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History of the Quarterly Review of Higher Education Among Negroes 1933-1969

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HISTORY OF THE

QUARTERLY REVIEW OF HIGHER EDUCATION AMONG NEGROES

1933-1969

by

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PREFACE

This study of the Quarterly Review of Higher Education Among Negroes was presented in a chronological format by defined historical periods. The periods were determined by significant events as described in the contents of the journal. After the initial period of publication (1933-37), the historical presentation was subdivided as follows: the aftermath of the United States Supreme Court Gaines decision (1938-41), the era of the Second World War (1942-46), the retirement of President McCrorey (1947-51), the death of McCrorey (1952-56), the cessation of editorial commentary (1957-62), and the end of journal publication (1963-69).

The author used the features of WordPerfect Version 5.0 for IBM-PC in order to organize and process data on articles. The author listed all articles by year of publication and identified them by paragraph number. As categories of article topics were defined, the author used the mark text feature to assign each article a letter code (I found it necessary to add visible letters along with the invisible codes in order to have a means of quickly scanning for corrections). The software automatically tabulated the number of paragraph numbers which corresponded to the codes.

The resulting tabulations were then grouped by historical period. The software program allowed the author to manipulate all data on a personal computer at home.

I would like to thank the following persons for their invaluable assistance:

The staff of the Social Science Periodical Department of the Central Library, Chicago Public Library; the staff of the Vivian Harsh Collection, the Carter G. Woodson Branch of the Chicago Public Library; Mr. Reginald Douglas of the James B. Duke Memorial Library of Johnson C. Smith University; Dr. Joan K. Smith, the faculty, and the staff of the Graduate School and School of Education at Loyola University Chicago.

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CHAPTER I

INTRODUCTION

Journals are the artifacts of professional practice and academic discipline. Educational history may look to journals as primary sources in order to discover various propositions: the emergence and recession of themes and issues, the nature of research and scholarly developments, the circumscription of constituencies, and the course of individual or organizational influences in particular disciplinary areas. Journal content and the cyclical nature of journals are of special interest to historians in the documentation of educational history and thereby significantly contribute to the enrichment of the field.

Earl Thorpe characterized the nature of the Afro-American perspective on history by recounting the biographies of DuBois, Reddick, Woodson, and others specifically in relation to the founding and editing of journals, and in contributions to their content. He connected these authors' roles as professionals to the development of the study of black history, including the development of educational philosophy, to societal and academic events of the period. He documented the contrast between their perspectives and those of mainstream academics. He recounted the

dearth of sources which might have existed had it not been for the emergence of black professional journals.[1] An investigation of the Quarterly Review of Higher Education Among Negroes is a means of evaluating a journal whose content specifically addresses themes and values in black education during an era when such data was available from very few sources.

Origins of the Journal

The Quarterly Review of Higher Education Among Negroes was a publication of Johnson C. Smith University from 1933 through 1969. The journal had as its objective the provision of a forum for discussion of specific needs and problems, the presentation of scientific studies on instructional and administrative techniques, and the publication of news of particular interest to participants in the field. In order to understand the context of the journal, it is necessary to trace the origins of the university itself.[2]

Johnson C. Smith University was founded as Biddle Memorial Institute at Charlotte, North Carolina in 1867 by the Committee of Missions for Freedmen of the Presbyterian Church, North. The same body founded Scotia Seminary at Concord, North Carolina. The schools were governed by the Committee of Missions, later (1871) called the Presbyterian Board of Missions for Freedmen of the Presbyterian Church in the United States. With Biddle Institute for men and Scotia Seminary for women, the Presbyterians proposed to train

teachers and ministers for the southern black population from among the freedmen themselves as opposed to outside missions.[3]

In 1883, Biddle Institute became Biddle University. In 1891, Dr. Daniel J. Saunders became its first black president. He was succeeded in 1907 by a black faculty member, Henry L. McCrorey (1863-1951), who also became the first editor of the Quarterly Review of Higher Education Among Negroes. McCrorey was an ordained minister of the Presbyterian Church and had been principal and teacher in the institute's preparatory and college level programs. He was also editor of the Afro-American Presbyterian[4]

McCrorey reported that, in 1911, one of his first acts as president was to restore entrance and curricular requirements which had been lowered under the administration of the Board of Missions for Freedmen. His stated goal was one of enlarging the "scope and usefulness of the institution."[5]

During the first ten years of his administration, McCrorey moved to increase financial support for the school and increase the size of the grounds and physical plant. He erected a library through a Carnegie grant. Between 1921 and 1929, the college received approximately 1.5 million dollars from Mrs. Johnson C. Smith of Pittsburgh, Pennsylvania. In 1923, the board of trustees changed the name of the school to Johnson C. Smith University and received an

amended charter from the state of North Carolina. In 1924, the university received a legacy from James B. Duke of Charlotte, North Carolina which was the largest single endowment to date for a black college.[6]

In 1931, the university was elected into full membership of the Association of American Colleges and was also placed on the approved list of the Southern Association of Colleges and Secondary Schools (Southern Association). By 1932, Scotia Women's College united with Barber Memorial College (Anniston, Alabama) to become Barber-Scotia College. Barbara-Scotia was officially affiliated with Johnson C. Smith University in 1932 as a junior college. The junior college remained at the Concord site under the administration of a dean. With this affiliation, the university became coeducational.[78]

The Quarterly Review of Higher Education Among Negroes was founded in 1933 and stated its purposes in its first editorial, written by Dr. McCrorey. According to McCrorey, the question of what constituted higher education for the black population in the United States was not being researched by the community most at interest: workers in traditionally black colleges and universities. McCrorey cited the developing interest and ability of black scholars in exploring the "movements, activities, and facilities" of black higher education. News items, monographs, and employment advertisement were included in order to serve and in-

form the readers. Readers were invited to submit only articles outlining the problems of black schools "with some genuine contributory view to their possible solution."[9]

Several editorial board members made significant contributions to both article and editorial content. Theophilus Elisha McKinney was the managing editor of the journal from its inception and maintained the position for the next twenty-five years. He wrote more than two thirds of the editorials for the journal. McKinney was also served as professor and dean of education at Johnson C. Smith University. Subsequent to his tenure at Johnson C. Smith University, McKinney became a professor at Florida A & M University. He later travelled world-wide, but continued to write editorials until 1960. Shortly thereafter, the journal ceased publishing any editorials.[a]

McKinney's principal works included several journal articles on international studies of higher education and sociological studies relating higher education of the black population to societal structure and economic factors. He wrote Higher Education Among Negroes (1932), a university publication for which he compiled and edited addresses delivered at the twenty-fifth anniversary of the presidency of Dr. McCrorey. The speakers' addresses in Higher Education

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[a]Information on editorial staff positions and organizational affiliations are derived from the listings of editorial boards found at the beginning of each issue, except as otherwise noted. The editorials were also a rich source of biographical data.

Among Negroes were divided among the themes of the past, present, and future of higher education for black people. In the introduction, McKinney outlined issues of the period which were later contained as dominant content topics in articles and editorials in the Quarterly Review of Higher Education Among Negroes. Mckinney mentioned efforts by educators at black institutions to improve the quality of administration and develop course offerings that met the needs of black students.[10]

McKinney was an ardent booster of the administration of Henry McCrorey. He reported a 400 percent increase in enrollment at Johnson C. Smith University with the commensurate improvement of the physical plant --"not a wooden structure, other than few teachers' cottages, is to be found on the campus"--and the growth of endowments. McKinney saw the relative youth of black colleges as an asset which kept them from being "bound down by tradition" and allowed them to be "free to develop in whatever direction is determined best for them."[11]

Maurice Thomasson began as associate editor in 1941 and was second to McKinney in contributions to the editorial pages of the journal. His contributions included extensive works on the migration of black rural workers and education programs for rural communities. One such work was entitled: A Study of Special Kinds of Education for Rural Negroes (1936). Thomasson continued his work into the 1960s and

collaborated on a later study: A Demographic Study of Delaware's Migrant Population.[b1213]

Bertram W. Doyle began work with the journal in 1933 as a contributing editor. He was a bishop of the Colored Methodist Episcopal Church and resided in Nashville, Tennessee. During his tenure with the journal, Doyle was professor of sociology at Fisk University and, later, dean of Louisville Municipal College. His principal publication, The Etiquette of Race Relations in the South (1937), concerned the history of the "social ritual and a code of etiquette regulating the personal relations of both races" during and after slavery. His study was sponsored by the General Education Board and initially published by the University of Chicago.[14]

Doyle's description of the social outcomes of emancipation as a divergence from such codified behavior illustrated his position as a commentator for the times. He interpreted the twentieth century term "color line" as no more than delineation of caste. Moreover, he adhered to Herbert Spencer's premise that social control is the most effective and long lasting form of government. Doyle defined etiquette as the essence of caste. He concluded that, with "the change in the status of the Negro from that of a caste to minority group," the old rituals were obsolete despite

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[b]Thomasson's surname is spelled Thomasson or Thomasson in various issues. The spelling used throughout this study adheres to the editorial board listing.

the efforts of various members of the "New South" to maintain them.[15]

Bertram Woodruff was an associate editor from 1933 through 1943. He was concerned primarily with English curricula and the development of junior college programs. He wrote several editorials, but made his major contribution as an author of articles on the structure of the black college.

Conclusions

The founding of the journal can be viewed as the natural outcome of the era of its origin. Although the period was also the era of the Great Depression, significant events contributed to progress in higher education of black people. The increase in organizational networks among black professionals in education and other areas required new modes of communication. The articles and editorials reflected strong contrasts in the contributors' views of the nature of appropriate higher education for the black population. The varying tenets of the journal's board members and contributors were conspicuously connected to their roles in the field of education and to their organizational membership.

James Anderson described the work of the "missionary foundationists" as emphasizing the building of permanent institutions of higher education for the black population and the higher education of black leadership in the classical liberal education mold to take precedent over all

other educational goals for the black population. On the other hand, the "industrial foundationists" emphasized occupational training in public affiliated institutions at or below the secondary level. He included the Julius Rosenwald Fund, General Education Board, John F. Slater Fund, and Phelps-Stokes Fund in the latter category. The various foundational affiliations of the institutions and editorial board members were of significance to the course and content of the journal.[1617]

The Presbyterian Committee of Missions for Freedmen which founded Johnson C. Smith University exemplified Anderson's missionary foundationists. McCrorey exhibited the desired leadership qualities. The performance of his predecessor as the first black administrator had convinced the board of the efficacy of black leadership. McCrorey was then able to make great strides in extending the programs and purposes of the university, including the publication of a professional journal.

The various backgrounds of the editorial staff manifested the new nature of the professional personnel in black education. Where contributors maintained ties to mainstream traditions in education, their comments reinterpreted traditional ideas to make them relevant to black institutions. Where contributors diverged from the educational mainstream, their comments challenged not only the role of education for

black people, but the nature of education as it had descended in Western tradition for all institutions.

Many topics for journal publication emerged from organizational minutes and proceedings. The rise of black educational, political, and professional associations was important enough to the constituency of the Quarterly Review for the journal to devote significant amounts of its space to the replication of minutes and proceedings. The network of organizational membership became an important source of contributors for the journal.[c]

The only other major journal of education to evolve during the period was The Journal of Negro Education, founded in 1932. It remains in continuing publication and is a product of the Howard University Press. Recent studies have been conducted on structural relationships among journals of education as they reflect the nature of the academic discipline of education characterized the Quarterly Review as a social science oriented publication. For example, in 1972 Barron and Narin found that psychology dominated the referencing structure of the field of education. They extended their analysis to define the relationship of specialty areas (e.g., music, higher education, bilingual education) to the field and determine their research referencing base. Their

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[c]In the fifteenth issue (1946) special index of the first fifteen volumes of the journals lists the organizational minutes and proceedings of this period. Some of the published reports were summarized, others were published in full.

study placed black education journals on the periphery of topical content and citation in the field.[18]

Barron and Narin grouped The Journal of Negro Education within the cluster of "higher education, educational administration, and sociology" journals. They defined the Quarterly Review as unclustered, but more related to the humanities and social science quadrant of academic reference than to the psychological roots of mainstream educational journals. Their assumptions seem valid for the Quarterly Review in the light of the early content of the journal. The variants and parameters of social structure and process were acutely felt and expressed by black workers in the realm of higher education.

The Study

Chapters one through seven of this study will offer an annotated summary of the editorials followed by an overview of the major topical trends of articles offered by the journal for each period. Each chapter will also contain conclusions regarding the content for each period. The final chapter will offer an overview of the Quarterly Review from its inception in 1933 to its final issue in 1969.

CHAPTER II

A QUESTION OF STANDARDS: 1933-1937

Editorials

Editorials in the Quarterly Review of Higher Education Among Negroes supplemented article topics, supplied the context of educational issues, or addressed issues independent of article content. They often justified an editorial stance regarding the substance of various proposals or provided a forum to congratulate or condemn the behaviors of various subjects. The following summary of editorials gives insight into the issues of the first era.

Character Formation

The role of educational institutions in character formation was the theme of several editorials. On the anniversary of Johnson C. Smith University's Founder's Day (1933), participants reviewed twenty-five years of Negro higher education. As president, McCrorey decried the disintegration of the formative functions of higher education. He cited the founding of Harvard, William and Mary, and Yale as propagators of religious tenets and purposes. He quoted Calvin Coolidge's admonition that chartered institutions not neglect the spiritual in favor of commercial values and,

thus merely produce more social predators. In keeping with this theme, McCrorey said the social and recreational activities of the student body should have the goal of contributing to the intellectual, moral, and physical development of young adults.[19]

In 1935, McCrorey raised the subject of moral and spiritual goals in the founding of institutions for higher education in terms of the relationships between faculty and students. He found that colleges were emphasizing the commercial value of higher education and appealing to individual acquisitiveness. He felt that they should motivate citizenship and leadership in the interest of the society and the progress of black people. He approached the problem in terms of individualizing relationships between faculty and students. He decided that this was best done in the small college. Here, "consecrated Christian teachers" could provide models of behavior through their own life styles.[20]

Public versus church supported education was soon added to character formation as a factor in the analysis. While McCrorey agreed that public education might be the best form in most cases, he proposed two mitigating factors for continuing church supported schools for black people: the lack of public education for black students in southern states and the lack of educated black religious leadership. He said that separation of church and state prevented public institutions from training church workers. He reported that

85 percent of theology students came from private, church related institutions. He added that such schools also served to develop an educated lay leadership which could intelligently support church programs.[21]

The increasing discontinuation of black elementary and high schools under religious auspices posed a new problem, according to McCrorey. Early intervention for Christian character formation was now lacking for black youth below the higher education level. What he proposed for black colleges, however, was not a return to training below the college level, which might endanger their possible accreditation, but the offering of course credit for religious classes deemed to be at college level as an incentive to those students pursuing religious callings.[22]

Mergers

Rev. McCrorey also took the opportunity, through his 1933 Founder's Day editorial, to introduce the issue of college mergers. He indicated the financial predicament of black colleges whose sources were primarily donations and foundation grants. He presented two aspects of the issue: the use of mergers to achieve financial stability without affecting standards and the prevailing trend among white institutions for merger.[23]

In 1934, Dr. Inez B. Prosser discussed the geographic distribution of black colleges as a factor in suggested mergers. He advocated the retention of the current

institutions of higher education for blacks in the South by citing the statistical disadvantage black students suffered in proportion to the numbers of white students in colleges by population. He dismissed the argument of the financial advantages of merger by noting that it was not the number of schools concentrated in an area that was a problem, but the vast expanses of black population which had no reasonable access to higher education because of the lack of an institution in their geographic region.[24]

Prosser indicated that savings in transportation and reduced competition for regional funding could alleviate financial stress on the black college system. He compared the problem to the attempt to support several black churches of the same denomination in the same locale.[25]

A staff note indicated that Dr. Prosser died prior to publication of this editorial. Prosser had participated in the surveys of the United States Office of Education and was well acquainted with the work of researchers at The Journal of Negro Education. The trend of providing statistical data to support contentions regarding education among black Americans was beginning to emerge in his and others' works.[26]

Financial Concerns

The business administration of black colleges was called to question in a 1934 editorial by Rev. McCrorey on institutional budgets. He implied that few of the black

colleges were operated by an organized budget system which could provide estimates of income or planned expenditures. McCrorey called for need-based planning in terms of gross sum and departmental expenditures. He suggested that even the meager and uncertain funds upon which black colleges relied demanded a system of budget in lieu of unregulated financial failure.[27]

Vocational/Occupational

McCrorey raised the issue of the vocational aspects of higher education for black graduates. Dr. N. C. Newbold had contributed an article to the October 1933 issue on black colleges and life goals. He had suggested that black colleges should fit students for work they could successfully pursue after college and equip them for living in a bi-racial society. Newbold was director of the division of Negro Education of the state of North Carolina. He also served as a contributing editor to the journal.[28]

McCrorey responded by setting moral and social values rather than vocational goals as foundations of scholarship. He believed black college graduates should become assets rather than liabilities to society. McCrorey adhered to the tenet that the primary purpose of liberal arts education was not vocational training. He added that the successful college aided students in developing a philosophy of life. A philosophy of life would govern career selection and performance as well as social interaction. For black

students, this included contributions to the progress of their race. McCrorey maintained, however, that students should become actively aware of occupational problems and opportunities.[29]

In the same editorial, McCrorey went on to mention an emerging concept of the junior college. He stressed that the primary purpose of the junior college was the completion of a standard program of the first two years of college in order to make its students acceptable for four year institutions. However, students seeking the two year diploma as a terminal degree could receive additional occupational instruction, which he sharply defined as non-liberal and not accruing to future college level work. The exception was the training of high school teachers for whom the college should continue to do what McCrorey described as the "vocational" work. McCrorey concluded that occupational training, as proposed by Newbold, could be assigned to other postsecondary institutions. Liberal arts could be made the basis for technical and professional training which could be later be pursued in other institutions of higher education. Interracial relations and attitude formation could be handled within curriculum development.[30]

In contrast, Maurice E. Thomasson described the problem of vocational content in higher education as one of successfully relating curriculum materials to real life needs. His criteria were vocational effectiveness, social

adjustment, and personal development. He found a lack of attention on the part of colleges to social awareness, particularly in black institutions. He believed that American society had mastered the technical skills of supplying men's needs, but had failed to distribute the outcome fairly to all of its members. College students had a need to learn which kinds of economic services the societal framework would use and reward. Thomasson further deduced that only unique individuals were capable of shaping their own destinies. "The group" as the arbitrator of individual choice in the achievement of social means and values was the determinant of the destinies of most of society's members. Black students, even more than those of the majority race, required courses in history, economics, government, and sociology in order to discover which dynamics of group interactions might affect them.[31]

The problem of occupational guidance for black students was the topic of a conference reported in the January 1937 issue of the journal. One speaker had defined the problems faced by black youth in preparing for work in terms of racial prejudice, economic factors, and the emotional stress involved. The discouragement, assault on self-esteem, and sense of defeat experienced by young black people pursuing careers were no small factors in considering techniques for occupational guidance.[32]

In his editorial in the same issue, Thomasson made a rejoinder. He cited contemporaneous research indicating a significant trend toward loss of occupations which had been conceived of as the province of only one ethnic group or the other, i.e., "black," "white," or "immigrant" jobs. For black workers, the only remaining "Negro" occupations were teaching and preaching within their own racial group. These were the only occupations not suffering "incursions by members of other racial groups." More important, from Thomasson's view, was a trend toward extending the range of occupations to which blacks were gaining access.[33]

Thomasson, therefore, disputed the contention of the speaker that, even in the midst of economic strife, black students should be steered into occupations considered safely monopolized by black workers. He suggested that the disappearance of past occupational choices required a future orientation, one which recognized rather than restricted individual interests and abilities and contributed to the progress of the race. He appealed for a new "policy of sane aggression and daring" in occupational guidance for black students.[34]

Thomasson later dealt with the issue of offering a bachelor's degree for junior college work as one presenting both problems and opportunities in higher education. He viewed the proposal as contemporary and formidable in the trend toward the functional reorganization of higher educa-

tion. He found the potential impact of the proposal on the higher education of black students to be of particular interest. The debate offered an opportunity to reanalyze, in terms of the practical needs of students, previously fixed ideas on what course offerings a college must make.[35]

With this functional rationale, Thomasson saw the opportunity for "colleges with limited means" to reorganize on the junior college level, with superior course offerings, terminating in the coveted bachelor's degree. The remaining institutions would offer higher education, possibly in a three year, integrated master's program. The criteria for the ability of these institutions to provide this level of higher education, from his view, lay in their level of income, faculty preparation, equipment and facilities, and administrative leadership. He commented that few schools in the South were able to provide high quality graduate education. A few could offer, under a new structure, three years of specialized or professional study. He addressed the difficulty of breaking with tradition, but noted that the number of two-year institutions was growing not only within four-year institutions but also as separate structures. He promoted the idea of further discussion of the reorganization of postsecondary education, particularly in black colleges.[36]

Accreditation

The inclusion of black colleges in organized systems of rating was crucial to their recognition and development. Any item regarding the issue of standardization was reported and viewed with interest by contributors to the Quarterly Review.

In 1933, the athletic standards of the Southern Association of Colleges and Secondary Schools (Southern Association) for member institutions required that those colleges engaging in intercollegiate sports also hold membership in athletic conferences or associations approved by the Southern Association. The issue involved abuse of special student status, migrant and residency rules, and other procedures. Theophilus McKinney argued that the Southern Association should adopt the North Central Association's policy of applying standards directly to member institutions rather leaving the standards to regional athletic conferences. McKinney observed that several black colleges used North Central criteria, but a few persisted in policies no longer followed by the "best" institutions. He suggested that individual administrators needed to become interested in athletic standards in order to protect academic criteria.[37]

McKinney examined the origins of the accreditation of black colleges with an attack on an article in the October 1933 issue of The Journal of Negro Education. The

article had described the Southern Association "Class B" rating as confusing and unnecessary to both administrators and students. It introduced questions of whether such a category discouraged black students and caused problems with their admissions to graduate programs. The author denounced the idea that such a rating provided incentives to black colleges (to acquire accreditation) as illogical because the Southern Association did not apply the rating to white colleges, no other regional accrediting agency used it, and it was not applied to secondary schools.[38]

McKinney responded with documentation rarely found in the early editorials of the journal. He defined the "B" classification as an effort to aid black colleges to achieve minimum standards. He suggested a study be made to determine the facts in the usage of the rating. He referred to the proceedings of the thirty-fifth annual meeting of the Southern Association (1930) and commented on the origins of the Southern Association of Colleges and Secondary Schools as a mutual assistance organization whose goals were to raise standards of scholarship and entrance requirements. After World War I the association became an accrediting agency to the white institutions in the region. It was the black colleges, according to McKinney, who requested the supervision of the Southern Association in the rating of black institutions. He described the role of the Southern Association in such an investigation as "appropriate" in

light of its historically close connections with these colleges.[39]

In 1929, the Southern Association appointed the Committee on the Approval of Negro Schools. This committee developed a system of ratings labeled "A" through "D." McKinney said that those who were confused should write to the association. He quoted correspondence between the Southern Association and the black college representatives and reported that a list of schools by rating was established solely for the guidance of the rated institution and the officers of the association. The publication of ratings beyond "A" and, perhaps, "B" listings was not contemplated. He added that it was representatives of black colleges who insisted on publication of "B" listings.[40]

In order to prove his allegations, the author of the Journal of Negro Education article surveyed twenty-one colleges with the "B" rating. McKinney reported the results of the survey and added findings from an investigation of his own. He said that not one of the colleges that replied had reported that their graduate students' had difficulty in having their degree credentials recognized. He cited the narrative responses of an unnamed dean and a president. He underscored the desire of grade "B" college officials to have their ratings published as an incentive.[41]

In 1934, McCrorey reviewed the North Central Association's newly adopted accreditation plan. The new plan,

according to the editorial, substituted general optimum principles for specific minimum requirements. The new approach meant that there were no minimum quantitative requirements for endowments and income, faculty qualifications, library facilities, physical plant, or other objective measures. Qualitative ideals were submitted as norms. Member institutions were to define their educational objectives and report, in financial terms, what resources they projected would be needed to meet their stated programs.[42]

McCrorey praised the flexibility of the plan by noting that the opportunity for accrediting an institution was founded on the basis of its total pattern of operation. This perspective allowed a college's assets to compensate for its deficiencies. Institutions would be judged by the degree to which they met their expressed objectives. McCrorey recognized that the small college of limited means attained an advantage in accreditation under the North Central plan. While the North Central Association had few colleges specifically for black students in its region, he projected that the plan would be adopted in other regions.[43]

By 1936, McKinney questioned the fact that all investigation for accreditation was done only by white people. He cited what he held as a generally accepted proposition that white investigators could not obtain certain information about black schools. The suggestion that black investigators be included on the Committee on Approval of

Negro Schools of the Southern Association was vetoed by representatives of black colleges.[44]

Faculty

Disparagement of the black professoriate in the black press prompted an editorial admonishment and a litany of historical examples of model teaching in the black schools. Professors had been accused of intimidation, poor scholarship, and disorganization. Dr. Arthur D. Wright, editorial board member and president of the John F. Slater fund, commented that the poor scholarship of these teachers belied the number of high degrees received from "first class" universities. J. W. Seabrook noted that few black colleges had teachers who exhibited appropriate zeal, intellectual daring, "virile personalities and consecrated souls."[45]

Woodruff named black professors of several universities whose accomplishments warranted modeling. He reasoned that there was a loss of effective teachers because these and other highly qualified teachers were directed into administration in the 1920s. He noted that current teachers were seldom affiliated with white learned societies or national organizations, lacked research productiveness in the humanities and sciences, and suffered from intimidation because of personal failings or the lack of organized professional interests. He observed the lack of aggressive effort on the part of the black professoriate, in general,

to contest injustice or bring about change on campus or in their communities.[46]

Woodruff reviewed the need for ample financial compensation and recognition of distinguished service as motivators for excellence. He specified a need for in-service training, and adequate facilities and resources. He also observed the need for freedom of inquiry and speech. He commented on the need for time to implement changes, but warned that young black men and women of intellectual ability would not enter the ranks of a disparaged and unprofessional order. He added that those that would consider a career in the professoriate of black institutions could expect little approbation or compensation.[47]

McCrorey offered an opinion on the debate about loyalty oaths for educators. He suggested that one position advocated loyalty oaths to safeguard the education of youth, another found the oaths unnecessary, and still another regarded the oaths as a danger. McCrorey took the position that loyalty oaths were ineffective. He concluded that they neither changed the opinion of the attester nor revealed his true position. He saw teacher training as the answer to problems of disloyalty to country and profession. Good teacher training could provide a sense of loyalty and adherence to truth. McCrorey defined truth as a fixed value, immutable in time and circumstance. Teacher loyalty could not "come by repression by law, but by obedience to law."

