5-1-1966

Some effects of desegregation upon the predominantly Negro colleges and universities

Loyce C. Scott
Atlanta University

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SOME EFFECTS OF DESSEGREGATION UPON THE PREDOMINANTLY NEGRO COLLEGES AND UNIVERSITIES

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SOCIAL WORK

BY
LOYCE C. SCOTT

SCHOOL OF SOCIAL WORK

ATLANTA, GEORGIA
MAY 1966
ACKNOWLEDGMENTS

The author wishes to extend sincere appreciation and gratitude to the following:

George W. Scott, my husband, for his constant encouragement and understanding. I shall be eternally indebted.

Denise Elaine Scott, my daughter, a pillar of strength and comfort to me when she least suspected it.

Mrs. Althea B. Hunter and her boys, a newly-found friend, whose gracious hospitality made my stay in Georgia a pleasant as well as, a productive one.

Mr. Harold Bardonille, research advisor, an enigma who made research rewarding.
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CHAPTER I

INTRODUCTION

There is probably no belief so deeply rooted in the American way of life as the idea of acquiring an education as a means of individual and social advancement. While a few years ago this meant at best, a secondary education, today for an ever increasing number of Americans, it means going to college.

As an American, the Negro strongly holds this belief in the value of education for personal advancement. In addition, the acquiring of higher education has always had a special significance for the Negro. It not only provided him with economic and social advantages, but conferred upon him a definite leadership role in the Negro community.

On May 17, 1954, the United States Supreme Court ruled that the doctrine of "separate but equal" was unconstitutional and has no place in American life. Separate educational facilities are inherently unequal. The impact of integration is greater when it has the sanction of the law; for the policy of separating the races is usually interpreted as denoting the inferiority of the Negro group.

Ten years later, as students in a predominantly Negro school, we observed that while the exterior facade evidenced some degree of affluence, the restrictive element that existed within the facade was far more perverting, inhibiting and destructive than is possible to describe. The facilities left much to be desired. There were no hangers for instance,
that students could use to hang coats on, not enough desks or chairs for the staff and those that were in use gave the appearance of World War I surplus discard.

Throughout the complex, students were told by the faculty when the student suggested an innovation, "It has served me well, lo these many years, why change?" This seemed to us to solidify their traditional thought patterns; sometimes changing to a degree the work they do but without clearly formulating the basis for their programs. This of necessity we felt, could have a profound influence on the quality of educational service they were to render and we were to receive. The uneasiness was not abated and the academic climate was yet to reach our expectations.

We further found as students, when academic experiences were shared in class, we were not overwhelmed by the intellectual profundity of the students. Where were the 'in-depth' thinkers? Earl McGrath states that fifty-eight per cent of the 185,200 Negro college and university students were enrolled in predominantly Negro institutions. This would also say there were forty-two per cent enrolled at the predominantly white institutions. Could this possibly be the superior Negro student we were looking for? McGrath went on to say:

This proportion of the total is likely to decline because (1) Negro migration will probably continue from the South into other regions with predominantly white institutions, (2) northern colleges and universities will intensify their recruiting of Negroes in southern high schools, and (3) desegregation within the South will bring greater numbers of Negro graduate students to desegregated state universities, while most of the predominantly Negro institutions concentrate
their efforts at the undergraduate level.\(^1\)

A perusal of the 1960 Directory of Professional Social Workers, showed an enrollment at the Atlanta University School of Social Work much larger than the Social Work class four years later.\(^2\) What had precipitated this decline in enrollment in light of the increase in all graduate schools of Social Work except Atlanta University?\(^3\) Is the prominence of the predominantly Negro institution declining?

In 1952 the enrollment of the predominantly Negro institutions was 3.2 per cent of the national total but by 1964 this had dropped to 2.4 per cent and seemed to be steadily declining.\(^4\) What was the reason for the decline? As we looked at the issues that might have influenced the areas questioned above, we were able to draw some slight conclusions except for what effect desegregation might be having upon Negro colleges and universities.

