

A LION WITHIN A LAMB

BIOGRAPHICAL SKETCH

OF

DR. GEORGE W. GORE, JR.

President Emeritus

FLORIDA A AND M UNIVERSITY

Tallahassee, Florida

PROLOGUE

To write comprehensively of the accomplishments of one whose life has been so filled with so much, as has been Doctor Gore's would encompass a scope much wider than this writer's aim and would fill a tome much larger than this pamphlet. Instead of such a panoramic view, the writer has telescoped events and focused upon reporting highlights of his life, as revealed in a series of interviews with him, quoting him directly in many instances.

Hence, no effort has been made to discuss the many accolades or tributes which have been thrust upon or paid to him, one of the most significant (to him) being a Testimonial Dinner in tribute to Mrs. Gore and him initiated by Dr. Walter L. Smith, current President of Florida A and M University, and held during the 1978 Homecoming Week-End, November 4-6. Nor has any effort been made to discuss the plethora of scholarly professional and social organizations of which Doctor Gore is a member, or of the numerous speeches he has made to various groups throughout the country.

Without the assistance of many people, however, this project would have been impossible: Mr. James N. Eaton, Director of the Black Archives, Museum, and Research Center at Florida A and M University; Dr. Larry E. Rivers, Chairman of the Florida A and M University Research Committee, as well as Ms. Linda Humphrey, Secretary; Mr. Roosevelt Wilson, Director of University Publications, Florida A and M University; Nu-Day Graphics, Tallahassee, Florida; and Mrs. George W. Gore, Jr., Nashville, Tennessee--among others. To all of these people, then, the writer is grateful.

Keeping in mind the aforementioned limitations of this work, the reader may now sit back, relax, and hopefully, enjoy the unfolding drama of highlights in the life of Dr. George W. Gore, Jr., President-Emeritus of Florida Agricultural and Mechanical University.

I. FROM PAPER BOY TO PRESIDENT

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The time: 1950

The place: Tennessee A and I State College
Nashville, Tennessee

The action: Two Caucasian gentlemen enter the Dean's office and say they have an appointment with the Dean of the College.

"Have a seat, please, the Dean will be with you shortly," politely responds the secretary, having not the faintest idea the impact the conference for which these men wait will have upon so many lives in the years to come.

Currently serving as consultant to the President of Fisk University, that Dean of then Tennessee State College whom the two men waited to have a conference with was none other than Dr. George W. Gore, Jr., now President Emeritus of Florida Agricultural and Mechanical University, Tallahassee, Florida. He is also serving as executive secretary of the Council of the Former Presidents of Black Colleges, an organization recently formed "which includes 117 individuals who have retired from the presidency of a Black College," of this number, approximately seventy are active members of the Council. (Dr. Gore in an interview on June 4, 1978)

But to go back some fifty years prior to the opening scene above will help one understand how and why the scene could take place.

Born on July 11, 1901, on Cannon Street, Nashville, Tennessee, George W. Gore, Jr. was the first son of Reverend and Mrs. George W. Gore, Sr. His father, a minister very active in YMCA work and his mother

a school teacher, little George lived on Eighth Avenue, North.

Only a year old when his mother died, Doctor Gore does not remember her. But he does recall a Mrs. Lucretia Birdsong, with whom he lived a number of years after his mother's death. When Mrs. Birdsong passed, a Miss Sarah Jones took over and served as an interim or surrogate mother, as it were. In fact, Miss Jones -- known to many as "Sister"-- also moved with Dr. Gore's family to Tallahassee, Florida, in 1950; she died in Tallahassee, where she is buried.

As a youth, George W. Gore, Jr. attended Napier School, from where he lived at 419 First Avenue South. His first job was as a newsboy for The Nashville Globe. After Napier, he went to Pearl High School, where he founded and served as editor of the Pearl High Voice for a number of years. He was also very active in dramatics and debating and was one of the Commencement speakers when he graduated from Pearl High School.

Although a warrior for education, he comes from a family whose roots are embedded in the medical profession. His three Hambrick uncles graduated from Meharry Medical College, one settled in Nashville, one in Kansas City, and one in Louisville, Kentucky, where they practiced medicine until their deaths. The son of one of those uncles now practices medicine in San Francisco; his daughter also finished medicine and is currently practicing outside of Los Angeles. In addition, one of his cousins, Alice Jane Deadrick, finished the School of Pharmacy at Florida A and M University, and another cousin in Nashville finished Fisk University and Meharry Medical College.

One wonders, then why Doctor Gore, with such a strong medically inclined family background, himself did not enter the medical profession. When queried about this, he responded that he never had any interest in medicine and that his father wanted him to enter theology, but "I didn't want that either."

Asked if to be an educator was always his desire, he confessed that his original desire was to be a journalist. This desire, he says, stemmed from his first job: as a six or seven year old kid he was selling newspapers on the streets. He later worked at the National Baptist Publishing House -- picking up papers and melting lead at the printing office, cleaning up, and doing other odd jobs. All of his early experience, which was working around a printing plant and selling newspapers and ads and that kind of thing, he considered "the greatest thing in the world."

Finishing Pearl High School in January, young George went a few blocks up the street and enrolled in Fisk University, where he remained until June. However, his father was at that time located in Indiana and was very anxious for G. W. to attend school there. As a result, in the Fall he entered De Pauw University at Greencastle, Indiana. Hence, Doctor Gore having begun his higher education at Fisk University and having now returned to Fisk, his educational experience has come full circle.

Understandably but unfortunately, when he attended DePauw, racial discrimination was rampant. When asked about his experience at De Pauw, he admits that nobody was too happy about having him there. For example,

in some classes, the professor seated students alphabetically, and if Gore's name placed him next to or between two white girls, he was not allowed to sit there and was asked to move to the end of the line. But he humorously recalls a class in which one teacher, the Dean of Women, deliberately sat him between two white girls. This teacher's attitude contrasted directly with that of the male teachers, who would completely disregard the alphabetical seating arrangement to prevent him from sitting by white girls.

As he continued to reminisce about his days at DePauw, he related that one professor actually came to him and said, "Gore, I think that you ought to go to some Negro school. DePauw is a bad place for you to be anyway, and I'd be willing to give you some money to help you go to a Negro school." To this suggestion, the young Gore bluntly told the professor he wasn't interested. Says he, "I just cut him off. I didn't know how to be diplomatic about it. I just told him 'No, I don't want it!'"

As he talked about how rough life was then at DePauw, he emphasized that nobody cared much about you or wanted you around "one way or the other." He said that he wanted to live in the dormitory and tried to do so, but no Blacks were allowed in the dormitory. But he did work as a furnace stoker in several local apartment houses.

Ironically, however, some forty years later (1958), he was invited back to DePauw to receive an alumni award == and was given a suite of rooms in the dormitory to which he had been denied admittance as an undergraduate student. "But when I was a student and needed a

room sure enough," he remarks, "I couldn't get one at all." Asked how the recipients for the alumni award was selected, he explained that the recipient was selected by a faculty-alumni committee and was one of five people chosen for the year.