Loyalty was a matter of innate values and formative training, and a matter of conscience.[48]

Organizations

In 1935, black education organizations moved to affect the process of standardizing programs. The Association of Colleges for Negro Youth became the Association of Colleges and Secondary Schools for Negroes. For the first time, the needs of the high schools were included in the organization's considerations. McCrorey submitted that only through standardization of secondary programs could colleges develop a reliable source of qualified college applicants. The association also amended its constitution to include expenses for official investigations of institutions seeking accreditation. This clause supplanted such ad hoc financial measures as the colleges made to participate in the 1927 survey of the higher education of black people. The United States Department of Interior Bureau of Education carried out the survey with cost shared by the General Education Board.[49]

McCrorey saw the inclusion of this mandate for colleges to make a contribution to the financing of surveys as the means of continuing the "important service now being rendered by the Southern Association in the interest of Negro education." He implied that such surveys might have ended for lack of funds without such provision by the black colleges. The constitutional revisions also included the

provision that only those institutions currently accredited by the Southern Association could be received into the membership of the Association of Colleges and Secondary Schools for Negroes. This clause was meant as an incentive to black institutions to acquire accreditation. McCrorey deemed the new association a potent influence where dual systems of education existed.[50]

At the second annual meeting of the Association of Colleges and Secondary Schools for Negroes (1936), McKinney reviewed the efforts of another organization for black institutions of higher education: the Deans and Registrars Association. He posed a separation of roles by indicating that, although the latter was instrumental in procuring accreditation, the former association was better equipped to articulate the college and high school programs.[51]

Thomasson lauded the fact that black educators had begun to form professional organizations at the higher education level. He found great significance in their efforts to address instructional problems in their particular subject areas in terms of the specific needs of their students in black colleges. He addressed the issue of whether instruction in black colleges should differ from that in mainstream institutions. He contended that where a difference was recognized, it was most often in the area of the social sciences, specifically when topics concerned socialization, occupational trends, social relationships, and policy mak-

ing. He referred to the Initial Conference of Teachers of English at LeMoyne College as another instance of black professors addressing special needs in their field.[52]

Students

The balance between self sufficiency and government supports became an issue with the introduction of financial aid to students through the National Youth Administration. McCrorey outlined the purposes and objectives of the NYA grants. During the depression, young people of college age had no work and were without funds for school. NYA grants enabled them to enter college rather than remain idle. He indicated that grants in return for services rendered to or through educational institutions was justified and termed the funds a government investment in a future of returns of efficient citizenship. The most meaningful outcome for black students in dual systems of education, according to McCrorey, was the financial support of graduate training through NYA grants.[53]

Society and Social Change

The effect of societal change on the participants in black institutions of higher education was most evident in this era of the Great Depression. One question raised in the Quarterly Review concerned the effect of demographic changes among black rural populations on higher education. In 1936, Thomasson asked how these populations viewed them-

selves and how college educated black workers viewed their jobs in rural areas. He cited the history of attempts by black people to evade disadvantaged living. The most recent device was migration or threat of migration to the North. New economic opportunity and freedom from restricted personal development awaited those who left. Threat of migration was a negotiation leverage for those black laborers who remained in a South rapidly depleted of agricultural labor.[54]

Thomasson referred to two depressions which altered the circumstances of the northward migration of black southerners. With the depression of 1920 and the stock market crash of 1929, migration to northern and southern urban areas reached a point of diminishing returns and there was actually a reversal in movement, toward residence in rural areas. Thomasson defined as one factor the invasion by native white workers of traditionally black and immigrant occupations. Another factor he described was the decreased demand for products in any field, including agriculture, because of declining foreign and home markets. With the depression, there was no longer a demand for new labor in the North. There was a decrease in traditional agricultural opportunities in the South. Prior to 1914, movement to southern small towns and cities was an option to rural life, but the current economic developments attenuated this option, too.[55]

With virtually no choice for the majority of black workers but maintenance of or return to rural living, Thomasson raised the question of how the black population might be prepared for such a life. Thomasson proposed technical education and government assistance for individual farm ownership. But in analyzing the implementation of any programs of assistance, Thomasson highlighted a social issue: the stigma of rural life remained a problem for black residents and the black teachers sent to implement programs of rural adjustment.[56]

The twentieth century advent, among rural inhabitants, of the desire for urban standards of living had contributed to the urbanization and northward migration of black rural populations. Thomasson proposed that rural residents be trained to provide urban standards of living in their own locales. Thomasson also remarked that black institutions for higher education mainly produced teachers, despite their expressed aspirations toward preparation in other fields. Graduates of these schools would find themselves in rural areas not only to meet the demands of government programs, but because the bulk of black school populations would reside there.[57]

Thomasson feared that the hopes of black graduates for social elevation through higher education would not be realized in their relegation to rural posts. He proposed that they be prepared to understand the needs of the target

population and to meet the resentment of rural populations at that population's loss of opportunities for economic and social elevation. According to Thomasson, such preparation had been historically lacking in the programs of black colleges.[58]

Analysis of Articles

Throughout the first three periods of this study, the author observed that approximately fifty percent of the topic references were circumscribed by the first four categories of each respective frequency ranking. Consequently, these analyses will discuss the topics found in the first four categories and make reference to others only when a new topic arises or there is a low frequency item of historical significance.[d]

The articles for the first period of publication, 1933 through 1937, were overwhelming concerned with curricular issues, including academic and vocational subjects and curriculum development. Of the 246 topic areas found in the articles of this period, 53 were in this category (see Table 1, p. 33).

Curricular issues were often related to race and ethnicity in terms of how to adapt the educational program to meet the specific needs of the student population in black institutions. The values drove changes in this era

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[d]For a complete description of topic categories, see Appendix A.

Table 1--Frequency ranking of article topics: 1933-1937

Rank	Topic	f
1.	Curriculum	53
2.	Race	32
3.	General Education	18
4.	Higher Education	16
5.	Instructional Techniques	15
6.	Instructional Factors	14
7.	Guidance	12
8.	Religious Factors	11
9.	Students	10
	Society	10
10.	Specific States	9
	Professional Research	9
11.	Recreational	6
12.	Administration	5
	Faculty	5
13.	Texts and Material	4
	Community Relations	4
	Federal Government	4
14.	Organizations	3
15.	Athletics	2
	History	2
	TOTAL ARTICLES =	119
	TOTAL TOPICS =	246

which were definitive of concurrent concepts of the educational progress of black people. Curriculum was, therefore, also frequently tied to issues of instructional technique and preparation for higher education. Titles such as I. A. Derbigney's "Adaptation of Instructional Materials in Chemistry to Meet the Needs of Students in Negro Colleges" illustrate the point.[59]

Race and ethnicity had the second highest frequency of occurrence as a topic in the articles. Race was specifically mentioned in the titles of thirty-two articles. Race was the underlying concern in approaching issues in all categories, but was associated specifically with society, research and testing, texts and material, and federal law. Lawrence Reddick wrote "Methods of Combatting Racially Derogatory Statements and Implications of American Textbooks" in this regard.[60]

General education ranked third in frequency as a topic. There were eighteen articles which mentioned the issue of education below the college level for the black population. Questions presented concerned the preparation of black youth for personal adjustment, society, vocations, and entry to higher education. The 1934 issue of the journal had as its theme the articulation of the high school and college programs of instruction.

Higher education, including scholastic improvement, institutional access, and accreditation, was associated most

often with race and the development of colleges in specifically named states. The 1933 issue presented works on developments in the education of black people in Virginia, Mississippi, Florida, Tennessee, Louisiana, and South Carolina. Higher education was also discussed in association with societal issues, general education (especially high schools), and institutional issues such as structure and funding. In McKinney's discussion of the article "Report of the Commission on Higher Institutions of the Association of Colleges and Secondary Schools for 1935," he justified using journal space to include summaries of organization reports and proceedings. In his opinion, the organizational reports were important documentation of the evolution of perspectives, events, solutions for problems in black higher education. The commission's report included a listing by state of the presidents of black institutions and their length of tenure in office.

Institutional factors and references to educational development in specific states related to the question of opportunity for higher education. Access to higher education for black people varied by region, by specific state, and by type of institution. The differences among land grant, church supported, and state public institutions as well as the differences in funding structure were significant factors in the availability of education for the black population of the United States.

Guidance was defined as a professional sphere, and student and faculty populations were examined in terms of their needs. Religious and moral precepts were the foundations of guidance practice. As noted in the editorials, character formation was considered a prime function of higher education in the black colleges of this era and shaped relationships between faculty and students. Religious issues and moral, therefore, were specified in almost as many articles as guidance in the 1933 to 1937 period. Many articles were ascribed to themes of religious and moral values although they seemed centered around other topics as seen by the titles: "Curriculum Offerings in Negro Colleges Contributing to Citizenship" and "What Contribution Can Athletics Make to the Moral and Social Development of Students in Negro Colleges".[6162]

Society, as a general topic, was addressed in terms of the status of black people, black institutions of higher education, and black college personnel in the American social order. The dominate social concerns were democratic values, economics, race relations, and international issues.

The professionalism in education in black institutions emerged as an issue in this era and involved scholarly research, especially in the form of measurement and testing, and professional publication. George Gore contributed several articles on professional roles of educa-

tors, and on testing and measurement techniques in the assessment of institutions and curricula.[63]

Administration and faculty problems were only emerging during this period as topics for concern. "The Control and Supervision of Smith-Hughes Work and Its Effect on the Development of the Negro Land-Grant College" and "Deans and Registrars in Negro Schools" began to assess these issues.[64][65]

Conclusions

During its first years of publication, the Quarterly Review of Higher Education Among Negroes presents a profile of article content which quickly broadens from moralistic concerns to subjects of professional technique and orientation. The editorial stance, by contrast, continues to exhibit strong preference for value based discussions of broad educational policy.

The influence of the religious affiliations of the journal and its contributors is seen in the nature of the articles included in the period 1933 through 1937. Character formation as a function of higher education is a recurrent theme in the articles for the first year and in editorials throughout the early period. But, even in the early years of the journal, it was a waning issue. The topic of religious, moral, and character values was becoming secondary to interests in curricular, institutional, and

societal issues. Although moral and social values continued to cast a patina over discussions of personal development and decision making, by the end of the period, the emphasis on character formation was found mainly on the editorial pages.

The religious origins of black colleges caused continuous questioning of the role and image of the institutions (e.g., character formation, the training of clergy and religious lay workers) in relation to funding sources, the goals and values of the black population, and attitudes toward black people of the larger society. Professionalism versus religion relative to perspective emerge as strong contenders in decision making in higher education among the various contributors to the Quarterly Review.

Curricular issues are of great concern in both areas of journal content. The articles address content with emphasis on the correlation between technique and student needs. The editorials approach the curricular issues from the basis of values of traditional liberal arts and scholarly endeavor. The journal published many articles and editorials on vocational and occupational guidance of college graduates. Several factions among contributors promoted the eternal discourse on occupational versus liberal education in terms of the vocational prospects of black students. The Quarterly Review also contained expositions on the realities of racial discrimination and the economics

of the depression. The articles of this period evidenced the growth of interest in professional guidance which was developing as a separate department with a designated staff position in black institutions during this era. Apart from the consideration of moral questions, the guidance movement in black schools directly assessed curriculum, student needs, and vocational goals.

The question of what was an acceptable curriculum for black students and the black institution was at the core of many article proposals. The journal constituency addressed the mainstream issue of what constituted traditional liberal arts, vocational, and professional learning at the bachelor level. The authors seemed to view the growth of junior colleges as a means of separating and meeting the needs. Articles concerning instructional techniques in this era were most often concerned with finding methods to correspond to adapted curricula, material, and student needs.

For the constituents of the Quarterly Review of Higher Education Among Negroes, curriculum matters were not merely problems of philosophy of higher education or professional technique. As seen in the range of article topics, curriculum was of prime importance to the knowledge base, social development, and occupational future of black students with regard to the society's racially determined parameters. The editorial forum argued the nature of the institutional role against the social needs of black stu-

dents and provided a view of the tension between tradition and change.

The earliest organizations to formally advocate the needs and goals of higher education for black Americans were the Association of Colleges for Negro Youth and the Association of Deans and Registrars in Negro Schools. These organizations developed in answer to a quest for professionalization and research on standards and practices in the field of higher education as it specifically related to the black population. They later evolved as advocates for accreditation of black colleges and for improvement of secondary education in black schools. The Association of Social Science Teachers in Colleges for Negroes became the first organization to address black needs in a specific academic field. Its members not only worked to develop academic and professional aspects of the field of social science, but tried to apply the methods and findings of the field to the problems of black people. These three organizations became the foundations for later developments in the black community of higher education.

Faculty members of black institutions were being required to reach higher standards with little improvement in pay or status. The opening to black graduates of other occupations utilizing higher education credentials and the diminution of the concept of black education as a religious or moral mission contributed to a reconsideration of ideas

about what constituted a good teacher in a black college. The "red scare" of the 1930s further contributed to a reassessment of teaching roles, especially in higher education. Black colleges were beginning to consider the rights and needs of minorities in general, and faculty and students at black schools in particular. Aspirations to traditional ideals as academic freedom were obscured by such realities as societal suspicions about the loyalties and social purposes of black institutions.

While not one article during the first period directly dealt with accreditation, numerous editorials explored the predicament of black colleges whose recognition for vocational endorsement and the entry of their graduates to professional schools depended on the regional powers who had originally denied access to all levels of education for the black population.

Although most black colleges were neither members of North Central or the Southern Association, black institutions compared their standards to those of these organizations and to each other. Those institutions which McKinney referred to as the "best schools" had been rated by various agencies for years or had been cited as acceptable in the 1916 survey of black institutions. They were progressive and tended to set standards for other black schools. It was

the quest for recognition by regional agencies that was the crux of the accreditation issue in this era.[e]

According to DOW Holmes' history of the accreditation movement, black colleges became concerned with ratings in 1920 when their graduates experienced difficulty in entering medical schools. The American Medical Association (AMA) issued lists of approved colleges based on the ratings of regional accrediting agencies. In the South, black schools were not considered for rating by regional accrediting agencies prior to 1930. The AMA used as its source the 1916 Survey of Negro Education by the Phelps-Stokes Fund. In 1925, the Association of Colleges for Negro Youth appointed a committee which asked the Phelps-Stokes Fund to repeat its survey. "The Committee next appealed indirectly to the Association of Colleges and Secondary Schools of the Southern States (Southern Association), but found that events had not proceeded far enough to enable that body to examine and rate the Negro colleges in its area."[66]

The Bureau of Education conducted the 1928 survey, but could not rate the schools. The AMA appointed a committee of educators, some from the survey team to revise the list of approved black institutions. The Southern Association subsequently took over the responsibility of examining and rating the schools. It developed the Committee on

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[e]See Accreditation, p.9

Approval of Negro Schools. This committee proceeded under the direction of Arthur D. Wright with funds from the General Education Board. Wright was born and reared in the South. He had completed one year examining and rating black colleges as executive agent of the Southern Association prior to his election in 1930 as president of the Jeanes and Slater funds. He was a contributing editor to the journal from 1933 through 1948 (see editorial comment, p. 13).[67]

Holmes indicated that, when rating was completed, colleges rated "B" were considered by the Southern Association to produce students whose level of work warranted admission to graduate schools. By Holmes account, the black schools' request for recognition had little influence on the Southern Association until outside forces intervened.[68]

References to general social issues in the articles of this first period display educators' quest to rationalize black higher education pursuits with the realities of life for black people during the depression. It is interesting to observe that, especially toward the end of the era, racial references in the articles began to include international groups, and non-American and non-black ethnic groups. The editorials took various stands on social issues. The writers used admonition, denunciation, encouragement, and commendation to indicate theirs opinions of the values and behavior of both black and white citizens. The editorials

of this period forcefully called for adherence to moral and democratic values.

Characteristics of higher education for black students were highly associated with regional and state issues at this time. One such issue, was seen in Prosser's article on mergers and the geographic distribution of black institutions of higher education. Holmes found the General Education Board to be a potent influence in the trend toward merging black institutions. He cited cases when, during its 1928-29 funding year, the General Education Board approved funding for schools designated as appropriate centers of higher education, but withdrew funds from schools designated for merger. Holmes concluded that, although the population of black college students was growing and pressing financial need would continue to exist for another generation, black schools would have to adapt to the merger trend. He stipulated that there was no reason to have two black colleges in the same city unless their combined enrollment exceeded 750 students.[6970]

The overriding interest of the initial period of the publication of the Quarterly Review of Higher Education Among Negroes may be summed in a single term: standardization. The concern of the black community of higher education at this time was in how to make all black institutions of the highest quality and how to make appropriate education available for black students in all regions of the country.

CHAPTER III

THE GROWTH AND CONCEPTUALIZATION OF BLACK HIGHER EDUCATION: 1938-1941

During the second era of its publication, the Quarterly Review of Higher Education Among Negroes continued to explore issues of standards in the pursuit of accreditation. New developments in the growth of higher education for black people foreshadowed the future of their institutions.

Editorials

Curriculum

Curriculum considerations in a number of the editorials discussed the division between the liberal arts and vocational preparation as a factor in determining the purposes of higher education for black people. McCrorey proposed another argument by saying that "the church-related colleges are indispensable factors in preserving the true balance in education with academic, moral, and spiritual values." The premise of this argument was that church related college provided education based on general cultural values as opposed to commercial values. The private church related colleges thus served a unique and necessary purpose which separated them from the vocational/technical programs

typically offered to black students. In addition to these definitive questions, some practical concerns in the application of curricular developments were introduced during the 1938-41 period of the journal's publication.[71]

The question of curriculum changes at black institutions of higher education surfaced in terms of adaptation to fit the needs of black students, particularly those admitted with deficiencies. Thomasson depicted curricular changes in black colleges as slow and tradition bound. Vested interests and lack of demonstrably good course alternatives were factors with both content and application of course innovations subject to question. The general education movement and its effect on junior college work were added factors in proposals for a new evaluation of curricular change.[72]

Two-year programs, according to Thomasson, seemed to be developing as secondary completion programs with new materials and a reorganization along general education lines. Study of life problems became an added factor in revising junior college curricula and in distinguishing two-year from four-year programs. Thomasson saw such developments as favorable to the realignment of curricular offerings in black colleges as determined by need. The changes also offered an alternative to demands that black institutions be "standard" (i.e., traditional). Thomasson advocated the opportunity for black colleges to be free to adapt

because the development of professional organizations and activities in black schools paralleled that of mainstream institutions and justified new autonomy.[73]

Instructional Quality

Black college teachers continued to form professional organizations. McKinney delineated the following as the role which differentiated these organizations from the mainstream organizations of the same kind: the perceived necessity of adapting higher education curricula to the needs of black students. Subsequently, black instructors organized by subject matter: Teachers of Social Sciences in Negro Colleges (1935), Teachers of English in Negro Colleges (1936), and other disciplines following in later years. There remained, however, questions of how successfully black college teachers were able to meet mainstream standards.[74]

McKinney recounted the efforts of black institutions to assess their curricula and techniques. In 1936, the Commission on Higher Education of the Association of Colleges and Secondary Schools for Negroes requested that the Southern Association conduct a new survey of black institutions, specifically, to assess the quality of their programs of instruction. The Southern Association responded by asking the United States Office of Education to conduct the research. Dr. F.J. Kelly and Ambrose Caliver directed and completed the study in 1940.[75]

In January 1941, the Commission on Higher Education of the Association of Colleges and Secondary Schools for Negroes recommended steps to insure use of the findings. The Association of Colleges and Secondary Schools for Negroes joined with the Association of Land Grant Colleges, the National Association of College Deans and Registrars in Negro Schools, and the American Teachers Association in a meeting at Fisk University to make recommendations. McKinney hoped for the establishment of workshops for black instructors to parallel those instituted for black secondary school teachers.[76]

In October 1941, McKinney announced the development of a workshop for teachers in black colleges under the auspices of the General Education Board and the American Council of Education. Each college representative was to bring a major problem for discussion. McKinney encouraged the freeing of faculty from instructional duties with the opportunity to exchange ideas. The next issue was to carry a report of the workshop.[77]

Democratization of Institutions

The concept of democracy in the operation of higher education institutions was the subject of controversy in a 1939 editorial. A national public concern with totalitarianism led to consideration of the democratic organization of American institutions and, in this case, the American college.

Bertram L. Woodruff traced the history of democratic developments in black colleges. In 1935, policy developments between Talladega College and the American Missionary Association reflected the trend toward college autonomy. The two groups formed a policy-making body composed of administrative officers (including the president), faculty members elected by the teaching staff, and students (one man and one woman from each of the upper classes). Decisions were to be made by consensus rather than majority vote. In 1937, Cheyney Training School for Teachers established an advisory board which, similarly, represented college constituency with five standing committees encompassing admissions and academic standing, public relations and publishing, and planning and administration. In 1938, at Howard University, the college developed an advisory council with sixteen faculty and administration representatives and a total of twenty-nine students representing all of the student organizations.[78]

The inclusion of student input into decision making was developed through such activities as the Dillard University Arts Festivals and the efforts to include black college students in the National Collegiate Honorary Journalistic Society (Delta Phi Delta). Johnson C. Smith University organized a student-faculty forum which operated monthly for several years. Their first annual spring forum (1938) had

as its purpose the examination of the position of the black student after college education.[79]

In the new climate of institutional democracy, Woodruff found the coercive efforts of the Southern Association of Schools and Colleges toward administrations not in compliance with standards to be "timely," but notorious. He described tradition, when used as an excuse for maintaining the current structure, as restricting and mean "if the tradition was not a particularly noble one." He concluded that "authoritarianism in education is a contradiction in terms" and that "the usurpation of proper authority by a czaristic administrator to wreak his will upon helpless students and teachers is a damnable concomitant of the policy of more than one institution." He applauded innovation in black colleges in the context of American democratic practices.[80]

Monitoring Accreditation

McKinney summarized the proceedings of the December 1939 annual meeting of the Association of Colleges and Secondary Schools for Negroes. After years of movement toward accreditation, the association's Commission on Higher Education reported stagnation regarding continued improvement among black institutions after receiving accreditation. They cited the work of Fred McCuiston in monitoring improvement. McCuiston was a contributing editor to the journal and executive agent of the Southern Association of Colleges and Secondary Schools. He left the Commission on Higher

Education just prior to the December 1939 annual report. The statement regarding the lack of improvement had been deleted from the proceedings of the full association after a heated debate, but was reported by McKinney's editorial.[81]

McKinney questioned the motives of the members and discussed the problem of maintaining educational ethics in pursuit of recognition for standards. He called for unbiased, open-minded, responsible leadership in the interest of the continued improvement of black institutions of education. McKinney advocated continued organized monitoring and frank consideration of difficulties. He called for the study of administration, policy, faculty, organizational structure, instruction, and equipment and facilities through scientific investigation of black schools.[82]

New Financial Factors

In 1938, federal aid to higher education was questioned in terms of the omission of church-related colleges from federal grants. McCrorey began his July editorial by recalling that the foundation of higher education in the United States was the private or church-related institution and that contributors to these institutions also share in the tax burden of support to state institutions. While he emphasized the need for church-related institutions to maintain control of policy, especially in terms of the religious content and purposes of church related institutions, he indicated that dire financial need justified seeking federal

support as long as such support was comprised of long term loans rather than grants. McCrorey advocated NYA grants for support of students in higher institutions, but indicated a greater need for capital improvements.[83]

By 1941, the lengthiest editorial to date concerned a survey of the budgetary systems of black colleges. The Association of Colleges and Secondary Schools for Negroes had begun to require that all of its members be accredited by the Southern Association of Colleges and Secondary Schools. One of the criteria for accreditation was the acceptance by the Committee on Approval of Negro Schools of a specified budget system. The survey questionnaire was sent to twenty-five administrators of black institutions and returned by eighteen respondents. The Quarterly Review published both the questions and a summary of the responses. The analysis of the summary was the topic of the April 1941 commentary.[84]

The responses showed wide variation in budgetary operations among the schools. McKinney praised two administrators, in particular, because their techniques in the preparation of their budgets were oriented toward educational goals and were in the hands of educational personnel. They had conferred with deans and department heads. He strongly recommended that these personnel should be required to have the competence to participate in budget development.

