

Charles Phelps Taft Research Center
at the University of Cincinnati
Graduate Enrichment Award

All required materials must be included in a single document, uploaded to the electronic submissions system, no later than 5PM on the published day of the deadline. Departmental review is required for this program, as well as a letter of support. Applicants should submit their application with enough time to receive departmental review prior to the close of the deadline. Taft does not accept an obligation to review applications that have not received intradepartmental review by the close of the deadline.

I. General Information

- a. Name: Maurice Adkins
- b. M#: xxxxxxxx
- c. Department: History
- d. Position: PhD Student
- e. Project Title: The Old North State: Defining education for African-Americans during Reconstruction in North Carolina.
- f. Time Period: 1865-1890
- g. Travel Location (if applicable): North Carolina
- h. Travel Dates (if applicable): May 16, 2015 - July 2, 2015
- i. Probable Results of a Grant (such as publications, working papers, and presentations): The research will support two chapters of my dissertation entitled "Pride and Exclusion: The fight for state-supported African-American higher education in North Carolina, 1865-1980." I anticipate completing one chapter with this grant and further research for my second chapter. Also, I am applying to the Association for the study of African-American Life and History conference in February. If accepted, I will present the results of this research at this conference. I also hope to draft an article for submission to leading journals in my field such as the *Journal of African-American History* or the *Journal of Negro Education*.

II. Budget

- a. Transportation: \$583.63
- b. Direct Research Costs
- c. Per Diem: 30/day for food, \$0 for housing
- d. Total Amount Requested from Taft: \$2,263.00

- e. Have you already or will you in the future apply for other grants for this project, including departmental support?

I will be applying for research support from my department as well as apply for a grant from the University Research Council (URC)

III. Taft Grant History

Please list your grant history with Taft for the last 5 years, in reverse chronological order, including project title, grant type, grant date, and amount of award, as well as project development subsequent to the grant, e.g. publication.

This is my first application for a Taft award or grant.

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IV. Project Narrative

In 1856, the Methodist Episcopal Church of Cincinnati opened an institution for the training of African American Teachers in the state of Ohio, but due to the Civil War, the church withdrew its funds causing the school, with its 200 students, to close in 1862. By 1863, Bishop David Payne with the backing of the African Methodist Episcopal Church opened the doors to the institution not only making the bishop the first African American college president but creating the first African-American owned and operated college in the United State, Wilberforce University. It would not be until December 1865, that a comparable institution was available to African Americans in the South, when Dr. Henry Martin Tupper would opened The Raleigh Institute (present day Shaw University), in Raleigh, North Carolina.ⁱ

The success of The Raleigh Institute led to the opening of hundreds of institutions geared towards former slaves throughout the South, providing more than 90 percent of the education for African-Americans in the United States. Beyond the education, these institutions represented self-sufficiency and a path to the American dream that was unavailable to most African-Americans prior to the Civil War. The Reconstruction era, which was a period when the newly gained civil rights for African Americans were protected, accelerated the growth of these Black institutions and policies geared towards the support of state-funded institutions such as the Second Morrill Act of 1890. In addition, North Carolina became the largest beneficiary of the Julius Rosenwald Fund and the George Peabody Fund. This support for education made North Carolina the home to the largest number of institutions of primary and secondary education for African Americans in the country, including the first state-supported liberal arts college, the North Carolina College for Negroes (present-day North Carolina Central University).ⁱⁱ

My dissertation, “From Pride to Exclusion: The fight for state-supported African-American higher education in North Carolina, 1865-1980,” argues that the state of North Carolina supported these educational institutions for African Americans in order to rebuild the labor force that had diminished during the Civil War, and to placate recalcitrant whites who were angry at the advancements of blacks during the Reconstruction era. Race and labor was a complicated issue during this period which caused most southern states to marginalize their former slave populations and limit the growth of educational institutions; however, I argue North Carolina saw the incorporation of public education as way mitigate these divisive issues. The Governor and legislators of North Carolina saw the establishments of state supported institutions as a way to maintain values that both sides agreed were true to the state, segregation and self-sufficiency. My goal is to add the educational component to the current historical scholarship, to reveal the economic and social connections critical to the progress of the state and the South during this tumultuous period. This is the framework of my dissertation which examines the relationship of race, labor, and how education was used to maintain “separate but equal” in North Carolina.ⁱⁱⁱ

For over 125 years, African American institutions helped maintain North Carolina’s national reputation for having the most state-supported institutions of higher learning in the country. The premise of this argument, made by most governors, showed that North Carolina was able to address its racial and labor problem through education. However, just like its former confederate sister states, North Carolina underfunded and threatened these institutions with proposals of closure or consolidation.

