

ABSTRACT

Title of Dissertation: THE TRANSITION OF A HISTORICALLY BLACK
 COLLEGE TO A PREDOMINANTLY WHITE
 INSTITUTION

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This study investigates the evolution of Bluefield State College from Black to White. The college is located in Bluefield, West Virginia and was founded in 1895 as an all-Black institution. By 1980 it lost that identity. This study attempted to determine why that transition occurred. The research examined the forces that played an essential role in the transition. They included the demographics of the college community, the socio-economic-politico forces, curricular and programmatic changes, and the role of the Alumni Association. These forces were examined from the pre-Brown vs. Board of Education 1954 Supreme Court decision throughout the transition to determine how each force impacted, influenced, or provided direction for the transition.

Both a qualitative and quantitative approach was used to study these forces. The literature review included the history of Bluefield State College and other historically Black colleges regarding desegregation. The study also relied on media

accounts, journals, magazines and other documents. Brown's Tipping Point Theory (2002) and Parker's Critical Race Theory (2003) provided a frame of reference to examine the social, economic and political forces affecting the transition. Descriptive data were gathered through the administration of 100 survey questionnaires and ten in-depth interviews.

The findings indicated that all the forces except the role of the Alumni Association combined and interacted to bring about the transition of Bluefield State College from an all-Black to a predominantly White institution. While the 1954 Brown decision played a critical role it did not act alone to bring about the transition. Further, the findings of this study are consistent with Brown's (2002) earlier study of Bluefield State College and are also supported by Parker's (2004) Critical Race Theory and his research on desegregation. Finally, evidence that emerged from the study suggested that the Alumni Association remains the last vestige of Black tradition at Bluefield State College.

THE TRANSITION OF A HISTORICALLY BLACK COLLEGE
TO A PREDOMINANTLY WHITE INSTITUTION

by

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DEDICATION

This dissertation is dedicated to:

My deceased parents, Andrew and Nancy Elizabeth Payne, who gave me
LIFE.

My daughters, Nancy Brown-Holt, M.D., and Ellyne Brown Downs, D.V.M.,
who are the Light of my LIFE.

And

My grandchildren, Nancy Elizabeth Holt, Harry William Holt III, Thomas
Jeffrey Downs, Jr. and Timothy Joseph Downs, who are the Joy of my LIFE.

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"Hold fast to dreams, for if dreams die life is a broken-winged bird that cannot fly.
Hold fast to dreams, for if dreams go, life is a barren field covered with snow."

Langston Hughes

With the completion of this dissertation, my dream has come to fruition.

It was by the grace of God, my Creator, the support of my daughters, and the individuals recognized below that I realized my dream.

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CHAPTER I

INTRODUCTION

This study examines the condition, situations, forces, and events surrounding the transition of a historically Black college to a predominantly White institution. Bluefield State College (BSC) located in West Virginia, was founded in 1895 as an all-Black college, but later it lost that identity. This study seeks to examine why this transition occurred. The study focuses on five themes: the demographics of the college community; the functional evolution of the college from Black to White; the socioeconomic and political forces having an impact on the transition; the curriculum and programmatic changes that evolved; and finally, the role the Alumni Association played and continues to play.

The 1895 West Virginia constitution did not allow White and Colored persons to be taught in the same schools. Therefore, the college has had a stressful and trying history from its inception to the present day (Griffin, 1991). The above declaration is apparent in all of the accounts describing the history of this institution. It was founded to train Blacks to teach young people in the segregated schools. For decades, the college was true to its founding mission, producing Black teachers and artisans who went to work in the rural and suburban parts of the state and beyond. In 1954, when the Supreme Court struck down school segregation, the college was quick to adapt, accepting White Korean War veterans and others eager to learn the secrets of the rapidly mechanizing coal mining business (Fletcher, 1997). Subsequently, the

integration of this institution in 1954 changed its mission, which resulted in the loss of its original identity. The following excerpts describe this change:

More than 100 years after the founding of the college, the main campus remains poised high upon the hill above railroad tracks and overlooking the town's business district. For generations, the children of Black families living largely in this industrial area earned college degrees from this small teacher's college. However, in the past three decades, the local Black community together with middle-aged and elderly Black alumni have watched this formerly all-Black residential college transform into a predominantly White commuter school with community college offerings. (Roach, 1998, p. 16)

This occurred despite the fact that Bluefield State College was the recipient of Title III funding that is earmarked specifically to strengthen Black colleges and universities. In 1965, the U. S. Congress designated Historically Black Colleges and Universities (HBCUs) founded before 1964 to receive funding under the Higher Education Act (Beale, 1999; Roach, 1998). Bluefield State College continues to receive Title III funds to the present day.

The June 11, 1998 edition of Black Issues in Higher Education revealed in an article by Ronald Roach that Bluefield State College has been transformed into a mostly White commuter school. Black Issues looks at the dynamics of this metamorphosis and the interventions made to reverse it.

Bluefield State College offers what many believe to be the starkest example of a public historically Black institution losing its original identity to the demands of desegregation. Despite their traditional mission, several public historically Black colleges and universities (HBCUs) around the country have come under court orders or state

legislative mandates to become integrated institutions. Bluefield State with an enrollment of more than 2,500 students had just 177 Black students this past school year, making it the Whitest HBCU in the nation. (Roach, 1998, p. 14)

Table 1 displays information on the ten whitest HBCUs.

Table 1

The Ten Whitest Historically Black Colleges and Universities

Rank		Blacks as a Percentage of Total Enrollment	
Institution	State	1993-1994	1997-1998
1. Bluefield State College	W. Virginia	8	8
2. West Virginia State College	W. Virginia	13	13
3. Lincoln University	Missouri	26	26
4. J. F. Drake Technical College	Alabama	45	45
5. Kentucky State University	Kentucky	49	51
6. Bishop State Community College	Alabama	52	54
7. Langston University	Oklahoma	51	51
8. Tennessee State University	Tennessee	55	60
9. Delaware State University	Delaware	62	62
10. Fayetteville State University	North Carolina	64	64

Note: 1993-1994 figures from National Center for Education Statistics, U. S. Department of Education. 1997-1998 figures from College View, cited in "African Americans awkwardly strive to regain a presence at the nation's whitest HBCU," by R. Roach, 1998, Black Issues in Higher Education, 15(8).

Background

Bluefield State College began as Bluefield Colored Institute in response to the need for an institute to serve Blacks, since West Virginia State law did not permit

Blacks to enroll in White colleges or universities. Rankin (1976) describes its beginning:

On February 1, 1895, the late Hon. William M. Mahood of Princeton, senator from the seventh Senatorial District, introduced in the West Virginia Legislature a bill entitled, "An act to establish a high grade school at Bluefield, Mercer County for Negro youth of the State.

(Rankin, 1976, p. 43)

Since the state law did not allow Blacks and Whites to attend public schools together, Whites did not enroll in or attend any institution such as Bluefield State College that had been established exclusively for Blacks (McGehee & Wilson, 1995, p. 14). Therefore, a major turning point in its mission came with the 1954 Supreme Court decision, Brown v. Topeka.

The research reviewed regarding Bluefield State College indicates that from these meager beginnings Bluefield State College emerged as a proud and prosperous institution dedicated solely to the education of Blacks, many of who went on to achieve distinguished careers (McGehee & Wilson, 1995, p. 14). However, this changed dramatically in a short period of time as the college made a transition from an all-Black institution to a mostly all-White institution. This transition was inclusive of changes to the student body, faculty, and administration composition as well as programming. The traditional curriculum, which included teacher education and vocational offerings, changed to health and technology. The original curriculum met the needs of Black students, but during the transition the curriculum was geared toward the needs of White students. Prior to, during, and after the transition the only aspect of the college that remained constant and majority Black was the Alumni Association (Roach, 1998). The conditions and events that were the occasion of this transition are the subject of the remaining six chapters of this study.

Statement of the Problem

The purpose of this study was to examine the forces that occasioned the transition of Bluefield College from an all-Black institution of higher education to an almost all-White institution during the period marked by the desegregation controversy through the time that it took for this transition to take place. The central focus of this study was whether Brown v. Topeka (1954) acting alone brought about this transition and if Brown did not act alone, what role did it play? Did Brown play an important role or was its role one to impact the forces of change that were already in motion and moving the college in its new direction? The demographics of the college community and the evolution of the college from Black to White were studied to provide perspective on the transition prior to and after Brown. The socio-economic-politico forces were examined from pre-Brown throughout the transition to determine how they were influencing the transition prior to Brown and to determine how Brown might have interacted with these forces to bring about the transition. Curricular and programmatic changes were studied in an effort to further examine the effect of these forces on the cultural life of the college. Lastly, the role of the Alumni Association throughout this period was studied to determine to what extent it might have attempted to provide direction for this transition. This is seen as important to the study for two reasons. First, historically, the Alumni Association had been active as an advocate for moving the institution toward that of becoming a high-quality center of higher education. Secondly, the Alumni Association, which remains all Black in spite of the transition, is the remaining remnant of what was once a proud and prospering Black institution of higher education.

Conceptual Framework

The fate of America's public Black colleges and universities raises important desegregation policy issues. As a result, the public Black colleges and universities have become more prominent in public debate in recent years.

Research reveals that higher education has been slow to address desegregation as a salient issue although the desegregation issue emerged fifty years ago. As it explored the effect of the forces that led to diversity of public higher education at Bluefield State College, this study used a conceptual framework created by Dr. Christopher M. Brown II (cited in DeStefano, 2001). Dr. Brown developed this framework for analyzing the competing interests of desegregation policy makers and public HBCUs by using a combination of historical, legal and social science research methods. These methods were used by policy makers to investigate how to mediate competing interests of the public historically Black institution desegregation.

A dual system of education was created in the late 19th century resulting from the establishment of these public Black colleges and universities in 19 southern and border states. These institutions were deliberately established for the purpose of segregating the African American student, but they provided and continue to provide educational opportunities for African American leaders. Nevertheless, these historically segregated institutions have nourished and supported the Black community through many years of struggling for equal educational opportunity. These institutions have educated a large number of African American leaders throughout the country. They continue to serve the Black community in areas where they may be deprived of educational opportunity. The task of resolving the issues of higher education desegregation compliance has been given to policy makers through legislation and court rulings. Changes in student enrollment have often been used as the criterion for measuring success (DeStefano, 2001).

This criterion does not consider the students' freedom of choice to attend Black colleges and universities that were created to keep African Americans out of White institutions. Little has been done by policy makers to address the issue of discrepancy between the focused regional missions assigned to Black institutions and the flagship comprehensive roles of White institutions (DeStefano, 2001).

Black institutions are consistently underfunded. This underfunding results in underpaid faculty and inadequate facilities. Historically Black colleges are often threatened with closure when states seek to reduce budgets. This threat of closure is often done without regard to the consequences. Finally, and most importantly, Black colleges are caught between desegregation policies, recommended changes, and state governing practices to preserve things as they are (DeStefano, 2001).

The significance of Brown's research is that it offers guidelines for developing educational policies and practices. These guidelines promise to be effective in collegiate desegregation. They are outlined below as suggested by Brown.

- Study desegregation policy impact on student enrollment, staff, institutional mission, surrounding community, and state coordination of existing programs.
- Assign prominent roles to historically black institutions equal to those of other institutions in research, graduate studies, public service and other important areas.
- Recognize that enrollment numbers alone do not measure racial integration well; examine instead how institutions retain staff and students throughout state systems.
- Use affirmative action to diversify governing bodies and make them accountable to the desegregation planning and implementation process.

- Recruit from a diverse pool of faculty and students to stress academic competitiveness and highlight the historical consequences of individual institutions.
- Develop long-range plans that focus not just on enrollment numbers, but also on the development, funding and implementation of educational policies that eliminate vestiges of segregation and promote educational opportunity. (DeStefano, 2001)

For Brown, "Diversity is an important yet sometimes abstract concept when it comes to educational policy" (cited in Barre, 2001, p. 1). His research focuses on the ways in which complying with desegregation standards has affected historically Black public colleges and universities. Brown's research has found that when these institutions alter their enrollment patterns to comply with the desegregation mandates, the climate of the colleges and universities changes (Barre, 2001).

Research has also revealed that 10% of 117 historically Black colleges have been radically altered racially. It further indicates that this racial alteration has an impact on the climate of the school. Studies and interviews regarding the changing climate of Bluefield State College suggest, "Brown is concerned with the impact that a change in enrollment will have on the climate, or culture, of an institution. The culture of a university can be identified by the traditions that are celebrated by the students" (cited in Barre, 2001, p.1). Furthermore, Brown states, "the question is at what point does a shift in student enrollment shift the institutional culture" (cited in Barre, 2001, p.1). This is known in sociological theory as the "tipping point," the point where a change in diversity will cause a dynamic shift in the culture of the college or university. Through his research, Brown hopes to identify a formula that will predict when this change will occur at a given institution (Barre, 2001).

This "tipping" information or point of view may be useful in understanding Bluefield State College's transition. Perhaps when the idea of a formula for tipping in historically Black institutions is constructed, it can be applied to other institutions, Bluefield State College included (Barre, 2001). It is considered an institution with special population, with unique mission and values they wish to maintain, according to interviews held with Bluefield State College staff, alumni, and students in a study conducted by H. Randall Poole in 1989 (Poole, 1989).

Brown's research is conducted in southern states where university enrollments are closely monitored by the federal government in order to assure compliance. Brown did research at West Virginia University, Bluefield State College and West Virginia State College for five weeks during the summer of 2000. Brown intends to study how state commissioners respond to the challenge of collegiate desegregation compliance for the next two years (Barre, 2001).

Research Procedures

This research study combines historical and descriptive methodology. While these two are highly similar, there are some differences. This study is concerned with past events and is historically informed and traces events over a period of time. The literature used to provide information to respond to the research questions includes a guide, Bluefield State College: A Centennial History (1895-1995), by C. Stewart McGehee and Frank E. Wilson. Other major sources reviewed were Bluefield State College Alumni Historical Highlights (1978), by Frank E. Wilson, a history of the tradition and heritage that commemorate the struggle and progress of the Bluefield State College Alumni; Bluefield State College Office of Research; websites relative to Historically Black Colleges; dissertation abstracts; census reports; college catalogues; journals; yearbooks; monthly publications and periodicals.

Brown's "Collegiate Desegregation and the Public Black College: A New Policy Mandate" (2001) documents the scope of collegiate desegregation compliance and explores policy questions that persist. Highlights from the research literature of collegiate desegregation and the public college are outlined in Chapter IV, which deals with the socioeconomic and political forces that affected the evolution of Bluefield State College.

"Using Critical Race Theory to Understand Higher Educational Desegregation Policy," by Laurence Parker was published in Fall 2003 by the College of Education, University of Illinois at Urbana-Champaign. These data show how the court decisions did not acknowledge how the nation's history of white control and domination of educational facilities has hindered HBCUs' abilities to access resources ordered by the court (DeStefano, 2003). This information is discussed in Chapter IV.

The majority of the studies used are published papers, books, magazines, or conference papers. Some of the sources are published by lesser-known presses. Additionally, the descriptive methodology that is used consists of contemporary material including letters, newspaper accounts and magazine articles.

The descriptive methodology also includes information gained from people's experiences. In some cases, these individuals may have been participants in the events discussed. Data collection included the administration of a survey questionnaire that was designed by the researcher to gather information to answer the research questions. This survey is exhibited in Appendix A. Further descriptive information was sought by means of interviews with 10 individuals who are familiar with the period of transition at Bluefield State College (Interview Protocol, Appendix B).

An interview is a method of data collection that may be described as an interaction involving the interviewer and the interviewee, the purpose of which is to obtain valid and reliable information (Marshall & Rossman, 1989). "Interviews may

range from casual conversation or brief questioning to more formal, lengthy interactions. In-depth interviewing is a data collection technique described as a conversation with a purpose" (Patton, 1980, p. 82).

Research Questions

Specific research questions addressed in this study are:

1. How did the demographics of the college community influence the transition of Bluefield State College from Black to White?
2. To what extent and how did the socio-economic-politico forces impact the transition of Bluefield State College from Black to White?
3. How did the curricular and programmatic changes affect the transition of the college from Black to White?
4. What role did the Alumni Association play throughout this transition?
5. Why did the Alumni Association remain the only constant in a sea of change well after the transition of the institution was completed?

Significance of the Study

"The segregated African-American schools, as plaintiff arguments in the Brown case indicated, were . . . disgraceful, poor and unjust. However, apparently what these schools lacked in monetary support was compensated for in other ways" (Powell, cited in Anderson, 1992, p. 4). The other ways include the caring behavior of teachers and principals, the peer support and relationships, support of parents, a nurturing and caring environment and high expectations of the community at large.

In the midst of the unfair circumstances, teachers taught and students learned. Graduates from the segregated high schools attended colleges and universities and became some of this country's most prominent citizens and able leaders. The 1954 Brown decision made it legally appropriate to educate all of America's students on an

equal basis. The demographics of the next century dictate that the provision of higher education for the ethnic minority groups be prudent, as well as just. "The nation's youth population is shrinking and will consist increasingly of minorities. Afro-Americans will soon comprise about 20% of the work force" (Thomas, cited in Anderson, 1992, p. 5).

Extremely significant is the fact that the majority of America's population in the 21st century will be Hispanic and African-American. This large group of the future work force cannot afford to be undereducated. If that happens, America could lose its world leadership position in scientific, technological, and other lucratively competitive fields (Anderson, 1992). Insights into the evolution of Bluefield State College relative to the demographics, political forces, curriculum, and programmatic changes may prove to those involved, including the Alumni Association that has remained Black while the institution has become predominantly White, that the change was not due entirely to racism of either hue. This study may be beneficial to other HBCUs and public higher education in general as they face similar shifts in enrollments, curriculum, and programs. Hopefully, it will help to stimulate discussion and debate that will be useful to policy makers who are faced with the issues and problems of educating growing minority populations who will soon represent the "majority" in numbers, if not in power (Thomas, 1986).

As leaders wrestle with the future mission of the HBCUs, the transition of Bluefield from an HBCU to a predominantly White institution is significant. This study can be valuable in guiding the development of policy regarding quality education for present-day Blacks and other minorities while at the same time informing the present majority population that its future may well rest in how well it provides for the education of what are today's minorities.

Definitions of Key Terms

The following definitions are provided to facilitate the understanding of the study.

African-American - Of or relating to American Black of African ancestry, their history and their culture. Refers to all persons residing in the United States of America whose ancestry can be traced to sub-Saharan Africa.

Alumnus (plural-alumni) - One who has graduated from a particular school, college or university. Alumni Association refers to the association of graduates from Bluefield College.

Constant - Marked by firm, steadfast resolution or faithfulness.

Desegregation - The elimination of de jure segregation. Antonym for segregation, but is not synonymous with integration.

Historically Black Colleges and Universities (HBCUs) - Higher education institutions organized prior to 1954 for the purpose of educating Blacks; synonymous with historically Black institutions.

Integration - Used in this study to mean the addition of students of other races to previously all-Black or all-White institutions.

Segregation - Used in this study to mean the division of educational facilities/institutions restricted to members of one race.

Traditionally White Institutions (TWIs) - Higher education facilities that were originated for the education of White students.

Limitations

This study explored the evolution of a historically Black college that has become 92% White in student population, with two Black faculty members and a White president. This study is limited in the following ways:

- One historically Black college/institution was studied.

- The retrospective perceptions of the key participants may have changed over time.
- The information derived from the key participants is limited to what they remembered about the transition.
- Data from college archives or government sources is limited to the information those organizations chose to generate or record.

Researcher Bias

The researcher's long involvement with the historically Black college studied is both a limitation and an asset. The researcher is an alumna of Bluefield State College, class of 1955. In 1998 the researcher became the president of the Bluefield State College Alumni Association, Inc. In June 2000 the governor of West Virginia appointed the researcher to the Institutional Board of Advisors for Bluefield State College. The researcher was appointed to the Board of Governors for Bluefield State College in June, 2001.

The involvement outlined above provides for in-depth understanding of the context involved, and it also requires that the researcher acknowledge the potential for bias. However, the researcher wants to make it clear that she worked and researched to further the study of the transformation of the college. As a participant in this study of the transformation, the researcher does not hew to an objectivist perspective that sees research as a value-free endeavor/undertaking. As we try to make sense of our social world and give meaning to what we do as researchers, we continually raise awareness of our own biases. The research is therefore strengthened by the level of involvement over a long period of time, and limited by the possibility of researcher bias.

Organization of the Study

This study is organized into seven chapters. Chapter I includes a background of the college, statement of the problem, research questions, research procedures, significance of the study, definitions of terms, limitations, delimitations, and organization of the study.

Chapter II is an analysis of the changing demographics of Bluefield State College. Chapter III outlines the functional evolution of Bluefield State College. Chapter IV states the socio-economic and political forces that affected BSC's evolution.

Chapter V delineates the curricular and programmatic change that occurred as BSC's function and enrollment changed. Chapter VI describes the alumni, the one constant in a sea of change. Chapter VII includes a synthesis and analysis of findings, conclusions, and recommendations for further research.

CHAPTER II

CHANGING DEMOGRAPHICS OF BLUEFIELD

STATE COLLEGE

This chapter examines the demographics in the state of West Virginia where Bluefield State College is located. West Virginia is the only southern Atlantic state that is enclosed or nearly enclosed by land. It is bordered by Pennsylvania on the north, Virginia and Maryland on the east and Kentucky and Ohio on the west. Rivers or mountain ridges mark most of West Virginia's border. Its irregular shape has two panhandles—a northern one projecting up between Pennsylvania and Ohio and an eastern one squashed by Maryland and Virginia. West Virginia is nicknamed "the Mountain State" because it lies wholly within the Appalachian Mountains.

Charleston, West Virginia, with a 1990 population of 57,287, is the capital and largest city. West Virginia ranks as the 41st state with an area of 24,231 square miles, divided into 55 counties (West Virginia--USA, 2004).

Industrialization and Labor Strife

During the 1800s, railroads and branch lines opened up valuable mineral and timber resources in the interior of the state. Economic development of railroads speeded industrial expansion in West Virginia during the years after the Civil War. Coal production increased greatly to meet the needs of the railroads and new industries. Many industries came to West Virginia in the late 1800s. After steam power replaced water power for saw mills, the timber industry grew. Industries providing employment opportunities increased the population. Between 1860 and

1920 mining companies hired large numbers of immigrants. Unions were organized; strikes occurred; miners were killed before peace was restored in 1913.

Labor disputes quieted down after the United States entered World War I in 1917. Business boomed for the residents of the state who provided raw materials and manufactured products for the war effort. After the National Recovery Administration (NRA) was established in 1933, general working conditions were improved. During the 1920s and 1930s, the federal government built many locks and dams that improved the barge traffic. The booming industry continued in the state. World War II (1939-1945) speeded industrial development in West Virginia. It was the scene for furnishing the armed forces with synthetic rubber, chemicals, and synthetic textiles.

Labor troubles in the coal mines returned and after a series of work stoppages in 1945, the federal government took over hundreds of West Virginia mines. The 1950s were years of adjustment for West Virginia's economy. Defense industries were no longer needed; the demand for coal dropped sharply as industries shifted to diesel, gas and oil. Unemployment reached high levels, causing many workers to leave the state for better job opportunities. However, the chemical and synthetic textile industries, as well as glass and metal production, continued to grow. The National Radio Astronomy Observatory and the Union Carbide Chemical Corporation began operation in 1959. These operations brought many highly educated workers and their families into the state (West Virginia--USA, 2004).

The continued growth of the manufacturing industries offered hope of economic health for West Virginia. At the same time, many laborers could not find jobs, and many farmers still struggled to raise crops on poor land. People, especially young couples, continued to leave the state for large northern and western cities for security and opportunity.

During the 1960 presidential campaign, West Virginia and other desolate and economically depressed areas were promised federal aid. The Area Redevelopment Administration (ARA) of the Department of Commerce made loans to industries and provided funds in order to attract tourists. The interstate system built in 1960 aided West Virginia's economy by opening up new parts of the state to industry and tourism.

West Virginia's 35 state parks receive more than 6.5 million visitors a year. The Monongahela and other national forests encompass approximately 2,900 square miles. In Wheeling the municipal Olgebay Park draws guests from Ohio and Pennsylvania as well as from West Virginia (West Virginia--USA, 2004).

Congress approved a plan for aiding the economically troubled region known as Appalachia. The plan involved provisions for building roads, developing water resources, improving pasture land, restoring timber lands, and retraining workers. This assistance led to increased population by 1970.

Traditionally, West Virginia has had a poor economic position among the states. A number of major factors caused the large migration out of the state during the 1950s and 1960s. As the coal industry grew, mining methods and laws changed rapidly (Eggleston, 1996). The decreasing demand for labor was due to mine mechanization and the declining use of coal. Additionally, progressive changes were not made by some industries to modernize their obsolete facilities and to compete more effectively.

During the 1970s the migration flow was reversed due to the resurgence of coal as a major energy resource. The government initiated progressive methods to improve social and economic conditions in the region. Chemical, steel, and glass industries were modernized. New high-technology industries were established in the Ohio and Kanawha Valleys (Eggleston, 1996).

In the 1980s numerous jobs in the coal industry were eliminated, creating pockets of poverty in the state. With employment declining in the manufacturing and chemical processing industries, the young migrated out of the area. However, the oldest age groups remained fixed. As a result, a greater emphasis was placed on a more diverse economy, with a large service sector by the state of West Virginia. The West Virginia Economic Development Act of 1985 initiated successful action in three areas: strengthening the state's industrial base, directing marketing efforts by operating in the state, and creating an environment that encourages entrepreneurship and fosters the growth of small business.

After 1936 mechanization went forward very rapidly with shuttle cars, long trains, conveyor belts and all kinds of large mining machinery coming into common use. Large-scale surface mining did not start until 1914, but with the development of huge shovels and draglines, the overburden can now be removed more easily and in recent years this method has become a major method in mining coal in West Virginia. Two peaks occurred in West Virginia's coal production: in 1927 production reached 146,088, 121 tons and in 1947 it peaked at 173,653,816 tons. (Eggleston, 1996)

Manufacturing, commerce and mining furnish the major portion of the state's income, although the economic activities are diversified. One-fifth of the state's income is supplied by chemical production and the fabrication of metal supplies. Trade, commerce and service activities supply a large portion, while mining accounts for 15% or 20%.