Would graduate and professional education decline in the predominantly Negro colleges and universities as more states consolidate this work in the predominantly white institutions? Already we note that North Carolina has led the way by consolidating its Ph.D work at one place. It would therefore appear that there is a trend developing to


\(^4\)McGrath, *op. cit.*, p. 21.
have law, medicine, and graduate degrees given at the predominantly
white, tax-supported institutions.

Is it possible that the higher caliber or superior Negro student
is being accepted in increasing numbers at the white desegregated insti-
tution? The National Scholarship Service and Fund for Negro Students
are actively recruiting students in the upper level of their classes
and offering full tuition and scholarship, a fact known to many Negro
institutions who either don't care or just cannot be competitive.

Another question that comes to mind is one relative to the mi-
gration of Ph.D teaching faculty to integrated institutions and if
their replacements have been commensurate with or equal to the person
who vacated the position. Not only do these positions offer more in-
come, they allow for time off with pay for research, reduced teaching
loads and certainly the myriad of trivia are excluded that of neces-
sity are a part of survival on the Negro campus.

The inability of this writer to conceptualize the answers to the
aforementioned questions gave rise to this study.
CHAPTER II

BACKGROUND INFORMATION

Negroes have, for the most part, shown a keen interest in education yet the chains of bondage have kept this interest suppressed from the time they were first brought to America up to the signing of the Emancipation Proclamation. Now that the freedom is established, the Negro must run faster in order to catch up with the educational advantages that are granted to all.\(^1\)

Historically, Negroes and sympathizers felt that the tool of knowledge was a very useful weapon in their fight to help lift themselves to freedom and equality of citizenship. "The race has been quite objective about its shortcomings and constantly has sought to remedy them."\(^2\) In many of the northern areas, around the period of 1834-1857, Negroes and societies established schools for Negro children. The states in these areas provided public education for Negroes but through legislative acts, separate schools were established. In the west, separate facilities were provided for Negro education, but the laws never appropriated enough funds to set up anything creditable.\(^3\)


\(^2\)Ibid., p. 282.

Further south, free Negroes experienced hardships and periods of long waits in order to perpetuate their quest for knowledge. However, programs were launched by organized church and charity societies and the Freedmen's Bureau to begin schooling for the Negroes. Private instruction by whites and other free Negroes gave rise to Negro teachers. Then Negro schools began to spring up to serve the rising number of interested and eager people.

Educational activities for Negroes fought barriers, defied laws, and encouraged more interest and action. Yet, the remedial program on an elementary school level was not sufficient.¹

"In every community, free Negroes were studying with an apparent belief that education would solve some of their problems. Where opportunities did not exist they sought to create them and gave enthusiastic support to their institutions."²

With the aid and financial assistance of the Philanthropic organizations, Missionary Societies and the Freedmen's Bureau, formal education for the Negro was steadily becoming a reality. White philanthropists established, for short periods, an academy for Negro women in 1851, later becoming a college for Negro women in Washington. In 1849, Charles Avery bequeathed $300,000 which provided for the establishment of a college for Negroes that bore his name in Allegheny City, Pennsylvania.³

¹Ibid., p. 337.
²Ibid., p. 228.
³Ibid., p. 228.
The church sought to continue the move towards financing a formal education for the Negro. The Methodist Episcopal Church founded Wilberforce University in Ohio in 1859.\(^1\) Lincoln University in Pennsylvania was incorporated in 1854.\(^2\) After the Civil War this denomination started Morris Brown, Paul Quinn, Allen and Kittrell Colleges.\(^3\)

The Negro land-grant college or public college is a product of segregation, as indeed, are most Negro colleges. However, it should be noted that it was the provision in the law recognizing segregation which gave birth to the Negro land-grant colleges. This provision of 1890 reads as follows:

That in any State in which there has been one college established in pursuance of the Act of July second, eighteen hundred and sixty-two, and also in which an educational institution of like character has been established, or may be hereafter established, and is now aided by such state from its own revenue for the education of colored students in agriculture and the mechanic arts, however named or styled, or whether or not it has received money heretofore under the act to which this act is an amendment, the legislature of such State may propose and report to the Secretary of the Interior a just and equitable division of the fund to be received under this act between one college for white students and one institution for colored students established as aforesaid, which shall be divided into two parts and paid accordingly, and thereupon such institution for colored students shall be entitled to the benefits of this act and subject to its provisions, as much as it would have been if it had been included under the act of eighteen hundred and sixty-two, and the fulfillment of the foregoing provisions shall be taken as a compliance with the provision in reference to separate colleges for white and colored students.\(^4\)

---

\(^{1}\)Ibid., p. 285.

\(^{2}\)Franklin, op. cit., p. 228.

\(^{3}\)Thorpe, loc. cit., p. 285.

With the arrival of the 1954 Supreme Court Decision setting down "separate but equal," the land-grant instructional program was changed to the Cooperative Colleges Project so that the two schools could continue to benefit but it was not mandatory that the states continue to fund the program.

By the end of World War I, Negro colleges were in existence in regions of the north, south, and west, supported by the church, and educational foundations such as The Peabody Educational Fund, The John F. Slater Fund, The General Educational Board, The Anna T. Jeannes Fund, The Julius Rosenwald Fund and the Phelps-Stokes Fund.¹

With the successful establishment of institutions of higher learning for the Negro, the problem of education was complicated by issues regarding the social and culture status of the Negro.

There was the feeling on the part of most persons that the success or failure of the Negro in adjusting himself depended on the type of education to which he was exposed. There were those who felt that the amount of education which the Negro could or should receive was limited...that the Negro should not be regarded as a group for which a special amount or kind of education should be provided... that the Negro at his present stage of development could best serve himself and his country with a type of education which could most rapidly help him find an indispensable place in the American social order.²

Education supported by church organizations geared its emphasis primarily to strengthening the religious aspect of the Negro race.³

¹Franklin, op. cit., p. 378.
³Franklin, loc. cit., p. 378.
Considerable attention was to be given to the problem of the dependence of the individual on this as a social organization.¹

The educational practices of separate but equal school facilities proved to be a deterring factor in the social and cultural growth of the Negro and white society. The fact was that although the states had enacted laws that provided for separate schools, the provision of equality in educational facilities was only stated, not practiced.² Inadequate funds stifled the quality of developing the personality and educational abilities of the Negro. Teacher's salaries were lower than that of the white and the expenditure per white pupil was much higher than for the Negro pupil.³

In light of these facts, it was reasonable to assume that the intellectual life of the Negro child was developing on a lower level than that of the white child. Not only were the Negro schools so inadequate that it would take years to achieve a semblance of equality, but by 1951 the NAACP had decided to attack the very principle of segregation as unconstitutional. Many organizations entered the belief in behalf of the Negroes' positions and the Attorney General of the United States asked that the "separate but equal" doctrine be stricken down.⁴ Thus, the

¹Thorpe, op. cit., p. 55.
²Thorpe, op. cit., p. 235.
³Franklin, op. cit., p. 535.
⁴Franklin, op. cit., p. 544.
The elimination of school segregation should proceed with all deliberate speed for it is in the interest of the larger welfare of the country. It will result in the elimination of an important symbolic form which strongly influences the thought patterns of persons and produces divisive forces in community life. It will provide an opportunity for a better training of the entire population through the superior educational facilities which will become available through economies resulting from the elimination of plant and administrative duplications. It will provide a medium for the development and maturation of persons of specialized talent in the population, many of whom are now crippled by inferior schooling and whose motivations and aspirations are compromised by the low ceiling of opportunity.\textsuperscript{1}

In view of the literature, we learned that some educators have postulated questions to the survival of Negro colleges and universities unless certain deficiencies are remedied. Martin Jenkins has proposed some serious questions for which I could find no follow-up studies. He states, "Negro colleges have all the basic problems of the nation's institutions of higher education. In addition they are faced with another particular set of problems."

