

NOTICE THIS MATERIAL MAY BE
PROTECTED BY COPYRIGHT LAW
(TITLE 17 U.S. CODE)

1171
11-11-83
.A2
1173

NOTES ON RESEARCHING BLACKS AT MIT
PRIOR TO THE CLASS OF 1930

Dianna Elizabeth Abney
May 1983

V01670

TABLE OF CONTENTS

Abstract.	2
Acknowledgements	4
I. Introduction	5
II. Significance	6
A. Of the Catalogue	6
b. Of of the information it provides about historical research	7
III. Problems encountered during this research	8
IV. How my data was generated	11
V. Biographical Data	13
VI. Departmental Data	22
VII. Summary	30
Appendices	33
Bibliography	43

ACKNOWLEDGEMENTS

I would like to thank Professor Kaledin, my thesis advisor for being so helpful and understanding during the time when I was writing my thesis. I would also like to thank the other members of my thesis committee--Marilyn Richardson and Kenneth Manning. They were both full of ideas, suggestions for resources and words of encouragement when I needed them most.

Sincere thanks are given to my Academic Advisors--Professors Ilona Karmel and Robert Langer. The amount of support and sound advice that they have given me during my undergraduate career at MIT is priceless.

The staff members of several of MIT's departments also provided me with valuable help. I would therefore like to thank the staff of these offices: the MIT Archives and Special Collections, the MIT Museum and Historical Collections, Hayden Library, the Department of Humanities, and especially the Office of Minority Education.

A special thanks is extended to my best friend Kim Toi Hylton; her friendship has made my years at MIT bearable.

The one person at MIT who has given me the most is Jim Gates. I know of no words that can express all the thanks that he deserves.

The most sincere thank you of all goes to Mr. and Mrs. L. W. Abney, Sr., my parents. They have given me more love, support, and encouragement than I can possibly say thank you for.

1. INTRODUCTION

This project was suggested to me by the members of the Black Alumni of MIT--BAMIT. I was first approached by several members who were looking for a "writer" to help with a project. The original project involved preparing a history presentation for the "Black Students' Conference on Science and Technology." The project was to be a history of Black Alumni of the class of 1929 and before. It involved several interviews that were to be conducted by BAMIT members and data that I could gather from the Archives. Unfortunately, the interviews were never completed and the project ended.

I felt that the documentation of the Black Alumni of MIT's early years was important. In the weeks I spent gathering information, I came to the realization that this was too significant a project to just drop. My first course of action was to contact the members of BAMIT to get permission to continue the research. Since much of the initial research had been completed and because I was so interested in the subject, I decided to use this as my thesis topic.

II. SIGNIFICANCE

The purpose of this paper in its original form was to gather as much data about a special group of MIT Alumni. The information was intended to be used as a catalogue of students and also to give some insight into the earlier history of Blacks as a part of the MIT community and the scientific community. In its original form it would have also served as a model for future studies of this type. It will also address the problems that are specific to this type of research.

A. Of the Catalogue

This catalogue contains the most complete list (to date) of Blacks in the classes prior to the class of 1930. It includes the names, dates of attendance, and available biographical data before and after matriculation at MIT. The purpose of this catalogue is to provide a centralized source of information about the first Blacks who attended MIT. It will provide information that can be compared to data on Blacks who attended in later years. It will also provide a model for similar studies or for the continuation of this particular project.

This catalogue will also be the first step

in the process of documenting the history of Black education at MIT. It is also a step toward documenting a portion of Black education as a whole. This paper contains information that may one day be used in creating a total picture of the education of Negroes in science or of the education of Negroes as a whole.

B. Of the information it provides about historical research

By giving full details of the successes and the setbacks I encountered in the compilation of this history, I hope to provide valuable information to those who attempt similar studies in the future. This work will in effect become a model for other research on this and related topics. It will be able to serve as a guide for historical research that may be conducted on other specialized populations of the MIT community. The information here will help to generate ideas for those studies that follow. Perhaps something said here will prevent other researchers from encountering the same obstacles that I did.

III. PROBLEMS ENCOUNTERED DURING THIS RESEARCH

There are special problems that are related to doing any historical study. These problems are increased when the study is of an era that is far removed or that has little documentation. The problems encountered by the researcher increase when the number of data points available is limited. In completing my study of Blacks who attended MIT in classes prior to 1930, I ran into several of these problems.