The chemical industry concentrated in the Kanawha and Ohio Valleys manufactures chemicals and allied products, i.e., dyes, detergents, paints, synthetic rubber, and plastics. Iron and steel production is centered in the Northern Panhandle.

Stone, clay, and glass products are also important industries. Although farming is widely practiced in West Virginia, it is no longer an important source of income while the forest industries are important.

West Virginia remained one of the poorest states in the country until the 1970s. At this time there was noticeable economic gain as well as a decrease in unemployment. New demands for coal and a growth in industry resulted in steady economic growth. This prosperity continued in the 20th century, and new industries were added. The manufacturing of fine glass, one of the older industries, neutralized the downward trends in industry (Eggleston, 1996).

The investigation of job opportunities in West Virginia during the 1980s shows that wood products created more new jobs than any other manufacturing industry in West Virginia. West Virginia's wood industry has become one of the largest industries in the state. The wood industry has good prospects for continued growth. A direct link to the rest of the state's economy has been made by this industry according to the economists in West Virginia. According to surveys taken estimating the value of production and employment in West Virginia's major wood products, the following conclusions were drawn (Cardwell & Greenstreet, 1997).

Wood products has become one of the largest manufacturing industries in West Virginia, and prospects are good for continued growth in most segments, especially sawmills and assorted value-added wood products. Wood products business' indirect impacts on other parts of the West Virginia economy magnify the importance of the industry to the state. With continued focus from state government and wood products companies alike, further economic development can be realized. (Cardwell & Greenstreet, 1997, p.4)

In summary, West Virginia's industrial expansion in the late 19th and early 20th century was extremely significant. Difficulties were intensified during the Great Depression in 1930. The New Deal and its reform measures gave miners the right to organize. Political power in the state was realized by the labor leaders by 1937, when membership in the United Mine Workers of America soared under the leadership of John L. Lewis. The chief factors bringing about the highest unemployment rate in the country and a major exodus of the state population were the weaknesses in the coal industry coupled with mechanization and automation, enabling the mines to operate with fewer employees. The state's population was down 7.2% from 1950 to 1960 and another 6.2% from 1960 to 1970 (West Virginia--USA, 2004).

An inquiry into later twentieth century developments revealed that economic conditions improved during the 1960s as federal aid poured into the state, in part owing to the rise in power in the U.S. Senate of Robert C. Byrd. Byrd was elected to the U.S. House of Representatives in 1952 and to the U.S. Senate in 1958. He has served longer in the Senate than has anyone else in West Virginia's history, an indication of the confidence, faith, and trust that the people of his home state have for him. He has held membership on the powerful Senate Appropriations Committee since 1959, and became chairman in 1989. He has been active in the massive efforts made to attract new industry to West Virginia (www.senate.gov/~byrd/bio.htm, 2002).

Since the 1960s the ravages of surface mining have been a major political issue; recently the practice of leveling mountains and filling creeks with the slag has come under fire. In the 1970s, West Virginia's coal-based economy flourished as energy prices rose dramatically; but in the 1980s energy prices fell and employment in the mines rapidly declined as West Virginia suffered through one of the worst economic periods in its history. By 1983 the state's unemployment rate had risen to 21% as its manufacturing base also slumped. West Virginia's population declined 8%

from 1980 to 1990. It rose slightly from 1990 to 2000, as a modest recovery based largely on foreign investment and further development of the tourist industry took place but it still ranked last in U. S. housing construction (West Virginia--USA, 2004).

Another political force in West Virginia is Senator Jay Rockefeller. He came to West Virginia in 1964 as a VISTA volunteer and has made his home there since that time. He served as governor for eight years and has been a U.S. Senator for the past 18 years. He has worked to strengthen existing industries, to diversify the state's economy, and to look beyond its borders for investment opportunities. In the 1990s, Rockefeller led Project Harvest trade missions, introducing West Virginia businesses to Japan and Taiwan, opening markets for West Virginia products. In 1992 he won an historic fight to protect health care benefits for retired coal miners, and has continued his commitment to coal miners' health by working to pass a law in 1996 that prohibits companies from denying insurance coverage based on pre-existing conditions (<http://rockefeller.senate.gov/about/biography.htm>, 2002).

The aforementioned research documents the changes in the industry and population in West Virginia. This information relates to the balance of the population, specifically with regard to its capacity for expansion or decline.

Table 2 gives statistics on the resident population of West Virginia from 1850 - 2000. Bluefield State College was founded in 1895. The table reveals the changing demographics in the state that affected the transition of Bluefield State College from an Historically Black College to a predominantly White institution.

Table 2

Resident Population of West Virginia, 1850 - 2000

Year	Total Population	Change	Black Population	Change
1850	302,313		23,582	
1860	376,688	74,375	21,144	-2,438
1870	442,014	65,326	17,980	-3,164
1880	618,457	176,443	25,886	7,906
1890	762,794	144,337	32,690	6,804
1900	958,800	196,006	43,499	10,809
1910	1,221,119	262,319	64,173	20,674
1920	1,463,701	242,582	83,345	19,172
1930	1,729,205	255,504	114,893	31,548
1940	1,901,974	172,769	117,754	2,861
1950	2,005,552	103,578	114,867	-2,887
1960	1,860,421	-145,131	89,378	-25,489
1970	1,744,006	-116,415	73,931	-15,447
1980	1,949,644	205,638	65,051	-8,880
1990	1,793,477	-156,167	67,954	2,903
2000	1,808,344	14,867	57,232	-10,722

Note: From "Resident Population by State - 1900-1998," Statistical Abstract of the United States, 119th Ed., U. S. Bureau of the Census; and "West Virginia Counts," Charleston Gazette Online, Census 2000, U. S. Bureau of the Census.

The total population of West Virginia rose between 1850 and 2000 by 1,506,031, which is a 498% increase.

While it is true that the total population rose in the 150-year period, it is also true that the population began to decline in 1950. Since 1950, the total population has declined by 197,208, a 10% decline.

Between 1850 and 2000, the Black population increased by 33,650. This is a 155% increase.

While it is true that the total Black population rose in the 150-year period, it began to decline in 1940 from 117,754 to 57,232 in 2000, a decrease of 60,522, a 51% decline.

In 1850, the Black population equaled 8% of the total population. By 1900, the Black population had dropped to 5% of the total population. By 1950 it rose slightly to 6% and in 2000 it equaled only 3% of the population.

It is important to note from the figures presented in Table 2 that the Black population in West Virginia never represented a large percentage of the total population and since 1850, has declined from 8% to 3%. The population trends for the Black and White population in the same period of time are presented in Table 3 and Figure 1.

Table 3

Growth of White and Black Population from 1850 to 2000

Year	Black	White	Total
1850	23,582	278,731	302,313
1860	21,144	355,544	376,688
1870	17,980	425,034	442,014
1880	25,886	592,571	618,457
1890	32,690	730,104	762,794
1900	43,499	945,301	958,800
1910	64,173	1,156,946	1,221,119
1920	83,345	1,380,356	1,463,701
1930	114,893	1,614,312	1,729,205
1940	117,758	1,784,220	1,901,974
1950	114,867	1,890,685	2,005,552
1960	89,378	1,771,043	1,860,421
1970	73,931	1,670,675	1,744,006
1980	65,051	1,884,593	1,949,644
1990	67,954	1,725,523	1,793,477
2000	57,232	1,751,112	1,808,344

Note: "Resident Population by State - 1900-1998," Statistical Abstract of the United States, 119th Ed., U. S. Bureau of the Census; and "West Virginia Counts." Charleston Gazette Online, Census 2000, United States Bureau of the Census.

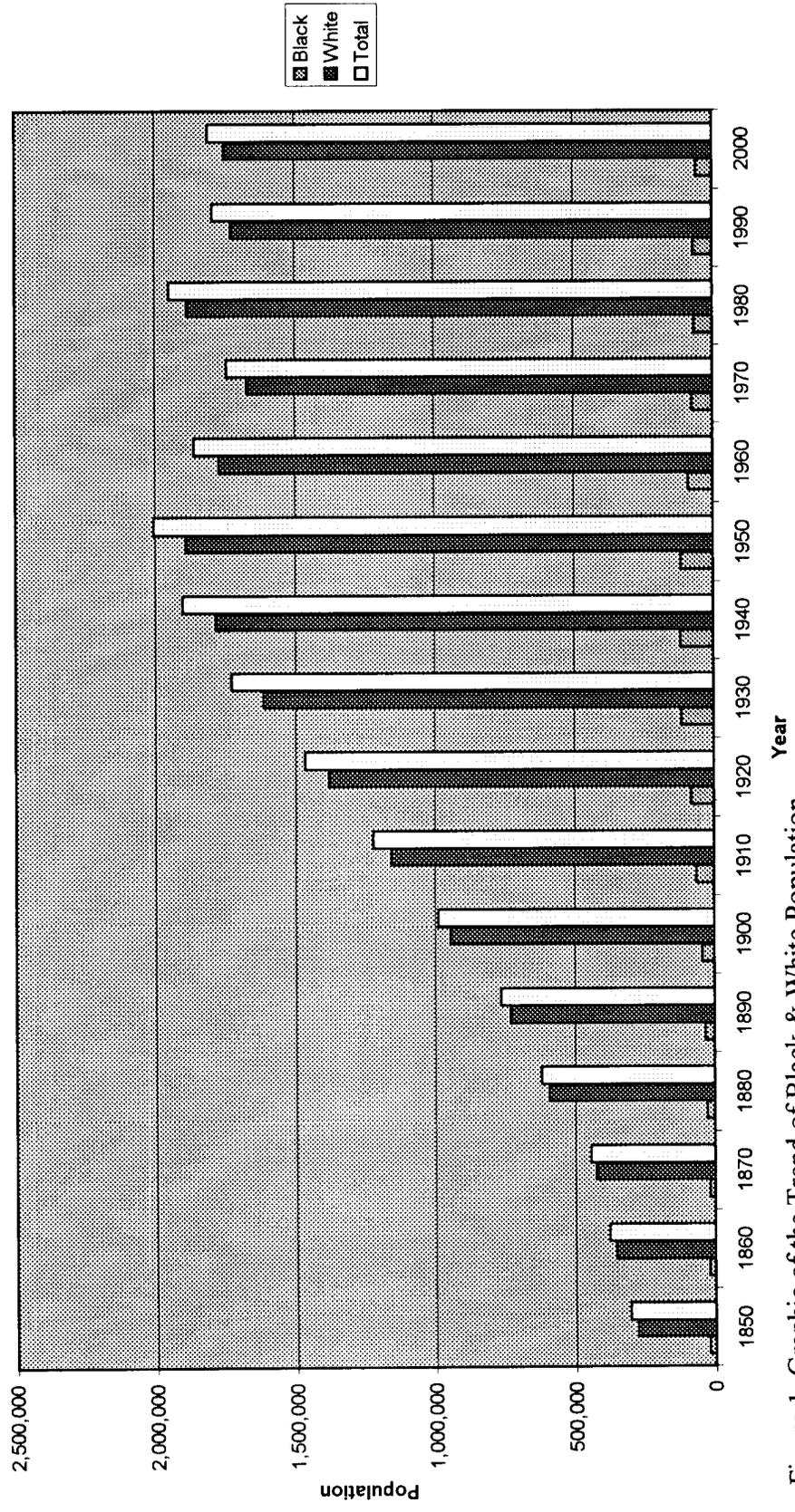


Figure 1. Graphic of the Trend of Black & White Population
 Note: "Resident Population by State - 1900 - 1998," Statistical Abstract of the United States, 119th Ed., U. S. Bureau of the Census; and "West Virginia Counts," Charleston Gazette Online, Census 2000, United States Bureau of the Census.

Historical research indicates that Bluefield State College was created in 1895 to serve the Black population in southern West Virginia. Primarily it served two counties. Bluefield State College is located in Mercer County while McDowell is an adjacent county. The research further indicates that for much of the first century, few freedmen lived in the mountainous and rugged region of southern West Virginia. Subsequently, at the close of the Civil War, few Blacks lived in southern West Virginia; 20% of southern West Virginia's Black residents moved out of the state after the Emancipation Proclamation, further reducing their already small numbers. The 1870 census reported only 5,540 Blacks in the state's southern counties. McDowell County reported none at all. But by 1900, McDowell County boasted the largest and most progressive community in the state. The industrial era expanded the Black community in southern West Virginia when the Norfolk and Western Railroad entered Mercer County, running through McDowell, Mingo and Wayne Counties. Blacks came in to work on the railroad and later in the coal mines. Mining companies hired recruiters from Durham, North Carolina to attract workers to the southern cities in West Virginia. Consequently, for six decades the Black population, according to census reports, increased dramatically, as displayed in Table 4.

Table 4

Change in Black Population in Southern West Virginia, 1870 to 1930

Year	Population
1870	5,540
1890	18,866
1910	46,731
1930	88,214

Note: From " Black migration to southern West Virginia, 1870 - 1930, " J. Lilly (Ed.), 1997, Golden Seal, Division of Culture and History, State of West Virginia.

Appalachia, as West Virginia is called, is characterized by historians as overwhelmingly White and racially repressive. But by 1930 about 90,000 Blacks lived in southern West Virginia. Keystone in McDowell County boasted about its numbers of Black lawyers, doctors and educators. It was this impressive growth in southern West Virginia that led William Mahood to introduce the bill to create Bluefield State College in 1895 as a "high-grade" school. Graduates from the area's segregated secondary schools attended Bluefield State College.

Research (Lilly, 1997) indicates that the Great Depression and mine mechanization resulting in the decline of the coal industry in the 1950s and 1960s changed the history of the Black community. Black West Virginians fled the depressed state to seek job opportunities in northern cities. According to historians, the outgoing of Blacks in the 1960s has reversed itself in the last decade and thousands have returned to West Virginia.

It appears, however, that Blacks, with roots only a few generations deep in the region, have been underrepresented in this reverse migration. Blacks generally "last hired and first fired" in the coal industry has created a waning Black population in the southern counties. Today, black strongholds exist only in McDowell County and a few other places, and the trend is not likely to change itself soon. (Lilly, 1997, pp. 52-53)

The general histories of Mercer and McDowell Counties are significant to this study. These counties surround Bluefield State College and the largest percentage of the total school population comes from these two counties. Historical research regarding Mercer County was sparse while more information was found in reference to McDowell County. Mercer, the smaller of the two counties, was created in 1837 with a population of less than 3,000. Although the county was a vast section of

undeveloped wilderness, the population grew comparatively rapidly, beginning with 4,222 by 1850 and reaching 46,819 by 1860.

Mercer County, along with its valuable agricultural products, is an industrial county. Coal, limestone, lumber, brass, electronics products, mine machinery, and castings are the leading mineral and manufactured products. One hundred thousand acres of land are used as the farming area. The growth of Mercer County's six municipalities is due to the coal industry primarily and the presence of the Norfolk and Western Railway. Education for the youth was not neglected in the early years. By 1953, 25 modern school buildings were completed. The county has continued to develop and has every opportunity for further development (Lewis, 1904).

Five years before West Virginia became a state, McDowell County was created out of Tazewell County, Virginia in 1858. Even though there were men from the county serving with the North and the South, McDowell County played a small part in the Civil War (Lewis, 1904). McDowell County, with its 533 square miles, located in the most southern part of West Virginia, is the fourth largest county in the state. When the county was formed in 1858, it consisted of 840 square miles. Anglo-Saxons and Northern Europeans made up the major population. Major occupations of the inhabitants were timbering, hunting and farming. However, for the most part farming was the major occupation. Within a short period of time there was a remarkable change in the population and the method of earning a livelihood (Lewis, 1904).

For many years, the growth rate of McDowell County was almost stagnant. Of the 1,535 residents in 1860, there were no Black residents. Ten years later the population had increased to 1,952 but there were still no Black residents. In 1880 the census reported three Blacks in the county. By 1890 McDowell County had undergone a major growth in the Black population. The census of 1890 reported

1,591 African Americans in the county. Blacks had come to McDowell County because in the latter half of the 19th century and the early part of the 20th century, coal was beginning to be exploited. Coal was one of the greatest natural resources in West Virginia. The southern section of the state was made accessible by the Norfolk and Western railway. This created a need for manpower, changing the terrain and characteristics of the population in the area. A call for manpower as well as economic necessity brought Blacks to McDowell County. The Black movement began through newspapers, handbills, flyers and word of mouth. This area became known as the "Billion Dollar Coal Field." Blacks came to better their economic condition (Lewis, 1904).

McDowell County showed the greatest increase in population (155.3%) of all the counties in West Virginia from 1900 - 1910. The great awakening interest in coal came in the early 1870s. McDowell County became known as the Nation's Coal Bin and earned a world-wide reputation for its production of fine fuel. Mining operations were founded all over the county. A great transformation (shipping of coal) took place during the last 15 years of the 19th century. New railroads were built, creating the Norfolk and Western railway. Sawmills began to thrive and the timber industry was prosperous (Lewis, 1904).

McDowell County contributed heavily to the war effort in World War I but was sobered by the market crash of 1923 and the Great Depression of 1933. In World War II King Coal helped to win the biggest war in history and thereby came into its own. In 1948, McDowell County produced 26,573,940 tons of bituminous coal, or 20% of the state of West Virginia's production. By 1950 the coal industry hit a slump. Production costs reached an all-time high, automation began, the coal market dropped and coal mines closed, resulting in high unemployment. As a result, people left the county to seek employment in other cities and states (Lewis, 1904).

McDowell County has a first-class school system. Its residents are considered its chief asset; known for their independent nature and spirit, hospitality and provincial pride, speaking fondly of "The Free State of McDowell" (Lewis, 1904).

Along with the increased Black population, the millions of tons of bituminous coal was the other instrument of change in McDowell County. It was initially a dormant Southern county with White farmers. There were no Blacks in the county. Before 1880 few passable roads and bridges existed. The Norfolk and Western Railway introduced change to the hills of West Virginia (Wade, 1990).

During the late 1890s and early 20th century, many Blacks migrated to McDowell County. The young men began in early youth to work in the field, picking tobacco, grain, corn, potatoes and other vegetables for a living and for food. The female migrants were allowed to attend school with more frequency than the males. Therefore, they were better educated than the males, although many young men could read and write (Wade, 1990).

Many professional Black males (doctors, lawyers, teachers and some ministers) who were college-trained were migrants as well. The Black population in West Virginia was recorded in the 1870 census as 18,000. By the census of 1920 the Black population was recorded as 86,000; in 1930 it was 115,000; in 1940, 118,000, a steady increase. The rise in the number of Blacks in southern West Virginia was a direct result of coal mining. In 1940 the Black population of West Virginia began to decline. When the coal industry began to decline in the late 1940s, so did the Black population (Wade, 1990).

McDowell County absorbed many Blacks through migration and natural growth from 1890 to 1940. In 1940 the total number of Blacks in McDowell County was 23,910; they comprised 20.3% of the total population. This rise in the number of Blacks in southern West Virginia, particularly McDowell County, was due to the

opening of the coal mines. In 1908 McDowell County had almost 5,000 Black miners in the area. According to the 1930 census report, there were 5,073 Black families in McDowell County. Blacks migrated to McDowell County much as the Europeans migrated to America. They were needed for the railroad's Mercer County terminus at Bluefield, West Virginia. The two decades (1890 - 1900) mark the greatest development of the coal fields of southern West Virginia and the greatest increase in the Black population (Wade, 1990).

In West Virginia and McDowell County, coal mining evolved from a primitive to a highly mechanical form of labor from 1890 to 1940. In the process, the need for manpower escalated in the early years and drastically declined in the 1940s, 1950s, and 1960s. The rise and fall of coal seriously affected the lives of many McDowellians—Black and White. (Wade, 1990, p. 45)

There was a dramatic decline in the early 1960s in the McDowell County school system. This decline began in 1950, a decade earlier. McDowell's population decreased 28% (98,887 to 71,359) between 1950 and 1960. This figure fell again to 50,669 by 1970. This decline occurred when changes in coal mining and mechanization created massive job losses. As a result, the African American population decreased at an even greater rate than did the overall population of the entire state. McDowell County Blacks in 1950 numbered 24,128. By 1970, the number had fallen to 9,083. Within 20 years the county lost over 62% of its Black population (Wade, 1990).

There are various explanations as to why there was a greater exodus of Blacks from 1950 to 1970.

Ronald Lewis, in Black Coal Miners in America, builds a case for discriminatory layoffs in that the African Americans departed in greater

numbers because the coal industry offered them fewer opportunities for upward mobility. Barnum agrees that layoffs in the mines may have been discriminatory but suggested that Black out-migration would have occurred with or without these job losses. (Carter, 1990, pp. 78)

Throughout the period from 1900 to 1929, the industrial boom continued in the state. World War II (1939 - 1945) speeded industrial development in West Virginia. It was during this time at Bluefield State College that enrollment increased and changed in demographic characteristics. During this period and the 1947 - 1948 period, students came from other counties and states. In all, students came from 19 states other than West Virginia and from the District of Columbia (Spencer, 1988).

The research available (Poole, 1989) regarding the Bluefield State College transition from Black to White cited many factors. The loss of mining jobs as the coal industry mechanized was the most important factor. The shift in the racial demography of southern West Virginia subtly changed the role of Bluefield State College.

Between 1954 and 1970, the racial demography of Mercer and McDowell Counties—the two counties surrounding Bluefield State College—changed dramatically. The total population dropped from 173,900 to 113,872, or 34.5%. The decline in the black population was more dramatic. It fell during the same period from 32,532 to 14,406, or 55.7%. Clearly, with the massive percentage drop in the relatively small black population of these two counties, the very survival of Bluefield State depended on the admission of a large number of White students. A population of only 14,406 blacks, most of whom were not college bound, could not support a college of approximately 2000. (Poole, 1989, p. 52)

Although a border state south of the Mason-Dixon line, West Virginia had few Blacks in 1954 and their number declined thereafter. The relatively small (approximately 5%) Black population of West Virginia, in comparison with other southern and border states, is due in part to the history of the state (Poole, 1989).

Table 5

Population Trends in Southern West Virginia, Mercer and McDowell Counties, 1950 - 2000

Year	Total Population Mercer/McDowell Counties	Change	Black Population Mercer/McDowell Counties	Change
1950	173,900		32,532	
1960	139,565	-34,335	23,085	-9,447
1970	113,872	-25,693	14,406	-8,579
1980	123,841	9,969	12,408	-2,998
1990	100,213	-23,628	8,628	-3,780
2000	89,573	-10,640	6,918	-1,710

Note: From Bureau of the Census, Vol. I, Chapter B, Part 50 (West Virginia), August, 1989, U.S. Department of Commerce; and "West Virginia Counts." Charleston Gazette Online, Census 2000, United States Bureau of the Census.

Table 5 displays the following information:

The Black population was never large in southern West Virginia where Bluefield State College is located.

The overall number of Blacks living in McDowell and Mercer Counties has declined significantly since 1950.

There were few potential Black students living in the local area to attend Bluefield State.

The total population as well as the Black population steadily decreased from 1950 - 2000.

Changes in student body composition have resulted from school growth and demographic shifts in West Virginia. Over the past forty years, a slumping economy caused largely by a decline in West Virginia's coal mining industry has led to a substantial decrease in the African-American population in West Virginia. Between 1950 and 1990, the state's African-American population fell 56%. Currently, Blacks make up less than 3% of the state's population, and just 6% of Mercer County, which is where Bluefield State is located (Poole, 1989).

The college changed drastically during the 20 years following integration. According to the conclusions made by Poole (1989), this rapid change resulted from a sharp decline in the Black population beginning in the 1950s, which changed the racial demographics of the area, and the closing of the dormitories in 1968, thus reducing the out-of-state Black presence in the student body. The demographics of HBCUs changed significantly between 1954 and 1973. This was due in part to the changes in the legislative and judicial requirements for state public higher education systems. Blacks began to enroll in traditionally White institutions that led to a decline in the enrollments in HBCUs. By 1992 three HBCUs were predominantly White. By 1995, in total, nearly 300,000 students attended HBCUs. Of these, 13.1% were White students, which was a 3.6% increase since 1976 (Poole, 1989).

Summary

Chapter II examined the changing demographics of the state from 1850 to 2000. This includes how the area of the state that the college served evolved over time and how the formation of an all-Black institution was an appropriate decision in terms of the needs of the area. This is evidenced by the demographics and how changing demographics may have had an impact on Bluefield State College.

Information was provided relative to how West Virginia developed as a state. Additional information given included the demographics of the primary service area of the college, namely Mercer County and McDowell County. Enrollments were drawn principally from the area closer to the college, especially Blacks, rather than from more distant places. This is significant in terms of the college's function in serving a broader student perspective than what the ecology of the area warranted.

The transition of Bluefield State College from an historically Black college to a predominantly White institution occurred over several years. This transition was primarily the result of the racial demography of the area. Other factors play a significant role in this transition. However, racial demography of the area with a sharp decline in the Black population began in the 1950s. This factor was the precipitating cause that permanently altered the college, its mission, and its makeup. The Bluefield State College of today has little or no resemblance to that of 1954. Research indicates that though racial demography was the overriding change factor in Bluefield State College's racial composition, other factors to be discussed in the following chapters contributed to the speed and extent of the transformation.

CHAPTER III

FUNCTIONAL EVOLUTION OF BLUEFIELD

STATE COLLEGE

As is true of many historically Black institutions, colleges, and normal schools, Bluefield Colored Institute (BCI) began under adverse circumstances. The conditions under which Black colleges were founded played a significant role in their future development. Historically Black colleges afforded the one chance that Black students had to continue their education beyond the high school experience. The character of the historically Black colleges and universities (HBCUs) that are in existence today was formed through the history and traditions of Black culture that have special significance (Griffin, 1999).

