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AUTHOR Gill, Wanda E.
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ABSTRACT

This paper presents a history of four historically Black colleges in Maryland: Bowie State University, Coppin State College, Morgan State University, and the University of Maryland, Eastern Shore. The history begins with a section on the education of Blacks before 1800, a period in which there is little evidence of formal education for African Americans despite the presence of relatively large numbers of free Blacks throughout the state. A section on the education of Blacks from 1800 to 1900 describes the first formal education of Blacks, the founding of the first Black Catholic order of nuns, and the beginning of higher education in the state after the Civil War. There follow sections on each of the four historically Black institutions in Maryland covering the founding and development of each, and their responses to social changes in the 1950s and 1960s. A further chapter describes the development and manipulation of the Out of State Scholarship Fund which was established to fund Black students who wished to attend out of state institutions for courses offered at the College Park, Maryland campus and other White campuses from which they were barred. Included are a timeline of important events in higher education for Blacks in Maryland and 35 references. (JB)

The History of Maryland's Historically Black Colleges

by

Wanda E. Gill, Ed.D.

Preface

Maryland's four historically black colleges have contributed significantly to the education of African Americans in Maryland and in the nation. Bowie State University, Coppin State College, Morgan State University and the University of Maryland Eastern Shore have significantly impacted on the pool of African American professionals. Through curriculum and governance changes, these institutions have survived and thrived to experience enrollment increases at a time when other area institutions are experiencing enrollment declines. The history of these institutions, from segregated beginnings, give insight into the strategies needed for survival.

The librarians and archivists at all four institutions were helpful in locating early manuscripts for this publication. Mrs. Courtney Funn of Bowie State University, and Ms. Melanie Gardner, former Archivist at Bowie State University, were especially helpful.

Ms. Lauren Boccabello and Ms. Lawanda Michelle Williams typed and edited the manuscript. They are to be commended for their thoroughness.

This article is dedicated to Candace Ellen and Kimberly Lea Gill, my daughters, who today profit from the classes they pursue at Bowie State University.

Wanda E. Gill, Ed.D.

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THE EDUCATION OF BLACKS IN MARYLAND PRIOR TO 1800

Even though freedmer of St. Mary's County elected and paid expenses for four burgesses as early as 1664, there is no other evidence of any formal education in Maryland.[1] There is little evidence of any educational efforts for African Americans in Maryland prior to 1800 despite the presence of large numbers of free Blacks throughc c the state. Yet, there were no laws prohibiting the education of Blacks in Maryland as there were in many other states. Rev. Thomas Bacon began a school in Talbot County for orphans, poor children and Blacks.[2] In 1800, there were a total of 125,522 Blacks; 105,935 were slaves and 19,587 were free.[3] The largest number and percentage of free Negroes were in Baltimore City followed by Dorchester County. Kent County, Queen Anne County, Harford County, Baltimore County, Baltimore City and Anne Arundel County had populations of free Blacks numbering over 1,000 (Table A).

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[1]Archives of Maryland (1) Proceedings and Acts of the Asse bly, January 1637 - September 1664, Maryland Historical Society, William Hand Browne, e., 1883.

[2]Margaret Lynne Browne and Patricia M. Vanorny, "Piety, Chastity and Love of County: Education in Maryland to 1916", Maryland State Archives, Annapolis, 1984.

[3]Michael Francis Rouse, Study of the Development of Negro Education Under Catholic Auspices in Maryland and the District of Columbia. The Johns Hopkins Press, 1935.

Table A. Negro Population by Counties From the Census of 1800

Eastern Shore			Western Shore		
Counties	Slaves	Free Negroes	Counties	Slaves	Free Negroes
Cecil	2,103	373	Harford	4,264	1,344
Kent	4,474	1,786	Baltimore	6,830	1,536
Caroline	1,865	602	Balt. City	2,843	2,771
Queen Anne	6,517	1,025	Anne Arundel	9,760	1,833
Talbot	4,775	1,591	Calvert	4,401	307
Dorchester	4,566	2,365	St. Mary's	6,399	622
Somerset	7,432	586	Montgomery	6,288	262
Worchester	4,398	449	Pr. Geo.	12,191	648
			Alleghany	499	101
			Washington	2,200	342
			Frederick	4,572	473
TOTALS	36,130	8,777	Totals	69,805	10,810

Note: Carol County was organized in 1836; Howard County was organized in 1851; Wicomico County was organized in 1867; Garrett County was organized in 1872.

(From Study of the Development of Negro Education Under Catholic Auspices in Maryland and the District of Columbia by Michael Francis Rouse, The Johns Hopkins Press, 1935, p. 16).

Large numbers of slaves were needed to maintain the great mansions of Prince George's County, Maryland, home of several of Maryland's early governors. The Belair mansion of Bowie, Maryland was built by Benjamin Tasker, acting governor from 1752-1753.[1] The mansion was occupied by Governor Ogle who was governor of Maryland from 1731-1732, 1733-1742 and 1746-1752.[2] His son occupied the Belair mansion and served as Governor of Maryland from 1798-1801.[3] There, Governor Ogle began the first stud farm in the country. Large numbers of slaves were required to work the land, maintain the mansion and the stud farm. The "Fairview" and "Pleasantview" mansions date back to 1790 and the late 1700's, respectively.[4] Sacred Heart Church was founded in 1741.[5] The grand mansions were surrounded by large tobacco farms. Education of the Negro was not forbidden but was discouraged. One can but wonder at the quality of life for the 648 free Negroes in Prince George's County prior to 1800. Ironically, Prince George's County would become home for an Historically Black College. These large populations of free Blacks on the eastern and western shores of Maryland led to the need for formal education and, eventually, to the need for the

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[1]Cleophus Cerrutheous Hatcher, An Historical Study of the Integration of Students and Faculty at Bowie State College, George Washington University, February 21, 1977, pp. 162-163.

[2]Ibid., pp. 162-163.

[3]Ibid., pp. 162-163.

[4]Ibid., pp. 162-163.

[5]Ibid., pp. 162-163.

higher education of Blacks in Maryland.

Prior to 1800, three colleges were founded for White males; Washington College of Chestertown, Maryland in 1782; St. John's College of Annapolis in 1785; and, Cokesbury College in 1807.[1] Washington College and St. John's College were briefly affiliated as the University of Maryland, an arrangement which was short lived. Cokesbury College went our of existence in 1796. These White schools did not admit Blacks or women. These populations, Blacks and women, would have to wait another sixty years before they would have their own colleges.

The free Blacks of Maryland were to find allies in the Quakers and Methodists. Both religious groups would be instrumental in assisting Blacks in their educational efforts. The close alliance with the Quakers and Methodists which began before 1800 would eventually lead to the state supported educational structures which continue to this day.

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[1]Bernard C. Steiner, History of Education in Maryland, Washington, Government Printing Office, 1894.

The Education of Blacks in Maryland from 1800-1900

The first formal education of Blacks in Maryland after 1800 was initiated by freedmen. Members of the Sharp Street Methodist Episcopal Church bought land for a new church and school in 1802.[1] This new church and school was to become the forerunner of public education for Blacks in Maryland.

The founding of the Oblate Sisters (Sisters of Providence), the first black Catholic order of nuns in the United States, marked the early beginnings of the education of Black children by the Black hierarchy of the Catholic Church in 1829.[2] The Oblate Sisters would educate Black Catholic children in Maryland for nearly one hundred fifty years. Their contributions included improvements in the community as well as in the classroom.

Higher education in Maryland began two years after the end of the Civil War. In 1867, Morgan State University (Centenary Biblical Institute) was founded in Baltimore.[3] On December 16, 1867, Bowie State College (Baltimore Normal School) was founded.[4] In 1887, towards the end of Reconstruction, the

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[1]Phebe Jacobsen, "Researching Black Families at the Maryland Hall of Records" Maryland Hall of Records, Annapolis, 1984.