In researching the topic of this work, I was confronted with several problems. The first of these is the fact that statistics from the early years of MIT are scattered throughout the Institute's Collections. Another problem is that quite often statistics are not clearly divided into categories that were useful in this project.

The first problem that I encountered when tackling my research was where to look for the information that was needed. Many of the places that seemed obvious choices for starting points did not have any useful data on the early years of MIT. Often the places that had data from the early years of the Institute did not have it broken down into categories that were useful. For example, the Admissions Office had dates of

admission and names of those admitted; however, Black students were not categorized by race until after the time that this study is concerned with. Perhaps it is admirable that MIT did not separate records according to race, but it is unfortunate that a valuable and interesting set of statistics is absent from the files of the school.

The Alumni Association also had lists of all of the Alumni of MIT. However, they were not able to provide a list of the Black Alumni. I was informed that once a partial list was generated it might be possible to get information of the people on that list.

Once I located what seemed to be the best sources of information--the Archives and the Museum-- I ran into another problem. There is a time limit on the period for which information on students is restricted. This period varies from zero to seventy five years. Some of the records that I needed to review were old enough that the time for which they were restricted had expired. At this point I thought "at last." However, much of this

information was material that was still restricted.

One large problem is the fact that there is no one place to find information on either the

earliest days of MIT's existence or on Black students. I would venture to say that there is no one place to find out most of the information on any specialized group at MIT. Neither the Museum nor the Institute Archives has very much catalogued data on the Blacks in the classes prior to 1930. In fact, the collections that Museum and the Archives has on Blacks of more recent years is limited. As a result of this, I spent a great deal of time going from place to place to locate and to verify the information that I obtained.

III. HOW MY DATA WAS GENERATED

I found myself relying heavily on the files (incomplete though they may be) of the MIT Museum and Historical Collections and of the MIT Archives and Special Collections.

My research involved spending time in the Archives in an attempt to increase the list of Black students of classes before 1930. This list of 32 names (see Appendix A) was given to me by the president of BAMIT. It was compiled by Kim Francis '79 who began the project in 1977. The list Ms. Francis generated was obtained by searching the biographical cards of all students who have attended the MIT. These cards are located in the Office of the Registrar. A copy of these cards is on microfilm in the Institute Archives. The way the Black students were identified was by a notation--COLORED--that was located in the top right corner of the card. My first assignment was to verify the names and to attempt to locate others. This was done by pouring over the yearbooks and the reunion books of the classes from 1889-1930. These books often had pictures of students accompanied by names and short biographical data. This information was added to Ms. Francis' list.

At this point, I consulted Mr. Warren Seamans of the MIT Museum. He was very helpful and interested in the project. He had quite an amount of helpful information. He also provided me with another partial list of Black Alumni. This list was in the form of a card file. Each card gave as much information as possible about the student. I compared this list to the one that I already had. From this file I was able to identify four people who had not been previously identified.

My original plan was to interview several alumni of that time, but because of time constraints I was only able to complete one interview. I also interviewed--Gustave M. Solomons '28 an alumnus from the period that I was researching. That interview appears in Appendix D.

IV. BIOGRAPHICAL DATA ON BLACKS IN CLASSES PRIOR TO 1930

Listed below is the biographical data on each of the students in this study. This is by no means all that there is to know about each of these students; however, it is as much as is available. The students are listed here in alphabetical order.

Below is a schematic design for the organization of this data.

NAME

CLASS

COURSE

1. Date of birth and date of death
2. Home address
3. Secondary school
4. Date of entry into MIT
5. Membership in clubs and sports at MIT
(1,2,3,4 signify years of participation
1=freshman; 4=senior)
6. Post graduation information--occupation and address

A series of dashes (--) indicates that the information is unknown.

WILLIAM HAROLD BETHEL CLASS OF 1929 COURSE I

1. July 28, 1902
2. 147 Glenwood, Buffalo NY
3. Malsen Park High School--Buffalo, NY
4. 1923
5. Civil Engineering Society
6. -----

JOSEPH ANDREW BONNER CLASS OF 1929 COURSE I

1. -----
2. 75 Humbolt Avenue, Boston, MA
3. -----
4. -----
5. -----
6. -----

GEORGE FRANCIS BOWLES CLASS OF 1927 COURSE X

1. -----
2. -----
3. -----
5. -----
6. -----

DALLAS BROWN, JR. CLASS OF 1910 COURSE II

1. -----
2. 184 Rockland Street, New Bedford, MA
3. -----
4. -----
5. -----
6. 1935 Fall River Shipbuilding Co. Quincy, MA

JOHN WASHINGTON CAULDER CLASS OF ---- COURSE --

1. -----
2. -----
3. -----
4. -----
5. -----
6. -----

LIEF LITTLEJOHN CAIN CLASS OF 1925 COURSE II

1. -----
2. 333 Avenue E., Darlington, S.C.