Prior to the Civil War, the first colleges were founded in the northern states for the education of Blacks. This was primarily due to the lack of opportunity offered Blacks (free and enslaved) in the Southern States. Some states in the South did not allow Blacks to learn to read or write while others permitted elementary schooling that was equivalent to secondary schools. Therefore, as a result of this void, the first college was formed as Pennsylvania State College at Cheyney in 1873.

The prospects for Blacks obtaining post-secondary education were limited primarily to the North. Some institutions such as Oberlin College in Ohio admitted Blacks. Recognizing the limited educational opportunities for Blacks, churches founded colleges exclusively for their education—Lincoln University was founded in Pennsylvania by

the Presbyterian Church in 1854 and Wilberforce University in Ohio was founded by the Methodist Episcopal Church in 1856. (Educational Testing Service Network, 1999)

The oldest all-Black university in the United States still in existence is Wilberforce University. The African Methodist Episcopal Church operated Wilberforce and was responsible for the higher education of Blacks.

Blacks generally had a small part in the founding of black colleges and universities. The initiative and financing for the early black institutions came primarily from Northern Clergy and philanthropists. Often, their missions were to train black clergymen and teachers. (Jencks & Riesman, 1968, p. 418)

Private colleges for Blacks were founded in the South after the Civil War period, by some churches that had founded schools in the North. Some examples were the American Missionary Association, the American Baptist Home Mission Society, and the Methodist Episcopal Church. The Freedman's Bureau, a federal agency, created after the Civil War along with Black church groups, financed some 200 colleges dedicated to serve Black students by 1890.

However, most Black colleges founded before 1890 were private. The driving force behind the establishment of public Black colleges was the Morrill Act.

The major impetus for the founding of public colleges for blacks was the First Morrill Act in 1862 followed by the Second Morrill Act in 1890. Prior to 1862, most of the black colleges were established with private funds and were not public institutions. The Morrill Land-Grant Act of 1862 provided 30,000 acres of public land for each member of Congress to encourage states to support one or more colleges of agriculture and the "Mechanic Arts." Although the Act did not

specifically authorize expenditures for blacks, four states, Kentucky, Mississippi, South Carolina and Virginia did earmark a part of their land grant funds for the support of black land-grant colleges. (United States Commission on Civil Rights, 1981, p. 3)

Moreover, the Second Morrill Act of 1890 stipulated that the land grant colleges would be equally accessible to Black students. Another option was to establish separate institutions for Black students. Most southern states chose to establish separate institutions. Therefore, by 1895, more than 1,000 Black students were graduated each year. Seventeen Black public colleges founded between 1890 and 1899 coupled with the surviving private ones became the backbone of Black post-secondary education for the next 60 years (Poole, 1989).

Although the states had established these separate Black institutions for Black students, only a bare minimum of funds were forthcoming. As a result, significant inequalities in resources existed between Black and White colleges. The lack of sufficient funding led to the Plessy v. Ferguson (1896) decision of the Supreme Court. This decision had little impact on public education in the Southern States. Vast funding inequalities continued between Black and White colleges (DeMarrais & LeCompte, 1995).

The southern states, including Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia and the border states of Delaware, Kentucky, Maryland, Missouri, Oklahoma, and West Virginia all developed racially separate systems of higher education. In 1891, the year after the Morrill Act of 1890, West Virginia established what is now West Virginia State College in Institute to provide education for black youth. (West Virginia State College Catalog, 1982, p. 9)

In 1895 the state legislature voted to open a school in the Bluefield area for Blacks (Poole, 1989).

The creation of Bluefield Colored Institute, later renamed Bluefield State Teachers College, and currently Bluefield State College, was a historic beginning of a struggle for civil rights. This creation was now part of a large national trend. This bill introduced by Senator Mahood, February 1, 1895, was passed by the Senate on February 21, 1895 and by the House of Delegates on February 21, 1895. Governor McCorkle was opposed to the bill because a teacher training school had already been established near Charleston, West Virginia. However, he was persuaded not to veto the bill. Therefore, the bill became law without his signature 90 days later. Consequently, Senate Bill #122 named the school Bluefield Colored Institute. The bill also provided an appropriation of \$8,000 to purchase the land and erect the building. The 1890 Morrill Act made it possible for the school to be built. The building was located on four acres on the north side of the Norfolk and Western railyards in Bluefield. Seventy percent of West Virginia's Black citizens lived within this location (McGehee & Wilson, 1995).

Although BCI was a Black school, in August, 1895 Governor McCorkle appointed four White men on the Board of Regents. BCI was opened Tuesday, December 1, 1896 with a total of 18 students (Poole, 1980, p. 39). Under the leadership of Hamilton Hatter, the first administrator, from 1895 to 1906, BCI provided desperately needed elementary education to the Black students in and around the area. There was slow and steady growth and the original purpose to train effective teachers was not altered. Three buildings were erected during these years: Mahood Hall, the administration building; Lewis Hall, 1897, the women's dormitory; and West Hall, 1900, a men's dormitory. The enrollment increased as well by 67 students the second year. Subsequently, only high school courses were offered. However, the first

graduating class in 1901 consisted of three students who received their high school diplomas. "In 1906, after shepherding BCI through its often chaotic first decade, Hamilton Hatter was somewhat unceremoniously removed as principal and replaced by his assistant principal, Robert Page Sims" (McGehee & Wilson, 1995, p. 24).

Robert P. Sims, an A.B. graduate of Hillsdale College in Michigan, came to BCI with considerable educational experience from previous assignments in the state. His greatest achievement is reported as being the development of a high graded school into a college. Elementary education and also a high school academic course were provided to the students. The intention was to prepare students to attend school elsewhere. It is reported that Sims led the school for three crucial decades. He placed the welfare of the school above his own career and proved to be a prudent, persistent, and tenacious educator (McGehee & Wilson, 1995).

A much stronger and diverse faculty was created under Principal Sims. His remarkable 33 years' administration produced tremendous growth in physical facilities programs and enrollment. The college expanded with two new buildings: Conley Hall, which is now the centerpiece of the campus, and Hatter Hall, the first home of the presidents that was named for Hamilton Hatter (McGehee & Wilson, 1995).

In 1911 B.C.I. became primarily a teacher training or normal school.

In 1928 it began to offer courses leading to the B.S. degree. In 1932 due to lobbying by Sims, the school's name changed to Bluefield State Teachers College, more accurately reflecting the school's expanded mission and program. By 1933, all high school coursework at the school had ended. ([Principal Robert Sims, 1906-1936](http://www.bluefield.wvnet.edu/archives/sims.htm), 2001. Retrieved 2001 from <http://www.bluefield.wvnet.edu/archives/sims.htm>)

Sims was instrumental in establishing the National Alumni Association. It was through the combined efforts of the president and the Alumni Association that the

name of the institution was then changed to Bluefield State Teachers College (BSTC). Dedicated graduates formed the Association primarily to support the programs of the institution. It was felt by all involved/concerned that this name best reflected the changed mission of the college. Eight students were awarded Bachelor of Science degrees in 1933 (McGehee & Wilson, 1995).

A 1929 survey of the 702 alumni of Bluefield State College demonstrated the college's wide-ranging influence. There were no fewer than 326 school teachers, among dozens of administrators, physicians, pharmacists, ministers, businessmen, and homemakers. (2001), from <http://www.bluefield.wvnet.edu/archives/history.htm>)

According to several sources, during Sims' tenure, the physical plant expanded to 23 acres by 1924 while the enrollment climbed to 235 students. Sims met the challenge and retired as leader of BSTC in 1936. He stayed connected with the institution and returned as financial secretary and field agent until 1943.

In 1936, after thirty years as the school's leader, R. P. Sims stepped down reluctantly from the presidency at Bluefield State and handed the reins of command to his academic dean, Henry Lake Dickason. Sims, who died in 1944, eight years after his retirement from BSTC, deserves much of the credit for the expansion of Bluefield State from a "high graded school" to a four-year institution with a national reputation and wide-ranging regional influence. His tireless determination, iron discipline, and steady vision changed Bluefield from a small bucolic school into a full fledged college. His leadership had been crucial to the extraordinary success of Bluefield State. (McGehee & Wilson, 1995, p. 79)

Dickason, a 1906 graduate of Bluefield Colored Institute, earned his graduate degree from Ohio State University. In 1936, Dickason was appointed acting president. He had served as teacher, registrar, and dean at the college for the past twenty years. The year 1937 marked a tremendous building program that enhanced the continued growth and development of the college.

Four brick faculty homes were built; Payne Hall, a new men's dormitory, was started in 1937. In April, Mahood Hall was destroyed by fire. Two more buildings were added to the campus in 1938—Arter Hall, serving as gymnasium and auditorium, and a library that was a unit of Conley Hall. One year later a new dormitory for women was completed. (Rankin, 1976, p. 44)

The name Bluefield State College (BSC) was adopted on March 5, 1943 by the West Virginia Legislature. The State Board of Education and the Negro Board of Education jointly managed and supervised the educational affairs of BSC. The college was finally awarded academic accreditation in 1947. The college was permitted to grant non-teaching degrees in 1949. The progression from a teacher-training institution to a recognized four-year college was finally realized.

In 1952 after sixteen years as Bluefield State president and a lifetime of selfless service to the institution, Henry Lake Dickason stepped down as the college's chief administrative officer. His remarkable thirty-eight year career at Bluefield State had seen a wooden institute become a brick college, and his farsighted vision for vocational education proved to be a long-term investment in the school's ability to survive and adapt to the changing needs of the region and the people it served so well. Few individuals have given as much to any institution anywhere, and

few have made such signal contributions as H. L. Dickason. (McGehee & Wilson, 1995, pp. 113-114)

As a result of the state law, Whites did not enroll in or attend an institution such as Bluefield State College that had been established for Blacks. The 1954 Supreme Court decision charted a new course for Bluefield State College. Drastic changes were inevitable when the state superintendent, W. W. Trent, enforced the law, demanding that Bluefield State and all other colleges in West Virginia that operated under the State Board of Education admit all students immediately. At this point in time, an influx of White students began and has continued to the present day. As a matter of fact, an entirely Black student body from the inception of the institution (1895) changed so dramatically that by 1965 a majority of the 1,116 undergraduates were White (McGehee & Wilson, 1995).

Several White Korean War veterans quickly enrolled at Bluefield State, seeking quality public higher education and indeed graduated in 1957. But Brown alone did not bring about the stormy and troubled transformation of Bluefield State. In fact Dickason had considered formally opening his admissions to other races as soon as World War II ended. Access to the highly popular vocational training led hundreds of white residents to apply for admission in the late 1950s, as enrollment exceeded 500 registered students. (McGehee & Wilson, 1995, p. 114)

Dr. Stephen J. Wright was appointed president of Bluefield State College in 1953. He assumed this role with a tremendous amount of previous administrative experience in Maryland, North Carolina, and Virginia. He had a higher national profile as well as influence in higher education for African Americans than any of his

predecessors ([President Stephen J. Wright, 1953-1957](http://www.bluefield.wvnet.edu/archives/wright.htm). (2001) Retrieved from www.bluefield.wvnet.edu/archives/wright.htm).

In addition, Wright's years at Bluefield State coincided with the Brown decision that is known as the world-changing event in African American education. Wright felt and reacted as if this event was a "great step forward for America." In 1954 three White students enrolled at Bluefield State. In 1957, the end of Wright's presidency showed 65 Whites of 402 students enrolled. He left to become the president of Fisk University. Upon leaving, he felt that Bluefield State College was safe for a number of years and that he was leaving the school in fine shape, academically and politically. However, the record indicates that tensions mounted in the wake of desegregation ((2001). www.bluefield.wvnet.edu/archives/wright.htm).

Dr. Leroy B. Allen, an alumnus of Bluefield State College, a professor and head of the Department of Social Science, served as president from 1958 to 1965. He witnessed and participated in the change right before his eyes. White enrollment accelerated during his tenure. He hired several White faculty members. Moreover, tensions mounted as the new technology curriculum attracted mainly White students; efforts accelerated to cut programs and faculty; and a study was conducted to explore the feasibility of merging Bluefield State or changing it to a two-year technical program. Allen's alleged support of the Civil Rights movement on campus may have led to his resignation as president of Bluefield State College in 1965. When he left, Bluefield State had more White than Black students and a faculty that was 40% White.

Since Leroy Allen's resignation there has been no other African American president at Bluefield State, except for William Brothers' acting presidency in 1978. Yet the school's strong African American roots extending from 1895 to 1965 created an institution that has proven itself to be tougher and more enduring than any political faction

from Bluefield or Charleston anticipated. And the school's alumni and supporters have continued to remind officials of the need for the school to "maintain its integrity of being." ((2001). Retrieved from <http://www.bluefield.wvnet.edu/archives/allen.htm>)

Allen, who died in August 2001, was to be the last Black president of Bluefield State College in its first century (Blue & Gold, 2001). Bluefield State hired its first White president, Dr. Wendell Hardaway, in 1966. He hired 23 additional White faculty members in the career and technical fields during 1967-1968 (Poole, 1989).

A period of Black student unrest and tension mounted in the wake of Hardaway's term. Nevertheless, Dr. Hardaway remained until 1973. Bluefield State College had been under the governance of the West Virginia State Board of Education. In 1969 a newly created statewide Board of Regents was placed over colleges and universities in West Virginia including Bluefield State. Therefore, changes were made in the operation of Bluefield State College as well as Concord College in West Virginia (Poole, 1989).

In an effort to cut costs, the West Virginia Board of Regents in 1973 placed Bluefield State College together with Concord College under one college president, in a coordinate relationship. Concord, a previously all-white four-year college, is located twenty miles away in the same county (Mercer) as Bluefield State. The experiment was designed to ensure that as the roles of the two institutions merged, combined resources and the elimination of program duplication would save money. The experiment failed, however. The new president, Dr. Billy Coffindaffer, a white, who was appointed to preside over both institutions, left after two years, having failed to counter the efforts

launched by the institutions to maintain their own identity and independence. (Poole, 1989, p. 48)

During the period of this coordinate relationship with Concord College, additional changes were made. These changes included: discontinuance of the B.S. degree in art, music, physics and chemistry; addition of the control of Greenbrier Community College to Bluefield; addition of associate degrees in business, secretarial science, and general business; and offering of courses from Beckley College that included nursing, radiology, and criminal justice (Poole, 1989).

During the administration of Dr. J. Wade Gilley, the next president, the college expanded its offerings in the continuing education sector. Enrollment increased on the campus to over 2400. From 1978 to 1988 stability was fostered with the 10-year presidency of Jerald Dugger. The college embarked upon the largest growth in its history. The emphasis of Bluefield State College shifted toward two- and four-year technical and career programs. Nevertheless, teacher education remained a strong component of the curriculum. From 1970 to 1995, Bluefield has enjoyed a period free of overt racial disturbances. Never again has the college experienced racial tensions like those in the late 1960s (Poole, 1989).

There is limited research pertaining to Bluefield State College under the leadership of Dr. Robert E. Moore, president since June 2, 1993. However, Bluefield State College: A Centennial History (1895-1995), edited by C. Stuart McGehee and Frank Wilson, gave an accounting of events during his administration. The authors revealed that Dr. Moore was the single person most responsible for the writing of this long overdue official history. In the acknowledgments, they further state that in no way did the current administration seek to affect their interpretation of the writing of the history of Bluefield State College (McGehee & Wilson, 1995).

The State College System Board of Directors hired Dr. Moore as college president. A native of Cranston, Dr. Moore graduated from Shepherd College and received a doctorate in education from West Virginia University. Dr. Moore was on the faculty of Bluefield State College since 1974. He also served as the vice president and dean of the Community and Technical College. Under Moore, the administrative structure was streamlined and offerings for students were broadened. These programs were designed to cultivate career opportunities in southern West Virginia.

There were now twelve nationally-accredited programs, and more than eighty faculty in the six academic divisions: Arts and Sciences, Education, Allied Health Sciences, Business and Law Enforcement, Continuing Education, and Engineering Technology and Computer Science, with the last four comprising the Community and Technical College. The NCATE accreditation, lost in 1966, was restored after exhaustive work by the Teacher Education Department. The Business Division continued its spectacular growth, offering accounting and data programming, and soon the Mahood Hall offices sponsored a wide variety of business programs, hosting interactive video conferences, designing surveys and assisting local industry and marketing. Distance Education through the Instructional Technology Center, BSC-TV and the SatNet program brought the world to the Terraced Hills. (McGehee & Wilson, 1995, pp. 168-170)

Bluefield State College, as did all the state colleges in West Virginia, experienced extensive changes. These changes were mandated by the 1995 Higher Education Reorganization Bill. This bill expanded the responsibilities of community college components, creating more challenges as well as opportunities. By 1995, Pocahontas, Monroe, and Summers Counties joined McDowell, Mercer, Greenbrier,

and Raleigh Counties as part of the area to be serviced by Bluefield State College. The local Black community and the Black alumni watched the historically Black residential college transform into a predominantly White commuter school with community college offerings (McGehee & Wilson, 1995).

As stated in Chapter I, in Black Issues in Higher Education, an article by Ronald Roach revealed that Bluefield State College had been transformed into a predominantly White commuter school.

Changes in student body composition have resulted from school growth and demographic shifts in West Virginia. Over the past forty years, a slumping economy caused largely by a decline in West Virginia's coal mining industry has led to a substantial decrease in the African American population in West Virginia. Between 1950 and 1990, the state's African American population fell 56%. Currently, Blacks make up less than 3% of the state's population, and just 6% of Mercer County, which is where Bluefield is located. (Roach, 1998, p. 15)

The momentous centennial anniversary occurred two years into Dr. Moore's presidency. Therefore, Dr. Moore organized a centennial celebration. According to McGehee and Wilson, this celebration fittingly commemorated the extraordinary history of the school.

An impressive new stone entrance bearing the school's ancient seal greeted new students along Route 52, and the letters "BSC" were attractively landscaped into the hillside below Hardaway Library. With the slogan "Strong Past, Dynamic Future," the crowded calendar of activities included a birthday cake on the anniversary of Mahood's historic legislation, a motivational speech by NBC sportscaster Greg Gumbel, historic memorabilia displays, a golf tournament, seventy-unit

homecoming parade, and a long-overdue official school history. Both West Virginia United States senators, Robert Byrd and Jay Rockefeller, as well as Congressman Nick Rahall, rose to the floor in Congress to recognize and honor the college's birthday. (McGehee & Wilson, 1995, pp. 176-178)

Some of the changes that took place over the years at Bluefield State College were not well received by the alumni and some members of the college community. During the past three decades, these citizens, middle-aged and elderly Black alumni, watched the college transition from an all-Black residential college to a predominantly White commuter school with community college offerings. These concerns resulted in the intervention of the Office of Civil Rights.

As part of the agreement reached between Bluefield State and ED's Office for Civil Rights, the college will be monitored for a period of five years. Faculty hiring will come under particular scrutiny during the monitoring period. The report will provide detailed information about each faculty vacancy which occurred during the year including, but not limited to, all search and recruitment activities, participation of Black staff in the process, the number of applicants and offers by race, reasons for not hiring minority applicants, and any other actions taken to achieve the plan objectives according to the Agreement. (Roach, 1998, p. 18)

Additional events in the evolution of Bluefield State College include the year 2000 dedication of Hatter Hall, the home of the first five presidents, as an Alumni House. In the same issue of the local newspaper, the naming of the Student Center for a former Black teacher, Othella Harris Jefferson, who had donated \$140,000 to the college, was celebrated. The newspaper account relates a cooperative effort between

the college and the alumni (Blue & Gold, 2000; Bluefield Daily Telegraph, May, 2000).

The college continued to grow in size and expand its programs in the engineering and career areas. The White population continued to increase. The emphasis given to the technical areas seems to account for the continued enrollment of the White population.

With desegregation, closing of dormitories, discontinuance of dormitories, the migration of Blacks from West Virginia, and many other factors, Bluefield State College has had many radical changes. Transition, change and progress are terms that researchers McGehee and Wilson used to describe the evolution history of Bluefield State College. Within a period of 55 years, Bluefield State College has moved from a historically Black college to an institution that today is 97% attended and operated by Whites (McGehee & Wilson, 1995).

However, tensions mounted in the wake of desegregation. The closing of dormitories and the cancellation of the football program created alumni concern. Campus unrest involved meetings, protests, and finally the 1968 bombing of a campus building.

The early 1970s at Bluefield State saw five presidents as well as the temporary coordinate relationship with Concord College. Stability returned with the 10-year presidency of Jerald Dugger, when the college embarked upon the largest growth of its history. Under the subsequent presidencies of Gregory Adkins and Robert Moore, enrollment has grown to a peak of nearly 3,000 and a record 637 graduates matriculated from the college in 1993. (McGehee (2001).

From <http://www.bluefield.wvnet.edu/archives/history.htm>)

Table 6 outlines some of the major events that transpired from 1895 to 2000 in the functional evolution of the institution.

Table 6

Key Events in the Historical Development of Bluefield State College

Year	
1895	Bill passed provided for the establishment of Bluefield Colored Institute
1896	Bluefield Colored Institute (BCI) opened with 18 students
1901	First graduating class of students received high school diplomas
1909	First full year of normal school training
1911	BCI became primarily a training institute
1914	Creation of the Alumni Association
1919	Second year of normal school added
1920	Junior college courses began
1926	Four-year courses added leading to a Bachelor of Science degree
1929	Name changed to Bluefield Institute (BI)
1931	Name changed to Bluefield State Teachers College (BSTC)
1933	Secondary course work abolished
1943	Name changed to Bluefield State College (BSC)
1947	Bluefield State received full accreditation
1949	Non-teaching degrees were granted
1950	The beginning of the program in engineering technology
1954	Brown v Board of Education led West Virginia to integrate all public schools Faculty 100% Black; student population 100% Black
1955	Two White students enrolled in BSC
1962	Student population was 60% Black, 40% White
1966	First White president hired, Wendell Hardaway NCATE accreditation lost - National Council of Accreditation for Teacher Education Faculty 30% Black, 70% White; student population 38% Black, 62% White
1967	New engineering program added Racial unrest on campus
1968	Dormitories closed - 31% Black student enrollment School became a commuter institution School functioned as a two- and four year college for southern West Virginia
1969	BSC Foundation created Board of Education replaced by a new Board of Regents
1970	Bombing of the physical education building, Arter Hall

Table 6 (continued)

Key Events in the Historical Development of Bluefield State College

Year	
1973	Regents Bachelor of Arts degree offered at BSC Attempt to merge Bluefield and Concord Colleges BA degrees in art and music discontinued
1974	Key program (B.S. degrees in physics and chemistry)
1975	Administrative control of Greenbrier Valley Center added
1976	Merger attempt—BSC and Concord—failed. Separate presidents remained Higher Education Reorganization Bill passed
1981	Football discontinued
1987	Faculty 6% Black, 94% White; student population 10% Black, 90% White
1988	Vice president of Student Affairs Dr. William Brothers, last Black administrator, retired
1993	Dr. Robert E. Moore became the sixth White president
1994	NCATE accreditation restored
1995	BSC received \$1.16 million Title III grant as a HBCU BSC celebrated centennial in Bluefield Project to establish Hatter Hall as an alumni house began as a cooperative effort between the Alumni Association and the college Higher Education Reorganization Bill expanded the responsibilities of the community college components Faculty 0% Black, 100% White; student population 7% Black, 93% White
1998	College monitored by the Office of Civil Rights
2000	Student Center named for a Black instructor, Othella Harris Jefferson (\$140,000 donor)
2002	Dr. Robert Walker, Black educator, became the 12th president

Note: From Bluefield State College - A Centennial History (1895 - 1995), 1995, by C. S. McGehee and F. Wilson, 1995; Historical Highlights, 1998, by F. Wilson; Blue and Gold, 1998, 2000)

Table 6 reveals that:

From 1896 to 1954 Bluefield was an all-Black institution.

The transition of Bluefield State College from an historically Black institution to one that is predominantly White occurred over a relatively short period of time (1954 to 1968).

The decline in Black population began in 1950 and has continued thereafter.

The closing of the dormitories in 1968 initiated the change from a residential college to a commuter institution.

The Alumni Association has been visible since 1914 and is presently active.

Bluefield State College has undergone four name changes since its origin.

After six White presidents, a Black educator was selected as the 12th president of Bluefield State College.

Summary

Chapter III outlined the evolution of Bluefield State College as a Historically Black college. Information regarding HBCUs and the post-secondary education of Blacks in general was discussed. This portion of the study dealt with the legislation regarding funding inequalities in public Black colleges. Bluefield State College was the specific Black institution researched. The functional evolution originated in 1895 and continues through 1995-2002.

The evolution of Bluefield State College was one of change occasioned by much turmoil and a considerable amount of political intervention in terms of function, leadership, and direction. Not all of this was in the best interest of strengthening the college and its ability to serve the Black community. Chapters IV, V, and VI provide the political forces, social changes, curriculum and programmatic changes and the role that the Alumni Association played in this transition of Bluefield State College from a Historically Black College to a predominantly White institution.

CHAPTER IV

SOCIOECONOMIC AND POLITICAL FORCES THAT AFFECTED THE EVOLUTION OF BLUEFIELD STATE COLLEGE

This chapter examines the political and socioeconomic forces that affected the evolution of Bluefield State College in Bluefield, West Virginia, one of the 103 Historically Black Colleges and Universities (HBCUs) in the nation. The West Virginia State Legislature authorized the establishment of a school for colored youth of the state in Bluefield, West Virginia in February 1895. Black students were the only persons educated at this institution until 1954 (Hodges, 1930). After the *Brown v. Board of Education of Topeka, Kansas* decision, Bluefield State College began to educate White students (*Brown v. Topeka*, 1954). During the next decade, the all-Black college was educating a student body with over 60% White enrollment. In 1965, the first White was appointed president of the college. The traditional social role that Black colleges traditionally played had been very much depleted within a decade after *Brown*.