For example, during the Great Depression, as states across the country developed policies to alleviate the effects of the economic downturn, North Carolina questioned the usefulness and

mission of its state-funded institutions. As a budget trimming measure, state legislators, in tandem with then Governor Oliver Max Gardiner, consolidated the three largest, predominately white universities. When the Governor then proposed to close two of the African American universities, the African American community, in solidarity with sympathetic politicians, advocated for the integration of the state's predominately white universities. With the threat of integration looming, discussion of closures ended. The dissertation will examine these and other problems to understand the complex relationships and arguments used to retain these institutions during economic struggles. One of the key questions my dissertation addresses is how the African American community was able to circumvent proposed consolidations and closures. My dissertation will answer an important question that has not been fully examined in the secondary literature of how these institutions were able to survive.

The founding of publicly funded universities for African Americans is rooted in the complicated relationship between the white and black North Carolinians during Reconstruction. This period in U.S. history set the foundations of education and economic policy leading into the 20th century. I am interested in how the state government and citizens addressed issues of race, education, and labor that were pivotal to the founding of its state-supported institutions, both white and black starting in 1865. My previous research has shown a clear cooperation between blacks and whites to recover the agriculture economy and establish educational institutions during Reconstruction. My hypothesis is that both white and black North Carolinians had a shared interest in post-Civil War recovery efforts particularly when it came to labor and education, as it was financially beneficial. Although both sides had persistent worries about who would benefit from the recovery, there was a conscious effort to reconcile racial issues in order to reestablish the economy and get the state readmitted into the Union.^{iv}

This project, in regards to this grant, will be a continuation of my current research on race relations and education in North Carolina. I propose to visit four archives in North Carolina. In addition to the State Archives in Raleigh, I plan to visit holdings at three university archives: North Carolina Central University, Duke University, and the University of North Carolina at Chapel Hill. I expect this research will enable me to complete one chapter and make progress towards the second chapter that will form the first part of my study on the foundation and structure of education during the Reconstruction era.

To document the cooperative efforts between white and black North Carolinians, and their complexities, I will use newspaper articles which are a good source in providing first-hand accounts from African Americans. Also, I will explore personal and institutional correspondence, presidential papers, biennial and biannual reports, financial records, and legislative minutes to fully grasp what was taking place during the 1860s and 1870s when universities were founded in North Carolina. Presidential papers held in state and university archives should provide a thorough understanding of what the African American community was doing to gain these state-supported institutions, as well as insight into why the state decided to support these efforts. In particular, the Division of Negro Education files held at the State Archives of North Carolina in Raleigh will be critical for my project. State archives also hold papers, including legislative minutes, that will shed light on arguments for universal education made by black and white members of the constitutional convention of 1867 for readmission into the Union. The arguments at the constitutional convention were pivotal to establish how the state accepted and implemented an equal form of citizenship for its newly freed slave population.

I plan to visit the James E. Shepard Library Archives at North Carolina Central University, which holds an extensive collection of letters from African Americans lobbying for

establishment of educational institutions in their towns and cities mainly from the eastern region of the state. The John Hope Franklin Research Center for African and African American History and Culture at Duke University, and the Southern Historical Collection of the Wilson Library Archives at the University of North Carolina at Chapel Hill both hold an extensive collection of government documents that will provide a thorough understanding into the politics behind education in North Carolina. Also, these archives hold documents from the Freedmen's Bureau of North Carolina, which will assist my research in understanding the plight of the African American population and how the federal and state governments responded during Reconstruction. This information will be crucial to the research and dissertation.

Because the university archives will be on a reduced, summer schedule (Monday-Thursday, 10 a.m. to 3 p.m.), I expect to be in North Carolina from mid-May to early July, budgeting two weeks at each archive, in order to visit all four archives and consult the necessary collections at each location. Since I will be able to stay with family and friends, my principle expenses during this time will be food, and mileage.

I anticipate that this project will enhance my understanding of the issues faced by both whites and blacks during the Reconstruction period, allowing me to complete one chapter and make significant progress on a second chapter. I also hope to use this research to draft an article to submit to the *Journal of African American History* or the *Journal of Negro Education*, which are the leading academic journals in my field.

ⁱ Wilberforce University, "About WU-History," Wilberforce University, <http://www.wilberforce.edu/welcome/history.html> (accessed October 2, 2015).

