

Framing Educational Opportunities for African Americans:

The House that Jackie Built

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By

Ruben Gentry, Ed.D.

Professor of Special Education

Jackson State University

Jackson, MS 39217

ruben.gentry@jsums.edu

(601) 979-1064

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Abstract

The path to quality education for African Americans has been rough and fraught with resistance from the time that they were denied any education to “separate” education to even “no child left behind” education. Any significant achievement for them in the American educational system required blood, sweat and tears on the part of somebody. In many cases that somebody was a woman. It is high time to acknowledge, celebrate and emulate “women in the house” who helped make education what it is today for African Americans. This presentation first provides an overview of how education for African Americans has unfolded in this country. To set the stage for how a person might enhance opportunities for Blacks to gain an education, a role and scope picture of the college professor is presented. From these two perspectives, the life-long effort of a dynamic college professor is revealed. The story depicts the professor’s background and educational attainment, employment choice, efforts at program development, fund procurement, preparation of students and advocacy for graduates’ advancement. It also pinpoints specific hurdles that the professor had to overcome along the way and reveals how in the end, the efforts did not go completely unnoticed. The story comes together as the “House that Jackie (pseudonym) built.” Jackie spent a lifetime framing educational opportunities for African Americans. Even after retirement, she is very much “in the house.” The charge to the audience is that more persons like Jackie are needed in the vineyard, for some battles have been successfully fought, the victory has yet to be won in affording full educational opportunities to African Americans.

Introduction

Considerable time elapsed from the discovery of America (1492) to the establishment of Harvard College (1636), the first higher education institution in the country. But the founding of Harvard was no good news for African Americans as it would be many years later before an African American would enroll in a college in America.

This presentation examines the past and speculates on the future of higher education opportunities for African Americans. Factors considered are major historical educational events, the work and impact of college professors and what is needed in the future for more African Americans to obtain a quality higher education.

The question may be asked, can the work of one person or a few individuals play a major role in facilitating higher education opportunities for African Americans? Jalongo (1991) stated that sometimes just one teacher's or child's story is like a lightning rod that captures all the energy of its situation. Stories are more than interesting anecdotes; they are reflections of professional perspectives, priorities and practices. The author further states that through the stories of teachers' lives, responses can be formulated to their questions, expressions of individuality and connection of the past with the present and future, and the abstract is made more concrete.

Any effort for educational advancement needs periodic assessment. The effort to cause African Americans to become more representative in earning higher education degrees has that same need. True review and assessment should focus on the problem, methodology, resources and outcomes. This presentation takes a very introspective look at these indicators.

Road to higher education for African Americans

The road to higher education for African Americans may be viewed in terms of three periods: a time when education was legally forbidden, availability of limited or restricted opportunities and a time of modest gains. The term “gains” should in no way be interpreted as having reached the point of representative participation in higher education.

Education forbidden

For years, a majority of the Black population in this country was prohibited from learning to read or write. If people are denied the opportunity to read or write, attending college is out of the question. This is supported from the finding that Harvard College was established in 1636 (Greenblatt, Rodriguez, Rosenberg & Salomone, 2006), but it would be another 163 years before the first African American, John Chavis, would attend an American college or university. Chavis attended Washington and Lee University in Lexington, Virginia, but there is no record of his receiving a degree from the University (*The Journal of Blacks in Higher Education*, n.d.).

Limited opportunities

Efforts of African Americans to obtain higher education reflect times of denied or very limited opportunities, times of compromised or limited opportunities and times of accommodated or even glamorized opportunities for a few. Reports differ on when African Americans were first admitted to college. Cowan and Maguire (1995) report that the first African American studied at Princeton in 1763. As stated above, Greenblatt and et al. (2006) report that it was 1799 when the first African American, John Chavis, attended a college or university in America. It was 1823 when the first African

American, Alexander Lucius Twilight, received a bachelor's degree in the United States from Middlebury College in Vermont (Rockler-Gladen, 2006). This means that the first degree was awarded 24 years after the 1799 enrollment date. *The Journal of Blacks in Higher Education* (n.d.) lists numerous milestones, and some hurdles, for African Americans in higher education. Below are a few developments according to the aforementioned levels of engagement.

Opportunities denied or very limited:

- 1850: Harvard Medical School accepted its first three black students, but later rescinded the invitations due to pressure from white students.
- 1865: Before the end of the Civil War, approximately 40 blacks had graduated from colleges and universities, all of which were in the North.
- 1872: John Henry Conyers was the first black student to enter the U.S. Naval Academy in Annapolis. A year later he resigned after having academic troubles.
- 1904: The Kentucky legislature passed the Day Law, prohibiting interracial education.
- 1936: The Maryland Court of Appeals ruled that the University of Maryland Law School must admit black applicant Donald Gaines Murray after previously denying him admission based on his race.
- 1996: California's Proposition 209 was passed by California voters, banning the use of race in admission to state universities. As a result, the number of black freshmen accepted at the University of California at Berkeley was down 57 percent in 1998, the first year the ban went into effect.

- 2005: The Bush administration changed the formula for Pell Grant eligibility. About 89,000 low-income students would no longer receive a Pell Grant.