Black colleges have performed a social role for black youths in American society that no other institution has accomplished. They have been responsible, in fundamental ways, for the maintenance of black traditions in this country. The history of the black college can fall into five fairly well defined periods. (Garrett, 1979, p. 3)

Table 7 presents a description of five periods in the history of HBCUs.

Table 7

Description of Five Periods in the History of HBCUs

First Period - 1860 - 1895

The Union Army, Northern Benevolent Societies, the Negro Church and the Freedmen's Bureau:

- Engaged in emergency measures to bring order for Blacks
- Extended material aid to Blacks
- Started educational opportunities for Blacks

Second Period - 1886 - 1916

- Schools were fairly well organized including work at the secondary level
- Colleges began to include studies for teachers at the secondary level
- Colleges were patterned on the classical academics and colleges where White teachers from the North were trained
- White teachers constituted the faculties
- Schools supported by Black church denominations were maintained by Black teachers

Third Period - 1917 - 1927

Historical survey of Black education made by the Phelps-Stokes Fund (1917)

- Black education was in need of improvement
- Philanthropic foundations, such as the General Education and the Julius Rosenthal Fund, made plans for improvement of Black education
- State governments in the South gave attention to the establishment of the Land Grant Colleges

Fourth Period - 1928 - 1960

- More and more Black colleges were supported by public funds
- Standards improved in the Black colleges
- Black colleges were regionally and nationally accredited
- States were ordered to admit Blacks or establish equal training facilities (1936 - Supreme Court)
- States required all publicly supported colleges to admit Blacks (1952)
- Brown v. Board of Education (1954) was handed down

Fifth Period - 1964 - 1979

- Discrimination was forbidden in any institution receiving federal aid (1964 - Supreme Court)
- Dramatic changes took place in private and public Black colleges' nature and roles
- Federal government has been responsible for the development of Black colleges
- Today, since the Supreme Court decision (1964, Civil Rights Act), the Federal government has been the most influential agency responsible for Black colleges

Note: Garrett, R. T. (1979), pp. 3-7.

Socioeconomic Forces

The information stated above describes events during the five fairly well defined periods in the history of Black colleges (1860-1979) in our nation. The transition of Bluefield State College reflects the same pattern of evolution.

The history of Bluefield State College is the heroic story of remarkable achievement in the face of seemingly insurmountable obstacles. As a result, the college's heritage provides an inspiration and a legacy to those who continue to meet the challenge of providing quality educational opportunities for southern and southeastern West Virginians. (McGehee & Wilson, 1995, p. 3)

Although Senate Bill #122 that established Bluefield Colored Institute (BCI) was passed in February 1895, February 1896 marks the date monies were officially allocated to establish Bluefield. Table 8 outlines the cost for establishing Bluefield Colored Institute.

Table 8

Cost for Establishing Bluefield Colored Institute

Main Building	\$5,985.00
Land	1,800.00
Building Specs. And Plans	19.70
Insurance Premium	45.00
Advanced Bid Fees	9.00
Fuel and Other Necessary Items	26.00
Total	\$7,899.70
<hr/>	
Total Amount of Appropriations for BCI	\$8,000.00

Note: From Bluefield State College: A Centennial History (1895-1995) (1995), by C. S. McGehee and F. Wilson, p. 10

As shown in Table 8, a limited sum of money was allocated by the legislature to erect and open a school. After \$5,985 was spent on constructing the main building

and \$1,800 for grounds, little was left for personnel recruitment, and no money was allocated for the supervision of the building of the facility.

McGehee and Wilson's (1995) study also shows that the Board chose experienced educators with superior expertise in teaching American Negroes. The compensation for Hamilton Hatter, the first administrator and teacher, and Miss Mary Booze, the first assistant teacher and matron, was \$900 and \$500 respectively. However, the money was running out and all \$8,000 was spent before classes ever began (McGehee & Wilson, 1995).

Poole (1989) in his research stated that the Southern States, the Border States including West Virginia, all developed racially segregated systems of higher education.

In 1891, the year after the Morrill Act of 1890, West Virginia established what is now West Virginia State College, an institute to provide education for black youth. (West Virginia State College Catalog, 1982)

Four years later, in 1895, the legislature voted to found another school for Blacks in the Bluefield area. The Black institutions in Kentucky, Mississippi, South Carolina, and Virginia remained separate but they never attained a status equal to the White institutions. They lacked proper funding, adequate physical facilities, programs, and degree offerings. When Black students sought graduate study courses that did not exist in Black colleges, no White school would admit them. Consequently, instead of establishing Black graduate programs, Southern and Border States often paid tuition for Blacks to attend graduate schools in other states. "The National Association for the Advancement of Colored People began a legal challenge [to these practices] in the 1930s" (Fleming, 1976, pp. 99-100). Table 9 presents a list of the Supreme Court decisions affecting segregation in higher education.

Table 9

Supreme Court Decisions Affecting Segregation in Higher Education

Date	Case	Outcome
1896 Supreme Court	<u>Plessy v. Ferguson</u>	"Separate but equal doctrine" school settings restricted by race were constitutional
1938 Supreme Court	Missouri ex rel. <u>Gaines vs. Canada</u>	States must provide "substantially equal" educational opportunities for their citizens
1948 Supreme Court	<u>Sipuel v. Board of Regents</u>	Required the state of Oklahoma to provide simultaneously the same educational opportunities for Blacks and Whites
1950 Supreme Court	<u>Sweatt v. Painter</u>	A separate law school opened for Blacks was not equal to the university law school and the Black applicant had a right to be admitted to the latter
1950 Supreme Court	<u>McLaurin v. Oklahoma State Regents</u>	A Black student cannot be treated differently once admitted to a White college
1954 Supreme Court	<u>Brown v. Board of Education of Topeka, Kansas</u>	Equal, not separate but equal, education constitutes a right guaranteed under the Constitution
1964 Supreme Court	Title VI of the Civil Rights Act	A federal attempt to support the efforts aimed at desegregating colleges and universities
1972 Supreme Court	<u>Adams v. Richardson</u>	Specified circumstances under which the Federal government could intercede to resolve issues surrounding collegial desegregation compliance within the 19 southern and border states (dismissed in 1990)
1992	<u>United States v. Fordice</u>	An institution could not be considered desegregated if it had a 96% - 99% African-American enrollment.

Note: Brown, M. C. (2002, Spring). Good intentions: Collegiate desegregation and transdemographic enrollment. The Review of Higher Education, 25(3), 263-280.

HBCUs After Brown v. Board of Education

HBCUs were opened in West Virginia in 1891 to serve the higher education needs of the Black community. David Hatchett stated that West Virginia State University has trained thousands of Black teachers, social workers, accountants and other professionals. He spoke of Rev. Leon Sullivan and social commentator Tony Brown. Bluefield State College has provided the same educational opportunities for Blacks since 1895. Other institutions providing opportunities for Blacks include Kentucky State, Tennessee State University (Nashville), Delaware State (Dover), Coppin State and Morgan State (Baltimore, Maryland), North Carolina A&T, Norfolk State (Virginia), and Mississippi Valley State University. Most of these state institutions, like West Virginia, have and are experiencing growth in student population. But most of the increase has been with the enrollment of White students (Hatchett, 1987).

According to Hatchett (1987), Blacks have taken the opportunity to enroll in traditionally White institutions. Black college presidents voiced varying opinions relative to the need for continuing Black colleges. Some of these opinions were summarized by Hatchett (1987). Dr. Raymond Burse, former president, Kentucky State University, said that integration does not spell the end of Black colleges. Some Black schools offer better programs for Black students in areas such as music and teacher education. Dr. James Russell, former president, West Virginia State, felt that his college's identity is still as a historically Black college serving as many Black students as before, and with the same focus. Dr. Earl Richardson, current president, Morgan State University, says that as long as Whites have many colleges to choose from, integration will not replace Black colleges. Dr. Calvin Burnett, former president, Coppin State, believes that integration is good and needed, that total segregation does not reflect the society in which we live. Dr. Wilson, president,

Norfolk State, feels that White schools make no effort to motivate Black students, that they operate under a revolving door policy, enrolling large numbers of Blacks and dropping them (Hatchett, 1987).

These presidents of Black colleges believe that there is definitely a need for Black colleges and universities in higher education. All of the college presidents who expressed varying opinions felt that HBCUs provide a more supportive environment for students than do TWIs. Black colleges do more counseling and encouraging of students. They work with less prepared students and provide orientation to college for students. Black colleges offer and promote Black cultural activities that help new students to succeed. Because of the needs of so many Black students, the role of the college president is that of the resident expert. The person who leads a Black college wears many hats and the choice is a critical one.

The challenge for HBCUs at this point was dealing with the individual state legislatures for funding. Hatchett (1987) provided his assessment:

But the greatest fiscal threat to black state colleges presented by state legislatures comes from their reluctance to give black higher educational institutions adequate financial allotments. "Black state colleges and many private institutions of higher learning essentially exist on the purse strings of the state legislatures," says prominent black historian Dr. Manning Marable, a professor at Purdue University in Lafayette, Indiana. Black college presidents and other authorities say that when state legislatures fail to adequately fund black colleges, black students have difficulty attaining financial assistance. They then have to acquire more bank loans to attend school, and consequently, go to college in fewer numbers, making it harder for black state colleges to survive. (Hatchett, 1987, p. 24)

The reluctance of state legislatures to adequately fund Black colleges has contributed to inadequate educational human and material resources and poor facilities to the extent that only 20.1% of Black students attend Black colleges (Hatchett, 1987). Hatchett contends that the human side is even more compelling, and cites examples:

- HBCUs enroll 1 out of 5 Black students but produce 40% to 50% of Black college graduates.
- HBCUs enroll a large percentage of students who would not be accepted at other institutions.
- HBCUs produce 25% of the "blue-grass" Black college graduates.
- HBCUs graduate the same number of ROTC officer candidates as the 3,000 other colleges and universities in the country.
- Tim Reed, television star of NBC's "WKPP Cincinnati," a graduate of Norfolk State (HBCU) in 1970, could not get accepted at any other school.
- White colleges operate under a "revolving door policy." This is enrolling large numbers of Black students and dropping them by the wayside and not meeting their need for survival in a TWI (Hatchett, 1987).

Hatchett (1987) stated that the state legislatures had been reluctant to adequately fund Black colleges. Realizing that Historically Black Colleges were under-funded at the state level, the federal government assisted by providing additional financial support from the national level. Research (Executive Order 12876 (1993) revealed that HBCUs accomplished more than educating young people. Their expanded mission was born out of a social need to provide hope and leadership opportunities for African-American and other minorities in order to enhance the economic viability of local communities. President Clinton signed Executive Order 12876 (1993) for the purpose of reaffirming a mandate begun in 1980, establishing a White House Initiative on Historically Black Colleges and Universities. The order

provided the framework for structured programs to strengthen the HBCUs. The U. S. Department of Education has the responsibility of assisting the institutions in accessing the federally funded programs. The major dollar categories reported were the Direct Institutional Subsidies such as the Title III program of the Higher Education Act, Student Tuition Assistance, scholarships, and other aid. Pell Grants for low-income students are counted in these dollars. Additionally, third-party awards to HBCUs—such as the College Fund (UNCF), the National Laboratory, and the National Association for Equal Opportunity in Higher Education (NAFEO)—received funding. Bluefield State College and West Virginia State College in West Virginia are recipients of these funds (Executive Order 12876, 1993).

Effects of Collegiate Desegregation Initiatives in West Virginia

At one time the chief industry in West Virginia was coal mining. Coal mines were scattered across many of its counties. Significant numbers of African-Americans made up the coal labor market. At the onset of the decline of the mining industry, and the blossoming of industry in the urban areas, Black and White families migrated to northern cities such as Pittsburgh, Cleveland, Toledo, and Detroit in search of employment (Wade, 1990).

This pattern of migration was followed by the two counties: Mercer and McDowell. As a result, the overall population decreased by 35%, from 173,000 to 113,000, between 1950 and 1990. However, the drop in African-American population was even greater than the overall decrease. The Black population dropped from 32,000 to 14,000, or 56%. "According to the Chronicle of Higher Education Almanac 2002, the statewide population of African-Americans in West Virginia as of 1999 had dropped to an all-time low of 3.2%" (cited in Brown, 2002, p. 272).

A series of events occurred that impacted the shift in enrollment at Bluefield State. These events included the necessity of adherence to the Federally mandated desegregation compliance acts and the change in the state population. The series of events also included the selection of a White president; the arrival of veterans on campus; the closing of the dormitories and displacement of the on-campus Black students; the dissolution of the football team; and the explosion of the pipe bomb in the gymnasium.

The presence of a non-African American president continued to haunt Bluefield; and this appointment is widely regarded as a strategic error, since Black colleges are noted for allowing African American students to see themselves reflected in the campus administration and student culture. (cited in Brown, 2002, p. 272)

The study conducted by Brown on Bluefield State College indicated that its transdemographic enrollment was not apparently caused by collegiate desegregation initiatives. He contended that the contextual implication at Bluefield State helps in taking a look at what may happen to a culture and climate when the "tipping point" is exceeded. The data gathered by Brown (2002) are convincing given West Virginia State College's ability to preserve the tradition or presence of an historically Black college with an 86% White enrollment (Brown, 2002).

Brown suggests that Black or White flight requires a conscious choice of the individual. "When factors such as campus flight begin to influence African American student choice regarding HBCUs, the process has begun" (Conrad, Brier, & Braxton, cited in Brown, 2002, p. 276). Brown, in his interaction with recruitment counselors at Bluefield State College, related their efforts to recruit students as difficult. They highlighted the difficulty experienced in trying to convince Black students in and out

of state to apply for admission. The students did not consider Bluefield State College an option for those who wanted to attend an HBCU.

Jean Preer writes,

The existence of separate, publicly supported colleges for Africans has embodied a series of legal and educational paradoxes. The public (Black) college has been expected to serve the unique educational requirements of Black students while it duplicates the curriculum offered to Whites. It has been a center both to preserve Black culture and to prepare Black students for the mainstream of American life . . . Its continued existence has been defended as necessary to maintain segregation and as essential to increase integration. Its improvement has been mandated in order to segregate Black students and to attract White ones. Its virtues have been hailed by segregationists and its weaknesses condemned by integrationists. Ambivalence toward the Black college has confounded the definition and implementation of desegregation. (Preer, 1982, p. 1)

The state of public HBCUs is, according to Brown and Hendrickson (1997), a complex one. Black colleges find themselves at the proverbial crossroads of their existence. According to Brown (2002), the efforts to eliminate the vestiges of legal segregation in the South have centered on shifting institutional enrollment. Utilizing transdemography to eliminate the continuing effects of segregation is both bitter and sweet for HBCUs.

Historically White colleges are recruiting African American students who have been the primary subscribers to HBCUs. Simultaneously, increasing numbers of White students are enrolling on HBCU campuses, increasing overall enrollment and endangering the

continuation of a cultural context more than a century old. Despite the case of Bluefield State University, there is limited information on the threshold or "tipping point" at which an HBCU can potentially lose its psychosocial and aesthetic atmosphere. This investigation is only the first of many studies that higher education researchers must conduct on White and African American students' experiences at HBCUs. (Brown, 2002, p. 277)

Brown's study (2000) indicates that there is a high probability that other HBCUs would experience Bluefield's fate, whether intended or not.

Brown and Freeman (2002) state that HBCUs continue to educate African American students successfully. The historically black college is the prime producer of African American baccalaureate degrees by institutional cohort, according to their research. Regardless of the students' academic preparation, socioeconomic status, environmental circumstances, and test scores, they are successful despite limited fiscal resources (Brown & Freeman, 2002).

Political Forces

Parker (2003), in his research relative to critical race theory in higher education desegregation, revealed that continued discrimination and constant battles over resources, mission, and future policy direction describe the legal history of public HBCUs. Prior chapters of this study introduced the idea that the HBCUs were certainly inferior to the vast resources of the TWI graduate schools. They were also inferior in terms of faculty prestige as well as professional opportunities.

Unlike the Southern States that resisted the Brown v. Topeka (1954) U. S. Supreme Court ruling, West Virginia failed to provide equitable resources to their two public HBCUs. This was evidenced in terms of the state's attempted merger of

Concord and Bluefield. Additionally, the lower court decision in the Fordice "freedom of choice" case demonstrated how the racism and discriminatory treatment against HBCUs was completely ignored, according to Brown (1999a). Therefore, Parker contends that

If the courts were more aware of how the history of racial discrimination influenced student choice, then it would have been more evident that freedom of choice has been used by states as a historical pretext to uphold institutional apartheid in its higher education system through the inequitable distribution of resources and the treatment of African American students and public HBCUs in the state. (Parker, 2003, p. 14)

Historically Black Colleges and Universities (HCBUs) have played an important role in educating African American students. The beginnings, as well as the continuing presence, of HBCUs have been heavily political, being influenced by legislation, and the HBCUs have always struggled financially. Given the fact that there were 103 HBCUs facing desegregation in 1954, it is necessary to examine the issue that faced Bluefield State College in its broader historical context.

The first gathering to formally design and implement a dual educational system was held eight years after the passage of the Morrill Act of 1890. In June 1898 a group of influential citizens from both the North and South held the first of a series of sessions in Capon Springs, Virginia to plan the development of a segregated system for African-American and Caucasian students in the South. (Browning & Williams, 1978, p. 49)

By the end of the 19th century, 19 Southern or border states had established such systems (Southern Education Foundation, 1995; 1998). In fact, at least one public

Black institution was planned or chartered every year between 1890 and 1899 in these 19 states (Roebuck & Murphy, 1993). This dual structure would remain stable until 1954 despite challenges by individual students throughout the South for equal access to non-Black institutions (Browning & Williams, 1978).

Higher education was included in the decision that "separate but equal" educational facilities were declared unconstitutional. The Supreme Court in the 1954 Brown v. Topeka decision, made this determination. However, very little attention was given to the 19 Southern and border states' dismantling of dual post-secondary systems. This mandate to desegregate reached higher education ten years later, when President Lyndon B. Johnson signed the Civil Rights Act of 1964. This legislation was designed to eliminate discrimination against African American and other racial and ethnic groups. This act enabled the federal government to bring lawsuits on behalf of Black plaintiffs. At the same time, Title VI of the Civil Rights Act restricted the awarding of federal funds to segregated schools and colleges. The National Association for the Advancement of Colored People (NAACP) Legal Defense Fund filed a class action suit versus the U. S. Department of Education relative to the enforcement of Title VI. This was the Adam v. Richardson case—an attempt to establish a focused enforcement of higher education desegregation statewide. Eventually the Adams case was dismissed and institutions of higher education made little attempt to comply with the mandate. Neither this case nor the Title VI Act led to the desegregation of public colleges in the Southern and border states.

The Supreme Court ruling in the United States vs. Fordice (1992) case was the next policy issue with collegiate desegregation. As Holden (1994) described it, the Fordice case was a lawsuit that was filed in 1975 as a means of making certain that the institutions of higher education are responsive to the needs and aspirations of their Black students and employees. Chambliss (cited in Holden, 1993) stated that Fordice

was designed to transform a system that systematically limited equal educational and employment opportunities to all students regardless of race, creed, color, or national origin (Holden, 1993).

The plaintiffs (Jack Ayers, his wife, and three children who attended different Black higher educational institutions in Mississippi, and others) filed suit. In 1984 Alvin O. Chambliss, Jr. became the lead attorney for this case. The suit requested the court to direct the Board of Trustees and others to undertake affirmative steps to correct the effects of racial discrimination. The items addressed were:

- Strengthening and preservation of HBCUs
- Eliminating traditional barriers
- Restructuring the board of governors of the institutions.

The Supreme Court held the following:

1. The lower courts did not apply the appropriate legal standards in ruling that Mississippi was in compliance with the 1964 Civil Rights Act.
2. Surviving aspects of the dual system still existed with the use of the American College Testing Program (ACT) scores. The historically White institutions required significantly higher scores than the historically Black schools. ACTs were the only criteria used instead of a combination with high school averages.
3. The unnecessary duplication of programs among the institutions promotes segregation.
4. The mission assignments to the institutions promoted the de jure segregation.
5. The state should review its ability to run eight separate schools in a time that funding sources are restricted. (Holden, 1993, pp. 12-13)

Brown (2002) said that Bluefield State College is the HBCU with the highest level of White students, faculty and administrative participation in the United States.

Brown states that

Current desegregation initiatives center on changing the racial demographics of the student and staff population. The result is a collection of ad hoc policies and practices, which promote shifts in the statistical composition of the student population within the corresponding institutions based solely on race transdemography.

Transdemography poses a unique set of opportunities and challenges for public historically black colleges and universities (HBCUs).

(Brown, 2002, p. 264)

Brown, currently an associate professor of education at the Pennsylvania State University, used sociological research findings based on tipping point theory to present a case study of institutional and cultural change. The findings may provide important policy guidance on the state of HBCUs in higher education in an era of shifting enrollments.

There has always been a White presence in historically Black colleges. As a matter of fact, it was the rule rather than the exception. Brown (2002) conducted an exploratory ethnographic case study of Bluefield State College in the summer of 2000. To collect data needed, Brown used artifact gathering, analysis of documents, informal interviews, and, most importantly, unobtrusive participant observation. This case study of the transdemographic student enrollment at Bluefield State College is a microincremental case study that was field-based using qualitative methods.

In analyzing the evidence, Brown used the "tipping point" theory as the theoretical lens of analysis for his study. "Tipping point theory argues that there is a

referential threshold at which majority groups retreat or withdraw after being joined by the corresponding minority group" (Brown, 2002, p. 268).

Brown's study asks two primary questions identified in other research on whether the tipping point theory is applicable to racial integration in community and public school settings. First, why do White residents flee from African-American residents? Second, what leads to white resistance to the African-American presence? His current study has transposed and extended these two questions as a means of addressing collegiate desegregation, particularly in West Virginia. Hence, Brown's study asks two questions: (a) Why has the presence of White students at Bluefield State College decimated the enrollment of African-American students? (b) In what ways has the traditionally African-American institutional context persisted despite the White presence on campus? (Brown, 2002).

Myerson and Banfield (1955) concluded in their study of the Chicago Housing Authority residential distribution patterns that the probability of White residents moving out of an originally White neighborhood when more than one-third of the population becomes Black is extremely high. Conversely, the study revealed that when Whites leave the area, Blacks immediately move in. This movement facilitates the process of resegregation. This reciprocating process is dubbed "tipping in and tipping out" (Schelling, 1978).

The quest for racial integration and social diversity in public schools is significantly affected by the tipping point phenomenon. Racial integration in school settings can be better understood using the tipping point theory. Schools draw on their neighborhood population; therefore, the connection between school and residential patterns is linked to the tipping point. Consequently, the tipping point becomes a critical factor in attaining desegregation in public education (Giles, Catallo, & Gallin, 1975).

Bluefield State College and West Virginia State College are the only institutions in the state to bear the brunt of federal designation of an HBCU. Lamont (cited in Brown, 2002) compares these two HBCUs as they relate to the African-American presence on the campus. In comparing the two, he provides evidence that West Virginia State College and Bluefield State College were notably different in several important respects.

West Virginia State College . . . is the state's 1890 land grant institution. The proximity of the campus to the state capitol has made it the primary resource for the most cosmopolitan region of the state. Despite an 86% White student enrollment and an 80% White faculty composition, the campus maintains the traditional tone, tenor, and feel of an HBCU. (Brown, 2002, p. 270)

Brown (1998) indicated that based on his observations, the West Virginia State campus is viewed as a repository for informational materials and memorabilia of the Black experience in West Virginia. According to Brown (2002), the historical ecological psychology on the campus remained undisturbed because they came to campus only to take classes and then leave. Thus the campus is seen to be White by day and Black by night. Additionally, the campus has an African American president and a majority of the administrators are Black. Further observations by Brown revealed that the campus has a rich student life where traditional Black fraternities and sororities flourish (Brown, 2002).

However, Brown's (2002) observations of Bluefield State College, the other HBCU in West Virginia, were very different than those of West Virginia State College. Brown's 1998 observations revealed that the campus is located at the southernmost tip of the State and can only be reached by a State highway, thus making it difficult to reach as it is surrounded by mountainous terrain. The campus is located

on 40 acres of land next to a railroad filled with boxcars. Brown (2002) also observed that the campus, unlike West Virginia State, closes down regularly around 5:00 p.m. The campus lacks any indicators of its HBCU designation; it has no Greek life, no marching band, and limited Black faculty (Brown, 2002).

Furthermore, according to Brown (2002), 92% of the faculty is White and it is the only HBCU to have a White president. Most of the traditions typical of an HBCU have vanished. Brown's research indicated that BSC has the lowest African-American and highest White student enrollment of all of the HBCUs in the nation; no Black staff, no completed residence halls, and no signs of its historic tradition. Table 10 compares the student enrollment of the two HBCUs described above.

Table 10

Comparative Student Enrollment in Two HBCUs

Enrollment	West Virginia State College	Bluefield State College
Total FTE	146	91
African-American	23	4
White	117	84
Other	6	3

Note: From " Good intentions: Collegiate desegregation and transdemographic enrollment, by M. C. Brown, Spring 2002, The Review of Higher Education, 25(3), p. 271.

Bluefield State is often cited as an example of collegiate desegregation gone awry because of the high enrollment of White students (Drummond, 2000; Levinson, 2000). Others suggest that White students are merely selecting HBCUs because of their lower cost (Wenglinsky, 1996). Recent evidence indicates that high enrollments of White students at HBCUs may in fact be a combination of both factors (Brown, 1999a; Brown, 2001). Many White students select HBCUs because minority scholarships offered under extant collegiate desegregation compliance plans were an

attraction. Others select HBCUs because of proximity and/or programmatic offerings (Brown & Hendrickson, 1997; Wenglinisky, 1996; 1997).

There is significant evidence that Bluefield State College began to formally integrate and took the mandate very seriously as soon as Title VI of the Civil Rights Act was passed. Additionally, there was energetic compliance with the federal mandate to desegregate. The student population became a barometer of the statewide drop in the numbers of Black students attending Bluefield State College.

