrs.)	Plain Sewing, Domestic Science	Butler, Sandra	Humanities
Boyd, Clarence J.	Mathematics, Agriculture	Butler, Xavier	Religion
Bradford, Henry Jr.	Music	BYRD, CARLA R.	ACCOUNTING
Bracy, Ruth	English	Bush, Donna	Food Service
BRAGG, BRINA F.	LIBRARY	Buyck, Robert	French
BRAITHWAITE, COMPTON		Buyck, Doraine	French
BRAITHWAITE, FAYE		Byrd, Timothy	Residence Hall
Branch, Gloria		Calhoun, Preston	Bakery
Brantley, Alice	Academy and Elementary School	Calvert, Sandra	Residence Hall
Brantley, E. D.	Maintenance	Camamcho, Francine	Residence Hall
Brantley, Lenore S.	English	Camara, Joseph	Biology
Brantley, Maxine	Commercial, Education	Campbell, Ronald	Business and Information
Brantley, Paul S.	Education, Chairman	Cancel, Brenda	Secretary
Brantley, Stewart	Mechanical, Dean of Men,	Cancel, Victor	Industry and Plant
	Physical Plant	Cantrell, Frankie	Nursing
Brantley, S. A.	Commercial	Cantrell, Theodore W.	Biology
Braun, Sherman W.	Biology	Cantrell, T. W.	Data Analyst
Braye, Roslind	Library	Carey, Phillip	Behavioral Science
Breach, Jo-Ann	Nursing	Cargill, Eveyth	Extended Education
BREWSTER-JOHNSON, RHO		Cargill, Stafford	Economics
Britton, Karen		Carter, Bessie	Matron
Britton, Lawrence K.	Nursing	Carter, E. V.	Manager of Dairy Merchandise Department
Bridges, Charles	Dir. of Financial Aid	CARTER, KERMIT L.	V.P. FOR STUDENT SERVICES
Brooks, Carol A.	English	CARTER, LUETILLA M.	PSYCHOLOGY
Brown, Deborah	Computer Science	Carter, Pearl	Secretary
Brown, Edwin	Payroll Accountant	CARTER, ROLAND	GRANTS, CONTRACTS
Brown, Elnora	Computer Center	CARTWRIGHT, BOONTANG	COLLEGE STORE
BROWN, GRETCHEN	Elementary Critic Teacher	CARTWRIGHT, ROENGSAK	COMPUTER TECHNICIAN
Brown, Michele	SECRETARY	CARTWRIGHT, WASAN	LOCKSMITH
Brown, Sheridan	Tutor Supervisor, Secretary	Chamberlin, Sherelle	Secretary
Brown, Shirley	Developmental Learning	CHAMBERS, AUDLEY	MUSIC
BROWNE, SAMMY R.	Resource Center (DLRC)	Chambers, Marsha A.	Home Economics
Bruce, Jeanette	Residence Hall	Chang, Kishoon	Chemistry
Bruner, Ruth	BIOLOGICAL SCIENCES	Cherry, S. O.	College Physician
BRYANT, KOLLETTE R.	English	Chung, Alfred	Chemistry
Bryson, Kay	Psychology	CLABORN, DEBORAH M.	SECRETARY
BULLARD, NAOMI	Physics	Clark, Brothers	Builders
BURGESS, JAMES	LEADERSHIP EDUCATION FOR THE ADULT PROFESSIONAL (LEAP)	Clark, Debra K.	English
Burrell, Natelkka E.	Secretary	Clark, Paul	Psychology
BURTON, KEITH	NURSING	Clay, Frankie	English
Butain, Delpha L.	PHYSICAL PLANT	Cleveland, E. E.	Church Missions
	Education, Lab School,	Cleveland, Frieda	Secretary
	Dean of Women	Cleveland, Michele	Music
	RELIGION	Cliett, Dean	Secretary
	English		

Coberly, Z. H.	Education	Dean, Judyette D.	Business Education
COLE, CARLOS D.	GROUNDS	Dean, Malcolm	Residence Hall
Coleman, Audrey	Public Relations	Dean, Thelma D.	Secretarial Science
COLLINS, BEATRICE R.	MUSIC	Degering, Charles	Commercial
Collins, Gwendolyn B.	Home Economics	Dennison, John T.	Music
Connor, Mary	Secretary	Dennison, Vivian	Admissions, Recruitment
COOPER, EMERSON	ACADEMIC DEAN, Interim President	Dent, Joseph F.	Science, Mathematics, Residence Hall
COPELAND-RIVAS, ELDA A.	SECRETARY	DeShay, W. L.	College Pastor
Cordell, Carolyn	Health Services	DeSouza, Isadore	Married Students Housing
Cornish, Janice	Secretary	Dickerson, Charles E.	Education, Speech
COTTON, SHAWNDA	FINANCIAL AID	Dickerson, Ethel	Health Services
COX, LOLETA	CAMPUS BOOKSTORE	DIXON, MINNEOLA L.	ARCHIVIST
Cox, Lulu B.	Education	Dobbins, Bonnie L.	Residence Hall
COX, S. HAYWOOD	CHAPLAIN / DEVELOPMENT	Dobbins, Harry	Transportation
Crahey, Hugh W.	Voice and Art	DOBBINS, KATHLEEN H.	MATH AND PHYSICS
Crawford, Gene	Biology	Dobbins, H. Sr.	Business
Crayton, Lucinda	Mathematics	DOGGETTE, JAMES	RELIGION
Crigler, Hunter	Residence Hall	DONATTO, ANTHONY	RESIDENCE HALL
Crigler, Ruth	Business Education	DONATTO, YVONNE	RECORDS
Crosby, Dennis	Dairy and Farm Superintendent	Dormer, Ailene	Nursing
Cruz, Paul	Manager of Graphic Productions	DORMER, CARYLL	NURSING
Cunningham, Eugenia F.	Laundry, Preceptress, Store	Dortch, C. L.	Manual Training
Curtis, H. T.	Mathematics	Doss, Deva C.	Mathematics
Custard, M. C.	Agriculture	Douglas, Cynthia	Payroll
D'ANDRADE, GINO	CHIEF OF SECURITY	DOUGLAS, LEONARD	PHYSICAL PLANT
DAILEY, EDNA M.	PHONE COMMUNICATIONS	Douglas, Madge B.	Critic Teacher
DAILEY, JOSEPH	HOUSEKEEPING	Drake, Anne Q.	Modern Language
DALY, CECILY A.	READING SPECIALIST, CENTER FOR ACADEMIC ADVANCEMENT (CAA)	DRAKE, ROBERT W.	CUSTODIAN
Dandy, Alynda	Secretary	Dubbins, Kathleen	Math and Physics
Daniel, Brenda W.	Nursing	Dulan, Boyce	Science
Daniels, Wilbur	Dry Cleaning Plant	Dulan, C. Garland	V.P. Academic Affairs
Darby, Samuel	Biology	Dulan, Jeanette R.	Education
Date, Joya	Mathematics	Duncan, Gussie H.	Staff Physician
Davis, Carrie	Residence Hall	Duncan, Victor	Biology
Davis, Edwin	Sociology	Dupre, Ruth	Residence Hall
Davis, Gail	Research Secretary	DYKES, ETHEL	SECRETARY
Davis, Herbert	Residence Hall	Dykes, Eva B.	English, Chairperson
Davis, Herman	Residence Hall	Dykes, James E.	English, Communications
Davis, Irma	Secretary	EASON, CHARLENE	SECRETARY
Davis, Melvin	V.P. for Planning and Development	Eaton, Gloria	Residence Hall
Davis, Miriam	Secretary	Edgecombe, Linda	Secretary
DAVIS, OLIVER J.	ENGLISH	Edwards, Carol	Art
Davis, Ralph W.	Bookstore Manager	Edwards, Carole	Nursing
DAVIS, RUTH F.	FAMILY AND CONSUMER SCIENCES, CHAIRPERSON	Edwards, Joseph C.	Education
Davis, Shelia P.	Nursing, Chairperson	Edwards, Otis B.	Dean of College, History
Dawkins, Matlyn	Records	EDWARDS, ROBERT	ENROLLMENT
Dawson, Pearl	Piano	Edwards, Roberta	MANAGEMENT
Day, Mary N.	English, Music, Registrar	Egleston, Lallage J.	Registrar
Dean, Arnold A.	Mathematics	Eldridge, M. A.	Children's Home
		Ellis, Richard	Biology
		Emerson, J. C.	Dir. Physical Plant
			Laundry

Emerson, Marile	Laundry	Gibb, Katherine M.	Nursing
Emmanuel, Henrietta	English	GIBBONS, ASHTON F. E.	BIOLOGY
Emmanuel, Lillie	English	GIBBONS, GAIL Y.	ACCOUNTING
EpaRanaSinghe, L.	Biology	Giddings, Phillip E.	Secretarial Education
ERVIN, WILLIE M.	LANDSCAPING	GILL, ESTHER N.	BUSINESS AND INFORMATION
Etter, Dolores	Secretary	Gilmore, Rufus	Business Administration
Evans, Cordell	Secondary Mathematics	Godley, Charmaine	Home Economics
Evans, Richard A.	Chemistry	Goode, Francis	Music
EVANS, WILLIAM	PHYSICAL PLANT	Gooding, Earl M.	Education, Behavioral Science, Chairman
Fail, Benjamin	Physician	GOODING, LELA M.	ENGLISH, CHAIRPERSON
Faison, James N.	Communications	Gordon, Morris	Security
Fall, Patricia	Secretary	Gore, Ruth	Industries
Falt, Lelia S.	Modern Language	Grandison, David	Biology
Felder, Majorie	English	Gray, Charles	Business, Residence Hall
Fewell, Oclivity	Library	Greco, Susan	Nursing
Field, Ethel	Normal	Green, Arnold	Recruitment
Finley, J. D.	Gardening	GREEN, LILLIAN J.	SENIOR PROGRAM, RECORDS
Fish, J. Leroy	Biology	Green, W. H. (Mrs.)	Nursing, Physiology, Hygiene
Fiterre, Rafael	Mathematics	Greene, Alfonso	Business Administration
FLEMING, BELITA	SECRETARY	Gresham, Mariam	Residence, Boarding
Flood, Flora C. Johnson	Nursing	GUNN, RUTH	BUSINESS
Fletcher, Gladys L.	Art	GUNN, THEODORE D.	RESIDENCE HALL
Fletcher, Lawrence E.	Maintenance	GWEBU, EPHRAIM T.	CHEMISTRY, CHAIRPERSON
Florence, Carolyn	Secretary	GWEBU, KERATILOE	NURSING
FOGGO-YORK, ALMA	RESIDENCE HALL	HADLEY, ROSA L.	EDUCATION
Ford, Lewis E.	Business Manager	Hall, Kathleen	Mathematics
Forde, Joyce	Secretary	Hale, Frank W. Jr.	President
FORDE, EMMA C.	POSTAL SERVICE	Halladay, Fred W.	Mechanical Department
Forde, Eugene K.	Development	Ham, Moo Yang	Physics
Forde, Winton J.	Trust Services	Hamer, Jon	Biology
FOSTER, G. PAUL	ACCOUNTING	Hamer, Justin	Chemistry
Foster, Howard	Physics	Hamilton, Flore	Chemistry
Foster, Wilma	Registrar	Hamilton, John	Chemistry and Physics
FRASER, EDITH C.	PSYCHOLOGY	Hamilton, Maxine	Commercial
FRASER, TREVOR H.	V.P. OF STUDENT SERVICES	HAMILTON, TERRY L.	AQUATICS
Frazier, Alice	Domestic Science	Hamilton, Viola	Laundry
Frazier, Celestine E.	Commerce	Hammer, Evelyn	Secretarial Science
Frazier, Ellen G.	Residence Hall	Hampton, Alfred Louis	Math and Science
Frazier, Pearl	Home Economics	Hampton, Diane	Secretary
Frazier, Ruth	Nursing	Hampton, Genoice	Home Economics
Frazier, T. T.	Treasurer	HAMPTON, LEROY	DIR. FINANCIAL AID
Freeman, Pearl	Home Economics	Handcastle, Susan	Music
Fryson, Debra K.	English, Media Specialist	HANDY, HAYWARD O.	ENGLISH
Gabre, Getacheu	Engineering	Hansen, L. A.	Board of Managers
Galley, Ann	Education, Elementary	Hardy, Calvin	Food Service
Galley, Charles E.	Business	Harley, Dora	Accounting
GARDNER, MATTHEW	ACCOUNTING	HARLEY, ELISE	GRAPHIX
Gaskins, Harold	Literature	HARPE, SELITA F.	SECRETARY
Geiger, Fred W.	Physics	Harris, Anita	Accounting
Gentry, Conklin	Library, Business, Mathematics	Harris, C. S.	Commercial, Residence Hall
GERMANY, PLENTY	CUSTODIAL	Harris, Chessie	Cafeteria
GERMANY, SYLVIA A.	HUMAN RESOURCES		
GETFIELD, MARCIA D.	SECRETARY		

Harris, George	Farm	IHEANACHO, MORRIS	LIBRARY
Harris, Michael	Music	IHEANACHO, SHIRLEY	SECRETARY TO PRESIDENT
HARRISON, BOBBY R.	ART	Inge, B. B.	Maintenance
Harrison, Lorna	Secretary	Irons, L. O.	Apiary
Harrison, Norma	Art	Irvin, Beverly	Secretary
Harvey, Murray J.	History	Irving, Constance	Mathematics
HASSE, LARRY J.	HISTORY	Isbell, Lottie	Physiology, Physician
Haynes, Joesph	Dry Cleaning Plant	Israel, Gentry	English
Haysmer, Albert J.	Board of Managers	Jackson, Anita	Work Education
Hemingway, Mary	Residence Hall	JACKSON, BARBARA	SECRETARY
Henderson, Dolores A.	Secretarial Science	Jackson, Evelyn V.	Piano, Education
Henson, Elfrieda	Secretary	Jackson, James	Builder
Herbert, Bernice	Residence Hall	Jackson, Kenneth S.	Asst. to the Business Manager
Herbert, Malita	Biology	Jackson, Samuel C.	Music
Hereford, S. W.	Physician	Jackson, Sheila	Secretary
Herron, Lucille A.	Music	JACOB, REGINA	TUTOR SUPERVISOR
Hicks, Marcia	CAA	Jacobs, Clara	Teacher
Hicks, William	Health Services	Jacobs, Harold	Business Administration
Higgs, Leon	Business	Jacobs, Lawrence C. Sr.	Farm
Higgs, Nathaniel	Secondary Education Principal	Jacobs, Lawrence C. Jr.	Business Administration
Hill, Angenetta	Secretary	Jacobs, S. M. (Mrs.)	Matron
Hill, Hallerin	Manager of WOCG Radio	Jacobsen, E. C.	History
Hines, Robert	Food Service	James, Lily M.	English
HINSON, KYNA D.	ENGLISH	JAMES, MAGNA	PSYCHOLOGY
Hobson, Abigail K.	Home Economics	Janke, Waldemar	Data Processing
Hoffman, Henry	WOCG Radio	JAPOMBE, KIMAJE S.	FINANCIAL AID
Hogan, Charles	Education	JENKINS, DERRICK R.	CUSTODIAN
Holloway, James F.	Grounds	Jenkins, Kenneth	College Store
HOLMON, ALBERTA	LIBRARY	Jenkins, Marjorie	Financial Aid
Holness, L. L.	College Physician	Jenkins, Viola	Elementary School Teacher
Hopper, Sheila	Nursing	Jennings, Joy	Secondary Education
Howard, Roscoe	Physical Plant	JERIES, JOHN	BUSINESS
Howell, Glenn	Dir. of Physical Plant	JERIES, JOSEPH	MATHEMATICS, COMPUTER SCIENCE
Hoyte, Beverly	Secretary	Johnson, A. Bernyce	Elementary School
Hubbard, Michael	Communications	Johnson, Audrey	Financial Aid
Hudson, Sharon	Records	Johnson, Beverly	Trust Services
Huggins, Harvey	Voice	Johnson, Cynthia	Secretary
Hughes, C. B. (Mrs.)	Preceptress, Teacher, Business Manager	Johnson, Estell	Security
Hughes, Patricia	Secretary	Johnson, Janice A.	Psychology
Humphrey, Bettye	Education	Johnson, Johnnie	Accounting
Humphrey, Pat	Secretary	Johnson, L. E.	Science, Mathematics
Humphrey, Wayne	Development	Johnson, L. E. (Mrs.)	English
Hundley, Lawrence B.	Biology	Johnson, Louis	Printing and Science
Hunt, M. Renee	Food Service	Johnson, M. B. (Mrs.)	English
Hunter, H. G.	Modern Language	JOHNSON, RAYMOND	SECURITY
Hurt, Brenda	Library	JONES, CELESTINE	SECRETARY
Hurte, Leroy	Physical Plant	Jones, Edward O.	Biology
Hurte, Leroy	Music	Jones, Gloria	DLRC
Hutchinson, Charlene	Switchboard Operator	Jones, Janice	Secretary
HUTCHINSON, JAMES	ACADEMIC COUNSELOR	Jones, Josephine	Secretary
HYMAN, RAMONA L.	ENGLISH	Jones, Rita	Residence Hall

Jones, Sheila	Food Service	LEWIS, WELDON	GROUNDSMAN
Jones, William	Trust Services	Lindsay, Helen	Education
JONES-MACK, JOANNA	LOAN PROCESSOR	Lindsay, V. G.	College Pastor
Jorgensen, R. A.	Science, Mathematics	Lindsay-Wilson, Lily	Home Economics
Justiss, Jacob	History	Lindsey, H. Elizabeth	English
Kee, Sylvia	Food Service	Lister, Penny	Dean
KEITH, DOROTHY	RECRUITMENT	Little, Ricky	Music
KEITH, DENNIS C. Sr.	FINANCIAL AFFAIRS	Littlejohn, Etta	Nursing
Keller, Ernest	Accounting	Logan, Maxine	Secretary
KELLER, MARCIA	DIR. CONTINUING EDUCATION / LEAP	Long, Richard	Security
Kelly, P. Judson	Chemistry	Longware, Thomasine	Home Economics, Biology
Kibler, Gilford	Behavioral Sciences	Lovejoy, Delmar	Physical Education
Kilgore, R. M.	Board of Managers	LOWREY, RISE A.	CAA
Kimbrough, A. W.	Garden, Cannery, and Campus	LUBEGA, SETH	BIOLOGY
Kimbrough, A. W. (Mrs.)	Orphanage	Mack, JoAnne	Secretary
KINDELL, KELLY B.	ACCOUNTING	Mack, Johnnie	Accounting
King, Majorie	English	Maddox, Barbara	Nursing
KINLEY, CAROL	CHILD DEVELOPMENT DIR.	Magan, Percy T.	Board Manager
Kirby, Ada	Secretary	Malcolm, Edrene	English
KIRBY, MATTHEW	SECURITY	MALCOLM, ROY E.	COLLEGE RELATIONS DIR.
Kissinger, David G.	Biology	MARCHAND, FLORENCE	SECRETARY
Knight, Hollis	Engineer	Marshall, Norwida	Education
Korgan, Evelyn B.	Elementary Education	Marshall, Tawana A.	Behavioral Sciences
Korgan, Julius	Religion, History	Martin, Benjamin A.	Comptroller
Koss, Cheryl	History	Martin, Myles W. Jr.	English
Kuzmicic, Jorge E.	Psychology	Martin, Walter	Agriculture
LaCount, Marilyn	Secretary	Marrera, Sylvia	Spanish Language, Literature
LACY, LUCILLE C.	MUSIC	Massena, James	Computer Center
LAIHING, ESTHER J.	SECRETARY	MASSEY, CARL	FARM LABORER
LAIHING, KENNETH	CHEMISTRY	MATTHEWS, BELIVIA	PSYCHOLOGY, CHAIRPERSON
Lake, David	Cafeteria	MAULSBY, NELLIE	BIOLOGY
Lane, Eli	Normal Director	MAY, CHARLES E.	TECHNICIAN AND LAB COORDINATOR
Lang, Inez	Elementary School	Mayes, Charles	Dairy
Larson, Lewis J.	Education	Mayes, Hazel	Food Service
Larson, Mary N.	English	McCall, Karla	Librarian
LATHON, HENRIETTA	RECORDS	McClellan, Margo	Health Services
Lathon, James	Sales and Marketing Coordinator	MCCLELLAN, SAVONIA M.	HEALTH SERVICES
Laurence, J. H.	Evangelism	MCCLENDON, JUANITA	ACCOUNTING
Lavendar, John	Religion	MCCLURE, TIMOTHY	TRANSPORTATION
Lawson, Nancy	Dir. Financial Aid	McCrary, Anita	Credit and Collection
Lee, Alyne Dumas	Music	McCrary, Clinton	Central Heating Plant
Lee, Elfred	Art	MCCRARY, DORIS A.	LIBRARY
Lee, Harold	Dir. of Development	MCCRARY, WILLIE	GROUNDS
LEE, JOHNNIE	CASHIER	McCraw, Marlene	Health Services
Lee, Sherry	Nursing	MCDANIEL, TONY L.	ELECTRICIAN
Lee-Wakeham, Irene	English	MCDONALD, BEVERLY	EDUCATION / LEAP
Lett, Edna	Home Economics, English	MCDONALD, R. TIMOTHY	EXECUTIVE DIR. OF DEVELOPMENT
Lewis, Carolyn	Secretary	McGlory, Joyce	Secretarial Sciences
LEWIS, JANNITH L.	LIBRARY DIR.	McGibney, Martha	Music
Lewis, W. H.	Mechanical Arts	MCINTOSH, SHERRILLE	CREDIT AND COLLECTION
Lewis, W. H. (Mrs.)	Matron		