Besides that alumni award, he was given an honorary degree-- doctor of laws -- from DePauw in 1966. Thus, the young lad who was refused certain seats in class, and who was requested to leave DePauw, has been highly honored twice by his alma mater.

But when one remembers that Gore was a Rector Scholar, one readily understands how he may deserve such honors. He explains that the most signal honor a student could have at DePauw at that time was to be a Rector Scholar. And after getting to be a Scholar, if the student maintained a B=plus average, he could retain the scholarship each successive semester. But once the student's average fell below B-plus, he lost the scholarship. "But," he modestly states, "I was graduated with it."

Asked how he received the Rector Scholarship, he explained that originally it was given to the valedictorians of high schools in Indiana. But during his freshman year at DePauw, it was decided that the school would give ten additional scholarships, to be awarded to the ten ranking freshmen, regardless to where they finished high school; and he was one of these ten freshman students.

He admits that he was surprised when he got the scholarship. When he presented his credentials to the office, the officials had to double check because they weren't quite sure he was the right one.

They would tell him, he says, "Just a minute; we'll see." He remembers that he had to wait a long time:

I was amazed how long it took them to get the records all fixed out to make sure. Nobody seemed to know who I was. When they saw me, they didn't associate me with the record.

He likens himself to "the invisible man." "Before that time nobody recognized the fact that I was even on the campus, and my name meant nothing." The name Gore had a record certifying his credentials, but he as a person was not identified with the record.

Although he received his bachelor's degree in English from DePauw, he minored in his first love -- journalism. While at DePauw, he worked on the DePauw Daily; he also worked for the Greencastle Banner, an afternoon city paper, the whole time he was in DePauw. In addition, while still a student at DePauw, he wrote for a number of Black newspapers: The Chicago Defender, the Indianapolis Freeman, to name a few. In other words, he felt that he had to be a journalist; and every time he got a chance to write something, he did.

Nevertheless, despite his avid interest and his consuming desire to be a journalist, Doctor Gore never fully realized the fruition of that ambition. However, his first job after finishing DePauw was to teach journalism at Tennessee State College in Nashville. And here is where the course of his career took an entirely different route from the journalist he always wanted to be.

In addition to teaching journalism at Tennessee State, he became involved in other phases of education. Not only did he teach courses, but he also became a dean and entered the administrative arena. For example, he held three titles simultaneously: Director of the Division of Education, Director of the Graduate Division, and Dean of the College. A man with all kinds of I. D.'s he may well have been labelled a "triple threat" person. In fact, had the title "Vice President" existed in those days, his title would most probably have been Vice President instead of Dean, which, at that time, "meant you were next to the President."

And this is where our scenario set forth on page one began to unfold. Before returning to this part of Doctor Gore's career, however, we must fill in a very important phase of his personal life which has not yet been mentioned.

In 1928, he married a winsome young lady who was to play a most vital role in his future life -- Pearl May Winrow, from Bowling Green, Kentucky. From this union, a lovely daughter was born -- Pearl Mayo Gore.

He studied toward the master's degree at Harvard University during the summer of 1926 and the 1927-28 school year, and after receiving his master's degree from Harvard in 1928, he returned to work at Tennessee State. Continuing his education, he attended Columbia University in New York for several summers in the 1930's, as well as the 1936-37 and 1938-39 academic school years. These efforts culminated in his receiving the doctor of philosophy degree from Columbia University in 1940.

Sometime between 1940 and 1950, Doctor Gore's activities took a different direction, a direction which would ultimately lead him to the presidency of the then Florida A and M College in Tallahassee, Florida.

First of all, he was very active in working with teachers' organizations. For instance, he was the executive secretary of the Tennessee Negro Education Association, to which he devoted much time. He also worked with Alpha Kappa Mu, a national honor society in Negro Colleges, of which he was founder and, for several years, executive secretary-treasurer. Furthermore, he worked actively with various college organizations, like the Association of Colleges and Secondary Schools; he was president of the American Teachers Association, the Black NEA at that time.

Meantime, while keeping quite busy with such organizations, he was visiting various places and making contacts with various institutions. During this time, he was offered the presidency of three different colleges, which he investigated and decided not to accept. However, Florida A and M College was not one of the institutions concerned, and he admits that the offer of the presidency of Florida A and M came almost unexpectedly.

Discussing the offer, he says that he received a call from what was then the Board of Control of Florida asking if he were interested in the presidency of then Florida A and M College. In January he came for an interview; three months later, on April 1, 1950, he assumed the office of President of Florida A and M College. Before about January 6, however, he says he had no contact about the job. In fact,

he never applied for it. Instead, the two Caucasian gentlemen mentioned at the beginning of this drama were representatives of the Board of Control for the State of Florida who came to Nashville to discuss the prospective job with him. And so it was that within about three months from his initial contact concerning the job, Dr. George W. Gore, Jr., a paper boy at five or six years old, became the sixth President of then Florida A and M College.

II. A BACKWARD GLANCE AND THE NEW FLORIDIAN

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Looking in retrospect at the many activities in which Doctor Gore was engaged, as well as some of the many organizations with which he was associated, would help to illustrate how he seemed inadvertently swept by the tide into the mainstream as an educator/administrator. His diligent work with the American Teachers Association, the Black National Education Association, has already been mentioned. However, his work with the ATA may well have laid the groundwork for much of his future.

For many years, he served as executive secretary of the Tennessee Negro Education Association, and, as its representative, attended national seminars of the American Teachers Association and National Education Association. In this capacity, he became associated with Dr. Andrew Holt who at that time was executive secretary of the Tennessee Education Association. Working closely with Dr. Holt, Dr. Gore was the first Black elected as a Tennessee delegation to the NEA, opening the doors for Black membership in the NEA.

In the first place, he had been president of the ATA and after the ATA and the NEA were integrated, he ran for and was elected Vice President of the NEA. Consequently, he became the first Black person to run for and secure an effective office in the NEA. As a result of having served for two years as President of ATA, he has been made a guest for life to all subsequent conventions, with all expenses paid.

After he became President of Florida A and M College in 1950, Mr. H. Manning Efferson, who had served as interim president, was eventually made the Dean of Administration. Although he did not personally know Mr. Efferson before coming to Florida, Doctor Gore had known two of his predecessors -- President J. R. E. Lee, Sr. and Dr. W. H. Gray. In fact, Doctor Gray had been active, along with Doctor Gore, in Alpha Kappa Mu National Honor Society. Because of Alpha Kappa Mu and the ATA, Doctor Gore had previously been to Tallahassee on several occasions, at which times he had had the opportunity to talk with and know President Lee.

However, although he knew President Lee before coming to Florida, he did not know President Lee's son, J. R. E. Lee, Jr., who served for years as Business Manager of Florida A and M. But Gore readily asserts that working with a former president's son caused no problem for him insofar as the success of the program at Florida A and M was concerned.