As established earlier in the historical evolution of Bluefield State College, the total population, faculty, staff, administration, alumni, and student body was Black until 1954. The state of West Virginia began the process of desegregating public colleges and universities shortly after the May 17, 1954 Brown decision. An inpouring of Whites has continued since the enrollment of two White students in the fall semester of 1954. White faculty members were hired shortly thereafter. Conversely, Blacks began to enroll in Traditionally White Institutions (TWIs) (Poole, 1989).

During the tenure of the last two Black presidents, Stephen J. Wright (1953-1957) and Dr. Leroy B. Allen (1958-1965), White enrollment accelerated that resulted in a predominantly White staff by 1965. Poole (1989) states that the Board of Regents, which was responsible for the political decisions made for Bluefield State College, hired the first White president, Dr. Wendell Hardaway (1966-1973). The first five years of his tenure were a period of Black student unrest and racial tension. Poole further indicated that this unrest was due primarily to President Hardaway's hiring and other policies. This student disorder led to three significant events affecting the transition, namely, the bombing of campus buildings by Black students; the closing of both dormitories; and the shooting of a White faculty member on campus (Poole, 1989).

McGehee and Wilson (1995) reported that the administration at Bluefield State College responded quickly. Pinkerton armed guards patrolled the entrances and checked identification cards while the college campus was closed to the public for the 1968 fall term. President Hardaway closed the dormitories. As a result, only 47 of 200 residential students applied for the spring semester.

Hardaway had effectively ended Bluefield State's seventy-year history as an historically Black residential institution. The women's dormitory, historic Mahood Hall, eventually housed the business department, while the Payne Hall men's dorm was promptly graded to build a parking lot for the new commuter students. (McGehee & Wilson, 1995, p. 136)

The 1968 decision to close the residence halls had a catastrophic effect on the school's traditional mission and heritage. Without on-campus housing, Bluefield State could not attract the students who had historically filled its classrooms and climbed its terraced hills. Increasingly, the trend that had begun slowly in the late 1950s continued as the school inexorably became a commuter institution functioning as a two- and four-year college for southern West Virginia. (McGehee & Wilson, 1995, p. 137)

According to Griffin (1991), on October 4, 1967 the Honorable Hulett C. Smith, governor of the state of West Virginia, instructed the West Virginia Human Rights Commission to investigate and hold public hearings concerning the racial unrest and tensions at Bluefield State College. Griffin said that the factors leading to the hearings included: prevailing attitudes of racism in the city of Bluefield; a newly elected student leadership that had been the victors in the YM-YWCA demonstration; and President Hardaway being viewed as insensitive and uncaring about the historical

significance of BSC for Black students, graduates, staff, faculty, and the Black community at large. Table 11 outlines the events resulting from the feelings and attitudes described above and points out many conditions found during the hearings at BSC. Evidence included the fact that buildings at BSC dated back to the 1930s. Additionally, dormitory space had not been expanded or planned although enrollment had increased from 310 students in 1955 to 1,145 in 1967 (Griffin, 1991).

Table 11

Report on Bluefield State College

-
- Discrimination manifested itself in inequitable financing, curricula,
 - The bases for the inequities date back to the founding of the college.
 - The separate but not equal conditions continue to the present day.
 - Concord College enjoyed favored status in all areas when compared with BSC.
 - Bluefield State has had no expansion of its dormitory facilities from 1954-1968.
 - Faculty salaries were depressed when compared to other state colleges.
-

Note: From "Report on Problems of Racial Discrimination and Racial Tensions at Bluefield State College," West Virginia Human Rights Commission, Charleston, WV, 1967.

The West Virginia Human Rights Commission report on Bluefield State College (1967) also points out that "the two, formerly all-Negro colleges, Bluefield State and West Virginia State College, are the only state institutions of higher learning that have not had additional dormitories since World War II." (Griffin, 1991, p. 9)

Additionally, the report indicated that the number and quality of faculty were depressed when compared with those of Concord College. For example, Table 12 shows appropriations for the two colleges.

Table 12

Staff Appropriations, 1967-1968 Academic Years

Rank	Concord	Bluefield State College
Professor	22	9
Associate Professor	23	9
Assistant Professor	36	31
Instructor	20	10
PT Institute	3	0

Note: From "Report on Problems of Racial Discrimination at Bluefield State College," West Virginia Human Rights Commission, Charleston, WV, 1967.

Griffin stated that the National Council for Accreditation of Teacher Education (NCATE) awarded the Teacher Education Program an unsatisfactory evaluation in 1966. Could the differential in the allocation of teachers at BSC have been a contributing factor to the unsatisfactory evaluation? This information was unavailable but the 1990-91 NCATE evaluation was unsatisfactory as well (Griffin, 1991).

McGehee and Wilson (1995) said that the Human Rights Commission spent 6 days of hearings, investigating discrimination charges; malicious, spiteful, vicious, and malevolent testimony was heard. Nonetheless, Governor Smith did not pacify the bitter adversaries (McGehee & Wilson, 1995).

Griffin (1991) pointed out that the Commission found other inequities in salaries inside the college. An example was the Black dean of men who, with 21 years of experience, a Master's degree and classes to teach, made less than the White dean of women who had two years of teaching experience and no assigned classes. Table 13 shows the salary disparities. "The Human Rights Commission could come to no other conclusion for this disparity but racial discrimination" (Griffin, 1991, p. 11).

Table 13

Disparities Between the Offices of the Dean of Men and Dean of Women

College	Dean of Men	Dean of Women
Bluefield State	\$8,800.00	\$10,800.00
Concord	10,800.00	10,800.00
Glenville	12,360.00	12,360.00
Fairmont	13,008.00	11,244.00
West Virginia State	Split Assignment	10,596.00

Note: From "Report on Problems of Racial Discrimination and Racial Tensions at Bluefield State College," West Virginia Human Rights Commission, Charleston, WV, 1967.

Table 14 provides data that indicate that the faculty workforce as well as the administrative workforce was rapidly changing. For example:

- The number of White administrators increased 400% in 3 years (1965-1968)
- The number of Black administrators remained the same, that is, showed no increase in 3 years (1965 - 1968)
- The number of White faculty increased 168% from 1965 to 1968
- The number of Black faculty decreased 20% from 1965 to 1968.

Table 14

Administrative and Faculty Workforce Changes

Years	Male		Female		Total	
	Negro	White	Negro	White	Negro	White
Admin. Staff - 1965-66	5	1	1	0	6	1
Faculty - 1965-66	19	10	5	6	24	16
Admin. Staff - 1967-68	5	3	1	2	6	5
Faculty - 1967-68	14	28	5	15	19	43

Note: From "A Time of Crisis and Reflection," by E. V. Griffin, 1991, September, Presentation to Conference on Black History, Marshall University, Huntington, WV.

The report to Governor Hulett C. Smith from the West Virginia Human Rights Commission (1967) relative to the Bluefield State College Hearing (October 30 - November 9, 1967) drew the following conclusions:

- Bluefield State College has been and now is a victim of racial discrimination (p. 3)
- Internal patterns of racial discrimination do exist at Bluefield State College (p. 4)
- Patterns of racial discrimination prevail in the community of Bluefield and are relevant to the situation at Bluefield State College (p. 7).

According to the 1967 report from the Human Rights Commission, there were definite patterns of racial discrimination at Bluefield State College from its inception; additionally, the racial discrimination continued throughout the transition of Bluefield State College. Specific findings from the report include:

- The inequitable financing, inadequate physical plant, insufficient faculty and limited curriculum at the origin of BSC.
- When comparing BSC with Concord College (TWI institution), separate but equal was not the case. Ever since 1954, Concord College has received substantial increases in financing while BSC increases were minimal.
- The failure to provide increased dormitory space despite the increased enrollment was ever present.
- The salary disparities between new White faculty and seasoned Black faculty hampered the availability of Black faculty.
- There was poor judgment and insensitivity on the part of the administration and faculty.

- The failure to provide increased dormitory space created a de facto institution. Segregated housing practices were perpetrated in off-campus housing.
- There was a definite trend toward hiring of all whites in positions.
- The absence of student and faculty handbooks for new students and faculty led to haphazard disciplinary procedures for Black students.
- Discrimination in housing in the city of Bluefield hampered efforts to recruit Black faculty and staff at the college.

The 1967 report to Bluefield State College by the Human Relations Commission made specific recommendations to the college based on its findings in four areas.

1. The elimination of all vestiges of discrimination and segregation of the past. This could be done by providing more on-campus living arrangements; upgrading salary schedules and providing adequate plant and instructional facilities.
2. To return BSC to a normal atmosphere in the shortest time possible, the Commission suggested that the existing policies and practices of the West Virginia Board of Education and of BSC regarding students and student housing as well as additional policies and practices be enforced, prohibiting all forms of discrimination; suspension, and probation, and that penalties assessed since the 1967 Fall semester be rescinded or amnestied, other than for those students who actually participated in acts of violence and vandalism; and revise the handbook to include student participation.
3. To end patterns of discrimination in the community, the State Board of Education should assist the Mercer County Board (Bluefield, West

Virginia) in achieving immediate and total integration of the county schools and the city council of Bluefield adapt a meaningful fair housing ordinance.

4. To assist in the above recommendations, the Human Rights Commission suggests that the present role and functions of Bluefield State College be examined for the purpose of developing a plan to implement the recommendations. (West Virginia Human Rights Commission, 1967)

McGehee and Wilson (1995) stated in their Centennial History of Bluefield State that "The Human Rights Commission report stated clearly that the school had been administered with ineptness, poor judgment, and insensitivity, while the Board of Education placed the blame on outside agitators. There were some truths to both conclusions. The only positive outcome of the debacle was a new judicial system with more student participation" (McGehee & Wilson, 1005, pp. 136-137). Another viewpoint stated that "The recommendations were implemented to a certain degree but the proverbial dye was cast already. Though the Commission had held hearings, it became clear that no one, including the governor of the state, wanted to address the real issue of racism in all facets of the institution" (Griffin, 1991, p.15).

Critical Race Theory

To better understand the higher education desegregation policy, Professor Laurence Parker (2003) tested the usefulness of critical race theory methods to support this research. Knight v. State of Alabama and the U. S. v. Fordice were the two major post-secondary desegregation cases examined. In Knight v. State of Alabama, diversity scholarships could be used for white students to attend HBCUs. Meanwhile, in the case of the U. S. v. Fordice, the state policy supporting post-secondary

segregation was dismantled. This Fordice mandate, according to Parker (2003), might change the historical missions of HBCUs and TWIs. Additionally, the implementation of the Fordice mandate would highlight evidence of discrimination against Black students at public TWIs and investigate minority student educational opportunities at the public HBCUs. According to Parker (cited in DeStefano, 2003), critical race theory treats racism as a normal ingrained element of political and legal structures rooted in historical and social circumstances, uses narratives and storytelling to highlight how persons of color experience the world and racial oppression, challenges assumptions that White European Americans experience as the norm, and questions the belief that law is intended to create an equitable just society. Critical race theory methodology questions the racial content of seemingly objective and natural traditional scientific norms, focusing instead on social justice, and underlines the value of knowledge people gain through experience (Parker, cited in DeStefano, 2003).

Parker's (2003) analysis of the two cases using critical race theory found evidence of the legal system's failure as seen below.

The nation's history of White control and domination was not acknowledged. This control and domination threatened the HBCUs as well as the African American constituents.

Conversely, the White control and domination have hindered the progress of the HBCUs in accessing the resources ordered by the courts. This failure in turn resulted in increased inequities between HBCUs and TWIs. The courts' mandate to include White students in HBCUs' student bodies, disregarding the mission to serve African Americans, demonstrated this failure. The fact that HBCUs have produced more than 42% of African American professionals became insignificant.

Parker's use of critical race theory in policy analysis revealed continued discrimination in higher education against minority students in TWIs. Parker's

documentation may prove to be significant in court litigation representing the marginal group. Second, the narratives or personal stories may assist in understanding the academics and personal experiences of minority students (Parker, cited in DeStefano, 2003).

What Parker's (2003) research means for post-secondary and K-12 educational policy can be summed up as follows.

Evidence of continued discrimination at TWIs suggests the need for marginalized views to be heard and acknowledged to the formulation of state and federal policy at every level from K-12 to post-secondary settings.

Continued support of exclusionary practices in admissions and other areas of institutional functioning at TWIs suggests that continuing resistance to desegregation must be addressed.

Critical race theory as a method of research holds promise for both addressing the indifference of TWIs to racial diversity strengthening the public presence of HBCUs, and increasing understanding of how marginalized groups experience the American educational system. (Parker, 2003)

In conclusion, Parker (2003) indicated that the American legal system has often been used against African-Americans and other people of color. Previous rulings mandated that the higher education institutions dismantle all legal vestiges of segregation. Desegregation, not integration, was the goal. However, the "story-telling" utilized in critical race theory shows that the educational systems continue to resist desegregation. Although Blacks are attending the TWIs, it is Parker's (2003) opinion that the HBCUs should not be forced to bear the burden of desegregation. Instead, these institutions should be enhanced for their historical importance and given additional funding to improve programs and facilities.

Finally, Parker stated,

As the details of higher education plans are argued in the anti-affirmative action/post-Fordice era, critical race educational policy analysis and the importance of story-telling must be developed, articulated and heard in order to have an effect in preserving the public HBCU presence and addressing indifference to racial diversity in the curriculum at the TWIs. This means that critical race theory has to be connected more to critical policy analysis and critical qualitative research on race in education. Given the growing political conservatism in the U. S. Congress and state governments, critical race theory in educational policy will be an essential legal voice for racial social justice in higher education. (Parker, 2003, p. 173)

Summary

Chapter IV reviewed the extent of the political and socioeconomic forces impacting the rapid transition of Bluefield State College (BSC), Bluefield, West Virginia. BSC has been described previously as the starkest example of an HBCU that has become predominantly White. Information relative to the period of the HBCUs (1860-present) is outlined in general. Political legislation, state court cases and orders, and Supreme Court decisions affecting segregation in higher education are discussed.

A portion of this chapter discussed the impact of the 1954 Brown v. Kansas decision and its effect on the 103 HBCUs. How several HBCU presidents responded to the mandate was mentioned. The decline of the chief industry (coal mining) was explained as it adversely affected the socio-economics of the Black population at Bluefield State College.

Brown's (2002) study conducted at BSC in the summer of 2000 was discussed at length. His contention is that the contextual implication at BSC helps in taking a look at what may happen to a culture and climate when the "tipping point" is exceeded. His findings gave information regarding the political impact on BSC's mission. His sociological "tipping point" theory indicated that a change in the diversity of the population caused a dramatic shift in the culture of Bluefield State College. His data are convincing given West Virginia State College's ability to preserve the tradition or presence of an HBCU with an 86% White enrollment.

The foregoing documents that there were strong socioeconomic and political forces shaping the nature and future of West Virginia's Historically Black Colleges. Without the legal might of political interventions by both the state and federal governments, the outcome would have been decidedly different. Without the shift in economics, especially the decline of "king coal" and the rise of industry in nearby cities, the exodus of Blacks would have been much slower. Lastly, without the social turmoil that accompanied educational desegregation, much of the bitter side of the struggle and its lingering effects could have been avoided. Finally, as Brown's (2002) research indicates, once the "tipping point" is reached, the past spills over into history and the "new order" is inevitable.

However, desegregation was only one of the forces that helped to reshape BSC. Specific events (1954-1967) that hastened the transition are outlined and documented. These events led to the intervention of Governor Smith of West Virginia. The West Virginia Human Rights Commission investigated the charges and reported to the governor about discrimination at Bluefield State College (1967). This information is outlined in Chapter IV along with recommendations. The findings of the report led some researchers to believe that the transition of the college was the beginning of the end of Bluefield State College as an HBCU.

Chapter IV concluded with a brief summary of Parker's analysis of the use of critical race theory to facilitate understanding higher education desegregation policy. This method of research may be beneficial in addressing the issues surrounding the strengthening of the public presence of HBCUs like Bluefield State College.

Chapter V delineates the curricular and programmatic changes that occurred as the function of BSC and enrollment changed. Research indicates that the curriculum and program offerings at BSC today have little resemblance to those of the Bluefield State College of 1954.

CHAPTER V

CURRICULAR AND PROGRAMMATIC CHANGES THAT OCCURRED AS BSC'S FUNCTION AND ENROLLMENT CHANGED

Curricular and Programmatic Changes From 1895 To 1975

The front page of the August 31, 1987 edition of the Bluefield Daily Telegraph printed a summary describing the beginning of Bluefield State College (BSC) in 1895. The article indicates the changes in the name of the institution that are directly related to curricular and programmatic changes. The article stated that Bluefield State College, as it is known today, came close to not existing because of the concerns of the governor of the state. As early as 1890, Black leaders such as Rev. C. H. Payne, Moss Meadows, Jacob Simpson, H. B. Ross, Grant Debney, Mack McGhee, and others fought for better educational opportunities for the growing population of Blacks in the southern area of West Virginia (Bluefield Daily Telegraph, 1987).

Three Black instructors met 18 Black students on March 6, 1896 with 22 additional Black students enrolling a few days later. Enrollment rose to 67 the second year. The first class to graduate was in 1901. The first instructors were Professor Hamilton Hatter, principal, and Mary M. Booze, matron and assistant teacher. Initially, only high school curriculum classes were taught. Normal school curriculum classes were added shortly thereafter. In 1919 a second year of the normal school curriculum was added. One year later a junior college course was begun in academics, pre-professional and pre-technical areas. The course of study evolved into a teacher-training curriculum. Additional changes included a regular four-year college course in

education, home economics and business administration. The next year a third year of collegiate work was offered with the program being extended to four years (McGehee & Wilson, 1995).

In 1928 full college courses were offered leading to the Bachelor of Science degree being awarded at graduation. In 1929 the name changed from Bluefield Colored Institute (BCI) to Bluefield State Teachers College (BSTC), and finally from BSTC to Bluefield State College (BSC) (Bluefield Daily Telegraph, 1987)

Poole's (1989) account of the programmatic changes began with the name change from BSTC to BSC. According to Poole, this name change was due to the expansion of the programs offered by the college, which by this time included offerings in the technology area. By 1949, the college was permitted to grant non-teaching degrees in the liberal arts area. BSC had finally progressed from a teacher-training institute to a recognized four-year college. With the 1954 Brown decision, a major turning point in the development, mission and complexion of the BSC prevailed, according to Poole (1989). At the same time, West Virginia began to desegregate its undergraduate public colleges and universities. An inpouring of White students began and has continued to the present. Conversely, Blacks began to enroll in White institutions (Poole, 1989).

Poole (1989) said that in the next 10 years, four-year programs were added in areas such as business and engineering technology so that by the mid-sixties BSC offered bachelor's degrees in these disciplines as well as in education, arts, and sciences. Several two-year technical and career programs also became part of the curriculum during this period (Poole, 1989).

Table 15 details the programmatic and curricular changes from 1895 to 1954 and from 1954 to 1975. This table reveals that:

- From 1895 to 1954 three important changes occurred.

- The course of study on the elementary level in 1895 had progressed to a Bachelor of Science degree by 1928.
- By 1945 B.S. degrees were offered in four disciplines.
- By 1947 the school was accredited by the American Association of Teachers Colleges.
- From 1954 to 1975 students were coming from 19 states.
- Faculty had increased with out-of-state personnel.
- Accreditation was awarded from eight professional sources.
- In 1972 the decision was made to merge BSC and Concord. This merger changed the direction of curricular offerings.

Table 15

Programmatic and Curricular Changes, 1895 - 1975

1895 - 1905	Course of study at BCI was entirely on the elementary level
1905 - 1915	Regular professional and academic courses added Primarily a teacher training institution on the secondary level (1915) Summer school for teachers implemented (1910) Attention given to agriculture, manual arts and home economics
1915 - 1925	Formulation of a teacher training and a vocational training program (1922)
1925 - 1935	Program initiated for a regular four-year college education in home economics, music and business administration (1926) Bachelor of Science degrees offered (1928) System implemented to practice teaching and observations in the local schools (1929) Name change from Bluefield Colored Institute to Bluefield State Teachers College (1931)
1935 - 1945	Bachelor of Science degrees conferred in home economics (1936) New courses in arts, science, social science, math, physical education, health, home nursing (1941) Name change to Bluefield State College (1943) Degrees conferred in home economics and business administration (1943) First degree in music was conferred (1944)

Table 15 (continued)

Programmatic and Curricular Changes, 1895 - 1975

1945 - 1955	School accredited by the American Association of Teachers Colleges (1947)
1955 - 1965	Students came from 19 states other than West Virginia and from Washington, DC (1947- 48) The faculty increased and included many professionals from other states (1947 - 48)
1965 - 1975	Accreditation from: <ul style="list-style-type: none">▪ North Central Association of Colleges▪ National Council for the Accreditation of Teacher Education▪ American Association of Colleges for Teacher Education▪ West Virginia Board of Examiners West Virginia State Board of Education merged Bluefield State and Concord into a single undergraduate institution (1972) Construction of a new Basic Science building for modern day sciences (1970) Accreditation from 1967 - 69 catalog: <ul style="list-style-type: none">▪ American Council on Education▪ Association of University Evening Colleges▪ Regional Council for International Education West Virginia Board of Nursing Examiners Associate degrees conferred in the technological fields: Commerce technologies, data processing technologies, health services, paramedical technologies, mechanical technologies, engineering technologies (1971-1974) Bachelor's degree offered only in the field of engineering (1973 - 1974)

Note: From "A History of Education in West Virginia," by C. H. Ambler, 1951. Standard Printing & Publishing Co., pp. 828 - 831; and Bluefield State College catalogs, 1926-27, 1935-36, 1939-40, 1945-46, 1951-52, 1967-69, 1969-71, and 1973-75.

Chorita Robinson Spencer (1988) stated that this all-Black publicly supported college had three name changes from 1895 to 1943. These name changes reflected the changes in scope and emphasis of the curriculum. Spencer indicated that Dr. Stephen J. Wright, who assumed the presidency of Bluefield during turbulent times in 1954, engaged in a conscious effort to strengthen the academic quality of BSC. He was as

concerned with the quality of the facilities as with the quality of the teaching equipment for staff. Wright expanded the curriculum by adding new courses in the arts, sciences, social sciences, health and physical education, and mathematics. Home nursing and nutrition were also added to the curriculum offerings. Baccalaureate degrees were awarded to students in building construction and industrial arts for the first time. According to Dr. Wright in his interview with Dr. Garrett (personal communication, March 1986), he declared that when he arrived, BSC was the smallest institution in the West Virginia system with the lowest budget. He left the college with an increased enrollment, faculty, and physical plant. Dr. Wright claimed that he also moved the budget allocations from Number 1 to Number 7 in the state. He believed that this was due to his concern for improving the quality of higher education for Blacks (Spencer, 1988).

Dr. R. Thomas Garrett, a graduate of BSC, described Dr. Wright's presidency as extraordinary.

One of the most intelligent educators of our times with his hand on the plan to cultivate educational change for Blacks in higher education was Dr. Stephen J. Wright. Upon his arrival at Bluefield State, his first endeavor we knew was to change the college, a southern paternalistic institution, to one of high academia. New teachers arrived, new buildings were under construction, and new courses in the curriculum reflected the change Dr. Wright saw for the college. (Personal interview as cited in Spencer, 1988, p. 68)

McGehee and Wilson (1995) declared that the merger of BSC and Concord was designed to end Bluefield State as an independent institution of higher learning. Furthermore, they contended that this arrangement was unwieldy and its primary function was to streamline administrative costs. They further contended that the

schools were so different and historically individual that the idea of merging was absurd. McGehee and Wilson felt that perhaps the point all along was to eliminate Bluefield State altogether. In 1973 bachelor of science degrees were discontinued in physics and chemistry and bachelor of arts degrees in art and music were cancelled.

The Bluefield State student newspaper circulated the idea that Bluefield State belonged to the ages. Further, for the first time in the school's history, there was no baccalaureate ceremony. Bluefield State had not had a full-time librarian since this unfortunate period.

Predictably, the experiment failed miserably, almost sparking an intra-county civil war. Wisely the two schools were quickly separated, and Coffindaffer, who like the librarian resided in Athens, was removed. (McGehee & Wilson, 1995, p. 139)

The short-lived merger of Bluefield State and Concord College influenced heavily the quick transition of BSC's curriculum. Alumni, community leaders, faculty, and researchers indicated that the merger initiated and approved by the legislature sealed the fate of the four-year teacher-centered focus of the curriculum, and changed it to a two-year focus. It was further suggested, not proven, that this action was a deliberate attempt to bring closure to BSC as an HBCU. This change in programming supported the two-year technical program and failed to continue the teacher education offerings at Bluefield State (Poole, 1989).

The Influence of College Presidents (1966 - 1978)

On the Curriculum

Presidents chosen by the West Virginia State Board of Regents from 1966-1978 shaped the future of the programmatic and curricular offerings at Bluefield State. From 1966 to 1980, BSC was governed by six White presidents. This period was also

the primary focus of two-year community and technical programming. Four-year baccalaureate degrees were not considered a serious option for the majority of the students, who were White. Garrett (1979) and Spencer (1988) stated that the decisions made relative to programming were made with little sensitivity and concern for Black students, who were in the minority and who were interested in the teacher education offerings. These presidents, according to the record, lost sight of the history of the college, its role in Black society, its place in the community, and the fact that it was a creation of the Black community (Garrett, 1979; Spencer, 1988).

The first White president, Wendell Hardaway, added courses in the career and technical fields. He hired 23 additional White faculty members in one year (1967-68). During his first five years as president, there was a period of unrest and racial tension for the Black students in reaction to this policy. This turbulence led to the bombing of campus buildings by Black students. Other events included the closing of both dormitories that housed Black students and the shooting of a White faculty member on campus. "The college even closed for a short period of time and the President, Wendell Hardaway, was forced to move off the campus" (Poole, 1989, p. 55).