The cited administrators used procedures which were generally open and democratic.[85]

McKinney made further recommendations to improve budget procedures in black institutions. His remarks evidenced the state of the budgetary process in black institutions at this time. He recommended that each faculty member should know the total budget for his department. The budget manager could monitor, but not question expenditures which were within budgetary limits. Department heads would be frequently notified of their account balances and be monitored by the president rather than by the business manager. The business manager would have the equipment and the facilities with which to carry out his duties. The accountant would not receive money nor would the treasurer serve as purchasing agent. McKinney agreed that official functions ought to be defined, the working budget should be flexible, and the purchases of materials and supplies should remain in the hands of the budget office.[86]

In evaluating the survey responses, McKinney found omissions of various items from the budgets to be of greatest concern to black institutions. The absence of research funds, sabbatical leaves, personal welfare and recreational programs for faculty, and faculty library resources was determined by McKinney to constitute a limit to scholarly and professional growth in the institutions.[87]

Opportunities in Higher Education

One of the matters for greatest concern during the depression era was the dearth of opportunities for graduate and professional training for black students. McKinney underscored the amplified need following increases in the numbers of accredited black institutions with a resultant increase in qualified black applicants to graduate school. He tied the question to the U. S. Supreme Court, Missouri ex rel, Gaines decision of 1938 which required states to provide graduate education for black students in the same manner as it was provided for the states' other citizens. He referred to planning in Missouri and West Virginia as positive examples of constructive adaptation by southern states.[88]

McKinney described a quandary in the Gaines decision for black educators. He wondered whether the South was financially capable of providing appropriate graduate training for two separate groups of students. McKinney described the position of black educators who found that the only feasible and fair plan was for states to establish one good graduate school for all students and admit black students. Other black educators and state college presidents advocated appending graduate facilities to existing black colleges in the states.[89]

McKinney cited the position of a few black educators who felt that state legislative provision for graduate and

professional schools at black institutions constituted subterfuge which would evade the intent of the court and comprise only "paper" programs. He reported that another simply did not know which stance to take. They felt that there might be too few openings in occupational fields for graduate students currently studying, but that raising objections would close the door to advanced study for all.[90]

The Association of Colleges and Secondary Schools for Negroes appointed a committee to study the situation in 1937 and 1938. The National Association of College Deans and Registrars in Negro Schools opposed appending graduate instruction to existing black college programs, instead taking the position that undergraduate work should first be brought up to the highest standard. The North Carolina Negro College Conference similarly opposed establishing graduate instruction at existing black colleges.[91]

McKinney espoused the position of a group which met during a conference of the American Association of School Administrators (February 25-March 2, 1939) to discuss the Gaines decision. Representatives of public and private colleges and universities, southern state departments of education, and large foundations met with a representative of the National Association for the Advancement of Colored People. This group decided to accept the provisions of the Gaines decision and to devise a plan for implementing it.[92]

Society and Social Change

In the manner of his past editorial on the demographics of the Great Depression economy, Thomasson wrote another editorial on the relationship of the private college to the community. Whether a private college should be required to serve its community beyond the formation of scholarship and character in its students was connected to the question of whether a small private college was able to provide resources. Thomasson used Saint Francis University, a small denominational college in Nova Scotia, as an example. In 1938, the needs of the community in which it was located resulted from failures of budgetary and natural resources in agriculture, timber, mining, and fisheries. The economic consequences were migration, low standard of living, and radical political conflicts.[93]

Thomasson compared the social aftermath of economic problems in Nova Scotia with the economic and social consequences of plantation economics in the South. He defined the need for college level intervention in terms of the formation of new political values for the community and the application of trained leadership to meet economic needs. At what he called the "sub-college" level, Thomasson delineated a reorganization of college extension programs to correlate with community situations and processes. He observed that both black and white institutions in the United States

had possibly missed opportunities to serve their surrounding communities during the economic crisis of the times.[94]

Democracy in American education was ironically reviewed in McKinney's assessment of an editorial in the September 1940 issue of the Phi Delta Kappan. McKinney's editorial asked whether those who failed to practice democracy could teach it. He quoted extensively from the Phi Delta Kappan on the justification of its parent organization's decision to suspend the charter of Sigma Chapter of Phi Delta Kappa at Ohio State University for accepting non-whites into membership. Various chapters had attempted for many years to pass amendments eliminating the "white males only" clause of the constitution for many years.[95]

On July 18, 1940, the Ohio chapter of Phi Delta Kappa elected Dai Ho Chun (a Chinese student) and George A. Wright (a black student) as members. The national organization revoked the Ohio charter and in its journal offered its regrets regarding the loss of one thousand members "in this intentional evasion of the constitution and therefore voluntary withdrawal."[96]

McKinney remarked on the make-up of the fraternity's national membership which totalled 29,062. A recent survey had indicated that two of three members were public school employees, that more than half were public school administrators, and that 26 per cent worked in college and university positions. McKinney recounted the example of the

resignation of Dr. John D. Shannon of Indiana State Teachers' College because of the fraternity's failure to delete the clause. He then commended the decisions of Shannon and the Ohio State chapter.[97]

Personnel of the Scholastic Community

During this era, the journal began to make editorial comments on the impact of black personnel on their institutions. A few editorials reported important circumstances regarding individuals in the black community of higher education.

One editorial eulogized Benjamin Brawley (1882-1939) as an instructor and as Dean of Morehouse College. McKinney emphasized Brawley's teaching skills over his reputation as author and administrator. He gave a brief biography including Brawley's undergraduate career at Morehouse, a second bachelor's degree at the University of Chicago, his master of arts degree from Harvard, and honorary doctorates from Shaw and Morehouse. Brawley had done postgraduate study at Boston School of Expression and Harvard Summer School. He was an instructor and administrator at Howard and Shaw Universities and held a presidential term in the Association of Colleges for Negro Youth (1919) and the North Carolina Negro College Conference (1930-31). Brawley and his wife investigated social conditions in Liberia in 1920. Commemorations by two of his students were included: Dean of Shaw Univer-

sity, Foster Payne, and Professor of Morehouse College, Nathaniel P. Tillman.[98]

An editorial on the resignation of Albert Turner as president of Langston University in Oklahoma in 1939 illuminated the problem of division of authority between college boards and administrators. Turner accused Langston's Board of Regents of infringing upon presidential prerogatives and resigned within two days of arriving at the school. In addition to having been the registrar of Tuskegee Institute, Turner had been a member of the Commission on Higher Education of the Association of Colleges and Secondary Schools for Negroes and a contributing editor to the Quarterly Review of Higher Education Among Negroes. McKinney commended both Turner's qualifications and his decision to leave.[99]

In Turner's case, the Oklahoma Black Dispatch questioned the freedom of a specific board member to reside near the university when, by law, no board member of the University of Oklahoma or Oklahoma Agricultural College could reside within the same counties as their respective institutions. McKinney reported that another writer depicted Langston as "the last stronghold of 'white grafters.'" McKinney argued that the case may merely have been one of misinterpretation of duties. He concluded that the situation needed grave consideration because Langston was the only institution of higher education for black students in Oklahoma.[100]

The eulogy of Robert Moton was the subject of an editorial by Harold Adams. Moton had been commandant of Hampton Institute and principal (later dubbed president by the board of trustees) of Tuskegee Institute. He was president-emeritus of Tuskegee at the time of his death. Adams described Moton as a life-long friend of Booker T. Washington and his editorial was sentimental and couched in many Biblical references. It was a sincere farewell to one of the elders of black higher education.[101]

The editorials of the Quarterly Review of Higher Education Among Negroes commented on general debates in education. Woodruff assessed the conflict between social scientists and humanists as it was outlined by the Commission on the Social Studies of the American Historical Association and in the Annals of the American Academy of Political and Social Sciences versus the Modern Language Association of America and the Classical Association of the Middle West and South. The social scientists, as Woodruff reported, advocated education for social control. Educators in the humanities opposed them.[102]

Woodruff paraphrased the debate between Thomas Huxley and Matthew Arnold regarding the components and hierarchy of academic discipline. According to Woodruff, their compromise designated the humanities as legitimate courses of study and established scientific method as a legitimate process in every field rather than as a separate academic

subject. In terms of the current debate, Woodruff agreed with Plato's observation that education should serve the state, but said that organizing all curricula around social and economic concepts in the name of promoting democracy was not justified.[103]

Other debates seemed quite obscure. Woodruff asked, "Of what use might Dr. C.K. Ogden's Basic English be to black college students?" Ogden, of the Orthological Institute of Cambridge University, had designed Basic English as an international language. It used 850 terms in equivalency to twenty thousand words in general use. I.A. Richards of Harvard saw Ogden's dialect as a good base for teaching "the art of thinking with words." Woodruff saw an opportunity to improve the usage and critical thinking skills of black students and recommended the teaching of Basic English in black institutions.[104]

Analysis of Articles

The second era marked the beginning of shifts in interests among article contributors. The new profile of topics showed that the curriculum remained the major area of concern, but there was a strong increase in the number of references to higher education, race, and society. The number of articles on faculty issues doubled, raising this topic from twelfth to sixth place in rank in terms of frequency of appearance (see table 2, p. 62). Topics regarding federal law and government also rose significantly in fre-

Table 2--Frequency ranking of article topics: 1938-41

Rank	Topic	f
1.	Curriculum	43
2.	Higher Education	32
3.	Race	26
4.	Society	24
5.	Instructional Techniques	21
6.	Faculty	11
7.	Federal Government	9
8.	General Education	8
	Professional Research	8
9.	Guidance	7
	Administration	7
10.	Institutional Factors	6
	Students	6
	History	6
11.	Religious Factors	4
	State Government	4
12.	Community Relations	3
13.	Recreation	2
	Accreditation	2
	Organizations	2
	Library Facilities	2
14.	Texts and Materials	1
	TOTAL ARTICLES =	123
	TOTAL TOPICS =	248

quency from thirteenth to seventh place. Interest in general society made a modest move from ninth to fourth place.

Four new topic areas appeared: state law and government, accreditation and standards, library facilities, and women's issues. The journal also contained the reports and proceedings for several organizations which were formed in answer to these and other needs such as the Association of Deans and Registrars in Negro Colleges, the Association of Deans of Women and Advisors to Girls, and the Commission on Higher Institutions of the Association of Colleges and Secondary Schools for Negroes.

State governmental references emerged at the end of the depression in terms of three subjects: equitable disbursement of funds for teacher salaries between black and white systems, teacher certification, and poll taxes. References to state law and government became of greatest interest after World War II.

Accreditation and standards first appeared among articles during the second period of publication, but only in a single year, 1940. One article evaluated guidance programs among colleges accredited by the southern association. Another explored teacher certification programs. Unlike the editorial concerns in this area, references to accreditation continued only in a small number of articles (five) throughout the journal's entire period of publication.

Libraries at black institutions were grossly underbudgeted by both public funding and institutional allotment. Articles in this era began discussing the effect of library deficits on learning, research, teaching, and the development of professions. The developing professional role of the librarian was also discussed. The most definitive article both in this topic area and in terms of professional research was Lawrence Reddick's "Library Facilities for Research in Negro Colleges" (July 1940). The library as a topic was referred to in only seven articles during the journal's publication, but organizational reports of black librarian associations were occasionally included in later issues of the journal.[105]

"Religion in the Guidance of Women for Community Responsibility" was the first article to highlight women specifically as a topic. The title seemed to conceive of women's roles in the usual religious terms. By presenting the topic as a subject for guidance, the author seemed to have continued the idea that the institution was responsible for developing character, but by separately considering women, Ethna Beulah Winston seemed to imply the existence of a female character that differed from the male requisites. The needs, rights, or ideas of women constituents of black higher education were the topic of articles only five times during the term of the journal's publication. The articles appeared during the World War II and post war periods. Data

about women as a population subgroup were contained in numerous articles and organizational reports.[106]

Conclusions

Between 1938 and 1941, articles and editorials in the Quarterly Review emphasized the growing importance of the effect of governmental practices and policy on the growth of black higher education. The federal government was the subject of nine articles during the period. Federal law and agency operations were cited in seven articles in one year (1939) after the Supreme Court decision concerning the Gaines case. State law and government appeared as a component of discussion in articles and editorials in conjunction with other topic areas. Authors seemed to present law and government as mirrors of social policy and as the crux of many problems in organization, standardization, and finance for black colleges.

During this period, financial questions concerned factors in the survival of black institutions and assessments of the professional development of faculty and administration. Intervention into the financing of education at the federal level added a new dimension to the continuing debate over the separation of church and state with concomitant considerations of public versus church-supported schooling. Regional differences in the funding of public education for black students also made lack of church funding an issue of whether some black populations would receive

education at all. Federal financial contributions to private institutions were not yet forthcoming. The editors and contributors of the Quarterly Review saw in federal funding the possibility for surmounting the inequities of funding distribution for public education at all levels with a commensurate increase in the numbers and quality of candidates for black colleges.

There was a gradual relinquishing of administrative leadership and budgetary control in black institutions by foundation and mission boards to executives, an increasing number of whom were black, with varying levels of ability. Transition problems were addressed through the ubiquitous spur for change in the institutions during the era: standardization through accreditation. The advent of black administrators in black institutions was ardently probed on the editorial pages in terms of the administrators' relationships to governing boards, faculty, and institutional structure. The abilities of administrators to effect accreditation standards, particularly in budgetary matters, were strong ingredients in these commentaries.

Black education organizations began to review education survey results. With the entry of black professionals into the field of testing and measurement, articles on the interpretation of intelligence testing provided controversy. The needs and characteristics of black students were early areas of research consideration, but, late in the era, fac-

ulty and professional needs were added to the body of statistical knowledge concerning the populations that constituted the participants in black higher education.

A new view of students as actors rather than mere recipients of education was also a theme of the era. There was a long term change from religious or moral definitions of relationships of students to faculty toward democratic and professional characterizations. Many schools developed forums for student ideas. For a short period (1940-41), the journal offered a space for student opinion adjacent to the editorial comments and news items.

From 1938 through 1941, the journal seemed to have become established as a forum for consideration of many problems concerning black higher education. The contributors included many administrators and faculty of black institutions as opposed to the white foundationists and state government personnel of the previous era. While contributors to the journal seemed to consider even the most esoteric of topics, they were no longer inclined to present a solely white, traditionalist point of view. The perspectives of their contributions more often originated from uniquely black concerns rather than in response to mainstream propositions about education or the black population. As the period closed, higher education concepts regarding black institutions, populations, methods, professional development, and scope of curricula began to crystalize.

CHAPTER IV

THE WAR YEARS: 1942-1946

The declaration of World War II overrode consideration by the Quarterly Review of Higher Education Among Negroes of any previous educational question. The war disrupted progress, and posed new and serious problems for black institutions. The perspective of contributors to the journal during the period is revealed in their concerns about the long term goals and daily functioning of colleges for black students.

Editorials

World War II

In the first months of the war black colleges, as did other institutions of higher education, cast about for information and direction. Theophilus McKinney outlined the plans of larger institutions with reference to mobilization in order to discover what use might be made of facilities and personnel at black colleges.[107]

McKinney's report focused on training programs for the military and national defense. He outlined plans for maintaining the academic status of students entering the military, especially in awarding partial college credit for

military service. Some schools allowed students credit for current course work with minimum completion requirements. For remaining students, some colleges added physical education and conditioning programs, first aid and disaster courses, and intensive geography courses.[108]

The most significant change for college programs was the acceleration of the school calendar. The change often included acceptance of high school students after three and a half years, six- or seven-day class weeks, special summer school, and the twelve-month school year. Several colleges offered information services to communities to disseminate data from various government agencies' sources. The use of physical facilities for defense was most prevalent in land grant colleges. These schools were placed on twenty-four hour defense preparation operations.[109]

At Johnson C. Smith University, the emphasis was on the mental and physical preparation of students. Health lectures were held at chapel services, and plans were made to add nutritional essentials "to properly balance the diet within the limits of the institution." Compulsory physical education courses for male students were added. A class entitled the "Course of the War" was offered and courses in language, economics, and map making were revised. The issue of student morale was addressed through recruiting films, faculty-student forums, special guidance for draftees, and religious courses and activities.[110]

McKinney indicated limitations for the small liberal arts college in meeting the extensive programs that had been proposed. He suggested, however, that the small institution might manipulate the school year and add technical, biological, health, and adult extension courses. He reported the recommendations of an emergency conference of college administrators and government officials which suggested draft deferment of students in medical, technological, and science programs until completion of their course work. For other innovations, McKinney referred readers to the publications of the United States Office of Education and government emergency committees which offered information on services to children, including ways to meet special problems and child care needs.[111]

Again in October 1942, the Quarterly Review addressed the war era with questions as to how black institutions would cope with changes of program, tenure of male students, and college programs useful for the war effort. McKinney saw little government assistance in regard to these concerns. Because releases of government information were so infrequent, he advised black colleges to become community centers of distribution for government communiques. He saw a need for teachers and upper class students to become interpreters of the information to citizen groups and organizations.[112]

C. E. Boulware was a professor at Barber-Scotia and North Carolina State Colleges and a contributing editor to the journal. Boulware offered a more subjective vision of the war era. He perceived a sharp division between the pre-war era and the world in conflict. He disparaged world leadership for its lack of spiritual values, spiritual courage, and consecrated leadership. The new age would require a leadership with a world view of citizenship. He advised educational and religious leaders to "aggressively found and foster a new world order based upon the common dignity and equality and importance of all mankind." He accused these leaders of failure to stand for the new order by seeking to retard the progress of black people. He accused black leaders of holding positions of trust while trying to "keep in good" with white society by courting white prejudices.[113]

Boulware argued that, in light of America's past errors, only black people could properly envision and implement the great changes. But in order to become builders of a new world, black people would have to become builders of a new race. He stressed that the foundation for change should be faith in God and lead to mutual respect among all communities. Educated that black people should work toward making America a Christian democracy, he felt that to do otherwise would make the war-time chaos long lasting.[114]

Boulware criticized black leaders as "all too complacent, too easy to be satisfied, too selfish, too open for compromise. They (had) seen corruption and held their peace." He concluded that American democracy was "the only hope of the world," but depended upon the "tenth man, the Negro," and that this population must be led by trained Christian leadership in a call to Christian democracy.[115]

In July 1942, McKinney wrote a commentary on the war effort based on interpretation of constitutional law. He cited the constitutional definition of citizenship and the obligation of Congress to enforce its provisions (U.S. Const., Art. XIV, sect. 1 and 5); then he began an attack on wartime governmental policies that overlooked the status of black citizens. As an example, he then depicted the case of Hampton Institute and the United States Navy Department.[116]

Representatives from black land grant colleges held a meeting at Hampton Institute in June 1942. The delegates found that the navy had denied applications by black schools to establish in the Navy Enlisted Reserve (V1) programs for their students. Black students in integrated institutions also were denied access to college-based reserve training programs. The delegates appointed a committee and submitted a report to the naval representatives. One reported case involved a University of Michigan graduate with a master's degree in mathematics and additional graduate work, including physics at both levels. The man had been accepted for

training in radio communications, but was denied entry into the course when it was discovered he was black.[117]

In July, a joint committee in charge of recruitment programs for college students met with representatives of military service commands. The army was the only service branch which had made provisions for black students to complete special training while in college. McKinney depicted earlier circumstances of large numbers of black draftees leaving college campuses for military service with attitudes of pride in their contributions. He contrasted those instances with the more resentful demeanor of black people which resulted from discrimination and rejection. He projected grave consequences for black morale.[118]

By January 1943, black educators were making more organized responses to the requirements of war. The Commission on Higher Education of the Association of Colleges and Secondary Schools for Negroes became the key organization for articulating the war efforts of black institutions. Theophilus McKinney reported on the outcome of their December 1942 annual meeting. The commission reported on joint meetings of various war agencies and educational groups including the American Council on Education, several regional accrediting agencies and the departments of the army and navy. This group was developing plans for extending college credit for military service. Its goal was to avoid the type

of indiscriminate granting of course credit begun after World War I.[119]

In passing, the commission reported that directives from government agencies were being ignored or discarded. Members of the commission asked college presidents to scrutinize all mail and suggested that, in order to serve as information centers, black colleges needed to make better use of mass media and community organizations. College personnel could use their expertise to list resource material, make information packets and travel exhibits, sponsor discussion groups and leadership training, and enlist students to work for the centers.[120]

The commission reported on programs already in progress at black colleges. Defense efforts at Hampton Institute included training in auto mechanics and diesels for the War Department, and carpentry, ship-fitting, and gunnery training for the Naval Department. Virginia State College offered drafting and surveying and North Carolina A. and T. College offered electrician's training. These colleges received a stipend from the federal government for each student. The schools supplied faculty, quarters, and mess while the army supplied program administration. Atlanta University and some of its affiliates conducted a school for specialists with army personnel as instructors.[121]

The commission suggested that black colleges of similar size and characteristics use as a model Grinnell

College which rented college facilities to the army to house a training program for officers in administrative services. The commission reported that the army paid good compensation and promised to restore the facilities.[122]

There were 421 types of specialists needed for army service, according to the commission. The group deduced that general college military courses could not be adapted to such a wide range of specialties and offered examples of how highly specific training could be stripped of theory to prepare students strictly at the field operations level. The navy was now training black recruits for new ratings in skilled or technical positions, but had not yet offered them training for commissioned officers ratings.[123]

The commission closed its report by observing that almost all government agencies were willing to accept a liaison committee of black representatives to monitor policy formation in order to safeguard the interests of black people. The commission recommended that each black college appoint a faculty committee to monitor war agencies and to keep faculty, students, and community members informed of problems and issues. They proposed that all black colleges should offer use of their facilities for the war effort and cooperate with all organizations working for black progress. Their final recommendation was that black colleges prepare for the predicted post-war economic depression and its effects on black people. McKinney concluded by reporting

that, subsequently, the proposed liaison committee had been composed of representatives from the Association of Colleges and Secondary Schools for Negroes, the American Teachers Association, and the Association of Land Grant Colleges.[124]

In the summer following the report of the Commission on Higher Education, McKinney presented further evidence of the discrepancy between democratic ideals and wartime practices. He found that, once more, despite constitutional law and the expressed political goals of the war, black people being were discriminated against by those charged with upholding constitutional law. Young black men were being denied the opportunity to serve in the crisis and McKinney expressed fear that black people were also being excluded from post-war plans. From his view, the human dignity of this group of Americans was at stake.[125]

In the same editorial, McKinney reported on the resignation of Doxey Wilkerson from his position as professor of education at Howard University to work for the Communist Party. While McKinney commented on the reactions of Wilkerson's students and colleagues, he also remarked on others who had become disillusioned with society: Socrates, Rousseau, and Jesus Christ. Given the context of war and black disillusionment with American society, McKinney went on to endorse the kind of democracy which is practiced through good leadership and Christian values. He urged the

American educational system to produce the necessary leadership and to maintain those values.[126]

Curriculum

The ongoing curriculum debate took on a new aspect during the war. Both the perception of the readiness of black youth for military and defense mobilization, and the deficits in black professional training and leadership added fuel to the various positions.