	SPECIALIST	Moore, Eunice	English
McKenzie, Lila	Library	Moore, Janet	Home Economics
MCKENZIE, ROLAND	EDUCATION	MOORE, TRACY B.	SECRETARY
McKinney, Ricardo	Dir. of Development	Moran, James L.	Religion and Bible, Principal of Junior College, President
McMillian, Dannie	Accounting		Education
McMillian, Miriam	Library	Moreno, Leo M.	Nursing
McMillian, Witnell	Asst. Business Manager	Morgan, Charlie Jo	Secretary
McNeely, W. L.	Board Managers	Morgan, Faith	Music
McNeil, Sheila	Secretary	Morris, Patrick	Dir. of Counseling and Testing
McPhaul, Donald	Manager of WOCG Radio	Morrow, Lester	Residence Hall
Meadows, Angela	Secretary	Mosby, Ruth E.	Residence Hall, Bible Chairman, Pastor
MELANCON, ARTIE	EDUCATION	Moseley, Calvin E.	Health Services
Melancon, James H.	Religion	Moseley, Harriet	Financial Affairs
Melendy, E. B.	Preceptor, English, Commercial Branches, Bookkeeping, Mechanical Department	Mosley, Henry	Secretary
	Cashier	Mounter, Carolyn	English
Merchant, Delores	Manager Laundry	Mouzon-Davis, Francis	Secretary
Merchant, Sylvanus	Secondary Math and Chemistry	Mulhrain, Pearl	RELIGION
Meredith, Irene	Accounting	MULZAC, KENNETH	English
Meredith, James	Nursing	Murlaine, Lloyd	Student Services
Meyer, Anne	English	Murphy, Debra	Student Services
Michael, Annette	RESIDENCE HALL	Murphy, Renee	Mathematics
MIEREZ, JOAN	Data Processing	Murty, S. S. R.	Normal Dir. of Education
Mikesell, Roger D.	Behavioral Sciences	Musselman, R. D. (Mrs.)	Machine Shop
Miles, Lorraine		Nelson, H. C.	Biology
MILES, WILSON	CAA	Nembhard, Clarence A.	Elementary Supervisor
Miller, Charles S. Jr.	Business Administration, Dir.	Nesbitt, Katrina	Secretary
	Computer Center	Nesmith, Carol	Executive Committee, Bible, Science, History
Miller, Ella	Student Center Hostess	Nichola, B. E.	Mathematics
Miller, G.	History	Nicholas, Bettye L.	RESIDENCE HALL
MILLER, PATTIE R.	RESIDENCE HALL	NIXON, PHILIP	Media Specialist, Secretary
MILLER, VICTORIA	MANAGER OF WOCG RADIO	Norman, Mabel L.	Comptroller, Business
Millet, Garland	Mathematics, Education, History, President	Norman, Richard S.	Computer Science
	Secretary	Nun, Charles	SECRETARY
Millet, Ursula	SOCIAL WORK	OAKMAN, SANDRA P.	History
MIMS, GREGORY	COORDINATOR OF TITLE III	Ochieng, Owino N.	BUSINESS, INFORMATION
MIMS, HATTIE	Math Specialist	OGUM, GEORGE O.	Dir. of Counseling
Minisee, Donna	Dir. of Food Service	Ohal, Madhuker	Accounting
Minisee, Shirley	Modern Language, Secretary	Okike, Joseph	PSYCHOLOGY
Minisee, Wilma S.	Food Services	OLER, CARLTON H.	THERAPIST
Minnifield, Keisha	Physical Plant	OLER, GENE	Food Service
Minor, Julian	Secretary	Olive, Ella	Agriculture
Mitchell, Imelda	Chemistry	Olmstead, James	Executive Committee
Mohler, Jonathan	Computer Science	Olsen, O. A.	English
Mondall, Soumem	Community Coordinator	Osborne, Esther E.	Home Economics
Monk, Bill	MATHEMATICS AND PHYSICS	Osborne, Pauline	Economics and Business
MONROE, GRACIE F.	Dir. of Student Finance	Osborne, William A.	PHYSICS
Montaque, Arnett G.	Secretary	OSEI, ALBERT JOHN	Superintendent of Diary and Farm, Business
Montaque, Valerie	Physical Education	Oss, James	MUSIC, CHAIRPERSON
Montgomery, Luetilla	Dir. of Student Activities		
Moore, Carol	Secretary		
Moore, Diane			

Oxley, Carol	Education	Preston, Beverly	Trust Services
Oxley, Donald	Business Manager	PRICE, LIANA	SECRETARY
Palmer, Isaac	V.P. Finance	PRICE, SANDRA	V.P. ACADEMIC AFFAIRS
Palmer, Jacqueline	Education Librarian	PRIVETTE, FLORA M.	COLLEGE STORE
Palmer, Jacquelyn	Computer Science	PULLINS, FRED A.	ALUMNI AFFAIRS
Palmer, Joan	Physician	PULLINS, GERALDINE B.	COMPUTER CENTER
PARKER, JAMES	GROUNDS WORKER	Quimby, Paul E.	Religion
PARKER, RICHARD E.	GROUNDSMAN	Quirante, Lu L.	Education
Partridge, Gaines R.	Education, Dean of Student Affairs	Ramey, Diane	Secretary
Partridge, Velma	Secretary	RAMEY, LEROY	GROUNDS
Paschal, Rachel	Physical Education	RAMEY, MICHELLE A.	SECRETARY
PASCHAL, SAMUEL M. Jr.	COMPUTER PROGRAMMER	Ranasinghe, Leonard	Biology
PATEL, HAVOVI D.	CHEMISTRY	Rand, Patricia	Home Economics
Patterson, Donzaleigh	Business Education	Randall, Charles	Student Finance
PATTERSON, DOROTHY J.	ENGLISH	Randall, L. D.	Transportation and Store
PATTERSON, JAMES E.	SECURITY	REAVES, BENJAMIN F. Jr.	PHYSICAL PLANT
Patterson, Robert	Treasurer	REAVES, BENJAMIN F. Sr.	PRESIDENT OF OAKWOOD
PAUL, ANTHONY	BIOLOGY, CHAIRPERSON	REAVES, JEAN	COLLEGE
PAUL, SONIA E.	SECRETARY COLLEGE	Redcross, Joseph W.	FAMILY AND CONSUMER
PAYNE, JAMES A.	RESIDENCE HALL	Redcross, William	SCIENCES
Payton, Selena	Nursing	Reddock, Ann Marie	Physical Education (Academy)
PEAN, BERNARD	LABORATORY AND STOCKROOM	REESE, JACQUELINE L.	Child Abuse
Pelham, Florence	Secretary	Reid, Allen	Food Service Supervisor
Penn, Dale	Dir. of Public Relations	Reid, Celestine E.	SECRETARY
Penn, Naomi	Financial Aid	Reynolds, R. L.	Music
PERKINS, ANTHONY D.	TELECOMMUNICATIONS	RHEM, THOMAS Jr.	Registrar, Typewriting
Person, David	Manager of WOCG Radio	Richards, C. T.	Biology
Peters, Nathan	Laundry	Richards, Debra	PHYSICAL PLANT
Peterson, Bernice C.	Voice	Richards, G. A.	Religion
Peterson, Bessie E.	Intermediate Grades	Richards, H. E.	Switchboard Operator
PHILLIPS, JULIAETTE W.	BEHAVIORAL SCIENCE, CHAIRPERSON; ASST. ACADEMIC AFFAIRS	Richardson, David	Postmistress
PHILLIPS, TYRONE	DIR. OF LITERATURE	Richardson, Sarah	Biology
Phipps, Wintley	EVANGELISM	Richardson, Joseph W.	Chemistry
Pierre-Louis, Johnnie M.	East Coast Recruitment	Riley, Beverly	Food Service
Pierre-Louis, Sam	Voice	RILEY, CHARITY C.	Bible and History
Pitt, Clifford	Romance Language	Riley, Rosemary	Secretary
Pitt, Clifford (Mrs.)	Theology	Rivers, Ava	SECRETARY
Pitt, John C.	Secretary	Rivers, Crigler Ruth	Secretary
Pitter, Colin A.	Accounting	Rivers, Linda	Allied Health
POLLARD, PRUDENCE	Commerce	Rivers, Sharon	Business Education
Plummer, Violin G.	HUMAN RESOURCES	Rivers, Theodore	Accounting
Porter, Wilma	Library	Rivers, Viola C.	Chemistry
Powell, Alice	English	Rivers, Winifred	Communications
Powell, Esther	Asst. Librarian	Roache, Edna P.	Registrar
Powell, Joseph	Nurse	Roache, Jennifer	Mathematics and Music
Powell, Therica M.	Religion, Sociology, Chaplain	Roache, Jonathan	Nursing
Pressley, E. J.	Nursing	Robertson, Florence	Biology
Pressley, Robert	Cashier	Robertson, Jon	Recruitment
	Bookstore	ROBINSON, BEVERLY S.	Secretary
		Robinson, Johnnie M.	Music
			TRUST SERVICES
			Voice

Robinson, Sandy C.	Literature Evangelism	Sherrill, Martin Van	Biology
Robinson, William	Music	Shiver, Abigail	Education
Rock, Clara	Archivist	Shorter, Katie	Asst. to the Accountant
RODDY, JAMES	PHYSICAL EDUCATION	Siddigi, Nikhat	Biology
Roddy, Norma	Reading	Siddigi, Zehra	Biology
Rogers, E. E.	Biblical Language	Sidney, Arnold	Cafeteria Clerical Asst.
Rogers, Emmanuel	Industries	Sidney, Artis	Dir. of Grounds
Rogers, F. R.	Chairman for Board of Managers, Bible, Science, History	Simons, Raymond	Student Center Supervisor
Rogers, F. R. (Mrs.)	Language, Geography, Art Work	Simons, Richard W.	Manager of the College Store
Rosner, Herbert	Physics	SIMONS-PAYTON, SELENA	NURSING, INTERIM CHAIRPERSON
Ross, Delmer	Spanish and History	Simmons, Karen	Academy Secretary, Registrar
Ross, Janice	Dir. of Placement	Smallwood, George A.	Printing Superintendent
ROSS, LYNN	ASST. DIR. OF THE PHYSICAL PLANT	Smith, Carol	Secretary for Academic Affairs
Rowe, B. B. (Mrs.)	Nurse	Smith, Charles	Behavioral Science
Rowe, Willie	Government Social Affairs	Smith, Charlotte	Financial Aid
Ruffin, Charles	Farm Foreman	SMITH, DONNA	FAMILY AND CONSUMER SCIENCES
RUGLESS, DIANE	SECRETARY FOR FINANCIAL AFFAIRS	Smith, Dorthea	Mathematics
Russell, Annie	Elementary Supervisor	Smith, Dorothy	Residence Hall
SAMSON, AGNIEL	RELIGION	SMITH, LINDA K.	SECRETARY
Samson, G. L.	Assistant Farm, Gardener, Broomaker	Smith, Rothacker	Biology
Samson, G. L. (Mrs.)	Matron and Nurse, Domestic Science	Smith, Wilette	Pre-Alumni
SAMSON, MARIE J.	SECRETARY	SMITH-WINBUSH, ANNELE	HISTORY
Sanders, James	Cafeteria	So'Brian, Joyce E.	Secondary Education
Sanders, Linda	Secretary	SPENCE, ELLEN L.	PSYCHOLOGY
Saulter, H. T.	Business Manager	Stafford, Joseph T.	Principal Oakwood Academy
SAUNDERS, EMMANUEL	HISTORY, CHAIRMAN	Stafford, Ruth N.	Nursing Education
Saunders, Ethel	Residence Hall	Staines, Ora R.	Board of Managers, Business Manager, Farmer
SCHMIDT, LONDA	BIOLOGY	Staines, Ora R. (Mrs.)	Matron
SCOTT, LIONEL Sr.	PHYSICAL PLANT	STAPLES, MAURICE A.	PATROLMAN
SCOTT, SHIRLEY	SECRETARY	Starks, Ivy	Secretary
Sretching, Gwen	Secretary	STENNIS, JODY	INTERIM PROGRAM DIRECTOR
Sebastian, William H.	Board Manager	Stokes, Ruth B.	English
SELASSIE, GENET F.	POSTAL SERVICE	STONE, JAMES E.	FARM LABORER
SELASSIE, MOGES	ASST. V.P. FOR FINANCIAL AFFAIRS	Stratton, Jennie	Physical Culture, Music and Sewing
Seward, Zenobia	Accounting	Street, Evelyn	Elementary Education
Shah, Tara T.	Chemistry	Street, John F.	Farm Supervisor
SHAND, LANCE	RELIGION	STROGIA, VERNON T.	GROUNDS
SHAND, LAURA L.	FOOD SERVICE	Styles, Judith C.	Behavioral Sciences
Shannon, Olive M.	Plain Sewing, Dressmaking and Domestic Science	Summerville, Luella	Food Service
Sharp, Smith	Board of Managers	SWAN, RUTH M.	MEDIA LIBRARY
SHAW, HOWARD	PHYSICAL EDUCATION, CHAIRPERSON	SWINTON, HARRY Sr.	WAREHOUSE SERVICES
Shaw, Lillieth	Home Economics	Swofford, J. M.	Farm
Shaw, Talbert O.	Religion, Dean Students Affairs	Tate, Douglas T.	Counseling Services, Psychology
Sheafe, L. C.	Board Managers	Taylor, Brenda	Secretary
		Taylor, David L.	Religion, Chaplain
		TAYLOR, FREDDIE L.	SHIPPING AND RECEIVING
		Taylor, Marvin	Plant Engineer

Taylor, Maxine J.	Home Economics	WALKER, ROBERT J.	EDUCATION
Taylor, Miller	Security	Warren, Adell	Business Manager
Taylor, Onilda	English, Librarian	WARREN, BARBARA	FAMILY AND CONSUMER SCIENCES
Taylor, Spencer	Food Service		RELIGION, CHAIRMAN
Tenney, J. Ellis	Board of Managers		Secretary
Terrel-McElroy, Teresa	Behavioral Sciences		Music, Radio Station Management
THEURI, PETER	ACCOUNTING		Nursing Education
Thiel, Leo	Library, English		Secretary
Thomas, Christine	Home Economics		PHYSICAL PLANT
THOMAS, CLAUDE Jr.	DEAN OF STUDENT AFFAIRS, COUNSELING		Biology
Thomas, Corloyd	Social		Natatorium
THOMAS, JOCELYN B.	WORK EDUCATION		SECRETARY FOR DEVELOPMENT
Thompson, Lewis	Physics		FINANCIAL AID
Thompson, Marcus	Music		DATA ANALYST
Thongs, Rose	Elementary Critic Teacher		Secretary
Thornten, James R.	Physics		CAA DIRECTOR
Tibbs, A. L.	Bible		Bible
Tivy, Cleveland B.	Bible, History		Residence Hall
Tivy, Gloria	Secretary		Sociology
Tollerton, George W.	Mathematics		Nursing
TOOMBS, MARY E.	BUSINESS AND INFORMATION FINANCIAL AID		English
TROTMAN, JOYLYN E.	Elementary Education Critic		Secretary
Tottress, Margarreau N.	Teacher		NURSING
Tottress, Richard E.	Bible, History, College Pastor		Board of Managers
Tovery, James G.	Library Service		Nursing
Troy, Owen A.	Business Manager		Library
Troy, Ruby B.	Behavioral Science		English
TSANG, HIM-TAI CLEMEN	CHEMISTRY		Elementary Education
TUCKER, EVELYN	BUSINESS AND INFORMATION, CHAIRPERSON		Physics
Tucker, J. A.	Theology, Science, Principal		COMPUTER SCIENCE
TUCKER, KAREN	ENGLISH		Secretary
Tucker, Leonard	Residence Hall		Secretary
TURNER, CHARLES E.	DAIRY AND FARM		Nurse
Turner, Deborah	Financial Aid		Nursing
Turner, Marcia	Financial Aid		Nursing
UPPALE, GURUNATH	MATH SPECIALIST (CAA)		Student Finance
UPPALE, PADNA	BIOLOGY		Mathematics
Valentine, Festus	Store Manager		Business Manager
Valentine, Marcheta	Home Economics, Spanish		Science and Mathematics
VAN PUTTEN, PAUL L. II	COMMUNICATIONS		French and History, Library Science,
Vanderberg, Eunice	Secretarial Science		Mathematics
Vanterpool, Donald L.	Religion		Executive Secretary
VERDUN, LOVEY D.	DIR. OF ADMISSIONS AND RECORDS		Financial Aid
Wade, Trula	Residence Hall		BOILER MAINTENANCE
Wagner, Yvonne	DLRC		Art
Wakeham, M. Irene	English		
Walker, Katie	Accounting Asst.		
		WILSON, ALBERT L.	SUPERVISOR
		Wilson, Gladys	Physical Plant
		WILSON, HANCLE LAVAUGHN	BOOKSTORE
		Wilson, Handel	SECRETARY
		WILSON, HUGH C.	
		WILSON, MONICA	

Wilson, Patricia
WILSON, PAULA
Wilson, Rose
Wimbish, Gary L.
WIMBLEY, ARLENE C.

