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AN HISTORICAL ANALYSIS OF EVENTS AND ISSUES WHICH HAVE LED TO THE GROWTH AND DEVELOPMENT OF THE UNIVERSITY OF MARYLAND EASTERN SHORE FROM 1886-1975

by

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A dissertation submitted to the School of Education of The George Washington University in partial satisfaction of the requirements for the degree of Doctor of Education

Washington, D. C.

May 9, 1976

Directed by Dr. Anthony Marinaccio

Professor of Education

DEDICATION

To my Grandmother, Father,

Brothers and Sisters

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The writer accepts complete responsibility for interpretations, opinions, and errors contained in this writing.

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CHAPTER I

INTRODUCTION

The history of higher education in the United States would not be complete without an examination of the contributions that have been made by Black institutions in the area of higher education. Such institutions of higher learning in the State of Maryland were distinct contributors to this chronology of events.

An historical study of Maryland University Eastern Shore can serve as a classical example of "natural American conditions" which have affected and modified the development of institutions of higher learning in the State of Maryland, particularly those founded primarily for Black Americans. The University of Maryland Eastern Shore was one of those unique schools founded in 1886 as a land grant institution for Blacks.

From 1854 to 1955 over 100 Black academic institutions were developed in the United States. The most rapid growth for Black college development occured during the thirty years following the Civil War. Also, the twentieth century has witnessed a considerable growth in the number of these institutions.

For example, many states and cities established colleges for the education of Negroes and also took over church-supported institutions, including the support of the National Religious Training School of Durham. The name of the institution was changed to the North Carolina College for Negroes (again changed to the North Carolina

College at Durham in 1947), and became the only state-supported liberal arts college for Negroes in the country.

While some of the large philanthropic agencies continued to support Negro institutions of higher learning in the twentieth century, the contributions of wealthy magnates of the North declined noticeably with the Westward movement. Consequently many smaller, private institutions found it necessary to curtail their programs or to close down altogether. Only a few were able to secure aid from the states, others did not seek such support because of rigid guidelines and the attitude of many Whites towards education for Blacks. Institutions such as Virginia Union University and Shaw University discontinued the training of lawyers and physicians. Walden University and Roger Williams University were among those that went out of existence. In 1916 a survey made by the United States Office of Education under the direction of Thomas Jesse Jones declared that only 33 of the 653 existing private and state schools were teaching any subjects of college grade; and only three, Howard, Fisk, and Meharry Medical College, "had a student body, teaching force, equipment and income sufficient to warrant the characterization of college." Jones' recommendation that some institutions should be closed and his influence in directing northern philanthropy to those schools which he favored brought a shower of criticism from many Negro leaders. They accused Jones of favoring institutions that were controlled by white educators and industrialists, and of undertaking to determine what kind of education was best for Negroes. Although some of the criticism against Jones was doubtlessly valid, the survey did bring

about a more scientific approach to solving the problems of higher education for Negroes and stimulated both states and churches to make many needed improvements in their schools.

The enrollment of Negroes in institutions of higher learning increased steadily in the years following World War I. By 1933 more than 38,000 Negroes were receiving collegiate instruction, 97 percent of whom were in colleges in the Southern states. Despite the Depression which forced the curtailment of expenditures, the physical plants of Negro colleges were improved and Negro teachers continued to receive more professional training. The problem of Negro colleges had not been solved; and several gave evidence of long term consolidation of their resources. In 1929 Morehouse College, Spelman, and Atlanta University combined to form the Atlanta University System. A few years later two institutions in New Orleans, Straight College and New Orleans University gave up their separate identities and became Dillard University, receiving considerable support from the Rosenwald Fund and the General Education Board. The operating expenses had become such a problem to private institutions by 1943 that 33 of them pooled their resources and organized the United Negro College Fund. White philanthropists, such as John D. Rockfeller,Jr., Winthrop W. Aldrich, Walter Howing, and Thomas A. Morgan have assisted in the annual campaigns which averaged approximately one million dollars.[1]

From 1900 to 1936, Negroes began with the"Tuskegee idea"in the ascendancy: purchasing peace for their time by deferring social and

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[1] John Hope Franklin, From Slavery to Freedom, (New York:Vintage Books, 1956) pp. 31 - 34.

political aspirations. In the Negro institutions the standards were still low, and a "college" was still mostly an elementary and "normal" school with a "collegiate" department plus a few feeble theology classes. Courses were largely taught by self-educated Negro"professors" and White missionary teachers, "who (with notable exceptions) had more zeal than competence." But among the fifty-odd church leaders were also some of the earliest Negro Ph.D's; J.W.E. Bowen, Sr., Boston University (1882); Richard Robert Wright received his degree in sociology at Pennsylvania; but such higher academic and professional degrees were unusual, "for education for most of the group fell short of junior college levels and theological training was even more modest."[1]

During that era some Whites were convinced that education "spoiled" a Negro and that there were no suitable vocations for college-based Negroes.

Between 1900 and 1936 there were only approximately 50 persons in the category of educators, identified with Negro higher education, At the same time, only about 99 Negro institutions called themselves colleges or universities; and virtually no increase in their number took place. Such institutions founded in the post-Civil War decade by Northern philanthrophy, missionary enterprise, the Freedmans' Bureau, state authority, as well as by demonstrations, were comprised of one group of colleges under public control, another responsible to White sectarian boards, and one cluster in the hands of Negro denominations.

As of 1922, 85 percent of the enrollment in the so-called "colleges" was in the elementary and secondary education departments. Furthermore

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[1] Richard Bardolph, The Negro Vanguard, (New York:Rinehart, 1959), p. 115.

all but 3 or 4 of the colleges were in the South, where common school provision for Negro children was still minimal and public high schools wholly absent. But at the end of the period (1936) more than three fourths of the enrollment was in the collegiate departments (which often afforded only a 2-year course.)[1]

Opportunties for Negroes to rise to prominence as educators were extremely minute. There were only 23,000 students in the Negro colleges in 1932. Most of the students were ill prepared, and the supply of adequately-trained professors and administrators was microscopic. Most of the best Negro colleges were in the hands of White trustees, faculties, and administrators; the most notable exceptions were the schools by Negro religious denominations. Howard (60 years old) acquired its first Negro president in 1926; Hampton was still run by Whites in the early 40's; Fisk, then 80 years old, inaugurated its first Negro president in 1947.

Of the approximately 50 Black educators between 1900 - 1936, all but a few were college presidents or deans. Bardolph concluded as follows:

> "At the end of the era (1936), the institutions were still seriously deficient as to library facilities, equipment, preparation of instructors, administration skill, and all the other indices of academic status. Their symbol was the beggin bowl; they were from the beginning dependent upon alms, first from religious and relatively unorganized benefactors, and then from foundations and philanthropic agencies."[2]

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1 Ibid, p. 120.

2 Ibid, p. 121.

The Changing Educational Pattern

Since the Reconstruction period, Negro education has suffered from the handicap of starting from the very beginning. Illiteracy was estimated at about 95 percent among Negroes in 1860; by 1890 nearly 60 percent were still illiterate, by 1910 illiteracy had been reduced to 30 percent. A few public schools in four or five Southern states had been opened on a mixed basis. The Negro "carpetbag" government of the immediate postwar era of the Southern states established separate schools for Whites and Negroes. For many years there were no local school taxes in the South. The funds were distributed from state-sources to counties on a per capita basis. Thus the heavily populated counties with large numbers of Negroes received more money than those counties with smaller Negro populations. White groups in smaller counties were angered by these provisions, but it was not long before funds due to Negro schools were being diverted in various ways to White schools. By 1930 Negro schools were still, on the average, only getting 37 percent of the amount due to them on a per capita basis. Having no political voice, being a particularly weak economic force, and remaining largely uneducated, Negroes were the unfortunate victims of one of America's greatest national tragedies and blights.[1]

Although a considerable amount of aid was given for Negro education by private foundations such as: Peabody, Slater, Jones, Rosenwald, Carnegie, Phelps, Stokes and the General Education Board during the late 1890's and early twentieth century, they made only a limited dent in improving

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[1] Ibid., p.121.

Negro education. By 1900, according to a report of the U.S. Commissioner of Education, of the 1.000 public high schools still had ramshackle buildings, teachers with near-starvation salaries, and consequently, with less training than the teachers of White children, and the "benefit" of discarded White school desks, books, and decrepit buses.[1]

Several key factors brougth the long overdue improvements that have marked the recent history of Negro education. An important factor was the changing "climate of opinion" developing among the Negro leaders.

An important Negro leader of the era, Booker T. Washington, in essence, wanted Negroes to prepare for jobs which were open to them. Booker T. Washington felt that the Negroes must first become literate and learn skills which might help them to be economically independent. Then perhaps, they would be ready for political and social equality.[2]

Dr. W.E.B. DuBois, a Negro sociologist and educator, attacked Booker T. Washington for accepting the Negro caste position and for remaining silent in the face of injustice. Dr. DuBois and his group demanded no less than equality of opportunity in education at the higher levels as well as in elementary and vocational training. They argued that in the struggle for equality, training for inferior positions would not be of much help. They believed that what was needed was a large number of highly literate and capable Negro leaders who could

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[1] Among the well-documented histories, see especially: Edgar W. Knight, Public Education in the South, (Boston:Ginn, 1922) p. 237.

[2] Booker T. Washington, Up From Slavery, (New York:Doubleday, 1901) p. 87.

only come into existence if equal opportunities in higher education became a reality. He lead the "Niagra Movement", the spiritual ancestor of the National Association for the Advancement of Colored People.[1]

The controversy between Dr. Washington and Dr. DuBois continued until the formers death in 1915.

A great number of Negroes migrated from the farm to Southern and Northern cities after Dr. Washington's death. "In an important sense the movement was a flight from poverty, oppression, and the boll weevil. The unprecedented urbanization and industrialization of the Negro was thus underway."[2]

In spite of disfranchisement, discrimination, and lack of opportunity which had been the "Black man's lot," the Negro situation had improved in many ways by 1900.

In 1910, 30 percent of the Negroes had been illiterate; only eight percent were so handicapped in 1940.[3]

As late as 1915 there had been only 64 Negro high schools in this country; by 1940, the number had risen to 2,500. Almost 20,000 Negroes

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[1] W.E.B. DuBois, The Souls of Black Folk, (Chicago:McClury, 1928) p.58.

[2] W.A. Low, "The Education of Negroes Viewed Historically", Virgil A. Clift, pp. 27-59; Archibald W. Anderson and H. Gordon Hullfish (eds.) Negro Education in America:It's Adequacy, Problems and Needs, (New York: Harper and Row, 1962) p.52.

[3] Oscar Barek, Heedore, Jr., and Nelson Manfred Blake, Since 1900:A History of the United States in Our Times, (New York:McMillan, 1959) p.747.

Negroes were graduated from colleges during the decade of the 1930's more than twice the number of the more prosperous twenties. After World War II, the educational trends were accelerated.

More specifically, between World War I and World War II, there was significant growth in the number of Negro public high schools, especially in large urban areas, both in the North and South. There were enormous increases in both the relative and actual sizes of enrollment, supply of teachers, number of graduates, and capital outlay. Many Negro colleges dropped their high school programs and added graduate instruction. State supported and land grant institutions surpassed the private Negro colleges in enrollment and financial support; and "the most profound change was the quest for equality."[1]

Significant events in the development of the colleges reflect parallel events in the development of this country. In 1886, when the University of Maryland Eastern Shore was founded, the American Republic was only about a century old. The long, bloody Civil War ended about twenty years before the development of what is known as University of Maryland Eastern Shore at Princess Anne, Maryland. The long, bloody Civil War had left a deep-scarred, divided, exhausted and confused nation. The status of Blacks in the American social order was changed from approximately four million slaves and a half-million freedmen to approximately five million freedmen.[2]

Between 1865 and 1890, more private institutions of "higher education" were founded for Blacks than in any other period of history.

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[1] Ibid., pp. 53-54.

[2] John S. Brubacher and Willis Rudy, Higher Education in Transition, (New York : Harper and Row, 1968) pp. 509-518.

Literally hundreds of them were founded with "normal," "academy," "college," and "university" appended to their titles. These institutions were, in reality, elementary and secondary education to prepare students for college was not unique to the Black "college." Rather, it was the general period as well as many Northern colleges founded earlier. One of these renowned institutions of higher education was the University of Maryland Eastern Shore as it is called today.[1]

The University of Maryland Eastern Shore is now one of four predominantly Black institutions founded in the State of Maryland. It is unique in that it was founded as a land grant institution for Blacks on the Eastern Shore of Maryland.

Purpose of the Study

The purpose of this study was to present an historical analysis of selected issues and events related to the University of Maryland Eastern Shore from 1886 - 1975 from the viewpoints of economics, politics, equality, and personalities. The issues and events discussed in this study relate to the institutions struggle for existence, survival, and acceptance.

Sources of Material and Data

The sources of data for this study were the official records and documents of the University of Maryland Eastern Shore and incidents related by individuals officially involved. Also utilized were other

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[1] Frank Bowles and Frank A. DeCostre, Between Two Worlds, (New York: McGraw-Hill, 1971) p. 27.

pertinent published and unpublished material from the Datrix System, Library of Congress, and the Educational Resources Information Center, the Maryland State Board of Education, and the Educational Archives of the University of Maryland at College Park.

Procedures for the Study

The study was of an historical nature and dealt with the establishment and development of the University of Maryland Eastern Shore. The research techniques of this study were guided by those procedures recommended in the Historian's Handbook.[1] The initial step was to approach the Maryland State Department of Higher Education to obtain any documents related to the University of Maryland Eastern Shore. Another step was to interview personally and record conversations held with the President and other staff personnel about the future growth and development of the University of Maryland Eastern Shore. Personal interviews were also held with the Governors Educational Advisor, Dr. Jack Kussmaul, as well as faculty members and students of the University of Maryland Eastern Shore.

Limitations of the Study

No attempt was made to conduct parallel studies of other institutions or to develop theories that pertain to all similar institutions. Therefore, the study was limited to an extension of selected issues and events relative to the University of Maryland Eastern Shore from 1886 to 1975 with reference to economics, politics, equality and personalities.

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[1] Wood, Gray, et, al., Historian's Handbook, A Key to the Study of History (Second Edition, Boston:Houghton Mifflin Company, 1964).

Significance of the Study

Research done in the Library of Congress, the Educational Resources Information Center, and the University of Maryland Eastern Shore indicated that a research of this nature had not been done. This researcher believes that a comprehensive historical study of this college will provide a better understanding and interest for others who may wish to undertake future historical studies of Black institutions in the State of Maryland with an outlook toward the influence of economics, politics, equality and personalities.

The writer believes this research will provide students, administrators, faculty, and alumni of the University of Maryland Eastern Shore a heritage of which they may feel empathy. The writer believes that empathy for such a heritage will lead to an increased growth and acceptance of the University of Maryland Eastern Shore and other similar Black academic institutions.

Organization of the Study

Chapter I outlined the basic issues facing the University of Maryland Eastern Shore in its struggle for existence, survival, and acceptance. Chapter II further illustrated the struggle of the University of Maryland Eastern Shore by a comparison with various other Black academic institutions in the United States. Chapter III presented the plight of education for the Black man in the State of Maryland. Chapter IV encompassed the institution's history and development relative to its struggle for existence, growth and acceptance. Chapter

V showed the recent developments of the University of Maryland Eastern Shore after the reorganization of 1970. Chapter VI presented a summary, recommendations, and conclusions of the study.

CHAPTER II

Review of Related Literature

In researching the history and background of the University of Maryland Eastern Shore, the present author made use of diverse educational and historical studies.

A careful and intensive search, using standard bibliographical tools for historical and educational research, revealed no previous study tracing the history of the University of Maryland Eastern Shore.

Contact with the Datrix System at the University of Michigan and the Educational Resource Information Center, and The George Washington University revealed several unpublished writings which concerned this writer's topic.

An historical study of a particular Black college on the national level was a study of Merritt Junior College's founding years by Frank Bowles and others.[1] This study traces the historical background of the Merritt Junior College concept, its open door policy, administrative structure, academic programs, facilities, liberal arts transfer instruction. In addition, the study traces trade and technical programs that ranged from police science and community planning to trades, such as carpentry, and ironwork, with apprenticeships.

Frank Bowles focused attention on cooperative exchange programs in which Merritt Junior had been instrumental in establishing with

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[1] Frank Bowles, Frank A. DeCosta, Kenneth S. Tullett, Between Two Worlds, A Profile of Negro Higher Education (1971). The Carnegie Foundation for the Advancement of Teaching (McGraw-Hill:New York, New York) p. 87.

a great deal of success at the University of California in Berkley in 1971.

A study of Coppin State Teachers College is extremely important to this writer's study because of similar problems of extinction and abandonment faced by the University of Maryland Eastern Shore.

Coppin State Teachers College was first organized by the Baltimore City School Board in 1900 as a training class for the preparation of Negro elementary school teachers for the all-Negro public schools of Baltimore. This training class, with a term of one year, was conducted in the Douglas High School as part of the school's program. In 1909, the training department was established as a separate institution with its own principal and named Coppin Normal School, in honor of Fannie Jackson Coppin, the first Negro woman in the United States to receive a college degree.

Between 1954, following the Supreme Court desegregation decision and 1956, there was much community sentiment to abolish Coppin, on the grounds that it was both segregated and inferior. Its non-accredidation was emphasized. The proximity of Towson State Teachers College (approximately eight miles away) was held to make Coppin an unnecessary duplication, justified only on grounds of race.

This study on Coppin Teachers College points out that what eventually may happen to Coppin, due to political decisions, is no different from what may happen to Bowie, and the University of Maryland Eastern Shore.[1]

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[1] Study of Coppin State Teachers College, Baltimore Urban League, (1956), p.16.

A study more valuable to the writer, since it concerns another Black college located in Maryland, was Elizabeth Tipton's Doctoral Dissertation concerning Bowie State College.

This study was concerned primarily with selected forces and events which influenced the founding, growth, and development of Bowie State College. The background of the problem is quite similar to that of the University of Maryland Eastern Shore. Elizabeth Tipton reported that Bowie State College is typical of the schools founded for Blacks during the post-Civil War period. Like its counterpart, it originated as a "normal school for the education of freed Negro children" and was funded by benevolent societies, religious organizations, private philanthropy and federal aid.

Bowie State College is unique in that it is the oldest institution of higher learning offering continuous educational programs for Black people in the State of Maryland. It was the first of several schools founded by the Baltimore Association for the Moral and Educational Improvement of Colored People.

The historical study of Bowie State College by Dr. Tipton stated that there were a number of political, social and economic forces and events which influenced the growth and development of Bowie State College from its founding in 1865 to the advanced stages of development

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[1] Elizabeth H. Tipton, "An Historical Analysis of Selected Forces and Events Which Influenced the Founding, Growth and Development of Bowie State College from 1865-1975." (unpublished Ed.D. dissertation The George Washington University, 1975).

by 1975. Most significant among these forces and events were:

1. The dedication, determination and vision of the man who organized the Baltimore Association for the Moral and Educational Improvement of the Colored People.

2. The ceaseless efforts of the Baltimore Association and the Board of Trustees to force the State Board of Education to assume responsibility for higher education of Black citizens.

3. The Supreme Court decisions between 1936 - 1955 which equalized educational opportunities and provided a legal basis for rectifying some of the unequality suffered by the college.

4. The Curlett Commission Report which provided for the inclusion of the College into the Maryland State College System and its conversion into a four year liberal arts college.

5. The appointments of competent and progressive faculty and administrators providing the College with needed leadership.

6. The student demonstration of 1966 and 1968 which focused state and national attention on the physical inadequacy at the college and the inequity in funding.

Intimately connected with the development of Bowie State College and the University of Maryland Eastern Shore is the development and history of Morgan State College, which was founded by the Centenary Biblical Institute. The Centenary Biblical Institute, chartered in 1867, began operation without a classroom of its own. The school used lecture rooms of the Sharp Street, N.E. Church in Baltimore. It was not until October 2, 1872, that the school (now known as Morgan State) was formally opened at 414 East Saratoga Street, Baltimore, with Reverend J. Emory Round as President.

The original purpose of the school was to prepare young men for the Christian ministry. When this building became too small to accommodate the classes, a stone building was erected on a donated lot located on the corner of Fulton and Edmonston Avenues in Baltimore.

The growth of the school was marked by the increase in curricular offerings: of normal and academic subjects, especially, the admission of young women as students, and the establishment of two branches. The first branch, Princess Anne Academy, was established at Princess Anne, Maryland in 1886.

This school is now Maryland State College - the eastern branch of the University of Maryland. The second branch school established in 1891 at Lynchburg, Virginia, and called the Virginia Collegiate and Industrial Institute, but was destroyed by fire on December 17, 1917. These two branch schools emphasized secondary and industrial training.

The school was launched on its second period of development in 1890, when Dr. Lyttleton F. Morgan, former Chairman of the Board of Trustees, gave a large sum of money to the institution. Dr. Morgan's endowment enabled the school to offer courses for the first time at the collegiate level.

The name of the school was changed to Morgan College. In time, the Edmonston Avenue site became inadequate for the purposes of the institution.

Following an intensive search, frought with delay and disappointments, a tract known as the Ivy Mills property, located on Hillen Lane and Cold Spring Lane in the Govan's section of Baltimore was purchased. Title was taken to the property in June 1917. In September, 1919, the Morton Estate adjacent to and on the south side of the Ivy Mills property was also purchased.

During its history as Morgan College, the institution was able to conduct a building program through funds solicited from the general public and through gifts and grants of the various groups. The Carnegie Corportation gave money toward the erection of what is now known as Carnegie Hall, and the General Education Board and the Rosenwald Fund granted sums of money to assist in the erection of Baldwin Hall, a dormitory for men. State of Maryland grants by the Governor and General Assembly assisted in the erection of Spencer Science Hall and Morriss A. Soper Library.

On November 20, 1939, by the Act of the General Assembly, Morgan College officially became a state institution. Its name, accordingly, was changed from Morgan College to Morgan State College. Since that time, buildings of the College have been erected by the State and Federal Government.

On July 1, 1967 of the Centennial Year of Morgan State College, the Board of Trustees of Morgan State College was dissolved. The College then came under the purview of the Board of Trustees of the State Colleges of Maryland.

On July 1, 1975, by Act of the General Assembly, Morgan State College officially became a university.[1]

Several studies pertinent to this writer's topic deal with the transition and future of Kentucky State College, a predominantly Black institution in the United States of America. Dr. Hill stated in her study[2] that Kentucky State College, founded in 1886 was a segregated institution for the education of Negroes, that prepared most of the teachers employed throughout the state and region for the job of educating many generations of Black youth. Today it is the most racially desegregated institution of higher education in Kentucky.

Throughout its history, the college faced special problems which were unique to the social, economic, and racial conditions of the times. Since the Supreme Court decision of Brown vs. the Board of Education in 1954, Kentucky State College faced serious problems and took bold actions to find the solutions. From 1958 to 1962, Kentucky State College found itself in a period of unusual debilitation: its survival as an institution of higher learning was threatened. The final solution to the problem of racial integration was the merging of the two segregated colleges.

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[1] Afro-American Newspaper, 1975, pp. 1-2.

[2] Helen Collins Hill, "A Study of Kentucky State College, Its Transition and Future" (unpublished Ed.D. dissertation, Southern Illinois University, 1972).

The basis of Dr. Hill's study is the noteworthy development of Kentucky State College since the merger of 1962 and how its leadership was able to direct the growth of the institution in meeting its new role during each of four administrators' reigns.[1]

Dr. Washington's study of Negro junior colleges needed to justify the quality and quantity of educational opportunities provided for their students. At the same time, these institutions had to advance data which would refute the contemporary critics of the predominantly Negro junior colleges.[2]

Riesman and Jencks[3] wrote that the Negro colleges were so monotanous that it may well be that better students leave because of frustration and boredom. Only a handful of Negro colleges were exceptions to the role of inferiority and only Fisk, Morehouse, Spelman, Hampton, Howard, Tuskegee, Dillard, Morgan State, and Texas Southern are near the middle of the national procession.

Jaffe, Adams, and Meyers completed a College Entrance Examination Board Study in 1960 and reported that most of the South's predominantly Negro colleges were of questionable "academic quality" and they enrolled students

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[1] Ibid.

[2] See Walter Washington, "Utica Junior College, 1903 - 1957, A Half-Century of Education for Negroes" (published Ed.D. dissertation University of Southern Mississippi, 1970).

[3] Ibid., p. 87.

who were ill prepared for college level work.[1]

Another study which enhanced the writer's view was done by Dr. Gupto.[2] Dr. Gupto stated that in the past half-century, comprehensive studies have been made by individuals and agencies to determine the future role of Black institutions in American higher education. Early studies concerning Black higher education suggested ways for the Black colleges to improve and it was not until the year 1964 that major legislation, in the form of the Civil Rights Act was passed.

Dr. Gupto's study described the passage of the Higher Education Act of 1965 and evaluated faculty development programs at selected Black institutions in light of the objectives and guidelines established for the use of Title III funds. To carry out the purpose of this study six questions were dealt with: 1) eligibility requirements for colleges and universities 2) the Title III programs related to faculty development, 3) criteria to be used by institutions for selection of faculty members, 4) enhancing the chances for Black institutions to compete with predominantly White institutions, 5) the effects of the programs in terms of short term gains versus long term gains, and 6) the institution's ability or inability to take full advantage of opportunities provided under Title III. The population for this study included

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[1] Ibid., p. 98.

[2] Bhagrian Gupto, "A Study of Title III, Higher Education Act of 1965 and an Evaluation of Its Impact at Selected Predominantly Black Colleges" (published Ph.D. dissertation, North Texas University, 1971).

twelve Black institutions in Louisiana, Oklahoma, and Texas. The interview technique was used to collect the data. The data were also collected from files of the U.S. Office of Education. The analysis of data involved summarizing responses to interviews and data submitted by the institutions of the U.S. Office of Education. The findings of this study were as follows:

1) All twelve institutions under study met the eligibility requirements.

2) There were four programs that lent direct or indirect support to the faculty development. These were the Visiting Scholars Program, and the Faculty Development Program.

3) There were no definite criteria established by the U.S. Office of Education to be used by developing institutions for selection of faculty members under the fellowship program.

4) The funds provided under Title III have given Black Colleges a better chance to compete with other institutions.

5) The programs under Title III have had an impact on both a short term and long term basis.

6) The Black institutions have taken advantage of the opportunities provided under Title III with certain restrictive factors: limited funds available for the developing institutions, differences between amounts authorized and amounts appropriated for the Title III programs, changes in personnel in the U.S. Office of Education in the institutions, and problems associated with the changes in guidelines, application forms, and procedures from year to year.[1]

The present writer was extremely interested in the findings and recommendations of a Commission appointed by the Governor of Maryland in 1973. In 1973, Governor Marvin Mandel appointed a twenty-seven

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[1] Ibid.

member Commission to study the structure and governance of education from early childhood through the graduate school, and to report to him on the changes needed to assure quality educational opportunities for all Marylanders. Mr. Leonard Rosenburg,[1] was selected chairman of the Commission and made several recommendations to the Governor of Maryland which would, in the future determine the structure of education in Maryland if adopted by the legislatures.

The Rosenburg study found that combining resources of Salisbury State College and the University of Maryland Eastern Shore has been advocated by citizens, public officials, and educational leaders on the lower Eastern Shore. Support for the unification of educational programs and physical plant facilities has intensified in recent years. Relevant data indicate that wide disparities exist in comparing the University of Maryland Eastern Shore and Salisbury State College. It becomes increasingly clear that a merger of these two institutions would result in a better opportunity for students of both institutions to have a better teaching and learning situation. Such a merger would also provide more adequate services to the community.

An institution created by uniting these two schools should be more economically efficient and biracially constituted. The Commission believed that the public higher education facilities on the central and lower Eastern Shore of Maryland, including Chesapeake Community College would require increased State support. There needs to be a diverse

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[1] Final Report of the Rosenburg Committee on Education for Maryland Baltimore, Maryland, May 7, 1975, p.15. The Rosenburg Report is discussed more fully near the end of Chapter Four, infra.

system of equalized educational opportunity for the estimated 5,000 students who will be enrolled in postsecondary programs in the area by 1980.

The Rosenberg Commission recommended that a regional university system be established to serve the Eastern Shore area of the State. Such a unified institution would provide expanded diversified educational opportunities for the Eastern Shore. These united components should be made up of the University of Maryland Eastern Shore and Salisbury State College and should be governed by a single board.

A regional university system subsequently could be expanded to include all other postsecondary educational resources in the region. For example, such a diversified system could include the research capacity of the facility at Horn Point, the two year secondary program at Chesapeake Community College and a vocational-technical center proposed for the lower Shore.