In his treatise on the new world order, Boulware criticized black institutions which "for more than two decades [had] paraded under the caption 'Mechanical and Industrial'." He asserted that there was, instead, a shortage of black workers trained in agriculture, and mechanical and industrial trades. He derided the trend toward "academic, literary criteria." He argued that secondary trade schools are "too anxious to become liberal arts colleges, colleges offering trades are too anxious to become graduate schools." In his analysis, black Americans were becoming literate, but were not learning to work. He saw the machine as the base of production and felt that there was a need for black education to be oriented toward machinist training.[127]

It was Boulware's opinion that after seventy-five years of higher education among black people black leadership had failed to establish secure economic and political positions, model Christian leadership, or ready black youth

to make a living. He saw black leadership as heir to the same political intimidation as the uneducated black population which did not know its rights and responsibilities. He found black leadership too concerned with academic degrees and as having little regard for social usefulness in education.[128]

In April 1943, the Commission on Higher Education of the Association of Colleges and Secondary Schools for Negroes agreed to look at several major reports on the problems of black youth in order to determine what impact the reports should have on curriculum and to devise a functional interpretation of the studies. One of the advisors to the commission was Dr. Ina Brown, who had worked on United States Office of Education National Survey of Higher Education among Negroes, under Ambrose Caliver who devised many of the agency's educational surveys. Another was Dr. Charles Johnson who contributed to the Carnegie study, "The Negro in America." Comprehensive and scientific study of the problems of higher education for black Americans was well established.[129]

McKinney had looked for a plan to "clinically treat" such specific problems as occupational objectives in college work, status and personal relations in college, color status, and economic security. He hoped the commission's study would influence curriculum especially in psychology, child study, and social sciences. McKinney agreed that curricular

changes should be made because black college graduates were entering the world ignorant of the basic problems of the black population. McKinney hoped that rather than new course work, one outcome of the commission study would be a manual which outlined possible uses of material, suggestions, and points of view provided by the original reports. When faculty were equipped with such a guide, a logical basis for McKinney's "treatment" could then be supplied.[130]

Even before the end of the war, educators began to conceive of the impact of demobilization on school populations and curricula. Several new perspectives on goals and curricula were amalgamated into the planning. Two innovations were the concept of general education and the life education movement. General education referred to a new curricular approach. It involved the development of a broad course of study as a foundation for later specialization. Life education entailed combining academic and practical skills as an approach to preparing students for life in modern society.[f]

The concept of general education was introduced in a 1945 editorial as an adjunct to junior college reform. Thomasson delineated the design of general education as it was being formed in high school and college programs. There

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[f]General education is distinguished as a term in this study from the concept as described in the editorials of this era. In the content analysis of articles in this study, general education refers to educational issues outside of higher education.

were predictions that demobilization of wartime production would produce large numbers of new high school graduates who could not be absorbed by industry. Thomasson advised that "their time must be wholesomely occupied, for their own good and that of society." He warned against specialized occupational training which might meet immediate job requirements, but was too narrow for a rapidly changing economy.[131]

Thomasson examined the Fort Valley State College way of conceptualizing college life. As an apparent hybrid of the "life education" movement it provided one of the most innovative approaches to post-war curriculum development. In his editorial, Thomasson first summarized the attributes of an earlier instrument. The Fort Valley College Scope Chart had been intended to enumerate and conceptualize college life in terms of the processes of living. He found the original instrument difficult to use. There was a wide gap between the listed concepts and the actualities of college life. Thomasson then analyzed a revised chart which listed activities designed to meet the objectives. The activities had been made a requirement in that students had to earn 180 quarter hours of academic credit and 180 quarter hours of activity credit for graduation.[132]

Thomasson commented on the complexity of the plan and increased work load for faculty. He questioned the ability of its promoters to correlate college experience with every single aspect of life in general while monitoring

the legitimate implementation. He indicated that the program might possibly promote invasion of privacy. Thomasson maintained that while the plan might not be perceived of as "college," it introduced ideas which might anticipate the needs of increased college enrollment after the war. He believed that the predicted influx of students would parallel changes in schooling brought about by the post World War I increase in enrollment of high school students.[133]

Thomasson portrayed the Fort Valley plan as an answer to the potential change in characteristics of the student population. He predicted that the traits of post-war students would "dig deeply into the population pyramid and include many youth who have not come from environmental backgrounds which shaped them as balanced personalities, needing only the academic experience of college." Thomasson praised the revised Fort Valley program as an example of innovative ability and courage in the face of a tendency for black colleges to closely adhere to tradition. He closed by recalling that while traditional colleges offered rich experiences, their traditionalism often precluded progressive changes in significant areas of contemporary life.[134]

Another editorial on general education considered the returning soldiers who presented their own specialized problems. Their widely varying pre-service training and systematic in-service training experiences would require

colleges to design new programs to suit their needs. The armed forces worked with the American Council on Education to produce A Design for General Education which offered ideas for programs for former members of the armed forces. Thomasson quoted the publication's definition of general education as "those phases of non-specialized and non-vocational education that should be the common denominator of educated persons as individuals and as citizens in a free society."[135]

Thomasson determined that the publication's goals were behavioral rather than definitive of an academic field and that its objectives provided the "tools for achieving effective performance of the goals." He observed that the final section gave 130 pages of course outlines and bibliography. Thomasson seemed to express doubts about the place of the general education concept in higher education. He perceived A Design for General Education as a source of suggestions, not a rigid plan. He conceded that the immediate definition of general education was adequate as none other was forthcoming. He commented that the pamphlet displayed functional aspects of content. He referred to the "lofty membership" of the committee of authors as illustrative of academic respectability of the proposal.[136]

Veterans

The return of World War II veterans was a critical point of change in black institutions. McKinney indicated

that institutions of higher education had expected to confront veteran demands for curricular change, control, and special adjustments. What the colleges met, in McKinney's opinion, was acceptance on the part of returning GIs whose expectations of higher education were similar to those of nonveteran students in terms of the programs and activities. He noticed that veterans expected liberal arts colleges to supply traditional forms of knowledge, but tended to want specific training rather than four year degree programs from technical schools.[137]

In analyzing the problems of the era, McKinney placed special emphasis on post-war shortages in housing and qualified faculty, but added that these factors in black higher education were not solely a trait of the post World War II veteran population explosion. He extended the analogy of veterans' responsiveness to good schooling to the need for good education for all American youth.[138]

In July 1946, World War II veterans were, again, the topic of editorial comment when McKinney noted the lack of educational facilities necessary to meet the post-war demand for higher education. Veterans and other students displayed the motivation and government had provided the funding; unfortunately, college resources were lacking. McKinney perceived the overcrowding of facilities as an opportunity for black colleges to cease competition for student enrollment and improve the quality of college work through selec-

tivity in admissions. He felt that out of necessity black colleges had been "charitable" in evaluating applicants and "lenient" in the name of democratic principles. He questioned the right of any student to receive a higher education solely because he had applied. McKinney cited the waste of society's resources and the need to carefully consider who might be fit and capable as reasons to change admissions practices.[139]

In the October issue, McKinney continued the consideration of the impact of World War II veterans on college enrollment. He reiterated the lack of preparedness on the part of institutions to meet veterans' needs and reported that 50 percent of the student body in some colleges were veterans. In describing the nature of the post-war college environment. McKinney listed such factors as facilities for married students and families, differences in experiential background between veteran and nonveteran students, the seriousness with which veterans pursued college programs, and the crisis of teacher shortages. He reminded readers that current adaptations would determine the future status of the institutions and expressed the hope that continued high standards would justify the confidence of the new population of students in higher education.[140]

Organizations

Organizations for black educators continued to increase in number and influence during this period. Re-

ports of their meetings continued to be a feature of the journal. Editorials continued to emphasize organizational concerns.

In the midst of war, the Association of Colleges and Secondary Schools for Negroes was to mark its tenth annual meeting in December 1943 at Bennett College. In anticipation of the event, McKinney offered a brief history of the organization and noted the role in black education of its two commissions: the Commission on Higher Education and the Commission on Secondary Schools.[141]

In 1944, McKinney reported that the Association of Colleges and Secondary Schools for Negroes proposed the publication of several reports including one on the progress of the parent organization over ten years, another on post-war planning, and still others on the use of black colleges by the armed services. McKinney found that the organization's greatest need was to confront ongoing problems of accreditation and mentioned that Dr. Buell Gallagher chaired a committee on the continuing problem.

McKinney reported on the activities of the eighteenth annual Conference of the National Association of College Deans and Registrars in Negro Schools held in March 1944 at Winston-Salem Teachers' College. He remarked on the organization's role in resolving the "'cut throat' competition, petty jealousies, antagonism, and other unwholesome influences which tended to retard the development of higher

education among Negroes" and which had previously existed among black educators. He listed several major accomplishments of the association.[142]

In McKinney's estimate, the deans' organization had promoted cooperation between administrators of black colleges through personal interaction, promotion of professional growth, role definition, and cooperative fund raising. In his opinion it had been instrumental in implementing the standards of the Southern Association of Colleges and Secondary Schools. He observed that the deans' group explored the problems of students and that interest in the continuation of intellectual growth among their own membership of administrators was passed on to faculty.[143]

According to McKinney, the deans' association was the first organization of black educators to publish its full proceedings and to continue to publish them each year. He said, "It is difficult to know the problems and attitudes of the early pioneers in the higher education of Negroes because there was no organ through which they expressed themselves." According to McKinney, the Quarterly Review of Higher Education Among Negroes rectified this by its policy of providing space for the publication of the minutes and proceedings of organizations of black educators.[144]

In June 1944, at Spelman College, the National Association of Deans of Women supported by the Commission on Higher Education of the Association of Colleges and Secon-

dary Schools for Negroes and the General Education Board offered a conference on "Current Problems and Programs in the Higher Education of Negro Women. Dr. Flemmie P. Kittrell, Dean of Women at Hampton Institute, and Miss Florence M. Read, president of Spelman College, organized the meeting. Dr. Ira De A Reid [sic], professor of sociology at Atlanta University, directed the program. The deans of women wanted to determine the pre-war status of black women in higher education, review current war-time college programs, and propose post-war directions. Basic questions concerned goals and problems in the education of black women, needs that had been emphasized by the war, and women's needs in the post war society. McKinney published the program of the conference and commented on the need for changes on college campuses since the induction of the male student popu-lation.[145]

The National Association for the Advancement of Colored People sponsored annual meetings for youth. The first conference to include college delegates met at Virginia Union University in 1944. The young people reviewed world topics and information "not found in textbooks" and received leadership training. Youth councils were formed made up of persons active in their communities; they were not directly tied to collegiate institutions. McKinney welcomed the idea of interaction between college students and people of the community. He advised colleges to or-

ganize college NAACP chapters in order to continue participation in these conferences.[146]

The July 1945 issue of the journal published papers presented at the tenth annual Conference of the Association of Social Science Teachers in Negro Colleges. The association had been organized under the sponsorship of Johnson C. Smith University in 1935. McKinney presented a list of topics discussed during the first decade of meetings of the association and keyed it to volumes of the journal.[147]

The April 1946 issue of the journal was devoted to the activities of the all black membership of the Alpha Kappa Mu Honor Society. The issue's editorial questioned the continuing practice of organizing separate black and mainstream scholastic societies, and it introduced the possibility of the establishment of mainstream honor societies on black campuses. The author recalled the controversy that had arisen twenty years before which resulted in a resolution by a major (unnamed) national honor society to accept qualified black students in racially mixed institutions without prejudice. The organization, however, had by no means conceived of establishing chapters in institutions founded for black students. The editorial described a change in the quality of administration, personnel, and facilities at black colleges in the interim which indicated that the time may have come to seriously consider black schools' participation in mainstream honor societies.[148]

Personnel

Mary Jackson McCrorey, the wife of the president of Johnson C. Smith University, died on 13 January 1943. She was eulogized by the journal's editors and by community sources. Mrs. McCrorey and her nurse had been killed in a fire at her campus residence. Through several sources, McKinney offered a biographical synopsis of Mrs. McCrorey's achievements in her own right.

Dr. Buford F. Gordon of the AME Zion Church wrote of how Mary McCrorey had been educated at Atlanta University and had done graduate work at the Harvard University Summer School and the University of Chicago. She had taught at the North Carolina State Summer School conducted at Johnson C. Smith University and had conducted positions with the Phyllis Wheatley YWCA, the Relief and Welfare Association, the International Council of Women of Darker Races (associated with Mary McCleod Bethune), the Inter-Racial Conference, President Hoover's Better Homes and Home Ownership Commission, the State Welfare and Public Charities Commission, the Council of Negro Women, the Executive Board of the Congress of Parents and Teachers, and several other local and national organizations.[149]

Dr. Buford reported her most recent activities in behalf of the West Charlotte High School for black students. Mrs. McCrorey had helped coordinate resistance to erecting the school at a location that was virtually inaccessible to

the students. She had been able to find a more aesthetic location on a main thoroughfare and had influenced authorities to build the school there. The Charlotte News and Charlotte Observer also contributed eulogies on Mrs. McCrorey to the journal edition.[150]

In October 1945, McKinney summarized the career of Dr. Thomas E. Jones, president of Fisk University. Dr. Jones was leaving Fisk after twenty years to accept the presidency of his alma mater, Earlham University in Richmond, Indiana. He had begun his presidency at Fisk in 1926 where, as Mckinney stated, he mediated "a period of general unrest among students, faculty, alumni, and friends of Fisk." Dr. Jones was a leader in the movement for accreditation of black schools and was instrumental in getting foundations to contribute funds for the effort. He obtained financing for an institute at Fisk to train deans, registrars, and business managers. Under Dr. Jones' administration, the Fisk University Library was built. Through his efforts, the university became the first black institution to be accredited by the Southern Association and the first on the approved list of the Association of American Universities. Dr. Jones had encouraged the first conferences at Fisk on community interracial relations. McKinney recollected that during Dr. Jones' tenure, Fisk "initiated one of the finest worship services held on Sundays anywhere." [151]

Analysis of Articles

During the war years, almost one-half of the articles of the third period concerned societal topics (see Table 3, p. 92). History became a dominant subject. More than one-third of the articles specified racial references. Curriculum remained a strong area of interest, but slipped to third place in terms of frequency rank. Authors of articles continued to develop concepts relevant to higher education. Religious and moral concerns, which previously had waned as topics of interest, rose from eleventh place in the prior period to fifth place during the war. Health, professional training in fields other than teaching, and veteran's issues emerged as new topics.

Historical factors of education, American and European culture, and personal biographies were considered by an increasing number of articles. Most of these articles provided context for some higher education problem or achievement. They involved race and specific countries, states, or regions (particularly the South). Some historical contributions, however, merely explored topics of general interest or represented recent research and publication. Studies which seemed of particular interest to higher education concerned historiography and the black perspective. These analyses articulated a need for black teachers of social science to examine their perspectives and curricula at both the secondary and higher levels. The authorship of these

Table 3--Frequency ranking of article topics: 1942-46

Rank	Topic	f
1.	Society	66
2.	Race	55
3.	Curriculum	35
4.	Higher Education	20
5.	Religious Factors	12
6.	Faculty	10
7.	History	9
	Veterans	9
8.	Institutional Factors	8
9.	Students	6
	General Education	6
	Organizations	6
10.	Guidance	5
	Administration	5
	Federal Government	5
11.	Instructional Techniques	4
	Specific States	4
	Community Relations	4
	Professions	4
12.	Athletics	3
	Professional Research	3
13.	State Government	2
	Health	2
	Women's Issues	2
14.	Recreation	1
15.	Accreditation	1
	TOTAL ARTICLES =	139
	TOTAL TOPICS =	287

articles showed the network of relationships between the Quarterly Review of Higher Education Among Negroes and such organizational publications as The Journal of Negro Education and Journal of Negro History.

Only four articles on physical and mental health ever appeared in the journal. The two which were published during the era of World War II were "Mental Hygiene and the Development of Attitudes at the College Level," and "The College's Post War Program with Reference to Athletics and the College Health Program."[152153]

Professional development and training in fields other than education became an ongoing area of concern in the articles as well as in the editorials. Some article reference to professions appeared in every subsequent period of the journal's publication. During the war years, four articles were featured on the topic. Their focus was the effect of the Gaines decision on the access of black college graduates to graduate and professional schools. During the history of its publication, fifteen articles on non-teaching professions appeared.

The most significant article on professional opportunities for black Americans was Martin D. Jenkins' work, "Implications of the Findings of the National Survey of Higher Education of Negroes for Curriculum Development in Negro Schools." He explored the nature and availability of graduate and professional preparation in black colleges.

Jenkins continued to examine the subject in ongoing contributions to the Quarterly Review of Higher Education Among Negroes and The Journal of Negro Education. He had been on the faculty and administration of several black colleges. From 1940 through 1941, he was senior specialist at the United States Office of Education under Ambrose Caliver. He was president of Morgan State College from 1948 through 1970. He subsequently became director of the Office of Urban Affairs of the American Council of Education.[154]

The journal published a total of sixteen articles concerning veterans' needs and programs. Nine appeared in the journal volumes printed between 1942 and 1946. The initial articles concerned the needs and perspectives of the soldier. The next articles analyzed the efforts of the schools to plan for the enlistment and return of the men and woman in military services. The final articles focused on specific governmental programs as they operated in various black colleges. The character of the veteran as student was also given attention toward the end of the period.

Conclusions

Analysis of the contributions to the Quarterly Review of Higher Education Among Negroes shows that during the years of World War II they exhibited fundamental changes

in perspective on numerous questions. After their initial expressions regarding war and mobilization, the uniquely disadvantaged social status of black Americans, especially with regard to education, was clearly the paramount consideration of the authors.

Social issues were predominant topics in both the editorial and article content areas of the Quarterly Review during World War II. As America prepared for war, the black colleges prepared to make their civic contributions. At the same time they considered the possibility of losses of faculty and student personnel too dear for institutions whose resources were already marginal. The subsequent racism experienced by the black population and its educational institutions was a powerful leverage for changes in black perspective. In no other period did the topics of society and race appear as frequently among the articles. The editorials were more open and direct in scrutinizing and criticizing the status of black Americans and their opportunities for education and participation.

Contributors published articles concerning projected needs for the national population in defense, housing, educations and conscription. The readiness of black men for military service was a matter of grave concern. Lack of education and professional training consigned even those black men who were accepted to the lowest ranks and most menial tasks. Women's issues reappeared as topics from the

perspective of higher education needs during the war and as the general study of discrimination in the defense plant. Specific references to women's needs in both editorials and articles remained limited.

While black educators were cautious in their deliberations, they seemed to view government planning for demobilization and post-war development as a new opportunity for proponents of black higher education. Articles and editorials explored ways for colleges to use veteran and demobilization funds to develop their physical plants and academic programs. The veterans' programs expanded opportunities for the escalating numbers of veteran and non-veteran students and for the increased numbers of faculty required to serve them.

Veteran characteristics and needs were specifically addressed in articles and editorials. The opinions of black veterans were of particular interest in relation to the kind of society black soldiers would return and how they might be able to take advantage of projected opportunities. Black educators generalized from veterans' considerations to possibilities for the total population of black people in the United States in terms of both need and opportunity, especially those possibilities that federal intervention provided.

By the end of the war, national reaction to fascism and totalitarianism evoked introspection in American institutions. Faculty members and students gained new opportunities to influence education operations and policies. While black institutions strove to achieve democratic ideals within their own institutions they, once again, took notice of the differences between American paradigms and practices.

During the closing of the war era, colleges were seen as places to accommodate unemployed youth and returning veterans. Developers of curricula, therefore, began to consider nonacademic aspects of college life in an effort equalize the social coping skills and experiences of disparate segments of student populations. In terms of the era's innovative trends in education, black educators were no less susceptible to the possibilities of curricular proposals in general education, life education, and traditional academics than any other group. Restructuring of the junior college curriculum was seen by authors as an opportunity to distinctly define the role of small four-year liberal arts colleges, especially the black schools, as institutions of higher education. Instead of requiring colleges to offer preparatory or trade programs, the new perspective on junior colleges allowed the small colleges to confine their resources to liberal arts or graduate and professional education.

Black professional and academic organizations continued to be vehicles for development and change. These groups grew increasingly concerned regarding segregation of black organizations and schools from the mainstream of American education. At the same time, the groups were apprehensive about losing such positive aspects of their separate existence as the provision of black role models of leadership, emphasis on the unique history and needs of black students, and innovative coping models which even mainstream institutions might have found useful in that time of rapid change in education.

Finally, the editorials continued to consider the loss of seasoned leadership in black higher education. In addition to death, losses occurred because of the growth in opportunity for black educators to pursue professions other than teaching and the political disaffection of such black education leaders as Doxey Wilkerson.

CHAPTER V

THE NEW WORLD: 1947-51

During the post-war era, a new orientation toward black higher education became immediately apparent in the ideas and concepts discussed in both editorials and articles of the Quarterly Review. Research into student traits and expectations rather than the characteristics of institutions or professional leaders became a new focus of the various contributions to the journal. Accreditation remained a significant functional factor in black colleges, but initiatives by black leadership in this area recast the problem from a new perspective.

Editorials

Students

In January 1947, McKinney offered a new concept of the role of education in the character formation of students by including citizenship as factor. He defined a need for reexamining the fundamental traits of character in terms of the prevailing theory on socially maladapted youth. He suggested that teachers and other leaders could instill self-respect in youth by emphasizing personal integrity, proper relationships between unmarried men and women, and good

manners in the form of respect for individual differences. He found that in the process of becoming progressive and releasing the past, significant ingredients in the character of black youth had been lost. He concluded that, most of all, young black people needed to be encouraged to exercise political and civil rights. Government, he asserted, was part of life from birth to death. Good citizenship required full participation in society and education was the means of developing citizens of the "highest order."[155]

In April of 1947, McKinney commented that shaping the lives of black students through education required the study of political science. He referred to a deficit among black colleges in political science course offerings by indicating that only Howard University and Johnson C. Smith University offered major studies in the field. He concluded that, in a representative democracy, black youth must be taught to align with "constructive and progressive forces" to select officials who would safeguard the rights of all. He denoted the skillful exercise of the franchise as the strongest means to the achievement of freedom.[156]

Organizations

The new orientation toward students was also an integral factor in organizational developments. As a second theme of the April 1947 editorial, Theophilus McKinney commented on new efforts by the organization of black educators to offer students opportunities to express their own

needs. He noted that the topic, "What the Student Wants," was the focal point of a joint conference at the eighteenth annual meeting of the Association of Deans of Women and Advisors to Girls in Negro Schools and the twelfth annual meeting of the National Association of Personnel Deans of Men in Negro Educational Institutions. McKinney reported that, at the conference, students from Tuskegee expressed the desire for the freedoms guaranteed under democratic governance. They disparaged the discrepancy that existed between their lifestyles and those in keeping with American ideals.[157]

In addition to the greater emphasis on students, the journal continued to pursue older recurrent themes. The October 1947 issue contained the Twentieth and Twenty-first Proceedings of the Annual Meetings of the National Association of College Deans and Registrars in Negro Schools. In the editorial for that issue, McKinney commended the organization's work. He reminded readers of its role in getting the southern association to consider the accreditation of black schools and of its efforts to serve both accredited and unaccredited schools. He reported that a history of the organization was being proposed for publication and promised that future issues of the journal would contain excerpts of interest to the readership.[158]

The July 1948 issue of the Quarterly Review contained the "Proceedings of the North Carolina Negro College

conference and the Alpha Kappa Mu Honor Society for Black Institutions. McKinney again raised the matter of racially separate honors societies by indicating that there were no chapters of Phi Beta Kappa on black campuses. He observed that Alpha Kappa Mu had maintained high academic standards and kept close organizational ties with members of the North Carolina Conference. McKinney classified these associations as solid organizations which could provide a means for Phi Beta Kappa to establish chapters on black campuses.[159]

The October 1948 editorial marked the founding of the United Negro College Fund as an effort to address growing financial problems for black private institutions. The competition for funding to attract well-qualified faculty, provide adequate library facilities, and meet accreditation standards was taking its toll on smaller colleges. The editorial questioned the continued role of the southern association in raising standards and the seeming indifference of black alumni associations to the financial status of black institutions.[160]

Accreditation

The April 1949 editorial suggested that after the 1929 initial appeal by black college representatives, the Southern Association of Colleges and Secondary Schools for Accreditation Black Institutions had expected to enjoy the same opportunities for development as white institutions. After twenty years, however, little progress had been made.

citing Christian and democratic values, the editorial called not just for standardization, but for desegregation as a requirement for progress in education for black people.[161]

By January 1950, in a final condemnation of the historical relationship between the Southern Association of Colleges and Secondary Schools and black institutions, the author of the editorial cited the failure of the association to include black schools in its membership despite the fact that it accredited those institutions. The editorial went on, however, to acknowledge the "grand job" the rating committee did in accrediting sixty-nine black colleges and 145 black secondary schools in the region. It also praised the resultant creation of the Association of Colleges and Secondary Schools for Negroes whose institutions, as a means of insuring standard practices, were required to have southern association accreditation for membership.[162]

The author went on to report the proceedings of the sixteenth annual meeting of Association of Colleges and Secondary Schools for Negroes during which a committee reported on the black association's relationship to the southern association. The membership projected a need for change. Dr. Bietell of Talladega College subsequently represented the black institutions at a meeting of the southern association in Houston. His presentation "Knocking at the Door" addressed the issue of full membership for black schools, including participation in meetings and de-

liberations, and involvement in mutual educational problems of the region. By comparison, Bietell referred to the irony of progress in other southern organizations such as the interracial composition of the Southern Sociological Society and the irony of the ease with which white and black labor leaders, and brewers associations met to discuss their mutual concerns.[163]

The editorial endorsed Bietell's suggestion that even if black educators could not be immediately invited to full membership in the southern association, they could be invited to participate in the professional functions of the association's next annual meeting. Bietell suggested that if this second option were impossible, the organization would appoint a committee to meet with a similar committee from the black education groups to consider a cooperative endeavor to improve schools. In his final appraisal of the need for Bietell's recommendations, the author chided southern white education leaders for being the last to recognize the constitutionally ordained rights of black citizens.[164]

In April 1950, McKinney noted that the southern association had failed on the issue of color in the southern association, to include black institutions in full membership. He then pointed to the fact that black educators could carry out a program of self evaluation that would be "far more extensive and effective" than the southern association current system of monitoring.

He outlined the plan of the North Carolina State Committee of the Cooperative Study of Secondary Schools Standards. The committee had been formed in 1933 and had reported its findings in 1939. It had studied curricula, activities, library resources, services, teaching and administration, plant facilities, and graduation requirements. The North Carolina State Department of Public Instruction advocated the use of the resultant plan in its high schools.[165]

McKinney found that a second public education effort in North Carolina provided another plan of self-appraisal which had created visible improvement in the long term functioning of secondary schools. He suggested that black colleges adopt some similar method of self-assessment. He reasoned that internal surveys allowed faculty to determine for themselves whether they had met their own objectives. According to McKinney, self-assessment allowed colleges to openly acknowledge their weaknesses and to freely determine what to do about them.[166]

In January 1951, McKinney marked the progress of black higher education in the thirty-five years following the Thomas Jessie Jones report. He specifically mentioned the increase in publicly supported education which allowed black institution to invest in several areas that needed improvement. McKinney continued in this editorial to recount the evolution of models of self-evaluation and the

positive nature of their outcomes as new indicators of progress. He praised faculty-initiated conferences and surveys which resulted in new philosophy and objectives for their colleges.[167]

McKinney identified new stimuli for scholastic excellence which had emerged through the growth of national and departmental honor societies. McKinney recollected how the black Alpha Kappa Mu honor society had been established when black students were not admitted to Phi Beta Kappa. Several academic organizations had encouraged scholarship within students' chosen fields. He recalled the efforts of the Central Intercollegiate Athletic Association to bring amateur status to sports in private colleges in the attempt to improve the educational programs of the schools.[168]

Finally, McKinney noticed an increased spirit of mutual cooperation among alumni and supporters of black institutions as indicated by the work of the United Negro College Fund. He concluded that black colleges were to be "commended all the more because (these improvements were) not being done in anticipation of an examining committee from the regional accrediting agency."[169]

Faculty

The status and professional values of faculty in black colleges continued to be an issue for editorial comment. Expanded opportunities for higher education required concurrent exploration of possibilities for specialization

in curricula and instructional techniques, and increased support for the nonacademic needs of faculty.