As Bluefield State expanded its curricular offerings, its White population continued to increase until it reached over 90% of the student body and faculty and 80% of the administration. The emphasis given to the technical areas appears to account for part of the huge White influx. (Poole, 1989, p. 50)

According to Poole (1989), a significant factor attracting Whites to Bluefield was perceived to be the introduction of engineering technology. The program began in the late 1950s and early 1960s. The faculty, alumni, and students felt that this curriculum dramatically altered the complexion, mission, and future of the college. The research does not reveal evidence that college officials foresaw the racial impact

of such a change. While the offering of engineering technology attracted Whites, Blacks were discouraged from leaving during the first five to six years. Throughout the 1950s the college remained primarily a teacher-training institution. BSC also offered vocational courses (mechanics and masonry) attracting Whites to the vocational curriculum. Dr. Gilley, the third White president, helped to establish the engineering technology program. He indicated that this program attracted White students who worked part-time in the coal mines.

As new presidents were appointed to Bluefield State College, offerings in the continuing education sector continued. Dr. J. Wade Gilley (1976) and Dr. Jerald A. Dugger (1978) expanded these current program offerings. During Dr. Dugger's ten-year tenure (1978-1988), the programs were shifted and the curricular offerings were geared toward two- and four-year technical and career programs. As a result, new programs in engineering technology, health sciences, law enforcement, and business were created. The college continued to grow in size with an overall enrollment surpassing 3,000 in the late 1970s (McGehee & Wilson, 1995).

Some of the alumni who were interviewed by Poole (1989) believed that the engineering technology program was set up to bring Whites to the college. Alumni further believed that the state was trying to make BSC a two-year community college. Poole (1989) stated that their concerns were verified by the president at that time. Dr. Coffindaffer, the second White president, stated in an interview with Poole in April 1988 that a big concern was that BSC might become a technical vocational school. Dr. Gilley confirmed that the state wanted BSC to become a community college. Dr. Hardaway was concerned with the view that the state wanted the institution to become more technically oriented but was not necessarily concerned about the attempt to recruit a large number of White students.

Business and nursing classes also increased the number of Whites enrolling.

There is almost universal agreement that the curriculum changes instituted at Bluefield State College during the early 1960s, especially those relating to the technology program, had an enormous impact on attracting a large influx of White students. Although some Whites began attending immediately after 1954 and primarily in the evening courses, teacher education courses, significant numbers did not enroll until the vocational curriculum was discontinued and the engineering technology program developed. From this point on, the flow of Whites into BSC would be of such magnitude as to change the entire composition of the college, its curriculum, and its mission. (Poole, 1989, p. 81)

Bluefield State College and the Coal Industry

The Bluefield State College Foundation in its 1979 publication, Bluefield State and the Coal Industry, made the following report. In 1975, 80 years after its beginning, Bluefield State College accepted the challenge to train people to work in the mining industry. As a result, a four-year degree in mining technology, as well as one in respiratory therapy, and the rejuvenation of the Business Division occurred. A new approach to training secretaries and communication specialists was added to the business curriculum. The training of coal mining supervisors would be included with emphasis on improving the quality of life in the region.

Joseph P. Brennan (1976), president of the Bituminous Coal Operators Association in West Virginia, was the keynote speaker at the annual dinner held at Bluefield State College. In his deliberation, he stated that

We in the coal industry of the United States are faced with the greatest challenge that any industry has had in our history, a challenge which

literally goes to the heart of the type of nation we will be over the next two decades. If, in fact, we are able to meet that challenge . . . we will be making the greatest single contribution to the future of the United States of America that any industry has made in this century. If we are to achieve a degree of energy independence, coal production by the year 1985 will have to be in the range of 1.0 to 1.2 billion tons per year by that year. This represents a growth rate of approximately 9% a year . . . If we, in fact, achieve a 1.2 billion ton level by 1985, more than 70% of the production in that year will come from mines that do not exist today. In meeting the challenge, we will be creating a new industry. (Bluefield State College Foundation, 1979)

He further said that Bluefield State College was a leading educational institution in this regard and was doing an outstanding job in creating a coal-training environment.

According to the Foundation, the BSC Engineering Technology Division has a two- and four-year mining engineering degree program. The Foundation reported that Bluefield is fast becoming an educational center for the Pocahontas, West Virginia coal fields. The college offers a tremendously successful two-year associate degree in mining engineering technology (Bluefield State College Foundation, 1979).

According to Professor Dave Klingensmith, head of the Division of Engineering Technology, BSC is offering a new four-year course that will result in a bachelor of science degree in mining engineering technology. The program was approved by the West Virginia State Board of Regents and classes started in 1997. Some 400 students at Bluefield State College are enrolled in engineering technology classes. Associate degrees are offered in civil, electrical, mining, mechanical, and architectural engineering technology, and computer science.

An in depth analysis of a follow-up study of 2,100 BSC graduates for the past ten years (1966-1976) was conducted by the Bluefield State College Foundation. The study was done because Bluefield believed that the graduates had been successful in securing employment with substantial financial benefit. The results of the survey showed that the graduates found jobs in their chosen fields, were able to get jobs in the area where they lived, and that monetary rewards were substantial. These results, according to the Foundation, are an important measure of the college's service to the region. Figure 2 displays the percentage of graduates and their placement by program.

Figure 2 reveals that

More than 71% of the 2100 graduates from 1969 to 1979 are gainfully employed.

More than 71% of the 2100 graduates are living in West Virginia.

More graduates found employment in West Virginia than in other states in business, education, nursing, and engineering technology.

The highest percentage of the graduates finding jobs in West Virginia was in nursing.

The lowest percentage of graduates finding jobs in West Virginia was in education.

	Bus.	Edu.	Nurs.	Engr. Tech.
Va.	14	22	6	11
W. Va.	74	63	84	76
Other States	12	15	10	13

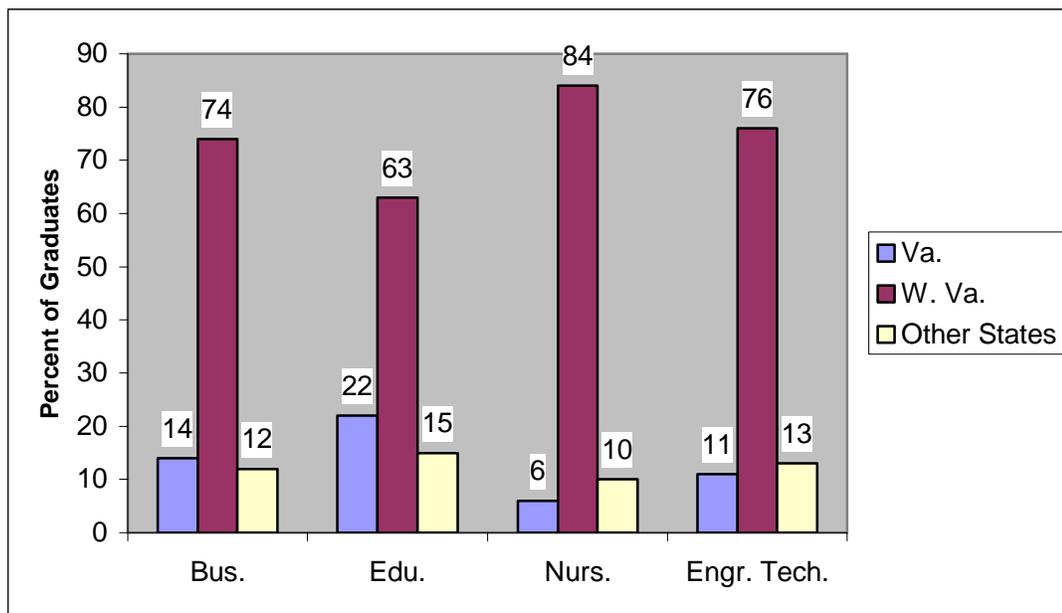


Figure 2. Job placement of graduates, Bluefield State College, 1969-1979
 Note: From "Bluefield State and the Coal Industry," Bluefield State College Foundation, Inc., Bluefield, West Virginia, p.4

It is apparent from the survey that Bluefield State College graduates get good jobs in the area in which they grew up. They feel good about their college education at Bluefield State and are willing to recommend it to other potential students. This is an important measure of the college's service to the region. (Bluefield State College (BSC) Foundation, 1979, p. 4)

Community colleges experienced remarkable growth, especially in the Appalachian region of West Virginia. This factor motivated Bluefield State to design a program specifically to meet the needs of the community college graduate. The program was called the 2 plus 2 program. This program offering integrated the two-

year associate degrees into the baccalaureate degree program. According to the BSC Foundation's report (1979), all of the four-year programs were developed with the community and transfer students involved. Enrollment figures indicated that BSC's 2 plus 2 program was tailor-made for the community college graduates (BSC Foundation, 1979).

This report on Bluefield State College revealed that BSC was the fastest-growing comprehensive college in West Virginia. It was further stated that had BSC been located any place else in the United States, it would have had difficulty surviving. Because it was located on the edge of one of the richest coal reserves in the world, its emerging role in the energy crisis was very clear. The mining industry needed to be able to train people to work in the coal fields, as well as other jobs related to the mining industry. Therefore, the college accepted this training as a challenge and sought to meet the educational needs of the society in southern West Virginia. This initiative led to development of scholarships for students as noted below (BSC Foundation, 1979).

The Russel J. Cousins Memorial Scholarship was established by alumni of the college's engineering technology programs and area professional engineers following last year's Coal Show Dinner. At that time special tribute was paid to him as the developer of the first associate degree in mining engineering technology in the country. (Bluefield State College (BSC) Foundation, 1979, p. 7)

Finally, the Foundation reports that Bluefield State College offered a special course to meet the needs of businesses and industries that service the producers. The Office of Continuing Education developed a course called "An Introduction to the Coal Industry." The course is a non-technical introduction to the major facets of the coal industry. The course was taught by a combination of college personnel and

authorities from the industry. Working for the state of West Virginia in making this program possible is an important part of Bluefield State's involvement in the mining industry.

Bluefield State's cue for action did not come for more than 80 years of its existence. During this time it has developed resilience and patience, so necessary in appraising the possibilities that lie ahead in the development of southern West Virginia, analyzing the difficulties it faces and directing the execution of its efforts. Training people to work in the mining industry is the obvious response to the needs of the coal fields, but what about all the surrounding jobs that contribute to this basic industry and stem from it! These too are part of the challenge the college has accepted. Finding vacuums in the educational needs of the developing society of southern West Virginia and expanding into them is the strategy employed by the college. (Bluefield State College (BSC) Foundation, 1979, p. 1)

Summary

Chapter V delineates the curricular and programmatic changes from 1985 to 1975. The chapter is introduced with excerpts from an article published in the 1987 Bluefield Daily Telegraph about Bluefield State. The article dubbed Bluefield as a school that had an uncertain beginning in 1895, but that stood and continued to grow. It further described the three name changes that occurred as the enrollment, the curricula, and the programs changed from Bluefield Colored Institute to Bluefield State Teachers College to Bluefield State College.

Data gathered from the works of Garrett (1979), McGehee and Wilson (1995), Poole (1989), and Spencer (1988), coupled with articles from the school and local

newspapers, the BSC Foundation, and school catalogs, give a vivid description of the curricular and programmatic changes that occurred. These data indicate to this researcher that there was a combination of forces with social and economic constraints providing the major impetus that served political interests.

Bluefield State College was established in 1895 as a normal school for Black citizens by an act of the West Virginia Legislature. The institution was charged with serving the educational needs of Blacks living in the coal mining area of southern West Virginia. Formal teacher training was adopted by the college.

The college played a vital role in training educators to return to their homes in the coal fields to instruct children of coal-mining families. It is clearly documented that Bluefield State College, from its inception, was designed for the formal training of teachers.

Chapter V further documents that throughout the first half of the twentieth century, the college experienced enrollment increases. An increase in student enrollment continued due to the expansion of programs and curricular offerings despite the fact that the college operated with a very small budget. In 1954 Brown v. Board of Education led West Virginia's legislature to integrate all public schools and in 1955 two White students enrolled in Bluefield State. By the 1960s the college had developed comprehensive four-year programs in the areas of teacher education, arts and sciences, business and engineering technology. Gradually, a variety of two-year nursing, allied health, and technical programs emerged in response to local needs.

Occupational programs were developed by the college to meet the needs of southern West Virginia. Later, the 2 by 2 format enabling students to fulfill the requirements for the associate and bachelor degrees was approved as a part of the curricular offerings. By 1980 Bluefield State College emerged as a four-year state-

supported commuter college serving West Virginia with a primary emphasis on career and technical two-year and four-year programs.

The research relative to the merger of Bluefield State and Concord College (1972) suggests that this act heavily influences the quick transition of Bluefield State's curriculum. Research showed that this merger was initiated and approved by the West Virginia State Legislature. Additionally, this drastic change in programming adversely affected the teacher education offerings.

Spencer's (1998) research revealed that President Stephen Wright engaged in a curriculum effort to improve the quality of education for Blacks. Conversely, from 1966 to 1978, presidents chosen by the Board of Regents focused primarily on two-year community and technical programming. Decisions were made with little concern for Black students and the teacher education program.

The data gathered relative to the coal industry outlined the need to train people to work in the coal fields. Subsequently, the college accepted this training as a challenge, thus meeting the socioeconomic and educational needs of the society in southern West Virginia and improving the college's chances of survival.

The above findings support the view that the curricular and programmatic changes from 1854 to 1975 were due largely to the socioeconomic changes in West Virginia's Mercer County region, to Blacks moving out of the area, or to politically motivated (locally oriented) forces, or perhaps a combination of all three. Chapter VI will describe the alumni, the one constant in a sea of change. Records show that the Alumni Association remains Black in its operation, management, and leadership. However, in the past four years, strides have been made to develop a collaborative relationship with the administration, staff, faculty, and students of the college and alumni who graduated after 1960.

CHAPTER VI

BLUEFIELD STATE COLLEGE ALUMNI ASSOCIATION:

THE ONE CONSTANT IN A SEA OF CHANGE

Introduction

Chapter VI describes the Alumni Association as the one constant in a sea of change during the transition of Bluefield State College from an Historically Black College to a predominantly White institution. Alumni records indicate that it continues to be primarily led and managed by the alumni who attended before and at the time of the 1954 Brown v. Topeka, Kansas Supreme Court decision to desegregate/integrate public education. The current active and involved membership of the Association is 99% Black.

The purposes of this chapter are to examine the role the alumni played during the transition and to determine why the Association remains as the only vestige of Black tradition well after the transition was completed. Subsequently, this chapter

Presents the development of the Bluefield State College Alumni Association,
Describes the role and function of the Association before, during, and after the
transition, and

Analyzes the data collected from a survey administered to a random sample of
the alumni, and includes a summary of ten interviews.

Development of the Bluefield State College

Alumni Association, Inc.

Frank E. Wilson (1987) described the history of the Alumni Association as happy but hectic. Wilson (1987) indicated that the first efforts to organize were made in 1908 by Dr. N. C. Mitchell, who became the first president of the Association (Wilson, 1987). Researchers McGehee and Wilson (1995) recorded June 2, 1914 as the first meeting date. "The Association is composed of persons who will graduate from the Standard Short, Standard Normal and Junior College Departments and will include all four-year graduates in the future" (p. 28). They noted that the organization was investigated and approved by the college and the State Board of Education to represent the college and the alumni.

In the early 1920s the Association was registered in the capital office in Charleston, West Virginia. "The avowed purpose of the Alumni Association was to function materially to assist the management of Bluefield Institute in shaping definite policies of physical and educational expansion" (McGehee & Wilson, 1995, p. 29). The records reveal that several scholarships were established and fostered by the Association to further stimulate education of young people (McGehee & Wilson, 1995). The Association received a Certificate of Incorporation on October 13, 1956. The Articles of Incorporation included the objects of the BSCAA, Inc. designed to promote the interest and general welfare of the college, to improve the condition of the college and to act as a liaison between the students, faculty, community, and the state (Bluefield State College Alumni Association, Constitution, 1976).

"Generations of graduates sent their children back to their alma mater. W. H. Ross, the first student to enroll at BCI in 1896, sent nine of his 10 children to the 'Terraced Hills.' Gradually, a powerful network began to spring up around the traditions of the school which had given the opportunity to so many" (McGehee &

Wilson, 1995, pp. 29-30). From the beginning of the creation of the Alumni Association, devotion to the institution was evidenced and the loyal and devoted alumni were the backbone of the institution.

In 1930, chapters had organized in seven states and were actively engaged in supporting the college. From the beginning, these chapters began assisting the college by providing scholarships, fund raising, and recruiting of students from states across the country. McGehee and Wilson described the Alumni Association as being omnipresent. In 1930 the Association donated many of the 3,000 books contained in the library. These books were critically needed during the academic and curricular changes in 1930 (McGehee & Wilson, 1995).

Additionally, Wilson (1978) indicated that the constitution was amended in order to secure tax-exempt status on May 8, 1976 at a business session of the Executive Board. This amendment was finally approved on June 5, 1980.

Since 1930, 17 chapters have been organized. Twelve of the original chapters remain active today. In 1974 the constitution was amended to include chapter regulations. These regulations state that the chapters are under the direct guidance and control of the Association. Chapter presidents are a part of the Association's Executive Board. Chapter members contribute to fundraising projects and serve on various committees of the national organization—BSCAA, Inc.

Initiatives that are national programs are a major part of the history of the Association. Three ongoing programs were instituted after the 1954 Supreme Court decision that desegregated education. In 1974 the first Alumni Association reunion convened in Washington, D.C. for the purpose of (a) rekindling positive relationships among alumni and (b) raising funds through the Queens Contest, which is the Association's primary source of revenue for scholarships. In spite of alumni efforts,

the reunions did not attract White alumni or faculty (Bluefield State College National Reunion Souvenir Journals, 1976-2002).

The scholarship initiative, a national program prior to 1981, supported students in a loan incentive program assisting with tuition and the athletic programs and athletics. However, a scholarship program administered and managed by the Association started in 1983 to provide monetary support for students who were in financial need. The national president stated,

We gained a great deal of support and respect for our involvement in the Save the Education Crisis with the Board of Regents. We established our scholarship program with the Financial Aid Office so that annually, two deserving freshmen are awarded scholarships. Those scholarships may be renewed annually for the student's complete academic program at Bluefield State College. (Alumni Association News Journal, 1985, p. 4)

The third and latest initiative is the establishment of the college presidents' home, Hatter Hall, as an Alumni House. The vision was to preserve the last vestige of Black tradition, to establish its stronghold as a Historically Black College, and to preserve history. This project marked a collaborative effort between the college and the Association to link the "Stormy Past to a Dynamic Future." The amount contributed for this project by alumni, staff, and supporters of Bluefield State College was \$85,000. The highlight of this initiative was the recognition of Hatter Hall as a National Historical Site by the Department of the Interior on December 3, 1999 (Payne, 2002).

Role and Function of the Bluefield State College Alumni Association

Introduction

Over the years alumni associations have played many different roles during their course of development. Generally speaking, an alumni association exists to perpetuate the institution and has done so by helping to raise funds for the institution, by promoting scholarships for students who will attend the institution, by promoting and attending activities such as football, cultural activities, and commencements, and by publishing periodic news and reports relative to the institution which are distributed to its membership. As with most associations, they elect officers, hold annual meetings of the membership, and recognize achievements of their members at the meetings as well as in their publications. On occasion, alumni associations become directly involved in matters critical to the life and culture of their institutions. Finally, alumni associations exist to preserve the history of the institution and at the same time to perpetuate themselves (The Johns Hopkins University Alumni Directory, 2003; Brown Alumni Association Directory, 2001; Banks, Tuskegee Alumni Association Directory, 2002). A perusal of the role of alumni associations at other HBCUs showed a parallel to the role played by the Alumni Association at Bluefield State

The following section will describe how the Bluefield State College Alumni Association performed the roles and functions described above—raising funds, attending collegiate activities, publishing and distributing printed materials, conducting meetings, recognizing members, intervening in critical situations, preserving the history of the institution, and perpetuating the Alumni Association. It is important to note that the roles and functions of the Bluefield State College Alumni Association remained virtually the same from 1914 to 2002. Even during the transition from a historically Black institution to a predominantly White institution, the Alumni Association continued to function in the same roles. Although the Alumni

Association remained constant during turbulent times in its perfunctory roles, it was unable to retain the bulk of its devoted members and it was unsuccessful in attracting new members. Prior to the transition, the Alumni Association was the backbone of the institution, but after the transition the Association failed to grow in membership, and as a result, the previous strength of the Association diminished. Although it was less powerful, the Association continued to function (Griffin, 1999; McGehee & Wilson, 1995).

Raising Funds

Prior to Brown v. Topeka in 1954, the Alumni Association donated books to the library of the college, provided monies for the athletic program, and raised funds for scholarships. Additionally, they provided funding for student housing and created a student loan program, which provided a place for students to obtain funds for books and supplies. They provided funds for recruiting students from across the country. As the college expanded and academic and curricular changes occurred, the Alumni Association provided additional financial support by awarding monies to the college presidents. This was a discretionary fund for the college to use as needed (Howard, 1939; McGehee & Wilson, 1995).

During the transition period (1954-1980), the Alumni Association continued to support the scholarship program; they also established a new scholarship fund named after the former president, the H. L. Dickason Scholarship Fund. They contributed to the National Defense Loan Program and provided additional funds designated specifically for athletic scholarships. During the 1960s they provided a cash donation to the college that represented the largest donation the college had ever received at that time (Wilson, 1978).

Since the transition (1980-2002), the Alumni Association has not only continued giving monies for the scholarship program, but has increased it fourfold. They donated funds for minority recruitment, augmented the athletic program, and increased discretionary funds for the presidents by 200%. The alumni contributed \$85,000 for the establishment of an Alumni House (Blue & Gold Newsletter, 2002). In 2002, the Hatter Hall Alumni House (the original home of the first five presidents) opened its doors. The alumni contribution for Hatter Hall far exceeded any contributions the alumni had ever made to the college.

Attending Collegiate Activities

Both prior to the Brown Decision (1954) and after the transition period (1954-1980), a love of the football team was prevalent among the students. Upon graduation, alumni continued this loyalty and commitment to football. This tradition began as early as 1914. In the February 2003 issue of "The Bluefieldian," which was sent to all alumni, the football team is commemorated. The article states:

For two glorious seasons in the late 1920s, the first African-American college football team in the nation resided at Bluefield State College.

The college, then named Bluefield Colored Institute (BCI), established its first football team in 1914, winning a conference championship in its initial season. (The Bluefieldian, February 2003, front page)

In 1939, President Dickason stated the following in an address to the alumni, friends and visitors attending the annual Homecoming Gridiron Classic football game:

The Homecoming football classic has become a great family reunion for old grads, former students and friends. So universal has the idea spread that we think of it, today, as a national institution and a

prerequisite to the several attributes that make a college live in the memory of alumni, former students and friends. (Dickason, 1939, p.2)

The Alumni Association continued to support the Bluefield State College football team until 1981 when football was discontinued. In addition to attendance at football games and the annual homecoming, the alumni members returned to the campus regularly for commencement exercises.

After the transition period (1980-2002), alumni members continued to attend commencement ceremonies and award the graduates a one-year free membership in the Association. However, due to the elimination of the football program, the alumni no longer attended athletic competitions, but they did attend cultural events, especially during Black History Month. During this period the Alumni Association began to cosponsor the Founder's Day program along with the college. The college instituted a scholarship dinner program that is supported regularly by alumni members. Alumni attended the celebration of the Alumni House in 1999, the dedication in 2000, the ground breaking, 2001, and the open house in 2002 (The Blue & Gold Newsletter, 2002; The Bluefield Daily Telegraph, July 30, 2001).

Publishing and Distributing Printed Materials

Prior to the Brown Decision (1914-1954), a single publication, The Bluefieldian, which contained articles written by and about the Alumni Association members, was distributed to students and all alumni quarterly (The Bluefieldian, 1940-1955).

During the transition period (1954-1980), the BSCAA acted as an agency to disseminate information regarding its program. In 1976, the alumni published The Reunion Journal, and in 1977 the Alumni Association News Journal (Duff, 1977). These journals were used to keep membership informed of significant events and

happenings (Duff, 1977). Additionally, the restoration committee of the 1978 reunion published Association directories (Washington & Claytor, 1978). In 1978, the alumni commissioned Frank E. Wilson to research the traditions, history, and heritage of BSCAA and his findings were published by the Alumni Association in Historical Highlights (Wilson, 1978).

Since the transition period (1980-2002), the alumni published other directories. In 1983, a Directory of Who's Who Among Big Blues was published to recognize the active alumni, and in September 1985, BSCAA published the first known directory of Bluefield State's graduates (Brothers, 1985). Three additional alumni directories were published in 1990, 1994, and 2000. These directories included the programs of the college and the Association. The publication of these comprehensive national directories should help build an Alumni Association with a diverse membership, which will represent and reflect the current student body (Alumni Directory, 1990). The Alumni Association and the media relations director of the college began submitting articles to the Bluefield Daily Telegraph, which helped to further disseminate information about the Association. This medium for disseminating information was supplemented with annual tri-fold brochures about the activities of the Alumni Association around the same time period. In 1992, the Association used a corner in The Blue and Gold, a publication for alumni and friends of Bluefield State College sponsored by the federal Title III/Brace Program, to publish news about the Association (Blue and Gold, 1992). Finally, in 2002, the BSC Alumni House Story, which outlines the history and development of the Alumni House, was published and distributed to members (Payne, 2002). During these three time periods, the Alumni Association has used a variety of printed materials to promote the best interest of the organization.

Conducting Meetings

Before the Brown Decision (1954), meetings were held annually on the campus of the college and all alumni were invited to attend. Researchers Wilson (1987) and McGehee and Wilson (1995) recorded June 2, 1914 as the first formal meeting date. Prior to that date there had been informal gatherings. During this time period the BSCAA developed the constitution and by-laws of the Association, established the mission, organized the chapters, and made decisions regarding the operation of the organization. By 1930, twelve chapters in seven states had been organized and conducted their own meetings. They met to carry out the goals and objectives of the National Association. Throughout this period the general meetings were held and the alumni continued to function as a unit.

