

**Continuing Education and Summer Sessions
At
North Carolina State University:
A Chronicle of Achievement, Innovation and Excellence**

**Edited by
John F. Cudd, Jr.**

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-Preface-

As I write these introductory remarks, I am in my 39th year of association – in one capacity or another – with what is now known as the McKimmon Center for Extension and Continuing Education at NC State University. Established in 1924 as the “College Extension Division”, this unit has been a model of excellence for 80 years. Yet, its storied history has been largely unrecognized.

This document is not intended to be a formal history of the organization. Your “editor” lends precious little to the contents thereof. In my retirement, I have been given the luxury of *time*. Some of this time has been devoted to my reading of two histories of NC State University and also to a history of the Provost’s Office at NC State. These three primary sources are:

1. *History of North Carolina State College, 1889 - 1939* by David A. Lockmiller, 1939.
2. *North Carolina State University: A Narrative History* by Alice Elizabeth Reagan, 1987.
3. *The Provost’s Office, North Carolina State University: An Informal History, 1955 – 1993* by Nash N Winstead, 1999.

This chronicle is a compilation (largely chronological) of sentences and paragraphs taken from the three sources listed and which make reference to Continuing Education at NC State. Using the editor’s discretion, I have included some “pre-history” by citing references to “Special Students”, “Short Courses”, and “Summer School” in the years *prior* to the formal creation of the Extension Division in 1924. Each instance of quoted material concludes with a citation identifying the source. Your editor’s contributions are essentially limited to brief words or phrases [*always bracketed and in italics*] that are included to provide the context from which the quotation is excised. Frequently, words or phrases within a quotation appear in **bold face** so that the reader may understand the quotation’s relevance to the topic at hand.

This historical record focuses on the College Extension Division throughout its first 65+ years. Since it was the second of the formal outreach/extension units to be created (following by ten years the creation of the Cooperative Extension Service), the Division’s many landmark programs and activities also represent a “pre-history” of sorts for the Industrial Extension Service, the Textile Extension Service, Humanities

Extension, and the less-formalized, but no less vital outreach programs in all the other Colleges.

As a delightful Appendix to this chronicle, I am very pleased to attach a *Typescript* by Edward W. Ruggles that contains some of his reminiscences of the Extension Division. (Mr. Ruggles enjoyed a 40+ year career with Continuing Education, retiring as its Director in 1965.)

I am greatly indebted to Drs. Denis Jackson and Bobby Puryear (current supervisors in my “semi-retirement”...and, more importantly, colleagues and friends), to Mr. Hermann Trojanowski, Assistant University Archivist (who located the Ruggles’ *Typescript* as well as the photographs), and to Professor Lockmiller, Ms. Reagan, Provost-Emeritus Winstead, and Director-Emeritus Ruggles for all of the “real” work associated with this project. Finally, I wish to thank my dear spouse Vicki for allowing me to postpone a number of “honey-do’s” while I completed this “labor of love.”

It is my sincere hope that readers of this document will come away with a renewed appreciation for the dedicated efforts of hundreds of Division employees, faculty, staff, and administrators to bring the University’s intellectual resources to bear upon the educational needs of North Carolina’s citizens. The chronicled events included herein end with the references included in the history of the Provost’s Office. The activities and accomplishments of the McKimmon Center for Extension and Continuing Education today (some 10 years later) are equally robust and meaningful. The Encore Center, the Computer Training Unit, and the Emerging Issues Forum are but three examples of innovative programs that have flourished during the past decade. The McKimmon Center presently enjoys its role as a valued member of the University’s Engagement and Extension organization that is once again, appropriately, headed by a Vice Chancellor, Dr. Stephen B. Jones . It must fall to some other author(s) to pick up the chronicle where this one now concludes and carry it forward for readers of a future generation.

John F. Cudd, Jr.
Spring, 2004

Chapter One

“Pre-History”

[The North Carolina College of Agriculture and Mechanic Arts (a Land-Grant Institution established in response to the passage of the “Morrill Act” in 1862) was created by an act of the North Carolina Legislature on March 3, 1887. Its doors officially opened on October 3, 1889.]

“During the year of 1893 – 94, provision was made for **special students** to attend the regular classes, and a sub-freshman class was organized.” (Lockmiller, p.50)

“The unfortunate condition of North Carolina’s secondary schools in the late nineteenth century prompted the college faculty, like the land-grant faculties, to establish in 1893, a preparatory department. Students who were not qualified to enter the institution as freshmen were placed in a sub-freshman class where they could make up deficiencies in English, history, or mathematics, while taking technical courses. In addition, **provision was made for special students to enroll in one or two classes, rather than as full time students.** Throughout the Holladay administration the preparatory department remained small, containing fewer than twenty students who were primarily Raleigh residents.” (Reagan, p. 24)

“About 1895 the College began to offer **short courses** in agriculture and these were later extended to include mechanic arts. These courses then and since have been of immeasurable value to adult farmers and engineers throughout the State.” (Lockmiller, p. 50)

“The academic year was divided into three sessions, designated as first, second, and third terms. **The fourth or summer was not officially established at the College during the administration of Colonel Holladay (1889 – 1899), but certain departments were authorized to give summer courses.**” (Lockmiller, p. 50)

“Until the construction of Watauga Hall in 1895, students used an outhouse located behind the Main Building [*later named Holladay Hall*]. **After two young women attending a summer teacher’s institute** died of typhoid, the public outcry forced authorities to obtain funds for showers and toilets in the basement of Watauga, as well as water spigots in the other buildings.” (Reagan, p. 28)

“One of Winston’s first acts upon assuming the presidency in 1899 was to abolish the preparatory, or sub-freshman class. He took this step because most of the boys in this department were poor students – mainly Raleigh residents – who failed to do well in the city’s schools. Few had the ability to pursue a college career, and despite the administration’s intentions, most of the sub-freshmen never enrolled in the institution’s technical courses. After 1899, students with deficiencies in one or two subjects were allowed to enroll on the condition they correct these weaknesses before graduation.” (Reagan, p. 39 – 40)

[In 1901] “[t]he Department of Textile Industry offered...a two year course...**for mature students** who could not take the complete course. Later, to aid practical mill men in their technical fields, **special ten-weeks courses** were given in carding and spinning and in weaving and designing.” (Lockmiller, p. 78)

“Although there was a growing demand for better trained teachers in the State, it was not until 1903 that normal courses and **a summer school for teachers**, both men and women, were provided at the A. and M. College. One and two-year courses and summer instruction was offered to rural teachers and city teachers. The former specialized in agriculture and related subjects and the latter in drawing and manual training. Each of the courses provided a review of public school studies. **The first summer school**, which lasted for one month with an enrollment of over three hundred, mostly women, included an Industrial Department under the direction of Charles W. Burkett, and Normal and Literary Departments which were headed by Edward P. Moses. The Normal Department had available a practice school of about one hundred children, and special classes were organized for Sunday school workers. Subsequent summer schools added courses in music, typewriting, elocution, and physical culture. These courses appear to have been quite successful and the students especially enjoyed the round table talks each afternoon and the lectures and concerts each evening. The summer school plan of 1903 was repeated in 1904 and 1906.” (Lockmiller, p. 79 – 80)

“Education, or teacher training, **an outgrowth of summer school**, was also established during the early twentieth century, as it was at many other land-grant colleges....**In the beginning, education was offered only as a summer Teacher’s Institute**, usually held in May. The men and women who attended were often rural teachers and principals, although some instruction for city teachers was offered. Until adequate dormitory facilities existed, many of the women in these courses roomed at the Baptist Female University – now Meredith College. The summer students took courses such as science, music, agriculture, and nature study; a special course for Sunday School teachers was also offered.

“Despite Winston’s early efforts, **teacher education was confined to summer school from 1903 until 1914**, when the college began to offer a four-year general agriculture curriculum designed especially for teachers in rural high schools.” (Reagan, p. 42)

“**Excepting the Summer Schools where the women outnumbered the men**, the A. and M. College was a man’s institution.” (Lockmiller, p. 82 – 83)

“Until the early twentieth century all students at A&M were male, although by 1900 fewer came from farm backgrounds and more were the sons of merchants and professional men. In 1899 however, the trustees began to debate the emotional issue of admitting women. They did this because the college offered technical education unavailable to women elsewhere in North Carolina. In addition, trustee Daniel A. Tompkins, the leading proponent of textile education, favored the admission of women, since many mill employees were women and he believed they would benefit from this opportunity. On July 5, 1899, the trustees voted to allow women to enroll in all curricula

at the college. At the next meeting, however, they expressed second thoughts and rescinded this action. In deference to Tompkins the recently approved course in textile industry remained open to women while others were closed **except to female special students** who enrolled in only one or two courses. Until 1901, when Margaret Burke enrolled in a physics course, no women took advantage of A&M's offerings to them. Indeed, until the 1920s few women took courses during the regular school year.

“Summer school, which featured the Teachers’ Institute and summer short course for demonstration workers was a different matter. During May, June, and July women in these programs were often the majority on campus. The administration provided dormitory space for them after the **1911 Dormitory** was constructed in 1909, and appointed several women to act as **part-time advisors** to the female students.” (Reagan, p. 50)

“Between the years 1908 and 1916....[s]pecial summer courses were offered, chiefly for teachers of agriculture...” (Lockmiller, p. 103 – 104)

“On July 1, 1909, the Department of Agricultural Extension was organized at the College under the direction of Professor I. O. Schaub. This department, made possible through funds supplied by the General Education Board, was expressly designed to bridge the gap between the College and the rural citizens. This was done by addresses to farmers and farm women, through farm schools which were held in different sections, and by organizing boys’ and girls’ corn and tomato clubs. The girls work and the home economics program generally was supervised by **Mrs. Jane S. McKimmon.**” (Lockmiller, p. 105 – 105)

“...extension expanded rapidly in North Carolina after passage of the Smith-Lever Act [*in 1914*] Club boys and girls, as well as demonstration agents, began to hold **summer short courses** at the college – a tradition that continues today. In 1915, 4-H Club Week began.” (Reagan, p. 56)

“By 1916 there were some seventy-five demonstration agents in almost as many counties of the State who were **engaged in a program of taking the College to the people.** With the cooperative program and increased funds, corn clubs, poultry clubs, pig clubs, canning clubs, and crop rotation clubs became exceedingly popular. Extension workers visited schools, farm-life forums were conducted at the county seats, and **a one-week short course was conducted at the College** in August each year by the Agricultural Extension Division for farm club members.” (Lockmiller, p. 105)

“By the end of Newman’s tenure [*as professor of agriculture*] in 1917....**the college offered a number of short courses – ranging from one day to three months – for farmers unable to attend college.**” (Reagan, p. 37 – 38)

“[*during the years 1917 – 19*] ...[n]ew courses of study in education, **including a correspondence course in vocational education...**were successfully offered.” (Lockmiller, p. 135)

“After an interval of twelve years, **summer school work was resumed in 1917** with an enrollment of 517, and by 1923 summer enrollments were exceeding 800 men and women. Much of the credit for the success of the summer schools during this period was due to the untiring efforts of the director, Professor W. A. Withers.” (Lockmiller, p. 135)

“During the early twenties the college also attempted to assist another type of student – the disabled veteran. Under the auspices of the Federal Board of Vocational Education, the institution accepted a number of partially disabled veterans and provided technical training for them. After most of the men were found to be sub-college material, a special course was developed. The program was designed to train these men for useful occupations. The first 160 rehabilitation students arrived in 1919; the number increased to 187 in 1920 and 262 in 1921. When the college became overcrowded with regular and rehabilitation students, college officials limited the rehabilitation students to agricultural subjects, relieving pressure on the overburdened engineering faculty. In 1922 **Frank Capps** arrived to administer the program, which continued until 1925, when funds lapsed.” (Reagan, p. 63)

“The enrollment during Riddick’s administration increased from 742 in 1916 – 17 to 1,210 in 1922 – 23. These figures do not include the **summer school, which enrolled over 900 in 1922.**” (Lockmiller, p. 138)

Chapter Two

“The Early Years”

“Following the largest enrollment in the College’s history in September, 1922, and with indications of even larger student bodies in the future, President Riddick became convinced that the administrative organization of the College was inadequate and that a reorganization was essential.....It was decided that a survey of the institution should be made by an impartial expert and that the expert’s recommendations should serve as a basis for future changes.....Dr. George F. Zook, specialist in higher education of the United States Bureau of Education, was selected to make the survey....his now famous report....recommended, among other things:

1. That at the earliest possible time the board of trustees undertake such negotiations and adopt such measures as may be necessary to secure the complete transfer of all control over the activities of the agricultural experiment station and the agricultural extension service to the board of trustees at the college, and that therefore these two services be administered through the college in complete cooperation with the work of resident teaching.
2. That the resident teaching work of the college be organized into four main divisions: agriculture, engineering, general sciences, and social sciences and business administration, with a dean in direct charge of each division.”
(Lockmiller, p. 148 – 149)

“Wallace Riddick recognized the problems at the college. He requested the trustees’ permission to have an outside authority recommend a plan for the restructuring of the institution. [George F.] Zook [a specialist in higher education with the (U.S.) Bureau of Education] arrived in Raleigh in March 1923; he interviewed college personnel and carefully studied the institution’s administrative organization. When the trustees met in May 1923, Zook was ready with his recommendations.