Early in Doctor Gore's presidency, Florida A and M College became Florida A and M University -- a transition from "FAMCEE" to "FAMU". Concerning that change, he explains that the institution was destined to be a University, as were the other state colleges. In other words, to be in line with the other state schools, which were universities, Florida A and M College was reorganized as a university with eight schools: Arts and Sciences, Agriculture and Home Economics, Education, Engineering and Mechanical Arts, Law, Nursing, Pharmacy and the Graduate School.

Discussing the Law School and the School of Pharmacy, he says that prior to FAMU's reorganization, these areas were taught as a part of the

Departments of Political Science and Science, respectively, rather than being taught in individual schools per se. Specifically, although courses had been taught in these areas, they were not recognized as schools before this time. After Law and Pharmacy were started as schools, a part of Coleman Library was used for the School of Law, while the School of Pharmacy was housed in Jones Hall, the science building. The Law School existed for approximately fifteen years before it was discontinued as a school at Florida A and M. But the School of Pharmacy still exists and is housed in Dyson Pharmacy Building, which is named for a West Palm Beach, Florida, pharmacist, John W. Dyson, who was the first Black person appointed as a member of the Board of Regents for the State of Florida.

When Doctor Gore was asked about the closing of FAMU's Law School, he explained that previously the law school at a state university had been in Gainesville. But the idea prevailed that being the capital, Tallahassee was the place for a law school. And when the decision was made to have another law school, state officials set up a committee which decided that Florida State University had a better undergraduate program than FAMU and was therefore a better place to locate a state Law School. Consequently, it was decided to faze out the Law School at Florida A and M and have one instead at Florida State which would admit all races.

Asked if this decision occurred before integration, he responded that at that time some Black students were attending the University of Florida. But what happened, he says, was that the "powers that be" wanted to encourage white students to go to the school, hence the decision to put it over at FSU and let Black students attend there. Thus the Law School at Florida A and M University was closed.

Another facet of operation at FAMU which was closed during his administration was the hospital. But he feels that both the hospital and the Law School presented problems, "because they were very expensive to operate." For example, FAMU never had as many as ten students who could pass the entrance requirements for the Law School. He even believes that trying to maintain the Law School and the Hospital financially worked against the University:

It sounded alright to have them, but we had to spend large sums of money to keep them recognized. And the rest of the University had to suffer.

That was true especially with the hospital. The hospital served for the indigent Black people in Leon County, and we were taking the students' money and paying health care for people who had not helped the University at all It helped the School of Nursing a little bit, but the hospital was entirely too expensive for a state university to run for the few people that we got from it so far as the University itself was concerned.

Of course, everybody thought it was such a wonderful thing, but we were just subsidizing the state and the county's health program -- at the expense of students who were going to the University for other reasons.

The unfortunate thing about it: we were spending large sums of money on the hospital out of students' funds. We sometimes didn't have money to buy mimeograph paper because we had to buy penicillin for the hospital. In the hospital, you had to do things.

And so it seems that the Law School and the hospital, although ostensibly assets, were actually liabilities. Their closing, then, may have been for FAMU a blessing in disguise.

B. Changing Times

The Supreme Court's decision in 1954 concerning desegregation resulted in additional changes at FAMU. Asked how the decision affected the role of Florida A and M and his position as an administrator, Doctor Gore recalls that it was a period of uncertainty.

After the Supreme Court decision, there were great expectations that certain things would happen, he says, and that Black people would get certain advantages. Ofttimes, however, they were disappointed. For example, Blacks were given the opportunity to enter certain schools, and when they got there, they found it was almost a revolving door. In other words, they went in and out very quickly. And whereas Black students had the right to attend, and did attend, white schools, they didn't enjoy the relationship they anticipated because they were not accepted readily into the institution as such.

Nevertheless, FAMU was greatly affected by the Supreme Court decision. It now had to compete with other than Black institutions for students. Many of the so-called white institutions were able to get funds to encourage Black students to attend because they were able to subsidize their education. This is the kind of thing that worked to the disadvantage of Black schools.

Another example is athletics. Specifically, prior to 1954, FAMU had a monopoly on getting all the better athletes. But after 1954, since most of the coaches in the secondary schools were white, they began to send their better students to the so-called white universities, where they were able to get more subsidy and more recognition than FAMU could give them. Thus FAMU was affected in her opportunity to do what she wanted to do.

Besides, the amount of money which a school received was based upon the number of students enrolled. More and more, white schools were able to attract an increasingly large number of Black students. This also cut down on the potential enrollment, as well as the appropriation of Black institutions.

All these factors notwithstanding, FAMU and Doctor Gore weathered the storm. But dark clouds were beginning to form toward the end of the 1950's; and dark, indeed, would be the road in the 1960's for Florida A and M University's sixth president.

C. Turbulent Times

Thourughout the nation, many institutions of higher learning experienced unrest from students during what is sometimes called "the turbulent 60's." Florida A and M University was no exception. Doctor Gore relates how he first became aware of the problem at FAMU.

He had gone to Tyler, Texas, to deliver the Commencement address at Texas College. While there, he arose early in the morning and went to get the paper from his host's front porch. Opening the paper, he read that some students at Florida A and M had attacked a bus driver -- the bus passed through FAMU's campus -- and had overturned the bus. In fact, the campus was in quite an opheavel: students refused to go to the back of the bus, and some of them had been arrested. Calling home, he learned that things really were upset, but by the time he reached Tallahassee, they had been quieted. But that was his initiation into the student unrest that was to prevail on FAMU's campus for the next few years.

For example, from time to time, FAMU students would try to go to movies downtown, which at that time was prohibited. Although they were turned back, they insisted on going anyway. As a result, the police arrested them, herding so many to the police station that they were finally put out at the Fairgrounds, because the jail wasn't big enough to hold them all. Interestingly, the current president of FAMU, Dr. Walter L. Smith, was one of those students herded to the Fairgrounds.

Speaking of problems connected with student arrests, Doctor Gore says that even when some parents tried to get their children released, the students didn't want to come out. "They wanted to stay in jail anyway." Therefore, because students wanted to go to jail and insisted on staying there, many problems developed. He reports, "we were constantly being met with student uprisings and opposition in what was happening."

One of the most important problems happened the night that Dr. Martin Luther King, Jr. was killed. At the time, Doctor Gore was in the central part of Florida attending a meeting of The Florida State Association of Colleges and Universities. He was presiding over the meeting, and someone passed him a note saying that Rev. King had been killed in Memphis, Tennessee. He then announced the news to the group; someone offered a motion that a word of prayer be said, and the meeting was adjourned.

About that time, he received a message from the Governor of Florida requesting that he return to Tallahassee immediately because "all Hell had broken loose." Students were shooting at cars passing the campus.