During the transition period (1954-1980), meetings were held annually on the campus of the college. The Association empowered the officers to handle the affairs of the Association (Wilson, 1978). Meetings were expanded to a two-consecutive-day session rather than a one-day meeting. During this time frame, the national constitution was amended and chapter regulations were re-written to ensure compliance with the state laws governing tax-exempt status and to ensure that the roles and functions of the chapters were congruent with the national organization. It was agreed that the activities of the Association would include recruiting, fund raising, providing scholarships, and representing the college across the country (Official Report of the BSCAA, 1962).

Since the transition period (1980), the alumni started to meet bi-annually once during homecoming season and once during commencement week. These two times were selected because alumni generally returned to the campus for these events. The meetings continued to be held for two days and included an executive session held prior to the general meeting. The Association started sponsoring awards banquets and

social hours following the meetings or in conjunction with the meetings. After the football program was discontinued, the fall meetings were held in large cities that had alumni chapters such as Philadelphia, Cleveland, Columbus, and Washington, DC (MeGehee & Wilson, 1995). The Alumni Association held its first leadership retreat conference in 1999 at West Virginia State College to work on improving the effectiveness of the organization (BSCAA Brochure, 1999).

Recognizing Members

From the early beginnings, before the Brown Decision (1914-1954), The Bluefieldian, the student newsletter, was the medium the Association used to publicize accomplishments of its alumni. These accomplishments were noted in every edition in a column exclusively devoted to this purpose. For example, in the 1950 edition a Bluefield State graduate was featured in the column because she was the first Black woman in the State legislature (The Bluefieldian, 1950).

During this period of transition (1954-1980) accomplishments of Association members were noted in the Alumni News Journal in 1977, the Historical Highlights in 1978; and reunion journals in later years. In his publication, Frank Wilson recognized contributions of alumni since the founding of the college and included a pictorial representation of alumni who had contributed to the college as well as their respective communities. In June 1978 for the first time in alumni history a member of the alumni was recommended by the alumni and received the Honorary Doctor of Letters degree from the college. In further recognition, the president of the Association represents the alumni by marching with the faculty at graduation. An alumni queen designated "Miss Alumni" is selected from the chapter that raises the most money for scholarships. The queen is crowned at the national reunion held every two years.

Since the transition (1980-2002), accomplishments of the alumni are recognized in a special section of each issue of the Blue and Gold publication. Alumni continue to be recognized in the following publications: The Reunion Journal, The Bluefield Daily Telegraph, The Alumni Association News Journal and Association brochures. The fifty-year graduates march in commencement exercises and receive fifty-year diplomas to celebrate their golden anniversaries. Gold medallions are awarded annually to alumni for recognition of meritorious service to Bluefield State College.

Throughout all three time frames, outstanding accomplishments of alumni were recognized at annual meetings and awards banquets. The achievements of the Bluefield State College Alumni Association were recognized since its creation. During the first period, college President Sims marveled at the quality of his alumni. Later, according to MeGehee and Wilson, the quality of the institution was clearly evident in the character of the alumni whose remarkable achievements helped to shape the region served by the school.

Intervening in Critical Situations

The Alumni Association first became involved in solving a critical issue when Mahood Hall, a main campus building, burned down in 1937. The Alumni Association successfully assisted Dr. Dickason, the college president, by lobbying Charleston State Capital for funds to rebuild. In 1951 another tragedy struck the campus. The administration building exploded twenty minutes before some 300 students were to begin classes. Assistance and support came from the Alumni Association (The Bluefieldian, 1951).

When the college began the transition period (1954-1980), the president of the college, Dr. Allen, sought the support of the alumni to uphold traditions and insisted

that the alumni fight for a four-year college and expressed his belief that the community would support the program (Official Report of the BSCAA, Inc., Alumni Day, June 2, 1962; McGehee & Wilson, 1995). Politicians from Bluefield and Charleston sought to hasten the transformation of the school from a strictly African-American teacher-training school to a two-year broadly based technical occupation school. Supported by the Alumni Association, in November 1962, Dr. Allen presented a resolution to the Bluefield Chamber of Commerce. The resolution urged the retention of Bluefield State College as a four-year institution (McGehee & Wilson, 1995; Payne, 2002). The Alumni Association's Committee of 100 petitioned the Governor and the state Board of Education in Charleston with 10,000 signatures objecting to reducing the four-year college status of Bluefield State College. This action was recorded in the minutes as " a prime example of effective political action and very much needed at the time" (Report of the Executive Committee, 1964, p. 2).

In 1966, Wendell G. Hardaway became the first White president of BSC. According to McGehee and Wilson, "Hardaway apparently failed to understand the fierce loyalty and sense of community which bound alumni to the school" (1995, p.131). The faculty, students and especially the Alumni Association became outraged (McGehee & Wilson, 1995). "The school's strong African-American roots extending from 1895-1965 created an institution that has proven itself to be tougher and more enduring than any political faction from Bluefield or Charleston anticipated. The school's alumni and supporters have continued to remind officials of the need for the school to maintain its integrity of being" (Archives, 2001, p.4).

The Black student enrollment in 1968 was 31% and the majority of those students occupied the dormitories. The closing of the dormitories that same year forced the college to become a commuter college. Since the Black students had no place to stay, the Black enrollment continued to decrease until it became almost non-

existent. This situation presented another crisis for the alumni because it prevented out-of-state alumni from sending their children to Bluefield State College. The Association made valiant efforts to remedy the situation, but to no avail. "They had difficulty in motivating former graduates to join the Association and to help find solutions to some of these problems" (Alumni Journal, 1979, p.5).

Since the transition, the major crisis faced by the alumni was the elimination of the football program. According to McGehee and Wilson (1995), "the alumni seethed with anger and resented the changes in their college" (p. 181). Further, they stated that the president had "badly miscalculated the symbolic importance of the game, which like the teacher education emphasis, had taproots deep in the history of the college. This helped drive a deep wedge between the college and the loyal graduates, making a mighty chasm out of a simple rift" (McGehee & Wilson, 1995, p.157). The loss of the BSC football team was deeply felt by many alumni and friends (Bluefield Daily Telegraph, May 21, 1981). The BSCAA met on May 16, 1981 and alumni delegations attended from several states. The main topic was the dropping of the football team. The Alumni Association voted to go on record to the media that BSCAA did not approve the "dropping of football" and that it was not given the time or opportunity to do anything about saving the program (Bluefield Daily Telegraph, May 21, 1981, p.18).

Preserving the History of the Institution

Until the Brown decision (1954), preservation of the college was not an issue. Since its early beginnings, the college had made steady progress to grow and to develop as a major institution for Black students. Since that time, the college has struggled to retain its historical status.

During the transition period (1954-1980) the alumni commissioned Frank E. Wilson to research the history of the BSC Alumni, but they realized early in the research that they could not write the historical sequence about the alumni without writing also about the college. Therefore, this was the first attempt to preserve the history of the Alumni Association.

Since the transition (1980), the alumni set as a major goal the preserving and paying tribute to the history of BSC. They did this by placing a great deal of information, numerous articles and memorabilia in the archives established by Dr. Robert Moore, president of BSC in 1994 (Blue and Gold, July 2004). A centennial tribute, a comprehensive history of the institution, was compiled by Frank Wilson, past president and historian of the Alumni Association and co-authored by Dr. Stuart McGehee (McGehee & Wilson, 1995).

The establishment of Hatter Hall Alumni House was a definitive step toward preserving the heritage of the college. It established a legacy of excellence that is still remembered. The Bluefield Daily Telegraph (2002) stated that "This building will be a link to the past and a bridge to the future" (p.1). Through the efforts of the Alumni Association, Hatter Hall was named a National Historic Site in 1999. As stated in the Alumni House Story (2002) Hatter Hall serves to preserve the strong past of Bluefield State College and to keep alive its status as an historically Black college (p. 3) as well as preserving its records.

Perpetuating the Alumni Association

In the period of 1914-1954, the Alumni Association was perpetuated with printed materials, publications, awards banquets, minutes of meetings, recognition of members, pictorial records, and by encouraging the children of the alumni to attend

BSC and to become active in the Alumni Association after graduation. The love and devotion of its members helped the organization stay alive and active.

During the transition period (1954-1980), reunions that were started in 1974 provided an opportunity for alumni to gather after the loss of the football team in 1981 and promote an interest in remaining together and raising money for scholarships. These reunions have been well attended. From 1974 to 2000 the theme varied, continuing to encourage togetherness, school spirit, heritage and tradition. The college presidents attended and participated in the reunions and souvenir booklets were distributed at each reunion. The reunions rekindled positive relationships among alumni and college leaders.

During the transition period (1954-1980), the Association began to struggle to fulfill its mission. Attendance at meetings declined rapidly and it nearly became a defunct organization (Alumni Journal, 1979).

Since the transition (1980-2002) the Alumni Association initiated a retreat designed to increase their team building skills needed for the growth of the Association. It was a collaborative effort with the college aimed at strengthening the Association. Working with the college helped to unify the goals and objectives of the alumni, accentuate its strong past and boost its dynamic future (Bluefield State College Alumni Association Leadership Retreat Brochure, 1999; Browning & Taylor, 1999).

The establishment of Hatter Hall was designed to ensure that the history of the alumni is preserved and perpetuated. It helps to link the history of the past with the present.

Data Collection and Analysis

Data Collection

The researcher designed a survey concerned with the transition that has taken place at Bluefield State College. This survey was administered to a 20% random sample of the members of the Alumni Association. The survey had five sections. The first requested demographic data. Section 2 solicited opinions about the impact of the socioeconomic and political forces on Bluefield State College. Section 3 asked for opinions on the effect of curriculum and programmatic changes at Bluefield State College. Section 4 requested opinions on the attitudes and involvement of the Alumni Association during the transition of Bluefield State College. The final section asked for opinions on why the Alumni Association remains predominantly Black.

To establish the validity of the survey, the researcher had it reviewed by her statistical adviser and the chairman of her dissertation committee, as well as members of the African-American community whose jobs are concerned with measurement. She also asked members of the Bluefield State College Alumni Association who would not be involved in the study to review it. Based on their review, a number of changes and modifications were made in the survey.

To establish the reliability of the survey instrument, the researcher computed Cronbach alphas on four parts of the survey after it had been administered. Cronbach alpha is a measure of inter-item reliability. It is used when no pretest-posttest reliability is available. The Cronbach alpha for the second section was .69. For section 3, it was .80; for section 4, it was .91; and for section 5, it was .42. All of these Cronbach alphas were statistically significant at the .01 level and three of them (Sections 2, 3, and 4) indicated that the instrument had high inter-item reliability.

Next, the researcher computed correlation coefficients among the four sections of the survey. These are displayed in Table 16.

Table 16

Inter-Scale Correlations for the Alumni Survey

	Section II	Section III	Section IV	Section V
Section II	1.00 (45)	.60 (42)	.53 (38)	-.22 (42)
		P=.001***	P=.001***	P=.17
Section III		1.00 (49)	.75 (43)	.09 (45)
			P=.001***	P=.56
Section IV			1.00 (48)	.08 (44)
				P=.62
Section V				1.00 (53)

P = < .05*; <.01**; <.001***

In interpreting this table, the researcher used an established set of criteria to make judgments about the significance of the correlations. First, a level of <.05 was used to identify those correlations that were statistically significant. Second, the correlations themselves were judged as follows. If the correlation was between 0.0 and 0.30, it was judged to be weak. If it was between 0.31 and 0.70, it was considered modest. If it was above 0.71, it was judged to be strong (Gliner & Morgan, 2000). The data in Table 16 show that only one of the correlations was strong—between section 3 and section 4. Two were modest—between section 2 and sections 3 and 4. All of these correlation coefficients were statistically significant at the .001 level. The remaining intercorrelations were not statistically significant.

The survey was submitted to the Institutional Review Board at the University of Maryland College Park for permission to use it. Permission was received on February 3, 2004 (Appendix C).

Survey Analysis

At the time the survey was conducted, there were approximately 500 members in the Bluefield State College Alumni Association. With the consent of the president of the college, the researcher obtained mailing labels for the Alumni Association members. A random sample of 20% of the members was selected to be surveyed. The survey was sent to the members on February 12, 2004; a copy of that letter is found in Appendix A.

Of the 100 recipients, 62 responded with usable data. Three additional surveys were returned, two because no forwarding address could be found and one because the person was deceased. A 62% response rate is judged to be very good for a survey mailed to a randomly selected sample (Gliner & Morgan, 2000).

The demographics of the respondents are displayed in Table 17. The data show that the majority of the respondents (89%) were over 60 years of age. Thirty-eight (64%) of the respondents were female, 57 (93%) were African-American, three (5%) were Caucasian, and one (2%) was Native American. Seventeen (28%) attended between 1940 and 1949, 33 (54%) between 1950 and 1959, and the others were scattered between 1960 and 2000. Twenty-nine (48%) were recipients of a B.S. or B.A., 25 (41%) a M.S. or M.A., one had a D.D.S. (2%), and three (5%) had an Ed.D. or Ph.D.

The final question of the demographic survey asked respondents to indicate their present position. Twenty-three (39%) indicated that they were retired, 17 (29%) were teachers, seven (12%) were college administrators, and four (6%) were college professors. Eight others (14%) listed a variety of professions. The responses do not add to 62 in all cases, because not everyone responded to all of the questions.

Table 17

Demographic Data

1.	Current Age:	
	21 - 30	0
	31 - 40	0
	41 - 50	4
	51 - 60	3
	Over 60	54
2.	Gender:	
	Female	38
	Male	21
3.	Ethnic Background	
	African-American	57
	Asian	0
	Caucasian	3
	Hispanic	0
	Native American	1
	Other	0
4.	Decade during which you attended Bluefield State College. Check decade for greater number of years if there is an overlap.	
	1940 - 1949	17
	1950 - 1959	33
	1960 - 1969	4
	1970 - 1979	2
	1980 - 1989	4
	1990 - 2000	1

Table 17 (continued)

Demographic Data

5. Degree(s) obtained (Check all that apply):

Associate degree	2
B.S. or B.A.	29
Master's degree or C.P.A.	25
M.D., D.D.S., or J.D.	1
Ed.D. or Ph.D.	3
Other	0

Section two of the survey asked the respondents to indicate their opinions regarding the impact of the socioeconomic and political forces on Bluefield State College. The results for Questions 8 through 19 are presented in Table 18. The actual number of responses to each choice is identified as well as the means. A grand mean was also computed. The highest level of agreement among respondents is found for question nine—significant inequities in resources existed between White and Black colleges. The mean of that item is 3.69. It is followed closely by item number eight, which says the creation of Bluefield State College was a historic beginning in the struggle for Civil Rights. It has a mean of 3.5. Item 17—in 1966, the State Board of Education chose a president to do their wishes—received strong agreement, as did item 15, Black and White students had little social and cultural exchange and social

Table 18

Opinions Regarding the Impact of the Socio-Economic and Political Forces onBluefield State College (N = 62)

	SD	D	A	SA	Mean
8. The creation of Bluefield State was a historic beginning in the struggle for civil rights.	3	4	13	40	3.50
9. Significant inequities in resources existed between White and Black colleges.	1	2	13	44	3.67
10. The lack of sufficient funding led to the Plessy v Ferguson (1896) "separate but equal" decision of the Supreme Court.	6	5	23	20	3.06
11. The Plessy v Ferguson decision had little impact on equal funding for Bluefield State.	6	16	20	14	2.75
12. The 1954 Supreme Court <u>Brown v. Topeka</u> , Kansas Board of Education decision had a negative impact on the enrollment of Black students at Bluefield State College.	4	21	22	9	2.64
13. The Brown decision created a "Black Identity Crisis" at Bluefield State College.	4	22	21	9	2.63
14. Drastic changes occurred when the law was enforced to integrate Bluefield State College immediately.	2	6	26	25	3.25
15. Black and White students had little social and cultural exchange and social activities.	0	6	31	23	3.28
16. Without the increase of White students at Bluefield State, the college would not have survived.	10	20	18	12	2.53
17. In 1966 the State Board of Education chose a president to do their wishes.	0	5	25	27	3.39
18. Changes in student body composition resulted from school growth and demographic shifts in West Virginia.	1	13	30	15	3.00
19. There has been a total loss of the racial image and HBCU identity at Bluefield State College.	1	11	22	24	3.19
					Grand Mean 3.08

activities. Item 16—without the increase of White students at Bluefield State, the college would not have survived—received the lowest mean rating, 2.53. The grand mean was 3.08, indicating that the majority of the alumni responding to the question about socio-economic and political forces agreed with the items in Section 2.

Section 3 sought opinions on the effect of curriculum and programmatic changes at Bluefield State. Table 19 presents the results of items 20 through 26.

Table 19

Opinions on the Effect of the Curriculum and Programmatic Changes at Bluefield State College

	SD	D	A	SA	Mean
20. With the 1954 Brown decision, the mission, complexion, and programming at Bluefield State were altered significantly.	0	6	31	21	3.26
21. President Wendell Hardaway's hiring of 23 additional White faculty in one year (1967-68) and the addition of courses in the technical field led to a time of unrest and racial tension.	1	2	24	30	3.46
22. The merger of BSC and Concord College created a hostile learning environment for students.	1	8	30	15	3.09
23. The merger of BSC and Concord College was an attempt by the West Virginia legislature to bring closure to BSC as an HBCU.	0	5	20	31	3.46
24. Emphasis given to curriculum and programming in the technical areas accounts for part of the huge influx of White students.	0	2	33	23	3.36
25. Enrollment increases in the late 1970s were largely due to changes in curricular offerings.	1	9	28	17	3.11
26. Blacks did not enroll at BSC due to the decline of the teacher training program after 1970.	5	14	22	14	2.82
					Grand Mean 3.24

The highest level of agreement was found for items 21 and 23, President Hardaway's hiring of 23 White faculty, and the merger of BSC and Concord State College. These means were both 3.46. Item 26—Blacks did not enroll in BSC due to the decline of the teacher training program after 1970—showed the lowest level of agreement, 2.82. The grand mean for part three is 3.24, indicating that a majority of the respondents agreed with each of the items.

Section 4 sought opinions on the attitude and involvement of the Alumni Association during the Bluefield State transition. Table 20 provides responses to Items 27 through 33. The item receiving the highest mean was item 33, discontinuance of the football team in 1981 angered the alumni. Its mean was 3.72. It was followed by item 29, desegregation at BSC meant sharing of classrooms, not dormitories; that received a mean of 3.40. The next highest item was item 30, there were two separate student bodies that went separate ways. Its mean was 3.34. The lowest mean was for item 28—for more than three years (1970-1973), the campus was beset by fear and suspicion. That mean was 3.26. The grand mean for items 27 through 33 was 3.40, indicating that a majority of the respondents agreed or strongly agreed with each of the items.

Table 20

Opinions of the Attitude and Involvement of the Alumni Association During the
Transition of Bluefield State College

						Mean
27.	Bluefield State College experienced a violent history of race relations during the 1960s and integration.	1	6	27	26	3.30
28.	For more than three years (1970-1973), the campus was beset by fear, suspicion and dissention on the part of students toward faculty and administration and between students.	0	8	24	22	3.26
29.	Desegregation at BSC meant sharing of classrooms, not dormitories.	1	3	25	28	3.40
30.	There were two separate student bodies that went separate ways and had separate problems of discipline and concern for student rights.	0	6	25	25	3.34
31.	The appointment of Dr. Wendall Hardaway in 1965 as the first White president was viewed as subtle racial discrimination.	1	7	22	25	3.29
32.	The denial of a raise for Dr. Allen was viewed as punishment for him because he allegedly encouraged student activities in the civil rights movement.	1	5	23	28	3.37
33.	The discontinuance of the football team in 1981 angered the alumni of Bluefield State College.	0	1	15	45	3.72
						Grand Mean 3.40

Part five of the survey sought opinions on why the Alumni Association remains predominantly black. As shown in Table 21, the item receiving the highest mean is item 38, efforts have been made by the Bluefield State College Alumni Association to encourage all alumni to join the Association. It had a mean of 3.36. All of the other means were below 3.00; the lowest mean, 2.75, was for item 36—Bluefield State College shows integrity and honesty in dealing with the alumni. That

had a mean of 2.75. The grand mean for this set of items was 2.86, which is the lowest grand mean of the survey.

Table 21

Opinions on Why the Alumni Association Remains Predominantly Black

					Mean	
34.	The administration of the college interacts with the alumni and is open to suggestions.	5	12	29	10	2.79
35.	There is a cooperative relationship between the alumni and the administration.	3	13	30	9	2.82
36.	Bluefield State College shows integrity and honesty in dealing with the alumni.	1	20	26	8	2.75
37.	Members of the Alumni Association and all alumni are highly visible on campus at Alumni Association events.	3	22	28	4	2.60
38.	Efforts have been made by the Bluefield State College Alumni Association to encourage all alumni to join the Association.	0	5	29	27	3.36
					Grand Mean	2.86

Interview Analysis

Twelve individuals (administrators, staff, faculty, students, alumni) who are familiar with the period of transition at Bluefield State College were invited to participate in interviews concerned with the transition (Interview Protocol, Appendix B). Documentary evidence was used to construct the six interview questions. This evidence was collected from the records, the archives of the college, and responses to the survey. The purpose of the study and the interview were explained to each individual. Ten of the twelve responded enthusiastically to the request. One invited participant would not be in West Virginia during the time scheduled for the interview.

The other person declined because he felt that his memory of the situation was not clear enough to be useful to the researcher. Those consenting to participate were interested in learning more about the research and the current status of the Bluefield State College Alumni Association, Inc. Half (5) of the participants are Black and the other half (5) are white. All are currently involved with the institution.

Table 22 shows the role of each person interviewed concerning the transition of Bluefield State College from an HBCU to a predominantly White institution (1960-1980). The data from the responses to the interview questions were used to help answer the research questions.

Table 22

Participants Interviewed in the Study

The Role of the Participants During the Transition - 1960-1980	Number
Administrators	2
Alumni	2
Faculty	2
Staff	1
Students	3
Total	10

Eight of the interviews were held in the administration building on the college campus. The remaining two were held in the surrounding area of southern West Virginia. The interviews were recorded and transcribed with the permission of the participants. Respondents were assured of confidentiality relative to their participation. All 10 of the respondents appeared to be comfortable with the arrangement. All were asked to review the research once it was completed. Follow-up calls were made to four individuals to clarify information. They also consented to a follow-up telephone interview for clarification or additional information if necessary.

During the interviews, the interview protocol was used as a guide, but the interviews were open ended. This enabled the respondents to express fully their experiences and feelings. Every respondent was sent a thank-you letter for their participation and was reassured of confidentiality relative to anonymity and controversial information.

Interview Question 1

The transition of BSC from an HBCU to a predominantly white institution occurred between 1960 and 1980. From your perspective, what were some of the major factors that contributed to this dramatic change?

The majority of respondents indicated the major factors affecting this transition included the assimilation of the large number of GIs into the college, the closing of the dormitories, the destruction of Payne Hall, the bombing of the physical education building, the introduction of the engineering technology program, changing demographics, and the unavailability of teacher education programs.

For the most part participants agreed that one of the major factors affecting this transition was the large of number of GIs who were returning from service and wanted to use the GI Bill to acquire post-secondary education. They indicated the second major factor was the closing of the dormitories. Eight out of ten respondents felt that the out-of-state students who were 100% Black were unable to find suitable housing during this period. Half of the interviewees agreed that changing demographics was a major factor in the transition. The other half of the participants indicated that demographics were not a factor. Finally, each of the persons interviewed indicated that the introduction of the engineering technology program was a significant factor in attracting Whites to Bluefield State College.

Interview Question 2

Explain how the period of racial violence in the 1960s and 1970s at Bluefield State influenced the major changes in the future direction of the institution.

Eight out of ten individuals gave lengthy responses to the racial violence during the 1960s and 1970s. A typical response indicated that the reality of the situation is that Bluefield itself was and is a very prejudiced and racist area. The one opinion at the other end of the spectrum was that both races liked being separated. The Bluefield community wants Black and White to stay comfortable where they are. The majority of the interviewees stated that racial violence at Bluefield State College was caused by the state decision to close dormitories, and the bombing of the physical education building on Thanksgiving Day, 1968, that changed the culture in a two-week period. A typical response was that the 1960s and 1970s were racially charged and there was a general disregard for the feelings of Black students. Some participants indicated that decisions were made with calculated reasons by the president in an effort to merge Concord and Bluefield and close the dormitories and out-of-state Black students had no place to live. A lone opinion totally opposite from the others indicated that the specific time frame in question was not seen as racial violence, but as a power struggle between the Whites who were in the Legislature in Bluefield and the Colored students enrolled at Bluefield State who thought they had the right to have a college that would represent them.

Interview Question 3

How would you describe the cultural and political climate of the Black community in Bluefield and the surrounding areas during this period of dramatic change?

A description of the cultural and political climate of the Black community and surrounding areas during the period of transition (1960-1980) varied among the

respondents. Some of the respondents indicated a lack of information regarding the Black community in Bluefield during the time frame. They indicated that even now the Black community in Bluefield is not very visible in college activities. The responses ranged from a lack of concern to grave concerns on the part of the Black community.

The Black community during the 1960-1980 period was described as "Somber, not caring one way or the other," "education still remains of greatest importance in the minds of Black parents," "the Black community's significant social order was active in isolation because athletes met together for the athletic events, but later each socialized separately," and "Black people are not monolithic, they are all over the place and one of the main stops was the Baptist church." The political climate of the Black community was described this way. "Blacks were politically weak and had little representation at the State Board of Education," "the climate is 'lily white' by design," "Blacks speak and march for civil rights," and "Bluefield is a little racist town but Blacks believed that if they had a White president everything would be all right."

Participants noted that one of the surrounding areas, McDowell County, did not integrate their public education until they were forced to integrate. The Black community there felt that their Black schools were not inferior to the White schools. Therefore, they felt no need to validate their existence and integrate. The cultural and political climate of McDowell County was very different from that of Mercer County where BSC was located.

Interview Question 4

How would you characterize the political decisions made by the state legislature and Board of Regents relative to mandated integration/desegregation at Bluefield State College?