3. -----
4. -----
5. -----
6. -----

JOHN CHURCHEL CARTER CLASS OF 1924 COURSE VI

1. -----
2. 1302 T Street N.W., Washington, D.C.
3. -----
4. -----
5. -----
6. -----

COURTNEY BRANTLY COOLEY CLASS OF 1926 COURSE V

1. -----
2. -----
4. -----
5. -----
6. -----

RODGER DAVIS COURTNEY CLASS OF 1923

1. -----
2. 98 W. Springfield Street, Boston, Ma.
3. -----
4. -----
5. -----
6. -----

ERNEST GORDON CHRICHLOW CLASS OF 1926 COURSE VI

1. -----
2. -----
3. -----
4. -----
5. -----
6. -----

GEORGE LYLES DIGGS CLASS OF 1926 COURSE VI

1. -----
2. 84 W. Rutland Square, Boston, MA
3. -----
4. -----
5. -----
6. -----

CHARLES SUMNER DIXON CLASS OF 1899 COURSE VI

1. -----
2. -----
3. -----
4. 1894
5. -----
6. Clergyman 294 Court Street, New Bedford, MA

JOHN BROWN DIXON CLASS 1898 COURSE VI

1. -----
2. -----
3. -----
4. 1895
6. Chief Chemist, Glens Falls Portland Cement Co.
Glens Falls, NY

LEWIS " Doc " KING DOWNING CLASS OF 1923 COURSE XV

1. January 2, 1896
2. 236 5th Avenue N.W., Roanoke, VA
3. Howard University, Washington, D.C.
4. 1921
5. Corporation XV (3,4) Civil Engineering Society (3,4)
Alpha Phi Alpha Fraternity, Inc.
6. 1935 Dean of School of Engineering & Architecture
Howard Univ.

HENRY BENJAMIN DUNCAN CLASS OF 1928 COURSE I

1. -----
2. Monrovia, Liberia, W.C. Africa
3. -----
4. -----
5. -----
6. -----

JAMES CARMICHAEL EVANS CLASS OF 1925 COURSE VI

1. -----
2. 256 Ninth Street N.W. Miami, FL
3. -----
4. -----
5. Alpha Phi Alpha Fraternity, Inc.
6. 1926 SM Course VI
Director of Trade & Technical Education
W. VA. State College Institute

ANDREW JACKSON FASSITT CLASS OF 1925 COURSE VI

1. -----
2. 365 Huntington Avenue Boston, MA
3. -----
4. -----
5. -----
6. Electrical Company, 20 Dacia Street Dorchester, MA

MARRON WILLIAM FORT CLASS OF 1926 COURSE XIV

1. June 6, 1906
2. 423 Broadway Cambridge, MA
3. Cambridge High & Latin, Cambridge, MA
4. 1922
5. Track (1,2,3,4,) Field Day Relay (2)
Wearer of the "T" --MIT's highest athletic award
Omega Psi Phi Fraternity, Inc.
6. 1927 SM Course XIV
1933 PhD Course (XIV)

CHRISPEN CLEMENT HALL CLASS OF 1926 COURSE I

1. -----
2. -----
3. -----
4. -----
5. -----
6. -----

EDWARD SWAIN HOPE CLASS OF 1926 COURSE I

1. August 28, 1907
2. ---- Atlanta, GA
3. Morehouse College, Atlanta, GA
4. 1924
5. Civil Engineering Society (year ?)
6. 1927 SM Course I

PAUL VERNON JEWELL CLASS OF 1926 COURSE XIV

1. August 4, 1903
2. 419 Broadway, Cambridge, MA
3. Rindge Technical, Cambridge, MA
4. 1922
5. Field Day Football (1,2)
Omega Psi Phi Fraternity, Inc.
6. -----

WILLIAM ARTHUR JOHNSON CLASS OF 1894 COURSE --

1. -----
2. -----
3. -----
4. -----
5. -----
6. -----

BERTRAM FRANCIS JONES CLASS OF 1918 COURSE V

1. -----
2. -----
3. -----
4. 1914
5. -----
6. 1919 SB Course V
Essex County Hospital Cedar Grove NJ