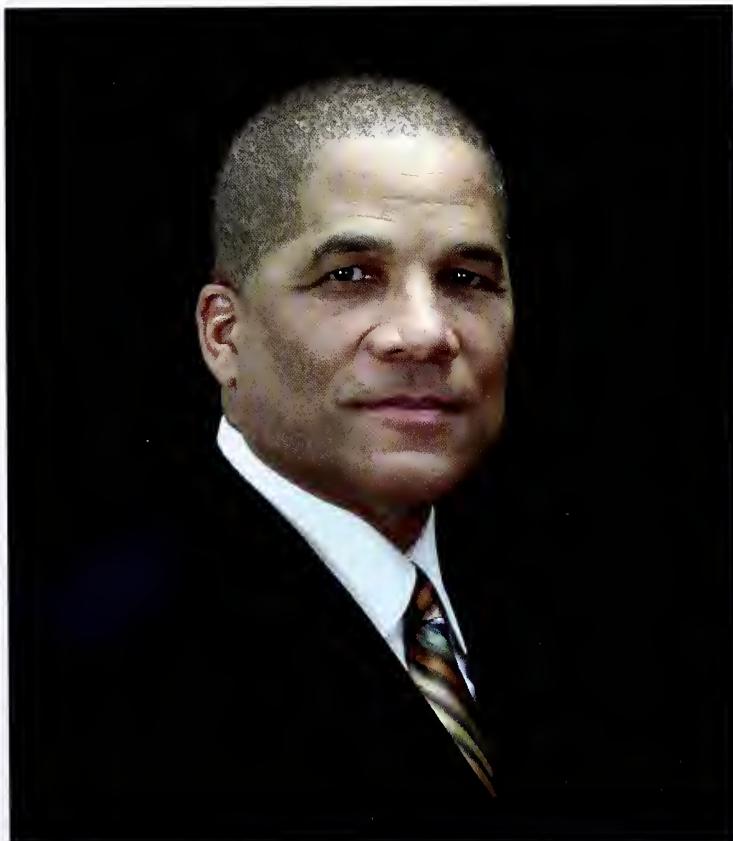
Wimbush, Anne Smith
Wimbush, Raymond
Winn, Monroe
Winslow, Florence
Winston, Alfred
Wise, Bob
Wong, Harry Y. C.
Wood, C. R.
WOOD, DONALD

CAA
ACCOUNTING
Secretary
Admissions and Recruitment
INSTITUTIONAL EFFECTIVENESS
Special Projects
Behavioral Sciences
Commercial Training
English
Physical Plant
Aeronautics
Biology
Printing, Painting, and Poultry
GRAPHIX

Wood, Keith A.	Behavioral Sciences
Woodfork, R. L.	Bible
Woodward, Lillian	Library
Wright, Annell M.	Elementary Critic Teacher
Wright, Carol	Secretary
Wright, Christine	Residence Hall
Wright, Henry M.	Religion
Wright, H. L.	Industrial Arts
Wyckoff, Shelley Ann	Behavioral Sciences
WYNN, BRENDA K.	ADMISSIONS
YATES-LASHLEY, ROSE M.	DIR. GRANTS MANAGEMENT
Young, Clora D.	Sociology
Young, Maurine	Secretary
Zarpoe, Edward	Accounting

OAKWOOD UNIVERSITY: **MILLENNIUM MILESTONES**

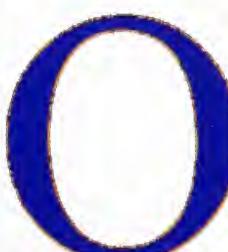
THE PRESIDENTIAL TENURE OF
DELBERT W. BAKER, Ph.D.
(1996-2010)



The Baker years at Oakwood University were pivotal, not only because of the visionary leadership of Dr. Delbert W. Baker; but because of the time in history during which he was privileged to lead the institution. First, he followed distinguished leaders who guided Oakwood through trying years; second, he began his presidency just as the centennial year of Oakwood's founding was being celebrated; then, his tenure spanned the changing of the millennium. Further, during his administration graduate programs were started and Oakwood moved from college to university status. It was a historic period.

*Upon the request of Dr. Mervyn Warren, author of **Oakwood! A Vision Splendid**, the school's authoritative history, a chronicle of the Baker years was commissioned to bring the institutional narrative up to date. Bill Cleveland, publications editor, was the primary writer for this chapter, having gathered information from all relevant administrators and a variety of persons acquainted with the Baker administration, along with having direct interviews with the Bakers themselves. But this account is more than just a chronicle of events; it is a story of God's hand of providence.*

*For the sake of narrative flow, this chapter will be divided into three sections: the Pre-Millennial Years (1996-1999), the Millennial Years (2000-2003), and the Post-Millennial Years (2004-2010). Following this chapter is a final section featuring the highlights of the newly renovated Oakwood University Museum: these pages will provide a visual portrayal of the Oakwood history and context. Read, reflect, and witness how God providentially moved "a place called Oakwood"** to the next level of excellence in its mission of providing quality Christian education.*



In September 5, 1996, Dr. Delbert W. Baker was elected president of Oakwood College (OC) by the Board of Trustees and inaugurated on April 13, 1997.

Born in Oakland, California, Dr. Baker is a product of Christian education, having attended Adventist schools in California, Jamaica, and Alabama. He holds a B.A. degree in Theology and History from Oakwood College, an M.Div. degree from the Seventh-day Adventist Seminary at Andrews University and a Ph.D. degree in Organizational Communication from Howard University.

His professional career started in 1975 when he served

Accreditation

OU successfully completed the 2000 accreditation visits for the Regional (SACS) and Denominational (AAA) reaffirmation accrediting entities. During the 13.8 year tenure OU passed every evaluation visit for all academic departments and programs.

as a pastor in the Allegheny West Conference of Seventh-day Adventists, then later as the editor of *Message* magazine, and as adjunct professor of communication at Howard University. Immediately prior to his tenure at OC, Dr. Baker was special assistant to the president and professor at Loma Linda University in the Schools of Medicine and Public Health, and in the Graduate School.

He is married to Susan (Lee), who has a Doctor of Science degree in Physical Therapy from Loma Linda University. She was a member of the faculty in the Department of Chemistry and director of the Allied Health Program for the last eight years of their time at OC.

In the years before coming to OC, the Bakers had developed a team approach to ministry. They continued that emphasis while at Oakwood and both of them were active in all aspects of campus life. Their three adult sons, David, Benjamin, and Jonathan, attended and graduated from OC before going on to earn graduate degrees at other institutions.

A Guiding Vision

A man of tremendous energy and vision, one of the first things Dr. Baker did as president was to hold campus-wide town hall meetings to listen and dialogue with various college constituencies. From this process and an Administrative Retreat came a collective vision for Oakwood's future and the early version of the institutional Strategic Plan.

The Strategic Plan contained input from the entire campus family and was discussed and debated by faculty, staff, students, and administration. Ultimately, it was voted by the Board of Trustees. It was the Strategic Plan that helped to prioritize budget decisions and guide significant projects and initiatives. Later, the Strategic Plan would become the blueprint for the progression of Oakwood College to Oakwood University.

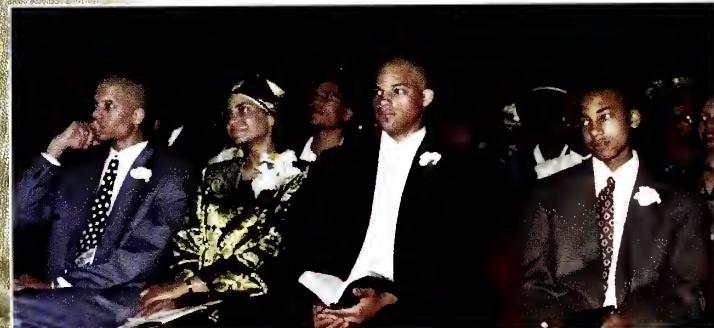
As chair of the Strategic Planning Committee, one of Dr. Baker's top priorities was to preserve the integrity and relevance of the strategic plan designed to help Oakwood realize its vision of excellence. To illustrate this vision,

Dr. Baker asked the campus to imagine Kevin, a student who would attend OC in 2005. What will OC be like in the future when Kevin arrives? What will his social, educational, and religious life resemble? How will the Oakwood campus be different in the years ahead?

Drs. Delbert W. Baker
and Susan Baker.



Dr. Baker's parents were in attendance.



Inauguration weekend 1996, the Baker family.



The Kevin Story, an early version of Oakwood's strategic plan in narrative form, became the guiding blueprint for the vision of Oakwood in the future

Aerial View of Oakwood College (1996).

The Kevin story, a narrative version of the Strategic Plan, was based on three foundational principles: the people, the place, and the product. In the scenario, in order for Oakwood to continue to be the engaging, attractive, dynamic place that would recruit and retain Kevin until his graduation, all of the foundational principles had to fit together and work. Each principle was important if the vision were to be realized.

Foundational Principles

The *People Principle* suggested that OU should be people-friendly. This principle meant that programs needed to be in place that showed that the institution valued students, faculty, and staff. There would have to be plans for student efficacy, compassionate policies, conducive workplace priorities, fair tuition and employee compensation, and shared governance.

The *Place Principle* undergirded excellence in education and environment. It meant that the campus would be aesthetically pleasing and world-class, that the financial position would be solvent, and that operations be efficient. Efforts to improve the physical campus would be progressive and continuous.

Finally, the *Product Principle* would keep attention focused on the development of each student so the outcome would be the best possible graduate, an *Oakwood Man* or

OU Core Values

Aim: Education, Excellence, Eternity
Motto: Enter to learn; depart to serve
Vision: Oakwood University graduates are leaders in service to God and humanity.



Administrative Officers from 1996 to 2010

PROVOST AND SENIOR VICE PRESIDENT

Mervyn Warren (current)

VP FOR ACADEMIC AFFAIRS

John Anderson (current), Juliaette Phillips (interim),
Ella Simmons, Sandra Price

VP FOR FINANCIAL AFFAIRS

Sabrina Cotton (current), Ronald Lindsey, Moges Selessie (interim)

VP FOR STUDENT AFFAIRS

Patricia Daniel (current), Dedrick Blue, Anthony Medley, Craig Newborn, Trevor Fraser

VP FOR ADVANCEMENT AND DEVELOPMENT

Timothy McDonald (current), Jacquelyn Gates, Auldwin Humphrey, Bruce Peifer

VP FOR HUMAN RESOURCES [position existed until 1997]

Prudence Pollard

SPECIAL ASSISTANT TO THE PRESIDENT

[position existed until 1997]

Emerson Cooper

ADMINISTRATIVE ASSISTANT

TO THE PRESIDENT [longest serving]

Shirley Iheanacho, Jeannie Watkins

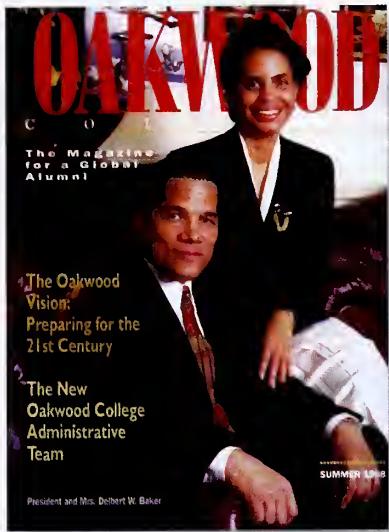
Oakwood Woman. Graduates would be leaders in service to God and humanity. During their time at Oakwood, students would be presented with every opportunity to develop a personal relationship with Jesus Christ.

The Kevin Story

So it was that the “Kevin Story,” picturing the future and articulating the Strategic Plan, caught the imagination of the campus. It was originally printed in *Oakwood Magazine* and the *Spreading Oak* contained a comic Kevin series. The “Kevin” visionary approach to planning formed the foundation of the Baker administration and became part of the collective institutional culture. In time, most of the imagined features in “Kevin’s Story” would become reality. The events of the Baker tenure illustrate this and are a coalescence of the outworking of the Strategic Plan and the principles of people, place, and product in the general chronological order in which they occurred.



PRE-MILLENNIAL YEARS (1996-1999)



President Delbert Baker and First Lady Susan introduced in Oakwood Magazine (1996).

The year 1996 was memorable in a significant way at Oakwood: it was the 100th anniversary of the founding of the institution. To commemorate this historic milestone, the Oakwood College Centennial Celebration started with a number of events and continued throughout the year. With a mixture of soberness and rejoicing, the OC family celebrated the institution's survival through its difficult years and on to becoming one of the top private institutions of higher learning in the Southern region.

During the Centennial year, the campus family reflected on the sacrifice of committed professors and staff members who could have earned more at other institutions but remained at Oakwood. It celebrated the loyalty of parents who chose Oakwood for their children over other prestigious colleges and universities. The pioneers were remembered upon whose strong shoulders the foundations of OC were laid. And the thousands of alumni were celebrated—those who left these halls to influence their communities. But most of all, God was praised. Throughout 100 years Oakwood has demonstrated its inclusion in the “circle of providence.”

Oakwood has a rich history of producing graduates who make significant impact on

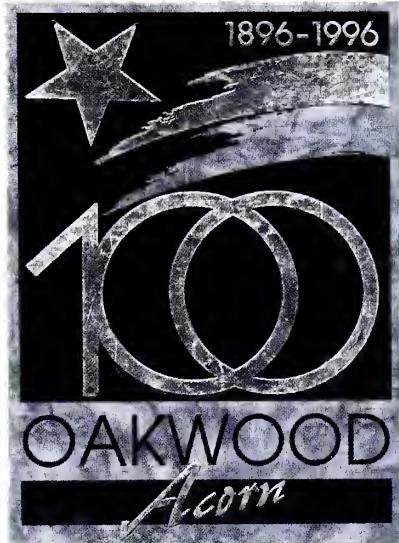


Aeolians' White House Performance (pictured with the Bakers). Lloyd Mallory, Director.

the world. The philosophy that undergirds this is the model of Transformative Christian Education (TCE). The administration operationalized TCE by systemically bringing together all related services and programs and then consistently emphasizing it to all constituencies. The foundation of the TCE model is that students enter OC with all of their background and experiences, both good and bad. Therefore, the goal of Christian education is to develop the student's character. This is accomplished through a holistic approach to learning, educating the physical, mental, social, and spiritual aspects in accordance with the OC mission. This type of education results in transforming students during their years of matriculation.

The Diversity Educational Exchange Program (DEEP) with Southern Adventist University was established in 1997. This collaboration between the two neighboring Adventist institutions was designed to bring together students and employees from both schools for relationship building, overcoming diversity barriers, and development of personal leadership skills. Over the 13 years of its existence, DEEP, the longest running program of its kind in the Adventist Church, has uniquely sponsored student exchange, retreats, reciprocal visits, and cooperative events.

In 1998, the beautiful curving thoroughfare now known as Adventist Boulevard was under construction. Completed in 1999, the boulevard provides an impressive border fronting the campus. An agreement with the city led to the establishment of this boulevard, which has completely redesigned access to the campus. Giving land to the city for Adventist Boulevard facilitated the city's deeding of Oakwood Road to the college. This *quid pro quo* arrangement allowed OC to close that entrance to the campus, which



Oakwood College Centennial
Celebration: 1896-1996.



Participants in Diversity Education Exchange Program (DEEP), a continuous collaboration between Oakwood and Southern Adventist Universities from 1998.



Adventist Boulevard under construction. Oakwood Road became private property (1998.)

greatly enhanced the security of the college and its pedestrians. Security booths monitored by security personnel were erected at the east main entrance and at the west entrance on the newly constructed Millennium Drive.

As a result of professional site research conducted by Tom Kinney, a local historian and cemetery expert, the exact location of a long-rumored slave cemetery was discovered on Oakwood's property in 1998. In 1999 the Slave Cemetery was marked, land-

Memorable Milestones (1996-2010)

Most Academic: Successful Accreditation Visits

Most Collaborative: Adventist Boulevard and Wynn Drive Development

Most Entrepreneurial: SAIC Mentor-Protégé Partnership

Most Exemplary: Bradford-Cleveland-Brooks Leadership Center

Most Far-Reaching: Annual Baptisms of Students

Most Futuristic: Plans for the Health and Wellness Facility

Most Historic: University Status, Graduate Programs, Honorary Doctorate

Most Innovative: Running for Scholarships Program, Graduate QuoteBook Series

Most Long-Lasting: Diversity Education Exchange Program (DEEP)

Most Memorable: Parting Ceremony, Senior Reception, Young Alumni

Most Meritorious: West Oaks Apartments and Honor's; Programs

Most Moving: Slave Cemetery and Historical Markers

Most Needed: Holland Hall Men's Residence

Most Notable: Honda Campus Challenge, USCAA Wins, Faculty Research

Most Multi-Purposed: Oakwood University Industrial Building

Most Overlooked: Oaks Mini Storage Facility

Most Popular: Student Dining Hall and Blake Center Renovations

Most Potential: Financial TurnAround Strategy, Endowment Funding Program

Most Recognized: Huntsville Beautification "Mayor's Award"

Most Serendipitous: Museum and Silos Renovations

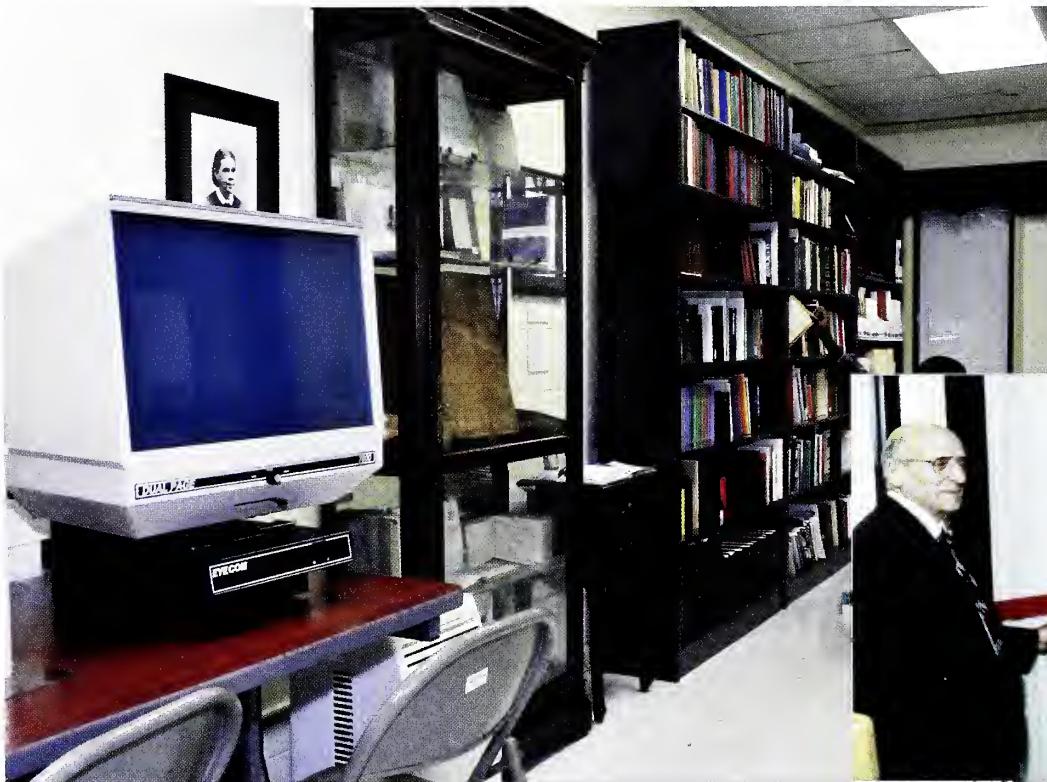
Most Strategic: Institutional Strategic Plan, Facility Master Plan

Most Supportive: Committee of 100, Sodexo Campus Services, McKee Family

Most Symbolic: Monument to Service, Eternal Flame

Most Thoughtful: Agape Huntsville, Retiree Appreciation Banquet

Most Touching: Student Memorial, Oakwood Memorial Gardens



E.G. White Estate Branch Office established at Oakwood College (1999).