In July 1947, Maurice Thomasson celebrated new increases in salary for black teachers. He felt teaching was becoming more attractive as a career to new college applicants. He predicted a surplus of degree holders, even in the previously understaffed fields of science and mathematics. He felt that, with a larger pool of candidates for admission, black colleges could be more selective in accepting students for teacher training. In turn, the work of teaching graduates in the schools would improve the quality of future college student bodies in general. He recounted the previous complaints by personnel in black institutions to the effect highly intelligent students lacked good educational backgrounds. Thomasson recalled a historical cycle in which black colleges produced poorly trained teaching graduates whose students, in turn, were poor candidates for the institutions. He concluded that improved teacher education would, in the long run, improve the intellectual base of black institutions of higher education.[170]

In April 1948, W.S. Maize appealed for change in staff assessment methods with religious admonitions and listed traits of good character in outlining a code of ethics for monitoring the performance of college teachers. He directed his ideas primarily to administrators as a list of "dos and don'ts" for professional conduct. His editorial

was a plea for explicitness, respect, less formalism, and more purpose in supervisory contacts between administrators and faculty.[171]

In July 1950, McKinney asked, "What shall we teach?" in response to fears of communism which led to classroom restrictions in the post World War II era. He set as a premise the idea that controversy over democracy vs. communism was acceptable as long as it was carried out according to democratic principles. McKinney found, however, that in 1950 teachers were afraid to teach according to their beliefs. He made several suggestions about the responsibilities of school boards and administrators to insure teachers' rights.[172]

First, according to McKinney, schools should scrupulously screen teachers as to their backgrounds and subscription to democratic principles. Afterward, teachers should be trusted to organize the content of their courses according to their objectives. McKinney contested the practice of easily labeling educators as communistic and, thus, jeopardizing their livelihoods. He felt that successful education was endangered by fear of ideology and lack of confidence in faculty members.[173]

McKinney concluded that it was the boards of education as well as the general public who should be educated to escape narrow mindedness in the interest of instilling youth with democratic ideals. In his ideal society, young people

would freely choose and practice democratic ideals in order to solve social controversies.[174]

Society

In July 1949, McKinney used a dual argument to analyze the impact of mandated segregation on black institutions of higher education. He reminded readers that the Supreme Court endorsement of "separate but equal" provisions had failed to eradicate inequality of opportunity. At the same time, he enumerated ingenious steps taken by black institutions to improve standards and provide education at all levels to the black populace. These techniques, according to McKinney, contributed to improvements in the quality of instruction which, in turn, allowed graduates of segregated institutions to excel in many areas other than education.[175]

McKinney concluded that the single answer to both inequality and maintenance of high standards was free access to all facilities by all groups. He cited the North Carolina Negro College Conference recommendation that all universities and colleges in North Carolina admit students without regard to race or religion. He recognized new efforts by public boards to the address the issue, but admonished that they should have the courage to confront this violation of democratic ideals. McKinney expressed the idea that students needed to mingle and consider their "backgrounds, problems, cultures, hopes, and aspirations."[176]

The fact ten years had passed since the Supreme Court Gaines decision motivated McKinney to comment on the requirement by southern states that the public supported black colleges provide graduate courses. He recalled the reactions of black educators who had felt that existing black institutions should be first strengthened and brought to the highest level of performance at the undergraduate level. They had suspected that a requirement to provide program without improvement would only result in inadequate and under-supported programs for black graduate students rather than equal opportunity for professional training. McKinney admitted that he also had held such an opinion until he taught as a guest professor for a seminar for principals at Prairie View (Texas) in 1940.[177]

McKinney said that his early experiences in Texas and his 1949 experience at Florida A and M College had altered his point of view. He had decided that, as long as segregation and lack of opportunity for black students remained, graduate courses should be provided at black institutions, especially for continuing teacher education and undergraduate education majors. He had found the experiences to be of mutual value for seminar instructor and students in discovering and shaping education policy for black institutions. In his editorial, he again commended the creativity of black teachers in meeting the educational

needs of their students in spite of the inadequate provisions of the segregated school systems.[178]

Values

Demonstrable values as indicators of personal educational achievement remained a topic for editorial discussion in the post-war era of the journal. Various editorials by William S. Maize intermittently explored the relationship of education to general values. Maize was a moralist who often expressed solutions to both grave and mundane problems in black higher education in terms of maxims and personal ethics.

In October 1950, Maize supplied a homily on thankfulness for God's gifts. He spoke of Joseph (son of Jacob) and Copernicus regarding their appreciation of the heavens. He described Thoreau's lonely commune with nature and Sweitzer's artistic pursuits in the midst of his service to the Africans. Maize's objective in bringing attention to the gratefulness of these paragons was to call for readers to give common courtesy to their fellow human beings. He suggested that readers draw up a list of things in their lives for which they were thankful. Through appreciation for all things in life, he suggested, one becomes aware of God.[179]

Later, in April 1951, Maize recommended that educators and learners increase their vocabularies. It was his assertion that test data proved that vocabulary was a valid

indicator of knowledge and intelligence. Reading and frequent dictionary use were good means of acquiring an extensive vocabulary, according to Maize, but posed problems for independent student study. Students needed assistance in deciphering technical terms and lengthy dictionary meanings. Maize suggested classroom techniques for improving students' vocabularies through grouping of words with like stems, clarifying of homonyms, and grouping of words by functional classifications.[180]

Personnel

Henry L. McCrorey retired in 1947 after forty years as president of Johnson C. Smith University. The January 1948 issue of the Quarterly Review was dedicated to him. The issue's editorial pages outlined significant events in higher education for the black population of the United States and highlighted the role McCrorey played in bringing them about.

McKinney began his commendation of McCrorey's career with the historical background of black higher education. He listed the Emancipation Proclamation of 1863, the establishment of the Bureau of Refugees, Freedmen and Abandoned Lands in 1865, and the role of religious denominations in establishing education for freed slaves among the early signs of progress. McKinney provided greater detail about the Morill acts and the philanthropic societies.[181]

The core of McKinney's presentation was the Thomas E. Jones report (1911) on the scope of education for black people and the history of efforts by the Association of Colleges and Secondary Schools for Negroes toward accrediting black schools. These two accounts were basic to his analysis of the importance of the development of black professional education organizations. McCrorey, Johnson C. Smith University, and the personnel of the Quarterly Review were strongly associated with the origins of these associations.[182]

In substantiating his histories and interpretations, McKinney cited sources such as the U.S. Office of Education studies on vocational education and guidance for black students (Bulletin 1937, no.38), and the American Youth Commission Studies on the personality development of black youth. He recommended Gunar Myrdal's research on the quality of black life which he completed for the Carnegie Commission.[183]

McKinney concluded his presentation with recognition of developments in the professional administration of black institutions. He referred to McCrorey's role as one of the first and most successful black administrators of black institutions. He concluded that McCrorey's performance engendered the confidence of boards and foundations in the ability of black people to take leadership in their own institutions.[184]

The July editorial of 1951 was an obituary for Henry Lawrence McCrorey, president-emeritus of Johnson C. Smith University. He was dubbed editor-emeritus of the Quarterly Review of Higher Education Among Negroes. McCrorey had died 13 July 1951. Moses S. Belton provided a picturesque account of his death and funeral. McCrorey's death attracted national attention and the service was attended by a multiracial group of dignitaries.[185]

Robert Lee Webster gave an extended account of his personal experiences with McCrorey. His recollections depicted McCrorey as an educator of great leadership ability who took personal interest in his students. Webster portrayed McCrorey's religious beliefs as a central component of his educational values and efforts. He praised McCrorey's financial leadership in terms of his fund raising efforts. Webster reported that McCrorey often had served without pay and had endowed university needs from his own personal funds. Johnson C. Smith University maintained a balanced budget throughout McCrorey's tenure according to John B. Gaston who had been university treasure since 1910.[186]

The closing editorial of 1951 was Theophilus McKinney's tribute to McCrorey. In a biographical sketch, McKinney first remembered McCrorey's birth to slave parents two months after the Emancipation Proclamation. He detailed McCrorey's nine years of schooling at Biddle Institute from

preparatory training through the bachelor's program. In addition to his activities in the Presbyterian Church, McCrorey had received gubernatorial appointments for various educational conferences in 1912 and 1915. He had been first treasurer, then president of the National Association of Teachers in Colored Schools.[187]

After he had been appointed president of the university, McCrorey had met numerous financial crises with fund-raising acumen which had resulted in the Carnegie contribution for the library, Dr. Stephen Mattoon's donation of land for expansion, and Mrs. Johnson C. Smith endowment which had enabled the school to erect nine buildings, including a cottage for her use. Another prominent bequest he had garnered was the James B. Duke donation. The endowment was comprised of four percent of the annual income of Duke's investments in the Power Company of North and South Carolina. McCrorey raised funds for everything from the installation of the university clock to the construction of the first women's dormitory.[188]

McKinney listed the academic goals McCrorey had set and achieved for the university. McCrorey had eliminated the preparatory program immediately upon taking office. His aim had been to establish the college as a bona fide four year liberal arts institution. He had sought and received accreditation from the Southern Association in 1931; he had influenced the acceptance of women students in 1932.

McCrorey generally had worked to expand the enrollment and improve the physical plant.[189]

In the university's home community of Charlotte, North Carolina, McCrorey had served as president of the Citizens League and executive officer of other community organizations. The Second Street YMCA had been renamed in his honor. As a practicing minister, he had served as the only black person on the Board of Christian Education of the Presbyterian Church, USA. He had been elected president of the Presbyterian College Union and had been representative to conferences of the union and many other church organizations. He had continued his civic and church participation after his retirement and had been active in education endeavors until his death.

McCrorey's imprint was also shown in the profile of the Quarterly Review. Its founding in 1933 was subsequent to his success and influence in the field of higher education for black Americans. McCrorey had collected scholastic contributions for the publication from educators who were directly involved in the work of traditionally black colleges and universities. He thus had developed a communications network whose interactive components served educational organizations, colleges, and the publication with which he was affiliated. His statement of the journal's purpose had indicated the developing ability of black scholars to research problems and define their own perspectives

on black higher education. Problem solving by the constituent population of black colleges was the unique contribution to concepts in black higher education made by McCrorey through the journal.[190]

Analysis of Articles

In the post World War II era, the Quarterly Review presented a new profile of article content. The frequency ranking of topics for the period (see Table 4 p.118) shows a different distribution of topics from those shown in Tables 1 through 3. This variance may reflect attempts to present standardized categories of interests in the field of black higher education. Instead of selections being heavily weighted toward some single prevailing topic, inclusions in the journal during the period seemed to be spread among several established categories of topics.

The new article topics introduced in the period were international issues, teacher education, and civil rights activism. The war raised interest among black scholars about those issues of world importance which might influence black thought and progress. Improving teacher training was becoming the focus for increasing attainments in black education. In response to emerging concepts of desegregation versus integration in the interpretation of law, black leaders were beginning to develop activist strategies for influencing change in education and other institutions.

Table 4--Frequency ranking of article topics: 1947-51

Rank	Topic	f
1.	Race	27
2.	Society	23
3.	Higher Education	20
	Institutional Factors	20
4.	Curriculum	19
	International Issues	19
5.	State Government	16
6.	Guidance	15
7.	History	13
8.	Students	12
9.	Faculty	11
10.	General Education	10
11.	Instructional Techniques	7
	Federal Government	7
12.	Religious Factors	6
	Specific States	6
13.	Veterans	5
14.	Recreational	3
	Professions	3
15.	Community Relations	1
	Civil Rights Activism	1
	Teacher Education	1
	TOTAL ARTICLES =	118
	TOTAL TOPICS =	253

Authors of articles explored international issues chiefly through historical studies and comparisons of the systems of education in other countries with those of the United States. "Education in Jamaica, British West Indies" and "The Registrar in English Universities" are examples. Articles on world politics in education were also of interest. One such article was "The Contributions of the Social Sciences in the Program of General Education toward International Understanding and Peace." The introduction of international issues began in the post World War II era of the journal's publication with the inclusion of nineteen articles specifying the topic. International concerns remained a significant area of article content throughout the remainder of the journal's existence.[191][192][193]

An article on teacher education and one on civil rights activism were introduced during the period. By 1948, R. Grann Lloyd's article, "The Professional Improvement of Teachers" was the first indicator of emerging interest in improving teacher education. Lloyd was later to become a significant contributor to the journal in this area. Interest in civil rights activism was inaugurated with Robert Gill's article, "Defenders of Civil Liberties." Gill also became a major contributor to the journal.[194][195]

Conclusions

After World War II, the "new world" predicted by Boulware during the war years of Quarterly Review publica-

tion came into being with many unanticipated results. Returning veterans and politically awakened students changed the demographic characteristics of the student population of black colleges. More importantly, perspectives on black higher education were reoriented to student needs rather than traditional or arbitrary institutional goals and academic standards. Student expectations became a focus of institutional and organizational attention. The concept of what role higher education played in the development of student lives and values continued to be a topic of interest in the post-war era of the Quarterly Review's publication.

Accreditation, which had been previously addressed in terms of formal recognition, became the subject of the quest for equality. The idea that black educators could prescribe acceptable standards and, in fact, had done so for years became the new orientation in evaluating the status of black colleges relative to their non-black counterparts. Accreditation of black schools also remained a subject for organizational consideration. In addition to the strategies of the Association of Colleges and Secondary Schools for Negroes and the self-initiated efforts mentioned by McKinney, professional and academic organizations began to consider how best to improve the quality of academic offerings to black students in specific subject areas. Preparation for matriculation to graduate and professional programs became foremost in light of the Gaines decision.

Post-war concerns in the United States evoked stringent anti-communist sentiments and reemergence of well-defined democratic values. National efforts to implement these values for faculty and students engendered fears for academic freedom. Editorialists expressed concern for the dignity of the academician, and his status in the institutions of higher education and society continued throughout this period. While no institution of any sector of society was exempt, suspicion of black institutional leadership reemerged in the form of demand for the loyalty oaths disparaged by McCrorey and others in previous years.

Black education organizations expressed mixed positions on various aspects of separation and equality. The organizations had long sought equitable distribution of public funds and support from private foundations for segregated black institutions. The benefits of the development of separate institutions, however, were apparently not envisioned until the various Supreme Court rulings and contingencies of federal funding made desegregated education at the higher level a realistic possibility. Black educators remained concerned about obtaining the necessary resources in faculty and funds to expand graduate and professional opportunities in racially-segregated colleges. While they expressed concern for the survival of black institutions, for the first time they verbalized the possibility of the

usefulness of desegregation as a tool for achieving equitable opportunities in education.

At the end of World War II, major factors in black higher eduction which could be discerned in the first fifteen years of publication of the Quarterly Review were still identifiable as concerns in the post war era. However, there appeared to be both distinctive and subtle changes in editorial stance and article approach to the solutions of these problems.

The new direction of journal contribution was shown in its considerations of the legitimacy of black people's perspectives and unilateral actions relative to their own needs and social position. The milieu of the Cold War had elevated questions about the status of black people in the United States to international proportions. The impatience of the politically disaffected faculty and students had resulted in new tactics for change. The crushing need for teachers at every level, especially in black school systems, was a result of post-war demographic changes and perceived opportunities for black people to use education, especially at the higher level.

CHAPTER VI

THE POST MCCROREY ERA: 1952-56

After McCrorey's death, the publication of the Quarterly Review seemed to go forward substantially in its previously established format. Through the precedents set by Brown and Brown II, the Supreme Court had invalidated the principle of "separate but equal" and ordered racial desegregation of schools and other facilities "with all deliberate speed." Radical changes in the relationship between black education and other institutions of American society raised new concerns for the contributors to the Quarterly Review.

Editorials

Accreditation

The journal's commentary on the southern association's accreditation process for black institutions reached its emotional peak during the years of Supreme Court decisions on "separate but equal" higher education facilities. In January 1952, McKinney gave a brief history of the pursuit of accreditation for black institutions in the South from 1929 through 1952, specifically citing the work of

Dr. J. Henry Highsmith of the North Carolina State Department of Education.[196]

As state supervisor of North Carolina high schools, Highsmith had served on the state committee which evaluated black schools and colleges prior to their recognition by the Southern Association of Colleges and Secondary Schools. McKinney identified this white southerner as the black representatives' means of access to the Southern Association. The case for accreditation of black institutions by the regional organization was made through him.[197]

McKinney revealed that in the beginning Highsmith had been labeled a radical by southerners and speculated that, in the Cold War era, he would have been called a communist. Highsmith chaired the Southern Association committee which evaluated black institutions and implemented a program to gradually apply standards in accessing black education programs. McKinney approved of Highsmith's "wise leadership" and sympathetic understanding during the twenty-one year process.[198]

During its December 1951 annual meeting, the Southern Association issued a resolution thanking the Committee on the Approval of Negro Schools for its service. The association's Special Committee on the Relationship of Negro Institutions then gave its final report. It recommended that all applications and reports from schools within the boundaries of the association be received and processed by

its secondary and higher education commissions, that the southern association invite the Association of Colleges and Secondary Schools for Negroes to hold a joint annual meeting, and that a standing liaison committee for the two groups be appointed.[199]

In his January 1953 editorial, McKinney praised the state of North Carolina for its pioneering efforts in teacher certification. He cited Dr. James E. Hillman's work, "The Story of Teacher Education and Certification in North Carolina," in praising the program. Hillman had worked for the state department of education and was currently director of the Division of Professional Service. In describing his traits of leadership, McKinney referred to the numerous conferences Hillman had organized for college officials during which he had invited their personal input into state policy. He praised Hillman's democratic approach as a process that minimized the effects of politics on North Carolina schools.[200]

McKinney assessed the National Commission on Accrediting which was formed in 1949 to propose methods for restructuring accreditation. The Southern Association of Colleges and Secondary Schools immediately offered its endorsement to the commission's new concept of the role of agencies in the process of accreditation. The southern association's resolutions eagerly embraced the idea of an expanded role which would extend the association's jurisdic-

tion to professional and special purpose institutions. McKinney believed there could be a positive outcome from the organization's fulfilling such a role in that schools in the region would be under the scrutiny of a single entity and would be free of a multiplicity of accrediting jurisdictions for various programs.[201]

Professional Teacher Training

Concern for professional standards in higher education, particularly in the training of secondary education teachers, was a natural outgrowth of the consolidation of the processes of self-analysis, regional accreditation and state licensure. Journal editorials played an essential role in distributing current information on the evaluation of teachers to the journal's readership as efforts toward professional teacher education evolved.

In 1955, McKinney reported on a new program sponsored by the Phelps-Stokes Fund and the General Education Board to improve instruction for black students in a selected group of southern schools. The project was to provide in-service training and summer workshops for high school teachers; improve instruction in communications, mathematics, science, and social studies; provide consultant services for colleges; and develop cooperative programmatic efforts between high schools and colleges.[202]

McKinney outlined the guidelines for participation in the project. The designers required that participating

states enlist the cooperation of the state superintendent, one other state education official, and one or more college presidents for a commitment of at least one year. The project was to be administered at two or more colleges which provided secondary teacher education. The program proposed to serve one secondary school per college, but not more than four per state. McKinney reported that the end result was the establishment of projects in Alabama, Georgia, Mississippi, and North Carolina in nine public and seven private colleges for black students. Johnson C. Smith University was included in the project and served the population of Lincoln High School in Bessemer City, North Carolina.[203]

The Small Private College

Educational trends regarding the nature of the institutions of higher education were of ongoing concern. As in previous periods, editorials in the journal during the post McCrorey era attempted to analyze and justify the continued existence of the type of institution which still constituted a large number of black colleges: the small private college.

McKinney reminded readers that a trend toward diminishing numbers of private colleges in the middle of the twentieth century, analogous to a similar trend affecting private high schools at the end of the nineteenth century, had been predicted since World War I. The growth of state institutions, which had experienced a commensurate growth in

public funding, had made it difficult for private colleges, which relied on private funds, to keep pace with standards. In justifying the necessity for the continued existence of the small private institution, McKinney detailed its role as a standard setter through experimentation and innovation in academic studies. He called its potential disappearance a tragedy and felt that black private institutions had provided the standard for achievement in black higher education in the South since the Civil War.[204]

According to McKinney, the majority of individuals in American leadership roles in the previous twenty years were graduates of private schools. The development of leadership, especially in black communities, was a major role of the private institution. McKinney questioned whether individuals who espoused strong opinions, particularly those who expressed convictions which were antithetical to southern sympathies and practices against the black population, could withstand the political pressures inherent in the use of public funding.[205]

McKinney made particular reference to the experience of a Florida legislator. The official found that even when citizens considered to be of impeccable character organized groups to look into questionable local customs they were subjected to brutal sanctions. He discovered that "one whose salary is paid from tax funds is summarily dismissed."[206]

McKinney warned officials of private facilities who advocated change in racial relationships that they were also subject to coercion: "Often those who are employed by independent and private organizations controlled by fascist minded executives find themselves threatened with the loss of their jobs." McKinney expected private schools to prepare future leaders to face the problems of change in the American social order.[207]

Organizations

In the era after McCrorey's death, the Quarterly Review continued to emphasize organizational impact on educational endeavors. Associations of black educators and other professionals often attempted to supplement scarce public and private resources in the general effort to meet the educational needs of black people.

In response to Lawrence D. Reddick's study on access by black people to southern libraries, McKinney suggested that black leaders develop programs to promote free access to libraries. He proposed that availability of good reading materials could stimulate black youth to develop more appropriate tastes and expand their basic knowledge. He presented, as an example, the annual national scholarship competition offered by Sigma Gamma Rho Social Science Honor Society as a model of immediate incentive for black students to read and study. The Quarterly Review published five of the

winning papers in the January 1954 issue. McKinney suggested that other organizations offer similar incentives.[208]

The journal celebrated the tenth anniversary of the United Negro College Fund and the eighty-seventh anniversary of Johnson C. Smith University in its April 1954 issue. McKinney described the work of the fund, which served thirty-one accredited institutions, including Johnson C. Smith University, and 23,000 students. The fund's supporters during its tenth year included John D. Rockefeller, Jr. and F. D. Patterson, former president of Tuskegee Institute had been responsible for founding the United Negro College Fund.[209]

McKinney further examined the purposes of the organization's 1951 Capital Funds Campaign. The goal of the campaign was to raise twenty-five million dollars for expansion of physical plants for the thirty one members. The first contribution came from Rockefeller. A New York Times editorial said of the contribution:

> This important venture was not notable for the sum alone, but that in a time when the role of freedom's champion has been given to the United States, the gift is a moving example of faith in American democracy, whose precepts is equality of opportunity for all.[210]

McKinney concluded the editorial by tying the reference to the Rockefeller contribution to the pending Supreme

court decision on the legality of segregation. McKinney indicated that the need for the work of the member institutions of the United Negro College Fund would be even greater if the decision should prove favorable to integration of educational facilities. He observed that the member institutions had developed techniques for addressing special student needs that could be of benefit regardless of the student's race. He suggested that the organization could become a vehicle for promoting open, cooperative programs among desegregated facilities.[211]

Values

W. S. Maize continued to present values and behavior in education in a pure and absolute manner. During the period of the mid-1950s, he appealed especially for teachers to assess their responsibilities to their students.

In April 1952, Maize compared the focus on students in classroom teaching to the dominance of a newborn in a family. He admonished teachers that, like parents, they were privileged to have children to care for and to teach. He reminded all adults to teach children to be happy and unafraid and to accept the challenges of child rearing.[212]

Next, in July 1952, Maize wrote on flexibility. He compared the need for a tree to bend slightly with the wind to the need for faculty to have mental flexibility in working with their students and colleagues. Imagination,

cooperation, and planning were his watchwords for calm, efficient, and happy functioning on the college campus.[213]

The preeminence of educational values over extracurricular achievement was the subject of the October 1953 editorial. The author reported that the Central Intercollegiate Athletic Association (CIAA), the athletic conference for black colleges, had set new policies for institutions whose sports practices were considered a danger to their academic programs. He noted that in the past the association had assigned committees to study the financial administration of athletic programs. The committees had been unsuccessful in their efforts because member institutions had refused to supply requested data. During its 1951 annual meeting, the CIAA devised a policy to better control scholarships and grants in aid for its membership in the interest of academic purposes.[214]

Society

The impact of social processes on the outcomes of black higher education had become a strong staple of the editorial pages of the Quarterly Review. In the era of the 1950s, the journal's editorial analyses of the precedent setting findings of the Supreme Court emphasized the obligations of American society to the education of black people.