The sheriff arranged to have a car rush him to Orlando, where he could get a plane; and a private plane was sent to pick him up. But when the plane finally arrived in Tallahassee, there had been trouble on the runway at the airport, and the plane couldn't land. The pilot circled around for about two hours before being able to land.

Meantime, students were shooting and all kinds of things were happening on the campus. However, by the time Doctor Gore's plane was able to land and he finally got back to the campus, things had toned down somewhat.

The next day, of course, he called special assemblies at which the matter was discussed pro and con. But there was still much upheaval, and many people felt that the students should be put out of school. He was also asked to fire various faculty members. He recalls: "We had all kinds of Board meetings. . . and how we came out alive, I don't even know myself now."

He is proud that no student was dismissed nor faculty member fired during those tumultuous times. Asked how this was possible, he relates that he had all kinds of experiences. To illustrate, the Board of Control was asked to meet with the City Fathers, Doctor Gore being the only Black person present. Various people said they wanted certain people fired and told what they wanted done -- "this, that, and the other." And although the meeting lasted for approximately two hours, he admits that to him, the meeting seemed to last a lifetime. Finally, however, someone remarked that he had said nothing and asked, "Doctor Gore, what do you have to say?"

To this question, he responded, "I'm just wondering what I do have to say." He then looked around the room and finally said:

Gentlemen, do you realize the fact that when this meeting adjourns, I'm going to have to get in my car and go back on the other side of the railroad? That's where I live. These people you're talking about, I live with them every day. Now, unfortunately, I can't come over to your house and live. I've got to live and get along with these people that you're talking about. I have nowhere else to go.

And after he finished speaking, a member of the Board said, "Gentlemen, we're being unfair to Doctor Gore. Let's stop this. I don't want to be a part of this at all."

The City Fathers, however, wanted the Board to instruct him as to what to do. But after some arguing, the Board finally requested him to do the best he could and the meeting was adjourned.

And he did do his best. For example, Florida A and M raised money to get people out of jail, and he went down to the police station to get people out, especially the girls. He insisted that even if there wasn't any money for the boys, "Get the girls out!"

Asked how this money was raised, he explained that it came from various funds. He confesses that they juggled funds and did all kinds of things, and they were able to get people out of jail.

Meantime, parents were calling and cursing him out, asking, "What did you let my child get in?" He would remind them that he didn't tell their child to do anything, but parents seemed not to understand. He would try to assure the parents:

I didn't want him to be down there any more than you did. I couldn't help it either. I'm trying to get your child out, but I didn't tell your child to go down there. I didn't tell anybody to go.

On the other hand, some folks took the other attitude and would call and say, "You should be leading it." He acknowledges: "I didn't know which way I was going half the time."

Besides problems with parents he had problems with some students. Many times they conducted "sleep-ins" on his lawn. Some nights things got so rough that he and Mrs. Gore stayed in a motel instead of "Sunshine Manor."

But the ROTC was quite helpful: they had an outpost in Tucker Hall from which they watched the President's house. Mrs. Gore was also very supportive. Acting in her usual manner of a gracious First Lady, she would invite students inside for refreshments.

Oddly enough, white students from FSU joined FAMU students in their protests. However, the FSU Dean of Students came to Coleman Library to see what FSU students were involved. As a result, FSU students curtailed their involvement.

As he looks back, he admits that things happened so fast that he didn't realize that he was in the midst of a revolution. Engulfed in the "revolution" before realizing it was going on, he considers this time the turning point in his life: "From that time on, I felt that I would never be too happy as president." He didn't care to be involved in that type of thing.

Consequently, at a meeting of the Board in June of 1968, he submitted his resignation as President of Florida A and M University, an action which took the Board by surprise. Present at the meeting was the

president of FAMU's Student Government Association, who walked across the room to him and said, "Doctor Gore, don't do this." The Board also asked him to reconsider; but he had definitely made up his mind and did not change it. Consequently, the Board elected him the first President Emeritus of Florida A and M University. It also voted to name a building in his honor -- the George W. Gore, Jr. Educational Complex.

Members of the Florida A and M University family and the Tallahassee community feted the Gores with elaborate affairs, showered them with gifts, and wished them Godspeed as, having been Floridians for eighteen years, they returned to their native Tennessee.

III. ODDS AND ENDS

A. About Yesterdays

Looking back over his tenure as President of Florida A and M University, Doctor Gore recalls that presidents of Black colleges conferred with each other as to how to survive. Although facing different circumstances, all had a common problem. One president might adapt or modify techniques another had used. Because no president could function in a vacuum, sharing successes and failures thusly was most valuable.

One most beneficial activity was the Conference of Land Grant College presidents, the value of which was not so much the philosophic papers presented as was the give and take among presidents in private bull sessions: they helped to educate each other by comparing notes, the whole issue being a matter of learning how to survive the turbulent 60's. Then it was even more important that the presidents came together and campus notes. "We already had to fight the powers that be," he says, "but now with our students turning also, we found ourselves in an almost impossible situation. . . . The people we were fighting for, they were turning on us."

Even the people who were closest misunderstood what he was trying to do. Some thought he ought to be in the forefront leading the fight, ought to make students march on the governor and the legislature. Hence he was criticized for not being a good leader.

Parents, meantime, insisted that he should be looking after the students in jail, which he did. He felt that he needed to stay out of

things to be able to fight for the students who were jailed: "If I get in and get involved also, how can I look after your daughters and children and find out if they're involved? And somebody needs to be doing it."

He sums the matter up by saying that he was facing a situation for which he had no background upon which to draw, and he had to play it almost by ear. Thus, he had to set up certain priorities as to what to do, some of which would not be popular with the masses, especially when people oftentimes did not understand what he was doing or why he did it. "And," he says, "it made it extremely difficult because even your closest friends were condemning you. . . which didn't make life any too happy at all." He reiterates that there were so many things that only he could do, and he couldn't surrender them or pass them on to others to do because they were not in position where they could do anything. Consequently, he had to bear up and do the best he could under the circumstances.

Talking among themselves, most Presidents concluded that they didn't know where everything was going to end but they were going to hold on as long as they could. Meantime, they would do what they thought was best and hope everything would come out all right eventually. Living through it, however, wasn't as simple as that. Most presidents really found themselves in the middle of a crisis before they realized it had broken loose.

He recalls a particular incident: He got a call from Governor Leroy Collins' office asking, "What's happening? I find people coming into Tallahassee on buses, with sticks and clubs. What're you doing about it?"

And he responded,

Governor, we're playing baseball with Tuskegee, and the team is coming in. I don't know about sticks and things, but they do have bats. We're playing a game, which can be verified. It's no march at all; it's a regular game, and it will be played this afternoon. And I would be pleased to have some highway patrolman come out here and look at it, but it's nothing to be excited about at all. I can assure you that nobody's coming to cause any trouble.

He related this incident to illustrate that "every time you turned around, somebody was saying what you ought to do and what you ought not to do;" officials were calling "telling you what you had to stop doing."