“....In order to enable the college to reach more North Carolinians, Zook suggested the development of a general extension program, and more short courses.” (Reagan, p. 64)

“In an effort to increase its usefulness to North Carolina industry, the School of Engineering created the **Engineering Experiment Station** in September 1923. This action was part of a nationwide movement by engineering educators to extend their expertise to America’s industrial sector. At State College, agitation for such an institution began in 1917, and it continued until Howard Burton Shaw, who had developed a similar program at the University of Missouri, became the first director. Receiving its funding from the state, much of the early work of the station concerned highway construction and ceramic engineering, two important and growing industries in

North Carolina during the 1920s. Throughout most of the decade, however, the program suffered from insufficient funding.” (Reagan, p. 69)

“During the seven years that Dr. Riddick was president, the College made greater progress than ever before in its history.The curricula were broadened to include vocational education, architecture, highway engineering, and business administration; **and the summer school sessions were most successful.**” (Lockmiller, p. 149 – 150)

“The Brooks administration followed another recommendation of the Zook Report when it elected to develop **general extension**. This program was part of a nationwide movement by state universities **to provide more service to the people of their localities**. At State College **the program began in April 1924 when Frank Capps became director**. President Brooks, a long-time advocate of adult education, gave the program his support. General Extension was designed to offer **correspondence courses** in all fields of study, although at first the classes were limited to ceramics courses. After 1928 the classes could be applied to degree credit. **The college also arranged to offer special night courses in various towns east of Raleigh**. General Extension was designed not only to serve a broad base of North Carolinians, **it also helped the college develop closer ties to industry and business.**” (Reagan, p. 69 – 70)

“...Dr. Brooks was well qualified to fill the office of president and as such to reorganize the institution along the lines recommended in the Zook Report....In 1924 the textile departments were organized as the Textile School, and in 1927 the School of Education was established. **The College Extension Division, the Summer School, and the Agricultural Extension Service were placed under the administration of directors who were responsible to the president.**” (Lockmiller, p. 157 – 158)

“[*The Brooks administration*] also developed plans to enlarge teacher training at State College....In addition, **many teachers and school administrators attended the annual summer school held at the college.**” (Reagan, p. 78)

“The following men were elected as deans and directors of the major divisions of the College:**T. E. Browne, director of Instruction, School of Education, and director of the Summer School; ...Mrs. Jane S. McKimmon, state home demonstration agent; ...Frank Capps, director of the College Extension Division.**” (Lockmiller, p. 158 – 159)

“Although the library had grown to 25,000 volumes by 1928, it remained at the bottom of the ranking of land-grant libraries because of [*Frank*] **Capps’** weak credentials and the lack of adequate financial support that blocked the collection’s development.” [*Frank Capps had become librarian in 1925.*] (Reagan, p. 79)

“The **college extension work**, which was started in 1924 under the direction of Frank Capps, **included afternoon and evening classes in various towns in the eastern part of the State and also correspondence courses**. The Extension Division served the

State Prison so successfully that **Edward W. Ruggles, the assistant director**, was selected as educational director for the State Prison.” (Lockmiller, p. 160)

“After Lucille Thomson, State College’s first regularly enrolled coed, left school without her degree in 1923, **women continued to enroll as special students.**” (Reagan, p. 80)

“...the student enrollment increased from 1,324 in 1923 – 24 to 1,944 in 1929 – 30. **The figure does not include summer school, correspondence, and extension students. With these included, the total enrollment figures during the 1920’s and early 1930’s exceeded 5,000 annually.**” (Lockmiller, p. 167)

“**Except for summer schools, and correspondence and extension courses**, State College has never had a large number of women students....In 1925 **Mrs. Jane S. McKimmon** finished the work required for the Bachelor of Science degree in Business Administration. The trustees, however, did not immediately favor the idea of granting a degree to a woman and the degree was not awarded until June, 1927. Meanwhile Miss Charlotte R. Nelson had completed the requirements for the four-year course in Education and she too received the Bachelor of Science degree in 1927. Miss Mary F. Yarborough has the distinction of being the first co-ed to complete a graduate course of study, being awarded the degree of Masters of Science in Chemistry at the 1927 Commencement. Generally speaking, the girls exercised a wholesome influence on the boys and they were definitely above average in their scholarship.” (Lockmiller, p. 170 – 171)

“...the Faculty Council [*in fall, 1926*] voted to award, at the next commencement, a bachelors degree in business administration to home extension leader **Jane S. McKimmon**, although most of her work was completed at Peace Institute **or through extension courses**. Soon thereafter Charlotte Nelson, Dean Thomas Nelson’s daughter and a student at Meredith College, enrolled as a regular student, and with her credits from Meredith, **the State College summer school**, and her year as a regular student, she accumulated enough hours to finish her degree the following spring. Mary E. Yarbrough, daughter of Louis T. Yarbrough of the class of 1893, **enrolled earlier that fall as a special student**, and she took graduate courses in chemistry. She also completed her work that spring, taking all of her work at State College. In June 1927, therefore, State College graduated its first women on both the undergraduate and graduate levels.” (Reagan, p. 80)

“The consolidation bill passed on March 27, 1931....The 1931 act further required that the governor name a consolidation commission within two months to determine the specifics of the process....[*the findings and recommendations of the commission*] provided that the three units of the consolidated university have: one president; one controller; one administrative council; **one director of summer session; one director of general extension**; and one director of graduate studies.” (Reagan, p. 93 – 95)

“...the Commission [*on University Consolidation*] unanimously agreed on recommendations to be submitted to the Board of Trustees of the consolidated University of North Carolina. The more important recommendations affecting State College provided that the three Units of the University should have one president, one comptroller, one administrative council, **one director of summer schools, one director of extension**, and one director of graduate studies.” (Lockmiller, p. 193)

“On June 11, 1935, he [*Dr. Frank P. Graham*] reported to the board that the actual steps in consolidation were:....

10. **A joint directorate, under a chairman, of the all-University Extension Division....**

13. **The appointment of one director of the coordinated summer school, the abolition of the offices of associate directors, and the assumption of their administrative responsibilities by the deans of administration.**” (Lockmiller, p. 196)

“In the Forestry division, the program continued to expand rapidly and the number of students grew quickly. In order to develop the course of study properly, the 83,000 acre Hoffman Forest in Onslow and Jones counties was acquired in 1934. **This acquisition enabled the faculty to offer a summer camp where all practical instruction was centered; the camp was a crucial part of forestry education.**” (Reagan, p. 101)

“During the academic year 1935 – 36...**the College Extension Division under the direction of E. W. Ruggles** expanded its program and aided in the organization of **short courses**; the extension director in cooperation with the librarian, W. P. Kellam, and several faculty members organized reading courses in some ten fields of knowledge...” (Lockmiller, p. 203 – 204)

“...the year 1938 – 39 was one of solid accomplishments in all fields...Happenings of special importance included ...the offering of a highway safety course by Professor Harry Tucker and the College Extension Division...” (Lockmiller, p. 207)

“The activities of the College have never been confined to the Raleigh campus. **The College Extension Division under the direction of Edward W. Ruggles** through its extension, correspondence, reading, and short courses became an international institution, enrolling students in every county in the State, in a majority of the states of the Union, and in several foreign countries. Organized in 1924, the total enrollment to June 1, 1939 was 42,463 nonresident students. The first courses were limited to ceramic engineering. Today [*1939*] correspondence and extension courses are available in agriculture, art, business law, economics, English, various phases of engineering, education, geology, history, journalism, mathematics, modern languages, political science, psychology, sociology, and zoology. The Extension Division also serves as a speaker’s bureau, supplying high schools, civic clubs, women’s clubs, and other similar organizations with competent speakers in a variety of fields. This division of the College

has promoted an increased number and variety of short courses on the Raleigh campus which have been well attended. The courses included the Waterworks School, Engineers' Institute, Metermen's Institute, Surveyors' Institute, Coal Conference, Gas Plant Operators' Institute, Plumbing and Heating Conference, Air Conditioning, Heating and Ventilating Conference, Institute for Street Superintendents, Short Course for Textile Mill Men, Short Course on Photography, Institute for Building Inspectors, Institute for Electrical Contractors and Inspectors, and the Conference on Sanitary Engineering. Various professors in the School of Engineering and the School of Textiles and outside specialists in the respective fields cooperated with the Extension Director to make these courses popular and successful. Certificates of attendance are awarded to those attending the institutes and conferences for the required periods.

“On October 1, 1937, the College Extension Division inaugurated a series of practical short courses in agriculture. This work, including poultry production, dairying, field crops, and swine production was directed by Dan Paul, '31, former county agent of Granville County and acting alumni secretary. Specialists connected with the School of Agriculture aided with these courses which were in addition to the annual summer institutes for rural folk and the club work of the Agricultural Extension Service. Mention should also be made of short courses for teachers of vocational agriculture and C.C.C. camp advisers which were sponsored by the Department of Education and the School of Agriculture.” (Lockmiller, p. 208 – 210)

“Beginning with the summer of 1934, **the State College Summer School** was administered as a part of the coordinated and consolidated Summer School of the greater University, its distinctive work being in the fields of agriculture, forestry, engineering, textiles and vocational education. In addition, basic courses were offered in English, modern languages, and social science. Dean T. E. Browne was director of the 1934 Summer School at State College. Beginning with 1935 the summer schools have been under the direction of the regular administrative officials of the College. The summer term proper lasts six weeks, but a few technical courses extend over a twelve-week period. If present [1939] plans materialize, the Summer School will become the fourth quarter of the academic year and regularly extend over a period of twelve weeks. Summer instruction is given by members of the resident teaching staff and visiting professors. Considerable emphasis is given to group social and recreational activities. In this connection, as well as with college music programs throughout the year, the services of Mrs. Lillian Parker Wallace of Meredith College have elicited favorable comment from students, faculty members, and friends of the College.” (Lockmiller, p. 212)

“The standing committees for 1938 – 39 with their chairmen were as follows: **Agricultural Short Courses**, M. E. Gardner; ... **College Extension**, K. C. Garrison....” (Lockmiller, p. 214)

“**The College Extension Division** offers extension, correspondence, and short courses to those men and women who for various reasons are unable to take the regular residence courses of instruction. Although the courses offered make a general appeal, they are especially designed for (a) college students who are unable to pursue continued resident study; (b) rural grade and high school teachers who cannot avail themselves of

resident instruction; (c) teachers and others who have partially completed work for a college degree and who desire to pursue work along some special line, or who desire further training to better equip themselves for their vocation; (d) professional and business men who wish to supplement their training with technical information; (e) farmers, county agents, and others who desire additional information and training in any phase of agricultural work; and (f) practical men engaged in the various industries who want to become more efficient in their occupations. Since it was organized in 1924 the College Extension Division up to June 1, 1939, had enrolled in all courses 42,463 students, representing practically all of the states and the following foreign countries: Alaska, Argentina, Australia, Brazil, Canada, Czechoslovakia, Denmark, Finland, Great Britain, Ireland, Mexico, New Zealand, Norway, Rhodesia, and Spain. **This division and the Agricultural Extension Division have literally taken the College to the people.**" (Lockmiller, p. 234 – 235)

Chapter Three

“WWII and Post-War Years”

[*As World War II loomed*] – “As early as June 7, 1940, University of North Carolina trustees, upon the recommendation of President Graham, committed the institution to the total war effort “ (Reagan, p. 113)

“[An] early effort, also assisted by federal funds, began in July 1940, and consisted of **vocational extension courses** designed to train industrial workers for war production. Sponsored by the Office of Education, the course Vocational Training for National Defense lasted ten weeks, and provided work in drafting, welding, and mechanics. The program lasted only until July 1941, and trained 479 men.” (Reagan, p. 114)

“**The School of Engineering and College Extension** offered another early war preparation program – Engineering Defense Training. This program began in January 1941, under the auspices of the Office of Education. The program offered **short courses** to scientists, engineers, and production supervisors. It was replaced in July 1941 by the Engineering, Science, and Management War Training Program. The new program allowed some of its students to attend college on a full time basis. One of the more popular offerings in this program was a course in industrial safety. Dean Van Leer of Engineering served as the regional director of the program, which trained more than 10,000 individuals on the campus and at industrial locations throughout North Carolina, including shipyards, textile mills, and aircraft plants.” (Reagan, p. 114)

“One of State College’s most significant contributions to the American war effort, however, was its Navy diesel program conducted by the mechanical engineering department. Directed by Professor Robert Rice, this program began initially in January 1941, as a **ten-week extension course** for civilians.” (Reagan, 117)

“In an effort to reduce the length of time required for a degree to thirty-six months, **the college in January 1942, went on a full four-quarter system.**” (Reagan, p. 118)

“Lampe [*John H., Dean of Engineering*] encouraged another important program during the early post-war years – **engineering extension**. Although **extension coursework in engineering had been offered by State College as early as the 1920’s**, **Lampe expanded these offerings as part of the school’s efforts to serve North Carolina industry**. Under his direction, and **with the assistance of College Extension Director Edward W. Ruggles**, the engineering extension program took two directions, one leading to the establishment of a pioneer technical institute and the other offering extension course work at several North Carolina industrial centers.