In the October 1952, McKinney summarized an article contained in the same issue entitled "Racial Barriers Affecting the Admissions of Qualified Students to Southern

Colleges and Universities." The article was severe in its criticism of official indifference and legal subterfuge. It was most critical of the Supreme Court's failure to declare that segregation was a form of discrimination. It politically linked the United States' reputation in the world to its behavior regarding black opportunity. McKinney used this conclusion to launch a discussion of the status of Supreme Court cases relevant to higher education.[215]

McKinney was keeping watch for the outcome of Supreme Court arguments on the reversal of Plessy v. Ferguson (1896). He traced the historical source of the decision to the Louisiana Acts of 1890 that railways provide "separate accommodations for white and colored races." The Supreme Court had sanctioned the right of the state to act as long as the facilities or accommodations were "equal." This decision was followed by the Cummings v. Richmond County Board of Education (1899) case in which the Court declined to forbid state financing of white schools where no schools existed for black students. In Berea College v. Kentucky (1908), the Supreme Court upheld the state's right to prohibit school integration in private facilities.[216]

The most significant educational event of the era was described in a brief editorial in the July 1954 issue of the Quarterly Review. McKinney framed the major question before the Supreme Court as one of whether the racial segregation of children in public schools, even given equal

material facilities, deprived minority children of equal opportunity for education. On 17 May 1954, the Supreme Court answered "yes." The judges further found that the force of law increased the detriment to minority children by legally designating them as "racially inferior" and retarding their educational and mental growth. McKinney immediately called attention to the need for cooperation in local communities. He reminded public officials of their oath to uphold the United States Constitution and not tolerate the actions of government personnel who would not adhere to the law.[217]

The editorial for the October 1954 issue reported on a position statement presented by a group of black educators from fourteen southern states and Washington, D. C. who met in Hot Springs, Arkansas to discuss the effects of the May 1954 Supreme Court ruling. Their declaration, published in the same issue, challenged opponents of the Brown decision. They asserted the conviction that: "The Constitution is our sovereign authority. To evade or discredit it, is to destroy our government." The author of the editorial added the opinion that to discredit the Supreme Court or seek to evade its decision was to destroy the country.[218]

The editorial cited the statement of governor-elect Marvin Griffin (Georgia) as an example of such resistance: "No true southerner feels morally bound to recognize the legality of this act of tyranny, support its provisions, or

obey its unthinkable terms." The author made note of the attempts to intimidate black leaders and educators by threatening job losses for educators who expressed approval of the decision or attempted to dismantle segregation. He pointed out the Cold War advantage gained by communist forces in exploiting the discrepancies between American ideals and public reactions to desegregation. He saw the statement presented by the group of black educators as an indication that the implementation phase of the Supreme Court's Brown decision had begun.[219]

Even with the advent of momentous legal events in education during the mid-1950s, editorialists in the Quarterly Review continued to comment on other aspects of black life in American society. Despite changes in the educational processes, other social barriers continued to have impact on black achievement.

In January 1954, McKinney commented on Associated Negro Press reports regarding the magazine selections of American black readers. A report written by Carter Jewel, a black journalist, indicated that the general black population preferred to read "sex oriented" magazines. Jewel reported that seventy-five percent of high school and college students in Norfolk and Richmond, Virginia preferred black magazines which were entertainment oriented. McKinney extended the implications to the habits of black college students. He found that a number of them were unfamiliar

with Crisis, the journal of the NAACP. He was disturbed that black information oriented publications had relatively few readers and required heavy organizational and foundation support in order to survive.[220]

McKinney analyzed the problem in terms of the deficits in such educational services as library facilities for large portions of the black population. He cited a study by Lawrence D. Reddick entitled "Where Can a Southern Negro Read a Book?" When he was the chief librarian at Atlanta University, Reddick had published a survey which discussed the nature of "jim crow" laws and accommodations which limited black access to libraries and research facilities. Reddick had estimated that two thirds of the black population in the South had access to no library facilities at all.[221]

Personnel

The deaths of several leaders in black higher education continued to be a frequent topic of the editorial pages throughout the third decade of publication of the Quarterly Review. Several of the leaders who had struggled to improve standards in black institutions of higher education during the early years were among those lost. Who would replace the experienced leaders and by what means were subjects of great concern to the journal.

The July 1953 editorial praised Dr. J. Henry Highsmith, the white man who had advocated accreditation for

black institutions. He died in May 1953 after forty years of service to the field of education. McKinney reported that the Association of Colleges and Secondary Schools for Negroes had resolved, in its December 1952 meeting, to honor him for his work on the Southern Association's Committee on Negro Schools. McKinney also mentioned Highsmith's service on the Committee on Libraries of the Southern Association. The state education supervisors of North Carolina established a scholarship in his name in honor of the state supervisory program he had inaugurated in 1949.[222]

Dr. Mary McLeod Bethune died in Daytona Beach, Florida on 18 May 1955. In July 1955, McKinney traced her career of more than fifty years of service in the education of black people. She was a product of post Civil War missionary schooling and graduated from Barber-Scotia Seminary. She founded Bethune-Cookman College in Florida in 1904 and had served as its president until 1942. McKinney described her as a great administrator and outstanding American citizen. He also found her, in terms of in personal qualities, to be both lovable and devoutly religious. He portrayed her as an outspoken problem solver who had as assets "her charming personality, [and] her subtle and gentle humor."[223]

McKinney wrote that Mrs. Bethune had been director of the Division of Negro Affairs of the National Youth Administration under Franklin D. Roosevelt. In addition, she had served in Roosevelt's administration as special

advisor on minority affairs, special assistant to the Secretary of War for the WACS during World War II, and associate consultant to the American delegation to the first United Nations Conference in San Francisco. She had been Harry S. Truman's representative at the presidential inauguration in Liberia held during his administration. She had been affiliated with the National Education Association, the Association for the Study of Negro Life and History (sponsoring organization of the Journal of Negro History), the International Council of Women of Darker Races, and the National Council of Church Women. She had held the office of vice president for the Commission on Interracial Cooperation in both the National Urban League and the NAACP. She was the founder of the National Council of Negro Women. Bethune had been a long term contributing editor for the Quarterly Review of Higher Education Among Negroes.[224]

In January 1956, McKinney commemorated the life of Ferdinand D. Bluford who died in December 1955. Bluford was a graduate of Virginia Union University (1908) and had received a Ph.D. from Howard University (1909). He had been president of A & T College (North Carolina) from 1925 until his death. During his tenure, he had been responsible for the readmission of women to the college in 1938 and had nurtured its growth in enrollment from four hundred to three thousand students.[225]

McKinney outlined the extraordinary career of David Dallas Jones, one of the early leaders in higher education for black Americans in the South, who died in January 1956. Jones had been president of Bennett College (North Carolina) from 1926 to 1956. He had received his A.B. degree from Wesleyan University (Connecticut) in 1911 and had been elected to Phi Beta Kappa. Jones had served as Secretary of the International YMCA from 1911 to 1914 and general field agent for the Commission on Interracial Cooperation from 1923 to 1926. He had received a master's degree from Columbia University in 1930. Jones had been elected president of Bennett college in 1926 when the school, which had been co-educational, was reorganized by two boards of the Methodist Church as a college for women. Mr. Jones also had served as a member of the General Education Board.[226]

In the following issue, McKinney addressed the problem of replacing the experienced leaders of black colleges. Warmoth Thomas Gibbs, succeeded Ferdinand Bluford as president of North Carolina A & T College. Gibbs had been dean of the college for twenty-seven years and was a graduate of Wiley College and Howard University. He was also a major contributor of articles to the journal. Willa Beatrice Player replaced David D. Jones as president of Bennett College. She had served the college for twenty-five years and been Jones' a long term associate. Player was a graduate of Ohio Wesleyan and Columbia Universities.[227]

McKinney praised the boards of trustees of both institutions for their prompt actions in replacing the presidents of their institutions. He saw in the actions of the boards their recognition of the unique role of the presidency and of the need for competent personnel to fill the office. He also felt that the criteria they set for replacements rewarded faithful service. Moreover, since neither successor was a graduate of the university for that had elected them, McKinney saw their appointments as both expedient and apolitical.[228]

Two other black leaders, Hardy Liston and Charles S. Johnson, were eulogized in the editorials of the October 1956 issue of the journal. Their lives were illustrative of a developing complexity in the preparation and experiences of mid twentieth century black leadership in higher education.

Hardy Liston (1889-1956) had been the successor of Henry L. McCrorey and president of Johnson C. Smith University from 1947 until his death. He had been associate editor of the Quarterly Review from 1944 to 1948. He had graduated from Biddle Institute (1911) with a B.A., received a B.S. (1925) and earned an M.A. (1928) from the University of Chicago. During his lifetime he had been the recipient of many honorary degrees from various institutions in the United States.[229]

Liston had taught in the public schools of Spartanburg, South Carolina. He had taught and held administrative posts in several colleges, principally Slater Normal School (later Winston-Salem Teachers College) and Knoxville College. In 1943, he had become executive vice president of Johnson C. Smith University. He had been chairman of the Study Committee of the Association of Colleges and Secondary Schools for Negroes and had been vice president of the organization at his death. He had held offices in many church and educational organizations, including the presidency of the Association of Deans and College Registrars in Negro Colleges. As president of Johnson C. Smith University, Liston had continued McCrorey's policies for improvement of the physical plant. During his tenure, Liston had been able to acquire a Ford Foundation grant for the purpose of increasing teachers' salaries.[230]

Charles Spurgeon Johnson had been president of Fisk University for ten years prior to his death on 27 October 1956. He was a graduate of Wayland Academy and had attended Virginia Union University. He had studied sociology at the University of Georgia. Johnson had served as director of Research and Investigation for the Chicago Urban League from 1921 through 1928 and during that period founded Opportunity: A Journal of Negro Life. He had been the gubernatorial appointee to the position of associate executive secre-

tary for the Chicago Commission on Race Relations (1919) and subsequently had written The Negro in Chicago (1922).[231]

In his lifetime, Johnson had served in the United States Army in World War I in the 803rd Pioneer Infantry, investigated slavery and enforced labor in Liberia, and held office in Hoover's Conference on Home Building and Home Ownership. In addition to his memberships in numerous commissions on housing, farm tenancy, education, and children's issues, he had participated in General MacArthur's educational delegation to Japan (1946). He had served in administrative positions with the Julius Rosenwald Fund, the American Missionary Association of the Congregational and Christian Churches of America, and been a delegate to the Assembly of the World Council of Churches. He also had held several positions with southern regional associations in the field of social sciences. In 1955, Johnson had been a participant in a UNESCO conference on race relations. From there, he had been invited by the American-Scandinavian Foundation and University of Stockholm for a Scandinavian lecture tour.[232]

From 1928 until his death in 1956, Johnson had served in various capacities at Fisk University. He had begun as director of the Department of Social Science and, under his administration, the department had become a research center. After his assumption of the presidency of the university, Johnson had doubled the budget, increased

endowments by one million dollars, and added five major buildings. Also during his tenure, Fisk had acquired chapter memberships in Phi Beta Kappa, the American Association of University Women, and the Association of Schools of Music. At the time of his death, Johnson was implementing a program of academic enrichment which had included dormitory study centers, a system of headmasters and tutors, and the installation of closed circuit television.[233]

Johnson had authored many works on race relations, economics, and other social issues. His reputation as a scholar was world renowned and he had received honoraria from many universities. In regard to his achievements, the University of Glasgow remarked:

> Today we smile to reread the declaration of the South Carolina Legislature in 1835 that Negroes had no soul and therefore no vote...the Negro has himself translated theory into reality, not by demanding equality but by demonstrating it.[234]

Analysis of Articles

Article topics in the period of the mid-1950s (see Table 5, p. 144) began to display a configuration which became characteristic of content in the Quarterly Review for the remainder of its publication. The frequency ranking of articles displays an order of selection which had been evolving since the war period (1942-46). Race and society had replaced curricular concerns as the predominant article

Table 5--Frequency ranking of article topics: 1952-56

Rank	Topic	f
1.	Society	37
2.	Race	25
3.	History	18
	General Education	18
4.	Instructional Techniques	17
5.	Curriculum	16
6.	Professional Research	14
	International Issues	14
7.	Specific States	11
8.	Religious Factors	10
9.	Institutional Factors	8
10.	High Education	7
11.	Faculty	6
12.	Administration	5
	Integration/Desegregation	5
13.	Teacher Education	4
14.	Community Relations	3
	Health	3
15.	Recreation	2
	Athletics	2
	Students	2
	State Government	2
	Federal Government	2
	Organizations	2
	Professions	2
16.	Accreditation	1
	Libraries	1
	Veterans	1

TOTAL ARTICLES = 110

TOTAL TOPICS = 238

topics. References to higher education and history had increased in frequency. While curriculum no longer ranked as the primary area of concern, a substantial number of articles continued to refer to curricular developments.

Desegregation was the single new topic which emerged from article contributions during the 1950s. A total of five articles concerning desegregation appeared in 1955 and 1956. The status of desegregation orders at various levels of education or in specific states was the subject of two of the articles. "Construction of a Scale to Measure Attitudes toward Desegregation" and "Sociological Implications Regarding Implementation of Integration in Public Schools as It Pertains to the Social Structure of the Deep South" used formal research designs and constructs to investigate the impact of desegregation. The article, "The Negroes Who Do Not Want to End Segregation," stands as an example of the level of controversy which existed in the black community regarding desegregation. The status and definition of desegregation and its effects on black institutions continued to be of concern to article contributors throughout the remaining years of the journal's publication.[235]

Conclusions

The death of Henry L. McCrorey signaled the end of an era in which the educational leadership of black institutions was characterized by training in and affiliation with religious institutions. The education and experiences

of ensuing black leadership was more often grounded in the academic professions and mainstream institutions. Their interests and network of contacts were branching out to civic organizations and nonacademic careers which broadened the bases of their expertise and leadership, but often led away from lifetime commitments to the field of black higher education.

Theophilus McKinney was the chief author of the journal's characteristic editorial stance. During the period of the 1950s, he advocated the idea that black colleges were capable of self-evaluation and, in direct divergence from his earliest position, condemned the repressive hold of the Southern Association over the formal recognition of black schools. His editorials of this period were more open in naming proponents and opponents of the movement for accreditation of black schools and in demanding equal and full status for black institutions in the accrediting association.

Editorial and article contributions monitored the intervention of the federal government in response to the Supreme Court decisions on segregation and subsequent executive responses at all levels of government. The editorials condemned discrimination. Article contents introduced a rising controversy over the consequences for black institutions of federal orders to desegregate school systems which

was not yet evident on the editorial pages of the Quarterly Review.

CHAPTER VII

THE END OF A GENERATION: 1957-69

During the period 1957 through 1962, accreditation, desegregation, and political change continued to be subjects for editorials of the Quarterly Review. After 1962, the journal no longer published editorials. Thereafter, the content areas of the journal were dominated by article topics and news items.

Editorials

Accreditation

In January 1957, McKinney wrote of his hope for a final resolution of the accreditation question. His brief history of accreditation efforts reminded readers that after the Southern Association of Colleges and Secondary Schools was organized in 1895 it ignored the existence of black schools for the next twenty-four years. He revealed that after World War I the association suggested that the Association of Colleges for Negro Youth organize itself into an accrediting agency. Black educators had objected on the grounds that two agencies would be performing identical roles in the same region and that having a single agency

would be the best means of assuring that all institutions would be subject to the same standards.[236]

The Committee on Approval of Negro Schools was established in 1929, and was funded by the Rosenwald Fund and the General Education Board. The event had seemed to be a major advance in mitigating the problem, but as McKinney observed, it took twenty-one years to find a permanent solution. In 1951, the Southern Association abolished the committee and authorized a special study of black institutions in the region. From that time onward, the organization was to use the same standards for all schools in its jurisdiction.[237]

McKinney went on to report that in December 1956 the southern association resolved that it would consider the institutional reports of the Association of Colleges and Secondary Schools for Negroes through a joint subcommittee. The association's Committee on Admissions would assume chief responsibility for receiving and processing reports and admit properly qualified institutions. For the next five years the association would reserve separate listing for recognition of any school not accredited prior to 1956. At that time, the Southern Association would abolish the separate list and consider applications for accreditation from black schools through the "regular" procedure.[238]

In the July 1957 editorial McKinney expressed regret that twenty-six black colleges were having difficulty meet-

ing Southern Association criteria for acquiring accreditation. He found that twelve private and three state colleges were on probation and that eight private and three state colleges failed to meet one or more criteria. McKinney was disturbed by the fact that such statistics were occurring at a time when increasing numbers of black youth in the South were seeking higher education through opportunities limited by segregation. He once more called on alumni and the general community to increase support to black colleges.[239]

The April 1958 editorial continued to assess the status of black institutions seeking membership in the Southern Association of Colleges and Secondary Schools. The association's joint subcommittee on Standards and Reports, Admission Membership, and Junior Colleges completed its assessment of black institutions applying for accreditation and membership under the interim five-year plan. Fifteen four-year colleges and three junior colleges were admitted to full membership in December 1957. The editorial reported that the admission of secondary schools remained a problem. The public high schools for students in the South were considered part of their local school systems for the purposes of accreditation. The public schools, therefore, had to meet standards which applied to the systems despite their separate status and financial disadvantages. Only black private secondary institutions were rated and accepted as

independent high schools. By the late 1950s, there were few of these.[g240]

The January 1961 editorial reported on the status of the Southern Association of Colleges and Secondary Schools following its resolution to desegregate. At its December 1958 annual meeting, the association had proposed a self-study of its organizational operations. Its purpose was to determine the direction of its activities for the decade of the 1960s. The study was to focus on the role of the association's commissions, the accreditation of elementary and other school systems, the function of its central office, financing of operations, funding proposals for educational service functions, revision of dues structure and membership standards, and reconsideration of its role as a regional accreditation organization.[241]

The eighteen month study was completed in June 1960 and a committee was appointed to propose constitutional revisions in accordance with study recommendations. The editorial outlined what it termed the most controversial revision: changes in the accreditation of lower schools. The study committee proposed that the association accredit senior and junior high schools individually and public systems on a system-wide basis. The author focused on a

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[g]From this point forward, authorship of editorials is not ascribed. McKinney was obviously contributing to the journal in the form of articles and book reviews until 1962. It plausible that he continued write most if not all editorials until that time, but it will not be assumed by this author.

recommendation that, after 1970, the association cease accrediting individual senior and junior high schools other than independent institutions. System-wide membership would also replace individual elementary school accreditation.[242]

The author interpreted the changes to mean that every school in a system would have to be up to standard in order for any school to receive accreditation. He congratulated the participants on their efforts, called the recommendations a step toward equality of educational opportunities, and advocated their approval at the 1961 annual meeting.[243]

In the January 1962 editorial, reaction to the proposed revisions to the constitution of the Southern Association "especially from Louisiana and Alabama was so vociferous that the Executive Council at the 1961 summer conference decided to withdraw this proposal from consideration at the 1961 meeting." The author of the editorial had hoped that through adoption of the proposal black elementary and secondary schools could become members of the association.[244]

As a result of the executive council's decision, each division of the association (colleges, secondary schools, and elementary schools) met separately at the annual meeting. According to the author, the "best Negro colleges" were now members of the association via the influence of a leadership which had stemmed principally from

black private institutions of higher education. If the lower levels of schooling were separated from the private college leadership, the author questioned from what source the leadership of black elementary and secondary schools would come. He reiterated the notion that the public personnel in the lower schools would risk their jobs if they exhibited the strong convictions required to advocate for black schools.[245]

The author concluded the editorial with a history of Southern Association interaction with black schools regarding accreditation since 1929. He included references to the final acceptance of black colleges and the appointment of the committee to study revisions in the constitution. He provided a current list of approved black junior and four-year institutions.[246]

Administration

By the late 1950s, there was continued evidence of change in the governance of black private colleges. Control by religious volunteerism and the criteria of private bequest was being replaced by professional administration. The relationship between administrators and boards of trustees was, again, the subject of editorial comment in the Quarterly Review.

In April 1957, McKinney applied concepts found in professional administration to the evaluation of college boards of trustees. He referred to size as a major weakness

in the operations of college boards and quoted expert recommendations that board membership range from seven to nine members depending upon the size of the institution. McKinney indicated that the boards of black private colleges were overly large. He agreed with suggestions for size reduction and noted that only segments of the membership of large boards attended meetings and performed the task of the entire board. McKinney believed that smaller boards engendered closer interaction among members and, thereby, greater investment in the actual performance of tasks. McKinney expressed the opinion that, with smaller boards of trustees, private matters were less likely to become public.[247]

McKinney also felt that in the modern era of education trustees must be trained and competent. By his assessment, some trustees were too old to exercise control and were unreceptive to new ideas. McKinney recommended that trustees over the age of seventy retire. He saw educational policy making as an enterprise for the young.[248]

In conclusion, McKinney cited the recommendation of the Association of American Colleges that trustees attend conferences for board development. He informed readers that the National Committee of Church Members for Church Colleges, along with the boards of education of several major religious groups, was to hold a conference in June 1957 for the training of trustees.[249]

By the beginning of the 1960s, the focus on administrative problems had changed from emphasis on governing boards to the role of the chief executive. The April 1961 editorial reported that the theme of the forty-seventh annual meeting of the Association of American Colleges had been "The President and the Academic Disciplines." The organization had explore the idea that college presidents lacked knowledge of the state the various academic fields and understanding of the growing complexity of their administrative roles. The author indicated that there had been a tendency for presidents to leave decisions on curricular growth and development to faculty members in the academic disciplines. Conference participants had presented reports on the current state of developments in each major field. The Carnegie Foundation had funded the cost of the studies and publication of reports.[250]

Students

During the period of the late 1950s, the Quarterly Review continued to address the needs and activities of black college students. Editorials encouraged black students to make greater efforts to pursue and achieve higher education against numerous odds.

In October 1959, McKinney advised high school students on how they might finance college educations. He was concerned about the nation-wide economic deficits for black families in terms of resources for higher education.

McKinney made specific reference to the fears of black families regarding the expense and possible effects on their fund of savings which tended to be less than that of the average American family. He recommended early savings of even as little as a few hundred dollars and suggested that it was easier for students to find work in larger campus centers than rural areas and small towns. As additional means of financing, McKinney recommended loans, tuition installment plans, and scholarships. He suggested that students consider inexpensive private colleges and junior colleges close to home. Finally, he examined the availability of veterans benefits under the Korean War revisions of the GI Bill.[h251]

The October 1961 editorial supported sit-ins by college students against segregation and discrimination in the South. According to the editorialist, the ongoing pattern of Supreme Court decisions discredited Southern racial patterns. He attributed the emerging racial awareness of black and white students to outcomes of the process of education. He cited precipitating events which had long preceded the Court's decision of May 1954 and warned that adherence to the status quo jeopardized American standing in the world community. The author encouraged nonviolent activities to promote social change and commended the stu-

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[h]It should be noted that at the time of this editorial, T. E. McKinney had moved to a position as professor at Florida A & M University.

dent demonstrators for their sacrifices. He likened their deeds to the enactment of teachings of "the Greatest of all Teachers."[252]

The Small Private College

The impact of expanding funding for public college programs and diminishing endowments for black private colleges continued to be a subject of editorials in the journal. How small black institutions could maintain their existence and fulfill their purposes in a financial climate which was challenging mainstream private institutions was a subject of grave concern for contributors to the Quarterly Review.

In his July 1957 editorial, McKinney examined the impact of the increase in the birth rate after World War II on the small private colleges. He observed that the resultant population group would be reaching college age during the 1960s. McKinney also reported on the possibility of a coinciding increase in the rate of high school graduation for that age group. He determined that colleges would need to double their capacities within the next five years and reasoned that private colleges would have difficulty expanding their facilities to meet the need. McKinney saw that private college tuition was already subsidized by endowments and that private institutions could only rely on further increases in private funds for an expansion of classrooms, libraries, and other facilities, while public schools could

look to state support to increase physical plants without increasing endowments. He closed by questioning the tenability of training all of the nation's leadership in public institutions as he had in previous editorials.[253]

The editorial for the July 1958 issue contained a lengthy report on the structure and purposes of the second in a series of Campus Community Workshops sponsored by the Danforth Foundation. The foundation supplied grants for higher education projects. The workshop was directed toward small colleges with the goal of improving undergraduate curricula and extra-curricular programs including instruction, institutional organization, counseling, and moral and spiritual values.[254]

Twenty-eight colleges with enrollments of less than 1500 had participated. Hampton Institute, Johnson C. Smith University, Knoxville College, Spelman College, and Tougaloo Southern Christian College had been among the few black institutions to attend. The editorial outlined the problems proposed for consideration and gave the names and credentials of workshop faculty. Leaders had included Jacob Getzel of the University of Chicago and Margaret Mead of the American Museum of Natural History. The editorial promised the journal would commit future space to other programs of the foundation and suggested that administrators familiarize themselves with its activities.[255]

Organizations

The controversies of the late 1950s had lasting effects on the purposes of black educational organizations. Their conflicting desires to maintain their separate strengths and to reach the goals of equality of educational opportunity placed formidable stresses on the black professional associations.