Opportunities compromised or limited:

- 1854: Ashmun Institute (now Lincoln University) was founded as the first institute of higher education for black men. Later graduates were Langston Hughes and Thurgood Marshall.
- 1868: Passing for white, Patrick Francis Healy became the first black faculty member at one of the nation's highest-ranked and predominately white universities when he joined the Georgetown University faculty to teach philosophy.
- 1900: More than 2,000 blacks had earned higher education degrees by this time, approximately 390 from white colleges and universities. There were then 78 black colleges and universities in the United States.
- 1932: By this time there were 117 historically black institutions of higher education, 36 public and 81 private.
- 1962: Riots erupted at the University of Mississippi when James Meredith arrived as the school's first black student. Federal troops and U.S. marshals were sent in by President Kennedy to ensure Meredith's entry. Two people were killed in the rioting on the Ole Miss campus. 1963: James Meredith graduated.
- 1968: Boston University administration building was shut down by a student sit-in demanding a black history major and better treatment for black students.
- 1970: Black students at Jackson State University in Mississippi protested racial incidents, leading to two deaths and 12 injuries.

- 2002: Thirty years after Jake Ayers Sr. sued the state of Mississippi claiming that the state's black colleges and universities were underfunded, a federal judge approved a \$503 million settlement in the case.

Opportunities accommodated or glamorized for a few:

- 1844: Oberlin College graduated its first black student, George B. Vashon, who became one of the founding professors at Howard University.
- 1876: Edward Bouchet became the first black to earn a Ph.D. at an American university. He received his doctorate in physics from Yale.
- 1877: Inman Page, a former slave, was elected student body president at Brown University. He is believed to be the first black to be elected student body president at any of the nation's highest-ranked and predominantly white universities.
- 1892: An Amherst College football player, William Henry Lewis was named the first black All-American athlete.
- 1954: In *Brown v. Board of Education of Topeka, Kansas*, the U.S. Supreme Court ruled that racial segregation in school was unconstitutional.
- 1980: President Jimmy Carter signed Executive Order 12232, a federal program to strengthen HBCUs and increase funding.
- 1990: Barack Obama was elected the first black president of the Harvard Law Review. 2008: Obama became President Elect of the United States.

Modest gains, but miles to go

To reflect gains in higher education for African Americans, a review was made of studies that investigated the characteristics of students who enroll in postsecondary

education. Between 1976 and 2004, minority enrollment increased as a percentage of undergraduate enrollment, from 17 to 32 percent. The percentage of female undergraduate enrollment has surpassed that of male undergraduate enrollment and the trends in graduate enrollment were similar to those for undergraduate enrollment. In 2003-04, a larger percentage of Black students received financial aid than did White and other ethnic groups. In 2004, more postsecondary degrees were awarded to Blacks than Hispanics, despite the fact that Hispanics made up a larger percentage of the total population. Twice as many associate's, bachelor's and master's degrees were awarded to Black females as to Black males (KewalRamani, Gilbertson, Fox & Provasnik, 2007). The latter is not necessarily a gain, but a statistic that deserves further attention.

The economic and social welfare of this country, or a given state, depends on its ability to achieve higher levels of educational attainment among, particularly, the Latino and African American populations. There has been vigorous debate on the matter of correcting racial inequalities in universities. On one side is the argument supporting race-preferential policies to correct imbalances in educational attainment. On the other side are the critics of race-preferential admission for underrepresented groups. They argue that implementing policies that allow for "reverse discrimination" will result in exclusion of the highest quality applicants traditionally admitted strictly on merit. But perhaps on a higher level than either side, there are several so called race-neutral policy options, many already implemented in California, which could have an impact on increasing diversity in higher education. Examples of race-neutral approaches to achieving diversity in higher education are:

- Admission preferences on the basis of socioeconomic status;

- Expanding recruitment and outreach efforts by targeting students from schools that traditionally have not been “feeder schools” to postsecondary institutions;
- “Skills development programs” – projects designed to improve educational achievement among students who attend traditionally low-performing schools;
- University partnerships with low-performing public schools to strengthen their students’ ability to succeed in college and
- Admission plans for students who finish at the top of their high school classes (California Postsecondary Education Commission, 2007).

The often path to quality higher education for African Americans (and possibly all students) is the shoulder of competent faculty. In her infinite wisdom, Jackie wrote, “Recognizing that the faculty is key to the extent to which the institution will actualize its mission, Jackson State University over the years has endeavored to build and maintain a faculty committed to the excellence of all aspects of the university. To fulfill this objective, obviously effective teaching is a prerequisite.” To put the importance of faculty and effective teaching in perspective, she goes on to say, “On a hierarchy of its assets or one of its essential needs, perhaps only the financial resources necessary to operate the university, sine quo non, would be ranked above a competent faculty (Office of Academic Affairs, 2000 p.ix).

HBCUs have been credited with nurturing and producing leaders who exhibit fortitude in advancing social equality for all. These universities’ rich supply of social capital, a direct consequence of their mission and history, makes them a unique fixture in the landscape of higher education, one whose special features have not been duplicated by historically White institutions (Palmer & Gasman, 2008)

Role and scope of the college professor

College faculty constitute the foundation for any academic effort requiring expertise, whether it is training students or carrying out research. To accomplish the mission, they perform multiple roles such as instructor, adviser, researcher, university citizen and departmental colleague. The generic behavioral categories also contain a variety of distinct activities. For example, instruction is not limited to classroom teaching. It includes time spent on working with student organizations, formal classroom instruction, independent instruction, noncredit instruction, counseling and supervising students. Instruction also entails grading papers, preparing courses and developing new curricula. Research includes measures of time spent on inquiry and scholarship, including preparing for and conducting research, preparing or reviewing articles or books, attending professional meetings, giving performances in the fine or applied arts and seeking outside funding for research (Fairweather, 1996).

From a student-impact perspective, most teaching activities can be divided into three broad categories to bring about desired learning and changes in student behavior and development: instructional expert, manager and counselor. As instructional expert, the teacher plans, guides and evaluates learning. This role serves as a kind of core role that the others tend to support. As manager the teacher has oversight of the classroom environment, which also involves modeling a positive attitude toward the curriculum and toward school and learning in general. Teachers who reveal a caring attitude toward learning and the learning environment help to instill and reinforce similar attitudes in their students. As counselor the teacher must be prepared to work with students, parents and colleagues in making the school experience as supportive as possible (Moore, 1992).