Ellen G. White



Juan Carlos Viera, director of E. G. White Estate, helps Dr. Baker cut the ribbon.

scaped, and dedicated as consecrated area, and has become a popular tourist spot in the city of Huntsville. The school has pledged perpetual maintenance for the site.

The late 1990s witnessed major renovation of the Peters Hall auditorium, establishment of the Microsoft Certification Program, and OC 101 class—an innovative course designed to teach freshmen and transfer students the history and core values of Oakwood and the Seventh-day Adventist Church. OC determined to positively impact low-income areas of Huntsville through the creation of Community Development Centers. They were funded over seven years with more than \$10 million through a Housing and Urban Development (HUD) program.

Creative scholarship incentives were added to the Literature Evangelism Training Corps (LETC) in 1999 to increase the appeal for students to become student literature evangelists. Many students found literature evangelism an effective way to spread the gospel and earn funds to finance their education. Dr. Baker often related to the students how the literature evangelism work he engaged in taught him many invaluable skills and helped earn his tuition at Oakwood.

In 1998, the Oakwood faculty, staff, students, and board of trustees accepted the new institutional aim—“Education, Excellence, Eternity.” This aim, which succinctly sums



Main Entrance at East Gate constructed.

Land

Land holdings increased by approximately 200 acres during the Baker administration, including acquiring two houses and purchasing the Wright Apartments. Total acreage is approximately 1,300 acres. A comprehensive Land Development and Facility Usage Master Plan was completed in 2009.



Consecration of Historic Slave Cemetery.

group has traveled the world, demonstrating a skilled musical ministry that blesses listeners and brings the gospel message to countless individuals. The next year (1999), the Aeolians were honored with a star on the Walk of Fame at the Alabama Music Hall of Fame.

In 1998, the administration joined the Archives Department in selecting and preparing 17 historical sites around campus for bronze markers referencing key buildings, events, and notable persons of historical significance. These markers underscore OC's rich past and serve as a way to keep the "presence of history" alive for OC's

up OC's primary mission, has subsequently appeared on official OC documents, advertising, plaques, and signs. The long-standing OC motto, "Enter to Learn; Depart to Serve," is proudly displayed on the main entrance pillars, which were donated by the Committee of 100. (In 2007, the vision statement—"Oakwood University Graduates Are Leaders in Service"—was adopted.)

The Aeolians, OC's internationally acclaimed choir, made their first White House appearance in 1998. The Aeolians performed for President and Mrs. Bill Clinton. This special musical



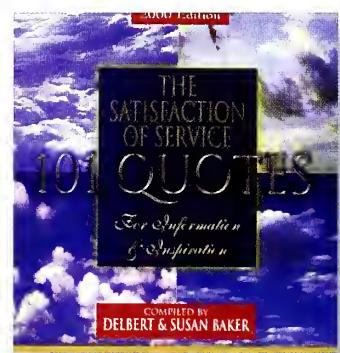
Oakwood Presidents, Delbert Baker: Benjamin Reeves, Emerson A. Cooper (interim), Calvin rock, Frank Hale, and Garland Millet.

future students. During this same period, OC collaborated with the National Alumni Association and began giving the graduating seniors an Oakwood medallion as a gift with the agreement that graduates become faithful alumni.

Also in 1998, all of the living Oakwood presidents (Drs. Garland J. Millet, Frank W. Hale, Calvin B. Rock, Emerson A. Cooper, Benjamin F. Reaves, and Delbert W. Baker) attended the grand opening of the Information Technology Center in the newly renovated lower level of the Eva B. Dykes Library. This center officially inaugurated the Information Technology Division and provided students centralized access to computers.

OC and Loma Linda University utilized synchronous distance education technology broadcasts from both campuses in their collaboration with a pilot-program for the Physical Therapist Assistant (A.S.) degree. This use of technology produced a number of Physical Therapist Assistant graduates at OC. OC also became a participating research partner in the Black Adventist Health Study with Loma Linda University.

Oakwood is listed among the top three Adventist schools in terms of faculty holding terminal degrees; it is noted as one of the top schools to place Blacks in medical and dental schools. During this period *US News and World Report* began listing Oakwood as one of the best schools in the Southern region of the U.S.A. and did so for 12 consecutive years (to present).



First volume of Graduate Quotebook Series (12) for graduates.



NASA Director Art Stevenson, Congressman Bud Cramer, and Delbert Baker.

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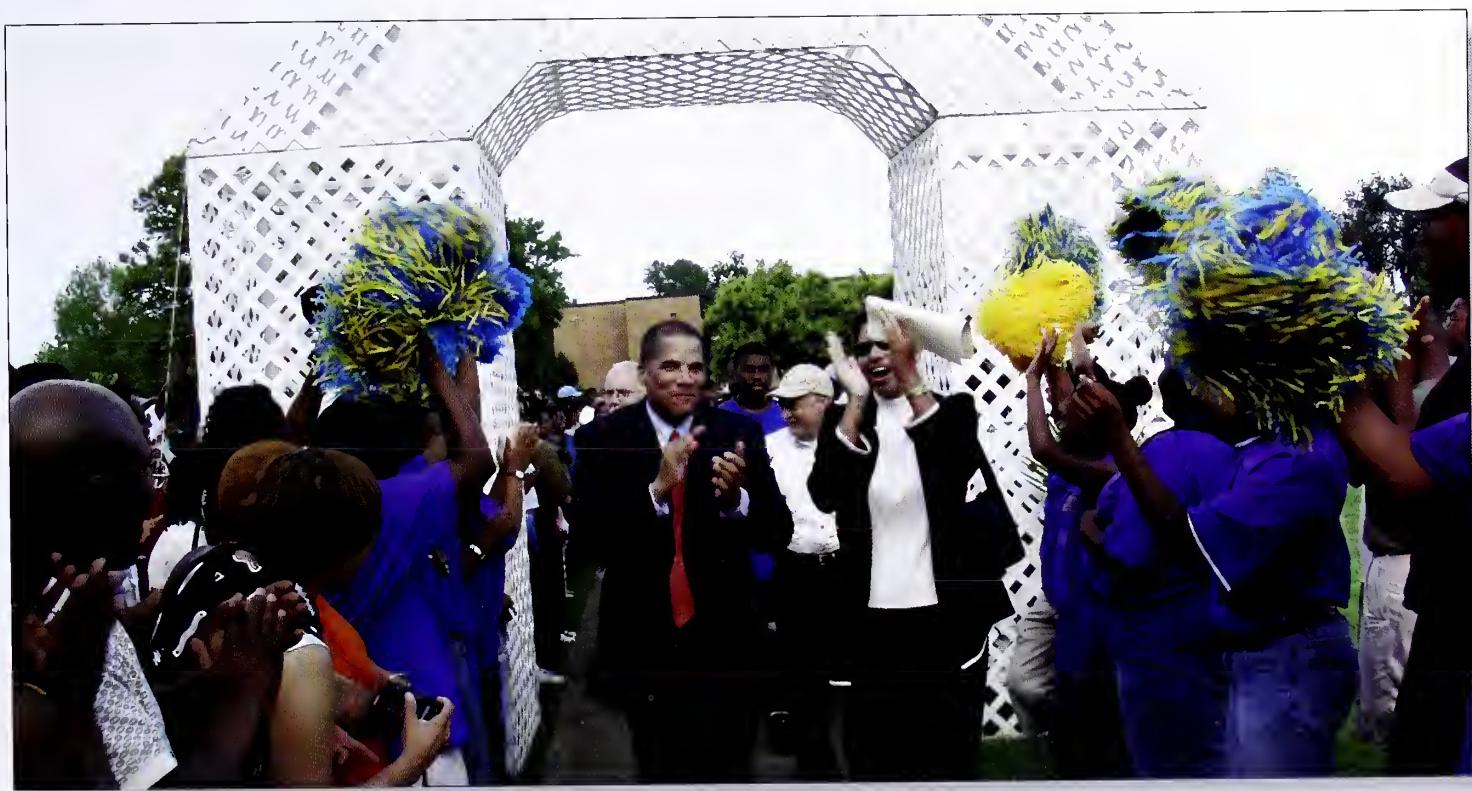
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Oakwood listed among best colleges
in U.S. News & World Report for more
than a decade.



The joy of the Parting Ceremony for freshmen and their parents.

In 1999, the administration successfully petitioned the General Conference of SDAs to establish an Ellen G. White Estate Branch Office on the Oakwood campus. Permission was granted, and subsequently space was provided for the Branch Office in the renovated lower level of the library. The Branch Office is the third such office established in North America. OC students were finally able to access all of Ellen White's letters and documents by facsimiles or microfilm.

MILLENNIAL YEARS (2000-2003)



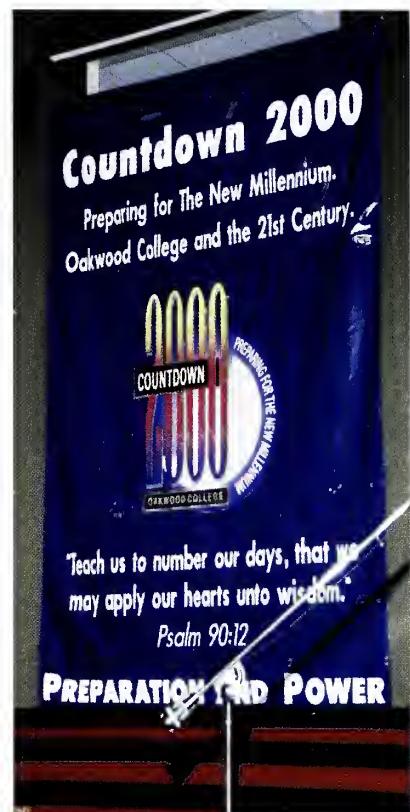
Students in front of historic Oakwood College entrance.

As the new millennium dawned, the campus observed Countdown 2000 in anticipation of a milestone year. A series of events took place that highlighted the need for humanity to be conscious of the passing of time and the reality of the second advent of Christ. An OC time capsule, filled with key artifacts from the institution and students, was buried on December 6, 1999, and is scheduled to be unearthed sometime between 2025 and 2050.

One of the first initiatives of the new millennium was to reaffirm commitment to the priority of seeking the kingdom of God. Prayer meetings, prayer chains and small study groups were started and maintained all over campus and in the community. The theme was simple: pray that revival began on campus and spiritually energized administration, faculty, staff and students. It was during this time that the Office of the Provost started the Institutional Worship program.

December 31, 1999, found Oakwood at a crossroads. Winds of change were in the air, mingled with concern over what "Y2K" held in store. The anticipated challenges of the new century required meaningful change at OC. In 2000, the OC constituency session voted the revised constitution and bylaws, which included the vice president administrative system.

Another change that needed to be addressed was the issue of enrollment growth. It had taken 70 years to reach 1,000 in student enrollment. Thirty-three years later, en-



Ready for the new millennium.



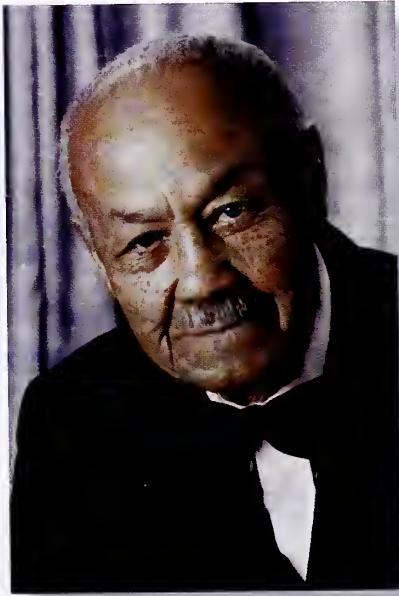
Tom Kinney, 83, student, cemetery historian, and oldest Oakwood graduate, to date.

LET C

Creative scholarship incentives were added to the LETC program in 1999 to increase the appeal for students to become part of the student literature evangelism program. Many students found literature evangelism an effective way to spread the Gospel and earn funds to finance their education.



Aeolians receive star on the Walk of Fame at the Alabama Music Hall of Fame.



Calvin Edwin Moseley, Jr.
(1906-2001).

rollment hovered at 1,400 to 1,500. (In 2009, the school reached its highest enrollment of 1,916.) How could OC increase its enrollment sufficiently to bring its unique educational gifts to the many expected students of the 2000s?

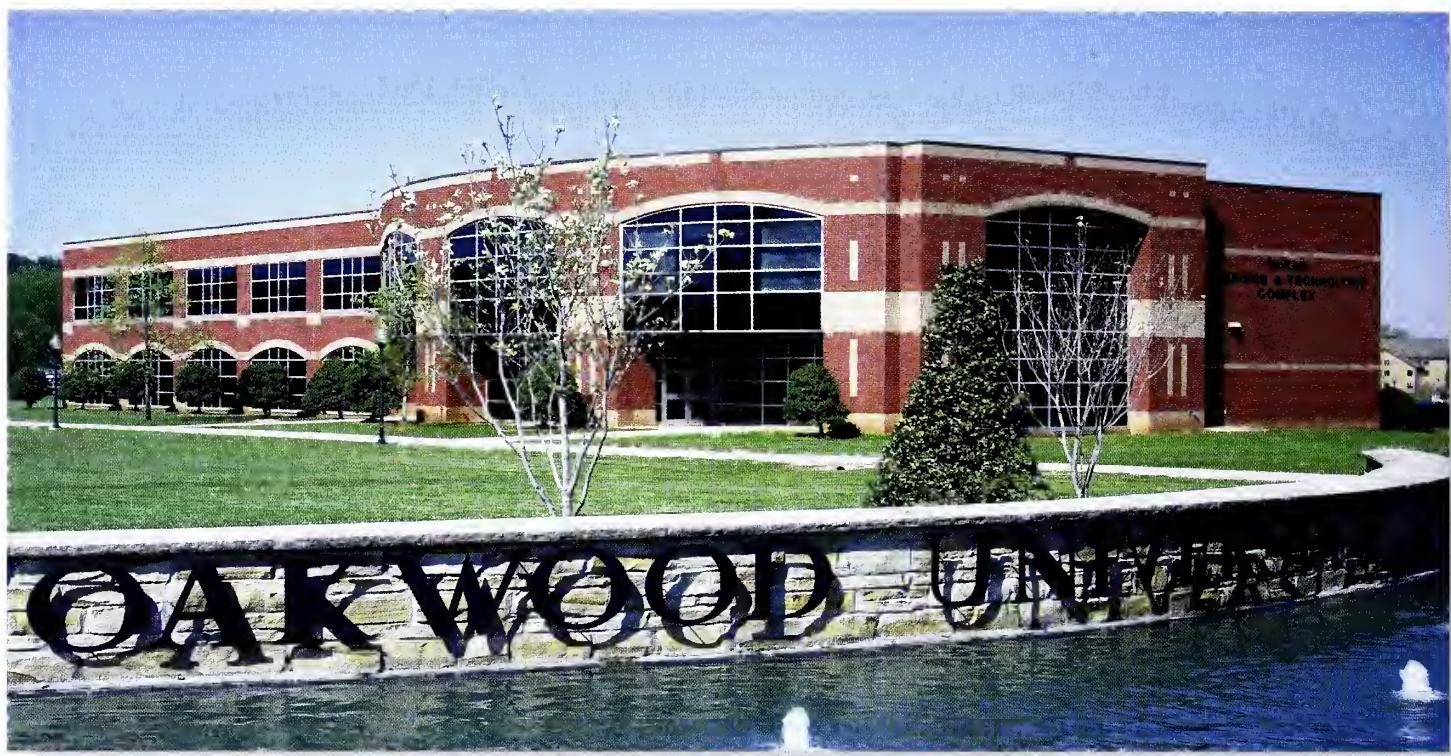
First, Noel Levitz, a nationally known recruitment firm, was retained to consult with Oakwood in the development and implementation of new systems and techniques for recruitment and retention (2003-05). OC was presented to its constituency as a modern, forward-thinking institution that offered a world-class education while preserving deep spirituality. Enrollment increased steadily during Dr. Baker's administration.

Next, emphasis was placed on faculty development. During this period administration intentionally targeted an increase in the number of instructors with terminal degrees. (By 2009 nearly 70 percent of OU faculty had terminal degrees.) New majors were added to the curriculum, and studies were tailored to establish focused skills required for success in the real-world marketplace of the next century.

Workshops and seminars on active learning, critical thinking, and the integration of faith and learning were taken advantage of by the faculty and staff. Smart classrooms were established and high-tech, cutting-edge instruction offered graduates the prospect of landing high-paying jobs in the new economy. Oakwood is ranked among the top 25 of the 110 HBCUs (historically black colleges and universities) for its quality technology program.

In 2002, the Communication Department was started and feasibility studies began for a graduate program in religion. New majors added during this period included: Chemical Engineering, Health Care Sciences, General Studies, Pre-Law, and Biomedical Sciences. (In 2005, OC began to offer a fully accredited bachelors degree program in nursing.)

In the Garden Farm (GFP) program, administration set aside 30 acres of land on the



New Wynn Drive approach to Campus with McKee Business and Technology Complex (background).

north side of Oakwood Road for students, faculty and staff to cultivate a garden. This initiative was consistent with counsel (E.G. White) that students learn to work with the soil and have a component of outdoor education.

Goals for GFP were set on a modest and ambitious scale. A modest goal was that students, faculty and staff (individually or in groups) plant, grow, and harvest produce on a small scale. An ambitious goal envisioned large scale planting and harvesting, where produce was used by campus food services, making the campus somewhat self-supporting and even making produce available to the surrounding community. The Grounds Department coordinated the program and participating students were offered small scholarships. The initiative lasted two years and met with minimal success; however, it was built on a good model and believed to have future potential.

The New Beginnings Program was initiated with the sole purpose to assist single custodial parents who desired to complete their education at OC. Essentially it was a *return to school* model that provided counseling, referrals, child care, and basic support services at no charge to recipient students. The college furnished the facility, academic, and support services, but the program was independently funded through external grants and gifts. To facilitate its effectiveness, New Beginnings was coordinated through the OC Social Work Department and Counseling and Health Services.

The long-awaited process of bringing OC's pay scale for its professors more in line with industry standards was begun. This was necessary if OC planned to continue attracting quality instructors to its



Mr. and Mrs. Ellsworth McKee, first million-dollar donors in history of Oakwood College.



O.D. and Ruth McKee, founders of the McKee Baking Company, for whom the complex is named.

Student Awards

Between 2006 and 2010, OU students earned national distinction by winning science, research, NASA grants, SIFE Business Awards, Honda All-Star Campus Challenge (2008, 2009), USCAA National Basketball Championship (2008), and in 2009 OU had the largest number of honor students in its history with more than 700 students receiving either academic awards, or national merit awards. The same year, OU gave approximately \$2.6 million in scholarship awards to students, which was the highest amount in OU history. The amount of scholarship dollars available to students at OU increased from \$600,000 to \$2.6 million (2000-2010).



The six West Oaks buildings named in honor of prominent Adventist women pioneers.

classrooms. Five years of a seven-year program to increase faculty remuneration were completed before the economic downturn caused the program to be delayed.