1) The relatively low readiness of Negro students generally for college work. The Negro college is faced with the task of providing remedial experience while at the same time bringing students, by the time of graduation, to a level of performance which will enable them to participate successfully in an integrated society.

2) The low economic status of the Negro population. Tuition, fees, and boarding expenses are significantly lower than those of comparable white institutions. The total income of the college is not sufficient to support essential services.

\textsuperscript{1}James M. Nabrit, Jr., Come Let Us Reason Together, An Address delivered at Atlanta University (June 4, 1956), pp. 9-10.
3) The low supply of qualified faculty members. Comparative statistics presented by Henderson indicated the low proportion of doctors of philosophy on the faculties of Negro colleges, and the desperate plight of a number of teachers at this level to meet Southern Association standards is well-known. But the fundamental problem is the dearth of individuals with the high general ability and the broad general background which should characterize the college teacher. If college teachers are, predominantly, themselves, products of essentially inferior schools and colleges, they impart to the fact that only a small proportion of the most superior Negro college graduates enter college teaching as a career. Added to this is the increasing migration of qualified faculty members to predominantly white institutions.

4) Adjustment of the education programs to the differential needs of students. Every Negro college must in some measure perform a remedial function. But, as important as it is, no college should regard it as the principal justification of the institution.¹

It does appear that herein stated are many academic problems that have presented themselves as a result of our rapidly changing society and planning for the assimilation into the mainstream of "American education" is indeed necessary if we are to begin to close the apparent educational gaps and remain in existence.

Operational Definitions

Desegregation: the removal of conditions that prevent an agency's services from being made available in an equal manner to all who need them.² (Agency here will be synonymous with colleges and universities for purposes of this study).


Negro colleges and universities: a designation of institutions attended exclusively or predominantly by Negro students.\(^1\)

Effect: a condition, result, event, issue, outcome, occurrence or the like traceable to a cause.\(^2\)

College: an educational institution concerned chiefly with a four year course of general studies leading to a bachelor's degree, also a building or group of buildings used for such study.\(^3\)

University: an institution organized for teaching and study in the higher branches of learning and empowered to confer degrees in special departments: as theology, law, medicine and the arts. In the United States, a university typically comprises a college and one or more graduate or professional schools.\(^4\)

Junior College: a college providing courses of freshman and often of sophomore grade, either as an independent unit or as part of a standard college or of a secondary school.\(^5\)

**Purpose**

The purpose of this study is to determine whether graduate and professional education will decline in the predominantly Negro colleges

\(^1\)Jenkins, *op. cit.*, p. 419.


\(^3\)Ibid., p. 287.

\(^4\)Ibid., p. 1592.

\(^5\)Ibid., p. 794.
and universities as more states consolidate this work in the predominately white, tax-supported institutions.

As more superior Negro students enroll in the predominantly white institutions, is this loss reflected in the admission requirements presently set down by the predominantly Negro schools?

Is the Ph.D teaching faculty migrating to the predominantly white institutions? If so, is the replacement commensurate with or equal to the person vacating the position?

**Method of Procedure**

This is an exploratory study using the questionnaire as its chief instrument to secure information.

A questionnaire was submitted to the president of each predominantly Negro college and university as well as to the Sociology Department chairman. A stamped, self-addressed envelope was enclosed to facilitate ease in replying.

After the questionnaires were returned, usable replies were tabulated and percentages were computed for each question to determine if trends were developing. After this step was completed, all replies were grouped as follows:

One grouping was established to determine the type of student the predominantly Negro colleges and universities are admitting presently.