From a literary and journalistic perspective, descriptions of college professors convey contradictory and confusing images of this rare species, numbering less than 0.1 per cent of the population. The descriptions may subtly foster the frontiersman's distrust of the man who does not labor with his hands, or idealize the role of the searcher for truth and the molder of youth. A lady may avoid the professor socially, fearing that her every utterance will be criticized and corrected. Another person will assume that the professor is a source of expert information on all subjects, simply because he or she is a college professor (Brown & Thornton, 1963).

From a diversity perspective, the multiple roles that professors perform suggest that there is variety within the academic arena and that there is no such thing as an ideal college teacher. Even within a single discipline, professors are needed with the abilities to interpret the material, to recruit majors for the subject, to extend knowledge through research, to administer affairs and to apply their specialized knowledge to human problems. The significant variable in effective college teaching seems to be not so much health or outlook on life or even depth of specialized knowledge, but rather a conviction that teaching is a task of such social and personal importance that every class hour deserves careful preparation. Despite the significance of college teaching, the motivation for becoming a college teacher was very often reached accidentally and most frequently after graduation from college. A study in Minnesota found that only 37 per cent of the faculty indicated that they had considered teaching in college while still undergraduates. The others came to college work from lower schools or had prepared for other careers but were invited to teach instead (Brown & Thornton, 1963).

When it comes to performance, the college professor should be self-demanding, alert and questioning in the discipline and concerned about excellence in teaching. As a result of the teaching, students should develop an increased fund of information and depth of understanding and an increased ability to use new knowledge and understanding in solving problems. Students should also develop an enhanced intellectual curiosity, a greater sense of satisfaction from worthwhile accomplishments, more confidence in their own powers, laudable ambitions, a sense of values and ideals of citizenship. Ultimately, the instructor will attempt to develop in students certain skills of scholarship in the discipline (Brown & Thornton, 1963).

In terms of the amount of effort, faculty in 4-year institutions averaged almost 55 hours worked per week in 1987-88. Almost 49 of these hours were spent working at their institution, the remainder was about evenly split between other paid activities and unpaid service. The faculty, on average, spent more than half of their time on instruction-related activities, about one-quarter of their time was spent on research, 14 percent on administration and less than 5 percent each on service, consulting and professional development. They averaged 9.4 hours in class per week, generating 322 student contact hours per semester; taught both undergraduate and graduate students; had an average of 25 career publications and one-quarter were principal investigators of funded research projects (Fairweather, 1996).

Faculty in research and doctoral-granting institutions spend more time on research, obtain more external funds, publish more, and consult more than their colleagues in master's- and bachelor's -level institutions. Time spent on administration, professional development or public service does not vary substantially by type of

institution. Few faculty, even those in institutions with professed public service missions, spend much of their time on service to the community. Regardless of institutional type or mission and irrespective of program area, faculty who spend more time on research and who publish the most are paid more than their teaching-oriented colleagues (Fairweather, 1996).

To ensure that college professors are able to efficiently and effectively perform their duties, the college must assure sufficient time to teach, study, reflect, prepare and evaluate the results of their teaching. Also, the college should provide reasonable rewards for teaching, in terms of salary, rank, recognition and such fringe benefits as retirement, health insurance, travel to professional meetings and assistance with the costs of publication, if needed (Brown & Thornton, 1963).

More intrinsic and interpersonal rewards associated with college teaching include: leisure - the professor is about as free as a person may be of supervision and interference; the environment of the campus - with its libraries, cultural events, learned persons, lively young people and atmosphere of inquiry, teaching is a satisfying and stimulating milieu for the scholar; the opportunity to consort – to interact with mature minds and to enlighten and to inspire youthful minds is a challenge to continuous intellectual alertness; the respect of the community – this is a value not to be dismissed lightly and the freedom to engage in important work and to grow in competence, in depth, in scholarship, and in influence - is another intangible condition of the academic life. Other rewards and appeals for college teaching are academic freedom - the principle that the professor will be encouraged to pursue knowledge in creative and idiosyncratic fashion; academic tenure - involves a vested right in the position after a stated period of

probationary service and group or organization affiliation – access to published bulletins or journals of interest and to annual meetings provide opportunities to renew acquaintances, hear and present papers on recent research, seek new positions or recruit new faculty and keep abreast of developments in the discipline. Taken together, these rewards go far to overcome the more widely advertised economic disadvantage of the profession (Brown & Thornton, 1963).

Perhaps contrary to the casual observer, college teaching is not for the faint of heart or the leisure seeker. According to Jackie (Office of Academic Affairs, 2000), few professional careers are more complex and challenging than college and university teaching and with such understanding, the administration of Jackson State University continually seeks ways and means to improve the performance of individual faculty members.

What makes for a mighty professor?

From studies on teaching effectiveness, findings indicate that effective teachers are masters of their subject; can organize, emphasize and clarify ideas; can point out relationships and motivate students and are reasonable, open, concerned and imaginative human beings. Effective teachers recognize the impact of prior knowledge on subsequent learning and connect new information with what students already know through the use of metaphors, analogies, examples, stories and demonstrations (Seldin, 1991). Such teaching strategies are especially important when facing students who may be underprepared or undermotivated or simply not attuned or developmentally ready (Katz & Henry, 1988).