For OC to move to the next level in its infrastructure and facilities, the college required an upgrade. If OC planned to attract 2,000 students, it must be able to accommodate 2,000 students. On the last day of the year 1999, OC remained, in many areas, a 1,000-student institution. Extensive renovation programs were started on campus with special emphasis on the instructional areas and the residential halls. As the campus could only provide housing in its residential halls for about 1,000 students, a large number of students were living off campus in the city. The board of trustees had a deep conviction that this was not advisable or compatible with the concept of a residential campus.

Cunningham Hall, formerly a women's residence, had ceased to be in use, and Peterson Hall, a men's residence, was aging and overcrowded. Therefore, improving the amount and quality of student housing on campus was vital. There was also a need for increased space for study, instruction, and family housing, and for more efficient food service. Recognizing this, the administrative team and Board of Trustees laid out a plan of construction and renovation that would completely transform the campus in the first few years of the 2000s. Changes in these areas were underway, but because administration was careful about incurring debt, it would take a few years to see them come to fruition. But they did come.

With the acquisition of the Oakwood College Industries (OCI) building, purchased from the U.S. Army and located at 4920 University Square, student health-care facilities were upgraded, the number of medical staff was increased,



Dedication of Student Memorial in Oakwood Memorial Gardens.

and WOCCG, the radio voice of OC, was moved to a commodious home.

OCI is also the location for the Office of Sponsored Programs and is an “incubator” for new start-up businesses. (In 2009, the facility became the home base for the adult education program LEAP.) OCI now defined the southernmost part of the campus. During this period land holdings increased by approximately 200 acres bringing the total OC acreage to more than 1,200 acres, which included acquisition of two houses and the purchase of Wright Apartments.

For about 10 years Oakwood College had faced the question of whether and when to assume university status. Some other SDA educational institutions had already changed their names to incorporate “university,” taking advantage of the prestige and new opportunities that come with the term. In some cases, institutions took on the title of *university* in name only, and not according to popular definition. Many expressed the opinion that OC should change its name at the beginning of the new century. However, as a result of deep consideration, the decision was made to wait until OC could offer postgraduate degrees, thus providing a more legitimate basis for the university designation.

In January of the year 2000, the building located on the corner of Oakwood Road and Regional Way, was converted into the Office of Regional Conference Ministry. It was leased by OC to the Black Caucus of SDA Administrators for the amount of \$1 per year for fifty years. This location gave the Regional work in North America a



Oakwood Memorial Gardens established in 2000.



Eternal Flame of Christian Education.

Student Enrollment Services

As a result of extensive Noel Levitz Student Recruitment and Retention consultancy and a UNCF capacity grant, OU created the innovative Student Enrollment Services (SES) unit. SES unites all departments related to student matriculation so that the process provides convenience to students. The administration and SES were charged with two initiatives for the 2010 academic year: 1) Project 2000, achieving student enrollment of 2,000 and 2) Oakwood Latino Association (OLA) outreach to increase the number of Latino students.

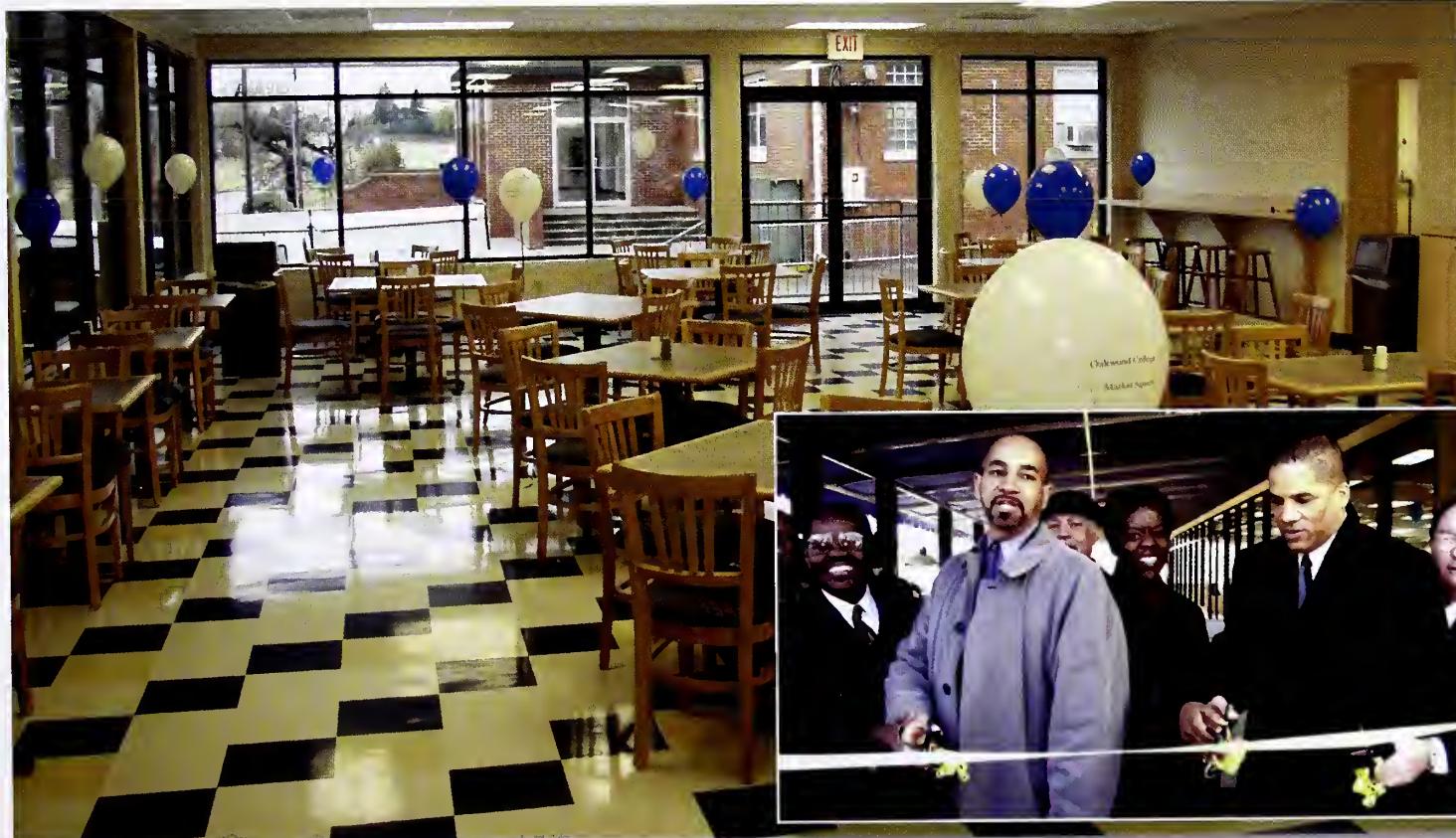
central operational hub and facilitated positive contact and communication.

A five-acre site adjoining the Slave Cemetery was set apart in 2000 and designated Oakwood Memorial Gardens (OMG). The OMG cemetery, with H. L. Cleveland Way leading to it, was established as an industry and provides endowment funds for student scholarships. A number of persons long associated with Oakwood are buried or were reinterred at OMG, including Drs. Eva B. Dykes, Garland J. Millet, and Alma M. Blackmon; Mrs. Mary Inez Booth; and Elders C. E. Moseley, C. E. Dudley, Harold L. Cleveland, E. E. Cleveland, and Harold D. Singleton. In this beautiful setting, a student memorial was also erected to remember students who died while they were enrolled at OC from its founding in 1896 to the present.

OC successfully completed the re-accreditation visits from the regional Southern Association of Colleges and Schools (SACS) and the denominational Adventist Accrediting Association (AAA) accrediting entities (2000). Further, as a result of high standards, quality faculty, and academic leadership, Oakwood passed every evaluation visit for academic departments and programs.

During this period the OC Mission Statement underwent a revision, making it more succinct, yet still keeping its historical focus. The Hero and SHero staff awards were instituted to celebrate employee achievement, as the Quality Program incentive aimed to refine quality operations.

In 2001, a grand opening was held for the McKee Business and Technology Complex. Funding sources for the complex included a gift of \$700,000 from the Chan Shun Foundation. This was the first building erected since 1991 and houses the Business and Information Systems Department, technology offices, Microsoft Certification Program, C-100 Auditorium, Chan Shun Executive Board Room,

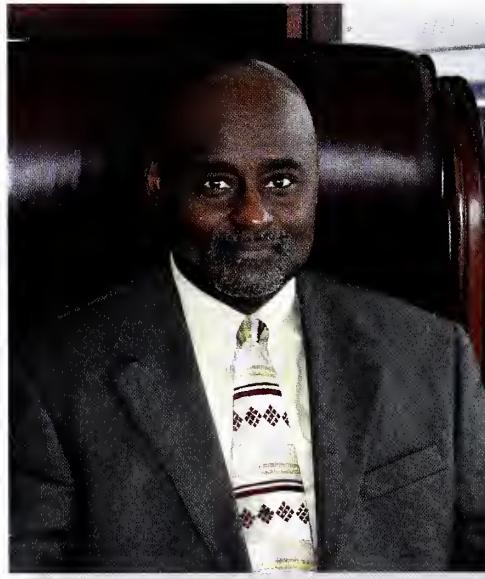


The renovated snack bar and dining area.

Ribbon cutting for renovated Market Square.



Mervyn A. Warren, Ph.D., D.Min.
Provost



John Anderson, Ph.D.
Vice President for Academic Affairs



Sabrina R. Cotton, M.A.cc, CPA.
*Vice President for Financial
Affairs*

and a beautiful dining room. Designed to be technology ready, the complex contains numerous computer labs, smart classrooms, and spacious meeting rooms.

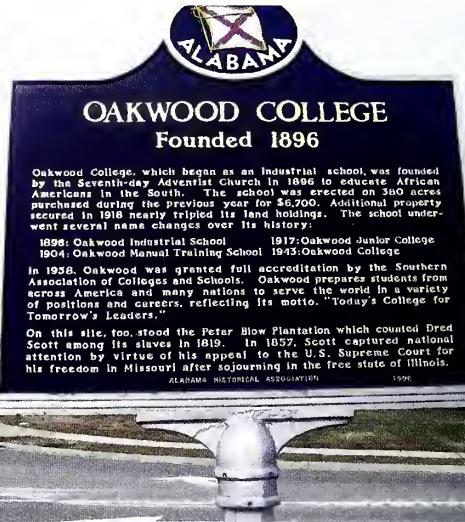
Oakwood students were assembled in the campus church for Fall Convocation when Dr. Baker announced that the World Trade Towers, both struck by commercial jets commandeered by terrorists, had collapsed in New York City. This tragic event, with the destruction caused by a third airliner crashed into the Pentagon, took the lives of almost 3,000 people and remains the most devastating single act of terrorism ever perpetrated on American soil. Students, faculty, and staff immediately joined the entire

country in prayer, expressions of sympathy and acts of compassion.

Construction of the West Oaks Apartments (2002) and Student Club House (2004) on Millennium Drive offered a new housing facility that is part of the plan to bring students back to campus living. The six buildings provided 48 fully-furnished apartment units with four floor plans and are reserved for upperclassmen and honor students. Three West Oaks buildings provide housing for females and three for males, with a dean and assistant living



Wol B. Wol translated Bible to Dinka (Sudanese) language. This project was sponsored by Oakwood University.



Sign showing Oakwood to be a historic site.

United Negro College Fund/ College Fund

Due to increased enrollment, graduate tracking and implementation of other regulations and guidelines, Title III funding to OU has increased dramatically. These funds, to be used only for academic related goals and projects, brought more than \$23 million to OU since 1996. During the same period more than \$100 million was procured by OU in grants and contracts.



Timothy McDonald, Ph.D.
*Vice President for Advancement
and Development*



Patricia Stewart Daniel, M.S.
Vice President for Student Services

on site. The six buildings are named in honor of prominent women connected with OC history.

The Eternal Flame, installed in 2002 as a gift to the college by the senior classes of 2000 and 2002, pays respect to the influence of Christian education on OC graduates and the molding influence of Ellen G. White in the founding and development of Oakwood.

Also in 2002, Sodexo Campus Services, which provides Oakwood's food service, contributed more than \$1 million to redesign the campus market complex. The new OU Market Square featured a renovated snack bar and dining area, flexible hours,

and the ability to serve more students. The bookstore is also part of Market Square. (In 2009 Barnes and Noble became the managing vendor of the bookstore.)

The 2000s indicated a change in gender inclusiveness at OC. In 2001, Sabrina Cotton became the vice president for financial affairs and the first woman to hold this position. Following this, Jacquelyn Lynch was the first female to serve as full-time chaplain and Jacquelyn Gates served as the first female vice president for advancement and development. In 2008 Patricia



Dr. Baker shakes Dr. Millet's hand at the first university convocation.

POST-MILLENNIAL YEARS (2004-2010)



Aerial view of Oakwood University (2005).

Stewart Daniel became vice president for student services, another female first. Susan Baker was the first woman to deliver the semiannual *President's Message* at Oakwood College Church when Dr. Baker asked her to present the Sabbath message, *Ambiguous Loss*.

The year 2003 brought a financial crisis that required some pain and a plan that involved a tightening of OC's budgetary belt. Payments for health-care costs had been skyrocketing for several years, and by 2004, OC was facing a huge overrun in its budget. It was during this period that OC started its most significant financial restructuring program, the Oakwood TurnAround Strategy as it came to be known. This financial plan included a 16-point program designed to position OC in a healthy financial state.

The TurnAround Strategy facilitated systemic financial improvements: budget management, rightsizing, depreciation funding, facility development, investment strategies, re-



Jannith Lewis, surrounded by Oakwood University presidents, retired after 50 years of service as the librarian, Eva B. Dykes Library.



*Monument to Service
sculpted by Alan Collins
and Gifted by Wilbur
Colum: a 24/7/365
witness to the spirit of
service.*



Oakwood College Board of Trustees (2001-2006).



January 1, 2008, at 12:01 a.m. Oakwood College became Oakwood University.

cruitment and retention initiatives, reserve capital, and endowment support, and increased the funds available for student scholarships. Under board and administrative guidance, the TurnAround Strategy provided the basis for Oakwood's current financial solvency. Because of it, the college was able to effectively face the financial challenge and avoid the pitfalls that caused the demise of many entities in the post 9-11 years.

After numerous benchmark studies, with assistance from external consultants, the most difficult part of the TurnAround Strategy involved rightsizing or position reductions to bring Oakwood staff numbers in line with like institutions in a similar region



Oakwood University annual Honors Convocation for students with high academic achievement.

Open Your Mind

The Open Your Mind Lecture Series, coordinated by the Division of Student Services, brought to campus nationally known speakers to inspire, motivate, and expand the thinking of young OU scholars. The speaker list included such persons as Cornel West, Nia Long, Michael Eric Dyson, Tim Wise, Tony Compolo, Kemba Smith, and Samuel Billy Kyles (MLK pastor).



In 2008 President Baker Announced Milestone of 1,800 Students Reached. In 2010 student enrollment approached historic 2,000 mark.



President Baker dives into Natatorium pool celebrating 1,800 students.

of the country. Simultaneously, a hiring slow-down went into effect. To control costs, all departments were carefully held accountable for budget control.

An appeal went out to the campus family to either save money or suggest where funds might be saved—to be budget conscious. The institutional health-care plan went through some revision, and costs were brought back within manageable limits. By 2007, the TurnAround Strategy was deemed to be a success and the crisis was averted. Over the next several years, OC increased its bottom line steadily while meeting each of the parameters the financial plan required.

In a real sense, the Running for Scholarships Program to provide funds for students and build the university endowment grew out of the plan for financial solvency. One of Dr. Baker's hobbies was running marathons (26.2 miles). What started out as a hobby evolved into a major fund-raising program when Baker, along with his wife and the Development and Finance teams, began to ask individuals and companies to contribute money whenever he ran a marathon. These funds would go to Oakwood for student scholarships. Florida Hospital (Orlando) became the first sponsor, and with their CREATION Health model agreed to underwrite Dr. Baker's race expenses so that the college would not have to make financial outlay for the program.

Subsequently, Dr. Baker ran more than 50 marathons in 35 states and on all seven continents. In the process he raised more than \$500,000 for the student scholarship program. In December 2008, he ran the Polar Marathon in Antarctica, and in April 2010, he successfully completed the Ice Marathon at the North Pole.

These achievements landed Dr. Baker the distinction of being the first African-American member of the exclusive Grand Slam Club, comprised of individuals who have completed marathons on all continents and the North Pole. In the meantime, the Running for Scholarships Program has become the most successful scholarship fund-raising initiative in OC history and a one-of-kind in general educational history. In 2009, Oakwood named the endowment



Bradford-Cleveland-Brooks Leadership Center.

Ribbon Cutting for Bradford-Cleveland-Brooks Leadership Center.

the *Delbert and Susan Baker Running for Scholarships Endowment Fund* in recognition of the Bakers' commitment to Christian education, health, and the advancement of Oakwood.

Another high point during this period was the visit of the General Conference President to the Oakwood campus. Dr. Jan Paulsen's "Let's Talk" program was memorable to students, with a live feed seen around the world.

The following diverse events happened during these years: *Message Magazine* and OC joined together in a Scholarship-Promotion partnership; Breath of Life began to sponsor a BOL/OC Oratorical program that lasted four years; the Mississippi FOCUS scholarship fund topped \$50,000; WJOU (formerly WOCG), Praise 90.1, realized its 30th anniversary; an anonymous donor provided funds and new equipment for the renovation of the Student Fitness Center.

In addition, Wol B. Wol, one of the Lost Boys of Sudan and a student at Oakwood, began to translate the Bible into his native Dinka language, a project which received financial support from the administration; data from the Health Risk Behavior Surveys established areas of focus for health education efforts on the campus; the Employee Wellness Program challenged OC faculty and staff to assess their level of wellness and incentivized forming/maintaining healthy habits; at the same time, the Presidential Fitness Club invited students to run/walk with the Bakers in order to promote regular exercise and increased fitness.

Though it is an HCBU, OC has always considered itself a multicultur-



Acquisition and opening of Oakwood College Industries building.



Grand Opening of Holland Hall men's residence. Donation by the Holland Family, in honor of their parents, of more than \$1 million for construction.

Burks and Elline Holland, whose 16 children all attended Oakwood.

al and multiracial institution. Oakwood students hail from more than 40 nations and almost all 50 states, making for much diversity on the campus. Still, while not exclusively, OC remains predominantly black. In 2005, a student diversity initiative was established with assertive strategies to recruit students of other ethnicities and provide for their needs. (The creation of the Oakwood Latino Association [OLA] is an example of progress in this area.)

Completed and dedicated in October 2005, the bronze Monument to Service depicts Simon of Cyrene helping Christ with the cross. It stands as a perpetual witness to the OC mission of preparing leaders for service. The Monument is accompanied by a plaque that portrays Christ's last week on earth.

A donation of \$100,000 to fund the Monument project was given

Burks and Elline Holland, whose 16 children all attended Oakwood.

by Wilbur Colom, an attorney in Columbia, Mississippi, and a patron of the arts. Colom had visited the campus and was deeply impressed with Oakwood and its students. He desired to contribute to the aesthetics of the campus through a symbolic representation of the mission. With the funds donated for its creation, the Monument to Service was sculpted and cast by renowned Adventist artist Alan Collins. The



New home for WOCG (WJOU) in Oakwood College Industries Building. Victoria Miller, General Manager.



National Alumni Association established Morning Star House Museum on campus. House is site where Ellen White and son, Edson (Emma) White, stayed when visiting Oakwood.

monument is a popular place to stop and think about the true cost of love and the meaning of service.