Forty-six per cent of the respondents use the college board as an entrance requirement. Thirty-seven per cent of the respondents use the college board but the cut off points varied from "no cut off points" to "900 composite." Seventeen per cent of the respondents are using the
American College Testing program (ACT). The responses were grouped around (1) no definite cut-off points, (2) cut-off points established and (3) use of CEEB or ACT presently being studied by a faculty committee. All students for the most part, were admitted from the upper one-half and upper three-fourths of their high school graduating class.

Also, this group was analyzed to determine in this category whether admission requirements had altered in the past ten years. Seventy-one per cent responded their requirements have altered in the past ten years to meet current demands. Twenty-nine per cent replied that their requirements have not changed in the past ten years. These responses were grouped according to those using (1) C to C-average, (2) selective admission for out-of-state students and (3) use of College Entrance Board (CEEB), American College Testing (ACT), or Scholastic Aptitude Test (SAT).

Groupings were not easily established for all answers sought due to the limited responses to some of the questions on the questionnaire.

Percentages were used to measure the probability of difference between categories of cases. For purposes of this study it served as an efficient means of comparing assumed data to the collected data.

Scope and Limitations

The facts gathered in this study, are of course, subject to the errors normally involved in an inquiry by questionnaire. Some schools may not have precise information about out-of-state enrollment, faculty replacements or significant changes taking place in student admission. Moreover, as is always the case, some schools who received the questionnaire failed to return it while others included their biases, thus raising
a question about the validity of the sample. It was expected that
the sources of error would be minimal, however the accuracy of the
responses can be documented from other sources, if time permitted.

Usable replies were received from thirty-six per cent of the
junior colleges in the sample, thirty-one per cent were received from
the four year colleges, and a thirty-two per cent return was received
from the professional schools.

This research is further limited because a control group was not
established and to measure effect is difficult when this does not exist.¹

There is a further limitation to this study, the inexperience of
the researcher whose unstandardized impressions can rarely be subject
to validation.

¹Norman Polansky, Social Work Research, (Chicago: The University
CHAPTER III

EFFECTS OF DESEGREGATION UPON PREDOMINANTLY NEGRO COLLEGES AND UNIVERSITIES

The following is a discussion of information secured from research around the effect of desegregation upon the predominantly Negro colleges and universities.

The first question that the researcher sought an answer to was whether graduate and professional education will decline in the predominantly Negro colleges and universities as more states consolidate this work at the predominantly white, tax-supported institutions. The responses indicated that while there is a trend in this direction, the likelihood of it occurring at this time does not show enough change to be statistically significant.

As was suggested early in this study, facts received from a questionnaire will to a degree represent the bias of the person completing the form. For instance, one school advised they have 1100 graduate students working toward the M. A. in English and Education, yet the total student enrollment is 2,005 and they are accredited as a four year college. Another school states they had a six per cent student increase while other sources show a loss of 200 students from this school at the same period. The tendency to magnify the present status of the institutions was apparent in most of the questionnaires.
Question two asked whether the Ph.D teaching faculty is migrating to predominantly white institutions and sought to determine whether the replacements were commensurate with or equal to the person vacating the position. The rationale behind this question was that one would be able to determine if a trend was developing as a result of the replacements that needed to be made and if there are existing vacancies at this time. The question was left unanswered for the most part and those replying used ambiguous terms such as, "very few" or "unknown." A limitation to the findings then occurred as a result of this lack of response, necessitating the researcher to make a judgment based on the available data.

Question three dealt with the superior Negro students enrolling at the predominantly white institutions and if the loss was reflected in the admission requirements presently set down by the school. This could be expected to occur in light of better facilities, higher scholarships and advanced educational instruction. However, the overall findings point significantly to an increase in the superior Negro student being admitted to the predominantly Negro institutions using the college board, scholarship aptitude tests and the American College testing program, thus not providing an answer to the question.
CHAPTER IV

SUMMARY AND RECOMMENDATIONS FOR FURTHER STUDY

A trend toward the consolidation of graduate and professional education at the predominantly white institutions had been predicted, but the actuality of this occurring at this time was found to be so small that it might easily have occurred just by chance. Essentially, there is not a decrease in the number of graduate students being served at predominantly Negro institutions. Similarly, there was no significant change in the number of Negro students being served at the predominantly white institution.