The best teachers are active and avid learners themselves and have high expectations for students. When a teacher is fully committed to learning, she has a sense of efficacy, the belief that she can help even the most difficult or unmotivated students. According to Jalongo (1991), some assumptions about how adults, teachers in particular, learn and grow are:

- Teacher's self-concepts move from dependency to self-direction.
- Teachers learn primarily by tapping into their experiences and reflecting upon them.
- Teachers are motivated to learn by their desire to fulfill social roles.
- Teachers are interested in learning today what helps them teach better tomorrow (immediacy of application).
- Teachers want information which helps them solve specific problems rather than information for its own sake (problem-centeredness rather than subject-centeredness).

The mighty professor will go the extra mile in preparation for the job, as was true with Jackie. After having received her results from the General Examination at the University of Oklahoma, she wrote on November 18, 1962 to the dean, "Although I have completed (the required) course work, I am now enrolled in two psychology courses – Personality and Modern Learning Theory. I did not have time to take these last year but felt that they would be valuable for my work at the college. I am beginning to design a study for research – have only gotten to the point of presenting the skeleton outline to my chairman, so I still have much to do" (Jackson State University files). On another occasion, in an effort to retain the use of a building for the Practicum-Laboratory Center,

Doc (alternate name for Jackie) wrote on March 7, 1974 to the vice president, "...we have designed a set of activities which we strongly believe would insure an increase in the quality of our performance as teachers and consequently, bring about more effective development in students. We have long been aware of the unequivocal necessity to attack more vigorously the frustrating problem of poor achievement by students – frustrating to both faculty and students – and feel impelled to institute some measures to ameliorate the problem to some degree" (Jackson State University files).

The story of a dynamic college professor

Here is the story of Jackie (pseudonym), a dynamic college professor. It reflects her background and educational attainments, employment and professional accomplishments, extra ordinary attributes and honors and awards received.

Background and educational attainments

Jackie was born on September 11, 1915 in St. Matthews, SC. It is evident that she was a beautiful person in more ways than appearance. Jackie would become affiliated with the Methodist faith, graduate high school in 1931, earn a B.S. degree in 1935 with a major in biology from South Carolina State College (at the time it was State Colored Normal, Industrial and Mechanical College of South Carolina), Orangeburg, SC, earn the M.A. degree in 1944 with a major in educational psychology from Teachers College-Columbia University, New York, NY (the master's project was "Correlational Study of Performance on a Verbal Scale and a Non-Verbal Scale of Intelligence Administered to Bi-Lingual Subjects), do postmaster's studies in summer 1959 at Columbia University and earn the Ph.D. degree in 1963 in psychology and special education from the University of Oklahoma, Norman, OK (the doctoral dissertation was

“An Experimental Study of Test Performance as a Function of Different Intensities of Chronic Anxiety.” At the University of Oklahoma she passed, quite successfully, both the French Reading Examination and the Spanish Reading Examination (Jackson State University files).

Employment and professional accomplishments

Jackie served as an instructor at South Carolina State College from 1941-1943. In September 1944, she accepted employment at Jackson State University (at that time it was Jackson State College). When she was initially employed at Jackson State, the college had no ranking system for faculty. At the time of her retirement from the University in 1980, she was professor, with tenure, and head of the department of educational psychology. She held membership in professional societies such as Association of American University Professors, Council for Exceptional Children and American Association of Mental Deficiency.

Two leaves of absence from work were taken. A maternity leave was taken from 1953-57 and a study leave was taken from 1961-63 (Jackson State University files).

Extraordinary attributes

Program developer and grant writer. Jackie was a trailblazer when it came to program development and grant procurement at Jackson State. On September 26, 1964 the dean wrote to Doc saying, “You have been appointed chairman of a committee to establish plans, procedures and resources for initiating a program of Special Education for the Mentally Retarded during the 1965-66 school year. We are pleased with the manner in which you are conducting the planning sessions of the committee.” She went on to pioneer many other initiatives including the Mable Carney Chapter of the Student

National Education Association; Psi Chi, the national honor society of Psychology and an affiliate of the American Psychological Association; a Learning Resource Center and “The Teacher as a Behavioral Scientist” experimental approach that was the precursor of the University’s Department of Educational Psychology (Jackson State University, 2004).

The yields of her grant-writing efforts included the following:

- “Planning Grant – Education of the Handicapped,” US Office of Education, P.L. 85-926, \$20,000
- “Preparation of Professional Personnel in the Education of the Handicapped,” U.S. Office of Education, \$128,400
- “Preparation of Professional Personnel in the Education of the Handicapped,” State Department of Education, \$46,028

An astute teacher. One course that Doc taught at Jackson State was general psychology. In the grading criteria section of the syllabus for the course in 1972, she wrote, “Evaluation is viewed as a means of determining to what extent previously defined course objectives have been achieved.” Bases for the final grade were daily class performance (mastery of course content as manifested through verbal discussion, quality of written assignments and projects and experiments 30%); average of four periodic tests 30%, final examination 30% and evidence of student growth 10% (Jackson State University files). More descriptive information about her teaching is under subsequent topics.

Staunch advocate for minority participation and equal educational opportunities. Doc retained a presence in high decision-making places and used her knowledge and influence to promote opportunities for Blacks. Amid the turbulent 60s,

Jackie conceived, designed, and directed a comprehensive program in 1965 to promote academic and personal growth in African American students that enrolled in previously all-white schools (Jackson State University, 2004). In 1975 she was invited by the National Science Foundation to review proposal applications. In writing to the vice president on September 23, 1975 for his reaction regarding being absence from duty, she wrote, “Realizing the desirability of having minority members on review panels, I wish I felt more like participating.” The vice president responded on September 25, 1975 saying, “I think it would be in the best interest of Jackson State University that you serve” (Jackson State University files).