Upon completion of the initial unification, the State Board of Higher Education should require the new governing board to prepare a ten year master plan for the development of a regional university system. If this recommendation is accepted by the Governor, he should order a moratorium on all future capital construction at the University of Maryland Eastern Shore and Salisbury State College until the issue of merger is resolved.[1]

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[1] Final Report of the Rosenburg Committee on Education for Maryland, Baltimore, Maryland, May 7, 1975, p. 18.

The Rosenburg Study was pertinent to this writer since it dealt with recommendations to restructure the University of Maryland Eastern Shore.

Other studies consulted concerning Black colleges in the United States which were not historical in nature but dealt with some facet of education for Blacks in America were: Dr. Bonaparte's[1] study regarding opinions and characteristics of Portland Community College Black Students; Dr. Morgan's[2] study of the goals of a select number of predominantly Black institutions of higher education; Dr. Decker's[3] study involving introducing a four year college program for minorities; Dr. Taylor's[4] study compared the self concept of Negro standards at two separate institutions; Dr. Shepard's[5] study of the Black College as a contributor to the intellectual common market; and Dr. McDaniel's[6] study of how

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1 Lawson C. Bonaparte, "Opinion and Characteristics of Portland Community College Black Students" (unpublished Ed.D. dissertation, University of Oregon, 1971).

2 Warren W. Morgan, "An Assessment of the Goals of a Selected Number Predominantly Black Institutions of Higher Education", (unpublished Ed.D. dissertation, Ohio State University, 1971).

3 Clare Ann Rooney Decker, "An Empirical Introductive Study of the Process of Introducing Higher Education Programs for Minority Students at a Four-Year College", (unpublished Ed.D. dissertation, State University of New York at Albany, 1971).

4 Ralph Lee Taylor, "A Comparison of the Self-Concept of Negro Students at Stillman College" (unpublished Ph.D. dissertation, The University of Alabama, 1971).

5 Norton Shepard, "The Black College As a Contribution to the Intellectual Common Market, Readiness of Faculty and Students of the Black College for International Involvement" (unpublished Ed.D. dissertation, University of Massachusetts, 1972).

6 Reuken R. McDaniel, "How Colleges and Universities Respond to the Needs of Black Students" (unpublished Ed.D. Dissertation, University of Dayton, 1972).

colleges and universities respond to the needs of Black students. Dr. Jone's[1] study involved the attitudes of Black students in an integrated university as compared to their counterparts in Black universities.

The previously-mentioned writings were selected from the numerous volumes of literature pertaining to Black institutions which the writer found valuable to this study. These writings all show problems and solutions of Black institutions and offer valuable experience for present crises at the University of Maryland Eastern Shore. As will be shown in future chapters of this dissertation, the concepts and suggestions of merger in the Rosenburg Report are nothing new.

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[1] James Jones, "A Study of the Attitudes of Black Students in Integrated Universities Compared with their Counterparts in Black Universities" (unpublished Ed.D. dissertation, University of Kansas, 1971).

CHAPTER III

The Plight of Blacks Seeking An Education in the State of Maryland

It is common knowledge that Blacks living in Maryland have been offered inferior educational opportunities. This chapter presents an historical review of the inferior educational opportunities offered to Blacks as opposed to non-Blacks and suggests that the state has an obligation to provide Blacks with better educational opportunities in the future. The University of Maryland Eastern Shore could provide a possible means to this goal.

Maryland, a border state during the Civil War was a large slave-owning state; it never seceded from the Union. The factor of not seceding from the Union as other southern states did was beneficial to some degree to the populace for "the state did not share the fate of other southern states and never knew the extreme radical rule of the reconstruction days."[1] "The Negroes were enfranchised and allowed to sit in the educational convention...educational privleges were established for Colored People."[2]

Presently and prior to 1865, the public schools of Maryland responded almost entirely on the local authorities of the city or county.

In 1865, an educational revolution took place, the public schools were put under a state system, and a course of rudimentary instruction was

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[1] First Annual Report of the State Board of Education for Negroes Schools - 1919, p.19.

[2] Ibid.

offered to every White child. Educational facilities had been very poor and attention necessarily had to be directed toward improvement. An anuual tax of fifteen cents on every hundred dollars in the state was levied, to be divided between the counties and the city of Baltimore in proportion to the population of children between the ages of five and twenty. This tax was in addition to the local tax, by which the schools had been previously supported. In the old days of slavery the few free Colored persons of means had, with a few exceptions by local legislation, been taxed along with their White neighbors for the county levy, although no school facilities were given them. But by this new law of 1865 part of the taxes paid by Colored men were to be used especially for founding schools for Negro children. This was the beginning of Negro education in the State of Maryland. It is quite interesting to note that in the constitutional convention of the preceding year, the convention which carried through the abolition of slavery, the committee on education refrained from offering any provision for the education of Blacks. However, when a motion to limit the schools entirely to Whites was offered it was very decisively defeated. This attitude was extremely favorable as compared with other southern states.

The law of 1868 provided: "A tax of ten cents (10¢) on the hundred dollars for the school tax." Local taxes paid by Colored men were to be used for Colored schools. So up to 1872, this petty sum was all that the Colored schools could expect, except

donations from interested persons."[1] In the reports of the commissioners for 1868, Colored schools were mentioned but three times: (1) On the Eastern Shore small taxes due Colored schools had been given to an institution for Colored children largely aided from Baltimore, (2) A Western county called attention to the need of education for the Blacks, (3) A Southern County explained the recent decrease in the donations for schools as due largely to the losses of a portion of the property of the county to the Government.

In 1872, the State ordered that there should be at least one school for Colored children in each election district provided the average attendance was fifteen. These schools were to be kept open for the full term and the sum of five hundred dollars (in addition to the local Colored tax) was appropriated yearly for their support. Six years later (1878) the sum of one hundred thousand dollars was appropriated to Colored schools, to be taken from the school tax at the expense of the White schools, (no extra levy was made). In 1888, the rate of the school tax was raised on-half cent, and appropriation for Colored schools was raised above one hundred thousand dollars. In 1898, Baltimore City and several counties set up one local fund for both Colored and White schools. Governor Lloyd in a speech urged this method upon all the counties, but in 1888 less than ten thousand dollars was received by Colored schools from the local authorities.

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[1] First Annual Report of the State Board of Education for Negroes Schools - 1919, p.20.

During the same period, the number of Colored pupils rapidly increased. In 1867 there were two thousand eight hundred (2,800) Colored pupils and over twice as many in the counties.[1] In 1868 there were thirteen Colored schools in Baltimore with twenty-nine teachers. There were one thousand three hundred and twelve (1,312) pupils enrolled and the total cost of these schools for that year was twenty-two thousand dollars ($22,000). Children who could afford it were expected to pay somewhat over a dollar a month for the use of books. Of the one thousand three hundred and twelve (1,312) students, nine hundred and forty-five paid over two-thousand eight hundred dollars ($2,800.00) for the reduction of the school tax.[2]

In 1868, the Baltimore school committee estimated that primary schools, for some three thousand Negro students, and that these should maintained on the same grade as the White primary schools, for some fifty-five thousand dollars yearly. The Republicans were in favor of better schools for the Negroes and the Sun, an extremely conservative democratic organization, came out with this statement: "Without taking into account any higher consideration, it is evident we cannot afford to let the Colored people among us go uneducated. There is a duty to them as well as ourselves in this matter."[3]

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[1] Baltimore Sun - January 1898, Editorial Page.

[2] Baltimore Sun - February 1867, Editorial Page.

[3] Ibid.

However, even with political and editorial advocacy of Negro education, there was very little change in the Colored schools from the state school tax, only one new school had been added, the number of teachers had grown from twenty-nine to eighty-nine and the number of pupils enrolled grew from one thousand three hundred twelve to four thousand three hundred ninety-eight.

Colored leaders had long been asking for better schools and for Colored teachers. In 1879, a number of meetings were held in Baltimore where speakers were very dramatic in contrasting the progress of Negro education in all the other southern cities, especially Charleston and Washington, with Baltimore. Just about this time, several Colored candidates for teacher positions were high on the school board list.

In 1887, however, the city appropriated fourteen thousand dollars for land and twenty-four thousand dollars for a building for a new high and grammar school. The Council also passed an appropriation for a new Colored school in northwest Baltimore, but this was vetoed by the Mayor. An ordinance was also proposed that Colored teachers be appointed in all vacancies arising in Negro schools, but the committee on education would not consider it and the Council rejected it. The next year, 1888, seven thousand dollars for a new building in northwest Baltimore was granted and an ordinance was passed that Colored teachers should teach in Colored schools providing they passed the same set requirements as the White teachers.[1]

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[1] Baltimore Sun - January 1888, Editorial Page.

Then in 1898 a very important piece of legislation was passed. This provided that each Colored school should be under a separate board of school trustees to be appointed by a board of county school commissioners and that they should be under the same laws for their Government and furnish instruction in the same branches as schools for the Whites.[1]

Maryland, like other states of the South, had separate educational facilities for Negroes. This made a very costly program of education, the advisability of which was sometimes questioned but which was inevitable in the set social creed of the South.

Even with all this legislation on behalf of the Negro schools, progress was decidedly slow. In 1904, when the Constitution of 1867 was amended to the effect that a nine month school term would be the minimum requirement for White children, no mention was made of a minimum for the Negroes. Then in the year 1910, the Bowie Normal School was established and in 1912 Industrial Schools for Colored pupils were established.[2] These points illustrated the dual standards for Whites and Blacks in the quality of schools, teachers, and school terms.

The condition of the Negro schools during the years 1911-1912 can best be ascertained by the following discussion. The public school teachers of Maryland received on a per capita basis $13.79 for each White child and $6.38 for each Colored child. Then, in

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[1] The Public School Laws of Maryland 1916, p.109.

[2] Ibid.

addition to $2,567,021 appropriated for the public school teachers of the White children, the state appropriated $22,375 for the whole or partial support of two normal schools, three colleges and several private institutions for White people. For the $282,519 appropriated for the public school teachers of Colored children the state added $7,167 to maintain a Colored normal school.[1] Although White teachers were required to meet certain requirements, more than one-half of the Colored teachers were so-called "postal card certificate" instructors. Unable to pass satisfactory examinations, they were given a license because they were the best candidate available.[2] Thus it is seen that the Colored schools were receiving less attention than the White schools.

The Colored schools were in need of great improvement and the following points would necessarily have to be stressed if progress was to be made:

1. The strengthening and extension of the elementary schools system.
2. The increase of teacher training facilities.
3. More provisions for vocational work.
4. More instructions in agriculture and in problems of rural life.

In 1914, Colonel C. P. Ayres rating of the United States schools listed Maryland as thirty-ninth. Maryland with its great wealth, had

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[1] Ibid., p. 110.

[2] Ibid.

long been caught in the meshed of political favoritism and the educational program had suffered along with everything else. Where there are separate school facilities for White and Negro children, provisions had to be made for both, in order to obtain a rating by Colonel Ayres. Therefore when Governor Goldborough appointed a commission to make a survey of the Maryland schools they were to consider recommendations for both the White and Negro schools.

This survey, in the Goldsborough administration together with the long existent advantages of the county system, aided materially the work of educational reorganization prepared under the direction of Dr. S. Cook who was promoted from an extended term of service as supervisor of schools in Baltimore to state superintendant. This educational reorganization plan required eighteen months to be completed, but when it was finished it met with the unanimous approval of the state and school boards throughout the state. The Governor himself attended many of the meetings with a view to learning first hand the needs of the schools so that the next step, adoption of the plan by the General Assembly, might be more easily secured. The results have made Maryland outstanding in educational matters throughout the states. In 1916, official duties were defined and standards were set, but the reorganization that enabled the state to take full advantage of the opportunity long provided did not take place until the final plan was approved by the General Assembly of 1922.

In the original Maryland scheme there were three county boards including the unit of Baltimore. The Maryland plan for the distribution

of state school funds had aroused national commentary as perhaps the most scientific method of equalizing educational opportunity.

It was the legislation brought about by the plan and the financial aid that was thus obtained that was most beneficial in the growth of Negro education. And so it was not until 1916 that Negro schools actually developed.

At this time, minimum attendance for Colored students was set at seven months. But probably the most important amendment was the providing of a White assistant supervisor, who was to have supervision of all Negro schools. Up to this time, supervision had been carried on by the state superintendant of schools.

In 1918, Colored teachers holding a first grade certificate received forty dollars a month, those holding a second grade certificate received thirty dollars a month. In 1920, this was raised to sixty-five dollars, fifty-dollars and forty dollars, repectively. However, in 1922, there was a further increase of salary to eighty-five dollars, sixty dollars and forty dollars respectively. At the same time, the minimum attendance requirements for Negro children was eight months.[1]

In 1916, there were but two modern schoolrooms for Negroes among all of the counties in Maryland. In 1926, there were two hundred thirteen modern rooms.[2] The decided growth was partially, if not mostly

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[1] The Public School Laws of Maryland (1926) (Annapolis), p.110.

[2] Sixty-first Annual Report of the State Board of Education (1927) (Baltimore), p. 126.

owing, to the aid obtained from the Julius Rosenwald fund which was incorporated in 1920. This aid was the chief means for securing of really modern buildings for colored children as the state first had to meet prescribed conditions. These conditions made it necessary for the state to appropriate certain sums before income was available from the fund. Levying bodies had accordingly been convinced of the benefit of meeting the Rosenwald terms.

Twenty-five percent of all schoolrooms occupied by Colored children in the counties of Maryland were small, of the one and two teacher type. These types of buildings were a necessity in Maryland, because of the groupings of the Colored people. They were scattered about-among the counties, no section had a dense Negro population; thus one or two room schools were sufficient.

Only eight percent of the Colored teachers were normal graduates in the year 1916. In 1926, 61.4% had had four years of high school work, or the equivalency and an additional preparation of two years of normal school.[1]

Twenty-six and six-tenths percent had four years of high school work, and, an additional one and one-half years of normal work. Twelve percent had less than high school graduation, but had one half year normal school work. There were no teachers in the state who had not had at least one half year normal work and two years of high school work. This, of course, was a great improvement over the last few years.

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[1] Ibid.

Without a doubt, the most evident progress is noted in the high schools. In 1916, there was not a single high school in the counties, Baltimore City having the only high school for Colored people in the state; but, in 1926, with an enrollment of 1,150 students there were nineteen high schools in the State of Maryland. Thirteen of these were standard four-year institutions and six were standard two-year schools.

The higher or at least the so-called higher education that Maryland offered its Colored students was very limited. Negro schools were conspicuous by the titles of Academy, College and University added to their names. Evidently this was to appeal to the vanity of their people, or to obtain support of the public, but some of them did not even offer a good secondary education.

The only four-year college in Maryland was Morgan College, which was founded in 1867 under the patronage of the Baltimore, Washington, Wilmington and Delaware Conferences of the Methodist Episcopal Church.[1]

Morgan College was owned through the Freedman's Aid Society. Two branch academies at Princess Anne, Maryland and Lynchburg, Virginia were under the same trustee board. The organization included a secondary course of four years. The curriculum was four years of Mathematics, three and one-half years of English, one year of Geography, two years of History, two years of Latin, and two years of German, one year of Physics, one year of the Bible, one and one half years of Music, and

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[1] Secondary Schools for Negroes (issued by State Board of Education), (1926), Baltimore, Maryland, 1926, p. 15.

a half year of Chemistry. The college course was also four years and included Latin, Greek, French, German, English, Algebra, Trigonometry, History, Physics, Chemistry and International Law. Sociology and Economics were given alternating years. Courses in Education were also offered for which certificates to teach in Maryland high schools were issued by the State Department of Education.[1]

Princess Anne Academy is probably the most interesting of all of the Negro institutions in Maryland and yet it is the one of which the least is known. This school was founded in 1886 as a branch of Morgan College and was owned by the trustees of that institution, receiving aid from the Freedman's Aid Society.[2] As the so-called "Eastern Branch of the University of Maryland", it received part of the federal grant appropriation for agriculture and mechanical education. It was a two-year agricultural and mechanical school and did no professional work although some secondary courses were offered. The University of Maryland, evidently offered no professional courses to Colored people. However, though Negroes had never been admitted to Maryland Medical School, after the state bar was opened to Colored men in 1936, the Law School of the University of Maryland admitted Colored applicants.[3]

Mention has already been made of the Bowie Normal School for

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[1] United States Bureau of Education Report on Negro Education, 1916, p. 140.

[2] Ibid, p. 110.

[3] Baltimore Sun, June 18, 1889, Editorial Page

Colored students which was established by law in 1910.[1] Classes were first held in 1911, but it was not until after 1916 that the school was a normal school in more than name. It was in 1925 that the first class, which had completed two years of standard normal school work, was graduated. The main reason for this may be attributed to the increase in the establishment of county high schools which was brought about by a decrease in high school work in the Normal school. In 1916, however, Maryland was one of the four southern states to have a state supported Normal school for Colored teachers, the other three being Virginia, North Carolina, and Alabama. City Normal Schools were located in Louisville, Washington and Baltimore.

The latter is known as the Baltimore Normal School. This school offered two years of strictly professional work which was based on a four-year high school course. The first grade elementary certificate was issued to the graduates. The courses offered were Psychology, History of Education, Methods, Reviews, Management and Practice Teaching.

The training of normal school teachers, as well as training for other Black professionals were factors leading to the development of Maryland Higher education for the Black man. Additionally, the special case of Donald Murray vs. University of Maryland was a significant factor. It will be recalled that the lack of facilities for higher education for the Negro population of the State of Maryland was accurately brought to attention of the people of the State by the case of Donald Murray,

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[1] First Annual Report of the State Board of Education for Negroes Schools-1919, p. 3.

who took legal action to establish his right to enter the Law School of the University of Maryland. This case was decided in favor of the plaintiff with the result that Mr. Murray entered the School of Law of the University of Maryland and was graduated in 1938. This case was startling, of course, because up to the time the social policy of Maryland had required the separation of the races in schools. Since according to numerous court decisions which followed Plessey vs. Fergusen in 1896, such separation was justifiable only if equal accomodations were provided for both races. The Murray case merely served to focus attention upon a fact which had been well-known before. That fact was that although Negroes were excluded from the higher educational facilities of the colleges and universities, no provisions whatever were made for the higher education of the race, with the exception of courses offered at the Bowie State Normal School and the University of Maryland Eastern Shore.

Neither of these schools could by any stretch of the imagination, be considered as offering the equivalent of the offerings of the University of Maryland. Even with the elevation of the Bowie Normal School to the status of a teachers college with the increased support and accomodations, it could be considered only a beginning of what was offered at the same time at the three well-equipped and well-staffed State Teachers Colleges at Towson, Frostburg, and Salisbury.

The University of Maryland Eastern Shore taught mainly the industrial and agricultural field even with two years added to its junior college curriculum. Evidently, the State was doing practically nothing in any State institution to provide educational facilities for its Negro res-

idents in the areas of liberal arts education, the preparation for business careers, pre-professional training leading to the study of law, medicine, dentistry, and engineering, and training for careers in the expressive arts, all of which were available as undergraduate offerings in well-equipped colleges. In addition, opportunities for professional study were entirely denied Negro youth within the State, although available for White students at the University of Maryland.

In view of the fact that the Colored people of Maryland could find some of these undergraduate facilities within the State only at Morgan College, located in Baltimore and operated as a privately supported and controlled institution of higher learning, the State had begun giving grants in aid as subsidy to Morgan College in partial recognition of the State's obligation to its Negro youth to provide some facilities for higher education. By 1936, this appropriation had reached the sum of $60,000 a year.[1]

The importance of the integration question brought to public attention by the Murray case and the resultant realization by both races that the State had been remiss in the treatment of its Colored residents led to official action by the legislature of 1935 in the form of the authorization of a Commission on Higher Education to study the whole question and report to the legislature of 1937. This Commission,under the chairmanship of United States Circuit Judge Morris A.

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[1] Report of the Commission on Scholarships For Negroes, To the Governor and Legislature of Maryland, June 14, 1939, pp. 2 - 3.

Soper and consisting of members of both races, made a survey of the conditions and submitted its finding two years after its appointment. The report of the commission contained sufficient data to justify the conclusion that there was a pressing need for additional higher educational facilities for the Negro people of the State of Maryland. It was pointed out, that in comparison with the provisions for higher education of the White people, the State was far in arrears of reasonalbe and justifiable provisions for the Colored people of the State; and secondly that in opportunities for Higher education provided by the State for Colored people were far behind that of its neighboring states of Virginia and West Virginia and even states still more remote as North Carolina, Tennessee, Missouri, Florida, and Louisiana.[1]

Certain recommendations made by the First Commission on Higher Education for Negroes in Maryland were as follows:

1. We recommend a Bi-racial Board of Regents of Negro Higher Education, having power corresponding to those now held by the Board of Regents of Princess Anne College, and the administration of the scholarship funds for Negro students to be appropriated by the legislature.

2. We recommend the establishment of a state college for Negroes around Morgan College as a nucleus if the State can acquire the same from its present owneres upon reasonable terms; and if not there, at some other location in the State.

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[1] Report of the Commission on Scholarships for Negroes, To the Governor and the Legislature of Maryland, June 14, 1939, pp. 2-3.

3. We recommend that if Morgan College is acquired by the State, the present Board of Trustees of Morgan College be permitted to retain a small amount of land, to be occupied and administered by the present corporation.[1]

Currently, Morgan State is listed as one of the top four Black colleges in the State of Maryland. In 1975, the enrollment was as follows: 5,850 (Morgan State College), 2,376 (Coppin), 1,750 (Bowie State College), and 850 (The University of Maryland Eastern Shore).[2]

All public higher education institutions in Maryland are presently either governed by or coordinated by one of five boards: 1) the Board of Regents of the University of Maryland, 2) the State Board of Trustees for the State Colleges, 3) the State Board for Community Colleges, 4) the Board of Trustees of Morgan State University, and 5) the State Board of Higher Education.[3]

The Maryland effort to finance higher education has created considerable discussion over the years and continues to be a major problem. In 1971, the United States average per capita state expenditure for higher education was $60.57 while the Maryland average was only $52.18.[4]

The educational institutions within the State of Maryland prepare individuals in the various occupations indigenous to the State

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[1] Ibid.

[2] Report, Commissions on Structure and Governance University of Maryland, September 2, 1975, p.6.

[3] Ibid.

[4] Rosenberg Report, p. 36.

of Maryland. Numerous occupations indicate that Maryland is a State noted for fishing, ship building, steel manufacturing and farming. It has a population of 4,048,480 of whom 30% live in Baltimore City and nearly 40% reside in suburban counties of Baltimore, Montgomery and Prince George's county.[1]

Since 1960, in contrast to the trend of the previous half century, the non-White population of Maryland which is primarily Negro, has increased more rapidly than has the White population. As a result, the non-White proportion of the State population has increased 17.0 percent to 19.7 percent in 1972. Both higher birth rates and higher net immigration rates amongh non-Whites contributed to this change. Non-Whites comprise 35.0 percent of Baltimore City's total population in 1960 and 49.5 percent in 1972. In the National Capital Area, the non-White proportion of the total population climbed from 6.6% in 1960 to 14.3% in 1972. On the other hand, in the counties which were considered suburbs of Baltimore City (Anne Arundel, Baltimore, Carroll, Howard, and Hartford) the non-White proportion has become slightly smaller, declining from 7.2 percent of the total in 1960 to 6.7 percent in 1972.[2]

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[1] Department of Economics and Community Development, An Economic and Social Atlas of Maryland, 1972, p. 52; for a copy of an occupational map of Maryland, see Appendix, infra, p. 176.

[2] Ibid., p. 57.

As a "border state" Maryland has always had a significant number of Black people, associated historically with the Eastern Shore, Southern Maryland and Baltimore. Post Civil War influx of Black persons into the metropolitan areas has helped to increase the Black population of Maryland to a current 700,000 amounting to almost one-fifth of the total population of the state, and accounting for three percent of the national Black population.

There are also some 28,000 other non-White persons in the state, chiefly Chinese, Japanese, and Filipinos in the metropolitan areas, but the percentage of the non-White, non-Black persons never exceeds 1.5% of all county residents.

The Black population is sharply localized and the percentage of Negroes out of the total population of a county ranges from a low of only 1% for Allegany county to 46% for Baltimore City. It constitutes a significant component in two very different areas of the state: in the early slave-holding plantatation areas of Tidewater Maryland on both sides has been an important Black population since early days, the present population also represents immigration from rural areas in Maryland and states to the south. Notice, however, that the Black population of Baltimore is still much smaller than that in the city of Washington, D.C., where, in 1970, Blacks accounted for almost three-fourths of the residents. Outside of Baltimore there is no county in Maryland where Black persons total more than 40 percent of the population.[1]

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[1] Ibid., p. 58.

The education of these numerous Blacks is the responsibility of the higher education system in the State of Maryland. The higher education system as previously mentioned controls all academic institutions of higher learning. As previously mentioned, mainly Morgan, Bowie, Coppin, and the University of Maryland Eastern Shore are the four predominantly Black higher educational institutions in Maryland. The writer feels the State has a serious obligation to improve these four colleges especially the University of Maryland Eastern Shore for reasons stated in the following chapter.

CHAPTER IV

History and Foundation of
University of Maryland Eastern Shore

A. The Early Years

The University of Maryland Eastern Shore has had several names in its history and the various names seem to have indicated the type of program and control in existence at the school. There have been such names as the Delaware Conference Academy, Industrial Branch of Morgan College, Princess Anne Academy, Eastern Branch of the Maryland Agricultural College, Princess Anne College, Maryland State College, and presently this institution is known as the University of Maryland Eastern Shore, under the auspices of the University of Maryland College Park.

The founding of Maryland State College is a small but related mosaic in the vast, complex pattern that shaped American life in the generation following the close of the Civil War. The founding of the school, largely a Methodist enterprise, is definitely related to local and national efforts to educate the Negro during the period of post-war reconstruction.[1]

Princess Anne, located on the Eastern Shore of Maryland, was a quiet, rustic village of a few hundred souls in 1886. Its citizens, provincial but proud, showed little interest or ambition for change.

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[1] Marylander and Heralder, Princess Anne, Maryland, 1952.

Many were openly satisfied with their way of life, which often by way of gossip, they remembered and admired as having been good enough for their ancestors. There was an obvious contentment with this way of life which was more reminiscent of the eighteenth than one of the nineteenth century; for Princess Anne was not a pioneer community in 1886. Its citizens regarded newcomers or new ideas with a curious skepticism; they reserved their traditional hospitality for old friends and families.

Indeed, the social consciousness of the community, among Whites and Negroes was permeated with a strong regard for class and family. Genealogy held a high place in the hierarchy of class stratification, for many of the residents of the community still retained names strongly reminiscent of the history of the town and country, such as Waters, Dennis, Dashiell, Maddax and Nutter. Thus, there was a remarkable unity among the leading citizens and a willingness to prevent any disturbance that threatened the even tenor of life. Resentment was likely to result when an "outsider made unfavorable criticism or when an old resident scoffed at the mores."

A visitor to Princess Anne in 1886 may have walked along unpaved streets that were lined for the most part, with majestic trees. As in many parts of the nation, Princess Anne had no central water or sewer system, no street lights, no horseless carriages. Yet the visitor may have observed, as he walked north up the main street, that large ships, such as three masted schooners, were docked on the town's

only river, the Manakin.[1]

Along the unpaved streets the visitor may have seen several well-known buildings which gave the citizens of this village a sense of history and importance. For example, there was the Washington Hotel, originally erected as a colonial inn in 1744; Teackle Mansion originally built in 1801; the Presbyterian Church, on the North bank of the Manakin River, re-built in 1765, the year of the passage of the detested Stamp Act by the British Parliament.[2]

About one-half mile east of the Court House, on an unpaved country road, there was yet another old building that was well-known to the citizens of Princess Anne. It was called "Olney" and had been occupied or owned by some of the leading townspeople since its completion in 1798 by Ezekiel Harprie, a physician and surgeon who had built the estate of Olney.[3]

Olney Becomes a Part of Higher Education for Negroes

The use of Olney during the summer of 1886 caused some consternation among the citizens, because of the first time in the history of the town or county or indeed of the Eastern Shore

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1 Avery O. Cravern, Soil Exhaustion as a Factor in the Agricultural History of Virginia and Maryland, 1606 - 1860 (University of Chicago Press, 1926), p.9.

2 Charles J. Truitt, Historic Salisbury Maryland, (New York, 1932), p. 73.

3 Davis Maslin Cabon, "The Haynie Letter", Maryland Historical Magazine, XXVI No. 2 (June, 1941), p.2.

an old landmark had passed into the hands of Negroes for the purpose of "higher" education. The use of Olney for such purposes was a new experience in an old community, for the idea of any formal education of the newly freed Negro or indeed of public education in general was largely a post-Civil War development for both Maryland and the South.