[2]Phebe Jacobsen, op. cit.

[3]Edward N. Wilson, The History of Morgan State College : A Century of Purpose in Action 1867-1967, Vantage Press, New York, 1968.

[4]Ida G. Brandon and Elizabeth H. Tipton, "Historical Sketch of Bowie State College," Washington, D.C.: The George Washington University, 1973.

University of Maryland Eastern Shore (The Princess Anne Academy) was founded.[1] The Sharp Street Methodist Church (Black) was instrumental in the founding of Morgan. Morgan established the Princess Anne Academy (University of Maryland Eastern Shore) as a branch school. Bowie was founded by the Baltimore Association. Free Blacks in Baltimore and other parts of Maryland were directly responsible for the founding of these institutions of higher education. Whether the founding was for the clergy or for teachers for Black children in segregated schools, the mission of these schools was tied to the immediate needs in the free Black communities. These free Black communities and Quakers in this country and abroad financed these institutions. White Marylanders' involvement, with the exception of a few Quakers, was almost nonexistent.

The tax based support of education of Blacks in Maryland was instituted with the 1864 Constitution which called for a state public school system.[2] Black children attended segregated schools in counties where free Blacks paid enough taxes to support their schools.[3] This continued until 1872 when a new law established a Black public school in each county's election

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[1]Bernard C. Steiner. History Education in Maryland, Government Printing Office, 1894.

[2]Margaret Lynne Browne and Patricia M. Vanorny, "Piety, Chastity and Love of Country and Education in Maryland to 1916," Maryland State Archives, Annapolis, 1984.

[3]Margaret Lynne Browne and Patricia M. Vanorny, op. cit.

district.[1] Although poorly funded, schools for Blacks were established.

In 1894, the Provident Hospital for Blacks of Baltimore was established by Black physicians.[2] This suggests learned free Black men in Baltimore worked to establish facilities to meet the needs of the city's large Black population.

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[1]Margaret Lynne Browne and Patricia M. Vanorny, op. cit.

[2]Phebe Jacobsen, "Researching Black Families at the Maryland Hall of Records," Maryland Hall of Records, Annapolis, 1984.

BOWIE STATE UNIVERSITY

The Founding: The Baltimore Association, Mr. Nelson Wells

Who actually founded Bowie State University depends on who writes the history. According to Ida G. Brandon and Elizabeth H. Tipton, two Black female administrators who worked at the school, Nelson Wells, a former slave, founded Bowie State College.[1] According to Martha S. Putney of Howard University, Bowie was not founded from Nelson Wells' bequest.[2] Rather, the college was an outgrowth of a school founded by the Baltimore Association, a group of mostly Blacks and Quakers. The Wells Estate Fund was bequeathed and partially expended well before the founding of Bowie State University.[3] It does, however, appear that Wells' intent with his bequest was primarily responsible for the founding of Bowie State College. This intent is significant because it documents the concern of free Blacks in Baltimore for the welfare and concern for the education and well being of Black children.

Nelson Wells was born in 1786. The Census of Freedmen of Maryland listed him in 1830. He worked as a "drayman" in Baltimore from 1827 - 1842. In March of 1814, he was married at

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[1]Ida G. Brandon and Elizabeth H. Tipton, "Historical Sketch of Bowie State College", Washington, D.C.: The George Washington University, November 28, 1973, p. 1.

[2]Martha S. Putney, "The Baltimore Normal School for the Education of Colored Teachers," Maryland Historical Magazine, Volume 72, No. 2, Summer 1977.

[3]Martha S. Putney, "The Baltimore Normal School for the Education of Colored Teachers: Its Founders and Its Founding", Maryland Historical Magazine, Volume 72, No. 2, Summer 1977.

the Saint Paul Episcopal Church of Baltimore at the age of twenty-eight (28). He lived at 247 South Charles Street. He invested in real estate and stocks. The doctor who had attended him during an illness, William Handy, assisted him in realizing his dream of establishing an endowment for the education of Baltimore's free Black children. Wells asked to see John Needles and Issac Tyson to discuss how to best carry out his will. Wells signed a Will and Letter of Instruction signing the bulk of his estate over to three White Quakers, Needles, Tyson and Edward Jersop. These men established a perpetual trust with the estate money. In 1845, they established the Wells Free School in Baltimore. They also gave some support to the Ellen Wood Infant School. This group of Quaker men and some Black men became known as the Baltimore Association. On December 16, 1867, the Baltimore Association founded and operated the Baltimore Normal School at Saratoga and Courtland Streets. By 1869, the trustees of the Wells Fund had the Board of Commissioners of the Public Schools of Baltimore fund the education of Black children. The Maryland Court of Appeals, on June 8, 1871, gave what was left of the Wells estate to the trustees of the Baltimore Normal School. Hence, the Baltimore Normal School (Bowie State University) did receive some of Wells' estate money four years after its founding.[1]

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[1]Martha S. Putney, "The Baltimore Normal School for the Education of Colored Teachers: Its Founders and Its Founding", Maryland Historical Magazine, Volume 72, No. 2, Summer 1977.

The Baltimore Association records indicate that $14,960.25 was raised in 1864 to support education for freedmen. In the first year, funds were solicited by letter to 250 clergymen in Baltimore. A total of $49.00 was donated by two rabbis. White clergymen in Baltimore were neither generous nor helpful in establishing an education system for Blacks. Nonetheless, the Baltimore Association opened its first school in Easton in Talbot County. By November 6, 1865, the ninety-four (94) students enrolled were taught by two teachers. A second school was opened on January 9, 1865, in Baltimore at Calvert and Sarasota Streets. This school enrolled 585 students in day and evening classes. They were taught by four teachers. In its first year of operation, the Baltimore Association established and maintained seven schools. A total of 1,957 students were enrolled in Baltimore alone. There were eighteen schools in the counties serving 1,110 students. In the county schools, 14 of 18 teachers were Black. The free Negroes of Maryland were eager to learn. The trustees of the Baltimore Association were very concerned that public funds were being denied for the education of black children even though free Blacks paid taxes. In an attempt to reassure whites on the advisability of the education of Blacks, Mr. Cushing, the corresponding secretary of the Baltimore Association, said ". . .the education of the colored people has no political end or aim . . ."[1]

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[1]Martha S. Putney, p. 245.

Table B. Baltimore Association Donors

Donor	Amount
Blacks in the Counties	$21,328.19
New England Freedman's Aid Society	$13,090.07
Society of Friends in England and Ireland	$10,145.86
American Freedman's Aid and Union Commission	$ 5,500.00
Blacks in Baltimore	$ 3,862.05
Pennsylvania Freedman's Relief Association	$ 3,800.00
New York Association	$20,088.17
Unitarian Church of Baltimore	$ 1,490.50
Philadelphia Friends Association	$ 1,487.50
Friends at Courtland Street (Baltimore)	$ 1,260.00

(From Martha S. Putney, "The Baltimore Normal School for the Education of Colored Teachers: Its Founders and Its Founding," Maryland Historical Magazine, Volume 72, No. 2, Summer 1977.)

Table B documents the fact that most funds for the education of Blacks in Maryland came from other Blacks and Whites in other states. Whites in Maryland, with the exception of the Quakers, were not willing to fund the education of Blacks in Maryland. The Baltimore Association constantly pursued efforts to get the state legislature to aid Black schools or incorporate them into the system. These efforts remained unsuccessful for years. The Association was, however, able to secure a $20,000 donation from the City Council of Baltimore for the education of free Blacks. This was an important milestone.