Along with the Oakwood Marquee (erected in 2007) on Adventist Boulevard, the Monument to Service and the Eternal Flame are part of a comprehensive campus-enhancement program that includes award-winning landscape beautification and a land development program.

In 2007, Oakwood sent its first archaeological team, two students and two faculty members, to work on a dig in Amman, Jordan. This enriching experience—a collabo-

Financial Affairs

During the 14 years from 1996-2010 the Oakwood University budget increased from around \$30 million to approximately \$45 million. Oakwood held the distinction of achieving Golden Audit status during this period and received commendation from various financial oversight entities for the effectiveness of financial management at OU.



Master of Arts in Pastoral Studies inaugural class (2007).



Grand Opening of Student Dining Hall and renovated Blake Center.



Huntsville Mayor Tommy Battle speaks at the grand opening.

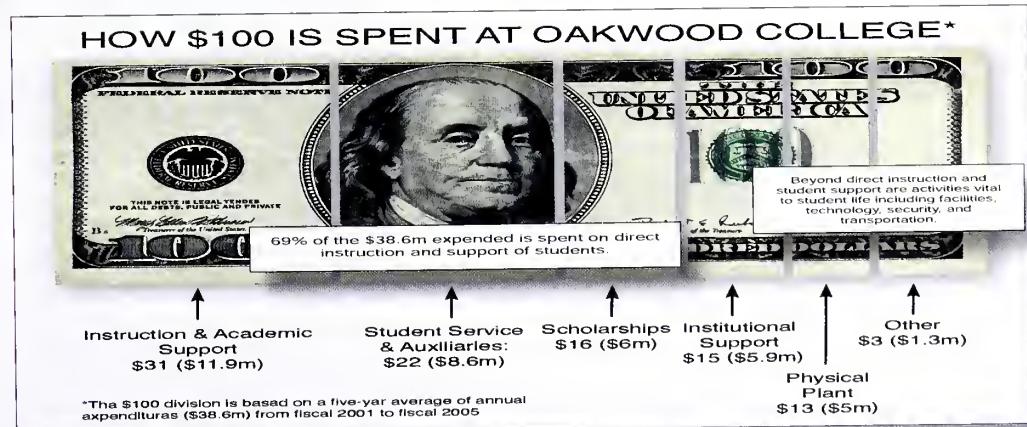
ration between Andrews University and Oakwood—provided OC students the opportunity to excavate Biblical sites.

Enrollment continued to grow during the post-millennial years. In September 2007, Dr. Baker made good on a promise to jump into the swimming pool fully dressed in a three-piece suit and tie if student enrollment exceeded 1,800. Enrollment did. A standing-room-only audience with media crowded the Natatorium to watch as Baker dived off the low board in celebration of this enrollment milestone. He promised to dive off the high board when enrollment reached 2,000.

Construction was completed in 2007 of the Bradford-Cleveland-Brooks Leadership Center (BCBLC). This building honors the pioneering work of Elder Charles E. Bradford, the first Black president of the North American Division; Elder E. E. Cleveland, a pace-setter in public evangelism; and Elder Charles D. Brooks, the first speaker/director of the Breath of Life telecast. The concept of the BCBLC traces back to the vision of the Regional leadership in the 1980s and is a collaboration between Oakwood College and the Regional conferences.



Cornel West at Open Your Mind Lecture Series 2009.



In a time of national economic challenge, Oakwood maintains financial solvency with positive cash flow, record fund-raising, endowment growth and financial management.



Oakwood Ambassadors Basketball Team wins United States Collegiate Athletic Association (USCAA) National Championship (2008).

placement diploma that would bear the name Oakwood University.

Changing the historic name of the institution proved to be a huge task. The name change had to be made in countless official institutional documents and references to the university in publications. Campus signage had to be updated, including the main entrances to the university. The name change on the Wynn Drive OC sign was completed, but the sign was kept draped in anticipation of an official unveiling on January 1.

On New Year's Eve in 2007, a large group of students, faculty, and staff braved the chilly temperature and joined the president and administrators at the Wynn Drive OC sign in front of the McKee Business and Technology Complex. At the stroke of midnight the drape was removed to reveal the new name: Oakwood University.

Spring Convocation (2008) provided OU students the opportunity to celebrate the name change. At that meeting, Dr. Baker held up a full-page advertisement that ran in the *Huntsville Times* announcing the change to the community. In the middle of his comments, Dr. Baker, tenth president, left the podium and walked over to where Dr. Garland J. Millet, fifth president of Oakwood, was seated. Millet was then 93 years of age. It was a particularly poignant moment when President Baker clasped the hand of Dr. Millet, who, 50 years earlier, had led the campus to achieve its first academic accreditation (1958). The students left the convocation waving newly emblazoned OU flags and were treated to an ice cream social in the student dining hall.



Oakwood Honda All-Star Knowledge Bowl Team wins National Championship two years consecutively (2008 and 2009), joining only a few other elite HBCU institutions that are repeat champions.



NASA Mentor-Protégé contract signing between SAIC and Oakwood University.



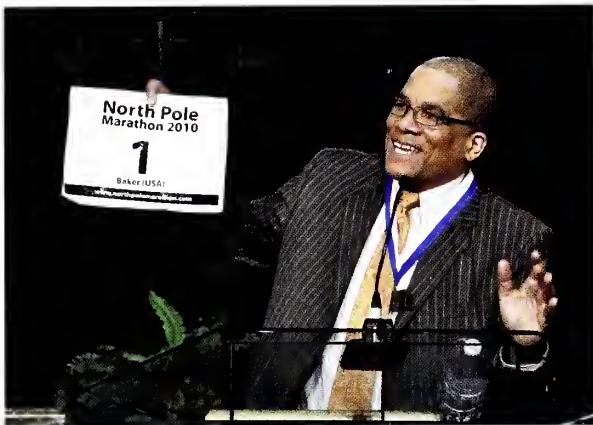
Wintley Phipps—first recipient of honorary doctorate (2009).

In 2007, *A Place Called Oakwood* was published. This book is a collection of Ellen White's counsel to Oakwood from its inception in 1896 to the end of her life in 1915. It was historic in that for the first time all of the published and unpublished counsel of Ellen White to Oakwood was gathered together in one volume.

Oakwood students are encouraged to be responsible citizens of the world and their country of origin and to exercise their civic privilege by voting. Average student voting participation hovered around 500-700 students per year, however, during the 2008 presidential election year more than 1,000 students registered to vote. All during Election Day students gathered in venues around campus to watch as Barack Obama was elected the first black president of the United States.

Fund-raising has always been a vital component of institutional advancement. However, the mid-2000s saw an historic increase in monetary gifts to the university. Ellsworth McKee, president of McKee Foods Foundation, announced the decision to donate \$1 million to Oakwood University. This gift would represent the first contribution of that size made by an individual or family donor to the institution. Even though it was the largest gift given by the McKees to Oakwood, it was by no means the first.

The McKee Foods Corporation, which produces Little Debbie snack cakes, has a significant history of philanthropy to Seventh-day Adventist educational institutions. This major McKee gift helped underwrite various construction projects at Oakwood. In recognition of their \$1 million gift and years of philanthropy, the Business and Technology Complex was officially named in honor of O.D. and Ruth McKee, parents of Ellsworth and founders of the company.



Dr. Baker shows his runner's number from the North Pole Marathon, the race that made him an exclusive member of the Grand Slam Club.



Dr. Susan Baker holds a bottle of melted snow Dr. Baker brought her from the North Pole.



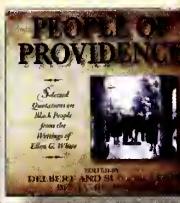
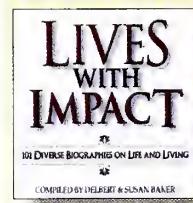
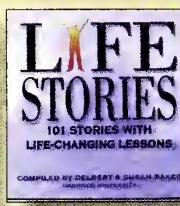
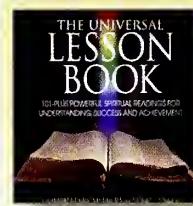
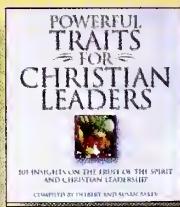
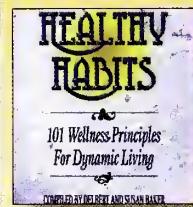
President Baker (pictured) completes marathon races in 35 states, on 7 continents, and the North Pole as part of fund-raising initiative. More than \$500,000 is donated for the Delbert and Susan Baker Running for Scholarships Endowment (2007-2010).

In desperate need of on-campus living space, OU laid out plans for a new men's residence hall and began the process of fund-raising for the project. Responding to the need, the Holland family stepped forward with a pledge for the second 1 million dollar gift in Oakwood history. The Holland family gift was made in honor of their parents, Burks and Elline Holland, who had sent all of their 16 children to Oakwood (multiple grandchildren have also attended and currently attend OU). The Holland family actually donated an additional \$10,000, which made their gift the largest of its kind from an alumni family.

With funding secure, construction on the new residence hall began in 2007. A year

Archaeology

In 2007, Oakwood sent its first archaeology team of four, two students and two faculty, to work on a dig in Amman, Jordan.



Graduate Quotebook Series



Dr. Baker poses beside his temporary home while at the top of the world for the North Pole Marathon.



Dr. Jan Paulsen, president of the General Conference, speaks at the 2006 Oakwood Constituency Meeting.



Michael Eric Dyson

later (2008) the \$10 million facility, Holland Hall, was dedicated and opened for service. The thoroughly modern residence hall provides accommodation for more than 250 men in single or double rooms. It is amenities rich, with wireless technology available in each room, an assembly area, a weight room, laundry, and innovative suite floor plans.

A third gift of approximately \$1.2 million in valuable property and cash was presented from the estate of Donazell George in the early 2000s. Mrs. George never attended Oakwood and was a member of the First SDA Church in Huntsville. She was a committed supporter of Oakwood and Christian education. Her gift enabled the university to deepen the endowment as a hedge for the future. Even in her death, Mrs. George's influence lives. She was honored posthumously at a commencement with the Philanthropic Award for her generosity and largesse.

Sodexo Campus Services has been a business partner with Oakwood for approximately 20 years. In the 2007, Sodexo also became a philanthropic partner with a gift of \$5 million to the institution (the highest gift of its kind to date). Sodexo responded to the need to upgrade OU's food service and entered into a long-term agreement with OU that would provide the university with the funds necessary to completely renovate the cafeteria area and Blake Center. The gift was structured to provide \$1 million immediately and \$4 million spread over a 10 year period.

With the Sodexo gift, the cafeteria area was gutted and rebuilt into a new, expanded, more efficient student dining hall. A new serving system featuring stations serving different types of dishes (for example, the popular pizza station) helped to alleviate long lines. The pleasant new décor was met with widespread approval by students, faculty, and staff.

The Oakwood University Student Dining Hall is the nation's only all-vegetarian HBCU cafeteria. Along with new student dining accommodations, other extensive renovations were made in Blake Center, including new student meeting areas, safety

upgrades, more efficient kitchen equipment, and an enlarged Presidential Dining Suite. The renovated facility opened in 2009.

Due to increased enrollment, graduate tracking and implementation of other regulations and guidelines, Title III funding to OU has increased dramatically. These funds, to be used only for academic related goals and projects, brought more than \$23 million to OU since 1996. During the same period more than \$100 million was procured by OU in grants and contracts.

A number of other projects favorably impacted life at OU. The Gino D'Andrade Public Safety building was dedicated in 2008 in honor of the many years that the late D'Andrade served at Oakwood.

The National Alumni Association funded the project that moved the Morning Star House to the campus (north of Edwards Hall) where it is today as a period museum. The structure, now renovated, was noted to be the residence where Ellen White and Edson and Emma White stayed when they visited campus.

Also in 2009-2010, improvements were made to Burrell Hall that included the formation and outfitting of a media room where students receive training in modern videotaping and editing techniques. The administrative offices in Blake Center were renovated, and new furnishings made for a more inviting workplace. Student family housing and many other venues around the campus were renovated or remodeled. A comprehensive Land Development and Facility Usage Master Plan were also completed.

When Huntsville was hit by a flash hail storm everyone took cover and was safe.



The West Oaks Clubhouse was added later for the convenience of the residents.



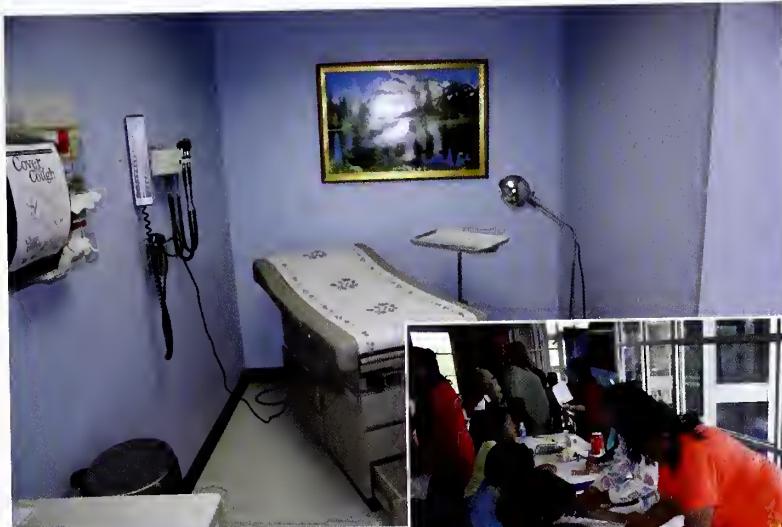
The Oakwood Board of Trustees visits the Slave Cemetery.

Participation in the Political Process

Each year, OU students were encouraged to exercise their civic privilege by voting. Average student participation hovered around 500-700, with participation in the 2008 presidential election year topping 1,000 students registering to vote.



Beautiful crosses are added to Oakwood Memorial Gardens Cemetery.



The Health Service, located in the 4920 Building, is well-equipped and staffed.



Oakwood provides health screening for its employees.

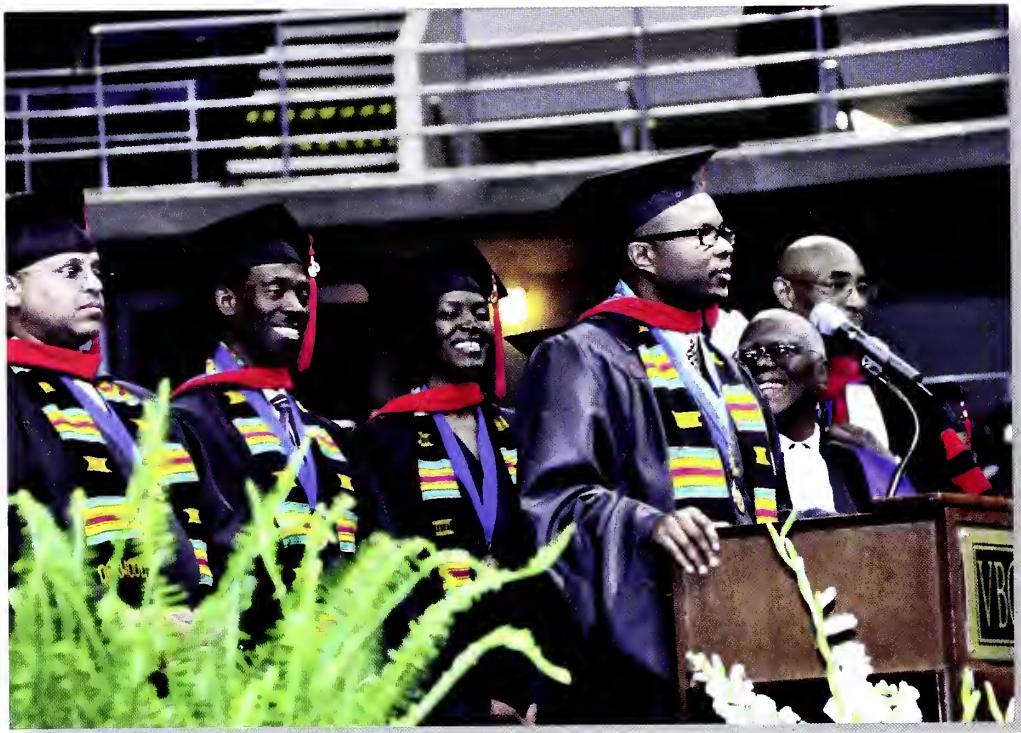
However, at Oakwood approximately 70 roofs were damaged with a replacement cost estimated at more than \$1 million. This resulted in what was termed *the blessing of the hail* when insurance replaced all of the roofs.

During his tenure, Baker cultivated excellent relationships with Huntsville city authorities, Madison County officials, Redstone Arsenal, Marshall Space Flight Center/NASA, and other corporate leaders. He also served on numerous boards and committees in Huntsville, with UNCF, the nation, and church. These good relations have helped to increase OU's standing and resulted in donations and favorable decisions that have benefitted Oakwood in many ways.

Adventist Boulevard rose out of an agreement with the city and is, with the entrance to Wynn Drive, a vital component of campus access. Since its completion, the city has installed traffic controls that increase the safety of the public road for drivers and pedestrians. In 2002, the city installed lights along the full stretch of Adventist Boulevard fronting the campus. In addition, the county assisted in the facilitation of the private roads that lead to the Slave Cemetery/Oakwood Memorial Gardens and the OCI Building.

Oakwood's private access has been greatly improved with the construction of new roads, sidewalks, parking lots, and signage. New parking lots have opened behind Peterson Hall, across from the library, and adjoining Cooper Complex. A mile-long sidewalk has been constructed from Holland Hall up the hill to Market Square and on to the elementary school. Academic Way, a new access road, was completed in 2009 to provide a much-needed exit from the church parking lot and reduce the usual school day and Sabbath traffic jams. All of Oakwood's private roads have received names and new signage. These changes have made OU an easier and safer place to navigate.

A new parking area and road adjacent to the Oakwood University Church and Moseley Religion Complex is currently being graded. It will be named Eric C. Ward Way in honor of the historic contributions made by Elder Ward when he was OU church



The first master's degree class at Oakwood graduated in 2009.

pastor. Future parking is planned for the area by the BCBLC and the McKee Business and Technology Complex.

Student spirituality and commitment to the concept of service have been priorities in the Baker administration. Young people who come to Oakwood put themselves in a place where a commitment to Christ can be made or deepened. With the encouragement of campus leaders and professors, OU students conduct Weeks of Prayer, encourage each other through Hours of Power, and travel to such places as Jamaica, Africa, Haiti and the Philippines to engage in evangelism. Students visit hospitals, jails, homeless shelters, youth detention centers, and schools on a weekly basis.

The National Association for the Prevention of Starvation (NAPS) sends students to help people caught up in natural disasters, wars, and social upheaval. NAPS was on the scene after 9-11 to provide comfort, in New Orleans following Hurricane Katrina to give medical and material support, and in Haiti following the devastating earthquake, to help rebuild.

Oakwood also commissions student missionaries who have served in Asia, Africa, Europe, Australia, Central and South America, and other parts of the world. Another spiritual initiative has been Agape Huntsville, organized and supported by the Office of Academic Affairs and the United Student Movement. These service days are marked by the participation of as many as 1,000 students, faculty, and staff, who provide their volunteer labor to improve communities in the city of Huntsville. Student literature campaigns, evangelistic meetings, Bible studies, and Back to School revivals have resulted in an average of more than 100 student baptisms per year.

The Board of Trustees Young Alumni Program was established to allow an immediate past graduate of OU to become a full voting member of the Board of Trustees for one year. This ensures that the Board has access to the enthusiasm and insights that young people bring, and gave recent graduates an opportunity to impact the decisions of the board in the governance of the institution.