The idea of educating the Negro who was not accepted readily by Whites of the Eastern Shore or of the South.[1] The longest period of the history of Princess Anne had known the slave tradition, and since Negroes had been emancipated from a chattel slavery only twenty years before the school opened, the pattern of Negro-White relations was strongly influenced by the slave tradition. Benign paternalism was the reward for "good Negroes", White stern reprimand and rebuke came for Negroes who did not "known their place." Princess Anne in 1886 was thoroughly Southern in its sentiment and outlook. Thus, it is not surprising that the transfer of Olney to Negroes in August of 1886 was looked upon with some misgivings and resentment.

The use of Olney for Negro education, however, survived many problems, local and national,that confronted the Negro in his quest to obtain in freedom what he had been denied in slavery - education. The building remained the chief structure for the "higher" education of the Negro on the Eastern Shore. It was the chief building on the campus for a school that has been known as the Delaware Conference Academy, Eastern Branch of the University of Maryland, Princess Anne

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[1] John W. Alvard, Semi-Annual Report on Schools for Freedmen, January 1866 (Washington, D.C.) p. 2.

Academy, and the Princess Anne College. The founding of Maryland State College, known as Princess Anne College as late as 1948, is traceable to the acquisition and early development of a school for Negroes first held in Olney in September of 1886.[1]

The Founding

The establishment of this school for Negroes in the old home of Olney was predominantly a Methodist enterprise. Though at times obscured by the larger efforts of Methodists in the area of Negro education, the idea and promotion of a "higher" school for Negroes on the Eastern Shore came from Methodists who had long recognized the need for education of the Negro in a period when public education in the State of Maryland and in the South-was in its infancy. Specifically, the opening of the school in the town of Princess Anne may be traced to the following influences:

1) The Centenary Biblical Institute (later known as Morgan State College) which was established by the Freedman's Aid Society of the Methodist Episcopal Church.

2) The Delaware Conference of the Methodist Episcopal Church

3) The individual efforts of Joseph A. Waters and John A.B. Wilson, both Methodist ministers of the Eastern Shore.

The role that each played was significant. It cannot be said, however, that any single group or persons were solely responsible for the founding of the school that later became Maryland State College.

The Centenary Biblical Institute

The influence of Methodism upon Negro education is impressive.

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[1] August Low, The Establishment of Maryland State College. Carlton Historical Publishing Company, (New York, 1950), p. 17.

Within a few years after the close of the Civil War, the Methodist Episcopal Church, the largest of Methodist groups, had aided in the establishment of schools for Negroes through the vigilant and energetic Freedmen's Aid Society. By 1869, four years after the surrender of Lee, the Methodist Church had appropriated and raised approximately $165,000 for Negroes; had set up sixty schools in the South, embracing the states of Alabama, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia.[1]

Schools of "higher"learning for Negroes by 1869 included Central Tennessee College, Clark University (Georgia), Huntsville College(Alabama), Clafin College (South Carolina), and Shaw University (Holly Springs, Mississippi). Morever, during fifteen years following its founding, the Freedmen's Aid Society manintained one hundred teachers, taught 750,000 pupils and spent more than one million dollars on Negro education.[2] As in the case of support from the Federal Freedmen's Bureau and private philanthropy, the bulk of the funds of the Freedmen's Aid Society of the Methodist Episcopal Church went to Black schools in the lower South, where social and population factors were greatly identified as a need for Blacks studying for the ministry. Maryland's share was relatively small since it was recognized as a border state.[3]

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1 Annual Report, 1869, Freedmen's Aid Society, Methodist Episcopal Church, pp. 8-9.

2 R.S. Rust, The Freedmen's Aid Society, John F. Slater Fund, Occaional Papers of the Trustees (Baltimore, 1894-1928), p. 68.

3 For a comparison of support from philanthropies see Ullin W. Leavell, Philanthropy in Negro Education (Nashville, Tennessee, 1930) and Jesse Brundage Sears, Philanthropy in the History of American Higher Education, U.S. Bureau of Education, Bulletin 26, 1922.)

The Methodists did establish one school of "higher" learning for Negroes in Maryland, however. The idea for this school crystallized on Christmas Eve of 1886 when an informal conference, the Board of Trustees, headed by Levi Scott, a Bishop, was appointed to carry out the idea with an appropriation of $5,000 from the Missionary Society of the Church. The school was named the Centenary Biblical Institute. It was not until 1891, five years after a charter had been granted by the Superior Court of Baltimore, that the school moved into its own building for regular classes at 44 Saratoga Street in downtown Baltimore.

Enrollment at the Institute increased rapidly during the first decade and the building on Saratoga Street became chronically overcrowded. This condition, however, was somewhat relieved with the completion and occupation of a new building which was obtained largely through the efforts of John F. Goucher, founder of a White college in Baltimore.[1] The institution proudly advertised itself and its new building.[2]

Within four years after its completion, the new building at the corner of Fulton and Edmonston also became overcrowded and in 1885 authorities regretfully refused the admission of some sixty applications because of overcrowded conditions.[3] In order to relieve the conditions, the Board of Trustees reopened the old building on Saratoga Street. The president of the institution, W. Muslin Frysinger,

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1 Annual Report, Supra, 1879.

2 Minutes of the Session, 1884, Delaware Conference of the Methodist Episcopal Church.

3 Ibid., 1886, p.33.

reported the need for more room, and suggested that to relieve the congestion in the Preparatory Department that a branch school be set up in the Washington and Delaware Conferences, the two main contributing conferences to the institute.[1] Frysinger also reported that such branch schools were "among the possibilities of the near future."

Thus, the Trustees of the Centenary Biblical Institute had probably considered the matter of relieving heavy enrollment in Baltimore by setting up a school in the Delaware Conference, whose jurisdiction embraced in part the Eastern Shore of Maryland. The Delaware Conference consisted of a group of Methodist ministers who were responsible for establishing and operating schools for Blacks in the Eastern part of the Institute, and a member of the Delaware Conference in 1886 stated rather positively that the idea for the establishment of a school in Princess Anne came from the Board of Trustees of the Institute.[2] However, the records of the Institute have not been preserved, and thus it is not known whether definite measures were taken to implement the suggestion made by Frysinger. Moreover, the minutes of the Delaware Conference and Annual Reports of the Freedmen's Aid Society are imprecise on the establishment of a school anywhere in the jurisdiction of the Delaware Conference during the years 1895-1897, when the school was being set up in Princess Anne

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[1] Ibid. The Conferences were established by the Meghodist Church to help set up educational facilities for Colored people.

[2] Minutes, p. 6.

(later known as the University of Maryland Eastern Shore). It is highly probable that the idea of setting up a branch school of the Institute somewhere on the Eastern Shore was considered by the authorities of the Centenary Biblical Institute.

Apparently, the Board of Trustees saw, just as did some members of the Delaware Conference, that there was a need for another school of "higher" subjects in Maryland. That this idea was indigenous with the Institute, or that Princess Anne was considered as a site, cannot be shown conclusively.

The Delaware Conference

The Delaware Conference grew in size in the generation following the close of the Civil War. It embraced congregations of Negro Methodists along the Eastern Coast from New York to the southern end of the Del-Mar-Virginia Peninsula. The Conference regarded the education of the Negroes as its principal objective, next to the ministry.

The machinery for implementing this objective was elaborate, and was frequently duplicated. Yet, the Conference supported the cause of education to the limit of its financial resources.

There were several committees on education that served as steering agencies for educational policies, as boosters in raising funds - which was not by any means the least important function- and as liason between the Conference and the Centenary Biblical Institute. One such educational agency of the Conference-a similar body found in other Methodist Conferences was the Educational Society, whose chief concern, as shown

in the second provision of its Constitution, was frankly the procurement of money for the Freedmen's Aid.[1] This agency collected and disbursed all funds relative to Freedmen's Aid. Another agency of the Conference was the Standing Committee on Education, one of the several regular committees on which members were rotated at every Conference. It appears its functions were not clearly defined; its services were token.

Other agencies for education were the Freedmen's Aid Committee, Visiting Committee to the Centenary Biblical Institute, Endowment Committee, and Committee on Female Colleges. The last died stillborn when women were permitted to attend "higher" schools supported by the Methodist Church. The remaining agencies, enjoying more permanency, were in existence prior to the establishment of the school in Princess Anne and continued many years thereafter. However, shortly after the school on the Shore made its appearance, the Conference set up a Committee on the Delaware Conference Academy, and later, the Advisory Board of Princess Anne Academy.

There is no written evidence in the Minutes of the Conference set up a Committee on the Delaware Conference Academy, and later, the Advisory Board of Princess Anne Academy.

There is no written evidence in the Minutes of the Conference to show that the idea of the school began in the official proceedings of the Conference, or in the meetings of its committees. The Minutes,

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[1] Minutes, 1884, p. 30.

which were carefully written and published are imprecise on any initial move or effort to set up a school at Princess Anne. References to setting up a school is not found anywhere in the minutes of the Conference held only four months before the school opened in Princess Anne.

Committee on Higher Education for Females

The only reference to setting up of a school anywhere in the Conference is found in a committee report printed in the minutes of 1886. A committee on the Female College made its report on behalf of education for women, a fact that coincides with the struggle of women for equal rights in education on a nation-wide level.[1]

The Committee had one meeting at Dover, Delaware. At this meeting Princess Anne was dropped from consideration, but Pocomoke City was still held on to, because of the strong inducements of aid held out by the citizens of that section of the State of Maryland. But it was the feeling of many that such an institution was a necessity within the bounds of the conference. When the Committee took into consideration that the Centenary Biblical Institute was founded solely for the education of young men as preachers and teachers and that it provided no accommodation for females, the Committee saw the need for an institution to accommodate females.

However, the "female college" never advanced beyond the name and paper steps. Furthermore, the reference to setting up a "female"

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[1] Minutes, 1886, pp. 37 - 38.

school in Princess Anne was abandoned by the committee itself, which apparently failed to agree on any specific location for their "paper school". "The female college" idea left its echoes in tradition and hearsay. It is difficult to conclude, however, that the school which opened four months after the above report, was intended to be a school for girls. Further, it appears that the Delaware Conference acting as an official body, despite its concern with Negro education, knew nothing of the course of events that led to the initial opening of the Delaware Conference Academy later known as Princess Anne Academy.[1]

On the other hand, there is no doubt, that the Conference promoted and supported the school with great effort once it had opened its doors in Princess Anne.

Individual Efforts

It has been stated that Joseph Robert Waters was the founder of the school for Negroes first held in the old Olney home and that his idea was responsible for the beginning of the school.[2] There is much to be said for this point of view, for in the light of history, Waters stands out as one of the first figures in the early days of the school whose interest in Negro education bordered on the edge of passion. Yet, it is difficult to conclude, upon examination of available evidence, that Waters was solely responsible for the idea and promotion of the school in Princess Anne, now known as University of Maryland Eastern

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[1] August Low, The Establishment of Maryland State College, Carlton Historical Publishing Company (New York, 1950), p.17.

[2] Ibid.

Shore.

Waters was a product of the Eastern Shore of Maryland. He was born on May 8, 1856 - four years before Lincoln's inaugural - in the village of Fairmont, Maryland, not more than fifteen miles from the site of Olney. Tradition had it that Waters was something of a self-made man; that his early education was almost wholly obtained from a White tutor, a judge and lawyer of Snow Hill, Maryland.[1] No doubt as a boy, Waters attended such schools as the area provided for Negroes and experienced the hardships that confronted most Negro children who grew up in the atmosphere of the Civil War Reconstruction.

Waters became a member of the Delaware Conference at the age of twenty-two and served actively and conscientiously with the conference for sixty-three years. Though inactive during an additional four years, his name appeared on the Conference roster.[2] Even in his ninetieth year he was still engaged in some pastoral duties.[3]

John Alfred Barnum Wilson was eight years older than Waters. He was born in Milton, Delaware on September 14, 1848, exactly one year after General Winfield Scott made his triumphal entry into Mexico City at the close of the Mexican War. He attended grade school in Milton, but as a boy of twelve went to sea with his father, who was a captain. At the age of nineteen he had learned enough

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[1] Ibid.

[2] Minutes of the Session, 1948, Delaware Conference of the Methodist Episcopal Church, p. 624.

[3] Ibid.

about seamanship to become a first mate.[1] While at sea, Wilson likewise "educated himself with a small library that he carried in his sea chest." He studied Greek and Latin in the ship's forecastle in order to fill the wide gaps in his formal education.[2] He became a member of the Wilmington (Delaware) Conference of the Methodist Episcopal Church in 1871 and distinguished himself as an outstanding lecturer, minister and temperance worker.

There is evidence that Wilson was a progressive in the matter of Negro-White relations. Tradition has it that many Negroes held Wilson in high esteem, and conversely, many Whites deplored his friendliness towards Negroes. John H. Nutter, a Negro minister of the Delaware Conference recalled that Wilson was a "Christian man and friend of the Colored people."[3] On the other hand, while the Wilsons lived in Princess Anne, the Whites of the community practically ostracized them because of Wilson's friendly attitude towards Negroes, for friendship of Whites with Negroes was defined by the historic pattern of racial segregation and discrimination based upon the ethics of White superiority. The social code, for example, made a strong taboo for a White to shake hands with a Negro, to eat with him, or to give him such titles of courtesy and respect as "mister." It is highly

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1 August Low, The Establishment of Maryland State College, Carlton Historical Publishing Company, (New York, 1950) p. 18.

2 Ibid.

3 Ibid.

probable that Wilson was capable of ignoring such deep-seated prejudices.[1]

Waters and Wilson were undoubtedly the two chief figures in the founding of the school in Princess Anne. It cannot be said, however, that the idea of such a school was original with either, for conditions of Negro education during the period and on the Eastern Shore in particular, pointed to the necessity of a school of "higher" subjects for Negroes. Nevertheless, both Waters and Wilson were well prepared and willing to meet the challenges; and both wholeheartedly sponsored the promotion of the idea of a school in Princess Anne.

It is not definitely known, but is probable that Waters, a native of Somerset County, and a frequent visitor to Princess Anne, first came to know Wilson during the early 1880's when Wilson was presiding elder of the Salisbury district. The relations between these two men, (1882 - 1886) despite the social implications of differences of color, were no doubt cordial since it appears that both men had much in common-interest in the cause of Methodism, temperance, and education. Their relationship was significant in the location and promotion of the school in Princess Anne.

At some time during the summer of 1886, Waters and Wilson were in agreement that a school should be set up in the vicinity of Princess Anne. Perhaps it was Waters who first mentioned the question of a site to Wilson, his friend.[2]

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[1] Ibid., p. 19.

[2] Ibid., p. 20.

At first their efforts to find a suitable site and building in Princess Anne and vicinity were of little avail. It was thought that one of the places considered was the old site of the Washington Academy, located south of James Creek, about one mile and a half south of Princess Anne on the road to Pocomoke City. It was decided that the building there was so dilapidated that an attempt at restoration would be impractical.[1] Eventually, Waters and Wilson agreed that Olney, recently purchased in June of 1886 by the Wilsons with the idea that it would become a permanent home for the family, should become the home of the proposed school.

It is not known whether the Wilsons were living at Olney at the time the decision was made. It is likely, however, that there were some misgivings by the Wilsons as to the outcome of their venture in purchasing Olney. In the first place, Wilson was appointed presiding elder of the Dover District, further to the north, in the same year that they had contracted for Olney. In the second place, there was some doubt that Olney, a comparatively large dwelling could be maintained on the small salary paid to ministers of that day. In the third place, Wilson's attitude towards Negroes and Negro education as pointed out above, was such that he needed a few reasons or suggestions to dispose of his property for purposes of Negro education.

Wilson knew the pattern of race relations in Princess Anne and vicinity, having himself seen how cooly aloof the Whites of the commun-

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[1] Ibid.

ity could be towards him because of his friendly attitudes in regard to Negroes. Apparently, Wilson knew that, unless he disposed of the property, the mores of the community would have prevented sale of the property to Negroes. Few whites of the community sanctioned the sale of Olney to Negroes and "kicked up quite a stir" when they learned that the sale was made.[1]

Once the decision to sell Olney had been made, Wilson contacted the Centenary Biblical Institute. Accordingly, John F. Goucher, at the time trustee of the institute, and F. Moslin Frysinger, president came to Princess Anne and examined the property in the company of Waters and Wilson. On August 24, 1886, Wilson and his wife, the former Mary Elizabeth Jefferson, deeded Olney to the Centenary Biblical Institute. Olney was sold for $2,000.[2]

The Early Years at Olney

With the signing of the deed to Olney in August of 1886, the Centenary Biblical Institute became the legal owner of a brick structure that was far superior to any other building for the education of Negroes on the Eastern Shore - and second only to the Centenary Biblical Institute in Baltimore. Olney served as the principal's office and residence, classroom, dining hall, and dormitory. Largely with student labor, a wing of frame construction used principally for "recitation" and housing was joined to the rear of Olney by 1894.[3]

No name was used to designate the new school during the first few months after the purchase of Olney. Yet, it was known that the

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1 Ibid., p. 23.

2 Ibid.

3 Bernard C. Steiner, History of Education in Maryland, (Washington D.C., 1894), p. 205.

Delaware Conference, through the Centenary Biblical Institute, would have a hand in the support of the school. Thus, the school was soon referred to as the "Delaware Conference Academy;" but the exact date as to circumstances relating to this appellation are unknown. Furthermore, the school was popularly spoken of as the "Academy" - a designation that can occasionally be heard at the time of this writing.

Apparently, the grounds about Olney, consisting of sixteen acres, were not landscaped when the purchase was made.

The first students enrolled in September of 1886 were put to work clearing the grounds and making repairs on Olney. There were only nine students enrolled in 1886; there were thirty-seven in attendance in 1887. Most of the first students came from the county, bearing such names as Dennis, Gale, Maddox, Tilghman, and Waters.

The first teachers were Benjamin O. Bird, the principal, his wife Portia, and an assistant named Jacobs C. Dunn. Bird and his wife were natives of Virginia, but Dunn came from Queen Anne's County. Bird was a faithful worker for school and community and for many years the school preserved his memory through the Bird Lyceum, a student organization that passed out of existence by the 1930's. In 1940 one of his daughters, Crystal Bird Fassett, a former member of the Legislature of Pennsylvania dedicated a new mechanical arts building in memory of her father. This building and two others were constructed from federal funds. Bird died in 1897 and was buried on the campus after services in the Metropolitan Methodist Church.[1]

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[1] Selected from the 125th Anniversary Edition, The Maryland Herald, Princess Anne, Maryland, (1952), p. 3.

Apparently, Bird was very interested in increasing the size of the student body as well as the size of the physical plant. His efforts were not without success. In the year of his death the student enrollment stood at ninety-three, and two frame dormitories. One immediately north and the other south of Olney, had been erected. However, shortly after his death, work had begun on still another structure designed for work in carpentry and printing.

Perhaps the most significant acquisition to the physical plant that received the wholehearted support of Bird was the purchase of additional land. On January 3, 1890, Clara E. Morris, the widow of Louis W. Morris, a white physician of Princess Anne, sold the remaining portions of the old Olney estate, consisting about one hundred and three acres and improvements were sold for the sum of $7,500.[1] Bird was on hand at the time the sale was made and evidence of his interest is shown in an excerpt from the court record:

> The said B.O. Bird joins in the conveyance because he contended to purchase the above described real estate from other grants, but never paid the purchase money for the same, and thereby consent to the said sale and this grant unto the said Morgan College.[2]

Local tradition has it that Bird was a faithful worker in behalf of both school and community. He endeared himself to the Negroes of the community who after his death named their largest fraternal

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[1] The deed was made to the newly incorporated (1890) Morgan College, formerly the Centenary Biblical Institute, pp. 586-87.

[2] Land Office Record, Liber, H.F.L., Volume 8, pp.587-88.

organization in his honor - the B.O. Bird Lodge Number 42, Knights of Pythias.[1] For many years the school preserved his memory through the Bird Lyceum.

Bird was assisted during the first school year by his wife, Portia, who became head of the school and served for three years after her husband's death. The only other person who served regularly on the staff during the first years was Jacob C. Dunn who taught rhetoric, grammar, and mathematics. These three persons, Bird, his wife and Dunn, carried on faithfully the instructional work during the first year. The nature of the subject matter that was taught during the first year is not clearly known since no records are existing. It may be gathered from interviews with some of the first students that, during the first few years, Bird taught such subjects as mathematics, physiology, geometry, and algebra, while his wife taught geography, history and elocution. Dunn taught rhetoric and grammar. It is also likely that a great deal of the instruction was of a religious nature. None of the three instructors were serving on the faculty at the end of the first twenty years.[2]

Instruction was primarily preparatory and elementary during the first years, yet by the time of Bird's death in 1897 the pattern of the curriculum and administration had been set. The curriculum came to embody the three main features of the old Centenary Biblical

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[1] The Marylander Herald, Princess Anne, Maryland, p. 6.

[2] Ibid., p. 7.

Institute - academic, normal and preparatory. In addition, industrial subjects were given. Thus the curriculum embraced the liberal arts, teachers training, and trades. Diplomas were granted for the completion of instruction in the first two areas only, that is, academic and normal; but the students were required to take part in some phase of practical or manual work for several hours of each school day.

By 1897 there were six teachers and ninety-three students, a graduating class of thirteen, and an industrial arts building costing $5,000 under construction. In addition to the normal and academic work, boys were given instruction in shoemaking, carpentry, blacksmithing, tailoring and agriculture; girls were taught dressmaking, cooking, and hand and machine stitching.[1] An advertisement of the school for 1897, announcing the beginning of the school term for October 1, showed the nature of instruction and administration at the end of the first ten years:

> Princess Anne is a college preparatory grade, with five trades taught the boys, and all useful instruction in household affairs given the girls. No tuition for instruction in the industries. The highest tuition is $12 per year. Books are free. Minister's children, without regard to denomination, only tuition. For information, send for catalogue to Reverend F.J. Wagner, Corner of Edmunson And Fulton Avenues, Baltimore, Maryland.[2]

With the death of Portia Bird in 1900, one of the most brilliant and colorful figures in the history of the school and of the Delaware

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1 Minutes of the Sessions, 1897, Delaware Conference of the Methodist Episcopal Church, p. 66.

2 Ibid. This advertisement appears on the inside of the book cover of the minutes of the session of the Conference held at Ashbury, M.E. Church, Easton, Maryland, March 25,- 29, 1897.

Conference was appointed as principal of the school and served in this capacity for three brief but exciting years.

Pezavia O'Connell came to the school at the age of 39 with an uncommon degree of formal education. He was born in Natchez, Mississippi on March 2, 1861. At the age of 18 he entered Jackson Baptist College and soon won a scholarship to study theology at Gammon Theological Seminary, where he graduated in 1888. He served as a minister for several years thereafter in North Carolina where he cautiously wooed and married the fair complexioned Marie Johnson.

In 1893 he became a member of the Delaware Conference; served actively on various committees and charges. While pastor of the Bainbridge Church in Philadelphia he earned the degree of Doctor of Philosophy from the University of Pennsylvania in 1898, a distinct honor for Negroes of that period. In subsequent years he taught at Gammon, Howard University and Morgan College.[1]

An insight into his personality may be gleaned from the recollections of persons who knew him. One of his students recalled some of the mannerisms of this volatile, slender man during the time he taught at Morgan College.[2]

O'Connell was quite impressive as a teacher and was a fluent student of the classics who had a flair for etymology. He "hated ignorance" and despised idleness on the part of the students. Frequently he would reprimand students in class or on the campus for

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1 Minutes, 1931, p. 115.

2 The Establishment of Maryland State College, p. 26.

wasting time. Constantly, he urged Negro youth to be progressive, industrious and economical in order to offset the serious handicap of color and status. At one time he, who himself did not smoke, said that a Negro who lost time smoking a cigarette was "fire on one end and fool on the other."

O'Connell believed in helping worthy students who gave promise. It is thought that he paid much of the expenses of at least one student through medical school. Yet students joked about his squeamishness. Even after he had advanced in years, O'Connell never owned an automobile but preferred to ride the trolleys.[1]

However, the school changed little during the three-year stay of O'Connell. It is true that there was an increase in student enrollment which passed well over the one hundred mark but no additional buildings were erected.[2] The curriculum, highly classical and literary was not basically changed. Indeed,there were no great changes in the course of study until after World War I. It remained elementary for the first three years, academic and normal for the next four. Industrial education, required of all normal and academic students, continued in the backgound, the stepchild of the curriculum.[3]

Besides their extensive but not intensive academic program, students were occupied with other activities that reflected many attitudes peculiar to life in America at the turn of the century, as well as the

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1 Ibid.

2 Minutes, 1904, Delaware Conference of the M.E. Church, p.6.

3 Minutes, 1904, p. 7.

religious atmosphere that disciplined campus life. For example, baseball was played on a field to the east of the campus, but not on Sundays. Also, athletic and military drills were held on the campus, required of both boys and girls, usually at one o'clock in the afternoon. There were also croquet and tennis. Musical, band or literary programs were held on Saturday nights, but not on Sundays. In fact, the band was a source of pride for both students and faculty and was frequently called upon to give performances at various exercises.[1]

Well before the end of the twenty year period, going to church was a well-established practice. Students marched in a body from the school to the church, separated by sex. One side of the Metropolitan Church was reserved for people from the school who put in good attendance every Sunday and often put the minister on his best, for "professors" were likewise in constant attendance at all important church services.[2]

Going to chapel was a frequent and required ritual. Chapel was held several days weekly on the first floor of the boy's dormitory, which was located several yards north of Olney. None of the programs had been preserved; presumably a great number were not printed despite the fact that there was a printing press in use on the campus at the turn of the century.

During the early years of development, the school existed

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[1] The Establishment of Maryland State College, p. 28.

[2] Ibid., p. 29.

primarily upon the precarious support given by the Delaware Conference, the Board of Trustees of Morgan College, and receipts from students. Few records are available to throw light upon the financial condition of the school during the early years. The total income and resources, or the nature and size of expenditures are not definitely known. It can be stated with a fair degree of positiveness, however, that the income never equalled the amount envisioned in the plans of school authorities and that student fees were a sizeable item in the school's income. Expenditures went primarily for teacher's salaries and the construction of several frame buildings including a barn, teachers' cottages, a boys' dormitory, and industrial arts building. Finances were administered largely by the parent organization, Morgan College, which constantly engaged in campaigns to buttress its meager and inadequate income.[1]

The early years of development were an historic prelude to many fundamental factors that continued in the later life of the institution. Not the least of such factors were the influences of Methodism and its effects upon curriculum, and the discipline of the student body; its classical and literary nature of the curriculum in face of a demand for agricultural and industrial education; the predominance of the Eastern Shore in the makeup of the student body; a sincere, if not always dynamic leadership that acknowledged and promoted the cause of Negro education in an atmosphere conditioned by the complex durability of Negro-White relations; and finally, the

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[1] Ibid., p. 31.

quest for financial aid.

Federal and State Support

The quest for financial aid was characterized by two basic changes that were far-reaching in the subsequent history of the school, namely:

1) the coming of federal aid brought into focus the question of control of a school, privately owned, founded and administered by Methodists; and

2) the coming of state aid which besides further underlining this question, posed another in regard to the responsibility of the state towards a class of citizens - the Negro.

The manifestations of these two questions embraced much of the history of the school that later became known as Maryland State College. To a greater extent, the answer embraces the story of the higher education of the Negro in the state of Maryland.[1]

Receiving only six thousand dollars in appropriations from the state, officials in College Park did not wish to lose the badly needed Federal funds which made up a large part of the budget. Accordingly, the president of the Maryland Agricultural College, Henry E. Alvord, was very interested in having Federal funds continue at this college until the Assembly could meet and take action on the Morrill Act of 1890. The Assembly was then meeting bi-annually on even numbered years and would not hold its next session until 1892, two years after the Morrill Act of 1890 became effective.[2]

> This would delay the receipt of funds at College Park. So Alvord got in touch with Goucher and the two men drew up a

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[1] Callcott, History of the University of Maryland, p. 353

[2] The Marylander Herald, 125th Anniversary Edition, Princess Anne, Maryland, (1952) p. 7.

> contract on December 31, 1890 designating the Academy to receive Federal funds in compliance with the Morrill Act of 1890. The Academy was given the name of the Eastern Branch of the Maryland Agricultural College by this contract, and the institution in College Park was set up as the administrative agency. But in reality, control continued to be exercised by the Trustees of Morgan College.
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> One month after the contract was signed, Alvord reported to Governor Elihu Jackson of Salisbury that the land-grant issue was of "utmost importance", and that the Board of Trustees at College Park desired to "fully meet the spirit of the new laws" by designating the Academy. Alvord's report contained the following statement:"...To save time and economize expenditure, advantage was taken of the existence of a school for Colored people in Princess Anne, in Somerset County, known as the Normal and Industrial Branch of Morgan College of Baltimore. A legal contract has been made with the representatives of that institution, by which the school in Princess Anne becomes the Eastern Branch of the Maryland Agricultural College and will so continue until the meeting of the next General Assembly of the State". At the next Assembly, legisltors gave legal assent to the Morrill Act of 1890 and indicated approval of the contract.[1]

Most of the financial support after 1900 came from Federal land grant funds under the Morrill Acts and Nelson Amendment. In order for the State of Maryland to continue to receive Federal funds under an act of 1892, it was necessary for the State to give its legislative assent to the Morrill Act of 1890. This act set up the principle that no land grant funds for education were to be used in any state where a "distinction of race or color is made." Land-grant funds went to the Maryland Agricultural College in College Park, a predecessor of the present University of Maryland.[2]

The University Under the Administration of Trigg and Kiah

In 1902, Frank J. Trigg, a native of Virginia was appointed

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[1] Ibid., p. 32.