The school system established by the Baltimore Association led to a natural progression for the need of a school to educate Blacks as teachers for the Black school system. From its early inception, the Normal School (Bowie State University) had the mission of providing teachers for Black children. This mission was constant until the 1960's.

STATE FUNDING OF THE BALTIMORE NORMAL SCHOOL

The Normal School in Baltimore was to receive state funds in 1908. The reasons for the takeover include the need for finances. Oscar James Chapman[1] credits Col. Powell, a white board member and native of Ellicott City, Howard County, Maryland for securing state funds in 1908. By then, the school was referred to as the "Baltimore Colored Normal School". The General Assembly passed a Special Act that gave the State control of the school. At the same time, the State Board of Education purchased 187 acres of land in Prince George's County, relocated the school there and referred to it as State Normal School No. 3. There was already the Maryland State Normal School at Towson and the State Normal School at Frostburg for White students (State Normal School No. 1 and State Normal School No. 2, respectively).[2] Chapman mentions a Commission Study of Industrial Education during the same year. Maryland Whites decided to focus Black higher education in agriculture and the trades, as was intended by Booker T. Washington. This educational focus was very different from the educational focus proposed by Dr. W. E. B. DuBois. On a national level, the Niagara movement (which led to the founding of the National Association for the Advancement of Colored People) was occurring.

The state takeover of 1908 skewed the education of Blacks in

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[1]Oscar James Chapman, A Brief History of the Bowie Normal School for Colored Students, Dissertation, University of Michigan, Ann Arbor, Michigan, 1936.

[2]Ibid.

the State of Maryland in a specific direction. The funding relief was, no doubt, welcome by the trustees of the Baltimore Association who, for over forty years, struggled financially to keep their schools going. However, the school was now totally reliant on the state to fund its educational programs.

The Normal School moved to the Prince George's County site in 1910. The first Black principal was hired for the new location. The site in Prince George's County was spacious. Students and staff grew and produced their own food supply (farm started in 1911) and built the early buildings (trades were taught). The high school curriculum was maintained until 1924 when 11 students started in the Normal School curriculum (127 were in high school that year).[1] By 1919, all students were Normal School students. Enrollment dropped in 1918 and 1919 due to World War I and from 1919-1935 due to the depression. The high school was officially discontinued in 1927.

The first summer school started in 1917 with teachers from the schools for Blacks from the surrounding counties. This was started in the administration of Principal Goodloe. A two-year teacher education program was expanded to a three year program. In 1935, the name was changed to Maryland State Teachers College at Bowie. The four year program was initiated the same year.[2]

Chapman briefly mentions a fire on October 20, 1922 which

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[1]Oscar James Chapman, A Brief History of the Bowie Normal School for Colored Students, Dissertation, University of Michigan, Ann Arbor, Michigan, 1936.

[2]Bowie State College Catalog, 1985-86, p. 7.

destroyed the main administration building. No mention was made of how the fire started. The Appropriation of 1924 allocated $26,000 to the school for the next three years. This was a very small sum. They did, however, appropriate $80,000 to rebuild the administration building. From 1912-1934, 216 students graduated from the high school and 216 graduated from the Normal School.[1] Many of the high school graduates continued in the Normal School. Planned practice teaching began in the 1926-27 school year. By 1934, the property of the Normal School was valued at $210,349. The faculty size increased from eight in 1912 to eighteen in 1931. Most of Maryland's Black elementary teachers were from Bowie. The first Negro to receive a Master's degree in geography from Ohio State University taught at the Normal School. Bowie, like Morgan and Princess Anne Academy, was affected by the court cases and separate but equal (though mostly unequal) doctrine of the day.

In 1936, Donald Murray won his court case to attend the University of Maryland School of Law.[2] As a direct result of the Murray case, a special commission created by the legislature issued the "Report of the Commission on Higher Education of Negroes to the Governor and Legislature of Maryland."[3] Also

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[1]Oscar James Chapman, A Brief History of the Bowie Normal School for Colored Students, Dissertation, University of Michigan, Ann Arbor, Michigan, 1936.

[2]Phebe R. Jacobsen, op. cit.

[3]Morris A. Soper, Chairman, "Report of the Commission on Higher Education of Negroes to the Governor and Legislature of Maryland, Jan. 15. 1937.

related to the Murray case were two reports on scholarships for Negroes.[1] Negroes were encouraged to go to undergraduate schools out of state. The state paid all their expenses.

The State of Maryland opted to increase scholarship money for out of state study rather than risk law suits at white undergraduate campuses. At the same time, the state ignored the financial needs of Bowie.

With the end of the second World War came increased agitation from Blacks for more adequate facilities and greater access. In 1947, the President of the University of Maryland, H. C. Byrd, issued a statement on "the University of Maryland and Higher Education for Negroes" to the Legislative Council.[2] This statement did nothing for Bowie but directly impacted on the Princess Anne Academy (University of Maryland, Eastern Shore). The school was threatened with extinction.

By 1950, another report was issued on the higher education of Negroes in Maryland.[3] This report would threaten to eradicate at least one Historically Black College.

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[1]Report of the Commission on Scholarships for Negroes to the Governor and Legislature of Maryland, January 14,1919 (Ch. 506, Acts of 1937) Ivan E. McDougle, Chairman and Special Report of the Commission on Scholarships for Negroes to the Governor and Legislature of Maryland, February 21, 1919.

[2]H. C. Byrd, President of the University of Maryland. "The University of Maryland and Higher Education for Negroes", July 16, 1947, Maryland Hall of Records.

[3]Report and Recommendations of the Commission to Study the Question of Negroes in Higher Education. June 30, 1950. David E. Wegleen, Chairman, Maryland Hall of Records.

When the Brown decision occurred, Baltimore began to desegregate city schools.[1] Other counties soon followed.

[1]Phebe R. Jacobsen, op. cit.

CURRICULUM CHANGES BEGINNING IN 1951

The junior high school teacher program started in 1951. The school was governed by the State Board of Education. The school, from 1956-1962, received limited funds. The secondary high school teacher program started in 1961.[1] The liberal arts program started in 1963,[2] the same year the name of the school was changed to Bowie State College.

The curriculum changes and change in governance in the 60's were a direct result of the tumultuous times. The 1960's in Maryland were marked by sit-ins (1961), the Cambridge race riots (1963, 1967) and riots in Baltimore and other cities because of the assassination of Dr. Martin Luther King, Jr. (1968).[3] Black citizens were demanding improved facilities and a more equitable distribution of their tax dollars.

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[1]Bowie State College Catalog, 1985-86, p. 7.

[2]Bowie State College Catalog, 1985-86, p. 7.

[3]Phoebe R. Jacobsen, op. cit.

COPPIN STATE COLLEGE

According to an entry in the card catalogue section of the Maryland Room at the University of Maryland, College Park, Coppin State College was founded as a Training School in 1900. The name was changed to Coppin Normal School in 1926. The name was again changed to Coppin Teachers College in 1938. The name was changed to Coppin State Teachers College in 1950 and to Coppin State College in 1963.

The Early Beginnings

The history of Coppin State College can only be found in the College's Archives in a variety of different types of papers, including some by unknown authors. The school began at what later became known as the Douglass High School (this school was referred to as the Colored High School and Training School) on Pennsylvania Avenue in 1900.[1] The Baltimore City School Board, due to pressure from the black community, began a one year course for training the city's black elementary school teachers. Although the State Normal School for teachers began in 1966, there was no such school in Baltimore for Black teachers.[2] There was a serious teacher shortage in the Black schools. This led to a need for a normal school.

The one year class for prospective teachers (Coppin State College) was housed in the Colored High School located at Dolphin

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[1] Coppin State College Catalogue, 1968.