In a seven page essay, the author of the April 1960 editorial cautioned educators not to abandon traditionally black professional, political, social, and religious organizations in the name of desegregation. The author disputed the idea that black people were fully integrated into American society and, therefore, had no need for such organizations. He described the period of legal desegregation as transitional and added that even if integration were fully achieved black people would have no more reason for abandoning their organizations than the majority group.[256]

The author moved on to consider the maintenance of the Association of Social Science Teachers, its journal, and its honor society, Sigma Rho Sigma. He cited examples of the need for the black organization to continue its role in higher education and suggested that professional use of the concept of "self defense through science" be a requirement for minorities in order to counteract pseudo-scientific racial propaganda.[257]

According to the author, the black social science organization could serve to discover or rediscover cultural truths about black people and the role they played in human civilization. He perceived a decrease in the efforts of federal and local governmental agencies to provide factual information regarding black people. From his perspective, major universities had displayed a similar disinterest. The writer cited past and current instances of subjective restrictions in research on university campuses in the area of race. He also indicated the potentially different perspectives or interpretations of white and especially southern scientific investigators. The author described the position of philanthropic organizations as one of promoting their own interests, of seeking "safe" research which could be applied toward their own goals. He reminded readers of controversial findings that were shelved rather than shared.[258]

The writer went on to explore another area of concern. He challenged what Soroikin called fads and Beard called shams in sociological research. He offered the idea that the association could serve where social scientists in smaller institutions feared they could not manage large research projects with complex methods and techniques, and huge budgets. The author offered another role for the association in preventing "obscurantism," that is, in providing standards for clear and viable usage of findings in

the processing and presentation of social science research.[259]

The author returned to the belief that maintenance of ethnically separate organizations was an acceptable concept in American society. He illustrated the point with references to Jewish, German, and Italian groups which had joined such mainstream organizations as the American Historical Association, yet maintained their own separate organizations. The author advocated preservation of the black social science association on the basis that desegregation had, in fact, established a virgin territory for scientific investigation. He said that the rise of black people in the United States and colonial peoples throughout the world negated previous generalizations about racial relationships because the conditions from which they derived no longer existed. The generalizations, therefore, required reexamination.[260]

As further justification for the maintenance of separate black organizations, the author cited the inaugural address of Theophilus E. McKinney, the founder of the Association of Social Science Teachers, at the first meeting of the organization in 1935. McKinney had reflected on the differences between the experiences of American blacks and those of other groups in American society. He had emphasized the fact that black colleges had failed to recognize or admit the differences. McKinney had proposed that the

black social scientist consider a black perspective on social problems. He had surmised that black graduates were entering society unable to clearly conceptualize problems and needs because of the lack of a philosophy or perspective from which to view the society which disregarded their humanity.[261]

The author continued to explore the concepts in the 1935 speech. McKinney had gone on to describe deficits in black professional application of the social sciences by observing the lack of adequate curriculum development and library resources in black colleges. He had estimated from Percy Julian's study on the adequacy of physical and natural science facilities in black colleges that their social science departments had access to less than one tenth the budget of their science departments. McKinney had wanted social science teachers to explore the deficits, redefine purposes, and improve the methodology of social sciences in black schools. The author submitted that twenty-five years later the need remained.[262]

Values

Institutions of higher education were called upon to restore personal integrity to American leadership in the July 1960 editorial. The author recounted the U2 incident (in which pilot Gary Powers was captured by the Soviet Union and admitted spying for the United States) as evidence that there was general social acceptance of dishonesty at every

level. The author reminisced about the pre World War I era in American society when schools and colleges were charged with teaching Christian values. He determined that in the interim no entity had been developed to take charge of the mandate for teaching public values. With the advent of the "age of nuclear weapons and super power diplomacy," the writer believed that it was time to return to teaching Christian precepts in the home, schools, and colleges. He felt that new world-wide demands for freedom encompassed the major objectives of education. He defined the new educational mandate as the need to abolish segregation and discrimination, prepare national leadership, provide community service, train youth to assume their social roles, and promote international understanding, particularly of non-white cultures.[263]

The July 1961 editorial discussed whether the institutions of higher education had a role in the study of family problems. The author decided that, in regard to divorce statistics, college students should study marriage and the family as a fundamental part of culture. The author paralleled the need to acquire knowledge in specific subject areas in preparation for certificates and degrees to the need to prepare for marriage and parenthood. He found an application of this concept in the premarital counseling system of the Mormon Church. The writer felt that college

education which included preparation for marriage would contribute to a decrease in the divorce rate.[264]

Society

Consideration of the impact of various aspects of American society on black higher education continued to furnish subject matter for a major portion of the editorial pages. During the civil rights era, events of national and local significance provided new context for editorial commentary.

The October editorial of 1958 reported the passage of the National Defense Education Act (NDEA) of 1958. It described the act as differing from all others previously passed by Congress. One provision offered assistance to individuals and states to "insure trained manpower of sufficient quality and quantity to meet the National Defense needs of the United States." The author surmised that, if the provisions were equitably administered, the NDEA would be of tremendous importance to capable youth who lacked funding for adequate schooling, particularly in the South.[265]

The provision for the development of an institutional loan program for any accredited college, public or private, was of great significance to black institutions. The editorial set forth the criteria for receiving funds through the act. Colleges had to contribute a share of loan funds to be distributed by the institutions to students. If

a college could not raise its share, it could borrow the share from the federal government under certain stipulations. Through state matching funds, high schools could acquire laboratory equipment under the provision for assistance to science, math, and modern languages.[266]

The author examined the portion of the act relating to personnel. National Defense Fellowships would provide aid for preparation of college and university teachers. Graduate schools would receive extra funding for accepting additional students. Colleges would receive extra weekly allotments for graduate students and their dependents in order to train support staff in counseling and guidance, and language arts. The editorial outlined further provisions for research, media development, technical training, the Science Information Service, and state educational agencies. The author advised educators to become aware of the extensive nature of the act.[267]

McKinney wrote the January 1959 editorial in Rangoon, Burma. He was on a round the world trip to examine educational and social problems in several countries. He discovered a high level of literacy in Burma which he attributed to the ubiquitous system of village schools. McKinney included a description of the traits of the population and terrain, the impact of Burma's Buddhist religious base, and its post-colonial status of independence.[268]

In exploring Burma's efforts to address national needs after World War II, McKinney made several observations. He felt that Western efforts to maintain a pre-independence stance regarding former colonies would have to be refocused. McKinney believed that the West should make direct efforts to aid those countries in solving economic and social problems. He noticed the overt presence of communist influences in Asian areas as evidenced by such activities as Russian construction of two magnificent buildings for education and social service in Rangoon.[269]

McKinney advised American colleges and universities to counteract communist efforts by providing scholarships to Burmese students. He felt that American institutions could enhance their own curricula by including the study of Far Eastern culture and civilization. He added that the preparation of modern American leadership would require knowledge of African and Asian countries and their problems. McKinney believed that the development of these countries would inevitably follow the path of rapid change that was seen in Japan and Germany a century earlier.[270]

The April 1959 editorial commented on the theme of a Johnson C. Smith University conference. In honor of its ninety-second year of its founding, the university, in conjunction with several religious organizations, had sponsored the Institute on Human Relations and Intergroup Understanding. The presentations of the institute had been

centered around social interactions at the international level in the context of the atomic era and were to be published.[271]

Given the context of the conference theme, the author observed that there were incongruities and anachronisms in many practices in the country at the time. He reported Governor Faubus' use of the militia to bar black students from Little Rock's Central High School as an example. He also related an incident at a high school in Charlotte, North Carolina during which the lone black student had paid his senior fees, but had been barred from attending the prom. The school had placed the event under private sponsorship in order to evade integration requirements at the social event.[272]

The July 1959 editorial discussed a precedent setting local event. Johnson C. Smith University had conferred an honorary degree upon Frank Newton Littlejohn, the police chief of Charlotte, North Carolina, for his efforts to decrease police brutality and stem the influence of "subversive elements" in the city. The author described Littlejohn as a southerner of humble birth with little formal education who "exemplified an awareness of the American concept of 'equal justice under the law'."[273]

The author reviewed the events which lead to the university's recognition of the community member. Littlejohn had protected Henry Wallace's right to free speech when

local forces attempted to prohibit a 1948 campaign address by the candidate in Charlotte. He had acted to protect the first black family to move into a "white neighborhood." The family home had been bombed, but the perpetrators were arrested and convicted. When Ku Klux Klansmen attempted to organize in Charlotte, they had been unable to penetrate the police force because of Littlejohn's influence. He had not allowed police officers who tied themselves to subversive organizations to remain on the force. The author concluded that colleges and universities should follow Johnson C. Smith University's example in honoring local citizens.[274]

The October editorial of the 1962 publication year addressed a division of perspectives between old line black leadership and the latter generation of black activists. The author of the editorial cited the comments of speakers at the (Johnson C. Smith University) commencement. He protested their allegations that the sit-in demonstrators were more courageous and intelligent than black leadership in the past. The author began with an account of the post Civil War assumption of the presidency by southerner Andrew Johnson and advanced historical arguments favoring the methods and achievements of black leadership prior to the Brown decision.[275]

The author analyzed the Civil Rights Acts of 1866 through 1877 which was to have "ensured" the rights of citizens of every race in all states and territories and

entitled them to "full and equal enjoyment" of public accommodations and facilities. He found that the Supreme Court later had responded to several cases by considering the Civil Rights Acts as a group and declared all the acts unconstitutional on the grounds that the fourteenth amendment prohibited specific state actions and that individual invasion of individual rights did not fall under the amendment. The author deduced that, as a result, most acts of segregation and discrimination had been placed outside the jurisdiction of the national government and that vindication of the denial of civil rights had become the province of the state courts.[276]

The author concluded that the nineteenth century Supreme Court action allowed southern states to blatantly revoke the rights of black people. He emphasized that the Court decisions regarding Plessy v. Ferguson, Cummings v. County Board of Education, and Berea Colleges v. Kentucky had allowed the emergence of the "separate but equal" doctrine, denied equal access to education, and required segregated facilities even when integration was voluntary. He found that when the Court began to change direction with the Gaines, Sipuel, Sweatt, and McLaurin cases which required provision of equal facilities in higher education, the climate for black pursuit of justice in the country had begun to change. The author insisted that it would have been suicide for black people to have attempted the tactics

of the sit-in activists prior to the Brown decision in 1954.[277]

The author then reviewed the efforts black leaders and liberal white citizens had made to evoke change between 1896 and 1954. He indicated that achievement of goals through democratic means was a slow process whose only techniques were enlightenment and persuasion. He observed that, prior to 1954, black people had little access to authority. He used the example of the attempt by black colleges to gain accreditation from the Southern Association. He documented the fact that it was not until Dr. James H. Highsmith of the North Carolina State Board of Education took interest in the recognition of black schools that the colleges were given a hearing.[278]

The author used one study of American youth by the Southern Association's Commission on Higher Education as another illustration. The Southern Association had acquired 800,000 dollars for the study and decided to divide the funds between the study of urban and rural populations. The Commission on Higher Education of the Association of Colleges and Secondary Schools for Negroes had proposed a separate study of black youth. The black organization had been able to persuade Dr. Zook (former commissioner of the U. S. Bureau of education) and one Dr. Homer P. Rainey of the need and these individuals had influenced the decision to allot 100,000 dollars for the separate study.[279]

The writer concluded that students, faculty, and educational leaders had been highly active in pursuing equal rights prior to the 1960s. He marked the advent of the 1954 Supreme Court Brown decision as the close of one era and the opening of another in providing new opportunities for black citizens.[280]

Personnel

Editorials of the period continued to lament the loss through death of the old guard of black leadership. The individuals who died during the late 1950s and early 1960s had been the proteges and successors of the early leaders in black higher education.

The October 1957 editorial of the journal was dedicated to contributing editor William Stewart Maize who died in August 1957. Maize was a graduate of Rahway High School in New Jersey and of Howard University (1922). He received both his Ed.M. and Ed.D. from Rutgers University and had done post doctoral work at Columbia (New York), Temple, Pennsylvania, and Antioch. Maize had been a teacher and an administrator in several public school systems and colleges. He had been dean and professor of education at Fayetteville Teachers College (North Carolina) and professor of education and dean of the graduate school at Florida A & M University. Maize was a contributing editor for the Quarterly Review of Higher Education Among Negroes from 1948 to 1957. The

editorial called his demeanor as a practicing Christian his most distinguished characteristic.[281]

George W. Gore of Florida A & M University and I. A. Derbigny of Tuskegee Institute who had contributed numerous articles to the journal eulogized Maize in the editorial. Both commented on the ease with which he worked with colleagues and the ways he demonstrated his adherence to democratic ideals. Both described him as honest, optimistic, selfless, and spiritual.[282]

Dr. Irving Anthony Derbigny died on 10 December 1957. Derbigny had received a bachelor's degree from Talladega College (Alabama) in 1921, master of arts degrees from Cornell (1925) and the University of Minnesota (1940), and a doctorate from Columbia University (1932). He had taught science at Virginia State College and later was made professor of chemistry at Talledega. He had been a member of several academic and professional organizations and had served as chair of local Red Cross and United Negro College Fund drives. Derbigny was a veteran of World War I. He was the author of several science articles published in the Quarterly Review.[283]

Derbigny had been administrative dean of Tuskegee Institute from 1936 until 1949 when he was elected vice-president. He had maintained that office until his death. Frederick D. Patterson, who had succeeded Robert Moton as president of Tuskegee, was director of the Phelps-Stokes

Fund at the time of the editorial and offered some statements regarding Derbigny's work at Tuskegee. He described Derbigny a person whose greatest value was in the role of classroom teacher. Patterson found Derbigney to be truly student centered in his approach to education and involved in all phases of student life. Derbigny had been a founder and supporter of Alpha Kappa Mu, the black honor society. Finally, he had been an "ardent Dodgers fan." L. H. Foster, then the president of Tuskegee, reiterated Patterson's assessment of Derbigny's high scholastic values, student oriented policies, and diligent work.[284]

The January 1960 editorial noted that George Cameron Grant, dean of Morgan College died on 12 December 1959. He had come to the school as a faculty member in 1927, become head of the Department of Education in 1929, and been made dean in 1936. He had held the position for the twenty-three years until his death. Grant had been an instrumental figure in the Association of Deans and Registrars. At Morgan, he had instituted programs to maintain the enrolment of students who had performed well on entrance tests, but had failed in their first semester. He also had developed a freshman honor society. Grant had been known for employing strong administrative techniques and promoting high academic standards.[285]

The death of Ambrose Caliver signalled another loss to the ranks of black professional leadership. His formal

education included a B.S. degree from Knoxville College (1915), a master's degree from the University of Wisconsin (1920), and a Ph.D. from Columbia University (1930). Caliver had been associated with Fisk University prior to his entry to federal service with the U. S. Office of Education. He had served from 1917 until 1930 as the first dean of the college. While he held governmental office Caliver had continued to perform as lecturer and teacher at several black institutions including, Howard University, Miner Teachers College (D.C.), and Hampton Institute.[286]

The editorial listed Caliver's achievements in his position at the Office of Education. From 1930 to 1946, he had served as a specialist in Negro Education. From 1946 to 1950, he had been Specialist for Negro Education for the Division of Higher Education. He had been made assistant to the commissioner in 1955 and the first black appointee to be classified as federal service on the professional level. Caliver had inaugurated numerous studies and surveys of the education of black people in the United States and around the world.[287]

The author summarized Caliver's activities after his term of civil service. He had served as a consultant on displaced persons under Truman and was an advisor to the United States delegation to the United Nations on territories which were not self-governing. In 1960, he had won the American Heritage award for developing a discussion

program for adults on the Kennedy-Nixon debates. The Department of Health Education and Welfare had nominated him for a Distinguished Service Award. Caliver had been a contributing editor to the Quarterly Review of Higher Education Among Negroes from 1941 until his death.[288]

Analysis of Articles

The topics of articles published between 1957 and 1962 continued to show the appearance of a set criteria of selection. No new topic areas were introduced to the article contents of the journal from this period forward. Societal issues were the dominant topics of interest followed by higher education, race, history, and desegregation (see Table 6, p. 176). After societal concerns, which were mentioned in the titles of twenty-six articles, the four topics which ranked second in frequency were equally represented by 20 articles apiece. Selection of articles for publication seemed to require inclusion of discussions of these topics along with other major concerns.

Growing interest in politics with regard to the problems of black higher education seems evident from the large increases in the number of articles mentioning international issues and civil rights activism when compared to the previous periods (see Tables 1 through 6).

Concerns about international problems ranked third in terms of frequency of references during the period. Seventeen articles discussed aspects of life, education, and

Table 6--Frequency ranking of article topics: 1957-62

Rank	Topic	f
1.	Society	26
2.	Higher Education	20
	Race	20
	History	20
	Integration/Desegregation	20
3.	International Issues	17
4.	Civil Rights Activism	16
5.	Religious Factors	15
6.	Curriculum	14
	General Education	14
7.	Faculty	10
8.	Instructural Techniques	9
	Administration	9
9.	Institutional Factors	8
	Students	8
10.	Specific States	7
	Teacher Education	7
11.	Community Relations	4
	Professional Research	4
	Federal Government	4
	Organizations	4
12.	Guidance	2
13.	Texts and Materials	1
	Recreation	1
	Athletics	1
	Accreditations	1
	Libraries	1
	Health	1
	Veterans	1
	Professions	1
	TOTAL ARTICLES =	137
	TOTAL TOPICS =	266

politics in non-Western countries. One example was "The Armenian Question: Young Turkish Revolution and the British Attitude toward It." Authors highlighted foreign reaction to American racial problems in such articles as "An Analysis of Foreign Reaction to the American Race Problem: The Montgomery Bus Boycott as a Case Study." Ethnographic studies and Cold War controversies were represented in articles of the era, but the greatest interest seemed to be in emerging African nationalism. A title such as "A Professional Approach to the Social Welfare Problems of Ghana" illustrates the topic.[289]

There were sixteen references to civil rights activism during this period. Articles in this category differed from articles concerning segregation and desegregation in that they addressed the methods of achievement rather than the concepts of racial equality. Such articles as "The Right to Demonstrate, "The Montgomery Movement: An Historian's View," and "Christianity and Sit Downs in the South" are examples of interest in the activism of the period. The issues of the 1961 year of publication chronicled the sit-in demonstrations from February through May 1960. Several other articles in the volume appeared with references to the conflict between students' roles as scholars and demonstrators.[290]

Analysis of Articles: 1963-69

For the final period of publication of the Quarterly Review only article topics are analyzed in this study. The journal no longer included editorial essays on educational problems.

The topics of society, race, and higher education were maintained as the dominant triad according to the frequency ranking of articles from the period 1963 to 1969. Racial and ethnic designations which were mentioned in 32 titles gained prevalence over societal issues which were cited in 25. Higher education ranked third with 20 references. Two topics, history and students, ranked fourth with 17 references each (see Table 7, p. 179).

Several topics appeared at positions of lower frequency rank, but remained solid areas of interest. Articles on the activities of the federal government rose in number from 4 in the previous period to 13 in the final period. References to professional research increased from 4 to 16 and marked a return to greater interest in the topic. International issues declined from 17 to 10 citations. Diminished interest in civil rights activism was shown by a reduction from 16 references to ten. Civil rights activism fell from fourth place to seventh in ranking. Ten articles on professional teacher training showed that the topic had continued to be an area of significant interest since its introduction at the end of World War II. Professions grew

Table 7--Frequency ranking of article topics: 1963-69

Rank	Topic	f
1.	Race	32
2.	Society	25
3.	Higher Education	20
4.	Students	17
	History	17
5.	Curriculum	16
	Professional Research	16
6.	Federal Government	13
7.	Institutional Factors	10
	International Issues	10
	Civil Rights Activism	10
	Teacher Education	10
8.	Instructional Technique	8
9.	General Education	7
10.	Religious Factors	6
11.	Professions	5
	Administration	5
12.	Guidance	4
	Health	4
13.	Faculty	3
	Specific States	3
	Community Relations	3
	Libraries	3
14.	Texts and Materials	2
	Organizations	2
15.	State Government	1
	Integration/Desegregation	1
	Total Articles =	126
	Total Topics =	243

as a topic, increasing from 1 articles to 5 as compared to the previous period.

Several topics diminished in number of article citations or disappeared from publication. Accreditation, recreation, athletics, and veterans' needs did not appear in the ranking of article topics for the final period. Women's issues had disappeared from specific citation since 1946. Concerns about desegregation and integration diminished from 20 references to one.

The profile of article topics in the Quarterly Review was much different at the end of its publication than it had been in the previous periods. Race and higher education were prevalent topics throughout the history of journal. However, titles involving curriculum, guidance, instructional technique, institutional development, and religion had all been indicative of the substance of article content in earlier periods of journal publication. Between 1963 and 1969, emphasis on these topics diminished and societal issues were added to race and higher education as the prevalent topics. Student needs, history, curriculum, and professional research were significant components of article content.

There were additional changes in the profile of article content in the Quarterly Review during the period. Texts and materials, which had not been seen as a topic since the 1930s, elicited new interest. The frequency

ranking of articles evidenced continued interest in the newer topics of professions, international issues, desegregation, civil rights, and teacher education, but to a lesser degree.

Conclusions

The October editorial of 1962 was also the last editorial of the Quarterly Review. Over the next seven years contributions to the journal came only in the form of articles. The journal continued to use news items and book reviews and devoted more space to these features. The tenor of the closing editorial seemed to foreshadow the nature of the next and final period of publication for the journal. The temper of the journal's editorial pages during the civil rights era was reenforced by the profile of topics contained in the articles. The loss of key figures of the editorial staff and network of contributing personnel precipitated a significant change in the character of the journal.

During its publication in the late 1950s, the editorials of the journal recorded the evolution of regional accreditation of black colleges and lower schools. The authors historically traced the problem from one of attempts to achieve recognition to one of demands to participate fully in the Southern Association of Colleges and Secondary Schools. The black college organizations were identified as the source of educational leadership for black schools at all levels. The inevitable outcome of integration with

mainstream organizations was the absorption of some functions of the black associations at the higher education level.

One author suggested a halt to the reduction or demise of separate bodies of black leadership. He encouraged members to coalesce around themes of societal transition and unique perspective. Delineation between desegregation and integration were central to editorial commentary on the status of the black population after the Supreme Court invalidated the concept of "separate but equal." The editorials indicated that black organizations had to maintain an interpretive and functional role in the period of transition between legally mandated desegregation and full integration. Furthermore, the authors saw the historical period of racial separation as a positive factor for black people in that it provided them with a unique perspective by which to interpret not only American society, but the world at large. Editorials endorsed the use of the black perspective by professionals through the support of their own organizations.

The fate of the small black private college was also explored in the editorial pages of the journal. The consistent concern of the editorialists was for the ability of small private colleges to compete against the public institutions to maintain academic standards, to compete for faculty and students, and to obtain funds for modernization

and expansion. The commentary espoused a unique purpose in developing of national leadership by the small private college, especially those that were traditionally attended by black students. The articles which strongly suggested the need to maintain separate black institutions of education were also indicative of the depth of concern over the negative consequences in desegregation for the black population. The ultimate goal of integration, as defined by full participation in society, was not yet seen as attainable by many contributors to the journal.

The editorials continued to question the role of higher education in teaching and maintaining social values. There was a shift from consideration of individual behavior to exploration of societal change. The institutional goal, as seen by the editorialists, became one of offering students the information necessary to withstand social pressures for negative behaviors. At the same time, the editorials endorsed the political activism which moved students to promote civil rights. The sit-ins of the late 1950s and early 1960s were seen by the authors as the fulfillment of the teachings and values of earlier eras in the history of racial relations. The authors concluded that the motives of the student activists were an educational byproduct and that their actions were not unique, but a natural outgrowth of precedents set by black leaders of generations before.

The forces of the leadership of black education continued to be depleted in the era of the late 1950s. The leaders eulogized in the editorials of the period now included figures that were not only part of the network of black educational leadership and contributors to the Quarterly Review, but part of an enlarging system of contacts between the separate associations of black higher education and institutions of the broader society. The record of their lives shown by the journal revealed that these individuals were cultivated in black academia, but contributed to and brought resources from mainstream institutions. Through them, black education no longer had to seek entree to white institutions through white emissaries. The constituents of black higher education could legitimately speak for themselves and expect to be heard. By noting losses in the second generation of black educational leadership, the journal editorialists continually sought to answer the question of who would replace them.

The loss of personnel had greater impact on the Quarterly Review. Experienced journal contributors were not only dying, but broadening their activities to realms beyond the journal and even the colleges and associations to which the journal had ties. The withdrawal of Theophilus McKinney from his long time positions with the journal and Johnson C. Smith University epitomizes the nature of this kind of reduction in personnel. McKinney provided xx of the 120

editorials published between 1933 and 1962. His ability to analyze the problems of black higher education in the context of American society was grounded in his preparation as a social scientist. His association with the journal founder, Henry L. McCrorey, gave him access to a network of black educational leadership as an ongoing source of information on black perspectives. The Quarterly Review itself does not provide documentation of the reasons for his exit from the journal and university, but it is noteworthy that after he left the journal's long practice of providing commentary on contemporary problems in black higher education ceased.

CHAPTER VIII

HISTORY OF THE QUARTERLY REVIEW: 1933-69

One of the purposes of this study was to discover the nature of the contents of the Quarterly Review over the length of its publication. The previous chapters have described the subject matter of the journal by presenting annotations of the editorials and analyses of articles for each historical period. The following analysis portrays the history of the journal through a summary of editorial themes and articles topics.

Editorial Themes

The focus of the editorials during the course of publication of the Quarterly Review was that of higher education for black people. In analyzing the editorials, concepts regarding higher education seemed to fall into major categories which concerned the roles of institutions of higher education and their purposes for black people.

Concepts of Higher Education

During the earliest years of the journal, higher education principles for black education were introduced as religious values. Higher education was seen as a means of developing and maintaining cultural values in the educated

person. The editorialists discussed character formation as a role for institutions in every phase of college life for students and faculty. Character formation was included as a goal in curriculum planning, career guidance, athletics, and social life. Faculty members were to act as models of Christian behavior and students were to exhibit strength of character as an emblem of educational achievement.

By the end of the Second World War, values and traits of character were described in terms of citizenship and democratic practices. The editorials charged black colleges and universities with training students to participate in the institutions of society in order to achieve some useful purpose. They also questioned the democratic operations of the institutions themselves, especially with regard to administrative supervision and student expressions of need. During the Cold War era, editorialists discussed the issue of protecting the academic freedom of faculty and concern about the lack of opportunity for students to learn to view problems through democratic processes. The writers viewed education and voting rights as the means of achieving full citizenship and improving the social status of black people.

The purpose of higher education for black people was also assessed by editorial contributors in terms of curricular offerings. The question of who determined what levels and kinds of education should be available to black

students was a subject of much debate in the editorial pages during the 1930s. Black colleges and universities were originally founded by religious denominations and various public bodies as means of reshaping the skills of ex-slaves to make them useful for society. The editorials cited the differences in educational purposes espoused by the various groups and challenged the curricular and institutional components which limited black higher education to vocational and occupational training. The major professional concerns for the editorialists at this time were for the development of religious and teaching professionals.