Doc’s continued service of citizenship, advocacy and community support is mirrored in her memberships in Central United Methodist Church, the University Club of the Jackson State University Development Foundation, Incorporated, Delta Sigma Theta Sorority, the Links, Incorporated, and the Auxiliary of the Medical, Surgical, Dental and Pharmaceutical Association of Mississippi. She was also an original steering committee member of the Head Start Program for Jackson (Jackson State University, 2004).

Expressions of profundity - to live (or die) by. When administrators are very supportive of faculty, their efforts should be acknowledged and highly praised in order to sustain the support. But if faculty and administrators are at odds with each other on crucial issues, strong faculty sometimes have to stand face-to-face with administrators to make their case.

The literature points out that poor administration-faculty relationships, or disagreements, are not uncommon in colleges. Faculty are inclined to view administrators with a curious mixture of fear, suspicion and contempt: fear because of the

potential threat to their autonomy posed by the administrator's real or imagined power, suspicion because of a traditional dislike of authority and contempt because of a belief that administrators are failed faculty members who do not have the talent to be competent teachers and scholars or who value power and authority more than teaching and scholarship. As a consequence of these attitudes, faculty members tend to reject any administrative proposal for change. Administrators thus seldom act on anything without seeking the reaction of some faculty committee. At best this approach makes for exceedingly slow decision making. At worst nothing happens because a highly critical faculty summarily rejects most if not all administratively developed ideas (Apps, 1988).

Jalongo (1991) states that one approach for confronting fears as teachers is to work inside the system for change, to function as "intrapreneurs" who work within the organization. Some strategies given for changing educational organizations from "the inside out" are:

- Accumulate "deviance credits," the right to oppose by doing legitimate institutional tasks well. It is less easy for the administration to dismiss faculty efforts as the rantings of a malcontent if they are competent, cooperative, and cheerful employees most of the time who actively resists some of the time. It is important to choose battles and to be alert to opportunities for change.
- Be true to established goals, but be realistic about ways to achieve them. The most common mistake in changing schools is to think that they can undergo sweeping changes in short order.
- Do any job needed to make a project work, regardless of the job description.

- Remember that it is easier to ask for forgiveness than to get permission. The moment one asks if it is okay to do something, it raises doubts.
- Work underground at the beginning to avoid triggering the organization's "immune mechanism." Too much publicity too early can quash a project. Wait until things are running smoothly and there are results to share.
- Remember to thank mentors, sponsors and colleagues for their support. If teachers feel unappreciated by the general public, that is not reason to disregard those who support them.
- Avoid the "mortgage mentality"– come to work each day willing to be fired. Confidence comes from competence, not seniority. Teachers should never be afraid to let others know about the successes of the learners in their classes.

No one could deal with administrators or get a message across like Dr. Jackie -- sometimes using few words, other times using a stream of complex and endearing expressions. Her message always garnered action or strong emotions. Following are some such expressions:

After having received her results from the General Examination at the University of Oklahoma, Jackie wrote on November 18, 1962 to the dean, "It is quite a relief to have the General Examination behind me. My chairman sent me several carbons of the committee's report to the Graduate Dean. I am sending you and the president a copy each. I am a bit of a novice at 'self-promotion,' but I have learned through observation that it is sometimes a good idea.... It must be very gratifying to you to see the tremendous growth of the college over the years and to know that you have played a key role in its development" (Jackson State University files).

In notifying the JSU dean on June 30, 1963 that she had satisfied all requirements for the doctorate, Dr. Jackie wrote, “For once I actually enjoyed an examination. I have not felt the exhilaration that I expected – just relief to be through” (Jackson State University files).

In an administrative challenge over the housing of a laboratory-demonstration special class, Dr. Jackie on July 21, 1969 made very penetrating statements, saying, “In my opinion, this matter should never have developed into an issue but it should have been settled on its merits, if any.... I have the proper regard for authority, but I have none for petty tactics.... Respect probably never has been and probably never will be demanded; it can only be commanded, and then only by behavior which warrants respect.... One sure way to undermine faculty morale and create discord is to have unworthy administrative behavior supported and reinforced simply because it is administrative behavior.... This is the kind of letter that is most distasteful to me. I dislike intensely the ‘I said’ ‘she said’ references, but there are occasions when there is no other way of stating the facts. I also have an intense dislike of feuds, but there are some principles which I will defend.... Since one side of the coin had been presented to you, I feel you deserve a look at the other side” (Jackson State University files).

In an effort to retain the use of a building for the Practicum-Laboratory Center, Doc wrote on March 7, 1974 to the vice president saying, “Please be assured that I have no inclination at this time to contend, persist, or attempt to persuade, although I am accustomed to some struggle in accomplishing most of what I have tried to do. Our plans either have sufficient merit to establish a good case or they have not” (Jackson State University files).

Concerning the long standing parking problem on campus, Doc put it all on the line in a letter to the president on February 16, 1978. She wrote, “I feel that you are aware that parking on campus is critical, but I do not believe that you know the extent of discontent generated by this situation. The aspect of the problem toward which the most hostility appears to be directed is the ‘reserved parking’ for selected employees...this constitutes a fundamental and intrinsic contradiction of the concept of equality. Often I have parked illegally as an alternative to parking a long distance from my office.... As I walked from the College Park lot in the sleet and freezing rain, I reflected on the lean years of my employment at Jackson State when the only thing of which there was an abundance was hard work. Are not we all, including the janitors, expected to be at our respective posts?” She goes on to offer a parking fee plan for consideration, “without regard to position, rank, or other consideration, on the lot adjoining the building in which the major work of the employee is performed” (Jackson State University files).