[2] Unpublished paper by unknown author, (p.11), Archives, Coppin State College.

Street and Pennsylvania Avenue. Actual classes began on January 4, 1901. The first teacher was Miss Elizabeth Smith who'd been second assistant in the Teachers Training School.[1]

In 1902, the course of study was expanded to a two-year curriculum at the Normal Department of the Colored High and Training School (Douglass High School).[2] Oral history indicates that the very first classes were held in one of the Black churches from 1900-1902.[3] It was not until 1902 that the Douglass High School (Colored High School and Training School) was temporarily shared. An anonymous history of Coppin called The Coppin Story places the early beginnings at 1900.[4] A Study of Coppin State Teachers College states that the school was established in 1901.[5] The most accepted and most cited date on the establishment of the school is 1900. Whether the early beginning was at Douglass High School or at a local church, it is clear that the Black community of Baltimore had a direct impact on the founding of the school. It is equally clear that there was no interest in the school in the White community. By 1906, J.H.N. Warring was named principal.

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[1]Jerlyn A. Manuel. Coppin State College 1900-1974: Its Origin and Development, The George Washington University, November 27, 1974.

[2]Coppin State College Catalogue, 1968.

[3]Flossie Dedmond, "Coppin Yesterday, Today, Tomorrow", 1976.

[4]Anonymous, The Coppin Story, written after 1956.

[5]Study of Coppin State Teachers College, Baltimore Urban League, February 9, 1956.

1909 is a significant date in the history of Coppin State College. To fully understand why changes were occurring at Coppin as well as the other Historically Black Colleges, we need to examine the climate in the State of Maryland. The February 13, 1909 edition of The Baltimore Advocate, a Black newspaper, cites a "Campaign against Disfranchisement" as the lead story.[1] According to the article, Democrats feared the organized colored vote and were working hard to ". . .get colored leaders wrangling over honors".[2] The paper further describes the Suffrage League and the Union League, two Black leagues of voters that were working to fight the Disfranchisement Amendment. The right to vote was so essential that the paper's editor wrote,

> "If the ballot is of inestimatable value to white men, it is of no less value to colored men. The truth is we need it more than the white men need it. We need it to make our existence as human beings more secure than it is, to change our dependent condition and to make it do for us what it does for the people of all other races who compose our American republic. We also need it to help us to earn our daily bread and to protect our varied interests so we can accumulate wealth and contribute our share to the peace and prosperity of this our native country . . .
>
> In Maryland an amendment is pending to disfranchise colored men. If the colored men of the state organize and educate each other, the amendment will be killed and its advocates will hardly venture to make it an issue in this state again. Its death and burial will hasten the death of Jim Crow and disfranchising laws in other states.

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[1]The Baltimore Advocate, February 13, 1909, Vol. 1, Number 6.

[2]Ibid.

> This disfranchising issue gives Maryland colored men an opportunity to secure to our people civil and political rights and to move with the tide of modern civilization . . . secure our rights to vote so we can use the ballot as a means of self protection and for the general good of all the people."[1]

On the eastern shore, Republicans were meeting at Easton to adopt a plan of action against the Disfranchisement Amendment. The voters were anxious to exercise this freedom, indeed "some men live so far from the voting booth that they will have to start two days before election day to reach the place (to vote) in time".[2] Black Marylanders in 1909 knew that their quality of life was directly tied to the ballot. The defeat of the Disfranchisement Amendment was critical to the survival of all of the primarily Black social institutions: educational institutions, churches, businesses, families. On the western and eastern shores of Maryland, Black voters were actively involved in trying to gain a better life style for all Black Marylanders. The right to vote was also seen as related to citizenship. In The Baltimore Advocate, an article on citizenship urged Baltimoreans to be good citizens through community and political involvement.[3]

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[1]The Baltimore Advocate, February 13, 1909, Vol. 1, Number 6, p. 2.

[2]The Baltimore Advocate, February 13, 1909, Vol. 1, Number 6, p. 2.

[3]The Baltimore Advocate, February 13, 1909, Vol. 1, Number 6, p. 4.

Other articles depicted the segregated times in housing, education and churches. Housing covenances were initiated by the Harlem Improvement Association, a white realty firm that wanted to block Black residency of the then lily White Druid Hill section of Baltimore. Owners who rented to Blacks would be foreclosed by the bank or note holder.[1] There is evidence that schools were monitored by the Black community for leadership. A Morgan graduate, Dr. Lockerman, replaced Dr. Ware as principal of the Colored High and Training School (Douglass). There is an article on a new Black principal at a new school. There is also an article on Black Catholics supporting Black priests.[2] Clearly, the Black community was striving, achieving, and attaining the goals all Americans dream of. They were investing in real estate, stocks, bonds. They were doing business with banks. There was a Black owned and operated bank, the Penny Savings Bank, that advertised in The Baltimore Advocate.[3] By 1909, the major components of society were well along in the Black community.

Separation from the High School

In 1909, the Normal Department was separated from the high school and given its own principal, Mr. Joseph Lockerman, a

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[1]The Baltimore Advocate, February 13, 1909, Vol. 1, Number 6, p. 3.

[2]The Baltimore Advocate, February 13, 1909, Vol. 1, Number 6, p. 4.

[3]The Baltimore Advocate, February 13, 1909, Vol. 1, Number 6, p. 4.

Morgan graduate. Mr. Lockerman's appointment was announced in the Black press.[1] The Normal School moved in with the elementary school at Saratoga and Mount Streets.[2]

In 1918, The Argonaut, a publication by students of the Colored Training School (Coppin) indicates that many Black children died of tuberculosis; therefore, hygiene classes were being initiated.[3] Prospective Black teachers were prepared to impact on the life styles of their students.

In 1926, the name of the Colored Teachers Training School was changed to the "Fannie Jackson Coppin Normal School." At the same time, a new principal, Mr. Miles W. Connor, assumed responsibility for day-to-day operations.[4]

Fannie Jackson Coppin

The new name was intended to foster pride in Black accomplishment. The historical record does not indicate who recommended this name change but a brief examination of the life of Fannie Jackson Coppin speaks to perseverance and excellence in the face of profound abstacles; traits and lessons all students needed to learn.

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[1]The Baltimore Advocate, February 13, 1909, Vol. 1, Number 6.

[2]Flossie Dedmond, "Coppin Yesterday, Today, Tomorrow," 1976.

[3]The Argonaut, published by Students of the Colored Training School, G.B. Maddox Printer, June 1918.

[4]Jerlyn A. Manuel, Coppin State College 1900-1974: Its Origins and Development, p. 2.

Fannie Jackson Coppin, born a slave, was purchased from her master in the District of Columbia by her aunt. She worked for Mr. George Calvert, great grandson of Maryland's founder. She saved her meager wages, enrolled in courses offered by the Rhode Island State Normal School and entered Oberlin College in 1860. In her five years as a student, she developed an acuity for Greek, Latin and higher mathematics; courses she would later teach in Philadelphia. She graduated in 1865, was class poet and the first Black female to graduate from a noted college. She was invited to teach at the Friends of Philadelphia's school in 1837. In four years, she was named principal. She served as principal for 30 years.[1]

She initiated the first known course in normal training for colored teachers. She established a Mechanical and Industrial Department for males and females.

She married a Maryland native, L. J. Coppin, who would later become a bishop of the A.M.E. Church. Mrs. Coppin became a missionary in 1902. She worked in Cape Town, South Africa.

In her life time, she was perceived as a leader. She shared programs with Frederick Douglass.[2] She wrote on educational values and the soundness of educational principles. She epitomized the excellence Black teachers strived to achieve in 1926. The legacy of excellence was established.