[2] George H. Callcott, A History of the University of Maryland, Historical Society, Baltimore, Maryland. (1966).

principal of the Academy. He brought with him the influence of Hampton Institute where Booker T. Washington was a classmate. Trigg was successful in getting for the academy a high place of recognition among the better high schools of that time. This was no small accomplishment because high school training in those days was hardly available and rarely supported from the public monies. Trigg and his staff did much to make the Academy a first rate high school. The first four year class graduated in 1904 under Trigg's administration. Trigg was succeeded by Kiah in 1910. During his term, the role of the Academy as a high school was eclipsed by the development of public secondary education. Though inferior to the program of the Academy, the increase of free public education in the counties of Maryland led to a decline in the Academy's enrollment after World War I. During the school year 1919-1920, the enrollment of the Academy stood at 180. Five years later it had dropped to 120. There was a further decline to 96 in 1930 - 1931.

A junior college program was instituted under Kiah in order to meet the competition from public schools. Yet, this idea which took form in 1925, failed to bring the desired results and it was later abandoned in order to make the old Academy a full fledged four-year college. There was the problem of funds, and the State was reluctant to make appropriations for expansion so that a genuine four-year college program could be adopted. Furthermore, World War II intervened with its inroads in student enrollment.

B. Development and Expansion - By 1936 the old Academy had been transformed from a high school to a college. This transformation had been brought about during the principalships of Frank J. Trigg and Thomas W. Kiah.

Donald G. Murray vs. University of Maryland

A revolutionary chain of events began in 1935 which was eventually to affect the institution, the State Board of Education, and the entire state. The catalyst which triggered this chain of events was set off by Donald G. Murray.

Donald G. Murray, a Negro graduate of Amherst College, having been denied admission to the Law School of the University of Maryland solely on the ground of his color, brought suit against the University. The University's defense was that the exclusion was justified because the state had established equality of treatment for Negroes beyond the borders of the state. The Court of Appeals rejected this defense and ordered the University to admit the student, holding that even if the student should be successful in securing a scholarship under the Act of 1935, the financial allowance would be inadequate in view of the increased expense involved in absence from the state; and furthermore, that the student would not have the advantage of instruction in Maryland law primarily, and of attendance upon the courts of the state in which he intended to practice. The court referred to the well established doctrine

laid down by the Supreme Court of the United States (Plessey vs. Ferguson) - that equality of treatment under the federal constitution does not require that privleges be provided members of the two races at the same place, and the state may choose to separate the races; but if it does so, that which it accords to one race must be equivalent to what it gives the other. It was pointed out that the Supreme Court had never passed on the question of whether financial aid in any amount to enable Negroes to secure the desired education outside the State should be a constitutional equivalent, but the Court of Appeals did not find it necessary to discuss the problem.[1]

Several of the other Southern states had prepared loopholes to cope with such cases, but Maryland had not been thorough in developing this kind of strategy.[2] Hence, it was necessary at this time for Maryland to take some emergency measures, such as the creation of a commission and the hasty allocation of additional funds to previously neglected institutions.

Therefore, in accordance with the Act of the General Assembly of Maryland in 1935, Chapter 537, a Commission was appointed to report on the higher education of Negroes in Maryland.

The commission was

> .....clothed with two duties: (1) to make a study and survey the needs of higher education of Negroes in Maryland, including

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[1] Report on Commission on Higher Education of Negroes, State of Maryland, Department of General Services, Hall of Records, Annapolis, Maryland, 09946, 1937.

[2] Henry Allen Bullock, A History of Negro Education in the South From 1619 to the Present, (Cambridge : Harvard University Press, 1967), p. 227.

> Morgan College, and to make such recommendations to be submitted in a report to the Governor and the General Assembly not later than January 15, 1937, as may be necessary to provide facilities for higher education of Negroes in the state; (2) to administer the sum of $10,000 for the scholastic years 1935-6 and 1936-7, for scholarships to Negroes to attend colleges outside of the State, the main purpose being to give the benefit of college and professional courses to the Colored youth of the State who do not have such facilities in the State, but with the authority to award any of said scholarships to Morgan College. The scholarships were not to exceed $200 each in value.[1]

The following message contained in the Foreword of the "Report of Maryland Commission on Higher Education of Negroes to the Governor and the General Assembly of Maryland" contained an accurate and succinct account of the state of affairs:

> A crisis has arisen in the field of higher education for Negroes in Maryland which the State is called upon to meet. The cause is that the State has failed to make adequate provision for Negroes in this branch of education, and the situation has recently been brought to a head by an assertion of rights by individual members of the race, which has met the approval of the courts.[2]

The report involved the five institutions engaged in providing higher education for Negroes in the State during this period, namely (1) Morgan College, (2) Princess Anne Academy, (3) Bowie Normal School, (4) Coppin Normal School and (5) The Commission on Higher Education for Negroes. The following is a digest of some of the conclusions which the Commission reported:

1. The Commission on Higher Education of Negroes, with

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[1] Report of Commission on Higher Education of Negroes, 1937 pp. 3, 4, 26, 27, 28, 29.

[2] Ibid., p. 30.

very meager scholarship funds, is attempting to furnish opportunities in all the fields represented by the functions of the White institutions.

2. Aside from the scholarship provisions, several of the important functions exercised by White institutions are entirely missing in the program of the Negro institutions.

3. More than $10,000,000 was furnished by the State for White higher education plants, and about $421,000 for those of Negroes, or more than twenty-four times as much.

4. The State is contributing about eleven times as much for White higher education as for Negro institutions.

5. The average cost to the State per Negro student would probably be much less if there were not five independent systems of control.

6. Only one Negro institution of higher learning is accredited by the standardizing body.

7. The instruction in the Negro institution generally speaking, is considerably inferior to that provided in the White institutions.

8. Princess Anne Academy - the Negro land-grant college offers a very meager curriculum compared with the University of Maryland.[1]

To summarize, the Commission's master conclusions were:

1. Proportionately, Negro Higher Education in Maryland receives through institutional channels for the State treasury less than one-fourth as much as White Higher Education. This applies only to appropriations for current expenses; the situation relative to state investment in plant, land and equipment being still more adverse to the Colored population.

2. Proportionately, State aid to individuals in the form of stipends, scholarship and reductions in fees is extended to about one-half the number of Negro students

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[1] Ibid., p. 32.

this represents less than one-half the number of Negro students.

3. The sum provided by the State, Baltimore City, and the Federal Government amounts, in the aggregate, to a considerable sum, the maximum effectiveness of which is defeated to a considerable degree by the lack of an integrated system, or well-coordinated plan by either of which less overhead expense, less overlapping of courses, optimum class enrollments, and the like might well be achieved.

4. An equivalent of higher education for the Colored population involves not only the equivalence of individual financial aid as...the equivalent provision of all the forms of education provided, in whole or in part, by the state for White students. These forms, usually referred to in this report as functions, should be made available for Colored students where practicable within the state; otherwise by out-of-state scholarships valued by an authority with wide discretionary powers so that they express an approximate equivalence with similar opportunities for White students actually set-up within the State.

As the state and the university slowly developed a policy for Negro education, again President Byrd stood in the limelight. Although he displayed more vision than most people in the state and did much for the higher education of Negroes, many believed that he acted for the wrong reasons. During the 1930's Byrd worked earnestly to build the University's Negro branch with the argument, "If we don't do something about Princess Anne, we're going to have to accept Negroes at College Park, where our girls are." The Legislature in 1935 acquired from Morgan College full title to Princess Anne and made it a part of the University which had

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[1] Ibid., p.33.

long been supplying most of the smaller school's inadequate budget. For the first time the university assumed real control. Since Negro pressure was insignificant, however, the legislature ignored Byrd's pleas and refused to pour large sums into Princess Anne. Instead of building the first-rate Negro college he demanded, the legislature followed a narrow, contradictory policy designed merely to appease the Negroes. It gave a pittance to the University for Princess Anne; it agreed in 1939 to assume control of Morgan State College for Negroes in Baltimore; and all the while it continued to provide scholarships for Negroes who wished to attend colleges outside the state. By the end of the war the total appropriation to Princess Anne, Morgan State and the scholarships was substantial, but there was little to show for it. Morgan State was weak, Princess Anne was weaker, and the demands of the Negroes were growing.[1]

The state of Maryland purchased the school of Princess Anne, largely because of a decree by the federal government that the State would lose its' land grant colleges funds if Negro people were not permitted to attend the State supported university which is now the University of Maryland.[2]

As a result of the Murray case and the attitudes of the times, powerful delegations appeared before the board of regents and the

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[1] George H. Callcott, A History of the University of Maryland, (Maryland Historical Society:Baltimore, 1966) pp. 351-52.

[2] Dr. John T. Williams, Speech to the faculty and student body, Princess Anne, Maryland (1950).

legislature threatening court action to force the opening of the University to all citizens of the State. Suddenly alarmed, the legislature appointed a commission in 1947 and another in 1949 to review the entire question of Negro higher education. To Byrd's consternation, both commissions recommended that Princess Anne be abandoned and the state's efforts be concentrated at Morgan College. Whether because of concern for the Negro or of concern to the threat to his empire, Byrd was furious. Immediately he made Negro education his first priority. He changed the name of Princess Anne Academy to Maryland State College in 1948, and quadrupled the state's investments in the institution before the legislature quite realized what was happening. To attract students to the college, full-page advertisements appeared in Negro newspapers as far away as Philadelphia. Then, assuming full initiative, Byrd turned the tables on the commission reports by demanding that Morgan State be abandoned, or at least absorbed, by Princess Anne and the University.

While the furor raged, the courts were changing the issue from one of expanded Negro colleges to one of integration. As early as 1935, following the case of Pearson vs. Murray, the University accepted Negroes into its law school, regularly graduating one or two in each class. After another court suit in 1950, McCready vs. Byrd, the first Negro entered the Baltimore nursing school. The following year, without court action, the university accepted its first Negro graduate student at College Park. Finally, one month after the famous Supreme Court

decision of 1954 ordering integration of the public schools "with all deliberate speed,"the University regents spoke out forthrightly. Although they could have delayed the matter, they seemed almost eager to have it settled, and declared that henceforth every branch of the university was open to all residents of Maryland without regard to race.

Although the initiative had come from the courts, the University of Maryland, a southern institution in much of its heritage and outlook, had acted in good faith. In 1935, it had been the first state university in the South during the twentieth century to accept Negroes in any branch, and in 1954 it was to accept Negro undergraduates. The University kept no statistics on Negroes as students, and during the next decade observers doubted that the total Negro enrollment exceeded one or two percent; but dormitory housemothers and University officials could not report a single incident involving racial feelings.

As Negro demand for higher education grew, it appeared that in addition to integration at the University, both Morgan State and Maryland State were necessary. In the University's effort to establish a policy only President Byrd seemed to be seriously hurt.[1]

Governor Nice's Message of 1937

Taking pride in the economics effected by his administration, Nice noted that while Virginia appropriated $159.22 for each college student, West Virginia appropriated $280.78 and Pennsylvania $23..70 per pupil,

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[1] George H. Callcott, A History of the University of Maryland, (Maryland Historical Society:Baltimore 1966) pp. 352 - 53.

Maryland expended on $84.38. "This," said Governor Nice, "is sure proof of our economy."[1]

In his 1937 message, Governor Nice remarked that higher education in Maryland had at times evoked as much discussion as any othe public question. But he found that the most neglected phase of higher education had been "the meager efforts of the State to provide, or assist in providing opportunities for Negroes." Governor Nice noted that educators were almost unanimously of the opinion that something should be done to make reasonable provisions for Negro high school graduates. He felt that the subject had become of such importance as to require special consideration by the legislature.

Qualified Negro students had been denied admission to the University of Maryland; and Princess Anne Academy, maintained on the Eastern Shore for Negroes, had inadequate facilities. Governor Nice reminded the legislators that Morgan College, in Baltimore, was the only Maryland Negro College, with adequate facilities and, although supported by the State, it was a private institution. The Governor concurred with the recommendations of the Commission on Higher Education for Negroes that any attempt to improve higher education for Negroes should have Morgan College for its base. Governor Nice suggested that in the meantime provisions be made for Negro scholarships, and accordingly the General Assembly passed the Scholarship Act of 1937.

Before the Act went into effect, however, two Negroes secured

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[1] Maryland Governor's Message, January 2, 1937, p. 27.

admission to the University of Maryland in Baltimore by court order. The president of the University requested an opinion from the Attorney General concerning the status of the students in the light of the new legislation.

The Attorney General at that time was Herbert R. O'Connor. He ruled that "the University has no lawful right to dismiss these two colored youths from the Law School by virtue of the 1937 Scholarship Act."[1]

In his ruling on this question, Herbert O'Connor revealed his attitude toward higher education for Negroes. Two years later when he became Governor, his attitude resulted in legislation beneficial to Negro students.

Governor Herbert R. O'Connor

One of Herbert R. O'Connor's first acts as Governor was to provide higher education for Negroes. In a special message to the Legislature in 1939 he reviewed the situation and stated:

> I feel that it is time for the State to act. I am, therefore, submitting to you a bill which I have had prepared and which looks towards the acquisition of Morgan College and its establishment as a State institution.[2]

Governor O'Connor urged the Legislature to enact the Bill which would "rebound to the credit of the State in many ways." By doing so, the Governor acted contrary to the wishes of the president of the University of Maryland, who advocated support for Princess Anne College, to make it the state's college for Negroes. Governor O'Connor contended

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1 Laws of Maryland, 1937, Chapter 506.

2 Maryland Senate Journal, 1939, p. 785.

that the State should direct its efforts towards aiding Morgan College since it was an institution of high academic standing and was located in Baltimore. Princess Anne College had a poor reputation academically and was situated in the southernmost county of the State. In addition, Morgan College already had adequate physical facilities, while to bring the Eastern Shore College up to the level of the College Park branch would make necessary extensive construction. Governor O'Connor's Bill passed the Legislature in 1939.

With regard to the University of Maryland at Baltimore and College Park, Governor O'Connor reported in 1939:

> The University of Maryland has embarked on a definite plan of development into larger usefullness, not only as an educational institution but as an important and proper functioning of the State...[1]

Governor O'Connor supported expansion of the University's facilities, and, in 1943, he was able to state that "the greatest advancement the University has made in any single period in its 135 years of existence has been made during the last four years."[2]

This record of improvement was surpassed by Governor O'Connor's successor, Governor William P. Lane.

The Maryland Herald Newspaper reported the following:

New Program at Princess Anne After World War II

> A major program was instituted shortly after the end of World War II. This program was designed to revolutionize life at the

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[1] Maryland Senate Journal, 1939, p. 786.

[2] Maryland Senate Journal, 1943, p. 39.

college. The development added a new outlook at the school. By almost any yardstick, the changes made since the War have led to the establishment of a first rate four-year college program.

The changes have been far reaching, touching every aspect of college life. For example, the construction of many buildings has changed the shape and size of the campus. Old-timers who come back to the College and see the many new buildings have been amazed and well pleased with the progress. Buildings for men, a classroom building, a dining hall, a faculty apartment building, faculty cottages, a dairy and poultry plant, and a splendid agricultural building. An athletic field has been built; pavements have been laid; and several old structures have been raised or moved. The face of the campus has been lifted by landscaping, drainage, and changing the course of the old road to Salisbury which passes the campus.

There have been many other changes since the war: A competent and well qualified staff was obtained to carry out the offerings in several specialized fields. The staff was greatly enlarged under the new program. The entire organization of the college was streamlined, being divided into four major divisions of Agriculture, Arts and Sciences, Home Economics, and Mechanical Industries. A new curriculum was carefully devised for each Division and published in new catalogues.

The student enrollment was increased considerabley to three times the size for any given year since the school first opened. Appropriations for maintenance nearly quadrupled those for pre-war years and an Air-Force Reserve Officers Training Corps was added.

Student life was revitalized by the introduction of sound academic and recreational programs. The College library increased fifteen times its number of volumes and athletic programs became nationally recognized. An impressive list of nationally known speakers has continually added much to the cultural life of the College and community. The College received its present name as a symbol of its new program.

Under the Nelson Amendment to the Morrill Acts, the school's share of Federal funds was increased to a sum of $10,000 by 1913. This sum, with student fees, made up practically all of the income of the Academy. Yet, some persons in the State attempted to have this income distributed to to other schools,

> including the teachers' college at Bowie. But the United States Bureau of Education insisted that the Academy and the institution in College Park were to remain the sole recipients of the Morrill funds.[1]

Governor William P. Lane

Governor Lane, who served as Governor from 1945 to 1949, was not limited to improving the public school system in his support of education. In his first budget he made provisions for liberal appropriations for the University of Maryland and Morgan State College. Although he did not allow the university the full amount requested, he granted Morgan College the entire sum asked for its operational budget; the first time the College had not had its budget trimmed by the State. There were two reasons for Governor Lane's action. First, the college did not overestimate the requirements to the extent practiced by several other State institutions, and second, Governor Lane favored providing better collegiate facilities for Negroes. The President of Morgan College, in his 1947 report to the Board of Trustees stated: "This fact is tangible evidence of the new interest of the State in the welfare of the College, an interest shown as soon as the new State administration took office."[2] Governor Lane, however, did not attempt to solve the problem of higher education for Negroes.Dr. Byrd's budget request, which included an item for construction at Princess Anne, was approved by the General Assembly. However, the legislators realized that the State would have to make some decision on the question, and subsequently,

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1 The Maryland Herald Newspaper, 125th Edition, Princess Anne, Maryland, (1952), p. 8.

2 Baltimore Evening Sun, March 7, 1949, p.33.

passed a resolution directing the Governor to appoint another committee to study the problem.

When Governor Lane began work on the 1949 budget, he decided to examine the reasons for the University of Maryland's budget being put into a class by itself. He contended that "it would be a good idea to have a detailed exposure of all public accounts - whether they applied to the University of Maryland or some other department or institution." Up to that time, the president of the University had submitted a lump sum budget. When Governor Lane cut the University's request by more than half a million dollars he remarked that the figure was necessarily arbitrary because he did not have detailed information as to how the University spent its appropriation.[1]

Since Governor Lane favored large expenditures for the improvement of mental hospitals, a substantial part of the appropriations for capital improvement was alloted for that purpose. As a consequence, the construction funds requested by the University were reduced. Another reason for the cut in the appropriation was that Governor Lane was unable to obtain a detailed budget from the University. Dr. Byrd promised that the details would be produced but they were never received by the Governor or the Legislature. Several members of the House of Delegates attempted to put through a bill to require the University to submit some of the facts given by other State departments as to how public money was spent. Although Governor Lane did not commit himself fully in support of the bill, he did remark that "the University budget

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[1] Ibid.

like all other budgets, is public 'business'. The public is entitled to know public business."[1]

Prior to the Twentieth Century, the governors of Maryland generally favored State aid to private colleges and opposed State operation of a program of higher education. With the turn of the century, however, the governors began to advocate the establishment of a State University. The University of Maryland was made a State institution in 1920 with the support of Governor Ritchie. However, Governor Ritchie would have preferred retaining the school as a private institution with state support so as to avoid a possible reduction in revenue.

Increase of Black Farmland Ownership As Noted By the First President of Maryland State College

In 1946, Dr. John F. Williams became president of Maryland State College. Dr. Williams came with long exprience as an educator, with a doctorate from the University of Indiana, three years of football coaching, and a distinguished career of services as a founder of the Armed Forces Institute.[2]

The increase of land ownership by Negro farmers in the State of Maryland by 4.1 percent over 1940 estimates, supported plans to develop the old Princess Anne Academy into Maryland State College, a land grant college for Negroes under the Charter of the University of Maryland, said Dr. John F. Williams.[3]

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[1] Baltimore Evening Sun, March 7, 1949, p. 36.

[2] Ibid., November 1949, p. 12.

[3] Address, Dr. John F. Williams, President of the Maryland State College (1948).

Because of the location on the Eastern Shore of Maryland, "where land is good, with plenty of room for expansion," Dr. Williams said that it was the dream of the newly collected faculty that they might develop here a community of self-sufficient farmers, as well as trained artisans who could earn a living in the industry of Maryland, of Virginia, and of Delaware.

Coming to this school a year before to study the situation, Dr. Williams said that he had been in education all of his mature years and had accepted the appointment as President of Maryland State College only after studying thoroughly the expansion program. He had been dean of the Kentucky State College at Frankfort. A thorough student of agriculture, he said that the heart of the program of the College would be the teaching of home economics, agriculture, and mechanical arts, subjects required under some grants bestowed by the Federal Government.

Dr. Williams said that the Negro public must work to use every possible means to raise the mass standards through a course of teaching designed to improve the living standards of the families. He said that it was planned to train adults as well as children and to use the institution for every type of helpful assemblage that would improve the lot of the people of the Eastern Shore. In the late 1940's he said no school in Maryland is providing for Negro youth instructi in carpentry, masonry, electrical work, painting, plumbing, and the use of modern agricultural machinery above the rudiments of high school education.[1]

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[1] The New York Times, December 5, 1948, p. 27.

It must be noticed of course, that Booker T. Washington had already begun such a movement at this time.

Maryland State College Growing in Size, Spirit, Under Dr. Williams

The State College grew in size and spirit under its first President. In 1949 the Baltimore Evening Sun stated that new things were happening at the University's College for Negroes.

For the first time there was a president, a distinguished educator who was already pushing a program of rapid expansion. There was a red-hot football team, which had finished its season winning six of seven games - three of them from White teams. The three White college victims were Albright of Pennsylvania, Bridgeport University of Connecticut, and Glassboro State Teachers' College of New Jersey, all felled by lop-sided scores. Many of the football players had already joined the basket ball team, which had a date with Long Island University, long a power among the best American teams.[1]

First Rate Faculty

The College football team met with remarkable success. In spite of the buildings and inadequate plant, a first rate faculty, gathered together as quickly as the football squad prepared for a more important battle.

Students learning building construction, built three new buildings. Two were six room houses which cost the College about $7,000 a piece,

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1 The Baltimore Evening Sun, November 1949, p. 12.

instead of the $14,000 bid by contractors. The third was an immense faculty apartment building, 156 feet long and 34 feet deep, three stories high, containing 51 rooms.

Students, under a squad of well-trained teachers of carpentry, masonry, electricity, and plumbing did almost all of the work on these buildings. During the summer about twenty youngsters were paid seventy-five cents an hour for their work; in the school year they got nothing but experience and college credit. Little of the money went to private contractors for heating and plumbing.[1]

Full Speed Development Program

When Dr. Williams came in 1946, the school had seventeen teachers, with not a Ph.D. among them; in 1949, there were thirty-six, nine of them Ph.D.'s, twenty with Master's degrees. He picked the new faculty from Negro colleges all over the country, attracting them with salaries of about twice what they were paid two years before. Just about every person employed had a national reputation in his field. The college had two of the seven or eight Negro Ph.D.'s in agriculture and the only Negro Ph.D. in food chemistry.

Dr. Williams said, that he needed the new salary scale to draw such people. The faculty was still not large enough, but for quality it would match that of any Negro college anywhere at that time. During this era several new brick buildings were provided from State funds to

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[1] Ibid.

to replace an obsolete overcrowded wooden dormitory.[1]

Increased Building and Operations Budget From the State

In 1949, the amount dedicated by the Legislature for the institutional buildings and permanent improvements allotment was $865,629.00 a sizeable increase over the annual appropriations hitherto granted to Maryland State. In addition, the lawmakers increased the operations budget to some $600,629.00 to be used in the interest of the ongoing program of the college. The amounts of funds recommended and passed for Maryland State in 1949 represented the largest percentage increase for any division or department of the University of Maryland, of which the school is a branch. The dedication of these funds for the college was seen by many state leaders as another step in the further development and implementation of the institution's program of land-grant education.[2]

Entire Maryland State College Program Geared to Practical Needs

A college-wide program emphasizing practical training and basic services in hitherto neglected vocational and occupational areas for the benefit of the people of Maryland was declared the goal of the expanding Maryland State College.[3]

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1 Ibid., November 10, 1947, p. 18.

2 The Maryland State College Bulletin, Volume 1, Princess Anne Maryland, (1950), p.4.

3 Ibid., p. 8.

In 1949, Dr. Williams declared:

> "Data have shown that a very large majority of the Negro population in Maryland is found in the lowest paid occupations; unskilled and semi-skilled labor, domestic service, and farm labor. Other data have pointed out that there has been an increase in the number of farms owned by Negroes... Maryland State College covets its role of 'people's college' and is vitally concerned with teachings which make a direct contribution to learning to produce food,clothing, and shelter."[1]

In keeping with its overall aim, the Maryland State program was centered on various aspects of agriculture, home economics, and mechanic arts, with support curricula in liberal and fine arts. Though the bulk of the students majored in one of the three central areas, the institution offered a wide choice of speciality courses and course patterns, including many of the standard offerings of the four-year college.[2]

The extension service of the college, formerly operated within a narrow sphere, was greatly broadened to include the talents of a team of agricultural experts at work throughout the state.[3] The institution began operating a rural minister's institute, which attracted some forty rural pastors and church workers from a wide radius. The institute was directed by the Reverend William Tyler Nelson, College Minister, and offered teachings in various aspects of rural church work.[4]

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1 Dr. John T. Williams, as quoted in Bulletin, p. 8

2 Ibid., p. 9.

3 Ibid.

4 Ibid., p. 10.

The college began a year-round schedule of recreational and educative activities for the Boy Scout and 4-H Club groups in its immediate vicinity. These activities included a full program of athletics.[1]

Maryland State's facilities for demonstration work in agriculture and home economics were expanded and widely used by community groups. Some three hundred farmers and homemakers attended an annual farm and home conference held at the college, and were given special lectures and demonstrations by members of the Maryland State staff.[2]

Dr. Williams indicated that these beginnings furnished some proof and measurement of the importance of the work which Maryland State was doing, and expressed his confidence that, with increased facilities, the institution may be expected to continue to enlarge its contributions to better living among the people of the State.[3]

Series of Farmers' and Homemakers' Conferences at Maryland State College

The increasing success of the annual farmers' and homemakers' conferences held at Maryland State College called attention to an important phase of the institution's services to the people of Maryland.

Each year, in larger and larger numbers, citizens from the rural sections of the State gathered on the campus for discussions, demonstrations, and exchanges of ideas on better farm living and increased

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1 Ibid., p. 11.

2 Ibid., p. 12.

3 College Catalogue, 1949, p. 5.

farm production. Statewide interest in the yearly meetings had mounted to the point that conference attendance reached toward the three hundred mark, an almost phenomenal figure when the distribution of farming areas is borne in mind.

The 1949 conference offered an example of the extent of state interest in the farmers and homemakers meetings, and of the range of services provided through the operations of the conference management. The theme of the meeting was "Better Living Through Extension Services and The Land Grant College." Principal speaker was John W. Mitchell, Field Agent of the United States Department of Agriculture, who addressed the conference visitors on the effective use of the extension services and of the land grant college. A comprehensive report on the farm outlook for the succeeding year was given by Martin G. Bailey, District Agent. Lecture demonstrations in home economics and in agricultural practices were presented by the staff members in these fields in the Colleges.

Responsibility for the series of conferences rested largely with the Extension Service staff, including the District Agents operating in the various counties of the State. The facilities of the College and its staff personnel were available to this group, and were employed in carrying out the program of activities planned by the Extension Service.

Maryland State, as the state land grant college for Negroes, possessed unique personnel, facilities, and equipment for cooperation with the State Extension Service in its program of farm improvement. No

other institutional agency of the State was in the position to accomodate the kind of instructional program undertaken in the educational phase of extension work.[1]

Campus Expansion:Three New Buildings Near Completion on Campus

The opening of the 1949-1950 school year at Maryland State College marked the addition to the College physical plant of three new structures. A new classroom building, a dormitory for men, and an apartment building for faculty and staff members were completed during this period.