Jackie’s word power. The use of appropriate “words” is what often gives written expressions their power. Jackie had excellent command of the English language. Here are a few examples of the terms she used and their context:

- Ameliorate – as in, “We feel impelled to institute some measures to ameliorate the problem to some degree.”
- Assuage – as in, “...in an attempt to assuage somewhat the feelings of the faculty...”
- Begrudge – as in, “I do not in the least begrudge _____ ...”
- Exhilaration – as in, “I have not felt the exhilaration that I expected ...”

- Heterostatic impulses – as in, “The positive feedback from his colleagues will arouse his heterostatic impulses which will strongly encourage him to strive for better and better performance” (Office of Academic Affairs, 2000).
- Intricacies and controversies – as in, “The administration is faced with the intricacies and controversies inherent in the evaluation of the competence of the faculty” (Office of Academic Affairs, 2000).
- Intrinsic contradiction – as in, “To some of us, this constitutes a fundamental and intrinsic contradiction of the concept of equality.”
- Manifest mood – as in, “The manifest mood is a complex of emotion ranging from bewildered frustration to intense anger.”
- Pomposity – as in, “The bitterness is compounded by what has been referred to as the pomposity of certain administrators” (Jackson State University files).

Defining moments in the life of Professor Jackie. A career of teaching presents times of both exhilaration and frustration. What one does or how one stands during such times shows true character. Demonstrating character was no problem for Jackie. Here are some of her actions or responses of others as opportunities or critical situations presented themselves:

- She served as a member of the steering committee for the First Annual Governor’s Conference on Education and conducted considerable psychological testing for the Mississippi State Department of Education (Jackson State University, 2004).
- For the State of Mississippi, she served on the Interagency Commission on Mental Health and Mental Retardation and the Task Force Committee for

- Statewide Planning for Vocational Rehabilitation (Jackson State University, 2004).
- Jackie's Tutorial Program of the 60s was adopted as a chapter project by the Jackson Chapter of the Links, Incorporated that later received the "Project of the Year Award" from the Links, Incorporated nationally (Jackson State University, 2004).
 - After inviting and hosting the director of Handicapped Children Project, Southern Regional Education Board, Atlanta, GA to the campus, the director wrote back to Doc, director of special education, Jackson State College, on March 17, 1965 saying, "Dear Jackie: Thank you for the hospitality extended to me during my visit to your campus last week. I enjoyed meeting many of your staff. I think the meeting was beneficial to all concerned" (Jackson State University files).
 - The executive dean wrote on May 24, 1965 to Doc, director of special education program, "I wish to commend you for your excellent preparation and presentation of the proposed special education program to be offered at Jackson State College. You gave pertinent historical background information, the purpose and philosophy of the program, but most of all, you gave a stimulating presentation of yourself as a person who is extremely interested in what you are doing. Your insights into the problem of the mentally retarded and your concern about doing something to prepare them for useful and satisfying roles in life serve to rekindle our faith in and respect for the human personality. The mark of a great teacher is her concern for the persons whom she teaches. Otherwise, no matter what she

- knows, she cannot reach them to the point of causing them to learn. This is the great lesson that you gave to the faculty” (Jackson State University files).
- On July 28, 1965, the executive dean wrote Doc, “We thank you for your well-prepared reports covering aspects of the special education program, which is under your direction. Your reports were well written, selective and clearly descriptive in content to the extent that one may obtain a mental picture of the philosophy and the supporting activities of our special education program. It is our hope that we can extend our course offerings in special education to interested and qualified persons through offering more Saturday and/or evening classes. We would appreciate your giving this matter some thought. Also, you may begin thinking on the possibilities of extending our special education program to the master’s degree level. Again, let me congratulate you for your excellent report and for your competency as director of our special education program” (Jackson State University files).
 - The head of the Office of Experimental Projects and Programs, National Science Foundation, Washington, DC on September 18, 1975 wrote to Dr. Jackie, “The NSF invites your assistance in evaluating project proposals submitted to the Student Science Training Program. We would like very much to have you serve on a review panel to advise the Foundation on the relative merit of proposals submitted to this program” (Jackson State University files).
 - Doc, on February 11, 1975, requested installation of ITF computer terminals in the department for student and faculty use in the analysis room. Giving reasons for the request, she wrote, “Approaches to instruction in statistics include not only

basic principles with illustrative problems but also the use of computer facilities to handle large, realistic analyses.” The vice president sent a referral on February 13, 1975 to the director of computer services saying, “Please initiate steps to implement this request” (Jackson State University files).

- Experiencing difficulty transferring funds to purchase a typewriter, Doc wrote on June 2, 1976 to the vice president, “At the time I considered this a feasible approach; your disapproval indicated it was not” (Jackson State University files).
- Health eventually became a matter of concern. On April 29, 1976 Doc wrote to the vice president requesting approval for being absent from the spring commencement exercise for medical reasons. Also on August 2, 1976, a request was made for approval for absence from the summer commencement convocation for medical reasons. Further, on July 20, 1978 the president wrote to Doc, “This is to inform you that you have been granted a leave of absence for health reason for the period of June 5, through August 5, 1978” (Jackson State University files).

Tokens of appreciation for Professor Jackie. At many colleges and universities, particularly the larger research institutions, rewards to faculty come from research and scholarly productivity first, campus teaching second and public service a distant third. Some institutions are making conscious efforts to examine their reward and recognition criteria, to make certain that faculty member involvement in continuing education and public service is properly recognized (Apps, 1988).