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[1]Coppin Alumni Association of the Fannie Jackson Coppin Normal School, Baltimore, Maryland, Vol. 1, Number II, May 1938.

[2]Coppin Alumni Association of the Fannie Jackson Coppin Normal School, Baltimore, Maryland, Vol. 1, Number II, May 1938.

New Locations in 1928, 1932, 1952

The Coppin Normal School shared facilities with the Booker T. Washington High School at Lafayette Avenue and McCullough Street where it remained until 1932. The curriculum was extended to a three (3) year program in 1931.[1]

The school was again relocated in 1932 to the top floor of Elementary School #132 on Mount Street near Riggs Avenue.[2] In 1938, the four year curriculum was developed and permission was secured to grant the B.S. degree. The name changed to Coppin Teachers College. Throughout this period, the school was governed by the Baltimore City Department of Education. In 1950, Coppin Teachers College was transfered to the Maryland State Department of Education. The name was then changed to Coppin State Teachers College. At this point, Coppin was dependent on state appropriations for the continuance of its programs. The school remained at this location until July 1, 1952 when the current, West North Avenue location was secured. Dedmond quotes the mandate of Dr. Thomas G. Pullen, State Superintendent of Education ". . .The State Board of Education recognizing the fact that there is need for between 50 and 65 colored elementary teachers annually, in the Baltimore area, recommends to the Governor and to the General Assembly of Maryland that the State Board of Education continue the training of Elementary Teachers

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[1]Flossie Dedmond, "Coppin - Yesterday, Today, Tomorrow", 1976, p. 2.

[2]Flossie Dedmond, "Coppin - Yesterday, Today, Tomorrow", 1976, p. 2.

the operation of a College of approximately 300 students: that tentatively, the State Board take the position that this school be a Day School, without dormitory facilities, and that the College be open to all qualified colored students within commuting distance. . ."[1]

Coppin, like all other Historically Black Colleges in Maryland, was segregated by law. The Maryland legislature, in the ensuing years, through very limited funding, attempted to control the curriculum and enrollment. Coppin, under the state, was to suffer from benign neglect.

The 1954 U.S. Supreme Court edict to eliminate segregation opened Coppin's door, like all colleges in Maryland, to any applicant. White Marylanders did not apply. Indeed, Coppin like the other Historically Black Colleges, was always open to whites, as far as Blacks were concerned.

Dedmond indicates that the word "Teachers" was to be dropped from the names of all colleges in Maryland in 1963. Coppin State College was the new name.

This name change coincided with the new governing board, the State Board of Trustees. This board had authority over Coppin, Bowie, Salisbury, Frostburg and Towson. The new board structure was in response to calls to desegregate Maryland's higher

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[1]Flossie Dedmond, op. cit.

education institutions by the federal government[1] and by the Black community's insistence that state funds be distributed more equitably. The federal government and Black organizations in the Black community were pivotal in enforcing the 1954-55 Supreme Court decision in Maryland.

In 1964, the elementary education program was accredited by NCATE. In 1965, the school was authorized to grant the B.A. degree in English, and, as of June 1967, in the social sciences.

The First Annual Report of 1964 shows pictures of a board composed of six White males, two White females and one Black male. This board had the power and authority over budgets, programs and leadership. The first year report indicates the fiscal statement ending June 1964 shows the following fiscal distributions:

Bowie State College	Coppin State College
$829,705.88	$657,065.99

Frostburg State College	Salisbury	Towson
$2,088,896.97	$884,097.84	$2,851,529.59

Coppin received the lowest amount of money of the five colleges governed by the State Board of Trustees. The nine (9) members of this first board did not reflect the interests or

[1]Elizabeth H. Tipton, A Descriptive Analysis of Selected Forces and Events Which Influenced the Founding, Growth and Development of Bowie State College From 1865 to 1975, Dissertation, George Washington University, December 1975.

concerns of the Black community. They were far removed from the concerns of predominantly Black Bowie State College and predominantly Black Coppin State College. Yet, because of federal intervention, this board and later boards would be faced with initiating policies, programs and building campaigns to upgrade the Historically Black College campuses which had been neglected for years. Coppin State College, in predominantly Black Baltimore City, would receive the fewest budget allocations, even with federal intervention.

Coppin State College, like the other Historically Black Colleges, came under a new governance structure effective July 1, 1988. If history shows a trend, the relatively new structure may initiate token fiscal responsiveness or the closing of Coppin State College. Unless droves of Black alumni, civic groups, churches and others contact their elected officials and other elected officials around the state, Coppin State College could be lost.

Early Beginnings: The Centenary Biblical Institute, Morgan College

The Centenary Biblical Institute and Morgan College, forerunners of Morgan State University, were mentioned in an 1894 publication, History of Education in Maryland, by Bernard C.Steiner.[1] It is significant that Morgan was included in this very early publication because it proves that there was an awareness of the early efforts to educate Blacks. From its inception, Morgan's board consisted of free Blacks and Whites. The first catalogue was published in 1873. By 1893, Morgan had enrolled 1,500 students from Maryland and 500 students from Delaware, Virginia, West Virginia, Pennsylvania, New York, the District of Columbia, Massachusetts and Bermuda. By 1893, eighty-two (82) student graduated with diplomas in the classics or theology or the normal school curriculum.[2]

Edward Wilson focuses on the influence of the Sharp Street Methodist Episcopal Church on the founding of Morgan.[3] The church, with over 1,400 members, was a meeting place, a school (reading and writing were taught), a place to organize to purchase and free slaves and to assist in the African colonization of Liberia. The Sharp Street Methodist Church led

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[1]Bernard C. Steiner, History of Education in Maryland, Washington: Government Printing Office, 1984.

[2]Ibid., pp. 203-205.

[3]Edward N. Wilson, The History of Morgan State College: A Century of Purpose in Action 1867-1967, Vantage Press, New York, 1968.

the other fifteen area Methodist Churches for Blacks in forming the Baltimore Conference. This conference of Methodist churches recognized the need for a school to train ministers of the Methodist Episcopal church. According to Wilson, five of the advisors and friends of the Baltimore conference were founders of the Centenary Biblical Institute (Morgan State University).

Morgan College was founded (chartered) as the Centenary Biblical Institute on January 3, 1867, at 19 South Street in Baltimore, Maryland.[1] All of the founders were ministers or laymen of the Baltimore Conference of the Methodist Church.

The first class in the 1868-69 school year consisted of twenty (20) students taught by Rev. James H. Brown and Rev. William Harden. Those who did not meet the requirements for entrance to the Centenary Biblical Institute were referred to "The Normal Colored School at Courtland and Saratoga Streets (forerunner of Bowie State College) which was controleed by the Baltimore Association for the Moral and Educational Improvement of the Colored People." The four Black trustees of the Centenary Biblical Institute were appointed on February 12, 1872. They were Wesley J. Parker, R. H. Robinson, Henry W. Martin and William Perkins. The trustees purchased a building and lot on Sarasota Street for $7,500.[2] Six women were admitted in 1874. Another sixteen (16) women were admitted from 1875-76. In 1879,

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[1]op. cit., p. 6.

[2]Edward N. Wilson, op. cit., p. 31.

the charter was amended to include those interested in teaching.[1] A new stone building was completed in 1881. The first Black faculty were hired in 1882.[2] There were 171 students (98 males and 53 females) enrolled in the 1882-83 school year. There were only 15 male theology students. A January 12, 1883 report to the trustees indicated the need for broad academic training. This was under study. In 1885, the student body was racially mixed with White as well as Black men. In 1887, a branch of the Centenary Biblical Institute was established at Princess Anne. The branch school was called the Delaware Conference Academy (as of 1894, this school was referred to as the state Agricultural College for Negroes; today, it is known as the University of Maryland Eastern Shore).[3]

Separate and Unequal: State Aid

Morgan College first received state aid in 1919. The college received $1,000 annually until 1935.