One wonders why the finding was not that the superior Negro student who is presently enrolled in the predominantly white institution would not reflect in the admission requirements presently set down by the schools. It seems that most of the schools have altered admission requirements within the past ten years, yet they do not necessarily reflect the reason for this.

The survey revealed that eight junior colleges are closed as a result of desegregation, two four year colleges have now become predominantly white, twenty-two schools have not met the standards of accreditation by their region, two schools had graduate programs in education but they are no longer in operation. Also, teaching faculty is decreasing because of discontinuance of some programs, the merger of
schools and some have ceased to be senior colleges.

It would be valuable to conduct a continuing research study in order to have a systematic history of changes that are occurring in the predominantly Negro colleges and universities.

It would be interesting to know how the predominantly Negro college and university can enroll more men than women if the Negro male is to be helped to more fully assume his responsible leadership role. How can the institutions move more into the area of research so that they no longer continue to train for yesterday's jobs today? Are the disadvantaged being denied education under the present concept of casting out those who do not come up to the present pseudo-elite standards? Are the predominantly Negro institutions facing serious shortages of funds which will prevent them from sustaining their present efforts, let alone expanding them?
APPENDIX A
Dear Sir:

I am a graduate student at Atlanta University working toward the Master of Social Work degree.

I am presently engaged in a research project (my thesis) entitled, "Some of the Effects of Desegregation upon Negro Colleges and Universities."

Would you please complete the attached form and return it at your earliest convenience? This form is being forwarded to all college presidents. I am sure you share my concern around the problems inherent in this project.

A stamped self-addressed envelope is enclosed to facilitate ease in replying.

Thank you for your cooperation.

Sincerely yours,

(Mrs.) Loyce C. Scott
QUESTIONNAIRE

1. Name of Institution ________________________________.

2. Name and title of person completing form ________________

3. Address ____________________________________________

4. Does your school use the college board as an entrance requirement? Yes____ No____. If yes, what are the cut off points?______If no, why not?________________________________

5. Which category of high school graduates does your school admit?
   Upper third____ Upper fourth_____ Upper half__________

6. Have your admission requirements altered in the past ten years?
   Yes____ No____. Explain.

7. What was the percentage of enrollment of out of state students for any academic year between 1956 - 1959? ________%.

8. What was the percentage of enrollment of out of state students for academic year 1963-1964? ________%.

9. If there is a significant difference explain.

10. Does your school offer full tuition and scholarship service to any of its students? Yes_____ No_____.
    If answer is yes, list qualifications for eligibility and approximate yearly amount.

11. Do you require the GRE as part of the admission requirement for graduate and professional students? Yes_____ No_____.
    What is the minimum acceptable score?__________________________

12. List graduate and professional degrees your school can confer at present time.

13. What was your total enrollment of graduate and professional students for any academic year between 1956-1959?___________
14. What was your total enrollment of graduate and professional students for academic year 1963-1964? ________________.

15. How many faculty members between 1956-1959 held the Ph.D.?______ .
   How many held the Masters?______ Select any year.

   How many held the Masters?______________ .

17. How many replacements of Ph.D. and Masters were made to your staff during 1956-1959?______ . Select any year.

18. How many replacements were made during 1963-1964?______________ .
   Are there existing vacancies? Yes_____ No______ .
   If so, how many teaching vacancies?______________ .

19. Did your faculty increase at any time during any academic year between 1956-1959? Yes_____ No______ .
   If yes, explain and give percentage of increase.