The accordance of appreciation is recognition for a job well done and often a stimulant for the person to continue to do productive work. Doc best put it in perspective when she wrote, “One need not be an astute observer to have witnessed the positive

response of young children to praise and reward. This feedback will elicit repetition of the behavior which generated such satisfying feelings. College and university professors also behave this way.” She goes on to write, “Of all the interactions among faculty members, few have the motivational impact on the individual member as does the knowledge that his work is known and respected by the administration and the faculty. How does he know this? His name has been called in the reports to the administration. How will he respond? The positive feedback from his colleagues will arouse his heterostatic impulses which will strongly encourage him to strive for better and better performance. Humans seem to have an innate tendency to work toward becoming what we are capable of becoming” (Office of Academic Affairs, 2000, p x). Few people, if any, are more meritorious of expressions of appreciation than Jackie. Below are a few of such expressions for her.

- Jackie earned Certificates of Proficiency in statistics, research, French and Spanish from the University of Oklahoma (Jackson State University, 2004). Jackie’s committee wrote to the dean of the Graduate College at the University of Oklahoma on November 8, 1962, “Jackie completed the written portion of the General Examination.... Her performance on both portions was superior” (Jackson State University files).
- Jackie had informed the dean of her completion of the General and Oral Examinations at the University of Oklahoma. On November 27, 1962 the dean wrote, “It appears that you are making an outstanding academic record at the University as well as rapid progress toward your degree. We miss you here very much and look forward anxiously to your return” (Jackson State University files).

- The assistant dean of the University of Oklahoma on June 29, 1963 wrote to the president of Jackson State University, "...one of your faculty has completed her doctorate.... Mrs. Jackie has been an outstanding graduate student with us and has performed most creditably in all situations in which she has been placed. I think that her knowledge of the field is well exemplified by the fact that she scored in the 99th percentile on the advanced education section of the Graduate Record Examination. I would hope that with this outstanding record of achievement and accomplishment behind her that she would merit your greatest and most careful consideration in terms of the rewards which may come her way in the years ahead. Her dissertation was well done, precisely stated, and among the best ones that have been completed here in some time. I think that you are most fortunate in being able to hold Mrs. Jackie on your staff and would like to congratulate you upon the high quality that you are seeking to maintain" (Jackson State University files).
- The executive dean wrote Dr. Jackie on July 8, 1963, "We congratulate you on your high achievement in the field of scholarly activity to the extent that you have satisfied all requirements for the doctorate. You have exemplified the characteristics of a scholar. We are arranging to extend you a contract for the school year 1963-64" (Jackson State University files).
- Jackie was cited for "Outstanding Work and Devoted Service" on behalf of handicapped Mississippians in 1967, 1968 and 1969 (Jackson State University, 2004).

- The President on May 18, 1973 wrote to Doc informing her that she was being recommended to the Board of Trustees for the position of professor and head of the department at a salary of \$21,500 for twelve months for the 1973-74 academic year (Jackson State University files).
- The vice president on April 2, 1980 wrote to the President, “I recommend that we honor Jackie’s request to retire on August 9, 1980. It is further recommended that we accord Doc the University’s highest honor” (Jackson State University files).
- At the Jackson State University Founders’ Day Convocation and Dedication Ceremony on October 28, 2004, the University Park Auditorium was named in honor of Dr. Jackie (Jackson State University, 2004).

The house that Jackie built for one student

Concerning the impact of professor on student, Doc wrote, “The ultimate validity of a test of teacher-impact would require a pre-established set of teacher-behaviors which would define competence and the predetermined relationship between these behaviors and specific life experiences of students before and after graduation. For example, would ‘good’ (hard to measure) citizenship and productivity (more easily defined), be attributable to specific teacher-behaviors? If so, which specific teacher-behaviors and to what extent?” She also stated that because of “The multiplicity of uncontrollable variables in any school population, ... it may be virtually impossible to accurately assess the influence that teachers have on students (Office of Academic Affairs, 2000, p ix). But one step in that direction may be to encourage students to tell

what their professors did both for and to them. Below, a sample of that perspective is offered.

This is the story of the house that Jackie built for Mack (pseudonym), a former and forever student of Dr. Jackie. Mack presents some frames of the house that Jackie built for him. First, consider the campus culture and the behavior of the students with which Doc had to work. Students actually studied instructors first and books second. The grapevine was very active on campus and a story was out on every professor. Students felt a need to know how much they would have to study in a course, how much they would enjoy the class and what grade they would probably earn. Former students of the course and others who simply liked to gossip were the sources of this type information. Most students wanted an instructor who required little or only a modest amount of work, had a sense of humor and was on the liberal side when assigning grades.

Some instructors were believed to be too “hard” and were to be avoided if at all possible. They were labeled as the professors who had all the knowledge about the subject, used sophisticated words in their lectures and had no mercy in evaluating students. So if multiple sections of the course were offered, students would go early for registration to select the teacher (and time) of choice. The hard instructors were selected when there was no other choice, or they were selected by the so-called “erudite” students who saw themselves a cut above the ordinary. As one would suspect, Jackie was considered among the toughest professors to set foot on the campus. She epitomized all the “hard characteristics” stated above and more. But aside from, or in addition to, her toughness were the laudable facts that: she knew people in high places; had influence

with campus, state, and federal officers and officials and would fight for what she believed.

Mack was a beginning senior and was one day walking across campus when another instructor stopped him and invited him to study in a federally funded program in special education. Because he had gone to summer school and would finish coursework ahead of the scheduled graduation date, he was shown how he could complete requirements for both elementary education and special education by May's graduation. This brought him into a close working relationship with Dr. Jackie, as she was director of the federal training program in special education. Doc had recruited competent staff to advise students, teach the curriculum, acquire appropriate resources and arrange all types of supplemental and enrichment activities. A few of the courses were reserved for her. Doc's persona commanded utmost respect. Many times she walked into the classroom with only her purse and lectured as if she had detailed notes and a well prepared PowerPoint presentation. Students were encouraged to participate in classroom discussion but their comments would be thoroughly scrutinized. One day Mack was to make a class presentation. So he went to class early and outlined the theoretical tenets of the concept across the chalkboard. When Doc got through analyzing the merit of the tenets, almost all of them had been erased.