Blacks in Maryland were pressing state elected officials for more adequate higher education facilities for Blacks. According to Wilson, the General Assembly of 1933 passed a law to provide scholarships for college and professional study from funds appropriated to the Princess Anne Academy. It is significant that there were no funds available for that purpose; ;hence, no

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[1]Steiner, p. 61.

[2]Edward N. Wilson, op. cit., p. 46.

[3]Steiner, pp. 203-204.

scholarships were granted under the 1933 law. This is a clear indication of the level and degree of racism coupled with trickery that marked the Maryland legislature when it came to higher education for Blacks in Maryland in the 1930's.

Women were employed at Morgan prior to 1894. Mrs. Mary A. H. Cadden was the principal of the normal department, Miss Charlotte Dickson taught elocution and Mrs. Portia Bird was first assistant.[1] Morgan met the requirements of the school boards of Maryland, Virginia, West Virginia and Delaware.[2] Steiner mentions two Black academies, Baltimore City Academy and the Delaware Conference Academy. Neither academy received state funds[3] although most White academies did.

Board of Regents of Negro Higher Education: Created Because of Murray Case

In 1935, Donald Murray refused a state scholarship and took legal action to enter the University of Maryland Law School. Murray won his case, entered in 1935 and graduated in 1938. The Murray case highlighted the fact that Bowie State and Coppin State Normal Schools were the only publicly supported schools for Blacks in Maryland. The legislature of 1935 authorized a study of higher education of Blacks that concluded ". . .colored people of Maryland suffer tremendously when compared to colored people

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[1]Steiner, p. 203.

[2]Steiner, p. 205.

[3]Steiner, p. 62.

of. . .Virginia and West Virginia. . .North Carolina, Tennessee, Missouri, Florida and Louisiana. . ."[1]

The Commission recommended the formation of a biracial Board of Regents of Negro Higher Education with powers like the Board of Regents of the University of Maryland. They placed the state colleges for Negros and the Princess Anne Academy, if retained, under this Board. The Commission also recommended the acquisition of Morgan by the state and the abandonment of the Princess Anne Academy as a College. If retained, Princess Anne Academy was to become a vocational high school.

According to Wilson, the Commission conferred with the Trustees of Morgan on recommendations on how to integrate Morgan into the state system of higher education for Negroes. As a direct result of the Murray case, scholarships to Blacks for out of state study rose from $600 per year to $30,000 per year. This dramatic increase in funds was to keep Blacks from seeking and gaining admittance to the University of Maryland, as Murray had done. Black state scholarship recepients collected $2 million in the nineteen (19) years the system operated,[2] a very small amount, given the eligible population.

The Board of Trustees of Morgan College approved the transfer to the state on September 28, 1938. In a very carefully worded statement, the Trustees agreed to the transfer provided. "...steps will be taken to preserve the eligibility of the

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[1]Wilson, op. cit.

[2]Wilson, op. cit.

present members of the Board of Trustees for membership upon Board of Trustees of the State Institution; to protect the present faculty and staff, and to secure their classification as state employees; to protect the status of the alumni of the college, and to secure them recognition by the new institution; and to protect the rank and status of the students at Morgan College..."[1]

The state agreed to "...maintain an institution of higher learning for Negroes on the site under the title "Morgan State College", offering curricula equivalent in quality to similar curricula offered at the University of Maryland and inclusive enough in extent to serve the needs of the Negro population of Maryland. This obligation is to be understood as including the erection of supplementary buildings to provide an adequate plant within a reasonable period..."[2]

Two short years before the transfer to the state, in 1937, the first Black president, Dr. Dwight Holmes was appointed. He served from 1937-1948. In 1939, Morgan College was transferred to the state of Maryland for $225,000. This transfer marked the beginning of state control of Morgan College. However, the carefully worded intent of the trustees speaks to the contract-like nature of the stipulations of the transfer on the education of Blacks. Morgan was now a part of the two (2) race system of higher education in Maryland.

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[1]Wilson, op. cit., p. 92.

[2]Wilson, op cit. p. 93.

THE UNIVERSITY OF MARYLAND, EASTERN SHORE

The Founding

In the very beginning, what is now the University of Maryland, Eastern Shore was owned and operated by Morgan College (now know as Morgan State University). Morgan College established a branch school at Princess Anne Conference Academy in 1887. The school was called the Princess Anne Academy[1] or the Delaware Conference Academy.[2] The school initially served as a feeder school for Centenary Biblical Institute (Morgan State University), serving Black students from the eastern shore of Maryland. There was an early attempt to make the school an institution for women.[3]

In 1886, members of the Methodist Church purchased the building and land known as Olney (the current location). The transaction was quickly completed because of the hostility of Whites in the area.[4] Whites would have blocked the sale of the property.

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[1]Bernard C. Steiner, History of Education in Maryland, Government Printing Office, 1894, p. 205 and George Callcott, A History of the University of Maryland, Maryland Historical Society, 1966.

[2]Earl Stanford Richardson, Some Economic, Educational and Racial Implications of a Proposed Merger of the University of Maryland, Eastern Shore and Salisbury State College, University of Pennsylvania, 1976.

[3]Unpulublished manuscript, unknown author, "Beginnings and Purposes", secured from Dr. Diann Showell, Director of Basic Studies, UMES.

[4]Unpublished manuscript, unknown author, "Beginnings and Purposes", op. cit.

The school was intended as an academic institution with the goal of producing colored ministers and teachers for the eatern shore of Maryland. There were nine (9) students and one (1) teacher when the school opened in 1887. By the end of the year, there were thirty-seven (37) students.[1]

Mr. Benjamin Oliver Bird was the first principal of the Academy.[2] Mr. Bird initiated the curriculum for the ministry and the normal school. His administration coincided with a nationwide effort to provide Negroes with vocational training, hence, Principal Bird advocated vocational training at the Delaware Conference Academy. The institution was also called the Industrial Branch of Morgan State College.[3]

In 1890, the federal government mandated to the states that accommodations for the higher education of Negroes be made or all federal support of land grant institutions would cease. The state chose to negotiate with the Centenary Biblical Institute (Morgan State College) rather than admit Negroes to the land grant college at College Park (University of Maryland, College Park).[4] The agreement indicated that facilities were to be

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[1]Unpublished manuscript, unknown author, "Beginnings and Purposes", secured from Dr. Diann Showell, Director of Basic Studies, UMES.

[2]Unpublished manuscript, unknown author, "Beginnings and Purposes" secured from Dr. Diann Showell, Director of Basic Studies, UMES.

[3]Unpublished manuscript, op. cit., p. 3.

[4]Earl Stanford Richardson, Some Economic, Educational and Racial Implications of a Proposed Merger of the University of Maryland, Eastern Shore and Salisbury State College.

comparable to College Park facilities. The Centenary Biblical Institute sold the Princess Anne Academy to the State of Maryland.

University of Maryland, Eastern Shore

The Black Graduate of the Law School Brings State Involvement to the Princess Anne Academy

The Trustees of the Centenary Biblical Institute (Morgan State College) knew that racism fostered the need for the state to purchase the Princess Anne Academy. They also know that a Black had graduated from the law school in 1885[1] and that the White people of Maryland did not want that repeated. They also knew that land grant status would bring badly needed federal dollars to the campus. Hence, the 1890 purchase of the Princess Anne Academy marked the beginning of state intervention in the school's affairs. With the purchase came a new name, "Eastern Branch of the Maryland Agricultural College" (Maryland Agricultural College is now the University of Maryland, College Park).[2] By 1894, the school was popularly called the State Agricultural College for Negroes.[3] Again, the racism of the times dictated racial identification in the school's name.