The Bakers were jointly responsible for the creation of a series of student/parent

Seven Financial Highlights

1. Implemented enhanced budgetary system to design realistic departmental budgets and monitor budget variances.
2. Estimated increase in student scholarships since 2003 is \$1.94 million or 72 percent (from 2003: \$2,689,571 to 2009: \$4,632,470).
3. The Faculty Remuneration program increased faculty (rank above assistant professor) remuneration from 2 percent to 5 percent over COLA for five years.
4. Estimated net capital improvements/additions (land, improvements, buildings and equipment) from 1996 through fiscal 2009 are \$22 million.
5. Developed an Endowment Internal Funding Policy to identify resources that will increase the value of the Endowment Fund on an annual basis for the long-term welfare of the university.
6. Developed a financial stratagem to facilitate continued growth with targeted recruitment, retention and investment goals. This strategy helped to position OU as one of the top financially solvent schools in the Adventist system of college and universities.
7. OU has consistently received clean or golden audits (with no recommendations) for the past ten years.

bonding programs, such as the President's Ambassadors, Freshmen Parting Ceremony, Welcome Back Brunch, Parent Partners, and the Graduate's Reception. They also created the annual QuoteBook series as a gift to graduates. The QuoteBook series, located in their entirety in the GoldMine section on the Oakwood website, eventually resulted in the publication of 12 attractive and useful books covering a range of topics, such as spirituality, personal success, motivation, health, and inspired statements about Oakwood and Blacks.

As part of a pilot program, the OU administration and Board of Trustees voted to authorize the OU Ambassadors to join the United States Collegiate Athletic Association (USCAA) for the 2008 season. The Ambassadors competed against teams from

colleges and universities in Oakwood's class and acquitted themselves admirably, both in skill and deportment. At the end of the season, they made it into the national championship tournament. To the amazement of all, the Ambassadors, in their first year won the championship and took the trophy home to OU.

The prestigious Honda Campus All-Star Challenge is considered the largest annual academic competition between the nation's leading historically black colleges and universities. OU has been a part of the Challenge for many years and has been pitted against such institutions as Morehouse College, Southern University, and Howard University. In addition, the OU team, to avoid competing during the Sabbath hours, annually gives up their normal intra-game rest periods and engages in intensive sessions on Friday afternoons of the competition. The OU team, after placing respectably in previous years, won the championship and \$50,000 in 2008 for the first time. Then the OU team returned as reigning champs in 2009 and won again, bringing home another \$50,000.

OU students have earned national distinc-

tion by winning science, research, and NASA grants, and SIFE business awards. In 2009, Oakwood had the largest number of honor students in its history with more than 700 students receiving either academic awards or national merit awards.

The Open Your Mind Lecture Series, coordinated by the Division of Student Services, brought to campus nationally known speakers to inspire, motivate, and expand the thinking of young OU scholars. The speaker list included such noted persons as Cornel West, Nia Long, Michael Eric Dyson, Tim Wise, and Kemba Smith. The series served as a springboard for other speaker forums that included such notables as Tony Compolo and Samuel "Billy" Kyles.

On February 2009, Oakwood University reached another major milestone when administrators signed a five-year mentor-protégé agreement with SAIC (the Science Applications International Corporation). This was the first time a NASA prime contractor had partnered with a historically black college or university. The signing took



The Lawrence Jacobs Silos Plaza provides a quiet place for contemplation. Lawrence Jacobs and his wife were present for the dedication.



place in a conference room in the main office building of the Marshall Space Flight Center, home of the space shuttle and the Saturn V delivery vehicle.

The safety and security of our students on campus is a responsibility that the university takes seriously. Events, internal and external to the campus, highlighted the need for Oakwood to increase its safety measures. In 2009, the Alabama House of Representatives, in response to an OU petition, passed Senate Bill 50, which allows for the formation of a campus police department at Oakwood University. This legislation elevated OU Public Safety to an increased level of preparedness.

Oakwood Public Safety developed an Emergency Operations Plan that established the policy, procedures, and organizational structure to plan for, respond to, and recover from emergency situations and outfitted all buildings on campus with fire alarm systems. As a further security measure, seven Call-24 Wireless Call Boxes were installed on campus to provide immediate contact with Public Safety for anyone needing assistance with the push of a red button. Campus lighting has been upgraded so that there are few dark areas where criminal activity can take place unobserved.

The Financial Affairs Division and the Grounds Department made Oakwood and Huntsville history by receiving Huntsville's annual Beautification Award for nine years in a row (2001-2009). Then, in 2010, Oakwood received the Mayor's Award, the most prestigious commendation offered by the Huntsville Beautification Board.

As a result of extensive Noel Levitz student recruitment and retention consultancy and a UNCF capacity grant, OU created the Student Enrollment Services (SES) unit. SES unites all departments related to student matriculation so that the process provides convenience to students.

Other projects in process during 2010 included the renovation and refurbishing of the skating rink with internal and external improvements. When completed, the building will be renamed the Garland J. Millet Center, and will be a venue for students to socialize, play games, have fun, and yes, skate.

The decision several years ago to restore the two farm silos and clear the field next to them has led to another beautification project. The historic twin silos have been refurbished and the adjoining land converted into a plaza where student gatherings and reflective activities can take place. The silo project was dedicated in July 2010 and named the Lawrence Jacobs Historical Silos Plaza. Around the same time (2010), Oakwood Memorial Gardens received an upgrade when decorative crosses were placed on the grounds, along with a mausoleum and two columbaria.

As another way of preserving Oakwood's history, the Clara Peterson-Rock Museum, in the Eva B. Dykes Library, was extensively remodeled and rededicated in 2010. The beautiful and educationally stimulating environment combines an overview of American, African-American, Black Seventh-day Adventist, and Oakwood University history in a unique manner. Chronological displays made up of photographs, paintings, valuable artifacts and four 30- by 7-foot murals provide an engaging 360° visual walking tour through the years.



Academic Way is Oakwood's newest road.

Looking Toward the Future

When asked to look toward the future, Dr. Baker quickly observed that the future of Oakwood, at least for the next five years, is outlined in the Strategic Plan. But in a broad overview he highlights five general areas of opportunity that he envisions.

First, there is the need for new *revenue streams* to supplement the rising costs of education and the need for expanded and new facilities, such as a Health and Wellness Center and Communication building, etc. Such revenue streams may include land development, increased fund-raising, aggressive research and grant writing, and active pursuit of industrial contracts.

Second, *educational innovations* that encompass creative ways to do the business of education (e.g., shorter or different routes to complete degree requirements), restructuring of the school in light of university status, new degree offerings at undergraduate and graduate levels, online and distance education programs for traditional and nontraditional students, and assertive research and development efforts by faculty and staff, and, of course, providing the highest priority to a successful reaffirmation visit.

Third, *anticipation of opportunities and crisis* through continued prudent and proactive financial management, contingency planning, formation of emergency crisis management teams, and scenarios that anticipate enrollment and subsidy fluctuations. A balance must be found between careful planning for the present and making the necessary investments that will bring future returns and keep the institution healthy and growing. And of course, putting forth all due diligence to continue growing

the endowment and supporting progressive recruitment and retention efforts.

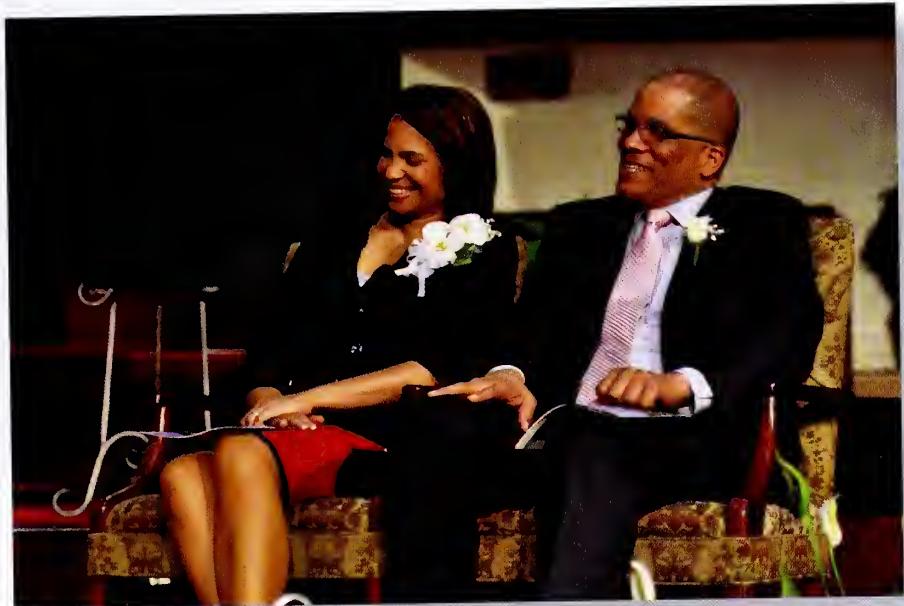
Fourth, *people affirmation* that continues to highlight students, faculty, and staff; seeks to provide the highest level of quality and customer service; and affirms in ways both tangible and intangible the value of committed employees at Oakwood. In light of the recent economy various areas have realized a slow-down, but it is vital that they be addressed for the health and welfare of employees and constituents.

Finally, *spiritual growth and formation* beg attention in this secular age. There are outstanding opportunities for programs and initiatives that consider the times we are living in and seek to refocus on the Oakwood mission. Taking advantage of these opportunities would result in a conscious effort to seek divine guidance as to what God wants from His school at this point in history. Areas of focus may include the curriculum, teaching methodologies, and creative concepts that address how OU can be more intentional regarding service, witnessing, evangelism and personal spirituality.

Even though this list only scratches the surface, Dr. Baker believes that it does highlight some possibilities with potential. Most important is the bright future that is before OU. As the institution continues to link its goals and aspirations with the divine plan, there is no limit to what God can do with Oakwood!

Conclusion

At the 2010 General Conference session, Dr. Baker accepted the election to serve as a general vice president of the Seventh-day Adventist world church. His 13.8 years



President and Mrs. Baker enjoy a farewell extravaganza from the OU family and friends.

as president of OU, which have been viewed correctly as transformational, came to an end on July 31, 2010. The Oakwood family and community friends bade farewell to Drs. Delbert and Susan Baker on Sabbath evening, July 31, and sent them off with fond speeches, positive memories, and best wishes for success, good health, and future happiness.

As one period draws to a close, Oakwood University continues its upward climb of excellence in quality Christian education. To God be the glory. ●

*The name *Oakwood College* (OC) is used to designate the institution prior to 2008, when the name was officially changed to *Oakwood University* (OU).

World Events (1996-2010)

1996: President Clinton appoints Madeleine Albright as first female U.S. Secretary of State
1997: Princess Diana and Mother Teresa die
1998: House of Representatives impeaches President Bill Clinton
1999: Columbine High School massacre where two armed students kill 12 students, one teacher and then commit suicide in Littleton, Colorado
2000: George W. Bush is elected U.S. President
2001: 9/11 Attack on World Trade Center in NYC and Pentagon in Washington, DC
2002: Congress authorizes force against Iraq
2003: Columbia Space Shuttle explodes on re-entry and U.S. invades Iraq
2004: George W. Bush is re-elected in close and disputed election
2005: Hurricane Katrina devastates the Gulf Coast and Rosa Parks dies
2006: Patriot Act becomes law in U.S. and Sadaam Hussein is hanged for crimes against humanity

2007: Financial crises is triggered by U.S. banking system breakdown
2008: Barack H. Obama wins the presidency in the U.S.
2009: Swine Flu epidemic and Michael Jackson dies
2010: BP *Horizon* oil rig explodes, triggering the largest oil spill in history in the Gulf of Mexico

Board of Trustees Chairs

1996-2000: Alfred McClure
2000-2005: Calvin Rock
2005-2010: Don Schneider*
2010: Board Chair: Ted Wilson
*2009-2010 Vice Chair: Doris Gothard

Donor Honor Roll (1996-2010)

Adventist HealthCare
Adventist Health System
Bessie and John Shirley Family
Calvin E. Moseley Family
Chan Shun Foundation
Charles and Ethel Bradford Family
Christopher and Denise (Cleveland) Leggett
Cliff and Carla Stein Family
Committee of 100
Donazell George Family Estate
Ellsworth and Sharon McKee Family
Florida Hospital, Orlando
General Conference of SDA
Holland Family
Howard and Lois Bullard
Huntsville Mayor/Councilmen Offices
Vendors of Oakwood University
Janie Fryson Estate
Kettering Health Network
Kresge Foundation
Lilly Foundation
Lois and Leroy Peters Family
Loma Linda University Adventist Health Sciences Center
Marshall Space Flight Center/NASA
Maynard Cooper & Gale PC
Mississippi FOCUS
NAD Union Conferences
National Alumni Association
North American Division of SDA
Oakwood University Presidents

Regional Conferences
SAIC
Sodexo Campus Services
Southern Union Conference
Tom Joyner Foundation
UNCF/The College Fund
Wilbur Colom Family

Mission Statement:

Oakwood College, a historically Black Seventh-day Adventist institution of higher learning, provides quality Christian education that emphasizes academic excellence; promotes harmonious development of mind, body, and spirit; and prepares leaders in service for God and humanity.

Strategic Goals:

Goal 1:

Spiritual Vitality:
Promote a Christ-centered, Seventh-day Adventist worldview.

Goal 2:

Educational Excellence:
Demonstrate academic excellence in teaching and learning.

Goal 3:

Nurturing Environment:
Facilitate a supportive environment that is sensitive to the needs of students and all other constituents.

Goal 4:

Operational Efficiency:
Ensure efficient service and resource management.

Goal 5:

Resource Development:
Provide sufficient financial resources to support all aspects of the institution.

Goal 6:

Institutional Relations:
Enhance the reputation and relationships of the institution.

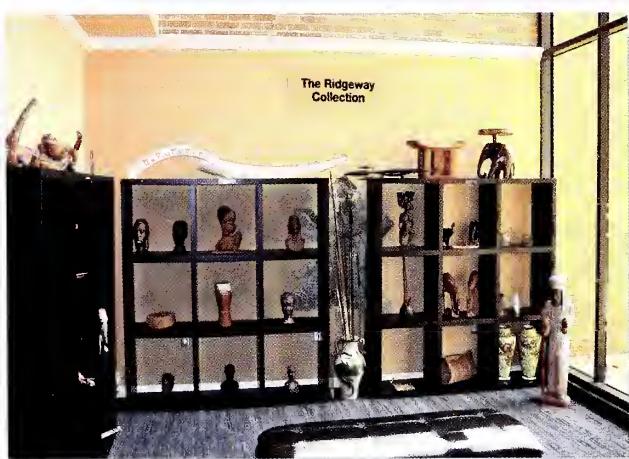
Goal 7:

Technology Leadership:
Maintain a technologically progressive campus.

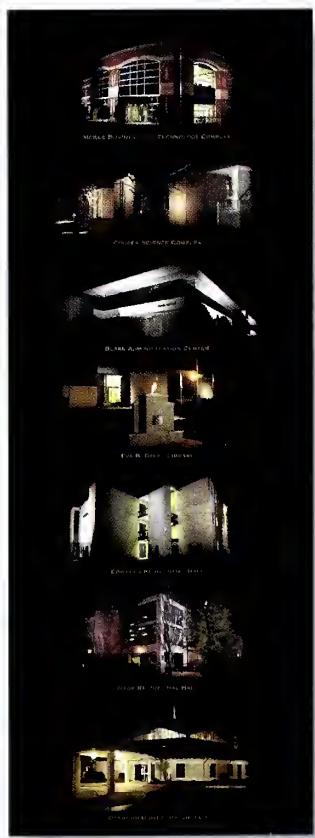
OAKWOOD UNIVERSITY CLARA PETERSON-ROCK MUSEUM



Christ of the Narrow Way. Artist, Elfred Lee.



March from Selma to Montgomery.



Faculty And Staff 1997 - 2010

(Names in **bold** active 2009-10)

ACKLIN, RONALD

Alcock, Claudia

ALEXANDER, COLLINS

Alexander, Everett

ALEXANDER, VIRGINIA

ALFORD, MARSHA J.

ALLEN, CAROL M.

Allen, Cynthia L.

ALLEN, GREGORY

Allen, Theresa

Allen-Sherrod, Shalon

ALLEYNE, PAMELA D.

Allston, Elaine D.

Allston, Thomas

Amponsah, David

Anderson, Ellen

ANDERSON, JOHN E.

ANDERSON, KAREN

Anderson, Mary

Anderson, Tawanna L.

Andrews, Lena C.

Andrews, Robert

Andrews, Yaneresh

ARMOUR, VERNESSE

Armstrong, Bennye W.

ARMSTRONG, TANGY R.

Ashford, Sharon

ASHLEY, GEORGE

AUBRY-HAMILTON, FLORE M.

AUGUSTE, CALISTE M.

Bailey, Ornan

Bailey, Shirley B.

BAKER, DELBERT W.

BAKER, ENOCH E.

BAKER, GWENDOLYN

Baker, Penelope

BAKER, SUSAN

Banks, Latanja I.

BARHAM, NIGEL G.

Barkley, William W.

BARNES, PATRICIA A.

Barr-Ennis, Florecetam

BARTHOLOMEW, JORGE H.

Barton, Naomi R.

Basaninyenzi, Gatsinz

BATTLES, MIRIAM

Baxter, Dale W.

Beale, Melanie A.

PHYSICAL PLANT

Family & Consumer Sciences

PHYSICAL PLANT

Information Technology

EDUCATION

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NURSING

Education

RELIGION

Student Activities

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STUDENT ACCOUNTS

President's Office

Public Relations

Business & Information Systems

Social Work

ACADEMIC AFFAIRS

NURSING

Mathematics

Payroll

Financial Aid

Communications & Art

Academic Affairs

FINANCIAL AID

Office Of Human Resources

PHYSICAL EDUCATION

Student Services

SOCIAL WORK

CHEMISTRY

PHYSICAL PLANT

Accounting

Provost

PRESIDENT

INFORMATION TECHNOLOGY

STUDENT SERVICES

Grounds

CHEMISTRY

Financial Aid

HISTORY

Grounds

HISTORY

Development

ADMISSION & ENROLLMENT

Student Services

English & Foreign Language

E.G. WHITE ESTATE

Public Safety

Office Of Sponsored Programs

Beale, Tiffany B.

Beaumont, Andrew E.

Beazley, Ginger

Bekele, Gete

Belgrave, Louise A.

Bell, Douglas

BENJAMIN, FINBAR S.

Benn, Bernard W.

Benn-Marshall, Karen P.

Benn, Ursula T.

Berry, Gregory R.

Bijvoet, Frank A.

Bilal, Abdul

Billingy, Keld

Black, Terverius R.

Blake, John A.

Blanchard, Sentrae A.

Blanche-Payne, Evelyn

Blankenship, Laximiyyotta

BLAY, DAVID W.

Bliss, Frances H.

Blue, Dedrick L.

BOOTH, CAROLE A.

BOWE, DEREK C.

Bowman, Tanya A.

Boyd, Carol

Brade, Kesslyn

BRADEN, TRACEY L.

Bragg, Brina F.

BRATHWAITE, COMPTON W.

BRATHWAITE, FAYE A.

Braxton, Mavis B.

Brooks, Emery C.

BROOKS, GLORIA C.

Brown, Allen

Brown, Eric C.

Brown, Jeffery

BROWN, MICHELLE B.

BROWN, THEODORE SR.