20. Did your teaching faculty increase for 1963-1964? Yes_____ No______ . If yes, explain and give percentage of increase.

21. Did your teaching faculty decrease at any time during 1956-1959? Select the year. Yes_____ No______ . If yes, explain and give percentage.

22. Did your teaching faculty decrease during 1963-1964? Yes______ .
   No______ . If yes, explain and give percentage.

23. Does your school have a Director of Development? _____ No______ .
   If yes, list the educational qualifications, experience required, job description briefly and date of hire.

Remarks:
Dear Sir:

I am a graduate student at Atlanta University working toward the Master of Social Work degree.

I am presently engaged in a research project (my thesis) entitled, "Some of the Effects of Desegregation upon Negro Colleges and Universities."

Would you please complete the attached form and return it at your earliest convenience? This form is being forwarded to all Sociology Department chairmen. I am sure you share my concern around the problems inherent in this project.

A stamped self-addressed envelope is enclosed to facilitate ease in replying.

Thank you for your cooperation.

Sincerely yours,

(Mrs.) Loyce C. Scott
APPENDIX B
Institutions Attended Predominantly by Negroes

Alabama

Alabama A & M College  
Daniel Payne College  
Miles College  
Montgomery State Teachers College  
Oakwood College  
Selma University  
Stillman College  
Talladega College  
Tuskegee Institute

Arkansas

Arkansas Agriculture, Mechanical and Normal College  
Arkansas Baptist College  
Dunbar Junior College  
Philander Smith College  
Shorter College

Delaware

Delaware State College

District of Columbia

Howard University  
Miner Teachers College

Florida

Bethune-Cookman College  
Edward Waters College  
Florida A & M University  
Florida Normal & Industrial College

Georgia

Albany State College  
Atlanta University  
Clark College  
Fort Valley State College  
Interdenominational Theological Seminary  
Morehouse College  
Morris Brown College  
Paine College  
Savannah State College  
Spelman College
Kentucky

Kentucky State College

Louisiana

Dillard University
Grambling College
Leland College
Southern University and A & M College

Maryland

Carver Junior College
Coppin State Teachers College
Maryland State Teachers College
Maryland State College
Morgan State College

Mississippi

Alcorn A & M College
Campbell College
Coahoma Junior College
Jackson College
Mary Holmes Junior College
Mississippi Industrial College
Mississippi Vocational College
Natchez Junior College
Okolona College
Piney Woods Country Life School
Prentiss Normal & Industrial Institute
Rust College
Tougaloo College
Utica Industrial Institute

Missouri

Lincoln University

North Carolina

Agriculture and Technical College of North Carolina
Barber Scotia College
Bennett College
Elizabeth City State Teachers College
Fayetteville State Teachers College
Immanuel Lutheran College
Johnson C. Smith University
Kittrell College
Livingstone College
North Carolina College at Durham
St. Augustine's College
Shaw University
Winston-Salem Teachers College

Ohio
Central State College
Wilberforce University

Oklahoma
Langston University

Pennsylvania
Lincoln University
Pennsylvania State Teachers College (Cheyney)

South Carolina
Allen University
Benedict College
Bettis Academy and Junior College
Claflin College
Clinton Junior College
Friendship College
Morris College
South Carolina State College
Voorhees Junior College

Tennessee
Fisk University
Knoxville College
Lane College
LeMoyne College
Meharry Medical College
Morristown Normal and Industrial College
Tennessee A & I State University

Texas
Bishop College
Butler College
Conroe Normal and Industrial College
Houston-Tillotson College
Jarvis Christian College
Mary Allen College
Prairie View A & M College
San Antonio College
Texas College
Texas Southern University
Wiley College

Virginia

Hampton Institute
Medical College of Virginia - St. Phillips School of Nursing
St. Paul's Polytechnic Institute
Virginia State College
Virginia Theological Seminary and College
Virginia Union University

West Virginia

Bluefield State College
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