The Morrill Act of 1890 extended the provisions of the Morrill Act of 1865 to include Blacks. Throughout Maryland, the spoken law was that Blacks were not permitted to attend White

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

[2]Earl Stanford Richardson, Some Economic, Educational and Racial Implications of a Proposed Merger of the University of Maryland, Eastern Shore and Salisbury State College, University of Pennsylvania, 1976.

[3]Bernard Steiner, History of Education in Maryland, Government Printing Office.

institutions.

Richardson indicates that this arrangement continued until 1936. However, another unknown author indicates that the agreement between state officials, Maryland Agricultural College and Morgan College was a mere financial agreement for land-grant work at the Princess Anne Academy, not a sale. Under the terms of this arrangement, in 1919, the name was changed to Eastern Branch of the Maryland Agricultural College. Federal reports indicate that the name remained the same through 1920.

Indeed, federal records indicate that Princess Anne Academy received the following funds:

Year	Federal Funds	State Funds	Other Funds	Total Income
1917-1918	30,000	5,000	10,921	25,921
1918-1919	10,000	7,500	12,700	30,200.54
1919-1920	10,000	6,500	13,075	30,375
		(1,000)		

It should be noted that the drop[1] in federal funds corresponds with the intervention of the state of Maryland in budget allocations for the Princess Anne Academy. It should also be noted that the state funds in the 1918-1919 and 1919-1920 years did not compensate for the significant drop in federal funds. Rather, the school had to increase its funding base from other sources. When considering only federal and state funds for the three year groups, the Princess Anne Academy received $35,000 in the 1917-1918 school year prior to the state's involvement in its budget, $17,500 in the 1918-1919 school year and $16,500

[1]National Archives, Land Grant College Records, Income of Colleges of Agricultural and Mechanic Arts for Colored Persons.

($1,000) in the 1919-1920 school year after state intervention. The arrangement was unsatisfactory to federal officials who were concerned about the school's qualifications for continued land-grant federal assistance. In a federal report of 1921, the state of Maryland indicated the proportion of Whites as 4-5 and colored as 1-5 and an arbitrary division of land-grant funds. The White school received $40,000 and the Black school received $10,000.[1] Callcott, a University of Maryland historian confirms this.[2] According to this author, in 1926, the college became completely owned and controlled by the State and was referred to as an "administrative agency". This is the historical version in the UMES Catalogue. At this point, the college was governed by the University of Maryland's governing board. In 1927, the four-year college level curriculum was approved.[3] However, the depression worsened and the school deteriorated rapidly. Instruction fell below high school standards and enrollment dropped to thirty-four (34) students.[4]

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[1]Report of Land Grant Colleges: Division Between Institutions for White and Colored Persons of the 1862 Land Grant Fund, for the Year Ending June 30, 1921, National Archives, Washington, D.C.

[2]George Callcott, op. cit.

[3]George Callcott, A History of the University of Maryland, Maryland Historical Society, Baltimore, Maryland, 1966.

[4]George Callott, op, cit., pp. 306-307.

The Out of State Scholarship Fund: A Direct Result of the Murray Case

The regents established a fund of $600 for Negroes who wished to attend out of state institutions for courses offered at the College Park campus and other White campuses from which they were barred.[1] A young attorney named Thurgood Marshall successfully pleaded the Murray case which provided access to professional schools. The state legislature, upset with the outcome of the trial, hastily increased the out-of-state scholarship fund for Negroes to $30,000. They wished to avoid "indiscriminate mixing".[2] "To evade possible suits to enter undergraduate schools, the legislature appropriated $100,000 for the University to purchase the Princess Anne Academy from Morgan College".[3]

University of Maryland President Byrd is ironically creditied for the increased funds going to the school. He voiced his concerns as "If we don't do something about Princess Anne we're going to have to accept Negroes at College Park wnere our girls are."[4] Byrd was always very vocal on the racial issue. He got upset when the Marbury Commission of 1947 recommended to the legislature that the college at Princess Anne, Maryland be abandoned and that Morgan State College be the premiere school

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[1]George Callcott, op. cit., pp. 306-307.

[2]George Callcott, op. cit., pp. 306-307.

[3]George Callcott, op. cit.

[4]George Callcott, op. cit., p. 35.

for Negroes.[1] Byrd changed the name of the school to Maryland State College in 1948, quadrupled funding (from $33,183 to $113,633),[2] and advertised for Black students in other states. He then asked the legislature to abandon or absorb Morgan, making it a part of Marylard State College.[3]

He'd outwitted the legislators who had earlier called for the closing of the college in Princess Anne, Maryland. Byrd resigned in 1953 to run for governor. Blacks are credited with his defeat.[4]

In September 1947, the President of Maryland State College and the Chairman of the Board of Regents conferred at Maryland State College on comments appearing in the College Catalogue of 1947. College students and staff were to be directed to observe and regard the mores and folkways of the people in the community.[5] The segregation and racism of the Princess Anne community was observed. The Chairman of the Board of Regents agreed that the school had been neglected financially but that would be remedied soon.

Instead, in September 1947, the "Higher Education in Maryland" survey recommended the Maryland State College be

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[1]Earl Richardson, op. cit.

[2]Unknown author, "Beginnings and Purposes" secured from Dr. Diann Showell, University of Maryland Eastern Shore.

[3]George Callcott, op. cit.

[4]George Callcott, op. cit.

[5]Unknown author, "Beginnings and Purposes" secured from Dr. Diann Showell, UMES.

abolished. The reasons cited were:

> "1. The college is difficult to access . . .
> 2. The institution has no recognition by . . . accrediting agencies . . .
> 3. The cost per student is excessively high, . . .the quality of the program is low.
> 4. It can never hope to attract a student body for efficient operation . . .
> 5. Princess Anne College is now a branch arrangement, the development of the Negro land-grant college has been shamefully neglected.
> 6. The control of a Negro College by a Board of Regents whose main interest is in a state university for whites is not likely to result in satisfactory facilities for Negro students."[1]

These recommendations caused heated debate between Black and White Marylanders. This was the climate when the Legislative Council met on the campus of Maryland State College on December 17, 1947 to decide whether the school should be continued. They recommended continuance over strong opposition from White Marylanders. A newly elected governor pledged no increase in funds to the college until he investigated the situation. Negroes of the Eastern Shore counties formed the Eastern Shore Citizens Association with the goal of keeping the college open. A number of different small groups and committees from the Eastern Shore Citizens Association and the Maryland State College National Alumni Association urged support of the school. Although it did not close, no capital outlays for building construction were recommended in eight years.

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[1]Unknown author, "Beginnings and Purposes" secured from Dr. Diann Showell, UMES.

Brown v. The Board of Education Brings Construction Funds to Maryland State College

The first appropriation of funds from the state for the construction of buildings since 1949 came in 1957,[1] Three years after, the college was accredited by the Middle State Association.[2] This was, in part, due to the landmark federal court cases which mandated equal access. Facilities had to be improved dramatically to attract White students to the Historically Black College campuses. The deterioration was such that massive revenues were needed to make the physical plant more functional.

On July 1, 1970, Maryland State College became the University of Maryland Eastern Shore. The name change was intended to make the school more appealing to Whites.[3] The campus was governed by the University of Maryland Board of Regents. Enrollment increased during the next three years. At this point, the only degree offered was the bachelor's degree.

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[1]Unknown author, "Beginnings and Purposes", secured from Dr. Diann Showell, UMES.

[2]Earl Richardson, op. cit.

[3]Earl Richardson, op. cit.

According to Richardson, during the late sixties and seventies there were a series of proposals intended to change the mission of the University of Maryland Eastern Shore (UMES).