ⁱⁱ North Carolina Historic Preservation Office, "A survey of North Carolina Rosenwald Schools: A Public-Private Partnership for Historic Preservation," Department of Cultural Resources, Office of Archives and History, Division of Historical Resources, <http://www.hpo.ncdcr.gov/rosenwald/rosenwald.htm> (accessed September 28, 2012); Crow, 79; William Cheek and Aimee Lee Cheek, *John Mercer Langston and the Fight for Black Freedom* (Urbana-Champaign, Ill: University of Illinois Urbana-Champaign, 1989).

ⁱⁱⁱ James D. Anderson. *Education of Blacks in the South, 1865–1930* (Chapel Hill: University of North Carolina, 1988), 30. Joseph L. Morrison, *Governor O. Max Gardner a power in North Carolina and the New Deal in Washington* (Chapel Hill: University of North Carolina press, 1971), 52-80; George W. Reid, *A History of N.C. Central University: A town and Gown analysis*. (Durham, NC: North Carolina Central University, 1985), 30; David A. Lockmiller, *The Consolidation of the University of North Carolina* (Raleigh: UNC Press, 1942).

^{iv} Hugh Victor Brown, *A History of the Education of Negroes in North Carolina* (Raleigh, NC: Irving-Swain Press, 1961), 21-25; John Hope Franklin, *Reconstruction after the civil war* (Chicago: University of Chicago, 1994), 89.

Budget for Research Travel

Locations:

University of North Carolina at Chapel Hill, Chapel Hill, NC

Duke University, Durham, NC

North Carolina Central University, Durham, NC

State Archives of North Carolina, Raleigh, NC

Dates: May 8, 2016- July 2, 2016

Transportation:

I will be using my own vehicle for transportation.

Cincinnati, OH to Chapel Hill, NC (.56 per mile x 490 miles = \$274.40)

Chapel Hill, NC to Durham, NC (.56 per mile x 11.2 miles = \$6.27)

Durham, NC to Raleigh, NC (.56 per mile x 14 miles = \$14.00)

Raleigh, NC to Cincinnati, OH (.56 per mile x 516 miles = \$288.96)

Total Transportation Costs = \$583.63

Housing:

I will stay with family and friends throughout this trip.

Total Housing Costs = \$0

Food:

\$30.00/day x 56 days = \$1,680

Total Food Costs = \$1,680

TOTAL: \$2,263.63

Maurice Lamont Adkins
3113 York Lane
Cincinnati, OH 45215
Cell Phone: 704-267-7830
adkinsmu@mail.uc.edu

Education

Doctor of Philosophy in History
Concentration: African American History
Secondary Concentration: U.S. Civil War and 20th Century Race
University of Cincinnati
Expected Graduation Date: May 2017

Masters of Arts in History: Thesis Track (GPA 3.9)
Thesis Title: Decades of Progress-The Relevance of State Supported Historically Black Colleges and Universities of North Carolina, 1865-2000
East Tennessee State University
Dec 2012

Bachelor of Arts in History (Magna Cum Laude)
North Carolina A&T State University
May 2010

Work & Volunteer Experience

Upward Bound Instructor
Cincinnati, OH
University of Cincinnati
July-2014

Duties consist of lecturing for three courses (African-American History, Black Issues in History and U.S. Civics). Also, the job includes being a resident assistant assuring a safe living and learning environment for the students during the summer program.

Graduate Assistant
Cincinnati, OH
University of Cincinnati
Aug 2013-

Duties include lectures, seminar discussions, grading papers, meeting with students during office hours for assignments/make-up work, and attendance recording.

Graduate /Research Assistant
Johnson City, TN
East Tennessee State University
Aug 2010-May 2012

The job consists of being assigned to a professor and an undergraduate course. Duties include research, lectures, grading papers, meeting with students during office hours for assignments/make-up work, and attendance recording.

International Civil Rights Center and Museum Internship
Greensboro, NC
Jan-May 2010
(Course work)

The internship consisted of hands on experience under the supervision of a faculty advisor. Duties includes display set-up, organizing historic documents, archival research for specific displays and giving group tours of the museum.

Ronald E. McNair Post-Baccalaureate Achievement Program
Greensboro, NC
North Carolina A&T State University
Aug 2009-May 2010 (Volunteer)

As a McNair Scholar I volunteered as editor - and - chief of the McNair Press, a quarterly newsletter distributed to McNair Programs across the country. Furthermore, I worked alone side the Director of Trio programs as the student representative on the committee for the annual McNair conference. Moreover, I worked with incoming students as they were acclimated into the program. Other work consist of giving speeches at McNair Scholar engagements.