Students saw the end of their nose; Doc saw light years down the road. Mack was happy about his B.S. degree and was in negotiation for employment in Americus, GA. Doc was thinking about another city in Georgia and making arrangements for graduate studies. No one could easily refuse her plans because they had true merit. So only weeks after graduation, Mack was attending Atlanta University. It was a successful

experience and he was encouraged by the faculty there to continue his graduate work, however, he was able to successfully argue with them the importance of getting some teaching experience.










After two years of teaching in Meridian, MS, the next year Mack accepted an offer from Jackson Public Schools. In less than two weeks the telephone would ring; Doc was on the other end of the line. She was in contact with someone about graduate studies at the University of Florida. Mack had a wife, a child and liked his new teaching position and therefore, tried to evade the challenge. A few days later another call would come and it was then obvious that to stay in Doc's good graces, he had to pursue the opportunity for further graduate studies. (Mack later learned that Doc had been fighting the DC establishment to afford African Americans more opportunities for advanced study.)

The University of Florida adventure led to the Educational Specialist degree. Mack had planned to resume teaching in Jackson Public Schools. Doc thought that Jackson was fine but the assignment should be with her at Jackson State. The appointment was accepted and what an experience it was to work under the supervision of someone who was admired as an awesome professor – gifted with knowledge, a visionary leader and a facilitator of professional empowerment. But it was understood that Mack needed further development and Doc helped him to get a leave of absence to complete the doctorate at the University of Florida.

When Mack returned to Jackson State with the doctorate, special education had been made a separate department and Doc remained across the hall as chair of psychology. But her support was always felt and her influence would only grow stronger. It was in her retirement that a most valued encounter would take place. Mack

was writing a manuscript, *If Faculty Are Called by Name, How Will They Respond?* (2000) and appealed to her to write the foreword for the document. It remains a most endearing work and a symbol of everlasting love and adoration between a professor and her student. Mack takes extreme pride in the house that Jackie built for him. Table 1 depicts a symbolic representation of the input, process and outcomes of the house that

Table 1
Framing Educational Opportunities for African Americans:
The House that Jackie Built for Mack

Input	Process and Outcomes
This is the land 	leveled for establishing a double major at the B.S. level;
This is the foundation 	poured for admission to an M.A. degree program;
These are the walls 	constructed for acceptance and matriculation at the Ed.S. level;
These are the beams 	attached for appointment as a college faculty member;
These are the rafters 	pitched for completing the doctoral degree program;
This is the roof 	nailed for exposure to professionals across the nation;
This is the furniture 	Arranged to write the foreword to a manuscript on faculty response to orchestrated reinforcement and
These are the lighting fixtures 	illuminated for all to see that the battle isn't over until African Americans have equal opportunity to quality higher education.
These are the methodologies	used for the House  that Jackie built for Mack.

Jackie built for Mack. Moreover, it shows just how much a professor can do in providing educational and career opportunities for a student. While this is the testimony of one student, there are obviously many, many more who have the same or similar stories to tell. Hail, hail to Jackie! She is the professor of Mack's heart.

Need for more persons like Jackie – Educational carpenters

Jackie's success as a professor just didn't happen, she made it happen. Several indicators for success stand out from close review of her career. She highly prepared herself for the job, made a conscious choice to work with African Americans of whom she knew had undeveloped potential, worked relentlessly with students – never giving up on them, sought to enhance those with deficiencies so they could perform competitively with the dominant culture and advocated professional development as a lifelong venture for her students.

As Doc made her mark at Jackson State to frame educational opportunities for African Americans, obviously other persons like Jackie were making their influence felt at other HBCUs. Thus, building residences across the country for African Americans to positively impact the educational enterprise. Today's challenge is to keep the wave going. The road has been paved and foundations have been laid. Needed now is another generation of educational carpenters to further the educational advancement of African Americans. There is a need for a new crop of professors who will be motivated, professionally developed, in search of self-actualization, have a passion for teaching students of diverse backgrounds and who are fearless of challenges or obstacles that may come their way.

It is easy to determine where Jackie stood. She was truly motivated for college teaching – having unwavering concern for her discipline and her students, developed at the highest level professionally, self-actualized to the fullest extent and fearless of the forces that needed addressing at the college and in the profession. It is now time to add to the ranks of Jackie.

Summary and implications

The road to higher education has not been smooth for African Americans. Legislations and litigations broke down some barrier but skillful educational carpenters had to emerge to make a real impact. It would require persons who would first best prepare themselves and second, who would commit to making a difference in the life of their students. Jackie was one such person and she did the job so well.

Perhaps the greatest implications from this study are that legislations and litigations have their place but work gets the job done; that African Americans may come to college with deficiencies but dedicated teachers can turn rough diamonds into fine jewelry and that dedicated work may appear to go unnoticed but in time, it has its rewards and good history will not go unrecorded. It becomes increasingly clear that if America would truly open up the door of educational opportunity, make available the needed resources to develop human potential and properly reward competent and dedicated professors, the country would be the recipient of a remarkable quality citizenry. It will then be said of many as it was said in a tribute to Jackie, “With a circle of love for and from her family and an accomplished and established career of teaching and service, Doc is devoted to her family, her community, and her God” (Jackson State University, 2004).

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