WILLIAM JACOB KNOX CLASS OF 1929 COURSE V

1. -----
2. -----
3. -----
4. -----
5. -----
6. Received a PhD or an MD after leaving MIT

ANSELMO KRIGGER CLASS OF 1919 COURSE I

1. March 24, 1892
2. -----
3. Rindge Technical, Cambridge, MA
4. 1913
5. Civil Engineering Society Class Football
Class Baseball
6. -----

ALBERT EUGENE LINDSEY CLASS OF 1924 COURSE III

- sp
1. -----
 2. -----
 3. -----
 4. -----
 5. -----
 6. M. Lissauer & Cir. Cologne, Germany

JOSEPH LINCOLN PARKER CLASS OF 1923 COURSE

1. -----
2. 146 W 5th Street, Mount Vernon, NY
3. -----
4. -----
5. Omega Psi Phi Fraternity, Inc.
6. -----

LEE JULIAN PURNEL CLASS OF 1925 COURSE VI

1. -----
2. -----
3. -----
4. -----
5. -----
6. Gas & Electric Co. 445 Sutter Street
San Francisco, CA

JOHN BERNARD ROBINSON CLASS OF 1925 COURSE VI

1. -----
2. -----
3. -----
4. -----
5. -----
6. -----

EMMETT JAY SCOTT, JR. CLASS OF 1921 COURSE I

1. -----
2. 111 8th Avenue, New York, NY
3. -----
4. -----
5. -----
6. Structural Draftsman
Tri-borough Bridge Authority, New York, NY

DANIEL ARTHUR SMITH, Jr. CLASS OF 1903 COURSE VI

1. -----
2. -----
3. -----
4. -----
5. -----
6. University of Pennsylvania Medical School
Philadelphia, PA
Physician 29 Mary Street, Newport RI

VICTOR CLAUDE SMITH CLASS OF 1924 COURSE X

1. -----
2. -----
3. -----
4. -----
5. -----
6. 1926 SM Course X
1930 ScD Course X
Research Association MIT

WILLIAM HENRY SMITH CLASS OF 1900 COURSE II

1. January 10, 1871 -- December 19, 1898
2. ----- Baltimore, MD
3. High School of Altoona, PA
4. 1986
5. -----
6. -----

GUSTAVE MARTINEZ SOLOMONS CLASS OF 1928 COURSE VI

1. -----
2. ----- Quincy, MA
3. ----- Quincy, MA
4. 1924
5. MIT track team (years?)
6. Bethlehem Shipbuilding Corp. Quincy, MA

JAMES DENNIS TAYLOR CLASS OF 1924 COURSE IV

1. -----
2. 23 Greenwich Park, Boston
3. -----
4. -----
5. -----
6. -----

ROBERT ROBINSON TAYLOR CLASS OF 1892 COURSE IV

1. -----
2. -----
3. -----
4. 1888
5. -----
6. Director of Industrial Training, Tuskegee
Tuskegee, AL

WESTERVELT "WEST" AGUSTUS TAYLOR CLASS OF 1927 COURSE I

1. August 25, 1905
2. 34 Soden Cambridge, MA
3. Rindge Technical, Cambridge, MA
4. 1923
5. Civil Engineering Society
6. -----

WENDELL PHILLIP TERRELL CLASS OF 1906 COURSE II

1. -----
2. 2202 Brackenridge Street Houston, TX
3. -----
4. -----
5. -----
6. Professor of Mechanics & Superintendant of
Mechanics Department
Prairie View State Normal & Industrial College
Prairie View, TX

MARIE CELESTE TURNER CLASS OF 1909 COURSE IV

1. ----- died 1976
2. -----
3. -----
4. 1905
5. -----
6. Did not receive her degree from MIT
Chemistry & Math Teacher--Trade School for Girls
Boston, MA

GEORGE L. WASHINGTON CLASS OF 1925 COURSE II

1. -----
2. -----
3. -----
4. -----
5. -----
6. -----

V. A BRIEF HISTORY OF EACH DEPARTMENT

Listed below you will find a brief history of the various departments of MIT. Only the major changes that have taken place are noted. In each case, there is listed the name of the students who were the first Blacks to receive degrees in that department. A summary of this information can be found in Appendix C.