“Officials at State College became interested in the development of an off-campus technical institute when they faced the over-crowding in the late 1940’s. Lampe, **Ruggles**, and Harrelson [*John W., Dean of Administration – now known as Chancellor*]

studied several locales before they decided on the location of the institute: the former site of Camp Glenn at Morehead City. **Morehead City Technical Institute opened in the fall of 1947**, and it provided a one-year certificate program for men who were not interested in pursuing a four-year degree. Much of the course work was shop-oriented and vocational, something that State College's School of Engineering had abandoned. **The first institute of its kind in the Southeast**, the Morehead facility was housed in a building donated by the state Department of Conservation and Development, and much of the laboratory equipment was army and navy surplus. Students, often as many as one hundred, lived in barracks and established a student council and basketball team. When the program in Morehead City failed to attract as many students as State College officials hoped, **the institute was relocated in 1951 at Gastonia, where it became Gaston Technical Institute**. The Gastonia location was closer to many North Carolina industries that had supported the program. **This institution served as a forerunner to other North Carolina technical institutes.**

“At the same time, Lampe expanded other aspects of the **engineering extension** program. Working closely with companies such as R. J. Reynolds, Western Electric, and Randolph Mills, members of the Industrial Engineering Department developed between 1948 and 1949 **a program of extension classes** for Raleigh, Winston-Salem, Greensboro, Charlotte, Cherry Point, Asheboro, Franklinton, and Beulaville. By 1952 the programs established at High Point and Greensboro awarded certificates in industrial engineering to students who completed the course. Although much of the program was in its infancy during this period, Lampe and his faculty laid the groundwork for significant future achievements.” (Reagan, p. 133 – 134)

“During the 1950s **the School of Engineering continued to expand its extension program**. In addition to its many short courses for water-works operators, meter readers, sewage plant operators, and plumbing inspectors, **the school also offered night courses at several industrial centers**. After several years of agitation by industrial leaders and campus faculty members, the **General Assembly also provided support for the establishment of the Industrial Experiment Program**, a service which provided technical information to small industries. Beginning operations in July 1955, the program was designed to encourage new industry for the state and to increase utilization of the state's natural resources. The IEP published its own newsletter, which it distributed to industry, and made other efforts to provide technical assistance.

“Continuing its efforts to encourage the development of technical institutes, **the School of Engineering also retained its sponsorship of the Gaston Technical Institute**. At first, after its relocation at Gastonia, the institution offered four one-year technical courses in electrical, television and radio, automotive, and mechanical technology. With a gift of property from the Firestone Textile Company, however, the institute was able to expand its program. Beginning in the fall of 1958 the institution offered two-year programs in civil, electrical, electronic, and mechanical technology. **It continued under the auspices of State College until the mid-1960s when it became part of Gaston Community College.**

“In a further effort to expand engineering education in North Carolina, the School of Engineering also sponsored the development of **an engineering program at Charlotte College**. During the late 1940s college officials discussed the creation of a

technical institute in the Charlotte area, but little was done. In 1956, after a meeting with industrial leaders in Raleigh to discuss engineering education, State College officials opened negotiations with Charlotte College leaders that led to the establishment of a two-year course that was transferable to State College. The program began in January 1957, and it expanded in September 1958, to a four-year program. **This effort laid the basis for the University of North Carolina at Charlotte's School of Engineering.**" (Reagan, p. 155 – 156)

"Two black undergraduates [*the first black undergraduates at NC State*], Edward Carson and Manual Crockett were admitted as freshmen in **the summer of 1956**, with no disturbance." (Reagan, p. 164)

Chapter Four

“The Caldwell and Thomas Years”

“In addition, he [*Chancellor John T. Caldwell*] was able to attract excellent personnel for several key administrative positions. At his direction, the Business Office, long a problem, was revamped under **William L. Turner** and John D. Wright....Under Turner and Wright, Business Affairs became less a mere accounting office and more closely tied to the institution’s educational goals.” (Reagan, p. 169)

“From the beginning of his chancellorship, Caldwell sought to increase ties with the Raleigh community, and he demonstrated effective leadership in this area.... Like other southern cities of the 1960s and 1970s, North Carolina’s capitol underwent rapid expansion: rural people moved to town and northerners flocked to the Sunbelt in ever-increasing numbers. At the same time, two other phenomena – the expansion of the college age population and the **growth of adult and continuing education programs** – provided new challenges to the college. Under Caldwell, N.C. State endeavored to meet these new demands in several ways.” (Reagan, p. 170)

“Caldwell’s administration also saw the rapid expansion of another area that provided service to the Raleigh community, the College Extension. Beginning in September 1961, all college and extension courses, day or night, carried resident credit, thus allowing the institution to provide **a night degree program** for Raleigh’s working population. In July 1965 as the demand for continuing education increased in Raleigh and North Carolina, **the College Extension was renamed the Division of Continuing Education**, a modern term for the program. At the same time, **William L. Turner became the Administrative Dean for University Extension**, emphasizing the growing importance of the program. As the Raleigh area grew, retirees, professionals, and housewives flocked to campus in increasing numbers for professional enrichment, to earn a degree, or to enroll in a few courses because of personal interest.

“Caldwell, urged by Turner and **E. Walton Jones**, who served as acting dean during Turner’s four-year absence with Governor Robert Scott’s administration, initiated new campus programs in urban affairs. Raleigh, like other urban areas of the period, was the locus of many problems; the more well-to-do fled to the suburbs and businesses moved to the shopping centers on the urban periphery. At the same time, racial tensions caused much concern, although Raleigh was spared much of the violence that plagued American cities during this period. All agreed that something must be done to improve deteriorating conditions, and many looked to N.C. State to offer leadership in the field, as it had long done for rural problems.

“In response to these concerns, **the Urban Affairs and Community Services Center** was established in 1966, under auspices of the Division of Continuing Education with financial support from Title I of the 1965 Higher Education Act. Its goal was to bring the research and educational resources of the institution to bear on urban problems. Projects and programs dealt with such urban issues as housing, the environment, social services, and economic development, and the Center cooperated with eleven other

colleges in the Environmental Education Program for North Carolina. By 1969, university staff assisted city planners in Raleigh and nearby Zebulon, and established a training program for social service personnel. At the same time, Caldwell, Turner, and Provost Kelly urged the creation of an urban studies program, and established a committee to study the matter. A masters in Urban Design was approved in 1969 for the School of Design in cooperation with the Department of City and Regional Planning at Chapel Hill. As the program continued to evolve, Caldwell named an administrative board for the Center; campus officials continued to plan for its expansion.” (Reagan, p. 172)

“One of the School of Liberal Arts’ most significant contributions during its early years was its **Fort Bragg Branch, which was conducted through the Division of Continuing Education**. N.C. State faculty, as well as professors from East Carolina Teacher’s College (now East Carolina University), journeyed to Fayetteville to offer course work for Army personnel at Fort Bragg; the program had begun as early as 1947. As the Fayetteville area grew, and as the Army began to urge that its personnel obtain college degrees, the demand for these offerings rose, and the college often conducted classes for almost 3,000 people. In 1962, N.C. State assumed full responsibility for these programs, and plans began for a degree-granting branch. In September 1964, the N.C. State faculty began to offer work at Fort Bragg leading to the Bachelor of Arts in history, political science, and economics. Later, programs in English and sociology were added, as were masters in sociology and education. As responsibilities increased in Raleigh, and the demand to integrate historically black Fayetteville State College became more intense, N.C. State officials decided to withdraw from the program. After three years of negotiations, the Fort Bragg Branch was transferred in 1973 to Fayetteville State University. Like earlier efforts in engineering instruction in Charlotte, the Fort Bragg program conducted by the Liberal Arts faculty demonstrated State’s willingness to foster higher education for important sectors of the state’s population.” (Reagan, p. 175 – 176)

“Engineering extension also expanded as more funding became available. Under North Carolina’s State Technical Services Act and the Public Works and Economic Development Act, financial support for engineering extension doubled. The Industrial Experiment Program changed its name to the **Industrial Extension Service** to give it a title more indicative of its function. The School of Engineering continued its extension classes in several industrial centers, notably Greensboro, Winston-Salem, and High Point. It frequently offered upper level and graduate course work at the centers. Through the offerings at the centers and the Industrial Extension Service, the School of Engineering continued its service to the state’s industrial sector.” (Reagan, p. 179)

“The School of Forestry also maintained its high standing during the 1960s, as its emphasis became less technical and more scientific. All vocational work was placed in a **ten-week summer practicum**, and more time was devoted to science and methodology and less to description.” (Reagan, p. 181)

“During this period, through its University Extension, the institution continued to expand as an urban university. **The Center for Urban Affairs and Community**

Service, established in 1966, remained a part of the university extension organization, and it was joined in 1980 by the **International Trade Center** which was transferred to N.C. State from President Friday's office. It was the completion of the long-awaited **Jane S. McKimmon Center for Continuing Education**, however, that was the high point of the program during the period.

“Plans for the McKimmon Center were discussed as early as 1951, but during the 1950s other building projects had been given priority. The Consolidated University trustees approved the idea of the center in 1961, but no funds were appropriated for the actual construction. The 1965 and 1969 General Assembly failed to provide funds for the structure, in spite of the donation of \$100,000 in ‘butter and egg’ money from the home demonstration women. With the support of Governor Robert Scott and his Director of Administration William L. Turner, former Administrative Dean for University Extension at N.C. State, the legislature finally appropriated in 1971 \$4.25 million for the center. University Extension officials were jubilant for only a short time. Local hotel owners were annoyed because the proposed structure included hotel facilities – something fairly common at other centers of this type throughout the nation – and brought suit against the university. Construction was delayed until late 1973 when the university agreed not to include the hotel facilities. The new structure was finally completed in 1976, allowing the University Extension to move out of its cramped quarters in the 1911 Building.

“With the completion of the new center, William L. Turner, who returned as Vice Chancellor of Extension and Public Service in 1973, took steps to expand the extension program. Much more emphasis was placed on adult learning programs, as demand in Raleigh increased. Beginning in 1978, the center served as the home of a night college established to serve area residents. At the same time, McKimmon Center provided the space for the university to host conferences and seminars for businessmen, as well as academic and extension personnel. By 1981 the center required a 14,500 square foot addition, as University Extension boasted a budget of \$5 million, and served approximately 100,000 people a year.” (Reagan, p. 204 – 205)

“In an effort to improve its relationship with its constituent industry, **the School of Textiles during this period developed its extension program** for the first time. Beginning in 1968 with funds from the North Carolina Textile Foundation, school faculty offered short courses, summer internships and co-op programs, and vocational courses at the high school level. After several years of struggling on inadequate support, the program was greatly expanded when it received state funding for the first time. In the mid-1970s, the textile extension developed a unique program, **Textile Off-Campus Televised Education (TOTE)**, that delivered textile courses to students at selected off-campus sites via television. In the early 1980s this was expanded and televised in several other states. It remains the only one of its kind in the nation. The textile extension program also enabled the School of Textiles to maintain close ties with industry at a time when economic woes contributed to a downturn in the school's enrollments.” (Reagan, p. 213)

“The school [*Humanities and Social Sciences*] also developed a unique **humanities extension program** during this period. Planning for the effort began in the fall of 1975, and a proposal for funding was submitted the following spring to the

National Endowment for the Humanities. Although this initial plan was rejected, a revised version was accepted, and in 1977 the NEH agreed to provide financial support for the program for eighteen months. Faculty in several departments, including English, history, and political science, developed courses and seminars that they taught to off-campus audiences frequently via video tape. The response was enthusiastic, and in July 1979, NEH agreed to increase funding for the project. One popular course, 'Disappearing Roots: The Small Town in North Carolina', attracted over 1,300 people in Asheboro and inspired a downtown revitalization project. When NEH funds lapsed in 1981, the program had been so successful that it received state funding, permitting the school to continue this unique extension service to the state." (Reagan, p. 214)

"Since the day that Walter Mathews and his nineteen classmates enrolled at North Carolina A&M, the state of North Carolina has made considerable progress. No longer part of a stagnant region, the state continues to rely on its important agricultural sector, but this part of the economy is now balanced by the presence of many thriving industries. North Carolina State University and its graduates played an important role in the state's evolution. In the classroom it trained the businessmen, mill managers, research scientists, natural resource managers, designers, engineers, and teachers who became some of the leaders of North Carolina. In the laboratory, its scientists discovered ways to increase agricultural productivity, improve industrial conditions, and make more efficient use of natural resources such as coal, clay, timber, and water, that also contributed to the state's development. Finally, through extension, the university provided information on better farm methods, home improvement, cultural enrichment, and problem-solving services for business and industry that greatly expanded its usefulness to North Carolina. As it prepared to enter its second century, N.C. State continued its mission of service to the state." (Reagan, p. 228)

Chapter Five

“From the Provost’s Perspective”

[The “informal history” of the Provost’s Office written by Dr. Nash N. Winstead is organized thematically rather than being strictly chronological. The reader will note that the citations that follow will describe a theme or program for a period of years, and then will move to another theme or program and follow it through the years. Dr. Winstead’s history covers the period 1955 – 1993, and thus extends this “chronicle” of Continuing Education and Summer Sessions at N.C. State beyond the years covered by Ms. Reagan.]