Therefore, he was constantly under pressure.

Some officials even said certain people should be fired, but he refused to do so: "No, that's the way to make it worse. Better to just leave it alone. . . , We'll work these things out, but this isn't the time. What you're saying is like throwing gasoline on the fire."

However, Doctor Gore holds many warm memories of personal relationships, especially with the presidents of Florida State University and the University of Florida. When he was Dean at Tennessee State, for example, he would visit Peabody College, when Dr. Doak Campbell was Dean of Peabody's Graduate School and a member of the Tennessee Board of Education. They became friends, and when Doctor Gore became president of FAMU, he had much contact with Doctor Campbell, who was then president of FSU. When Doctor Campbell died, his family contacted Doctor Gore in Nashville and requested that he return to Tallahassee for Doctor Campbell's funeral, which he did.

Moreover, Dr. J. Hillis Miller, president of the University of Florida during Doctor Gore's early days in Florida, died, and his widow

insisted that Doctor Gore attend the funeral. Says he:

I hadn't planned to go, but they had the highway patrol to get in front of my car and bring me from Tallahassee to Gainesville to be a pallbearer. And they carried me through all the traffic lights and everything else at the request of Mrs. Miller, who said, 'I want Doctor Gore to be pallbearer at my husband's funeral!' And they didn't argue about it. If she said she wanted Gore to go, nobody argued.

He also recalls that when Dr. Robert L. Strozier, another president of FSU, died, Mrs. Gore and he were asked to attend the funeral. Mrs. Gore and Mrs. Strozier had become friends as they waited various times at the old Tallahassee airport to meet their husbands who were coming in from meetings. And when Doctor Strozier died, Doctor Gore was on a plane enroute to a meeting. An announcement was made on the plane for him to return to Florida because Mrs. Strozier wanted him to be with her family at her husband's funeral.

Speaking of his relationship with various presidents, Doctor Gore admits that it was partly because of Doctor Campbell's influence that he was given a job at Peabody after he returned to Nashville. Recalling his friendship with Doctor Campbell through the years, he remembers that when he worked at Tennessee State, President Hale was trying to get some money from the General Education Board Foundation, and Jackson Davis was sent to check on Tennessee State. He met Davis and was taking him back to the old Union train station. As they talked enroute, Davis remarked,

You're an interesting young fellow. What are you doing here? I'll tell you what: you need to know somebody here. There's a man here by the name of Doak Campbell; and when you get back home, you call Doak and tell him I wanted him to know you and work with you and your problems.

That is how he got to know Doak Campbell in Nashville. Doctor Campbell became president of FSU, Doctor Gore of FAME, they were fast friends in Tennessee, and in Florida, until Doctor Campbell died.

As he continued to reminisce about days at FAMU, he recalled the positive influence that teachers had on students. One example is Mr. Earl E. Ware who had recently undergone serious surgery. Mr. Ware, along with others, inspired many students to go into medicine, and one of his former students had performed a top level operation in heart surgery on him. He feels that FAMU's having turned out so many top level products, people like Dr. LaSalle Lefall, has made all the difference in the world in setting the stage in various areas.

He recalls for instance that at one time the Dean of the School of Medicine at Meharry was a FAMU graduate -- Dr. Daniel T. Rolfe, a native of Tampa, Florida. And despite the fact that FAMU didn't have much to work with, it has turned out some very outstanding people: "We had to make bricks without straw."

That teachers at FAMU were able to so inspire students was remarkable, and the final answer is, he says "look at the scoreboard; look at the score; look at what kind of people have come out -- just check that."

He relates that just before he left FAMU, the Pharmacy accrediting association wanted to put the School of Pharmacy on probation. He attended a meeting in Chicago, at which the group mentioned FAMU's lack of certain square footage and "the professors didn't have this, that, or the other thing." To their criticisms, he responded:

Maybe some of that's true, but let me assure you, gentlemen, that we have a bill now in the Legislature to get money for a new pharmacy building. . . . But let me call to your attention the fact that in at least six states in the union at the present time, our graduates have been able to pass the State Board and have gotten licenses. . . . In Chicago, . . . I was regally entertained -- wined and dined -- by Walgreen Pharmacy, because of the quality of people that they had hired who had finished FAMU. . . . Some of our graduates are managers of pharmacies in Chicago. . . . I'd like for you people to check on whether we ought to be accredited. What does it mean to be able to pass State Boards? Maybe we are two or three feet short of the number of square feet you ought to have, but look at what percentage of people we turn out and what they do. . . . If you qualify to work for Walgreen, you must have something to offer. They're no great friends of FAMU as such, but they pay all kinds of tribute to us because they want our graduates. . . . They told me 'as fast as you can turn out somebody, let us know. All we want is to hire them'. So we must be doing something right down there. You don't have to take my word for it at all; check with the Walgreen people. If they're not able to pass on it, I rest my case.

Needless to say, the School of Pharmacy was conditionally approved.

He strongly believes that one of the contributions of the Black college is that it has been able "to make brick without straw." The teachers have been inspired, have believed in what they taught, and have put their hearts in it. The fact that they put all they had into it, he considers "the most wonderful thing in the world," because it rubbed off on the boys and girls whom the teachers taught. "And after all," says he, "that's the thing that matters."

What a lot of people don't know, he says, is that at FAMU, a teacher has to teach because a student doesn't bring much with him when he comes. And the very fact that FAMU doesn't have all students with high IQ's means that its faculty has to teach to get anything at all over. Here are students who probably started off in college at the

ninth grade level or below and are expected to pass the GRE and various licensing Boards after four years of college, when they started off four years behind at the beginning -- some of them further behind than that. Yet some are able to connect and have passed these tests. "So," he told the Board, "somebody must be teaching at FAMU."

He thinks FAMU ought to be commended that she gets any of her students to pass. This is true all over the country. Again, he points to a graduate of FAMU's School of Nursing, Hattie Bessent, a native of Jacksonville who received her doctorate in Nursing from the University of Florida and became the Vice Dean of the School of Nursing at Vanderbilt University. "And, he remarks, "Vanderbilt is a prestigious institution."

He sums it all up:

We must be doing something. Now some folks are going to say that there is nothing to us, but I just can't buy that. See, because we had all kinds of difficulties to overcome, but the main test is what happens to our graduates.

B. ABOUT TODAY

Having returned to Nashville in 1968, Doctor Gore still has contact with people whom he met in Florida. For example, a gentleman who for many years was head of the Tennessee Higher Education Association at one time had also been a Dean at FSU. Furthermore, Dr. Joseph Bistowich, a man whom he worked with in connection with FAMU's School of Nursing, is now head of the Division of Health of Davidson County. Since the City of Nashville appointed him to a Commission for Senior Citizens, he and Doctor Bistowich still have a working relationship.