Permanent additions to the building facilities of the institution, the structures followed the colonial style of architecture already established in the design of other key buildings on the campus plot. The dormitory for men was a duplicate of the present dormitory for women and was located across the campus horseshoe from the womens' building. It was constructed of fireproof materials, and added fifty-one rooms to the housing facility for men students. The classroom building, set adjacent to the new dormitory, housed staff offices and laboritories in addition to its provision of increased classrooms and lecture halls. This building had its counterpart in a new cafeteria, which was erected across the campus opposite it. Funds for the cafeteria building were allocated by the State and its construction was started. The faculty apartment building was located at the turn of the deepened main thoroughfare projected in the landscape plans for campus expansion. It contained a number of three and four room apartments, with basement

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[1] College Catalogue, 1949, p. 7.

laundry facilities and other conveniences for its occupants. Two cottages were completed which served as additional faculty housing.[1]

Division of Agriculture in An Expanded Program

Not only was there expansion in the residential and service facilities at Maryland State College during this period, but programs of the college were also expanded. Growth and variation of program offerings was very much indicated in the Agricultural division of the College.

The Division of Agriculture at Maryland State College was geared for a program of expanded services in the training of students for agricultural pursuits and in the promotion of better farming in the State of Maryland. The agricultural staff undertook an almost complete renovation of the institution's resources for an effective program. The pattern of improvements followed, covered all areas of divisional activity.

The agricultural staff acquired animals to serve as the beginnings of herds of pure-bred dairy cattle, swine, and horses, and addition of beef cattle to the College herds. Building plans of the College called for immediate erection of poultry houses, dairy barns, silo and hay-makers, and increased provision for feed storage, implement storage and farm shop work.

In addition, to the aforementioned structures, new and completely modern building facilities for the laboratory and classroom phases of the agricultural program were authorized in the building appropriation passed by the State Legislature. A plant repair reclaimed

several of the existing farming structures and assured improved appearance as well as greater convenience in their use for the training program.[1]

During the same year, some 200 acres of College farm land were put into production, a marked increase over previous years. Supplies of farm equipment, including the most recent machines and implements, were being acquired.[2]

Rural Ministers Institute Established

As a part of the service of Maryland State College to the community and to the State, a Rural Ministers and Church Workers Institute was established in 1950 on the campus, under the direction of the Reverend William Tyler Nelson, College Minister.

Rural church pastors and laymen from a wide radius of towns and communities on the Eastern Shore, enrolled in the Institute. The areas treated by special lecturers and discussion groups included the History of the Hebrews, Literature and its Relationship to Biblical Interpretation, Music in the Rural Church, Fundamentals of Homiletics, The Organization of Sunday School and the Church School, the Program of the Rural Church and Old and New Testament Exegesis.[3]

Maryland State College Reorganization of 1950

In 1950, Maryland State College undertook a major reorganization

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1 College Catalogue, 1949, p. 9.

2 Ibid.

3 Ibid., p. 10.

in upgrading its administration, admissions standards, enrollment, and campus.

In the reorganization, the college established for the first time the offices of president, dean, director of admissions, business offices, divisional chairman, and department head under the direction of the dean. The first President to hold office under the new administration was Dr. John Williams. Under his direction, the other school officers assumed the duties typically fulfilled by such officers in other colleges.[1]

In the reorganization, Maryland State College attracted students from all over the State of Maryland. Furthermore, the College attracted significant numbers of students from all over the United States.[2]

Increased Funding For Maryland State College In The Early Fifties From The General Assembly

From its very inception, Maryland State College faced very severe problems with funding. Even when the State purchased the school and placed it under the direct supervision of the University of Maryland, funding remained a major concern. Once the major building programs had added better facilities to the campus, the General

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[1] Faculty Handbook, 1950., pp. 11-13; For the Duties of President, Dean, Director of Admissions, Business Officer and Divisional Chairman, see, infra, Appendix, pp.156-159.

[2] Announcement Bulletin, Maryland State College, 1950 - 1951., p.9; For a complete breakdown of enrollment by residence in 1950, See Appendix, infra, pp.159-160.

Assembly became more willing to appropriate increased funding for the college.[1,2]

C. The Ethnic Situation

The Reaction of the Maryland State Board of Education to Supreme Court Decisions on Desegregation[3]

At the first Board meeting held after the 1954 Supreme Court Decision, Attorney General Rollins, who had been invited to attend, expressed the opinion that "the schools must operate under Maryland Law, which provided for separate systems of public schools for the two races." This opinion, he stated, was based on the fact that the Supreme Court had not yet set an effective date by which the states must operate in accordance with their decision. This delay, said Edward D.E. Rollins, may have been designed to give the Southern States time to evolve a plan whereby compliance with the law might be avoided.

Mrs. Tankersley, a member of the Board, cited the case of Charlotte, North Carolina, where the authorities had voluntarily voted to abolish separate schools and questioned whether Maryland should follow this example. Attorney General Rollins again expressed his opinion that "the Maryland Law applies until the mandate is issued."[4]

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1 Fiftieth Annual Report, p. 24. Although the early days of Maryland State College saw very limited funding, the general appropriation of funds per students at the college in 1950 was considerably higher than at many other state institutions.[2]

2 Ibid., For a table of appropriations to various state colleges in Maryland in 1950, see, infra, Appendix, p.161.

3 Maryland State Board of Education Annual Report, 1954, pp.18-19.

4 Ibid.

After discussion, the State Board accepted an official statement in reference to the Supreme Court Decision of 1954. This statement read, in part:

> The laws of Maryland specifically provide for segregation in the public schools, and Maryland State College, a land-grant college, the teachers college. In view of this law requiring segregation, no program of integration can be put into effect until the decision of the Supreme Court becomes final and an effective date is set up by the Supreme Court.[1]

In 1955, after Brown vs. Topeka decision, Dr. Pullen, Superintendant of Schools, sought advice from Attorney General C. Ferdinand Sybert. The Attorney General's response was contained in a letter dated June 20, 1955. It cited the Supreme Court's first opinion in the Brown, et al. cases on May 17, 1954, and the second opinion rendered May 31, 1955 and stated:

> We believe that the two opinions of the Supreme Court in the Brown, et al. cases mean just what they say, namely, that "all provisions of federal, state, or local law requiring or permitting such discrimination (racial) must yield...to the principle that such discrimination in public education is unconstitutional. It would necessarily follow that, since the Constitution of the United States is the supreme law of the land, all constitutional and legislative acts of Maryland requiring segregation in the public schools in the State of Maryland are unconstitutional, and hence must be treated as nullities.

Attorney General Sybert concluded the letter:

> ...the law with respect to public education as laid down by the Supreme Court is crystal clear, and we do not believe that differences in the mechanics of obtaining relief can limit in any sense of the legal compulsion presently existing on a prompt and reasonable start toward the ultimate elimination of racial discrimination in public education.[2]

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[1] Ibid.

[2] Letter to Dr. Pullen from Attorney General C. Ferdinand Sybert, June 20, 1955.

Following receipt of this letter, and after conferring with the board, Dr. Pullen was instructed to prepare a "Joint Resolution of the State Board of Education of Maryland and the Board of Trustees of the State Teachers College of Maryland." Among other items which appeared in the joint resolution, was the following which refers specifically to the State Teachers Colleges and the land grant institution of Maryland State College.

> 2. Segregation according to race is hereby abolished in all of the State Teacher's Colleges and land grant institutions of Maryland State College. Historically and under the former practice of separate but equal facilities, they have been classed into one land grant institution and three teacher colleges for White students and two teacher colleges for Colored students. That classification is now eliminated.

The last item in the Joint Resolution indicated the course which the Board expected the local public school officials to follow:

> 4. Now that the Supreme Court has passed its mandate and has directed compliance with its decree, with deliberate speed and with due regard to local conditions and in conformity with equitable considerations, to commence this transition with the view of implementing the law of the land. Voluntary compliance without the necessity of Court compulsion, is advised, on the part of all local public school officials in the State.[1]

Maryland was one of the three states that had opened all of their public colleges to Blacks when the 1956-57 school year began. Oklahoma and Kentucky were the other two. Blacks were attending all but one of the seven colleges in Tennessee, and ten of the fifteen in Missouri. In short, Blacks were attending twenty-seven of the seventy-three colleges operated by other Southern states, excluding only such

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[1] Joint Resolution of the State Board of Education, p. 26.

Deep Southern states as Alabama, Florida, Georgia, Mississippi, and South Carolina.[1]

Desegregation of Black Schools

Though the main focus of desegregation was centered on Blacks entering formerly all-White institutions, desegregation as mandated by the 1954 Court Decision also applied to the integration of Whites into formerly all-Black schools. Morgan State College at Baltimore had been opened to White students since its inception in 1867, but its trustees reiterated its desegregation policy in 1954 after the Supreme Court decision. Probably the most dramatic instance of the "two-way passage" was found in the cases of West Virginia State College, Lincoln University at Missouri, and Texas Southern University at Houston. On May 18, 1954 a White student called the registrar of West Virginia State College to inquire if he would be accepted in light of the Court's ruling of the previous day. This marked the beginning of desegregation at West Virginia State; by the fall of 1957, more than one thousand White students were enrolled. At Lincoln University, approximately fifty percent of the student body was White within two years and, like West Virginia State College, the institution ran a high probability of shifting to a predominantly White college. The situation at Texas Southern University was significant, not because

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[1] Henry Allen Bullock, A History of Negro Education In The South, (New York: Praeger Publisher, 1970) p. 411.

of its number of White students (the number was relatively small), but because it was the first formerly all-Black college in Texas, before which White students demonstrated for admission on the grounds that their constitutional rights were being violated. The demonstration, was not, however, for the Board of Directors of Texas Southern University had desegregated the institution the year before.[1]

Reaction of President Williams to Supreme Court Decision of 1954 and 1955

In his first speech following the Supreme Court decision of 1954, President Williams outlined several deficiences which had hindered Maryland State Colleges growth as a land-grant college over the years:

> The State of Maryland is now confronted with the fact that at no time in its history has it given the same kind of support to its colleges for Negroes as it has done for its colleges for White people.
>
> It is reasonable to assume that if the State had not begun a bi-racial system of education, the present dilemma in which it finds itself would not exist. The chief problem here lies in the fact that the system of separate schools for Negroes is a part of a dual organization which tradition and custom sanction, although this complex pattern creates an immense strain on the budget each year.
>
> Now that the State must accept the mandates of the United States Supreme Court, it finds itself obligated to decide what it will do for that portion of its citizens who have been neglected. It would seem that any state which is willing to foster its undemocratic traditions and customs should be willing to pay the necessary cost which is required. At the present time, Maryland will not be permitted to engage in temporary measures. It must provide equal educational opportunities for all its citizens.[2]

Ethnocentrism

In the life of the college, ethnocentrism has been one of the

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[1] Ibid., p. 412

[2] Dr. John Williams, Speech, (1954).

salient problems which has resisted solution, the enigma remaining, not because of failure to seek an answer, but because of a geographical resistence to social change.

Maryland State College, a division of the University of Maryland, was purchased by the State because of ethnocentric pressure. Gradually, the need has arisen for the college to enter into and remain joined to the mainstream of the University affairs. This need, however, was not fully recognized by the residents of Somerset County, where the college is located, creating a thorny problem which will continue in the future, despite an effort of the Institution to remove unbecoming, inept conditioning factors in the community.

D. State Reduction of Capital Funds

State Program of Self-Liquidating Capital Expenditures

In addition to the problems directly related to racial discrimination, Maryland State College faced problems of severe shortages of capital improvement funds.

In the early fifties, the State adopted a plan whereby dormitories and student union buildings must self-liquidate. This meant that Maryland State College was required to borrow funds to acquire buildings which were provided for other colleges without the necessity of borrowing.

Giving consideration to borrowing funds for the purchase of dormitories and a student union building, it was estimated that a 300-bed dormitory would cost approximately $1,395,000. On a self-

liquidating basis the cost per student would be estimated at $176,000 or a total of $271.00 per student per year. To finance a student union building costing $700,000 in 1956 would have necessitated an increase of $68.00 per student per year in the student activities fee, bringing the total student activities fee to $88.00 per year.

Although mandated to avoid racial discrimination, the State Legislature failed to appropriate any funds for construction on the Maryland State College campus from 1949 to 1957. In addition to the ten-year period of 1955-65, the total funds granted Maryland State could not effectively look forward to a necessary adjustment, although the enrollment of both men and women witnessed a steady increase. Here, then, are the chief reasons why the institution found itself in the position of facing a crisis in dormitory accomodations for students. In 1956 the college underwent the experience of having to place three and four students in rooms designed for only two occupants.

Static Enrollment As A Result of State Self-Liquidation Program

The self-liquidation program imposed by the state caused severe overcrowding and a static enrollment at Maryland State College for several years.[2]

Without additional construction, ninety new beds were added to two existing mens' dormitories housing three hundred and ten men.

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[1] State Planning Department, October, 1965, Capital Improvements Authorized by the General Assembly, 1955 - 1965, p. 54.

[2] For enrollment figures from 1946 to 1966, see Appendix, infra, p. 154.

Likewise the "Kuhn Committee" estimated that seventy-two women could be properly housed in a woman's dormitory (Murphy Hall) housing one-hundred and eighty women.[1]

During the same period, the State General Assembly granted substantial sums of money for capital improvement projects at the other State-supported colleges. For example, the College Park campus received over $31,000,000 for capital improvements from 1955 - 1965 from the General Assembly for a total of almost half of all college capital improvement funds. Morgan State received over $4,600,000 and Towson over $11,000,000 or about one sixth of the funds. Maryland State College received only a little over $2,700,000 or less than four percent of the funds.[2]

E. Recommendations on Abandonment and Merger

The Mulbury Report

The self-liquidation problem of the State represents but one more attempt to limit the funds and resources available to Maryland State College. The report pointed out that less than seven percent of the students enrolled at that time were actively engaged in agricultural pursuits and that such studies could be transferred to Morgan State

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1 Ibid.

2 For a complete table on Capital Improvements, See Appendix, infra, p.155; October, 1965, Capital Improvements Authorized by the General Assembly, 1955 - 1965, pp. 56 - 71.

College in Baltimore.[1]

The Mulbury Report further pointed out that Maryland State College had a very high per capita cost (more than double the per capita cost of Morgan State College).[2] The report also noted that Maryland State College had a very high percentage of students from out of state. The report suggested the vast sums of money expended at Maryland State College could be better used at an expanded Morgan State.[3]

In light of educational improvements immediately prior to the Mulbury Commission's study and the natural pride of Eastern Shore residents for a local college, the Commission recommended that Maryland State College remain for the time being under the authority of the University of Maryland. In additon, the report recommended denial of further outlay for construction at Maryland State College.[4]

As a result of the limited funds and facilities available to Maryland State College, the school suffered both in enrollment and in obtaining adequate academic accredidation by the Middle States Association.

Commission of the Middle States Association

The Commission of the Middle States Association of Colleges and Secondary Schools formally presented the findings of its evaluating

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1 Fiftieth Annual Report, p. 24

2 See table in Appendix, infra, p.155

3 Fiftieth Annual Report, p. 26.

4 Ibid.

team which visited Maryland State Colleg in 1965. Among the other admonitions the following were given: The general conclusion of the Middle States team therefore, was that everyone concerned with Maryland State College should define the objectives of the College in terms of future possibilities, not past difficulties. According to the Middle States team, with this approach, the problem would be solved, and the high potential of this institution would move closer to realization.[1]

When the Middle States evaluating team made the above statement in its report of November, 1965, to the Commission, no new note of optomism was sounded. In terms of future possibilities, the administration and faculty were never mindful of existing conditions, and to this end have rarely left any stone unturned where opportunities occured for possible advancement.[2] Speaking in this vein, a previous Middle States Committee wrote:

> In evaluating the college, one recognizes an intrinsic merit. Pioneering and intelligent in its experimentation, it is an institution that emphasizes students as individuals, is conscious of community needs, and supports open communication while maintaining a spirit of cohesion and optimism. From the President down to the Freshmen, these people are convinced that there is a job to do, confident that they can do it...[3]

A 1967 General Assembly Study Of Merging Maryland State College and Salisbury State College

Shortly after the 1965 Report of the Commission of Middle States

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1 A Five Year Report of MarylandState College, 1966-71, p.5.

2 Ibid., p. 6.

3 Ibid.

Association, the 1967 General Assembly called for a study on the possibility of merging Maryland State College into Salisbury State College. Reasons for the study on the merger was the reduction of costs by elimination of duplicate facilities and programs.[1]

The Senate legislative council on budget and finance committee requested the Council's position on the resolution.

In response to the Senate Resolution, Dr. Williams reacted by pointing out the unique personality and assigned tasks of Maryland State College. Dr. Williams also pointed out the need for a viable institution to educate people for a role in a dynamic and complex society.[2]

In spite of Dr. Williams' vehement opposition to the General Assembly's suggestion of merger, the question of merger remained a major issue.

In 1969, Consultants Reported on the Feasibility of Merging Maryland State College Into the University of Maryland College Park

At the request of the adminiatration of the University of Maryland a consulting team of three visited the campus of Maryland State College during November and December of 1969 for the purpose of determining the possibility of implementing a report made by a Study Committee earlier in the year. The Study Committee composed of thirty-nine members from the administration of Maryland State College, had been

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[1] Dr. John J. Williams, Speech of Novermber, 1967, pp. 7-8; See also Minutes, Special Meeting of Board of Trustees, September 13, 1967.

[2] Dr. Williams, Speech, p. 8.

charged with the responsibility of studing the "feasibility cost and consequences of developing Maryland State College as an integral part of the University ."[1]

The Consultant's Report made the following recommendations:

1. Change in name of the institution:

   > The first recommendation made by the study committee, that of changing the name of the Princess Anne institution to the University of Maryland in Princess Anne or the University of Maryland Eastern Shore, seems to be a valid suggestion to the consultants.

2. The physical plant in Princess Anne should be improved as early as possible.

3. Dormitories should be supplied as needed to accomodate the students who wish to study at Princess Anne. If the suggested programs are instituted, this need will be increased.

4. In expanding the institution in Princess Anne, sensitive attention should be given to the needs of Blacks students from the neighborhood and from the adjoining states who will continue to come with special handicaps for a meaningful college career.

5. Immediate steps should be taken to bring in able, dedicated doctorates to develop and conduct imaginative programs in mathematics, natural and social sciences and in humanities.

6. First class facilities, laboratory equipment in particular, following College Park standards should be provided.

7. Increased attention should be given to the amenities of faculty living with more attractive faculty housing adjacent to the campus.

8. Experimentation should be tried in the institution of the two-phase porgram - introductory phase and degree program phase.

9. Increased cooperation between Salisbury State College and the institution in Princess Anne should be effected.

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[1] Consultants' Report on Maryland State College, December, 1969, p. 13. The three members of the visiting team were: Herman Bradson, President, Central State University, Wilberforce, Ohio; Robert Smith, Chairman, Dept. of Political Science, Drew University, Madison, New Jersey; and Paul Reynolds, Dean of the Faculty of North Carolina at Wilmington, North Carolina.

10. There should be developed a Department of Education with personnel to provide a more adequate teacher education program and to relieve the various departmental staff members of time consuming responsibilities related thereto.

11. A restructuring of administration should be considered, including a clarification of roles of administrators, faculty, and department chairmen.

12. Consideration should be given to a reorganization of departments. For instance, Biology, Chemistry, Physics, Mathematics, Sociology, Psychology, and other disciplines might well be separate departments.

12. The areas in social sciences should receive immediate attention with the view of providing expanded programs here.[1]

On July 1, 1970 Maryland State College became the University of Maryland Eastern Shore under the auspices of the University of Maryland College Park. This was made possible by the recommendations made by the consultant team studying the feasibility of making Maryland State College an integral part of the University of Maryland College Park.[2]

A slim paperback report prepared in Baltimore probably charted the future course of troubled Maryland State College. The booklet contained the results of a study of Maryland State's future by the State Advisory Council for Higher Education. For years, educators and legislators raised questions about the future of the predominantly Negro college, and the council tried to answer questions in the following manner:

1. That Maryland State stay as is, a member of the University Maryland, without special status,

2. That the college merge or forge close ties with Salisbury State College just twelve miles away, and enter the juris-

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[1] Ibid.

[2] Student Handbook, 1972 - 74, p. 2.

diction of the State College Board, which controls Salisbury and Maryland's five other State Colleges: Frostburg, Bowie, Morgan, Towson and Coppin.

3. That Maryland State expand into the full-fledged Eastern Shore branch of the University.
4. That Maryland State College close down.[1]

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[1] Princess Anne Herald, October, 1968.

CHAPTER V

University of Maryland Eastern Shore
During The 1970's

A. The First Chancellor

Following the reorganization of 1970, the University of Maryland Eastern Shore had a new organization and newly-appointed officers.[1]

New Chancellor Named For University of Maryland Eastern Shore

The University of Maryland named Dr. Archie L. Buffkins of the University of Maine as Chancellor of its Eastern Shore Campus at Princess Anne. He took office on June 1, 1971, at the age of thirty-six.

His appointment was made by Maryland Board of Regents acting on the recommendation of President Wilson H. Elkins at their regular meeting in Baltimore. It was approved unanimously by the Board's twelve members ending a six-month search for a Chancellor of the 776 student campus.

Dr. Buffkins is a native of Memphis, Tennessee. He received his bachelor's degree from Jackson State College, Mississippi, and his master's and doctor's degrees from Columbia, and advanced musical study at the Chicago Conservatory of Music and recently studied law at the University of Maine, Portland-Gorham campus.[2]

In announcing the appointment, University of Maryland President Wilson H. Elkins said, "We are very pleased that we have been able to

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[1] For new organization, see Charts, infra, pp.170-174.

[2] Marylander and Herald Newspaper, Princess Anne, Maryland, June 10, 1971.

attract Dr. Buffkins to this position. We feel he has had sufficient experience in the academic and administrative areas to enable him to deal with the many problems of a campus. He has the personality, capacity, energy, and the desire to build this part of the University."[1]

Notified of the Board's decision at his office in Maine during the Board meeting, Dr. Buffkin's comment on the appointment was "I am terribly excited about the many possibilities of my appointment. I would like to use this new leadership role to improve the quality of life for all people."[2]

Howard E. Wright former Dean of the Faculty, has served as Acting Chancellor of the Eastern Shore Campus since July 1, 1970 when a twenty member search committee was formed representing all four campuses of the University to recommend candidates to President Elkins.

Plans For Cooperation and Coordination Between Salisbury and University of Maryland Eastern Shore.

Salisbury State College and the Eastern Shore branch of the University of Maryland developed tentative plans to coordinate their class schedules fully to an extent that every student could take courses at either campus and receive credits. Salisbury's president, Dr. Norman C. Crawford, told a legislative committee that the two schools should provide a regularly scheduled bus service to transport students between the two campuses. Since both schools offered courses not available at

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1 Ibid.

2 Ibid.

the other, it was expected that the proposed plans would improve the racial balance at both institutions. Salisbury State had only 25 Black students in a full-time enrollment of 1,250 whereas UMES had a predominantly Black student body.

Administrators from the two colleges worked on the coordination of programs and class schedules as well as joint publication of classes. A joint catalogue was issued as a first step of the alliance. This "Program Sharing" plan did not become effective until the appointment of a permanent Chancellor.[1]

Chancellor Buffkins responded as follows: "The University of Maryland Eastern Shore and Salisbury State College are physically close, but in other ways remain miles apart, competing instead of cooperating," while testifying before a joint House - Senate committee holding hearings on the entire University of Maryland budget. During these hearings, the question of cooperation between UMES and Salisbury was raised by Delegate John J. Kent, (D., 3rd, Baltimore) during a discussion of cuts in the UMES budget request.

On numerous occasions, it had been suggested that the two colleges might reduce individual expenses by sharing programs and discontinuing the duplication of services. Salisbury's president, Dr. Norman Crawford, told the same joint committee that he planned to form a

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[1] Daily Times, Annapolis, Maryland, 14 February, 1971.

close relationship with UMES, but said, that while there had been some coordination of programs, it had been a one-way street with students from UMES taking courses at Salisbury, but with few students from Salisbury coming to UMES. "We're not going to do that anymore," Dr. Buffkins said, "We want them to come to us."[1]

UMES, once primarily an agricultural and teacher training school, in 1970 became a full-fledged branch of a state University system.

Dr. Buffkins in 1972, asked the legislators to restore $33,144 to the budget for an additional professor, associate professor and secretary. Legislative budget analysts recommended that $116,579 be appropriated for eight new instructional positions. The total recommended appropriation for UMES was $3,536,799, a 14 percent increase over the previous year. Without the requested money, UMES was "not capable of doing the job you want us to do," Dr.Buffkins said. Walter R. Lewis, legislative budget analyst said that budget cuts were recommended after a revised study showed a 10 percent decrease in the number of full-time students attending UMES.[2]

Denial of Charges at UMES By Chancellor

Charged that "the relationships between the administration and faculty at the University of Maryland Eastern Shore in the past academic year were fundamentally inadequate" by the American Association of University Professors, Dr. Archie L. Buffkins, the UMES Chancellor, said: "the report is a compilation of distortions, unrelated truths, and mis-

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[1] Marylander and Heralder, Princess Anne, Maryland, 24 February,1972.

[2] Ibid.

interpretations, a major flaw being that it reflected the views of three officers of the AAUP at UMES and completely overlooked the input of rank and file members of the UMES AAUP chapter, the general UMES faculty and the UMES administration."[1]

Dr. Wilson H. Elkins, president of the University of Maryland at College Park, upon receiving the report, wrote a letter to the faculty at UMES strongly supporting Dr. Buffkin's efforts on the campus and urging unification of the UMES Committee in moving towards "the established goal." Meanwhile, the Black Coalition of the University of Maryland called on the Board of Regents to take steps to improve strained relationships between the chancellor and faculty.

The AAUP report said that "relationships last year were inadequate due to an insistence by Dr. Buffkins that authority and responsibility for academic government be concentrated at the top administrative level."[2] It further stated that:

> In the absence of any official functioning faculty agency or any organized faculty voice, the AAUP chapter assumed the role of spokesman for the faculty on academic government and related concerns and charged Dr. Buffkins with failure to recognize the officers of the chapter as representatives of the constituency that elected them."[3]
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> Buffkins replied that the AAUP chapter did not function as an organized faculty voice during the academic year and that the chancellor refused to recognize the chapter officers due to evidence that they did not represent the group, but themselves.[4]

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1 Daily Times, Annapolis, Maryland, 18 April, 1972.

2 Ibid.

3 Ibid.

4 Ibid.

Broken Relations Between UMES Officials and Professors

A group of professors broke off formal relations with the administration of the University of Maryland Eastern Shore. A letter to Dr. Buffkins, dated April 16,1972, and signed by the chapter president, Bernard Upshur, said "it would not be in the best interest of our organization to meet collectively with the Chancellor." The break was prompted by Dr. Buffkin's continued refusal to meet with AAUP officers as representatives of their constituency, and by alleged "harrassment" of AAUP Officers. Dr. Buffkins said: "I have not been dealing with AAUP, therefore, I can't understand how many relations can be cut off when they haven't even begun."[1]

Before Dr. Buffkins could resolve the crisis with the faculty and the AAUP Officers, another crisis arose.

College Faces Racial Incident

A student boycott brought all classes to a virtual halt. The protest involved the grading of a White student. The grading incident which triggered the boycott seemed to point up the resentment of the largely Black student body towards a campus policy to increase White enrollment. About 75 percent of the enrollment was Black at the time. Additional grievances were read at a meeting attended by about 200 students. Students objected to what they described as special treatment given a White student, graded by a special committee. The incident triggered a week-long protest that began when about 150 students were

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[1] Daily Times, Annapolis, Maryland, 4 April, 1972.

dispersed by state troopers as they attempted to block cars of the departing Board of Regents members.[1]

Dr. Buffkins' Committment to Multi-Racial Schools

After the faculty disputes and the student boycott, Dr. Buffkins faced the press. Maryland's four predominantly Black schools, including the University of Maryland Eastern Shore were listed in news stories as members of the National Association for Equal Opportunity in Higher Education. Dr. Buffkins stated that the University of Maryland Eastern Shore was not a member and went on to say that he was "committed to a multi-racial form of quality education on all levels."[2]

Dr. Buffkins' complete statement was as follows:

> "The University of Maryland Eastern Shore campus is not and never has been a member of the National Association of Equal Opportunity in Higher Education; therefore, the association is not representing the University of Maryland Eastern Shore campus in its brief to the United States Court of Appeals for the District of Columbia in support of the appeal by the Nixon administration. The association has many noteworthy qualities; however, on this particular issue I am in complete opposition. I recognize the many human, social and political complexities of this issue; however, as chief campus head of the University of Maryland Eastern Shore, I wish to state emphatically that I am personally and professionally committed to a multi-racial form of quality education on all levels."[3]

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1 The Baltimore Sun, 5 May, 1972.

2 Daily Times Newspaper, Princess Anne, Maryland, April 26, 1973.

3 Ibid.

Dr. Buffkins concluded that he would not remain with an institution that did not have a policy of affirmative action leading toward a multi-racial concept. Dr. Buffkins felt that the positive future of the country depended on how soon such a philosophy could be implemented.[1]

University on Eastern Shore Is Backed By Dr. Buffkins

Chancellor Archie L. Buffkins of the University of Maryland Eastern Shore entered the widening debate on reorganization of higher education by proposing a single Eastern Shore University.