[John W. Shirley was appointed Dean of the Faculty (title later changed to Provost) in 1955. The position was advisory to the Chancellor on a wide range of issues.] “Two administrative areas were also assigned to the Dean at this time. These were the Library and the **Extension Division**”. (Winstead, p. 3)

“**The NCSC [North Carolina State College] component of UNC-TV** was assigned to the Provost, but **was transferred to William Turner when he became Administrative Dean for Extension.**” (Winstead, p. 5)

“**Programs in Extension, and the business operations of the Summer School and evening programs were transferred to University Extension** when William Turner became Administrative Dean.” (Winstead, p. 6)

“Extension now reports [1993] through the Vice Chancellor for Research.” (Winstead, p. 9)

[From “Report of the Ad Hoc Faculty Senate Committee on Academic Leadership” (1990) – describing the Senate’s recommendations on the responsibilities of the Provost]: “Certain aspects of student affairs, **lifelong education, and public service** might also be considered for his oversight.” (Winstead, p. 13)

[Upon receiving too small an allocation to start a proposed program] “Instead I proposed giving the funds to the School of Humanities and Social Sciences for their budding new endeavor in **Humanities Extension**. This was one of the wisest budget recommendations that I ever made. Today look at the wonderful accomplishments of this program.” (Winstead, p. 14)

“In the intervening years I saw that many of the schools wanted to expand what they were doing in teaching improvement although they used different approaches. This was the best way at this time to get efforts started or expanded in instructional improvement, so I supported all requests for funds for the schools. All were interested in **the use of TV in learning**. These efforts have led to our capacity to deliver off-campus

instruction which in the future is likely to become an even more important part of NCSU's educational efforts. The schools that developed this area the most were: Agriculture and Life Sciences, Humanities and Social Sciences, Engineering, Textiles, and Education. The program in SHASS did a lot of public service types of activities and programs for the University too. **After the SHASS program began to report to the Vice Chancellor for Public Service it continued to televise classes which are taught on Cable TV.**" (Winstead, p. 14)

"Cooperating Raleigh Colleges began in 1967 as a cooperative arrangement with Meredith College.....In later years **the campuses were collaborators in getting a channel on cable television** that provided time for CRC's institutions televised courses and for announcing activities of the various campuses." (Winstead, p. 31, p. 33)

"On June 28, 1962, President Friday recommended to the Board of Trustees that 'At State College, the extension of our undergraduate program to include a limited expansion with an Arts degree to **accommodate the commuter demand.**' On February 1, 1963, Friday wrote Caldwell that the Board of Trustees had reversed itself and that we could have the BA degree." (Winstead, p. 49)

[*Discussing why students do not graduate in four years*] "**A major reason is that we have a very large number of adult students or other students, who for one or more or for all of their semesters, enroll on a part-time basis.** I knew some students who went part-time except for their last year. They may have finished ten years after taking their first course at NCSU. The students working at jobs full-time have no intention of trying to graduate in four years and do not intend to be full-time students. **This is the largest unserved group of the population of the State who wish and need an education at the baccalaureate level.**" (Winstead, p. 54)

"In 1965 Provost Kelly wrote a policy on minimum class size. It reads: 'Normally, the minimum class size for an undergraduate class on our campus is ten students; for a graduate class, five students. **This policy applies during the summer sessions** as well as for all classes during the academic year. If there are compelling reasons to hold classes for a small number of students, written requests should be initiated by the department head for approval by the dean of the respective school and the Dean of the Faculty or the Dean of the Graduate School.' **After I became Provost our summer school budget was not adequate so we could not afford to teach so many small classes. We had to increase the numbers of enrolled students from 5 to 10 for graduate students and from 10 to 12 undergraduate students in the summer sessions.**" (Winstead, p. 55)

"In 1978 we approved a **certificate program** in Political Science which may have been a model for the minors developed later. We began to have certificate programs for students not interested in pursuing degrees in a field. **These were almost always for adults who were working full time** who wished to gain new expertise to improve skills in their present jobs or who wished to gain sufficient new knowledge to enable them to change fields. Most already had an undergraduate or even a graduate degree. Several

such certificate programs were developed by departments by putting together a specified group of courses which would give the student a professional competency. Some of the most popular were in political science and public administration where governmental employees were the primary student clientele, and in computer science where the students came from all fields. **They were somewhat like a minor for non-degree students who did not want or need a degree.** They gave the student some visible evidence to show their employers or prospective employers that they had completed a specific educational program.” (Winstead, p.57)

“In 1962 there was a clarification that **six hours of off-campus extension courses could apply towards a master’s degree.** It was of interest to me to note that none of the correspondence from the Extension Division to the Graduate Dean, to the Chancellor, or to the VP of UNC, and in the reverse direction showed copies to Dean Kelly although the Extension Division reported to him!” (Winstead, p. 61)

“In 1972 we were concerned about transfer credits and requirements for transfer students. To be eligible for graduation they had to satisfy all the specific requirements of a departmental major, the school and the University and to have a 2.0 GPA on their work at NCSU. As finally approved, **individual departments and/or schools could determine their own limits, if any, of credit hours for off-campus classes and/or correspondence courses.**” (Winstead, p. 67)

“For many years we had questions of exactly what was the academic year calendar. We always considered this to mean a nine-month period. In 1979, we tried a system of floating dates, but it seemed that this caused confusion too. These were associated with the beginning dates of the fall semester and the end of the spring semesters. For example, the academic year began on August 18, 1980, and ended on May 16, 1981. For 1981 – 82 we began on August 24, 1981, and ended on May 15, 1982. To avoid this controversy and confusion, because no one seemed to remember the dates and they were important and established the dates eligible for summer pay, we simply began to make these dates August 16, for beginning the fall semester, and May 15 for ending the spring semester. **Policy permitted no one to earn more than three months pay in the summer. These new dates helped everyone to avoid an overlapping of the employment schedules of the fall and spring semesters with the Summer Schools every year and employment for more than three months in the summer.**” (Winstead, p. 76)

“There also are many faculty who may be paid from two or more sources. It is not unusual for a member to be paid from extension and research funds or instructional and research funds, or from other combinations of funds with the commensurate responsibilities. In each case the faculty member has responsibility in the proportion of his/her budgeted salary to perform in the various areas. Research faculty normally did not teach except when budgeted against instructional funds. They did have graduate students and supervised their research and served on graduate student advisory committees. As the years have passed more extension personnel are performing these functions. Some of both advised undergraduates but did so on a voluntary basis.

Similarly extension personnel have taught at both on and off-campus sites and at times have taught courses for credit. However, most of these offerings were non-credit instructional courses or short courses. In later years extension personnel have begun to do much testing of research findings at a variety of sites and to do more and more applied research. In Textiles the organized research lines were usually split with instructional or extension lines. A few extension lines were full time, however many other textile faculty taught some off-campus extension credit and short courses on an overload basis. In Engineering most extension lines were full-time. In Education and CHASS the few lines were part-time with instruction. In these two colleges a person might be on extension for only a short time and then others would be assigned to these functions.” (Winstead, p. 91)

“In 1962 the policies about supplemental pay were not uniform or clear. Each action required special approval. The Institute of Statistics paid supplements from receipts from consulting which were approved annually. **Most of the faculty received payment for Summer School and extension (off-campus credit and non-credit) teaching.** Shirley wrote Ruggles, the Director of Extension, that we needed to have regular approval by the department head of the faculty teaching these courses. He said that if we are to have an alert faculty, we must not permit them to overload themselves to the detriment of study, research and professional development.

“In 1963 the Evening College activities were merged with the regular functions of the departments and schools of the faculty. Salary supplements were no longer paid to faculty who taught on-campus credit courses in the late afternoon and evening. **In 1965 we had one summer session and the rate set for payment was set at two-ninths of the academic year salary. When we moved to two sessions this was changed to one-sixth of the academic years salary for teaching two three-credit courses. Rates were a little higher if two four credit courses were taught.** On March 4, 1968, the Consolidated Council approved the following guidelines for extra compensation for EPA employees:

1. During the regular academic year, an EPA employee on a 9 month or a 12 month contract may earn extra compensation up to 20% of his/her annual salary by teaching in the Continuing Education program.
2. By teaching during the summer school, an EPA employee on a 9 month contract may earn extra compensation up to 20% of his/her 9 month salary. If an employee earns more than 20% for teaching during summer school, justification must be submitted and the Provost must approve an exception to this policy. A teaching load of 6 hours is considered full time, and an employee may not work full time in both summer sessions.
3. During the summer, an EPA employee on a 9 month contract in research may earn extra compensation up to three ninths of his/her regular salary. The maximum that a research employee may earn during one month is one ninth of his/her salary.
4. For an EPA employee on a 9 month contract who is involved in both teaching and research, total summer earnings may not exceed 33.3% of his/her salary. An employee is not allowed to work more than full time in the summer.

I am certain that the figure of 20% was associated with the formula for conversion from a nine to a twelve month contract, which happened to be 20% at this time.

“Once the question of payment to teach in summer school arose for a 12 month employee. The request was for overload pay. I wrote back that I had never approved payment for overload teaching for a 12 month employee in summer school or for a 12 month person employed 100% in research at any time. I did explain that there were several cases of released time being used to hire someone to perform those functions not now performed by the 12 month employee. The units were compensated but not the faculty member.

“After Charles Edwin Bishop in the Consolidated Office as Vice President for Research and Extension devised the policy described earlier, summer payrolls were still being sent to the Chancellor for approval as late as 1973, with a copy to the Provost since his staff had to check salaries and make certain that an excess salary over the 20% was not being paid. When I became Provost, Caldwell assigned this function to me for approval since my office did all of the checking. I also was assigned the responsibility to approve exceptions to this policy in the rare circumstance where it was justified and necessary for the program to be completed. We also permitted up to 20% of the nine-month salary as earnings in Summer School with approval by the Provost to teach and earn more than that under extenuating circumstances. With the increased emphasis on research it sometimes became impossible to find another qualified teacher for these courses in the summer in a few fields. We strongly discouraged this because we felt that some vacation in the summer was needed.

“We had a provision that under certain circumstances, such as directing a major summer project in a training program in summer school, a faculty member could earn from the soft money sources up to three months summer salary if they were not on any other salary budget during this time. No one was permitted to earn more than that amount, except that a person could also earn 20% of that summer salary for extra extension activities. This meant that the biweekly payrolls in the schools and the summer school payroll sheets had to be cross-checked. The policy for any extra compensation for extension activities also had to be cross-referenced and checked to make certain that no policy was violated. At one time Mr. Simpson and Mrs. Strickland did this checking. Later the staff in the Personnel Office including Mrs. Strickland did it. In a very few cases we did find individuals in situations where their earnings from several payrolls would have exceeded 100% for a summer session, for a month or for the three summer months. These were all corrected. In some cases we had to tell the individual that they would have to choose which project that they would work on and be paid from for they could not be paid from them all. A few individuals could not understand why they could not teach full-time in one session and also be paid from their grants for a part of their time to do research. Of course during the academic year faculty who were paid in part from a grant had an equal amount of time and salary released from their academic affairs position. We made no exceptions to this. The cross-referencing of payrolls from different sources was very necessary for fiscal reasons as well as for other reasons; such as, you cannot work more than 100% of the time. Too if we erred, the auditors would

have required us to return those resources to the granting or other appropriate agency.” (Winstead, p. 99 – 100)

“One very important provision recommended that both faculty and staff could have the privilege of registering for courses for a minimal registration fee if space were available in the class. This was made possible by a bill passed by the General Assembly on June 10, 1965, and it was announced on our campus by Dr. Kelly on August 9, 1965. This fee has been \$7.00 per semester for one course for many years.

“These were wonderful privileges for the staff and faculty pursuing a degree; however, they did not help many employees to obtain professional development. This soon was modified so that **employees could take courses even if they were not admitted to the Admission’s Office. They enrolled through what is now called the Adult Student Program.** This was a very important change because it enabled individuals who did not want a degree and certain employees who could not have gained admission to take courses for professional development and improvement. In certain cases other SPA employees took the courses and earned the credit hours needed to gain admission and to enroll as degree students.