1967 Senate Resolution- College Mergers- plan to merge UMES and Salisbury State College, did not pass Senate.

1969, Maryland Integration Plan for Higher Education- cooperative programs to improve human relations between UMES and Salisbury State College.

1970, Heller Associates of New York, proposed a two year curriculum be established at Salisbury State College. UMES to be the sole four year institution.

1975- Final Report of the Governor's Commission on Education in Maryland - recommended new eastern shore university system to include UMES, Salisbury State College, University of Maryland Center Estaurine Studies and Chesapeake Community College.

1977- Wilner report- recommended the merger of UMES and Salisbury State College.

The University of Maryland Eastern Shore now offers B.A. and B.S. degrees in nineteen (19) areas and teaching degree programs. Graduate studies include: M.S. and Ph.D. degrees in Marine - Estuarine and Environmental Sciences; Ph.D. degree in Toxicology; M.S. degree in Computer Science, Guidance and Counseling, Agricultural and Extension Education and Special Education.[1]

[1] University of Maryland Eastern Shore, 1986-88 Catalog.

Timeline: Events Impacting on Higher Education for Blacks in Maryland

1802	Sharp Street Methodist Episcopal Church buys land for church and school.
1829	Founding of Oblate Sisters in Baltimore marks beginning of Black teachers in Catholic educational institutions.
1845	Wells Free School founded with funds from estate of Black drayman, former slave, Nelson Wells.
1864	Black public school system initiated with taxes of free Blacks.
1865	Fannie Jackson Coppin graduates from Oberlin College.
1867	Morgan State University and Bowie State College founded.
1887	Branch of Morgan established at Princess Anne, Maryland (University of Maryland, Eastern Shore).
1894	Black doctors found Provident Hospital.
1900	Coppin State College founded.
1902	Curriculum expanded to 2 years for teacher preparation at Coppin State College.
1908	Bowie State College (Baltimore Normal School) receives state funds, changed name to state Normal School No. 3.
1909	Campaign in Maryland to disenfranchise blacks.
1909	Niagara Movement - founding of NAACP.
1909	Colored High School (Douglass) and Colored Training School (Coppin) became separate institutions.
1910	Bowie State College (State Normal School No. 3) moves to Prince George's County, Maryland.
1914	First Division of Negro Education (national) made possible by Phelps Stokes grant.
1917	First Summer School for Maryland's Black teachers at Bowie State College.
1919	Princess Anne Academy name changed to Eastern Branch of the Maryland Agricultural College.
1924	Normal School Curriculum begins at Bowie's State Normal School No. 3.

1926	Colored Teachers Training School name changed to Fannie Jackson Coppin Normal School.
1927	Four (4) year curriculum approved at college in Princess Anne, Maryland.
1928	New location for Coppin.
1928	Survey of Negro Colleges and Universities.[1]
1930	Survey of Negro Land Grant Colleges.[2]
1932	New Location for Coppin.
1933	Background study of Negro College Students.[3]
1933	Education of Negro Teachers in the U.S.[4]
1935	Legislature authorized study of higher education of Blacks in Maryland.
1935	Normal School No. 3 name changed to Maryland State Teachers College at Bowie; four year curriculum started.
1936	Donald Murray won case and enrolled at the University of Maryland School of Law.
1937	Dr. Dwight Holmes appoin'ed as first Black president of Morgan.
1937	Report of the Commission on Higher Education of Negroes to the Governor and Legislature of Maryland urged formation of Board of Regents of Negro Higher Education.
Sept. 28, 1938	Morgan College transferred to the state.
1939	Increased scholarship aid to Negroes who study out of state (Report of the Commission on Scholarship for Negroes to the Governor and Legislature of Maryland).

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[1] Arthur J. Klein, U.S. Bureau of Education Bulletin 1928, U.S. Government Printing Office.

[2] U.S. Office of Education, Bulletin,1928, No.7, U.S. Government Printing Office.

[3] U.S. Office of Education Bulletin, 1933, No. 8, U.S. Government Printing Office.

[4] U.S. Office of Education Bulletin, 1933, No.10, Vol. IV.

Dec. 11, 1940	In private philanthropy, Colleges for Negroes suffered a 25% fund reduction.[1]
July 4-Sept.2,1940	American Negro Exposition, Chicago, Illinois[2] featuring exhibits from 48 states, D.C., Africa, Cuba West Indies, Haiti, Liberia, South America, Virgin Islands, Negro Colleges, schools, frats, business institutions.
March 7, 1944	Federal Security Agency recommended that Black colleges collect and disseminate information on Negroes; arrange interlibrary programs; inaugurate the scientific study of the Negro and other races and highlight their contributions to American culture, define purposes, work to remove the stigma of inferiority.[3]
1947	Commission recommended abolishing Maryland State College alumni and others from the Black community fight to keep school opened.
1947	President Byrd adovates increased funds at the school at Princess Anne (UMES).
1948	Name change to Maryland State College.
1951	Junior High School teacher program initiated at Bowie.
1952	New location for Coppin.
1961	Sit-ins in Maryland.
1961	Secondary High School teacher program initiated at Bowie.
1963	Cambridge Race Riots.
1964	First Annual Report of new State Board of Colleges and Universities, new governing board of all state public college (Morgan fought and won an exception to this governing structure).
1964	Coppin's elementary education program accredited by NCATE.
1965	Coppin authorized to grant B.A. degree.

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[1] Memorandum to Mr. Irvin from John H. Lloyd, "U.S. Office of Education Report on College and University Finance", December 11, 1940, National Archives.

[2] First Negro World's Fair brochure, National Archives.

[3] "Intensive Study of Colleges for Negroes, Volume III, Superintendent of Documents, Government Printing Office, 1944.

1967	Cambridge Race Riots.
1967	Senate Resolution - plan to merge Salisbury State College and Maryland State College.
1968	Dr. M.L.King, Jr. assassinated.
Oct.19, 1970	Adams V. Richardson (now Adams v. Bennett) accused the Department of Health, Education and Welfare with not swiftly cutting off federal funds to school districts not in compliance with the civil rights laws.[1]
1970	Maryland State College renamed University of Maryland Eastern Shore.
1970	Heller Associates proposes Salisbury State College be a two (2) year college and UMES be the only four (4) year school. Not enacted.
Nov.16, 1972	U.S. District Court Judge Pratt rules HEW broke the law when it did not cut off funds to school districts that did nct comply with the Civil Rights Act of 1964.[2]
Feb.16, 1973	Pratt orders HEW to begin proceedings to cut off federal funds from school districts and state college systems not in compliance.[3]
March 14,1975	Pratt orders HEW to act swiftly to enforce desegregation guidelines in sixteen (16) southern and border states (including Maryland). Pratt established procedure for handling noncomplinace.[4]
1975	Final Report of the Governor's Commission Education in Maryland recommended eastern shore university system. UMES is threatened.

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[1] The Washington Post, Tuesday, December 15, 1987.

[2] The Washington Post, Tuesday, December 15, 1987.

[3] The Washington Post, Tuesday, December 15, 1987.

[4] The Washington Post, Tuesday, December 15, 1987.

Dec. 29, 1977 Court orders review of HEW enforcement activities in all fifty (50) states.[1]

1977 Wilmer Report recommended merger of UMES and Salisbury State College.

Dec. 14, 1987 Judge Pratt discontinued the Adams v. Bennett suit because none of the plaintiffs have legal standing. He used a recent Supreme Court ruling that indicates his earlier 1983 ruling violated the separation of powers section of the constitution by interfering with the executive branch of government.[2]

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[1] The Washington Post, Tuesday, December 15, 1987.

[2] The Washington Post, Tuesday, December 15, 1987.

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