At MIT, "Course" signifies a department or a major field of study. This is only true when the word begins with a capital "C," as below. It should be noted that over the years some of the Courses/Departments have been changed totally, e.g. Course X went from Philosophy to Chemical Engineering. Usually there is some connection among the different names that a Course is given over the years, but this is not always the case.

The information that is given in this section comes from two sources. The information about the Black students was taken from my research. The information about the history of the Departments comes from "The Women of MIT, 1871 to 1941: Who They Were, What They Achieved," undergraduate thesis in Humanities, 1976, by Marilyn Bever.

COURSE I--CIVIL ENGINEERING

Until the academic year 1890-91, Civil Engineering was known as the Civil and Topographical Engineering Department. Since 1891-92, it has been called the Department of Civil Engineering. The first Black to receive a degree in Civil Engineering was Anselmo Krigger '17.

COURSE II--MECHANICAL ENGINEERING

This department has remained virtually the same since it began. No new components were added to it during the period of interest. The first Black to be awarded a degree in Mechanical Engineering was Wendell Phillip Terrell '06. There were an additional five Mechanical Engineering degrees presented to Black students before 1930.

COURSE III--MATERIAL SCIENCE AND ENGINEERING

This department was first called "Geology and Mining Engineering." In 1888-1889 this course was called "Mining Engineering." After that year and until 1940, the course was known as "Mining

and Metallurgy." The first Black to receive a degree in Mining and Metallurgy was Albert Eugene Lindsey, a member of the class of 1924.

COURSE IV--ARCHITECTURE

From the beginning days of MIT until the '82-'83 school year, this department was known as "Building and Architecture." In the fall of 1883, the department became known as the "Department of Architecture."

During the period studied, only two Blacks received the S.B. degree in Course IV. The first to be awarded this degree was Robert Robinson Taylor '92. The other Black student to receive a degree in Architecture was James Dennis Taylor '24.

COURSE V--CHEMISTRY

When this degree program began, it was called "Practical Chemistry." The department changed its name to the Department of Chemistry in 1867. The first person on my list to receive a degree in Chemistry was William Jacob Knox '18. The first Black woman was in the department of Chemistry. However, since she did not complete

her studies at MIT, she was not the first Black to receive the S.B. in Chemistry.

COURSE VI--ELECTRICAL ENGINEERING

The Department of Electrical Engineering has had a varied history. It grew out of the Physics Department. Electrical Engineering, as a Department major was first offered in 1883/84. This then and is now the most populated department. There were nine Blacks who received a degree from the Department of Electrical Engineering. The first Black that is known to have received the S.B. from Course VI was Charles Sumner Dixon '99.

COURSE VII--BIOLOGY

Course VII saw many changes in the early years of the Institute. It began as "Natural History" in 1871/72; in 1889/90 it was expanded to "Biology." By 1911/12 it was called "Biology and Public Health." The first and the only person in this study to receive a Course VII degree was Ernest Gordon Chrichlow '26.

COURSE VIII--PHYSICS

The Department of Physics has not changed very much since its inception in 1873/74. At one time it contained the Electrochemistry option. In 1908/09, this option was removed from the Course VIII department and was placed into a separate department--Course XIV. The Physics Department also was the birthplace of the Electrical Engineering Department. There were no Black graduates of Course VIII who were identified by this study.

COURSE IX--GENERAL SCIENCE (presently Psychology)

In its earlier days, MIT offered "General" subjects. The General Science Department began as the department of "General Science and Literature." In 1881/82 the course branched into three areas. The new areas were labeled: IX-A--General Studies, IX-B--General Engineering, and IX-C--Mathematics. As with Course VIII, there were no students in this study who received a degree in Course IX.

COURSE X--CHEMICAL ENGINEERING

Course X began as "Philosophy." It was an elective field of study. As stated earlier, this is one of the Courses that changed both name and content.

In the Fall of 1888, Chemical Engineering became a degree program. There were also two other Course X listings. They were X-B--Chemical Engineering Practice and X-C--Chemical Engineering Practice for R.O.T.C. The first Black in this study to receive a degree in Course X was Victor Claude Smith '24. The only other student to receive one was George Francis Bowles '27.

COURSE XI--SANITARY ENGINEERING (now Urban Studies)

This Course, like several others, changed names during the period that is being covered by this work. It began as "Sanitary Engineering." Then from 1924-1930 it was called "Sanitary and Municipal Engineering." In 1930 it returned to its original name. Presently, it is known as the Department of Urban Studies and Planning. There were no members of the study who majored in Course XI.