“It was in the early 70s with the new UNC system and the Board of Governors, and after expansion to the 16 campuses, that this opportunity became available to staff on all campuses....This was enormously helpful to our off-campus personnel, especially those in the Agricultural Extension staff who were located in the counties and wished to take courses or pursue degrees on campuses closer to their place of employment, but it was even more important to faculty on other campuses because it opened the courses in doctoral programs at UNC-CH, UNC-G, and at NCSU at very cheap rates to the faculty and staff of the other campuses.” (Winstead, p. 109 – 111)

“In the late 1980s the Legislature passed a bill that enabled all citizens **over 65** to take courses by paying only the registration and other fees if there was space available in the course. These citizens also do not count in the budgeted enrollment.” (Winstead, p. 111)

“On March 14, 1968, a report said that with the exception of one Extension Assistant Professor in Sociology who was employed by the Agricultural Extension Service, and **six part-time instructors at the Fort Bragg Division**, all of our African-American EPA personnel were employed as Extension Specialists in the Agricultural Extension Service. This was a sad commentary on our failure to attract black faculty in academic affairs. This lack would not improve rapidly.” (Winstead, p. 126)

[*Quoting from an April 9, 1968 Faculty Senate statement on Racial and Religious Discrimination*] “**University Extension.** We commend the Agricultural Extension Service, particularly the 4-H Club activity, which has long offered professional employment to Negroes, and is abolishing racial distinctions in its internal organization. **This University has done and is doing much to improve the education and the economic well-being of minority groups in the State. Extension activities are of such significance in the improvement of lives of disadvantaged persons that we emphasize our belief that University Extension, including Industrial Extension and the Division**

of Continuing Education, as well as the Agricultural Extension Service, must continue to play a major role.” (Winstead, p. 127)

“On January 8, 1985 Vice Chancellor Turner wrote Mr. Worsley requesting a one-half time position for a black coordinator to assist in the recruitment and retention of black adult students into the Lifelong Learning component of Extension and Public Service. Dr. Clark and I advised Dr. Turner that his component had very few black students enrolled and that if we were to meet our goals **enrollment of African-Americans in the Adult Credit Programs** would have to be increased too. We had encouraged the hiring of such a person. The Chancellor wrote back to Dr. Turner and said that he (Turner) should find the money. Later that same year Dr. Turner developed a plan to try to market our adult offerings more effectively to blacks. When we next got some resources we did provide some funds for this purpose and Extension provided some. This effort continues. However, the desired enrollment of black adults has not been reached in this area of NCSU’s activities.

“On April 11, 1985, the Chancellor mentioned in correspondence with Dr. Turner that:

‘I have invited a group of nine or ten prominent black leaders to sit on a permanent advisory committee to North Carolina State University. Their charge simply stated is to provide us with feedback on the image of North Carolina State University in the black community and how that image could be strengthened particularly to enhance the recruitment of students, faculty and staff. The second part of their charge relates to how may North Carolina State University better serve the black community. Obviously your efforts fall primarily in the latter category but would also deal with the first charge.’

“This is now called the Chancellor’s African-American Community Leaders Advisory Committee. He continued and said, ‘By this letter I am asking that before you attempt to make your plans operational would you run them by Dr. Lawrence Clark, who is advising me in this effort, to make sure that they are consistent with the overall thrust that the university is making to the black community.’” (Winstead, p. 142)

[In a discussion of the Division of University Studies] **“An effort begun by Dr. Donald Huisigh in Life-Long Learning was pursued vigorously by Dr. Charles Korte. It is now the Encore Program of the University....**Yes, Harry Kelly would have been pleased to see the accomplishments of his academic child.” (Winstead, p. 200)

“It came to be that **the system’s staff would scold NCSU’s Chancellors regularly even if the enrollment was only 2% over the budgeted FTE figure given to us.** At times when we received our budgeted FTE figure we advised the general administration that their estimates were too low and that we would exceed the 2% figure, **a factor which they did not consider adequately was our adult student population.** This was **the most under served population in the Research Triangle area.**” (Winstead, p. 203)

“We all wanted to have more adults in our programs. Some of these adults desired to enroll in degree programs and would be admitted to our degree programs

at a later time. My concern was that the triangle's universities and colleges provided so little opportunity for adult students. Before I retired we were teaching around 300 courses and sections each semester in the evening and offered 15 degree programs that enabled students to complete the requirements in the evening....Poulton was a strong advocate for increasing the numbers of adults enrolled both in on-campus and in off-campus programs. It was a pity to cut off enrollments in these evening programs and to turn these students away as we frequently did." (Winstead, p. 205)

"On occasion we would reduce the number of transfers, eliminate entry of new freshmen, and **sharply reduce the number of adult students** to be admitted or enrolled for the spring semester. We did this because our enrollment FTE was based on an average enrollment for the two semesters. I remember one spring when we admitted no new students, except graduate students, and **reduced drastically the planned number of adult registrations in the evening** and the number of credit hours allowed for these students. **The issue was** not whether we have space in the classes being taught at night, but **whether we were about to go over the danger point in the budgeted FTE.**" (Winstead, p. 206)

"I always thought that in our state, which had well below the national average of high school graduates attending college, **we should have been working harder to increase the number of students attending college, including the adults who were so under-served in the Research Triangle area.** The increases in enrollments for us were in the adult and graduate areas and were not in the increased numbers of new high school graduates. (Winstead, p. 207)

"The special or adult student route, along with correspondence courses and Summer School, has long been one that a student could use to earn admission to NCSU. After students had completed satisfactorily a specified number of hours, including composition and math (and for some programs, specific math courses), they could be admitted to NCSU. Summer School and correspondence courses have also been the way suspended students could obtain the GPA needed to be readmitted. In 1989 the Admissions Committee recommended that after a period of absence from the university, a suspended student be permitted to enroll as special or adult student to try to re-earn admission. The issue was referred to the Faculty Senate and in 1991, a policy change was adopted which permitted suspended students after only one year's absence from the university to be allowed to use this mechanism to earn the opportunity to gain entry to the university again. Other requirements for eligibility for Lifelong Education courses included:

- a) have acquired a high school diploma or GED certificate;
- b) not have been suspended from any college or university, including NCSU, for two full semesters not including summer sessions;
- c) not be a degree candidate at North Carolina State University; or
- d) be high school students who have been recommended by their school and approved by the Admission's Office to take lower level courses."

(Winstead, p. 207)

“In 1964, after approval by the Board of Higher Education, a four year degree granting branch was established at **Fort Bragg**. For years during and after World War II we taught courses at Fort Bragg. When the courses were taught and degrees not offered, **the program reported to the Director of Continuing Education** and through him, beginning in 1955, to the Dean of the Faculty. The first Director of the four-year program at Fort Bragg was **Dr. Horace Rawls**. He soon resigned the position and returned to Raleigh where he held a professorship in the Sociology Department. **Dr. Millard P. Burt**, Academic Dean at Methodist College, was appointed Director and assumed responsibility in 1965. The position continued to report to **Dr. Jack Suberman**, Director of Continuing Education, until he left NCSU in 1967. I was appointed as Assistant Provost at that time, and the program began to report to me.

“A study of the college program at Fort Bragg was presented to the Board of Higher Education in 1963. It described the semester schedule which varied from that of the Raleigh campus in that it had one summer semester and four semesters during the academic year. These time periods more nearly met the needs of the military personnel who constituted the majority of the student body. The program was to include degree programs in Economics, English, History, Political Science, Psychology and Sociology. We were to teach all of the courses required for a BA degree. Obviously we could not provide the great diversity of offerings that we did in Raleigh. It was to be staffed by resident full time faculty with some faculty from the Raleigh campus who commuted to teach courses and some part time faculty. Some of the part-time faculty were members of the army and air forces who had doctorates and were stationed at Fort Bragg and the Pope Air Force Base. Others were faculty at local colleges. We had some problems when students were sent by the military to cover emergencies all over the world, but the program proved to be capable of flexibility and adaptable to these and other issues where almost all students were part-time. This was one of the major reasons for having five semesters during the year. Members of the Fort Bragg and Pope Air Force Base civilian staff and family members of the military were also eligible to attend. After the undergraduate program was transferred to Fayetteville State University and when NCSU, ECU and UNC-Charlotte established several masters programs, the civilians in the Fayetteville area also could enroll. NCSU’s graduate programs reported to their departments and to Associate Dean James Peeler of the Graduate School at NCSU. These graduate programs did not last for many years. They were phased out in 1982 and will not be discussed further.

“The undergraduate degree programs were established so that the faculty and the academic content and the courses to be taught were identical to and under the control of the departments on the NCSU campus. The scheduling, the registration of students, the recruitment of students, and the collection of tuition and fees were done by the staff at Fort Bragg. Student records were kept by the Registrar at NCSU. Actually while the departments approved all of the faculty who taught at Fort Bragg, it was Dr. Burt and the other faculty at Fort Bragg who recruited and found most of the faculty who were hired and worked there. The military was the most effective recruiting agent for students. The military also provided the library and all of the physical facilities required for the program. Mr. William A. Edmundson, Director of the Army Education Center at Fort

Bragg, gave the strongest possible support to the program and he deserves much credit for its success.

“We provided the same contracts, benefits and privileges to faculty at Fort Bragg that we provided to the faculty on the NCSU campus. Many of the students at the Fort Bragg Branch had attended other institutions and had made some progress towards a degree elsewhere before they enrolled in the NCSU program. Studies about our students at Fort Bragg indicated that they were very well qualified and truly exceptional academically. They were dedicated and worked very hard on their courses and were on the average older and more mature than the students on the Raleigh campus. This was a very successful program.

“We were operating a program in the backyard of a sister institution, Fayetteville State University. Chancellor Caldwell told the Faculty Senate, and recorded on page 122 of the Senate’s 1969 – 70 minutes, ‘The enrollment of the Fort Bragg Branch is presently about 1000 students with a staff of 16 to 18 faculty.’ We actually had more FTE faculty than that. He also said that a legitimate question that could be raised was why local colleges had not taken on this program when it started in 1964, and he indicated that, ‘In general the private institutions were not interested and the State supported institution, Fayetteville State Teachers College, did not have sufficient budget and other resources to take on the project. However, the situation today is that Fayetteville State Teachers College has been designated a University with a sizable improvement in budget and, incidental to the question they have a new president.’ On December 12, 1969, Chancellor Caldwell wrote to the President of Fayetteville State University (FSU) offering to cooperate with his institution in strengthening their program and in obtaining their cooperation in the Fort Bragg Branch with the eventual goal of turning the program over to FSU. He indicated that this action was not a result of the HEW report but was purely and simply a common sense move. He indicated that the authorities at FSU and the authorities at Fort Bragg had indicated a favorable response to this recommendation. The proposal was formalized and the Board of Higher Education gave its approval on April 17, 1970 for the transfer to be started and for Fayetteville State University to assume responsibility for the Fort Bragg Branch on July 1, 1973.

“I was given the responsibility to work with FSU to facilitate a smooth transition of the program and to ascertain that it would be transferable by July 1, 1973. I met with the administrators at FSU, Dr. Burt and Mr. Edmundson many times. While I got much of the credit for the orderly and smooth transfer, most of the credit must go to Dr. Burt and to the faculty who handled the matters of transfer and public relations in a splendid manner. Most of the faculty at Fort Bragg transferred to FSU at the same ranks, salary and with the same privileges that they held at NCSU. A few who had planned to leave us left at that time too. Four were transferred to the Raleigh campus. These were Dr. John W. Magill in Psychology, Dr. Cleburn G. Dawson in Sociology and Dr. Millard P. Burt and Dr. Conrad Glass in Adult and Community College Education.

“At the meeting of the Southern Association of Colleges and Schools in December of 1973, the accreditation of NCSU including the Fort Bragg Branch was reported. The Southern Association accreditation team had visited the Fort Bragg Branch just prior to its transfer to FSU. Of course the transfer which was to occur was known and understood by the accreditation team.” (Winstead, p.216 – 218)

“In January of 1956, Dean Shirley was appointed to represent the administration on a **special Calendar Committee** with representatives of the Faculty Senate.....There were several recommendations made by this special calendar committee which were later adopted which established calendar policy for years. These affected both the summer session and the academic year calendars. **In this action two six week summer sessions were to be held instead of one longer session. It was stated that ‘Until the summer session is regularly appropriated for, the second six weeks session should be held to a minimum size to meet a recognized demand.’** Soon there were regular appropriations, but they were never funded adequately with necessary support funds for instructional supplies and equipment in the summer sessions. Some special summer programs could be held, even though they did not coincide with the regular schedule of the summer session periods. An example at that time was the Institute of Statistics’ summer program. Later a number of Agricultural Extension and NSF grant sponsored summer courses in a number of scientific areas were taught for varying lengths for high school students and for high school and college teachers. The first session of Summer School was to start as soon as practical in June after the end of the regular academic year session. At this time, all summer session classes were to meet five days a week. The credit hours for courses were changed for the summer sessions rather than varying the number of days and hours different classes would meet. This did not work, and created so much confusion that soon courses continued to have the same credit hours as they had during the academic year. The contact hours also remained nearly the same as those of the academic year. In this way a three credit course did meet as many days or hours as did a four credit course.” (Winstead, p. 223)

In 1962 – 63, several recommendations came from the Faculty Senate that were approved. It was recommended that we move to a calendar that ended the semester before Christmas, but this would not be approved until several years later. This change would later be sought by all. After it was adopted it was of great educational benefit, but it has led to some very hot dormitory rooms and classrooms at the beginning of the fall semester. **Also recommended that year was that we move to a summer session of two sessions with five and one-half weeks in each.** This last recommendation was approved and still exists today. (Winstead, p. 224)