The majority of the respondents indicated that true integration of schools in West Virginia never took place. Some stated that it was more like desegregation resulting in a submersion of opportunities for Blacks. Others said that the importance of Black heritage was minimized for all students. Some indicated that the Federal mandate took away resources and 90% of the Black library. Some neutral views indicated that the state political decision followed the Federal law, and the state had no choice but to mandate integration. Further, these respondents stated that the state legislature and the bodies governing higher education in West Virginia provided the opportunity to change the program at Bluefield State College with the future goal in mind to eventually close the institution.

Interview Question 5

Describe your academic, social and cultural experiences at Bluefield State College in your role at that time.

All of the participants are currently involved with the college. The academic, social and cultural experiences varied among the interviewees. The interviewees discussed their experiences openly with vivid recollection. Table 22 outlines the role of the participants during the transition (1960-1980).

Interview Question 6

How involved were the alumni and the Alumni Association during this period?

The majority of the participants made a typical statement. They said that they were not aware of the involvement or the visibility of the Alumni Association during

the transition. Some felt that the Association did not exercise good planning or political persuasion during this period, and said that their efforts to lobby legislatures, the governor and other important officials were negligible at best. Some participants noted that the Black students received very little help from the alumni during this critical period. Others had different responses. Some indicated that there were many active members of the Alumni Association, but most of them were living out of town and were not voters in West Virginia, which had a tremendous effect on their political clout. However, a few participants indicated that they were cognizant of the Association's efforts when they rallied in Charleston against the removal of the Teacher Education Program and other issues. Still other participants stated that the members of the Alumni Association were all Black, and said that Whites did not join or become involved with the Association after graduation because they did not develop those ties to the institution or its historical heritage and tradition. After receiving a free membership, one interviewee stated that she attended a meeting, but was too timid to participate and she was not encouraged to participate. So she did not become involved. The information gathered from the interviewees who were actually a part of the experience provided additional data that will be used in responding to the research questions.

Summary

Chapter VI outlined the key points in the evolution of the Bluefield State College Alumni Association from its inception in 1914 until 2002. While previous chapters describe how the college transitioned from an historically Black college to a predominantly White institution, the Association was the only entity that remained Black. Although all of the college affected by the Brown decision made the transition except the Alumni Association, the Alumni Association remained Black in its

leadership, management, participation, and culture. The influence of the changing demographics and curriculum and programmatic offerings, as well as the impact of the socioeconomic and political forces, did not persuade the Association to integrate. The role and function of the Alumni Association was developed relative to three distinct time periods: prior to the 1954 Brown decision, after the Brown decision, and after the transition of the college to a predominantly White institution.

The data suggested that the Association did not grow in membership after the transition of the college. Invitations to join and become involved were extended to all alumni and graduates. However, the invitations were not accepted regardless of race, gender, or generation. The data further suggested that the integration of the Association is not a priority for the members, alumni, or students.

The concluding section describes the data collection. It includes information derived from 10 interviews and a survey distributed to 100 members of the Alumni Association. The analysis of the responses to the interviews and the survey suggested that the college and the Alumni Association share the responsibility for the absence of growth of the Association's membership.

Chapter VII includes a synthesis and analysis of findings, conclusions, implications and recommendations for further research.

CHAPTER VII

FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Introduction

Chapter VII presents a restatement of the purpose of the research as well as the problem statement, the significance of the study, the conceptual framework, a summary of the findings, and the conclusions and implications. Finally, recommendations for further research are included along with comments relative to Brown's "Tipping Theory" and Parker's "Cultural Race Theory" as they may apply to further research in the recommended areas.

Background Information

Bluefield State College began as Bluefield Colored Institute in response to the need for an institute to serve Blacks, since West Virginia's State law did not permit Blacks to enroll in White colleges or universities. On February 1, 1895, the Hon. William M. Mahood of Princeton, senator from the seventh Senatorial District, introduced in the West Virginia Legislature a bill to establish a high grade school at Bluefield, Mercer County for Negro youth of the State.

From these beginnings, Bluefield State College emerged as a proud institution dedicated solely to the education of Blacks, many of who went on to distinguished careers. Since the State law did not allow Blacks and Whites to attend public schools together, Whites did not enroll in or attend the institution or any other in the State that had been established for Blacks. This changed dramatically as the college made a

transition from an all-Black college to a mostly all-White institution. Bluefield State College was described in the 1998 issue of Black Issues in Higher Education as the starkest example of a public historically Black institution losing its original identity to the demands of desegregation.

Statement of the Problem

The purpose of this study was to examine the forces that occasioned the transition of Bluefield College from an all-Black institution of higher education to an almost all-White institution during the period marked by the desegregation controversy through the time that it took for this transition to take place. The central focus of this study was whether Brown v. Topeka acting alone brought about this transition and if Brown did not act alone, what role did it play? Did Brown play an important role or was its role one to impact the forces of change that were already in motion and moving the college in its new direction? The demographics of the college community and the evolution of the college from Black to White were studied to provide perspective on the transition prior to and after Brown. The socio-economic-politico forces were examined from pre-Brown throughout the transition to determine how they were influencing the transition prior to Brown and to determine how Brown might have interacted with these forces to bring about the transition. Curricular and programmatic changes were studied in an effort to further examine the effect of these forces on the cultural life of the college. Lastly, the role of the Alumni Association throughout this period was studied to determine to what extent it might have attempted to provide direction for this transition. Specific questions that were addressed were:

1. How did the demographics of the college community influence the transition of Bluefield State College from Black to White?

2. To what extent and how did the socio-economic-politico forces impact the transition of Bluefield State College from Black to White?
3. How did the curriculum and programmatic changes affect the transition of the college from Black to White?
4. What role did the Alumni Association play throughout this transition?
5. Why did the Alumni Association remain the only constant in a sea of change well after the transition of the institution was completed?

Significance of the Study

"The segregated African-American schools, as plaintiff arguments in the Brown (1954) case indicated, were . . . disgraceful, poor and unjust. However, apparently what these schools lacked in monetary support was compensated for in other ways" (Powell, cited in Anderson, 1992, p. 4). The other ways include the caring behavior of teachers and principals, the peer support and relationships, support of parents, a nurturing and caring environment and high expectations of the community at large. In the midst of the unfair circumstances, teachers taught and students learned. Graduates from the segregated high schools attended colleges and universities and became some of this country's most prominent citizens and able leaders. The 1954 Brown decision made it legally necessary to educate all of America's students on an equal basis. The Supreme Court found that separate was inherently unequal. The demographics of the next century dictated that the provision of higher education for the ethnic minority groups is prudent, as well as just (Anderson, 1992).

This study may be beneficial to other HBCUs and to public higher education in general as they face similar shifts in enrollments, curriculum, and programs. It may help to stimulate discussion and debate that will be useful to policy makers who are

faced with the issues and problems of educating growing minority populations who may soon represent the "majority" in numbers, if not in power.

As leaders wrestle with the future mission of the HBCUs, the transition of Bluefield from an HBCU to a predominantly White institution is significant. This study may be valuable in guiding the development of policy regarding quality education for present-day Blacks and other minorities.

National attention has been increased relative to the 1954 Supreme Court decision of Brown v. Topeka as it recognizes the 50th anniversary of that critical court decision. The study of the transition of Bluefield State College from a traditionally Black college to a predominantly White institution may prove to be valuable during this period of reflection on the events of the fifty years since Brown.

The Conceptual Framework

The study used as a conceptual framework the work of Dr. Christopher M. Brown II. Dr. Brown developed a conceptual framework for analyzing the competing interests of desegregation policy makers and public HBCUs by using a combination of historical, legal, and social science research methods (2002). Policy makers are using these methods to investigate how to alleviate competing interests of the public historically Black institution desegregation.

Additionally, Professor Laurence Parker (2003) tested the usefulness of critical race theory methods to better understand the higher education desegregation policies. This method of research may be beneficial in addressing the issues surrounding the strengthening of the public presence of HBCUs like Bluefield State College and is also used to examine the various policy decisions that were associated with the transition.

Summary of the Findings

The overall findings of this study were that a number of factors combined and/or interacted to bring about the transition of Bluefield State College from an all-Black to a predominantly White institution and that Brown v. Topeka (1954) was an important force in that it interacted with these forces, several of which were impacting the Bluefield community and the college prior to Brown. While the significance of the Brown decision should not be understated, it clearly did not act alone to bring about the transition. Desegregation began with Brown and it continues post-Brown. Several factors, some predating Brown, were determined to have played a significant role in the transition:

1. Demographic. Changes in the area's population, both in numbers and in composition, affected the transition. Prior to and during the transition, the area immediate to the college experienced a 34.5% decline in overall population and a 55.7% decline in Black population. This decline was related, in part, to economic shifts, especially with regard to the coal industry. Its overall decline and the switch to mechanization left many miners, primarily Blacks, to seek employment elsewhere.
2. Economics. Accompanying the economic shift in the coal industry were changes in technology-related industries. These and similar shifts had an impact on Bluefield's curriculum. This change as well as the demographic changes preceded Brown and continued after Brown.
3. Socio-politico. Policy decisions for assisting returning World War II and Korean War military, notably the G.I. Bill, combined with the economic change to create a demand for educational opportunities that would assist the area's G.I.s to make the transition to civilian life.

4. Political. Brown was accompanied by multiple political decisions, some forced upon the state by Brown and subsequent court decisions related to Brown. Several of these decisions that had, at a minimum, overtones of political mischief, played a key role in the transition. Most significant of these were the merger of Bluefield State and Concord College, the closing of the dormitories, the legislature's appointment of five successive White presidents who in turn appointed large numbers of White professors, accompanied by a decline in Black faculty, the decline of the teacher-education program, and the decision to discontinue football. These events accelerated the decline in Black enrollments, a factor that had already been present.
5. Curricula and Program. As indicated, a number of forces combined to bring about the shift of Bluefield State College from a teacher preparatory institution to a technology and related occupational curricula. Population shifts, changes in economics, and the return of veterans with higher education needs supported by federal funding all contributed to the influx of White students. The declining Black population, hence student base, was also a factor as White enrollments helped to fill the vacancies created by the decline in Black enrollments. As noted, the closing of the dormitories and the decline of the teacher education program tended to cause some Blacks to enroll elsewhere. Brown played a role in the decline of Black enrollments as it opened traditionally White institutions to Blacks and especially to Black athletes.
6. Brown. As indicated above, Brown was ever present in all of the foregoing. It served to promote the forces of change impacting

Bluefield State College and to change it from an all-Black college to a predominantly White one, while opening up opportunities for Blacks at what, prior to Brown, had been historically White institutions. Brown served to promote the forces of change impacting Bluefield State College and to change it from an all-Black college to a predominantly White one, while opening up opportunities for Blacks at what, prior to Brown, had been historically White institutions.

7. Role and Composition of the Alumni. The analyses of data reveal that the alumni continued to play a significant role in the life and mission of Bluefield State College from the time of its inception to the present time. Its major emphasis seems to have been on preserving the institution, especially its historically Black roots, and in advancing issues and programs that would help to preserve this while at the same time maintain the role of the alumni in a number of its traditional roles. It remained as a primarily Black association in part because of its continuing allegiance to Bluefield's HBCU status, because some of its members prefer not to embrace a White membership and because so few took advantage of attempts to recruit White graduates. The analysis of the data revealed that the Alumni Association was not involved socially or politically during the transition and was of little help to the students. There is ample evidence that a segment of the White alumni attempted to create a separate alumni association but were blocked from doing so for purely legal reasons.

Conclusions and Implications

The following conclusions and implications are based on the data analysis provided in each of the preceding chapters. For the most part, each relates to a single research question, while others address parts of two or more questions.

1. Multiple forces combined and interacted to bring about the transition of Bluefield State College from an all-Black college to a predominantly White institution. These forces included demographic shifts in the attendance area, a changing economy in southern West Virginia, political intervention in the administration of the college, curricular and programmatic changes that reflected the changing demographics and emerging economics, and deteriorating social and racial relations in Bluefield's attendance area.
2. Brown v. Topeka (1954), while it played a crucial role, did not act alone. Its role was to provide a legal basis for desegregation, as well as to legitimize what had overtones of political mischief. Actions of the State legislature and the West Virginia Board of Regents in the merging of Bluefield State College and Concord College, the closing of the dormitories, and the decision to terminate the football program were three of a number of instances of political action that had the effect of discouraging Blacks from attending Bluefield, thus hastening the transition.
3. The Alumni Association remained loyal to the institution by providing financial and moral support for the Black and White students and by performing the traditional roles that Alumni Associations play, but was not a major political force in the State. Its failure to increase its membership base, especially with respect to the White and younger

Black graduates, and the fact that much of its membership base and leadership base resided and functioned outside the area and the State limited its political influence in the State of West Virginia.

4. The Alumni Association remained predominantly Black while the college was rapidly changing to a predominantly White institution, because both races—Black and White—opted to keep it that way. While Alumni Association leadership made several efforts to recruit graduates during the transition period, the membership, leadership, management and culture remained 99% Black.
5. What took place as Bluefield State College underwent its transition was somewhat similar in most respects to the occurrences at other Historically Black colleges and universities (HBCUs), with the exception that it was much more devastating in terms of Bluefield's Historically Black origins. Few vestiges of this once proud HBCU remain.

The findings, conclusions and implications of this study are consistent with Brown's (2002) earlier study of Bluefield State College and are also supported by Parker's (2004) Critical Race Theory and his research on desegregation.

Recommendations for Further Research

Findings and conclusions of this research have generated baseline data that should encourage further examination of the effects of desegregation on Black colleges 100 years after the 1954 Supreme Court decision (Brown v. Board of Education). The research would test some of the findings in this study and assist in a more in-depth study of racial relations in those institutions that were adversely affected by integration/desegregation.

1. The current status of Bluefield State College, the rapid transition and the end result may provide vital information relative to public higher education in general and to HBCUs specifically. Understanding the change factors that contributed to Bluefield State's transformation may assist other institutions. Further research may develop policies to strengthen and encourage functions essential to Black colleges, as well as preventing a repeat of the change factors that could alter the mission role of the HBCUs.
2. Further research could include an in-depth study of racial relations in West Virginia including the pre-Brown era. This research could seek to determine why West Virginia acted so quickly after the Brown decision to implement desegregation policies. This research may determine if there were political forces that had contemplated the takeover of the college. This research would help to secure the future of Bluefield State College.
3. Further research on the issues and problems of educating growing minority populations that will soon represent the majority in numbers, if not in power, should be conducted in order to alleviate racial or cultural biases.
4. It is the responsibility of researchers of higher education to continue to conduct research on the negative effects of mandated integration as a means for making a smoother and more positive transition.
5. Policies should be developed to strengthen and encourage the continuation of those functions essential to Black colleges and to prevent the occurrence of those change factors which could drastically alter the mission and role of these institutions. Christopher Brown's

Tipping Point Theory and Parker's Critical Race Theory would be beneficial in establishing these policies.

6. Finally, the Tipping Point Theory and the Critical Race Theory should be used as a framework for future research. The conceptual basis for this study, the Tipping Point Theory and the Critical Race Theory, served as useful constructs as the researcher sorted through large amounts of data related to the study. Both theories were helpful in efforts to see patterns and to categorize these patterns within the data. Also, they helped to keep the researcher on track in what at times appeared to be an endless sea of words.

Personal Reflections

The researcher acknowledges her many years of experience at Bluefield State College as student and graduate/alumna, and life member, officer, and president of the Bluefield State College Alumni Association. She served as a member of the Institutional Board of Advisors and the Board of Governors for Bluefield State College.

These experiences and formal observations provided much information and many insights and impressions. Based on these impressions—past and present—the researcher sees a bright future for alumni associations at all HBCUs in general and Bluefield State College in particular. Although the BSCAA, Inc. was not a force in the college, community, or state during the transition, the time that is to come looks bright.

This bright future will depend on the various roles and functions of the organization. The success will depend largely on how enlightened and informed the alumni of all races, gender, and generation are in all areas of the college's life. Social

involvement and networking in the college, community, and state are necessary to develop political clout, which must be maintained and strengthened to shape policy and to deal proactively, especially with situations that adversely affect the HBCUs and their mission. Finally, for the Bluefield State College Alumni Association, Inc. to continue to exist, all alumni, regardless of ideology, must become actively involved.

After researching the role and functions of alumni associations at HBCUs, this researcher submits the following recommendations. These recommendations are designed to enhance the effectiveness of the program plan for the Bluefield State College Alumni Association.

1. In an effort to increase association membership, the presidents of the college and the association should join forces. This should be a top priority.
2. Use the Alumni House as the center for all graduates, staff, and supporters of the college for social activities. The Alumni House should showcase historical documents, artifacts, and photographs.
3. Older alumni should be hired as adjunct professors to teach the history of the college to incoming freshmen and transfer students. This could be a requirement for graduation.
4. Homecoming should include activities designed to develop relationships between students and alumni. The Alumni Association should be a part of the planning process.
5. Appoint past national presidents of the Alumni Association to the Executive Board in a non-voting capacity to serve as a support system and advisor to the national president.
6. Select an Advisory Board of emeritus executives to serve as mentors to younger Association officers.

Appendix A

Survey

3701 Bowers Ave.
Baltimore, MD 21207

January 12, 2004

Dear Alumni:

I am currently a graduate student at the University of Maryland, College Park, working on my doctorate in the field of education policy and leadership. I am also a graduate of Bluefield State College, class of 1955. As part of my doctoral research, I am studying the evolution of Bluefield State College, a historically Black college that has become predominantly White. My study focuses on five themes: the demographics of the college community; the evolution of the college from Black to White; the socioeconomic and political forces having an impact on the transition; the curriculum and programmatic changes that evolved; and finally, the role the alumni association played and continues to play.

As part of this study, I am conducting a survey of Bluefield State College alumni. I would greatly appreciate your completing the attached survey. Your responses to the survey will be of great value to me in completing my doctoral study. The data collected will be useful to policy makers, to other HBCUs, and to the public at large. I want to emphasize that in order to ensure the highest degree of confidentiality, all respondents will remain anonymous.

I appreciate that you lead a busy life and I will be most grateful for your help. If you have any questions about the survey, I can be reached at (410)-448-2695. Please return the survey by February 2, 2004 in the enclosed self-addressed envelope. Thank you for your participation.

Sincerely,

Ruth Payne Brown

Opinions of Alumni about the
Transition of Bluefield State College

Survey

Part I: Demographic Data

Please check the appropriate box for each item. Please do not allow the personal nature of these questions to discourage you. These items are necessary for my analysis and your responses will remain completely confidential.

1. Current Age:

21 - 30

31 - 40

41 - 50

51 - 60

Over 60

2. Gender:

Female

Male

3. Ethnic Background

African-American

Asian

Caucasian

Hispanic

Native American

Other

4. Decade during which you attended Bluefield State College. Check decade for greater number of years if there is an overlap.

1940 - 1949

1950 - 1959

1960 - 1969

1970 - 1979

1980 - 1989

1990 - 2000

5. Degree(s) obtained (Check all that apply):

Associate degree

B.S. or B.A.

Master's degree or C.P.A.

M.D., D.D.S., or J.D.

Ed.D. or Ph.D.

Other (please specify _____)

6. Present occupation: _____

7. Preferred e-mail address: _____

Part II. Opinions Regarding the Impact of the Socio-Economic and Political Forces on Bluefield State College

For Questions 8 through 19, please place an X in the box that best expresses your opinion about each of the following statements.

SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree

	SD	D	A	SA
8. The creation of Bluefield State was a historic beginning in the struggle for civil rights.				
9. Significant inequities in resources existed between White and Black colleges.				
10. The lack of sufficient funding led to the Plessy v Ferguson (1896) "separate but equal" decision of the Supreme Court.				
11. The Plessy v Ferguson decision had little impact on equal funding for Bluefield State.				
12. The 1954 Supreme Court Brown vs. Topeka, Kansas Board of Education decision had a negative impact on the enrollment of Black students at Bluefield State College.				
13. The Brown decision created a "Black Identity Crisis" at Bluefield State College.				
14. Drastic changes occurred when the law was enforced to integrate Bluefield State College immediately.				
15. Black and White students had little social and cultural exchange and social activities.				
16. Without the increase of White students at Bluefield State, the college would not have survived.				

	SD	D	A	SA
17. In 1966 the State Board of Education chose a president to do their wishes.				
18. Changes in student body composition resulted from school growth and demographic shifts in West Virginia.				
19. There has been a total loss of the racial image and HBCU identity at Bluefield State College.				

Part III. Opinions on the Effect of the Curriculum and Programmatic Changes at Bluefield State College

For Questions 20 through 26, please place an X in the box that best expresses your opinion about each of the following statements.

	SD	D	A	SA
20. With the 1954 Brown decision, the mission, complexion, and programming at Bluefield State were altered significantly.				
21. President Wendell Hardaway's hiring of 23 additional White faculty in one year (1967-68) and the addition of courses in the technical field led to a time of unrest and racial tension.				
22. The merger of BSC and Concord College created a hostile learning environment for students.				
23. The merger of BSC and Concord College was an attempt by the West Virginia legislature to bring closure to BSC as an HBCU.				
24. Emphasis given to curriculum and programming in the technical areas accounts for part of the huge influx of White students.				
25. Enrollment increases in the late 1970s were largely due to changes in curricular offerings.				
26. Blacks did not enroll at BSC due to the decline of the teacher training program after 1970.				

Part IV. Opinions of the Attitude and Involvement of the Alumni Association During the Transition of Bluefield State College

For Questions 27 through 33, please place an X in the box that best expresses your opinion about each of the following statements.

	SD	D	A	SA
27. Bluefield State College experienced a violent history of race relations during the 1960s and integration.				
28. For more than three years (1970-1973), the campus was beset by fear, suspicion and dissention on the part of students toward faculty and administration and between students.				
29. Desegregation at BSC meant sharing of classrooms, not dormitories.				
30. There were two separate student bodies that went separate ways and had separate problems of discipline and concern for student rights.				
31. The appointment of Dr. Wendall Hardaway in 1965 as the first White president was viewed as subtle racial discrimination.				
32. The denial of a raise for Dr. Allen was viewed as punishment for him because he allegedly encouraged student activities in the civil rights movement.				
33. The discontinuance of the football team in 1981 angered the alumni of Bluefield State College.				

Part V. Opinions on Why the Alumni Association Remains Predominantly Black

For Questions 34 through 38, please put an X in the box that best expresses your opinion about each of the following statements.

	SD	D	A	SA
34. The administration of the college interacts with the alumni and is open to suggestions.				
35. There is a cooperative relationship between the alumni and the administration.				
36. Bluefield State College shows integrity and honesty in dealing with the alumni.				
37. Members of the Alumni Association and all alumni are highly visible on campus at Alumni Association events.				
38. Efforts have been made by the Bluefield State College Alumni Association to encourage all alumni to join the association.				

Appendix B
Interview Protocol

Interview Protocol
Bluefield State College Alumni

1. The transition of BSC from an HBCU to a predominantly white institution occurred between 1960 and 1980. From your perspective, what were some of the major factors that contributed to this dramatic change?

2. Explain how the period of racial violence in the 1960s and 1970s at Bluefield State influenced the major changes in the future direction of the institution.

3. How would you describe the cultural and political climate of the Black community in Bluefield and the surrounding areas during this period of dramatic change?

4. How would you characterize the political decisions made by the state legislature and board of regents relative to mandated integration/desegregation at BSC?

5. Describe your academic, social and cultural experiences at BSC in your role at that time.

6. How involved were the alumni and the Alumni Association during this period?

Appendix C

Institutional Review Board Memorandum



UNIVERSITY OF MARYLAND

INSTITUTIONAL REVIEW BOARD
Reference: IRB HSR Identification Number 04-0031

2100 Lee Building
College Park, Maryland 20742-5121
301.405.4212 TEL 301.314.1475 FAX

February 3, 2004

MEMORANDUM

Notice of Results of Final Review by IRB on HSR Application

TO: Dr. James Dudley
Ms. Ruth Payne Brown
Department of Education Policy and Leadership

FROM: Dr. Phylis Moser-Veillon, Co-Chairperson
Dr. Marc Rogers, Co-Chairperson
Institutional Review Board

PROJECT ENTITLED:
"The Transition of a Historically Black College to a Predominantly White Institution"

The Institutional Review Board (IRB) concurs with the departmental Human Subjects Review Committee's (HSRC's) preliminary review of the application concerning the above referenced project. The IRB has approved the application and the research involving human subjects described therein. We ask that any future communications with our office regarding this research reference the IRB HSR identification number indicated above.

We also ask that you not make any changes to the approved protocol without first notifying and obtaining the approval of the IRB. Also, please report any deviations from the approved protocol to the Chairperson of your departmental HSRC. If you have any questions or concerns, please do not hesitate to contact us at irb@deans.umd.edu. Thank you.

ADDITIONAL INFORMATION REGARDING IRB/HSRC APPROVALS

EXPIRATION OF IRB APPROVAL—Approval of non-exempt projects expires one year after the official date of IRB approval; approval of exempt projects expires three years after that date. If you expect to be collecting or analyzing data after the expiration of IRB approval, please contact the HSRC Chairperson in your department about submitting a renewal application. **(PLEASE NOTE: If you are not collecting data from human subjects and any on-going data analysis does not increase the risk to subjects, a renewal application would not be necessary.)**

STUDENT RESEARCHERS—Unless otherwise requested, the IRB will send copies of approval paperwork to the supervising faculty researcher (or advisor) of a project. We ask that such persons pass on that paperwork or a copy to any student researchers working on that project. That paperwork may be needed by students in order to apply for graduation. **PLEASE BE ADVISED THAT THE IRB MAY NOT BE ABLE TO PROVIDE COPIES OF THAT PAPERWORK, particularly if several years have passed since the date of the original approval.**

Enclosures (where appropriate), will include stamped copy of informed consent forms included in application and any copies of the application not needed by the IRB; copies of this memorandum and any consent forms to be sent to the Chairperson of the Human Subjects Review Committee

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