After he returned to Nashville, he was by no means idle. Soon he was offered by the president of Peabody College a position as visiting professor of education, a position in which he worked for 3½ years. After leaving this position, under the auspices of Peabody, he worked with a team to study desegregation in Vicksburg, Mississippi. As a result of the published report of the study, changes were made in the educational program of Vicksburg.

He was next asked to work on a government project, under the auspices of the Triangle Association of Colleges, headquartered in Columbia, South Carolina. Along with Dr. John Potts, he worked for two years with this organization, visiting six colleges and spending at least six weeks on the campus working with the faculty and making suggestions for improving instruction at the various colleges: Voorhees College, Morris College, Benedict College, Claflin College, Paine College and Allen University.

In 1976, he retired from the position of secretary-treasurer of Alpha Kappa Mu. About this time, Fisk University was having problems, and the Board asked him to serve temporarily as its president for a few weeks or a month. Reluctantly, he accepted, and he served for a year as interim president of Fisk University.

He admits that, being a native of Nashville and having known about Fisk all his life as well as having first attended college there, he was concerned about Fisk, about its ability to continue so that Blacks would not lose one of their outstanding institutions. As a result, he worked and did all he could -- travelling throughout the country, visiting

alumni and philanthropic organizations, selling the idea of Fisk University. As a result, some alumni credit him with saving Fisk at a crucial time in its existence. In fact, he relates that when he first took the job, many people called wanting to know if Fisk was closing, but he reassured them that it would be a viable institution, problems notwithstanding. Meantime, working with the Fisk University Foundation helped to alleviate the financial problem.

Consequently, his experience at the higher educational level has come full circle -- from once enrolling as a freshman student to serving first as interim president and now as consultant to the President of Fisk University. And during 1977, he represented Fisk at the inauguration of the President of his alma mater, DePauw University. He also represented DePauw at the inauguration of Dr. Walter Leonard, president of Fisk University.

As President Emeritus of Florida A and M University, Doctor Gore occasionally returns to Tallahassee to participate in various activities. He reports that for life he has a pass to all football games and all affairs on the campus. Specifically, during 1977-78 he participated in the inauguration of FAMU's eighth president, Dr. Walter L. Smith, the second person to assume the presidency since his retirement. He also was present for the inauguration of his successor, Dr. B. L. Perry, Jr. In addition, each year when the Land Grant College Association hold its annual meeting, he usually attends and meets with the president and administrative officers of Florida A and M.

In addition, he has organized former presidents of Black institutions, some 117 who still live. During 1977-78, with 20 - 40 former presidents in attendance, he held three meetings of this group, two

in Nashville and one in April during National Association for Equal Opportunity in Higher Education meeting at the Washington Hilton Hotel.

Asked about his other current involvements, he explained that he still works with various Boards. For example, for many years he had been a member of the Board of Directors of the Citizens Savings Bank and Trust Company, a Black bank in Nashville which, having been founded in 1904, is one of the oldest Black banks in America. He has recently been elected as a member of the Board of Trustees of the Senior Citizens, Incorporated, run by the city of Nashville to provide homes for retirees.

Furthermore, during 1977-78 for the Board of Higher Education of the United Methodist Church, he served as consultant, with respect to problems they were having with Black Colleges. Specifically, he investigated certain problems that prevailed at Rust College in Holley Springs, Mississippi. After making several trips to the school and talking with faculty and students, he finally made recommendations to the Board of Trustees, who are now in the process of doing certain of those things recommended. Working with him were Bishop Thomas, Dr. Willa B. Player, former president of Bennett College, and Dr. Kent Weeks.

In 1978, he was asked to serve as a member of the American Association of College's presidential Search Consultative Services. This group recommends people for consideration as presidents of colleges.

Discussion of his work with problems of various private schools naturally led to a question of what he perceived the difference to be between state supported schools and private ones. On this subject, he had much to say:

The public school has what many might regard as an advantage, in that the income is more or less assured; but the control is also very great, in that the politicians decide how things should be done and what should be done and what should not be done; whereas in the private school it is necessary to go out and get funds, to work with Boards, alumni, and friends. And oftentimes the financial support of the school varies, and you're not quite sure from year to year whether you're going to have enough money to run or not. It is very important, oftentimes, to get as many students as you can, because you've got to have some way to pay the teachers. And when the expenses go up, it becomes very difficult. In state schools, political pressure is used to get as much money as possible from the Legislature, and you know how much you have and can go ahead and spend it without having to worry quite as much.

However, the private school has more freedom in making decisions, because it has no fixed rules and regulations as does the public school. One specific example is that in the public school, one has to retire at a certain age, not so in a private school. But the new rules concerning age and the right to work make a difference now.

Moreover, a private school can decide when it will open and close and what kind of terms it will have. But in Florida, for example, the Legislature mandated that, whether the situation fit them or not, all schools would operate on the trimester instead of the semester system, and later on the quarter system. In policy making and decisions, then, the private school has an advantage.

Speaking of private schools in Florida, he mentioned Florida Memorial, Edward Waters, and Bethune Cookman College, with all of which he was associated during his presidency at FAMU. A Council of all the Black schools in Florida met at least once or twice a year. Among others, he had a friendly relationship with Mrs. Mary McLeod Bethune, founder of Bethune Cookman College, whom he considered to be quite a dynamic type of person. She served as a spokesman, not only for Bethune Cookman, but for the entire race as well. Having worked with the Roosevelts (Franklin D. and Eleanor), Mrs. Bethune had very definite

connections, especially working with the National Youth Association, in the matter of certain funds that all Black schools wanted. At that time, she was on the inside of Federal funds and spoke out for all Black schools.

He also knew Zora Neal Hurston, a Black Florida writer, but he had little personal contact and was not too closely related with her. He did, however, work very closely with the administration of Florida Memorial College.

For fifteen or more years, he was on the Board of Trustees of Florida Memorial College, which was first located in St. Augustine, Florida. But Florida Memorial had so much trouble it finally had to move to Miami. During this hectic period, he was on the Board of Trustees. According to him, Florida Memorial was having problems because of lack of funds; because she was always underfunded or undernourished, she suffered from the lack of money to buy equipment and to do the things that was needed to be done. As a result, the bills finally got so high that it was necessary for the conventions that were planning to run the school to give it up. Then the Southern Baptists, who took over, made some money available and also took over control of the school.

Discussions of Florida Memorial naturally led to the question of the relationship between Black churches or religion and education. He then explained that originally schools were financed by the churches, practically all schools being church supported. Had it not been for the churches, Black schools would not have gotten developed to a good start -- would not have been available for the states to take over. Although the

state finally started supplementing them, practically all Black schools were begun by churches. He pointed out that in some states, even now, there is only one state school in many states, Tennessee and Florida, for example, North Carolina, of course, has five state schools. But Florida has three private schools: the Baptists have Florida Memorial; the Methodists (AME), Edward Waters; and the United Methodists, Bethune Cookman.