“In 1963, there was another study of the calendar, with a recommendation that we go back to the quarter system. This was opposed by a majority of the Faculty Senate members and by many others. In 1964, the Senate opposed starting the fall semester in sufficient time to end before Christmas. Among other matters discussed was a cube system for **year round operations**. After much debate, that proposal did not gain support, and it was a good thing that it did not succeed, because everywhere the cube was tried it was not practical and did not work. In fact, in most places it was a financial disaster, for it was not possible to get students enrolled in sufficient numbers in the summer to have four sessions balanced in student enrollment. The cube concept was intended to utilize the facilities and faculty maximally throughout the year.” (Winstead, p. 224)

“In 1966 – 67, the calendar was still being discussed in the Senate. The Graduate School was concerned about the length of time after the spring semester’s ending and the beginning of summer school. By January 1966, the discussion had arrived at a calendar that would conclude the fall semester before Christmas. The debate continued, although NCSU was ready to implement the changes for the fall of 1966. **The new calendar would change the starting dates of summer school so that it would begin approximately one week after graduation in May.** The School of Education had concerns, for this would prevent the public school teachers and high school graduates from coming to the first summer session.” (Winstead, p. 225)

[In 1972] “That year the **Saturday classes in Summer School were deleted** too.” (Winstead, p. 226)

“In 1973, a recommendation was proposed to start the first session one week after the spring graduation exercises. As discussed earlier, there were a number of concerns because this would eliminate high school graduates and teachers from attending day classes in the first summer session. At this time we did not teach many if any classes in the evening in Summer School. These students could attend classes the second summer session, and they did. We taught the classes that new entering students and school teachers would need in this session and the enrollment in the second sessions increased.” (Winstead, p. 226)

“**Extension** One of the duties assigned to Shirley was oversight of NCSC [North Carolina State College] University Extension. This was the continuing education component and did not include the programmatic extension components in the various schools, but all of the personnel matters for all on-campus extension personnel in the various schools which required approval by the Dean of the Faculty. Shirley began to appoint the University Extension Committee. Soon after Kelly came, he recommended the membership of that committee to the Chancellor who appointed the committee. The Chancellor continued to make the appointments to the committee after the Division of University Extension was created. When the Committee on Committees was established, this committee then nominated members of the University Extension Committee.

“**During Shirley’s tenure we had off-campus extension programs at Gaston College (Technical Institute) in engineering, which reported to NCSU. This became the first campus of the Community College System and stopped reporting to NCSC. We also soon had the first two years of an engineering extension college program at Charlotte College which later was to become UNC-Charlotte.**

“When the Administrative Dean for Extension was appointed, Continuing Education functions were transferred from the Provost to the Division of University Extension under the supervision of Dr. William Turner who reported to the Chancellor. **This unit supervised or had oversight for all short courses and continuing education efforts, including those short courses taught by and managed by extension units in the academic departments and schools.** It did not have supervision of extension personnel and programs housed by academic departments in the schools.

“**Operations for management and the budgets of the summer sessions and scheduling and registration for the evening classes** reported to Dr. Turner whose title

was soon changed to Vice Chancellor. Both the off-campus credit offerings and the summer sessions continued to report to the Provost for academic content and for personnel who taught these courses. This procedure continued until 1993. This section is now called the Adult Credit Programs and Summer Sessions. The Provost had to approve or concur with most of the policies of this Division. For example, no courses for University credit could be taught unless they were approved through the regular mechanisms for course approval. All faculty who taught credit courses had to be approved and were usually selected by the academic units. If a non-campus employee was hired to teach any credit offerings, the faculty member had to be appointed through the regular appointment process.

“Each year the enrollment of summer sessions grew and grew. More and more courses had to be taught. Many of the students used Summer School to make up for lack of progress or to regain eligibility to return to school in the fall semester. More and more they came to gain extra credits towards graduation and to speed up earning their degrees. We found that a large number of public school teachers took courses in the second session of Summer School, and many students from other colleges and universities who lived or worked in the Raleigh and Durham areas during the summer came to NCSU to take summer session courses.

“In 1968, Dr. Turner, Administrative Dean for University Extension, made a request for funds which would establish an Evening College as a separate College and which would report to the Administrative Dean of Extension. The files of that year make it clear that a decision was made which would continue to have most student services, registration and records, et cetera, provided by Student Affairs with some support to Continuing Education so that the students could register for evening classes conveniently at the McKimmon Center [*Editor’s note: in 1968, Continuing Education was located in the 1911 Building....the McKimmon Center was not occupied until 1976*] with its adequate parking. The academic offerings and instructional positions would continue to be allocated to the existing academic departments and schools, for the instruction of classes in the evenings. It was true that from time to time, especially in the early years, a department or a school might try to forget that a part of their positions and academic budgets was allocated to provide for the teaching of evening classes. As this component of our instructional program grew, getting courses taught in the evening was not a serious problem. In only a very few cases did Provosts have to point out that a unit would have had no increases in positions if they had not been teaching students in the evening. I understand even today an occasional unit needs the reminder that without the evening courses they would have to return positions to the Provost. The demand for evening courses has grown enormously. Before I retired in 1990 we had begun to offer 15 degree programs in the evening, and today about 20 degree programs can be completed in their entirety by taking courses in the late afternoon and evenings. Most of these are masters degree programs. In 1990 we taught more than 300 courses, and at present we are teaching more than 400 courses and sections per semester in the evening. This has been very important to the adults who work full time and who wished to continue their education, by taking courses for pleasure, for professional development or to earn a degree.

“The Vice Chancellor for Extension and his staff managed the approval mechanism for getting **courses taught for credit at off campus sites**. The BOG [*Board*

of Governors of the UNC System] required approval by the BOG staff of any courses taught out-of-state. The BOG developed a cumbersome in-state approval mechanism requiring that the teaching campus get approval for any off-campus credit course to be taught in a county or in an adjacent county to an existing UNC campus. For example, if we wished to teach a College of Textile's course in Alamance County in a textile manufacturing plant to the employees of that company at that company's expense and request, we had to get the approvals of UNC-CH, NC Central University, NCA&T and UNC-G. None of the campuses had a program in textiles except for those courses called textiles which were taught in home economics departments. Of course our courses did not duplicate or resemble any offered on those campuses. Occasionally, but rarely, we did get an objection from another campus to our teaching such courses in Alamance, but we were able to appeal the objection and to proceed anyway. The VC of Extension handled these approvals and reports with the system administration. Besides handling the advertising and the registration of evening classes, **VC Turner headed our campus efforts to get more classes produced for TV and delivered by Cable TV.** Extension even financed the production of some of the early TV courses. The content of the courses were the responsibility of the academic units and were approved if they were new courses via regular academic procedures.

“This **unit also managed the arrangements and logistics for short-courses taught on and off campus.** This was a major undertaking, and continues to be a major effort, an important example of educational service to the people of the entire state and to the economy of the state. We have taught short courses to over 100,000 persons annually on campus for many years, and to another large number of groups at off campus sites. This is another example of the type of program that operates almost entirely on the income from fees charged to student participants. In many cases these fees are paid by the company or organization which employs the participants. **The Provost had little to do with this operation, except to be proud of its accomplishments.** He was involved in the approval of any exceptions to the guidelines on earnings for extension activity by faculty of the NCSU campus.

“The Provost was also expected to review all of the salary increases and appointments for its personnel from this unit. In 1973, Kelly questioned and disapproved some of the salary increases proposed. However, Caldwell felt that the increases should be approved. He said:

I like to presume the concept that all salaries on campus be subject to a central review for coordination and policy overview. But I also respect the line of responsibility which is held by such offices as the Vice Chancellor for Extension and Public Service, the Vice Chancellor for Business and Finance, the Dean of Student Affairs et cetera. The particular sequence in this case now is a bit awkward and I need you to suggest a handling of it that cures the awkwardness. After all you're our genius on smoothing things out.

“For many years we had large extension operations in SALS, and smaller units in the Schools of Forestry Resources, Textiles and Engineering. Later extension units were added in Education and SHASS. Later still the College of Veterinary Medicine had its own extension personnel and some of these were joint or associate faculty with CALS.

“In the 1960s, Drs. Kelly and Caldwell approved Dean H. Brooks James’ recommendation that persons employed on a full time basis in extension carry academic rank if they were employees and members of academic departments on campus. Of course they had to meet the qualification for the various ranks. Others would continue to be Extension Specialists. Those who taught or who did research could carry a professorial title without the Extension prefix. More and more of the Extension Faculty began to do applied research and were becoming involved more often in the education of graduate students. With the recommendation of Dean J. E. Legates and George Hyatt, Director of the Agricultural Extension Service, we dropped the use of the Extension prefix to an academic rank in SALS in almost all cases. Many of these faculty had appointments with part time assignments in extension and in either instructional or organized research functions. The prefix “Extension” was used only in those cases where the person performed only extension functions. I later agreed with the same two individuals that those persons employed in Agricultural Extension in discipline specialties such as Home Economics could also carry the academic ranks with the Extension prefix. **We had been consciously trying to make the three functions of a Land Grant University truly equal because extension had been looked upon by the research and teaching faculty and others as a function of lesser value.**

“As we added extension functions in the other schools, the faculty performing extension functions could not be distinguished from other faculty, and usually had performed and acquired their rank in teaching and research. They were almost always serving extension in a part-time capacity and were likely, if full time, to stay in extension for only a short while. This came to be the practice in all of the schools except that most of the extension personnel in the Colleges of Forest Resources and Engineering and many in CALS continued to work full time in extension. While we did not have extension positions in Design and in PAMS, some regular faculty performed part-time or even full-time in extension functions. This was true in Management too, but we did add a position for the Center of Economics and Business Studies to provide a central focus to encourage both research grants and contracts and extension activities with industry, business, and government agencies by these faculty.

“The question continued to arise of how or whether extension activity be counted in tenure decisions when there was no organized extension activity in a department? I recall one case when a faculty member, an assistant professor in PAMS without tenure, came to talk to me about this concern. He had definite ideas about extension needs in his field. I told him that we, in Holladay Hall, would have no difficulty recognizing these as suitable for promotion and tenure decisions, but he must make certain that the senior faculty, his department head and school dean agreed. In this case they did. I recall a similar discussion with a faculty member from SHASS. In this case I gave the same advice; however, I told the faculty member I doubted he would get a favorable response. I had met recently with the department heads in SHASS and did not get a feeling that extension activity would be considered as equal to traditional scholarship in his department. The faculty did not agree at that time that extension should be the equivalent of research. He was later promoted after making the traditional contributions. Since I retired, extension activities have come to be recognized in CHASS, and at least two faculty in two different departments have been promoted with their extension activities

recognized as suitable contributions by the senior faculty in their departments. Both of these faculty also had made some traditional scholarly contributions.

“One function that provided a lot of valuable extension activity was the faculty consulting activity with industry, government and business. The Provost did not become very involved here except to be concerned that the activities did not interfere with campus obligations and that they were not excessive. The school deans and the department heads were responsible for overseeing compliance with policies concerning these activities. If a request or plan for consulting got turned down by these administrators, the appeal would come to the Provost for resolution. I had very few appeals. The annual records for reporting to the UNC General Administration for consulting activities were coordinated by the VC for Research.

“For many years **correspondence courses** were developed by faculty in departments were processed, organized, advertised, and registered for by the Adult Degree Credit Program of Extension. In 1974, these courses were now called Independent Study and were transferred for all campuses of the UNC-BOG system to be managed by the UNC-CH campus. This made all of the correspondence courses more visible and available to all citizens of the State who wanted to take courses by correspondence. This enabled one advertising document and one registration procedure to be used by all. The courses were still handled on each campus by the same faculty as before. The term Independent Study was accurate for these types of courses. However, there are a large number of independent study approaches available on-campus which were handled for students in their regular course registrations on-campus. These individualized learning courses were also called independent study.

“In 1990, the programs of Continuing Education were assigned to report to the VC for Research, and those now entitled Adult Credit Programs which include Summer School, the Evening Classes, and the off-campus credit courses began to report through the Vice Chancellor for Research to the Provost. The position of VC for Research had been renamed VC for Research, Outreach and Extension. The position for Vice Chancellor for Extension was dropped. The name of this unit was changed to Outreach, Extension and Continuing Studies.” (Winstead, p. 229 – 232)

“**Summer Sessions**.....Until the program in University Extension was established in 1967, the Summer School program reported directly to the Dean of the Faculty. Although the program for most of the years covered in this history did not report to the Provost for management purposes, academic offerings and academic functions did report to the Provost, and summer sessions followed all academic requirements of the University. Only undergraduate and graduate courses approved through the Courses and Curricula and Graduate School procedures were taught. We did have summer courses designed specifically for programs for high school teachers, college teachers and some supported by NSF and other granting agencies, and courses for Agricultural Extension personnel. Other special courses were taught and some of these were taught at irregular times that did not mesh with the beginning and ending times of the official summer sessions. All of these courses were sponsored by academic departments and were processed through the appropriate committees of the schools and of the University. In 1991, the Summer Sessions Program merged with Adult Degree Programs under the Director of Summer Sessions and once again management was

transferred to report to the Provost through the VC for Research. This is now called Adult Credit Programs and Summer Sessions.