COURSE XII--GEOLOGY (now Earth and Planetary Sciences)

This Course--Earth and Planetary Sciences-- was originally called "Geology." It began as a part of Course III; however, in 1890/91 it became a separate course. There were no Blacks in Course XII prior to the class of 1930.

COURSE XIII--NAVAL ARCHITECTURE AND MARINE ENGINEERING (Ocean Engineering)

This course did not have any Black graduates in any of the classes that are represented in this study.

COURSE XIV--ELECTROCHEMICAL ENGINEERING (presently Economics)

Until 1917/18 this course was called "Electrochemistry." Then it became "Electrochemical Engineering." There were only two students in this study who received received a degree in Course XIV. They were Marron W. Fort and Paul Vernon Jewell, both Class of 1926.

COURSE XV--ENGINEERING MANAGEMENT (Management)

This Course was called Engineering Management from the time it began in 1914/15 to 1929/30 when the name was changed to Business and Engineering Management. Presently this Course is called Management. There was only one student who received a degree from Course XV. He was Lewis King Downing '23.

OTHER COURSES

There were two other Courses at MIT during the years that this study encompasses, Mathematics and Aeronautical Engineering. However, no Black students were identified as being in these Courses.

VII. Summary

In summary, this is almost certainly an incomplete list of the Black students who attended MIT prior to the Class of 1930. The fact that this list is not complete, and the fact that the data gathered is limited make it difficult to come to any concrete conclusions about the students listed in this study.

Some facts can be stated about the students that are included in the work.

1. There were 41 Blacks known to have attended MIT in classes prior to the class of 1930.
2. Only one woman was identified.
3. There appears to be an increase in the number of Black students per class beginning in 1921. This roughly corresponds to the increase in Black students who attended college. See related readings listed in Bibliography.
4. The courses of study that were favored by these students were Civil Engineering and Electrical

Engineering.

Several questions may be asked about the Black students who attended MIT in its early years.

1. Are there any students who were not identified by this study?
2. What is the reason for the increase in the number of Black students per class in the twenties?
3. Is it clear that each of the students in this study actually received a degree from MIT?
4. How many of the students identified by this study received advanced degrees?
5. Is it possible to identify the Black women who attended MIT prior to the class of 1930?
6. How do the students in this study compare to the white students of their time?

It would be interesting to see if the above four statements hold true if and when more information is uncovered. It will also

be interesting to learn the answers to the questions that this limited information inspired.

Now that Black students have been identified, it may be possible for the Alumni Association to supply more data about these students. Perhaps this study or one similar to it will be expanded to cover most of MIT's years. Regardless of the fact that this limited amount of data gives us very little to draw conclusions on, it is important to realize that it is the first step in the documentation of the History of Blacks at MIT.

APPENDIX A

MS. FRANCIS' LIST
OF BLACKS IN CLASSES PRIOR TO 1930

William Harold Bethel
Joseph Andrew Bonner
George Francis Bowles
Dallas Brown, Jr.
Lief Littlejohn Cain
John Churchel Carter
John Washington Caulder
Courtney Brantly Cooley
Rodger Davis Courtney
Ernest, Gordon Chrichlow
George Lyles Diggs
Charles Sumner Dixon
John Brown Dixon
Lewis King Downing
Henry Benjamin Duncan
James Carmichael Evans
Andrew Jackson Fassitt
Marron William Fort
Bertram Francis Jones
Albert Eugene Lindsey
Joseph Lincoln Parker

Lee Julian Purnel
John Bernard Robinson
Emmett Jay Scott, Jr.
Daniel Arthur Smith, Jr.
Victor Claude Smith
Gustave Martinez Solomons
James Dennis Taylor
Westervelt Augustus Taylor
Wendell Phillip Terrell
Marie Celeste Turner
George L. Washington