He strongly believes that Blacks need both types of institutions-- public and private. The state school serves certain needs and does certain things, but there is still a need for privately supported church-related schools -- for the matter of morals, character formation, and so forth: "Certain things that they can or should do that are more difficult for a state school to do." He expresses a desire that something could be done whereby the church schools could have more support; recognizing that it is extremely difficult to do because of the conflict of church and state, he adds that efforts are now being made to try to get the state to put more money into church supported schools.

Indeed, he repeats, all schools are now getting to be almost state supported, because without federal money in church schools, they would have to go out of existence. In fact, all American higher education is now public in a sense, he says, because without federal funds hardly any private school would be able to run.

In the 1970's, federal grants make the difference. Consequently, almost all schools are now turning out to be public rather than private, even though the control is greater in the so-called private than public school. But, he concludes, federal or state funds are now practically running all American Higher education, Black of white.

He has been working with two schools that are having a financial problem. He views this problem as being extremely difficult, what with the cost of faculty and materials of schools going up every year. In addition, because of higher taxes and lack of support, resources from which funds are available are decreasing. Such things make it extremely difficult for a private school to exist.

In fact, the private school can never be sure where its funds are coming from. The Black family simply can not support it. He mentions, for example, a school where it costs about \$4,000 a year to send a child, a prohibitive sum for most Black families. By contrast, twenty years ago the cost would have been approximately \$1,000, and the cost gets higher every year.

The cost at state schools has also risen, but not in the same way as in the private. The difference is that the private school has to raise costs because that's the only way it can exist: it has to get more money from the student now than it did years ago. Then private schools got money from philanthropy, but now the money has to come from the student, who has to pay up to approximately half the cost because the school has no other place to get the money from. Although inflation affects all areas of today's living, inflation has caused the private school to suffer drastically as a result of it.

C. About Tomorrow

To Blacks, one of the most important issues in education is the future of the historically predominantly Black college. Having been associated for years with such colleges, Doctor Gore was asked his opinion of their role or the need for them.

He feels strongly that there has been and will for many years yet be a need for the predominantly Black college in which, he says

There will be a faculty that is dedicated to the needs of the students, that understands and sympathizes with them in such a way that many other institutions which have a very fine academically prepared faculty cannot do; they don't have the sympathy and the understanding, and they are not able to really have an empathy with the students.

They may be able to teach certain things, but there are certain things that the Black student needs: He needs to have somebody who understands and works with him and sympathizes with his problems, aside from pure book learning.

He further explained that in many instances, when a Black student goes from a Black school to a white school, he really gets lost: Nobody is concerned about him. It's there for him if he can get it; nobody keeps him from getting it, but he isn't prepared to take it on his own. Nobody goes out of the way to help him. About such a student, he says:

He's supposed to be grown and take care of himself, and nobody bothers about it. What he doesn't do for himself, won't be done.

The faculty don't feel it's a part of their business to spoon feed the student. He's supposed to be an adult -- though in many instances, because of the background of the last fifty or hundred years, he just isn't prepared. . . is not able Many Black students really are late bloomers.

Consequently, there is definitely a need for individuals to have those people with whom they relate; who can inspire them and give them a point of view and an attitude toward life and society over and above the academic program that the school provides. "And," he says, "a Black person is in better position to do this than anyone else."

He emphasizes that many students have enrolled in Black colleges who would have had a hard time getting in white colleges. Even if they got in, they would have had to drop out because they didn't have money or didn't have anyone who would really sympathize and realize that they had potential because it didn't appear to be there. Reiterating that many Black students are "late bloomers," he says that it is some years after beginning school before they are able to show how good they are.

He further explains that at the time they finish high school, many Blacks would have a time passing anybody's entrance examination to get into college. But once they get into college and people understand and relate to them, they are able to make good. Many of them graduate from college with honors. But, he adds, if they had to just measure up to the pure academics, they wouldn't do it and would not get the encouragement from people with whom they were associated who would believe in them.

He mentions specifically such a person with whom he had worked: Carl Rowan. Carl grew up in Middle Tennessee and finished an unaccredited high school. He entered Tennessee State and as a freshman was able to make passing and even high scores on examinations. Through encouragement, Carl was able to continue; he qualified to enter the Navy and became one of the first Black ensigns. In fact, he achieved in many ways, finally becoming a member of the President's cabinet. He was an Ambassador to Norway and Sweden, and he worked for the U. S. Information Agency -- "all because he had sympathetic understanding from Negro faculty members," says Doctor Gore.

In other words, he "grew out" because people at Tennessee State encouraged him and brought him to do various things which otherwise he would not have perhaps done. "At some other school, he wouldn't ever even have been there, and he wouldn't have lasted. . . he'd have been in maybe one semester or quarter, and out he would have gone." But at Tennessee State, people were trying to understand him -- they felt he had potential, which he did have, and this has now been proven. "But" repeats Doctor Gore, "when he first came, nobody would have believed it though." This is just one example he mentioned, but there are many others.

By contrast, he illustrates the other side of the coin. One person he knows grew up in a white environment, his family being the only Black family in his hometown. This person finished high school, and even as a freshman in college, he didn't know very much about Black people. He had never heard of Frederick Douglas, or W. E. B. DuBois or the people that other Blacks have known and have recognized as a part of their heritage -- he knew nothing about them. "In fact," says Doctor Gore, "he had to be taught to be a Black man . . . as a part of our citizenry."

Moreover, when this person got among his [Black] people, he was absolutely ignorant of how Black people did, how they related to things, what they were proud of, and so forth. In other words, he had been educated to live in a different society from which he had to live. When he got with Black people, he felt more or less alone. He didn't relate and he had to spend some time learning how to live with Black people, which is also very important.

Doctor Gore further mentioned other cases wherein it is necessary for a person to learn how to adapt -- a person who has been educated at white institutions only. He has to go back and start learning again, because he has been educated to be a white man; and when he gets back to the community, the very whiteness works against him.

Therefore, Black institutions provide not only education, but also a kind of personal identification for the Black student. They prepare a person to live in the society where he is going to have to live, in a way that the other school would not prepare him because the other school doesn't have to prepare him.

However, if one does not have the background to understand the Black world, it is easier for him to adapt to the white world than it is to adapt to the Black world. When one's background has been all white, it's extremely difficult -- hard for him to suddenly pick up the Black way of life. The reason is that such a person has a sort of condescension: He feels a kind of superiority; he has the white point of view, and he things Blacks are the people wrong to start with. Since they're not a part of the majority group, why worry about how they feel about something. If other Blacks say "aint" and "dis" and "dat," the "white" Black doesn't think that's a reflection on him. And he doesn't want to be like other Blacks. Meantime, this "white" Black's attitude transmits to other Blacks, who resent him.

Even through the "white" Black oooks down upon other Blacks, since they are in the majority, he's at a disadvantage. He would like to llok down on them, but they have the advangate of numbers. Since

he's with them, he's the one who has to make the adjustment. Says Doctor Gore,

If he could live with the other group, it would be fine. But he can't do it. He's got to live with these people, and they resent his effort to be superior to them. They don't like that type thing. . . . And unconsciously he oftentimes gives off this attitude.