“All faculty who taught were approved by the academic units through channels, including the Provost. Rules for minimum course sizes were approved by the Provost. This was done in part to help the Director escape the wrath of a few faculty who could become upset if exceptions were not made for them when they taught their summer courses. We also had requirements that were established by the UNC Board of Trustees for compensation prior to the establishment of the BOG. These required that all faculty who received more than 20% of their academic year base pay were to be approved by the Provost. This was done intentionally to encourage faculty to take some vacation. More details of these policies can be found in Chapter Three in the section on *Salary Administration*.

“The summer sessions operated under their own separate budget, but it followed all of the academic, management and budgetary procedures and processes of the University. It was quite interesting and complex to plan for the first summer session, which operated under one fiscal year budget and the second session which operated under another fiscal year budget. There were many times when we did not know what the budget for the second session would be until the session was almost over, or even after it was over. This came to be the usual dilemma after the General Assembly began to meet annually and to adjourn in late July or even later. Fortunately the unexpended funds from the second session were available for the first session in the next year’s summer session. We usually operated the second session budget very conservatively. It was only in those years of budget cuts that we were very severely restrained in the first summer session. Of course it was nice to know the exact amount of the budget for any summer session before it began, but that will be impossible unless we can persuade the Legislature to adjourn before July 1. We could not over-spend the summer session budget or take losses into the next fiscal budget or into the academic year budget, so it took very careful planning by the Summer Sessions Director in collaboration with all of the academic departments.

“In 1956, the Administrative Council approved two six-week summer sessions. In that year they also proposed that a Director of Summer Sessions be appointed. The first was Phillip Rice, an Associate Professor of History. Since there was a surplus in the Summer School budget in 1956, Bostian wrote Shirley that he was approving the payment of \$50.00 more to each faculty member who taught in the summer session. The base salary schedule mentioned in 1955 was \$900, \$1050, \$1200, and \$1300 for instructor through professor for a full load of 15 contact hours per week for teaching in Summer School. Fifteen hours of lab was considered as a two-thirds load. These salaries were not at the levels of Summer School today and the load was different from those which are used today and described in Chapter Three in the section on *Salary Administration*. Research courses and graduate thesis supervision have not been counted in the pay for Summer School. We had a minimum class size of five students for graduate classes and of ten students for undergraduate classes. For the summer sessions in 1973, we had to change the enrollments in Summer School from five and ten, to ten and twelve for graduate and undergraduate classes respectively. This change was necessary because of the large number of small classes, especially graduate classes, being scheduled, and the Summer School budget could not afford the large number of small classes.

“In 1960 **Jack Suberman**, a member of the English faculty, was named as the Director of the Summer School. He served until 1967 and gave considerable leadership in the early development of procedures and processes for the Summer School. **Charles Kolb**, who was on the faculty in the Department of History, was appointed as Assistant Director in 1965. After Suberman left NCSU, William Turner was the official Director, but Kolb really ran the summer programs. He was named Director in 1974. In 1979, **John Cudd**, who was Associate Director, was named Director to replace Kolb on his retirement from the University. Cudd continues in that position.

“In 1972, there was a projection that the enrollments in Summer School would begin to decline in 1978 and following years. These projections were very far off target. There were also similar gloomy predictions on the enrollment of students in universities. These projections were made on the basis of similar cohorts of high school graduates going on to college in 1972 and in 1978. They did not take into account the increased proportions of high school graduates that would attend college or of the increase in the numbers of minorities who would attend college. **The factor most overlooked, and which has contributed to the greatest increase, was the very large increase in the numbers of adults who would take advantage of educational opportunity, and that colleges could actually change enough to offer courses at times that working adults could take advantage of them.** In 1979, Director Kolb and Associate Director Cudd came to see me to discuss a need for making our programs available to working adults by offering evening classes in the summer sessions. We also decided that we would let students make a tuition payment in one session for those few courses that were taught over the two summer sessions or for ten weeks. We would pay the instructor in such classes in two installments of one-half of their salary in each summer session. This was a wonderful idea, and we began once again to take advantage of offering adults more courses at times suitable for them to take courses. For these and for other reasons we don’t know about, our Summer Schools have continued to grow in enrollments and in the richness of course offerings.” (Winstead, p. 232 – 234)

APPENDIX

**The Extension Division
Of
North Carolina State University
1924 – 1965
By
Elizabeth C. Waugh and Edward W. Ruggles**

[In reading Alice Elizabeth Reagan's Narrative History of NCSU, I came across several points where she cited some printed material on the Extension Division's history authored by its long-term Director Edward Ruggles. Mr. Hermann Trojanowski, Assistant University Archivist, discovered what he described as a "20 page typescript" by Mr. Ruggles in the Institutional History collection in the Special Collections Department of D. H. Hill Library. This Appendix is that "typescript"]

The Beginnings

Inasmuch as the scheme of extension studies as related to institutions of higher education was begun in England, circa 1850, it follows that North Carolina State University efforts in establishing such an outbranching was relatively early, 1924.

Actually, N.C.S.U. Extension Division was not started consciously or by plan as such. It was rather happenstance which grew out of the need to attract students to the Engineering School's bonning Ceramic Department. There, Dr. Arthur F. Greaves-Walker, while initiating the new Department simply had no students. The courses were being set up, the curriculum established, and the equipment installed – still there were no enrollees.

It was decided then that the College Library, later D. H. Hill Library, should manage the technical traffic of handling, in order to encourage students, about fifteen **correspondence courses** in ceramic engineering. The courses were advertised in various technical journals throughout the world and became instantly successful, enrollees coming from Africa, Germany, Sweden, and Australia. Offered were such studies as Firing, Pyrometry, Kiln Construction, and Metal Enamels.

About this time the then head librarian of the College, Frank Capps, was given the dual role of Director of Extension as well as Librarian and his office managed registrations, assignments, corrections, and criticisms of the existing, earlier-mentioned ceramics correspondence courses. An appointee of College President, Dr. Eugene Clyde Brooks, Mr. Capps remained in this capacity until 1934, at which time he resigned.

In the meantime, March of 1926, **Edward Wolfe Ruggles** of Southern Pines, North Carolina and an N.C.S.C. graduate in Electrical Engineering with a Master of Science degree, had been asked by the College to join the faculty of Electrical

Engineering Department for the purpose of teaching a series of courses in Industrial Electricity for the Carolina Power and Light Company. As well, he was retained to teach regular N.C.S.C. summer school classes in electrical engineering, the session when extension courses were not so demanding. The new extension curriculum, inaugurated and sponsored by the College, of course, was ostensibly the beginnings of what was shortly to become the "Extension Division." And added soon now to the roster of correspondence studies were diversified courses such as: English, education, psychology, sociology, mathematics, history, political science, agriculture, and engineering. (The number of correspondence offerings had then, 1965, grown to about 100 courses with an annual enrollment of about 2,000 students.)

In the earlier part of World War II an unusual educational program was set up by our Armed Forces and was designed to meet the needs of soldiers, in whatever capacity, to continue their learning. The courses were to be sent world wide and were designed both for non-high school graduates and for college level army personnel. It was called the Armed Forces Institute or USAFI.

Progressive extension divisions everywhere were solicited to participate in offering correspondence courses of every variety to "the boys". And one can imagine their variety and scope.

N. C. State College, with its active correspondence course reputation of 100 college-credit courses, was naturally contacted and a contract between the College and USAFI was consummated as all NCSC correspondence courses became available for army distribution. The College was to register students, furnish them with available courses, and supply textbooks. The USAFI was then to pay a portion of the cost. (Eventually two non-credit courses in poultry science were prepared at NCSC and were sold to USAFI to become a part of their offerings.)

Lessons were mailed out and back in for correction just as in the case of regular civilian students. Enrollments came in from military personnel throughout the world. One case in point will serve to indicate the ensuing enthusiasm for the program – it is of record that one student mailed back to Raleigh his final examination, added to which was an addenda verifying the fact that he had done the final correspondence paper under heavy enemy shelling, in a foxhold on Anzio Beach, Italy.

Contracts with the USAFI are still going on and registrations continue to be received from all parts of the globe. There were 447 members of the armed forces enrolled in January, 1971.

Going back a little, the student response to the aforementioned electrical training courses was instant and overwhelming, whether required by Carolina Power and Light Company or as voluntary participants. Classes of about thirty-five students each were conducted in Raleigh, Sanford, Rockingham, Fayetteville, and Hartsville, South Carolina. Often space for these sessions was wherever obtainable, in a vacant office, an unused college classroom, or even a church. Here, it might be added that the women's auxiliary of the church often served free coffee and cake, a delight to Mr. Ruggles who, at that time, was on the road instructing the classes Monday through Friday. That demanding schedule lasted two years, 1926 – 1928.

Circa 1928, since most of Mr. Ruggles' work had been with extension classes of the College, it was determined that his office should be moved from the Electrical Engineering Building, now Winston Hall, to the D. H. Hill Library which later became

Brooks Hall. With this change, his official title was also changed – from Instructor of Electrical Engineering to Assistant Director of Extension. Here then was the actual beginning of the College Extension Division since, until that innovation, no credit accountable toward a degree had been given.

Raleigh Night Classes

Raleigh night classes were now inaugurated in history, education, English, geography, mathematics, psychology, and sociology. And just as the earlier correspondence program, from this small beginning the Raleigh night classes have grown at Raleigh's branch of the Greater University to an enrollment of more than 2,000 – courses taken both for University credit and for individual satisfaction. Naturally, many other subjects were added as the Night Class Program expanded to meet demand.

Apropos here, it should be mentioned that after the stock market crash of 1929 and during the ensuing depression no public school teacher in North Carolina could receive a merit raise. There wasn't enough money in the State's cash box. Teachers' salary raises became possible only when the individual elevated her or his teaching certificate by means of acquiring more college work. Consequently, the major functions of the Extension Division during this period, almost up to the 'forties, were the correspondence program and the night classes. These courses, which allowed college credit to enrolled teachers were offered at various points in the State from Raleigh to the North Carolina Coast, not toward the west. Reasons for the Extension Division's general territorial circumscription had to do with agreements between Chapel Hill and other smaller colleges offering a similar kind of curriculum.

Actual geographic locations of the classes included Smithfield, Rocky Mount, Hertford, Elizabeth City, New Bern, Kenansville, Beaulaville, Clinton, Kinston, Snow Hill, Farmville and Wilson. And here it should be said that these classes were available not only to teachers but to interested enrollees as well.

Concerning these lean, no-money years, one anecdote might be told here rather as an accent for documentation. A dedicated teacher who was widowed and had children to support found that she could only survive by raising her certificate and therefore her salary. Toward this aim she enrolled in the extension courses but could not pay her fees. Understanding her plight, Mr. Ruggles hired the woman on a temporary basis in his Department so that she could "work out" her tuition. So later, as a thank you to the Department, she reciprocated by bringing to the staff bushels of fresh vegetables and fruit in season, from her farm outside of Raleigh.

Short Courses and Conferences

Early in the 'thirties decade the "Short Course and Conference Courses" were inaugurated, a short course or conference being a noncredit program generally lasting from one day to one week. They were offered to supply specific training and information to groups in industry or in the professions.

These courses as well as some others mentioned earlier were designed and conducted by various professors from the departments in which they taught in the regular College curriculum. **The first Short Courses included the Electrical Meter School**

which was established for meter testing, maintenance, installation, repair and other functions in the power industry. This schooling also brought to the enrollee any new innovations in the field.

Another early course in this general category was for water plant operators in North Carolina. And it is well to bring out here that through this study the plant operators have developed a self-accrediting program.

From these beginnings the Short Course and Conference programs of the Division have developed into a program which in 1969 – 70 includes more than 185 such courses and conferences operating under the University's Extension Division – now called the Division of Continuing Education.

As for example, during the school year of 1964 – 65, there were 110 short course and conference students attending classes on the campus in Raleigh and throughout the State every school day of the year. This totaled 27,730 conference days. Too, as an addenda, besides the meter and water works schools, which are still conducted annually, the short course and conference programs included, at various times, such areas as: Linear Programming, Critical Path Method, Fluid Mechanics, Fluid Mechanics and Applications, Experimental Mechanics, Applying Advanced Motivation Concepts, heating Service School, Textile Fundamentals, Hospital Maintenance Management Conference, Air Pollution Symposium, Aspects of Physics of Modern Fiber Processes and Products, Highway Safety Workshop, and How our Business System Operates. **David B. Stansel**, employed by the Division in 1950 and an N.C.S.U. graduate in Industrial Engineering, was chosen to conduct the Engineering Short Course Program. He is now Associate Director, Division of Continuing Education, North Carolina State University.

Also among these myriad extension programs there were some which were directly related to the School of Agriculture: Flower Show School, Farm and Small Business Income Tax, Agricultural Chemicals, Modern Farming Short Course, Dairy Fieldmen and Sanitation Conference, Beef Cattle Conference, Horse Science Conference, Poultry Servicemen's Conference, and Artificial Insemination. Employed for these agricultural courses in 1947 was **M. Eugene Starnes**, a Vocational Agriculture graduate from N.C.S.C. Mr. Starnes is currently, 1971, Assistant Director of Continuing Education in charge of Short Courses and Conferences.