APPENDIX B
CLASSIFICATION BY CLASS

<u>CLASS</u>	<u>STUDENT</u>	<u>COURSE</u>
1889	-----	-----
1892	Robert Robinson Taylor	IV
1894	William Arthur Johnson	
1898	✓ John Brown Dixon	V
1899	Charles Sumner Dixon	VI
1900	William Henry Smith	II
1903	✓ Daniel Arthur Smith, Jr.	VI
1906	✓ Wendell Phillips Terrell	II
1909	Marie Celeste Turner	v <i>CoK B. 1/2, 1/4 - AMITA</i>
1910	✓ Dallas Brown, Jr.	II
1917	✓ Anselmo Krigger	I
1918	✓ Bertram Francis Jones	V - <i>to read</i>
1921	✓ Lee Jullian Purnel	VI } ?
	✓ Emmett Jay Scot, Jr.	I } ?
1923	Rodger Davis Courtney	?
	✓ Lewis King Downing	— XV - <i>U. S. ...</i>
	✓ Joseph Lincoln Parker	
1924	John Churchel Carter	VI ?
✓ John M. Hunter	✓ Albert Eugene Lindsey	III <i>Mexico</i>
	Victor Claude Smith	X <i>Warren 1/1</i>
	James Dennis Taylor	IV ?
1925	Lief Littlejohn Cain	II ?
	✓ James Carmichael Evans	VI <i>to read</i>
	Andrew Jackson Fassitt	VI ?

	✓ John Bernard Robinson	?
	✓ George L. Washington	II <i>discovered</i>
1926	Ernest Gordon Chrichlow	VII ?
	Courtney Brantly Cooley	V ?
	George Lyles Diggs	VI <i>discovered</i>
	✓ Marron William Fort	XIV - 2
	Chrispen Clement Hall	I
	✓ Edward Swain Hope	I - <i>discovered</i>
	✓ Paul Vernon Jewell	XIV ?
1927	✓ William Harold Bethel	I
	George Francis Bowles	X ?
	Arnold Edward	VI
	✓ Westervelt Augustus Taylor	I
1928	Henry Benjamin Duncan	I ?
	✓ Gustave Martinez Solomons	VI <i>discovered</i>
1929	✓ Joseph Andrew Bonner	I <i>discovered</i>
	William Jacob Knox	V <i>discovered</i>

5 w addresses
 7 research
 28 w/o information

APPENDIX B
CLASSIFICATION BY CLASS

<u>CLASS</u>	<u>STUDENT</u>	<u>COURSE</u>
1889	-----	-----
1892	Robert Robinson Taylor	IV
1894	William Arthur Johnson	
1898	John Brown Dixon	V
1899	Charles Sumner Dixon	VI
1900	William Henry Smith	II
1903	Daniel Arthur Smith, Jr.	VI
1906	Wendell Phillips Terrell	II
1909	Marie Celeste Turner	V
1910	Dallas Brown, Jr.	II
1917	Anselmo Krigger	I
1918	Bertram Francis Jones	V
1921	Lee Jullian Purnel	VI
	Emmett Jay Scot, Jr.	I
1923	Rodger Davis Courtney	
	Lewis King Downing	XV
	Joseph Lincoln Parker	
1924	John Churchel Carter	VI
	Albert Eugene Lindsey	III
	Victor Claude Smith	X
	James Dennis Taylor	IV
1925	Lief Littlejohn Cain	II
	James Carmichael Evans	VI
	Andrew Jackson Fassitt	VI

	John Bernard Robinson	
	George L. Washington	II
1926	Ernest Gordon Chrichlow	VII
	Courtney Brantly Cooley	V
	George Lyles Diggs	VI
	Marron William Fort	XIV
	Chrispen Clement Hall	I
	Edward Swain Hope	I
	Paul Vernon Jewell	XIV
1927	William Harold Bethel	I
	George Francis Bowles	X
	Arnold Edward	VI
	Westervelt Augustus Taylor	I
1928	Henry Benjamin Duncan	I
	Gustave Martinez Solomons	VI
1929	Joseph Andrew Bonner	I
	William Jacob Knox	V

APPENDIX C

CLASSIFICATION BY COURSE

<u>YEAR</u>	<u>STUDENT</u>	<u>CLASS</u>
I	William Harold Bethel	'27
	Joseph Andrew Bonner	'29
	Henry Benjamin Duncan	'28
	Chrispen Clement Hall	'26
	Edward Swain Hope	'26
	Anselmo Krigger	'17
	Emmett Jay Scott, Jr.	'26
	Westervelt Augustus Taylor	'27
II	Dallas Brown, Jr.	'10
	Lief Littlejohn Cain	'25
	William Henry Smith	'00
	Wendell Phillip Terrell	'06
	George L. Washington	'25
III	Albert Eugene Lindsey	'24
IV	James Dennis Taylor	'24
	Robert Robinson Taylor	'92