He admits, though, that these factors are parts of living in a society which is both black and white. One has to shift from one side to the other -- has to be educated really to live in two worlds rather than one.

Talking of the future for the education of Blacks and their role in education and society, he mentions that so many changes are taking place. Now, the child is going to a different kind of school from what he's used to. He's going to have a different attitude toward people. All around and about him he will see Black people now playing all kinds of roles -- the kinds they haven't played before. Therefore, the world in which the Black boy or girl grows up now is such that it will make it a little easier for these transitions to take place than it was for people who years ago lived in two separate worlds. Although the worlds are still separate, they are coming closer together, which will make it easier. In addition, the Black boy or girl is being exposed to other people in the lower grades.

Continuing, he confesses that life now is such that one has to fit in and adjust to what environment he is in. Being in an environment now which is neither Black nor white, but is both, the young Black is coming out as a different type of person: his attitude is going to be different; his teachers are going to be different; and he has to relate to people in ways he didn't have to in the past.

Because we are in a state of transition, asserts Doctor Gore, the next twenty years will still be rough. But after twenty years, it shouldn't be too difficult for the adjustment to take place. Meantime, people are caught in the middle -- in between; and how they adjust depends upon how integrated the environment is in which they live.

Some people still don't want to be integrated; others do. All of these things will play upon the child and affect his reaction, and will vary from child to child and from where they live as to what's going to happen. Few students, however, are going to have very little difficulty in making the adjustment to society as they find it. Of course, some will have difficulty.

Asked his reaction to the high school literacy test now being required in Florida, he stated that Tennessee is also administering it: "They have given examinations, and they find that most students are flunking." He mentioned a recent report which said that the students as a whole, not just Blacks only, did best in language and worst in science and mathematics. But he has not been able to discover how Blacks are faring because the papers talk about people generally. As a whole, when the eighth grade test was given, most students scored on the fourth or fifth grade.

He feels, however, that such tests are merely tests of one's sociological background, rather than of what one could learn. In other words, they concern what one is exposed to. Now Blacks are getting exposed to more and more things, but it will take some time before all Blacks get a chance to be exposed to things the tests check on. He says

"I react to what I was exposed to, rather than what I could do if I had a chance to do it." Nevertheless, all Blacks cannot be put just overnight in the best of conditions. But for years, both Black and white students have been graduating who shouldn't have finished high school. Specifically, in the 1960's some white people finished high school who were really fifth graders -- but they were given diplomas. He points out that this was the case, "even with all the background they had." In fact, it would be rather interesting if one knew just how few people in 1960 really qualified for high school graduation, regardless of race. He emphasized on his earlier point: "Less than half the people who got a high school diploma in 1960 qualified for the diploma, but nobody checked on it."

With the revolt of students generally, teachers in the last six to ten years were afraid to actually crack down on students. The students' revolt made it so very unpopular for a teacher to insist that the student learn something. Repeating that the situation was universal, not racial, he admits that Blacks, of course, were at the bottom of that, adding, "But the white boy or girl hasn't been doing anything either." Summarily, he explains that in the last ten years the student has taken ascendancy, and therefore nobody dared insist that he measure up -- "because if he [somebody] did, he'd be out."

Returning to how the literacy test will affect Blacks, he believes that if Black schools were available, something could be done for Black students:

You see, in the Black school, we tried to work on this type thing. Now, with them lost in the white schools, it's even more difficult. Unless somebody -- some special group -- takes over, who's going to worry about it? See in the Black school, we could have that as part of our business.

He thinks that probably some organization should meet to have night classes. Immediately he asks, "But who wants to go to them?" Nevertheless, unless some private group -- some church or something -- does something about the situation, he says:

I don't know. Because you can't make the white teachers who says 'we put in our time; you can't make us work overtime because these folks can't do it.' . . . That's what you have. . . . Where can you get a group of people who will be dedicated to it and be concerned about it and want to do it?

He admits that he doesn't have answers to how Blacks can be additionally helped academically, adding, "a lot of Black people don't want to do it."

However, a reaction is going to be setting in in which people are going to insist that everybody do better. As a result, the Negro will get some of the advantage of that. Even now in Tennessee the Superintendent of the School said he needs more money for helping all students, Black or white, to improve academically. But Doctor Gore doesn't think money is the answer: "Money may help a little bit, but it's more a matter of attitude."

He explains that radio and television have done as much as anything "to tear down things." Specifically, one doesn't need to read now: he can listen, can hear. Whereas years ago a person had to read to get certain information, now he doesn't have to, and he adds,

If you can talk and people are concerned with you, why, you don't have to worry about showing how intellectual you can be. You can sing, for example, and you don't have to read music. Many people making the biggest money now in country music are not musicians.

The things we used to emphasize years ago you had to have, you don't have to have them anymore -- you can just skim across the top. . . and society recognizes you.

Years ago, a person had to spend years preparing for something. Now he doesn't have to do it at all. . . . A lot of people will be able to get ahead even without it [learning to write well] . . . the demands for education are not what they used to be.

To illustrate how "the whole thing has been changed around," he stressed that years ago one had to learn multiplication, but now he can use a calculator: "The things I used to have to do, I don't do them that way anymore now." And in his time if one didn't know what 12×12 was, that was trouble, but now one doesn't have to know in his head what 12×12 is anymore.

Re-emphasizing that the whole social order has changed, he says,

When I look around now, I really wonder why they spend all that money putting up libraries. The library isn't what it used to be. Libraries are not as important, as they used to be.

Speaking of the need for writing, he emphasizes that the point now is "Can you communicate?" A person doesn't have to do it in a certain form as was true in past years. However, he adds,

I don't know how to write down a prescription [to what a person needs to know] I don't know how to do that either. See, I thought years ago I knew what you needed to know. Now, I don't even know that, but I'm not quite sure. . . . You might say, 'Well, what is it [the answer to the educational dilemma]?' I don't know.

CURTAIN

EPILOGUE

The curtain closes on the drama revealed in the series of interviews held with Dr. George W. Gore, Jr., President-Emeritus of Florida A and M University. As can be gleaned from the discussions, however, Doctor Gore, whose adage was "Quality is FAMU's Measure," continues to be involved in and concerns himself with education.

Indeed, although his life seems to have come full circle, he seems to epitomize, as he continues to work prodigiously for the good of mankind, the philosophy of Tennyson's Ulysses:

How dull it is to pause, to make an end

To rust unburnished'd, not to shine in use!

As tho' to breathe were life.

Refusing to "ruse unburnish'd." Doctor Gore brings to mind his slogan for the mighty RATTLEERS who, he frequently admonished, "would strike, and strike, and strike again!" As he continues to strike, and strike, and strike again, he seems ever to adhere to the crux of Ulysses' philosophy: "To strive, to seek, to find, and not to yield."