He proposed a system that would include the programs and facilities of University of Maryland Eastern Shore, Salisbury State College, the University of Maryland Center for Environmental and Estaurine Studies at Horn's Point near Cambridge, and Chesapeake, the Upper Shore's four-county community college.[2]

In an interview, Dr. Buffkins made it clear that he did not support proposals for dismantaling the University of Maryland system. But he said if the dismantling occured, "The Shore must decide what direction it is going to take, and open and direct discussion should start now."[3]

In October 1973, two major spokesmen for Salisbury State College proposed that Salisbury and University of Maryland Eastern Shore merge.

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1 Dr. Buffkins' Speech, April 26, 1973.

2 The Sun Newspaper, Salisbury, Maryland, 22 October, 1974, p.3.

3 Ibid.

In similar interviews in the student newspaper, Dr. H. Gray Reeves, vice chairman of the Board of Trustees of the Maryland State Colleges, and President Norman C. Crawford, Jr., of Salisbury State, proposed an independent Board of Trustees to administer the two colleges. Dr. Crawford proposed a single authority over both schools while each kept its own identity.

Dr. Buffkins said that if a merger of the University of Maryland Eastern Shore and Salisbury took place, his recommendations would be for Salisbury to become a part of the University of Maryland system through the University of Maryland Eastern Shore. Dr. Buffkins said "For the University of Maryland Eastern Shore to become part of the State college system would be a step backward. There is absolutely nothing to gain by this move and a great deal to lose."[1]

Statewide discussions centered on a possible break-up of the existing system and realignment of the University campuses and State colleges in metropolitan Baltimore. Dr. Buffkins said all of the reorganization proposals left one question unresolved - what to do with his school.

Dr. Buffkins apparently was the first Black in the country to be given the title of Chancellor. When he arrived in Princess Anne, the college just had been transformed in name only from a small land grant college called Maryland State to a full-fledged branch of the University.

The student enrollment grew from 771 in 1971 to 1,194 in 1974. It was about 68 percent Black, 21 percent White, and 11 percent in

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[1] Ibid.

other designations, including Oriental, in 1974. Dr. Buffkins enlisted a faculty with high academic credentials. Renovation and construction had been extensive, and the state supported the college at a higher rate per student than any other college in the university or state college system. But, Dr. Buffkins said, the college lacked what was most important of all - "public acceptance."

Salisbury State - twelve miles north of the University of Maryland Eastern Shore was pursuing a parallel course of academic growth, increased enrollment and expanded facilities. The administration of Salisbury State sought to translate rapid growth and community support into increased financial support from the state. Dr. Buffkins for his part said:

> "We can't keep building up two campuses (University of Maryland Eastern Shore and Salisbury State) competing for state money and local prestige at the expense of each other."[1]

Dr. Buffkins said he sought development and acceptance of the University of Maryland Eastern Shore as a good university and not just support and survival of it "because of its Blackness."[2]

University of Maryland Eastern Shore On A Search For Acceptance

In 1970 the University of Maryland Eastern Shore became the first predominantly Black college in the United States to become a branch of a predominantly White university. The career of the college since then has all the elements of a success story except

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[1] Ibid.

[2] Ibid.

a happy ending - community acceptance.[1]

In its isolated, rural Lower Shore setting, University of Maryland Eastern Shore is a separate society. Its enrollment of almost 1200 students in the academic year 1974 - 1975 was larger than the population of Princess Anne, and its operating budget larger than that of Somerset County. But statewide it was the smallest and possibly the least known of the eleven publically supported four-year colleges.

During 1974 - 1975, the enrollment was sixty-seven percent Black and the faculty of about 100 was equally divided between Black and White. Because of its smallness, its Blackness, and its isolation, there was a sense of mission among both students and staff that distinguished the school from other campuses.[2]

In the November 14, 1974 issue of the student newspaper, The Hawk's Message, two of the major contributors exhorted their fellow students to stop "loitering", to read books and newspapers and to study.[3]

To the chancellor, Archie L. Buffkins, it was the college's destiny to become a multi-racial university pointing in the direction for other colleges, Black and White alike. When Dr. Buffkins

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1 The Sun Newspaper, Salisbury, Maryland, November 17, 1974.

2 Ibid.

3 The Hawk's Message, Princess Anne, Maryland, 14 November, 1974

came to the newly designed campus as its first chancellor, he announced a policy: "The best way for a traditionally Black institution to become more appealing to all segments and races of the general public is to offer quality education."[1]

University of Maryland Eastern Shore On A Road To Becoming A Quality Multi-Racial University Under Dr. Buffkins

The college under the direction of Dr. Buffkins, acquired new courses, new buildings, increased enrollment, and an international faculty of about 100, a large percentage of whom were Ph.D.'s. A federally financed visiting scholars program brought in distinguished figures in specialized fields of sciences and the humanities for forums and workshops.

An example was a Middle East symposium on cultures and sources of conflict, held in December, 1974. The symposium brought in Dr. Abdul from American University in Washington and other authorities from all over the country.

In the academic year of 1974-1975 alone, the college received about $900,000 in research grants and special assistance from a wide range of federal and private agencies. Work was begun on an early childhood project financed by the Department of Agriculture to study the effects of environment on preschool children of mixed race and economic background.

Residents of Princess Anne who once regarded the college as an isolated island on the outskirts of town, started bringing their

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[1] The Sun Newspaper, November 17, 1974.

children to its new Olympic-size indoor swimming pool, the only public facility of its kind on the Lower Shore, for evening lessons. These were small satisfactions to staff members, White and Black alike, who were, in some cases, loyal to the college to the point of zealousness. In spite of everything, said one, "This is not the community's school, Salisbury State is."

A requirement of the parallel development of University of Maryland Eastern Shore and Salisbury State College was that the two colleges coordinated their programs. Ironically, while sports always have been the long suit of University of Maryland Eastern Shore and Dr. Buffkins tried to build up its academic credability, Salisbury State began following a time-worn path to increase community pride and backing with the introduction of football and promotion of its sports program.[1]

In building a student body commensurate with its academic resources, University of Maryland Eastern Shore was handicapped by the fact that Salisbury State drew the area White students and that it had to compete for the top Black students with prestigious White colleges eagerly seeking Black talent.[2]

University of Maryland Eastern Shore was caught in a bind in which it had to establish a reputation for high academic standards to attract top students and at the same time increase its enrollment

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1 The Sun Newspaper, November 17, 1974.

2 Dr. Archie L. Buffkins, Speech on Multi-racial Institutions, (December 7, 1974).

in order to get the necessary state financial support. The college was forced to recruit students at all levels of achievement because state support was based on the size of enrollment. "The college could reach its academic goals," said Dr. Buffkins, "if it no longer had to deal with enrollment as a major factor in receiving financial assistance."[1]

Adding further uncertainty to the college's future was the developing University for Environmental and Estuarine Studies at Horns Point near Cambridge. University of Maryland Eastern Shore supporters feared that Horns Point might one day evolve into another competing campus on the Shore in the very field that they had hoped would be the University of Maryland Eastern Shore specialty in the university system and a means of gaining a racially mixed enrollment.

Although the University of Maryland Eastern Shore is located in the state's largest remaining farming area and has a 171 acre farm, only 57 students during 1974 - 1975 were agriculture majors and about a third of these were from African nations - 12 from Nigeria, 3 from Ghana, and 4 from Ethiopia. At the same time there were about 70 African students at the college, some of them sent by their governments and many of them from families of wealth and position in their own countries.[2] They were a distinct element on campus.

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[1] The Sun Newspaper, November 30, 1974.

[2] Ibid.

The favored majors were business administration, sociology and education. Because of the multiplicity of roles it must play, University of Maryland Eastern Shore offered two-to-four year pre-professional programs in dentistry, law, medicine, nursing, pharmacy, radiologic and medical technology and engineering for transferring to other branches of the University at College Park or Baltimore.

As of 1975, enrollment in pre-professional programs was spare. Across the quadrangle from the new science building, the school filled another need with a division of experimental studies that offered special programs for students needing help in basic skills before going into standard liberal arts programs.[1]

Dr. Buffkins refuted the widely held belief that the primary need for low-income Black students is specialized technical training. Dr. Buffkins said:

> "Training for a specific job is a road that leads nowhere. Education can be the uniting force for Blacks. A man with an education can learn a skill when it is needed and not to be dependent on a single type of job opportunity. We need marketable skills, but we need a strong literate base first. Education is different from training."[2]

Internal Strife Between The Faculty and Chancellor With Resultant Resignation of Dr. Buffkins

In an open memo to Dr. Buffkins, Chancellor Mr. Cleveland Harris, the Director of Recruitment, lead the University into another open crisis which dealt a paralyzing blow to the concept of multi-racial institution as envisioned by Dr. Buffkins.

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[1] Ibid.

[2] Ibid.

The open Memo to Dr. Buffkins, Chancellor of the University of Maryland Eastern Shore read as follows:

> I have in the past searched my own mind for what possible justification there can be for the major events staged at the Performing Arts Center, to be out of the realm of relevancy for UMES students, faculty and staff, as well as the surrounding community. "Blues", and other types of "Soul" music concerts are treated as if there is no interest in them, for they rarly, if ever, are staged at the Performing Arts Building. "Soul Music" is a definite component of the Black Culture. It even transcends geographical boundries and yet at UMES, soul music must await the occasional dances if appreciation is to be afforded at all. It must taint the inside of the building designed "Performing Arts"; Classical music, chiefly piano concerts, - yes, but soul music is out of the question.
>
> Dr. Buffkins, you are not at a predominantly White institution, nor will this campus ever become such - irrespective of your hopes and aspirations. The very history of this institution is one of Blackness, and it will continue to be a predominantly Black institution, at least as far as enrollment is concerned. We didn't make the design, but we can face the reality.
>
> Now, I come to the most insulting, the most disgraceful act I have ever experienced directly. You, the Chancellor of a predominantly Black institution of Higher Education, found it necessary in your mind to name a non-Black faculty member to coordinate Black Heritage Week activities on this campus. Such an act is not only an insult, not merely a disgrace to Blacks on this Campus; it is an insult, a disgrace, and a traitorous act committed against the world's total Black population...living and dead.
>
> You in effect, by such an appointment, declare such things:
>
> (1) Black people on this campus, even though a majority are less qualified to coordinate and plan activities on behalf of our own Black Heritage Week, than Mr. Mark Schulman, a non-Black is.
>
> (2) Black people on this campus are ignorant and gullible and will not bring you to an accounting even though you strike tremendous blows to our pride and our sacrifices to achieve knowledge.[1]

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[1] An Open Memo to the Chancellor of the University of Maryland Eastern Shore, February 10, 1975.

The previous statement in an Open Memo to the faculty, community, student body, and State Legislature started another crisis which impaired and crippled the multi-racial concept as perceived by Chancellor Buffkins of the University of Maryland Eastern Shore. Also, the charges against Dr. Buffkins and his administration created another problem which seems relevant to this writer's study.

Those particular issues are listed as outlined again by the college faculty and student body in their comparison of Salisbury State College and the University of Maryland Eastern Shore toward Black Heritage Week and Miss Black Teenager Pageant at the University. A second memo to Chancellor Buffkins appeared as follows:

> As you know, Salisbury State College announced its observance of Black Heritage Week through two articles in the Daily Times last week. However, UMES made no public mention of its intentions to celebrate the occasion until Sunday, February 9, the primary reason being that the UMES administration does not formally endorse Black-oriented activities. Programs previously designed to develop appreciation of Black history and Black culture were strongly discouraged under the guise of the institution being multi-racial. The irony is, of course, that such activities are overwhelmingly consistent with cultural pluralism and the multi-racial concept.
>
> Just last summer representatives of the Black community sought to hold the Miss Black Teenager Pageant at UMES and were denied the opportunity.. Salisbury State then capitalized on our narrow-sightedness and welcomed the program with open arms.
>
> The issue in this scenerio relates not to the substance of the change of attitude, but instead to the circumstances surrounding the change. The change was not precipitated by the needs of the institution, nor did it reflect initiative and creativity on the part of UMES' community. It was instead, change growing out of a reaction to Salisbury State College.

> Such reaction and inconsistencies in attitude are typical of the UMES administration and signal a dangerous trend in the conduct of campus affairs. Already, there is untold ambiguity on the part of the faculty, students and professional staff as to the aims and objectives of the institution. In addition, a frightening aura of suspicion, alienation and deceit is now causing an erosion of the campus community.
>
> While such an atmosphere may temporarily serve the goals of a leadership encouched in a "divide and conquer" philosophy, that same atmosphere will breed the germ for its abrupt downfall.
>
> Finally, scholarship is born of initiative, creativity and ingenuity and it flourishes only in an atmosphere of freedom, dignity and respect. We have the initiative, creativity, and ingenuity in the collective intelligence of our faculty, students and professional staff, but have only a yearning for freedom, dignity and respect. Let us resolve now to pursue that yearning, regardless of the price, not for the aggrandizement of ourselves, but rather for the welfare of our students and the perpetuation of the educational process at the University of Maryland Eastern Shore.[1]

The following special memo to the University of Maryland Eastern Shore community, alumni, parents of students, and other concerned individuals was sent out by the faculty and student body:

> For a long time, complaints have been voiced and filed against Dr. Archie L. Buffkins and his administration at the University of Maryland Eastern Shore. The very irony of the complaints however, is that they were filed with the same person who constituted the basis for the complaints, Dr. Buffkins, himself. These complaints seldom, if ever, reached hands other than Dr. Buffkins. Hence, very little if anything was done about these complaints, except in some cases, those making the complaints found themselves threatened with the loss of jobs, or actually lost their jobs...Business then continued as usual...[2]

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[1] An Open Memo to the Chancellor of the University of Maryland Eastern Shore, February 10, 1975.

[2] Special Memorandum from the Staff And Student Body, March, 1975.

The faculty and student body encouraged citizens and other persons to file their complaints with the Maryland Legislature.

The special memo concluded by saying, "that the administration of Dr. Buffkins is destined to continue in a direction unfavorable to the mission of higher education and must be replaced. Make yourself heard by those who have the power and responsibilities to bring about necessary changes."[1]

Dr. Archie L. Buffkins submitted his resignation as the Chancellor of the University of Maryland Eastern Shore and was asked to clarify the two statements given as reasons for his resignation. He agreed to the suggestion and his two brief responses were as follows:

1. "I wish to make it very, very clear that my resignation memorandum to the University of Maryland Eastern Shore community was not to state or imply a negative tone toward the institution or the people within the institution. My total thrust at University of Maryland Eastern Shore, if you look at the overall record has been to push, support and create a positive image of the institution when, at times, the criticism has been strong and visible. In essence, I want the University of Maryland Eastern Shore to have a strong, productive and long future.[2]

2. The University of Maryland Eastern Shore is considered to be a developing institution even by the federal government and wanting to go to a "more highly developed institution" was not a negative point or a put down. Being a developing institution does not imply a lack of quality. It simply means that it is growing. But I must be associated with an institution that is fully developed (top notch facilities, grad-

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[1] Ibid.

[2] Dr. Archie L. Buffkins Resignation Memorandum to the Alumni and Community, April 24, 1975; General Comment.

> uate offerings and assistants, advanced library resources, superb funding, etc.). With concentrated support the University of Maryland Eastern Shore will be fully developed in every respect. I say it now, and I always believed it.[1]

Dr. Buffkins concluded by stating the following: "Being Chancellor of the University of Maryland Eastern Shore consumes all of one's time. We must continue to catch up and keep up. There is not time for the academic games that might be associated occasionally with the academic community. Every move or act of the University of Maryland Eastern Shore Chancellor must be meaningful; and after a certain number of years under this kind of day to day pressure, responsibilities and authority, one has to decide, as I have decided, it is time for another person to continue the journey. This in essence, is the reason why I think I must step down to make way for a new thrust."[2]

The writer believes that Dr. Buffkins did a lot to build up the University of Maryland Eastern Shore. Similarily, he had high ideals in students getting a broad education rather than training for specific but limited job opportunities.

Perhaps the resignation of Dr. Buffkins was a wise choice on his part. Because of the internal strife which had plagued his multiracial concept, Dr. Buffkins had little other choice but to resign. With the resignation of Dr. Buffkins, the University of Maryland Eastern Shore lost an innovative chancellor.

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1 Ibid., Specific Comment.

2 Ibid. For a detailed list of Dr. Buffkins' accomplishments, in his own words, see Appendix, infra, pp. 162-169.

B. The Rosenberg Report and Responses

The Rosenberg Report

In 1973, Governor Marvin Mandel appointed a twenty-seven member Commission to study the structure and governance of education of education from early childhood, through graduate school, and to report to him on their findings. This writer's study of the University of Maryland Eastern Shore was included in the Rosenberg Report to the Governor.

1. Eastern Shore University System

The Commission found that combining the resources of Salisbury State and the University of Maryland Eastern Shore has been advocated by citizens, public officials, and educational leaders on the lower Eastern Shore. Support for the unification of educational programs and physical plant facilities has intensified in recent years. Relevant data indicated that wide disparities exist in comparing University of Maryland Eastern Shore and Salisbury State College. It became increasingly clear that a merger of these two institutions would result in a better opportunity for students of both, better teaching and learning situations for all, and more adequate services to the community.

According to the Commission, an institution created by uniting these two schools should be more economically efficient and biracially constituted. The Commission believed that the public interest required a better utilization of all public higher education facilities on the central and lower Eastern Shore of Maryland, including Chesapeake Community College, whose complex financial and governance

problems would require increased State support. There would need to be a diverse system of equalized educational opportunity for the estimated 5,000 students who would be enrolled in postsecondary programs in the area by 1980.

2. Recommendations

The Report stated that a regional university system should be established to serve the Eastern Shore area of the State. Such a unified institution would provide expanded and diversified educational opportunities for the Eastern Shore. The initial components should be made up of the University of Maryland Eastern Shore and Salisbury State College and would be governed by a single board.

A regional university system subsequently could be expanded to include all other postsecondary educational resources in the area. For example, such a diversified system could include the research capacity of the facility at Horn's Point, the two year postsecondary programs at Chesapeake Community College and a vocational-technical center proposed for the Lower Shore.

Upon completion of the initial unification, the State Board of Higher Education should require the new governing board to prepare a ten year master plan for the development of a regional university system. If this recommendation be accepted by the Governor, he should order a moratorium on all future capital construction at the University of Maryland Eastern Shore and Salisbury State College until the issue of merger is resolved.

3. Budget and Capital Improvement

The approval and analyses of budget and capital projects, and the auditing of expenditures for institutions of higher education cannot be administered separately from the remainder of the policy-making machinery. These functions are now vested in the State Board for Higher Education.

The Rosenberg Commission recommended that the functions of analyzing and negotiating on the details of the budgeting process should be transferred from the State Department of Budget to the staff existing under the State Board for Higher Education. The negotiation and approval of capital improvement projects for higher education should be removed from the Department of State and Planning and placed under the State Board for Higher Education.

4. Implementation of Recommendations

It is obvious that the Governor and Legislature will ultimately determine the question of adoption of the recommendation made in the Rosenburg Report. The Commission recommends that the Legislative Act creating a new structure specify the period for transitioning from the existing structure to the new one, during which time the Governor shall provide for the necessary services to expedite the changeover.

Under the arrangements set forth in this report, education would continue to function as one of the highest priority services of the State and local government. While some will argue that the power and influence of the local schools and institutions, others will hold the opposite point of view. The Commission believes this structure

will provide vastly imporved educational opportunities throughout the State. The redistribution of authority recommended in this report was not received either to elevate or weaken any given segment or level. The Commission found that the coordination function and the overall responsibility of the State for the delivery of timely educational services would be strengthened. On the other hand, the meaninful operational responsibilities of providing teaching and learning have been strengthened in favor of local control.[1]

Response of the University of Maryland Eastern Shore To The Rosenberg Report

With less than five years as a university branch and a few of the many educational resources long sought after, the survival of the institution is once again threatened with a proposal to disassociate it with the most prestigious and reputable institution in the state. Even worse, it is being forced to consider the possibility of merging with an institution already suffering from a lack of financial support. Such a proposal is cause to wonder about the committment to University of Maryland Eastern Shore and its role in promoting the cause of students in the lower socio-economic strata of society.[2]

In proposing that an Eastern Shore University be established, the Commission made several statements to which the Special Task Force would like to react:

> "...combining the resources of Salisbury State College and the University of Maryland Eastern Shore, has been advocated

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[1] Final Report of the Rosenberg Committee on Education for Maryland Baltimore, Maryland, May 7, 1975, pp. 17-19.

[2] University of Maryland Eastern Shore Task Force Response to the Rosenberg Commission Report, September 10, 1975, p. 2.

> by citizens, public officials, and educational leaders on the lower Eastern Shore support for the unification of educational programs and physical plan facilities has intensified in recent years."[1]

The University of Maryland Eastern Shore Special Task Force for Studying the Rosenberg Commission Report endorsed the position set forth in the Board of Regents' Response to the Final Report of the Governors'Study Commission on Structure and Governance of Education in Maryland. That position, was in brief, that:

> The tripartite arrangement in higher education should be maintained, additional authority should be granted to the Maryland Council for Higher Education as a means of facilitating more effective coordination among the tripartite members and between the public and private sectors.
>
> The University of Maryland should be maintained as a system,
>
> Ongoing relationships between state agencies and higher education institutions should be continued.
>
> A research and policy analysis center should be established.[2]

While endorsing the overall position of the Board of Regents, the UMES Special Task Force wished to reinforce that portion of the Board's Statement that relates to the Rosenberg Commission's recommendation for an Eastern Shore University System.

In the course of its history, the identity of the Princess Anne campus has changed on at least six occasions. In each instance, the objective was to move UMES more into the mainstream of higher education. The Task Force believed that the ideal structure and framework for realizing this objective was completed in July 1970 with the inclusion of

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1 Ibid.

2 Ibid.

the campus into the University of Maryland System.

Finally, the Task Force felt the need to elaborate on the duplication that exists between Salisbury State and UMES, and the factors surrounding that set of circumstances. UMES was the first of the two institutions to offer a broad spectrum of programs in the liberal arts, home economics, aerospace science and agriculture. It was the institution with majors in music, business, art, chemistry, mathematics, etc. In contrast Salisbury State developed primarily as an elementary teacher education institution with minimal program offerings in the arts and sciences. With these profiles, the two institutions were more complimentary than competitive, which seems to be the ideal sought. However, this situation has drastically changed during the past few years. The non-land grant programs at UMES have been duplicated nearly 100 percent at Salisbury State. Even more, this duplication occured during the peak period of enrollment at UMES, while resulting almost unmanageable growth at Salisbury State.[1]

The Task Force noted that the situation notwithstanding, there would be nothing magic about a merger. It would not be a panacea to educational, economic and race-related issues confronting higher education on the Eastern Shore. According to the Task Force, the solution must parallel an approach that blends cooperation with committment and support from state agencies to provide more equal and enriched educaticnal experiences in the Eastern Shore region. In post-secondary education, this end could very well be accomplished

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[1] Ibid.

through a mandated cooperative arrangement between UMES and SSC, with increased state funding for specified programs at each institution.

Based on the aforementioned considerations, the Task Force submitted the following recommendations in respect to the SCC/UMES merger proposal:

1. That UMES continue as an integral part of the University of Maryland System.

2. The cooperative consortium arrangement between the University of Maryland Eastern Shore and Salisbury State College be mandated.[1]

Edward V. Hurley Report to the Governor's Special Task Force on the Rosenberg Report

> ...I am indeed appreciative of the opportunity to comment on the report of the Rosenburg Commission's recommendation to merge UMES and Salisbury State College.
> In reviewing the narrative relative to the merger, it appears that the Commission has recommended alterations in the organizational structures of UMES and Salisbury State without having made a thorough analysis of the educational costs of the existing versus the proposed structure; without having seriously considered objectives, and without having viewed the issue of desegregation in the proper perspective. Based on a public statement made by Chairman Rosenburg of the Commission at the June meeting of the Maryland Association of Higher Education, I am even more convinced that this is the case. At that meeting, it was stated that the Commission had not intended to address the issue of a UMES/SSC merger; however, it was later included at the request of the local citizens. He conceded that the local citizens in this case consisted primarily of representatives of the Salisbury area.
>
> Regarding biracial constitution, UMES has shown great strides. Are we now saying that UMES must bear the burden of further desegregation of another institution for will we be allowed to grow in accordance with the Maryland Plan for Completing

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[1] Ibid.

desegregation of public post secondary institutions?

> The Princess Anne Campus has changed its identity on six occasions and in each instance, the objective was to bring UMES into the mainstream of Maryland Higher Education. In the UMES community opinion, the structure and framework for that realization was completed in July 1970 inclusion of the campus into the University of Maryland system. The Princess Anne campus profits greatly from this designation, shares in the benefits of a faculty of over 5,000 members, in services and support activities specific to a University complex with an enrollment of 57,376 students and in established offerings through the doctoral level.
>
> Now the survival of the institution is once more being threatened with a proposal to disassociate it with the most prestigious and reputable institution in the state. Such a proposal is cause to wonder about the committment to UMES and its role in promoting the cause of students in the lower socio-economic strata of society.
>
> From these brief remarks, gentlemen, I am sure you will agree that we cannot afford to unilaterally propose action of the magnitude suggested in your report in face of such scarcity of analysis and support, I, along with the Acting Chancellor, the alumni, and UMES Senate, am very much opposed to the idea of a merger of SSC and UMES and would like for you to know that we strongly support[1] the Board of Regents' position on the Rosenberg Report.

One Of The New Duties Of The Acting Chancellor Of The University Of Maryland Eastern Shore Is To Respond To The Rosenberg Report

In a personal interview with Acting Chancellor William P. Hytche on October 22, 1975, the following response to the Rosenberg Report was documented:

> "I have some very strong feelings about it (Rosenberg Report-merger between University of Maryland Eastern Shore and Salisbury State College). In addition to my feelings I would like

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[1] Edward V. Hurley, Report to the Governor's Special Task Force on the Rosenberg Commission, September 10, 1975.

to express the feelings of the UMES Task Force to study the Rosenberg Commission Report, in fact we were mandated to give our response to the Board of Regents. Number one, I think the total idea is unfounded in view of the fact that we have no specific grounds for making such a recommendation. I realize the Rosenberg Commission had a task to do in order to save the state funds but nowhere are we able to find nor do they say in the Rosenberg Commission that combining these two institutions, funds would be saved.

We must consider that this institution was founded in 1886, history will tell us that we haven't had any period of five or six years that we haven't been confronted with basically the same idea. Even during my short tenure from 1960 at one time were talking about making this (University of Maryland Eastern Shore) into a junior college, and at another time a prison farm, and at another time we were talking about making it into a chicken farm. Always something coming up, consequently, we can never really develop a kind of staff, a kind of administration that work toward making this a strong, viable institution.

...This end could very well be accomplished through a mandated, cooperative arrangement between UMES and Salisbury State College with increased state funding for specific programs at each institution based on these considerations, I would like to submit the following recommendations in respect to the UMES/SSC merger proposal:

1. The University of Maryland Eastern Shore continue as an integral part of the University of Maryland system. Emphatically.

2. Cooperative consortium arrangements between UMES and Salisbury State be mandated.[1]

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[1] William B. Hytche, Acting Chancellor of University of Maryland Eastern Shore. Interview held at Princess Anne, Maryland campus, October 22, 1975.

C. Federal Desegregation Plans

HEW Acts Against University of Maryland Desegregation Plan 1975

Officials of the United States Department of Health, Education and Welfare stepped up their drive for quick desegregation of Maryland's public colleges on December 15, 1975 by announcing the start of administrative proceedings that could lead to a cut off of thirty six million dollars in federal aid.

The announcement by HEW's Office of Civil Rights marks the first time the department has used its civil rights law enforcement machinery against a state college system it has accused of remaining segregated. However, officials said the earliest any money could actually be cut off probably would be in the Fall of 1976. The announcement followed complaints the Civil Rights Office made in August that Maryland and seven other college systems had failed to carry out desegregation plans.

Martin Gerry, acting director of the office, said other states, inclusing Virginia, had responded "positively" to HEW's complaints. He said Maryland had refused to do what his agency thinks necessary.[1]

After the August complaints, Maryland Governor Marvin Mandel strongly disputed HEW's charges. He said Blacks and Whites were in fact attending all of the state's public colleges and universities, and that the state was following through on plans to encourage more Blacks to attend colleges that were once legally all White and for more Whites

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[1] Washington Post, December 16, 1975, p. 11.

to attend former all-Black schools.