Defense and War Training Programs

In 1939, of course, World War II had started in Europe and this country was rapidly gearing its energy toward arming politically allied countries. At this time Congress passed the Engineering Defense Training Program which appropriated funds to various colleges in this country for the purpose of training prospective employees to work in our growing arms industry. North Carolina State College became one of the participants. Then after we entered the War, the program's title was changed to Engineering, Science, Management, and **War Training Programs** – or simply "ESMWT." And obviously these courses were generally begun with the attack on Pearl Harbor.

For the next four years various kinds of war training courses became the chief concern and major function of the Extension Division. Up until 1940 Mr. Ruggles had

worked only with one faithful assistant, **Mrs. Sophie Heartt**, but with the War push a bookkeeper, **Donald J. Scott**, was necessarily hired. Also employed at this time were five temporary, full-time employees. Too, **Mrs. Lillian Barnes** was employed to head the growing correspondence course department and as such remained in this position until her retirement, 1967. As well, during the latter years of Mrs. Barnes' tenure, **Mrs. Florence Gullette** became her part-time assistant. **Mrs. Cathryn Boland** who in 1971 had become Administrative Assistant in charge of all financial records, was originally employed by Mr. Ruggles in 1958, as the Division's Accounting Clerk.

The war training program consisted of day courses, ranging from four to six weeks. They were prohibited by federal statute from being given as credit courses. The majority of these were given on the College campus and were taught by regular faculty. A number of them, however, were conducted in industry proper and in other colleges throughout the State, their direction, curriculum, and management coming from Mr. Ruggles' office. Approximately \$200,000 was annually spent on this program. In all of its phases more than 12,000 students were enrolled and the courses included everything from personnel management to aircraft design. Some of the titles were: Elementary Naval Architecture, Elementary Marine Engineering, Radio Communications, Industrial Safety, Materials Testing and Inspection, Production Engineering, Diesel Engineering.

In this connection it should be mentioned that one of the largest programs in any of these fields was conducted at the Wilmington Shipyard where both Elementary Naval Architecture and Elementary Marine Engineering were taught. Radio Communications courses were taught around the clock in three eight-hour shifts on the State College Campus. This was by contract with the U. S. Army Signal Corps. The Diesel Engineering students were all uniformed navy personnel and were potential engineering officer material.

Vocational War Training

In addition to the "ESMWT" program, the College Extension Division cooperated with the State Department of Vocational Education and conducted, on campus, vocational education courses including Welding, Machine Shop, Sheet Metal, Automobile Mechanics, Blueprint Reading, Armature Rewinding, and Aircraft Woodworking. Some of these courses, as in the "ESMWT" program were operated around the clock in eight-hour shifts. And in the case of the Machine Shop classes two machine shops were in constant use. Just in passing, it was in one of these sections that students were all selected from honor-grade prisoners serving time in the N. C. State Prison System. They were paroled upon satisfactory completion of the training, to the variously concerned industries. Finally, during this vocational program approximately seven courses with a total enrollment of 2,305 students were conducted. This program lasted for the entire duration of World War II.

College Centers

With the advent of the "G. I. Bill" none of the colleges and universities in North Carolina was able to handle the enrollment, both military and civil. **It was then decided to offer the freshman year in various centers throughout the State**, to where college

credit might be given for the first year. This program was conducted by a directorate composed of the Directors of Extension at the Woman's College at Greensboro, State College in Raleigh, and the University of North Carolina at Chapel Hill. Centers were operated in 12 locations. Included among them were: Albemarle, Charlotte, Burnsville, Greensboro, Fayetteville, Gastonia and Wilmington. Wilmington College and Charlotte College, now units of the Greater University of North Carolina, were direct outgrowths of this program. The total enrollment for this program during the two years, 1946 through 1948, was 1,775 individuals. These students were enrolled in 4,154 separate courses.

Drivers Training School

Even before the War, Mr. Ruggles had approached Mr. Tom Outlaw, Executive Vice President of the North Carolina Motor Carriers Association with the idea of establishing, under Extension, a **Truck Drivers' Training School**. The recommendation was referred to the Personnel and Safety Council of the North Carolina Motor Carriers Association where it was received with arch enthusiasm. The War, however, had halted all this.

Then, in 1945, the subject was revived and in early 1949, Mr. Carlton Alexander, president of the Safety and Personnel Council of the "NCMCA" presented to the Council and the Extension Division a suggested outline for the course. The objective of the program was to train professional truck drivers, the training to be a full-time day course lasting six weeks.

The whole suggestion was approved by the Extension Division of the College and the "NCMCA" Council who subscribed to the provision of supplying heavy training equipment such as tractors and trailers. Manufacturers of these heavy pieces originally loaned them to the College. Ultimately, however, through gifts and purchases, the College acquired title to much of this equipment. And not to be overlooked is the fact that the tuition figure for enrollment was set to assure the indefinite continuation, through self-support, of the training.

Immediately upon approval of the program Mr. Ruggles started acquiring a site, assembling equipment, hiring teaching personnel and it might be added here that **Mr. Russell M. Haynie**, an original employee who taught the first class August 8, 1949, continues to operate the project, 1971. Also, since its inception the program has trained more than 7,000 professional truck drivers in 261 courses, and according to best authorities the safety record of the men who finished the training is far superior to that of the untrained driver. In fact, a recent gift from the industry will establish an annual program of four four-week training courses for safety supervisors. Important here, too, is the fact that approximately sixty percent of the drivers at Pilot Freight Carriers are graduates of the training program and Akers Motor Lines does not hire a driver until he has completed work at the School. These are two of the largest carriers in the East. [*This School still exists, having been transferred from N.C. State's Division of Continuing Education to Johnston Technical Community College.*]

Avocational Courses Inaugurated

Philosophically Mr. Ruggles had always felt that part of the design of extension divisions emanating from any university should include **adult courses for simple pleasure and/or enrichment**. And because of this he was both, and perhaps equally, praised and criticized when he inaugurated such courses as Sports Fishing School, night classes in the arts including graphics, watercolor, oil painting. (These latter have been variously taught by Duncan Stuart, Joe Cox, and Roy Gussow.)

There were also set up such courses as Flower Growing, Home Gardening, Flower Arrangement, Income Tax Preparation, Woodworking, and Interior Decorating. Naturally, in all of these kinds of courses, people not only emerged from the programs “enriched” but often became professional themselves in the diverse fields. Just a case in point is the person of Mr. Dewey Adams, a former Raleigh bus driver who now, 1971, operates one of the most successful antique and furniture-mending establishments in the City, a direct result of the Extension Department’s woodworking classes.

Concerning the Sports Fishing School, it consisted of a five-day course including lectures in ecology, physiology, instruction in casting, rigging, tackle, fly-tying, and other pertinent techniques. The first session was given in Morehead City in June of 1952. Since that time classes have been conducted at Fontana Lake, Nags Head, Hatteras, and the enrollment has grown from an original twelve students to capacity – a 1971 limitation of seventy. Students for these classes have come from every state east of the Mississippi and several from the West including California, Iowa, Minnesota, North Dakota, and Texas.

Extension Classes by Television

With the advent of N. C. State College television, the Extension Division immediately began designing courses in this medium, the first ones being televised in 1955. At that time few high schools were offering solid geometry and many did not adequately equip their students in algebra. Consequently these first television courses were scheduled in the above-mentioned fields. They were aimed at properly preparing students for the College’s Engineering School.

Subsequently, a Ford Foundation grant was received for the program. The television curriculum was then enlarged to include a pre-freshman English course and trigonometry. Additional telecasts also included Home Flower Growing, and Engineering Drawing. This Engineering Drawing course was sponsored by several industries and was programmed at such an hour which would allow their employees to watch the show as a group, a local instructor being available for interpolation, whenever needed.

Produced also about this time were Extension television “mini-lessons” which were one-hour programs designed with an inherent informational concept of a particular subject. Some of these were repeated several times, depending upon the viewing public’s interest. Their titles treated such subjects as Number Systems, S.A.T. Scores – College Board, Horticulture and the Shaw Alphabet.

From these early and varied television efforts there has developed the current In-School Television Program conducted by the State’s Department of Public Instruction.

Technical Institutes

Just after World War II the Board of Directors of the State Department of Conservation and Development offered the then State College certain facilities near Morehead City providing the College would inaugurate a technical institute on the property. Camp Glenn, the site, had formerly been used by the U. S. Navy as a submarine supply base and immediately following the War had been sold to the State Department of Conservation and Development. When the “C and D” offer came to the then Chancellor, Col. J. W. Harrelson, and thence to the Extension Division, Mr. Ruggles promptly spent considerable time making a feasibility study of the proposed plan, acquiring equipment, remodeling the older buildings for institute purposes, and gathering faculty.

The school, called **the Morehead City Technical Institute, began classes in the Fall of 1947** with an enrollment of 79 students. However, in 1952, Mr. Ruggles was invited by the Gastonia Chamber of Commerce to discuss the possibility of establishing such an institute in that area. And since it had been found earlier that the Morehead City installation was so far from North Carolina industrial and population concentrations, the decision was made to move the facility to Gastonia. With this move, the then N. C. State College Library under Mr. Harlan Brown, Librarian, contributed a large number of technical books and periodicals to the **Gaston Technical Institute** and as well, he made the Gaston Technical Institute Library a branch of the N. C. State College Library. This generosity and assistance contributed greatly to later accreditation of the Institute by the Engineer’s Council for Professional Development.

Mr. C. A. Dawson was appointed by the Gastonia Chamber of Commerce for the purpose of raising funds to inaugurate the project and was successful to the extent of \$60,000. With these funds a large brick house on West Railroad Avenue was bought and a shop building was added behind the residence. Upon completion of these pre-arrangements, the Morehead City Technical institute was moved to Gastonia, summer of 1952. With this move the Morehead City Technical Institute Director, **James I. Mason**, was transferred to Gastonia as Director of the new operation.

The new school opened in the Fall under the name of The Gaston Technical Institute. It soon outgrew the new shop space which had been built as well as the renovated old building. Then, about 1957, the Firestone Tire and Rubber Company offered the enterprise a location on Franklin Street, about 209 feet frontage and containing two dormitories plus one recreation building. This was all subject to the provision that the Gaston Technical Institute be moved into this new enclave.

With the moneys received from selling the old property plus an appropriation from the State, \$110,000 was spent for remodeling the new space and upon completion the Institute moved into the new quarters.

Immediately following this change the curriculum was completely restudied and four two-year technical institute programs were offered, namely: Electrical Technology, Mechanical and Production Technology, Electronics Technology, and Civil Technology. Enrollment then quite quickly grew to its capacity of about 413 students, in 1964 – 65.

In 1962, the Institute was inspected by the ECPD (Engineering Council for Professional Development), duly accredited and it logically followed that **the new**

Institute was not only the first technical institute in the Southeast but was the first accredited one.

Finally, in July of 1965, it was turned over to and became a part of the Gaston Community College. However, the Institute still, in 1971, holds its ECPD accreditation.

Extension Classes for Military Personnel

After World War II, the men who by choice remained in the military service, as a profession, became aware that higher education, especially for officer candidates, was important. There was also an education demand for young draftees to earn some college credit while performing their military service. **The Extension Division met this challenge by establishing and offering college-credit courses at Cherry Point Marine Air Station, Seymour Johnson Air Base, Camp Lejeune, and at Fort Bragg.** This latter operation was by far the largest and continued expansion to a point where a full degree-granting branch of N. C. State University was instituted, 1965.

This branch of the University has prospered until, in 1971, there are 1,531 students enrolled and degrees are now offered in English, history, sociology, economics, and political science.

In this connection it should be said that originally, during planning stages, the U. S. Army agreed to supply the library, classrooms, office space, laboratories, and equipment, the agreement being made at the time by the Commanding Officer of the Base.

Extension Division's Financing

Although the Extension Division has always been an integral part of the University it has been, as well, perhaps the most unique of the scholastic branches in that no State money has ever been appropriated for its inception or its ongoing over the years. This, of course, is true with the exception of purveying, for Extension headquarters on the University campus, lights, heat, water, and janitorial service. The whole financial burden then has always been borne by fees from enrollees, a phenomenon which has been made possible by statewide demand for Extension Division's services. The result has been 261,599 enrollees dating from the Division's inception to June 30, 1965.

The **first** budget (each one always had to be approved by the University's fiscal officer) was based on projected enrollee fees and was \$17,000 per annum. In 1965, the year of Mr. Ruggles retirement from the Directorship after his thirty-nine year tenure, the fee budget, as approved by the University Treasurer, had grown to \$600,000. And the 1970 – 71 budget, it is thought, may exceed \$800,000.

Experience in organizing and directing the Division during his long tenure, has indicated to Mr. Ruggles that the above tuition policy has its faults inasmuch as there are many occasions when courses have to be predicated upon estimated income rather than educational needs. However, be this as it may, under the fee policy demands on the Division have continued to multiply as the people of North Carolina have apparently responded with ever-growing gratitude and enthusiasm for the program.