V	Courtney Brantly Cooley	'26
	John Brown Dixon	'98
	Bertram Francis Jones	'18
	William Jacob Knox	'29
	Marie Celeste Turner	'09
VI	John Churchel Carter	'24
	George Lyles Diggs	'26
	Charles Sumner Dixon	'99
	Arnold Edwards	'27
	James Carmichael Evans	'25
	Andrew Jackson Fassitt	'25
	Lee Jullian Purnel	'21
	Daniel Arthur Smith	'03
	Gustave Martinez Solomons, Sr.	'28
VII	Ernest Gordon Chrichlow	'26
VIII	-----	---
IX	-----	---
X	George Francis Bowles	'27
	Victor Claude Smith	'24
XI	-----	---

XII	-----	---
XIII	-----	---
XIV	Marron William Fort	'26
	Paul Vernon Jewell	'26
XV	Lewis King Downing	'23
XVI	-----	---
XVII	-----	---
XVIII	-----	---
XIX	-----	---
XX	-----	---

APPENDIX D

INTERVIEW WITH GUSTAVE M. SOLOMONS '28

To make this research more real and to give it character, I interviewed an alumnus of the period that I was researching. The only alumnus that was close enough for me to speak with was Mr. Gustave M. Solomons, Sr. '28. Mr. Solomons and I had a long talk about what it was like to attend MIT in earlier years. Below is some of the information that came out of this interview.

Q. IT SEEMS TO ME THAT MORE BLACK STUDENTS WERE ENROLLED IN CIVIL ENGINEERING THAN ANY OF THE OTHER COURSES. IS THIS TRUE?

A. Yes, Blacks were very interested in Civil. A lot of us took surveying, even if we weren't in Civil. They [Civil engineers] had a surveying camp up in Maine. They went to camp in the summer.

Q. WHY DO YOU THINK SO MANY OF YOUR CLASSMATES WERE INTERESTED IN CIVIL?

A. Civil was the broadest course you could go into at the time. The Civils studied a little bit of everything: Mechanical, Civil, Electrical. They

had the best job opportunities after graduation; everyone was hiring Civils.

Q. WHAT WAS IT LIKE BEING ONE OF SO FEW BLACKS?

A I didn't mind being the only fellow in the class. I grew up in a predominantly white neighborhood, so it wasn't such an odd feeling.

Q. WHERE DID YOU LIVE? HOW DID YOU GET TO SCHOOL?

A. I lived out in Quincy. I commuted to and from school everyday. The school did not have dormitories then. I took the train in to South Station, then the subway from the station to the Kendall stop.

Q. WHAT WAS IT LIKE BEING IN EE?

A. It was the hardest course. A lot of people did not want to work so hard. In EE we took "quick courses." Those were short courses that were taught over the summer. I learned quite a bit about Civil one summer in a short course.

At this point I asked about the other "fellows" in his class. He commented about a few of those that he remembered.

ANSELMO KRIGGER '17

He had a nice job with the state. We all looked up to him. He had a supervisory job.

JAMES CARMICHAEL EVANS '25

He was an instructor. He helped with the grading and the tutoring of the classes.

SELECTED BIBLIOGRAPHY

- Berkhofer, Robert F. Jr., A Behavioral Approach to Historical Analysis, New York: The Free Press, 1969.
- Bever, Marilyn A., "the Women of MIT, 1971 to 1941: Who They Were, What They Achieved," Undergraduate thesis, Course XXI, Massachusetts Institute of Technology, Cambridge, MA, 1976.
- Bowles, Frank and Frank A. Decosta, Between Two Worlds, New York: McGraw-Hill Book Company, 1971.
- Commager, Henry Steele, The Nature and the Study of History, Columbus, Ohio: Charles E. Merrill Books, Inc., 1965.
- Jay, James M., Negroes in Science: Natural Science Doctorates, 1876-1969, Detroit, Michigan: Balamp Publishing, 1971.
- Johnson, Charles S., The Negro College Graduate, New York: Negro Universities Press, 1938.
- Little, Monroe H. Jr., "Inheritors of the Cross: the Black Student at the Black College; 1880-1964." Ph.D. dissertation, Princeton University, Princeton, New Jersey.
- Pifer, Alan, "The Higher Education of Blacks in the United States," reprint of the Alfred and Winifred Hoernle' Memorial Lecture, 1973, Carnegie Corporation of New York.
- Shafer, Robert Jones, A Guide to Historical Method, Illinois: The Dorsey Press, 1974.
- Walters, Raymond, The New Negro on Campus, Princeton, New Jersey: Princeton University Press, 1975.