In early December of 1975, fifty-seven groups concerned with civil rights and education denounced HEW's antibias enforcement activities as"bankrupt". But Mr. Gerry said his action against Maryland has no connection with that criticism.[1]

Mr. Gerry said that since HEW's first complaints about Maryland College in August, discussion with state officials have provided "nothing...to alter the conclusion that Maryland is failing to implement its desegregation plan (approved by HEW in June, 1974) or otherwise... to fulfill its affirmative obligation to eliminate the vestiges of its racially dual system of higher education."[2] He said that the state still has three predominantly Black state colleges - Bowie, Coppin, and Morgan and one predominantly Black branch of the University of Maryland, the Eastern Shore. In the Fall of 1974, he said those schools were 86.9 percent Black.[3]

According to the figures reported by the state, the number of Blacks at predominantly White schools in Maryland had risen substantially since 1970 but the number of Whites at the Black schools has declined.[4]

Mandel Charge Rebutted

Federal civil rights officials who have taken Maryland to task over desegregation of its public colleges said that Governor Marvin

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1 Ibid.

2 Ibid., p. 14.

3 Ibid.

4 Ibid.

Mandel's comments on the dispute have "seriously distorted" the issue.

Key officials in the Health, Education and Welfare Department Office for Civil Rights denied Mandel's charges that they were attacking Maryland's predominantly Black campuses or trying to "dismantle and destroy" its higher education system.

Instead, they contended that they were simply calling Maryland on the carpet for failing to fulfill terms of its own desegregation plan that HEW approved in June, 1974.[1]

To that end, HEW signaled its intent to launch the most ambitious education enforcement proceeding in terms of money at stake and students affected it has even ventured under Title VI of the 1964 Civil Rights Act. Federal officials estimate Maryland's 28 colleges and universities could lose more than thirty-six million dollars a year if the proceeding should find themselves ineligible for federal funds.[2]

HEW Fund Cut For Maryland Delayed

A United States judge on January 6, 1976, told attorney for the Department of Health, Education, and Welfare to take no action to cut off federal funds for public higher education in Maryland until at least January 30.

United States District Court Judge Edward S. Northrup told HEW immediately to cease steps that could lead to a cutoff of money until

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1 Washington Post, December 27, 1975, p. 18.

2 Ibid.

a hearing could be held on the validity of federal efforts to force desegregation of the state's public colleges and universities.

Judge Northrup declined to sign a restraining order sought by Maryland against HEW's announced administrative hearings.[1]

In a suit filed against HEW, the State of Maryland, contended the department is acting in violation of its own regulations by requiring the delineation of specific instances of failure to comply with the plan before administrative hearings can be initiated. HEW contended that Maryland continues to operate a dual system of higher education in violation of federal civil rights law.

If the administrative HEW hearings should be initiated, the state alleged in its suit, the result would be massive disruption in state finances and in its 28 colleges and universities.

Maryland officials have charged in the past that HEW's move against the state is really an effort to gain control over public education in Maryland.[2]

Summary

The University of Maryland Eastern Shore has been and still is looked upon as a stepchild in higher education by the State of Maryland. Ever since its early conception in 1886, the University of Maryland Eastern Shore has strived to keep its identity and heritage from extinction. But even in 1976, this institution is still being confronted with the possibility of a merger or extinction. Its

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[1] Washington Post, January 6, 1976, p. 1.

[2] Ibid., p. 2.

future is being determined by many forces such as a merge with Salisbury State College, the Rosenberg Report, HEW ruling on de-segregation, and the external forces from the surrounding community which continues to plague the growth of the University.

CHAPTER VI

Summaries, Conclusions, and Recommendations

Summary

This historical study traced the developments which have influenced the founding and growth of the University of Maryland Eastern Shore from 1886 - 1975. A study of this nature was needed in order to give a better understanding of the events and issues which have been responsible for the present existence of the University of Maryland Eastern Shore. Such an understanding should help future students and administrators of the school to appreciate their heritage. Furthermore, such an understanding should lead politicians and policy makers to more enlightened decisions favorable to the school's future. Higher education in the State of Maryland seeks to provide training designed to meet the needs of a diverse society. This study also identifies other schools of higher learning with similar problems to those of the State of Maryland following the Civil War.

Chapter two contained a survey of related literature and revealed that no other study had been accomplished with regard to the history of the University of Maryland Eastern Shore. Also included in this chapter was a brief history of the other three predominantly Black insitutions in the State of Maryland; Coppin, Morgan and Bowie. It was necessary to include a brief history of these for they were related to the founding of the University of Maryland Eastern Shore.

Chapter three of this study presented an overview of the plight of education for the Black man in the State of Maryland from the Civil War to 1975. Educational opportunities for the Black man in Maryland have traditionally been limited due to a lack of awareness of the need for such education, lack of funds, and other political priorities.

Chapter four traced the history of the University of Maryland Eastern Shore from 1886 to 1970. It describes how the growth of the college was, and is still being affected by certain internal and external political forces. This chapter also described the reaction of the Maryland State Board of Education to the Supreme Court Decisions of 1954 and 1955 and the threat of extinction for the University of Maryland Eastern Shore.

Chapter five covered the development of the school during the 1970's, including the reorganization of 1970, the Rosenberg Report which suggests that the college merge with Salisbury State College, and finally, the HEW plan for desegregation.

Conclusions

This historical study of the University of Maryland Eastern Shore has lead this researcher to conclude that there were a number of internal and external forces which were and still are holding the future of this institution in an unknown position at the time of this study (1976). Most significant among these forces and events were:

1. The determination, dedication and vision of the early Methodist ministers who formed the Delaware Conference Committee and the Baltimore Association

for Educational Improvement of the Colored People. These organizations played major roles in founding what is known as the University of Maryland Eastern Shore.

2. The foresight and fortitude of the early principals and teachers who plotted the course of the school in its infancy stage.

3. The purchase of the Princess Anne Academy from Morgan State College in 1935 was of subsequent importance because it placed the institution for the final time under a State Board System.

4. The Supreme Court Decisions of 1954 and 1955 which equalized educational opportunities and provided a legal basis for rectifying some of the inequities suffered by the institution.

5. The consultant's report of 1969 recommending that Maryland State College become an integral part of the University of Maryland College Park. This recommendation was accepted in 1970 and Maryland State College became known as University of Maryland Eastern Shore.

6. The Rosenberg Report in 1975 recommended that the University of Maryland Eastern Shore merge with Salisbury State College. This decision is still pending the approval of the Maryland Legislature.

7. The HEW Desegregation plan for the State of Maryland is still pending in a court battle which will determine the plight of the University of Maryland Eastern Shore.

8. The determination and selection of competent and progressive administrators and teachers enabled the college to endure its many problems thusfar.

9. Murray vs. the University of Maryland was very important in that it provided for Blacks equal treatment in Higher Education.

Recommendations for The University of Maryland Eastern Shore

As a result of this historical study of the University of Maryland Eastern Shore, the following recommendations are based upon the author's opinion and professional judgement as influenced by the process of completing this study and by the knowledge and experience of

working with several students and administrators from that college.

The author makes the following recommendations:

1. A decision should be made immediately as to the future of the University of Maryland Eastern Shore.

2. A stronger community and political base should be pursued by the University and Alumni.

3. A consortium should be instituted by both Salisbury State College and the University of Maryland Eastern Shore, in order to increase the number of course offerings available to students of both schools.

4. A study should be conducted to evaluate the effectiveness of programs at the University of Maryland Eastern Shore in meeting the needs of its students.

5. A coalition should be formed in higher education to help stress the unique aspects of the University of Maryland Eastern Shore.

6. A study by the University of Maryland Eastern Shore and Salisbury State College to eliminate the duplication of courses and programs that are now being taught at the two colleges.

7. A separate board of regents to represent the University of Maryland Eastern Shore should be formed.

8. A more intensive Program of recruitment should be commenced in order to increase enrollment.

9. The University of Maryland Eastern Shore should be maintained in its present status as a separate institution of Higher Education.

For Future Research:

1. A study of the feasibility of merging all of the Black institutions in the state of Maryland under one umbrella should be commenced.

2. A watch dog committee to make sure that the State grant the University of Maryland Eastern Shore the financial support it needs in order to improve and correct whatever deficiencies it now faces.

APPENDIX

Enrollment For The 20-Year Period

1947 - 48 Through 1965 - 66

YEAR	MEN	WOMEN	TOTAL
1946-47	100	67	167
1947-48	133	69	202
1948-49	213	103	216
1949-50	252	125	377
1951-52	201	90	291
1952-53	215	102	317
1953-54	252	173	425
1954-55	263	177	440
1955-56	296	133	429
1956-57	319	114	433
1957-58	286	124	410
1958-59	331	138	469
1959-60	333	153	486
1960-61	329	177	506
1961-62	396	198	594
1962-63	368	205	573
1963-64	396	207	603
1964-65	444	246	690
1965-66	459	306	765

[1] State Planning Department, October, 1965, Capital Improvements Authorized by the General Assembly, 1955 - 1965, p.18

APPENDIX A

Capital Improvements Authorized
By The General Assembly 1955 Through 1965

Institution	Total Authorized	Percent
University of Maryland College Park	$31,360,250	43.7
Towson	11,731,850	16.3
Frostburg	9,235,800	12.8
Morgan	5,198,100	7.2
Salisbury	4,608,700	6.4
Coppin	3,630,700	5.1
Bowie	3,350,400	4.7
Maryland State	2,727,000	3.8
TOTAL	$71,872,800	100.0

State Loan For General Construction 1966

Institution	Capital Outlay	Percent of Total	Enr'd 1965	Percent
U. of Md.	$14,335,600	64.6	21,409	68.4
Towson	2,249,000	10.0	2,404	7.7
St. Mary's	2,046,000	9.2	508	1.6
Morgan	1,190,000	5.4	3,021	9.6
Frostburg	1,707,000	7.7	1,704	5.4
Salisbury	277,000	1.3	618	2.0
Bowie State	196,000	.9	503	1.6
Md. State	107,700	.5	713	2.3
Coppin State	67,000	,3	426	1.4

State Planning Dept. Oct. 1965, Capital Improvements Authorized by the General Assembly, 1955-1965, pp. 56 - 71.

APPENDIX B

Duties Of The President, Dean, Director Of Admissions, Business Officer, Divisional Chairman, And Department Heads

Duties of the President

1. To act as executive officer of the Board of Trustees, charged with putting into effect its policies and regulations.

2. To preside over meetings of the faculty.

3. To act as executive officer of the faculty, charged with seeing that its policies and regulations are put into effect.

4. To bear responsibility to the Board of Trustees for the satisfactory government and administration of the college.

5. To select a competent and harmonious teaching and administrative staff, and to recommend their employment to the Board of Trustees.

6. To make recommendations to the Board of Trustees on all matters petaining to the promotion, demotion, and dismissal of members of the teaching and administrative staff.

7. To represent the institution to its constituency, to the general public, and in educational groups.

8. To prepare and carry out the annual budget for the operation of the college.

9. To make reports to the Board of Trustees,to the standardizing agencies, and to the constituency of the college.

10. To maintain amity, and unity of purpose among all members of the teaching and administrative staff, the board of control, the alumni, and the college constituency.

Duties of the Dean of the College:

1. To direct the educational activities of the college.

2. To act as chief advisor of the president in matters of college policy, particularly in academic affairs.

3. To formulate educational policies and to present them to the the president and faculty for consideration.

4. To direct attention of faculty members to changing educational

thought and practice, particularly as they affect higher education.

5. To make reports relating to the work of the college.

6. To supervise curriculums, courses, and methods of instruction.

7. To cooperate with heads of departments in the nomination of new members of the teaching staff, and to make suggestions to the President regarding the promotion, demotion, or dismissal of members of the faculty.

8. To assist in recruiting students.

9. To study the progress and academic welfare of students

10. To represent the college at meetings of educational associations.

11. To prepare and supervise the time-and-room-schedules of classes.

Duties of the Director of Admissions

1. To maintain academic records of all kinds.

2. To handle all matters relating to personnel accounting.

3. To examine and pass upon the qualifications of students for admission to the college.

4. To direct the program of registering students in classes.

5. To check the credentials of all candidates for graduation and for the various honors connected with academic success.

6. To organize materials for statistical use.

7. To prepare material for educational policy.

8. To prepare reports of various kinds relating to personnel problems of students and faculty.

9. To maintain a bureau of information.

Duties of the Business Officer:

1. To collect all income due the college.

2. To keep the financial accounts of the college.

APPENDIX C

3. To maintain the records necessary for the effective control of the current operating budget.

4. To purchase all supplies.

5. To pay all bills.

6. To supervise the management of the supplementary business activities maintained by the college.

7. To supply such reports as are required by the president, the Board of Trustees, or other official agencies.

8. To provide for the safekeeping and safeguarding of all money, securities, and valuable papers belonging to the institution.

9. To supervise the operation and maintenance of the physical plant.

Duties of A Divisional Chairman:

1. To act as assistant and advisor to the Dean of the College in academic affairs.

2. To prepare reports relating to students and faculty.

3. Supervise instruction within the division and make significant reports to the Dean.

Duties of Department Heads:

1. Department heads are charged with the administrative responsibility of their department subject to the Divisional Head and Dean of the College. The Dean of the College has the highest authority.[1]

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[1] Quoted from the Faculty Handbook, pp. 11-13.

APPENDIX C

Maryland State College Present Enrollment by Residence (March, 1950)

A. Maryland Students	Men	Women	Total
1. Anne Arundel	0	2	2
2. Baltimore County	2	0	2
3. Baltimore City	8	0	8
4. Calvert	3	4	7
5. Caroline	8	6	14
6. Carroll	1	0	1
7. Cecil	5	0	5
8. Charles	3	2	5
9. Dorchester	11	1	12
10. Frederick	3	1	4
11. Harford	6	5	11
12. Howard	5	1	6
13. Kent	5	5	10
14. Montgomery	0	1	1
15. Prince George	6	6	12
16. Queen Anne	0	1	1
17. St. Mary's	1	4	5
18. Somerset	32	29	61
19. Talbot	2	2	4
20. Washington	0	1	1
21. Wicomico	19	7	26
22. Worchester	12	13	25
Total Maryland Students	132	91	223 (54.5%)

B. Out-of-State Students			
1. Alabama	1	1	2
2. California	2	0	2
3. Connecticut	1	0	1
4. Delaware	11	2	13
5. District of Columbia	3	1	4
6. Florida	1	1	2
7. Georgia	0	2	2
8. Illinois	10	2	12
9. Indiana	6	1	7
10. Kentucky	4	9	13
11. Michigan	1	0	1
12. Mississippi	2	0	2
13. Missouri	3	0	3
14. New Jersey	10	2	12
15. New York	4	5	9
16. North Carolina	9	1	10

APPENDIX D

B. Out-Of-State	Men	Women	Total
17. Ohio	6	0	6
18. Oklahoma	7	0	7
19. Pennsylvania	12	5	17
20. South Carolina	1	0	1
21. Tennessee	1	0	1
22. Texas	3	0	3
23. Virginia	33	20	53
24. West Virginia	1	0	1
25. Wisconsin	1	0	1
26. Virgin Islands	1	0	1
Total Out-Of-State Students	134	52	186 (45.5%)
Grand Total	266	143	409 (100%)[1]

[1] Quoted from Table in Announcement Bulletin, Maryland State College, 1950 - 51, pp. 10-11.

APPENDIX D

1950 General Fund Appropriations to State Institutions Of Higher Education Per Full-Time Student, In the State Of Maryland.[1]

Institution	Enrollment	General Funds	General Fund appropriation per Full-time student
Princess Anne	409	$429,768	1,051
Bowie State Teachers	206	$187,186	908
Salisbury State	330	$226,977	687
Towson State	770	$480,130	620
Frostburg State	350	$215,462	610
Morgan State	1,528	$606,297	397
University of Md.	.....	.....	...

[1] This table was taken from the Fiftieth Annual Report, p.24.

APPENDIX E

Dr. Buffkins' List of Self-Accomplishments

1. The overall physical appearance of the campus has been improved tremendously through a new system whereby individual workers are responsible for specific work tasks, assignments and areas.

2. Campus security has been tightened with the establishment of new procedures, along with changing the image of the officers from "buddy" to "business".

3. University equipment has been retrieved, and a more efficient accountability system nas been introduced prohibiting unauthorized useage.

4. The first University governing body, "UMES Senate" was developed in order to provide collective input with reference to the affairs and interests of the UMES community.

5. The first faculty governing body, "Faculty Assembly", was formed constituted and approved by the UMES administration. Officers have been elected by the faculty.

6. The Student Government Association has made several major changes in its operation to accomodate the needs and desires of the student body.

7. A new budget planning procedure was introduced giving all elements of the UMES community an opportunity to participate.

8. A more professional and collegiate organizational plan, with charts, was introduced identifying authorities and responsibilities.

9. The institutional objectives and goals were given more precise meaning and clarity based upon current trends.

10. The academic departments were restructured, objectives developed, committees formed, and future activities and goals identified.

11. Course offerings were examined, rewritten and up-to-date outlines prepared.

12. A refined general education core was developed using the new concepts and ideas concerning the purpose of a general education requirement.

APPENDIX F

13. A "Visiting Scholars Consortium" was introduced in order to expose the UMES community to outstanding scholars across the country.

14. The first "Faculty Symposium" was established whereby the entire community could become aware of the special abilities of the various faculty members.

15. Recruitment teams (students, faculty and administrators) were formed and have been extremely successful.

16. The 1971-72 freshman class was introduced to a new orientation program centered around more educational activities and less entertainment.

17. The 1971-72 senior class was given "Intellectual Inventory" examinations covering basic college skills, and the results gave the institution needed data for future academic planning.

18. A "Teacher Education Review Board" was established to give final clearance before the student internship.

19. Faculty personnel files were made more representative in terms of appropriate and adequate information.

20. Improvements were made in the appearance of all public materials emanating from campus.

21. More sophistication and professional style has been brought to the various cultural and social activities on campus by collective planning and implementation.

22. Faculty research activities have increased tremendously.

23. The excess backlog of books in the Library was cleared up and new procedures introduced to avoid a reoccurance.

24. The UMES campus gained administrative control of the NASA Technical library.

25. High school counselors were brought to the campus in order for them to gain first-hand information about the new activities and programs at UMES.

26. Several principals and superintendents from the Shore were visited by key campus administrators concerning the new goals of the UMES campus and how the campus wishes to serve their needs.

APPENDIX F

27. Two major grants (research and extension) were received from the U.S. Department of Agriculture.

28. A small grant was also received from the Kodak Company.

29. Several foundations were contacted, and because of the new thrust of the campus, the possibilities are favorable.

30. Several organizations and associations used the facilities of the campus for the first time with a feeling of welcome being projected.

31. Through a direct and professional approach with students, bills accumulated during the 1971-72 academic year were paid.

32. With the establishment of new policies and the assistance of collecting agencies, delinquent accounts of former students are being cleared up.

33. The financial and business affairs area of the campus have been improved through efficient management techniques and closer observance of the day-to-day financial picture.

34. The first "Student Government Association" budget was developed.

35. The first social gathering involving UMES-Salisbury State College Communities was held at the Chancellor's residence.

36. All requested reports, materials, etc. from Central Administration state and federal agencies have been submitted professionally.

37. Several faculty members were assisted in many ways in order that they might complete doctoral requirements.

38. The old Student Union is being remodeled with specific activities being planned by a full-time coordinator.

39. Coaches have been taken out of the dormitories and placed by full-time counselors.

40. Television courses, through New York University, telecast on WBOC were offered.

41. The first Summer School was introduced and the potentials in terms of the future are good.

42. Several major cultural events took place on campus, and the community participation was excellent.

APPENDIX F

43. The housing shortage will virtually come to an end commencing October 1, 1972. Seventy modular homes are beingbuilt by the Delmarva Modular Home Association in Princess Anne as a result of contacts made by the UMES administration. An apartment complex is also being built in Princess Anne.

44. Several Black businesses were given new life in the area as a result of counseling and direct assistance given by members of the UMES community.

45. More senior students took the Graduate Record Examination this year than ever before because of encouragement of the UMES community.

46. A "Graduate Convocation" was held to introduce the students to the many facets of graduate school.

47. A "UMES Handbook" was developed and will be refined very shortly.

48. Library hours have been extended when requested.

49. More facutly members are attending professional meetings.

50. Secretaries, typists, and clerks are improving their overall efficiency as a result of periodical review and changing of assignments.

51. Few faculty members are missing classes without official excuses.

52. Students, particularly athletes, are making every effort to meet the stated requirements of their courses.

53. A long-range planning commission, involving all elements of the campus and community, has been established.

54. Secretarial assistance is more available to faculty members.

55. Seminars dealing with crucial areas such as drugs, sickle-cell anemia, race relations, etc. have been held.

56. The Chancellor presented twenty-three speeches to community groups, eight high schools and three college commencement addresses in an effort to improve the image of UMES by bringing the campus to the community.

57. A fund-raising campaign was introduced by the UMES Alumni Association under the supervision of the Director of Development.

APPENDIX F

58. A student advisory program was developed using a departmental student affairs committee as the focus point.

59. Parking facilities and regulations have been completely revised to accomodate the increased flow of commuting students.

60. Weekly meetings were held by the Chancellor with the President of the SGA and other campus leaders to discuss issues and campus development.

61. Several promising new faculty members were attracted for the 1972-73 academic year.

62. A Cooperative Extension program has been established.

63. A remedial program has been planned for "late bloomers" and for those who are ill-prepared because of cultural financial or psychological reasons.

64. A first-rate Communicative Skills Center is being developed by a reading specialist and will be in operation this fall.

65. The athletic budget was brought in line with its mission as an activity supplementing the educational programs instead of the reverse.

66, New policies were introduced governing faculty housing (on campus) which will imporve the conditions of these facilities and, at the same time, make them more transitory instead of "life time" residents.

67. The construction projects on campus are progressing very well as a result of the constant checking of UMES administrators.

68. The racial balance of the entire personnel has improved through a determined policy of committment by the UMES administration.

69. Unnecessary traveling, at the expense of the University, has been curtailed.

70. A new, improved, system of operation was introduced in the area of Student Financial Aid and a Director is being hired.

71. All community colleges within the state have been contacted with reference to the campus being receptive to their graduates.

72. The Admissions office is being reorganized based upon a report developed by an outside investigator.

APPENDIX F

73. The Greek organizations are redefining their respective roles within an education environment and are eliminating the hazing activities.

74. Procedures and guidelines have been developed to deal with the accreditation visitation by Middle States.

75. A surplus grant has been received to purchase used educational equipment from the Government.

76. As an opening to serving the Ocean City area, a very successful course in real estate is being offered in Ocean City this summer.

77. In an effort to broaden the UMES role in the community, a proposal, (Business Advisory Service) was developed and has been tentatively based at the University of Delaware and supervised by the Delmarva Advisory Council. It will provide assistance to small businesses on the Eastern Shore.

78. New furniture has been purchased for the lobbies in all dormitories.

79. Recreational facilities (i.e. Bowling Alley, Golf Course, etc.) in Salisbury have been made available to student groups, without charge, on weekends.

80. An interim committee structure was developed while the governing body was being formed.

81. A system for regulating unauthorized long distance calls has been introduced.

82. The federal government has reinstated the campus in terms of having an Upward Bound program. A planning grant was received.

83. Students visited several graduate schools, and at least ten received scholarships or grants.

84. The athletic programs were competitive and successful without any adverse effect upon the academic program.

85. An official up-to-date list of the tenured faculty was developed which brought about a certain amount of faculty stability.

86. Students were given the opportunity for on-the-job training at the WBOC television station in connection with a new mass communication course.

87. Office space for faculty members has drastically improved and will be further improved with the completion of the new Science building.

APPENDIX F

88. The Department of Physical Education established and supervised a community recreation program for the young people in the community.

89. The UMES Jazz Ensemble toured the local high schools.

90. Informal gatherings have been held at the Chancellor's residence for special student groups to improve communications and the attendance was excellent.

91. Faculty members and students are using the research facilities at NASA at Wallops Island, Virginia.

92. The UMES administration wrote several proposals for the development of a master plan for the Somerset County public school system.

93. The UMES administration wrote several proposals for the development of a proposed "Low Income" housing project in Princess Anne.

94. A "Pre-Professional Institute" is being explored whereby students interested in medicine and law can receive intensive pre-training.

95. Campus planning has begun with the hope of building a Center for Student Development.

96. The olympic size swimming pool was completed, and is now in use.

97. Several dormitory renovation projects were completed.

98. A freshman experimental program "13-College Curriculum Program" was introduced and a new grant from the U.S. Department of Health, Education and Welfare of $165,000 was received to continue the program through the 1972-73 academic year.

99. A student exchange program between UMES and Princeton, Cornell and MIT is being developed.

100. All of the known bills have been paid, and the financial books for 1971-72 have been balanced and closed.

Since September 1, 1972

101. The Middle States Association of Colleges and Secondary Schools (regional accrediting body) has reaffirmed the institution's accreditation.

APPENDIX F

102. The Somerset County Commissioners have publically stated their support for the UMES campus-a first for the institution.

103. UMES has been accepted to membership in the illustrious "International Association of Universities."

104. A library-research cooperative program has been established between UMES and Princeton University.

105. UMES and the Princess Anne Town sponsored its first cooperative venture- the Christmas Parade festivities.

106. Local businesses have been personally contacted by UMES officials offering the expert assistance of the campus.

107. Small donations have been received from local businesses to assist needy students and to enforce our academic offerings.

108. The first student literary magazine was published.

109. The overall enrollment (head count) has risen to 868.

110. A cooperative research and institution program has been established between the U. S. Department of Agriculture (Agriculture Research Service) and UMES. Approximately twenty Ph.D.'s will spend time on the UMES campus during the second semester.

111. A National Science Foundation grant was received.

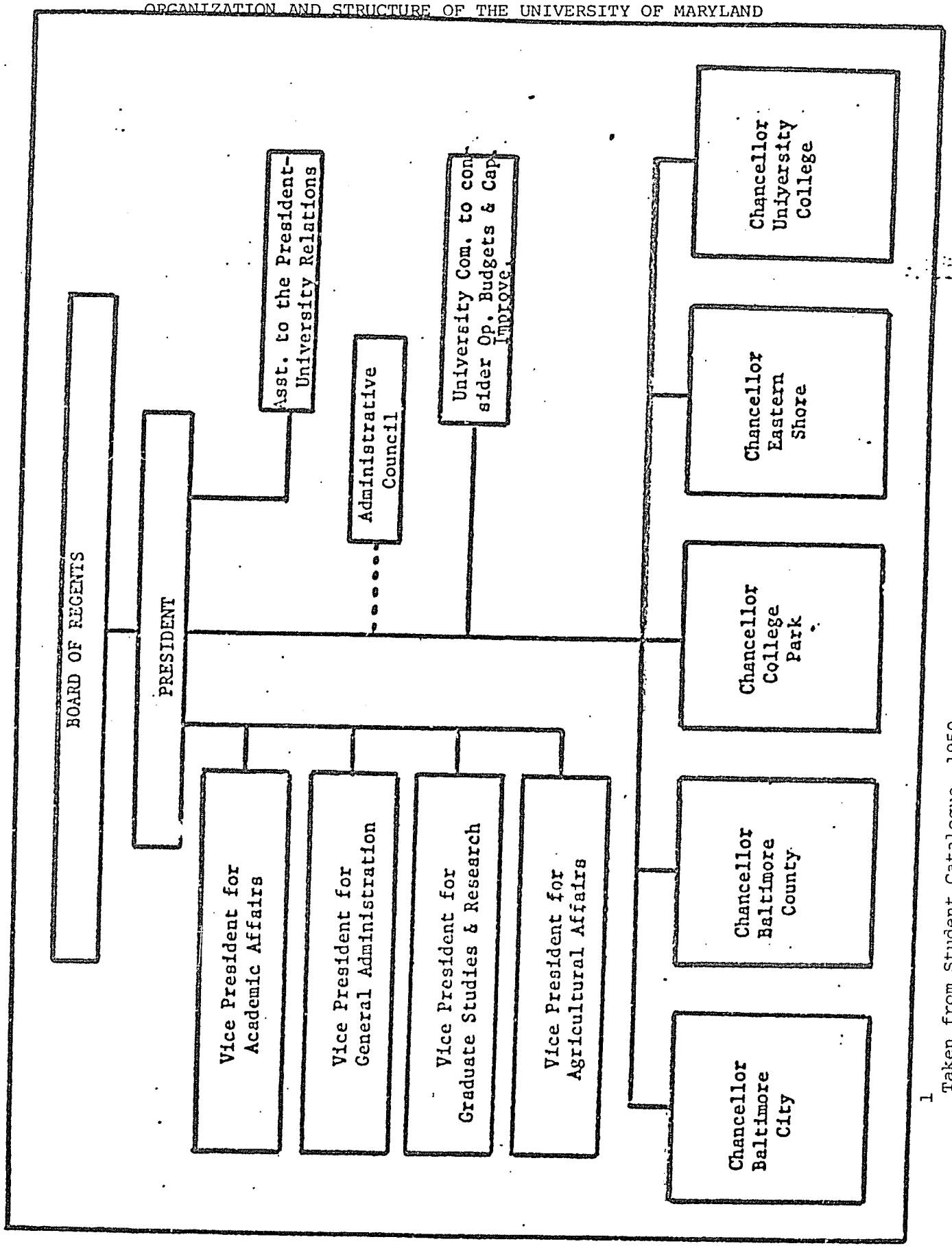
112. Evening seminars and cultural activities have been developed in an effort to bring the community closer to the institution.