Student Support Service (Tutor)
North Carolina A&T State University
August 2008-May 2009

As a tutor for SSS I was assigned a cohort of students to tutor in writing and study skills to increase their chances of success in their academic courses.

Center for Academic Success (Writing Tutor)
North Carolina A&T State University
August 2007-May 2008 (Volunteer)

As a student advisor for the (Center for Academic Success) CAS, I was assigned a cohort of students in an effort to accelerate their assimilation into college life. Furthermore, I provided tutoring services in the subjects of History and English.

Conferences

- Queen City Colloquium (QCC)
Presentation Title: “School Pride”: The fight for African American Higher Education in North Carolina and the Reorganization Plan of 1971.
April., 2015 (Cincinnati, OH)
- Association for the study of African American life and history (ASALH)
Presentation Title: “Aggies and Eagles”: Governor Oliver Max Gardner and the Consolidation Plan of 1931.
Sep 24-28, 2013 (Memphis, TN)
- Association for the study of African American life and history (ASALH)
Oct 2-6, 2013 (Jacksonville, FL)
- Ohio Valley History Conference
Presentation Title: “The State of North Carolina and the impact of the Brown v. Board of Education decision of 1954”
Oct 2012 (Johnson City, TN)

Organizations

Graduate Student Association-History
University of Cincinnati

Phi Alpha Theta Honor Society-Vice President
North Carolina Agricultural and Technical State University May 2008-Present

Ronald E. McNair Post Baccalaureate Achievement Program
North Carolina Agricultural and Technical State University January 2008-Present

National Society of Black Engineers
North Carolina Agricultural and Technical State University August 2007-May 2008

Honors and Awards

Yates Scholarship
University of Cincinnati
Aug 2013

Lenore McGrane Scholarship
University of Cincinnati
Aug 2015

Certificate of Appreciation University of Cincinnati-Upward Bound Program	Aug 2014
Graduate Incentive Scholarship University of Cincinnati	Aug 2014
Graduate Assistant Scholarship University of Cincinnati	Aug 2014
History Memorial Scholarship University of Cincinnati	Aug 2014
McNair Scholars Graduate Incentive/Retention Award University of Cincinnati	Aug 2013
University Graduate Scholarship University of Cincinnati	Aug 2013
History Departments Highest Achieving Senior Award North Carolina Agricultural & Technical State University	May 2010
Carter G. Woodson Award North Carolina Agricultural & Technical State University	May 2010
Certificate of Merit at the twenty-fourth Annual Ronald E. McNair Commemorative Celebration Symposium North Carolina Agricultural & Technical State University	Jan 09 and Jan 10
Certificate of Participation in the 15th Annual SAEOPP Research Conference Georgia State University	June 2009
Ronald E. McNair Foundation Scholarship Recipient North Carolina Agricultural and Technical State University	April 2009
Certificate for Achievement & Presentation of Research at the 17 th Annual Ronald E. McNair Scholars National Research Conference University of Illinois at Urbana-Champaign	Nov 2008

Publication

- **Upcoming Entry:** Adkins, Maurice. “Biography of Jessie Locker,” *Oxford African American Studies Center Online Encyclopedia*. New York: Oxford University Press, 2016.
- **Upcoming Entry:** Adkins, Maurice. “Biography of Majorie Parham,” *Oxford African American Studies Center Online Encyclopedia*. New York: Oxford University Press, 2016.
- **Upcoming Entry:** Adkins, Maurice. “Biography of William Ware,” *Oxford African American Studies Center Online Encyclopedia*. New York: Oxford University Press, 2016.
- Dick, Gary. “Social Work Practice with Veterans” (Co-author)
National Association of Social Workers
- “Decades of Progress”: The Relevance of the state supported Historically Black Colleges and University of North Carolina. Master Thesis.
East Tennessee State University
- **Book Review:** Adkins, Maurice L. (2013, November 4) The Black Revolution on Campus by Martha Biondi Vol.6, no.4, 101, *Journal of Pan African Studies*.
<http://www.jpanafrican.com/docs/vol6no4/6.4-ready7.pdf>

References

Dr. Tracy L. Teslow	Director of Graduate Studies for the History Department at the University of Cincinnati tracy.teslow@uc.edu (513) 381-1681
Dr. Nikki Taylor	Interim Dean of the College of Arts and Sciences and Professor of History at Texas Southern University drtaylor216@gmail.com (513) 335-3055
Dr. Daryl Carter	Graduate Director of History at East Tennessee State University Carterda@etsu.edu (423) 439-7429

Dr. Elwood Watson

Professor of History at East Tennessee State
University

WatsonE@etsu.edu

(423) 439-8575