Brunson, Melissa

BRYANT, EDRITA J.

Bryant, Kollette R.

BUCKNOR, WAYNE A.

Bullard, Howard

Burgess, James

Burgess, Lester

BURGOS, FRANCISCO

BURNETTE, MARCIA

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Public Safety

Music

Mathematics

Leap

Transportation

RELIGION

English & Foreign Language

Chemistry

English & Foreign Language

Business & Information Systems

Physical Plant

College Market

Academic Affairs

Hud

Math & Computer Science

SAIC

Psychology

Education

PHYSICAL PLANT

Education

Student Services

STUDENT INFORMATION

ENGLISH & FOREIGN LANGUAGE

Admission & Enrollment

Office Of Sponsored Programs

Social Work

GROUNDS

Library

FINANCIAL AID

BUSINESS & INFORMATION SYSTEMS

Health Services

Physical Education

ENGLISH & FOREIGN LANGUAGE

LANGUAGE

Transportation

Financial Affairs

Religion

HEALTH SERVICES

BUSINESS & INFORMATION SYSTEMS

Academic Affairs

FINANCIAL RESOLUTIONS

Library

MUSIC

Graphixx

Physical Plant

Physical Plant

ENGLISH & FOREIGN LANGUAGE

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Burton, Keith	Religion	Davis, Brenda	Office Of Spiritual Life
Burton, Liza J.	Biology	Davis, Hadassah A.	Student Services
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Butler, Anthony	Student Services	Davis, Justin Z.	Office Of Sponsored Programs
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CALDWELL, GAIL Y.	ACCOUNTING	Davis, Ruth F.	GROUNDS
CALDWELL, LEAH R.	WEST OAKS	DAVIS, SHIRAZ	Family & Consumer Sciences
Calhoun, Alan	Physical Plant	DAVIS III, JOHN C.	BIOLOGY
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Carrington, Durrand	Financial Aid	DESOUSA, ISADORE V.	Communications & Art
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Carter, Luetilla M.	Psychology	DEWITT, CHRIS M.	Public Safety
Cartwright, Boontang	College Market	Dixon, Minneola I.	INFORMATION TECHNOLOGY
CARTWRIGHT, ROENGSAK	INFORMATION TECHNOLOGY	DOBBINS, KATHLEEN	Library
CARTWRIGHT, WYVONNE D.	EDUCATION	Docteur, Rose A.	MATH & COMPUTER SCIENCE
CASTILLO, RUDY	PHYSICAL PLANT	DOGGETTE, JAMES R.	Academic Affairs
CHAMBERS, AUDLEY	MUSIC	Doli, Marian C.	RELIGION
CHAMBERS, HANNAH	BUSINESS & INFORMATION SYSTEMS	Donatto, Anthony D.	Physical Education
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Claiborne, Tiffani R.	SAIC	Dupree, William L.	GROUND S
Clay, Angelique	Music	DURANT, JULIET A.	Business & Information Systems
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Clay-Darden, Donna M.	Career Services & Testing	Dykes, Carmen M.	BIOLOGY
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COWAN, VETA	TRANSPORTATION		
Cox, Loleta	Bookstore		

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FLETCHER, JEAN A.	STUDENT SERVICES	Gwebu, Keratiloe	Nursing
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Flores, Norma	Chemistry	Hailemelecot, Sellam	Nursing
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Ford, Marea I.	Physical Plant	HAMILTON, SOLOMON	BIOLOGY
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Forde, Wayne	Center For Academic Success	Hampton, Benton J.	Physical Plant
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GALLEY, CHERRYL A.	PSYCHOLOGY	HENRY, PAMELA J.	ACADEMIC AFFAIRS
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Germany, Plenty	Physical Plant	HILL, JOHN T.	RECORDS
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Gittens, Cherlyn L.	Grants Management	Holmon, Alberta	Library
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GOODING, LELA M.	ENGLISH & FOREIGN LANGUAGE	Hopkins, Donald L.	Physical Plant
Grant, Eric	Grounds	Hopkins, William	Physical Plant
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Green, Shelton	Physical Plant		

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Hunter, Jennifer L.	SAIC	King, Terasha A.	Communications & Art
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IBLE, KAVEN	PROVOST	Kirby, Ada	Library
Iheanacho, Morris A.	Library	Kirby, Matthew	Public Safety
Iheanacho, Shirley	Provost	Koko, Allou S.	Information Technology
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Jackson-Mccrary, Anita	Student Services	LACY, LUCILE C.	MUSIC
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Jacobs, Harold	Business & Information Systems	LAIHING, KENNETH	CHEMISTRY
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Jefferson, Eric D.	Grounds	LANG, LATOYA	MUSIC
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JOHNSON, PAULETTE	LIBRARY	Lee, Yue-Guey L.	Chemistry
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		Marrero, Miranda	Saic

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Martin li, Edward H.	Biology	Mims, Hattie D.	Title III
MASSEY, CARL L.	GROUNDS	MITCHELL, JAMES	PHYSICAL PLANT
Massey, Nicole	Saic	Mohan, Annette	Child Development
Mastin, Nadine W.	Academic Affairs	Mohan, Tungesh N.	Communications & Art
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Maulsby, Nellie	Biology	Moo, Olive L.	Grants Management
MAY, CHARLES E.	INFORMATION TECHNOLOGY	Mooney, Claudia A.	Nursing
Maycock, Constance L.	Health Services	MOORE, DAVID L.	PUBLIC SAFETY
MAYES, CHARLES E.	PUBLIC SAFETY	MOORE, TRACY B.	ADMISSION & ENROLLMENT
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MBYIRUKIRA, JAMES B.	EDUCATION	Morris, Carolyn	Career Services & Testing
MBYIRUKIRA, STELLA U.	LIBRARY	MOSBY, ELIZABETH L.	LIBRARY
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McClure, John R.	Physical Plant	Neal, Shirley	Music
MCCLURE, TIMOTHY	TRANSPORTATION	NEPHTALEM, CHALTU	RECORDS
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Mccrary, Derita	Market	NEWBORN, JANIS L.	INSTITUTIONAL EFFECTIVENESS
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Mccrary, Willie	Grounds	Nixon, Clarise	SAIC
McDaniel, Tony L.	Physical Plant	Nixon, Januwoina R.	Center For Academic Success
Mcdonald, Beverly C.	Leap	NIXON, MARGARET	PSYCHOLOGY
MCDONALD, TIMOTHY	ADVANCEMENT & DEVELOPMENT	NIXON, PHILIP B.	STUDENT SERVICES
Mcgauley, Simon	Physical Plant	Ogum, George O.	Business & Information Systems
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Mcintosh, Sherrille	Accounting	Oler, Gene	Counseling & Testing
Mckenzie, Lilia	Library	Oliver, Tony D.	Physical Plant
Mckenzie, Roland L.	Education	Onwokaeme, Benjamin E.	Business & Information Systems
Mckinnis, Tyrone E.	Financial Affairs	Orr-Wise, Barbara	Development
MCNISH, FRANZ C.	ACCOUNTING	OSEI, JOHN	MATH & COMPUTER SCIENCE
Mcroy, Luceta	Business & Information Systems	Osterman, Eurydice V.	Music
MCWILLIAMS, STEVEN M.	INFORMATION TECHNOLOGY	OTIENO, ONESIMUS L.	BIOLOGY
Mebane, Deborah	Information Technology	PARKER, JAMES E.	GROUNDS
Medley, Anthony A.	Student Services	Parker, Richard E.	Grounds
Medley, India M.	Nursing	Partlow, Sophenia I.	Accounting
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Melancon, Artie S.	Education	Paschal Jr, Samuel M.	Computer Center
MERRIWEATHER, DOROTHY M.	BIOLOGY	PATEL, DARAYAS N.	MATH & COMPUTER SCIENCE
Mierez-Weekes, Joanna	Student Services	PATEL, HAVOVI D.	NURSING
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Miller, Pattie R.	Student Services	PAUL, ANTHONY D.	BIOS
MILLER, VICTORIA L.	WJOU	PAUL, SONIA E.	CAREER SERVICES & TESTING

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PAYNE-THOMPSON, KERTH V.	ADMISSION & ENROLLMENT	ROACH, SHAUNDA A.	BUSINESS & INFORMATION SYSTEMS
Peifer, Bruce	Advancement & Development	Roach, Tanquerey	Office Of Human Resources
PEIFER, JOY	HEALTH SERVICES	Roberts, Lisa S.	SAIC
PENROD, JULIET	BIOLOGY	Robinson, Beverly S.	Trust Services
PERERA LARRARTE, ADRIANA E.	MUSIC	ROBINSON, CELESTINE J.	OFFICE OF SPIRITUAL LIFE
PERKINS, ANTHONYE	COMMUNICATIONS & ART	Robinson, Donna E.	Computer Center
Perry, Christopher C.	Chemistry	ROBINSON, JOHN L.	PHYSICAL PLANT
PETTY, STEVEN D.	PSYCHOLOGY	ROBINSON, MARJORIE	WADE HALL
Phelan, Susan J.	Grants Management	ROCHESTER, SYLVIA A.	LIBRARY
PHILLIP, KEZIA T.	CHEMISTRY	RODDY, JAMES	PHYSICAL EDUCATION
PHILLIPS, GLENN	CHEMISTRY	RODEN, DONALD N.	WJOU
Phillips, Juliaette W.	Academic Affairs	RODRIGUEZ-JAMES, HEATHER	LIBRARY
Phillips, Tyrone	LET C	ROPER, EVERETT K.	BUSINESS & INFORMATION SYSTEMS
PITMAN, ALVIN B.	PHYSICAL PLANT	Ross, Janice V.	Advancement & Development
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Pollard, Prudence E.	Office Of Human Resources	Ruff, Titus	Physical Plant
Powell, Yvette N.	Physical Plant	RUGLESS, DIANE R.	FINANCIAL AFFAIRS
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Provencio, Sherrille	Information Technology	SAWYERS, PAULINE	PSYCHOLOGY
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Purnell, Kathyanne	Counseling Center	SCOTT, LIONEL D.	PHYSICAL PLANT
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RANDRIAMAHEFA, ALEXANDRINE	BIOLOGY	Seawright, Floyd	Grounds
RANDRIAMAHEFA, RAYMOND	BIOLOGY	Seawright, Jimmie E.	Student Services
Ransom, Erica	Saic	Sedlacek, David A.	Social Work
RAPHAEL, IRVIN L.	GROUNDS	Seeger, Sandie	Chemistry
READUS, LATRICIA A.	SAIC	SELASSIE, GENET F.	POSTAL SERVICES
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REAVES, BENJAMIN F. JR.	GROUNDS	SEPULVEDA, CIRO H.	HISTORY
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About the Author . . .



Mervyn A. Warren presently serves as Interim President of Oakwood University. He has also performed the duties of General Vice President (combining Academic Affairs and Student Services), Vice President for Academic Affairs, Assistant to the President, and Provost.

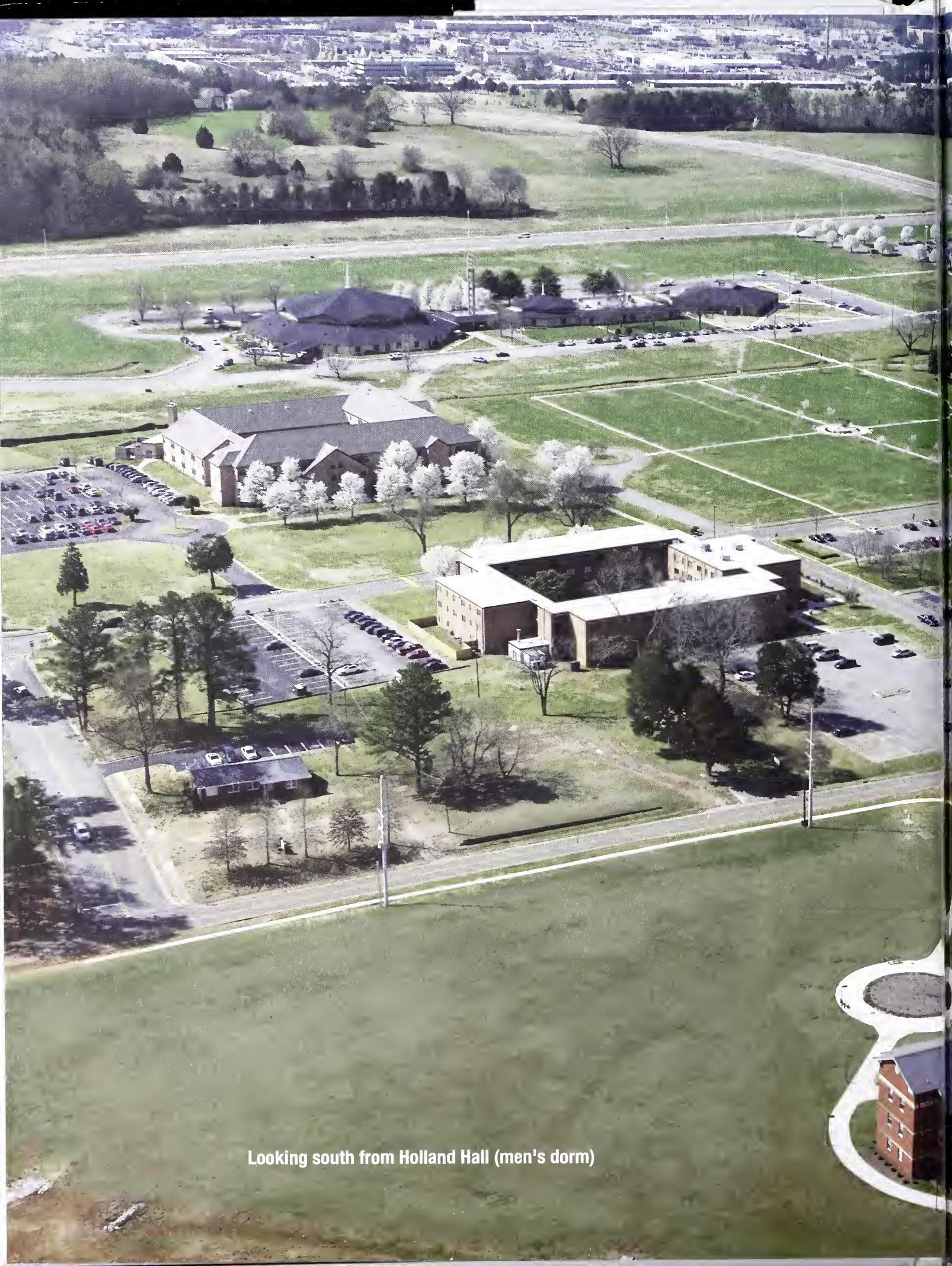
A graduate of Oakwood (B.A. Theology), he attended the Seminary of Andrews University (M.A. and M. Div.), Michigan State University (Ph.D.), and Vanderbilt Divinity School (Doctor of Ministry) and has taught at all of these institutions in addition to chairing the Department of Religion at Oakwood.

Besides numerous articles in professional and popular journals, Warren's book publications comprise: *Black Preaching: Truth and Soul*; *Adult Sabbath School Lessons* for the third quarter of 1984 ("Knowing That We Know God"); *God Made Known*; An award winning homily in *Best Sermons*; *King Came Preaching* (The Pulpit Power of Dr. Martin Luther King, Jr.); Ellen White on Preaching and, of course, the preceding OU centennial history volume *Oakwood! A Vision Splendid* (1896-1996).

Writing the Oakwood story is itself a relational ministry. The experience draws from the author's having been privileged with personal contact, either as student or staff, with the last eight presidents (Frank L. Peterson through Delbert W. Baker).

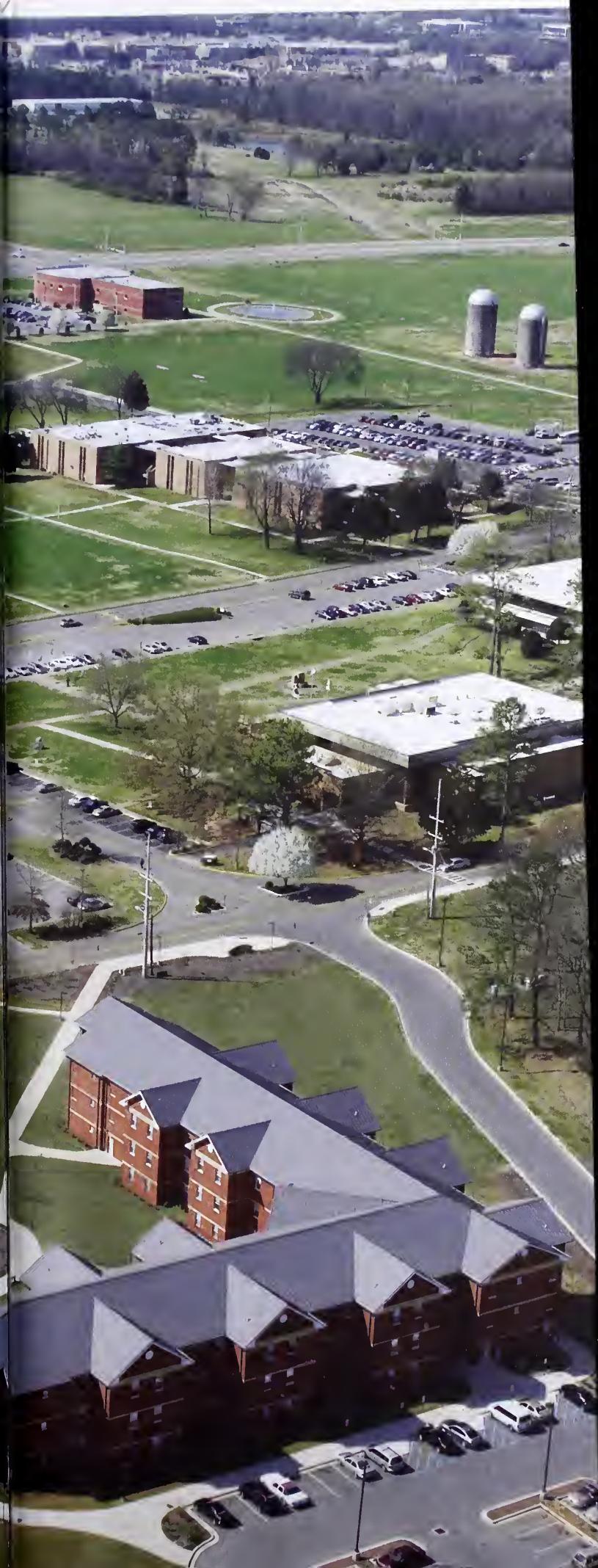
Moreover, Warren cherishes having worked as a student for the inimitable Dr. Eva B. Dykes and remembers also as a student having assisted in typing the Ph.D. dissertation for the preeminent Dr. O. B. Edwards, both personalities who remain household motifs in the tapestry of Oakwood. Brushing against history sometimes spawns histories.

His wife, Barbara, is the younger daughter of Elder Calvin E. Moseley and lived her early life on the OU campus from birth through elementary and high school and through sophomore year in college. Recently retired from teaching at OU, she holds the M.ED. in Early Childhood Education. They have two sons, two daughters, and ten grandchildren. Hobbies include "Scrabble," writing, tennis, golf, and life.



Looking south from Holland Hall (men's dorm)

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Mission

OAKWOOD UNIVERSITY, a historically Black Seventh-day Adventist institution of higher learning, provides quality Christian education that emphasizes academic excellence; promotes harmonious development of mind, body, and spirit; and prepares leaders in service for God and humanity.

Motto



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