113. Theatrical productions, with students participating, have begun.

APPENDIX F

CHARTS

ORGANIZATION AND STRUCTURE OF THE UNIVERSITY OF MARYLAND



1 Taken from Student Catalogue, 1950.

CHART A.

UMES ORGANIZATIONAL STRUCTURE - EXECUTIVE CABINET

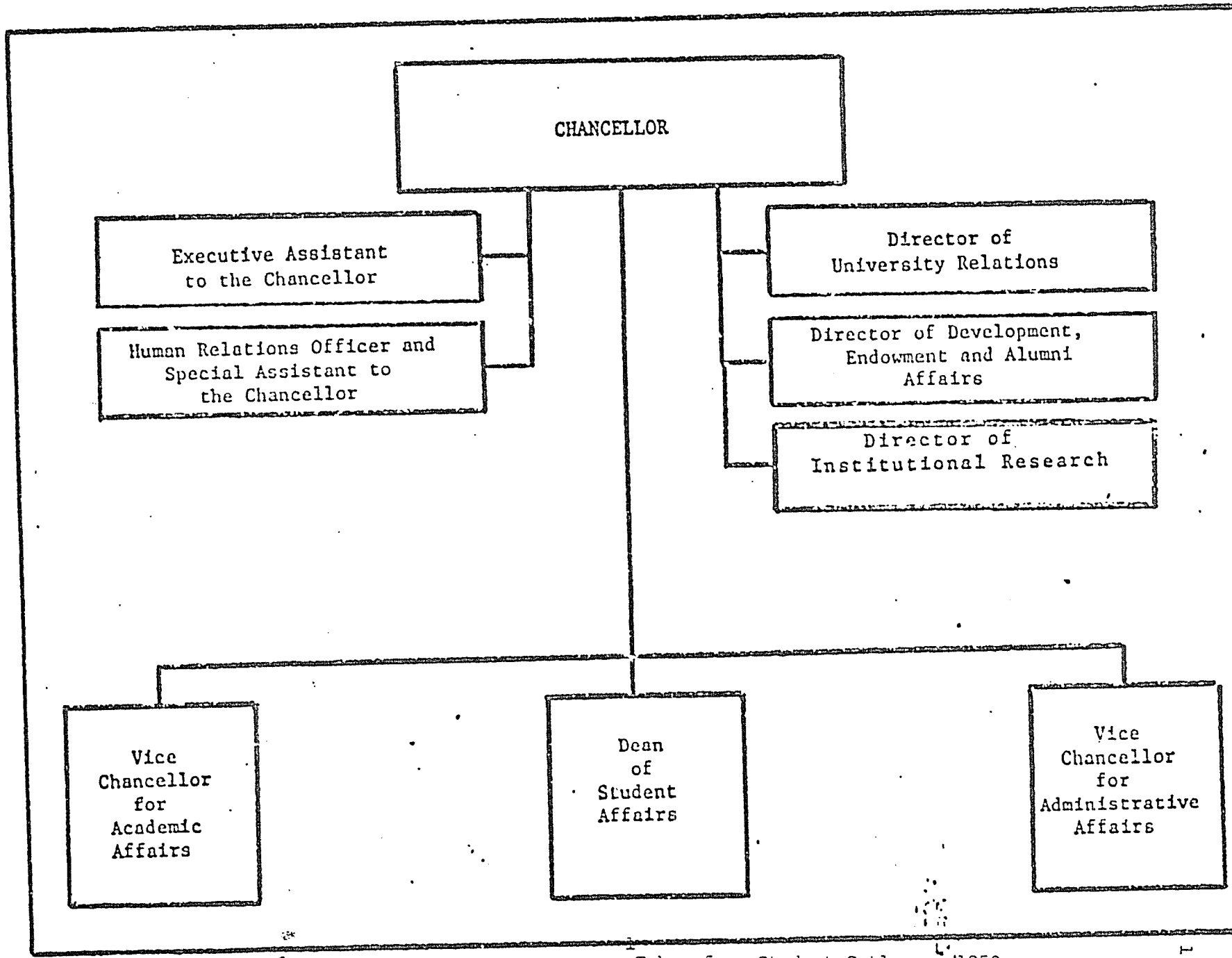
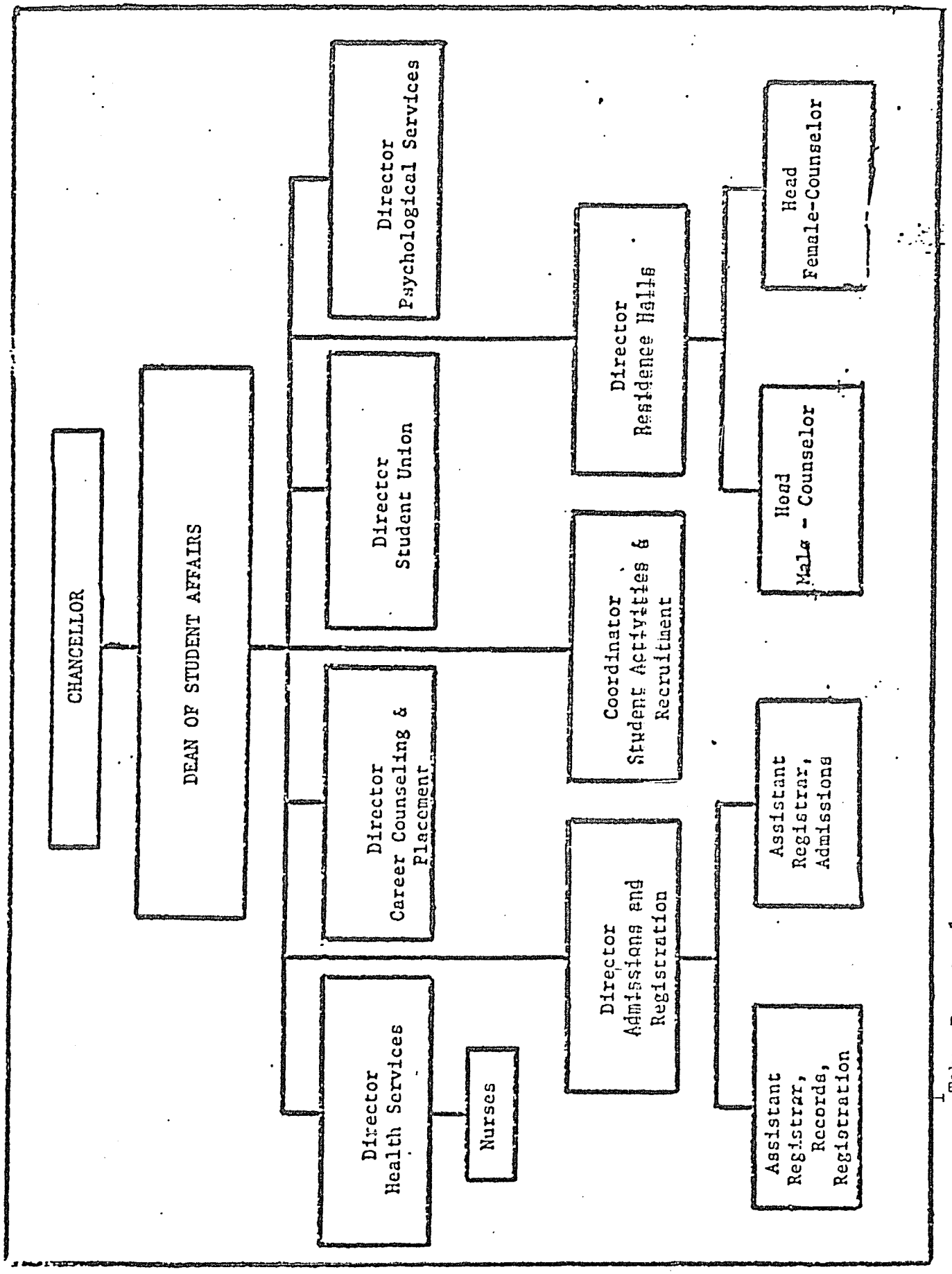


CHART B

Taken from Student Catlogue, 1950

STUDENT AFFAIRS - ORGANIZATION CHART



Taken From Student Catalogue, 1950

CHART C

ADMINISTRATIVE AFFAIRS - ORGANIZATION CHART

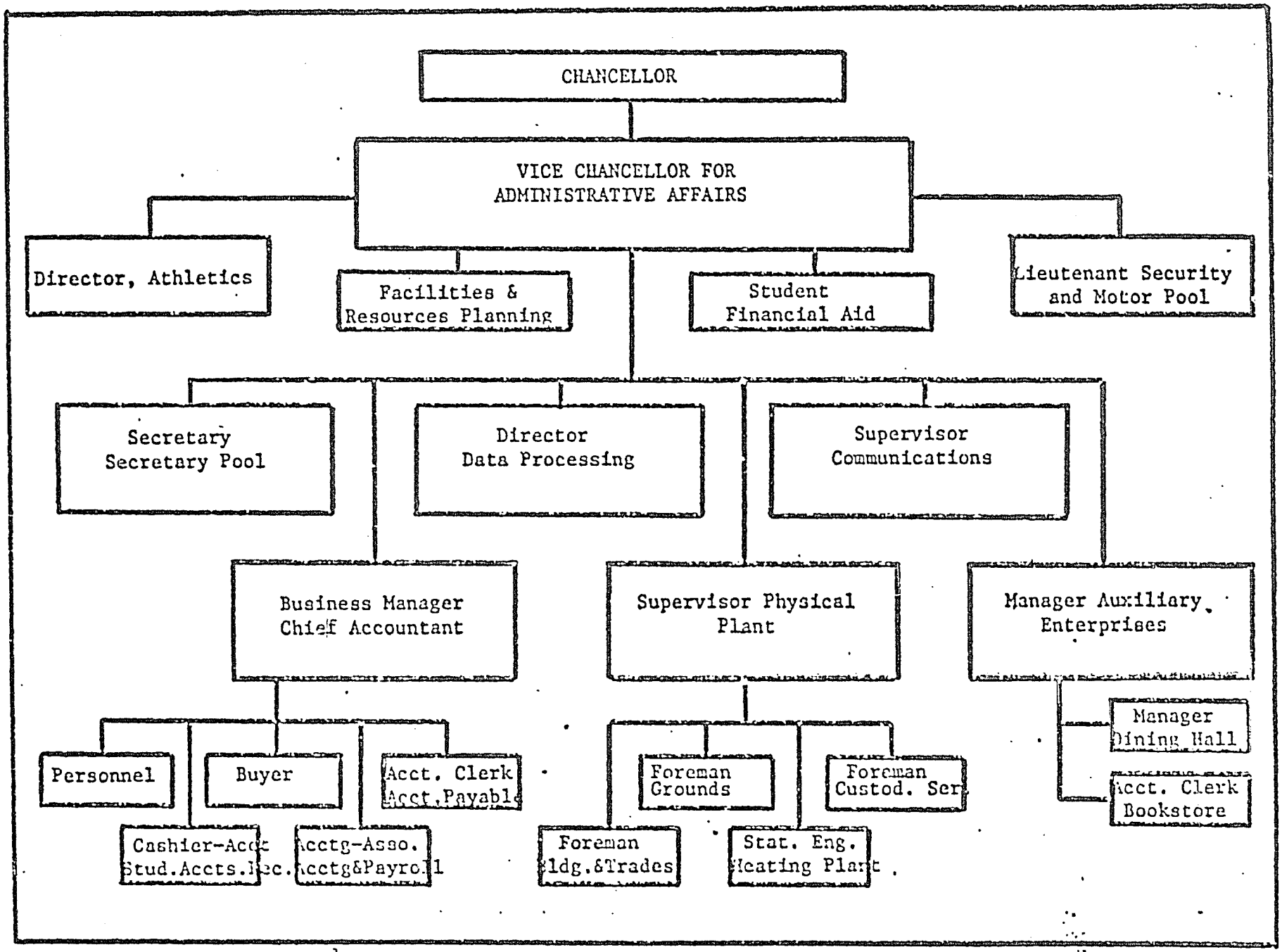
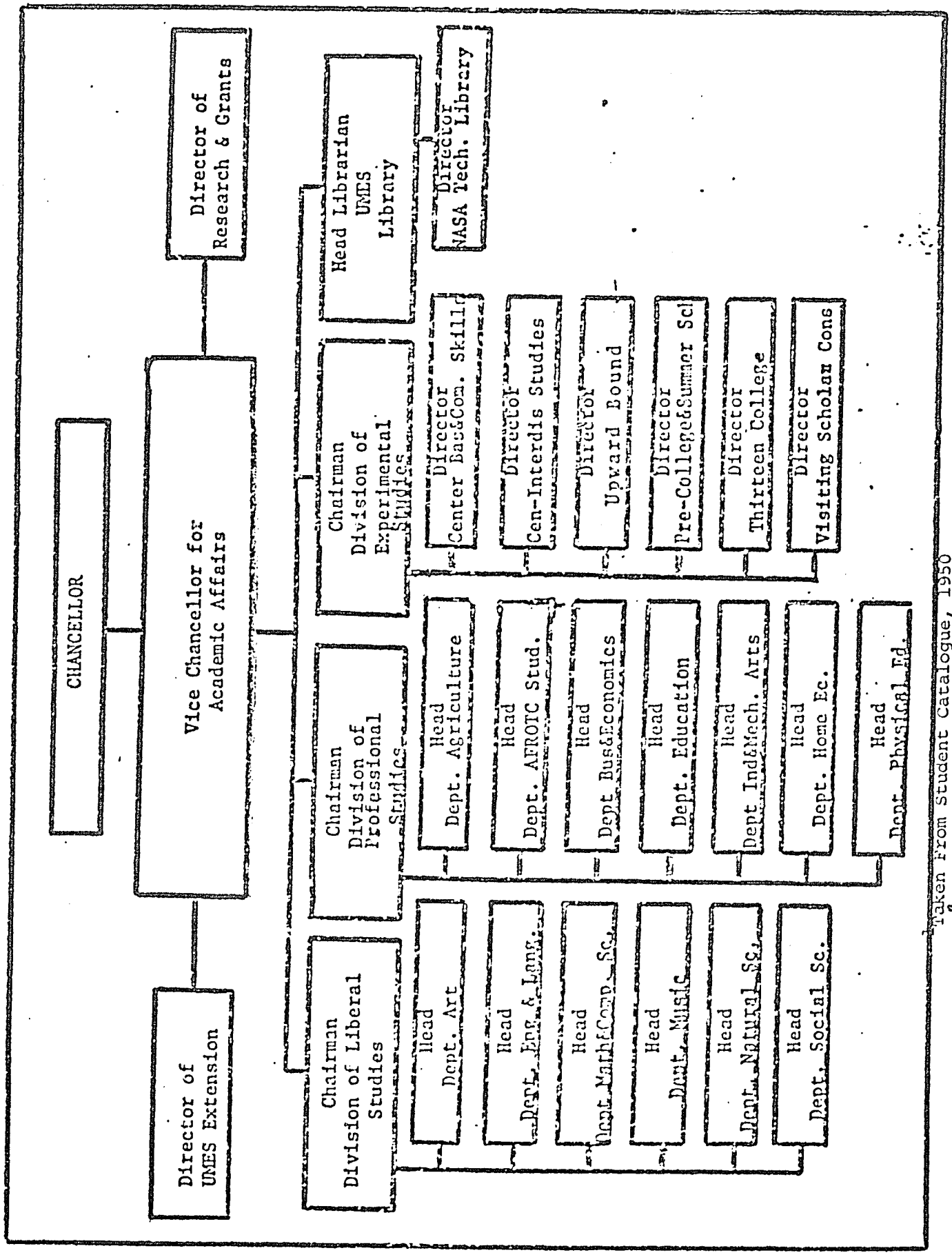


CHART D

[1] Taken from Student Catalogue, 1950

ACADEMIC AFFAIRS - ORGANIZATION CHART

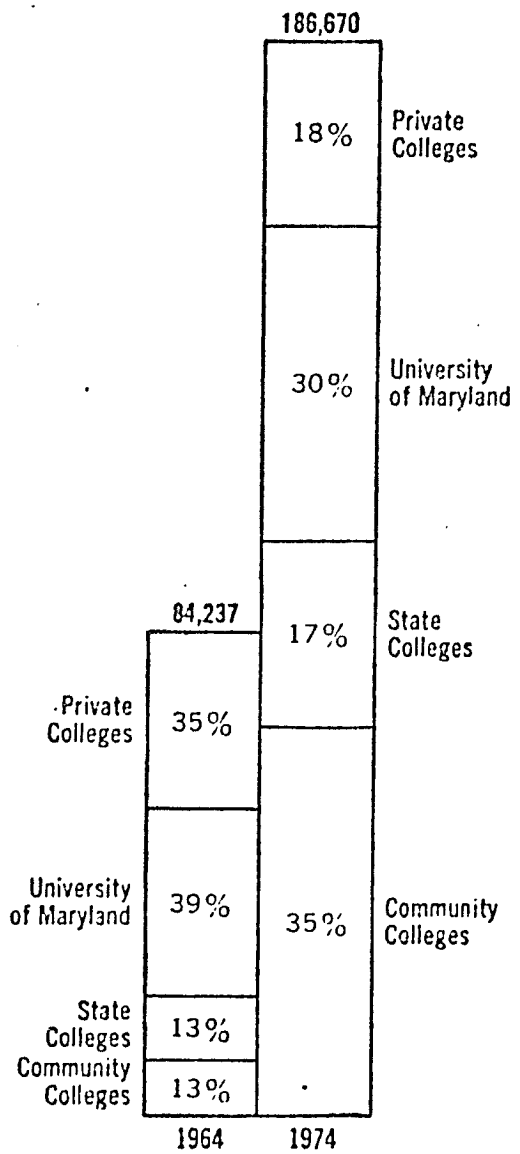


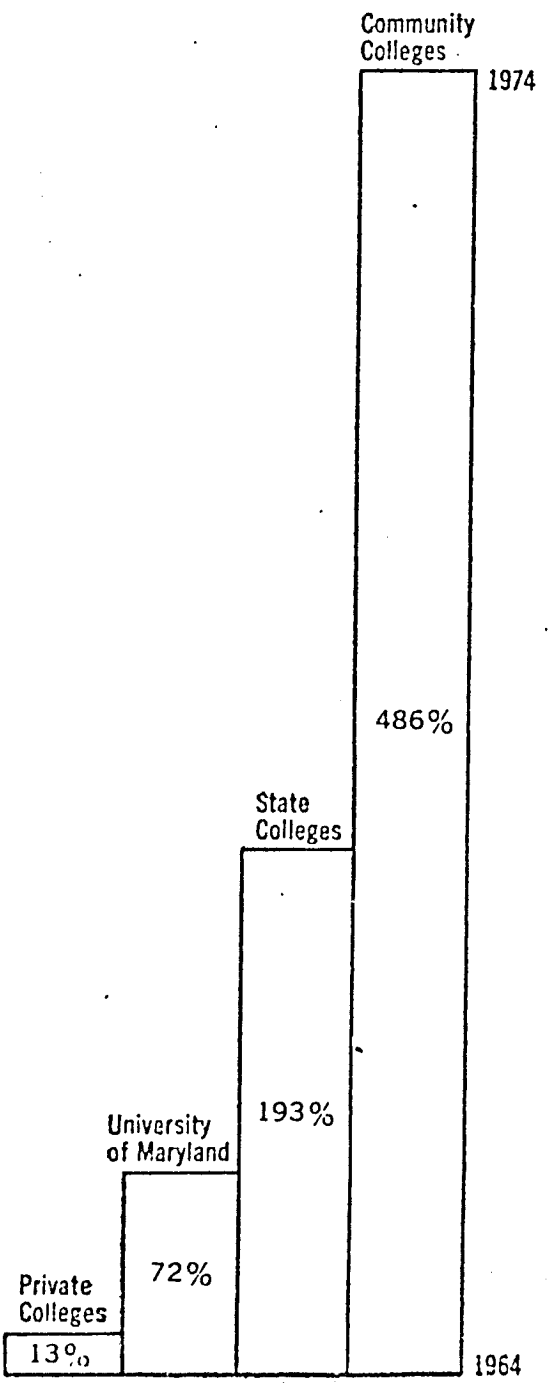
Taken From Student Catalogue, 1950

CHART E

Chart 2

Figure 5, Enrollments in Maryland Public and Private Postsecondary Education



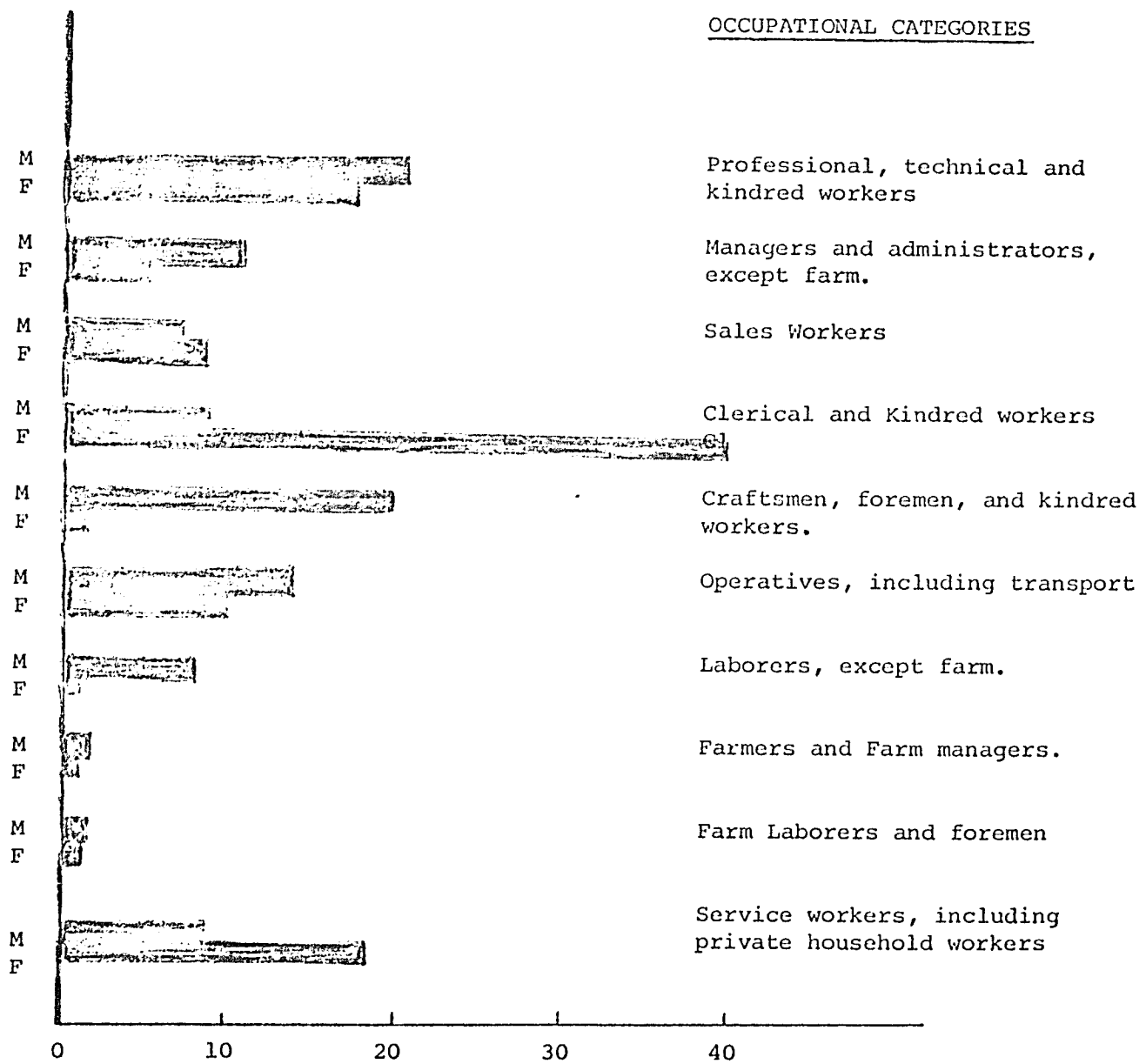


Percent Increase by Segment

CHART G

MAJOR TYPES OF OCCUPATION, 1970

(Percentage Distribution for Maryland
Male and Female Employed Civilian Labor Force)



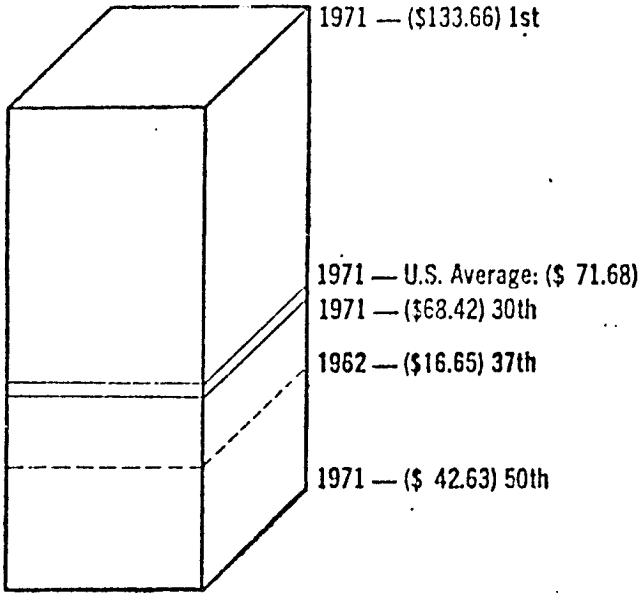
Base size: Male=947,000; Female=592,000

[1]Maryland State Board of Education, Friendship, Maryland, 1970, P. C-1.

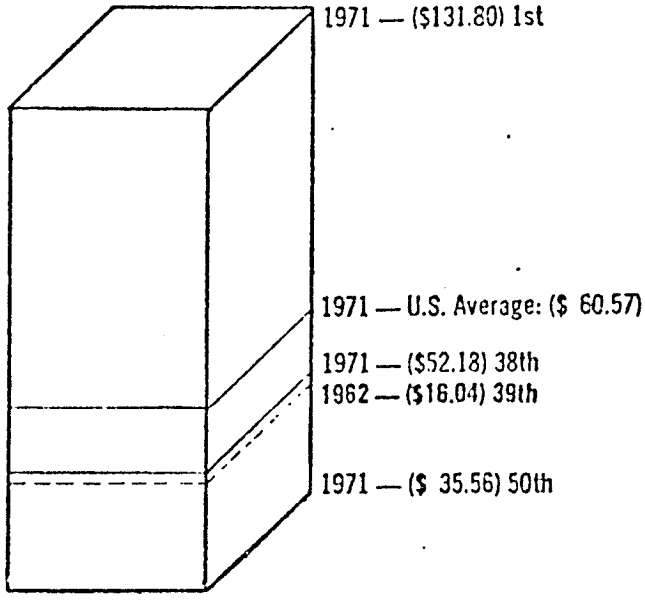
CHART H

Figure 8, How Maryland Ranks in the Nation in Higher Education[1]

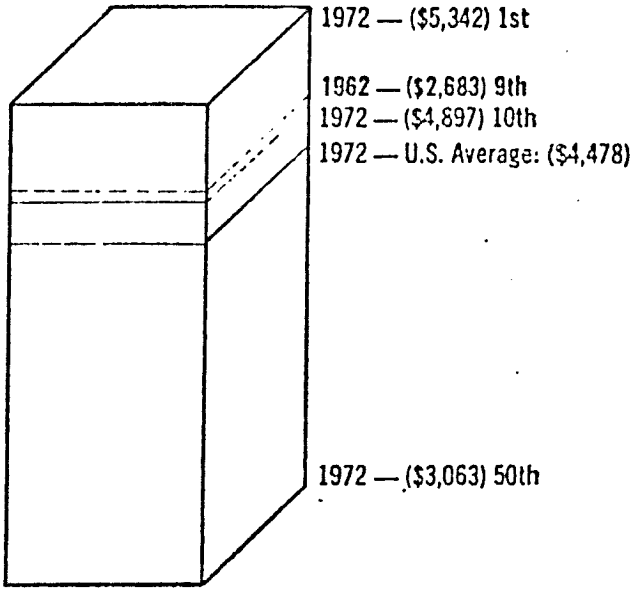
Per Capita State and Local Expenditure



Per Capita State Expenditure



Per Capita Income



[1] Data used in these tables came from:
Ranking of the States, 1973 and 1964, (National Education Association Research Reports, 1973-R1 and 1964-R1).
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