The federal government used the nation's colleges and universities to mobilize resources for World War II. During the war, the editorials noted that the government discriminated in the way it approached black and mainstream institutions of higher education. The differences in the levels of preparation of black military recruits was seen by the writers as a by-product of poor educational preparation. The limited number of black soldiers in positions of leadership was the direct result of insufficient opportunities for higher education according to the Quarterly Review. In addition, editorial writers pointed out discriminatory practices in providing military training programs on campus. The editorialists also indicated weaknesses in the ability of black institutions of higher education to meet mobilization needs. The colleges and universities tended to have

fewer appropriate resources and personnel to fully participate in defense preparations. The editorial pages became a source of information on the role of institutions of higher education in rapidly-changing events, government mandates, and post war planning. The writers gave black colleges and universities means of adapting to meet the wartime role of higher education in the United States.

During the 1950s, the most significant discussions regarding the role of higher education in the lives of black people concerned Supreme Court decisions denouncing "separate but equal" facilities and mandated desegregation. The editorials in the Quarterly Review debated the consequences in terms of equity of opportunity and self-initiatives which were grounded in the development of racially separate institutions. Strategies for change came into conflict with expressed purposes in higher education.

During the early 1960s, the editorialists considered the effects of the growth of public colleges and universities, access to integrated facilities, and new federal intervention on black higher education. As the most significant factors in the modern history of higher education were taking shape, the journal stopped publishing editorials.

Racial Equality

Racial equality as an editorial theme in the journal had several strands. Racial aspects of higher education in

the editorial pages included educational and economic opportunity, social justice, participation, and unique needs and perspectives of the black constituency of institutions of higher education.

Opportunities for black Americans to acquire higher education, to access expanded levels of higher education at the undergraduate, graduate, and professional levels, and to use the credentials of higher education in American society was a major focus from the beginning of the Quarterly Review's publication. The Quarterly reviewed the efforts of representatives of black colleges and universities to determine the impact of desegregation orders on the future of black institutions, the goals of black organizations, and the educational opportunities of the black population in general. Writers entertained suspicions about the source and means of white opposition to the changing relationship between black people and American institutions of education.

Standards

Standards as a theme in the editorial content of the Quarterly Review involved setting criteria for quality in higher education for black people and determining who was to select or impose the criteria. Deliberations about curriculum, administrative practices, faculty preparation, instructional methods, and institutional resources were intrinsic to the issue. Recognition and accreditation, self-evalu-

ation, faculty preparation, and administrative practices were basic strands of commentary on the theme.

During the first twenty-three years of publication, the development of an acceptable curriculum for use in black higher education was a predominant theme. The editorials introduced the debate regarding curricula as a consideration of vocational versus liberal education. The elimination of secondary level preparatory programs in order to conserve institutional resources for higher level programs was seen as the first step in achieving the establishment of a traditional four-year liberal arts program. A liberal arts orientation, according to the editorials, was a major factor in distinguishing black higher institutions from the "commercial" vocational institutions which emphasized occupational preparation. The necessity to distinguish two-year from four-year liberal arts programs was of special importance to editorial writers.

Editorialists also saw the need to adapt curricula and instructional techniques to meet the deficits some black college students presented as a result of their experiences in segregated school settings. There were conflicting attempts to meet educational standards and provide for the deficits in the preparation of students and in necessary resources.

Late in the 1930s, Thomasson, the specialist in curriculum development and junior college formation, stressed

the need for black colleges to be less traditional and more flexible in adapting curricula to meet the needs of black students. McKinney recommended the use of the findings of previously funded studies in order to scientifically apply sound concepts of higher education to the researched needs of black students. He also announced plans by private foundations to begin supplemental workshops to improve the instructional skills of black college teachers.

The activities of the Association of Colleges and Secondary Schools for Negroes were key factors in pursuit of standards for purposes of accreditation. McKinney's editorial on the monitoring of black schools after accreditation proved that black educators were sensitive to exposure to public criticism of deficits in their institutional practices. One editorial published during the depression discussed the dilemma involving church-related private black colleges and their omission from distributions of public funds. The expansion of federal funding for state and land grant institutions made it difficult for private colleges to compete in the development of appropriate institutional resources. Authors often emphasized the need for separation of church and state and the value of private education without resolving the problem of loss of funding.

By the onset of mobilization for World War II, the commentators centered on the seriousness of poor educational preparation of black youth. One commentator, C. E. Boulware

condemned the trend in black colleges and high schools away from vocational programs. He blamed the low level of preparation among black recruits on lack of technical training. McKinney, on the other hand, underscored the lack of opportunity for black youth to acquire modern skills and training for professional leadership through liberal arts education. He also delineated practices of racial discrimination in the selection of black college students for on campus military training as determinant reasons for discrepancies in educational preparation at the time.

After the war, the editorial writers turned their attention to the ongoing effects of Supreme Court desegregation rulings. Editorials often cited the deficiency of resources, for example access to libraries, as a cause for discrepancies in standards among black institutions. The writers continually pressed the issue of lack of graduate and professional programs in most black colleges. They were wary, however, that rather than providing access to established programs at traditionally white colleges and universities, opponents of desegregation would append inferior programs to traditionally black institutions. McKinney proposed that black colleges and universities prepare to lobby for admission of qualified black students to desegregated institutions. He also proposed the improvement of graduate preparation at black institutions.

The need for black applicants to medical schools and other graduate and professional programs precipitated the quest for recognition of the degree programs of black institutions. The editorials written in the 1930s traced the pursuit of standards for black institutions from the first request for survey and recognition to attempts to gain accreditation from the single regional agency which encompassed the majority of traditionally black institutions: the Southern Association of Colleges and Secondary schools. The editorials initially accepted the Southern Association's approach of accrediting black institutions, but denying them membership in the association. The editorials soon thereafter, however, began to question the exclusion of accredited black colleges and universities from decision making, standard setting, distribution of resources, and full membership in the organization.

Initially, the editorials encouraged black colleges and universities to meet the requirements of the regional authorities. Then they encouraged the institutions to develop and implement practices appropriate to the unique needs of black students. Finally, the writers proposed that not only should black colleges receive equitable rights to full participation in the membership of the Southern Association upon accreditation, but also that the unique innovations which they had evolved to compensate for unequal

educational resources were acceptable standards for use in the mainstream.

During the 1930s editorial writers also questioned the administrative practices of black institutions. The lack of established budgetary methods was at issue. McCrorey wrote an extensive editorial advocating standard financial procedures performed with democratic recognition of staff input, professional accounting and disbursement of funds, and appropriate planning. He promoted the use of educational staff to determine policy direction in financial spending which was both responsible and sensitive to the educational mission of the institution.

By the end of the 1950s, funding was again a source of concern for small private black colleges. Public funding was being expanded once again and black students now had access to institutions which before had been racially segregated. With a predicted five-fold increase in the number of college aged students who would also be high school graduates, private schools were once more at a disadvantage relative to new financial sources for physical plant and program expansion.

During the 1940s, Thomasson expressed hope for the development of teaching as a field and the commensurate expansion of teacher education programs as a result of increased salaries for teachers. By the 1950s, as concerns about accreditation were being resolved, editorials turned

to professional teacher training as an issue in the standardization of higher education. McKinney reported on private funding efforts to develop programs of teacher education which would meet state standards for licensure. Programs were also established to link college resources to the in-service training provided to local schools especially at the secondary level. Over the course of the publication of the journal, editorials had traced the growing concern for standards in the establishment of professional teacher education at the higher educational level. The trend for private funding for workshops on program evaluation continued into the 1960s with specific emphasis on the needs of small colleges.

Leadership

Principles of leadership can be seen in journal editorials on individual achievements, organizational affiliations, and administrative practices in black higher education. The editorials identified the earliest leaders in black higher education as products of the denominational schools founded during Reconstruction and the late nineteenth century. The writers chronicled the shift from white to black administrators and from control by denominational boards in both public and private schools to greater independent direction by black professional educators. The writers commented on the often derisive public view of black faculty. The editorialists documented the efforts by black

administrative leaders and organizations to improve the professional standing of black teachers at all levels.

One editorial theme begun during the 1930s concerned the importance of preserving small private black colleges. The writers justified the perpetuation of these institutions by commending them as sources of educational leaders of the highest quality. The leaders who McCrorey initially described as "consecrated Christian teachers" were to be role models for educated black youth. The graduates of religiously oriented black colleges were assigned the tasks of providing lay and clerical church leadership, teaching in the segregated schools of the country, and providing the catalysts for racial change in the black communities of America. The graduates of black institutions of higher education were urged not to be "commercial" (that is, career oriented) in their goals, but to be selfless in providing services to their people and the general society. The early commentaries praised black leaders for their personal relationships with students, their long term commitments to individual colleges, and their personal sacrifices in maintaining institutions in the face of precarious funding and the constant scrutiny by forces over whom they had little influence.

By 1940, the editorialists began to look to black leaders for more democratic styles, guidance in the areas of curricular change, and technical ability in the performance

of requisite criteria for standardization and accreditation. Thomasson described as good administrators those who were able to examine budgets, restructure programs, relate to the community external to the college campus, and assess faculty and student needs through the democratic process. The case of Albert Turner versus the Board of Regents of Langston College (Oklahoma) was a prime example of the journal's support of assertiveness by new black administrators in proclaiming their right to lead and expect appropriately delineated lines of control.

During World War II, the leadership roles of women in higher education was first mentioned in editorials when the National Association of Deans of Women met at Spelman College to discuss women's issues. In editorials commemorating the lives of Mary McCrorey, the wife of the journal founder, and Mary McLeod Bethune, both were cited as examples of independent female leadership. Both participated in making dramatic political and educational demands at great personal risk. They were part of a network of black female leadership that had at its core membership in the International Council of Women of Darker Races and the YWCA. Both were teachers in higher education and principal academic contributors to their respective colleges. They were selected by key leaders in white communities and governmental organizations to represent black perspectives

on such typical "feminine concerns" as housing, health, and family issues.

In the years spanning the Second World War and the post war period, the editorials evaluated the growing significance of black professional education organizations in the development of leadership. Such organizations as the Association of Deans and Registrars in Negro Schools, the National Associations of Deans of Men and Deans of Women, Alpha Mu Honor Society, and the Association of Social Science Teachers in Negro Colleges provided impetus to leadership training, academic achievement, and professional growth. The journal commented on the role of the associations in information giving, professional training, and problem solving. McKinney, the chief observer of organizational activities, delineated as one of their most important functions the development of adaptations of college structure and curricula to meet the needs of black students in a segregated society.

During the 1950s, the editorial writers continued to assess black educators in terms of their ability to formulate unique perspectives for viewing educational needs and problem solving in black schools. The provision of leadership by small private black colleges in these areas soon became another justification for maintaining them. The development of leadership in these institutions was also cited by editorial writers as a reason for preserving separ-

ate black institutions and organizations even in the face of mandated desegregation. The responses of white opponents to desegregation caused McKinney to warn leaders of both private and public institutions about their susceptibility to academic and economic intimidation.

The journal focused on the activities of the Association of Colleges and Secondary Schools for Negroes as the pivotal group in the array of black educational associations. The association was the vehicle for developing leadership which would attack the problems of institutional development, achievement of standards, and professional administration in black institutions. The association and its members led the fight for formal recognition and accreditation of black schools in the South. Through editorial evaluations of the proceedings of the association and its Commission on Higher Education writers were able to identify the evolution of contemporary black thinking on the problems of higher education. McKinney saw the need to publish the proceedings of the association and other organizations. The publication of organizational reports by the journal became its mission in preserving the history of policy making in black higher education.

Following the massive changes of World War II with its influx of veterans' benefits and the Supreme Court decisions on segregation in higher education, editorials reporting biographical data on various individuals exhibited

the changing nature of the preparation of black educational leaders. The credentials of black college leaders more often were tied to specific academic fields. The experiential base of the leadership figures was more often founded in integrated colleges and membership in traditionally all white professional organizations. The career of David Dallas Jones, president of Bennett College, illustrated the change. Jones was a graduate of Wesleyan University (Connecticut) and Columbia University. He was a member of the previously segregated Phi Beta Kappa honor society. Jones had held positions at the International YMCA and the General Education Board in addition to his capacities of leadership at traditionally black colleges.

The loss of Henry L. McCrorey, president of Johnson C. Smith University, was an example of how the numerous deaths of the 1950s and 1960s affected black leadership in higher education. McCrorey was a principal participant in movements for black institutional and organizational development. His recognition of the need to increase communication and assess problem solving techniques led to the founding of the journal as an organ of expression for the regional network of black educators. The ability of the institutions of black higher education to renew their pool of leadership was a factor in the maintenance of the quality and very existence of separate black colleges, associations, and such organs as the Quarterly Review.

By the early 1960s, the editorial writers also defined the role of black leadership in terms of orientation to international issues. McKinney defined expression of professional opinion regarding education in other countries and other aspects of foreign societies by black leaders as a legitimate function of black educational leadership. At the same time, he advocated not only investigatory, but also leadership roles for black administrators in relation to policy formation. Personal integrity in the performance of professional roles again became a sign of good leadership.

The editorials in the Quarterly Review which examined the qualifications of black educators showed the changing nature of black leadership throughout the middle years of the twentieth century. By the middle 1960s black educators less often remained in lifelong commitments to black colleges and universities. As the departure of McKinney himself from the journal and its host institution demonstrated, black educational leaders were extending their careers beyond the perimeters of the community of black higher education.

The Quarterly Review routinely provided news items on the noteworthy activities of various college personnel, but for its editorials on black educational leaders it chose significant figures from its network of contacts. The journal provided information on individuals within its

circle of contacts and furnished details from the points of view of their intimate peers.[i]

Major Editorial Contributors

The editorial writers in the Quarterly were part of the community of black higher education. The authors held positions as managing editors, editorial board members, or contributing editors to the journal. They were participants in the network of administrators, faculty, and organizational leaders in black higher education. As such, their opinions represented the variant expressions on contemporary problems and concerns by the constituents of black higher education.

Henry L. McCrorey was the president of Johnson C. Smith University, founder of the Quarterly Review, and one of the earliest editorial contributors. His writings reflected his background of education in the denominational schools for freedmen and of his position as a Presbyterian minister. McCrorey's evaluation of the problems of black higher education assessed the religious goals and origins of the small black private college. He also contributed concrete evaluations of the institutional practices of black

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[i]A survey of biographical sources on educators in America show few references to black educational leaders. For example, the criteria for entries in the preface, Leaders in Education were significant educational achievement (presumably in the mainstream of American education) and the acquisition of a doctorate degree. These criteria substantially eliminated the inclusion of biographical data on black leaders in education who were active prior to the 1950s.

colleges. McCrorey was an advocate of liberal arts as opposed to occupational training in higher education and of the accreditation of black colleges and universities which were able to meet regional criteria. He wrote ten editorials all of which were published during the 1930s.

Maurice E. Thomasson was an editorial board member who began his association with the journal in 1933. He was also associate editor from 1941 through 1947. From 1933 through the 1940s, Thomasson contributed fourteen editorials. He stressed the importance of preparing educated black youth to realistically meet the demands of teaching and working for black people in a segregated society. Thomasson wrote essays on the effects of demographic and economic change. He advocated interaction between black institutions of higher education and their adjacent communities. Thomasson was an expert on the development of junior colleges and strongly favored the independent pursuit by black educators of flexibility and innovation in curriculum development.

Bertram L. Woodruff was also an early contributor and was an associate editor from 1941 through 1943. Woodruff wrote six articles during the 1930s. He assessed faculty considerations in terms of instructional quality, salaries and support, and the reputations of black college teachers. Woodruff was a specialist in the humanities and presented various interdisciplinary academic propositions.

He wrote a significant essay on the democratization of black colleges.

W. S. Maize was a professor of education at Fayetteville Teachers College (North Carolina) and Florida A and M University. From the late 1940s through the mid 1950s, Maize wrote five editorials which advocated the application of personal values to problem solving in black higher education. He stressed humane and positive techniques in interactions between administrators and staff, and between faculty and students. Maize was an educator who promoted practical student centered approaches to teaching. As the editorial eulogizing his life described him, he was a "practicing Christian."

Theophilus E. McKinney was the managing editor and principal editorialist of the Quarterly. He was a faculty member at Johnson C. Smith University and the founder of the Association of Social Science Teachers in Negro Colleges and its subsidiary, the Sigma Rho Honor Society. From 1933 to 1962, McKinney wrote fifty-six editorials on various aspects of black higher education. He specialized in presenting the social and historical contexts of problems in black education. His editorials often traced histories of individuals, organizations, and legal precedents in outlining the nature of specific concerns.

McKinney consistently monitored the process of accrediting black colleges. His early writings advocated

achievement of institutional standards through adherence to the criteria of the regional agency for accreditation, the southern association. During the 1940s, his editorials began to reproach the association for its position relative to black schools. He began to promote alternative methods of evaluating standards in black institutions. McKinney's final stance on standards of black higher education asserted the competency of black colleges for self-evaluation and full participation in the agencies of accreditation. McKinney left Johnson C. Smith University and the staff of the journal in the early 1960s to join the staff of Florida A & M University. He continued to contribute editorials until 1962 and articles until 1964.

The authorship of some editorials in the Quarterly Review were not identified. An inspection of the editorial pages of the period from 1933 through 1945 showed that the author's byline was frequently omitted, but the final issue of the 1946 volume of the journal provided a summary index of articles and editorials for all the previous issues. The index revealed that the author of almost all of the identified editorials had been Theophilus McKinney. From the 1950s onward, editorials again appeared which did not provide the authors' names. The style and content of the commentary seemed to indicate that McKinney or some protege might have been the author. A future search of the archives

of the journal at Johnson C. Smith University might reveal further answers to questions of authorship.

Summary of Articles

The following summary analyzes the topical content of the articles in the Quarterly Review from 1933 through 1969. In this study, all of the articles were reviewed by title. Articles whose content could not be determined by inspection or whose content could not be codified were eliminated. The 872 articles which remained were classified by topic as they appeared in each historical period. Topics were ranked by frequency of citation. Chapters two through seven provide profiles of topic areas for each historical interval. The summary frequency ranking for the entire span of journal publication is presented in Table 8 (p. 208).

Race and ethnicity were cited as topics in the articles of the Quarterly Review more often than any other category. Race was mentioned in 217 of the 872 articles. References to racial factors were at their highest (55 of 139 articles) during the era of World War II. The relative status of black and other minority groups to educational achievement was a source of interest throughout the history of the journal. Ethnicity and international aspects were increasingly factored into assessments of race relations after World War II. A comparison of the five topics cited most often reveals the evolution of the characteristic

Table 8--Frequency ranking of article topics: 1933-69

Rank	Topic	f
1.	Race	217
2.	Society	211
3.	Curriculum	196
4.	Higher Education	135
5.	History	85
6.	Instructional Techniques	81
	General Education	81
7.	Institutional Factors	74
8.	Religious Factors	64
9.	Students	61
	Professional Research	61
10.	International Issues	60
11.	Faculty	56
12.	Specific States	51
13.	Guidance	47
14.	Federal Government	44
15.	Administration	36
16.	Civil Rights Activism	27
17.	Integration/Desegregation	26
18.	State Government	25
19.	Community Relations	22
	Teacher Education	22
20.	Organizations	20
21.	Veterans	16
22.	Recreation	15
	Professions	15
23.	Health	10
24.	Texts and Materials	8
	Athletics	8
25.	Libraries	7
26.	Accreditation	5
	Women's Issues	5

Total Articles = 872

Total Topics = 1791

profile of article content associated with the Quarterly Review (see Table 9 p. 210).

Societal issues ranked second in frequency of with 211 citations. The topic was mentioned in only ten articles during the earliest period of publication, but became a significant subject in every period thereafter. Society was the most frequently cited topic during World War II (66 of 139 articles). Articles on society most often provided historical or sociological contexts for education.

Curricular concerns constituted a topic in 135 articles throughout the history of the journal. The primacy of the topic is illustrated by its rank during the first half of the journal's publication It was cited in close to half of the articles (53 of 119) from 1933 through 1937. It was mentioned in one-third of the articles (43 of 125) from 1938 through 1941, and in one-fourth of the articles (35 of 139) from 1942 through 1946. After World War II, other concerns transcended curriculum in dominance, but it remained a significant topic until the end of the journal's publication.

Concepts of higher education were the fourth area of greatest interest. Higher education was referred to most often (32 of 125 articles) from 1938 through 1941, the era which emphasized standards and accreditation. Its period of lowest reference was from 1947 through 1951, the era of greatest Supreme Court intervention into the process of

Table 9--Five highest topics in frequency ranking by journal period: 1933-69

Period	Topic by Frequency				
	Race	Society	Curriculum	Higher Education	History
1933-37	32	10	53	16	2
1938-41	26	24	43	32	6
1942-46	55	66	35	20	9
1947-51	27	23	19	20	13
1952-56	25	37	16	7	18
1957-62	20	26	14	20	20
1963-69	32	25	16	20	17
Total:					
1933-69	217	211	196	135	85

higher education. Higher education persisted as a strong area of interest in all other periods of journal history.

Articles concerning history were ranked fifth as a subject of concern. Eighty-five titles indicated interest in results of historical studies, methodology, and academic approaches. Beginning with only two references in the first period, the number of history references increased to the point that it became a standard topic in the article content of the journal.

The five major article topics indicate the common areas of interest included in the journal. As previously mentioned, the study by Barron and Narin published 1972 analyzed the subject matter of articles in the Quarterly Review. Their research found relative to its place in the reference structure of education journals the contents were peripheral in nature as compared to the mainstream of educational journals. Most journals were found to have psychological research as the principal base of knowledge. Although educational psychology, intelligence testing, and child development, were of interest to article writers for the Quarterly Review, the social context of education seemed to them a more logical perspective from which to view the problems and needs of higher education for black people.

The Quarterly Review and History of Education

This investigation provides a history of the Quarterly Review, and a categorical and thematic assessment of

its contents during the length of its publication. According to the research paradigm proposed by Stone et al, investigation of journals requires as the initial step an intensive familiarity with the journal material in order to detect characteristic modes of expression. The initial stages of study should discover the vocabulary, format, organizational ties, and personnel of the publication. According to Beringer the historian, unlike literary analysts, expands the method to include context. Historical analysis interprets the significance of the material to a specific period in time.[291]

In this study, the annotation of editorials and analysis of article topics are used to determine the characteristic nature of the content and modes of expression in the Quarterly Review. The authors of the various contributions to the journal provided commentary on events and personnel of the various periods in the history of its publication. This investigation used secondary sources to supplement journal data on biographical, social, and historical contexts of the history of the journal.

The network of editorial board members and authors as determined by board listings in the journal were associated primarily with black institutions and organizations in the southern United States. The largest number represented institutions in North Carolina, South Carolina, and Georgia. The personnel of the journal were primarily employed as

faculty and administrators in small private black colleges. The findings of this study are presented as a descriptive analysis of the journal as a mid twentieth century organ of this community of black higher education.

Determining the significance of the Quarterly Review to the history of education was the final major purpose of this study. The importance of the journal as documentary evidence of educational events and the lives of black educators is confirmed in this study by the direct examination of the editorials and articles. In addition to being a rich source of significant events and biographical data on the lives of individuals, the journal is a primary record of the evolution of black thought regarding the solutions to problems of higher education.

APPENDIX A

Description of Topic Categories

1. Curriculum/Academic Subjects/Vocational Subjects: Development of the various subject areas as they relate to higher education and its articulation with general education and society
2. Race/Ethnicity: Racial and ethnic issues as they are specifically cited in article titles
3. Higher Education/Scholastic Improvement/ Achievement Issues: Nature of higher education in its traditional and innovative forms; specific efforts to define or improve its quality
4. Instructional Techniques: Specific methods of developing, adapting, or improving teaching methods
5. Society: Discussion of social institutions, intergroup relations/Economics, politics, international relations, and law
6. General Education/High Schools/Elementary Schools: Education below the higher education level; other postsecondary education
7. Guidance/Personnel/Vocational Counseling: Occupational and career guidance; student and personnel counseling; mental hygiene
8. Institutional/Foundations and Endowments/Assets: Various institutional forms, including church-

related, land grant, and public facilities; their methods of administration and funding

9. Specific States: Mention of specific states in titles of articles

10. Professional Research/Measurement/Testing/Publication: Professional, scientific methods of studying problems and issues of education and society.

11. Student Population/Scholarships/Grants/Aid: descriptions and aspects of student populations and needs

12. Faculty/Staff Population/Salaries/Benefits: data and study of faculty roles, status, conditions

13. Religion/Character Formation/Moral Values: identification of values, individual and institutional development of roles and identity; social, political, and religious values

14. Federal Law/Government: Government relations, laws, programs, agencies at the national level

15. Administration: Administrative structure, roles, styles, policy making

16. Social/Recreational: Extra-curricular activities and programs; formal and informal social life, on and off campus

17. Athletics/P. E.: Organized sports and formal physical education; administration and standardization of sports programs

18. History: specified institutional, personal, social historical factors; historical studies
19. Community/Extension: Community services, relations, extension programs
20. Texts/Material: Development, analysis, adaptation of texts and materials
21. Organizations/Associations: Formal professional, political, social, academic, and student organizations
22. State Law/Government: State relations, laws, programs, agencies
23. Accreditation/Evaluation/Standardization: Program, curricular, budget and performance standards
24. Library/Librarians: Libraries, library programs and facilities; librarians; research facilities
25. Women's issues/specific techniques, programs, and roles for women in black higher education
26. Veterans/ Veterans' programs, populations, services
27. Professions/Professional education: definitions and status of professional careers, roles, and preparation other than education; access to professional fields
28. International Issues:
29. Intergration/Desegregation:
30. Civil Rights Activism:
31. Teacher Education/Training:

NOTES

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6. Holmes, 132-3.

7. McCrorey, "A Brief History of Johnson C. Smith University," (April 1933): 35.

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11. Ibid

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22. McCrorey, "Is the Church Related Negro College a Potent Factor in the Development of the Negro Race?," 4 (April 1936): 103.

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